

PART THREE

WEEK TWO SESSION ORGANIZER

Lesson Two: “Risotto in Italy”

Now you are ready to embark with the children on cultural awareness through cooking. Make sure you read the story with enthusiasm, and show the photo as you go along!

Lesson Objectives and Outcomes

Description: Classroom introduction to Italian food culture and nutrition activity, followed by preparation by the children of the Lesson’s recipe.

Nutrition & Food Ecology

- ❖ Identify two or more fruits and vegetables from every color category
- ❖ Identify the 5 primary food groups
- ❖ Describe how to compare food labels
- ❖ Describe how ingredients are listed in order by weight in the food label.

Culinary Skills

- ❖ Describe 3 steps in the technique to prepare basic risotto or a snack choice such as: Italian Rice Salad; or Pastina and Cheese; Stuffed Cherry Tomatoes found in *Snacks in a Snap*
- ❖ Prepare a simple snack or meal recipe: Risotto with Herbs and Peas, and describe one way to vary the recipe with different seasonal ingredients.
- ❖ Describe the relationship between season and foods available to eat; e.g. eating fresh is best!

Documents

- ❖ Lesson Plan for Lesson Two: “Risotto in Italy”
- ❖ Recipe: Risotto with Herbs and Peas
- ❖ Lesson Two Recipe Chart (found in Part Four)
- ❖ Ingredient & Equipment Checklist
- ❖ Cultural Background on Italy; photos of Italian market and family (A World of Food in Part Four; What the World Eats in Part Four)
- ❖ Copy of the story, “Dada’s Winter Menu”

PART THREE

WEEK TWO SESSION ORGANIZER



- ❖ Nutrition Background for Weeks 1 & 2 (found in Lesson One)
- ❖ Handouts: the recipe and OPTIONAL: table tent activity for take-home (found in Part 4)
- ❖ Children’s comment sheets
- ❖ Adult evaluation sheet

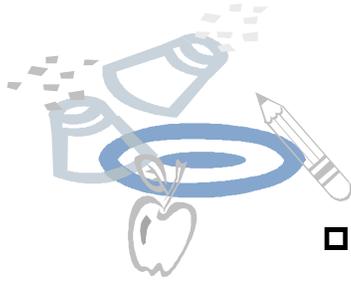
Materials and Equipment

- ❖ “How to Understand Food Labels” from *Simple Secrets* booklet or OPTIONAL Skippy and Smuckers natural peanut butter jars.
- ❖ Health Pyramid board
- ❖ Food Safety Guidelines poster (found in Part Four)
- ❖ Map of the world to guide the discussion of Italy
- ❖ Ingredients and equipment for Risotto with Herbs and Peas
- ❖ CD player and Italian music (found in Part Four, Lesson One)

Checklist

1 Week in Advance

- Review the lesson plan and recipe procedure for “Risotto in Italy.” (Note for time issues, you may substitute risotto with ‘orso’ –tiny, rice-shaped pasta, to which, once cooked and drained you can add the peas, herbs and a bit of butter and cheese *to taste*.)
- Review the Nutrition Background for Weeks 1 & 2 and the Cultural Background for Week 2.
- Order or purchase the ingredients and equipment (see Ingredient & Equipment Checklist).
- Make copies of the handouts needed for the participants.
- Prepare an envelope or program folder for each child to collect his or her worksheets, recipes, and optional journal to take home as a keepsake at the end of the program.
- Calculate the number of times you will need to multiply the recipe for the number of participants.



PART THREE

WEEK TWO SESSION ORGANIZER

- ❑ Optional: Plan the classroom time and day when you will ask students to bring pictures (magazine, internet) that are symbolic of Italy (e.g. the Colosseum in Rome, the canals of Venice, etc.). Ask them to look for foods, landscapes, architectural symbols, etc.

1 Day in advance

- ❑ Inventory ingredients when they arrive.
- ❑ Copy recipe for Risotto with Herbs and Peas on big paper in large print for all to see.

Day of the class:

- ❑ Set up work stations with all required equipment for one recipe for each working group of children (up to 10 children per group); label them A,B,C, etc., for each group; place the work stations at the side or back of the room. Keep the ingredients at the front of the room.
- ❑ About an hour before the lesson, heat the broth for as many times the recipe as you will be preparing (e.g. 1-3 groups) in a big stockpot and keep it simmering until you divide the broth among the groups.
- ❑ Chop and cook 1/2 onion.

PART THREE

WEEK TWO LESSON PLAN



Lesson Plan Two: “Risotto in Italy”

1. Introduction (10 minutes). ■ Ask if children have been using their “Did I Eat My Colors” magnet. ■ Introduce them to the subjects and activities of the day’s lesson: 1) The country they will learn about is Italy, and they will hear a story about a child in that culture (if the students the students made a poster of Italy, refer to it); 2) They will review their snack on the Health Pyramid and compare some food labels; 3) They will review the recipe for Risotto with Herbs and Peas in the food pyramid, and then learn to prepare it.

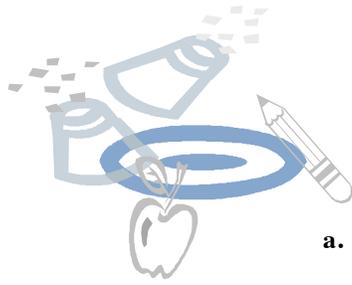
2. Play Food Detective (15 minutes) *(Optional: add some creative flair to the detective role playing with a magnifying glass, pink panther cartoon or Sherlock Holmes trenchcoat to make these detective sessions fun).* ■ Display “How to Understand Nutrition Labels” or the peanut butter jars and review/discuss:

- ❖ Look carefully at the nutrition facts for each type of peanut butter to determine which is a healthier choice. What makes it healthier?
- ❖ Explain the serving size and the amount of calories. The calories are same in both products. However, in one product the calories are all from good nutrients: natural sugars, fats and proteins. The calories from the other product come from some natural nutrients plus bad artificial sugars and fats. Explain that making better choices involves selecting foods that do not have added sugar, hydrogenated oils, and artificial additives.

■ Review the recipe for Risotto with herbs and peas. ■ Place the ingredients in the Health Pyramid using the board. ■ Discuss the recipe as follows:

- ❖ Why are the peas they will cook frozen? What does that mean nutritionally? Why? Why are frozen peas a good choice in winter?
- ❖ Explain that combining peas and rice, a grain, creates a complete protein, equal to that of meat. Is their recipe a complete meal?

3. Let’s Cook! (30 minutes) *(Note: if you divide this lesson into two days, the second day would start with cooking and the story is read while an adult is ladeling broth and stirring the risotto.)* ■ Wash hands. ■ Pass out chef’s hats. ■ Select ‘head chefs’ for each group of 10 or fewer children. ■ Demonstrate the technique to prepare Risotto with Peas and Herbs. ■ Refer to the recipe written on chart paper at the front of the room.



PART THREE

WEEK TWO LESSON PLAN

- a. Go over the safety rules for use of stoves and hot broth in class, using the Food Safety Guidelines.
- b. Allow each group to go to the work stations at the back of the room and pick up the equipment for their group. Explain that risotto uses a special rice, Arborio, and a special cooking technique to make it creamy. Pass a sample of Arborio rice around the room. Point out that the Arborio rice kernel is fat and white, which means it contains a lot of starch. The key to making delicious risotto is to slowly coax the starches out of the grain by adding hot stock just a ladleful at a time.
- c. Slice the onions (refer to Part Two) and call the head chefs to come up to get onion slices to pass out at their tables. (One group can cook with the ingredients from your demonstration.) Explain that after they have chopped and cooked the onion, they can add the rice.
- d. As students stir, instructor brings container of hot broth to each cooking group. Caution children to keep a safe distance from the hot broth. Instruct children to use oven mitt to protect their hands as they take turns ladling broth and stirring.
- e. While children await their turn to ladle and stir, have them pick the leaves off the herbs and chop them (refer to Part Two).

4. Story While Risotto Is Cooking (15 minutes) ■ Read “Dada’s

Winter Menu” to the children. ■ Refer to the world map to locate Italy. ■ Discuss:

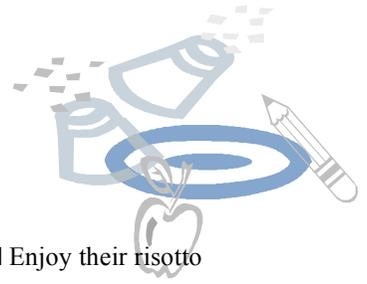
- ❖ What did Masha discover about deciding on which fresh ingredients to cook with?
- ❖ Besides feeding their hunger, what else did the family enjoy at their weekly family meal?
- ❖ How did the family learn more about one another by eating together once a week?
- ❖ How do we know that the family met their nutritional needs and got health protection from their family meal?

What does this story tell us about the daily family life in Italy?

- ### **5. Clean Up & Enjoy! (15 minutes)** ■ Play Italian music. ■ Collect the chef hats. ■ Have children clean their work areas and set their tables with paper goods. ■

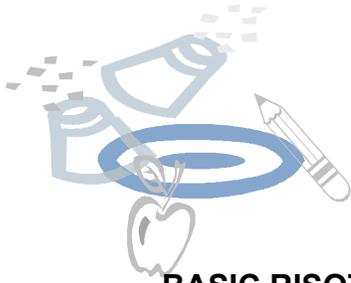
PART THREE

WEEK TWO LESSON PLAN



Ask head chefs to serve the risotto to the members of their group. ■ Enjoy their risotto together while listening to Italian music.

6. Comments (5 minutes) ■ Distribute comment sheets to children to complete. ■ Send home recipe and table tent activity. ■ Fill out your lesson evaluation sheet and fax it to the evaluation consultant.



PART THREE

WEEK TWO RECIPE

BASIC RISOTTO

Prep Time: 20 minutes

Cook Time: 20 minutes

Makes 4 full or 10 tasting servings

See Master Shopping List for guidance on multiplying recipes to serve desired number of guests.

This is a basic risotto recipe to which you can add vegetables, other cheeses, legumes, meat sauce, or simply herbs; the more creative you get, the more you and your children will “own” and enjoy your original creations. I always keep arborio rice, chicken broth (canned, carton, or bouillon), a partially empty bottle of white wine, and some Parmesan cheese on hand. Then, a meal can be assembled via this basic recipe and some combination of fresh or frozen vegetables, herbs, etc. When making risotto, it is important not to get impatient and add too much broth at once; this will affect the resulting texture. Risotto is creamy due to the slow cooking of each ladleful of broth, which coaxes the starches out gently and keeps the grains of rice intact.

Equipment:

Medium Saucepan	Wooden Spoon
Chef's Knife	Oven Mitt
Cutting Boards	Ladle
Plastic or Table Knives	Measuring Spoons & Cups
Large Pot	Plastic Plates (reusable)
Grater	Plastic Spoons (for tasting, also reusable)

Ingredients:

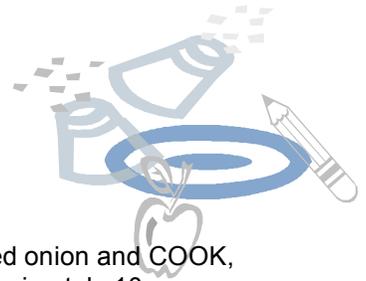
8 cups	Chicken Broth
1 medium	Onion
4 tablespoons	Butter
2 tablespoons	Olive Oil
2 cups	Arborio Rice
1/3 cup	White Wine
1/2 cup	Parmesan Cheese, grated
	Kosher Salt, to taste

Directions:

1. **(Child)** In a medium saucepan, HEAT the chicken broth to boiling.
2. **(Adult)** Reduce heat to a simmer and continue SIMMERING until ready to use.
3. **(Child)** DICE the onion, after parent or instructor SLICES it with a chef's knife.
4. **(Adult)** HEAT a large pot over medium heat.
5. **(Child)** MEASURE 3 tablespoons on a stick of butter and cut it off with a table knife. Then ADD it to the pot with the oil.

PART THREE

WEEK TWO RECIPE



6. **(Adult)** When the oil and butter are hot, ADD the chopped onion and COOK, stirring occasionally, over low heat until translucent, approximately 10 minutes. When the onions are cooked, you are ready to add the rice.
7. **(Child)** STIR in the rice and continue stirring slowly over medium-high heat until each grain of rice is coated by the butter and onion mixture and the rice is glistening. Small children can do this well once they practice and learn a controlled stirring motion. "Slow and steady" is what I repeat as they work to get the hang of it. Make sure their stirring hand is protected with an oven mitt.
8. **(Adult)** ADD the white wine, still stirring, and wait for it to be completely absorbed; you want the flavor, not the alcohol. You are now well into the constant stirring process necessary for good risotto.
9. **(Child)** With a long-handled ladle and their hands protected by the oven mitt, DIP up a ladle of broth and POUR it into the rice. STIR continuously until the broth is absorbed. REPEAT this over and over, using as much broth as necessary, until the rice is cooked through but not mushy. The goal is a creamy consistency, slightly soupy but not watery. (Adult: You may have broth left over; this recipe allows for extra, since some will evaporate in the constant simmering)
10. **(Adult)** SERVE the risotto immediately. Add the last tablespoon of butter and the grated Parmesan cheese just before serving. If you're adding mushrooms or vegetables or anything else, they should be pre-cooked and stirred in at this point, just before spooning into individual serving bowls.

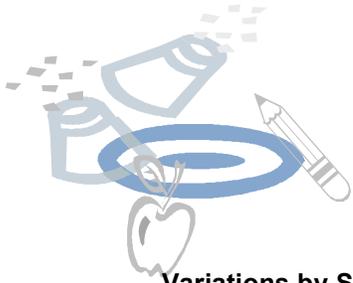
VARIATION: RISOTTO WITH HERBS AND PEAS

Ingredients:

- | | |
|--------------------|---------------------------|
| 1 bunch | Basil |
| 1 bunch | Flat-Leaf Italian Parsley |
| 1 small box or bag | Peas, Frozen |

Directions:

1. **(Child & Adult)** BEGIN preparation of risotto as described above.
2. **(Child)** LADLE broth into risotto.
3. **(Child & Adult)** Wash, dry, and CHOP basil and parsley until you have 1/2 cup of each.
4. **(Child)** ADD the frozen peas to the nearly-finished risotto. STIR to incorporate; the peas will thaw in a minute or two.
5. **(Child)** ADD the fresh chopped herbs when you add the final tablespoon of butter and cheese. MIX well and serve.



PART THREE

WEEK TWO RECIPE

Variations by Season

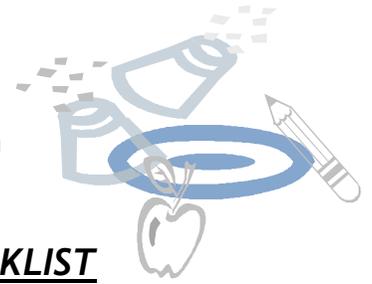
Sauté any combination of the items below, add in some butter to soften. Add at the end, just like the frozen peas and herbs above.

Season	Variation
Winter	<ul style="list-style-type: none">• diced and blanched winter squash (e.g. pumpkin, butternut or acorn squash)• sliced mushrooms• grated turnips or golden beets• canned tomatoes and fresh oregano• meat sauce for spaghetti, adding some fresh grated nutmeg
Spring	<ul style="list-style-type: none">• asparagus• fresh peas• fresh cranberry beans, fava beans• pea shoots• morel mushrooms
Summer	<ul style="list-style-type: none">• zucchini or yellow squash• sun-ripened tomatoes• beet greens• string beans, cut into 1-inch-long pieces• corn, sliced off the cob, with fresh basil

**Recipes from *Cooking Time Is Family Time* by Lynn Fredericks*

PART THREE

INGREDIENT & EQUIPMENT CHECKLIST



LESSON 2 - INGREDIENT & EQUIPMENT CHECKLIST **BASIC RISOTTO**

PERISHABLE INGREDIENTS

- 1 Onion, medium
- 4 tbs. Butter
- 1/2 cup Parmesan Cheese, grated
- 1 bunch Basil
- 1 bunch Parsley
- 1 box frozen peas

NON-PERISHABLE INGREDIENTS

- 8 cups Chicken Broth
- 2 tbs. Olive Oil
- 2 cups Arborio Rice
- 1/3 cup White Wine
- Kosher Salt

COMMON EQUIPMENT *need one(1) unless specified*

- Chef's Knife
- Cutting Boards
- Measuring Spoons & Measuring Cups
- Wooden Spoon
- Tongs
- Colander
- Oven Mitt

SPECIAL EQUIPMENT *need one(1) unless specified*

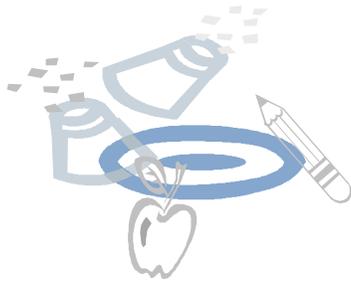
- Saucepan, medium
- Pot, large
- Ladle
- Grater
- Baking Sheets, large

DISPOSABLE SUPPLIES - reusable (\pm 2 per person)

- Plastic Knives
- Plastic Plates
- Plastic Forks
- Plastic Spoons

SUPPLIES *need one(1) unless specified*

- PAPER TOWEL ROLL



PART THREE

LESSON TWO CULTURAL BACKGROUND

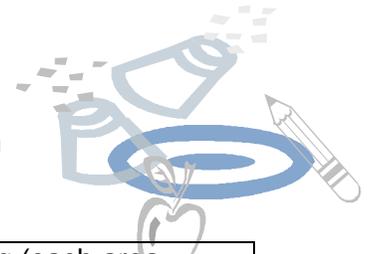
BACKGROUND ON FOOD IN ITALY

Italy, with a population of about 57 million, consists of 20 regions subdivided into 103 provinces, each with their distinctive foods and wines. Unlike other cuisine, Italians retain their customary loyalty to their local foods and wines. Fresh produce is essential to Italian cooks. Italian menus rely on specialty foods for the olive oil, grains, vegetables, herbs, fish, cheese, fruit, and wine of the ancient Mediterranean. Their appetizing medley of aromas, flavors, colors, and textures continues to gain magnitude as the world's favorite way of cooking. Italian food is doubly appealing for its healthful nature. *La Cucina Italiana* is made up of regional, provincial, local, and family dishes that vary from season to season and cook to cook. Recipes are rarely written down, but are passed intuitively from one generation to another, modified according to the produce available, and enhanced by knowing hands.

REGIONS		FOOD CHARACTERISTICS
N O R T H E R N	Aosto Valley Piedmont Liguria Lombardi Veneto Trentino-Alto Adige Friuli-Venezia Giulia Emilia-Romagna	Northern Italy has the nation's highest standard of living and hence the richest diet, in abundance and variety. Northern Italians eat a wholesome mix of grains, legumes, cheeses, preserved fish and vegetables, mushrooms, and herbs. Polenta , made from corn or also from buckwheat or chestnut flour, is eaten as a mush or porridge with cheese or sauces along side meat dishes. Pork plays a prime role in salt-cured meats such as Prosciutto . Another staple is rice, used in risotto , a creamy dish where vegetables, cheese, and/or meat may be added. Cheese : Parmigiano Reggiano and Grana Padano, blue-veined Gorgonzola, buttery Fontina, tangy Asiago and a vast array of mild, creamy, ripe and sharp cheeses, mainly from cows but also from sheep and goats.
M I D D L E	Tuscany Marches Umbria Latium Abruzzi Molise	The diet in these regions adheres to Mediterranean standards in the reliance on olive oil, grains, and seasonal produce. Cheese : Pecorino is the dominant cheese, though styles range from soft, young marzolino (made from milk of sheep or goats grazed on green grass in early spring) to firm and tangy types, to aged Pecorino Romano, hard and sharp and used mainly for grating.
S O U T H E R N &	Campania Apulia Basilicata Calabria Sicily Sardinia	Southern Italian cooking involves pure and simple preparations of foods whose flavors, aromas and colors capture the essence of the Mediterranean. Cheese , or <i>cacio</i> , is fundamental in southern diets. Sheep provide pecorino and also ricotta. Mozzarella, originally (and best) from the milk of <i>bufala</i> , water buffalo; provolone is made from cow milk. Coastal dwellers have habitually eaten seafood, and hill people meat.

PART THREE

LESSON TWO CULTURAL BACKGROUND



I S L A N D S		Arab and Greek influence in bread making (each area produces distinct bread) and also pasta and splendid sweet desserts and ices.
---------------------------------	--	--

PIZZA

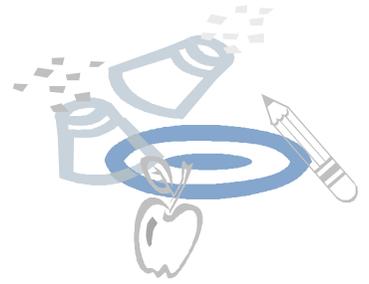
Italy is famous for its pasta and pizza. The root word in Latin is *picea*, which describes the blackening of the crust caused by the fire underneath. The modern precursor to what we call pizza occurred in pre-Renaissance Naples. Poor housewives had only flour, olive oil, lard, cheese and herbs with which to feed their families, so combining them in a tasty and delicious manner became the goal. All of Italy proclaimed the Neapolitan pies to be the best, probably because of the fresh ingredients available to Neapolitan pizzerias: herbs, garlic, and tomatoes grown in the rich volcanic ash of Vesuvius, and fresh mozzarella from water buffalo milk. Naples assumed its reputation as having the finest pizza in Italy throughout the 17th and 18th centuries. In the 19th century, pizza became a popular fast food.

In 1889, Rafaele Esposito of the Pizzeria di Pietro e Basta Così (now called Pizzeria Brandi) baked pizza especially for the visit of King Umberto I and Queen Margherita. To make the pizza a little more patriotic-looking, Esposito used red tomato sauce, white mozzarella cheese, and green basil leaves as toppings. Queen Margherita loved the pizza, and what eventually became Pizza Margherita has since become an international standard. Pizzeria Brandi, now more than 200 years old, still proudly displays a royal thank-you note signed by Galli Camillo, "head of the table of the royal household", dated June 1889.

REFERENCES

- <http://www.italianmade.com>
- <http://www.pasterywiz.com/season/pizza.htm>
- <http://www.geocities.com/Heartland/Flats/5353/pizza/history.html>
- <http://www.dairycouncilofca.org/activities/pizza.htm>
- <http://www.ghgcorp.com/coyej/history.htm>
- http://www.inmamaskitchen.com/FOOD_IS_ART/pizzahistory.html
- <http://www.geocities.com/Heartland/Flats/5353/pizza/history.html>

PART THREE



LESSON TWO STORY

Dada's Winter Menu

By Lynn Fredericks

Please review the story and its themes listed below. Before reading the story to the children, ask them a question that requires them to think about one of these themes as they listen. Discuss the other themes afterward.

- ❖ *Food and the 4 seasons*
- ❖ *We learn about food from our parents and from nature*
- ❖ *Meals should comprise a variety of fresh, seasonal ingredients, using as many colors as possible for good health*
- ❖ *Every culture gathers at the table to enjoy food and family*

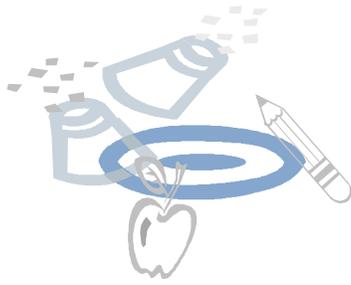
Pause after each new food is mentioned in the story and ask the students what color it is. On the Health Pyramid board, have a child place a check in the correct color box after each food's color is identified. Discuss after the story.

Umbria is a beautiful part of central Italy, where picturesque hillsides reveal rows of crops beside homes with orange-tiled rooftops. In one such farmhouse lives a chef named Dada. She is the mother of two daughters, Masha and Sofia. Masha is the oldest at 12 years; she is now learning to cook like her mother.

It is November, and the days are growing shorter as winter approaches. Dada is getting ready for the Sunday meal. Dada's sister and her family, as well as Dada's mother and father, will be joining the family for their weekly Sunday dinner. This is a big tradition in Dada's home, as it is with Italian families throughout Italy. It is a time when the favorite seasonal dishes are enjoyed as a family. Masha and Sofia love Sunday dinner, because their mother makes many special foods and surprises them with delicious treats.

Dada runs a restaurant and cooking school, but she closes her business on Sunday so as not to spoil the family meal. The family gathers around 2 pm in the afternoon. They eat and talk, tell stories and laugh—until 8 pm. Or even later!

Today Masha is busy watching Dada can the last of the tomatoes (what color are tomatoes?) from their organic garden, dry herbs (what color are most herbs?) for use over the winter, and make fig preserves (what color are figs?) —yum! Masha loves to sit in the kitchen and help, because this work, performed now, will mean lots of delicious dishes in the winter!



PART THREE

LESSON TWO STORY

“Mama, what about the zucchini—can’t we have some for family dinner tonight?” asked Masha.

(what color is zucchini?)

“No, darling, that is a summer and early fall harvest vegetable—there are no more zucchini in our garden. The weather is turning cold; late harvest squashes like acorn, butternut, and spaghetti squash are what we have available fresh right now,” Dada explained. (what color are most late harvest squashes?)

“Oh, I see. They are very sweet—shall we make a soup with them?” Masha wondered.

“Actually, I was going to make a delicious soup with our cold storage root vegetables,” suggested Dada. (what are root vegetables?)

“Oh. Well, I love soup. What are you going to put in it?” asked Masha.

“Well, all the sweetest root vegetables, I think: parsnips, carrots, turnips, and beets. Do you know what color the soup will turn out?” Dada challenged. (what color are parsnips? Carrots? Turnips? Beets?)

“I guess it will have all those colors . . . No! It will be beet-colored. That always happens when you add beets to anything!” Masha laughed as she recalled her beet ravioli the year before.

“That is true, my dear. But the good news is that, because we are eating foods with all those different colors, we will be getting a lot of different vitamins and minerals and protection. As long as we enjoy the variety of foods that every season brings, you and your sister, and all of us, will stay very healthy when the weather turns cold,” said Dada confidently.

“Well, it sounds like we are missing something green in our dinner today,” observed Masha.

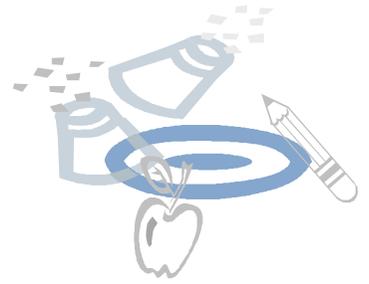
“That’s right! And I thought of putting something green in our risotto for after the soup! Do you have any suggestions?” asked Dada. (what green foods can you name?)

“Hmmm, I have to think about it. I love broccoli rape and spinach. What would be lovely with risotto? How about herbs, Mama? And maybe some peas?” suggested Masha.

“Well, we have fresh herbs in the garden still, so yes, you may take my scissors here and cut whichever herbs you would like. As for peas . . . well, they are not in season now, but—I think there is something we can do . . .” Dada’s voice trailed off as she walked to her storage freezer and peered inside.

“Catch!” she exclaimed, tossing an icy bag in Masha’s direction.

PART THREE



LESSON TWO STORY

“What’s this—so COLD? Mama—frozen peas? When did you freeze them?”

“Masha darling, remember when you and Sofia shelled all those many pounds of peas for me last June? Well, I saved some and froze them. I knew they would come in handy later in the season. When I freeze just-picked produce, it retains much of the nutrients. Just so long as we eat them within six to nine months,” said Dada, smiling. “They also stay very, very sweet!”

“Mama, how did you learn all these things about food?” Masha asked her admiringly.

“You know, I learned a lot from my mother, just as you do. But I also learned from having a garden for so many years. Working the land teaches you many things about food and how to cook it, what is in season, and when. Nature is an entire school, and provides a valuable education—as long as you pay attention.”

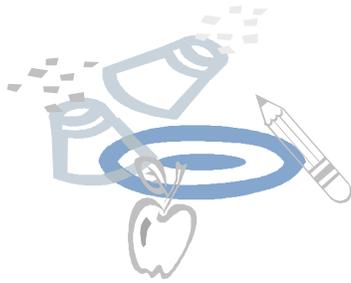
“I remember something I noticed about winter squash that I don’t understand. Why is the skin so HARD?” Masha asked.

“Oh, that’s easy. Summer squash, like yellow squash and zucchini, have thin skins and are soft. They must be eaten right away or they will go bad; the thin skins will not protect them for long from bacteria. Most summer vegetables are that way. We must eat them right away, or we can freeze or can them. But when it gets cooler, the fall and early winter crops put on heavy winter coats—just like we do! With such tough, thick, and hard skins, they can be stored all winter long in a cool cellar or the refrigerator. The cool temperature keeps them fresh, and bacteria cannot easily penetrate the thick skins. They retain their vitamins and nutrients much longer than summer vegetables stored in the fridge!” explained Dada with satisfaction. (can you name some other summer vegetables with thin skins?)

“Wow! That’s so cool—I never realized vegetables wore winter coats! Mama, can I make the risotto with the peas and herbs?” begged Masha. “I can put some fall mushrooms in it to give it even more fall flavor!” (what color are mushrooms?)

“Of course. And if it is very, VERY good, I will put in on the restaurant menu tomorrow, and call it ‘Masha’s fall risotto with garden herbs, peas and mushrooms’—how about that?”

“Really? I can’t believe it! My first dish on our menu! I’d better start cooking!” And with that, Masha grabbed her apron and the scissors, and ran out to the garden to select her herbs.



PART THREE

WEEK TWO CHILD COMMENT SHEET

CHILDREN'S RECIPE COMMENT SHEET

Class #: _____ Culture: _____ Recipe(s): _____

Please answer the following questions using the scale below:

Scale:	1	2	3	4	5
	<i>excellent</i>	<i>very good</i>	<i>good</i>	<i>fair</i>	<i>poor</i>

1. Overall recipe rating on how much fun it was to prepare and eat:

1 2 3 4 5

Why?

2. How do you rate the taste alone?

1 2 3 4 5

3. How much fun was it to prepare? (circle one)

Super Fun **Very Fun** **Fun** **A Little Fun** **Not Fun**

Comments?

4. Do you think you would like to make this again at home? (check one)

___ **Yes**

___ **No**

Why?

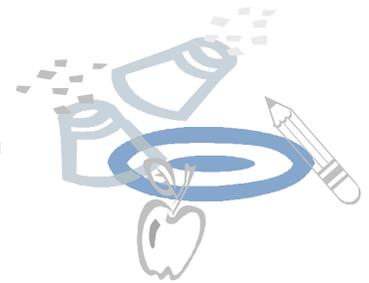
5. How would you rate the story that went along with this lesson/recipe?

1 2 3 4 5

Why?

PART THREE

WEEK TWO ADULT EVALUATION



WEEKLY EVALUATION

Here's a short evaluation to get your feedback so we can improve all aspects—and efficacy—of our food and nutrition education program. Your comments will assist us to make any necessary changes and improvements to the program. Please fax your completed evaluation each week to:

Thanks so much for your assistance.
The FamilyCook Productions Team

Class #: _____ Culture: _____ Recipe(s): _____

Please answer the following questions using the scale below:

Scale:	1	2	3	4	5
	Excellent	very good	good	fair	poor

1. Overall rating for this lesson (circle one):

1 2 3 4 5

What significant aspects influenced this rating?

2. Students' response (enthusiasm) to this lesson and theme:

1 2 3 4 5

3. Students' response to the recipe:

1 2 3 4 5

Comments?

4. Class/Lesson Plan organization:

1 2 3 4 5

Suggestions?

5. How would you rate the children's reaction to the story that went with this lesson:

1 2 3 4 5

Why?

