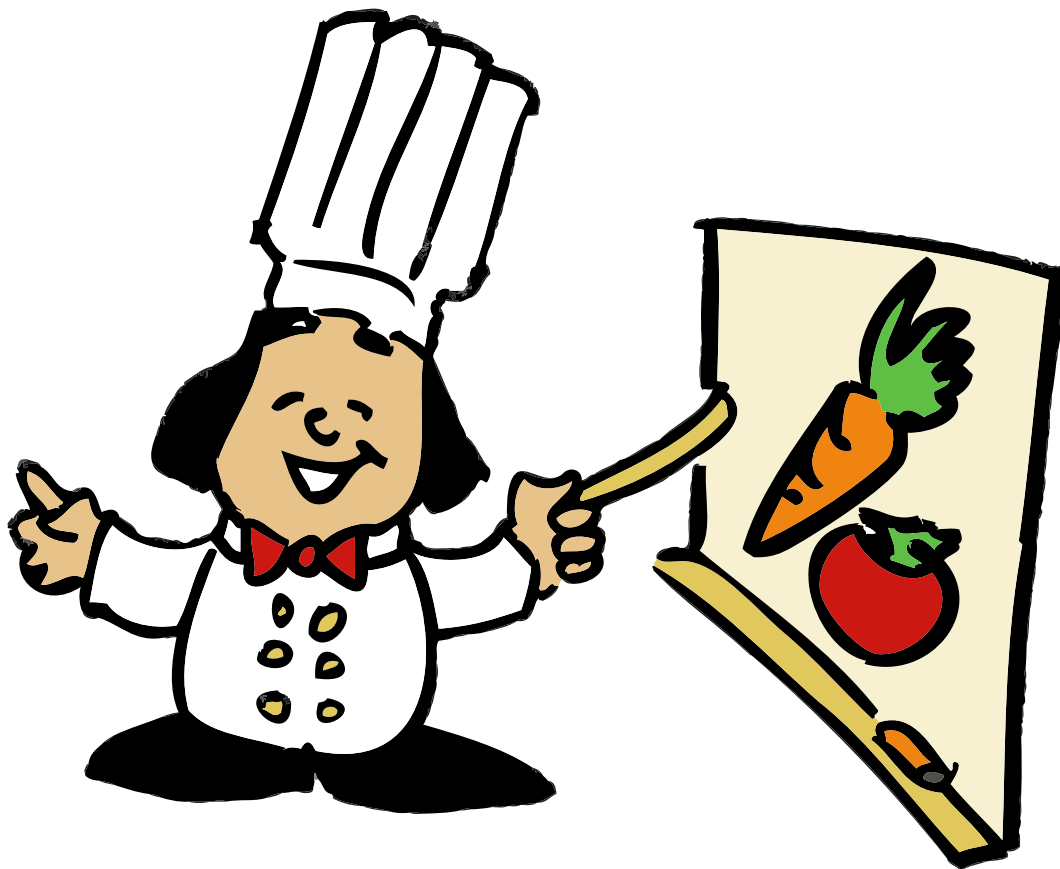


The Kids Cook Monday

Educators' Toolkit



Start your week off right,
make Monday family night!

The
Kids Cook
Monday!

Now Let's Get Started!

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Before You Get Started

Things to consider when planning your Kids Cook Monday program

- 1. Finding space and supplies:** Pitch your class to schools, community centers, local restaurants, supermarkets or culinary training programs. Remember, many cooking lessons don't require a full kitchen!
- 2. Finding donations:** Ask product manufacturers, local restaurants and grocery stores if they can donate ingredients and equipment. Seek additional support from government programs, corporations, after-school services or charitable organizations that focus on culinary education.
- 3. Advertising your class:** Do you need to recruit students? Turn to local newspapers, community bulletins, parent blogs and other outlets to ensure plenty of participants. Use our free posters (included in this kit) to help get the word out!
- 4. Timing is everything:** What time will you hold your class and how long will it last? Dinnertime sessions tend to work best for busy families. 1½ to 2 hours is usually enough time to teach and cook together. Be sure to allot time for preparation and cleanup.
- 5. Number of classes:** How many classes will you hold? The goal of the program is to create a weekly family routine, so ongoing classes are ideal. We recommend at least 4-6 classes to kick-start the habit, with refresher classes thereafter.
- 6. Get families involved:** Ideally, classes should involve the whole family, but if you're just working with kids, plan on take home recipes and exercises, or invite families to join for your final cooking class.
- 7. Know your numbers:** How many students will you have? If working just with kids, aim to have one adult helper for every 5 students. If hosting parents and children together, around 4-6 families usually work best.
- 8. Always consider safety:** Take student skill level, class size, required kitchen steps, and adult supervision into account when planning your lesson. Brush up on your knowledge of proper hygiene and food safety procedures and be sure to ask participants about food allergies.
- 9. Selecting a recipe:** Think of your students, class size, kitchen access and available supplies when picking a culinary lesson. Your class could consist of anything from a simple tasting exercise to advanced cooking for a small group of older students. See the lesson plans in this kit for some suggestions.
- 10. Create a learning experience:** Supplement a great culinary lesson with fun facts about nutrition, portions, fresh foods and exotic dishes. Use the provided lesson plans, or create your own educational components and take-home materials!
- 11. Get others involved:** You don't have to go it alone! Improve the educational experience and get a helping hand by recruiting local chefs, farmer's markets, supermarket dieticians, community health leaders, teachers, and college students.
- 12. Help The Kids Cook Monday grow:** We want to hear about your program! Ask families to share their stories, take pictures (with permission from parents) and write to us at: info@TheKidsCookMonday.org

Preparing a Kids Cooking Kit

Sometimes the venue you secure for your Kids Cook Monday class does not provide all the niceties of a fully stocked kitchen. Kids cooking teacher Stacey Ornstein shares her must-have supplies for kids cooking classes.

“Basics” listed are very basic—no cut, no cook, no blend recipes. Check dollar stores in your neighborhood first; many carry these supplies, often in “mini” form. In general, try to buy stainless steel over plastic as it will last longer. “A Little Bit More” lists tools that are recipe-specific. Think about the recipes you’ll be making before investing in these extras.

Basics:

- (1) large bin for all supplies
- (1) spritz bottle with all-purpose disinfectant cleaner
- (1) sponge
- (2) kitchen towels
- (1) adult cutting board
- (1) adult knife
- (4) 4-quart mixing bowls
- (4) sets, measuring cups
- (4) Hand sanitizer spritz bottles
- (4) sets, measuring spoons
- (4) mixing spoons
- plates, napkins, cups, cutlery



A Little Bit More:

- (20-30) reusable, light-weight cutting boards
- (15-30) knives (Try nylon chef knives for ages K thru 3.)
- (1) Hand-held immersion blender
- (1) portable electric burner
- (1) extension cord
- (1) large skillet
- (1) flipping spatula
- (1) 8-quart stock pot
- (1) ladle
- (1) small toaster oven w cook tray
- (4) bowls
- (4) box graters
- (4) potato mashers
- (8-15) vegetable peelers
- (16) mini prep bowls (to place spices)
- (8) 2-3 cup capacity prep bowls
- (2) larger washing up bins, extra sponges
- (1) water pitcher
- (2) whisks
- (8-10) rolling pins
- (2-4) mesh strainers
- (2-4) pastry brushes

This Kids Cooking Kit came to us from Stacey Ornstein of [Allergic to Salad?](#)

Age Appropriate Tasks - Cooking Activities for Different Age Groups

The following are suggested tasks for each age group. Of course, maturity and dexterity differ in each child. It's up to you to determine what's appropriate for your class.

2-3 year olds and up

Most toddlers enjoy helping in the kitchen. They are very tactile and love the concept of eating their art project. This age group, however, needs very close adult supervision since their dexterity and motor skills are still developing.



This age group can do the following tasks with minimal assistance: Squeezing lemons or limes, using a plastic juicer, washing produce in the sink, drying produce in a salad spinner; picking fresh herb leaves off stems, ripping them into small pieces; tearing up lettuce, sprinkling dried herbs and salt, using a pepper grinder, kneading dough, scooping potatoes or yams out of the skins, brushing (or "painting") oil with a pastry brush, using the rolling pin for dough or puff pastry, whisking together vinaigrettes, squeezing water out of thawed spinach, stirring, and mashing.

They will need close supervision to: Grate, peel, chop vegetables and herbs with a knife, and break eggs.

4-5 year olds and up

In this age group, there is a lot of variability in motor skills, independence, and the ability to focus, which means that some kids will continue doing the 2-3 year-old tasks, and others will feel ready to move on to the 6-7 year-old tasks.



6-7 year olds and up

This age group usually has developed fine motorskills so they can take on more detailed work, like using measuring spoons and forming evenly sized patties. They may still need reminders to watch their fingers during grating and peeling.

They also excel at: Dicing and mincing vegetables, grating cheese; peeling raw potatoes, ginger, mangoes and other fruits and vegetables; slicing and scooping out avocados, greasing pans, using a microplane zester, de-seeding tomatoes and roasted peppers, draining and slicing tofu, rinsing grains and beans, forming cookies and patties, pouring liquids into small containers, and garnishing (or “decorating”) dishes.



8-9 year olds and up

There is a wide range of skills in this age group. Some 8 year olds are not mature enough to work at the stove. Others have the focus and diligence of an adult. You'll have to decide if they should continue with the 6-7 year old tasks or if they are responsible enough to do more.

This group can take on more sophisticated tasks such as: Using a pizza cutter and can opener, scooping batter into muffin cups, scraping

down the (unplugged) electric mixer bowl and food processor bowl, putting away leftovers, pounding chicken, proofing yeast, skewering food, slicing bread, and chopping hot chili peppers (latex gloves are a good idea!).

10-12 year olds and up

This age group can usually work independently in the kitchen. Before letting them do grown-up tasks on their own, they should have close adult supervision to assess whether they can follow basic rules such as tucking pan handles, unplugging electrical appliances, and safely using a chef's knife. Once they pass a few of these “tests,” they can move onto basic tasks at the stove (stirring, making eggs) and oven, or using a chef's knife, without close adult supervision.



Hygiene and Safety Guidelines

Hand-washing. It's important to be strict about handwashing. You need to show kids how to use warm water and soap, scrub well, and dry their hands in order to prevent spreading germs. The ideal amount of time for hand-washing is at least 20 seconds. While hand sanitizers are good for when you're in a pinch in public, it's best to teach children to wash their hands in the sink when they are cooking.



Using knives. Small children, as young as two years old, can use plastic knives, metal butter knives, and lettuce cutters with close supervision. Keep a close watch on little fingers when they use these tools!

In case of emergencies. It's a good idea to store a fire extinguisher in a spot that older children can reach and teach them how to use it. Remind kids what to do if there is a fire: they should not throw water on it but, rather, they should find an adult who can cut off its oxygen supply (like putting a lid on a pot or keeping the oven shut). All children should be taught how to call 9-1-1 in case of an emergency.



Cross-contamination. It's important to note that any time you are working with meat, poultry or fish, you should use a clean plastic or glass cutting board (versus wood which is porous and can absorb bacteria). You must never cut animal products and then use the same knife or cutting board to cut fruits or vegetables. Instead, the knife and board should be thoroughly cleaned with hot soapy water (or in a dishwasher) and air dried. Kids should also be reminded to wash their hands thoroughly after working with meat, poultry, fish, or eggs.

Class Outline and Tips

Before the Students Arrive (Varies depending on recipe)

- List educational objectives relating to the lesson on a large wipe-off board or pad of paper.
(See addendum for sample educational objectives.)
- Do any prep not accounted for in the lesson plan.

Introduction & Ice breaker (2 minutes)

- Before you start the class, do a quick icebreaker. Go around the room and prompt students to say their names and a fun fact, like a fruit or vegetable that starts with the same letter as their name.
- Review the educational objectives of today's class.
- Review last week's recipe (if applicable).



Food Safety/Hygiene (10 minutes)

- Food Safety and Hygiene should be reviewed, in depth, for 10 minutes during the first class. If you are teaching a series of classes, conduct a quick, 1 minute review in future classes.

Explore the Recipe Title (5 minutes)

- Display the recipes written on wipe off board or chart paper.
- Ask student "What can you learn from the recipe title?"
- Based on the name, what do you think is in the food?
- The name of a recipe includes important information about the dish. After we eat we can think of other names that describe what we like about the dish.

Explore Ingredients (5 minutes)

- All ingredients are listed in the order in which they are used.
- Review each ingredient. Hold up each ingredient as you review them to ensure students are familiar with them. Pass around a small sample to touch, smell etc.



Explore Directions (10 minutes)

- Clear instructions are used for every step for preparing, combining and cooking the ingredients.
- Short sentences are used.
- If this is a family class, divide the tasks between parent and child. Use the Cooking Tasks for Different Age Groups to ensure that only parents and older kids are using knives, handling the stove etc.



Preparation

(Varies - Anywhere from 15 minutes to 1 hour depending on the recipe)

Transform the cooking area into an eating area (during the preparation)

Enjoying the meal (10 minutes)

- Facilitate a discussion about the food and elicit participants' creative descriptions of the foods.
- Reinforce positive messages about eating veggies! Compliment your creative chefs on a job well done!
- Remind students to not "yuck someone's yum"
- Encourage students to ask each other about what they did to make the dish.

Clean-up (10 minutes)

Wrap-up (5 minutes)

- Prompt students to make up different names for the day's dish.
- Prompt students to share their favorite ingredient from the dish.

Future Classes

- If teaching a series of classes, entice the students by telling them what they will be cooking next week.



Getting Parents Involved

- Open your class up to the entire family! You'll find parents will be helpful during ingredient prep, while working alongside their chefs-in-training.
- If you're putting on a series of classes, hold a celebration at the end. Kids become empowered when they teach their parents what they learned!
- Give the students leftovers to take home and share with their parents. Encourage them to share what culinary skills they learned, as well as how that food affects their bodies.
- Give the students a handout to take home with them after class. Kids are more likely to remember their new skills when you keep them engaged.



Our Students Keep on Cooking!

Here are ways to encourage your students to stay engaged with cooking, even after your class is over.

- Start each week with a Kids Cook Monday family dinner night! Give students [The Kids Cook Monday Toolkit for Families \(pdf\)](#) and encourage them to explore it with their parents this week, and every week thereafter.
- When talking to parents, frame The Kids Cook Monday family dinner night as a way for parents to check in with their kids about what they did over the weekend and plans for the week to come.
- Sign up for free, weekly Kids Cook Monday recipes at TheKidsCookMonday.org. Each recipe comes to your inbox with “parent”, “kid” and “together” task suggestions.
- Hold monthly potlucks for your students and their families. Incorporate fun food themes and invite students to update each other on the past month's culinary adventures.



Meet Our Experts:

We invited some of our favorite kid's cooking teachers to share their experiences, tips and lesson plans with us. We're thrilled to have such prominent advocates in The Kids Cook Monday movement.



Pam Koch

"I try to start the week by cooking with my sons on Monday evenings. They do everything from cutting, to stirring, to deciding what herbs to add to dishes. Now, cooking together is a 'just normal' part of our routine. Now that my older son is a teen, cooking is when he shares what is going on in his life."

Pam Koch, Nutrition Program, Teachers College Columbia University, is passionate about educating children about the food system from farm to fork. She is the primary author of the *Linking Food and the Environment (LiFE)* Curriculum Series and is the Executive Director for the Center for Food & Environment at [Teachers College Columbia University](http://www.teacherscollege.edu).



Julie Negrin

"Kids are much more likely to eat what they make because cooking creates a sense of ownership. And meals prepared from scratch are usually much healthier than pre-packaged foods and restaurant meals. Kids who help out in the kitchen and share family meals are creating memories that will influence the way they eat for the rest of their lives."

Julie Negrin, M.S., is a certified nutritionist, cooking instructor and co-chair for Kids in the Kitchen at the [International Association for Culinary Professionals \(IACP\)](http://www.iacp.org). Her work has been featured in newspapers, magazines, and TV programs including, *CBS Nightly News with Katie Couric*, *Today Show*, and *Sesame Street*. She published her first cookbook, *Easy Meals to Cook with Kids*, for adults who want to cook with kids ages two years old and up. Her new e-book, *How to Teach Cooking to Kids*, will be released in 2012. Both books as well as recipes, tips and cooking class information can be found at www.JulieNegrin.com



Melissa Halas-Liang

"Get your kids involved in the kitchen whenever you can. Even having kids help with small tasks like washing or scrubbing veggies, or measuring and mixing can make a big difference in their willingness to accept new foods. Start with simple tasks and build from there!"

Melissa Halas-Liang, RD, MA is a nationally recognized nutrition educator and certified diabetes instructor with over 15 years of experience in curriculum development, clinical care and counseling. Founded in 2006, her [SuperKids Nutrition's website](http://www.superkidsnutrition.com), blog,

Facebook and Twitter provide nutrition articles, resources, learning activities and newsletters to thousands of schools in over 35 states, motivating parents, teachers and kids to create a healthy life. Halas-Liang recently received the California's Dietetic Association's (CDA) Excellence in Community Dietetics Award.



Stefania Patinella

“At Children’s Aid, we know from years of experience that introducing children to delicious, healthy foods at an early age means they are more likely to embrace healthy eating over their lifetimes. Engaging toddlers in cooking in the classroom and at home breaks down their natural skepticism toward new foods, and opens their minds and senses to a wide, exciting world of fruits and veggies. It teaches them critical life skills, imparts a sense of responsibility and accomplishment, and makes healthy eating a cause for family and community celebration!”

Stefania Patinella is Director of Food and Nutrition Programs for The Children’s Aid Society (CAS), where she created and leads the Go!Healthy initiative, a wellness program that promotes healthy eating for young children and their families through hands-on cooking, nutrition education, gardening programs, free meal services and advocacy. For more information on Go!Healthy and their curriculum, visit: www.childrensaidsociety.org/nutrition



Stacey Ornstein

“Many people lack basic cooking skills, find they don’t have time to cook, or have simply lost kitchen inspiration. Coupled with rising obesity, weight-related illnesses, and readily available cheap, unhealthy food substitutes-- we have a crisis. It’s more important than ever to embrace real, wholesome foods. Starting off young in the kitchen forms healthy eating habits and teaches kitchen skills that last a lifetime.”

As the Program Director for Spoons Across America, Stacey Ornstein coordinates free food and nutrition curricula for over 30,000 New York City public elementary school students. She has extensive experience developing healthful recipes and corresponding lesson plans for a variety of after-school programs, summer camps and community classes. You can follow and support her work by visiting AllergictoSalad.com Stacey has a Masters in History of Education from New York University and is a contributing editor to the textbook *Contemporary Issues in Curriculum* (2006/2011).



Gregory Silverman

“Teaching kids to cook is a fun, affordable, and tasty investment in the health of the next generation!” says Greg Silverman, the Senior Manager of Educational Outreach for Share our Strength’s Cooking Matters™. Cooking Matters empowers families at risk of hunger with the skills, knowledge and confidence to make healthy and affordable meals.

Before joining Share our Strength, Greg worked in London, UK as a food consultant for public sector organizations and the London Borough of Richmond Upon Thames, was a restaurant owner and chef in Ithaca, NY, and spent time as a U.S. Peace Corps volunteer in Mali. Greg holds a degree in Anthropology from Ithaca College, a certificate in Culinary Arts from the French Culinary Institute and has completed course work for his MSC in Food and Nutritional Policy from the Centre for Food Policy at the City University of London.

Recommended:

- *Everybody Eats Lunch*, by Cricket Azima
- *Mama Panya's Pancakes*, by Mary and Rich Chamberlin and Julia Cairns
- *Everybody Bakes Bread, Everybody Cooks Rice, and Everybody Serves Soup*, by Norah Dooley and Peter J. Thornton
- *Eating the Alphabet*, by Lois Ehlert
- *Market Day*, by Lois Ehlert
- *Come and Eat with Us!*, by Annie Kubler and Caroline Formby
- *How My Parents Learned to Eat*, by Ina R. Friedman and Allen Say
- *Bread, Bread, Bread*, by Ann Morris and Ken Heyman
- *Easy Meals to Cook with Kids*, by Julie Negrin
- *How to Teach Cooking to Kids*, by Julie Negrin
- *The Tortilla Factory*, by Gary Paulsen and Ruth Paulsen
- *La Tortilleria*, by Gary Paulsen, Ruth Wright Paulsen and Gloria De Aragon Andujar
- *How to Make an Apple Pie and See the World*, by Marjorie Priceman
- *A Kwanzaa Celebration Pop-Up Book: Celebrating The Holiday With New Traditions And Feasts*, by Nancy Williams and Robert Sabuda
- *A Comer/Let's Eat*, by Ana Zamorano, Susana Pasternac and Julie Vivas