

Now You're Cooking!

Target Audience:

Adults

Topics:

Quick & Tasty Cooking

The participants will:

- follow recipes or package directions on boxes
- use kitchen utensils and equipment safely

Audience Alert

Find out how much cooking skill your participants have before you teach this lesson! This lesson covers basic measuring skills, if needed, in Activity 1, steps 2-27. The information in these steps would be VERY boring or obvious to those who are already cooking on their own.

Now You're Cooking!

Lesson Creators:

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Funding For This Lesson Was Provided By:

Fiscal Years 2004, 2005, and 2008 New Jersey Food Stamp Nutrition Education Program

Purpose:

The purpose of this lesson is to teach participants how to measure ingredients and to follow recipes so that they can cook for themselves and their families at home.

What The Nutrition Educator Needs So That Participants' Questions Can Be Answered:

Using Recipes

A recipe is a set of directions and a list of ingredients that tells you how to make a food dish. Some recipes will have the ingredients listed separate from the directions and others will not. Most recipes will also have the time it will take to make the food dish and how many servings it will make. This is called the yield.

When you chose a recipe to make, you should read through the recipe at least 1 time before you make it. While you read, ask yourself a few questions:

- Will I like this recipe? Will other people I am cooking for like this recipe?
- Do I have enough of all the ingredients I need to make this recipe? Which items will I need to buy?
- Do I have all the tools I need to make this recipe?
- Do I have enough time to make this recipe?
- Does the recipe have complex steps that I do not know how to do?

Before starting to make the food dish that you have chosen, it is a good idea to set out all the ingredients and tools you will need. This gives you a chance to check that you have all you need before you get started. You would not want to start your recipe and find that you are all out of something that you need! Reading through the recipe a few more times before starting is also a good idea. It will help you to know the steps of the recipe better.

Measuring Ingredients for Recipes

Ingredients used in recipes may be measured using volume amounts or weighed amounts. The most common measures used in recipes are:

- Pounds or lbs. (weighed amount)
- Ounces or oz. (volume amount)
- Teaspoons or tsp. (volume amount)
- Tablespoons or Tb. or T. (volume amount)
- Cups or c. (volume amount)

There are other volume measures that are used for measuring liquids only. You might have heard of these measurements because milk is sold in these sizes. They are:

- Pints or pt.
- Quarts or qt.
- Gallons or gal.

But these are large amounts, so you will not see them used in recipes often.

Other measurements that you may see used in a recipe are less exact, like:

- Pinch: A pinch is the small amount that you can fit between your thumb and forefinger, or about $\frac{1}{8}$ teaspoon.
- Dash: A dash is a very small amount that is less than a pinch.

Liquid Measuring Cups

When you need to measure a liquid for a recipe, you would use a liquid measuring cup. Liquid measuring cups are often clear glass or plastic so that you can see the amount of liquid you have poured into the cup using the markings on the side. These are the lines on the cup marking different amounts, often $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$ and 1 cup. Some liquid measuring cups can hold more than 1 cup, like 2 or 4 cups. Fluid ounce (fl oz) measurements, pints, quarts and milliliter (ml) amounts may also be marked on the cup. Liquid measuring cups have a pouring lip and extra space at the top of the cup to prevent spills. In a liquid measuring cup, you would measure:

- Liquids like milk, oil and juice
- Semi-liquid or very thick liquid ingredients like ketchup, maple syrup or molasses

To measure a liquid ingredient using a liquid measuring cup:

- Pour the liquid into the cup up to the line for the amount that is needed.

- Read the measure at eye level with measuring cup sitting on a flat surface to make sure it is exactly at the line, not above or below the line.
- Never fill to the very top of a liquid measuring cup.

Dry Measuring Cups

Dry ingredients and semi-solid ingredients are measured using different measuring cups. Dry measuring cups are not like liquid measuring cups. You use a different dry measuring cup for each size measurement you need. They look like very small pots or bowls with a handle on them. They are not clear like the liquid measuring cup. Most of the time they do not have lines marking different measures on them. Dry measuring cups are used to measure:

- Dry ingredients like flour, sugar, oats and rice.
- Semi-solid ingredients like peanut butter or shortening.

Dry measuring cups come in a set with different sizes, often $\frac{1}{4}$ cup, $\frac{1}{3}$ cup, $\frac{1}{2}$ cup and 1 cup. Some sets may even have $\frac{2}{3}$ and $\frac{3}{4}$ cup sizes. If your set does not have $\frac{2}{3}$ and $\frac{3}{4}$ cup sizes, you can measure those amounts using your other measuring cups in these ways:

- For $\frac{2}{3}$ cup, use the $\frac{1}{3}$ cup twice.
- For $\frac{3}{4}$ cup, use the $\frac{1}{2}$ cup once and the $\frac{1}{4}$ cup once or use the $\frac{1}{4}$ cup 3 times.

The way you measure using a dry measuring cup is also different from the way you measure using a liquid measuring cup. To measure dry ingredients:

- Choose the correct cup size for the amount of the ingredient that you need. For example, if the recipe calls for $\frac{1}{2}$ cup of rice, choose the $\frac{1}{2}$ cup.
- Spoon the ingredient into the cup until it is over-filled or heaping on top.
- Use a straight edge like the flat side of a knife and drag it across the top edges of the cup to level it off. This helps you get the most exact amount.
- Make sure your measuring cup is dry when you measure dry ingredients so they do not stick to the sides of the cup.
- Do not “pack” or push the ingredient down into the cup unless the recipe tells you to. When you measure flour, you should never shake or tap the measuring cup or pack the flour into the cup.

When measuring semi-solid ingredients:

- You **SHOULD** pack the ingredient into the dry measuring cup.
- Use a spoon or a rubber spatula to press the ingredient down into the cup and force out any air pockets that there might be.
- Level off the top of the cup using a straight edge like the dull side of a knife or the straight side of a rubber spatula.

Butter, margarine and shortening are sometimes sold in blocks or sticks. It is standard that one stick is equal to $\frac{1}{2}$ cup. The wrapping on the sticks will often have lines marking tablespoon measurements. If you need to measure a stick of butter, margarine or

shortening for a recipe, you do not have to use measuring cups or tablespoons. You can use the information on the wrapper or the whole stick if you need $\frac{1}{2}$ cup.

Measuring Spoons

Measuring spoons are used to measure ingredients when you only need a small amount of them. Like dry measuring cups, there are also different sized measuring spoons.

Measuring spoons come in a set with different sizes, often 1 Tablespoon, 1 teaspoon, $\frac{1}{2}$ teaspoon and $\frac{1}{4}$ teaspoon. Measuring spoons can be used to measure dry or liquid ingredients. Herbs and spices are often measured using tablespoons or teaspoons because they are mostly needed in small amounts.

To measure a liquid ingredient using measuring spoons:

- Choose the correct size measuring spoon.
- Pour the liquid into the spoon until it is full.
- Do not measure over top of the recipe you are making, just in case you pour too much and it overflows. It would be a good idea to measure over an empty bowl or the sink.

When measuring a dry ingredient with measuring spoons:

- Use the same rules as you did to measure a dry ingredient with a dry measuring cup.
- Choose the correct size measuring spoon.
- Use the measuring spoon to scoop into the container holding the ingredient, pour into the spoon or fill the measuring spoon using another spoon or your clean hands. Use the method that works best for the ingredient you are measuring.
- Level off the measuring spoon using a straight edge or shake it from side to side until it is level on top.

What Measurements Equal

Below are some helpful things to know:

- 1 Tablespoon = 3 teaspoons
- $\frac{1}{4}$ cup = 4 Tablespoons
- $\frac{1}{3}$ cup = 5 Tablespoons + 1 teaspoon
- $\frac{1}{2}$ cup = 8 Tablespoons
- 1 stick of butter or margarine = $\frac{1}{2}$ cup
- 1 cup = 16 Tablespoons = 8 fluid ounces
- 1 pint = 2 cups
- 1 quart = 2 pints
- 1 gallon = 4 quarts
- 1 pound = 16 ounces

The recipes you choose to cook with your class **must** be both healthy and low in cost.

Make certain that your recipe is affordable by using common sense and taking into account your participants food supply. Include your supervisor in this decision. For our purposes, low cost recipes may contain some high cost ingredients if:

- Participants have more than enough food stamps to buy the ingredients, or
- Foods can be obtained from food banks, commodities food programs, church food programs, etc.

To figure out if the recipe is healthy and can be used with your class you can either ask your supervisor, or use any advice supplied by the State Office staff. Below are the criteria, taken from the NAL recipe finder (National Agriculture Library) that will help you decide if the recipe you want to use is healthy or not, and why.

- **Eat Calcium Rich Foods**
If one serving of a recipe meets the equivalent of one cup from the Milk group as described in USDA's MyPlate, then the recipe is placed in this group. Dairy sources of calcium should be low-fat; recipes in this category will be limited to less than 35% calories from fat. Additionally, non-dairy recipes are placed in this group if they contribute at least 10% of the Daily Value (DV) for calcium as seen on the food label. The guidance may be found in the Food and Drug Administration resource "Focus on Food Labeling."
- **Eat More Fruits and Vegetables**
If one serving of a recipe meets one half cup from the Fruit or Vegetable Group as described in the USDA's MyPlate, the recipe is placed in this group. Legumes (dry beans and peas) are also included in this category if they meet one serving of a cooked vegetable (½ cup).
- **Eat Whole Grains**
Recipes will be added to this category in which the grain ingredients contain 51 percent or more from whole-grains and are low in fat. Recipes in this category will be limited to less than 35% calories from fat. For details on Grains, please see Chapter 4, page 36 of the US Dietary Guidelines for Americans, 2010.
- **Eat Less Saturated Fats, Trans Fats and Cholesterol**
A recipe is included in this group if the saturated fat per serving is less than 10% of total calories per serving. Cholesterol should be as low as possible. The American Heart Association says that trans fat should be less than 1% of your total calories for the day. No more than 2 grams for 2000 calorie diet.¹ Also included in this group are foods whose fats consist primarily of monounsaturated and polyunsaturated fatty acids (such as fish, nuts, liquid vegetable oils, etc.). Please see the Dietary Guidelines for Americans 20 section on Fats for more details.

¹ American Heart Association, "Trans Fat." Available at:
http://www.heart.org/HEARTORG/GettingHealthy/FatsAndOils/Fats101/Trans-Fats_UCM_301120_Article.jsp.
Accessed 5/7/12.

For Additional Reading:

Shelomenseff, Delfina, Julee Andreoni, Marcia Hensley, M. Jane Heinig and Kara D. Ishii. Fast Meals & Quick Snacks – A Cookbook for Teens. 2003. California. Sutter Memorial Hospital Adolescent Family Life Program and the U.S. Department of Agriculture Food Stamp Program. 26 July 2004
<<http://www.cdph.ca.gov/HealthInfo/healthyliving/childfamily/Documents/MO-NUPA-TeenCookbook.pdf>>.

| National Agricultural Library Recipe Data Base Finder: <http://recipefinder.nal.usda.gov/>

Now You're Cooking!

Main Themes:

Nutrition & Diet

Cooking & Food Storage

Shopping

Budgeting

Safety & Sanitation

Materials Needed:

Activity 1: Steps 2-27 (for new cooks)

3 sets of dry measuring cups

3 liquid measuring cups

3 measuring spoon sets

3 butter knives

1 cup bright colored juice or water with drops of food dye

3 cups dry rice in a Tupperware container

Small bottle of water

1 cup flour in a Tupperware container

9 small bowls

Ingredient Cards—found at end of lesson—cut out and laminate, if you like

Large white piece of paper and thick marker if chalkboard is not available

Activity 2

Note: You will only need the ingredients for the recipes that your class will make.

Handouts -

- One recipe handout of what will be made for each cook that will be making it
- If you like, extra recipes for the class to pick up

Preparation Needed Prior To Lesson:

Choose the recipe(s) that you will use based on participant dietary needs, or allow the participants to choose their recipe(s) based on some you have supplied, at least 1 week before the class.

Make sure the recipe is both low cost and healthy. Make sure that your recipe is affordable by using common sense and taking into account your participants food supply. Include your supervisor in this decision. For our purposes, low cost recipes may contain some high cost ingredients if:

- Participants have more than enough food stamps to buy the ingredients.

- Foods can easily be obtained from food banks, commodities food programs, church food programs, etc.

To figure out if the recipe you chose is healthy and can be used with your class you can either ask your supervisor, or use any advice supplied by the State Office staff. Below are the criteria, taken from the NAL recipe finder (National Agriculture Library) that will help you decide if the recipe you want to use is healthy or not, and why.

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- **Eat Less Saturated Fats, Trans Fats and Cholesterol**

A recipe is included in this group if the saturated fat per serving is less than 10% of total calories per serving. Cholesterol and trans fats should be as low as possible. Also included in this group are foods whose fats consist primarily of monounsaturated and polyunsaturated fatty acids (such as fish, nuts, liquid vegetable oils, etc.). Please see the Dietary Guidelines for Americans 2010 section on Fats for more details. The nutrition facts panels that appear on the recipes in this database do not yet provide information on trans fats. As this information becomes available, trans fats will be included on each recipe. The Food and Drug Administration requires that trans fats be listed on the nutrition facts panel by January 2006.

Make Bleach Solution

1. On the day that you will be teaching this lesson, mix 4 cups of water with 1 teaspoon of bleach.
2. Divide the mixture between 2 spray bottles.

Time The Activity Is Expected To Take:

Before You Begin: 2 - 5 minutes

Activity 1: 10 - 15 minutes

Activity 2: 25 - 30 minutes

Next Week's Goals: 5 minutes

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Lesson Plan:

Before You Begin: (2 - 5 minutes)

1. Ask the participants if they worked on their goals from the last lesson. If they did, ask which goals they worked on and how or what they did to work on them. Try to get everyone to tell the class what they did. If they did not work on their goals from the last lesson, ask them to work on them before the next class.
2. Tell the participants what the objectives for today's lesson are. Tell them that today they are going to build on the things that they learned in the first cooking lesson. Tell them that they are going to practice measuring ingredients, talk about cooking using a recipe and they are going to get to cook!

Activity 1: It All Measures Up (10 - 15 minutes)

1. Tell the participants that when they cook they may need to measure the amounts of the different foods they are putting into the dish they are making. Tell them that a common way to measure ingredients is by using measuring spoons and measuring cups.
2. Tell the participants that they are going to learn how to learn to make a healthy recipe they can cook at home.

DO STEPS 2-27 ONLY WHEN WORKING WITH GROUPS THAT HAVE LIMITED COOKING EXPERIENCE.

IF YOUR CLASS KNOWS HOW TO COOK < SKIP TO ACTIVITY 2.

3. Hold up the dry measuring cup set. Tell the participants what it is. Ask the class if anyone knows when you would use the dry measuring cups to measure an ingredient.

*You would use dry measuring cups when a recipe calls for a certain number of cups or part of a cup of a **dry** ingredient.*

4. Ask the participants if anyone has any idea what is meant by "dry" here.

Dry simply means those ingredients that are not "wet" or liquids, but are dry solids or semi-solids that do not pour well.

5. Ask the participants for some examples of ingredients that they might measure using dry measuring cups.

Examples include flour, sugar, rice, oatmeal, couscous, dried beans or peas, barley, bulgur, orzo, cereal and other grains, peanut butter, cottage cheese, shortening, nuts, shredded cheese, cut fruit or vegetables.

6. Point out the different sizes in the dry measuring cup set. Tell the participants that there are smaller and larger sizes that will hold different amounts of ingredients. Tell the participants that most sets that you buy in the store will have $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$ and 1 cup sizes and some will have $\frac{2}{3}$ and $\frac{3}{4}$ cup sizes also.
7. Ask the participants if anyone knows how you could measure $\frac{3}{4}$ cup or $\frac{2}{3}$ cup if you did not have measuring cups for that size.
 - $\frac{2}{3}$ cup can be made using the $\frac{1}{3}$ cup 2 times.
 - $\frac{3}{4}$ cup can be made using the $\frac{1}{4}$ cup once and the $\frac{1}{2}$ cup once or by using the $\frac{1}{4}$ cup 3 times.
8. Tell the class the right way to measure using dry measuring cups and show them by measuring $\frac{1}{2}$ cup of dry rice. Be sure to return the rice to the container. The participants will be using it to practice measuring later. Read the steps out loud to the class as you measure $\frac{1}{2}$ cup of dry rice.
 - Choose the correct size measuring cup for what the recipe calls for, which in this case is $\frac{1}{2}$ cup.
 - Use a spoon to fill the cup with the rice. Fill the cup higher than the top edges of the cup.
 - Level off the cup by dragging a straight edge like the dull side of a knife or the handle of a spoon across the top of the cup.
9. Ask the class if anyone has a question about measuring ingredients with the dry measuring cups. Ask them to name 1 thing they will use a dry measuring cup for.
10. Show the participants the liquid measuring cup. Tell them what it is and that it is used to measure larger amounts of liquid ingredients that you can pour easily. Ask the class to name some foods that you would use the liquid measuring cup to measure.

Examples include oil, juice, milk, water, stock or broth and maple syrup.

11. Point out the lines on the cup marking the different measures for parts of a cup. Tell the participants that most cups have lines marking $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$ and 1 cup. Tell them that some liquid measuring cups can hold 1 cup and some can hold as much as 2 or 4 cups. Tell them that some cups might have fluid ounce or milliliter markings on the cup also.

12. Tell the class the right way to measure a liquid and show them how by measuring 1 cup of the juice or colored water.
 - Measure on a flat surface, like a table or counter top.
 - Bend down so that you can read the measurement at eye level.
 - Pour the liquid so that the amount comes exactly to the line of the measure, not below or above it. Point out that you never fill a liquid measuring cup to the very top like you would for a dry measuring cup.
13. Mention to the class that when they are reading a recipe, cup may sometimes be abbreviated with the letter “c.” This is the abbreviation for cup whether it is a liquid or dry ingredient. If you think you need to clarify for the class what the abbreviation is, write it on the chalkboard or the large paper.
14. Ask the class if they have any questions about how to measure ingredients using the liquid measuring cup. Ask them to name 1 thing that they will use a liquid measuring cup to measure.
15. Show the class the measuring spoon set. Show them the tablespoon and each of the teaspoon measures and tell them which are which. Tell them that these are used for dry or liquid ingredients that are needed in small amounts only.
16. Ask the participants to name some ingredients they would use the measuring spoons to measure.

Examples include salt, spices, herbs and seasonings, baking soda, baking powder, vanilla, small amounts of oil, vinegar, soy sauce or minced garlic.
17. Mention that some recipes might abbreviate tablespoon as an upper case T., Tb., or Tbsp. and teaspoon as a lower-case t. or tsp. If necessary, write them on the chalkboard so they can see what the abbreviations look like.
18. Tell the participants how to use the measuring spoons to measure a liquid ingredient and show them by measuring 1 Tablespoon of water.
 - Hold the proper sized spoon in one hand and pour the liquid into the spoon using the other hand.
 - Fill the measuring spoon just to the top.
 - Do not measure over the top of the dish or recipe you are making. If you overflow the measuring spoon by accident, too much will go into your recipe.
19. Tell the participants how to use the measuring spoons to measure a dry ingredient and show them by measuring 1 teaspoon of flour. Be sure to return the flour to its container after.
 - Scoop into the flour container or fill the measuring spoon using another utensil.
 - Over-fill the spoon.

- Level off the spoon by dragging a straight edge across the top or by shaking it so that it is level.
20. Ask the participants if they have any questions about using measuring spoons. Ask them how they will use measuring spoons at home or what recipes they think they might use them for.
 21. Divide the class into 3 groups. Give each group an Ingredient Card. Tell the participants that now they are going to practice measuring using the tools they just learned about.
 22. Tell the participants that they should choose the correct tool to measure each ingredient on the card. If someone is not measuring something, they should watch the person who is measuring.
 23. Make sure all the participants wash their hands before touching any foods.
 24. Show the class where the ingredients, the measuring cups and measuring spoons are. Let the participants choose the proper measuring utensil for each of the ingredients on their card and measure the ingredients. Tell the participants that if they have any questions, they should ask you. As the participants are measuring the ingredients, walk around and watch them to make sure they are doing okay.
 25. Once the participants are done measuring the ingredients, tell them to:
 - throw the flour away in the garbage
 - pour the water down a sink
 - return the rice to its original container so that you can reuse to practice measuring in future lessons
 26. After everyone is done, ask for a volunteer to describe how they measured each ingredient.

The flour should have been measured using a tablespoon. The water should have been measured using a liquid measuring cup. The dry rice should have been measured using a dry measuring cup.

27. Ask the participants to share with the class the any problems they had measuring the ingredients. Ask if anyone has any questions about measuring ingredients.

Activity 2: Getting Down to Business (25 - 30 minutes)

1. Tell the class that they are now going to get to cook! Ask the participants to get into recipe groups. You should decide how many people should be in each group according to the amount of work in the recipe(s) to be used and the number of cooking supplies you have available to you.

2. Give each participant a copy of the recipe they will be making in class today. As you do, name the recipes out loud and tell the class what makes each recipe a healthy recipe. Name all that apply to each:
 - It is a calcium-rich recipe
 - It will help them eat more fruits and/or vegetables
 - It contains whole grains
 - It is low in Calories
 - It is low in saturated or trans fats
3. After everyone has a copy of their recipe, ask the participants to read through their recipe as a group. Tell them to go through each ingredient and step in the recipe and discuss as a group what needs to be done at that step. Tell the participants that if they have any questions or if they do not understand any part of their recipe, they should ask you. Once all the groups are finished with this, ask the class if anyone has any questions.
4. Ask the participants to read through their recipe again. Tell them that this time they should assign each step to a group member. For example, 1 group member may wash peppers while another cubes potatoes. Tell the participants that they should try to divide the jobs evenly among all the group members. One or 2 of the members should not be doing all the work. Tell the participants that they should write the name of the person doing each step next to that step on their recipe handout.
5. After the groups have finished splitting up their recipe tasks, ask the class what the very first thing they should do before they even start cooking is.

The participants should wash their hands well with soap and warm water before starting to cook.

6. Show them where the kitchen tools and ingredients are and ask the participants what the next thing they should do is.

Participants should wash any vegetables they need and set out all the ingredients and supplies they will need to make sure they have them all.

7. Remind the class that if anyone eats something before they are finished cooking, they should wash their hands before going back to cook.
8. Allow the participants to cook their recipes. Walk around while the class is cooking and help the participants as needed. Be sure to watch for any unsafe practices and correct them right away.

9. When everyone is done cooking, give each person a plate and utensils. Have 1 person from each group go around the room and put a small amount of their recipe on each person's plate.
10. Allow the participants to try their foods as you talk. Ask the participants to share how they felt about cooking today. Ask the participants:
 - Did you have any problems making your recipe?
 - Did you find it easy or hard to cook? Did this surprise you?
 - Will you try cooking this recipe or other recipes on your own at home?
11. Ask the participants to help you clean up by:
 - Washing the cutting boards, countertops and knives with soap and water if a sink is available.
 - Using the bleach solution to clean all cooking surfaces, cutting boards, kitchen tools, countertops and tables where people were eating. Spray these surfaces with the bleach solution and allow it to stay on for 2 minutes. Then rinse with water or wipe off with paper towels. **NOTE: BE SURE TO LET PARTICIPANTS KNOW THAT YOU WILL BE USING BLEACH. SOME PEOPLE, ESPECIALLY PEOPLE WITH ASTHMA ARE SENSITIVE TO THE SMELL OF BLEACH AND THEY MAY WANT TO LEAVE THE ROOM.**
 - Returning all of the kitchen tools to where they were found at the start of class.
12. If you want or your supervisor asked you to do so, tell the class that you have other recipe handouts and read the names of them aloud. Set them somewhere in the room and tell participants they may take the ones they plan to use at home.

Next Week's Goals: (5 minutes)

1. Ask the participants to name something that they learned in today's class that they will use. Make sure that each learning objective is mentioned, and if not, be sure to re-state that objective. Remind them to work on meeting their new goals they set today before the next class. Let them know that they will be asked what changes they made at the next class.
2. Invite comments, suggestions or questions.
3. Thank the participants for coming and tell them what the next lesson will be about.

After Class:

Count the recipes that the participants did not take, and write down how many of each recipe handout was taken. Keep these counts as requested by your supervisor.

For The Teacher: What Makes This Lesson Behaviorally Focused?

- Activity 1 is behaviorally focused because participants are asked to name ways that they will use measuring cups and spoons at home.
- Activity 2 is behaviorally focused because participants are asked if they would be willing to make the recipes from the lesson or other recipes at home.
- In Next Week's Goals, the participants are invited to name one thing that they learned during the class they will use. They choose behaviors that they will work on during the coming week.



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NJ Supplemental Nutrition Assistance Program-Education
USDA, Food and Nutrition Service



This material was funded by USDA's Supplemental Nutrition Assistance Program (SNAP). To apply for SNAP, call or go to your local SNAP office. In NJ apply online at: www.NJHelps.org; or to learn more go to www.fns.usda.gov/fsp. USDA is an equal opportunity provider and employer.

To Apply for SNAP visit www.njsnap.org

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Ingredient Cards:

1 Tablespoon flour
 $\frac{3}{4}$ cup water
 $\frac{1}{2}$ cup dry rice



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1 Tablespoon water
 $\frac{3}{4}$ cup dry rice
 $\frac{1}{2}$ cup flour



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