

KIDS

in the KITCHEN

HOW TO SET UP A KIDS COOKING CLUB



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KIDS in the KITCHEN



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INTRODUCTION

What is Kids in the Kitchen?

Kids in the Kitchen is a how-to manual that includes recipes, activities and sample forms for parents, funders and community partners. It was created to help inspire children to learn to cook easy, inexpensive, tasty foods through participation in a kids' cooking club. Kids in the Kitchen supports the foundation of healthy eating habits by:

- providing opportunities for children to learn about food and where it comes from
- teaching children healthy nutrition practices in a fun manner
- providing children an opportunity to socialize by sharing food with friends and family
- encouraging children to cook and eat together with their families
- improving children's food preparation skills
- teaching kitchen safety and safe food handling practices
- enhancing community partnerships around the issue of child health
- encouraging food security through promotion of affordable meal and snack ideas

Learning how to cook can be fun and educational. Just like learning to swim or speak a second language, learning to cook is more effective when it's started early in life and when you have fun doing it.

DID YOU KNOW?

When families work together to plan and prepare a meal, everyone wins. Families eat better when they cook and eat together. Home cooked meals are usually more balanced and nutritious. Meals at the dinner table generally include more fruits, vegetables and dairy products and less salt, fat and sugar.

Mealtimes gives families a chance to bond, connect, plan and learn from one another. Family mealtimes provide structure and security for children and create a sense of belonging for the entire family.

Kids in the Kitchen provides an opportunity for kids to develop the following skills:

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

Motor – Active involvement in food preparation will help develop gross and fine motor skills as well as enhance hand-eye coordination.

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

Safety – Children will learn the importance of safety when handling food, utensils and appliances.

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

Emotional development – Learning to cook fosters confidence, independence and a sense of accomplishment.

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

GETTING STARTED

Creating a Kids' Cooking Club

Community Partnerships

Working with other groups and organizations makes planning, fundraising and implementing a kids' cooking club easier. Assembling a team with other community groups may help with finding facilitators, recruiting children, and finding a location for your club. You may want to contact parent committees from neighborhood schools, regional health authorities, parent child coalitions, local stores, band councils, recreation or community centres, friendship centres, social service agencies, places of worship, community health centres, summer day camps or other youth groups and community programs to see if they are interested in working together. See Appendix B for places and people that can help.

Location

Organizations within your community such as schools, community centres, friendship centres, and places of worship usually have great facilities for a kids' cooking club. Here is what you will need for a location:

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

Timeline

- Decide how many sessions you want to include in the program in order to decide on start and finish dates.

Who can use Kids in the Kitchen?

You do not need to be a nutrition expert to use Kids in the Kitchen, however, it would be helpful to become familiar with Canada's Food Guide (www.healthcanada.gc.ca/foodguide).

The recipes are easy to follow and prepare. The activities are straightforward, and all the background information you need is included. The "Important Nutrients in the Food Guide" chart found in Appendix A shows the important functions of nutrients found in foods.

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



GETTING STARTED

- Identify what day of the week works best, based on availability of your location, volunteers or facilitators and the convenience of your participants.
- Determine what time of day you will run the cooking club.

Funding and Donations

Before you approach someone to support or fund your program, determine, as accurately as possible, what your needs will be. Consider:

- The number of children in your program
- The number of sessions you want to include
- What donated resources or money you already have available
- Hiring a paid facilitator – to ensure your program runs smoothly
- Potential expenses, such as food, paid facilitator(s), art supplies and materials for activities, rental costs for the facility, cooking equipment, cleaning supplies
- A free or low cost program will ensure money is not a barrier for children who would enjoy and benefit from the program

Fortunately, there are many organizations that have a mandate to support children's education. Many private businesses also seek to be good corporate citizens by supporting children's programs.

See Appendix C for a sample letter for funding and Appendix D for a sample budget.

Helpful Hint

When looking for donations or support, try approaching: grocery stores (community and corporate), local community centres, community businesses, social service agencies, community foundations, band councils, parent child coalitions, local service clubs, parent advisory councils and local health and/or community programs. "Support" can come in the form of money or in-kind services (i.e.: food, supplies, facilities, volunteers and administrative support).

Facilitators

Possible facilitators may include:

- Parents – contact parent advisory councils in neighbouring schools, ask teachers for parents who may be interested, advertise in school or community newsletters or on community centre bulletin boards
- Seniors – contact seniors' clubs and recreational organizations; you could also try to find a retired home economics teacher
- High school students – contact leadership programs in local high schools, ask teachers and guidance counselors to discuss the idea with their students



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- Post secondary students – contact your local university or college (i.e.: Education, Human Ecology, Culinary Arts, etc.)
- Local health program staff, elders or kokum
- Places of worship – may have members interested in food, cooking and working with young people
- Choose a Kids in the Kitchen activity for each session (34 activities are provided). Choose a food safety activity with your first session. This will enforce important food safety rules such as hand washing. Food safety activities include: Soapy Solutions and CSI Detectives - Perils at the Picnic.

Once you have found your facilitators, they need to become familiar with the material in this manual. Facilitators will be responsible for grocery shopping, organizing supplies, demonstrating and helping children with food preparation, leading activities, and evaluating the program.

Participants

Kids in the Kitchen is intended for children aged 6-11. Work with your community partners to recruit program participants through:

- school newsletters
- local community centre newsletters/bulletin boards
- posters
- word of mouth
- local stores
- band councils
- nursing stations/health centres
- local/community radio stations

Communicate with parents or guardians

- Appendix E sample recruitment letter to parents
- Appendix F sample registration form

Session Planning

- Decide how many sessions you want to hold.
- Choose a recipe for each session (32 recipes are provided).
- Review food talk contents.

Helpful Hint

Facilitators may be paid or volunteer their time. University and high school students are often interested in volunteering to get important work experience, while retired individuals may be looking for a challenge and an opportunity to pass on their knowledge to young people. One adult facilitator for every three to four children is recommended.



GETTING STARTED

- Plan your groceries, equipment and activity supply lists for your whole program based on the recipes and activities you have chosen.
- Purchase non-perishable food items, supplies and equipment at the beginning of the program.
- Purchase perishable food items before each session.
- Purchase a first aid kit or ensure that one is fully stocked and available in the kitchen.
- Prepare the recipe
- Set the table
- Sit down at the table to eat
- Discuss the recipe, complete the “Kids in the Kitchen At Home” section of the recipe
- Clean up
- Start Kids in the Kitchen activity

Develop a Routine

Use the checklist below for facilitators to follow at each session. The checklist can be expanded to suit specific needs.

While waiting for the children to arrive:

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

As the children arrive:

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

Once all the children arrive:

- Review rules – have children take turns reading the rules out loud (See Appendix I for sample rules)
- Provide each child with a copy of the recipe for the day
- Review the recipe and procedure – have the children take turns reading the recipe out loud
- Put on aprons and tie hair back or put on hats
- Wash hands

Helpful Hint

The eating, clean-up and activity may take place in a different order depending on the recipe.



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After the children leave:

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

(See Appendix J for Facilitator Evaluation Form)

Using Kids in the Kitchen Recipes

The manual provides 32 recipes to choose from. Each recipe appears in two formats: the first is for the facilitator and the second is intended as a reproducible handout for participants.

Facilitator Guides

The facilitator guide appears in the following format:

A. The Name of the Recipe

Each recipe has a name that is fun and kid friendly

B. Peanut/Nut Allergy Alert

Recipes with peanuts or nuts will be marked 'Peanut/Nut Allergy Alert'. Please note that only recipes using peanuts or nuts have been identified because this is the most common serious food allergy. These recipes have instructions on how they can be prepared if the peanut or nut product is left out.

C. Children

The number of chef's hats (one, two, or three) refers to the recommended number of children needed to prepare the recipe at the club (i.e.: if you have 8 participants in the club and the recipe indicates two chef's hats, you will have four groups of two for that recipe).

D. Skill Level

Each recipe states whether it is a beginner, intermediate or advanced level.

Helpful Hint

Since some recipes contain allergenic foods, change the recipe if a child in your group has an allergy to any of the ingredients listed. Also be sensitive to children who have food restrictions and food intolerances. All allergies and food intolerances can be serious. See Food Allergy and Intolerance section for more detail.

ABBREVIATIONS AND EQUIVALENTS

Abbreviations for recipes

<i>tsp</i>	=	<i>teaspoon</i>
<i>Tbsp</i>	=	<i>tablespoon</i>
<i>oz</i>	=	<i>ounce</i>
<i>lb</i>	=	<i>pound</i>
<i>mL</i>	=	<i>millilitre</i>
<i>g</i>	=	<i>gram</i>
<i>kg</i>	=	<i>kilogram</i>
<i>L</i>	=	<i>litre</i>
<i>c</i>	=	<i>cup</i>
<i>qt</i>	=	<i>quart</i>

Imperial/Metric Equivalents

Use this chart to convert a recipe from metric to imperial measures or vice versa.

<i>1 qt</i>	=	<i>1 L</i>
<i>4 c</i>	=	<i>1 L</i>
<i>1 c</i>	=	<i>250 mL</i>
<i>¾ c</i>	=	<i>175 mL</i>
<i>⅔ c</i>	=	<i>150 mL</i>
<i>½ c</i>	=	<i>125 mL</i>
<i>⅓ c</i>	=	<i>75 mL</i>
<i>¼ c</i>	=	<i>50 mL</i>
<i>2 Tbsp</i>	=	<i>30 mL</i>
<i>1 Tbsp</i>	=	<i>15 mL</i>
<i>1 tsp</i>	=	<i>5 mL</i>
<i>½ tsp</i>	=	<i>2 mL</i>
<i>¼ tsp</i>	=	<i>1 mL</i>
<i>1 oz</i>	=	<i>30 g</i>
<i>1 lb</i>	=	<i>500 g</i>
<i>½ lb</i>	=	<i>250 g</i>

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E. Equipment

All cooking utensils required for the recipe are listed. Most are common items found in the majority of kitchens – see complete list of cooking equipment found in Appendix K.

F. Purchase list (ingredients for recipe)

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

G. Suggestions

Different ideas are given to change the recipe if certain ingredients are difficult to find or if you would like some variety in the recipe.

H. Food Talk

This section contains suggested questions and comments about the recipes and ingredients. There are many references to the nutrition content of the foods, so you may want to familiarize yourself with the "Important Nutrients in the Food Guide" chart in Appendix A.

I. Strange But True and That's Disgusting

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

1. use a different ingredient (eg.: use apples instead of raisins)
2. use a different kind of cooking equipment (eg.: use a fork or whisk instead of a blender)
3. have someone help me with the recipe (i.e.: an older sibling, parent, caregiver)

Facilitators play an important role in guiding this discussion to increase the likelihood the recipe will be used beyond the cooking club setting.

Kids in the Kitchen Activities

In order to reinforce or expand on the lessons learned in preparing the meal or snack, you can involve the children in Kids in the Kitchen activities. These activities are designed to be fun and give children a chance to use their creativity and thinking skills.

There are 34 activities in this manual located on page (80). They have been grouped into three categories; for children 6 to 8 years of age, for children 6 to 11 years of age and for children from 9 to 11 years of age.

Participant Recipe:

A participant recipe accompanies each facilitator recipe. These recipes should be photocopied for use in the cooking sessions and can also be sent home with the children. Quantities given in the participant recipe are tailored for use at home and therefore based on the 'recommended number of children' to prepare the recipe (one, two or three chef's hats), NOT for 12 children.

Each participant recipe has a section called Kids in the Kitchen - At Home. Use this section to talk about what potential challenges and possible solutions there are to continue using the recipes from the club with their families by asking the following questions:

I would make this recipe at home if I could...



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A complete purchase list of materials needed for the activities is located in Appendix L.

The outline for each activity includes:

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

Evaluation

Since the purpose of Kids in the Kitchen is to help children develop healthy eating habits, you may want to conduct a simple evaluation to ensure your program is meeting this goal. Conducting an evaluation can also help you determine what is working well and what may need improvement so you can make necessary changes for future cooking clubs.

A sample parent/guardian survey is provided in Appendix M. This survey should be completed by the primary caregiver with assistance from the child who is participating in the cooking club. It is suggested that surveys be sent home after the second to last cooking session, so families can complete and return them at the last cooking session.

Words of Wisdom

Tips for Preparing Recipes

- Purchase non-perishable ingredients in bulk at the beginning of your kids' cooking club series.
- Purchase perishable items in quantities listed in the lesson plan before each cooking session.
- Review the recipe with the children and introduce any new cooking terms or utensils they will be using.
- Assemble the equipment and ingredients required and arrange on trays or on the table/counter.
- Divide the children into groups as recommended.
- Point out to children the dangers of sharp knives, graters, hot water and burners.
- Have a first aid kit available.

Tips for choosing an activity:

- Choose an activity that complements the session plan. For example, if the group is preparing a recipe using items from the Milk and Alternatives food group, you may wish to choose an activity that introduces this food group or talks about calcium (i.e.: Food Rainbow Game, Bones in Vinegar, Bag of Bones, Bone Zone).
- For session plans that include complicated or time-consuming recipes, choose an activity that does not take long. For quick recipes choose a longer activity.
- Choose a food safety activity with your first session. This will introduce important food safety rules such as hand washing. Food safety activities include: Soapy Solutions and CSI Detectives - Perils at the Picnic.

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Tips for Overcoming Challenges

Every challenge has a solution. Here are some solutions shared by previous Kids in the Kitchen facilitators:

- We lacked facilities so we:
 - partnered with other programs
 - used the school kitchen
 - asked to use the home economics room
 - asked a church.
- We couldn't get transportation so we asked parents to drop off and pick up children.
- We lacked adult supervision so we asked for parents to volunteer. Some parents flexed their work hours.
- We had young cooks so we were more patient.
- We had limited cooking utensils/cooking equipment so we:
 - planned out recipes accordingly
 - had half the group preparing the recipe and half the group doing the activity and then switched.
- The children were not engaged in the nutrition activities so I incorporated physical activity.
- We did not have enough space at the stove, so we took turns and were patient.
- Too many kids wanted to participate – so we offered smaller more frequent groups.
- We needed more resources like pots and pans so we borrowed from other facilities.

For Additional Cooking Fun

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



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Food Allergy and Intolerance

Food Allergy

A food allergy occurs when the body's immune system reacts to a protein or ingredient in a food. Common reactions include a runny or plugged nose, difficulty breathing, wheezing and coughing, diarrhea and vomiting, hives (small or large red, itchy welts), swollen body tissues, and eczema. Reactions can occur immediately or up to days after eating the food.

Anaphylaxis

Anaphylaxis is a severe allergic reaction to a food. Without emergency treatment, anaphylaxis can be life threatening. Foods that most commonly cause anaphylaxis are peanuts, tree nuts (walnuts, hazelnuts, pecans, almonds, etc.), fish, shellfish, eggs, milk, wheat, soy, sesame seeds, sulphites and mustard; however, a child can be severely allergic to any food.

An anaphylactic reaction can develop within seconds of exposure, or as long as eight hours later. It may begin with itching, hives, sneezing, difficulty breathing, vomiting, diarrhea, or swelling of the lips or face. Within moments, the throat may begin to close, choking off breathing and leading to unconsciousness and death. Anaphylaxis is an emergency and must be treated with Adrenalin, usually administered through an EpiPen®. It is recommended that children with a life-threatening allergy have an EpiPen® with them at all times, and that facilitators/volunteers know how to use them.

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

Reporting of Food Allergy

When accepting registrations for your kids' cooking club it is important to ensure the 'allergy' section on the registration form is completed. You can use the sample summary chart (Appendix N) to keep track of any participant food allergies, intolerances or restrictions for quick reference and planning. With the right precautions, children with a food allergy can participate fully in a kids' cooking club.

Where To Go for More Information on Food Allergy

It is recommended that you contact your local public health nurse to provide training for your facilitators on the recognition of anaphylaxis and use of an EpiPen®. The allergic child's parents are often a good source of information.

Food Intolerance

Food intolerance or sensitivity occurs when the body cannot properly digest a certain component of a food. Symptoms often include nausea, diarrhea, abdominal cramps, slight itching or redness of the skin, runny nose, congestion, coughing and possibly headaches. Common types of food intolerance or sensitivity include lactose (the sugar in milk), gluten (the protein in wheat), sulfites (used as a food preservative), monosodium glutamate (MSG), and artificial food dyes.

Depending on the type of food intolerance, most people can eat small servings of the problem food without unpleasant side effects. For example, people with difficulty digesting lactose can consume small amounts of milk (i.e.: ¼ to ½ a cup) with meals or snacks.

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They can enjoy hard cheese which contains very little lactose and yogurt which contains bacteria that help break down lactose. They can also choose lactose-reduced or lactose-free milk. People with gluten intolerance and those with sulfite-sensitivity are exceptions and should avoid foods with these ingredients.

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

Safety in the Kitchen

Potential hazards exist in a kitchen whether it is slipping on a wet floor or undercooking meat. Simple precautions can prevent these types of situations from occurring. Preparing and cooking food with children provides opportunities to teach kitchen safety and safe food handling practices.

Kitchen Safety

It is important for children to be familiar with general rules about kitchen safety. Hot stoves, knives and other appliances may cause injury, so it's important to practice kitchen safety at all times.

General Guidelines

- Familiarize children with all aspects of the kitchen.
- Teach children how to use appliances (blender, toaster, skillets, microwave, oven and stove tops) properly.
- Demonstrate safe cutting techniques (peel away from your hand and keep fingers away from the blade).
- Establish a no running or roughhousing rule.
- Section off the oven by placing masking tape on the floor. Tell children to stay behind the tape whenever the oven door is open.
- Wipe spills off floors and counter tops immediately.

- Keep a fully stocked first aid kit at your sessions.
- Be familiar with the facility's fire plan.

Safe Food Handling

No one wants to get sick from the food they eat. Here are some simple steps to follow to make sure harmful bacteria are not part of your Kids in the Kitchen experience.



Do the following hand-washing demonstration with each child

- Wet hands under warm running water.
- Add soap, lather and scrub hands for 20 seconds (scrub palms, in between fingers, backs of hands and under nails).
- Rinse well under warm running water.
- Dry hands with a paper towel.
- Turn off taps with the paper towel.
- Discard towel in the garbage.

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CLEAN – Wash hands, cooking equipment, kitchen surfaces and fruits and vegetables.

- Always wash hands
 - before starting to cook
 - after coughing, sneezing or blowing your nose
 - after touching your face or hair
 - after handling raw food (i.e.: raw eggs or meat)
 - after handling dirty dishes or garbage
 - after using the washroom
- Wash hands using warm soapy water for 20 seconds (sing a verse of Old MacDonald).
- Keep a scrub brush handy to get under fingernails.
- Use a clean cloth or paper towel to dry.
- Wear non-latex disposable gloves over bandages when preparing food.
- Wash all fruits and vegetables, including those you peel and cut.
- Rub firm-skin fruits and vegetables, such as: melons, oranges and cucumbers under running tap water or scrub with a clean vegetable brush while rinsing with running tap water.
- Always wash cooking utensils, cutting boards and kitchen countertops.
- Always use a clean dishcloth for washing dishes. Use different towels for wiping surfaces and for wiping dishes.
- Sanitize your kitchen using a chlorine bleach solution (mix 2 teaspoons/10 mL bleach with 4 cups/1 L water to sanitize cutting boards, sinks, and countertops).

CHILL – Refrigerate/freeze foods promptly.

- Use the two hour rule. Refrigerate at 4°C (40°F) or cooler or freeze all perishable food within two hours of purchase or preparation. If the weather is hot (above 26°C or 80°F) reduce the time to one hour.

How do I properly wash dishes?

Use a three- sink compartment to Wash, Rinse, Sanitize

- Wash dishes in the first sink with hot soapy water.
- Rinse dishes in the second sink with hot clean water.
- Sanitize dishes for 1 to 2 minutes in the third sink with a sanitizer solution ($\frac{1}{2}$ of a large sink will need 1 capful of bleach). Option: If you only have 2 sinks in your kitchen, use a clean bucket to sanitize as your third sink.
- Air-dry dishes. If this is not possible, use clean towels to dry dishes.
- Discard used paper towels in the garbage.



- Never defrost foods at room temperature. Thaw foods in the refrigerator.
- Foods that will be cooked immediately can be thawed in the microwave or enclose the food in an airtight package and submerge it in cold water. Change the water every 30 minutes until thawed.

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- Marinate foods in the fridge.
- Cook thawed meat, poultry and seafood before refreezing.

SEPARATE – Do not cross-contaminate.

- When shopping, keep packages of meat, poultry and seafood separate from other groceries.
- Prevent meat, poultry and seafood juices from dripping onto other foods in the refrigerator by placing them on a plate and storing them on the bottom shelf.
- Place washed produce in clean containers, not back into the original unwashed packaging.
- Wash scissors or blades used to open food packages.
- Use a clean, separate cutting board for each type of food you are preparing (i.e.: raw meat, poultry or seafood, cooked meat, poultry or seafood, washed fruits and vegetables).
- Use one plate for raw meat, poultry or seafood and a different plate for cooked.
- To avoid double dipping, don't put the tasting spoon back in the pot. Ensure children use each spoon, wooden stick or tongue depressor only once for tasting.

COOK – Cook meat, poultry and eggs to proper temperatures.

- Remember heat can kill harmful bacteria. Use a food thermometer to ensure safe internal temperatures are reached.
- Do not let foods linger at temperatures where bacteria can grow. The danger zone (i.e.: the temperature at which bacteria multiply the quickest) is between 4°C (40°F) and 60°C (140°F).
- Always wash food thermometers with hot soapy water after use.

DID YOU KNOW?

Digital instant-read thermometers are not designed to stay in food during cooking. Insert thermometer in the centre of the thickest part of the food (at least 1.5 cm deep) for 10 seconds.

Dial oven-safe thermometers are designed to stay in the food during cooking. Place the tip 2 to 2.5 inches (5 to 6.5 centimeters) deep in the thickest part of the food at the beginning of the cooking time. This thermometer does not work for thin food like boneless chicken breast.

What is the proper temperature for cooked food to reach?

Ground beef	71°C (160°F)
Ground chicken or turkey	80°C (175°F)
Egg dishes	71°C (160°F)

One More Thing...

The last thing anyone wants to find in food is hair. Make sure long hair is tied back in a ponytail or that a hat or bandana is used as a head covering.

That's Disgusting

Up to one billion micro-organisms can live on a moist cloth that has been left on a kitchen counter too long. That's why it is important to use a clean dry dishcloth daily.

FACILITATOR GUIDES AND PARTICIPANT RECIPES

Using Kids in the Kitchen Recipes

The manual provides 32 recipes to choose from. Each recipe appears in two formats: the first is for the facilitator and the second is intended as a reproducible handout for participants. The participant version is intended for children to use at home.

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Important Allergy Information

Peanut or Nut Product Recipes

* indicates recipes that contain peanut or nut products. Instructions on how to modify them are included in the facilitator guides for each recipe.

Note: when substituting seeds, dried fruit (i.e.: raisins, cranberries, apricots, etc.) and/or coconut for peanuts/tree nuts, read the ingredient list and look for allergen information on the product packaging to ensure there are no traces of peanuts and/or tree nuts.



FACILITATOR GUIDE

Shake Your Frooty - Fruit Shake

Children: 🍷🍷

Difficulty: Beginner

Equipment

Cutting boards

Butter knives

Measuring cups & spoons

Blender

Purchase

Milk - 3 litres (12 cups)

Frozen orange juice concentrate – 1 x 355-mL can (12 oz)

Ripe bananas - 6

Frozen strawberries - 454 g (1 lb)

Honey - 75 mL ($\frac{1}{3}$ cup)

Suggestions

- Instead of orange juice concentrate, buy fruit-flavoured yogurt.
- Try other frozen fruits like blueberries or fresh or canned fruit.

Food Talk

- Talk about the different ingredients in the fruit shake and what food group they belong to.
- What does the fruit shake taste like?
- What important nutrients are found in milk? (Calcium is important for strong bones and teeth. Vitamin D is important because it helps calcium make our bones strong).
- What important nutrient is found in strawberries and orange juice? (Vitamin C, which helps to keep cartilage, bones, teeth and blood vessels healthy. It also helps to heal cuts and scrapes).
- What is sweeter, one teaspoon of honey or one teaspoon of sugar? (Honey is sweeter because it is more concentrated, so you don't have to use as much).
- Ask if anyone has ever made a fruit shake at home.

Strange But True

Three orange trees were planted in 1873. Amazingly enough, one of those trees is still producing fruit more than 130 years later.

Bananas do not grow on trees. Although the plant looks like a tree, it's actually related to the lily or orchid plant.

Vitamin D is the sunshine vitamin! In the summer, we can get our vitamin D from the sun. During the winter months, our bodies don't make vitamin D, so we need to eat foods with vitamin D: milk, fish, eggs, and margarine.

That's Disgusting!

One can of soda pop contains the equivalent of 8-9 teaspoons of sugar. A one-litre takeout pop like those sold at most convenience stores contains the equivalent of 25 teaspoons of sugar.

Shake Your Frooty - Fruit Shake

Preparation Time: 15 minutes

Cook Time: 0 minutes

Equipment

Cutting board
Blender

Butter knife

Measuring cups & spoons

Ingredients

2 cups	Milk	500 mL
¼ cup	Frozen orange juice concentrate	50 mL
1	Ripe banana	1
2 tsp	Honey	10 mL
4	Frozen strawberries	4

Suggestions

- Instead of orange juice concentrate, add the same amount of yogurt.
- Try other frozen fruits like blueberries or fresh or canned fruit.

Instructions

1. Peel the banana and chop into chunks.
2. Place all of the ingredients into blender.
3. Cover and blend on high speed until smooth.
4. Pour into 2 cups.

Makes 2 servings



Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.
2. use a different kind of cooking equipment. Instead of _____ I would use _____.
3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

Bugs on a Log

Peanut/Nut Allergy Alert: Recipe can be modified by not using peanut butter; look for allergen information on the raisin and sunflower seed packages to ensure they are free of any traces of peanuts or tree nuts

Children: 🍷

Difficulty: Beginner

Equipment

Cutting boards	Colander	Butter & paring knives	Vegetable peelers
Measuring spoons	Small bowls	Spoons	

Purchase

Celery - 12 stalks
 Carrots - 12
 Apples - 12
 Processed cheese spread - 375 g (12 oz) or 375 mL (1 ½ cups)
 Peanut butter - 375 g (12 oz) or 375 mL (1 ½ cup)
 Raisins – 100 g (3 ½ oz) or 125 mL (½ cup)
 Unsalted sunflower seeds – 100 g (3 ½ oz) or 125 mL (½ cup)

*Facilitators: Help cut the apples into quarters using a paring knife. Take the core out.

Food Talk

- Talk about the taste and texture of the foods. (Peanut butter and processed cheese spread are smooth, the apple and vegetables are crunchy, sunflower seeds taste nutty; raisins are chewy and sweet).
- Talk about the different ingredients and what food group they belong to.
- Foods from the Meat and Alternatives food group provide us with protein. Protein is important for the development of muscles, skin and fingernails.
- Peanut butter, sunflower seeds and other nuts such as peanuts are foods that many vegetarians eat instead of meat, poultry and fish. Other vegetarian foods include baked beans, bean burritos and chickpea dip (Hummus).
- Apples, celery, peanut butter, nuts, seeds, and raisins contain fibre, which helps to keep your tummy healthy / helps you poop.
- Carrots are high in vitamin A, which helps keep your eyes and skin healthy.
- Raisins are a good source of iron, which helps your blood carry oxygen to your body's cells.

Strange But True

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

Bugs on a Log

Preparation Time: 15 minutes

Cook Time: 0 minutes

Equipment

Cutting board
Vegetable peeler

Colander
Measuring spoons

Butter & paring knives
Spoons

Ingredients

1	Celery stalk	1
1	Carrot	1
1	Apple	1
2 Tbsp	Processed cheese spread	30 mL
2 Tbsp	Peanut butter	30 mL
2 tsp	Raisins	10 mL
2 tsp	Unsalted sunflower seeds	10 mL

Instructions

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

Makes 1 serving



Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.

2. use a different kind of cooking equipment. Instead of _____ I would use _____.

3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

A Bone-Building Delight - Yogurt Parfait

Children: 🍷

Difficulty: Beginner

Equipment

Can opener Bowls Measuring cups & spoons
Clear glass or dessert bowls

Purchase

Fruit-flavoured yogurt (peach) - 2 x 750 g (24 oz) or 1.5 L (6 cups)
Canned peach slices - 3 x 796 mL cans (28 oz)
Nut-free granola – 100 g (3½ oz) or 250 mL (1 cup)

Suggestions

- Use different flavours of yogurt.
- Use different types of fruit (try fresh or frozen fruit).
- Use cereal instead of granola.

Food Talk

- Ask the children what their favourite fruits are.
- What does yogurt taste like? What is the texture like?
- Talk about the different ingredients and determine what food group they belong to.
- Yogurt is from the Milk and Alternatives food group and has lots of calcium. Why is calcium important? (For strong bones and teeth).
- How do you make fruit-flavoured yogurt? (Mix together plain yogurt, cut-up fruit and a little bit of honey).
- Yogurt is great to take to school for lunch. Be sure to use an ice pack in your child's lunch box or put an individual serving of yogurt in the freezer the night before for a healthy frozen treat. .
- Granola has many grains in it and is high in fibre. Fibre helps to keep your tummy healthy/ helps you poop.

Strange But True

In a famous poem about a man who was shy and fearful, T.S. Eliot wrote: "Do I dare to eat a peach?" Years later, the music group The Allman Brothers (who came from Georgia, The Peach State) put out a record entitled "Eat a Peach."

In English criminal slang, reporting somebody to the police is "peaching" on them. Isn't food trivia peachy?

That's Disgusting!

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

A Bone-Building Delight - Yogurt Parfait

Preparation Time: 20 minutes

Cook Time: 0 minutes

Equipment

Can opener

Bowl

Measuring cups & spoons

Ingredients

½ cup	Peach yogurt	125 mL
½ cup	Canned peach slices, drained	125 mL
1 Tbsp	Nut-free granola	15 mL

Suggestions

- Use different flavours of yogurt.
- Use different types of fruit (try fresh or frozen fruit).

Instructions

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

Makes 1 serving



Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.
2. use a different kind of cooking equipment. Instead of _____ I would use _____.
3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

The Big Dipper - Vegetable Party with Dilly Dip

Children: 🍷🍷🍷

Difficulty: Beginner

Equipment

Cutting boards
Spoons

Colander
Measuring cups & spoons

Vegetable peelers
Bowls

Butter & paring knives

Purchase

Cottage cheese - 1 kg (32 oz) or 1000 mL (4 cups)
Plain yogurt - 500 g (16 oz) or 500 mL (2 cups)
Onion powder – 10 mL (2 tsp)
Dried dill weed - 5 mL (1 tsp)
Lemon juice - 5 mL (1 tsp)
Salt - pinch
Pepper - pinch
Cucumber - 2
Carrots – 1 kg (2 lb)
Celery - 1 bunch
Broccoli - 1 bunch
Mushrooms - 12
Red pepper – 1

Food Talk

- Discuss which food group cottage cheese and yogurt belong to. (Milk and Alternatives)
- Cottage cheese is not as high in calcium as milk, hard cheese (like cheddar) or yogurt. To get the same amount of calcium in one cup of milk, you need to eat two cups of cottage cheese.
- Like yogurt, cottage cheese is good mixed with fruit as a snack. Cottage cheese is also high in protein, which is important for building muscles and other tissues.
- What was Miss Muffet eating when she sat on her tuffet? (Curds and whey or cottage cheese).
- Discuss the taste, texture and smell of the different vegetables.
- Discuss the colour of the vegetables. Vegetables that are dark green are high in folic acid; those that are orange are high in a form of vitamin A (beta carotene). Vitamin A keeps our eyes healthy and folic acid keeps our blood healthy.

Strange But True

Eating lots of carrots can turn your skin orange. That's because of the beta carotene in them.

That's Disgusting!

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

The Big Dipper - Vegetable Party with Dilly Dip

Preparation Time: 20 minutes

Cook Time: 0 minutes

Equipment

Cutting board	Colander	Vegetable peeler
Butter & paring knives	Spoon	Measuring cups & spoons
Bowl		

Dip Ingredients

1 cup	Cottage cheese	250 mL
½ cup	Plain yogurt	125 mL
½ tsp	Onion powder	2 mL
¼ tsp	Dried dill weed	1 mL
¼ tsp	Lemon juice	1 mL
Pinch	Salt	Pinch
Pinch	Pepper	Pinch

Vegetables

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

Instructions

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

Makes 3 servings



Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.
2. use a different kind of cooking equipment. Instead of _____ I would use _____.
3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

You're Puddin' Me On - Shake a Pudding

Children: 🍷

Difficulty: Beginner

Equipment

Small containers with lids Large bowl Small bowl
Measuring cups & spoons

Purchase

Milk – 1½ litres (6 cups)
Vanilla instant pudding – 2 x 153 g packages or 3 x 106 g packages
Frozen blueberries – 600 g (20 oz) or 1¼ litres (5 cups)

Suggestions:

- Use any fruit (fresh, frozen or canned). Cut up into small pieces first.

Food Talk

- Talk about the different ingredients and determine what food group they belong to.
- What are the different kinds of milk?
 - Skim, 1%, 2% and homogenized – they provide the same bone-building nutrients; skim has the least fat, homogenized has the most.
 - Chocolate milk has sugar and cocoa added to make it sweet and chocolaty.
 - Buttermilk sounds rich and creamy but it's not – it is thick because it has bacteria in it similar to yogurt.
 - Fortified soy beverage is made from soybeans. Vegetarians and people who don't drink milk often drink fortified soy beverage.
 - Lactose reduced milk has the milk sugar or lactose removed (Some people have an intolerance to the sugar in milk and it makes them uncomfortable).
- What animals do people get milk from? (Cow, goat, camel, yak, reindeer)
- Do humans produce milk? (Yes, all mammals produce milk and humans are mammals. We feed our babies with our own milk).

Strange But True

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

That's Disgusting!

The average person in North America eats nearly half a pound of sugar per day (156 lbs per year).

You're Puddin' Me On - Shake a Pudding

Preparation Time: 15 - 20 minutes

Cook Time: 0 minutes

Equipment

Small container with lid

Small bowl

Measuring cups & spoons

Ingredients

1 Tbsp	Instant pudding	15 mL
½ cup	Milk	125 mL
¼ cup	Cut-up fresh or frozen fruit	50 mL

Suggestions:

- Use any fruit (fresh, frozen or canned). Cut up into small pieces first.

Instructions

1. If using frozen fruit, thaw and drain first. Place in a small bowl.
2. Add instant pudding and milk to a small container with lid (you can use a baby food jar).
3. Put lid on tight and shake until thick.
4. Add fruit to jar and shake again.
5. Refrigerate for 5 minutes.

Makes 1 serving



Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.

2. use a different kind of cooking equipment. Instead of _____ I would use _____.

3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

Put on a Happy Face - Happy Toast Faces

Peanut/Nut Allergy Alert: Recipe can be modified by not using peanut butter; look for allergen information on the raisin, coconut and dried apricot packages to ensure they are free of any traces of peanuts or tree nuts

Children: 🧑

Difficulty: Beginner

Equipment

Colander
Spoons

Cutting boards
Toaster

Butter knives

Small bowls

Purchase

Whole wheat bread - 24 slices

Spreadable light cream cheese - 250 g (8 oz)

Peanut butter - 250 g (8 oz)

Strawberries – 454 g (1 lb)

Grapes - 250 g (8 oz) – ½ lb

Unsweetened shredded coconut – 100 g (3 ½ oz) or 250 mL (1 cup)

Raisins - 160 g (5 ½ oz) or 250 mL (1 cup)

Dried apricots – 120 g (4oz) or 24 apricots

Food Talk

- Talk about the different ingredients and determine what food group they are in.
- Talk about the different tastes and textures of the ingredients.
- Name some different types of bread that you like. (Rye, whole wheat, pumpernickel, white, French, Italian, multigrain, pita, tortilla, bagel, English muffin)
- What do foods like bread do for the body? (Bread contains carbohydrate, which gives us energy).
- Fresh fruit is great, but what other ways can we have fruit? (Canned, frozen, dried)
- How is dried fruit made? (They are usually dried in large drying machines).
- Why should we brush our teeth after eating dried fruit? (Dried fruit sticks to our teeth and the sugar mixes with the bacteria in our mouth to form an acid that causes cavities).
- Where do coconuts grow? (On palm trees in hot countries).
- Is coconut a fruit or a nut? (Coconut is a fruit).

Strange But True

In Turkey, apricots are dried on rooftops.

In North America, the average child will eat 1,500 peanut butter and jelly sandwiches before graduating from high school.

Falling coconuts kill 150 people every year - 10 times the number of people killed by sharks.

Put on a Happy Face - Happy Toast Faces

Preparation Time: 15 minutes

Cook Time: 0 minutes

Equipment

Colander
Small bowl

Cutting board
Spoon

Butter knife
Toaster

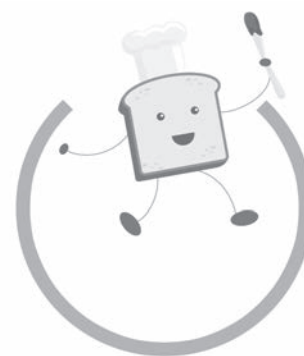
Ingredients

2 slices	Whole-wheat bread	2 slices
1 Tbsp	Spreadable light cream cheese	15 mL
1 Tbsp	Peanut butter	15 mL
2	Strawberries	2
2	Grapes	2
1 Tbsp	Unsweetened shredded coconut	15 mL
1 Tbsp or 25	Raisins	15 mL or 25
2	Dried apricots	2

Instructions

1. Wash the strawberries and grapes.
2. Cut the strawberries, grapes and apricots into pieces. Place in a small bowl.
3. Toast the bread.
4. Spread with peanut butter or cream cheese.
5. Use the ingredients to make a Happy Face on toast.

Makes 1 serving



Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.
2. use a different kind of cooking equipment. Instead of _____ I would use _____.
3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

FACILITATOR GUIDE

Stick it to the Banana - Fruit Kabobs with Yogurt Sauce

Children: 🧑

Difficulty: Beginner

Equipment

Colander Bowl	Cutting boards Small bowls	Butter & paring knives Spoons	Can opener
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Purchase

Bamboo skewers - 24 (sharp end cut off)
Apples - 6
Oranges - 6
Bananas - 6
Pineapple chunks – 2 x 398 mL (14-oz) cans
Fruit-flavoured yogurt - 750 g (3 cups)

Suggestions

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

Food Talk

- Talk about the different ingredients and determine what food group they are in.
- Discuss the taste, texture and smell of the different fruits.
- Did you know that fruits that have seeds or a hard, edible skin are high in fibre? Fibre helps to keep your tummy healthy/ helps you poop.
- Where does fruit come from? How does it grow? (Vines - grapes; bush - berries of all kinds such as strawberries, raspberries, blueberries, Saskatoon berries, cranberries; tree - apples, pears, peaches, oranges, grapefruit)
- Which fruits are grown in Manitoba? (Strawberries, blueberries, raspberries, Saskatoon berries, chokecherries, currants, gooseberries, cranberries, pin cherries, apples, grapes)
- In what climate does fruit grow best? (Many prefer a hot, tropical climate with lots of rain).
- What are some other fruits that come from tropical climates? (Passion fruit, pomegranates, mango, persimmon)

Strange But True

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

Stick it to the Banana - Fruit Kabobs with Yogurt Sauce

Preparation Time: 20 minutes

Cook Time: 0 minutes

Equipment

Colander

Can opener

Skewers with the ends cut off

Cutting board

Small bowls

Butter & paring knives

Spoons

Ingredients

¼ cup Fruit-flavoured yogurt 50 mL

Variety of fruit (apple, banana, oranges, canned pineapple chunks)

Suggestions

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

Instructions

1. Wash the apples, oranges and bananas.
2. Peel the oranges and bananas.
3. Use a can opener to open the pineapple chunks. Drain the juice from the can.
4. Cut up fruit into large bite-size chunks. Place prepared fruit in separate small bowls.
5. Slide chunks of fruit onto the skewers.
6. Dip the fruit kabob into the yogurt.

Makes 1 serving



Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.

2. use a different kind of cooking equipment. Instead of _____ I would use _____.

3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

Fill Your Pockets - Pita Pockets

Children: 🧑

Difficulty: Beginner

Equipment

Cutting boards
Spoons

Butter & paring knives
Plates

Can opener
Bowls

Graters
Forks

Purchase

Pita bread - 12
Tomato - 4
Cucumber - 1
Green pepper - 1
Lettuce - 1 bunch
Cheddar cheese - 400 g (14 oz)
Cooked ham - 400 g (14 oz)
Tomato sauce - 1 x 398 mL can (14 oz)

Note: Some participants may not eat pork or ham for religious or cultural reasons.

Suggestions

- Instead of cooked ham, try deli chicken or turkey, canned ham or roasted, sliced meat.
- If available, use lower fat cheese (cheese with 20% milk fat or less). If available, use whole wheat pita.

Food Talk

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

Strange But True

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

That's Disgusting!

The longest tapeworm ever to live in a human's digestive system was 20 feet (more than six metres) long.

Fill Your Pockets - Pita Pockets

Preparation Time: 20 minutes

Cook Time: 0 minutes

Equipment

Cutting board
Spoon

Butter & paring knives
Plate

Can opener
Fork

Grater

Ingredients

1	Pita bread	1
1/3	Tomato	1/3
3 slices	Cucumber	3 slices
1 strip	Green pepper	1 strip
2 leaves	Lettuce	2 leaves
1 oz	Cheddar cheese	30 g
1 oz or 1-2 slices	Cooked ham	30 g or 1 - 2 slices
1 Tbsp	Tomato sauce	15 mL

Suggestions

- Instead of cooked ham, use deli chicken or turkey or canned ham or meat
- Vegetarian – try hummus or baked beans instead of meat
- If available, use lower fat cheese
- If available, use whole wheat pita

Instructions

1. Cut up vegetables, chop meat and lettuce.
2. Grate cheese.
3. Open up can of sauce.
4. Place pita on a plate. Use thumbs to open pita. Starting at edge, gently peel one side of the pita back. This creates a pocket. Fill pocket with veggies, ham and cheese and add tomato sauce. Close the pocket.



Makes 1 serving

Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.

2. use a different kind of cooking equipment. Instead of _____ I would use _____.

3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

Apple Of My Eye - Microwave Baked Apples

Peanut/Nut Allergy Alert: Look for allergen information on the raisin package to ensure they are free of any traces of peanuts or tree nuts

Children: 🧑

Difficulty: Beginner

Equipment

Vegetables peelers*
Small bowls
Microwave

Cutting boards
Spoons

Measuring spoons & cups
Microwaveable casserole dishes

Purchase

Apples - 12
Brown sugar – 100 g (3 ½ oz) or 125 mL (½ cup)
Cinnamon - 15 mL (1 Tbsp)
Raisins - 75 mL (⅓ cup)
Butter or non-hydrogenated margarine - 30 mL (2 Tbsp)

***Facilitators:** Please help children remove core from apple using the vegetable peeler.

Suggestions

- This recipe can be baked in the oven for 20 minutes at 350° F.

Food Talk

- Talk about the taste and texture of the apple. (Baked apples are softer than raw apples).
- Talk about the different ingredients and determine what food group they belong to.
- Apples are a good source of fibre, which helps to keep your tummy healthy/ helps you poop.
- Raisins are a good source of iron, which helps your blood carry oxygen to your body's cells.

Strange But True

There are more than 7,000 varieties of apples grown in the world. The apples from one tree can fill 20 boxes every year and each box weighs an average 42 pounds.

Strange But True

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

That's Disgusting!

If it wasn't for worms in apples you might not have a lot of good old fashion apple recipes. Women in the past got around the worm in the apple by making applesauce, apple butter, apple jelly and sliced apple dishes.

Apple Of My Eye - Microwave Baked Apples

Preparation Time: 10 minutes

Cook Time: 5 minutes

Equipment

Vegetables peeler
Spoon

Cutting board
Microwaveable casserole dish

Measuring spoons
Microwave

Small bowl

Ingredients

1	Apple	1
2 tsp	Brown sugar	10 mL
¼ tsp	Cinnamon	1 mL
1 tsp or 8	Raisins	5 mL or 8
½ tsp	Butter or non-hydrogenated margarine	2 mL

Suggestions

- This recipe can be baked in the oven for 20 minutes at 350° F.

Instructions:

1. Wash apples well and remove stems.
2. Using the tip of a vegetable peeler, remove as much apple core as possible without breaking the apple.
3. In a small bowl, mix brown sugar, cinnamon and raisins together and place into the centre of the apple.
4. Add butter or margarine to the top of the apple.
5. Place 4 prepared apples into a microwaveable casserole dish.
6. Add ½ cup of water to the bottom of the dish.
7. Microwave apples on high for 5 minutes.
8. Let cool and serve.
9. Spoon liquid from bottom of the baking dish on to apples.



Makes 1 serving

Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.

2. use a different kind of cooking equipment. Instead of _____ I would use _____.

3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

Swimming Up Stream – Salmon Boats

Children: 🍷🍷🍷

Difficulty: Beginner

Equipment

Can opener	Cutting board	Butter knives	Tablespoons
Measuring cups & spoons	Small bowls	Forks	

Purchase

Salmon - 4 x 213 g-can
Spreadable light cream cheese - 300 g or 300 mL (1 ¼ cup)
Celery - 1 stalk
Horseradish (optional) - 10 mL (2 tsp)
Onion powder - 5 mL (1 tsp)
Whole-wheat hot dog buns - 12

Suggestions

- Try pita, tortilla, hamburger buns or bread instead of hot dog buns. Just make sure it is whole wheat.
- You can use tuna, diced apple and cream cheese and have a brand new sandwich idea.

Food Talk

- What food group does salmon belong to? (Meat and Alternatives)
- Why is salmon good for you? (Salmon has good fats that are good for your heart).
- How many times a week does Canada's Food Guide recommend we eat fish? (2 times a week)
- Name some other fish that you like to eat.
- The most popular fish in North America are shrimp, salmon and tuna.
- Salmon bones are very soft and have lots of calcium.

Strange But True

There are seven salmon species: Atlantic, Cherry, Chinook, Chum, Coho, Pink and Sockeye. Sockeye is the most valuable type of salmon and all salmon except the Atlantic salmon live in the Pacific Ocean.

Salmon is different from other fish because they live part of their life in fresh water and part of their life in salt water

Swimming Up Stream – Salmon Boats

Preparation Time: 10 minutes

Cook Time: 0 minutes

Equipment

Can opener
Small bowl

Cutting board
Fork

Butter knife
Spoon

Measuring cups & spoons

Ingredients

1 can	Salmon	1 can
1/3 cup	Spreadable light cream cheese	75 mL
1 Tbsp	Celery	15 mL
1/2 tsp	Horseradish (optional)	2 mL
1/4 tsp	Onion powder	1 mL
4	Hot dog buns	4

Suggestions

- Try pita, tortilla, hamburger buns or bread instead of hot dog buns. Just make sure it is whole wheat.
- You can use tuna, diced apple and cream cheese and have a brand new sandwich idea.

Instructions:

1. Chop celery finely.
2. Open can of salmon and drain liquid.
3. Mash salmon and salmon bones in a small bowl with a fork.
4. Add celery, cream cheese, horseradish and onion powder.
5. Spread 1/4 cup of the mixture into each hot dog bun.

Makes 4 servings



Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.
2. use a different kind of cooking equipment. Instead of _____ I would use _____.
3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

Meet Bud the Baked Spud - Baked French Fries

Children: 🧑🧒🧒

Difficulty: Intermediate

Equipment

Cutting boards
Pastry brush

Butter & paring knives
Cookie sheets

Measuring spoons
Oven mitts

Bowls
Oven

Purchase

Potatoes - 4.54 kg bag (10 lb)
Oil - 125 mL (½ cup)
Oregano or other herbs - 20 mL (4 tsp)
Ketchup - 250 mL (1 cup)
Salt – optional

Suggestions

- Potatoes come in many sizes. Use medium potatoes.

Food Talk

- What is the history of the potato? (Potatoes were first brought to Europe from South America around 1570 and later to North American in 1621).
- Where do potatoes grow? (Underground, as they are a root vegetable or “tuber”.)
- How does the taste and texture of the homemade fries compare to deep-fried potatoes? (Homemade fries are crispier and less greasy).
- What are the different colours of potatoes? (Red, yellow, brown, white, purple) Potatoes come in different colours, just like people.
- Are baked fries a healthy alternative to frying potatoes? (Yes, because they have less fat).
- How many different ways can potatoes be cooked? (Baked, scalloped, boiled, mashed, fried)
- What happens to the potato when it is made into fries and potato chips in a factory? (The potato is first cut up, then it is deep-fried and salt is added. This makes them less healthy by increasing the fat. When potatoes are sliced, they are exposed to air and vitamin C is lost. More surface area allows more oil to be absorbed and this is why deep fried French fries are a sometimes food).

Strange But True

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

That’s Disgusting!

A standard fast-food meal of a regular hamburger and medium fries contains 39 grams of fat. That’s the equivalent of eating 9 teaspoons of butter or oil!

Meet Bud the Baked Spud - Baked French Fries

Preparation Time: 15 minutes

Cook Time: 30 minutes

Equipment

Cutting board
Pastry brush

Butter & paring knives
Cookie sheet

Measuring spoons
Oven mitts

Bowl
Oven

Ingredients

6	Potatoes	6
2 Tbsp	Oil	30 mL
1 tsp	Oregano or other herbs	5 mL
¼ cup	Ketchup	50 mL
	Salt, optional	

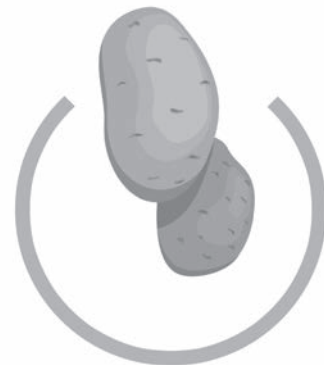
Suggestions

- This recipe uses 6 medium potatoes. If you are using large potatoes, you only need 3.

Instructions

1. Preheat oven to 400° F.
2. Wash potatoes and cut into wedges (eight per potato).
3. Brush a little oil on the cookie sheet.
4. Toss potato wedges in a bowl with oil.
5. Sprinkle with oregano or your favourite herb and salt.
6. Spread in a single layer on a cookie sheet.
7. Bake for approximately 30 minutes or until golden brown and crispy (turn wedges over after 15 minutes).
8. Serve with ketchup.

Makes 3 servings



Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.

2. use a different kind of cooking equipment. Instead of _____ I would use _____.

3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

UFO's - Unidentified Fried Objects

Children: 🍷

Difficulty: Intermediate

Equipment

Non-stick frying pan

Measuring spoons

Butter knives

Stove

Purchase

Whole-wheat bread - 1 loaf

Eggs - 12

Butter or non-hydrogenated margarine – 75 g (2 ½ oz)

Pepper - Pinch

Food Talk

- Talk about the different ingredients and determine what food group they belong to.
- What do eggs do for our body? (They give us protein and iron and are important for building strong muscles and other tissues).
- What other foods belong to the Meat and Alternatives food group? (Dried beans and lentils, tofu, meat, fish, poultry, nuts, peanut butter)
- Name some different types of bread that you like. (Rye, whole wheat, pumpernickel, white, French, Italian, multigrain, pita, tortilla, bagel, English muffin)
- What do foods like bread do for the body? (Bread is from the Grain Products food group, which gives us energy).
- Did you know... the colour of an egg yolk depends on what the chicken eats? The colour can be pale yellow to bright orange.
- The yolk of the egg contains the vitamins, iron, cholesterol and fat, while the white contains the protein (albumin).
- Eggs age as much in one day at room temperature as they do in one week in the refrigerator.
- Eggs come in lots of sizes: peewee, small, medium, large, extra large and jumbo.

Strange But True

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

That's Disgusting!

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

UFO's - Unidentified Fried Objects

Preparation Time: 20 -25 minutes

Cook Time: 5 minutes

Equipment

Non-stick frying pan Measuring spoons Butter knife Stove

Ingredients

1 slice	Whole-wheat bread	1 slice
1	Egg	1
1 tsp	Butter or non-hydrogenated margarine	5 mL
Pinch	Pepper	Pinch

Instructions

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

Makes 1 serving



Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.

2. use a different kind of cooking equipment. Instead of _____ I would use _____.

3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

When the Moon Hits Your Eye... Mini Pizzas

Children: 🍷

Difficulty: Intermediate

Equipment

Can opener	Spoons	Cutting boards	Measuring spoons
Butter knives	Oven mitts	Cheese graters	Oven
Cookie sheet			

Purchase

English muffins - 12
 Mozzarella cheese - 360 g (12 oz)
 Cooked ham - 360 g (12 oz)
 Green pepper - 2
 Mushrooms - 12
 Pineapple tidbits- 1 x 398 mL can (14 oz)
 Tomato sauce - 1 x 398 mL can (14 oz)
 Oregano - 1 Tbsp

Note: Some participants may not eat pork or ham for religious or cultural reasons.

Suggestions

- If available, use whole-wheat English muffins and partly skimmed mozzarella cheese.
- Instead of cooked ham, try other deli meat (turkey or chicken) or canned meat or fish.
- Try using whole-wheat pita bread, bagels or sliced bread instead of English muffins.

Food Talk

- Talk about the different ingredients and determine what food group they belong to.
- What are some other toppings for pizza? (Cheese, pineapple, broccoli, green peppers, tomatoes, olives, chicken, shrimp, ham, etc.) What are your favorite toppings?
- Ask if anyone makes his or her own pizza at home. Do you think it is healthier?
- What makes pizza dough rise? (Yeast)
- Did you know...that pizza was invented in Italy in the 1800s?

Strange But True

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

Strange But True

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

When the Moon Hits Your Eye...

Mini Pizzas

Preparation Time: 15 minutes

Cook Time: 5-10 minutes

Equipment

Can opener
Cookie sheet
Oven

Cutting board
Spoon

Butter knife
Measuring spoon

Cheese grater
Oven mitts

Ingredients

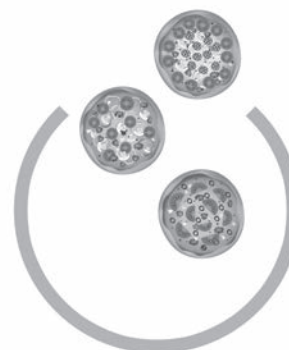
1	English muffin	1
1 oz	Mozzarella cheese	30 g
1 oz or 1-2 slices	Cooked ham	30 g or 1-2 slices
1/6	Green pepper	1/6
1 large	Mushroom	1 large
2 Tbsp	Pineapple	30 mL
2 Tbsp	Tomato sauce	30 mL
1/4 tsp	Oregano	1 mL

Suggestions

- If available, use whole-wheat English muffins and partly skimmed mozzarella cheese.
- Instead of cooked ham, try other deli meat (turkey or chicken) or canned meat or fish.
- Try using whole-wheat pita bread, bagels or sliced bread instead of English muffins.

Instructions

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



Makes 1 serving

Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.
2. use a different kind of cooking equipment. Instead of _____ I would use _____.
3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

Hot, Hot, Hot! (or Not, Not, Not) - Pita Chips with Salsa

Children: 🍷

Difficulty: Intermediate

Equipment

Cutting boards
Cookie sheets
Pastry brush

Small bowls
Scissors
Oven

Butter & paring knives
Oven mitts

Purchase

Tomato - 12
Green pepper - 2
Onion (small) - 3
Garlic powder - 15 mL (3 tsp)
Tomato paste - 1 x 156 mL (5.5-oz) can
Hot pepper sauce (optional)
Pita bread - 12
Italian seasoning - 75 mL ($\frac{1}{3}$ cup)
Oil - 75 mL ($\frac{1}{3}$ cup)

Suggestions

- If available, use whole-wheat pita

Food Talk

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

Strange But True

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

The iron content of a cup of tomato sauce increases 1500% when it is simmered in a cast-iron pot for a few hours.

That's Disgusting!

It isn't just people who crave salty snacks. Many wild animals are desperate to get enough salt in their diets. Backpackers have found their unattended backpack straps chewed up by animals attracted by the salty sweat. Porcupines have been known to chew up outhouses because of the salty taste of the glue in the plywood.

Hot, Hot, Hot! (or Not, Not, Not) Pita Chips with Salsa

Preparation Time: 15 minutes

Cook Time: 10 minutes

Equipment

Cutting board	Small bowl	Pastry brush	Butter & paring knives
Cookie sheet	Oven	Scissors	Oven mitts

Pita Chip Ingredients

1	Pita bread	1
1 tsp	Oil	5 mL
	Italian seasoning	

Suggestions

- If available, use whole-wheat pita

Instructions

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

Salsa Ingredients

1	Tomato	1
1/6	Green pepper	1/6
1 Tbsp	Onion	15 mL
¼ tsp	Garlic powder	1 mL
1 tsp	Tomato paste	5 mL
1 drop	Hot sauce (optional)	1 drop

Instructions

1. Wash vegetables.
2. Chop tomatoes, green pepper and onion into small pieces.
3. Combine all ingredients in a bowl.
4. Add garlic powder, tomato paste and hot sauce.
5. Mix together.

Makes 1 serving



Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.
2. use a different kind of cooking equipment. Instead of _____ I would use _____.
3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

A Tuna Tune-up -Tuna Melt with Cheese

Children: 🍷

Difficulty: Intermediate

Equipment

Can opener
Spoons

Cookie sheet
Oven

Graters
Small bowls

Oven mitts

Purchase

Whole-wheat bread - 1 loaf or 24 slices
Cheddar cheese – 540 g (1 lb, 2oz)
Tuna - 4 x 170 g cans
Light mayonnaise – 175 mL ($\frac{3}{4}$ cup)
Pepper – pinch

Suggestions

- If available, use lower fat cheese
- Instead of mayonnaise, try plain yogurt

Food Talk

- Talk about the different ingredients and determine what food group they belong to.
- Discuss the importance of tuna and other foods in the Meat and Alternatives food group. (They are sources of protein and build muscles and tissues).
- What are some other foods from the Meat and Alternatives food group? (Eggs, tofu, dried beans, peanut butter, nuts, fish, meat and poultry)
- What important nutrient does cheese contain? (Calcium, which is important for building strong bones and teeth).
- How is cheese made? (Milk is slowly heated. As the milk is heated, curds begin to form and then an enzyme, rennet, is added. Rennet causes the curds to stick together. Once the curds are completely formed they are put on cheesecloth, which allows them to drain. After the curds are drained they are pressed into a mold).
- In some recipes that call for mayonnaise, you can substitute it with plain yogurt.

Strange But True

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

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

That's Disgusting!

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

A Tuna Tune-up - Tuna Melt with Cheese

Preparation Time: 10 minutes

Cook Time: 5 minutes

Equipment

Can opener	Grater	Spoon	Small bowl
Cookie sheet	Oven mitts	Oven	

Ingredients

2 slices	Whole-wheat bread	2 slices
1 ½ oz	Cheddar cheese	45 g
⅓ can	Tuna	60 g
1 Tbsp	Light mayonnaise	15 mL
Pinch	Pepper	Pinch

Suggestions

- If available, use lower fat cheese.
- Instead of mayonnaise, try plain yogurt.

Instructions

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

Makes 2 servings



Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.
2. use a different kind of cooking equipment. Instead of _____ I would use _____.
3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

A Rabbit's Delight - Carrot Pineapple Salad

Peanut/Nut Allergy Alert: Look for allergen information on the sunflower seeds package to ensure it is free of any traces of peanuts or tree nuts.

Children: 🙌

Difficulty: Intermediate

Equipment

Vegetable peeler
Measuring spoons

Grater
Small bowl

Cutting board
Tablespoons

Can opener

Purchase

Carrot - 6 carrots

Crushed canned pineapple – 1 x 348 mL can (14 oz can)

Unsalted, shelled sunflower seeds - 120 g (4 oz) or 250 mL (1 cup)

Light mayonnaise - 125 mL (½ cup)

Lemon juice - 25 mL (2 Tbsp)

Sugar - 75 mL (⅓ cup)

Food Talk

- Carrots and pineapple belong to what food group? (Vegetables and Fruit)
- Sunflower seeds belong to what food group? (Meat and Alternatives)
- Are carrots good for your eyes? (Carrots have the most beta carotene of all vegetables and that helps your eyes stay healthy).
- What is your favourite way to eat carrots? (Raw, grated, boiled, steamed, stir fried, in casseroles, salads or soups)
- Add sunflowers seeds to different salads, egg dishes and on top of cereals for that great nutty taste.

Strange But True

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

In China, if you dream of carrots, it means good fortune and good health.

A Rabbit's Delight - Carrot Pineapple Salad

Preparation Time: 15 minutes

Cook Time: 0 minutes

Equipment

Vegetable peeler
Measuring spoons

Grater
Small bowl

Cutting board
Tablespoon

Can opener

Ingredients

½ medium
2 Tbsp
1 Tbsp
2 tsp
½ tsp
1 tsp

Carrot
Crushed canned pineapple
Unsalted shelled sunflower seeds
Light mayonnaise
Lemon juice
Sugar

½ medium
30 mL
15 mL
10 mL
2 mL
5 mL

Instructions:

1. Wash, peel and grate carrots.
2. Put carrots into a small bowl.
3. Add pineapple.
4. Add sunflower seeds.
5. Add mayonnaise, lemon juice and sugar to carrot, sunflower and pineapple mixture.
6. Toss.

Makes 1 serving



Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.

2. use a different kind of cooking equipment. Instead of _____ I would use _____.

3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

Say Cheese! - Cheese Biscuits

Children: 🍷

Difficulty: Intermediate

Equipment

Cookie sheet	Grater	Small bowls	Oven mitts
Forks	Oven	Spoons	Measuring spoons & cups

Purchase

Whole-wheat flour – 360 g (12 oz) or 600 mL (2 ½ cups)
 White flour – 360 g (12 oz) or 600 mL (2 ½ cups)
 Baking powder - 50 mL (¼ cup)
 Salt - 5 mL (1 tsp)
 Butter or non-hydrogenated margarine - 250 g (8 oz)
 Cheddar cheese - 450 g (1 lb)
 Milk - 1 litre (4 cups)

Suggestions

- If available, use lower fat cheese.
- Substitute raisins for cheese (you will need to buy 180 g (6 oz) or 1 ½ cups (375 mL)).

Food Talk

- Why are Grain Products important? What do they do for our body? (They contain carbohydrates, which give us energy).
- What other foods contain carbohydrates and give our body energy? (Bread, cereal, pasta, rice, couscous, crackers, muffins, fruit, vegetables, milk)
- What country does couscous originate from? (Morocco)
- What is the difference between whole-wheat and white flour? (Whole-wheat flour has fibre, which helps to keep your tummy healthy/ helps you poop.)
- See Appendix L for Baker's Certificate handout

Strange But True

Cheese is a nutritious food made mostly from the milk of cows but also from the milk of other mammals, including sheep, goats, buffalo, reindeer, camels and yaks. Around 4000 years ago, people started to breed animals and process their milk. That's when cheese was born.

That's Disgusting!

Casu marzu is a traditional sheep milk cheese, which contains live insect larvae. Though outlawed, it can be found on the black market in Italy. A typical piece contains thousands of live fly larvae and the cheese is considered toxic if consumed after the larvae dies. Bon appétit!

Say Cheese! Cheese Biscuits

Preparation Time: 15 minutes

Cook Time: 15- 18 minutes

Equipment

Cookie sheet
Grater

Measuring spoons & cups
Spoon

Small bowl
Oven mitts

Fork
Oven

Ingredients

¼ cup	Whole- wheat flour	50 mL
¼ cup	White flour	50 mL
¾ tsp	Baking powder	3-4 mL
Pinch	Salt	Pinch
1 Tbsp	Butter or non-hydrogenated margarine	15 mL
3 Tbsp	Cheddar cheese	45 mL
⅓ cup	Milk	75 mL

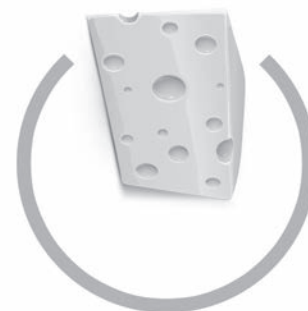
Suggestions:

- Instead of cheese, add 2 tablespoons (30 mL) of raisins.
- If available, use lower fat cheese (20% milk fat or less).

Instructions:

1. Preheat oven to 375°F.
2. Lightly grease a cookie sheet.
3. In a bowl mix together flour, baking powder and salt.
4. Mix in butter or margarine with a fork until mixture is crumbly.
5. Grate cheese and add to mixture.
6. Add milk and mix until blended.
7. Drop a spoonful of batter onto a lightly greased cookie sheet.
8. Bake for 15 to 18 minutes, until golden brown.

Makes 3 biscuits



Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.
2. use a different kind of cooking equipment. Instead of _____ I would use _____.
3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

Green is Nature's Favorite Colour - Cucumber and Pea Salad

Children: 🧑🧑

Difficulty: Intermediate

Equipment

Cutting boards
Small bowls

Butter & paring knives
Tablespoons

Measuring cups & spoons

Purchase

English cucumber - 2
Frozen baby peas - 185 g (6 oz) or 325 mL (1 1/3 cups)
Green onion (optional) - 6
Cheese - 300 g or 12 oz
Light mayonnaise - 75 mL (1/3 cup)
Lemon juice - 15 mL (1 Tbsp)
Sugar - 30 mL (2 Tbsp)

Suggestions

- If available, use lower fat cheese.
- Don't have cucumber or peas? You can use grated carrots and chopped broccoli.

Food Talk

- How do green peas grow? (Peas grow in a pod on a plant)
- What to look for when buying green peas? (Look for bright green and firm, plump pods. You can also buy peas frozen or canned).
- Why are peas good for you? (They have lots of fibre, which helps to keep your tummy healthy/ helps you poop, vitamin A that is good for your eyes, and vitamin C which helps keep you healthy.)
- Frozen green peas are great in casseroles, soup and salad. They are always great to have on hand.
- Discuss the different ways vegetables can be prepared. (Raw, cooked, sliced, diced, whole, steamed, stir fried, microwave, boiled, grilled)
- Ask the children to name other vegetables they know.

Strange But True

Fresh green peas should be refrigerated. Half of their sugar content will turn to starch within six hours if they are kept at room temperature.

Lumpy bags of frozen peas make great ice packs for injured body parts.

Green is Nature's Favorite Colour

Cucumber and Pea Salad

Preparation Time: 15 minutes

Cook Time: 0 minutes

Equipment

Cutting board
Small bowl

Butter & paring knives
Tablespoon

Measuring cups & spoons

Ingredients

½ cup	English cucumber	125 mL
¼ cup	Frozen baby peas	50 mL
2 Tbsp	Green onion (optional)	30 mL
2 oz	Cheese	60 g
1 Tbsp	Light mayonnaise	15 mL
½ tsp	Lemon juice	2 mL
1 tsp	Sugar	5 mL

Suggestions

- If available, use lower fat cheese.
- Don't have cucumber or peas? You can use grated carrots and chopped broccoli.

Instructions

1. Thaw and drain frozen baby peas.
2. Wash cucumber and dice.
3. Cut cheese into small cubes.
4. Put peas, cucumber and cheese into a small bowl.
5. Add mayonnaise, lemon juice and sugar to vegetable mixture.
6. Mix.

Makes 2 servings



Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.
2. use a different kind of cooking equipment. Instead of _____ I would use _____.
3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

Aloha - Hawaiian Grilled Cheese

Children: 🍷

Difficulty: Intermediate

Equipment

Cutting boards
Spatula

Can opener
Non-stick frying pan

Paper towels
Stove

Butter knives

Purchase

Butter or non-hydrogenated margarine - 60 mL (¼ cup)
Whole-wheat bread - 1 loaf (24 slices)
Cheddar cheese - 700 g or 1 ½ lb
Ham - 360 g (12 oz)
Canned pineapple slices - 2 x 540 mL (19 oz) cans

Note: Some participants may not eat pork or ham for religious or cultural reasons

Suggestions

- Instead of cooked ham, try deli chicken or turkey, canned ham or roasted, sliced meat
- If available, use lower fat cheese.

Food Talk

- What food group does pineapple belong in? (Vegetables and Fruit)
- Why is pineapple good for you? (Pineapples have lots of vitamins and minerals – mostly vitamin C that helps keeps us healthy).
- What other foods are high in vitamin C? (Oranges, grapefruit, juice, tomatoes, kiwi, cantaloupe, honeydew, sweet peppers, broccoli, cabbage)
- Where do most pineapples come from? (⅓ of the world's pineapple comes from Hawaii).
- How many type of pineapples are there? (There are over 100 types of pineapples).

Strange But True

Christopher Columbus was the first person to introduce pineapples to Europe. In 1493, during his exploration of the Caribbean Islands, he came across pineapples growing on the island of Guadalupe. He brought some of these pineapples back for Queen Isabella of Spain who loved the sweet tropical fruit. Unfortunately, tropical plants do not fare well in Europe's cool climate.

You can grow a pineapple plant by twisting or cutting off the top of a store bought pineapple, allowing it to dry for 2-3 days, and then planting it. It has to be kept in a warm place.

Aloha - Hawaiian Grilled Cheese

Preparation Time: 10 minutes

Cook Time: 5 minutes

Equipment

Cutting board	Can opener	Paper towel	Stove
Butter knife	Spatula	Non-stick frying pan	

Ingredients

1 tsp	Butter or non-hydrogenated margarine	5 mL
2 slices	Whole-wheat bread	2 slices
3 to 4 thin slices	Cheddar cheese	3 to 4 thin slices
1 ounce	Ham	30 g
1	Pineapple slice	1

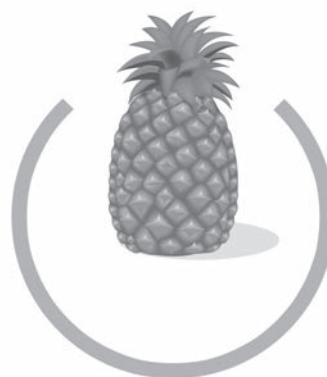
Suggestions

- Instead of cooked ham, try deli chicken or turkey, canned or roasted meat.
- If available, use lower fat cheese.

Instructions:

1. Open can of pineapple.
2. Place 1 pineapple slice on paper towel to dry.
3. Spread butter or margarine on 1 side of each bread slice.
4. Place cheese on unbuttered side of one slice of bread. Add ham slice. Add pineapple slice.
5. Put second slice of bread (unbuttered side) on top of the pineapple slice.
6. Heat pan to medium. Set sandwich into pan.
7. When the bottom side is browned, use the spatula to turn the sandwich over. Brown the other side.
8. Use the spatula to lift the sandwich onto plate.

Makes 1 sandwich



Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.
2. use a different kind of cooking equipment. Instead of _____ I would use _____.
3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

Cheese, Please - Creamy Macaroni & Cheese

Children: 🍷🍷🍷

Difficulty: Intermediate

Equipment

Cutting boards
Mixing spoons
Stove

Butter knives
Can opener

Small pot
Cheese graters

Measuring cups & spoons
Large pot

Purchase

Butter or non-hydrogenated margarine - 75 g (2 ½ oz) or ⅓ cup (75 mL)
Green onion - 1 bunch
Flour - 125 mL (½ cup)
Skim evaporated milk - 3 x 370 mL cans or 1 litre (4 cups)
Cheddar cheese - 720 g (1 lb 9 oz)
Pepper - 2 mL (½ tsp)
Dry mustard - 20 mL (1 Tbsp + 1 tsp)
Elbow macaroni - 700 g (1 lb 9 oz)

Suggestions

- If available, buy lower fat cheese and whole-wheat macaroni.
- Buy one onion instead of green onions.
- Use milk or reconstituted skim milk powder instead of evaporated milk.
- This recipe is made in a team of three. Children can eat the extra serving if hungry or take it home and store it in the fridge to take it in their lunch the next day.

Food Talk

- What is the difference between whole-wheat and regular pasta? (Whole-wheat pasta has fibre, which helps to keep your tummy healthy/ helps you poop.)
- What is evaporated milk? (Evaporated milk is a canned milk product with about 60% of the water removed from fresh milk. Because of this, it has more calcium in it and makes a more creamy macaroni and cheese dish).
- Why are milk and cheese good for your body? (They contain calcium, which helps build strong bones and teeth).

Strange But True

There are about 670 cheeses. The most common cheeses eaten are cheddar, mozzarella, Swiss, feta, brie and cottage cheese.

That's Disgusting!

Blue cheese is spotted or veined throughout with blue, blue-gray or blue-green mold, and carries a distinct smell. Although some people think it smells like smelly feet, others love to eat it. It all depends on your nose and taste buds.

Cheese, Please - Creamy Macaroni & Cheese

Preparation Time: 20 minutes

Cook Time: 10 minutes

Equipment

Cutting board	Can opener	Butter knife	Cheese grater	Small pot
Large pot	Measuring cups & spoons	Stove	Mixing spoon	

Ingredients

1 Tbsp	Butter or non-hydrogenated margarine	15 mL
2	Green onion	2
1 ½ Tbsp	Flour	20 mL
1 cup	Skim evaporated milk	250 mL
6 oz	Cheddar cheese	180 g
Pinch	Pepper	Pinch
¾ tsp	Dry mustard	4 mL
6 cups	Water	1.5 litres
1 ½ cups	Elbow macaroni	375 mL

Suggestions

- If available, buy lower fat cheese and whole- wheat macaroni.
- Use ¼ of a regular onion instead of green onion.
- Use milk or reconstituted skim milk powder instead of evaporated milk.



Instructions:

1. Measure water into a large pot. Bring to boil.
2. Add macaroni. Cook for 6 minutes, until macaroni is tender.
3. Drain in strainer. Leave in strainer until later.
4. Grate cheese.
5. Chop green onion.
6. On medium heat, melt butter or margarine in the pot macaroni was cooked in.
7. Add chopped onion. Sauté onion until soft. Turn heat off.
8. Stir in flour until well mixed.
9. While stirring, slowly add milk to flour mixture.
10. Turn heat back on to medium, stirring constantly until slow boil is reach.
11. Turn heat down to low and add cheese, pepper and mustard.
12. Stir until cheese is melted. Turn heat off.
13. Add macaroni to the cheese sauce and stir well.

Makes 6 cups

Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.
2. use a different kind of cooking equipment. Instead of _____ I would use _____.
3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

So Cute! Little Meat Muffins

Children: 🧑🧑🧑

Difficulty: Intermediate

Equipment

Can opener	Mixing spoon	Colander	Muffin pan
Measuring cups & spoons	Oven	Medium bowl	Oven Mitts

Purchase

Lean ground beef - 1.8 kg (4 lb)
 Canned mixed vegetables - 4 x 284 mL (10 oz) cans
 Eggs - 4
 Onion powder - 50 mL (¼ cup)
 Breadcrumbs - 125 g (4oz) or 250 mL (1 cup)

Suggestions

- Use ground turkey, chicken or wild meat.
- Substitute 2 cups (500 mL) of frozen vegetables instead of canned.
- This recipe is made in a team of three. Children will make 4 meat muffins each. They can take the extra serving home and share with their family.

Food Talk

- What food group does hamburger belong to? (Meat and Alternatives)
- Why is it important to cook hamburger well done - no pink showing? (Eating undercooked hamburger can make you sick).
- Hamburger is beef and comes from what animal? (Cow)
- Hamburger has lots of iron (Iron keeps your blood healthy and helps you to concentrate in school and in play).
- Do you think little meat muffins would be good to put in your lunch?

Strange But True

Ground beef is used in many types of different recipes. Here are some ideas!

Burgers	Spaghetti	Mexican dishes	Casseroles
Meatloaf	Chili	Sloppy Joes	Meatballs
Lasagna	Stew		

That's Disgusting!

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

So Cute! Little Meat Muffins

Preparation Time: 10 minutes

Cook Time: 25 minutes

Equipment

Can opener	Mixing spoon	Colander
Muffin pan	Measuring cups & spoons	Oven
Medium bowl	Oven Mitts	

Ingredients

1 lb	Lean ground beef	450 g
1 can (10 oz)	Mixed vegetables	1 can (284 mL)
1	Egg	1
2 tsp	Onion powder	10 mL
¼ cup	Breadcrumbs	50 mL

Suggestions

- Use ground turkey, chicken or wild meat.
- Substitute 2 cups (500 mL) of frozen vegetables instead of canned.

Instructions:

1. Preheat oven to 375° F.
2. Open can of vegetables.
3. Place into a colander and rinse.
4. Put vegetables, egg, onion powder and breadcrumbs in a medium bowl.
5. Mix in the ground beef.
6. Shape mixture into 12 balls and place into muffin tin.
7. Place in oven and cook for 20 - 25 minutes.
8. Remove from oven using oven mitts.
9. Remove meat muffins onto a plate.

Makes 12 muffins



Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.
2. use a different kind of cooking equipment. Instead of _____ I would use _____.
3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

Be A Good Egg – Microwave Scrambled Eggs

Children: 🍷🍷🍷

Difficulty: Intermediate

Equipment

Microwaveable bowl	Colander	Butter & paring knife	Cutting board
Cheese grater	Measuring cups & spoons	Tablespoons	Microwave
Toaster			

Purchase

- Eggs - 12
- Butter or non-hydrogenated margarine* - 30 mL (2 Tbsp)
- Cheddar cheese - 250 g (8 oz)
- Deli turkey - 120 g (4 oz) – ¼ lb
- Frozen spinach - 2 x 300 g (10 oz) packages
- Whole-wheat bread - 1 loaf (12 slices)
- *Extra butter or margarine for toast will be needed

Instructions:

Note: Frozen spinach works very well in this recipe. Just make sure it is thawed and drained in advance.

Suggestions

- Use any frozen green vegetable you would like (broccoli, green beans or peas).
- If available, use lower fat cheese.
- You can use other low fat deli meats or canned meats.

Food Talk

- What food groups do all the ingredients belong to?
- Where did spinach first come from? (Spinach comes from Persia or modern-day Iran).
- How often should you eat a dark green vegetable? (Everyday - dark green vegetable have many important nutrients like iron, vitamin A, vitamin C, folic acid and vitamin K)
- How many other green vegetables can you name? (Broccoli, peas, kale, bok choy)
- Why is folic acid important? (Folic acid is important for healthy blood.) What other foods are high in folic acid? (Spinach, broccoli, dried or canned beans, oranges, nuts, seeds, wheat flour)
- What does the French term “à la Florentine” mean in a recipe? (It contains spinach)

Strange But True

Spinach was the first frozen vegetable to be sold.

In certain cultures it is believed that spinach is linked to prosperity. Eat spinach and increase your chances of making more money!

Be A Good Egg – Microwave Scrambled Eggs

Preparation Time: 15 minutes

Cook Time: 6 minutes

Equipment

Microwaveable bowl
Tablespoon
Cutting board

Measuring cups & spoons
Butter & paring knife
Toaster

Colander
Microwave
Cheese grater

Ingredients

3	Eggs	3
1 tsp	Butter or non-hydrogenated margarine	5 mL
2 oz	Cheese	60 g
1 oz	Deli turkey	30 g
½ cup	Frozen spinach, thawed	125 mL
3 slices	Whole wheat bread	3 slices

Suggestions:

- Use any frozen green vegetable you would like (broccoli, green beans or peas).
- If available, use lower fat cheese.
- You can use other low fat deli meats or canned meats.

Instructions:

1. Rub the inside of the microwaveable bowl with the butter or margarine.
2. Grate cheese.
3. Dice turkey.
4. Break the eggs into a bowl.
5. Add the butter or margarine, cheese, turkey, and spinach and stir well with the spoon.
6. Place egg mixture into the microwavable bowl.
7. Place in microwave and cook on high for about 2 minutes.
8. Stir eggs and cook for 2 more minutes. Stir again.
9. Continue this until eggs look scrambled. Serve with toast.



Makes 3 servings

Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.

2. use a different kind of cooking equipment. Instead of _____ I would use _____.

3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

Man oh Yam – Yam Chips

Children: 🍽️🍽️🍽️

Difficulty: Intermediate

Equipment

Cutting board
Medium bowl
Oven

Vegetable peeler
Tablespoons
Oven Mitts

Paring knives
Cookie sheet

Measuring spoons
Tin foil

Purchase

Yams - 4
Oil - 125 mL (½ cup)

Suggestions:

- You can substitute 8 sweet potatoes for 4 yams.
- If desired, add seasoning to your yam chips.

Food Talk

- Yams and sweet potatoes are not the same thing. They are not even closely related.
- Yams belong to what food group? (Vegetables and Fruit)
- Yams are a good source of fibre and vitamin C.
- What has more vitamin A (good for your eyes): yams or sweet potatoes? (Yams have little vitamin A compared to sweet potatoes. Yams are an exception to the general rule that orange vegetables are rich in vitamin A).
- Do yam chips taste better than potato chips? Which are more nutritious?

Strange But True

Yams can grow to huge sizes. Some are 600 pounds and 6 feet in length. There are over 150 kinds of yams.

Man oh Yam – Yam Chips

Preparation Time: 15 minutes

Cook Time: 15 minutes

Equipment

Cutting board
Cookie sheet
Measuring spoons

Tablespoon
Paring knife
Oven Mitts

Vegetable peeler
Tin foil
Medium bowl

Ingredients

1	Yam	1
2 Tbsp	Oil	25 mL

Suggestions

- You can substitute 2 sweet potatoes for 1 yam.
- If desired, add seasoning to your yam chips.

Instructions

1. Preheat oven to 400° F.
2. Wash and cut yam into 3 portions.
3. Peel yam.
4. Cut yam into thin round slices and place into a medium bowl.
5. Add oil and toss to coat.
6. Place tin foil onto cookie sheet.
7. Place yam chips onto tin foil.
8. Bake for 3 to 5 minutes, flip over and bake for another 3 minutes.

Makes 3 servings



Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.

2. use a different kind of cooking equipment. Instead of _____ I would use _____.

3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

Nothing Like Homemade - Granola Bars

Peanut/Nut Allergy Alert: Recipe can be modified by not adding almonds and substituting with dried cranberries and chocolate chips. Look for allergen information on the raisin, dried cranberries and chocolate chip packages to ensure they are free of any traces of peanuts or tree nuts.

Children: 🧤🧤🧤

Difficulty: Intermediate

Equipment

Baking sheet or pan
Can opener

Measuring cups and spoons
Waxed paper

Tablespoons
Oven mitts

Medium bowls
Oven

Suggestions: Substitute almonds with sunflower seeds or dried cranberries.

Purchase

Rolled oats (not instant) - 360 g (12 oz) or 3 cups (750 mL)

Flaked almonds - 100 g (3 ½ oz) or 1 cup (250 mL)

Raisins - 180 g (6 oz) or 1 cup (250 mL)

Chocolate chips - 100 g (3 ½ oz) or ½ cup (125 mL)

Sweetened condensed milk - 1 can x 300 mL (10 oz)

Butter or non-hydrogenated margarine - 75 mL (⅓ cup)

Food Talk

- What food group does oatmeal belong to and why is it so good for you? (Oatmeal is found in the Grain Products food group and has lots of fibre that keeps your blood healthy).
- What food group do almonds belong to? (Meat and Alternatives)
- What food group do raisins belong to? (Vegetable and Fruit)
- Will sweetened condensed milk provide a Food Guide Serving of milk? (No, sweetened condensed milk is very sugary and doesn't have the calcium and vitamin D that regular milk has. Use it for baking but stick to regular milk for drinking).
- Are granola bars an everyday food or a sometimes food? (Since granola bars have lots of sugar in them, they are a sometimes food).
- See Appendix L for Baker's Certificate handout

Strange But True

Oatmeal has traveled with famous explorers to the North Pole, South Pole, and to Mount Everest. Astronauts have taken it to outer space.

Got itchy skin? Try a little oatmeal in your bath. It helps relieve the itch.

Nothing Like Homemade - Granola Bars

Preparation Time: 15 minutes

Cook Time: 20 minutes

Equipment

Baking sheet or pan
Medium bowl
Oven mitts

Measuring cups & spoons
Can opener
Oven

Tablespoons
Waxed paper

Ingredients

¾ cup	Rolled oats (not instant)	175 mL
¼ cup	Flaked almonds	50 mL
¼ cup	Raisins	50 mL
2 Tbsp	Chocolate chips	30 mL
⅓ cup	Sweetened condensed milk	75 mL
1 Tbsp	Butter or non-hydrogenated margarine	15 mL

Suggestions:

- Substitute almonds with sunflower seeds or dried cranberries.

Instructions:

1. Preheat oven to 325°F.
2. Grease baking pan or sheet generously with butter or margarine.
3. Combine all ingredients into a mixing bowl with a tablespoon. The ingredients will be stiff.
4. Put onto baking sheet.
5. Using waxed paper in your hands, press mixture evenly onto baking sheet.
6. Bake for 20 minutes until golden brown.
7. Cool for 10 minutes. Cut into 6 bars.



Makes 3 servings

Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.

2. use a different kind of cooking equipment. Instead of _____ I would use _____.

3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

As Easy as ABC -Alphabet Pancakes

Children: 🍷🍷🍷

Difficulty: Advanced

Equipment

Small bowl	Large bowl	Whisk
Mixing spoons	Measuring cups & spoons	Squeeze bottles or turkey baster
Butter knives	Non-stick frying pans	Stove

Purchase

Plain yogurt - 750 g (3 cups)
Milk - 750 mL (3 cups)
Eggs - 8
Oil - 250 mL (1 cup)
Whole-wheat flour – 750 g (1 lb, 11 oz) or 1500 mL (6 cups)
Baking powder - 20 mL (4 tsp)
Baking soda – 20 mL (4 tsp)
Salt – 5 mL (1 tsp)
Syrup - 1 bottle (500 mL)

Suggestion

- Instead of syrup, serve pancakes with sliced fruit and fruit flavoured yogurt.

Food Talk

- Talk about the different ingredients and determine what food group they belong to.
- What is the role of baking powder and baking soda? (They make the pancakes fluffy).
- In what other shapes can you make the pancakes?
- How is flour made? (Wheat is milled into fine particles).
- What is the difference between whole-wheat and white flour? (Whole-wheat flour contains most of the bran and has more fibre. Fibre helps to keep your tummy healthy/ helps you poop. To make white flour, most of the bran is removed.
- How is plain yogurt made? (Milk is fermented with bacterial cultures).

Strange But True

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

That's Disgusting!

People in North America eat so much sugar that it adds up to nearly half a pound per day per person (156 lbs/year).

As Easy as ABC - Alphabet Pancakes

Preparation Time: 15 minutes

Cook Time: 15- 30 minutes

Equipment

Small bowl	Large bowl	Whisk
Mixing spoon	Measuring cups & spoons	Squeeze bottles or turkey baster
Butter knife	Non-stick frying pan	Stove

Ingredients

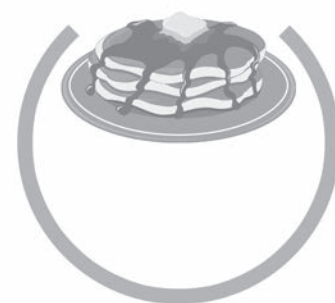
¾ cup	Plain yogurt	175 mL
¾ cup	Milk	175 mL
2	Eggs	2
3 Tbsp	Oil	45 mL
1 ½ cups	Whole-wheat flour	375 mL
1 tsp	Baking powder	5 mL
1 tsp	Baking soda	5 mL
Pinch	Salt	Pinch
¼ cup	Syrup	50 mL

Suggestion

- Instead of syrup, serve pancakes with sliced fruit and fruit flavoured yogurt.

Instructions

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



Makes 3 servings

Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.
2. use a different kind of cooking equipment. Instead of _____ I would use _____.
3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

A Grain of Truth - Sunflower Cookies

Peanut/Nut Allergy Alert: Look for allergen information on the sunflower seed, raisin and chocolate chip packages to ensure they are free of any traces of peanuts or tree nuts

Children: 🧤🧤🧤

Difficulty: Advanced

Equipment

Large mixing bowls
Spatula
Oven

Whisks
Tablespoons

Measuring cups & spoons
Cookie sheets

Small bowls
Oven mitts

Purchase

Butter or non-hydrogenated margarine - 250 g (8 oz) or 1 cup (250 mL)

Brown sugar – 240 g (8 oz) or 300 mL (1 ¼ cups)

White sugar – 240 g (8 oz) or 300 mL (1 ¼ cups)

Eggs - 4

Vanilla extract - 5 mL (1 tsp)

Baking soda - 5 mL (1 tsp)

Unsalted, shelled sunflower seeds - 150 g (5.5 oz) or 300 mL (1 ¼ cup)

All-purpose flour - 120 g (4 oz) or 250 mL (1 cup)

Whole-wheat flour - 120 g (4 oz) or 250 mL (1 cup)

Large-flake rolled oats - 120 g (4 oz) or 250 mL (1 cup)

Chocolate chips – 160 g (6 oz) or 250 mL (1 cup)

Raisins - 125 g (4 oz) or 250 mL (1 cup)

Natural wheat bran - 60 g (2 oz) or 250 mL (1 cup)

Wheat germ - 120 g (4 oz) or 250 mL (1 cup)

Food Talk

- What do wheat germ, natural wheat bran, raisins, and whole-wheat flour have in common? (They contain lots of fibre. Fibre helps to keep your tummy healthy/ helps you poop.)
- Oatmeal has a type of fibre that keeps our blood healthy.
- What is the difference between homemade cookies and store bought? (In homemade cookies you can use a healthy kind of fat like non- hydrogenated margarine, and use ingredients that are high in fibre.)
- Ask if anyone bakes cookies at home.
- See Appendix L for Baker's Certificate handout.

Strange But True

Sunflowers can grow 8 to 12 feet tall in rich soil within six months.

That's Disgusting!

Speaking of fibre ... rabbits, guinea pigs and related animals can't absorb all the nutrients from their food in one single trip through their digestive system. So after they've pooped out a pellet one time, they eat it to send it through their system and absorb the rest of the nutrients.

A Grain of Truth - Sunflower Cookies

Preparation Time: 15 minutes

Cook Time: 10 minutes

Equipment

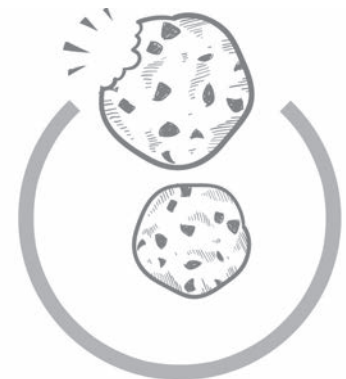
Large mixing bowl
Cookie sheet
Oven mitts

Tablespoon
Measuring cups & spoons
Small bowl

Whisk
Spatula
Oven

Ingredients

¼ cup	Butter or non-hydrogenated margarine	50 mL
⅓ cup	Brown sugar	75 mL
⅓ cup	White sugar	75 mL
1	Egg	1
¼ tsp	Vanilla extract	1 mL
¼ tsp	Baking soda	1 mL
1 tsp	Hot water	5 mL
⅓ cup	Unsalted, shelled sunflower seeds	75 mL
¼ cup	Flour	50 mL
¼ cup	Whole-wheat flour	50 mL
¼ cup	Large-flake rolled oats	50 mL
¼ cup	Chocolate chips	50 mL
¼ cup	Raisins	50 mL
3 Tbsp	Natural wheat bran	45 mL
3 Tbsp	Wheat germ	45 mL



Instructions

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

Makes 18 cookies

Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.

2. use a different kind of cooking equipment. Instead of _____ I would use _____.

3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

Tansi! It's Aboriginal Day - Oatmeal Bannock

Peanut/Nut Allergy Alert: Look for allergen information on the raisin package to ensure it is free of any traces of peanuts or tree nuts

Children: 👶

Difficulty: Advanced

Equipment

Small bowls
Oven

Measuring cups & spoons
Oven mitts

Mixing spoons

Cookie sheets

Purchase

Whole-wheat flour - 750 g (1 lb, 11 oz) or 1500 mL (6 cups)

Oatmeal - 300 g (11 oz) or 625 mL (6 cups)

Baking powder - 75 mL ($\frac{1}{3}$ cup)

Skim milk powder – 85 g (3 oz) or 200 mL ($\frac{3}{4}$ cup)

Oil - 200 mL ($\frac{3}{4}$ cup)

Raisins - 125 g (4 oz) or 250 mL (1 cup)

Food Talk

- Talk about the different ingredients and determine what food group they belong to.
- What does baking powder do? (It makes the bannock rise).
- Talk about other traditional Aboriginal foods (Berries, dandelion greens, moose, dried fish, bannock, and fish head soup) and how the land provides everything that the body needs. Does anyone eat traditional Aboriginal foods?
- What else can you add to bannock? (Blueberries, dried apricots, cheese)
- Why are Grain Products important? (They contain carbohydrates, which give us energy).
- See Appendix L for Baker's Certificate handout.
- Discuss the history of bannock. (Bannock was first introduced to the Aboriginal people by the Scottish explorers and traders).

Suggestion

- Have an Aboriginal guest speaker to talk about Aboriginal traditional foods and feasts.

Strange But True

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

Tansi! It's Aboriginal Day - Oatmeal Bannock

Preparation Time: 15 minutes

Cook Time: 25 minutes

Equipment

Small bowl
Cookie sheet

Measuring cups & spoons
Oven mitts

Mixing spoon
Oven

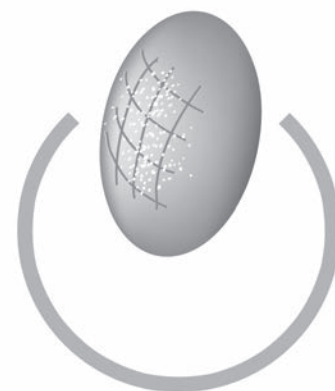
Ingredients

½ cup	Flour	125 mL
¼ cup	Oatmeal	50 mL
1 tsp	Baking powder	5 mL
1 Tbsp	Skim milk powder	15 mL
1 Tbsp	Oil	15 mL
¼ cup	Water	50 mL
1 Tbsp	Raisins	15 mL

Instructions

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

Makes 1 serving



Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.
2. use a different kind of cooking equipment. Instead of _____ I would use _____.
3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

Hola! It's Mexican Day - Bean Burrito

Children: 🍷

Difficulty: Advanced

Equipment

Colander	Can opener	Potato mashers
Mixing bowls	Measuring cups & spoons	Butter knives
Cutting boards	Graters	Tablespoons
Baking sheets	Oven mitts	Oven

Purchase

- Whole-wheat flour tortillas - 12
- Cheddar cheese - 600 g (1 lb, 5 oz)
- Salsa – 600 mL (store-bought or see recipe Hot! Hot! Hot! Pita Chips & Salsa for fresh homemade salsa ingredients)
- Kidney beans - 2 x 398 mL (14 oz) cans
- Green onions - 1 bunch (optional)
- Chili powder - 5 mL (1 tsp)
- Cumin - 5 mL (1 tsp)

Suggestions

- If available, use lower fat cheese.

Food Talk

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

Strange But True

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

Hola! It's Mexican Day - Bean Burrito

Preparation Time: 15 minutes

Cook Time: 10 minutes

Equipment

Colander	Cutting board	Can opener
Grater	Potato masher	Tablespoon
Mixing bowl	Baking sheet	Measuring cups & spoons
Oven mitts	Butter knife	Oven

Ingredients

1	Whole-wheat flour tortilla	1
1 $\frac{2}{3}$ oz.	Cheddar cheese	50 g
$\frac{1}{4}$ cup	Salsa	50 mL
$\frac{1}{4}$ cup	Kidney beans	50 mL
1 Tbsp	Green onion (optional)	15 mL
Pinch	Chili powder	Pinch
Pinch	Cumin	Pinch

Suggestion:

- If available, use lower fat cheese.

Instructions

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



Makes 1 serving

Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.
2. use a different kind of cooking equipment. Instead of _____ I would use _____.
3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

Use Your Noodle - Spaghetti with Vegetable Sauce

Children: 🍷🍷🍷

Difficulty: Advanced

Equipment

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

Purchase

Onion - 4 small
 Celery - 8 sticks (1 stalk)
 Garlic - 4 cloves
 Carrot - 8 medium
 Tomato paste - 2 x 156 (5.5 oz) can
 Oil - 125 mL (½ cup)
 Crushed tomatoes - 1 x 796 mL (28 oz) can
 Dried basil - 30 mL (2 Tbsp)
 Oregano - 30 mL (2 Tbsp)
 Spaghetti - 900 g package (2 lb)

Suggestion:

- If available, use whole-wheat spaghetti.

Food Talk

- What other foods do we associate with Italy? (Pizza, minestrone soup, Parmesan cheese, pepperoni, olive oil, lasagna)
- How many kinds of pasta can you name? (Bring samples of various pasta to show such as macaroni, spaghetti, lasagna, penne, bowties, rotini, shells, fettuccini, orzo, rice and egg noodles).
- Explore shapes. For example: What pasta is long and thin? (Spaghetti)
- How is pasta made? (From flour and water. The dough is rolled out thin and cut into shapes. It is left to dry so it can be stored. Fresh pasta is cooked before it is dried).
- What major vitamin is found in tomatoes? (Vitamin C, helps to heal cuts and fight infection. Other foods high in vitamin C are peppers, citrus fruits, kiwis, berries and melons).
- What countries are noodles common in? (Japan, Korea, Vietnam, China, Thailand)

Strange But True

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

That's Disgusting!

Crispy chow mein noodles are deep-fat fried before they are dried.

Use Your Noodle - Spaghetti with Vegetable Sauce

Preparation Time: 15 minutes

Cook time: 30 minutes

Equipment

Cutting board
Vegetable peeler
Can opener

Large spoon
Large pot
Colander

Butter knife
Grater

Small pot
Stove

Ingredients

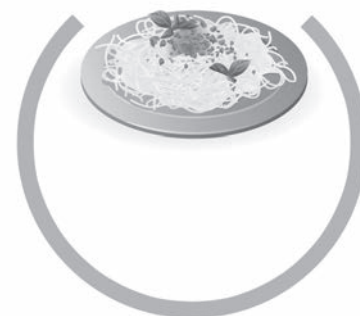
1 small	Onion	1 small
2 stalks	Celery	2 stalks
1 clove	Garlic	1 clove
2	Carrots	2
¼ cup	Tomato paste	50 mL
1-2 Tbsp	Oil	15-30 mL
¾ cup	Crushed tomatoes	175 mL
1 tsp	Basil	5 mL
1 tsp	Oregano	5 mL
8 oz	Spaghetti	¼ - 900 g package (225 g)

Suggestion:

- If available, use whole-wheat spaghetti.

Instructions for Sauce

1. Peel and grate carrots.
2. Wash celery.
3. Chop onion, garlic and celery.
4. In a saucepan, cook onion and celery in oil for two minutes.
5. Add garlic and cook for 30 seconds.
6. Add remaining ingredients and cook for 30 minutes.
7. Fill large pot with water and boil.
8. Add pasta and cook until tender.
9. Serve with vegetable spaghetti sauce.



Optional: Sprinkle grated cheese on the spaghetti and sauce.

Makes 3 servings

Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.
2. use a different kind of cooking equipment. Instead of _____ I would use _____.
3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

Sink Your Fangs Into This - Pumpkin Muffins

Peanut/Nut Allergy Alert: Look for allergen information on the raisin package to ensure it is free of any traces of peanuts or tree nuts

Children: 👏👏👏

Difficulty: Advanced

Equipment

Mixing bowls	Measuring cups & spoons	Whisk	Mixing spoons
Muffin pan	Paper muffin cups	Oven mitts	Oven

Purchase

Egg - 4
 Milk - 250 mL (1 cup)
 Canned pumpkin – 250 mL (1 cup)
 Oil - 125 mL (½ cup)
 Whole-wheat flour - 360 g (13 oz) or 750 mL (3 cups)
 Sugar - 200 g (7 oz) or 250 mL (1 cup)
 Baking powder - 20 mL (4 tsp)
 Cinnamon - 5 mL (1 tsp)
 Raisins - 160 g (6 oz) or 250 mL (1 cup)

Food Talk

- Talk about the different ingredients and determine what food group they belong to.
- What do you know about pumpkins? (They grow on vines, the flowers are edible, they can be yellow, orange or green, pumpkin seeds can be roasted and eaten as a snack, they can range in size from less than one pound to over 1,000 pounds).
- What type of vegetable is a pumpkin? (Squash)
- What are other types of squashes? (Zucchini, spaghetti, acorn, butternut)
- Ask if anybody has tried pumpkin seeds.
- Did you know that ½ cup of mashed pumpkin gives you more than your daily requirement for vitamin A?
- See Appendix L for the Baker's Certificate handout.

Strange But True

When people in England first started to carve jack o'lanterns, they used turnips.

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

Sink Your Fangs Into This - Pumpkin Muffins

Preparation time: 15 minutes

Cook Time: 20-25 minutes

Equipment

Mixing bowl
Paper muffin cups
Mixing spoon

Muffin pan
Whisk
Oven

Measuring cups & spoons
Oven mitts

Ingredients

1	Egg	1
¼ cup	Milk	50 mL
¼ cup	Canned pumpkin	50 mL
2 Tbsp	Oil	30 mL
¾ cup	Whole-wheat flour	175 mL
¼ cup	Sugar	50 mL
1 tsp	Baking powder	5 mL
¼ tsp	Cinnamon	1 mL
¼ cup	Raisins	50 mL

Instructions

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

Makes 6 muffins



Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.
2. use a different kind of cooking equipment. Instead of _____ I would use _____.
3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

Something's Fishy - Tuna Biscuits

Children: 🧑🧒🧒

Difficulty: Advanced

Equipment

Cookie sheets or muffin tins
Medium bowls
Measuring cups & spoons

Cutting boards
Tablespoons
Rolling pin

Pastry brush
Forks
Butter knives

Can opener
Plastic bag

Purchase

Eggs - 8
Light mayonnaise - 75 mL (1/3 cup)
Oil - 75 mL (1/3 cup)
Lemon juice - 30 mL (2 Tbsp)
Hot pepper sauce - 10 mL (2 tsp)
Green onion - 4
Green pepper - 1
Soda crackers - 48
Tuna - 4 cans (4 x 170 g)

Suggestion

- This recipe is made in a team of three. Children can eat the extra servings if hungry or take it home.

Food Talk

- What food group does tuna belong to? (Meat and Alternatives)
- Why is tuna good for you? (Tuna is a great protein source. Protein helps your body grow).
- Name some other types of fish. Do they live in freshwater (lakes and rivers) or salt water (the ocean)? What are your favourite ways of eating fish?
- Fish sticks are fried before they are frozen.
- What do you think of the texture and taste of the tuna biscuit?
- Would you take tuna biscuits to school as part of your lunch?

Strange But True

There are 10 different tuna species: Bigeye, Blackfin, Karasick, Longtail, Northern Bluefin, Pacific Bluefin, Southern Bluefin, Yellowtail, and Skipjack.

The largest bluefin tuna weighed 1,496 pounds and was caught in Nova Scotia on October 26, 1979.

Something's Fishy - Tuna Biscuits

Preparation Time: 15 minutes

Cook Time: 20 minutes

Equipment

Cookie sheet or muffin tins
Can opener
Fork
Rolling pin

Cutting board
Medium bowl
Plastic bag
Butter knife

Pastry brush
Tablespoon
Measuring cups & spoons

Ingredients

2	Eggs	2
1 Tbsp	Light mayonnaise	15 mL
1 Tbsp	Oil	15 mL
1 tsp	Lemon juice	5 mL
½ tsp	Hot pepper sauce	2 mL
1	Green onion	1
2 Tbsp	Green pepper	30 mL
12	Soda crackers	12
1 can	Tuna	1 can (170 g)

Instructions:

1. Preheat oven to 375° F.
2. Grease a cookie sheet or muffin tin generously with oil.
3. Combine eggs, mayonnaise, oil, lemon juice and hot pepper sauce into a medium bowl.
4. Beat the above ingredients with a fork.
5. Wash and finely chop green onion and green pepper.
6. Crush soda crackers in a plastic bag with rolling pin and add to mixture.
7. Add tuna to mixture.
8. Stir well and shape into 9 balls and place on a cookie sheet or muffin tin.
9. Bake in the oven for 15- 20 minutes.

Makes 9 biscuits

Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.
2. use a different kind of cooking equipment. Instead of _____ I would use _____.
3. have someone help me with the recipe. I could ask my _____ to help me.

FACILITATOR GUIDE

Gobble, Gobble - Easy Turkey Chili

Children: 🍷🍷🍷

Difficulty: Advanced

Equipment

Cutting board	Mixing spoons	Butter knives	Colander
Dutch oven pots	Can opener	Measuring cups & spoons	

Purchase

Oil - 75 mL ($\frac{1}{3}$ cup)
 Green onions - 12
 Celery stalk - 4
 Ground turkey - 1.4 – 1.8 kg (1.5 – 2 lb)
 Flour - 60 g (2 oz) or 125 mL ($\frac{1}{2}$ cup)
 Tomatoes - 4 x 398 mL cans (4 x 14 oz cans)
 Garlic powder - 5 mL (1 tsp)
 Kidney beans - 4 x 398 mL cans (4 x 14 oz cans)
 Chili pepper - 50 mL ($\frac{1}{4}$ cup)
 Sugar - 40 g (1.5 oz) or 50 mL ($\frac{1}{4}$ cup)

Suggestions

- Use hamburger, chicken or ground or cubed wild meat instead of ground turkey. For a vegetarian meal – replace turkey with a can of chickpeas.
- Use 2 small onions instead of 12 green onions.
- This recipe is made in a team of three. Children can eat the extra serving if hungry or take it home to put it in their lunch the next day.

Food Talk

- What food group do turkey and kidney beans belong in? (Meat and Alternatives)
- Beans are really good for you! Why? (They have fibre, which helps to keep your tummy healthy/ helps you poop. They also have the type of fibre that keeps our blood healthy).
- Are tomatoes a fruit or a vegetable? (Tomatoes are a fruit because they have seeds; all fruits have seeds).
- Tomatoes are rich in what nutrient? What does this nutrient do for your body? (Vitamin C is important in keeping you healthy- strengthens your immune system).
- Does chili powder come from a fruit? (Yes, it comes from the fruit of a small woody shrub).

Strange But True

Turkeys have great hearing skills but no ears. Turkeys can see in color; and see very well. Turkeys have poor sense of smell but great sense of taste.

Turkeys are so sensitive that they can drown by looking up while it is raining and can have heart attacks due to a sudden shock.

Gobble, Gobble - Easy Turkey Chili

Preparation Time: 20 minutes

Cook Time: 10 minutes

Equipment

Cutting board

Colander

Measuring cups & spoons

Mixing spoon

Dutch oven pot

Butter knife

Can opener

Ingredients

1 Tbsp	Oil	15mL
3	Green onions	3
1	Celery stalk	1
¾ -1 lb	Ground turkey	350-450 g
2Tbsp	Flour	30 mL
14 oz can	Tomatoes	1 can (398 mL)
¼ tsp	Garlic powder	1 mL
1 can (14 oz)	Kidney beans	1 can (398 mL)
2 tsp	Chili Pepper	10 mL
2 tsp	Sugar	10 mL



Suggestions

- Use hamburger, chicken or ground or cubed wild meat instead of ground turkey. For a vegetarian meal – replace turkey with a can of chickpeas.
- Use 2 small onions instead of 12 green onions.

Instructions:

1. Chop onion and celery.
2. On medium heat, put oil in pan.
3. Add celery and onion and stir for 1 minute.
4. Add ground turkey. Cook until turkey is no longer pink and vegetables are tender. Reduce heat to low/medium. Sprinkle the surface of the turkey with flour. Stir for 1 minute.
5. Open up can of tomatoes and kidney beans.
6. Drain and rinse kidney beans in a colander.
7. Add tomatoes, garlic powder, kidney beans, chili powder, sugar and paprika to the turkey.
8. Bring to a low boil. Place lid on pot and reduce heat to low.
9. Simmer on low for 15 minutes, stirring several times.

Makes 6 cups

Kids in the Kitchen – AT HOME

I would make this recipe at home if I could ...

1. use a different ingredient. Instead of _____ I would use _____.

2. use a different kind of cooking equipment. Instead of _____ I would use _____.

3. have someone help me with the recipe. I could ask my _____ to help me.

ACTIVITIES

ACTIVITIES

Kids in the Kitchen Activities

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ACTIVITIES

Activity 1 - Soapy Solutions

Approximate time needed for activity: 20 minutes

Materials/resources

Cooking oil
Ground cinnamon
Measuring spoons
Sink
Soap
Paper towels

Instructions

Rub a little cooking oil ($\frac{1}{2}$ tsp or 2 mL) all over hands until completely coated. Then sprinkle some cinnamon on top of the oil and rub it around until it is evenly distributed. The cinnamon simulates the bacteria. The cooking oil simulates the natural oils on the skin to which the bacteria cling.

- Wash hands with soap and warm water to remove the bacteria (cinnamon). The areas that you did not wash will still be brownish-red from the cinnamon. Try shaking hands with a friend and see how much cinnamon is spread. This is one way germs are spread.

Comments/discussion

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

Activity 2 - Healthy Eating Placemats

Approximate time needed for activity: 20 - 30 minutes

Materials/resources

Eating Well with Canada's Food Guide or
Eating Well with Canada's Food Guide (First Nations, Inuit and Métis)
Grocery store flyers
Food magazines
Construction paper
Glue
Scissors
Markers
Crayons

Instructions

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

Comments/discussion

This activity is a good opportunity to introduce classification of food into the four food groups. Each food group contributes a certain combination of nutrients to a healthy eating pattern. See Appendix A for the “Important Nutrients in the Food Groups” chart.

- Discuss how it is important to eat food from all four food groups in order to grow and be healthy.
- What are your favourite foods from the Vegetables and Fruit food group? Grain Products group? Milk and Alternatives group? Meat and Alternatives group? Why do you like these foods?

Suggestions

Laminate the placemats for the children and use them throughout your Kids in the Kitchen sessions.

ACTIVITIES

Activity 3 - Food Rainbow Game

Approximate time needed for activity: 30 minutes

Materials/resources

- *Canada's Food Guide rainbow made with scrapbook paper
- Eating Well with Canada's Food Guide or
- Eating Well with Canada's Food Guide (First Nations, Inuit and Metis)
- Grocery store flyers
- Food magazines
- Scissors
- Glue
- Markers
- Crayons

*Facilitators can make a large rainbow duplicating Canada's Food Guide with scrapbook paper

Instructions

- Cut out pictures of food from flyers and magazines that belong to the four food groups and place on the appropriate section of the rainbow or draw foods on the rainbow using markers.

Comments/discussion

- The goal is to teach classification of foods into the four food groups. The discussion will be similar to that of Activity 2.
- Use Canada's Food Guide to divide the foods into the four food groups.
- Discuss the difference between the two Canada Food Guides. The First Nations, Inuit and Metis Canada's Food Guide focuses on Aboriginal foods and is shown within a circle, whereas the food in the other Canada's Food Guide is shown within a rainbow.

Activity 4 - Everyday Foods, Sometimes Foods

Approximate time needed for activity: 20 minutes

Materials/resources

No materials needed

Instructions

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

“Everyday” Foods

Apple
Banana
Beans
Carrots
Broccoli
Cheese
Peanut Butter
Milk
Yogurt
Pasta
Bread

“Sometime” Foods

Candy
Chocolate
Granola bars
French Fries
Kool-Aid
Pop
Donut
Cookies
Chocolate Cake
Slurpee
Cupcake

Comments/Discussion

This activity will help children learn the differences between ‘everyday foods’ and ‘sometimes foods.’

ACTIVITIES

Activity 5 - Breakfast Bonanza

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

Materials/resources

Flip chart paper
Tape
Markers

Instructions

- Have the children think of unusual breakfast ideas.
- Try to include all four food groups.
- Write down all the ideas on a sheet of paper.
- Discuss the list. Which breakfasts are appealing? Which breakfast would you like to try?

Comments/discussion

- Ask the students what they had for breakfast. Discuss why breakfast is important and how you would feel by mid-morning if you didn't eat breakfast. Explain that breakfast not only keeps the body strong but also keeps your brain working too and that a good breakfast helps them to do their schoolwork.
- What does the word 'breakfast' mean? A 'fast' is a period when one goes without eating, so breakfast is when one 'breaks the fast' from the previous night. Eating a good breakfast gives us energy for a new day.
- Ask if anyone thinks that breakfast is boring. Explain that it can be boring if you always have the same thing. Ask the children to think of different things that they could have for breakfast, even unusual breakfast ideas. Start with giving them a few examples such as a breakfast sandwich of chicken salad on whole-wheat bread with sliced tomato, or a blender breakfast made with milk, fresh fruit and yogurt.

Activity 6 - Favourite Breakfasts

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

Materials/resources

Large construction paper
Markers

Instructions

- Give children a piece of construction paper and markers.
- Have children or facilitator write the title "Favourite Breakfast" on the top of their piece of construction paper.
- Ask each child to draw a nutritious breakfast (A nutritious breakfast is a breakfast with foods from at least 3 food groups).
- If there is time, have children present their breakfast to the rest of the group.

Comments/discussion

- Ask the students what they had for breakfast. Discuss why breakfast is important and how you would feel by mid-morning if you didn't eat breakfast. Explain that breakfast not only keeps the body strong but also keeps your brain working too and that a good breakfast helps them to do their schoolwork.
- What does the word 'breakfast' mean? A 'fast' is a period when one goes without eating, so breakfast is when one 'breaks the fast' from the previous night. Eating a good breakfast gives us energy for a new day.
- Ask if anyone thinks that breakfast is boring. Explain that it can be boring if you always have the same thing. Ask the children to think of different things that they could have for breakfast, even unusual breakfast ideas. Start with giving them a few examples such as a breakfast sandwich of chicken salad on whole-wheat bread with sliced tomato, or a blender breakfast made with milk, fresh fruit and yogurt.

ACTIVITIES

Activity 7 - Snacker Says

Approximate time needed for activity: 30 minutes

Materials/resources

No materials needed

Instructions

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

“Everyday” Snacks

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

“Sometimes” Snacks

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

Activity 8 - Nutrition Bingo or Food Bingo

Approximate time needed for activity: 30 minutes

Materials/resources

*Nutrition Bingo with Native Foods or
Food Bingo Game (download at www.nuton.ca)
Bingo chips (dried beans)
Plastic bag

*It may be a good idea to laminate your game cards and caller pieces and to read instructions included in the game

Instructions

- Give each player a bingo card and several bingo chips.
- Place master card pieces in a plastic bag. Draw food names randomly from the plastic bag. As each item is drawn, first call out the food group to which the food item belongs and then call out the name of the food (e.g.: under the Meat and Alternatives group - peanut butter.)
- If you are using the Food Bingo Game, read the caption on the back of each playing piece. This makes the game more educational.
- If the item called is on any bingo card, it is covered with a bingo chip.
- The first child to complete their card correctly calls “Nutrition Bingo” or “Food Bingo”
- Facilitators can choose different game patterns for the children to complete, such as straight line, X, or full card.

Comments/discussion

As you select food items from the plastic bag, talk about them. For example:

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

ACTIVITIES

Activity 9 - International Food Passport

Approximate time needed for activity: 20 minutes

Materials/resources

- Black board or flip chart paper
- Chalk or markers
- List of foods and meals typical of various countries

Instructions

- Divide children into 2 teams. Give teams a copy of the “List of Foods and Meals Typical of Various Countries”. Have teams select a team name that is the name of a country.
- Put team names on to the chalk board or flip chart paper.
- The goal of the game is to spell PASSPORT.
- Facilitator names a country, for example, “I am in Mexico, what can I eat”?
- The first group to shout out the correct answer, for example, “ burrito”, earns the letter “P” in the word PASSPORT.
- The facilitator then writes down a “P” on the chalkboard or flipchart paper. Continue the game until the word PASSPORT is spelled out.

Comments/discussion

To make the game more difficult, have children tell you a food and what food group(s) the food belongs to.

Activity 10 - Yes, Let's

Approximate time needed for activity: 15 minutes

Material/resources

No materials needed

Instructions

- Have the children spread out in a room.
- Tell children that the game they are going to play is called Yes, Let's.
- The facilitator calls out a suggestion for a physical activity. For example: "Let's go skating".
- Everyone responds by saying: "Yes, Let's" and everyone begins to pretend going skating.
- Now have a child make a suggestion. Continue until everyone in the group has had a turn

Suggested physical activity for Yes, Let's

Cycling
Hiking up a mountain
Basketball
Soccer
Football
Baseball
Cross country skiing
Skipping Rope
Jumping
Running
Rowing a boat
Canoeing
Snowshoeing
Fishing
Hoop dancing
Swimming
Climbing a tree
Archery
Golfing
Tennis

Comments and Discussion

The goal of this is to have fun pretending to do different activities. The physical component helps focus the children.

Suggestion

For more physical activity fun, check out Winnipeg in motion at www.winnipeginmotion.ca or Manitoba in motion at www.manitobainmotion.ca

ACTIVITIES

Activity 11 – That Makes Scents

Approximate time needed for activity: 20 – 30 minutes

Materials/resources

Blindfold
Containers

Various spices or herbs

Oregano	Onion powder
Ginger	Garlic powder
Cinnamon	Italian seasoning
Cumin	Cloves
Chili powder	Rosemary
Dried dill weed	Curry
Parsley	

Instructions

- Gather a variety of spices or herbs and separate them into small containers.
- Number the containers so you are able to identify each spice or herb (for example #1 is oregano, #2 is ginger, #3 is cinnamon and #4 is cumin).
- Select and blindfold volunteers. Let the children smell the different spices or herbs and guess what they are.
- Reveal the true identity of the spices or herbs after all the children have had a chance to wear the blindfold.

Comments/discussion

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

Oregano - pizza, pasta sauce
Ginger - chicken, fruits
Cinnamon & Cloves - pumpkin pie, muffins, cookies, cakes, hot apple cider, fruits, breads
Cumin - curry dishes, burritos, soups, chili
Curry - vegetables/tomatoes, lentils and dried beans (dahl), meat, chicken, fish
Chili Powder - beef or vegetable chili, tacos, burritos
Dried Dill Weed - vegetable dip, fish sauces, salads, soups, pasta
Parsley - chicken, potatoes, rice, vegetables
Onion Powder - anything
Garlic Powder - anything
Italian Seasoning - pizza, pasta sauce
Rosemary - chicken, meatloaf, pork, beef, sauces, stuffing, potatoes, spaghetti sauce

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

Suggestions

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

Activity 12 - Taste Tests

Approximate time needed for activity: 20 minutes

Materials/resources

Food
Knife
Cutting board
Toothpicks
Paper
Pencil crayons

Instructions

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

- Different apple varieties and forms (Mac's, Spartan, Granny Smith, Golden and Red Delicious, Gala, Apple Sauce)
- Different pear varieties (Anjou, Bartlett, Red)
- Different types of beans (Chickpeas, Pinto, Black, Kidney)
- Different types of cheese (Edam, Cheddar, Mozzarella, Monterey Jack)

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

Comment

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

Strange But True

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

ACTIVITIES

Activity 13 - IfYou...

Approximate time needed for activity: 15 minutes

Material/resources

No materials needed

Instructions

- Have the children spread out in a room
- Tell children that the game they are going to play is called IfYou...
- The facilitator calls out the following suggestion: If you drank water when you were thirsty, do 5 jumping jacks.
- Everyone who drank water will then do 5 jumping jacks.
- Continue with the following suggestions listed below.
- If the children have suggestions, let them make them.

Suggestions for: IfYou....

If you ate raw veggies, jump on one foot.

If you ever played a team sport, do 5 push ups.

If you tried a new recipe, spin around 5 times.

If you ate fish last week, run on the spot and count to 20.

If you went walking in a park or in the woods, kick your legs in the air for 10 times.

If you ate fruit last week – stretch your arms to the sky and count to 20.

If you ran, swam, biked or danced last week – jump like a frog five times.

If you drank milk last week – march in one spot and count to 20.

Comments and Discussion

The goal of this is to link healthy eating activities with fun physical activity. It is fun and the physical component helps to focus the children.

Suggestion

For more physical activity fun, check out Winnipeg in motion at www.winnipeginmotion.ca or Manitoba in motion at www.manitobainmotion.ca

Activity 14- Food Buzz

Approximate time needed for activity: 30 minutes

Materials/resources

No materials needed

Instructions

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

Message Suggestions

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

Comments/Discussion

- How many flavours of ice cream can you think of?
- What is a vine? What other foods grow on vines?
- What other kinds of noodles can you name? What are your favourite foods that contain noodles?
- What different kinds of cheese have you tasted?
- Have you ever tasted chickpeas? What do they taste like?
- What other unusual vegetables do you know?
- What other foods grow underground? On trees? On bushes? On small plants?
- What other salad ingredients do you know besides zucchinis and cucumbers?
- How is chocolate milk made?

ACTIVITIES

Activity 15 - Mystery Bag

Approximate time needed for activity: 30 minutes

Materials/resources

Paper bag

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

Instructions

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

Comments/discussion

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

Activity 16 - Psychic Powers Game

Approximate time needed for activity: 30 minutes

Materials/resources

- Blindfold (a bandana works well)
- Paper bag
- Various foods (orange, carrot, apple, pasta, dried kidney beans, dried chickpeas, popcorn, etc.)

Instructions

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

Note

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

ACTIVITIES

Activity 17 - Are you a Smart Kid in the Kitchen?

Approximate time for activity: 20 minutes

Materials/resources

- Paper
- Pencils
- Laminated questions – see following pages

Instructions

- Photocopy the questions on the next page, cut and laminate.
- Have two chairs placed at the front of the room.
- Have children sit at a table, facing the front of the room.
- Ask for one child volunteer to be the first to be asked a Kid in the Kitchen question. This child sits at the front of the room with you.
- Tell the child to only answer the question after all other children write down their answer on a piece of paper.
- When the child answers your question, ask them “Is That Your Final Answer?”
- If the child in the front doesn’t know the answer to the question, they can “poll the audience” or “ask a friend”.
- Repeat until everyone has had a chance to sit at the front of the room.

Comments/Discussion

This game is similar to Who Wants to be a Millionaire and Are you Smarter than a Fifth Grader. If the child doesn’t know the answer to the question they can “ask a friend”. In this scenario, they can ask one of their friends for the answer. If the child decides to “poll the audience”, then each child turns over their answers to see which answer was the most popular.

ACTIVITIES

Continued

Activity 17 - Are you a Smart Kid in the Kitchen?

1. What is the first thing you should do before you start cooking?

- A. Talk to all your friends
- B. Use hand sanitizer
- C. Wash your hands with soap and water for 20 seconds

Answer: C—Washing your hands with hot soapy water is a great way to get rid of germs.

3. What should you do to your fruits and vegetables before you use them in a recipe?

- A. Juggle them
- B. Put them in your pockets, there are too many to carry.
- C. Wash them very well under cold water

Answer: C—Washing them in cold water will get rid of bacteria.

5. What country are noodles from?

- A. They're from a country? I thought it came from a store.
- B. Italy
- C. China

Answer: C—Although noodles and pasta are popular in Italy – they were invented in China.

2. Name a very dangerous cooking tool in a kitchen.

- A. Any thing sharp like knives, scissors or graters
- B. A wooden spoon
- C. The cutting board
- D. The food

Answer: A— You always have to be careful with tools that can cut you.

4. Canada's Food Guide says you should do this everyday.

- A. Eat candy
- B. Eat a green vegetable like broccoli, spinach or peas
- C. Eat bigger portions of all foods – bigger is better.

Answer: B— Eating a green vegetable daily gives you many vitamin and minerals your body needs.

6. Name a fruit that is from a country other than Canada.

- A. Kiwis
- B. Blueberries
- C. Strawberries
- D. Apples

Answer: A— Kiwis are from New Zealand.

ACTIVITIES

Continued

Activity 17 - Are you a Smart Kid in the Kitchen?

7. What body part helps you breakdown your food?

- A. Eyes
- B. Teeth
- C. Nose
- D. Ears

Answer: B— Teeth help you chew up your food so that they will be easy to digest.

9. What food group includes tofu and baked beans?

- A. Vegetables and Fruit
- B. Milk and Alternatives
- C. Meat and Alternatives
- D. Grain Products

Answer C— Tofu and baked beans are meat alternatives.

11. Name a healthy snack.

- A. Chips
- B. Nuts
- C. Cookies
- D. Chocolate

Answer: B—A small handful of nuts are a great snack.

8. Name something you can do everyday to stay healthy.

- A. Play ball games with my friends and eat fruit
- B. Eat supper at the table with my family and drink milk
- C. Try different vegetables and walk the dog
- D. All of the above

Answer: D— Eating foods from the four food groups and moving your body everyday is a great way to stay healthy.

10. What country are Quesadillas from?

- A. Russia
- B. France
- C. Mexico
- D. Iceland

Answer: C —Quesadillas are from Mexico.

Continued

Activity 17 - Are you a Smart Kid in the Kitchen?

12. What food is good for your eyes?

- A. Bread
- B. Chicken
- C. Carrots
- D. Bananas

Answer: C – Carrots have Vitamin A. It is important for your eyes.

13. Where does food go when you swallow?

- A. It goes into my stomach
- B. It gets stuck to my teeth
- C. It goes into my shoes

Answer: A – The stomach acids will start to breakdown the food you swallowed.

14. Why is it a good idea to eat fish twice a week?

- A. It will make me a better swimmer
- B. Fish is very healthy and good for my heart
- C. So, I can get better at cooking it

Answer: B or C— Fish is a good protein source and has healthy fats. It has many vitamins and minerals. If you improve your fish cooking skills, you will probably eat it more often.

15. What is the best thing to eat for breakfast?

- 1. Donuts, donuts and more donuts
- 2. Breakfast, who eats breakfast
- 3. Cereal, milk, egg, banana

Answer: C— This breakfast contains all four food groups.

ACTIVITIES

Activity 18 - Cool Lunch

Approximate time needed for activity: 20 minutes

Material/resources

- *Food picture cards
- Food flyers with pictures cut out
- Markers or crayons
- Paper bags

* Food picture cards can be ordered from Dairy Farmers of Manitoba at www.nuton.ca

Instructions

- Have children design their own lunch to go.
- Using the chart below, have children come up with ideas that they can put into their lunch.

Cool Lunch Guide (also found at Dietitians of Canada website at www.dietitians.ca)

Start with a grain	On top, in the middle, on the side	Crunch	Thirst Quenchers	Additions
Bagel	Cheese	Carrots	White milk	Pudding (made with milk)
Pita bread	Cottage cheese	Celery	Chocolate milk	Canned fruit
Hamburger	Hard boiled egg	Lettuce	Fruit juice	Dates
Hotdog bun	Chicken	Peppers	Vegetable juice	Raisins
Bread	Turkey	Cucumber	Yogurt shakes	Trail Mix
Buns	Ham	Apple	Fruit shakes	
Chapatti bread	Beef	Pear	Water	
Naan bread	Tuna	Strawberries		
Tortilla	Salmon	Oranges		
Pasta	Sardines	Bananas		
Noodles	Tofu	Broccoli		
Rice	Hummus	Cauliflower		
English muffin	Canned beans	Salad		
Crackers	Peanut butter	Kiwi		
Melba toast		Melon		
Breadsticks				
Couscous				

Comments/Discussion

Ask children questions about their lunch.

- When is a better time to make your lunch if you are in a hurry in the morning?
- Why is a healthy lunch important?
- How many food groups are in your cool lunch?
- How would you keep your lunch cold?
- Can you use reusable containers?
- Can you use any recipes you learned in Kids in Kitchen in your lunch?

Activity 19 - Mirror, Mirror

Approximate time needed for activity: 15 minutes

Material/resources

No materials needed

Instructions

- Have the children break into pairs in the room.
- Tell children that the game they are going to play is called Mirror, Mirror.
- Have one child be the mirror image of the other.
- The facilitator calls out a suggestion for an activity to mime, for example: brushing teeth.
- One child in the pair starts to mime brushing his teeth. Their partner group must reflect (like in a mirror) the action back. Now have the second child in the pair do the mime and have the first child reflect it back. Change partners and continue.

Suggested physical activity for Mirror, Mirror

Sweeping the floor
Vacuuming
Shoveling snow
Digging a hole
Washing dishes
Combing your hair
Taking a shower
Hanging up laundry
Watering the garden
Walking the dog
Making a bed
Painting a big tall fence
Berry picking
Trap setting

Comments and Discussion

The goal of this is to have fun pretending to do different chores. Chores contribute to physical activity.

Suggestion

For more physical activity fun, check out Winnipeg in motion at www.winnipeginmotion.ca or Manitoba in motion at www.manitobainmotion.ca

ACTIVITIES

Activity 20 – P's and Q's

Approximate time for activity: 15 minutes

Materials/resources

Laminated questions – see below and following pages..

Instructions

- Photocopy the questions below and on the following pages, cut and laminate
- Have children sit at the table, facing you
- Demonstrate and act out the questions
- Demonstrate and act out the proper answer

Comments/Discussion

During snack time, reinforce the manners the children learnt today. Review at each Kids in the Kitchen session.

1. When is it okay to put your elbows on the table?

- A. Only between courses.
- B. While you are eating.
- C. Never.

A. Elbows on the table are okay between courses or after everyone has finished eating.

2. During the meal you need to visit the restroom. What do you do?

- A. Say to everyone, "I've gotta go to the toilet."
- B. Say, "Excuse me for a moment, I'll be right back."
- C. Say nothing -- just leave.
- D. Sit quietly and suffer until the meal is over.

B. A quiet "Excuse me for a moment, I'll be right back" is the right answer.

Continued

Activity 20 – P's and Q's

3. When you are not eating, where do you keep your hands?

- A. On your lap or resting on the table.
 - B. In your pockets.
 - C. Keep them busy. Drum a little tune with your fingers
- A. On your lap or resting on the table (with wrists on the edge of the table) is ideal.

4. Is it good manners to read the newspaper or watch TV at the table?

- A. Only if it's the comics you are reading.
 - B. Only if it is your favourite show on TV.
 - C. No, reading or watching TV during dinner is not good manners.
- C. Reading at the table or watching TV is bad manners and something busy moms and dads tend to forget. Dinner is a time for nourishment and conversation.

5. At dinner, when should you start eating?

- A. As soon as you are served.
 - B. When everyone has been served.
 - C. When the host or parent begins to eat.
- C. It's bad manners to dig in before everyone else is served and the host (or hostess) has begun to eat. In very formal settings the sign that it is OK to eat comes when the hostess unfolds her napkin and places it on her lap.

6. Is it okay to eat with my fingers?

- A. Sure, that way you have less dishes to wash.
 - B. Only when the food is meant to be eaten with your fingers like ribs.
 - C. Never.
- B. If the food is a finger food it is okay, otherwise only babies eat with their fingers

ACTIVITIES

Continued

Activity 20 – P's and Q's

7. Is it okay to eat fast with your mouth open?

- A. No, because you can choke.
- B. No, because, it is gross.
- C. No, eating fast doesn't let you taste your food, slow down.

A, B and C. Yes, you can choke and no one wants to see your food while you are chewing it. You can also enjoy your food more when you eat slowly.

8. What should you say when food is passed to you?

- A. Well, it's about time.
- B. That looks gross. I don't want any.
- C. Thank you.

C. "Thank you" is the polite answer. If you do not want the food say "No thank you". Never make rude comments about food.

9. Should you use your napkin to blow your nose, pick at your teeth, or wipe your face?

- A. Yes, I have a bad cold.
- B. No, I use my fingers to pick at my teeth.
- C. No, you should excuse yourself if you need to do any of these things.

C. All of the above is gross to do at the table. A napkin is used to dab your mouth, or to discreetly put something that you have tried and dislike out of your mouth. Never use it to blow your nose, pick your teeth or wipe your face. Excuse yourself to go to the bathroom.

10. Is it okay to reach over the table to grab something you want from a plate?

- A. Yes, if I want it, I want it.
- B. Sure, I like to stretch my arms.
- C. No, you should ask for the plate to be passed to you.

C. Yes, ask politely by saying, "Please pass the bread". Remember to thank the person when they do what you have asked.

ACTIVITIES

Activity 21 - Table Talk

Approximate time for activity: 15 minutes

Materials/resources

Laminated questions – see below

Instructions

- Photocopy the questions below, cut, laminate and place into a container.
- During snack time, ask one child at each table to pick a question from the container.
- Have all the children discuss their opinion about the question that was asked. Make sure children do not talk over each other but that they participate in a polite manner.
- This activity can be used during snack time throughout your Kids in the Kitchen program.

Comments/Discussion

This is a good exercise to encourage conversation during mealtime in a positive and respectful manner.

Table Talk Questions

If you could travel to one place in a time machine, where would you want to go?

If you could be invisible for a day, what would you do?

Would you like to have an identical twin? Why would it be good? Bad?

If you were to be granted one magical power you wanted, what would you pick?

What good book have you read lately?

If you had to pick a new first name for yourself, what would you pick?

If you bought something in a store and the clerk gave you a dollar extra in change, would you say anything about his mistake?

Would you rather receive a gift you really wanted, or give your mother, father, relative or friend a gift they would absolutely treasure?

What is your idea of a dream vacation?

What is your favourite season of the year? Why?

What is the most enjoyable way for you to spend \$5?

What is your favourite colour? Why?

If you could change into an animal, what animal would you be and why?

Discuss something that makes you happy or something you are grateful for.

ACTIVITIES

Activity 22 - CSI Detectives - Perils at the Picnic

Approximate time needed for activity: 30 minutes

Materials/resources

Flip chart paper – 4 sheets
Marker

Instructions

- Split into four teams
- Read scenario to the team
- Have them record their answers on flip chart paper

Scenario

Calling all detectives! There is a possible food borne illness incident in progress! As a detective, you must investigate the facts and give your “expert” conclusions.

1. Tom gets a call from his friends to meet them in the park to play ball.
2. They tell him to bring food for a picnic lunch, so they can stay all day.
3. The group can't wait to get to the park so they can start playing before it gets too hot!
4. Tom looks in the refrigerator and finds some potato salad his mom made during the week. He isn't sure if it still tastes good so he tries a few bites using the same spoon.
5. He also finds some cold cuts, leftover turkey, cheese, an apple and some grapes.
6. He grabs the meat and cheese and packs them in a big paper bag with some paper plates, bread, the fruit and a knife and fork.
7. As Tom runs out the door, he tosses his baseball and glove in the bag and grabs his bat.
8. When he gets to the park, several of his friends are already there. Tom and his friends claim the last picnic table - a great spot in the sun!
9. Tom grabs his baseball and glove from the food bag and leaves the bag on top of the table.
10. When it's time to break for lunch, Tom's friends go to find a washroom to wash up while Tom unpacks the picnic food.
11. When the other kids return, they brush off the surface of the picnic table with their hands and lay the bread out to make a couple of sandwiches from the meat and cheese.
12. They use the fork to serve some potato salad and the knife to cut up the apple along with the grapes, which had also been sitting out on the top of the picnic table.

CRACKING THE CASE

- Ask the kids to find the food safety mistakes that Tom made at home, at the park before they played ball, while getting the food ready and while he and his friends were eating.
- Write down all their answers on a flip chart paper.

Prompts:

- Does it matter that Tom did not pack a freezer pack, or that it was a hot day, or that they played baseball for a long time before eating?
- Does it matter that Tom didn't wash his hands with his friends? Why?
- Does it matter that Tom tasted the potato salad with the same spoon a couple of times? Why?
- Does it matter that Tom mixed the food with his baseball stuff? Why?
- Does it matter that they spread the bread and made sandwiches on the picnic table? Why?
- Does it matter that the apple and grapes were not washed?
- How would you make this into a safe story?

Comments

As a group, discuss the questions and answers.

Suggestions

For more great food safety ideas, www.canfightbac.org/en/

Activity 23 - Grocery Store Safari or Scavenger Hunt

Approximate time needed for activity: 60 minutes

Materials/resources

- Permission letters for parents to allow children to go to the grocery store.
- Give out at least one week before the Safari.
- Paper and pencils if you decide to do a scavenger hunt
- Photocopies of scavenger hunt sheet – see below

Instructions

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

Older children might want to separate into groups (have a facilitator with each group) and try to answer the questions listed below by pretending they are on a scavenger hunt.

Preparation

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

Vegetables and Fruit Food Group

Questions to ask in the produce department:

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

Other comments for the produce department:

- Three important nutrients found in the Vegetables and Fruit food group are Vitamin A, Vitamin C and folate.
- Vitamin A is important because it helps us see.
- Vitamin C is important because it helps fight illness and heal cuts.
- Folate is important because it aids in the formation of white and red blood cells
- Dark green leafy vegetables are an excellent source of folate. Do you see any of these foods? (Bok choy, broccoli, kale)
- Yellow and dark orange vegetables are an excellent source of Vitamin A. Do you see any of these foods? (carrots, squash, tomatoes, sweet potatoes)
- Citrus fruits are an excellent source of vitamin C. What are some citrus fruits? (Oranges, grapefruits, lemons, limes.) Other foods that are high in vitamin C are tomatoes, strawberries, cantaloupe, kiwi fruit, sweet peppers, melons, tomato soup/juice/sauce, cabbage, broccoli, and cauliflower.

ACTIVITIES

Continued

Activity 23 - Grocery Store Safari or Scavenger Hunt

Grain Products Food Group

Questions to ask in the bakery department:

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

Questions to ask in the pasta aisle:

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

Questions to ask in the cereal aisle:

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

Other comments for Grain Products food group:

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

Strange But True

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

Milk and Alternatives Food Group

Questions to ask in the dairy department:

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

Other comments for the dairy department:

- Calcium is an important nutrient found in Milk and Alternatives because it builds strong bones and teeth.
- What foods contain calcium and help keep our bones strong? (milk, cheese, yogurt.)
- Vitamin D in milk is needed to absorb calcium into our bodies.
- You need at least two glasses of milk every day! For people who can't drink regular milk, lactose-free milk or a fortified soy beverage are good alternatives.

Continued

Activity 23 - Grocery Store Safari or Scavenger Hunt

Meat and Alternatives Food Group

Questions to ask in the meat and fish department:

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

Comments about alternatives

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

Other comments for the Meat and Alternatives food group

- Important nutrients in the Meat and Alternatives food group are protein, iron and Vitamin B12.
- Protein helps us grow, build muscles and to replace and repair things like hair, nails, and skin.
- Iron is needed for healthy blood and for the body to use food for energy.
- Vitamin B12 is only found in animal products. If a person does not eat animal products, they have to take a supplement of B12.

ACTIVITIES

Continued

Activity 23 - Grocery Store Safari or Scavenger Hunt

Scavenger Hunt Questions

Vegetables and Fruit Food Group

Questions to ask in the produce department:

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

Grain Products Food Group

Questions to ask in the bakery department:

- What are the different types of bread that you see?
- Which are everyday foods, which are sometimes foods?

Questions to ask in the pasta aisle:

- What are the different types of pasta and rice?

Questions to ask in the cereal aisle:

- What kind of cereal do you use at home? Which are everyday cereals, which are sometimes cereals?
- Does anyone like hot cereal? What are some different types?

Milk and Alternatives Food Group

Questions to ask in the dairy department:

- What are the different milk and alternatives that you see?
- What other foods are found in the dairy department?

Meat and Alternatives Food Group

Questions to ask in the meat and fish department:

- What are the different types of meat and fish that you see?
- What are the different ways that fish can be bought?
- Where would you find some of the alternatives to meat and fish?

Activity 24 - Bones in Vinegar

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

Materials/resources

Chicken Bones (cleaned)
Large Jar - 1
Vinegar - 500 mL

Instructions

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

Comments

- Calcium is important for building strong bones and teeth. Without calcium in our diet, our bones and teeth become soft and weak.
- What foods contain a lot of calcium? (Milk, yogurt, cheese, broccoli, salmon with bones, almonds, canned beans with pork or tomato sauce, fortified soy beverage.)
- What vitamin is required in order for calcium to be absorbed in the body? (Vitamin D)
- Assure participants that this will not happen to their bones if they consume vinegar.

Strange But True

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

ACTIVITIES

Activity 25 - Bag of Bones

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

Materials/resources

Beef bones (cleaned)

Instructions

- Ask a butcher to saw a beef or pork leg bone (or other fairly large bone) into several pieces. Use the pieces close to the end or knuckle of the bone that have the honey-comb like interior structure. Boil the pieces for at least 2 hours to remove meat and cartilage then bake the pieces at 200°F for at least 3 hours to dry them.
- Pass around the bones and let the children feel them.

Comments/discussion

- Discuss how hard the bones are and explain that that is because they contain calcium.
- Refer to Activity 24.

Activity 26 - What am I?

Approximate time needed for activity: 30 minutes

Materials/resources

- *Food picture cards
- Plastic sleeve for cards

* Food pictures cards can be ordered from Dairy Farmers of Manitoba at www.nuton.ca

Instructions

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

Examples of questions to ask

- Do I grow in the ground?
- Do I come from an animal?
- Am I (a certain colour)?
- Am I more than one colour?
- Am I crunchy?
- Am I fuzzy?
- Do I taste good?
- Am I sweet?
- Do I need to be cooked?
- Do I belong to the (Milk and Alternatives, Grain Products, Vegetables and Fruit, Meat and Alternatives) food group?

Suggestions

- To make this game easier, have easier pictures or focus on foods from one food group.

ACTIVITIES

Activity 27 - Beanbag Toss

Approximate time needed for activity: 20 minutes

Materials/resources

*Bean bag (or hacky sack)

Instructions

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

Suggestions

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

Activity 28 - Charades

Approximate time needed for activity: 30 minutes

Materials/resources

Charade cards see Appendix L

Suggestions

- Split the children into teams of four.

Instructions

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

ACTIVITIES

Activity 29 - Food Riddles

Approximate time needed for activity: 15 minutes

Materials/resources

No materials needed

Instructions

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

Riddles

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

Activity 30 - Tipster

Approximate time needed for activity: 20 minutes

Materials/resources

Paper
Pencils/crayons

Instructions

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

ACTIVITIES

Activity 31 – Food Jeopardy

Approximate time needed for activity: 30 minutes

Materials/resources

- Food Jeopardy Game Questions
- Food Jeopardy Game Answers

Instructions

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

Comments

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

ACTIVITIES

Continued

Activity 31 – Food Jeopardy

Food Jeopardy Game Questions

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

ACTIVITIES

Continued

Activity 31 – Food Jeopardy

Food Jeopardy Game Answers

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

Activity 32 - Invisible Ball

Approximate time needed for activity: 15 minutes

Material/resources

No materials needed

Instructions

- Have the children stand in a circle.
- Tell children that the game they are going to play is called invisible ball.
- The facilitator starts this game by pretending they have a basketball.
- Choose secretly a child in the circle that you want to pass the “invisible basketball” to.
- Call out a food when you pretend to pass the ball.
- The child who receives the “invisible basketball” must state what food group the food called belongs to.
- Now it is the child’s turn to pretend to throw the “invisible ball”. Continue until everyone in the group has had a turn.
- Repeat the game. This time, pretend to kick an invisible soccer ball.

If equipment and room is available, try this game with a real basketball and soccer ball.

Comments and Discussion

The goal of this is to reinforce the classification of food into the four food groups. The physical component helps focus the children.

ACTIVITIES

Activity 33 - How Sweet It Is

Approximate time for activity: 20 minutes

Materials/resources

- Sugar cubes
- Plastic bags (prepackage the amount of sugar cubes per drink in plastic bags)
- Paper and pens
- Empty containers of the following

Drink	Number of Sugar Cubes
Milk, 1 cup (250 mL)	3
100% Unsweetened Orange Juice, 1 cup (250 mL)	6
Chocolate Milk, 1 cup (250 mL)	4-6
Ice Tea, 1 cup (250 mL)	6
100% Unsweetened Apple Juice, 1 cup (250 mL)	7
Tang Orange™, 1 cup (250 mL)	8
Sunny D Orange™, 1 cup (250 mL)	8
Sports Drink, 1 bottle (355 mL)	8
Kool-aid™, 1 cup (250 mL)	8
Cola, 1 can (355 mL)	9
Sprite™, 1 can (355 mL)	8
Slurpee™, 16 oz, 22 oz, 32 oz	10, 15, 20
Double Big Gulp™, 8 cups (2000 mL)	50
Water in a glass	0

Instructions

- Have children sit at the table, facing you.
- Place empty cartons of drinks on the table.
- Ask children to write down how many sugar cubes they think there are in the first drink.
- Place the correct amount of sugar cubes in a plastic bag in front of the empty carton. Find out how many children got it correct. Continue playing the game until you finish.

Note

One sugar cube is the same as 4 grams of sugar or 1 teaspoon of sugar.

Comments/Discussion

- Discuss what drink has no sugar. Is this the best drink to drink when you are thirsty?
- What drinks are good for your bones?
- What drinks belong to the Vegetables and Fruit food group?
- Why are sugary drinks not the best choice (because of tooth decay and they do not have any nutrition in them)?
- Soft drinks and other sugary drinks contain sugar, colour and flavour, and dark coloured soft drinks (like Coke) and iced tea often contain caffeine. Even though they have pictures of fruit on them, like Sunny D, it does not mean they contain 100% fruit juice!

Suggestion

For more teaching plans on Sugar – see Sugar Shocker at <http://www.movingandchoosing.com/PDF/sugarshocker.pdf>

Activity 34 - Bone Zone

Approximate time needed for activity: 20 minutes

Materials Resources

Eating Well with Canada's Food Guide or
Eating Well with Canada's Food Guide (First Nations, Inuit and Metis)
The Bone Zone game questions
The Bone Zone skeleton
Tape
Paper bag

Pre-Game Instructions

- Cut out and laminate Bone Zone questions.
- Enlarge the paper skeleton on a photocopier and laminate them (you will need 2 sets). Cut into 5 skeleton pieces (the body, two arms, and two legs).

Instructions

- Separate children into 2 teams and have them come up with team names.
- The first team picks a question from the bag. Each time they answer the question correctly, they may tape a piece of their skeleton to the wall/board. The first team to completely re-assemble their skeleton wins!

Discussion/Comments

Encourage children in each team to discuss their answer in a group before sharing their final answer. This will prevent the more "outgoing" participants from controlling the game and allow the quieter individuals a chance to participate.

ACTIVITIES

Continued

Activity 34 - Bone Zone

The Bone Zone Game Questions

Cut out the questions and have them laminated if possible.

What is the name of the blue food group?

Answer: – Milk and Alternatives

Name 2 types of cheese.

Possible Answers: – Cheddar, mozzarella, farmers, provolone, feta, ricotta, cottage etc.

What is a Food Guide Serving of milk according to Canada's Food Guide?

Answer: – 1 cup (250 ml) of milk

What is a Food Guide Serving of yogurt according to Canada's Food Guide?

Answer: – $\frac{3}{4}$ cup (175 g) yogurt

How many Food Guide servings do children aged 4 to 8 need from Milk and Alternatives group?

Answer: – You need 2 servings.

If you do not drink milk, what is an alternative to milk that you can have instead?

Answer: – Fortified soy beverage

How many Food Guide servings do children aged 9 to 13 need from Milk and Alternatives group?

Answer: – You need 3-4 servings.

What important nutrient is in milk that is good for your bones?

Answer: – Calcium

ACTIVITIES

Continued

Activity 34 - Bone Zone

The Bone Zone Game Questions

Cut out the questions and have them laminated if possible.

What important vitamin is added to milk that is good for your bones (think of the sun)?

Answer: Vitamin D

Name 1 other type of milk that does not have to be put in the refrigerator.

Answer: Powdered milk or canned (evaporated) milk

What is a Food Guide Serving of cheese according to Canada's Food Guide?

Answer: 50 grams or 1 ½ ounces

Is sweetened condensed milk in the Milk and Alternatives food group?

Answer: No, sweetened condensed milk has a very high sugar content and is a food to limit used in the making of some desserts

What disease does calcium and vitamin D help reduce the risk of?

Answer: Osteoporosis

Does Canada's Food Guide recommend higher fat milk alternatives or lower fat milk alternatives?

Answer: Canada's Food Guide recommends lower fat milk alternatives such as 2%, 1% or skim milk

How much milk do you need to meet the recommendation for Vitamin D?

Answer: 500 mL or 2 cups

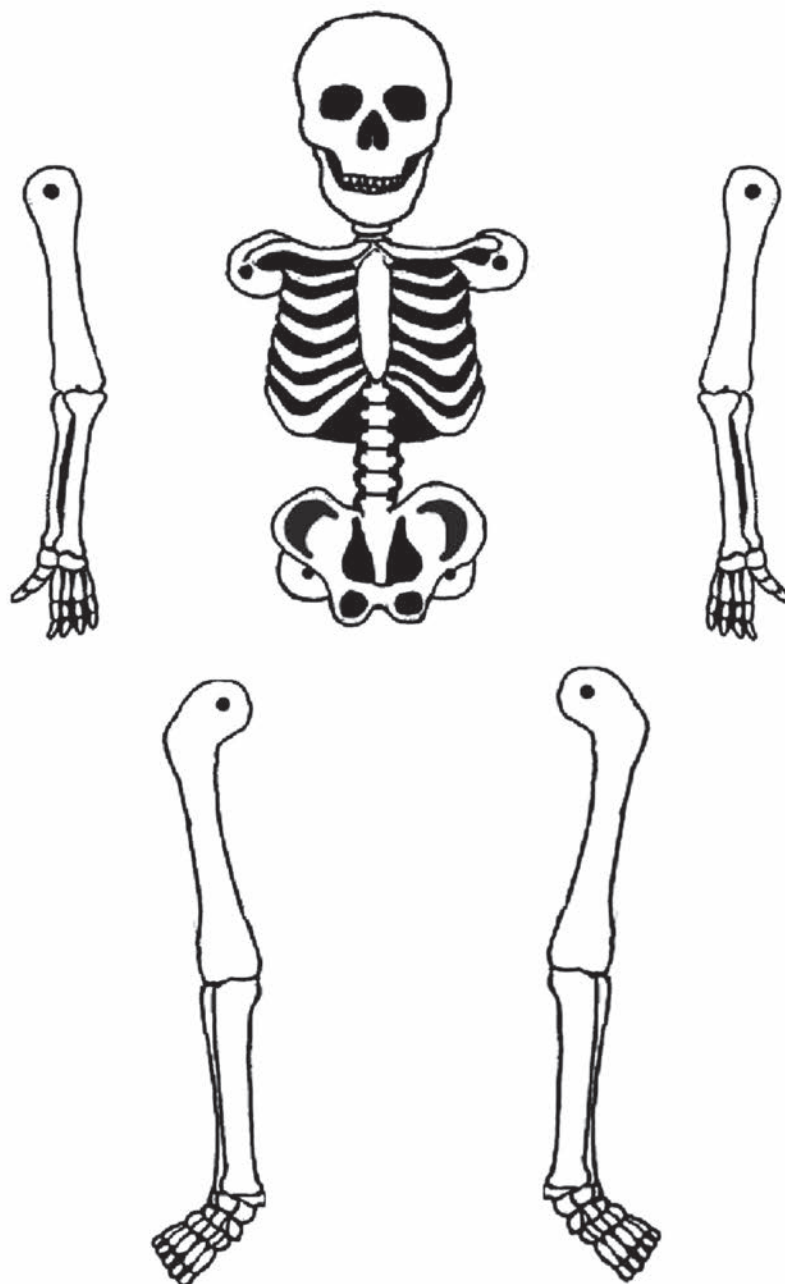
ACTIVITIES

Continued

Activity 34 - Bone Zone

The Bone Zone Game Skeleton

Make 2 copies and cut out the skeletons. Enlarge them up on a photocopier and have them laminated if possible.



Appendix A - Important Nutrients in the Food Groups

Key Nutrient	Vegetables and Fruit	Grain Products	Milk and Alternatives	Meat and Alternatives	Major Function
Protein			✓	✓	<ul style="list-style-type: none"> Builds & maintains strong muscles, blood & other tissues Source of Energy
Fat			✓	✓	<ul style="list-style-type: none"> Provides essential fatty acids Concentrated source of energy
Carbohydrate	✓	✓	✓		<ul style="list-style-type: none"> Main source of energy
Fibre	✓	✓			<ul style="list-style-type: none"> Regularity
Thiamin		✓		✓	<ul style="list-style-type: none"> Aids in normal growth Helps produce energy from carbohydrates in body cells
Riboflavin		✓	✓	✓	<ul style="list-style-type: none"> Maintains healthy skin and eyes Releases energy within cells
Folate (folic acid or folacin)	✓	✓			<ul style="list-style-type: none"> Aids in the formation of white and red blood cells
Vitamin B6				✓	<ul style="list-style-type: none"> Helps your body make components used in building body cells Helps produce body chemicals including insulin, hemoglobin and antibodies that fight infection
Vitamin B12			✓	✓	<ul style="list-style-type: none"> Works with Folate to make red blood cells Serves as a vital part of many body chemicals Helps your body use fatty acids and some amino acids
Vitamin C	✓				<ul style="list-style-type: none"> Necessary for healthy connective tissue, cartilage, bones, teeth and blood vessels Promotes wound healing
Vitamin A	✓		✓		<ul style="list-style-type: none"> Maintains health of skin Role in vision, bone growth & reproduction
Vitamin D			✓		<ul style="list-style-type: none"> Facilitates absorption of calcium
Calcium			✓		<ul style="list-style-type: none"> Necessary for growth and maintenance of bone and teeth Role in transmission of nerve impulses, proper hormone function, blood clotting & muscle contraction Blood pressure regulation
Iron		✓		✓	<ul style="list-style-type: none"> Component of hemoglobin (the part of red blood cells important for oxygen transport) Involved in energy release within cells
Zinc		✓	✓	✓	<ul style="list-style-type: none"> Aids in energy release and tissue formation
Magnesium	✓	✓	✓	✓	<ul style="list-style-type: none"> Aids in formation of strong bones and teeth Necessary for tissue formation and energy release within the cells

APPENDICES

Appendix B - Sample Letter for Funding

(Date)
(Name)
(Address)
(City, Province, Postal Code)

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

Rationale for the Program

Kids In The Kitchen was created to help children to learn to cook easy, inexpensive, tasty foods through participation in a kids' cooking club. Learning to cook provides children with an opportunity to socialize by sharing food with friends and family. It is a basic skill that children will value for the rest of their lives.

Children living in poverty have inadequate access to nutritious food. These children are more likely to have chronic health problems and difficulties at school, and they are less likely to feel good about themselves. Adequate nutrition is one of the factors that affect a child's health and his or her risk for chronic disease later on in life. (Note: The above section may not be appropriate for every Kids' cooking club)

Goals of the Program:

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

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

Sincerely,

(Name)
(Title)
(Organization)

Appendix C - Sample Budget

Use this budget as a guideline. Adjust it according to contributions/donations that you have acquired. "Support" can come in the form of money or in-kind services (e.g.: food, supplies, facilities, volunteers, administrative support)

Revenues

Cash Revenues	\$ _____
"In-kind" Contributions	\$ _____
Food, supplies, administrative support	\$ _____
Volunteer Facilitators # volunteers x # hours x \$/hours	\$ _____
Program Space Rental # hours X \$/hour	\$ _____
Total Revenues	\$ _____
(includes "in kind")	\$ _____

Expenses

Paid Coordinator (1 x # hours x \$/hour)	\$ _____
Paid Facilitator(s) (# fac. x # hours x \$/hour)	\$ _____
Nutrition Education Resources	\$ _____
*Food (\$3.00 x # children x # of sessions)	\$ _____
Cooking Equipment	\$ _____
Art Supplies	\$ _____
Cleaning Supplies	\$ _____
Volunteer Facilitators (# volunteers x # hours x \$/hour)	\$ _____
Program Space Rental (# hours x \$/hour)	\$ _____

* Allow \$3.00 for food cost per child for each lesson
note cost per child may be higher in rural and in more remote northern communities

Total Expenses	\$ _____
Surplus (Deficit)	\$ _____

NOTE:

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

APPENDICES

Appendix D - Sample Recruitment Letter to Parents:

(Date)

Parents:

We are inviting (number) children ages (age range) to join Kids in the Kitchen cooking club.

The children will learn:

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

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

Where: (Place)

Length of Program: (Number) weeks

Starts: (Date)

Ends: (Date)

Cost: (FREE) or (\$ _____)

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

Sincerely,

(Name)

(Title)

(Organization)

(Telephone Number)

Appendix E - Sample Registration Form

Name of Child: _____
 Address: _____
 Age: _____ Phone Number: _____
 Who to contact in case of an emergency:
 Name: _____
 Phone (if different from above): _____
 Address (if different from above): _____
 Special health, dietary or behavioural concerns: _____

Food Allergy

Specific food(s) allergic to: _____
 Reaction to food(s) (these are some reactions to food your child may experience):

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

Suggested precautions and treatment: _____

Has the child been diagnosed with anaphylaxis: Yes No

Does the child carry an EpiPen: Yes No

Food Intolerance

Specific food(s) intolerant to: _____

Reaction to food(s):

diarrhea
 gas
 bloating
 abdominal cramps
 headache

Suggested precautions: _____

Cultural Food Restrictions

Specific foods that child is not to eat: _____

Other dietary concerns _____

Special Needs or Behavioural Issues _____

Signature of Parent or Legal Guardian:

APPENDICES

Appendix H - Sample Rules for Kids in the Kitchen

Cooking Rules

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

Suggestions

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

APPENDICES

Appendix I - Sample Clean up Duties

- Facilitator insert a child's name to a clean-up duty for each session. Make sure each child tries different clean up duties. Children should help others when they are finished their duty.

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

APPENDICES

Appendix J - Kids in the Kitchen - Facilitator Evaluation Form

Session: _____

Facilitators/Volunteers: _____

Attendance: _____

Recipe: _____

Activity: _____

Did the group enjoy the:

Recipe? Yes__ No__

Food talk? Yes__ No__

Activities? Yes__ No__

KIK at home Yes__ No__

What went well? What would you do differently?

Resources Used:

Challenges/Behavioural Issues:

For next time:

Signature: _____

Appendix K - Kids in the Kitchen Parent/Guardian Survey

1. How many Kids in the Kitchen cooking sessions did your child attend?
2. What Kids in the Kitchen recipes have been tried at home?
3. What two things did your child share that he/she learned from Kids in the Kitchen?
4. Would you recommend this program to other families with children?
5. Would you suggest any changes to the time and place of this Kids in the Kitchen program?
6. Do you have any comments or suggestions that would make this program even better?

APPENDICES

Appendix L - Handouts for Nutrition Education Activities

Activity Handouts

- L1** Baker's Certificate
- L2** International Food Passport
- L3** Charades
- L4** Completion of Program Certificate

Baker's Certificate

This is to certify that

BAKED: _____

FOR THE VERY FIRST TIME ON: _____
 ...AND IT WAS DELICIOUS!

SIGNED _____

KIDS in the KITCHEN

APPENDICES L2

Information for International Food Passports

The Festival of Nations

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

Belgium:

- endives
- Brussels sprouts

China:

- perfumed rice
- rice vermicelli
- litchis
- Chinese cabbage

Germany:

- rye and pumpernickel bread
- Quark cheese
- Black Forest ham

Greece:

- souvlaki
- tzatziki
- feta

India:

- basmati rice
- nan bread
- chapatis

Indonesia:

- satay brochettes, peanut sauce

Italy:

- pasta
- pizza
- risotto
- polenta
- minestrone
- cheese

(mozzarella, Parmesan, provolone, ricotta)

Japan:

- tofu
- seaweed
- mandarins
- sushi

Mexico:

- guacamole
- tortillas
- chili con carne
- salsa

Middle East:

- pita
- tabouli
- falafels
- humus

Morocco:

- couscous

New Zealand:

- kiwi fruit

Switzerland:

- muesli
- raclette

Examples of exotic fruits and vegetables:

Fruits:

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

Vegetables:

- artichoke
- asparagus
- avocado
- bamboo shoots
- Brussels sprouts
- celeriac
- chayote
- Chinese cabbage
- eggplant
- fennel
- lettuce

(watercress, chicory, endive, escarole, raddichio, roquette)

- manioc
- okra
- salsify

Information for International Food Passports

List of foods and meals typical of various countries:

1. Beef Bourguignon (France)
2. Chili con carne (United States)
3. Brussels sprouts (Belgium)
4. Couscous (Morocco)
5. Feta (Greece)
6. Gruyere (Switzerland)
7. Humus (Lebanon)
8. Khir (India)
9. Kiwi (New Zealand)
10. Milk (Canada)
11. Litchi (China)
12. Manioc (Brazil)
13. Pumpernickel (Germany)
14. Spaghetti (Italy)
15. Sushi (Japan)
16. Tortilla (Mexico)

APPENDICES L2

INTERNATIONAL FOOD PASSPORT PLAYING CARD #1

SWITZERLAND Food _____ _____ Group _____ _____	BELGIUM Food _____ _____ Group _____ _____	GERMANY Food _____ _____ Group _____ _____	FRANCE Food _____ _____ Group _____ _____
MOROCCO Food _____ _____ Group _____ _____	UNITED STATES Food _____ _____ Group _____ _____	GREECE Food _____ _____ Group _____ _____	BRAZIL Food _____ _____ Group _____ _____
JAPAN Food _____ _____ Group _____ _____	MEXICO Food _____ _____ Group _____ _____	NEW ZEALAND Food _____ _____ Group _____ _____	INDIA Food _____ _____ Group _____ _____
CHINA Food _____ _____ Group _____ _____	CANADA Food _____ _____ Group _____ _____	LEBANON Food _____ _____ Group _____ _____	ITALY Food _____ _____ Group _____ _____

INTERNATIONAL FOOD PASSPORT PLAYING CARD #2

GREECE	BRAZIL	MEXICO	LEBANON
Food _____ _____	Food _____ _____	Food _____ _____	Food _____ _____
Group _____ _____	Group _____ _____	Group _____ _____	Group _____ _____
ITALY	FRANCE	CANADA	CHINA
Food _____ _____	Food _____ _____	Food _____ _____	Food _____ _____
Group _____ _____	Group _____ _____	Group _____ _____	Group _____ _____
UNITED STATES	GERMANY	BELGIUM	SWITZERLAND
Food _____ _____	Food _____ _____	Food _____ _____	Food _____ _____
Group _____ _____	Group _____ _____	Group _____ _____	Group _____ _____
NEW ZEALAND	INDIA	JAPAN	MOROCCO
Food _____ _____	Food _____ _____	Food _____ _____	Food _____ _____
Group _____ _____	Group _____ _____	Group _____ _____	Group _____ _____

INTERNATIONAL FOOD PASSPORT

PLAYING CARD #3

CANADA Food _____ _____ Group _____ _____	CHINA Food _____ _____ Group _____ _____	MOROCCO Food _____ _____ Group _____ _____	UNITED STATES Food _____ _____ Group _____ _____
MEXICO Food _____ _____ Group _____ _____	JAPAN Food _____ _____ Group _____ _____	INDIA Food _____ _____ Group _____ _____	NEW ZEALAND Food _____ _____ Group _____ _____
LEBANON Food _____ _____ Group _____ _____	ITALY Food _____ _____ Group _____ _____	BRAZIL Food _____ _____ Group _____ _____	GREECE Food _____ _____ Group _____ _____
BELGIUM Food _____ _____ Group _____ _____	SWITZERLAND Food _____ _____ Group _____ _____	FRANCE Food _____ _____ Group _____ _____	GERMANY Food _____ _____ Group _____ _____

INTERNATIONAL FOOD PASSPORT

PLAYING CARD #4

<p>INDIA</p> <p>Food _____</p> <p>_____</p> <p>Group _____</p> <p>_____</p>	<p>NEW ZEALAND</p> <p>Food _____</p> <p>_____</p> <p>Group _____</p> <p>_____</p>	<p>ITALY</p> <p>Food _____</p> <p>_____</p> <p>Group _____</p> <p>_____</p>	<p>JAPAN</p> <p>Food _____</p> <p>_____</p> <p>Group _____</p> <p>_____</p>
<p>GERMANY</p> <p>Food _____</p> <p>_____</p> <p>Group _____</p> <p>_____</p>	<p>LEBANON</p> <p>Food _____</p> <p>_____</p> <p>Group _____</p> <p>_____</p>	<p>SWITZERLAND</p> <p>Food _____</p> <p>_____</p> <p>Group _____</p> <p>_____</p>	<p>BELGUIM</p> <p>Food _____</p> <p>_____</p> <p>Group _____</p> <p>_____</p>
<p>FRANCE</p> <p>Food _____</p> <p>_____</p> <p>Group _____</p> <p>_____</p>	<p>MOROCCO</p> <p>Food _____</p> <p>_____</p> <p>Group _____</p> <p>_____</p>	<p>CHINA</p> <p>Food _____</p> <p>_____</p> <p>Group _____</p> <p>_____</p>	<p>CANADA</p> <p>Food _____</p> <p>_____</p> <p>Group _____</p> <p>_____</p>
<p>BRAZIL</p> <p>Food _____</p> <p>_____</p> <p>Group _____</p> <p>_____</p>	<p>GREECE</p> <p>Food _____</p> <p>_____</p> <p>Group _____</p> <p>_____</p>	<p>UNITED STATES</p> <p>Food _____</p> <p>_____</p> <p>Group _____</p> <p>_____</p>	<p>MEXICO</p> <p>Food _____</p> <p>_____</p> <p>Group _____</p> <p>_____</p>

APPENDICES L3

Charades cards

Vegetables & Fruit

grapes

Vegetables & Fruit

watermelon

Vegetables & Fruit

broccoli

Vegetables & Fruit

blueberries

Vegetables & Fruit

potato

Vegetables & Fruit

carrot

Vegetables & Fruit

strawberries

Vegetables & Fruit

green peas

Charades cards

Grain Products

pita bread

Grain Products

pancakes

Grain Products

rice

Grain Products

cereal (like Rice Krispies)

Grain Products

spaghetti

Grain Products

wraps

Grain Products

pizza crust

Grain Products

oatmeal

ACTIVITIES L3

Charades cards

Milk & Alternatives

fruit & yogurt smoothie

Milk & Alternatives

milkshake

Milk & Alternatives

yogurt

Milk & Alternatives

cheddar cheese

Milk & Alternatives

cottage cheese

Milk & Alternatives

yogurt pop

Milk & Alternatives

chocolate milk

Milk & Alternatives

white milk

Charades cards

Meat & Alternatives

baked beans

Meat & Alternatives

beef

Meat & Alternatives

fish

Meat & Alternatives

pork chop

Meat & Alternatives

sunflower seeds

Meat & Alternatives

chicken drumstick

Meat & Alternatives

egg

Meat & Alternatives

peanut butter

I'm a Kid in the Kitchen!

THIS IS TO CERTIFY THAT



HAS COMPLETED THE

COOKING CLUB

FACILITATOR

DATE

Appendix M - Local Places and People to Help Set Up Kids in the Kitchen

Regional Health Authority

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

Health Canada First Nations and Inuit Health Branch, MB Region

Regional Nutritionist
 300 - 391 York Avenue
 Winnipeg, MB R3C 4W1
 Phone: 983-4119
 Fax: 983-6018

Dairy Farmers of Manitoba

www.nuton.ca

Heart and Stroke Foundation of Manitoba

www.heartandstroke.mb.ca

Dietitians of Canada

www.dietitians.ca

Manitoba, Food and Rural Initiatives (MAFRI)

Home Economist (Rural Leadership Specialist)

Manitoba Health

Environmental Health Officer
<http://www.gov.mb.ca/health/publichealth/environmentalhealth/contact.html>

Tribal Councils

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

First Nations Communities

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

University of Manitoba, Department of Human Nutritional Sciences

Nutrition students, practicum course

Community College Culinary Arts or Cooking programs may provide students as “guest chefs”

Here are a few examples within Manitoba

- Red River Community College
- St. Boniface Arts and Technology Centre
- Assiniboine Community College
- Keewatin Community College

APPENDICES

Appendix N- Cooking Equipment List for all Facilitator Recipes

Here is the list of all the cooking equipment needed for all of the 32 recipes. Facilitator recipes provide you with a list of cooking equipment for each recipe. Please note that individual lesson plans do not include each child's need for glasses, plates, bowls, spoon, forks or napkins.

Item	Amount
Oven and stove	1
Microwave	1
Toaster	1
Blender.....	1
Pots (large, medium)	3 each
Non - stick frying pan.....	2
Cookie sheets or baking pans.....	4
Muffin tins	3
Microwaveable casserole dish	3
Bowls (large, medium, small)	4 each
Colanders	2
Cutting boards	6
Measuring cups.....	6
Measuring spoon	6
Graters.....	4
Potato masher.....	4
Whisks	4
Mixing or wooden spoons.....	4
Squeeze bottles or basters.....	4
Dessert bowls.....	12
Can opener.....	2
Pastry brush.....	4
Small containers with lids	12
Spatulas	4
Rolling pin	2
Vegetable peelers.....	4
Paring knives.....	4
Cookie cutters	4
Scissors.....	2
Oven mitts	2
Butter knives.....	12
Tablespoon.....	12
Aprons.....	12
Paper muffin cups*, Bamboo skewers.....	1 container of 24
Paper towels, waxed paper, tin foil*	1 item
Plastic bags*	4

Plates, bowls, glasses, forks, spoons and napkins for each child

Appendix O - Equipment List for all Kids in the Kitchen Activities

- Eating Well with Canada's Food Guide or Eating Well with Canada's Food Guide (First Nations, Inuit and Metis)
- Grocery store flyers
- Food magazines
- Construction paper
- Glue
- Scissors
- Markers
- Crayons
- Chalk
- Tape
- Flip chart paper or Black board
- Paper
- Pencils
- Paper bags
- Plastic bags
- Bandana
- Paper towels
- Cooking oil
- Ground cinnamon
- Measuring spoons
- Soap
- Knife
- Cutting board
- Toothpicks
- Chicken Bones (cleaned)
- Large Jar
- Vinegar
- Beef bones
- Bean Bag or hacky sack
- Sugar cubes
- Bingo Chips (dried beans)
- Empty containers of the following: (milk, unsweetened orange juice, chocolate milk, ice tea, unsweetened apple juice, Tang™, Sunny D™, Sports Drink, Kool-aid™, Cola, Sprite™, Slurpee™ and Double Big Gulp™)
- Containers of various spices or herbs such as: (oregano, ginger, cinnamon, cumin, chili powder, dried dill weed, parsley, onion powder, garlic powder, Italian seasoning, cloves, rosemary and curry)
- Canada's Food Guide rainbow made with scrapbook paper
- Food Bingo Game (download at www.nuton.ca)
- Food Picture Cards – purchase at www.nuton.ca

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Heart and Stroke Foundation of Manitoba
First Nations and Inuit Health Branch - Health Canada
Winnipeg Regional Health Authority

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