

# UC Agriculture & Natural Resources

## Nutrition and Health

### Title

Healthalicious Cooking: Learning about Food and Physical Activity: Lesson 6. Make It Fun: Eat and Share!

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# Healthalicious Cooking

## Learning about Food and Physical Activity

### Lesson 6 - Make It Fun: Eat and Share

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### ACTIVITIES TIMELINE

Activity 1	Physical Activity: Rattle Snake	15 minutes	Page 8
Activity 2	Goal Setting	5 minutes	Page 9
Activity 3	Health Activity: Family Meals Are Important	20 minutes	Page 10
Activity 5	Cooking and Eating Activity: Celebration Meal	60 minutes	Page 13
Activity 6	Cleanup	10 minutes	Page 14
Activity 7	Quick Write	5 minutes	Page 15
Activity 8	Goal Setting	5 minutes	Page 16

**Total time = 2 hours**

### LESSON 6 OBJECTIVES

By the end of this meeting, kids and their families will be able to

- explain why family meals are important to them
- demonstrate how to use a conversation box
- set a short-term goal that relates to nutrition or physical activity
- work as part of the team to prepare a meal and clean up the area afterwards
- enjoy sharing a meal with family and friends

**Health outcome:** Enjoy and participate in family meals.

**Life skill:** Sharing





## BACKGROUND FOR ADULT LEADERS: WHAT YOU NEED TO KNOW

Family meals are extremely important. The family members of the participating kids should have been invited to attend and participate in this final celebration meeting. During the meeting, family meal preparation and eating together as a family will be modeled. By preparing the meal and eating together with the children, parents and caregivers can serve as important role models. Children who see their parents eat fruit and vegetables are more likely to eat those foods themselves. Eating family meals on a frequent basis is associated with better eating habits (more fruits, vegetables, and calcium-rich foods) among youth.

Apart from developing good eating habits, family meals may have other benefits. Children, including teens, who eat dinner with their families do better in school (better grades, fewer problems) and are less likely to become involved in risky behaviors such as substance abuse. Family meals may teach many other things, including table manners, and offer a time to practice spiritual beliefs. Meals that are cooked at

home can also save money. Family meals can be a source of enjoyment and can create positive family memories.

Sharing frequent meals with your family can open the door to healthier family relationships. Talking over dinner is a way to connect and be involved with what is going on in each other's life. It is important for parents and caregivers to recognize that their involvement and influence is critical to the overall health and well-being of their children. Sharing during family meals is one of the most important and potentially enjoyable ways to strengthen family ties and improve physical and mental health for your children. In this lesson kids will learn how to use a conversation box during the meal. The conversation box is a tool that helps stimulate conversation at the dinner table. Use the directions on the following page to assemble two conversation boxes ahead of time, which will be used during this lesson.

Note: If families are able to arrive early for this lesson, the kids may be able to make their own boxes to take home.

## LEADERS: CHECK RECIPE INGREDIENTS AND ASK PARENTS IF PARTICIPATING CHILDREN HAVE FOOD ALLERGIES.

### Additional Resources

Oregon Dairy Council. 2006. Mealtime: Keep it simple, keep it fun, just keep it! Oregon Dairy Council website, [http://www.oregondairyCouncil.org/resources/free\\_downloads/downloads/Mealtime\\_Eng\\_8.5x11.pdf](http://www.oregondairyCouncil.org/resources/free_downloads/downloads/Mealtime_Eng_8.5x11.pdf).

U.S. Food and Drug Administration (FDA). Talk to your kids about the Nutrition Facts label. FDA website, <http://www.fda.gov/downloads/Food/LabelingNutrition/ConsumerInformation/UCM193075.pdf>.

\_\_\_\_\_. 2011 ChooseMyPlate. ChooseMyPlate.gov website, <http://www.choosemyplate.gov>.





*Before the lesson, make two sample conversation boxes to use during the meal.*

#### **MATERIALS TO PREPARE CONVERSATION BOXES FOR LESSON 6**

- 2 containers with lids
  - paper maché box, unfinished wooden box, or any small, recycled box
  - size and shape can vary; should be small enough to place on the table and hold slips of paper
- white, nontoxic glue, 2 teaspoons per box
- plastic container to hold glue mixture
- paintbrush, one per box
- gift wrap, tissue paper, magazine pictures, stickers, or any other paper or pictures for decorating the box
- copies of conversation starters, two copies for boxes used at the lesson
- scissors
- pencils
- newspaper or other material to cover work area, as needed

#### ***Instructions for adult leader to make conversation boxes***

1. **Tear** or cut decorative paper into small pieces.
2. Use a brush to **apply** glue to a small area on the box.
3. **Apply** pieces of paper to the wet area and smooth with brush, wrapping pieces around the edges.
4. Continue **applying** glue and paper until the box and lid are decorated.
5. **Brush** on a final layer of glue to seal the paper, pictures, or photos. Let box dry.

6. **Cut** the conversation starters into strips and place strips into the boxes.
7. **Have** kids and their families' use these conversation boxes during the meal.
8. **Provide** kids with the "Make Your Own Conversation Box to Use at Home" take-home note and instructions to prepare their own conversation boxes at home, along with copies of the conversation starter sheets. Blank conversation starter sheets are provided so kids can make their own conversation starters at home.



## MATERIALS FOR LESSON 6

**Physical Activity:** no materials needed

### Health Activity

- “Make Your Own Conversation Box to Use at Home” take-home note with instructions for assembling a conversation box at home, one copy per kid
- “Conversation Starter Sheets,” one copy per kid

### Equipment and supplies

- 2 preassembled conversation boxes

### Cooking Activity

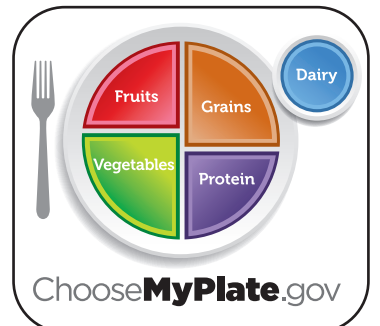
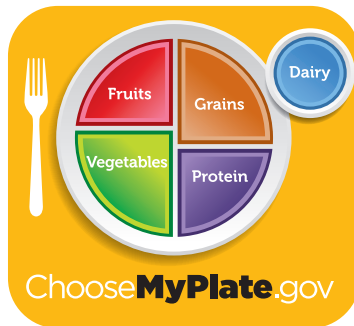
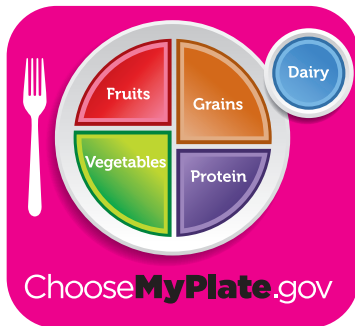
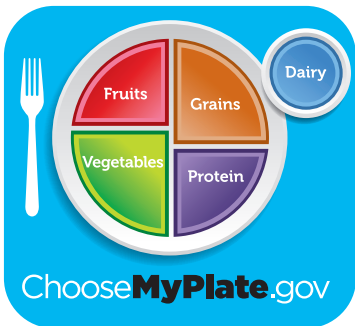
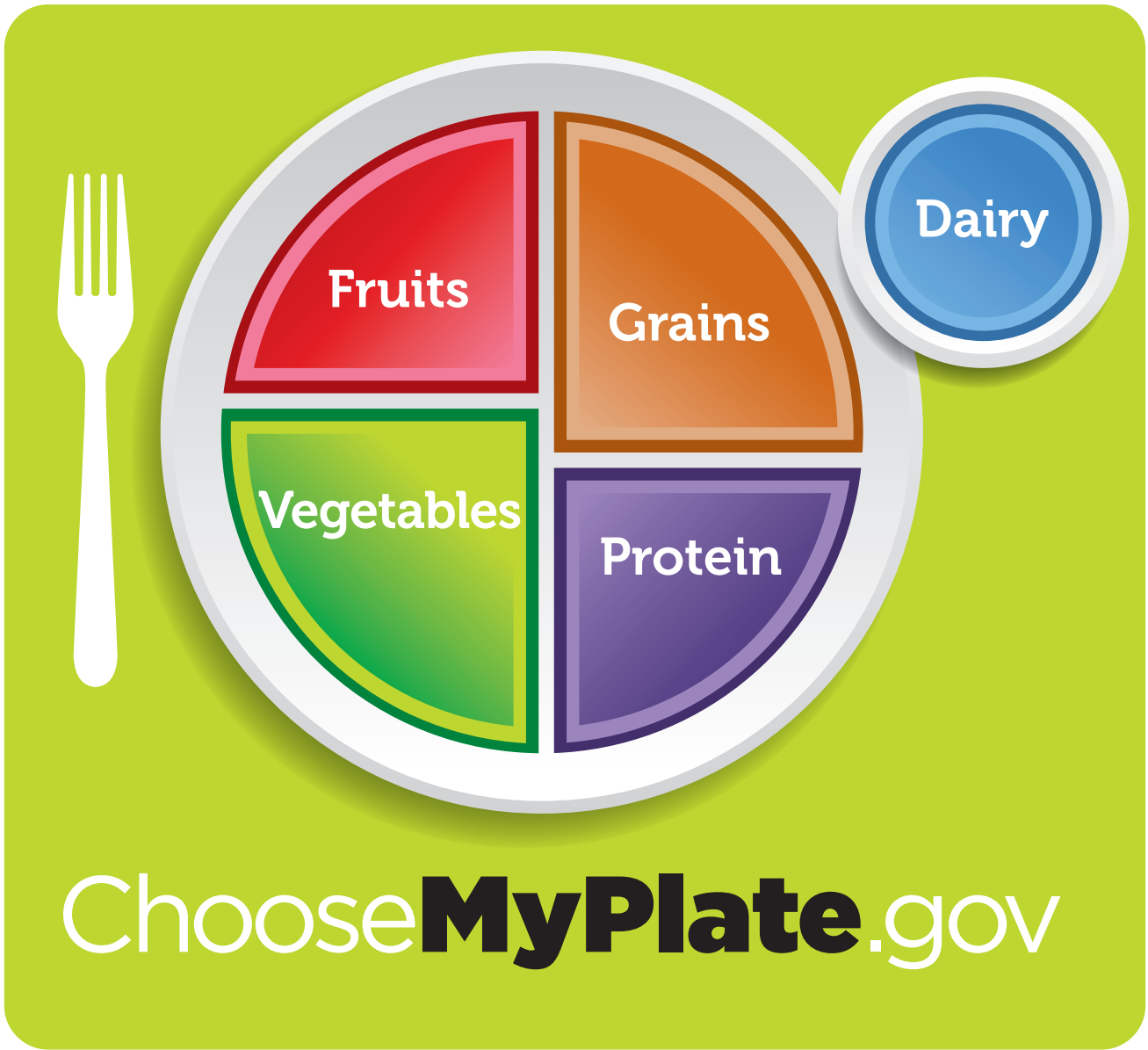
(Menu, equipment, and supplies will vary according to group.)

- plates
- cups
- utensils
- napkins
- 1 roll paper towels
- dilute bleach solution in a spray bottle (1 teaspoon of bleach added to 1 quart of water)
- New Food Taster’s Club Chart
- stickers
- markers
- MyPlate poster

**Develop** your own shopping list. A blank shopping list is provided on the next page. The menu should serve the number of people expected to attend the meeting. (For equivalents between U.S. and metric systems of measurement, a conversion table is provided at the end of this publication.)

### Quick Write and Goal-Setting Activities

- copies of kids’ Quick Writes from previous meetings
- Quick Write binder
- lined binder paper, one sheet per kid per lesson
- pencils or pens, one for each kid
- index cards, sticky notes, or paper, one for each kid per lesson









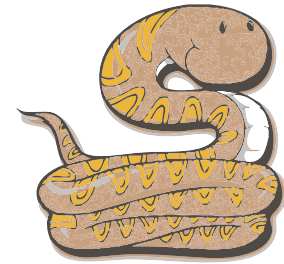
## Physical Activity

### Rattle Snake

Number of players: 5 or more

Materials: none

Space needed: large area, either indoor or outside



#### Key Points

- It is important to be physically active every day to build strong bones and muscles and grow normally.
- Kids need to get at least 60 minutes of physical activity every day.
- Lots of kids do not get enough physical activity.
- Playing games like “Rattlesnake” counts towards your 60 minutes per day of physical activity.
- “Rattlesnake” helps improve your coordination, balance, and stamina. It is also fun!

#### Procedure

1. Adult leader chooses the first player to be “Rattlesnake’s head.”
2. All other players line up behind “Rattlesnake’s head” from front to back.
3. Each player holds onto the waist of the person directly in front of him or her.
4. The last player in the line is “Rattlesnake’s tail.”
5. The game begins when “Rattlesnake’s head” tries to grab onto the waist of “Rattlesnake’s tail.” The rest of the rattlesnake tries to keep “Rattlesnake’s head” from doing so.
6. If “Rattlesnake’s head” succeeds in grabbing onto the waist of “Rattlesnake’s tail,” he or she breaks off from the player behind him or her and becomes the new “Rattlesnake’s tail.”
7. Game continues with a new “Rattlesnake head.”

#### Activity Note

Encourage all family members to participate in the activity with the kids.



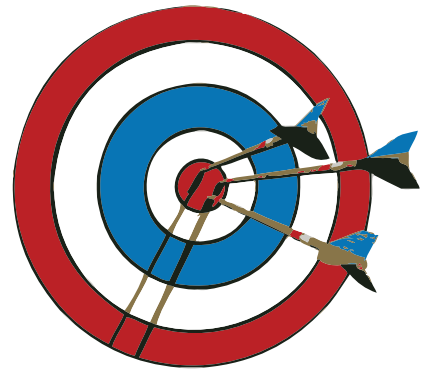
## Goal Setting

1. Kids explain goal setting to their families. Adult leader should provide assistance in explaining goal setting.
2. Kids share the goal they set last week with their families.
3. Kids and their families discuss how the goal went during the last lesson. The sample questions listed below can be used to facilitate the conversation.
4. Have kids tell about the new foods they tried over the past week.

### *Sample questions*

Think about the goal you set last week.

- How easy or difficult was the goal to complete?
- If you found it easy to complete the goal, why?
- If you found it difficult to complete the goal, why?
- What would help you achieve the goal?
- What did you learn about yourself?



### *Goals from last lesson*

1. Plan at least one meal during the week.
2. Eat at least one meal with your family during the week.
3. Help prepare a meal with five food groups during the week.



## Health Activity

### *Family Meals Are Important*

#### Activity Question

Why are family meals so important?

#### Key Points

- Children who share meals with their families:
  - do better in school
  - are less likely to smoke or do drugs
  - have fewer behavior problems
  - have better language skills
  - have closer relationships with their parents
  - eat more healthfully

#### Activity Notes for Adult Leader

- Prepare two conversation boxes before the lesson to use when introducing the idea.
- Have kids and their families use the conversation boxes while eating their meal.
- Provide kids with instructions to make a conversation box at home and copies of the conversation starter sheets.
- Encourage all family members to participate in the activity with the kids.
- Copy the conversation starter sheets, one copy for each kid and two copies for boxes used at the meeting.

#### Procedure

1. Adult leader asks kids and their families: “Why is it important to talk and share with your family while eating a meal?” Allow time for response. Discuss answers.
2. Meeting leader explains that a “conversation box” will be used during the meal. The conversation box has slips of paper with conversation ideas to talk about during the meal.
3. Adult leader explains that the group will do the following during the meal:
  - Pass the conversation box around the table and have each person pick a slip of paper from the box.
  - Have each person share the conversation idea that he or she picked from the box and respond.
  - Go around the table from person to person until everyone has shared about the card’s topic.
  - Write new conversation starters to add to the conversation box.

## Conversation Starters

What was your favorite part of the day?

Describe the flavors of the foods you are eating.

What is your favorite part of this meal? Why?

What is one new thing you learned today?

Describe something funny that happened to you today.

Describe the textures of the foods you are eating.

What did you do today to be a good friend?

What food group does each item on your plate belong to?

What new food would you like to try?

What physical activities did you do today?

What is your favorite fruit? How many different ways can you eat it?

What is your favorite vegetable? How many different ways can you eat it?

What foods in the meal are plants?  
Which are animals?

What goal are you currently working on?

Pick a food in this meal. Describe it, using all five senses (taste, smell, sight, sound, touch).

What was the most difficult thing you did today?

## *Additional Conversation Starters*

When it's hard to make up your mind about something, how do you decide?	What is one thing that you are good at doing?
Name as many foods as you can that start with the same letter.	What foods do you like to eat for a snack?
What is your favorite physical activity?	What are your favorite foods to eat for breakfast?
What are your favorite foods to eat for lunch?	What is special about each person at the table?
What is one thing that you like about our family?	Share about a book you are reading.
Share about a movie that you saw.	Share something about your teacher.
Share something that happened in your class today.	Share about a homework assignment.
Share something about your school.	If you could go anywhere, where would it be? Why?





## Cooking and Eating Activity

### *Celebration Meal*

#### Adult Leader Notes

- Recipes will vary according to group. See menu planned by kids during the last lesson.
- Some recipes may be prepared ahead to save time.
- Have kids and families wipe down food preparation surfaces with dilute bleach solution before beginning.
- Families will assist kids and adult leader with food preparation.
- Provide copies of the modified recipes to families. If applicable, explain how the recipes have been modified.
- Ask about food allergies! Offer alternatives.
- Remember to use conversation boxes during the meal.

#### Introduction to the Kids and Their Families

With the increase in obesity and chronic disease in the United States, the Dietary Guidelines for Americans encourages us to consume less fat, salt (sodium), and sugar but to increase our intake of whole grains, fruits, and vegetables. The recipes brought from home may not have met these recommended guidelines. Thus, where possible, the recipes have been modified to make them healthier. (Adult leader should give specific examples of changes made). The MyPlate graphic shows you what your meals should look like to meet these guidelines. (Show families the MyPlate poster.)

Have kids introduce the New Food Taster's Club Chart when they are finished eating. Have kids explain that the chart kept track of all the new foods they tried at the lessons. Ask the parents and caregivers to give the kids a round of applause to congratulate them for all of the new foods that they tried during the program. Encourage the kids and their families to continue trying new foods each week.



## CLEANUP

Cleaning up is an important part of the cooking process. Kids learn from taking responsibility. Use the kaper chart on the next page with the kids during the cleanup process. A kaper chart shows each kid's or each group's job during cleanup. The chart rotates cleanup jobs each week and encourages sharing of responsibility between the kids. Do the following to get the kids organized to clean up:

- Have kids introduce the kaper chart and show their families how it works.
- Provide additional explanation by telling them that the kaper chart was used to organize the cleanup process and assign each kid or group of kids a job each week.

- Divide the kids and their families into six groups for the duration of the project.
- If fewer than six kids are participating in the project, divide the group and combine activities on the kaper chart as needed.
- Allow groups to pick a fun name to use for their group during this project. Write the name on the chart.
- Have the groups get started with cleanup.
- Encourage families to assist with cleanup. Remember, allow the kids to complete their assigned chores. Don't do the job for them! Kids take pride in cooking something from start to finish, including cleaning up afterwards.

### Healthalicious Kaper Chart

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Set up	Group 1	Group 6	Group 5	Group 4	Group 3	Group 2
Wash up	Group 2	Group 1	Group 6	Group 5	Group 4	Group 3
Dry dishes	Group 3	Group 2	Group 1	Group 6	Group 5	Group 4
Wipe up	Group 4	Group 3	Group 2	Group 1	Group 6	Group 5
Put away	Group 5	Group 4	Group 3	Group 2	Group 1	Group 6
Sweep	Group 6	Group 5	Group 4	Group 3	Group 2	Group 1

### Cleanup Chart

Cleanup job	Activity descriptions
Set up	<ul style="list-style-type: none"> <li>• Set table with plates, cups, utensils, and napkins.</li> <li>• Put water and milk on the table.</li> <li>• Set up serving area with hot pads and serving utensils.</li> </ul>
Wash up	<ul style="list-style-type: none"> <li>• Wash pots, pans, cooking utensils, and dishes used for cooking. (Everyone should wash their own plates, utensils, and cups after eating.)</li> </ul>
Dry dishes	<ul style="list-style-type: none"> <li>• Dry and put away all pots, pans, utensils, and dishes used for cooking.</li> </ul>
Wipe up	<ul style="list-style-type: none"> <li>• Wipe and clean counters and serving area after cooking.</li> <li>• Wipe and clean tables after eating.</li> </ul>
Put away	<ul style="list-style-type: none"> <li>• Put away nonperishable food items.</li> </ul>
Sweep	<ul style="list-style-type: none"> <li>• Put away tables and chairs, if necessary.</li> <li>• Sweep and mop floors as needed.</li> </ul>



## QUICK WRITE

### Key Point

Quick Writes help you learn more by thinking about your experiences and then jotting down your thoughts, feelings, or ideas.

### Materials

- three-ring binder with binder dividers
- lined binder paper, one sheet per family member
- pencils or pens, one for each kid



### Procedure

1. Kids **explain** what a Quick Write is to their families.
2. As a group, kids and their families **recall** or list the general activities of the lesson.
  - “What physical activity did we do?”
  - “What health activity did we do?”
  - “What meal did we prepare?”
3. Adult leader then **distributes** paper and pencils or pens.
4. Adult leader has kids and their families **write** the following:
  - across top of paper: name, date, and title (“5 Things That I Learned Today”)
  - down the side of the paper: numbers 1 to 5
  - thoughts and feelings, etc., about activities or experiences
5. Adult leader asks if anyone would like to **share** one of the things they learned during the lesson.  
Wait for responses from kids and their families.
6. Adult leader **returns** all Quick Writes to kids from past lessons.

### Activity Notes

- See Lesson 1 of *Healthalicious Cooking* for Quick Write instructions and examples.
- Encourage all family members to participate in the Quick Write activity.
- Ask open questions that require more than a yes/no answer.
- Have kids recall lesson activities before they begin to write.
- Kids who have trouble writing can have another person help them write down their thoughts.
- Emphasize that there are no correct answers. Spelling and grammar do not matter.





## GOAL SETTING

### Materials

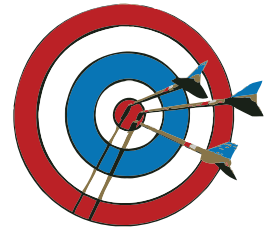
- Take-Home Family Letter for Lesson 6, one for each family
- pencils or pens, one for each family

### Activity Note

Encourage all family members to participate in the activity with the kids.

### Procedure

1. Adult leader distributes one Take-Home Family Letter for Lesson 6 and pen or pencil to each family.
2. Group brainstorms goals that the kids and their families can work on after the project ends. Remember, goals should
  - be doable
  - be specific
  - have a time frame
3. Kids and their families choose a goal and write it on the bottom of the Take-Home Family Letter for Lesson 6.
4. Kids and their families decide where to post the goal.
5. Adult leader encourages kids and their families to continue setting weekly health-related goals.
6. Adult leader encourages kids and their families to keep trying new foods each week.



## CLOSING THE LESSON

Meeting leader thanks kids and their families for participating in the program.

## **Take-Home Family Letter** **Lesson 6**

Date: \_\_\_\_\_

Dear Family,

This week your family used a conversation box during our celebration meal. Spending quality time together as a family, by eating and talking over meals, helps build enduring relationships between family members. Family meals also improve school performance, reduce behavior problems with children, and create positive health habits. This take-home letter provides your family with instruction on how to prepare and use your own conversation box at home. Included in the instructions are several sheets with conversation starters. There are some blank spaces left for your family to fill in their own conversation starters. The conversation starters encourage people to share while at the dinner table. Place the conversation box on the dinner table or in a convenient nearby location.

Here are some suggestions on how to use the conversation box:

- Choose one night of the week when the family will eat together and use the conversation box.
- Have each person pick a card and share it.
- Ask everyone to take a turn sharing about the card.

A space at the end of this letter is also provided for you and your child to fill in the goal that was selected to work on over the next week.

Best regards,

\_\_\_\_\_

Leader's signature

.....

### ***Our Family Goal***

We will work on accomplishing the following goal this week together as a family:

\_\_\_\_\_

\_\_\_\_\_.

We plan to ask \_\_\_\_\_ to help us work on this goal.

\_\_\_\_\_

Child's signature

\_\_\_\_\_

Family member's signature



# ***Make Your Own Conversation Box to Use at Home***

## **Materials**

- container with lid
- unfinished wooden box, or any small, recycled container
- size and shape can vary; should be small enough to place on the table and hold slips of paper
- white, nontoxic glue, approximately 2 teaspoons per box
- plastic container to hold glue mixture
- paintbrush
- gift wrap paper, tissue paper, magazine pictures, or any other paper for decorating the box
- copies of conversation starters
- scissors
- newspaper or other material to cover work area, as needed

## **Instructions**

1. ***Tear*** or ***cut*** decorative paper into small pieces.
2. ***Gather*** all materials.
3. Use a brush to ***apply*** glue to a small area on the box.
4. ***Apply*** pieces of paper to the wet area and smooth with brush, wrapping pieces around edges.
5. ***Apply*** glue and paper until the box and lid are decorated.
6. ***Brush*** on a final layer of glue to seal the paper, pictures, or photos. Let box dry.
7. ***Cut*** the conversation starters into strips and place them into the conversation box. Allow kids in the family to create their own conversation starters on the blank sheets.
8. ***Have fun*** using the conversation boxes with your family during meals.



## REFERENCES

- Oregon Dairy Council. 2006. Mealtime: Keep it simple, keep it fun, just keep it! Oregon Dairy Council website, [http://www.oregondairycouncil.org/resources/free\\_downloads/downloads/Mealtime\\_Eng\\_8.5x11.pdf](http://www.oregondairycouncil.org/resources/free_downloads/downloads/Mealtime_Eng_8.5x11.pdf).
- U.S. Food and Drug Administration (FDA). Talk to your kids about the Nutrition Facts label. FDA website, <http://www.fda.gov/downloads/Food/LabelingNutrition/ConsumerInformation/UCM193075.pdf>.
- \_\_\_\_\_. 2011. ChooseMyPlate. ChooseMyPlate.gov website, <http://www.choosemyplate.gov>.

## MEASUREMENT CONVERSION TABLE

U.S. customary	Conversion factor for U.S. customary to metric	Conversion factor for metric to U.S. customary	Metric
teaspoon (tsp)	4.93	0.20	milliliter (ml)
tablespoon (tbsp)	14.79	0.06	milliliter (ml)
ounce (oz)	28.35	0.035	gram (g)
fluid ounce (fl oz)	29.57	0.03	milliliter (ml)
cup (c)	236.59	0.004	milliliter (ml)
quart (qt)	0.95	1.06	liter (l)
gallon (gal)	3.785	0.26	liter (l)
pound (lb)	0.454	2.20	kilogram (kg)
inch (in)	2.54	0.39	centimeter (cm)
foot (ft)	0.305	3.28	meter (m)
yard (yd)	0.91	1.09	meter (m)

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