USING SOCIAL COGNITIVE THEORY TO DEVELOP A FOOD, NUTRITION, AND KITCHEN LIFE SKILLS CURRICULUM FOR A WOMEN’S ALTERNATIVE INCARCERATION PROGRAM

A Chapter Style Graduate Project Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Public Health

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December, 2016
USING SOCIAL COGNITIVE THEORY TO DEVELOP A FOOD, NUTRITION, AND KITCHEN LIFE SKILLS CURRICULUM FOR A WOMEN'S ALTERNATIVE INCARCERATION PROGRAM

By Kallen Elaine Johnson Anderson

We recommend acceptance of this project report in partial fulfillment of the candidate's requirements for the degree of Master of Public Health in Community Health Education.

The candidate has completed the oral defense of the project.

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ABSTRACT

Anderson, K.E. *Using social cognitive theory to develop a food, nutrition, and kitchen life skills curriculum for a women’s alternative incarceration program*. MPH in Community Health Education, December 2016, 130pp. (E. Whitney)

Women in the criminal justice system have increased in numbers by 700% in the last 4 decades. This is 50% more of an increase compared to men who are incarcerated. Over 75% of women in the criminal justice system will return to their families as the dependent primary caretaker of their children after incarceration. To assist with this dramatic increase of incarcerated women, alternative incarceration programs have been increasing across the United States. The city of La Crosse, Wisconsin has one of these alternative incarceration programs through a partnership with the YWCA and the county’s Justice Support Services called Ophelia’s House. Alternative incarceration programs assist these women transition back to civilian life by connecting them with community and other services including housing, mental health treatment and counseling, physician doctor care, and more. However, there has been little education or focus on health education, specifically food and nutrition education which is necessary for the women to care for themselves and their families. *Using social cognitive theory and Bloom’s Taxonomy of Learning*, a curriculum packet including lessons, worksheets, and a cookbook was developed for Ophelia’s House. Ophelia’s House staff will implement the lessons as part of their programming.
ACKNOWLEDGEMENTS

I would first like to acknowledge and thank my parents for believing in my dreams, and continually telling me that I could do anything I set my mind to. I would like to thank them for instilling the value of education; the only thing nobody can take away from me.

Many thanks to my professors at both Iowa State University and UW-La Crosse who have guided me to this accomplishment. Thank you to the Health Education and Health promotion staff, both instructional and support, for the experiences and education I have received from each of you. I especially would like to thank Dr. Emily Whitney for serving as my project chair and for continuously helping me to strive to be better than before.

Thank you to my everyday supporters through this process including my cohort, my boss and coworkers at the YMCA Teen Center, and the Student Life Office staff and Peer Health Educators. All of you have encouraged me to not give up on my dreams and to keep going when it gets difficult.

Finally, I would like to thank Ophelia’s House and the YWCA of La Crosse for bringing this project to Dr. Whitney who then gave it to me. Thank you to Melanie Hamel and Meradith McCoy for letting me take the idea of a food and nutrition lesson for the women of Ophelia’s House, and for letting me use my imagination, creativity, skill-set, and knowledge to make it come to life.
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CHAPTER I

INTRODUCTION

Review of Literature

Women Incarceration

Women in the criminal justice system has increased drastically during the last several decades. According to “The Sentencing Project”, the number of incarcerated women in the United States has increased more than 700% from 1980 to 2014 (The Sentencing Project, 2015). The number of women incarcerated from 1980 has been increasing at a rate of 50% more than that of men. In 2014, there were 215,332 women within the criminal justice system. Of these 215,332 incarcerated women in 2014, 106,232 women are in state or federal prison, and 109,100 women are in jail. The total number of incarcerated women in the United States in 2014 does not include the 1,068,854 women who were on probation or parole (The Sentencing Project, 2015).

For women who are incarcerated in state prison systems, over 40% are convicted of a substance/drug use felony. However, about 80% of incarcerated individuals report history of substance use (Bureau of Justice Statistics, 2014).

From these statistics, it is apparent that individuals in the United States criminal justice system has dramatically increased over the last couple of decades, especially in regards to women and girls who are incarcerated. To assist with this overcrowding issue, jail and prison alternative incarceration programs have increased within the last couple of decades.
Incarceration and Jail Alternative Programs

Alternative incarceration programs focus on that transition from incarceration to civilian life; this includes focusing on life skill programming efforts to help make the transition easier for the women (Bernier, 2011).

In addition to life skill programming in alternative incarceration programs, other programs focused on pertain to the health of the women and girls who are incarcerated. Incarcerated women have a greatly increased vulnerability to health conditions and diseases, especially communicable diseases from being in close quarters to many other incarcerated women. Many incarceration locations have similar health services for both men and women - even when the health needs of incarcerated women are much different than incarcerated men. One large difference between men’s and women’s health needs is an indirect health need - children (Colbert, Sekula, Zoucha, & Cohen, 2013). Per Colbert et al. in a study regarding the health needs of women post-incarceration, 76.5% of women will return to being the dependent caretaker and guardian of children after incarceration. The health and health education needs of incarcerated women isn’t just for themselves, but it’s for the health of their children and families they will return to after their sentence is complete (Colbert et al., 2013).

Ophelia’s House is a women’s alternative incarceration program in La Crosse, Wisconsin. Ophelia’s House was started under the support or Justice Support Services of La Crosse County, formally Justice Sanctions. Justice Support Services assists youth and adults in the criminal justice system (La Crosse County Human Services Department, 2015). For adults, Justice Support Services provides screenings, assessments, and case management. This includes, but is not limited to, alcohol and drug screenings, treatment,
and support groups, mental health support and cognitive therapy groups, gender specific appointments and programming, employment and housing assistance, and other validated services for a specific individual’s needs (La Crosse County Human Services Department, 2015).

Ophelia’s House was started based on Justice Support Services needs - to assist incarcerated women learn life skills to break the cycle of being incarcerated, to going back into civilian life, to being incarcerated again. As stated earlier, the more women who are incarcerated means there is more women trying to make the transition back into civilian life post-incarceration. Ophelia’s House is managed by the YWCA of La Crosse to help empower women to reach their full potential and enhance self-sufficiency (Ophelia’s House, 2012).

**Women’s Health and Nutrition**

There are two different kinds of diseases: communicable and non-communicable. Communicable diseases are those that are infectious, and can be spread from person to person, person to animal, or animal to person (Infectious and chronic disease, n.d.). Communicable diseases include malaria, polio, and many sexually transmitted infections and diseases. They can be easily spread through personal contact, air, water, or a by a vector. Infectious diseases are the leading causes of death in 3rd-World Countries, as well as in developed countries typically prior to the 1950’s (Infectious and chronic disease, n.d.).

Non-communicable diseases are chronic diseases that are not infectious, and develop over time from an individual’s lifestyle and health habits (Infectious and chronic disease, n.d.). Some examples of chronic diseases include heart disease, diabetes, and
These diseases currently make up the most common causes of death and
disability worldwide (Infectious and chronic disease, n.d.). According to the Centers for
Disease Control and Prevention, seven out of the leading ten causes of death among
females were from chronic, non-communicable diseases in 2013 in the United States
(Centers for Disease Control and Prevention, 2015). This information is important
because lifestyle, health behaviors, and choices all impact and potentially are indicators
for the likelihood of chronic disease in an individual’s future.

With seven of the leading ten causes of death among women are from chronic
diseases, education efforts related to food, nutrition, diet, and physical activity have
recently been a focus on prevention for these diseases. These topics are focused on
because many of these chronic diseases have overweight or obesity as a risk factor for the
disease. There are many weight maintenance, loss, and management education programs
that are increasing in popularity today, either from websites or from smartphone
use personal technology to track physical activity, food intake, or offer
support. However, much of this education and knowledge is focused on women of

**Socio-economic Status and Health Behaviors**

The socio-economic status of a person may affect human behavior, and therefore
health related behavior and choices. Socio-economic status factors include income,
education, and occupation. Education of a person is considered to be a critical indicator
of socio-economic status. If no other factors are known, education level is a good
predictor of an individual or group’s possible occupation and income level (Bureau of Justice Statistics, 2014).

According to Colbert et al., the 34 women in the study had an average formal education of 11.48 years. 23.5% of the women had less than a high school education, and 44.1% of women either have their high school diploma or their GED (Colbert et al., 2013).

Robertson-James and Nunez state that incarcerated women in the United States are often of low socio-economic status. They also discuss how incarcerated women have more physical and mental health needs than incarcerated men, as well as non-incarcerated women (Robertson-James, & Nunez, 2012). One reasons for this may be due to the wide range of health issues women experience during their lifecycle (Robertson-James, & Nunez, 2012).

**Incarceration Life Skill Transition Programs**

Due to the increase in jail and prison alternative programs for women, many alternative programs have sought out including education and programming to assist with transitioning back into civilian life. Life skill transition programs focus on a variety of aspects of life that incarcerated women may need assistance with during the transition into civilian life.

Some of these aspects of life and topics for programs include mental health, substance use and addiction, employment, resume writing, and housing. While we know many incarcerated women have physical and/or mental health conditions, there have been limited health education as an essential life skill for incarcerated women during and after their sentencing time (Robertson-James & Nunez, 2012).
Robertson-James and Nunez (2012) stated the following in regard to the health needs of incarcerated women:

“Women-focused health education and promotion programs may enhance knowledge, attitudes, and skills about various women’s health issues and may ultimately lead to reduced recidivism.” (p. 3)

Health education programming in alternative incarceration programs may also assist with addressing health disparities and improving overall health of incarcerated women and their families. From the statistics stated earlier, it is evident how much women incarceration has increased over the last several decades. With more women being incarcerated, that also means there are more women who are former prisoners who are returning to their communities and families every day. Approximately 1,700 women leave United States prisons to return home (Opsal, & Foley, 2013).

Colbert et al. discussed the frequency and percentage of the thirty-five women who are in the study regarding various demographic and health history variables. 26 demographic and health history variables are listed. While there are many important health topics that are included in the variables, not one deals with food choices and security, nutrition education, kitchen and food skills, physical activity, or many other important factors that could contribute to chronic diseases (Col bert et al, 2013).

Opsal and Foley discuss five different topics that are primarily focused on in life skill programming at alternative incarceration programs:

- Mental and physical health
- Housing
- Employment
• Returning to children and family
• Social support and social networks

While all of these topics are crucial for incarcerated women to successfully transition back into civilian life, there still are gaps in other life skill areas that are not focused on (Opsal & Foley, 2013). When looking at mental and physical health concerns of incarcerated women, Opsal and Foley look at pre-existing physical health issues the women have - such as heart disease, diabetes, cancer, and others. Looking back, heart disease, diabetes, and cancer are three of the seven chronic, noncommunicable diseases in the top ten leading causes of death among women in the United States. The article continues to state that the majority of incarcerated individuals have at least one chronic health condition that requires management and treatment after returning to civilian life, but that many of these health and health education needs are not met (Opsal & Foley, 2013).

We are able to see how many alternative incarceration programs want to do what is best for the current and future lives of the individuals they serve. However, a large part of an individual’s life includes food, which fuels and protects our body to do daily work and extraordinary tasks. Teaching incarcerated individuals about food, nutrition, and teaching the how to cook are important life skills that do affect so much more than just put a meal on the table. With many incarcerated females jumping back into the role as “parent” and possibly “sole caregiver” when they return to civilian life, food, nutrition, and knowing how to prepare healthy food to eat are crucial skills needed to assist with the transition (Opsal & Foley, 2013). These knowledge and skills are not only necessary for
the health of the women, but their children, partners, and other family members they may be taking care of.

There is not only a lack of women’s nutrition education programs, especially for incarcerated women. We know this is an area that is necessary for incarcerated women to learn about, to assist with healthy decision making during the rest of their lives. Many health programs, especially related to nutrition, do not use a behavior change or health theory or a model during development of the program.

Social Cognitive Theory

Using theory in research and programming helps to create a logical and behavioral structure to assist with development of the research or program plan. Theory is a mental map grounded in evidence that helps individuals understand how physical, biological, psychological, social, and political parts of our world work together to predict behavior change (Contento, 2007). Theories assist by providing an abstract representation of some part of reality, and how various parts of reality, or constructs, relate to and affect each other (Contento, 2007).

According to Contento (2007),

“Theory, derived from evidence, thus helps us understand how potential mediators (constructs) are related to food- and nutrition-related behavior change.” (p. 55-56)

Behavior change theories and models come with a variety of backgrounds, as well as have different goals. Some theories focus on behavior change, while others focus on self-efficacy and building and individual’s belief they can achieve what they set out to do. In some theories, health might not be the main concern or focus (Contento, 2007).
Many theories and models can be grouped as either “why to” or “how to” make a particular change. “Why to” theories focus constructs or education on why it is important for an individual why they should make a change. “How to” theories are for individuals who may know why they should make a particular change, and focus constructs of education on how to make that change, and how to sustain that change (Contento, 2007).

Social Cognitive Theory is a “how to” theory providing a multifaceted structure for behavior involving many concepts and moving in different directions. Social cognitive theory was proposed and developed by Albert Bandura in the mid 1980’s. It was developed to better analyze and understand human thought, motivation, and action. Social cognitive theory focuses on the complexity of blending behaviors and life changes at the same time. Social cognitive theory is known to be a common theory structure for nutrition education (Contento, 2007).

Social cognitive theory organizes factors for behavior change into 3 main factors: personal, behavioral, and environmental. Personal, or cognitive, factors are factors based on one’s thoughts and beliefs. Our behaviors are dramatically impacted by the thoughts we have, and the beliefs we have based on those thoughts. It is also these thoughts and knowledge we have as individuals that determine our present and future behaviors. There are two major constructs, of our 16 total constructs, that are personal factors: outcome expectations and self-efficacy (Contento, 2007).

Behavioral factors are food and nutrition-related knowledge and skills needed to change one’s behavior. This information and behavioral factors are equally as important as personal and cognitive factors. “How to” factors are just as important as “why to”
factors. If an individual knows why it is important to make a certain behavior change, especially related to food and nutrition, it is not until they know how to make that change and sustain that change as it becomes part of their everyday lifestyle when that knowledge can truly be used. Three constructs related to behavioral factors include behavioral capability, self-control, and self-regulation (Contento, 2007).

Environmental factors relate to how the surroundings and other factors outside of an individual influences and impacts health and nutrition decisions and behaviors (Wagoner, 2016). An example of an environmental factor related to food and nutrition would be a family living in a food desert, and not able to travel to a grocery store to get good food to eat. Environmental factors related to food and nutrition can also include living in a home environment where guardians are able to teach and educate children about nutrition, how to prepare food, and how to have a positive relationship with food (Wagoner, 2016). When children and individuals are not supported by their environment and surroundings to make healthy decisions related to food and nutrition, it makes the ability to make such healthy decisions much more difficult for those involved.

**Purpose of the Project**

In “Incarceration and women’s health: the utility of effective health education programming”, Robertson-James and Nunez discuss how important not only the information but also the skills needed to target a women’s situation to be effective. Health programming in the prison system should especially focus on social determinants of health. Included in this is health literacy, access to health care and prevention care, self-esteem, stress, stigma of incarceration, as well as parenting and relationship skills (Robertson-James, & Nunez, 2012). It is focusing on these needs of
incarcerated women, while using the framework of social cognitive theory and with Bloom’s Taxonomy, where curricula development for Ophelia’s House food, nutrition, and kitchen life-skill lesson plan was centered.

The purpose of this project is to develop a curriculum plan related to food, nutrition and development of those food and kitchen-based life skills for the women of Ophelia’s House. The staff at Ophelia’s House will implement the lessons with the rest of Ophelia’s House life skill programming they currently do. Along with the lessons, an easy to use, educational cookbook will be made for the staff and women of Ophelia’s House. This cookbook will provide an educational experience to solidify the skills learned from the lessons, as well as provide a positive activity for the women of Ophelia’s House to engage in.

**Definition of terms**

Incarceration: the state of being confined in prison; imprisonment

Probation: the release of an offender from detention, subject to a period of good behavior under supervision; the process or period of testing or observing the character or abilities of a person in a certain role

Parole: the release of a prisoner temporarily (for a special purpose) or permanently before completion of a sentence, on the promise of good behavior

Vitamins: any of a group of organic compounds that are essential to normal growth and nutrition and are required in small quantities in the diet because they cannot be synthesized by the body

Minerals: a solid, inorganic substance of natural occurrence
Nutrients: a substance that provides nourishment essential for growth and maintenance of life; vitamins & minerals

Behavioral capability: knowledge and skills needed to perform a given behavior; promote mastery learning through skills training

Behavior change: any transformation or modification of human behavior; a broad range of activities and approaches which focus on the individual, community, and environmental influences on behavior

Self-efficacy: one’s belief in one’s ability to succeed in specific situations or accomplish a task; plays a major role in how one approaches goals, tasks, and challenges

Group-efficacy: a group’s shared belief in its conjoint capabilities to organize and execute the courses of action required to produce given levels of attainments
CHAPTER II
CURRICULA DEVELOPMENT

Methods

Social cognitive theory was used as the framework to develop all curriculum materials. For the purpose of the development of these materials three specific constructs were chosen. These constructs include: cognitive/personal factors, behavioral factors, and environmental factors. These specific constructs of health behaviors and decisions are all factors that are influential to the women of Ophelia’s House in regards to their food and nutrition behaviors now and as they transition back into civilian life.

I used the social cognitive theory when developing the lessons and cookbook as part of the curriculum packet. The social cognitive theory’s three constructs assisted to focus the lessons on the knowledge, skills, and social norms when it comes to food, nutrition, and kitchen behaviors. Many of the lesson subject matter focus on the knowledge and other cognitive factors behind food and nutrition behaviors. Knowing and understanding what different foods and vitamins do to keep our bodies healthy, what a ripe fruit or vegetable looks like, what produce are available during what season, and why it’s important to understand the information a nutrition facts label. Utilizing social cognitive theory assisted to focus what types of information would be presented. Bloom’s Taxonomy for learning styles was also used to assist how the information would be presented.
While it is important to teach and focus on knowledge an individual will gain from the lesson curriculum packet, it is also important to address the skills and other behavioral factors when it comes to healthy decision making regarding food and nutrition. Skills regarding food, nutrition, and health is often a large portion to negative behaviors in these topic areas. Learning and practicing skills as part of the lessons are important to build self-efficacy with the women of Ophelia’s House. Self-efficacy is one’s believe that one is able to succeed in specific situations or is able to succeed with a given task (Contento, 2007). Building the self-efficacy and skills of the women at Ophelia’s House will have them feel more confident in their abilities to make better food and nutrition choices, as well as their skills in the kitchen when preparing food.

Environmental factors and social norms of the environment a person lives in is also a large factor when it comes to health behaviors, especially changing behaviors to be healthier. Many of the women of Ophelia’s House do not have a repertoire of knowledge or skills when it comes to healthy food and nutrition choices, and creating a collective environment that is not favorable to developing these important skills for their future transition into civilian life. Creating the lessons and cookbook will assist the staff at Ophelia’s House to create a more food-positive environment for the women. As this food, nutrition, and kitchen life skill curriculum becomes part of the whole transition education programming at Ophelia’s House, the societal norm at Ophelia’s House will change to be increasingly food-positive which in turn will help the women make healthier behaviors when it comes to food and nutrition. This societal norm change will also assist the women with their food, nutrition, and kitchen skill self-efficacy to continue making healthier behavior decisions as they move into civilian life.
Focusing on the three main constructs of the social cognitive theory, six lesson plans were developed based in the knowledge, skills, and modifying the societal norms at Ophelia’s House. The lessons are:

- Food Groups
- Vitamins & Minerals
- Label Reading
- Mindful Eating
- Food Preparation
- Kitchen Skills

Each lesson uses a variety of teaching techniques based in different styles to assist all women of Ophelia’s House learn the materials. Bloom’s Taxonomy is an educational framework. This framework explains how utilizing a variety, and more than one, of learning style can be more effective when educating the group of individuals. The Bloom’s Taxonomy framework has been used for generations by teachers and educators of all educational levels and settings. The three main categories, otherwise known as “taxonomies” of Bloom’s Taxonomy are cognitive (knowledge), affective (values/attitudes), and psychomotor (skills). To better use the taxonomies, Bloom also created a six-part educational “Process of Learning”, tying the three taxonomies together. The six main educational categories that are part of Bloom’s “Process of Learning” are:

- Create
- Evaluate
- Analyze
- Apply
• Understand

• Remember

In Bloom’s Taxonomy, the above educational categories are used in a pyramid; the categories from bottom to top build on the skills developed in each of the categories (Armstrong, 2016). When the lessons were developed, at least 3 categories of learning from Bloom’s Taxonomy were included for the women of Ophelia’s House to learn and retain information more effectively. Written materials, PowerPoint lessons lead by Ophelia’s House staff, videos, as well as activities and worksheets are examples of how Bloom’s Taxonomy were integrated into each lesson.

While Social Cognitive Theory and Bloom’s Taxonomy were the main considerations when developing all 6 lessons, education levels of the women at Ophelia’s House was crucial to lesson development. From Colbert et. al. in the literature, it is estimated that about 70% of incarcerated women have a high school diploma/GED or less education. Knowing this, reading and literacy levels of each lesson and the cookbook was crucial to pay attention to, and adapt to a high school or lower reading level. If a lesson or the cookbook is at an inappropriate literacy level for the women of Ophelia’s House, the effectiveness of the curriculum packet would not be as successful.

To give a more hands on experience when practicing skills learned, a cookbook was developed. This cookbook is modeled after Dr. Drew Appleby from Purdue University’s CHEF D’s cookbook for college students. Permission was granted by Dr. Appleby to use and model the Ophelia’s House CHEF D’s cookbook after the Purdue University CHEF D’s cookbook. Permission was also granted to use and modify recipes as long as the original author is cited. See appendix A for full communication and
written permission. Several recipes from Dr. Appleby’s cookbook are in the Ophelia’s House CHEF D’s cookbook. CHEF D stands for “cheap, healthy, easy, fast, and delicious”. These five factors when preparing food and meals is important for the women of Ophelia’s House when it comes to their education and literacy levels, skills and abilities, as well as socio-economic status and access to foods. It is my hope that Ophelia’s House not only uses this cookbook to supplement the lessons with the women during their time at Ophelia’s House, but that every woman receives a copy of the Ophelia’s House “Chef D’s” Cookbook when they transition back into civilian life.

**Results**

Results of this project include 6 educational lessons including activities and worksheets on the following topics:

- Food Groups
- Vitamins and Minerals
- Label Reading
- Mindful Eating
- Food Preparation
- Kitchen Skills

These six lessons were selected due to the educational and current skill levels of the women Ophelia’s House typically serves. The lessons included in the curriculum packet have been designed to be at an appropriate education and literacy level, and needed to include enough information that is necessary for an individual with little food/kitchen experience to be able to implement into their everyday lives.
Basic nutrition information, like learning about the food groups and vitamins and minerals, is crucial information to building a foundation to anyone when learning about food and nutrition. Food and nutrition skill development, as in nutrition facts label reading and mindful eating, are important skills in order to make wise food choices and what is best for our bodies. Implementation skills, such as developing kitchen and utensil skills and learning how to prepare certain foods for consumption, will round out and use the education and skills learned in other lessons to make all of the information applicable to the women’s daily lives.

Development of the ‘Food Groups’ lesson included multiple constructs and categories from Social Cognitive Theory and Bloom’s Taxonomy to assist with proper lesson development. Social Cognitive Theory constructs used include behavioral capability, self-efficacy, group efficacy, and facilitation. Using all of these constructs assist with helping the lesson be effective regarding educational and skill development from the information in the lesson.

To demonstrate utilizing these two frameworks, here is how I used both Social Cognitive Theory and Bloom’s Taxonomy to assist the development of the ‘Food Groups’ lesson.

The ‘Food Groups’ lesson utilized 4 various constructs from Social Cognitive Theory:

- Behavioral capability
- Self-efficacy
- Group efficacy
- Facilitation
The behavioral capability construct exemplifies the importance in this lesson of effective behavioral support and change. Without a focus supporting positive behavioral change, the lessons will not make a lasting impression on the women who go through and learn from them. Self-efficacy is the power to self-motivate, believe in one’s self that one has the power to produce a desired result or effect. If an individual does not believe they have the capability to produce a desired effect, they will be less likely they begin and work to produce that desired result (Contento, 2007). Group efficacy is similar to self-efficacy; it is the ability for a group of individuals to work together to produce a desired effect or result. Depending on the group of individuals, the efficacy of the group contributes greatly to the self-efficacy of the individuals (Contento, 2007). Facilitation means to provide tools, resources, or an environmental change to assist with the specified behavior change (Contento, 2007). Facilitation is exhibited with worksheets within the lesson, as well as various recipes in the cookbook where individuals can quiz themselves related to the foods, food groups, and how they interact with each other in the specific recipe.

Bloom’s Taxonomy categories that were utilized in the development of the ‘Food Groups’ lesson include:

- Remember
- Understand
- Apply
- Analyze
- Evaluate
Utilizing the food recall worksheet one can exercise what they remember regarding their food consumption during the day, as well as understand what food groups each food (or ingredient in a food) belong to. This assists with understanding what a balanced plate, and a balanced diet, looks like. One then applies the information gathered from the 24-hour recall to assist with completing the food group worksheet. They are able to analyze what a day currently looks like regarding their food and beverage consumption, and are then able to evaluate where gaps may be in their diet that may need to be modified.

I found Dr. Appleby’s CHEF D’s cookbook through an internet search of “easy and cheap cookbook”. A PDF version of the cookbook from 2005 was part of the search results. The acronym CHEF D included all aspects of the recipes that I wished to have as part of the cookbook for the women of Ophelia’s House: cheap, healthy, easy, fast, and delicious. I was able to contact Dr. Drew Appleby, retired professor emeritus, and gained his permission to utilize the cookbook as the base of my cookbook for the women of Ophelia’s House; this included the concept of the CHEF D acronym as well as recipes given I site the author from Dr. Appleby’s cookbook. I have given thanks and recognized him in the introduction of the cookbook for the women of Ophelia’s House. Dr. Appleby requested to be send a copy of the finished cookbook, and he asked my permission to mention my cookbook within the introduction of his future CHEF D cookbooks. Dr. Appleby also emailed me a Microsoft Word version of the 2011 CHEF D cookbook – this was the cookbook I based the Ophelia’s House cookbook from.

Many of the original recipes I did modify for various reasons including ingredient substitutions to make the food healthier as well as easier access to more common
ingredients for the women of Ophelia’s House, and modifying recipe language to match the education levels of the women. To assist with modifications, I went to the Hunger Task Force of La Crosse to note what foods and ingredients low socio-economic status individuals might have easier access to via food banks and food pantry’s in the La Crosse area.

When creating the cookbook for Ophelia’s House, I realized there would be many cooking and food preparation terms that the women of Ophelia’s House might not know or understand. While there are a few that are discussed in the “Food Preparation” and “Kitchen Skills” lessons, I decided to add additional sections to the cookbook to assist with not only these definitions but other difficult aspects of cooking/baking for beginners. In Dr. Appleby’s cookbook, there was a “Tips for Beginning Cooks” section – I utilized this section in the Ophelia’s House cookbook, but modified it for their use. The two other sections I added were “Recipe and Kitchen Term Dictionary” and “Measurement Abbreviations and Conversions”. These will be excellent resources for Ophelia’s House women to utilize and reference during their transition back to civilian life, as well as many more years in the future.

The “Recipe and Kitchen Term Dictionary” section utilized an article from a Good Housekeeping magazine published April 11, 2007 titled “Dictionary of Cooking Terms”. This article was found on Good Housekeeping’s website, and is cited at the beginning of the section. Recipes utilize a variety of abbreviations and conversions of different measurements, many of which the women of Ophelia’s House might have little experience with. The “Measurement Abbreviations and Conversions” section is essential to assist the women understand and feel comfortable with making various recipes. A
webpage found on BettyCrocker.com called *Measurement Equivalents and Abbreviations* assisted with organizing common recipe abbreviations and conversions for this section of the Ophelia’s House cookbook. This website is cited and referenced at the beginning of the section. These additional sections could make the cookbook go from barely being used by Ophelia’s House women to being used often due to further understanding of recipes and the cooking process.
CHAPTER III
CURRICULUM PACKET

The following are print versions of the curriculum packet. It includes the lesson slides, worksheets to accompany the lessons, and cookbook for the women of Ophelia’s House to practice skills learned. The cookbook will also be able to be copied and bound for when women leave Ophelia’s House and transition back into civilian life. A version of the curriculum packet is also included on a flash drive.
Food Groups

For the *wonderful women* at Ophelia’s House

Included in this lesson...

- Food groups
- MyPlate
Food Group basics

- Carbohydrates: main source of energy
- Vegetables & Fruits: main source of vitamins, minerals, and fiber
- Protein: gives strength and structure to the body
- Dairy: calcium, other vitamins & minerals, and protein
- Fats: absorbs vitamins & minerals, insulates body

What are they good for?

- Carbohydrates: energy - keep our bodies moving
- Vegetables & Fruits: keeps our body functioning like it should
- Protein: helps our body stay strong to move
- Dairy: strong bones & teeth = strong body
- Fats: stores energy, and vitamins & minerals for later use
MyPlate

- No “food pyramids”
- Plate = easier to understand in daily use
- Half of a meal plate: vegetables & fruits

How many of what a day?

- Whole Grains/Carbohydrates: 6-8 oz. servings
  - 1 slice of bread, 1 cup of cereal, ½ cup rice or pasta
- Vegetables & Fruits: greater than 5
  - Fruit: fresh, frozen, canned, dried, 100% juice
    - 1 cup fruit or 100% juice or ½ cup dried
  - Vegetables: fresh, frozen, canned, dried, 100% juice
    - 1 cup raw/cooked or 2 cup leafy greens
How many of what a day continued …

- Protein: 5-6 oz. servings
  - 1 meat serving = palm of hand/desk of cards
    - ¼ cup cooked beans, 1 egg, 1 Tbsp PB, ½ palm nuts
- Dairy: 3 cups
  - 1 cup milk or yogurt, 1-2 oz cheese
- Fats: 3 teaspoons
  - Choose oils
  - Limit solid fats (butter, fatty meat cuts)

Activities

24 hour food recall - Food Group Edition

MyPlate Daily Food Group Checklist
Tips

- Keep it colorful
- Balance your plate - a little of everything
- Plan meal around vegetables & fruit
- Know yourself
  - 3 meals/day OR
  - Smaller meals and snacks throughout the day
- Water, 8 glasses/day

References


References


## 24 HOUR DIET RECALL
Modified from Dearborn County Hospital, 2016

<table>
<thead>
<tr>
<th>Day 1:</th>
<th>Serving</th>
<th>Food Group</th>
<th>Good for...</th>
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</thead>
<tbody>
<tr>
<td>Food Item</td>
<td>Size</td>
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# DAY 3  24 HOUR DIET RECALL

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</tr>
</tbody>
</table>
**MyPlate Daily Checklist**

**Find your Healthy Eating Style**

Everything you eat and drink matters. Find your healthy eating style that reflects your preferences, culture, traditions, and budget—and maintain it for a lifetime! The right mix can help you be healthier now and into the future. The key is choosing a variety of foods and beverages from each food group—and making sure that each choice is limited in saturated fat, sodium, and added sugars. Start with small changes—"MyWins"—to make healthier choices you can enjoy.

<table>
<thead>
<tr>
<th>Food Group</th>
<th>Amounts for 2,000 Calories a Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruits</td>
<td>2 cups</td>
</tr>
<tr>
<td></td>
<td>Focus on whole fruits</td>
</tr>
<tr>
<td></td>
<td>Focus on whole fruits that are fresh, frozen, canned, or dried.</td>
</tr>
<tr>
<td>Vegetables</td>
<td>2 1/2 cups</td>
</tr>
<tr>
<td></td>
<td>Vary your veggies</td>
</tr>
<tr>
<td></td>
<td>Choose a variety of colorful fresh, frozen, and canned vegetables—make sure to include dark green, red, and orange choices.</td>
</tr>
<tr>
<td>Grains</td>
<td>6 ounces</td>
</tr>
<tr>
<td></td>
<td>Make half your grains</td>
</tr>
<tr>
<td></td>
<td>Make whole-grain foods by reading the Nutrition Facts label and ingredients list.</td>
</tr>
<tr>
<td>Protein</td>
<td>5 1/2 ounces</td>
</tr>
<tr>
<td></td>
<td>Vary your protein routine</td>
</tr>
<tr>
<td></td>
<td>Mix up your protein foods to include seafood, beans and peas, unsalted nuts and seeds, soy products, eggs and lean meats and poultry.</td>
</tr>
<tr>
<td>Dairy</td>
<td>3 cups</td>
</tr>
<tr>
<td></td>
<td>Move to low-fat or fat-free milk or yogurt</td>
</tr>
<tr>
<td></td>
<td>Choose fat-free milk, yogurt, and soy beverages (soy milk) to cut back on your saturated fat.</td>
</tr>
</tbody>
</table>

**Limit**

- Drink and eat less sodium, saturated fat, and added sugars. Limit:
  - Sodium to 2,300 milligrams a day.
  - Saturated fat to 22 grams a day.
  - Added sugars to 50 grams a day.

Be active your way: Children 6 to 17 years old should move 60 minutes every day. Adults should be physically active at least 2 1/2 hours per week.

Use SuperTracker to create a personal plan based on your age, sex, height, weight, and physical activity level.

SuperTracker.usda.gov
# MyPlate Daily Checklist

Write down the foods you ate today and track your daily MyPlate, MyWins!

<table>
<thead>
<tr>
<th>Food group targets for a 2,000 calorie pattern are:</th>
<th>Write your food choices for each food group</th>
<th>Did you reach your target?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fruits</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 cups</td>
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<tr>
<td>1 cup of fruits counts as</td>
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</tr>
<tr>
<td>- 1 cup raw or cooked fruit; or</td>
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<tr>
<td>- 1/2 cup dried fruit; or</td>
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<tr>
<td>- 1 cup 100% fruit juice.</td>
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<tr>
<td><strong>Vegetables</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 1/2 cups</td>
<td></td>
<td></td>
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<tr>
<td>1 cup vegetables counts as</td>
<td></td>
<td></td>
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<tr>
<td>- 1 cup raw or cooked vegetables; or</td>
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<td></td>
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<tr>
<td>- 2 cups leafy salad greens; or</td>
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<tr>
<td>- 1 cup 100% vegetable juice.</td>
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<tr>
<td><strong>Grains</strong></td>
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<tr>
<td>6 ounce equivalents</td>
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<tr>
<td>1 ounce of grains counts as</td>
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<tr>
<td>- 1 slice bread; or</td>
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<tr>
<td>- 1 ounce ready-to-eat cereal; or</td>
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<tr>
<td>- 1/2 cup cooked rice, pasta, or cereal.</td>
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<tr>
<td><strong>Protein</strong></td>
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<tr>
<td>5 1/2 ounce equivalents</td>
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<tr>
<td>1 ounce of protein counts as</td>
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<tr>
<td>- 1 ounce lean meat, poultry, or seafood; or</td>
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<tr>
<td>- 1 egg; or</td>
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<tr>
<td>- 1 Tbsp peanut butter; or</td>
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<tr>
<td>- 1/4 cup cooked beans or peas; or</td>
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<tr>
<td>- 1/2 ounce nuts or seeds.</td>
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<tr>
<td><strong>Dairy</strong></td>
<td></td>
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<tr>
<td>3 cups</td>
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<tr>
<td>1 cup of dairy counts as</td>
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<tr>
<td>- 1 cup milk; or</td>
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<tr>
<td>- 1 cup yogurt; or</td>
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<tr>
<td>- 1 cup fortified soy beverage; or</td>
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<tr>
<td>- 1/2 ounces natural cheese or 2 ounces</td>
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<tr>
<td><strong>Limit</strong></td>
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<tr>
<td>- Sodium to 2,300 milligrams a day.</td>
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<tr>
<td>- Saturated fat to 22 grams a day.</td>
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<tr>
<td>- Added sugars to 50 grams a day.</td>
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<tr>
<td><strong>Activity</strong></td>
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<tr>
<td>Be active your way:</td>
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<tr>
<td>Adults:</td>
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<tr>
<td>- Be physically active at least 2 1/2 hours per week.</td>
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<tr>
<td>Children 6 to 17 years old:</td>
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<tr>
<td>- Move at least 60 minutes every day.</td>
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</tbody>
</table>

* This 2,000 calorie pattern is only an estimate of your needs. Monitor your body weight and adjust your calories if needed.

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Center for Nutrition Policy and Promotion
January 2016

USDA is an equal opportunity provider and employer.
Vitamins and Minerals

For the wonderful women of Ophelia’s House

Included in this lesson...

Vitamins & minerals
Food sources
Why do we need to eat them
Vitamins & Minerals

- Keep the body functioning properly, at a cellular level
- Different vitamins & minerals help with specific things
- "Nutrients" is a general word for all vitamins, minerals, carbohydrate, protein, and fat in food that we eat

Vitamins

- Vitamin A: vision, immune functions, reproduction
  - Found in: vegetables, fruits, plant-based products
- Vitamin B1 (Thiamin): turns food into energy, growth, cell functions
  - Found in: whole grain products, enriched grain products, meat, legumes/beans, nuts, seeds
- Vitamin B6: metabolism, brain development, immune function
  - Found in: poultry, fish, potatoes, berries
- Vitamin B12: nerves, blood cells, makes DNA
  - Found in: meat, and animal products
Vitamins continues...

- Vitamin C (Ascorbic acid): immune system, antioxidant, heals wounds
  - Found in: citrus fruits, peppers, other fruits and vegetables
- Vitamin D: strong bones, immune system, healthy muscles
  - "Made by the body from sunshine", also found in fortified dairy products
- Vitamin E: immune system, antioxidant, healthy blood vessels
  - Found in: vegetable oils, nuts, leafy green vegetables
- Vitamin K: healthy blood, bones
  - Found in: leafy green vegetables, vegetable oils, some fruits and animal products

Minerals

- Calcium: strong bones and teeth, muscle function
  - Found in: milk and dairy products, kale, broccoli, salmon
- Folate: DNA development, cell division, important in pregnancy
  - Found in: vegetables, fruits & fruit juices, whole grains
- Iodine: hormone production, metabolism, infant bone & brain development
  - Found in: fish, dairy products, fruits and vegetables, and iodized salt
- Iron: blood health, growth, hormone production
  - Found in: lean meat, seafood, fortified grains, spinach, legume beans
Minerals continued...

- Potassium: muscle and nerve function, water balance inside the body
  - Found in: bananas, kiwi, broccoli, potatoes with skin, leafy greens, citrus fruits
- Riboflavin (Vitamin B2): growth, development, and function of all cells
  - Found in: eggs, lean meat, dairy products, green vegetables
- Sodium: maintains blood pressure, healthy nerves and muscles
  - Found in: table salt, soy sauce, processed foods
- Zinc: immune system, protein and DNA production, senses taste and smell
  - Found in: oysters, red meat, poultry, fortified grains, seeds, nuts

Summary

- Vitamins and minerals help our bodies to function correctly
- We get vitamins and minerals from eating foods from all 5 food groups
- Some diseases can come from getting too little, or too much, of a specific vitamin or mineral
Activity

Vitamin & Mineral worksheet

References


References


References


References


References


<table>
<thead>
<tr>
<th>Vitamin</th>
<th>Why do we need it?</th>
<th>Found in what foods</th>
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<tbody>
<tr>
<td>Vitamin A</td>
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<td>B vitamins</td>
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<td>Vitamin C</td>
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<td>Vitamin D</td>
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<td>Vitamin E</td>
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<td>Vitamin K</td>
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<tr>
<td>Mineral</td>
<td>Why do we need it?</td>
<td>Found in what foods</td>
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<td>Calcium</td>
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<td>Sodium</td>
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<td>Zinc</td>
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How to Read the Nutrition Facts Label

For the wonderful women at Ophelia’s House

Included in this lesson…

• What is the nutrition facts label
• Why is the nutrition facts label important
• How to read the nutrition facts label
Nutrition Facts Label - what is it?

- Tells us what is in the food we eat, and a list of the parts
  - Like a table of contents for a book
- A guideline to what nutrition and ingredients are in foods that we eat

Why should I use it?

- In order to have a healthy and strong body, we need all types of nutrients
- Reading the nutrition facts label can help us be aware of how many nutrients are in foods, and help us get enough for our bodies to work how they are supposed to.
- The purpose of the nutrition facts label is to help all people make better food choices and know what they are eating
How do I use the nutrition facts label?

- Start with the serving size
  - Compare how many servings are in container and the serving size
  - Does the serving size match how much you put on your plate?
- Check out the total calories
  - The listed calories is for the listed serving size
  - Do you have more than one serving size? Multiply the calories by how many servings you have

How do I use the nutrition facts label?

- Allow percent daily values (% DV) be your roadmap
  - % are for the whole day - all meals and snacks
  - If you go over 100% for a specific nutrient during a day - that’s over what is recommended
- Limit saturated fats, added sugars, and sodium
- Look at the ingredient list
  - Ingredients are listed from ingredient with the largest amount in food to the ingredient with the lowest amount in food
How to read a nutrition facts label

Nutrition Facts

Serving Size 1/2 cup (12g) Servings Per Container 2

Amount Per Serving
Calories 250 Calories from Fat 10

% Daily Values
Total Fat 12g 18% 
Saturated Fat 3g 15%
Calories from fat 10%
Trans Fat 0g
Cholesterol 75mg 25%
Sodium 170mg 7%
Total Carbohydrate 31g 10%
Dietary Fiber 9g 3%
Sugars 1g
Protein 8g

Vitamins and Minerals

Vitamin A 4%
Vitamin C 2%
Calcium 20%
Iron 4%

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

Sodium 170mg
Total Carbohydrate 31g
Dietary Fiber 9g

The % Daily Value is a key to a balanced diet.

The % CV or a general guide to help you make nutritional choices in a serving of food to their contribution to your total daily intake, enabling you to determine if food choices or lower than a well-balanced diet. This is the number that the % CV is based on a 2,000 calorie diet. You may need more or less, but the % CV is a helpful guide.

Know your fats and reduce sodium for your health.

• To help you reduce your risk of heart disease, use the label to select foods that are lowest in saturated fat, trans fat, and sodium.
•钠 doesn't have a % CV yet. Consume as little as possible because it increases your risk of heart disease.
• The % CV for the total fat includes all different kinds of fats.

Read for healthy, wholesome carbohydrates.

• Fruits and vegetables are types of carbohydrates. Healthy sources, like fruits, vegetables, beans, and whole grains, are the best sources of health-benefitting carbohydrates.
• Whole grain foods (such as whole-wheat bread, brown rice, and whole-grain cereals) have more fiber and nutrients than foods made from refined grains.
• There isn't a % CV for sugar, but you can compare the sugar content in grams among products.

Look for foods that are rich in these nutrients.

• Use the label not only to limit fat and sodium, but also to increase nutrients that promote good health and may protect you from disease.
• Some Americans don’t get enough vitamin A and C, potassium, folate or iron, so choose these nutrients from the list.

Some Americans don’t get enough vitamin A and C, potassium, folate or iron, so choose these nutrients from the list.

For protein, choose foods that are lower in fat.

• Most Americans get plenty of protein, but not always from the healthiest sources.

• When choosing a food for its protein content, such as meat, poultry, beans, milk and milk products, make choices that are less saturated or fat free.

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The new 2016 label

- Updated label in May of 2016
- Easier for consumers (you!) to read and make better informed food choices
- Includes:
  - Refreshed design
  - Updated nutrition information
  - Updated servings size
  - Updated daily values %

<table>
<thead>
<tr>
<th>Nutrition Facts</th>
<th>Nutrition Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving Size: 2/3 cup (55g)</td>
<td>Serving size: 2/3 cup (55g)</td>
</tr>
<tr>
<td>Servings per container: About 8</td>
<td></td>
</tr>
<tr>
<td>Amount per serving</td>
<td>Amount per serving</td>
</tr>
<tr>
<td>Calories: 230</td>
<td>Calories: 230</td>
</tr>
<tr>
<td>Calories from Fat: 72</td>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Total Fat: 9g</td>
<td>12%</td>
</tr>
<tr>
<td>Saturated Fat: 1g</td>
<td>5%</td>
</tr>
<tr>
<td>Trans Fat: 0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol: 0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium: 160mg</td>
<td>7%</td>
</tr>
<tr>
<td>Total Carbohydrate: 37g</td>
<td>12%</td>
</tr>
<tr>
<td>Dietary Fiber: 4g</td>
<td>16%</td>
</tr>
<tr>
<td>Sugars: 1g</td>
<td></td>
</tr>
<tr>
<td>Protein: 3g</td>
<td></td>
</tr>
</tbody>
</table>

Vitamin A: 10%
Vitamin C: 8%
Calcium: 20%
Iron: 45%

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

Calories: 2,000 2,500
Total Fat: Less than 65g | 80g
Saturated Fat: Less than 20g | 25g
Cholesterol: Less than 300mg | 300mg
Sodium: Less than 2,400mg | 2,400mg
Total Carbohydrate: 300g | 375g
Dietary Fiber: 25g | 30g

Vitamin D: 2mcg | 10%
Calcium: 1,200mg | 20%
Iron: 18mg | 25%
Potassium: 2,000mg | 6%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.
Activity

• Look at the comparison between old and new nutrition facts labels – what do you notice for changes? Discuss changes you like and don’t like.

• Take a canned/boxed food and practice reading the nutrition facts label. Talk through what parts should be higher and what parts should be lower.

• Take two similar packaged foods and see what might be the healthier choice using what you have learned during this lesson.

Summary

• The nutrition facts label is on all packaged food

• It is there for people to look at, know what is inside the food, and to allow people to make better food choices

• Reading the nutrition facts label takes practice

• Use the nutrition facts label to compare two similar kinds of food
References


References


Mindful Eating

For the wonderful women at Ophelia’s House

Included in this lesson…

• Mindful eating - what’s that?
• Why it’s important
• How do I use it in everyday life
Definitions

- Mindfulness: being aware of what is happening inside and around oneself
- Mindful eating: being positive, comfortable, and flexible with eating
  - Also known as competent eating

What is “mindful eating”?

- Being aware of food, food choices, and how it’s affecting one’s body
- Awareness of our actions, thoughts, feelings, motivations, and insight into food and food consumption
- Becoming aware of hunger and satiety cues
- Appetite is not the same as hunger
- Avoiding mindless, distracted eating: example with eating a whole popcorn bag while watching TV
Where did it come from?

- "Mindfulness": Buddhist concept - be aware of what is happening inside and around you
- Use all 5 senses to be aware of food
- Get rid of distractions when eating
- Awareness of food one is eating, and how the food is affecting one’s body

Why is it important?

- Rushed and hurried when eating → are we enjoying our food?
- Mindless, and distracted eating can cause us to eat more amounts of food, and eat food we do not enjoy
- Food is meant to nourish and fuel our bodies
- Food tastes good, let’s enjoy it!
- Can assist with satisfaction, satiety, and with healthy food choices
Activity

The ‘Diet’ Living with Eating worksheet

The ‘Diet’ Conscious of Enjoyment worksheet

Summary

- Food is meant to help our body be healthy and strong

- Listen to your body: what food does your body want to eat? How much? When are you satisfied?

- “Healthy” does not mean “skinny” or “thin” - “healthy” means fueling our body with food for it to keep working every day

- Food tastes good - let’s enjoy it
References


Session 1: Living with Eating

Beliefs Assessing
Listed below are several statements about eating. Place a mark in the column that most accurately describes what you believe.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>In-between</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Normal eating is enjoying what I eat.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Normal eating is eating until I’m satisfied.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Normal eating is eating foods I like.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Normal eating is trusting my body to tell me when and how much to eat.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Normal eating is eating when I am hungry.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Normal eating is giving time and thought to my meals and snacks.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discussing
What do you think when you hear the word ‘diet’?

Most individuals think of a diet as something one goes ‘off’ and ‘on’ such as a fad diet, crash diet, or reducing diet. However, the word, ‘diet’ literally means a ‘way of living’.  If this definition is used, then your ‘diet’ is your ‘way of living’ with eating. But just how are we to live with eating? Ellyn Satter, an internationally recognized authority on eating and feeding, has described principles of competent eating.

Eating Principles

Enjoyable—Choose an ever-increasing variety of preferred food and eat it in satisfying amounts.

Positive—Emphasize providing rather than depriving; seek food rather than avoid food.

Dependable—Take time to eat regular, reliable meals and snacks and pay attention when eating.

Internally regulated—Eat when you are hungry until you feel satisfied and then stop, knowing another meal or snack is coming soon.

What are beginning steps to eating competently?

Emphasize permission and discipline: Permission to choose enjoyable food and eat it in satisfying amounts and discipline to have regular and reliable meals and snacks and pay attention when eating them. Don’t fight your hunger sensations and satisfy feelings. Physical sensations that can be eliminated by eating provide the signal to know when you should start eating, particularly between meals. Hunger sensations may not be felt before a meal because more than one person often dictates meal schedules. Therefore, you sometimes need to use a meal to prevent rather than eliminate hunger. Feelings of fullness or satisfy provide the signal to know when to stop eating, particularly at meals. If a snack is designed to temporarily satisfy hunger, eating to the point of physical fullness between meals may destroy your appetite for the next meal.

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1 Satter EM. Eating competence: Definition and evidence for the Satter Eating Competence Model. JNEB Suppl. 2007; 38:S142-S153

Living with Eating

Self-Assessing/Goal Setting
1. Describe your reactions to the Competent Eating Principles.
2. List characteristics of your eating.
3. Write a goal you would like to set for your eating.
4. List an action step(s) you would like to take to reach your goal.
5. Record your eating on the 3-Day Food Record/Behavior Diary (Appendix C) and evaluate your progress toward your goal.

My reactions to the Competent Eating Principles:

Characteristics of my eating:

My competent eating goal:

My action step(s) to meet my goal:

Sampling
Focused Eating Exercise
The following exercise is useful in helping to focus on normal eating. It may be done in a group or alone. If done alone, write down your responses:

1. Choose a food you like and with which you would like to feel more comfortable. Choose a simple, easy to handle food the first time.
2. Set the food in front of you.
3. Focus on relaxing. Take a deep breath, filling your lungs with air and expanding your chest. Repeat this until you feel relaxed.
4. Concentrate on the food without tasting. Look at it—the color, the contours. Listen to it—think how it will sound when you taste it. Smell it—inhale the food with your eyes, your ears, and your nose.
5. Note any physical changes taking place in your body. Are you feeling hungry or anxious to start eating? Is your mouth watering, just waiting?
6. Take one bite. Immediately describe what you’re thinking.
7. Bite again. Notice how the food moves in your mouth: how your chewing begins and progresses; the swallowing; how the food moves to the back of your throat.
8. Again, describe what you’re thinking. What physical changes are happening? Describe your feelings.
9. Bite again. This time, intentionally control how the food moves in your mouth. Describe your feelings.
11. Bite again. Describe the texture. Does it sound as you thought it would? What physical changes are happening? Describe your feelings.
13. Describe your feelings if they have changed from the first bite.

Session 4: Conscious of Enjoyment

Beliefs Assessing
Listed below are several statements. Place a mark in the column that most accurately describes what you believe.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>In-between</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This foods I eat taste good to me.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Every food I eat should be low in calories.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Every food I eat should be rich in nutrients.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I shouldn't eat certain foods I like.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. All foods I like are normal foods for me.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Calories are bad.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Foods, which contain fat are bad.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discussing
Calories are the energy in food. Everyone needs calories. They are neither good nor bad. The primary sources of calories are the nutrients carbohydrate (sugar and starch), protein, and fat. Vitamins and minerals are also nutrients, but they do not contain calories. Fiber is the bulky portion of plant foods that contain no or few calories. Density is a way of simultaneously evaluating the nutrient, fiber, and energy content of a food. Density is a comparison of how well a food meets your nutrient and fiber needs in relationship to your energy needs. Nutrient and fiber densities combined with your food preferences provide guidelines for making your food choices.

Food Choices Guideline:
Choose an ever-increasing variety of preferred foods including both nutrient/fiber dense foods AND high fat/sugar foods at your meals and at sit-down snacks in order to get the food you like.

How can you identify nutrient and fiber-dense foods?
Breads, cereals, and crackers containing a whole grain as the first ingredient are generally fiber dense. Whole, unprocessed grains, fruits, vegetables, legumes, and nuts are generally nutrient and fiber dense. Animal foods do not contain fiber so they are compared by nutrient density only. Lean meats and low-fat dairy foods are generally nutrient dense.

Should I eat nutrient and fiber-dense foods I don’t like?
No.

Should I eat high fat/sugar foods I like?
Yes.

Give yourself permission and exercise discipline to eat all foods you like in satisfying amounts at regular and reliable meals and sit-down snacks and pay attention when eating them.
Conscious of Enjoyment

Self-Assessing/Goal Setting
1. Describe your reactions to the Food Choice Guidelines.
2. List characteristics of your food choices.
3. Write a goal you would like to set for your food choices.
4. List an action step(s) you would like to take to reach your goal.
5. Evaluate your progress toward your goal.

My reactions to the Food Choices
Guideline:

Characteristics of my food choices:

My food choices goal:

My action step(s) to meet my goal:

Sampling
2. Using the Sort and the Food Density List (Appendix C), categorize some of the foods according to your taste preferences. If space permits, add additional foods that do not appear on the Sort or List.

<table>
<thead>
<tr>
<th>My 'Really Like' Foods</th>
<th>My 'Maybe Like' Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
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<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My 'Sometimes Like' Foods</th>
<th>My 'I Don't Like' Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
</tbody>
</table>
Food Preparation
For the wonderful women at Ophelia’s House

Included in this lesson…

• Basic forms of preparation of a variety of foods
• Videos showing preparation
Definitions

- Food preparation: how to prepare a food to eat.
- Bake: to cook food in an oven, surrounded with dry heat. Also called roasting.
- Boil: to cook in bubbling water that has reached 212 degree F.
- Roast: to cook a large piece of meat or poultry uncovered with dry heat in an oven.

Definitions

- Sauté or panfry: to cook food in a small amount of fat (e.g. butter or oil) over relatively high heat.
- Steam: to cook food on a rack or in a steamer set over boiling or simmering water in a covered pan/pot.
- Stir-fry: to quickly cook small pieces of food over high heat, stirring constantly.
Carbohydrates

- Usually ready to eat, especially packaged foods
- Unbaked packaged foods - usually include directions
  - Example: Pillsbury rolls/grands have instructions on the roll
  - Example: Frozen bread has instructions on package

Vegetables

- Eaten raw
- Steamed (in pot with little water on the stove)
- Roasted (tossed with olive oil on baking sheet in the oven)
- Occasionally baked (baked sweet potatoes)
How to Roast Vegetables, Hy-Vee Grocery

How to Cut a Squash, Hy-Vee Grocery
How to Cook your Pumpkin, TESCO

How to Eat Broccoli, TESCO
How to Roast a Pepper, Hy-Vee Grocery

Fruits

- Eaten raw
- Baked (baked apples, and in pies or crisps)
- Skin: some can be eaten, others not
  - Look up if the skin/outer part can be eaten or how to peel it off
How to Make Citrus, Hy-Vee Grocery

How to Harvest and Pick Strawberries, TESCO
How to Slice a Mango, Hy-Vee Grocery

Protein and Meats

- **Always** properly cook meats to the correct internal temperature.
- Use a meat thermometer set to the proper temperature
- Consumption of undercooked meats and result in sickness from a foodborne illness
- Broiling, grilling, and baking are great ways to prepare meat to eat
Meat Internal Temperatures

<table>
<thead>
<tr>
<th>Food</th>
<th>Type</th>
<th>Internal Temperature (°F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beef &amp; Veal</td>
<td>Ground</td>
<td>160</td>
</tr>
<tr>
<td></td>
<td>Steaks, roasts—medium</td>
<td>160</td>
</tr>
<tr>
<td></td>
<td>Steaks, roasts—rare</td>
<td>145</td>
</tr>
<tr>
<td>Chicken &amp; Turkey</td>
<td>Breasts</td>
<td>165</td>
</tr>
<tr>
<td></td>
<td>Ground, stuffed</td>
<td>165</td>
</tr>
<tr>
<td></td>
<td>Whole bird, legs, thighs, wings</td>
<td>165</td>
</tr>
<tr>
<td>Fish &amp; Shellfish</td>
<td>Any type</td>
<td>145</td>
</tr>
<tr>
<td>Lamb</td>
<td>Ground</td>
<td>160</td>
</tr>
<tr>
<td></td>
<td>Steak, roasts—medium</td>
<td>160</td>
</tr>
<tr>
<td></td>
<td>Steak, roasts—rare</td>
<td>145</td>
</tr>
<tr>
<td>Pork</td>
<td>Chops, ground, ribs, roasts</td>
<td>160</td>
</tr>
<tr>
<td></td>
<td>Fully cooked ham</td>
<td>140</td>
</tr>
</tbody>
</table>

How to Select & Prepare Steak, Hy-Vee Grocery
How to Pound & Tenderize Meats, Hy-Vee Grocery

use the smooth side of mallet

How to Broil and Bake Seafood, Hy-Vee Grocery
5 Basic Cooking Skills, Gordon Ramsay

Activity

- Food preparation terms worksheet
Summary

• There are several ways to prepare foods

• Almost all fruits and vegetables can be eaten raw - and are delicious that way!

• Use a meat thermometer and cook meats to the proper internal temperature

Works Cited


Eat Happy Project. (2014, October 6). How to eat broccoli [video file]. Retrieved from https://www.youtube.com/watch?v=TXLuHGVdFl0

Eat Happy Project. (2014, October 13). How to cook your pumpkin [video file]. Retrieved from https://www.youtube.com/watch?v=XELVxTEqScx

Works Cited


Hy-Vee. (2012, September 26). How to pound and tenderize meat [video file]. Retrieved from https://www.youtube.com/watch?v=1AEQQf5Wq1Y


Works Cited


### Cooking verbs

Match the verbs from the box with the pictures

<table>
<thead>
<tr>
<th>Carve</th>
<th>Drizzle</th>
<th>Squeeze</th>
<th>Rub</th>
<th>Knead</th>
<th>Best</th>
<th>Peel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stir</td>
<td>Blend</td>
<td>Roast</td>
<td>Cut out</td>
<td>Roll</td>
<td>Zest</td>
<td>Slice</td>
</tr>
<tr>
<td>Grate</td>
<td>Add</td>
<td>Fry</td>
<td>Bake</td>
<td>Pour</td>
<td></td>
<td>Simmer</td>
</tr>
</tbody>
</table>

![Image of cooking verbs with pictures]

© Elena Ryabova
Kitchen Skills

For the wonderful women at Ophelia’s House

Included in this lesson...

• Kitchen techniques and skills to help prepare and cook food
• Videos showing skills you will use in when cooking
Definitions

- Kitchen skills: skills that may be necessary when cooking or baking various foods
- Produce: fruits and vegetables
- Whole grain: when all parts of a grain (wheat, rice, corn) is used when making flour. “White flour” is often used to describe when only 1 part of the wheat grain is used to make the flour.

Before Cooking

- Select fruits, vegetables, and grains without mold
- Keep your eye out for the “best if eaten by” date on packaged foods
- Buying fresh fruits and vegetables is often cheaper than packaged
Before Cooking

- When selecting grains, look for “whole grain” as the first ingredient
  - “Wheat” doesn't add much extra nutrition - “whole grain” wheat, rice, etc. does
- It can be easier to measure and organize all ingredients of a recipe before starting to cook/bake - depends on the person
- Select in season fruits and vegetables
  - In season produce can be less expensive

How to Select the Best Fruit, Hy-Vee Grocery
Picking Perfect Fruits & Vegetables, Omaha Hy-Vee

Select In Season Fruits & Vegetables, Cooking Guide
Finding Whole Grains in Bread, 15 Second Nutrition

During Cooking

- Measuring ingredients can happen before or during cooking
  - Make notice of liquid measurements and dry ingredient measurements
  - Pack brown sugar in the measuring cup
  - Flour must be light, airy, and fluffy - this is called “sifted”
- Use the correct utensil
How to Measure Ingredients, Hy-Vee Grocery

level with knife

How to Choose the Correct Knife, Hy-Vee Grocery

bread, angel food cake, pastry, meringue, tomato, ripe melon
Basic Knife Skills, AllRecipes

Basic Food Preparation Techniques, NHLBI
Keeping Children Safe in the Kitchen, TESCO

After Cooking

- Make sure to clean and wash all pots, pans, and utensils used
- Store any leftover food in proper containers
- If there is a lot of leftover food, try freezing part of it for later
How to Clean Non-stick Pans, Hy-Vee Grocery

How to Clean Aluminum Pans, Hy-Vee Grocery
How to Freeze, Hy-Vee Grocery

Activity

- Open Ophelia’s House Chef D’s Cookbook and find a recipe that uses at least 3 of the techniques you learned and saw how to do in this lesson. Make the recipe to practice.
Summary

- Learning different skills in the kitchen take time - keep practicing!
- Other kitchen skills are included in the *Ophelia’s House Chef D’s Cookbook*

References


All Recipes (2010, December 6). *Basic knife skills* [video file]. Retrieved from [https://www.youtube.com/watch?v=Ydc_SaQ_eRQ](https://www.youtube.com/watch?v=Ydc_SaQ_eRQ).


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References


References


Ophelia’s House
“Chef D’s”
Cookbook

For the wonderful women of Ophelia’s House. A place to thrive.

Written by Kallen Anderson, Masters of Public Health Candidate at the University of Wisconsin-La Crosse, as part of her Master’s capstone project “Development of a food, nutrition, and kitchen life-skill curriculum packet for Ophelia’s House, a jail alternative program in La Crosse, Wisconsin”.

Chef D is an acronym for Cheap, Healthy, Easy, Fast, and Delicious. This cookbook is modeled after Dr. Drew Appleby’s “Chef D’s College Student Cookbook” from Indiana University-Purdue University, Indianapolis and utilizes some the original recipes.
Letter of Introduction

Dear Ophelia’s House Staff and Women,

Hi - my name is Kallen. I went to school at the University of Wisconsin-La Crosse for my Masters of Public Health degree. For my capstone project, I was asked to create a food and nutrition toolkit for the staff at Ophelia’s House to use. I am honored to be involved with this project that will impact so many wonderful women in the La Crosse area.

About me: I grew up on a farm in central Iowa, where I learned from a young age how to grow and cook food. However, in my small town and small school, I learned many families did not have the ability to grow their own food, and didn’t have the ability to pay for it at the grocery store. This started my passion for community nutrition education. I went to school at Iowa State University and graduated with my dietetics degree. After graduating from UWL with my Masters, I completed a practicum dietetic experience here in La Crosse to become a Registered Dietitian. In the future, I want to help improve health of communities by focusing on the barriers people have to food access, food choices, and food/kitchen skills.

I wanted this cookbook to include a variety of recipes for you all to use not only now, but also during the rest of your life after your time at Ophelia’s House. I wanted the recipes and food to be easy to make, include food that can be bought from local stores and gotten from Feeding America food banks or the Hunger Task Force, be healthy, and also be quick to make because we are all busy people. When researching online, I found a cookbook named Chef D’s College Student Cook Book, created, compiled, and written by Dr. Drew Appleby from Indiana University-Purdue University, Indianapolis. Chef D is an acronym for “cheap, healthy, easy, fast, and delicious” recipes. I asked Dr. Appleby for permission to model this cookbook for you after his original cookbook. I want to thank Dr. Appleby with this assistance, and give credit to his work and for the name Chef D.

I hope this cookbook helps provide you all with skills and favorite foods for years into the future.

Sincerely,

Kallen Anderson
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**Tips for Beginning Cooks**

- Believe in yourself. Cooking can be an art that is hard to master. Don’t give up on a recipe or food if something doesn’t go right. Try again, and learn for next time.

- When you get comfortable with a recipe, try to change things up a bit! Try adding a frozen vegetable to pasta, or add a new herb you’ve came across. Try new things and see what you like, or what you don’t like.

- There are many quick and easy to use “box and can” recipes, including Manwich Sloppy Joe Sauce, Knorr Pasta/Rice Sides, or Kraft Macaroni and Cheese. These are great!

- Many boxed or packaged food items include easy recipes on the back, that include that item you are/have already in your cupboards. Try them out! Whether they are for bars on the back of a cereal box, a stir fry recipe, or a new fruit smoothie see what they are like. You might find a new favorite recipe!

- **Always** wash your hands with hot, soapy water after working with any kind of raw meat. Also, make sure to wash any kitchen utensil (e.g., knife) and/or surface (e.g., cutting board) that also touches the raw meat.

- Meat can be expensive, especially during different times of the year. When meat goes on sale, purchase more than you normally would. Put those extra chicken breasts, brats, ground beef, or ground turkey in the freezer. Festival (and many other grocery stores) has “Meat Sale Days” a few times a year - this is the perfect time to stock up and freeze meat to use later. Freezing meats will make them more affordable and easier to have around later on.

- Canned and frozen fruits and vegetables are just as nutritious and healthy as fresh. For some recipes, fresh might be easier and for others canned or frozen foods may be easier.

- Crock pots are amazing, especially to make large meals with not much effort. However, crock pots can be expensive to buy. Look for them at garage sales, Good Will, or any other second hand store. Good crock pots last **forever** and can take a lot of hassle out of cooking meals for a week.

- Don’t buy canned foods that are dented, popped out, or bulging. It may be a sign of food poisoning.

- There are many of great online websites that have great recipes! Try to avoid food blog websites, as many don’t factor in some of the Chef D requirements. A few websites that are great options are:
- Another great free online reference is www.leannebrown.com. On this website, you are able to download and print a free copy of Leanne Brown’s cookbook *Good and Cheap: How to eat well on $4/Day*. This cookbook can also be downloaded free on any smartphone to use at a later date.
Recipe and Kitchen Term Dictionary

There are many terms used in recipes and cooking that you might not have ever seen. This dictionary will assist with understanding what common terms mean. Modeled from Good Housekeeping magazine article “Dictionary of Cooking Terms” published April 11, 2007 and found on http://www.goodhousekeeping.com.

- **Al dente**: pasta cooked until just firm.
- **Bake**: to cook food in an oven, surrounded with dry heat. Also called roasting.
- **Baking powder**: a combination of baking soda (an acid like cream of tartar) and a starch or flour (moisture absorber). The most common type is double-acting baking powder, which acts when it is mixed with a liquid and again when heated.
- **Baking soda**: The main ingredient in baking powder. It is also used when there is an acid in the recipe (like buttermilk or sour cream). Always mix with other dry ingredients before adding any liquid.
- **Barbecue**: cooking a food on a rack or over coals.
- **Baste**: to moisten food for added flavor and to prevent drying out when cooking.
- **Batter**: an uncooked, pourable mixture usually made up of flour, liquid, and other ingredients.
- **Beat**: to stir rapidly to make a mixture smooth, using a whisk, spoon, or mixer.
- **Blanch**: to cook briefly in boiling water to seal in flavor and color; usually used when preparing fresh vegetables or fruit for freezing.
- **Blend**: to thoroughly combine 2 or more ingredients, using a whisk, spoon, or mixer.
- **Boil**: to cook in bubbling water that has reached 212 degree F.
- **Bone**: to remove bones from poultry, meat, or fish.
- **Braise**: to cook first by browning, then gently simmering in a small amount of liquid over low heat in a covered pan until tender.
- **Bread**: to coat with crumbs or cornmeal before cooking.
- **Broil**: to cook on a rack or over direct heat, usually in an oven.
- **Brown**: to cook over high heat, usually on top of the stove; to brown food, especially meat.
- **Caramelize**: to heat sugar until it liquefies and becomes a syrup ranging in color from golden to dark brown.
- **Core**: to remove the seeds or tough centers from fruits and vegetables.
- **Cream**: the butterfat portion of milk. Also, to beat ingredients, usually sugar and a fat, until smooth and fluffy.
- **Cube**: to cut food into small (about ½-inch) cubes.
- **Cut in**: to distribute a solid fat in flour using a cutting motion, with 2 knives used like scissors or a pastry blender, until divided evenly into tiny pieces. Usually used in making pastries.
- **Deep-fry**: to cook by completely immersing food in hot fat, such as an oil.
- **Dice**: to cut food into very small (⅛-¼ inch) cubes.
- **Dollop**: a spoonful of soft food, such as whipped cream or mashed potatoes.
- **Dredge**: to cover or coat uncooked food, usually with flour, cornmeal mixture or breadcrumbs.
- **Dress**: to coat foods with a sauce, such as a salad. Also, to clean fish, poultry, or game animal for cooking.
- **Drippings**: juices and fats rendered by meat or poultry during cooking.
- **Drizzle**: to pour melted butter, oil, syrup, melted chocolate, or other liquid back and forth over food in a fine stream.
- **Dust**: to lightly coat with powdered sugar, cocoa, or another powdery ingredient.
- **Fillet**: a flat piece of boneless meat, poultry, or fish.
- **Flute**: to make decorative grooves. Usually refers when making pastries.
- **Fold**: to combine light ingredients (e.g. whipped cream or beaten egg whites) with a heavier mixture, using a gentle over-and-under motion. Usually using a rubber spatula.
- **Glaze**: to coat foods with glossy mixtures, such as jellies or sauces.
- **Grate**: to rub foods against a serrated surface to produce shredded or fine bits.
- **Grease**: to rub the interior surface of a cooking dish or pan with shortening, oil, or butter to prevent food from sticking to it.
- **Grill**: to cook food on a rack under or over direct heat, as on a barbecue or in a broiler.
- **Grind**: to reduce food to tiny particles using a grinder or a food processor.
- **Julienne**: to cut into long, thin strips - matchstick-like in shape.
- **Knead**: to blend dough together with hands or in a mixer to form a pliable mass.
- **Marinate**: to soak in a flavored liquid; usually refers to meat, poultry, or fish.
- **Mince**: to cut into tiny pieces, usually with a knife.
- **Puree**: to mash or grind food until completely smooth, usually in a food processor, blender, sieve, or food mill.
- **Roast**: to cook a large piece of meat or poultry uncovered with dry heat in an oven.
- **Sauté or panfry**: to cook food in a small amount of fat (e.g. butter or oil) over relatively high heat.
- **Scald**: to heat liquid almost to a boil until bubbles begin to form around the edge.
- **Sear**: to brown the surface of meat by quick-cooking over high heat in order to seal in the meat’s juices.
- **Shred**: to cut food into narrow strips with a knife or a grater.
- **Simmer**: to cook in liquid just below the boiling point; bubbles form but do not burst on the surface of the liquid.
- **Skim**: to remove surface foam or fat from a liquid.
- **Steam**: to cook food on a rack or in a steamer set over boiling or simmering water in a covered pan/pot.
- **Steep**: to soak in a liquid just under the boiling point to extract the essence, flavors, and smells; to steam tea.
- **Stew**: to cook covered over low heat in a liquid
- **Stir-fry**: to quickly cook small pieces of food over high heat, stirring constantly
- **Whip**: to beat food with a whisk, or mixer to incorporate air and produce volume
- **Whisk**: to beat ingredients (such as heavy whipping cream, eggs, sauces, or dressings) with a fork or whisk to mix, blend, or incorporate air
- **Zest**: the outer, colored part of the peel of citrus fruit
Measurement Abbreviations and Conversions
Many recipes use abbreviations for different measurements. Some recipes also have converted measurements. Common abbreviations and conversions are found below, based off of the webpage Measurement Equivalents and Abbreviations found on www.bettycrocker.com

Abbreviations
T = Tbsp = tablespoon
T = tsp = teaspoon
C = c = cup
Oz = oz = ounce
Pt = pt = pint
Qt = qt = quart
G = gal = gallon
Lb = lb = # = pound

Conversions
1 tablespoon = 3 teaspoons
¼ cup = 4 tablespoons
⅜ cup = 5 tablespoons + 1 teaspoon
½ cup = 8 tablespoons
½ pint = 1 cup
1 pint = 2 cups
1 quart = 2 pints = 4 cups
1 gallon = 4 quarts = 8 pints = 16 cups
1 pound = 16 ounces
Dash or pinch = less than ⅛ teaspoon
Chapter 1: Breakfast

Scrambled Eggs

**Ingredients:**
- 2 eggs
- Pinch of salt and pepper, if desired
- 2 Tbsp milk

**Directions:**
- Crack eggs into a bowl.
- Add salt, pepper, and milk to bowl
- Beat together with a fork or spoon
- Pour mixture into skillet over medium high heat.
- When edges of mixture start to bubble, stir with spoon, and add desired extra ingredients (see below)
- Turn off heat when eggs look like fluffy clouds.
- Put eggs onto plate, Enjoy!

**Extra Ingredients:** add to eggs for a variety of tastes!
- Raw spinach leaves
- Chopped sweet peppers
- Diced tomato
- Diced onion
- Shredded cheese
- Deli turkey, torn into pieces

**Source:** Kallen Anderson, modified from Dr. Appleby’s Chef D’s cookbook recipe

Fruit Smoothie

**Ingredients:** can vary depending on what fruit you have available and what flavors you like!
- ½ C yogurt, any flavor or kind
- 2 Tbsp honey, if desired
- Fruit or vegetables, see below
- 1 C ice

**Directions:**
- Place all ingredients in a blender
- Blend until smooth

**Fruit & Vegetable Combinations:**
- 1 banana peeled & sliced, 2 Tbsp smooth peanut butter
- 1 banana peeled & sliced, ½ orange peeled & in sections
- 1 banana peeled & sliced, 2 kiwi’s taken out of skin & sliced
- 2 kiwi’s taken out of skin & sliced, 1 C strawberries
- ½ C strawberries, ½ C raspberries, ½ C blueberries

**Source:** Kallen Anderson
Bull’s Eye

**Ingredients:**
- 1 slice of whole wheat bread
- ½ Tbsp butter
- 1 egg

**Directions:**
- Cut (or use a cookie cutter) a circle from the center of the slice of bread
- Melt butter in frying pan, place bread in pan
- Crack egg into center of the bread
- Cook over medium heat, turning over after 3-5 minutes, depending on doneness

**Source:** Kallen Anderson, modified from Dr. Appleby’s Chef D’s cookbook recipe

Breakfast Sandwich

**Ingredients:**
- 1 whole wheat English Muffin or bagel
- Scrambled eggs, plain
- 1 slice of cheese
- 1 slice of deli turkey

**Directions:**
- Toast English Muffin or bagel
- Place cheese slice and turkey slice on muffin or bagel half
- Add scrambled eggs
- Add other half of muffin or bagel on top

**Source:** Kallen Anderson
Chapter 2: Appetizers and Snacks

Texas Caviar

Ingredients:
- 1 can black-eyed peas (drained & washed)
- 1 small jar pimento, chopped
- 1 can Shoepeg corn (drained)
- 1 can black beans (drained & washed)
- ½ C chopped celery
- 1 small can diced jalapenos
- ½ C green onion

Sauce mixture ingredients:
- ½ C sugar
- ½ C vinegar
- ¾ C corn oil (Smart Balance oil)

Directions:
1. Mix sauce mixture ingredients together in a small bowl.
2. Combine all other ingredients in a medium/large bowl.
3. Pour sauce mixture over vegetable/bean. Mix gently so ingredients are spread even.
4. Best if let sit overnight. Serve with chips (tortilla scoops, multi-grain) or eat as a salad.
Source: Charlene Anderson

Puppy Chow

Ingredients:
- 6 C Kellogg’s Crispix cereal
- 1 12 oz. bag of chocolate chips
- ½ C peanut butter
- 2 C powdered sugar
- 2 Tbsp butter

Directions:
1. Melt peanut butter, butter, and chocolate chips together in the microwave or on the stove.
2. Pour over cereal.
3. Put powdered sugar in a Ziplock bag, put cereal mixture in the bag.
4. Shake until well coated.
Source: Charlene Anderson

Ants on a Log or a Boat

Ingredients:
- Stalks of celery, any amount
- Peanut butter
- Raisins or chocolate chips
- 1 apple

Directions:
1. Wash and cut celery into 3-inch pieces, or wash and slice apple.
2. Fill celery with peanut butter, or top apple with peanut butter.
3. Top with raisins or chocolate chips.
Source: Kallen Anderson

Frozen Grapes

Ingredients:
- Seedless green or red grapes

Directions:
1. Wash grapes and allow them to dry.
2. Put them in freezer.
3. Grab and eat when you need a healthy, refreshing snack.
Source: Kallen Anderson, modified from Dr. Appleby’s Chef D’s cookbook recipe.
Peanut Butter and Banana Wrap

**Ingredients:**
- 1 whole wheat tortilla
- 1 banana, sliced
- 2 Tbsp peanut butter
- 1 Tbsp honey

**Directions:**
- Spread peanut butter on tortilla
- Place sliced banana on peanut butter
- Drizzle on honey, and roll tortilla up

**Source:** Kallen Anderson, modified from Dr. Appleby’s Chef D’s cookbook recipe

Cheese Ball and Crackers

**Ingredients:**
- 1 8 oz. package of cream cheese
- 1 3 oz. package of chipped or corned beef
- 1 C shredded cheddar cheese
- Minced onion
- Chopped walnuts

**Directions:**
- Mix all ingredients together except walnuts
- Form into a ball, and roll (or cover) with walnuts
- Refrigerate until firm
- Serve with crackers

**Source:** Charlene Anderson

Hummus

**Ingredients:**
- 16 oz. can garbanzo beans (drained)
- ½ tsp garlic powder
- 2 tsp lemon juice
- Pinch salt
- 1 Tbsp olive oil
- Pinch paprika

**Directions:**
- Combine all ingredients in a food processor
- Blend until smooth
- Serve with fresh vegetables, pita bread, or crackers

**Source:** Dr. Appleby’s Chef D’s cookbook
Chapter 3: Salads

Basic Salad

Ingredients:
- 1 head Romaine lettuce, bite-sized pieces
- 2 C deli turkey, sliced into bite-sized pieces
- 3 medium tomatoes, cut into cubes
- ¼ C diced red onion
- ⅓ C dressing, flavor of your choice
- ¾ C cheese, shredded, flavor of your choice

Directions:
- Place all ingredients (except dressing) in a salad bowl, toss well
- Offer dressing on the side for individuals to add to their liking

Source: Kallen Anderson

Greek Salad

Ingredients:
- 1 head Romaine lettuce, bite-sized pieces
- 3 C fresh spinach
- 4 medium tomatoes, cut into cubes
- 1 small can black olives, drained
- Feta cheese, crumbled, flavor of your choice
- 1 large red onion, diced
- ½ C cucumber, diced
- Greek or Italian salad dressing

Directions:
- Place all ingredients (except dressing) in a salad bowl, toss well
- Offer dressing on the side for individuals to add to their liking

Source: Kallen Anderson, modified from “Always Great Dinners” cookbook

Bow-Tie Pasta Salad

Ingredients:
- 1 box bow-tie pasta, whole grain preferred
- 1 large green pepper
- 2 C fresh broccoli florets (tops)
- ½ onion, diced
- 1 carton cherry tomatoes, halved
- ½ C cucumber, diced
- 1 small can black olives, drained, diced
- 1 C Colby Jack cheese, shredded
- Italian dressing

Directions:
- Cook pasta according to package directions, drain, put into a large bowl
- Add chopped tomatoes, broccoli, pepper, onion, olives, and cucumber
- Mix in desired amount of cheese to ingredients
- Mix in desired amount of dressing to ingredients
- Refrigerate until ready to serve

Source: “Always Great Dinners” cookbook by Cook Connie
Waldorf Salad

**Ingredients:**
- 3 stalks celery, chopped
- ¾ C walnuts, chopped
- ¼ C light mayonnaise
- 3 medium apples, chopped
- 1 C grapes, halved

**Directions:**
- Combine all ingredients
- Refrigerate until ready to serve

**Source:** Charlene Anderson, modified from Dr. Appleby’s Chef D’s cookbook recipe
Chapter 4: Soups

3 Bean Chili

Ingredients:
- 2 15 oz. cans chunky diced tomatoes
- 1 4 oz. can sliced olives
- 1 15 oz. can whole kernel corn (no salt)
- 1 4 oz. can diced green chilies
- 1 15 oz. can black beans
- ½ lbs. ground beef, cooked (optional)

Directions:
- Mix all ingredients in a medium size pot over medium-high heat stirring occasionally
- Once boiling, turn down stove to low heat and serve

Source: Kallen Anderson, modified from Samantha Sliney’s recipe in Dr. Appleby’s Chef D’s cookbook

Oriental Vegetable Soup

Ingredients:
- 4 C. water
- 2 oriental-flavor Ramen soup mixes
- 1 16 oz. frozen stir fry vegetable mix
- 1 Tbsp soy sauce
- 1 Tbsp vinegar
- ½ tsp hot sauce

Directions:
- Boil the water in a large pan
- Add Ramen noodles (broken up), and vegetables
- Return to a boil, then reduce to a simmer for 2 minutes
- Add Ramen soup flavor packets, and remaining ingredients
- Stir well, and serve

Source: Dr. Appleby’s Chef D’s cookbook

Vegetable Soup

Ingredients:
- 3 C tomato juice
- 3 C of water
- Canned vegetables, reduced/low salt
- Salt and pepper

Directions:
- Put tomato juice, water, and vegetables in a pan
- Place on stove over medium-high heat
- Season with desired amount of salt and pepper

Source: Sarah Frederick’s recipe from Dr. Appleby’s Chef D’s cookbook
Chapter 5: Main Dishes

Baked Bean Burritos

**Ingredients:**
- 2 (16 oz.) canned baked beans, undrained
- 1 Tbsp canned chipotle chilies, chopped
- 1 ½ tsp ground cumin
- ½ C cilantro leaves, chopped
- 1 ½ C Monterey Jack Cheese, shredded
- 6 10-inch flour tortillas, warmed
- 3 C iceberg lettuce, shredded

**Directions:**
- In a large saucepan, heat the beans, chipotle chilies, and cumin over medium heat. Stir occasionally until mixture is simmering.
- Stir in green onions, and chopped cilantro. Continue to simmer 2 minutes.
- Assemble: spoon about ½ C bean mixture on center of each tortilla. Top with equal amounts of the cheese and lettuce.
- To fold: fold bottom edge up over filling. Fold right and left sides to center, overlapping edges.
- Serve with salsa and guacamole. Garnish with cilantro if desired.

**Source:** Ryan Brumbaugh’s recipe from Dr. Appleby’s Chef D’s cookbook.

Cheese Quesadillas

**Ingredients:**
- 2 tortillas
- Shredded cheese, as desired
- Pre-cooked/grilled chicken strips (frozen bagged or homemade)
- Salsa

**Directions:**
- Spread salsa on a tortilla.
- Sprinkle with desired amount cheese.
- Add desired amount of chicken.
- Cover with the other tortilla.
- Microwave for 30-45 seconds OR cook on pan over medium heat 2-3 minutes or until cheese is melted.

**Source:** Kallen Anderson, modified from Sarah Komanec’s recipe in Dr. Appleby’s Chef D’s cookbook
Chicken and Rice

**Ingredients:**
- 4 boneless chicken breasts, cubed
- 1 pint sour cream
- ½ C butter
- 1 can cream of chicken soup
- 1 oz. package of cheddar cheese
- 1 small onion, diced
- 2 C instant rice (brown if possible)

**Directions:**
- Mix soup, cheese, sour cream, onion, and butter.
- Place chicken in casserole dish. Pour mixture over chicken.
- Add instant rice, and mix.
- Bake at 350°F for 45 minutes.

**Source:** Rachel Holmes recipe from Dr. Appleby’s Chef D’s cookbook

Two-Minute Enchiladas

**Ingredients:**
- 10 flour tortillas
- 2 C cheddar cheese, grated
- 1 medium onion, diced
- 1 15-oz. can enchilada sauce

**Directions:**
- Sprinkle each tortilla with cheese and onion.
- Roll up into a tube-like shape. Place seam-side down in a microwave safe dish.
- Cover with sauce.
- Microwave on high for 2 minutes, or until cheese melts.
- Top with extra cheese before serving.
- Extra: add diced chicken pieces with cheese and onion for additional nutrition and protein

**Source:** Kallen Anderson, modified from Dr. Appleby’s Chef D’s cookbook recipe

Sloppy Joes

**Ingredients:**
- 1 16-oz. can sloppy Manwich
- 1 lb. lean ground beef or turkey
- Hamburger buns or pita pocket bread

**Directions:**
- Brown the meat in a sauce pan. Drain extra liquid from pan.
- Add sloppy Manwich to browned meat. Heat over medium heat until well mixed and warmed.
- Serve in buns or pita bread.

**Source:** Dr. Appleby’s Chef D’s cookbook recipe
Spaghetti

**Ingredients:**
- Water
- Spaghetti, desired amount
- Pasta sauce, of desired type

**Directions:**
- Fill a large pot ¾ full of water. Bring to a boil.
- Put in desired amount of pasta. Cook until it’s limp, taste test to see if it’s too hard or too chewy.
- Drain water from spaghetti.
- Combine with sauce.
- May heat sauce up in another pot, if desired.

**Source:** Kevin Stage’s recipe from Dr. Appleby’s Chef D’s cookbook

Easy Chicken Casserole

**Ingredients:**
- 5 boneless chicken breasts, cooked, and cut up OR 2 12.5-oz. cans of chunk chicken
- 2 cans cream of chicken soup
- 1 8-oz. container of sour cream
- 1 stick butter, melted
- 1 stack of Ritz crackers

**Directions:**
- Mix all ingredients (except crackers), and put in a 9x13 inch pan or casserole dish.
- Crumble crackers on top.
- Bake uncovered at 350°F for 30 minutes

**Source:** Devan Craig’s recipe from Dr. Appleby’s Chef D’s cookbook

Chicken Pot Pie

**Ingredients:**
- 2 deep dish frozen pie crusts
- 2 cans of cream of potato soup
- 3 small cans of white chicken or 2 grilled chicken breasts
- 1 15-oz. can mixed vegetables
- Salt and pepper, to taste
- ½ C milk

**Directions:**
- Mix all ingredients together, and place in a pie crust.
- Place other pie crust on top, press edges together
- Prick small openings on top of crust with a fork.
- Bake at 350°F for 45 minutes

**Source:** Jess Schlottman’s recipe from Dr. Appleby’s Chef D’s cookbook

Stuffed Peppers

**Ingredients:**
- 1 lb. ground beef, browned and drained
- 4 green peppers, tops and seeds removed
- 1 15-oz. can Spanish rice

**Directions:**
- Mix beef and Spanish rice.
- Put mixture inside peppers.
- Bake in a casserole dish, that has been sprayed with Pan in a 350°F oven for 25 minutes.

**Source:** Dr. Appleby’s Chef D’s cookbook recipe
Veggie Roll-Ups

**Ingredients:**
- 4 large flour tortillas
- ½ C hummus or feta cheese
- 4 green onions, chopped
- 1 C shredded lettuce
- ½ chopped cucumber

**Directions:**
- Spread hummus or cheese or the tortilla.
- Top with vegetables.
- Roll up.

**Source:** Dr. Appleby’s Chef D’s cookbook recipe
Chapter 6: Vegetables & Side Dishes

Orange Glazed Carrots

Ingredients:
- 1 Tbsp olive oil
- 2 Tbsp orange marmalade
- 1 16-oz. can sliced carrots, drained

Directions:
- Mix and heat oil and marmalade in a saucepan until melted
- Add carrots, and heat until hot and glazed

Source: Kallen Anderson, modified from Dr. Appleby’s Chef D’s cookbook recipe

Baked Corn on the Cob

Ingredients:
- 1 fresh ear of corn
- 2 Tbsp butter
- ½ tsp salt and pepper, or other desired seasonings

Directions:
- Husk corn and remove silk
- Wrap in foil and bake for 30 minutes in a 350°F oven
- Take corn out of foil, spread butter evenly on corn, sprinkle on seasonings
- Adjust seasonings for desired taste, feel free to make various combinations

Source: Kallen Anderson, modified from Dr. Appleby’s Chef D’s cookbook recipe

Homemade Fries

Ingredients:
- 2 15-oz. cans sliced new potatoes (drained)
- ¼ small onion, chopped
- ½ 4-oz. chopped milk green chilies (drained)
- ½ tsp salt & pepper
- 1 Tbsp butter
- 1 small red bell pepper, chopped

Directions:
- Coat a large skillet with cooking spray, heat over medium-high heat
- Add bell pepper and onion and cook, stirring until tender
- Add potatoes, cook for 10 minutes more while breaking up potatoes
- Stir in butter, salt, and pepper

Source: Martin Cole’s recipe from Dr. Appleby’s Chef D’s cookbook

Green Bean Casserole

Ingredients:
- 2 cans of green beans (drained)
- 2 cans of cream of mushroom soup
- 1 small can of French fried onions

Directions:
- Mix the soup and beans in an 8x8” pan, and place in a 350°F oven for 20 minutes
- Take pan out of oven, and sprinkle onions on top
- Bake for 5 minutes more

Source: Ashley Groover’s recipe from Dr. Appleby’s Chef D’s cookbook
**Oven-Roasted Potatoes**

**Ingredients:**
- 4 medium potatoes, cut into 1/4ths
- 1 Tbsp dried herbs (Mrs. Dash, rosemary, etc.)
- 1/3 C olive oil (or vegetable oil)

**Directions:**
- Combine ingredients in a 13x9” pan until evenly coated.
- Bake at 450°F uncovered, stirring occasionally, for 40 minutes or until potatoes are tender and golden brown.

**Source:** Kallen Anderson

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**Sweet Acorn Squash**

**Ingredients:**
- 1 acorn squash
- 2 tsp brown sugar
- 2 tsp butter, melted

**Directions:**
- Cut squash in half lengthwise; scoop out seeds; slice squash in slices along the ridges
- Spread butter on squash slices; sprinkle with brown sugar
- Put squash in casserole dish and cover with aluminum foil
- Bake at 350°F for 40 minutes

**Source:** Kallen Anderson, modified from Dr. Appleby’s Chef D’s cookbook recipe
Chapter 7: Breads & Muffins

Garlic Bread

**Ingredients:**
- 1 loaf frozen bread dough, thawed
- ¼ C olive oil
- ¼ tsp garlic salt
- 1 Tbsp dried Italian seasoning
- 1 tsp garlic powder

**Directions:**
- Combine olive oil, parsley, garlic powder, and garlic salt in a large bowl
- Cut dough into 1-inch pieces, and dip into the oil mixture
- Layer pieces in a greased 9X15 inch loaf pan, cover with a towel, and let dough rise for about an hour
- Bake for 30 minutes at 350°F

**Source:** Dr. Appleby’s Chef D’s cookbook recipe

Monkey Bread

**Ingredients:**
- 4 containers of Pillsbury biscuits
- 1 stick butter
- 1 C cinnamon and sugar

**Directions:**
- Cut the biscuits into quarters; roll in cinnamon and sugar
- Put biscuits into lightly greased Bundt pan
- Melt the butter, combine with remaining cinnamon and sugar, and pour the mixture on the biscuits
- Bake at 350°F for 25-30 minutes

**Source:** Nathan Dinges recipe from Dr. Appleby’s Chef D’s cookbook

Banana Nut Bread

**Ingredients:**
- 2 eggs
- ½ C butter
- ½ C walnuts, chopped
- 1 ¾ sifted all-purpose flour
- 1 C mashed ripe bananas
- ½ C sugar
- ½ tsp salt
- 1 tsp baking powder
- ½ tsp baking soda

**Directions:**
- Mix/cream together butter and sugar; add eggs and mix well
- Sift together dry ingredients; add to mixture alternating with mashed bananas; blend well after each addition
- Stir in walnuts
- Pour into greased 9X5 loaf pan, bake at 350°F for 45-50 minutes. Let cool before serving

**Source:** Nathan Dinges recipe from Dr. Appleby’s Chef D’s cookbook
Chapter 8: Desserts & Sweets

No Bake Peanut Butter Cookies

**Ingredients:**
- 1 C flour
- 1 C corn syrup
- 1 12-oz. jar chunky peanut butter
- 5 C crisp rice cereal

**Directions:**
- Melt sugar and corn syrup; mix in the peanut butter and cereal
- Roll into 1-inch balls, and place on wax paper. Let cool.

**Source:** Stacy Jordan’s recipe from Dr. Appleby’s Chef D’s cookbook

Oatmeal Cookies

**Ingredients:**
- 1 C sugar
- 1 C butter
- 1 C brown sugar
- 2 eggs
- 3 C old fashioned oats
- ½ C flour
- 1 tsp baking soda
- 1 tsp vanilla

**Directions:**
- Mix all ingredients together
- Form into 1-inch balls; bake at 375°F for 10 minutes

**Source:** Erin Vickery-Swalley’s recipe from Dr. Appleby’s Chef D’s cookbook

Three Minute Fruit Cobbler

**Ingredients:**
- 1 C flour
- ½ C butter
- 1 C sugar
- ¾ C milk
- 1 16-oz. fruit pie filling or fruit
- 2 tsp baking powder
- ¼ tsp salt

**Directions:**
- Melt butter in a casserole dish, pour in all remaining ingredients except fruit. Stir until lumps disappear
- Pour the fruit on top; don’t stir in with mixture
- Bake at 350°F for 1 hour

**Source:** Dr. Appleby’s Chef D’s cookbook recipe

Jell-O Parfait

**Ingredients:**
- 1 box Jell-O, flavor of your choice
- 1 tub Cool Whip
- 2 C water

**Directions:**
- Boil 1 C water; stir in Jell-O packet; stir in 1 C cold water
- Chill Jell-O until it sets - about 4 hours; cut into cubes and put in a bowl
- Add Cool Whip to Jell-O and gently mix together

**Source:** Mike Madaj’s recipe from Dr. Appleby’s Chef D’s cookbook
Chocolate Dipped Fruit

**Ingredients:**
Assorted fruit: strawberries, orange slices, apple slices, grapes for example
2 C semisweet chocolate chips

**Directions:**
- Cut assorted fruit, if needed
- Melt chocolate chips over low heat in a small saucepan, stirring continuously
- Dip ⅔ of each fruit piece into the chocolate; use a fork or spoon to assist if needed
- Place fruit on baking sheet covered with wax paper; place in refrigerator to harden

**Source:** Kallen Anderson, modified from Dr. Appleby’s Chef D’s recipe

Angel Food Cake

**Ingredients:**
- 12 egg whites
- 1 ½ C sugar, divided
- 1 C sifted cake flour
- 1 ½ tsp cream of tartar
- 1 ½ tsp vanilla
- ¼ tsp salt
- ½ tsp almond extract
- Fruit or frosting, optional

**Directions:**
- Beat egg whites with cream of tartar at high speed in a large mixing bowl until foamy
- Add ¾ C sugar 2 Tbsp at a time, beat constantly until sugar is dissolved and whites are glossy and stand up in soft peaks
- Beat in the vanilla and almond extracts
- Sift ½ C of flour, remaining sugar, and salt mixture over the egg whites and fold gently until flour disappears; repeat folding ½ C of mixture at a time until all dry ingredients are in the mixture
- Pour into an ungreased 10X4-inch pan, and gently through the batter with a metal spatula
- Bake in preheated 375°F oven for 30-40 minutes, or until top of cake springs back when gently touched with finger
- Invert cake in pan on a funnel or bottleneck, and cool for about 1 ½ hours
- Loosen the cake from pan with a knife, gently shake onto a serving plate
- Top with fruit or frosting, optional

**Source:** Amy Rowe’s recipe from Dr. Appleby’s Chef D’s cookbook

Fruit Crisp

**Ingredients:**
- 1 20 oz. can fruit pie filling
- ¼ cinnamon
- 1 C granola
- 3 Tbsp melted butter

**Directions:**
- Spread pie filling in an 8-inch pie plate, mix in the remaining ingredients
- Spoon granola on top
- Bake at 350°F for 20 minutes

**Source:** Dr. Appleby’s Chef D’s cookbook recipe
Chapter 9: Beverages

Basic Fruit Smoothie

Ingredients:
1 4 oz. container yogurt, of desired flavor
½ C fruit of your choice
Directions:
• Add all ingredients to a blender; blend until smooth
Source: Kallen Anderson

Pina Colada Punch

Ingredients:
1 20 oz. can crushed pineapple
1 46 oz. can chilled pineapple juice
Directions:
• In a blender, combine the crushed pineapple and cream of coconut; blend until smooth
• In a large punch bowl, combine mixture and the pineapple juice
• Add club soda just before serving
Source: Christy Snyder’s recipe from Dr. Appleby’s Chef D’s cookbook

Microwave Hot Cocoa

Ingredients:
1 tsp powdered cocoa
1 C milk
Directions:
• Put cocoa and sugar in a coffee mug; add a bit of water and stir to form a wet paste
• Add remainder of milk
• Microwave for 1 ½ minutes - stop halfway to stir
Source: Brandon Cole’s recipe from Dr. Appleby’s Chef D’s cookbook
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APPENDIX A

‘CHEF D’S’ COOKBOOK PERMISSION
Hi Kallen,

What a nice coincidence. I am an Iowa State grad also (1972 Phd in Psychology). I would be honored if you used my cookbook as a model for the one you are creating. My only request is that you send me a copy of your new cookbook when it is completed. I would like to add your cookbook to the introduction of mine. Do I have your permission to do so?

I have attached the most recent edition of my cookbook. Can you give me the web address of the copy that you accessed from Purdue's website?

Drew

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Words to live by...

"Know thyself." (the Oracle at Delphi via Socrates)
"To thine own self be true." (Shakespeare)
"Just do it." (Nike)
"If you work really hard, and you're kind, amazing things will happen." (Conan O'Brien)
Dr. Appleby,

I am a graduate student at the University of Wisconsin-La Crosse, and came across your cookbook, "Chef D's College Student Cookbook" on Purdue's website. My thesis project for graduate school is development of a nutrition, food, and kitchen life-skill curriculum packet for a local prison-alternative program in La Crosse called "Ophelia's House". With my undergraduate degrees in dietetics and family & consumer sciences (from Iowa State University - GO CYCLONES!), this is the perfect capstone for my interests.

I am hoping to put together a cookbook for the women at Ophelia's House to take with them after their time. Many of these women don't have any prior food and nutrition knowledge, and a cookbook would assist with their transition.

I was wondering if I could have your permission to use your "Chef D's College Student Cookbook" to base my cookbook for Ophelia's House after. I would thank and reference you and your cookbook in first "About Cookbook" page.

Please let me know your thoughts. I look forward to hearing from you.

Kallen

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