

3 COOKING DEMONSTRATION: VEG-OUT CHILEAN STEW

INTRODUCTION

The amount of nutrients you can obtain from a food depends on the size of a serving. This amount, called **servicing size**, is displayed on the **Nutrition Facts Label** found on food packaging. Serving sizes are standard reference amounts that are set by the United States Food and Drug Administration (FDA). Serving sizes differ depending on the type of food.

In contrast to serving sizes, which are standard measurements, **portions** are **subjective amounts**. Portion sizes vary from person to person, and can be as large or as small as someone chooses.

Portion sizes and serving sizes can be described using different measurements: length, weight, or volume. **Length measurements** are commonly used with fruits like bananas, vegetables such as whole carrots or celery, or dishes like casseroles and lasagnas. **Weight measurements** refer to the mass of a food and can be thought of in ounces or grams for dry products, and fluid ounces for liquids. **Volume measurements** refer to the amount of three-dimensional space a product takes up, like a tablespoon or cup, whether liquid or dry.

MyPlate is a nutrition guide developed by the United States Department of Agriculture (USDA). It illustrates the five food groups that are the building blocks for a healthy diet using a familiar image – a place setting for a meal. The five food groups included in MyPlate are: fruits, vegetables, grains, protein, and dairy. MyPlate includes recommendations relative to the amounts of each food that should be consumed within each group depending on age, gender, and amount of physical activity. One of the recommendations illustrated by MyPlate is to make half of a person's plate fruits and vegetables.

Stew is a great cool-weather meal. The combination of familiar and new flavors is an excellent way to introduce new vegetables and herbs to the youths' palates. This colorful dish appeals to the eyes and provides youth an opportunity to discover how a variety of colors in a meal can indicate different nutrients. The array of colors also provides youth with their first exposure to the different **MyPlate** Vegetable Subgroups (Dark Green, Beans & Peas, Red & Orange, Starchy, and Other). In this cooking demonstration youth will explore more of the foods they learned about that are grown around the world in the *Discovering Health Choices* Module 1.



CONCEPTS AND VOCABULARY

- **Chop:** a cutting technique that results in relatively large, irregularly shaped pieces. The size may be specified in a recipe, for example: chopped fine for small pieces, chopped coarsely/roughly for large pieces, and chopped medium for a size in between small and large.
- **Culture:** the beliefs and practices of social groups.
- **Cultural foods:** foods that are prepared by a specific cultural group.
- **Length:** a measurement that uses inches or centimeters to describe an object end to end.
- **MyPlate:** a nutrition guide developed by the United States Department of Agriculture (USDA). It illustrates the five food groups that are the building blocks for a healthy diet.
- **Native:** something that is original to a specific place or region.
- **Nutrients:** substances our bodies need to grow and stay healthy.
- **Nutrition Facts Label:** a label on food packaging that lists a variety of nutrients.
- **Observation:** the act or instance of noticing, perceiving, or attentively watching an occurrence.
- **Portion:** a subjective amount of food that can vary in size from person to person.
- **Saute:** to cook food at a high heat using a small amount of oil.
- **Serving size:** a standardized amount of a food determined by the United States Food and Drug Administration (FDA); found on the Nutrition Facts label on food packaging.
- **Stew:** a method of slowly cooking foods, often meats and vegetables, in liquid.
- **Subjective:** something that is dependent upon the views or thoughts of an individual, and may be different from person to person.
- **Volume:** a measurement of the 3-dimensional space that a food takes up; measured using teaspoons, tablespoons, or cups for both liquid and dry foods.
- **Weight:** a measure of the mass of an object using grams, ounces, and pounds.

CALIFORNIA NUTRITION EDUCATION COMPETENCIES SUPPORTED

Cooking Up Healthy Choices supports California Nutrition Education Competencies. Please see page 8 for more information about which competencies are supported.

TIME REQUIRED

45 to 60 minutes

DISCOVERING HEALTHY CHOICES MODULES REINFORCED

Modules 1, 3, 5

COUNTRY CONNECTION

Chile

Chile is located on the west coast of southern South America. Due to the different climates throughout Chile, crops grown vary from region to region. Central Chile is a long valley with a temperate climate, which is ideal for agriculture and, in many ways, is similar to the Central Valley of California. Traditional foods grown by the native people of Chile were corn, potatoes, beans, tomatoes, squash, and chiles, all of which can also be grown in California. A traditional Chilean dish called porotos ranados is similar to a stew that incorporates beans, squash, and corn, as well as other vegetables.

VEGETABLE AND GARDEN CONNECTION

| Vegetable | Discovering Healthy Choices Connections |
|---------------|---|
| Basil | <ul style="list-style-type: none"> • Warm season crop; grown in France and the United States; herb (Module 1) |
| Garlic | <ul style="list-style-type: none"> • Warm season crop; grown in China and the United States (Module 1) • A good source of carbohydrates, protein, B-vitamins, vitamin C, and calcium (Module 3) • MyPlate Vegetable Subgroup: Other (Module 5) • Nutrient information provided to calculate and create a Nutrition Facts Label for garlic (Module 6) |
| Onion | <ul style="list-style-type: none"> • Warm season crop; grown in Australia, France, Iraq, Kenya, Mexico, and the United States (Module 1) • A good source of vitamin C (Module 3) • MyPlate Vegetable Subgroup: Other (Module 5) • Nutrient information provided to calculate and create a Nutrition Facts Label for onion (Module 6) |
| Potatoes | <ul style="list-style-type: none"> • Cool to warm season crop; grown in Australia, Chile, France, India, Iraq, Kenya, Mexico, and the United States (Module 1) • A good source of carbohydrates and fiber (Module 3) • MyPlate Vegetable Subgroup: Starchy (Module 5) • Nutrient information provided to calculate and create a Nutrition Facts Label for potatoes (Module 6) |
| Spinach | <ul style="list-style-type: none"> • Cool season crop; grown in France and the United States (Module 1) • A good source of vitamin A and vitamin C (Module 3) • MyPlate Vegetable Subgroup: Dark Green (Module 5) • Nutrient information provided to calculate and create a Nutrition Facts Label for spinach (Module 6) • Optional ingredient for finger salad recipe (Module 8) |
| Swiss Chard | <ul style="list-style-type: none"> • Cool to warm season crop; grown in France and the United States (Module 1) • A good source of vitamin A and vitamin C (Module 3) • A serving size of raw Swiss chard is 2 cups (Module 4) • MyPlate Vegetable Subgroup: Dark Green (Module 5) • Nutrient information provided to calculate and create a Nutrition Facts Label for Swiss chard (Module 6) • Optional large-leaf greens for finger salad recipe (Module 8) |
| Tomato | <ul style="list-style-type: none"> • Warm season crop; grown in Australia, Chile, France, Iraq, Kenya, Mexico, and the United States (Module 1) • A good source of vitamin A and vitamin C (Module 3) • MyPlate Vegetable Subgroup: Red & Orange (Module 5) • Nutrient information provided to calculate and create a Nutrition Facts Label for tomato (Module 6) • Optional ingredient for finger salad recipe (Module 8) |
| Winter Squash | <ul style="list-style-type: none"> • Warm season crop; grown in Chile, Mexico, and the United States (Module 1) • A good source of vitamin A and vitamin C (Module 3) • MyPlate Vegetable Subgroup: Red & Orange (Module 5) • Nutrient information provided to calculate and create a Nutrition Facts Label for winter squash (Module 6) |

GETTING READY

1. Make copies of the *Veg-Out Chilean Stew* handout (Appendix 3B); one for each youth.
2. Make a copy of the *MyPlate* reference sheet (Appendix 3C); one for the facilitator's use.
3. Prepare vegetables by washing them.

Facilitator Tip: Save time by purchasing bagged pre-cubed butternut squash. If time is limited, chop vegetables prior to beginning the demonstration.

4. Provide each youth with a copy of the *Veg-Out Chilean Stew* handout. Explain that the youth are to keep the handout upside down until asked to turn it over. Explain that the youth will answer the opening question on the blank side of the handout.

Facilitator Tip: Encourage youth to ask questions and share personal experiences and interactions with the ingredients throughout the demonstration.

OPENING QUESTIONS/PROMPTS

Ask the youth to respond to each question/prompt below by recording them on the blank back side of the *Veg-Out Chilean Stew* handout individually, and then sharing their ideas verbally.

- Explain what you know about serving sizes.
- Explain what you know about portions.

PROCEDURE (EXPERIENCING)

1. Prepare for the demonstration by washing your hands in front of the youth. Explain the importance of safe food handling practices by washing hands, washing fruits and vegetables, and properly handling and storing the produce and other ingredients.
2. Show each of the ingredients individually and ask youth to share the name of each vegetable, and what they know about it. Confirm the names of the ingredients to the youth.
3. Ask the youth to flip over their handouts. Ask a youth to read the name of the recipe.
4. Explain that the youth need to answer the first question on the handout throughout the cooking demonstration. Discuss what an observation is with the youth.

Facilitator Tip: If the youth are having difficulty describing their observations using their five senses, use the following prompts. When we make observations, we are using our five senses to understand the world around us. Observations are made using sight, smell, taste, touch, and sound. Observations using sight include color, size, and texture. Observations using smell include good or bad smells or comparing it to other familiar smells. Observations using taste may include the flavor and texture. Observations of touch are texture, weight, temperature, and softness. Observations using sound can include things you hear during the demonstration.

Ingredients

(Recipe makes enough for 30 youth to taste)

- 3 tablespoons olive oil
- 1 medium red onion, chopped
- 2 small bags of pre-cubed butternut squash
- 30 ounce can of diced tomatoes
- 1 cup vegetable broth or water
- 3 purple potatoes (or red potatoes), medium chopped
- 4 cloves of garlic, finely chopped
- Salt and pepper
- 4 leaves of collard greens or Swiss chard, center rib removed, medium chopped
- 6 mushrooms, medium chopped
- 2 cups baby spinach
- 6 fresh basil leaves, roughly chopped
- 6 ounces shaved parmesan cheese

Facilitator Tip: If any of the ingredients are being grown in the garden and are ready to be harvested, they can be used for this recipe. If possible have youth help with harvesting the vegetables. Be sure to wash the vegetables before use.

Facilitator Tip: Keep refrigerated foods cold at 40°F or below to ensure food safety.

Materials

*Materials provided in curriculum

- **Veg-Out Chilean Stew master recipe* (Appendix 3A)
- **Veg-Out Chilean Stew youth handout* (Appendix 3B)
- **MyPlate reference sheet* (Appendix 3C)
- Portable burner
- Large pot, pan, or skillet
- Cutting board
- Chef's knife
- Can opener
- Measuring cups
- Measuring spoons
- Rag
- Trash bags
- Small bowls
- Disposable spoons



5. Begin preparing the recipe, according to the Master Recipe (Appendix 3A).
6. Throughout the cooking demonstration describe what you are doing and use the following prompts to generate discussion:
 - Ask the youth to explain what they know about Chile.
 - Ask the youth to explain what they know about foods from Chile.
 - Encourage youth to ask questions and share previous experiences and interactions with the ingredients throughout the demonstration.
 - Ask the youth to explain what they know about where these ingredients come from and how they are grown.
 - Ask the youth to explain what they know about which of these ingredients are grown in California.
 - Tell the youth about using different utensils and cookware.
 - Have the youth explain what they know about how to safely handle knives when cooking. Emphasize the importance of keeping knife tip pointed down at the cutting surface, keeping fingers away from area being cut.
 - Have the youth explain what they know about different ways to cut vegetables. Tell the youth about the various cooking techniques being used
 - Which of these ingredients have you tasted before?
 - (If growing an instructional garden) Which of these ingredients are growing in your garden?
 - Ask the youth to explain what they know about MyPlate.
7. Serve a sample of the prepared food on individual bowls for each youth.
8. Ask the youth to wash hands before receiving a sample of the stew.
9. Ask the youth to answer the second question using their five senses to describe their “Veg-Out Chilean Stew Experience.”

Facilitator Tip: Use the MyPlate reference sheet (Appendix 3C) to assist in describing MyPlate recommended servings for each of the food groups.

SHARING, PROCESSING AND GENERALIZING

1. Have youth share their observations from the cooking demonstration (question 1 on the *Veg-Out Chilean Stew* handout).
2. Have youth share their “Veg-Out Chilean Stew Experience” using their five senses (question 2 on the *Veg-Out Chilean Stew* handout).
3. Ask youth if they tasted any new foods today. And if so, what they thought about those new foods.
4. Ask youth to share their overall opinions of the Veg-Out Chilean Stew.

Facilitator Tip: This can be done by asking youth to show two thumbs up if they like it or two thumbs down if they did not; you can ask them to record it on their handouts, or have them vote and record on the board the number of youth who liked it and those who did not.

5. Ask youth to discuss how they might change this recipe to include other healthy ingredients. Some examples may include:
 - Other vegetables: acorn squash, Swiss chard, sweet potatoes
 - Protein: cannellini beans, chicken, fish
 - Grains: slice of whole wheat bread, whole wheat fusilli pasta or other type of pasta

CONCEPT AND TERM DISCOVERY/INTRODUCTION

Make sure that key concepts and vocabulary terms are either discovered by the students or introduced to them: **food safety**, and **cooking techniques**.

APPENDIX 3A: COOKING DEMONSTRATION 3 MASTER RECIPE

3A

Cooking Demonstration 3 Master Recipe

*Recipe makes enough for 30 tastings

INGREDIENTS

3 tablespoons olive oil
1 medium red onion, medium chopped
2 small bags of pre-cubed butternut squash
30 ounce can of diced tomatoes
1 cup water or vegetable broth
3 purple potatoes (or red potatoes), medium chopped
Salt and pepper
4 cloves of garlic, finely chopped
4 leaves of collard greens or Swiss chard, center rib removed, medium chopped
6 mushrooms, medium chopped
2 cups baby spinach
6 fresh basil leaves, roughly chopped
6 ounces shaved parmesan cheese

INSTRUCTIONS

1. Heat 3 tablespoons olive oil in large wok or saucepan over medium heat. Add red onion and pre-cubed butternut squash and sauté about 4 minutes. Add can of diced tomatoes and the juice, water or vegetable broth, purple potatoes, and garlic. Continue cooking, stirring occasionally, for about 10 minutes. Season with salt and pepper.
2. Add collard greens/Swiss chard, mushrooms, and spinach. Cook for about 4 minutes, stirring occasionally. Add chopped fresh basil.
3. Top stew with shaved parmesan cheese separately.

APPENDIX 3B: VEG-OUT CHILEAN STEW



3B

Youth Handout

Recipe serves 4-6 people

3 tablespoons olive oil
1 medium red onion, medium chopped
1 small butternut squash, diced, or 10 ounces frozen precut butternut squash
15-oz can diced tomatoes, not drained
1 cup water or vegetable broth
3 purple (or red) potatoes, medium chopped
4 cloves garlic, finely chopped
Salt and pepper
1 cup collard greens or Swiss chard, center rib removed, medium chopped
1 cup mushrooms, medium chopped
1 cup baby spinach
1 bunch fresh basil, roughly chopped
½ cup shaved or grated parmesan cheese (optional)

1. Heat 3 tablespoons olive oil in large wok or saucepan over medium heat. Add red onion and pre-cubed butternut squash and sauté about 4 minutes. Add can of diced tomatoes and the juice, water or vegetable broth, purple potatoes, and garlic. Continue cooking, stirring occasionally, for about 10 minutes. Season with salt and pepper.
2. Add collard greens/Swiss chard, mushrooms, and spinach. Cook for about 4 minutes, stirring occasionally. Add chopped fresh basil.
3. Top stew with shaved parmesan cheese separately.

MyPlate Servings in Recipe

Vegetables: 1 ¼ - 2 C

- Red onion, butternut squash, tomatoes, purple potatoes, garlic, collards, Swiss chard, mushrooms, spinach

Dairy: ½ - 1 C

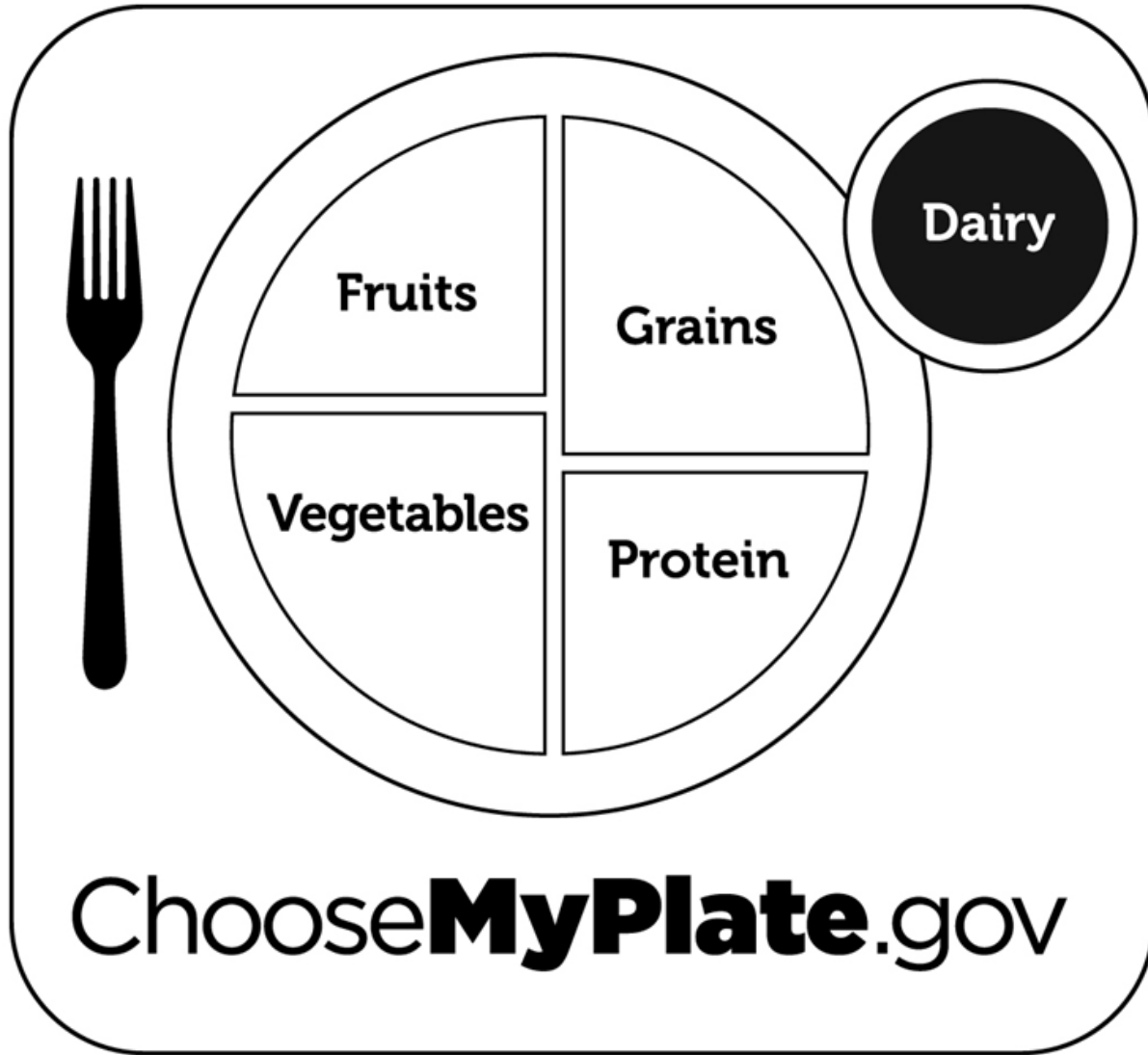
- Parmesan cheese

Oils: 1 ½ - 2 ¼ tsp

- Olive oil

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1. Observations throughout the cooking demonstration.

2. My Veg-Out Chilean Stew Experience – Use your 5 senses to describe your food experience in words and pictures.



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