



REQUEST FOR PROPOSAL

CookShop Classroom for After-School 2013

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SECTION A – OVERVIEW

1. PURPOSE OF RFP

The purpose of this Request for Proposal (“RFP”) is to invite external evaluators to submit their proposals to Food Bank For New York City for the provision of evaluation services in combination with information on their skills, services and experience in providing such services. Food Bank For New York City will then select one proposal for further negotiation and enter into a contract with the successful party.

Following the evaluation of all RFP responses, Food Bank For New York City may:

- Enter into negotiations with the preferred contractor; and/or:
- Conclude the process without awarding any contracts.

This RFP consists of the following:

- Section A – Overview: Provides background information, instructions and conditions for responding to this RFP
- Section B – Scope of Work:
- Section C – Proposal Content: Sets out the information required to be in your RFP response.

2. RFP TIMELINE

The anticipated timetable for this RFP process is as follows:

Activity	Date
Release RFP	Monday, June 3 rd 2013
RFP questions close	Monday, June 10 th 2013
RFP closes	Monday, June 17 th 2013
RFP evaluation	Tuesday, June 18 th – Thursday, June 20 th 2013
Respondents notified of outcome	Friday, June 21 st 2013
Contract negotiations	Friday, June 21 st – Wednesday, June 26 th 2013
Contract commencement	Monday, July 1 st 2013

Activity	Date
First evaluation report	Monday, September 30 th 2013
Final evaluation report	Friday, February 28 th 2014

Respondents are to note that this timetable is indicative only, and may be subject to change at the sole discretion of Food Bank For New York City. All respondents will be notified of any changes to the timetable by the Food Bank's project manager.

SECTION B – SCOPE OF WORK

1. INTRODUCTION

a. About the Food Bank For New York City

Food Bank For New York City recognizes 30 years as the city's major hunger-relief organization working to end food poverty throughout the five boroughs. As one of the country's largest food banks, our mission is to end hunger in New York City by organizing food, information and support for community survival and dignity. As the city's hub for integrated food poverty assistance, Food Bank For New York City tackles hunger on three fronts — emergency food distribution, financial empowerment and nutrition education.

There are 3 million New Yorkers experiencing difficulty affording food.¹ To address this issue, Food Bank For New York City procures and distributes food to a network of approximately 1,000 food assistance programs citywide, helping to provide 400,000 free meals a day for New Yorkers in need. In addition, CookShop, Food Bank For New York City's hands-on nutrition education programs in the city's public schools, reaches thousands of children, teens and adults in schools and emergency food sites throughout New York City. Income support services including food stamp direct service, training and advocacy, as well as free tax assistance and assistance accessing the Earned Income Tax Credit, put millions of dollars back in the pockets of low-income New Yorkers, helping them to achieve greater independence. Working toward long-term solutions to food poverty, Food Bank For New York City conducts research to inform community and government efforts.

As an independent, nonprofit 501(c)(3) organization, Food Bank For New York City meets the Better Business Bureau's charity standards. Food Bank For New York City is a certified member of both Feeding America and the Food Bank Association of New York State.

¹ *NYC Hunger Experience 2010*. (2010). Food Bank For New York City / Marist College Institute for Public Opinion.

b. About CookShop

Food Bank For New York City's nutrition education program CookShop, funded by the United States Department of Agriculture (USDA) through the Supplemental Nutrition Assistance Program – Education (SNAP-Ed), provides food stamp-eligible New Yorkers of all ages with the tools and information needed to make healthy food choices for themselves and their families. With hands-on workshops reaching approximately 30,000 New Yorkers across the five boroughs, CookShop teaches MyPlate five food groups and cooking skills , and fosters enthusiasm for fresh, affordable fruits, vegetables, legumes, low-fat dairy, and grains.

CookShop Nutrition Education Program Components:

- ***CookShop Classroom for Elementary:*** uses hands-on exploration of MyPlate five food groups and cooking activities to foster children's enjoyment and consumption of healthy foods, and their appreciation for good nutrition. CookShop Classroom is implemented in more than 1700 classrooms in New York City public schools and after-school programs.
- ***EATWISE: Educated and Aware Teens Who Inspire Smart Eating (or CookShop for Teens) :*** is a peer nutrition education program that trains teens from New York City high schools to lead nutrition education workshops and activities with their peers. CookShop for Teens leaders receive training in nutrition, preparing healthy meals and snacks, and workshop facilitation skills.
- ***CookShop for Families:*** offers workshops for parents and guardians of students in schools participating in CookShop Classroom. Through simple, healthy recipes using fresh, affordable ingredients, the workshops offer the skills and knowledge needed to make CookShop part of their families' daily lives.

c. About CookShop Classroom for After-School

CookShop Classroom for After-School uses hands-on exploration and cooking activities to help children ages 6 to 12 learn to enjoy and appreciate a healthful diet. The curriculum consists of 6 lessons, each 45 minutes in lengths. Lessons focus on the USDA's MyPlate, the five food groups and the benefits of eating a balanced diet that is rich in nutrients and low in added sugar and fat.

Food Bank For New York City trains, equips, and provides support to the After-School workshop leaders who implement these engaging lessons and lay the foundation for positive, healthful eating habits that will last for life.

In 2012, 46 sites implemented the CookShop Classroom for After-School program and nearly 120 people participated at least one workshop (no duplicates).

Program Calendar

Activity	Date
Training	Thursday, June 13 th 2013
First Week of Program (Workshop 1)	The week of July 8 th
Final Week of Program (Workshop 6)	The week of August 13 th

** CookShop Classroom for After-School will start week of July 8th and continue through August 16th, but all program sites will set their own workshop days and times within that period.*

Goals of CookShop Classroom for After-School are as follows;

- Provide participants with an understanding of health and nutrition
- Increase familiarity with fruit, vegetables, whole grains, legumes, and low-fat dairy products
- Encourage participants to eat more fruit, vegetables, whole grains, legumes, and low-fat dairy products
- Encourage understanding of how food affects health and how goals and choices can maintain and improve health
- Encourage nutritious food choices, which include foods that are lower in unhealthy fats and sugar and choosing foods that are many different colors

The program objectives are as follows;

Participants will:

- Engage in a variety of interactive activities that focuses on making healthful food choices from each of the five food groups;
- Learn how to use tools like the USDA's MyPlate to make more nutritious food choices ;
- Explore the health risks of regularly eating foods high in sugar, fat, and salt;
- Prepare healthful snacks that include foods from the five food groups; and
- Set goals and share knowledge with family, friends and community members.

The curriculum is structured as below (Appendix.)

- Length: Six workshops, one per week for six weeks.
- Time: 60-90 minutes.

Each lesson consists of five components, four mandatory and one optional:

- CookShop Gear-Up: Fitness activity that reviews the USDA's MyPlate and the five food groups;
- Lesson Learned: Interactive discussion and activities that explore nutrition concepts, experience and food choice;

- **Cooking Out:** Preparation of a nutritious recipe that highlights food from at least one of the five food groups;
- **Bringing It Home:** Lesson review that encourages participants to put lesson concepts to practice with family and friends and make healthful food choices throughout the week; and,
- **Optional Activities:** Additional activities that apply learning in different ways, using problem solving, physical activity and creativity. NOTE: These activities are not required. Some of these activities suggest additional foodstuffs and supplies. The Food Bank will not provide these additional supplies.

Lesson	Description
Lesson 1: Meet MyPlate & the Food Groups	Participants are introduced to CookShop Classroom for After-School and the five food groups. Participants prepare a nutritious recipe together: Build-Your-Own MyPlate Pizzas.
Lesson 2: Every Color, Every Day with Vegetables	Participants explore vegetables and the importance of eating a variety of colorful fruit and vegetables. Participants prepare a nutritious recipe together: Rainbow Cabbage Boats.
Lesson 3: Food Processing with Grains	Participants explore the difference between whole and processed foods and the importance of eating foods that are less processed, including whole grains. Participants prepare a nutritious recipe together: Wheat Snacks with Berry Mash.
Lesson 4: Smart Sugar Choices with Fruit	Participants explore the difference between foods with natural and added sugar and importance of choosing foods that contain natural sugar, such as fruit. Participants prepare a nutritious recipe together: Peachy Orange Salsa.
Lesson 5: Low-Fat Living with Dairy and Calcium-Rich Foods	Participants learn about dairy and other calcium-rich foods and the importance of making naturally low-fat food choices. Participants prepare a nutritious recipe together: Creamy, Calcium-Rich Kale Salad.
Lesson 6: Portion Wise with Protein	Participants learn about protein foods and the importance of personalized food portions. Participants prepare a nutritious recipe together: Black Bean Burritos

2. DESCRIPTION OF REQUIREMENTS

a. Overview

Food Bank For New York City seeks to understand the impact of participation in CookShop Classroom for After-School on participants' attitudes and behaviors around healthy eating. The aim of this evaluation is to study the impacts on knowledge, attitudes and behavior related to healthy eating following participation in CookShop Classroom for After-School;

It is expected that the evaluation will include, but not be limited to, the following areas. Note that existing information about these questions should be reviewed and referenced as part of the evaluation project.

- Understanding of why healthy eating is important among participants
- Knowledge of how to make healthy food choices among participants
- Familiarity with MyPlate five food groups and healthy foods among participants
- Desire to eat healthy food among participants
- Consumption of healthy food among participants

It is expected that the evaluation methodology will include a quasi-experimental design with pre- and post- test data collected from treatment and the control groups, in addition to a the six month follow-up. Data collected from pre-survey will provide the baseline measure for the evaluation study of CookShop Classroom for After-School participants and their families.

The proposed analysis seeks to:

- Determine differences in outcomes between CookShop Classroom for After-School participants and non-CookShop Classroom for After-School participants
- Determine differences in outcomes between pre- and post program participation
- Determine differences in outcomes between post program participation and six month follow up

Data collection tools and procedures will be developed by the evaluation contractor to reliably measure for changes in knowledge, attitudes and behaviors addressed within the CookShop curricula. All tools and procedures should be informed by that which has been found to be reliable and valid in evaluating nutrition education programming.

It is expected that members of Food Bank For New York City team will have a close working relationship with the successful evaluation provider at all stages of the project.

b. Description of Services

It is expected that the project will include the following:

- **Quantitative research** to identify participant characteristics such as socio-economic status, ethnicity, gender, and other demographic and behavioral aspects including eating behaviors. It is expected this would include reviewing existing literature and information.

The research sample for the quantitative component of the study will need to comprise a sample representative of the population of CookShop participants (both parent/guardian and child) with sufficient sample sizes to allow for robust conclusions to be drawn and to allow for six month outcome evaluation with study participants. To allow for comparative analysis and an assessment of changes in awareness, knowledge and/or behavior, data will be collected both before and after participation in CookShop and include a control group for comparison.

The inclusion of multiple quantitative methods is expected to ensure the validity and reliability of all findings. The ideal design would include a combination of activities such as surveys, food diaries, dietary recall and observations.

- **Qualitative research** for some agreed segments including in depth analysis on how, if at all, participation in CookShop has had an impact on knowledge, attitudes and behavior around healthy eating. It is expected that the qualitative component of the study will include interviews and/or focus groups.

c. the Budget

The budget is for this evaluation project is \$30,000.00 USD.

3. ROLE OF CONTRACTOR

The selected contractor will be responsible for developing and executing an evaluation of Food Bank For New York City's Community CookShop program. In doing so, the selected contractor will be responsible for the following:

- Development of evaluation tools in coordination with Food Bank For New York City staff
- Coordination with Community CookShop program implementation site staff to schedule evaluation activities and recruit participants
- Recruitment of participants to participate in quantitative and qualitative evaluation
- Disbursement of incentives to the program participants for participation in evaluation activities
- Collection of data through evaluation tools
- Data entry, analysis and summation of data
- Providing Food Bank For New York City with all raw data collected from evaluation activities

4. MANDATORY CONTRACT PROVISIONS

In the event a contract is entered into between Food Bank for New York City ("Food Bank") and your firm (the "Selected Firm"), the following provisions must be agreed to by the parties and added as an addendum to the extent not already provided for in the contract.

1. THE PARTIES AND SCOPE OF THIS AGREEMENT

1.1. The Parties: The Parties to this agreement are Food Bank and Selected Firm.

1.2. The Agreement: The following provisions, together with the attached contract, are defined as the "Agreement."

- 1.3. Conflicts Between Attached Contract and this Agreement: Any conflict(s) between the express terms of the attached contract and the provisions below shall be resolved in favor of the provision of the attached contract, except for Section 7.2 entitled "Withdrawal of Funding" and Section 4.6 entitled "Compliance with Government Contracts," which are rights retained by Food Bank regardless of any conflict, express or implied, with other provisions within this Agreement.
- 1.4. Assignment and Delegation: Selected Firm may not assign any rights or delegate any performance under this Agreement without Food Bank's prior written consent. All assignment of rights by the Selected Firm is prohibited, whether they are voluntary, involuntary, or by merger, consolidation, dissolution, or operation of law. Any purported assignment or delegation by Selected Firm in violation of this section is void.
- 1.5. Relationship of the Parties: This Agreement shall not create any franchise, fiduciary, agency, partnership, joint venture, employment or special relationship between the Parties.
 - 1.5.1. The Selected Firm is in no way authorized by this Agreement to make any contract, warranty, or representation, or to create any obligation, express or implied, on behalf of Food Bank.
 - 1.5.2. The Selected Firm is an independent contractor of Food Bank. Food Bank shall carry no worker's compensation, health or accident insurance to cover Selected Firm's employees, officers, or agents. Food Bank shall not pay any contribution to Social Security, unemployment insurance, federal or state withholding taxes, nor provide any other contributions or benefits that might be expected in an employer-employee relationship. The Selected Firm agrees to report and pay any necessary contributions for taxes, unemployment insurance, Social Security and other benefits for itself.
- 1.6. Worker's Compensation and Employer's Liability: The Selected Firm will comply with all state regulations pertaining to worker's compensation requirements for insured or self-insured programs.

2. REPRESENTATIONS, WARRANTIES AND COVENANTS OF SELECTED FIRM

- 2.1. Non-Discrimination: If applicable, the Selected Firm shall comply with federal anti-discrimination laws as well as Section 220e of the New York State Labor Law, Section 6-108 of the Administrative Code of the City of New York, Executive Order 50 (1980) as revised, and any successor provisions.
- 2.2. Drug Free Work Place: The Selected Firm, including its agents and employees, shall not possess or consume alcohol, or manufacture, distribute, dispense, possess, or use any unlawful or unauthorized drugs while on Food Bank property or while acting under this Agreement.
- 2.3. Debarment Status: To the extent that this Agreement calls for the delivery of goods or services pursuant to a federal, state, or local government grant or program, the Selected Firm hereby represents and warrants that it has not been debarred or excluded from such government grant or program. The Selected Firm further represents, warrants and covenants that it has not and will not use in any capacity the services of any individual, corporation, partnership, or association which has been debarred or excluded from participation in relevant federal, state, or local grants or programs. In the event that the Selected Firm is disbarred or excluded, or becomes aware of or receives notice of the debarment or exclusion of any individual, corporation, partnership, association or individual providing goods or services to the Selected Firm related to this Agreement, the Selected Firm agrees to notify Food Bank immediately.
- 2.4. General Covenants, Warranties, and Representations: The Selected Firm covenants, warrants , and represents that:
 - 2.4.1. The signatory to this Agreement has the authority to bind the Selected Firm to perform the obligations provided for herein;
 - 2.4.2. All materials, information or software necessary to perform its duties under this Agreement are the property of the Selected Firm, or a third party from whom the Selected Firm has secured the right of use;

- 2.4.3. The equipment, goods, software, and property provided to Food Bank are free from any claims or demands of third-parties, known or unknown, including, but not limited to claims of an existing security interest, copyright infringement, misappropriation, theft of trade secrets, and other property rights, and will defend, indemnify and hold Food Bank harmless from any such third party claim or demand;
- 2.4.4. Selected Firm and its employees, officers, and agents will maintain any and all professional licenses and certifications necessary to deliver the goods and services contemplated by this Agreement;
- 2.4.5. Selected Firm will fulfill its duties under this Agreement in compliance with all applicable laws and regulations and obtain all appropriate government approvals pertaining to the delivery of goods and services under this Agreement; and
- 2.4.6. Selected Firm will at all times act in good faith and exert its best efforts to perform its obligations under this Agreement. For the purposes of this Agreement, "good faith" shall mean adherence to the high commercial and ethical standards of a not-for-profit charitable organization.

3. INSURANCE

- 3.1. Minimum Coverage: Selected Firm will propose insurance that meets or exceeds the needs of Food Bank. Food Bank reserves the right to approve any insurance proposed by the Selected Firm. At a minimum, the Selected Firm and any Subcontractor will provide general liability insurance coverage and, if applicable, product liability coverage of:
 - 3.1.1. \$1,000,000 for bodily injury to any person for any one occurrence,
 - 3.1.2. \$3,000,000 for bodily injury sustained by two or more persons for any one occurrence, and
 - 3.1.3. \$1,000,000 for property damage for any one occurrence.
- 3.2. Food Bank as Additional Insured: In each case the Selected Firm shall designate Food Bank as an additional insured.
- 3.3. Occurrence-Based Policies: Such policies shall be "occurrence based" policies, providing coverage for all occurrences which are in any way related to the goods or services provided under this Agreement, regardless of when the claim with respect to such occurrence is made.
- 3.4. Proof of Insurance: Food Bank may demand that, before the Selected Firm provides any goods or services under this Agreement, the Selected Firm provides Food Bank with a valid certificate of insurance evidencing that such insurance is in effect and that such insurance will not be canceled or modified on less than thirty days' prior written notice to Food Bank. Failure on the part of Food Bank to make such a demand does not constitute a waiver of the insurance provisions contained in this section.

4. RIGHTS RESERVED BY FOOD BANK

- 4.1. Accounting Records and Right to Audit:
 - 4.1.1. Selected Firm agrees to make available to Food Bank relevant records, programs, and data as may be reasonably requested by Food Bank to verify performance of Selected Firm's duties under and compliance with this Agreement.
 - 4.1.2. Selected Firm agrees to keep accurate financial records in accordance with generally recognized accounting principles for all transactions related to the goods or services provided under this Agreement.
 - 4.1.3. Food Bank reserves the right to audit or cause to be audited the Selected Firm's books and accounts regarding the transactions contemplated in this Agreement at any time during the term of this Agreement and for five (5) years thereafter.

- 4.2. Ownership of Data: To the extent applicable, all data (including without limitation, written, printed, graphic, video and audio material, and information contained in any computer database or computer readable form) generated by the Selected Firm in the course of fulfilling its duties under this Agreement (the "Data") is the property of Food Bank. Any copyrightable work created in connection with performance of the this Agreement and contained in the Data is work made for hire, whether published or unpublished, and all rights therein are the property of Food Bank as employer, author and owner of copyright in such work.
- 4.3. Right to Select and Remove Personnel: Food Bank reserves the right to interview and select and, if necessary, replace, all of the Selected Firm's personnel who will provide services under this Agreement. Food Bank has the right to remove for reasonable cause any of the Selected Firm's personnel who will provide Services under this Agreement.
- 4.4. Use of Food Bank's Marks or Name Generally: Food Bank is the sole owner of all right, title and interest to all of Food Bank's trademarks, service marks and logos (collectively, the "Marks") and name. Selected Firm shall not use Food Bank's Marks or name without Food Bank's prior written approval. This provision will survive termination of this Agreement.
- 4.5. Use of Food Bank's Name and Marks for Marketing: Selected Firm shall not, without Food Bank's express written approval, publically represent on its website, in marketing materials, or otherwise that Selected Firm or its goods or services have been endorsed or used by Food Bank. Absent a specific licensing agreement to the contrary, Food Bank reserves the absolute right to withhold the use of its name and Marks by Selected Firm. This provision will survive termination of this Agreement.
- 4.6. Compliance with Government Contracts: Nothing in this Agreement shall be read to interfere with Food Bank's compliance with existing agreements between Food Bank and any federal, state, or local government. To the extent that this Agreement calls for the delivery of goods or services pursuant to a federal, state, or local government grant or program, Selected Firm agrees to abide by the rules and regulations of such program that are applicable to Selected Firm.

5. LICENSING OF FOOD BANK'S NAME AND MARKS

- 5.1. Statement of Ownership: Food Bank owns and has the authority to license in the United States its name and Marks. If this Agreement grants Selected Firm the right to use Food Bank's name or Marks, such right is a nonexclusive, nontransferable, non-assignable license. Nothing in this Agreement gives Selected Firm the right to use Food Bank's name or Marks other than in accordance with this Agreement.
- 5.2. Media Usage in Licensing Agreements: If this Agreement grants Selected Firm the right to use Food Bank's Marks or name, Food Bank must give prior written approval of the form of all promotional materials, packaging, news releases, announcements, advertising and other matter used in connection with this Agreement prior to use, release and/or distribution. Food Bank's written approval may be provided via fax, e-mail or mail. Food Bank's review of the proposed use of its name or Marks shall be timely, and approval shall not be unreasonably withheld.

6. CONFIDENTIALITY

- 6.1. Confidential Information Defined: Confidential Information is all information that is marked as such and all other information which a reasonable person would consider to be confidential. Confidential Information shall include, but is not limited to, information regarding Food Bank, its operations, programs, activities, financial condition, employees, officers, donors, grantors and customers ("Confidential Information").
- 6.2. Use of Confidential Information: Selected Firm agrees it will use Confidential Information solely for the purpose of providing goods and services under this Agreement. Absent written consent by Food Bank, Selected Firm shall not disclose, and will use their best efforts to prevent the disclosure of, any confidential or proprietary information about Food Bank and its employees, officers, directors, donors, grantors, affiliates, customers, and beneficiaries.

- 6.3. Permitted Disclosures: Notwithstanding the preceding paragraph, the Selected Firm may disclose Confidential Information to employees, agents, and consultants if i) the disclosure is reasonably necessary for the Selected Firm to fulfill its obligations under this Agreement and ii) all recipients of the Confidential Information agree to be bound by the confidentiality provisions of this Agreement.
- 6.4. Disclosures Compelled by Law: Upon receipt of any request, subpoena, or other legal obligation to produce any of Food Bank's Confidential Information, Selected Firm will promptly notify Food Bank. Selected Firm shall cooperate with Food Bank to limit the scope of the request, subpoena, or other legal obligation. Either Selected Firm or the Food Bank may, in its discretion, take legal or other action to oppose such disclosure. Confidential Information that is ultimately required to be disclosed by law, including information disclosed pursuant to a court order or subpoena, shall not otherwise cease to be treated as Confidential Information.
- 6.5. Return of Confidential Information: Upon written request of Food Bank, the Selected Firm will return all Confidential Information disclosed in written or tangible form, and the Selected Firm will destroy all of its copies, excerpts or notes made by it which contain any portions of the Confidential Information unless otherwise provided for by the parties. The Confidentiality provision will survive the termination of this Agreement.

7. TERMINATION

- 7.1. Termination for Cause: Food Bank shall have the right at any time to terminate this Agreement for "cause" on notice to Selected Firm. "Cause" shall be defined as:
- 7.1.1. A material breach by Selected Firm of any of its obligations under the terms of this Agreement;
 - 7.1.2. Selected Firm being adjudged insolvent or bankrupt;
 - 7.1.3. The institution of any proceedings by or against Selected Firm seeking relief, reorganization or arrangement under any laws relating to bankruptcy or insolvency;
 - 7.1.4. Any assignment by Selected Firm for the benefit of creditors;
 - 7.1.5. The appointment of a receiver, liquidator, or trustee of any of Selected Firm's property or assets; or
 - 7.1.6. The liquidation, dissolution or winding up of the business of Selected Firm.
- 7.2. Withdrawal of Funding: If the goods or services described in this Agreement support the development or operation of a program funded by state, federal or local government, Food Bank shall have the right to terminate this Agreement on fifteen (15) days' notice in the event that such grant or programmatic funding is withdrawn or materially reduced. Food Bank agrees to take all reasonable steps (including submitting grant renewal applications and complying with programmatic requirements) necessary to maintain the funding associated with this Agreement.
- 7.3. Reservation of Rights After Termination: Termination by Food Bank does not limit or restrict the rights and remedies available to Food Bank under this Agreement.

8. LIMITATION OF LIABILITY AND INDEMNIFICATION

- 8.1. Limitation of Liability to Money Owed Under this Agreement: In no event shall Food Bank be liable under this Agreement, including for termination pursuant to Section 7, for any lost profits, consequential, exemplary, incidental, or punitive damages, including personal injury, death, costs of delay, any failure of delivery costs of lost or damaged property or liabilities to third parties arising from any source with respect to the activities of the Selected Firm related to this Agreement, regardless of whether Food Bank was made aware of the possibility of such damages. The liability of Food Bank under this contract to the Selected Firm and its successors, assignees, agents shall not exceed the amount of money paid or otherwise owed for approved goods or services under this Agreement by Food Bank.

- 8.2. Indemnification: Selected party will indemnify and hold harmless Food Bank, its officers, directors, employees and agents, and their respective successors and assignees, against any cause of action, loss, liability, damage, cost or expense, whether accrued, absolute, contingent or otherwise, including attorney's fees and costs (whether or not a suit is brought) arising out of or relating to the Selected Firm's activities under this Agreement, including but not limited to Selected Firm's breach of any of Selected Firm's representations, warranties or covenants in this Agreement; any negligence or misrepresentation attributable to Selected Firm, its agents, officers, or employees; and any failure on the part of Selected Firm to comply with federal, state, or local laws, regulations, or ordinances. This indemnification obligation will survive the termination of this Agreement.
- 8.3. Indemnification for Licensing of Marks: If this Agreement concerns licensing of the Marks, indemnity for claims that seek to settle the ownership of or rights to the Marks will be limited to reasonable attorney's fees incurred by Food Bank in defending against any such claim.

9. ALTERING AND AMENDING THE AGREEMENT

- 9.1. Authorized Representatives: The only persons that are, or will be, authorized to speak or act for Food Bank in any way with respect to this Agreement are those whose positions or names have been specifically designated in writing to the Selected Firm.
- 9.2. Limitation on Waiver: No provision in this Agreement may be waived, except pursuant to a writing executed by the party against whom the waiver is sought to be enforced. No failure or delay in exercising any right or remedy or requiring the satisfaction of any condition under this Agreement, and no course of dealing between the parties operates as a waiver or estoppel of any right, remedy, or condition. No waiver of any right will be deemed a continuing waiver unless the intent to grant a continuing waiver is evident in the plain language of the writing.
- 9.3. Amendments: No amendment, rescission, supplementation, termination, or discharge of this Agreement will be effective unless reduced to a writing identified as an amendment to this Agreement and executed by such officers of the Selected Firm and Food Bank who are authorized to execute agreements on their organization's behalf.

10. ENTIRE AGREEMENT AND DISPUTE RESOLUTION

- 10.1. Entire Agreement: This Agreement and all its attachments constitute the entire agreement between the parties and supersede all prior agreements, oral or written.
- 10.2. Negotiation and Mediation: The parties shall attempt in good faith to resolve any dispute arising out of or relating to this Agreement by negotiation. If the Parties are unable to resolve the dispute by negotiation, they may endeavor, but are not required, to resolve the dispute by mediation.
- 10.3. Venue: Any party bringing a legal action or proceeding against any other party arising out of or relating to this Agreement shall bring the action in a Federal or State court in the State of New York. Selected Firm and Food Bank each expressly waive i) any objection which it may now or later have to the laying of venue in a Federal or State court in the State of New York and ii) any claim that any action or proceeding brought in any such court has been brought in an inconvenient forum.
- 10.4. Choice of Law: The laws of the State of New York govern all matters arising out of or relating to this Agreement and all of the transactions it contemplates, including its validity, interpretation, construction, and enforcement, as well as any action in tort brought by the Selected Firm against Food Bank.

SECTION C – PROPOSAL CONTENT

1. REQUIRED PROPOSAL INCLUSIONS

The response to this RFP shall contain the following sections:

Executive Summary
Contractor Background and Experience
Project Staffing and Organization
Technical Proposal
Cost Proposal
Execution of Proposal

a. Executive Summary

The Executive Summary will consist of the proposal cover letter highlighting the contents of this proposal.

b. Contractor Background and Experience

This section will include background information on the contractor's organization and should give details of experience with similar projects. Samples of work performed by the Contractor related to a previously implemented campaign may be submitted.

c. Project Staffing and Organization

This section must include the proposed staffing, deployment, and organization of personnel to be assigned to this project. At any point after contract award, staffing changes can be made through the mutual consent of the selected Contractor and Food Bank For New York City.

The contractor shall provide information as to the qualifications and experience of all executive, managerial, legal, and professional personnel to be assigned to this project, including resumes citing experience with similar projects and the responsibilities to be assigned to each person as follows:

1. Contract or Account Manager. Identify one (1) individual who will manage the contract work. Provide detail on the Contract or Account Manager's experience, education, affiliations, memberships, awards, and recognitions received for similar services. Define the percent of the Contract or Account Manager's time that will be devoted exclusively to managing the Food Bank For New York City's project.
2. Project Team. Identify by name, title and role each proposed Project Team member on Food Bank For New York City's account. Include relevant experience.
3. Identify other staff member(s) who will work on the Food Bank For New York City evaluation, and how much time would be spent on the Food Bank For New York City project.

4. Detail your organization's business and marketing philosophies. Describe your organization's work environment and internal culture, including the method by which your clients' needs are understood and integrated into your project designs.

d. Technical Proposal

This section shall include, in narrative, outline, and/or graph form, the strategic plan proposed to accomplish the Scope of Work. This section must provide comprehensive narrative statements that set out the methodology intended and how the methodology meets the needs of the project. The contractor must present a thorough understanding of the goals of the program and scope of the project and demonstrate an adherence to the required timeline.

e. Cost Proposal

Personnel Costs
Material Production Costs
Travel Expenses
Operational Expenses
Miscellaneous Expenses

i. Personnel Costs

The Offerer is to distinguish between in-house and subcontracted personnel; and calculate the total costs required to execute the proposed evaluation.

ii. Material Production Costs

The Contractor is to identify all costs related to production of materials required for evaluation of the CookShop program.

iii. Travel Expenses

The Contractor is to submit its expense reimbursement policy for travel incurred on behalf of and at the direction of Food Bank For New York City. A travel expense is defined as other than that required for normal account service. Identify all reimbursable travel expenses and detail how the expenses will be verified.

iv. Operational Expenses

The Contractor is to identify all operational expenses that will be incurred in the performance of this contract, such as packaging, postage, express photocopying, telephone, shipping, and delivery. Identify and submit rates for operation-related expenses. Detail how the expenses will be verified.

v. Miscellaneous Expenses

The Contractor is to identify all miscellaneous expenses that will be incurred in performance of this contract, not previously covered in Items 1-5, listed above. Submit rates for each miscellaneous expense identified. Any costs associated with the Food Bank For New York City account outside the scope of this price proposal should also be listed. Detail how the expenses will be verified.

5. SUBMISSION OF PROPOSAL

It is required that an electronic copy of the Offerer's proposal be emailed by the closing date to Zemen Kidane, Program Evaluation Associate at Food Bank For New York City at zkidane@foodbanknyc.org. In addition, a paper copy of the Offerer's proposal must be postmarked by the closing date and sent to:

Gail Quets
Senior Director of Research and Evaluation
Food Bank For New York City
39 Broadway, 10th Floor
New York, NY 10006

Food Bank For New York City will confirm the receipt of all proposals.

a. CookShop Classroom for After-School 2012 Curriculum

CookShop®

Classroom

for After-School



CookShop is a program of
the Food Bank For New York City

Curriculum

Welcome to CookShop Classroom for After-School!

Thank you for participating in the Food Bank For New York City's CookShop program, which offers important knowledge about making healthful, affordable food choices. You and your participants are joining a network of after-school sites and schools that are making a positive impact on the health of families, schools and communities citywide.

CookShop Classroom for After-School is a nutrition education curriculum designed to increase elementary and middle-school children's consumption of whole and minimally processed plant foods through hands-on exploration and cooking activities. Targeted to children in food stamp-eligible families, CookShop helps give low-income children an early foundation for healthful eating.

Food Bank For New York City is proud to provide you with this curriculum, which offers step-by-step instructions for implementing successful lessons at your site. You will find detailed lesson plans, supplemental materials and a variety of assessment recommendations. This binder, along with the materials provided, includes everything you need to implement the program.

We are excited that you have joined us and will continue to offer lesson support and guidance throughout the program year.

Warm regards,



Margarete Purvis

President and CEO
Food Bank For New York City

Let's keep in touch on Twitter! @FoodBank_Prez

About the Food Bank

The Food Bank For New York City has for 28 years been the city's major hunger-relief organization, working to end food poverty throughout the five boroughs. As the hub for integrated food poverty assistance, the Food Bank tackles the hunger issue on three fronts — food distribution, income support and nutrition education — all guided by its in depth research. Through its network of approximately 1,000 community-based member programs such as soup kitchens and food pantries, The Food Bank helps provide 400,000 free meals a day for New Yorkers in need. The Food Bank's hands-on nutrition education program in the public schools, the largest of its kind, reaches thousands of children, teens and adults. Income support services help low-income New Yorkers achieve dignity and independence. For example, in 2011 the Food Bank's Free Income Tax Services put \$65 million back into the pockets of the working poor, through the Earned Income Tax credit and other credits, helping them make ends meet while boosting the local economy.

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This material was funded by the USDA's Food Stamp Program (SNAP). The Food Stamp Program (SNAP) provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 311.

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About CookShop

Introduction

What Is CookShop?

CookShop, the Food Bank's nutrition education program, gives low-income New Yorkers of all ages the tools and information needed to make nutritious food choices for themselves and their families. With hands-on workshops reaching approximately 30,000 New Yorkers across the five boroughs, CookShop teaches cooking skills and nutrition information and fosters enthusiasm for fresh, affordable fruit, vegetables, legumes and grains.

What Is CookShop Classroom for After-School?

CookShop Classroom for After-School uses hands-on exploration and cooking activities to help children ages 6 to 12 learn to enjoy and appreciate a healthful diet. The curriculum consists of six lessons, each 45 minutes in length. Lessons focus on the USDA's MyPlate, the five food groups and the benefits of eating a balanced diet that is rich in nutrients and low in added sugar and fat.

The Food Bank trains, equips and provides support to the After-School leaders who implement these engaging lessons and lay the foundation for positive, healthful eating habits that will last for life.

Goals of CookShop Classroom for After-School

- Provide participants with an understanding of health and nutrition.
- Increase familiarity with fruit, vegetables, whole grains, legumes and low-fat dairy products.
- Encourage participants to eat more fruit, vegetables, whole grains, legumes and low-fat dairy products.
- Encourage understanding of how food affects health and how goals and choices can maintain and improve health.
- Encourage nutritious food choices, which include foods that are lower in unhealthy fats and sugar and choosing foods that are many different colors.

Objectives of CookShop Classroom for After-School

Participants will

- Engage in a variety of interactive activities that focus on making healthful food choices from each of the five food groups;
- Learn how to use tools like the USDA's MyPlate to make more nutritious food choices;
- Explore the health risks of regularly eating foods high in sugar, fat and salt;
- Prepare healthful snacks that include foods from the five food groups; and
- Set goals and share knowledge with family, friends and community members.

The CookShop Approach

Exposure to Whole and Minimally Processed Foods

Whole and minimally processed foods are nutritious and delicious! Unfortunately, children are not eating enough of them. Research shows that exposing children to whole foods at a young age increases the likelihood they will taste, enjoy and continue to eat these healthful foods as adults. This is because they are more likely to build familiarity and acceptance of these foods.

CookShop offers an opportunity for children to learn about and taste whole and minimally processed foods that they might eat less frequently or not be exposed to. These foods are rich in vitamins, minerals and fiber, which are proven to promote good health.

Healthful Choices Using the USDA's MyPlate

Research shows that children who eat nutritious foods on a regular basis grow and develop properly, and that a healthy, balanced diet helps prevent diet-related diseases later in life. Unfortunately, children do not always eat healthfully. By learning about the health benefits of fruit, vegetables, whole grains, legumes and fat-free and low-fat dairy foods, children are better equipped with the knowledge and information to make healthful, informed choices for the rest of their lives. The USDA's MyPlate is a simple illustration of the food groups that provides one way for the children to think about these choices when deciding what goes on their plate or in their cup or bowl.

Cooking with Kids

Children love to cook; it is something they are excited to do! Because of this excitement, cooking is an excellent way to teach children about food and health, as well as to reinforce science, reading, writing, mathematics and social studies concepts.

Cooking provides children with meaningful tactile and sensory exposures to food, which builds their familiarity with and acceptance of the foods that they prepare. Research has shown that hands-on cooking experiences, combined with cognitive learning components, are an effective way to increase fruit and vegetable intake in school-age children. In addition, cooking helps children understand the food system and where their ingredients comes from.

CookShop foods and recipes were selected based on the following criteria:

- The recipes can be easily and safely prepared in an after-school setting;
- The recipe ingredients can be sourced in the school cafeteria;
- The recipe ingredients are affordable and accessible throughout New York City; and
- Farmers in the Northeast region of the United States grow these foods.

Roles and Responsibilities



Role of CookShop Classroom for After-School Leader

The After-School leader

- Prepares for each lesson by reviewing all curriculum materials thoroughly, preparing recipe ingredients and displaying educational tools;
- Communicates consistently with the CookShop Coordinator;
- Encourages whole group participation;
- Models healthful eating habits; and
- Engages with other staff and community members to help promote nutrition education and healthful food choices.

It is critical to program success that the CookShop Classroom for After-School lessons are prepared in advance and that materials are ordered and organized before each lesson begins.

Calendar

May 2012

Mon	Tues	Wed	Thurs	Fri	Coordinator Check-List
30	1	2	3	4	
7	8	9 Training!	10	11	☐ May 9th: CookShop Classroom for After-School Training Attendance required!
14	15	16	17	18	
21	22	23	24	25	
28	29	30	31	1	

June 2012

Mon	Tues	Wed	Thurs	Fri	Coordinator Check-List
28	29	30	31	1	
4	5	6	7	8	
11	12	13	14	15	
18 Program Preparations	19	20	21	22	☐ Receive materials at site. ☐ Materials distributed to CookShop Leaders.
25 Program Preparations	26	27	28	29	☐ Take and submit inventory forms to Food Bank

Calendar

July 2012

Mon	Tues	Wed	Thurs	Fri	Coordinator Check-List
2	3	4	5	6	☐ Order groceries for Lesson 1
Program Preparations					
9	10	11	12	13	☐ Order groceries for Lesson 2
Lesson 1					
16	17	18	19	20	☐ Order groceries for Lesson 3 ☐ Lesson Verification Form for Lesson 1 Due
Lesson 2					
23	24	25	26	27	☐ Order groceries for Lesson 4 ☐ Lesson Verification Form for Lesson 2 Due
Lesson 3					
30	31	1	2	3	☐ Order groceries for Lesson 5 ☐ Lesson Verification Form for Lesson 3 Due
Lesson 4					

August 2012

Mon	Tues	Wed	Thurs	Fri	Coordinator Check-List
30	31	1	2	3	
Lesson 4 Continued					
6	7	8	9	10	☐ Order groceries for Lesson 6 ☐ Lesson Verification Form for Lesson 4 Due
Lesson 5					
13	14	15	16	17	☐ Lesson Verification Form for Lesson 5 Due
Lesson 6					
20	21	22	23	24	☐ Final Lesson Verification Forms due (8/22) ☐ Mandatory Nutrition Kit Cleaning
Program Closeout					
27	28	29	30	31	

Curriculum Structure

Lesson	Description
Lesson 1: Meet MyPlate & the Food Groups	Participants are introduced to CookShop Classroom for After-School and the five food groups. Participants prepare a nutritious recipe together: Build-Your-Own MyPlate Pizzas.
Lesson 2: Every Color, Every Day with Vegetables	Participants explore vegetables and the importance of eating a variety of colorful fruit and vegetables. Participants prepare a nutritious recipe together: Rainbow Cabbage Boats.
Lesson 3: Food Processing with Grains	Participants explore the difference between whole and processed foods and the importance of eating less processed foods, including whole grains. Participants prepare a nutritious recipe together: Wheat Snacks with Berry Mash.
Lesson 4: Smart Sugar Choices with Fruit	Participants explore the difference between foods with natural and added sugar and importance of choosing foods that contain natural sugar, such as fruit. Participants prepare a nutritious recipe together: Peachy Orange Salsa.
Lesson 5: Low-Fat Living with Dairy and Calcium-Rich Foods	Participants learn about dairy and other calcium-rich foods and the importance of making naturally low-fat choices. Participants prepare a nutritious recipe together: Creamy, Calcium-Rich Kale Salad.
Lesson 6: Portion Wise with Protein	Participants learn about protein foods and the importance of personalized food portions. Participants prepare a nutritious recipe together: Black Bean Burritos.

Lesson Structure

Each lesson consists of five components, four mandatory and one optional:

1. **CookShop Gear-Up:** Fitness activity that reviews the USDA's MyPlate and the five food groups;
2. **Lesson Learned:** Interactive discussion and activities that explore nutrition concepts, experience and food choice;
3. **Cooking Out:** Preparation of a nutritious recipe that highlights food from at least one of the five food groups;
4. **Bringing It Home:** Lesson review that encourages participants to put lesson concepts to practice with family and friends and make healthful food choices throughout the week; and
5. **Optional Activities:** Additional activities that apply learning in different ways, using problem-solving, physical activity and creativity. NOTE: These activities are not required. Some of these activities suggest additional foodstuffs and supplies. Food Bank will not provide these additional supplies.

Within each lesson plan, you will notice a variety of tools to assist you in preparing and leading a successful after-school lesson. These tools include

- **Lesson Overview:** At-a-glance outline of the lesson activities and goals;
- **Leader Preparation:** Step-by-step summary of the materials and actions required to prepare for each lesson;
- **Lesson Background:** Lesson-specific background information that gives the lesson context and provides a foundation for discussion;
- **Ages 9–12:** Optional discussion topics and activities designed to enrich the after-school experience for older participants;
- **Food Talk:** Series of food group and recipe-specific information to prompt discussion during cooking activity;
- **CookShop Challenge Tracker:** Opportunity for participants to apply their learning to choices made outside of the after-school setting and to track group successes; and
- **Icons:** Alerts to reference the following supplemental materials:



Lesson Poster



Newsletter



Food Cards



Nutrition Label



XtraNet

Materials

What We Provide

- **1 Curriculum:** Binder containing 6 lesson plans;
- **1 CookShop Coordinator Guide:** Binder containing key information on the roles and responsibilities of the coordinator for successful program implementation, includes grocery order forms for use throughout implementation;
- **7 Posters:** Large posters for use during lessons that include pictures and illustrations designed to visually engage participants and support learning;
- **6 Newsletters:** Handouts containing recipes, games, food facts and tips to help children and their families make healthful food choices, for use during CookShop lessons and at home;
- **Food Cards:** 50 flash cards that teach participants about foods within the five food groups;
- **Processed Food Cards:** 10 flash cards that illustrate a variety of highly processed foods;
- **1 Nutrition Kit:** Cooking equipment necessary for CookShop recipe preparation;
- **1 Disposable Kit:** Supplies used for activities and to prepare and serve CookShop recipes;
- **Groceries:** Food and pantry items ordered weekly by the CookShop Coordinator for use in CookShop recipes;
- **Downloadable materials:** A collection of additional activities and informational handouts to supplement After-School lessons. Materials are accessible through the CookShop Xtranet at <http://www.foodbanknyc.org>.

Evaluation

Program Evaluation



To ensure quality programming and to meet our funding requirements, the Food Bank evaluates CookShop in the following ways:

- **Online Lesson Verification Forms:** Leaders must complete and submit one Lesson Verification Form after every CookShop lesson. Lesson Verification Forms should be submitted via our online database at <https://cookshop.foodbanknyc.org>.
- **Qualitative Feedback:** Leaders are asked to complete a short questionnaire once or twice a year to share some of their stories and experiences implementing the program.
- **Pre-/Post-Surveys:** Sites will be randomly selected to complete CookShop pre- and postsurveys. We will let you know whether your after-school site has been selected to participate in this evaluation; if so, completion of surveys is mandatory.
- **Focus Groups:** Leaders will be randomly selected to participate in focus groups at the end of the school year. This will enable the Food Bank to gather information about your experiences in order to help us strengthen the program in the future.
- **Site visits:** Visits from Food Bank staff to observe lessons and provide technical assistance.

Evaluation

Lesson Verification

CookShop Classroom for After-School leaders are required to submit online **Lesson Verification Forms** through the CookShop Database at <https://cookshop.foodbanknyc.org>. This database will keep track of all required **Lesson Verification Forms** submitted and those that need to be submitted for the program year.

After each lesson, leaders will need to log in to the database. Log in information will be e-mailed directly to leaders shortly before the beginning of the program.

To submit a form, leaders will select the name of the lesson they completed. This will bring up a form where leaders will enter the following information:

- Lesson title;
- Number of participants in attendance;
- Number of additional staff/volunteers present;
- Lesson schedule information; and
- General feedback.

Note: All required fields must be completed in order to submit the form!

An online **Lesson Verification Form** is required after every lesson. If a leader is unable to complete a lesson, he or she must notify their CookShop coordinator immediately. It is the coordinator's responsibility to notify Food Bank staff as to why the leader was unable to complete the lesson.

Please have coordinators notify the Food Bank as soon as possible if you experience any difficulty completing the form. Food Bank staff will be able to assist anyone experiencing difficulty.

Documenting all CookShop lessons remains crucial on several levels as it works to ensure quality programming and meet our funding requirements. It is critical that leaders remain current with **Lesson Verification Form** entries.

Frequently Asked Questions



Support

Leaders should direct all questions regarding CookShop to the CookShop coordinator at their site. The coordinator will contact the Food Bank directly.

Additionally, we encourage you to review the Frequently Asked Questions on our Xtranet at <http://www.foodbanknyc.org>. This is a comprehensive resource for CookShop leaders and coordinators that includes information on all program areas, including:

- Roles, responsibilities and training requirements;
- Food, recipes, grocery ordering and distribution;
- Program equipment and materials — delivery, use and storage;
- Lesson schedules and planning;
- Program documentation — lesson verification and inventory forms;
- Site visits; and
- Curricula.

Contact

Food Bank For New York City
CookShop Classroom for After-School
39 Broadway, 10th Floor
New York, NY 10006
T: 212.566.7855 x 8342
F: 212.566.1463
E: cookshop@foodbanknyc.org
Hours: Monday–Friday, 9:00am – 4:30pm

Food Bank For New York City would like to thank you for participating in CookShop this year. Best of luck!

Cooking with Children

Hands-on cooking experiences are an effective way to increase fruit and vegetable intake in school-age children. Cooking helps children understand the food system and where food comes from. There are several steps you can take to make sure that cooking and exploring food with your students is a safe and exciting experience!

✓ **Create CookShop Safety Rules.**

Have students come together to create a list of CookShop Safety Rules for CookShop cooking lessons. Record rules on a piece of chart paper. Include the following:

- Proper hand washing;
- Practicing knife safety;
- Safety using other cooking tools and equipment;
- Keeping surfaces, cooking tools and equipment clean;
- Cleaning up; and
- Following directions at all times!

✓ **Teach Proper Hand Washing.**



Cleanliness is essential while cooking to keep bacteria and other germs from making us sick. CookShop lessons provide an opportunity to reinforce effective hand washing techniques as a way to keep germs away. Explain that the most important tools we use as cooks are our hands. They are more important than a stove or a knife, because they touch almost everything we cook and eat.

Demonstrate Hand Washing Steps

Show students how to soap and scrub the fronts and backs of hands, between fingers and under fingernails.

Explain that proper hand washing requires about 20 seconds of scrubbing and rinsing under warm water. This is about as long as it takes to say your ABC's.

Remind students to keep their hands clean as they get ready to cook. They should not touch their hair, face, etc., with their hands.

Cooking with Kids

✓ **Assign Cooking Jobs.**

Each CookShop recipe includes jobs to help make the recipe. Common roles are

- Measuring ingredients;
- Adding ingredients;
- Whisking;
- Pouring;
- Tossing;
- Setting the table; and
- Cleaning up.

Divide students into groups and assign each group a job. Rotate jobs for each unit so each student has the opportunity to complete all cooking tasks.

✓ **Taste and Describe Food Together.**

Ask students to wait until the entire class, including adults, has been served before tasting. Once everyone has a serving, count to three and taste together.

Encourage children to taste food, but explain that they do not have to. Start with small “tasting” portions and offer an additional portion, if desired, rather than serving large portions. Make sure each student gets a small portion before serving additional tastings.

CookShop cooking lessons provide sensory exploration with new foods and the opportunity for students to describe their experience effectively reinforces their food awareness. Ask students to describe what they like and/or do not like about the recipe. Help students to think of ways to politely explain that they do not like a food. Tell them it is ok if they do not like a recipe, but they should describe what they like and do not like about it.

Before a second tasting, ask questions such as, “How would you describe the food? How does it look? Feel? Smell, taste? How does it sound when you bite into it?” Words like “yucky” or “yummy” are not very specific. Encourage richer language, such as, sweet, salty, sour, bitter, for taste; smooth, crunchy, hard, soft, for texture; and floral, fishy, herby, strong, for scent.



The following terms provide additional information about sensory-based food descriptions:

Scent/Aroma/Smell Olfactory cells/glands in the roof of the nose detect airborne particles that have aromatic properties. Before food reaches the mouth, the nose has detected its aromas and identified whether the food should be eaten. Approximately 80–90% of what we taste is due to our sense of smell.

Taste The tongue can detect four basic tastes: sweet, sour, salty and bitter. Tastes may be described by association with a particular food, e.g., meaty, minty or fruity.

Appearance Sight is often the first experience people have with a food. A food's size, shape, color and surface texture can be described, e.g., large, small, oblong, square, yellow and/or rough.

Texture Texture may be discerned through touch. When food is placed in the mouth, the surface of the tongue and other sensitive skin reacts to the feel of the surface of the food. Different sensations are felt as the food is chewed.

✓ **Assign Clean-Up Roles.**

Students benefit from working as a team and learn that cleaning up is an important part of cooking. Divide students into groups and assign each the job of Wash, Dry, Collect, Wipe and Sweep. Rotate groups for each recipe:

- Dishwashers and Dryers;
- Trash Collectors;
- Table Wipers; and
- Floor/Sweep Patrol.

Demonstrate how to wash/dry dishes, collect trash, wipe tables and sweep the floor during the first Chef Lesson.

Example Food Group Foods



Grains	Vegetables	Fruit	Calcium-Rich	Protein
bread	carrots	apples	milk	chicken
pasta	broccoli	blueberries	yogurt	fish
rice	peas	pears	cheese	beans & peas
popcorn	eggplant	orange juice	soy milk	nuts & seeds
tortillas	lettuce	mangoes		

CookShop[®]

Classroom

for After-School



CookShop is a program of
the Food Bank For New York City

LESSON 1

Meet MyPlate & the Food Groups

Curriculum

Leader Prep	Gear-Up	Lesson Learned	Cooking Out	Bring It Home	Optional Activity
+20 min	10 min	20 min	10 min	5 min	+20 min



Lesson Overview

CookShop Gear-Up

- Engage participants in a warm-up activity that reviews the USDA's MyPlate and promotes physical activity.

Lesson Learned

- Introduce the five food groups and discuss different foods from each.
- Introduce the USDA's MyPlate as a tool to help make healthful food choices.
- Exploration Activity:** Lead a relay game that practices sorting foods by food group.

Cooking Out

Build-Your-Own MyPlate Pizzas

- Assist participants in preparing a nutritious snack made with foods from the five food groups.
- Practice using the five senses to describe food and discuss food choices.

Bringing It Home

- Explore ways to apply knowledge of the USDA's MyPlate and the five food groups at home.
- Help participants develop a specific health goal.

Optional Activity

- Take the USDA's MyPlate further using a fun physical activity or creative project.

Once the lesson is finished, complete the online **Lesson Verification Form** within one week of the lesson.

Lesson Goals

- Introduce CookShop Classroom for After-School and motivate participants to be aware of how food affects their health.
- Identify the five food groups and increase understanding of the USDA's MyPlate.
- Practice goal-setting steps while making food and lifestyle choices.
- Prepare and taste a nutritious snack together.



Lesson 1

How to Prepare for the Lesson



- ✓ Read the **Lesson** and accompanying **Lesson Poster**, **Challenge Tracker Poster**, **Newsletter** and **Food Cards**.
- ✓ Collect the materials for lesson activities.
- ✓ Collect and prepare the ingredients needed to make **Build-Your-Own MyPlate Pizza** with participants (see p. 37).
- ✓ Prepare the CookShop Classroom for After-School **Steps for Success** by listing the following on chart paper:
 - Be respectful.
 - Ask questions.
 - Be on time.
 - Follow instructions.
 - Try new things.
 - Be safe.
 - Participate.
 - Have fun!
- ✓ Display chart paper, **Lesson Poster**, **Challenge Tracker Poster**, recipe ingredients and cooking supplies.

Materials List

- Curriculum
- Lesson Poster
- Challenge Tracker Poster
- Newsletter
- Food Cards
- Chart Paper
- Markers
- Tape



Lesson 1

Lesson Background

Did you know? Thinking about Food Choices

Our bodies need six types of nutrients to stay healthy — water, vitamins, minerals, carbohydrates, protein and fat. The USDA's MyPlate groups food based on the nutrients they provide the body.

There are five food groups: Vegetables, Grains, Fruit, Dairy and Protein. Food choices that keep these nutrients in mind benefit our health.

There are many factors that affect our food choices:

- culture and family
- friends
- role models
- cravings
- advertising
- health impact
- cost or availability

The food we eat affects our health and can reveal a lot about our culture, geography and preferences.

CookShop Classroom for After-School consists of six lessons that engage participants in a variety of hands-on, interactive activities that focus on nutrition and making choices for health.

Participants will explore the food groups, the USDA's MyPlate, the benefits of eating a balanced diet and some tools that help people make healthful choices.

In general, fresh fruit and vegetables, whole grains, fat-free or low-fat dairy products and legumes are the most nutritious food choices. There are a variety of nutritious foods to choose from, and it is important to explore these foods to discover personal wants and needs.

Children will learn how to read a food label to identify healthful foods and build an understanding of the types of foods our bodies need a lot and only a little of.

Focus on the USDA's MyPlate

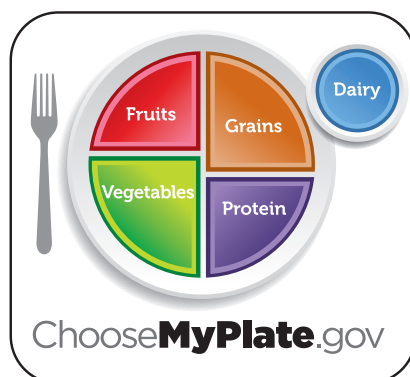
MyPlate provides a familiar mealtime image — a plate — to help people visualize how to include the five food groups in every meal.

MyPlate is based on the 2010 Dietary Guidelines and is supported by **key messages** for healthful eating:

- Make half your plate fruits and vegetables;
- Compare sodium in foods like soup, bread, and frozen meals and choose foods with lower numbers;
- Enjoy your food, but eat less;
- Make at least half your grains whole grains;
- Avoid oversized portions;
- Switch to fat-free or low-fat (1%) milk; and
- Drink water instead of sugary drinks.

For students, MyPlate is a simple visual cue they can use to review the various types of foods their bodies need. It can help them build a healthful plate during school meals, at home or wherever they eat!

The sections of the USDA's MyPlate represent the proportions of food we need on our plate; filling half of our plate with fruit and vegetables boosts the amount of vitamins and minerals while decreasing added fat and sugar.



Key Messages

- It is important to eat nutritious foods from all five food groups every day to maintain and improve health.
- Everyone eats different foods, but we all need a variety of healthful foods.
- MyPlate can help children make food choices for their health!



Lesson 1

Getting Started



CookShop Gear-Up

Welcome participants to CookShop Classroom for After-School. Get them thinking about their food experiences and making choices for health!

ASK

Who has learned about food and nutrition?
Where?

What kinds of things have you learned?

Why does your body need food?

How do you decide what you are going to eat?

What do you hope to learn/do during CookShop?

EXPLAIN

Many things affect the choices we make — culture, beliefs, cravings, convenience, family, media and what is available.

Food gives our bodies the tools to grow and energy to learn and play.

After-school lessons explore food, health and food choices.

You will participate in activities, play games and practice preparing healthful foods together.

DISCUSS

Describe what you ate yesterday. Why did you chose those foods. When did you eat? Where were you? How is this different from other participants?

EXPLAIN

Food choices are different for everyone, but everyone can think about health when deciding what to eat.

It is important to talk about your experiences and to respect others.

Ask participants what they could do to be sure everyone has a safe and fun time during CookShop.

INSTRUCT

We need to follow certain guidelines so that everyone can have a safe and fun time in CookShop Classroom for After-School.

Lead participants in creating CookShop **Steps for Success**.

- Use the chart paper and participant-suggested steps to help build a list to post during all CookShop lessons.
- Review with participants the chart paper list of guidelines you prepared in advance.

Each lesson will begin with a CookShop Gear-Up.



Engage participants in a quick activity that introduces everyone and gets the group thinking about food choices.

PLAY

Have participants stand in a circle, facing one another.

Explain that each participant will introduce themselves using their name and a healthful food they like while completing an exercise move of their choice.

Model an introduction by saying your name and a food you like while completing an exercise or dance motion (e.g., jumping jacks, running in place, etc.).

e.g., "My name is _____, and I like _____."

Prompt other participants to mimic the move and respond:

"Your name is _____, and you like _____."

Have participants continue until everyone has introduced themselves.

ASK

Why did you choose these foods?

Are there some foods that several of you have on your list?
What are they?

Pass out **Newsletters** as participants walk back to their seats.

Ages 9–12

Children see more than 58 food commercials per day on TV! Companies create these ads to make food look fun and nutritious.

Encourage more in-depth discussion about how media and other influences affect our food choices. Fast food restaurants advertise "convenient" meals with colorful pictures and catchphrases. Can you think of a popular fast food catchphrase?



Lesson 1

Lesson Learned



Thinking about Food Choices

Get participants thinking about food and how the USDA's MyPlate helps us decide what and how much food is best for our bodies.

ASK

Do you think about what food tastes like before you eat it?
What it is made of?

Do you think about whether a food is good for your body?

What kind of food is good fuel for your body?
fruit, vegetables, low-fat, low-sugar

What kind of food is not so good for your body?
candy, soda, fried food, high-fat, high-sugar, salty

Have you ever seen the USDA's MyPlate? What do you notice about it? (*refer to MyPlate Parts and Key Messages*)

What do each of the Key Messages mean to you?

EXPLAIN

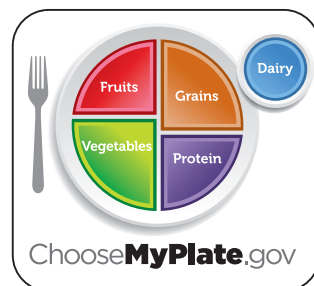
Food is a very important part of life. There are many foods to choose from to fuel our bodies so we can grow, think and play.

Food contains nutrients, which act as the fuel for our bodies.

Some foods provide more nutrients for our bodies than others.

The USDA's MyPlate is a picture that shows us the types of food we need every day.

MyPlate has five sections — one for each food group.



Go! Slow! Whoa!

Foods that provide a lot of nutrients — fuel — are good to "Go!" all of the time, while others that contain more fat, sugar or salt are best eaten less often. Ask participants to name several Go! Slow! and Whoa! foods. Explain that they will learn more about these foods during each lesson.



MyPlate Parts

- **Plate shape** — Symbol to remind us to make healthful choices during every meal.
- **Colors** — Try to balance your plate with foods from all five food groups.
- **Size of the section** — Fill half of your plate with fruit and vegetables.



Focus on Food Groups

Children need foods from every food group, every day. Use the **Lesson Poster** to familiarize participants with the food groups and help them identify foods in each group.



ASK

How many colors are there in the USDA's MyPlate?
Five — orange, green, red, blue and purple.

What do the colors stand for?
Vegetables, grains, fruit, protein and dairy foods.

EXPLAIN

The colored sections on the USDA's MyPlate represent the food groups.

We will learn about the five food groups — Grains, Vegetables, Fruit, Dairy and Protein.

Each food group gives our bodies different nutrients — substances that give our body energy to do all of the things we need to live.

It is important to eat foods from every food group every day to get all of the nutrients we need.

ASK



Ask a student volunteer to name a food from their **Newsletter**.

To which food group does this food belong?

What other types of foods belong in that food group?
Use **Food Cards** to illustrate some food group foods.



Repeat this until you have covered all five food groups.

Age 9–12

Name several foods from one food group or one food, some high and low in sugar, fat and/or salt.

For example: apple slices, applesauce, apple pie, apple O's cereal, 100% apple juice, apple cinnamon toaster pastry.

Talk about the differences between these foods. Have participants discuss how these foods fit on MyPlate.



Lesson 1

Lesson Learned

Exploration Activity: Food Group Relay

Lead participants in a MyPlate relay race that reviews the food groups and allows participants to practice sorting food.

INSTRUCT



Divide the participants into three to four teams depending on the size of the group. Ask them to form single-file lines facing the **Lesson Poster**.

Pass out one **Food Card** to each participant. Instruct participants to only look at the picture side of each card.

Explain that the first participant in line must run to hang their **Food Card** in the correct food group on the **Lesson Poster**.

When they finish, they must run—or walk quickly—to the end of the line to release the next runner. Repeat this until the first participant is back at the front of the line.

When each team is finished, review the **Lesson Poster** to see if the sorting was completed correctly.

ASK

What did you learn when sorting the **Food Cards** into food groups?

What was the most challenging part of sorting the **Food Cards**?

How can the food groups help you create a balanced diet?
It is important to eat foods from all five food groups to get the nutrients our bodies need.

Ages 9–12

After the relay, practice planning menus that include foods from all five food groups.

Have participants select a food card and form groups that build balanced meals. Discuss ways their families incorporate these foods.

Have them use their **Newsletter** to write down one balanced dish they would like to suggest their family cook at home.



Lesson 1

Cooking Out



Assist participants in preparing and tasting a balanced snack that is made from all five food groups. Encourage them to be creative!

Build-Your-Own MyPlate Pizza

Leader Instructions

1. Wash hands and all produce.
2. Remove top and bottom from pepper.
3. Cut carrots and pepper into small pieces.
4. Cut apples into quarters and remove seeds and core. Cut into child-friendly pieces.
5. Prepare student workspace by distributing chopping mats and displaying food.



Participant Instructions

1. Review the **CookShop Safety Rules** together.
2. Wash your hands! Use water and soap to wash for 20 seconds before handling food.
3. Separate pitas into halves to make two thin pita rounds.
4. Place pita rounds on chopping mat.
5. Use spork to spread a small amount of hummus on top of the pita halves.
6. Add small amount of fruit and vegetables on top of hummus. Encourage participants to try something new!
7. Sprinkle a small amount of feta cheese on top of pita pizza.
8. Cut the pizzas into slices and serve. Enjoy!

Ingredients

green pepper	1
carrots	2
McIntosh apples	2
whole wheat pitas	2 packages
hummus	1 container
feta cheese, reduced fat	1 package



Supplies

adult knife
chopping mats
napkins
disposable bowls
sporks



Lesson 1

Cooking Out

EAT

Encourage participants to

- Try new foods;
- Wait and taste the snack together; and
- Show respect when tasting and describing food.

Serve a small portion and taste together!

EXPLORE



Discuss the cooking and eating experience.

- What food groups are on your pizza?
- What other meals have many food groups in them?

Describe the snack using the five senses:

- ☞ How do carrots taste? Apples?
sweet, fresh, bland
- ☞ How does it smell?
sweet, fresh, earthy
- ☞ Describe the texture of the hummus?
gritty, smooth, creamy

Help participants come up with language to describe the food.
Record responses on **Lesson Poster**.

CLEAN UP

Divide participants into groups to complete the following jobs:

- Dishwashers and Dryers (This job should be closely supervised by an adult);
- Trash Collectors;
- Table Wipers; and
- Floor Patrol (Sweep crumbs from the floor).

APPLAUSE!

Conclude the lesson by applauding together as a group.

Congratulate participants for working together as a team to complete the cooking activity.

Food Talk

Almost every meal we eat is a combination of several food groups. Which do you eat most often? Which food in this snack comes from the Dairy group? Fruit?

Hummus is made from chickpeas. Chickpeas are a plant food in the Protein food group.

There are 7,000 types of apples. Apples are a good source of fiber. Can you name one type? What types of apples do you like?

Green peppers are the fruit part of the plant, but they are considered a vegetable when we eat them. What other plant parts do you know of?

What other types of foods would you put on your pita pizza?



Lesson 1

Bringing It Home



REVIEW

What did you learn today?

What are the five food groups?

Vegetables, Grains, Fruit, Dairy and Protein

How do you decide what you will eat each day? What will you do this week to make food choices for health?

CHALLENGE



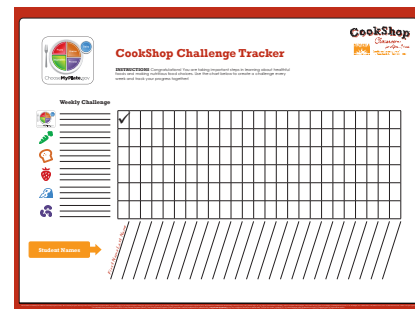
Introduce participants to the **Challenge Tracker Poster**.

Participants will be able to see their success throughout CookShop Classroom for After-School. Decide on a challenge. It will change every week! e.g.,

- "I will eat foods from all five food groups every day this week."
- "I will teach one person I know about the five food groups and the USDA's MyPlate."

Have participants write their challenge on their **Newsletter**.

Remind participants to share their **Newsletters** with family or friends.



COMPLETE

Online **Lesson Verification Form** on the CookShop database:
<https://cookshop.foodbanknyc.org>.

Nutrition Kit Maintenance and Cleaning

- Thoroughly clean and dry all cooking equipment used during the lesson.
- Replace the adult knife in its protective sheath and secure it in the lockable security bag.
- Safely store the security bag and all other cooking equipment in the Nutrition Kit directly after lessons.
- Be sure to keep the Nutrition Kit clean and clear of all food and non-CookShop items and store in a secure location at your site.

Lesson 1

Optional Activities



Where in the World is MyPlate?



People in different parts of the world eat different types of food. The type of food that is grown and consumed changes because of the weather, the land and the culture. Still, people everywhere need nutrients from the five food groups. In this activity, participants explore how the foods eaten in different countries make balanced meals around the world!

INSTRUCT

Assign participants to groups. Allow each group to pick a different country. Examples include:

Morocco	Italy	China
Ecuador	Poland	India
Ethiopia	Mexico	Japan

Have participants research the types of food eaten in their country and draw or cut out pictures of these foods.

Challenge the participants to create a multicultural MyPlate by sorting the foods into the five food groups and creating a balanced menu for each country.

Discuss interesting foods and the ways people in other cultures get the nutrients they need.

MyPlate SuperTracker

NOTE: This activity is appropriate for ages 9 to 12 or younger children with the help of a parent.

MyPlate SuperTracker allows us to track and reflect on what we are eating. This tool can help people make comparisons and think about changes they can make to stay healthy. Participants can enter the food they eat to find out how their meals measure up. They can also make their own meal plan to support their choices.

INSTRUCT

Share the MyPlate SuperTracker website with participants:

<https://choosemyplate.gov/SuperTracker/>

Have participants enter their daily food intake at least two times. Encourage them to take notes on what they find or print their results.

Alternatively, print the **Food Journal** from the Xtranet and have participants enter their daily food intake at least two times per week.



Discuss the results with the group. Use the questions on the back of the **Food Journal** to help create group challenges!

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LESSON 2

Every Color, Every Day with Vegetables

Curriculum

Leader Prep	Gear-Up	Lesson Learned	Cooking Out	Bring It Home	Optional Activity
+20 min	10 min	20 min	10 min	5 min	+20 min



Lesson Overview

CookShop Gear-Up

Food for Fitness Circle

- Engage participants in a warm-up activity that reviews the five food groups and promotes physical activity.

Lesson Learned

- Discuss the importance of eating foods in a variety of colors and brainstorm colorful fruit and vegetables.
- Learn about vegetables and how they benefit our bodies.
- Exploration Activity:** Make a color wheel to illustrate colorful food choices during the four seasons.

Cooking Out

Rainbow Cabbage Boats

- Assist participants in preparing a nutritious snack made with colorful vegetables.
- Practice using the five senses to describe food and discuss food choices.

Bringing It Home

- Explore ways to apply knowledge of colors and the vegetable food group at home.
- Help participants develop and track specific health goals.

Optional Activity

- Take the lesson further using a fun physical activity or creative project.

Once the lesson is finished, complete the online **Lesson Verification Form** within one week of the lesson.

Lesson Goals

- Recognize that fruit and vegetables come in all colors of the rainbow and eating a variety of colors helps the body.
- Identify foods in the vegetable group of the USDA's MyPlate and how to incorporate them into daily meals.
- Develop cooking skills and appreciation for recipes using different colorful vegetables.
- Practice goal-setting steps while making food and lifestyle choices.



Lesson 2

How to Prepare for the Lesson



- ✓ Read the **Lesson** and accompanying **Lesson Poster**, **Challenge Tracker Poster**, **Newsletter** and **Food Cards**.
- ✓ Collect the materials for lesson activities.
- ✓ Collect and prepare the ingredients needed to make **Rainbow Cabbage Boats** with participants (see p. 53).
- ✓ Display chart paper, **Lesson Poster**, **Challenge Tracker Poster**, recipe ingredients and cooking supplies.

Materials List

- Curriculum
- Lesson Poster
- Challenge Tracker Poster
- Newsletter
- Food Cards
- Chart Paper
- Markers
- Tape



Lesson 2

Lesson Background

Did you know? Think Variety, Think Color

The substances in plants that give them color also provide nutrients. Colorful fruit and vegetables are some of the most nutrient-rich foods people can eat. They are filling and naturally low in calories, too!

Although vegetables are crucial for growing bodies to stay healthy, many children consume only half of the recommended intake of vegetables every day.

Children need to eat a wide range of foods to get 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 children remember what types of foods they need to eat by linking each food group a different color.

Color can also help children select healthful foods. Foods with natural color provide the most nutrients. Fruit and vegetables are colorful because of their phytochemicals—pigments. These pigments are also nutrients that help our bodies. For example, beta-carotene—orange—in carrots helps our eyes and lycopene—red—in tomatoes helps our heart. It is important to eat many different colors to get the full variety of nutrients our bodies need.

RED is good for our...

hearts and brains.

ORANGE/YELLOW is good for our...

eyes and immune system.

GREEN is good for our...

bones and teeth.

BLUE/PURPLE is good for our...

memory.

WHITE/BROWN is good for our...

hearts.



Focus on Vegetables

Any vegetable or 100% vegetable juice is a part of the vegetable food group. MyPlate recommends filling half of your plate with fruit and vegetables at every meal!

Vegetables are a source of vitamins and minerals that protect us from many diseases. They also contain fiber, a nutrient that helps the body digest food.

Different fresh fruit and vegetables are available during different times of the year and are grown in different places. Some common foods grown near New York City include salad greens, cooking greens, carrots, tomatoes, squash, sweet potatoes and green beans.

Children can also get their servings from frozen or canned vegetables; choose varieties that are lower in fat and salt.

Key Messages

Fill half of your plate with fruit and vegetables to get the colors and nutrients your body needs. Try to get three colors at every meal!

Different-colored foods help our bodies in different ways. Try to eat three colors at every meal to get the variety of nutrients your body needs.



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Lesson 2

Getting Started



CookShop Gear-Up



Begin by having participants sit together in a circle or at their desks.

Use this time to pass out **Food Cards** and focus participant attention by reviewing the USDA's MyPlate.

REVIEW

- What do you remember about the USDA's MyPlate from last week?
- Did you incorporate all five food groups into your meals?
- Food is organized into five food groups: **Vegetables, Grains, Fruit, Dairy** and **Protein**.
- The different-colored sections on MyPlate represent each of the food groups.
- The USDA's MyPlate and the food groups help us make healthful food choices.
- We need to eat foods from each of the food groups to stay healthy and strong.

Review the **Steps for Success** from Lesson 1 before beginning the game.

PLAY

1. Have the group stand up in a circle.
2. When you say "GO," have everyone begin jogging (or walking quickly) in a circle.
3. When you call out a food group, have participants with food cards from that group run to the center of the circle and choose an exercise together.
4. Instruct everyone to practice this exercise until participants name five foods from that food group.
5. Afterward, have everyone rejoin the circle and run clockwise until you call out another food group.
6. Repeat this twice. Be sure that the last food group called is **Vegetables!**

Pass out **Newsletters** as participants walk back to their seats.

Example exercises: Jumping jacks / jump up and down / sit-ups / push-ups / scissor kicks / arm circles / toe touches / boxing punches

Short on Space?

Have participants march in place at their desks instead of running in a circle.

Lesson 2

Lesson Learned



Thinking about Color

Color is an easy way for children to make healthful food choices. Get participants thinking about how color is related to their health and what they eat.

ASK

Which food groups are the most colorful?

How can we use color to make sure our bodies are getting the fuel we need?

EXPLAIN

Fruit and vegetables are the most colorful whole foods. They come in all colors of the rainbow. Nutrients give whole foods their color.

It is important to eat many different colors every day. Each color provides nutrients that help the body in different ways.

Color is a way to sort foods based on the nutrients they provide.

One way to be sure we get the nutrients we need is to try to include three colors in every meal.

Newsletter Call-Out



Have participants think of a color they eat less of and write a fruit or vegetable of that color to eat this week.

Ages 9–12

Explain that plants get their color from phytochemicals—pigments. These pigments also provide nutrients, e.g., beta-carotene in carrots helps our eyes.

- RED is good for our hearts and brains.
- ORANGE/YELLOW is good for our eyes and immune system.
- GREEN is good for our bones and teeth.
- BLUE/PURPLE is good for our memory.
- WHITE/BROWN is good for our hearts.

Discuss what would happen if we ate foods from only one food group or one color. Review the importance of eating a variety of foods, especially fruit and vegetables.



Focus on Vegetables

Explore vegetables and how they benefit the body. Help participants begin to understand why it is important to fill their plate with colorful vegetables.

ASK

What kinds of foods do you eat that are red?
strawberries, tomatoes, apples

What kinds are green?
lettuce, broccoli, limes

What do you know about vegetables?

What do all vegetables have in common?

Where have you seen vegetables in the city? What have you noticed about the vegetables you see?

EXPLAIN

Vegetables contain

- Vitamins that help our body processes work properly;
- Water, which hydrates us; and
- Fiber, which helps us digest our food.

Vegetables originally come from plants. They come from many different parts of the plant. e.g., broccoli is a flower and carrots are roots.

Vegetables can be found fresh, canned or frozen. Fresh vegetables are available during different times of the year.

It is important to eat a variety of vegetables every day.

Fill half of your plate with colorful fruit and vegetables to get the nutrients you need.

DISCUSS



Name a vegetable and have participants discuss different ways to include that vegetable in meals or snacks, i.e., broccoli dipped in hummus or added to stir-fries and pasta dishes. Have participants repeat this for several vegetables.

Go! Slow! Whoa!

Use the **Lesson Poster** to group vegetable foods into Go! Slow! and Whoa! categories. Review the difference between foods we should eat often and those best eaten less often.

Lesson 2

Exploration Activity

Color Your Plate

Familiarize participants with fruit and vegetables from each color, and help them make a rainbow wheel of nutritious food to share with family and friends.



INSTRUCT



1. Use the **Lesson Poster** to review that fruit and vegetables come in different colors and that each color helps our bodies in different ways.
2. Call on participants to name a fruit or vegetable for each color and model drawing an example.
3. Review the benefit of each color as they answer.
4. Have participants color fruit and vegetables in the sections of the plate on their **Newsletter**.
5. Allow them to share their choices.



Red: apples, red cabbage, cherries, peppers, pomegranates, raspberries, rhubarb, strawberries, tomatoes

Yellow/Orange: apricots, butternut squash, carrots, oranges, papayas, peaches, pears, pumpkin, corn, sweet potatoes

Green: asparagus, avocados, green beans, broccoli, brussels sprouts, cucumbers, kiwi, lettuce, peas, spinach

Blue/Purple: beets, blackberries, blueberries, eggplant, figs, plums, grapes

White/Brown: bananas, cauliflower, garlic, ginger, jicama, mushrooms, onions, parsnips, potatoes, turnips

DISCUSS

Explain that different fruit and vegetables are available during different times of year. Point to several examples and discuss when participants usually see or eat these vegetables. Ask if they see certain vegetables year-round. Explain that some vegetables are brought to stores from farms in other parts of the world. For example, tomatoes are available year-round, but they are picked in New York in the summer. Generally, food that is grown closer to home is fresher.

Ages 9–12

Discuss the additional benefits of choosing vegetables over other less colorful foods. Compare a meal that contains vegetables and one that does not. Explain that adding vegetables to a meal keeps it filling but can lower the amount of fat, sugar or calories.

Have participants think of different meals from home or fast food restaurants. Brainstorm ways to substitute vegetables and add more color to these meals. Review the benefits and develop a group challenge.



Lesson 2

Cooking Out



Participants have learned about the importance of eating fruit and vegetables of many colors. Now they can make their own colorful snack to taste!

Rainbow Cabbage Boats

Leader Instructions

1. Wash hands and all produce.
2. Carefully tear cabbage leaves from head and rinse in cold water.
3. Cut the tops and bottoms off of red peppers and remove stems and seeds (save to show participants).
4. Remove ends from cucumber.
5. Cut red peppers and cucumber into thin strips.
6. Cut lime in half.
7. Prepare student workspace by distributing chopping mats and displaying food.



Participant Instructions

1. Review the **CookShop Safety Rules** together.
2. Wash your hands! Use water and soap to wash for 20 seconds before handling food.
3. Pat cabbage leaves dry.
4. Tear the basil into small pieces and gather on a plate.
5. Measure and add honey, olive oil, salt and pepper to a small mixing bowl. Squeeze lime into mixture. Whisk ingredients together thoroughly.
6. Place a cabbage leaf on the chopping mat.
7. Sprinkle a small amount of vegetables on top of the cabbage leaf.
8. Spoon a small amount of dressing on top of the vegetables. Enjoy!

Ingredients

red cabbage	1 head
red bell pepper	2
shredded carrots	1 bag
cucumber	1
basil	1 handful
honey	2 Tablespoons
lime	1
olive oil	¼ cup
salt	¼ teaspoon
pepper	¼ teaspoon



Supplies

adult knife
chopping mats
measuring cups & spoons
mixing bowls
whisk
napkins
disposable bowls
sporks



Lesson 2

Cooking out

EAT

Encourage participants to

- Try new foods;
- Wait and taste the snack together; and
- Show respect when tasting and describing food.

Serve a small portion and taste together!

EXPLORE



Discuss the cooking and eating experience together.

Describe using the senses:

-  How do red peppers taste? Carrots? *sweet, earthy, fresh*
-  How does your snack smell? *sweet, herbal, link to something they know*
-  What colors are in your wrap? What other vegetables are orange? Green?
-  Describe the texture of your snack? *crunchy, gritty*

Help participants come up with language to describe the food. Record responses on **Lesson Poster**.

CLEAN UP

Divide participants into groups to complete the following jobs:

- Dishwashers and Dryers (This job should be closely supervised by an adult)
- Trash Collectors
- Table Wipers
- Floor Patrol (Sweep crumbs from the floor)

APPLAUSE!

Conclude the lesson by applauding together as a group.

Congratulate participants for working together as a team to complete the cooking activity.

Food Talk

Children need 1½ cups of vegetables every day. This snack is helping meet your daily vegetable needs.

Lettuce and cabbage are a fun switch from wheat or corn wraps. What else could you fill your cabbage boats with?

The first carrots were grown in Afghanistan and were red, yellow, white and purple. What country is your family from? What types of vegetables does your family use often?

Cabbage grows best in the late winter and early spring. What other vegetables do you see at the grocery store in the winter? Summer?

Lettuce and cabbage are the leaf part of the plant. What part is the pepper? *Fruit*. Show participants the seeds from inside the pepper.



Lesson 2

Bringing It Home



REVIEW

What did you learn today?

Why do we need to eat naturally colorful foods such as fruit and vegetables?

How would you help a friend or family member to fill their plate with colorful fruit and vegetables?

CHALLENGE

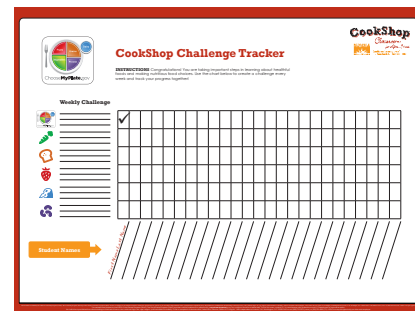


Use the **Challenge Tracker Poster** to chart participants who completed last week's challenge. Decide on a vegetable or color challenge for this week. e.g.,

- "I will eat three servings of vegetables every day this week."
- "One day this week, I will make sure I eat at least three colors at every meal."

Have participants write their challenge on their **Newsletter**.

Remind participants to share their **Newsletters** with family or friends.



COMPLETE

Online **Lesson Verification Form** on the CookShop database at <https://cookshop.foodbanknyc.org>.

Nutrition Kit Maintenance and Cleaning

- Thoroughly clean and dry all cooking equipment used during the lesson.
- Replace the adult knife in its protective sheath and secure it in the lockable security bag.
- Safely store the security bag and all other cooking equipment in the Nutrition Kit directly after lessons.
- Be sure to keep the Nutrition Kit clean and clear of all food and non-CookShop items and store in a secure location at your site.

Lesson 2

Optional Activity



Communicate Color

We can use techniques advertisers use to promote health and nutrition. Explore advertising with participants by having them create their own food posters to promote colorful, vegg-licious foods!

INSTRUCT

Have participants pick a color and make a list of the vegetables of that color, the things they like about these foods and how they help the body.

Ask participants to draw and color their own advertisement that tells others about their color and vegetables.

Post the signs on the walls of the After-School site for others to view.

Ask participants to talk about their ad with the rest of the group!

See Your Servings

Advertising has a powerful effect on how people — children included — make food choices. Children see more than 58 food commercials on TV every day!

Preserve Your Health

Preserving food can extend the length of time a food lasts, and it can be done in a healthful way! Sometimes fresh foods are not available. Fruit and vegetables may be canned or frozen to be enjoyed year-round.

INSTRUCT

Ask participants what types of fruit and vegetables they see during different seasons. Introduce preserving food as a way to enjoy making these foods last throughout other seasons. Have students research how different fruit and vegetables are preserved and why they don't spoil once they are preserved. Extend learning by canning fruit or making jam or jelly preserves. Visit this website to learn more about canning and other ways to preserve food: <http://nchfp.uga.edu/>.

Ages 9 to 12

Discuss several techniques companies use to convince people to buy their products:

- **Star Power** — linking a product to a celebrity or popular figure
- **Cool Factor** — "If you buy this, then you will be cool."
- **Buzz Words** — terms such as "healthy," "all-natural" or "organic" used to appeal to consumers but may not describe a nutritious food.
- **Disguised ads** — hard-to-find ads in TV shows, video games and magazines

Have older participants use one of these tactics in their food posters!



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LESSON 3

Food Processing with Grains

Curriculum

Leader Prep	Gear-Up	Lesson Learned	Cooking Out	Bring It Home	Optional Activity
+20 min	10 min	20 min	10 min	5 min	+20 min



Lesson Overview

CookShop Gear-Up

Food for Fitness Circle

- Engage participants in a warm-up activity that reviews the USDA's MyPlate and promotes physical activity.

Lesson Learned

- Describe the differences between whole and processed foods.
- Identify whole and refined grain foods and discuss the benefits of whole grain foods.
- Exploration Activity:** Apply knowledge of food processing to relate whole and processed foods.

Cooking Out

Wheat Snacks with Berry Mash

- Assist participants in preparing a nutritious snack made with whole grain foods and while they process their own food.
- Practice using the five senses to describe food and discuss food choices.

Bringing It Home

- Explore ways to apply knowledge of food processing and whole grain foods at home.
- Help participants develop and track specific health goals.

Optional Activities

- Take the lesson further using a fun physical activity or creative project.

Once the lesson is finished, complete the online **Lesson Verification Form** within one week of the lesson.

Lesson Goals

- Identify foods in the grains group of the USDA's MyPlate and describe how whole grains help the body.
- Describe some of the differences between whole and processed foods.
- Develop cooking skills and appreciation for recipes using whole grains and healthful processed foods.
- Practice goal-setting steps while making food and lifestyle choices.



Lesson 3

How to Prepare for the Lesson



- ✓ Read the **Lesson** and accompanying **Lesson Poster**, **Challenge Tracker Poster**, **Newsletter** and **Food Cards**.
- ✓ Collect the materials for lesson activities.
- ✓ Collect and prepare the ingredients needed to make **Wheat Snacks with Berry Mash** with participants (see p. 69).
Note: Defrost the berries in a refrigerator overnight!
- ✓ Display chart paper, **Lesson Poster**, **Challenge Tracker Poster**, recipe ingredients and cooking supplies.

Materials List

- Curriculum
- Lesson Poster
- Challenge Tracker Poster
- Newsletter
- Food Cards
- Chart Paper
- Markers
- Tape



Lesson 3

Lesson Background

Did you know? Thinking about Food Processing

Children are often surrounded by messaging encouraging them to eat highly processed foods. These foods generally contain more sugar, fat and salt than whole foods.

Many foods made from grains are highly processed.

For children, at least half of their grains each day should be whole grains like whole wheat cereals, bread and oatmeal. Exposing them to whole grains at a young age may increase their acceptance of these foods!

A whole food is a food that has not been changed from its natural state. Foods like apples and other fresh fruit and vegetables are considered whole foods because they have not been changed from nature.

Food processing means changing a whole food by cutting, cooking and/or adding or subtracting ingredients.

The more a food changes before it is eaten, the more processed the food is.

People process food to make food easier to eat and prepare, to keep food fresh longer and to change the way a food looks or tastes. You can often tell a food has been processed by the way it looks, but sometimes it can be difficult.

A longer list of ingredients on a food label indicates that the food is more processed.

Ingredients

100% NATURAL WHOLE GRAIN QUALITY ROLLED OATS.

Ingredients:

WHOLE GRAIN ROLLED OATS, SUGAR, DEHYDRATED APPLES (TREATED WITH SODIUM SULFITE TO PROMOTE COLOR RETENTION), SALT, CINNAMON, CALCIUM CARBONATE, NATURAL AND ARTIFICIAL FLAVORS, OAT FLOUR, CITRIC ACID, GUAR GUM, VITAMIN A PALMITATE, NIACINAMIDE*, REDUCED IRON, PYRIDOXINE HYDROCHLORIDE*, RIBOFLAVIN*, THIAMIN MONONITRATE*, FOLIC ACID*.

*ONE OF THE B VITAMINS

Focus on Grains

Any food made from wheat, rice, oats or another cereal grain is a grain product. Bread, pasta, oatmeal, cereal, tortillas and grits are examples of grain foods. Wheat flour is one of the most commonly used grains and is used to make grain foods like bread, pasta and many baked goods. To make flour, wheat berries — seeds — are finely ground.

Grain foods contain

- Carbohydrates — nutrients that give us energy and help us to feel “full”;
- Fiber, which improves digestion; and
- Vitamins and minerals that help us grow and prevent diseases.

Grain foods are divided into two subgroups: foods made from whole grains and foods made from refined — more highly processed — grains.

Whole Grains — Brown rice, bulgur (cracked wheat), oatmeal, whole wheat bread, whole wheat pasta, whole wheat tortillas, popcorn

Refined Grains — Corn flakes, corn tortillas, corn bread, white bread, crackers, pretzels, white rice

Some refined grains are enriched — nutrients that were lost during processing have been replaced.

All whole grain foods contain the entire grain seed and more fiber than refined grains.

The whole grain seal (right) and the ingredient list near the food label are the best ways to tell if a food is made from 100% whole grains. The first ingredient on the label should be a whole grain. Claims on the front of packages may be misleading.

Key Messages

- Make at least half your grains whole! Choose whole grain breads and cereals, oats, brown rice and more.
- Look for the label to find whole grain and other more whole foods. Use the ingredients list to help choose less processed foods.



Image Courtesy of O'days and The Whole Grains Council

Lesson 3

Getting Started



CookShop Gear Up



Begin by having participants sit together in a circle or at their desks.

Use this time to pass out **Food Cards** and focus participant attention by reviewing the USDA's MyPlate.

REVIEW

- Food is organized into five food groups: **Vegetables, Grains, Fruit, Dairy** and **Protein**.
- The different-colored sections on MyPlate represent each of the food groups.
- The USDA's MyPlate and the food groups help us make healthful food choices.
- We need to eat foods from each of the food groups to stay healthy and strong.
- What do you remember about vegetables from last week?
- Did you incorporate colorful vegetables into your meals?

Be sure to review the **Steps for Success** from Lesson 1 before beginning the game.

PLAY

1. Have the group stand up in a circle.
2. When you say "GO," have everyone begin jogging or walking quickly in a circle.
3. When you call out a food group, have participants with food cards from that group run to the center of the circle and choose an exercise together.
4. Instruct everyone to practice this exercise until participants name five foods from that food group.
5. Afterward, have everyone rejoin the circle and run clockwise until you call out another food group.
6. Repeat this twice. Be sure that the last food group called is **Grains!**

Pass out **Newsletters** as participants walk back to their seats.

Example exercises: Jumping jacks / jump up and down / sit-ups / push-ups / scissor kicks / arm circles / toe touches / boxing punches

Short on Space?

Have participants march in place at their desks instead of running in a circle.

Lesson 3

Lesson Learned



Thinking about Food Processing



Help children understand the difference between whole and processed foods and the importance of whole foods. Use the **Food Cards** to connect between a whole food and what it changes to when it is processed.

ASK

How many of you like apples?

What other foods are made from apples?
pie, juice, applesauce

What is the difference between these foods?
apples are whole, apple foods are processed.

ASK

How can we change — process — food?
cutting, heating, adding ingredients, mashing

How can we tell if a food is highly processed when we are at the store?

Why are whole or less processed foods good for our bodies?

EXPLAIN

Whole foods are not changed from nature.

We eat whole foods without changing them. Processed foods are changed before we eat them.

The more a food changes from how it is found in nature, the more processed it is.

EXPLAIN

There are many ways to tell if a food is processed. Processed foods look different from whole foods found in nature. More processed foods generally have more ingredients in them.

Food is processed to

- Change the taste;
- Change the way it looks; and/or
- Keep it fresher longer.

Explain that many processed foods contain more fat, sugar and salt than more whole foods. Many processed foods are Slow or Whoa foods.

Less processed foods like fruit, vegetables and whole grains give our bodies the most nutrients.

Focus on Grains

Explore how grains help the body and why children need at least half of their grains to be whole grains.



Pass out the **grain Food Cards** and ask all participants to stand.

ASK

What do all of these foods have in common? Which food group do these foods belong to?

Why would you want to eat grains before taking a test or playing sports?

EXPLAIN

Foods made from wheat flour, oats, corn or rice are grains.

Grain foods contain carbohydrates. Carbohydrates give the body energy to think and play. They also make us feel “full.”

There are two types of grains: whole grains and refined grains.

Ask participants with **whole grain Food Cards** to remain standing.

ASK

How can we tell the difference between whole grain and refined grain foods?

whole grain seal, ingredients list

Have you ever tried a whole grain food? What type?

EXPLAIN

Whole grain foods contain the entire grain seed. Many refined grain foods have had part of the seed and nutrients removed.

Whole grain foods have more fiber and minerals — nutrients that help us digest our food and keep us strong.

We should try make at least half of the grains we eat whole grains.

Look for the Label

Discuss foods that claim to be whole grain, e.g., breakfast cereals, crackers, cookies. Where do participants see the claims on these boxes? Explain that words in commercials and on the front of boxes can be misleading.

Ask if participants have ever seen or used a food label.

Explain that the best way to tell if a food is whole grain is to look at the ingredients list. Use the **Poster** and the package from the Wheat Snacks recipe to show participants the ingredients list of whole grain foods.



Lesson 3

Lesson Learned

Exploration Activity



Processing Pair-Up

Lead participants in an activity that compares whole foods to processed foods through problem-solving and teamwork.

INSTRUCT

Hand out shuffled **Food Cards** to participants. Be sure to hand out all **processed** and **grain Food Cards**.

Have participants stand in a circle. When you say “go,” have them walk around the circle. When you say “stop,” have them form groups by calling out numbers, such as “five in line.”

Once they form groups, instruct participants to line up in order of least to most processed food, from left to right.

Allow participants to share their chain with others before reforming the circle.

Repeat one or two more times using one or both of the following instructions:

- **Processing Partner** — participants pair up matching whole and processed foods, e.g., orange with orange soda.
- **All in Line** — Entire group forms a whole to most processed continuum.

ASK



Which **Food Cards** have Go! foods? Which **Food Cards** have Whoa! foods?

Ages 9–12

Have participants think of a processed food they see in the store, e.g., packaged cookies. Help them brainstorm the ingredients used to make the food and the ways in which the food was changed. What do they notice about these foods? Have they ever looked at the food label for these foods? Discuss why people should think about food processing when choosing foods to eat. Why would cooking your own food be more nutritious than choosing processed foods from the store?



Look for the Label

Generally, more processed foods contain more ingredients. Use the **Poster** and the **Newsletter** to introduce where to find the Ingredients list and help participants practice identifying processed foods.



Lesson 3

Cooking Out



Making your own snack is one way to control whether you are eating nutritious foods. We can process our own food at home using whole ingredients!

Wheat Snacks with Berry Mash

Leader Instructions

1. Note: Defrost the berries in the fridge overnight.
2. Wash hands.
3. Remove bread from package.
4. Cut lemon in half.
5. Drain excess juice from berries in colander.
6. Open honey container.
7. Prepare student workspace by distributing chopping mats and displaying food.



Ingredients

whole wheat bread	1 1-pound loaf
mixed berries	1 bag
lemon	1
honey	¼ cup



Supplies

adult knife
chopping mats
whisk
measuring cups
napkins
disposable bowls
sporks



Participant Instructions

1. Review the **CookShop Safety Rules** together.
2. Wash your hands! Use water and soap to wash for 20 seconds before handling food.
3. Tear bread into quarters.
4. Place the berries in the medium mixing bowl.
5. Use the whisk to mash berries. Leave some berry chunks for texture.
6. Squeeze lemon into berry mash. Stir to combine.
7. Measure and add honey to berry mixture. Stir to combine.
8. Spread a small amount of berry mash on the wheat bread. Enjoy!

Lesson 3

Cooking Out

EAT

Encourage participants to

- Try new foods;
- Wait and taste the snack together; and
- Show respect when tasting and describing food.

Serve a small portion and taste together!

EXPLORE



Discuss the cooking and eating experience.

Describe using the senses:



How does your Berry Mash taste?
sweet, sour, juicy



How does it smell?
fruity, fresh,



How do the Wheat Snacks look different from other grains?
darker in color



Describe the texture of the Wheat Snacks? How is this texture different from other bread you have tried?
coarse, gritty, soft

Help participants come up with language to describe the food. Record responses on **Lesson Poster**.

CLEAN UP

Divide participants into groups to complete the following jobs:

- Dishwashers and Dryers (This job should be closely supervised by an adult)
- Trash Collectors
- Table Wipers
- Floor Patrol (Sweep crumbs from the floor)

APPLAUSE!

Conclude the lesson by applauding together as a group.

Congratulate participants for working together as a team to complete the cooking activity.

Food Talk

The USDA recommends children aged 5–9 get five ounces of grain foods each day. Half of the grains we eat should be whole grain foods.

How can you use whole wheat bread in your meals? Brown rice? Other whole grains?

Cooking can be a nutritious way to process food. What are some other nutritious homemade snacks you can cook?

Bread is often considered the “oldest” processed food in history. What do other cultures use instead of bread?

What do you think the difference is between the jam you made and jam and other fruit-flavored fillings in the store?



Lesson 3

Bringing It Home



REVIEW

What did you learn today?

What is the difference between whole and processed foods?

What whole grain food will you try this week?

CHALLENGE

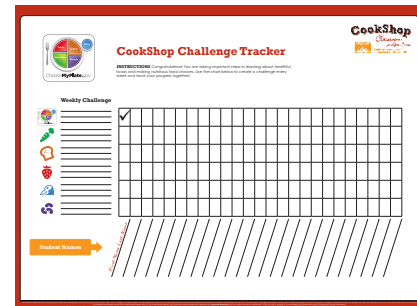


Use the **Challenge Tracker Poster** to chart participants who completed last week's challenge. Decide on a grain or processing challenge for this week, e.g.,

- "I will try a new whole grain food this week."
- "I will make half of the grain foods I eat whole grains every day this week."
- "I will use the ingredient list to choose my food this week."

Have participants write their challenge on their **Newsletter**.

Remind participants to share their **Newsletters** with family or friends.



COMPLETE

Online **Lesson Verification Form** on the CookShop database at <https://cookshop.foodbanknyc.org>.

Nutrition Kit Maintenance and Cleaning

- Thoroughly clean and dry all cooking equipment used during the lesson.
- Replace the adult knife in its protective sheath and secure it in the lockable security bag.
- Safely store the security bag and all other cooking equipment in the Nutrition Kit directly after lessons.
- Be sure to keep the Nutrition Kit clean and clear of all food and non-CookShop items and store in a secure location at your site.

Lesson 3

Optional Activity



Taste Test

It is not always easy to see the difference between whole and processed foods, especially foods in the grain food group. Help children deepen their understanding of the difference using their sense of taste.

INSTRUCT

Set out covered samples of any of the pairs of foods listed below.

Have participants close their eyes and try one sample of each snack. Encourage them to describe the difference using their sense of taste.

Discuss the ways whole wheat foods taste and feel different from refined wheat foods.

Whole Grains:

whole grain bread
whole wheat tortilla
whole grain cereal
whole wheat cracker

Processed Grains:

white bread
plain flour tortilla
refined grain cereal
"bleached" flour cracker

Processing Relay

When food is processed, especially when sugar, fat and salt are added, our bodies have to work harder to digest it than with whole foods. Illustrate the effect of processed foods during this group activity.

INSTRUCT

Have four volunteers pick a **processed Food Card**. Ask another volunteer to pick a **fruit or vegetable Food Card**.

Have participants form groups that correspond to the number of ingredients on the back of the **Food Cards**. Tell each group to link arms to form a chain. This chain represents all of the ingredients in the food.

Give groups several activities to perform, e.g.,

- Bend down and touch your toes three times;
- Turn around in circles twice; or
- Walk around the perimeter of the room backward.

Discuss the difference between each group and the effort it required to complete the activities!

CookShop®

Classroom

for After-School



CookShop is a program of
the Food Bank For New York City

LESSON 4

Smart Sugar Choices with Fruit

Curriculum

Leader Prep	Gear-Up	Lesson Learned	Cooking Out	Bring It Home	Optional Activity
+20 min	10 min	20 min	10 min	5 min	+20 min



Lesson Overview

CookShop Gear-Up

Food for Fitness Circle

- Engage participants in a warm-up activity that reviews the USDA's MyPlate and promotes physical activity.

Lesson Learned

- Identify fruit foods and discuss the importance of choosing fruit and water for health.
- Describe the difference between natural and added sugar as well as the effect of sugar on the body.
- Exploration Activity:** Illustrate the sugar content of common food and drinks.

Cooking Out

Peachy Orange Salsa

- Assist participants in preparing a nutritious snack that contains natural sugar found in fruit.
- Practice using the five senses to describe food and discuss food choices.

Bringing It Home

- Explore ways to apply knowledge of sugar and the fruit food group at home.
- Help participants develop and track specific health goals.

Optional Activities

- Take the lesson further using a fun physical activity or creative project.

Once the lesson is finished, complete the online **Lesson Verification Form** within one week of the lesson.

Lesson Goals

- Recognize how sugar affects the body and distinguish between foods with natural and added sugar.
- Identify foods in the fruit group of the USDA's MyPlate and describe how fruit and water are important alternatives to other sweet food and drink choices.
- Develop cooking skills and appreciation for recipes using fruit and natural sugar.
- Practice goal-setting steps while making food and lifestyle choices.



Lesson 4

How to Prepare for the Lesson



- ✓ Read the **Lesson** and accompanying **Lesson Poster**, **Challenge Tracker Poster**, **Newsletter** and **Food Cards**.
- ✓ Collect the materials for lesson activities.
- ✓ Collect and prepare the ingredients needed to make **Peachy Orange Salsa** with participants (see p. 85).
- ✓ Prepare the materials for the **Exploration Activity** by labeling plastic cups with the following food names:

apple	lemon-lime soda
milk	chocolate milk
candy bar	100% orange juice
orange juice drink	frosted toaster pastry
frosted chocolate cereal puffs	toasted oats cereal
- ✓ Display chart paper, **Lesson Poster**, **Challenge Tracker Poster**, recipe ingredients and cooking supplies.

Materials List

- Curriculum
- Lesson Poster
- Challenge Tracker Poster
- Newsletter
- Food Cards
- Chart Paper
- Markers
- Tape

Exploration Activity

- Clear Plastic Cups
- Teaspoon
- White Sugar



Lesson 4

Lesson Background

Did you know? Thinking about Sugar

Children between the ages of 4 and 13 in the United States consume an average of 25 teaspoons of sugar a day! The number of children developing diet-related diabetes is increasing.

Very little sugar in childrens' diets comes from fruit.

Most children in the United States consume only half of the recommended intake of fruit.

<http://www.newsroom.heart.org>

Sugar is the most immediate source of energy for the body. Children need some sugar to have energy to think and play.

Natural sugar is sugar that is already in whole foods. Fruit, 100% juice and milk all contain natural sugar. Natural sugars in food provide energy, as well as other important nutrients.

Added sugar is included in many processed foods to make them taste sweet. Food and drinks with added sugar often contain much more sugar than the body needs. Examples include sodas, candy, flavored yogurt, pastries, sports and energy drinks, sweetened teas and juice drinks. Sugar is even added to pizza, bread, boxed meals, soup, pasta sauce and even some peanut butter!

Foods with added sugar can make children feel like they have a lot of energy, but then they "crash."

Added sugar is mostly "empty calories"—foods with high amounts of added sugar and fat usually do not contain other nutrients children need to grow and stay healthy.

Extra sugar is converted and stored in the body as fat. Eating or drinking too much sugar can lead to weight gain and diabetes.

Diabetes is a condition in which the body does not process sugar properly—sugar cannot reach the cells for use as energy.

The food label shows how much sugar is in a food. Look for foods with a lower % DV and choose water over sugary drinks.

Focus on Fruit

Any fruit or 100% fruit juice is part of the fruit group on the USDA's MyPlate.

Fruit is a filling source of natural sugar, which provides children with the energy they need to think and play.

Fruit also provides

- Vitamins and minerals that protect children from many diseases;
- Fiber, which helps the body digest food; and
- Water, which keeps the body hydrated.

Children need to eat a variety of fruit every day to get the nutrients they need.

Fruit can be eaten with any meal and is a filling snack. Whole and minimally processed fruit and water are nutritious substitutes for snacks and drinks with added sugar.

Choosing fruit and other nutritious foods along with exercise can help prevent weight gain, diabetes and heart disease.

Key Messages

- Fill half of your plate with fruit and vegetables to reduce sugar and increase nutrients in meals.
- Reach for fruit or water instead of sugary snacks and drinks.



Lesson 4

Getting Started



CookShop Gear-Up



Begin by having participants sit together in a circle or at their desks.

Use this time to pass out **Food Cards** and focus participant attention by reviewing the USDA's MyPlate.

REVIEW

- Food is organized into five food groups: **Vegetables, Grains, Fruit, Dairy** and **Protein**.
- The different-colored sections on MyPlate represent each of the food groups.
- The USDA's MyPlate and the food groups help us make healthful food choices.
- We need to eat foods from each of the food groups to stay healthy and strong.
- What do you remember about grains from last week?
- Did you incorporate whole grains into your meals?

Review the **Steps for Success** from Lesson 1 before beginning the game.

PLAY

1. Have the group stand up in a circle.
2. When you say "GO," have everyone begin jogging (or walking quickly) in a circle.
3. When you call out a food group, have participants with **Food Cards** from that group run to the center of the circle and choose an exercise together.
4. Instruct everyone to practice this exercise until participants name five foods from that food group.
5. Afterward, have everyone rejoin the circle and run clockwise until you call out another food group.
6. Repeat this twice. Be sure that the last food group called is **Fruit!**

Pass out **Newsletters** as participants walk back to their seats.

Example exercises: Jumping jacks / jump up and down / sit-ups / push-ups / scissor kicks / arm circles / toe touches / boxing punches

Short on Space?

Have participants march in place at their desks instead of running in a circle.

Lesson 4

Lesson Learned



Thinking About Sugar

Explore the differences between natural and added sugar and the importance of choosing fruit and foods lower in sugar.



ASK

Which foods contain sugar — are sweet?

How are these foods different from each other?

What do you know about sugar and how it affects the body?

What happens when you eat a lot of sugar?

EXPLAIN

Foods like fruit, some vegetables and milk contain natural sugar. These foods are sweet without adding any sugar.

Many processed foods such as soda, energy drinks, candy and other sweet snacks — even juice and cereal! — contain added sugar.

These processed foods are mostly “empty calories”—they do not contain nutrients we need to grow and stay healthy.

It is important to get a small amount of natural sugar every day. Natural sugar gives us energy to think and play.

Extra sugar our bodies do not use turns into fat and is stored in our bodies. This can lead to weight gain and diabetes. Diabetes is when our bodies cannot use sugar for energy.

DISCUSS



Have participants think about the sweet foods they see or eat. Help them categorize these as foods with natural or added sugar. Explain the difference between fresh fruit and processed fruit foods, such as oranges, 100% orange juice and orange-flavored soda or candy. Brainstorm tips to help others make smart sugar choices. Post your work at your after-school site or near a vending machine to help others make healthful food choices.

Focus on Fruit

Familiarize participants with fruit as a source of natural sugar and other nutrients. Children can get excited about enjoying a sweet food that is also good for their bodies.

ASK

Which food group in the USDA's MyPlate contains sweet foods?

How is fruit different from other sweet snacks?

What do all fruit have in common?
sweet, seeds, juice

EXPLAIN

Fruit is the part of the plant that protects the seeds.

Plants make their own sugar — this is called natural sugar. Fruit tastes sweeter as it ripens because the plant is producing natural sugar.

Fruit contains many other nutrients that help the body, such as

- Vitamins and minerals that protect us from getting sick.
- Fiber, which keeps us full and helps our bodies digest food.

DISCUSS



Ask participants to name the types of fruit they like to eat. Ask which types of foods they eat that have fruit in them or are fruit-flavored. Have participants brainstorm different ways that they could include fresh fruit in their snacks and meals. Discuss the difference between fresh fruit and fruit-flavored snacks or drinks.

Look for the Label



The "Sugars" section of the Nutrition Facts label tells us how much sugar is in one serving of a food. Use the **Lesson Poster** to help participants identify which drink contains more sugar per serving.

Ages 9–12

Explain that the amount of sugar we take in increases as we eat or drink more servings. Discuss the relationship between serving size and number of servings in a container. Have participants calculate the amount of calories and sugar in different sizes of orange juice and orange juice drink.



Lesson 4

Lesson Learned

Exploration Activity

Many foods children see and eat every day contain added sugar. Help participants compare the sugar content of some of these foods with whole fruit and other foods with added sugar.

INSTRUCT

Divide the group into 10 teams. Have each team choose a labeled cup. Assist participants in spooning the appropriate amount of sugar into each cup using the table to the right.

Ask participants to hold up their cups and compare sugar amounts.

Have groups line up in order from least to most added sugar, from left to right.

ASK

Which food or drink has the most sugar?
lemon-lime soda

Which food or drink has the least sugar?
toasted oat cereal

Which foods have natural sugar?
apple, banana, milk, 100% juice

Are you surprised by any of these examples?

Go! Slow! Whoa!

Categorize these sweet foods as Go! Slow! or Whoa! Does the fact that Slow and Whoa foods do not provide as many nutrients mean that we should NEVER eat them? Review that eating healthfully can include these foods sometimes. It is important to choose Slow! and Whoa! foods less often than healthful, Go! foods.

Sugar Conversions

apple	2.5 †
lemon-lime soda	6.5 †
milk	3 †
chocolate milk	6 †
candy bar	6 †
100% orange juice	2 †
orange drink	3 †
frosted toaster pastry	5.5 †
frosted chocolate cereal puffs	4 †
toasted oats cereal	1 †



Ages 9–12

Calculate the gram-to-teaspoon conversion for the activity foods on participants' Newsletters.



Lesson 4

Cooking Out



Fruit is a sweet and nutritious food that can be eaten any time of day. Help participants create a tasty snack that is sweet without any added sugar!

Peachy Orange Salsa

Leader Instructions

1. Wash hands and all produce!
2. Remove peel from oranges and separate into segments.
3. Cut tops and bottoms from red bell pepper and remove seeds.
4. Cut peaches in half and remove seed.
5. Cut red bell pepper and peaches into small pieces.
6. Cut lime in half.
7. Prepare student workspace by distributing chopping mats and displaying food.



Ingredients

oranges	4
red bell pepper	1
peaches	1 15-ounce can
lime	1
cilantro	¼ cup
whole grain tortilla chips	1 bag



Participant Instructions

1. Review the **CookShop Safety Rules** together.
2. Wash your hands! Use water and soap to wash for 20 seconds before handling food.
3. Tear oranges and cilantro into small pieces.
4. Mix oranges, peaches and red pepper in a large mixing bowl.
5. Squeeze juice from half of one lime onto fruit mixture.
6. Measure and add cilantro to fruit mixture.
7. Stir to combine ingredients. Scoop small portions into bowls.
8. Serve with whole grain tortilla chips. Enjoy!

Supplies

adult knife
chopping mats
measuring cups & spoons
mixing bowl set
mixing spoon
disposable bowls
sporks
napkins



Lesson 4

Cooking Out

EAT

Encourage participants to

- Try new foods;
- Wait and taste the snack together; and
- Show respect when tasting and describing food.

Serve a small portion and taste together!

EXPLORE



Discuss the cooking and eating experience.

Describe using the senses:



What flavors can you taste?
sweet, sour, fresh



What do you smell? Does this remind you of anything you
have smelled before?
fruity, fresh, link to something they know



Describe the texture of the chips?
crunchy, gritty, crisp

Help participants come up with language to describe the food.
Record responses on the **Lesson Poster**.

CLEAN UP

Divide participants into groups to complete the following jobs:

- Dishwashers and Dryers (This job should be closely supervised by an adult)
- Trash Collectors
- Table Wipers
- Floor Patrol (Sweep crumbs from the floor)

APPLAUSE!

Conclude the lesson by applauding together as a group.

Congratulate participants for working together as a team to complete the cooking activity.

Food Talk

You need to eat 1½ cups of fruit every day. This snack is helping meet your daily fruit needs.

You can make salsa out of almost any fruit or vegetable. What would you include in your salsa?

Oranges have lots of vitamin C, which keeps us from getting sick and potassium to keep our muscles moving.

Peaches are harvested in the summertime. What other fruit do you eat in the summer? Spring?

Canning fruit and vegetables is one way to enjoy these foods year round. What do you see on the canned peach label? Look at the label for fruit in its own juice.



Lesson 4

Bringing It Home



REVIEW

What did you learn today?

Why do we need to eat fruit?

What fruit will you try this week?

CHALLENGE

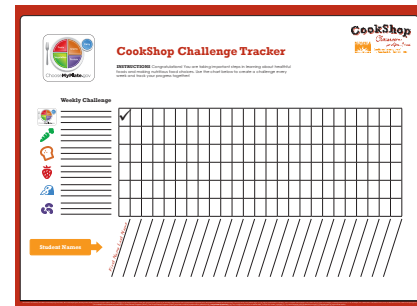


Use the **Challenge Tracker Poster** to chart participants who completed last week's challenge! Decide on a fruit or sugar challenge! e.g.,

- "I will eat three servings of fruit every day this week."
- "I will replace one sugary beverage with a glass of water or 100% juice this week."

Have participants write their challenge on their **Newsletter**.

Remind participants to share their **Newsletters** with family or friends.



COMPLETE

Online **Lesson Verification Form** on the CookShop database at <https://cookshop.foodbanknyc.org>.

Nutrition Kit Maintenance and Cleaning

- Thoroughly clean and dry all cooking equipment used during the lesson.
- Replace the adult knife in its protective sheath and secure it in the lockable security bag.
- Safely store the security bag and all other cooking equipment in the Nutrition Kit directly after lessons.
- Be sure to keep the Nutrition Kit clean and clear of all food and non-CookShop items and store in a secure location at your site.

Lesson 4

Optional Activity



Energy In, Energy Out Tag

Play a game of tag to visualize the amount of energy it takes to burn the calories in different foods that contain sugar.

INSTRUCT

Have participants create index cards illustrating sweet Go! Slow! and Whoa! foods. Collect and shuffle the cards.

Review the difference between these foods and explain that different foods require different amounts of exercise/movement to burn the energy in them. For this game

Go! foods = 2

Slow! foods = 4

Whoa! foods = 6

Tell students that they will be playing CookShop tag. Ask students to call out the name of a fruit. The last person to name a fruit is "It."

If a player is tagged, both participants draw a separate card and complete the number of jumping jacks or push-ups for each food.

If the student who was tagged finishes first, they run free. If the student who is "It" finishes first, they are free and the new student is "It."

ASK

Which foods are Whoa! foods? Go?

What is the difference between these foods?

What does the body have to do to burn the sugar in these foods?

CookShop Café

Children learned that fruit is a filling source of natural sugar that can be incorporated into any meal. Explore the possibilities of incorporating fruit throughout the day, while allowing participants to get creative too!

INSTRUCT

Divide participants into five groups.

Have each group list several types of fruit and brainstorm a menu to serve in a CookShop Café. Have each group share their menu and discuss the many options for eating fruit all day, every day!

Bring It Home

Encourage participants to write a menu that includes breakfast, lunch, dinner and a snack!

CookShop®

Classroom

for After-School



CookShop is a program of
the Food Bank For New York City

LESSON 5

Low-Fat Living with Dairy and Calcium-Rich Foods

Curriculum

Leader Prep	Gear-Up	Lesson Learned	Cooking Out	Bring It Home	Optional Activity
+20 min	10 min	20 min	10 min	5 min	+20 min



Lesson Overview

CookShop Gear-Up

Food for Fitness Circle

- Engage participants in a warm-up activity that reviews the USDA's MyPlate and promotes physical activity.

Lesson Learned

- Identify calcium-rich foods and discuss the benefits of low-fat or fat-free calcium-rich foods.
- Distinguish between high-fat and low-fat foods and identify sources of these fats.
- Exploration Activity:** Illustrate the fat content of common food and drinks.

Cooking Out

Creamy, Calcium-Rich Kale Salad

- Assist participants in preparing a nutritious snack made with low-fat, calcium-rich foods.
- Practice using the five senses to describe food and discuss food choices.

Bringing It Home

- Explore ways to apply knowledge of dairy foods and making low-fat choices at home.
- Help participants develop and track specific health goals.

Optional Activities

- Take the lesson further using a fun physical activity or creative project.

Once the lesson is finished, complete the online **Lesson Verification Form** within one week of the lesson.

Lesson Goals

- Recognize that fat affects our bodies in many ways, and the benefits of low-fat food choices.
- Identify foods in the dairy food group of the USDA's MyPlate and describe how calcium benefits the body.
- Develop cooking skills and appreciation for recipes using low-fat dairy products.
- Practice goal-setting steps while making food and lifestyle choices.



Lesson 5

How to Prepare for the Lesson



- ✓ Read the **Lesson** and accompanying **Lesson Poster**, **Challenge Tracker Poster**, **Newsletter** and **Food Cards**.
- ✓ Collect the materials for lesson activities.
- ✓ Collect and prepare the ingredients needed to make **Creamy, Calcium-Rich Kale Salad** with participants (see p .101).
- ✓ Prepare the materials for the **Exploration Activity** by labeling plastic cups with the following food names:

grilled chicken sandwich	chicken nuggets
single cheeseburger	bean burrito
pepperoni pizza	vegetable pizza
small fries	apple slices
low-fat milk	whole milk
frozen yogurt	ice cream
- ✓ Display chart paper, **Lesson Poster**, **Challenge Tracker Poster**, recipe ingredients and cooking supplies.

Materials List

- Curriculum
- Lesson Poster
- Challenge Tracker Poster
- Newsletter
- Food Cards
- Chart Paper
- Markers
- Tape

Exploration Activity

- Clear Plastic Cups
- Teaspoon
- Shortening



Lesson 5

Lesson Background

Did you know? Thinking about Fat

Many Americans do not get enough calcium and vitamin D — two nutrients important for bones, muscles and nerves. Dairy foods are rich in calcium and vitamin D, but they can also be high in fat. Choosing low-fat and plant-based foods that contain calcium protects our bones and helps prevent obesity and heart disease.

Fats and oils are sources of energy that also help our bodies digest certain vitamins and minerals.

There are three types of fat:

- **Unsaturated** — found in some vegetables, nuts and fish.
- **Saturated** — solid fat found in many animal foods.
- **Trans** — processed fats found in highly processed foods such as candy bars, cookies and fast and fried food.

Everyone needs some healthful, unsaturated fats from vegetable oils, nuts, avocados and fish to grow and stay healthy. Without fat, our nerves and brain will not work properly.

Saturated and trans fats can lead to heart disease and obesity.

Choosing low-fat foods can reduce the risk of these diet-related diseases. Encourage children to choose foods with less solid fat.

Food labels show you how much of each type of fat is in a food.

Nutrition Facts	
Serving Size 1 cup 245g (245 g)	
Amount Per Serving	
Calories 86	Calories from Fat 4
% Daily Value*	
Total Fat 0g	1%
Saturated Fat 0g	1%
Trans Fat	
Cholesterol 5mg	2%
Sodium 127mg	5%
Total Carbohydrate 12g	4%
Dietary Fiber 0g	0%
Sugars 12g	
Protein 8g	
Vitamin A	0% • Vitamin C 4%
Calcium	30% • Iron 1%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.	

Nutrition Facts	
Serving Size 1 cup 244g (244 g)	
Amount Per Serving	
Calories 146	Calories from Fat 71
% Daily Value*	
Total Fat 8g	12%
Saturated Fat 5g	23%
Trans Fat	
Cholesterol 24mg	8%
Sodium 98mg	4%
Total Carbohydrate 13g	4%
Dietary Fiber 0g	0%
Sugars 13g	
Protein 8g	
Vitamin A	5% • Vitamin C 0%
Calcium	28% • Iron 0%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.	

Focus on Calcium-Rich Foods

Dairy foods come from animals and contain calcium. Calcium helps our bones and teeth stay strong. Children require a lot of calcium for their rapidly growing and developing bodies.

Dairy foods also provide

- **Vitamin D**, which helps the body maintain proper levels of calcium; and
- **Potassium**, which helps to maintain healthy blood pressure.

Fluid milk products and foods made from milk are considered dairy foods. Healthful dairy products include low-fat or fat-free milk or yogurt. Foods made from milk that have little to no calcium and a lot of fat, such as cream cheese, cream and butter, should be eaten less often. Fat-free dairy foods may also be called “skim,” and full-fat may be called “whole.”

Some plant foods such as dark, leafy greens—spinach, collards, kale, Swiss chard, lettuces, rhubarb, mustard and turnip greens, and even broccoli—also contain calcium. These calcium-rich plant foods are naturally low in fat.

People who cannot or do not want to eat dairy products can get calcium from these vegetables or lactose-free milk substitutes like soy milk, almond milk and rice milk.

Key Messages

- Dairy products are rich in calcium—a nutrient that helps children grow and keeps bones and teeth strong.
- Choose fat-free or low-fat dairy products or calcium-rich foods at every meal!



Lesson 5

Getting Started



CookShop Gear-Up

Begin by having participants sit together in a circle or at their desks.

Use this time to pass out **Food Cards** and focus participant attention by reviewing the USDA's MyPlate.

REVIEW

- Food is organized into five food groups: **Vegetables, Grains, Fruit, Dairy** and **Protein**.
- The different-colored sections on MyPlate represent each of the food groups.
- The USDA's MyPlate and the food groups help us make healthful food choices.
- We need to eat foods from each of the food groups to stay healthy and strong.
- What do you remember about fruit from last week?
- Did you replace sweet snack with fruit this week?

Review the **Steps for Success** from Lesson 1 before beginning the game.

PLAY

1. Have the group stand up in a circle.
2. When you say "GO," have everyone begin jogging (or walking quickly) in a circle.
3. When you call out a food group, have participants with food cards from that group run to the center of the circle and choose an exercise together.
4. Instruct everyone to practice this exercise until participants name five foods from that food group.
5. Afterward, have everyone rejoin the circle and run clockwise until you call out another food group.
6. Repeat this twice. Be sure that the last food group called is **Dairy**!

Pass out **Newsletters** as participants walk back to their seats.

Example exercises: Jumping jacks / jump up and down / sit-ups / push-ups / scissor kicks / arm circles / toe touches / boxing punches

Short on Space?

Have participants march in place at their desks instead of running in a circle.

Lesson 5

Lessons Learned

20
min

Thinking about Fat

Lead a discussion about fat, high- and low-fat foods and making lower-fat choices.

ASK

What is the difference between whole milk, 1% milk and skim milk?

What do whole milk, peanut butter, potato chips and chocolate cake all have in common?

EXPLAIN

Most foods contain at least a small amount of fat.

Fruit and vegetables are generally fat-free or low in fat.

Lean meat like turkey and fish and low-fat dairy products like low-fat milk and yogurt are healthful substitutions for high-fat foods.

Many processed foods contain a lot of fat.

Fast food, candy bars, some desserts and snack foods are “empty calories”—high in fat and low in other nutrients.

Our bodies only need a small amount of fat to help use vitamins and give us energy.

Eating too much fat can cause us to gain unhealthy weight and make bodies work harder.

It is important to choose lower-fat foods.

Discuss

Ask participants to recall the foods that they ate for lunch or would choose from a menu. Answers may include sandwiches, burgers, chicken nuggets, fruit, pizza, french fries, salad. As a group, categorize these foods as low or high in fat. Brainstorm ways to lower the amount of fat in these meals and snacks.

Look for the Label

Total fat tells us how much fat a food contains. Generally, 5% or lower Daily Value means a food is low-fat. See if participants can choose the low-fat food on their Newsletter.



Ages 9–12

Explain the difference between types of fat. Have participants find the food highest in each type on their Newsletter.

- **Unsaturated:** healthy fat found in some plant-based foods and fish
- **Saturated:** solid fat found in many animal-based foods
- **Trans:** fat found in processed foods like cookies, cakes and chips

Review that small amounts of unsaturated fat helps us use other nutrients and gives us energy. Solid fat and too much fat can clog our blood vessels and hurt our hearts.



Focus on Dairy and Calcium-Rich Foods

Introduce children to low-fat sources of calcium and vitamins that help build their rapidly growing bodies.

ASK

Who here drinks milk every day? What other foods are made with milk?

Why are dairy foods important?

What other types of foods contain calcium?

EXPLAIN

Dairy foods such as milk and yogurt help our bones.

Calcium in these foods builds our teeth and bones and makes them strong. Vitamin D in these foods helps our bodies use calcium.

Plant foods can contain calcium, too, especially dark green vegetables like spinach, collard greens, broccoli and kale. Calcium-rich plant foods are low in fat, too!

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.

Discuss

Ask participants to think of a friend or family member who has broken a bone or imagine how someone may look or feel if they do not get enough calcium. How would they suggest boosting calcium in meals at home? In the cafeteria?

Look for the Label

Whole and minimally processed foods are best for our bodies, but "whole" on a dairy food label means the food is higher in fat. Remind participants to look for low-fat and "skim" milk, yogurt and cheeses.



Lesson 5

Lesson Learned

Exploration Activity

Many foods children see and eat every day contain a lot of fat. During this activity, help participants compare the fat content of some high-fat foods with lower-fat options.

INSTRUCT

Have participants choose a labeled cup.

Assist participants in spooning the appropriate amount of shortening into each cup using the table to the right.

Ask participants to hold up their cups and compare fat content.

Have participants line up in order from least to most fat.

ASK

Which food or drink has the most fat?
pepperoni pizza

Which food or drink has the least?
apple slices

Are you surprised by any of these examples?

Go! Slow! Whoa!

Discuss these food and drinks and categorize them as Go! Slow! or Whoa! Does the fact that they contain fat mean that we should never eat them? Review that eating healthfully can include these foods sometimes. They are best as a special treat. Brainstorm tips to help friends and family choose foods lower in fat.



Fat Conversions

grilled chicken sandwich	2½ t
chicken nuggets	4½ t
single cheeseburger	3½ t
bean burrito	2 t
pepperoni pizza	5 t
vegetable pizza	4 t
small fries	3 t
apple slices	0 t
low-fat milk	½ t
whole milk	2 t
frozen yogurt	1½ t
ice cream	3 t



Ages 9–12

Practice math skills by calculating the teaspoon-to-gram conversion for the activity foods above.



Lesson 5

Cooking Out



This creamy salad can be eaten as a meal or a snack! Low-fat yogurt and kale are tasty ways for children to get the calcium they need, and fresh fruit provides natural sugar. Assist participants in building a salad that can be enjoyed any time of day!

Creamy Calcium-Rich Kale Salad

Leader Instructions

1. Wash hands and all produce.
2. Open can of chickpeas and drain.
3. Cut lemons in half.
4. Prepare student workspace by distributing chopping mats and displaying food.



Participant Instructions

1. Review the **CookShop Safety Rules** together.
2. Wash your hands! Use water and soap to wash for 20 seconds before handling food.
3. Tear kale pieces from the stem in bite-sized pieces. Place in large mixing bowl. Squeeze juice of one lemon and sprinkle with salt. Massage lemon and salt into the leaves to release the color and flavor.
4. Add chickpeas and raisins to the kale in the large mixing bowl.
5. Measure and add yogurt, olive oil, salt and pepper to small mixing bowl.
6. Tear mint into small pieces and place in small mixing bowl.
7. Stir ingredients in small mixing bowl together with whisk.
8. Pour the dressing over the kale mixture and toss to coat. Serve immediately. Enjoy!

Ingredients

chickpeas	1 15-ounce can
lemon	1
low-fat plain yogurt	1 containers
kale	1 bunch
mint	¼ cup
raisins	1 box
olive oil	¼ cup
salt	½ teaspoon
pepper	¼ teaspoon



Materials

adult knife
chopping mats
can opener
colander
whisk
mixing spoon
measuring cups/spoons
mixing bowls
disposable bowls
sporks
napkins



Lesson 5

Cooking Out

EAT

Encourage participants to

- Try new foods.
- Wait and taste the snack together.
- Show respect when tasting and describing food.

Serve a small portion and taste together!

EXPLORE



Discuss the cooking and eating experience. What did participants like about the salad? Dislike?

Describe using the senses:

- 👂 How does your salad taste? What flavors can you taste?
sweet, sour, tangy
- 👃 How does it smell?
fruity, odorless
- ✋ Describe the texture of the salad?
smooth, creamy, crunchy

Help participants come up with language to describe the food.
Record responses on **Lesson Poster**.

CLEAN UP

Divide participants into groups to complete the following jobs:

- Dishwashers and Dryers (This job should be closely supervised by an adult)
- Trash Collectors
- Table Wipers
- Floor Patrol (Sweep crumbs from the floor)

APPLAUSE!

Conclude the lesson by applauding together as a group.

Congratulate participants for working together as a team to complete the cooking activity.

Food Talk

You need to eat 2 to 3 cups of calcium-rich food every day. Which foods in this salad are calcium-rich?

The milk we drink can come from cows, goats, sheep or plants. A healthy cow produces up to 200,000 glasses of milk in a lifetime.

Kale is a calcium-rich plant food that can be eaten raw or cooked. We rub the leaves to release flavors. What other greens do you eat at home?

Yogurt contains healthy bacteria that helps you digest food. What other nutrient helps your digestion? Fiber Which foods contain fiber?



Lesson 5

Bringing It Home



REVIEW

What did you learn today?

Why is it important to choose low-fat foods?

Which calcium-rich foods will you try this week?

CHALLENGE

Use the **Challenge Tracker Poster** to chart participants who completed last week's challenge. Decide on a calcium-rich food or portion challenge for this week, e.g.,

- "I will try a new leafy green food to get the calcium I need."
- "I will ask for low-fat milk or milk product during one meal each day."
- "I will replace one Slow! food with a Go! food."

Have participants write their challenge on their **Newsletter**.

Remind participants to share their **Newsletters** with family or friends.

COMPLETE

Online **Lesson Verification Form** on the CookShop database at <https://cookshop.foodbanknyc.org>.

Nutrition Kit Maintenance and Cleaning

- Thoroughly clean and dry all cooking equipment used during the lesson.
- Replace the adult knife in its protective sheath and secure it in the lockable security bag.
- Safely store the security bag and all other cooking equipment in the Nutrition Kit directly after lessons.
- Be sure to keep the Nutrition Kit clean and clear of all food and non-CookShop items and store in a secure location at your site.

Lesson 5

Optional Activity



Look What Calcium Can Do!



In this lesson, children learned that milk and other foods provide calcium that grow and strengthen bones.

Illustrate the benefits of calcium with a simple science experiment!

INSTRUCT

Tell participants that you will be using eggs for the experiment because their shells contain calcium, just like our teeth and bones.

Label two cups “milk” and “vinegar,” respectively.

Tell participants that milk contains calcium and very little acid, while vinegar contains very little calcium and a lot of acid.

Have participants place one egg into each cup and discuss what they think will happen.

Allow the eggs to sit overnight. You can prepare one in advance to show them, if time allows.

Ask for two volunteers to remove the eggs and pass them around the group.

ASK

Which egg is stronger? Why do you think this is?

EXPLAIN

The acid in the vinegar reacts with the calcium and uses up all of the calcium in the shell. This is why the shell is soft.

ASK

What type of drink contains a lot of acid?
soda

Why should we choose low-fat milk and water over soda?

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LESSON 6

Portion Wise with Protein

Curriculum

Leader Prep	Gear-Up	Lesson Learned	Cooking Out	Bring It Home	Optional Activity
+20 min	10 min	20 min	10 min	5 min	+20 min



Lesson Overview

CookShop Gear-Up

Food for Fitness Circle

- Engage participants in a warm-up activity that reviews the USDA's MyPlate and promotes physical activity.

Lesson Learned

- Identify plant- and animal-based sources of protein and the health benefits of lean, plant-based protein.
- Discuss portion size and how to determine which foods and how much of them are best for you.
- Exploration Activity:** Reinforce the types of foods we need a lot of and those we should limit in a game of Red Light, Green Light.

Cooking Out

Black Bean Burritos

- Assist participants in preparing a nutritious snack made with plant-based protein foods.
- Practice using the five senses to describe food and discuss food choices.

Celebrate!

- Explore ways to apply knowledge of lean protein foods and personal nutrition needs at home.
- Celebrate completion of the CookShop Classroom for After-School program.

Optional Activities

- Take the lesson further using a fun physical activity or creative project.

Once the lesson is finished, complete the online **Lesson Verification Form** within one week of the lesson.

Lesson Goals

- Recognize that everyone needs different types and amounts of food and understand different ways to control portion sizes.
- Identify plant- and animal-based foods in the protein food group and describe how protein helps the body.
- Develop cooking skills and appreciation for recipes using protein foods and portion sizes.
- Practice goal-setting steps while making food and lifestyle choices.



Lesson 6

How to Prepare for the Lesson



- ✓ Read the **Lesson** and accompanying **Lesson Poster**, **Challenge Tracker Poster**, **Newsletter** and **Food Cards**.
- ✓ Collect the materials for lesson activities.
- ✓ Collect and prepare the ingredients needed to make Black Bean Burritos with participants (see p. 117).
- ✓ Display chart paper, **Lesson Poster**, **Challenge Tracker Poster**, recipe ingredients and cooking supplies.
- ✓ Print **CookShop Completion Certificates** from the Xtranet.

Materials List

- Curriculum
- Lesson Poster
- Challenge Tracker Poster
- Newsletter
- Certificates
- Food Cards
- Chart Paper
- Markers
- Tape



Lesson 6

Lesson Background

Did you know? Thinking about Personalized Portions

Popular convenience foods like bagels, burgers and popcorn have doubled in size since the middle of the 20th century.

Food available in larger packages or as part of combination meals encourages people to buy and eat more.

<http://www.fns.usda.gov>

Portion size is how much we are served and choose to eat. Serving size is the recommended amount we should eat.

The USDA recommends servings based on a person's age, gender and activity level. Younger children need smaller servings than teens and most adults.

The serving recommendation for each food group is part of a total daily energy need. It is important to eat enough to get the energy — calories — and nutrients you need, but extra energy is stored as fat and leads to weight gain.

Children learn to expect certain amounts of food at a young age. Smaller portions help children learn to recognize when they are full.

Visual cues can help estimate recommended serving sizes. In general, our bodies need more fruit, vegetables, whole grain foods and low-fat, calcium-rich foods.

Encourage participants to use Go! Slow! and Whoa! to determine which foods to eat more or less of:

- **Go! Foods** — Fruit, vegetables and whole grains are very nutritious. They contain many vitamins and nutrients, and are whole or less processed.
- **Slow! Foods** — White bread, chocolate milk, and sweetened cereals are not as nutritious. These foods should be eaten less often and in smaller portions. For example, although milk is a good source of calcium, the added chocolate in chocolate milk contains a lot of sugar.
- **Whoa! Foods** — Fast food and sweets like french fries, soda and candy contain very few vitamins and nutrients. They contain a lot of added sugar and fat. We should only consume these foods once in a while.

Focus on Protein

The protein food group gets its name from the important nutrient these food provide — protein. Protein is a nutrient that builds strong muscles and bones.

Protein foods also contain

- **B vitamins** — such as niacin, thiamin, riboflavin and B6 — which promote a healthy metabolism. They help the body release energy from protein, fat and carbohydrates. They also help our nervous system.
- **Minerals** — like iron — which helps our bodies use oxygen.

Protein foods come from plants and animals:

- **Animal proteins** include fish, chicken, pork, turkey, eggs, beef
- **Plant proteins** include beans (chickpeas, kidney beans, black beans and lentils), peas, tofu (a common vegetarian meat replacement made from soybeans), nuts, nut butter, some whole grains

Most people get enough protein every day. It is important to choose low-fat — lean — meats or plant foods from the protein food group. Most plant protein foods provide protein while being low in fat, calories and cholesterol and high in fiber and water.

Key Messages

- Protein foods are important for strong muscles and bones. Choose more low-fat or plant-based protein foods and less high-fat protein foods.
- Everyone has different food needs. In general, try to start with small portions, increase Go! foods and limit Slow! and Whoa! foods.



Lesson 6

Getting Started



CookShop Gear-Up

Begin by having participants sit together in a circle or at their desks.

Use this time to pass out **Food Cards** and focus participant attention by reviewing the USDA's MyPlate.

REVIEW

- Food is organized into five food groups: **Vegetables, Grains, Fruit, Dairy** and **Protein**.
- The different-colored sections on MyPlate represent each of the food groups.
- The USDA's MyPlate and the food groups help us make healthful food choices.
- We need to eat foods from each of the food groups to stay healthy and strong.
- What do you remember about dairy from last week?
- Did you incorporate low-fat, calcium-rich foods into your meals?

Review the **Steps for Success** from Lesson 1 before beginning the game.

PLAY

1. Have the group stand up in a circle.
2. When you say "GO," have everyone begin jogging (or walking quickly) in a circle.
3. When you call out a food group, have participants with food cards from that group run to the center of the circle and choose an exercise together.
4. Instruct everyone to practice this exercise until participants name five foods from that food group.
5. Afterward, have everyone rejoin the circle and run clockwise until you call out another food group.
6. Repeat this twice. Be sure that the last food group called is **Protein**!

Pass out **Newsletters** as participants walk back to their seats.

Example exercises: Jumping jacks / jump up and down / sit-ups / push-ups / scissor kicks / arm circles / toe touches / boxing punches

Short on Space?

Have participants march in place at their desks instead of running in a circle.

Lesson 6

Lesson Learned



Choosing the proper portion sizes is just as important to maintaining a healthy weight as choosing nutritious foods. Help participants review the amount and types of food their bodies need.

ASK

Why do we eat food?

How do you know how much food to eat?

What are some foods we should eat a lot of?
vegetables, low-fat milk, fruit, whole wheat bread, beans

What are some foods we should only eat very little of?
foods with added sugar, high-fat foods

EXPLAIN

Food is fuel that keeps our bodies healthy. Everyone needs a different amount of food. Our food needs are different based on our size, whether we are a boy or girl and how much we exercise.

A serving size is a measurement of the amount you need of foods from each of the food groups.

We need a different number of servings from each food group every day.

Different types of foods have different serving sizes.

The amount of food we are served or choose to eat is a portion. Portion size is different from serving size. Portion size may be more or less than the serving size recommended.

We need more of some foods than others.

- Whole foods and foods low in fat, sugar and salt are foods that we should eat more often.
- Processed foods and foods high in fat, sugar and salt are foods that we should eat less often.

Look for the Label

Labels give us information for a certain serving size of food. Label serving sizes may be different from USDA serving sizes. If we eat more or less than the label serving size, we have to multiply or divide the values on the label. Use the label and visual cues on the Newsletter to discuss portion size. Is the serving size surprising? Brainstorm ways to be more aware of serving size and the portions people eat.



Ages 9–12

Have participants calculate the difference in values for calories, fat, sugar and sodium — salt — between one serving, two servings and the whole package. What do they notice?



Focus on Meat and Beans

Protein foods provide the nutrients children need to develop strong muscles and stay healthy. Explore the differences between animal and plant protein foods and making low-fat protein choices.



ASK

Which food group helps build muscles and keep us strong?

What types of protein foods do you eat every day?

Which of these are plant foods?

Why are protein foods important to our health?

EXPLAIN

Foods in the protein food group are protein-rich.

Protein is used to build our muscles and bones.

Protein foods come from animals and plants.

- Animal protein includes beef, chicken, pork, turkey, eggs.
- Plant protein includes beans (like chickpeas, soy and lentils) and tofu, nuts, and peanut butter.

Plant proteins generally have less fat and more fiber than animal proteins. White meat and fish often have less fat than red meat, such as beef.

Discuss



Explain that children need four to five ounces of protein foods each day. Use the **Newsletter** and **Lesson Poster** to illustrate protein servings. Brainstorm ways to include low-fat protein foods in one day's meals and snacks.

Go! Slow! Whoa!

Discuss protein foods, and categorize them as Go, Slow or Whoa. Does the fact that some contain more fat mean that we should never eat them? Review that eating healthfully can include these foods sometimes. They are best as a special treat. Brainstorm tips to help friends and family choose foods lower in fat.

Lesson 6

Lesson Learned

Exploration Activity

Red Light, Green Light

Whole and minimally processed foods are the most beneficial for our bodies. We should eat a lot of these foods. Processed foods should be eaten only a little, especially foods high in fat and added sugar and salt. Challenge participants to use what they have learned about healthful foods in CookShop Classroom for After-School with a game of Red Light, Green Light.

INSTRUCT

Explain that green foods are foods we should eat a lot of. These foods are low in fat, sugar and salt. Green foods include

carrots	whole wheat bread
spinach	low-fat milk
apples	low-fat yogurt
oranges	beans

Explain that red 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	

Have participants stand in a line on one side of the room while you stand on the opposite side.

When you call a "green" food, players walk forward quickly.

When you call out a "red" food, players stop. If a player makes the "wrong" move, he or she must go back to the starting line.

The first player(s) to reach you at the finish line wins!

Ages 9–12

Discuss the reasons why knowing the proper portion size is difficult. Fast food value meals, large packages and being served by other people shape our idea of servings.

Ask older participants to offer tips for eating the right amount of food, e.g., read food labels, pour a small amount from large packages, wrap half of the meal you order to eat later.



Lesson 6

Cooking Out



Lead participants in making a flavorful snack, with tasty, low-fat protein-rich beans, that is easy to serve in snack-sized portions.

Black Bean Burritos

Leader Instructions



1. Wash your hands and all produce.
2. Carefully remove leaves from the head of lettuce. Pat lettuce leaves dry with paper towels.
3. Cut red bell pepper in half and remove stem and seeds. Cut into thin strips.
4. Cut tomato and red onion into child friendly pieces.
5. Cut limes in half.
6. Open cans of black beans and pour into a colander and drain liquid. **DO NOT RINSE**. Pour drained black beans into a large mixing bowl.
7. Prepare student workspace by distributing chopping mats and displaying food.

Ingredients

red bell pepper	1
romaine lettuce	1 head
black beans	2 15-ounce cans
limes	2
tomato	1
red onion	1
whole wheat tortillas	1 package



Participant Instructions

8. Review the **CookShop Safety Rules** together.
9. Wash your hands! Use water and soap to wash for 20 seconds before handling food.
10. In small bowl, combine tomatoes and onion.
11. Squeeze lime over tomato and onion mixture.
12. Mash bean mixture with the mixing spoon.
13. Tear lettuce into thin pieces.
14. Place tortilla on chopping mat. Spread 2 tablespoons of bean mixture in a thin, even layer on tortilla.
15. Top tortilla with salsa mixture, red bell pepper and lettuce pieces. Try not to overstuff.
16. Roll up tortilla like a pin-wheel. Repeat this process with remaining tortillas and ingredients.
17. Leader — Cut the tortilla into four pieces each.
18. Serve with any extra salsa. Enjoy!

Supplies

chopping mats
adult knife
measuring spoons
mixing bowls
mixing spoon
disposable bowls
sporks
napkins



Lesson 6

Cooking Out

EAT

Encourage participants to

- Try new foods;
- Wait and taste the snack together; and
- Show respect when tasting and describing food.

Serve a small portion and taste together!

EXPLORE



Discuss the cooking and eating experience.

Describe using the senses:

-  What does your burrito taste like?
zesty, salty, savory
-  How does this portion look to you?
-  What do you smell? What other foods have you had that smell like this?
earthy, aromatic, zesty
-  What is the texture of the beans? How did we change the texture?
gritty, smooth, rich

Help participants come up with language to describe the food. Use the **Lesson Poster** to chart participant responses.

CLEAN UP

Divide participants into groups to complete the following jobs:

- Dishwashers and Dryers (This job should be closely supervised by an adult)
- Trash Collectors
- Table Wipers
- Floor Patrol (Sweep crumbs from the floor)

APPLAUSE!

Conclude the lesson by applauding together as a group.

Congratulate participants for working together as a team to complete the cooking activity.

Food Talk

You need protein foods every day. How can you get the protein you need at breakfast? Lunch? Dinner? Snack?

Black beans and other beans can be mashed and used to make dips for vegetables and crackers. In what other dishes does your family use beans?

How did you control the portion size of this snack? How could you control portions of other snacks?



Lesson 6

Celebrate



REVIEW

What foods did you enjoy trying or learn to enjoy during CookShop Classroom for After-School?

What do you know about the USDA's MyPlate?

What did you learn today?

What are some foods we should eat more of? Less?

CHALLENGE

Use the **Challenge Tracker Poster** to chart participants who completed last week's challenge! Decide on a protein or personalized portion challenge to close CookShop Classroom for After-School! e.g.,

- "I will try to replace one animal protein food with a plant food and still get the protein I need."
- "I will choose low-fat protein foods every day this week."
- "I will replace one Whoa! food with a Go! food this week."

Have participants write their challenge on their **Newsletter**.

Remind participants to share their **Newsletters** with family or friends.

APPLAUSE!

Thank everyone for their participation in CookShop Classroom for After-School.

Conclude the lesson by applauding together as a group. Remind participants that they are taking important steps for their health!

Distribute **Completion Certificates**.

COMPLETE

Online **Lesson Verification Form** on the CookShop database at <https://cookshop.foodbanknyc.org>.

Lesson 6

Optional Activities



Portion Distortion

Equipment

- Wheat flake cereal
- 100% juice
- Low-fat milk
- Apples
- Lemon
- Pitchers
- Measuring cup
- Different sized cups and bowls
- Scoops

Leader Prep

1. Wash and slice apples. Drizzle with lemon juice to keep from browning.
2. Arrange cereal, juice, apple slices, milk, cups and bowls at five stations.
3. Calculate serving size conversions into cups and tablespoons. Record on paper and distribute to stations.
4. Set aside measuring cups for later demonstration.

EXPLAIN

Refer back (p.114) to the difference between serving size — what is recommended we eat — and portion size — what we actually eat.

INSTRUCT

Divide students into groups and assign each to a portion distortion station. Instruct students to attempt to make a breakfast with the appropriate serving size. Each group member should measure one food item.

When groups are finished, call up students by station and measure their portions for accuracy. Have other groups guess whether the team's portions are over or under.

DISCUSS

Discuss ways students can control their portion size in different settings.

Guide students with ideas like drinking plenty of water every day; using smaller containers; sitting down at the table to eat instead of snacking in front of the TV; not eating from packages, etc.

Share Your Learning!



INSTRUCT

Create a nutrition-themed community project to share what your group has learned. Ask the group to brainstorm and vote on a community service project with a focus on nutrition. Ideas include researching plant foods that grow in New York and creating a community garden, developing a lesson for other After-School participants or families or creating visual aids to help people make healthful choices.

Participants should work together to plan, publicize and carry out their project. Invite parent volunteers to get involved for additional adult supervision if needed.