



Kids in the Kitchen



How to set up your
Kids' Cooking Club



Health
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Winnipeg Regional
Health Authority
Office régional de la
santé de Winnipeg



First Print – March, 2002.

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Introduction

Can't we just mega size it?

With a fast food drive-thru on every street corner and frozen meals taking over more and more of the grocery store, you could easily get through life without cooking. . . so long as you don't mind being broke, lonely and sick!

The fact is, learning how to cook simple, inexpensive, tasty and healthy meals and snacks is more important than ever because of the social and advertising pressure of instant, high-fat, high-sugar, low-nutrition fast food. Preparing your own food isn't just better for your body, it's easier on your budget and it provides you with an opportunity to socialize by sharing food with friends and family.

And just like learning to swim or speak a second language, learning to cook is more effective if we can start early in life and have fun at it.

That's why *Kids in the Kitchen* was created – to help you inspire kids to learn this important life skill through participation in a Kids' Cooking Club.

So get ready, get messy, and make some fun, healthy snacks and meals.

What?

Kids in the Kitchen is a complete community action kit containing everything you need to start and run your Kids' Cooking Club:

- *Kids in the Kitchen* manual, with 21 lesson plans that include recipes and nutrition activities for up to 12 children
- Sample forms and letters for funders, parents and community partners
- Aprons, measuring spoons and cups
- Most of the teaching resources required for the nutrition activities

All you need is some leaders, energetic kids, a kitchen and some healthy food!

Who?

Kids in the Kitchen is designed for children 6 to 11 years of age. Nutrition activities included with each lesson plan are designed for ages 6 to 8 and 9 to 11.

Kids in the Kitchen was produced by a handful of community nutritionists in Winnipeg and is based in part on knowledge gained during two Kids' Cooking Clubs, one community-based, the other an after-school program.

Why?

Our goal in producing *Kids in the Kitchen* is to provide the foundation for lifelong healthy eating.

Kids' Cooking Clubs help to further this goal in several ways:

- By providing opportunities for children to improve their food preparation skills
- By teaching children healthy nutrition practices in a fun manner
- By giving children the opportunity to learn about foods from different cultures
- By improving social supports for children
- By enhancing community partnerships around the issue of child health
- By encouraging food security through promotion of affordable meal and snack ideas

If having fun and learning an important life skill aren't enough for you, there are plenty of other educational benefits derived from taking part in a Kids' Cooking Club. Here are a few of the skills and learning abilities that kids can develop:

Sensory skills – Through tasting, hearing, touching, smelling and seeing, children will be exposed to and identify different foods.

Motor skills – Being actively involved with food will help large and fine motor skills. As well, food preparation enhances eye-hand coordination.

Mathematics – Kids will count, measure and follow recipe directions in the food-related activities.

Safety – During food preparation you can teach children the importance of safety when dealing with food, utensils and appliances.

Social skills – Working with other children will give the kids a sense of sharing and cooperation and an understanding of how to interact with others in groups. They will be able to learn from one another.

Emotional development – As children learn to make something for themselves, they develop a sense of independence and a positive self-image.

Language skills – Food activities provide a rich opportunity to learn the names of foods and utensils. Many food activities can also encourage conversations about food likes, dislikes and experiences children have had with food.

Do I need a nutrition degree to use *Kids in the Kitchen*?

You don't need to be a dietitian or nutritionist to use *Kids in the Kitchen*. The nutrition education activities are straightforward, and all the background information you need is included. The following 'Key Nutrients Table' will help you understand the important functions of the nutrients found in foods used in the recipes and activities.

Key Nutrients in Canada's Food Guide to Healthy Eating

Nutrient	Grain Products	Vegetables & Fruit	Milk Products	Meat & Alternatives	Major Body Function	Primary Food Sources
Protein	✓		✓	✓	<ul style="list-style-type: none"> Builds & maintains strong muscles, blood & other tissues Source of energy 	All choices in Meat & Alternatives and Milk Products
Fat			✓	✓	<ul style="list-style-type: none"> Provides essential fatty acids Concentrated source of energy 	Fats & oils, some Meat & Alternatives, Milk Products, Grain Products
Carbohydrate	✓	✓		✓	<ul style="list-style-type: none"> Main source of energy 	Grain Products, Vegetables & Fruit, Legumes
Fibre	✓	✓		✓**	<ul style="list-style-type: none"> Regularity 	Legumes, whole grains, Vegetables & Fruit
Thiamin	✓	✓		✓	<ul style="list-style-type: none"> Aids in normal growth and appetite Role in production of energy in body cells 	Lean meat, pork, poultry, breads and cereals, legumes
Riboflavin	✓		✓	✓	<ul style="list-style-type: none"> Maintains healthy skin and eyes Releases energy within cells 	Milk Products, eggs, lean meat, organ meats, dark leafy vegetables, enriched breads and cereals
Folacin	✓	✓		✓	<ul style="list-style-type: none"> Aids in the formation of white and red blood cells 	Green leafy vegetables, lean beef, wheat, pasta, liver, eggs, dry beans and lentils, asparagus
Vitamin C		✓			<ul style="list-style-type: none"> Necessary for healthy connective tissue, cartilage, bones, teeth, blood vessels Promotes wound healing 	Citrus fruit, tomatoes, melons, strawberries, kiwi fruit, peppers, potatoes, cabbage, broccoli
Vitamin A		✓	✓		<ul style="list-style-type: none"> Maintains health of skin Role in vision, bone growth & reproduction 	Liver, dark green leafy vegetables, yellow vegetables, milk, cheese, butter, eggs, apricots, cantaloupe
Vitamin D			✓*		<ul style="list-style-type: none"> Facilitates absorption of calcium 	Milk, eggs, fatty fish oils, margarine
Calcium			✓		<ul style="list-style-type: none"> Necessary for bone and teeth growth & maintenance Role in transmission of nerve impulses, proper hormone function, blood clotting & muscle contraction Blood pressure regulation 	Milk products, kale, broccoli, mustard greens, canned fish with bones
Iron	✓	✓		✓	<ul style="list-style-type: none"> Component of hemoglobin (the part of red blood cells important for oxygen transport) Involved in energy release within cells 	Liver, lean meat, egg yolks, legumes, shrimp, oysters, whole grains, dark green vegetables
Zinc	✓		✓	✓	<ul style="list-style-type: none"> Aids in energy release and tissue formation 	Milk, liver, shellfish, herring, wheat bran
Magnesium	✓	✓	✓	✓	<ul style="list-style-type: none"> Aids in formation of strong bones and teeth Necessary for tissue formation and energy release within the cells 	Whole grains, green leafy vegetables, milk

* Only fluid milk is fortified with Vitamin D

** Dried peas, beans and lentils contain fibre

Food and Kitchen Safety

With the increased media coverage of salmonella and hamburger disease (e. Coli) outbreaks, and other food safety issues, it's more important than ever for children to learn about food safety. Attention to food safety guidelines can add to the educational benefits of a Kids' Cooking Club, while ensuring that the Club's activities don't result in food poisoning.

Hot stoves, knives and other appliances may cause injury, so it's important to practice safe handling of all utensils and appliances.

Guidelines for food safety

- Insist that everyone wash their hands with soap and water. Those with long hair should tie it back to keep it away from the food. Those with short hair can keep it covered under a hat.
- Tasting is an important part of the cooking experience, but can potentially spread germs. Have children use spoons, wooden sticks or tongue depressors for tasting but stress that they should only be used once. Children can also use chunks of bread for tasting liquid foods.

Guidelines for kitchen safety

- Demonstrate safe cutting techniques (peel away from your hand, keep fingers away from the blade, etc.) and any other potentially dangerous tasks.
- Put masking tape on the floor to section off an area around the oven so children will know they need to be behind the line whenever the oven door is open.
- Talk about the importance of preventing choking by chewing foods well, sitting straight and not talking while eating.

Further detailed information on safe food handling can be found in your *Kids in the Kitchen* community action kit or you can visit www.gov.mb.ca/health/nutrition/pubs/keeping.pdf for more information.



That's Disgusting!

Up to one billion micro-organisms can live on a moist cloth that has been left on a kitchen counter too long. And guess what happens when we use that cloth to do the dishes?

Food Allergy and Intolerance

Food allergy

Food allergies occur when the body's immune system reacts to a protein or ingredient in a food. Common symptoms include a runny or plugged nose, problems breathing, wheezing and coughing, diarrhea and vomiting, hives (small or large red, itchy welts), swollen body tissues, eczema and anaphylactic shock, a life-threatening reaction. Non-anaphylactic reactions can occur immediately and up to days after eating the food.

Anaphylaxis

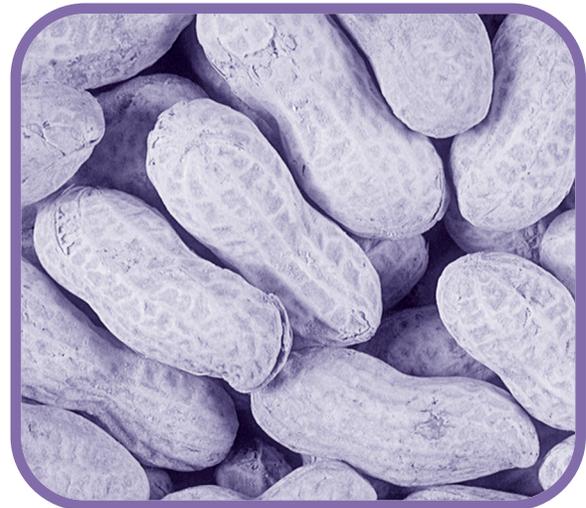
Anaphylaxis is a severe allergic reaction to a food. Without emergency treatment, anaphylaxis can be life threatening. Foods that most commonly cause anaphylaxis are peanuts, tree nuts (walnuts, hazelnuts, pecans, almonds, etc.) fish, shellfish, eggs, milk, wheat, soy and kiwi; however, a child can be severely allergic to any food. Anaphylaxis can also be caused by bee or wasp stings.

Anaphylactic reactions can begin within minutes or hours of having contact with the food. Common signs of anaphylaxis are tingling or itching inside the mouth, sudden development of hives, swelling of the face, throat or other parts of the body, coughing, wheezing, shortness of breath, runny eyes and nose and dizziness or passing out. Anaphylaxis is an emergency and must be treated with Adrenalin (usually administered through an EpiPen). It is recommended that children with life-threatening allergies have an EpiPen with them at all times.

Children with anaphylaxis must completely avoid all contact with the food to which they are allergic. The severity of a previous reaction does not predict the severity of the next reaction. For example, a peanut-allergic child who only suffered hives upon his first contact with peanuts could experience full anaphylactic shock upon a second exposure to peanuts. For this reason, all reports of significant reactions to foods must be taken seriously and the food completely avoided by the allergic individual.

Reporting of food allergies

When registering children for your Cooking Club it is important to fully complete the 'allergy' section on the registration form. With the right precautions, children with food allergies can participate fully in a Kids' Cooking Club.



Training facilitators and volunteers about allergies

It is recommended that you contact your local public health nurse or the allergic child's parent(s) to provide training for your facilitators on 1) recognition of anaphylaxis and 2) use of an EpiPen.

Food intolerance

Food intolerance or sensitivities occur when the body cannot properly digest a certain component of a food – often because there is not enough of a particular digestive enzyme. Symptoms often include nausea, diarrhea, abdominal cramps, slight itching or redness of the skin and possibly headaches. Common types of food intolerance or sensitivities include lactose (the sugar in milk), gluten (the protein in wheat), sulfites (used as a food preservative), monosodium glutamate (MSG), and artificial food dyes.

Depending on the type of food intolerance, most people can eat small servings of the problem food without unpleasant side effects. For example, people with difficulty digesting lactose can consume small amounts of milk (ie: 1/4 to 1/2 a cup) with meals or snacks, can enjoy cheese and yogurt which contain very little lactose, or they can choose lactose-reduced or lactose-free milk. People with gluten intolerance and those with sulfite-sensitivity are exceptions and should avoid foods with these ingredients.

Ensure that each participant has fully completed the food intolerance section on the registration form. If you are unsure of how to change your recipes for food allergies or intolerances, call your local community dietitian for assistance.



Nine (Easy) Steps to Creating a Kids' Cooking Club

Creating your master plan

You know those instruction manuals where the right-angled bracket clamp assembly in Step 1 doesn't look at all like the drawing, and the wing nut and lock washer in Step 2 just don't seem to fit together? Well, this is nothing like that. The following steps will help you get organized to start your Cooking Club.

1. **Teamwork – form community partnerships**
2. **Find a location for your program**
3. **Schedule your program**
4. **Arrange funding**
5. **Recruit and train facilitators**
6. **Recruit children**
7. **Communicate with parents**
8. **Organize your daily routine**
9. **Plan your sessions**

Step 1: Teamwork – giving 110%

Working with other groups and organizations makes planning, fundraising and implementing a Kids' Cooking Club easier. Assembling a team with other community groups may help with finding facilitators, recruiting children, and finding a location for your Club. You may want to contact community centres, friendship centres, social service agencies, churches, community health centres, schools, Brownies, Guides, Cubs, Scouts groups or other youth groups.

Step 2: Location, location, location

Organizations within your community such as schools, community centres, and churches usually have great facilities for a Kids' Cooking Club. If you get these organizations on side as partners, you'll be able to work better together. Here's what you'll need for a location:

- A convenient location that is familiar to your target group
- A kitchen that can accommodate the size of your group (no more than 12 children per group recommended)
- Additional room to conduct the nutrition education activities
- Cooking equipment and cleaning supplies

Step 3: Scheduling – start at the beginning, go to the end, then stop

Determine what time of day you want to start and finish the Cooking Club activities. Decide how many lesson plans you want to include in the program in order to decide on start and finish dates. Based on availability of your location and the convenience of your participants, volunteers and facilitators, determine what day of the week works best.

Step 4: Funding – money makes the world go around

Food costs money and, even though volunteers will play an important role in your program, it will work best if you have a paid facilitator. You may wish to waive user fees or keep them to an absolute minimum in order to ensure that money is not a barrier for children who would enjoy and benefit from the program. Fortunately, there are many organizations that have a mandate to support

youth and education. Many private businesses also seek to be good corporate citizens by supporting youth programs. Before you approach someone to fund your program, you first need to decide, as accurately as you can, how much money you will need. Points to consider:

- The number of children in your program
- The number of lesson plans you want to include
- What donated resources or cash you already have available
- Potential expenses, such as food, paid facilitator(s), art supplies and materials for activities, rental costs for the facility, cooking equipment, cleaning supplies

Some possible sources of funding include: grocery stores (community and corporate), local community centres, community businesses, social services agencies, community foundations, charitable organizations like the Lions, Kinsmen, Rotary Club, United Way, and Royal Canadian Legion.

See Appendix A for a sample letter for funding and Appendix B for a sample budget.

Step 5: Wanted: Alive and enthusiastic facilitators

Facilitators may be paid or may be volunteers. University and high school students are often interested in volunteering to get important work experience, while retired people may be looking for a challenge and an opportunity to pass on their knowledge to young people. We recommend having one adult facilitator for every three to four children in the program.

Some possible sources for facilitators include:

- **Parents** – contact parent councils in neighbouring schools, ask teachers for parents who may be interested, advertise in school or community newsletters or on community centre bulletin boards
- **Seniors** – contact seniors' clubs and recreational organizations; you could even try to find a retired home economics teacher

- **High school students** – contact leadership programs in local high schools, ask teachers and guidance counselors to discuss the idea with their students
- **University Foods and Nutrition students** – contact the head of the department or faculty
- **First Nations leaders or elders** – may help or could provide names of people who may be interested
- **Churches** – may have members interested in food, cooking and working with young people.

Once you've found your facilitators, you will need to train them. Facilitators will be responsible for grocery shopping, organizing supplies, demonstrating and helping children with food preparation, leading nutrition activities, and evaluating the program.

Facilitators will need to be familiar with the material in this training manual. *See Appendix L under 'Health Canada' for a list of training resources for facilitators.*

Step 6: Round up the kids

Kids in the Kitchen is intended for children aged 6-11. Working with your community partners such as schools, community centres and churches, promote your program through:

- school newsletters
- local community centre newsletters/bulletin boards
- posters
- word of mouth
- letters to parents with children in the appropriate age group (see Appendix C for a sample recruitment letter to parents)
- local radio

Step 7: Mom, dad... can we talk?

Communicate with parents or guardians. Get signed permission for the children to join the program, have parents complete their registration forms and determine any food allergies, intolerances or food restrictions. *See Appendix D for registration form samples.*

Step 8: Lights, places, action!

Develop a daily routine so that the facilitators can check off steps as they occur. For example:

While waiting for the children to arrive:

- Clean and bleach food preparation surfaces
- Set up food, equipment and utensils

As the children arrive:

- Have the children sign up for their daily duty (*See Appendix H for samples of clean up duties*)
- Have the children start with their duty or help the facilitators while waiting for the group to arrive.
- Take attendance (*See Appendix F for sample form*)

Once all the children arrive:

- Review rules – have children take turns reading the rules out loud (*See Appendix G for sample rules*)
- Provide each child with a copy of the recipe for the day
- Review the recipe and procedure – have the children take turns reading the recipe out loud
- Put on aprons and tie hair back or put on hats
- Wash hands
- Prepare the recipe
- Set the table
- Sit down at the table to eat

- Clean up
- Start nutrition education activities

Note: the eating, clean-up and nutrition education activity may take place in a different order.

After the children leave:

- Discuss how the recipe and nutrition activity went
- Discuss behavioural issues
- Discuss suggestions or changes for the future to improve the session

(See Appendix I for sample debriefing notes)

Step 9: Planning your sessions – Pick a plan, any plan

If a dozen kids in a kitchen strikes you as a recipe for chaos, you're not alone. That's why this manual has lesson plans that spell out exactly what you'll need to buy and prepare and gives you step-by-step instructions.

Once you have your target group and facilitator(s), decide on the lesson plan for each session. There are 21 lesson plans included in this manual, so you can select ones that are most appropriate given the age or interests of the children in your Cooking Club and the facility you have available for your sessions.

What's in a lesson plan?

For each lesson plan you will see:

- A. The name of the snack/meal**
- B. Peanut/nut allergy warning**
- C. Quick reference symbols**
- D. Cooking equipment needed for recipe**
- E. Ingredients to purchase**
- F. Nutrition education activities**
- G. 'Food Talk'**
- H. 'Strange But True' and 'That's Disgusting'**

A. Name of snack/meal

Recipes are located in the Recipes section starting on page 57. They are masters, which should be photocopied for use in the cooking sessions, and can also be sent home with the children. **Quantities given in the recipe handouts are tailored for the 'recommended number of children' to prepare the recipe (one, two or three stick people), NOT for 12 children.**

Tips for preparing recipes

- Purchase non-perishable ingredients in bulk at the beginning of your Kids' Cooking Club series.
- Purchase perishable items in quantities listed in the lesson plan before each cooking session.
- Review the recipe with the children and introduce any new cooking terms, foods or utensils they will be using.
- Assemble the equipment and ingredients required and arrange on trays or on the table/counter.

- Divide the children into groups as recommended (one, two, or three spoons).
- Point out to children the dangers of sharp knives, graters, hot water and burners.
- Have the First Aid Kit available.

Abbreviations for recipes

tsp = teaspoon

tbsp = tablespoon

oz = ounce

lb = pound

ml = milliliter

g = gram

kg = kilogram

B. Peanut/nut allergy warning

Recipes with peanuts or nuts will be marked **'Peanut/Nut Allergy Alert'**. Please note that only recipes using peanuts or nuts have been identified because this is the most common serious allergy.



Since some recipes contain allergenic foods, modify the recipe if a child in your group has an allergy to any of the ingredients listed. Also be sensitive to children who have food restrictions and food intolerances.

All allergies and food intolerances can be serious. See Allergy/Food Intolerance section on pages 7 and 8 for more detail.

C. Quick reference symbols

You will notice spoons and stick people on each of the lesson plans. Here is what they mean.



Number of stick people = the recommended number of children to prepare the recipe.



Number of spoons = indicates if it is a beginner (one spoon), moderate (two spoons) or advanced (three spoons) recipe.

D. Cooking equipment

All cooking utensils required for the recipe are listed. The majority are common items found in most kitchens.

E. Ingredients to purchase

In each lesson, the quantities given in the 'purchase' list are for 12 children; therefore, you may need to modify the purchase amount if you have more or less than 12 children.

F. Nutrition education activities

In each lesson plan, there are three suggested nutrition education activities. These are located in the section titled Nutrition Education Activities – Fun and Games starting on page 80. Most of the teaching materials are included in the *Kids in the Kitchen* community action kit. Where materials aren't included, they are simple items that can be purchased (e.g. construction paper) or brought from home (e.g. grocery store flyers).

G. 'Food Talk'

This section contains suggested questions and comments about the recipes and ingredients. There are many references to the nutrition content of the foods, so you may want to familiarize yourself with the 'Key Nutrient Table' on page 5.

H. 'Strange But True' and 'That's Disgusting'

These sections contain odd trivia about food and eating that can be shared with the kids.

Tailoring your plan

- Decide how many lesson plans you want to include in your program.
- Choose the lesson plans you want to include (ensure they are age appropriate).
- Choose one or more nutrition activities for each lesson plan.
- Plan your grocery, supply and equipment list for your whole program once you have your recipes and nutrition activities established.
- Purchase a First Aid Kit or ensure that one is fully stocked and available in the kitchen.
- Purchase non-perishable food items, supplies and equipment at the beginning of the program.
- Purchase perishable food items before each lesson.

Options for additional cooking fun

- Have the kids make a scrapbook. They can decorate the cover with drawings or food pictures and fill them with recipes or any other food/nutrition information.
- When the children work in groups have them develop team names.
- When the kids finish their recipes have them do a show and tell to the rest of the group. Let them take pride in their work.
- Practice proper table setting and appropriate table manners when eating. Pretend you are at a fancy restaurant having a fine dining experience.

Lesson Plans

Beginner lessons:

1. Shake Your Frooty – Fruit Shake
2. Bugs on a Log – Vegetable Sticks
3. A Bone Building Delight – Yogurt Parfait
4. The Big Dipper – Vegetable Party with Dilly Dip
5. You're Puddin' Me On – Shake a Pudding
6. Put on a Happy Face – Toast Faces
7. Stick it to the Banana – Fruit Kabobs with Yogurt Sauce
8. Fill Your Pockets – Pita Pockets

Moderate lessons:

9. Meet Bud the Baked Spud – Baked French Fries
10. UFO's... Unidentified Fried Objects – Eggs in Bread
11. When the Moon Hits Your Eye... – Mini Pizzas
12. Hot, Hot, Hot! (or Not, Not, Not) – Pita Chips and Salsa
13. A Tuna Tune-Up – Tuna Melt with Cheese

Advanced lessons:

14. As Easy as ABC – Alphabet Pancakes
15. A Grain of Truth – Sunflower Cookies
16. Tansi! It's Aboriginal Day – Oatmeal Bannock
17. Hola! It's Mexican Day – Bean Burritos
18. Use Your Noodle, It's Italian Day – Spaghetti with Vegetable Sauce
19. Ho Ho Ho! – Gingerbread Cookies
20. It's Love At First Bite (a treat for Valentine's Day) – Nutty Popcorn Mix
21. Sink Your Fangs Into This – Pumpkin Muffins

Symbols in Lesson Plans:

 = beginner recipe

 = moderate recipe

 = advanced recipe

 = one child prepares recipe

 = two children prepare recipe

 = three children prepare recipe

1. Shake Your Frooty – Fruit Shake

Recipe on page 57

Recipe adapted from: Healthy Bites: A Cooking Kit for Children



Cooking equipment

Cutting board
Butter knives
Small bowls
Measuring cups
Measuring spoons
Blender
Cups

Purchase

Milk – 3 litres
Frozen orange juice concentrate – 1 355-ml can (12 oz)
Bananas – 12
Fresh or frozen strawberries – 454 g (1 lb)
Honey – small container (require 90 ml – 3 oz)
Ice cubes (optional) – 48

Suggested nutrition education activities

- **Grocery Store Safari** – (focus on Vegetables and Fruit Food Group)
- **Nutrition Bingo**
- **What Am I?**

Food Talk

- 🍏 Talk about the different ingredients in the fruit shake and determine what food group they belong to.
- 🍏 Talk about the taste and texture of the fruit shake.
 - Taste** – is it sweet, sour or bitter?
 - Texture** – is it smooth, grainy, or crunchy?
- 🍏 What important nutrients are found in milk? (**Calcium and vitamin D**)
 - Calcium is important for strong bones and teeth.
 - Vitamin D is important because it helps our body absorb calcium. Did you know that we also get vitamin D from the sun? (**Only from May until October. During the winter months our bodies don't make vitamin D, so we need to eat foods with vitamin D such as milk, fish oils, eggs, and margarine.**)
- 🍏 What important nutrient is found in strawberries? (**Vitamin C**)
 - Vitamin C helps to keep cartilage, bones, teeth and blood vessels healthy. It also helps heal cuts and scrapes.
- 🍏 What other foods are high in vitamin C? (**Oranges, grapefruit, tomatoes, kiwi, cantaloupe, honeydew, sweet peppers, broccoli, cabbage**)
- 🍏 What important nutrients are found in orange juice? (**Vitamin C and folic acid**)
 - Folic acid is important for healthy blood.
- 🍏 What other foods are high in folic acid? (**Spinach, broccoli, dried beans, pork 'n' beans, oranges, nuts, seeds, wheat flour, bread**)
- 🍏 What is sweeter, honey or sugar? (**Honey is more concentrated, so you don't have to use as much.**)
- 🍏 Ask if anyone has ever made a fruit shake at home.

Strange But True



A popular singer in the 1940s was Carmen Miranda, who used to perform wearing a hat piled high with bananas, pineapples, oranges and other fruit. Don't try this at home, unless you want to clean up the mess!

That's Disgusting!



One can of soda pop contains the equivalent of 10 teaspoons of sugar. A one-litre takeout pop like those sold at most convenience stores contains the equivalent of 30 teaspoons of sugar.

2. Bugs on a Log – Vegetable Sticks

Recipe on page 58

Recipe adapted from: *Fishin' for Nutrition and Recreation*



Cooking equipment

Colander
Cutting boards
Butter knives
Paring knife
Vegetable peeler
Small bowls
Spoons

Purchase

Celery – 1 stalk
Carrots – 1.5 kg (3lb.) bag
Apples – 12
Cheez Whiz – 375 g (12 oz)
Peanut butter – 375 g (12 oz)
Raisins – 125 ml (4 oz)
Sunflower seeds – 125 ml (4 oz)

Suggested nutrition education activities:

- **Grocery Store Safari** – (focus on Vegetables and Fruit Food Group)
- **Fight BAC! Game and Soapy Solutions**
- **Snacker Says**

Food Talk

- 🍏 Talk about the taste and texture of the foods (**peanut butter and Cheez Whiz are smooth, the apple and vegetables are crunchy; sunflower seeds taste ‘nutty’; raisins are chewy and sweet**).
- 🍏 Talk about the different ingredients and determine what food group they belong to.
- 🍏 Foods from the Meat and Alternatives food group provide us with protein. Protein is important for the development of muscle and other tissues such as skin and fingernails. Peanut butter, sunflower seeds and other nuts such as peanuts are foods that many vegetarians eat instead of meat, poultry and fish. Other vegetarian foods include baked beans, bean burritos and chickpea dip (hummus).
- 🍏 Apples, celery, peanut butter, nuts, seeds, and raisins contain fibre, which keeps your insides healthy by helping prevent constipation.
- 🍏 Carrots are high in vitamin A, which helps keep your eyes and skin healthy.
- 🍏 Raisins are a good source of iron, which helps your blood carry oxygen to your body’s cells.

Strange But True



Peanut butter was invented by George Washington Carver, an African-American scientist who wanted to help poor farmers in the Southern States. He developed 325 uses for peanuts, from cooking oil to printing ink.

That’s Disgusting!



Ever see cattle chewing and chewing and chewing? They’re chewing cud, partly digested food that they burp up from their stomachs. Cattle burp up a big blob of cud from their stomachs and give it another round of chewing before swallowing it again to finish digesting it.

3. A Bone Building Delight – Yogurt Parfait

Recipe on page 59



Cooking equipment

Can opener
Small bowl
Measuring spoons
Measuring cups
Clear glass or dessert Bowls

Purchase

Fruit-flavoured yogurt (peach) – 2 x 750 g (25 oz)
Sliced peaches – 1 796-ml can (28 oz)
Nut-free granola – 175 g (6 oz)

Suggested nutrition education activities

- **Grocery Store Safari** – (focus on Milk Food Group)
- **Bag of Bones and Bones in Vinegar**
- **Healthy Eating Placemats**

Food Talk

- 🍏 Discuss with the children what their favourite fruits are and try to introduce new fruits such as kiwi, mangoes, melons and pineapple.
- 🍏 What does yogurt taste like? What is its texture like?
- 🍏 Talk about the different ingredients and determine what food group they belong to.
- 🍏 Yogurt is from the Milk Products food group so it is high in calcium.

- 🍏 Why is calcium important? **(For strong bones and teeth.)**
- 🍏 Why is vitamin D important? **(It helps your body absorb calcium.)**
 - Did you know that we also get vitamin D from the sun? **(Only from May until October. During the winter months our bodies don't make vitamin D, so we need to eat foods with vitamin D such as milk, fish oils, eggs, and margarine.)**
- 🍏 Children 4-9 years old need 2-3 servings from the Milk Products food group and children 10-16 years old need 3-4 servings every day. You can eat yogurt as a choice from the Milk Products group but remember you should also have two cups of milk as well (or one cup of milk and a serving of cheese).
- 🍏 If you don't like to eat plain yogurt, you can buy fruit-flavoured yogurt or make your own at home. (Mix together plain yogurt, cut-up fruit and a little bit of honey.)
- 🍏 Yogurt is great to take to school for lunch. It can stay at room temperature for up to a day and won't spoil.
- 🍏 Granola has many grains in it and is high in fibre. Fibre keeps our insides healthy by preventing constipation.

Strange But True



In a famous poem about a man who was shy and fearful, T.S. Eliot wrote: "Do I dare to eat a peach?" Years later, the music group The Allman Brothers (who came from Georgia, The Peach State) put out a record entitled "Eat a Peach." In English criminal slang, reporting somebody to the police is "peaching" on them. Isn't food trivia peachy?

That's Disgusting!



Many species of birds feed their young by regurgitating partially digested food directly into their mouths. Think of that before you complain about having leftovers for dinner.

4. The Big Dipper – Vegetable Party with Dilly Dip

Recipe on page 60

Recipe adapted from: Healthy Bites: A Cooking Kit for Children



Cooking equipment

Cutting boards
Vegetable peeler
Colander
Butter knives
Spoon
Measuring spoons

Purchase

Cottage cheese – 1 kg (32 oz)
Plain yogurt – 500 g (16 oz)
Green onion – 1 bunch
Dried dill weed – 5 ml (1 tsp)
Lemon juice – 5 ml (1 tsp)
Salt – pinch
Pepper – pinch
Cucumber – 2
Carrots – 1,900-g bag (2 lb)
Celery – 1 stalk
Broccoli – 1 bunch
Mushrooms – 12
Red pepper – 1

Suggested nutrition education activities

- **Psychic Powers**
- **Mystery Can**
- **That Makes Scents**

Food Talk

- 🍏 Discuss which food group cottage cheese and yogurt belong to. (**Milk Products**).
- 🍏 Cottage cheese is not as high in calcium as milk, cheese or yogurt. To get the same amount of calcium in one cup of milk you need to eat two cups of cottage cheese.
- 🍏 Cottage cheese is good mixed with fruit as a snack. Cottage cheese also has protein, which is important for building muscles and other tissues.
- 🍏 Discuss the different vegetables:
 - How do the vegetables taste? (**sweet, sour, bitter**)
 - What are the different textures of the vegetables? (**crispy, soft, crunchy, smooth**)
 - How do the vegetables smell? (**mild, strong, sweet, sour**)
 - What colour are the vegetables? Vegetables that are dark green and orange are high in vitamin A and folic acid. Vitamin A keeps our eyes healthy and folic acid keeps our blood healthy.
- 🍏 Discuss the different ways vegetables can be prepared (**raw, cooked, sliced, diced, whole, steamed, stir fried, microwave, boiled, grilled**).
- 🍏 Ask the children to name other vegetables they know.

Strange But True



Carrots contain a vitamin called beta carotene. If you ate enough carrots, this vitamin could turn your skin orange.

That's Disgusting!



In the days of the Roman Empire, Drusus, son of the Emperor Tiberius, is said to have loved broccoli so much that he ate nothing but broccoli for one month. He only stopped because his pee turned green.

5. You're Puddin' Me On – Shake a Pudding

Recipe on page 61

Recipe Adapted From: Cooking up a Storm



Cooking Equipment

Baby food jars with lids (junior size)

Large bowl

Measuring spoons

Measuring cups

Purchase

Milk – 1.5 litres

Vanilla instant pudding – 2 x 153-g packages

Frozen fruit (optional), blueberries or strawberries – 454 g (1 lb)

Suggested nutrition education activities

- **Bones in Vinegar and Bag of Bones**
- **Charades**
- **Breakfast Bonanza and Favourite Breakfast**

Food Talk

- 🍏 Talk about the different ingredients and determine what food group they belong to.
- 🍏 Talk about the different tastes and textures.
- 🍏 Talk about the importance of calcium in milk for building strong bones and teeth.
- 🍏 What are the different kinds of milk? (**Skim, 1%, 2%, homogenized, chocolate, buttermilk, and goat's milk**). What's the difference:
 - Skim, 1%, 2% and Homogenized cow's milk have different amounts of fat – skim has the least, Homogenized has the most. Otherwise, they have the same nutrients in them.

- Goat's milk is similar to cow's milk – some people like it better.
 - Chocolate milk has sugar and cocoa added to make it sweet and chocolaty.
 - Buttermilk sounds rich and creamy but it's not – it is thick because of a bacteria in it, similar to yogurt.
 - Soy beverage is not milk, it is made from soy beans. Vegetarians and people who don't drink milk often drink soy beverage.
- 🍏 What animals do people get milk from? (**Cow, goat, camel, yak, reindeer**)
 - 🍏 Do humans produce milk? (**Yes, all mammals produce milk and humans are mammals. We feed our babies with our own milk.**)
 - 🍏 What ingredient thickens pudding? (**Cornstarch**)
 - 🍏 Where does fruit come from? How does it grow? (**Vine - grapes; Bush - berries of all kinds such as strawberries, raspberries, blueberries, saskatoon berries, cranberries; Tree - apples, pears, peaches, oranges, grapefruit**)
 - 🍏 Fresh fruit is great, but what other ways can we have fruit? (**Canned, frozen, dried**)
 - 🍏 What fruit grows in Manitoba? (**Strawberries, blueberries, raspberries, Saskatoon berries, chokecherries, currants, gooseberries, cranberries, pin cherries, apples, grapes**)

Strange But True



Traditional English puddings were made mostly with spiced meat, fat and sometimes blood and would not taste at all like the sweet puddings we eat today.

That's Disgusting!



Desserts, snacks, breakfast cereals, soft drinks and other products have so much sugar added that the average person in North America eats nearly one half pound of sugar per day (156 lbs per year).

6. Put on a Happy Face – Toast Faces

Recipe on page 62

Recipe adapted from: *A Wealth of Health-Packed Snacks & Games for Children*



Cooking equipment

Toaster
Colander
Cutting boards
Butter knives
Small bowls
Spoons

Purchase

Bread – 1 loaf whole wheat
Cream cheese, spreadable – 250 g (8 oz)
Peanut butter – 250 g (8 oz)
Strawberries – 454 g (1 lb)
Grapes – 250 g (8 oz)
Coconut – 250 ml (8 oz)
Raisins – 250 g (8 oz)
Dried apricots – 250 g (8 oz)

Suggested nutrition education activities:

- **Healthy Eating Placemats**
- **Food Rainbow**
- **Grocery Store Safari** – (focus on Grain Products Food Group)

Food Talk

- 🍏 Talk about the different ingredients and determine what food group they are in.
- 🍏 Talk about the different tastes and textures of the ingredients.
- 🍏 Name some different types of bread that you like. (**Rye, whole wheat, pumpernickel, white, French, Italian, multigrain, pita, tortilla, bagel, English muffin.**)
- 🍏 What do foods like bread do for our bodies? (**Bread contains carbohydrate, which gives us energy.**)
- 🍏 How is dried fruit made? (**Apricots are dried on the rooftops in Turkey, but the dried apricots we buy here are dried in large drying machines.**)
- 🍏 Why should we brush our teeth after eating dried fruit? (**Dried fruit sticks to our teeth and the sugar mixes with the bacteria in our mouth to form an acid that causes cavities.**)
- 🍏 Where do coconuts grow? (**On palm trees in hot countries.**)



Strange But True

The average child will eat 1,500 peanut butter and jelly sandwiches before graduating from high school.

7. Stick it to the Banana – Fruit Kabobs with Yogurt Sauce

Recipe on page 63

Recipe Adapted From: A Wealth of Health-Packed Snacks & Games for Children



Cooking Equipment

Colander
Cutting boards
Paring knives
Butter knives
Can opener
Small bowls
Spoons
Small plates

Purchase

Bamboo skewers – 24 (sharp end cut off)
Apples – 6
Oranges – 6
Bananas – 6
Pineapple chunks – 2 398-ml (14-oz) cans
Fruit-flavoured yogurt – 750 g (25 oz)

Suggested nutrition education activities

- **What am I?**
- **Taste Tests**
- **Mystery Can**

Food Talk

- 🍏 Talk about the different ingredients and determine what food group they are in.
- 🍏 Discuss the different fruits.
 - How do the fruits taste? (**Sweet, sour, bitter**)
 - What are the different textures of the fruits? (**Crispy, soft, crunchy, smooth**)
 - How do the fruits smell? (**Mild, strong, sweet, sour**)
 - What colour are the fruits? Fruits that are dark green and orange are high in vitamin A and folic acid. Vitamin A keeps our eyes healthy and folic acid keeps our blood healthy.
- 🍏 Did you know that fruits that have seeds or a hard, edible skin are high in fibre and help prevent constipation?
- 🍏 Where does fruit come from? How does it grow? (**Vine - grapes; bush - Berries of all kinds such as strawberries, raspberries, blueberries, Saskatoon berries, cranberries; Tree - apples, pears, peaches, oranges, grapefruit**)
- 🍏 In what climate does fruit grow best? (**Many prefer a hot, tropical climate with plentiful rain.**)
- 🍏 Fresh fruit is great but what other ways can we have fruit? (**Canned, frozen, dried**)
- 🍏 What fruit grows in Manitoba? (**Strawberries, blueberries, raspberries, Saskatoon berries, chokecherries, currants, gooseberries, cranberries, pin cherries, apples, grapes**)
- 🍏 What are some fruits that come from tropical climates? (**Passion fruit, pomegranates, mango, persimmon, kiwi**)



Strange But True

Bananas don't grow on trees. Although the plant looks like a tree, it's actually related to the lily or orchid plant. The first orange trees grown in California – where most of our oranges come from – were three trees planted in 1873. Amazingly enough, one of those trees is still producing fruit more than 125 years later.



Strange But True

Scurvy or “sponging gums” is a disease that can strike when people don't have enough vitamin C in their diet. In the days of sailing ships, when sailors would spend months at a time at sea, English ships began carrying limes and limejuice to prevent scurvy on long ocean voyages. Aboriginal people brewed tea from birch bark or pine needles to prevent scurvy.

8. Fill Your Pockets – Pita Pockets

Recipe on page 64

Recipe Adapted From: 'For Pita's Sake' – Byblos Bakery



Cooking equipment

Cutting board
Can opener
Grater
Spoon
Cutting knives
Plates
Bowl
Forks

Purchase

Medium pita – 13 (extra one for demonstration purposes)
Tomato – 4 small
Cucumber – 1 large
Pepper – 1 red or green
Lettuce – 1 small
Cheese, cheddar – 300 g (10 oz)
Cooked ham – 300g (10 oz)
Pizza sauce (mild) – 1 398-ml can (14 oz)

Suggested nutrition activities

- **Charades**
- **Food Buzz**
- **What Am I?**

Food Talk

- 🍏 How many kinds of bread can you name? (**Whole wheat, white, multigrain, rye, sour-dough, corn bread, roll, pita, chapati, roti, naan, bannock, tortilla, bagel**)
- 🍏 What is pita bread made from? (**Flour, water, yeast, salt**)
- 🍏 Where does pita bread come from? (**It originated in Greece, Israel, Lebanon and other countries in the Middle East.**)
- 🍏 What does yeast do? (**Yeast ferments sugar, which produces carbon dioxide, which allows dough to rise.**)
- 🍏 What do grain products do for our bodies? (**They contain carbohydrates, which give us energy.**)
- 🍏 What else can you make with pita bread? (**Pizzas, quesadillas, grilled cheese sandwiches and your own pita chips by drying them in the oven.**)



Strange But True

The pita bread is one of the oldest foods in the world. People have been eating pita bread for thousands of years.



Strange But True

It won't replace using your toothbrush, but cheese actually helps you to clean your teeth.



That's Disgusting!

Looking for a good reason to wash your hands before you eat? The longest tapeworm ever to live in a human's digestive system was 20 feet (more than six metres) long.

9. Meet Bud the Baked Spud – Baked French-Fries

Recipe on page 65

Recipe adapted from: A Wealth of Health-Packed Snacks & Games for Children



Cooking equipment

Cutting boards
Butter knives
Cookie sheets
Measuring cups
Small bowl
Oven

Purchase

Potatoes – 4.54-kg bag (10 lb)
Oil – 120 ml (4 oz)
Oregano or other herbs – 20 ml (4 tsp)
Seasoning salt – 20 ml (4 tsp)
Ketchup – 250 g (8 oz)

Suggested nutrition education activities:

- **Snacker Says**
- **Nutrition Bingo**
- **Tipster**

Food Talk

- 🍌 What is the history of the potato? (**Potatoes were first brought to Europe from South America around 1670.**)
- 🍌 Where do potatoes grow? (**Underground. They are a root vegetable or “tuber.”**)
- 🍌 How does the taste and texture of the homemade fries compare to deep-fried potatoes? (**Homemade fries are less greasy and more crispy.**)
- 🍌 What are the different colours of potatoes? (**Red, yellow, brown, white, purple**) Potatoes come in different colours, just like people.
- 🍌 Are baked fries a healthy alternative to deep fried potatoes? (**Yes, because they have less fat and more potato.**)
- 🍌 What are the different ways potatoes can be cooked? (**Baked, scalloped, boiled, mashed, fried**)
- 🍌 What happens to the nutritious potato when it is commercially made into fries and potato chips in a factory? (**The potato is first cut up, then it is deep-fried and salt is added. This makes them less healthy by increasing the fat. When potatoes are made into potato chips, the nutritional value decreases even more. The slicing increases the exposure to air and causes further vitamin C to be lost. More surface area allows more oil to be absorbed and this is why potato chips are placed in the “Other Foods” category rather than in the Vegetable and Fruit food group along with potatoes prepared in other ways.**)


Strange But True

Poor labourers in Ireland used to live almost entirely on potatoes. An average family of Irish labourers would eat up to 20 kilograms of potatoes per week. Because they depended so completely on the potato to survive, as many as one million Irish died when a plant disease destroyed the potato crop in 1846 and 1847. Many of the survivors came to Canada and the United States.


That's Disgusting!

A fast-food meal of a quarter pound hamburger with cheese and medium fries contains 51 grams of fat. That's the equivalent of eating 10 teaspoons of butter!

10. UFO's... Unidentified Fried Objects – Eggs in Bread

Recipe on page 66

Recipe adapted from: *Cooking Up a Storm*



Cooking equipment

Non-stick frying pan
Cookie cutters
Measuring spoons
Butter knives
Stove

Purchase

Bread (whole wheat) – 1 loaf
Eggs – 12
Margarine – 120 g (4 oz)
Salt – Pinch
Pepper – Pinch

Suggested nutrition education activities:

- **Grocery Store Safari** – (focus on Meats and Alternatives Food Groups)
- **Breakfast Bonanza and Favourite Breakfast**
- **Bean Bag Toss**

Food Talk

- 🍏 Talk about the different ingredients and determine what food group they belong to.
- 🍏 What do eggs do for our bodies? (**They give us protein and iron and are important for building strong muscles and other tissues such as fingernails and skin.**)
- 🍏 What other foods belong to the Meat and Alternatives food group? (**Dried beans, peas and lentils, tofu, meat, fish, poultry, nuts, peanut butter**)

- 🍏 Name some different types of bread that you like. (**Rye, whole wheat, pumpernickel, white, French, Italian, multigrain, pita, tortilla, bagel, English muffin**)
- 🍏 What do foods like bread do for our bodies? (**Bread is from the Grain Products food group, which gives us energy.**)
- 🍏 Did you know... the colour of an egg yolk depends on what the chicken eats? The colour can be pale yellow to bright orange.
- 🍏 The yolk of the egg contains the cholesterol and fat, while the white contains the protein called (**albumin**). Remember that the yolk also contains lots of vitamins.
- 🍏 Eggs age as much in one day at room temperature as they do in one week in the refrigerator.
- 🍏 Eggs come in lots of sizes: peewee, small, medium, large, extra large and jumbo.



Strange But True

In Europe until a few hundred years ago people didn't eat off their own plates. They either shared a large platter with people seated beside them or ate off of a slab of stale bread. That must have saved a lot of time washing dishes.



That's Disgusting!

The eggs of the cecidomyian gall midge fly hatch inside the mother, and the young flies eat their way to the outside world by devouring their mother. Talk about ungrateful kids!

11. When the Moon Hits Your Eye... Mini Pizzas

Recipe on page 67

Recipe adapted from: *Healthy Bites: A Cooking Kit for Children*



Cooking equipment

Colander
Cheese graters
Cookie sheet
Butter knives
Oven

Purchase

English muffins – 12
Mozzarella cheese – 360 g (12 oz)
Cooked ham – 360 g (12 oz)
Green pepper – 2
Mushrooms – 12
Pineapple tidbits – 1 398-ml can (14 oz)
Tomato sauce – 1 398-ml can (14 oz)
Oregano – 20 ml (4 tsp)
Chili powder – 20 ml (4 tsp)
Dried parsley – 20 ml (4 tsp)

Suggestion: Try using pita bread or bagels instead of English muffins.

Suggested nutrition education activities

- **Food Rainbow Game**
- **Healthy Eating Placemats**
- **Food Buzz**

Food Talk

- 🍎 Talk about the different ingredients and determine what food group they belong to. Most pizzas have all 4 food groups in one meal.
- 🍎 What are some other toppings for pizza? (**Cheese, pineapple, broccoli, green peppers, tomatoes, olives, chicken, shrimp, ham**)
- 🍎 Ask if anyone makes his or her own pizza at home.
- 🍎 What makes pizza dough rise? (**Yeast**)
- 🍎 Did you know...that pizza was invented in Italy in the 1800s?
- 🍎 What is everybody's favourite pizza?



Strange But True

Lots of foods are named after countries, but these names are often misleading. The kind of muffin we call an English muffin isn't very common in England. Americans call back bacon Canadian bacon, but we don't eat any more of it than they do. And both Canadians and Americans eat more French fries than people in France do.



Strange But True

If you like ham, maybe you'd like a traditional Hawaiian luau. In a luau, a pit is dug in sand and lined with large, hot stones. Then a pig, wrapped in leaves, is placed in the pit and the entire pit is covered over. After several hours, the heat of the rocks cooks the pig.

12. Hot, Hot, Hot! (or Not, Not, Not) – Pita Chips with Salsa

Recipe on page 68

Recipe Adapted From: Cool Cooking



Cooking equipment

Colander

Cookie sheet

Cutting board

Butter knives

Pastry brush

Garlic press

Small bowls

Oven

Purchase

Pita bread (large) – 12

Tomatoes – 12

Green pepper – 4

Onion (small) – 4

Garlic – 1 bulb

Oil – 60 ml (2 oz)

Tomato paste – 2 156-ml (5.5-oz) cans

Hot pepper sauce (optional)

Italian seasoning – 20 ml (4 tsp)

Garlic powder – 20 ml (4 tsp)

Onion powder – 20 ml (4 tsp)

Basil – 20 ml (4 tsp)

Parsley – 20 ml (4 tsp)

Suggested nutrition education activities

- **That Makes Scents**
- **Charades**
- **What Am I?**

Food Talk

- 🍏 Talk about the different ingredients and determine what food group they belong to.
- 🍏 Tomatoes are an important source of vitamin C, which helps to heal cuts and fight infection.
- 🍏 What other foods are high in vitamin C? (**Sweet green or red peppers, oranges, grapefruit, kiwi, strawberries, cantaloupe, apple juice**)
- 🍏 Did you know... that pita bread comes from the Middle East and is a type of flat bread?
- 🍏 Did you know... that tomatoes are actually berries, although we eat them like vegetables?

Strange But True



Salsa isn't just a spicy sauce for nachos. It's also a style of music and dance from Latin America.

Strange But True



The iron content of a cup of tomato sauce increases from 6 to 100 milligrams or more when it's simmered in a cast-iron pot for a few hours.

That's Disgusting!



It isn't just people who crave salty snacks. Many wild animals are desperate to get enough salt in their diets. Backpackers sometimes find that if they leave their packs lying around in the open, the straps will be chewed up by animals that are attracted by the salty sweat. And porcupines will chew up an outhouse because of the salty taste of the glue in the plywood.

13. A Tuna Tune-up – Tuna Melt with Cheese

Recipe on page 70



Cooking equipment

Grater
Can opener
Large spoon
Large bowls
Oven

Purchase

Bread – 1 loaf whole wheat
Cheddar cheese – 360 g (12 oz)
Tuna – 4 - 213 g cans (7 oz)
Mayonnaise or salad dressing – 250 g (8 oz)
Pepper – pinch

Nutrition education activities

- **Food Riddles**
- **Snacker Says**
- **Food Buzz**

Food Talk

- 🍏 Talk about the different ingredients and determine what food group they belong to.
- 🍏 Discuss the importance of tuna and other foods in the Meat and Alternatives food group. **(They are sources of protein and build muscles and tissues)**
- 🍏 What are some other foods from the Meat and Alternatives food group? **(Eggs, tofu, dried beans, peanut butter, nuts, fish, meat and poultry.)**

- 🍏 What important nutrient does cheese contain? (**Calcium, which is important for building strong bones and teeth.**)
- 🍏 How is cheese made? (**Milk is slowly heated. As the milk is heated, curds begin to form and then rennet – an enzyme found in the guts of cows – is added. Rennet causes the curds to glue together. Once the curds are completely formed they are put on cheese-cloth, which allows them to drain. After the curds are drained they are pressed into a mold.**) Today artificial rennet is used.
- 🍏 What is whey? (**It is the liquid that drains from the curds.**)
- 🍏 What was Miss Muffet eating when she sat on her tuffet? (**Curds and whey**)
- 🍏 Name some other types of fish. Do they live in freshwater (lakes and rivers) or salt water (the ocean)? What are your favourite ways of eating fish?
- 🍏 Although fish sticks are a source of protein, five fish sticks have three teaspoons of fat. That's because they are fried before they are frozen.
- 🍏 In some recipes that call for mayonnaise you can substitute yogurt for a low-fat alternative.

Strange But True



Tender tuna belly makes one of the most popular kinds of sushi – raw fish on rice. Huge, top-quality tuna fish are flown to Japan and sold for thousands of dollars to make sushi.

That's Disgusting!



Different cultures have different ideas of what's gross. Steak and kidney pie is a traditional English meal. Tripe – intestines – is popular in many countries, including France. People in some cultures would be grossed out to see us eating what they consider to be spoiled milk: cheese.

14. As Easy as ABC – Alphabet Pancakes

Recipe on page 71

Recipe adapted from: Cooking up a Storm



Cooking equipment

Non-stick frying pans
Small bowl
Large bowl
Whisk
Mixing spoons
Measuring spoons
Measuring cups
Squeeze bottles (eg. ketchup bottle)
Butter knives
Oven

Purchase

Plain yogurt – 750 g (25 oz)
Milk – 750 ml (3 cups)
Eggs – 8
Oil – 175 ml (6 oz)
Flour – 1.5 kg (3.3 lb)
Baking powder – 15 ml (1 tbsp)
Baking soda – 15 ml (1 tbsp)
Salt – pinch
Syrup – 1 500-ml bottle

Suggested nutrition education activities

- Food Riddles
- Tipster
- Charades

Food Talk

- 🍏 Talk about the different ingredients and determine what food group they belong to.
- 🍏 What is the role of baking powder and baking soda? (**They make the pancakes fluffy, instead of flat.**)
- 🍏 In what other shapes can you make the pancakes?
- 🍏 Why are Grain Products important?(**They contain carbohydrates, which give us energy.**)
- 🍏 What other foods contain carbohydrates and give our bodies energy? (**Bread, cereal, pasta, rice, couscous, crackers, muffins, fruit, vegetables**)
- 🍏 What country does couscous originate from? (**Morocco**)
- 🍏 How is flour made? (**Wheat is milled into fine particles.**)
- 🍏 What is the difference between whole-wheat flour and white flour? (**Whole-wheat flour contains the bran. In order to get white flour the bran is removed.**)
- 🍏 Why is whole-wheat flour better for us? (**It contains fibre. Fibre helps to prevent constipation, which keeps our insides healthy.**)
- 🍏 How is plain yogurt made? (**Milk products are fermented by bacterial cultures.**)

Strange But True



In Calgary, during the Calgary Stampede, hundreds of free pancake breakfasts are held all over the city. In 10 days, 2 tonnes of pancake batter and 80,000 sausages will be eaten.

That's Disgusting!



From pancake syrup to snack foods to soft drinks and desserts, people in North America eat so much sugar that it adds up to nearly one half pound per day per person (156 lbs/year).

15. A Grain of Truth – Sunflower Cookies

Recipe on page 72

Recipe adapted from: A Wealth of Health-Packed Snacks & Games for Children



Cooking equipment

Large mixing bowl

Wooden Spoon

Spatula

Measuring cups

Measuring spoons

Cookie sheets

Oven

Purchase

Margarine – 240 g (8 oz)

Brown sugar – 350 g (12 oz)

White sugar – 350 g (12 oz)

Eggs – 4

Vanilla extract – 5 ml (1 tsp)

Baking soda – 5 ml (1 tsp)

Unsalted, shelled sunflower seeds – 500 g (1.1 lb)

All-purpose flour – 250 g (8 oz)

Whole-wheat flour – 250 g (8 oz)

Large-flake rolled oats – 250 g (8 oz)

Chocolate chips – 250 g (8 oz)

Raisins – 250 g (8 oz)

Natural wheat bran – 60 g (2 oz)

Wheat germ – 90 g (3 oz)

Suggested nutrition education activities

- Taste Tests
- Snacker Says
- Bean Bag Toss

Food Talk

- 🍏 Talk about the different ingredients and determine what food group they belong to.
- 🍏 What do wheat germ, natural wheat bran, raisins, and whole-wheat flour have in common? **(They contain fibre. Fibre helps prevent constipation, which keeps our insides healthy.)**
- 🍏 Oatmeal has a type of fibre that keeps our blood healthy.
- 🍏 What is the difference between homemade cookies and store bought? **(In homemade cookies you can use a healthy kind of fat like soft margarine and add ingredients like oats, nuts and seeds that are high in fibre, unlike store-bought cookies.)**
- 🍏 Why are Grain Products important? **(They contain carbohydrates, which give us energy.)**
- 🍏 Ask if anyone bakes cookies at home.
- 🍏 See Appendix J for Baker's Certificate handout.

Strange But True



Southern Manitoba is one of Canada's largest producers of sunflowers. In August you can take a drive and see fields and fields of these beautiful yellow flowers.

That's Disgusting!



Speaking of fibre . . . rabbits, guinea pigs and related animals can't absorb all the nutrients from their food in one single trip through their digestive system. So after they've pooped out a pellet one time, they eat it to send it through their system and absorb the rest of the nutrients. Kind of makes you think twice about good old Bugs Bunny, doesn't it?

16. Tansi! It's Aboriginal Day – Oatmeal Bannock

Recipe on page 73

Recipe Adapted From: Healthy Bites: A Cooking Kit for Children



Cooking equipment

Cookie sheets
Small bowls
Measuring spoons
Measuring cups
Mixing spoons

Purchase

Flour – 1,250 g (2 lb, 12 oz)
Oatmeal – 625 g (1 lb, 6 oz)
Baking powder – 60 ml (4 tbsp)
Skim milk powder – 60 g (2 oz)
Oil – 175 ml (6 oz)
Raisins – 250 g (8 oz)

Suggested nutrition education activities

- **Beanbag Toss**
- **International Food Passports**
- **Nutrition Bingo**

Food Talk

- 🍏 Talk about the different ingredients and determine what food group they belong to.
- 🍏 Talk about other traditional Aboriginal foods (**berries, dandelion greens, moose, dried fish, biscuits, and fish head soup**) and how the land provides everything that the body needs. **(See the Northern Food Guide.)**

- 🍏 Does anyone eat traditional Aboriginal foods?
- 🍏 What else can you add to bannock? (**Blueberries, dried apricots, cheese**)
- 🍏 Why are Grain Products important? (**They contain carbohydrates, which give us energy.**)
- 🍏 See Appendix J for Baker's Certificate handout.
- 🍏 Discuss the history of bannock. (**Bannock was first introduced to the Aboriginal people by the Scottish explorers and traders.**)
- 🍏 **Suggestion:** Have an Aboriginal guest speaker to talk about Aboriginal traditional foods and feasts.



Strange But True

Among the Aboriginal people of the North American prairies, the stomach of a buffalo was used as a pot for boiling soups and stews. The stomach would be filled with water and meat, and then hot rocks would be dropped in until the food was cooked.

17. Hola! It's Mexican Day – Bean Burritos

Recipe on page 74

Recipe Adapted From: Healthy Bites: A Cooking Kit for Children



Cooking equipment

Grater
Measuring spoons
Measuring cups
Mixing bowls
Mixing spoons
Potato masher
Baking sheet
Colander
Paring knife
Oven

Purchase

Flour tortillas – 12
Cheddar cheese – 600 g (1 lb, 5 oz)
Salsa – 900 ml (store-bought or see lesson plan 12 for salsa ingredients)
Kidney beans – 2 398-ml (14-oz) cans
Green onions – 1 bunch
Chili powder – 2 ml (1/2 tsp)
Cumin – 2 ml (1/2 tsp)

Suggested nutrition education activities

- **International Food Passports**
- **That Makes Scents**
- **Fight BAC! Video**

Food Talk

- 🍏 Talk about the different ingredients and determine what food group they belong to.
- 🍏 What are tortillas and where do they come from? **(They are a type of unleavened bread used by people who live in Latin America: Mexico, Central, and South America.)**
- 🍏 What other foods originate in Latin America? **(Tacos, chili con carne, salsa, guacamole)**
- 🍏 What are tortillas made from? **(Cornmeal or wheat flour)**
- 🍏 Beans are an important part of the Meat and Alternatives food group. They are low-cost, high-protein, and low-fat. They also contain fibre, which keeps our insides by preventing constipation. Kidney beans get their name because they are shaped like kidneys. They come in white, dark and light red.
- 🍏 What vitamin do we get from salsa? **(Vitamin C, which helps fight illness and heal cuts.)**



Strange But True

The ancient philosopher and mathematician Pythagoras told his followers that beans are not an appropriate food for philosophers. Maybe because they make it hard to have quiet times for meditation.

18. Use Your Noodle – Spaghetti with Vegetable Sauce

Recipe on page 75



Cooking equipment

Colander
Large pot
Small pot
Cutting board
Butter knives
Vegetable peelers
Grater
Can opener
Large spoon
Stove

Purchase

Onion – 4 small
Celery – 8 sticks (1 stalk)
Garlic – 4 cloves
Carrot – 8 medium
Ketchup – 250 ml (8 oz)
Oil – 120 ml (4 oz)
Crushed tomatoes – 1 796-ml (28-oz) can
Dried basil – 40 ml (8 tsp)
Oregano – 40 ml (8 tsp)
Spaghetti – 900 g package (1 lb)

Suggested nutrition education activities

- **International Food Passports**
- **That Makes Scents**
- **Mystery Can – (use the different kinds of noodles)**

Food Talk

- 🍷 Talk about the different ingredients and determine what food group they belong to.
- 🍷 What other foods do we associate with Italy? (**Pizza, minestrone soup, Parmesan cheese, pepperoni, olive oil, lasagna**)
- 🍷 How many kinds of pasta can you name? (**Bring samples of a variety of pasta to show, such as macaroni, spaghetti, lasagna, penne, noodles, ziti, bowties, rotini, shells, linguine, fettucini, orzo, rice noodles, egg noodles.**)
- 🍷 Explore shapes. For example: What pasta is long and thin? (**Spaghetti**) Which is wider, spaghetti or fettucini or lasagna?
- 🍷 How is pasta made? (**It's made from flour and water. The dough is rolled out thin and then cut into shapes. It is left to dry so that it can be stored. Or it can be cooked before it is dried – this is fresh pasta.**)
- 🍷 Why are Grain Products important? (**They contain carbohydrates, which give us energy.**)
- 🍷 What major vitamin is found in tomatoes? (**Vitamin C, which helps to heal cuts and fight infection.**)
- 🍷 What other foods are high in vitamin C? (**Sweet peppers, oranges, grapefruit, kiwi, strawberries, apple juice, cantaloupe**)
- 🍷 Noodles are common in what other countries? (**Asian countries – Japan, Korea, Vietnam, China, Thailand**)

Strange But True



In the 13th century, the Italian explorer Marco Polo traveled from Venice, Italy, to China. When he returned to Italy after 24 years, he brought back noodles, introducing this food to Europe. This was many years before the invention of home delivery.

That's Disgusting!



The calories from crispy chow mein noodles are mostly from fat.

19. Ho Ho Ho! – Gingerbread Cookies

Recipe on page 76



Cooking equipment

Plastic wrap
Large mixing bowl
Whisk
Spatula
Measuring cups
Measuring spoons
Cookie sheets
Oven
Cookie cutters
Rolling pins

Purchase

Soft margarine or butter – 454 g (1 lb)	Ground ginger – 6 ml (1½ tsp)
Granulated sugar – 375 g (13 oz)	Ground cloves – 6 ml (1½ tsp)
Fancy molasses – 375 ml (12 oz)	Ground nutmeg – 3 ml (¾ tsp)
Egg yolks – 3 large	Icing (confectioner's) sugar – 1000 g (2 lb, 3 oz)
Whole-wheat flour – 1.5 kg (3 lb, 5 oz)	Cookie decorating foods (raisins, almonds, etc.)
Baking powder – 6 ml (1½ tsp)	
Baking soda – 6 ml (1½ tsp)	
Ground cinnamon – 15 ml (1 tbsp)	

Note: Purchase amounts are tripled from the recipe. Make cookie dough prior to session as it needs to be refrigerated for a minimum of one hour before it is rolled out. At the session the children roll, cut, bake and decorate the cookies.

Suggested Nutrition Education Activities

- **Nutrition Bingo**
- **Snacker Says**
- **Food Buzz**

Food Talk

- 🍏 Talk about the different ingredients.
- 🍏 What are some of the tastes in the cookies? (**spicy, sweet**)
- 🍏 What other shapes can cookies be cut into?
- 🍏 What other celebrations/holidays take place in the month of December?
(**The Jewish holiday Hanukkah, the Festival of Lights, is celebrated for eight days in December. Hanukkah is the Hebrew term for dedication. Foods commonly associated with Hanukkah are potato latkes (potato pancakes), sufganiyot (doughnuts), and dough balls. Some African-Americans celebrate Kwanzaa, a holiday based on harvest celebrations of Africa. It is a time of reverence, commemoration, recommitment and celebration. The word “Kwanzaa” is derived from the Swahili phrase “matunda ya Kwanzaa,” which means first fruit.**)
- 🍏 See Appendix J for the Baker's Certificate handout.

Strange But True



In the Middle Ages, spices like cinnamon, cloves, and nutmeg were worth their weight in gold. Many of the first European explorers were searching for places where spices grew and many wars were fought to control the trade in spices.

20. It's Love At First Bite (A Valentine's Day Treat) Nutty Popcorn Mix

Recipe on page 78

Recipe adapted from: *Healthy Snacks for Kids*



Cooking equipment

Large mixing bowl
Medium Saucepan
Candy thermometer
Whisk
Spatula
Measuring cups
Measuring spoons
Baking pan
Oven/Stove
Air popcorn popper or large pot

Purchase

Chopped nuts (almond, walnuts, pecans or peanuts) – 250 g (8 oz)
Sunflower seeds – 250 g (8 oz)
Honey – 60 ml (2 oz)
Margarine – 60 g (2 oz)
Vanilla – 15 ml (1/2 oz)
Wheat germ – 15 g (1/2 oz)
Popping corn – 908 g (2 lb)
Raisins – 250 g (8 oz)

Suggested Nutrition Education Activities

- **Nutrition Bingo**
- **Food Buzz**
- **Snacker Says**

Food Talk

- 🍎 What other foods do you think associate with Valentine's Day? Are these foods sometimes or everyday foods?
- 🍎 Talk about the different ingredients and determine what food group they belong to.
- 🍎 Discuss nuts and seeds as a good source of protein. (**Protein is important for growth and development, such as building muscles and tissues like skin and fingernails.**)
- 🍎 Name some different kinds of nuts. (**Walnuts, pecans, almonds, filberts, Brazil nuts, cashews, pine nuts**)
- 🍎 Did you know that peanuts aren't actually nuts? They are part of the legume family with foods such as lentils and dried beans such as kidney beans and chickpeas.
- 🍎 Did you know that some kids are allergic to peanuts and other nuts? Just touching a peanut can cause a reaction that can make them die. It is important not to share lunches and snacks, and know if you have a friend with a nut allergy.

Strange But True



It's only in Canada and the United States that people associate popcorn with movies. In many other countries, ice cream is the snack sold in movie theatres.

That's Disgusting!



Movie theatre popcorn is loaded with fat. A large movie theatre popcorn contains 16 teaspoons of fat.

21. Sink Your Fangs Into This – Pumpkin Muffins

Recipe on page 79

Recipe Adapted From: *Healthy Bites: A Cooking Kit for Children*



Cooking Equipment

Mixing Bowls

Whisk

Mixing Spoons

Measuring Cups

Measuring Spoons

Muffin Pan

Paper Muffin Cups

Oven

Purchase

Egg – 4

Milk – 240 ml (8 oz)

Canned Pumpkin – 250 g (8 oz)

Oil – 120 ml (4 oz)

Whole Wheat Flour – 750 g (1 lb, 10 oz)

Sugar – 250 g (8 oz)

Baking Powder – 20 ml (4 tsp)

Cinnamon – 5 ml (1 tsp)

Raisins – 250 g (8 oz)

Suggested nutrition education activities

- **Nutrition Bingo**
- **Bean Bag Toss**
- **Snacker Says**

Food Talk

- 🍎 Talk about the different ingredients and determine what food group they belong to.
- 🍎 What do you know about pumpkins? **(They grow on vines; the flowers are edible; they can be yellow, orange or green; pumpkin seeds can be roasted and eaten as a snack; they can range in size from less than one pound to over 1,000 pounds.)**
- 🍎 What type of vegetable is a pumpkin? **(Squash)**
- 🍎 What are other types of squashes? **(Zucchini, spaghetti, acorn, butternut)**
- 🍎 What other foods do we associate with Halloween? Are these foods sometimes or everyday foods?
- 🍎 Ask if anybody has tried pumpkin seeds.
- 🍎 Did you know that one-half cup of mashed pumpkin gives you more than your daily requirement for Vitamin A?
- 🍎 See Appendix J for the Baker's Certificate handout.



Strange But True

Pumpkins don't grow naturally in England. When people in England first started to carve jack o'lanterns, they used turnips.



Strange But True

Early settlers in North America sliced off pumpkin tops, removed seeds and filled the insides with milk, spices and honey, then baked them in hot ashes. This is the origin of pumpkin pie.

Shake Your Frooty — Fruit Shake

Preparation time: 15 minutes

Cook time: 0 minutes

Ingredients

3/4 cup	Milk	175 ml
2 tbsp	Frozen orange juice concentrate	30 ml
1	Banana	1
2 tsp	Honey	0 ml
2	Strawberries (fresh or frozen)	2
4	Ice cubes (optional)	4

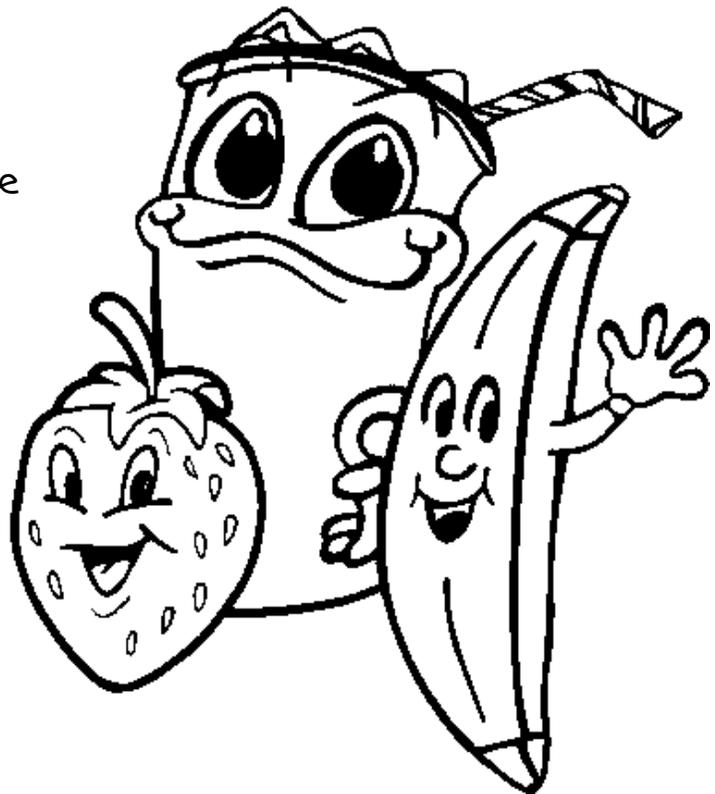
Instructions

1. If using fresh, wash the strawberries and take out the stem.
2. Peel the banana and chop into chunks.
3. Add all of the ingredients into blender.
4. Cover and blend on high speed until smooth.
5. Pour into cup.
6. Enjoy.

Suggestions

- You could also add yogurt or ice cream to the fruit shake.

Makes 1 serving



Bugs on a Log – Vegetable Sticks

Preparation time: 15 minutes

Cook time: 0 minutes

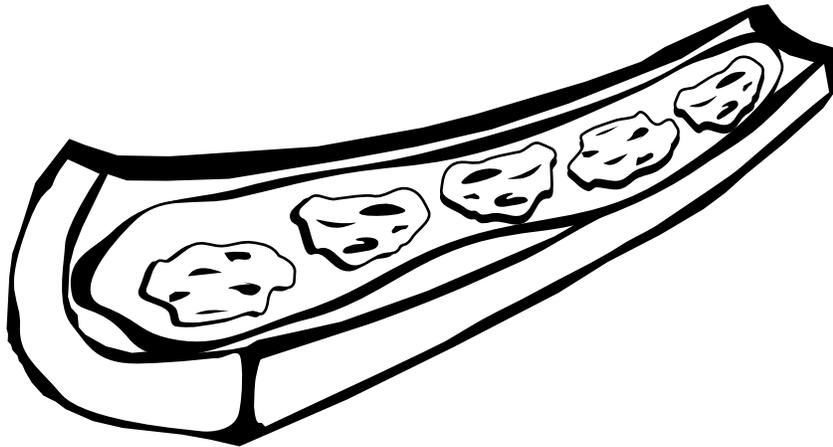
Ingredients

1	Celery stick	1
1	Carrots stick	1
1	Apple	1
2 tbsp	Cheez Whiz	30 ml
2 tbsp	Peanut butter	30 ml
2 tsp	Raisins	10 ml
2 tsp	Sunflower seeds	10 ml

Instructions

1. Wash and cut the apples into quarters using a paring knife. Take out the core.
2. Wash the vegetables.
3. Use a vegetable peeler to peel the carrot.
4. Cut celery and carrots lengthwise into "logs".
5. Spread Cheez Whiz or peanut butter on celery, carrots and apples.
6. Sprinkle with "bugs" (raisins or sunflower seeds).
7. Enjoy.

Makes 1 serving



A Bone Building Delight – Yogurt Parfait

Preparation time: 15 minutes

Cook time: 0 minutes

Ingredients

1/2 cup	Fruit-Flavoured Yogurt	120 ml
1/2 cup	Drained, Sliced Canned Peaches	120 ml
1tbsp	Granola	15 m

Instructions

1. Spoon half of yogurt into a clear glass or desert bowl.
2. Top with half of fruit.
3. Repeat layers.
4. Sprinkle with granola.
5. Enjoy.

Suggestions

- Instead of peaches you can use any of your favourite fruits – canned or fresh.



It's the Big Dipper – Vegetable Party with Dilly Dip

Preparation time: 20 minutes

Cook time: 0 minutes

Ingredients

Dip

1 cup	Cottage cheese	240 ml
1/2 cup	Plain yogurt	120 ml
1	Green Onion	1
1/4 tsp	Dried dill weed	1 ml
1/4 tsp	Lemon juice	1 ml
Pinch	Salt	Pinch
Pinch	Pepper	Pinch

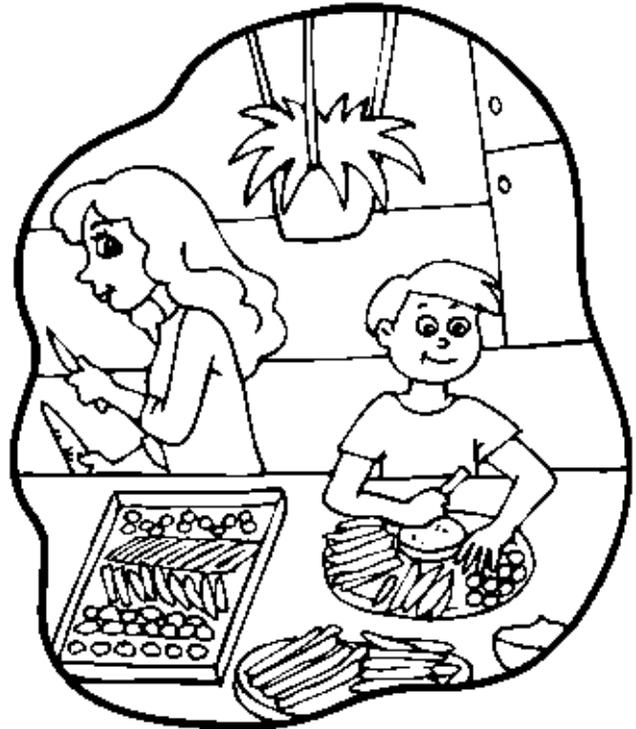
Vegetables

Cucumber, carrots, celery, broccoli, mushrooms, red or green pepper

Instructions

1. Finely chop green onion.
2. Mix together green onion, cottage cheese, yogurt and spices in a bowl.
3. Wash the vegetables.
4. Peel the carrots.
5. Cut the carrots, celery and red pepper into strips.
6. Cut the broccoli into florets.
7. Slice the cucumber and the mushrooms can be left whole.
8. Organize vegetables on plates surrounding the bowl of dip.
9. Enjoy.

Makes 3 servings



You're Puddin' Me On — Shake a Pudding

Preparation time: 10 minutes

Cook time: 5-10 minutes

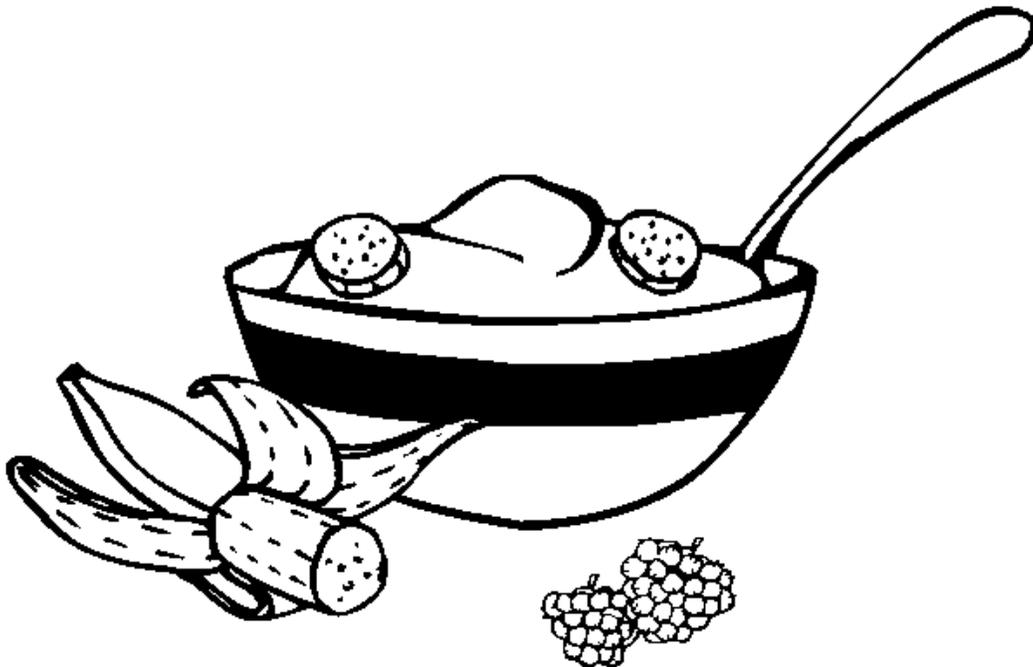
Ingredients

2 tbsp	Instant Pudding	30 ml
1/2 cup	Milk	120 ml
1/4 cup	Cut-up fresh or frozen fruit (optional)	60 ml

Instructions

1. If using frozen fruit, thaw first.
2. Add instant pudding and milk to a 175-ml jar (can use a baby food jar).
3. Put lid on tight and shake until thick.
4. Optional: add fruit to jar and shake.
5. Refrigerate for 5 minutes.
6. Enjoy.

Makes 1 serving



Put on a Happy Face – Toast Faces

Preparation time: 15 minutes

Cook time: 0 minutes

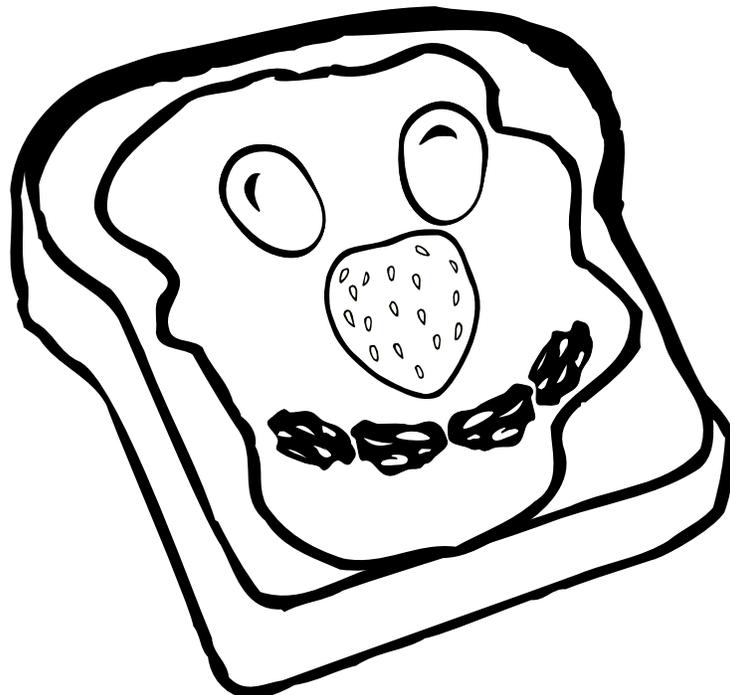
Ingredients

2 slices	Whole-wheat bread	2 slices
1-2 tbsp	Cream cheese	15-30 ml
1-2 tbsp	Peanut butter	15-30 ml
2	Strawberries	2
2	Grapes	2
1tbsp	Coconut	15 ml
1tbsp	Raisins	15 ml
2	Dried apricots	2

Instructions

1. Wash the strawberries and grapes.
2. Cut the strawberries and grapes in half.
3. Toast the bread.
4. Use the ingredients to make a Happy Face on toast.

Makes 1 serving



Stick it to the Banana – Fruit Kabobs with Yogurt Sauce

Preparation time: 20 minutes

Cook time: 0 minutes

Ingredients

	Skewers with the ends cut off	
1/4 cup	Fruit-flavoured yogurt	60 ml
	Variety of fruit (apple, banana, canned pineapple tid bits, kiwi, cantaloupe or honeydew melon, grapes)	

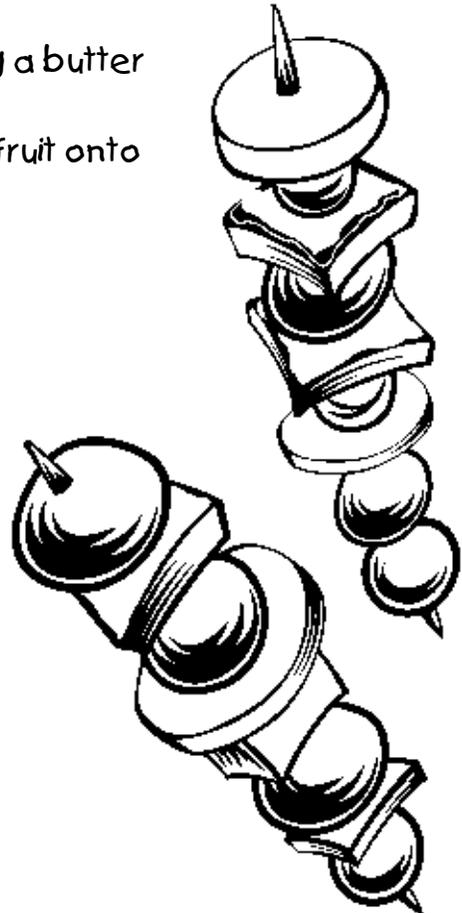
Instructions

1. Wash the fruit.
2. Use the paring knife to peel the kiwi fruit and melon (if using these fruits).
3. Peel the oranges and the bananas (if using these fruits).
4. Use a can opener to open the pineapple chunks. Drain the juice from the can.
5. Cut up fruit into large bite-size chunks using a butter knife.
6. Make the fruit kabobs by sliding chunks of fruit onto the skewers.
7. Dip the fruit kabob into the yogurt.
8. Enjoy.

Makes 1 serving

Suggestions

- Try other kinds of fruit (strawberries, cantaloupe, honeydew, kiwi fruit, seedless grapes, mandarin orange segments).



Fill Your Pockets — Pita Pockets

Preparation time: 20 minutes

Cook time: 0 minutes

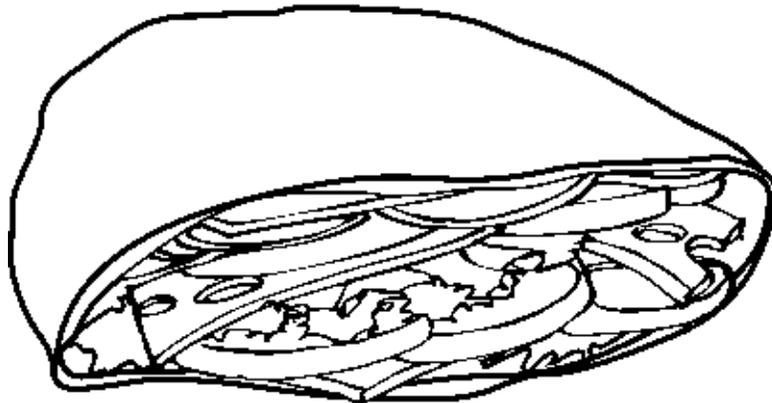
Ingredients

1	Medium pita	1
1/3	small Tomato	1/3 small
3 slices	Cucumber	3 slices
1 strip	Green pepper	1 strip
2 leaves	Lettuce	2 leaves
1 oz	Cheese, cheddar	30 g
1 oz	Cooked ham	30 g
1 tbs	Pizza sauce (mild)	15 ml

Instructions

1. Cut up vegetables and meat into bite-size pieces, grate cheese and chop lettuce.
2. Open up can of sauce.
3. Put each food on different plate. Example: ham on one plate, cheese on another, pizza sauce in a bowl, vegetables on a plate.
4. Use thumbs to open pita. Starting at edge, gently peel one side of the pita back. This creates a pocket. Fill pocket with food items and add pizza sauce. Fold open end back to enclose the pocket.
5. Enjoy.

Makes 1 serving



Meet Bud the Baked Spud – Baked French-Fries

Preparation time: 15 minutes

Cook time: 30 minutes

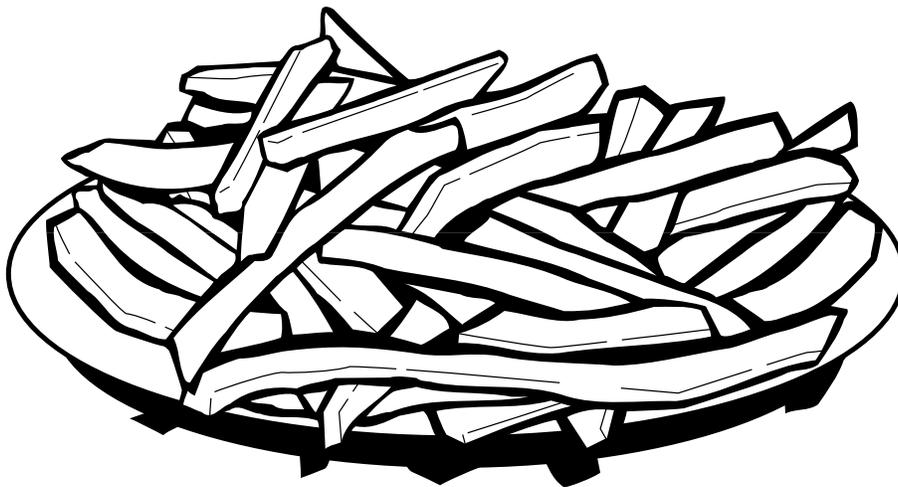
Ingredients

6	Potatoes	6
2 tbsp	Oil	30 ml
1 tsp	Oregano or other herbs	5 ml
1 tsp	Seasoning salt	5 ml
1/4 cup	Ketchup	60 ml

Instructions

1. Preheat oven to 400° F.
2. Wash potatoes and cut into wedges (eight per potato).
3. Spread a little oil on the cookie sheet.
4. Toss potato wedges in a bowl with 2 tbsp. of oil.
5. Sprinkle with oregano or your favourite herb and seasoning salt.
6. Bake for approximately 45 minutes or until golden brown and crispy (turn wedges over after 20 minutes).
7. Serve with ketchup and enjoy.

Makes 3 servings



UFOs... Unidentified Fried Objects – Eggs in Bread

Preparation time: 20-25 minutes

Cook time: 0 minutes

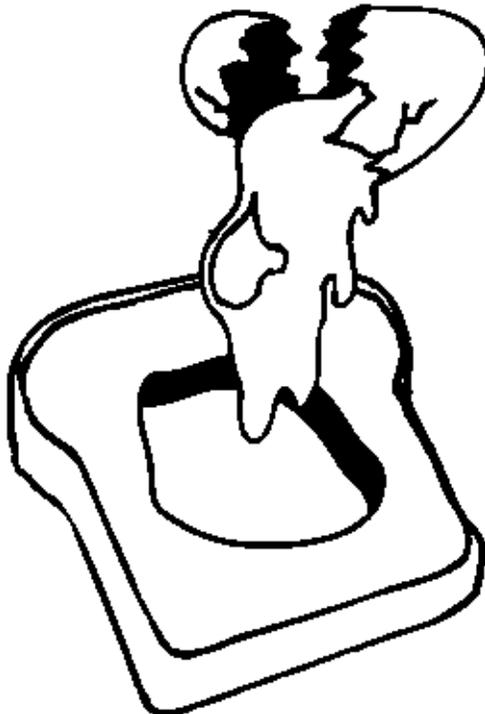
Ingredients

1 slice	Whole-wheat bread	1 slice
1	Egg	1
1 tsp	Margarine	5 ml
Pinch	Salt	Pinch
Pinch	Pepper	Pinch

Instructions

1. Spread a small amount of margarine on both sides of bread.
2. Make a hole in the middle of the bread (about 2 inches in diameter) using a cookie cutter or by ripping with your fingers.
3. Place bread on a hot frying pan.
4. Break an egg into the bread hole.
5. Turn the element down to low and cook until egg white turns white.
6. Flip bread and continue to cook until yolk is firm.
7. Add seasoning or ketchup and enjoy.

Makes 1 serving



When the Moon Hits Your Eye...Mini Pizzas

Preparation time: 15 minutes

Cook time: 5-10 minutes

Ingredients

1	English Muffin	1
1 oz	Mozzarella cheese	30 g
1 oz	Cooked ham	30 g
1/6	Green pepper	1/6
1 large	Mushrooms	1 large
2 tbsp	Pineapple chunks	30 ml
2 tbsp	Tomato sauce	30 ml
1/2 tsp	Oregano	2 ml
1/2 tsp	Chili powder	2 ml
1/5 tsp	Dried parsley	2 ml

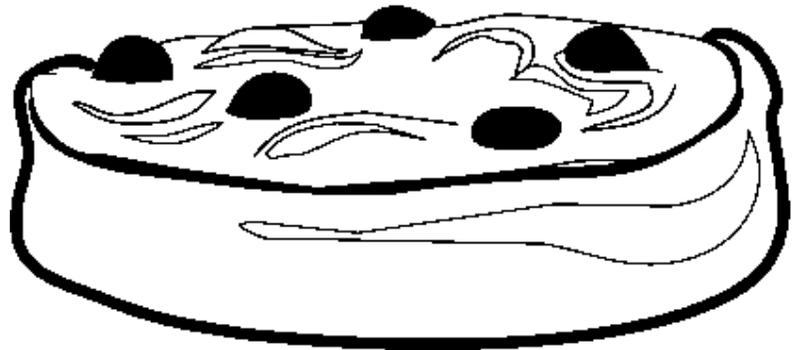
Instructions

1. Wash vegetables.
2. Grate cheese.
3. Slice the English muffin in half.
4. Spread tomato sauce on each half and spices on top.
5. Add toppings (be creative).
6. Sprinkle grated cheese on top.
7. Broil in oven until bubbly. Watch carefully so your pizza doesn't burn.
8. Enjoy.

Makes 1 serving

Suggestions

- Try using pita bread or bagels instead of English muffins.



Hot, Hot, Hot! (or Not, Not, Not) — Pita Chips and Salsa

Preparation time: 15 minutes

Cook time: 10 minutes

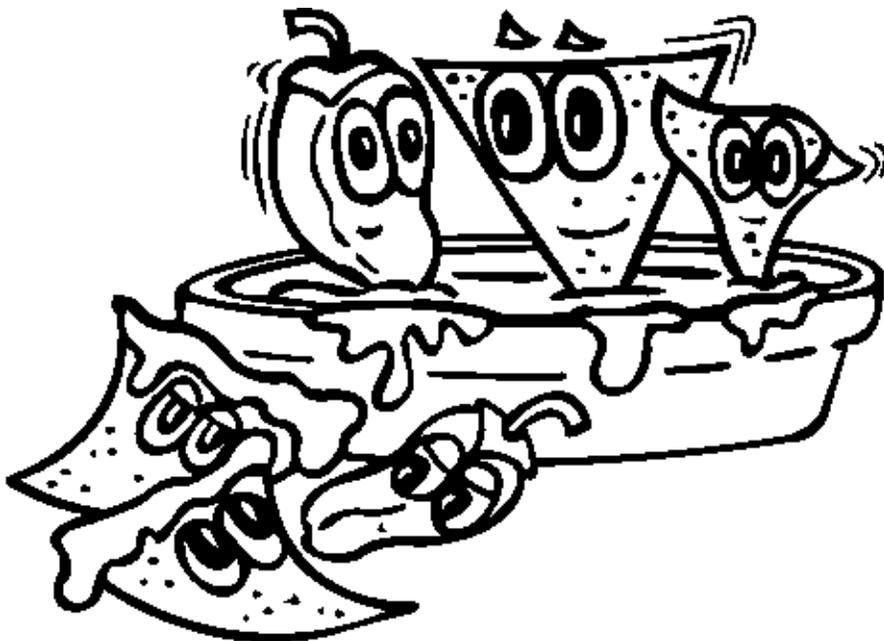
Salsa

Ingredients

1	Tomato	1
1/6	Green pepper	1/6
1tbsp	Onion	15 ml
1tsp	Minced garlic	5 ml
1tsp	Tomato paste	5 ml
Pinch	Dried Jalapeno peppers (optional)	

Instructions

1. Wash vegetables.
2. Chop tomatoes, green pepper and onion into tiny pieces.
3. Mince garlic using a butter knife
4. Combine all ingredients in a bowl.
5. Add tomato paste and dried jalapeno peppers (optional).
6. Mix together.



Pita Chips

Ingredients

1 small	Pita bread	1 small
1 tbsp	Oil	15 ml
1 tsp	Italian seasoning	5 ml
1 tsp	Garlic powder	5 ml
1 tsp	Onion powder	5 ml
1 tsp	Basil	5 ml
1 tsp	Parsley	5 ml

Instructions

1. Preheat oven to 450° F.
2. Cut pita bread into 6-8 triangles.
3. Brush both sides of pita bread with oil.
4. Sprinkle with seasonings.
5. Put pita pieces on a cookie sheet and bake for 5 minutes or until golden brown.
6. Cool and dip into freshly made salsa.
7. Enjoy.

Makes 1 serving

A Tuna Tune-up – Tuna Melt with Cheese

Preparation time: 10 minutes

Cook time: 5 minutes

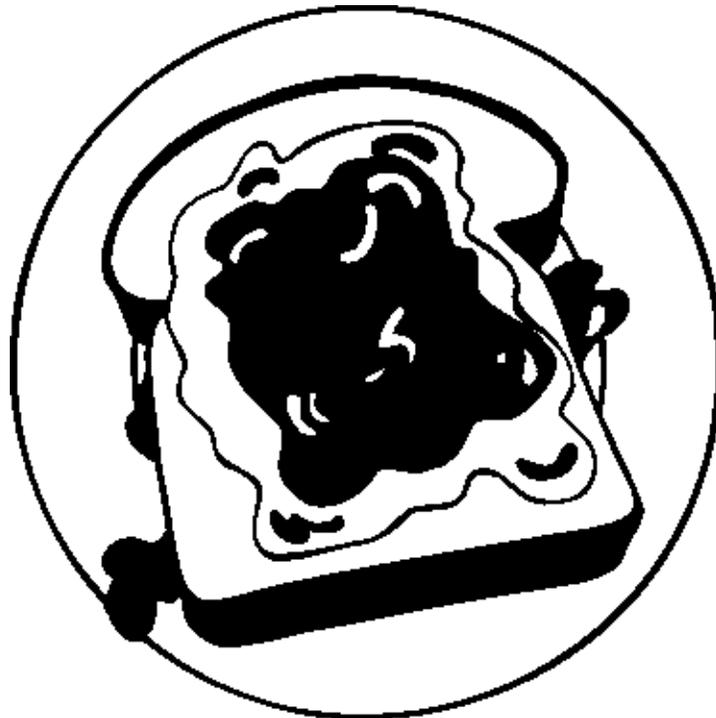
Ingredients

2 slices	Whole-wheat bread	2 slices
1 oz	Cheddar cheese	30 g
1/3-7 oz can	Tuna	60 g
2 tbsp	Mayonnaise	30 ml
Pinch	Pepper	Pinch

Instructions

1. Grate cheese.
2. Open can of tuna and drain the water.
3. Mix tuna and mayonnaise together in small bowl.
4. Spread mixture on bread.
5. Sprinkle with cheese.
6. Broil in oven until bubbly. Watch carefully (cook about five to 10 minutes).
8. Enjoy.

Makes 1 serving



As Easy as ABC — Alphabet Pancakes

Preparation time: 15 minutes

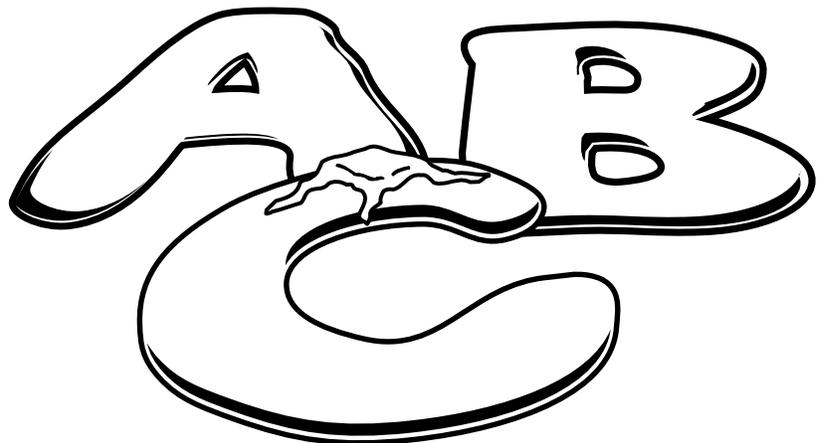
Cook time: 15-30 minutes

Ingredients

3/4 cup	Plain yogurt	175 ml
3/4 cup	Milk	175 ml
2	Eggs	2
3 tbsp.	Oil	45 ml
1 1/2 cups	Whole-wheat flour	375 ml
3/4 tsp	Baking powder	3 ml
3/4 tsp	Baking soda	3 ml
Pinch	Salt	Pinch
1/4 cup	Syrup	60 ml

Instructions

1. In a small bowl, combine and mix yogurt, milk, eggs, and butter.
2. In a large bowl, stir together flour, baking powder, baking soda, and salt.
3. Add yogurt mixture all at once to dry ingredients, stirring until just combined (batter will be thick).
4. Fill empty squeeze bottles with batter. Cut nozzle off to enlarge opening.
5. Heat greased non-stick fry pan over medium heat.
6. For each pancake squeeze batter from the bottle into the frying pan, making letters of the alphabet.
7. Cook pancakes two minutes or until bubbles start appearing on surface, then turn and cook other side.
8. Serve with yogurt and fruit or syrup.
9. Enjoy.



Makes 3 servings

A Grain of Truth – Sunflower Cookies

Preparation time: 15 minutes

Cook time: 10 minutes

Ingredients

1/4 cup	Soft non-hydrogenated Margarine	60 ml
6 tbsp	Brown sugar	90 ml
6 tbsp	White sugar	90 ml
1	Egg	1
1/4 tsp	Vanilla extract	1 ml
1/4 tsp	Baking soda	1 ml
1 tsp	Hot water	5 ml
1/2 cup	Unsalted, shelled sunflower seeds	120 ml
1/4 cup	All-purpose flour	60 ml
1/4 cup	Whole-wheat flour	60 ml
1/4 cup	Large-flake rolled oats	60 ml
1/4 cup	Chocolate chips	60 ml
1/4 cup	Raisins	60 ml
3 tbsp	Natural wheat bran	45 ml
3 tbsp	Wheat germ	45 ml

Instructions

1. Preheat oven to 350° F.
2. In large bowl, cream margarine, brown sugar, granulated sugar until fluffy.
3. Stir in beaten egg, vanilla, and baking soda dissolved in hot water.
4. Add sunflower seeds, flours, oats, chocolate chips, raisins, bran, wheat germ. Combine ingredients thoroughly.
5. Drop a spoonful of batter at a time onto non-stick or lightly greased cookie sheets.
6. Bake in 350° F oven for about 10 minutes.

Makes 18 cookies



Tansi! It's Aboriginal Days – Oatmeal Bannock

Preparation time: 15 minutes

Cook time: 25 minutes

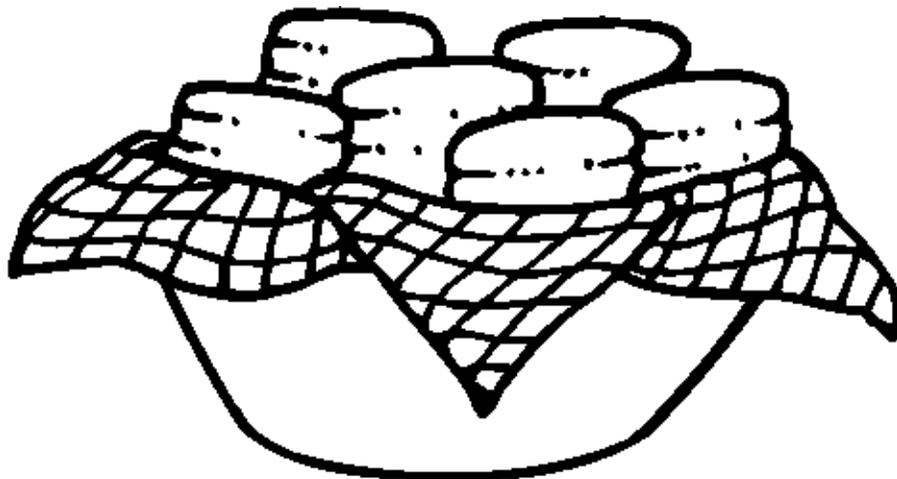
Ingredients

1/2 cup	Flour	120 ml
1/4 cup	Oatmeal	60 ml
1 tsp	Baking powder	5 ml
3 1/2 tsp	Skim milk powder	17 ml
1 tbsp	Oil	15 ml
3 tbsp plus 1 tsp	Water	50 ml
1 tbsp	Raisins	15 ml

Instructions

1. Preheat oven to 400° F.
2. Mix together flour, oatmeal, baking powder and skim milk powder.
3. Blend in vegetable oil using spoon or hand until mixture looks crumbly.
4. Add water. Mix with hands until evenly blended.
5. Add raisins (optional)
6. Press out with hand until 2 cm thick.
7. Put on cookie sheet and bake in 400° F oven for 25 minutes.
8. Eat plain or with your choice of spread.

Makes 1 serving



Hola! It's Mexican Day — Bean Burrito

Preparation time: 15 minutes

Cook time: 10 minutes

Ingredients

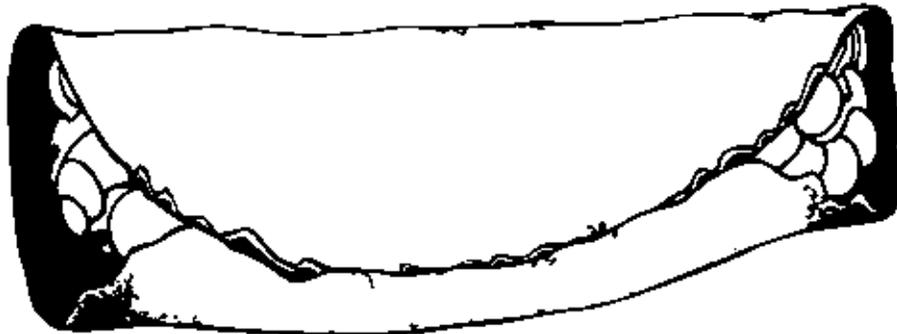
1	Flour tortillas	1
1.5 oz	Cheddar cheese	50 g
5 tbsp	Salsa	75 ml
3 tbsp	Kidney beans	45 ml
1 tbsp	Green onion, chopped	15 ml
Pinch	Chili powder	Pinch
Pinch	Cumin	Pinch

Instructions

1. Preheat oven to 350° F.
2. Rinse and drain kidney beans.
3. Put kidney beans in bowl and mash together.
4. Add half the salsa, chili powder and cumin. Mix well.
5. Chop green onions and grate cheese.
6. Place bean mixture on edge of tortilla and sprinkle cheese and green onion on top.
7. Roll up filled tortilla and place seam side down on baking sheet.
8. Bake at 350° F for 10 minutes.
9. Top with remaining salsa and enjoy.

Optional: Serve with sour cream.

Makes 1 serving



Use Your Noodle – Spaghetti with Vegetable Sauce

Preparation time: 15 minutes

Cook time: 30 minutes

Ingredients for Sauce

1 small	Onion	1 small
2 sticks	Celery	2 sticks
1 clove	Garlic	1 clove
2	Carrots	2
1/4 cup	Ketchup	60 ml
1-2 tbsp	Oil	15-30 ml
3/4 cup	Crushed tomatoes	175 ml
1 tsp	Dried basil	5 ml
1 tsp	Oregano	5 ml
8 oz	spaghetti 1(225 g)	

Instructions for Sauce

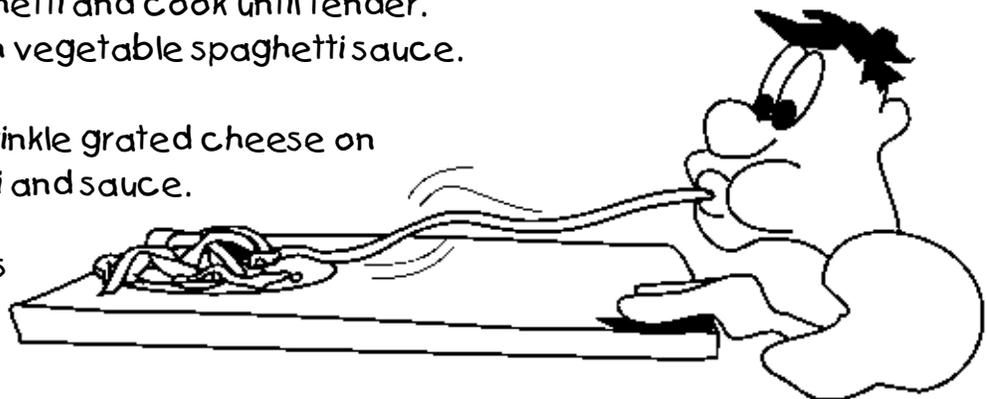
1. Peel and grate carrots.
2. Wash celery.
3. Chop onion, garlic and celery.
4. In a saucepan, cook onion and celery in oil for four to five minutes.
5. Add garlic and cook for 30 seconds.
6. Add remaining ingredients and cook for 30 minutes.

Recipe Instructions for Pasta

1. Fill large pot with water and boil.
2. Add spaghetti and cook until tender.
3. Serve with vegetable spaghetti sauce.

Optional: Sprinkle grated cheese on the spaghetti and sauce.

Makes 3 servings



Ho! Ho! Ho! – Gingerbread Cookies

Preparation time: 30 minutes

Cook time: 10-30 minutes

Ingredients

Cookies

1/2 cup	Butter or non-hydrogenated soft margarine	125 ml
1/2 cup	Granulated sugar	125 ml
1/2 cup	Fancy molasses	125 ml
1 large	Egg yolk	1 large
2 cups	All-purpose flour	500 ml
1/2 tsp	Baking powder	2 ml
1/2 tsp	Baking soda	2 ml
1 tsp	Ground cinnamon	5 ml
1/2 tsp	Ground ginger	2 ml
1/4 tsp	Ground nutmeg	1 ml

Frosting

2 tbsp	Non-hydrogenated soft margarine	30 ml
2 cups	Icing sugar	500 ml
	Water	
	Food Colouring	

Instructions

Cookies

1. Cream butter, sugar, molasses and egg yolk together until light.
2. Add next 7 ingredients. Mix well.
3. Wrap in plastic and chill at least 1 hour.
4. Preheat oven to 350° F.
5. Roll out dough to 1/2 cm thickness.
6. Cut dough into shapes with cookie cutters.
7. Arrange on baking sheet.



8. Bake in 350° F oven for 10 to 15 minutes. Cool.
9. Frost and decorate cookies

Frosting (make while dough is chilling)

1. Blend soft margarine with icing sugar.
2. Add just enough water until icing is soft but stiff.
3. Add a few drops of food colouring.
4. Use to ice cookies.

Makes 36 cookies

It's Love at First Bite — A Treat for Valentine's Day Nutty Popcorn Mix

Preparation time: 20 minutes

Cook time: 30 minutes

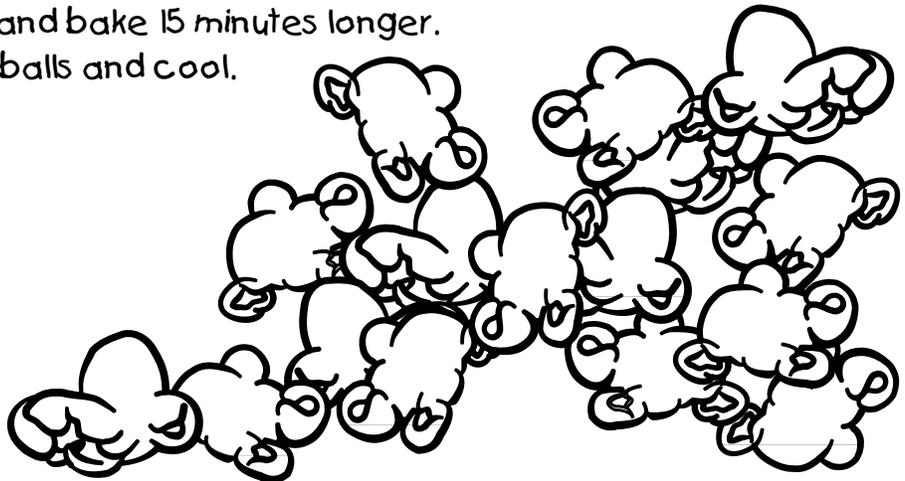
Ingredients

1/4 cup	Chopped nuts (almond, walnuts, pecans or peanuts)	60 ml
1/4 cup	Sunflower Seeds	60 ml
1tbsp	Honey	15 ml
1tbsp	Water	15 ml
1tbsp	Margarine	15 ml
3/4 tsp	Vanilla	3 ml
1/4 tsp	Wheat germ	1 ml
1 cup	Popping popcorn	250 ml
1/4 cup	Raisins	60 ml

Instructions

1. Popcorn in hot air popper or large pot and set aside.
2. Mix nuts and seeds. Set aside.
3. Stir honey and water together over medium heat until candy thermometer registers 250° F. Add margarine, vanilla, salt and wheat germ.
4. Pour over popcorn in a large bowl and mix well.
5. Spread mixture into a large baking pan.
6. Bake at 300° F for 15 minutes.
7. Remove from oven.
8. Stir in raisins.
9. Return to oven and bake 15 minutes longer.
10. Form into small balls and cool.
11. Enjoy.

Makes 3 servings



Sink Your Fangs Into This — Pumpkin Muffins

Preparation time: 15 minutes

Cook time: 20-25 minutes

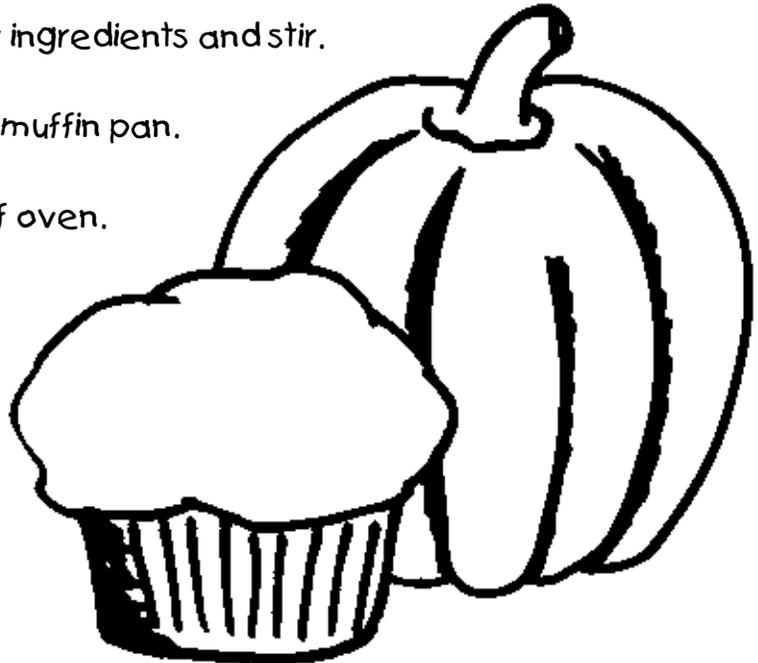
Ingredients

1	Egg	1
1/4 cup	Milk	60 ml
1/4 cup	Canned pumpkin	60 ml
2 tbsp	Oil	30 ml
3/4 cup	Whole-wheat flour	175 ml
1/4 cup	Sugar	60 ml
1 tsp	Baking powder	5 ml
1/4 tsp	Salt	1 ml
1/4 tsp	Cinnamon	1 ml
1/4 cup	Raisins	60 ml

Instructions

1. Preheat oven to 400° F.
2. Beat egg.
3. Stir in milk, pumpkin and oil.
4. In another mixing bowl, mix together flour, sugar, baking powder, salt, cinnamon.
5. Put liquid mixture into dry ingredients and stir.
6. Add raisins.
7. Put paper muffin cups in muffin pan.
8. Fill paper cups 2/3 full.
9. Bake 20 minutes. Turn off oven.
10. Cool muffins and enjoy!

Makes 6 muffins



Nutrition Education Activities: Fun and Games

In order to reinforce or expand on the lessons learned in preparing the meal or snack, you may want to involve the kids in nutrition education activities. The activities are designed to be fun and give kids a chance to use their creativity and thinking skills.

There are 25 nutrition education activities in this manual. They have been grouped into two categories, for children 6 to 8 years of age and for children 9 to 11 years of age.

In each lesson plan, you have a choice of three nutrition education activities. Keep in mind that the suggested activities are there only as a guide and you are free to choose any activity that suits your program needs.

Tips for choosing a nutrition activity:

- Choose an activity that complements the recipe in your lesson plan. For example, if the group is preparing a recipe using items from the Milk Products food group, you may wish to choose an activity that introduces this food group or talks about calcium.
- For lesson plans that include complicated or time-consuming recipes, choose a nutrition education activity that doesn't take long. For quick recipes choose a longer activity.

The outline for each nutrition activity includes:

- Approximate Time Needed for Activity
- Materials/Resources
- Instructions
- Comments/Discussion – Information about nutrition to help facilitate discussion with the children
- Suggestions

Note: Many of the resources that are needed for the nutrition activities are included in the Kids' Cooking Club Kit. A star (*) will be used to indicate these resources.

Nutrition Education Activities

Children 6 to 8 Years Old

1. Healthy Eating Placemats
2. Food Rainbow
3. Everyday Foods, Sometime Foods
4. Soapy Solutions
5. Fight BAC! Video
6. Fight BAC! Game
7. BAC! Catcher Game
8. Nutrition Bingo
9. International Food Passports
10. That Makes Scents
11. Breakfast Bonanza
12. Favourite Breakfasts
13. Taste Tests
14. Food Buzz
15. Mystery Can
16. Psychic Powers
17. Snacker Says

Children 9 to 11 Years Old

18. Grocery Store Safari
19. Bones in Vinegar
20. Bag of Bones
21. What Am I?
22. Beanbag Toss
23. Charades
24. Food Riddles
25. Tipster

Activity 1 – Healthy Eating Placemats

Approximate time needed for activity: 30 minutes

Activity adapted from: Good Start Eat Smart

Materials/resources

- * Canada's Food Guide tear-off sheet
- * Northern Food Guide tear-off sheet
- Grocery store flyers
- Food magazines
- Construction paper
- Glue
- Scissors
- Markers
- Crayons

**Included in your Kids in the Kitchen community action kit.*

Instructions

Ask the children to cut out pictures of their favourite foods from the four food groups using grocery store flyers and food magazines. To help the children distinguish between the four food groups, hand out the tear-off sheets of Canada's Food Guide to Healthy Eating or the Northern Food Guide. Have the children glue the pictures onto construction paper to make a place mat illustrating healthy eating.

Comments/discussion

This activity is a good opportunity to introduce classification of food into the four food groups. Although a food may provide many different nutrients, its food group is determined by the main nutrients it provides. Foods that provide the same set of key nutrients in significant amounts are grouped together. See page 5 for the Key Nutrients Table. Discuss how it is important to eat food from all four food groups in order to grow and be healthy.

What are your favourite foods from Grain Products? Vegetables and Fruit? Milk Products? Meat and Alternatives? Why do you like these foods?

Suggestions

Laminate the placemats for the children and use them throughout your Kids' Cooking Club.

Activity 2 – Food Rainbow

Approximate time needed for activity: 30 minutes

Materials/resources

- *Food Guide rainbow
- *Canada Food Guide tear-off sheet
- *Northern Food Guide tear-off sheet
- Grocery store flyers
- Food magazines
- Scissors
- Glue
- Markers
- Crayons
- Blank newsprint paper

**Included in your Kids in the Kitchen community action kit.*

Instructions

- Cut out pictures of food from flyers and magazines that belong to the four food groups and place on the appropriate section of the rainbow.
- If a paper rainbow has been made, draw foods on the rainbow using markers.

Comments/discussion

- The goal is to teach classification of foods into the four food groups. The discussion will be similar to that of Activity 1.
- Use the tear-off sheets to divide the foods into the four food groups.
- Discuss the difference between the Northern Food Guide and Canada's Food Guide. (The Northern Food Guide, focusing on Aboriginal foods, is shown with a circle, whereas Canada's Food Guide is shown with a rainbow. The food groups in the two food guides are similar, although the Northern Food Guide shows wild meats, where Canada's Food Guide focuses on domestic meats. The Northern Food Guide also has fish bones in the Milk Products group. These are used in fish head soup which is a traditional source of calcium. It is not shown in Canada's Food Guide).

Activity 3 – Everyday Foods, Sometime Foods

Approximate time needed for activity: 20 minutes

Activity from: Fishin' for Nutrition and Recreation

Materials/resources

No materials needed

Instructions

- Have children sit in a circle.
- One child (the tagger) goes around the outside of the circle and taps each person while calling out the name of a different “everyday” or “sometimes” food for each person tapped. The child sitting repeats the name of the food. When a “sometimes food” is called, the person tapped must run in the opposite direction of the tagger, and both children race in opposite directions back to the vacated space. The first person who runs back to the space wins.
- The child who did not win becomes the new tagger. (Game is similar to Duck, Duck, Goose.)

Examples of Everyday Foods

apple
banana
carrot
celery
broccoli
milk
cheese
yogurt
chicken
peanut butter
pasta
bread

Examples of Sometime Foods

potato chips
chocolate bars
donut
French fries
Kool-Aid
pop
cup cakes
chocolate cake
caramels
candies
Slurpee

Comments/discussion

- The goal is to teach classification of foods into the four foods groups. The discussion will be similar to that of Activity 1.

Activity 4 – Soapy Solutions

Approximate time needed for activity: 20 minutes

Activity adapted from: Fight BAC! Education Program

Materials/resources

- Cooking oil
- Ground cinnamon
- *Measuring spoons
- Sink
- Soap
- Paper towels

**Included in your Kids in the Kitchen community action kit.*

Instructions

- Rub 15 ml (1 Tbsp) of cooking oil all over hands until completely coated. Then sprinkle 5 ml (1 tsp) of cinnamon on top of the oil and rub it around until it is evenly distributed. The cinnamon simulates the bacteria. The cooking oil simulates the natural oils on the skin to which the bacteria cling.
- Wash hands with soap and warm water to remove the bacteria (cinnamon). The areas that you did not wash will still be brownish-red from the cinnamon. Try shaking hands with a friend and see how much cinnamon is spread. This is one way cold germs are spread.

Comments/discussion

- This activity shows children areas of their hands they may normally miss while washing and where germs (bacteria) can grow.
- Discuss how improper hand washing allows bacteria to grow and how this can make us sick.
- To effectively remove bacteria, wash hands with soap and rub briskly for 20 seconds (this means between fingers and under fingernails). To estimate 20 seconds sing a known song such as Twinkle, Twinkle Little Star or use a timer.

Activity 5 – Fight BAC! Video

Approximate time needed for activity: 20 minutes

Activity adapted from: Fight BAC! Education Program

Materials/resources

- *Fight BAC! Video (9 minutes)
- TV
- VCR

**Included in your Kids in the Kitchen community action kit.*

Instructions

- Play the video. The video teaches children how to ensure that their food is safe to eat and will not make them sick. It discusses proper handling and storage of food to avoid illness from bad bacteria in food.

Comments/discussion

Discuss the four key messages in the video:

- CLEAN - Wash hands and surfaces often.
- COOK - Cook foods to proper temperatures.
- CHILL - Refrigerate cold foods promptly.
- SEPARATE - Don't cross-contaminate.

Discuss potential mistakes that can cause people to become ill:

- not washing the counter top before cutting food
- eating fruit directly from the store packaging without washing it
- juices from raw meat spilling onto food in the refrigerator
- using the same kitchen towel for wiping up meat juices and then wiping dishes
- serving and eating food that has been left out on a counter for several hours

Activity 6 – Fight BAC! Game

Approximate time needed for activity: 20 minutes

Activity adapted from: Fight BAC! Education Program

Materials/resources

* Fight BAC! Game

**Included in your Kids in the Kitchen community action kit.*

Instructions

- Each player selects a playing piece and places it on the Safe Food National Park sign.
- Turn playing cards face down and mix them up.
- One player will start the game by selecting a playing card and moving his/her game piece the number of spaces on the card. If you draw a soap card you get another turn. If you draw a BAC card you lose a turn.
- If you land on a space with directions you must follow the directions to move forward or backward.
- After each move the playing card is placed on the bottom of the pile, face down.
- Each player takes a turn continuing in order.
- The first player to reach the "YOU WIN" sign is the winner.

Comments/discussion

- Has anyone had food poisoning? Food poisoning happens when a person gets sick from eating food that has been contaminated with germs/bacteria. Food poisoning can be avoided by following the four key messages.

Discuss the four key messages:

- CLEAN - Wash hands and surfaces often.
- COOK - Cook foods to proper temperatures.
- CHILL - Refrigerate cold foods promptly.
- SEPARATE - Don't cross-contaminate.

Activity 7 – BAC! Catcher Game

Approximate time needed for activity: 30 minutes

Activity Adapted From: Fight BAC! Education Program

Materials/resources

*BAC! Catcher

*Food Safety Questions and Answers

**Included in your Kids in the Kitchen community action kit.*

Instructions

- Split into two teams.
- One team will pick one of the printed squares – for example, “Hot Stuff.”
- The other team will open and close the BAC! Catcher in an alternating direction for each letter of the phrase HOT STUFF (ie. eight times). Then they will ask the question closest to the phrase chosen and let the other team answer.
- To find the correct answer lift the flap.
- Players should alternate between asking and answering questions until they are all answered.

Comments/discussion

- As a group, discuss the questions and answers.

See Appendix J for more information.

Activity 8 – Nutrition Bingo

Approximate time needed for activity: 30 minutes

Materials/resources

*Nutrition Bingo game

Bingo chips (dried beans)

**Included in your Kids in the Kitchen community action kit.*

Instructions

- Give each player a bingo card and several bingo chips.
- Draw food names randomly from a master box containing every possible item on the Bingo Cards. As each item is drawn, first call out the food group to which the food item belongs and then call out the name of the food (e.g. from the Milk Products group: cheese).
- If the item called is on any bingo card, it is covered with a bingo chip.
- The first child to complete their card correctly calls “Nutrition Bingo.”
- Facilitators can choose different game patterns for the children to complete, such as straight line, X, or full card.

Comments/discussion

As you select food items from the master box, talk about them. For example

- What food group is it from?
- What are the major nutrients?
- What's the colour? taste? smell?
- Is it an everyday food or a sometimes food?
- How does it make the body healthy?
- How would you eat it? Raw? Cooked in a recipe?

Activity 9 – International Food Passports

Approximate time needed for activity: 30 minutes

Activity adapted from: Food Appreciation (section from the Nutrition Unit of the Manitoba Health Curriculum)

Materials/resources

- *International Passport - Names of Countries
- *International Passport Playing Cards (4)
- * List of Foods and Meals Typical of Various Countries

Pencils

**Included in your Kids in the Kitchen community action kit.*

Instructions

- Make copies of the master sheets
- Cut out the names of the 16 countries on the worksheet entitled “International Passport - Names of Countries” (done by facilitator before group starts).
- Appoint a caller to draw the names of the countries.
- Divide the children into four teams. Give each team a different International Passport Playing Card
- Ask the caller to draw the name of the first country. If the name of that country appears on their card, that team must find a food or dish typical of the country drawn and write it in the space provided. The sheet entitled "List of Foods and Meals Typical of Various Countries" may be consulted if necessary.
- Allow two to three minutes for each country drawn so those teams can complete the country box as needed.
- The caller continues to draw names of countries until one team has completed four country boxes vertically, horizontally or diagonally, as in bingo.
- When a team completes this sequence they shout "PASSPORT!"

Comments/discussion

Children will recognize a variety of foods from different countries. Discuss the different foods from around the world and Canada. Refer to the handout “List of Foods and Meals Typical of Various Countries.” Imagine never having potatoes, tomatoes, corn, peppers or pineapples – none of these foods were eaten by people in Europe before contact with North and South America.

Activity 10 – That Makes Scents

Approximate time needed for activity: 20 minutes

Activity adapted from: A Wealth of Health-Packed Snacks and Game

Materials/resources

* Blindfold	Parsley
Various spices:	Onion powder
*Oregano	Garlic powder
*Ginger	Italian seasoning
*Cinnamon	Cloves
*Cumin	Rosemary
Chili powder	Curry
Dried dill weed	

**Included in your Kids in the Kitchen community action kit.*

Instructions

- Use the four spices provided in the Kids' Cooking Club Kit.
- If desired, gather a variety of other spices and separate them into small film canisters.
- Number the canisters like the ones provided in the kit so you are able to identify each spice (for example #1 is oregano, #2 is ginger, #3 is cinnamon and #4 is cumin).
- Select and blindfold volunteers. Let the children smell the different spices and guess what they are.
- Reveal the true identity of the spices after all the children have had a chance to wear the blindfold.

Comments/discussion

Discuss the different spices and meals that we use them in.

*Oregano – pizza, pasta sauce

*Ginger – chicken, fruits

*Cinnamon & Cloves – pumpkin pie, muffins, cookies, cakes, hot apple cider, fruits, breads

*Cumin – curry dishes, burritos, soups, chili

Curry – vegetables/tomatoes, lentils and dried beans (dahl), meat, chicken, fish

Chili Powder – beef or vegetable chili, tacos, burritos,

Dried Dill Weed – vegetable dip, fish sauces, salads, soups, pasta

Parsley – chicken, potatoes, rice, vegetables

Onion Powder – anything

Garlic Powder – anything

Italian Seasoning - pizza, pasta sauce

Rosemary – chicken, meatloaf, pork, beef, sauces, stuffing, potatoes, spaghetti sauce

Discuss favourite scents and how important the sense of smell is to taste. Try tasting food while plugging your nose – you will notice that you can hardly taste anything.

Suggestions

- Try other scents like Worcestershire sauce, balsamic vinegar, lemon juice, soy sauce, mint, all-spice, vanilla, and orange rinds.
- Try fresh herbs if they are available.

Activity 11 – Breakfast Bonanza

Approximate time needed for activity: 15 minutes (can be combined with Activity 12)

Activity adapted from: Nutrition P.I.: Primary Ideas for Active Learning

Materials/resources

Large Paper

Tape

Markers

Instructions

- Have the children come up with unusual breakfast ideas.
- Prompt them to come up with ideas from all four food groups.
- Write down all the ideas on a sheet of paper.
- Discuss the list. Which breakfast is more appealing? Which breakfast would you like to try?

Comments/discussion

Ask the students what they had for breakfast. Discuss why breakfast is important and how you would feel by mid-morning if you didn't eat breakfast. Explain that breakfast not only keeps the body strong but also keeps your brain working too and that a good breakfast helps them to do their schoolwork.

What does the word 'breakfast' mean? A 'fast' is a period when one goes without eating, so breakfast is when one 'breaks the fast' from the previous night. Eating a good breakfast gives us energy for a new day.

Ask if anyone thinks that breakfast is boring. Explain that it can be boring if you always have the same thing. Ask the children to think of different things that they could have for breakfast, even unusual breakfast ideas. Start with giving them a few examples such as a breakfast sandwich of chicken salad on whole-wheat bread with sliced tomato, or a blender breakfast made with milk, fresh fruit and yogurt.

Activity 12 – Favourite Breakfasts

Approximate time needed for activity: 15 minutes (can be combined with Activity 11)

Activity adapted from: Nutrition P.I.: Primary Ideas for Active Learning

Materials/resources

Large construction paper

Markers

Grocery store flyers

*Black food model cards

Scissors

Glue

**Included in your Kids in the Kitchen community action kit.*

Instructions

- As a group, have the children describe their favourite breakfasts.
- Divide the children into small groups. Ask each group to make a nutritious breakfast using pictures of foods from grocery store flyers or the black food cards.
- Place the title “Favourite Breakfasts” on the top of a large piece of construction paper.
- Have the children glue or tack the pictures they have chosen on the construction paper, each group working on one breakfast.
- If there is time, have children present their breakfast to the rest of the group.

Comments/discussion

As per Activity 11.

Activity 13 – Taste Tests

Approximate time needed for activity: 20 minutes

Materials/resources

Food
Toothpicks
Paint colour chips (optional)
Paper
Pencil crayons

Instructions

Let the children taste different varieties of one food product. For example:

- Different apple varieties and forms (Mac's, Spartan, Granny Smith, Golden and Red Delicious, Gala, Apple Sauce)
- Different pear varieties (Anjou, Bartlett, Red)
- Different types of beans (Chickpeas, Pinto, Black, Kidney)
- Different types of cheese (Edam, Cheddar, Mozzarella, Monterey Jack)
- Using the paint chips, you may wish to compare the variety of foods to the great variety of different shades and colours of paint available. Just as there are many different shades of blue, there are many different kinds of cheese or apple.

You may want to get the children to imagine their own varieties of foods. Try drawing your own new kinds of food. What would these imaginary foods look and taste like? What would you call them?

Comment

There is a tremendous variety of food available and different varieties will give you different tastes, smells, textures and even colours on your plate. Experimenting with different varieties allows you to be creative and have fun with food.



Strange But True

There are 150 different kinds of peaches and 50 different kinds of grapes grown in the state of California alone. Around the world, there are 7,000 different kinds of apples. There are more than 1,000 different kinds of cheese available, made from the milk of cows, sheep, goats, camels and yaks.

Activity 14 – Food Buzz

Approximate time needed for activity: 30 minutes

Activity adapted from: Nutrition P.I.: Primary Ideas for Active Learning

Materials/resources

No materials needed

Instructions

- Have the children sit in a circle.
- Tell the children that you have a message about a food and you are going to whisper it into someone's ear and then that person will whisper it to the one sitting beside them.
- The message can only be repeated once.
- The food buzz continues around the circle until the last child hears the message and then says it aloud. Usually, the message will be distorted as it passes from one child to another, often to comical effect.
- After each round, tell the children the correct message and discuss the foods in the messages.

Message Suggestions

1. We scream for ice cream.
2. Grapes grow on vines. Bananas grow on trees.
3. Cheese is a favourite food of both people and mice.
4. Orzo is a Greek noodle that looks like rice.
5. Chickpeas are a type of bean that is round and brown.
6. Eggplant does not come from a chicken; it is a kind of vegetable.
7. Potatoes, carrots and radishes all grow under the ground.
8. Zucchini looks like a small cucumber, but doesn't taste like one.
9. Chocolate milk does not come from brown cows.

Comments/discussion

- How many flavours of ice cream can you think of?
- What is a vine? What other foods grow on vines?
- What other kinds of noodles can you name? What are your favourite foods that contain noodles?

- What different kinds of cheese have you tasted?
- Have you ever tasted chickpeas? What do they taste like?
- What other unusual vegetables do you know?
- What other foods grow underground? On trees? On bushes? On small plants?
- What other salad ingredients do you know besides zucchinis and cucumbers?
- How is chocolate milk made?

Activity 15 – Mystery Can

Approximate time needed for activity: 30 minutes

Activity adapted from: Good Start Eat Smart

Materials/resources

Mystery Can

Various foods (kiwi, dried apricot, avocado, zucchini, dried lentils, dried kidney beans, chickpeas, rotini, linguine, cannelloni, rice, popcorn, etc.)

(To make the Mystery Can take a large coffee can, cut off both ends, and cover one end with the plastic cover and the other end with the open end of a large sock, secured with a large elastic. Cut off the closed end of the sock so that you can put your hand through the sock and into the can. The outside of the Mystery Can may be decorated with pictures of food.)

Instructions

- Without the children seeing, place a ‘mystery food’ in the Mystery Can.
- Have the children take turns putting their hands into the can and touching the food.
- Have the children describe the food’s shape and texture.
- Ask the children to guess what it might be.
- Remove the food and observe the shape and color.
- Ask the children if they can identify the food and what food group it belongs to.
- After taking the food out of the can, cut the foods that can be cut and observe the inside. Does it have a skin? A core? Seeds or a pit? Is it juicy or dry?

Comments/discussion

Before the development of modern transportation, most people ate the same meal every day all their lives. Fruit was only a part of people’s lives during a short season when it was naturally ripe close to home. Imagine if every day you ate a piece of bread and, if you were lucky, a stew or soup of onions and carrots or a sausage!

Activity 16 – Psychic Powers

Approximate time needed for activity: 30 minutes

Activity adapted from: Fishin' for Nutrition and Recreation

Materials/resources

*Blindfold

Paper bag

Various foods (orange, carrot, apple, pasta, dried kidney beans, dried chickpeas, popcorn, etc.)

**Included in your Kids in the Kitchen community action kit.*

Instructions

- The facilitator secretly places several food items in the paper bag.
- Seat the children and ask for a volunteer to come forward and put on the blindfold.
- The facilitator picks out one food from the paper bag and holds it up so everyone else can see what it is. Ask the children to give one clue at a time so that the blindfolded child can use “psychic powers” to tell what the food item is. Example clues would be: it is colour, it tastes sour, etc.
- Give the blindfolded child an opportunity to guess what the food is. If the child cannot identify the food, allow him/her to ask questions one at a time (e.g. What colour is it? What does it taste like?)
- Once the item is identified, do not place it back in the bag.
- Continue the game with the other food items until each child has had a chance to wear the blindfold.

Note

The game can become more complex by making the foods harder to guess. Keep it simple for the younger children.

Activity 17 – Snacker Says

Approximate time needed for activity: 30 minutes

Activity adapted from: Fishin' for Nutrition and Recreation

Materials/resources

No materials needed

Instructions

- Have the children stand in a straight line (side by side a few feet apart).
- Call the names of “everyday” and “sometimes” snacks.
- When an “everyday” snack is mentioned, the children take one jump forward.
- When a “sometime” snack is mentioned the children remain still. If a child jumps they go back to the beginning point.
- For example, if the leader says "Snacker says eat an apple," the children take one jump. If the leader says, "Snacker says, eat a chocolate bar," the children don't move and if they do they must go back to the beginning and start again.
- The first child to cross the finish line becomes Snacker.

Everyday Snacks

Grapes
Bananas
Raw Veggies
Apples
Milk
Cheese and Crackers
Peanut Butter Sandwich
Fruit Smoothy
Fruit Yogurt
100% Fruit Juice
Dried Cereal

Sometime Snacks

Candy
Chocolate
Potato Chips
Donut
Kool-Aid, Pop
Nachos with Cheese Sauce
Donut
Milk Shake
Ice Cream
Slurpee
Cheese Puffs

Activity 18 – Grocery Store Safari

Approximate time needed for activity: 60 minutes

Activity adapted from: Nutrition P.I.: Primary Ideas for Active Learning and Good Start Eat Smart

Materials/resources

Letters to the parents asking permission to take the children to the grocery store.
Give out at least one week before the Safari.

Instructions

A visit to the grocery store can be a real educational experience. Choosing one department or focus for each visit is recommended. One way to plan your Grocery Store Safari is to highlight one or more of the four food groups.

Preparation

Call the grocery store manager ahead of time to arrange a suitable time to visit. Ask if anyone in the store can give a tour or if your group can speak with the fresh produce person, baker, meat or dairy manager. If there is a bakery, you may want to ask if you can tour it. Ask the store if they would be willing to provide food samples for the children to taste.

Vegetables and Fruit Food Group

Questions to ask in the produce department:

- What are the different fruits and vegetables that you see?
- What colours do you see?
- What are the different shapes that you see?
- Is there anything here that you would like to try in the Kids' Cooking Club?

Other comments for the produce department:

- Two important nutrients found in the Vegetables and Fruit food group are vitamin A and vitamin C.
- Vitamin A is important because it helps us see.
- Vitamin C is important because it helps fight illness and heal cuts.
- Dark green leafy vegetables and orange and yellow vegetables are an excellent source of vitamin A. Do you see any of these foods? (Romaine lettuce, carrots, squash.)

- Citrus fruits are an excellent source of vitamin C. What are some citrus fruits? (Oranges, grapefruits, lemons, limes.) Other foods that are high in vitamin C are tomatoes, strawberries, cantaloupe, apple juice, kiwi fruit, sweet peppers, melons, tomato soup/juice/sauce, cabbage, broccoli, and cauliflower.

Milk Products Food Group

Questions to ask in the dairy department:

- What are the different milk products that you see? (Homogenized, 2%, 1% and skim milk, goat's milk, buttermilk, chocolate and other flavoured milks, yogurt, cheese, cottage cheese.)
- What other foods are found in the dairy department? (Soy beverage, eggs, sour cream, butter, margarine.)

Other comments for the dairy department:

- Calcium is an important nutrient found in milk products because it builds strong bones and teeth.
- What foods contain calcium and help keep our bones strong? (Milk, cheese, yogurt.)
- Vitamin D in milk is needed to absorb calcium into our bodies. During the winter, milk is your best source of vitamin D.
- You need at least two glasses of milk every day! For people who experience discomfort from regular milk, lactaid milk or a fortified soy beverage are good alternatives. (See the section on Food Allergy and Intolerance on pages 8 and 9 for more information.)

Grain Products Food Group

Questions to ask in the bakery department:

- What are the different types of bread that you see? (**Everyday foods:** whole wheat, rye, white, pita, bagels, flatbread, tortillas, English muffins, pizza crust. **Sometimes foods:** donuts, pastries, cake, cookies.)

Questions to ask in the pasta aisle:

- What are the different types of pasta and rice? (Read the name of the pastas and rice while showing them to the children.)
- Has anyone tried couscous, a precooked and dried pasta that's popular in North Africa? It can be used instead of rice.

Questions to ask in the cereal aisle:

- What kind of cereal do you use at home? (**Everyday cereals:** Cheerios, Mini-Wheats, Rice Krispies, Raisin Bran, Corn Bran, Shredded Wheat, Corn Flakes. **Sometimes cereals:** Froot Loops, Count Chocula, Frosted Flakes, Honey Comb and other heavily sweetened cereals.)
- Does anyone like hot cereal? What are some different types? (Oatmeal, Red River, Sunny Boy, cream of wheat.)

Other comments for grain products food group:

- An important nutrient in grain products is carbohydrate.
- Carbohydrates are important because they give our bodies energy.
- What foods contain carbohydrates and give our bodies energy? (Bread, cereal, pasta/noodles, rice, couscous, crackers, muffins, fruits, vegetables.)



Strange But True

Kellogg's Corn Flakes, one of the first commercial cereals, was invented by accident when the Kellogg brothers left some boiled corn out to dry and discovered that when they baked it, it turned to flakes.

Meat and Alternatives Food Group

Questions to ask in the meat and fish department:

- What are the different types of meat and fish that you see?
 - **beef:** ground, roasts, steaks, cubes
 - **pork:** roasts, chops, tenderloin, ribs, sausages
 - **chicken:** pieces, whole, ground
 - **fish:** salmon, pickerel, goldeye, snapper
 - What are the different ways that fish can be bought? (Fresh, frozen, canned, dried.)
- Where would you find some of the alternatives to meat and fish? (Beans with the canned foods, peanut butter with jellies and jams, nuts with the snack foods or in the baking section, tofu and soy products in the produce department, eggs in the dairy department.)

Comments about alternatives:

- Eggs, tofu and soy products, peanut butter, nuts and seeds, and dried peas, beans and lentils are meat alternatives (meat substitutes). Some people don't eat meat, fish or poultry and need to eat these other foods for protein and iron in order to stay healthy.

Other comments for the meat and alternatives food group:

- Important nutrients in the meat and alternatives food group are protein, iron and Vitamin B12.
- Protein helps us grow and to renew growth (hair, nails, skin) and helps build our muscles.
- Iron is needed for healthy blood and for the body to use food for energy.
- Vitamin B12 is only found in animal products. If a person does not eat animal products, they have to take a supplement of B12.

Activity 19 – Bones in Vinegar

Approximate time needed for activity: 15 minutes (can be combined with Activity 20)

Materials/resources

Chicken Bones (cleaned)

Large Jar - 1

Vinegar – 500 ml (2 cups)

Instructions

- Have the children feel the chicken bones. Discuss how hard the chicken bone is before it goes into the vinegar.
- Put the chicken bones in a jar of vinegar for a few days or until the next session. The vinegar will make the bones soft and rubbery because it draws the calcium out of the bones.
- Check the bones after a few days. Discuss how weak and rubbery the bones are after sitting in the vinegar. Use this experiment to explain how bones become weak and soft if they don't get enough calcium to store.

Comments

- Calcium is important for building strong bones and teeth. Without calcium in our diet our bones and teeth become soft and weak.
- What foods are high in calcium? (Milk, yogurt, cheese, broccoli, salmon with bones, almonds, canned beans with pork or tomato sauce, fortified soy beverage.)
- What vitamin is required in order for calcium to be absorbed in the body? (Vitamin D)



Strange But True

In the days of knights and castles, the proper thing to do at dinner was throw your bones on the floor so that the dogs could eat them. Your parents might not think this is so cool now, plus you could make your dog sick.

Activity 20 – Bag of Bones

Approximate time needed for activity: 15 minutes (can be combined with Activity 19)

Materials/resources

Beef bones (cleaned)

Instructions

- Before the class, clean the bones and put them in the oven to dry out.
- Pass around the bones and let the children feel them.

Comments/discussion

- Discuss how hard the bones are and explain that that is because they contain calcium.
- Refer to Activity 19.

Activity 21 – What am I?

Approximate time needed for activity: 30 minutes

Activity adapted from: Fishin' for Nutrition and Recreation

Materials/resources

*Black food model cards

*Plastic sleeve for cards

**Included in your Kids in the Kitchen community action kit.*

Instructions

- Ask the children to sit in a circle and select one child to sit in the middle.
- Choose one food from the set of food model cards and place it inside the plastic sleeve, without the child in the middle seeing.
- Using tape or a safety pin, attach the cardholder to the middle child's back.
- Have the child turn so the other children seated around the circle are able to see the picture of the food. Remind the children around the circle not to say what the picture is.
- The goal for the child in the middle of the circle is to figure out what the food is by having the child in the middle of the circle to ask a series of "YES/NO" questions to the other children.
- After the child has correctly guessed the food, choose another child to sit in the middle with a different food picture on his/her back.
- Continue playing the game until everyone has had a turn to be in the middle of the circle.

Examples of questions to ask:

Do I grow in the ground?

Do I come from an animal?

Am I (a certain colour)?

Am I more than one colour?

Am I crunchy?

Am I fuzzy?

Do I taste good?

Am I sweet?

Do I need to be cooked?

Do I belong to the (Milk Products, Grain Products, Vegetables and Fruit, Meat and Alternatives) food group?

Suggestions

- This game can be played using all the food cards or the focus can be on only one food group.
- You can increase the complexity of the game by changing the pictures (have easier pictures for younger children).

Activity 22 – Beanbag Toss

Approximate time needed for activity: 20 minutes

Activity adapted from: Nutrition P.I.: Primary Ideas for Active Learning

Materials/resources

*Bean bag (or hackey sack)

**Included in your Kids in the Kitchen community action kit.*

Instructions

- Have the children sit in a circle.
- One child is given a beanbag or hackey sack to toss.
- When the facilitator gives the signal, the child tosses the beanbag to another child in the circle and at the same time calls out the name of a food group.
- The child who catches the beanbag or hackey sack must name a food (which has not already been named) from that food group.
- Play continues with the same child tossing the beanbag to another child and calling out a food group.

Suggestions

Use two beanbags or hackey sacks and divide the kids into two teams (one beanbag for each team). Have one facilitator from each team keep track of the correct answers. The team with the most correct answers wins.

Activity 23 – Charades

Approximate time needed for activity: 30 minutes

Activity adapted from: Nutrition P.I.: Primary Ideas for Active Learning

Materials/resources

Charade cards (*see Appendix J*)

Suggestions

- Split the children into teams of four.

Instructions

- Place charade cards face down in a pile.
- One player from a team draws a card and acts out the food named on the card. The other players on the team guess what food is being acted out.
- Players are given a specified amount of time to act out the food (e.g. one or two minutes). One member from the opposite team is the timer.
- The children can decide at the beginning of the game how to identify each food group. For example, the milk food group may be identified with the act of pouring imaginary milk into a glass.
- Once the food group is established, the food is acted out. This can be done by syllable, or by identifying a word that rhymes with the name of the food, or by acting out the food in question (e.g. acting out catching a fish or peeling a banana).
- Play rotates between teams, each team getting one point if they guess the food before the time is up. Play continues until one team reaches a predetermined point score or until each child has a chance to act out a food.

Activity 24 – Food Riddles

Approximate time needed for activity: 15 minutes

Activity adapted from: Fishin' for Nutrition and Recreation

Materials/resources

No materials needed

Instructions

- Divide the children into two teams.
- Have the children sit in a circle.
- Tell the children that you will be giving out one riddle to each team in turn, and the team must try to guess what food it refers to.
- The team that gets the most right answers wins.

Riddles

1. One a day keeps the doctor away. (**apple**)
2. Yellow and black, I'm easy to peel, but watch where you throw my skin. (**banana**)
3. Green outside and red and black within. (**watermelon**)
4. Squeeze me for a breakfast drink and a dose of vitamin C. (**orange**)
5. I have a scaly, prickly skin with a leafy top. (**pineapple**)
6. I grow on a vine in bunches and make an excellent juice. (**grapes**)
7. I have a sour taste and I'm yellow in colour. (**lemon**)
8. I'm covered with soft fuzz when first picked. (**peach or kiwi**)
9. I'm great for decorating desserts, pies and sundaes. (**cherry**)
10. I have seeds on my outside and I make a great jam. (**strawberry**)
11. Frozen cream in a dunce's cap. (**ice cream cone**)
12. A crust, cheese and tomatoes make this Italian dish. (**pizza**)
13. Flat, round or tossed, these are great for breakfast. (**pancake**)
14. Long, white pasta and spicy sauce make this. (**spaghetti and sauce**)
15. I'm white and made of groups of flowerettes. (**cauliflower**)

Activity 25 – Tipster

Approximate time needed for activity: 20 minutes

Materials/resources

Paper

Pencils/crayons

Instructions

- Hand out paper and pencil/crayons to the children.
- Before the game starts, the tipster (a child) picks a food and writes it down on a piece of paper. Encourage the selection of culturally diverse foods as well as more common ones.
- The name of the food is hidden from the rest of the children.
- The tipster describes in five words or less how the food looks.
- The other children can ask the tipster two or three questions to which the tipster can answer yes, no or maybe.
- The other children then draw what they think the food looks like.
- Individually or as a group the children hold up their pictures and call out the name of the food that they have guessed and drawn.

Evaluation

Since the purpose of the Kids' Cooking Club is to give children an opportunity to learn, you may want to conduct an evaluation to see what they have learned.

Evaluation can show you how to do things better in the future, help you determine what's working and what's not, and get an indication of the children's knowledge. A fun activity is a good way to evaluate the children's knowledge level, by giving kids a chance to show what they know in a non-threatening setting. It is also a great way to reinforce knowledge gained through the cooking and nutrition education activities.

Use the game of Food Jeopardy in *Appendix M* to evaluate the children's knowledge.

Appendix A – Sample Letter for Funding

(Date)

(Name)

(Address)

(City, Province, Postal Code)

Dear (Name),

(Organization) is actively seeking financial support for a community-based program that teaches children about healthy eating and how to cook nutritious meals. The program teaches children food-preparation skills and allows them to participate in fun learning activities about food, nutrition and food safety. The program is for children (age range) who live in (area). We are seeking funding for (choose any of the following that apply: meal and snack preparation/facilitators/art supplies/nutrition resources/rental space/cooking equipment/ cleaning supplies). Please see enclosed budget.

Rationale for the Program

Given the trends toward more and more high-fat, low-nutrition fast foods, it is important to the future well-being of children that they learn to prepare tasty, nutritious snacks and meals. Growing rates of childhood obesity in North American society may lead to major problems with heart disease, diabetes and other serious ailments.

This is particularly true for children who live in low-income families. (area) has a high rate of low-income families. (Percent) of families in (area) are single-parent families and (percent) are headed by women, compared to (percent) for the city as a whole. In the (area) community the average income of women is (\$) compared to (\$) for (city or province) as a whole. Children living in poverty have inadequate access to nutritious food. Poor children are more likely to have chronic health problems and difficulties at school, and they are less likely to feel good about themselves. Adequate nutrition is one of the factors that affect a child's health and his or her risk for chronic disease later on in life.

(Note: The above section may not be appropriate for every Kids' Cooking Club)

Goals of the Program:

- to provide opportunities for children to increase their food preparation skills
- to teach children healthy nutrition practices in a fun manner
- to provide opportunities for children to learn about foods from different cultures
- to improve social support networks for the children
- to improve community partnerships around the issue of child health

If you are able to assist with funding this program please contact me by telephone at (telephone number). Thank you for your consideration.

Sincerely,

(Name)

(Title)

(Organization)

Appendix B – Sample Budget

Use this budget as a guideline. Adjust it according to contributions/donations that you have acquired.

Revenues

Cash Revenues \$ _____

“In-kind” Contributions

Volunteer Facilitators
 # volunteers x # hours x \$/hours \$ _____

Program Space Rental
 # hours X \$/hour \$ _____

Total Revenues
(includes "in kind") \$ _____

Expenses

Paid Coordinator (1 x # hours x \$/hour) \$ _____

Paid Facilitator(s) (# fac. x # hours x \$/hour) \$ _____

Nutrition Education Resources \$ _____

Food \$ _____

Cooking Equipment \$ _____

Art Supplies \$ _____

Cleaning Supplies \$ _____

Volunteer Facilitators
 (# volunteers x # hours x \$/hour) \$ _____

Program Space Rental
 (# hours x \$/hour) \$ _____

Total Expenses \$ _____

Surplus (Deficit) \$ _____

NOTE: If In-Kind donations are listed under Revenue they also must be listed under Expenses to cancel them out.

Appendix C – Sample Recruitment Letter to Parents:

(Date)

Parents:

We are inviting (number) children ages (age range) to join a Kids' Cooking Club.

The children will learn:

- the skills they will need to cook healthy, low-cost snacks and meals
- that cooking is fun
- how to make healthy food choices

When: (Day), from (Time) to (Time)

Where: (Place)

Length of Program: (Number) weeks

Starts: (Date)

Ends: (Date)

Cost: (FREE) or (\$__)

If your child is interested in joining the program please contact me by telephone **before** (Date).

Sincerely,

(Name)

(Title)

(Organization)

(Telephone Number)

Appendix D – Sample Registration Form

Name of Child: _____

Address: _____

Age: _____ Phone Number: _____

Who to contact in case of an emergency:

Name: _____

Phone (if different from above): _____

Address (if different from above): _____

Special health, dietary or behavioural concerns:

Food Allergies

Specific food(s) allergic to: _____

Reaction to food(s):

- runny/plugged nose
- itching or tingling inside of mouth or throat
- problems breathing
- wheezing and coughing
- diarrhea and vomiting
- hives – small red welts
- giant hives
- eczema
- swelling (face, throat, other body parts)

Suggested precautions and treatment: _____

Has the child been diagnosed with anaphylaxis: Yes No

Does the child carry an Epipen: Yes No

Food Intolerance

Specific food(s) intolerant to: _____

Reaction to food(s):

- diarrhea
- gas
- bloating
- abdominal cramps
- headache

Suggested precautions: _____

Cultural Food Restrictions

Specific foods that child is not to eat: _____

Other dietary concerns

Special Needs or Behavioural Issues

Signature of Parent or Legal Guardian:

Appendix G – Sample Rules for Kids’ Cooking Club

Cooking Rules

- Wash hands before handling food, during preparation and after.
- Wear an apron. Cooking can be messy.
- Keep your mouth away from food during preparation.
- Read the recipe all the way through to make sure you know what to do.
- Collect all the food and cooking tools for the recipe before you start.
- Cooking tools and appliances can be dangerous, so learn how to use them safely.
- Keep hot foods hot and cold foods cold.
- When you are finished, wash your cooking tools and put everything away.

Suggestions

- Get the children to take ownership of the rules by adding their own to this list (be flexible).
- Make a poster with the rules on it so the children can read them at all times.

Appendix H – Sample Clean up Duties

Have the children sign their name under a clean-up duty for each lesson.

	Clean up Duties											
	Set Table		Clear Table	Wash Table	Wash Dishes		Put Away Clean Dishes		Pick up Garbage		Sweep Floors	
Session 1												
Session 2												
Session 3												
Session 4												
Session 5												
Session 6												
Session 7												
Session 8												
Session 9												
Session 10												

Appendix I – Sample Debriefing Notes

Date: _____

Topic

Facilitators/Parent Volunteers

Food Preparation Activity

Nutrition Education Activity

• Resources Used

• Resources Used

• Effectiveness/Usefulness

• Effectiveness/Usefulness

• Suggestions for Future

• Suggestions for Future

Behavioural Issues

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Follow-up/Solutions for Behavioural Issues

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

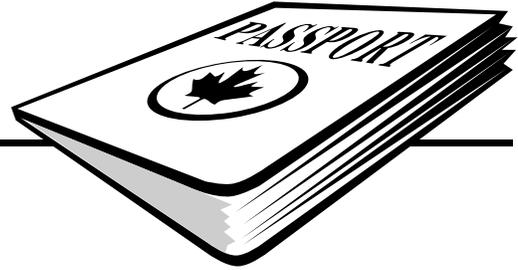
Signature of Recorder: _____

Appendix J – Handouts for Nutrition Education Activities

Activity Handouts

- International Food Passport
- I TRIED IT! Badges
- Draw Your Favourite Healthy Snack
- I'm a Baker Certificate
- Charades
- Completion of Program Certificate

The Festival of Nations



Examples of foods to be featured in a tasting session according to their native country:

- Belgium:**
 - endives
 - Brussels sprouts
- China:**
 - perfumed rice
 - rice vermicelli
 - litchis
 - Chinese cabbage
- Germany:**
 - rye and pumpernickel bread
 - Quark cheese
 - Black Forest ham
- Greece:**
 - souvlaki
 - tzatziki
 - feta
- India:**
 - basmati rice
 - nan bread
 - chapatis
- Indonesia:**
 - satay brochettes, peanut sauce
- Italy:**
 - pasta
 - pizza
 - risotto
 - polenta
 - minestrone
 - cheese (mozzarella, Parmesan, provolone, ricotta...)
- Japan:**
 - tofu
 - seaweed
 - mandarins
 - sushi
- Mexico:**
 - guacamole
 - tortillas
 - chili con carne
 - salsa
- Middle East:**
 - pita
 - tabouli
 - falafels
 - humus
- Morocco:**
 - couscous
- New Zealand:**
 - kiwi fruit
- Switzerland:**
 - muesli
 - raclette

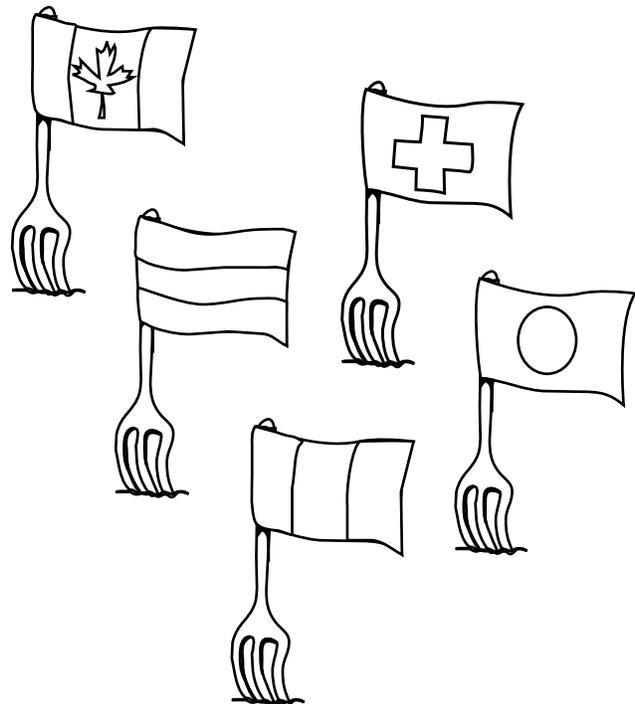
Examples of exotic fruits and vegetables:

Fruits:

- apricot
- banana
- plantain
- star fruit
- cherimoya
- date
- feijoa
- fig
- passion fruit
- guava
- kiwi
- kumquat
- litchi
- longan
- mango
- papaya
- pomegranate

Vegetables:

- artichoke
- asparagus
- avocado
- bamboo shoots
- Brussels sprouts
- celeriac
- chayote
- Chinese cabbage
- eggplant
- fennel
- lettuce (watercress, chicory, endive, escarole, raddichio, roquette)
- manioc
- okra
- salsify



International Food Passport



List of foods and meals typical of various countries:

1. Beef Bourguignon (France)

2. Chili con carne (United States)

3. Brussels sprouts (Belgium)

4. Couscous (Morocco)

5. Feta (Greece)

6. Gruyere (Switzerland)

7. Humus (Lebanon)

8. Khir (India)

9. Kiwi (New Zealand)

10. Milk (Canada)

11. Litchi (China)

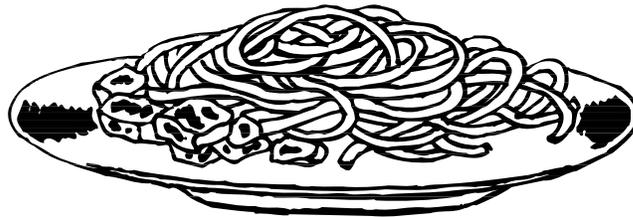
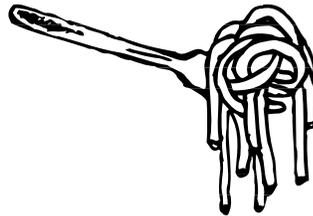
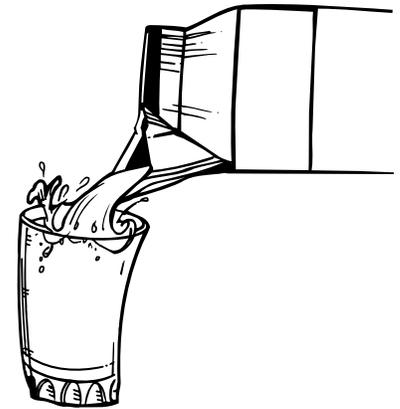
12. Manioc (Brazil)

13. Pumpernickel (Germany)

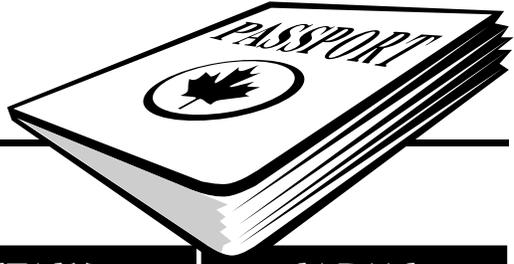
14. Spaghetti (Italy)

15. Sushi (Japan)

16. Tortilla (Mexico)



International Food Passport



Playing card #1

INDIA	NEW ZEALAND	ITALY	JAPAN
Food _____ _____	Food _____ _____	Food _____ _____	Food _____ _____
Group _____ _____	Group _____ _____	Group _____ _____	Group _____ _____

GERMANY	LEBANON	SWITZERLAND	BELGIUM
Food _____ _____	Food _____ _____	Food _____ _____	Food _____ _____
Group _____ _____	Group _____ _____	Group _____ _____	Group _____ _____

FRANCE	MOROCCO	CHINA	CANADA
Food _____ _____	Food _____ _____	Food _____ _____	Food _____ _____
Group _____ _____	Group _____ _____	Group _____ _____	Group _____ _____

BRAZIL	GREECE	UNITED STATES	MEXICO
Food _____ _____	Food _____ _____	Food _____ _____	Food _____ _____
Group _____ _____	Group _____ _____	Group _____ _____	Group _____ _____

International Food Passport



Playing card #2

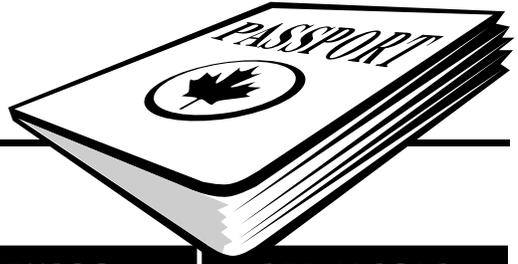
CANADA	CHINA	MOROCCO	UNITED STATES
Food _____ _____	Food _____ _____	Food _____ _____	Food _____ _____
Group _____ _____	Group _____ _____	Group _____ _____	Group _____ _____

MEXICO	JAPAN	INDIA	NEW ZEALAND
Food _____ _____	Food _____ _____	Food _____ _____	Food _____ _____
Group _____ _____	Group _____ _____	Group _____ _____	Group _____ _____

LEBANON	ITALY	BRAZIL	GREECE
Food _____ _____	Food _____ _____	Food _____ _____	Food _____ _____
Group _____ _____	Group _____ _____	Group _____ _____	Group _____ _____

BELGIUM	SWITZERLAND	FRANCE	GERMANY
Food _____ _____	Food _____ _____	Food _____ _____	Food _____ _____
Group _____ _____	Group _____ _____	Group _____ _____	Group _____ _____

International Food Passport



Playing card #3

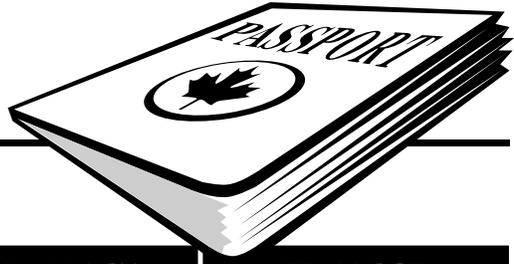
GREECE	BRAZIL	MEXICO	LEBANON
Food _____ _____	Food _____ _____	Food _____ _____	Food _____ _____
Group _____ _____	Group _____ _____	Group _____ _____	Group _____ _____

ITALY	FRANCE	CANADA	CHINA
Food _____ _____	Food _____ _____	Food _____ _____	Food _____ _____
Group _____ _____	Group _____ _____	Group _____ _____	Group _____ _____

UNITED STATES	GERMANY	BELGIUM	SWITZERLAND
Food _____ _____	Food _____ _____	Food _____ _____	Food _____ _____
Group _____ _____	Group _____ _____	Group _____ _____	Group _____ _____

NEW ZEALAND	INDIA	JAPAN	MOROCCO
Food _____ _____	Food _____ _____	Food _____ _____	Food _____ _____
Group _____ _____	Group _____ _____	Group _____ _____	Group _____ _____

International Food Passport



Playing card #4

SWITZERLAND	BELGIUM	GERMANY	FRANCE
Food _____ _____	Food _____ _____	Food _____ _____	Food _____ _____
Group _____ _____	Group _____ _____	Group _____ _____	Group _____ _____

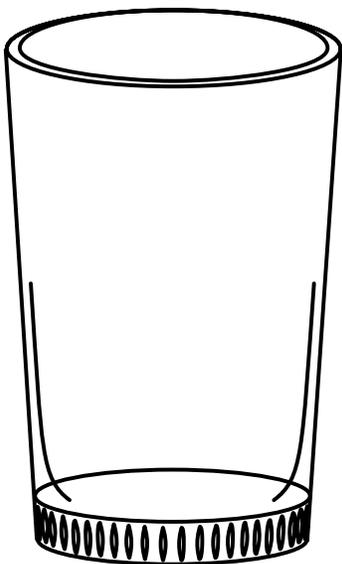
MOROCCO	UNITED STATES	GREECE	BRAZIL
Food _____ _____	Food _____ _____	Food _____ _____	Food _____ _____
Group _____ _____	Group _____ _____	Group _____ _____	Group _____ _____

JAPAN	MEXICO	NEW ZEALAND	INDIA
Food _____ _____	Food _____ _____	Food _____ _____	Food _____ _____
Group _____ _____	Group _____ _____	Group _____ _____	Group _____ _____

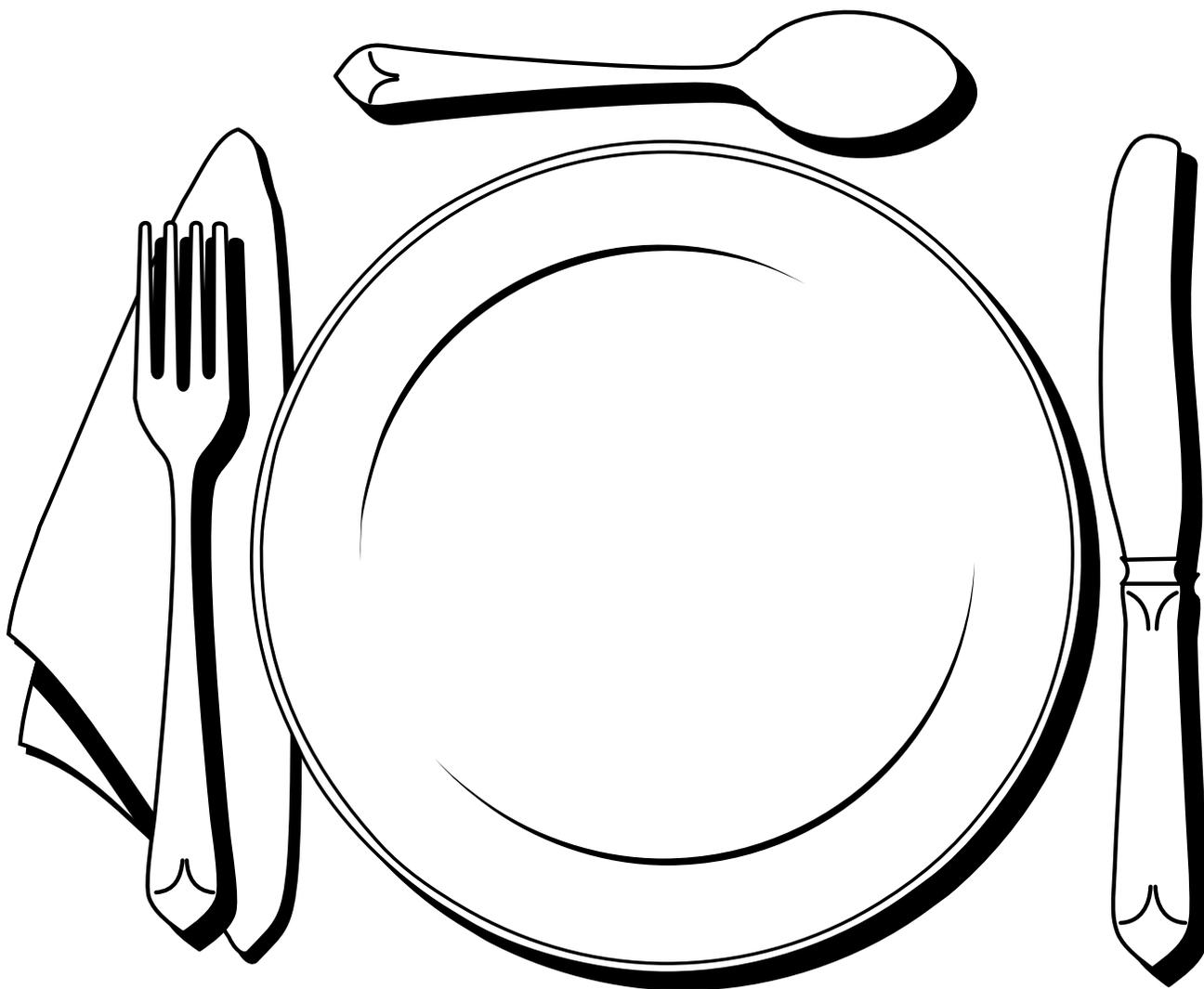
CHINA	CANADA	LEBANON	ITALY
Food _____ _____	Food _____ _____	Food _____ _____	Food _____ _____
Group _____ _____	Group _____ _____	Group _____ _____	Group _____ _____

Student's Name

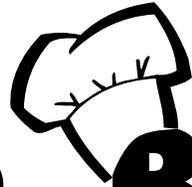
Name of Food



Draw your favorite healthy snack.



I'm a Baker!

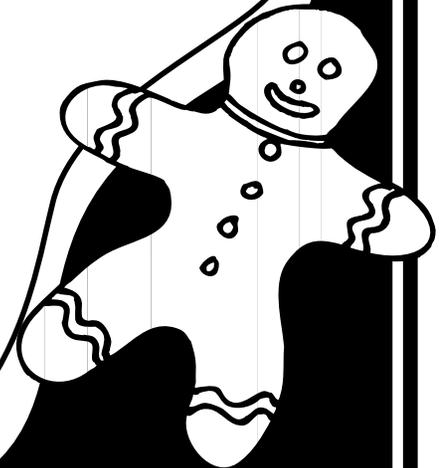


Baker's Diploma



This is to certify that _____
 baked _____ for the
 very first time on _____
 and it was delicious!

Signed, _____



Charades

Grain Products

pita bread

Grain Products

pancakes

Grain Products

rice

Grain Products

dry cereal
(like Rice Krispies)

Grain Products

spaghetti noodles

Grain Products

tortilla shells (wraps)

Grain Products

pizza crust

Grain Products

oatmeal porridge

Charades

Vegetables & Fruit

grapes

Vegetables & Fruit

watermelon

Vegetables & Fruit

broccoli

Vegetables & Fruit

grapefruit

Vegetables & Fruit

potato

Vegetables & Fruit

carrot

Vegetables & Fruit

strawberries

Vegetables & Fruit

green peas

Charades

Milk Products

ice cream

Milk Products

milk pudding

Milk Products

fruit yogurt

Milk Products

cheddar cheese

Milk Products

cottage cheese

Milk Products

cream soup

Milk Products

chocolate milk

Milk Products

white milk

Charades

Meat & Alternatives

baked beans

Meat & Alternatives

beef steak

Meat & Alternatives

fish

Meat & Alternatives

pork chop

Meat & Alternatives

lamb

Meat & Alternatives

chicken drumstick

Meat & Alternatives

egg

Meat & Alternatives

peanut butter

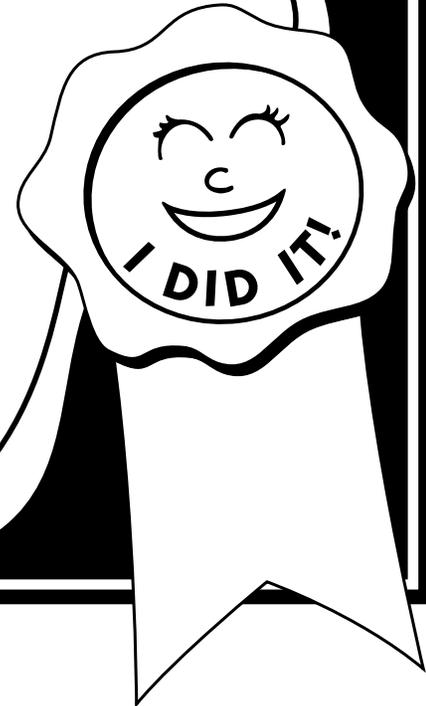


Certificate of Achievement

_____ has completed the
Kids in the Kitchen Cooking Club

Facilitator

Date



Appendix K – Local Places and People to Help Set Up a Kids’ Cooking Club

Regional Health Authority

- Public Health Office
- Community Health Centre
 - Community Nutritionist/Dietitian
 - Community Health Nurse

Manitoba Conservation

- Environmental Health Officer

Tribal Councils

- Community Nutritionist/Dietitian
- Tribal Nursing Officer
- Recreation Worker
- Diabetes Coordinator

First Nations Communities

- Community Health Representative
- Community Diabetes Worker
- Community Health Nurse/Public Health Nurse

Community College Culinary Arts/cooking programs

(May provide students as “guest chefs”)

Red River Community College

Culinary Arts Cooperative Education Coordinator
CM12 2055 Notre Dame Avenue
Winnipeg, MB R3H 0J9
Phone: 632-2572

St. Boniface Arts and Technology Centre

Commercial Food Service Program
5 De Bourmont Avenue
Winnipeg, MB R2J 1J9
Phone: 237-8951

Assiniboine Community College

Commercial Cooking Program
1430 Victoria Avenue East
Brandon, MB R7A 2A9
Phone: 1-800-862-6307

Keewatin Community College

Commercial Cooking Program
Box 3000
The Pas, MB R9A 1M7
Phone: 627-8500

Appendix L – Provincial/National Organizations to Contact for Nutrition Education Resources

Health Canada First Nations and Inuit Health

Manitoba Region
Regional Nutritionist
300 - 391 York Avenue
Winnipeg, MB R3C 4W1
Phone: 983-4199
Fax: 983-6018

Manitoba Milk Producers

36 Scurfield Boulevard
Winnipeg, MB R3C 2K3
Phone: 645-6455
Fax: 4884772
www.milk.mb.ca

- Black Food Model Pictures
- Food, Fingers & Fun
- Snacks: Hints for Parents & Kids
- Active Living & Food Guide Slide
- Facts on Snacks Poster
- Funtastic Food Find Poster

Kellogg's Canada Inc.

Nutrition Communications
P.O. Box 9000
Paris, ON N3L 3K5
Phone: 1-888-876-3750
www.kelloggs.ca

- Mission Nutrition – video, fact/activity sheets and educator's guide

Publications, Health Canada

Ottawa, ON K1A 0K9
Tel: (613) 954-5995
Fax (613) 941-5366

(Also available at local public health units/community health centres)

- Canada's Food Guide to Health Eating - tearsheets
- Canada's Food Guide to Healthy Eating: Focus on Children Six to Twelve Years (Ideas and information on Canada's Food Guide for people who work with children 6 to 12 years old.)
- Using the Food Guide (A booklet that explains Canada's Food Guide and offers ways to use the Food Guide to support healthy eating.)
- Food Guide Facts: Backgrounds for Educators and Communicators (A series of fact sheets that provide background information for people who promote healthy eating.)

The North West Company

77 Main Street
Winnipeg, MB R3C 2R1
Phone: 934-1447
Fax: 934-1685
nutrition@northwest.ca

- Northern Food Guide – tearsheets
- Northern Food Guide – poster

Manitoba Egg Producers

#18 Waverly Square, 5 Scurfield Blvd.
Winnipeg, MB R3Y 1G3
www.mbegg.mb.ca

- Eggs Workbook (An activity booklet for children ages 6 to 8.)
- Eggivities Workbook (An activity booklet for children ages 9 to 11.)

Heart and Stroke Foundation of Manitoba

301 - 352 Donald Street
Winnipeg, MB R5B 2H8
Phone: 949-2000
Fax: 957-1365

- Children's Health Quiz
- Hearts are for Life

Canadian Partnership for Consumer Food Safety Education

www.canfightbac.org

- Fight BAC! – video, game and presenter's guide

Canadian Living Foundation

Breakfast For Learning
25 Sheppard Ave. W., Suite 100
North York, ON M2N 6S7
Phone: 1-800-627-7922
Fax: (416) 219-3631
clf@sympatico.ca
www.canadianliving.com/bfl

- Newsletters – activity pages

In Good Company – Karen Mallet and Lou Bayer

Phone: 452-9699

- Beware of the Table Monsters book

Related Websites – Kids Activities and Recipes

www.creativecomputing1.com/cooking/kidscook.htm
www2.whirlpool.com/html/homelife/cookin/morekrec.htm
www.childrenwithdiabetes.com/d_08_200.htm
www.vegetarian.about.com/cs/reckid/index.htm
www.dole5aday.com
www.tickletrunks.com

Appendix M – Food Jeopardy

Approximate time needed for activity: 30 minutes

Materials/resources

Food Jeopardy Game Questions
Food Jeopardy Game Answers

Instructions

In Food Jeopardy, there are six categories and five questions in each category. Players receive points for each question they answer correctly. The more difficult the question is, the higher the point value it has. By having the children answer the questions, you can determine their knowledge level. Have prizes for all of the participants once the game is finished.

Comments

For the real Jeopardy experience, remember to have players give their answer in the form of a question.

Food Jeopardy Game Questions

	Grain Products	Vegetables and Fruit	Milk Products	Meat and Alternatives	Food and Kitchen Safety	Cultural Foods
100 points	Name 2 different high-fibre grain products	Name 3 fruits that are green, orange or red	Name 2 milk products from Canada's Food Guide	Name 2 foods that belong in meat and alternatives group	Name one appliance that can be dangerous in the kitchen	Name a food from the grain products that originally comes from a different country
200 points	The part of food that helps prevent constipation	Name 3 vegetables that are orange, red or green	What 2 body parts do milk products help make strong	Which of these is not a meat and alternative (tofu, baked beans, eggs, peanut butter, cheese)	Name one cooking tool that can be dangerous in the kitchen	Name a fruit that does not grow in Canada but which we eat in Canada
300 points	Name one ingredient that helps pancakes, muffins and bannock rise	Name one fruit that grows on a bush and one that grows on a tree	Name two main nutrients in milk products	Give 2 reasons meat and alternatives are important for the body	Why is it important to sit and chew food well while eating	Name two different ways you can eat pita bread
400 points	Name the nutrient in grain products gives your body energy	Which of the following does not belong in the vegetable and fruit group (carrots, ketchup, eggplant)	If you forgot to brush your teeth, what milk product can you eat that will help prevent cavities	What two major nutrients are found in meat and alternatives	Why is it important to wash hands before cooking or eating	Name a food that comes from Mexico and Latin America
500 points	Which of following foods is not a grain product (pancakes, potatoes or pita bread)	Which of the following does not belong in the vegetable and fruit group (fruit rollup, kiwi, blueberry)	Name the brown kind of milk that has the same nutrients as white milk	What bean does not belong in the meat and alternatives group (kidney bean, black bean, navy bean, green bean)	Name one way you can FIGHT BAC (Fight Bacteria)	Name a food from a different part of the world that you have not tried but would like to

Food Jeopardy Game Answers

	Grain Products	Vegetables and Fruit	Milk Products	Meat and Alternatives	Food and Kitchen Safety	Cultural Foods
100 points	whole wheat bread, Red River cereal, bran flakes, raisin bran, oatmeal, whole wheat tortillas, brown rice, bran or oatmeal muffins	kiwi, cantaloupe, oranges, raspberries, strawberries, peaches, nectarines, dried cranberries,	yogurt, cheese, milk, cottage cheese, ice cream, frozen yogurt, milk powder, evaporated milk	eggs, dried beans, pork 'n beans, tofu, fish, peanut butter, nuts, beef, pork, chicken, turkey, goose, duck, moose, venison, bear	stove, toaster, blender, anything hot or with a cord	tortilla, taco, pita, naan, pasta, scone, chapati, roti, rice
200 points	fibre	carrots, broccoli, beets, green or red pepper, spinach, asparagus, squash, celery,	bones and teeth	cheese	knife, skewer, anything sharp	bananas, kiwi, mango, papaya, pineapple, star fruit, passion fruit, pomegranate, persimmon
300 points	baking powder or baking soda	Bush: raspberries, saskatoon berries, cranberries Tree: apples, oranges, peaches, pears, kiwi, dates	protein, calcium, Vitamin D, riboflavin, Vitamin B12	growth, muscle development, red blood cell formation	to prevent choking	pita pizza, quesadillas, pita chips, pita pockets, with bean dip
400 points	carbohydrate - starch & sugar	ketchup	Cheese	iron, protein, Vitamin B12	to prevent spreading bacteria	burrito, taco, tortilla, salsa
500 points	potatoes	fruit rollup	Chocolate milk	green beans	Wash hands, keep cold foods cold, keep cooking surfaces clean, wash fruits and vegetables, keep hot food hot	food from around the world from any food group

ACKNOWLEDGEMENTS

***Kids in the Kitchen* was a joint creation of the following partners:**

Pat Bugera Krawchuk
Manitoba Milk Producers

Lori Holuk Siddall
Youville Clinic Inc.

Lora Montebruno-Myco
Heart and Stroke Foundation of Manitoba

Susan Russell
First Nations and Inuit Health Branch, Health Canada

Joyce Slater & Rosemary Szabadka
Winnipeg Regional Health Authority

We would also like to acknowledge the contributions of the following:

Cheryl Woodrow, Dietetic Intern

The NorthWest Company

MACH Diabetes Prevention Project for Children

Manitoba Egg Producers

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