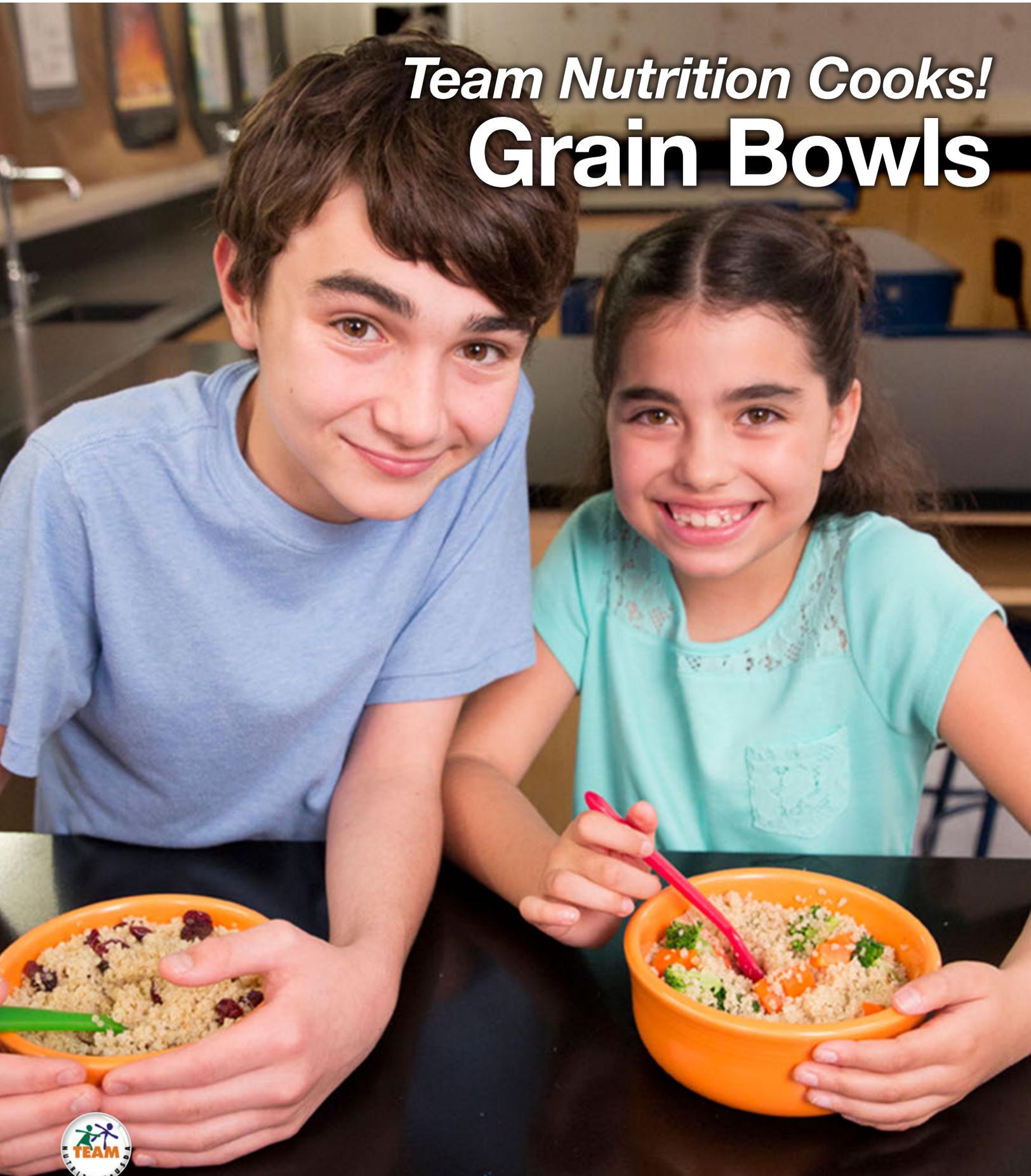




United States Department of Agriculture

# *Team Nutrition Cooks!* **Grain Bowls**



# Grain Bowls

## Quick Start Guide

Total Time for Activity: 35 minutes

Serving Size: 1½ cups

Crediting Information: 1½ cups of grain bowls provide ½ cup vegetable, ½ cup fruit, 1 oz. eq. meat/meat alternate, and 1 serving/oz. eq. grain.

### 1 Ingredients List

#### For Grain Bowl

- \_\_\_ cup(s) uncooked quinoa
- \_\_\_ cup(s) water
- \_\_\_ cup(s) cooked broccoli
- \_\_\_ cup(s) raw carrots
- \_\_\_ cup(s) cooked chicken, diced
- \_\_\_ cup(s) raisins

#### For Vinaigrette Dressing

- \_\_\_ tablespoon(s) diced onion
- \_\_\_ cup(s) oil
- \_\_\_ tablespoon(s) vinegar
- \_\_\_ teaspoon(s) mustard
- \_\_\_ teaspoon(s) honey
- \_\_\_ teaspoon(s) salt
- \_\_\_ pinch black pepper
- \_\_\_ tablespoon(s) chopped chives (optional)

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 “1 cup(s) uncooked quinoa” or “2 cup(s) cooked broccoli.”

### Ingredient Conversion Chart

	6 people	12 people	18 people
Uncooked quinoa	1 cups	2 cups	3 cups
Water	2 cups	4 cups	6 cups
Cooked broccoli	1½ cups	3 cups	4½ cups
Raw chopped carrots	1½ cups	3 cups	4½ cups
Cooked chicken, diced	1½ cups	3 cups	4½ cups
Raisins	1½ cups	3 cup	4½ cups
Vinaigrette	½ cup	1 cups	1½ cups

If using precooked grains, you will need 3 cups for 6 people, 6 cups for 12 people and 9 cups for 18 people.

### 3 Safety Tips

- ✓ Never walk away from food cooking on a burner.
- ✓ Use potholders, not towels, when moving a hot skillet, pan, or lid.

### 2 Supplies

- \_\_\_ dry measuring cup(s)
- \_\_\_ liquid measuring cup(s)
- \_\_\_ measuring spoons
- \_\_\_ tablespoon(s)
- \_\_\_ large pot(s) with lid
- \_\_\_ mesh strainer(s)
- \_\_\_ cutting board(s)
- \_\_\_ butter knives
- \_\_\_ large bowl(s)
- \_\_\_ mixing spoon(s)
- \_\_\_ fork(s) for fluffing grains
- \_\_\_ jar(s) with lid(s) or bowl(s) with whisk(s) and fork(s)
- \_\_\_ serving bowl(s)
- \_\_\_ serving spoon(s)
- \_\_\_ small bowl(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 114 for details.

### 4 Instructions for Program Operators

1. Have adults and children wash his or her hands with soap and water.
2. Fill the pot with \_\_\_ cups of water and cover. Put the pot on the cooktop, turn the heat to high, and bring the water to a boil.
3. Add the quinoa to the boiling water and then cover the pot again. Turn the heat to medium-low and let it simmer for 15 minutes.
4. Let the quinoa cool for about 10 minutes.
5. Put the quinoa in the bowl and fluff with a fork.
6. Add the dressing, chicken, vegetables, and raisins into the bowl of quinoa and mix well. Or, set out each ingredient in their own serving bowl and ask the children to build their own grain bowls.
7. Serve right away, or cover and refrigerate up to 2 days.



# Grain Bowls Activity Guide

## All About Grain Bowls

This recipe lets kids mix and match their favorite whole grains, veggies, and protein foods for an easy and delicious dish that everyone will love!

## 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 114.** Make sure you have all 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 you have.** If your group has extra time, do the worksheets in the Grain Bowls Family Handout as part of the session (see **My Grain Bowl Story** on page 11, **Kitchen Tools** on page 12, and **MyPlate, My Grains** on page 13). 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.



## Activities

1. **Introductions, Goals, and Ground Rules** (5 minutes) p. 103
2. **All About Grains** (5 minutes) p. 105
3. **Nutritious and Delicious MyPlate** (5 minutes) p. 107
4. **Taste Test** (10 minutes) p. 108
5. **Cooking and Eating** (40 minutes) p. 109
6. **Cleanup** (15 minutes) p. 119
7. **Wrap-Up and Summary** (5 minutes) p. 119

### INSTRUCTOR TIP

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

## Supervision and Room Management

The Grain Bowls 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 cooking stations.

## Options for Large Groups

- **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 simmering or measuring.
- **Use Volunteers**—Teenagers, particularly those who are in a culinary arts or service learning program, can help with the activities. They can help you get ready for the session and help children with reading recipes, stirring, measuring, and other cooking skills that do not involve sharp knives. They can also assist with cleanup.

## 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 *Grain Bowls Family Handout*, which you can order or download at: <https://www.fns.usda.gov/tn/cooks>
- Ingredients and supplies listed on page 114
- 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 from <https://TeamNutrition.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.

### 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. Then, 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 in the next column). Then, have the children introduce themselves, adding a fun food fact or an answer to one of the questions in the next column.

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

### 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

This goal of this session is to get the children familiar and comfortable with following a recipe and making grain bowls. The activities in this session give the children a chance to learn and practice the following skills:

- **How to Chop**
- **How to Measure**
- **How to Use a Cooktop Safely**
- **How to Simmer**
- **How to Cool Food Safely**
- **How to Build Grain Bowls**
- **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 measuring cup? Raise your hand if you’ve ever chopped 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?” This will let you know how familiar and comfortable the group might be with cooking, and what sections and skills you might need to spend more or less time on.

## Ground Rules

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

➔ **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 he or she 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 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 closed-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 stay aware of where everyone is around you. *Remind the children that this is for their safety.*
- **No “ewwws.”** You are going to try some new things and you may love them, but if you don't, no “ewwws.” *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 do not 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 Grains (5 minutes)

**OBJECTIVE:** At the end of this section, the children will be able to describe where grains come from, list at least three types of grain, discuss the difference between whole grains and refined grains, and describe different ways to eat them.

**To start the discussion, ask the children:**

- Have you ever eaten grains?
- How do you eat grains at home?
- Do you cook with grains?
- Where do grains come from?
- What is a whole grain?
- What is a refined grain?

Use the discussion questions on this page to help the children learn more about grains. You can ask the group the questions in written in **bold green text**, and then fill in the answers in black text as needed. Or, you can choose a few facts about grains and share them with the group.

### What is a grain product?

Any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain is a grain product. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples of grain products.

### What is a whole grain?

There are two kinds of grain: whole grains and refined grains. Whole grains are full of vitamins, minerals, and fiber. Whole grains get their name from the fact that they contain the entire grain kernel—the bran, germ, and endosperm.

### What is a refined grain?

In refined grains, the bran and the germ are removed. This process is called “milling.” Refined grains have a finer texture and a longer shelf life, which means that you can keep them in your pantry longer. The milling process removes fiber, iron, and many B vitamins that are found in whole grains.

Most refined grains are **enriched**. This means certain vitamins and iron are added back after milling. Fiber is not added back to enriched grains, so refined grains usually do not contain fiber.



### What are some commonly eaten whole-grain products?

- brown rice
- buckwheat
- bulgur (cracked wheat)
- muesli
- oatmeal
- popcorn
- rolled oats
- quinoa (pronounced “kin-wa”)
- whole-grain barley
- whole-grain cornmeal
- whole-wheat bread, sandwich buns, and rolls
- whole-wheat crackers
- whole-wheat pasta
- whole-wheat or whole-grain tortillas
- wild rice
- whole-wheat cereal flakes

### Are all brown grains whole grains?

Even though a lot of whole-grain foods are brown, such as whole-grain bread or brown rice, color does not always indicate that something is whole-grain. Bread can be brown because molasses or other ingredients have been added. It is important to check the ingredient list to make sure something is a whole grain. This is important to get across, because it is easy for children (and adults) to think that if a grain product is brown instead of white, that it is healthier.



### How are grains cooked?

Grain products that must be cooked before eating them are boiled or steamed in water or broth. Sometimes we boil grains in water and drain them—the way you would cook pasta. Other times, just a little water is used, and the grains simmer and absorb the liquid, like rice. The amount of water used to cook grains is different for each kind of grain. For quinoa, we use 2 cups of water to cook 1 cup of dry quinoa.

Different grains vary in cooking time. The best way to know if they are done is to taste test. When grains are tender, they are done. If all of the water is absorbed and the grains still are not tender, just add some more water and continue cooking. If the grains are done before the liquid is gone, use a colander to drain the extra water.

Below are estimated cooking times for common grains and grain products, once the water is boiling. Check the packaging for specific instructions.

- Barley: 40–60 minutes
- Buckwheat: 20 minutes
- Bulgur: 10–12 minutes
- Cornmeal: 25–30 minutes
- Oats, steel cut: 30 minutes
- Pasta, whole-wheat: 8–12 minutes
- Quinoa: 12–15 minutes
- Brown rice: 25–45 minutes
- Wild rice: 45–55 minutes

### What are ways to eat more whole grains every day?

It is easy to substitute a whole-grain product for a refined grain product. Eat 100% whole-wheat bread or bagels instead of white bread or bagels, or brown rice instead of white rice. Grains can be used in soups, stews, chilies, and salads or eaten for a meal (oatmeal) or snack (crackers).



# Nutritious and Delicious MyPlate (5 minutes)

**OBJECTIVE:** At the end of this section, the children will be able to describe how grains 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 grains fit into MyPlate, and the nutrients in grains that our bodies need to be healthy and strong.

## Grains are part of a healthy diet

The MyPlate icon reminds you to eat foods from all five food groups and to fill half your plate with fruits and vegetables.

### MyPlate's five food groups are:

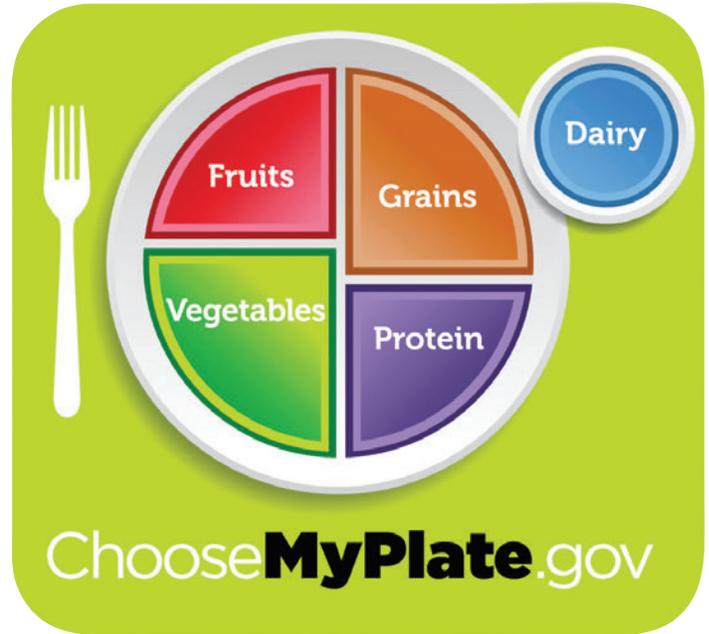
- **Fruits**
- **Vegetables**
- **Grains**
- **Protein Foods**, and
- **Dairy**.

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 each day is to choose fruits and vegetables at each meal and as snacks.

Grains are part of the **Grains** Food Group, which is in the upper right, orange section of the MyPlate icon. Any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain is a grain product. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples of grain products.

In general, 1 slice of bread, 1 cup of ready-to-eat cereal, or ½ cup of cooked rice, pasta, or other cooked grains (such as barley, bulgur, etc.) are considered a 1-ounce equivalent from the grains group.

It is important to eat whole grains whenever possible and make at least half your grains whole grains. One way to help you eat enough whole grains each day is to make simple substitutions such as swapping brown rice for white rice and eating whole-wheat bread and whole-wheat pasta.



## Grains provide fiber, B vitamins, and minerals

Whole grains have many nutrients, like dietary fiber, several B vitamins, and minerals such as iron. Fiber helps keep food moving through the digestive tract and can help you feel full. B vitamins help your body use the energy you get from the food you eat, and iron helps carry oxygen from the lungs to the rest of the body.

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

**OPTIONAL ACTIVITY:** Decide if you want to do the **MyPlate, My Grains** activity found on page 13 of the Family Handout. You can also do another activity during this time. If so, have copies of the Family Handout and pencils for each child.

## INSTRUCTOR TIP

Remind the children that it's okay if the grains they eat are mixed with other foods, such as in a grain bowl with vegetables and protein foods, or if they eat them in a bowl instead of on a plate. These grains would still count as part of their MyPlate meal. To see how much of each food group to eat every day, visit Choose MyPlate's webpage at <https://www.choosemyplate.gov>.



# Taste Test (10 minutes)

**OBJECTIVE:** At the end of this section, the children should understand the importance of participating in a taste test, have tried something new, and understand how to include grain foods as part of a healthy snack.

Taste testing is a fun way to try new foods. In this taste test, the children will sample different kinds of grain snacks to find the ones they like best.

➤ **DO AHEAD:** Prepare for the taste test (about 10 minutes of preparation).

- Pick a table or desks separate from the cooking area to hold taste-test supplies.
- Wash tables with hot soapy water.
- Wash your hands before preparing the snacks.
- Put each kind of snack on a serving plate for sampling and label each serving plate with the type of snack. Three to four types of grain snacks is enough.

In this taste test, the different kinds of whole-grain snacks that the children will try will be ready to eat, as opposed to the whole grains the children will be cooking later. Some options are below. This is not a complete list. There are many other whole-grain snacks that you could use in this taste test. These snacks can be served plain or with toppings (some recommended below):

- whole-grain crackers (with low-fat cheese, if desired)
- 100% whole-grain cereal
- oatmeal (with fruit topping, if desired)
- brown rice cake (with low-fat cottage cheese or peanut butter, if desired)
- whole-grain tortillas (with peanut butter or low-fat cheese, if desired)

## INGREDIENTS

- if using whole-grain crackers: 1 cracker per child
- if using 100% whole-grain cereal: ¼ cup per child
- if using oatmeal: ¼ cup per child
- if using graham crackers: 1 cracker per child
- if using brown rice cake: 1 rice cake per child
- if using whole-grain tortillas: ¼ tortilla per child

## SUPPLIES

- 6 plates or bowls for eating
- 3 to 4 serving plates (1 for each variety of grain snack)
- 6 napkins
- 1 set of tongs or 1 serving fork (1 for each variety of grain snack)
- labels for snacks (1 for each plate of grains)
- pen or marker

## INSTRUCTIONS

1. Have everyone wash his or her hands.
2. Seat the children around desks or tables so that they can all see each other, and put the grain samples within easy reach.
3. Give each child a plate, and have the children put one type of each snack on their plates, using a serving fork or tongs. Depending on the number and age of the children, you may want to have the children try one type of grain snack together before putting another type of grain snack on their plates.
4. Ask the children to look at, touch, and taste each grain sample. Remind the children that these are all foods from the grains group. Each food has a different name and may taste different too. Have everyone in the group try the same kind of grain at the same time to make discussion and tracking of each type easier. Repeat until everyone has had a chance to try every kind.
5. Discuss and compare the different colors, tastes, textures, smells, and uses of each grain snack. Discussion questions are included below. Survey the children to find out which snack they liked the best and record the results on a whiteboard or poster paper.

### Taste test discussion questions

- What grain did you like the most? Why?
  - Are these snacks you would eat after school?
  - Have you ever eaten any of these grains before?
  - Did you know these were whole-grain snacks?
  - How do you eat grains at home?
6. Have the children help clean up leftovers and trash.
- ✓ **SAFETY TIP:** Make sure the children wash their hands again after eating and before cooking.

### INSTRUCTOR TIP

Do not force anyone to taste something. Encourage them, but let them make their own decision. When a child sees other children enjoying the taste test, he or she will likely join in.



# Cooking and Eating (40 minutes)

**OBJECTIVE:** At the end of this section, the children will have made grain bowls.

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

The children will practice different skills as they prepare the grain bowls. 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 serve himself or herself as much or as little of the grain bowl 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 cups cooked quinoa:
  - 1 cup uncooked quinoa
  - 2 cups water
- ½ cup vinaigrette dressing:
  - 1½ tablespoons of finely chopped onion or shallot
  - ¼ cup oil
  - 1½ tablespoons of vinegar
  - 1 tablespoon water
  - ¾ teaspoon of mustard
  - ⅓ teaspoon salt
  - ¾ teaspoon of honey
  - pinch black pepper
  - 1½ tablespoons chopped chives (optional)
- 3 cups vegetables (combination of 1½ cups cooked broccoli and 1½ cups cut carrots)
- 1½ cups cooked chicken (diced or small pieces)
- 1½ cups raisins

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

➔ **DO AHEAD:** Because some grains take so long to cook, you may want to have some precooked for children to eat, and then each child can bring home the grains he or she cooks for his or her family. You can also start cooking grains at the beginning of the session, and then go through the discussion activities and taste test while the grains are cooking.

## INSTRUCTOR TIP

Don't forget to review the [How To Read a Recipe](#), [Food Safety](#), and [Handwashing](#) sections before you start cooking!

💡 **BRIGHT IDEA:** Groups should prepare the grains first and then, while the grains are cooking, prepare the rest of the ingredients for the grain bowls.

## Skills that will be covered during this activity:

- [How to Chop](#)
- [How to Measure](#)
- [How to Use a Cooktop Safely](#)
- [How to Simmer](#)
- [How to Cool Food Safely](#)
- [How to Build Grain Bowls](#)
- [How to Set a Table \(Optional\)](#)
- [How to Serve Family Style \(Optional\)](#)

[How to Chop](#) is not shown in the Grain Bowls video, but [How to Dice](#) is shown in the Salad With Vinaigrette Dressing video.

## INSTRUCTOR TIP

You can use a variety of grains for this recipe. Some recommended grains are quinoa, barley, oats, and brown rice. Most grains cook like rice, since the dry grain absorbs the liquid. For grains such as whole-wheat pasta, the extra liquid will have to be drained. In this case, have an adult do the draining so the children do not burn themselves on the hot water or steam.

## Cooking times for grains

Grain cooking time varies depending on the variety of grain. If you are short on time, you may want to use grains that do not take long to cook. Two grains that cook quickly are bulgur, which cooks in 10 to 12 minutes once the water is boiling, and quinoa, which cooks in 12 to 15 minutes, once the water is boiling.

✓ **SAFETY TIP:** Rinse vegetables under clean, running tap water before preparing or eating them. Rub vegetables briskly with your hands to remove dirt and surface microorganisms. Dry with a clean cloth towel or paper towel after rinsing. Keep vegetables separate from raw meat, poultry, and seafood while shopping, preparing, or storing.



## 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 in the Family Handouts, so you can give each child a copy of the Family Handout and have him or her use the materials during this session. This Activity Guide includes the [Look and Cook Recipe](#) and Instructor's version of the recipe on pages 112 and 113. 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.

- 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 grain bowls. In **Options One and Two**, children will practice some, but not all, of the skills used in the recipe.

**Options One and Two** should be used if groups are large or if you're 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 below. At each station, have an adult show the children how to use each tool before allowing them to try.

### Options for practicing cooking skills at stations:

- **Option One:** All 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 may do the measuring, another may chop, and another may simmer, 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 simmering, 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

- cutting boards
- butter knives
- bowls
- trash or compost bin

##### Measuring

- dry measuring cups (¼ cup, ½ cup, 1 cup)
- liquid measuring cups
- measuring spoons (tablespoon)

##### Simmering and Cooling

- cooktop
- pot with lid
- mixing spoons
- potholders or oven mitts

#### KEY SKILLS:

- [How to Chop](#) p. 115
- [How to Measure](#) p. 115-116
- [How to Use a Cooktop Safely](#) p. 117
- [How to Simmer](#) p. 117
- [How to Cool Food Safely](#) p. 117

#### Serving Skills:

- [How to Build Grain Bowls](#) p. 118
- [How to Set a Table \(Optional\)](#) p. 10
- [How to Serve Family Style \(Optional\)](#) p. 10





# Look and Cook Recipe: Grain Bowls

## Ingredients

Quinoa



Broccoli



Carrots



Vinaigrette dressing



Chicken



Raisins



Water



## Directions

1



Wash your hands.

2



Measure water.

3



Measure quinoa.

4



Cook quinoa.

5



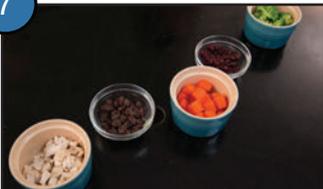
*Optional:* chop veggies and chicken.

6



*Optional:* make dressing.

7



Add veggies, raisins, and chicken to quinoa.

8



Add dressing.

9



Enjoy your grain bowl!



# Grain Bowls

Use your favorite fruits, veggies, and protein foods to build your own grain bowl!

Total Time: 35 minutes • Hands-on Time: 35 minutes • Yield: 6 servings

## INGREDIENTS

See [Shopping List](#) for suggestions for foods in each category.

- 3 cups cooked grains or 1 cup uncooked grains, such as quinoa
- 2 cups water\*
- 3 cups chopped vegetables
- 1½ cups protein food
- 1½ cups dried fruit
- ½ cup vinaigrette dressing (1½ tablespoons finely chopped onion or shallot, ¼ cup oil, 1½ tablespoons vinegar, 1 tablespoon water, ¾ teaspoon mustard, ¾ teaspoon honey, ⅓ teaspoon salt, pinch of black pepper, 1½ tablespoons chopped chives (optional))

## 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. Measure 2 cups of water and add it to a pot. Cover the pot and set it on the stove or cooktop. Turn the heat to high and bring the water to a boil.
3. Measure 1 cup of uncooked quinoa and pour into a strainer or fine-mesh colander. Rinse under cool running water until the water runs clear.
4. Once the water is boiling, add the quinoa to the boiling water and cover the pot again. Turn the heat to medium-low, and simmer the quinoa for 15 minutes.
5. While the quinoa is cooking, measure and chop the veggies, fruit, and protein into small, bite-sized pieces.
6. Make the vinaigrette dressing by whisking ingredients together in a bowl. Or, you can put all the ingredients in a jar, cover, and shake until it is well mixed.
7. Once quinoa is done and cooled, add the chopped veggies, protein, and fruit to the quinoa.
8. Add dressing to the quinoa mixture and mix until everything is well combined. You can also set out the quinoa, vegetables, protein, fruit, and dressing in separate bowls, and let everyone decide how much he or she would like to add to his or her grain bowl.
9. Serve and enjoy your grain bowl!

\*If using another grain instead of quinoa, amount of water and cooking time may vary.

**Amount per serving:** Calories: 343; Total Fat: 12 g; Saturated Fat: 1.5 g; Sodium: 188 mg; Total Carbohydrate: 55 g; Dietary Fiber: 6 g; Sugars: 25 g; Protein: 9 g; Vitamin A: 5203 IU; Vitamin C: 28 mg; Calcium: 60 mg; Iron: 3 mg.

Nutrient information is based on using quinoa, raw carrots, cooked broccoli, chicken, and raisins in this recipe. Nutrient information will be different depending on which grains, vegetables, protein foods, and fruits you use.

*Crediting Information: 1 ½ cups of grain bowls provide ½ cup vegetable, ½ cup fruit, 1 oz. eq. meat/meat alternate, and 1 serving/oz. eq. grain.*

## 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.

## SHOPPING LIST:

See [Ingredients and Supplies Checklists](#) on page 114 for amounts needed for your group.

### Produce Section:

- 3 cups vegetables (any combination of tomatoes, cucumbers, zucchini, broccoli, carrots, green beans, corn, peas, etc.)
- 1½ tablespoons fresh chives (optional, for dressing)
- 1 onion (for dressing)

### Refrigerated or Frozen Aisles:

- 1½ cups cooked protein food (chicken, meat, fish, beans, or tofu). You can also use dried or canned beans or canned meat or fish (see below in “Dry Goods” section)
- 10 oz. raw chicken or a 16 oz. container tofu

### Dry Goods:

- 1 cup uncooked grains (quinoa, brown rice, farro, quinoa, bulgur wheat, or whole-wheat orzo)
- 1½ cups dried fruit (raisins, cranberries, or cherries or chopped dried apricots, prunes, dates, or figs)

### Options for protein foods:

- 1 (15 oz.) can low-sodium beans
- 2 (5 oz.) cans chicken or fish

### Staples From Your Pantry:

- oil
- vinegar
- salt
- black pepper
- honey
- mustard



## 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 Taste Test and Cooking and Eating Activities (for a group of six)

##### Ingredients for Taste Test

Choose 3 to 4 types of grains

- 100% whole-grain crackers: 1 cracker per child
- 100% whole-grain cereal: ¼ cup per child
- oatmeal: ¼ cup per child
- graham crackers: 1 cracker per child
- brown rice cake: 1 rice cake per child
- whole-grain tortillas: ¼ tortilla per child

##### Ingredients for Grain Bowls

- 3 cups cooked quinoa:
  - 1 cup uncooked quinoa
  - 2 cups water
- ½ cup vinaigrette dressing:
  - 1½ tablespoons finely chopped onion or shallot
  - ¼ cup oil
  - 1½ tablespoons vinegar
  - 1 tablespoon water
  - ¾ teaspoon honey
  - ¾ teaspoon mustard
  - ⅓ teaspoon salt
  - 1½ tablespoons chopped chives (optional)

##### Mix-in Ingredients

- 3 cups vegetables (combination of 1½ cups cooked broccoli and 1½ cups cut raw carrots)
- 1½ cups cooked chicken (diced or small pieces)
- 1½ cups raisins

### SUPPLIES

#### For Taste Test Activity

- 6 plates or bowls for eating
- 3 to 4 serving plates (1 for each variety of grain snack)
- napkins
- 1 set of tongs or 1 serving fork
- labels for snacks (1 for each plate of grains)
- pen or marker

#### For Cooking, Eating, and Cleanup

The number of kitchen tools in this 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 110 for more information.

#### For Cooking

- 1 set of dry measuring cups (¼ cup, ½ cup, 1 cup)
- 1 liquid measuring cup
- 2 sets of measuring spoons
- 1 large pot with lid
- 6 cutting boards
- 6 butter knives
- fork for fluffing grains
- kitchen timer

#### For Eating

- 1 large bowl
- 1 mixing spoon
- 6 bowls for eating
- 6 sets of eating utensils
- napkins
- 1 serving bowl for quinoa (optional)
- 1 serving spoon for quinoa (optional)

If serving quinoa and mix-ins separately, add:

- 3 to 4 serving spoons for mix-in ingredients (optional)
- 3 to 4 serving bowls for mix-in ingredients (optional)

#### 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://teamnutrition.usda.gov>)
- Copies of *Team Nutrition Cooks! Grain Bowls Family Handout* (free from <https://teamnutrition.usda.gov>)



## How to Chop

In this recipe, children will chop fruits, vegetables, and protein foods with butter knives. Butter knives are safe for the children to use because they are not too sharp but will still cut through many foods. Remind the children that they should always cut on a cutting board for safety and to avoid damaging the countertop or table.

1. Hold the knife in the hand you use to write with, and grip it firmly around the handle.
2. Use your other hand to steady the food, keeping your fingers curled under, away from the knife, so that only your knuckles show. Pay attention to where the knife is; as it moves forward, your hand holding the food should move backward. The distance between the knife and the hand holding the food should always stay the same.
3. Slice round shapes in half first so they can rest on their flat side instead of rolling around.
4. If adding chives, hold the chives in a small bunch and cut into small pieces using a pair of clean scissors.



## 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, and  $\frac{1}{4}$  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 Water

1. Put the liquid measuring cup on a flat surface.
2. Fill the measuring cup until the liquid reaches the 2-cup line on the side of the cup.
3. Lean down to get eye level with the measurement lines. The line of the water will have a slight curve. The bottom of the curve should touch the measurement line.

### How to Measure Grains

1. Place the 1-cup dry measuring cup on a flat surface.
2. Fill the cup until the grains reach the top. Level off the grains with the back of a butter knife.

### How to Measure Vegetables

1. Place the 1-cup dry measuring cup on a flat surface.
2. Fill the cup until the vegetables reach the top. Push down gently to make sure there are no air pockets.
3. Repeat two times.

### How to Measure Dried Fruit

1. Place the ½-cup dry measuring cup on a flat surface.
2. Fill the cup until the fruit reaches the top. Push down gently to make sure there are no air pockets.
3. Repeat two times.

### How to Measure Chicken

1. Place the ½-cup dry measuring cup on a flat surface.
2. Fill the cup until the chicken reaches the top. Push down gently to make sure there are no air pockets.
3. Repeat two times.

### How to Make and Measure Dressing

1. To make the dressing, measure and mix all ingredients for the dressing in a bowl. Whisk with a whisk or fork until evenly blended. Or, put ingredients in a jar, and shake until evenly blended.
2. To measure the dressing, place liquid measuring cup on a flat surface.
3. Fill the cup until the dressing reaches the ½-cup line on the measuring cup.
4. Lean down to get eye level with the measurement lines. The line will look like a curve. The bottom of the arc should touch the line.

For more information on how to make the vinaigrette dressing, see pages 143-144 of the *Salad With Vinaigrette Dressing* module.

### How to Use a Colander/Strainer

1. Measure the uncooked grain and pour into the colander. Rinse the grain in the colander under cold running water.
2. Gently shake the colander to help the water drain.
3. Stop rinsing when the water runs clear.



## 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 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. When cooking, make sure the pot handle 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 dish towels, 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 is 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 Simmer

“Simmering” means cooking foods in liquid that is hot but just below the boiling point. This is how the grains are cooked.

1. Put the water into the pot and put the pot on the cooktop. When simmering or boiling, it is important to use a pot large enough to hold the food and water without any overflowing and with enough space that the food can move and be stirred.
2. Turn the temperature to high and watch for bubbles breaking all over the water's surface, which means that the water is boiling. Once the water is boiling, add the grains and stir.
3. Turn down the temperature to medium-low so that the bubbles almost stop. Cook with the lid on until the grains have absorbed the liquid and are tender. If you are cooking quinoa, this will take about 15 minutes or so. When you remove the lid, it is important to lift it away from your face, because the steam that will come out is really hot! Make sure not to take the lid off too often during cooking, since the steam, which is what is cooking the food, will escape and the temperature of the water will drop.
4. Set the grains aside to cool, about 10 minutes.

## 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.



## How to Build Grain Bowls

There are two options:

1. Add all the mix-in ingredients to the grains and serve each child from that mixture.
2. Let the children design their own grain bowls.

Put each ingredient in a separate serving bowl with its own serving utensil. Set the ingredients in a line and ask the children to fill their bowls with the ingredients they'd like to try. Encourage the children to add some of each ingredient to their bowl.

 **BRIGHT IDEA:** Have measuring cups and spoons as the serving spoons, so the children can measure the different ingredients as they are added to their bowls. See the list below for the measuring cup or spoon amounts for each:

- ½-cup measuring cup for cooked grains
- ½-cup measuring cup for vegetables
- ¼-cup measuring cup for chicken
- 1-tablespoon measuring spoon for dressing
- ¼-cup measuring cup for raisins

 **BRIGHT IDEA:** If multiple grains were cooked in class, encourage the children to try different kinds of cooked grains in their bowls.

Use the discussion questions below to lead a discussion about the grain bowls.

### DISCUSSION QUESTIONS:

- What did you add to your grain bowl?
- What did you like?
- What did you taste?
- Were there any tastes you didn't like? Why?
- What else could we serve with this dish?
- Which step of the recipe was your favorite?
- What did you learn to do today that you didn't know how to do before?
- Could you teach someone in your family a skill you learned today?

### INSTRUCTOR TIP

If eating together as a group, check out [How to Set a Table](#) 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.

It is important to 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 if you like.

- **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 the 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.

### 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 fresh 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 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.

## 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 to 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 grain bowls.
- 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 the **My Grain Bowl Story** on page 120 and have children follow along on page 11 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 121 of this guide.
- Have the children complete the **Kitchen Tools** activity sheet on page 12 of the Family Handout to test their knowledge. An answer key is provided for you on page 123 of this 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.



# My Grain Bowl Story

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

**WORD BANK:** germ, refined, whole-wheat, brown, bran, measuring cups, spoons, cutting board, B, cups, refined, grain bowls, liquid, fiber, whole, chicken, bran, dry, germ, Grains, whole, grains, endosperm

Today, we made ( \_\_\_\_\_ ). The main ingredient is ( \_\_\_\_\_ ), which belongs in the ( \_\_\_\_\_ ) section of MyPlate. Whole grains have lots of ( \_\_\_\_\_ ), which helps with digestion. Grains also contain ( \_\_\_\_\_ ) vitamins.

The type of grain we cooked today was ( \_\_\_\_\_ ). Some other grains I learned about were ( \_\_\_\_\_ ). There are two kinds of grains: ( \_\_\_\_\_ ) grains and ( \_\_\_\_\_ ) grains. The ones that are better to eat are ( \_\_\_\_\_ ) grains, because they have all three parts of the grain—the ( \_\_\_\_\_ ), the ( \_\_\_\_\_ ), and the ( \_\_\_\_\_ ). ( \_\_\_\_\_ ) grains are milled, which means that the ( \_\_\_\_\_ ) and ( \_\_\_\_\_ ) are removed. This gives the grain a longer shelf life, but it removes dietary fiber, iron, and many B vitamins. Some simple switches I can make to eat more whole grains include choosing ( \_\_\_\_\_ ) rice instead of white rice or ( \_\_\_\_\_ ) bread instead of white bread.

In class, we learned to measure and used two different kinds of tools. One was measuring ( \_\_\_\_\_ ) and the other was measuring ( \_\_\_\_\_ ). We also learned that with measuring cups there are two kinds—one to measure ( \_\_\_\_\_ ) ingredients and one to measure ( \_\_\_\_\_ ) ingredients.

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

When we made the grains, we learned to use new tools. Some of these tools were a ( \_\_\_\_\_ ), which we put the food on when we chop or slice and ( \_\_\_\_\_ ), which are used to measure ingredients.

After the grains were cooked and cooled, we were ready to eat. We combined the grains and other ingredients into grain bowls. We added some vegetables, fruits, nuts, and protein foods including ( \_\_\_\_\_ ).

It was delicious!



# My Grain Bowl 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:** germ, refined, whole-wheat, brown, bran, measuring cups, spoons, cutting board, B, cups, refined, grain bowls, liquid, fiber, whole, chicken, bran, dry, germ, Grains, whole, grains, endosperm

Today, we made (**grain bowls**). The main ingredient is (**grains**), which belongs in the (**Grains**) section of MyPlate. Whole grains have lots of (**fiber**), which helps with digestion. Grains also contain (**B**) vitamins.

The type of grain we cooked today was (**dependent on child's experience**). Some other grains I learned about were (**dependent on child's experience**). There are two kinds of grains: (**whole**) grains and (**refined**) grains. The ones that are better to eat are (**whole**) grains, because they have all three parts of the grain—the (**germ**), the (**endosperm**), and the (**bran**). (**Refined**) grains are milled, which means that the (**germ**) and (**bran**) are removed. This gives the grain a longer shelf life, but it removes dietary fiber, iron, and many B vitamins. Some simple switches I can make to eat more whole grains include choosing (**brown**) rice instead of white rice or (**whole-wheat**) bread instead of white bread.

In class, we learned to measure and used two different kinds of tools. One was measuring (**spoons**) and the other was measuring (**cups**). We also learned that with measuring cups there are two kinds—one to measure (**dry**) ingredients and one to measure (**liquid**) ingredients.

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

When we made the grains, we learned to use new tools. Some of these tools were a (**cutting board**), which we put the food on when we chop or slice and (**measuring cups**), which are used to measure ingredients.

After the grains were cooked and cooled, we were ready to eat. We combined the grains and other ingredients into grain bowls. We added some vegetables, fruits, nuts, and protein foods, including (**chicken**).

It was delicious!



# Kitchen Tools

These are some of the tools we need to make grain bowls. Can you name them all?



( \_\_\_\_\_ )



( \_\_\_\_\_ )



( \_\_\_\_\_ )



( \_\_\_\_\_ )



( \_\_\_\_\_ )



( \_\_\_\_\_ )

**WORD BANK:** dry measuring cups, large pot with lid, wooden spoon, butter knife, cutting board, large bowl



# Kitchen Tools

These are some of the tools we need to make grain bowls. Can you name them all?



( **large pot with lid** )



( **dry measuring cups** )



( **cutting board** )



( **wooden spoon** )

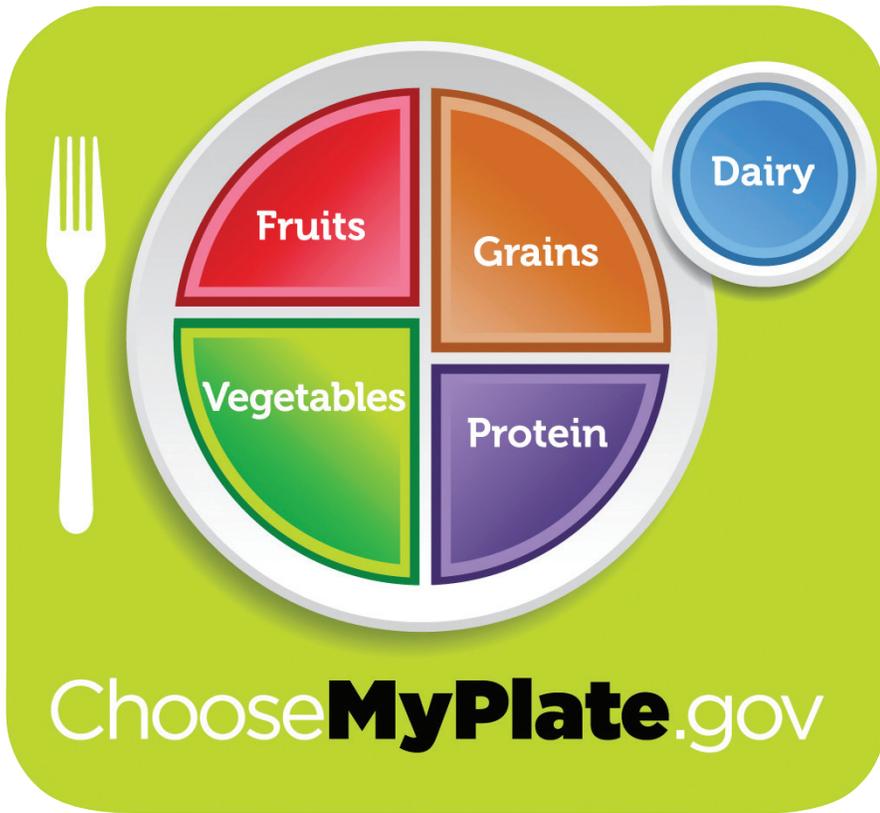


( **butter knife** )



( **large bowl** )

# MyPlate, My Grains



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 are feeding your family, so you end up with a balanced meal.

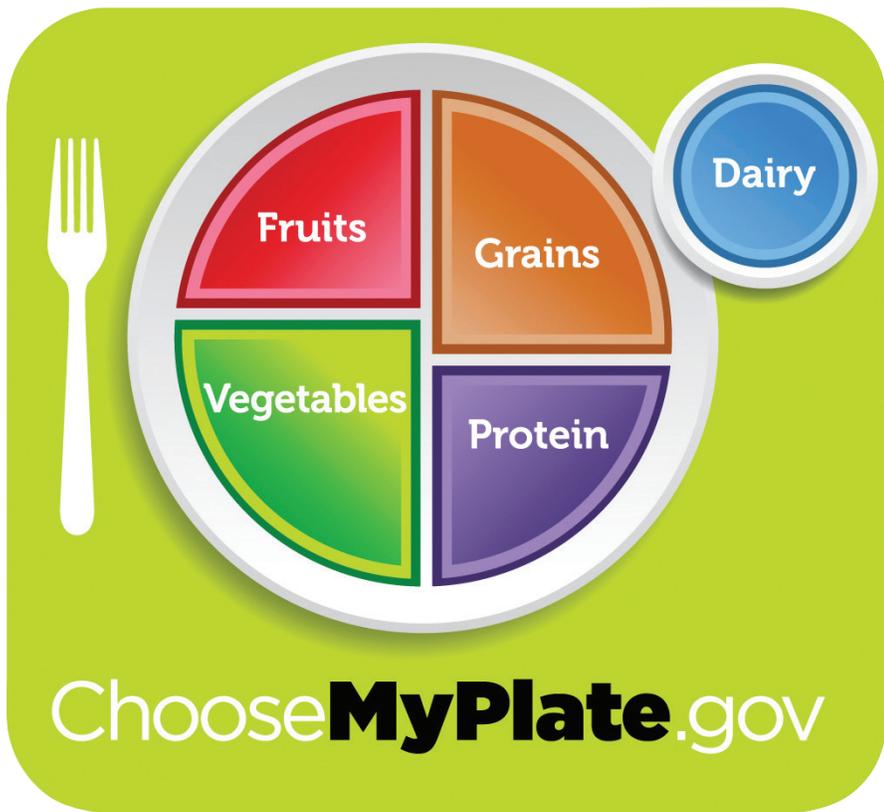
Grains can be eaten as part of a healthy meal or snack. Ask your child to think about foods from other food groups that can be eaten with grains. Have your child write or draw the foods in the chart below. Examples are listed below to get you started.

Fruits	Protein	Vegetables	Dairy
Apples with oatmeal	Peanut butter on whole-grain crackers	Wild rice and vegetable soup	Low-fat cheese with whole-grain tortillas for a quesadilla
	Turkey sandwich with whole-grain bread		



# MyPlate, My Grains

## Instructor Guide



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 are feeding your family, so you end up with a balanced meal.

Grains can be eaten as part of a healthy meal or snack. Ask your child to think about foods from other food groups that can be eaten with grains. Have your child write or draw the foods in the chart below. Examples are listed below in black to get you started.

**\*The answers below are suggestions. The children can list many different foods for their MyPlate meal.**

Fruits	Protein	Vegetables	Dairy
Muesli with bananas	Peanut butter on whole-grain crackers	Vegetable wrap with a whole-grain tortilla	Low-fat cheese with whole-grain tortillas for a quesadilla
Apples with oatmeal	Chicken salad with a whole-grain roll	Wild rice and vegetable soup	Grilled (low-fat) cheese sandwich on whole-wheat bread
Whole-wheat crackers with pear slices	Ham on whole-wheat crackers	Whole-wheat pasta with tomato sauce and vegetables	Sliced low-fat cheese on whole-wheat crackers
Whole-wheat pita with peanut butter and apples	Turkey sandwich with whole-grain bread	Brown rice with beans	Whole-wheat cereal and low-fat milk
Rolled oats with apples and cinnamon	Chicken stir-fry with brown rice	Whole-grain barley salad with vegetables	Low-fat yogurt mixed with whole-grain cereal



