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Healthalicious Cooking

Learning about Food and Physical Activity

Introduction

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WELCOME TO HEALTHALICIOUS COOKING

One hundred years ago, lack of food, unsafe living conditions, and infections were significant health issues for children in the United States. Today these conditions affect relatively few kids. However, today's children face other equally serious health challenges. Poor diet, excess calories, and inadequate physical activity contribute to childhood obesity. Obesity increases the chances of developing type 2 diabetes, heart disease, and high blood pressure. Eating healthy foods and being physically active can help prevent these problems. A few small changes can make a really big difference and be fun, too!

To encourage kids to make a change, they may need to know more about the immediate benefits of a healthy diet and regular physical activity. Good nutrition promotes well-being and healthy growth in kids. Most kids need to consume more fruits, vegetables, and whole grains and fewer soft drinks and high-fat, high-sugar snack foods. Physical activity promotes the growth of bones and muscles, and it reduces stress. Kids need at least 60 minutes of physical activity each day.

An after-school program is a perfect setting to promote healthy living. By participating in *Healthalicious Cooking*, kids can

- learn important life skills that will help them make healthy food choices
- develop skills in food preparation, recipe reading, menu planning, and cleanup
- gain self-confidence in preparing food and meals
- try new foods among friends and family
- enjoy playing simple, physically active games



Healthalicious Cooking is a 6-week nutrition and physical activity curriculum, which was designed for and tested among kids ages 9 to 12 years old. The overall goal of this hands-on program is to have fun while preparing and eating healthy meals, learning about nutrition, and being physically active. To get the most out of this project, we encourage adult leaders to include the following in every lesson:

- active play or an active game
- a short, fun nutrition activity
- preparation, sharing, and cleanup of a meal
- time to reflect
- goal setting

Cooking is becoming a lost art. If possible, meet with parents before delivering the program to get their help. You may need help obtaining cooking supplies or borrowing equipment. If all food items are purchased, then an estimated \$35 to \$45 per lesson will be needed. Parents can also support your efforts by providing food or asking for food donations from local grocery stores or even farmers. Parents and caregivers are particularly encouraged to support the learning at home and participate wherever possible in the project activities. Involving kids regularly in planning, shopping, and preparing family meals is a great start.



BACKGROUND FOR ADULT LEADERS: WHAT YOU NEED TO KNOW

Lesson Guidelines for Interacting with Kids

Adults are an important part of this nutrition and physical activity program. Kids observe and learn from the behaviors and attitudes of those around them, especially adults! Let’s inspire the kids by setting positive examples. Here are guidelines to follow while working with kids during this program.

<i>Here’s how you can help</i>	<i>Examples</i>
Be a positive role model.	<ul style="list-style-type: none"> • Arrive on time. • Bring plain water instead of soda to the lesson. • Make positive comments about food. Say “That looks interesting” instead of “I hate green, leafy vegetables.” • Try all of the foods prepared, unless you have a food allergy. • Be enthusiastic. • Interact with all kids.
Use supportive language.	<ul style="list-style-type: none"> • Say what you want them to do, not what you don’t want them to do. For example: “When using the knife, cut away from you” rather than “Don’t cut towards yourself with the knife.” • Acknowledge effort. For example: “It’s great that you tried hula hooping,” rather than “John is the best at hula hooping!”
Assist the kids.	<ul style="list-style-type: none"> • Allow the kids to take the lead role. For example, kids are the “chefs.” Adults act as “assistants.” • Give kids an opportunity to learn and problem solve. Prompt them to brainstorm solutions instead of providing an immediate answer. • Ask questions. For example: “Does anyone have any ideas?”
Assist the adult leader.	<ul style="list-style-type: none"> • Ask the adult leader how you can help. This includes prelesson preparation. • Watch for any potential hazards in the kitchen.
Adapt activities to accommodate needs.	<ul style="list-style-type: none"> • Encourage kids to be physically active by substituting other age-appropriate activities. For instance, hula hoops, badminton, and hopscotch are other fun activities that this age group may enjoy. • Consider space, safety, kid preferences, and any disabilities in choosing alternative activities.
Allow kids to make their own decisions about food.	<ul style="list-style-type: none"> • Let kids serve themselves. • Encourage everyone to try new foods. • Encourage small portions to avoid wasting food. • Assure them that they can return for seconds if available.
Allow kids to take charge of cleanup.	<ul style="list-style-type: none"> • Have kids do the cleanup. The dishes may not be cleaned the way you like them, but the kids will learn from and be proud of their efforts.



COOKING WITH KIDS

In this curriculum, food preparation and a cooking activity are included in each lesson. Helping to prepare and cook foods is a great way for kids to learn about food preparation and cooking methods as well as trying nutritious foods. The following guidelines provide recommendations on how to safely lead the food preparation and cooking activities.

- Review all curriculum and background information related to cooking and food safety before leading the program. See the handout, “4 Easy Lessons in Safe Food Handling.”
- Arrange for facilities and equipment needed for the lessons. Location should ideally include
 - * separate sinks for washing hands and dishes
 - * a working oven, stove, and refrigerator (With certain modifications, a toaster oven can be used instead of an oven in Lesson 1.)
 - * ample counter space
 - * space and tables for serving and eating food
 - * space (can be outdoors) for an active game.
- Ask a teen or another adult to help—at least one teen or adult for every 10 kids.
- Check with the parents or caregivers for food allergies or restrictions. Change the recipe as needed.
- Copy and place the recipe where all can see it. Try writing it on a large paper and posting it.
- Gather the recipe ingredients and equipment before the kids arrive.
- Prepare some food ahead, depending on the recipe and time available for cooking.
- Set up one to two long tables so that kids can stand on either side. Clean or cover tables and other food preparation areas. A dilute bleach solution (1 teaspoon of bleach added to 1 quart of water) can be used to clean countertops. Remind kids to wipe counters before and after preparing food. (For equivalents between U.S. and metric systems of measurement, a conversion table is provided at the end of this publication.)
- Ask kids to tie back long hair or wear a scarf. Kids should remove loose clothing or wear an apron.
- Review proper hand-washing technique. Everyone, including adult leaders, washes hands. See Lesson 1: What You Need to Know about Hand Washing!
- Teach kids how to read a recipe. Go over the parts of a recipe, including
 - * serving size
 - * food preparation terms (mix, chop, slice, grate, peel)
 - * how to measure dry and wet ingredients
 - * the proper use of knives and kitchen equipment (Lesson 1 includes some activities that teach kids how to measure ingredients and how to follow recipes. Emphasize kitchen and food safety.)
- Teach kids to handle knives safely. Use a cutting board. Make sure there is at least an arm’s length distance between the person who is cutting and other people. Cut away from your body (not towards it). If you drop your knife, let it fall—don’t try to catch it. When passing a knife to another person, give him or her the handle, not the blade. Never run with a knife, throw a knife, or point a knife at anyone. When washing knives, keep them separate from other utensils and dishes.
- Review safe operation of electrical appliances. Keep cords away from aisles to avoid tripping. Dry hands thoroughly before plugging in cords. If a microwave oven will be used, put food in a microwave-safe container (never use metal). Never leave a hot stove unattended.
- Remind kids to use two potholders when handling hot pans and dishes. Pot handles should be positioned over the stove or counter (not over the aisle) to avoid spilling. Keep hot foods and liquids away from the edges of counters and table.
- Give each kid a job, and provide the proper equipment and space to work.
- Expect messes and be patient! Let the kids prepare the food and do the cooking. Your role is to guide them through the activity.
- Be sure to set aside enough time for kids to clean up.

Remember, cooking is an art. It takes time and practice to perfect it. If you are not comfortable or familiar with basic cooking techniques, enlist help from your county Cooperative Extension office or other local cooking expert (for example, school food service director). When starting out, it takes kids a while to learn how to crack an egg, use a vegetable peeler, or cook pizza until it is just right. Each lesson that you lead gives the kids a chance to learn a new skill.

Food handling safety risks at home are more common than most people think. The four easy lessons of

**CLEAN, SEPARATE,
COOK, and CHILL**

can help prevent harmful bacteria from making your family sick.

To find out more about food safety, visit **befoodsafesafe.org**.



For more information on food safety, visit

Harmful bacteria can make people sick.

befoodsafesafe.org



4 Easy Lessons in Safe Food Handling.

Clean. Bacteria can spread throughout the kitchen and get on hands, cutting boards, knives, and countertops. Frequent cleaning can keep that from happening.



- Wash your hands with warm water and soap for 20 seconds before and after handling food.
- Wash cutting boards, dishes, utensils and counter tops with hot soapy water after preparing each food item and before you go on to the next food.
- Consider using paper towels to clean up kitchen surfaces. If you use cloth towels wash them often in the hot cycle of your washing machine.
- Rinse fresh fruits and vegetables under running tap water, including those with skins and rinds that are not eaten.
- Rub firm-skin fruits and vegetables under running tap water or scrub with a clean vegetable brush while rinsing with running tap water.

Separate.

Cross-contamination is how bacteria spreads. Keep raw meat, poultry, and seafood and their juices away from ready-to-eat foods.



- Use one cutting board for fresh produce and a separate one for raw meat, poultry and seafood.
- Separate raw meat, poultry, seafood and eggs from other foods in your grocery shopping cart, grocery bags and in your refrigerator.
- Never place cooked food on a plate that previously held raw meat, poultry, seafood or eggs.

Cook. Even for experienced cooks, the improper heating and preparation of food means bacteria can survive.



- Use a food thermometer to measure the internal temperature of cooked foods. Make sure that meat, poultry, egg dishes, casseroles and other foods are cooked to the internal temperature shown in the chart.
- Cook ground meat or ground poultry until it reaches a safe internal temperature. Color is not a reliable indicator of doneness.
- Cook eggs until the yolk and white are firm. Only use recipes in which eggs are cooked or heated thoroughly.
- Bring sauces, soups and gravy to a boil when reheating.

Chill. Bacteria spreads fastest at temperatures between 40 °F and 140 °F, so chilling food properly is one of the most effective ways to reduce the risk of foodborne illness.



- Chill leftovers and takeout foods within 2 hours. Keep the fridge at 40 °F or below and use an appliance thermometer to check the temperature.
- Refrigerate or freeze meat, poultry, eggs and other perishables as soon as you get them home from the store.
- Never defrost food at room temperature. Food must be kept at a safe temperature during thawing. There are three safe ways to defrost food: in the refrigerator, in cold water, and in the microwave. Food thawed in cold water or in the microwave should be cooked immediately.

The Partnership for Food Safety Education

SAFE COOKING TEMPERATURES
as measured with a food thermometer

	Internal temperature
Ground Meat & Meat Mixtures	
Beef, Pork, Veal, Lamb	160 °F
Turkey, Chicken	165 °F
Fresh Beef, Veal, Lamb	
Medium Rare	145 °F
Medium	160 °F
Well Done	170 °F
Poultry	
Chicken & Turkey, whole	165 °F
Poultry parts	165 °F
Duck & Goose	165 °F
Stuffing (cooked alone or in bird)	165 °F
Fresh Pork	
Medium	160 °F
Well Done	170 °F
Ham	
Fresh (raw)	160 °F
Pre-cooked (to reheat)	140 °F
Eggs & Egg Dishes	
Eggs	Cook until yolk & white are firm
Egg dishes	160 °F
Seafood	
Fin Fish	145 °F flesh is opaque
Shrimp, Lobster & Crabs	flesh pearly & opaque
Clams, Oysters & Mussels	Shells open during cooking
Scallops	milky white or opaque & firm
Leftovers & Casseroles	165 °F



AN ADULT LEADER'S GUIDE TO CLEANUP

Cooking can be a fun but messy process. Cleaning up the mess correctly is as important for kids to learn as the cooking activity itself. As adult leader, you will guide kids through the cleanup process. In this curriculum, a kaper chart is used to organize the cleanup process. A kaper chart shows each kid's or group's job during cleanup, and it rotates the jobs each week. A copy of the kaper chart is included below and with each lesson. Use the following process to organize kids for cleanup:

- Introduce the kaper chart. Explain that it will be used to assign each kid or group of kids a cleanup job each week.
- Divide the kids into six groups for the duration of the project.
- If fewer than six kids are participating, divide the group and combine jobs on the kaper chart.
- Allow groups to pick a fun name to use for their group during this project.
- Get started with the cleanup process. Allow the kids to complete their assigned chores. Don't do the job for them!

Healthalicious Kaper Chart

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Set up	Group 1	Group 6	Group 5	Group 4	Group 3	Group 2
Wash up	Group 2	Group 1	Group 6	Group 5	Group 4	Group 3
Dry dishes	Group 3	Group 2	Group 1	Group 6	Group 5	Group 4
Wipe up	Group 4	Group 3	Group 2	Group 1	Group 6	Group 5
Put away	Group 5	Group 4	Group 3	Group 2	Group 1	Group 6
Sweep	Group 6	Group 5	Group 4	Group 3	Group 2	Group 1

Cleanup Chart

Cleanup job	Activity descriptions
Set up	<ul style="list-style-type: none"> • Set table with plates, cups, utensils, and napkins. • Put water and milk on the table. • Set up serving area with hot pads and serving utensils.
Wash up	<ul style="list-style-type: none"> • Wash pots, pans, cooking utensils, and dishes used for cooking. (Everyone should wash their own plates, utensils, and cups after eating.)
Dry dishes	<ul style="list-style-type: none"> • Dry and put away all pots, pans, utensils, and dishes used for cooking.
Wipe up	<ul style="list-style-type: none"> • Wipe and clean counters and serving area after cooking. • Wipe and clean tables after eating.
Put away	<ul style="list-style-type: none"> • Put away nonperishable food items.
Sweep	<ul style="list-style-type: none"> • Put away tables and chairs, if necessary. • Sweep and mop floors as needed.

EATING WITH KIDS

- Encourage kids to taste new foods but avoid forcing them to put foods on their plates or to eat a certain amount of food. Forcing kids to eat foods may teach them to dislike the food. When they see other kids eating and enjoying a new food, they will be more likely to try it. Positive peer pressure is the best influence on eating choices in a group setting. Lesson 2 introduces the New Food Taster's Club as a fun way to encourage kids to try new foods.
- Let kids stop eating when they are no longer hungry, even though there may be food left on the plate. Forcing kids to finish all the food on the plate may lead to overeating. To avoid wasting food, encourage kids to take a small helping first and then eat more if desired.
- Discuss serving size for each recipe. Ask the kids to take only one portion, according to each recipe, to make sure everyone gets served. Once everyone is served, a second helping may be taken. Recipes in this curriculum are designed for 10 people; thus, you may need to teach the kids how to adjust amounts for your group size. You may also want to be prepared to answer questions from kids or parents about the nutrient content of a serving. Check out the "Read It Before You Eat It!" handout. Food labels with serving size are included in the "Cooking and Eating" section of the lesson.
- Avoid using dessert or treats as a reward (e.g., promising ice cream if kids finish their salad).

If you offer dessert, there should be no strings attached. Food should never be a reward, as this may encourage overeating. Studies show that kids enjoy food more when dessert is not used as an incentive.

- Try not to schedule an enticing event after a meal. Kids will rush through eating to participate in an event.
- Sit and eat the meal with the kids.
- Review table manners ahead of time:
 - * No foul language.
 - * No complaints about the food.
 - * No spitting out food. (Show them how to discreetly spit into a napkin.)
- Offer only water, low-fat or nonfat milk, and 100 percent juice. Do not offer sugary beverages.
- Offer conversation topics, dinnertime games, or other appropriate activities if kids seem awkward during mealtime.

Eating experiences influence the food choices that kids make. Today, preparing home-cooked meals and eating together as a family are no longer priorities. This curriculum gives kids the chance to sit together with the group after meal preparation is completed and enjoy the meal. Eating together with their peers may give kids the incentive to try new and nutritious foods that were cooked during the meeting. Keeping the eating experience enjoyable and self-guided is part of your role as the adult leader.





READ IT *before you EAT IT!*

How many servings are you eating?



Nutrition Facts

Serving Size 1 cup (228g)
Servings Per Container 2

Amount Per Serving

Calories 250 Calories from Fat 110

% Daily Value*

Total Fat 12g 18%

Saturated Fat 3g 15%

Trans fat 0g

Cholesterol 30mg 10%

Sodium 470mg 20%

Total Carbohydrate 31g 10%

Dietary Fiber 0g 0%

Sugars 5g

Protein 5g

Vitamin A 4% • Vitamin C 2%

Calcium 20% • Iron 4%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

What food would have this Nutrition Facts label? Answer: Ice cream.*

Get What You Need!

Get LESS

5% or less is low
20% or more is high

Get ENOUGH

5% or less is low
20% or more is high



What's the Best Choice for You?

Use the Nutrition Facts Label to Make Choices

Plain Muffin
Nutrition Facts

Total Fat	12g	24%
Saturated Fat	3g	6%
Cholesterol	30mg	6%
Sodium	470mg	94%
Total Carbohydrate	31g	62%
Dietary Fiber	0g	0%
Sugars	5g	10%
Protein	5g	10%

Cheddar Doughnut
Nutrition Facts

Total Fat	12g	24%
Saturated Fat	3g	6%
Cholesterol	30mg	6%
Sodium	470mg	94%
Total Carbohydrate	31g	62%
Dietary Fiber	0g	0%
Sugars	5g	10%
Protein	5g	10%

Honey Graham Cracker
Nutrition Facts

Total Fat	12g	24%
Saturated Fat	3g	6%
Cholesterol	30mg	6%
Sodium	470mg	94%
Total Carbohydrate	31g	62%
Dietary Fiber	0g	0%
Sugars	5g	10%
Protein	5g	10%

Vegetarian Chili
Nutrition Facts

Total Fat	12g	24%
Saturated Fat	3g	6%
Cholesterol	30mg	6%
Sodium	470mg	94%
Total Carbohydrate	31g	62%
Dietary Fiber	0g	0%
Sugars	5g	10%
Protein	5g	10%

Peppermint Pops
Nutrition Facts

Total Fat	12g	24%
Saturated Fat	3g	6%
Cholesterol	30mg	6%
Sodium	470mg	94%
Total Carbohydrate	31g	62%
Dietary Fiber	0g	0%
Sugars	5g	10%
Protein	5g	10%

Pork Loin (Thin, Roasted)
Nutrition Facts

Total Fat	12g	24%
Saturated Fat	3g	6%
Cholesterol	30mg	6%
Sodium	470mg	94%
Total Carbohydrate	31g	62%
Dietary Fiber	0g	0%
Sugars	5g	10%
Protein	5g	10%

Lowfat Milk, 1%
Nutrition Facts

Total Fat	12g	24%
Saturated Fat	3g	6%
Cholesterol	30mg	6%
Sodium	470mg	94%
Total Carbohydrate	31g	62%
Dietary Fiber	0g	0%
Sugars	5g	10%
Protein	5g	10%

Orange Juice
Nutrition Facts

Total Fat	12g	24%
Saturated Fat	3g	6%
Cholesterol	30mg	6%
Sodium	470mg	94%
Total Carbohydrate	31g	62%
Dietary Fiber	0g	0%
Sugars	5g	10%
Protein	5g	10%

Orange Juice, Plus Calcium
Nutrition Facts

Total Fat	12g	24%
Saturated Fat	3g	6%
Cholesterol	30mg	6%
Sodium	470mg	94%
Total Carbohydrate	31g	62%
Dietary Fiber	0g	0%
Sugars	5g	10%
Protein	5g	10%

*Answer: Box of macaroni and cheese.

How do your choices stack up? This combination of foods and amounts meets the MyPyramid food group recommendations for about 2,000 calories a day. The photos show approximate serving sizes from the five major food groups of the MyPyramid. This combination of food choices shows the servings from the Pyramid for an older child, or teen girl, for one day. Teen boys may need more servings of foods.

teamnutrition.usda.gov

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GET KIDS INTERESTED BY ASKING OPEN QUESTIONS

Why ask open questions?

Asking open questions makes people think about what they are doing and reflect upon their actions.

What are the characteristics of an open question?

An open question

- gives you the opinions and feelings of the respondent
- cannot be answered with a “yes” or “no”
- often begins with the words “*What,*” “*Why,*” “*How,*” “*Explain,*” “*Describe,*” and “*Tell*”
- does not have one correct answer
- hands control of the conversation over to the respondent

Additional Resource

Sigman-Grant, M. 2004. Facilitated dialogue basics: A self-study guide for nutrition educators. University of Nevada Cooperative Extension website, www.unce.unr.edu/publications/files/hn/2004/sp0421.pdf.

Sample Open Questions

Tell us about what you’re doing.

Describe what you see.

What other ways could this be done?

What things would you change? *Why?*

How could this be improved?

How can we do this differently?

What other options do you have?

How could you figure that out?

How would you go about doing that?

Tell us about any other ideas that come to mind.

What do you think about that?

What would you recommend? *Why?*

How would you rate this?

What happened?

What did you experience?

How did you feel about . . . ?

What did you find difficult? Easy? Interesting? *Why?*

What did you learn about yourself?

What was important about what you did?

How does this fit into the bigger picture of your life?

How can this activity or experience be useful?

How can you use what you learned someplace else?

Have you had any similar experiences? Explain.

How will you act differently as a result of this activity?

A FEW WORDS ABOUT EVALUATIONS

Healthalicious Cooking includes many opportunities for the adult leader and the kids to evaluate how well the lesson is going and what the participants—kids and adults—are learning. Some informal ways to evaluate learning include

- asking open questions after eating the meal
- giving the kids and adults a chance to do their Quick Writes
- asking about behavior changes during the follow-up discussion on goal setting
- having kids perform a self assessment of their cooking skills before and after the cooking activity
- observing whether kids can perform the skill, such as measuring ingredients or organizing the steps of a recipe in the correct order
- observing and tallying the number of new foods that the kids try, either in class or at home, as a result of the lessons

Some adult leaders may want or need more formal ways to evaluate outcomes. In this section, we include sample questions that may be used with this curriculum in a pre-post test manner. The questions related to knowledge (“What do I know about food and cooking?”) can also be used individually with the related lesson. For example, the adult leader might ask the “Question of the Night” before starting the lesson and again at wrap-up time, recording—by a show of hands—the kids’ responses. Kids can then receive immediate feedback and reinforcement on their responses. A sample self-assessment tool, titled “How Do You Rate Your Cooking Skills?,” is also included. This self-assessment tool can be used by kids to assess their cooking skills before they begin cooking and once they are finished.

We encourage adult leaders to take advantage of multiple opportunities to gauge how well the lessons are going and to make ongoing adjustments to meet the kids’ needs. Please see the sample evaluation questions on the following pages.

Additional Resource

Advances in youth development: Research and evaluation from the University of California Extension (2001–2010). UC Cooperative Extension Community Nutrition website http://ucanr.org/sites/comnut/Research_Projects/Past/Timothy_Matthiessen/. A more detailed discussion of the *Healthalicious* pilot program evaluation can be found here.



Evaluation Form

Chef's name: _____ Age: _____

County: _____ Circle: Boy / Girl

Date of first class: _____

Which of the groups do you consider yourself to belong to?

(Check all that apply)

- White / Non-Hispanic
- Latino / Hispanic
- African-American
- Asian-American
- American Indian
- Other: _____

About Me

1. How much do you like to try new foods?

- A lot
- A little
- Do not like to try new foods
- Really do not like to try new foods
- Don't know

2. How much do you like to cook?

- A lot
- A little
- Do not like to cook
- Really do not like to cook
- Don't know—have never done it

3. How much do you like to wash dishes?

- A lot
- A little
- Do not like to wash dishes
- Really do not like to wash dishes
- Don't know—have never done it

4. How would you rate yourself as a cook?

- Great!
- Good
- Okay
- Not so good
- Don't know—have never tried cooking

What I Do

Statements 1 to 4 below are about the foods and beverages you eat and drink. Think about the last week and pick the best answer.

1. I drink milk with dinner.



- Every day
- Most days
- Sometimes
- Not very often
- Never

2. I eat more than one kind of vegetable.

- Every day
- Most days
- Sometimes
- Not very often
- Never



3. I eat more than one kind of fruit.

- Every day
- Most days
- Sometimes
- Not very often
- Never



4. I drink sweetened beverages like soda, sports drinks, or Kool-Aid.

- Every day
- Most days
- Sometimes
- Not very often
- Never



5. I helped prepare a meal at home last week.

- Every day
- Some days
- At least one time
- Not at all

6. I prepared a snack at home last week.

- Every day
- Some days
- At least one time
- Not at all

What I Know about Food and Cooking

1. What is the best way to get your hands really clean?
 - Rinse them with cold water.
 - Wash them with soap and warm water.
 - Rinse them with hot water.
 - Use hand sanitizer.
2. Washing your hands before cooking keeps you from getting sick.
 - True
 - False
 - Not sure
3. Which MyPyramid food groups are in a meal of cheese pizza and orange juice?
(mark all that apply)
 - Grains
 - Vegetables
 - Fruit
 - Milk
 - Meat and beans
4. MyPyramid can be used as a guide to plan a balanced meal.
 - True
 - False
 - Not sure
5. Which of the following is not a whole grain?
 - Popcorn
 - Whole wheat bread
 - White rice
 - Oatmeal
 - Brown rice
6. Which of the following is **not** a physical activity?
 - Playing a relay game
 - Playing soccer
 - Dancing
 - Watching TV
 - Walking to school
7. Kids need at least an hour of physical activity every day to be healthy.
 - True
 - False
 - Not sure
8. You can use color to choose a variety of fruit and vegetables every day.
 - True
 - False
 - Not sure



How Do You Rate Your Cooking Skills?

A Self-Assessment

ACTIVITY QUESTIONS

How hot are your cooking skills? Are they boiling or just lukewarm?

Key Point

Cooking skills improve over time. Just like sports activities, the more practice you have cooking, the better your cooking skills get.

Materials

- “Rate Your Cooking Skills” self-assessment handout
- pencils or pens, one for each kid

Activity Note

This activity takes places in two parts: before kids begin cooking and after they finish cooking.

Preparation

1. Look over self-assessment handout.
2. Make copies of the “Rate Your Cooking Skills” form, one per kid.

Procedure

1. Adult leader distributes the “Rate Your Cooking Skills” self-assessment form to kids.
2. Kids complete the self-assessment to show how they feel about their cooking skills before and after the cooking activity.
3. Adult leader explains that the kids’ cooking skills will improve with practice.

The more you cook, the more your skills will improve.

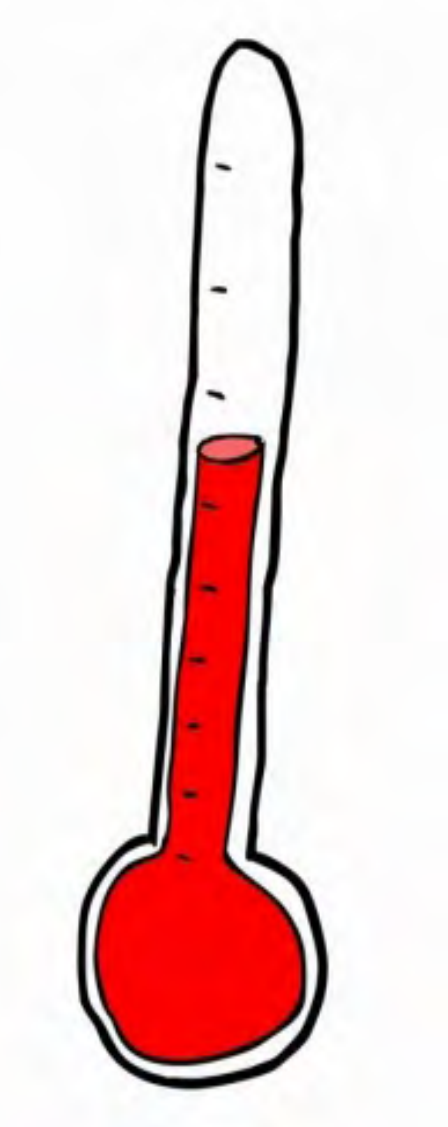
4. Kids put their self-assessment forms into the Quick Write binder.

Rate Your Cooking Skills!

A Self-Assessment

How hot are your cooking skills? Are they boiling or just lukewarm?

Mark where your cooking skills are (in the "before" column) before the first lesson. Then mark how much your cooking skills have improved (in the "after" column) after the last lesson.

Before	Boiling Hot	After
		
		Lukewarm

By our last lesson, your cooking skills should reach the boiling point!



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MEASUREMENT CONVERSION TABLE

U.S. customary	Conversion factor for U.S. customary to metric	Conversion factor for metric to U.S. customary	Metric
teaspoon (tsp)	4.93	0.20	milliliter (ml)
tablespoon (tbsp)	14.79	0.06	milliliter (ml)
ounce (oz)	28.35	0.035	gram (g)
fluid ounce (fl oz)	29.57	0.03	milliliter (ml)
cup (c)	236.59	0.004	milliliter (ml)
quart (qt)	0.95	1.06	liter (l)
gallon (gal)	3.785	0.26	liter (l)
pound (lb)	0.454	2.20	kilogram (kg)
inch (in)	2.54	0.39	centimeter (cm)
foot (ft)	0.305	3.28	meter (m)
yard (yd)	0.91	1.09	meter (m)

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