COOKING MATTERS AT THE STORE FOR KIDS

Pop-Up Tour Resource Guide

Instructions, Logistics, Talking Points & Activities
for Volunteers

INTER-FAITH FOOD SHUTTLE
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COOKING MATTERS®

How to Use This Booklet

Welcome to **Cooking Matters at the Store Pop-Up Tour for Kids Resource Guide**! This guide will show you how to implement the tour using the props provided. We have used the best of what the Share Our Strength Pop-up Tour Toolkit and the Tour Facilitator Guide has to offer, sprinkled with our knowledge of best practices to provide you with this adapted resource. **This is your single comprehensive guide to implementing CMATS pop-up tours for kids!**

Let's get started!

Overview of Pop-Up Tours 3
Contents of the Pop-Up Tour Kit 4-5
Setting up your Pop-Up Tour 6-9
Agenda 10
Getting Organized for your Tour 11
Facilitated Dialogue 12-13
Facilitator's Guide to Talking Points & Activities 14-23
Time to Make a Meal 24
Recipes 25-28
Working with Kids 29

Overview

THE BENEFITS OF OFFERING A POP-UP TOUR

Challenges with transportation, childcare, or organizing very large groups can make tours at a grocery store difficult or impossible. A pop-up tour is a standalone class that takes place in any location outside of the grocery store. The pop-up tour only requires a room for setting up props. This kit can also be used in place of the grocery store tour during the 5th week of Cooking Matters six-week courses.

Benefits of pop-up tours include:

- Eliminates the need for transportation to a different site
- Enables facilitators to provide activities and food taste tests
- Allows groups to schedule the tour at the most convenient time for their audience

There are two models shared in this guide—the **Traditional Store Model** and the **Station Model**.

Finally, instead of conducting a $10 challenge, we have designed a **Make a Meal Activity** during which participants plan a balanced meal.

So, what's in this kit?

Contents

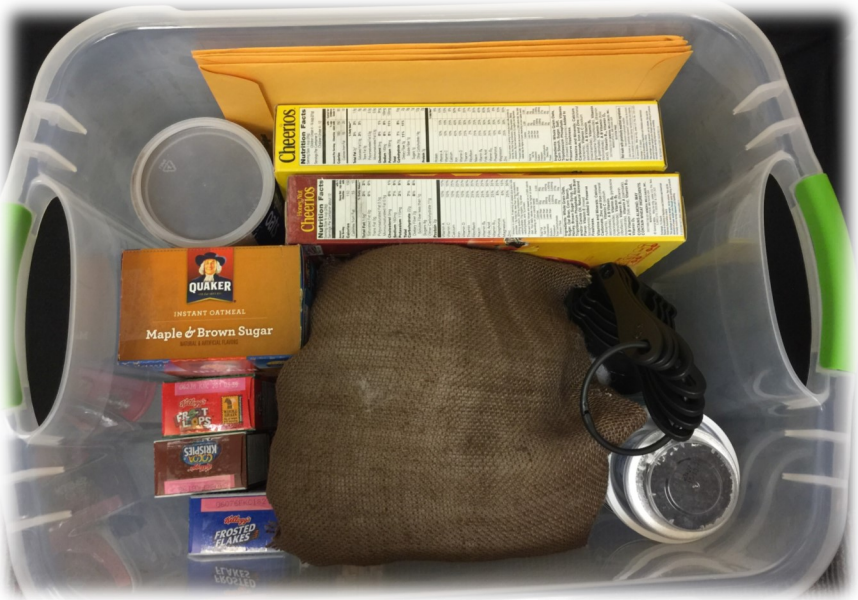
Section	Props	Laminated Cards
FRONT OF STORE	• My Plate • Participant Guide	none
PRODUCE: Fruit	• Store Perimeter Poster • Seasonal Produce Guide • The Apple Investment	• Bulk apples vs. individual apple price comparison card • Canned Peaches w/ heavy syrup, juice/light syrup, no sugar added food label comparison cards
PRODUCE: Vegetable	• Canned green beans–regular • Canned green beans—no added salt	• Fresh, frozen, canned green beans price comparison card • Whole/baby fresh carrots • Frozen sliced carrots/carrot mix price comparison card
PROTEIN: Meat	• Canned tuna in oil • Canned tuna in water	• 93%, 85%, 80%, 73% lean beef cards • 85% lean ground turkey card
PROTEIN: Beans	• Canned black beans –regular • Canned black beans—no added salt • Bag black beans	none
DAIRY: Milk	• Tru Moo Chocolate Milk	• Fat free, 1%, 2%, Full Fat milk cards • Almond Milk & Lactaid cards
DAIRY: Yogurt	• Chobani plain 0% fat • Chobani fruit 0% fat • Oreo yogurt	none
DAIRY: Cheese	none	• Cheddar—2% / Full Fat card • Cheddar—shredded • Processed cheese product card • Sale comparison card
GRAINS: Bread	• Burlap Whole Grain Demo	• Homestyle, White, Honey Wheat, Wheat, 100% Whole Wheat Bread comparison cards
GRAINS: Pasta	• Whole Grain pasta • Regular pasta	none
GRAINS: Cereals	• Regular & Honey Nut Cheerios • Small Sugary Cereal boxes • 1 cup; 3/4 c, 2/3 c • Plain Oatmeal & flavored	none
SUGARY BEVERAGES	none	• Coca Cola , 100% Juice , and Fizzy Drink comparison card

Contents

Your pop-up tour kit is assembled *very strategically*! Here is a photo of how everything fits together in one small bin. Use this photo as a guide when putting your kit back together after a tour—it will save you a lot of time and frustration.

Bottom Layer

Add cereals, oatmeal, canned goods, spaghetti, beans, challenge cards, and envelopes



Top Layer

Add yogurt, measuring cups, sugar packets, fiber demonstration, tuna cans, dry erase markers, dry erase eraser, and TruMoo Chocolate Milk

Setting Up Your Tour

MODEL #1: TRADITIONAL STORE MODEL

This model is ideal for a large meeting room where there is plenty of space to move around and guide a whole group.
I
f you have enough tables and space, setting up the pop-up tour in the shape of a traditional grocery store, allows you to reinforce the strategy of shopping on the perimeter for the healthier food options.

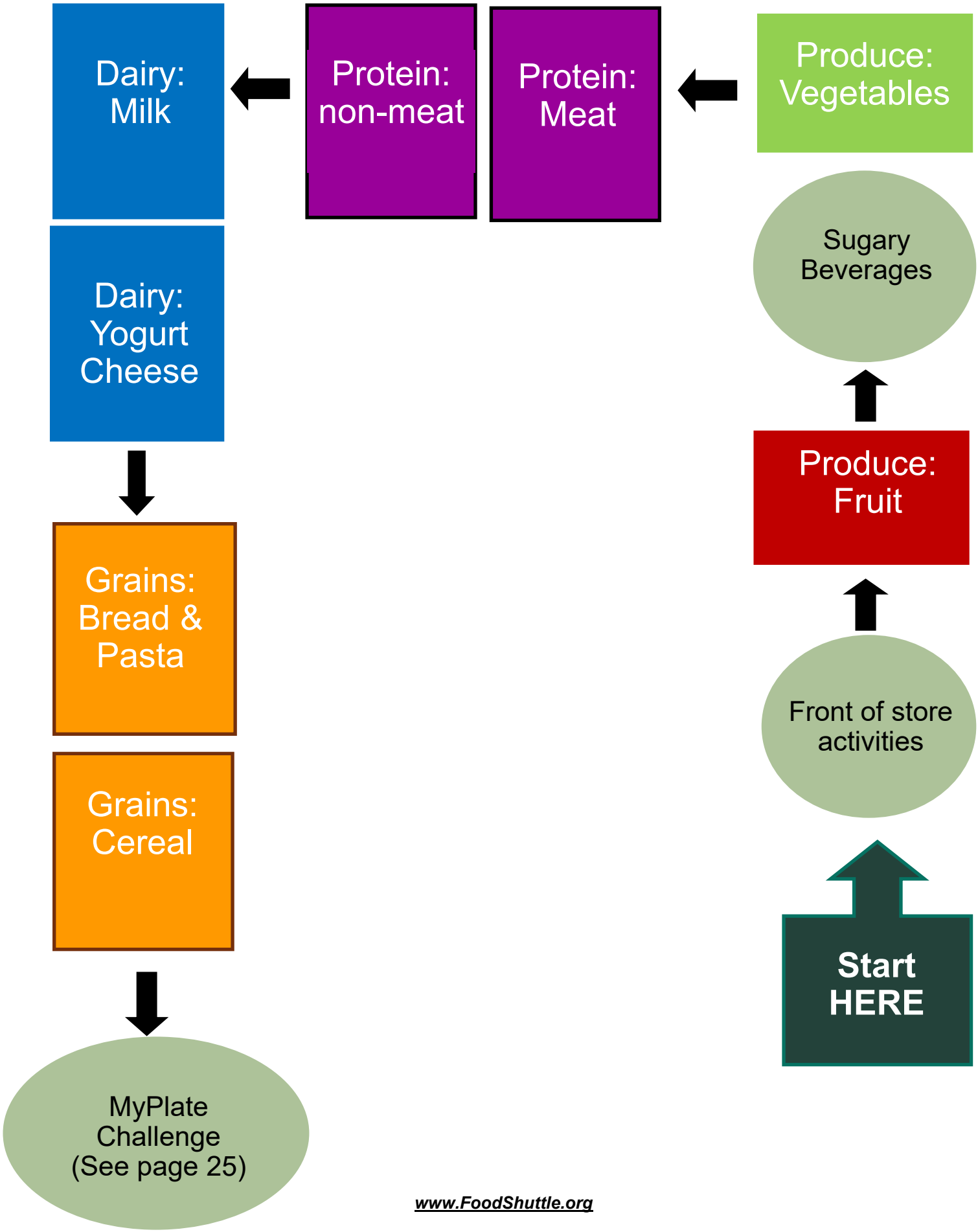
You will begin in the 'front of the store' where you will provide an overview of the flow so participants will know what to expect. You will guide the participants through the sections of your pop-up tour just as you would in the grocery store. Ask participants to hold props or comparison cards, as you work through the talking points and activities to make the experience more interactive. Incorporate tastings at some of the stations.

Some examples of sample tastings could include:

Dairy Section:	*Tropical Green Smoothie* recipe (page 26) w/ yogurt, fruit, and *Kale Cubes* (page 27)
Vegetable Section:	Samples of Fresh, frozen, no-added salt canned green beans to compare taste
Protein- Beans:	*Southwest Black-Eyed Pea and Corn Salad* recipe (page 29)
Grains—Pasta:	Samples of whole grain penne vs. regular penne to compare taste
Grains—Cereal:	Oatmeal w/ fresh fruit
Sugary Beverages:	*Fizzy Drink* Recipe (page 28) and comparison card

Throughout the tour, the kids will be collecting food cards at each station that they will be using to make a meal at the end of the tour. At the end of each section of the pop-up tour, there is a review question and the number of food cards they can collect for that station. More instructions about the **Make a Meal Activity** can be found on page 24. At the beginning of the tour, be sure to put the food cards with their respective part of the pop-up tour.

Model #1: Traditional Store Model



Setting Up Your Tour

MODEL #2: STATION MODEL

You need at least one volunteer at each station. The ingredient cards are available at each MyPlate station and participants can begin building their MyPlate meal using the dry erase markers to write down their ingredient choice as they visit each station. This ensures that all stations are visited, so that the talking points are covered and the activities are completed. After participants build their plate, they can always revisit any MyPlate station to swap out ingredients to build a different meal if they change their mind along the way! If possible, incorporate tastings at each station, or in a centrally located table that participants can visit as they move through the stations.

Some examples of sample tastings could include:

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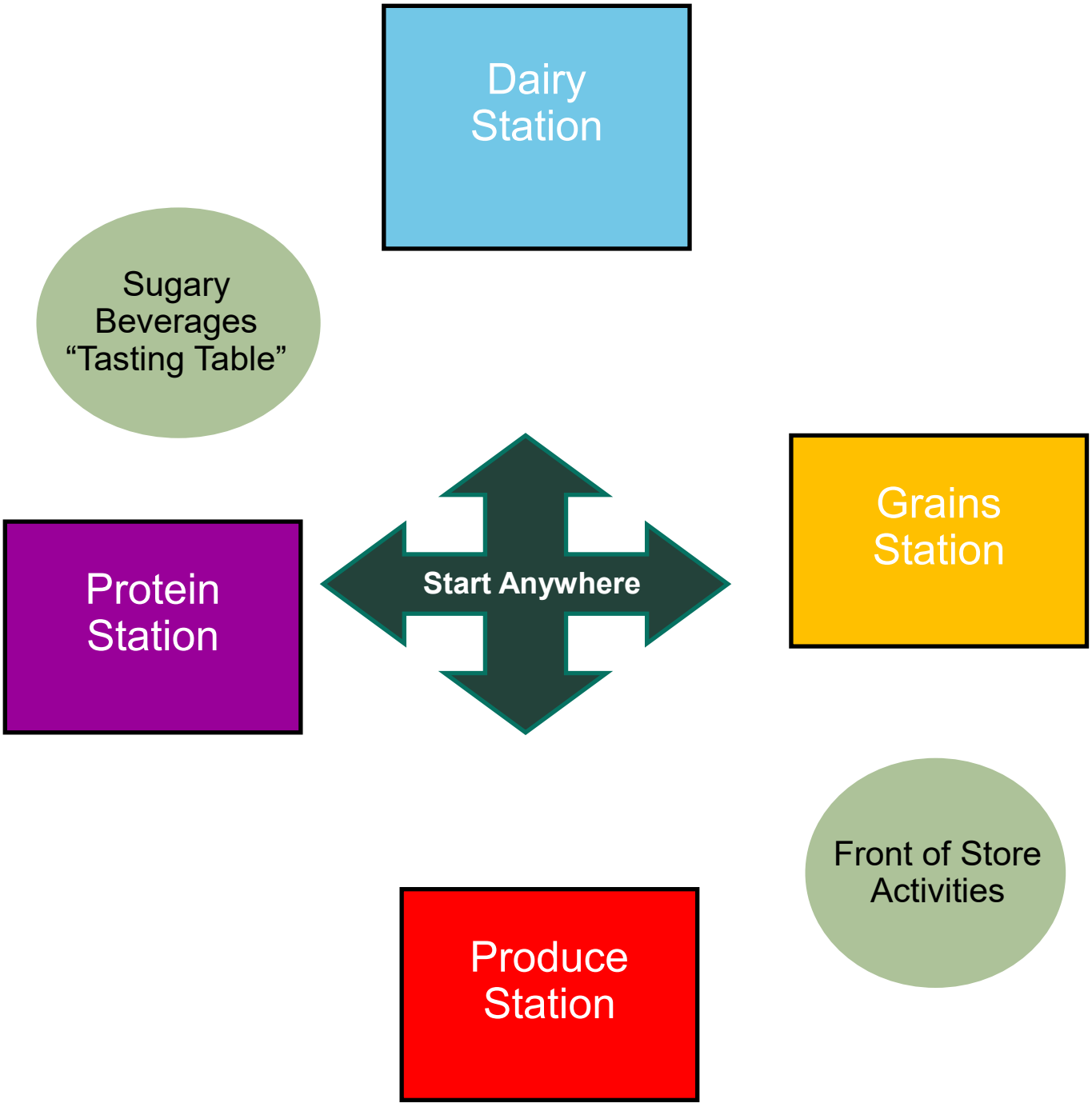
Model #2: Station Model



All set up!
How do I do this?

Agenda

Welcome to the Cooking Matters at the Store guided tour!

The following chart shows approximately how long you will spend on each section.

Sections	Minutes
Enrollment Form	5
Introduction and Overview	5
Fruit Section (Apple Comparison & Canned Peaches)	5
Vegetable Section (Convenience & Comparing Unit Price)	10
Protein Section: Meat	5
Protein Section: Beans	5
40 Minute Mark	
Dairy Section: Milk	5
Dairy Section: Yogurt & Cheese (Teaspoons of Sugar)	5
Grains Station: Bread (Whole Grains)	10
Grains Section: Pasta	5
Grains Section: Cereal	10
Sugary Beverages Section	5
MyPlate Challenge	5
End of Tour Survey (If Using)	5
Total	**90 Minutes**

Getting Organized

Arrival Time

- The Cooking Matters Coordinator should arrive **1 hour before** your scheduled tour if possible to set up the room for the tour.
- Volunteers should arrive at least **30 minutes before** to conduct a ‘walk through’ of the set up so that they are comfortable with the flow of the tour

Let’s Run a Tour!

Facilitated Dialogue

WHAT IS FACILITATED DIALOGUE?

Facilitated dialogue is a model of group teaching that involves active participation of both the learner and the educator. Think about how you learn best; is it by hearing, seeing, doing? Or is it a combination of all three? Most people learn best when they are engaged in dialogue *and* have an opportunity to practice what they have just learned. **Creating a learner-centered environment** In facilitated dialogue, the emphasis is on the learner instead of the instructor.

In order to create a learner-centered class you must:

- Recognize that learners are **experts** in their own lives
- Involve sharing and comparing of experiences from members of the group
- Create a safe environment for learners to consider changing behaviors

Ground Rules for the Facilitator

- Be an attentive listener
- There is no blaming and no accusing
- Do not do all the talking
- Respect each learner, their time, their opinions, and their experiences

Role of the Facilitator

- Provide opportunities for learning
- Listen to learner
- Give responsibility of change to learner
- Guide conversation to stimulate learner's awareness and interest
- Create a motivating environment
- Respect learner's values, attitudes, and beliefs
- Model reflective listening and interpersonal interactions
- Accept learner for where s/he is without blame

NOTE: There may be times when facilitated dialogue is *not* appropriate. Be aware of the potential cons of facilitated dialogue:

- More likely to get the dialogue off track.
- More likely for misinformation to be shared.
- Not enough time to get through everything. *Tip: Use a "Bike Rack" to acknowledge and remember to re-visit ideas/questions that come up when it's more appropriate.

Facilitated Dialogue

THE 4 A'S OF FACILITATED DIALOGUE

While you are provided with lesson plans for each class, they are only a guide. Preparing for class also includes thinking of ways to actively involve learners. One way to prepare for class is to consider breaking down each lesson in terms of the **4 A's: Anchor, Add, Apply and Away**. A learning task does not always have to have all four of these parts, but it should always include **application.**

USING OPEN ENDED QUESTIONS

When information is handed to learners, they are not encouraged to make it personally meaningful. In order to engage participants in discussion, use **open-ended questions**. This will allow learners to make personal meaning of information by thinking about what it means to *them.*

Anchor

- **Anchoring** connects the learner with what they already know and with their unique life experiences. For example, each week your instructor guide suggests you review how learners did with their weekly challenges. This warm-up helps anchor the learners immediately into the dialogue.

Add

- **Adding** invites learners to examine new concepts, skills, or attitudes through active involvement. There will be times when new content will warrant being provided using a traditional lecture format and you may find you need to limit 'adding' so that more attention can be focused on allowing learners to apply and determine ways they will (or will not) integrate the new concepts and skills. For instance, creating a list of topics that participants identify as areas of interest helps to 'add' focus to the content in the lesson plan that is relevant to them.

Apply

- **Applying** gets learners to do something directly with the new content just explored. For example, during the nutrition lesson you discuss protein and in the cooking segment, participants practice cutting a whole chicken or classifying ingredients into the 5 foods groups.

Away

- The lesson content used in their lives is what the learners take **Away** with them. At the end of each class, encourage learners to share how they will use the content when they leave. Remember, the learner has a choice on whether to use the information or change their intentions/behaviors. Having participants create weekly challenges at the end of each class will allow them to take away new information and use it in their daily life.

Closed Questions

- Only allow for a right or wrong answer
- Seek yes/no answers
- Do not allow you to assess participant's knowledge of a topic

Example:
Do you like to eat breakfast?"

Open Ended Questions

- Do *not* seek yes/no answers
- Aren't about right and wrong answers
- Help participants reflect and make personally relevant
- Allow you to find out if the learner
- Recognizes there is a problem
- Has any concerns about the issue

Example:
What are some of your favorite breakfast foods?"

SECTION: Beginning of the Pop-Up "Store"
Talking Points: Healthy Eating & Shopping

Tip: You may want to have everyone hold their clip boards as they move around the "store" so that have a hard surface to use if they wish to make any notes in their booklets throughout the tour

Welcome participants:
- Have everyone introduce themselves
- Distribute participant booklets and bags (optional) for the grocery shopping activity
- Handout pens to anyone who might want to make notes

Ask: What are you most excited to learn about today?

Share: Today we are going to pick out healthy foods at the grocery store

Tips: see page 30 for tips on working with kids

Ask: How many of you go to the grocery store with your Family? How do you help your family members?

Share: You can all be helpers when you go to the grocery store with your family. You can help them make a grocery list and pick out healthy foods from all the food groups to make healthy balanced meals. You can even help them decide which food option is healthier for them to buy. Today we are going to teach you how to help your family pick out those foods.

YOUR PROP: Green MyPlate Laminated Card

Ask: What do you already know about MyPlate? Where have you seen it before?

Share: You can use MyPlate to make a healthy meal with all of the food groups.

Ask: What are the five food groups? Why is it important to eat from all five every day?

Share: The five food groups are fruits, vegetables, grains, protein, and dairy. It is important to eat from all of them because no single food group provides all of the nutrients you need to grow healthy and strong.

Facilitator Guide

Ask: What do you notice about the way food is served on MyPlate (e.g. half of the plate is fruits and vegetables)

Ask: Which foods should we eat more of? Which foods should we eat less of?

Share: Based on MyPlate, we know that we need to eat more fruits and vegetables than other foods.

YOUR PROP: Store Perimeter Laminated Card

Ask: This is a picture of the typical layout of the grocery store. What do you notice about how it is laid out?

Share: The fresh fruits, vegetables, meat, and dairy are around the outside. It is best to shop around the edge of the store because that is where the healthier options are, and shop less from the middle of the store where the unhealthier foods, like candy and chips are. We call those "sometimes" foods because they should only be eaten sometimes.

Make A Meal Activity: Today as you go through the Pop-Up Tour you are going to pick out grocery cards from each food group along the way. At the end of the discussion of each food group I will tell you how many food cards to put in your grocery bag. At the end of the tour you and a partner are going to make a meal using the food that you picked up in the grocery store. As you go through the tour, be sure to think about what kind of meal you want to make. You will also be answering a trivia question at the end of each section. If you are the first person to get the question correct you will earn a point. The people with the most points at the end will earn a prize.

SECTION: Fresh Produce - Fruit
Talking Points: Seasonality

Ask: What are some things you and your family members do before you go to the grocery store?

Share: It is a good idea to make a list so you know exactly what you need to get from the grocery store. You can help your family members make a grocery list before you go to the store that has healthy foods from all of the food groups for meals and snacks.

Ask: What food items would you put on your list for you and your family?

YOUR PROP: Seasonal Produce Guide

Ask: What is your favorite type of fruit? When you get fruits and vegetables from the grocery store, what kinds of fruits and vegetables do you usually ask for? Are they usually fresh, frozen, or canned?

Share: There is no “best” form of produce. All forms count toward making half of your plate fruits and vegetables.

Ask: What does “in season” mean?

Share: In season means that the fruit or vegetable is grown and picked during that season. Typically fruits and vegetables that are in season are cheaper.

Ask: Looking at the seasonality chart, when are peaches in season? What are alternatives to fresh peaches?

Share: If you wanted to buy peaches in November when they are out of season, you can buy canned or frozen peaches. If you buy canned peaches, be sure to read the nutrition label on the back of the can to see which option is the healthiest. Pick the ones that are low in sugar.

SECTION: Fresh Produce - Fruit
Talking Points: Seasonality

Activity 1: "Pretend like you are at the grocery store with someone in your family. They want to get canned peaches but they aren't sure which ones are the best, so you have to help them choose." Compare food labels for a variety of canned peaches. Distribute comparison cards to the kids. Compare the amount of sugar in each can to see that the heavy syrup has the highest amount of sugar, juice/light syrup are the same, and no sugar added actually has artificial sweetener added.

Share: If you end up getting a canned fruit that has syrup in it, you can rinse the fruit to get the syrup off.

Make A Meal Activity: Ask the following review question. Whoever is the first to answer correctly selects their two fruit cards first. Review question: What does it mean if a fruit or vegetable is in season?

Share: If a fruit or vegetable is in season then it was grown and picked in the same season that you are buying it.

SECTION: Fresh Produce - Vegetables

Talking Points: Fresh, Frozen, and Canned Vegetables

Ask: What is your favorite type of vegetable? What do you notice about the Vegetable section on MyPlate?

Share: Vegetables make up the largest part of MyPlate.

YOUR PROP: Fresh, Frozen, and Canned Green Bean Price Comparison Cards

Share: By comparing Unit Price for green beans– fresh, frozen, canned– you can pick which one fits your budget best. The price of the fresh green beans will change throughout the year. The fresh green beans will be cheaper when they are in season than when they are out of season, but the frozen and canned green bean prices will stay the same.

Ask: What is an important thing to look at when you are picking out canned green beans? What should you look for on the nutrition label?

Share: Pick out canned vegetables that are low in sodium. Sodium is another name for salt. If you get a can that has a lot of salt in it, you can always rinse the vegetables to get some of the salt off.

Make A Meal Activity: Ask the following review question. Whoever is the first to answer correctly selects their three fruit cards first.
Review question: What are three ways that you can buy vegetables?

Share: If you don't buy a vegetable that is fresh, you can buy them canned or frozen.

Facilitator Guide

SECTION: Protein - Meat
Talking Points: Selecting Lean, Budget -Friendly Proteins

Ask: What types of foods are protein? What is your favorite type of protein?

Share: Eating different types of protein is important when you're choosing foods for the protein section of MyPlate. Try choosing seafood, canned or dried beans and legumes, eggs, nuts and seeds in place of meat and poultry.

Share: Fresh, frozen, and canned fish are other types of protein that you can buy.

Activity 5: Distribute canned Tuna in water and canned Tuna in oil. Compare the fat content on the label as well as the sodium to determine the healthiest choice.

Share: Canned tuna, salmon, or chicken is another type of protein that you can buy that isn't as expensive. Canned meat like tuna that is in water is healthier than canned meat in oil. If the meat has a lot of sodium in it, you can rinse it under running water to get some of the salt off.

SECTION: Protein - Non-Meat Proteins
Talking Points: Selecting Non-Meat Alternatives

Share: Eggs, beans, and legumes are healthy, less expensive protein options. Legumes are all beans except green beans; all peas except snow peas; peanuts and lentils.

Activity 6: Distribute black beans, low sodium black beans, and dry beans. Compare the sodium content of the three items.

Ask: If you get a can of black beans that has a lot of salt in it, what can you do to make them healthier?

Share: You can rinse the beans under running water to get some of the salt off.

Make A Meal Activity: Ask the following review question. Whoever is the first to answer correctly selects their one protein card first.
Review Question: What types of Protein can you use to fill up the protein section of MyPlate other than meat and poultry?

Share: Seafood, beans, legumes, eggs, and nuts are all different types of protein that you can eat instead of meat and poultry.

SECTION: Dairy - Milk
Talking Points: Selecting Low-Fat Dairy

Ask: What types of milk do you know about?

Share: Skim, 1%, 2% and whole milk are all different types of milk. We are going to do an activity now so we can understand the differences of each type.

Activity 7: Distribute comparison cards to participants. Have the participants look at the amount of fat in skim, 1%, 2% and whole milk. Have them discuss and decide which is the healthiest option.

Share: Try Milk that is lower in fat is healthier for you, so skim milk and 1% are the healthiest.

SECTION: Dairy - Yogurt and Cheese
Talking Points: Choosing Low Sugar Dairy

Activity 8: Distribute the yogurt containers to the kids. Have the kids compare the amount of sugar that is in each of the different types of yogurt by reading the nutrition labels. Once they have picked out the one with the most sugar in it, have them pull out the sugar packets from inside the container to see how much sugar is actually in each one.

Share: One way to sweeten your yogurt but still keep it healthy is to add fresh or dried fruit. Adding nuts can also be a good way to add flavor.

Ask: When we talked about milk, what words showed us that the milk was low in fat?

Share: We can also buy cheese that is low in fat. Pick the cheeses that have “Low Fat” on the label.

Make A Meal Activity: Ask the following review question. Whoever is the first to answer correctly selects their one dairy card first.
Review Question: What words tell us that milk is low in fat?

Share: Skim and 1% tells us that the milk is low in fat.

SECTION: Grains– Bread and Pasta
Talking Points: How to Identify a Whole Grain

YOUR PROP: Burlap Whole Grain Demo

Ask: Have you heard about whole grains?

Share: Whole grains provide many important nutrients, like fiber, that keep you healthy and make you feel full. Just because a bread is brown doesn't mean that it is a whole grain. You have to read the label on the bread to see if it is actually a whole grain by making sure it says "whole" grain.

When grains are refined, the germ [brown felt seed-looking sphere], and husk [burlap outer casing] are removed, leaving the endosperm which does not contain th efiber and other nutrients found in the husk and germ. Fiber is what keeps you full after you eat. It's important to get whole grains to make sure you get all the nutrients you need.

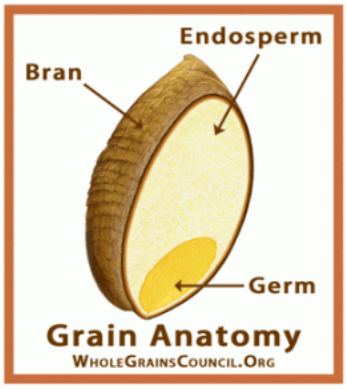
Activity 10: Distribute the Homestyle, White, Honey Wheat, Wheat, and 100% Whole Grain bread comparison cards. Distribute the two boxes of pasta. Ask the kids to identify which ones are whole grain. Look at the first ingredient in the ingredient list for each item. Some whole grains are brown rice, whole wheat flour, barley, and oats. Enriched flour is refined and is not a whole grain.

Share: Bread can go bad quickly, so be sure to add it into your meals and snacks to make sure it doesn't go bad.

Ask: What snacks could you make using bread?

Share: go bad. Note that some of the bread food labels reduce the portion size from 2 to 1, which at a glance seems like a healthier product when you view the food label. Be sure to check the serving size.

Facilitator Guide: Burlap Whole Grain Demo

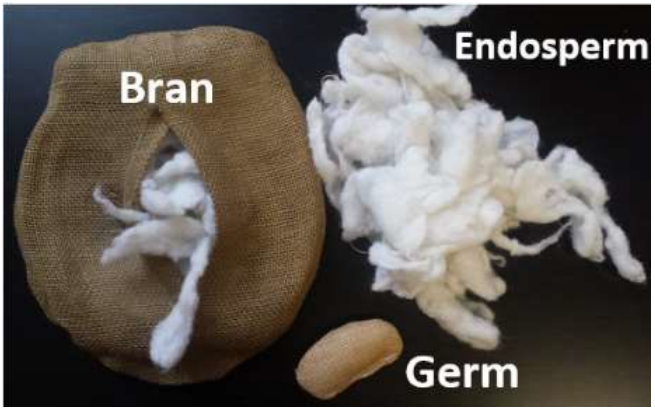


THE BRAN
The bran is the multi-layered outer skin of the edible kernel. It contains important nutrients like fiber. Nutrients help you grow big and strong. Fiber keeps you full after you play.

THE GERM
The germ is the seed of the grain that can grow into another plant if it's planted in the ground. It also contains other nutrients to help you grow big and strong.

THE ENDOSPERM
The endosperm is the seed's food supply when it is growing into a plant. The food from the endosperm gives the young plant energy to grow roots and sprout. The endosperm is the biggest part of the kernel and has the least amount of nutrients.

WHOLE GRAINS ARE HEALTHIER
Whole grains contain all three parts of the kernel. Refining normally removes the bran and the germ, leaving only the endosperm. Without the bran and germ the grain looses a lot of nutrients. It is best to pick whole grains because they have all the nutrients you need to grow big and strong.



Facilitator Guide

SECTION: Grains - Cereal
Talking Points: How to Identify Low-Sugar, Whole Grain Cereals

YOUR PROP: Measuring Cups

Activity 11: Distribute all of the cereal boxes. Identify the grams of sugar in each serving. Give the participants one minute to work together as a team to put the boxes of cereal in order from most sugar to least sugar. Ask the kids to determine which one is the healthiest and if any of the cereals have whole grains [Answer: Cheerios]. Use the measuring cup to determine the proper serving size for a bowl of Cheerios.

Share: When you buy cereal, look for cereals that are made with whole grains and have less sugar.

Ask: How can you make your cereal sweeter but still healthy?

Share: Try adding fresh or dried fruit or nuts to your cereal to give it some extra flavor while still keeping it healthy.

Share: When you are in the grocery store, the colorful cereal boxes with the cartoon characters that are eye-level usually have a lot of sugar, so it is best to stay away from those.

Activity 12: Distribute the plain oatmeal and the Quaker Maple and Brown Sugar Oatmeal. Distribute the Oatmeal price comparison cards. Identify if either product is whole grain [Answer: both are]. Identify the grams of sugar and then the teaspoons of sugar for each product [Answer: 0 teaspoons of sugar in the plain oatmeal and 3 teaspoons of sugar in one packet of flavored oatmeal]

Ask: How could you get the brown sugar flavor without buying it premade?

Share: You can buy plain oatmeal and add brown sugar to it to get the same flavor with less sugar.

Make A Meal Activity: Ask the following review question. Whoever is the first to answer correctly gets to select their one grain card first.
Review Question: Are all brown breads whole grain?

Share: Not all brown breads are whole grain. The ingredients have to say “whole” like whole grain or whole wheat.

Time to Make A Meal!

Make A Meal Activity: Now that you have completed the tour, it is time for kids to practice what they have learned in the **Make A Meal!** activity. Don't hesitate to jump in and provide some assistance! Below is some facilitated dialogue to help get the activity started.

Ask: What are some things that you learned about making a balanced healthy meal on the grocery store pop-up tour?

Share: Try You want to have a colorful plate by eating foods from all the food groups. Vegetables should make up the largest portion of your MyPlate. It is important to eat whole grains to get all the nutrients you need, like fiber. Foods are healthier if they are low in sugar, low in fat, and low in salt.

Share: When You have just gone grocery shopping and imagine that you are coming home with all your fresh groceries. You and a partner are going to make a meal. You can make a meal for breakfast, lunch, dinner, or a snack. You can use any groceries that you typically have in your pantry to help you in making the meal. Try to include as many of the food groups as you can, but you don't have to use all of the food cards that you collected along the way.

After all participants have created their meal, take some time to discuss their meals and how they made them. Here are some sample questions that you could ask.

Ask: How many food groups are in your meal?
Does your meal have whole grains? How did you decide your grain was a whole grain?
Which fruit did you choose and why?
Which vegetable did you choose and why?
Are your dairy items low in sugar and/or fat? How did you know your dairy item was low in fat or sugar?
What is one thing that you learned about today that you can share with your family?

Tropical Green Smoothie

Ingredients

- 4-5 Kale cubes, slightly thawed
- 2 Ripe bananas, peeled
- 1 Cup Frozen pineapple chunks
- 1 Cup Coconut water
- 3-4 Ice cubes
- Water

Materials

- 1 Cup Measuring Cup
- Blender

Serving Size: 1 cup
Servings per Recipe: 4

Directions

1. Place kale cubes, banana chunks, pineapple, coconut water, and ice cubes in blender.
2. Make sure lid is on blender and blend on high for 1-2 minutes.
3. Add water as needed to help ingredients blend together.
4. Pour into glasses and serve immediately.

Chef's Notes

- Use the produce you have on hand. Spinach would work great in the place of kale.
- Add other fruit like mango chunks or strawberries for a different flavor.
- You can use fresh kale, too. Use frozen bananas to keep the texture thick.
- Use coconut milk or almond milk for a creamier taste.

Nutrition Facts

Serving Size 1 cup (8g)
Serving Per Container 4

Amount Per Serving	
Calories 124	
	% Daily Values*
Total Fat 0g	**0%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Sodium 0mg	**0%**
Total Carbohydrate 32g	**11%**
Dietary Fiber 6g	**24%**
Sugars 16g	
Protein 3g	**6%**

*Percent Daily Values are based on a 2,000 calorie diet.

Kale Cube

Serving Size: 16 cubes
Services per Recipe: 40

Ingredients

- Bunches of kale
- Olive oil

Materials

- Food Processor or Blender
- Large Pot

Directions

1. Clean the kale, removing any dirt or sand
2. Cut the leafy part of the kale off the stem
3. Add kale to a pot of hot water, swirl around for a couple of seconds and add to an ice bath to stop the enzymatic activity—this produces a nice, bright green/purple kale that will keep its color through freezing and thawing. Plus, it gets rid of some of the bitter flavors that can be found in raw green vegetables.
4. Allow the kale to dry a little
5. Add kale and a small amount of olive oil to a food processor/blender and process until you make a smooth paste
6. Place the kale/oil mix into ice cube trays or larger cocktail ice cube trays that make really big cubes.
7. Freeze! Once frozen, remove the cubes from the trays and place in a freezer bag until needed.
8. Plan on using 4 small or 2 large cubes per batch of soup or stew.

Fizzy Drinks

Ingredients

- 2 Liters Seltzer Water
- 1 64-oz container of 100% Juice* - such as orange juice or cranberry juice

  *(you will only use half of this container of juice)
- 2 –4 Citrus fruits - such as lemons, limes, oranges, or grapefruit

Materials

- Large Pitcher
- Mixing Spoon
- Sharp Knife
- Cutting Boards

Directions

1. Fill a large pitcher with the seltzer water. Add in HALF (32 oz) of the container of100% juice. Stir together.
2. Rinse the citrus fruits under water. Cut in half using the knife and cutting board. Squeeze the juices from the fruit into the pitcher and stir.
3. Add ice before serving. Enjoy!

Chef's Notes

- Slice wedges of citrus fruit. Decorate the sides of each person's glass with one or two slices, making it look like a fun tropical drink!

At Sugary Beverages Tasting Table:

- Compare the amount of sugar in a 2L Coca-Cola bottle with that of a 2L 100% juice.
- Discuss why the 100% Juice has more sugar.
- Recommend the Fizzy Drink recipe

Source: Cooking Matters

Southwest Black-Eyed Pea & Corn Salad

Ingredients

- 1 medium bell pepper
- 1 small red onion
- 2 (15½ ounce) cans black-eyed peas
- 1 (15¼ ounce) can corn kernels, no salt added
- 3 Tablespoons canola oil
- 2 Tablespoons vinegar
- 1 teaspoon cumin
- ¼ teaspoon salt
- ½ teaspoon ground black pepper

Optional Ingredients:

- ¼ cup fresh cilantro leaves

Serving Size: 3/4 cup
Servings per Recipe: 10

Directions

1. Rinse and dice bell pepper, removing core and seeds. Peel, rinse, and dice onion.
2. If using, rinse and chop cilantro leaves.
3. In a colander, drain and rinse black-eyed peas and corn.
4. In a large bowl, add pepper, onion, peas, corn, cilantro if using, and remaining ingredients. Mix well.

Materials

- Can opener
- Colander
- Sharp Knife
- Cutting Boards
- Large Bowl
- Measuring Spoons

Nutrition Facts

Serving Size 3/4 cup (118g)
Servings per Recipe 10

Amount Per Serving

Calories 100	Calories from Fat 40
	% Daily Value*
Total Fat 4.5g	7%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 280mg	12%
Total Carbohydrate 14g	5%
Dietary Fiber 3g	12%
Sugars 2g	
Protein 3g	
Vitamin A 2% •	Vitamin C 20%
Calcium 2% •	Iron 6%

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

Chef's Notes

- Dried black-eyed peas may be cheaper than canned. If using dried, cook according to package directions until peas are soft but not mushy. Drain, rinse, and add 3 cups cooked peas to salad. Use leftovers in other recipes later in the week.
- Try chilling the salad. Serve it over cooked spinach or kale.
- Use any type of vinegar you have on hand. Try balsamic, cider, or red or white wine vinegar.
- Use black beans in place of black-eyed peas if you like.
- When corn is in season, use fresh in place of canned. Cook 4 medium ears corn. Remove kernels from cob with a knife. Add to salad.

Source: Cooking Matters

Tours for Kids

Here are some helpful tips for working with kids to conduct pop-up tours:

1. If you can identify the most energetic member(s) of the group, it can be helpful to assign this natural leader with a specific job that helps to keep their peers focused on the tour.
2. Provide kids with a cup of trail mix to carry around and nibble on to keep their hands busy and minds better able to focus.
3. Plan your group sizes based on the age of kids– for example, when working with teens you can have a larger group size (8) compared to working with 3rd graders (4).
4. If using **Model #1: Traditional** and you have a group larger than 10, consider splitting the group into 2 tours to run back to back or in opposite directions (one beginning in produce and the other beginning in grains. Both groups end at the MyPlate Challenge at the same time).
5. Collectively decide on the ground rules for respecting tour leaders and their peers. Have kids decide on the consequences for breaking those rules (ex. 1 or 2 warnings, dismissal, etc.) and they will be more likely to hold each other accountable.
6. Pair older kids with younger kids to help maintain focus, appropriate behavior, and assist with reading and math skills

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This resource guide is not intended to be a substitute for completing the online trainings, shadowing a tour, and reviewing the CMATS Facilitator Guide. This resource guide is intended to provide a convenient method for sharing our best practices, logistics, and content from the CMATS Facilitator Guide in an all-in-one resource.

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