College of Health | Extension SNAP-Ed

INTRODUCING . . .
COOKING MATTERS **CORE**!

Oregon State University

Today's plan

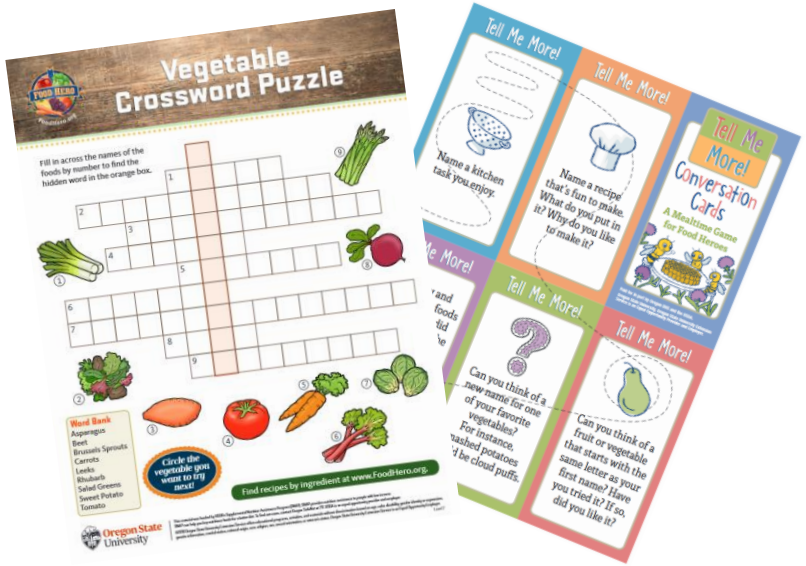
- ❑ Cooking Matters Core Basics
  - ❑ Core Elements
  - ❑ Core Domains
  - ❑ Tips for program delivery
  - ❑ Preview of lessons/additional resources
- ❑ Facilitator Training
  - ❑ Training resources
  - ❑ Program fidelity
- ❑ Enrollment, Evaluation, and Reporting
- ❑ Transitioning from CM legacy program

Introducing . . .
Cooking Matters **Core**!

- A program designed to meet the unique needs of the communities you're working with!
  - There's flexibility to deliver lessons and content in a way that your audience desires!

CM Core focus audience

- Parents and caregivers of children ages 5 and under
  - This means the content is designed to 'speak' directly to this audience, but . . .
    - Additional Cooking Matters and/or Food Hero activities may be incorporated to create a family learning environment AND content on how to involve children in food activities at home is integrated into CM Core lessons.
    - CM Core can be used for other SNAP-Ed audiences, depending on the lesson topic/content.



How is CM Core different than legacy?

CM Legacy	CM Core
Multiple books of curricula centered to specific audiences and with specific criteria.	A collection of contents and assets organized into a single 'binder' that replaces legacy curricula and can be flexibly constructed.
No access to digital curricula. Free access to printed booklets and materials for a subset of partner organizations.	Free access to electronic resources.
Extensive talking points.	Learner-centered facilitation prompts to better support parent and caregiver interests and needs.
The lingo in program materials is rigidly focused on the priority audience (parents and caregivers of children ages 5 and under).	Program materials embrace an inclusive family perspective, based on the understanding that young children are being cared for in a whole family environment.
Curricula only informed by research and staff.	Content and assets informed by user-centered design-thinking cohorts, to make content relevant to parents/caregivers in the way they best receive information.

CM Core Elements

- **12 core lessons PLUS a bonus cooking lesson**
  - Each of the 12 core lessons can be delivered in 30-60 minutes.
  - The cooking lesson can be delivered on its own or be added to any of the 12 core lessons.
  - All lessons can be done as a stand-alone or mixed and matched to create a series.
  - Available in English and Spanish.

CM Core Domains

DOMAIN 1

ACQUIRE

This domain includes accessing and obtaining foods and the skills needed in order to make those choices

DOMAIN 2

PLAN

This domain includes the skills needed to make a decision or have an intention about how to acquire, prepare and serve food

DOMAIN 3

PREPARE

This domain includes the skills needed to make food that is safe, nutritious and uses what is on hand

DOMAIN 4

SERVE

This domain includes the skills needed to present food in a way that is safe, positive and cooperative

When creating a series, it's strongly encouraged to select lessons that touch on all four CM Core Domains. The lesson guides display which Domain competencies are covered.

DOMAIN 1

ACQUIRE

This domain includes accessing and obtaining foods and the skills needed in order to make those choices

1.1	Use all eligible food resources (SNAP, WIC, food pantry, foods on hand)
1.2	Compare unit prices to make choices
1.3	Read and compare food labels and ingredient lists
1.4	Use foods in multiple forms
1.5	Select foods that are low in saturated fat, sodium and sugar
1.6	Shop with a list
1.7	Identify WIC-approved foods
1.8	Involve children in the shopping process

DOMAIN 2

PLAN

This domain includes the skills needed to make a decision or have an intention about how to acquire, prepare and serve food

2.1	Plan menus ahead of time
2.2	Plan meals and snacks ahead of time
2.3	Take inventory of what is on hand
2.4	Make a grocery list
2.5	Assess access to kitchen tools
2.6	Use tools (I.e. food groups, MyPlate) to assess the nutrition adequacy of meals and meal patterns
2.7	Determine appropriate portion sizes
2.8	Know ways to assess whether nutrition and food information is accurate and how to find reliable information sources/resources
2.9	Involve children in the planning process

DOMAIN 3

PREPARE

This domain includes the skills needed to make food that is safe, nutritious and uses what is on hand

3.1	Practice safe food handling
3.2	Use common cooking techniques
3.3	Read a recipe or framework and make substitutions based on what's on hand
3.4	Prepare various versions of family foods for health, family needs, preferences or feeding stage of children
3.5	Involve kids in preparation
3.6	Use healthy convenience shortcuts

DOMAIN 4

SERVE

This domain includes the skills needed to present food in a way that is safe, positive and cooperative

4.1	Create a positive mealtime environment
4.2	Practice responsive feeding, which includes listening to hunger and fullness cues
4.3	Model and encourage positive eating habits for kids and family
4.4	Serve a vegetable and/or fruit with every meal or snack
4.5	Choose the right foods and amounts for one's health and body
4.6	Introduce and serve age-appropriate portions and foods
4.7	Serve a variety of foods many times that include textures, colors, preparation methods
4.8	Build family mealtime routines, rules and rituals
4.9	Give full attention to and share mealtimes with kids/family
4.10	Practice skills when food refusal occurs including redirection, patience, minimizing pressure and exploration
4.11	Use encouraging words and positive food talk
4.12	Provide support to other caregivers who influence kids' eating behaviors
4.13	Introduce infants and toddlers to foods based on nutritional needs and developmental skills
4.14	Serve healthy beverages including water with meals and snacks

Tips for delivering CM Core

Tips for delivering CM Core

Looking to recreate a six-week course?

(e.g. CMA, CMF or CMP from prior program)

Bundle the first six lessons in the Cooking Matters Core and combine the Let's Cook Together lesson with each of those six.

Looking to Lead a Cooking Matters at the Store tour?

The Shopping Smart lesson can be used in place of the Cooking Matters at the Store curriculum (from legacy program).

COOKING MATTERS CORE ELEMENTS: **LESSONS**	
1. **SET A POSITIVE EXAMPLE**	Parents and caregivers will gain confidence to make mealtime a positive experience.
2. **MAKING MEALS WITH FRUITS, VEGETABLES AND WHOLE GRAINS**	Parents and caregivers will gain confidence to include more fruits, vegetables and whole grains into their families' meals.
3. **BUILD MEAL HABITS AT HOME**	Parents and caregivers will gain confidence to prepare more meals at home.
4. **POWER OF PLANNING**	Parents and caregivers will gain confidence to plan and prepare quick, budget-friendly, enjoyable meals at home.
5. **SHOPPING ON A BUDGET**	Parents and caregivers will gain confidence to implement a shopping strategy and obtain foods within their budget and preferences.
6. **DRINK TO YOUR HEALTH**	Parents and caregivers will gain confidence to serve beverages with less sugar, including water, to their families.
7. **CREATE POSITIVE MEALTIME ATTITUDES**	Parents and caregivers will gain confidence to recognize and embrace their role in establishing positive attitudes and behaviors towards food.
8. **KIDS SAY YES TO NEW FOODS**	Parents and caregivers will gain confidence to use strategies to increase new food acceptance from kids.
9. **THE FAMILY KITCHEN**	Parents and caregivers will gain confidence to work together with kids to make meals and snacks for the whole family.
10. **MAKING RECIPES WORK FOR YOU**	Parents and caregivers will gain confidence to adjust recipes to maximize their food resources and meet their family's needs.
11. **HACK YOUR SNACK**	Parents and caregivers will gain confidence to make choices about snacks.
12. **FEEDING IN THE FIRST YEAR**	Parents and caregivers will gain confidence to feed their baby to meet nutritional needs based on their developmental skills.
13. **LET'S COOK TOGETHER**	Parents and caregivers will gain confidence to safely acquire and prepare more home-cooked meals for their families.

Lessons

Lesson 8

LESSON 8

SKILL 1.4, 2.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13

Kids Say Yes to New Foods

GOAL: Parents and caregivers will gain confidence to use strategies to increase new food acceptance from kids.

30-60 minutes **without** recipe/food demo

- or -

45-60+ minutes **with** recipe/food demo

OBJECTIVES

- Discuss ways to help kids learn to eat the foods that the family enjoys
- Share ideas for helping kids enjoy a variety of new foods
- Share tips for limiting food waste when offering new foods

EXPLORE THE HANDOUTS

SHARE & DISCUSS

- Raising a Healthy Eater
- Fun with Fruits and Vegetables
- Stages of Feeding
- Feeding Kids
- Veggie Appeal

COOKING MATTERS

Raising a Healthy Eater

Support the development of children's lifelong eating habits.

01 FOLLOW A REGULAR MEAL AND SNACK SCHEDULE SO KIDS KNOW WHAT TO EXPECT

- Keep your favorite fruits and vegetables on hand to add to meals and snacks.
- Offer foods many times, and in different ways (roasted vs steamed, canned vs raw).

02 LET KIDS LEARN BY SERVING THEMSELVES

- Consider offering regular sit-down family meals and snacks and enjoy eating together.
- Respect their fullness by teaching "your body knows how much you need to eat."

03 BE PATIENT. IT WORKS BETTER THAN PRESSURE

- Give children repeated neutral exposure to unfamiliar food rather than persuading or motivating them to eat it.
- Reassure them they don't have to eat what is served by others.

04 LET KIDS HELP IN THE KITCHEN

- Kids like to try foods they help make. It's a great way to support trying new foods.
- Name their dish ("Karla's Salad"). Make a big deal of serving foods they help create.
- Use foods to learn and teach about math, science, culture, and history.

05 SET A POSITIVE EXAMPLE

- Let your children see family members eating and enjoying many nourishing foods. As a family, be open to trying new foods.
- Turn off screens during mealtime. Silence your cell phones.
- Be respectful and considerate of all body types to allow all children to feel positive about their body. Talk to kids about the importance of growing into a body that's right for them.

CONTINUE ON BACK →

Fun with Fruits and Veggies

COOKING MATTERS

Offer fruits and vegetables at each meal in ways that are fun for kids.

HAVE FUN WITH FOOD

- Ask kids to describe the shapes of fruits and veggies.
- Make faces on bread or bagel halves. Spread cream cheese or peanut butter. Use fruits and veggies to make eyes, eyebrows, nose, cheeks and a smile. Try making fruit and veggie faces with other favorite foods.
- Turn kids' favorite recipes into kabobs using skewers or clean popsicle sticks – pizza, sandwiches, pasta, and fruit and cheese.
- Consider giving kids a small portion of a new food to be able to hold, touch, smell, or just look at even if they don't eat it.

TALK ABOUT ALL THE COLORS

- Help kids learn their colors by telling you which ones are on their plate.
- Make a wall chart. Let kids put a sticker by each color they eat that day.
- Connect colors to things kids know. Relate red tomatoes to a red toy they like or to a superhero's red cape.

ADD NEW FLAVORS

- Add a small amount of oil, a dab of syrup, and some salt and pepper to sweeten some cooked veggies.
- Serve raw or lightly steamed veggies with a dip.

AKE A GAME OUT OF YING NEW THINGS

ave kids taste-test vegetables seasoned ith different herbs, spices or flavors. t them vote for the one they like most. e up silly songs about a new fruit egetable. Have kids sing them as you them the new food.

OFFER FOODS IN DIFFERENT WAYS

- Try mashing, sautéing, steaming, baking, or roasting veggies.
- Serve fresh, frozen or canned fruit in a yogurt parfait.

CONNECT & PRACTICE

? ASK **What are some challenges you have in serving new foods to your family? What are some successes you have with kids eating new foods?**

SHARE A caregiver's role is to help children learn new skills. Learning to taste and enjoy new foods is a skill worth working on. It can set a child up for success. The more times a child is offered a food, the more familiar it becomes. All tries are good tries: this might look like licking the food, feeling it, smelling it, poking it, or even spitting it out. It can take many times before a child may be willing to eat and enjoy the food. Keep trying! This job as a caregiver takes patience.

SHARE Another way to help children establish positive eating behaviors is to provide nutritious food options, then let them make their own choices about which foods to try and how much to eat. Caregivers are responsible for **what**, **when** and **where** to feed. Kids are responsible for **whether to eat or not** from what the caregiver offers and **how much**.

? ASK **How do you use fresh, frozen, canned or dried fruits and vegetables?**

SHARE **It's not all or nothing when adding new foods to your plates!** Offering new foods with meals and snacks paired with familiar foods can make a difference. Start small and do what you can. It may take many tries. Get kids excited about trying new foods by exploring different forms, colors and shapes.

SHARE **Practice sit-down meals together.** It may be tempting to clean up or do household chores during snack and mealtimes but try to sit and give your full attention during eating times. Use the time to connect through conversations. For younger children, mealtimes don't last very long, so it can be a great time to engage them in conversation and prolong the mealtime, which may be a way for them to try what you have offered.

SHARE **Talk to children to help them understand when they are hungry and when they have had enough.** The more your child can listen to hunger and fullness cues, the less you as a caregiver need to worry about exact portion sizes. It's the job of the caregiver to plan and offer a variety of foods that the family can eat safely in a pleasant environment. It's the job of the child to eat the amount they need to grow into the body that is right for them.

? ASK **What ideas do you have about introducing new foods to kids based on their developmental age and stage?**

GET KIDS INTERESTED IN NEW FOODS BY AGE

AGE RANGE	TALKING POINTS
INFANTS (AGES 0-1)	• Practice responding to a baby's hunger and fullness cues. • Introduce complementary solid foods around 6 months, when babies are more accepting of foods. They may be less picky later on if they become familiar with a variety of flavors and textures early.
TODDLERS (AGES 1–3) AND PRESCHOOLERS (AGES 3–5)	• Play with shapes and colors to highlight the visual aspects of fruits and vegetables. Have "rainbow night" to see how many colors you can get on one plate. Make up names for the meal ("Rockstar Red Night") based on the fruit or veggie starring in the main dish. • Use cookie cutters to arrange the meals' fruits and vegetables on the plate. • Kids usually love to dip their foods. When they're old enough for small slices of raw fruits and veggies, offer veggie dip with yogurt and seasonings such as herbs. Or, fruit chunks go great with a yogurt and cinnamon or vanilla dip. Ask your child to name new veggie or fruit creations. Let them arrange raw veggies or fruits into a fun shape or design.
SCHOOL-AGED CHILDREN (AGES 6+)	• Keep fruits and veggies washed, cut up, and in plain sight in the refrigerator. Make sure fruits and vegetables are easy to access and eat. • Offer raisins or other unsweetened dried fruit instead of chewy fruit snacks or strips, which usually contain very little fruit. • Remake kids' favorites: spoon fresh, canned, or dried fruit over yogurt; mix dried fruit, applesauce or a mashed banana into oatmeal; add spinach to ground beef when making burgers, add vegetables to eggs or pizza, or grate zucchini into tomato sauce.

? ASK **How do I involve older kids at mealtime?**

SHARE

The actions and behaviors of older kids or siblings can have a huge impact on younger ones. If you have older kids, talk to them about how they can be positive role models. Older kids can also be encouraged to share and teach to the younger ones. For example, older kids may want to share that they know where food comes from or other information they are learning in school that relates. Older kids may also model less desirable behaviors, but this gives you, the caregiver, the chance to talk about your family's eating practices.

? ASK **Is kids' wasted food a problem in your family? What tips do you have to cut down on that waste?**

Affirm caregiver responses and add to discussion as needed using the following tips:

- Try offering small portions, one at a time, when introducing a new food. A taste can be the size of a pea!
- Consider using frozen fruits and vegetables for initial tastes. It allows you to take out tiny portions of the new food and keep the rest frozen.
- Ask your child to use a descriptive word about the new food like "it's sweet" or "too bitter" or "sour." This will allow the caregiver to hone into the flavors the child likes or dislikes.
- Allowing kids to serve themselves can create buy-in for kids to try new foods and cut down on waste. If your child tends to overserve themselves, try giving them a smaller plate, use a smaller serving spoon, and remind them they can always come back for more.
- No need to ask your kids for a "clean plate." If kids think they have to eat all of a new food that is served, they often will refuse it. We can teach kids to eat only until they are no longer hungry – setting a "clean plate" as the standard sets kids up to override their internal hunger signals.

TIP

SHARE

Kids' tastes change a lot as they grow. It can take more than 15 times for a child to be exposed to a new food before they may try or like it.

ACT

What did we discuss today that you think may work at home? Why?

Notes

Let's Cook Together

LESSON 13

SKILL 2.5, 3.1, 3.2, 3.3, 3.4, 3.5

GOAL: Parents and caregivers will gain confidence to safely acquire and prepare more home-cooked meals for their families.

5-60
minutes of recipe demo or participatory cooking

OBJECTIVES

- Prepare and modify recipes to meet family needs and preferences
- Practice proper handwashing and basic knife safety
- Discuss the basic principles of preventing foodborne illness
- Practice new cooking skills and techniques

EXPLORE THE HANDOUTS

SHARE & DISCUSS

- Knife Basics
- Cooking Terms
- Measure Up
- Keeping Food Safe
- Chill Out
- Fresh, Frozen and Canned
- Sub It In
- Packaged Food Makeover

Lesson 13

COOKING MATTERS

Knife Basics

Follow these tips to buy, use and care for your knives.

USING KNIVES SAFELY

Our recipes call for a lot of slicing, dicing, chopping and mincing. Use these tips to cut like a pro.

01 **Watch your fingers.** Tuck your fingers and thumb toward your palm on the hand that is holding the food.

02 **Lead down with the tip.** Angle the tip of the knife toward the cutting board.

03 **Slice.** Cut through the food with a slicing or sawing motion. Don't just push down.

04 **Create a flat surface.** When working with round foods like onions or potatoes, cut them in half first. Lay the flat side down, then keep cutting.

TIP Most kitchen tasks can be done with one good chef's knife. Look for one with an 8-10" blade. If you want more, you can add a 3-4" paring knife for more precise work like coring, and a serrated knife for slicing bread and cutting soft-skinned produce like tomatoes.

SAFETY TIPS

- Never put a knife in a sink full of water. You or someone else may forget it's there. This can lead to cuts when you pick up things to clean.
- Don't try to catch a falling knife. If you drop it, take a quick step back so it doesn't cut your toes or bounce back on you.
- To pass a knife to another person, set it down on the counter and let the other person pick it up.
- Always walk with the blade of your knife pointed towards the floor and announce that you have a knife when passing by.
- When you are not using your knife, place it at the top of your cutting board. Keep the blade facing away from you.

Sub It In

Tempted to skip over a recipe because of one in
Just use something else!

ur recipe calls for a food that is too pricey, hard to find, or that you
y don't care for, try subbing in another.

KE SWAPS IN THE ME FOOD GROUP

- Change the cheese base
- If a fruit or vegetable is that is.
- Swap out half of the m or lentils.

N CHANGE XTURE

- Add crunch to smoot tortilla chips or brea
- You may prefer cann instead of the crunc
- If you have a nut all for the same crunc

STMENTS AMILY

- If you're serving a foods combined, your child.
- Make favorite cor child into eating.
- Swap foods in th feeling picky thi

SWAPS THAT COU

ou can replace half of the ur with whole wheat flo

Take a photo and share with a friend!

Keeping Food Safe

COOKING MATTERS

Use these tips to handle food safely and keep your family from getting sick from food.

01

SHOPPING

- Choose meat packages that are cold and tightly wrapped.
- Look for package leaks or other damage.
- Put refrigerated and frozen foods in your cart last.

02

STORAGE

- Refrigerate or freeze perishable items promptly.
- Store frozen foods in airtight containers or packaging.
- Keep freezer temperature at or below 0°F.
- Keep refrigerator temperature at or below 40°F.
- Defrost meats, poultry and fish on a plate or pan on the lowest fridge shelf.

03

PREPARATION

- Wash hands often.
- Keep counters, cutting boards, and utensils clean. Wash them with hot, soapy water. Then, sanitize with bleach solution.
- Use different cutting boards for raw meats, poultry, and seafood than for other foods.

04

COOKING

- Use a food thermometer to be sure food is safe to eat.
- Place the thermometer in the thickest part of the food, away from bones.
- Wash the thermometer with hot, soapy water after each use.

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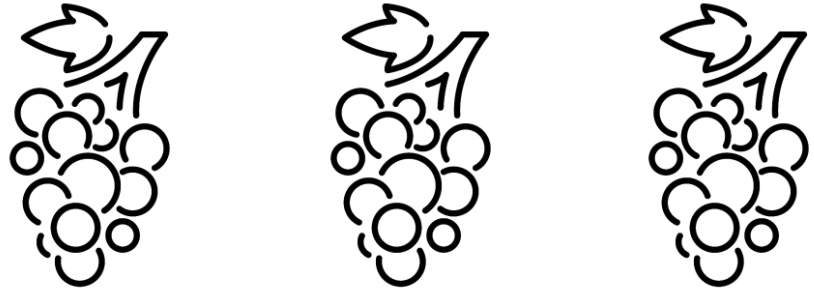


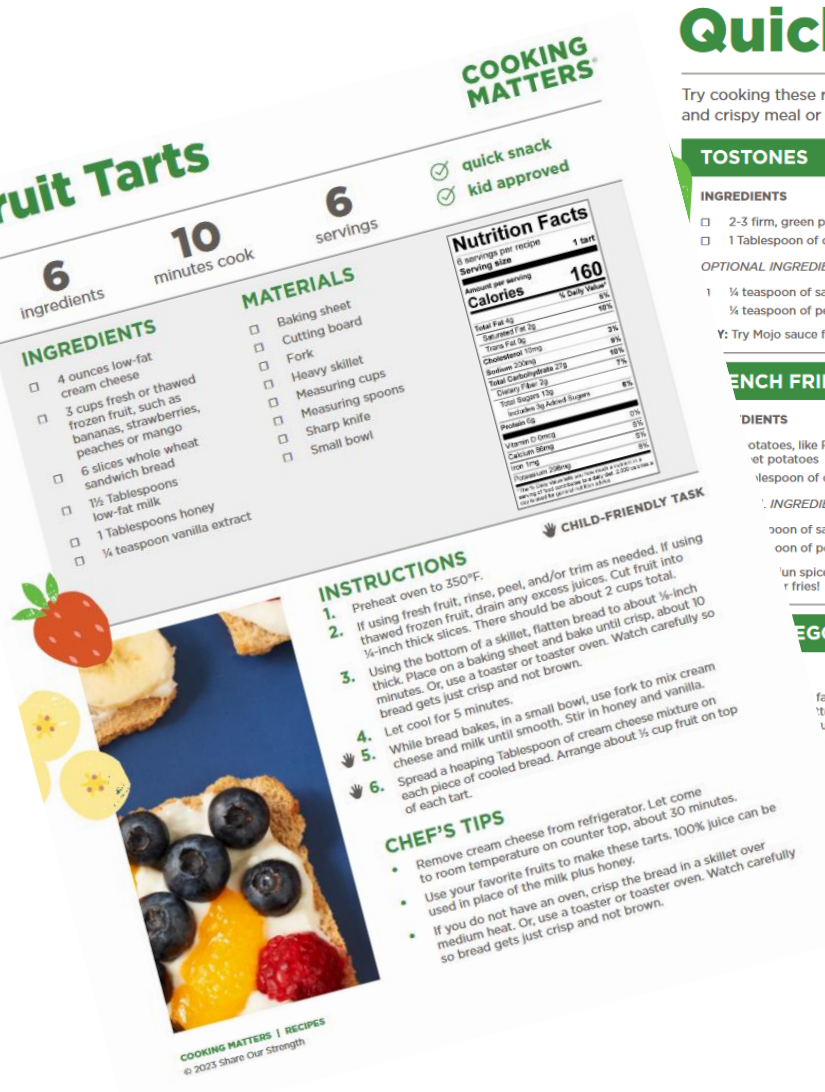
GETTING STARTED

Before you get started, decide on how you will deliver the content. Use this lesson on its own or with any other lesson for which you want to include cooking and food preparation. Consider what you choose to prepare can enhance the lesson's messages. If kids are present, consider how you can include kid-friendly steps or have another activity for them to do. Review the User Guide to get additional tips and tricks for leading participatory cooking and recipe demos.

Choose your recipe or what you plan to prepare. Depending on how you plan to deliver this lesson, you may decide to start with the food preparation or end with it after the lesson discussions.

Choose how you will deliver the content. You can deliver the food preparation component with this lesson's discussions in-person, online or through the use of a recipe video or explanation. Use the table below to help you decide the best method. If you are doing a shorter demo, consider cooking in small batches, as this allows for more opportunities to demonstrate and discuss the objectives.

Recipes!



Fruit Tarts

COOKING MATTERS

quick snack
kid approved

6 ingredients | 10 minutes cook | 6 servings

INGREDIENTS

- 4 ounces low-fat cream cheese
- 3 cups fresh or thawed frozen fruit, such as bananas, strawberries, peaches or mango
- 6 slices whole wheat sandwich bread
- 1½ Tablespoons low-fat milk
- 1 Tablespoons honey
- ¼ teaspoon vanilla extract

MATERIALS

- Baking sheet
- Cutting board
- Fork
- Heavy skillet
- Measuring cups
- Measuring spoons
- Sharp knife
- Small bowl

Nutrition Facts
6 servings per recipe | Serving size | 1 tart
Amount per serving
Calories 160

CHILD-FRIENDLY TASK

INSTRUCTIONS

1. Preheat oven to 350°F.
2. If using fresh fruit, rinse, peel, and/or trim as needed. If using thawed frozen fruit, drain any excess juices. Cut fruit into ¼-inch thick slices. There should be about 2 cups total.
3. Using the bottom of a skillet, flatten bread to about ⅛-inch thick. Place on a baking sheet and bake until crisp, about 10 minutes. Or, use a toaster or toaster oven. Watch carefully so bread gets just crisp and not brown.
4. Let cool for 5 minutes.
5. While bread bakes, in a small bowl, use fork to mix cream cheese and milk until smooth. Stir in honey and vanilla.
6. Spread a heaping Tablespoon of cream cheese mixture on each piece of cooled bread. Arrange about ½ cup fruit on top of each tart.

CHEF'S TIPS

- Remove cream cheese from refrigerator. Let come to room temperature on counter top, about 30 minutes.
- Use your favorite fruits to make these tarts. 100% juice can be used in place of the milk plus honey.
- If you do not have an oven, crisp the bread in a skillet over medium heat. Or, use a toaster or toaster oven. Watch carefully so bread gets just crisp and not brown.

COOKING MATTERS | RECIPES
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Quick and Crisp

COOKING MATTERS

Try cooking these recipes in your air fryer for a fast, easy and crispy meal or snack.

crowd-friendly
seasonal special

TOSTONES

SERVING SIZE: ½ PLANTAIN | 4 servings

INGREDIENTS

- 2-3 firm, green plantains
- 1 Tablespoon of oil

OPTIONAL INGREDIENTS

- ¼ teaspoon of salt
- ¼ teaspoon of pepper

Y: Try Mojo sauce for dipping!

INSTRUCTIONS

1. Preheat air fryer to 405°F.
2. Slice plantains ½ inch thick and toss in 1 Tablespoon of oil and salt and pepper, if using.
3. Add plantain to air fryer and cook for 8 minutes.
4. Open air fryer and lightly smash plantains with fork and flip them. Cook for an additional 4-5 minutes, or until plantains are golden brown.

ENCH FRIES

SERVING SIZE: ½ POTATO | 4 serving

DIENTS

otatoes, like Russets or et potatoes
lespoon of oil
INGREDIENTS
oon of salt
oon of pepper
un spice blend for r fries!

INSTRUCTIONS

1. Preheat air fryer to 405°F.
2. Slice 2 potatoes lengthwise into ½ inch pieces. C potato slices like finger width sticks to create fren
3. Soak fries in cold water for 5 minutes and drair release some on the starch. Pat dry.
4. Toss fries in 1 Tablespoon of oil and salt and p if using. Add to air fryer for 20 minutes, flip halfway through.
5. After cooking fries, toss with your favorite for seasoning.

EGGIES

SERVING SIZE: ¾ CUP

favorite vegetables,
ternut squash,
ussel sprouts
il
VTS
er
done cooking,
auce!

INSTRUCTIONS

1. Preheat air fryer to 405°F.
2. Take 3 cups of your favorite veget in 2 teaspoons of vegetable oil ar if using.
3. Add vegetables to air fryer and flipping halfway through. If us like potatoes, carrots and but separately for 10 minutes thr after and cook for an additi

Grain Bowl

FRAMEWORK

The amounts below make two grain bowls. Make more or less using the same proportions.

Choose ingredients and follow the instructions on the back to make a tasty meal.

flexible
kid approved

BASE GRAIN	+ FRUITS & VEGGIES	+ PROTEIN	+ SAUCES	+ TOPPINGS
2 CUPS COOKED GRAINS	FRESH+FROZEN +CANNED (1 EACH)	½ CUP, FULLY COOKED	½ CUP	OPTIONAL, TO TASTE
Brown rice	Fruits (½ cup): apples, blueberries, strawberries, pineapple	Chicken, or turkey (lean and drained of excess fat)	Low-sodium dressing or simple vinaigrette*	Low-fat shredded cheese
Whole wheat pasta	Vegetables (½-1 cup): red peppers, mushrooms, carrots, broccoli, summer squash, zucchini, cucumbers, fennel, bok choy, roasted eggplant	Shrimp or fish	Salsa	Toasted almonds or cashews
Farro or quinoa	Greens (1 cup): leaf lettuce, kale, arugula, spinach, mixed greens	Beans, lentils, pigeon peas, edamame or tofu (drained and sautéed)	Low-fat yogurt	Pumpkin or sunflower seeds
Whole wheat couscous		Eggs (any style)		Avocado slices, olives, jalapenos or salsa
Wild rice				Chopped herbs (cilantro, parsley)
Millet				Hot Sauce
Polenta or oats				

SIMPLE VINAIGRETTE RECIPE

INGREDIENTS

- 3 Tbsp olive oil
- 1 tsp salt
- 2 Tbsp red wine vinegar
- 1/4 tsp pepper

INSTRUCTIONS

1. Mix until incorporated.

COOKING MATTERS | RECIPES
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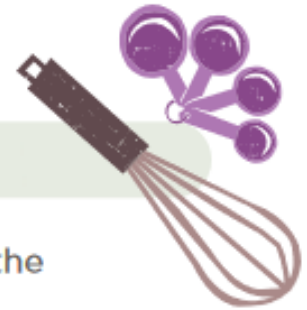
CONTINUE ON BACK →

COOKING MATTERS

FOOD PREPARATION COMPONENT	HOW TO IMPLEMENT	TIME NEEDED
Recipe demo with participatory cooking	Facilitator and participants prepare and taste a recipe together.	**30 min**: recipe only **45-60 min**: recipe + lesson
Recipe demo	Facilitator demonstrates a recipe or prepares samples of a recipe in advance. Participants choose the amount of time spent watching, tasting the recipe (if in-person), and asking questions during the live demo	**5-20 min**: recipe only **20-60 min**: recipe + lesson
Recipe video or explanation	Facilitator shows a recipe video or verbally explains a recipe, but doesn't actually prepare it.	**10-20 min**: video or explanation only **40-60 min**: video or explanation + lesson

INTRODUCE THE RECIPE



? ASK **What does cooking look like in your home?**

SHARE

Before cooking, it's important to read the recipe from start to finish, get out all of the ingredients and cooking tools needed to prepare it, and prep the ingredients. This step can save time in the long run and makes the cooking process go much smoother.

? ASK **How do you adjust recipes in a way that meets the needs of your family?**

There are a number of reasons why caregivers may adjust recipes. Parents and caregivers may express an interest in cooking with familiar ingredients in ways they learned. They may also say that they want to try new foods. Be open to discussing how the lesson can best meet their needs and cultural preferences.

Introduce the idea of using recipes as a framework that can be adjusted to fit your family's budget and needs and do not need to be followed exactly. Most recipes are meant to provide a framework that can be adjusted for your needs — for instance, your budget, available ingredients, cooking methods and taste preferences.

KEEP FOOD SAFE

? ASK **Why is food safety important to you and your family?**

SHARE

Washing hands is one of the most important steps we can take to prevent foodborne illness, followed by proper food temperatures and preventing cross contamination. Young children are especially at risk from getting sick from food not prepared safely because their immune systems are not fully developed.

SHARE

Review proper hand washing technique. Wash hands in warm soapy water for at least 20 seconds. Emphasize the importance of other food safety practices like cleaning all surfaces that come in contact with raw meat, poultry, and seafood, and using separate cutting boards from other foods.

DISCUSS

Discuss the importance of safe handling and storage of perishable foods to avoid contamination and spoilage.

TIP

SHARE

For recipes using meat or poultry, explain that a food thermometer is the best way to determine whether the food is done. Review the proper steps for checking internal temperatures. Discuss the proper ways to thaw frozen foods.

PREPARE THE RECIPE OR WATCH THE VIDEO

? ASK **What kitchen safety rules do you use?**

DISCUSS

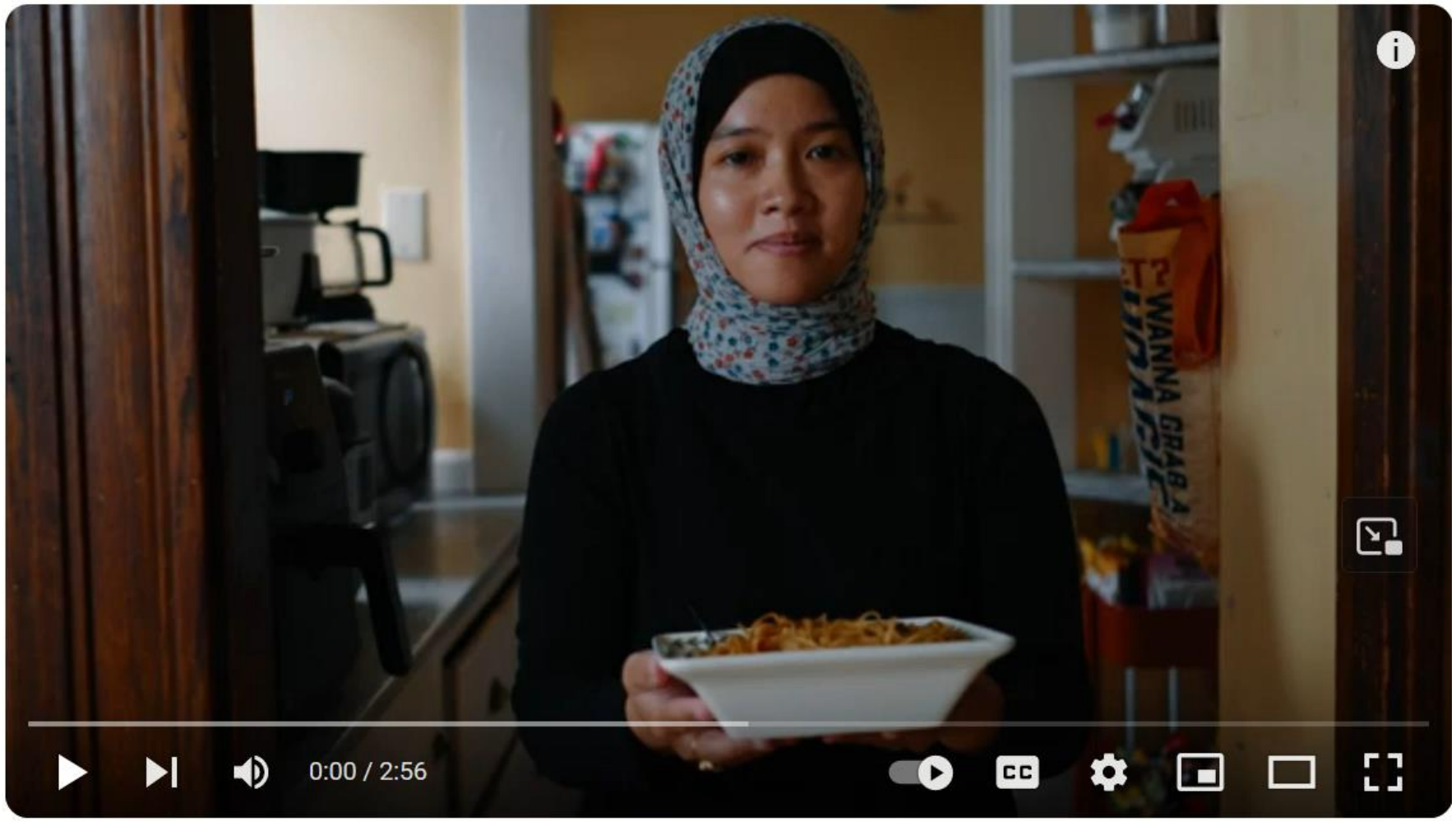
- Discuss kitchen safety rules that parents and caregivers use to prevent kitchen accidents.
- Discuss and practice knife safety.
- If cooking together, have parents wash hands using proper technique. Delegate different recipe steps as needed. As needed, gently correct unsafe knife or other kitchen tool use.

TIP

SHARE

As caregivers perform recipe tasks, ask them to comment on which tasks they would feel comfortable letting their kids do. Remind them that getting kids involved in the kitchen is a great strategy for encouraging them to try new foods.

Find **CM Core** recipe videos:
https://www.youtube.com/channel/UC4Q2dNW_z5sGPXlNrnVGCWA/featured
Recipe videos may be used in place of or in addition to in-class food preparation



EAT TOGETHER AND WRAP UP

? ASK **How would you adjust the recipe(s) today to meet the needs of your family?**

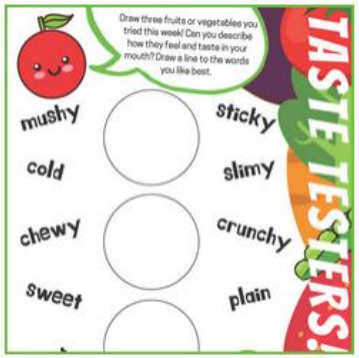
At the end of the cooking and food prep, encourage parents and caregivers to try the foods together.

ACT

What did we discuss today that you think may work at home? Why?

Additional resources

Fun activities and recipes for parents, teachers, caregivers and volunteers to use with the young kids in their lives!



Taste Testers help your kids find new words to describe what they are eating besides "it's yucky".

Download English ↓

Descarga el español ↓

Tasting Bingo offers a fun way to help kids become more familiar with and likely to try fruits and vegetables!

Download English ↓

Descarga el español ↓

Tasting The Rainbow is a handout for kids to track which color of fruits and vegetables they've eaten in a day.

Download English ↓

Descarga el español ↓

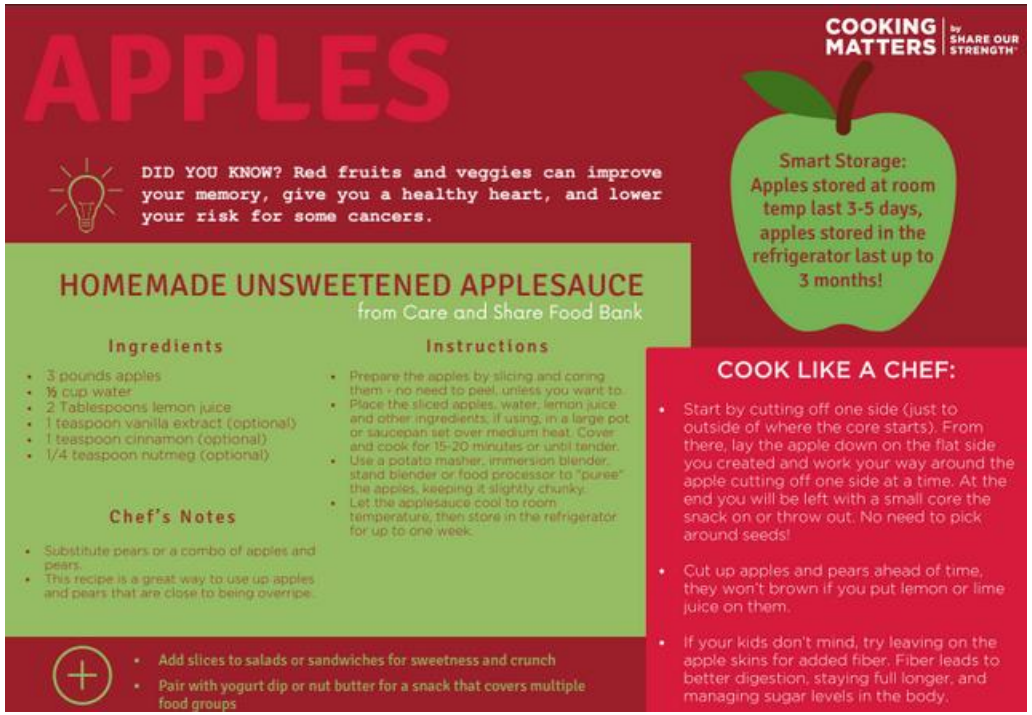
Make Meal Time Fun Time offers kids' mealtime conversion topics.

Download English ↓

Descarga el español ↓

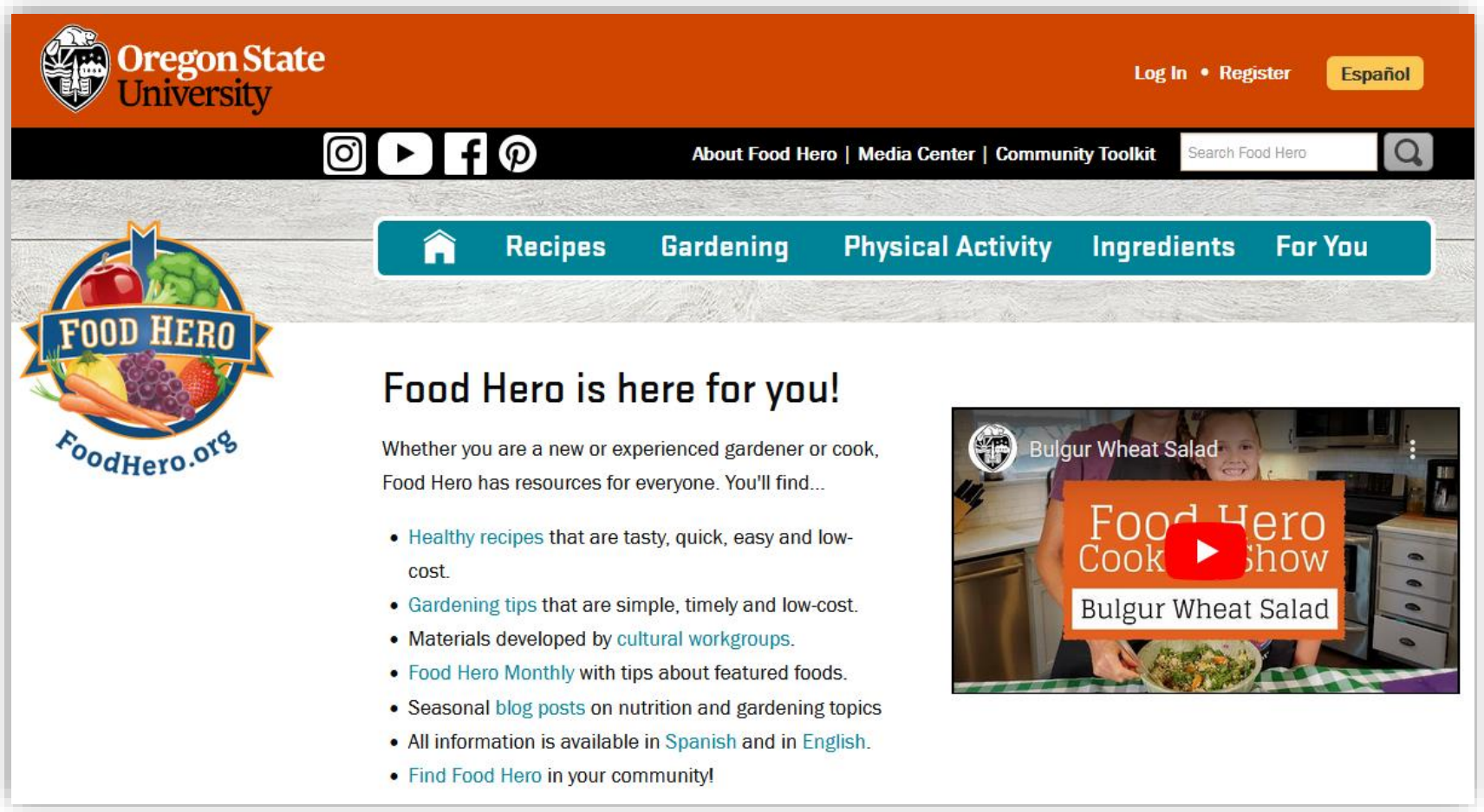
Cooking Matters Kids Handouts

Additional resources



Cooking Matters
Food Skills Graphics

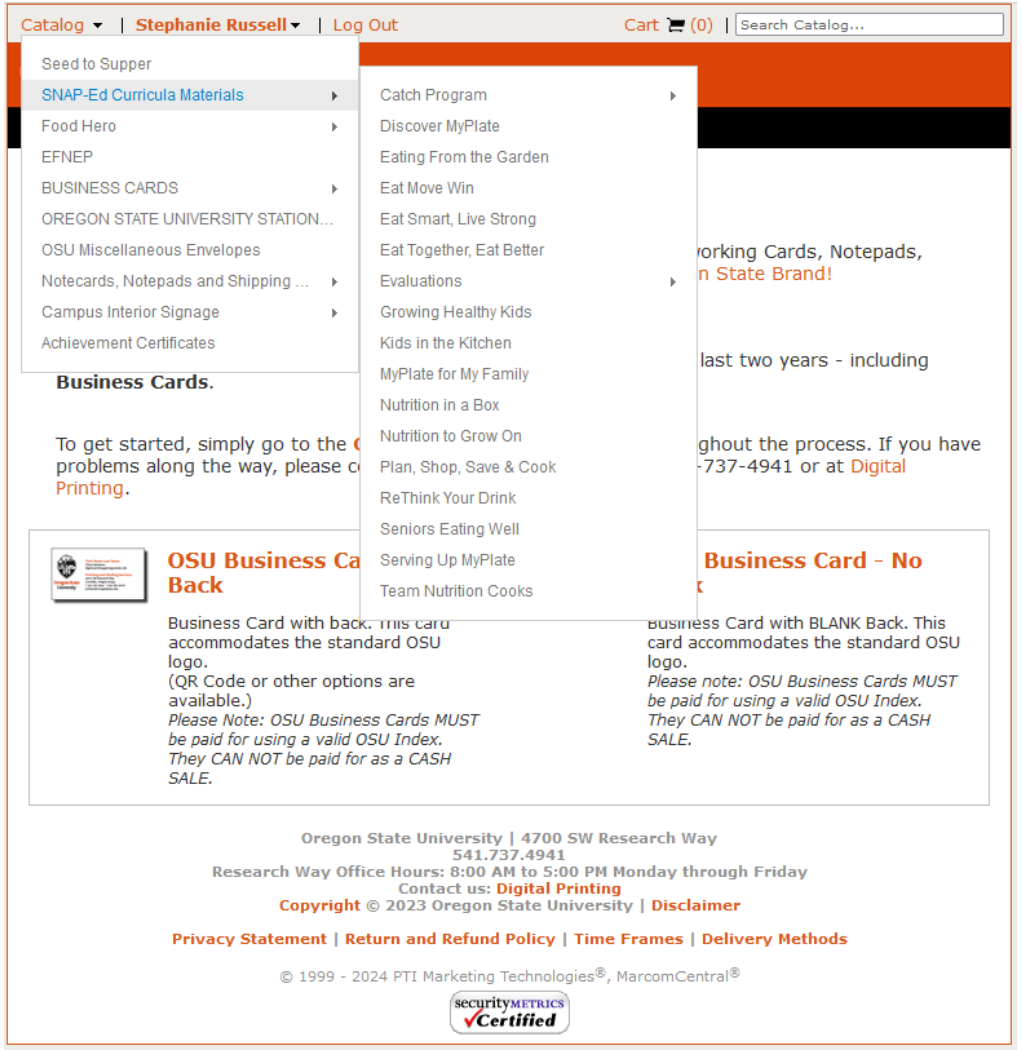
Additional resources



Food Hero recipes, videos, activities, and more!

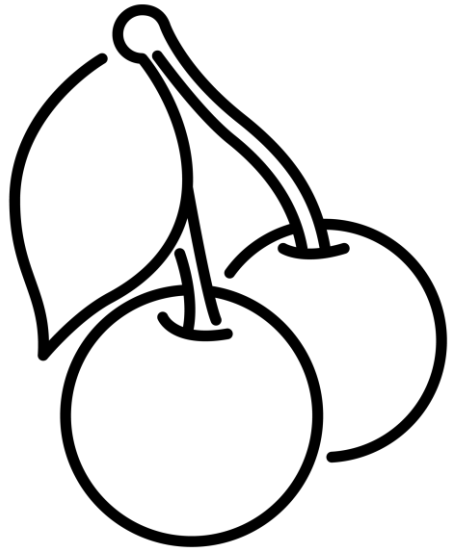
Ordering/accessing materials

- **Online**
  - All CM Core materials are available to view and download https://cookingmatters.org/core/
- **Design Online**
  - For ordering print materials
    - All materials should be available for order in 1-2 weeks!



Ordering/accessing materials 📖

- **NEP/program website**
  - General Cooking Matters program information, contacts, and helpful links



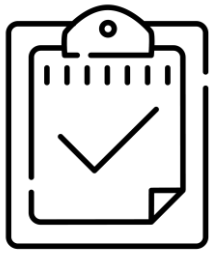
- **CM Box folder**
  - Continued access to digital materials for legacy Cooking Matters at Home and Cooking Matters at the Store Virtual Tour (to support remote programming)
    - Email Stephanie.Russell@oregonstate.edu for Box access

Training

❑ Review

- ❑ The CM Core materials including User Guide, lesson guides, handouts, recipes and additional resources
  https://cookingmatters.org/core/
- ❑ Oregon SNAP-Ed Curriculum Modification Guidance Table
  https://nutrition.extension.oregonstate.edu/collection/curricula-fidelity-resources
- ❑ The CM Core Facilitator Training Guide and watch Facilitator Videos
  https://cookingmatters.org/community-resources/#facilitator-training

Enrollment, Evaluation, and Reporting



❑ Enrollment

- ❑ Use SNAP-Ed adult and family enrollment forms and strategies https://nutrition.extension.oregonstate.edu/collection/forms-snap-ed-efnep-programming
- ❑ Have participants complete the Share Our Strength participant waiver and release form: https://cookingmatters.org/core/ (does not replace OSU waiver)

❑ Evaluation

- ❑ Use SNAP-Ed Adult Survey for a series of 4 or more classes https://nutrition.extension.oregonstate.edu/collection/program-evaluation

❑ Report

- ❑ In PEARS as a Program Activity, following the same process as other adult and family classes (ensure MOU and targeting is approved before starting classes)

Transitioning from legacy to CM Core

- Can I still use the prior CM curricula/legacy materials?
  - Plan to start using CM Core as soon as possible, but it's okay to finish out a current or upcoming series using legacy curriculum, so long as you have the materials available to do so. In most instances this means you'll need to have the materials already on-hand as there is a very limited amount of funds available to purchase new legacy materials.
  - You may continue to use CM at Home and CMATS Virtual Tour on an ongoing basis.

- Does CM Core require groceries be sent home with participants?
  - No, but it is encouraged if possible. Note: SNAP-Ed cannot fund the groceries for participants to take home, but many Unit have had success with partners or grants funding this component.

Who do I contact for Cooking Matters questions and support?

Stephanie.Russell@oregonstate.edu
OR
Sara.Wilson@oregonstate.edu

Questions?