Harvest of the Month
Network for a Healthy California

NOV 2009
GRADES 7-HS

HARVEST HEROES!

CONFIDENT COOKED GREENS

* [kon-fi-duh-nt] having strong belief or full assurance; sure

Montebello Nutrition Services

For food stamp information, call 877-847-3663. Funded by the USDA Supplemental Nutrition Assistance Program, an equal opportunity provider and employer.

CHAMPIONS for CHANGE
Network for a Healthy California

How to Complete the Network Time Log

(This is a government approved form, need we say more?)

Please honor the requirements, or we will all suffer, as may our funding:

1. **Complete all sections. This really should be quick!**
   (If you make a mistake, just cross out, and do not use white out.)

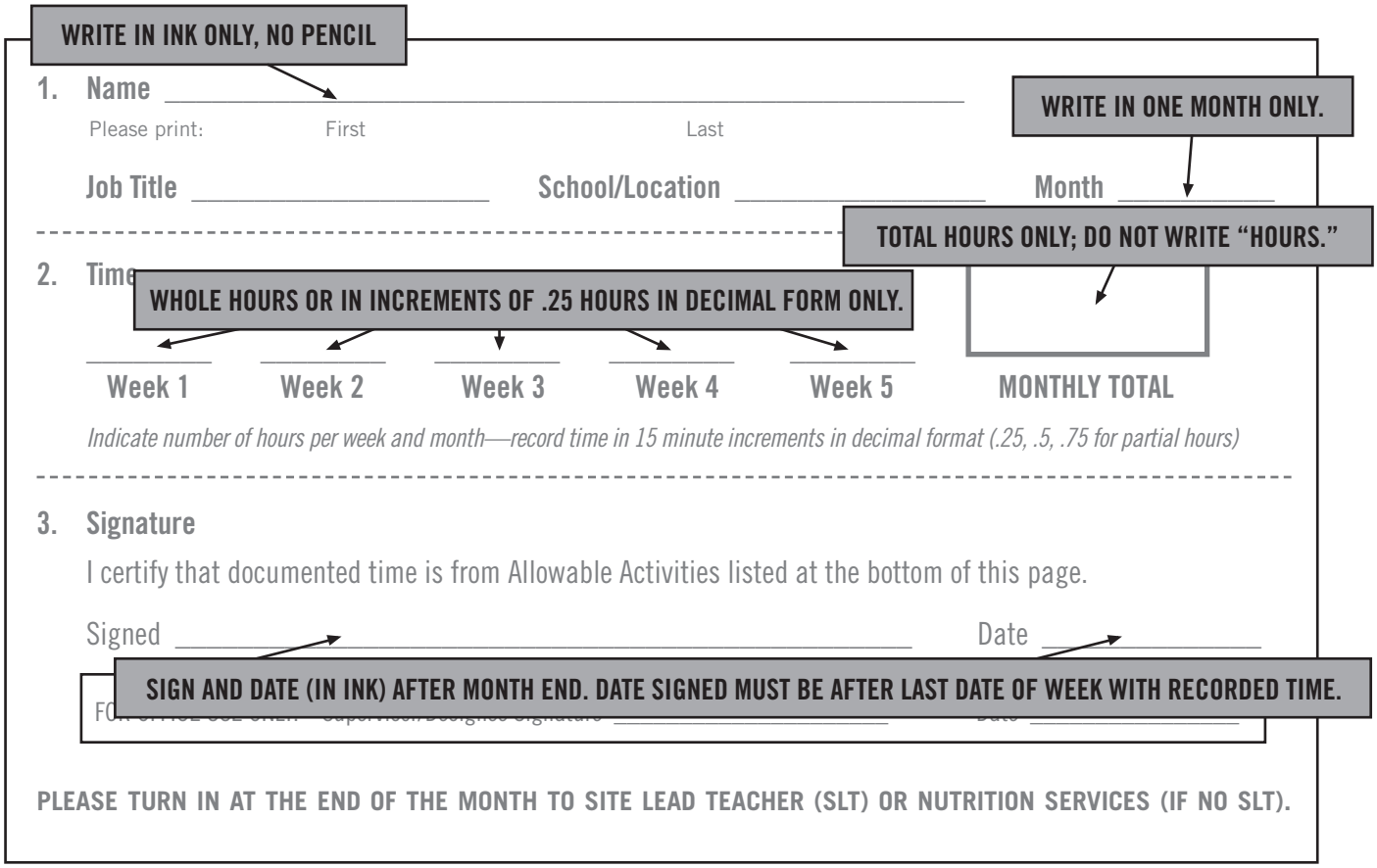
2. **Please submit your completed time log at the end of each month to:**
   a. Your Site Lead Teacher (SLT) at your school, or,
   b. If no SLT, via district mail to Nutrition Services, Attn: Kristin Fyfe

3. **If you are also completing a time log for East LA College Nutrition Network, WIE, LNS, or JGE, hours recorded here cannot also be recorded there. Do not duplicate hours.**

4. **Questions? Contact us anytime – we want to support you!!**
   Call us: x7967, x7966
   E-mail us: mattson_piper@montebello.k12.ca.us, or fyfe_kristin@montebello.k12.ca.us

5. **THANK YOU for your patience, diligence and understanding.**

EXAMPLE



CONGRATULATIONS!
You are doing your part to preserve nutrition education funding at MUSD.

FOR OFFICE USE ONLY:
Montebello Unified School District—Contract #09-11260
☐ State Share (Non-*Network* funds)
☐ Federal Share (Network sponsored activities)

Project Coordinator: Piper Mattson, x 7967

Network for a Healthy California
Time Log 2009-10

1. Name _____ **Grade** _____

Please print: First Last

Job Title _____ **School/Location** _____ **Month** _____

2. Time

_____	_____	_____	_____	_____	
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**MONTHLY TOTAL**

Indicate number of hours per week and month—record time in 15 minute increments in decimal format (.25, .5, .75 for partial hours)

3. Signature

I certify that documented time is from Allowable Activities listed at the bottom of this page.

Signed _____ Date _____

FOR OFFICE USE ONLY: Supervisor/Designee Signature _____ Date _____

PLEASE TURN IN AT THE END OF THE MONTH TO SITE LEAD TEACHER (SLT) OR NUTRITION SERVICES (IF NO SLT).

Allowable Activities

Nutrition Education in a Classroom/Group Setting (children/adults):
- Nutrition education classes using approved resources (e.g., Dairy Council, Team Nutrition, Dietary Guidelines for Americans, Harvest of the Month).
- Read books on nutrition or encourage artwork or essays on topics of nutrition, e.g., the importance of fruits and vegetables.
- Conduct cooking classes and/or taste tests with healthy foods as part of a nutrition education lesson/activity (e.g., Kids Cooking Week).
- Teach nutrition via CD ROM/ Internet/computer programs.
- Teach nutrition education as a stand alone subject area or integrated with core subjects.

Children/Student Nutrition Education outside a Classroom Setting (as a component of a structured curriculum):
- Participate in nutrition education field trips (do not include transportation time or costs) such as tours of farmer's markets linking nutrition education on fruits and vegetables in classroom with field trip visit.
- Garden-based nutrition education
- Cafeteria-based nutrition education activities/promotions which are part of a structured program that is connected to classroom instruction (e.g., Harvest of the Month, Welcome Back).

Nutrition Education at Special Events (students/adults):
- Nutrition education at special events (e.g., Open House, health fairs, school assemblies, Library Nutrition Events).
- Physical Activity Promotion (as a component of a broader Nutrition Education intervention) (children/students/adults)
- Promote increased physical activity as a component of a nutrition education intervention.
- Give advice on where to access low- or no-cost physical activities.
- Present one-time physical activity demonstrations that educate about and promote physical activity.
- Nutrition Education Project Evaluation:
- Conduct program planning and evaluation as an essential part of developing/implementing effective nutrition education programs

Nutrition Promotion Activities:
- Disseminate/sponsor newsletters, videos, CDs, or web pages on good nutrition or physical activity integrated as part of nutrition education
- Provide brochures or posters that focus on nutrition and may include a Food Stamp Program promotion message.
- Set up nutrition displays (e.g. Harvest of the Month or My Pyramid posters with pictures of fruits and vegetables with nutritional messages).

Staff Training/Professional Development:
- Develop/attend nutrition education events such as workshops, conferences, seminars, trainings, which may include the role of physical activity plays in health, and provide clear and direct benefits to the food stamp audience being served and are within the activities of the SOW.

Administrative Tasks Related to the Network Contract:
- Spend time completing documentation for the Network contract (e.g. progress reports, monthly time logs).
- Perform general clerical tasks in support of Network projects (e.g., travel claims, photocopying)

Other Activities:
- (Must be listed in approved Scope of Work Project Summary)

Approved format 04/02/08

EVALUATION

NOV 2009 **COOKING GREENS**

Teacher Name (first & last): _____ School: _____ Grade: _____ Date: _____ # Students: _____

Please answer the following questions to help us better serve nutrition education needs in the classroom. **When complete, please forward this, along with completed TIME LOG to Nutrition Services by OCTOBER 31st** Thank you. Funding of this program depends on both forms being completed.

General Questions

1. How much time did you spend on this nutrition unit? _____ hours
2. Do you send the parent newsletter home? _____
3. Do you hear from parents about this program? _____

Packet Contents

	1 Not helpful	2 Somewhat helpful	3 No opinion	4 Helpful	5 Ideal
Packet length					
Usefulness of background info (Top Secret Info., Grow-etry poem)					
Utility of suggested teaching timeline					
Student activities useful and grade-appropriate					
Effectiveness at integrating other content areas					

Favorite components? Write in: _____

Nutrition Concepts Emphasized

	Yes	No
Importance of fruits and vegetables		
Nutrients of featured produce		
Trying new foods		
Seasonality of produce		
Identifying varieties; distinguishing among fruits/vegetables		
Balance and moderation in diet to reach nutrient goals		

Other? Write in: _____

Behavioral Outcomes Observed

	Yes	No
Students are more willing to try foods		
Students are asking parents to try foods/buy fruits, vegetables		
Students want to know more about fruits and vegetables		
Students are talking to their peers about healthier alternatives		
Students are noticeably eating more fruits, vegetables at school		
I don't notice any change in student behavior		
Students are becoming more negative about fruits, vegetables		

Other? Write in: _____

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TEACHING SUGGESTIONS

WEEK 1: Nov 2-6

1. The term "cooking green" may be new to students. Use the TOP SECRET INFO. pages to help define what they are. Show the enclosed photos (pages 4-10) to expose and orient them. Select appropriate details to share from ABOUT THE "GREENS" (pages 1-2).
2. Students can also help establish what cooking greens are with a Circle Map® (LET'S DEFINE COOKING GREENS, page 3) or a KWL Chart. Was some of this information derived from personal experience? (Have students add to their Circle Map® over next few weeks.)
3. Read the cooking greens GROW-ETRY poem, along with other details about cooking greens on the TOP SECRET INFO. pages.
   - Discuss the key nutrients found in fruits and vegetables. Our bodies require vitamins and minerals to work and develop properly, and all are obtained from food.
   - Add learned items from these pages to the Circle Map®.

WEEK 2: Nov 9-13

1. Review the cooking greens using photos, pages 4-10. Have them fill out the NAME THAT GREEN! worksheet on page 12. Also provided is a GREENS WORD SEARCH, with key (pages 13-14).
2. COMPARE COOKING GREENS &...
   - What characteristics distinguish cooking greens from each other? What characteristics distinguish them from salad greens? From other vegetables? Have students create a Double Bubble Map® making some or all of these comparisons (see sample Double Bubble Map® on page 11).
   - Fruits and vegetables, like greens, have vitamins, minerals, and water that help our health. The "super powers" specific to greens are listed on ABOUT THE "GREENS" (page 1). More details about calcium provided on 3rd page of the TOP SECRET INFO. How does the nutritional composition of cooking greens compare to that of other vegetables? Check out www.harvestofthemonth.com --> Educators' Corner --> Nutrient Graphs. Basic descriptions for select vitamins and minerals available at the Educators' Corner --> Glossary.
3. Math problems
   - Students can get more individualized recommendations for fruit and vegetable servings by following the 3 steps on the HOW MUCH DO I NEED? worksheet (page 15), or by visiting www.mypyramid.gov --> Get a Personalized Plan.
   - After discussing what constitutes a cup (WHAT'S A CUP OF FRUITS AND VEGETABLES?, page 16), have students explore the math problems provided on page 17, GREENS RECIPE MATH.

WEEK 3: Nov 16-20

1. Conduct TASTE TEST this week; utilize USE YOUR SENSES worksheets (pages 18-24).
2. After the tasting, add the experience to the Circle Map® created in week 1. Compare feelings before and after the taste tasting using different colors.
3. Students can take both the TASTE TEST RECIPE for roasted kale, as well as the PARENT NEWSLETTER home (Spanish or English), pages 25-26.
4. Complete TIME LOG and EVALUATION (found on the first pages of this packet). Please forward to Nutrition Services by the end of the month. Thank you!

CORE MESSAGES

Every month, we will provide core messages here that build upon prior months' to help expand students' nutrition knowledge.

Following are this month's messages (refer to the TOP SECRET INFO pages for further explanation of selected concepts):

1. **We all need fruits and vegetables each day for good health. Depending on our stage of growth, the amounts we need vary, from 3-5 cups daily.**
2. **Key nutrients in fruits and vegetables are: Vitamins—A, C, folate; and Minerals—potassium, iron, water.**

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TOP SECRET INFO.

GROW-ETRY

People like to think that they are among the most civilized
In the animal kingdom because...
They have manners and napkins and forks and spoons,
Plus what they eat puts them far above the baboons...

And yet here they are – with plates piled high,
With those leaves and stems and roots...
The very foods feeding the goats and rabbits,
Not just well dressed students in suits!

The leafy greens deserve a place of honor,
Indeed, on all of our menus...
So rich in vitamins (folate, A and C are some),
And minerals iron and calcium our bodies use...

The darker green leaves are the most nutritious,
And cooking helps texture and taste...
The cooking water itself left after greens have been boiled,
Can become healthy soup; presto, no waste!

Sometimes nature plays tricks
by offering something good, then trapping it...
Like calcium in Swiss chard or spinach
That gets tied up by "oxalates" so our bodies don't benefit...

Nature's funny, too, with its riddles,
When offering two vegetables in one...
One day you can eat turnips or beets with dinner,
Then enjoy their leaves, cooked sumptuously, till done!

Most all the world's people eat leafy greens,
And enjoy their pungent, almost bitter taste...
Some, like collards, take some time to cook,
Others like spinach cook with no time to waste...

Some edible leaves are so pretty, they're decoration,
For instance, raw kale is often used as a garnish...
But once cooked it's delicious and oh so nutritious,
It deserves center stage as a star dish!

Enjoy these seasonal leafy vegetables
Starting in early spring when the weather's still cool...
And enjoy through autumn, even after first frost,
In soups, omelets, rice, or cooked "Southern"—even at school!

The Born "Confident" Identity

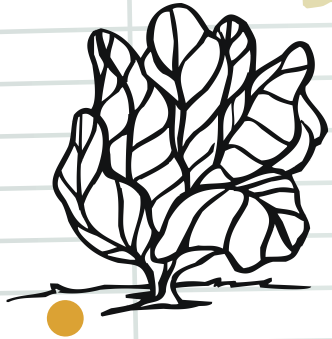
Those cooked greens seem to always be sure
Of their good looks and taste—they're secure
And as for nutrition
There's no indecision
They're certain they'll nourish when leafy and mature!

COOKING GREENS FILE

TOP SECRET INFO.

WHEN ARE THEY IN SEASON?

Cooking greens are known as cool-season crops, but can be grown and harvested almost year-round. Many varieties are able to endure the summer, but cooler temperatures impart a sweeter, finer flavor.



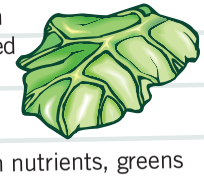
COOKING GREEN... OR SALAD GREEN?

Usually, *cooking greens* (also known simply as *greens)* are served cooked, as their flavor can be quite bitter, spicy, and pungent when raw; cooking the *cooking greens* also helps soften their leaves and stems, to make them more edible.

We typically associate *salad greens* with leafy vegetables (lettuce, etc.) that are eaten raw. *Salad greens* are also smaller in size, more delicate in flavor, and less hardy than *cooking greens,* which can tolerate cooler seasons better.

However, despite their differences in texture and taste, some, like spinach, are used in place of one another in recipes.

A LEAF OF COOKING GREENS HISTORY



But most Americans know greens as a Southern dish that originated with people of African origins enslaved to work in the plantations fields of the south in the eighteenth and ninetieth centuries. They grew leafy vegetables like kale, chard, collard, and mustard greens in their own small garden plots. Abundant in nutrients, greens likely played an important part in furnishing the necessary nutrition to poorer populations in the South and during Colonial times, and the struggling populations of Europe.

KEY NUTRIENTS IN FRUITS & VEGETABLES

Your body needs the right combination of nutrients to work properly and grow. While fruits and vegetables provide an abundance of nutrients, these are some of the common ones:

VITAMINS
- Vitamin A
- Vitamin C
- Folate (a B vitamin)

MINERALS
- Potassium
- Iron

MINERALS
- Water

HOW MANY FRUITS & VEGETABLES DO I NEED?

It depends on your age, gender, and how physically active you are. Generally speaking, it's recommended we eat 3 cups of leafy greens every week. See the HOW MUCH DO I NEED worksheet for more info about fruit and vegetable servings.

SNAPSHOTS ARE ENCLOSED IN THIS FILE

HOW MUCH IS A SERVING OF "GREENS"?

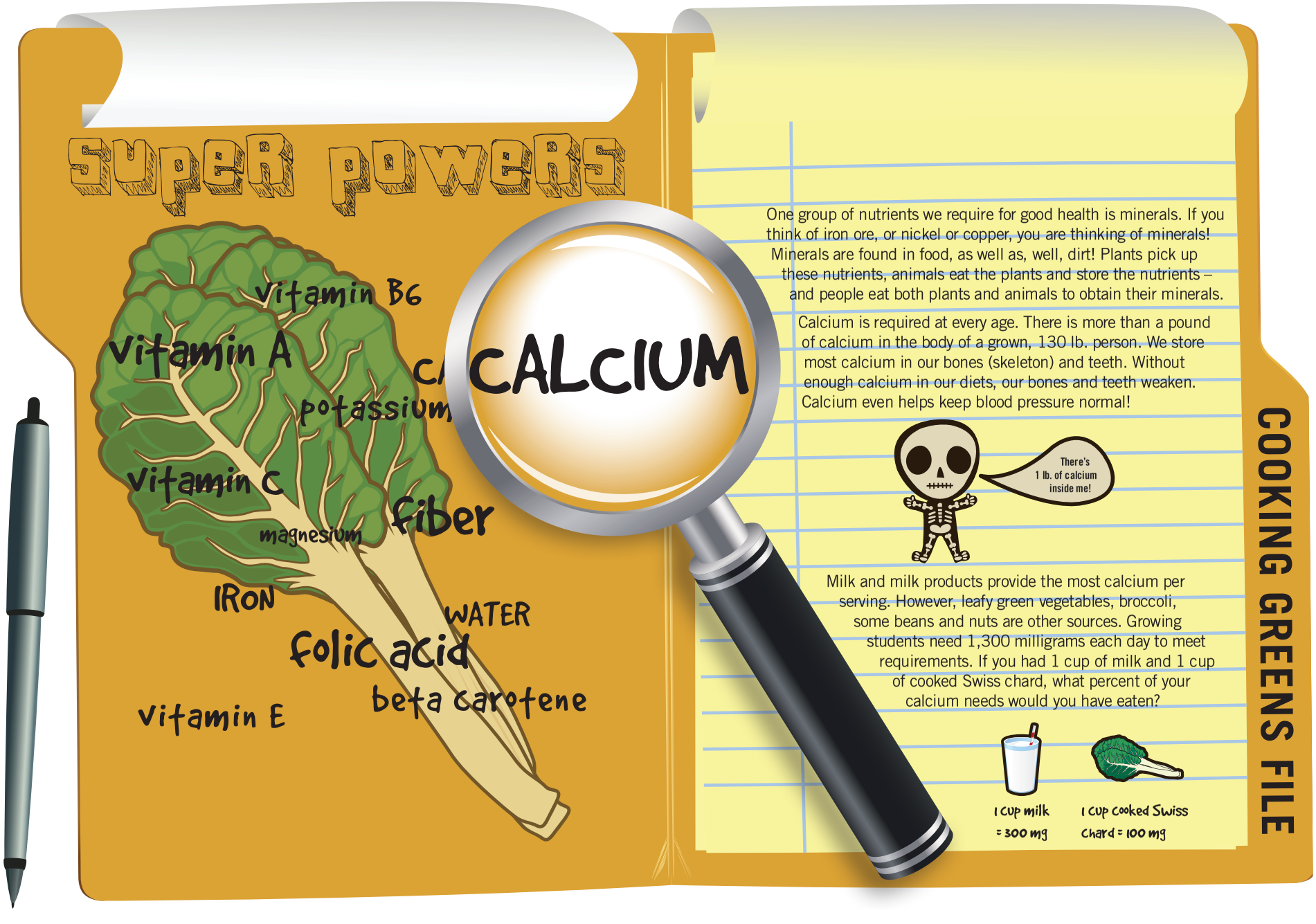
A ½ cup of cooked greens is about the same as two cups of raw leafy greens. Leafy greens cook down considerably–from ¼ up to ⅛ of the original volume.

flip page to learn about the cooking greens'...

SUPER POWERS

COOKING GREENS FILE

TOP SECRET INFO.



ABOUT THE "GREENS"

BOK CHOY

- SUPER POWERS: beta carotene, calcium, iron, vitamin C, fiber, water
- FLAVOR: sweet, mild, stays crisp when cooked
- WAYS TO EAT: stir-fries, salads or soups
- DID YOU KNOW? Bok choy has long been cultivated by the Chinese and is a staple in the Chinese diet. In Asia, there are more than 20 varieties of bok choy grown. The word *choy* means vegetable.

COLLARD GREENS

- SUPER POWERS: vitamin C, potassium, fiber, water
- FLAVOR: mild, sweet, cooks to tender texture
- WAYS TO EAT: steam, braise or sauté, shrinks less than other greens when cooked
- DID YOU KNOW? Collard greens grow best in warm weather, though they can withstand the cold temperatures of late autumn. Interestingly enough, the flavor of collard greens (and kale) is enhanced by a light frost.

KALE

- SUPER POWERS: beta carotene, calcium, iron, vitamin B6, vitamin C, fiber, water
- FLAVOR: mildly peppery, tender
- WAYS TO EAT: boil, dry roast, steam or sauté (remove stems and ribs)
- DID YOU KNOW? Tolerant of cold temperatures, kale is hardy, and popularly used more as a decoration than as a vegetable in the serving areas of buffets.

SPINACH

- SUPER POWERS: beta carotene, calcium, folate, iron, magnesium, vitamin C, fiber, water
- FLAVOR: soft, sweet, rich
- WAYS TO EAT: multi-purpose, eat raw in salads and sandwiches, sauté, braise, add to soups, or pasta
- DID YOU KNOW? Spinach provides iron and calcium, BUT, it also contains a compound called *oxalic acid*, that sticks to them, lowering the amount our body can absorb. *Oxalic acid* is also responsible for the weird feeling on teeth after eating spinach since it combines with the calcium in your saliva!

SWISS CHARD

- SUPER POWERS: beta carotene, calcium, iron, magnesium, vitamin C, vitamin E, fiber, water
- FLAVOR: tender, sweet, velvety texture
- WAYS TO EAT: their hearty leaves are excellent added to cooked dishes such as casseroles, stews, and lasagnas.
- DID YOU KNOW? The stems are edible; in Europe, they are considered the best part of the plant.

TURNIP GREENS

- SUPER POWERS: carbohydrates; calcium; folate; vitamins A, B6, E; water; and fiber
- FLAVOR: pleasantly pungent and bitter
- WAYS TO EAT: Braises, stews, and sautés. Remove the tough central rib before cooking. Cooks often use a mix of turnip greens and milder greens like spinach or collards to soften the bitter flavor.

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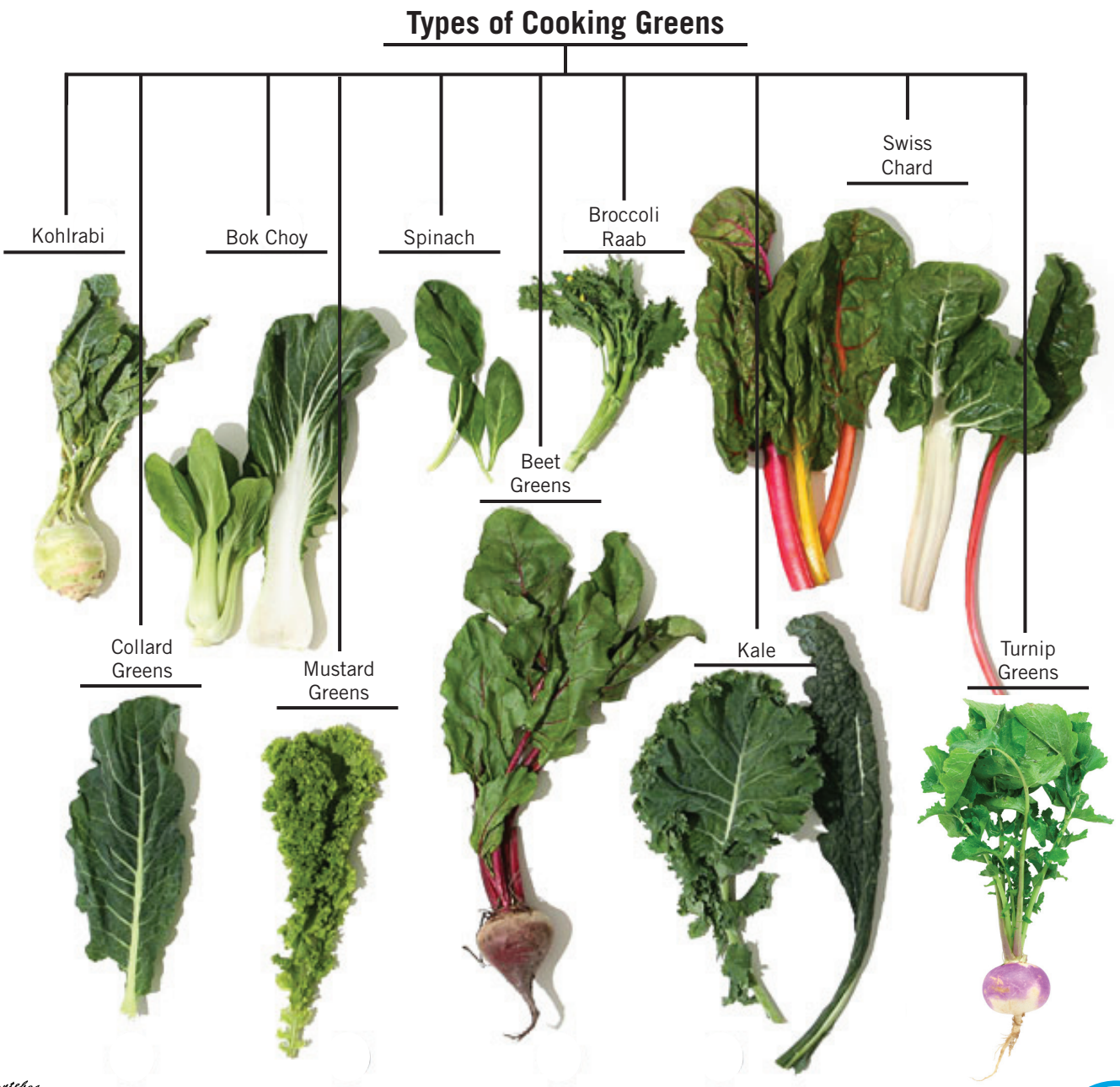
COOKING GREENS: FAMILY TREE

EXAMPLE TREE MAP®



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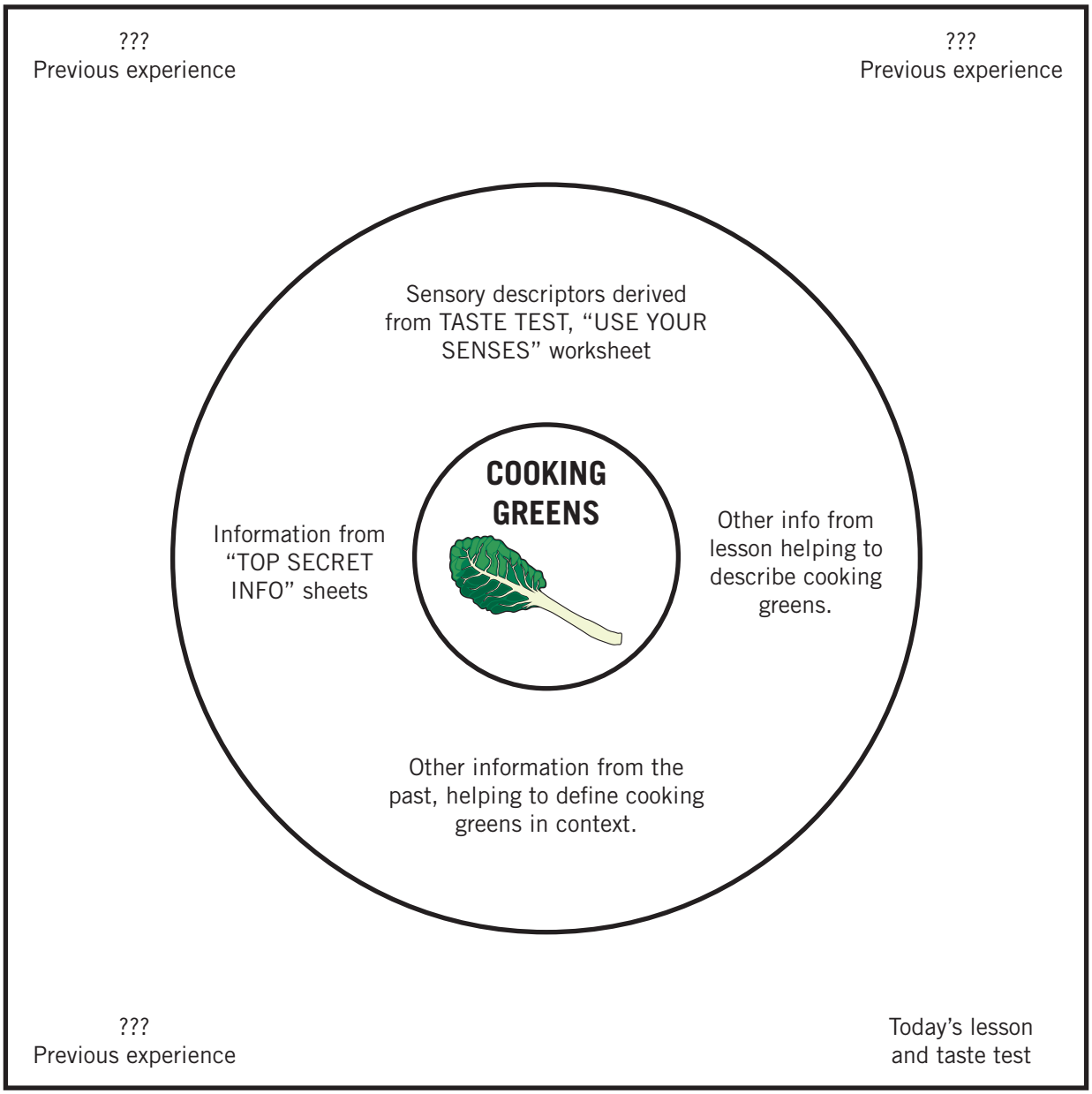
LET'S DEFINE COOKING GREENS

EXAMPLE CIRCLE MAP®



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Swiss chard, ready for harvest

Cooking greens or “greens,” grow above ground. Usually both the stems and leaves are edible.

Some vegetables, like beets and turnips, we can eat the stems, the “greens,” and the roots!

bok choy

"Baby" bok choy is on the right.

collard greens

kale

spinach

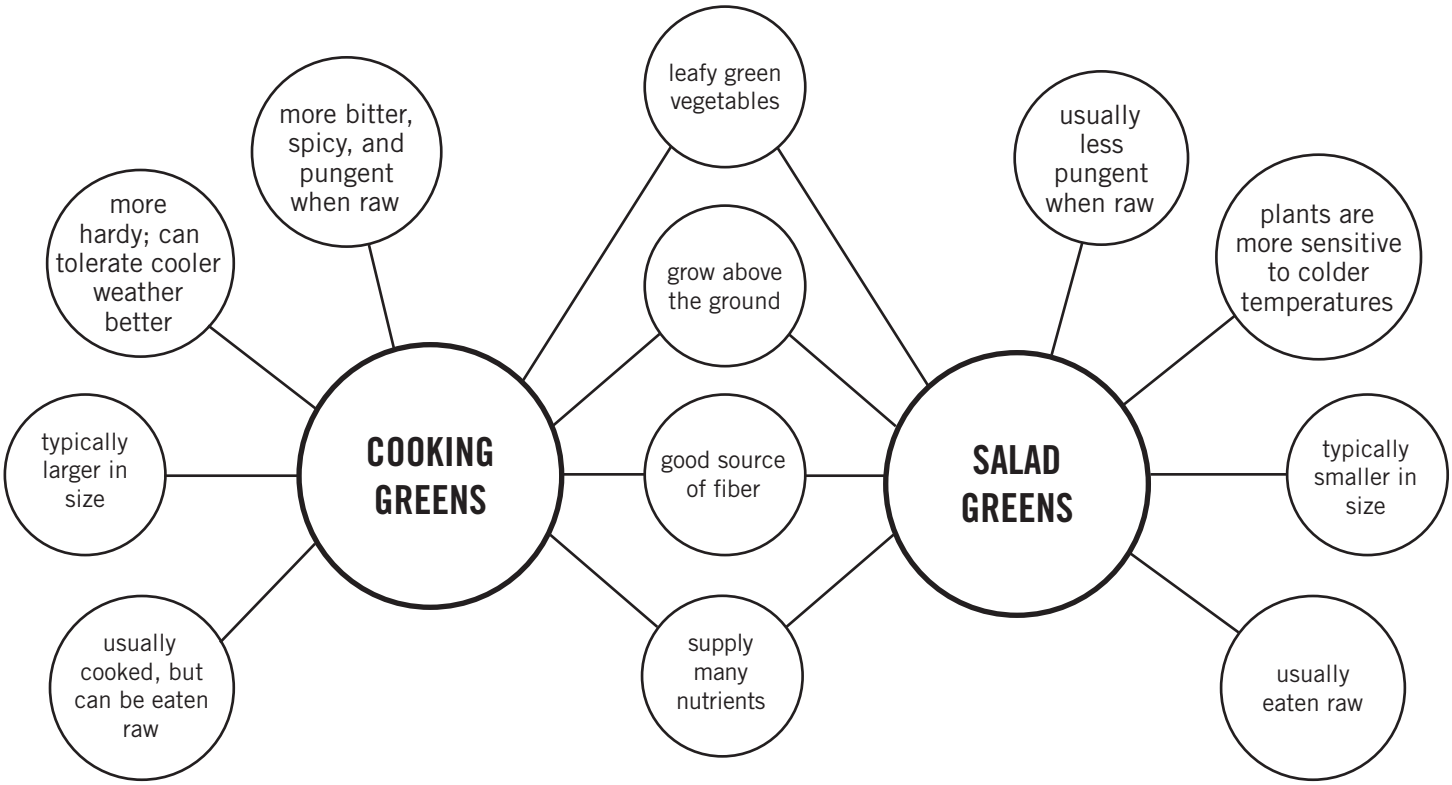
Swiss chard

turnip greens

You can eat the tops and the bottoms. No waste here!

COMPARE COOKING & SALAD GREENS

EXAMPLE DOUBLE BUBBLE MAP®



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STUDENT WORKSHEET

Name: _____

NAME THAT GREEN!

_____

_____

_____

_____

_____

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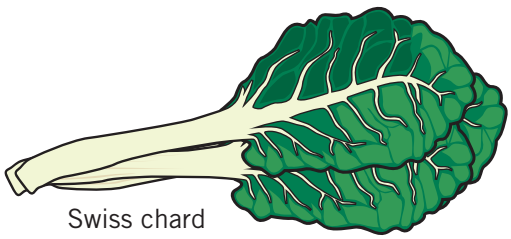
Name: _____

GREENS WORD SEARCH

DIRECTIONS: Using the COOKING GREENS: FAMILY TREE sheet, find all 10 varieties of cooking greens vegetables below.

M	E	N	P	B	P	P	X	S	R	N	T	G	H	V	Y	I	I	K	Y
J	P	C	Y	O	R	N	W	C	Q	Z	U	W	C	D	Z	G	S	A	A
S	L	R	Y	T	C	O	Q	J	P	G	G	N	A	M	V	B	W	R	J
O	E	U	C	H	J	I	C	D	H	B	J	E	N	E	X	S	I	V	D
O	C	D	N	P	U	C	W	C	C	P	U	P	I	O	P	N	S	D	Y
V	K	H	E	L	P	M	H	E	O	K	G	S	P	Q	O	E	S	N	P
I	B	A	R	L	H	O	K	X	X	L	N	E	S	R	O	E	C	O	U
O	D	G	H	I	G	Z	G	K	K	E	I	S	X	E	H	R	H	U	O
S	L	I	G	Y	W	W	R	A	E	B	I	R	E	S	J	G	A	J	J
L	T	U	R	N	I	P	G	R	E	E	N	S	A	B	L	D	R	Q	P
G	Y	M	V	D	T	E	G	Z	P	Y	S	A	E	B	R	R	D	Q	Q
W	Q	K	L	D	S	D	P	E	U	K	J	E	N	M	E	A	J	K	T
C	U	S	G	N	R	D	L	Y	A	C	T	W	U	S	Q	L	T	A	W
A	Y	M	L	A	U	A	U	S	I	G	Q	E	C	W	N	L	H	O	C
E	P	O	T	E	K	X	Q	M	R	Y	N	G	K	X	V	O	C	Y	N
L	E	S	H	J	L	O	O	E	F	F	N	C	J	N	H	C	X	F	R
D	U	R	A	C	A	Z	E	Q	T	B	N	M	Z	J	Y	P	B	E	O
M	Q	P	Z	C	K	N	F	E	I	Z	C	I	A	V	E	Q	O	F	I
H	Q	B	W	U	S	O	E	Q	M	F	U	J	M	A	F	P	L	G	I
C	X	J	P	X	W	P	B	Y	Y	Y	A	D	H	F	I	T	X	E	L



Swiss chard

Created by Puzzlemaker at DiscoveryEducation.com

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TEACHER REFERENCE

Name: _____

GREENS WORD SEARCH

KEY

```
+ + + + B + + + + + + + + H + + + + + +
+ + + + + R + + + + + + + C + + + S + +
+ + + + + + O + + + + + + A + + + W + +
+ + + + + + + C + + + + + N + + S I + +
+ + + + + + + + C + + + + I + + N S + +
+ + + + + + + + + O + + S P + + E S + +
I B A R L H O K + + L N + S + + E C + +
+ + + + + + + + + + E I + + + + R H + +
+ + + + + + + + + E + + R + + + G A + +
+ T U R N I P G R E E N S A B + D R + +
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+ + O T + K + + + R + + + + + + O + + +
+ + S H + + + + E + + + + + + + C + + +
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+ + + + + S O + + + + + + + + + + + + +
+ + + + + + + B + + + + + + + + + + + +
```

(Over,Down,Direction)

BEETGREENS(15,10,SW)

BOKCHOY(8,20,NW)

BROCCOLIRABE(5,1,SE)

COLLARDGREENS(17,16,N)

KALE(6,15,NE)

KOHLRABI(8,7,W)

MUSTARDGREENS(1,18,NE)

SPINACH(14,7,N)

SWISSCHARD(18,2,S)

TURNIPGREENS(2,10,E)

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HOW MUCH DO I NEED?

You can either visit www.mypyramid.gov, and click on MyPyramid Plan to personalize the recommended amounts from each of the food groups, or use these charts:

FIRST, we have to look at:

1. whether you're a boy or girl
2. how old you are
3. how active you are

   Sedentary = less than 30 minutes a day of physical activity
   Mod. (moderately) active = from 30 to 60 minutes a day of physical activity
   Active = 60 or more minutes a day of physical activity in addition to daily activities

SECOND, where these 3 meet on the chart below (MALE or FEMALE; AGE; and Sedentary, Mod. Active, or Active) circle the number of calories…

	MALES				FEMALES		
Activity level	Sedentary*	Mod. active*	Active*	**Activity level**	Sedentary*	Mod. active*	Active*
AGE				**AGE**			
2	1000	1000	1000	**2**	1000	1000	1000
3	1000	1400	1400	**3**	1000	1200	1400
4	1200	1400	1600	**4**	1200	1400	1400
5	1200	1400	1600	**5**	1200	1400	1600
6	1400	1600	1800	**6**	1200	1400	1600
7	1400	1600	1800	**7**	1200	1600	1800
8	1400	1600	2000	**8**	1400	1600	1800
9	1600	1800	2000	**9**	1400	1600	1800
10	1600	1800	2200	**10**	1400	1800	2000
11	1800	2000	2200	**11**	1600	1800	2000
12	1800	2200	2400	**12**	1600	2000	2200
13	2000	2200	2600	**13**	1600	2000	2200
14	2000	2400	2800	**14**	1800	2000	2400
15	2200	2600	3000	**15**	1800	2000	2400
16	2400	2800	3200	**16**	1800	2000	2400
17	2400	2800	3200	**17**	1800	2000	2400
18	2400	2800	3200	**18**	1800	2000	2400
19-20	2600	2800	3000	**19-20**	2000	2200	2400
21-25	2400	2800	3000	**21-25**	2000	2200	2400
26-30	2400	2600	3000	**26-30**	1800	2000	2400
31-35	2400	2600	3000	**31-35**	1800	2000	2200
36-40	2400	2600	2800	**36-40**	1800	2000	2200
41-45	2200	2600	2800	**41-45**	1800	2000	2200
46-50	2200	2400	2800	**46-50**	1800	2000	2200
51-55	2200	2400	2800	**51-55**	1600	1800	2200
56-60	2200	2400	2600	**56-60**	1600	1800	2200
61-65	2000	2400	2600	**61-65**	1600	1800	2000
66-70	2000	2200	2600	**66-70**	1600	1800	2000
71-75	2000	2200	2600	**71-75**	1600	1800	2000
76 and up	2000	2200	2400	**76 and up**	1600	1800	2000

THIRD, locate your suggested calorie amount from the chart above and circle all the amounts below that number. These are the recommended amounts of food from each group you should eat daily.

Daily Amount of Food From Each Group

Calorie Level[1]	1,000	1,200	1,400	1,600	1,800	2,000	2,200	2,400	2,600	2,800	3,000	3,200
Fruits[2]	1 cup	1 cup	1.5 cups	1.5 cups	1.5 cups	2 cups	2 cups	2 cups	2 cups	2.5 cups	2.5 cups	2.5 cups
Vegetables[3]	1 cup	1.5 cups	1.5 cups	2 cups	2.5 cups	2.5 cups	3 cups	3 cups	3.5 cups	3.5 cups	4 cups	4 cups
Grains[4]	3 oz-eq	4 oz-eq	5 oz-eq	5 oz-eq	6 oz-eq	6 oz-eq	7 oz-eq	8 oz-eq	9 oz-eq	10 oz-eq	10 oz-eq	10 oz-eq
Meat and Beans[5]	2 oz-eq	3 oz-eq	4 oz-eq	5 oz-eq	5 oz-eq	5.5 oz-eq	6 oz-eq	6.5 oz-eq	6.5 oz-eq	7 oz-eq	7 oz-eq	7 oz-eq
Milk[6]	2 cups	2 cups	2 cups	3 cups	3 cups	3 cups	3 cups	3 cups	3 cups	3 cups	3 cups	3 cups

For food stamp information, call 877-847-3663. Funded by the USDA Supplemental Nutrition Assistance Program, an equal opportunity provider and employer.

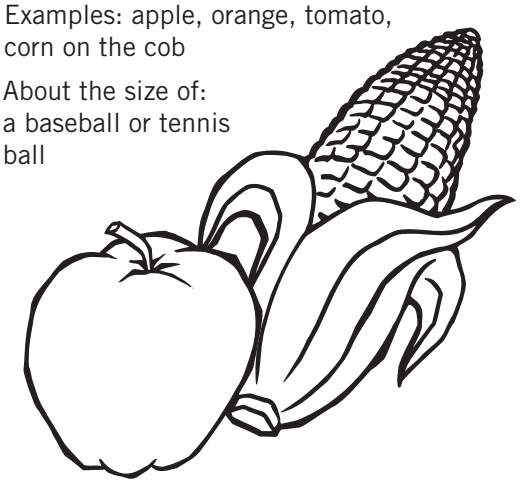
WHAT'S A CUP OF FRUITS AND VEGETABLES?

DIRECTIONS: Use the HOW MUCH DO I NEED worksheet to find out how many cups of fruits and vegetables you should aim to eat every day. Then add up your cups to meet your goal. How do you know how many cups you are eating? Use these tips to help you.

1 whole fruit or vegetable = 1 cup

Examples: apple, orange, tomato, corn on the cob

About the size of: a baseball or tennis ball

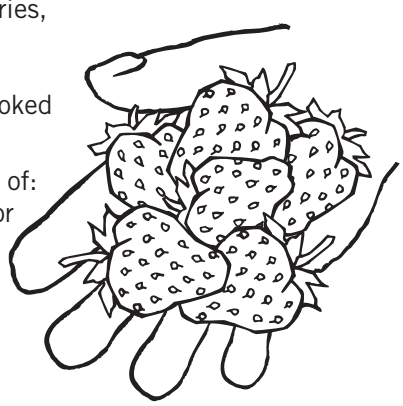


1 cupped handful of fresh, frozen, cooked, or canned fruits or vegetables = ½ cup*

* canned fruit packed in 100% juice

Examples: berries, baby carrots, broccoli, root vegetables, cooked greens

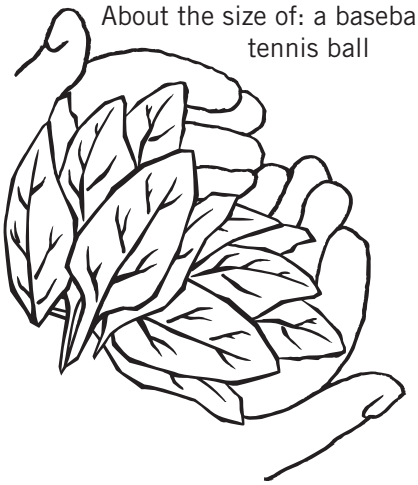
About the size of: ½ a baseball or tennis ball



2 cupped handfuls of raw, leafy greens = 1 cup

Examples: salad greens, raw spinach

About the size of: a baseball or tennis ball



Worksheet adapted from Children's Power Play! Campaign's School Idea & Resource Kit

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GREENS RECIPE MATH

DIRECTIONS: Refer to the "Savory Greens" recipe found on the enclosed PARENT NEWSLETTER to answer the following questions:

1. 1 lb. of raw cooking greens is equivalent to about 6 cups of raw cooking greens. If you don't have a scale to measure out the amount of greens needed for this recipe, how many cups should you use?

2. If you needed to serve 10 people, how many total pounds of greens would you need?

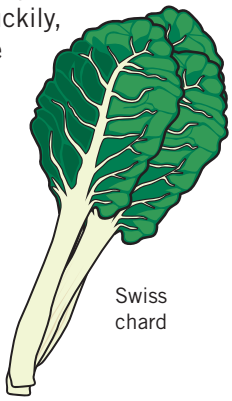
3. Let's say based on your age, gender, and physical activity level, MyPyramid recommends you have 3 cups of vegetables total per day. If you had 1½ servings of this recipe, about how many more cups would you need?

4. If you were to make the recipe for 4 people, how many cups of greens are needed?

5. This recipe was so popular that everyone bought all the greens from the grocery store except for ⅔ lb of kale and ⅔ lb of mustard greens. Why now?!! You're cooking for 16 people tonight! Luckily, you brought along your handy-dandy COOKING GREENS FAMILY TREE sheet. You notice they have beets with their tops, some fresh romaine lettuce, a whole lot of Swiss chard, and 5 heads of iceberg lettuce.

   a. What *cooking* greens could you buy to substitute for the ones in the recipe?

   b. How many more pounds of greens do you still need to buy to make your recipe?



Swiss chard

For food stamp information, call 877-847-3663. Funded by the USDA Supplemental Nutrition Assistance Program, an equal opportunity provider and employer.

TASTE TEST!

TOOLS NEEDED

- Roasted kale (delivered by cafeteria)
- All other appropriate utensils, tools to also be delivered by cafeteria
- Double Bubble Map® (enclosed)
- Cooking Greens pictures (enclosed)
- USE YOUR SENSES sheets (enclosed)
- CHART THE RESULTS page (enclosed)

ACTIVITY

- Have students wash their hands properly with soap (or at least rub thoroughly with hand sanitizer).
- Show the color pictures of cooking greens provided. Discuss their physical, and nutritional characteristics. How are they similar? Different?
- Before tasting, ask the class to engage their senses... observing, smelling and touching the kale first. Write observations on USE YOUR SENSES sheets. Invite class to taste them.
- How different are the sensory attributes of raw kale and roasted kale?
- Note all of their sensory observations for the roasted kale on the board. Observations can also be recorded on one of the USE YOUR SENSES worksheets (sample answers provided). Survey the class's opinion about the taste (see CHART THE RESULTS page).
- (A recipe for the *Roasted Kale* has been provided on the following page. Send a copy of this home with students, along with the PARENT NEWSLETTER.)

COOKING GREENS FILE

For food stamp information, call 877-847-3663. Funded by the USDA Supplemental Nutrition Assistance Program, an equal opportunity provider and employer.

TASTE TEST RECIPE

ROASTED KALE

INGREDIENTS
- 2 bunches kale
- Non-stick cooking spray
- Salt (coarse is preferred) and freshly ground black pepper

DIRECTIONS
- Preheat oven to 400°F.
- Rinse kale thoroughly.
- Remove and discard thick ribs.
- Roughly tear leaves into about 3" pieces.
- Pat leaves dry (or use a "salad spinner").
- Spread kale pieces on a large baking sheet/roasting pan.
- Spray kale, pan with non-stick cooking spray.
- Sprinkle with salt and pepper.
- Bake until leaves are tender, crisp on edges and slightly browned, around 10 minutes. Stir with tongs after about 5 minutes. Watch that edges do not burn. It is important to monitor closely as the kale can easily be undercooked (soggy, not crispy) or overcooked (burned). When done, the kale should be dry and crumbly.

COOKING GREENS FILE

Recipe adapted from Whole Foods Market.

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TASTE TEST LABELS

Cut out the following label, fold in half, and place in front of the produce.

kale

col rizada

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USE YOUR SENSES

DIRECTIONS: Use these, or similar questions to engage students in thinking and talking about the senses used when tasting these vegetables. Have students make predictions beforehand. Depending on grade level, students can draw pictures, or write adjective(s) to describe the sensory experience (activity examples follow on next two pages).

Kale

When you look at this what do you see?
- something flat or something curly/ridged?
- something yellow? something red? something green?
- something small or something large?

When you smell this what do you see?
- something fruity?
- something earthy, soil-like?
- something aromatic?
- nothing at all?

When you bite into this what do you hear?
- something loud and crunchy?
- something soft?

When you eat this what do you taste?
- something moist? something juicy? something dry?
- something sweet? something sour? something salty?
- something tender? something chewy?
- something mild? something full of flavor? something spicy?

When you touch this what do you feel?
- something hard? something soft? something brittle?
- something smooth? something uneven?
- something heavy? something light?

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STUDENT WORKSHEET

Name: _____

USE YOUR SENSES: DESCRIBE IT

DIRECTIONS: After tasting the roasted kale, draw pictures, or write adjective(s) to describe the experience of seeing, smelling, hearing, tasting, and feeling it.

Kale

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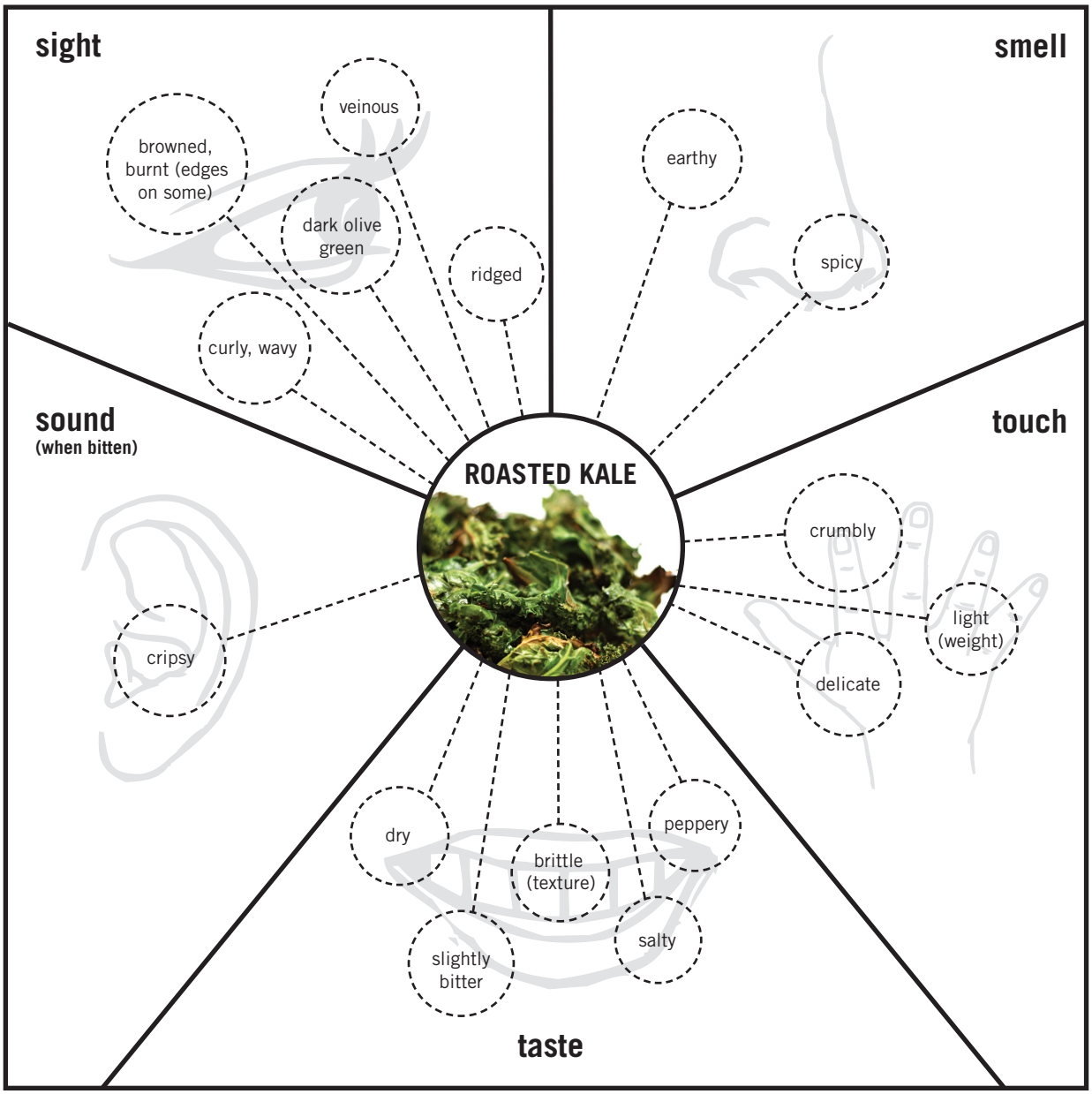
USE YOUR SENSES

EXAMPLE BUBBLE MAP®

Sample sensory attributes of roasted kale using a Bubble Map® divided among 5 senses for illustration. Consider having students use a different color for each group (sense). Lines have been placed below to show separation between the categories. Which attributes would be different for raw kale? Cooked kale?



ENG LANG ARTS CONTENT STANDARDS

7th: Reading Comp 2.3, Writing Strategies 1.2, 1.3
8th: Reading Comp 2.3

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Name: _____

CHART THE RESULTS

_____ Class

Roasted Kale Taste Test Results

of STUDENTS

liked it	**did not like it**

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PARENT NEWSLETTER

Harvest of the Month®

Network for a Healthy California

The *Harvest of the Month* featured vegetable is

cooked greens

Health and Learning Success Go Hand-in-Hand

School meals can give students the nutrition they need to grow strong and healthy. Studies show that healthy students learn better. Help your child be healthy and do better in school by enrolling in a school meal program. *Harvest of the Month* encourages students to make healthy food choices and be physically active every day.

Produce Tips

- Choose leafy greens with fresh, full leaves.
- Avoid greens that have brown, yellow, spotted, wilted, or slimy leaves.
- Store greens in a plastic bag in the refrigerator for two to five days.
- Wash greens thoroughly before use.
- Cut stems from leafy greens immediately before cooking.
- **Helpful Hint:** Two cups of raw greens makes about a ½ cup cooked.

For more information, visit:
www.leafy-greens.org

Healthy Serving Ideas

- Cook collards, Swiss chard, bok choy, and spinach for a mild or sweeter flavor.
- Cook arugula, kale, and mustard greens for a peppery flavor.
- Sauté collard greens with garlic, onions, tomatoes, and olive oil.
- Simmer greens in low-sodium chicken broth until greens are tender and wilted.
- Stir-fry bok choy with carrots, corn, and red peppers for a colorful side dish.

SAVORY GREENS

Makes 6 servings. *1 cup each.*
Cook time: 30 minutes

Ingredients:

3 cups water
¼ pound skinless turkey breast
¼ cup chopped onion
2 cloves garlic, crushed
¼ teaspoon cayenne pepper
¼ teaspoon ground cloves
½ teaspoon dried thyme
1 green onion, chopped
1 teaspoon ground ginger
2 pounds greens (mixture of collards, kale, turnip greens, mustard greens)

1. Place all ingredients except greens into large pot and bring to a boil.
2. Prepare greens by washing thoroughly and removing stems.
3. Slice greens into bite-sized pieces.
4. Add greens to stock. Cook 20 to 30 minutes until tender. Serve hot.

Nutrition information per serving:
Calories 69, Carbohydrate 10 g, Dietary Fiber 4 g, Protein 7 g, Total Fat 1 g, Saturated Fat 0 g, Trans Fat 0 g, Cholesterol 9 mg, Sodium 267 mg

Adapted from: *Soulful Recipes: Building Healthy Traditions, Network for a Healthy California,* 2009.

For more recipes, visit:
www.cachampionsforchange.net

Nutrition Facts

Serving Size: ½ cup cooked Swiss chard (88g)

Calories 18 — Calories from Fat 0

	% Daily Value
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 157mg	7%
Total Carbohydrate 4g	1%
Dietary Fiber 2g	7%
Sugars 1g	
Protein 2g	

Vitamin A 107% — Calcium 5%
Vitamin C 26% — Iron 11%

How Much Do I Need?

- A ½ cup of cooked greens is about the size of one cupped handful.
- Most cooked greens are an excellent source of vitamin A, vitamin C, and vitamin K.
- They also have calcium, a mineral that helps the body grow strong bones and teeth.

The amount of fruits and vegetables you need depends on your age, gender, and physical activity level. Look at the chart below to find out how much each person in your family needs.

Recommended Daily Amounts of Fruits and Vegetables*

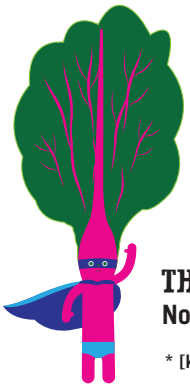
	Kids, Ages 5-12	Teens and Adults, Ages 13 and up
Males	2½ - 5 cups per day	4½ - 6½ cups per day
Females	2½ - 5 cups per day	3½ - 5 cups per day

*If you are active, eat the higher number of cups per day. Visit **www.mypyramid.gov** to learn more.

What's in Season?

California grown leafy green vegetables are available year-round. They may be fresher and cost less than varieties shipped from other states or countries.

Try these California grown varieties: bok choy, collard greens, kale, kohlrabi, mustard greens, spinach, Swiss chard, and turnip greens.



THE CONFIDENT* COOKING GREENS
November's Harvest Hero

* [kon-fi-duh-nt] having strong belief or full assurance; sure

Montebello Nutrition Services

For food stamp information, call 877-847-3663. Funded by the USDA Supplemental Nutrition Assistance Program, an equal opportunity provider and employer.

CHAMPIONS for CHANGE
Network for a Healthy California

BOLETÍN DE LOS PADRES

La Cosecha del Mes®
Red para una California Saludable

Los **vegetales de hoja cocinados** son el vegetal de *La Cosecha del Mes*

La Salud y el Éxito en el Aprendizaje van Mano a Mano

Los alimentos escolares pueden aportar a los estudiantes los nutrientes que necesitan para crecer fuertes y sanos. Estudios demuestran que los estudiantes sanos aprenden mejor. Ayude a que su hijo sea más saludable y le vaya mejor en la escuela inscribiéndolo al programa de alimentos escolares. *La Cosecha del Mes* invita a los estudiantes a elegir opciones de alimentos saludables y a mantenerse físicamente activos todos los días.

Consejos Saludables

- Escoja vegetales de hoja frescos.
- Evite los vegetales de hoja con hojas manchadas o marchitas.
- Almacénelos en bolsas de plástico en el refrigerador entre dos y cinco días.
- Lave los vegetales antes de usarlos.
- Corte los tallos de los vegetales de hoja justo antes de cocinarlos.
- **Consejo útil:** Dos tazas de vegetales de hoja crudos equivalen aproximadamente a ½ taza de vegetales de hoja cocinados.

Para más información, visite:*
www.leafy-greens.org

Ideas Saludables de Preparación

- Sofría las hojas de berza con ajo, cebolla, tomate y aceite de oliva.
- Hierva a fuego lento los vegetales de hoja en consomé de pollo bajo en sodio hasta que queden tiernos.
- Sofría el repollo chino (*bok choy*) con zanahorias, elote y pimientos rojos para obtener un colorido platillo de acompañamiento.

VEGETALES SABROSOS

Rinde 6 porciones. *1 taza por porción.*
Tiempo de preparación: 30 minutos

Ingredientes:

3 tazas de agua
¼ libra de pechuga de pavo sin piel
¼ taza de cebolla picada
2 dientes de ajo, molidos
¼ cucharadita de pimienta de cayena
¼ cucharadita de clavo molido
½ cucharadita de tomillo seco
1 cebolla verde, picada
1 cucharadita de jengibre molido
2 libras de vegetales (mezcla de hojas de berza, col rizada, hojas de nabo y hojas de mostaza)

1. Ponga a hervir en una cacerola todos los ingredientes excepto los vegetales.
2. Lave los vegetales y retire los tallos.
3. Rebane los vegetales en trocitos.
4. Agregue los vegetales al caldo. Cocine de 20 a 30 minutos hasta que queden tiernos. Sirva caliente.

Información Nutricional por Porción:
Calorías 69, Carbohidratos 10 g, Fibra Dietética 4 g, Proteínas 7 g, Grasa Total 1 g, Grasa Saturada 0 g, Grasa Trans 0 g, Colesterol 9 mg, Sodio 267 mg

Adaptación: *Soulful Recipes: Building Healthy Traditions, Red para una California Saludable,* 2009.

Para más recetas, visite:
www.campeonesdelcambio.net

Información Nutricional

Porción: ½ taza de acelga cocinada (88g)
Calorías 18 — Calorías de Grasa 0

	% Valor Diario
Grasas 0g	0%
Grasa Saturada 0g	0%
Grasa Trans 0g	
Colesterol 0mg	0%
Sodio 157mg	7%
Carbohidratos 4g	1%
Fibra Dietética 2g	7%
Azúcares 1g	
Proteína 2g	
Vitamina A 107%	Calcio 5%
Vitamina C 26%	Hierro 11%

¿Cuánto Necesito?

- Una ½ taza de vegetales de hoja equivale aproximadamente a un puñado.
- La mayoría de los vegetales de hoja son una fuente excelente de vitamina A, vitamina C y vitamina K.
- También tienen calcio, un mineral que ayuda al desarrollo de huesos fuertes y dientes sanos.

La cantidad de frutas y vegetales que necesita depende de su edad, sexo y nivel de actividad física.

Recomendación Diaria de Frutas y Vegetales**

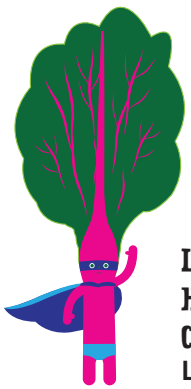
	Niños, Edad de 5-12	Adolescentes y Adultos, Edad de 13 en adelante
Hombres	2½ - 5 tazas por día	4½ - 6½ tazas por día
Mujeres	2½ - 5 tazas por día	3½ - 5 tazas por día

**Si es activo, coma el número más alto de tazas por día.
Visite **www.mipiramide.gov** para aprender más.

¿Qué está en Temporada?

Los vegetales de hoja cosechados en California están disponibles todo el año.

Pruebe estas variedades que se cosechan en California: repollo chino (*bok choy*), hojas de berza, col rizada, colirrábano, hojas de mostaza, espinaca, acelga y hojas de nabo.



LOS VEGETALES DE HOJA COCINADOS CON CONFIANZA
Los Héroes del Noviembre

Montebello Nutrition Services

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