

4 COOKING DEMONSTRATION: DELICIOUS DUNKING DIP

INTRODUCTION

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.

Fruit: Focus on fruits. Fruits are an important source of vitamins, minerals, and fiber. Servings of fruit can be from fresh, canned, dried, pureed, or frozen fruit, as well as 100% fruit juices. One serving size of fruit is ½ cup or 1 small apple.

Vegetables: Vary your veggies. Vegetables offer many vitamins and minerals as well as fiber. Vegetables are divided into five subgroups, depending on nutrient content:

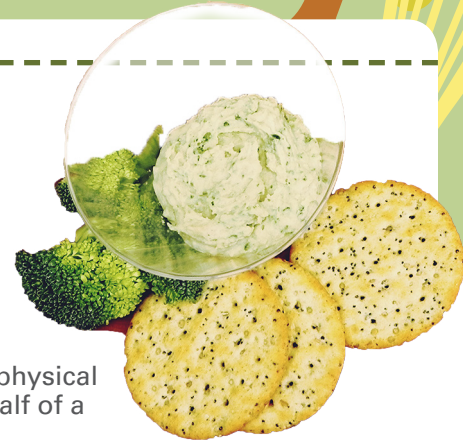
1. Dark green vegetables (e.g., spinach, kale)
2. Starchy vegetables (e.g., potatoes, corn)
3. Red/orange (e.g., carrots, red bell peppers, tomatoes)
4. Beans and peas (e.g., black beans, kidney beans)
5. Other (e.g., beets, avocados, bok choy)

Servings of vegetables can come from fresh, canned, dried, pureed, or frozen, as well as 100% vegetable juice. One serving of vegetables is 1 cup for most vegetables. However, one serving of raw leafy greens like spinach is 2 cups and one serving of cooked leafy greens is 1 cup.

Grains: Make at least half your grains whole. Grains are foods made from wheat, rice, oats, cornmeal, barley, or another cereal grain. They provide nutrients such as carbohydrates, B-vitamins, iron, and dietary fiber. Grains are organized into two groups: whole grains and refined grains. It is suggested that whole grains comprise at least half of the recommended serving of grains because they have more nutrients than refined grains. **Whole grains** include whole wheat flour, bulgur (cracked wheat), oatmeal, and brown rice. **Refined grains** are foods that have been milled to a finer texture, removing the bran and germ. This process removes nutrients like B-vitamins, iron, and fiber. Many refined grain products are enriched, meaning the vitamins and minerals are added back into the final product. However, fiber is not put back into the product. Refined grains include white flour and white rice. One serving of grains is ½ cup for cooked grains like rice, 1 slice of bread, and 1 cup of cereal.

Protein: Go lean with protein. Protein can come from animal and plant sources. Examples of food rich in protein include: meats, like beef and pork; poultry, like chicken and turkey; eggs; beans and peas; soy products; nuts and seeds; and seafood. In addition to the **amino acids** found in proteins that are important to humans' diets, these foods provide iron and B vitamins. Serving sizes are in ounces, with 1 ounce of protein being one serving.

Dairy: Get your calcium-rich foods. Dairy foods are important sources of calcium and also provide other nutrients like protein, vitamins, and minerals. Dairy foods include products made from milk that are high in calcium, including liquid milk, milk-based desserts, cheese, and yogurt. Calcium-fortified soy beverages also count as dairy foods. However, foods that are made from milk and are low in calcium, like cream, butter, and cream cheese, do not count as dairy foods. MyPlate recommends that calcium-rich foods should be fat-free or low-fat (1% milk fat). One serving of dairy is one and a half ounces of cheese, 8 ounces (1 cup) of yogurt, or 8 ounces (1 cup) of milk.



Although not included as one of the five food groups, **oils** are included in MyPlate because this food category can also provide important nutrients. Oils represent a type of fat that is liquid at room temperature. Oils can be found in foods like olives, avocados, nuts, and some fish.

Dips made out of beans and vegetables can provide a good source of protein and other nutrients. Blending vegetables into the dip can enhance flavor and increase the nutrient content. Preparing and tasting the Delicious Dunking Dip recipe provides youth with a chance to sort ingredients into the five food groups, reinforcing concepts explored in *Discovering Healthy Choices*. 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

- **Amino acids:** organic compounds that make proteins and provide energy to the body.
- **Blend:** to mix different ingredients together.
- **Chop:** a cutting technique that results in 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.
- **Dairy:** foods that are made from milk and are high in calcium, like liquid milk, cheese and yogurt. Calcium-fortified soy beverages count as dairy. Examples of 1 serving of dairy: 1 cup of milk; 1 cup of calcium-fortified soy beverage; 1 ½ ounces of cheese; or 1 cup of yogurt.
- **Food processor:** an electric tool that mixes, chops, and purees foods.
- **Fruits:** foods that are whole fruits, 100% fruit juice or dried fruit. Examples of 1 serving of fruit: 1 cup of fresh fruit; 1 cup of 100% fruit juice; or ½ cup of dried fruit.
- **Grains:** foods made from wheat, rice, oats, cornmeal, barley or another cereal grain. Examples of 1 serving of grains: 1 cup of cereal; 1 slice of bread; 1/2 cup of cooked rice; or 1/2 cup of oats.
- **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.
- **Observation:** the act or instance of noticing, perceiving, or attentively watching an occurrence.
- **Oils:** fats that are liquid at room temperature and can provide important nutrients.
- **Protein foods:** foods that are good sources of protein, like meat, fish, eggs, peanut butter, nuts and beans. Examples of 1 serving of protein: 1 ounce of meat; 1 ounce of fish; 1 egg; 1 tablespoon of peanut butter; ½ ounce of nuts; or ¼ cup of cooked beans.
- **Refined grains:** grains that have been milled, a process that removes the bran and germ of the grain kernel. This process gives grains a finer texture and improves their shelf life, but it also removes dietary fiber, iron and many B-vitamins.
- **Vegetables:** foods that are whole vegetables or 100% vegetable juice. Examples of 1 serving of vegetables: 1 cup of raw or cooked vegetables; 1 cup of 100% vegetable juice; 2 cups of raw leafy greens; or 1 cup of cooked leafy greens.
- **Whole grains:** grains that contain the entire kernel, including the bran, germ and endosperm.

CALIFORNIA NUTRITION EDUCATION COMPETENCIES SUPPORTED

Cooking Up Healthy Choices supports California Nutrition Education Competencies. Please see page 6 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

Iraq

Iraq is in the Middle East and is bordered by Syria, Turkey, Iran, Kuwait, Saudi Arabia, and Jordan. It has mostly plains but there is a central valley where there are two major rivers, the Tigris and Euphrates. The climate of Iraq is mostly arid, with mostly warm weather and little rainfall. This climate makes it difficult to grow crops without an intervention like irrigation. The major agricultural crops in Iraq are wheat, tomatoes, barley, rice, dates, and cotton, and the livestock that is raised include chickens, sheep, goats, and cattle. All of these can also be grown and raised in California. Commonly eaten fruits and vegetables include chickpeas (garbanzo beans), fava beans, lentils, tomatoes, potatoes, onions, eggplant, green pepper, olives, celery, green onions, parsley, pickles, dates, figs, grapes, lemons, limes, apricots, and raisins.

VEGETABLE AND GARDEN CONNECTION

Highlights some spring crops that can be grown in the instructional garden.

Vegetable	Discovering Healthy Choices Connections
Broccoli	<ul style="list-style-type: none">• Cool season crop; grown in China and the United States (Module 1)• A good source of B-vitamins and vitamin C (Module 3)• MyPlate Vegetable Subgroup: Dark Green (Module 5)• Nutrient information provided to calculate and create a Nutrition Facts Label for broccoli (Module 6)• Optional ingredient for finger salad recipe (Module 8)
Carrots	<ul style="list-style-type: none">• Cool season crop; grown in Australia, India, and the United States (Module 1)• A good source of vitamin A, vitamin C, and fiber (Module 3)• A serving size of carrots is 1 cup (Module 4)• MyPlate Vegetable Subgroup: Red & Orange (Module 5)• Nutrient information provided to calculate and create a Nutrition Facts Label for carrots (Module 6)• Optional ingredient for finger salad recipe (Module 8)
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)
Radishes	<ul style="list-style-type: none">• Cool season crop; grown in China, France, India, and the United States (Module 1)• A good source of water (Module 3)• MyPlate Vegetable Subgroup: Other (Module 5)• Nutrient information provided to calculate and create a Nutrition Facts Label for radishes (Module 6)• Optional ingredient for finger salad recipe (Module 8)
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)

GETTING READY

1. Make copies of the *Delicious Dunking Dip* handout (Appendix 4B); one for each youth.
2. Make a copy of the *MyPlate* reference sheet (Appendix 4C); one for the facilitator's use.
3. Prepare vegetables by washing them.

Facilitator Tip: If time is limited, chop vegetables prior to beginning the demonstration.

4. Provide each youth with a copy of the *Delicious Dunking Dip* 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 questions 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 *Delicious Dunking Dip* handout individually, and then sharing their ideas verbally.

- Explain what you know about the different vegetable categories in MyPlate.
- Explain what else you know about MyPlate.

PROCEDURE (EXPERIENCING)

1. Begin the demonstration by washing your hands in front of 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.

Ingredients

- 30 ounces of cannellini beans or garbanzo beans (2, 15-ounce cans)
- 6 cloves of garlic, roughly chopped
- 2 cups spinach
- 4 tablespoons tahini
- 2 lemons, juiced
- 1/2 cup olive oil
- 4 tablespoons rice vinegar
- 1/2 teaspoon salt
- Baby carrots, about 2 per person
- Broccoli, about 2 florets per person
- Radishes, about 2 slices per person
- Cauliflower, about 2 florets per person
- Asparagus, about 2 chopped pieces per person
- Whole grain crackers, about 2 per person
- Whole wheat pita bread, about 2 cut pieces per person

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
- **Delicious Dunking Dip* master recipe (Appendix 4A)
- **Delicious Dunking Dip* youth handout (Appendix 4B)
- **MyPlate* reference sheet (Appendix 4C)
- Food processor or blender
- Measuring cups
- Measuring spoons
- Can opener
- Cutting board
- Chef's knife
- Rag
- Trash bags
- Small plates
- Napkins



PROCEDURE (EXPERIENCING) (CONTINUED)

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.

5. Ask the youth to answer the second question on the handout about which ingredients from the recipe are in each MyPlate food group.
6. Ask the youth to answer the third question on the handout. Explain that they should use what they know about MyPlate to estimate about how many MyPlate servings within each food group are in the recipe.

Facilitator Tip: Youth may need prompting about how to make an educated prediction about how many servings they might eat of each food group.

7. Begin preparing the recipe, according to the Master Recipe (Appendix 4A)
8. 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 Iraq.
 - Ask the youth to explain what they know about foods in Iraq.
 - 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?
 - Explain that tahini is made from ground, hulled sesame seeds, and that it can be eaten as a dip on its own or as a salad dressing.
 - Ask the youth what they think lemon juice is used for. Explain that it can be added to enhance the flavor and the acidity. Tell them those foods that are acidic helps to add a bright flavor. Ask the youth what other recipes lemon juice can add flavor to.
9. Before serving the samples, ask the youth to wash their hands.
10. Serve a sample of the prepared food on individual plates for each youth.
11. Ask the youth to answer the second question using their five senses to describe their "Delicious Dunking Dip Experience."

SHARING, PROCESSING AND GENERALIZING

1. Have youth share their observations from the cooking demonstration (question 1 on the *Delicious Dunking Dip* handout).
2. Have youth share which ingredients from the recipe they think should be categorized in each food group according to MyPlate (question 2 on the *Delicious Dunking Dip* handout).
Facilitator Tip: Use the MyPlate reference sheet (Appendix 4C) to assist in describing MyPlate food groups.
3. Have youth share how many servings of each food group they predict to consume in this recipe (question 3 on the *Delicious Dunking Dip* handout).
Facilitator Tip: Use the MyPlate reference sheet (Appendix 4C) to assist in describing MyPlate recommended servings for each of the food groups.
4. Have youth share their “Delicious Dunking Dip Experience” using their five senses (question 4 on the *Delicious Dunking Dip* handout).
5. Ask youth if they tasted any new foods today. And if so, what they thought about those new foods.
6. Ask youth to share their overall opinions of the Delicious Dunking Dip.
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.
7. Ask youth to discuss how they might change this recipe to include other healthy ingredients. Some examples may include:
 - Other vegetables to dip: celery, bell pepper, cucumber
 - Other protein: garbanzo beans (hummus)
 - Other grains to dip: pretzels, pita chips
 - Other flavors to add to the dip: sundried tomato, artichoke, kalamata olive, eggplant

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, cooking techniques, servings of foods in MyPlate food groups.**

APPENDIX 4A: COOKING DEMONSTRATION 4 MASTER RECIPE

4A

Cooking Demonstration 4 Master Recipe

*Recipe makes enough for 30 samples

INGREDIENTS

Dip:

30 ounces of cannellini beans or garbanzo beans (2, 15-ounce cans), liquid drained

6 cloves of garlic, roughly chopped

2 cups spinach

4 tablespoons tahini

2 lemons, juiced

1/2 cup olive oil

4 tablespoons rice vinegar

1/2 teaspoon salt

Dunkers:

Baby carrots, about 2 per person

Broccoli, about 2 florets per person

Radishes, about 2 slices per person

Cauliflower, about 2 florets per person

Asparagus, about 2 chopped pieces per person

Whole grain crackers, about 2 per person

Whole wheat pita bread, about 2 cut pieces per person

INSTRUCTIONS

1. In a food processor or blender, blend all Dunking Dip ingredients for approximately 2 minutes until smooth.
2. Place bean dip on a plate for each youth along with a selection of dunkers.
3. Scoop bean dip with various vegetable and whole grain dunkers to enjoy!

APPENDIX 4B: DELICIOUS DUNKING DIP

4B

Youth Handout

Recipe serves 4-6 people

Dunking Dip:

- 1 15-oz can cannellini or garbanzo beans, drained
- 3 cloves garlic, roughly chopped
- 1 cup spinach
- 2 tablespoons tahini (sesame seed paste)
- 2 tablespoons lemon juice from 2 lemons
- ¼ cup extra virgin olive oil
- 2 tablespoons rice vinegar
- ½ teaspoon salt

Dunkers:

- Carrots sliced into large medallions or baby carrots
- Broccoli, cut into florets
- Radishes, sliced
- Cauliflower, cut into bite-size pieces
- Asparagus, sliced into bite-size pieces
- Whole wheat pita bread, cut into pieces
- Whole wheat crackers

1. In a food processor or blender, blend all Dunking Dip ingredients for approximately 2 minutes until smooth.
2. Place bean dip in a serving bowl.
3. Scoop bean dip with various vegetable and whole grain dunkers to enjoy!

MyPlate Servings in Recipe

Vegetables:

Fruits:

Proteins:

Grains:

Dairy:

Oils:

1. Observations throughout the cooking demonstration.

2. Which ingredients from this recipe fall under which food group according to MyPlate?

3. Record the number of servings of each food group in this recipe in the box above.

4. My Delicious Dunking Dip Experience – Use your 5 senses to describe your food experience in words and pictures.

