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Now You're Cooking!



Simply Good Eating
Now You're Cooking!

Adapted from the *Simply Good Eating* curriculum (1997)
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The Nutrition Education Programs are a collaborative that draws on resources of the University of Minnesota Extension Service and the Department of Food Science and Nutrition, the Minnesota Department of Human Services, the USDA, counties, and local agencies and community groups.

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Nutrition Education Programs
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*For additional information on how to use this curriculum,
please refer to the **Simply Good Eating User's Guide**.*



Simply Good Eating: Now You're Cooking!
Don't Be Sorry: Keep Food Safe



Simply Good Eating: Now You're Cooking! Don't Be Sorry: Keep Food Safe

The goal of this lesson is to discuss basic food safety issues, including proper food handling, preparation, and storage.

Basics of Food Safety

- Keep insects and bugs away from foods.
- Wash hands thoroughly and often before and during food preparation.
- Always use clean utensils when preparing food. Be sure to use clean cloths.
- Wash all utensils, including can openers, after each use.
- Use proper containers for microwaving or storing foods.
- Cook foods to proper temperatures.
- Use food thermometers to verify that foods have been cooked to proper temperatures.
- Make sure to store food at safe temperatures.

Learning Objectives

After completing this lesson, participants will be able to:

1. Describe why washing hands is important, and demonstrate the right way to do so.
2. Describe how to handle and store leftovers.
3. Discuss how long perishable foods can be stored and still remain safe.
4. Find and understand at least one kind of date label on a product (e.g., expiration date, “use by” date, etc.).
5. Describe at least one type of microwave-safe cooking container.
6. Describe how to handle and clean dishes and utensils to avoid spreading bacteria.

Instructional Activities

The following activities can be used with either individuals or groups. Complete descriptions are included in the activities immediately following this chapter. Facilitators are encouraged to provide handouts for the activities you do not have time to complete.

1. The Safe Kitchen: What's Wrong with This Picture?
2. Food Safety at the Grocery Store
3. Storing, Washing, and Handling Fresh Fruits and Vegetables
4. You're Cooking Now: The Right Temperature
5. Safe Food Storage
6. Microwaving Safely
7. A Little Soap Goes a Long Way
8. Safety with Dishes and Utensils
9. Cooling Leftovers Quickly
10. Questions for the United States Department of Agriculture (USDA) Meat and Poultry Hotline

Conclusions

See individual activities for specific topics.

Check for Understanding and Behavior Change

See individual activities for specific topics.

References and Resources

Complete references and additional resources for each activity are listed at the back of this unit.

Introduction:

Before beginning any of the activities in “Don't Be Sorry: Keep Food Safe,” introduce the topic with the following:

Ask participants: Remember the last time your stomach was upset? You may have also felt dizzy, and your muscles may have ached. You probably thought, “Oh, it's just the flu.” Would you be surprised to learn that, in many cases, it was actually something that you ate?

Tell participants: Just as food provides the right nutrients for people to grow and thrive, food also has the nutrients that bacteria need to grow and thrive. Food that has not been cooked, cooled, served, or stored properly can become contaminated with bacteria. When someone becomes sick from eating contaminated food, we refer to this as food-related illness, or food poisoning.

Safe food handling, including cooking, cooling, serving, and storage practices, helps prevent food poisoning. Food-related illness can result from many types of foods, if they have been mishandled, such as prepackaged foods, foods prepared at home, and foods prepared away from home. Cooking food properly, cooling and storing foods at proper temperatures, maintaining a clean cooking area, wearing clean clothes, and washing our hands when preparing food can help protect against food-related illnesses.

Tell participants: Six simple, but important, things to remember in preventing food-related illnesses are:

1. Cook foods to temperatures that will kill most bacteria.
2. Keep hot foods hot and cold foods cold.
3. Remember the two-hour rule. Foods that are food safety risks should not be kept at room temperature for more than two hours. (This includes foods that can be eaten raw and are not often seen as risks, like fruit or vegetable salad.)
4. Don't spread bacteria from one food to another food (also referred to as cross-contamination). Separate raw foods from cooked foods.
5. Wash hands and equipment in hot soapy water often, especially after preparing raw meat, poultry, seafood, or eggs.
6. When in doubt, throw it out.

Activity 1

The Safe Kitchen: What's Wrong with This Picture?

Purpose:	To teach participants how to identify potential food and kitchen safety hazards.
Materials needed:	Handout: <i>Food Safety at Home Participant Handout</i> (English: MI-07225 or Spanish: MI-07224); a <i>Food Safety at Home Poster</i> (English: MI-07227 or Spanish: MI-07226) is also available, and can be used with the participant handout, if desired; erasable markers and tissue for erasing; flipchart or writing board; pens/markers or chalk.
Estimated time:	30 – 45 minutes

Before the Session

Select the appropriate *Food Safety at Home Participant Handout* and *Food Safety at Home Poster* (can be used together) for English or Spanish-speaking audiences. The handout and poster are drawings that include several food and kitchen safety hazards. The laminated posters should be returned after the session for re-use, but participants may take the participant handout with them. Follow the directions and explanations of hazards on the poster or form in the steps below.

Note: *An electronic file of the Spanish translation of “Explanation of Food Hazards” from the Food Safety at Home Training Guide (from which the “Explanation of Hazards” section of this activity is adapted) is available for download. Go to the University of Minnesota Extension Service Health & Nutrition Programs website at <http://www.extension.umn.edu/Nutrition/>*

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. Introduce the topic: **Tell participants:** You can get sick from not handling or taking care of your food properly. Safe food handling, including proper cooking, cooling, serving, and storage practices, helps prevent food-related illness (food poisoning). Food-related illnesses can result from just about anywhere: foods that are already packaged, foods you make at home, and foods prepared away from home. Cooking and storing your food properly, keeping your cooking area clean, and keeping yourself clean can help protect against food-related illnesses. These can be very serious, especially for older people, pregnant women, young children, and people with weakened immune systems. The focus of this lesson is to show what can be done to prevent these problems.

Note: *For more activities directed to children, refer to **Simply Good Eating for Moms and Kids**: “Food Safety for Kids.”*

2. Tell participants that almost everyone has experienced at least one food safety problem related to food storage and disposal. Ask about their own experiences with food safety and what might have caused the problem (allow 5-10 minutes).

Ask participants if they can think of any other food safety issues that weren’t mentioned. Perhaps mention rodents or insects, or foods that were stored next to household cleaners, not washing hands after cracking an egg, etc.

3. Give each participant a copy of the poster and the participant handout (and an erasable marker and tissue). If you use the poster, ask participants to work together in groups of two or three.
4. Tell participants that the scene contains possible food safety hazards, and ask them to see how many they can identify. Ask them to explain why they believe each situation presents a hazard and how the situation should be corrected.
5. After identifying as many hazard areas as possible, review the areas with the participants. Give participants the participant handout and discuss, using the “Explanation of Hazards” below as a content resource. If a non-hazard has been identified, explain why this is not a potential problem.

Explanation of Hazards

Female food preparer tasting food

- Germs can be carried from your mouth to food. If you are sick or carry germs, people eating the food may get sick. This is especially true for food that is not going to be cooked before someone else eats it.
- Use a clean spoon or fork every time you taste food you are preparing.

Child preparing snack

- Hands that are not washed carry germs to plates, utensils, and food.
- Wash your hands after going to the bathroom or after touching pets, hair, skin, dirty clothes, or equipment.
- Wash your hands with soap and warm running water for 20 seconds, then rinse them and dry them with a clean towel.

Note: For additional activities directed to children, refer to **Simply Good Eating for Moms and Kids:** “Food Safety for Kids.”

Houseflies flying over open wastebasket

- Flies, cockroaches, and other insects can carry germs from garbage or other dirty places to food. People who eat that food can get sick.
- Keep garbage covered.
- Use screens on windows and doors to prevent insects from coming into your home.
- Use approved insect sprays to spray in cabinets and around walls. Don’t spray on food or surfaces where you prepare food.

Opened carton of milk left out of the refrigerator on the counter. This has been on the counter for over two hours.

- Food bought at the grocery store from a refrigerated case and cut fruits and vegetables can spoil when left out of the refrigerator for more than two hours.
- Throw away these foods if they are left out two hours or more. Germs that could make you sick may have grown in these foods.
- Keep refrigerators as cold as possible without freezing fresh fruits and vegetables (40°F). This slows down the growth of germs.
- Be sure to thaw frozen raw meat, poultry, and fish in the refrigerator. This keeps germs from growing on the surface of the meat while the center thaws. (You may want to allow 24 hours for every five pounds of food.)
- Put thawing meats on a plate or bowl to prevent dripping, and place on the bottom shelf, or below foods that won’t be cooked (like cheese or watermelon), to reduce the risk of contaminating other food in the refrigerator.

Dirty spots in kitchen (dirt on refrigerator)

- Germs from dirty surfaces—sinks and countertops—may spread to food.
- Clean kitchen equipment when it is dirty and after using, including refrigerator doors, cabinet doors and handles, oven tops, burner knobs, can openers, scissors, and knives.
- Dirty countertops may spread germs to foods placed on them. Clean fruits and vegetables that are put in a dirty sink or on a dirty counter may pick up germs.
- Clean sinks and counters with dish soap and water before and after preparing food.

Dirty, rumpled dishcloth on counter near sink

- A dirty dishcloth, sponge, or towel spreads germs to counters, utensils, hands, and food. This could make you sick.
- Use a clean dishcloth, dish towel, and hand towel at the start of each day. Use one towel for drying hands and another towel for drying clean dishes.
- Use a separate cloth or paper towel to clean up floor spills or other messes.

Cutting board with raw poultry and fresh vegetables

- Germs from cutting boards may be spread to other food.
- Wash cutting boards thoroughly with hot, soapy water after touching raw meat, poultry, and fish. Rinse well before using to slice or cut washed fresh fruits and vegetables.

Leftovers on stove. After being cooked, this food was left on the stovetop for over two hours.

- Do not keep cooked food at room temperature for more than two hours. Germs may grow in warm and improperly cooked food.
- Move leftovers to a shallow pan or small containers to cool the food quickly. Then place it in the refrigerator. This slows the growth of germs that may be in the food after serving. Use clean spoons or other utensils to serve and move food to other pans or plates.
- Cook foods properly, especially those containing raw meat, poultry, seafood, and eggs. These foods should be hot and steaming, not raw or uncooked in the middle.
- Use pans and pots that have been approved for use with food. Some pottery has lead in its clear shiny coating. Lead can make people, especially children, very sick.

Dirty dishes in sink

- Unwashed dishes with food and water on them are great places for germs to grow. These germs may spread to nearby food from dirty utensils, splashes of water, or from food touching the dirty sink.
- Wash dishes right after using them. If you have to wait, rinse the dishes to remove food. Then, stack and place the dishes away from the food preparation area until they're washed.

Unwashed produce, salad in bowl, or fruit

- Unwashed produce may have germs on its leaves or peels. Wash, drain, and store most fruits and vegetables in a clean container in the refrigerator. Do not return them to the bags or packages they were in when you brought them home from the store.

Diapered baby, held by woman in area next to food preparation area

- Germs from a baby's bottom or dirty diapers may be carried to hands, dish or floor cloths, counters, and equipment. From there, the germs may spread to food. Whoever eats the food could get sick.

- Do not change diapers in areas where you prepare food.
- Wash your hands thoroughly after changing a diaper (see Activity #7, “A Little Soap Goes a Long Way”).
- Dispose of dirty diapers in a closed trash container.

Containers of food stored under sink

- Eating or drinking household cleaners or food containing them can make people sick.
- Always store foods away from bleach, cleansers, detergents, and other household cleaners, so these won’t get into food. These products can make you sick.
- Keep cleaning products out of the reach of children to make sure they don’t eat or drink them by mistake.

Open food container with lid off and leaning on side

- Open packages of dry food may attract insects that carry germs, let in germs from other food, or get wet, which helps germs to grow.
- Close open packages of food or move the food to a clean, dry jar or plastic container that can be closed and labeled with its contents and date stored.

Raw eggs stored on counter

- Raw eggs may contain germs that can make you sick. Store eggs in the refrigerator to slow the growth of germs.
- Cook eggs until both the whites and the yolks are not runny. This kills any germs that may be in the eggs.
- Wash your hands, utensils, and work areas after using eggs or foods made with eggs.

Lead Glaze on Pottery (found in Spanish version only). Refer to leftovers on stove.

Cat near food preparation area (found in English version only)

- Pets may have germs that can be spread to food.
- Keep pets away from places where you prepare food.
- Wash your hands after playing with pets.

6. Tell participants that in some cultures, it is acceptable to sift a few small bug parts out of foods like flour. For example, the flour may be frozen, and then sifted. However, never eat foods in which cockroaches have been found. Roaches and other insects that live in sink drains or feed on garbage can carry bacteria with them and contaminate foods.
7. Ask participants for further comments about the picture. Also, ask for their ideas on other potential food safety hazards that can occur. Some examples:
 - Dish towels slung over shoulder for other purposes, or not washed frequently.
 - Combs, brushes, etc., left out on kitchen counters.
 - Baby high chairs that are not cleaned after each feeding.
 - Babies being fed directly from baby food jars. The bacteria in their mouths get transferred to the jar of food and can grow even as the leftover baby food is refrigerated.
 - Use different cutting utensils for raw meats. Using the same utensils for raw and cooked foods can cause “cross contamination.” The bacteria from raw foods will get on cooked foods and grow.
 - Wash can openers after each use.
 - Also, wash tops and sides of cans before opening them, to wash away any bacteria, especially if food is not to be heated or cooked.

Conclusions

Tell participants:

1. People, animals, raw food, and kitchen equipment carry germs that can get into and grow in food. These germs, when eaten, make people sick.
2. Cleaners and lead that end up in food are also harmful.
3. Participants can help keep their families healthy by practicing the suggestions on food hazards and handling offered in this activity.
4. Encourage participants to go home and check their kitchens for the hazards just discussed, using the NCR form or the participant handout as a reference.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants: What changes do you plan to make to reduce food hazards and reduce the spread of germs in your kitchen and home?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) “Can Your Kitchen Pass the Food Safety Test?” (2) *Food Safety at Home (CD Rom)*; (3) *Food Safety at Home Training Guide*; (4) *Food: How Safe is Safe?* (5) *Insect Pests of Stored Foods – Your Safe Home (Spanish/English)*; (6) *Simply Good Eating for Moms and Kids: “Food Safety for Kids”*; (7) *Food Safety at Home Participant Handout (English)*; (8) *Food Safety at Home Participant Handout (Spanish)*; (9) *Food Safety at Home Poster (English)*; (10) *Food Safety at Home Poster (Spanish)*.

Activity 2

Food Safety at the Grocery Store

Purpose:	To teach participants to recognize and understand dates on food labels and food packaging.
Materials needed:	Handout: “Package Dates and Tips for Selecting Food”; package label examples of “sell by” dates (dairy products, eggs, or sandwich meats), “best if used by” dates (peanut butter, packaged potato or rice mixes, or macaroni and cheese), “use by” dates (infant formula), and closed or coded dates (canned fruits and vegetables, canned meats and fish, or crackers); flipchart or writing board; pens/markers or chalk.
Estimated time:	15 – 20 minutes

Before the Session

Gather examples of package labels that indicate “sell by,” “best if used by,” “use by,” and closed or coded dates, to show participants what to look for when shopping for perishable foods.

Note: *As you are gathering sample products, you will notice that the types of dates (“sell by,” “best if used by,” etc.) are not always used consistently on similar products. For example, baby foods may have the words “best if used by” followed by a date, or they may just show a date without any words. For the examples described, we have tried to include foods that tend to be more consistent with how they are dated, but you will likely find variations, since in many cases package dating is voluntary.*

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. Ask participants what food safety issues are important to remember at the grocery store and write these on the board, or discuss.
2. **Ask participants:** Have you noticed the dates that sometimes are found on food packages? On what foods have you found dates? What do you think the dates mean? **Tell participants:** Today we are going to talk about the dates that we often find on food packages and what the dates mean.
3. **Tell participants:** The dates found on food packages can give us some clues to help us decide how fresh a food is. However, in most cases, the dates on foods are not required, and manufacturers provide the dates voluntarily. While a number of states have their own laws requiring dates on particular types of food, the federal government requires product dates only on infant formulas and some baby foods. In addition, there is no uniform or universally accepted dating system in the United States. For example, there are no laws that state that a manufacturer must put a “sell by” or “use by” date on a food. Most often, the manufacturer may decide to place a date on the food to help consumers know when to use the product for the best **quality**. In most cases, they are **not** intended to be an indicator of food safety.

In Minnesota, manufacturers of perishable food products are required to print quality assurance dates on the packages. Food can be sold after the date indicated as long as it is wholesome. However, for foods that need to be refrigerated, the further past the date on the package, the greater the risk that cold-tolerant bacteria have grown in the product.



4. Give participants the “Package Dates and Tips for Selecting Foods” handout. **Tell participants:** I will show you some examples of food packages and the types of dates that you will often find. However, remember that manufacturers are providing dates for many foods voluntarily. In most cases, the dates are provided to help us use foods for best quality, freshness, and taste. They are not intended to indicate food safety. Also, when we compare foods, we may find two similar food products with the dates shown in different ways. For example, some foods will have the words “sell by” or “best if used by” followed by a date, while others will show just a date.
5. Show participants the sample packages for dairy products, eggs, or sandwich meats. **Tell participants:** The “sell by” date is sometimes referred to as a “pull date.” This date tells the store how long to display the product for sale. Consumers should not buy the product after this date. The label might also say, “not to be sold after the date shown” or “do not sell after the date shown” or “last date of sale.” The dates shown on packages for cold cuts, ice cream, milk, yogurt, cream, packaged salad mixes, fresh eggs, and refrigerated dough are pull dates, even when there are no additional words or statements with the date. Use these foods within seven days after opening them, to ensure freshness and safety.
6. Show participants the sample packages for peanut butter, packaged potato or rice mixes, or macaroni and cheese. **Tell participants:** The “best if used by” (or “best if used before”) date is sometimes referred to as a “freshness date.” This date tells consumers how long the manufacturer estimates the product will keep its best flavor or quality. Keep in mind that this date is not intended to ensure safety. You may find this type of date on peanut butter and packaged mixes, such as rice or potato mixes or macaroni and cheese.
7. Show participants the sample package for infant formula. **Tell participants:** The “use by” date tells consumers the last date that is recommended for using the product. The manufacturer determines this date. This type of date is found on infant formulas, and may be used on other foods that need refrigeration after opening, such as salsa. Use infant formulas within 24 hours after mixing them. Use salsas and other foods that need refrigeration within seven days after opening.
8. Show participants the sample packages for canned fruits and vegetables, canned meats and fish, or crackers. **Tell participants:** Some products may have a set of numbers that may include a date, and is used by the manufacturer to track inventory, rotate stock, or locate the product under suspicion of a problem. These numbers are referred to as closed or coded dates. Closed or coded dates are often found on canned fruits and vegetables, canned meats and fish, crackers, and cookies. These dates do not indicate whether a food is still fresh.
9. Using the handout, review the following general tips when selecting foods:
 - Look for clean and undamaged packages.
 - Check the dates shown on the package. Usually, refrigerated foods can still be eaten for up to one week beyond the date shown, but this length of time could be less if the food was not refrigerated properly at some point.



- Cereals are safe to eat beyond the date shown on the box. Over time, however, some of the nutrients may be lost, and cereal may become stale.
- Check breads, sandwich buns, and other bread products for signs of mold growth if they are past date. Refrigerate or freeze bread products to extend their shelf life.
- Wait until last to buy foods that should be refrigerated or frozen, and refrigerate or freeze within 30 minutes. If the food will be in your car longer than 30 minutes, store it in a carry-along cooler.

Conclusions

Tell participants: The dates on food packages provide information about the freshness of the foods we buy. While these dates may indicate when to use a product for freshness or best quality, they do not indicate when a food is no longer safe to eat. Other factors can influence a food's tendency to spoil, including whether the food has been stored at correct temperatures, both at the grocery store and at home.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. List the ideas on the flipchart or writing board.

Also ask participants:

1. What changes will you make in how you buy foods to ensure that the foods you buy are fresh?
2. What factors will you consider? (*Examples include the condition of the packaging, dates on the package, and the type of food, such as dairy products or other refrigerated foods, where spoilage can occur more readily, vs. cereals, where spoilage is not a concern.*)

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) “‘Use-By/Sell By’ Dates on Food”; (2) “Food Freshness and ‘Smart’ Packaging”; (3) *Starting a Food Business in Minnesota (2001)*; (4) *The A to Z Comprehensive List of Terms*.

Activity 3

Storing, Washing, and Handling Fresh Fruits and Vegetables

Purpose:	To guide participants in storing, washing, and handling fresh fruits and vegetables, to maximize keeping qualities and reduce risk for spoilage.
Materials needed:	Handout: “Storage of Fresh Fruits and Vegetables”; examples of fresh fruits and vegetables for demonstration purposes, including some with a wax coating (apples, cucumbers), some with a thick peeling or rind that is removed before eating (melons, bananas), others with a thick skin that could be scrubbed or peeled (carrots, potatoes), and any other fruits or vegetables that are “in season” (such as berries that are more fragile, including strawberries or blueberries); example of a commercial fruit/vegetable wash product; flipchart or writing board; pens/markers or chalk.
Estimated time:	15 – 20 minutes

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week's session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today's lesson: briefly explain its purpose and some of the activities.

1. **Tell participants** that how we handle and store fresh fruits and vegetables can make a big difference in how well they maintain their freshness or how soon they begin to spoil. **Tell participants:** Fresh produce has a natural protective coating that keeps in moisture and freshness. Washing fresh produce removes this protective coating. Whether produce comes from your garden or from the store, it should always be washed just before serving. Washing before storing produce will cause it to spoil faster. Berries are especially fragile and tend to spoil soon after being washed.
2. **Ask participants:** Why does some produce, such as apples and cucumbers, arrive at the store with a wax coating? **Tell participants:** Waxes are applied to help retain moisture, which keeps the produce firm and crisp. Since the United States government regulates waxes for safety, they are not harmful if eaten. Waxes cannot be removed by washing. If you prefer not to consume waxes, purchase un-waxed items or peel the produce before serving.
3. **Ask participants:** Should we be concerned about pesticide residues? **Tell participants:** Recent government data shows that almost all fresh fruits and vegetables have some pesticide residues, but these are below established tolerance levels.
4. Show participants how to wash fresh produce. Demonstrate the following points with the examples of fruits and vegetables that you have brought to the educational session:
 - Before working with any foods, wash hands with soap and water, and make sure that preparation areas, including countertops and cutting boards, are clean.
 - Wash fruits and vegetables under clean, running water. Rub the fruits and vegetables briskly with your hands to remove dirt and surface bacteria.
 - Wash produce just before serving, not before storing. Washing will cause stored produce to spoil faster.
 - Produce with a firm skin or hard rind, like carrots, potatoes, melons, or squash, may be scrubbed with a vegetable brush and water.
 - Discard the outer leaves of leafy vegetables such as lettuce and cabbage before washing.
 - Always wash fruits or vegetables with a peeling, such as bananas, squash, oranges, and melons, even if you don't eat the rind or skin. When these foods are cut or peeled, dirt or bacteria that is on the outer surface can be transferred to the inner flesh.
 - **Do not** wash produce with detergent or bleach solutions. Fruits and vegetables are porous and can absorb the detergent or bleach, which is not intended for use on foods. Consuming them on fruits and vegetables could make you sick.
5. **Tell participants** that commercial produce sprays or washes are available in some supermarkets. These are currently being studied, and in some cases may help remove some soil, surface bacteria, and pesticides. However, the Extension Service, the United States Department of Agriculture, and the United States Food and Drug Administration do not recommend these sprays or washes. **Tell participants** that while no washing method completely removes or kills all germs that may be present on the produce, washing produce with tap water is usually adequate.



6. Give participants the “Storage of Fresh Fruits and Vegetables” chart and explain that it can help them determine how to store particular fresh fruits and vegetables. (Using the fresh fruits and vegetables you have brought as examples, describe where and how to store to maintain quality.)

Conclusions

Tell participants: How we handle and store fresh fruits and vegetables can make a difference in how well they maintain their freshness or how soon they begin to spoil. Washing fruits and vegetables removes a protective coating that helps to maintain freshness, so it’s best to wash produce just before eating, not before storing. Wash produce under clean, running water, rubbing it briskly to remove dirt and surface bacteria. Do not clean fruits and vegetables with detergent or soap solutions, as they can be absorbed through porous openings in fruit and vegetable skins. Commercial produce washes are usually not necessary.

Check for Understanding and Behavior Change

Ask participants to state one idea that they have learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants: What changes do you plan to make in how you handle and store fresh fruits and vegetables?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

- (1) *Food Storage Guide . . . Answers the Question: “Refrigerator/Freezer Storage Chart”*;
- (2) *Food Storage Guidelines for Consumers*; (3) “Wash Fruits and Vegetables – Why and How.”

Activity 4

You’re Cooking Now: The Right Temperature

Purpose:	To teach participants how to identify appropriate temperatures for storing and preparing food.
Materials needed:	Handouts: “Temperature Is Important for Food Safety Worksheet,” “Recommended Cooking Temperatures,” “Cooking Foods Properly and Thoroughly”; flipchart or writing board; pens/markers or chalk.
Estimated time:	10 minutes

Before the Session

List the following items on the flipchart or writing board, and cover until you are ready to discuss with participants:

- Temperature of the human body
- Cooked meats
- Cooked poultry
- Reheated leftovers
- Refrigerator
- Freezer
- Slow cooker

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week's session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today's lesson: briefly explain its purpose and some of the activities.



1. Introduce the topic: **Tell participants** that the focus of this session is to talk about proper temperatures for cooking and storing foods, to prevent the growth of harmful bacteria that could make us sick. Give each participant a copy of "Temperature Is Important for Food Safety" or paper, pencils, or pens.
2. Uncover the list of temperatures you have prepared and ask participants to help you fill in these items on the thermometer handout. The correct answers are:
 - Temperature of the human body – 98.6°F
 - Cooked meats – 160°F
 - Cooked poultry – 180°F
 - Reheated leftovers – 165°F
 - Refrigerator – 40°F or lower
 - Freezer – 0°F
 - Foods cooked in a slow cooker – 165°F final temperature



3. Give participants the "Recommended Cooking Temperatures" handout.
4. **Tell participants:** Checking the temperature of cooked meat is considered the most reliable way to determine if it is safely cooked. The color of meat after cooking may not reflect that recommended temperatures were reached. Ground meats especially should not be eaten rare. Cooking foods to the right temperatures kills harmful bacteria. Recommend that participants buy a food thermometer to check the temperature of meat and other foods as they are cooking. Always use a clean food thermometer to check the temperature. Tell participants to cook meats to 160-180°F. See handout chart for specific temperature recommendations for meats.
5. **Tell participants** that freezing stops the growth of new bacteria, but will not kill bacteria that are already present. It will not make unsafe food safe. For example, leftover food that has already been in the refrigerator several days cannot be frozen, thawed, and then kept in the refrigerator for another several days.



6. Give participants the "Cooking Foods Properly and Thoroughly" handout and review with them. Tell participants that it is important to check temperatures and to be sure that foods have been cooked thoroughly.

Conclusions

Tell participants: Cooking foods to the proper temperatures kills harmful bacteria that could make us sick. Checking temperatures with a thermometer ensures that foods are cooked to proper temperatures. Cook ground beef to 160°F and poultry to 180°F to be certain that harmful bacteria are killed. When reheating leftovers, be sure to heat them to 165°F. Following these guidelines will help reduce our risk for getting sick when eating these foods.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants: What changes do you plan to make when cooking meats, especially ground beef and poultry, to ensure that they are safe to eat?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources:

Fight BAC![®] website, especially “Cook: Cook to Proper Temperatures” and “Cook: Heat It Up.”

Activity 5

Safe Food Storage

Purpose:	(1) To involve participants in sharing ideas for storing foods to maintain quality and safety; (2) To teach participants how to identify appropriate lengths of storage for foods that need to be refrigerated or frozen.
Materials needed:	Part 1: “Everything in Its Place”: no additional materials. Part 2: “Cold Storage of Food”: Handout: “Cold Storage of Food Worksheet” and “Cold Storage of Food Answer Key” (copied back to back); pencils or pens. Optional: food labels from, or pictures of, different foods, to demonstrate foods listed on the handout that might be stored in a cupboard, refrigerator, or freezer; an appropriate thermometer. Parts 1 and 2: flipchart or writing board, pens/markers or chalk.
Estimated time:	20 minutes (about 10 minutes for each part)

Note: This activity has two parts. Part 1 is an open discussion, in which you (the facilitator) will ask participants to share their ideas and suggestions about storing foods safely. Part 2 includes an exercise and worksheet for participants to complete and discuss. For another way to teach this lesson, refer to **Simply Good Eating for Moms and Kids**: “Food Safety for Kids.”

Before the Session



Copy the “Cold Storage of Food Worksheet” and “Cold Storage of Food Answer Key” back to back, so that the blank spaces for answers are on one side and the answers are on the other.
(2) Review information cards on food safety in *Simply Good Eating Recipe Cards, Volume 2*: #12 “Chill: Refrigerate Food Promptly” and #13 “Separate Raw and Cooked Foods! Don’t Cross-Contaminate!”

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson.
Ask participants: What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

Part 1: Everything in Its Place

1. Introduce the topic: **Tell participants** that all foods—whether purchased or prepared at home—should be stored properly to maintain best quality and to make sure they’re safe.
2. Ask participants to tell about some food safety issues they may have experienced with food storage. If they don’t list any, ask if they have ever forgotten how long something has been in the refrigerator or freezer, or if they’ve ever had bugs or insects get into a food.
3. On the flipchart or writing board, write the name of each food group to be discussed (i.e., staples [basic dry foods], refrigerated or frozen foods, and leftovers). For each of the areas, ask participants to describe how the foods should be stored, and write down their ideas. Here are some suggestions:

Staples (basic dry foods)

- Store foods like flour, sugar, cornmeal, rice, and other staples in covered containers that do not allow insects to get in.
- Store foods on shelves above the floor, away from water pipes and hot air ducts.
- Store whole wheat flour in the refrigerator or freezer because of its higher fat content and tendency to become rancid (develop an ‘off’ flavor), if not stored this way.
- Keep foods away from cleaning supplies.

Refrigerated or frozen foods

- Keep refrigerators below 40°F; freezers at 0°F *or below*. Use an appliance thermometer to check your refrigerator’s temperature.
- Check the seal on your refrigerator. The refrigerator may not be cold enough if the door doesn’t seal properly. If you do not have a thermometer available, you can use this test to determine if your refrigerator is cold enough: place several ice cubes in a cup, and place the cup in the refrigerator overnight. If the ice cubes remain frozen, the refrigerator is probably cold enough.
- Store frozen food in airtight containers, freezer bags, or heavy freezer wrap or foil.
- Store refrigerated foods in covered containers so that odors and flavors don’t transfer to other foods.
- Write the date on both refrigerated and frozen foods, for safety and best quality. Date foods, either by the date put into the refrigerator or freezer, or the date it should be used by. When you put foods into the freezer, move “older” food to the front and “newer” food to the back.
- Never eat raw eggs. If an egg is cracked or broken, throw it out, because bacteria could have gotten inside the shell.

Leftovers

- Cool leftovers as quickly as possible, and use them within a couple of days.
- Do not keep perishable food out of the refrigerator for more than two hours. This includes items we might not usually think of as perishable, such as cut-up fruit and vegetable salads, especially with dressings.

Part 2: Cold Storage of Food

1. Introduce the topic: Tell participants that you (the facilitator) will first name or show pictures of different foods and ask them to guess and write down how long the foods can be refrigerated. Following that, you will discuss whether the foods they have just discussed can be frozen.



2. **Tell participants** that the dates on food packages give us important information so we can use refrigerated foods before they spoil. **Ask participants:** What do we do when we can't find a date on the food? For example, with some foods, such as sandwich meats or cheeses, we often use part of a package for a meal, then repackage the portion that remains. When we throw away the original packaging, we have also thrown away the "use by" date. How long can we safely store these foods in the refrigerator before they should be thrown away?
3. Give participants the "Cold Storage of Food" handout and worksheet with the blank side up, and ask them not to look at the reverse side. If you have labels or pictures available, show examples of the food in question. For each food, **ask:** How long do you think this is safe to eat after it has been refrigerated? Ask participants to write down their answers on the worksheet. Then, ask participants to turn over their worksheet, and review the answers with them.
4. Regarding freezing foods, **tell participants** that we know that freezing some foods can allow us to safely eat them beyond their recommended refrigeration time, but that some foods don't freeze well. Ask participants to find information on the handout about foods that do not freeze well. **Ask:** Which foods can we freeze so they will keep longer, but will not spoil?
5. Review the foods listed on the worksheet again (or show the optional food pictures or labels again), and ask participants if the food in question will keep its quality after it has been frozen and re-thawed.

Conclusions

Tell participants: Storing foods properly will help maintain their quality and reduce the risk of germs causing spoilage or making us sick. Keeping foods at proper temperatures and covered will also keep them fresh and safe. Writing dates on refrigerated or frozen foods and taking care to use the foods within recommended storage times will help keep them safe and fresh. Handling leftovers carefully will keep them safe to eat and provide a quick meal that can be eaten in the next day or two.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants: From what you have learned in this lesson, what changes will you make in how you handle or store particular foods?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) *Simply Good Eating Recipe Cards, Volume 2*; (2) *Food Safety Focus: Refrigeration and Food Safety*; (3) *Simply Good Eating for Moms and Kids: "Food Safety for Kids"*; (4) *Basics for Handling Food Safely*.

Activity 6

Microwaving Safely

Purpose:	To teach participants which containers, foods, and utensils are safe to use in the microwave oven.
Materials needed:	See list in Before the Session below. For #2 below: food (baby food, leftovers), paper towels, plates, or napkins; three heavy 8½ x 11” sheets of paper, to fold into table tents; flipchart or writing board; pens/markers or chalk.
Estimated time:	10 minutes

Before the Session

(1) Assemble some or all of the following:

- Containers
 - whipped topping bowl
 - cottage cheese carton
 - margarine tub
 - glass cookware
 - brown paper bag
 - waxed paper sheet
 - microwave convenience food tray
 - plastic wrap
 - foam tray
 - metal container
 - container with metallic trim
 - microwave-approved cookware
- Food
 - baby food
 - something to represent leftovers
- Paper towels, plates, or napkins

(2) For #4 and #5 below: Fold the paper in half lengthwise, to make table tents. On each tent, write one of the following: “OK,” “Not OK,” “OK with caution.” Or, use red (not OK), green (OK), and yellow (OK with caution) to designate the groups.

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson.

Ask participants: What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. First, ask how many of the participants have microwave ovens. Tell participants that microwave ovens have unique safety issues that you will discuss with them today.
2. Tell participants that if they have children, it is important that they know how to use a microwave oven safely. Caution participants to think about the following when deciding when a child can safely operate the microwave: height of the microwave (too high for a

child to use?), the child's ability to handle hot items, and the child's knowledge of appropriate cooking utensils and times.

3. To begin the activity, show participants the items you have assembled.
4. Ask participants to sort the items into the following categories and to place them by the appropriate table tents:
 - Don't use in the microwave oven
 - OK for the microwave oven
 - OK for the microwave oven, if used carefully
5. After the participants have sorted the items, discuss with participants why each item fits into each group. See box and notes below.

Don't use in microwave oven (RED)
<i>Containers</i> metal containers or objects containing metal, or containers with metallic trim or glaze whipped topping bowl cottage cheese carton margarine tub paper bags convenience microwave trays (e.g., re-used) foam trays
<i>Food</i> baby food

OK for microwave oven (GREEN)
microwave-approved cookware (preferred) glass cookware waxed paper

OK if used carefully (YELLOW)
plastic wrap paper towels, paper plates napkins food: leftovers

Notes:

For "Don't use in microwave oven (RED)"

Containers:

- Never use metal containers or objects of any kind in a microwave oven. Examples of objects that contain metal include a twist-tie, a piece of aluminum foil, a spoon in a coffee cup, or a cup with a metal rim or metal decoration. Metals can cause sparks to fly into the air ("arc") when microwave energy flows through them. If the microwave oven is left running, the sparks can become intense enough to cause a fire. Thin metals, such as a twist-tie or a piece of aluminum foil, are especially prone to overheating to the point at which they could burn.
- Containers with metallic trim or glaze get very hot and can cause burns. Also, metallic decorations on porcelain could overheat and damage the ceramic or porcelain.

- Whipped topping bowls, cottage cheese cartons, margarine tubs, plastic re-closeable bags (except those designed for baking), and foam trays are not considered safe for microwaving. High heat could cause chemicals from the plastic to transfer onto foods. In particular, softer plastics contain substances called “plasticizers” that make the plastic soft and easy to bend. When heated, these plasticizers can leach from the container into the food. Some research indicates that plasticizers could be harmful to our health.
- Brown paper bags contain recycled materials and metals and should not be used in a microwave oven.
- Do not reuse the plastic trays from frozen, microwaveable foods. They are designed for one-time use only, and only with the specific food product with which they are packaged.
- Do not use plastic containers meant for cold storage in the microwave oven. They are not designed to withstand the high heat produced with microwaving.

Foods and Liquids

- Do not heat baby food, including formula, in the microwave oven. It can heat unevenly, and very hot parts of the food or formula can burn the baby’s mouth.
- When heating water in the microwave, be careful when you set the time. If you accidentally heat the water too long, it can become “superheated” and can explode with the release of trapped energy. To ensure safety, heat water on top of the stove rather than in the microwave oven.

For “OK for microwave oven (GREEN)”

- Use containers specifically designed for the microwave. Most often, these containers are labeled “microwave-safe.” Glass cookware and waxed paper are also safe to use.

For “OK if used carefully (YELLOW)”

- Paper products like towels, plates, and napkins are not tested for microwave use. To be safe, use only plain white paper products. Use a waxed paper or parchment paper, if available, to cover foods.
- If using plastic wrap, choose microwave-safe wrap, and never let the wrap actually touch the food. To prevent steam burns, leave a corner open to allow steam to escape.

Foods and Liquids

- When heating foods in the microwave, heat the food partially, stir the food to distribute the heated portions throughout the mixture, then heat and stir again.
- Reheat leftovers in the microwave oven to 165°F. Use a quick-reading thermometer to test the temperature of reheated leftovers. Use a food thermometer to check the temperature of the food.

Tell participants: Avoid warming foods that are high in fat, oil, sugar, or tomato sauce in plastic food storage containers. These ingredients can overheat easily, causing the plastic to melt. Use microwaveable glass or ceramic cookware to heat these foods instead.

Conclusions

Tell participants: Microwave ovens heat or defrost foods quickly, but they have some unique safety issues that we need to remember when using them. For example, certain containers are not safe to use in the microwave oven. In addition, we need to be careful not to put metal in a microwave oven, as microwave energy can cause the metal to spark and possibly cause a fire. We also need to use caution when heating certain foods and some leftovers in the microwave; we can reduce hazards by heating the food partially, then stirring to redistribute the heated portions.

Using these precautions allows us to take advantage of the quick-cooking abilities of the microwave while reducing potential risks.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. What changes will you make in the types of containers you use to heat foods in the microwave oven?
2. What potential hazards could occur when using the microwave oven to reheat leftovers? What changes will you make to reduce the risks and ensure that foods are heated thoroughly?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) *Cooking Safely in the Microwave*; (2) *Microwave Ovens*; (3) Downloadable Use & Care Instructions (Newell Rubbermaid); (4) *Go Ask Alice!* health question and answer Internet service.

Activity 7

A Little Soap Goes a Long Way

Purpose:	(1) To demonstrate and have participants practice good hand-washing techniques; (2) To teach participants how germs can spread as objects are handled.
Materials needed:	Part 1: “Good Hand-washing Techniques”: 8½ x 11” pieces of paper, pens or pencils. Part 2: “Hand-washing Demonstration: See the Germs Go!”: Glo Germ® kit (includes lotion, powder, and UV [ultraviolet] light), or similar materials; a room that can be darkened; sinks or water available for washing hands. Part 3: “Germs on Surfaces and Objects”: counter or cutting board; ball, stuffed animal, facial tissue, or cup with Glo Germ® powder. Parts 1-3: flipchart or writing board; pens/markers or chalk.
Estimated time:	10 – 20 minutes, depending on whether all parts of the activity are used.

Note: *Cleanliness is extremely important to kitchen food safety, and hand washing is very important to safe food handling. This activity has three parts, each one focusing on a way in which hand washing is important.*

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

Part 1: Good Hand-washing Techniques

Note: *This activity is designed to teach children and adults about hand washing. The activity can be done directly with either children or adults. Ask adults to repeat it at home with their children. This activity also appears in **Simply Good Eating for Moms and Kids**: “Food Safety for Kids.”*

1. Ask participants to trace one of their hands on a piece of paper.
2. Then ask participants to suggest out loud and also to write down on the drawing of the hand as many situations as they can think of where adults and children should wash their hands (e.g., before eating).

Here are some other examples of situations where hands should be washed:

- before preparing food
- after using the bathroom
- after helping another to use the bathroom
- after diapering a child
- after caring for a sick person
- after cleaning activities
- after touching pets
- after coughing, sneezing, or blowing your nose (throw away dirty tissues)
- after handling raw meat
- after working with raw eggs
- after taking out the garbage

Part 2: Hand Washing Demonstration: See the Germs Go!

Note: *By using Glo Germ® or a similar lotion, participants can see how germs are spread and can assess whether their hand-washing techniques are thorough enough to eliminate germs. The Glo Germ® kit contains a bottle of lotion and a bottle of powder that contain plastic fluorescent “germs,” and an ultraviolet (UV) lamp.*

1. Tell participants that Glo Germ® or a similar lotion can help demonstrate how germs are spread. To use Glo Germ® to demonstrate proper hand washing, tell participants that you will ask them to apply the lotion to the hands like hand lotion. This spreads the tiny “germs” over the hands. Then, tell participants that you will ask them to wash their hands. Glo Germ® lotion left on the hands after normal hand washing will cast a revealing glow when exposed to the UV light, allowing us to spot the remaining “germs.”
2. Ask participants to coat their hands with a couple of drops of the lotion, then wash their hands as they usually do.
3. Now, ask participants to put their hands under the special light. The places that they missed are the ones that didn’t get clean.
4. Tell participants that germs love to hide underneath fingernails and jewelry.
5. After everyone has looked at their hands, ask them to wash their hands more carefully a second time.
6. Now, ask participants to check their hands under the light again.

7. Tell participants that they may not be able to get all of the Glo Germ[®] off after washing a second time. This is OK. The purpose of this activity is to show the difference in the amount of Glo Germ[®] (germs) when participants wash “normally” and when they scrub for at least 20 seconds.

Note: For hand washing activities for children, see **Simply Good Eating for Moms and Kids: “Food Safety for Kids”**: “Germs and Hand Washing (grades 4 – 6)” and “Germie Bear and Hand Washing (suggested age groups: preschool – third grade).”

Part 3: Germs on Surfaces and Objects

1. Tell participants that the Glo Germ[®] powder can be used to demonstrate surface cleaning. Shake a small amount of Glo Germ[®] onto the counter or cutting board. Clean the surface until all of the visible powder is gone. Pass the ultraviolet light over the surface, and the remaining traces of powder will glow in the areas that weren’t washed thoroughly.
2. Dust an item such as a ball, stuffed animal, facial tissue, or cup with Glo Germ[®] powder. Ask each participant to handle the item, and then pass it to the person next to him or her. After everyone has handled the item, turn out the lights and use the ultraviolet light to show how the “germs” have been transferred to everyone’s hands. Emphasize the importance of regular and thorough hand washing to clean away the germs we collect as we touch various objects every day.

Note: This activity may also be used with children. For additional ideas, see **Simply Good Eating for Moms and Kids: “Food Safety for Kids.”**

Conclusions

Tell participants: Careful hand washing is our best defense against spreading germs that can cause illness. Even if our hands are clean, we can spread germs from the surfaces we touch or the objects we handle. Cleaning all surfaces that we may touch while preparing foods and washing hands after touching other objects will further reduce the spread of germs and our risk for getting sick. Following these guidelines will help reduce the germs that we might unknowingly spread while cooking and lessen our risk for getting sick.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. What changes will you make in how you wash your hands, or how often you wash your hands?
2. In addition to frequent hand washing, how else can you reduce the spread of germs when you are preparing food? (*Answers: keeping counters and surfaces clean, cleaning cutting boards, using clean cloths and towels.*)

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) *Simply Good Eating Recipe Cards, Volume 2: Information Cards on Food Safety*; (2) The Glo Germ[®] Company, for information on how to obtain a Glo Germ[®] kit; *Simply Good Eating for Moms and Kids: “Food Safety for Kids”*.

Activity 8

Safety with Dishes and Utensils

Purpose:	(1) To teach participants about the importance of keeping kitchen utensils and work areas clean, and why items like cracked dishes and wooden cutting boards can be food safety hazards; (2) To teach participants how to make their own sanitizing solution.
Materials needed:	Part 1: “Glo Germ® with Dishes and Utensils”: Glo Germ® kit (includes lotion, powder and UV [ultraviolet] light) (optional); utensils that may present food safety concerns (try to find a cracked dish or wooden cutting board). Part 2: “Making a Sanitizing Solution”: chlorine bleach; warm water; container for mixing a sanitizing solution; two pairs of rubber gloves (one for you [the facilitator] and one for a volunteer). Parts 1 and 2: flipchart or writing board; pens/markers or chalk.
Estimated time:	10 – 20 minutes (5 – 10 minutes for each part)

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson.

Ask participants: What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

Part 1: Glo Germ® with Dishes and Utensils

1. Tell participants that keeping the kitchen clean requires using clean dishes and utensils and clean towels and dishcloths. Clean all dishes or utensils after each use with hot soapy water. Utensils or dishes that are cracked or in poor condition can be a great place for growing bacteria that can cause food-related illness (food poisoning).
2. Dust the surface of the cracked dish or cutting board with Glo Germ® powder (see information about Glo Germ® powder in Activity 7).
3. Wash the surface of the dish or board. Most likely, the Glo Germ® powder will be caught in the crack or on the board. Tell participants that food can also become caught in these areas and can lead to bacterial growth and possible illness.
4. Tell participants that either hard wood or plastic cutting boards can be used, as long as they are washed in the dishwasher (if plastic) or in hot soapy water (if wood or plastic) after each use. Deep cuts eventually develop in plastic cutting boards that also can harbor bacteria. If someone in the home has a weakened immune system, participants may need to use color-coded cutting boards to ensure that a board used to cut raw meat will not be used to chop fresh fruits or vegetables. Replace boards that have cracks and deep cuts.

Part 2: Making a Sanitizing Solution

1. Tell participants that one way to eliminate bacteria from kitchen utensils and work areas is to use a sanitizing solution. It takes only a small amount of chlorine bleach, applied for only about two minutes. This solution can be used to sanitize dishes, utensils, counter tops, high chairs, and other items where bacteria like to grow. Sanitizing solutions work best when used on items or surfaces that have been cleaned first with soap and water.
2. Ask for a volunteer to help you make a sanitizing solution. **Since you are asking participants to handle bleach**, put on a pair of rubber gloves and ask your volunteer to do the same.
 - Mix one teaspoon chlorine bleach in one quart warm water. Use up to two teaspoons for wooden utensils.
 - **Tell participants:** Make up only as much as you need at one time, because the solution loses its strength when it is stored longer than 24 hours.
 - Tell participants to be careful not to splash the solution on clothing, because it will discolor the clothing. Always keep bleach out of the reach of children.

Conclusions

Tell participants: Germs can grow and spread in dishcloths and towels, so be sure to change these often, at least daily. Germs can also collect in cracks in dishes and on cutting boards. Sanitizing solutions are useful for killing germs on many surfaces. If someone in your home has a weakened immune system, consider color coding your cutting boards and reserving one cutting board for cutting meats and another for cutting fruits and vegetables. Following these guidelines will help reduce the growth of bacteria in our kitchens and lessen our risk for getting sick.

Check for Understanding and Behavior Change

Ask participants to state one idea that they have learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants: What changes do you plan to make to reduce the growth and spread of germs on dishcloths, cutting boards, and other surfaces in your kitchen?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) *Simply Good Eating Recipe Cards, Volume 2: Information Cards on Food Safety*; (2) The Glo Germ® Company, for information on how to obtain a Glo Germ® kit.

Activity 9

Cooling Leftovers Quickly

Purpose:	To teach participants appropriate techniques for cooling hot foods.
Materials needed:	Handouts: “Cooling Leftovers Quickly,” “Cold Storage of Food Answer Key”; four small containers (one with a cover, two wide and shallow [less than three inches deep], one deeper and larger); hot and cool water; ice (if available); food thermometer; hot pads. Try to conduct this activity in a kitchen area, to allow you to boil water, have ice and cool water on hand, and dispose of water quickly after the activity (see note below).
Estimated time:	10 minutes

Note: *If the required items are not available to do this activity, use the “Cooling Leftovers Quickly” handout by itself to work through the activity with participants. If you do not have access to an area where you can heat water, you can bring a thermos of hot water or a hot plate to use for boiling water.*

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson.

Ask participants: What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. **Tell participants** that if food is not cooled quickly, bacteria can grow for a longer time and increase the risk of spoiling food and causing illness. This activity shows that different ways of cooling affect how quickly food is cooled.
2. Give participants the “Cooling Leftovers Quickly” handout and (if you are using them) show them the actual containers. Tell participants that one container has a cover; one is deeper and larger, which will not allow water to cool quickly; and two are wide and shallow, to allow quick cooling (e.g., the water can spread out over a large surface area).
3. If you are using the containers, fill each container with the boiling water. Emphasize safety.
4. Cover the first container and place one of the last two containers in cool water or surround it with ice.
5. Allow the containers 5 or 10 minutes to cool off. During this time, ask participants what they think might happen with each of the containers. When the containers are cooled, ask the participants to read the temperatures and compare them for the different containers.
6. Give participants the “Cold Storage of Food Answer Key” handout and review it with them, so they understand the chart.



Conclusions

Tell participants:

1. Cool cooked foods in shallow containers in the refrigerator.
2. When possible, cut or slice foods into smaller pieces, to speed up the cooling process.
3. Leave foods uncovered, to cool more quickly. Return later and cover them.

4. Don't leave foods on the counter to cool. You may cool foods by chilling them in a cold water or ice bath before placing them into the refrigerator or freezer. (Tips: Stir the food mixture several times during the cooling process, so the food will cool evenly. Also, replace the cold water or ice as needed, so the food will continue to cool.)

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants: What changes do you plan to make in how you cool foods to reduce the growth of harmful bacteria?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources:

See materials listed at the beginning of this activity.

Activity 10

Questions for the United States Department of Agriculture (USDA) Meat and Poultry Hotline

Purpose:	To show participants how to call the USDA Meat and Poultry Hotline about food safety information.
Materials needed:	Telephone, preferably a speakerphone. Optional: Computer with Internet access, if available. (The Meat and Poultry Hotline can also be reached by e-mail, and tips are available from their website, so you may consider demonstrating these options as well, if facilities allow.)
Estimated time:	10 – 15 minutes

Before the Session

Prepare a sample question that you can use in a call to the USDA Meat and Poultry Hotline. If you do not have access to a phone, prepare the question and call ahead of time, so you can report the results to the participants. If using a speaker phone, test it ahead of time, so you know it's working. Call toll-free, 1-888-MPHotline (1-888-674-6854). If you are able to demonstrate this lesson using a computer, e-mail your question to the Hotline at mp hotline.fsis@usda.gov You can also demonstrate that information is available online at <http://www.fsis.usda.gov/mp h/>

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson.

Ask participants: What have you tried from last week's session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today's lesson: briefly explain its purpose and some of the activities.

1. **Tell participants** that the United States Department of Agriculture (USDA) sponsors a hotline that consumers can call with questions. The USDA Meat and Poultry Hotline is 1-888-674-6854.

Note: If facilities allow you to use a computer, e-mail the Hotline at mpholine.fsis@usda.gov Information is available online at <http://www.fsis.usda.gov/mph/>

2. Ask participants to write down questions that they would like answered.
3. Before inviting participants to call in and ask questions, make a demonstration call, with the sample question you have prepared. **Tell participants:**
 - Identify yourself.
 - Speak clearly, and try to focus on the information you are seeking.
 - Thank the person on the hotline for their help.
4. Invite one or two participants to try calling in a question themselves.

Conclusions

Tell participants: The USDA meat and poultry hotline is a valuable resource to help us get answers to food safety questions that pertain to safely cooking and storing meats and poultry.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) United States Department of Agriculture (USDA) Meat and Poultry Hotline; (2) *Frequently Asked Questions* (www.FoodSafety.gov, Gateway to Government Food Safety Information website).

References and Resources

The following list includes references that were used to develop this chapter and resources that can be used to teach concepts from the chapter.

Activity 1: The Safe Kitchen: What's Wrong with This Picture?

Hahn, Jeffrey. *Insect Pests of Stored Foods – Your Safe Home (Spanish/English)*. University of Minnesota Extension Service Item FO-07472. 2000. Online: <http://www.extension.umn.edu/distribution/nutrition/DJ7472.html> [accessed November 11, 2005].

Schafer, William. *Food: How Safe is Safe?* University of Minnesota Extension Service Item FS-05524. November 1990. Online: <http://www.extension.umn.edu/distribution/nutrition/DJ5524.html> [accessed November 11, 2005].

Schafer, William. *Food Safety at Home (CD Rom)*. University of Minnesota Extension Service Item CS-07221. 1998. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 07221), or call toll free at 1-800-876-8636.

Schafer, William. *Food Safety at Home Training Guide*. University of Minnesota Extension Service Item BU-07228. 1998. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 07228), or call toll free at 1-800-876-8636.

United States Food and Drug Administration. "Can Your Kitchen Pass the Food Safety Test?" *FDA Consumer*, October 1995; revised July 2002. Online: http://www.fda.gov/fdac/features/895_kitchen.html [accessed November 11, 2005].

University of Minnesota Extension Service. *Food Safety at Home Participant Handout (English)*. (Packs of 50) Item MI-07225. 1998. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 07225), or call toll free at 1-800-876-8636.

University of Minnesota Extension Service. *Food Safety at Home Participant Handout (Spanish)*. (Packs of 50) Item MI-07224. 1998. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 07224), or call toll free at 1-800-876-8636.

University of Minnesota Extension Service. *Food Safety at Home Poster (English)*. Item MI-07227. 1998. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 07227), or call toll free at 1-800-876-8636.

University of Minnesota Extension Service. *Food Safety at Home Poster (Spanish)*. Item MI-07226. 1998. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 07226), or call toll free at 1-800-876-8636.

University of Minnesota Extension Service. "Food Safety for Kids." *Simply Good Eating for Moms and Kids*. Item MI-08025. Revised 2006. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 08025), or call toll free at 1-800-876-8636.

Activity 2: Food Safety at the Grocery Store

Minnesota Department of Agriculture. *Starting a Food Business in Minnesota (2003)*. Online: <http://www.mda.state.mn.us/dairyfood/startingfoodbiz.pdf> [accessed November 11, 2005].

Schafer, William (University of Minnesota Extension Service) and Tim Anderson (Minnesota Department of Agriculture). "'Use-By/Sell-By' Dates on Food." Unpublished work.

United States Department of Agriculture, Food Safety and Inspection Service. "Food Freshness and 'Smart' Packaging." *FDA Consumer*, September-October 2002. Online: http://www.fda.gov/fdac/features/2002/502_food.html [accessed November 11, 2005].

United States Food and Drug Administration Center for Food Safety and Applied Nutrition. *The A to Z Comprehensive List of Terms*. September 2001. Online: <http://www.cfsan.fda.gov/~dms/a2z-term.html> [accessed November 11, 2005].

Handout:

Package Dates and Tips for Selecting Food

Activity 3: Storing, Washing, and Handling Fresh Fruits and Vegetables

Garden-Robinson, Julie. "Refrigerator/Freezer Storage Chart." *Food Storage Guide . . . Answers the Question*. North Dakota State University Extension Service Publication FN-579. August 1998. Online: <http://www.ext.nodak.edu/extpubs/yf/foods/fn579-1.htm> [accessed November 11, 2005].

Roberts, Tim and Paul Graham. *Food Storage Guidelines for Consumers*. Virginia Cooperative Extension, Virginia Polytechnic Institute and State University. Extension Publication Number 348-960. Revised 2001. Online: <http://www.ext.vt.edu/pubs/foods/348-960/348-960.html> [accessed November 11, 2005].

Stolpa, Debra and William Schafer. "Wash Fruits and Vegetables – Why and How." University of Minnesota Extension Service INFO-U Number 779. 2001. Online: <http://www.extension.umn.edu/info-u/nutrition/BJ779.html> [accessed November 11, 2005].

Handout:

Storage of Fresh Fruits and Vegetables

Activity 4: You're Cooking Now: The Right Temperature

Partnership for Food Safety Education. "Cook: Cook to Proper Temperatures." Part of *Fight BAC!*® Partnership for Food Safety Education, 655 15th Street NW, Washington DC 20005. Phone: (202) 220-0649. Online: <http://www.fightbac.org/cook.cfm> [accessed March 31, 2004].

Partnership for Food Safety Education. "Cook: Heat It Up." Part of *Fight BAC!*® Partnership for Food Safety Education, 655 15th Street NW, Washington DC 20005. Phone: (202) 220-0649. Online: <http://fightbac.org/heatitup.cfm> [accessed March 31, 2004].

Handouts:

Temperature Is Important for Food Safety Worksheet

Recommended Cooking Temperatures

Cooking Foods Properly and Thoroughly

Activity 5: Safe Food Storage

United States Department of Agriculture, Food Safety and Inspection Service. *Basics for Handling Food Safely*. Consumer Education and Information Bulletin. Revised April 2003. Online: http://www.fsis.usda.gov/Fact_Sheets/Basics_for_Handling_Food_Safely/index.asp [accessed November 11, 2005].

United States Department of Agriculture, Food Safety and Inspection Service. *Food Safety Focus: Refrigeration and Food Safety*. Consumer Education and Information Bulletin. January 1999. Online: http://www.fsis.usda.gov/Fact_Sheets/Refrigeration_&_Food_Safety/index.asp [accessed November 11, 2005].

University of Minnesota Extension Service. "Food Safety for Kids." *Simply Good Eating for Moms and Kids*. Item MI-08025. Revised 2006. Available from The Extension Store online at <http://shop.extension.umn.edu> (and search for 08025), or call toll free at 1-800-876-8636.

University of Minnesota Extension Service. *Simply Good Eating Recipe Cards, Volume 2*. Item MI-07391. Created 1999. Available from The Extension Store online at <http://shop.extension.umn.edu> (and search for 07391), or call toll free at 1-800-876-8636.

Handout:

Cold Storage of Food Worksheet

Cold Storage of Food Answer Key

Activity 6: Microwaving Safely

Bloomfield, Louis A. *Microwave Ovens*. How Things Work: Explaining the physics of everyday life. Physics Department, University of Virginia, Charlottesville. Online: http://rabi.phys.virginia.edu/HTW/microwave_ovens.html [accessed November 11, 2005].

Columbia University. Health Services at Columbia, Health Education Program. *Go Ask Alice!* health question and answer Internet service. Online: <http://www.goaskalice.columbia.edu/> [accessed November 11, 2005].

Newell Rubbermaid. Downloadable Use & Care Instructions. Online: <http://www.rubbermaid.com/rubbermaid/support/useCare.jhtml> [accessed January 28, 2006].

United States Department of Agriculture, Food Safety and Inspection Service. *Cooking Safely in the Microwave*. Fact Sheet. Revised November 2000. Online: http://www.fsis.usda.gov/Fact_Sheets/Cooking_Safely_in_the_Microwave/index.asp [accessed November 11, 2005].

Activity 7: A Little Soap Goes a Long Way

Glo Germ® Company. P.O. Box 189, Moab, Utah 84532. For orders and more information, phone: 1-800-842-6622; fax: 435-259-5930; online: <http://www.glogerm.com>

University of Minnesota Extension Service. “Food Safety for Kids.” *Simply Good Eating for Moms and Kids*. Item MI-08025. Revised 2006. Available from The Extension Store online at <http://shop.extension.umn.edu> (and search for 08025), or call toll free at 1-800-876-8636.

University of Minnesota Extension Service. *Simply Good Eating Recipe Cards, Volume 2*. Item MI-07391. Created 1999. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 07391), or call toll free at 1-800-876-8636.

Activity 8: Safety with Dishes and Utensils

Glo Germ® Company. P.O. Box 189, Moab, Utah 84532. For orders and more information, phone: 1-800-842-6622; fax: 435-259-5930; online: <http://www.glogerm.com>

University of Minnesota Extension Service. *Simply Good Eating Recipe Cards, Volume 2*. Item MI-07391. Created 1999. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 07391), or call toll free at 1-800-876-8636.

Activity 9: Cooling Leftovers Quickly

Handouts:

- Cooling Leftovers Quickly
- Cold Storage of Food Answer Key

Activity 10: Questions for the United States Department of Agriculture (USDA) Meat and Poultry Hotline

United States Department of Agriculture. USDA Meat and Poultry Hotline: Call toll-free, 1-888-MPHotline (1-888-674-6854) or e-mail the Hotline at mphotline.fsis@usda.gov. Information is available online at http://www.fsis.usda.gov/Food_Safety_Education/USDA_Meat_&_Poultry_Hotline/index.asp [accessed November 11, 2005].

www.FoodSafety.gov, Gateway to Government Food Safety Information. *Frequently Asked Questions*. Online: <http://www.foodsafety.gov/~fsg/fsgfaq.html> [accessed November 11, 2005].



Simply Good Eating: Now You're Cooking!
Shop and Save



Simply Good Eating: Now You're Cooking!

Shop and Save

The goal of this lesson is to help participants get the most from their food dollar by applying food budgeting, meal planning, and grocery shopping strategies.

Basics of Spending Food Dollars Wisely

- Budget your food dollars:
 - ✓ Compare how much you spend on different food categories.
- Plan meals before shopping, to save time and money:
 - ✓ Make a grocery-shopping list.
 - ✓ Consider where to shop (for example, items at a convenience store might be more expensive than at a grocery store).
 - ✓ Check newspapers for store circulars and coupons.
- Make grocery shopping easier at the store:
 - ✓ Follow your grocery-shopping list.
 - ✓ Get to know the layout of your store.
 - ✓ Check the cost per unit on the grocery shelf tag, if available.
 - ✓ Check cost per serving of meat to determine the cheapest meat and poultry available.

Learning Objectives

After completing this lesson, participants will be able to:

1. Determine how much they spend on food and non-food items.
2. Demonstrate their ability to plan at least one meal.
3. Develop a shopping list from a weekly meal plan.
4. Describe at least one way to save money in the grocery store.
5. Become familiar with shelf unit price tags (cost per unit), where available.
6. Apply cost per serving when buying meats.

Instructional Activities

The following activities can be used with either individuals or groups. Complete descriptions are included in the activities immediately following this chapter. Facilitators are encouraged to provide handouts for the activities you do not have time to complete.

1. From Big Budget to Food Budget
2. Register Receipts to Save
3. Menu Planning in Minutes
4. Smart Shopping Saves Money
5. Comparing the Cost per Unit
6. Meat and Poultry Best Buys
7. Price Scavenger Hunt

Conclusions

See individual activities for specific topics.

Check for Understanding and Behavior Change

See individual activities for specific topics.

References and Resources

Complete references and additional resources for each activity are listed at the back of this unit.

Introduction

Before beginning any of the activities in “Shop and Save,” **tell participants:** With these lessons, we will explore ways that you can save money and time when planning meals and buying food. Specifically, we will talk about how to plan meals in ways to save money and time grocery shopping. We will discover and practice using food pricing information that is available in many grocery stores to help you find the most economical buys. We will also compare prices at different types of stores to determine if some stores generally offer foods at lower costs than others. By practicing these ideas regularly, you can save time and money when buying food for your household.

Note: *The first two activities start by teaching participants to estimate monthly family expenses and develop a food budget. This lesson assumes that participants will have enough resources consistent with the “Thrifty Food Plan,” as found in the Official USDA Food Plans: Cost of Food at Home at Four Levels. This plan budgets approximately \$71 per week on food for two adults, with extra amounts budgeted for each additional person, depending on age and gender. This is followed by a discussion of meal planning concepts that are important for the best use of limited food dollars. Be sure to match your participants’ skills with the requirements of each activity. Participants should be comfortable doing the math needed to complete each activity.*

Activity 1

From Big Budget to Food Budget

Purpose:	To teach participants how to develop a monthly household budget to ensure they will have adequate resources for food.
Materials needed:	Handout: “Family Expenses”; flipchart or writing board; pens/markers or chalk; pencils.
Estimated time:	30 minutes

Note: *The “Family Expenses” handout can help participants prepare a household budget and then develop and clearly define resources available monthly for food purchases. You may approach this in several ways. For example, you may want to consider teaching this lesson over two sessions. In the first session, introduce the “Family Expenses” handout and help participants complete as much as they can. Between the first and second session, ask participants to look at their expense records.*

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson.

Ask participants: What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. Introduce the topic: **Tell participants:** Before we begin menu planning or grocery shopping, we need to have a clear idea of the amount of money that is available for groceries. Preparing a family budget helps us do this. The amount available for food and groceries should include both the foods prepared at home and those eaten away from home by all family members. For a family of two, approximately \$71 per week should be

budgeted for food, with an additional \$18 to \$34 budgeted for each additional person (as of December 2005; see “Thrifty Food Plan” in *Official USDA Food Plans: Cost of Food at Home at Four Levels*).



2. Distribute the “Family Expenses” handout and review it with participants.

Note: *To complete the form, participants may need to estimate their expenses, if they don't have information available about their actual expenses. If the lesson is taught over two sessions, encourage them to find the information about their expenses before the second session, to make the estimate as accurate as possible.*

3. Tell participants to list all sources of income identified on page 1 of worksheet.
4. Now, tell participants to open and complete the center page on monthly projected expenses.
5. At the bottom of the page, tell participants to total all of their monthly expenses in each category. Then, in the last box, under Grand Total, add up all of their expenses. Tell participants to compare their total expenses to their total income (on page 1 of the worksheet).
6. Tell participants to decide if they need to adjust their expenses for the upcoming month. **Ask:** For example, do you have enough income to cover your expenses for the month? Would you like to spend more on food? If so, can you spend less in other categories, such as recreation or household expenses? Tell participants to place an arrow pointing up, down, or horizontally in the “Need to Adjust?” boxes for each spending category to indicate their plan for the upcoming month.
7. **Tell participants:** Record the dollars you plan to spend during the upcoming month in the “My New Plan” boxes for each of the spending categories. This is your new budget for the upcoming month.
8. Tell participants to complete the planning section provided on page 4 of the worksheet. **Tell participants:** This planning section can help you decide how you might spend income that is left over after the budgeting process. Or, if you need to buy something special, you can use this page to help you determine what it will cost, and you can go back to the budgeting pages to see how you might adjust your monthly spending to help you afford what you need to buy.

Conclusions

Tell participants: Creating a household budget can help us find out where our money goes. Most people have to plan to make sure their money lasts all month. A budget helps us plan how we will spend money to ensure that we have enough for groceries and other monthly expenses.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. Did you find that you could reduce the amount you spend in some of the budget categories? Which ones?

2. Did you find that you might need to spend more in some of the budget categories? Which ones?

Tell participants that at the beginning of the next session, you will ask them to share their progress or success in maintaining their budget. If they are unable to maintain their budget, ask them to think about some of the reasons and tell them that the group will help brainstorm solutions at the next session.

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources:

Official USDA Food Plans: Cost of Food at Home at Four Levels (including “Thrifty Food Plan”).

Activity 2

Register Receipts to Save

Purpose:	To teach participants how to identify how much of their weekly budget is spent on food.
Materials needed:	Part 1: Handouts: “Weekly Grocery Purchases,” “Weekly Grocery Purchases Example.” Part 2: Handouts: “Weekly Grocery Purchases” (filled in), “Money-saving Tips for the Grocery Store”; calculator(s). Parts 1 and 2: flipchart or writing board; pens/markers or chalk; pencils.
Estimated time:	20 minutes

Note: *This activity focuses on food purchases, but a typical grocery list includes non-food items, such as household products, personal care items, pet food, etc. This lesson is based on the “Thrifty Food Plan,” as found in the Official USDA Food Plans: Cost of Food at Home at Four Levels, which does not include these non-food items. However, you may need to coach participants to consider choices they make for non-food items, so they have more dollars to spend for food.*

This activity continues over two meetings (see Number 2 after Begin the Session, below).

Begin the Session

- (1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.
 1. Introduce the topic: **Tell participants:** Before we begin menu planning or grocery shopping, we need to have a clear idea of the amount of money that is available for groceries. To do this, it helps to prepare a family budget. The amount available for food and groceries should include both the foods prepared at home and those eaten out by all family members. The USDA’s “Thrifty Food Plan” allows for approximately \$71 per week for a family of two, with an additional \$18 to \$34 budgeted for each additional person, depending on the age (as of December 2005; see “Thrifty Food Plan” in *Official USDA Food Plans: Cost of Food at Home at Four Levels*).

2. **Tell participants:** This activity continues over two meetings. Part 1 begins the activity, and Part 2 follows up. For this activity, they will need to list all purchases made during a one-week period. Tell participants that they will then use the information collected to complete Part 2 of this activity. Tell them that you will not ask them to share specific dollar amounts they have spent for any of the categories, but that you will ask them to share ideas with the group that could help them save money. As always, conduct lessons and activities at a comfortable level for participants.

Part 1 (the first session)



1. Give participants the “Weekly Grocery Purchases” handout.
2. Ask participants to record all foods and non-food items purchased throughout the week. To help them keep track of how much they spend, tell participants that they can save cash register receipts when shopping. Encourage participants to include all food purchased at restaurants, convenience stores, grocery stores, and discount stores.



3. Hand out “Weekly Grocery Purchases Example” and review with participants, to help them make up their own lists during the coming week.
4. Tell participants that, after they have completed the list at the end of the week, to add the purchases in each box to determine the total amount spent in each category.
5. Tell participants to bring back their completed lists of grocery items and the receipts. If they do not have a calculator, tell them that you may provide one during the lesson and can help them individually, as needed.

Part 2 (follow-up, the following week)



1. Ask participants if they were able to complete their own “Weekly Grocery Purchases” list. Provide calculators to the participants who still need to total their lists. Assist those who need help with individual calculations. While you are helping others, ask participants to talk quietly among themselves about any cost-saving ideas they found while keeping their lists.
2. Ask participants to look at what they wrote on the “Weekly Grocery Purchases” handout and to name the categories in which they spent the most money.
3. Ask participants for ideas about how to save money in the food categories. Write responses on the flipchart or writing board.
4. Ask participants to review the non-food category and consider how they could save money to use for food. Write responses on the flipchart or writing board.



5. Distribute the “Money-saving Tips for the Grocery Store” handout. Review the suggestions for each purchase category on the handout.
6. **Ask participants:** Which of these ideas could help you save money?

Conclusions

Tell participants:

1. There are many ways to save money on food. Writing down what you buy and how much you spend can help you identify ways to save money.

2. Making even a few small changes in your weekly purchases can help you lower your food costs.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants: Name one way you can save money on food.

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

Official USDA Food Plans: Cost of Food at Home at Four Levels (including “Thrifty Food Plan”)

Activity 3

Menu Planning in Minutes

Purpose:	To teach participants how to plan weekly menus and prepare grocery lists.
Materials needed:	Part 1: Handouts: “Quick Tips for Easy Meal Planning,” “Weekly Menu Plan.” Part 2: Handouts: “Grocery List,” “Knowing Your Store”; pens or pencils. Parts 1 and 2: flipchart or writing board; pens/markers or chalk.
Estimated time:	30 minutes



Note: This is a two-part activity. For Part 2, use the “Knowing Your Store” grid to draw a map of a local grocery store that participants visit. (See sample diagram to help with drawing a store map.) The purpose of the map is to show participants how a grocery list can be arranged according to the store layout.

Begin the Session

- (1) Catch up from last lesson: briefly review the material covered in the previous lesson.
Ask participants: What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors.
- (2) Today’s lesson: briefly explain its purpose and some of the activities.

Part 1: Planning Menus

1. **Tell participants** that meal planning is best done in seven-day cycles, even if you shop only once or twice a month. Planning meals at home before going to the grocery store will save time and money.
2. Give participants the “Quick Tips for Easy Meal Planning” handout. Ask participants if they currently use any of the tips when grocery shopping. **Ask:** Which tips do you think you will try the next time you shop for groceries?
3. After reviewing the handout, tell participants that these are just a few ideas that can save time and money while adding to the nutritional value of meals.





4. Tell participants that the following activity will allow them to apply these concepts to their own meal planning. Give each participant the “Weekly Menu Plan” handout.
5. In the spaces provided, ask participants to plan a menu for one day.
6. Ask participants to continue planning menus for an entire week. Consider how they can use planned leftovers from a previous meal. **Tell participants:** The weekly menus may serve as the starting point for next week’s menus and grocery shopping list.
7. If participants have not finished after 15 minutes, encourage them to finish their menu plans at home using their own recipes.
8. Remind participants that after they have planned menus for several days, they can use them again and again.

Part 2: Preparing a Grocery List



1. **Tell participants** that after we write a menu plan, a grocery list is easy to prepare. Using a grocery list when shopping helps save time and money. Use the points below to discuss suggestions for writing a grocery list.
2. Distribute the “Grocery List” handout. Tell participants that together, you will create a grocery list using the menu plan they wrote in Part 1 of the activity. If they do not have time to finish the grocery lists, encourage them to finish their lists at home.
3. **Tell participants:** Before we make a grocery list, let’s discuss suggestions for developing a grocery list.
 - After you have planned your meals, prepare a shopping list by writing down the ingredients necessary for each menu item.
 - Check the kitchen to see which ingredients are on hand.
 - Cross out those items on your shopping list that you already have; what remains is your shopping list. At first, this may seem overly structured. Over time, it becomes easier to make shopping lists, and you will save time and money.
 - Next, look at the weekly shopping circulars for your favorite grocery stores and decide at which store you are going to shop. It is best to pick one store rather than trying to save by going to many stores. Larger grocery stores often provide lower prices than convenience stores or small local groceries.
 - Clip and use only those coupons for foods that are on the grocery list. Some coupons can be saved for future grocery lists.
 - Start by arranging the shopping list in groupings of similar items. For instance, list canned foods together and do the same for fresh fruits and vegetables, etc.
 - Also, arrange your shopping list according to the store’s layout. If produce is the first aisle encountered, then have fruits and vegetables at the top of the list.



4. Distribute the “Knowing Your Store” handout. Use the handout to explain how a grocery list can be arranged according to the store’s layout.
5. Now, refer participants back to the grocery list handout and ask them to create a grocery list using their written menu plan.

Conclusions

Tell participants that planning meals in advance can help us save both time and money. By planning meals, we can ensure that we have all the ingredients we need for a meal, which helps us avoid having to run to the store—or to the local restaurant—at the last minute. We also can plan tasty ways to use planned leftovers to reduce the amount of food we throw away. Using our written menu plan to create a grocery list can save in time and money at the store.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. What new meal planning tips will you try the next time you shop for groceries?
2. How will you use grocery lists to help you save money in the future?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

See handouts listed at the beginning of this activity.

Activity 4

Smart Shopping Saves Money

Purpose:	To teach participants how to develop shopping strategies they can use at the grocery store to save money.
Materials needed:	Handouts: “Which Cereal Is a Better Buy?” and “Bargain or Special Price?”; flipchart or writing board; pens/markers or chalk; pencils.
Estimated time:	15 – 20 minutes

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. Tell participants that you will be talking about ways to shop for groceries that can help save time and money. Explain that grocery stores like to encourage customers to buy more food. Stores use marketing practices, such as placing certain foods at the ends of aisles or near the checkout counter, to attract customers’ attention and increase sales. It is possible to save money by being aware of these practices. **Ask participants:** Can you think of ways that grocery stores and food packaging can influence what items we purchase? Write responses on the flipchart and use the ideas below for discussion.

Location of items in the store can influence the likelihood that you will buy them:

- End-of-aisle displays do not always provide the best values. Customers often pause at these displays and may buy foods they hadn't planned to buy.
- Foods that one is more likely to buy on impulse, such as snack foods and soft drinks, are often located close to the checkout area, to increase sales.

Special prices and promotions often save us money, but sometimes specials are not really bargains:

- Foods highlighted as “weekly specials” might not always be the best buy. Be sure to compare prices.
- Be careful with pricing strategies, such as “buy three, get one free.” Sometimes another brand still costs less than the brand on sale.

Food packaging often affects how much a product costs:

- Packaging quality and extras, such as toys, can add to the total cost of the product.
- Animated characters may be used on packages to attract children's interest.

2. **Tell participants:** As you see, stores may use a variety of marketing practices to encourage sales. Yet, there are many ways to save money. **Ask:** What are some other ways you can save time or money at the grocery store? Write responses on the flipchart and use the ideas listed below for discussion.

- Shop only the aisles with foods on your shopping list.
- Save time by shopping when stores are less crowded.
- Also save time by becoming familiar with the layout of the grocery store you visit most often.
- Many food products direct their advertising to children. If children go with you to the grocery store, try to avoid impulse buys on these products.
- If possible, plan to shop after you've eaten a meal or snack. Shopping while hungry may cause you to buy on impulse.
- Comparing prices of different items and looking for bargains takes extra time. You can save money by allowing yourself enough time to compare prices.
- Try not to buy foods that are not on your shopping list.



3. Distribute the “Which Cereal Is a Better Buy?” handout. Tell participants to look at the package, nutrition information, and price for each cereal. Ask participants to decide which cereal is the better buy. Explain that the brand name cereal with bright, bold packaging may be more interesting and attractive, but it also costs more than a boxed or bagged cereal with plainer packaging. **Tell participants:** The main difference between the cereals is the packaging. Both cereals in our example are equally nutritious.



4. Distribute the “Bargain or Special Price?” handout. Ask participants to decide which product is a better value. Explain that products with special pricing, such as “two for a dollar,” may still be more expensive than another brand of the same food. Encourage participants to look carefully at special price promotions to make sure they are saving money.

Conclusions

Tell participants:

1. Being aware of sales practices used in grocery stores can help us save money.
2. As you decide which foods to buy, think about how a food's packaging, location in the store, and special pricing affect the food's price.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week.

Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. Name one way you can save money when shopping.
2. Which ideas do you plan to use in the future to save money at the grocery store?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources:

(1) *Stretching Your Dollars*; (2) *Spending Less, Eating Better: A Shopper's Guide*.

Activity 5

Comparing the Cost per Unit

Purpose:	To teach participants how to compare the cost of foods using in-store unit pricing labels.
Materials needed:	Handout: "Comparing Costs"; calculator (for facilitator); flipchart or writing board; pens/markers or chalk.
Estimated time:	30 minutes to one hour, depending on the option chosen below.

Before the Session

You may choose to teach this lesson one of two ways:

1. Several days before teaching the lesson, go to the grocery store and get the total price and unit price information for instant regular oatmeal (box of 12 packets), quick cooking or old-fashioned oatmeal (16 ounce canister), a generic or store brand of canned green beans (14¹/₂ ounces), and a national brand of canned green beans (14¹/₂ ounces). Use a copy of the handout that accompanies this lesson to help you collect the information needed to teach the lesson.
2. Consider taking the group to the grocery store to find unit pricing information on the shelf tags. Contact the store to ask permission to bring a group to the store to conduct a lesson on unit pricing, and let the store personnel know the number of participants you plan to bring. At the session before this lesson, tell the group to meet you at the store at the designated time.

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson.

Ask participants: What have you tried from last week's session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today's lesson: briefly explain its purpose and some of the activities.

1. Introduce the topic: **Tell participants:** A number of factors can influence the cost of a packaged or canned food. **Ask:** What could affect how much a packaged or canned food costs? (*Responses could include the size of the package, how much preparation the food needs [i.e., "instant" foods may be more expensive than foods that need longer preparation], a national brand product may cost more than a generic or store brand product, etc.*)
2. **Tell participants:** With this activity, we are going to use unit pricing to look at a couple of factors that can affect how much a canned or packaged food costs. Before we do that, let me explain briefly what unit pricing is and how it can be used to help us make food-buying decisions.
3. **Tell participants:** Unit pricing is the price information that is found on many grocery store shelves. It includes the total cost for the food item, but it also includes the cost for a portion—or a "unit"—of the food. When foods come in a variety of package sizes, it can be difficult to compare costs and decide which one is more economical. Unit pricing gives us a way to do that. Unit pricing works best if we compare similar foods, such as two types of bread, or two packages of cereal, or two varieties of canned vegetables or fruit.
4. Give participants the "Comparing Costs" handout and ask them to follow the instructions at the top of the handout:
 - a. Using the unit pricing found on shelf tags (in many grocery stores), compare the cost for each of the following foods.
 - b. From the two foods, circle the one that represents the best value.

Generic or store brand of canned green beans (14½ ounces)

Total price: _____
What is the unit shown on the shelf tag
(for example, ounce, pound, each)? _____
Total units per package: _____
Cost/unit: _____

National brand of canned green beans (14½ ounces)

Total price: _____
What is the unit shown on the shelf tag
(for example, ounce, pound, each)? _____
Total units per package: _____
Cost/unit: _____

5. **Ask participants:** Which food appears to be more expensive? Are the basic units shown for these two foods the same? **Tell participants:** When the foods and their packaging are similar, most often they will have the same basic unit. If the packaging was different for the two brands of green beans, you could look at the total package weight for each food.





6. Now, review the second part of the handout.

Instant regular oatmeal (box of 12 packets)

Total price: _____
What is the unit shown on the shelf tag
(for example, ounce, pound, each)? _____
Total units per package: _____
Cost/unit: _____

Old-fashioned oatmeal (16 ounce canister)

Total price: _____
What is the unit shown on the shelf tag
(for example, ounce, pound, each)? _____
Total units per package: _____
Cost/unit: _____

7. **Ask participants:** Which food appears to be more expensive? Are the basic units shown for these two foods the same? If not, how can we decide which food is more economical? **Tell participants:** As we just saw, sometimes the “unit” for the two foods you want to compare is different. For example, the shelf tag for one food may show “ounces” as the unit, while the shelf tag for a similar food may show “pound” or “packet” or “each” as the unit. Since the foods are similar but the packaging is different, we need to look for a basic unit that is common to both foods. In this case, the weight of both foods is measured in ounces. Using an ounce as your “unit,” divide the total cost of each package by the number of ounces for each packet, and compare the cost per ounce for each food.

Conclusions

Tell participants:

1. Several factors can affect how much a food costs, such as the size of the package, how much preparation is needed, and if the food is a generic or store brand or a national brand.
2. Unit price information for packaged and canned foods can help you make food-buying decisions that can save you money.
3. Unit pricing works best if the two foods being considered are similar, such as two types of bread, or two packages of cereal, or two varieties of canned vegetables or fruit.
4. If the basic units shown on the shelf tag are not the same for two foods, you can determine a new “unit” by finding a common package weight unit, such as ounces, and dividing the total price for each by this new unit.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. What might affect how much a packaged or canned food costs?
2. How will you use unit pricing to help save money at the grocery store?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

See handout listed at the beginning of this activity.

Activity 6

Meat and Poultry Best Buys

Purpose:	To teach participants how to compare the cost of meats based on cost per serving (or ready-to-eat portion).
Materials needed:	Handout: “Meat and Poultry Best Buys”; flipchart or writing board; pens/markers or chalk.
Estimated time:	30 minutes to one hour, depending on the option chosen below.

Note: Comparing prices for meat and poultry differs slightly from that for other foods. Compare meat and poultry using cost per serving instead of cost per pound, to account for bone, water, or fat that may be lost during preparation. In completing this activity, use price information from your local grocery store. You may choose to collect all price information before the session to share with participants, or you might consider taking participants to the grocery store to find the information to complete the lesson. If you plan to take participants to the grocery store, be sure to check with the store first. A week or so ahead of time, be sure to remind participants to plan to meet you at the grocery store for the session.

The chart below shows the edible portion (i.e., the amount that can actually be eaten) for each of the meat and poultry foods provided on the handout. The edible portion has been used to determine the number of three-ounce servings available per pound for each of the meat and poultry choices on the handout. Meats and poultry choices with bones and/or higher amounts of fat will often have less edible meat per pound than lean, boneless cuts of meat. Serving numbers on the handout have been rounded when necessary.

Meat/Poultry choice	Edible portion, per pound
Whole chicken	7.0 ounces
Whole chicken, cut-up	7.0 ounces
Chuck roast, bone-in	8.6 ounces
Chuck roast, boneless	10.0 ounces
Deli-sliced ham, water added	13.1 ounces
Canned ham	10.2 ounces
Regular ground beef	11.4 ounces
Ground turkey	11.2 ounces
Chicken breast, with ribs and skin	10.2 ounces
Chicken breast, boneless and skinless	11.2 ounces
Turkey breast, whole, with bone	10.2 ounces

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson.

Ask participants: What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. Introduce the topic: **Tell participants:** Today we are going to compare the prices for different meats and poultry and talk about how to make sure we get the best buy for our money.
2. Give participants the “Meat and Poultry Best Buys” handout and work with them to complete the following comparisons:



Meat and Poultry Best Buys

(Serving sizes are based on approximately three ounces per serving or ready-to-eat portion.)

Example 1: Which is a better buy—whole chicken or cut-up chicken?

Whole chicken – 1 pound serves two adults.

Total price: _____ Cost/pound: _____

Net weight: _____ Cost/serving: _____

Whole chicken, cut-up – 1 pound serves two adults.

Total price: _____ Cost/pound: _____

Net weight: _____ Cost/serving: _____

Example 2: Which is a better buy—chuck roast, bone-in or chuck roast, boneless?

Chuck roast, bone-in – 1 pound serves three adults.

Total price: _____ Cost/pound: _____

Net weight: _____ Cost/serving: _____

Chuck roast, boneless – 1 pound serves three adults.

Total price: _____ Cost/pound: _____

Net weight: _____ Cost/serving: _____

Example 3: Which is a better buy—deli-sliced ham or canned ham?

Deli-sliced ham – 1 pound serves four adults.

Total price: _____ Cost/pound: _____

Net weight: _____ Cost/serving: _____

Canned ham – 1 pound serves three adults.

Total price: _____ Cost/pound: _____

Net weight: _____ Cost/serving: _____

Example 4: Which is a better buy—regular ground beef or ground turkey?

Regular ground beef – 1 pound serves four adults.

Total price: _____ Cost/pound: _____

Net weight: _____ Cost/serving: _____

Ground turkey – 1 pound serves four adults.

Total price: _____ Cost/pound: _____

Net weight: _____ Cost/serving: _____

Example 5: Which is a better buy—chicken breast with bone or chicken breast, boneless?

Note: Since individual chicken breasts often weigh more than three ounces, this example works best when chicken breasts are cut up into smaller pieces, such as for use in a stir-fry or casserole.

Chicken breast with bone – 1 pound serves three adults.
Total price: _____ Cost/pound: _____
Net weight: _____ Cost/serving: _____

Chicken breast, boneless – 1 pound serves four adults.
Total price: _____ Cost/pound: _____
Net weight: _____ Cost/serving: _____

Example 6: Which is a better buy—chicken breast with bone, or turkey breast with bone?

Chicken breast with bone – 1 pound serves three adults.
Total price: _____ Cost/pound: _____
Net weight: _____ Cost/serving: _____

Turkey breast with bone – 1 pound serves three adults.
Total price: _____ Cost/pound: _____
Net weight: _____ Cost/serving: _____

Conclusions

Tell participants: Comparing prices for meat and poultry is different from that for other foods. Meat and poultry choices with bones and/or higher amounts of fat often will have less edible meat per pound than lean, boneless cuts of meat. When buying meat or poultry, we need to compare the cost per serving instead of cost per pound to account for bone, water, or fat that may be lost during preparation.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. Why do some meat or poultry choices serve fewer people? (*Answer: Because they have less edible meat per pound because of bones, fat, added water, etc.*)
2. Based on what we discussed today, which meat or poultry choices appear to be a better buy?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) *Food Buying Guide for Child Nutrition Programs*; (2) “Yield Chart 1 – Yields for Selected Meat/Meat Alternatives” in *Meal Requirements and Production Records for the After School Care Snack Program: 2003-2004*.

Activity 7

Price Scavenger Hunt

Purpose:	To teach participants to look for price differences between products at various shopping locations.
Materials needed:	Handout: “Does Where You Buy Save You Money?”; flipchart or writing board; pens/markers or chalk.
Estimated time:	15 minutes

Before the Session

For this activity, you can save time by gathering cost information ahead of time. Write it on the “Does Where You Buy Save You Money?” handout, and copy for the participants.

Begin the Session

(1) Catch up from last session: briefly review the material covered in the previous lesson.

Ask participants: What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.



1. Introduce the topic: Give participants the “Does Where You Buy Save You Money?” handout. Ask them to compare costs of the following items at a local convenience store, discount store, and grocery store. If the product is unavailable, write “N/A” [not applicable] in space provided. The handout allows for price comparisons for milk, eggs, and toilet paper at the three types of stores.
2. From the price information gathered, discuss price differences between locations and how they affect the food budget.

Conclusions

Tell participants: The type of store you shop at can affect the price of food and household items. Compare prices carefully between stores, to be sure you get the best value.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants: Now that we’ve compared prices from several types of stores, how might you change where you shop?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources:

See handout listed at the beginning of this activity.

References and Resources

The following list includes references that were used to develop this chapter and resources that can be used to teach concepts from the chapter.

Activity 1: From Big Budget to Food Budget

United States Department of Agriculture, Center for Nutrition Policy and Promotion. *Official USDA Food Plans: Cost of Food at Home at Four Levels* (includes “Thrifty Food Plan”). Updated regularly. Download at <http://www.usda.gov/cnpp/using3.html> [accessed January 7, 2006].

Handout:
Family Expenses

Activity 2: Register Receipts to Save

United States Department of Agriculture, Center for Nutrition Policy and Promotion. *Official USDA Food Plans: Cost of Food at Home at Four Levels* (includes “Thrifty Food Plan”). Updated regularly. Download at <http://www.usda.gov/cnpp/using3.html> [accessed January 7, 2006].

Handouts:
Weekly Grocery Purchases
Weekly Grocery Purchases Example
Money-saving Tips for the Grocery Store

Activity 3: Menu Planning in Minutes

Handouts:
Quick Tips for Easy Meal Planning
Weekly Menu Plan
Grocery List
Knowing Your Store

Activity 4: Smart Shopping Saves Money

University of Florida Cooperative Extension Service, Institute of Food and Agricultural Sciences. *Stretching Your Dollars*. December 2001. Online: <http://edis.ifas.ufl.edu/HE934> [accessed November 11, 2005].

University of Hawaii at Manoa, College of Tropical Agriculture & Human Resources, Department of Human Nutrition Food and Animal Science, Cooperative Extension Service, Expanded Food and Nutrition Program. *Spending Less, Eating Better: A Shopper’s Guide*. Online: <http://www.ctahr.hawaii.edu/new/curriculum.htm> To download: <http://www.ctahr.hawaii.edu/new/syfd/SYFD-SpendLess.pdf> [accessed February 7, 2006].

Handouts:
Which Cereal is a Better Buy?
Bargain or Special Price?

Activity 5: Comparing the Cost per Unit

Handout:
Comparing Costs

Activity 6: Meat and Poultry Best Buys

Kansas State Department of Education, Nutrition Services. “Yield Chart 1 – Yields for Selected Meat/Meat Alternatives” in *Meal Requirements and Production Records for the After School Care Snack Program: 2003-2004*. Revised July 2003. Online:
http://www.ksde.org/kneat/SNP/SNPDocs/Forms_and_Instructions/ASCSP/2005_ASCSP_Prod_Rec_Book.pdf [accessed January 24, 2006].

United States Department of Agriculture Child Nutrition Programs, Healthy School Meals Resource System. *Food Buying Guide for Child Nutrition Programs*. November 2001. Online:
<http://schoolmeals.nal.usda.gov/FBG/buyingguide.html> [November 11, 2005].

Handout:
Meat and Poultry Best Buys

Activity 7: Price Scavenger Hunt

Handout:
Does Where You Buy Save You Money?



Simply Good Eating: Now You're Cooking!
A Quick Guide to Tasty Food



Simply Good Eating: Now You're Cooking! A Quick Guide to Tasty Food

The goal of this lesson is to provide participants with information and opportunities to practice skills to increase their ability to prepare nutritious and delicious foods at home.

Basics of Preparing Tasty Foods

- Cook more successfully by using the right utensils.
- Avoid cooking failures by measuring correctly and using recipes.
- Add variety to your foods by using different cooking methods.
- Make ordinary foods taste better by using herbs and spices.
- Reduce fat in recipes by making substitutions for basic recipe ingredients.

Learning Objectives

After completing this lesson, participants will be able to:

1. Identify at least one new kitchen utensil they can use to prepare a recipe.
2. Demonstrate at least one basic measuring skill.
3. Follow the steps in a recipe.
4. Use at least one new cooking method.
5. Identify at least one new spice or herb they will try in a recipe.
6. Identify at least one ingredient substitution they will try at home.

Instructional Activities

The following activities can be used with either individuals or groups. Complete descriptions are included in the activities immediately following this chapter. Facilitators are encouraged to provide handouts for the activities you do not have time to complete.

1. Kitchen Basics and Cooking Skills
2. Using Recipes and Measuring Success
3. Cooking Demonstrations
4. Spice of Life
5. Substitutions: Old Favorites, New Ways
6. Meat Making the Grade
7. Tasty Meat on a Budget
8. Healthy Cooking with Meat

Conclusions

See individual activities for specific topics.

Check for Understanding and Behavior Change

See individual activities for specific topics.

References and Resources

Complete references and additional resources for each activity are listed at the back of this unit.

Activity 1

Kitchen Basics and Cooking Skills

Purpose:	To teach participants basic information about essential tools for cooking and cooking techniques that commonly appear in recipes.
Materials needed:	Part 1: Handout: “Kitchen Essentials.” Part 2: Handout: “Cooking Words”; stove, spaghetti noodles, pot, water. Optional materials (depending on the cooking methods you choose to demonstrate): pre-made dough (such as canned biscuits or pizza); small amount of flour for kneading (and pastry cloth, if available); hard vegetable, such as a carrot; cutting board, knife, and grater; several fresh eggs, mixing bowls, spoons, forks or wire whisks (for participants to use individually). Parts 1 and 2: flipchart or writing board; pens/markers or chalk.
Estimated time:	30 – 45 minutes

Note: This lesson has two parts. Part 2 builds upon concepts learned in Part 1.

Before the Session

For Part 2: (1) Prepare pasta al dente (cooked so its texture is still somewhat firm) and pasta that is not al dente (soft or overdone) for participants to sample. (2) Be sure to read through the lists in #3, to decide which cooking methods you will practice and the tools you will need.

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

Part 1: Kitchen Essentials

1. Introduce the topic: **Tell participants:** Learning a few basic cooking skills will make cooking easier and help recipes turn out more successfully. Having the right kitchen equipment can make cooking easier. However, many common household items can work in place of more expensive cooking equipment.
2. Kitchen Set-Up: Give participants the “Kitchen Essentials” handout. **Tell participants:** Before we talk about cooking skills, let’s review some important tools for preparing foods at home. Here is a list of some important kitchen utensils along with substitution ideas for equipment that we might not have. Let’s take a moment to review and discuss them.



Kitchen Essentials	Substitution Ideas	Purpose
measuring cup (liquid)*	marked jar/baby bottle	measuring liquid ingredients
measuring cup (dry)*	marked jar	measuring dry ingredients
measuring spoon	tablespoon/teaspoon	measuring small ingredients
mixing bowl	wok or deep pan	mixing ingredients
rolling pin	smooth bottle/glass	rolling out dough
spatula	fork or tablespoon	flipping hot items
cooling rack	stove rack	quick cooling on dry surface
wire whisk	fork	whipping
can opener		opening bottles and cans
cutting board	heavy plate	preventing countertop scarring
cookie sheet	8- or 9-inch cake pan	baking breads, pizza, other
biscuit/cookie cutter	jar or glass top	cutting shapes
ladle	coffee cup	scooping liquids
potato masher	2 forks/2 knives	mashing beans or potatoes
colander (strainer)	lid or large cutting knife	straining liquids
round cake pan	all-metal pot or coffee can	baking cakes and breads
meat mallet	bottom of small metal pot	pounding meat to make it more tender

Other important cooking tools include: pots, pans, knife, pot holders, grater, and peeler.

*Measuring dry and liquid ingredients accurately requires different kinds of measuring cups. Liquid measuring cups will have a pour spout.

Part 2: New Cooking Skills

1. **Ask participants:** What cooking methods have you used in the past? What cooking methods have you seen relatives or friends use in the past? Tell participants that there are many cooking methods used in common recipes. Knowing about different ways to cook helps us to use recipes successfully. Cooking in different ways adds variety to meals and snacks.
2. Distribute the “Cooking Words” handout. Tell participants that many of the words on the list are found in common recipes. Discuss the words and give examples of foods that might be prepared using each cooking method. If you don’t have time to talk about all of the cooking vocabulary, choose the words that are most suitable for your audience.
3. After discussing the cooking words, demonstrate or ask participants to practice some of the cooking methods. The following describe how cooking methods may be practiced or demonstrated.
 - Ask participants to taste the pasta you have prepared al dente (somewhat firm in texture) and the pasta that is not cooked al dente (overdone or soft).
 - Demonstrate first, then ask participants to separate eggs into egg whites and yolks, then pour the white into a bowl and practice whipping the egg white with a fork or wire whisk until it is frothy.
 - Demonstrate first, then ask participants to practice kneading, using pre-made dough (canned biscuits or pizza dough).
 - Using a carrot or other hard vegetable, demonstrate the differences between grating, mincing, and dicing.
 - If you have a stove available, show participants the difference between simmering and boiling.



Conclusions

Tell participants: Using different cooking methods adds variety to meals and snacks. Preparing the same foods in different ways helps to keep meals interesting when cooking with ingredients we have on hand.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. List the ideas on the flipchart or writing board.

Also ask participants:

1. Name a kitchen tool (or its substitute) you plan to use.
2. Which cooking method would you like to try in the future?
3. Can you think of any foods you would like to prepare using the cooking methods we talked about?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

Food Skills Cookbook.

Activity 2

Using Recipes and Measuring Success

Purpose:	To teach participants about how to follow a recipe and the importance of measuring, and how to measure ingredients for a simple recipe.
Materials needed:	<i>Simply Good Eating Recipe Cards, Volume 1</i> (MI-06641): Recipe card #40 “Baking Powder Biscuits” (or alternate recipes for #48 “Dog Bones,” or other no-bake recipes listed in “Before the Session” below); flour, baking powder, and salt (the amount of ingredients needed depends on the number of participants); water; several mixing bowls and mixing spoons (for participants to use individually); dry and liquid measuring utensils; butter knife (for leveling dry ingredients); clean margarine wrapper; pastry cutter (or substitute two butter knives or a fork in its place to “cut” margarine into the flour mixture); kitchen facility with oven, if a recipe that requires baking is chosen; flipchart or writing board; pens/markers or chalk. Optional: If you select an alternative recipe from “Before the Session” below, bring the ingredients and utensils you will need for the session.
Estimated time:	40 minutes

Before the Session

For “Part 2: Measuring Success,” write the following measurement abbreviations on the flipchart:

Tablespoon	TBSP, Tbsp, or T
Teaspoon	tsp, t
Cup	c
Ounce	oz
Pound	lb

Note: As an alternative for “Baking Powder Biscuits” or “Dog Bones,” the following recipes from **Simply Good Eating Recipe Cards, Volume 2** could be used: #43 Orange-Lemon Tea, or #45 Hot Chocolate Mix. The Orange Smoothie recipe (#49, **Simply Good Eating Recipe Cards, Volume 1**) could also be used, but it has only liquid ingredients, so would allow no practice measuring dry ingredients. Select a recipe and bring the ingredients you will need.

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson.

Ask participants: What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

Part 1: Using Recipes

1. **Tell participants:** Even though many of us know how to cook delicious dishes without using recipes, it is important to know how to use recipes. This will not only allow us to expand the variety of foods we eat, but can also improve the way we prepare old family favorites. Here are some important steps to follow when preparing foods using recipes:

- Step 1: Read over the recipe to make sure you have all the right ingredients and equipment necessary.
- Step 2: Clear and clean work area.
- Step 3: Set out measured ingredients and needed equipment. Preheat oven, if necessary. If a recipe calls for meat and dairy ingredients, keep them refrigerated until ready to use.
- Step 4: Prepare recipe according to instructions given.
- Step 5: Note comments or changes on the recipe card for future reference.

2. **Tell participants:** Collect recipes from a variety of sources and try them out. Standard cookbooks, like the *Betty Crocker Cookbook* series, offer simple kitchen-tested recipes in an easy-to-follow format. Food magazines, newspapers, and even televised cooking shows are sources of other tasty recipes that may be fun to try. Here are some additional suggestions:

- Organize recipes by category, and be sure to mark those that you will prepare again.
- Check out cookbooks and cooking magazines from your local library. These are often good sources of nutritious low-cost recipes.
- Instead of rewriting recipes from newspapers or flyers onto recipe cards, simply clip them and tape them to index cards. Besides saving time, it provides enough space to write your own comments and ideas to improve the recipe or to list side dishes.

Part 2: Measuring Success

1. **Tell participants:** Often, success or failure in cooking depends on our ability to measure ingredients correctly. Show participants a complete set of measuring cups and spoons. Use the following description to explain measuring techniques:

- Use clear measuring cups with pouring spouts to measure liquid ingredients, such as water, milk, and oil. When using liquid measuring cups, fill the cup until the liquid touches the line that is labeled with the amount you want to measure. For accurate measurement, check the level of the liquid at eye level.

- Measure dry ingredients, such as flour and sugar, with dry measuring cups. To use dry measures, scoop ingredients into the measuring cup and then level off extra amounts, using the butter knife. Tell participants that measuring spoons are used to measure smaller amounts of ingredients, such as spices, salt, or baking soda. When using measuring spoons, scoop ingredients with the spoon, and then level off with a knife.
2. Ask for a volunteer to show the difference between dry measures and liquid measures. Ask the volunteer to fill a one-cup dry measuring cup with water. Now, ask the volunteer to pour the water into a liquid measuring cup and show the other participants the differences in measures. Tell participants that the difference between dry and liquid measures may affect the success of recipes, so it is important to use the correct type of measuring cup. Thank the volunteer for helping with the demonstration.
 3. Next, referring to the flipchart, discuss the measurement abbreviations. Explain that these are often used in recipes.
 4. Distribute the recipe card for “Baking Powder Biscuits” or the alternate recipe you have selected from “Before the Session” above.
 5. Set out the mixing bowls and ask participants to work in groups of three or four people to measure the ingredients for the recipe. To practice measuring skills, ask participants to take turns measuring out the dry ingredients for the recipe and put them into the mixing bowls you have provided.
 6. Show participants how to measure stick margarine (or butter) by using the measures printed on the wrapper. Ask one participant in each group to measure the margarine for the biscuit recipe.
 7. Ask one participant in each group to measure the milk for the recipe. Ask the remaining participants to practice measuring liquid ingredients using water (see #2 for a description of how to measure liquids).
 8. Bake the biscuits according to directions on the recipe card and invite participants to taste them. If you chose a recipe for the activity that does not require baking, such as the hot chocolate mix or the orange-lemon tea, prepare servings for participants to sample.
 9. Ask participants to guess how a mistake in measuring any of the ingredients could affect the taste, texture, or other features of the recipe.

Conclusions

Tell participants: Many recipes require us to measure ingredients, and measuring correctly is important to the success of recipes. Measuring is one of many cooking skills that can help us prepare meals that are nutritious, flavorful, and low in cost.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. List the ideas on the flipchart or writing board.

Also ask participants:

1. Why is it important to use the right type of measuring cup?
2. What recipes do you plan to prepare for which you will need to measure ingredients?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) *Food Skills Cookbook*; (2) *Simply Good Eating Recipe Cards, Volume 1*; (3) *Simply Good Eating Recipe Cards, Volume 2*.

Activity 3

Cooking Demonstrations

Purpose:	To help participants practice using several cooking methods.
Materials needed:	<i>Simply Good Eating Recipe Cards, Volume 1</i> (MI-06641): Recipe cards #35 “Grilled Herb Vegetables,” #9 “Baked Fish and Vegetables,” and #26 “Vegetable Stir-Fry”; recipe ingredients and utensils needed to demonstrate recipes; flipchart or writing board; pens/markers or chalk.
Estimated time:	15 minutes, plus the time required to prepare the recipe chosen (check recipe card).

Before the Session

Select a recipe(s) to prepare from the *Simply Good Eating Recipe Cards, Volume 1*. Recommended recipes include #35 “Grilled Herb Vegetables,” to demonstrate grilling, # 9 “Baked Fish and Vegetables,” to demonstrate steaming, and #26 “Vegetable Stir-Fry,” to demonstrate sautéing. Other recipes could be used if they are more appropriate for your audience. Obtain ingredients and equipment needed to prepare recipes. When choosing recipes, look for recipes with inexpensive ingredients, lower-cost meats, etc.

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson.

Ask participants: What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. **Tell participants** that you will use cooking demonstrations to show them simple ways to prepare nutritious foods from inexpensive ingredients. Through these cooking demonstrations, we will be able to see how delicious, inexpensive meals can be prepared in minutes. These are only a few of the quick, simple cooking ideas that will help expand the variety of nutritious foods in our diets.
2. For each item prepared, follow the directions below:
 - a. Review with participants the recipe card you have selected to prepare.
 - b. Lay out ingredients to be used so that all participants can see them.
 - c. Select from the following descriptions to discuss the preparation method to be used for the recipe you have chosen:
 - *Grill:* Grilling over a direct heat source, such as charcoal, is a method commonly used to cook meat or vegetables. The food is placed on a metal rack over the heat source. If you plan to grill indoors, be sure the grill is appropriate for indoor use.

- *Steam*: Steaming is usually done on top of the stove over a pot of boiling or simmering water in a covered pan. Food is placed in a steamer basket or rack over the pot of hot water. Another way to use steam for cooking is to wrap the food in aluminum foil to capture the steam. The baked fish recipe used in this cooking demonstration uses this method. Steaming a food rather than boiling tends to retain the food's flavor, texture, and nutrients better.
 - *Sauté*: Sautéing is done in an open pan over heat. Foods are cooked in a small amount of oil and stirred constantly.
- d. Ask participants to assist in preparing foods according to the recipe.
 - e. Prepare the item according to the recipe.
3. During or following the preparation of the recipe(s), discuss the following:
 - The importance of different food colors and textures when preparing meals. Avoid too many similarly colored or textured food items in a meal. Try to mix colors and textures of foods to make meals more interesting and flavorful.
 - Alternative preparation methods or recipe variations. Some suggestions are listed in the “Bright Ideas” section on the back of each of the *Simply Good Eating Recipe Cards*. Encourage participants to be creative when cooking. Ask participants to name ideas about how they might change preparation methods or ingredients.
 - The importance of not overcooking or undercooking foods such as meats, for example. Undercooking meats can cause illness, while overcooking may cause meat to be tough or dry.

Optional (if appropriate for the audience): *Discuss how children can help in preparing recipes. Ask participants for their ideas about how children can help in the kitchen. Tell participants that most of the **Simply Good Eating Recipe Cards** include an idea for how children can be involved in preparing food. Explain that including children in food preparation helps them to learn cooking skills and may encourage them to eat a variety of foods. Ask participants to name any safety concerns that are important to remember when children are in the kitchen.*

Conclusions

Tell participants: We have talked about some simple ways to prepare foods from inexpensive ingredients. Many foods can be prepared at home quickly, simply, and for less money than convenience foods. Using different cooking methods and recipes adds variety to meals and snacks and can save time. Cooking can be fun, so choose a recipe and give it a try.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. List the ideas on the flipchart or writing board.

Also ask participants: What cooking methods do you plan to try at home?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

Simply Good Eating Recipe Cards, Volume 1.

Activity 4

Spice of Life

Purpose:	To teach participants how to use various herbs and spices used in popular dishes.
Materials needed:	<i>Simply Good Eating Recipe Cards, Volume 1</i> (MI-06641): Recipe card #4 “Cooking With Flavor”; various spices, low-fat cream cheese, saltines, knives, small paper plates; flipchart or writing board; pens/markers, or chalk.
Estimated time:	15 minutes

Before the Session

Blend various spices and herbs from the “Cooking With Flavor” recipe card with a heaping spoonful of low-fat cream cheese, mayonnaise, or mayonnaise-type dressing. At first, use only a pinch of the spice. Add more of the spice if the flavor needs to be enhanced.

Note: Review recipe card and select spices that may appeal to your audience.

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson.

Ask participants: What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. **Tell participants:** There are many advantages to using spices and herbs when cooking. Herbs and spices can add new and appetizing flavors and aromas to our diets. When using herbs and spices, we may be able to reduce salt and fat in recipes. While some spices and herbs can be expensive, there are ways to use them in recipes without spending a lot of money. One idea is to purchase spices that cost less or those that you use more often. You may want to buy one container and share it with a friend who is willing to split the cost with you. Be sure to store spices in airtight containers.
2. Review “Cooking With Flavor” recipe card with participants.
3. Ask participants which herbs and spices they have used before.
4. Set out a plate of crackers and the prepared cream cheese/mayonnaise mixture. Ask participants to taste various spices and herbs by spreading a small amount of the mixture on a cracker.
5. Discuss the flavor and intensity, and how they might be used in some of their favorite recipes. Use the recipe card to guide participants in a discussion about herbs and spices they might try in cooking.

Optional discussion: Refer to spice blends in **Simply Good Eating for Seniors:** “*Eating for a Healthy Heart: Cooking with Flavor.*”

Conclusions

Tell participants: There are many advantages to using herbs and spices when cooking. Interesting flavors and aromas can add variety to foods. Herbs and spices may also help us to reduce fat and salt in recipes.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. List the ideas on the flipchart or writing board.

Also ask participants:

1. Which herbs or spices did you like the most?
2. How do you plan to use these herbs or spices in the future?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) *Simply Good Eating Recipe Cards, Volume 1*; (2) *Simply Good Eating for Seniors: “Eating for a Healthy Heart: Cooking with Flavor.”*

Activity 5

Substitutions: Old Favorites, New Ways

Purpose:	(1) To teach participants about how to make simple, inexpensive, and healthy ingredient substitutions; (2) To teach participants to identify ways they can change recipes to lower the fat content.
Materials needed:	Part 1: Handout: “Substitutions: Handy and Healthy” Part 2: Handouts: “Spinach Dip,” Traditional Meatballs: Cut Fat, Not Taste!” and “Banana Bread: Cut Fat, Not Taste!”; fat tubes. Parts 1 and 2: Flipchart or writing board; pens/markers or chalk.
Estimated time:	30 – 45 minutes

Note: This lesson has two parts. Part 1 discusses substitutions, and Part 2 demonstrates how substitutions can be made.

Before the Session



For Part 2, prepare the modified dip recipe from the “Spinach Dip” handout. Decide which recipe—traditional meatballs or banana bread—you will discuss, but have both recipe handouts available in case there is time to discuss both. Prepare fat tubes to compare the amount of fat in the regular and modified recipes for the recipes noted above. Instructions for making fat tubes are included in the *Simply Good Eating User’s Guide*.

Begin the Session

(1) Catch up from last lesson: review the material covered in the previous lesson.
Ask participants: What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

Part 1



1. Distribute the “Substitutions: Handy and Healthy” handout to participants.
2. Tell participants that the handout lists several useful ingredient substitutions. Explain that sometimes we do not have all the ingredients needed to make a certain recipe in our

cupboards. Sometimes other ingredients we have on hand may be substituted for those that are not available. Ask participants to name foods that they might substitute. Discuss examples of possible substitutions by reviewing Side 1 (“What Could I Use Instead?”) of the handout.



3. Ask participants if they have tried making small changes in the past to lower fat, sugar, or salt content. If so, ask if the taste of the recipe was altered. If they haven't tried making changes, tell them that making small changes in recipes doesn't greatly change the taste. Review Side 2 (“Substitutes for Healthy Recipes”) of the handout with participants.

Part 2

1. Tell participants that in many cases, modifying recipes can help us to enjoy our favorite foods while eating less fat. Explain that substituting ingredients can often be done without sacrificing taste. Using substitutions that lower fat, sugar, or salt or increase other nutrients can result in healthier recipes. Emphasize how easy small changes are and the fact that they don't require more time. Many recipe changes can also save money. Tell participants that today you will discuss some ways to decrease fat in recipes.



2. Invite participants to taste the spinach dip recipe prepared with substitutions. Ask participants their opinion of the taste. Ask if they are willing to try a substitution like this at home. Give each participant the “Spinach Dip” handout, and discuss the substitutions that were made to reduce fat.

3. **Ask participants:** What substitutions could you make in any recipes you prepare?

4. Ask participants for ideas about how recipes might be changed to lower fat. Write suggestions on the flipchart or writing board. Use the following questions to direct the discussion:

- Can the type of ingredients be changed?
- Can the amount of ingredients be changed?
- Can the way the recipe is prepared be changed?
- Can the way it is served be changed?



5. Give each participant a copy of the “Traditional Meatballs: Cut Fat, Not Taste!” or “Banana Bread: Cut Fat, Not Taste!” handout. Ask participants to look at the original recipe on the front of the handout. Ask participants to decide how this recipe could be changed to lower the fat content. After participants have provided ideas, review the suggestions on the back of the handout. Encourage participants to try similar changes to their own favorite recipes.



6. If time permits, you may repeat this discussion with the other recipe handout.
7. Show participants the fat tubes representing the fat content of each recipe before and after the changes. Emphasize that making the small changes listed on the handout can remove a lot of fat from the recipes (from 43 to 17 grams for traditional meatballs, and from 7 grams to 2 grams for banana bread).
8. Many participants may be more motivated to make recipe changes if they can save money. Ask participants to review the list changes for each recipe and discuss which of them could save money.

Conclusions

Tell participants:

1. Often, ingredients we have on hand can be substituted for those that are not available.
2. Substituting ingredients in recipes can reduce the amount of fat, sugar, or salt. Substitutions can also increase beneficial nutrients in recipes.
3. Recipes made with less fat can still taste good.
4. Recipe changes can be easy and can save money.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. List the ideas on the flipchart or writing board.

Also ask participants:

1. Name at least one way to lower the fat content of a recipe.
2. What recipes do you plan to try changing at home to reduce fat? What substitutions do you plan to use?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session to encourage attendance.

References and Resources

See handouts listed at the beginning of this activity.

Activity 6

Meat Making the Grade

Purpose:	To teach participants how to identify leaner cuts of meat.
Materials needed:	Handout: “Understanding Meat Labels”; flipchart or writing board; pens/markers or chalk
Estimated time:	15 – 20 minutes

Before the Session

Contact the meat department at the local grocery store and ask for a copy of the meat nutrition information posted near the fresh meat counter. Prepare a flipchart listing the words from #5 below, but do not write the answers until participants have discussed each pair. Keep covered until ready to use.

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. **Ask participants:** What information is usually printed on labels for meat and poultry? Have you ever noticed that there is often no information about nutrition on these labels? **Tell participants** that meat and poultry are not required to have nutrition information on their labels. However, nutrition information is usually available at the meat counter or

can be obtained from the manager. Explain that meat and poultry foods are excellent sources of important nutrients such as iron and protein, but if these foods are not selected and prepared carefully, they can add large amounts of calories and fat to the diet. Since labels for meat and poultry foods often do not tell us about nutrients, it is difficult to know how much fat and calories these foods contain.

2. **Ask participants:** How can you find out nutrition information about meat and poultry foods? Explain that nutrition information may be posted on a chart in the meat display area or store personnel may be able to provide nutrition information. Also, certain words on food labels give us clues about the fat content in meats. **Tell participants** you will discuss how we can use certain words on the label to help us choose leaner cuts of meat and poultry.
3. **Ask participants:** Can you name any words that might appear on a red meat label that would tell you the meat is lower in fat? Distribute the “Understanding Meat Labels” handout, and explain words used in meat labeling, using the following information. When shopping for red meats (beef, pork, lamb), look for the following words:

- “Select” grade or “choice” grade: These grades of meat generally contain lower amounts of fat than prime cuts.
- Round, Loin, and Leg: Cuts of meat that contain the terms “round,” “loin,” and “leg” often contain the least fat. Examples are sirloin, tenderloin, round steak, bottom round roast, and leg of lamb.

4. **Ask participants:** Can you think of any ways you might choose poultry that is lower in fat? Write suggestions on the flipchart or writing board. Add any suggestions participants have not stated and explain using the following information:

When shopping for poultry (chicken, turkey, game) remember the following:

- Skinless poultry: Poultry without skin is lower in fat than poultry with skin. Poultry may be purchased without skin, or the skin may be removed at home before cooking or eating.
- Variety meats (gizzards, livers, etc.) are usually inexpensive, but they often contain more fat and/or cholesterol, and should be eaten less often.

5. Uncover the flipchart with the list of words. Write each pair of words listed below on the flipchart. Ask participants to decide which cut of meat is lower in fat. Discuss why each cut of meat is lower in fat, using the information above. The answers are shown beside the pairs of words.

- a. Sirloin steak or T-bone steak? (*sirloin steak*)
- b. Lean ground beef or regular ground beef? (*lean ground beef*)
- c. Chicken with skin or chicken without skin? (*chicken without skin*)
- d. Select grade or prime grade? (*select grade*)
- e. Eye round roast or rib roast? (*eye round roast*)
- f. Bologna or sliced roast beef? (*sliced roast beef*)
- g. Pork tenderloin or spare ribs? (*pork tenderloin*)

6. Tell participants that leaner cuts of meat tend to be tougher, and therefore will require more attention, such as marinating, pounding, or slower cooking in liquid over a longer period of time. Explain that fat can also be reduced when preparing meat dishes. Removing skin from poultry products, and draining or rinsing grease off cooked ground beef are ways to reduce fat.



Conclusions

Tell participants: Meats and poultry often do not display nutrition information on their food labels. Without nutrition information, it is difficult to know how much fat and calories these foods contain. Fortunately, we can use certain words on food labels to help us choose leaner meats and poultry.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. Name a word on a label that might show a meat is lower in fat.
2. What is one way we can eat less fat in poultry?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

- (1) “‘Nutrition Facts’ to Help Consumers Eat Smart”; (2) *How to Buy Meat*.

Activity 7

Tasty Meat on a Budget

Purpose:	To teach participants low-cost preparation techniques for meats and poultry.
Materials needed:	Part 1: Saving Money with Meat: Copy of recipe selected to demonstrate (from <i>Simply Good Eating Recipe Cards, Volume 1</i> (MI-06641): #12 “Cabbage and Hamburger Casserole,” or #16 “Ground Beef Stew”; <i>Simply Good Eating Recipe Cards, Volume 2</i> (MI-07391): #18 “Chicken Pasta Primavera,” #29 “Skillet Lasagna,” or #30 “Spanish Noodle Casserole”); stove; necessary ingredients and utensils for preparing recipe selected. Part 2: Buying and Preparing Meat for Cooking: Handouts: “Cutting Up a Whole Chicken,” “Marinades and Rubs,” “Cooking Beef: Dry or Moist Heat?” “Recommended Cooking Temperatures” (from the “Don’t Be Sorry: Keep Food Safe” chapter). Parts 1 and 2: flipchart or writing board; pens, markers, or chalk.
Estimated time:	45 – 60 minutes, depending on recipe selected to demonstrate

Note: This lesson has two parts. Part 1 addresses a few ways to save money by watching meat portion sizes. Part 2 discusses how we save money by buying larger and less expensive cuts of meat, and cooking methods to make them tender and tasty.

Before the Session

Select a recipe from one of the following in *Simply Good Eating Recipe Cards, Volumes 1 and 2*, to demonstrate concepts explained in the lesson: Volume 1: #12 “Cabbage and Hamburger Casserole,” or #16 “Ground Beef Stew”; Volume 2: #18 “Chicken Pasta Primavera,” #29 “Skillet Lasagna,” or #30 “Spanish Noodle Casserole.” Provide the necessary ingredients and utensils to perform the demonstration.

Begin the Session

(1) Catch up from last lesson: review the material covered in the previous lesson.

Ask participants: What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

Part 1: Saving Money with Meat

1. Introduce the topic: **Tell participants:** Meat and poultry are an important part of many of our diets. However, meat and poultry foods can be costly. Today we will talk about ways to prepare meat and poultry that can help us save money.
2. **Ask participants:** How much is a serving of meat or poultry? Record suggestions on the flipchart. **Tell participants:** When planning meals, it is important to consider portion sizes of meat and poultry. Meat tends to be the most expensive portion of the grocery bill. **Tell participants:** For most adults, MyPyramid recommends five to six ounces of foods from the Meat, Poultry, Dry Beans, Eggs, and Nuts Group per day, but many of us eat larger portions (at times, we may eat five or six ounces at one meal!). We can save money and plan healthier meals by serving each person smaller amounts of meat and poultry. Here are some other suggestions:
 - Make meat serve more people by cutting it into small pieces and mixing it with vegetables, potatoes, rice, noodles, or in casseroles.
 - Substitute other protein sources for meat, such as beans or eggs, at some meals. For cost-saving information, refer to Activity 6: “Meat and Poultry Best Buys” in the “Shop and Save” chapter.
3. Recipe demonstration: Review with participants a copy of the recipe you have selected to prepare. Prepare the recipe and explain how meat can be combined with other ingredients to stretch our meat dollar, provide more servings, and use other food appealingly.

Part 2: Buying and Preparing Meat for Cooking

1. Introduce the topic: **Tell participants:** one way to save money on meat and poultry is to buy larger cuts and cut them up yourself. Large pieces of meat and whole poultry often cost less than cut-up pieces. When you cut up meat yourself, you can use the different cuts in a variety of main dishes. Today, we will discuss ways to buy, prepare, and store meat and poultry to help save money.
2. Give participants the “Cutting Up a Whole Chicken” handout and review with them, using the following information:

Chicken Cuts	Uses
Breast	Baked, pasta dishes, main dish, salads
Wings, legs, and thighs	Stews, casserole, baked or stir-fry
Neck, gizzard, liver	Gravy, stock
Backs, carcass	Soups, stews, or stock

3. **Tell participants:** If you buy larger cuts of meat and cut them up yourself, it is important to store them correctly. Portions of meat can be stored for later use in the refrigerator or freezer. **Ask:** How long can you store meat in the freezer? In the refrigerator?





Note: Refer to “Cold Storage of Food” handout in the “Don’t Be Sorry: Keep Food Safe” chapter for maximum recommended storage times.

Tell participants:

- Make sure to put meat and poultry in the refrigerator or freezer immediately after repackaging them.
- Store frozen meats in airtight containers, freezer bags, or heavy freezer wrap or foil. Store refrigerated meats in covered containers.

4. Cooking tips for red meat cuts: **Tell participants:** Meats that are less tender often cost less. We can use certain cooking methods and tenderizers to improve the texture of less tender meat. Ask participants for suggestions about how to tenderize meat. Record suggestions on the flipchart and discuss the tenderizers and cooking methods listed below.

Tenderizers: **Tell participants:** The tenderness of meat can be increased in several ways.

- Pound meat with a meat mallet (or a substitute, such as the bottom of a small metal pot) before cooking.
- Use meat tenderizer (although these often add sodium).
- Marinate meat. Marinades can both tenderize and add flavor. Simple marinades can include lemon, lime, orange, tomato juice, vinegar, plain yogurt, or buttermilk. Distribute and review the “Marinades and Rubs” handout.



Cooking methods: **Tell participants:** The cooking method you use depends on the cut of meat you are preparing. Distribute the “Cooking Beef: Dry or Moist Heat?” handout, and use it to talk about recommended cooking methods for different types of meat.

- *Dry heat* methods cook without adding liquid to the meat. Hot air is used to transfer heat to food. **Ask participants** to name examples of dry heat methods. Examples of dry heat methods include roasting, broiling, pan-broiling, grilling, pan-frying, and stir-frying. Dry heat cooking is best for tender cuts or marinated tougher cuts. Dry heat methods do not tenderize, so if you want to use them with tougher cuts, it is best to tenderize before cooking.
- *Moist heat* cooking uses liquid or steam to cook the meat. **Ask participants** to name examples of moist heat methods. Examples of moist heat methods include braising, steaming, poaching, and stewing. Moist heat cooking is recommended for less tender cuts, since this method can improve tenderness.

5. Cooking tips for chicken and other poultry: **Tell participants:** Cook skinless chicken or other poultry slowly over lower heat and keep covered when possible. Recommended cooking methods for chicken and poultry include: stewing, baking, roasting, broiling, grilling, or frying. Check your recipes for ideas.
6. Cooking tips for fish: **Tell participants:** Fish can also be prepared in many different ways: braised, poached, roasted, grilled, or fried. Check your recipes for ideas.



7. Doneness: Ask participants why it is important to thoroughly cook meat and poultry. Distribute the “Recommended Cooking Temperatures” handout for tips on how to determine doneness and recommended cooking temperatures.

Conclusions

Ask participants to name some of the ways to save money on meat and poultry. Include the following points:

- Consider portion sizes when planning meals.
- Substitute other protein sources for meat, such as beans or eggs, more often.
- Sometimes cutting up larger pieces of meat yourself can save money.
- Use different cooking methods to tenderize less tender cuts of meat.

Check for Understanding and Behavior Change

Ask each participant to state one idea that they learned and plan to use during the next week. List the ideas on the flipchart or writing board.

Also ask participants:

1. Name one way to tenderize meat.
2. What is the difference between dry heat and moist heat cooking methods?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources:

(1) *American Dietetic Association Complete Food and Nutrition Guide*; (2) *Basics About Beef*; (3) *Cooking Basics*; (4) *Marinades & Rubs*; (5) *Food Dictionary*; (6) *Recommended Cooking Methods for Different Cuts of Beef*; (7) “Cutting Up a Whole Chicken”; (8) *Simply Good Eating Recipe Cards, Volume 1*.

Activity 8 Healthy Cooking with Meat

Purpose:	To teach participants how to prepare meat that is lower in fat.
Materials needed:	Handout: “Reducing Fat in Cooked Ground Beef”; fat tubes; demonstration materials (optional); flipchart or writing board; pens/markers or chalk.
Estimated time:	30 – 45 minutes

Before the Session

Prepare fat tubes showing the amount of fat in ground beef before and after draining and rinsing. Instructions for making fat tubes are included in the *Simply Good Eating User’s Guide*.

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson.

Ask participants: What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. Introduce the topic: **Tell participants:** For many of us, meat and poultry can contribute significant amounts of fat to our diets. However, it is possible to choose ways to prepare

and cook that remove some of the fat from meat and poultry. Many of these methods are easy and quick. Today, we will discuss some ideas for how to reduce fat in meat and poultry foods.

2. Tell participants that most preparation methods that remove fat will not change the taste of meat or poultry. **Ask:** What cooking methods might reduce the amount of fat in meat or poultry? Have you tried any of these methods before? If so, what did you think of the taste? Use the following list to discuss any ideas that participants have not mentioned.
 - Prepare meats using low-fat cooking methods: Bake, broil, stir-fry, grill, roast (using a rack when possible to allow fat to drip from meat), stew, microwave, etc.
 - Use non-stick pan sprays instead of oils or shortening when browning meats. (You'll save 120 calories per tablespoon of oil!)
 - Braise meats in a frying pan: spray the pan with a non-stick pan spray to brown the meat, then add a small amount of water to braise.
 - Sauté foods using regular or low-sodium broth rather than oils or shortening.
 - Use reduced fat or oil-free dressing to marinate meats; also try lemon or lime juice, or pineapple juice.
 - Substitute low- or non-fat yogurts in place of sour cream in recipes.
3. **Ask participants:** How can we reduce fat when preparing poultry?
 - Removing chicken or turkey skin either before or after cooking can cut fat in half. Marinate with lemon, lime, vinegar, or meat tenderizer to make more tender and juicy.
 - When making stock from a bird's carcass, neck, and gizzard, let cool in refrigerator and then remove the hardened fat from the top of the cooking pot with a spatula, slotted spoon, or paper towel.
4. **Ask participants:** How can we reduce fat when preparing red meat?
 - Choose lean cuts and look for the words "round," "loin," or "leg" in the name of the cut.
 - Trim visible fat before cooking, especially fat surrounding the cut.
 - Choose extra-lean ground beef, or ask the butcher to grind a lean cut of meat for you, trimming as much fat as possible. Substitute ground turkey or chicken for ground beef, or use a combination of the two.
5. Distribute and review the "Reducing Fat in Cooked Ground Beef" handout. If possible, demonstrate the draining and rinsing method. Tell participants the same method can be used for ground poultry. **Ask participants** to guess how much fat can be removed by draining and rinsing ground beef. (*Answer: About half of the fat is reduced.*) Show participants the fat tubes to demonstrate how much fat can be removed from ground beef.



Conclusions

Tell participants: Preparation and cooking methods that reduce fat in meat and poultry are quick, easy, and tasty. Using these methods is healthy, because they can help us reduce the amount of fat in our diets.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants: What preparation methods that reduce the amount of fat in meat or poultry do you plan to try in the future?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

See handout listed at the beginning of this activity.

References and Resources

The following list includes references that were used to develop this chapter and resources that can be used to teach concepts from the chapter.

Activity 1: Kitchen Basics and Cooking Skills

University of Hawaii at Manoa. *Food Skills Cookbook*. March 2005. Online:
<http://www.ctahr.hawaii.edu/new/cookbook.htm> To download:
<http://www.ctahr.hawaii.edu/new/resources/Cookbook-Single.pdf> [accessed January 28, 2006].

Handouts:

Kitchen Essentials
Cooking Words

Activity 2: Using Recipes and Measuring Success

University of Hawaii at Manoa. *Food Skills Cookbook*. March 2005. Online:
<http://www.ctahr.hawaii.edu/new/cookbook.htm> To download:
<http://www.ctahr.hawaii.edu/new/resources/Cookbook-Single.pdf> [accessed January 28, 2006].

University of Minnesota Extension Service. *Simply Good Eating Recipe Cards, Volume 1*. Item MI-06641. Revised 2000. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 06641), or call toll free at 1-800-876-8636.

University of Minnesota Extension Service. *Simply Good Eating Recipe Cards, Volume 2*. Item MI-07391. Created 1999. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 07391), or call toll free at 1-800-876-8636.

Activity 3: Cooking Demonstrations

University of Minnesota Extension Service. *Simply Good Eating Recipe Cards, Volume 1*. Item MI-06641. Revised 2000. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 06641), or call toll free at 1-800-876-8636.

Activity 4: Spice of Life

University of Minnesota Extension Service. "Eating for a Healthy Heart: Cooking with Flavor." *Simply Good Eating for Seniors*. Item MI-08021. Revised 2006. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 08021), or call toll free at 1-800-876-8636.

University of Minnesota Extension Service. *Simply Good Eating Recipe Cards, Volume 1*. Item MI-06641. Revised 2000. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 06641), or call toll free at 1-800-876-8636.

Activity 5: Substitutions: Old Favorites, New Ways

Handouts:

Substitutions: Handy and Healthy

Recipes:

Spinach Dip

Traditional Meatballs: Cut Fat, Not Taste!

Banana Bread: Cut Fat, Not Taste!

Activity 6: Meat Making the Grade

United States Department of Agriculture. Agricultural Marketing Service. *How to Buy Meat*. Home and Garden Bulletin Number 265. July 1995. Online: <http://www.ams.usda.gov/howtobuy/meat.htm> [accessed November 11, 2005].

United States Department of Health and Human Services Food and Drug Association. "Nutrition Facts' to Help Consumers Eat Smart." *FDA Consumer*, May 1993. Online: <http://www.fda.gov/fdac/special/foodlabel/facts.html> [accessed November 11, 2005].

Handout:

Understanding Meat Labels

Activity 7: Tasty Meat on a Budget

Cattlemen's Beef Board and National Cattlemen's Beef Association. *Basics About Beef*. 1993; revised 2004. Online: http://www.beefnutrition.com/uDocs/basics_about_beef.pdf.pdf [accessed January 22, 2006].

Cattlemen's Beef Board and National Cattlemen's Beef Association. *Cooking Basics*. Online: <http://www.beefcookoff.org/Print/Default.aspx?Path=BeefTips/CookingBasics.aspx> [accessed February 17, 2006].

Cattlemen's Beef Board and National Cattlemen's Beef Association. *Recommended Cooking Methods for Different Cuts of Beef*. Online: http://www.beefitswhatsfordinner.com/aboutbeef/pdf/Beef_CookingMethods.PDF [accessed January 22, 2006].

Cattlemen's Beef Board and National Cattlemen's Beef Association. *Marinades & Rubs*. Online: <http://www.beefitswhatsfordinner.com/aboutbeef/marinades.asp> [accessed January 22, 2006].

Duyff, Roberta Larson. *American Dietetic Association Complete Food and Nutrition Guide*. The American Dietetic Association, 2002.

Texas Beef Council. *Food Dictionary*. Online: <http://www.txbeef.org/dictionary.php3> [accessed November 15, 2005].

Tyson Foods, Inc. "Cutting Up a Whole Chicken." P.O. Box 2020, Springdale, AR 72765-2020. Also available online: <http://allrecipes.com/advice/coll/chicken/articles/463P1.asp> [accessed February 17, 2006].

University of Minnesota Extension Service. *Simply Good Eating Recipe Cards, Volume 1*. Item MI-06641. Revised 2000. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 06641), or call toll free at 1-800-876-8636.

Handouts:

Cutting Up a Whole Chicken

Marinades and Rubs

Cooking Beef: Dry or Moist Heat?

Recommended Cooking Temperatures (from the "Don't Be Sorry: Keep Food Safe" chapter)

Activity 8: Healthy Cooking with Meat

Handout:

Reducing Fat in Cooked Ground Beef



Simply Good Eating: Now You're Cooking!
Quick Meals from Foods on Hand



Simply Good Eating: Now You're Cooking! Quick Meals from Foods on Hand

The goal of this lesson is to discuss and practice strategies for preparing healthy and tasty meals from low-cost ingredients and foods that many people have on hand.

Basics of Preparing Meals from Foods on Hand

- Healthy meals can be tasty, easy to make, and low in cost.
- Planning ahead and keeping basic ingredients on hand can help save time and money.
- Basic ingredients like rice, beans, pasta, and lentils can be cooked in advance and frozen for quick meals later.
- Planning for leftovers allows us to make quick and easy meals.

Learning Objectives

After completing this lesson, participants will be able to:

1. Know how to make one recipe using rice, beans, lentils, macaroni/pasta, and other commonly available foods.
2. Suggest at least one way to plan for leftovers that could be used to make quick and easy meals.
3. Prepare one of the recipes included in the lesson.

Instructional Activities

The following activities can be used with either individuals or groups. Complete descriptions are included in the activities immediately following this chapter. Facilitators are encouraged to provide handouts for the activities you do not have time to complete.

1. Preparing Basic Ingredients
2. Making Recipes from What's on Hand
3. Let's Make a Meal with Simple Convenience Foods
4. Planning for Leftovers

Note: Review this lesson to make sure that it uses cultural foods appropriate for your participants. Add other foods as needed.

Conclusions

See individual activities for specific topics.

Check for Understanding and Behavior Change

See individual activities for specific topics.

References and Resources

Complete references and additional resources for each activity are listed at the back of this unit.

Note: The words “basic foods,” “staple foods,” and “simple ingredients” appear interchangeably throughout the chapter and are meant to describe the concept of simple, basic ingredients, such as rice, beans, flour, or pasta (rather than convenience mixes or ready-to-heat foods). If you think that participants might confuse the concept of basic foods with the various convenience products on the market, you may want to show them examples of basic foods.

The term “foods on hand” is used to describe foods that one would commonly store in the kitchen and use most often when cooking. These foods will vary, based on participants’ cooking experience and cultural background and preferences.

Activity 1

Preparing Basic Ingredients

Purpose:	(1) To review how to prepare a few staple foods such as rice, beans, lentils, and pasta; (2) to demonstrate how these foods may be prepared in larger amounts, stored, and used later as part of quick, inexpensive meals.
Materials needed:	<i>Simply Good Eating Recipe Cards, Volumes 1 and 2</i> (MI-06641 and MI-07391); handout: “Cook Now, Eat Later”; pens or pencils; flipchart or writing board; pens/pencils or chalk. Optional: food, equipment, and utensils for cooking demonstration and food tasting.
Estimated time:	15 – 20 minutes

Note: Like most consumers, participants want to serve tasty meals to their family. They also want meals that are low in cost, healthy, easy to make, and require a minimum of time. Some of your participants may lack the cooking skills or experience needed to combine low-cost, common ingredients into dishes they can serve quickly or easily. Participants are more likely to try a recipe again if they have the opportunity to taste it.

Before the Session

The recipe cards listed below describe the preparation of basic ingredients. Decide which recipe cards you will review with participants.

Simply Good Eating Recipe Cards, Volume 1

- #5 Cooking Rice
- #6 Microwaving Rice
- #7 Cooking Beans (includes directions for preparing lentils)
- #8 Cooking Pasta
- #18 Master Meat Sauce

Simply Good Eating Recipe Cards, Volume 2

- #36 Cream Soup Mix with Variations
- #42 Vegetable Soup Stock: Double Up and Divide!
- #44 Herb Mix for Rice
- #46 Southwestern Seasoning Mix

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

1. Introduce the topic: **Tell participants** that many basic foods such as rice, noodles, beans, and lentils are healthy, inexpensive, easy to prepare, and easy to keep on hand. These foods can serve as the base of many meals. Adding different ingredients leads to a variety of meal combinations. Today we will talk about how to prepare some of these basic foods.

Tell participants: Another advantage to using basic foods is that we can prepare them in larger amounts, store them, and use them as ingredients or main dishes at later meals. Foods stored in the refrigerator for a few days or frozen for longer periods of time are handy when we need to make quick meals right away. With good planning, preparing basic ingredients ahead of time can help us save time when we need to make a quick meal.

2. **Ask:** What are some basic foods that you like to prepare or eat? (*Examples include rice, beans, lentils, meats, soup, pasta, and vegetables*). Tell participants that you will review how to prepare some of these foods.
3. Review with participants one of the recipe cards you have chosen.
4. Explain the procedures on the recipe cards for cooking rice, beans, noodles, etc. If possible, demonstrate the preparation of one or more of these foods and allow participants to taste the foods. **Tell participants** that these foods are inexpensive, easy to prepare, and can be used in many ways. As you review each recipe card, ask participants for ideas about how the foods could be used in meals.
5. Distribute the “Cook Now, Eat Later” handout. Review the example on the front of the handout. Describe how a large pot of beans can be cooked and frozen in small portions. **Tell participants** that when we have time (maybe on our day off or on weekends), we can cook larger amounts of food, like rice or beans. Then we can divide the food into smaller portions and freeze. When we need a quick meal later, we can remove one of the containers from the freezer. Planning ahead to have basic foods prepared helps us save time later.
6. Ask participants to complete the second side of the handout. The handout shows a large pot of rice. Tell participants to write ideas for ways to use rice at later meals on their calendars. Also ask participants to think about when they might have time to prepare larger amounts of foods, such as rice.
7. Review how to thaw and store frozen foods properly. Refer to Activity 3 and the “Don’t Be Sorry: Keep Food Safe” chapter for more information.

Conclusions

Tell participants:

1. Basic foods such as rice, beans, and lentils are inexpensive, healthy, and easy to cook. You can use the directions we talked about today to prepare these foods. Basic foods can be prepared in larger amounts and used later in a variety of ways. Planning ahead to have these foods in the refrigerator or freezer helps us when we are short on time to prepare a meal.
2. Be creative in how you use basic ingredients. They can serve as the base of your meal. Adding different ingredients to this base leads to a variety of tastes and textures.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. Which food that we discussed today do you plan to prepare in the future? How do you plan to use this food in a meal?
2. When do you plan to cook foods in larger amounts for freezing? Which day of the week will you have time?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

- (1) *Simply Good Eating Recipe Cards, Volume 1*; (2) *Simply Good Eating Recipe Cards, Volume 2*.

Activity 2

Making Recipes from What's on Hand

Purpose:	To help participants practice preparing recipes and substituting ingredients based on foods they have available.
Materials needed:	Will depend on the recipe chosen; see the list below for suggested recipes from Activity 1 or <i>Simply Good Eating Recipe Cards, Volumes 1 and 2</i> (MI-06641 and MI-07391). Handout: "Stock Your Shelves"; pens or pencils; flipchart or writing board; pens/markers or chalk.
Estimated time:	Will depend on which recipe you choose to make.

Before the Session

Choose the recipe you plan to make. Try to select one that uses inexpensive ingredients such as rice, beans, pasta, or lentils as a base and adds ingredients that participants are likely to have at home. You could consider preparing a recipe from Activity 1 of this chapter, or you could choose from one of the suggested recipes from *Simply Good Eating Recipe Cards, Volumes 1 and 2*.

Simply Good Eating Recipe Cards, Volume 1

- #15 Fried Rice
- #16 Ground Beef Stew
- #21 Pork Chow Mein
- #23 Taco Salad
- #26 Vegetable Stir-Fry
- #32 Carrot and Celery Stir-Fry

Simply Good Eating Recipe Cards, Volume 2

- #18 Chicken Pasta Primavera
- #22 Hobo Pockets
- #25 One Pan Macaroni and Cheese
- #29 Skillet Lasagna
- #31 Strata
- #32 Stroganoff
- #39 Quick Chili
- #50 American Indian Fry Bread

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson.

Ask participants: What have you tried from last week's session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today's lesson: briefly explain its purpose and some of the activities.

1. **Ask participants:** When you are deciding what to prepare for a meal, what factors do you consider? What needs do you try to satisfy when deciding what to cook? Write responses on the board. (*Responses might include: taste, ease of preparation, amount of time involved, ingredients that are available.*)
2. **Tell participants:** Today we are going to prepare a recipe that can satisfy some of the factors or needs we usually consider when deciding what to prepare: taste and the ingredients that are available. The recipe you select might also be easy and/or quick to prepare.
3. Review with participants the recipe that you have chosen to prepare. Ask participants if they have prepared a similar recipe before. If so, ask them to share helpful hints.
4. Ask participants if they would typically have all of the ingredients on hand for the recipe. If not, ask them what ingredients they might be able to substitute for ingredients that the recipe includes. If a participant suggests an ingredient that could cause the recipe to fail, discuss why this ingredient might not work in the recipe, and ask participants to think of other ingredient substitutions that would work better. Examples of ingredient substitutions are available from *Simply Good Eating Recipe Cards, Volume 1: #3 "Tried and True Food Substitutions."*
5. As you begin to prepare the recipe, actively involve participants: ask them to measure the ingredients and do the preparation steps as they are called for. Try to include each participant at some point in the recipe's preparation. Talk about each of the cooking steps as one of the participants demonstrates it.
6. When you have completed preparing the food, encourage, but don't force participants to taste the end product. Ask if they would make it again. **Ask:** Why or why not? Ask if they think members of their households, families or friends would enjoy it, and what other foods they might serve with it.
7. Distribute and review the "Stock Your Shelves" handout with participants. Tell participants that the list includes foods that can be used to create a variety of recipes. Participants can use the list to inventory basic foods they have on hand in their cupboards or refrigerator.
 - Acknowledge that participants might not choose to buy certain foods because of their preferences, the preferences of others in their home, food intolerances, etc. If a participant mentions that they or someone in their household cannot tolerate a particular food on the list, help them identify a food they could substitute that might work in a similar way in recipes (for example, substituting lactose-free milk or soy milk for regular milk, if they do not tolerate milk well).
 - Ask participants what foods they might add to the list to fit with the preferences of others in their home, including traditional cultural preferences.



Conclusions

Tell participants: Healthy meals that are tasty, easy to prepare, and low in cost can be made from basic foods that we often have on hand.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. What cooking skills did you learn today that you would be able to use at home?
2. What ingredient substitutions to help you save money or use foods on hand will you try to use in the future?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

(1) *Simply Good Eating Recipe Cards, Volume 1*; (2) *Simply Good Eating Recipe Cards, Volume 2*.

Activity 3

Let's Make a Meal with Simple Convenience Foods

Purpose:	(1) To teach participants how foods we keep on hand can be used to make quick and tasty meals; (2) To review ideas for how to combine basic ingredients and a few simple convenience foods to make meals.
Materials needed:	Alternative A: Handout: "Stock Your Shelves"; visuals representing staple foods and some simple convenience foods (food packages, food models, or food pictures) Alternative B: Handout: "Create a Casserole – It's Easy!" Alternatives A and B: <i>Simply Good Eating Recipe Cards, Volumes 1 and 2</i> (MI-06641 and MI-07391); flipchart or writing board; pens/markers or chalk. Optional: foods, equipment, and utensils needed to prepare easy casserole recipe.
Estimated time:	30 minutes (allow for more time if you prepare a recipe during the session)

Note: This activity includes two alternatives, A and B. Consider the needs of your audience when deciding which alternative to use.

Before the Session

Arrange a visual display on a table showing the food products listed below. Food packages, food models, or food pictures may be used.

This list includes examples of basic foods and some simple convenience foods that are easy to keep on hand and can be combined to make healthy and tasty meals. You may add other foods to the visual display that participants are likely to keep in their cupboards. The goal is to teach participants how to make meals from inexpensive, basic ingredients, so do not display foods such as frozen meals, canned entrees, etc. that just need reheating.

Basic Foods	Convenience Foods
Beans (dried)	Beans (canned; i.e., kidney beans, black beans, pinto beans, etc.)
Carrots	Chicken bouillon
Celery	Condiments and sauces
Fruit (fresh)	Cream of mushroom soup
Herbs and spices	Fruit (dried, frozen, or canned)
Lentils	Macaroni and cheese mix
Meat/Poultry/Fish (fresh)	Meat/Poultry/Fish (canned)
Noodles/Pasta	Onion soup mix
Onions	Salad dressing (bottled)
Rice/Wild rice	Spaghetti sauce
Tomatoes	Tomato sauce
Vegetables (fresh; i.e., broccoli, cauliflower, potatoes, squash, etc.)	Tomato soup
	Tortillas (prepared)
	Vegetables (canned or frozen)

Note: *If participants are trying to limit their sodium intake, encourage them to look for lower-sodium varieties of these foods. Most of the foods listed above are lower in fat. Canned cream soups can be higher in fat, but are often staples in recipes. You can use the casserole sauce mix found on the “Broccoli-Rice Casserole” recipe card (#11, **Simply Good Eating Recipe Cards, Volume 1**) or the “Cream Soup Mix with Variations” recipe card (#36, **Simply Good Eating Recipe Cards, Volume 2**) as a lower-fat substitute for condensed soup.*

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson. **Ask participants:** What have you tried from last week’s session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today’s lesson: briefly explain its purpose and some of the activities.

Alternative A

1. Ask participants to describe what factors they consider when deciding what to make for a meal. List their responses on the flipchart. *(Responses might include: tasty, inexpensive, easy to make, requires only a few minutes to prepare, requires only a few ingredients, will be eaten and enjoyed by kids and other family members.)*
2. **Tell participants:** Keeping certain foods in our cupboards, refrigerators, or freezers helps to meet these needs. Foods on hand make quick, tasty, inexpensive, and satisfying meals. Discuss the advantages of keeping foods on hand. Use the ideas listed below and ask participants for other suggestions.
 - Planning ahead to have some basic foods on hand helps save time when we are ready to make a quick meal. Storing some basic food items means we don’t have to go to a grocery store or restaurant at the last minute.
 - Many staple food items are inexpensive. We can save money by using these foods in meals. Ready-to-heat foods and restaurant foods often cost more.
 - Basic ingredients can be combined in many different ways to make a variety of meals.

3. Ask participants to look at the food visuals arranged on the table. Tell participants that these foods are examples of basic ingredients that one can keep on hand. Some of the foods such as rice, noodles, beans, and lentils can be used as the base ingredient for a meal. Other ingredients from the list can be added to make healthy, tasty meals.
 4. Ask participants to name any other basic foods they like to keep in their cupboards.
Ask: Are there any other foods that you like to use as the base of a recipe?
- Note:** *If you are using food models or food pictures as visuals, you may add foods that participants mention to the visual display.*
5. Ask participants to look at the foods on the table and brainstorm ideas about how these foods could be combined. Tell them the food combinations need to be ones they would really consider making at home—ones that are easy, tasty, require a minimum of cooking time, and that kids and other family members would eat.
 6. Start the brainstorming by suggesting that participants use the lentils, beans, pasta, or rice as the base of the meal and add the other ingredients to it. Challenge them to think of at least five food combinations using the foods shown on the table. They can add one or two additional ingredients, if needed, as well as spices.
 7. Write the base food words (rice, noodles, lentils, dried beans) across the top of the flipchart. List their food combinations under the base food.
 8. Encourage participants to think about whether or not their food combinations will need any spices or seasonings. Refer to the “Cooking with Flavor” recipe card (#4, *Simply Good Eating Recipe Cards, Volume 1*), which includes suggestions for using spices.
 9. Below are some possible food combinations to add to the list that participants suggest.

Note: *Directions for cooking rice, pasta, dried beans, and lentils are included in **Simply Good Eating Recipe Cards, Volume 1**.*

Rice

- Mix cream of mushroom soup and cooked rice. Add cooked onions or carrots.
- Mix tomatoes or tomato sauce with cooked rice. Add cooked onions and celery, and seasonings like chili powder, oregano, and garlic.
- Heat chicken bouillon with cooked onions, carrots, and celery (or any other leftover vegetables). Add rice and cook until done.
- Add rice to prepared tomato soup. Add herbs, if desired.
- Mix a can of kidney beans and cooked rice together. Add cooked celery and onions. Spice it up with salt, pepper, garlic powder, and chili powder.
- Serve rice and beans with tortillas.

Noodles/Pasta

- Add tomato sauce to cooked noodles. Add cooked onions and celery.
- Cook noodles in chicken bouillon for added flavor.
- Mix spaghetti sauce with noodles. Sprinkle with Parmesan cheese or part-skim mozzarella cheese.
- Chill cooked macaroni and mix with kidney beans. Add a bottled Italian dressing and leftover vegetables, and serve cold.

Lentils

- Cook lentils in chicken bouillon and water. Add onions, carrots, and celery, and season with herbs and spices, such as bay leaf, for a delicious soup.
- Mix cooked lentils with tomato sauce. Season with herbs and spices like garlic powder, basil, and black pepper. Serve with cooked macaroni or spaghetti noodles.
- Mix cooked lentils with spaghetti sauce.
- Mix cooked lentils with kidney beans. Add spaghetti sauce or tomato sauce and spices. Serve hot.
- Mix lentils with leftover vegetables, tomato sauce, and cooked onion and celery.

Dried Beans

- Mash pinto beans with a fork to make refried beans. Use either canned beans or cook your own. Add seasonings like garlic and onion powder, hot sauce, and chili powder.
- Use refried beans in tacos, or mix with meat or cheese and serve in a tortilla.
- Add cooked or canned beans to salads.
- Make bean soup. Add cooked beans to chicken bouillon and water. Add chopped onions, celery, and carrots, and seasonings, such as bay leaf and marjoram.
- Make meatless chili. Add cooked or canned beans to tomato sauce. Add onions and chili powder. Sprinkle with cheese.
- Serve beans and rice with tortillas.

10. After participants have finished brainstorming food combinations, discuss what other foods could be added to make the combinations into balanced meals. Choose one or two of the food combinations on the flipchart to discuss. Ask participants to name other foods, especially ones they keep on hand, that they could add to make a balanced meal. Encourage participants to consider which MyPyramid groups are missing from their meals.
11. If time permits, review examples of recipes that can be prepared with rice, noodles, lentils, or beans. Encourage participants to try these recipes at home. Some examples are listed below:

Simply Good Eating Recipe Cards, Volume 1

- #11 Broccoli-Rice Casserole
- #15 Fried Rice
- #19 Mexican-Style Bean Pizza
- #24 Tangy Black Beans and Rice
- #27 Bean Soup
- #30 Bean Dip
- #33 Corn and Bean Medley

Simply Good Eating Recipe Cards, Volume 2

- #18 Chicken Pasta Primavera
- #24 New Orleans Red Beans and Rice
- #25 One Pan Macaroni and Cheese
- #29 Skillet Lasagna
- #30 Spanish Noodle Casserole
- #33 Three-Bean Hot Dish
- #39 Quick Chili
- #40 Swedie's Mixed Bean Soup
- #53 Easy Rice Pudding



12. Distribute the “Stock Your Shelves” handout. Use the handout as a review for what you have covered in the lesson. You might want to refer back to the list at the beginning of this activity for more examples. Tell participants they can use the handout for ideas of basic foods to keep on hand for quick meals. Encourage participants to add other basic foods that they prefer on the lines provided.

Alternative B



1. **Tell participants** that we can also make quick and easy casseroles using ingredients we have on hand.
2. Distribute the “Create a Casserole – It’s Easy!” handout.
3. Review the ingredients needed to make the casserole (rice or noodles; sauce; meat, poultry, or fish; vegetables; crackers, toast, or cereal crumbs to add crunch). Emphasize that these are simple ingredients that are inexpensive and easy to keep on hand.
4. Review the instructions in each box on the handout.
5. If possible, demonstrate how to prepare a casserole using the recipe on the handout.
6. Encourage participants to try the casserole recipe at home. **Ask:** What foods do you usually keep on hand that you could use in the casserole? Which foods would you need to buy to add to the casserole?

Conclusions

Tell participants: Preparing healthy, tasty, and quick meals does not require complicated ingredients and equipment. Using simple ingredients in a variety of ways leads to satisfying meals. Many simple ingredients are also inexpensive and easy to prepare. With a little planning, we can keep these foods on hand so that they are available for quick and tasty meals. I encourage you to think about the basic ingredients we have discussed today and how you plan to keep them on hand and use them in meals.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also might plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. Name some foods that you plan to keep on hand in the future.
2. Name one food combination using basic ingredients that you plan to try.

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources:

- (1) *Simply Good Eating Recipe Cards, Volume 1*; (2) *Simply Good Eating Recipe Cards, Volume 2*.

Activity 4

Planning for Leftovers

Purpose:	To show participants how to plan ahead to incorporate leftovers into other meals.
Materials needed:	<i>Simply Good Eating Recipe Cards, Volumes 1 and 2</i> (MI-06641 and MI-07391); flipchart or writing board; pens/markers or chalk.
Estimated time:	15 minutes

Begin the Session

(1) Catch up from last lesson: briefly review the material covered in the previous lesson.

Ask participants: What have you tried from last week's session, or what have you done differently from the last time we met? Congratulate participants on their successes and encourage them to try new skills or behaviors. (2) Today's lesson: briefly explain its purpose and some of the activities.

1. **Tell participants** that one way to make quick and easy meals is to use planned leftovers. Extra food from one meal can be stored and used later during another meal. Using planned leftovers saves time and decreases the amount of food we throw away.

Tell participants: We can use planned leftovers in a few different ways: We can eat the same item at a meal the next day, prepare the food in a different way to be eaten in a meal the next day, or freeze the extra food for later. Freezing planned leftovers in small containers allows us to thaw only the amount we need for a meal.

2. **Ask:** What are some factors we need to think about when using planned leftovers? Encourage participants to think about food quality and food safety when answering. *Some possible answers include the following:*

- *When do we plan to use the food again?*
- *How do we plan to use the food at another meal or snack?*
- *How well does the food store in the refrigerator or freezer? Which foods do not freeze well?*
- *What kind of container do we need to use to maintain food quality during storage?*
- *How long can we store the food in the refrigerator or freezer?*

Tell participants: Today, we will discuss some of these questions about using planned leftovers.

3. **Ask:** What foods do you like to store in the refrigerator to have as leftovers the next day? Can you think of favorite soups, casseroles, salads, or other dishes you like to prepare in larger amounts?
4. **Tell participants:** We can also use foods or ingredients we prepare for one meal in another way at later meals. For example, we could eat chili one night. The next night we could use the chili to top a baked potato. Discuss the examples listed below. **Ask participants** to name ideas for how to use rice, pasta, spaghetti sauce, vegetables, extra meats, etc. in different ways at later meals.

- Rice, pasta, beans, and lentils (*use in casseroles, other mixed dishes, salads, etc.*).
 - Spaghetti sauce (*use for pizza sauce, in a casserole, etc.*).
 - Cooked vegetables (*use as toppings for pizza, in soups, salads, casseroles, etc.*).
 - Waffles and pancakes (*reheat waffles in the toaster; pancakes in the microwave or on low heat in a fry pan; use for snacks or meals*).
 - Many types of meat, including ground beef or turkey, chicken, turkey, ham, and most roasts (*use in casseroles, other mixed dishes, sandwiches, salads, soups, etc.*).
5. Discuss how to properly store foods in the refrigerator. Some points for discussion are listed below. Also, refer to the “Don’t Be Sorry: Keep Food Safe” chapter for more information about food safety and storing leftovers.
- Store refrigerated foods in covered containers so that odors and flavors don’t transfer to other foods.
 - Cool leftovers as quickly as possible and use them within a couple of days.
 - Cool leftovers in shallow containers in the refrigerator or freezer.
 - Divide foods into smaller portions or pieces. Small pieces cool more quickly.
 - Don’t leave leftovers on the counter to cool. Foods cool more quickly in the refrigerator or freezer.
 - Do not keep perishable foods out of the refrigerator for more than two hours. This includes items we might not think of as perishable, such as vegetable salads, especially with dressings.
 - Refer to the “Cold Storage of Food” handout in the “Don’t Be Sorry: Keep Food Safe” chapter for discussion about recommended storage times for foods.
6. **Ask:** Are there any foods that you like to prepare enough of to freeze? Below are some examples from the *Simply Good Eating Recipe Cards* of foods that freeze well. Review some examples with participants. Explain that foods may be frozen in smaller containers so that only the amount needed for a meal may be thawed and eaten.

Simply Good Eating Recipe Cards, Volume 1

- #11 Broccoli-Rice Casserole
- #24 Tangy Black Beans and Rice
- #27 Bean Soup

Simply Good Eating Recipe Cards, Volume 2

- #23 Meat Loaf
- #24 New Orleans Red Beans and Rice
- #33 Three-Bean Hot Dish
- #38 Minnesota White Chili
- #39 Quick Chili
- #40 Swedie’s Mixed Bean Soup

7. **Ask:** Can you think of any foods that do not freeze well? Use the points listed below for discussion.
- Try undercooking pasta if you plan to freeze it. Well-cooked pasta becomes soft when frozen.
 - Pieces of cooked potato change to a grainy or soggy texture when frozen. Freezing does not change the texture of mashed potatoes.

- Mayonnaise and thickened sauces and gravies separate with freezing.
 - Freezing causes cooked egg whites to turn rubbery.
 - Fruits and vegetables become softer when they are frozen. This texture change is acceptable for vegetables we plan to cook, since cooking softens vegetables anyway. However, vegetables we usually eat raw will not taste raw when we thaw them. The structure and water content of some fruits and vegetables causes them to not freeze well. Examples include lettuce, watermelon, cucumbers, celery, cabbage, radishes, and tomatoes.
 - Some cake frostings that are cooked or made with egg whites do not freeze well.
8. **Ask:** What types of storage containers should be used for freezer storage? How should leftover foods be thawed?
- Store frozen foods in airtight containers, freezer bags, or heavy freezer wrap or foil.
 - Write the date on both refrigerated and frozen foods, for safety and best quality. Date foods, either by the date put into the refrigerator or freezer, or the date by which it should be used. When you put foods into the freezer, move “older” food to the front and “newer” food to the rear.
 - Thaw leftover food in the refrigerator, not on the counter.

Conclusions

Tell participants:

1. Using leftover foods helps us save time. When used creatively, leftovers can add variety to our meals.
2. Plan ahead to think about how you will use leftovers at later meals. Also, consider storage containers and storage times when planning to use leftover foods.

Check for Understanding and Behavior Change

Ask participants to state one idea that they learned and plan to use during the next week. Ask others if they also plan to try that idea during the week. List the ideas on the flipchart or writing board.

Also ask participants:

1. What foods do you plan to prepare and use as leftovers?
2. Which suggestions for using leftovers do you plan to use?

Thank each participant for coming. Ask for final questions and discussion. Provide some information or teaser about the next session, to encourage attendance.

References and Resources

- (1) *Freezing Fruits and Vegetables*; (2) *Food Preservation—Foods That Do Not Freeze Well*;
 (3) *Simply Good Eating Recipe Cards, Volume 1*; (4) *Simply Good Eating Recipe Cards, Volume 2*.

References and Resources

The following list includes references that were used to develop this chapter and resources that can be used to teach concepts from the chapter.

Activity 1: Preparing Basic Ingredients

University of Minnesota Extension Service. *Simply Good Eating Recipe Cards, Volume 1*. Item MI-06641. Revised 2000. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 06641), or call toll free at 1-800-876-8636.

University of Minnesota Extension Service. *Simply Good Eating Recipe Cards, Volume 2*. Item MI-07391. Created 1999. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 07391), or call toll free at 1-800-876-8636.

Handout:

Cook Now, Eat Later

Activity 2: Making Recipes from What's On Hand

University of Minnesota Extension Service. *Simply Good Eating Recipe Cards, Volume 1*. Item MI-06641. Revised 2000. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 06641), or call toll free at 1-800-876-8636.

University of Minnesota Extension Service. *Simply Good Eating Recipe Cards, Volume 2*. Item MI-07391. Created 1999. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 07391), or call toll free at 1-800-876-8636.

Handout:

Stock Your Shelves

Activity 3: Let's Make a Meal with Simple Convenience Foods

University of Minnesota Extension Service. *Simply Good Eating Recipe Cards, Volume 1*. Item MI-06641. Revised 2000. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 06641), or call toll free at 1-800-876-8636.

University of Minnesota Extension Service. *Simply Good Eating Recipe Cards, Volume 2*. Item MI-07391. Created 1999. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 07391), or call toll free at 1-800-876-8636.

Handouts:

Stock Your Shelves

Create a Casserole – It's Easy!

Activity 4: Planning for Leftovers

University of Minnesota Extension Service. *Food Preservation—Foods That Do Not Freeze Well*. 1998. Online: <http://www.extension.umn.edu/info-u/nutrition/BJ645.html> [accessed November 11, 2005].

University of Minnesota Extension Service. *Freezing Fruits and Vegetables*. Reviewed 1990. Online: <http://www.extension.umn.edu/distribution/nutrition/DJ0555.html> [accessed February 17, 2006].

University of Minnesota Extension Service. *Simply Good Eating Recipe Cards, Volume 1*. Item MI-06641. Revised 2000. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 06641), or call toll free at 1-800-876-8636.

University of Minnesota Extension Service. *Simply Good Eating Recipe Cards, Volume 2*. Item MI-07391. Created 1999. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 07391), or call toll free at 1-800-876-8636.



Simply Good Eating: Now You're Cooking!
Handouts



Package Dates and Tips for Selecting Foods

The dates found on food packages give us clues to help us decide how fresh foods are before we buy them. In most cases, they are **not** intended to indicate food safety. Food can be sold after the date shown as long as it is wholesome. However, we need to take extra care with foods that need refrigeration, since some bacteria are able to grow in cold temperatures. For these foods, the further past the date on the package, the greater the risk that cold-loving bacteria have grown in the food.

Look for these words on food packages:

- **“Sell by”:** This date tells the store how long to display the product for sale. Do not buy the product after this date. The label might also say, “Not to be sold after the date shown,” or “Do not sell after the date shown,” or “Last date of sale.”
- **“Best if used by” (or “best if used before”):** This date is also known as a “freshness date,” and tells consumers how long the food should keep its best flavor or quality. This date does not guarantee food safety.
- **“Use by”:** This date tells us the last date to use the food for best quality.
- **Closed or coded dates:** Some foods have a set of numbers that often includes a date. Food manufacturers use the numbers to keep track of foods before and after they are sent to stores. They allow the food to be located in case of a problem. These dates do not indicate if the food is still fresh.

Tips for selecting foods:

- Look for clean and undamaged packages.
- Check the dates shown on the package. Usually, refrigerated foods can still be eaten for up to one week beyond the date shown, but this length of time could be less if the food was not refrigerated properly at some point.
- Cereals are safe to eat beyond the date shown on the box. Over time, however, some of the nutrients may be lost, and cereal may become stale.
- Check breads, sandwich buns, and other bread products for signs of mold growth if they are past date. Refrigerate or freeze bread products to extend their shelf life.
- Wait until last to buy foods that should be refrigerated or frozen, and refrigerate or freeze within 30 minutes. If the food will be in your car longer than 30 minutes, store it in a carry-along cooler.

References:

Schafer, William (University of Minnesota Extension Service) and Tim Anderson (Minnesota Department of Agriculture). “Use-By/Sell-By’ Dates on Food.” Unpublished work.

United States Department of Agriculture Food Safety and Inspection Service. “Food Freshness and ‘Smart’ Packaging.” *FDA Consumer*, September-October 2002. Online: http://www.fda.gov/fdac/features/2002/502_food.html [accessed November 11, 2005].

Minnesota Department of Agriculture. *Starting a Food Business in Minnesota (2003)*. Online: <http://www.mda.state.mn.us/dairyfood/startingfoodbiz.pdf> [accessed November 11, 2005].



Storage of Fresh Fruits and Vegetables

Fresh Fruits	Refrigerator at 32 to 40°F	Comments
Bananas	_____	Refrigerate only when fully ripe. Skin will darken.
Apples	1 – 3 weeks	Discard bruised or decayed fruit. Don't wash before storing because moisture encourages spoilage. Store in crisper or moisture-resistant bag or wrap.
Berries, cherries	1 – 2 days	
Citrus fruit	3 weeks	
Melons	1 week	Wrap uncut cantaloupe and honeydew to prevent odor spreading to other foods.
Other	3 – 5 days	Wrap cut surfaces of citrus fruit and cantaloupe to prevent drying.
Fresh Vegetables	Refrigerator at 32 to 40°F	Comments
Asparagus, corn in husks	1 – 2 days	Keep moist.
Beans – green or wax	1 – 2 days	Keep in crisper or covered with a plastic bag or plastic wrap.
Beets, carrots, radishes	1 – 2 weeks	Remove leafy tops and keep in crisper.



Storage of Fresh Fruits and Vegetables

Fresh Vegetables (con't)	Refrigerator at 32 to 40°F	Comments
Cabbage, celery	1 – 2 weeks	Keep in crisper or a plastic bag or plastic wrap.
Lettuce, head – unwashed	5 – 7 days	Store in a plastic bag, plastic wrap, or lettuce keeper.
Lettuce, head – washed thoroughly	3 – 5 days	Wrap and store away from other drained vegetables and fruits to prevent russet spotting.
Mushrooms	1 – 2 days	Do not wash before storing.
Onions, potatoes, sweet potatoes	Refrigeration not needed	Store in a cool, dry place away from appliances, which produce heat.
Shredded cabbage, leaf and Bibb lettuce, salad greens	1 – 2 days	Keep in a plastic bag or in plastic wrap.
Tomatoes – ripe	1 – 2 days	Ripen tomatoes at room temperature away from direct sunlight; then refrigerate.
Unshelled peas, lima beans	3 – 5 days	Keep in crisper or plastic bag or plastic wrap.



Cooking Foods Properly and Thoroughly

Cook Foods to Proper Temperatures

Foods are properly cooked when they are heated for a long enough time and at a high enough temperature to kill the harmful bacteria that cause food poisoning, also known as food-borne illness. The best way to be sure that a food is cooked properly is to:

- Use a meat thermometer, which measures the internal temperature of cooked meat and poultry, to make sure that the meat is cooked all the way through.
- Cook roasts and steaks to at least 145°F. Cook whole poultry to 180°F for doneness.
- Cook ground meat, where bacteria can spread during grinding, to at least 160°F. Information from the Centers for Disease Control and Prevention (CDC) links eating undercooked, pink ground beef with a higher risk of illness. If a thermometer is not available, do not eat ground beef that is still pink inside.
- Cook eggs until the yolk and white are firm, not runny. Don't use recipes in which eggs remain raw or only partially cooked.
- Cook fish until it is opaque and flakes easily with a fork.
- Make sure there are no cold spots in food (where bacteria can survive) when cooking in a microwave oven. For best results, cover food, stir, and rotate for even cooking. If there is no turntable, rotate the dish by hand once or twice during cooking.
- Bring sauces, soups, and gravy to a boil when reheating. Heat other leftovers thoroughly to 165°F.



Cooking Foods Properly and Thoroughly

Cook Foods Thoroughly

It takes thorough cooking to kill harmful bacteria, so you're taking chances when you eat meat, poultry, fish, or eggs that are raw or only partly cooked. Plus, from the safety standpoint, hamburger that is red in the middle, and rare and medium-rare steak and roast beef are also undercooked (see Cook Foods to Proper Temperatures).

- Cook red meat to 160°F. Cook poultry to 180°F. Use a meat thermometer to check that it's cooked all the way through.
- To check visually, red meat is done when it's brown or gray inside. Poultry juices run clear. Fish flakes with a fork. (Note: The best way to check meats for doneness is with a food thermometer. Some meats will look like they are done, even though they have not been cooked to a temperature that will kill harmful germs.)
- Salmonella—bacteria that cause food poisoning—can grow inside fresh unbroken eggs. So cook eggs until the yolks and whites are firm, not runny. Scramble eggs to a firm texture. Don't use recipes in which eggs remain raw or only partially cooked.
- When you cook ahead of time, divide large portions of food into small, shallow containers for refrigeration. This ensures safe, rapid cooling.

Reheating Foods

- Bring sauces, soups, and gravies to a boil. Heat other leftovers thoroughly to 165°F.
- Microwave leftovers using a lid or vented plastic wrap for thorough heating.



Recommended Cooking Temperatures

Cooking foods to the proper temperatures kills harmful bacteria. Buy a food thermometer to check the temperature of meat and other foods as they are cooking. Cook foods until they reach these temperatures:

Raw Food	Internal Temperature
Eggs and Egg Dishes	
Eggs	Cook until yolk and white are firm
Egg dishes	160°F
Ground Meat and Meat Mixtures	
Turkey, chicken	165°F
Veal, beef, lamb, pork	160°F
Fresh Beef	
Rare	145°F
Medium	160°F
Well-done	170°F
Fresh Veal	
Medium	160°F
Well-done	170°F
Fresh Pork	
Medium	160°F
Well-done	170°F
Ham	
Fresh (raw)	160°F
Pre-cooked (to reheat)	140°F
Poultry	
Chicken, whole	180°F
Turkey, whole	180°F
Poultry breast, roasts	170°F
Poultry thighs, wings	180°F
Stuffing (cooked alone or inside bird)	165°F
Duck & goose	180°F
Casseroles	160°F

Adapted with permission from the *Fight BAC!*[®] website. Partnership for Food Safety Education, 655 15th Street, NW, Washington, D.C. 20005; Phone: 202-220-0649. Online: <http://www.fightbac.org/heatitup.cfm> [accessed November 11, 2005].



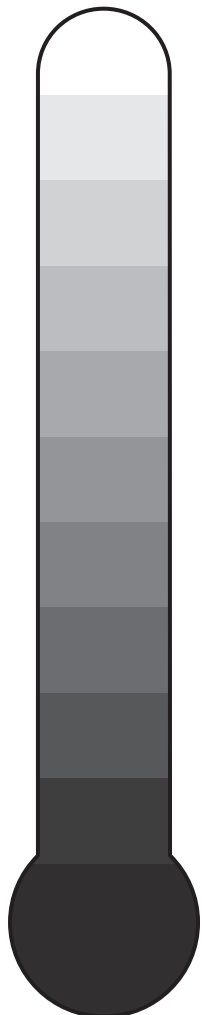
Temperature Is Important

for Food Safety Worksheet

Directions: Guess the proper temperatures for each item below. Write the item on the line next to its correct temperature.

* body temperature	* cooked meat
* cooked poultry	* reheated leftovers
* refrigerator	* freezer
* soup or a casserole cooked in a slow cooker	

Hint: More than one can go on a line.



Temperature

Item

_____ 180°F	_____
_____ 160°	_____
_____ 140°	_____
_____ 120°	_____
_____ 100°	_____
_____ 80°	_____
_____ 60°	_____
_____ 40°	_____
_____ 20°	_____
_____ 0°	_____



Cold Storage of Food

Worksheet

Directions: In the spaces after each item, write down the amount of time you think these foods can be safely refrigerated. (Note: For quality reasons, some food should not be frozen. Write “Do not freeze” by these items.)

Food	Maximum Recommended Storage Time	
	Refrigerated	Frozen
Eggs, raw in shell		
Eggs, hard cooked		
Mayonnaise/dressings (purchased, opened)		
TV dinners, frozen casseroles		
Deli salads and meats		
Store-cooked convenience meals		
Soups and stews		
Fresh beef, pork, and lamb		
Fresh poultry		
Cooked meats, poultry, and mixed dishes		
Fresh vegetables/fruits		
Frozen vegetables/fruits		



Cold Storage of Food

Answer Key

Food	Maximum Recommended Storage Time	
	Refrigerated	Frozen
Eggs, raw in shell	3 – 5 weeks	Does not freeze well, except raw and outside of the shell in a container
Eggs, hard cooked	1 week	
Mayonnaise/Dressings (purchased, opened)	2 months	Do not freeze
TV dinners, frozen casseroles	3 days after cooking	3 – 4 months
Deli salads and meats	3 days after opened or by date (opened)	Does not freeze well
Store-cooked convenience meals	3 – 4 days	
Soups and stews	3 – 4 days	2 – 3 months
Fresh beef, pork, and lamb	3 – 5 days 1– 2 days if ground	6 – 12 months
Fresh poultry	1 – 2 days	9 – 12 months
Cooked meats, poultry, and mixed dishes	3 – 4 days	3 – 4 months
Fresh vegetables/fruits	Varies from 2 to 5 days (berries, broccoli, greens, etc.) to 2 weeks (carrots, cabbage, etc.)	
Frozen vegetables/fruits		3 – 6 months

References:

1. United States Department of Agriculture Food Safety and Inspection Service. *Basics for Handling Food Safely*. Consumer Education and Information Bulletin. Revised April 2003. Online: http://www.fsis.usda.gov/Fact_Sheets/Basics_for_Handling_Food_Safely/index.asp [accessed November 11, 2005].
2. United States Department of Agriculture Food Safety and Inspection Service. *Food Safety Focus: Refrigeration and Food Safety*. Consumer Education and Information Bulletin. January 1999. Online: http://www.fsis.usda.gov/Fact_Sheets/Refrigeration_&_Food_Safely/index.asp [accessed November 11, 2005].

Cooling Leftovers Quickly

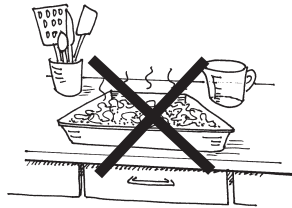
Food that is not cooled quickly can allow bacteria to grow. The following are examples of containers to use and not use when cooling leftovers.



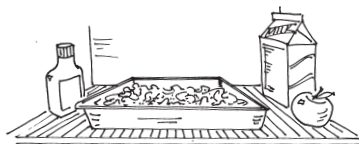
1. Not recommended. Food will not cool quickly enough in either covered containers or in large, deep containers.



2. Not recommended. Food will not cool quickly enough in large, deep containers.



3. Not recommended. The container is the right shape (wide and shallow, which allows a large surface area for food to cool quickly), but it should be moved into the refrigerator as soon as you are through eating, or within two hours of preparation. While the temperature in the refrigerator may increase slightly with the addition of the warm food, the refrigerator will soon cool the temperature to a safe level.



4. Recommended. The container is the right shape (wide and shallow, which allows a large surface area for food to cool quickly), and foods cool more quickly in a refrigerator or freezer. Don't leave them on the counter to cool. You may cover the container with plastic wrap, but leave a corner uncovered to allow heat to escape, and cover after it has cooled. Throw out food that has been at room temperature for more than 2 hours.

Key points:

- Cool cooked foods in shallow containers in the refrigerator or freezer.
- Divide food into smaller pieces or portions. Small pieces cool more quickly.



Family Expenses

Directions:

Use this folder to help you find out where your money goes. Most of us have to plan to make our money last all month. If you have plans for things you want but can't buy them this month, you will have to save some money.

Money Income

.....

Sources of Income

How much money do you have to spend? You may have wages or some kind of assistance. You may care for children, do yard work, or have some other job that pays money. In some cases, commissions are your wages.

Wages \$ _____ weekly \$ _____ bi-weekly \$ _____ monthly
 Wages \$ _____ weekly \$ _____ bi-weekly \$ _____ monthly

MFIP	\$ _____ monthly	General Assistance	\$ _____ monthly
Child Support	\$ _____ monthly	Disability	\$ _____ monthly
Social Security	\$ _____ monthly	SSI	\$ _____ monthly
Workers' Compensation	\$ _____ monthly	Unemployment	\$ _____ monthly
Veterans' Assistance	\$ _____ monthly		

Other:

Child Care	\$ _____	Repairs	\$ _____
Yard work	\$ _____	Other	\$ _____
Savings	\$ _____		

TOTAL \$ _____

Other Income

.....

Money Income is not the only source. You may get other help, like in the list below.

Which ones do you get? (Check the box)

- | | |
|---|---|
| <input type="checkbox"/> Food Stamps (\$ _____ eligible to get) | <input type="checkbox"/> Housing Support |
| <input type="checkbox"/> Medicare | <input type="checkbox"/> Medical Assistance (MN Care) |
| <input type="checkbox"/> Food shelves | <input type="checkbox"/> Food commodities |
| <input type="checkbox"/> Fuel assistance | <input type="checkbox"/> Community resources |
| <input type="checkbox"/> WIC coupons | <input type="checkbox"/> Other _____ |

Author: Jean W. Bauer, Extension Specialist Family Resource Management, Family Social Science Department, College of Human Ecology, University of Minnesota, and University of Minnesota Extension Service, St. Paul, MN. A Financial Management Extension Consultant (FMEC) Program publication.



Family Expenses

Family Expenses

From _____

	Housing	Utilities	Credit Charges	Insurance	Food	Personal	Household	Clothing	Medical	Education
Date										
Total Expenses										
Need to adjust? **										
My New Plan:										

** Put ↑ in column to increase spending
 Put ↓ in column to decrease spending
 Put ↔ in column for no change



Family Expenses

TO _____

<small>Autos/ Transportation</small>	<small>Recreation</small>	<small>Contributions</small>	<small>Savings</small>	<small>Alcohol & Tobacco</small>	<small>Child Care</small>	<small>Other</small>	<small>Other</small>	<small>Other</small>	<small>Grand Total</small>

Adapted from Scherer, J., S. Wood, and D. Goss. "Money Matters." University of Illinois, Cooperative Extension Service, 1975.



Family Expenses

Planning for Future Expenses

What do you want to buy next month or within the next year? _____

How much will this cost? \$ _____

How much money did you have left over last month to help you get it?

Total income last month – Total expenses = \$ _____ Money left over

How can you change your spending habits so you can buy it?

How can you plan to get your family to be more careful about spending your family's money?

What new community and family resources can you use to help you get what you want?

Do you have items you are willing to sell to get more money? _____

Note to yourself: My plan to work toward this purchase is:

When do you hope to get it? _____

To have your money do what you want is hard work. It takes money left over or planned over from each month. **Good luck! You can do it!**



Money-saving Tips for the Grocery Store

General Money-saving Tips:

- Store brands are often less expensive than name brand items.
- Watch for sale prices.
- Compare prices between large and small package sizes. Sometimes, larger packages cost less per serving.
- Convenience foods often cost more. For example, making rice, noodles, or casserole dishes from recipes usually costs less than buying prepared mixes.

Vegetables and Fruits

- Buy fruits and vegetables in season.
- Buy canned or frozen instead of out-of-season fresh vegetables and fruits.
- Buy 100% juice.
- Whole fruit and vegetables cost less than those cut up at the grocery store.
- Plain frozen vegetables are usually less expensive than those with sauces and seasonings.
- Try canned tomatoes in recipes instead of fresh ones.
- Large containers of raisins cost less per serving than individual boxes.
- Cabbage, potatoes, carrots, and onions are good buys year round.



Money-saving Tips for the Grocery Store

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts

- Try beans or eggs instead of meat at some meals.
- Buy larger packages of cut meat, such as pork chops or chicken, divide into smaller portions, put into freezer bags, and freeze the extra portions for later use.
- Compare prices of frozen vs. fresh meats.
- Frozen meats with breading or seasonings may be more expensive than plain meats.
- Cooked deli meats are more expensive than homemade meats.

Bread and Grains

- Long- or short-grain rice often costs less than pre-cooked or “minute” rice.
- Dry pasta often costs less than fresh or frozen pasta.
- Plain pasta shapes may cost less than colored or special-shaped pasta.
- Large containers of hot or ready-to-eat cereals often cost less than individual packets of cereals.
- Day-old bread can be toasted or used in recipes. Freeze bread to keep it fresh longer.
- Buy unsweetened cereal, and add your own sugar or fruit.

Milk, Yogurt, and Cheese

- Buy blocks of cheese instead of grated, sliced, or cubed cheese. You can slice or grate the amount you need.
- Compare prices of non-fat dry milk to fresh milk.
- If you buy grated cheese, larger bags of grated cheese often cost less per serving than cheese sold in smaller bags. Freeze the amount you don't use right away in small freezer bags.
- Large containers of yogurt often cost less per serving than individual containers.



Money-saving Tips for the Grocery Store

Sweets, Snacks, and Beverages

- Making desserts from scratch may cost less than packaged cookies or cake mixes.
- Try popping your own popcorn instead of using microwave popcorn or potato chips.
- Try making snacks out of many different foods, such as plain crackers and cheese, half a peanut butter sandwich, etc.
- Drink mixes may cost less than pre-made beverages.

Miscellaneous Foods

- Canned spaghetti sauce may cost less than bottled sauce.
- Condensed soups often cost less than ready-to-heat soups.
- Use fats, oils, and sauces sparingly.
- Many bottled marinades and sauces are expensive. Make your own, if possible.

Non-food Items

- Buying paper products, toothpaste, soaps, and shampoos at a discount store often will save money.

Food Eaten Away from Home

How can you save money when eating meals or snacks away from home?



Weekly Grocery Purchases

Instructions:

1. Keep track of what food you buy during the week. List each food and its price in the boxes below. A box is also included for you to list non-food purchases.
2. Find out how much you spent on food during the week:
 - Add up the total amount you spent in each category.
 - Add up all the totals from each box to find the grand total for all the food you purchased.
3. Find out how much you spent on non-food items during the week by adding the costs of all your non-food purchases.

How much are you spending on food?

<p>Grains (rice, pasta, breads, hot or ready-to-eat cereal, tortillas)</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"><i>Product</i></th> <th style="width: 40%;"><i>Cost</i></th> </tr> </thead> <tbody> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr> <td style="text-align: right;">TOTAL</td> <td>_____</td> </tr> </tbody> </table>	<i>Product</i>	<i>Cost</i>	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	TOTAL	_____	<p>Vegetables (fresh, frozen, canned, 100% juice)</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"><i>Product</i></th> <th style="width: 40%;"><i>Cost</i></th> </tr> </thead> <tbody> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr> <td style="text-align: right;">TOTAL</td> <td>_____</td> </tr> </tbody> </table>	<i>Product</i>	<i>Cost</i>	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	TOTAL	_____	<p>Fruit (fresh, frozen, canned, dried, 100% juice)</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"><i>Product</i></th> <th style="width: 40%;"><i>Cost</i></th> </tr> </thead> <tbody> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr> <td style="text-align: right;">TOTAL</td> <td>_____</td> </tr> </tbody> </table>	<i>Product</i>	<i>Cost</i>	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	TOTAL	_____
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Weekly Grocery Purchases

Miscellaneous Foods (convenience foods, fats/oils, sauces, relishes, baby food)		Foods Eaten Away from Home (delis, restaurants, vending machines)		Box Totals	
<i>Product</i>	<i>Cost</i>	<i>Product</i>	<i>Cost</i>	<i>Product</i>	<i>Cost</i>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
TOTAL	_____	TOTAL	_____	TOTAL	_____

How much are you spending on non-food items?

Non-food Items (cleaners, detergent, toilet paper, toothpaste, soap, diapers, pet food, tobacco products)	
<i>Product</i>	<i>Cost</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
TOTAL	_____



Weekly Grocery Purchases Example

Note: This example shows weekly purchases that provide enough food for two adults. The dollar amount for total food costs is similar to the USDA's estimate of \$71 to cover food costs for two adults on the thrifty meal plan. The example also shows a separate category and total cost for non-food items.

How much are you spending on food?

<p>Grains (rice, pasta, breads, hot or ready-to-eat cereal, tortillas)</p> <table border="1"> <thead> <tr> <th><i>Product</i></th> <th><i>Cost</i></th> </tr> </thead> <tbody> <tr> <td>spaghetti noodles</td> <td>1.89</td> </tr> <tr> <td>oatmeal</td> <td>1.49</td> </tr> <tr> <td>rice</td> <td>1.19</td> </tr> <tr> <td>canned biscuits</td> <td>1.29</td> </tr> <tr> <td>tortillas</td> <td>2.09</td> </tr> <tr> <td>bread</td> <td>0.99</td> </tr> <tr> <td>ready-to-eat cereal</td> <td>2.49</td> </tr> <tr> <td>TOTAL</td> <td>11.43</td> </tr> </tbody> </table>	<i>Product</i>	<i>Cost</i>	spaghetti noodles	1.89	oatmeal	1.49	rice	1.19	canned biscuits	1.29	tortillas	2.09	bread	0.99	ready-to-eat cereal	2.49	TOTAL	11.43	<p>Vegetables (fresh, frozen, canned, 100% juice)</p> <table border="1"> <thead> <tr> <th><i>Product</i></th> <th><i>Cost</i></th> </tr> </thead> <tbody> <tr> <td>canned green beans</td> <td>0.45</td> </tr> <tr> <td>canned corn</td> <td>0.45</td> </tr> <tr> <td>frozen broccoli</td> <td>0.99</td> </tr> <tr> <td>frozen peas</td> <td>0.89</td> </tr> <tr> <td>fresh cabbage</td> <td>1.29</td> </tr> <tr> <td>fresh carrots</td> <td>0.99</td> </tr> <tr> <td>potatoes</td> <td>2.99</td> </tr> <tr> <td>TOTAL</td> <td>8.05</td> </tr> </tbody> </table>	<i>Product</i>	<i>Cost</i>	canned green beans	0.45	canned corn	0.45	frozen broccoli	0.99	frozen peas	0.89	fresh cabbage	1.29	fresh carrots	0.99	potatoes	2.99	TOTAL	8.05	<p>Fruit (fresh, frozen, canned, dried, 100% juice)</p> <table border="1"> <thead> <tr> <th><i>Product</i></th> <th><i>Cost</i></th> </tr> </thead> <tbody> <tr> <td>frozen orange juice</td> <td>1.29</td> </tr> <tr> <td>raisins</td> <td>1.89</td> </tr> <tr> <td>bananas</td> <td>1.96</td> </tr> <tr> <td>canned peaches</td> <td>0.99</td> </tr> <tr> <td>canned pineapple</td> <td>0.99</td> </tr> <tr> <td>TOTAL</td> <td>7.12</td> </tr> </tbody> </table>	<i>Product</i>	<i>Cost</i>	frozen orange juice	1.29	raisins	1.89	bananas	1.96	canned peaches	0.99	canned pineapple	0.99	TOTAL	7.12
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Weekly Grocery Purchases Example

How much are you spending on food? (continued)

Miscellaneous Foods (convenience foods, fats/oils, sauces, relishes, baby food)		Foods Eaten Away from Home (delis, restaurants, vending machines)		Box Totals	
<i>Product</i>	<i>Cost</i>	<i>Product</i>	<i>Cost</i>	<i>Product</i>	<i>Cost</i>
frozen pizza	3.29	pretzels from vending	0.65	Grains	11.43
soup	0.85	soft drink form vending	1.00	Vegetables	8.05
margarine	0.99			Fruit	7.12
spaghetti sauce	2.09			Dairy	10.12
				Meat/Alternatives	11.53
				Sweets/Snacks/Beverages	5.27
				Miscellaneous foods	7.22
				Away from home	1.65
TOTAL	7.22	TOTAL	1.65	TOTAL	62.39

How much are you spending on non-food items?

Non-food Items (cleaners, detergent, toilet paper, toothpaste, soap, diapers, pet food, tobacco products)	
<i>Product</i>	<i>Cost</i>
laundry detergent	4.99
paper towels	1.79
lotion	2.99
shampoo	1.19
pet food	3.29
TOTAL FOR NON-FOOD ITEMS	
TOTAL	14.25



Grocery List

Grains
(rice, pasta, English muffins, tortillas, rice, pasta, cereal)

<i>Product</i>	<i>Amount to Buy</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Vegetables
(fresh, frozen, canned, 100% juice)

<i>Product</i>	<i>Amount to Buy</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Fruit
(fresh, frozen, canned, dried, 100% juice)

<i>Product</i>	<i>Amount to Buy</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Dairy
(milk, cheese, yogurt)

<i>Product</i>	<i>Amount to Buy</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Meat/Alternatives
(ground meat, beef, pork, chicken/poultry, fish, canned tuna, canned meat, dried beans, eggs, peanut butter, nuts, tofu)

<i>Product</i>	<i>Amount to Buy</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Cooking Items/Condiments
(flour, sugar, cornmeal, spices, oil, margarine, salad dressings, sauces, salsa, mustard, fish sauce, soy sauce)

<i>Product</i>	<i>Amount to Buy</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



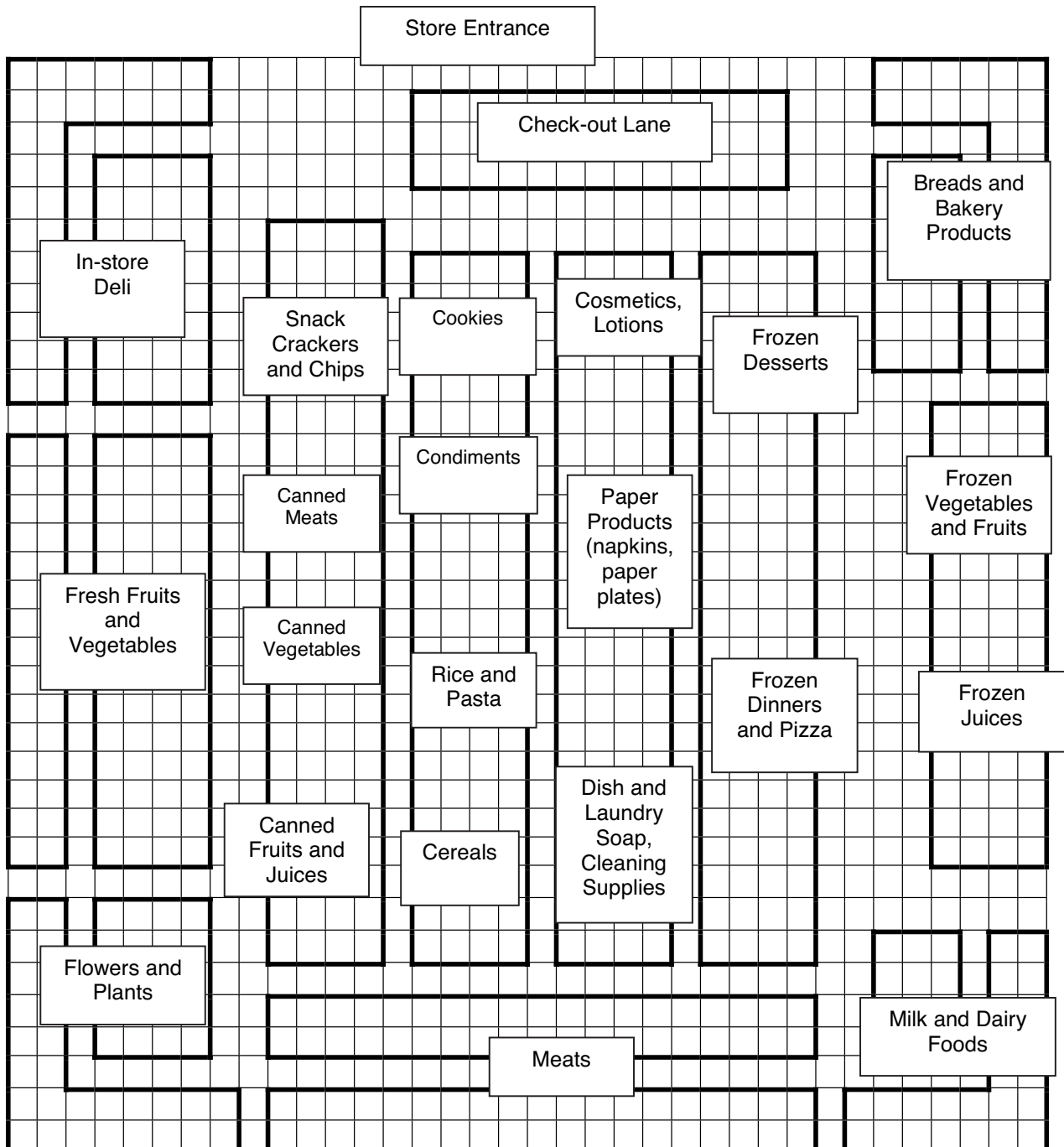
Knowing Your Store

Use this grid to draw a "map" of a local grocery store that you can copy for your participants.
Use the sample drawing on the next page as a guide.

A large grid consisting of 30 columns and 30 rows of small squares. The grid is empty and intended for drawing a map of a grocery store.

Knowing Your Store

Sample Store Layout:





Weekly Menu Plan

Planning meals in advance can save you time and money. Use this form to plan what you will eat you will eat for meals and snacks for a week, using MyPyramid groups to guide your choices. Use the extra spaces for additional servings from one or more of the MyPyramid groups.

	Sunday	Monday	Tuesday
Breakfast:			
Grains			
Fruits			
Vegetables			
Milk			
Meat & Beans			
Lunch:			
Grains			
Fruits			
Vegetables			
Milk			
Meat & Beans			
Dinner:			
Grains			
Fruits			
Vegetables			
Milk			
Meat & Beans			
Snacks:			
Grains			
Fruits			
Vegetables			
Milk			
Meat & Beans			



Weekly Menu Plan

Planning meals in advance can save you time and money. Use this form to plan what you will eat you will eat for meals and snacks for a week, using MyPyramid groups to guide your choices. Use the extra spaces for additional servings from one or more of the MyPyramid groups.

Weekly Menu Plan, continued

	Wednesday	Thursday	Friday	Saturday
Breakfast:				
Grains				
Fruits				
Vegetables				
Milk				
Meat & Beans				
Lunch:				
Grains				
Fruits				
Vegetables				
Milk				
Meat & Beans				
Dinner:				
Grains				
Fruits				
Vegetables				
Milk				
Meat & Beans				
Snacks:				
Grains				
Fruits				
Vegetables				
Milk				
Meat & Beans				



Quick Tips for Easy Meal Planning

Plan your meals for a week (seven days) at a time, even if you shop only once or twice a month. Planning meals at home before going to the grocery store will save time and money.

- Pick the same day each week to plan meals. It is easiest to plan menus just before you plan to shop for groceries.
- When bored, or tired of the same recipes, look for creative meal ideas: ask friends about their recipes, browse through cooking magazines, or watch televised cooking programs.
- Ask children to help plan menus. They will be more willing to try new foods when they participate in family food decisions.
- Plan “leftover” days into your meal plans. For example, if ham is served on Monday, consider serving ham and bean soup on Tuesday. If chicken is served on Wednesday, consider serving chicken tacos on Thursday.
- Plan meals around store specials and sales. Save grocery ads from the weekly paper, and use featured foods as the basis for your weekly meal plan.
- Look for coupons only for items you plan to buy. Take only those coupons with you, to avoid impulse buying.
- If you have freezer space, consider making foods in large amounts and storing the rest in freezer containers or freezer storage bags. This works especially well for soups, spaghetti sauce, beans, or bread dough. Freeze immediately after cooking.
- If you buy foods in larger quantities, plan meals around the ingredients you have opened. For instance, if you use part of a large can of tomatoes in a pasta recipe on Wednesday, plan to use the rest of the can in soup or chili for your Thursday meal, so that the tomatoes are not wasted.

Warehouse foods, food cooperatives (co-ops), and neighborhood buying clubs can offer significant discounts on meats or other foods. If you take advantage of these discounts, be sure you will be able to store them properly.



Baragain or Special Price?

Instructions: Circle the product that costs less.



Country Foods
Valid only at:
Sinquinal Park, AL
5875 Howly Blvd.
963-520-1121
CANNED CORN **45¢**



One offer per party per visit. Unlimited cans. Not valid after 5/6/04.

Lowest
Valid only at:
Tamahak Valley, CA
55406 Creek Road
445-865-0004
Economy Corn **2/\$1.00**



One offer per party per visit. Unlimited cans. Not valid after 10/3/04.



Which Cereal Is a Better Buy?

Instructions: Look at the package, nutrition information, and price for each cereal. Circle the cereal that is a better buy.

Honey-toasted Oat Rings (brand name cereal)



Price: \$3.79

Nutrition Facts			
Serving Size 1 cup			
Servings Per Container 12			
Amount Per Serving			
Calories	120	Calories from Fat	15
% Daily Value*			
Total Fat	1.5 g		2%
Saturated Fat	0 g		0%
Cholesterol	0 mg		0%
Sodium	270 mg		11%
Total Carbohydrate	24 g		8%
Dietary Fiber	2 g		8%
Sugars	11 g		
Protein	3 g		
Vitamin A	10%	Vitamin C	10%
Calcium	10%	Iron	25%
*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	
Calories per gram:			
Fat	9	Carbohydrate	4
		Protein	4

INGREDIENTS – Whole grain oats (includes the oat bran), sugar, oat bran, modified corn starch, brown sugar, honey, salt, ground almonds, calcium carbonate, trisodium phosphate, wheat flour, vitamin E (mixed tocopherols) added to preserve freshness

Oat and Honey Rounds (generic brand cereal)



Price: \$2.99

Nutrition Facts			
Serving Size 1 cup			
Servings Per Container 12			
Amount Per Serving			
Calories	110	Calories from Fat	10
% Daily Value*			
Total Fat	1 g		2%
Saturated Fat	0 g		0%
Cholesterol	0 mg		0%
Sodium	270 mg		11%
Total Carbohydrate	24 g		8%
Dietary Fiber	2 g		8%
Sugars	11 g		
Protein	3 g		
Vitamin A	10%	Vitamin C	10%
Calcium	10%	Iron	25%
*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	
Calories per gram:			
Fat	9	Carbohydrate	4
		Protein	4

INGREDIENTS – Whole grain oat flour, sugar, defatted wheat germ, wheat starch, honey, brown sugar syrup, salt, calcium carbonate, ground almonds, trisodium phosphate, vitamin E (mixed tocopherols) added to preserve freshness



Comparing Costs

1. From the unit pricing found on shelf tags (in many grocery stores), compare the cost for each of the following foods.
2. From the two foods, circle the one that represents the best value.

Generic or store brand of canned green beans (14½ ounce can)



Total price: _____

What is the unit shown on the shelf tag (for example, ounce, pound, each)? _____

Total units per package: _____

Cost/unit: _____

National brand of canned green beans (14½ ounce can)



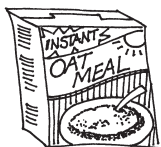
Total price: _____

What is the unit shown on the shelf tag (for example, ounce, pound, each)? _____

Total units per package: _____

Cost/unit: _____

Instant regular oatmeal (box of 12 packets)



Total price: _____

What is the unit shown on the shelf tag (for example, ounce, pound, each)? _____

Total units per package: _____

Cost/unit: _____

Old-fashioned oatmeal (16 ounce canister)



Total price: _____

What is the unit shown on the shelf tag (for example, ounce, pound, each)? _____

Total units per package: _____

Cost/unit: _____

Question: Sometimes the “unit” for the two foods you want to compare is different. For example, the shelf tag for one food may show “ounces” as the unit, while the shelf tag for a similar food may show “pound” or “packet” or “each” as the unit. How can you compare the prices when the units are different?



Meat and Poultry Best Buys

Note: Serving sizes are based on three ounces of meat per serving (or ready-to-eat portion).

Example 1: Which is a better buy—whole chicken or cut-up chicken?

Whole chicken – 1 pound serves two adults.

Total price: _____

Net weight: _____



Cost/pound: _____

Cost/serving: _____

Whole chicken, cut-up – 1 pound serves two adults.

Total price: _____

Net weight: _____



Cost/pound: _____

Cost/serving: _____

Example 2: Which is a better buy—chuck roast, bone-in or chuck roast, boneless?

Chuck roast, bone-in – 1 pound serves three adults.

Total price: _____

Net weight: _____



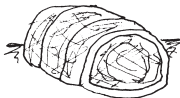
Cost/pound: _____

Cost/serving: _____

Chuck roast, boneless – 1 pound serves three adults.

Total price: _____

Net weight: _____



Cost/pound: _____

Cost/serving: _____

Example 3: Which is a better buy—deli-sliced ham or canned ham?

Deli-sliced ham – 1 pound serves four adults.

Total price: _____

Net weight: _____



Cost/pound: _____

Cost/serving: _____

Canned ham – 1 pound serves three adults.

Total price: _____

Net weight: _____



Cost/pound: _____

Cost/serving: _____

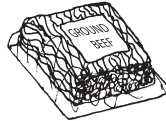
Meat and Poultry Best Buys

Example 4: Which is a better buy—regular ground beef or ground turkey?

Regular ground beef – 1 pound serves four adults.

Total price: _____

Net weight: _____



Cost/pound: _____

Cost/serving: _____

Ground turkey – 1 pound serves four adults.

Total price: _____

Net weight: _____



Cost/pound: _____

Cost/serving: _____

Example 5: Which is a better buy—chicken breast with bone or chicken breast, boneless?

Chicken breast with bone – 1 pound serves three adults.

Total price: _____

Net weight: _____



Cost/pound: _____

Cost/serving: _____

Chicken breast, boneless – 1 pound serves four adults.

Total price: _____

Net weight: _____



Cost/pound: _____

Cost/serving: _____

Example 6: Which is a better buy—chicken breast with bone, or turkey breast with bone?

Chicken breast with bone – 1 pound serves three adults.

Total price: _____

Net weight: _____



Cost/pound: _____

Cost/serving: _____

Turkey breast with bone – 1 pound serves three adults.

Total price: _____

Net weight: _____

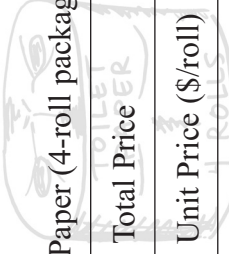
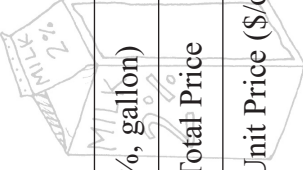



Cost/pound: _____

Cost/serving: _____



Does Where You Buy Save You Money?

Items	Convenience Store	Discount Store	Grocery Store
 Toilet Paper (4-roll package) Total Price Unit Price (\$/roll)			
 Milk (2%, gallon) Total Price Unit Price (\$/ounce)			
 Eggs (Grade A, large) Total Price			

Cooking Words

Cooking and Heating:

<i>Term</i>	<i>Definition</i>	<i>Example</i>
Al dente	To cook a food such as pasta so its texture is still somewhat firm, not soft or overdone.	Pasta or macaroni
Boil	To heat a liquid until bubbles break the surface (which occurs at 212°F for water at sea level). A “full rolling boil” is when a liquid or mixture is boiling vigorously enough that it will continue to boil even as you stir it.	Water for preparing pasta, vegetables, cooked cereals, other
Braise	Quickly brown meat over high heat with a small amount of oil, then cook slowly (low heat) in a covered container with a small amount of liquid.	Meat in a sauce or gravy
Broil	To cook by direct heat, usually done in an oven or broiler.	Meat, fish, or vegetables
Grill	To cook on a metal rack over hot coals.	Meat or vegetables
Poach	To cook in hot liquid.	Eggs
Sauté	To cook in a small amount of fat.	Vegetables
Simmer	To cook liquid at a low temperature so that bubbles rise slowly to the top.	Spaghetti sauce
Steam	To cook over a pot of boiling or simmering water in a covered pan. Food is placed in a steamer bucket or rack over the pot of hot water and is cooked by the hot steam.	Fish, vegetables, rice

Mixing Ingredients:

<i>Term</i>	<i>Definition</i>	<i>Example</i>
Beat	To stir quickly in a circular motion.	Eggs
Cut	To add fat to dry ingredients with a pastry blender or two knives.	Baking powder biscuits
Fold	To stir ingredients by gently turning over and over from the sides and bottom of a bowl.	Cake batter
Knead	To mix by hand using a pressing and folding motion.	Baked breads
Whip	To beat ingredients such as egg whites or cream rapidly, using a fork or wire whisk, incorporating air into them and increasing their volume until they are light and fluffy.	Egg whites or cream

Cutting Ingredients:

Grate	To grind foods and spice into small pieces.	Shredded mozzarella cheese for pizza topping
Dice	To cut with a knife into small cubed pieces.	Parmesan cheese
Mince	To cut into very small pieces.	Garlic and onion

Miscellaneous:

Marinate	To allow food to soak in liquid or spices to absorb flavor and tenderize. Oil, soy sauce, honey, vinegar, lemon juice, and cooking wines are the most common liquids. Onion, garlic, peppers, ginger, and spices are other common marinade ingredients.	Marinated chicken with vegetables
Thicken	Add a small amount of flour or cornstarch.	Sauces, gravies
Preheat	Allow oven to heat to the desired temperature before placing food in the oven.	Baked goods

Kitchen Essentials

Kitchen Essentials	Substitution Ideas	Purpose
measuring cup (liquid)*	marked jar/baby bottle	measuring liquid ingredients
measuring cup (dry)*	marked jar	measuring dry ingredients
measuring spoon	tablespoon/teaspoon	measuring small ingredients
mixing bowl	wok or deep pan	mixing ingredients
rolling pin	smooth bottle/glass	rolling out dough
spatula	fork or tablespoon	flipping hot items
cooling rack	stove rack	quick cooling on dry surface
wire whisk	fork	whipping
can opener		opening bottles and cans
cutting board	heavy plate	preventing countertop scarring
cookie sheet	8- or 9-inch cake pan	baking breads, pizza, other
biscuit/cookie cutter	jar or glass top	cutting shapes
ladle	coffee cup	scooping liquids
potato masher	2 forks/2 knives	mashing beans or potatoes
colander (strainer)	lid or large cutting knife	straining liquids
round cake pan	all-metal pot or coffee can	baking cakes and breads
meat mallet	bottom of small metal pot	pounding meat to make it more tender

Other important cooking tools include: pots, pans, knife, pot holders, grater, peeler.

* Measuring dry and liquid ingredients accurately requires different kinds of measuring cups. Liquid measuring cups will have a pour spout.

Banana Bread

Cut Fat, Not Taste!

Small changes in recipes can mean healthier food. Good news—you won't taste the difference!

Review the banana bread recipe below. What changes could you make to reduce the fat? Look for the answers on the back of this sheet.

Banana Bread

Original Recipe

Preparation time: 10 – 15 minutes

Baking time: 1 hour

Ingredients

1¾ cups all-purpose flour	⅔ cup sugar
2 teaspoons baking powder	¾ teaspoon grated lemon rind
1 teaspoon baking soda	2 eggs
½ teaspoon salt (optional)	1 – 1¼ mashed bananas (about 3 bananas)
⅓ cup shortening	½ cup broken nutmeats (optional)

Equipment

Mixing bowl	Grater
Measuring cup	Stirring spoon
Measuring spoons	Fork (to mash bananas)
9-inch loaf pan	

Directions

1. Sift or stir together: flour, baking powder, baking soda, and salt.
2. Blend until creamy: shortening, sugar, and lemon rind.
3. Beat in: eggs and bananas.
4. Add the sifted dry ingredients in about three parts to the creamed mixture. Beat the batter after each addition.
5. Fold in the nutmeats.
6. Place the batter in a greased bread pan. Bake about one hour at 350°F or until a toothpick inserted in the center comes out clean.
7. Cool well before removing from pan.

Yield:	16 slices
Serving size:	One slice
Calories:	170
Fat:	7 g
Sodium:	211 mg

Try these easy changes for a healthier banana bread recipe:

Change the TYPE of ingredients:

- Use vegetable oil instead of shortening.
- Substitute whole wheat flour for part of the all-purpose flour.
- Leave out the nuts.
- Use egg whites or egg substitute instead of eggs.

Change the AMOUNT of ingredients:

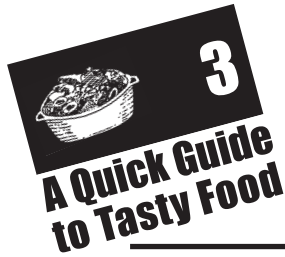
- Use less added fat (2 tablespoons sunflower oil instead of 1/3 cup shortening).
- Use less sugar.
- Use more bananas.

Change how the recipe is PREPARED:

- Spray the pan with non-stick vegetable oil instead of greasing it.

Change how the recipe is SERVED:

- Do not serve with butter.
- Sprinkle with powdered sugar instead of using icing.



Banana Bread

Cut Fat, Not Taste!

Banana Bread

The HEALTHY Way!

Modified Recipe:

Preparation time: 10 – 15 minutes

Baking time: 1 hour

Ingredients

- 1 $\frac{3}{4}$ cups all-purpose flour (may use half whole wheat flour)
- 2 teaspoons baking powder
- 1 teaspoon baking soda
- $\frac{1}{2}$ teaspoon salt (optional)
- 2 tablespoons sunflower oil
- $\frac{1}{2}$ cup sugar
- $\frac{1}{2}$ cup egg substitute or 2 egg whites
- 1 $\frac{1}{2}$ cups bananas (about 4 medium), mashed
- $\frac{3}{4}$ teaspoon grated lemon rind

Equipment

- Mixing bowl
- Measuring cup
- Measuring spoons
- 9-inch loaf pan
- Stirring spoon
- Fork (to mash bananas)

Directions

1. Sift or stir together flour, baking powder, soda, and salt.
2. Blend together: oil, sugar, eggs, bananas, and lemon rind.
3. Add the sifted dry ingredients in about three parts to the creamed mixture. Beat the batter after each addition until smooth.
4. (Omit the nutmeats.)
5. Place the batter in a pan that has been coated with a non-stick vegetable oil spray.
6. Bake about 1 hour at 350°F, or until a toothpick inserted in the center comes out clean. Cool before removing from pan.

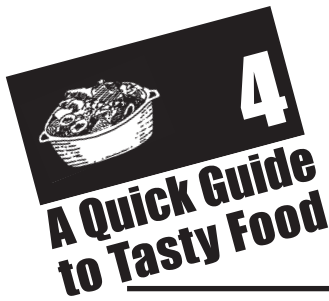
Yield: 16 slices

Serving size: One slice

Calories: 93

Fat: 2 g

Sodium: 209 mg



Traditional Meatballs

Cut Fat, Not Taste!

Small changes in recipes can mean healthier food. Good news—you won't taste the difference!

Review the meatball recipe below. What changes could you make to reduce the fat? Look for the answers on the back of this sheet.

Traditional Meatballs

Original Recipe:

Preparation time: 15 minutes

Cooking time: 20 minutes

Ingredients

- 2 pounds ground beef
- ½ cup chopped onions
- 2 eggs
- ¼ cup whole milk
- ½ cup oatmeal or bread crumbs
- Salt and pepper to taste
- Butter for frying

Equipment

- | | |
|---------------|---------|
| Mixing bowl | Knife |
| Measuring cup | Skillet |
| Spoon | Plate |

Directions

1. Mix all ingredients in a large bowl.
2. Make meatballs the size of large walnuts.
3. Fry in butter until browned.
4. Place cooked meatballs on plate.

Yield: 6 servings

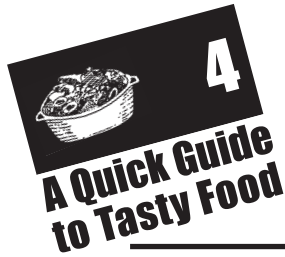
Serving size: ⅓ of recipe

Calories: 531

Fat: 43 g

Sodium

(without added salt): 131 mg



Traditional Meatballs

Cut Fat, Not Taste!

Cut fat and save money with these easy changes. Small changes won't change the taste of the recipe.

Change the TYPE of ingredients:

- Use margarine instead of butter.
- Use egg whites instead of whole eggs.
- Use skim or 1% milk instead of whole milk.
- Use lean ground beef instead of regular ground beef or drain regular ground beef.

Change AMOUNT of ingredients:

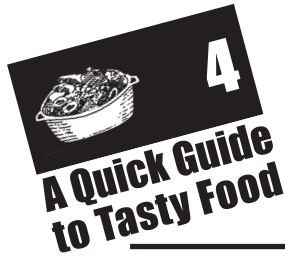
- Use less meat.
- Add more oatmeal or bread crumbs. One pound of beef can now serve six or more.

Change how the recipe is PREPARED:

- Bake or broil the meatballs instead of frying. Just put them on a pan in the oven at 325°F until cooked through.
- Drain or rinse the meat. Use the cover of the pan to hold back the meat while you pour off the fat. Or pour hot water over browned meat. (This works best in recipes where other ingredients are added, like spaghetti or casseroles.)

Change how the recipe is SERVED:

- Serve with lots of noodles, rice, or potatoes. Kids love these.



Traditional Meatballs

Cut Fat, Not Taste!

Traditional Meatballs The HEALTHY Way!

Modified Recipe:

Preparation time: 15 minutes
Cooking time: 20 minutes

Ingredients

1 pound lean ground beef (or regular ground beef, drained)
½ cup chopped onions
2 egg whites
¼ cup skim milk
1 cup oatmeal or bread crumbs
Salt and pepper to taste

Equipment

Mixing bowl	Skillet
Measuring cup	Plate
Spoon	Optional: white paper towels
Knife	

Directions

1. Mix all ingredients in a large bowl.
2. Make meatballs the size of large walnuts.
3. Brown in pan until golden brown. (No butter or margarine needed.)
4. To reduce fat even more, follow these steps:
 - Cover a plate with a white paper towel
 - Place cooked meatballs on that plate.
 - Pat the tops of the meatballs with additional paper towels.
5. Bake at 325°F until done, about 15 minutes.

Yield: 6 servings

Serving size: ⅓ of recipe
Calories: 266
Fat: 17 g
Sodium
(without added salt): 76 mg

Original Recipe

Preparation time: 10 – 15 minutes

Ingredients

- 1 cup sour cream
- 1 cup mayonnaise
- 10 ounces frozen chopped spinach, thawed and pressed to remove excess moisture
- 1 small onion, chopped
- 1 package (1.4 ounces) dry vegetable soup mix
- ½ cup water chestnuts, chopped

Equipment

- Mixing bowl
- Measuring cup
- Knife
- Stirring spoon

Directions

1. Mix all ingredients together and chill.
2. Serve with vegetables, crackers, etc.

Yield: 3 cups

Serving size: ¼ cup

Calories: 186

Fat: 18 g

Saturated fat: 4 g

Sodium: 384 mg

Modified Recipe

Preparation time: 10 – 15 minutes

Ingredients

- 1 cup low-fat or non-fat yogurt
- 1 cup “light” mayonnaise
- 10 ounces frozen, chopped spinach, thawed and pressed to remove excess moisture
- 1 small onion, chopped
- **1 package (1.4 ounces) dry vegetable soup mix
- ½ cup water chestnuts, chopped

Equipment

- Mixing bowl
- Measuring cup
- Knife
- Stirring spoon

Directions

1. Mix all ingredients together and chill.
2. Serve with vegetables, crackers, etc.

Yield: 3 cups

Serving Size: ¼ cup
Calories: 99
Fat: 7 g
Saturated fat: 2 g
Sodium: 405 mg

** To reduce sodium content, substitute 2 teaspoons dried parsley, ¼ teaspoon paprika, ¼ teaspoon salt (optional), and ⅛ teaspoon garlic powder for the dry vegetable soup mix.

What Could I Use Instead?

Try these substitutions when you don't have all the ingredients you need to make a recipe:

When you don't have:	Try:
Baking powder (1 teaspoon)	½ teaspoon cream of tartar plus ¼ teaspoon baking soda
Brown sugar (1 cup)	1 cup granulated sugar plus 2 tablespoons molasses
Chocolate, unsweetened (1 ounce)	3 tablespoons cocoa plus 1 tablespoon fat
Bread crumbs (¼ cup)	¼ cup crushed cracker crumbs
Herbs (1 tablespoon fresh)	⅓ to ½ teaspoon dried herbs
Honey (1 cup)	1¼ cup sugar plus ¼ cup liquid
Lemon juice (1 teaspoon)	½ teaspoon vinegar
Sour cream (1 cup)	1 cup yogurt
Tomato juice (1 cup)	½ cup tomato sauce plus ½ cup water
Tomato sauce (2 cups)	¾ cup tomato paste plus 1 cup water
Tomato soup (1 can, 10¾ ounces)	1 cup tomato sauce plus ¼ cup water

Substitutes for Healthy Recipes

Try these substitutions for healthy recipes:

In place of:	Try:
Shortening, butter, or oils when browning meat	Non-stick pan sprays
Regular ground beef	Extra-lean ground beef or ground turkey
Oil or shortening for sautéed foods	Broth or water
Sour cream or mayonnaise in dips and salad dressings	Low-fat yogurt or reduced-fat mayonnaise
Margarine, butter, or sour cream on baked potato	Low-fat cottage cheese or parmesan cheese
Lots of meat in a casserole	Substitute extra vegetables for part of the meat
Whole milk	Low-fat milk, skim milk, or non-fat dry milk
White flour in muffins, quick breads, and desserts	Combination of whole wheat and white flour (try half whole wheat/half white flour)
A lot of sugar in muffins, quick breads, and desserts	Reduce sugar by one third to one half; add or increase other sweet ingredients in the recipe, such as bananas or applesauce. Add cinnamon and/or vanilla to enhance the sweetness of recipes.
A lot of butter, margarine, or oil in muffins, quick breads, and desserts	Extra bananas, applesauce, or similar moist ingredients may allow you to reduce the added fat by one third to one half.

References:

Rombauer, Irma S. and Marion Rombauer Becker. *Joy of Cooking*. New York: The Bobbs-Merrill Company, Inc., 1975; American Home Economics Association, *Handbook of Food Preparation*. Washington, D.C.: The American Home Economics Association, 1980.

Understanding Meat Labels

Look at the “grade” and “cut” for clues about how much fat the meat contains:

Grade

- The USDA grade shield tells us about a meat’s quality and fat content. The grade shield usually appears on packages of beef, veal, lamb, and mutton.
- Look for select or choice grades. Select grade contains less fat than choice grade. Both select and choice have less fat than prime grade.

Cut

- The type of cut influences how much fat is in the meat.
- Look for the words round, loin, and leg in the name of the **retail cut**.



Country Foods

USDA SELECT

Round
Bottom Round Roast

Net Wt. 2.21 lb	Unit Price \$2.39/lb	Total Price \$5.28
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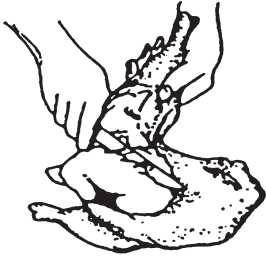
Safe Handling Instructions
This product was inspected for your safety. Some animal products may contain bacteria that could cause illness if the product is mishandled or cooked improperly. For your protection, follow these safe handling instructions.

-  Keep refrigerated or frozen. Thaw in refrigerator or microwave.
-  Keep raw (meats or poultry) separate from other foods. Wash working surfaces (including cutting boards), utensils, and hands after touching raw (meat or poultry).
-  Cook thoroughly.
-  Refrigerate leftovers within 2 hours.

References:

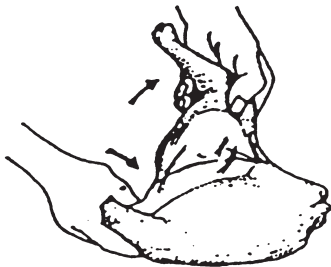
United States Department of Agriculture, Agriculture Marketing Service. *How to Buy Meat*. July 1995. Online: <http://www.ams.usda.gov/howtobuy/meat.htm> [accessed November 11, 2005].

Cutting Up a Whole Chicken



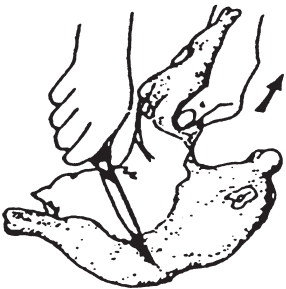
Step 1

Place chicken, breast side up, on a cutting board. Cut skin between thighs and body.



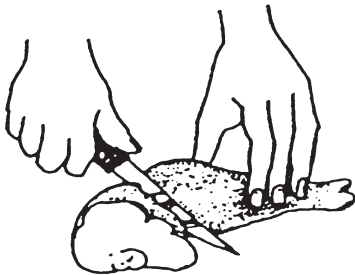
Step 2

Grasping one leg in each hand, lift chicken and bend back legs until bones break at hip joints.



Step 3

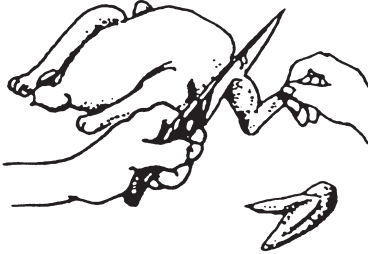
Remove leg and thigh from body by cutting (from tail toward shoulder) between the joints, close to bones in back of bird. Repeat for other side.



Step 4

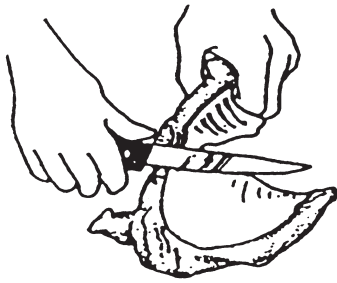
To separate thighs and drumsticks, locate knee joint by bending thigh and leg together. With skin side down, cut through joint of each leg.

Cutting Up a Whole Chicken



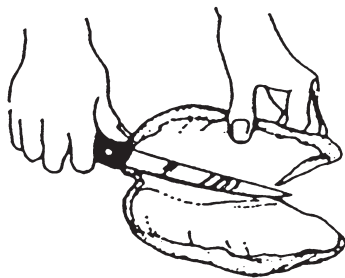
Step 5

With chicken on back, remove wings by cutting inside of each wing just over joint. Pull wing away from body and cut from top down through joint.



Step 6

Separate breast and back by placing chicken on neck end or back and cutting (toward board) through joints along each side of rib cage.



Step 7

To cut breast into halves, place skin side down on board and cut wishbone in two at V of bone.

Cooking Beef

Dry or Moist Heat?

Beef Cut	Pan-Broil Cooking	Broil Cooking	Stir-Fry Cooking	Roast Cooking	Grill Cooking	Undercover Cooking**
Tender Steaks	Rib, Ribeye	●	●	●		●
	Porterhouse/T-Bone	●	●			●
	Top Loin (Strip)	●	●	●		●
	Tenderloin	●	●	●		●
	Sirloin, Top Sirloin	●	●	●		●
	Tri-Tip	●	●	●		●
	Round Tip, thin cut	●		●		
	Chuck Eye, boneless	●	●	●		●
	Chuck Top Blade, boneless	●	●	●		●
Less Tender Steaks	Flank		*	●		*
	Skirt	*	*			*
	Top Round	*	*	●		*
	Eye Round	*				*
	Round					●
	Chuck Shoulder, boneless	*	*			*
	Chuck Arm					●
	Chuck 7-Bone (also known as Center Cut Pot Roast or Chuck Roast Center Cut)		*			*
	Cubed	●		●		

*Requires tenderizing marinade

** Note: "Undercover cooking" refers to moist cooking methods, such as braising, stewing, or boiling.

Cooking Beef

Dry or Moist Heat?

Beef Cut		Pan-Broil Cooking	Broil Cooking	Stir-Fry Cooking	Roast Cooking	Grill Cooking	Undercover Cooking**
Roasts	Rib, Ribeye				●	●	
	Tenderloin				●	●	
	Top Loin				●	●	
	Tri-Tip				●	●	
	Round Tip				●		●
	Eye Round				●		●
	Bottom Round				●		●
	Rump				●		●
Pot Roasts	Brisket, Fresh or Corned						●
	Chuck Pot Roast (Arm, Blade, Shoulder)						●
Other	Ground Beef	●	●	●	●	●	●
	Beef for Stir-Fry			●			
	Beef for Kabobs		●		●		
	Beef for Stew						●
	Shank Cross Cuts						●
	Chuck Short Ribs						●
<p>*Requires tenderizing marinade</p> <p>** Note: "Undercover cooking" refers to moist cooking methods, such as braising, stewing, or boiling.</p>							

Used with permission from the Cattlemen's Beef Board.

References: Cattlemen's Beef Board and National Cattlemen's Beef Association. *Cooking Basics*. Online: <http://www.beefcookoff.org/Print/Default.aspx?Path=BeefTips/CookingBasics.aspx> [accessed February 17, 2006].

Cattlemen's Beef Board and National Cattlemen's Beef Association. *Recommended Cooking Methods for Different Cuts of Beef*. Online: http://www.beefitswhatsfordinner.com/aboutbeef/pdf/Beef_CookingMethods.PDF [accessed January 22, 2006].

Marinades and Rubs

Marinades

- A **marinade** is a seasoned mixture that adds flavor and in some cases tenderizes. Marinades are commonly used with thin cuts, such as steaks.
- A **flavoring marinade** is used with tender beef cuts for a short time—15 minutes to 2 hours.
- A **tenderizing marinade** is used with less tender beef cuts—usually from the chuck, round, flank, and skirt.
- A tenderizing marinade contains a food acid or a tenderizing enzyme.
- Acidic ingredients include lemon or lime juice, vinegar, Italian dressing, salsa, and yogurt.
- Tenderizing enzymes are present in fresh ginger, pineapple, papaya, kiwi, and figs.
- Less tender steaks should be marinated at least 6 hours, to no more than 24 hours. Longer than 24 hours will result in a mushy texture.
- Tenderizing marinades penetrate about $\frac{1}{4}$ inch into the meat.
- Marinate in a food-safe plastic bag or a non-reactive glass or stainless steel container.
- Turn steaks or stir beef strips occasionally to allow even exposure to the marinade.
- Allow $\frac{1}{4}$ to $\frac{1}{2}$ cup of marinade for each 1 to 2 pounds of beef.
- **Always** marinate in the refrigerator, **never** at room temperature.
- If a marinade will be used later for basting, or served as a sauce, reserve a portion of it before adding the raw beef. Marinade that has been in contact with uncooked meat **must** be brought to a full rolling boil before it can be used as a sauce.
- **Never** save and reuse a marinade.

Rubs

- A **rub** is a mixture of seasonings pressed onto the surface of meat before cooking. Rubs are commonly used on roasts, steaks, and ground beef patties.
- **Dry rubs** consist of herbs, spices, and other dry seasonings.
- **Paste-type rubs** are dry seasonings held together with small amounts of wet ingredients such as oil, crushed garlic, mustard, soy sauce, Worcestershire sauce, and horseradish.
- Rubs add flavor and in some cases seal in juices and form a delicious crust.
- Rubs can be applied just before cooking. For more pronounced flavor, apply rub and refrigerate for several hours.
- When rub is applied and meat is tightly wrapped and refrigerated 12 to 24 hours, it will develop a distinct flavor, something like a "cure."

A simple rinsing process can reduce the fat content of cooked ground beef crumbles by as much as 50 percent.

By following the easy steps below, you can cut the fat in your favorite recipes that call for cooked ground beef crumbles, such as chili, Sloppy Joes, spaghetti with meat sauce, and tacos. This technique will allow you to take advantage of lower-priced, higher-fat ground beef and still enjoy the benefits of a leaner product.

1. Brown ground beef in a skillet on medium heat for 8 to 10 minutes or until no longer pink. Stir occasionally to break beef into small pieces.
2. Meanwhile, pour 4 cups of water into a microwaveable bowl and microwave on HIGH for 5 to 6 minutes or until very hot, but not boiling (150-160°F).
3. Drain fat from the skillet.
4. Using a slotted spoon, remove the beef crumbles to a large plate or other container lined with 3 layers of white paper towels. Let sit 1 minute; blot the top layer of beef with more paper towels.
5. Place the beef in a strainer or colander and set it on a ½ quart (or larger) sturdy bowl.
6. Pour the hot water over the beef to rinse fat. Drain 5 minutes.
7. Proceed as your recipe directs.

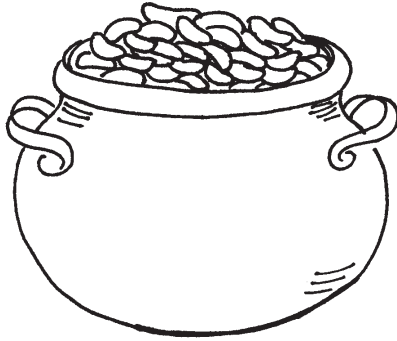
If your recipe calls for browning ground beef with onion or garlic, these items can be added during the browning process. Rinsing the beef after cooking results in minimal flavor loss. Additional seasonings and herbs may be added after rinsing as desired.

Calorie and fat content in 3 ounces of regular ground beef (73% lean):











Before rinsing:	195 calories, 12 grams of fat
After rinsing:	135 calories, 6 grams of fat

Adapted with permission from Cattlemen's Beef Board and National Cattlemen's Beef Association. *Reducing Fat in Cooked Ground Beef*. Online: http://www.beefnutrition.org/uDocs/Reducing_Fat_in_Cooked_Ground_Beef.pdf [accessed January 28, 2006].

Cook Now, Eat Later



- Cook beans.
- Freeze in small containers.
- Look at the calendar for ideas about how to use the beans during later meals.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						 COOK & FREEZE BEANS
			 REFRIED BEANS		 BAKED BEANS	
	 BURRITO			 TOSTADA		 COOK & FREEZE BEANS
		 RED BEANS AND RICE			 CHILI	
	 BEAN SOUP		 BEANS ON SALAD			

Cook Now, Eat Later



- Cook rice.
- Freeze in small containers.
- When do you have time to cook a larger pot of rice? Write your plan on the calendar.
- How can you use the rice at later meals? Write ideas on the calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat

Create a Casserole-It's Easy!

Create a tasty casserole from simple ingredients. Just choose an item from each of the boxes and follow the directions. Each casserole serves 4 adults.

RICE OR NOODLES

Step 1:

Choose rice or noodles.



RICE

Rice

2 cups water
1 cup rice

Combine rice and cold water. Bring to a boil. Then turn heat to low and cover pan with a lid. Simmer until water is absorbed, about 20 minutes.

Noodles

6 cups water
2 cups noodles

Heat water until boiling. Stir in noodles or macaroni. Cook until tender, about 10 minutes. Drain.

SAUCE

Step 3:

Mix $\frac{1}{4}$ cup milk with one can (10 ounces) soup. You could use tomato, cream of mushroom, cream of celery, or cream of chicken soup.

Or, use $1\frac{1}{2}$ cups white sauce.

White sauce

$1\frac{1}{2}$ tablespoons margarine
3 tablespoons flour
 $1\frac{1}{2}$ cups milk
 $\frac{3}{4}$ teaspoon salt
dash of pepper

1. Melt margarine in a saucepan. Mix in flour to make a smooth paste.
2. Slowly add milk. Cook over low heat, stirring constantly until thick.
3. Add salt and pepper.
4. Cook 3 minutes longer.

MEAT, POULTRY, OR FISH

Step 2:

Choose one of the following:

2 6-ounce cans tuna, drained
 $1\frac{1}{2}$ cups cooked or canned meat or poultry
1 pound ground meat, cooked



TUNA

VEGETABLES FOR SEASONING



ONION

Step 4:

Choose one or more of these vegetables for seasoning.

$\frac{1}{2}$ cup chopped onion, celery, or green pepper

Cook these vegetables in a small amount of water or fat, such as margarine, until tender.


You might also want to add some of your favorite herbs and spices to your casserole.

Create a Casserole-It's Easy!

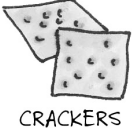
VEGETABLES
Step 5:
 Choose one of these vegetables.

- Broccoli
- Carrots
- Corn
- Green beans
- Fresh or frozen spinach
- Mixed vegetables

You will need:
 2 cups fresh vegetables, cooked,
 1 can (16 ounces) drained, or
 1 box (10½-ounce size), or 2 cups frozen,
 cooked.



CRUNCH
Step 6:
 Cracker or toast crumbs
 or
 Dry cereal crumbs
 You will need about 2 tablespoons.





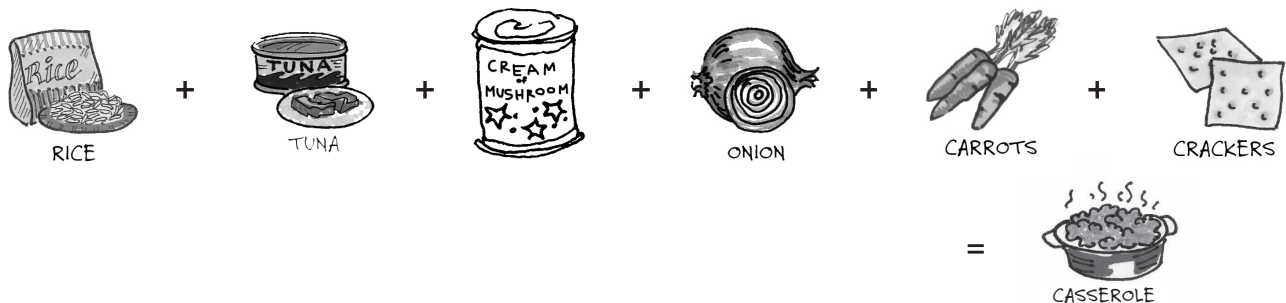
Directions to bake in the oven
 Grease a baking dish. Put rice or noodles in the dish. Top with meat, seasonings, vegetables, and sauce. Sprinkle crumbs on top of the casserole. Bake at 350°F until bubbly (about 20 minutes).

Directions to cook on top of the stove
 Put all the ingredients (except crumbs) into a saucepan or skillet. Heat and stir for about 10 minutes. Add more milk if it gets dry. Pour into a serving dish and top with crumbs.

Here's an Example – Try It!

CHICKEN VEGGIE CASSEROLE
 1 cup raw rice or wild rice, cook according to directions
 1½ cups cooked chicken or turkey cubes
 1½ cups peas
 ½ cup chopped celery or onion
 1 cup white sauce
 2 tablespoons cracker crumbs

Grease baking dish. Combine cooked rice, cooked chicken or turkey, peas, celery or onion, and white sauce in baking dish. Top with cracker crumbs. Bake at 350 degrees until bubbly (about 20 minutes).

Stock Your Shelves

The foods listed below are suggestions to help you stock your shelves. Add or cross out items to meet your needs.



Breads/Cereals/Grains

- bread
- cereal
- cornmeal
- crackers
- flour
- graham crackers
- grits
- macaroni/pasta
- popcorn
- rice/wild rice
- spaghetti
- tortillas

Dairy

- cheese
- milk
- yogurt

Fruits/Vegetables

- canned vegetables and fruits
- canned tomatoes
- fruit juice
- onions
- potatoes
- tomato paste
- tomato sauce

Meats/Eggs/Legumes

- dried beans
- dried peas
- eggs
- ground beef
- lentils
- peanut butter
- tuna

Seasonings

- bay leaves
- bouillon
- chili powder
- cinnamon
- Italian seasoning
- onion or garlic powder
- pepper
- poultry seasoning
- sage
- salt

Other

- baking powder
- baking soda
- ketchup
- margarine
- mustard
- sugar – white and brown
- vegetable oil and shortening

Source: Adapted from the St. Louis County, Minnesota, Expanded Food and Nutrition Education Program [EFNEP].

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