Sisters in Health

A Nutrition Program for Women

Tracy J. Farrell and Carol M. Devine

A Publication by the Division of Nutritional Sciences, Cornell University and Cornell Cooperative Extension
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Pre-Program Survey
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Sisters in Health was developed as part of the Rochester Community Plant Food Project. The project was supported by the United States Department of Agriculture Cooperative State Research Service funds (Contract # 94-34324-0987) provided to the Division of Nutritional Sciences at Cornell University. Sisters in Health was developed based on the findings of formative research in a sample of eighty-six low- to moderate-income adults living in the City of Rochester in Monroe County, New York.

This publication was developed and written by Tracy Farrell, extension associate, and Carol Devine, Ph.D., RD, assistant professor, in the Division of Nutritional Sciences.

Guidance in developing the publication was provided by members of the project advisory team: Karen Bronson, Susie Craig, Carol Frasier, Kathy Healey, Anne Kern, Sengphie Khamsouk, Amanda Marshall, Judith O'Neill, and Peggy Rude. Members of the Working Women Workgroup of the Division of Nutritional Sciences and Christina Stark, extension associate in the Division of Nutritional Sciences, also reviewed drafts of the materials.

The program was pilot tested by nutrition educators from Cornell Cooperative Extension of Monroe County in three sites during spring 1997. Rosemary Hartman developed evaluation tools for the pilot testing, and the program was modified in accordance with the evaluation results.

During 1998, nutritionists and community educators working with Cornell Cooperative Extension field tested the program in the following New York State counties and borough: Delaware, Erie, Herkimer, Niagara, Onondaga, Orange, Oswego, Queens, Saint Lawrence, Seneca, Suffolk, Sullivan, Tompkins, Wyoming, and Yates. Each county worked with one or more groups of low- and moderate-income women who were involved in community and nutrition education programs. Rosemary Hartman conducted the evaluation.

Sisters in Health was edited by Trudie Calvert and designed by Robin Werner.
Sisters in Health

Introduction

Sisters in Health aims to encourage women, especially those with limited resources, to eat and enjoy more fruits and vegetables. Designed as a flexible series of six 90-minute meetings for groups of approximately ten women, Sisters in Health emphasizes practical ways to prepare quick and tasty fruit and vegetable dishes. Participants enjoy learning as they cook and talk together, sharing their skills and experiences.

The program has proven effective with women who are experiencing life transitions such as a return to school or work and who are enrolled in community or nutrition education programs. Successful participants in the Sisters in Health program have been involved with Graduate Equivalency Degree (GED), Head Start, Food Stamp Nutrition Education, and Expanded Food and Nutrition Education programs.

Achieves Results

Sisters in Health was tested by Cornell Cooperative Extension nutrition educators in fourteen counties and a borough in New York State. Program participants were enrolled through community or nutrition education programs.

An evaluation design included pre- and post-assessment with follow-up. Fruit and vegetable consumption, attitudes toward fruits and vegetables, and knowledge and skills related to fruit and vegetable consumption were assessed before the program began and immediately upon its conclusion. In addition, brief pre- and post-program telephone interviews were conducted with at least two local participants in each county and all of the county facilitators to assess their experiences and satisfaction with the program.

The preliminary evaluation revealed that by the end of the program participants were consuming on average one and a half more servings of fruits and vegetables per day than at the start of the program. Their own comments indicate that Sisters in Health participants and facilitators were extremely positive about the program. Participants reported trying new foods, learning cost advantages of various forms of fruits and vegetables, trying new dishes at home, tracking their own fruit and vegetable consumption, and getting their families to try new fruits and vegetables. Several counties that were in the field test initiated second groups following the successes of their first groups.

The following comments are typical of those collected during the field testing.

Participants reported:

“The best part of our meeting was working as a group and trying new things.”
"I feel really proud that I am eating more fruits and vegetables than I ever did before."
"I never liked broccoli before I started this class. Now I buy it every week and eat it many different ways."
"I learned a great deal on how you can spruce up fruits and veggies to make delicious recipes that your whole family can enjoy."
"If it was not for Sisters in Health I would never have known how much my children like other veggies I never tried before."

Facilitators wrote:

"Participants liked being able to choose topics and what [foods] they would prepare."
"Participants really liked having the opportunity to get together and share their ideas on eating. They also really liked being able to take the leftovers home."
"Recipes were simple, with ingredients not out of the ordinary. Even those who didn't think they would like the foods did try them and liked them."
"The program was easy to implement because lesson plans and recipes were ready to go but had flexibility."
"Participants provided support for the group in changing diets—[participants] became more aware of what they did and how easy it was to add fruits and vegetables."

Pre- and post-test forms to use with participants are included in this package, and a "Talking Back" form can be used to solicit feedback from participants after each meeting.

Focuses on Fruits and Vegetables

Eating plenty of fruits and vegetables, especially dark green leafy and deep yellow vegetables, can help reduce the risk of developing heart disease, certain cancers, and other chronic diseases. Fruits and vegetables also promote a healthy digestive system and are naturally low in fat. Many contain folate, a B vitamin that reduces the risk of a serious birth defect.

Despite recommendations to eat at least two servings of fruit and three servings of vegetables each day, most Americans eat far fewer than these amounts. According to a national survey of more than 13,000 women, the average daily consumption of fruits and vegetables was only 3.7 servings. Only 20 percent of these women consumed the recommended five servings per day. Clearly the vast majority of women could benefit by eating more fruits and vegetables.

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The Food Guide Pyramid and the Northeast Regional Food Guide (see ordering information, page 7) are tools to help people choose a healthful diet each day based on the Dietary Guidelines for Americans. Both guides are based on the Dietary Guidelines. The Food Guide Pyramid is designed for people who live in all areas of the United States. The Northeast Regional Food Guide is for a more regional audience because it emphasizes foods that are produced and processed in the Northeast.

Provides Flexibility

Sisters in Health is flexible enough to meet the needs of a variety of participants. Participants help select the topics for meetings and decide which foods to prepare. Only the first two meeting topics are set. Participants review eight additional suggested topics and select four to meet their needs. (To help in organizing the meetings selected, a “Meeting Planning Sheet” is included on page 17.) After each meeting, one or two volunteers help plan the next meeting and choose the recipes to be prepared then.

Participants are welcome to prepare other than the suggested recipes, and they might even bring in recipes that reflect their cultural or ethnic heritage. Encourage them to bring in recipes that feature fruits or vegetables, are low in fat, sugar, and salt, and are simple enough to complete in the time allowed.

Promotes Active Learning

Sisters in Health is centered around preparing food and completing simple activities that encourage participants to share their existing knowledge and skills. The emphasis is on

- enjoying good food,
- having fun, and
- supporting one another.

The goal of increasing consumption of fruits and vegetables is promoted by having participants prepare delicious, quick, and easy recipes that they can also prepare at home. Past participants have especially enjoyed taking home leftover food to share with their families, and they have reported preparing recipes from the program at home.

Participants have also said they had fun cooking and talking together. The meetings created a supportive environment that encouraged participants to share their skills and experiences.

Although it is important to answer participants’ questions as they arise, it is not necessary for facilitators to teach about specific nutrients or
Sisters in Health

Introduction

provide extensive nutrition education. The basic message of the Sisters in Health program is that it is beneficial to eat more fruits and vegetables and that these foods taste good and are easy to prepare.

Is Adaptable in Different Settings

The food preparation that is key to the Sisters in Health program is easiest to accomplish when meeting spaces have kitchen facilities, but the program has been successful at sites where only water and electricity are available. When that was the case, a facilitator transported all of the necessary equipment, including portable cooking units such as hot plates, electric frying pans, and toaster ovens.

Depending on the meeting space and equipment available, food preparation experiences can be organized in several ways. The program materials suggest having small groups prepare different recipes for all to share. This approach enables all participants to be involved in preparation and to taste several foods. Alternatively, each small group could prepare the same recipe. Or one or two participants or other “guest chefs” might demonstrate preparation for others. Then everyone can taste and talk about the food that was prepared.

Can Incorporate Locally Grown Foods

Although the availability and cost of fresh fruits and vegetables vary by season and region of the country, good-quality frozen and canned fruits and vegetables are available year-round. Sisters in Health includes a variety of recipes so that participants can consider such factors as availability, seasonality, and cost of foods when deciding which recipes to prepare. A basic goal of Sisters in Health is to encourage women to eat more fruits and vegetables in any form, fresh, canned, or frozen.

Participants can select recipes that use locally grown fresh foods, or they can substitute frozen or canned fruits and vegetables when fresh locally grown foods are not available or when fresh foods from other regions are too costly. The Northeast Regional Food Guide gives excellent guidance for selecting locally grown fresh fruits and vegetables. (Ordering information is on page 7.)
Ordering Information for Supplemental Resources

Food Guide Pyramid

Single-sheet handouts are available from the National Cattlemen's Beef Association, 444 N. Michigan Avenue, Chicago, IL 60611. Telephone 1-800-368-3138.


To print a copy of the Food Guide Pyramid or learn more about ordering brochures, go to the Food and Nutrition Information Center's Worldwide Web site: http://www.nal.usda.gov/fnic/

Northeast Regional Food Guide

A poster and fact sheets are available from Cornell University, Media and Technology Services Resource Center, 7 Cornell Business & Technology Park, Ithaca, NY 14850. Telephone (607) 255-2080.

Food Guide Pyramid Magnets

Magnets are available from

- TJ Specialties & Health Promotions
  Susy Beck
  R.R. 3 Box 91A
  Winner, SD 57580
  Telephone 1-800-477-2869

- Washington State Dairy Council
  4201-198th St. S.W.
  # Suite 102
  Lynnwood, WA 98036
  Telephone 206-744-1616
Sisters in Health
Meeting 1: Getting Started

Objectives

Participants will
- meet one another.
- become familiar with safe handling practices for fruits and vegetables.
- prepare and enjoy tasting vegetables and dips.
- share ideas for preparing and eating raw vegetables.
- select topics for subsequent meetings.

Welcome and Warm-Up

Greet each person as she arrives and ask her to make a name tag with her name and a drawing of a vegetable or fruit that she likes.

When everyone has arrived, tell a little bit about yourself and explain that the purpose of Sisters in Health meetings is for everyone to share ideas and explore ways to eat more fruits and vegetables. Meetings will include opportunities to talk and prepare and taste different fruits and vegetables.

This first meeting will focus on getting to know one another and selecting topics for the next meetings.

To help participants get to know each other, have everyone sit in a circle. Start by saying:

“My name is (say name) and I like (fruit or vegetable on name tag).” The next person continues, “Her name is ( ) and she likes ( ). My name is ( ) and I like ( ).” The third person says, “Her name is ( ) and..., her name is ( ) and..., and my name is ( ) and I like ( ).” Continue around the circle until everyone has had a turn. Encourage others to help out if someone gets stuck. By the end, participants will be more familiar with one another.

Prepare and Taste: Dips and Dippers

Before beginning to prepare food, review and demonstrate the following ways to handle fruits and vegetables safely:

- Wash hands with warm soapy water for 20 seconds before handling food. (Twenty seconds is about the time it takes to sing three rapid choruses of “Row, Row, Row Your Boat.”)
- Rinse raw produce in warm water and, if necessary, use a small scrub brush to remove dirt. Do not use soap or detergents.

Agenda

Minutes
(90 Total)
20 Welcome and Warm-Up
30 Prepare and Taste: Dips and Dippers
30 Activity: Our Interests
10 Take-Home Challenge and Talking Back

Preparation

Bring
- colored markers or crayons and reusable name tags.
- food and supplies to prepare and taste raw vegetables and two or three different dips (see recipes).
- masking tape and sheets of newsprint, one sheet with the following list:
  A. Scoring with Salad
  B. Beat the Clock with Meals in Minutes
  C. Kids and Vegetables
  D. Easier Than Pie: Enjoy Fruit Anytime
  E. Smart Shopper’s Grocery Store Tour
  F. Marvelous Makeovers: Meals and Recipes
  G. On the Go: Eating Out
  H. Super Soup Surprise
  Any other ideas

• Northeast Regional Food Guide or Food Guide Pyramid (ordering information, page 7).
• one copy for each participant of 
  - recipes to be prepared.
  - sheet “Our Interests.”
  - sheet “Talking Back.”
• Food Guide Pyramid magnet for each participant (ordering information, page 7).
Sisters in Health

Meeting 1: Getting Started

- Use smooth, durable, and nonabsorbent cutting boards that can be cleaned easily.
- Wash cutting boards, dishes, utensils, and counter tops with hot soapy water before preparing each food.
- Store cut, peeled, and broken-apart fruits and vegetables in the refrigerator.

Ask participants to form two or three groups to prepare raw vegetables and dips. When the foods are ready, have participants arrange them attractively and pass them around for everyone to taste.

- Which vegetables are most popular?
- Are any unfamiliar?
- At this time of year, which may have been locally grown? (If you are in the northeastern area of the country, refer to the Northeast Regional Food Guide).
- What other raw vegetables could be served with dip?
- Which dips are preferred?
- What other seasonings could be substituted or added to change tastes?

Note that yogurt is lower in fat than many other salad dressings, mayonnaise, or sour cream. Yogurt is also high in calcium—a nutrient important for healthy bones.

As participants eat, encourage them to share other ideas for eating raw vegetables at home. Participants can continue to snack on vegetables and dip as you begin the next activity.

Have copies of the recipes for participants who want them.

Activity: Our Interests

Explain that you have planned the topics for the first two meetings. During the second meeting, participants will check out their own eating patterns and make plans to eat more fruits and vegetables.

You also have a list of other topics that participants might enjoy exploring during the following four meetings, and you would like to ask them to help decide which ones to focus on.

Give each participant a copy of the sheet “Our Interests,” which describes eight possible topics for four future meetings. Participants can look over the sheet and indicate their interest in each one by making a smile face to show “really interested,” a neutral face to show “somewhat interested,” and a frown face to show “not interested.” Suggest that they might write in another topic in the blank space on the sheet.
When everyone is finished, have participants vote on which topics to pursue. Ask for a volunteer to tally participants’ responses on the sheet of newsprint on which you listed all of the possible topics. The four that appeal to the greatest number of participants will be selected for the final four meetings.

After the topics are selected, use the “Meeting Planning Sheet” on page 17 to help organize the meetings.

**Take-Home Challenge: What I Eat**

Explain that each week there will be a take-home challenge. Participants will take their challenge sheets home and should bring them to the next meeting.

Distribute the sheet “Take-Home Challenge: What I Eat.” This week's challenge is to keep track of all the foods eaten during any one day of the following week. As well as recording the foods, participants should try to estimate the amounts eaten (for example: two slices pizza with green peppers and mushrooms).

Give participants magnets to attach the challenge sheets to their refrigerators at home and remind them to bring the completed sheets to the next meeting.

**Talking Back**

At the close of the meeting, ask participants to take a minute to quickly complete the “Talking Back” evaluation to let you know how they liked this meeting.

Collect name tags if needed for the next meeting.

**Plan Next Meeting**

Ask for one or two volunteers who are willing to stay for ten minutes to help decide which foods to prepare and to help demonstrate preparation of the foods, if necessary, during the next meeting.

**Background**

Eating plenty of fruits and vegetables (especially dark green leafy and deep yellow vegetables) can help reduce the risk of developing heart disease, certain cancers, and other chronic diseases. Fruits and vegetables also promote a healthy digestive system and are naturally

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low in fat. Many contain folate, a B vitamin that reduces the risk of a serious birth defect.

Despite recommendations that people eat at least two servings of fruit and three servings of vegetables each day, most Americans eat far fewer than these recommended amounts.

According to a national survey of more than 13,000 women, the average daily consumption of fruits and vegetables was only 3.7 servings. Only 20 percent of these women consumed the recommended five servings per day. The vast majority of women could benefit by increasing their consumption of fruits and vegetables.

The Food Guide Pyramid and the Northeast Regional Food Guide are visual tools to help people choose a healthful diet each day based on the Dietary Guidelines for Americans. While both guides are general and based on the Dietary Guidelines, the Northeast Regional Food Guide also emphasizes foods that are produced and processed in the Northeast.

With a little encouragement and practice, people can learn to eat more of these foods and enjoy the variety and excitement that fruits and vegetables add to meals and snacks. Fruits and vegetables are colorful, have different textures and tastes, are easy to prepare, and can be combined in countless ways with one another and with other foods. They are also "prepackaged" in their skins and thus convenient to take along for lunch or a snack. In addition, fruits and vegetables are available in many different forms—fresh, frozen, canned, and dried.

As participants prepare raw vegetables and dips, the most important message is that fruits and vegetables are delicious and easy to prepare and that most people can benefit by eating more of them in any form. It is not necessary for participants to know exactly what nutrients specific foods provide.

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Dips and Dippers

Vegetable Dippers
Cut assorted fresh vegetables (such as carrots, parsnips, celery, green or red peppers, broccoli, and cauliflower) into bite-size pieces for dipping.

Creamy Yogurt/Cottage Cheese Dips
1/2 cup plain low-fat yogurt
(or low-fat cottage cheese, pressed through a sieve)
1. In a small bowl, combine yogurt or cottage cheese with one of the seasonings.

SEASONINGS:
Chili: Add 1 tablespoon finely chopped green pepper, 1 tablespoon catsup, 1/4 teaspoon horseradish sauce, dash garlic powder, and 1/2 teaspoon prepared mustard.

Dill: Add 1/2 teaspoon dill weed, 1/2 teaspoon prepared mustard, and 1/4 teaspoon garlic powder.

Curry: Add 1/2 cup catsup and 1/4 teaspoon curry powder.

Refried Bean Dip
1/2 cup of canned nonfat refried beans (half of a 16-ounce can)
1 cup salsa
hot sauce (optional)
1. In a small bowl, combine all ingredients and mix well.

Nutrition Note: You can limit fat in dips by using low-fat yogurt or cottage cheese in place of mayonnaise, sour cream, or cream cheese.

Recipes adapted from Patricia Thonney, Now You're Cooking, Nutrition for Life Grades 9-12 (Ithaca: Division of Nutritional Sciences, 1988).
### Our Interests

<table>
<thead>
<tr>
<th>Topic: Scoring with Salad</th>
<th>Topic: Super Soup Surprise</th>
</tr>
</thead>
<tbody>
<tr>
<td>What's so great about salad?</td>
<td>What do you get when everyone brings one ingredient?</td>
</tr>
<tr>
<td>Find out when you make a tasty salad and check its (nutrition) score.</td>
<td>A simply delicious super surprise soup!</td>
</tr>
<tr>
<td>Share ideas for making salads at home.</td>
<td>Celebrate and share a meal together.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic: Smart Shopper's Grocery Store Tour</th>
<th>Topic: Kids and Vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Want to buy great food and spend less money?</td>
<td>Having trouble getting kids to eat vegetables?</td>
</tr>
<tr>
<td>Tour a grocery store and become a smart shopper for fruits and vegetables.</td>
<td>Try some recipes sure to please picky eaters.</td>
</tr>
<tr>
<td>Use grocery store fliers to identify great buys.</td>
<td>Share tips for encouraging kids to eat vegetables.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic: Beat the Clock with Meals in Minutes</th>
<th>Topic: On the Go: Eating Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hungry? Short of time?</td>
<td>Where can you find fruits and vegetables away from home?</td>
</tr>
<tr>
<td>Make and taste delicious (quick!) toppings for pasta.</td>
<td>Evaluate local restaurants and learn which ones serve fruits and vegetables.</td>
</tr>
<tr>
<td>Share other ideas for creating delicious meals in minutes.</td>
<td>Compare fruit juices and drinks for nutrients, cost, and taste.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic: Easier Than Pie: Enjoy Fruit Anytime</th>
<th>Topic: Marvelous Makeovers: Meals and Recipes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is more tasty (and quick and convenient) than fruit?</td>
<td>Want to liven up and lighten up your meals and recipes?</td>
</tr>
<tr>
<td>Make and taste refreshing fruit salads.</td>
<td>Keep the flavor by adding fruits and vegetables and subtracting fat.</td>
</tr>
<tr>
<td>Brainstorm different ways to eat fruit.</td>
<td>Make some tasty “almost-traditional” potato dishes.</td>
</tr>
</tbody>
</table>

| Topic: | |
|--------|
Sisters in Health
Meeting 1: Getting Started

Take-Home Challenge: What I Eat

<table>
<thead>
<tr>
<th>Day</th>
<th>Food</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dinner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack(s)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please bring this challenge sheet to talk about at our next meeting.

Pick one day and record all of the foods that you eat. Also, try to tell how much of each food you eat. For example, at lunch you might eat 2 slices of pizza with green peppers, or at breakfast 1 cup of orange juice. When you’re done, circle all of the fruits and vegetables on your list.
Please share your thoughts and comments.

1. Our meeting today was
   ______ fun and interesting.
   ______ OK, not bad.
   ______ so boring I almost fell asleep (yawn).

2. The food was
   ______ great! I'll make it again.
   ______ OK, not bad.
   ______ not something I care for.

3. The best part of our meeting was

4. It would have been better if

5. Next time, I hope that
## Sisters in Health

*Meeting Planning Sheet*

<table>
<thead>
<tr>
<th>Meeting Title</th>
<th>Warm-Up</th>
<th>Prepare and Taste</th>
<th>Activity</th>
<th>Take-Home Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Getting Started</td>
<td>Welcome and Warm-Up (Introductions)</td>
<td>Dips and Dippers</td>
<td>Our Interests</td>
<td>What I Eat</td>
</tr>
<tr>
<td>2. All about Me</td>
<td>What I Eat (follow-up on Take-Home Challenge)</td>
<td>Vegetables Cooked Different Ways (broccoli and greens)</td>
<td>Plan to Add One</td>
<td>Plan to Add One</td>
</tr>
<tr>
<td>Optional Choices:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4 more meetings)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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*Optional choices can be added to the table as needed for future meetings.*
Sisters in Health
Meeting 2: All about Me

Objectives

Participants will
- become familiar with the recommended number of daily servings and serving sizes for fruits and vegetables.
- use safe food handling practices.
- prepare and enjoy tasting vegetables cooked different ways.
- assess the amount of fruits and vegetables they eat.
- plan to eat at least one more serving of fruits or vegetables each day.

Warm-Up: What I Eat

Place a sheet or two of newsprint in an accessible spot. As participants arrive, ask each one to write down her name and all of the fruits and vegetables she ate as recorded on the sheet “Take-Home Challenge: What I Eat.” Anyone who forgets to bring in a completed challenge sheet can write down the fruits and vegetables eaten during the previous day.

When everyone has arrived, tape up the newsprint sheets, and review them together.

- How many total fruits and vegetables did the entire group eat?
- Who ate the greatest number of servings? (Optional: Give a small prize to the person who ate the greatest number.)
- How many different fruits and vegetables were eaten by the entire group? Emphasize that if one eats a variety of foods it is more likely that one will consume important nutrients.
- Who ate the greatest variety? (Optional: Give a small prize to the person who ate the greatest variety.)
- Which fruits and vegetables were most commonly eaten? Why?
- In what different ways were the same foods prepared?
- Are any of the fruits and vegetables unfamiliar to anyone?
- Which fruits and vegetables might have been locally grown? (Refer to the Northeast Regional Food Guide if you live in the northeastern part of the country.)
- How many servings per day of fruits and vegetables are recommended? (The Northeast Regional Food Guide or the Food Guide Pyramid recommend two to four servings of fruits and three to five servings of vegetables.)
- How much constitutes a serving? (Review recommended serving sizes, and evaluate the serving sizes of the fruits and vegetables participants listed.)

Agenda

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Warm-Up: What I Eat</td>
</tr>
<tr>
<td>40</td>
<td>Prepare and Taste: Vegetables Cooked Different Ways</td>
</tr>
<tr>
<td>20</td>
<td>Activity: Plan to Add One</td>
</tr>
<tr>
<td>10</td>
<td>Take-Home Challenge and Talking Back</td>
</tr>
</tbody>
</table>

Preparation

Bring
- name tags if needed.
- newsprint, markers, and masking tape.
- food and supplies to prepare selected vegetables (see recipes).
- Northeast Regional Food Guide or Food Guide Pyramid (ordering information, page 7).
- props such as glasses and measuring cups to show serving sizes.
- one copy for each participant of —recipes to be prepared.
- sheet “Take-Home Challenge: Plan to Add One.”
- sheet “Talking Back.”
- (optional) small prizes such as fruit or vegetable stickers.
Prepare and Taste: Vegetables Cooked Different Ways

Ask participants to form small groups and ask each group to prepare the same vegetable in a different way. Recipes for preparing fresh broccoli and greens are provided. Locally grown fresh foods may be available depending on the time of year the program is offered. Refer to the Northeast Regional Food Guide to find out when locally grown broccoli and greens are available in your part of the country.

Feel free to use other recipes to cook these vegetables or to select other vegetables to cook. If you use other recipes be sure that they do not add a lot of fat in the form of cream cheese, mayonnaise, butter, or margarine.

Before beginning food preparation, review how to wash hands and work spaces and how to wash or peel vegetables.

When groups are finished, share and talk about the vegetables.

- Which ways did you like the vegetables prepared?
- Would anyone recommend any changes?
- What other seasonings could be added?
- How would cooking methods differ if canned or frozen forms of vegetables were used?

Encourage participants to share their ideas for cooking these vegetables.

Have copies of the recipes for participants who want them.

Activity: Plan to Add One

Have participants work in pairs and distribute the sheet “Take-Home Challenge: Plan to Add One.” Ask participants to review their “Take-Home Challenge: What I Eat” sheets to analyze the fruits and vegetables they ate during one day. Anyone who did not bring in a challenge sheet should use the back of the new challenge sheet to write down all fruits and vegetables eaten the day before. Participants can then determine how many servings of fruits and vegetables they ate.
Encourage each participant to think of a small, specific, simple plan to eat at least one more daily serving of fruits or vegetables. For example, someone might plan to eat a piece of fruit each day with lunch. Start off by giving an example of what you would do.

Participants can review their plans with their partners and record them on the “Take-Home Challenge: Plan to Add One.” If time allows, have participants tell the whole group about their plans.

**Take-Home Challenge: Plan to Add One**

This week's challenge asks participants to try to follow their individual plans to add one fruit or vegetable and to record efforts on the sheet “Take-Home Challenge: Plan to Add One.” Participants should bring their completed challenge sheets to the next meeting.

**Follow-Up on Challenge**

Use this as the warm-up activity at your next meeting.

As participants arrive, ask them privately to score their efforts at following through with the “Take-Home Challenge: Plan to Add One.”

Number of days following plan:

- 0 = better rethink your plan
- 1–3 = you're on your way
- 4–6 = keep up the good work
- 7 = perfection!

When everyone has arrived, review participants' challenge sheets.

- How well did you do at following your plan?
- What made it easier or more difficult?
- What could you do differently?

**Talking Back**

At the close of the meeting, ask participants to take a minute to complete the “Talking Back” evaluation to let you know how they liked this meeting.

Collect name tags if needed for the next meeting.
Plan Next Meeting

Ask for one or two volunteers who are willing to stay for ten minutes to help decide which foods to prepare and to help demonstrate preparation of the foods, if necessary, during the next meeting.

Background

To find out how well they are doing at eating fruits and vegetables, participants can compare what they eat in a typical day with the number of servings recommended for health. Unfortunately, there is much confusion about how much food equals one serving. Before assessing their own diets, participants will learn about serving sizes for fruits and vegetables.

<table>
<thead>
<tr>
<th>Recommended Daily:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3–5 servings vegetables</td>
</tr>
<tr>
<td>2–4 servings fruits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One Serving of Vegetables:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 cup raw leafy vegetables</td>
</tr>
<tr>
<td>1/2 cup other vegetables—cooked or chopped raw</td>
</tr>
<tr>
<td>3/4 cup vegetable juice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One Serving of Fruits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 medium apple, banana, orange</td>
</tr>
<tr>
<td>1/2 cup chopped, cooked, or canned fruit</td>
</tr>
<tr>
<td>3/4 cup fruit juice</td>
</tr>
</tbody>
</table>

After assessing their diets, participants will figure out how to eat one more serving of fruits or vegetables each day. Such plans usually work best when they involve small, specific changes. For example, someone might decide to drink a glass of orange juice for breakfast each day or include carrot or green pepper slices in bag lunches. After making a plan, participants can use their take-home challenge sheets to track their progress.

Vegetable preparation is an important part of this meeting. Working together to prepare and taste vegetables, participants share and strengthen their food preparation skills. Past participants have learned that vegetables are easy to prepare in quick and delicious ways. Many past participants have been pleasantly surprised to find that they liked a greater variety of vegetables than they expected at first.

Although this meeting focuses on preparing fresh vegetables in different ways, it is important to remember that canned and frozen vegetables are often less time-consuming to prepare than fresh ones. The most important message is that it is beneficial to eat more vegetables in any form.
**Steamed Broccoli**

**Ingredients**
- 1/3 head broccoli
- Seasonings (optional): Lemon juice, dill, pepper, salt

**Procedure**

1. Wash broccoli and discard tough ends of lower stems. Cut broccoli into bite-size pieces.
2. Place steamer basket in pan. Add water to about half an inch below steamer basket.
3. Place broccoli in steamer basket. Cover and heat to boiling; reduce heat. Steam until tender, 4–7 minutes.

**Equipment**
- Paring knife
- Cutting board
- Saucepan with lid
- Steamer basket
- Pot holders
- Tableware to serve and taste
Boiled Broccoli

Ingredients
- 1/3 head broccoli
- Seasonings (optional):
  - Lemon juice,
  - dill, pepper, salt

Procedure
1. Wash broccoli and discard tough ends of lower stems. Cut broccoli into bite-size pieces.
2. Place broccoli in pan and add 1 inch of water. Cover and bring to a boil; reduce heat.
3. Boil until tender, about 5–7 minutes. Add seasonings if desired.

Equipment
- Paring knife
- Cutting board
- Saucepan with lid
- Slotted spoon
- Pot holders
- Tableware to serve and taste
## Stir-Fried Broccoli

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/3 head broccoli</td>
<td>1. Wash broccoli and cut into bite-size pieces.</td>
</tr>
<tr>
<td>Garlic clove</td>
<td>2. Peel and chop garlic clove.</td>
</tr>
<tr>
<td>1 tablespoon</td>
<td>3. Heat oil in wok or pan.</td>
</tr>
<tr>
<td>vegetable oil</td>
<td>4. Add garlic and broccoli to hot oil.</td>
</tr>
<tr>
<td>Soy sauce</td>
<td>Stir-fry for about 5 minutes until broccoli is tender. If broccoli starts to burn, reduce heat and add a tablespoon or two of water.</td>
</tr>
<tr>
<td></td>
<td>5. Stir in soy sauce.</td>
</tr>
</tbody>
</table>

### Equipment
- Paring knife
- Cutting board
- Wok or heavy frying pan
- Tablespoon
- Slotted spoon
- Pot holders
- Tableware to serve and taste
Boiled Greens

Ingredients

1 bunch of mustard or turnip greens or kale
Seasonings (optional): black pepper, salt, vinegar, hot sauce

Procedure

1. Soak and rinse greens very well to remove all sand. Remove stems.
2. Put water in a large pot, cover, and heat to boiling.
3. Add greens to water. Cover and boil over medium heat for about 15 minutes or until greens are tender.
4. Cut up greens and serve them with some of the water from the pot (pot liquor). If desired, add seasonings to taste.

Variation:

If desired, add lean cooked ham, Canadian bacon, or split turkey thighs to greens before serving.
Steamed Greens

**Ingredients**
- 1 bunch of mustard or turnip greens or kale
- 1 tablespoon vegetable oil
- Seasonings (optional): black pepper, salt, vinegar, hot sauce

**Procedure**
1. Soak and rinse greens very well to remove all sand. Remove stems. Cut greens into 1-inch strips.
2. **Heat the oil in a large pot.**
3. Add 1/2 cup of water to the pot and bring the water to a boil.
4. Add the greens and stir them.
5. Cover the pot, reduce heat, and steam the greens for about 6 minutes, stirring occasionally, until the greens are just tender but still bright green.
6. If desired, add seasonings to taste.

**Variation:**
If desired, add lean cooked ham, Canadian bacon, or split turkey thighs to greens before serving.

**Equipment**
- Paring knife
- Cutting board
- Large pot with lid
- Measuring spoons
- Large spoon
- Pot holders
- Tableware to serve and taste
**Spicy Greens**

**Ingredients**
- 1 onion
- 1 tablespoon vegetable oil
- 1 bunch of mustard or turnip greens or kale
- 1 teaspoon vinegar (or to taste)
- dash of hot sauce (or to taste)
- salt and black pepper to taste

**Procedure**
1. Peel and chop onion. Sauté onion in vegetable oil in a large skillet on low heat for about 5 minutes, until onion is translucent.
2. Meanwhile, soak and rinse greens very well to remove all sand. Remove and discard large stem ends and coarsely chop the leaves.
3. Add the moist greens to the onions and cook, covered, for about 5 or 6 minutes, stirring occasionally, until the leaves are wilted but still bright green.
4. Stir in vinegar and hot sauce. Add salt and pepper to taste.

**Variation:**
If desired, add lean cooked ham, Canadian bacon, or split turkey thighs to greens before serving.
Take-Home Challenge: Plan to Add One

Review your last week’s “Take-Home Challenge.”
In one day, how many servings did you eat of:

- vegetables
  (number of servings)
- fruits
  (number of servings)

Now, make a plan to add at least one more serving of fruit or vegetable to what you usually eat. Hint: Small, specific changes are easiest to make.

Example: I will eat a piece of fruit with lunch every day.

Write down your plan to add one fruit or vegetable:

My Plan to Add One:

I will: ____________________________________________

________________________

________________________

________________________

________________________

During the week check off the days when you follow your plan. Also note any problems that you have.

___ Sunday
___ Monday
___ Tuesday
___ Wednesday
___ Thursday
___ Friday
___ Saturday

Please bring this challenge sheet to talk about at our next meeting.

Selected Daily:
3–5 servings vegetables
2–4 servings fruits

One Serving of Vegetables:
1 cup raw leafy vegetables
1/2 cup other vegetables—cooked or chopped raw
3/4 cup vegetable juice

One Serving of Fruits:
1 medium apple, banana, orange
1/2 cup chopped, cooked, or canned fruit
3/4 cup fruit juice
Please share your thoughts and comments

1. Our meeting today was
   ______ fun and interesting.
   ______ OK, not bad.
   ______ so boring I almost fell asleep (yawn).

2. The food was
   ______ great! I'll make it again.
   ______ OK, not bad.
   ______ not something I care for.

3. The best part of our meeting was

4. It would have been better if

5. Next time, I hope that
Objectives

Participants will

- prepare and enjoy tasting individual salads.
- use safe food handling practices.
- learn how to read Nutrition Facts on food packages.
- compare nutritional values of different salad ingredients.
- share ideas for preparing and eating salads at home.

Warm-Up

Review and discuss the “Take-Home Challenge” from the last meeting.

Prepare and Taste: Salads

Ask participants to form small groups to wash and cut up ingredients for salad. See the sheets Nutrition Facts (pages 35–41) for ingredients. Use blanks to make Nutrition Facts for any additional salad ingredients.

See the USDA Food and Nutrition Information Center Web site (http://www.nal.usda.gov/fnic/) for information on the nutrient content of many different foods.

Salads can be made from many or just a few ingredients. At a minimum, plan to have spinach and romaine lettuce to compare with iceberg lettuce, as well as two or three other items. Fresh ingredients may be selected depending on seasonal availability and cost. Using canned and drained or frozen and thawed ingredients is another option.

When everyone is ready, set out the ingredients as a salad bar, with each in a separate container. Place a stack of the appropriate Nutrition Facts beside each ingredient. Each person can make a salad, taking a Nutrition Facts sheet for each item she selects.

Activity: Check Out Your Score

While people are eating their salads, explain how to use the Nutrition Facts sheets. Nutrition Facts are normally found only on packaged foods, including fruits and vegetables. The ones created for this activity were based on 1/4 cup servings of most foods. Participants may or may not have taken 1/4 cup portions of each item.

- How many ingredients did you use in your salad?
Meeting A: Scoring with Salad

Which foods in the salad bar are the best sources for vitamin A, vitamin C, calcium, and iron?

Which foods are low in fat? How do the nutrition and taste of the salad dressings differ?

- Which ingredients could have been locally grown? (In you live in the Northeast, refer to the Northeast Regional Food Guide.)
- Which canned or frozen vegetables could have been used in place of fresh?

Encourage participants to share other ideas for making and eating salads at home. What are favorite ingredients? What are some unusual ingredients that taste good? How can other family members help prepare salads?

Distribute packages of fruits and vegetables so participants can examine and compare the Nutrition Facts on the packages.

**Take-Home Challenge: Scrumptious Salad**

Distribute the sheet “Take-Home Challenge: Scrumptious Salad.” This week’s challenge is to prepare a salad at home, using at least one ingredient from List A and one from List C. Participants should record their efforts on the sheet and bring it to the next meeting.

**Follow-Up on Challenge**

Use this as the warm-up activity at your next meeting.

Have the group review their “Take-Home Challenge: Scrumptious Salad” sheets.

- Who used the greatest number of ingredients from List A and List C?
- Were the vegetables in your salads fresh, frozen, or canned?
- Which vegetables were included most often and least often?
  What were some favorite combinations?
- Who used the recipes for salad dressings given on the challenge sheet?
- Did you and your families like the salads?
- Do you have any ideas for shortening preparation times?
Talking Back

At the close of the meeting, ask participants to take a minute to complete the "Talking Back" evaluation to let you know how they liked this meeting.

Collect name tags if needed for the next meeting.

Plan Next Meeting

Ask for one or two volunteers who are willing to stay for ten minutes to help decide which foods to prepare and to help demonstrate preparation of the foods, if necessary, during the next meeting.

Background

Salads can be nutrition boosters, especially when they contain a variety of vegetables and limited amounts of added fat from dressings. Dark green and yellow or orange vegetables such as spinach, broccoli, or carrots are especially high in nutrients that can help prevent cancer and heart disease.

During this meeting participants will prepare individual tossed salads and share ideas for creating a wide variety of delicious salads. Participants will also examine Nutrition Facts to compare the nutritional value of different salad ingredients. Most salad ingredients contribute to a healthful diet, but some are especially beneficial. Turning a ho-hum tossed salad into a nutrition bonanza may be as easy as substituting fresh spinach or romaine lettuce for iceberg lettuce.

The purpose of comparing Nutrition Facts labels is to learn how to read them and get a general sense of the nutritional contribution of different ingredients, not to memorize information about the nutrient content of particular foods.

For more information about how to use Nutrition Facts, see "Understanding Nutrition Facts," page 34.
# Understanding Nutrition Facts

## Nutrition Facts

<table>
<thead>
<tr>
<th>Serving Size</th>
<th>3/4 cup (85g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Servings per Package</td>
<td>Approx. 3 1/2</td>
</tr>
</tbody>
</table>

| Amount Per Serving | Calories: 25 | Calories from Fat: 0 |

<table>
<thead>
<tr>
<th>% Daily Value*</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fat</td>
<td>0g</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>20mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>4g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>2g</td>
</tr>
<tr>
<td>Sugars</td>
<td>1g</td>
</tr>
<tr>
<td>Protein</td>
<td>2g</td>
</tr>
</tbody>
</table>

### % Daily Value

| Vitamin A | 10% | Vitamin C | 60% |
| Calcium | 2% | Iron | 2% |

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

<table>
<thead>
<tr>
<th>Calories:</th>
<th>2,000</th>
<th>2,500</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fat</td>
<td>Less than 65g</td>
<td>80g</td>
</tr>
<tr>
<td>Sat Fat</td>
<td>Less than 20g</td>
<td>25g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>Less than 300mg</td>
<td>300mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>Less than 2,400mg</td>
<td>2,400mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>300g</td>
<td>375g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>25g</td>
<td>30g</td>
</tr>
</tbody>
</table>

### Reference Values

Shows that % Daily Values are based on 2,000 calories a day. These figures can be adjusted, depending on a person's calorie needs.

### Calories per Gram

Shows the calorie value of each gram of fat, carbohydrate, and protein that the food contains.

### Serving Size

Serving sizes are given in both household and metric measures. People may eat more or less of a food than the standard serving size.

### Calories

Gives the calorie content per serving. Allows you to compare the calorie content of similar serving sizes of different foods.

### Nutrition Panel

Nutrients that must be listed on a panel are those most important to the health of people today.

---

Sisters in Health. Division of Nutritional Sciences, Cornell University, Copyright 1999.
### Alfalfa Sprouts Nutrition Facts

**Serving Size**: 1/4 cup

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 3</td>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Calories from Fat 0</td>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Total Fat 0g</td>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Saturated Fat 0g</td>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Cholesterol 0mg</td>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Sodium 1mg</td>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Total Carbohydrate .3g</td>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Dietary Fiber .2g</td>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Sugars</td>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Protein .3 g</td>
<td>% Daily Value*</td>
</tr>
</tbody>
</table>

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

### Broccoli, raw, chopped Nutrition Facts

**Serving Size**: 1/4 cup

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 6</td>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Calories from Fat 1</td>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Total Fat .1g</td>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Saturated Fat 0g</td>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Cholesterol 0mg</td>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Sodium 6mg</td>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Total Carbohydrate 1g</td>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Dietary Fiber 1g</td>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Sugars 2g</td>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Protein .7 g</td>
<td>% Daily Value*</td>
</tr>
</tbody>
</table>

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

### Carrots, raw, sliced Nutrition Facts

**Serving Size**: 1/4 cup

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 16</td>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Calories from Fat 0</td>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Total Fat 0g</td>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Saturated Fat 0g</td>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Cholesterol 0mg</td>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Sodium 13mg</td>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Total Carbohydrate 4g</td>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Dietary Fiber 1g</td>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Sugars 3g</td>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Protein 0 g</td>
<td>% Daily Value*</td>
</tr>
</tbody>
</table>

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

**Nutrition Facts**

**Serving Size**: 1/4 cup

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>6</td>
</tr>
<tr>
<td>Total Fat</td>
<td>0g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>1g</td>
</tr>
<tr>
<td>Sugars</td>
<td>1g</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>0%</td>
</tr>
<tr>
<td>Calcium</td>
<td>1%</td>
</tr>
</tbody>
</table>

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

### Cucumbers, raw, sliced

**Nutrition Facts**

**Serving Size**: 1/4 cup

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>4</td>
</tr>
<tr>
<td>Total Fat</td>
<td>0g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>1g</td>
</tr>
<tr>
<td>Sugars</td>
<td>.6g</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>0%</td>
</tr>
<tr>
<td>Calcium</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

### Green Peppers, raw, chopped

**Nutrition Facts**

**Serving Size**: 1/4 cup

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>7</td>
</tr>
<tr>
<td>Total Fat</td>
<td>.5g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>2g</td>
</tr>
<tr>
<td>Sugars</td>
<td>.7g</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>3%</td>
</tr>
<tr>
<td>Calcium</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

**Nutrition Facts**

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories</th>
<th>Calories from Fat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
<td>0%</td>
</tr>
<tr>
<td>Total Fat</td>
<td>.5g</td>
<td>0%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium</td>
<td>0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>2g</td>
<td>1%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>.4g</td>
<td>2%</td>
</tr>
<tr>
<td>Sugars</td>
<td>.7g</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>0g</td>
<td></td>
</tr>
</tbody>
</table>

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

### Chick peas, canned

**Nutrition Facts**

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories</th>
<th>Calories from Fat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>71</td>
<td>6%</td>
</tr>
<tr>
<td>Total Fat</td>
<td>1g</td>
<td>1%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium</td>
<td>180mg</td>
<td>7%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>14g</td>
<td>5%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>1g</td>
<td>6%</td>
</tr>
<tr>
<td>Sugars</td>
<td>2g</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>3g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Vitamin C</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Calcium</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Iron</td>
<td>1%</td>
<td></td>
</tr>
</tbody>
</table>

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

### Iceberg Lettuce, chopped

**Nutrition Facts**

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories</th>
<th>Calories from Fat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>0%</td>
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<tr>
<td>Total Fat</td>
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<td>Saturated Fat</td>
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<td>0%</td>
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<tr>
<td>Cholesterol</td>
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<tr>
<td>Sodium</td>
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<tr>
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<td>Sugars</td>
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</tbody>
</table>

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.
**Romaine lettuce, chopped**  
**Nutrition Facts**  
**Serving Size** 1/4 cup

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Calories</strong></td>
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<td><strong>Total Fat</strong></td>
</tr>
<tr>
<td><strong>Saturated Fat</strong></td>
</tr>
<tr>
<td><strong>Cholesterol</strong></td>
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<td><strong>Sodium</strong></td>
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<td><strong>Total Carbohydrate</strong></td>
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<td><strong>Dietary Fiber</strong></td>
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<tr>
<td><strong>Sugars</strong></td>
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<tr>
<td><strong>Protein</strong></td>
</tr>
</tbody>
</table>

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

**Spinach, raw, chopped**  
**Nutrition Facts**  
**Serving Size** 1/4 cup

<table>
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<tr>
<th>Amount Per Serving</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calories</strong></td>
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<tr>
<td><strong>Total Fat</strong></td>
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<td><strong>Saturated Fat</strong></td>
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<td><strong>Cholesterol</strong></td>
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<td><strong>Total Carbohydrate</strong></td>
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<td><strong>Dietary Fiber</strong></td>
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<tr>
<td><strong>Sugars</strong></td>
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<tr>
<td><strong>Protein</strong></td>
</tr>
</tbody>
</table>

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

**Tomato, raw, chopped**  
**Nutrition Facts**  
**Serving Size** 1/4 cup

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calories</strong></td>
</tr>
<tr>
<td><strong>Total Fat</strong></td>
</tr>
<tr>
<td><strong>Saturated Fat</strong></td>
</tr>
<tr>
<td><strong>Cholesterol</strong></td>
</tr>
<tr>
<td><strong>Sodium</strong></td>
</tr>
<tr>
<td><strong>Total Carbohydrate</strong></td>
</tr>
<tr>
<td><strong>Dietary Fiber</strong></td>
</tr>
<tr>
<td><strong>Sugars</strong></td>
</tr>
<tr>
<td><strong>Protein</strong></td>
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</tbody>
</table>

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.
<table>
<thead>
<tr>
<th>Cottage Cheese, 1% fat</th>
<th>Cheddar Cheese, grated</th>
<th>Salad Dressing, Italian</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nutrition Facts</strong></td>
<td><strong>Nutrition Facts</strong></td>
<td><strong>Nutrition Facts</strong></td>
</tr>
<tr>
<td>Serving Size: 1/4 cup</td>
<td>Serving Size: 1/4 cup</td>
<td>Serving Size: 1/4 cup</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Amount Per Serving</th>
<th>Amount Per Serving</th>
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</thead>
<tbody>
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<th>% Daily Value*</th>
<th>% Daily Value*</th>
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<td>11%</td>
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<td>Cholesterol: 3mg</td>
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<tr>
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</tr>
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<td>Sodium: 230mg</td>
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<td>10%</td>
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<td>0%</td>
</tr>
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<td>Protein: 7g</td>
<td>Protein: 7g</td>
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* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.
### Salad Dressing
**reduced calorie Italian**

**Nutrition Facts**

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories from Fat</th>
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<tr>
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<td>Saturated Fat .2g</td>
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<tr>
<td>Cholesterol 1mg</td>
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<td>Dietary Fiber 0g</td>
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<tr>
<td>Sugars .6g</td>
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<td>Protein 0g</td>
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### Potato Salad

**Nutrition Facts**

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<th>Amount Per Serving</th>
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<tr>
<td>Sugars</td>
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<tr>
<td>Protein 2g</td>
<td></td>
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</tbody>
</table>

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

*with: egg, mayonnaise, celery, pickle, relish, onion, green pepper, pimento, salt, mustard*
### Nutrition Facts

**Serving Size** cup

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories</th>
<th>Calories from Fat</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Fat</strong></td>
<td>%</td>
<td></td>
<td></td>
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<tr>
<td>Saturated Fat</td>
<td>%</td>
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</tr>
<tr>
<td>Cholesterol</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sodium</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Carbohydrate</td>
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<tr>
<td>Dietary Fiber</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Sugars</td>
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<tr>
<td>Protein</td>
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</table>

*Serves as a source of Key Nutrients*

### Nutrition Facts

**Serving Size** cup

<table>
<thead>
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<th>Amount Per Serving</th>
<th>Calories</th>
<th>Calories from Fat</th>
<th>% Daily Value*</th>
</tr>
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<tbody>
<tr>
<td><strong>Total Fat</strong></td>
<td>%</td>
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<td></td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>%</td>
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</tr>
<tr>
<td>Cholesterol</td>
<td>%</td>
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<tr>
<td>Sodium</td>
<td>%</td>
<td></td>
<td></td>
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<tr>
<td>Total Carbohydrate</td>
<td>%</td>
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<td></td>
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<tr>
<td>Dietary Fiber</td>
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<tr>
<td>Sugars</td>
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<td>Protein</td>
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*Serves as a source of Key Nutrients*

### Nutrition Facts

**Serving Size** cup

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories</th>
<th>Calories from Fat</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Fat</strong></td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>%</td>
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</tr>
<tr>
<td>Cholesterol</td>
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</tr>
<tr>
<td>Sodium</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sugars</td>
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<td></td>
</tr>
<tr>
<td>Protein</td>
<td></td>
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</tbody>
</table>

*Serves as a source of Key Nutrients*
Take-Home Challenge: Scrumptious Salad

Your challenge is to make at least one salad at home this week. Check off all of the foods that you put in the salad.

Please include at least one food from list A (good sources of vitamin A), and at least one food from list C (good sources of vitamin C). Use as many other vegetables as you like. Vegetables may be fresh, canned, or frozen.

**List A**
- bok choy
- broccoli
- carrot
- pepper, sweet red
- pepper, chili
- spinach
- greens (collards, chard, kale, turnip)
- spinach
- lettuce, romaine (not iceberg)
- squash, winter
- sweet potato
- tomato

**List C**
- asparagus
- bok choy
- broccoli
- brussels sprouts
- cabbage
- cauliflower
- greens (collards, chard, kale, turnip)
- spinach
- pepper, red or green sweet
- pepper, chili
- potato
- tomato

**Other Vegetables:**
- beans, green
- beans, garbanzo
- beans, kidney
- corn
- peas, green
- squash, summer
- squash, zucchini

**Other Foods:**

**Dressing:**

**Creamy Low Fat Yogurt Dressing**
- 1/2 cup nonfat yogurt
- 1 tablespoon mayonnaise
- 1 teaspoon mustard
- 1 teaspoon lemon juice
- 1/2 teaspoon sugar
- dash of pepper

1. Combine all ingredients in a small bowl, mixing until well blended.
2. Cover and refrigerate.

Yield: 1/2 cup

**Italian Dressing**
- 1/4 cup vinegar
- 3 tablespoons vegetable oil
- 1/8 teaspoon garlic powder
- 1/8 teaspoon pepper
- 1/2 teaspoon oregano
- 1/4 teaspoon sugar

1. Combine all ingredients in a container with lid; shake to blend thoroughly.
2. Cover and refrigerate.

Yield: 1/2 cup

Variations: Add seasonings such as lemon juice, onion flakes, or mustard.

How did you like the salad? ⭐⭐⭐

Did other family members like it? ⭐⭐⭐

Please bring this challenge sheet to talk about at our next meeting.
Please share your thoughts and comments

1. Our meeting today was
   _______ fun and interesting.
   _______ OK, not bad.
   _______ so boring I almost fell asleep (yawn).

2. The food was
   _______ great! I'll make it again.
   _______ OK, not bad.
   _______ not something I care for.

3. The best part of our meeting was

4. It would have been better if

5. Next time, I hope that
Objectives

Participants will
- prepare and enjoy tasting several quick-to-make toppings for pasta or rice.
- use safe food handling practices.
- share ideas for making delicious meals in minutes.
- discuss ways to decrease time spent preparing meals.

Warm-Up

Review and discuss the “Take-Home Challenge” from the last meeting.

Prepare and Taste: Quick Toppings

Ask participants to form small groups to prepare selected toppings for pasta or rice. Each small group will prepare a different topping to share with the whole group. While participants are preparing their toppings, cook a large pot of pasta or rice. If cooking facilities are limited, you might bring a large pot of cooked rice.

When groups are finished, share the toppings on pasta or rice.
- Which toppings do you prefer?
- Would anyone recommend any changes?
- Have you any ideas to streamline preparation?
- How will other family members like these toppings?
- Which toppings could children help prepare or prepare on their own?
- What else might you serve to make a complete meal?
- What are other meals in minutes that you prepare and enjoy?

Have copies of the recipes for participants who want them.

Agenda

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>(90 Total)</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Warm-Up</td>
</tr>
<tr>
<td>45</td>
<td>Prepare and Taste: Quick Toppings</td>
</tr>
<tr>
<td>15</td>
<td>Activity: Timely Tips</td>
</tr>
<tr>
<td>10</td>
<td>Take-Home Challenge and Talking Back</td>
</tr>
</tbody>
</table>

Preparation

Bring
- name tags if needed.
- food and supplies to prepare and taste selected toppings (see recipes).
- sheet “Timely Tips,” cut apart to make cards.
- one copy for each participant of —recipe(s) to be prepared.
  —sheet “Talking Back.”
Activity: Timely Tips

To prepare for this game copy the sheet “Timely Tips,” cut it apart to make game cards, and mix up the cards.1

Ask participants to form two teams and deal each team an equal number of game cards. Players on each team alternately take turns reading a statement out loud. Encourage discussion about the statements as they are read. Each statement is accompanied by a number, +5 or -5, indicating whether the statement is likely to increase or decrease time needed for food preparation. Keep score for each team. The lower the score the better because the goal is to prepare meals in the shortest possible time. The team with the lower score wins.

When the game is over, challenge participants to come up with more timely tips.

Take-Home Challenge: Quick Toppings

Distribute the sheet “Take-Home Challenge: Quick Toppings.” This week's challenge is to prepare a quick, vegetable-based topping for pasta or rice at home. Encourage participants to use a recipe for a topping prepared at this meeting, try the recipe on the challenge sheet, prepare a favorite topping, or make up a new topping. They should record their efforts and bring the sheet to the next meeting.

Follow-Up on Challenge

Use this as the warm-up activity at your next meeting.

Have the group review participants' “Take-Home Challenge: Quick Toppings” sheets and talk about fast, delicious meals that they prepared during the week.

- What did you prepare?
- Who helped?
- How did you and other members of your family like the dish?
- Have you any ideas for variations?

1 This activity was contributed by Betty Heitmann of Cornell Cooperative Extension in Seneca County.
Talking Back

At the close of the meeting, ask participants to take a minute to complete the "Talking Back" sheet to let you know how they liked this meeting.

Collect name tags if needed for the next meeting.

Plan Next Meeting

Ask for one or two volunteers who are willing to stay for ten minutes to help decide which foods to prepare and to help demonstrate preparation of the foods, if necessary, during the next meeting.

Background

One way for people to add more vegetables to their diets is to incorporate them into quick and tasty main dishes. During this meeting participants will prepare a variety of simple, vegetable-based toppings that can be served over pasta or rice. Possibilities for adding vegetables to toppings are limitless, and flavors can be adapted to appeal to many different tastes.

With a little planning, most people can reduce the amount of time they spend preparing food. During this meeting participants discuss and share ways to make meals in minutes. The basic message is that delicious-tasting fruits and vegetables can be prepared quickly.
**Ratatouille***

**Ingredients**
- 1 medium eggplant
- 1 small zucchini
- 1 medium onion
- 1 tablespoon vegetable oil
- 16 ounce jar salsa (2 cups)
- (optional) grated parmesan cheese and black pepper
- 1 pound pasta or rice

**Procedure**
1. Peel eggplant and wash zucchini. Cut them into 3/4-inch cubes.
2. Chop onion.
3. Heat oil in skillet. Add vegetables and sauté over medium heat for about 10 minutes or until vegetables are soft.
4. Pour in salsa, stir, and simmer covered over low heat for about 10 minutes.
5. Add cheese and pepper to taste if desired.
6. Serve over one pound cooked pasta or rice.

**Yield:** 4–5 servings

*Pronounced Ra ta tooey*
Cheesy Broccoli

**Ingredients**
- 2 garlic cloves
- 2 tablespoons vegetable oil
- 2 10-ounce packages frozen chopped broccoli; thawed and drained
- 1 cup chicken broth
- 1 teaspoon dried basil
- 2 cups nonfat cottage cheese
- 1/2 cup grated parmesan cheese
- pepper to taste
- 1 pound pasta or rice

**Procedure**
1. Peel and mince garlic.
2. Heat oil in skillet, and sauté garlic and broccoli for 5 minutes, stirring.
3. Add broth, basil, cheeses, and pepper. Stir together over low heat for about 2 minutes.
4. Toss with 1 pound cooked pasta or rice.

**Yield:** 4–5 servings

**Equipment**
- Paring knife
- Cutting board
- Large skillet
- Large spoon
- Measuring cups and spoons
- Can opener
- Pot holders
- Large covered pot to cook pasta or rice
- Strainer
- Tableware to serve and eat
Turkey Meat Sauce

Ingredients

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1 tablespoon</td>
</tr>
<tr>
<td>1/2 pound ground turkey</td>
<td></td>
</tr>
<tr>
<td>1 green bell pepper</td>
<td></td>
</tr>
<tr>
<td>1 large onion</td>
<td></td>
</tr>
<tr>
<td>2 cloves garlic</td>
<td></td>
</tr>
<tr>
<td>1 28-ounce can of whole tomatoes</td>
<td></td>
</tr>
<tr>
<td>1/2–1 teaspoon dry oregano</td>
<td></td>
</tr>
<tr>
<td>1/2 teaspoon black pepper</td>
<td></td>
</tr>
<tr>
<td>1 6-ounce can tomato paste</td>
<td></td>
</tr>
<tr>
<td>1 pound pasta or rice</td>
<td></td>
</tr>
</tbody>
</table>

Procedure

1. Put oil in skillet, heat. Add turkey and cook, stirring occasionally, for about 5 minutes. Drain off fat.

2. Wash and chop green pepper. Peel and chop onion. Peel and mince garlic.

3. Add green pepper, onion, and garlic to turkey. Stir and cook for another 5 minutes.

4. Chop tomatoes and add them, including their juice, to the turkey mixture. Add oregano and black pepper. Simmer covered for about 15 minutes, stirring occasionally.

5. Remove cover, stir in tomato paste, and simmer for about 10 more minutes, stirring often.

6. Serve over 1 pound cooked pasta or rice.

Variation:

For smoother sauce substitute crushed canned tomatoes for whole canned tomatoes.

Yield: 4-5 servings
# Tomato Plus

## Ingredients
- 1 large carrot
- 1 green bell pepper
- 1 large onion
- 2 cloves garlic
- 1 tablespoon vegetable oil
- 1 28-ounce can crushed tomatoes
- 1/2 teaspoon oregano
- 1 pound pasta or rice

## Procedure
1. Peel and chop carrot. Wash and chop green pepper. Peel and chop onion. Peel and mince garlic cloves.
2. Sauté carrot, green pepper, onion, and garlic in vegetable oil for about 5 minutes.
3. Add crushed tomatoes and oregano. Simmer, uncovered, stirring occasionally, for about 20 minutes.
4. Serve over 1 pound cooked pasta or rice.

**Yield:** 4–5 servings

## Equipment
- Vegetable peeler
- Paring knife
- Cutting board
- Saucepan
- Measuring spoons
- Can opener
- Pot holders
- Large covered pot to cook pasta or rice
- Strainer
- Tableware to serve and eat
## Timely Tips

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great! I can whip up this pasta sauce in just 20 minutes. (-5)</td>
<td>I’ll save these leftover vegetables for our salad tomorrow night. (-5)</td>
</tr>
<tr>
<td>Let’s have a one dish meal—tamale pie—using the chili I made yesterday. (-5)</td>
<td>This looks like a quick and easy recipe—only five ingredients and we have them all. (-5)</td>
</tr>
<tr>
<td>I can’t find my measuring cup, and the large pot I use for spaghetti is missing. (+5)</td>
<td>I give my kids special helper jobs like setting the table and peeling carrots. (-5)</td>
</tr>
<tr>
<td>Oops! I can’t make this recipe. We’re all out of eggs. (+5)</td>
<td>Oh, no! I left my grocery list at home and don’t remember what I need! (+5)</td>
</tr>
<tr>
<td>Sure am glad I have plenty of canned fruit on the shelf. The kids really like it for dessert. (-5)</td>
<td>I don’t want anybody helping me in the kitchen or setting the table. I’ll do it all myself. (+5)</td>
</tr>
<tr>
<td>This recipe in the newspaper looks great. I’ll check to see what ingredients I need and add them to my grocery list. (-5)</td>
<td>I’m all out of potatoes. Good thing I keep my shopping list right here on the refrigerator. (-5)</td>
</tr>
<tr>
<td>I’m in the mood to cook. I’ll make a double recipe of spinach lasagna and freeze half of it to use next week. (-5)</td>
<td>Spaghetti sauce is on sale this week. I’ll buy several jars to keep on hand. (-5)</td>
</tr>
<tr>
<td>What’s that bad smell in the refrigerator? Guess I’ll have to throw out these leftovers. (+5)</td>
<td>Oh dear, everyone is hungry and I don’t know what to fix. Guess I’d better run to the store. (+5)</td>
</tr>
<tr>
<td>I keep bags of cut-up carrots, celery, and broccoli in the refrigerator. They’re great for quick snacks, salads, or stir-fry. (-5)</td>
<td>On my shopping list, I put all the fruits and vegetables together so that I’ll remember them when I’m in that part of the store. (-5)</td>
</tr>
</tbody>
</table>
Take-Home Challenge: Quick Toppings

Your challenge is to make a topping for spaghetti, other pasta, or rice at home. Please try to include at least two different vegetables.

You could
- use one of the recipes from our last meeting,
- try out the recipe on this sheet,
- use one of your favorite recipes, or
- make up a new recipe.

Name of your topping: ____________________________

- What ingredients did you use to make your topping?

- How long did it take to prepare?

- How did you like it? ☻ ☻ ☻ ☻

- How did other family members like it? ☻ ☻ ☻ ☻

Confetti Veggie Macaroni

Veggie Macaroni
In large bowl, mix together
- 1/2 pound macaroni, cooked and drained
- 1 cup mixed frozen vegetables, thawed
- 1 tomato, chopped
- 2 slices American cheese, cut in thin strips
- 1/2 small onion, chopped
- 1/4 cup low-fat Italian dressing

To serve:
Sprinkle a spoonful of confetti mixture over each serving of macaroni.

Yield: 4–5 servings

Confetti Topping
In small bowl, mix together
- 2 tablespoons parmesan cheese
- 1 teaspoon dried parsley
- 1/8 teaspoon garlic powder
- 1/4 teaspoon dried basil

Please bring this challenge sheet to talk about at our next meeting.
About Meeting: Beat the Clock with Meals in Minutes

Please share your thoughts and comments

1. Our meeting today was
   __________ fun and interesting.
   __________ OK, not bad.
   __________ so boring I almost fell asleep (yawn).

2. The food was
   __________ great! I'll make it again.
   __________ OK, not bad.
   __________ not something I care for.

3. The best part of our meeting was

4. It would have been better if

5. Next time, I hope that
Objectives

Participants will
- prepare and enjoy tasting a dish that children usually like.
- use safe food handling practices.
- share ideas for encouraging children to eat vegetables.
- distinguish areas of responsibility around feeding and eating.

Warm-Up

Review and discuss the “Take-Home Challenge” from the last meeting.

Prepare and Taste: Kid-Friendly Recipes

Ask participants to form small groups to prepare selected recipes. Each group might prepare a different recipe for all to share, or all groups might prepare the same recipe. When groups are finished, share the food.
- Would anyone recommend any changes?
- Are there any ideas to streamline preparation?
- What other vegetables could be included in these recipes?
- What canned or frozen vegetables could be substituted for fresh?
- How could children help with preparation?

Have copies of the recipes for participants who want them.

Activity: Round Robin: Kids and Vegetables

Hang up a sheet of newsprint on which to record responses, then ask participants to take turns completing the following sentences:

- The biggest challenge in getting kids to eat vegetables is
- My greatest success in getting kids to eat vegetables is

Encourage participants to build on each others’ ideas. To stimulate discussion, you might ask how they learned about vegetables as children, whether adult family members eat vegetables, how children are involved in food preparation at home, and whether children prefer vegetables prepared in certain ways.
Throughout this discussion it is important to differentiate areas of responsibility around feeding and eating. Parents are responsible for bringing food into the home and making it available to children. Children are responsible for deciding whether to eat particular foods. Forcing or pressuring children to eat is unproductive and can cause serious negative reactions.

**Take-Home Challenge: Kids and Vegetables**

Distribute the sheet “Take-Home Challenge: Kids and Vegetables.” Ask participants to think of a particular child and to write down what they think are the child’s favorite vegetables. During the week, each participant should ask the child what vegetables he or she likes and how he or she likes them prepared.

Participants should also select and write down one of the ideas shared by another participant to encourage kids to eat vegetables, then try the idea at home.

**Follow-Up on Challenge**

Use this as the warm-up activity at your next meeting.

As a group, review participants’ sheets “Take-Home Challenge: Kids and Vegetables.”

- Did you and the child agree on what are his or her favorite vegetables?
- Was anyone surprised by what you found?
- What were children’s favorite ways to eat vegetables?
- What prevents children from eating more vegetables?
- How did you encourage a child to eat vegetables?
- How did the child react?

**Talking Back**

At the close of the meeting, ask participants to take a minute to complete the “Talking Back” evaluation to let you know how they liked this meeting.

Collect name tags if needed for the next meeting.
Plan Next Meeting

Ask for one or two volunteers who are willing to stay for ten minutes to help decide which foods to prepare and to help demonstrate preparation of the foods, if necessary, during the next meeting.

Background

Many parents say that they have difficulty getting children to eat vegetables. When discussing this issue, it is important to distinguish areas of responsibility concerning feeding and eating. Parents are responsible for presenting foods to children, whereas children are responsible for deciding whether they will eat particular foods.

Parents may be able to accommodate a child’s likes and dislikes by serving vegetables in ways that children prefer. For example, they might serve raw carrot sticks instead of cooked carrots. Or they might top a well-liked main dish, such as pizza, with a vegetable such as green peppers. Sometimes children are more likely to eat food that they have helped to prepare. Parents can invite children to help peel or grate vegetables, measure ingredients, or mix foods together.

During this meeting participants will prepare “kid-friendly” recipes that include vegetables. Participants will also share tips for encouraging children to eat vegetables.
Mini Veggie Pizzas

**Ingredients**

- 5 English muffins (or bagels)
- 1 small zucchini
- 1 green or red bell pepper
- 8-ounce package part-skim mozzarella cheese
- 8-ounce can of tomato sauce
- 1/2 teaspoon dry oregano

**Procedure**

1. Slice English muffins in half. Place them on a baking sheet, and toast lightly in oven or toaster oven.
2. Wash zucchini and bell pepper. Grate zucchini. Chop pepper into small pieces.
3. Grate mozzarella cheese.
4. Top each muffin half with 1 tablespoon of tomato sauce. Add grated zucchini, chopped pepper, and grated cheese. Sprinkle with oregano.
5. Broil in oven until cheese is melted (about 2 minutes).

*Yield: 10 pizza muffins*

## Frittata

### Ingredients
- 5 eggs
- 3 cups chopped vegetables (any combination of leftover cooked, canned drained, or frozen thawed)
- 1/2 cup grated parmesan cheese (or other cheese)
- 1/4 teaspoon garlic powder
- black pepper to taste
- 1 tablespoon butter or margarine

### Procedure
1. Break the eggs into the bowl, and beat with a fork until blended.
2. Stir the vegetables, parmesan cheese, garlic powder, and black pepper into the beaten eggs.
3. Turn on an oven broiler (optional).
4. Melt the butter or margarine in the skillet over medium heat.
5. As soon as the butter begins to foam, add the egg mixture. Reduce heat to very low.
6. When the eggs have mostly set and thickened (about 5 minutes) and only the surface is runny, place the skillet under a broiler for a few seconds or place a cover on the skillet to finish cooking the top.
7. As soon as the surface of the egg mixture sets, remove the skillet from the heat, and use a spatula to slice the frittata into wedges like pizza to serve.

**Yield:** 6–8 servings

### Equipment
- Large mixing bowl
- Fork
- Measuring cups and spoons
- Large skillet with non-stick surface and cover
- Spatula
- Pot holders
- Tableware to serve and eat
Sisters in Health

Recipes for Meeting C: Kids and Vegetables

Equipment
- Can opener
- Colander
- Paring knife
- Cutting board
- Large saucepan
- Measuring spoons
- Large spoon
- Cheese grater
- Pot holders
- Tableware to serve and taste

Corny Chili

**Ingredients**
- 2 15-ounce cans kidney or black beans
- 1 medium onion
- 1 tablespoon vegetable oil
- 2 teaspoons chili powder
- 1/4 teaspoon garlic powder
- 1 15-ounce can diced tomatoes
- 2 tablespoons tomato paste
- 1 10-ounce package frozen corn kernels
- 8-ounce package cheddar cheese
- hot sauce (optional)

**Procedure**
1. Place beans in a colander and rinse with water.
2. Peel onion and chop into small pieces.
3. Add onion and oil to saucepan. Cook over low heat for about 5 minutes, stirring occasionally.
4. Stir in chili powder and garlic powder. Cook for 1 minute.
5. Add beans, tomatoes, tomato paste, and corn. Simmer uncovered on medium low heat for about 15 minutes.
7. Sprinkle cheese over individual servings and add hot sauce to taste.

Yield: 6–8 servings
Vegetable Wraps

**Ingredients**
- 8 flour tortillas
- 10-ounce package frozen corn kernels
- 4 carrots
- 1 green or red bell pepper
- 1/4 head cabbage
- 1 scallion
- 6 ounces cheddar cheese
- 3 tablespoons low-fat salad dressing

**Procedure**
1. Wrap the stack of tortillas in aluminum foil and heat in 350-degree oven for 5 minutes.
2. Thaw corn in saucepan on burner or in bowl in microwave. Let cool.
3. Peel and grate carrots.
4. Wash and chop bell pepper.
5. Wash cabbage. Slice enough into thin strips to make 2 cups.
6. Wash and chop scallion into small pieces.
7. Mix all vegetables and cheddar cheese together in large bowl with low-fat salad dressing.
8. Place a spoonful of the vegetable mixture on a warmed tortilla and roll it up.

**Variations:**
- Substitute frozen, chopped broccoli, drained and thawed, for corn.
- Substitute red cabbage or romaine lettuce for green cabbage.
- Omit tortilla, and stuff vegetable mixture in a pita pocket bread.
- Substitute feta, Swiss, or part-skim mozzarella cheese for cheddar.

**Yield:** 8 tortillas

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Sisters in Health
Meeting C: Kids and Vegetables

Take-Home Challenge: Kids and Vegetables

A. Write down what you think a particular child will say when asked to list his or her 3 favorite vegetables. Then ask the child and write down what he or she says.

<table>
<thead>
<tr>
<th>My Ideas—Child’s Favorite Vegetables</th>
<th>Child Says—Favorite Vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

B. Try an idea suggested at our last meeting to encourage children to eat vegetables.

- What idea did you try?
- How well did it work?

Here’s a recipe to try at home.

**Family Baked Potato Bar**

All family members can help with this easy meal. Try the suggested toppings, or make up your own.

- 2 large baking potatoes
- Ingredients for the toppings of your choice.

1. Preheat oven to 400 degrees.
2. Scrub the potatoes with warm water. Pierce each potato with a fork.
3. Bake the potatoes for about 1 hour.*
4. Allow the potatoes to cool for about 10 minutes.
5. Slice each potato in half lengthwise. Squeeze the potatoes to loosen the insides. Use a fork to mash the insides lightly, and make a well in the center of each half.
6. Fill each well with 1/2 cup of any topping.

* To bake in a microwave oven, pierce 2 potatoes with a fork, then cook on high for about 7 minutes. Remove them from the microwave, wrap them in a clean terry cloth towel, and let them stand for 5 to 10 minutes.

**Toppings**

- Mixture of 1 cup low-fat yogurt and 1 cup cooked, chopped broccoli.
- Mixture of 1 cup baked beans and 1/4 cup shredded, part-skim mozzarella cheese.
- Mixture of 1 cup thick tomato sauce and 1/4 cup shredded, part-skim mozzarella cheese and a dash of oregano.

Yield: 4 servings

Please bring this challenge sheet to talk about at our next meeting.
Please share your thoughts and comments

1. Our meeting today was
   ______ fun and interesting.
   ______ OK, not bad.
   ______ so boring I almost fell asleep (yawn).

2. The food was
   ______ great! I'll make it again.
   ______ OK, not bad.
   ______ not something I care for.

3. The best part of our meeting was

4. It would have been better if

5. Next time, I hope that
**Objectives**

Participants will

- prepare and enjoy tasting fruit salads and dip.
- use safe food handling practices.
- become familiar with the recommended number of daily servings and serving sizes for fruits.
- come up with ideas about how to eat more fruit.

**Warm-Up**

Review and discuss the “Take-Home Challenge” from the last meeting.

**Prepare and Taste: Fruit Salad**

Ask participants to form small groups and have each group prepare a different fruit salad or dip to share. Before beginning, review safe handling practices for fruits.

When everyone is ready, taste the salads and dip and have a person from each group describe the preparation.

- How do you like the fruit salads and dip?
- What other fruits could be included or substituted?
- What dark yellow or orange fruits could be used to increase the nutritional value?
- How could you involve children in helping?
- What can you do to keep the cost of fruit salad low?
- Which fruits are locally grown or in season?

If time allows, compare the Nutrition Facts parts of labels on cans of fruit packed in heavy syrup, in light syrup, and in juice. Then open the cans and taste the fruits. How do the nutrients and taste differ?

Have copies of the recipes for participants who want them.

---

**Agenda**

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Warm-Up</td>
</tr>
<tr>
<td>40</td>
<td>Prepare and Taste: Fruit Salad</td>
</tr>
<tr>
<td>20</td>
<td>Activity: Fruit, 26 Ways</td>
</tr>
<tr>
<td>10</td>
<td>Take-Home Challenge and Talking Back</td>
</tr>
</tbody>
</table>

---

**Preparation**

Bring

- name tags if needed.
- food and supplies to prepare and taste fruit salads (see recipes).
- (optional) cans of fruit packed in heavy syrup, in light syrup, and in juice.
- ***Food Guide Pyramid or Northeast Regional Food Guide*** (ordering information, page 7).
- props, such as glasses and measuring cups, to show serving sizes.
- newsprint, markers, and masking tape.
- one copy for each participant of:
  - sheet “Take-Home Challenge: Enjoy Fruit Anytime.”
  - sheet “Talking Back.”

---
Activity: Fruit, 26 Ways

Use the *Food Guide Pyramid* or the *Northeast Regional Food Guide* to review the recommendations for consuming at least two servings of fruits every day. Use any props that would be helpful to review serving sizes for fruits.

<table>
<thead>
<tr>
<th>Recommended Daily:</th>
<th>3–5 servings vegetables</th>
<th>2–4 servings fruits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One Serving of Vegetables:</strong></td>
<td>1 cup raw leafy vegetables</td>
<td>1/2 cup other vegetables—cooked or chopped raw</td>
</tr>
<tr>
<td></td>
<td>3/4 cup vegetable juice</td>
<td></td>
</tr>
<tr>
<td><strong>One Serving of Fruits:</strong></td>
<td>1 medium apple, banana, orange</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/2 cup chopped, cooked, or canned fruit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/4 cup fruit juice</td>
<td></td>
</tr>
</tbody>
</table>

Ask participants to form two teams and have teams sit in different corners of the room. Give each team sheets of newsprint and markers. One person on each team will act as recorder. Challenge teams to brainstorm ideas for eating fruit, each idea starting with a different letter of the alphabet. As an example, for the letter A someone might say, “Apple in bag lunch,” or “Apricots in fruit salad,” or “Applesauce for dessert.” Encourage participants to think about ways to

- eat fruit at home, in restaurants, in take-along lunches.
- encourage children to eat fruit.
- keep fruit fresh until eaten.
- add fruits to other foods.

Give each team time to try to list an idea for each letter of the alphabet. Then bring the teams together and compare lists.

Take-Home Challenge: Enjoy Fruit Anytime

Distribute the sheet “Take-Home Challenge: Enjoy Fruit Anytime.” This week’s challenge is for participants to eat at least two servings of fruit each day for a week and to record their efforts. They can report back at the next meeting.
Follow-Up on Challenge

As a group, review participants' sheets “Take-Home Challenge: Enjoy Fruit Anytime.”

- Discuss successes and challenges in eating fruit every day.
- How many participants were able to do so?
- What were any problems? How could you solve the problems?
- What fruits are good buys at this time of year?

Talking Back

At the close of the meeting, ask participants to take a minute to complete the “Talking Back” evaluation to let you know how they liked this meeting.

Collect name tags if needed for the next meeting.

Plan Next Meeting

Ask for one or two volunteers who are willing to stay for ten minutes to help decide which foods to prepare and to demonstrate preparation of the foods, if necessary, during the next meeting.
Background

Fresh fruits are tasty fast foods. They are sweet, juicy, and conveniently packaged in their skins, ready to wash and go. Fruits are also a nutritional plus, providing many nutrients, especially vitamins A and C and fiber.

Although the availability and cost of fresh fruits vary by season and region of the country, canned and dried fruits are available year-round. Canned fruit packed in its own juice has fewer calories than fruit packed in sugary syrup, but even fruit canned in heavy syrup provides important nutrients.

Although fruit is delicious and nutritious, many people eat fewer than the recommended number of at least two servings per day. According to a United States Department of Agriculture survey, in 1994 fewer than half the women surveyed had eaten even one piece of fruit on the previous day. Obviously, many people should eat more fruit. During this meeting, participants will make fruit salads and dip and talk about ways to eat different fruits.
## Fast Fruit Salad

**Ingredients**
- 2 apples
- 2 bananas
- 2 oranges
- 1 small can of pineapple chunks

**Procedure**
1. Wash apples, remove cores, and chop them into pieces.
2. Peel and slice bananas.
3. Peel and chop oranges.
4. Mix all fruits in large bowl.

**Variations:**
- Try different combinations of fresh or canned fruits.
- Omit pineapple, and mix fruit with 1/2 cup of frozen lemonade concentrate.

**Yield:** 6–8 servings

---

### Equipment
- Paring knife
- Cutting board
- Can opener
- Large bowl
- Large spoon
- Tableware to serve and taste
Equipment

- Paring knife
- Cutting board
- Can opener
- Colander
- Small bowl
- Measuring spoons
- Large bowl
- Large spoon
- Tableware to serve and taste

Dressed-Up Fruit Salad

Ingredients

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 apples</td>
<td>2 bananas</td>
</tr>
<tr>
<td>2 oranges</td>
<td>1 small can of pineapple chunks</td>
</tr>
<tr>
<td>1 8-ounce carton of vanilla yogurt</td>
<td></td>
</tr>
</tbody>
</table>

Procedure

1. Wash apples, remove cores, and chop them into pieces.
2. Peel and slice bananas.
3. Peel and chop oranges into pieces.
4. Drain pineapple in colander. Save juice in small bowl.
5. Measure 2 tablespoons of saved pineapple juice and stir into yogurt.
6. Mix apples, bananas, oranges, and pineapple together in large bowl. Stir in the yogurt and pineapple juice mixture. Mix well.

Variations:

- Try different combinations of fresh or canned fruits.
- Substitute lemon yogurt for vanilla yogurt.

Yield: 6-8 servings

### Fruit Cobbler Crunch

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 16-ounce cans of peaches, plums, apricots, or a combination of these (canned in juice)</td>
<td>1. Drain fruit and place in large bowl.</td>
</tr>
<tr>
<td>3/4 cup low-fat granola</td>
<td>2. Place granola in small bowl.</td>
</tr>
<tr>
<td>2 8-ounce cartons of vanilla yogurt</td>
<td>3. To serve, top a spoonful of fruit with a spoonful of yogurt, a small spoonful of granola, and a sprinkling of cinnamon.</td>
</tr>
<tr>
<td>cinnamon</td>
<td>Variations:</td>
</tr>
<tr>
<td></td>
<td>- Substitute 12 pieces of chopped fresh fruit for canned fruit.</td>
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<tr>
<td></td>
<td>- Substitute crumbled graham crackers or vanilla wafers for low-fat granola.</td>
</tr>
</tbody>
</table>

**Yield:** 8–10 servings

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**Equipment**
- Can opener
- Colander
- Large bowl
- Measuring cups and spoons
- Small bowl
- 3 large spoons
- Tableware to serve and eat

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Sisters in Health
Recipes for Meeting D: Easier Than Pie: Enjoy Fruit Anytime

**Equipment**
- Measuring spoons
- Bowl
- Large spoon
- Tableware to serve and taste

---

**Dip for Fruit**

**Ingredients**
- 2 tablespoons peanut butter
- 1 8-ounce carton of low-fat vanilla yogurt
- (optional) cinnamon

**Fruits to dip:**
- apples, peaches,
- grapes, strawberries,
- pears, or others

**Yield:** varies, depending on amount of fruit

**Procedure**
1. Mix together peanut butter and yogurt. Sprinkle with cinnamon if desired.
2. Cut up fruits to eat with dip.

Recipe adapted from a recipe contributed by Cornell Cooperative Extension of Seneca County.
Sisters in Health

Meeting D: Easier Than Pie: Enjoy Fruit Anytime

Take-Home Challenge: Enjoy Fruit Anytime

... Remember ...

Recommended Daily:
2–4 servings of fruits

One Serving of Fruits:
1 medium apple, banana, orange
1/2 cup of chopped, cooked, or canned fruit
3/4 cup fruit juice

Your challenge this week is to eat 2 servings of fruit every day.
Write down the fruits you eat, and enjoy!

Fruits I Ate

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Sunday</td>
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<tr>
<td>Saturday</td>
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</table>

Try this recipe at home.

Icy Bananas

Procedure
1. Grease a baking sheet.
2. Peel a banana and cut crosswise into 4 or 5 slices.
3. Place slices on baking sheet. Freeze for about an hour.
4. Eat the slices like mini-popsicles.

Variations:
Freeze melon pieces, blueberries, or grapes.

Please bring this challenge sheet to talk about at our next meeting.
Talking Back

About Meeting: Easier than Pie: Enjoy Fruit Anytime

Please share your thoughts and comments

1. Our meeting today was
   ______ fun and interesting.
   ______ OK, not bad.
   ______ so boring I almost fell asleep (yawn).

2. The food was
   ______ great! I'll make it again.
   ______ OK, not bad.
   ______ not something I care for.

3. The best part of our meeting was

4. It would have been better if

5. Next time, I hope that
Instead of visiting a grocery store, participants might want to visit a farmer's market or cooperative store. If so, make up “Super Shopper Cards” appropriate for that location.

Objectives

Participants will
- become familiar with and use unit prices and Nutrition Facts and ingredients lists on food labels.
- compare the quality and cost of fruits and vegetables in a grocery store.
- use grocery store fliers to identify good buys on fruits and vegetables.

Warm-Up

If time and space allow, quickly review the “Take-Home Challenge” from the last meeting.

Activity: Walk and Talk Tour

Before starting the tour, point out to participants the Nutrition Facts and ingredients listed on a can of vegetables or fruit and explain how to use them. Also explain how to use the unit price labels on store shelves.

Then hand out a different super shopper card and a pencil to each pair of participants. Give everyone about five minutes to answer the questions on the cards and return to a central location. As the whole group tours different areas of the store, participants can share questions and answers from their super shopper cards.

The tour should focus especially on areas of the store with fresh, canned, and frozen fruits and vegetables. There may also be time to examine dry fruits and vegetables and bottled fruit and vegetable juices. Look around each area and talk about the different foods.

- Which items appear to be of good quality and reasonable cost?
- What else do you consider when deciding which fruits and vegetables to buy? (time, convenience, likes and dislikes, storage space)
- How do your purchases of fruits and vegetables vary throughout the year?

Agenda

<table>
<thead>
<tr>
<th>Minutes</th>
<th>(90 Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Warm-Up</td>
</tr>
<tr>
<td>70</td>
<td>Activity: Walk and Talk Tour</td>
</tr>
<tr>
<td>10</td>
<td>Take-Home Challenge and Talking Back</td>
</tr>
</tbody>
</table>

Preparation

Make arrangements to tour a grocery store. You might lead the tour yourself or ask someone else to lead it. Some stores offer free or low-cost tours. Ask the tour guide to focus on sections of the store where fruit and vegetables are available.

You might want to arrange for everyone to meet at the grocery store. Encourage car pooling.

Bring
- a can of vegetables or fruit that has Nutrition Facts and an ingredients list on the label.
- sheets “Super Shopper Cards,” cut apart as cards, and pencils.
- grocery sale fliers (or make sure that fliers are available at the store you visit).
- one copy for each participant of:
  - sheet “Take-Home Challenge: Smart Shopping with Fliers.”
  - sheet “Talking Back.”
Take-Home Challenge: Smart Shopping with Fliers

Distribute sale fliers from a grocery store and the sheet “Take-Home Challenge: Smart Shopping with Fliers.” This week’s challenge is to examine a grocery store flier, looking for good buys on fruits and vegetables. Participants can record which vegetables and fruits shown in the flier look like good buys and report their findings at the next meeting.

Follow-Up on Challenge

Use this as the warm-up activity at your next meeting.

Review participants’ “Take-Home Challenge: Smart Shopping with Fliers” sheets.

- Which vegetables and fruits were good buys? Why?
- What do you consider when deciding what is a good buy?
- How do you use grocery store fliers when you shop?

Talking Back

At the close of the meeting, ask participants to take a minute to complete the “Talking Back” evaluation to let you know how they liked this meeting.

Collect name tags if needed for the next meeting.

Plan Next Meeting

Ask for one or two volunteers who are willing to stay for ten minutes to help decide which foods to prepare and to help demonstrate preparation of the foods, if necessary, during the next meeting.
Background

Touring a grocery store is a fun way to learn about a variety of fruits and vegetables in fresh, frozen, and canned forms. Using unit prices and Nutrition Facts and ingredients lists on labels, participants can compare the cost and nutritional quality of different foods.

Unit Prices on shelves indicate the cost of a standard amount of a particular product. Customers can compare the cost per pound of different brands or different sized containers of foods.

Nutrition Facts on food labels list the nutrients provided by a standard serving of the food. Customers can compare the % Daily Value for several nutrients and see how a serving of the food fits in the overall daily diet. Higher percentages mean a serving contains greater amounts of nutrients. For more information about Nutrition Facts, see “Understanding Nutrition Facts,” page 34.

The Ingredients section on food labels lists all ingredients contained in the product, from greatest to least. The first ingredient listed is present in the greatest amount, and so on. Customers can read ingredients lists to find out whether similar products contain the same ingredients in similar proportions.

Because Nutrition Facts and ingredients lists appear only on package labels, they cannot be used to compare fresh, unpackaged fruits and vegetables.
### Super Shopper Cards

(Copy and cut apart)

<table>
<thead>
<tr>
<th>Fresh Fruits and Vegetables</th>
<th>Canned Vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare two different fresh fruits—apples and oranges or apples and pears.</td>
<td>Compare canned whole kernel corn with canned creamed corn.</td>
</tr>
<tr>
<td>Which is less expensive per pound?</td>
<td>Which has a lower % Daily Value for total fat per serving?</td>
</tr>
<tr>
<td>About how many pieces of fruit are there in a pound?</td>
<td>Which can of whole kernel corn has the lowest unit price?</td>
</tr>
<tr>
<td>Which fruit looks like a good buy at this time of year?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fresh Fruits and Vegetables</th>
<th>Frozen Vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many different kinds of fresh potatoes are available?</td>
<td>Compare the labels on frozen green beans and frozen carrots.</td>
</tr>
<tr>
<td>Which potatoes are the least expensive per pound?</td>
<td>Which has a higher % Daily Value for vitamin A?</td>
</tr>
<tr>
<td>About how many of the least expensive kind of potatoes are there in a pound?</td>
<td>Which package of frozen carrots has the lowest unit price?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Canned Fruits</th>
<th>Frozen Vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare several sized cans and brands of peaches.</td>
<td>Compare the % Daily Value labels for several different vegetables.</td>
</tr>
<tr>
<td>What are any differences in % Daily Value for vitamin A?</td>
<td>What vegetables have 10% or more of vitamin A in one serving?</td>
</tr>
<tr>
<td>Which peaches have the least added sugar?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Canned Vegetables</th>
<th>Bottled Fruit Juices and Drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>For which brands of mixed canned vegetables are the greatest variety of vegetables listed as ingredients?</td>
<td>Compare the labels on orange juice and orange drink.</td>
</tr>
<tr>
<td>In a brand with the greatest variety, what is the % Daily Value for vitamins A and C?</td>
<td>What are any differences in the % Daily Value for vitamin C?</td>
</tr>
<tr>
<td></td>
<td>Are there any differences in ingredients?</td>
</tr>
</tbody>
</table>
Take-Home Challenge: Smart Shopping with Fliers

Your challenge this week is to look over a sale flier from a grocery store and to try to find at least two good buys in fruits or vegetables.

To decide whether or not a fruit or vegetable is a good buy for you, consider whether

- the cost of the food is reasonable.
- the quality of the food is good at this time of year.
- you and your family like the food.
- you know how to prepare the food.
- you have room to store the food at home.

Try this recipe at home.

**Colorful Coleslaw**

- 5 medium carrots, shredded
- 1/4 small head red cabbage, shredded (about 2 cups)
- 6-ounce container lemon or orange low-fat yogurt

1. Mix together the shredded carrots, cabbage and yogurt.
2. Serve immediately.

**Yield:** About 4 cups

---

### Good Buys

<table>
<thead>
<tr>
<th>Fruit or Vegetable</th>
<th>Cost</th>
<th>Usual Cost</th>
<th>Why is it a good buy for you?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please bring this challenge sheet to talk about at our next meeting.

Sisters in Health, Division of Nutritional Sciences, Cornell University, Copyright 1999.
Talking Back
About Meeting: Smart Shopper's Grocery Store Tour

Please share your thoughts and comments

1. Our meeting today was
   _______ fun and interesting.
   _______ OK, not bad.
   _______ so boring I almost fell asleep (yawn).

2. The best part of our meeting was

3. It would have been better if

4. Next time, I hope that
Objectives

Participants will
- prepare and enjoy tasting potato salads.
- use safe food handling practices.
- share ideas about adding fruits and vegetables to meals and recipes.
- share ideas about decreasing fat in meals and recipes.

Warm-Up

Review the “Take-Home Challenge” from the last meeting.

Prepare and Taste: Potato Salads

Explain that participants will prepare some “better than ever” potato salads using recipes that add vegetables and cut fat. The Dietary Guidelines for Americans advise eating more fruits and vegetables and less fat.

Distribute copies of the sheet “Ingredients for Ho-Hum High-Fat Potato Salad.” Talk about the recipe and ask for suggestions about adding vegetables and subtracting fat. (Suggestions may include adding vegetables in many different ways and subtracting fat by using less mayonnaise, low- or nonfat mayonnaise, yogurt-based dressing, or other low-fat dressing.)

Then ask participants to form small groups and have each group prepare one of the “better than ever” potato salads to share.

When everyone is ready, taste the potato salads.
- How do you like them?
- How do they compare to other potato salads you have tasted?
- How have these recipes added extra vegetables or subtracted fat?
- How will other family members like these recipes?
- How could other family members help with preparation?

Have copies of the recipes for participants who want them.

Agenda

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Warm-Up</td>
</tr>
<tr>
<td>45</td>
<td>Prepare and Taste: Potato Salads</td>
</tr>
<tr>
<td>15</td>
<td>Activity: Adding and Subtracting</td>
</tr>
<tr>
<td>10</td>
<td>Take-Home Challenge and Talking Back</td>
</tr>
</tbody>
</table>

Preparation

Bring
- name tags if needed.
- food and supplies to prepare and taste selected recipes (see recipes).
- sheet “Adding and Subtracting,” cut apart as cards, and bowl.
- one copy for each participant of sheet “Ingredients for Ho-Hum High-Fat Potato Salad.”
- sheet “Take-Home Challenge: My Own Makeover.”
- sheet “Talking Back.”
Activity: Adding and Subtracting

To prepare for this game, copy the sheet “Adding and Subtracting,” cut it in strips, and mix the strips in a bowl.

Remind participants that two ways to make over meals and recipes to make them more healthy are to add fruits and vegetables and to subtract fat. Sources of fat include butter, margarine, oil, and mayonnaise that may be added during cooking or as a topping.

Participants will listen to statements about food preparation that involve adding fruits and vegetables and subtracting fat. Each person can take a turn drawing a slip of paper from the bowl and reading the statement aloud. All participants should then physically place themselves along an imaginary line that runs across the room. Standing at one end of the line indicates strong agreement with the statement; standing at the other end of the line indicates strong disagreement. Standing at points in between indicates relative agreement or disagreement. Encourage participants to discuss the statements as they are read.

Take-Home Challenge: My Own Makeover

Distribute the sheet “Take-Home Challenge: My Own Makeover.” This week’s challenge is to change a way of preparing food by adding a fruit or vegetable or subtracting fat. Participants should record their changes on the sheet and bring it to talk about at the next meeting.

Follow-Up on Challenge

Use this as the warm-up activity at your next meeting.

As a group, review participants’ sheets “Take-Home Challenge: My Own Makeover.”

- How did you change your recipe?
- How easy or difficult was it to make the change?
- How did you like the change?
- How did other members of your family like the change?
Talking Back

At the close of the meeting, ask participants to take a minute to complete the “Talking Back” evaluation to let you know how they liked this meeting.

Collect name tags if needed for the next meeting.

Plan Next Meeting

Ask for one or two volunteers who are willing to stay for ten minutes to help decide which foods to prepare and to help demonstrate preparation of the foods, if necessary, during the next meeting.

Background

Among other recommendations, the Dietary Guidelines for Americans advise eating more fruits and vegetables and less fat. During this meeting participants will try making lower-fat versions of traditional potato salads. By making a few healthy adjustments, it is possible to keep the flavor of meals and recipes while adding fruits or vegetables and subtracting fat.

Participants will also discuss some general guidelines for adding fruits and vegetables and subtracting fat from meals and recipes.
Compare Cost, Quality, and Taste

Ingredients

6 medium potatoes, cooked and chopped
2 stalks celery, chopped
1 small onion, chopped
4 hard-cooked eggs, chopped
1 1/2 cups mayonnaise
1 teaspoon prepared mustard
1 tablespoon vinegar
salt and pepper

How could you change this potato salad to

Add Vegetables? Subtract Fat?
Potato Salad Deluxe

**Ingredients**
- 6 medium boiling potatoes
- 1/2 green pepper
- 1/2 small mild onion
- 1/2 cup plain nonfat yogurt
- 1 tablespoon mayonnaise
- 1 teaspoon prepared mustard
- 1 teaspoon lemon juice
- 10-ounce package frozen corn kernels
- Salt and pepper to taste

**Procedure**
1. Fill saucepan half full of water; bring to a boil.
2. Peel potatoes (optional) and cut into 3/4-inch chunks. Add to boiling water and cook until tender (about 10 minutes).
3. While potatoes cook, wash and chop green pepper and peel and chop onion.
4. In small bowl, mix together yogurt, mayonnaise, mustard, and lemon juice.
5. When potatoes are done, drain them in colander and place them in large bowl. Add corn kernels and stir together.
6. When corn kernels are thawed, mix in green pepper and onion.
7. Add yogurt mixture to potato mixture and mix well. Add salt and pepper to taste.
8. Eat immediately, or cover and refrigerate to blend flavors.

**Variation:**
- Substitute frozen peas or frozen chopped broccoli for corn.
- Substitute red pepper for green pepper.
- Add 2 tablespoons chopped mild chili peppers.

*Yield: 6 servings*
Potato Salad Supreme

### Ingredients
- 6 medium boiling potatoes
- 3 medium celery sticks
- 2 medium carrots
- 1/2 small mild onion
- 1/2 cup plain nonfat yogurt
- 2 tablespoons reduced calorie mayonnaise
together
- 1 teaspoon prepared mustard
- Salt and pepper to taste

### Procedure
1. Fill saucepan half full of water; bring to a boil.
2. Peel potatoes (optional) and cut into 3/4-inch chunks. Add to boiling water and cook until tender (about 10 minutes).
3. While potatoes cook, peel and chop celery, carrots, and onion.
4. In small bowl, mix together yogurt, mayonnaise, and mustard.
5. When potatoes are done, drain them and place them in a large bowl. Add celery, carrots, and onion and stir together.
6. Add yogurt mixture to potato mixture and mix well. Add salt and pepper to taste.
7. Eat immediately, or cover and refrigerate to blend flavors.

### Variation:
- Substitute red or green chopped pepper for carrots.
- Add 2 tablespoons chopped radishes.

Yield: 6 servings
### Adding and Subtracting

<table>
<thead>
<tr>
<th>I drink skim milk instead of whole milk.</th>
<th>I use less oil than recipes call for.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I add extra canned or frozen vegetables to canned soups.</td>
<td>I eat 2 or 3 different fruits or vegetables at each meal.</td>
</tr>
<tr>
<td>I add extra vegetables to sauces, stews, and casseroles.</td>
<td>I look for good buys on fresh fruits and vegetables.</td>
</tr>
<tr>
<td>I eat at least 3 servings of vegetables every day.</td>
<td>I keep canned or frozen vegetables on hand to serve with meals.</td>
</tr>
<tr>
<td>I keep fresh fruits available for snacks.</td>
<td>I bake chicken instead of frying it.</td>
</tr>
<tr>
<td>I eat at least 2 servings of fruits every day.</td>
<td>I keep cut-up vegetables in the refrigerator for a snack.</td>
</tr>
<tr>
<td>I use less mayonnaise than recipes call for.</td>
<td>I drain fat from cooked hamburger before adding other ingredients.</td>
</tr>
<tr>
<td>I buy low-fat salad dressings.</td>
<td>I make delicious meals without meat.</td>
</tr>
<tr>
<td>I add lots of different vegetables to salads.</td>
<td>I make stir-fry dishes with mostly vegetables and just a little meat.</td>
</tr>
<tr>
<td>I use more beans than meat when I make chili.</td>
<td>I remove the skin from chicken before I cook it.</td>
</tr>
<tr>
<td>I use spinach or other dark-colored greens in salads.</td>
<td>I keep canned fruit on hand for desserts.</td>
</tr>
</tbody>
</table>
Sisters in Health
Meeting F: Marvelous Makeovers: Meals and Recipes

Take Home Challenge: My Own Makeover

Your challenge this week is to change one of your recipes by adding fruits or vegetables or subtracting fat.

Hints for subtracting fat

- Use less oil, margarine, butter, lard, dressings, or mayonnaise.
- Broil, bake, stir-fry, steam, or microwave rather than fry foods.
- Substitute skim milk for whole milk.
- Use low-fat or nonfat dressings.
- Substitute nonfat or low-fat yogurt or cheese for regular yogurt or cheese.
- Reduce amount of meat in recipes.
- Increase amounts of pasta, rice, fruits, or vegetables in recipes.

Write your recipe here:

Then show any changes you made to add fruits and vegetables or subtract fat.

How did you like the changes?

How did other family members like the changes?

Please bring this challenge sheet to talk about at our next meeting.
Talking Back

About Meeting: Marvelous Makeovers: Meals and Recipes

Please share your thoughts and comments

1. Our meeting today was
   ______ fun and interesting.
   ______ OK, not bad.
   ______ so boring I almost fell asleep (yawn).

2. The food was
   ______ great! I'll make it again.
   ______ OK, not bad.
   ______ not something I care for.

3. The best part of our meeting was

4. It would have been better if

5. Next time, I hope that
Objectives

Participants will
- compare fruit juices and drinks for nutrients, cost, and taste.
- become familiar with the recommended number of daily servings and serving sizes for fruits.
- evaluate the variety of fruits and vegetables available at local restaurants.
- share ideas about how to eat more fruits and vegetables when eating out.

Warm-Up

Review and discuss the “Take-Home Challenge” from the last meeting.

Prepare and Taste: Fruit Juices and Drinks

Using the Northeast Regional Food Guide or the Food Guide Pyramid, review the recommendations for consuming at least two servings of fruits every day. Emphasize that 3/4 cup of fruit juice is equivalent to one serving of fruit.

<table>
<thead>
<tr>
<th>Recommended Daily:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3–5 servings vegetables</td>
</tr>
<tr>
<td>2–4 servings fruits</td>
</tr>
</tbody>
</table>

One Serving of Vegetables:
- 1 cup raw leafy vegetables
- 1/2 cup other vegetables—cooked or chopped raw
- 3/4 cup vegetable juice

One Serving of Fruits:
- 1 medium apple, banana, orange
- 1/2 cup chopped, cooked, or canned fruit
- 3/4 cup fruit juice

Distribute the sheet “Compare Fruit Juices and Drinks” and pass around unopened containers of fruit juices and drinks for participants to examine. Work through the sheet with them, asking for input along the way. You will need to supply the costs for the containers of juices or drinks as purchased.

For a food to be considered a good source of a nutrient, it must provide at least 10% Daily Value per serving. Most fruit juices and drinks are good sources of vitamin C. Some juices are also good sources of calcium, vitamin A, iron, potassium, thiamin, riboflavin, niacin, or folic acid. The Nutrition Facts part of food labels must list the % Daily Value for vitamins C and A, calcium, and iron. Listings for other nutrients are optional.
Juices and drinks may be more or less convenient to prepare and serve depending on how they are packaged. They may also have different storage requirements. Convenience and storage requirements sometimes affect purchasing decisions.

After examining the labels on containers, participants can prepare and taste samples of the juices and drinks. Then they can complete the section of the sheet titled “My Personal Ratings” and discuss the different beverages.

**Activity: Rating Local Restaurants**

Distribute the sheet “Rating Local Restaurants.” Ask participants to work in pairs and give each pair a menu from a local restaurant. They should look over the restaurant menus for fruits and vegetables, including fruits and vegetables that are part of other dishes (for example, pizza with mushrooms and peppers), and record what they find.

When they have finished examining their menus, pull the whole group together to talk about the menus.

- How many eat at each of the different restaurants?
- How many times per week do you usually eat out?
- What fruits and vegetables are available at the restaurants? (Have pairs report on their restaurants.)
- Which restaurants offer the best assortment of fruits and vegetables?
- What other local restaurants offer a good selection of fruits and vegetables?
- What are good ideas for eating more fruits and vegetables when eating out?

**Take-Home Challenge: Eating Out**

Distribute the sheet “Take-Home Challenge: Eating Out.” This week’s challenge is to order a fruit or vegetable when eating out or to pack a fruit or vegetable when taking along lunch. Participants can record their efforts and report back at the next meeting.
Follow-Up on Challenge

Use this as the warm-up activity at your next meeting.

As a group, review participants' sheets “Take-Home Challenge: Eating Out.”

- What restaurants did you eat at this week?
- What fruits (including juices) or vegetables did you eat there?
- If you took along your lunch, what fruits (including juices) or vegetables did you pack?
- Describe any difficulties that you experienced in ordering or taking along fruits and vegetables.

Talking Back

At the close of the meeting, ask participants to take a minute to complete the “Talking Back” sheet to let you know how they liked this meeting.

Collect name tags if needed for the next meeting.

Plan Next Meeting

Ask for one or two volunteers who are willing to stay for ten minutes to help decide which foods to prepare or to help demonstrate preparation of the foods, if necessary, during the next meeting.
Americans eat many meals away from home, which sometimes makes it more challenging to eat the recommended amounts of fruits and vegetables. One way for people to increase fruit and vegetable consumption when eating out is to purchase or take along fruit juices. Another way is to make an effort to select fruits and vegetables at restaurants or to take them along in bag lunches or as snacks.

During this meeting participants will compare different fruit juices and drinks for nutrients, cost, and taste. Labels on the beverages offer much nutrition information, including the percent of juice contained in the beverage and the % Daily Value of nutrients provided by the beverage. Only beverages that are 100 percent fruit juice can be labeled “juice.” Other fruit beverages must be labeled “beverage,” “punch,” “drink,” or “cocktail.”

The Nutrition Facts section on the label shows the % Daily Value of certain nutrients contributed by one serving of the beverage. Participants may be surprised that comparable amounts of nutrients may be found in many fruit juices and drinks.

During this meeting participants will also examine menus from local restaurants to determine which ones offer the best variety of fruits and vegetables and will discuss how to take along vegetables and fruits in bag lunches or as snacks.
Compare Fruit Juices and Drinks

<table>
<thead>
<tr>
<th>Name of Beverage</th>
<th>Cost as Purchased</th>
<th>Cost for 8-ounce Serving</th>
<th>% Vitamin C in a Serving</th>
<th>Equipment to Prepare</th>
<th>Storage Requirements</th>
<th>Taste</th>
</tr>
</thead>
</table>

My Personal Ratings:
- Best source(s) of vitamin C:
- Least expensive per 8-ounce serving:
- Most convenient to store and prepare:
- Best taste:
- My personal preferences:
Rating Local Restaurants

Check out one restaurant menu and list all of the fruits and vegetables that you find. Remember that fruits and vegetables may be combined with other foods.

Name of Restaurant: ________________________________

<table>
<thead>
<tr>
<th>Fruits</th>
<th>Vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Talk about all of the restaurant menus that people in the group checked. Which restaurant offers the greatest number of fruits and vegetables? Give that restaurant a "five apple" award. Then, rate the two next best restaurants.

<table>
<thead>
<tr>
<th>Apple</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ratings</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Take-Home Challenge: Eating Out

This week your challenge is to eat fruits or vegetables when eating away from home.
Please complete Part A or Part B.

<table>
<thead>
<tr>
<th>A. If you eat at a restaurant or have a take-out meal, order at least one fruit or vegetable (other than iceberg lettuce).</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Name of Restaurant ________________________________________</td>
</tr>
</tbody>
</table>
| • Day of Week/ Time of Day ___________________________________
| • What did you eat? __________________________________________|
| • Circle all fruits and vegetables.                           |

<table>
<thead>
<tr>
<th>B. If you take your lunch, pack at least one fruit or vegetable (other than iceberg lettuce).</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Where did you take your lunch? __________________________________________________________</td>
</tr>
<tr>
<td>• Day of Week/ Time of Day _____________________________________________________________</td>
</tr>
<tr>
<td>• What did you eat? ______________________________________________________________________</td>
</tr>
<tr>
<td>• Circle all fruits and vegetables.</td>
</tr>
</tbody>
</table>

Please bring this challenge sheet to talk about at our next meeting.

Sisters in Health, Division of Nutritional Sciences, Cornell University, Copyright 1999.
Please share your thoughts and comments

1. Our meeting today was
   ______ fun and interesting.
   ______ OK, not bad.
   ______ so boring I almost fell asleep (yawn).

2. The best part of our meeting was

3. It would have been better if

4. Next time, I hope that
Sisters in Health
Meeting H: Super Soup Surprise

If this topic is selected, plan to schedule it as a final celebration. At the previous meeting, discuss what ingredients participants can contribute to make a “surprise soup.” Because the ingredients may vary, the taste of the soup will be a surprise. Pass around the sheet “Sign Up for Super Soup Surprise” and ask participants to sign up to bring something. It is not necessary to bring all of the foods on the list, and it is fine to bring foods that are not listed.

Plan to bring the soup base of hamburger and bouillon yourself. You might also provide a loaf or two of bread. The addition of a beverage and fruit for dessert will make this a complete meal.

Alternatives: Instead of surprise soup, participants could prepare a surprise salad or stir-fry. If they opt for one of these, make an appropriate sign-up sheet.

Another alternative is for each participant to bring in a favorite vegetable- or fruit-based dish to contribute to a luncheon. This would be an opportunity to highlight special recipes that reflect family or cultural heritage.

Objectives

Participants will
• prepare and enjoy tasting delicious vegetable soup.
• use safe food handling practices.
• classify ingredients in the soup according to categories outlined by the Food Guide Pyramid.

Warm-Up

Review and discuss the “Take-Home Challenge” from the last meeting.

Prepare and Taste: Super Soup Surprise

The soup will vary depending on what foods participants bring. If the group is large, they might divide ingredients into two pots to reduce the amount of time needed for cooking.

Ask for one or two participants to take charge of the soup pot, stirring to make sure the soup doesn’t burn. Others can wash and prepare the foods that they brought and add them to the pot.

As the soup simmers, move on to the next activity.

When the soup is ready, have everyone help herself to a bowl. Review the ingredients that were included in the soup.
How does it taste?
• Do you recommend any changes?
• What ingredients could be substituted?
• Which ingredients are available locally at this time of year?
  How could family members help with preparation?
• How could you modify this soup to make it at home?

Activity: A Pyramid of Soup

Tape up the newsprint sheet with an outline of the *Food Guide Pyramid* and give each participant a small sticky note and a pencil. They can write the names of the ingredients that they added to the soup and attach the sticky notes to the proper area on the *Food Guide Pyramid*.

In which food groups do the soup ingredients belong?
• Which, if any, food groups are not represented?
• How does soup contribute to daily recommendations for eating fruits and vegetables?
• What kinds of soups do you and your family enjoy at home?
• What are any ideas to increase the amount of vegetables in other soups that you like?

Talking Back

At the close of the meeting, ask participants to take a minute to complete the “Talking Back” evaluation to let you know how they liked this meeting.

Background

For this meeting, participants contribute ingredients, mostly vegetables, to prepare a surprise soup. Adding a variety of vegetables to soups, whether homemade or canned, is an excellent way to increase consumption of vegetables. By comparing the ingredients in the soup to the recommendations on the *Food Guide Pyramid*, participants will see how vegetable soup contributes to a healthy diet. They will also discover that it is possible to make a delicious soup using a variety of ingredients they may have on hand.
### Sign up for Super Soup Surprise

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 pound lean ground beef or turkey</td>
<td></td>
</tr>
<tr>
<td>2 28-ounce cans of whole tomatoes</td>
<td></td>
</tr>
<tr>
<td>2 tablespoons of instant dry bouillon (beef, chicken, or vegetable)</td>
<td></td>
</tr>
<tr>
<td>2 medium carrots</td>
<td></td>
</tr>
<tr>
<td>1 medium stalk of celery</td>
<td></td>
</tr>
<tr>
<td>2 large onions</td>
<td></td>
</tr>
<tr>
<td>2 garlic cloves</td>
<td></td>
</tr>
<tr>
<td>1 small zucchini</td>
<td></td>
</tr>
<tr>
<td>1 large potato</td>
<td></td>
</tr>
<tr>
<td>1/4 head cabbage</td>
<td></td>
</tr>
<tr>
<td>1 10-ounce box of frozen corn or 1 8-ounce can of corn, drained</td>
<td></td>
</tr>
<tr>
<td>1 10-ounce box of frozen green beans or 1 8-ounce can of beans, drained</td>
<td></td>
</tr>
<tr>
<td>1 8-ounce can of kidney beans</td>
<td></td>
</tr>
<tr>
<td>other vegetable</td>
<td></td>
</tr>
<tr>
<td>1 cup of uncooked elbow macaroni or rice</td>
<td></td>
</tr>
<tr>
<td>1 teaspoon dry oregano</td>
<td></td>
</tr>
<tr>
<td>1/2 teaspoon dry basil</td>
<td></td>
</tr>
<tr>
<td>salt and black pepper</td>
<td></td>
</tr>
<tr>
<td>1/2 cup grated parmesan cheese</td>
<td></td>
</tr>
</tbody>
</table>
General Directions for Super Soup Surprise

**Super Soup Surprise**

**Ingredients**

1 pound lean ground beef or turkey
2 large onions. Peel and chop.
2 garlic cloves. Peel and mince.
2 28-ounce cans whole tomatoes, undrained. Break up tomatoes with a fork.
2 tablespoons instant dry bouillon (beef, chicken, or vegetable)
8-10 cups water, depending on amount of vegetables
2 medium carrots. Peel and chop or shred.
1 medium stalk celery. Wash and chop.
1 small zucchini. Wash and chop.
1 large potato. Peel and chop.
1/4 head cabbage. Wash and shred.
10-ounce box of frozen corn or 8-ounce can of corn, drained
10-ounce box of frozen green beans or 8-ounce can of green beans, drained
8-ounce can of kidney beans
1 cup uncooked elbow macaroni or rice
1 teaspoon dry oregano
1/2 teaspoon dry basil
salt and pepper
1/2 cup parmesan cheese. Grate cheese if necessary.

**Procedure**

1. Cook ground beef or turkey, onions, and garlic in large pot until beef is brown. Stir to break up chunks. Drain fat.
2. Stir in remaining ingredients except parmesan cheese together with 3–6 cups of water. (Add more water if necessary.)
3. Simmer for about 30 minutes until vegetables are tender.
4. Stir in the parmesan cheese. Add salt and pepper and additional oregano or basil to taste.

**Equipment**

- Paring knives
- Cutting boards
- Large spoons
- Large soup pot or two pots
- Can opener
- Measuring spoons and cups
- Vegetable peeler
- Vegetable grater
- Tableware to serve and eat

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Talking Back

About Meeting: Super Soup Surprise

Please share your thoughts and comments

1. Our meeting today was
   ______ fun and interesting.
   ______ OK, not bad.
   ______ so boring I almost fell asleep (yawn).

2. The food was
   ______ great! I'll make it again.
   ______ OK, not bad.
   ______ not something I care for.

3. The best part of our meeting was

4. It would have been better if

5. Next time, I hope that
Sisters in Health

Pre-Program Survey

We are delighted that you will be attending our program and hope you will find it fun and useful. To help us evaluate "Sisters in Health," we would like you to answer a few questions. It should only take 10 minutes. If you have any questions, feel free to ask.

So that we can match up your comments from before and after the program, please give us your birthdate: Month_____ Day_____ Year_______.

Today's date: Month_____ Day_____ Year_______.

County: ____________________

Thank you for your help!
Sisters in Health  
*Pre-Program Survey*

1. The following questions relate to how often you eat fruits and vegetables. Please fill in only **one** of the four blanks for each item.

   a) I drink fruit juice such as orange, grapefruit, or tomato  
      ___ times per day, ___/week, ___/month, or ___/year.

   b) I eat fruit, not counting juice  
      ___ times per day, ___/week, ___/month, or ___/year.

   c) I eat green salad  
      ___ times per day, ___/week, ___/month, or ___/year.

   d) I eat potatoes not including french fries, fried potatoes, or potato chips  
      ___ times per day, ___/week, ___/month, or ___/year.

   e) I eat carrots  
      ___ times per day, ___/week, ___/month, or ___/year.

   f) I eat vegetables not counting carrots, potatoes, or salad  
      ___ times per day, ___/week, ___/month, or ___/year.

2. The next few questions ask about preparing vegetables. Please circle whether you **strongly agree, agree, disagree, or strongly disagree**.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) I think fresh vegetables are easy to prepare.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>b) Fresh vegetables often spoil before I can use them.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>c) I can tell if a fresh vegetable is of good quality.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>d) I know how to prepare vegetables so they taste delicious.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>e) My family likes the way I prepare vegetables.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>f) I have enough time to prepare vegetables as often as I want to eat them.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
</tr>
</tbody>
</table>

   When I prepare vegetables they usually turn out the way I expected.
   
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
</tr>
</tbody>
</table>
Sisters in Health
Pre-Program Survey

3. The following questions are about servings of vegetables. Please fill in the blanks.

a) For good health, how many servings of fruits and vegetables should people eat every day?

b) How many servings of fruits and vegetables do you think you eat every day?

c) How sure are you that you can eat the recommended number of servings of fruits and vegetables each day? (Please circle)

   Very sure
   Somewhat sure
   Not sure
   I couldn’t

4. We’d like to know something about you and your family.

a) What is your work situation? (Please circle)

   Working
   Retired
   Unemployed
   Student
   Homemaker

b) How much education have you completed? (Please circle)

   Some high school or less
   High school graduate
   Beyond high school

c) Including you, how many adults over the age of 18 live in your household?

---

d) Are there children living with you now? (Please circle)

   Yes/No

   If so, how many?

   What are their ages?

---

e) Are you female or male? (Please circle)

   Female
   Male

---

5. Is there anything you would like to add?
Sisters in Health is an active educational program to encourage women to eat more fruits and vegetables.

During six 90-minute meetings, Sisters in Health emphasizes
- preparing and enjoying delicious food.
- practicing skills.
  - supporting one another.
- making choices.
- having fun.

Comments from participants:

“The best part of our meetings was working as a group and trying new things.”

“I really feel proud that I am eating more fruits and vegetables than I ever did before.”

“I never liked broccoli before I started this class. Now I buy it every week and eat it many different ways.”

Comments from facilitators:

“Participants liked being able to choose topics and what foods they would prepare.”

“Recipes were simple and used ingredients that were not out of the ordinary. Even those who didn’t think they would like the foods did try them and liked them.”

“The program was easy to implement because lesson plans and recipes were ready to go, but had flexibility.”

Sisters in Health is designed especially for women who are returning to work or school and are enrolled in community and nutrition education programs.