

# JUST EATS

## COMMUNITY COOKING PROGRAM

A facilitator's guide to developing, organizing, and implementing community cooking classes.



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February 2015

# Acknowledgments

The author would like to express gratitude to the numerous individuals and organizations who contributed to this toolkit and to the Fiestas Community Cooking Program. To Dr. Janet Page-Reeves, Molly Bleeker, and the Office for Community Health at University of New Mexico for their program collaboration and tireless support; Reverend Robert Woodruff, Beverly Chavez and the Second Presbyterian Church of Albuquerque, for their generosity and community connections; The Nutrition Education department at University of New Mexico and their energetic students who served as community facilitators; Krista Kelley and the exceptional staff at the Adelante Development Center for their endless encouragement, direction and resources; The Congressional Hunger Center staff for invaluable insight and recommendations; Leila Malow for program support and photography; Odacrem Coffee, Carol Glassheim, Viola Morris, Deborah Krichels, and Steve Paternoster for championing the program from the beginning; and to all the individuals and organizations who loaned the author their cooking, nutrition, budgeting, and program expertise over the course of developing this toolkit and program.

The author would like to specifically thank Carol Kraus, Jeannie Romero and the entire Santa Barbara- Martinez Town community for welcoming the author into their community and participating in the Fiestas Community Cooking Program.

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# Project and Partner Background

This toolkit was developed as a proposed strategy for addressing food insecurity through *Fiestas*, a research project run through the Office of Community Health at University of New Mexico.

## FIESTAS

***Fiestas*** was a two year research project that explored the topic of food security in the historic Santa Barbara- Martinez Town community in Albuquerque, New Mexico. The project, led by head researcher Dr. Janet Page-Reeves, found that while Santa Barbara- Martinez Town is a vibrant community, the reality within the neighborhood is that many families reported experiencing hunger. Women from the community, who collaborated with the University of New Mexico researchers, developed several strategies to improve access to and consumption of affordable, health food in the community. Amongst the strategies proposed was a call for cooking classes focused on nutrition and budgeting. The *Fiestas* Community Cooking program is the realization of the work and suggestions of the *Fiestas* participants.

## THE FIESTAS COMMUNITY COOKING PROGRAM

**The *Fiestas* Community Cooking Program** launched in Albuquerque, New Mexico, in the fall of 2014. Taking place in the kitchen of a community church, the class utilized the curriculum, resources, and suggestions in this toolkit to successfully run five pilot classes. The program in Albuquerque is set to begin a second series of classes in March of 2015.

## THE BILL EMERSON NATIONAL HUNGER FELLOWSHIP

**The Bill Emerson National Hunger Fellowship** is a year- long program which trains promising leaders dedicated to alleviating domestic hunger and poverty. The fellowship, created by the Congressional Hunger Center, consists of two six month placements, one focused on community solutions to ending poverty and one focused on policy-level solutions. This toolkit was developed by a fellow during their community placement.

# Introduction

**Welcome and congratulations on taking the first step towards discussing and improving health in your community!**

**The JUST EATS Community Cooking Program** is an adaptable cooking class curriculum built on the premise that all individuals should be able to afford to cook and enjoy nutritious, delicious, and culturally appropriate meals. This toolkit is provided free of charge to community organizations, educators, and individuals interested in engaging their communities in conversations on healthy eating and budgeting.

**Within** this toolkit you will find five weeks of curriculum covering topics ranging from portion sizes to knife skills to the importance of whole grains. The information presented in the curriculum is based on a combination of academic literature and successful community programs. Most lessons are supported by supplementary resources and learning aids.

**The curriculum** and resources within this toolkit have been deliberately crafted to be adaptable to the preferences and needs of the community staging the classes. The belief guiding this toolkit is that since no two communities are identical, no two community programs should be either. The collected recipes, lessons, and handouts are suggestions and starting points- combine, use, and discard them based on what will best meet the needs of your community.

**Lessons** in this toolkit has been written with the aim of being participatory, engaging, and fun. The lessons are not to be lectures, but rather are designed to utilize and build upon the existing knowledge and expertise of the class participants. Understanding that the participants are the real teachers in this curriculum is crucial to successfully running the classes!

**Organize**, adapt and employ the information in this toolkit in any way that proves beneficial! By engaging individuals and communities in conversations about nutrition, you are building capacity and encouraging the adoption of healthy behaviors!



# The Case for Community Health Education

With over 40 million people in the United States annually suffering from food insecurity and hunger, community health education may at first glance seem too simple a solution for such a complex problem.

The reality is however that community health education, when implemented appropriately, has consistently been shown to work! The following section details the aspects of community health education that make it so successful.

## A STRONG FOUNDATION

**The structure** of a health education program determines how effective the program will be in altering participants' health behaviors. While there are innumerable successful health education programs, studies indicate that successful programs have several important commonalities.

**First and foremost**, due to the variety of populations in need of health education, as well as the large range of health topics, successful health education does not fall into a one-size-fit all model. Effective health education is structured based on the population it services.

**Secondly**, effective community health education focuses on behavior modification, not knowledge attainment. While most individuals know the fundamentals of health, many need the tools and inspiration to make the necessary health changes in their lives. Community health education can provide those tools and motivation.

**Third**, health education is a voluntary activity, and as such, it must involve active participation! Individuals must be engaged in order to modify their health behaviors.

**Fourth and finally**, community health education must incorporate feedback and evaluation in order to remain dynamic. Populations and health needs are in constant transformation, and community health education must be responsive to these shifts.

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## BY THE PEOPLE, FOR THE PEOPLE

**Health education** must be a product for a community, by the community. Studies suggest that community health education proves most fruitful when it incorporates the preferences and needs of the population where it is being implemented.

**When** a community claims ownership over their health education, the program benefits often exceed the indicated goals. Since communities consist of individuals with many shared experiences, community health classes have the potential to serve not only as educational experiences, but as social support groups and partners in accountability. Peer education groups have been shown to, in both short-term and long-term durations, increase the likelihood of individuals meeting and maintaining health goals. Further, keeping a program based in a community allows for increased individual and community feelings of self-efficacy and agency. Health education works when it is rooted in community.

## THE ENTIRE PICTURE

**According** to the socio-ecological model of health, a person's health and nutrition are the result of more than their individual choices. Numerous factors, such as the community an individual resides in, their friends and family, the accessibility of grocery stores, and the cost of healthy eating, influence a person's food selection. Effective health education must take into account the challenges that communities face in healthy eating and living, and must craft solutions and alternatives to those challenges. The ability to adapt to different populations makes the solutions community health education presents realistic and adoptable.

## RESULTS SPEAK

**Community** health education works! By providing tailored programs for specific populations, by functioning as social support groups, and by reacting to the environmental factors that influence health, community health education has proven effective in altering health behaviors. Research shows that low income women who have food preparation and budgeting skills are half as likely to be food-insecure as their peers who lack these skills, and other research indicates that individuals who participate in health education programs increase their fruit and vegetable intake.

**So why community health education?**

**Because it works!**

The image features a white rectangular card with a slightly distressed, layered appearance, set against a solid mustard yellow background. The card is tilted slightly to the right. On the left side, a dark grey vertical bar is partially visible behind the card. On the right side, a teal vertical bar is partially visible behind the card. The text 'Class Toolkit' is centered on the white card in a dark grey, serif font. The word 'Class' is on the top line, and 'Toolkit' is on the bottom line.

# Class Toolkit

# Preparing for the Classes

Before implementing cooking classes in any community, there are multiple questions, factors, and resources a program coordinator will need to consider.

The subsequent sections offer recommendations and best practices from successful community cooking classes. The needs and preferences of any population are different, so tailor as appropriate to provide the best program for your community.

## ASSESS YOUR COMMUNITY'S NEEDS AND RESOURCES

**Before** deciding to implement cooking classes in your community, assess the state of resources already available. Does your community already have an effective organization offering these resources? Can you partner with an organization that may already offer a program? Do you need to organize the classes from scratch?

**If there** are no effective organizations offering this type of programming, you should consider the needs and interest level of your community before moving forward. Do families within your community experience food insecurity or poor nutritional health? Would individuals be interested in and benefit from participating in cooking classes?

**If skeptical** on any of the above points, consider further research into the community before proceeding. If both the need and interest level of your community are clear, begin organizing your course!

### Funding

**This toolkit** and the class curriculum is provided to you free of charge, but financing the classes has the potential to prove challenging. Costs will vary depending on the location of the classes, number of meals served, the food costs and many more factors. Before beginning your classes, costs and where funding is coming from should be considered.

### SAVINGS SUGGESTIONS

**Substitute seasonal produce** for more expensive item called for in recipes.

**Explore the frozen and canned foods.** These items are often less expensive than their fresh counterparts and are equally nutritious.

**Make the recipes "tasters"** instead of full meals.

**Make the last lesson a potluck** where everyone brings a favorite, healthy dish.

**Save on printing** by sending handouts and curriculum electronically.

**Substitute lessons** based on supply budgets.

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## Funding...

**The recipes** in the curriculum are meant to be prepared on a limited budget, and feel free to adapt or cut costs wherever is appropriate. The curriculum is written for a community setting, so remember, simple is good and creativity goes a long way.

**If your program** requires a financial partner, you might consider asking local businesses or individuals for funding. Crowdsourcing websites such as GoFundMe and Kickstarter offer great tools for community fundraising, though it should be noted that these websites take a small percentage of all donations acquired. Program coordinators may initially be hesitant to ask for donations, but remember, the worst answer you can get is a “no”.

**Appendix A** is a funding request template that can be modified to fit any community cooking course.

## Location

**The location** of the cooking classes can be as simple as a personal kitchen or as formal as a learning institute, it all depends on the needs and motivations of your population. If you do not have an organization sponsoring your classes, or if your organization does not have an appropriate space, consider looking at other community partners. Often local schools, churches or civic organizations have spaces they are willing to loan for community activities. Depending on the size of your class, a variety of spaces could be appropriate.

**Before finalizing any location, ask yourself the following questions:**

**Is there adequate space for participants and facilitators to mingle, cook, and enjoy a full meal?**

**Will this space be available for the entire course of the cooking classes? If not, is there a backup location available?**

**Are the safety conditions in the space adequate? Are there labeled exits, a fire extinguisher, and a first aid kit?**

# OUTREACH

## Community Partners

**If your classes** are not being sponsored by an established organization, you may require a community partner for logistical support. Draw upon partners you may already have relationships with! Churches, schools, senior centers, civic organizations and recreational centers are often seeking new programming, so relationships can be mutually beneficial. Try contacting local youth organizations for aspects like childcare.

**Remember**, this is a cooking class meant to be put on by communities for communities. You don't know who might be willing to be involved unless you ask!

## Participants

**A community class** will obviously not function without participants, so classes should always focus first and foremost on the individuals taking them. Recruiting participants and keeping them coming through the cycle of classes can prove challenging in some instances. Your classes will have a higher chance of success if you craft them according to participant's interests and keep the barriers to attendance low.

## Craft Class for Specific Participants

**This curriculum** calls for adaptation based on the community it is being implemented in. Consider who the target population of your classes will be and tailor your recruitment and classes accordingly! Focused on mothers? Try recruiting at preschools and incorporating recipes for picky eaters. Focused on older individuals? Try connecting with senior centers and incorporating low sodium versions of favorite recipes.

**Classes** won't be able to reach everyone in one cycle, but by focusing on a specific population and adapting the classes for them, you'll be able to keep interested participants coming!

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## Participants...

### Addressing Barriers to Attendance

**To convince** participants to return weekly, you must ensure your classes are engaging and appropriately structured. Ensure that barriers to attendance such as childcare are taken care of, and emphasize that the classes are always free to participants. Schedule the classes on a day of the week and at a time that is consistently convenient for a majority of your participants. Ask participants to commit to attending all classes, but don't penalize individuals if they can't always meet that commitment.

**The bottom line is that you want the classes to be as engaging and convenient for your participants as possible.**

### Facilitators

**Early** in the planning process, you will need to determine who will be running the classes. Consider if you have staff that might be a good fit or if you need to explore recruiting outside volunteers. Students at the college and university level often need community experience, so contacting an academic institution is a great option. Another option is to seek out nutrition, health, and food industry professionals. These individuals have knowledge of the class topics and may be willing to commit to a few hours a week.

**Appendix B** includes a volunteer advertisement template that can be easily adapted.



# STAGING THE CLASSES

## Curriculum Tailoring

**The curriculum** within the toolkit was crafted to be modified for community preferences. Lessons, while often purposefully vague, are written to encourage active participation. Facilitators should tailor the curriculum to what would be helpful for their community and for what is realistic for their resources.

## Length and Structure

**In original** and full state, the lessons are crafted for a two and a half hour time period. Consider adding or removing lesson components in order to meet your time constraints. Take into account the recipe cooking time as well; different foods will require different cooking lengths.

**Prior to** planning any lesson, consider when in the class the recipe component should take place. Many classes prepare the meal first so that instructional pieces take place while the recipe is cooking or while the participants are eating. Other classes end with the recipe preparation, so that participants may eat and leave. Regardless of which structure you select, make sure there is ample time to finish the planned elements of the class.

## Lessons

**Each lesson** contains three smaller lesson components and a recipe section. Though organized into weekly lessons, these smaller components can be matched together in any way the facilitators may deem appropriate. The information presented in the lessons functions independently, and thus can be matched as desired and convenient.

## Recipes

**Each weekly lesson** contains a recipe component, but these are meant to be suggestions. It is best if the recipes are ones that participants will recreate in their own homes. Regional and cultural preferences and realities should be taken into account. Week Three and Week Four in the curriculum are meant to be healthy versions of participant favorite recipes. These "Enlightened Recipes" are key for ensuring the classes remains a product of the community.

**Appendix I** includes several recipe suggestions.

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## Supplies

**Lessons** within this curriculum call for minimal supplies and those that are called for are inexpensive and easy to find. Most items can be bought at local dollar stores or ordered online at distribution costs. For the multiple activities calling for chart paper and markers, an inexpensive and environmentally friendly option is a dry erase board.

**The recipes** suggested in the curriculum all require only kitchen basics- a skillet, sauce pan, etc. The recipes, be them original ones or suggested recipes, should never be complex or call for specialty equipment. The goal for all class recipes is simple, nutritious, and budget friendly meals which can be made in any household.

## Shopping

**Best practices** indicate that shopping for the classes should be done a day or two in advance. This allows for ample time to pick up missing supplies, but ensures that all items will remain fresh.

**To purchase** the proper quantity of food, several factors should be considered. How many participants, guests, and facilitators, will be sharing the prepared meal? Is the recipe meant to serve as a full meal or will the portions be tasters? Are there certain items which will be reused weekly and thus can be bought in a larger quantity? Planning the majority of the recipes before the classes begin will allow facilitators to be strategic in their shopping.

**Appendix C** includes a sample supply check list which can be utilized while shopping for the classes.

## Prep/Detail Responsibilities

**Any implementation** of the classes will require prep work and organization. If you are working with multiple volunteers, it may be beneficial to spend time recording your thoughts and delineating the class responsibilities.

**Appendix D** is a sample class outline for a single cooking class. Though this sample outline is organized for a two hour class, the outline could be modified to fit any length of time and class curriculum. The important elements to notice are that responsibilities are given to specific individuals and a defined portion of time has been allotted to each activity separately.

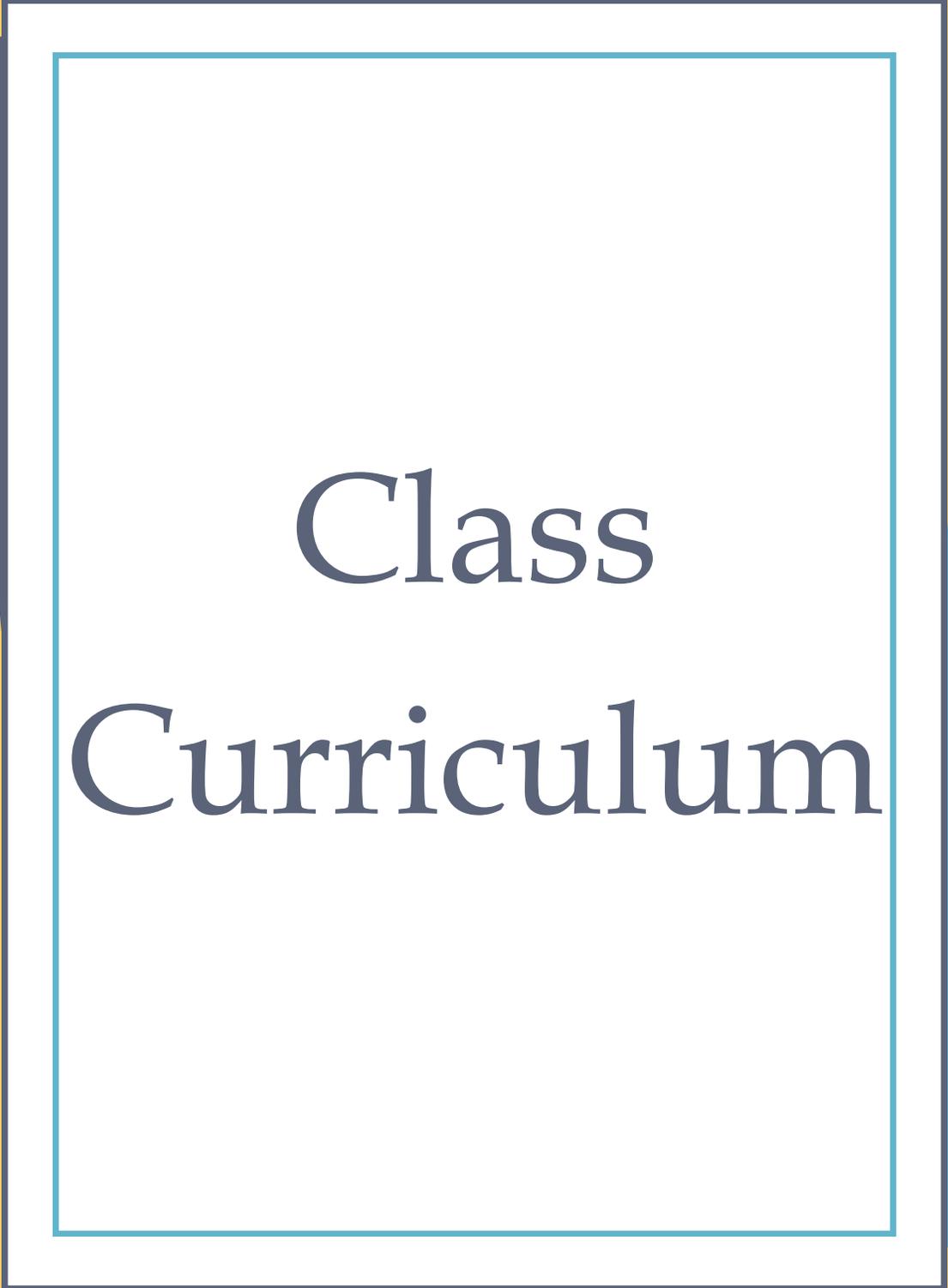
**Appendix E** is a sample recipe outline. This sample recipe outline details three specific elements of the meal: the prep list, the meal components, and the recipe timeline. Note that each individual is assigned to specific tasks and that the timeline includes detailed instructions. This basic outline can be modified for any recipe within the cooking classes.

# FACILITATING THE CLASSES

## Facilitation Style Recommendations

The curriculum in this toolkit has been crafted to encourage participation from the class participants, but it is the responsibility of the facilitators to ensure that participants are comfortable engaging. Remember: the lessons are meant to function as a sharing of expertise, never as a teacher-student dynamic. The following chart offers several recommendations for best practices for community facilitators.



The title 'Class Curriculum' is centered on a white rectangular background. This white background is framed by a thin blue border and is set against a larger yellow background. The yellow background features several overlapping, semi-transparent geometric shapes: a dark blue trapezoid on the left, a light blue trapezoid at the top right, and another light blue trapezoid on the right side.

# Class Curriculum

# Healthy Classics

## Week 1

Class Goal: Participants will be introduced to the course format and will, as a community, create a healthy and affordable "classic" meal whilst demonstrating food safety techniques and basic knife skills.

### Activity One: Class Welcome

#### **Partner Introductions**

25 minutes

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Responsible Person

### Activity Two: Kitchen and Food Safety

#### **Four Steps to Food Safety**

15 minutes

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Responsible Person

### Activity Three: Kitchen Skills

#### **Knife Basics**

25 minutes

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Responsible Person

### Activity Four: Recipe of the Week

#### **Suggested: Chicken and Nopales Tacos**

40 minutes

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Responsible Person

**NOTES:**

# Partner Introductions

## Activity Abstract:

The participants will split up into pairs and ask each other questions regarding their current cooking habits. The partners will then “present” one another to the group.

## Activity Goals:

The primary goal of this activity is community building. The Community Cooking Class program will work best if the participants and facilitators feel united as a community, and this activity serves as a brief introduction to one another.

## Step by Step Directions:

1. The facilitator will pass out the interview sheets and will explain that the participants will be “interviewing” each other on current cooking habits. The facilitator will ask that the participants pair off and will state that each person will have four minutes to be interviewed.
2. The participants will interview one another for a total of ten minutes. At the five minute mark, the facilitator should ask each pair to switch off roles
3. The facilitator will ask the pairs to “present” one another. Each person should spend approximately one minute telling the larger group facts about the person they interviewed. While it is essential that an appropriate amount of time is given to letting the participants express themselves, the facilitator should also remain aware of the time and do their best to keep the activity moving along.

## Estimated Activity Time:

20 minutes

## Supplies:

Pens  
Interview Sheets

## Hand Outs:

-Interview Sheets

## Notes:

# Four Steps to Food Safety

## Activity Abstract:

Participants will discuss the basics of food safety in a discussion led by the facilitator.

## Activity Goals:

Participants will have a better understanding of how the four steps to food safety (clean, separate, cook and chill) can be implemented in and are important to their daily lives.

## Estimated Activity Time:

15 minutes

## Supplies:

Chart Paper  
Markers

## Hand Outs:

## Notes:

## Step by Step Directions:

1. The facilitator will explain briefly that before getting started on actual cooking it is essential we cover the basics of food safety to insure that everyone is on the same page. The facilitator will ask what food safety means to the participants and a brief discussion will follow.
2. The facilitator will then explain that kitchen safety typically falls into four larger categories: clean, separate, cook and chill and that this activity will briefly expand on these four categories.
3. The facilitator will detail the four steps:
  - 4A. *Clean*: The facilitator will ask the group what steps the participants take to ensure a sanitary kitchen work space. After a brief discussion, any missing items on hand washing (warm water, 20 seconds of rubbing, use soap) and washing food surfaces (clean cutting boards/knives/utensils/etc after each use) will be filled in.
  - 4B. *Separate*: The facilitator will ask what cross-contamination looks like and what steps are necessary to avoid it. Any missing information will be filled in on storing raw seafood/poultry/meat (store on bottom level of fridge so juices don't drip), washing knives and cutting surfaces (do it often), and not placing cooked food on services which previously stored raw foods. The facilitator will also explain that cross contamination includes not only meat concerns, but also any allergens (items such as nuts, gluten and soy).
  - 4C. *Cook*: The facilitator will ask participants why it matters to cook food fully (Answer: cooking properly ensures that harmful bacteria have been killed).
    - The facilitator will ask participants how they know the following items are fully cooked. The facilitator will offer answers only if no participants offer them first:
      - Eggs: Yolk and white are firm
      - Fish: turns opaque and flakes easily
      - Poultry: Cooked up to 165 F, no "pink" inside
      - Ground meat: 160 F, no "pink" inside
  - 4D. *Chill*: The facilitator will briefly go over refrigerating best practices:
    - You must refrigerate foods to keep bacteria from growing.
    - Never defrost food on the kitchen table or counter.
    - Don't over pack the refrigerator, cold air needs to flow
5. The facilitator will ask for any questions or comments

# Knife Basics

## Activity Abstract:

Participants will review/learn basic knife skills whilst preparing the ingredients for the recipe of the week.

## Activity Goals:

Participants will increase their sense of self-efficacy surrounding knife skills while simultaneously learning to maintain a safe work space.

## Estimated Activity Time:

25 minutes

## Supplies:

Knives  
Cutting Boards  
Fresh, cleaned ingredients  
Garbage Cans  
First Aid Kit  
Knife Safety Hand Out  
Optional: Sharpening Steel

## Hand Outs:

-Knife Safety Sheet

## Notes:

## Step by Step Directions:

1. The facilitator will introduce the lesson by stating that knife skills are an important yet sometimes overlooked element of healthy cooking. Knife skills are important for three primary reasons:

**Safety**- if one knows how to use a knife properly the chances of accidents go down

**Uniform Cooking Times**: The ability to cut foods into uniform sizes ensures that cooking times will be similar for each piece

**Aesthetics**: You eat with your eyes first. Proper knife skills help with presentation.

2. The facilitator will distribute the knife safety handout and briefly go over a few of the most important tips.
3. The facilitator will explain that one of the most important parts of using a knife safely is having proper hand placement. The facilitator will demonstrate proper hand placement while explaining that one should grab the base of the knife (near the handle) with their thumb and index finger while wrapping the remaining fingers around the handle. The facilitator will explain that while this hand position may at first seem awkward, it gives the knife user more control over the blade. The facilitator will check each participant's grip and correct as appropriate.
4. The facilitator will pass out the fresh ingredients to each participant.
5. The facilitator will explain that the first knife skill they will practice is the "Batonnet" (bah-tow-NAY). This cut results in strips of food that are stick like in appearance. To achieve this cut you first cut off the ends of whatever you are cutting, and then cut the sides off in order to form a rectangle shape. You then divide this rectangle into multiple smaller long, thick strips. The facilitator will ask the participants to batonnet the ingredients previously distributed. The facilitator will circulate the room, helping as needed.
6. The facilitator will explain that the second cut they will practice is the "Dice". In order to cut pieces into a "dice", all the participants need to do is take the ingredients they just batonneted and cut each piece into smaller cubes. The facilitator will ask the participants to do so.

# Chicken and Nopales Tacos

## Activity Abstract:

Class participants will use the produce cut during the knife basics section to prepare and cook Chicken and Nopales Tacos.

## Activity Goals:

The class participants will prepare a healthy and affordable meal built upon the skills discussed and taught in the class.

## Estimated Activity Time:

45 minutes

## Supplies:

### Food Ingredients:

Chicken Breast  
Nopales  
Corn Tortillas  
Garlic  
Onion  
Cilantro  
Tomato  
Cojita Cheese  
Lime  
Olive Oil  
Chili Powder  
Paprika

### Kitchen Tools:

Bowls  
Knives  
Cutting Boards  
Skillets

## Step by Step Directions:

1. The women will be divided into two groups: one group to work on the Nopales and one group to work on the chicken.
2. The group with the chicken will begin by cutting the raw chicken breast into small, bite size pieces. The women will cook these pieces in a light amount of oil until the pieces are thoroughly cooked. While the chicken is cooking, the same group should prepare their onion, garlic and spice mixture. When the chicken is ready, it should be added to this mixture and allowed to simmer. These tasks can be divided up however seems appropriate for the group, but the participants should do the majority of the cooking.
3. The Nopales group will begin by putting their diced pieces into a saucepan with water and bringing to a boil. The Nopales will take approximately twenty minutes to boil and will be done when the color has changed and they have softened. When the Nopales are finished boiling they should be rinsed. While the Nopales is boiling, this group should prepare their limes and onions. After the Nopales is boiled, the group will grill the Nopales with onion, garlic, lime juice and seasonings. Again, the tasks in this section can be divided up however is appropriate, but the focus should be on the participants doing a majority of the cooking.
4. A few minutes before the chicken and Nopales are done cooking several individuals should make sure that the tortillas are warmed up and that the cilantro and cheese are prepared to be added to the tacos.
5. When everything is ready the women will serve themselves and enjoy a communal meal. An informal debrief session should take place while the meal is being enjoyed.

## Hand Outs:

## Notes:

# Week One Resources and Handouts

The following links and organizational suggestions offer supplementary information on this week's lessons and recipes.

## Partner Introductions:

See Appendix F

## Four Steps to Food Safety:

U.S. Department of Health and Human Services  
<http://www.foodsafety.gov/keep/basics/>  
<http://www.foodsafety.gov/keep/types/index.html>

## Knife Skills:

National Food Service Management Institute:  
<http://www.nfsmi.org/documentlibraryfiles/PDF/20110314110311.pdf>

The Culinary Cook  
<http://theculinarycook.com/knife-skills-different-types-of-cuts/>

# Best Budgeting Practices

## BUDGETING

### Activity Abstract:

Participants will identify what items they typically have in their houses, the approximate cost of said items and ways that they have found to lower grocery shopping costs/ ways they already effectively budget.

### Activity Goals:

The goal of this activity is twofold. First, by asking the class participants to share their best practices, the existing expertise of the participants is being acknowledged. Second, the group discussion element of this activity allows for a verbal collection of best practices.

### Step by Step Directions:

1. The facilitator will ask the class what food items are most common in their households; the names of these food items will be written on the chart paper.
2. The facilitator will ask the group to identify the least expensive items on this list; these items will be marked with a blue dot.
3. The facilitator will ask the group to identify the most expensive items on this list; these items will be marked with a red dot.
4. The facilitator will ask the participants to turn to a partner and discuss ways that they are able to save money on such items. The facilitator will give the participants five minutes for discussion. Sample question prompts: Does location matter for cost? What strategies do you use to save money? Are necessity items more or less expensive?
5. The facilitator will bring the group back together and ask what best practices the smaller groups came up with. These best practices will be written on a second piece of chart paper.
6. The facilitator will verbally mention that the subsequent classes will offer additional concrete strategies for grocery shopping budgeting and will thank the women for sharing their expertise.

### Estimated Activity Time:

15 minutes

### Supplies:

Chart Paper (2)  
Tape  
Markers (3) - black, blue, red

### Hand Outs:

### Notes:

# Family Favorites

## Week 2

**Class Goal:** Participants will discuss grocery budgets, perishable foods, and spices before preparing, as a group, a healthy version of a classic family favorite meal.

### Activity One: Budgeting

#### **Best Budgeting Practices**

15 minutes

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Responsible Person

### Activity Two: Kitchen Skills

#### **Portions**

15 minutes

---

Responsible Person

### Activity Three: Nutrition

#### **Salt, Spices and Herbs**

20 minutes

---

Responsible Person

### Activity Four: Recipe of the Week

#### **Half- Veggie Burger**

45 minutes

---

Responsible Person

#### **NOTES:**

At the end of class, 10 minutes must be reserved for brainstorming and voting on a recipe for Week 3!

# Portions

## KITCHEN SKILLS

### Activity Abstract:

Participants will measure certain foods to see what their average portion is and will then discuss why portions matter.

### Activity Goals:

Participants will have a better understanding of exactly what a recommended portion looks like.

### Estimated Activity Time:

15 minutes

### Supplies:

Glasses  
Water  
Measuring Cups  
Dry Rice  
Handouts

### Hand Outs:

-My Plate

### Notes:

### Step by Step Directions:

1. The facilitator will give every participant either a glass or an average sized bowl. The facilitator will ask those with the bowls to fill up the bowl with their average portion of rice and those with the glasses to fill up the glasses with their typical portion of juice/soda.
2. The facilitator will explain that the suggested portion of rice is between a  $\frac{1}{4}$  to  $\frac{1}{2}$  cup of dried rice (it doubles when you cook it) and that 8 ounces, or 1 cup, is the average portion of a drink other than water. The facilitator will ask the women to measure exactly how much was their portion size.
3. The facilitator will ask the participants what they think about after they do those measurements and why they think portion size might matter. The facilitator will allow time for discussion.

# Salt, Spices, and Herbs

## NUTRITION

### Activity Abstract:

Participants will discuss why salt can be harmful and the utility of using herbs and spices in lieu of sodium products. Participants will then create their own “alternative” spice mixture.

### Activity Goals:

Participants will gain both an increased confidence in using herbs and spices and a greater understanding of where salt is and why it can be harmful.

### Estimated Activity Time:

20 minutes

### Supplies:

Handouts  
Spices to taste test  
Chart Paper  
Markers  
10 empty salt shakers  
5-8 different dried herbs

### Hand Outs:

-Spice It Up

### Notes:

### Step by Step Directions:

1. The facilitator will lead a discussion on sodium. The facilitator will begin by asking the question: “What is Sodium?” and after allowing space for discussion, the facilitator will fill in any blanks: sodium is a mineral that is essential to the body that can be found in table salt and many foods. While sodium is essential to the functioning of the body, too much of it can lead to health problems such as high blood pressure, stroke and heart attack.
2. The facilitator will ask the participants to name foods they believe to be high in sodium/salt. The facilitator will write these items on the left half of the chart paper. The facilitator will emphasize that most of an individual or family’s salt intake is not from table salt, but from food with “hidden salt” such as fast food, restaurant food, frozen and boxed dinners, canned food and processed food.
3. The facilitator will explain that herbs and spices can be a flavorful alternative to salt. The facilitator will explain that herbs and spices are more or less identical, the only difference is where they come from- herbs are the leafy part of a plant whereas spices are made up of the root, stem or bark of a plant. Cilantro for instance is the leaf whereas coriander is made up of the seeds of the cilantro plant.
4. The facilitator will ask the participants to share what spices and herbs they use in their cooking. The facilitator will list these spices on the right half of the chart paper.
5. The facilitator will then explain that everyone will be making their own “alternative” spice mixture to bring home with them. Three popular “mixture” recipes will be already listed on a second piece of chart paper, but the facilitator will encourage the women to create their own mixture based on the taste preferences of their families.
6. The participants will spend the remainder of the time in this section tasting the herbs and combining the ones they would like in their mixture.

# Half-Veggie Burgers

*adapted from "Good and Cheap"*

RECIPE OF  
THE WEEK

## Activity Abstract:

The class participants will communally prepare and cook a healthy, family friendly meal.

## Activity Goals:

The class participants will implement the skills and strategies discussed in class while preparing a meal.

## Estimated Activity Time:

45 minutes

## Supplies:

### Food Ingredients:

Lentils  
Red or Green Bell Pepper  
Onion  
Ground Meat (beef or turkey)  
Eggs  
Pepper  
Buns  
Lettuce  
Tomato

### Kitchen Tools:

Bowls  
Knives  
Cutting Boards  
Skillets

## Step by Step Directions:

1. The facilitator will split the group into two smaller groups. One group will begin cooking the lentils while the other group finely chops up the onion and bell peppers.
2. Once the lentils are finished cooking they should be rinsed with cold water, mashed and cooled in the fridge for a few minutes. While the lentils are cooling the participants should mix the meat and veggies together in a large bowl. After the lentils are finished cooling the lentils should be combined with the meat and vegetable mixture.
3. The lentil, meat, veggie mixture should be mixed by hand and have an egg added to the mixture. Herbs and spices should be added to season. The mixture should be crafted into individual patties.
4. Grill the patties on a saucepan on the stove over medium-high heat. The patties should be cooked evenly on both sides.
5. Toast the buns and dress as preferred. Eat and enjoy!

## Hand Outs:

## Notes:

# Week Two Resources and Handouts

The following links and organizational suggestions offer supplementary information on this week's lessons and recipes.

## Portions:

United States Department of Agriculture- My Plate

<http://www.choosemyplate.gov/about.html>

<http://www.choosemyplate.gov/supertracker-tools/portion-distortion.html>

## Salt, Spice, and Herbs:

Share Our Strength– Cooking Matters

<http://cookingmatters.org/tips/10-tips-using-herbs-and-spices>

## Half– Veggie Burgers:

“Good and Cheap” by Leanne Brown

[https://8b862ca0073972f0472b704e2c0c21d0480f50d3.googleusercontent.com/host/0Bxd6wdCBD\\_2tdUdtM0d4WTJmclU/good-and-cheap.pdf](https://8b862ca0073972f0472b704e2c0c21d0480f50d3.googleusercontent.com/host/0Bxd6wdCBD_2tdUdtM0d4WTJmclU/good-and-cheap.pdf)

# Enlightened Recipes Week 1

## Week 3

Class Goal:

Participants will examine healthy and affordable eating from a shopping and nutrition perspective.

### Activity One: Budgeting

#### **Supermarket Myths**

15 minutes

---

Person in Charge

### Activity Two: Skills

#### **Fresh, Frozen and Canned**

20 minutes

---

Person in Charge

### Activity Three: Nutrition

#### **Types of Fats and Proteins**

25 minutes

---

Person in Charge

### Activity Four: Recipe of the Week

#### **TBD by Participants**

45 minutes

---

Person in Charge

#### **NOTES:**

At the end of class, 10 minutes must be reserved for brainstorming and voting on a recipe for Week 3!

# Supermarket Myths

BUDGETING

## Activity Abstract:

The activity facilitator will read “supermarket myths” aloud and the participants will engage in dialogue on whether the myth is true or false.

## Activity Goals:

Participants will gain a better understanding as to how supermarkets use marketing tricks to cause consumers to spend more money and as a consequence the participants will be better able to avoid these tricks.

## Step by Step Directions:

1. The facilitator will tell the class that they are going to be playing a game of true or false. The structure of the game is as such: the facilitator will read a supermarket myth aloud; the participants will discuss the myth and then determine whether or not the myth is true or false. All of the myths are on the topic of supermarket marketing tricks.
2. The activity facilitator will read the myths one at a time and allow for discussion in between each. After the discussion concludes the facilitator will tell the participants whether the myth was true or false.
3. The activity facilitator will lead a brief debrief on how this activity made the participants feel.

## Estimated Activity Time:

15 minutes

## Supplies:

List of Supermarket Myths

## Hand Outs:

-Supermarket Myths

## Notes:

# Fresh, Frozen, and Canned

## KITCHEN SKILLS

### Activity Abstract:

The participants will taste test three different forms of the same food, fresh, frozen and canned, and discuss how you can cook with each to be most budget friendly.

### Activity Goals:

Participants will understand the pros and cons of each type of food form and will understand how to make the best decisions for their budget and health.

### Estimated Activity Time:

20 minutes

### Supplies:

An example of fresh, frozen and canned foods  
Tiny cups labeled 1, 2, or 3  
Handout  
Chart Paper  
Markers

### Hand Outs:

-Fresh, Frozen and Canned

### Notes:

### Step by Step Directions:

1. The facilitator will ask the participants to brainstorm words that come to mind when they think of "frozen food" "fresh food" and "canned food". The facilitator will scribe these words on chart paper.
2. The facilitator will explain that though these three types of food forms may have a variety of different opinions associated with them, each has their own unique advantages and disadvantages. The facilitator will distribute the "Fresh, Frozen and Canned Foods" handout and will briefly touch on several of the pros and cons.
3. The facilitator will hand each class participant three cups, one with fresh food, one with frozen and one with canned. The facilitator will ask the participants to taste each and then guess what cup contained which type of food.
4. The facilitator will reveal what cups contained what type of food. The facilitator will ask the participants what they thought of each type of food and will allow for discussion.

# Types of Fat and Protein

NUTRITION

## Activity Abstract:

Participants will discuss the various types of fats and proteins.

## Activity Goals:

Participants will have an increased knowledge of the different varieties of fats and proteins and will be able to make more informed nutrition choices.

## Estimated Activity Time:

25 minutes

## Supplies:

- Chart Paper
- Markers

## Hand Outs:

## Notes:

## Step by Step Directions:

1. The facilitator will explain that this portion of the class will be dedicated to discussing two types of nutrients: fats and proteins.
2. The facilitator will explain that while fats are generally given a bad reputation, the reality is not that simple. There are healthy and harmful dietary fats. The facilitator will write "harmful fats" at the top of the chart paper and then below write "Saturated Fats" and "Trans Fats". The facilitator will give the definitions of both types of fats and explain that overconsumption of these types of fats can lead to obesity and cardiovascular disease.

**Saturated Fats**= animal sources of fat such as those coming from red meat, poultry and high-fat dairy products.

**Trans Fats**= Fats that are converted from oil into solid fats through a process called partial hydrogenation. It is used to make food have a longer shelf life and taste better

3. The facilitator will ask the participants to give examples of foods with these types of fat. (Saturated= lamb, pork, chicken with the skin on, fatty beef, whole milk, cheese and ice cream. Trans Fats= margarine, shortening, frosting, baked good, deep fried foods).
4. The facilitator will take a second piece of chart paper and write "healthy fats" at the top and "Monounsaturated", " Polyunsaturated" and" Omega-3s" below that. The facilitator give the definitions of these types of fats and explain that these types of fats can actually improve "good" cholesterol in the body and can reduce the chance of cardiovascular disease when eaten in appropriate portions.

**Monounsaturated and Polyunsaturated Fats**= found in certain foods and oils, are liquid at room temp (nuts, avocado, olive oil, canola oil, peanut oil and sesame oil)

**Omega 3s**= provide an essential fatty acid our body needs (fatty fish such as trout, herring and salmon, canola oil, walnuts).

5. The facilitator will now explain that the discussion will be turning to the topic of "protein". The facilitator will explain that protein is essential for the body; hair and nails are made up of protein and your body uses protein to rebuild and repair tissues and to make hormones and enzymes. Also, unlike carbohydrates and fats your body does not store protein, so protein should be consumed on a daily basis.
6. The facilitator will take a piece of chart paper and ask the participants to name types of healthy protein. After a few minutes of discussion, the facilitator will fill in any of the main protein sources not named (eggs, milk, beans, seafood, soy, lean beef, white meat poultry, Greek yogurt, kale, etc

# Enlightened Recipe One

RECIPE OF  
THE WEEK

## Activity Abstract:

Participants will take a class selected recipe and collectively cook an “enlightened” version of this recipe.

## Activity Goals:

The class participants will prepare a healthy and affordable meal built upon the skills discussed and taught in the class.

## Step by Step Directions:

Directions will vary depending on the chosen recipe.

## Estimated Activity Time:

45 minutes

## Supplies:

## Hand Outs:

## Notes:

# Week Three Resources and Handouts

The following links and organizational suggestions offer supplementary information on this week's lessons and recipes.

## Supermarket Myths:

See Appendix G

## Fresh, Frozen, and Canned:

Share Our Strength– Cooking Matters at the Store

<https://foodshuttlesatellites.files.wordpress.com/2014/05/cmccp-fresh-frozen-canned.pdf>

## Types of Fat and Protein:

National Institutes of Health

<http://www.nia.nih.gov/health/publication/whats-your-plate/protein-carbohydrates-fats>

Mayo Clinic

<http://www.mayoclinic.org/healthy-living/nutrition-and-healthy-eating/in-depth/fat/art-20045550>

# Enlightened Recipes Week 2

## Week 4

### Class Goal:

Participants will gain a greater understanding of appropriate portions, types of fats and proteins and the pros and cons of different forms of food.

### Activity One: Budgeting

#### **Eating in Season & Substituting**

10 minutes

---

Responsible Person

### Activity Two: Kitchen Skills

#### **Meal Planning**

30 minutes

---

Responsible Person

### Activity Three: Nutrition

#### **Whole Grains and Fiber**

15 minutes

---

Responsible Person

### Activity Four: Recipe of the Week

**TBD**

45 minutes

---

Responsible Person

**NOTES:**

# Eating in Season & Substituting

*Adapted from "Cooking Matters at the Store"*

BUDGETING

## Activity Abstract:

Participants will discuss the definitions of "eating fresh" and "substituting".

## Activity Goals:

Participants will be able to more strategically shop for adorable and healthy whole foods.

## Estimated Activity Time:

15 minutes

## Supplies:

Handouts

## Hand Outs:

-Meal Planning

## Notes:

## Step by Step Directions:

1. The facilitator will explain that previously we have discussed eating frozen, canner and fresh food and that this week we'll be discussing the last of those, fresh, in detail.
2. The facilitator will ask the participants what "eating fresh" means to them. The facilitator will allow space for discussion.
3. The facilitator will explain that for the purposes of this conversation "eating fresh" refers to eating in season. Eating in season refers to eating foods that are being harvested locally at the same time you are purchasing them. There are three main benefits to eating in season:
  1. Your food is cheaper because there is an abundant supply and there is less transportation costs added to the cost of the food.
  2. Your food tastes better!
  3. Your get more nutrients from your food- the longer food sits after being picked, the more nutrients it loses.
4. The facilitator will explain that eating in season goes hand-in-hand with the concept of substituting. Substituting refers to the practice of exchanging items in a recipe for more available, less expensive items. Like "eating fresh" there are three main benefits to substituting:
  1. Substituting allows you to adapt recipes for what you already have at home/ for what is more appropriate for you and your family
  2. Substituting allows you to incorporate more seasonal items/ less expensive items
  3. Substituting allows you to exchange for more nutritious items (sweet potato instead of white potato, etc).
5. The facilitator will ask the women to discuss their personal experiences/ best practices regarding eating seasonally and substituting.

# Meal Planning



## Activity Abstract:

Participants will discuss their opinions on meal planning, look at the benefits of meal planning and prepare a sample week of meal planning.

## Activity Goals:

Participants will increase their knowledge of the health and financial benefits of meal planning.

## Estimated Activity Time:

30 minutes

## Supplies:

- Chart Paper
- Pens
- Meal Planning Handouts

## Hand Outs:

-Meal Planning

## Notes:

## Step by Step Directions:

1. The facilitator will ask the participants what their opinions on meal planning are. The facilitator will allow for an adequate amount of discussion time.
2. The facilitator will explain that while opinions on meal planning may vary, there are some tangible benefits to organizing what your family will eat. These benefits fall into two larger categories: financial benefits and health benefits. The facilitator will ask the participants if they can think of any benefits under these categories and the facilitator will scribe the answers on chart paper.
3. After the participants have responded, the facilitator will fill in any blanks for these categories
  - Financial**= less wasted food, less time in the supermarket, easier shopping list/less impulse buys, less resorting to fast food
  - Health**= able to plan for healthy meals, less resorting to fast food, less stress at dinner time.
4. The facilitator will explain that there are many methods for meal planning, but for the purposes of this class we will focus on two: Weekly Planning and Thematic Planning.
  - Weekly Planning**= you plan specific meals based on what your family prefers
  - Thematic Planning**= You choose a "theme" for every night and thus have a loose structure for planning done ( Monday- breakfast for dinner, Tuesday- chicken, Thursday- leftovers, etc).
5. The facilitator will ask the women to pick one of those three plans and make up a "mock" meal plan for a week.
6. The facilitator will ask women to share what they came up with and how they felt about the activity.

# Whole Grains and Fiber

## NUTRITION

### Activity Abstract:

Participants will discuss the different sources of whole grains and fiber, and will discuss the health benefits of substituting whole grains into their diets.

### Activity Goals:

Participants will increase their knowledge of the health benefits of whole grains and fiber and will have the self-efficacy to commit to substituting items into their diets to acquire more of these nutrients.

### Estimated Activity Time:

20 minutes

### Supplies:

Chart Paper  
Pens

### Hand Outs:

### Notes:

### Step by Step Directions:

1. The facilitator will state that this evening the participants will be discussing whole grains and fibers. The facilitator will ask the participants to name types of whole grains they are familiar with. After allowing time for several answers, the facilitator will fill in any blanks.

**Types of whole grains**= whole-wheat flour, bulgur (cracked wheat), oatmeal, whole cornmeal, and brown rice.

2. The facilitator will explain that a whole grain refers to a food item that contains the entire grain kernel, the bran, germ and endosperm. Refined grains, such as those that make up white bread, white rice and most pastas, have been milled in order to remove part of the grain kernel for the purposes of making the item have a longer shelf life.
3. The facilitator will ask the participants why they think they should eat whole grains. The facilitator will allow for an appropriate amount of discussion time before filling in any answers that the participants did not come up with.

**Sample answers**= whole grain foods contain high levels of fiber and iron, whole grain foods keep you full longer, whole grain foods actually reduce the chance of cancer, diabetes, stroke and heart disease, etc.

4. The facilitator will ask the participants to pair off and discuss ways they incorporate whole grains/ or will incorporate whole grains into their cooking. After a few moments the facilitator will ask the participants to report back.

# Enlightened Recipe Two

**Activity Abstract:**

Participants will take a class selected recipe and collectively cook an “enlightened” version of this recipe.

**Activity Goals:**

The class participants will prepare a healthy and affordable meal built upon the skills discussed and taught in the class.

**Step by Step Directions:**

Directions will vary depending on the chosen recipe.

**Estimated Activity Time:**

45 minutes

**Supplies:****Hand Outs:****Notes:**

# Week Four Resources and Handouts

The following links and organizational suggestions offer supplementary information on this week's lessons and recipes.

## **Eating in Season and Substituting:**

Eat the Seasons

<http://www.eattheseasons.com/index.php>

Sustainable Table

<http://www.sustainabletable.org/seasonalguide/seasonalfoodguide.php>

Recipe Tips– 83 Healthy Substitutions

<http://www.recipetips.com/kitchen-tips/t--200/food-substitutions.asp>

## **Meal Planning:**

USDA My Plate– Meal Planning Template

[http://www.choosemyplate.gov/budget/downloads/grocery\\_gameplan\\_interactive.pdf](http://www.choosemyplate.gov/budget/downloads/grocery_gameplan_interactive.pdf)

## **Whole Grains and Fiber:**

Whole Grain Council

<http://wholegrainscouncil.org/whole-grains-101/what-is-a-whole-grain>

# Pantry Essentials

## Week 5

### Class Goal:

Participants will gain a greater understanding of appropriate portions, types of fats and proteins and the pros and cons of different forms of food.

### Activity One: Budgeting

#### Price Per Unit

25 minutes

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Person in Charge

### Activity Two: Nutrition

#### Food Labels

15 minutes

---

Person in Charge

### Activity Three: Kitchen Skills

#### Perishable Food & Shelf Life

15 minutes

---

Person in Charge

### Activity Four: Recipe of the Week

#### One Pot Veggie Spaghetti

60 minutes

---

Person in Charge

NOTES:

# Price Per Unit

**Activity Abstract:**

Participants will discuss the concept of “price per unit” and will practice the application of this concept.

**Activity Goals:**

Participants will be better equipped for economical shopping due to a greater understanding of how pricing in grocery stores works as well as an increased ability to calculate price per unit.

**Estimated Activity Time:**

25 minutes

**Supplies:**

- Chart Paper
- Markers
- Handouts

**Hand Outs:**

-Food Labels

**Notes:**

**Step by Step Directions:**

1. The facilitator will ask participants how a common food item, for example, peanut butter is sold in the grocery store. Participants will respond and after allowing the space for several answers, the facilitator will fill in any blanks (peanut butter is sold in jars, as a fresh food, in individual packets, etc).
2. The facilitator will state that all items within a grocery store are priced in certain quantities (the amount of something). Often individuals assume that an item costs more because they are getting more quantity, but sometimes that simply isn't true. Smaller quantity of a good actually costs the consumer more when you look at price per unit.
3. The facilitator will explain the definition of price per unit: price per unit refers to how much per ounce/pound/other quantity an item costs, and by examining this consumers can actually save a lot of money!
4. The facilitator will explain that often supermarkets will list price per unit on the price tag (show image), but if they do not, the math is simple! You simply divide the price by the unit quantity. For example:

**\$2.00**

---

**10 ounces**

**Is equal to a price per unit of .20 cents per ounce**

5. The facilitator will then go over a few examples as a group and ask for any questions.

# Food Labels

## NUTRITION

### Activity Abstract:

Participants will discuss food labels, what to look for and what to avoid.

### Activity Goals:

Participants will have gain more confidence in their ability to read food labels and make healthy choices based on labeling.

### Estimated Activity Time:

15 minutes

### Supplies:

Handouts  
Sample Food Labels

### Hand Outs:

-Food Labels

### Notes:

### Step by Step Directions:

1. The facilitator will explain that food labels are key to understanding the nutrition in prepackaged or processed foods. There are several things to look for to gauge how healthy an item is. The facilitator will pass out the food labels and ask the women to take a look at them.
2. The facilitator will go over what to look for on food labeling. Specifically, the facilitator will point to:

**Serving size:** many food labels have more than one serving, be aware of this so you know exactly how many calories, grams of fat, etc are in a food.

**Calories:** many foods contain more or less of your caloric intake than you might assume

**Fat:** get the right types! Avoid trans fats and saturated fats!

**Sodium and Cholesterol:** Limit!

**Fiber and Protein:** check for these!

**Sugars and Carbohydrates:** Limit to a healthy amount

3. The facilitator will ask the participants if they notice anything interesting about the labels they are looking at. The facilitator will allow room for discussion and then ask for questions.

# Perishable Food & Shelf Life

## Activity Abstract:

Participants will engage in discussion about perishable food items, shelf life and health.

## Activity Goals:

Participants will gain a more comprehensive understanding of how being strategic about perishable food items can be beneficial for their health, cooking and budgeting.

## Estimated Activity Time:

15 minutes

## Supplies:

Hand Outs  
Chart Paper  
Markers

## Hand Outs:

## Notes:

## Step by Step Directions:

1. The facilitator will ask participants what the difference is between perishable and non-perishable food. After taking several answers, the facilitator will fill in any blanks on the definitions:
 

**Perishable**= any food that can spoil, rot, go bad, etc. (fresh veggies, meat, milk, cheese, etc)

**Non-perishable**= any food that do not spoil or decay (flour, spices, canned food, etc)
2. The facilitator will explain that on many foods there are labels such as "sell by", "best before", and "use by". Though these labels are put onto food products, they are not actually indicative of when a food will go bad, but rather indicate the date when a store should stop selling them. Food items are often fine for a period past these dates.
3. The activity facilitator will ask the participants how they know when a food item is "good" or "bad". The facilitator will follow up with a question about why consuming a food after it has gone bad could be bad for individuals. Finally, the facilitator will ask for strategies on making perishable food have a longer "life". These questions have no "right" answers and are meant to spark a basic discussion.

# One Pot Vegetable Spaghetti

*Adapted from Yup, It's Vegan's recipe "One Pot Spaghetti"*

## Activity Abstract:

The class participants will use canned and fresh foods to prepare a healthy and affordable one pot meal.

## Activity Goals:

The class participants will discover another recipe that shows that cooking at home can be as simple and affordable, and far more healthy, as purchasing dinner.

## Estimated Activity Time:

15 minutes

## Supplies:

### Food Ingredients:

Whole Wheat Spaghetti  
Canned Black Olives  
Canned Diced Tomatoes, low sodium  
Canned Chickpeas  
Optional: Canned Capers, Canned Artichoke Hearts  
Yellow Onion  
Garlic  
Olive Oil  
Italian Spice Mixture  
Vegetable Broth

### Kitchen Tools:

Large Skillet with lid  
Measuring Cup  
Knives  
Cutting Board

## Step by Step Directions:

1. The facilitator will have several participants to mince the garlic and onion, while other participants will begin opening the cans and rinsing the chickpeas, olives, capers and artichoke hearts. The olives and artichoke hearts will need to be chopped into smaller pieces after being rinsed.
2. The participants will place the pasta into two large, deep skillets. Two skillets will be used due to the amount of people being served as well as to adapt the recipe for the specific tastes of the participants. The rest of the ingredients should be placed alongside the pasta inside of the skillets.
3. The participants will pour the vegetable broth over all of the ingredients and bring the pasta to a boil. Once brought to a boil, the heat should be reduced to a simmer and cooked for 8-10 minutes. During the cooking time, the pasta should be covered but stirred occasionally so the noodles do not stick.
4. Once the pasta is finished, the meal should be dished out and enjoyed!

## Hand Outs:

## Notes:

# Week Five Resources and Handouts

The following links and organizational suggestions offer supplementary information on this week's lessons and recipes.

## Price Per Unit:

California Department of Public Health

<http://www.cdph.ca.gov/programs/wicworks/Documents/NE/WIC-NE-Health-WorksheetUnitPrices.pdf>

Math is Fun

<http://www.mathsisfun.com/measure/unit-price.html>

## Food Labels:

US Food and Drug Administration

<http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm274593.htm>

<http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm20026097.htm>

## Perishable Food and Shelf Life:

Still Tasty Shelf Life Guide

<http://www.stilltasty.com/>

## Recipe of the Week:

Yup, Its Vegan

<http://yupitsvegan.com/2014/03/12/one-pot-spaghetti-alla-puttanesca/>

# Concluding the Classes

# Concluding the Classes

Effective community health education deliberately crafts opportunities to reflect upon, evaluate, and adapt existing programs. Before concluding a series of classes, program coordinators should take a moment to consider program evaluation, sustainability, and gratitude.

## PROGRAM EVALUATION

**While** there are innumerable options to gauge the success of a community program, best practices indicate that a combination of surveys and roundtable feedback is successful in demonstrating how well a program reached its participants.

### Surveys

**A simple method** for evaluating a program is to distribute a pre and post survey to all class participants. Before crafting and distributing your class survey, it is important to reflect on what you are asking and the motivations you have for asking those questions. Are you responsible to an organization that needs indicators of success? Are you looking to improve upon and restage the classes? By reflecting on both your questions and the motivations behind them, you can tailor the evaluation to be as beneficial and concise as possible.

**The questions** the survey asks have the potential to touch on sensitive topics for participants. Be cognizant of the language used on the survey and only ask for information that is really needed. Make the surveys anonymous and do not require participants to answer questions they are not fully comfortable with. Remember, these classes are always about the participants' needs first.

**Appendix H** provides an example of a survey that can be easily modified to fit nearly any community setting.

*continued on next page*

## Round Table Discussions

**Program facilitators** should engage participants in discussions on what they thought of the classes. A “round table” dialogue provides participants with the opportunity to give program insight in an informal, conversational way. The benefits to this type of program evaluation are numerous: it allows for facilitators to receive feedback they may not have thought to ask for, it allows for participants who may be more comfortable with vocal interaction to participate, and it ensures that the program is modified based on the interests and needs of the community participants.

**Round table** discussions may not provide the same sort of tangible evaluation that surveys do, but they do create an important opportunity for feedback.

## SUSTAINABILITY

**From the beginning** of the planning process, program facilitators should consider how long the classes are meant to run in their community. Knowing the length of time you aim for will allow you to better coordinate funding, location, and volunteer requests, and will be helpful while recruiting participants.

**Sustainability** should be grounded in the interests of the community– if there isn’t interest in the classes, then there is no need to continue. If the classes are popular, you may consider adding additional lessons or adding a second round of classes. The important part is to provide what the community is asking for, not what you think should exist.

## GRATITUDE

**It may seem** old fashioned, but a simple “thank you” goes a long way in community work! Take the time to express gratitude to all of the individuals and organizations who made your program happen!

# References

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# Appendix A: Funding Request Template

## [Date]

Thank you for generously offering your support to the [name of community cooking program].

## [Paragraph on hunger in your community and how your program will address it]

It is no secret that many families in New Mexico experience hunger and struggle to put food on the table. This unfortunate reality is not distinct from the Santa Barbara/ Martinez Town community, where over 30% of households with children make less than the federal poverty level. Though the problem of hunger in the community is real, it is also a reality we have the power to change. The *Fiestas Community Cooking Program* is a community driven initiative that will increase the ability of families to put healthy and affordable meals on their tables. Participants in the program will leave with more extensive kitchen and budgeting skill sets, as well as a greater confidence in their own abilities and personal expertise. These newfound capabilities will increase the level of food security in the community.

The [name of community cooking program] is well positioned to succeed. The project has community and city support, and individuals within the neighborhood are eager to participate. With your help, I know the program will be able to craft positive change in the community.

## **Requested Assistance**

The following types of assistance would prove most beneficial to the program:

A monetary donation of \$[amount of money] will provide food for a single class.

A monetary donation of \$[amount of money] will provide food, kitchen supplies and program materials for a single class.

A monetary donation of \$[amount of money] will provide food, kitchen supplies and program materials for an entire cycle, or six classes, of the [name of community cooking program].

## **Process**

The [name of community cooking program] will communicate with the donor on the logistics of accepting the monetary donation.

The [name of community cooking program] will utilize the aforementioned donation to purchase the class supplies and will communicate this spending in a manner preferred by the donor.

**Thank you again for your time and support.**

## Appendix B: Volunteer Advertisement Template

### Volunteers Needed!

A Community Cooking Program in **[neighborhood or city of classes]** is seeking enthusiastic volunteers to help with class facilitation! Individuals are needed to teach nutrition and budget fundamentals once a week for five weeks.

Classes are being held at **[location of classes]** on **[day of the week]** afternoons/evenings beginning on **[date of classes]**.

For more information or to volunteer please contact **[name of coordinator]** at **[phone number]** or **[email]**.

# Appendix C: Sample Supply List

## Week One -Healthy Cuisine Recipe- Chicken and Nopales Tacos

	Chicken Breast
	Nopales
	Corn Tortillas
	Black Beans
	Onion
	Garlic
	Tomato
	Lime
	Cojita Cheese
	Olive Oil
	Coffee
	Coffee Filter
	Coffee Pot
	Markers
	Chart Paper
	Skillet(s)
	Knife(s)
	Cutting Board(s)
	Bowl(s)
	Plate(s)

## Appendix D: Sample Class Outline

### Community Cooking Class Agenda

#### Agenda for Class 1: Healthy Cuisine

Thursday 11/01/20xx

**5:00pm:** Facilitators begin to arrive

**5:20pm:** Brew coffee and set out snacks and surveys

**5:30pm:** Participants begin to arrive

**5:30pm- 5:35pm:** Snacks and participants survey

**5:35pm- 5:40pm:** Welcome to the Class (Sam)

**5:40pm- 6:00pm:** Welcome Interviews (Sam)

**6:00pm- 6:15pm:** Kitchen Safety (Michael)

**6:15pm- 6:40pm:** Knife Skills (Hannah)

**6:40pm- 7:20pm:** Meal Prep (all facilitators)

**7:20pm- 7:40pm:** Meal Sharing (facilitators and participants)

**7:45pm- 8:00pm:** Clean Up and Facilitator Debrief

## Appendix E: Sample Recipe Outline

### Community Cooking Class Recipe Agenda

#### Week One: Healthy Cuisine

Thursday November 01, 20xx

#### Prep List:

- ◇ Divide the taco ingredients two equal halves. Each half should include the food ingredients, bowls, towels, a can opener, measuring cups and a food masher
- ◇ Clean the Nopales
- ◇ Cut the cabbage and jalapeno
- ◇ Rinse the black beans
- ◇ Set up coffee and snack station

#### Meal Component Responsibilities:

**Chicken**= Sam

**Nopales**= Hannah

**Cabbage Slaw and Tortillas**= Michael

**Clean Up**= All facilitators

#### Meal Preparation Timeline:

**6:30pm**- Participants split into two groups to prepare the recipe. One group will be led by Sam and the other will be led by Hannah (Sam and Hannah)

**6:35pm**- The Nopales will be added to boiling water and cooked for twenty minutes while the participants are preparing the food other food ingredients (All facilitators)

**6:45pm**-All food ingredients should be prepped and the chicken should begin to sauté (All facilitators)

**6:55pm**- The cabbage slaw should be compiled and the tortillas should be heated. The Nopales should be drained and added to the chicken mixture (Michael and Sam)

**7:10pm**- All food ingredients should be finished cooking. Dish out and enjoy!

# Appendix F: Partner Introductions

## Partner Introductions

Hello! My name is \_\_\_\_\_

I will be introducing \_\_\_\_\_

1. How often do you cook?
2. Who do you cook for? How many people are you responsible for feeding?
3. What is your favorite thing to cook?
4. What did you have for dinner last night?
5. Do you have any challenges to cooking (lack of time, feeding picky eaters, allergies, etc.)?
6. What would you like to take away from this cooking program?

# Appendix G: Supermarket Myths

## SUPERMARKET MYTHS

### 1. Products that are displayed on the endcaps (end of the aisle) are on sale and a good deal.

- **FALSE!** Companies pay to have their products displayed in these spaces and thus these products are not necessarily the most affordable or the best deal.

### 2. Music influences the way you shop.

- **TRUE!** Supermarkets purposefully play slower, relaxing music in order to get consumers to linger and spend more

### 3. Supermarkets try and make shoppers feel “impulsive” as soon as they walk into a store.

- **TRUE!** Fragrant and colorful items, such as baked goods, flowers and fresh produce, are put in the front of the store in order to activate consumer's salivary glands and put customers in better, more impulsive moods.

### 4. Grocery carts are designed for the convenience of the customer.

- **FALSE!** Grocery carts have purposefully been growing in size in order to encourage larger purchases.

### 5. Items at “eye level” on shelves are good deals.

- **FALSE!** Supermarkets put pricier, brand name goods at eye level. Lower shelves tend to have products of equal quality and less cost.

### 6. Brand name goods are of a better quality than generic, store brand goods.

- **FALSE!** When you buy a brand name good you are paying in part for their advertisement! Generic or store brand goods are of equal quality and often cost much less.

### 7. Items at the checkout line are top sellers that bring in lots of profits.

- **TRUE!** The candy and magazines placed purposefully at the checkout line bring in huge profits for the supermarket.

### 8. Prepared foods are a good deal because they are ready to eat and convenient.

- **FALSE!** These goods, placed at the deli counter, etc, are more expensive, are often made up of leftover food items and go bad much faster than whole products.

### 9. Milk and other essentials are placed in the back of the store to force consumers to walk around the whole store.

- **True and false!** Milk must be refrigerated quickly so having the cold sections in the back makes sense for unloading, but there is strategy here too.

# Appendix H: Sample Class Surveys

## Community Cooking Class

Please rate your cooking skill on a scale of 1 to 10, with 10 being excellent. (circle your answer)

1   2   3   4   5   6   7   8   9   10

Please rate your knowledge of nutrition on a scale of 1 to 10, with 10 being an expert. (circle your answer)

1   2   3   4   5   6   7   8   9   10

Please rate your ability to shop for groceries within a budget on a scale of 1 to 10, with 10 being able to stay perfectly within budget. (circle your answer)

1   2   3   4   5   6   7   8   9   10

**Which of the following do you do on a regular basis (2 + times a week)?**

Please check all that apply

- |   |  |
|---|--|
| <input type="checkbox"/> Cook at Home                 | <input type="checkbox"/> Measure Portions              |
| <input type="checkbox"/> Eat at a restaurant          | <input type="checkbox"/> Cook with spices and/or herbs |
| <input type="checkbox"/> Eat fast food                | <input type="checkbox"/> Cook with fresh foods         |
| <input type="checkbox"/> Plan out meals ahead of time | <input type="checkbox"/> Cook with frozen foods        |
| <input type="checkbox"/> Use coupons                  | <input type="checkbox"/> Cook with canned foods        |
| <input type="checkbox"/> Read nutritional labels      | <input type="checkbox"/> Talk about nutrition          |

**How many times in a typical week do you:**

Cook Breakfast \_\_\_\_\_

Cook Lunch \_\_\_\_\_

Cook Dinner \_\_\_\_\_

**Do you enjoy cooking?**

Yes

No

**Please write down a favorite recipe or food you would like to cook in class:**


**Additional Comments**


# Chicken and Nopales Tacos



## Week One

### Ingredients

#### Tacos:

- 2 Chicken Breasts
- 3 Nopales Pads
- Corn Tortillas
- 1 Yellow or White Onion
- 2 Garlic Cloves
- 3 tbsps. Cilantro
- Olive Oil
- 1 Lime
- Optional: Cojita Cheese

#### Cabbage Slaw:

- 1 small Cabbage
- 1 Red Onion
- 1 Jalapeno
- 1 Limes

### Instructions

1. Take the Nopales pads and run them under cold water. After washing the Nopales, clean by peeling away all thorns and bumps. Cut the cleaned pads into a small dice.
2. After cleaning the Nopales, set up a pot of water to boil. Put the Nopales into the boiling water and let cook for twenty minutes or until tender.
3. While the Nopales is cooking, cut the raw chicken breast into small slices. Put into a skillet with a small amount of olive oil and the spices of your choice. Cook until browned all the way through.
4. When the Nopales is tender drain the water and put the cooked pieces in with the chicken. Add lime juice and allow to cook on low heat for five minutes.
5. While the Nopales and the chicken finish cooking, cut the cabbage, red onion and jalapeno. Combine all three in a large bowl and toss with lime juice.
6. Add ingredients to tortillas and enjoy!

**Week  
Two**

# Bean Burgers

## Instructions

1. Rinse and drain the kidney beans thoroughly and then pour them into a large bowl
2. Mash the beans into the consistency of refried beans.
3. Add the oats, rice, sauce and the spices of your choice
4. Make sure your hands are clean and then mix together all of the ingredients with your hands
5. Once the ingredients are fully combined, form and shape the mixture into patties.
6. Place the patties into the refrigerator and allow them to set for at least twenty minutes
7. While the patties are setting, cut the sweet potatoes and carrots into "fry" shapes. Toss with olive oil and cook on 375 F until carrots are tender and sweet potatoes have desired firmness.
8. Cook the burgers as you please, bake or grill or pan sear them. Be careful when flipping, these burgers have a tendency to break apart!

## Ingredients

### Bean Burgers:

2 cans of low sodium kidney beans

1 cup of Rolled Oats

1 cup of cooked Brown Rice

1/4 cup of Tomato Sauce

Optional: Spices

### Sweet Potato and Carrot Fries:

Sweet Potatoes

Carrots

Optional: Olive Oil

Optional: Spices

**Serves  
5-6  
people!**

**Adapted from  
Jeff Novick's  
"Bean Burgers"**

# Veggie Paella with Turkey Albóndigas

Week  
Three



## Ingredients

### VEGGIE PAELLA:

2 cans of tomatoes  
1 large onion  
2 garlic cloves  
3 cups of frozen peas  
1 can of kidney beans  
Fresh greens (mustard, kale, collard or chard)  
2 cups frozen or fresh bell peppers  
2 cups of chopped mushrooms  
Asparagus, or a root vegetable of your choice

### ALBONDIAS:

Ground Turkey  
Brown Rice  
Herbs/Spices

## Instructions

1. Prepare one cup of brown rice. Set aside.
2. In a large pot, heat oil on medium-high and add minced garlic and chopped onion. Cook until onions are translucent.
3. Add tomatoes, kidney beans, mushrooms and asparagus. Bring to a boil, reduce heat to medium and simmer for ten minutes.
4. While the tomato mixture is simmering, combine the ground turkey and cup of cooked brown rice in a large bowl. Add herbs and spices to flavor. Form the mixture into meat balls roughly the size of a golf ball. Put onto a baking sheet and cook on 375 F for twenty minutes.
5. Add the frozen peas and fresh greens to the tomato mixture. Stir until the greens are completely saturated. Allow to simmer for 10 minutes.
6. Spoon paella mixture over brown rice and serve with meatballs. Enjoy!

## Instructions

1. Begin by prepping all of the ingredients: Mushrooms should be cut into thin slices, onions should be finely diced, frozen spinach should be thawed and patted dry. The tofu should be “dried” of excess water by wrapping in a kitchen towel and applying pressure (place a heavy object on top of wrapped tofu) for at least ten minutes.
2. Precook the lasagna noodles until “al dente” or mostly tender. It is important to not overcook the noodles or else the lasagna will lack the proper texture. After cooking the noodles, drain the water and place the noodles on a plate or covered counter space to dry.
3. Sautee the onions and mushrooms in a skillet on medium-high for 6-8 minutes. Add the thawed spinach and cooked for another 2-3 minutes.
4. In a large bowl crumble the “dried” tofu. If using the ricotta cheese, add to the tofu at this time. Mix into the tofu the mushroom-spinach mixture and seasonings of your choice.
5. Cover the bottom of a baking sheet with a thin layer of tomato sauce. Place noodles on top of this layer and then add a layer of the tofu mixture. Repeat this pattern. Finish the lasagna with a layer of noodles and tomato sauce.
6. Place the lasagna into a preheated oven at 350 F. Cook for 40-45 minutes, or until lasagna appears “bubbling”. Take out of the oven and let cool for 10 minutes before serving.

## Week Four: Class Recipe

# Tofu Lasagna



## Ingredients

- 1 Box Whole Wheat Noodles
- 1 package fresh mushrooms
- 2 packages (10 ounces) frozen spinach
- 1 package (14 ounces) FIRM tofu
- 4-6 cups tomato sauce of your choice
- 1 large onion
- Olive Oil

**Optional:** Garlic, Italian Seasonings,  
15 ounce container of Ricotta  
Cheese

**WEEK FIVE RECIPE**

# **SPICY BUTTERNUT SQUASH SOUP WITH ROASTED ALMOND SALSA**

## **Instructions**

1. Begin by prepping all of your ingredients. The Butternut Squash should be skinned and cut into small cubes, the carrots should be minced and the onions should be chopped. The ingredients for the salsa should all be diced.
2. Add the squash, carrots and onions to a large pot and with a small amount of oil. Heat the ingredients on medium heat until softened. Add the apple juice.
3. Simmer vegetables in the apple juice until the vegetables are very tender. Add the almond milk and spices and cook for an additional five minutes.
4. Blend the soup (with a hand blender or in a large blender) until smooth.
5. Combine all of the ingredients in the salsa together in a large bowl and add to the top of the soup.

## **Ingredients**

### **Soup:**

4 lbs Butternut Squash  
2 Onions  
4 Carrots  
1 cup of Celery  
2 quarts of Apple Juice  
2 cups of Almond Milk  
1 tbsp. Garam Masala  
1 tsp Cayenne Pepper or  
other hot pepper

### **Salsa:**

4 tomatoes  
1 onion  
1 bunch Cilantro  
4 Jalapenos  
1 Lime, juices  
1 Cup Sliced Almonds



This recipe should feed 8– 10 people and is completely vegan!



# Kale and Potato Soup

(Copycat Olive Garden Zuppa Toscana)

## Week Five Recipe

### Ingredients

1 tbsp. Olive Oil  
1 Onion  
6 Garlic Cloves  
4 Russet Potatoes  
4 cups Low Sodium Veggie Broth  
2 cups 1% Milk  
4 cups (1 bunch) Kale  
1 can White Beans  
1 tsp. Dried Basil  
1 tsp. Dried Oregano  
1 tsp. Dried Thyme  
1/2 tsp. crushed red pepper

### Instructions

1. Prep the recipe by cutting all of your produce. The onion and garlic should be chopped into small pieces and the potatoes should be washed and thickly sliced or quartered.
2. Heat the olive oil on medium-high and add the onions, garlic and spices. Cook for five minutes or until onions are translucent.
3. Add in the potatoes, beans, milk and veggie broth. Cook for 20-30 minutes on medium heat, or until potatoes are soft.
4. Stir in the kale and cook for another 15 minutes or until kale is tender. Dish out and enjoy!

Recipe Adapted from Organize Yourself Skinny

# Chicken and Turkey Sausage Gumbo

## Instructions:

1. Begin by preparing the dry roux. Simply put 3 cups of flour in a baking pan and place in a 400 F oven for an hour and half, stirring every 15 minutes. The roux will be finished when is the color of peanut butter.
2. Next, cut the chicken breast into small pieces and brown on a skillet. Take a pot and place all of the ingredients in it, except for the browned chicken. Bring to a boil and then reduce the heat. Simmer for 15-20 minutes and then add the chicken.
3. Simmer for another hour and then serve over brown rice.

## Ingredients

- 4 Chicken Breast skinless
- 1 lb. low-fat Smoked Turkey Sausage
- 1 medium Onion
- 1 cup Celery
- 1 package of frozen sliced Okra
- 1/2 cup Green Pepper
- 2 tbsp. Parsley
- 1 1/2 cups dry roux
- 3 Garlic Cloves

**Cajun Seasonings:** prepackaged or

- 1 tsp black pepper
- 1/4 tsp cayenne
- 1 1/4 tsp thyme
- 3 bay leaves

