Title: “Basic Cooking”- an Interactive Center lesson, adaptable for Interactive Self Study Notebook

Target Audience: Infants> 6 months, Children, Pregnant, Breastfeeding and Postpartum Women

Objectives: The client or caregiver will be able to:

1. Identify three or more sources for recipes
2. Implement ways to include their children in food preparation.
3. Use their WIC foods to prepare meals and snacks for their family.

Teaching Materials Needed, Including Handouts:

1. Items for interactive nutrition education display including a set of the pages for attaching to the display, bulletin board or wall.
2. Copies of all handout materials. The handouts can be ordered from the State Agency or the electronic files for these handouts can be sent to the LA and the LA prints their own handouts.
3. If using, copies of the Sprout magazine.
4. If an agency has a Smart TV, electronic notebook, or laptop, set it up to show some of the recommended website cooking videos. See the Recipes? Check These Out handout.
5. Enrichment materials that the LA chooses to use to supplement the lesson.

Advance Preparation Needed:

1. Order handouts and magazines, as needed.
2. Create a discussion guide, on a note card or paper, for the designated staff person(s) who will be interacting with the client/caregiver. This guide will be used throughout the time that the display is used. Suggested questions that can be used on the guide are listed below, under #7 of Outline and Methods.
3. The Nutrition Services Coordinator should review all of the materials and discussion guide with all pertinent staff.
4. Make copies of materials, as needed.
5. Assemble the display. Multiple versions of the nubites pages are included with the lesson. Agencies can choose which versions they want to put on their display or change them out during the year.
6. Cue up one of the recommended internet cooking sites on the Smart TV, electronic notebook or laptop. Have this viewable for clients.

Outline and Methods:

1. The display will be viewable during clinic hours.
2. A knowledgeable staff member will be available for client/caregiver questions regarding the interactive display. See background information on this topic below, under Concepts.
3. For clients/caregivers that are supposed to complete the lesson, a staff member will direct them to the display, or give them a notebook, and tell them they can take any handouts included with the display.
4. If the client/caregiver will be completing a wichealth.org lesson instead, staff should instruct the client to complete one of the highlighted lessons on the English and Spanish lesson list handout.
5. For clients using the display/notebook, once they read the materials they should return to a designated staff member.
6. If using, the designated staff member can offer a copy of either the Sprout or Chop, Chop magazine. The magazine should only be given to low risk clients completing this lesson. If the client is given a magazine, the staff person will point out a page or section of the magazine to the client to prompt the client/caregiver to talk about the information in this lesson. The staff person will **ask the client/caregiver how they think they can use any of the lesson information at home. This is the client’s goal for this lesson.**

7. If the staff member does not discuss one of the magazines with the client, the staff member should be prepared to talk to the client about the lesson. Some of the discussion questions below could be used or develop your own similar discussion questions. It is recommended that a note card or paper with the discussion questions be posted at the staff person’s desk.

Discussion questions should be open-ended and prompt the client to name an action they could try (try a recipe, share how their child could help prepare a meal/snack, name a source they will use to find new recipes, etc.) **The action the client says they could try is their goal for this lesson.** These are some open-ended questions that could be used.

   i. “Which recipe source do you think you might use to find new recipes? Or “what recipe would you like to try at home?”
   
   ii. “How can your children help prepare meals?”
   
   iii. “What do you think you might make with one of your WIC foods?”
   
   iv. “What is something you learned today that you plan to try at home?”

   *(Discussion with the client/caregiver is a USDA requirement!)*

8. The designated WIC staff person asks the client/caregiver if they have any questions. If yes, refer them to the staff person that can answer their questions.

9. Upon completion, a designated WIC staff person documents the lesson in the client’s KWIC record by selecting (moving over) under the Nutrition Education Topic tab in KWIC:

   a. **Basic Cooking** **AND**
   
   b. one of the two Topics below, whichever is appropriate for this client

      i. #1 Secondary Nut. Ed. For PG, PP, or before Midcert for I, BF, C
      
      ii. #2 Secondary Nut. Ed. After Midcert for I, BF, C

10. Staff are encouraged to document the client’s goal (what they plan to do) in KWIC, under the Nutrition Education Goal tab.

**Concepts and Key Points:**

1. The term cooking or the thought of cooking often overwhelms people. Someone might say, “I don’t know how to cook.”

2. We as WIC staff are guilty of saying “clients just don’t know how to cook.” What do we mean when we say that? Do we mean they don’t know how to roast a chicken or make muffins or biscuits from scratch?

3. But cooking does not have to be difficult. You may not even heat anything to make some recipes, such as a cold salad or a sandwich.

4. So try to stop and maybe ask an open-ended question, “What do you mean when you say you don’t know how to cook?” or “What makes you think you don’t know how to cook?”

5. A lot of “cooking” is knowing how to read and having confidence to jump in and try something. If someone’s self-talk is, “I don’t know how to cook, I will ruin it, I will make a mess, etc”, then they are probably paralyzed from the start. Think of the Nike motto, Just Do It.

6. Be your client’s coach and say, “Just get started, try it!”

7. Clients may not have a cookbook, but there are videos on the internet on how to cook almost anything. The issue is time and whether the instructions are accurate or not. You can help by sharing sites that you know have valid recipes or helpful videos. Some are listed on this lesson’s handout. Looking at several different videos showing how to make the same thing may help in knowing if the instructions are valid.
8. If your community or your agency has cooking classes, promote them, especially if the class includes some basics, to help instill confidence.

**Interactive Component:** See #6 and #7 of *Outline and Methods*

**Procedure for Clients to Ask Questions of Trained WIC Staff:**

Upon completion of the lesson, the designated WIC staff person will ask all client/caregivers if they have any questions. If so, the staff person will either answer the questions or guide the client/caregiver to the staff person qualified to answer the question.

**Evaluation:**

The evaluation will consist of the client/caregiver sharing information they learned with WIC staff. See #6 and #7.

**Adapting this lesson for an Interactive Self Study Notebook:**

1. Place copies of the set of pages for attaching to the display into sheet protectors. Include both English and Spanish versions of the pages.
2. Insert these into a notebook.
3. Give each client using this Self Study notebook a copy of any handouts.
4. See the Outline and Methods section above. Follow the same steps used for the interactive center. Steps #6 and #7, the interactive component, is a USDA requirement.

This lesson, including handouts, are posted on the WIC website:  
[http://www.kansaswic.org/nutrition_education/lesson_plans.html](http://www.kansaswic.org/nutrition_education/lesson_plans.html)

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