



United States Department of Agriculture



Team Nutrition Cooks!
**Corn and
Zucchini
Pancakes**



Corn and Zucchini Pancakes

Quick Start Guide

Total Time for Activity: 35 minutes

Serving Size: 2 pancakes

Crediting Information: 2 pancakes provide $\frac{3}{4}$ cup vegetable, 1 oz. eq. meat/meat alternate, and $1\frac{1}{4}$ servings/oz. eq. grain.

❶ Ingredients List

- ___ medium-sized zucchini, grated
- ___ cup(s) corn
- ___ large egg(s)
- ___ cup(s) whole-wheat flour
- ___ teaspoon(s) salt
- ___ teaspoon(s) baking powder
- ___ scallions, chopped
- ___ tablespoon(s) oil, any kind

Optional, for topping

- plain low-fat yogurt
- salsa
- herbs

Use the **Ingredient Conversion Chart** to figure out the amount of ingredients you will need for your group size. Fill in the ingredients list with the amounts you need, such as “3 large eggs” or “3 scallions.”

Ingredient Conversion Chart

	6 people	12 people	18 people
Zucchini	3	6	9
Corn	$1\frac{1}{2}$ cups	3 cups	$4\frac{1}{2}$ cups
Eggs	3	6	9
Whole-wheat flour	1 cup	2 cups	3 cups
Salt	$\frac{1}{4}$ tsp	$\frac{1}{2}$ tsp	$\frac{3}{4}$ tsp
Baking powder	$\frac{1}{2}$ tsp	1 tsp	$1\frac{1}{2}$ tsp
Scallions	3	6	9
Oil	$1\frac{1}{2}$ tbsp	3 tbsp	$4\frac{1}{2}$ tbsp

❷ Safety Tips

- ✓ Wash everything that raw eggs touch with hot soapy water.
- ✓ Use pot holders, not towels, when moving a hot skillet, pan, or lid. Towels can catch on fire.
- ✓ When cooking, stand a safe distance from the pan and pour oil slowly.

❸ Supplies

- ___ cutting board(s)
- ___ butter knife/knives
- ___ whisk(s) or fork(s)
- ___ small bowl(s)
- ___ medium bowl(s)
- ___ measuring spoon(s)
- ___ measuring cup(s)
- ___ heatproof spatula(s)
- ___ can opener(s)
- ___ box grater(s)
- ___ large bowl(s)
- ___ mixing spoon(s)
- ___ colander(s)/strainer(s)
- ___ chef's knife
- ___ large non-stick skillet(s)
- ___ kitchen timer
- ___ pot holder(s)
- ___ serving plate(s)
- ___ serving utensil(s)
- ___ plate(s)
- ___ napkin(s)
- ___ utensil(s)

Amount needed of each item will depend on the size of your group and the layout of your room. See page 84 for details.

❹ Instructions for Program Operators

1. Have adults and children wash his or her hands with soap and water.
2. Place the grated zucchini, corn, and whisked eggs in the large bowl and mix well.
3. Add the flour, salt, baking powder, and scallions and mix well.
4. Put the skillet on the stove and turn the heat to medium. When the skillet is hot, add the oil.
5. Use a $\frac{1}{4}$ -cup measuring cup to scoop the mixture from the bowl and spread it into a flat circle on the skillet. Repeat to fill the skillet, leaving some space between pancakes.
6. Cook the pancakes until bottoms are golden, about 5 minutes. Turn the pancakes over and cook for 5 more minutes.
7. Repeat with the remaining mixture. Serve the pancakes.



Corn and Zucchini Pancakes

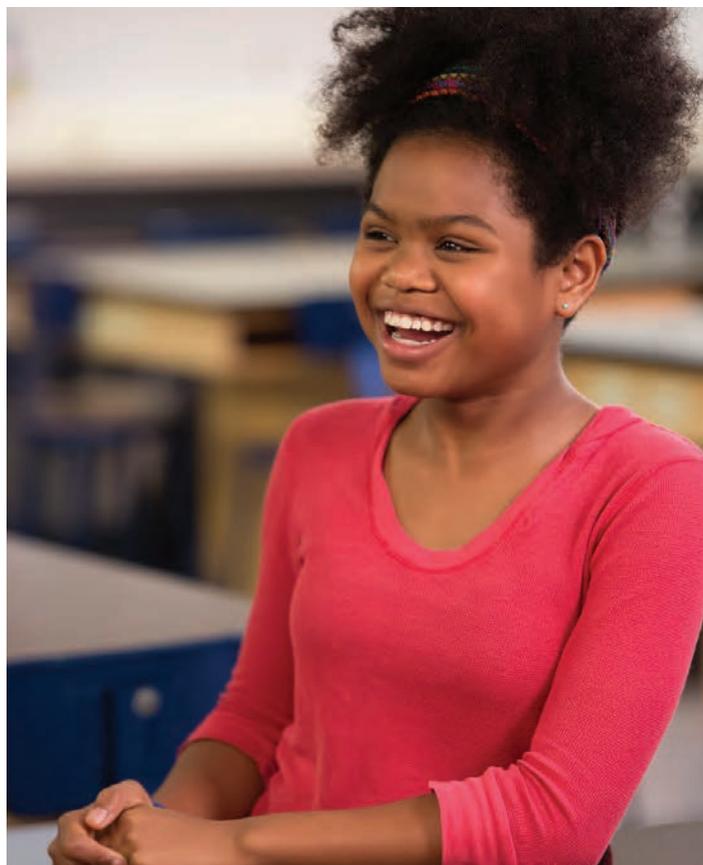
Activity Guide

All About Corn and Zucchini Pancakes

These savory, veggie-filled pancakes add a fresh twist to traditional breakfast pancakes while getting kids excited about learning, cooking, and trying new flavors and foods!

Overview

Remember that the *Team Nutrition Cooks!* recipes can be made in any order, and recipes can be made over a period of days, weeks, or the entire year. Each *Team Nutrition Cooks!* session is meant for children ages 8 to 12 years old, and takes about 1 hour of preparation time and 1½ hours to complete. Each recipe also has a Family Handout that the children can use during and after the cooking activity to learn about healthy foods and practice their cooking skills. There is also a short video that shows the cooking skills needed for this recipe. The Activity Guide, Family Handouts, and videos can be found at <https://www.fns.usda.gov/tn/cooks>.



Preparation

- **Before starting, be sure to review all policies related to your program or facility regarding food preparation.** Check with your local health department about food safety requirements specific to your program.
- **Read this module before you start.** Pay special attention to notes marked “**Do Ahead**,” “**Safety Tip**,” “**Bright Idea**,” or “**Instructor Tip**.”
- **Review the Ingredients and Supplies Checklist on page 84.** Make sure that you have all of the ingredients, materials, and handouts needed.
- **Practice preparing the recipe.** Use all of the cooking tools in the room and area where the session will take place.
- **Plan for the time that you have.** If your group has extra time, do the worksheets in the Corn and Zucchini Pancakes Family Handout as part of the session (see *My Pancake Story* on page 13, *Kitchen Tools* on page 14, and *My Pancakes, MyPlate* on page 16). If not, let the children know they can use these worksheets at home. This guide includes discussion questions that you may use at the beginning of the activity or during times that you are waiting. If you are short on time, you may have to shorten or skip some sections.

For more tips, see *Recipe for Success!* on page 3.

Activities

1. *Introductions, Goals, and Ground Rules* (5 minutes) p. 75
2. *All About Corn and Zucchini* (5 minutes) p. 77
3. *Nutritious and Delicious MyPlate* (5 minutes) p. 79
4. *Cooking and Eating* (45 minutes) p. 80
5. *Cleanup* (15 minutes) p. 91
6. *Wrap-Up and Summary* (5 minutes) p. 91

INSTRUCTOR TIP

If you are short on time, then focus on *Handwashing, Ground Rules, Cooking and Eating, and Cleanup*.



Supervision and Room Management

The Corn and Zucchini Pancakes recipe makes six servings. We recommend having five children and one adult per group. This way, each child will prepare or have a part in preparing the recipe and will be given a full serving. The ratio of one adult for each group of five children will help you manage preparation, instruction, and behavior and avoid long waiting times and overcrowding of the cooking stations.

Options for Large Group

- **Repeat the Activity**—Divide the children into small groups and then repeat the activity throughout the day or week.
- **Demonstrate**—Show cooking skills in front of the group, and then have each small group practice one skill, such as grating or mixing.
- **Use Volunteers**—Teenagers, particularly those who are in a culinary arts or service learning programs, can help with the activities. They can help you get ready for the session and help children with reading recipes, grating, stirring, and other cooking skills that do not involve sharp knives. They can also help with cleanup. For more ideas of how to get teens involved, see **Teen Talk: Opportunities for Service Learning** on page 12.

Additional Supplies

In addition to this activity guide, you will need:

- A computer with speakers, a projector, and a screen large enough for showing skill videos
- A chalkboard/whiteboard or large paper and markers
- Pens and pencils for each child
- Name tags and markers (optional, if you are not already familiar with the children)
- Copies of the *Corn and Zucchini Pancakes Family Handout*, which you can order or download at: <https://www.fns.usda.gov/tn/cooks>
- Ingredients and supplies listed on page 84
- Access to a handwashing sink and hand soap
- Access to a food preparation sink. Having a food preparation sink that is separate from the handwashing sink is ideal. If this is not possible, be sure to clean out the sink with hot soapy water before rinsing vegetables.
- MyPlate poster (free at <https://teammnutrition.usda.gov>)



Introductions, Goals, and Ground Rules (5 minutes)

OBJECTIVE: At the end of this activity, the children will be able to state the goals and ground rules.

➡ **DO AHEAD:** Decide which questions you will ask to help the children share a fun food fact.

Introductions

If you are not familiar with the children, you may want to introduce yourself, and have them introduce themselves at the beginning of the session. Let the children know about the recipe they are making today, and the activities involved in making the recipe.

1. If needed, have children make name tags. Make a name tag for yourself and other instructors or staff too. This will help everyone remember each other's names.
2. Next, have the children sit facing one another in a circle or square so that everyone can see each other. If the space does not allow for this, have them face each other as much as possible.
3. Start by introducing yourself: who you are, where you are from, and include a fun food fact about yourself, such as your favorite food (or use the questions below). Then, have the children introduce themselves, adding a fun food fact or an answer to one of the questions below.

Questions

- What does your family cook at home?
- What is your favorite fruit or vegetable?
- What do you like to eat for breakfast?
- What do you like to eat for a snack?

Once everyone has had a chance to speak, thank the group for sharing its thoughts. Let the group know what activities the group will be doing today.

Goals

The goal of this session is for the children to become familiar and comfortable with following a recipe and making corn and zucchini pancakes. The activities in this session give the children a chance to learn and practice the following skills:

- How to Crack Eggs
- How to Whisk
- How to Rinse
- How to Chop
- How to Grate
- How to Use a Can Opener
- How to Use a Colander



- How to Measure Wet and Dry Ingredients
- How to Use a Cooktop Safely
- How to Stir
- How to Cook Pancakes
- How to Cool Food Safely
- How to Set a Table (Optional)
- How to Serve Family Style (Optional)

Ask the children if they have ever tried or heard of any of these skills before. You can ask questions such as “Have you ever used a whisk? Raise your hand if you've ever grated vegetables before. How about if you've helped a grown-up cook breakfast or lunch or dinner, or if you've cooked a meal yourself?”

Ground Rules

Review and have the children agree to the Ground Rules before starting.

When reading the Ground Rules, remind the children why each rule exists or ask them to explain the reasoning behind each rule. Make sure everyone understands and agrees to the Ground Rules before moving on. You can either get a “thumbs up” or have the children sign the rules as an agreement.

DO AHEAD: Write the Ground Rules on the chalkboard, white board, or large piece of paper so that the children can see them when you are reading them out loud. This will help visual learners and remind everyone of the rules they should follow during the session.

You can decide if you want to write only the words that are in bold below, or if you want to write the additional text that explains the rule in more detail. The text in *italics* are reminders that you and the other adults can use to help children understand why it's important to follow that rule.

- **Clear the desks.** Keep books, backpacks, electronics, and coats off of the tables or counters where food is prepared or served. Be sure bags are not in the aisle or in a place where people will trip over them. *Remind the children that this is for their safety and to keep germs out of the food.*
- **Wear sneakers.** Wear close-toed shoes, such as sneakers. *Remind the children that this is for their safety.*
- **Tie back long hair.** Pull long hair into a ponytail or bun to prevent accidents and to minimize hair getting into food. *Remind the children that this is for their safety and to keep germs out of the food.*
- **Scrub in and out.** Wash your hands with warm water and soap for at least 20 seconds before and after handling food and after using the bathroom. *Need a timer? Hum the “Happy Birthday” song from beginning to end twice.*
- **Be careful.** Use the kitchen tools carefully and be aware of where everyone is around you. *Remind the children that this is for their safety.*
- **No “ewwwws.”** You are going to try some new things and you may love them, but if you don't, no “ewwwws.” *Remind the children that this helps everyone to keep an open mind. It is also a part of practicing good manners.*
- **No “double-dipping.”** Tasting utensils should never be used in shared food. Watch to make sure that the children don't put tasting utensils back into shared food, and *remind the children that this is for their health and safety.*
- **Clean up your mess.** Everyone will clean up his or her own mess. *Remind the children that this is practicing responsibility.*

BRIGHT IDEA: Ask the children to come up with more rules that they think are good for this class. Add them to this list if they make sense.



All About Corn and Zucchini (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to describe where vegetables come from, name three facts about corn and zucchini, and list different ways to eat them.

To start the discussion, ask the children:

- How are corn and zucchini grown?
- Have you ever had zucchini before? What about squash?
- Do you like to eat corn and zucchini?
- How do you eat corn and zucchini at home? At school?

Most children will think of “breakfast” when they hear the word “pancake.” Today, the children will be making a pancake that does not have to be served for breakfast. Zucchini and corn are the main ingredients in these pancakes. They add color, crunch, flavor, and nutrition. It may sound unusual to think of corn and zucchini in a pancake, but they really are tasty. Try these pancakes with plain low-fat yogurt. They can be served as a side dish at a meal, eaten as a snack, or even served for breakfast.

Use the questions written in **bold green text** to help the children learn more about zucchini and corn:

What are some ways to cook and use vegetables?

Different vegetables grow during different seasons, so vegetables can be bought fresh in the grocery store or farmers’ market all year long. Many can be found frozen, canned, or dried. Vegetables are versatile—there are lots of different kinds, they come in every color, and there are many different ways to prepare them.

- Some of the most popular ways to serve vegetables are steamed, grilled, sautéed, boiled, stir-fried, baked, and, of course, raw.
- Vegetables can be eaten on sandwiches, in salads, with pastas, with dips, as side dishes, in soups and sauces, and even in pancakes. When you think of all the great ways you can eat



vegetables, it’s pretty easy to find ways to include them at meals and snacks.

Where do zucchini and corn come from and how are they used?

Zucchini is a summer squash that grows on a vine. It usually looks a lot like a cucumber as it is also long and green. The color varies between dark and light green, and sometimes includes streaks of yellow. There is also golden zucchini, but most of the zucchini in the store will be green.

The skin and seeds of zucchini and other types of summer squash are edible. Other types of summer squash include yellow crookneck, yellow straight neck, patty pans, and white scallop. These types of squash cannot be substituted for zucchini in the pancake recipe, since they taste

different from zucchini. Zucchini and other types of summer squash can be eaten raw, but are usually cooked before eating.

In many countries, corn is known as maize. Ears of corn are grown on corn stalks. The little round pieces that we eat are called corn kernels. Corn comes in a variety of colors, but the one most common to us is yellow corn. The United States produces more corn than any other country and has an area called the “Corn Belt” made up of States where the most corn is grown.

Corn can be eaten right off the cob or the kernels can be cut off of the cob. It is most often cooked, but the kernels can be eaten raw. Popular ways to cook corn include grilling, boiling, roasting, and steaming. Corn

is used in soups, breads, salads, salsas, as pizza toppings, and more.

What kinds of foods are zucchini and corn?

Zucchini and corn are vegetables.

Where do vegetables come from?

Vegetables come from plants.

What parts of a plant do we eat?

All of them—but not all parts of every plant. Although fruits and vegetables both come from plants, they come from different parts of those plants. Plants have seeds, stems, roots, fruits, leaves, and flowers. Have you ever eaten a flower (broccoli)? A stem (celery)? These are all examples of plant parts that you have probably eaten, even if you did not realize what they were!

- **Leaves**—provide energy for the plant through a process called photosynthesis.
- **Fruit**—forms after a flower is pollinated. Inside of the fruit are seeds that you can use to grow more plants. If you eat a plant part that has seeds in it, it's a fruit. This is why the tomato is technically considered by many scientists to be a fruit, although nutritionists consider the tomato to be a vegetable because of how we eat it and the nutrients that it contains.
- **Seeds**—are planted to grow more plants.
- **Roots**—grow underground and absorb the water and nutrients from the soil that a plant needs to survive.
- **Stems**—hold up a plant's leaves, flowers, and fruit. They also transport nutrients from the root to the rest of the plant.

Note: It is important to explain that not all plants or plant parts are edible. Some plants are poisonous, whereas others have parts that are edible, as well as parts that are not. For example, rhubarb stems are edible, whereas the leaves are poisonous.



What part of the plant is corn? What part of the plant is zucchini?

We eat corn kernels, which are the seeds of the corn plant. Zucchini is the fruit of a plant. Nutritionists call both corn and zucchini vegetables because of the nutrients they contain and how we eat them.

What are some tips for buying corn and zucchini?

- In many parts of the United States, corn and zucchini are both grown and picked, or are “in season,” during the summer, when flavor is at its peak.
- When picking out zucchini at the store or at the farmers’ market, look for ones that are firm, not mushy, and without any marks or decaying areas. The skin should be shiny. Zucchini can be frozen and used later or stored in a refrigerator for up to 5 days.
- When buying fresh corn, look for bright green husks. Pull back the

husks slightly in the grocery store to make sure the yellow kernels are fresh and tight at the top. Before eating fresh corn, it needs to be shucked, which means the green leaves (husks) are removed and the stem is snapped off. The silk (the thin hair-like pieces under the husk) also need to be removed.

- Corn can also be bought frozen (look for corn with no sauce or seasoning added) or canned. When buying canned corn or other vegetables, try to choose cans labeled “reduced sodium,” “low sodium,” or “no salt added.” If you can only find regular versions of the vegetables, drain and rinse the vegetables under cool running water to reduce the amount of sodium in the food.
- Freshly shucked corn may be stored in the refrigerator for up to 2 days, and cooked corn may be frozen for up to 6 months.

Nutritious and Delicious MyPlate (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to describe how corn and zucchini fit into a healthy diet.

To start the discussion about MyPlate, ask the group if anyone has seen the MyPlate icon before, and what MyPlate tells us about healthy eating. Then, use the bold green points below to lead a discussion about how corn and zucchini fit into MyPlate, and the nutrients in corn and zucchini that our bodies need to be healthy and strong.

Vegetables are part of a healthy diet

MyPlate's five food groups are: **Fruits**, **Vegetables**, **Grain**, **Protein Foods**, and **Dairy**.

The MyPlate icon reminds you to eat foods from all five of these food groups every day. MyPlate also reminds you to make half your plate fruits and vegetables. This will help you get the nutrients you need to feel and look your best. One way to help you eat enough fruits and vegetables every day is to choose fruits and vegetables at each meal and as snacks.

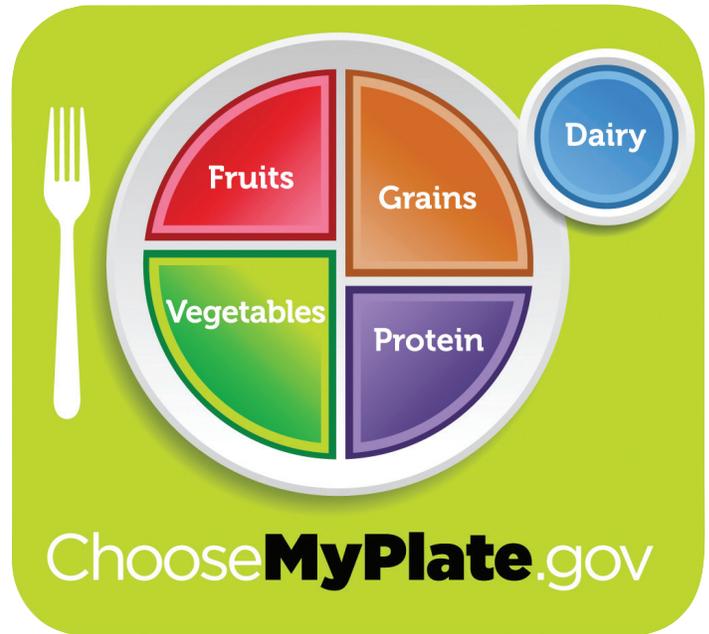
Corn and zucchini are vegetables

Corn and zucchini fit in the **Vegetables** Food Group, which is the lower left, green section of MyPlate. Any vegetable or 100% vegetable juice counts as a member of the vegetable group. Vegetables may be raw or cooked; fresh, frozen, canned, or dried/dehydrated and may be whole, cut-up, or mashed. Scallions, also called green onions, are also used in a small amount in this recipe and are part of the Vegetables Group.

One serving of the Corn and Zucchini Pancakes recipe provides $\frac{3}{4}$ cup of vegetables.

Corn and zucchini provide potassium and fiber

Most vegetables are low in fat, calories, and sodium (salt). Zucchini also has potassium, which helps muscles work properly and helps the body keep a normal heartbeat and blood pressure. Some other



vegetables that have potassium include spinach, sweet potatoes, and broccoli. Vegetables also help add fiber to our diet, which makes us feel full and helps keep our digestive tract working well. Some vegetables, like scallions, and herbs, like basil, add flavor to recipes. These flavorful herbs and vegetables can help us prepare foods that taste good without adding salt.

BRIGHT IDEA: Display the MyPlate icon in a place where everyone can see it.

OPTIONAL ACTIVITY: Decide if you want to do the **MyPancakes, MyPlate** activity found on page 16 of the Family Handout. If so, have copies of the Family Handout and pencils for each child.

INSTRUCTOR TIP

Remind the children that it's okay if the vegetables they eat are mixed with other foods, such as the corn and zucchini pancakes they are making today, or if they eat them in a bowl instead of on a plate. These vegetables would still count as part of their MyPlate meal. They do not have to be in separate portions on their plate, the way they appear in the MyPlate icon.

To see how much of each food group to eat every day, visit Choose MyPlate's webpage at <https://www.choosemyplate.gov>.

Cooking and Eating (40 minutes)

OBJECTIVE: At the end of this section, the children will have made corn and zucchini pancakes.

✓ **SAFETY TIP:** Be sure the children wash their hands before they start cooking.

The children will practice different skills as they prepare the pancakes. Each recipe provides enough servings so that the adult instructors can eat as well. There should be one adult for every five children. This recipe is meant to be served family style, meaning everyone will eat together as a group, and will serve himself or herself as many or few corn and zucchini pancakes as he or she likes. For more information, see [How to Serve Family Style](#) on page 10. Those who finish their activities early can help with cleanup or work on the Activity Worksheets in the Family Handout.

💡 **BRIGHT IDEA:** The hands-on portion of cooking is the part of the activity that the children will be most excited about, other than eating. It is important to supervise and keep as much control as possible so that everyone stays safe and gets a chance to participate. We recommend having at least one adult instructor for every five children.

Ingredient list per group (5 children, 1 adult)

- 3 medium-sized zucchini (about 21 ounces, to yield 2¼ cups shredded zucchini)
- 1½ cups canned or frozen corn, thawed
- 3 scallions
- 3 large eggs
- 1 cup whole-wheat flour
- ¼ teaspoon salt
- ½ teaspoon baking powder
- 1½ tablespoons olive, vegetable, or canola oil
- Optional: yogurt, salsa, or herbs for topping

🔄 **DO AHEAD:** Make sure all adult instructors are comfortable using all the cooking tools. Watch each video and, if possible, practice the skills in advance. Videos can be viewed at <https://www.fns.usda.gov/tn/cooks>.

Skills that will be covered during this activity:

- [How to Crack Eggs](#)
- [How to Whisk](#)
- [How to Rinse](#)
- [How to Chop](#)
- [How to Grate](#)
- [How to Use a Can Opener](#)
- [How to Use a Colander](#)
- [How to Measure Wet and Dry Ingredients](#)
- [How to Stir](#)
- [How to Use a Cooktop Safely](#)
- [How to Cook Pancakes](#)
- [How to Cool Food Safely](#)
- [How to Set a Table \(Optional\)](#)
- [How to Serve Family Style \(Optional\)](#)



INSTRUCTOR TIPS FOR TEACHING COOKING SKILLS

Watch the skills videos with the children at <https://www.fns.usda.gov/tn/cooks>.

If your group is new to cooking, you may want to talk to them about how to read a recipe. See [How to Read A Recipe](#) on page 8. The recipe and [Look and Cook Recipe](#) are included the Family Handouts, so you can give each child a copy of the Family Handout and have the children use the materials during this session. This Activity Guide includes the [Look and Cook Recipe](#) and Instructor's version of the recipe on pages 82 and 83. The [Look and Cook Recipe](#) is the same as the one in the Family Handout. The Instructor's version of the recipe is similar to the one in the Family Handout, with text in *italics* to show tips for instructors.

Set up stations for children to practice their cooking skills:

- Designate a table or desk for each station that will not be used or touched before it is time to cook.
- In order to let the children practice their skills with enough supervision, divide them into groups of five children for every one adult.
- Once divided into groups, each group will use each skill to make its own pancakes. In **Options One** and **Two** (below), children will practice some, but not all skills used in the recipe.

Options One and **Two** should be used if groups are large or if you are short on time. In **Option Three**, all the children will practice the same skills. You can decide the best way to set up the cooking stations; some recommendations are listed to the right. At each station, have an adult show the children how to use each tool before allowing them to try.

KEY SKILLS

- [How to Crack Eggs](#) p. 85
- [How to Whisk](#) p. 85
- [How to Rinse](#) p. 85
- [How to Chop](#) p. 86
- [How to Grate](#) p. 86
- [How to Use a Can Opener](#) p. 87
- [How to Use a Colander](#) p. 87
- [How to Stir](#) p. 89
- [How to Measure Wet and Dry Ingredients](#) p. 88
- [How to Use a Cooktop Safely](#) p. 89
- [How to Cook Pancakes](#) p. 90
- [How to Cool Food Safely](#) p. 90
- [How to Set a Table \(Optional\)](#) p. 10
- [How to Serve Family Style \(Optional\)](#) p. 10

Options for practicing cooking skills at stations:

- **Option One:** All of the skills are practiced at each station, but each child contributes to only one part of the recipe. For instance, at each station, one child can do the measuring, another child may dice, and another child may stir, etc.
- **Option Two:** Each station focuses on a single skill: at one station, children may do all of the measuring; at another station, children may do all of the grating, etc. This method works especially well for large groups. Children will practice fewer skills, but everyone will have a chance to do something.
- **Option Three:** Each station focuses on a single skill, but children may rotate through all the stations, trying all the skills. This is another way to manage groups that are large.

Suggested Stations and Supplies for Option Two and Option Three:

The number of each tool needed will depend on the size and number of each group.

The Stations:

Chopping and Grating

- cutting boards
- butter knives
- box grater
- bowls or containers for holding the chopped and grated pieces

Cracking and Whisking

- bowls
- forks
- whisks
- trash bag

Mixing and Measuring

- 1 cup dry measuring cup
- ½ cup dry measuring cup
- 1 set of measuring spoons
- mixing bowl
- wooden spoon

Rinsing and Pressing

- colanders (separate ones for corn and for zucchini)
- can opener
- large bowl
- sink (optional)
- water source

Cooking

- cooktop
- skillet
- ¼ cup measuring cup
- spatula
- pot holders or oven mitts
- 1 set of measuring spoons

Look and Cook Recipe: Corn and Zucchini Pancakes

Ingredients

Zucchini



Corn



Salt



Scallions



Whole-wheat
flour



Eggs



Oil



Baking powder



Directions



Wash your hands.



Grate the zucchini.



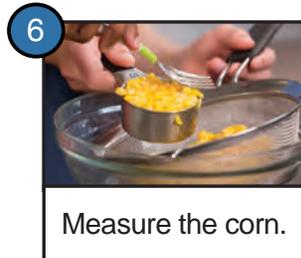
Drain the zucchini.



Chop the scallions.



Crack and whisk
the eggs.



Measure the corn.



Add zucchini, corn,
and scallions to eggs.



Add flour, salt, and
baking powder.



Mix everything.



Add the oil to the
pan.



Cook the pancakes.



Enjoy the pancakes



Corn and Zucchini Pancakes

INSTRUCTOR TIP

Below is the recipe as it appears in the Family Handout. Tips for program operators have been added in *italics* or in boxes with **INSTRUCTOR TIP** as a heading. These tips are not on the recipe in the Family Handout.

Try this savory, veggie-filled pancake as a snack or side!

Total Time: 35 minutes • Hands-on Time: 35 minutes Yield: 12 pancakes • Serving Size: 2 pancakes

INGREDIENTS

3 medium-sized zucchini, trimmed and shredded
1½ cups canned, fresh, or frozen corn
3 large eggs, whisked
1 cup whole-wheat flour
¼ teaspoon salt
½ teaspoon baking powder
3 scallions, trimmed and chopped
1½ tablespoons oil

Optional, for topping:
plain, low-fat yogurt, salsa, herbs

TOP THIS:

Try serving these pancakes topped with plain low-fat yogurt, low-sodium salsa, or chopped herbs, such as dill or basil.

INSTRUCTIONS

1. Wash your hands with soap and water, then gather all your kitchen tools and ingredients and put them on a clean counter or other cooking surface.
2. Grate the zucchini.
3. Drain the grated zucchini by putting it in a colander set over a bowl, and pressing down. Let the zucchini sit in the colander for ten minutes, and press down again before removing it from the colander.
4. Chop the scallions into small pieces.
5. Crack one egg by hitting its midpoint quickly against the rim of a small bowl or cup. Break the egg into the bowl or cup. Pour the egg into a larger bowl. Repeat with the remaining two eggs. Whisk the eggs in the large bowl until they are pale yellow.
6. If using canned corn, drain, rinse, and measure the corn.
7. Add zucchini, corn, and scallions to the eggs.
8. Measure and add the flour, baking powder, and salt to the eggs, corn, and zucchini in the large bowl.
9. Mix everything in the large bowl until well combined.
10. Put the skillet on the stove or cooktop and turn the heat to medium. When the skillet is hot, add the oil. If using a nonstick skillet, you may need to add the oil before heating.
11. Use the ¼-cup measuring cup to scoop the corn and zucchini mixture from the bowl into the skillet. Repeat to fill the skillet, leaving room between the pancakes. Cook pancakes until the bottoms are golden, about 5 minutes. Turn the pancakes over and cook for 5 more minutes. Repeat with the remaining mixture.
12. Serve and enjoy the pancakes!

SHOPPING LIST:

See **Ingredients and Supplies Checklists on page 84** for amounts needed for your group.

Refrigerated Section

3 large eggs

Baking Section

1 (2 lb) bag of whole-wheat flour

Produce Section

3 medium-sized zucchini

1 bunch scallions

Canned Vegetables

1 can of corn. You will need at least 6.5 ounces of corn for this recipe. Buy canned vegetables labeled “reduced sodium,” “low sodium,” or “no salt added.”

Frozen Vegetables

frozen corn (if not using canned corn)

Staples From Your Pantry

salt

baking powder

oil

Amount per serving: Calories: 152; Total Fat: 5 g; Saturated Fat: 0.5 g; Sodium: 253 mg; Total Carbohydrate: 24 g; Dietary Fiber: 4 g; Sugars: 4 g; Protein: 7 g; Vitamin A: 1190 IU; Vitamin C: 15 mg; Calcium: 55 mg; Iron: 1 mg.

Crediting Information: Two pancakes provide ¾ cup vegetable, 1 oz. eq. meat/meat alternate and 1¼ serving/oz. eq. grains.



INGREDIENTS AND SUPPLIES CHECKLISTS

Use these checklists to make sure you have all of the ingredients and supplies for the activities in this session.

INGREDIENTS

For Cooking and Eating Activities

(for a group of six)

Produce Section

- 3 medium-sized zucchini
- 3 scallions
- Optional: mixed herbs for topping

Frozen or Canned Section

- 1 (15.25 ounce) can of corn or 1 bag of frozen corn (at least 6.5 ounces).
- Optional: 1 medium jar of salsa for topping

Refrigerated Section

- 3 large eggs
- Optional: 1 container of yogurt for topping

Baking Section

- 1 (2 lb) bag of whole-wheat flour. This will give you a bit more than 6 cups of flour, which is enough to make this recipe for 6 groups. If you have more than 6 groups, you will need to buy more flour.
- salt
- olive, canola, or vegetable oil
- baking powder

SUPPLIES

For Cooking

The number of kitchen tools listed in the **Cooking** section is based on a group of six. This includes five children plus one adult instructor to demonstrate the skills, and everyone in the group getting a chance to practice most of these skills. These numbers may be different for your session, depending on how the cooking stations are set up. See **Instructor Tips for Teaching Cooking Skills** on page 81 for more information.

- 6 cutting boards
- 6 butter knives
- 1 whisk or fork
- 1 small bowl (for whisking)
- 1 set of measuring spoons (including ½ teaspoon, 1 tablespoon, ½ tablespoon)

For Cooking, continued

- 1 set of measuring cups (including ¼ cup, ½ cup, 1 cup)
- 1 spatula
- 1 can opener
- 1 box grater
- 2 large bowls – one for mixing everything, one for draining the grated zucchini
- 1 mixing spoon
- 1 colander
- 1 chef's knife (adult use only)
- 1 large nonstick skillet
- 1 kitchen timer

For Eating

- 1 to 2 serving plates
- 1 to 2 serving utensils
- 6 plates
- 6 sets of eating utensils
- napkins

For Cleanup

- trash bags
- dish cloths and dish soap
- paper towels
- sponges
- hand soap
- broom and dustpan

For Other Activities

- name tags
- markers
- 6 pens or pencils
- chalkboard/whiteboard or paper, markers, and tape for **Ground Rules** list
- a computer with speakers, a projector, and a screen large enough for showing skill videos
- MyPlate poster (free from <https://teammnutrition.usda.gov>)
- copies of *Team Nutrition Cooks! Corn and Zucchini Pancakes Family Handout* (free from <https://teammnutrition.usda.gov>)





How to Crack Eggs

There will not be enough eggs for everyone to crack, but all children can take turns helping. For instance, one child can crack the egg and another can whisk.

1. Make sure that the eggs are not broken or cracked.
2. Crack the eggs, one at a time, into a small bowl or mug. It is important to crack eggs into their own bowl, separate from other ingredients, and not directly into the pan. This is so that any shell that falls into the bowl can be easily removed.
3. Crack the egg at the midpoint by hitting it quickly against the rim of the bowl.
4. Try to crack the egg in one hit so that there are fewer eggshell pieces that may fall into the bowl. There should be one big crack.
5. Hold the egg over the bowl with the cracked part facing up.
6. Put your thumbs on either side of the crack and gently pull the shell apart to allow the egg to slide into the bowl.
7. If the shell falls in, use a fork to remove the eggshell.
8. Pour the egg from the bowl or mug into the larger bowl that will hold the other ingredients. You should do this after each egg.

✓ **SAFETY TIP:** Thoroughly wash everything that the raw eggs touch with hot, soapy water. This includes hands, counters, and surfaces, in case the raw eggs drip over the side of the bowl.



How to Whisk

Whisking means beating or stirring quickly to mix ingredients.

1. When all the eggs are in the bowl, use your wrist to move the fork or whisk quickly in a circular motion.
2. Stop whisking when the eggs are blended together and the mixture is pale yellow.



How to Rinse

1. Rinse zucchini under cold running tap water. Optional: scrub the peel with a clean vegetable brush. Scrub the zucchini gently so it does not bruise.
2. Dry with a paper towel.



How to Chop

In this activity, the children will use butter knives to chop scallions. Butter knives are safe for the children to use because they are not too sharp but will still cut through scallions.

1. Hold the knife in the hand that you use to write with, and grip it firmly around the handle. Chop one scallion at a time.
2. Use your other hand to steady the scallion, keeping your fingers curled under, away from the knife. Pay attention to where the knife is; as it moves forward, your hand holding the scallion should move backward. The distance between the knife and the hand holding the scallion should always stay the same.

How to Grate

1. Cut off one end of the zucchini before grating.
2. Place the box grater on a cutting board to catch the grated zucchini.
3. Hold the grater firmly with one hand.
4. Hold the zucchini at the end away from the grater and keep fingers away from the grater.
5. Use the side of the grater with the largest holes to grate the zucchini.
6. Slowly rub the zucchini up and down the grater. Stop 2 inches from the end of the zucchini so that your fingers will not get too close to the grater. Ask an adult to grate or cut the remaining zucchini.



How to Use a Can Opener*

1. Set the can on a flat, hard surface. Clean off the top of the can so that any dirt and dust on the lid will not fall into the food.
2. Pull apart the two handles of the can opener.
3. Flip the can opener over and look at the two wheels on the bottom of the opener. One is jagged (bumpy on the edges) and one is smooth on the edges.
4. With the help of an adult, place the smooth (cutting) wheel against the inside of the rim at the top of the can and close the two handles.
5. Hold both handles in one hand and place your other hand on the wing of the can opener.
6. Slowly twist the wing with one hand while squeezing the handles closed with your other hand. This should cut into the can's lid and roll around its edge.
7. Continue turning the wing until the can opener has gone all the way around the top of the can.
8. Pull apart the handles of the opener.
9. Very carefully lift the lid out of the can. You may need to pry it out with a fork. Carefully rinse the lid, since it will be sharp, and place it in your recycling bin.

*If using frozen corn, this step is not needed, as frozen corn will come in a bag.

INSTRUCTOR TIP

This does not need to be a station, as there are not enough cans. Have an adult demonstrate this skill.



How to Use a Colander

A colander is a metal or plastic bowl with holes in it to let liquid drain out. We are using the colander to drain our canned corn. Thawed frozen corn could also be drained this way.

1. Pour the corn from the can or bag into the colander and rinse the corn with cold running water.
2. Gently shake the colander to help the water drain.
3. Stop rinsing when the water runs clear. Note: If a food prep sink is not available, drain corn into a colander over a bowl or drain the corn in advance.

The colander is also used to get the water out of the zucchini. Zucchini has a lot of water and too much water could keep the pancakes from becoming crispy.

1. Let the grated zucchini sit for 10 minutes in a colander set over a bowl. Press the zucchini toward the bottom of the colander to squeeze out any extra water.
2. Pour the extra water into the sink.



How to Measure

It is important to measure correctly when following a recipe. The measuring tools that the children will be learning about today are measuring cups and measuring spoons.

- Measuring cups are used for larger amounts and measuring spoons are used for smaller amounts.
 - Measuring cups are divided into fractions of cups—usually 1 cup, $\frac{1}{2}$ cup, $\frac{1}{3}$ cup, $\frac{1}{4}$ cup.
- There are two different kinds of measuring cups: one for measuring liquids and one for dry ingredients.
 - Liquid measuring cups are usually made of clear glass or plastic and sometimes have a pour spout. They are filled even with the measurement line on the side of the cup.
 - Dry measuring cups (usually shorter and not transparent) are meant to be filled to the top and then leveled off using the straight edge of a knife or fork. “Leveled off” means that the dry ingredients are even with the top of the measuring cup so that the measurement is accurate.
- Measuring spoons are divided into fractions of tablespoons and teaspoons—usually $\frac{1}{4}$ teaspoon, $\frac{1}{2}$ teaspoon, 1 teaspoon, and 1 tablespoon. Sometimes $\frac{1}{8}$ teaspoon and $\frac{1}{2}$ tablespoon are included.
- Tablespoons are abbreviated “TBS” on the spoon and are bigger than teaspoons. Teaspoons are abbreviated “TSP” on the spoon.
- Measuring spoons can be used for dry or liquid measurements. Level off dry ingredients on a measuring spoon the same way you would on a measuring cup.



How to Measure Flour

1. Place the 1-cup dry measuring cup on a flat surface.
2. Use a spoon to scoop the flour from the bag or container and fill the measuring cup.
3. Push down gently to make sure there are no air pockets, but do not pack the cup too tightly.
4. Level off using a straight edge.

How to Measure Corn

1. Place the $\frac{1}{2}$ -cup dry measuring cup on a flat surface.
2. Use a spoon to scoop the corn from the colander and fill the measuring cup.
3. Push down to make sure there are no air pockets.
4. Level off using a straight edge.
5. Repeat two times.

How to Measure Oil

1. Pour the oil into the $\frac{1}{2}$ -tablespoon measuring spoon.
2. Repeat two times.

How to Measure Salt

1. Pour salt from the container into the $\frac{1}{4}$ -teaspoon measuring spoon.
2. Level off using a straight edge.

How to Measure Baking Powder

1. Use the $\frac{1}{2}$ -teaspoon to scoop baking powder from the can.
2. Level off using a straight edge.



How to Use a Cooktop Safely

This skill should be demonstrated by an adult, with the children watching. The adult should explain each step to the children, emphasizing the steps needed to stay safe when using a stove or cooktop.

1. Have the cooktop ready and plugged in.
 2. Different cooktops have different ways to turn on the heat. If the cooktop uses gas, you have to turn the knob to light the burner before choosing the temperature. On a gas cooktop you will see a flame on the burner. For electric and induction cooktops, turn the knob directly to the temperature you want. You will not see a flame.
 3. Make sure the handle of the skillet is turned inward, toward the center of the stove. Otherwise, you could accidentally knock the pot off the stove, causing serious burns.
- ✓ **SAFETY TIP:** Never walk away from food cooking on a burner.
 - ✓ **SAFETY TIP:** When moving a hot skillet, pan, or lid, use a pot holder, not towels, which can catch fire.
 - ✓ **SAFETY TIP:** Keep your cooking area neat. Do not keep flammable items, like dishtowels, papers, or cardboard packages, near the stove.



INSTRUCTOR TIP

Unlike gas or electric burners, induction burners only work if the pot or pan you are using contains steel or iron, and the burner itself will not become hot, even when it's on. However, an induction burner that has recently been used for cooking might get and stay hot from the cooking pot or pan that has been on top of it—so be careful! Copper, aluminum, or glass cookware that does not contain steel or iron will not work on an induction burner.

How to Stir

1. Put the mixing spoon into the bowl, making sure it reaches to the bottom of the bowl.
2. Slowly move the spoon in a circle. Make sure the spoon touches the food at the sides and bottom of the bowl so that all the ingredients are mixed together.



How to Cook Pancakes

1. Put the skillet on the cooktop and turn the heat to medium. When the skillet is hot, add the oil. If using nonstick pans, follow manufacturer's instruction on preheating. For nonstick pans, the oil should be added before the pan is heated.
 2. Using the ¼-cup dry measuring cup, scoop the mixture from the bowl and spread it into a flat circle on the skillet, about two inches wide and ¼-inch thick. It will look more like a small silver dollar pancake than a full-size pancake. Repeat to fill the skillet, leaving space between pancakes.
 3. Cook until the bottoms are golden, about five minutes, then turn the pancakes over using the spatula and cook for five more minutes.
 4. When both sides are golden, remove the pancakes with the spatula and put them on a plate. Repeat with the remaining mixture until all pancakes are done.
- ✓ **SAFETY TIP:** Hot oil can splatter and cause burns. Be sure to stand a safe distance from the pan and pour the oil slowly.



How to Cool Food Safely

It is important to let the food you have just cooked cool before eating it to avoid the risk of burns.

1. Sometimes food cools enough to be eaten, but the dish, pot, or pan that the food was cooked in stays hot. Use pot holders or oven mitts when handling the pan so you do not burn yourself.
2. An adult should remove hot food and kitchen tools from the cooktop.

INSTRUCTOR TIP

If needed, see [How to Set a Table](#) and [How to Serve Family Style](#) on page 10.



Cleanup (15 minutes)

OBJECTIVE: By the end of this activity, the children will be able to demonstrate how to clean dishes, kitchen tools (not sharp items), and table surfaces.

Let the children know that cleaning up is an important part of the activity. Some children may not know the correct way to clean dishes, counters, and floors, so showing them what you expect is recommended. Have the children use hot water to wash dishes. Show them the correct amount of soap to put on the dish cloth: a drop or two should be enough for a few pots and pans.

Have dish soap, dish cloths, and dish towels on hand. The children can also use rubber dish gloves when washing dishes.

- **Soak dishes:** If food is baked on or stuck to the dishes, soak them in warm water to loosen it.
- **Wash dishes:** Show the children how to scrub dishes, pots, and pans. Make sure that they wash both the inside and outside, and top and bottom of each. Since utensils go directly into our mouths, be sure they are washed well. It is important to wash all parts of every item, including the handles.

Wrap-Up and Summary (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to list five facts or skills they learned from the activity.

This is a great time have a group discussion about the activities. This can be done in a few different ways:

- Ask for volunteers to name something that they learned.
- In groups, the children can create a 30-second commercial advertising homemade corn and zucchini pancakes.
- The children can make a 30-second “fast forward” skit about everything they did during the activity, including five facts or skills that they learned.
- Read aloud *My Pancake Story* on page 92 and have children follow along on page 13 of their Family Handout. Ask them to write their answers as you go along. At the end, have a child share his or her story with the group. An answer key is provided for instructors on page 93 of this guide.
- Have the children complete the *Kitchen Tools* activity sheet on page 14 of the Family Handout to test their knowledge. An answer key is provided for you on page 94 of this activity guide.

Additional Wrap-Up Items

- Review the Family Handout that the children will bring home to their families. Review and answer any questions about the day.
- Thank the children for being such good cooks today and have them give themselves a round of applause.

INSTRUCTOR TIP

Wash dish cloths in the hot cycle of the washing machine after each cooking activity. Kitchen sponges are potential sources of bacteria and are difficult to clean. If you use sponges, replace them with new ones frequently.

- **Dry dishes:** Show the children where they can leave dishes to dry, or how to dry them with a dish towel. Have them check to make sure there are no remaining grease streaks or traces of food stuck on the pots and pans.
- **Put away kitchen tools:** Show the children where the kitchen tools belong so that they can help put them away.
- **Wash surfaces:** Wash all surfaces that were used for cooking with hot, soapy water.
- **Clean and dry sink:** Wash out the sink with hot, soapy water and dry it with a clean dish towel.
- **Sweep the floor:** Show the children how to sweep into a dustpan and throw away the waste.
- ✓ **SAFETY TIP:** When washing dishes, never swirl your hands around the bottom of the sink, especially if you cannot see the bottom. There may be sharp tools or utensils under the water.



DISCUSSION QUESTIONS:

- What was your favorite part of the recipe?
- What did you learn to do today that you couldn't do before?
- Are there any other seasonings, fillings, or toppings that would taste good on or with the pancakes?

My Pancake Story

Fill in the blanks and bring this home to share with your family.

WORD BANK: vines, washed our hands, colander, Vegetables, fat, box grater, stalks, spatula, grocery stores, corn and zucchini pancakes, summer, sodium/salt, clean, washed our hands, half, whisk, farmers' markets, corn and zucchini

Today, we made (_____). The main ingredients are (_____), which belong to the (_____) Food Group. I learned that I should try to make (_____) of my plate fruits and vegetables. Vegetables are usually low in calories, (_____), and (_____). They also have other nutrients that help me grow, learn, play hard, and be healthy.

We learned that corn grows on (_____) and zucchini grows on (_____).

Farmers grow the corn and zucchini, which are then sold at (_____) or (_____).

Fresh corn and zucchini are most plentiful in the United States during the (_____). However, corn can be found canned or frozen year-round. Zucchini can also be frozen.

Before we cooked, we (_____) and made sure our cooking area was (_____).

Before we ate, we also (_____).

We also learned how to read a recipe. It's important to read it all of the way through so we know what ingredients and kitchen tools we need, what the steps are, and how much time it will take.

When we made the pancakes, we learned to use new tools. Some of these tools were a (_____), which is used for grating the zucchini; a (_____), which is used to beat the eggs; and a (_____), which is used to drain liquids away from solids. With the help of the adults in the class, we cooked the pancakes and even flipped them, once each side was golden brown. We used a tool called a (_____) to flip the pancakes.

After the pancakes were cooked and cooled, we got to eat them. They were delicious!



My Pancake Story

Read this story out loud, and ask the children to fill in the blanks on the sheet in the Family Handout. You can then share the answers from the answer key below with them.

WORD BANK: vines, washed our hands, colander, Vegetables, fat, box grater, stalks, spatula, grocery stores, corn and zucchini pancakes, summer, sodium/salt, clean, washed our hands, half, whisk, farmers' markets, corn and zucchini

Today, we made (corn and zucchini pancakes). The main ingredients are (corn and zucchini), which belong in the (Vegetables) Food Group. I learned that I should try to make (half) of my plate fruits and vegetables. Vegetables are usually low in calories, (fat), and (sodium/salt). They also have other nutrients that help me grow, learn, play hard, and be healthy. We learned that corn grows on (stalks) and zucchini grows on (vines). Farmers grow the corn and zucchini, which are then sold at (grocery stores) or (farmers' markets). Fresh corn and zucchini are most plentiful in the United States during the (summer). However, corn can be found canned or frozen year-round. Zucchini can also be frozen.

Before we cooked, we (washed our hands) and made sure our cooking area was (clean). Before we ate, we also (washed our hands).

We also learned how to read a recipe. It's important to read it all of the way through so we know what ingredients and kitchen tools we need, what the steps are, and how much time it will take.

When we made the pancakes, we learned to use new tools. Some of these tools were a (box grater), which is used for grating the zucchini; a (whisk), which is used to beat the eggs; and a (colander), which is used to drain liquids away from solids. With the help of the adults in the class, we cooked the pancakes and even flipped them, once each side was golden brown. We used a tool called a (spatula) to flip the pancakes.

After the pancakes were cooked and cooled, we got to eat them. They were delicious!



Kitchen Tools

These are the tools we need to make corn and zucchini pancakes. Can you name them all?



(_____)



(_____)



(_____)



(_____)



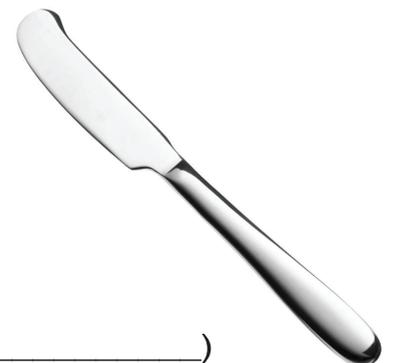
(_____)



(_____)



(_____)



(_____)

WORD BANK: spatula, whisk, skillet, cutting board, measuring spoons, butter knife, bowl, measuring cups



Kitchen Tools

These are the tools we need to make corn and zucchini pancakes. Can you name them all?



(**whisk**)



(**measuring spoons**)



(**skillet**)



(**measuring cups**)



(**cutting board**)



(**spatula**)



(**bowl**)



(**butter knife**)

My Pancakes, MyPlate

Your child learned about MyPlate today. To remind us of how to eat healthfully, the United States Department of Agriculture created MyPlate. Keep MyPlate in mind when you're feeding your family, so you end up with a balanced meal.

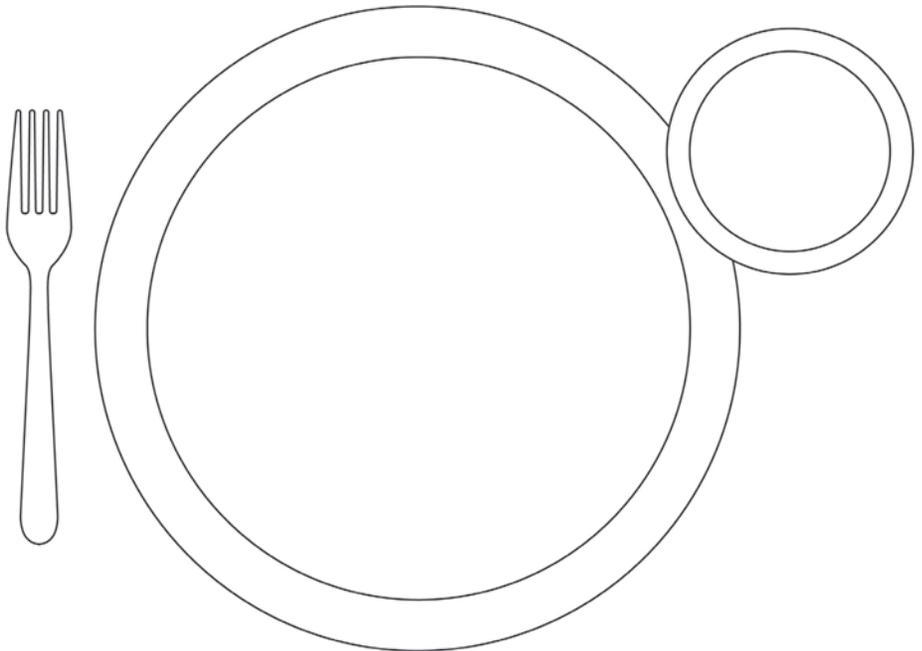
The MyPlate picture reminds us to eat foods from all five food groups for good health: **Vegetables**, **Fruits**, **Grains**, **Protein Foods**, and **Dairy**. Foods from each of these groups provide the nutrients the body needs to stay healthy.

Most people do not eat enough fruits and vegetables. Children and adults need to eat many types of vegetables during the week. Eating many different fruits and vegetables helps the body get the nutrition it needs for good health.

The amount of fruits and vegetables a person needs to eat each day depends on age, physical activity level, and gender. You can learn about how much of each food group you or your family members need at <https://www.choosemyplate.gov>. Remember to "make half your plate fruits and vegetables at meals" and you'll be off to a good start!

Make half your plate fruits and vegetables, even on a budget:

- Fresh, frozen, and canned fruits and vegetables are all smart choices. Look for sales and buy some of each to last until your next shopping trip.
- Choose frozen vegetables that do not have added fat, salt, or sugars from creamy sauces.
- Buy canned fruits packed in "100% juice" or water.
- Look for canned vegetables that say "no added salt."



Corn and Zucchini Pancakes contain corn, zucchini, and scallions, which are all vegetables. They also contain whole-wheat flour, which is a grain, and eggs, which are protein foods. What food groups are missing from your plate?

Use the lines below to write down what foods you can eat with your corn and zucchini pancakes to make a MyPlate meal. Then draw your meal.

Fruits

Dairy



My Pancakes, MyPlate

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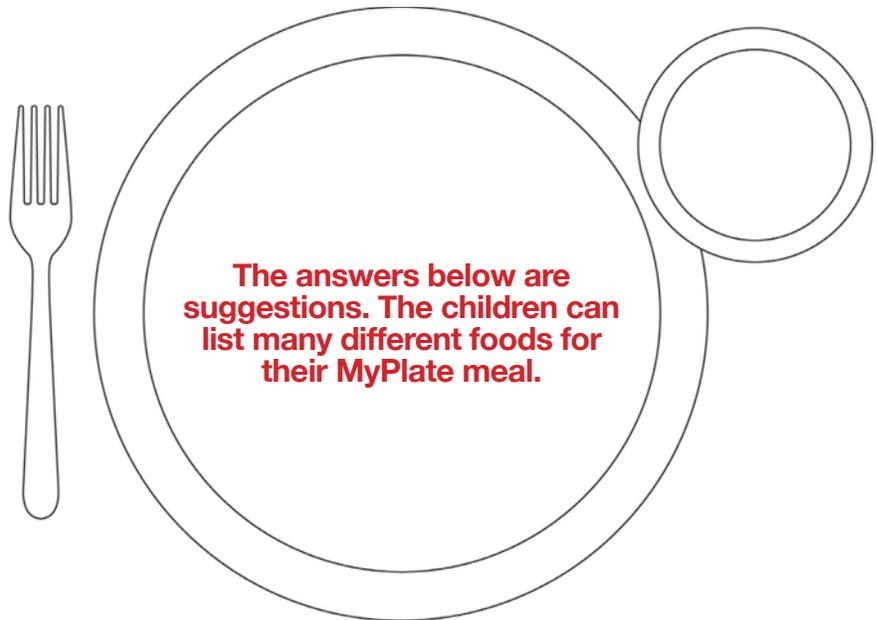
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Corn and Zucchini Pancakes contain corn, zucchini, and scallions, which are all vegetables. They also contain whole-wheat flour, which is a grain, and eggs, which are protein foods. What food groups are missing from your plate?

Use the lines below to write down what foods you can eat with your corn and zucchini pancakes to make a MyPlate meal. Then draw your meal.

Fruits

fruit salad, melon

pear halves, unsweetened

applesauce, orange slices

Dairy

low-fat milk

low-fat plain yogurt

low-fat cheese stick



