



Vary Your Veggies

A Lesson Plan for
Culinary Demonstration





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Contents

1. Introduction.....	1
2. Lesson Overview.....	3
3. Scripts	
Grades K-2	5
Grades 3-5	12
4. Vegetable Family List	19
5. Recipes	21





Introduction

Chefs possess a unique skill set that allows them to teach children about nutritious food in a format that classroom teachers may be less familiar. This resource was developed to assist chefs with teaching the importance of varying vegetable consumption to elementary school students. In addition to providing nutrition education to students, chefs can work with school nutrition professionals, parents, teachers, and administrators.

The lesson is intended to introduce MyPlate's food groups and provide an opportunity for culinary education to students. The lesson includes two tasting activities that utilize different vegetables and flavors in unique, kid-friendly ways. The lesson includes the following components:

- learning objectives,
- suggested grade levels,
- materials checklist,
- instructor's script with demonstration activities,
- and handouts.

Remember, food safety is important! Always demonstrate proper food safety practices as part of the activity. It is recommended that you work with the school nutrition services department when preparing the student taste test samples.

While the recipes included in the resource do not contain the most common allergens, food allergies may be of concern to some students. Work with the school to ensure all students are able to safely participate in the taste test sampling.





Lesson Overview

2

Vary Your Veggies Lesson

TARGET AUDIENCE

Grades K-5

ESTIMATED TIME

45 minutes

LESSON OVERVIEW

In order for children to make healthy food choices, it is important for them to be exposed to a variety of nutritious foods. Students will be introduced to the five food groups and explore the vegetable families.

LEARNING OBJECTIVE

After completing this lesson, students will be able to:

- Identify the five food groups and name a variety of examples from each.
- Explain the importance of eating fruits and vegetables of every color for good health.
- Identify the five vegetable families and name a variety of examples from each.

SUPPLEMENTAL HANDOUTS

Handouts

1 copy per participant [Eat Smart to Play Hard](#) mini-poster

1 copy per participant of [Rainbow Carrot Crunch](#) and [Tropical Bean Salsa](#) recipe cards

Utensils/Equipment

Cutting board

Knife

Vegetable grater

Measuring cups

Measuring spoons

Whisk

Mixing bowls

Gloves

Disposable serving plates and forks



Ingredients*

Assorted dark green and red/orange vegetables. Recommended: butternut squash, sweet potato, broccoli, romaine lettuce.

RAINBOW CARROT CRUNCH

Rainbow Carrots

Fresh Spinach

Raisins

Orange Juice

Cider Vinegar

Sugar

Vegetable Oil

TROPICAL BEAN SALSA

Black Beans

Mango

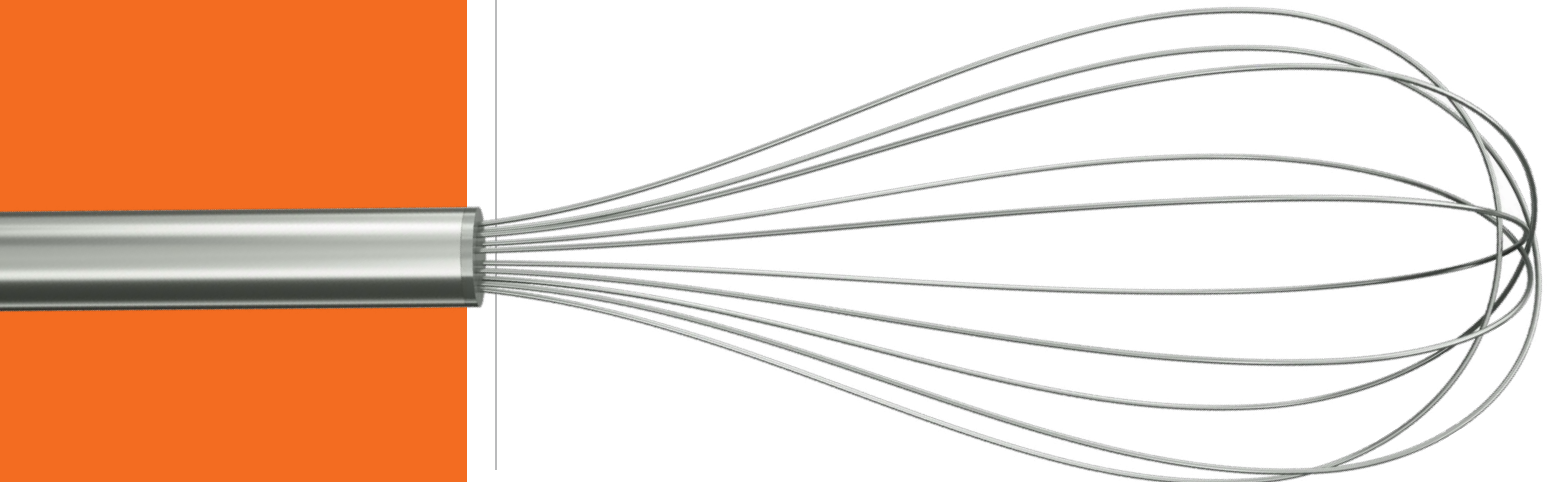
Red Bell Pepper

Lime Juice

Cilantro

Corn Tortilla Chips

*Ingredient measurements will vary based on the number of participants. Refer to recipe card and adjust for number of participants.



Script

(Kindergarten through Grade 2)

3

FOOD AS FUEL

Do: Introduce yourself and express enjoyment and enthusiasm for being at the school. Explain that you will be talking about food and nutrition today and that students will be offered two different samples to try. Be sure to encourage students to try the samples but explain they are not required to do so.

Ask: What do cars, airplanes, and rocket ships need to keep going?

Do: Allow students to respond and thank them for their answers. If students did not list “fuel”, state this as the answer.

Ask: Do people need fuel?

Do: Allow students to respond or poll students by asking them to raise hands for “yes”, “no”, or “unsure”. Explain that people need a special type of fuel to provide energy.

Ask: What fuel do people use?

Do: Allow students to respond and thank them for their answers. If students did not answer “food”, state this and explain that food gives us energy. We need energy for all activities: running, thinking, and talking. We even need energy while we sleep.

Say: In order for us to be as healthy as possible, we should eat a variety of foods. This makes sure we are providing our bodies with the nutrients needed to be healthy.



FRUIT AND VEGETABLE RAINBOW

*Ask: Does anybody know how many food groups there are?
Can we name all five of the food groups together?*

Do: Allow the students to respond and thank them for their answers. While correct answers are provided, remove covered sections of the MyPlate poster and ask students to provide examples of each group. If the students did not accurately list all food groups, help them name all five.

Say: Eating too much or too little of certain foods can hurt the body. MyPlate was designed to help guide everybody to eat a variety of healthy foods to help our bodies to be at our best. When you eat school breakfast and lunch, you are given the opportunity to eat a lot of different foods that will help your bodies and brains work well.

TIP:

Consider taking three to five responses and then showing the remaining vegetable cards and placing them on the rainbow.

K-2 Script (cont'd)

While we need to eat foods from all the food groups, it is also important to eat different foods from within each food group. There is a whole rainbow of different fruits and vegetables.

Ask: Does anybody know any FRUITS that are:

Blue/purple/black

Green

Yellow

Orange

Red

Do: Fill in half the rainbow with the fruit cards as students provide suggestions. Compliment the students on their responses.

Say: Eating fruit is really important because fruit provides nutrients that are important for keeping your body healthy. We want to eat a variety because different fruits have different nutrients to help our bodies.

Say: We now have filled our rainbow half way, let's think about vegetables.

Ask: Does anybody know any VEGETABLES that are:

Blue/purple/black

Green

Yellow

Orange

Red

Do: Fill in half the rainbow with the vegetable cards as students provide suggestions. Compliment the students on their responses.



K-2 Script (cont'd)

FIVE VEGETABLE FAMILIES

Say: Eating a variety of vegetables is very important. While fruits are all part of one big fruit family, there are actually five families of vegetables that you should eat. Vegetables are split into these families based on what they provide to our body to keep us healthy. Just like fruits have different nutrients, each family of vegetables have different things that are important to keeping us healthy. If you eat school lunch every day, you will have the opportunity to eat vegetables from all five different groups.

Do: Show students one or two red/orange vegetables and ask students to identify them. Recommended vegetables to include: butternut squash, tomato.

Ask: Does anybody know what the first vegetable family is?

Do: Allow the students to respond and thank them for their answers. If the “red/orange” family is not identified, explain that the first family is the red/orange family.

Say: Red/orange vegetables help keep our eyes, skin, and bones healthy.

Ask: Has anybody eaten carrots that are not orange before? (Show rainbow carrots.)

Say: Rainbow carrots are just like orange carrots but are different colors. Even though rainbow carrots aren't all orange, they still belong to the red/orange vegetable family. You probably have eaten orange carrots as coins or as sticks.

RAINBOW CARROT RECIPE DEMO

Culinary Demo: Demonstrate cutting carrot coins and sticks. 

Say: However, we are going to use rainbow carrots today to make Rainbow Carrot Crunch. The way we are going to add them to our salad is shredded.

Culinary Demo: Shredding Rainbow Carrots 

Say: I am going to add the shredded rainbow carrots into the mixing bowl. We are now ready to move to the second ingredient.

Do: Show students one or two dark green vegetables and ask students to identify it. Recommended vegetables to include: broccoli, romaine lettuce, and spinach.

Ask: Does anybody have an idea of what vegetable family broccoli and spinach might belong to?

Do: Allow the students to respond, and thank them for their answers. If the “dark green” family is not identified, explain that the family is the dark green vegetable family. Explain that not all green vegetables (e.g., cucumber, green beans, peas, celery, bell peppers) are included in this family.

TIP:

Remember to talk to students while you are demonstrating food preparation. Topics may include other uses for specific foods, fun facts, or how to prepare food items at home.

TIP:

Consider inviting one or two students to assist with preparing the spinach or dressing.


TIP:

Ask school nutrition staff to start passing out samples while finishing mixing salad together.

K-2 Script (cont'd)

Say: Dark green vegetables help keep our bodies healthy and prevent us from getting sick. They also are really important for helping our bodies heal if we are sick or get a scrape or cut.

Say: Today we are going to use the dark green vegetable spinach. Spinach can be eaten raw or cooked. Today we are going to eat it raw, but I need to make sure it is the right size for our Rainbow Carrot Crunch.

Culinary Demo: Chopping/tearing Spinach 

Say: Once our spinach is the right size for our salad, I can now add it in to our mixing bowl.

Ask: Can anybody tell me what else we might put on our salad?

Do: Allow the students to respond, and thank them for their answers. If dressing is not identified, explain that we sometimes add dressings or other seasonings to our vegetables to add flavor.

Say: We frequently add seasonings to our vegetables to add flavor. Seasonings can make our food taste sweet, sour, spicy, or tangy. Today I am going to use orange juice to add flavoring to the vegetables. I am going to mix orange juice and sugar with a little oil and vinegar to make a dressing for our salad.

Culinary Demo: Rainbow Carrot Crunch 

Say: I am now going to pour our dressing over our vegetables and toss. Finally, I can add some delicious raisins.

Do: While mixing the dish, remind students of the ingredients and ask them if they like each ingredient.

Ask: How many students want to try our delicious Rainbow Carrot Crunch?

Do: Allow samples to be passed out to students and encourage them to taste it. Praise students for trying the dish.



K-2 Script (cont'd)

MORE ON FIVE VEGETABLE FAMILIES

Say: We have learned about two vegetable families.

Ask: What vegetable family do carrots, tomatoes, and sweet potatoes belong to?

Do: Allow students to respond. Congratulate them on knowing they belong to the red/orange vegetable family.

Ask: What vegetable family do spinach and broccoli belong to?

Do: Allow students to respond. Congratulate them on knowing they belong to the dark green vegetable family.

Ask: How many students like the Rainbow Carrot Crunch? How many students would eat this salad if it was served in the cafeteria?

Do: Hold up black beans. Ask if anybody can guess what the third family of vegetables is called. Thank students for their answers and state it is dried beans and peas, or legumes.

Ask: Can you name other foods that belong to this vegetable family?

Do: Allow the students to respond and thank them for their answers. If green beans, green/sugar snap peas, or lima beans are mentioned, explain that even though their names contain “bean” and/or “pea” they are not in this group because the healthy nutrients they provide to our bodies are very different.

If peas/lima beans are not mentioned by students.

Ask: What about green peas or lima beans? Do you think they belong in the legume family?

Say: Green peas and lima beans actually belong to the fourth vegetable family: “starchy vegetables.” This family, which also includes corn and potatoes, provide us with energy to fuel our bodies and fiber.

If green beans are not mentioned by students.

Ask: What about green beans? Do you think they belong in the legume family?

Say: Green beans actually belong to the last vegetable family, which is called “other vegetables”. This family, which also includes celery, onions, cauliflower, and a lot of other vegetables, are vegetables that do not fit in the other families. There are so many different vegetables in this group, and they all give our bodies slightly different things to make us healthy.

TIP:

Consider asking students to respond with thumbs up, thumbs sideways, or thumbs down.



K-2 Script (cont'd)

TROPICAL BEAN SALSA RECIPE DEMO

Say: Now on to our next recipe: Tropical Bean Salsa.

Ask: How many of you like salsa? What is salsa usually made from?


Do: Allow students to respond to both questions. Accept all answers.

Say: Typically, salsa is made from tomatoes, a red/orange vegetable, along with peppers and onion for flavor.

Say: Today we are going to make a different kind of salsa. One made out of fruit and beans.

Do: Show students a mango.

Ask: Has anybody tried mango before?

Culinary Demo: Dice mango. Add mango to new mixing bowl. 

Say: Today we are going to use mango to make our Tropical Bean Salsa. However, a number of different fruits could be used instead of mango; like pineapple, cantaloupe, or peaches.

Do: Show red bell pepper.

Ask: Has anybody tried red bell peppers before? Are bell peppers spicy?

Say: A lot of times people think peppers are spicy, but this is not always true. While peppers like jalapeno or habanero peppers are very spicy, bell peppers are really mild and almost have a sweet taste to them. Red bell peppers belong to the red/orange vegetable group. So just like carrots and tomatoes, they help keep our eyes, skin, and bones healthy.

Culinary Demo: Dice bell pepper. Add to mixing bowl. 

Say: There are only three other ingredients in this salsa. We need to add our black beans, lime juice, and the herb cilantro.

Culinary Demo: Tropical Bean Salsa 

Do: Add beans and lime juice to mixing bowl, toss. Show whole cilantro, cut up, add to bowl, and toss.

Ask: How many students want to try our salsa?

Do: Allow samples to be passed out to students and allow them to taste it. Praise students for trying the dish.

K-2 Script (cont'd)

Say: Beans are a great source of fiber that helps keep us feeling full so we are not always thinking about food. Beans also give us energy and help us use the energy we get from food so our bodies can play and learn without being too tired.

Ask: How many students liked the Tropical Bean Salsa? How many students would eat this if it was served in the cafeteria?

LESSON RECAP

Ask: Can you all remind me what the five MyPlate food groups are?

Do: Allow students to respond and point to the corresponding component on the MyPlate poster.

Ask: Can you name the five vegetable families?

Do: Allow students to name the families (red/orange; dark green; bean/pea/legume; starchy; other). While answers are listed, provide examples of each family.

Do: Thank students for participating and encourage them to eat a variety of vegetables from all of the vegetable subgroups.

Tropical Bean Salsa

Serves 6 | ½ c serving

Nutrition Information

Calories: 56 Sodium: 125mg Carbohydrate: 12g

Ingredients

- 1 c canned black beans
- 1½ c mango*, diced
- ½ c red bell pepper, diced
- 1 Tbsp cilantro, chopped
- 1 Tbsp lime juice

* Mango could be replaced with fruit

Directions

1. Drain and rinse black beans.
2. In a medium bowl, mix together black beans, mango, and red pepper.
3. Add lime juice, cilantro, and toss.
4. Serve with tortilla chips or



Rainbow Carrot Crunch

Serves 8 | ½ c serving

Nutrition Information

Calories: 24 Sodium: 7mg Carbohydrate: 4g

Ingredients

- 3 medium carrots (rainbow variety looks best)
- ¼ c fresh spinach, trimmed
- 2 Tbsp raisins
- 2 Tbsp orange juice
- 2 tsp cider vinegar
- 1 tsp sugar
- 2 tsp vegetable oil

Directions

1. Wash, peel, and shred carrots.
2. Wash spinach and rip leaves in half. Add to carrots.
3. Mix in raisins.
4. In a separate bowl, whisk orange juice, vinegar, sugar, and oil.
5. Pour dressing over the carrot mixture and toss. Serve immediately.



Script (Grades 3 through 5)

FOOD AS FUEL

Do: Introduce yourself and express enjoyment and enthusiasm for being at the school. Explain that you will be talking about food and nutrition today and that students will be offered two different samples to try. Be sure to encourage students to try the samples but explain they are not required to do so.

Do: Instruct students to think about their favorite meal.

Ask: *Why do we eat food?*

Do: Allow students to respond and thank them for their answers.

Say: *We eat food for a number of reasons. One reason is for enjoyment. We eat because a food tastes good. However, the two main reasons are to take in nutrients and energy.*

Ask: *Why do we need and want energy?*

Do: Allow students to respond, and thank them for their answers. If students did not answer that we need energy to do all activities, explain that. Provide examples of activities: running, thinking, and talking. We even need energy while we sleep.

Say: *Nutrients are something found in food that helps your body grow and stay healthy. Vitamins and minerals are nutrients.*

Ask: *Can anybody think of a vitamin or mineral found in food?*

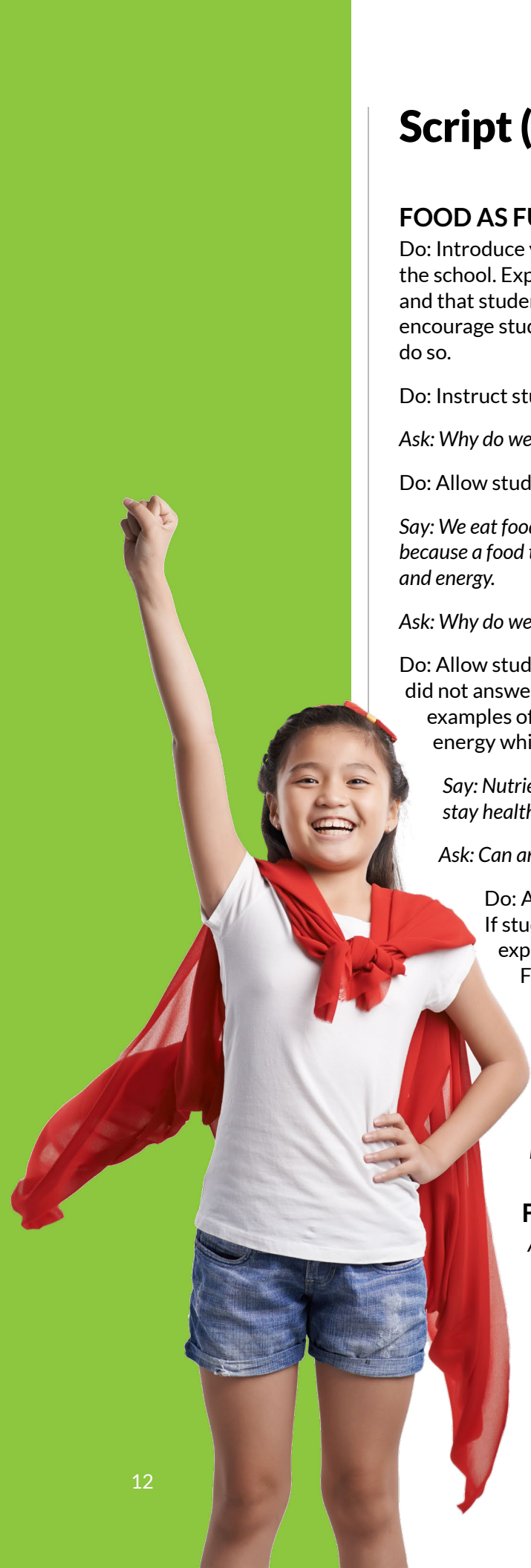
Do: Allow students to respond and thank them for their answers. If students did not answer with examples of vitamins and minerals explain that there are many vitamins and minerals found in food. For example, vitamin C, calcium, and iron.

Say: *We eat food to give our bodies the energy and nutrients they need to be healthy. However, there are a lot of different foods out there. In order for us to be as healthy as possible, we should eat a variety of foods, this makes sure we are providing our bodies with all the nutrients needed to be as healthy as possible.*

FRUIT AND VEGETABLE RAINBOW

Ask: *Does anybody know how many food groups there are? Can we name all five of the food groups?*

Do: Allow the students to respond and thank them for their answers. While correct answers are provided, remove covered sections to the MyPlate poster and ask students to provide examples of each group. If the students did not accurately list all food groups, help them name all five.



3-5 Script (cont'd)

Say: Eating too much or too little of certain foods can hurt the body. MyPlate was designed to help guide everybody to eat a variety of healthy foods to help our bodies to be at our best. When you eat school breakfast and lunch, you are given the opportunity to eat a lot of different foods that will help your bodies and brains work well.

While we need to eat foods from all the food groups, it is also important to eat different foods from within each food group. There is a whole rainbow of different fruits and vegetables.

Ask: Does anybody know any FRUITS that are:

Blue/purple/black

Green

Yellow

Orange

Red

Do: Fill in half the rainbow with the fruit cards as students provide suggestions. Compliment the students on their responses.

Say: Eating fruits are really important because fruits provide nutrients that are important for keeping your body healthy. We want to eat a variety because different fruits have different nutrients to help our bodies.

Say: We now have filled our rainbow half way, let's think about vegetables.

Ask: Does anybody know any VEGETABLES that are:

Blue/purple/black

Green

Yellow

Orange

Red

Do: Fill in half the rainbow with the vegetable cards as students provide suggestions. Compliment the students on their responses.

TIP:

Consider taking three to five responses and then showing the remaining vegetable cards and placing them on the rainbow.



3-5 Script (cont'd)

TIP:

Remember to talk to students while you are demonstrating food preparation. Topics may include other uses for specific foods, fun facts, or how to prepare food items at home.

FIVE VEGETABLE FAMILIES

Say: Eating a variety of vegetables is very important. While fruits are all part of one big fruit family, there are actually five families of vegetables that you should eat. Vegetables are split into these families based on what they provide to our body to keep us healthy. Just like fruits have different nutrients, each family of vegetables have different things that are important to keeping us healthy. If you eat school lunch every day, you will have the opportunity to eat vegetables from all five different groups.

Do: Show students a red/orange vegetable (e.g., tomato, red bell pepper) and ask if any of the students know what the first vegetable family is. Allow the students to respond and thank them for their answers. If the “red/orange” family is not identified, explain that the first family is the red/orange family.

Say: Red/orange vegetables are a great source of vitamin A. Our bodies need vitamin A to keep our eyes healthy. We also use it to keep our skin and bones healthy.


Ask: Has anybody eaten carrots that are not orange before? (Show rainbow carrots.)

Say: Rainbow carrots are just like orange carrots, but are different colors. Even though rainbow carrots are not all orange, they still belong to the red/orange vegetable family. You probably have eaten orange carrots as coins or as sticks.

RAINBOW CARROT RECIPE DEMO

Culinary Demo: Demonstrate cutting carrot coins and sticks. 

Say: However, we are going to use rainbow carrots today to make Rainbow Carrot Crunch. The way we are going to add them to our salad is shredded.

Culinary Demo: Shredding Rainbow Carrots 

Say: I am going to add the shredded rainbow carrots into the mixing bowl. We are now ready to move to the second ingredient.

Do: Show students one or two dark green vegetables and ask students to identify it. Recommended vegetables to include: broccoli, romaine lettuce, and spinach.


Ask: Does anybody have an idea of what vegetable family broccoli and spinach might belong to?

Do: Allow the students to respond, and thank them for their answers. If the “dark green” family is not identified, explain that the first family is the dark green vegetable family. Explain that not all green vegetables (e.g., cucumber, green beans, peas, celery, bell peppers) are included in this family.

3-5 Script (cont'd)

Say: Dark green vegetables are a great source of vitamin A and vitamin C. Dark green vegetables help keep our bodies healthy and prevent us from getting sick. They also are really important for helping our bodies heal if we are sick or get a scrape or cut.

Say: Today we are going to use the dark green vegetable spinach. Spinach can be eaten raw or cooked. Today we are going to eat it raw, but I need to make sure it is the right size for our Rainbow Carrot Crunch.

Culinary Demo: Chopping/tearing Spinach 

Say: Once our spinach is the right size for our salad, I can now add it in to our mixing bowl.

Ask: Can anybody tell me what else we might put on our salad?

Do: Allow the students to respond, and thank them for their answers. If dressing is not identified, explain that we sometimes add dressings or other seasonings to our vegetables to add flavor.

Say: We frequently add seasonings to our vegetables to add flavor. Seasonings can make our food taste sweet, sour, spicy, or tangy.

Ask: Can anybody think of seasonings your family might use at home?

Do: Allow students to respond and thank them for their answers. If students did not name common seasonings such as oregano, garlic, and lemon mention them.

Say: Today I am going to be using orange juice as a seasoning to flavor our recipe. I am going to mix orange juice and sugar with a little oil and vinegar to make a dressing for our salad.

Culinary Demo: Rainbow Carrot Crunch 

Say: I am now going to pour our dressing over our vegetables and toss. Finally, I can add some delicious raisins.

Do: While mixing dish together, remind students of the ingredients and ask them if they like each ingredient.

Ask: How many students want to try our delicious Rainbow Carrot Crunch?

Do: Allow samples to be passed out to students and encourage them to taste it. Praise students for trying the dish.

TIP:

Consider inviting one or two students to assist with preparing the spinach or dressing.

TIP:

Ask school nutrition staff to start passing out samples while finishing mixing salad together.



3-5 Script (cont'd)

MORE ON FIVE VEGETABLE FAMILIES

Say: We have learned about two vegetable families.

Ask: What vegetable family do carrots, tomatoes, and sweet potatoes belong to?

Do: Allow students to respond. Congratulate them on knowing they belong to the red/orange vegetable family.

Ask: What vegetable family do spinach and broccoli belong to?

Do: Allow students to respond. Congratulate them on knowing they belong to the dark green vegetable family.

Ask: How many students like the Rainbow Carrot Crunch? How many students would eat this salad if it was served in the cafeteria?

Do: Hold up black beans. Ask if anybody can guess what the third family of vegetables is called. Thank students for their answers and state it is dried beans and peas, or legumes.

Ask: Can you name other foods that belong to this vegetable family?

Do: Allow the students to respond and thank them for their answers. If green beans, green/sugar snap peas, or lima beans are mentioned, explain that even though their names contain “bean” and/or “pea” they are not in this group because the healthy nutrients they provide to our bodies are very different.

TIP:

Consider asking students to respond with thumbs up, thumbs sideways, or thumbs down.

If peas/lima beans are not mentioned by students.

Ask: What about green peas or lima beans? Do you think they belong in the legume family?

Say: Green peas and lima beans actually belong to the fourth vegetable family: “starchy vegetables.” This family, which also includes corn and potatoes, provide us with energy to fuel our bodies and fiber.

If green beans are not mentioned by students.

Ask: What about green beans? Do you think they belong in the legume family?

Say: Green beans actually belong to the last vegetable family, which is called “other vegetables”. This family, which includes celery, onions, cauliflower, and a lot of other vegetables, are vegetables that do not fit in the other families. There are so many different vegetables in this group, and they all give our bodies slightly different things to make us healthy.



3-5 Script (cont'd)

TROPICAL BEAN SALSA RECIPE DEMO

Say: Now on to our next recipe: Tropical Bean Salsa.

Ask: How many of you like salsa? What can salsa be made from?


Do: Allow students to respond to both questions. Accept all answers.

Say: Typically, salsa is made from tomatoes, a red/orange vegetable, and peppers and onion for flavor.

Say: Today we are going to make a different kind of salsa. One made out of fruit and beans.

Do: Show students a mango.

Ask: Has anybody tried mango before?


Culinary demo: Dice mango. Add mango to new mixing bowl. 

Say: Today we are going to use mango to make a Tropical Bean Salsa. However, a number of different fruits could be used instead of mango; like pineapple, cantaloupe, or peaches.

Do: Show red bell pepper.

Ask: Has anybody tried red bell peppers before? Are bell peppers spicy?

Say: A lot of times people think peppers are spicy, but this is not always true. While peppers like jalapeno or habanero peppers are very spicy, bell peppers are really mild and almost have a sweet taste to them. Red bell peppers belong to the red/orange vegetable group. So just like carrots and tomatoes, they help keep our eyes, skin, and bones healthy.

Culinary Demo: Dice bell pepper. Add to mixing bowl. 



3-5 Script (cont'd)

Say: There are only three other ingredients in this salsa. We need to add our black beans, lime juice, and the herb cilantro.

Culinary Demo: Tropical Bean Salsa 

Do: Add beans and lime juice to mixing bowl, toss. Show whole cilantro, cut up, add to bowl, and toss.

Ask: How many students want to try our salsa?

Do: Allow samples to be passed out to students and allow them to taste it. Praise students for trying the dish.

Say: Beans are a great source of fiber that helps keep us feeling full so we are not always thinking about food. Beans also give us energy and help us use the energy we get from food so our bodies can play and learn without being too tired.

Ask: How many students liked the Tropical Bean Salsa? How many students would eat this if it was served in the cafeteria?

LESSON RECAP

Ask: Can you all remind me what the five MyPlate food groups are?

Do: Allow students to respond and point to the corresponding component on the MyPlate poster.

Ask: Can you name the five vegetable families?

Do: Allow students to name the families (red/orange; dark green; bean/pea/legume; starchy; other). While answers are listed, provide examples of each family.

Do: Thank students for participating and encourage them to eat a variety of vegetables from all of the vegetable subgroups.



Vegetable Families List

DARK GREEN

Bok Choy
Broccoli
Chard
Collard Greens
Dark Green Leaf Lettuce
Kale
Mesclun
Mustard Greens
Romaine Lettuce
Spinach
Turnip Greens
Watercress

LEGUMES

Black Beans
Black-eyed Peas (mature)
Edamame
Garbanzo Beans (chickpeas)
Kidney Beans
Lentils
Navy Beans
Pinto Beans
Soy Beans
Split Peas
White Beans

RED/ORANGE

Carrots
Pumpkin
Red Peppers
Sweet Potatoes
Tomatoes
Winter Squash

STARCHY

Cassava
Corn
Black-eyed Peas (not dry)
Green Peas
Green Lima Beans
Jicama
Plantains
Potatoes
Taro
Water Chestnuts

OTHER

Artichokes
Asparagus
Avocado
Bean Sprouts
Beets
Brussels Sprouts
Cabbage
Cauliflower
Celery
Cucumbers
Eggplant
Green Beans
Green Bell Peppers
Iceberg Lettuce
Mushrooms
Okra
Onions
Parsnips
Peas (edible pods)
Radish
Turnips
Wax Beans
Zucchini

4





Recipes

Rainbow Carrot Crunch

Yield: 50 | ½ cup serving

Nutrient Analysis Based on Portion Size

Calories: 54 Sodium: 33mg Saturated Fat: 0.3g

Meal Component Contribution Based on Portion Size

Vegetable: ¾ cup (¼ cup red/orange; ½ cup other)

INGREDIENTS

4 lb carrots, rainbow variety

1 lb spinach, raw

2 c raisins

Dressing

1 ¼ c juice, orange

¼ c vinegar, cider

2 Tbsp sugar, granulated

¼ c + 2 Tbsp oil, vegetable



DIRECTIONS

1. Wash carrots. Peel and shred.
2. Wash and dry spinach. Trim stems.
3. Mix carrots and spinach with raisins in a bowl.
4. Make dressing by whisking together orange juice, cider vinegar, sugar, and oil.
5. Pour dressing over salad mixture.
6. Chill to 41° F. Hold and serve at 41° F.

5



Tropical Bean Salsa

Yield: 50 | ½ cup serving

Nutrient Analysis Based on Portion Size

Calories: 54

Sodium: 159mg

Saturated Fat: 0g

Meal Component Contribution Based on Portion Size

Vegetable: ⅜ cup (¼ cup bean/pea; ⅛ cup other)

Fruit: ⅛ cup

INGREDIENTS

6 lb beans, black, canned

1 qt + 2 ¼ c mango, frozen, thawed, diced*

1 lb 7 oz bell pepper, red, diced

¾ c juice, lime

2 Tbsp cilantro, fresh, chopped

*Mango can be replaced with fresh or frozen cantaloupe, peaches, pineapple, or papaya.

DIRECTIONS

1. Drain and rinse black beans.
2. In a large bowl, mix together black beans, mango, and red pepper.
3. Add lime juice and cilantro. Toss.
4. Chill to 41° F. Hold and serve at 41° F.
5. Serve with tortilla chips or on tacos.



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