



ON THE ROAD TO
HEALTHY LIVING
Mobile Cooking School

INSTRUCTOR'S GUIDE

TEXAS A&M
AGRILIFE
EXTENSION

ON THE ROAD TO
HEALTHY LIVING
Mobile Cooking School

INSTRUCTOR'S GUIDE

Providing **R.E.A.L.** strategies for healthy families: A **R**ealistic, **E**conomical, **A**ccessible, **L**ife-like approach to food and family mealtime.

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“This class was a new experience; I had never really cooked before, but now I will.”

PREFACE

by Amy Ressler

The On the Road to Healthy Living Mobile Cooking School was developed through a partnership of the Texas A&M AgriLife Extension Service of Montgomery County and the Montgomery County United Way Healthy Living Alliance (HLA). In 2011, a Montgomery County Community Health Assessment compiled by the Texas Health Institute reported 70 percent of adults in Montgomery County were obese or overweight. Adults reported as overweight or obese within income populations of \$25,000 a year or less was 84 percent.

In 2013, the Montgomery County Extension Service hosted a Dinner Tonight Cooking School and a Healthy Holiday Cooking School. A representative of the United Way Healthy Living Alliance approached the County Extension Agent with a proposal for pilot funding to create a program similar to these types of cooking schools, but with more hands-on activity, little or no fees, and easily accessible to clientele in low-income, hard-to-reach, and transportation-challenged areas of the counties.

Using the \$15,000 grant, the first few months of 2014 included program development such as developing lesson plans, recruiting host sites, and purchasing supplies for equipment used in programming.

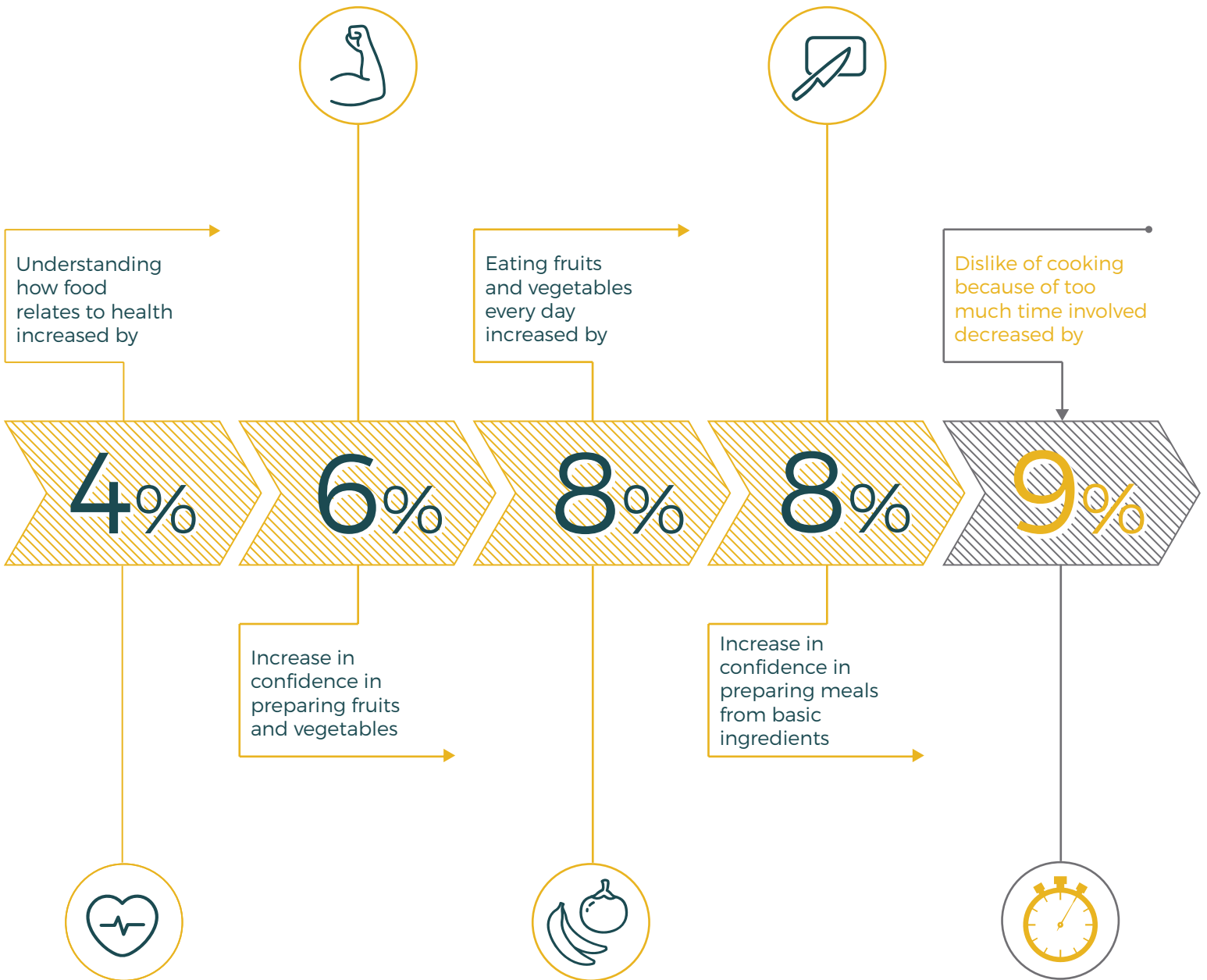
The United Way Health and Wellness Council, which oversees HLA, extended the project support by granting another \$15,000 in 2016 to continue the project's development, including the creation of this instructor's guide to extend the concept and provide guidance for others wishing to conduct similar programming.

The project is labor-intensive. Recruiting host sites, planning lessons and menus to fit a particular group, purchasing food and supplies for a fairly large group to cook a full meal, hauling equipment to a site, setting up stations, teaching a lesson, supervising several groups cooking, cleaning up, and re-packing and hauling supplies and equipment back to headquarters, takes a lot of physical strength, time, energy, and dedication. The task should not be taken lightly. This type of program is not nearly as easy as a pick-up-and-go, quick food demonstration. But, the potential long-term impact on behavior change is immense and worth the effort.

2014 TO 2015 SURVEY

RESULTS

AND BEHAVIOR CHANGE



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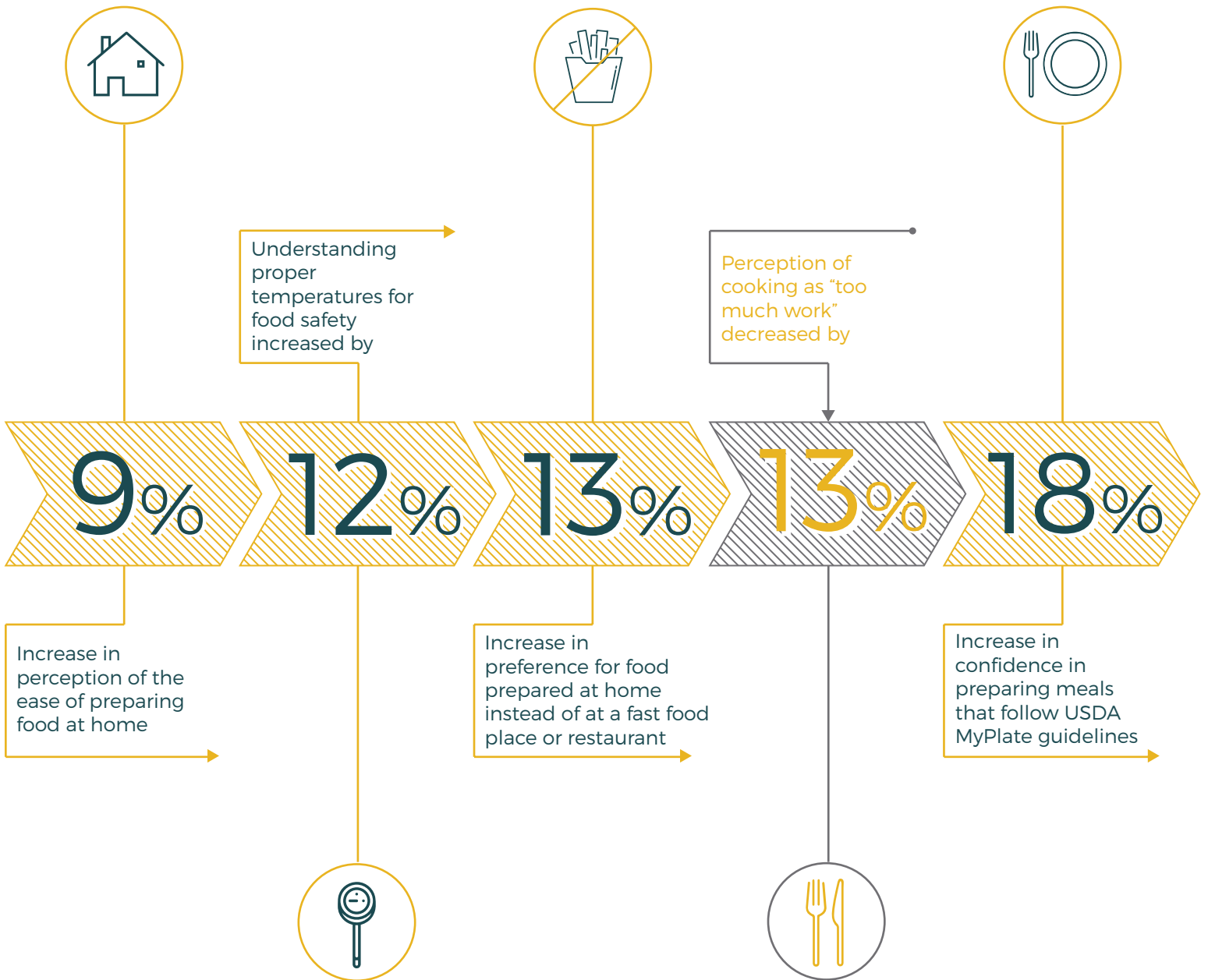
PROGRAMMING EFFORTS

2014

Instructed 66 people in 17 classes.
Made 242 educational contacts.

2015

Instructed 163 people in 31 classes.
Made 424 educational contacts.



Graphic credits: Artem Kovyazin, Sergey Demushkin, Giselle Pereira, Endre Samsonkiss, Yorlmar Campos, Olivier Guin, Sergey Novosyolov, and AFY Studio

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WHAT MAKES THIS PROGRAM UNIQUE?

The On the Road to Healthy Living Mobile Cooking School provides participants with

MOBILITY

Participants take the classes wherever they congregate—churches, community centers, schools, work places, and more. Taking programs to the people is the cornerstone of Extension programming; however, hands-on cooking classes are generally offered only at specific locations with particular facilities. This project is intended to be mobile enough to hold in a park pavilion if necessary.

All equipment and supplies are transportable, so traditional kitchen facilities are not necessary. (But, are definitely nice to have! Classes in the park are not as much fun for the instructors as they are for the participants.)

HANDS-ON ACTIVITY

While some presentations are demonstration-only, this concept allows class attendees to fully participate in the food preparation. By actually preparing the food themselves, participants can more accurately assess their likelihood of preparing the food at home. Like the 4-H motto, “Learn by doing,” by engaging in the preparation, participants are more likely to increase their confidence and actually use the skills at home.

FULL-MEAL EXPERIENCE

Many food demonstrations allow only a sample of the recipe. By preparing and eating a full meal, participants fully experience a complete meal that is consistent with the principles of the Dietary Guidelines for Americans. They see, taste, and feel what a healthy meal is like.

The On the Road to Healthy Living Mobile Cooking School was created by combining concepts of existing Texas A&M AgriLife Extension programs: Dinner Tonight, 4-H Food Challenge, and the Better Living for Texans SNAP–Ed program.

Traditional kitchen facilities are not necessary.



Participants see, taste, and feel what a healthy meal is like.



Attendees fully participate in the food preparation.



As a group, participants prepare and eat a full meal.

“I enjoyed learning how to cook properly and take care of my health.”

INTRODUCTION

The need to prevent and combat the obesity epidemic in Texas is well documented. Research suggests that hands-on education can help people change their behaviors and overcome struggles with poor nutrition choices.

The On the Road to Healthy Living Mobile Cooking School uses an experiential teaching model where participants not only hear information, they also see, touch, and taste what good nutrition choices can be. This approach takes education beyond just a lecture allowing students to participate in the practical aspects of how to choose, prepare, serve, and eat healthy foods.

Using United States Department of Agriculture (USDA) dietary guideline-based menus and whole-food choices as often as possible, participants learn basic cooking skills such as how to read and modify recipes, use simple kitchen tools and appliances, and important nutrition and food safety concepts while preparing healthy food. Program objectives help participants

- ▷ Increase their ability to make healthy food choices
- ▷ Gain confidence that they have the skills necessary to prepare healthy meals
- ▷ Increase their weekly intake of vegetables and fruits
- ▷ Improve their understanding of the concepts outlined in the USDA Dietary Guidelines for Americans
- ▷ Learn food preparation skills that promote good health

The core of the mobile cooking school is a series of three sessions that discuss nutrition, food safety, and food-purchase decision making. Each class includes preparing and eating fresh, whole foods and engaging in constructive discussions.

Participants try new foods and learn or refine their basic cooking skills. The school also demonstrates healthy eating as an economical and achievable lifestyle people can practice and enjoy. The activities generate tangible and measurable outcomes, as well as anecdotal and inspiring stories that illustrate the effectiveness of this experiential approach.

The following information is intended to help professional or volunteer educators present the cooking school in a variety of settings. In the lessons, instructors can reach diverse audiences by combining relevant information with focused messages that address healthy behaviors—a model that helps people make better food and mealtime choices that lead to better health!

HOW TO USE THIS GUIDE

An Overview

This guide is meant to be an “evolving” curriculum. Maintain it in a digital file folder on your computer and print it as needed. Or, print this guide, use a three-hole punch to cut holes in each page, and put the pages into a three-ring notebook. Add to the electronic folder or binder as you prepare for and present classes. Include handouts, resources, and recipes you find that are useful for the classes (see item A on the next page). When you prepare a lesson plan or script notes, save it to use again.

A word of caution: Stick with essential concepts so that the teaching principles (B, C) and evaluation criteria (D) are consistent. You don’t need an overwhelming supply of resource information; a few simple fact sheets will go a long way.

The focus is for participants to learn from the hands-on food preparation. Particularly with adult learners, people will already know a lot of basic information. Your job as an educator is to help participants use what they know, what they learn from each other, and what they learn from you to promote healthy habits in preparing food and creating healthy family mealtimes.

Web resources are plentiful, but not limitless. Use reliable sites. Avoid current social media trends, “slick” news reports, and “latest-greatest” quick fixes or substitutes for nutrition and health. Keep your lessons simple and focused on USDA research.

Generally, websites ending in .edu, .org, and .gov are more reliable than those ending in .com. Use your best judgment in choosing resources that are the best fit for your class. You may find a few resources that become your “go to” for every class.

A list of suggested websites is included under Additional Resources (E, F) in this guide. Although the list is not exhaustive, it is comprehensive and has just about everything you need to prepare for and present classes. Add to it as you find sites you like.

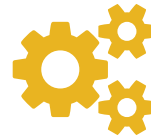
If you are a volunteer educator, visit with your County Extension Agent–Family and Consumer Sciences to review the lesson plan before delivering it to the class.

Click an icon to learn more about the topic.



A. RECIPES

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B. EDUCATIONAL
CONCEPTS

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C. EDUCATIONAL
THEMES

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D. SUPPORT
MATERIALS

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E. WEB RESOURCES

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F. PRINT RESOURCES

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“I was surprised at how well the class was organized so that we were able to cook in a classroom setting.”

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1

EDUCATIONAL FRAMEWORK

Choose educational concepts and themes that relate to your audience.



CLASS FORMAT OVERVIEW

Because our access to technology makes it possible to rapidly disseminate information, this guide is designed to evolve to stay fresh and current.

The educational concepts and themes listed in this instructors' guide are content pieces that can be easily updated. Educators choose the pieces, review the most current research-based, USDA-compatible information, and design lesson plans based on audience needs and the instructor's knowledge base. Then, using templates, agenda examples, and lesson scripts and notes, the educator prepares for and conducts classes within the basic framework to ensure consistent evaluation benchmarks.

Primary and secondary concepts

and themes are identified for use with the lessons.

Address the primary ones first and most often.

The secondary concepts provide an opportunity for additional classes or specialized

instruction with select groups.

For instance, a group of families meeting at the local community center may focus on themes such as Breakfast and Snacks, Main Meals, and Special Occasions along with Food Safety, Basic Nutrition, and Food Resource Management. Handouts might include mealtime tips for busy families. With a church youth group, you may want to focus on topics such as Maintain Hydration, Eat More Fruits and Veggies, and Get Moving, along with concepts of Beverage Choices, Increasing Vegetable Consumption, and Physical Activity. Include handouts about hidden sugars and tips for being active. Some groups might want

to focus only on basic nutrition and main meals for all three sessions, and, ideally, this is where the majority of programming will occur.

The ultimate goal is for participants to attend three classes and complete pre- and post-evaluation surveys. In special circumstances, you can offer fewer or more classes to accommodate certain groups.

Because the classes involve hands-on food preparation that includes using heat and knives, along with inherent dangers of possible injury and illness, all participants must complete waivers. Include a photo release as part of the waiver so you can use pictures from the classes for promotion and reporting purposes.

The recipes can come from a variety of sources, including the SNAP-Ed recipe database, to ensure that they are nutritious and economical. Choose easy-to-make recipes that highlight the teaching concepts, can be made within an hour or less, and have one or two unique features. There are a few included in this guide to give you an idea and starting point, but they are not the only recipes you can use.

Available equipment is also an important aspect in selecting a recipe. Consider whether an oven is available or if you can complete the recipes with a portable electric skillet or blender. In some cases, electricity may not be an option and you will need to prepare the recipes with ready-to-eat foods. It is helpful to have one focus recipe and one or two super-quick recipes to complete the nutritional balance of the meal.

By creating equipment tubs, you can have on hand almost everything you might need to conduct a cooking class. A suggested supply list for equipment tubs is included on page 42 in this guide.

The educational concepts and themes listed in this instructors' guide are content pieces that can be easily updated.



CONCEPTS

Food Safety

Basic Nutrition

Food-Purchase
Decision Making

Eat More Vegetables
and Fruits

Maintain Hydration

Get Moving

THEMES

Main Meals

Special Occasions

Breakfast and
Snacks

Increase Vegetable
and Fruit Intake

Beverage Choices

Physical Activity

The following information includes excerpts from **Choose MyPlate** (<https://www.choosemyplate.gov>) and the ***Dietary Guidelines for Americans*** (<https://health.gov/dietaryguidelines/>).

PRIMARY EDUCATIONAL CONCEPTS

FOOD SAFETY

Focus on the current USDA recommendations for consumer food safety principles. A critical part of healthy eating is keeping foods safe. Individuals at home can reduce contaminants and keep food safe to eat by following safe food-handling practices.

Four basic food safety principles work together to reduce the risk of foodborne illness: Clean, Separate, Cook, and Chill. These four principles are the cornerstones of Fight BAC!, a national public education campaign that promotes food safety to consumers and teaches them to handle and prepare food safely.

BASIC NUTRITION

Refer to the most current USDA *Dietary Guidelines for Americans* and message icons such as MyPlate. MyPlate is a reminder to participants to find their healthy eating style and build it throughout their lifetime. Everything someone eats and drinks matters. The right mix helps keep individuals healthier now and in the future. This means:

- ▷ Focus on variety, amount, and nutrition.
- ▷ Choose foods and beverages with less saturated fat, sodium, and added sugars.
- ▷ Start with small changes to build healthier eating styles.
- ▷ Support healthy eating for everyone.

Eating healthy is a journey shaped by many factors, including stage of life, situations, preferences, access to food, culture, traditions, and the personal decisions people make over time. All food and beverage choices count. MyPlate offers ideas and tips to help create a healthier eating style that meets an individual's needs and improves health.

FOOD-PURCHASE DECISION MAKING

Discuss how participants can save money at the grocery store by

- ▷ Reading Nutrition Facts labels and ingredient lists to make smart food choices quickly and easily
- ▷ Understanding unit pricing to stretch food dollars
- ▷ Using coupons (and knowing how to find them) to get the best price

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SECONDARY EDUCATIONAL CONCEPTS

EAT MORE VEGETABLES AND FRUITS

Explain that eating more vegetables and fruits can be a basis for promoting good health. Encourage participants to eat a variety of colorful vegetables and fruits whether fresh, frozen, or canned.

MAINTAIN HYDRATION

Emphasize the importance of water as the drink of choice. What you drink is as important as what you eat. Many beverages contain added sugars and offer little or no nutrients, while others may provide nutrients but too much fat and too many calories. Provide tips and ideas to help people make better beverage choices such as water instead of sugary drinks.

GET MOVING

Focus on the health benefits of being active, engaging in active time in increments throughout the day, and increasing overall physical activity. Provide tips and ideas to add more activity to families' busy schedules. Physical activity is important for children and adults of all ages and being active as a family benefits everyone. Adults need 2½ hours a week of physical activity, and children need 60 minutes a day.



Choose educational concepts and themes that relate to your audience.

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PRIMARY EDUCATIONAL THEMES

MAIN MEALS

A healthy meal starts with more vegetables and fruits and smaller portions of protein and grains. Use the following tips for healthier meals:

- ▷ Adjust the portions on the plate to get more of what you need without too many calories.
- ▷ Don't forget about dairy. Make it the beverage with the meal or add fat-free or low-fat dairy products to the plate.
- ▷ Take the time to fully enjoy the food. Eating too fast or when your attention is elsewhere may lead to eating too many calories.
- ▷ Pay attention to hunger and fullness cues before, during, and after meals. Use them to recognize when to eat and when you've had enough.

BREAKFAST AND SNACKS

Snacks can help people get the nutrients they need to grow and maintain a healthy weight. Highlight traditional breakfast meals and snacks as a way for participants to complete their nutritional intake each day.

INCREASE VEGETABLE AND FRUIT INTAKE

USDA guidelines recommend that Americans eat more vegetables and fruits because

- ▷ Most vegetables and fruits are major contributors of nutrients that are under-consumed in the United States. These nutrients include dietary fiber, folate, magnesium, potassium, and vitamins A, C, and K. Lack of some of these nutrients (such as dietary fiber and potassium) are a health concern for the general public or for a specific group (such as folic acid for women who can become pregnant).
- ▷ Eating vegetables and fruits is associated with a reduced risk of many chronic diseases. Eating at least 2½ cups of vegetables and fruits a day is associated with a reduced risk of cardiovascular disease, including heart attack and stroke. Some vegetables and fruits may protect against certain types of cancer.
- ▷ Most vegetables and fruits, when prepared without added fats or sugars, are relatively low in calories. Eating them instead of higher-calorie foods can help adults and children achieve and maintain a healthy weight.

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SECONDARY EDUCATIONAL THEMES

SPECIAL OCCASIONS

Eating healthy and being physically active can be part of parties and events. Show participants how they can offer tasty, healthy foods from all the food groups in a fun, active environment and, above all, enjoy friends and family.

BEVERAGE CHOICES

Reduce the intake of sugar-sweetened beverages by drinking fewer of them and in smaller portions. Research shows that children and adolescents who drink more sugar-sweetened beverages have higher body weight compared to those who drink less, and this is also true for adults. Sugar-sweetened beverages provide excess calories and few essential nutrients. Drink them only after meeting nutrient needs and without exceeding daily calorie limits.

Adults should monitor their calorie intake from alcoholic beverages. Reducing alcohol intake is a strategy for consuming fewer calories. Also, consider the calorie content of accompanying mixers. Although drinking alcoholic beverages in moderation is not associated with weight gain, more-than-moderate consumption, over time, is.

PHYSICAL ACTIVITY

Encourage participants to make physical activity a regular part of their the day by choosing activities they enjoy and can do regularly. Fitting activity into a daily routine can be easy—such as taking a brisk, 10-minute walk to and from the parking lot, bus stop, or subway station. Or, join an exercise class. Keep it interesting by trying something different on alternate days. Every little bit adds up, and doing something is better than doing nothing.

Exercise for at least 10 minutes at a time; shorter bursts of activity will not have the same health benefits. For example, walking the dog for 10 minutes before and after work or adding a 10-minute walk at lunchtime can add to your weekly goal. Mix it up. Swim, take a yoga class, garden, or lift weights. To be ready anytime, keep some comfortable clothes and a pair of walking or running shoes in the car and at the office.

For additional information, visit the Professionals–Resources section of <https://www.choosemyplate.gov>. Use this current research-based information to support the concepts and themes you choose.

Add to your notebook/electronic file additional, **current research-based information** to support these concepts and themes and to use as talking points.



In most cases, it will take at least 2 hours to conduct the lesson, prepare recipes, and eat, along with constructive conversation.



Allow your audience plenty of time to interact during the food preparation and take advantage of teachable moments.

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7 KEYS

TO A GREAT SESSION

Adapted from materials created by Cornell University Cooperative Extension.

- 1. INVITE**
Set a learning environment that welcomes and celebrates, interests, and engages.
- 2. ASK**
Use open-ended questions. Give people a chance to share.
- 3. WAIT**
Wait 5 seconds for people to speak. Let three people speak before you jump in.
- 4. AFFIRM**
Say, "Thank you, I'm glad you said that because..."
- 5. WEAVE**
Transition from one learning experience to the next.
- 6. ENERGIZE**
Show enthusiasm. Change your voice. Smile!
- 7. EMBRACE**
Use inviting body language—open arms and hands, no pointing.

Present simple and specific messages at each session so that participants go home with key points they can apply to their daily lives. Do not overwhelm them with an abundance of information. Allow the experience to be the primary teacher.

NAVIGATING FOR SUCCESS ELEMENTS

VOICE BY CHOICE PRINCIPLES

Adapted from materials created by Cornell University Cooperative Extension.

Review the VOICE principles (below) before sessions.

V = VOICE BY CHOICE

You will not be called on individually to speak in front of the whole group or answer a question. We do expect you to participate with partners and in small group activities.

O = ONE, TWO, THREE, FOUR, FIVE

This is how long I will wait for a response from the group. I invite you to share and will wait for your responses. We will listen to as many of you who want to share within the time allowed. If no one wants to share, we will move on to the next activity.

I = INCLUSION

We will all strive to make sure that people feel welcome and accepted in the group.

C = CONSIDERATION

We will start on time and end on time each day.

E = ENCOURAGEMENT

We will encourage each other, be supportive, recognize others for their contributions, and present a positive and constructive approach to all our challenges.

Consider using the BLT Welcome poster (17-inch × 14-inch) and VOICE by CHOICE Principles handout or poster when coordinating with BLT programming (available at AgriLife Bookstore).

4A MODEL

Adapted from materials created by Cornell University Cooperative Extension.

Cornell University developed the *Navigating for Success* (NFS) approach to teaching nutrition. The NFS method contends that “A disciplined, focused lesson plan should present the most essential information or skills—the ‘need to know’ elements for your learners. This means not teaching your learners everything you know about the subject, but only select information—information directly related to the specific needs of your learners. The 4A model offers a reminder of the best way to deliver the content and encourage learner participation.”

The 4A Model includes Anchor, Add, Apply, and Away:

1. **ANCHOR.** “Anchor” the topic in the lives of the learners. Introduce the topic by building on their previous experiences and knowledge and help them transition from what they already know to potentially new information. This is usually done in partners or small groups. It shifts the energy of participants to the topic.
2. **ADD.** “Add” information that is related to the topic and that the learners need to know before they can successfully take action. You can offer this information as a mini-lecture, demonstration, video, or story.
3. **APPLY.** The learners “apply” the information more concretely to their personal lives, usually by way of a hands-on activity done in partners or small groups. Participants actually “do” something with the knowledge they have gained.
4. **AWAY.** This activity helps the learner take the information “away” with them by bridging to the future. It asks the learner, “What will you do with this information?”

Using the 4A principles in your cooking school lessons increases the likelihood that participants will immediately use and integrate the information into their daily lives. Instead of trying to cover all possible bases and hoping that something “sticks,” you provide information as the participants are open to it and ready to learn.

Even if participants go home with only one or two bits of new information, a new skill, shortcut, or just a general feeling of empowerment, the class has been successful!

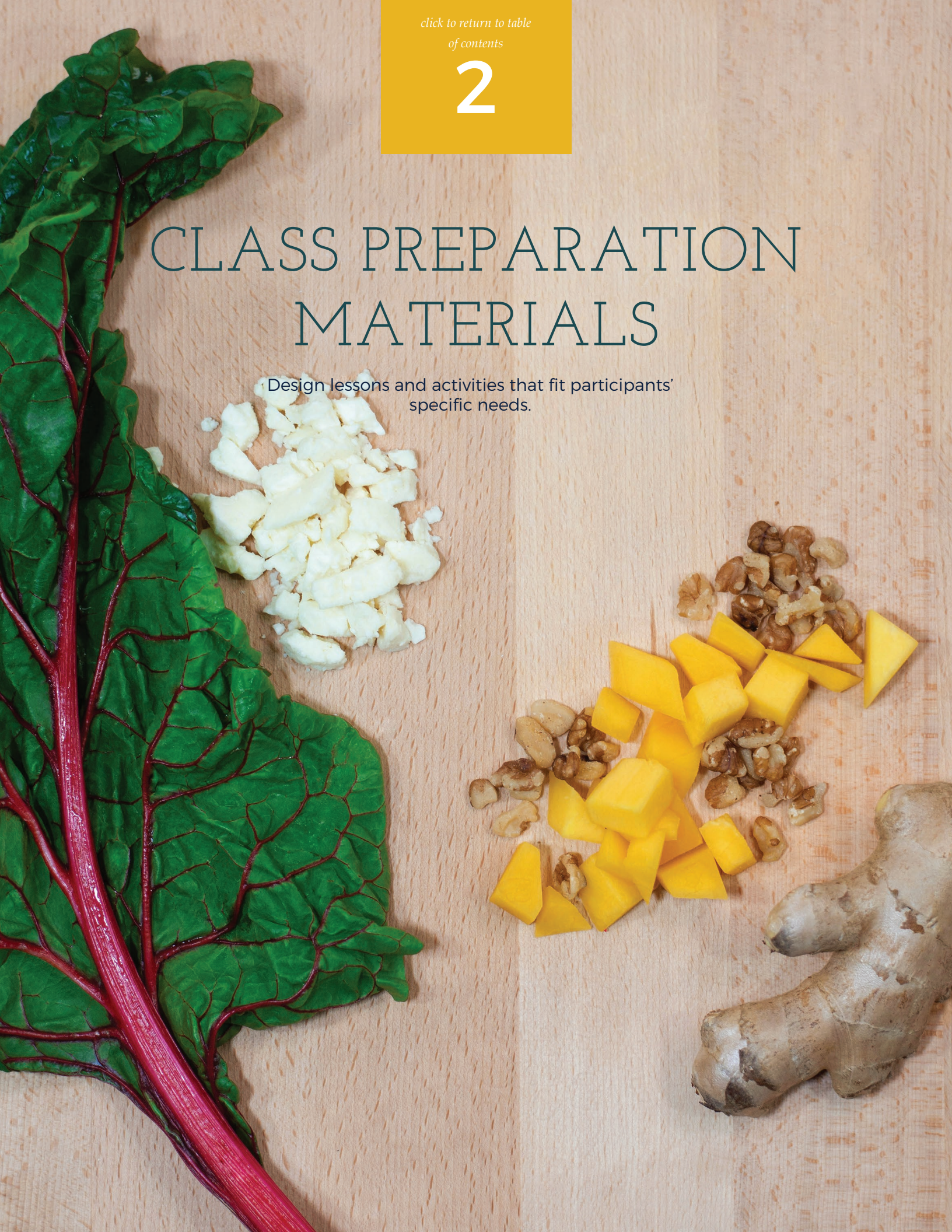
“I liked how the instructors were organized and they made cooking seem easy.”

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2

CLASS PREPARATION MATERIALS

Design lessons and activities that fit participants' specific needs.



Use the following cover sheet, agenda, and script instructions **to prepare for each class.**

CLASS PREPARATION TIMELINE



COVER SHEET INSTRUCTIONS

Create a cover sheet for each class that includes the following:

1. APPROPRIATE LOGOS

The Texas A&M AgriLife Extension Service logo should always appear first, followed by any other required logos of hosts or funding sources.

2. CLASS NUMBER AND TITLE

Fill in the class number and add a fun title for the class. The title should relate to the educational concepts and themes to be discussed during the class.

3. DATE, TIME, AND LOCATION

Directly below the class title, include the exact date, time, and location of the class.

4. PRESENTED BY

List the presenter names followed by their respective titles and email addresses.

5. CONTACT INFORMATION

List the presenter's county office address, phone number, and website, followed by the Texas A&M AgriLife Extension Service EEO statement.

AGENDA INSTRUCTIONS

Create an agenda for each class to provide guidance and let the participants know what to expect.

1. WELCOME

List the educational concepts you want to cover, followed by the educational theme.

2. ACTIVITY

Name an icebreaker or get-to-know-you activity. Describe and conduct the activity during class.

3. KITCHEN RULES

Tell the groups, “As we all work together to prepare food, what are some common courtesy behaviors we can all agree to follow?”

During the class, have the participants discuss the standards of behavior for the class for everyone’s comfort and wellness (such as respecting other’s opinions, practicing food safety principles such as handwashing, supervision of young ones, and no double-dipping, etc.).

4. KEY POINTS

Have the participants list key take-home points related to the chosen theme and educational concepts for today’s class. During class discussion, focus on a few clear messages you want the group to remember.

5. ON THE MENU TODAY

List the recipes that will be prepared in today’s class. During the discussion, talk about procedures for preparing the recipes, including ingredients and critical steps. Highlight any factors related to the overall objectives of the project, including food safety principles, preparation “tricks,” and cost-saving strategies, particularly nutrient-dense ingredients.

Working in small groups, allow the participants to engage in hands-on recipe preparation. Supervise and advise them while encouraging conversations related to project objectives as teachable moments occur.

SCRIPT INSTRUCTIONS

Use this outline to make notes for yourself and to stay on track while teaching the class.

1. WELCOME THE CLASS

- ▷ As participants arrive, try to say hello to each person, shake their hand and repeat their name, and tell them you are happy they have come to the class.
- ▷ Call the meeting to order and give a general welcome to the group.
- ▷ Discuss the general objectives of the program, participation expectations, and identify the Texas A&M AgriLife Extension Service as the developer of the program, along with other the program funding source(s).

2. LEAD THE WELCOME ACTIVITY

Describe the icebreaker activity you will do, even if it is just asking participants what they would like to learn from the class, what they recall from the last class, or have them share a story about their family successes with nutrition and mealtimes.

3. REVIEW THE KITCHEN RULES

- ▷ Engage participants in sharing what they think is important when working in a group.
- ▷ Be prepared with some prompts such as “Respect each other’s opinions,” “Wash your hands often,” or “Follow the basic food safety principles of ‘Fight Bac!’”

4. KEY POINTS

Fill in your educational concepts and themes; make notes about what you want to share. Keep it simple, factual, and to the point.

a. ANCHOR

Ask: What are your experiences or challenges you’ve had with this?

- ▷ Give participants plenty of time to talk about their experiences.
- ▷ Use prompts and personal stories, if needed, to start the conversation.
- ▷ Remember to wait at least 5 seconds for responses before giving your thoughts or moving on.

b. ADD

Say: Some important things I'd like you to know about this topic are . . .

- ▷ Make at least three points related to the theme and educational concepts of the lesson plan.
- ▷ Give participants the opportunity to include their thoughts or ask questions.
- ▷ Note the questions and come back to them if you need to. But, try not to get bogged down in random conversations.

c. APPLY

Say: When you prepare your recipes today, some things you will notice are

- ▷ Make note of what you want the participants to learn and do.
- ▷ Relate your comments to your experiences when purchasing supplies for the recipes and when practicing the recipes.
- ▷ Note shortcuts in the recipe or clarifications it needs.
- ▷ Talk about possible substitutions, food safety concerns, and ways to save money.

d. AWAY

Say: When you leave today, you will be able to do the following:

- ▷ Help the participants key in on the main points you want them to take home.
- ▷ Help them see how they can apply the information to their daily lives.

5. REVIEW THE RECIPES ON THE MENU

Say: The recipes you will prepare today are . . .

- ▷ List the recipes they will make.
- ▷ Give special instructions or notes participants might need to complete the recipes successfully.

Say: As we prepare these recipes, we'll have more time to talk, so be thinking of questions you'd like to ask.

Include general notes about and directions for the recipes along with an equipment/supply list. On the list, be sure to include enough supplies to accommodate for the expected number of people to attend.

The following examples can be used **to design lesson plans for each class.**

CLASS 1 COVER SHEET EXAMPLE

TEXAS A&M
AGRILIFE
EXTENSION

presents

ON THE ROAD TO
HEALTHY LIVING
Mobile Cooking School

Classroom Sessions

Class 1

Safely Around the World in Two Hours
June 18, 2016 at 6:30 p.m. – 8:30 p.m.
Oscar Johnson Jr. Community Center

presented by

Amy Ressler and Yvonne Welther

County Extension Agent—Family and Consumer Sciences | amy.ressler@ag.tamu.edu
Extension Assistant—Better Living for Texans | yvonne.welther@ag.tamu.edu

Texas A&M AgriLife Extension Service—Montgomery County
9020 Airport Road, Conroe, Texas 77303
936.539.7825 | montgomery.AgrLife.org

Texas A&M AgriLife Extension is an equal opportunity employer and program provider.

Today's Agenda

Class 1: June 18, 2016

1. WELCOME

Today we will be discussing

Food Safety and Main Meals

2. ACTIVITY

Let's get to know each other through an icebreaker.

3. KITCHEN RULES

Review the common courtesy behaviors we all agreed to follow.

4. KEY POINTS

List the take-home message(s) from today's class.

A _____

B _____

C _____

5. ON THE MENU TODAY

We will be preparing the following recipes during class:

Asian Lettuce Wraps

Orange-Cranberry Rice

Delicious Grilled Bananas with Yogurt

NOTES

CLASS INFORMATION

Please complete the pre-survey before class starts.

Next class: July 2, 2016
6:30 p.m. to 8:30 p.m.

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Instructor Script

1. WELCOME THE CLASS

Tell everyone hello, shake their hand, and repeat each person's name. Tell them you are happy to see them at class today.

Talk briefly about the United Way and the Healthy Living Alliance and how they have provided funding for the mobile cooking school. Explain about the Texas A&M AgriLife Extension Service and what we do. Remind everyone that we hope they will come to all three classes. If they do, they can keep their class apron as a "prize."

2. LEAD THE WELCOME ACTIVITY

Say: To help everyone get to know each other, we are going to play the Mnemonic Name Game.

- ▷ A mnemonic is a word or clue that helps you remember something. So, in this game, you will tell us an adjective that describes you and starts with the same letter as your first name.
- ▷ Then you'll add your name. For instance, my name is Amy, and I can be pretty amusing, so I would say, "Hello I'm amusing Amy." Then, the next person will do the same with their name, and remind everyone of my mnemonic name.
- ▷ The third person will do the same with their name, then the second person's, and then mine. And so on until we've been around the group. Then, just to be fair, I'll try to say them all.

3. REVIEW THE KITCHEN RULES

Say: Because we will be cooking and working together, it is important to establish ground rules. What things can we agree on to make sure we work well together? Always include these rules:

- ▷ Respect each other's opinions. If you don't like a certain food, be considerate of those who do and keep negative comments to yourself.
- ▷ Try new foods; remember, you need to try things 10 to 12 times before you really know if you like something.
- ▷ Parents have the final say and ultimate responsibility for their child's activities. If mom wants the kids to stir the hot food, they can.
- ▷ If you want to taste something, use a plastic spoon and then wash it or throw it away. Please, no "double-dipping."

4. DISCUSS THE KEY POINTS

The theme for today's class is **Main Meals**.

- ▷ Main meals are usually lunch and dinners (or suppers) and contain all five of the MyPlate food groups.
- ▷ Preparing main meals can be challenging because of time limitations.

The educational concept is **Food Safety**. The main principles to remember with food safety are Clean, Chill, Cook, and Separate.

- ▷ Discuss each one of these in more detail.
- ▷ If there is a whiteboard or big notepad handy, draw the Fight Bac! wheel as you talk about each principle.
- ▷ Then discuss how they all work together like a continuous wheel to help us protect ourselves from foodborne illnesses.

a. ANCHOR

Say: What are your experiences or challenges you've had with this?

- ▷ Give participants plenty of time to talk about their experiences.
- ▷ Use prompts and personal stories, if needed, to start the conversation.
- ▷ For example, talk about a time you were sick or mention a recent outbreak at a local restaurant.

b. ADD

Say: Some important things I'd like you to know about this topic are . . .

- ▷ Temperature is important. When food is in the Temperature Danger Zone, which is between 40 and 140 degrees Fahrenheit, bacteria can grow very fast. (Have someone check the room thermostat; note that the room temperature is right in the middle of the danger zone).
- ▷ Time is also a key factor. Less than 2 hours in the Temperature Danger Zone is not a problem, but more than 2 hours can make people very sick. I remember when I was a child, we would have Sunday lunch at my grandmother's house and then leave the leftover food out on the table all day and eat it again when it was time for dinner. No one died because of it (that I know of) but there were times we had to deal with "stomach bugs." It wasn't until we learned better that we realized it was probably from the food. Did you know many foodborne illnesses make people feel like they have the flu?
- ▷ Frequently washing your hands is probably the single most effective thing you can do to prevent illnesses (from food and in general). Wash your hands with soap and hot running water for 20 seconds—about the time it takes to sing "Happy Birthday" twice.

c. APPLY

Say: When you prepare your recipes today, some things you will notice are

- ▷ We are cooking with ground turkey. Turkey is an excellent source of lean protein. Make sure it cooks to at least 165 degrees Fahrenheit to make sure it is done.
- ▷ The recipe calls for Bibb or Boston leaf lettuce. The leaves are big and pliable and make a great alternative to bread or tortillas. They can be hard to find at our smaller, local store, but I've had good luck finding them at the larger market on the west side of town.
- ▷ Sliced almonds, cashews, and cranberries are all ingredients we need. I've found that I can save money by buying these in the bulk section of the grocery store because I only buy what I need instead of a large package that may not get used.
- ▷ I have a handout about how to peel and mince fresh ginger, just in case you have never done that before. Take note of the difference between fresh ginger in the wrap recipe and ground ginger in the rice recipe. Remember, you can interchange the fresh and dry, but use much less of the dried herbs and spices!

d. AWAY

Say: When you leave today, you will be able to do the following:

- ▷ Have a new idea of a quick, easy meal you can fix for your family.
- ▷ Taste a food or a different food combination/preparation you have never tried before.
- ▷ Know how to check the temperature of food.

5. REVIEW THE RECIPES ON THE MENU

Say: The recipes you will prepare today are. . . .

- ▷ Asian Lettuce Wraps (vegetables, protein)
- ▷ Orange-Cranberry Rice (grain)
- ▷ Delicious Grilled Bananas (fruit), and to make sure we include some dairy, we will top the bananas with Greek yogurt.

Say: As we prepare these recipes, we'll have more time to talk, so be thinking of questions you'd like to ask.

- ▷ Help the participants prepare the ginger, if needed. Show each group how to use a meat thermometer.
- ▷ While the group eats, talk about how the food fits into MyPlate. Ask them what recipe they liked best, if anything surprised them, and what they will do differently when they make it at home.
- ▷ Address any questions participants ask. Validate suggestions they have or offer other healthy alternatives.

CLASS 1 CHECKLIST EXAMPLE

Class Checklist

Expected number of participants: 8 to 10

GROCERIES

RECIPE INGREDIENTS

- 3 pounds ground turkey
- Carrots (for 3 cups, shredded)
- 2 cucumbers
- 1 knuckle of ginger root
- 1 or 2 heads (for 24 leaves) Bibb or Boston lettuce leaves
- 3 or 4 green onions (for 1 cup, julienned)
- 2/3 cup almonds, sliced
- 4 packages “boil in bag” brown rice
- ½ cup dried cranberries
- ½ cup chopped cashews
- Bunch of bananas (4 to 6)
- Yogurt (1 container)

EXTRAS

EQUIPMENT

- 2 fully-stocked supply tubs
- 1 pantry tub
- Extra grill pan for the bananas

CLASS PACKETS

- Cover sheet
- Agenda
- Clean, Cook, Chill, and Separate handouts from Fight Bac! website (<http://www.fightbac.org>)
- Refrigerator/freezer storage handout
- Recipes

NOTES FOR CLASS

- ▷ At two tables, each group will make one recipe each of wraps and rice.
- ▷ At the third table, participants will grill bananas. Then, we will put it all on the table and eat family style.
- ▷ Ask the participants if there is any food they would like to try in one of the next two classes.
- ▷ Remind everyone that the next class is re-scheduled from June 25 to July 2.

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CLASS 2 COVER SHEET EXAMPLE

TEXAS A&M
AGRILIFE
EXTENSION

presents

ON THE ROAD TO
HEALTHY LIVING
Mobile Cooking School

Classroom Sessions

Class 2

Full Circle Nutrition

July 2, 2016 at 6:30 p.m. – 8:30 p.m.

Oscar Johnson Jr. Community Center

presented by

Amy Ressler and Yvonne Welther

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Today's Agenda

Class 2: July 5, 2016

1. WELCOME

Today we will be discussing

Basic Nutrition and Main Meals

2. ACTIVITY

Let's get to know each other through an icebreaker.

3. KITCHEN RULES

Review the common courtesy behaviors we all agreed to follow.

4. KEY POINTS

List the take-home message(s) from today's class.

A _____

B _____

C _____

5. ON THE MENU TODAY

We will be preparing the following recipes during class:

Colorful Chicken Quesadillas
Nopalitos and Guacamole
Yummy Lime-Pineapple Dessert

NOTES

CLASS INFORMATION

August 15, 2016
10 a.m. to Noon

Conroe Seventh Day
Adventist Church

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Instructor Script

1. WELCOME THE CLASS

Tell everyone hello, shake their hand, and repeat each person's name. Tell them you are happy to see them at class today.

Talk briefly about the United Way and the Healthy Living Alliance and how they have provided funding for the mobile cooking school. Explain about the Texas A&M AgriLife Extension Service and what we do. Remind everyone that we hope they will come to all three classes. If they do, they can keep their class apron as a "prize."

2. LEAD THE WELCOME ACTIVITY

Say: To help everyone get to know each other, we are going to play the the "A What?" game.

- ▷ Ask the participants to get into a circle.
- ▷ Have two objects such as beanbags or squeeze toys.
- ▷ Explain about "Go," "Slow," and "Whoa" foods.
- ▷ Tell the participants that researchers at A&M have discovered (make sure it's obvious you are pretending) a new "go" food. It's a boo-boo berry.
- ▷ Hand the object you will call a boo-boo berry to the person on your right.
- ▷ Tell them to ask you, "A what?" and then tell them again that it's a boo-boo berry.
- ▷ Have them hand it to the next person with the same instructions. But instead of the second person immediately telling the third person, they will ask you, and you will send the information back.
- ▷ Repeat this down the line with the question and answer always coming to and from you.
- ▷ Once they have a grip on how the game is played, introduce the new "Whoa" food the researchers discovered—a yuck-yuck pie.
- ▷ Repeat the same procedure going to the left. Once the game is going pretty well, reintroduce the boo-boo berry to the right.
- ▷ Let the game play out for a bit, then stop when it gets too confusing or the objects make it completely around the circle.
- ▷ Use this game as an analogy for how confusing nutrition information can be.

3. REVIEW THE KITCHEN RULES

Remind the participants of the rules they came up with in the last class and ask if they want to include any more.

4. DISCUSS THE KEY POINTS

The theme for today's class is **Main Meals**.

- ▷ Main meals are usually lunch and dinners (or suppers) and contain all five of the MyPlate food groups.
- ▷ Preparing main meals can be challenging because of time limitations.

The educational concept is **General Nutrition**. MyPlate is an excellent guide for making your meals balanced and nutritious.

- ▷ Discuss the components of MyPlate and why each one is important.
- ▷ Use a big MyPlate poster, or handout for each person to describe the concept.

a. ANCHOR

Say: What are your experiences or challenges you've had with this?

- ▷ Give participants plenty of time to talk about their experiences.
- ▷ Use prompts and personal stories, if needed, to start the conversation.
- ▷ Some prompts could be eating at restaurants, remembering the groups, combination foods, and conflicting information.

b. ADD

Say: Some important things I'd like you to know about this topic are . . .

- ▷ Use MyPlate as a menu-planning guide; think about each of your meals, including its parts. Our goal is not to change overnight, but we do hope to shift to healthy eating patterns. (Refer to handouts in the class packet.)
- ▷ Think in terms of a 9-inch plate. Portion control is important.
- ▷ Find out exactly what you need by using the SuperTracker online tool at choosemyplate.org. (Refer to the handout in the class packet.) Everyone's needs are different.

c. APPLY

Say: When you prepare your recipes today, some things you will notice are . . .

- ▷ Quesadillas are a quick and easy food to make. You can involve the kids by letting them make their own. Try using corn tortillas for whole-grain goodness; the corn flour blend is also good.

- ▷ I don't really like the name of the No-Guilt Guacamole recipe for a couple of reasons: First, food is meant to be enjoyed, so there's no reason to feel guilty about what you eat. Second, remember how we talked about shifting eating patterns? This is one way to do that. The peas (green and black-eyed) increase the fiber content in the dish and reduce the calorie content by bulking it up a bit. Avocados are really good for you, but they are high-calorie.
- ▷ Nopolitos are an interesting food. Very common in Native American and Mexican cultures, they remind me of a cross between a bell pepper and a green bean. When cooked, they can have a consistency of okra, so it helps to rinse them first and begin cooking them before adding the other ingredients.

d. A WAY

Say: When you leave today, you will be able to do the following:

- ▷ Have a new idea of a quick and easy meal you can fix for your family.
- ▷ Taste a food or a different food combination/preparation you have never tried before.
- ▷ Know how to look for balance on your plate.

5. REVIEW THE RECIPES ON THE MENU

Say: The recipes you will prepare today are. . .

- ▷ Colorful Chicken Quesadillas (grain, vegetables, dairy)
- ▷ Nopalitos with Onion and Tomatoes (vegetables)
- ▷ No-Guilt Guacamole (vegetables)
- ▷ Yummy Lime-Pineapple Dessert (fruit, dairy)

Say: As we prepare these recipes, we'll have more time to talk, so be thinking of questions you'd like to ask.

- ▷ Make the dessert first so it can chill.
- ▷ Make one batch of guacamole for everyone; each table makes the quesadillas and nopalitos.
- ▷ Put all the completed dishes on the table and eat family style.
- ▷ During preparation, talk about the nutritional value of the cactus and how to rinse it.
- ▷ While the group eats, talk about how the food fits into MyPlate. Ask them what recipe they liked best, if anything surprised them, and what they will do differently when they make it at home.
- ▷ Address any questions the participants ask. Validate suggestions they have or offer other healthy alternatives.

Class Checklist

Expected number of participants: 10 to 12

GROCERIES

RECIPE INGREDIENTS

- 24 tortillas (half yellow corn, white corn and half whole wheat flour)
- 4 cans of shredded chicken
- 1 package low-fat Mexican blend cheese
- 1 package low-fat cream cheese
- 2 red bell peppers
- 2 green bell peppers
- 2 large avocados
- Tomato
- Onion
- 2 jalapenos
- Frozen green peas
- Frozen black-eyed peas
- Garlic cloves
- 2 packages of sugar-free jello
- 2 cans of fruit (in natural juice)
- 2 (8-ounce) containers of cottage cheese
- 2 (8-ounce) containers of frozen whipped topping

EXTRAS

EQUIPMENT

- 2 fully-stocked supply tubs
- 1 pantry tub
- Food processor for the quacamole
- Griddles for the quesadillas

CLASS PACKETS

- Cover sheet
- Agenda
- MyPlate poster
- MyPlate meal planning guide
- Recipes

NOTES FOR CLASS

- ▷ Ask participants if there is any food they would like to try during the next class.
- ▷ Remind everyone the next class is July 9.

CLASS 3 COVER SHEET EXAMPLE

TEXAS A&M
AGRILIFE
EXTENSION

presents

ON THE ROAD TO
HEALTHY LIVING
Mobile Cooking School

Classroom Sessions

Class 3

Choose Wisely

August 15, 2016 at 10 a.m. – Noon
Conroe Seventh Day Adventist Church

presented by

Amy Ressler and Yvonne Welther

County Extension Agent—Family and Consumer Sciences | amy.ressler@ag.tamu.edu
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Today's Agenda

Class 3: August 15, 2016

1. WELCOME

Today we will be discussing

Food-Purchase Decision Making and
Main Meals

2. ACTIVITY

Let's get to know each other through an icebreaker.

3. KITCHEN RULES

Review the common courtesy behaviors we all agreed to follow.

4. KEY POINTS

List the take-home message(s) from today's class.

A _____

B _____

C _____

5. ON THE MENU TODAY

We will be preparing the following recipes during class:

Skillet Gnocchi with Swiss Chard
and White Beans
Yogurt Parfaits

NOTES

CLASS INFORMATION

Don't forget to complete
a post-survey before you
leave. Thank you!

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Instructor Script

1. WELCOME THE CLASS

Tell everyone hello, shake their hand, and repeat each person's name. Tell them you are happy to see them at class today.

Talk briefly about the United Way and the Healthy Living Alliance and how they have provided funding for the mobile cooking school. Explain about the Texas A&M AgriLife Extension Service and what we do. Remind everyone that we hope they will come to all three classes. If they do, they can keep their class apron as a "prize."

2. LEAD THE WELCOME ACTIVITY

Say: To help everyone get to know each other, we are going to play the the Pan, Veggies, Spoon game.

- ▷ It is played like Rock, Paper, Scissors. The "pan" is a fist (like a rock), "spoon" is two fingers held out (like scissors), and "veggies" is an open hand with the palm down (like paper). Pan holds a spoon, spoon cuts veggies, and veggies fill the pan.
- ▷ Participants pair up to play the game and begin by introducing themselves. The person who wins the match stays where they are, and the person who loses moves to find another partner. Have the group play the game for a few minutes until almost everyone has met each other.

3. REVIEW THE KITCHEN RULES

Remind the participants of the rules they came up with in the last class and ask if they want to include any more.

4. DISCUSS THE KEY POINTS

The theme for today's class is **Main Meals**.

- ▷ Main meals are usually lunch and dinners (or suppers) and contain all five of the MyPlate food groups.
- ▷ Preparing main meals can be challenging because of time limitations.

The educational concept is **Food-Purchase Decision Making**. Reading labels and checking the unit price are the main principles to remember when making food-purchasing decisions.

- ▷ Discuss the key information included on a food label such as servings per container, percentages related to a 2000-calorie diet, and macronutrients.

- ▷ Discuss how to use unit pricing to make the most of a food budget. Use pictures of unit pricing labels of similar products to illustrate the point.
- ▷ Explain how the quality of frozen and canned fruits and vegetables can be as good as fresh, and worth purchasing if the price is comparable or less. Buying fresh produce when it's in season usually saves money.
- ▷ Also, mention that using coupons does not always save money if the coupon price is still higher than a store brand or if you are buying things you won't use or don't need.

a. ANCHOR

Say: What are your experiences or challenges you've had with this?

- ▷ Give participants plenty of time to talk about their experiences.
- ▷ Use prompts and personal stories, if needed, to start the conversation.
- ▷ For example, talk about when you have used frozen foods for some recipes to save time and money.

b. ADD

Say: Some important things I'd like you to know about this topic are . . .

- ▷ Reading labels can be surprising. If a food has ingredients you can't pronounce, watch out. Check the list of ingredients, the fewer the better. Take note of the amounts of sugars and fats.
- ▷ Look for unit pricing to get the best value. But, if you don't eat a food, it's not worth buying even if it's on sale (however, it's always good to try new things or re-try healthy foods).
- ▷ Store brands are often the same products, manufactured and distributed by the same place, but with different labels. Saving money can be worth not having the brand-name label.

c. APPLY

Say: When you prepare your recipes today, some things you will notice are . . .

- ▷ Gnocchi is pronounced "no key." It is like a potato dumpling (or as a friend of mine likes to say, potato pillows). This recipe is quick and easy, and surprisingly good. Having meals without meat is okay (when you include another protein source) and can be less expensive. The beans provide protein, which works well for some of our participants who are observing Lent today.

- ▷ Fruit and yogurt parfaits are super easy. Kids can have fun making their own. Consider using plain yogurt because flavored varieties usually have a lot of unnecessary added sugar. Add a bit of honey if you need to make it sweeter. Greek yogurt also has more protein than regular yogurt.

d. AWAY

Say: When you leave today, you will be able to do the following:

- ▷ Have a new idea of a quick and easy meal to fix for your family.
- ▷ Taste a food or a different food combination/preparation you have never tried before.
- ▷ Try a meatless meal.

5. REVIEW THE RECIPES ON THE MENU

Say: The recipes you will prepare today are. . . .

- ▷ Skillet Gnocchi with White Beans and Swiss Chard (grains, vegetables, protein)
- ▷ Fruit and Yogurt Parfaits (fruit, dairy)

Say: As we prepare these recipes, we'll have more time to talk, so be thinking of questions you'd like to ask.

- ▷ Describe gnocchi and how the recipe directions are a little different from the package directions.
- ▷ Set up the parfaits in a make-your-own assembly line. You don't even have to have a written recipe for the parfaits. It is yogurt, fruit, and granola. You just layer each in a cup and enjoy!
- ▷ Put the finished dishes on the table and eat family style.
- ▷ While the group is eating, talk about coupons and store brands.
- ▷ Ask participants what they like best, if anything surprised them, and what they would do differently when they make the recipe at home.
- ▷ Address any questions, validate suggestions they have, or offer other healthy alternatives.

Class Checklist

Expected number of participants: 10 to 12

GROCERIES

RECIPE INGREDIENTS

- Swiss chard (or spinach if they don't have any or it doesn't look good.)
- White beans (cannellini or great northern)
- Canned tomatoes (add Italian blend)
- Seasoning (if you can't find pre-seasoned, canned tomatoes)
- Parmesan cheese
- Mozzarella cheese
- Yogurt (Get one regular and one Greek style so participants can compare the two.)
- Variety of frozen fruit
- Granola

EXTRAS

EQUIPMENT

- 2 fully-stocked supply tubs
- 1 pantry tub
- Extra 9-ounce clear cups for the parfaits
- Sanitary wipes (Restock. We are running low.)

CLASS PACKETS

- Cover sheet
- Agenda
- Recipes

NOTES FOR CLASS

- ▷ Ask the participants to fill out surveys before they leave.
- ▷ Remind everyone to pick up his or her class "goody." Those who attend all three classes can keep their apron.

Because each class is unique, there are no prescribed lesson plans for these classes. **Lesson plans should be tailored to class participants.**

SUPPLY LIST

LARGE TUB WITH LOCKING LID

Fill four large 28-gallon tubs with:*

1	Electric skillet	2	Pot holders
1	Blender	1	Oven mitt
1	Stainless kitchen bowl (small)	1	Large zester
1	Stainless kitchen bowl (medium)	2	Power strip
1	Stainless kitchen bowl (large)	2	Extension cord
1	Colander	1	Serving platter
1	Tongs (large)	1	Serving bowl
1	Measuring cup (clear)	1	Bread knife
4	Cutting mats (small)	1	Cutting board (bamboo)
4	Cutting mats (large)	1	Electric burner
1	1-quart saucepan (with lid)	1	Pitcher
1	2-quart saucepan (with lid)	1	Knife (large)
1	5-quart saucepan (with lid)	1	Ladle
1	8-inch skillet	1	Meat tenderizer
1	10-inch skillet		
2	Serving spoon		
2	Slotted spoon		
2	Spatula (plastic)		
1	Whisk		

**Two or more large plastic containers hold "pantry" items, incentive items, disposable supplies, and extra supplies. Put nonperishables such as herbs, spices, oil, sugar, and flour in the pantry boxes to use for future classes.*

SMALL PLASTIC BOX

Fill a small shoe box-size plastic box with the following items:

1	Garlic press	1	Can opener
1	Food thermometer	1	Citrus juicer
3	Tongs (small, plastic)	1	Knife set (4 total)
1	Measuring cup set	1	Kitchen shears
1	Measuring spoon set	1	Peeler
1	Potato masher	1	Pizza cutter
1	Timer (digital)	1	Paring knife
1	Grater	2	Paring knives
2	Spatulas (silicone)		

EXTRA SUPPLIES

*Restock as needed.**

Silverware set
Kitchen towels (9 per box)
Extra serving platter
Food processor
Coolers with wheels
Fold-flat dollies (2)

Bungee cords
Fire extinguisher
First aid kit
Cut-resistant gloves (10)

**Disposable plates (9-inch), bowls, napkins, paper towels, sanitary wipes, plastic cups, trash bags, and storage bags*

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You will need lots of portable equipment, utensils, and supplies to facilitate the mobile cooking sessions.



Use additional tubs to create a “pantry” of items such as spices and other non-perishables needed for the classes.

HELPFUL TIPS AND ADVICE FROM THE FIELD

1. Because the class is intended to be as mobile as possible, you will need adequate room to store supplies and equipment between classes.
2. Try to present the recipe preparation as realistically as possible to ensure that participants practice necessary skills, but sometimes time constraints require doing a few things before the class.
3. If there is time, it is helpful to demonstrate recipes first, but a detailed description of the recipe procedures usually works well enough to prepare participants to make the recipes on their own with guided supervision.
4. You will need a large vehicle to transport equipment and supplies from storage to class location.
5. Carts and dollies are very helpful. Moving the boxes of equipment and supplies requires a fair amount of physical strength.
6. A helpful strategy to use with teenagers is to identify specific tasks and print them on slips of paper to pass out, one at a time, so that they can all participate in an organized manner.
7. Although the four tubs can theoretically accommodate about 24 people (six per table), classes of 12 to 15 people tend to run more smoothly than larger classes. However, classes smaller than six people, may not be worth the trouble of hauling supplies.
8. Each class is different due to the nature of the format. It is important to be very adaptable.

9. Be mindful of electrical needs. When all four skillets and hot plates are plugged in, electrical breakers can trip.

12. Put all of the knives in one box to reduce the risk of accidental cuts, make them easier to find, and help keep track of them.

10. Have a set of laminated recipes or recipes in sheet protectors at each station for each group to use while cooking and to keep the participants' copies in good shape to take home.

13. Taking a "pantry" to each class is handy for forgotten, accidentally overused, and ruined items. Having options for substitutions, just like at home, is great for teachable moments.

11. Use handouts with information specific to the audience and their requests for certain information to keep the class relevant and the audience engaged.

14. Keep all of the towels and hot pads together. This allows better accessibility during clean up and makes it easier to put them away after they are laundered.

“I enjoyed cooking foods that I have never tried before and cooking with people in the community.”

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3

SAMPLE RECIPES

Prepare quick and easy main, side, and dessert recipes in less than 30 minutes.



The following recipes are **quick, healthy, economical,** and provide **balanced nutrition.**

*click to return to
How to use this Guide*



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.....
Enjoy!

COLORFUL CHICKEN QUESADILLAS

MATERIALS

Large skillet or griddle
Spatula
Cutting board
Knife
Small bowl
Mixing spoon

YIELD

Eight (1 tortilla folded over with filling or half of a 2-tortilla quesadilla with filling in the middle)

INGREDIENTS

8 ounces fat-free cream cheese
1/4 teaspoon garlic powder
8 small corn tortillas
1 cup chopped sweet red or green bell peppers
2 cups shredded chicken
1 cup shredded low-fat cheese
2 cups fresh spinach leaves or 9 ounces frozen spinach, thawed and squeezed dry

DISH: **MAIN**

FOOD GROUP(S):
PROTEIN, GRAIN, VEGETABLE



NUTRITION FACTS PER SERVING

Calories: 190, Total fat: 4g, Sodium: 350mg, Cholesterol: 35mg,
Total carbohydrates: 8g, Fiber: 1g, Protein: 20g

DIRECTIONS

1. In a small bowl, mix cream cheese and garlic powder. Spread about 2 tablespoons of the mixture on each tortilla.
2. Sprinkle one half of each tortilla with about 2 tablespoons of bell peppers, 2 ounces of chicken, 2 tablespoons cheese, and 1/4 cup spinach leaves or 2 tablespoons frozen spinach. Fold the tortillas in half.
3. Heat a large skillet over medium heat. Put two folded tortillas in the skillet and heat for 1 to 2 minutes per side, until golden brown.
4. Remove the quesadillas from the skillet, place on a platter, and cover with foil to keep them warm while cooking the rest.
5. Cut each quesadilla into four wedges.
6. Serve warm.

CHEF'S NOTES

- ▷ This recipe is a great “planned-over” use for cooked chicken. When preparing chicken for a meal, make extra to keep in the refrigerator and use within the week.
- ▷ In a pinch, canned chicken also works well. But, be careful of the sodium content in canned meats.
- ▷ Keep in mind that cream cheese is a condiment, not a dairy food. As such, it should be used sparingly.
- ▷ Sometimes corn tortillas do not fold well. You can modify this recipe to make your quesadillas with a tortilla on top and bottom with the filling in the middle. Just remember that half the quesadilla is a serving.
- ▷ White corn tortillas look more like flour tortillas and can be acceptable for picky eaters. Or, try a corn-and-flour blend tortilla for whole-grain goodness. MyPlate recommends making at least half of your grains whole grains.
- ▷ Leftover filling? Toss it in a bowl with extra spinach and salad greens for a delicious salad. Increasing your vegetable intake is a good thing!

Recipe selected from the *2013 Dinner Tonight Cookbook*. For more recipes like this one, visit <http://dinnertonight.tamu.edu/>

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Enjoy!

SKILLET GNOCCHI WITH CHARD AND WHITE BEANS

MATERIALS

Skillet
Stirring spoon

YIELD

Four servings

DISH: **MAIN**

FOOD GROUP(S):
**PROTEIN (VEGETARIAN
ALTERNATIVE), GRAIN,
VEGETABLE**

INGREDIENTS

1 tablespoon plus 1 teaspoon extra-virgin olive oil, divided
1 (16-ounce) package shelf-stable gnocchi (see chef's note)
1 medium yellow onion, thinly sliced
4 cloves of garlic, minced
1/2 cup water
6 cups chopped chard leaves (about 1 small bunch) or spinach
1 (15-ounce) can diced tomatoes with Italian seasonings
1 (15-ounce) can white beans, rinsed
1/4 teaspoon freshly ground pepper
1/2 cup shredded part-skim mozzarella cheese
1/4 cup finely shredded Parmesan cheese



DIRECTIONS

1. Heat 1 tablespoon oil in a large nonstick skillet over medium heat.
2. Add gnocchi and cook, stirring often, until the gnocchi is plumped and starting to brown, 5 to 7 minutes.
3. Transfer the gnocchi to a bowl.
4. Add the remaining 1 teaspoon oil and onion to the pan and cook, stirring, over medium heat, for 2 minutes.
5. Stir in the garlic and water.
6. Cover and cook until the onion is soft, 4 to 6 minutes.
7. Add chard (or spinach) and cook, stirring, until it starts to wilt, 1 to 2 minutes.
8. Stir in the tomatoes, beans, and pepper and bring to a simmer.
9. Stir in the gnocchi and sprinkle with mozzarella and Parmesan.
10. Cover and cook until the cheese is melted and the sauce is bubbling, about 3 minutes.

CHEF'S NOTES

- ▷ Look for shelf-stable gnocchi near other pasta in the Italian section of most supermarkets.
- ▷ Gnocchi is pronounced “no key.”

Enjoy!

ASIAN LETTUCE WRAPS

MATERIALS

Skillet
Stirring spoon
Small bowl

YIELD

Four wraps

DISH: **MAIN**

FOOD GROUP(S):
PROTEIN, VEGETABLE

INGREDIENTS

Nonstick cooking spray
1 1/2 pounds ground turkey breast
1 1/2 cups shredded carrots
1 cucumber, peeled and diced
2 tablespoons rice vinegar
3 tablespoons reduced-sodium soy sauce
2 tablespoons honey
2 tablespoons minced fresh ginger root
1/2 teaspoon garlic powder
1/4 teaspoon crushed red pepper flakes
12 Bibb or Boston lettuce leaves
1/2 cup green onions, julienned
1/3 cup sliced almonds, toasted



NUTRITION FACTS PER SERVING

Calories: 252, Total fat: 8g, Sodium: 498mg, Cholesterol: 97mg,
Total carbohydrates: 19g, Fiber: 3g, Protein: 44g

DIRECTIONS

1. In a large nonstick skillet coated with cooking spray, cook crumbled turkey until the cooking temperature reaches 165°F. Drain and set aside.
2. In a small bowl, whisk the vinegar, soy sauce, honey, ginger, garlic powder, and red pepper flakes to make a sauce.
3. Add the cucumber and carrots to the meat and stir in the sauce.
4. Cook until the vegetables are tender.
5. Wash lettuce leaves and pat dry.
6. Using the leaves as the base, fill with meat, top with onions and almonds.
7. Wrap filling inside the leaf and enjoy!

CHEF'S NOTES

- ▷ Layer two leaves to provide a stronger base. Using lettuce in place of bread or tortillas increases vegetable intake and reduces calorie intake.
- ▷ To mince the ginger, peel the skin with a vegetable peeler or the side of a spoon. Slice as thinly as possible to make tiny “matchsticks,” then gather the sticks and slice crosswise to mince. You can use 2 teaspoons ground instead of fresh ginger (3 teaspoons = 1 tablespoon).
- ▷ In this recipe, you need three times more fresh than dried herbs and spices.

Recipe selected from the *2014 Dinner Tonight Cookbook*. For more recipes like this one, visit <http://dinnertonight.tamu.edu/>

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Enjoy!

SALMON CAKES WITH GINGER MAYONNAISE

MATERIALS

Large mixing bowl
Colander
Skillet
Stirring spoon

YIELD

Three servings of two
2-ounce cakes

DISH: **MAIN**

FOOD GROUP(S):
PROTEIN

INGREDIENTS

Salmon Cakes

3 (6-ounce) cans of wild-caught Alaskan salmon
3 eggs
4 diced green onions
1 tablespoon dried dill
1/2 teaspoon ground ginger
A few shakes of red pepper flakes
About 1 teaspoon fresh ground pepper
Pinch of sea salt
About 1/4 cup oil
Lemon wedges
Shredded green and purple cabbage

Ginger Mayonnaise

2 eggs (or equivalent pasteurized liquid egg product)
2 tablespoons apple cider vinegar
1 teaspoon yellow mustard
1 teaspoon sea salt
1/4 teaspoon white pepper
1/4 teaspoon cayenne pepper
1 teaspoon ground ginger
2 cups light-tasting olive oil



DIRECTIONS

Salmon Cakes

1. Drain the water from the canned salmon and dump the salmon into a large mixing bowl.
2. Add the eggs, green onions, dill, ginger, red pepper flakes, black pepper, and salt. Mix well.
3. In a large skillet, heat the oil over medium to medium-high heat. Make sure there is more than enough oil to cover the bottom of the pan. The oil is hot enough when it crackles after you flick some water into the pan, but do not get the oil so hot that it smokes.
4. Form the salmon mixture into patties or “cakes,” one at a time, and place them gently into the oil. Fry for 3 minutes on each side. Do not handle the patties once they are in the pan. Let them cook for the full 3 minutes before you touch or flip them or they will stick to the pan or fall apart.
5. Serve the patties over a bed of the shredded green and purple cabbage with a lemon wedge and the Ginger Mayonnaise.

Ginger Mayonnaise

1. Place all ingredients except for the oil in a blender or food processor.
2. Cover and blend on low while you count to five. Continue to blend while you VERY SLOWLY add the olive oil.
3. Once all the oil is in, continue to blend while you again count to five, and then shut the blender or processor off. If the mayonnaise fully emulsifies and the blender or food processor stalls, do not add any more oil; use the mayonnaise “as is.”

CHEF'S NOTES

- ▷ The USDA recommends that twice a week you make seafood—fish and shellfish—the main protein food on your plate.
- ▷ Seafood contains a range of nutrients, including healthy omega-3 fats.
- ▷ According to the *Dietary Guidelines for Americans*, eating about 8 ounces a week (less for young children) of a variety of seafood can help prevent heart disease.
- ▷ Include some seafood or fish that is higher in omega-3s and lower in mercury, such as salmon, trout, oysters, Atlantic and Pacific mackerel, herring, and sardines.

Recipe adapted from
<http://www.everydaypaleo.com>.

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Enjoy!

CHICKPEA & BLACK BEAN SALAD

MATERIALS

Large bowl
Small bowl
Mixing spoon
Knife
Cutting board

YIELD

Six 1-cup servings

INGREDIENTS

2 cans black beans, drained and rinsed
2 cans chickpeas, drained and rinsed
1/2 red onion, chopped
20 cherry tomatoes, halved
1/2 cup fresh parsley, chopped
1/2 cup fresh mint, chopped
1/4 cup olive oil
1/4 cup apple cider vinegar
1/4 cup lemon juice
Salt and pepper
Crumbled feta cheese

DISH: **SIDE OR MAIN**

FOOD GROUP(S):
**PROTEIN ALTERNATIVE,
VEGETABLE**



DIRECTIONS

1. In a large bowl, combine the chickpeas, black beans, red onion, cherry tomatoes, fresh parsley, and fresh mint.
2. In a small bowl, mix together olive oil, vinegar, lemon juice, salt, and pepper. Pour over the salad and toss to coat.
3. Top with crumbled feta cheese.

Recipe selected from <https://www.buzzfeed.com>.

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Enjoy!

WILTED KALE SALAD

MATERIALS

Bowls (1 large, 1 small)
Whisk

YIELD

Four 1-cup servings

INGREDIENTS

4 cups kale, raw
2 tablespoons lemon juice
2 tablespoons olive oil
1/2 teaspoon salt
2 teaspoons honey
1/2 teaspoon black pepper
1 cup mango, diced
2 tablespoons toasted walnuts
1/2 cup dried cranberries

DISH: **SIDE**

FOOD GROUP(S):
VEGETABLE, FRUIT



NUTRITION FACTS PER SERVING

Calories: 135, Total fat: 7g, Sodium: 214mg, Cholesterol: 0mg,
Total carbohydrates: 20g, Fiber: 2g, Protein: 2g



DIRECTIONS

1. In a large serving bowl, add the kale, half of the lemon juice, a drizzle of oil, and little salt.
2. Massage until the kale starts to soften and wilt, 2 to 3 minutes.
3. Set the kale aside while you make the dressing.
4. In a small bowl, whisk the remaining lemon juice with the honey and ground black pepper. While whisking, stream in the remaining oil until the dressing emulsifies.
5. Pour the dressing over the kale.
6. Add the mango, walnuts, and cranberries.
7. Toss and serve.

CHEF'S NOTES

How to cut a mango

1. Always wash the mango before cutting.
2. A mango has one long, flat seed in the center of the fruit. Stand the mango on your cutting board, stem-end down, and hold.
3. Place your knife about 1/4 inch from the widest center line and cut down through the mango.
4. Flip the mango around and repeat this cut on the other side. The resulting ovals of mango flesh are known as the "cheeks." What's left in the middle is mostly the mango seed.
5. Cut parallel slices into the mango flesh, being careful not to cut through the skin.
6. Turn the mango cheek 1/4 rotation and cut another set of parallel slices to make a checkerboard pattern.
7. Either "Slice and Scoop"—scoop the mango slices out of the mango skin using a large spoon—or "Inside Out"—turn the scored mango cheek inside out by pushing the skin up from underneath—and scrape the mango chunks off the skin with a knife or spoon. Hint: If you are making a recipe that calls for diced mango (like this one), make your cuts in step 5 closer together. The result is small pieces of diced mango and no need to cut the mango pieces further.

Benefits of Kale

- ▷ Kale is high in beta carotene, vitamin K, vitamin C, and rich in calcium. It is a source of two carotenoids, lutein, and zeaxanthin.
- ▷ Kale, as with broccoli and other brassicas, contains sulforaphane (particularly when chopped or minced), a chemical with potent anti-cancer properties.

Enjoy!

NO-GUILT GUACAMOLE

MATERIALS

Medium-size bowl
Rubber spatula
Food processor (optional)

YIELD

Twenty 2-tablespoon servings

DISH: **SIDE**

FOOD GROUP(S):
VEGETABLE

INGREDIENTS

3 avocados
1/2 cup frozen black-eyed peas, thawed
1/2 cup frozen peas, thawed
2 tablespoons lime juice
1 medium tomato, diced
1/2 cup onion, chopped
2 cloves garlic, minced
1 to 2 tablespoons fresh cilantro leaves, chopped (optional)
1 small jalapeño pepper, seeded and diced
1/2 teaspoon ground cumin
Salt and pepper



NUTRITION FACTS PER SERVING

Calories: 40, Total fat: 3g, Sodium: 40mg, Cholesterol: 0mg,
Total carbohydrates: 3g, Fiber: 2g, Protein: 1g

DIRECTIONS

1. Scoop avocado flesh into a bowl.
2. Add black-eyed peas, peas, lime juice, tomato, onion, garlic, cilantro, jalapeño, and cumin.
3. Add salt and pepper to taste.
4. Blend or process until smooth or desired consistency.

CHEF'S NOTES

- ▷ Avocados offer nearly 20 vitamins and minerals in every serving, including potassium (helps control blood pressure), lutein (good for your eyes), and folate (crucial for cell repair and during pregnancy).
- ▷ Avocados are a good source of B vitamins, which help you fight off disease and infection. Avocados also have vitamins C and E, plus natural plant chemicals that may help prevent cancer.
- ▷ Avocados are low in sugar and they contain fiber, which helps you feel full longer. In one study, people who added a fresh avocado half to their lunch were less interested in eating during the next 3 hours.
- ▷ Adding black-eyed peas and green peas to this recipe increases the fiber content and “bulks up” the recipe with lower-calorie nutritious food, reducing the overall calorie count per serving.
- ▷ Remember to practice portion control, even with healthy alternatives.

Recipe selected from the *2013 Dinner Tonight Cookbook*. For more recipes like this one, visit <http://dinnertonight.tamu.edu/>.

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Enjoy!

NOPALITOS WITH TOMATOES AND ONIONS

MATERIALS

Colander
Skillet
Stirring spoon

YIELD

Four 1-cup servings

INGREDIENTS

1 tablespoon olive oil
2 large cloves garlic, minced
1/2 red onion, roughly chopped
1 jalapeño pepper, stem and seeds removed, chopped
1 pound nopalitos (cactus paddles), stripped of spines, cleaned, and chopped
1 medium tomato, roughly chopped
Salt and pepper

DISH: **SIDE**

FOOD GROUP(S):
VEGETABLE



NUTRITION FACTS PER SERVING

Calories: 60, Total fat: 4g, Sodium: 320mg, Cholesterol: 0mg,
Total carbohydrates: 7g, Fiber: 3g, Protein: 2g

DIRECTIONS

1. Heat a tablespoon of olive oil (enough to coat the bottom of the pan) in a large pan on medium-high heat.
2. Add garlic, red onion, and jalapeño. Cook for 1 minute, stirring occasionally, and then add nopalitos. Cook for several more minutes.
3. Add the chopped tomato. Continue to cook until all the vegetables are cooked through.
4. Season with salt and pepper to taste. Serve immediately.

Recipe selected from the *2013 Dinner Tonight Cookbook*. For more recipes like this one, visit <http://dinnertonight.tamu.edu/>.

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Enjoy!

ORANGE-CRANBERRY RICE

MATERIALS

Pot for boiling water
Tongs
Serving bowl

YIELD

Six 1/2-cup servings

INGREDIENTS

3 cups cooked brown rice (or 2
bags of the boil-in-bag variety)
1/4 teaspoon salt
1/4 teaspoon ginger
1/2 teaspoon grated orange peel
1/4 cup dried cranberries
1/4 cup chopped cashews

DISH: **SIDE**

FOOD GROUP(S):
GRAINS



NUTRITION FACTS PER SERVING

Calories: 158, Total fat: 4g, Sodium: 100mg, Cholesterol: 0mg,
Total carbohydrates: 23g, Fiber: 2g, Protein: 3g

DIRECTIONS

1. Cook the boil-in-bag brown rice according to the package directions.
2. Remove the rice from the bag and add the remaining ingredients. Stir and serve.

CHEF'S NOTES

- ▷ Brown rice is a whole grain and provides fiber your body needs. At least half of your grain intake should be whole grains.
- ▷ Boil-in-bag rice is a quick way to prepare rice for a side dish. Other quick-cooking rice options, such as parboiled or frozen rice, also work well for a quick fix.
- ▷ If you have the time to wait, regular rice can be less expensive. Even though you might spend a little more for quick-cook or partially prepared foods at the grocery store, you can still come out ahead on your spending and calorie budgets by eating at home.

Recipe selected from the *2014 Dinner Tonight Cookbook*. For more recipes like this one, visit <http://dinnertonight.tamu.edu/>.

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Enjoy!

YOGURT PARFAIT

MATERIALS

6 cups or bowls
Cutting board
Measuring cups
Measuring spoons
Sharp knife

YIELD

Six servings

INGREDIENTS

4 cups fresh or thawed frozen fruit,
such as mixed berries, bananas,
strawberries, peaches, or mango
3 cups nonfat plain yogurt
1 1/2 cups granola

OPTIONAL INGREDIENTS

2 tablespoons almonds, sliced

DISH: **DESSERT**

FOOD GROUP(S):
FRUIT, DAIRY



NUTRITION FACTS PER SERVING

Calories: 260, Total fat: 4.5g, Sodium: 90mg, Cholesterol: 5mg,
Total carbohydrates: 19g, Dietary fiber: 4g, Protein: 9g

DIRECTIONS

1. If using fresh fruit, rinse, peel, and/or trim as needed. If using thawed frozen fruit, drain any excess juices. Cut fruit into 1/4-inch thick slices. There should be about 3 cups total.
2. Layer 1/4 cup yogurt into each of 6 cups or bowls.
3. Top with 1/4 cup sliced fruit and 2 tablespoons granola.
4. Repeat layers one more time, ending with a layer of granola.
5. Top with sliced almonds (optional).

CHEF'S NOTES

- ▷ Layer parfait just before serving to keep granola crunchy.
- ▷ Use any high-fiber cereal you like instead of granola.
- ▷ Try topping with rinsed, chopped, fresh mint leaves for extra flavor and color.
- ▷ To save money, use fresh fruits that are in season. When seasonal fruits are hard to find, use thawed frozen fruit.
- ▷ Use leftover fruit in fruit smoothies.
- ▷ Use homemade granola.

Recipe adapted from
<http://www.cookingmatters.org>.

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Enjoy!

DELICIOUS GRILLED BANANAS

MATERIALS

Skillet, grill, or grill pan
Spatula or tongs

YIELD

Four servings

INGREDIENTS

2 bananas (not too ripe)
2 tablespoons honey
1 tablespoon ground cinnamon
2 cups water
4 tablespoons Greek yogurt

DISH: **DESSERT**

FOOD GROUP(S):
FRUIT, DAIRY



NUTRITION FACTS PER SERVING

Calories: 80, Total fat: 0g, Sodium: 0mg, Cholesterol: 0mg,
Total carbohydrates: 22g, Protein: 1g

DIRECTIONS

1. Preheat the grill or use a saucepan on the stove top.
2. Slice the bananas lengthwise. (Leave the skins on; make sure you wash with cool, running water before slicing.)
3. Place the sliced bananas into cool water for 20 minutes.
4. Take the bananas out of the water and pat dry.
5. Pour honey and sprinkle cinnamon on the bananas and place them on the grill.
6. The honey and cinnamon will turn into a glaze once they are hot.
7. Grill for 2 minutes or until grill marks appear on the bananas.
8. Top with yogurt.

CHEF'S NOTES

- ▷ Leave the banana in the skin and scoop it out with a spoon as you eat it.
- ▷ The honey and cinnamon create a yummy glaze, making these bananas a healthy alternative to a dessert like Bananas Foster.
- ▷ By topping it with yogurt, you include two food groups.
- ▷ Bananas are an excellent source of potassium, about 422 mg or 13 percent of the recommended daily intake. Potassium stimulates muscles, nerves, and brain cells, and can also help reduce blood pressure and the risk of stroke.

Recipe selected from the *2014 Dinner Tonight Cookbook*. For more recipes like this one, visit <http://dinnertonight.tamu.edu/>.

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..... *Enjoy!*

YUMMY LIME-PINEAPPLE DESSERT

MATERIALS

Large bowl
Mixing spoon

YIELD

About eight 3/4-cup servings

INGREDIENTS

1 (16-ounce) carton nonfat cottage cheese
1 small package (.3 ounce) lime or orange sugar-free gelatin
1 (8-ounce) package fat-free, non-dairy whipped topping, softened
1 (8-ounce) can pineapple tidbits, drained

DISH: **DESSERT**

FOOD GROUP(S):
DAIRY, FRUIT



NUTRITION FACTS PER SERVING

Calories: 51, Total fat: 1g, Sodium: 242mg, Cholesterol: 2mg,
Total carbohydrates: 8g, Protein: 7 g

DIRECTIONS

1. Combine ingredients and mix well.
2. Chill before serving.

CHEF'S NOTES

- ▷ Make this dish first so that it has time to chill while you make and eat your main meal.
- ▷ Mix and match the gelatin and fruit combinations to create fun flavors your family will love.
- ▷ Low-fat or nonfat cottage cheese is a good way to add dairy to your meal and keep your dessert healthy.
- ▷ Remember, even when a food is a healthy alternative, portion control is still important. Try not to overdo it just because it's "healthy."
- ▷ Read the labels and ingredient lists! Sometimes, when fat or sugar is taken out of a product, something else is added to make up for the flavor loss...and sometimes the "something else" is not good for you either.

As your recipe collection grows, consider organizing it in a way that works best for you. You may also want to file recipes separately from your notebook.

Some suggestions

- ▷ By menu (*recipes that work well together for a balanced meal with complementary ingredients*)
- ▷ By type (*main dish, side dish, desserts, snacks, beverages*)
- ▷ By equipment (*oven required, skillet-friendly, no electricity*)

Menu combinations that work well:

- ▷ Colorful Chicken Quesadillas, Nopalitos or Chickpea Salad, No-Guilt Guacamole, and Yogurt Parfait
- ▷ Salmon Cakes with Ginger Mayonnaise, Whole Wheat Bread Rounds, Wilted Kale Salad, and Yummy Lime-Pineapple Dessert
- ▷ Asian Lettuce Wraps, Orange-Cranberry Rice, and Grilled Bananas with Yogurt

“The instructors were enthusiastic and always willing to answer questions—wonderful class!”

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4

READY-TO-EDIT TEMPLATES

Fill in these forms to customize your own agendas,
handouts, and certificates.



Use the following templates **to prepare class packets for participants.** Packets should be completed at least one week before the event.



TEXAS A&M
AGRILIFE
EXTENSION

presents

ON THE ROAD TO
HEALTHY LIVING
Mobile Cooking School

Classroom Sessions

presented by

Today's Agenda

1. WELCOME

Today we will be discussing

2. ACTIVITY

Let's get to know each other through an icebreaker.

3. KITCHEN RULES

Review the common courtesy behaviors we all agreed to follow.

4. KEY POINTS

List the take-home message(s) from today's class

A _____

B _____

C _____

5. ON THE MENU TODAY

We will be preparing the following recipes during class:

NOTES

CLASS INFORMATION

Instructor Script

1. WELCOME THE CLASS



2. LEAD THE WELCOME ACTIVITY

Say: To help everyone get to know each other, we are going to play an icebreaker.



3. REVIEW THE KITCHEN RULES

Remind the participants of the rules they came up with in the last class and ask if they want to include any more.



4. DISCUSS THE KEY POINTS

The theme for today's class is

The educational concept is

a. ANCHOR

Say: What are your experiences or challenges you've had with this?

b. ADD

Say: Some important things I'd like you to know about this topic are . . .

c. APPLY

Say: When you prepare your recipes today, some things you will notice are



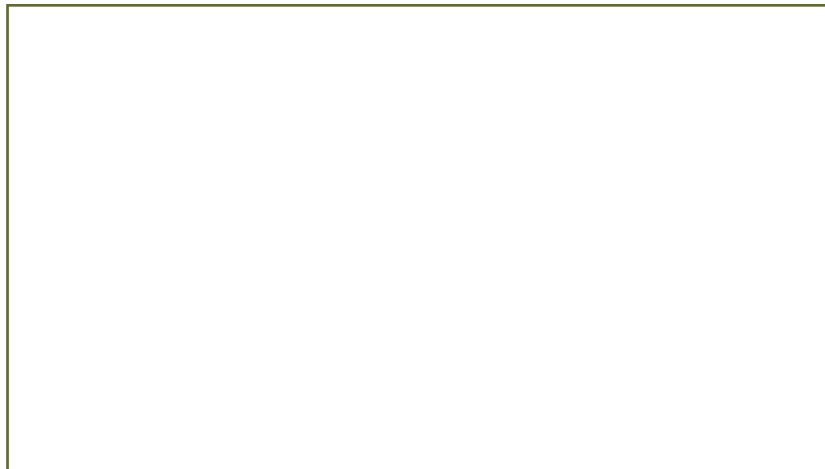
d. AWAY

Say: When you leave today, you will be able to do the following:



5. REVIEW THE RECIPES ON THE MENU

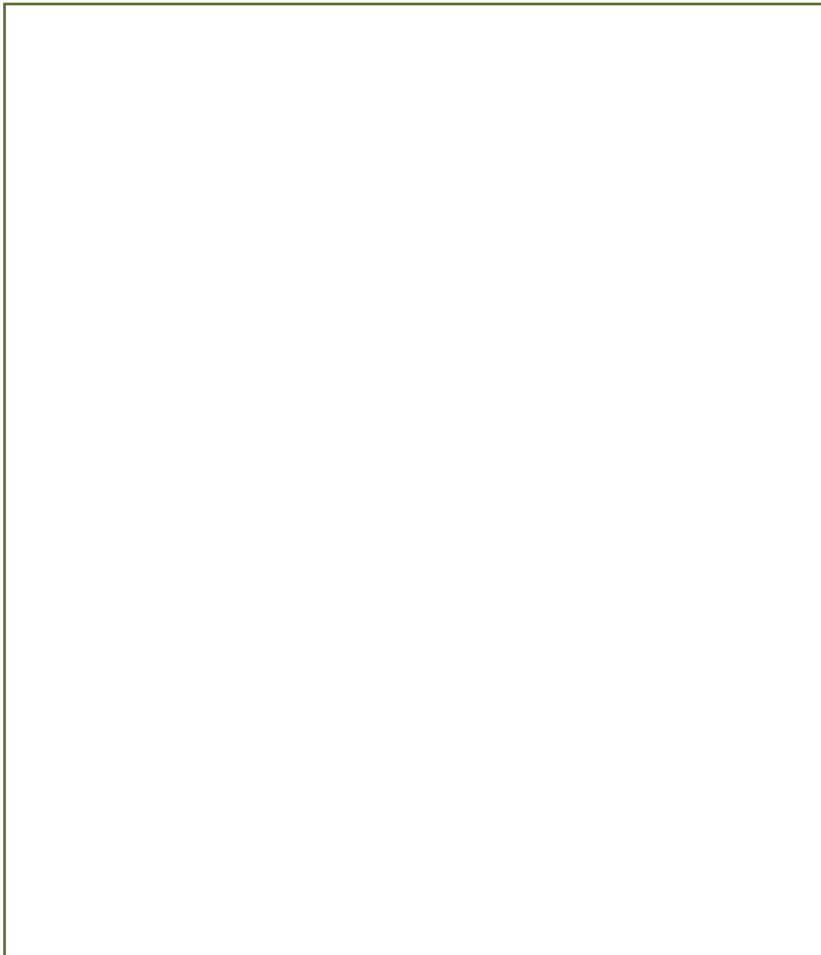
Say: The recipes you will prepare today are



Say: As we prepare these recipes, we'll have more time to talk, so be thinking of questions you'd like to ask.



6. GENERAL NOTES



Class Checklist

GROCERIES

EXTRAS

RECIPE INGREDIENTS

EQUIPMENT

CHECK THE PANTRY

CLASS PACKETS

NOTES FOR CLASS

CERTIFICATE OF COMPLETION

This certificate is awarded to

In recognition of completion of the
On The Road to Healthy Living Mobile Cooking School

TEXAS A&M
AGRILIFE
EXTENSION



..... *Enjoy!*

MATERIALS

INGREDIENTS

YIELD

DISH:

FOOD GROUP(S):

NUTRITION FACTS PER SERVING

Calories: ____, Total fat: ____g, Sodium: ____mg, Cholesterol: ____mg,
Total carbohydrates: ____g, Fiber: ____g, Protein: ____g



DIRECTIONS

CHEF'S NOTES

Recipe selected from

[click to return to table of contents](#)

Enjoy!

MATERIALS

INGREDIENTS

YIELD

DISH:

FOOD GROUP(S):

NUTRITION FACTS PER SERVING

Calories: ____, Total fat: ____g, Sodium: ____mg, Cholesterol: ____mg,
Total carbohydrates: ____g, Fiber: ____g, Protein: ____g



DIRECTIONS

CHEF'S NOTES

Recipe selected from

[click to return to table of contents](#)

..... *Enjoy!*

MATERIALS

INGREDIENTS

YIELD

DISH:

FOOD GROUP(S):

NUTRITION FACTS PER SERVING

Calories: ____, Total fat: ____g, Sodium: ____mg, Cholesterol: ____mg,
Total carbohydrates: ____g, Fiber: ____g, Protein: ____g



DIRECTIONS

CHEF'S NOTES

Recipe selected from

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To request downloadable
versions of these templates,
email **amy.ressler@ag.tamu.edu**.

“I would love to take these classes again!”

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5

SUPPORT MATERIALS

Gather participant feedback and data with the following waivers and pre- and post- surveys.



The goal of the cooking school is for participants to attend three classes and **complete pre- and post-evaluation surveys.**

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How to use this Guide*



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On the Road to Healthy Living Mobile Cooking School

Adult Participation Waiver and Release

Name _____

Activity Description

The On the Road to Healthy Living Mobile Cooking School provides instruction and hands-on preparation of food to encourage participants to practice healthy choices.

Please read, and if you agree to the statement, initial each line and sign and date at the bottom of the page.

Participation and Liability Waiver

I want to participate in this activity, and recognize that this activity could present potential cooking hazards, including but not limited to: cuts, burns, slips, falls, allergic reactions, and other injuries as a result of activities, products, and equipment used. I release Texas A&M AgriLife Extension Service, and my local hosting agency/site, their agents, representatives, employees, volunteers, and any sponsors from any and all damages, causes of action, claims, and liability that might arise from my participation in this activity.

Initials _____

Media Release

I consent to and allow any use and reproduction by Texas A&M AgriLife Extension Service, Montgomery County United Way, and my local hosting agency/site of any and all photographs or videotapes taken of me during my participation in this activity. I understand that Texas A&M AgriLife Extension Service, and my local hosting agency/site will own the photographs and videotape and the right to use or reproduce such photographs or videotape in any media, as well as the right to edit them or prepare derivative works for the purpose of promotion, advertising, and public relations. I hereby consent to this use of my name, likeness, or voice and I agree that such use will not result in any liability for payment to any person or organization, including myself.

Initials _____

I further acknowledge that I am at least 18 years of age.

Signature _____ Date _____

Name (please print) _____

Contact information in case of an emergency _____



On the Road to Healthy Living Mobile Cooking School

Child/Teen Participation Waiver and Release

Child/teen name _____

Activity Description

The On the Road to Healthy Living Mobile Cooking School provides instruction and hands-on preparation of food to encourage participants to practice healthy choices.

Please read, and if you agree to the statement, initial each line and sign and date at the bottom of the page.

Participation and Liability Waiver

I give my child permission to participate in this activity, and recognize that this activity could present potential cooking hazards, including but not limited to: cuts, burns, slips, falls, allergic reactions, and other injuries as a result of activities, products, and equipment used. I release Texas A&M AgriLife Extension Service, and my local hosting agency/site, their agents, representatives, employees, volunteers, and any sponsors from any and all damages, causes of action, claims, and liability that might arise from my child's participation in this activity.

Parent/guardian initials _____

Media Release

I consent to and allow any use and reproduction by Texas A&M AgriLife Extension Service, Montgomery County United Way, and my local hosting agency/site of any and all photographs or videotapes taken of my child(ren) during their participation in this activity. I understand that Texas A&M AgriLife Extension Service, and my local hosting agency/site will own the photographs and videotape and the right to use or reproduce such photographs or videotape in any media, as well as the right to edit them or prepare derivative works, for the purpose of promotion, advertising, and public relations. I hereby consent to this use of my child's name, likeness, or voice and I agree that such use will not result in any liability for payment to any person or organization, including myself.

Parent/guardian initials _____

Signature _____ Date _____

Name of parent/guardian (please print) _____

Contact information in case of an emergency _____

On the Road to Healthy Living Mobile Cooking School

Descargo de Responsabilidad y Consentimiento

Nombre _____

Descripción de la Actividad

El programa On the Road to Healthy Living Mobile Cooking School, proporciona instrucción y práctica en la preparación de alimentos para alentar a los participantes a tomar decisiones saludables.

Por favor, lea, y si está de acuerdo con lo escrito, por favor, coloque sus iniciales en cada línea indicada y ponga su firma y la fecha en la parte inferior de la página.

Descargo de Responsabilidad

Quiero participar en esta actividad, y reconozco que esta actividad podría presentar posibles riesgos de cocina, incluyendo pero no limitado a: cortes, quemaduras, resbalones, caídas, reacciones alérgicas y otras lesiones como resultado de las actividades, productos, y el equipo utilizado. Libero a Texas A&M AgriLife Extension Service, y la agencia/sitio local, sus agentes, representantes, empleados, voluntarios y cualquier patrocinador de cualquier y todos los daños, causas de acción, demandas, y responsabilidad que pudiera derivarse de mi participación en esta actividad.

Iniciales _____

Consentimiento a uso de Medios de Comunicación

Doy mi consentimiento para y permito cualquier uso y la reproducción por Texas A&M AgriLife Extension Service y la agencia/sitio local de cualquiera y todas las fotografías o videos tomados de mí durante mi participación en esta actividad. Entiendo que Texas A&M AgriLife Extension Service, y la agencia/sitio local serán propietarios de la fotografías y videos y tendrán el derecho a utilizar y reproducir tales fotografías o videos en cualquier medio de comunicación, así como el derecho de editarlos o preparar trabajos derivados, con la finalidad de promoción, publicidad y relaciones públicas. Doy mi consentimiento a este uso de mi nombre, imagen o voz y estoy de acuerdo en que tal uso no dará lugar a ninguna responsabilidad por el pago a cualquier persona u organización, incluso a mí mismo.

Iniciales _____

Además reconozco que tengo por los menos 18 años de edad.

Firma _____ Fecha _____

Nombre (letra de imprenta) _____

Información de contacto en caso de emergencia _____

On the Road to Healthy Living Mobile Cooking School

Descargo de Responsabilidad y Consentimiento

Nombre del joven _____

Descripción de la Actividad

El programa On the Road to Healthy Living Mobile Cooking School, proporciona instrucción y práctica en la preparación de alimentos para alentar a los participantes a tomar decisiones saludables.

Por favor, lea, y si está de acuerdo con lo escrito, por favor, coloque sus iniciales en cada línea indicada y ponga su firma y la fecha en la parte inferior de la página.

Descargo de Responsabilidad

Doy permiso para la participación de mi hijo/a en esta actividad, y reconozco que esta actividad podría presentar posibles riesgos de cocina, incluyendo pero no limitado a: cortes, quemaduras, resbalones, caídas, reacciones alérgicas y otras lesiones como resultado de las actividades, productos, y el equipo utilizado. Libero a Texas A&M AgriLife Extension Service, y la agencia/sitio local, sus agentes, representantes, empleados, voluntarios y cualquier patrocinador de cualquier y todos los daños, causas de acción, demandas, y responsabilidad que pudiera derivarse de su participación en esta actividad.

Iniciales de padre o tutor _____

Consentimiento a uso de Medios de Comunicación

Doy mi consentimiento para y permito cualquier uso y la reproducción por Texas A&M AgriLife Extension Service, y la agencia/sitio local de cualquiera y todas las fotografías o videos tomados de mi(s) hijos(as) durante su participación en esta actividad. Entiendo que Texas A&M AgriLife Extension Service, y la agencia/sitio local serán propietarios de la fotografías y videos y tendrán el derecho a utilizar y reproducir tales fotografías o videos en cualquier medio de comunicación, así como el derecho de editarlos o preparar trabajos derivados, con la finalidad de promoción, publicidad y relaciones públicas. Doy mi consentimiento a este uso de su(s) nombre(s), imagen(es) o voz(ces) y estoy de acuerdo en que tal uso no dará lugar a ninguna responsabilidad por el pago a cualquier persona u organización, incluso a mí mismo.

Iniciales de padre o tutor _____

Firma _____ Fecha _____

Nombre del padre/tutor (en letra de imprenta) _____

Información de contacto en caso de emergencia _____

On the Road to Healthy Living Mobile Cooking School

Pre-Survey

Cooking school site _____

For each statement, please indicate the level to which you agree with the statement.

I eat fruits and vegetables every day.

1 - Strongly Agree	2 - Agree	3 - Neutral	4 - Disagree	5 - Strongly Disagree

Preparing fresh or frozen vegetables is something I think I can do well.

1 - Strongly Agree	2 - Agree	3 - Neutral	4 - Disagree	5 - Strongly Disagree

I do not like to cook because it takes too much time.

1 - Strongly Agree	2 - Agree	3 - Neutral	4 - Disagree	5 - Strongly Disagree

I am confident in my ability to prepare a meal from basic ingredients.

1 - Strongly Agree	2 - Agree	3 - Neutral	4 - Disagree	5 - Strongly Disagree

I think cooking is too much work.

1 - Strongly Agree	2 - Agree	3 - Neutral	4 - Disagree	5 - Strongly Disagree

I understand how eating food relates to my health.

1 - Strongly Agree	2 - Agree	3 - Neutral	4 - Disagree	5 - Strongly Disagree

I am confident in preparing and eating meals that follow USDA's MyPlate guidelines.

1 - Strongly Agree	2 - Agree	3 - Neutral	4 - Disagree	5 - Strongly Disagree

I understand what proper food temperature ranges keep food safe to eat.

1 - Strongly Agree	2 - Agree	3 - Neutral	4 - Disagree	5 - Strongly Disagree

I'd rather eat food prepared at home than at a fast food place or restaurant.

1 - Strongly Agree	2 - Agree	3 - Neutral	4 - Disagree	5 - Strongly Disagree

Preparing food at home is easy to do.

1 - Strongly Agree	2 - Agree	3 - Neutral	4 - Disagree	5 - Strongly Disagree

Please continue on the other side.

Currently, about how many meals (breakfast, lunch, or dinner) do you or your family eat away from home (restaurants, fast food, etc... not including meals eaten at school) each week?

Please use this section to mention anything specific you would like to learn from the classes or other comments you would like to make before we begin.

Thank you!

On the Road to Healthy Living Mobile Cooking School

Post-Survey

Cooking school site _____

For each statement, please indicate the level to which you agree with the statement.

I eat fruits and vegetables every day.

1- Strongly Agree	2 - Agree	3 - Neutral	4 - Disagree	5 - Strongly Disagree

Preparing fresh or frozen vegetables is something I think I can do well.

1- Strongly Agree	2 - Agree	3 - Neutral	4 - Disagree	5 - Strongly Disagree

I do not like to cook because it takes too much time.

1- Strongly Agree	2 - Agree	3 - Neutral	4 - Disagree	5 - Strongly Disagree

I am confident in my ability to prepare a meal from basic ingredients.

1- Strongly Agree	2 - Agree	3 - Neutral	4 - Disagree	5 - Strongly Disagree

I think cooking is too much work.

1- Strongly Agree	2 - Agree	3 - Neutral	4 - Disagree	5 - Strongly Disagree

I understand how eating food relates to my health.

1- Strongly Agree	2 - Agree	3 - Neutral	4 - Disagree	5 - Strongly Disagree

I am confident in preparing and eating meals that follow USDA's MyPlate guidelines.

1- Strongly Agree	2 - Agree	3 - Neutral	4 - Disagree	5 - Strongly Disagree

I understand what proper food temperature ranges keep food safe to eat.

1- Strongly Agree	2 - Agree	3 - Neutral	4 - Disagree	5 - Strongly Disagree

I'd rather eat food prepared at home than at a fast food place or restaurant.

1- Strongly Agree	2 - Agree	3 - Neutral	4 - Disagree	5 - Strongly Disagree

Preparing food at home is easy to do.

1- Strongly Agree	2 - Agree	3 - Neutral	4 - Disagree	5 - Strongly Disagree

Please tell us something you have learned or have particularly enjoyed about the classes:

Has anything changed for you as a result of participating in these classes?

What suggestions do you have for future classes?

Other comments you would like to make about the classes:

Thank you!

On the Road to Healthy Living Mobile Cooking School

Encuesta Previa

Sitio de Escuela _____

Para cada declaración, por favor indique el nivel al que usted está De acuerdo con la declaración.

Como frutas y verduras todos los días.

1- Absolutamente Sí	2 - De acuerdo	3 - Neutral	4 - No Estoy de Acuerdo	5 - Absolutamente No

Pienso que la preparación de las verduras frescas o congeladas es algo que puedo hacer bien.

1- Absolutamente Sí	2 - De acuerdo	3 - Neutral	4 - No Estoy de Acuerdo	5 - Absolutamente No

No me gusta cocinar porque toma demasiado tiempo.

1- Absolutamente Sí	2 - De acuerdo	3 - Neutral	4 - No Estoy de Acuerdo	5 - Absolutamente No

Tengo confianza en mi capacidad para preparar una comida con ingredientes básicos.

1- Absolutamente Sí	2 - De acuerdo	3 - Neutral	4 - No Estoy de Acuerdo	5 - Absolutamente No

Creo que cocinar requiere demasiado trabajo.

1- Absolutamente Sí	2 - De acuerdo	3 - Neutral	4 - No Estoy de Acuerdo	5 - Absolutamente No

Entiendo cómo al comer alimentos afecta a mi salud.

1- Absolutamente Sí	2 - De acuerdo	3 - Neutral	4 - No Estoy de Acuerdo	5 - Absolutamente No

Me siento seguro(a) en la preparación de comidas que siguen 'MyPlate' del USDA.

1- Absolutamente Sí	2 - De acuerdo	3 - Neutral	4 - No Estoy de Acuerdo	5 - Absolutamente No

Entiendo que temperaturas adecuadas mantienen los (o mis) alimentos seguros para consumir.

1- Absolutamente Sí	2 - De acuerdo	3 - Neutral	4 - No Estoy de Acuerdo	5 - Absolutamente No

Prefiero comer en casa que la comida rápida o la comida de restaurante.

1- Absolutamente Sí	2 - De acuerdo	3 - Neutral	4 - No Estoy de Acuerdo	5 - Absolutamente No

Preparación de alimentos en el hogar es fácil de hacer.

1- Absolutamente Sí	2 - De acuerdo	3 - Neutral	4 - No Estoy de Acuerdo	5 - Absolutamente No

Por favor, continúe en el otro lado.

¿Actualmente, alrededor de cuántas comidas (desayuno , almuerzo, o cena) usted o su familia comen fuera de casa (restaurantes , comida rápida , etc ... sin incluir las comidas consumidas en la escuela) cada semana?

Utilice esta sección de la página para mencionar cualquier cosa que le gustaría aprender de las clases y otros comentarios que le gustaría hacer, antes de comenzar el programa.

¡Gracias!

On the Road to Healthy Living Mobile Cooking School

Encuesta Final

Sitio de Escuela _____

Para cada declaración, por favor indique el nivel al que usted está De acuerdo con la declaración.

Como frutas y verduras todos los días.

1- Absolutamente Sí	2 - De acuerdo	3 - Neutral	4 - No Estoy de Acuerdo	5 - Absolutamente No

Pienso que la preparación de las verduras frescas o congeladas es algo que puedo hacer bien.

1- Absolutamente Sí	2 - De acuerdo	3 - Neutral	4 - No Estoy de Acuerdo	5 - Absolutamente No

No me gusta cocinar porque toma demasiado tiempo.

1- Absolutamente Sí	2 - De acuerdo	3 - Neutral	4 - No Estoy de Acuerdo	5 - Absolutamente No

Tengo confianza en mi capacidad para preparar una comida con ingredientes básicos.

1- Absolutamente Sí	2 - De acuerdo	3 - Neutral	4 - No Estoy de Acuerdo	5 - Absolutamente No

Creo que cocinar requiere demasiado trabajo.

1- Absolutamente Sí	2 - De acuerdo	3 - Neutral	4 - No Estoy de Acuerdo	5 - Absolutamente No

Entiendo cómo al comer alimentos afecta a mi salud.

1- Absolutamente Sí	2 - De acuerdo	3 - Neutral	4 - No Estoy de Acuerdo	5 - Absolutamente No

Me siento seguro(a) en la preparación de comidas que siguen 'MyPlate' del USDA.

1- Absolutamente Sí	2 - De acuerdo	3 - Neutral	4 - No Estoy de Acuerdo	5 - Absolutamente No

Entiendo que temperaturas adecuadas mantienen los (o mis) alimentos seguros para consumir.

1- Absolutamente Sí	2 - De acuerdo	3 - Neutral	4 - No Estoy de Acuerdo	5 - Absolutamente No

Prefiero comer en casa que la comida rápida o la comida de restaurante.

1- Absolutamente Sí	2 - De acuerdo	3 - Neutral	4 - No Estoy de Acuerdo	5 - Absolutamente No

Preparación de alimentos en el hogar es fácil de hacer.

1- Absolutamente Sí	2 - De acuerdo	3 - Neutral	4 - No Estoy de Acuerdo	5 - Absolutamente No

Por favor, continúe en el otro lado.

Por favor, díganos algo que ha aprendido o ha disfrutado particularmente de las clases:

¿Ha cambiado algo para usted como resultado de su participación en estas clases?

¿Qué sugerencias tiene usted para futuras clases?

Otros comentarios que le gustaría hacer acerca de las clases:

¡Gracias!

On the Road to Healthy Living Mobile Cooking School
Sign-In Sheet

Class date _____ Cooking school site _____

Class topic _____

Please print. Add your email address if you would like the Texas A&M AgriLife Extension Service to notify you of future classes.

Name

Email

1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
13.	_____	_____
14.	_____	_____
15.	_____	_____

“I enjoyed being taught things that are so important.”

ADDITIONAL RESOURCES

Add your "go-to" web resources as you go.



*click to return to
How to use this Guide*

WEB RESOURCES

1. 5210 Let's Go!
 - ▶ <http://www.lets-go.org/>
2. Choose MyPlate
 - ▶ <https://www.choosemyplate.gov/>
3. Dinner Tonight
 - ▶ <http://dinnertonight.tamu.edu/>
4. FIGHT BAC!
 - ▶ <http://www.fightbac.org/>
5. Fruits and Veggies More Matters
 - ▶ <http://www.fruitsandveggiesmorematters.org/>
6. Healthy Food Demonstrations
 - ▶ Order online at: <http://www.agrilifebookstore.org/>
 - ▶ First, log in as faculty/staff then search for the keyword: EFN-052.
7. MyPlate Tip Sheets
 - ▶ <https://www.choosemyplate.gov/ten-tips>
8. Snap-Ed Connection
 - ▶ <https://snaped.fns.usda.gov/>
9. Texas 4-H Food and Nutrition projects (including 4-H Food Challenge resources)
 - ▶ <http://texas4-h.tamu.edu/projects/food-nutrition/>
10. What's Cooking? USDA Mixing Bowl
 - ▶ <http://www.whatscooking.fns.usda.gov/>

ADDITIONAL RESOURCES

Add your "go-to" print resources as you go.



*click to return to
How to use this Guide*

PRINT RESOURCES

1. A Fresh Start to a Healthier You: Creating Safe and Healthy Meals on a Budget
 - ▶ Order online at: <http://www.agrilifebookstore.org/>
 - ▶ First, log in as faculty/staff then search for the keyword: BLT-009
2. Dinner Tonight Recipe Cards
 - ▶ Six cards total, each card includes three recipes for a balanced meal
 - ▶ Order online at: <http://www.agrilifebookstore.org/>
 - ▶ First, log in as faculty/staff then search for the keyword(s); DT-001, DT-002, DT-003, DT-004, DT-005, and DT-006.
3. Good and Cheap: Eat Well on \$4/Day
 - ▶ To download a free PDF or buy a print copy, visit <http://www.leannebrown.com/>.

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PRIMARY AUTHOR

Amy Ressler
County Extension Agent—Family and Consumer Sciences
Texas A&M AgriLife Extension Service of Montgomery County

Special thanks to the following Texas A&M AgriLife Extension Service professionals for their valued contributions to this guide:

CONTRIBUTORS

(All with Montgomery County)

Lora Jorgensen, Former Extension Assistant,
Better Living for Texans

Rhonda Katterhagen, Former Student
Intern

Jenni Adams, Family and Consumer
Sciences Coordinator

Yvonne Welther, Extension Assistant, Better
Living for Texans

Michele Scaife, Extension Assistant, Better
Living for Texans

Joshua Merillat, Program Assistant, Family
and Consumer Sciences

PHOTOGRAPHY AND DESIGN

(All with AgriLife Communications)

Brooke Prather, Communications Specialist
and Graphic Designer

Remington May, Production Assistant

Helen White, Editor

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