RACING THE CLOCK TO

Awesome Meals

Name: ________________________________________________________________
Age (as of January 1 of the current year): _________________________________
County: ______________________________________________________________
Club Name: ___________________________________________________________
Advisor: ______________________________________________________________

FOR SUMMER 2020
For an accessible format of this publication, visit cfaes.osu.edu/accessibility.
INTRODUCTION

The Ohio 4-H Food and Nutrition program helps youth develop knowledge, understanding of nutrition, menu planning, safe food handling skills, kitchen equipment safety, consumer knowledge, fitness, meal and time management, and careers related to food and nutrition.

_Racing the Clock to Awesome Meals_ is an intermediate-level food and nutrition project that focuses on the knowledge and skills needed to prepare quick, nutritious, low-cost meals. It is designed to build on food preparation skills so that youth can tackle difficult recipes while being creative with ingredients. This project, which includes seven recipes, can easily be completed in one year.
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Congratulations! A 4-H member has asked you to serve as a project helper. You may be a parent, relative, project leader, friend, club advisor, or another individual who’s important in the 4-H member’s life. Your duties begin with helping the youth create and carry out a project plan. This is followed by helping the youth focus on each activity; providing support and feedback; and determining what was done well, what could have been done differently, and where to go next.

As a project helper, it is up to you to encourage, guide, and assist the 4-H member. How you choose to be involved helps shape the 4-H member’s life skills and knowledge of good nutrition.

Your Role as Project Helper

• Guide the youth and provide support with goal-setting and project completion.
• Encourage the youth to apply knowledge from this project book to food choices.
• Serve as a resource person.
• Encourage the youth to go beyond the scope of this project book by learning more about food and nutrition.

What You Should Know About Experiential Learning

The information and activities in this book are arranged in a unique, experiential fashion (see model). In this way, youth are introduced to a particular practice, idea, or piece of information through an opening (1) experience. The results of the activity are then recorded in the accompanying pages. Youth then take the opportunity to (2) share what they did with their project helper and (3) process the experience through a series of questions, allowing the youth to (4) generalize and (5) apply the new knowledge and skill.

What You Can Do

• Review the Learning Outcomes (Project Skill, Life Skill, Educational Standard, and Success Indicator) for each activity to understand the learning that is taking place. See page 36 for a summary of all the Learning Outcomes.
• Become familiar with each activity and the related background information. Stay ahead of the learner by trying out activities beforehand.
• Begin the project by helping the learner establish a plan for the project. This is accomplished by reviewing and completing the Member Project Guide.
• Conduct a review session after each activity so that the learner can answer the Instant Replay questions and share the results. This important step improves understanding from an experiential learning perspective. Help the learner focus on the project and life skills being addressed.
• Use the Notes for Next Time as a discussion tool to help the learner celebrate what was done well and discover what could have been done differently. Allow the learner to become better at assessing his or her own work.
• In the Member Project Guide, date and initial the activities that have been completed.

Welcome to *Racing the Clock to Awesome Meals*! We hope you have fun while learning how to prepare quick and nutritious meals, often with low-cost ingredients or with ingredients you have on hand. As you complete this book, you will learn

- how to match your food choices to MyPyramid.
- how to select and prepare quick and nutritious breakfast foods.
- how to select and prepare quick and healthful pasta options.
- how to select among alternative food ingredients for soup.
- how to plan for leftovers.
- how to choose appropriate kitchen equipment and tools.
- how to make cost comparisons.

*Racing the Clock to Awesome Meals* is an intermediate-level food and nutrition project that can easily be completed in one year.

Check your county’s project guidelines (if any) for completion requirements in addition to the ones below, especially if you plan to participate in county project judging or plan to prepare an exhibit for the fair.

**PROJECT ACTIVITIES**

Complete all seven activities, as well as one recipe and the Notes for Next Time for each activity. The More Challenges activities are optional in the first year but are required when this project is taken for a second year.

When you begin an activity, jot down the date you start it. When you finish an activity, review your work with your project helper. Then ask your project helper to date and initial your accomplishment.

I am taking this project for the first time in (year):_________.
I am taking this project for the second time in (year):_________.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>DATE STARTED</th>
<th>DATE COMPLETED</th>
<th>PROJECT HELPER INITIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. MyPyramid: The Starting Block</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More Challenges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Jump Start Your Day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More Challenges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Pastabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More Challenges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Super Soups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More Challenges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Planned Overs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More Challenges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Equipment Helpers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More Challenges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Overcoming Hurdles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More Challenges</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LEARNING EXPERIENCES

Learning Experiences are meant to complement Project Activities, providing the opportunity for you to do more in subject areas that interest you. What are some Learning Experiences you could do to show the interesting things you are learning about? Here are some ideas:

- Attend a clinic, workshop, demonstration, or speech on a topic related to food and nutrition or healthful living.
- Prepare a public service announcement for school, radio, television, or the Internet on a topic related to nutrition or healthful living.
- Help organize a club meeting based on this project.
- Go on a nutrition- or food-related field trip or tour.
- Host a cooking group and prepare a healthful food item.
- Prepare your own demonstration, illustrated talk, or project exhibit.
- Participate in county judging.

Once you have a few ideas, record them here. Complete at least two Learning Experiences. Then, describe what you did in more detail and ask your project helper to date and initial in the appropriate spaces below.

<table>
<thead>
<tr>
<th>PLAN TO DO</th>
<th>WHAT I DID</th>
<th>DATE COMPLETED</th>
<th>PROJECT HELPER INITIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration</td>
<td>Explained to club members how to make a wrap.</td>
<td>4/5/YR</td>
<td>L.S.</td>
</tr>
</tbody>
</table>
LEADERSHIP/CITIZENSHIP ACTIVITIES

Choose at least two Leadership/Citizenship Activities from the list below (or create your own), and write them in the table below. Record your progress by asking your project helper to initial next to the date each one is completed. You may add to or change these activities at any time. Here are some examples of Leadership/Citizenship Activities:

- Teach someone about making food choices according to MyPyramid.
- Teach someone how to make his or her own MyActivity Pyramid.
- Help another member prepare for his or her project judging.
- Prepare a recipe in this book and share it at a club meeting.
- While attending camp, share what you learn about physical activity and nutrition.
- Demonstrate to other club members how to warm up and cool down before and after physical activity.
- Collect examples of food labels and discuss them with a group.
- Arrange for someone to speak to your club about making food choices that support an active, healthy lifestyle.
- Plan your own Leadership/Citizenship Activity.

<table>
<thead>
<tr>
<th>LEADERSHIP/CITIZENSHIP ACTIVITY</th>
<th>DATE COMPLETED</th>
<th>PROJECT HELPER INITIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach someone about making healthy food choices.</td>
<td>4/5/YR</td>
<td>L.S.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

PROJECT REVIEW

Set up a project evaluation. You can do this with your project helper, club leader, or another knowledgeable adult. It can be part of a club evaluation or it can be part of your county’s project judging. Completing a Project Review helps you assess your personal growth and evaluate what you have learned.
Activity 1

MyPyramid: THE STARTING BLOCK

Warm-Up

MyPyramid provides recommendations for our food intake to keep us healthy. Do you think you’re on target with what you eat? Let’s take a look. We should eat foods from all of the food groups daily. How many servings of grains, vegetables, fruits, milk, or meat and beans do you eat each day? How about oils and other types of food?

Sprint

On a separate piece of paper, create a chart like the one below and use it to write a short description of everything you ate today, including snacks and beverages. In the appropriate column to the right of the description, indicate how much you ate with a 1 for a full serving and a ½ for a half serving. Record everything, total the columns, and write a brief description of what you ate compared to the recommendations in MyPyramid.

Vocabulary

Words in blue throughout this book are defined in Vocabulary on page 34.

### WHAT DID YOU EAT TODAY?

<table>
<thead>
<tr>
<th>Description of food items</th>
<th>Grains</th>
<th>Veggies</th>
<th>Fruits</th>
<th>Milk</th>
<th>Meat and Beans</th>
<th>Oils</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 turkey, lettuce, and cheese sandwich with mayonnaise</td>
<td>1, 1</td>
<td>½</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 bag potato chips</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2 chocolate chip cookies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1 can of cola</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

LEARNING OUTCOMES

**Project Skill:** Matching food choices to MyPyramid

**Life Skill:** Making healthy lifestyle choices

**Educational Standard:** Ohio FCS 1, Introductory Benchmark C: Describe food intake patterns related to healthy lifestyle outcomes

**Success Indicator:** Records food intake and compares it to MyPyramid recommendations

Acknowledgments

Winning Performance

The whole point of good nutrition is that your body needs a variety of foods to function well. By reviewing MyPyramid, you can learn which foods to eat and how many of them to choose. Good food choices allow you to go the distance!

At least half of your daily supply of grains should be whole grains, which are good sources of fiber. Check for whole grains in cereals, breads, crackers, and rice. Eat 6 ounces of grains every day.

Eat a variety of vegetables. Different colors offer a variety of important vitamins and minerals. Eat 2½ cups every day.

Choose fresh, frozen, canned, or dried fruit, all of which are rich sources of vitamins. Eat 1½ cups every day.

Milk provides calcium, which is critical for building strong bones and teeth. The milk group includes yogurt, cheese, cottage cheese, and low-fat dairy desserts such as low-fat ice cream. Consume 3 cups from the milk group every day.

Protein choices include meat (fish, poultry, pork, beef, and lamb) and eggs, dried beans, nuts, and seeds. Eat 5 ounces from the meat and beans group every day.

The USDA recommends just 6 teaspoons (that’s 2 tablespoons) per day of fats and oils. Sources include mayonnaise, salad dressing, butter, margarine, sour cream, and fried foods.

Candy, soda, sweetened drinks, and sugary foods like jam should be limited. They contribute to your diet more calories than nutrients.

Online Resources

To learn more about MyPyramid, go to www.mypyramid.gov. To learn more about healthy fruit and vegetable choices, go to the How Many Fruits and Vegetables Do You Need website: www.fruitsandveggiesmatter.gov.

Did you know?

The color of a fruit or vegetable is a clue to the nutrient it provides.
Activity 1

**Instant Replay**

Look at MyPyramid’s recommended serving sizes. Then think about how you can adjust what you eat for a more healthful diet.

**SHARE** How does your diet compare to MyPyramid’s recommendations?

**REFLECT** What has kept you from making nutritious food choices?

**GENERALIZE** What choices do you have available for servings of each type of food? How can you improve your available choices?

**APPLY** What have you learned about your decision-making skills in regards to food choices?

---

**More Challenges**

- Go to [www.mypyramid.gov](http://www.mypyramid.gov), input your eating patterns for a week, and review.

- With an adult, share your food choices for a day and how they compared to the recommended amount. Have the adult share a day’s choices with you. Then devise a plan to help you both improve your food choices.

---

**FOOD SAFETY TIP**

Do not leave perishable food out for more than two hours, or more than one hour on a day that is above 90°F.
**Anytime Egg Burritos**

Serve these burritos with some melon, and you will have a meal consisting of food from all five recommended food groups!

| 2 large eggs | 1 tablespoon fresh or canned tomatoes, diced |
| 4 egg whites | 1 teaspoon prepared mustard |
| 2 tablespoons frozen corn | ¼ teaspoon granulated garlic or garlic powder |
| ¼ cup low-fat cheese, shredded | ¼ teaspoon hot pepper sauce (optional) |
| 1 tablespoon milk | 4 8-inch flour tortillas |
| 2 tablespoons green bell peppers, diced | ¼ cup prepared salsa |

1. Preheat oven to 350°F.
2. In large mixing bowl, blend eggs, egg whites, corn, cheese, milk, green peppers, onions, tomatoes, mustard, garlic, and hot pepper sauce (if desired) for 1 minute, until eggs are smooth.
3. Pour egg mixture into lightly oiled 9” x 9” baking dish and cover with foil. Bake in preheated oven for 20–25 minutes until eggs are set and fully cooked.
4. Wrap tortillas in moist paper towel and microwave for 20 seconds until warm. Be careful when unwrapping tortillas; the steam might be hot.
5. Cut cooked egg mixture into 4 equal pieces and roll 1 piece of egg mixture in each tortilla. Serve each burrito topped with 2 tablespoons of salsa. Makes 4 burritos.

*Source: Eat Smart. Play Hard. (USDA)*

**Notes for Next Time**

Did this recipe turn out the way you expected? □ Yes □ No

Be as specific as possible when answering the questions below. Consider the food’s color, texture, taste, temperature, seasoning, appearance, and anything else that affects its overall appeal.

What do you like about this recipe?

________________________________________________________

________________________________________________________

What do you dislike about this recipe?

________________________________________________________

________________________________________________________

What, if anything, would you do differently the next time you make this recipe?

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

**Nutrition Facts**

<table>
<thead>
<tr>
<th>Serving size: 1 burrito (364g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Servings Per Recipe: 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>%Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 347</td>
<td>Cal. from Fat 66</td>
</tr>
<tr>
<td>Total Fat 7g</td>
<td>10%</td>
</tr>
<tr>
<td>Saturated Fat 2g</td>
<td>8%</td>
</tr>
<tr>
<td>Trans Fats 0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol 108mg</td>
<td>35%</td>
</tr>
<tr>
<td>Sodium 796mg</td>
<td>35%</td>
</tr>
<tr>
<td>Total Carbohydrate 33g</td>
<td>10%</td>
</tr>
<tr>
<td>Dietary Fiber 2g</td>
<td>8%</td>
</tr>
<tr>
<td>Sugars 3g</td>
<td></td>
</tr>
<tr>
<td>Protein 36g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A 4%</td>
<td>Vitamin C 8%</td>
</tr>
<tr>
<td>Calcium 15%</td>
<td>Iron 15%</td>
</tr>
</tbody>
</table>

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

For more information about nutrition facts labels, search for “nutrition facts” at www.fda.gov/food.
Warm-Up

You’ve heard it before: breakfast is the most important meal of the day. Why is that?

The word *breakfast* literally means, “breaking the 10–12 hour fast that your body experiences between evening and morning.” Breakfast “jump starts” your **metabolism** and provides the fuel you need to get going and keep running throughout the day. If you lack fuel, you also lack the energy needed for good performance.

Sprint

Examine the breakfast options described below and identify the three major nutrients offered by each. Nutrients include items such as calcium, protein, and minerals, to name a few. Nutrient information is available from many sources, including [www.mypyramid.gov](http://www.mypyramid.gov). Complete the chart by indicating what each nutrient does for your body.

Identify three nutrients found in each of these breakfasts. Name the specific source and what each one does for you.

<table>
<thead>
<tr>
<th>Nutrient 1</th>
<th>Nutrient 2</th>
<th>Nutrient 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> Scrambled egg, toast, hot chocolate</td>
<td>Protein from the egg helps build and repair body tissue.</td>
<td>Carbohydrates from the toast and hot chocolate provide energy.</td>
</tr>
<tr>
<td>Breakfast 1: Cold slice of leftover pizza and milk</td>
<td></td>
<td>Calcium from the hot chocolate builds strong bones and teeth.</td>
</tr>
<tr>
<td>Breakfast 2: Yogurt, banana, and orange juice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breakfast 3: Breakfast pastry and apple juice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See page 35 for answer key.
Winning Performance

Up to 40% of all Americans skip breakfast. The number one reason given is lack of time. Yet, there are many quick and delicious choices available if you are creative and plan ahead.

People often think of breakfast as cereal, eggs, and bacon or sausage, but who says your breakfast needs to be typical? Consider leftover soup, pasta, pizza, rice, potatoes, and fresh fruits. Any nutritious food could “break the fast” and fuel your body.

Here are a few more reasons for eating a good breakfast:

• Breakfast chases the blues away, improves your mood, and helps you develop a more positive attitude.

• People who skip breakfast burn 4%-5% fewer calories than those who don’t skip breakfast. The higher your metabolism, the more calories you burn, helping you control your weight.

• Eating breakfast enhances your memory and problem-solving skills, and it improves your ability to focus.

• Breakfast provides important nutrients, so it improves your overall diet.

Did you know?

• About 40% of the vitamins and minerals from your cereal is in the milk in the cereal bowl. Don’t forget to drink the milk!

• When making pancakes, you can freeze the leftovers and pop them in the toaster for a warm breakfast another day.

Online Resources

To learn more about healthy breakfast options, consult the fact sheet, FLM-FS-4-97, Breakfast—Don’t Leave Home Without It! It’s available online at ohioline.osu.edu/flm97/fs04.html. Other helpful resources include the the US Department of Health and Human Services Dietary Guidelines for Americans web site (www.health.gov/dietaryguidelines) and the MyPyramid web site (www.mypyramid.gov).

LEARNING OUTCOMES

Project Skill: Selecting and preparing quick and nutritious breakfast foods
Life Skill: Making healthy lifestyle choices
Educational Standard: Ohio FCS 1, Introductory Benchmark B: Demonstrate use of problem solving to make healthy food choices for a healthy body
Success Indicator: Identifies major nutrients in common breakfast foods
Activity 2

Instant Replay

SHARE Which breakfast in the activity provides the most nutrients? Which provides the least?

REFLECT What does the term nutrient-rich mean? How does it apply to the breakfasts listed?

GENERALIZE What advice would you give a friend about healthful breakfast choices?

APPLY What can you do to ensure that you eat nutrient-rich breakfasts?

More Challenges

Prepare a list of healthful breakfasts that your family enjoys, and post it on the refrigerator. Make a list of the items necessary to make the breakfasts and, if possible, help shop for them. You can be the one to help your family get a healthy start each day!

FOOD SAFETY TIP

The best weapon against food contamination is organization. A happy kitchen begins with a clean, organized kitchen!
# Pumpkin Muffins

Make this batch of muffins and count on having them on hand as part of a quick, nutritious breakfast. Once they’ve cooled, you can wrap them individually and freeze them too.

<table>
<thead>
<tr>
<th>2 cups all-purpose flour</th>
<th>½ teaspoon allspice</th>
</tr>
</thead>
<tbody>
<tr>
<td>¾ cup sugar</td>
<td>½ cup vegetable oil</td>
</tr>
<tr>
<td>3 teaspoons baking powder</td>
<td>2 large eggs</td>
</tr>
<tr>
<td>¼ teaspoon salt</td>
<td>1 cup canned pumpkin</td>
</tr>
<tr>
<td>½ teaspoon cinnamon</td>
<td></td>
</tr>
</tbody>
</table>

1. Preheat oven to 400°F.
2. Sift together flour, sugar, baking powder, salt, cinnamon, and allspice. Set aside.
3. Beat oil, eggs, and pumpkin together until well blended.
4. Add pumpkin mixture to dry ingredients all at once. Stir until moistened.
5. Fill 12 paper-lined muffin cups to ⅔ full.

Source: Eat Smart. Play Hard. (USDA)

## Notes for Next Time

Did this recipe turn out the way you expected? □ Yes  □ No

Be as specific as possible when answering the questions below. Consider the food’s color, texture, taste, temperature, seasoning, appearance, and anything else that affects its overall appeal.

What do you like about this recipe?

____________________________________________________________________________________

What do you dislike about this recipe?

____________________________________________________________________________________

What, if anything, would you do differently the next time you make this recipe?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

### Nutrition Facts

<table>
<thead>
<tr>
<th>Serving size: 1 muffin (67g)</th>
<th>Servings Per Recipe: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount Per Serving</td>
<td></td>
</tr>
<tr>
<td>Calories</td>
<td>190 Cal. from Fat 57</td>
</tr>
<tr>
<td>Total Fat</td>
<td>6g 10%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>1g 4%</td>
</tr>
<tr>
<td>Trans Fats</td>
<td>0g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>27mg 8%</td>
</tr>
<tr>
<td>Sodium</td>
<td>229mg 10%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>31g 10%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>1g 4%</td>
</tr>
<tr>
<td>Sugars</td>
<td>13g</td>
</tr>
<tr>
<td>Protein</td>
<td>3g</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>65%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>2%</td>
</tr>
<tr>
<td>Calcium</td>
<td>8%</td>
</tr>
<tr>
<td>Iron</td>
<td>8%</td>
</tr>
</tbody>
</table>

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

Pasta is a great way to stretch food dollars while adding healthful grains and variety to your meals. Nowadays, many kinds of pasta are common, so you can mix and match varieties from around the world. Even better, serving whole-grain pasta means fiber is readily available in meals. Pastas that accommodate other health concerns such as wheat allergies are also available. The “pastabilities” are endless!

**Sprint**

Compare regular pasta (made from semolina flour), whole-wheat pasta, and another pasta variety (such as spinach or rice) of your choosing. Purchase, cook, and taste each option. Then complete the table below. Try to buy similar-shaped pasta to make a fair comparison.

<table>
<thead>
<tr>
<th></th>
<th>REGULAR PASTA (SEMOLINA)</th>
<th>WHOLE-WHEAT PASTA</th>
<th>OTHER (PLEASE SPECIFY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brand and product</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost per serving (divide purchase price by number of servings indicated on package)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First two ingredients on the food label</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approximate cooking time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grams of fiber per serving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do you and your family members like it? (Use great, good, or not at all.)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Winning Performance

There are many ways to be creative when cooking pasta. You can invent a new flavor combination each time you cook, making mealtime an exciting experience every time. Be creative and have fun!

Here are some potential stir-in ideas that can be added to your favorite pasta dish: sautéed nuts or vegetables, Alfredo sauce, sour cream, lemon juice, or herbs such as chives, basil, Italian seasoning, and oregano.

Make sure you know how to cook pasta properly. Hard or gummy pasta can ruin an otherwise delicious meal. Pasta has its roots in Italy, where the perfect pasta is always cooked al dente. Al dente means “to the tooth” or “tender but firm.”

For many years, people have used vegetables to provide fiber in pasta meals. The semolina used in regular pasta is just one part of the wheat grain; however, today’s whole-grain pasta provides some of the 25 g of fiber per day that is recommended. Therefore, eating whole-grain pasta is a great way to help meet your daily fiber requirement.

Online Resources

The following video, with six rules for perfect pasta, summarizes a traditional approach to cooking pasta: startcooking.com/video/255/How-to-Cook-Pasta.

Did you know?

- Adding 1 teaspoon of oil to pasta that is being cooked will help the noodles from sticking together.
- Promptly drain cooked pasta from the liquid in which it was cooked. It will turn gummy if left in hot liquid.
- Have you ever heard that cold water boils faster than hot water? It just isn’t so. You can save precious minutes when you’re in a hurry by starting with a pot of hot water from the tap.

Learning Outcomes

Project Skill: Exploring quick and healthful pasta options
Life Skill: Making healthy lifestyle choices
Educational Standard: Ohio FCS 1, Intermediate Benchmark E: Determine nutrition information to guide food choices for a healthy lifestyle
Success Indicator: Compares cooking time, nutritional value, cost, and appeal of various kinds of pasta

RACING THE CLOCK TO AWESOME MEALS 15
Instant Replay

SHARE What did you learn about the cost of pasta? What did you learn about nutrition?

REFLECT Which pasta did you like the most? Is it also the most nutritious or least expensive?

GENERALIZE Why is the order of ingredients important on a food label?

APPLY Describe a pasta dish that you could prepare using ingredients from most of the food groups.

More Challenges

- Create a matching game in which participants have to match pasta shapes with names. Share it as a club activity.
- What are orzo, riso, and pappardelle? Have you ever eaten couscous? Buy some unusual pasta. Then use it in a recipe.

FOOD SAFETY TIP

Refrigerate leftover pasta in an airtight container and use it within 3–5 days.
**Pasta with Vegetables**

The vegetables in this recipe are sautéed, but you can also cook them outside on the grill. Just be sure to leave them in very thick slices. No matter what your approach, pasta with vegetables is fresh and delicious!

- 4 medium tomatoes, coarsely chopped
- 1 medium onion, coarsely chopped
- 1 medium zucchini, coarsely chopped
- 1 medium yellow squash, coarsely chopped
- 2 garlic cloves, minced
- 2 tablespoons olive oil
- ½ teaspoon salt
- ¼ teaspoon pepper
- 8 ounces penne, or your favorite pasta
- ¼ cup fresh basil, or 1 tablespoon dried basil
- ½ cup freshly grated Parmesan cheese

1. Cook pasta according to package directions. Drain and transfer to a large serving dish; set aside.
2. Place first 8 ingredients in a large bowl and toss. Transfer to a skillet over medium-high heat, cooking and stirring until tender, about 8 minutes.
3. Add to cooked pasta, along with basil. Toss gently and sprinkle with cheese. Makes 4 servings.

**Notes for Next Time**

Did this recipe turn out the way you expected? □ Yes □ No

*Be as specific as possible when answering the questions below. Consider the food’s color, texture, taste, temperature, seasoning, appearance, and anything else that affects its overall appeal.*

What do you like about this recipe?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What do you dislike about this recipe?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What, if anything, would you do differently the next time you make this recipe?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Nutrition Facts**

<table>
<thead>
<tr>
<th>Serving size: 2 cups (226g)</th>
<th>Servings Per Recipe: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount Per Serving</strong></td>
<td></td>
</tr>
<tr>
<td>Calories</td>
<td>217 Cal. from Fat 98</td>
</tr>
<tr>
<td>%Daily Value*</td>
<td></td>
</tr>
<tr>
<td>Total Fat</td>
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</tr>
<tr>
<td>Saturated Fat</td>
<td>3g 15%</td>
</tr>
<tr>
<td>Trans Fats</td>
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</tr>
<tr>
<td>Cholesterol</td>
<td>11mg 4%</td>
</tr>
<tr>
<td>Sodium</td>
<td>482mg 20%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>23g 8%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>3g 15%</td>
</tr>
<tr>
<td>Sugars</td>
<td>4g</td>
</tr>
<tr>
<td>Protein</td>
<td>10g</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>10%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>35%</td>
</tr>
<tr>
<td>Calcium</td>
<td>20%</td>
</tr>
<tr>
<td>Iron</td>
<td>8%</td>
</tr>
</tbody>
</table>

*Percent Daily Values is based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.*
Activity 4

**SUPER SOUPS**

*Warm-Up*

Consider building the family meal around soup. Rather than tearing open an envelope or opening a can, visit the refrigerator and cupboard. With a list of possible ingredients, it’s easy to build your own soup based on ingredients you already have. What kind of an approval rating will your soup get?

*Sprint*

To show how easy it is to create a soup, review the Create a Soup chart below and select from each category at least one ingredient that is already available in your kitchen. Record your chosen ingredients on the My Soup chart below, and discuss them with another person. Do you think the soup sounds good? Will it look appetizing? Write the results of your discussion on a separate piece of paper.

### CREATE A SOUP

<table>
<thead>
<tr>
<th>Broth/Base</th>
<th>Grains</th>
<th>Veggies</th>
<th>Proteins</th>
<th>Flavoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>- broth from ham, chicken, beef, or pork</td>
<td>- rice</td>
<td>- green beans</td>
<td>- fresh, frozen, or leftover meat or meat products</td>
<td>- salt</td>
</tr>
<tr>
<td>- chicken, beef, or pork</td>
<td>- egg noodles</td>
<td>- peas</td>
<td>- dried meats</td>
<td>- pepper</td>
</tr>
<tr>
<td>- beef, or pork</td>
<td>- whole-grain noodles</td>
<td>- corn</td>
<td>- meats in casings</td>
<td>- red pepper</td>
</tr>
<tr>
<td>- tomato juice, sauce, or puree</td>
<td>- penne</td>
<td>- broccoli</td>
<td>- canned beans such as black, kidney, navy, garbanzo (chick peas), or white</td>
<td>- leafy herbs</td>
</tr>
<tr>
<td>- canned or frozen broth</td>
<td>- macaroni</td>
<td>- carrot</td>
<td>- dried meats</td>
<td>- parsley</td>
</tr>
<tr>
<td>- bouillon and added water</td>
<td>- spaghetti</td>
<td>- cabbage</td>
<td>- meats in casings</td>
<td>- basil</td>
</tr>
<tr>
<td></td>
<td>- spirals</td>
<td>- onion</td>
<td></td>
<td>- oregano</td>
</tr>
<tr>
<td></td>
<td>- ziti</td>
<td>- peppers</td>
<td></td>
<td>- chili powder</td>
</tr>
<tr>
<td></td>
<td>- wontons</td>
<td></td>
<td></td>
<td>- seasoned salt</td>
</tr>
</tbody>
</table>

### MY SOUP

<table>
<thead>
<tr>
<th>Broth/Base</th>
<th>Grains</th>
<th>Veggies</th>
<th>Proteins</th>
<th>Flavoring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Winning Performance

A simple, hassle-free soup is a nutritious foundation for lunch or dinner. A hearty soup, salad, and whole-grain bread make an awesome meal anytime of day. Simple dishes often offer the best flavors too, with appeal for family members of all ages.

Many soups begin with broth or stock. Broth is usually lighter than stock and is made by simmering meats, poultry, fish, or vegetables. Stock is made by boiling bones and is used to make soups, gravies, and sauces.

Creamed-based soups and bisques are two more kinds of soup. Both are pureed, but bisques are typically thicker and richer than cream-based soups. Some soups, such as gazpacho, are even meant to be served cold!

You can always be prepared to make a quick soup by following these tips:

• Whenever you cook, make a little extra. Extra rice, chicken, and veggies are great to have on hand as future soup ingredients.
• Use time on the weekends to prewash and cut potential ingredients.
• Keep a few key dry, canned, or frozen ingredients on hand.
• Make a large batch of soup and freeze it for another meal.

Planning ahead means you always have a healthful soup idea on hand.

LEARNING OUTCOMES
Project Skill: Selecting among alternative food ingredients for soup preparation
Life Skill: Making decisions
Educational Standard: Ohio FCS 1, Intermediate Benchmark B: Use problem solving to ensure an overall healthy body
Success Indicator: Compiles ingredients from kitchen pantry to make a healthy soup

Acknowledgments
Sources for this activity include USDA’s Inside the Pyramid (www.mypyramid.gov/pyramid/index.html), the US Department of Health and Human Services Dietary Guidelines for Americans (www.health.gov/dietaryguidelines), and the National Food Service Management Institute (www.nfsmi.org).
Activity 4

Instant Replay

SHARE How did you decide on your ingredients for this activity?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

REFLECT Soup recipes are flexible. Why is that important when you need a quick meal?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

GENERALIZE What is the single most important point you’ve learned about making soup?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

APPLY What does making soup teach you about preparing other foods?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

More Challenges

• Use the recipe you created to make a delicious batch of soup!
• Research some classic soup recipes. What would you do to customize them?

Food Safety Tip

Beware of cross-contamination. Foodborne illness can occur when kitchen equipment is not washed thoroughly between uses.
**Chicken Noodle Vegetable Soup**

3 14 1/2-ounce cans reduced-sodium chicken broth
1/2 medium onion, finely chopped
1 1-pound bag frozen vegetable blend (Try a broccoli-cauliflower-carrot mix.)
2 ounces uncooked whole-wheat spaghettini, broken into 3-inch lengths
6 ounces skinless, boneless chicken breast, sliced into 1/2-inch chunks

1. Bring broth and onion to a boil in a large soup pot or Dutch oven.
2. Add vegetable blend. Cover and return to a boil.
3. Add spaghettini and chicken. Partially cover and bring to a boil.
4. Reduce heat and continue cooking at a gentle boil, stirring occasionally, until the chicken, vegetables, and spaghettini are tender (about 5–7 minutes).
5. Store leftover soup for up to 3 days in the refrigerator; the pasta will soften as it absorbs some of the broth.

Thin with a little water and reheat on the stove or in the microwave. Makes 4 servings.

---

**Notes for Next Time**

Did this recipe turn out the way you expected?  □ Yes  □ No

Be as specific as possible when answering the questions below. Consider the food’s color, texture, taste, temperature, seasoning, appearance, and anything else that affects its overall appeal.

What do you like about this recipe?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What do you dislike about this recipe?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What, if anything, would you do differently the next time you make this recipe?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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**Nutrition Facts**

<table>
<thead>
<tr>
<th></th>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
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<td></td>
</tr>
<tr>
<td>Calories from Fat</td>
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<td></td>
</tr>
<tr>
<td>Total Fat</td>
<td>5g</td>
<td>8%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>1g</td>
<td>8%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol</td>
<td>19mg</td>
<td>6%</td>
</tr>
<tr>
<td>Sodium</td>
<td>247mg</td>
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<tr>
<td>Total Carbohydrate</td>
<td>20g</td>
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<td>Dietary Fiber</td>
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<td>6%</td>
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<tr>
<td>Sugars</td>
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<td></td>
</tr>
<tr>
<td>Protein</td>
<td>17g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Vitamin C</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>Calcium</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Iron</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

*Percent Daily Values is based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.
**Activity 5**

**PLANNED OVERS**

**Warm-Up**

Have you ever heard of “planned overs”? Planned overs are planned leftovers. You can save time and money by preparing extra food and using it for quick meals later. Perhaps the most familiar example of a planned over is turkey from Thanksgiving. Leftover turkey can be used in all kinds of ways: tetrazzini, soup, casseroles, crepes, sandwiches, chili, stir-fry, potpies, and so on.

**Sprint**

Plan for a leftover that can be used a number of ways. First, write down the name of your planned over. Then, explain how it could be used in at least three different ways. Feel free to use your planned over as part of a snack or in a full meal.

What is the planned over?

__________________________________________

What are three different ways to use it?

1. __________________________________________

2. __________________________________________

3. __________________________________________

**LEARNING OUTCOMES**

- **Project Skill:** Planning for leftovers to be used in making quick meals
- **Life Skill:** Managing resources; making decisions
- **Educational Standard:** Ohio FCS 6, Intermediate Benchmark B: Use critical thinking and reasoning to engage available resources and ensure an adequate, secure food supply
- **Success Indicator:** Plans ahead to make quick, healthful meals

**Acknowledgments**

The USDA Food Safety and Inspection Service web site (www.fsis.usda.gov) was used as a source for this activity.
Winning Performance

The following tips are good reminders for using resources wisely while making sure meals are nutritious and safe.

- Read labels first. Use reduced-sodium, low-fat or low-sugar options when possible.
- Remember when planning your main dish, you may need to include a vegetable or fruit to meet your MyPyramid needs.
- Be sure to cook reheated foods to 165°F before serving.
- Never leave perishable foods such as meats, main dishes, or dairy products out of the refrigerator for more than 2 hours (or more than 1 hour if it is over 90°F outside).
- Consider doubling a recipe and freezing half for another time. Cook the portion you plan to freeze until almost done. Cool quickly and freeze promptly. To heat, bake until heated through.

OnlineResources

University of Nebraska-Lincoln Extension has an excellent safety checklist for planned over foods: lancaster.unl.edu/food/checklistplannedover.pdf.

Did you know?

It is estimated that the average American family of four wastes $590 per year in unused meats, fruits, vegetables, and grains.
Activity 5

**Instant Replay**

**SHARE** Which leftover food option from this activity is your favorite?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

**REFLECT** What are the hardest and easiest parts about planning how to use your planned over in a leftover dish?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

**GENERALIZE** Name two casseroles that could be made from leftovers.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

**APPLY** Name two things you can do with leftover peaches.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

More Challenges

- Compare the cost of using canned, frozen, or fresh vegetables as a planned over.
- Work with an adult to prepare a meal from planned overs.

**FOOD SAFETY TIP**

For microwave cooking, use only cookware that is manufactured for microwave use. Never use single-use plastics such as whipped topping or margarine containers. These containers are not heat-resistant and can melt in the microwave.
Create-a-Casserole

You have a refrigerator full of tired-looking leftovers that no one wants to see again. Now what? Create your own casserole! Use the leftovers along with a few staples you are likely to have on hand. Here are some tips to help guide your creative spirit:

1. Choose one ingredient from each column in the chart below.
2. Arrange the selected ingredients in a casserole dish; cover with a lid or aluminum foil.
3. Bake in a preheated oven at 375°F for 30 minutes, until bubbly.
4. For freezing, line the casserole dish with foil. Add ingredients, wrap, and freeze. Remove the dish to use for other meals. When you are ready to heat your casserole, place the frozen “package” back into the dish and bake.

**Create-a-Casserole**

Choose one ingredient from each column.

<table>
<thead>
<tr>
<th>Proteins (1½–2 cups)</th>
<th>Sauce (1 can condensed soup + ⅛ can liquid)</th>
<th>Cooked Vegetables (1½–2 cups)</th>
<th>Cooked Pasta and Other Goodies (1½–2 cups)</th>
<th>Topping (2–4 tablespoons)</th>
</tr>
</thead>
<tbody>
<tr>
<td>cooked ham, sliced</td>
<td>cream of celery + milk</td>
<td>green pepper, celery,</td>
<td>noodles</td>
<td>fresh bread crumbs</td>
</tr>
<tr>
<td>chicken or turkey,</td>
<td>cream of chicken + buttermilk</td>
<td>and onions, browned</td>
<td>macaroni</td>
<td>fried onion rings</td>
</tr>
<tr>
<td>cooked or canned</td>
<td>cream of mushroom + cream</td>
<td>green beans, cooked or</td>
<td>rice</td>
<td>crushed corn flakes</td>
</tr>
<tr>
<td>beef, lamb, veal,</td>
<td>cream of potato + sour cream</td>
<td>canned</td>
<td>potatoes</td>
<td>cracker crumbs</td>
</tr>
<tr>
<td>or pork, cooked</td>
<td>green pea + tomato juice</td>
<td>carrots, cooked or</td>
<td>spaghetti</td>
<td>crushed stuffing mix</td>
</tr>
<tr>
<td>hard-cooked eggs</td>
<td>cheddar cheese + vegetable juice</td>
<td>canned</td>
<td></td>
<td>sliced almonds</td>
</tr>
<tr>
<td>frankfurters</td>
<td>tomato sauce + water</td>
<td>asparagus, cooked or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tuna or salmon,</td>
<td></td>
<td>canned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>canned</td>
<td></td>
<td>corn, canned</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>sweet potatoes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Adapted from Basic Recipes: Create Your Own Casserole at counties.cce.cornell.edu/monroe/nutrition/Create%20Your%20Own%20Casserole.pdf.

**Notes for Next Time**

Did this recipe turn out the way you expected?  □ Yes □ No

Be as specific as possible when answering the questions below. Consider the food’s color, texture, taste, temperature, seasoning, appearance, and anything else that affects its overall appeal.

What do you like about this recipe? ______________________________________________________________

What do you dislike about this recipe? ____________________________________________________________

What, if anything, would you do differently the next time you make this recipe?

____________________________________________________________________________________________
**Warm-Up**

Have you ever wished your time spent in the kitchen could be decreased? Today there are numerous kitchen equipment/tools that can shorten your preparation time in the kitchen. When you spend less time preparing foods, you have more time available to enjoy your meals or engage in other family activities.

**Sprint**

For each equipment/tool listed, give two examples of foods you could prepare quickly using that equipment/tool.

<table>
<thead>
<tr>
<th>EQUIPMENT/TOOL</th>
<th>FOODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Food Processor</td>
<td>1. Shredded carrots or cabbage</td>
</tr>
<tr>
<td></td>
<td>2. Sliced tomatoes</td>
</tr>
<tr>
<td>Blender</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td>Colander</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td>Microwave</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td>Salad spinner</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td>Slow Cooker</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td>Toaster Oven</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
</tbody>
</table>

**Learning Outcomes**
- **Project Skill:** Choosing appropriate kitchen equipment and tools
- **Life Skill:** Managing resources
- **Educational Standard:** Ohio FCS 7, Intermediate Benchmark B: Explore time management strategies related to educational, work, and family goals
- **Success Indicator:** Uses kitchen equipment and tools that save time and maintain food quality

**Acknowledgments**
The Food: Nutrition, Safety and Cooking web site (lancaster.unl.edu/food) from the University of Nebraska-Lincoln Extension was used as a source for this activity.
Winning Performance

Having the right kitchen equipment/tools can make cooking easy and fun.

A blender can be used in a variety of ways: to purée foods, to make smoothies and milkshakes, to blend homemade salad dressings, etc. If you want to crush ice, however, care should be taken and a heavy-duty blender should be used.

A food processor reduces the time and labor of slicing, dicing, shredding, grating, and chopping. This is especially true for large quantities of food.

Microwaves can be used to defrost, partially cook, or fully cook a variety of foods. Microwaves vary in wattage, so you may need to stir food for even cooking. Be sure to read the directions for your particular model, especially for any precautions about which materials are safe to use.

A salad spinner is a handy tool for drying washed lettuce, spinach, or other greens. Salad spinners work in various ways; some have knobs to turn while others have pushdown mechanisms.

Slow cookers offer a great low-maintenance way to cook food. They cook foods from 170°F to 280°F.

A toaster oven is great for more than just toast. English muffins, bagels, and other grain items fit in a toaster oven with ease.

No matter what kitchen equipment/tools you plan to use, be sure to read the manufacturer’s instructions beforehand.

Did you know?

• You should never fill the container of a blender more than \( \frac{2}{3} \) full.
• Some slow cookers come with dishwasher-safe crocks for easy cleaning.

Online Resources

If you’re interested in kitchen equipment, there are lots of specialty suppliers. Look online for inspiring ideas!
Activity 6

**Instant Replay**

**SHARE** How do the equipment/tools listed help you save time?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**REFLECT** Why does it matter to your future cooking experiences that you did this activity?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**GENERALIZE** Describe how you can prepare your favorite food in more than one way.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**APPLY** What can you do to continue learning about ways to use kitchen equipment?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**More Challenges**

- Use the Internet (or check out a book from your local library) to research various ways that time-saving kitchen equipment/tools have changed or improved over the years.

- Work with an adult to prepare a meal using at least one of the time-saving kitchen equipment/tools listed on page 26.

**FOOD SAFETY TIP**

Food cooked in a slow cooker stays safe during cooking and serving as long as the unit is turned on.
Apple Crumble

2 teaspoons vegetable oil
⅛ teaspoon cinnamon
1 tablespoon brown sugar
½ cup quick-cook oats
1 medium apple, sliced

1. Place oil, cinnamon, brown sugar, and oats in a medium-sized, microwave-safe bowl. Mix well.
2. Stir in apple slices.
3. Microwave on high, uncovered, for 2–3 minutes or until apples are tender. Let stand 3 minutes. Serve warm or chilled. Makes 2 servings.

Notes for Next Time
Did this recipe turn out the way you expected? ☐ Yes ☐ No

Be as specific as possible when answering the questions below. Consider the food’s color, texture, taste, temperature, seasoning, appearance, and anything else that affects its overall appeal.

What do you like about this recipe?

What do you dislike about this recipe?

What, if anything, would you do differently the next time you make this recipe?

Nutrition Facts
Serving size: Approx. 1 cup (141g)
Servings Per Recipe: 2

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>%Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 265</td>
<td>Cal. from Fat 66</td>
</tr>
<tr>
<td>Total Fat 7g</td>
<td>10%</td>
</tr>
<tr>
<td>Saturated Fat 1g</td>
<td>4%</td>
</tr>
<tr>
<td>Trans Fats 0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol 0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium 4mg</td>
<td>0%</td>
</tr>
<tr>
<td>Total Carbohydrate 45g</td>
<td>15%</td>
</tr>
<tr>
<td>Dietary Fiber 6g</td>
<td>25%</td>
</tr>
<tr>
<td>Sugars 16g</td>
<td></td>
</tr>
<tr>
<td>Protein 7g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A 0%</td>
<td>Vitamin C 8%</td>
</tr>
<tr>
<td>Calcium 4%</td>
<td>Iron 10%</td>
</tr>
</tbody>
</table>

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

Being effective in the kitchen means saving time and money while serving enjoyable meals. You can explore this concept by comparing the same food from different sources, such as dine-in versus carryout restaurants and heat-and-serve versus homemade options. Consider the cost of the food; the skills required to make it; the time spent cooking it; and the amount of kitchen setup and equipment needed.

Sprint

Think of one of your family’s favorite meals. Then take a real or imaginary road trip to explore the various ways of obtaining that meal. Compare the meal if it were served at a dine-in or carryout restaurant; if it were served at home as a heat-and-serve food (frozen, canned, or boxed); or if it were homemade.

This activity teaches you to compare products and costs to determine your family’s best options. You can research prices by making phone calls, looking at ads, and looking online. Eating out is not necessary! Use this chart to gather information.

<table>
<thead>
<tr>
<th>WHAT MEAL DID YOU BUY/PREPARE?</th>
<th>ABOUT HOW MUCH DID IT COST PER SERVING?</th>
<th>HOW MUCH TIME WAS SPENT BUYING/PREPARE IT?</th>
<th>DID YOUR FAMILY LIKE THE MEAL?</th>
<th>WHAT EQUIPMENT WAS NEEDED TO BUY/PREPARE IT?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dine-in restaurant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carryout restaurant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heat-and-serve</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homemade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What seems to be the best option for your family? Why?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

SUMMER 2020
Winning Performance

Making mealtime decisions is easy when you have a plan. Here’s a six-step process to help you make good decisions:

1. Identify a goal. Maybe you want to eat dinner quickly. What are you most interested in? Low cost, something different, little or no preparation? Nutrition? Taste?

2. Establish your criteria. Identifying your expectations in advance will help you eliminate choices that don’t meet your needs.

3. Examine your options. How much money and time do you have? What is on hand to eat? What are your family’s preferences? What is the distance to the nearest restaurant or source of food?

4. Look at the pros and cons. This is your opportunity to weigh the plusses and minuses of all your options.

5. Make your decision. Decide what option best meets your criteria. Remember, this option may not be the best choice next time.

6. Evaluate the results. Afterward, talk with your family about whether you liked the food choice. Would you make the same decision again?

Meal planning is complicated business, but you really can save time by planning ahead.

Did you know?

Teens spend about half their income on food and beverages.

Learning Outcomes

*Project skill:* Making cost comparisons

*Life skill:* Thinking critically

*Educational standard:* Ohio FCS 1, Introductory Benchmark B: Demonstrate use of problem solving to make healthy food choices for a healthy body

*Success Indicator:* Compares cost and appeal of a food item prepared in different ways

Acknowledgments

The National Endowment for Financial Education High School Financial Planning Program (hsfpp.nefe.org) was used as a source for this activity.
Activity 7

*Instant Replay*

**SHARE** Which alternative is most economical? Which is most appealing? Which is fastest?

REFLECT Why is comparison important when making decisions?

GENERALIZE Will this activity change your approach to future meals? Why or why not?

APPLY What have you learned about yourself as a result of this activity?

*More Challenges*

To help your family make better food choices, gather nutrition information from a favorite restaurant or fast-food establishment. You might want to do this online.

*FOOD SAFETY TIP*

Wash your hands carefully for 20 seconds using soap and water. Dry them with a throwaway paper towel or let them air-dry.
Pour-a-Pan Pizza

1/2 cup all-purpose flour
1/2 cup wheat flour
1/2 teaspoon salt
1/2 teaspoon garlic powder
1/8 teaspoon pepper
2/3 cup 1% milk

2 eggs, beaten
1 package (3 1/2 ounces) pepperoni slices
1 medium onion, chopped
1 large green pepper, chopped
1 cup pizza sauce
2 cups mozzarella cheese, shredded

1. Preheat oven to 425°F.
2. In a bowl, combine the flour, salt, garlic powder, and pepper; stir in milk and eggs.
3. Pour into a greased 13" x 9" baking pan.
4. In a skillet, cook sausage over medium heat until it's no longer pink; drain. Sprinkle cooked sausage over the crust. Top with pepperoni, onion, and green pepper.
5. Bake uncovered in preheated oven for 15 minutes or until a toothpick inserted near the center comes out clean.
6. Spread with pizza sauce and sprinkle with cheese. Bake 5 minutes longer or until cheese is melted.

Let stand for 5 minutes before cutting. Makes 8 servings.

Notes for Next Time

Did this recipe turn out the way you expected? □ Yes □ No

Be as specific as possible when answering the questions below. Consider the food's color, texture, taste, temperature, seasoning, appearance, and anything else that affects its overall appeal.

What do you like about this recipe?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

What do you dislike about this recipe?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

What, if anything, would you do differently the next time you make this recipe?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Nutrition Facts

Serving size: 1 slice (141g)
Servings Per Recipe: 8

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>%Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>258</td>
</tr>
<tr>
<td>Cal. from Fat</td>
<td>122</td>
</tr>
<tr>
<td>Total Fat</td>
<td>14g 20%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>6g 30%</td>
</tr>
<tr>
<td>Trans Fats</td>
<td>0g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>77mg 25%</td>
</tr>
<tr>
<td>Sodium</td>
<td>536mg 20%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>19g 6%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>2g 8%</td>
</tr>
<tr>
<td>Sugars</td>
<td>5g</td>
</tr>
<tr>
<td>Protein</td>
<td>15g</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>6%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>30%</td>
</tr>
<tr>
<td>Calcium</td>
<td>25%</td>
</tr>
<tr>
<td>Iron</td>
<td>8%</td>
</tr>
</tbody>
</table>

*Percent Daily Values is based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.
fruits. Any fruit or 100% fruit juice counts as part of the fruit group. Fruits may be raw, cooked, fresh, canned, frozen, or dried/dehydrated, and may be whole, chopped, or pureed.

grains. Any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain counts as part of the grains group. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples of grain products.

meat and beans. Any food made from meat, poultry, fish, dry beans or peas, eggs, nuts, or seeds counts as part of the meat and beans group. Dry beans and peas are part of this group as well as the vegetable group.

metabolism. The energy our bodies use for living. The rate of metabolism varies among individuals.

milk. Any fluid milk products and many foods made from milk are considered part of the milk group. Foods made from milk that retain their calcium content are part of the group; foods made from milk that have little to no calcium (such as cream cheese, cream, and butter) are not part of the group. Most milk group choices should be fat-free or low-fat.

oils. Any oil product is considered part of the oils category. Oils, such as vegetable oils used in cooking, are fats that are liquid at room temperature. Oils come from many different plants and fish.

vegetables. Any vegetable or 100% vegetable juice counts as part of the vegetable group. Vegetables may be raw, cooked, fresh, canned, frozen, or dried/dehydrated, and may be whole, chopped, or pureed.

whole grains. Grains or grain products that contain the entire grain kernel—the bran, germ, and endosperm. Examples include whole-wheat flour, bulgur (cracked wheat), oatmeal, whole cornmeal, and brown rice.
Activity 1 and Activities 3–7: Answers will vary.

Activity 2
These are some of the possible answers.

<table>
<thead>
<tr>
<th>Example</th>
<th>NUTRIENT 1</th>
<th>NUTRIENT 2</th>
<th>NUTRIENT 3</th>
<th>OTHER POSSIBLE ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example</strong></td>
<td><strong>Scrambled egg, toast, hot chocolate</strong></td>
<td><strong>Protein from the egg helps build and repair body tissue.</strong></td>
<td><strong>Carbohydrates from the toast and hot chocolate provide energy.</strong></td>
<td><strong>Calcium from the hot chocolate builds strong bones and teeth.</strong></td>
</tr>
<tr>
<td><strong>Breakfast 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cold slice of leftover pizza and milk</td>
<td>Protein from the cheese helps build and repair body tissue.</td>
<td>Fat from the cheese helps the body use fat-soluble vitamins.</td>
<td>Calcium from the cheese and milk builds strong bones and teeth.</td>
<td>Vitamins A and C from the tomato sauce helps keep cells and tissues strong, especially the skin and eyes.</td>
</tr>
<tr>
<td><strong>Breakfast 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yogurt, banana, and orange juice</td>
<td>Protein from the yogurt helps build and repair body tissue.</td>
<td>Carbohydrates from the banana and orange juice provide energy.</td>
<td>Calcium from the yogurt builds strong bones and teeth.</td>
<td>Vitamin C from the orange juice helps keep cells and tissues strong and helps the body heal.</td>
</tr>
<tr>
<td><strong>Breakfast 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breakfast pastry and apple juice</td>
<td>Vitamin C from the apple juice helps keep cells and tissues strong and helps the body heal.</td>
<td>Carbohydrates from the pastry and apple juice provide energy.</td>
<td>Fat from the pastry helps the body use fat-soluble vitamins.</td>
<td></td>
</tr>
<tr>
<td>Project Skill</td>
<td>Life Skill</td>
<td>Educational Standard*</td>
<td>Success Indicator</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-------------------------------------</td>
<td>------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>1. MyPyramid, The Starting Block</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matching food choices to MyPyramid</td>
<td>Making healthy lifestyle choices</td>
<td>Ohio FCS 1, Introductory Benchmark C: Describe food intake patterns related to healthy lifestyle outcomes</td>
<td>Records food intake and compares it to MyPyramid recommendations</td>
<td></td>
</tr>
<tr>
<td><strong>2. Jump Start Your Day</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selecting and preparing quick and nutritious breakfast foods</td>
<td>Making healthy lifestyle choices</td>
<td>Ohio FCS 1, Introductory Benchmark B: Demonstrate use of problem solving to make healthy food choices for a healthy body</td>
<td>Identifies major nutrients in common breakfast foods</td>
<td></td>
</tr>
<tr>
<td><strong>3. Pastabilities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exploring quick and healthful pasta options</td>
<td>Making healthy lifestyle choices</td>
<td>Ohio FCS 1, Intermediate Benchmark E: Determine nutrition information to guide food choices for a healthy lifestyle</td>
<td>Compares cooking time, nutritional value, cost, and appeal of various kinds of pasta</td>
<td></td>
</tr>
<tr>
<td><strong>4. Super Soups</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selecting among alternative food ingredients for soup preparation</td>
<td>Making decisions</td>
<td>Ohio FCS 1, Intermediate Benchmark B: Use problem solving to ensure an overall healthy body</td>
<td>Compiles ingredients from kitchen pantry to make a healthy soup</td>
<td></td>
</tr>
<tr>
<td><strong>5. Planned Overs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning for leftovers to be used in making quick meals</td>
<td>Managing resources; making decisions</td>
<td>Ohio FCS 6, Intermediate Benchmark B: Use critical thinking and reasoning to engage available resources and ensure an adequate, secure food supply</td>
<td>Plans ahead to make quick, healthful meals</td>
<td></td>
</tr>
<tr>
<td><strong>6. Equipment Helpers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choosing appropriate kitchen equipment and tools</td>
<td>Managing resources</td>
<td>Ohio FCS 7, Intermediate Benchmark B: Explore time management strategies related to educational, work, and family goals</td>
<td>Uses kitchen equipment and tools that save time and maintain food quality</td>
<td></td>
</tr>
<tr>
<td><strong>7. Overcoming Hurdles</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making cost comparisons</td>
<td>Thinking critically</td>
<td>Ohio FCS 1, Introductory Benchmark B: Demonstrate use of problem solving to make healthy food choices for a healthy body</td>
<td>Compares cost and appeal of a food item prepared in different ways</td>
<td></td>
</tr>
</tbody>
</table>

*The educational standards cited here are from the Ohio Department of Education Career and Technical Education Family and Consumer Sciences Content Standards. They are available in their entirety by clicking on “Academic Content Standards” at www.ode.state.oh.us.
**MyPyramid**

**For Kids**

**Eat Right. Exercise. Have Fun.**

MyPyramid.gov

---

**Grains**

Make half your grains whole.

- Start smart with breakfast. Look for whole-grain cereals.
- Just because bread is brown doesn’t mean it’s whole-grain. Search the ingredients list to make sure the first word is “whole” like “whole wheat.”

**Vegetables**

Vary your veggies.

- Color your plate with all kinds of great-tasting veggies.
- What’s green and orange and tastes good? Veggies! Go dark green with broccoli and spinach, or try orange ones like carrots and sweet potatoes.

**Fruits**

Focus on fruits.

- Fruits are nature’s treats — sweet and delicious. Go easy on juice and make sure it’s 100%.

**Milk**

Get your calcium-rich foods.

- Move to the milk group to get your calcium. Calcium builds strong bones.
- Look at the carton or container to make sure your milk, yogurt, or cheese is low-fat or fat-free.

**Meat & Beans**

Go lean with protein.

- Eat lean or low-fat meat, chicken, turkey, and fish. Ask for it baked, broiled, or grilled — not fried.
- It’s nutty, but true. Nuts, seeds, peas, and beans are all great sources of protein, too.

---

For an 1,800-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.

<table>
<thead>
<tr>
<th>Food Group</th>
<th>Servings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grains</td>
<td>6 oz. every day: at least half should be whole</td>
</tr>
<tr>
<td>Vegetables</td>
<td>2½ cups every day</td>
</tr>
<tr>
<td>Fruits</td>
<td>1½ cups every day</td>
</tr>
<tr>
<td>Milk</td>
<td>3 cups every day: (for kids age 2 to 8, 2 cups)</td>
</tr>
<tr>
<td>Meat &amp; Beans</td>
<td>5 oz. every day</td>
</tr>
<tr>
<td>Oils</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Oils**

Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.

---

**Find your balance between food and fun**

- Move more. Aim for at least 60 minutes everyday, or most days.
- Walk, dance, bike, rollerblade — it all counts. How great is that!

---

**Fats and sugars — know your limits**

- Get your fat facts and sugar smarts from the Nutrition Facts label.
- Limit solid fats as well as foods that contain them.
- Choose food and beverages low in added sugars and other caloric sweeteners.

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**For more information, visit**

MyPyramid.gov

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**USDA**

A U.S. Department of Agriculture program.

**FNS**

Food and Nutrition Service, U.S. Department of Agriculture.
The 4-H Pledge

I pledge
My head to clearer thinking,
My heart to greater loyalty,
My hands to larger service, and
My health to better living,
For my club, my community, my country, and my world.