



United States Department of Agriculture

Team Nutrition Cooks! **Applesauce**



Applesauce Quick Start Guide

Total Time for Activity: 55 minutes

Serving Size: $\frac{3}{4}$ cup

Crediting Information: $\frac{3}{4}$ cup of applesauce provides $\frac{3}{4}$ cup fruit.

1 Ingredients List

- ☐ ___ apples for recipe
- ☐ ___ apples for taste test*

Optional

- ☐ ___ apples for premade applesauce
- ☐ ___ ground dried spices such as cinnamon, nutmeg, cloves, or ginger

Use the **Ingredient Conversion Chart** to figure out the amount of ingredients you will need for your group size. Fill in the ingredients list with the amounts you need, such as “6 apples for recipe” or “5 apples for taste test.”

* For the taste test, try different kinds of apples. You could try Granny Smith, McIntosh, Golden Delicious, Gala, or Fuji.

Ingredient Conversion Chart

	6 people	12 people	18 people
Apples for recipe	6	12	18
Apples for taste test	4–5	8–10	12–15
Spices (optional)	$\frac{1}{2}$ tsp	1 tsp	$1\frac{1}{2}$ tsp

3 Safety Tips

- ✓ Peelers, apple slicers, and knives are sharp! Remind children to avoid touching the blade.
- ✓ Use potholders, not towels, when moving a hot skillet, pan, or lid.
- ✓ Never walk away from food cooking on a burner.
- ✓ Rinse raw fruit well under running tap water before eating or cooking it.

2 Supplies

- ☐ ___ cutting board(s)
- ☐ ___ liquid measuring cup(s)
- ☐ ___ pot holder(s)
- ☐ ___ apple slicer(s)
- ☐ ___ butter knife/knives
- ☐ ___ wooden spoon(s)
- ☐ ___ potato masher(s) or fork(s)
- ☐ ___ medium-sized pot with lid
- ☐ ___ cooktop(s)
- ☐ ___ serving bowl(s)
- ☐ ___ serving spoon(s)
- ☐ ___ bowl(s)
- ☐ ___ napkin(s)
- ☐ ___ utensil(s)

Optional: vegetable scrub brushes, chef's knife, peeler(s), serving plates, small plates, lidded containers, teaspoon measuring spoon

Amount needed of each item will depend on the size of your group and the layout of your room. See page 28 for details.

4 Instructions for Program Operators

1. Have adults and children wash his or her hands with soap and water.
2. If you want to peel the rinsed apples, then have the children peel them now.
3. Use the apple slicer or have an adult remove the core and slice each apple with a chef's knife.
4. Have the children place the sliced apples on a cutting board, and dice the apple slices with a butter knife.
5. The children can put the apples and water in the pot, cover it, and put it on the stove. Have an adult turn the heat to medium-low and cook until the apples are tender, about 25 minutes.
6. Set the apples aside to cool, about 10 minutes.
7. Have the children mash the apples. Have the children stir the applesauce to help it cool more quickly.
8. Serve right away using serving spoons. Pass around the dried spices for the group to add to their applesauce as they would like.



Applesauce Activity Guide

All About Applesauce

This simple recipe uses only two ingredients while getting kids excited about cooking and healthy eating! It can be enjoyed warm or cold and topped with a variety of spices.

Overview

Remember that the *Team Nutrition Cooks!* recipes can be made in any order, and recipes can be made over a period of days, weeks, or the entire year. Each *Team Nutrition Cooks!* session is meant for children ages 8 to 12 years old, and takes about 1 hour of preparation time and 1½ hours to complete. Each recipe also has a Family Handout that the children can use during and after the cooking activity to learn about healthy foods and practice their cooking skills. There is also a short video that shows the cooking skills needed for this recipe. The Activity Guide, Family Handouts, and videos can be found at

<https://www.fns.usda.gov/tn/cooks>.



Preparation

- **Before starting, be sure to review all policies related to your program or facility regarding food preparation.** Check with your local health department about food safety requirements specific to your program.
- **Read this module before you start.** Pay special attention to notes marked “**Do Ahead**,” “**Safety Tip**,” “**Bright Idea**,” or “**Instructor Tip**.”
- **Review the Ingredients and Supplies Checklist on page 28.** Make sure you have all the ingredients, materials, and handouts needed.
- **Practice preparing the recipe.** Use all of the cooking tools in the room and area where the session will take place.
- **Plan for the time you have.** If your group has extra time, do the worksheets in the Applesauce Family Handout as part of the session (see pages 12–14 in the Applesauce Family Handout). If not, let the children know they can use these worksheets at home. This guide includes discussion questions that you may use at the beginning of the activity or during times that you are waiting. If you are short on time, you may have to shorten or skip some sections.

Activities

1. **Introductions, Goals, and Ground Rules** (5 minutes) p. 19
2. **All About Apples** (5 minutes) p. 21
3. **Nutritious and Delicious MyPlate** (5 minutes) p. 22
4. **Taste Test** (10 minutes) p. 23
5. **Cooking and Eating** (35 minutes if using precooked applesauce, 55 minutes if not) p. 24
6. **Spice Up Your Applesauce** (5 minutes) p. 33
7. **Cleanup** (15 minutes) p. 33
8. **Wrap-Up and Summary** (5 minutes) p. 34

Supervision and Room Management

The Applesauce recipe makes six servings. We recommend having five children and one adult per group. This way, each child will prepare or have a part in preparing the recipe and will be given a full serving. The ratio of one adult for each group of five children will help you manage preparation, instruction, and behavior and avoid long waiting times and overcrowding of cooking stations.

INSTRUCTOR TIP

If you are short on time, then focus on **Handwashing**, **Ground Rules**, **Cooking and Eating**, and **Cleanup**.



Options for Large Groups

If you have a large group, you may want to try some of the ideas below to help the activities run smoothly:

- **Repeat the Activity**—Divide the children into small groups and then repeat the activity throughout the day or week.
- **Demonstrate**—Show cooking skills in front of the large group, and then have each small group practice one skill, such as peeling or mashing.
- **Use Volunteers**—Teenagers can help with the activities, particularly those who are in a culinary arts or service learning program. They can help you get ready for the session and help children with reading recipes, mashing, stirring, and other cooking skills that do not involve sharp knives. They can also help with cleanup. For more ideas of how to get teens involved, see **Teen Talk: Opportunities for Service Learning** on page 12.

Additional Supplies

In addition to this activity guide, you will need:

- ☐ A computer with speakers, a projector, and a screen large enough for showing skill videos
- ☐ A chalkboard/whiteboard or large paper and markers
- ☐ Pens and pencils for each child

- ☐ Name tags and markers (optional, if you are not already familiar with the children)
- ☐ Copies of the *Applesauce Family Handout*, which you can order or download at: <https://www.fns.usda.gov/tn/cooks>
- ☐ Ingredients and supplies listed on page 28
- ☐ Access to a handwashing sink and hand soap
- ☐ Access to a food preparation sink. Having a food preparation sink that is separate from the handwashing sink is ideal. If this is not possible, be sure to clean out the sink with hot soapy water before rinsing apples.
- ☐ MyPlate poster (free from <https://teamnutrition.usda.gov>)

INSTRUCTOR TIP

Remember, cooking can be messy and hectic. Try to encourage excitement and creativity while still keeping control of the activities. Focus on one activity at a time. Make sure all children understand and have finished each activity before moving on.



Introductions, Goals, and Ground Rules (5 minutes)

OBJECTIVE: At the end of this activity, the children will be able to state the goals and ground rules.

Introductions

If you are not familiar with the children, you may want to introduce yourself, and have them introduce themselves at the beginning of the session. Let the children know about the recipe they are making today, and the activities involved in making the recipe.

1. If needed, have children make name tags. Make a name tag for yourself and other instructors or staff too. This will help everyone remember each other's names.
2. Then, have the children sit facing one another in a circle or square so that everyone can see each other. If the space does not allow for this, have them face each other as much as possible.
3. Start by introducing yourself: who you are, where you are from, and include a fun food fact about yourself, such as your favorite food (or use the questions below). Then, have the children introduce themselves, adding a fun food fact or an answer to one of the questions below.

Questions

- What does your family cook at home?
- What is your favorite fruit or vegetable?
- What do you like to eat for breakfast?
- What do you like to eat for a snack?

Once everyone has had a chance to speak, thank everyone for sharing his or her thoughts. Let the group know what activities they will be doing today.

➡ **DO AHEAD:** Decide which questions you will ask to help the children share a fun food fact.

Goals

This goal of this session is for the children to become familiar and comfortable with following a recipe and making applesauce. The activities in this session give the children a chance to learn and practice the following skills:

- How to Rinse
- How to Peel
- How to Core and Slice
- How to Dice
- How to Measure Liquids
- How to Use a Cooktop Safely
- How to Simmer
- How to Cool Food Safely
- How to Stir
- How to Mash



Ask the children if they have ever tried or heard of any of these skills before. You can ask questions such as “Have you ever used a peeler? Raise your hand if you’ve ever stirred something on the stove. How about if you’ve helped a grown-up cook breakfast or lunch or dinner, or if you’ve cooked a meal yourself?” This will let you know how familiar and comfortable the group might be with cooking, and what sections and skills you might need to spend more or less time on.




Ground Rules

Review and have the children agree to the Ground Rules before starting.

When reading the Ground Rules, remind the children why each rule exists or ask them to explain the reasoning behind each rule. Make sure everyone understands and agrees to the Ground Rules before moving on. You can either get a “thumbs up” or have the children sign the rules as an agreement.

➔ **DO AHEAD:** Write the Ground Rules on the chalkboard, white board, or large piece of paper so that the children can see them when you are reading them out loud. This will help visual learners and remind everyone of the rules they should follow during the session.

You can decide if you want to write only the words that are in bold below, or if you want to write the additional text that explains the rule in more detail. The text in *italics* are reminders that you and the other adults can use to help children understand why it's important to follow that rule.

- **Clear the desks.** Keep books, backpacks, electronics, and coats off the tables or counters where food is prepared or served. Be sure bags are not in the aisle or in a place where people will trip over them. *Remind the children that this is for their safety and to keep germs out of the food.*
 - **Wear sneakers.** Wear closed-toed shoes, such as sneakers. *Remind the children that this is for their safety.*
 - **Tie back long hair.** Pull long hair into a ponytail or bun to prevent accidents and to minimize hair getting into food. *Remind the children that this is for their safety and to keep germs out of the food.*
- 
- **Scrub in and out.** Wash your hands with warm water and soap for at least 20 seconds before and after handling food and after using the bathroom. *Need a timer? Hum the “Happy Birthday” song from beginning to end twice.*
 - **Be careful.** Use the kitchen tools carefully and stay aware of where everyone is around you. *Remind the children that this is for their safety.*
 - **No “ewwwws.”** You are going to try some new things and you may love them, but if you don’t, no “ewwwws.” *Remind the children that this helps everyone to keep an open mind. It is also a part of practicing good manners.*
 - **No “double-dipping.”** Tasting utensils should never be used in shared food. Watch to make sure that the children don’t put tasting utensils back into shared food and *remind the children that this is for their health and safety.*
 - **Clean up your mess.** Everyone will clean up his or her own mess. *Remind the children that this is practicing responsibility.*

💡 **BRIGHT IDEA:** Ask the children to come up with more rules that they think are good for this class. Add them to this list if they make sense.



All About Apples (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to describe where apples come from, name three different types of apples, and list three different ways to eat them.

To start the discussion, ask the children:

- Do you eat apples at home?
- What do you like to eat with apples?
- Do you cook with apples?
- How are apples grown?

Use the discussion questions on this page to help the children learn more about apples. You can ask the group the questions written in **bold green text**, and then fill in with the answers in black text as needed. Or, you can choose a few facts about apples and share them with the group.

How are apples used? What are some ways to eat apples?

- Apples are used in many ways. They are processed to make applesauce, apple juice, apple cider, dried apples, apple butter, apple jelly, vinegar, baby food, frozen apples, and canned apples.
- Apples can be eaten as a snack, dessert, side dish, or topping. They are naturally sweet and make a great “to go” snack.
- Some popular ways to eat apples are in slices, with peanut butter, in a fruit kabob, in a salad, baked, with raisins, or just eating them whole.
- Applesauce can be eaten on top of potato pancakes, also known as latkes, mixed into low-fat plain yogurt, or paired with pork.

Where and how are apples grown?

Apples are grown in every continental State of the United States as well as in many countries around the world. States that produce the most apples are Washington, New York, Michigan, Pennsylvania, California, and Virginia. Apples grow on trees located on farms called orchards and must be hand picked because they bruise easily. Apple pickers use ladders to reach the apples at the top of the tree.

In the United States, apples are in season from the end of summer until early winter. Apples taste their best and are the least expensive when they are in season but may be found at grocery stores all year long.

INSTRUCTOR TIP:

Show the group many different kinds of apples. If you are doing the **Taste Test** on page 23, you can let them know that they will be doing a taste test with the apples.

What are some tips for buying apples?

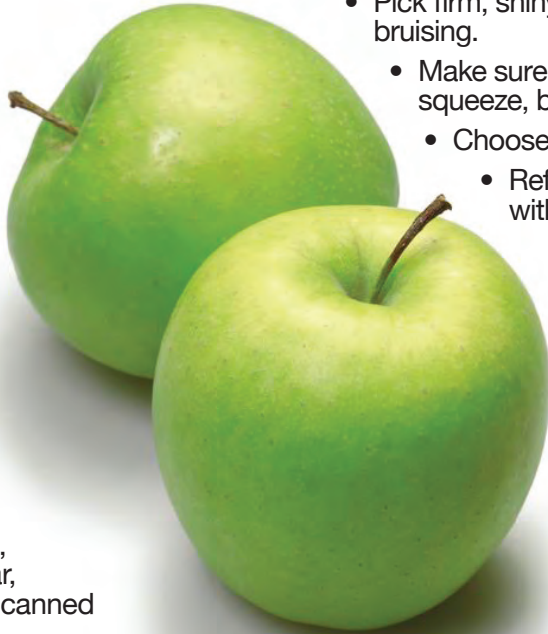
You can buy apples at farmers’ markets and grocery stores. When shopping for apples, select the best and ripest ones:

- Pick firm, shiny, smooth-skinned apples with no bruising.
- Make sure your apple isn’t mushy. Give it a little squeeze, but don’t squeeze too hard or it will bruise!
- Choose apples that are fresh.
- Refrigerate whole apples and use them within 3 weeks.


In grocery stores, you can also buy packaged applesauce, which may have added sugars. Added sugars are sweeteners and syrups that are added to foods or beverages when they are processed or prepared. This does not include the sugars that are naturally in fruit. Eating too many added sugars can contribute to tooth decay and make it hard to keep a healthy weight. Choose an applesauce that does not have added sugars.

Recommended kinds of apples for the **Taste Test** activity on page 23 include:

- **Granny Smith**—tart and firm, used for snacking and sauces. Bright green.
- **McIntosh**—juicy and tangy, great in applesauce. Usually deep red. Discovered by John McIntosh in 1811.
- **Golden Delicious**—sweet, most often used in baking and salads. Pale yellow skin, sometimes with a red blush.
- **Gala**—sweet, crispy, and juicy, used for snacking and salads. Color ranges from cream to red and yellow striped. Originated in New Zealand, but now also grown in the United States.
- **Fuji**—sweet, crisp, and firm, striped with yellow and red. Developed in Japan and named after Mount Fuji.



Nutritious and Delicious MyPlate (5 minutes)

 **BRIGHT IDEA:** Display the MyPlate icon in a place where everyone can see it.

OBJECTIVE: At the end of this section, the children will be able to describe how apples fit into a healthy diet.

To start the discussion about MyPlate, ask the group if anyone has seen the MyPlate icon before, and what MyPlate tells us about healthy eating. Then, use the bold green points below to lead a discussion about how apples fit into MyPlate, and the nutrients in apples that our bodies need to be healthy and strong.

Fruits are part of a healthy diet

The MyPlate icon reminds you to eat foods from all five food groups. MyPlate's five food groups are:

- **Fruits**
- **Vegetables**
- **Grains**
- **Protein Foods**, and
- **Dairy**.

The MyPlate icon is also a reminder to make half of your plate fruits and vegetables. This will help you get the nutrients you need to feel and look your best. One way to help you eat enough fruits and vegetables each day is to choose fruits and vegetables at each meal and as snacks.

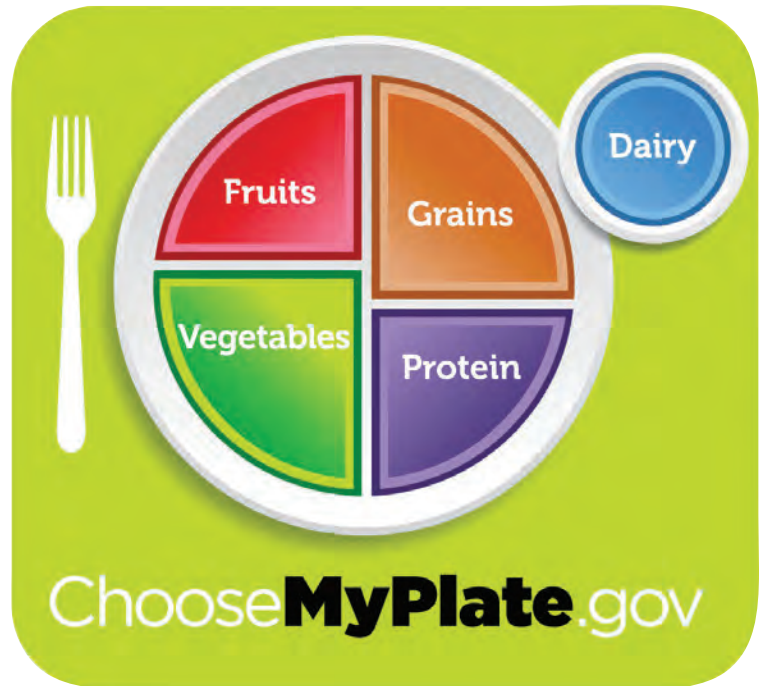
Apples are fruits

Apples are part of the **Fruits** Food Group, which is in the upper left, red section of the MyPlate icon. All fruit, including fresh, canned, frozen, dried, whole, cut-up, or pureed and 100% fruit juice, count as part of the fruit group. In general, 1 cup of fruit or 100% fruit juice, or ½ cup of dried fruit, is considered 1 cup from the **Fruits** Group.

Apples provide fiber and potassium

Fiber helps keep food moving through the digestive tract and can help you feel full. Juicing and peeling apples removes much of their fiber, so apple juice and applesauce made with peeled apples contain less fiber than a whole apple. **Potassium** helps your body keep a healthy heartbeat. It's important to eat many different types of fruits. Different fruits often include different combinations of nutrients. By eating many different fruits and a variety of foods from all five food groups, you can make sure you are getting many of the nutrients you need to stay healthy.

OPTIONAL ACTIVITY: Decide if you want to do the **Making a MyPlate Meal with Applesauce** activity found on page 14 of the Applesauce Family Handout. If so, have copies of the Family Handout and pencils for each child.



INSTRUCTOR TIP

Remind the children that it's okay if the fruits they eat are mixed with other foods, such as low-fat yogurt or in a strawberry smoothie, or if they eat them in a bowl instead of on a plate. These fruits would still count as part of their MyPlate meal. To see how much fruit to eat every day, visit Choose MyPlate's "All About the Fruit Group" webpage at <https://www.choosemyplate.gov/fruit>.



Taste Test (10 minutes)

OBJECTIVE: At the end of this activity, the children will be able to describe the tastes of different kinds of apples.

Taste testing is a fun way to try new foods. In this taste test, the children will try different kinds of apples to find the ones they like best. This taste test can help children decide which apples to use in their applesauce.

✓ **SAFETY TIP:** Make sure the children wash their hands again after eating and before cooking.

➡ **DO AHEAD:** Prepare for the taste test (about 10 minutes of preparation).

- Pick a table or desks separate from the cooking area to hold supplies.
- Wash tables with hot soapy water.
- Wash your hands before preparing the apple slices.
- Rinse apples under clean, running tap water and rub gently with a vegetable brush to remove dirt and germs. Dry with a clean paper towel.
- Cut apples into small slices. Do not cut the apples more than a few minutes before the activity or they will brown and the children may not want to eat them.
- Put slices of each apple on its own serving plate for sampling. Label each serving plate with the name of the apple, such as “Fuji,” “McIntosh,” etc.

💡 **BRIGHT IDEA:** If apples have to be sliced in advance, lightly spray or coat the slices with lemon juice to prevent browning. Too much juice may make it hard to taste the flavor of the apple. If the apples do brown, remind the children that they are still okay to eat and that the color naturally changes when oxygen touches the inside of the apple.

INGREDIENTS

(This is for a group of six— five children and one instructor.)

- ❑ 4 to 5 apples of different types
- ❑ lemon juice (optional)

SUPPLIES

- ❑ 6 plates or bowls for eating
- ❑ 4 to 5 serving plates (1 for each variety of apple)
- ❑ 6 napkins
- ❑ 6 forks
- ❑ 1 set of tongs or 1 serving fork
- ❑ knife and cutting board for cutting apples (for instructor)
- ❑ labels for apples (1 for each plate of apples)
- ❑ pen or marker



INSTRUCTOR TIP

Do not force anyone to taste something. Encourage the children, but let them make their own decision. When a child sees other children enjoying the taste test, he or she will likely join in.

INSTRUCTIONS

1. Have everyone wash his or her hands.
2. Seat the children around desks or tables so that they can all see each other, and put the apple slices within easy reach.
3. Give each child a fork and a plate, and have the children put a slice of each apple on their plates, using a serving fork or tongs. Depending on the number and age of the children, you may want to have the children try one type of apple together before putting another kind of apple on their plates.
4. Ask the children to look at, touch, and taste the apple slices. Remind the children that these are all apples but different types. Each type has a different name and may taste different too. Have everyone in the group try the same kind of apple at the same time to make discussion and tracking of each type easier. Repeat until everyone has tried every apple.
5. Discuss and compare the different colors, tastes, textures, smells, and uses of each apple:
 - Which apple did you like the most? Why?
 - What did the apples taste like? Did some of the apples taste sour? Did some of the apples taste sweet?
 - Have you ever eaten any of these apples before?
 - What kind of apples do you want to use to make applesauce?
6. Have the children help clean up leftovers and trash.



Cooking and Eating (35 minutes)

OBJECTIVE: At the end of this section, the children will have made applesauce.

✓ **SAFETY TIP:** Be sure the children wash their hands before they start cooking. If they washed their hands before the Taste Test, they will still need to wash their hands before cooking.

The children will practice different skills as they prepare the applesauce. Each recipe provides enough servings so that the adult instructors can eat as well. There should be one adult for every five children. This recipe is meant to be served family style, meaning everyone will eat together as a group, and will serve himself or herself as much or as little applesauce as he or she likes. For more information, see **How to Serve Family Style** on page 10. Those who finish their activities early can help with cleanup or work on the activity worksheets in the Family Handout.

This applesauce recipe works well with many different kinds of apples. You can use familiar favorites, or try something new! Some types of apples that work well in applesauce include Fuji, Granny Smith, Golden Delicious, McIntosh, Honeycrisp, Winesap, and Pink Lady.

💡 **BRIGHT IDEA:** The hands-on portion of cooking is the part of the activity that the children will be most excited about, other than eating. It is important to supervise and keep as much control as possible so that everyone stays safe and gets a chance to participate. We recommend having at least one adult instructor for every five children.

Ingredient list per group (5 children, 1 adult)

- ☐ 6 apples
- ☐ ½ cup water
- ☐ 1 batch unmashed applesauce (optional; see below)
- ☐ 1 teaspoon of cinnamon (optional)

➡ **DO AHEAD:** Make sure all adult instructors are comfortable using all of the tools. Watch each video, and, if possible, practice the cooking skills in advance. Videos can be viewed at <https://www.fns.usda.gov/tn/cooks>.

Applesauce takes a long time to cook and cool, so you may want to have a precooked (but unmashed) batch to mash. If so, you will have to prepare an unmashed batch of applesauce before this session. See **BRIGHT IDEAS** on page 32 for more details.

Skills that will be covered during this activity:

- How to Rinse
- How to Peel
- How to Core and Slice
- How to Dice
- How to Measure Liquids
- How to Use a Cooktop Safely
- How to Simmer
- How to Cool Food Safely
- How to Stir
- How to Mash



INSTRUCTOR TIPS FOR TEACHING COOKING SKILLS

Watch the skills videos with the children at <https://www.fns.usda.gov/tn/cooks>. If your group is new to cooking, you may want to talk to them about how to read a recipe. See [How to Read A Recipe](#) on page 8. The recipe and [Look and Cook Recipe](#) are included in the Family Handouts, so you can give each child a copy of the Family Handout to use during this session. This Activity Guide includes the [Look and Cook Recipe](#) and Instructor's version of the recipe on pages 26 and 27. The [Look and Cook Recipe](#) is the same as the one in the Family Handout. The Instructor's version of the recipe is similar to the one in the Family Handout, with text in *italics* to show tips for instructors.

Set up stations for children to practice their cooking skills:

- Designate a table or desk for each station that will not be used or touched before it is time to cook.
- In order to let the children practice their skills with enough supervision, divide them into groups of five children for every adult.
- Once divided into groups, each group will use each skill to make its own applesauce. In **Options One** and **Two** (below), children will practice some, but not all skills used in the recipe.

Options One and **Two** should be used if groups are large or if you are short on time. In **Option Three**, all of the children will practice the same skills. You can decide the best way to set up the cooking stations; some recommendations are below. At each station, have an adult show the children how to use each tool before allowing them to try it.

KEY SKILLS

- [How to Rinse](#) p. 29
- [How to Peel](#) p. 29
- [How to Core and Slice](#) p. 29
- [How to Dice](#) p. 30
- [How to Measure Liquids](#) p. 30
- [How to Use a Cooktop Safely](#) p. 31
- [How to Simmer](#) p. 31
- [How to Cool Food Safely](#) p. 32
- [How to Stir](#) p. 32
- [How to Mash](#) p. 32

Options for practicing cooking skills at stations:

- **Option One:** All the skills are practiced at each station, with each child practicing one skill. For instance, at each station, one child can do the measuring, another child may dice, and another child may stir, etc.
- **Option Two:** Each station focuses on a single skill: at one station, children may do all of the measuring; at another station, children may do all of the dicing, etc. This method works especially well for large groups. Children will practice fewer skills, but everyone will have a chance to practice a skill several times.
- **Option Three:** Each station focuses on a single skill, but children may rotate through all the stations, trying all the skills. This is another way to manage groups that are large.

Suggested Stations and Supplies for Option Two and Option Three:

The number of each tool needed will depend on the size and number of each group.

The stations:

Peeling

- ☐ peelers
- ☐ cutting boards
- ☐ trash or compost bin

Coring, Slicing, and Dicing

- ☐ cutting boards
- ☐ butter knives
- ☐ apple corers or a chef's knife (for adult use only)

Measuring

- ☐ liquid measuring cups

Simmering and Cooling

- ☐ cooktop
- ☐ pot with lid
- ☐ wooden spoon
- ☐ pot holders or oven mitts

Stirring and Mashing

- ☐ potato mashers or forks
- ☐ precooked applesauce in large bowls (optional)



Look and Cook Recipe: Applesauce

Ingredients

Water



Apples



Cinnamon
(Optional)



Directions

1



Wash your hands.

2



Optional:
Peel the apples.

3



Core and slice the apples.

4



Dice the apples.

5



Measure the water
and pour into the pot.

6



Cook the apples.

7



Cool and stir the
apples.

8



Mash the apples.
Add spices (optional).

9



Enjoy the
applesauce!

Applesauce

INSTRUCTOR TIP

Below is the recipe as it appears in the Family Handout. Tips for program operators have been added in *italics* or in boxes with **INSTRUCTOR TIP** as a heading. These tips are not on the recipe in the Family Handout.

Eat this by itself as a snack, spoon it into yogurt for breakfast, or eat it with potato pancakes, French toast, chicken, or pork.

Total Time: 55 minutes • Hands-on Time: 20 minutes • Yield: 6 servings • Serving Size: $\frac{3}{4}$ cup

INSTRUCTOR TIP

Don't forget to review the **Food Safety** (page 5) and **Handwashing** (page 9) sections with the group before cooking.

INGREDIENTS

- 6 apples, any variety, rinsed
- $\frac{1}{2}$ cup water
- $\frac{1}{2}$ teaspoon of cinnamon (optional)

INSTRUCTIONS

1. Wash your hands with soap and water, then gather all your kitchen tools and ingredients and put them on a clean counter or other cooking surface.
2. Optional: Peel the apples.
***Note:** Applesauce with the peel left on is faster to make and healthier. The apple peel has fiber, which helps you feel full and has many other benefits for our health.*
3. Use the apple corer or slicer to remove the core and cut the apple into slices. If you do not have a slicer, have a helper use a chef's knife to take out the core and cut the apple into slices.
4. Dice the apple slices.
5. Measure the water and pour the water in the pot.
6. Add the diced apples to the pot with water, cover, and put the pot on the stove. Turn the heat to medium-low and cook until the apples are tender, about 25 minutes.
7. Take pot off the stove and set aside to cool a bit, about 10 minutes. Once it has cooled a bit, stir it to help the applesauce cool faster.
8. Mash the apples using a potato masher or fork. If you'd like to add cinnamon or other spices, stir them in now.
9. Serve and enjoy the applesauce right away or store in the refrigerator in a lidded container. The applesauce will keep, covered and refrigerated, for up to 4 days.



SHOPPING LIST

See **Ingredients and Supplies Checklists** on page 28 for amounts needed for your program.

- ☐ 6 apples (any variety, such as Fuji, Granny Smith, Golden Delicious, Honeycrisp, McIntosh, Red Delicious, Winesap, and Pink Lady)
- ☐ Cinnamon
- ☐ Dried spices, such as nutmeg, ginger, or cloves (optional)

Amount per serving: Calories: 94; Total Fat: 0.5 g; Saturated Fat: 0 g; Sodium: 2 mg; Total Carbohydrate: 24 g; Dietary Fiber: 4 g; Sugars: 19 g; Protein: 0 g; Vitamin A: 78 IU; Vitamin C: 0 mg; Calcium: 12 mg; Iron: 0 mg.

Crediting Information: $\frac{3}{4}$ cup of applesauce provides $\frac{3}{4}$ cup fruit.



INGREDIENTS AND SUPPLIES CHECKLISTS

Use these checklists to make sure you have all of the ingredients and supplies for the activities in this session.

INGREDIENTS

For Taste Test and Cooking and Eating Activities

(for a group of six)

- ☐ 16 apples:
 - ☐ 4 to 5 apples for Taste Test activity: 1 of each different variety of apple. Some suggestions include Granny Smith, McIntosh, Golden Delicious, Gala, and Fuji.
 - ☐ 6 apples for Cooking and Eating Activity
 - ☐ 6 apples for premade applesauce (optional; see **DO AHEAD** on page 24 for more details)
- ☐ ½ cup water
- ☐ 1 teaspoon of cinnamon or other spices (optional; see **Spice Up Your Applesauce** on page 33)



BRIGHT IDEA: Buying apples when they are in season in the fall or buying them in bulk can help you save money!

SUPPLIES

For Taste Test Activity

- ☐ 2 vegetable scrub brushes (optional)
- ☐ chef's knife or apple slicer (for instructor preparation)
- ☐ 1 cutting board (for instructor preparation)
- ☐ 4 to 5 serving plates
- ☐ 4 to 5 sets of tongs or serving forks (1 for each type of apple)
- ☐ 6 small plates
- ☐ napkins
- ☐ labels
- ☐ pen or marker

For Cooking

The number of kitchen tools listed in this section is based on a group of six. This includes one adult instructor to demonstrate the skills and everyone in the group getting a chance to practice most of these skills. These numbers may be different for your session, depending on how the cooking stations are set up. See **Instructor Tips for Teaching Cooking Skills** on page 25 for more information.

- ☐ 6 cutting boards
- ☐ 1 chef's knife (for instructor preparation, if not using an apple slicer)

- ☐ 1 liquid measuring cup
- ☐ 1 set of pot holders
- ☐ 6 apple slicers
- ☐ 6 butter knives
- ☐ 1 wooden spoon
- ☐ 1 potato masher or fork
- ☐ 1 medium-sized pot with lid
- ☐ 1 cooktop
- ☐ 6 lidded “to-go” containers (optional)
- ☐ 2 vegetable scrub brushes (optional)
- ☐ 6 peelers (optional)

For Eating

- ☐ 1 to 2 serving bowls
- ☐ 1 to 2 serving spoons
- ☐ 6 small bowls
- ☐ 6 spoons
- ☐ napkins
- ☐ ¼-teaspoon measuring spoon for spices (optional; one for each spice)

For Cleanup

- ☐ trash bags
- ☐ dish cloths and dish soap
- ☐ paper towels
- ☐ sponges
- ☐ hand soap
- ☐ broom and dustpan

For Other Activities

- ☐ name tags
- ☐ markers
- ☐ 6 pens or pencils
- ☐ chalkboard/whiteboard or paper, markers, and tape for **Ground Rules** list
- ☐ a computer with speakers, a projector, and a screen large enough for showing videos
- ☐ MyPlate poster (free from <https://teamnutrition.usda.gov>)
- ☐ copies of *Team Nutrition Cooks! Applesauce Family Handout* (free from <http://teamnutrition.usda.gov>)



How to Rinse

1. Rinse apples under cold running tap water. Optional: scrub the peel with a clean vegetable brush while rinsing the fruit. Rub the apples gently so they don't get bruised.
2. Make sure to rinse and scrub the whole apple.
3. Dry with a paper towel.



How to Peel

Peeling removes most of the apple's fiber, which is a very nutritious part of the apple. Demonstrate and practice peeling to help the children learn the skill, but encourage them to leave the peels on the apple when making the applesauce.

1. Rinse the apples before peeling them.
2. Peel the apples over a clean cutting board, bowl, or sink. Don't peel over the garbage can in case the apple is dropped!
3. Keep your hand on the handle at the bottom of the peeler and avoid the blade.
4. Peel from top to bottom, in strips, working around the apple until the entire peel is gone.
5. Throw away or compost the peel.

✓ **SAFETY TIP:** A peeler is sharp—avoid touching the blade!

💡 **BRIGHT IDEA:** If you would like to use unpeeled apples in this recipe, have the children take turns peeling one apple. That way children can still practice their peeling skills, but most of the apples will still have their peels on.



How to Core and Slice

Remind children that they should always use a nonslip cutting board for safety and to avoid damaging the counter or table.

1. Stand an apple with the stem facing up on a cutting board. Put the apple slicer on top of the apple, with the center of the apple in the circular part of the slicer.
2. Keep your fingers wrapped around the handle and away from the blades on the bottom of the slicer. Push straight down, hard, with both hands.
3. If the apple or any apple slices get stuck in the slicer, do not flip the slicer upside down or bang it on a table. Ask an adult to use a knife to push or cut the apple out of the slicer.

✓ **SAFETY TIP:** The slicer is sharp—avoid touching the blades.

💡 **BRIGHT IDEA:** If you're using an apple slicer, have small children stand on a stool so that they can get plenty of leverage. You can explain that being higher up will help them push down harder on the apple. Ask them to push hard and straight down.

INSTRUCTOR TIP

If you do not have an apple slicer, an adult instructor can use a knife to core and slice the apple into 8 to 12 slices. The children can then use the apple slices to practice dicing the apple. If needed, you can also save time by cutting apples into slices before the session. Dip or coat apples lightly with lemon juice to prevent browning.



How to Dice

“Dicing” means cutting foods into small, dice-shaped cubes. In this activity, the children will use butter knives. Butter knives are safe for the children to use because they are not too sharp but will still cut through an apple. Remind them that they should always cut on a cutting board for safety and to avoid damaging the counter or table.

1. Hold the knife in the hand you use to write with, and grip it firmly around the handle.
2. Dice one apple slice at a time by placing the flat side on the counter. This way the apple will not roll when you cut it.
3. Use your other hand to steady the apple slice, keeping your fingers curled under, away from the knife, so only your knuckles show. Pay attention to where the knife is; as it moves forward, your hand holding the apple should move backward. The distance between the knife and the hand holding the apple should always stay the same.
4. Cut the apples into pieces the size of dice.



How to Measure Liquids

It is important to measure correctly when following a recipe. The measuring tools the children will be learning about today are liquid measuring cups, as shown in the picture above. Liquid measuring cups are usually made of clear glass or plastic and sometimes have a pour spout. They are filled even with the measurement line (such as $\frac{1}{4}$ cup or $\frac{1}{2}$ cup) on the cup's side. The spout on the liquid measuring cup helps prevent spills.

1. Put the liquid measuring cup on a flat surface.
2. Fill the measuring cup until the liquid reaches the $\frac{1}{2}$ -cup line on the side of the cup.
3. Lean down to get eye level with the measurement lines. The line of the water will have a slight curve. The bottom of the curve should touch the measurement line.



How to Use a Cooktop Safely

This skill should be demonstrated by an adult, with the children watching. The adult should explain each step to the children, emphasizing the steps needed to stay safe when using a stove or cooktop.

1. Have the cooktop ready and plugged in.
2. Different cooktops have different ways to turn on the heat. If the cooktop uses gas, you have to turn the knob to light the burner before choosing the temperature. On a gas cooktop, you will see a flame on the burner. For electric and induction cooktops, turn the knob directly to the temperature you want. You will not see a flame.
3. When cooking, make sure the pot handle is turned inward, toward the center of the stove. Otherwise, you could accidentally knock the pot off the stove, causing serious burns.



- ✓ **SAFETY TIP:** Never walk away from food cooking on a burner.
- ✓ **SAFETY TIP:** When moving a hot skillet, pan, or lid, use a pot holder, not towels, which can catch fire.
- ✓ **SAFETY TIP:** Keep your cooking area neat. Do not keep flammable items, like dish towels, papers, or cardboard packages, near the stove.

INSTRUCTOR TIP

Unlike gas or electric burners, induction burners only work if the pot or pan you are using contains steel or iron, and the burner itself will not become hot, even when it's on. However, an induction burner that has recently been used for cooking might get and stay hot from the cooking pot or pan that has been on top of it—so be careful! Copper, aluminum, or glass cookware that does not contain steel or iron will not work on an induction burner.

How to Simmer

“Simmering” means cooking foods in liquid that is hot but just below the boiling point. This is how the applesauce is cooked.

1. Put the water and apples into the pot. It is important to use a large enough pot to hold the food and water without any overflowing and with enough space that the food can move and be stirred.
2. Turn the cooktop to medium-high and watch for bubbles breaking all over the water's surface, which means that the water is boiling.
3. Turn down the temperature to medium-low so that the bubbles almost stop. Cover and cook until the apples are tender, about 25 minutes.
4. Set aside to cool, about 10 minutes.



BRIGHT IDEA: While the applesauce is simmering, encourage children to clean up or fill out the activity sheets in the Family Handout. Be sure an adult stays by the cooktop to keep an eye on the applesauce.



How to Cool Food Safely

It is important to let the food you have just cooked cool before eating it to avoid the risk of burns.

1. Sometimes food cools enough to be eaten, but the dish, pot, or pan that the food was cooked in stays hot. Use potholders or oven mitts when handling the pan so you do not burn yourself.
2. An adult should remove hot food and kitchen tools from the cooktop.

How to Stir

Stirring helps the heat from the bottom and sides of the pot spread out evenly. This helps the apples cool quickly.


1. Put the wooden spoon in the pot. Move the spoon in a circle, slowly, so nothing in the pot spills.
2. Make sure the spoon goes all the way to the bottom, so everything in the pot is stirred and nothing sticks to the side of the pot.




How to Mash

Mashing applesauce helps control its texture. To leave applesauce chunky, mash it for a short amount of time with a fork or potato masher. For smoother applesauce, keep mashing until desired texture is reached.

1. Make sure to mash all the apples equally, so they all end up being the same texture.
2. Work in a circle, mashing around the edges, and then mash into the middle.
3. Stop mashing when the applesauce is the texture you want.

 **BRIGHT IDEA:** Applesauce may take some time to cook and cool, so if you are short on time, you may want to prepare a precooked but unmashed batch of applesauce. That way, children can still practice their mashing skills while making sure your session fits into the allotted time. The applesauce that the children make can be enjoyed the next day, or sent home with their families*.

*If you are counting this applesauce towards a reimbursable meal or snack, make sure to follow all rules and guidelines for taking food components off-site. Contact your State agency or sponsoring organization for more information.

 **BRIGHT IDEA:** Experiment with differences in texture and temperature. Leave some of the applesauce chunky and some of it smooth and serve the two in separate bowls. Or, you can serve warm and cold applesauce in separate bowls. Encourage the children to try the different options and discuss what they thought of each.



Spice Up Your Applesauce (Optional)

Spices such as cinnamon, cloves, ginger, and nutmeg can be a fun way for kids to try other new flavors with their applesauce. Have the children try different spices in their applesauce by following the steps below:

1. Put the ground spices in small bowls with $\frac{1}{8}$ -teaspoon measuring spoons.
2. Give each child his or her own spoon and plate or bowl. Have the children serve themselves as much or as little applesauce as they'd like.
3. Ask the children to taste the applesauce before adding spices to their bowl.
4. After everyone has tasted his or her applesauce, pass around the spices and encourage students to add a little bit to their bowl. Ask them to try the applesauce again, this time with the spices added.
5. Have the children talk about the different colors, tastes, textures, and smells of each spice, using the Discussion Questions below.

If possible, have an adult or older child supervise this area so children do not add too much spice.

Discussion Questions:

- Which spice(s) did you try?
- What did they taste like?
- Which did you like best?

Cleanup (15 minutes)

OBJECTIVE: By the end of this activity, the children will be able to demonstrate how to clean dishes, kitchen tools (not sharp items), and table surfaces.

Let the children know that cleaning up is an important part of the activity. Some children may not know the correct way to clean dishes, counters, and floors, so showing them what you expect is recommended. Have the children use hot water to wash dishes. Show them the correct amount of soap to put on the dish cloth: a drop or two should be enough for a few pots and pans.

Have dish soap, dish cloths, and dish towels on hand. The children can also use rubber dish gloves when washing dishes.

- **Soak dishes:** If food is baked on or stuck to the dishes, soak them in warm water to loosen it.
- **Wash dishes:** Show the children how to scrub dishes, pots, and pans. Make sure that they wash both the inside and outside, and the top and bottom of each. Since utensils go directly into our mouths, be sure they are washed well. It is important to wash all parts of every item, including the handles.
- **Dry dishes:** Show the children where they can leave dishes to dry, or how to dry them with a dish towel. Have them check to make sure there are no remaining grease streaks or traces of food stuck on the pots and pans.
- **Put away kitchen tools:** Show the children where the kitchen tools belong so that they can help put them away.
- **Wash surfaces:** Wash all surfaces that were used for cooking with hot, soapy water.
- **Clean and dry sink:** Wash out the sink with hot, soapy water and dry it with a clean dish towel.
- **Sweep the floor:** Show the children how to sweep into a dustpan and throw away the waste.

- ✓ **SAFETY TIP:** When washing dishes, never swirl your hands around the bottom of the sink, especially if you cannot see the bottom. There may be sharp tools or utensils under the water.

INSTRUCTOR TIP

Wash dish cloths in the hot cycle of the washing machine after each cooking activity. Kitchen sponges can sometimes hold on to bacteria and be hard to clean. If you use sponges, replace them with new ones frequently.





Wrap-Up and Summary (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to list five facts or skills they learned from the activity.

This is a great time to have a group discussion about the activities. This can be done in a few different ways:

- Ask for volunteers to name something that they learned.
 - What did you like?
 - What did you not like?
 - Which step of the recipe was your favorite?
 - What did you learn to do today that you didn't know how to do before?
 - Could you teach someone in your family a skill you learned today?
- In groups, the children can create a 30-second commercial advertising homemade applesauce.
- The children can make a 30-second “fast forward” skit about everything they did during the activity, including five facts or skills that they learned.
- Read **My Applesauce Story** on page 35 aloud and have the children follow along on page 12 of their Family Handout. Ask them to write their answers as you go along. At the end, have a child share his or her story with the group. An answer key is provided for instructors on page 36 of this guide.
- Have the children complete the **Kitchen Tools** activity sheet on page 13 of the Family Handout to test their knowledge. An answer key is provided for you on page 38 of this guide.

Additional Wrap-Up Items

- Review the Family Handout that the children will bring home to their families.
- Review and answer any questions about the day.
- Thank the children for being such good cooks today and have them give themselves a round of applause.



My Applesauce Story

Fill in the blanks and bring this home to share with your family.

WORD BANK: Fruits, slicer, ingredients, tools, applesauce, four, peeler, masher, simmering, potato pancakes, oatmeal, fork, water, apples, yogurt, liquid

Today, we made (_____). The main ingredient is (_____), which belongs in MyPlate's (_____) Group. Instead of adding sugar to flavor my applesauce, I used (_____). Cutting back on added sugars helps us eat smart to play hard! We tasted different types of apples today, too. My favorite was (_____). In my applesauce, I used (_____) apples.

The applesauce we made needs to be kept in the refrigerator and eaten within (_____) days. We made the applesauce on (_____), so we will need to eat it by (_____). Some ways to enjoy applesauce include eating it with (_____).

While making the applesauce, we also learned how to measure. We used a (_____) measuring cup to measure the (_____) for the applesauce.

Today, we also learned how to read a recipe. It's important to read the recipe all the way through first so that you know what (_____) and kitchen (_____) you will need, what the steps are, and how much time it will take.

When we made the applesauce, we learned to use new tools. Some of these tools were a (_____), which is used for peeling. We used a (_____), which is used to remove the apple's core and seeds and cut the apple into slices.

We cooked the apples by (_____) them. After the apples were cooked, we used a (_____) or (_____) to make the applesauce smooth.

At the end, we had a chance to taste our applesauce. It was delicious!



My Applesauce Story

Read this story out loud, and ask the children to fill in the blanks on the sheet in their Family Handout. You can then share the answers from the answer key below with them.

WORD BANK: Fruits, slicer, ingredients, tools, applesauce, four, peeler, masher, simmering, potato pancakes, oatmeal, fork, water, apples, yogurt, liquid

Today, we made (**applesauce**). The main ingredient is (**apples**), which belong in MyPlate's (**Fruits**) Group. Instead of adding sugar to flavor my applesauce, I used (*dependent on child's experience, some include: cinnamon / nutmeg / cloves / ginger*). Cutting back on added sugars helps us eat smart to play hard! We tasted different types of apples today, too. My favorite was (*dependent on child's opinion*). In my applesauce, I used (*dependent on child's experience*) apples.

The applesauce we made needs to be kept in the refrigerator and eaten within (**four**) days. We made the applesauce on (*date of activity*) so we will need to eat it by (*4 days after date of activity*). Some ways to enjoy applesauce include eating it with (*many options, some include: yogurt, oatmeal, potato pancakes*).

While making the applesauce, we also learned how to measure. We used a (**liquid**) measuring cup to measure the (**water**) for the applesauce.

Today, we also learned how to read a recipe. It's important to read the recipe all the way through first so that you know what (**ingredients**) and kitchen (**tools**) you will need, what the steps are, and how much time it will take.

When we made the applesauce, we learned to use new tools. Some of these tools were a (**peeler**), which is used for peeling. We used a (**slicer**), which is used to remove the apple's core and seeds and cut the apple into slices.

We cooked the apples by (**simmering**) them. After the apples were cooked, we used a (**masher**) or (**fork**) to make the applesauce smooth.

At the end, we had a chance to taste our applesauce. It was delicious!



Kitchen Tools

These are the tools we need to make applesauce.
Can you name them all?



()



()



()



()



()

optional



()



()

optional



()

()



WORD BANK: medium-sized pot, lidded container, apple slicer, liquid measuring cup, potato masher, peeler, wooden spoon, cutting board, measuring spoons

Kitchen Tools

These are the tools we need to make applesauce.
Can you name them all?



(**liquid measuring cup**)



(**apple slicer**)



(**peeler**)



(**cutting board**)



(**lidded container**)

optional



(**medium-sized pot**)



(**measuring spoons**)

optional



(**wooden spoon**)



(**potato masher**)

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. In the bottom right corner, there is a small, faint circular logo or watermark. The rest of the page is completely blank.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



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