

Leader's Manual

ADVENTURES IN COOKING!

with kids aged 8-12



 Thunder Bay District
Health Unit

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ADVENTURES IN COOKING!

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INTRODUCTION

Welcome to Adventures in Cooking! You are in for a fun adventure! As you work with your group of kids to pass on the basic skills of preparing food you are also giving them healthy meals to fill their tummies and reinforcing the importance of eating healthy. In today's world, we are surrounded by convenience food and getting away from cooking nutritiously. It's so important for our kid's health to give them a fun and safe opportunity to learn the basic cooking skills that will last a lifetime. Having kids who are confident cooks in the kitchen, and who can make nutritious meals and snacks, will ultimately decrease their risk of diabetes and heart disease down the road.

The Adventures in Cooking program was designed for use with children aged 8–12 years (or Grade 4–7). It includes two sets of five comprehensive lessons that are intended for groups of five children per fearless leader. Each lesson is structured to take about two hours and provides the participants with a complete well-balanced meal. It is ideal for an after-school program.

The lessons that follow were designed to meet the following objectives:

- To provide children with an opportunity to learn:
 - a) the skills to prepare nutritious food
 - b) how to use basic kitchen tools
 - c) simple cooking terms
 - d) food safety
 - e) kitchen safety
- To encourage healthy eating with a focus on vegetables and fruits.
- To provide a complete meal made from simple recipes using economical foods.
- To promote healthy weights.
- To provide a teaching resource to meet the needs of children at risk for Type 2 Diabetes in the Thunder Bay District (ie family history of type 2 diabetes, living on a limited income).
- To inspire children with new flavours.
- To have fun!

Each lesson will start out with the children enjoying a healthy snack. This will curb their hungry tummies from wanting to snack as they prepare the meal. During the lesson, children will be able to work cooperatively as they gain confidence with measuring, cutting and preparing their own dinner. Also, two or three cooking terms will be introduced during each lesson.

The focus of Adventures in Cooking is on enjoying healthy eating and not counting calories or changing weight. However, the subject of weight and dieting often comes up when talking about food or eating. Conversations or comments about dieting and weight, counting calories, etc. should be steered back towards a focus on healthy living, choosing a variety of high and low fat foods from Canada's Food Guide to Healthy Eating, eating regular meals and snacks and being active every day. It's important to emphasize that healthy bodies come in different shapes and sizes. Do your best to create a kitchen where all bodies are accepted and teasing about appearance is not allowed.

As a leader, you should not comment or recommend any weight loss diets, herbal or vitamin supplements, or specific health products/services. If students have any concerns about weight or have questions that you cannot answer, please contact the Thunder Bay District Health Unit Nutrition Services at 625-8315, or call toll-free within the 807 area code at 1-888-294-6630.

TIPS FOR LEADERS

Review the Manual

- Before starting out we recommend that you review this whole manual to get a feel for the program and to find out what you will need.
- Leading a cooking class for kids can be a bit crazy sometimes but the lessons that follow are designed to make the whole process as easy and fun as possible.

Advertise your Program

- In the “Helpful Extras” section of this manual you will find a sample flyer/poster and registration form that you can adapt for your program. We recommend limiting the number of participants to no more than 5 children for each leader.
- The enclosed DVD can also be used to promote the program to kids, parents, partner organizations or potential funders.

Ingredients and Equipment

- To get started with your program you will need some basic equipment such as paper towels, liquid & dry measuring cups, measuring spoons, mixing bowls, serving spoons, wiping cloths, tea towels, paper towels, dish soap and hair elastics. For each participant you will also require an apron, nametag, place setting, a knife for cutting fruits and vegetables and a cutting board.
- Each lesson outlines the equipment and ingredients that you will need for that specific day. To save time and money, you can stock up on dry and canned goods for all five sessions in advance while buying fresh foods closer to each session.
- Chili and spaghetti sauce require a large heavy bottomed pot to prevent burning.
- If you have little space and no oven, look for the “Quick Kitchen” tips in the lesson. For these recipes, you will need an electric frying pan, stove top or hot plate.

Setting Up

- Copy black and white recipes for children to take home.
- Plan to be in the kitchen at least half an hour before the children arrive. It’s important to have the room set up ahead of time so that you won’t be distracted once your eager participants get there.
- Make sure all equipment, cooking surfaces, counters and cutting boards are cleaned and sanitized before cooking. You can do this with a mixture of 1 litre (4 cups) of water with 2 ml (1/2 tsp) of bleach.
- If space allows, set up one table with all the equipment needed for the day’s lesson and another one with the ingredients.
- Ensure that there is one table to work at for each group of 2–5 children.
- Lay out the laminated recipes.
- You may also want to designate another area for downtime. This can be a space for quiet activities that the children can do before or after the program. They can colour placemats or make collages with old newspapers or catalogues and glue.
- It is also recommended that elastics be available for children with long hair. This is for food safety as well as reducing the risk of them getting hurt. As children with long hair come into the kitchen, ensure that they tie their hair back before they wash their hands.

Learning by Doing

- The lessons that follow were designed so that your group of kids work together to make each recipe. This way, everyone gets a chance to do everything- from cutting to measuring to cooking. However, at times you may find it easier to divide the children into small groups and give each an item to prepare. You may need to do this if time is running short.

- Many children do not know the names of simple cooking tools and preparation terms. These lessons are a great time to encourage the children to practice using cooking terms that are written in bold type in each lesson. See the list of cooking terms and their meanings in the “Helpful Extras” section.
- Each week’s recipes should be copied and sent with the kids to try out at home- with an adult supervising.

Talk Up the Healthy Stuff, But Not Too Much!

- Each of the lessons have activities, information and conversation starters to promote learning about healthy eating habits and cooking. Use Canada’s Food Guide or the Aboriginal, Inuit and Metis Food Guide to review the four food groups and serving sizes within each group. These are included in the “Helpful Extras” section. Be careful not to overemphasize that certain foods are healthy as this may actually prevent kids from liking them!

Cooking is Thirsty Work!

- Water makes up 60% to 70% of human body weight and is important in many bodily functions. A person can live for only a few days without it. Water should be available for the kids to drink whenever they want it. Lots of people drink more juice than they need . . . or sugary drinks that are disguised by the manufacturer to look like juice. These imposters may be called fruit drinks, cocktails or topias, but they are basically just sugar and water.

Clean up is Part of Cooking

- The clean up can be fun too! Clean as you go to prevent a pile of dishes at the end. Find the children that are finished first and give them the first jobs for cleaning. Please refer to the page on Safe Food Handling for instructions on washing dishes.

Mealtime Manners

- Enjoying a meal together with friends is great fun, but it’s also important to remember good manners. Here are some behaviors to encourage that will show respect for each other.
 - a) To make everyone feel welcome and prevent spills wait until everyone is seated before starting to eat.
 - b) Stay seated at the table while eating.
 - c) Use “please”, “thank you” and “excuse me”.
 - d) Ask for food to be passed.
 - e) Wait until everyone is finished eating before starting to clean up.

Food Allergies – Not all Foods are for Everyone

- Pay close attention to the registration form and any indication of food allergies. We recommend that you discuss any food allergies with the child’s caregiver to be sure you know what they can and can’t have. If you are doubtful about certain ingredients you can contact the Thunder Bay District Health Unit Nutrition Services at 625-8315, or call toll-free within the 807 area code at 1-888-294-6630.

"HIGH FIVE" . . .

Let The Kids Take The Lead!

This manual follows the "High Five" framework in delivering programs to children. This means that once you set up the structure for your program, you can (and we want you to), let the kids take the lead!

High Five is an excellent resource for anyone working with children. It is a document published by the Parks and Recreation Department of Ontario and recommends the use of 5 basic principles as the cornerstones of programs which focus on children.

The five principles of healthy child development are as follows:

- 1. Participation** – Children need to have a voice, to make choices and to do things by and for themselves. Offering children this approach shows that you respect and value them. When you ask children to help plan activities, set rules, lead activities and solve problems, you help them feel independent, involved and competent.
- 2. Play** – Play gives children the freedom to shape their environment and who they want to be. Play lets children use their imaginations to find their place in the world. It isolates them from adults in a flexible, open-ended environment that they can control. When you give children opportunities for play that focus on fun and creativity, you are providing the perfect medium for growth. Play should be built into every type of program, even structured, skill development programs. (Remember...many of these children have been structured all day at school...they need the time to play as much as they need the air they breathe!)
- 3. Mastery** – Children in middle childhood learn rapidly and they learn best by doing. Mastering new skills (physical, social and intellectual) is a key way that children develop self-esteem and a positive identity. When you provide developmentally appropriate opportunities for children to learn, they develop a sense of mastery. Give children challenges but do not expect perfection. Help all children feel like winners.
- 4. Friends** – Friends help introduce children to the bigger world beyond their family. Friends share humour, test loyalty, form the first audience and offer support and criticism. Friends create a safe environment where children can talk about feelings, learn new skills and work out conflicts. As a leader, you can help children listen to the needs and feelings of the other children. This can help them be better friends to each other.
- 5. A Caring Adult** – The consistent support of caring adults is still essential during middle childhood. A caring adult acts as an anchor and model for the roles the child will try out. The attachment between a child and a caring adult can be a bridge a child crosses into the wider world. Research shows that a special relationship can help children overcome adversity and provide a positive template for relationships that children will form in the future. As a leader, you have a very special relationship that does not exist anywhere else. You fit somewhere between an authority figure and a friend – someone they might want to be.

Cooking with children is a great way to bring together these 5 principles which have been woven through the lessons that follow. What does that mean for you? Specifically, let the kids in your program take the lead with careful guidance from you. Have them do as many cooking tasks as they are able to safely. Try not to lecture. Listen and observe. Ask questions. Have fun!

Adapted from "Kids at Play: A Handbook for Leaders". Parks and Recreation Ontario, 1999.

AGES AND STAGES:

Understanding where kids are at physically, mentally, socially and emotionally

Ages 6–8

Physical Growth

- learning how to use their bodies by mastering physical skills
- small muscle skills – printing with a pencil
- large muscle skills – catching a fly ball
- activities need to be ACTIVE

Growth In Thinking

- the child at this stage of development is more interested in the process than in the resulting product
- eventually, finishing a project will become as important as beginning it – but not yet
- very concrete thinking at this time - if they have never seen it, heard it, felt it, tasted it, or smelled it, they have a hard time thinking of it
- they enjoy activities and material that are very concrete, as well.
- leaders should demonstrate the activity, rather than simply giving the instructions verbally
- doing is important for both the children and the leader
- they are learning to sort things into categories.
- collecting things becomes important and fun at this age.

Social Growth

- leader may become a central figure to child, as children move away from home – and the dependence on the parent – to dependence on another adult
- children are just learning how to be friends – may have several “best friends” at a time
- boys and girls enjoy playing together, but at the end of this period, the separation of the sexes will occur during most play
- fights occur often, but seldom have lasting effects
- opinion of peers is becoming very important – often 6-8 year olds care more about being successful when their peers are watching than when just Mom or Dad are around
- small group activities are effective, but the children still need an adult to share approval

Emotional Growth

- thinking capacity does not yet allow them to imagine clearly what other people think and feel
- “dramatic play” or making believe they are someone else is the way children at this age begin to build that ability
- need the approval of adults, because they are not yet confident enough to set their own standards
- like to play games
- rules and rituals become fascinating
- children not yet ready to accept losing – success needs to be emphasized, even if it is small
- cooperative games can be especially enjoyable as all children are winners

AGES AND STAGES:

Understanding where kids are at physically, mentally, socially and emotionally

Ages 9-11

Physical Growth

- physical growth at this stage is still rather slow for most children – but they are anything but still and quiet – puberty may be starting for some early maturing girls
- activities should encourage physical involvement
- these children like the movement of ball games and swimming
- hands-on involvement with objects can be very helpful
- they need opportunities to share their thoughts and reactions
- at this stage children are still fairly concrete thinkers – speakers and demonstrators will get more attention if they bring things that can be seen and handled
- projects that involve making or doing something will be of interest

Growth in Thinking

- children at this stage are beginning to think logically and symbolically
- they still think in terms of concrete objects and can handle ideas better if they are related to some thing they can do or experience with their senses, but they are moving toward understanding abstract ideas
- as they begin to deal with ideas, they think of things as black or white (things are either right or wrong, fabulous or disgusting, fun or boring – there is little middle ground)
- children at this stage look to the adult for approval – they now appear to follow rules primarily out of respect for the adult
- they want to know how much they have improved and what they should do better next time

Social Growth

- joining a club is popular with this age group – this period has been called “ the gang age”
- children are beginning to identify with peers, although they still look to an adult for guidance – they like to be in an organized group of others similar to themselves
- although these children still have difficulty understanding another person’s thinking, they are beginning to discover the benefits of making other people happy
- the satisfaction of completing a project comes more from pleasing the leader or parents than from the value or importance of the activity itself
- children are getting ready to move ahead with the task of taking responsibility for their own actions
- teaching responsibility is a long process that should begin in infancy, some very concrete steps may be taken at this point (opportunities for members to have a voice in determining their own activities)
- decision-making skills are developing – leader should move away from dictating direction to giving reassurance and support

Emotional Growth

- children have a strong need to feel accepted and worthwhile
- school becomes increasingly difficult and demanding for these children (other pressures are added too)
- comparison with the success of others is difficult for children at this age as it erodes self- confidence. Build positive self-confidence by comparing present to past performance for the individual

FOOD SAFETY

If you are located in the Thunder Bay District, please ensure that the Environmental Health Department of the Thunder Bay District Health Unit has been notified about your program. Phone 625-5930, toll free 1-888-294-6630, ext. 5930 to speak to a Health Inspector.

A. Necessary Facilities

Kitchen facilities that will be used for Adventures in Cooking programs must be equipped as described below.

Dishwashing Facilities

1. All dishes used in the preparation of foods (pots, pans, baking pans, etc.) must be washed and sanitized in a two compartment sink according to the two-compartment sink method.
2. All dishes used for eating (plates, bowls, cups, glasses, cutlery, etc.) must be washed and sanitized in a three-compartment sink according to the three-compartment sink method or in a mechanical dishwasher.
3. Mechanical dishwashing is acceptable using a household dishwasher, which has a separate sanitizing cycle (temperature booster) and is capable of effectively cleaning and sanitizing.
4. If a three-compartment sink or dishwasher is not available, disposable utensils/dishes must be used.

Handwashing Facilities

1. A sink equipped with hot and cold running water, liquid soap and paper towel in dispensers is required for handwashing in any area where food is prepared. This sink is to be used for no other purpose. If a handwashing sink is not available please speak to a Health Inspector to discuss options.

Floors, Walls & Ceilings

1. Floors must be smooth and non-absorbent. Materials such as carpeting and unfinished wood are not suitable for flooring in a food preparation area.
2. Walls and ceilings must be clean and well-maintained.

B. Food Safety

Food Source

1. All food preparation must be carried out in a kitchen that has been visited by a Health Inspector for approval.
2. All food products must be from an inspected source. For example, all eggs must be graded and all meats such as wild game must be inspected.
3. Purchase perishable foods with 'Best Before' dates or spoilage time in mind. Remember that once opened, some foods can spoil quickly regardless of the 'Best Before' date.
4. Screen all donated foods carefully. Refuse to accept produce with spots or soft, mushy parts. Do not accept 'reduced' produce.

5. Canned food should be free of dents, cracks or bulging lids. Do not accept any home canned foods that have not been approved by the Health Unit.
6. Buy cold and frozen foods last. Take these foods straight to the facility and refrigerate/freeze immediately.

Food Preparation

1. Always wash your hands for at least 20 seconds before handling food, after handling meat, poultry, eggs and seafood and after using the washroom.
2. When using raw meat, remember to keep the meat and any utensils or surfaces it touches separate from other foods. If possible, use different cutting boards for different types of food. For example, a red one for raw meat, a green one for fresh produce and a white one for cheese and deli meats.
3. Prepare all foods as close to serving time as possible. Always keep perishable foods in the fridge until you are ready to use them.
4. Never thaw foods at room temperature. Thaw food in the refrigerator, in cold water or in the microwave if you will be cooking it immediately.
5. Use a clean thermometer that measures the internal temperature of cooked foods to make sure they are cooked to high enough temperatures.
6. Cook to proper temperatures. Cooking times vary for meats, poultry and fish. Refer to the following chart to ensure that minimum internal cook temperatures are reached.

Final Internal Cooking Temperatures (Using A Probe Thermometer) Temperatures must be maintained for a minimum of 15 seconds		
Poultry Whole poultry Individual pieces	82°C 74°C	180°F 165°F
Mixtures Containing poultry, egg, meat, fish or other hazardous food	74°C	165°F
Beef & Veal Hamburger, deboned and rolled roasts	71°C	160°F
Pork All products	71°C	160°F
Lamb Ground, deboned and rolled roasts	71°C	160°F
Fish All products	70°C	158°F
Eggs	63°C	145°F

7. For best results when cooking in a microwave, cover food and stir and rotate for even cooking.
8. Never reheat leftovers more than once. No second chance for leftovers.
9. Contaminated food may smell and appear good. If in doubt, throw it out. Never taste food that you suspect is questionable. It may be contaminated. Never serve mouldy food, even if mould can be scraped off or cut out.
10. Thoroughly wash fresh produce under running water to remove dirt and residue. Scrub fruits and vegetables that have firm surfaces such as oranges, melons, potatoes and carrots.
11. Work surfaces for food preparation must be cleaned before and after each use. Wash work surfaces with hot soapy water. Rinse, then sanitize by spraying with a sanitizing solution. Sanitizing solutions can be made with 1 tsp. chlorine (household bleach) with 1 litre (4 cups) of water. Have rubber gloves on hand for use with the sanitizing solution.

Thermometers

1. All refrigerators and coolers must be equipped with an accurate thermometer, placed in a location where it is easily seen.
2. Cold foods should be kept at 4°C (40°F). Don't overstuff the refrigerator. Cold air needs to circulate above and below food to ensure that it is kept cold enough.
3. An instant read probe thermometer is required in all kitchens for use in measuring the internal temperature of foods.

TIPS FOR KITCHEN SAFETY

Plan Ahead

- Leaders should have current First Aid/CPR training.
- Find out where the telephone, exits, fire extinguisher and first aid kit are located in the building where you will be cooking. Bring your own First Aid Kit and Fire Extinguisher if they are not already on site.

Fire Safety

- If there is a small fire in the stove or in the oven, smother the flames by covering the pot with a metal lid or closing the oven door. Use a fire extinguisher if possible.
- If the fire is big get the children out of the building and call for help.

Fire Extinguisher Use

1. Pull the pin to release the lock and allow the extinguisher to discharge.
2. Aim at the base of the fire in order to extinguish the fuel of the fire.
3. Squeeze the lever slowly to release the extinguishing agent.
4. Sweep from side to side, back and fourth until fire is completely out, while staying a safe distance back.

Prevent Fires

- Never leave cooking food unattended.
- Clean grease from stovetops and ovens.
- Keep flammable objects away from heat sources.
- Make sure pilot lights on gas stoves are working.

Avoid Burns

- Always use oven mitts or pot holders to lift hot things.
- Never use oven mitts or pot holders if they are wet.
- Keep pot handles turned to the centre of the stove.
- When walking past people carrying a "hot pot" yell, "hot stuff coming through".
- Wear an apron to keep clothing close to your body and away from heat sources.
- Never put water on a grease fire.

Prevent Cuts

- Use the right knife for the job and cut on a proper cutting surface (i.e. not a plate).
- Always use a sharp knife, a dull one may slip.
- Hold the knife firmly by the handle for greater control.
- Cut away from your body.
- When chopping, mincing and dicing etc. keep the tip to the knife blade on, or as close to the cutting board as possible.
- If you need to leave what you are doing or stop cutting, place the knife at the top of the cutting board, blade facing away from you.
- To carry a knife: hold it by your side, firmly by the handle, tip pointing down.
- If a knife begins to fall, step back and let it fall – never try to catch it.
- Wash knives separately from other dishes. Never leave a knife in a sink of water where others may not see it.
- Store knives safely in their proper place.
- Sweep up large pieces of broken glass into a dustpan, pick-up smaller pieces with a wet paper towel.

Prevent Choking

- Chew foods well.
- Sit up straight and don't talk while eating.

Prevent Falls

- Walk, don't run.
- Clean up dropped food and spills right away.

Prevent Shocks and Injury from Equipment

- Never use electrical equipment near water, or with wet hands.
- Be sure an appliance is turned off before plugging it in.

FIRST AID TIPS

When emergencies happen always reassure the child that things will be okay and tell parents about any injuries that have occurred during the class.

Bleeding: Cuts and Wounds*

Remember: Use disposable gloves when you might touch any body fluids.

CHECK the scene for dangers and check the child.

The child's hand has a bad cut.

CALL 911 (EMS) if:

- Bleeding does not stop within a few minutes.
- Blood is spurting from the wound.
- The wound is on the stomach, the chest, or a joint.
- You can see muscle or bone inside the wound.
- The wound is longer than 2.5 cm (1 inch) or is deep.
- The wound has an object stuck in it.

CARE for minor wounds:

1. Wash the wound with running water for 5 minutes
2. Wash the skin around the wound with soap and water. Rinse off the soap thoroughly
3. Blot the wound with a sterile gauze dressing from the first aid kit , or medicine cabinet
4. Cover with a sterile bandage.

If there is heavy bleeding:

1. Apply pressure by holding a clean cloth firmly against the wound. Remember to wear disposable gloves.
2. Get help if there is a lot of bleeding. Call 911 (EMS).
3. Have the child lie down and stay still.
4. If the cloth you are using soaks through, don't take it away. Put another cloth over it.

5. Tie a bandage around the cloth. If the cut is on the child's neck, don't tie a bandage on, just hold the cloth firmly.
6. If the bleeding stops, make a sling, or use bandages to keep the hand from moving.
7. If the skin below the wound tingles, is cold or blue, the bandage is too tight. Loosen it slightly.
8. Wash your hands as soon as possible.

Heat Burns*

Don't take off any clothing that may be stuck to the burn. If there are any blisters, leave them alone.

1. Put the burned skin in cool water for 10 – 20 minutes. Don't use ice.
2. Once you have cooled the burn, you can apply an antibiotic ointment only if the parents have given permission to do so.
3. Cover with a clean, dry, nonstick dressing.
4. Get help for burns that are more than five centimeters (two inches) around and for burns that are blistered, white or black. Call 911 (EMS) for all burns to the head, neck, hands, feet or genitals.

Choking (Conscious)*

You see a child coughing or breathing forcefully.

CHECK the scene for dangers and the child.

1. Help the child lean forward. Encourage him or her to cough. Stay with the child. Don't slap him or her on the back.
2. If the child's face is turning blue and he or she is making a whistling sound:

CALL

1. Shout for help

CARE

1. Stand behind the child and put your arms around the waist.
2. Make a tight fist. Put it just above his or her belly button with your thumb against the belly.
3. Put your other hand over your fist.
4. Press your fist into the child's belly with a quick, inward and upward thrust.
5. Match your strength to the child's size. The smaller the child, the gentler the thrusts.
6. Keep doing the thrusts until:
 - The object comes out
 - The child starts breathing or coughing forcefully
 - The child becomes unconscious
7. If the child becomes unconscious, call 911 (EMS) for help if you have not already called.

* Courtesy of The Canadian Red Cross Society.

ADVENTURES IN COOKING MENU

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Supersnacking	Veggies & Fruit	Brainy Breakfasts	Cooking Lean	Final Feast
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Lesson #6	Lesson #7	Lesson #8	Lesson #9	Lesson #10
Breakfast Anytime	Colour it Up	Creative Culture	Super Soup n' Quesadilla Combo	Northern Feast
<ul style="list-style-type: none"> • Snack: Oranges and/or Bananas • Berrylicious Pancakes • Messy Scrambled Eggs • Peachy Party Parfaits & Toasted Oats 	<ul style="list-style-type: none"> • Snack: Apples and/or Pears • Canoe-dles and Cheese • Sizzling Snowday Chicken & Steamed Broccoli • Pumpkin Patch Muffins 	<ul style="list-style-type: none"> • Snack: Hummus & Carrot Sticks • Terrific Tacos & Tortillas • Goopy Green Guacamole • Marvelous Mango Lassi 	<ul style="list-style-type: none"> • Snack: Mexi Sunset Dip, Red Peppers & Cucumbers • Veggie and Black Bean Quesadillas • Tasty Tomato Soup • Zangy Kabobs & Zingy Dip 	<ul style="list-style-type: none"> • Snack: Cheese & Crackers • Cabin Fever Stew • Happy Belly Bannock • Rainbow Coleslaw • Banana Loaf



SUPERSNACKING

Today's Meal

A snack of apples, followed by Bellybutton Soup, Bear Hug Wraps with a selection of fillings including Homemade Hummus, and Buried Treasure Parfaits for dessert.

Summary

In today's lesson we'll demonstrate proper handwashing using a fun activity with cinnamon. The kids will learn basic cutting skills as they prepare wraps with a variety of fillings as well as fruit parfaits. To top it all off, we will sit down and enjoy the meal together and talk about healthy snacks.

Quick Kitchen Tip: If you have less time, make the wraps without the Homemade Hummus or purchase already prepared hummus.

Objectives

- Children will learn about the importance of proper handwashing.
- Children will learn how to use and carry a knife safely.
- Children will learn cooking terms such as *grate*, *peel* and *puree*.
- Children will be encouraged to use manners when at the table together.
- Children will become more aware of healthy snacks.
- Children will learn how to clean up after the meal.

PREPARATION

Equipment & Ingredients:

Kitchen Equipment/ Snack	Bear Hug Wraps with Homemade Hummus	Buried Treasure Parfaits	Bellybutton Soup
<ul style="list-style-type: none"> • 1 pitcher • 1 grater • 2 large bowls • colander • can opener • 1 large pot • ladle • measuring spoons • blender • vegetable brush • 2 tsp. cooking oil • 1 tsp. cinnamon for demonstration <p>For snack:</p> <ul style="list-style-type: none"> • 5 apples 	<ul style="list-style-type: none"> • 1 can (19 oz/540 mL) chickpeas • 1 lemon or 1/4 cup of lemon juice • 2 cloves of garlic • 1/2 tsp. each ground cumin, salt and pepper • 1/4 cup plain yogurt • 2 tbsp. olive oil • 1 small head of romaine lettuce • 1 can (540 ml) black beans • 2 carrots • 1 tomato • 1 small cucumber • 1 400 g block of cheese • 6 large 10" whole wheat tortillas 	<ul style="list-style-type: none"> • 1 cup grapes • 1 banana • 1 cup fresh or frozen berries • 3 peanut-free granola bars or 2 cups of peanut-free granola cereal – approx. 3 tbsp. per person • 750 mL flavoured yogurt 	<ul style="list-style-type: none"> • 2 cups (454 g) tortellini • 4 cups chicken or vegetable stock • 2 cups frozen mixed or fresh vegetables • 1 can (19 oz/540 mL) of beans (e.g. kidney, black, or fava) • 1 can (28oz/796 mL) of diced tomatoes • 1 tsp. oregano or Italian seasoning • 1 clove garlic (optional) • 1 bay leaf • ½ cup grated Parmesan cheese

Preparation:

- Wash the apples for the snack and place in a bowl
- Set up the equipment and food tables
- Copy today's recipes for the kids to take home
- Have elastics available for children with long hair
- Have oil and cinnamon ready for the handwashing demonstration
- Have a serrated knife, a paring knife, a butter knife and a cutting board ready for the knife demonstration
- Have nametags and pens or markers ready

ACTIVITY

Handwashing

Introduction: 5 minutes

Introduce yourself and any other leaders.

Handwashing Demonstration: 5 Minutes

1. Ensure children with long hair have tied it back.
 2. Gather the children together. Pour a few drops of oil into each of their hands and have them rub their hands together to fully coat with oil –but not to touch anything else! Tell them that this represents the oil from their bodies. Then, choose two children and sprinkle a bit of cinnamon on their hands. This represents the germs on your hands that we pick up from coughing and touching door knobs. So that they can see how germs (cinnamon) are spread, have them shake all of the other children’s hands as they introduce each other and mention what their favourite food is. For example, *“Hi, I’m Sammy...nice to meet you! My favourite food is pizza”*. This is a great icebreaker and a way of helping the children get to know each other better.
 3. Discuss how bacteria are like teeny tiny bugs that run all over your hands and that we need to wash these off. Improper handwashing allows bacteria to grow and get into our bodies which can make us get an upset stomach or pick up a cold or flu.
- Emphasize that everyone needs to wash their hands before working with food. Do this at the start of each session and after going to the bathroom, blowing your nose or touching hands to mouth, nose or coughing into hands.
4. Have everyone line up at the handwashing sink. Remind the children that this sink is only for washing hands...not food or dishes. Explain that they need soap and warm water and be sure to scrub between and around fingers, wrists and the fronts and backs of hands. Get children to sing the “Happy Birthday” song twice as they wash their hands with soap. Tell them that this should take 20 seconds. When they are done, they should dry their hands with a paper towel.
 5. Have the children put on an apron. Ask the children why they need to put on an apron, (for example, to keep clothes and food clean so we do not put germs on the food). Discuss where else germs come from (e.g. when we go to the bathroom). Explain that they will need to take off the apron and put it on a hook or chair before going to the washroom. That way the apron will stay clean.



SNACK TIME

5 minutes

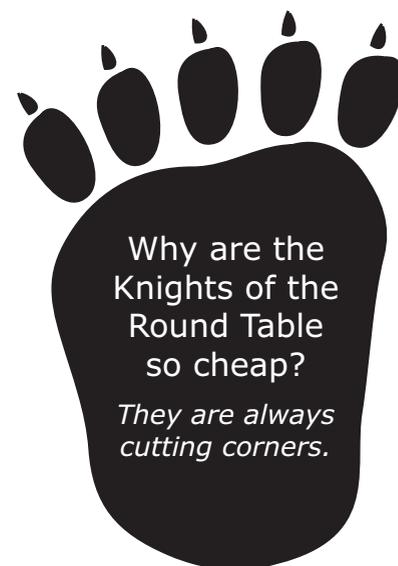
1. Show the paring knives, butter knives, bread knives.
2. Ask the children what are parts they see. (eg. the handle, the blade, and the sharp edge). Show the difference in the edges...the bread knife has a serrated edge which is used with a sawing motion to cut food...the butter knives are more for spreading, but can also be used to cut soft fruits... the paring knives are great for cutting all sorts of foods with their sharp edge. Knives can cut straight down, or can be rocked back and forth.
3. Discuss how to safely use a knife.
 - a) Carrying: Show how to safely carry a knife by walking with the knife pointing down to the ground. If someone needs to move through the room with the knife they should call out in a loud voice, *"SHARP KNIFE COMING THROUGH!"* Practice saying this phrase all together.
 - b) Storing: Knives should be stored in their proper location. Keep knives at the top of the cutting board when not in use, not close to the edge of the counter.
 - c) Washing: When washing a knife, have the blade turned out from the inside of the hand. Never put knives in a sink where someone washing may not see them. Put knives that need to be cleaned beside the sink and away from the edge of the counter.
4. Show how to cut an apple safely (cut it in half, then place each half face down and cut in half again). Cut out the core with two quick cuts. Choose two volunteers to come to the front and try. Assist them with their cutting. Distribute the apple quarters amongst the children for the snack.

LET'S COOK TOGETHER

45 minutes

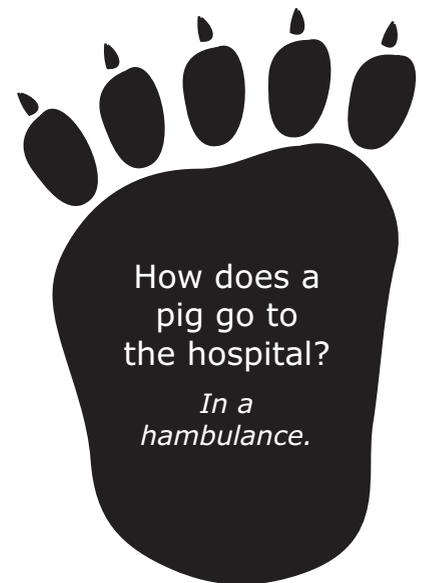
While the children are enjoying their apple snack, inform the children of today's menu including Bellybutton Soup, Bear Hug Wraps with Homemade Hummus and Buried Treasure Parfaits.

Start by making the soup so that it can simmer during the session. If you have more than 5 kids or time is an issue, divide them into two groups after you make the soup together. One group can make the wraps, the other can make the parfaits.



Bear Hug Wraps with Homemade Hummus

1. Have the children gather equipment and ingredients needed for the Homemade Hummus.
2. Read through the recipe together.
3. Show the children the blender. Explain each part and how it fits together. Point to the blade at the bottom of the blender and mention that it is very sharp. Demonstrate how the lid seals the top of the blender and ensure that everyone understands the blender is not to run unless the lid is on.
4. Assist the children to prepare the Homemade Hummus according to the recipe. If you are using a fresh lemon, have one child cut the lemon in half. Have two children hold each lemon half with the cut side facing up and squeeze ovetop of a bowl. The bowl will catch the juice while the seeds stay in the peel.
5. Once the Homemade Hummus is made, have the children gather the equipment and ingredients needs for the wraps.
6. Review the recipe together.
7. Have the children thoroughly wash produce under running water to remove dirt and residue.
8. Assist the children to follow the recipe. The children can work together to peel and slice the cucumber, slice the tomato, tear the lettuce, wash the beans, and grate the carrots and cheese. Walk around and ensure that knives are being used safely.
9. Show the children how to assemble a wrap (place hummus, beans, tomato, cheese, carrots, cucumber and lettuce in the centre of a tortilla. Fold the bottom up and the sides around to make a pocket that holds the food). Have each child prepare their own wrap and have them find a creative way to help them remember which wrap is theirs. All of the wraps can be placed on a plate for later.



Bellybutton Soup

1. Have the children wash their hands.
2. Have the children gather the equipment and ingredients needed for the soup.
3. Read through the recipe together.
4. Start with the first ingredient. Talk about the best way to measure. Is it a solid or a liquid? Have the children take turns demonstrating.
5. Accuracy is not so important for a soup, but you may want to keep a more watchful eye on some of the spices. When everything is measured, let the soup simmer on the stove during the lesson.

Buried Treasure Parfaits

1. Have the children wash their hands.
2. Have the children gather the equipment and ingredients needed for the Buried Treasure Parfaits.
3. Review through the recipe together.
4. Have the children thoroughly wash the fruit that is not going to be peeled under running water. Bring the fruit back to their table and cut it up into bite sized pieces. Once the fruit has been cut, it should be scraped into a large bowl. Add defrosted berries, if using.
5. Have the children break up the peanut free granola bars, if using. The broken pieces should be put in a bowl.
6. Have the children open the yogurts.
7. Show the children how to put together a parfait with $\frac{1}{2}$ cup fruit on the bottom, then $\frac{1}{2}$ cup yogurt and a tablespoon of granola or cereal on top. Have the children make one for each child.
8. After they are finished cutting, the prep equipment should be cleared and placed beside the dishwashing area. Children should wipe down their tables as well, in preparation for eating.

LET'S EAT TOGETHER

20 Minutes

1. Spend a little time demonstrating how to set a table. This is a great chance to explain the importance of “breaking bread” together....people sharing food together is special. Taking turns while listening is important during mealtimes (and can also prevent choking!)

If you are having challenges with mealtime, try using a “talking stone”. Whoever has the stone, can speak. The others need to listen.

2. Have one child (or two, for larger groups) be in charge of the pitcher of water. This means filling it up and going around and filling up everyone’s glass. This job will rotate so that everyone has a chance.

3. Once the table is set and everyone is ready, dish out the soup. Have one volunteer sprinkle each bowl with the grated Parmesan cheese. You can decide whether or not to eat this first or to have at the same time as the wrap.

4. As the children begin eating, take this opportunity to talk about table manners and why they are important.

5. Next, begin a discussion about Canada’s Food Guide. Ask the children if they can name the four food groups. Talk about how they can use the Food Guide to come up with healthy snacks. Discuss that it is good to make snacks that are made up of food from 2 of the 4 Food Groups like cheese and crackers. Ask the children what their favourite healthy snack is. If time allows, you could talk about hummus and where it fits into the Food Guide, as well as other alternatives for meat.

If children mention foods to limit that are not part of the Food Guide (e.g. chips, pop, candy), you can tell them that they are okay to have “once in a while” but not every day because they are high in sugar or fat.



LET'S CLEAN UP TOGETHER

15 Minutes

1. Assign clean up tasks as children are finishing their meal. Each child can clear their own plate and bring their place setting to the dishwashing area. One child can wash dishes and two can dry and put dishes away. Two children can finish clearing the table, wipe the tables and counters with a clean, wet cloth and sweep the floor.

2. For this first lesson, gather the children together and show them the proper dishwashing technique. Fill one sink with hot, soapy water and the other sink with very hot water (or hot water and a little sanitizer). You can use a brush or a dishcloth to show the children how to wash each dish thoroughly. Each dish needs to be washed, rinsed and put it into the drying rack.

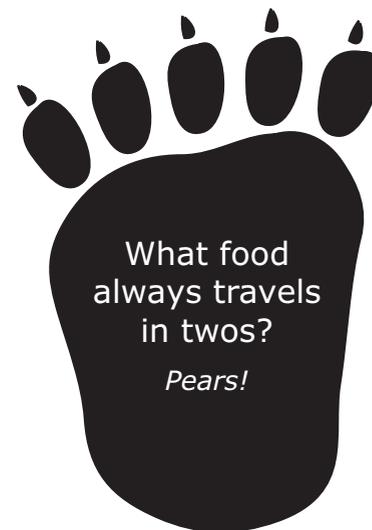
When everyone cleans up together, the job gets done quickly and the children learn that working together is fun!

LET'S TALK

5 Minutes

Once the clean up is complete, gather the children around and ask:

- What was your favourite part?
- What didn't you like?
- What would you do differently?
- What do you think you could do at home now?



**HAND OUT
RECIPES TO
TAKE HOME**



VEGGIES & FRUIT

Today's Meal

A snack of broccoli and dip, followed by Camp-out Chili and Sara's Shoreline Tea Biscuits, with Northern Lights Nachos and Fruit Salsa for dessert.

Summary

Today's lesson focuses on veggies and fruit and why they are so good for us. The children will work with a variety of vegetables and learn methods of preparing them. They will further develop their knife skills through continued practice as they prepare chili and fruit salsa. They will continue to practice their measuring as they make biscuits from baking powder.

Quick Kitchen Tip: If you have less time, or no oven, instead of making tea biscuits, purchase whole wheat bread or buns to eat with the chili. For dessert, make Banana's Foster (bananas sliced and warmed in a frying pan with a small amount of brown sugar and served on top of vanilla ice cream).

Objectives

- Children will enhance their knife skills as they prepare fruits and vegetables.
- Children will become familiar with simple cooking terms such as *slice* and *dice*.
- Children will learn how to use the oven safely.
- Children will practice proper handwashing.

PREPARATION

Equipment & Ingredients:

Kitchen Equipment/ Snack	Camp-out Chili	Sara's Shoreline Tea Biscuits	Northern Lights Nachos & Fruit Salsa
<ul style="list-style-type: none"> • 1 pitcher • 1 large heavy pot • sifter (optional) • 2 cookie sheets • knives • 3 large stirring spoons • liquid measuring cups • dry measuring cups • colander • cutting boards • vegetable brush <p>For snack:</p> <ul style="list-style-type: none"> • broccoli, 1 small head • 1 cup creamy salad dressing for dipping broccoli 	<ul style="list-style-type: none"> • 1 tbsp. vegetable oil • 1 large onion • 2 stalks of celery • 1 green pepper • 1 can (19 oz/540 mL) of lentils • 1 can (19 oz/540 mL) of kidney beans • 1 can (19 oz/540 mL) of diced tomatoes • 1/2 tsp. chili powder • 1/2 tsp. pepper • 200 g block of cheddar cheese 	<ul style="list-style-type: none"> • 1 cup all purpose flour • 1 cup whole wheat flour • ½ cup plain yogurt • ½ cup milk • 4 tsp. baking powder • dash salt • 3 tbsp. sugar • 2 tbsp. margarine or butter 	<ul style="list-style-type: none"> • an assortment of fruit to make 4 cups of salsa which could include watermelon, cantaloupe, peaches, oranges, fresh or canned pineapple, strawberries or kiwi • 1/2 cup sugar • 2 cups of fruit flavoured yogurt • 3 tbsp. ground cinnamon • 4 10-inch whole wheat tortillas • 2 tbsp. margarine or butter

Preparation:

- Spoon the dip for the broccoli into a bowl and place in the fridge
- Set up the equipment and food tables
- Copy recipes to send home with each child
- Have hair elastics available for children with long hair

ACTiViTY

Washing Veggies

Demonstration: 5 Minutes

1. Ensure children with long hair have tied it back.
2. Have everyone gather around the sink that should be used for washing the vegetables. Take a broccoli and demonstrate how to wash it under the flow of water. Gently rub the broccoli all over, to loosen the dirt and remove pesticides. Ask the children why it is important to wash this broccoli. (E.g. many people have handled the broccoli, it might have soil on it, etc.) Explain that all veggies and fruits must be washed before using - even ones with peels, except cooking onions.



SNACK TiME

5 Minutes

1. Encourage the children to gather around the cutting board. Ask the children what part of a broccoli is to be eaten? Lots of people just eat the florets and do not realize that the stalk is very tasty as well!
2. Cut off the florets. Cut off the most fibrous part of the stalk (the bottom 1 cm). Peel the stalk.
3. Choose two volunteers and have each volunteer cut pieces of the stalk, and the florets. Ensure that everyone gets the florets and the stalk for snack. Discuss the taste of the floret and compare it to the taste of the stalk. Provide the dip.



LET'S COOK TOGETHER

45 Minutes

1. Inform the children of today's menu including Camp-out Chili and Sara's Shoreline Tea Biscuits, with Northern Lights Nachos and Fruit Salsa for dessert.
2. For this lesson, there is a lot of cutting. If time is becoming a problem, separate the children into two groups. One group can make the salsa and the other group can make the biscuits.
3. For safety in the kitchen, make sure that the children have rolled up their sleeves tightly. This is especially important while working near a stove.

Camp-out Chili

1. Have the children wash their hands.
2. Have the children gather the equipment and ingredients needed for the chili recipe.
3. Review the recipe together.
4. Explain the terms "slice" and "dice". Using a piece of celery, slice through the entire stalk. That is called "slicing" the vegetable. Take those slices and cut them into small squares. That is called "dicing" the vegetable. While cutting vegetables for the chili, the children can both slice and dice the vegetables...they can choose how they would like to do it.
5. Demonstrate how to cut off one end of the onion, so that it can be stable on the cutting board. The onion should then be cut into 5 large pieces, and passed around so that each child can have a chance to slice up the onion.
6. Demonstrate how to cut up a green pepper, by removing the stem and seeds. Have the children dice the green pepper. Assist them as necessary and then add all of the vegetables to the pot.
7. Assist the children to prepare the rest of the chili according to the recipe.
8. Do a quick demonstration for the children showing them which side of the grater to use and how to protect their fingers from cuts.



Sara's Shoreline Tea Biscuits

1. Have the children gather the ingredients and equipment needed for Sara's Shoreline Tea Biscuits.
2. Review the recipe together.
3. Assist the children to prepare the biscuits according to the recipe. Provide careful guidance when it comes to baking as measurements must be precise. Sift or blend together dry ingredients.

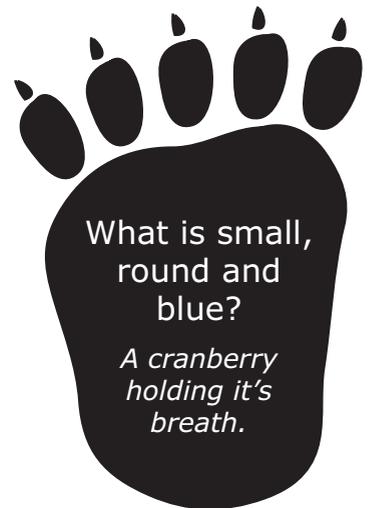
Fruit Salsa

1. Have the children gather the equipment and ingredients needed for the Fruit Salsa.
2. Review the recipe together.
3. Assist the children to prepare the Fruit Salsa according to the recipe.

Once all of the recipes are prepared, clean up and ask for volunteers to set the table.

Northern Lights Nachos

1. Have the children gather the equipment and ingredients needed for the nachos.
2. Review the recipe together.
3. Have one child preheat the oven to 450 degrees.
4. Assist the children to prepare the nachos according to the recipe.



LET'S EAT TOGETHER

20 Minutes

After everyone is sitting down to the meal, begin a discussion about vegetables and fruit. You can start out by asking the following questions:

- What is your favourite vegetable?
- What is your favourite fruit?
- Who knows how many servings of vegetables and fruit you need to eat each day? (5-6)
- Why is it important to eat veggies and fruit? (E.g. they contain so many nutrients -vitamins, minerals, fiber.)

LET'S CLEAN UP TOGETHER

15 Minutes

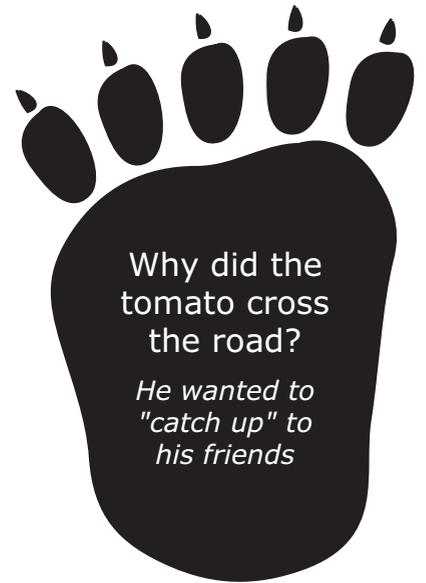
Assign clean up tasks as children are finishing their meal. Each child can clear their own plate and bring their place setting to the dishwashing area. One child can wash dishes and two can dry and put dishes away. Two children can finish clearing the table, wipe the tables and counters with a clean, wet cloth and sweep the floor.

LET'S TALK

5 Minutes

Once the clean up is complete, gather the children around and ask:

- What was your favourite part?
- What didn't you like?
- What would you do differently?
- What do you think you could do at home now?



Hand Out
Recipes To
Take Home



Lesson #3: BRAINY BREAKFASTS

Today's Meal

A snack of orange slices followed by Presto Pizza with Whole Wheat Crust and the Big Dipper Veggies & Dip, with Sunset Smoothies for dessert.

Summary

This lesson encourages children to understand the importance of breakfast and teaches them how to make a variety of breakfast foods. Children will learn to make pizza dough using yeast, practice cutting vegetables and fruit, and will whip up a smoothie.

Quick Kitchen Tip: For those with less time, use frozen ready made pizza dough, pizza shells, or English muffins. Stir fry hard vegetables like onion and peppers in a teaspoon of oil. If you don't have an oven, cook the pizzas in a plug-in skillet on low heat and cover to ensure the cheese melts.

Objectives

- Children will learn the importance of eating breakfast.
- Children will learn how to cook with yeast.
- Children will become familiar with simple cooking terms such as *knead*.
- Children will practice handwashing, measuring, knife skills and using a blender safely.

PREPARATION

Equipment & Ingredients:

Kitchen Equipment/ Snack	The Big Dipper (Veggies & Dip)	Presto Pizza with Whole Wheat Crust	Sunset Smoothies
<ul style="list-style-type: none"> • 1 pitcher • liquid measuring cups • dry measuring cups • measuring spoons • 3 large mixing bowls • 1 wooden spoon • 1 tea towel for covering the dough • rolling pin • 2 cookie sheets • wire rack • salad bowl • colander • vegetable brush <p>For snack:</p> <ul style="list-style-type: none"> • 3 oranges 	<ul style="list-style-type: none"> • 2 carrots • 2 celery stalks • 1 green pepper • 1 red pepper • 1/2 head of cauliflower • 1 cup plain yogurt • 1/2 cup low-fat mayonnaise • 1/2 tsp. garlic powder • 1 tbsp. dill • 1 tsp. dry minced onion 	<ul style="list-style-type: none"> • 1½ cups all-purpose flour • 1 cup whole wheat flour • 1 tbsp. quick-rise yeast • 1 tsp. sugar • 1/2 tsp. salt • 1 cup warm water • 1 tbsp. olive oil • 500 g of mozzarella cheese • 1 can (19 oz/540 mL) of tomato sauce • 1 green pepper • 1 tomato • 150 g of roasted chicken • 1 small can of pineapple tidbits • 1 small jar of sliced green olives • 1 small onion • 1/4 cup cornmeal 	<ul style="list-style-type: none"> • 1 cup milk • 2 cups frozen fruit • 750 mL tub of yogurt

Preparation:

- Cut up orange slices for the snack.
- Set up the equipment table and food tables.
- Copy recipes to send home with each child.
- Have elastics available for children with long hair.

ACTIVITY

Snack Time and Breakfast Game

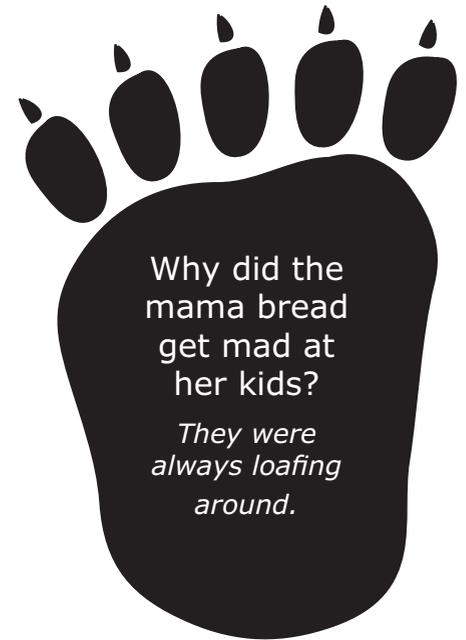
20 Minutes

1. Have the children tie back their hair, wash their hands and put on aprons.
2. Give everyone orange slices for a snack. Have the children wash their hands when they are finished.
3. Explain to the children that today's theme is breakfast. Have them stand up if they believe each of the following statements is true or to sit down if they believe the statement is false. Read the following statements aloud to the children.

Eating breakfast will help me . . .

- Have energy to start the day.
- Be sleepy and tired.
- Be alert and ready to learn.
- Make my hair turn green.
- Not feel hungry and achy in the morning.
- Get a bad grade on my test.
- Get some of the foods my body needs to grow.

4. Discuss with the children the benefits of eating breakfast every morning and the variety of healthy foods that can be fast and easy to make in the morning. Answers could be a smoothie, piece of toast and peanut butter, cheese, grapes and muffin, etc. or even leftover pizza (which leads into the next section).



LET'S COOK TOGETHER

60 Minutes

Explain today's menu is Presto Pizza with whole wheat crust, The Big Dipper (veggies & dip) and Sunset Smoothies for dessert.

In this session, all 5 kids can make their own pizzas, smoothies, and veggies together, beginning with the pizzas. If you have more than one leader and more than 5 kids, have one group make their smoothies and veggies while the other does their pizzas then switch.



Presto Pizza Dough

1. Have the children gather the ingredients and equipment needed for the pizza dough.
2. Review the recipe together.
3. Have one child preheat the oven to 425 degrees.
4. Ask the group, "How do cats like to cook?" Answer: "*From Scratch!*"
5. Ask the children what it means to cook from scratch?
It means to take some simple ingredients and mix them together and . . . presto! You have made something else. What is an example of this?

Ask about bread... what is it made from? *Flour, salt, water... and yeast.*

Ask the children if they have heard of yeast and what they know about it.
Pass around the yeast. Explain that they are like little creatures that help dough to rise.
Just like people, no two are alike.
6. Hold up the different types of measuring cups for liquid and dry measuring. Ask the students if they know the difference of the two types of measuring cups. (*Answer: with dry measure, the 1 cup mark is even with the top of the measuring cup so you can level your dry ingredients precisely with a knife...with liquid, the marks on the side indicate the measure . . . liquid measuring cups are glass, so you can see precisely the amount of liquid that you have.*)
7. Explain that when you are baking or using yeast, proper measuring is important. Use water to demonstrate half a cup of liquid, and a quarter of a cup, and three quarters of a cup (or, you can ask for volunteers to show each of the measurements).
8. Demonstrate how to scoop out flour and level it off with the knife. Consider asking one of the children who made the tea biscuits in lesson 2 to do this.
9. Have the children take turns measuring to combine the flours, yeast, sugar and salt into a large mixing bowl. Stir in water and oil until well blended.
10. Have the children turn the dough out onto a lightly floured surface. Knead (fold dough over toward you, press it with the heel of the hand, give it a slight turn, fold it and press it again). Add more flour as necessary, for about 8 – 10 minutes or until the dough is smooth and it bounces back when gently poked with your fingers. Cover with a tea towel and let rest 10 minutes.
11. Have the children wash their hands.

Presto Pizza

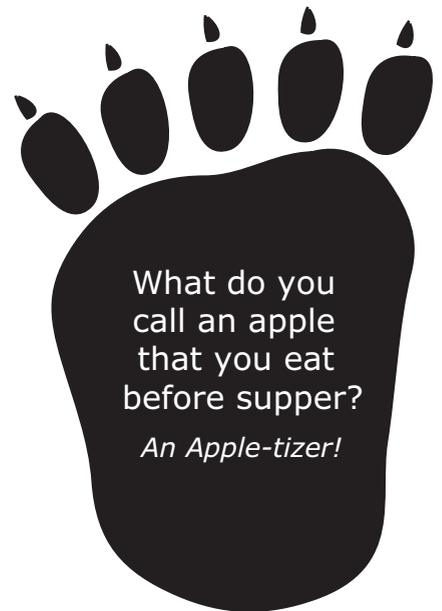
1. Have the children gather the equipment and ingredients needed for the pizza recipe.
2. Review the recipe together.
3. Assist the children to prepare their pizzas according to recipe.
4. Have the children wash their hands.

The Big Dipper

1. Have the children gather the ingredients and equipment needed for veggies and dip.
2. Review the recipe together.
3. Have the children place the vegetables in a colander and bring them over to the food washing area and wash them, one by one. They will peel the carrots and cut up the carrots and celery, lengthwise. The cauliflower should be cut into florets. Remind the children to keep their knife at the top of their cutting board for safety when not in use.
4. Assist the children to follow the dip recipe.

Sunset Smoothies

1. Have the children gather the ingredients and equipment for smoothies.
2. Review the recipe together.
3. Remind the children that the blender blade is very sharp.
4. Have the children follow the smoothie recipe, measuring and adding the ingredients one by one into the blender.
5. Have the children clean up, wash their hands and set the table.



LET'S EAT TOGETHER

20 Minutes

While the children are enjoying their meal, begin a discussion about breakfast. Ask the children what they like to have for breakfast. Also ask why they think some kids and adults don't eat breakfast. Some answers could be not hungry in the morning, in a rush to get to work or school, takes too long to make breakfast. Talk about ways that would help people with barriers to eating breakfast. Some answers could be have a breakfast to go, a wrap with cheese, a granola bar, a milk....put it in your backpack and eat it at the bus stop.

LET'S CLEAN UP TOGETHER

15 Minutes

Assign clean up tasks as children are finishing their meal. Each child can clear their own plate and bring their place setting to the dishwashing area. One child can wash dishes and two can dry and put dishes away. Two children can finish clearing the table, wipe the tables and counters with a clean, wet cloth and sweep the floor.

LET'S TALK

5 Minutes

Once the clean up is complete, gather the children around and ask:

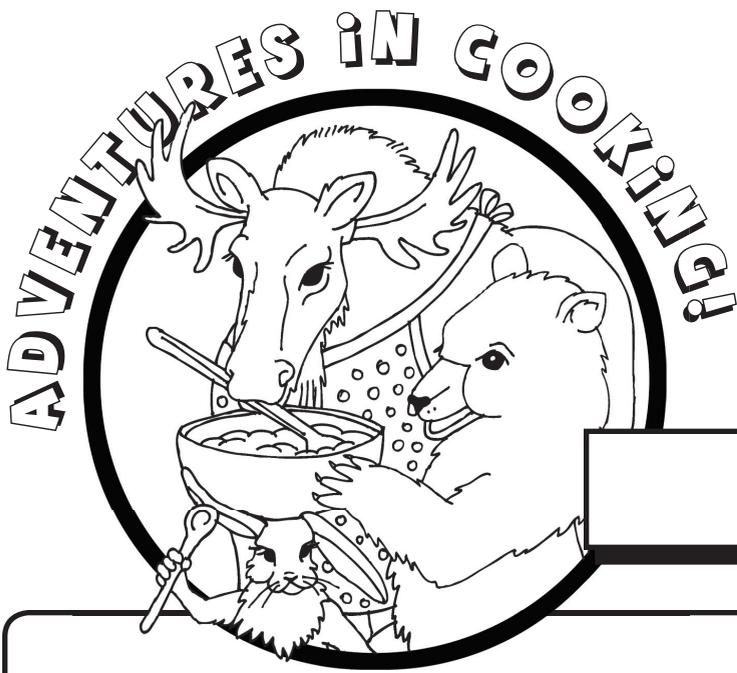
- What was your favourite part?
- What didn't you like?
- What would you do differently?
- What do you think you could do at home now?



Hand Out Recipes To Take Home

Fun Fact:

Did you know that in Mexico, they call yeast doughs *almas*... or *souls*... because they seem so spirited.



COOKING LEAN

Today's Meal

A snack of pears followed by Super Spaghetti & Meat Sauce, Rabbit's Salad and Bear Paw Cookies (chocolate chip oatmeal raisin) for dessert.

Summary

Today's lesson focuses on different fats and how to find visible and hidden fat in foods. Children will learn to use a low-fat method for cooking ground beef. They will make their own salad dressing and practice their knife skills while making simple salad. They will get more practice measuring liquid and dry ingredients when they bake the cookies.

Quick Kitchen Tip: If you have less time or no oven, use whole wheat buns instead of spaghetti noodles and make Sloppy Joes.

Objectives

- Children will practice keeping raw meat away from other ingredients and sanitizing to prevent cross contamination.
- Children will learn how to reduce the fat in cooking and how to choose healthier fats.
- Children will become familiar with simple cooking terms such as *saturated fat*, *browning*, *colander*, *mince*, *toss*, *packed* and *cream*.
- Children will continue to practice their knife and measuring skills.

PREPARATION

Equipment & Ingredients:

Kitchen Equipment/ Snack	Rabbit's Salad & Salad Dressing	Super Spaghetti & Meat Sauce	Bear Paw Cookies
<ul style="list-style-type: none"> • 1 pitcher • 1 frying pan • knives • cutting boards • 1 grater • 3 large stirring spoons • 1 colander • 1 can opener • 1 kettle • 1 vegetable peeler • 1 salad bowl • salad tongs • electric mixer <p>For snack:</p> <ul style="list-style-type: none"> • 4 pears 	<ul style="list-style-type: none"> • 1 head of romaine lettuce • 1 cucumber • 2 tomatoes <p>Salad dressing:</p> <ul style="list-style-type: none"> • 1/3 cup red wine vinegar (or white vinegar or a flavoured vinegar of your choice) • 2/3 cup olive oil or sunflower oil • 2 tbsp. sugar • 1 tsp. salt • pepper to taste 	<ul style="list-style-type: none"> • 1lb (500g) lean or extra lean ground beef • 3 tbsp. olive oil • 1 large jar or can of pasta sauce • 1 can (9 oz/540 ml) of diced tomatoes • 1 large onion • 3 cloves of garlic • 3 bay leaves • 4 tbsp. basil • 1 small box of whole wheat spaghetti noodles 	<ul style="list-style-type: none"> • 1 cup margarine or butter • 1 cup packed brown sugar • 1 large egg • 1 tsp. vanilla • 1½ cups flour • 1 tsp. baking soda • 1 tsp. cinnamon • 1/4 tsp. salt • 1¼ cup quick cooking rolled oats • 1/2 cup chocolate chips • 1/2 cup raisins

Preparation:

- Cut up pears for the children's snack.
- Set up the equipment and food tables.
- Have a kettle of 4 cups of water ready to boil (used for rinsing fat from beef).
- Open can of tomatoes and pour tomatoes in a bowl.
- Have a pot of water on the stove for cooking the pasta.
- Set can aside for storing drained fat.
- Copy recipes for children to take home
- Have elastics available for children with long hair

ACTIVITY

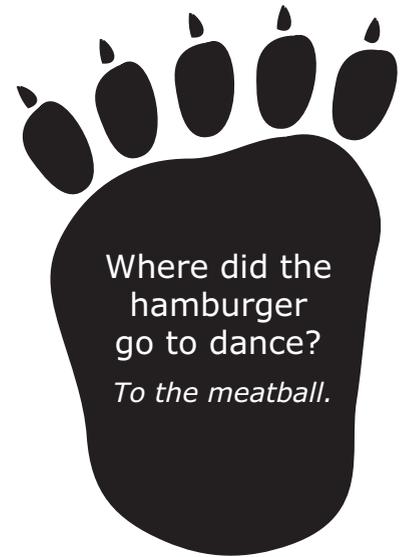
Snack Time

5 Minutes

1. Have the children tie back their hair, wash their hands and put on their aprons.
2. Pass around the pears for the kids to snack on. Tell the kids that today we are going to discuss the chef's secrets for reducing fats in cooking that are bad for our heart. As they are snacking, do the following demonstration.

Demonstration 5 Minutes

1. Walk around with the two types of ground beef (regular and lean), showing the children both at the same time, and ask what differences they see between the two.
2. After they give their answers, let them know that the regular ground beef is marbled with white fat, while the leaner ground beef has less fat.
3. Tell the children that today we will learn to drain the fat from cooked ground beef and rinse it with boiling water to remove even more of the saturated fat. Too much of the saturated fat in beef will clog up people's arteries and put them at higher risk for heart attacks and diabetes.
4. Ask the children where else they might find saturated fat. Answers could be cheese, meats, any fat that comes from an animal.
5. Have the children wash their hands again.



LET'S COOK TOGETHER

60 Minutes

Tell the kids that today we are going to make Super Spaghetti & Meat Sauce, Rabbit's Salad with homemade dressing, and Bear Paw Cookies for dessert.

If you have more than 5 kids or time is an issue, you could make spaghetti sauce together and divide up the kids to make cookies and salad.



Super Spaghetti & Meat Sauce

Remember, when cooking with raw meat, do not let it come anywhere near the produce, or foods that are not to be cooked!

1. Have the children gather the ingredients and equipment needed for the spaghetti and meat sauce.
2. Review the recipe for the meat sauce together.
3. Prepare the spaghetti according to the directions on the box. Show the children the dry spaghetti noodles and have them notice the darker colour as they are made from "whole wheat" flour. Be careful not to overcook or the pasta or it will be gluey!
4. Designate one child to cook the beef while the others watch. Have that child open the packages of ground beef and put the meat in the frying pan. The group can gather around the frying pan and observe as the red uncooked meat becomes brown. Explain that this process is called browning and that ground beef must be fully cooked to prevent illness. Make sure your volunteer washes their hands and properly cleans any utensils/counters that have come into contact with the raw meat and packaging.
6. When fully browned, take over the frying pan from the student and demonstrate to the kids how to carefully pour the excess fat from the beef into the empty tomato can. This fat will solidify by the end of the session and is a great visual to show how saturated fat hardens at room temperature. Then, place the colander in the food prep sink and place the ground beef inside. Rinse the ground beef with hot water and set aside.
7. Assist the children to continue following the recipe. Explain how to mince garlic.
9. Show the kids how to check the noodles so they do not overcook! Take one out with a fork, let it cool and try it.

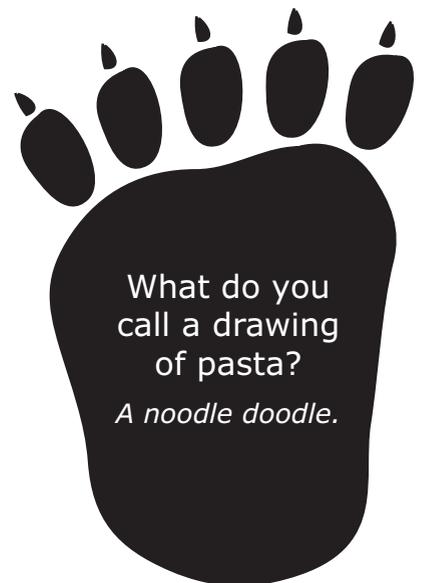


Bear Paw Cookies

1. Have the children gather the ingredients and equipment needed for the cookies.
2. Review the recipe together.
3. Send one child to preheat the oven to 350 degrees.
4. Show the children the following "chef's secret". Fill the glass measuring cup with water, to the half cup mark. Then, add margarine to the water until the water line is at the one and a half line. Pour off the water using the "displacement method". This is the best way to accurately measure butter and margarine.
5. The children can measure out the rest of the ingredients. By this lesson, the children can probably read the recipe and follow it with just a bit of help.
6. As the cookies bake, the children can prepare the simple salad and salad dressing. Designate one or two children to watch the time for the cookies and take to them out of the oven when they are done.

Rabbitt's Salad and Salad Dressing

1. Have the children gather the equipment and ingredients needed for the simple salad and salad dressing.
2. Assist the children to prepare the salad and dressing according to the recipes.
3. Once they are prepared, tidy the prep area. Have the children wash their hands and work together to set the table.



What do you
call a drawing
of pasta?

A noodle doodle.

LET'S EAT TOGETHER

20 Minutes

1. Add lemon zest to the spaghetti sauce just before serving.
2. Once the meal is dished out and everyone has started eating, begin a discussion about fats in the foods we eat. You can start by saying, "We talked earlier about lowering fats that are bad for our heart, but our bodies do need some fat". Ask the children if they know why our bodies need fat. Some answers could be it contains nutrients that we need, it helps us feel full, gives us lots of energy, protects our organs and is in every cell of our bodies.

Explain that it is best to get the fat we need from "unsaturated fats" such as vegetable oils that are liquid at room temperature instead of saturated fat that we talked about earlier. Be sure to inform the children that it is okay to eat a variety of high and low fat foods that are nutritious. For example, oatmeal chocolate chip cookies have sugar and fat, but they also have oats and raisins that are full of nutrients that we need (iron, fiber, B vitamins...). High fat foods like chips are less nutritious but they are okay once in a while.



LET'S CLEAN UP TOGETHER

15 Minutes

As children are finishing their meal assign clean up tasks, making sure that everyone rotates their jobs from the weeks previous. One child can wash dishes and two can dry and put dishes away. Two others can finish clearing the table, wiping the tables and counters with a clean, wet cloth and sweeping the floor.

LET'S TALK

5 Minutes

Once the clean up is complete, gather the children around and ask:

- What was your favourite part?
- What didn't you like?
- What would you do differently?
- What do you think you could do at home now?



**Hand Out
Recipes To
Take Home**



Lesson #5: FINAL FEAST

Today's Meal

A snack of Moose Juice (fizzy orange juice) with cheese and crackers, followed by Dancing Chicken Drumsticks, Homey Home Fries and steamed vegetables. The dessert is really special today – Yummy Yogurty Fondue with assorted fruit to dip!

Summary

Today's lesson will be a celebration with a special feast. The children will learn how to skin chicken and then practice their knife skills as they prepare home fries and fruit cubes for the fondue.

After the meal, hand out the certificates to acknowledge each child for completing this cooking program. These children can now consider themselves real cooks!

Quick Kitchen Tip: For those with less time or no oven, stir fry sliced boneless skinless chicken breasts and boil potatoes to mash.

Objectives

- Children will learn how to skin chicken pieces.
- Children will become familiar with kitchen terms such as *skin*, *season* and *double boiler*.
- Children will feel proud of themselves for participating in this program.
- Children and leaders will practice and use safe food handling techniques, knife skills and measuring used in previous lessons.

PREPARATION

Equipment & Ingredients:

Kitchen Equipment/ Snack	Dancing Chicken Drumsticks	Homey Home Fries & Steamed Vegetables	Yummy Yogurty Fondue
<ul style="list-style-type: none"> • 1 pitcher • 1 medium pot • 2 cookie sheets • 3 large mixing spoons • knives • cutting boards • 1 vegetable brush • 1 colander • aluminum foil • 5 large bowls • 1 plate for the cheese and crackers • 1 glass or metal bowl <p>For demonstration:</p> <ul style="list-style-type: none"> • 1 clear glass • 8 tsp. white sugar <p>For snack:</p> <ul style="list-style-type: none"> • 1 L orange juice • 1 L soda water • 500 grams of cheese (anything but cheddar) • 1 small box of whole wheat crackers 	<ul style="list-style-type: none"> • 2 tbsp. olive oil • salt and pepper • 6 chicken pieces with leg and thigh attached • 1 cup flour • 1 cup seasoned bread crumbs • 1/2 tsp. thyme • 2 tbsp. salt • 1 tbsp. sweet basil • 1 tbsp. celery salt • 1 tsp. oregano • 1 tbsp. black pepper • 2 tbsp. garlic powder • 1 tsp. ginger • 2 tbsp. dry mustard • 4 tbsp. paprika • 1 egg • 1/4 cup milk 	<ul style="list-style-type: none"> • 4 medium-sized potatoes • 2 sweet potatoes • 1/4 tsp. pepper • 1/4 tsp. salt • 3 tbsp. olive oil • small bottle of ketchup • 3 cups fresh or frozen mixed vegetables (try broccoli, celery, zucchini, cauliflower, green beans or others!) • about 1 cup of water 	<ul style="list-style-type: none"> • variety of fresh fruit such as a banana, apple, pears, grapes, pineapple, oranges or strawberries • 2 cups (500 ml) plain yogurt • 3 tbsp (45 ml) honey • 1 tsp (5 ml) ground cinnamon

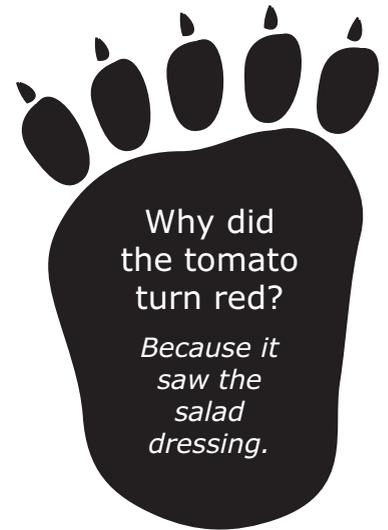
Preparation:

- Prepare a certificate for each participating child
- Set up the equipment and ingredient tables
- Prepare the snack by cutting cheese and putting crackers out in a dish
- Have 5 glasses ready for the snack beverage
- Copy recipes for the children to take home
- Have elastics available for children with long hair

ACTIVITY

Snack Time & Sugar Demonstration 15 Minutes

1. Have the children tie back their hair, wash their hands and put on aprons.
2. Gather the equipment and ingredients for snack, including spoon, sugar and glass for the demonstration.
3. Ask the children if they know how many teaspoons of sugar a can of pop contains. Just one pop contains about 8 teaspoons of sugar! Almost half of Ontario students aged 6 to 17 drink one or more servings of pop per day. Measure out 8 teaspoons of sugar in a clear glass to show the students exactly how much sugar that means.
4. Have the children mix their own healthy “pop” by measuring together 1/2 cup orange juice and 1/2 cup soda water into their own glasses.
5. Serve the cheese and crackers and talk about the type of cheese that is on the plate. Ask the children if they enjoy it and how it compares to the cheese that they might eat at home.
6. Have the children wash their hands.



LET'S COOK TOGETHER

60 Minutes

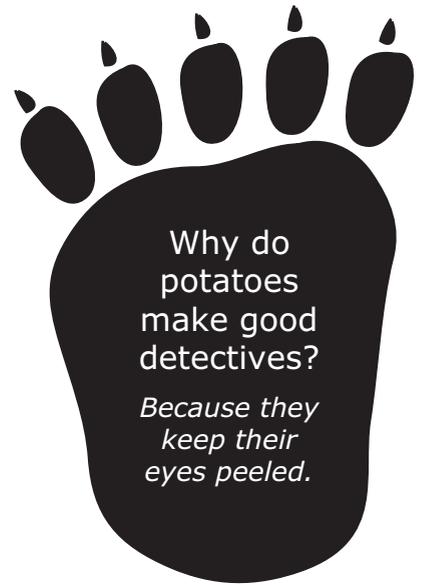
Tell the children that today we are going to be making Dancing Chicken Drumsticks, steamed vegetables, Homey Home Fries and a Yummy Yogurty Fondue.

If you are short of time, divide up the children into two groups. One group can cook the chicken and vegetables and the other can prepare the potatoes. When the children are finished and have washed their hands, they can all cut up the fruit.



Dancing Chicken Drumsticks

1. Have the children gather the equipment and ingredients needed for the chicken.
2. Review the recipe together.
3. Have one child preheat the oven to 400 degrees.
4. Gather the group together and have one child prepare the egg and milk mixture into one bowl. One child can prepare the baking pan with the aluminum foil and oil. The rest of the children can together measure the spices needed for the barbeque spice mix into a separate bowl.
5. Have a handy place for the children to discard their chicken skins such as a bowl on the table. Open the package of chicken. Have each child take a piece of chicken and pull the skin off. Ask the group why we would want to take the skin off. Point out that there is a lot of fat in chicken skin and it is the unhealthy saturated fat. Throw the skins out.
6. One at a time, each child can dip the chicken into the egg and milk mixture, then the spice mixture and place on the baking pan. Once the oven is preheated, watch as one child puts the baking pan in.
7. Immediately, without touching anything, have all of the children wash their hands well. Remind them to sing "Happy Birthday" twice to ensure that they are taking enough time to clean their hands.



Steamed Vegetables

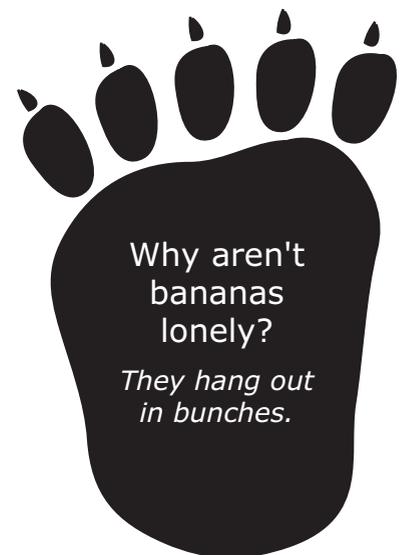
1. Have the children gather the equipment and ingredients needed for the vegetables.
2. Review the recipe together.
3. Have the children wash and cut the vegetables, with any needed assistance from you.
4. Have one child place the vegetables in the pot, add the water, then put it on the stove to cook.

Homey Home Fries

1. Have the children gather the ingredients and equipment needed for the fries.
2. Review the recipe together.
3. Demonstrate how to scrub a potato well with a vegetable brush and explain that for this recipe the potatoes and sweet potatoes will keep their peels on. Have each child choose a regular or sweet potato and take turns at the sink with a vegetable scrubber cleaning it.
4. Next, have each child choose a knife and cutting board. Demonstrate how to cut a potato into fries and the children can cut and cut until all of the potatoes are finished (not too thick or they will take too long to cook). Place all of the potatoes in a large bowl.
5. Have one child measure out the olive oil, salt and pepper onto the potatoes. Have another child mix it up, to ensure the olive oil coats the potatoes. A different child can put the regular potato fries on a cookie sheet and put them in the oven to bake according to the recipe. After the regular potatoes have cooked for 10 minutes remove the sheet from the oven and add the sweet potato fries. Serve the fries with ketchup.

Yummy Yogurty Fondue

1. Have the children gather the ingredients and equipment needed for the fondue.
2. Review the recipe together.
3. Have the children wash and cut the fruit into cubes.
4. Have the children measure and mix the ingredients for the yogurt dip.
5. Have the children tidy the prep area and set the table for the meal.



LET'S EAT TOGETHER

20 Minutes

When the meal has been dished out and the children are eating, begin a discussion about the special meals that these children may have with their family. Ask what they are and what kinds of foods they eat.

After the children have enjoyed the main course, have them clear their dinner plates and scoop some fruit and yogurt dip for themselves onto another plate. While the dessert is called a "fondue", for health reasons we don't recommend that the children share one bowl for dipping.

LET'S CLEAN UP TOGETHER

15 Minutes

As children are finishing their meal assign clean up tasks and make sure each person has had a turn doing each task. Each child can clear their own plate and bring their place setting to the dishwashing area. One child can wash dishes, two can dry and put dishes away and two children can finish clearing the table, wipe the tables and counters with a clean, wet cloth and sweep the floor.

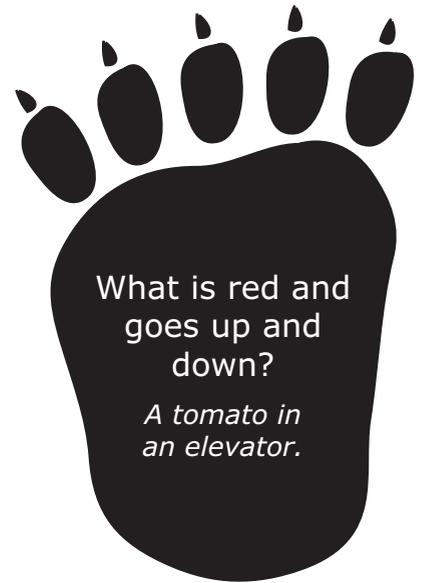
LET'S TALK

5 Minutes

Once the clean up is complete, gather the children for the final discussion:

- What was your favourite part?
- What didn't you like?
- What would you do differently?
- What do you think you could do at home now?

One at a time, call out each child's name and give them their certificates. Shake their hand and congratulate them for a job well done.



Hand Out
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Take Home



Lesson #6: **BREAKFAST ANYTIME**

Today's Meal

A snack of oranges and/or bananas is followed by Berrylicious Pancakes, Messy Scrambled Eggs and Peachy Party Parfaits and Toasted Oats

Summary

This lesson demonstrates how to crack eggs and scramble them. Children will learn about cooking with eggs, using a frying pan/griddle and the role of baking soda in baking. The group will finish things off by enjoying a meal together and talking about the importance of eating a breakfast that includes foods from three of the four food groups. The Bust Out the Breakfast Foods activity sheet can be given out to children to work on in pairs if time allows near the end of the session or to take home.

Quick Kitchen Tip: If you have less time, substitute a nut-free cereal for the toasted oats as a parfait topping.

Objectives

- Children will learn the science behind the role baking soda plays in baking.
- Children will learn to use the stove or griddle safely.
- Children will learn about cooking with eggs.
- Children will become familiar with the term whisk.
- Children will learn how to incorporate meat alternatives, such as eggs, into meals.

PREPARATION

Equipment & Ingredients:

Kitchen Equipment/Snack	Berrylicious Pancakes	Messy Scrambled Eggs	Peachy Party Parfaits & Toasted Oats
<ul style="list-style-type: none"> • 1 pitcher/glasses • 2 large bowls • 3 medium-sized bowls • 2 whisks or forks • liquid and dry measuring cups • measuring spoons • 2 spatulas • 3 serving spoons • cutting boards • cheese grater • knives • wooden spoon • colander • ladle • can opener • 2 large skillets or an electric griddle and a large skillet • 2 baking sheets or 9"X13" pans • small saucepan • oven mitts • instant read probe thermometer • plates, bowls or clear glasses for parfaits, knives, forks, spoons <p>For snack and demonstration:</p> <ul style="list-style-type: none"> • oranges and/or bananas • 2 tsp. baking soda • 4-6 tbsp. white vinegar • glass measuring cup or bowl 	<ul style="list-style-type: none"> • 1 cup whole wheat flour • 1 cup all-purpose flour • 2 tbsp. sugar • 2 tsp. baking powder • ½ tsp. salt • 3 tbsp. butter • 2 eggs • 2 cups milk • 1 ½ cup blueberries • 1 tbsp. canola oil • 1 cup maple syrup 	<ul style="list-style-type: none"> • 10 eggs • 1/3 cup milk • ½ onion • ½ tomato • ½ green pepper • 125g block Cheddar cheese • 2 tsp. canola oil 	<ul style="list-style-type: none"> • 4 cups rolled oats • ½ cup raisins or dried cranberries • ½ cup sesame seeds, sunflower seeds or pumpkin seeds • 1 tsp. cinnamon • 1 tbsp. warm water • 1 tbsp. maple syrup • ½ tsp. vanilla • 750 mL vanilla or fruit flavoured yogurt • 3 medium fresh peaches or 1 can (28 oz/796 mL) peaches in light syrup or juice • canola oil for baking sheets

Preparation:

- Wash the oranges. Cut up oranges and bananas for the snack.
- Set up the equipment and the food tables.
- Copy today's recipes and breakfast activity sheet for each child to take home.
- Have elastics available for children with long hair.
- Have nametags and pens or markers ready.

ACTIVITY

Introduce yourself and any other leaders.

Snack Time and Baking Soda Demonstration

15 Minutes

1. Remind children of the need for everyone to wash their hands with hot water and soap for a full 20 seconds (the length of time it takes to sing Happy Birthday to yourself twice) right before working with food or touching clean dishes, equipment or cutlery. To prevent the spread of germs, hands must also be washed after touching meat, poultry, eggs and seafood, after going to the bathroom, blowing your nose, touching your hair, mouth, nose or coughing/ sneezing into hands.
 2. Have the children tie back their long hair, roll up their sleeves and wash their hands. Once hands are washed, dry with paper towel and turn off the tap with a towel as shown in the handwashing poster posted above the handwashing sink.
 3. Give everyone orange and banana slices for a snack.
 4. While the children finish their snack, explain that baking powder helps baked goods like muffins and banana bread to rise evenly. It contains chemicals that react when liquids are added in a recipe and when it becomes hot during baking. Carbon dioxide is the gas produced that "lifts" the batter and makes a light product in the end. Today's pancake recipe uses baking powder. We will see bubbles form as our pancakes cook, which is an example of this reaction.
 5. One of the reactive ingredients in baking powder is baking soda*. Begin the demonstration by putting two teaspoons of baking soda into the glass measuring cup/ bowl. Next pour in 4-6 tablespoons of white vinegar. Watch as the reaction takes place!
 6. This bubbling reaction is important in baking as it allows dough and batter to rise. Since it reacts quickly with water both baking powder and baking soda need to be mixed thoroughly with other dry ingredients such as flour before adding liquids. This ensures even leavening or rising in baking.
 7. Ask the children to think of other foods that they bake that might need to rise with the help of baking soda or powder. Some examples might include: muffins, cookies, cakes, loaves, etc. If someone suggests bread and you can mention that yeast is the leavening agent in bread used for sandwiches and toast.
 8. Have the children wash their hands and put on aprons when they are finished their snack.
- * Although baking soda is a main ingredient in baking powder, these ingredients are not interchangeable in recipes. Baking soda is used alone when buttermilk or other acidic liquids are called for in a recipe.



LET'S COOK TOGETHER

60 Minutes

Explain to the children that today's menu includes Berrylicious Pancakes, Messy Scrambled Eggs and Peachy Party Parfaits and Toasted Oats. Start by making the parfait topping, (as it must bake for 30 minutes), then make the pancakes and finally the eggs.

Peachy Party Parfaits and Toasted Oats

1. Review the recipe together.
2. Have the children gather the equipment and ingredients needed for the recipe.
3. Preheat the oven to 300°F. Lightly oil 2 baking sheets.
4. In a large bowl, combine oats, cinnamon and seeds. In a medium bowl, combine warm water, syrup and vanilla.
5. Pour the liquid mixture into the oat mixture and stir until evenly coated.
6. Spread out the mixture on the pans and place in oven. Stir every 10 minutes to prevent burning.
7. Bake until the granola is golden brown, about 30 minutes.
8. While the granola is cooking have the children prepare the peaches. If using canned peaches, drain, slice and place them in a bowl. If the peaches are fresh, wash them under cold running water but wait to slice them until just before the meal is served.
9. Demonstrate how to use oven mitts to remove the pan of granola from the oven. Immediately add raisins or cranberries. Let cool and transfer granola to a bowl.
10. Parfaits can be made at the table after eating the pancakes and eggs. Show the children how to put together a parfait with ½ cup peaches on the bottom, then ½ cup yogurt and a tablespoon of granola on top.



Berrylicious Pancakes

1. Review the recipe together. Have the children gather the equipment and ingredients needed.
2. Show the children how to use the stove safely to prevent burns by identifying which knob controls which burner and temperature settings related to the controls. Demonstrate how to have the pot/pan handle turned inwards.
3. In a large bowl, combine flours, sugar, baking powder and salt. Set the bowl aside.
4. Melt the butter in a small saucepan on the stove or in a ceramic cup in the microwave.
5. Demonstrate how to crack an egg and pour the egg into a medium-sized bowl (it's better to use the counter than the side of the bowl for preventing bits of shell from falling in). Show how to remove shell pieces if necessary. Ask a child to crack the next egg. Ensure that egg handlers put the shells in the garbage, wash their hands and wipe the counter where the eggs were cracked with hot, soapy water.
6. Add milk and melted butter to the bowl with the eggs.
7. Demonstrate how to whisk together the egg mixture. Hold on to the bowl with one hand and whip the whisk in circles with the other. If possible, slightly tilt the bowl. Give someone a chance try whisking until well mixed. Explain that to "whisk" means to beat quickly with a wire whisk or fork to incorporate air into a mixture or blend smoothly.
8. Add the flour mixture to the egg mixture. Whisk again until just blended. Gently stir in blueberries.
9. Put a tsp. of cooking oil in the skillet (or griddle) and preheat on medium heat.
10. Use a ¼ cup measuring cup or a small ladle to pour the batter onto the hot pan for each pancake. Cook the pancakes on medium heat until small bubbles appear on top.
11. Use a spatula to check the bottom of the pancakes. When they are light brown, flip them over with the spatula.
12. Cook for another few minutes until the pancakes are light brown on the other side.
13. Remove pancakes. If the rest of the meal is not ready yet, keep the pancakes warm in a 250°F oven in a pan covered lightly with tinfoil.

Messy Scrambled Eggs

1. Review the recipe together.
2. Have the children gather the equipment and ingredients needed.
3. Assist the children to follow the recipe beginning by washing the tomato and green pepper.
4. Demonstrate how to dice a tomato, peel and mince an onion and seed and dice a pepper. Ensure the knives are being used safely while the vegetables are being cut.
5. Give everyone a chance to crack an egg into a medium-sized bowl. Remove shell pieces if necessary. Ensure that egg handlers put the shells in the garbage, wash their hands and the wipe the counter where the eggs were cracked with hot, soapy water.
6. Add milk to the eggs and have the children whisk the eggs mixture together. It should take approximately 3 minutes to whisk eggs and milk until they start to foam.
7. Demonstrate how to grate the cheese while protecting fingers. Add the grated cheese and vegetables to the egg mixture.
8. Add oil to a large skillet and preheat on stove over medium-low heat. Pour egg mixture into the pan.
9. Cook for about 2 minutes, then begin to scramble using a spatula. Continue to scramble for about 5 minutes until the eggs are slightly firm.
10. Serve the eggs from the pan.



LET'S EAT TOGETHER

20 Minutes

1. Demonstrate how to set a table. This is a great chance to explain the importance of “breaking bread” together i.e. people sharing food together is special. Taking turns while listening is important during mealtimes (and can also prevent choking).
2. Have one child (or two, for larger groups) be in charge of the pitcher of water. This means filling it up and filling up every one’s glass. This job should rotate each meal so that everyone has a chance.
3. Once the table is set and everyone is ready, dish out the pancakes and eggs. Pass around the syrup.
4. As the children are eating, talk about table manners and why they are important.
5. Ask the children what they think about having breakfast foods for lunch or dinner. Discuss why eggs are considered a meat alternative (because 2 eggs contain a similar amount of protein as a serving of meat).
6. Talk about what everyone usually eats for breakfast and why it is said to be “the most important meal of the day” i.e. fuels your body and your brain for learning and playing, helps you concentrate, etc. Aim for a breakfast that includes three of the four food groups (i.e. cereal, milk and with a glass of juice; toast, topped with peanut butter and banana, a parfait etc.).



LET'S CLEAN UP TOGETHER

15 Minutes

Assign clean up tasks as children are finishing their meal. Each child can clear their own plate and bring their place setting to the dishwashing area.

Gather the children together to show them how to properly wash the dishes using a dishwasher and/or the three-sink method (see poster in "Helpful Extras" section of the binder). When using a dishwasher, set the temperature to the highest/hottest setting. Any dishes that are not "dishwasher safe" or do not fit in the dishwasher can be washed and sanitized following the three-sink method. Use the first sink to wash the dishes in hot, soapy water. Use the second sink to rinse the dishes. The third sink is used to sanitize the dishes using either very hot water (24°C or 75°F) or a mixture of 1 oz chlorine bleach per gallon of water. Dishes should be left in the sanitizing sink for 45 seconds, then removed and placed in the air rack to dry when possible (or dried with clean towels). Water in all sinks should be replaced if it gets too dirty.

One child can wash dishes and another can remove dishes from the sanitizing rinse in sink three (ideally with rubber gloves) and place in a rack to air dry (if possible). Two children can finish clearing the table and put dishes away. Two children can wipe the tables and counters with a clean, wet cloth and sweep the floor.

When everyone cleans up together, the job gets done quickly and the children learn that working together is fun!

LET'S TALK

5 Minutes

Once the clean up is complete, gather the children around and ask:

- What was your favourite part?
- What didn't you like?
- What would you do differently?
- What do you think you could do at home now?
- If time, give out pens and have children work in pairs on the Bust Out the Breakfast Foods activity sheet.
- Hand out recipes to take home.



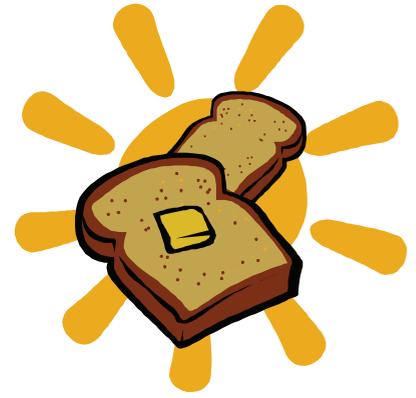
**Hand Out
Recipes To
Take Home**



BUST OUT THE BREAKFAST FOODS

Think of foods you might eat for breakfast that start with that letters below.
Example: B= Bagels, Berries, R= Raisins, Rye toast.

Try to include foods from all 4 food groups: Vegetables and Fruit, Grain Products, Milk and Alternatives and Meat and Alternatives.



B _____

R _____

E _____

A _____

K _____

F _____

A _____

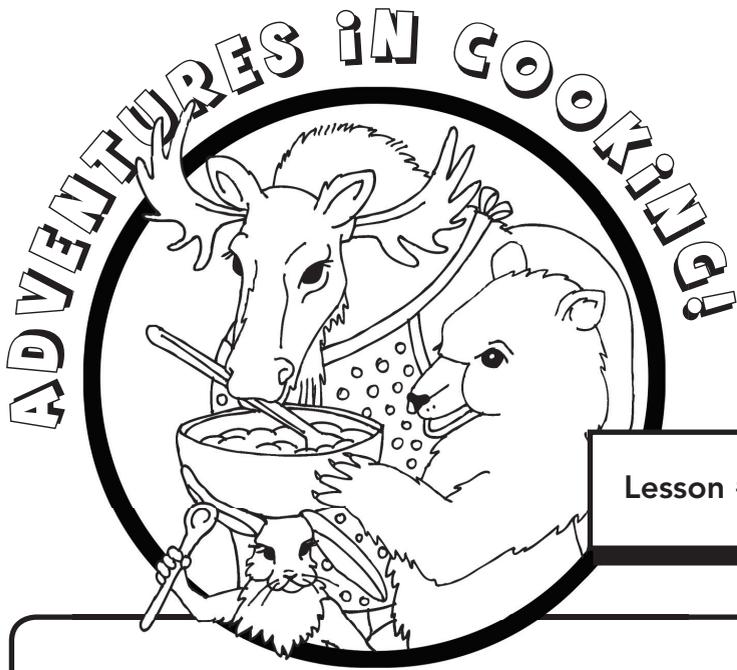
S _____

T _____

My Healthy Breakfast: (Be sure to include 3 of the 4 food groups!)

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Lesson #7: COLOUR IT UP

Today's Meal

A snack of various coloured apples and/or pears is followed by Canoe-dles and Cheese, Sizzling Snowday Chicken and Steamed Broccoli with Pumpkin Patch Muffins for dessert.

Summary

Today's lesson focuses on colourful foods and why eating a variety of colours helps to increase the amount of nutrients we eat. The children will learn how to make a white sauce for homemade macaroni and cheese. They will also learn how to prevent cross-contamination while preparing chicken. They will further develop their knife skills as they prepare steamed broccoli. They will continue to practice measuring and will learn about baking with fruit as they make pumpkin muffins. The What Colour Is Your Food? and Separate activity sheets can be given to children to work on if time allows near the end of the session or to take home.

Quick Kitchen Tip: If you have less time, or no oven, serve the macaroni and cheese from the stove top (don't add the breadcrumbs), make the chicken in a covered frying pan and substitute a fruit salad of bananas and oranges instead of baking the muffins.

Objectives

- Children will enhance their knife skills as they cut up vegetables.
- Children will become familiar with making a cheese sauce.
- Children will learn how to use the oven safely.
- Children will practice proper food safety while working with chicken.

PREPARATION

Equipment & Ingredients:

Kitchen Equipment/Snack	Canoe-dles and Cheese	Sizzling Snowday Chicken and Steamed Broccoli	Pumpkin Patch Muffins
<ul style="list-style-type: none"> • 1 pitcher/glasses • 1 large heavy pot • 2 medium pots • 1 cookie sheet or 9x13 pan • 2 L baking pan or casserole dish • large casserole dish • 2 large bowls • knives • 3 large stirring spoons • whisk • liquid measuring cups • dry measuring cups • measuring spoons • colander • cutting boards • cheese grater • muffin tins • paper muffin liners (optional) • oven mitts • instant read probe thermometer • plates, knives, forks <p>For snack and demonstration:</p> <ul style="list-style-type: none"> • apples and/or pears • 2 clean sponges • red water-based paint • paint brush • cutting board • light coloured plate • serrated knife 	<ul style="list-style-type: none"> • 2 cups 1% milk • 3 tbsp. all-purpose flour • ½ tsp. each dry mustard and salt • ¼ tsp. each paprika and black pepper • 1 200g block of Cheddar cheese • ¼ onion • 1 cup broccoli • 2 carrots • 2 celery stalks • 2 tbsp. Parmesan cheese • 2½ cups dry macaroni • ¼ cup bread crumbs (optional) 	<ul style="list-style-type: none"> • 8 chicken thighs, bone in, skin on • ¼ cup vegetable or canola oil • 3 cloves garlic • 2 tsp. ground cumin • 2 tsp. chili powder • 2 tsp. oregano • ¼ tsp. salt • ½ tsp. pepper • 5-6 cups broccoli 	<ul style="list-style-type: none"> • ¼ cup canola oil • ¾ cup sugar • 2 eggs • ¾ cup of cooked fresh or canned pumpkin • ¼ cup water • 1½ cups whole wheat flour • ¾ tsp. baking powder • ½ tsp. baking soda • ¼ tsp. salt • ½ tsp. each ground cloves and cinnamon • ½ cup semi-sweet chocolate chips

Preparation:

- Cut up the apples and/or pears for the snack (save ¼ of a fruit for the demonstration).
- Set up the equipment table and food tables.
- Copy the recipes, What Colour is Your Food? and Separate activity sheets for each child to take home.
- Have elastics available for children with long hair.
- Have crayons/pencil crayons available if children have time for the activity sheet.

ACTIVITY

Introduce yourself and any other leaders.

Snack Time

15 Minutes

1. Have the children tie back their long hair, roll up their sleeves and wash their hands.
2. Give everyone apples and/or pears for a snack.
3. Explain that the colours of fruits and vegetables are a small clue to the nutrients they contain. Eating a variety of different coloured fruits and vegetables will help us to stay healthy. In addition to the snack today, the group will be eating green steamed broccoli with Canoe-dles and Cheese and Sizzling Snowday Chicken and orange pumpkin in the Pumpkin Patch Muffins.
4. Have children wash their hands, put on aprons and gather around a cutting board.



SAFELY SEPARATE DEMONSTRATION

10 Minutes

1. Ask the children if they think there is potential danger in using the same equipment (i.e. knife and cutting board) to prepare raw meat and other foods. Have them watch the demonstration to find out.
2. Dampen two sponges with water.
3. Paint both sides of one sponge with red paint to represent raw chicken (use only enough paint to cover the surface of both sides). Explain that the red "juice" of the chicken may contain salmonella bacteria which can make you sick.
4. Place the painted sponge on the cutting board and cut it in half with a serrated knife. Next put the two pieces of painted sponge (raw chicken) onto a plate. Cut a slice of fruit using the same unwashed knife and cutting board used on the painted sponge.
5. Place the clean sponge ("cooked chicken") on the plate with the "raw chicken" sponge.
6. Ask the children what they observed about the red paint representing the raw chicken juice contaminated with salmonella. Where did it spread? How?
7. This demonstration shows how easy bacteria can spread from raw chicken to cooked or uncooked foods. Bacteria on a cutting board can spread to other foods too, such as a bagel. "Cross-contamination" is the term for how bacteria can spread from one food product to another. It is important to keep raw meat, chicken or seafood and their juices away from ready-to-eat foods.
8. To help prevent cross-contamination:
 - Keep raw meat, poultry and seafood separate from other foods in the grocery cart, in grocery bags and in the refrigerator. Store raw meat on the bottom shelf of the fridge so that any juice will not drip onto other foods.
 - Use a different cutting board for raw meat, poultry and seafood.
 - Always wash hands, cutting boards, dishes and utensils with hot soapy water after they have come in contact with raw meat, poultry and seafood. Then use a bleach solution (5 mL household bleach to 750 mL water) on utensils, cutting boards and counters, rinse with hot water and dry with a clean cloth before using.
 - Don't put cooked food on a plate that previously held raw meat, poultry or seafood.



LET'S COOK TOGETHER

60 Minutes

Share today's menu including Canoe-dles and Cheese, Sizzling Snowday Chicken and Steamed Broccoli with Pumpkin Patch Muffins for dessert.

If you only have access to one oven it is best to serve the macaroni from the stove top and skip the baking step. Start by preparing the chicken to get it into the oven first. The muffins can bake as the group eats the main meal. While some children work on the chicken others can get the macaroni and cheese started by heating a pot of water on the stove.

Sizzling Snowday Chicken & Steamed Broccoli

1. Review the recipe together.
2. Have the children gather the ingredients and equipment needed.
3. Have one child preheat the oven to 425°F, while another greases a baking sheet.
4. Demonstrate how to remove a clove from the garlic bulb and mince it. To peel the clove, place it on the cutting board and press on it firmly with a heavy object, like the flat side of a chef's knife or small pan. Cut away the woody end of the clove where it was attached to the bulb and discard with the skin. Make a series of horizontal cuts on the clove (separating it into thin slices), then a series of cuts to make it into thin sticks. Then dice the sticks. Mince the garlic by chopping it with a rocking motion, keeping the tip of the knife on the cutting board and moving the handle up and down. Ask two children to mince the two remaining cloves.
5. Have the other children measure the spices, salt, pepper, and oil into a large mixing bowl. Mix in the minced garlic.
6. Have one or two children roll each piece of chicken in the spice mix to coat and place on the baking pan. Place the pan in the oven and roast for 25 minutes. Chicken is ready when the juices run clear, the internal temperature reaches 165°F and the chicken is crispy and brown. This is a good opportunity to demonstrate to the children how to use a food thermometer.
7. Have the children who handled the chicken discard the packaging into the garbage and wash their hands well with soap and water. Ensure that everything that came in contact with the chicken is washed/or wiped with hot soapy water, then sprayed with the bleach solution, rinsed with water and then dried to prevent cross contamination.
8. Next, wash and cut the broccoli into bite-sized pieces. Place them in a medium-sized pot and add just enough water to cover the broccoli.
9. About 15 minutes before you are ready to eat cook broccoli on medium heat (approximately 3-5 minutes) until it becomes soft enough to cut with a fork (do not cook for too long or broccoli will become mushy). Drain broccoli.

Canoe-dles and Cheese

1. Have the children wash their hands.
2. Review the recipe together.
3. Have the children gather the equipment and ingredients needed.
4. Wash and chop vegetables into bite sized pieces.
5. Fill a large pot with water and heat on the stove on high. When water is boiling, add macaroni. Stir occasionally as it cooks. Add chopped vegetables when pasta is beginning to soften, but still slightly hard (about 5 minutes left of cooking). Continue to cook until pasta has fully softened. Have a child taste to see if it is no longer chewy.
6. In a medium saucepan, use the whisk to combine the milk and flour until smooth. Cook over medium-high heat, stirring until mixture is bubbly and thickened, about 8 minutes.
7. While one child is stirring, have another dice the onion and another grate the cheese (about 1½ cups). Demonstrate how to safely dice an onion (cut off one end so that it is stable on the cutting board) and grate the cheese so that fingers are protected.
8. Into saucepan, stir in dry mustard, salt, paprika, pepper, onion, grated Cheddar cheese and 1 tbsp. Parmesan cheese. Continue to cook until cheeses are completely melted.
9. Drain macaroni in a sink using the colander. Return the macaroni to the large pot.
10. Pour cheese sauce over the drained macaroni. Cover until ready to serve or follow the baking directions below.
11. Transfer macaroni to a large casserole dish. Mix ¼ cup of bread crumbs with 1 tbsp. Parmesan cheese. Sprinkle over macaroni. Bake at 350°F, uncovered for 30 minutes.

Pumpkin Patch Muffins

1. Review the recipe together.
2. Have the children gather the equipment and ingredients needed.
3. Preheat the oven to 400°F.
4. Have one child grease the muffin tins or put in paper liners.
5. Assist the children to prepare the muffins according to the recipe. Encourage the children to measure accurately and not overmix for best results.

LET'S EAT TOGETHER

20 Minutes

After everyone is sitting down to the meal, begin a discussion about the colours in foods.

Start by asking the following questions:

- What is your favourite colour?
- Can you think of a fruit or vegetable that is that colour?
- Why do you think it is important to eat fruits and vegetables that are different colours? (Different colours can mean different nutrients. For example, carrots are rich in Vitamin A, while strawberries are rich in Vitamin C. Eating a variety of vegetables and fruits of different colours can help you get the nutrients you need for good health).



LET'S CLEAN UP TOGETHER

15 Minutes

Assign clean up tasks as children are finishing their meal. Each child can clear their own plate and bring their place setting to the dishwashing area. One child can wash dishes and another can remove dishes from the sanitizing rinse in sink three (ideally with rubber gloves) and place in a rack to air dry if possible. Two children can finish clearing the table and put dishes away. Two children can wipe the tables and counters with a clean, wet cloth and sweep the floor.

LET'S TALK

5 Minutes

Once the clean up is complete, gather the children around and ask:

- What was your favourite part?
 - What didn't you like?
 - What would you do differently?
 - What do you think you could do at home now?
-
- Hand out What Colour is Your Food? and Separate activity sheets for children to work on or take home.
 - Hand out recipes to take home.



**Hand Out
Recipes To
Take Home**



WHAT COLOUR IS YOUR FOOD?

Instructions: With crayons or pencils, draw or write different vegetables and fruits in each of the five colour categories.



Yellow/Orange

Blue/Purple

Red

Green

White/Tan

Cross-contamination

(kros \ken-tamé-ná shen\!) is the scientific word for how bacteria are spread from one food product to another. This is especially true when handling raw meat, poultry and seafood, so keep these foods and their juices away from ready-to-eat foods!

SEPARATE

DON'T CROSS-CONTAMINATE

CAN YOU FIND THE FOOD HANDLING MISTAKES?



Here's How To Fight BAC!™

- **Separate** raw meat, poultry and seafood from other foods in your grocery shopping cart and in your refrigerator.
- **If possible**, use a different cutting board for raw meat products.
- **Always** wash hands, cutting boards, dishes and utensils with hot, soapy water after they come in contact with raw meat, poultry and seafood.
- **Never** place cooked food on a plate which previously held raw meat, poultry and seafood.

Just another typical day in an average household where many mistakes can be made when handling food! Circle all the mistakes, and learn to be a safe food handler! (The answers can be found by reading "Here's How to Fight BAC!™")

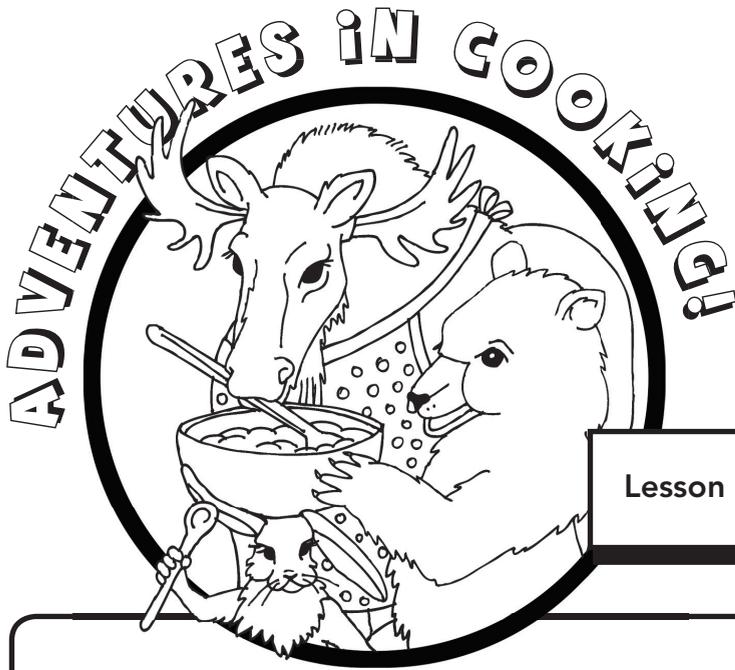


WORD SEARCH

C Y S S C I E N C E E E E
 O R D S O A P Y R C N T Q
 I W I C O H Q B O L C A T
 E A S U S I C K S E E R T
 H S I T W E T C S A R A R
 D H N T K C E O C N O P E
 U H F I G H T U O P S E T
 T A E N G B T N N L S S A
 A N C G E A F T T A E P W
 E D T B G C P E A T A Y T
 M S S O T T O R M E F Y O
 W A A A S E U S I E O D H
 A D F R S R L E N I O A Y
 R O E D C I T R A S D S X
 R L R O F A G H T C I M R
 Y R T L U O P C E I E T L

- WORD BANK:**
- RAW MEAT
 - WASH HANDS
 - CROSS CONTAMINATE
 - CLEAN PLATE
 - CUTTING BOARD
 - DISINFECT
 - SEPARATE
 - FIGHT
 - BACTERIA
 - POULTRY
 - COUNTERS
 - SCIENCE
 - SAFE
 - SEAFOOD
 - SOAPY
 - HOT WATER
 - SICK

REMEMBER...
**WASH YOUR HANDS
 WITH HOT, SOAPY
 WATER BEFORE
 HANDLING
 FOOD!**



Lesson #8: CREATIVE CULTURE

Today's Meal

A snack of hummus and carrot sticks is followed by Terrific Tacos and Tortillas, Goopy Green Guacamole with Marvelous Mango Lassi for dessert.

Summary

Today's lesson encourages children to prepare and try foods that originate from different parts of the world. The children will learn how to make their own taco seasoning and homemade tortillas. They will have an opportunity to use the blender to make tasty fruit drinks. They will further develop their skills using a skillet, knife and cheese grater. They will also learn about reading food labels.

Objectives

- Children will learn that foods we eat every day come from different parts of the world.
- Children will learn about reading the Nutrition Facts table on food labels.
- Children will continue to practice using a knife, grating cheese, and cooking with a skillet.
- Children will learn to use a blender in a safe way to make real fruit drinks.

PREPARATION

Equipment & Ingredients:

Kitchen Equipment/Snack	Terrific Tacos & Tortillas	Goopy Green Guacamole	Marvelous Mango Lassi
<ul style="list-style-type: none"> • 1 pitcher/glasses • measuring spoons • 1 large mixing bowl • 1 medium serving bowl • 6 small serving bowls • spatula • colander • 1 wooden spoon • cutting boards • several knives • blender • cheese grater • tea towels • 2-3 large skillet • tortilla press (if available) or rolling pin(s) • waxed paper • instant read probe thermometer • plates, forks, knives, glasses for slushies <p>For snack: hummus and carrot sticks</p>	<ul style="list-style-type: none"> • 2 lbs (1000 g) lean or extra lean ground beef or turkey • 1 tsp. olive oil • 2 onions • 2 stalks of celery • 1 clove of garlic or ½ tsp. garlic powder • ½ tsp. each salt, ground coriander, cumin and chili powder • 1 cup tomato sauce • ½ head lettuce • 2 tomatoes • 112 g or 1 cup Cheddar cheese • 1 cup salsa • 1 cup low fat sour cream • 6 whole wheat tortillas 	<ul style="list-style-type: none"> • 2 ripe avocados • ½ tomato • 1 tbsp. lime juice or juice from ½ a lime • ¼ tsp. salt • 2 cloves of garlic, (optional) <p>*Hint: Avocados must be ripe before they can be used for guacamole. The skin of a ripe avocado is black and slightly soft when touched.</p>	<ul style="list-style-type: none"> • 2 ripe mangos (or 2 cups frozen mango) • 1 cup plain yogurt • 1 cup milk • 1 cup ice cubes

Preparation:

- Cut up carrots and serve with hummus for the snack.
- Set up the equipment table and food tables.
- Copy recipes for each child to take home.
- Have elastics available for children with long hair.
- Have blank paper and pencil crayons available for an activity if time allows at the end of the session.

ACTIVITY

Introduce yourself and any other leaders.

Snack Time and Label Reading Discussion

15 Minutes

1. Have the children tie back long hair, roll up their sleeves and wash their hands.
2. Give everyone hummus and carrot sticks for a snack.
3. Tell the children that today we are eating foods that originated in different parts of the world starting with hummus, a dip made from chickpeas and mixed with oil and spices. Ask if anyone knows where this food was first made. (It is thought to be an ancient food from Egypt).
4. Ask the children if they have ever read the Nutrition Facts table on a food label to find out about the nutrients and calories it contains.
5. Hand out packages of some of the foods being used today. Have the children look at them in pairs (tomato sauce, salsa, sour cream, cheddar cheese and hummus).
6. Ask the children to find the Nutrition Facts table and read out the serving size (written under "Nutrition Facts" on the label). Explain that if you eat the serving size shown you will get the amount of calories (energy) and nutrients listed in the table. If you eat more than the serving size shown you will take in more nutrients and energy than is shown on the Nutrition Facts table (for example if you eat 4 tbsp. of hummus instead of 2 tbsp. you will get double the calories and nutrients shown on the label).
7. Next ask them to read out the calories per serving noting how foods like cheese and hummus have more calories than a serving of tomato sauce. We often eat smaller servings of these foods and they provide other nutrients our bodies need such as protein. Ask the children to compare the amount of protein per serving, which helps to build muscle. Which food has the most?
8. Explain that the % Daily Value (% DV) tells you if there is a little or a lot of in a serving of a packaged food (5% DV or less is a little and 15% DV or more is a lot). Ask the children to figure out which product contains the highest percent daily value of calcium per serving. The % Daily Value is listed along the right side and bottom of the Nutrition Facts table. It can help you to compare and choose healthier food products.



LET'S COOK TOGETHER

60 Minutes

Share that today's menu is Terrific Tacos and Tortillas, Goopy Green Guacamole and Marvellous Mango Lassi

Terrific Tacos and Tortillas

1. Have the children wash their hands, put on aprons, and be sure their long sleeves are rolled up tightly as they will be working near the stove.
2. Review the recipe together.
3. Gather the ingredients and equipment needed for the recipe.
4. In a large skillet, with the handle turned towards the back of the stove, cook meat over medium-high heat, breaking it up with a spatula for 8 -10 minutes, or until no longer pink. Explain to the children that it is important to cook all ground meat until it is fully browned to prevent illness. Ensure that the meat handler discards the meat packaging, then washes hands and surfaces that were in contact with the meat.
5. In the meantime, other children can chop the onions, wash and cut the celery and mince the garlic.
6. Show students how to carefully pour excess fat from cooked meat into an empty can. Place the colander in the food prep sink and put the cooked meat inside. Rinse meat with hot water to further drain off fat. Set aside.
7. Add onions, celery and garlic to skillet with a little olive oil and cook until slightly browned.
8. Add meat, seasonings and tomato sauce to the skillet. Simmer for 2-3 minutes. Just before serving, transfer the meat into a medium-sized serving bowl.
9. Remind children to wash the lettuce and tomatoes before they are chopped and placed in separate serving bowls for toppings. Pour out salsa and sour cream into separate bowls. Grate cheese and place in a serving bowl.
10. Have children make their own tacos or tortillas by adding the fillings that they like.

Goopy Green Guacamole

1. Review the recipe together.
2. Have the children gather the ingredients and equipment.
3. Cut each avocado in half lengthwise around the seed in the middle of the avocado.
4. Scoop the seed out of the middle with a spoon.
5. Use the spoon to scoop the avocado flesh into a small serving bowl. Add the lime juice and mash with a fork until smooth.
6. Mix in the remaining ingredients until well combined.

Marvelous Mango Lassi

1. Review the recipe together.
2. Have the children gather the ingredients and equipment for the drinks.
3. Remind the children that the blender blade is very sharp.
4. Slice and peel mango (if using fresh).
5. Place all ingredients in the blender.
6. Blend on high until smooth (about 1 minute).
7. Pour into glasses and serve.



LET'S EAT TOGETHER

20 Minutes

Once everyone is sitting down to the meal, begin a discussion about foods from around the world. Have the children tell you what countries their favourite foods originated. Many of the foods that we eat are from different cultures such as pizza and spaghetti, perogies, tacos and egg rolls. Talk about how people from different parts of the world can choose different, but equally healthy meals. Also, discuss where the foods you are eating come from. For instance, did anyone notice where the tomatoes, avocados and fruit that were used in this meal came from?

LET'S CLEAN UP TOGETHER

15 Minutes

Assign clean up tasks as children are finishing their meal. Each child can clear their own plate and bring their place settings to the dishwashing area. One child can wash dishes and another can remove dishes from the sanitizing rinse in sink three (ideally with rubber gloves) and place in a rack to air dry if possible. Two children can finish clearing the table and put dishes away. Two children can wipe the tables and counters with a clean, wet cloth and sweep the floor.

If there is extra time after clean up, have children draw/or write a menu of their favorite foods (or something they would like to try) from around the world i.e. Finnish pancakes, exotic fruit, Chinese food, Italian, etc.

LET'S TALK

5 Minutes

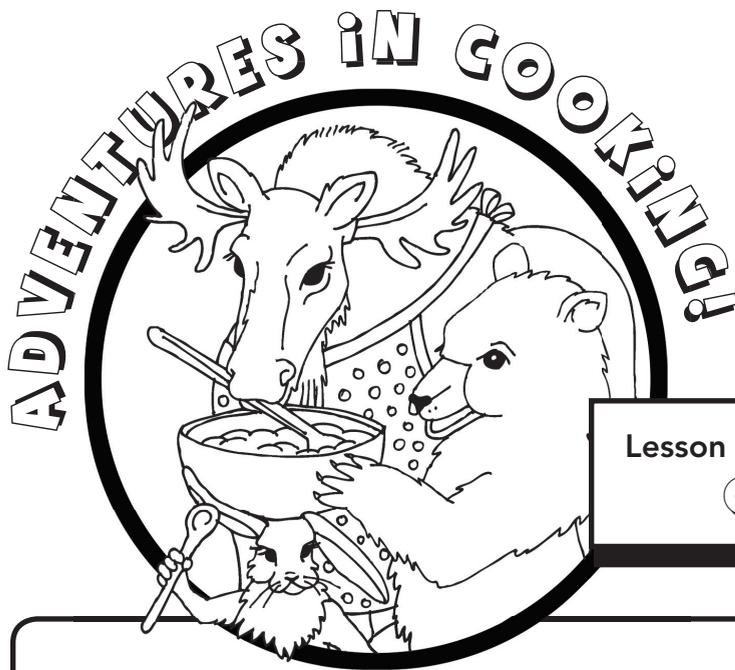
Once the clean up is complete, gather the children around and ask:

- What was your favourite part?
 - What didn't you like?
 - What would you do differently?
 - What do you think you could do at home now?
-
- Hand out recipes to take home.



**Hand Out
Recipes To
Take Home**





Lesson #9: **SUPER SOUP N'
QUESADILLA COMBO**

Today's Meal

A snack of red peppers and cucumbers with Mexi Sunset Dip is followed by Veggie and Black Bean Quesadillas, Tasty Tomato Soup and Zany Kabobs and Zingy Dip.

Summary

Today's lesson focuses on preparing a homemade soup and trying foods rich in fibre. The lentils in the soup, the whole grain tortillas, the fruit and the vegetables are good sources of fibre. Children will practice cutting cheese and fruit. Children will make fruit dip and will skewer fruit onto kabob sticks. The Find the Fibre word search can be given out to children to work on if time allows near the end of the session or take home.

Objectives

- Children will practice knife skills as they prepare fruit, vegetables and cheese.
- Children will prepare foods that are good sources of fibre and will learn about why it is important to eat foods rich in fibre.
- Children will learn to make a soup that includes herbs and spices.
- Children will learn to make a vegetarian quesadilla.

PREPARATION

Equipment & Ingredients:

Kitchen Equipment/Snack	Veggie and Black Bean Quesadillas	Tasty Tomato Soup	Zany Kabobs & Zingy Dip
<ul style="list-style-type: none"> • 1 pitcher/glasses • large skillet or electric grill • large pot • wooden spoon • ladle • blender or hand blender • knives • cutting boards • can opener • 2 stirring spoons • spatula • 2 baking sheets • grater • colander • medium bowl • kabob sticks • small serving bowl • plates, bowls, spoons, small plates for kabobs <p>For snack: red peppers and cucumbers with Mexi Sunset Dip</p> <ul style="list-style-type: none"> • ½ cup mild salsa • 1/2 cup hummus • 2 tbsp plain yogurt 	<ul style="list-style-type: none"> • 4 cups vegetables (try bell peppers, tomato, corn, mushrooms, onion, broccoli or carrots) • 1 can (540 ml) black beans • 2 cups cheddar cheese • 8 large whole wheat tortillas 	<ul style="list-style-type: none"> • 1½ tbsp. canola oil • 1 onion • 2 carrots • ½ cup red lentils • 1 clove garlic • 1 can (19oz/540mL) diced tomatoes • 1 tbsp. tomato paste • ½ tsp. sugar • 1½ cups chicken or vegetable broth • 1 bay leaf • ¼ tsp. salt & pepper • 3 tbsp. 2% milk • 1 tsp. dried basil leaves (optional) 	<ul style="list-style-type: none"> • 4 cups fresh fruit (whatever is in season) i.e. strawberries, cantaloupe, honeydew melon, grapes, apples, bananas • ½ cup mayonnaise • ½ cup plain yogurt • 2 tbsp. orange juice • 1 tbsp. liquid honey • ¼ tsp. ground cinnamon

Preparation:

- Cut up red peppers and cucumbers for the snack. Make the Mexi Sunset dip.
- Set up the equipment and food tables.
- Copy the recipes and Find the Fibre word search for each child to take home.
- Have pencils or pens on hand.
- Have elastics available for children with long hair.

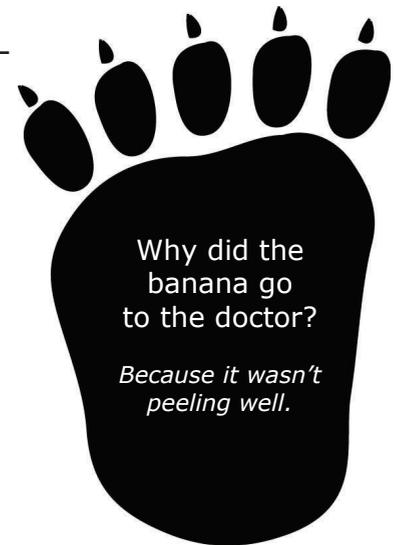
ACTIVITY

Introduce yourself and any other leaders.

Snack Time and Fibre Facts Discussion

15 Minutes

1. Have the children tie back long hair, roll up their sleeves and put on aprons.
2. Pass around the vegetables and dip for the snack. Share that today's menu is Veggie and Black Bean Quesadillas, Tasty Tomato Soup and Zany Kabobs and Zingy Dip for dessert.
3. Ask the children if they know what fibre is? Fibre is the part of plants that the body cannot digest easily. We need to eat fibre every day for good health.
4. Ask the children if they can name some foods that contain fibre. Fibre is found in fruits, vegetables, whole wheat and other whole grain products, nuts, seeds, dried peas, beans, and lentils. The skins of vegetables and fruits are especially rich in fibre. So eating the skin of an apple gives you a little extra fibre. There is no dietary fibre in meat or dairy products.
5. Which food do you think has more fibre (the underlined answer is correct):
 - white bread or whole wheat bread
 - hummus dip (made with chickpeas) or yogurt dip
 - a hamburger or chili (made with beans)
 - applesauce or vanilla pudding
6. Although most people do not get enough fibre, too much can unbalance your diet. The best way to get more fibre is to eat a variety of fruits, vegetables, dried peas, beans and lentils, whole grains (such as barley, brown rice, wild rice, oats) and whole grain cereals, breads and pastas. It's important for anyone who is eating more fibre rich foods to drink extra liquids, including water, juice, or milk.
7. Check out the ingredient list on the label of the bread being used today. Explain that ingredients are listed from most to least in a product. What is the first ingredient? Whole grain foods will have the words "whole" or "whole grain" followed by the name of the grain such as "wheat" as one of the first ingredients. Look on the Nutrition Facts table to find out how many grams of fibre are in one serving.



LET'S COOK TOGETHER

60 Minutes

Tasty Tomato Soup

1. Review the recipe together.
2. Have the children gather the ingredients and equipment needed.
3. Have the children dice the onion and carrots and mince the garlic.
4. Heat the oil in a large pot and sauté the onion and carrots for 5 minutes. Add the garlic and sauté for one minute. Add the tomatoes, tomato paste, red lentils, sugar, broth, bay leaf and seasonings and bring to a boil. Reduce the heat, cover and simmer for 20 minutes.
5. Add the milk and basil (if using) and reheat. Remove the bay leaf.
6. For a smooth soup, transfer to a blender and blend until smooth. Return the soup to the pot. (If using a hand blender this can be done right in the pot).

Zany Kabobs and Zingy Dip

1. Review the recipe together.
2. Have the children gather the ingredients and equipment needed.
3. Have the children wash the fruit and remove stems from strawberries or grapes.
4. Cut up fruit into bite-sized pieces.
5. Have the children spear the fruit onto skewers.
6. To make the dip, put the mayonnaise, yogurt, orange juice, honey and cinnamon in a medium-sized bowl. Mix together thoroughly with a spoon.
7. Serve each kabob on a plate with a small amount of dip.

Veggie and Black Bean Quesadillas

1. Review the recipe together.
2. Have the children gather the ingredients and equipment needed.
3. Preheat oven to 350°F.
4. Have the children wash and chop all vegetables into small pieces, grate the cheese, open, drain and rinse the can of beans.
5. Using two baking sheets, have the children place 2 tortillas on each sheet.
6. Sprinkle half of the grated cheese evenly over the 4 tortillas.
7. Place the vegetables and black beans evenly on top of the cheese.
8. Sprinkle with the other half of the cheese and top with the remaining 4 tortillas.
9. Bake for about 10 minutes or until the surface is crisp and cheese is melted.
10. Cut each quesadilla into wedges and transfer to a plate.



LET'S EAT TOGETHER

20 Minutes

While the children are enjoying their meal, begin a discussion about herbs and spices. Ask them to name the herbs and spices they know. In the tomato soup two herbs, basil and bay leaf were used, as well as pepper. Many spices are used for other purposes other than flavouring food, such as medicine, religious rituals, cosmetics or for eating as vegetables. For example, turmeric is also used as a preservative; licorice as a medicine.

A spice is a dried seed, fruit, root, bark, or vegetative substance used in small amounts for flavour, colour, or as a preservative that kills harmful bacteria or prevents their growth. In the kitchen, spices such as chili powder are distinguished from herbs, which are the leafy, green part of plants used for flavoring such as basil.

LET'S CLEAN UP TOGETHER

15 Minutes

Assign clean up tasks as children are finishing their meal. Each child can clear their own plate and bring their place settings to the dishwashing area. One child can wash dishes and another can remove dishes from the sanitizing rinse in sink three (ideally with rubber gloves) and place in a rack to air dry if possible. Two children can finish clearing the table and put dishes away. Two children can wipe the tables and counters with a clean, wet cloth and sweep the floor.

LET'S TALK

5 Minutes

Once the clean up is complete, gather the children around and ask:

- What was your favourite part?
 - What didn't you like?
 - What would you do differently?
 - What do you think you could do at home now?
-
- If time, give out pens and have the children work in pairs on the Find the Fibre word search.
 - Hand out recipes to take home.



**Hand Out
Recipes To
Take Home**





FIND THE FIBRE WORD SEARCH!

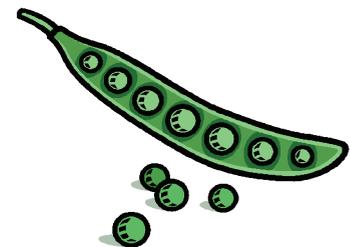
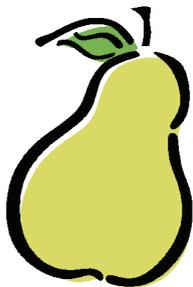
MXFZHNAZUOHALUNDIWEM
 PCTPMIGGOEKAAASLKCHE
 HEQSESTQNEESRAISINSE
 IOSIMHTEVREBQHFROCRI
 FEASEUTNEEORCSNOAQDY
 EXENSEECGSDMRWUONEOI
 PDECIPBHEENPOSNERTFK
 IJSGRRMOTVIROPSEFXIR
 WHOLEWHEATBREADGOTHF
 FRUITSOGBOGGLNFSCPEA
 SREMDZNRLEEAWTOGIEEL
 JIASMIUAEEAEEHIFONWRV
 VBTRKUTISMPROICHMTEE
 AWGSEESNTNEGVSRVVCRE
 IZSJNKMALOSESDGCMDOS
 QCCNIPOPCORNIKVDEN

Oatmeal
Fruit
Popcorn
Chili

Whole wheat bread
Vegetables
Raisins
Skin

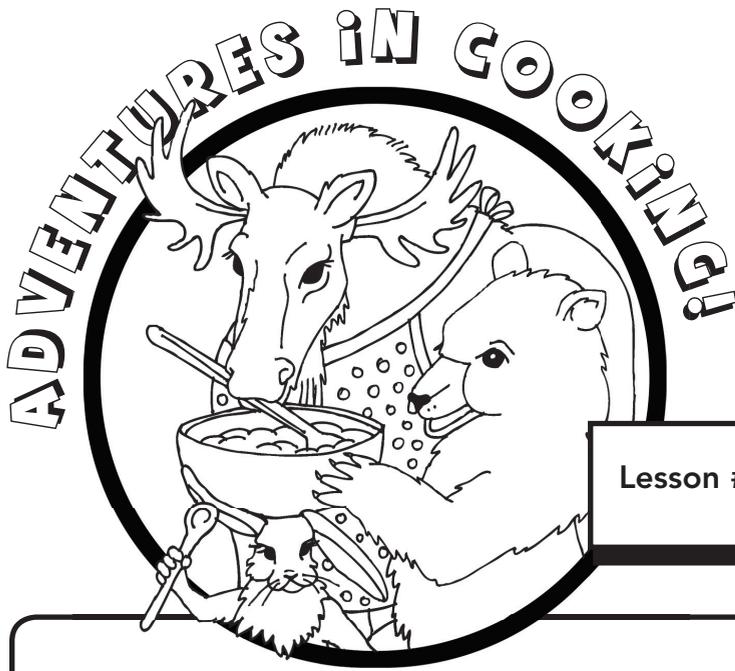
Hummus
Nuts
Bran

Cereal
Grain
Brown rice



Adapted/produced by the Thunder Bay District Health Unit for Adventures in Cooking 03/11. May be reproduced provided source is acknowledged.





Lesson #10: NORTHERN FEAST

Today's Meal

A snack of cheese and crackers will be followed by a meal of Cabin Fever Stew, Happy Belly Bannock, Rainbow Coleslaw and Banana Loaf.

Summary

Today's lesson will be a celebration with a special feast. The children will learn the basics of making a stew, bannock and coleslaw. They will also discuss the foods included in the feast can be raised or grown locally.

After the meal, hand out the certificates to acknowledge each child for completing this cooking program. These children can now consider themselves real cooks!

Quick Kitchen Tip: For those with less time or no oven, use bags of shredded cabbage and serve frozen yogurt topped with frozen berries (thawed) for dessert.

Objectives

- Children will learn about feelings of hunger and fullness.
- Children will learn the basics of making a stew.
- Children will practice their baking skills to make bannock and a banana loaf.
- Children will learn how to make a coleslaw salad.

PREPARATION

Equipment & Ingredients:

Kitchen Equipment/Snack	Cabin Fever Stew	Happy Belly Bannock	Rainbow Coleslaw	Banana Loaf
<ul style="list-style-type: none"> • pitcher/glasses • 1 large heavy pot • 1 loaf pan • 1 cooling rack • 3 large mixing spoons • metal spatula or spoon • knives • cutting boards • colander • whisk • large sharp knife • bread knife • 1 cookie sheet • 5 mixing bowls • 2 small bowls • cheese grater • vegetable peelers • liquid measuring cups • dry measuring cups • measuring spoons • paper towel • salad spinner or clean tea towels • toothpicks • oven mitts • instant read probe thermometer • plates, bowls, forks, spoons <p>For snack: Cheese and whole grain crackers</p>	<ul style="list-style-type: none"> • 2 lbs (1000 g) stewing beef • 2 tbsp. olive oil • 2 medium yellow onions • 1 stalk celery • 2 garlic cloves • 3 cups reduced sodium beef broth (3 tsp. bouillon powder & 3 cups water) • 2 tbsp. tomato paste • 2 bay leaves • 1 tsp. thyme • 1 tsp. pepper • 5-6 potatoes • ½ tsp. salt • 5-6 potatoes • 4 large carrots • 2 tbsp. cornstarch 	<ul style="list-style-type: none"> • 2 cups whole wheat flour • 3 cups all-purpose flour • 3 tbsp. baking powder • ¼ cup canola oil • 1½ - 2 cups warm water 	<ul style="list-style-type: none"> • ¼ cup olive oil • ¼ cup mayonnaise • ½ cup white vinegar • 1 tsp. Dijon mustard • 2 tsp. honey or sugar • 1/2 tsp. ground pepper • ½ head green cabbage • 3 carrots • ½ white onion 	<ul style="list-style-type: none"> • 2 ripe bananas • 1 cup sugar • 1 tsp. baking soda • ¼ tsp. salt • 1 tsp. vanilla • 2 eggs • 1½ cups whole wheat flour • ½ cup buttermilk • ¼ cup canola oil

Preparation:

- Prepare a certificate for each participating child.
- Set up the equipment and ingredient tables.
- Slice the cheese and put crackers out in a dish for the snack.
- Copy the recipes for each child to take home.
- Have pencils and paper available for an activity at the end of the session if time allows.
- Have elastics available for children with long hair.

ACTIVITY

Introduce yourself and any other leaders.

Snack Time, Northern Fest Discussion and Meat Browning Demonstration

15 Minutes

1. Have the children tie back their hair, wash their hands and put on aprons.
2. Pass around the snack.
3. (While you begin the discussion, pat the beef dry with a paper towel and cut the meat into ½" cubes). Tell the group that today they will make a Northern Feast to celebrate their adventures in cooking together. They will prepare Cabin Fever Stew, Happy Belly Bannock, Rainbow Coleslaw and a Banana Loaf for dessert. Stews are hearty dishes that warm us up on cold days.
4. Explain that a stew is similar to soups but with less liquid. Meat stews using wild game, such as deer or moose, or beef need long, slow cooking to tenderize the meat.
5. Demonstrate how to brown the meat for the stew. Heat the olive oil in a large pot over medium-high heat. Add the beef cubes and cook, turning until all sides are browned. Meat chunks should not be touching or they will steam rather than brown so you may need to cook in batches. Explain how browning the meat adds flavour to the stew.
6. While the meat is browning ask the children what they think makes this a Northern feast? Talk about what foods being used today can be grown in Northern Ontario by gardeners or farmers (carrots, potatoes, cabbage, onions, garlic, thyme, wheat for flour). Share that bannock is a simple bread that was historically a staple in First Nations diets. Traditionally, Aboriginal bannock was made with a kind of flour made from ground roots, natural leavening agents and a sweet syrup made from sap. The dough was then rolled in sand and cooked in a pit or toasted over an open flame. It was heavy and flat. When European fur traders introduced wheat flour to the First Nations they adapted their version of bannock. The Happy Belly Bannock recipe makes a whole wheat quick bread leavened with baking powder.
7. When meat is browned, transfer it to a bowl and set aside.
8. Ask the children to wash their hands while you clean any surfaces that have been in contact with the raw meat.

LET'S COOK TOGETHER

60 Minutes

Cabin Fever Stew

1. Review the recipe together.
2. Have the children gather the ingredients and equipment needed.
3. Have the children prepare the vegetables beginning with the onions, celery and garlic.
4. Add onions, celery and garlic to the same pot that was used for the meat and stir for a minute (you may add some beef broth to prevent sticking). Reduce heat to medium. Add beef broth, tomato paste, bay leaves, thyme, salt and pepper. Bring to a boil. Use a metal spatula or spoon to loosen the browned bits from the bottom of the pot.
5. Add potatoes, carrots and browned meat to the pot. Return to a boil. Reduce heat to low, cover and simmer for 1 hour (make sure low simmer so it will not burn and stir occasionally).
6. Mix cornstarch with 2 tbsp. water until smooth. Add to stew. Mix well and continue to cook until stew is bubbly and has thickened. Taste and add more seasoning or liquid if necessary.



Happy Belly Bannock

1. Review the recipe together.
2. Have the children gather the ingredients and equipment needed.
3. Preheat the oven to 400°F.
4. Remind the children how to measure the dry ingredients accurately. Mix flours and baking powder in a large bowl.
5. Next, have a child combine vegetable oil and water in a small bowl.
6. Have one child pour water and oil, little by little, into the large bowl. Stir with a spoon until evenly blended into a large ball of soft dough.
7. With clean hands shape the dough into a round loaf on a baking sheet. Poke holes in the top of the dough with a fork about 8 times.
8. Put the bannock in the oven and bake for 40 minutes. The bannock is done when a toothpick inserted into the loaf comes out clean (no moist dough sticking to the toothpick). The loaf will also be golden-brown in colour when it is done.
9. Cut the loaf into 12 pieces.



Rainbow Coleslaw

1. Review the recipe together.
2. Have the children gather the ingredients and equipment needed.
3. Combine olive oil, mayonnaise, vinegar, mustard, honey and pepper in a small bowl and whisk together until well blended.
4. Show children how to remove the outer leaves of the cabbage and trim away any discoloured parts. Demonstrate how to safely cut a cabbage in half using a large sharp knife and remove the core. Cut the half into quarters and show how to cut 1/8" thin strips. Supervise as children finish slicing. Place the chopped cabbage in a colander then put in a large bowl of cold water. Stir the cabbage around for a minute then drain it and use a salad spinner or clean tea towels to dry well.
5. Children can peel and grate the carrots and mince the onion.
6. In a large bowl, toss together vegetables. Pour vinaigrette over the cabbage mixture and toss well to coat the slaw completely.
7. Refrigerate until ready to serve.

Banana Loaf

1. Review the recipe together.
2. Have the children gather the ingredients and equipment needed.
3. Preheat oven to 350°F.
4. Have one child mash the bananas in a large bowl. Another child can then combine the sugar, oil, vanilla and buttermilk into the bananas and mix. Have a child add eggs.
5. Have one child combine the flour, baking soda and salt in a separate bowl.
6. Add the flour mixture to the banana mixture; mix until just combined.
7. Grease a loaf pan and pour batter into pan.
8. Put into oven and bake for 45-50 minutes or until a toothpick comes out clean. Allow to cool for 5 minutes and transfer to a cooling rack.

LET'S EAT TOGETHER

20 Minutes

While the children are enjoying their meal, begin a conversation about what skills they have learned in the program so far.

- Are they comfortable following a recipe?
- Do they remember how to prevent the spread of germs in the kitchen?
- Do they feel more confident using a knife, cheese grater, stove or oven now?
- What things did they learn that surprised them?
- What cooking terms can they remember? i.e. slice, dice, whisk, etc.



LET'S CLEAN UP TOGETHER

15 Minutes

Assign clean up tasks as children are finishing their meal. Each child can clear their own plate and bring their place settings to the dishwashing area. One child can wash dishes and another can remove dishes from the sanitizing rinse in sink three (ideally with rubber gloves) and place in a rack to air dry if possible. Two children can finish clearing the table and put dishes away. Two children can wipe the tables and counters with a clean, wet cloth and sweep the floor.

LET'S TALK

5 Minutes

Once the clean up is complete, gather the children around and ask:

- What was your favourite part?
 - What didn't you like?
 - What would you do differently?
 - What do you think you could do at home now?
-
- Give out the certificates. Congratulate them on a job well done.
 - Hand out recipes to take home.
 - If there is extra time have students draw or write about a meal they plan to help prepare and serve at home. Aim to include a choice from each of the four food groups.



**Hand Out
Recipes To
Take Home**



COOKING TERMS

Browning: To cook quickly over high heat, causing the outside of the food to turn brown while the inside stays moist. This gives food an appetizing color and a rich flavor. Browning is usually done on top of the stove.

Colander: A bowl-shaped container with holes in the bottom that is used for draining liquid from solids.

Cream: To blend ingredients together to make a smooth paste. This is often done with sugar and butter when starting to make a cake, muffin or cookie recipe. An electric beater or food processor works very well to do this.

Dice: To cut food into tiny cubes with a knife (about 1/8- to 1/4-inch).

Double boiler: A two-piece cooking unit where a lower pot is used to boil water. Another pot or bowl is stacked on top and the boiling water from the pot underneath heats the upper part. This is usually used for heating foods that can easily burn such as milk or chocolate.

Grate: To reduce a large piece of food into shreds or ribbons by rubbing it against a rough surface.

Hydrogenated (or partially hydrogenated) oils/Trans fats: These have been chemically transformed from their normal liquid state (at room temperature) into solids. During the hydrogenation process procedure extra hydrogen atoms are pumped into unsaturated fat. These fats are also very unhealthy, and are linked to heart disease. The most commonly used hydrogenated vegetable oils are margarine and vegetable shortening.

Knead: To press, fold and turn dough. To knead, fold the dough over toward you, press it with the heels of both hands, give it a quarter turn, and repeat (for about 10 minutes). Well-kneaded dough is smooth and elastic.

Mince: To cut up or shred food into very, very small pieces, such as garlic.

Packed: Pressed into a measuring cup. This is often used to describe how to measure brown sugar so that the sugar is squished to the bottom, allowing for more to fit in the measuring cup.

Peel: To remove the skin from a fruit or vegetable, such as a potato.

Puree: To grind or mash food until it's completely smooth. This most often done in a food processor or a blender.

Saturated Fat: A type of fat that comes from an animal. Most of these fats are solid enough to hold their shape at room temperature (about 70°F). Exceptions are tropical oils such as coconut and palm oil. Both are semisolid at room temperature and highly saturated.

Saturated fats are the "bad guys" because they are linked with some forms of cancer and higher blood cholesterol levels, which can be a contributing factor to heart disease. Commonly used saturated fats are butter, lard, and suet.

Season: To flavour foods with herbs, spices, condiments, salt or pepper in order to improve their taste.

Skin: To take the skin off of food before or after cooking. Skinning is done for a variety of reasons including appearance, taste and diet. Foods that are often skinned include poultry and fish.

Slice: To cut away a thin piece of food with a knife from the larger part, for example, to slice bread or to slice an apple.

Toss: To gently mix the ingredients of a salad.

