To Cook And Play

PROGRAM MANUAL 2019
Ottawa is built on unceded Algonquin Anishinabe territory.

The peoples of the Algonquin Anishinabe Nation have lived on this territory for millennia. Their culture and presence have nurtured and continue to nurture this place.

The City of Ottawa honours the peoples and the land of the Algonquin Anishinabe Nation.

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Ottawa est bâtie sur un territoire non cédé de la Nation algonquine Anishinabe.

Les peuples de la Nation algonquine Anishinabe vivent dans ce lieu depuis des millénaires. Leur culture et leur présence l’ont imprégné et l’imprègnent encore.

La Ville d’Ottawa rend hommage aux peuples et au territoire de la Nation algonquine Anishinabe.
Acknowledgements

Where noted in this manual, information has been included or adapted from:

*Healthy Cooking, Healthy Living* Beginner’s Cooking Manual (2007) published by the City of Hamilton Public Health Services with their permission.

*Food Skills for Children* Leader’s Manual (2014) published by Toronto Public Health with their permission.


*Kids Kitchen* published by the CHEP Good Food Inc. (Saskatoon, 2012) with their permission.

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Introduction

*I Love to Cook and Play* is designed to be a community-based program for children and youth aged six to twelve that supports the implementation of Ottawa Public Health’s Healthy Eating and Active Living Guidelines. The program manual will enable program leaders to teach children how to prepare simple, healthy, low-cost meals and snacks and to emphasize the importance of daily physical activity.

The *I Love to Cook and Play* Program Manual provides program leaders with:

- Background information on healthy eating and physical activity
- Instructions on how to organize and implement the *I Love to Cook and Play* program
- Learning topics related to healthy eating and cooking skills
- Hands-on activities that highlight learning topics
- Healthy recipes
- Games using low-cost equipment that don’t need a large amount of space
- Additional nutrition and physical activity resources

The *I Love to Cook and Play* program is a series of two-hour sessions. Each session follows a lesson plan that has two units:

1. Nutrition and Cooking Unit (60 minutes):
   - Learning topic
   - Activity
   - Healthy recipe

2. Physical Activity Unit (60 minutes):
   - Game

**Note:** The *I Love to Cook and Play* program will look different depending on the setting where it is delivered. The program can be adapted to your community needs. If your organization is unable to deliver the program in two hour sessions as outlined above, you may decide to use individual program components. For example, you can choose to make a healthy recipe with your participants one week and play a physical activity game the following week.
Why Encourage Children to Cook and Play?

Unhealthy eating habits and low levels of food skills and physical activity among children and youth have been linked to the rise in obesity and other health concerns including insulin resistance, type 2 diabetes, hypertension, tooth decay, iron-deficiency anemia, poor mental health, and lower social well-being (Shields, 2006 & Reilly, 2003). Childhood is a critical window of opportunity for laying a solid foundation of healthy lifestyle behaviours that will be carried on throughout life (Singh, 2008). Teaching children the knowledge and skills to prepare healthy food and be physically active will help them lead healthier lives now and in the future.

Nutrition Facts

The 2004 Canadian Community Health Survey (CCHS) found that:

- Three out of five children and youth ate fruit and vegetables less than five times a day.
- One in five children and three in ten youth consumed more calories than their body needed.
- One in three children and youth ate after-school snacks, about half of which were low in nutrients and high in calories.
- Children and youth received approximately one fifth of their daily intake of calories from beverages alone.
- One in three youth ate at a fast food outlet the day before responding to the survey.

What is Food Literacy?

A poor diet contributes to poor health. Better food literacy can help you and your family be healthier. But what exactly is food literacy? Food literacy is a complex concept defining all ideas that relate to food. Let’s break it down into 5 categories to make it easier.

1. Knowing about food.

It’s important to know where food comes from, and what ingredients are in a food. It is not only knowing about food but also knowing about nutrition; what nutrients are in a food and how foods can influence our health and wellbeing. This means understanding the language which describes a food. For example, understanding terms like low sodium, high fibre or even...
chopping and slicing will help us choose better foods and know how to prepare them.
Finally, knowing about food is also knowing how healthier foods fit into your eating pattern.

2. **Having food skills.**
At the individual level, food skills are a complex set of skills that are necessary to provide and prepare safe, nutritious meals. Can you:
- chop or slice food?
- measure ingredients?
- read a recipe?
- handle food safely?
- plan a meal or a menu within your budget, or use up leftovers to create other meals or snacks to prevent waste?

These all contribute to your set of food skills.

**Note:** Children and youth are more likely to try new and unfamiliar food if they help prepare it.

3. **Feeling confident when choosing, preparing, and eating food.**
Feeling confident in your ability to apply food and nutrition knowledge to select, buy and prepare food and make healthier choices is important.
- Can you read and use a food label?
- Can you tell true from false statements about healthy eating?
- Do you believe you can choose and buy food that is healthier on a regular basis?
- Do you believe you are able to cook tasty meals with the food and tools that you have?

Feeling confident is also about your food attitude, having a good relationship with food, enjoying it and sharing it with others.

4. **External factors (or other things) that may improve food literacy (which may be out of your control).**
Understanding how the food system works, for example, knowing how food:
- grows
- is processed
- is transported
- is sold
- waste is removed.

Understanding our food environment:
- are healthy foods offered or sold where you live, work and play?

Other external factors, which you may not have control over, such as your living situation affects how and what we eat, for example:
- Do you have enough money to purchase food?
- Do you have a place to cook and learn all about food?

Culture and tradition will also influence what and how you choose and eat food.

5. **Food decisions**
This is how you apply your knowledge and your skills to make healthier food choices most of the time. (ODPH, 2018, 2019)
Physical Activity Facts

The Canadian 24-Hour Movement Guidelines for Children and Youth provide recommendations related to physical activity, sedentary behaviour, and sleep for children (0-4) and children and youth aged (5-17). The Guidelines recommend getting enough sleep, swapping indoor time for time outdoors, and replacing sedentary behaviours and light physical activity with more moderate to vigorous physical activity to provide greater health benefits. (CSEP, 2017)

According to the guidelines, children and youth aged 5-17 should engage in a range of aerobic activities to accumulate at least 60 minutes of moderate to vigorous physical activity each day. At least three days each week, vigorous physical activities and muscle and bone strengthening activities should be included. In addition, each day they should participate in several hours of structured and unstructured light physical activity. Sitting for extended periods should be limited. (CSEP, 2017)

The sleep recommendations include 9-11 hours of uninterrupted sleep each night for those aged 5-13 and 8-10 hours each night for those aged 14-17. Bed times and wake up times should be consistent. (CSEP, 2017)

Those who are not meeting the Canadian 24-Hour Movement Guidelines for Children and Youth should gradually work their way towards achieving them. Children with a disability or medical condition may be able to meet the guidelines, but should consult with their health care provider. (CSEP, 2017)
Screen time is the amount of time spent watching television, on a computer/tablet/phone and playing video games. The Canadian Society for Exercise Physiology recommends two hours or less of recreational screen time each day for children and youth. (CSEP, 2017)

**ParticipACTION Report Card on Physical Activity for Children and Youth**

ParticipACTION is an excellent source of physical activity information in Canada. The ParticipACTION report card is published every year and analyzes the status of physical activity in Canada by examining national trends and statistics. The following statistics provided in the 2018 ParticipACTION Report Card on Physical Activity for Children and Youth highlight that most kids are not moving enough to benefit their physical or mental health.

- Only 15% of children and youth in Canada meet all three recommendations outlined in the Canadian 24-Hour Movement Guidelines for Children and Youth.
- 35% of 5-17 year olds meet the recommended levels of physical activity outlined in the Canadian 24-Hour Movement Guidelines for Children and Youth.
- Canadians aged 5-11 years spend 2.3 hours and those aged 12-17 years spend 4.1 hours per day in recreational screen time pursuits.
- Approximately three quarters of 5 to 17 year olds in Canada achieve the sleep recommendations outlined in the Canadian 24-Hour Movement Guidelines for Children and Youth.
- 36% of 8 to 12 year olds in Canada assessed by the Canadian Assessment of Physical Literacy (CAPL) achieve or exceed the minimum level recommended for physical literacy.

(ParticipACTION, 2018)

**Physical Literacy**

“Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life.”

- The International Physical Literacy Association, May 2014 (Sport for Life, 2019)
Physical literacy is the development of basic fundamental movements that enable children to succeed in physical activities. These skills are developed throughout childhood. If a child is not given the opportunity to develop these skills, it decreases the likelihood he or she will participate in physical activities.

The fundamental movement skills include:

- Walking
- Running
- Jumping
- Skipping
- Throwing
- Kicking
- Catching (Higgs, 2008)

**Myth:** Children naturally develop these fundamental movement skills.

**Fact:** Just like learning to read and write, children must learn how to move their bodies.

There is an association between children and youth who participate in two or three hours of moderate to vigorously intense physical activity per week and several health benefits including a decreased risk of obesity and chronic disease (Janssen, 2010). In addition to the reduced risk of chronic disease, physical activity can also help improve academic performance, social development, and self-esteem in children and youth. (Trost, 2009)

**Note:** Putting the emphasis on play instead of exercise increases the appeal of being active and contributes to the cognitive, physical, social and emotional well-being of a child.

Children need to feel motivated about being physically active and confident in order to develop the movement skills they need to become physically competent. (Sport for Life, 2019)

Educators have a unique role to play in helping kids to feel excited about physical activity. By providing fun, appropriate and sometimes challenging opportunities in various settings, children will increase their confidence and competence. Whenever possible, play games outdoors in various weather conditions. Playing games that allow children to learn the fundamental movements they need to master, for varying amounts of time and intensity, will help them gain skills they need to remain physically active throughout their lives.
The following figure shows the consequences of missing a fundamental skill:

See additional resources (p.134) for more information on physical activity.
Creating Your Own Lesson Plans

This section enables program leaders to develop customized lesson plans for their participants. There is no set length of time required to complete the I Love to Cook and Play program when program leaders choose to create their own lesson plan since there are many different combinations to choose from.

Follow the steps below to create a lesson plan suited to your participants.

**Nutrition/Cooking Unit**

1. **Choose a learning topic**
   - It is recommended that topics one to four be completed first as they relate to participant safety.
2. **Choose an activity** that relates to your learning topic.
   - There are related activities listed under each learning topic.
3. **Choose one recipe**
   - You can also use recipes from websites, magazines or cookbooks. See criteria for choosing recipes in Appendix A. The recipe should:
     - Take less than 45 minutes to complete.
     - Not contain ingredients your participants are allergic or intolerant to. See Appendix B for more information on allergies and intolerances.
     - Involve participants in selecting the recipe for the next session.
     - Choose a recipe that is appropriate for your participants' age and skill levels. See age-appropriate cooking skills in Appendix C.

**Physical Activity Unit**

**Choose a physical activity game**

- Try to choose games that focus on a different fundamental movement skill for each session (for example, jumping, running, skipping).
- You can also play a game from another book, website or source. The game should:
  - Take less than 60 minutes to complete.
  - Reflect the skill level of participants.
- Involve participants in selecting the game for the next session.
- Pick a game that is appropriate for participants' skill levels and can be played by everyone in your group. Adapt games if necessary.
- Consider playing culturally diverse games that would appeal to your group.

There is a list of physical activity resources on p.134
Getting Organized

Gather Kitchen Material

Here is a list of basic kitchen supplies to have on hand in order to prepare the recipes in this manual. If you are choosing recipes from another source, you may need different supplies.

Tools to measure food

- Two glass or plastic liquid measuring cups (1 cup/250 mL and 2 cups/500 mL)
- Set of glass, plastic or metal dry measuring cups
- Set of plastic or metal measuring spoons

Tools to prepare food

- Set of mixing bowls (small, medium, and large), preferably microwave and dishwasher safe
- Whisk (10 inch/ 25 cm)
- Wooden spoons
- Can opener
- Paring knives
- Chef’s knife
- Serrated knife
- Pastry brush
- Vegetable peeler
- Grater
- Large colander (strainer)
- Cutting boards (small, medium and large)
- Blender or food processor

Tools to cook food

- Spatula
- Non stick skillet (small and large)
- Saucepans or pots with lids (small, medium and large)
- Cookie sheet
- Casserole dish with lid
- Square baking pan
- Muffin tins

Tools to serve, clean up and save food

- Oven mitts
- Serving spoons
- Ladle
- Plastic food storage containers
- Plastic wrap and aluminum foil
- Tea towels
- Paper towels
- Dish soap and hand washing soap
- Sanitizer
**Tools to eat food**

- Cutlery (forks, spoons, knives)
- Plates
- Bowls
- Drinking glasses
- Water jug

**Gather Activity Materials**

Here is a list of basic materials to have on hand in order to complete the activities in this manual. If you are choosing activities from another source, you may need different materials.

- Crayons
- Markers
- Pencils/pens
- Construction paper
- Blank paper
- Flip chart and easel
- Scissors
- Tape
- Paper plates
- Plastic knives
- Vegetable oil
- Cinnamon
- Calculator
- Grocery store flyers
- Access to a photocopier or printer

**Gather Physical Activity Material**

Here is a list of basic physical activity equipment to have on hand in order to play the games in this manual. If you are choosing games from another source, you may need different equipment.

- Playground or foam balls (assorted sizes)
- Skipping ropes (long and short)
- Sidewalk chalk
- Plastic buckets
- Small flags (capture the flag)
- Hula Hoops
- Bean bags
- Flying disks
Plan Ahead

The list below provides step-by-step instructions for running a program that will set up a safe environment to foster learning.

Plan for the program:

☐ Plan your budget. See Appendix D for funding opportunities.
☐ Plan for the number of sessions based on your budget and staff time.
☐ Send out a letter to parents/guardians explaining the program. See Appendix E for a sample letter.
☐ Collect registration forms from participants. See Appendix F for a sample form.
☐ Prepare a list of food allergies or intolerances and emergency contact information for each child registered for the program. See Appendix B for more information on food allergies and intolerances.
☐ Assemble a first-aid kit and ensure that it is accessible. Staff need to be aware of its location.

Before each session:

☐ Ensure you have enough time to complete the components you have chosen for the session.
☐ Ensure that epinephrine auto-injectors are on-site and available at all times for children with anaphylactic allergies.

Plan the nutrition/cooking unit:

☐ Review the learning topic and activity you have chosen for the session.
☐ Make sure you have the required activity materials on hand.
☐ Make a grocery list based on the recipe chosen for the session (note: do not choose a recipe that contains ingredients that any of the participants are allergic to).
☐ Make sure you have the needed kitchen supplies on hand.
☐ Prior to buying the food, make sure you can properly store the groceries until the session begins. Choose recipes with vegetables and fruits in season, as much as possible, to lower your cost.
☐ Decide where the cooking stations will be for each group of children.
☐ Determine tasks for volunteers, if applicable.
☐ Determine ground rules for cooking. See Appendix G for sample rules.
Plan the physical activity unit

☐ Review the game.
☐ Decide where the physical activity component will take place.
☐ Make sure you have the equipment for the game chosen.
☐ Determine tasks for volunteers if applicable.
☐ Determine ground rules for games. See Appendix G for sample rules.

During each session

Complete the set-up checklist before participants arrive:

☐ Sanitize and clean all work areas.
☐ Gather all necessary materials for the nutrition education activity.
☐ Gather all necessary cooking equipment and ingredients for the recipe.
☐ Gather all necessary physical activity equipment for the game.
☐ Post ground rules in areas where participants can see them.
☐ Locate first-aid kit.
☐ Locate fire extinguisher.

During nutrition/cooking unit

When participants arrive:

☐ Remove outdoor coats from the work area.
☐ Put away all bags and backpacks.
☐ Take attendance. See Appendix H for sample attendance sheet.
☐ Review ground rules.
☐ Provide learning topic key messages.
☐ Assign groups when appropriate.

Nutrition Education Activity:

☐ Explain and distribute nutrition education activity.
☐ Discuss completed activity as a group.
☐ Assign clean up duties.
☐ Put all activity materials away.
Cooking:

- Tie back long hair.
- Wash hands before and after handling food and equipment.
- Distribute and prepare/cook recipe.
- Eat together.
- Assign clean up duties.
- Make sure stove elements and ovens are turned off.
- Properly cover and put away all ingredients.
- Wash, dry and put away cooking equipment.
- Clean sinks and drains to ensure they are food-free.
- Clean and remove any grease or stains from stovetops and burners.
- Wash and sanitize countertops and cutting boards.
- Sort and dispose of garbage and recyclable materials.

During physical activity unit:

- Safety check the play area for glass, debris and hazards.
- Remove obstacles (bags, backpacks, furniture etc.) that may interfere with the activity in the play area.
- Set boundary lines around play area (if applicable).
- Set up the physical activity equipment.
- Review ground rules.
- Review the objectives and rules of the game.
- Assign groups/teams when appropriate.
- Play the game.
- Assign clean up duties.
- Clean up play area.

At the end of each session:

- Discuss recipe and game ideas for the next session with participants.
- Reflect on how the session went and determine what can be done differently to improve for the next session.
At the end of program:

☐ Parent engagement. See p. 23 for more details.
☐ Distribute certificate of completion to each child.
   See Appendix I for a sample certificate.
☐ Write an article for your local community newspaper that highlights the
   accomplishments of the children in your program.
   See Appendix J for a sample article.
Simple Tips for Teaching Children and Youth

Cooking/Nutrition

• Use a ‘show and tell’ method to demonstrate and teach the cooking techniques.
• Divide participants into small groups and give each group a task to complete together.
• Pair more experienced participants with less experienced participants to encourage mentorship.
• Compliment them: be encouraging and proud of their efforts, big or small.
• Never leave participants unattended when they are cooking.
• To save time, prepare some of the ingredients beforehand. For example, when making a fruit salad, cut up some of the fruit ahead of time. During the session, the participants will have the opportunity to practice their chopping skills with the remaining fruit.

Physical Activity

• For indoor active play, kids need to wear loose fitting clothing and comfortable shoes, such as running shoes. This type of clothing gives them freedom to move and enjoy being active.
• Divide participants into groups using the number system (i.e. give everyone a number depending on the number of groups required). This method is great for ensuring an equal number of players on each team.
• Other fun ways to divide participants into groups include separating based on eye colour, clothing colour, month of their birthday or first letter of their name. Ensure teams are equal.
• For outdoor active play children and youth need to be comfortable but also dress for the weather.

Check List for Outdoor Play

<table>
<thead>
<tr>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Comfortable play clothes</td>
<td>• Comfortable and lightweight play clothes (like cotton)</td>
</tr>
<tr>
<td>• Waterproof and wind resistant coat</td>
<td>• Light coloured clothing to reflect the sunlight</td>
</tr>
<tr>
<td>• Comfortable shoes for vigorous active play</td>
<td>• Comfortable shoes for vigorous active play</td>
</tr>
<tr>
<td>• Waterproof boots for rainy days</td>
<td>• Wide brimmed hat to cover face, ears, and neck</td>
</tr>
<tr>
<td>• Wide brimmed hat to cover face, ears, and neck</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Winter</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• Comfortable play clothes</td>
<td>• Comfortable play clothes</td>
</tr>
<tr>
<td>• Waterproof and wind resistant coat</td>
<td>• Inner layer: long sleeve shirt and pants made with synthetic fabric or silk</td>
</tr>
<tr>
<td>• Comfortable shoes for vigorous active play</td>
<td>• Middle layer: fleece or wool sweater</td>
</tr>
<tr>
<td>• Waterproof boots for rainy days</td>
<td>• Outer layer: waterproof and wind resistant snowsuit or winter coat and snow pants</td>
</tr>
<tr>
<td>• Hat</td>
<td>• Warm socks</td>
</tr>
<tr>
<td>• Scarf</td>
<td>• Waterproof winter boots with room for an extra layer of socks</td>
</tr>
<tr>
<td>• Gloves</td>
<td>• Hat</td>
</tr>
<tr>
<td></td>
<td>• Scarf</td>
</tr>
<tr>
<td></td>
<td>• Mittens that overlap the cuffs of the coat</td>
</tr>
</tbody>
</table>

What is unstructured play?

Unstructured play occurs when children can play freely, be creative and follow their instincts without an imposed outcome. (CPHA, 2018)

The Canadian Public Health Association researched unstructured play and found that it:
• helps kids to be creative
• improves problem solving and conflict resolution skills
• improves social health
• helps mental and emotional health, fostering positive self-concept and self-esteem
• can reduce anxiety and depression
• can help decrease sedentary behaviours, help with healthy weights, and benefit gross motor skills – which can help musculoskeletal and cardiovascular fitness and reduce body fat
• is associated with improved learning and attention at school
• helps children to be more independent and resilient, and to develop risk management skills. (CPHA, 2018)

Outdoor Play and Unstructured Play in Nature

According to the Position Statement on Active Outdoor Play (2015), children should be encouraged to play outside and spend time in nature whenever possible and in various weather conditions, as unstructured active play is essential for healthy child development.

As children need regular opportunities for unstructured play at home, school and child care settings, teachers and educators need to take kids outside for learning, socializing and being physically active, in all kinds of weather conditions. Children also benefit from playing in and helping to design natural environments. (Tremblay, 2015)
Sun Safety

Whatever the season, sun safety is an important part of children's dress code too. Remember sun safety for children and youth every day.

- **Know your daily UV Index**: consult local radio and TV stations or check for the UV Index forecast on The Weather Network. When the UV Index is 3 or higher, take precautions, cover up, wear a hat, sunglasses and sunscreen, especially if you will be outside for 30 minutes or more. Look for shade near midday when the sun is strongest.

- **Seek shade**: limit your time in the sun between 11 a.m. and 3 p.m. and do outdoor activities under a tree, umbrella, or in the shade of a building.

- **Cover up**: wear a hat with a wide brim to protect your face, ears and neck; wear tightly woven, loose fitting, full-length shirts and pants; wear wrap-around sunglasses with 100% UVA and UVB protection.

- **Use sunscreen**: choose a broad-spectrum sunscreen and lip balm with a sun protection factor (SPF) of 30 or higher; sunscreens that are labelled “broad-spectrum” help protect against both UVA and UVB; apply sunscreen generously 20 minutes before going out in the sun; re-apply sunscreen every two hours and after swimming, drying off or sweating.

- Remember to have water within reach for children and youth to drink at all times.

Role of the Program Leader

- To supervise and participate in the activity. Leading by example ensures greater learning and participation from the children and youth.

- Ensure everyone has a turn.

- Celebrate successes with all participants.

- Encourage the participants to try foods they may not have been exposed to before. If they do try something new, provide them with the “I Tried it Badge” in Appendix K.

Adapted with permission from Hamilton Public Health Services (2007).
Parent Engagement

When possible, it is important to engage parents in the I Love to Cook and Play program because they are often the key decision makers in the family and serve as primary role models for their children. Having some parent involvement in the program will help reinforce healthy behaviours at home. There are a few ways that we recommend you involve parents when you are running I Love to Cook and Play.

1. Have participants take their completed activity home to show their parents (when applicable).
2. Provide the participants with copies of the recipe they made to show their parents. Encourage them to ask their parents if they can try making the recipe at home.
3. Invite parents to join the I Love to Cook and Play program for the last 60 minutes of a session later in the program.

Before the session that parents are to attend:
- Send participants home with an invitation for parents to come to the after-school program 60 minutes earlier to enjoy food that their child has prepared and participate in physical activity. See Appendix L for sample invitation.
- As a group, decide on 2 – 4 recipes that the participants would like to prepare for their parents during the session.
- As a group, decide on a game that the children and youth can play with their parents.

During the session that parents attend:
- Participants will set the table for their parents.
- Participants (with help of the after-school program leader) will prepare the recipes for their parents. Note: during this session, you may choose to not have the participants complete an activity due to time constraints.
- The program leader will welcome parents as they arrive.
- Each participant will serve their parents and explain the food items prepared.
- During or after eating, the program leader will facilitate a discussion with participants about the information or skills they learned from the I Love to Cook and Play program and how they can be involved in planning and preparing snacks and meals at home.
- End the session by having parents and children/youth play the game together. Keep in mind the physical capabilities of parents.
Incorporating Gardening into Your After-School Program

Gardening can be a great way to engage children and youth in hands-on learning. There are many behaviours and life skills that can be positively impacted when children and youth have the opportunity to grow food. Some examples include:

- Vegetable and fruit intake
- Preference and attitude towards vegetables and fruits
- Time spent being active
- Teamwork skills
- Social skills
- Knowledge of where food comes from
- Appreciation for nature and the environment
- Emotional well-being and self-esteem
- Sense of responsibility.

If your organization has access to a garden, we strongly recommend that you include a gardening component during the I Love to Cook and Play program. Look for the “grow me” symbol in the I Love to Cook and Play recipes to see which ingredients you can grow.

Other Options:

Ottawa Public Health developed an I Love to Garden Program Manual to teach children how plants grow, basic gardening skills and how to prepare healthy seasonal meals and snacks using local produce. If your organization wishes to add a full garden program, the I Love to Garden Program Manual is available at: http://www.ottawapublichealth.ca/garden.

The Community Gardening Network of Ottawa is an information and resource-sharing network that supports community gardens within the city. Their Garden Guide provides detailed information on building soil, seeds, pest control, garden layout, planting, bucket gardening, vegetable profiles, harvesting, preparing for winter and more! Check it out here: http://justfood.ca/wp-content/uploads/2015/03/CGN_Garden_Guide_2015.pdf.

If you’re looking for a community garden located near your after-school program, see the list on the Community Gardening Network of Ottawa’s page here: http://justfood.ca/community-gardening-network/community-gardens-in-ottawa/.
For more information on when different vegetables and fruits are in season in Ontario, see Foodland Ontario’s availability guide: https://www.ontario.ca/foodland/page/availability-guide.

Growing Chefs! Chefs for Children's Urban Agriculture is a registered charity, based in Vancouver, B.C. Their mission is to educate children, families, and community members about healthy eating and healthy food systems. See their website at: http://growingchefs.ca/.
Learning
## Learning topics

- Hand Washing 28
- Kitchen Safety 30
- Knife Safety 32
- Food Safety 34
- Reading and Following a Recipe 36
- Measuring Ingredients 38
- Canada’s food guide 40
- The Food Plate and Mindful Eating 41
- Healthy Breakfast 44
- Smart Snacking 45
Hand Washing

Follow the six steps seen below to properly wash your hands and prevent the spread of germs!

Why should you wash your hands?

- Germs are so small that we cannot see them, but they are found almost everywhere.
- There are many types of germs (bacteria and viruses).
- Bacteria and viruses can cause illnesses such as the common cold, influenza, food poisoning, vomiting and diarrhea (commonly known as stomach flu).
- Washing our hands is the best prevention against spreading bacteria that can cause illnesses.
When should you wash your hands?

- After sneezing, coughing or blowing your nose.
- After using the washroom or changing diapers.
- After handling garbage.
- Before and after preparing or eating your food.
- After touching raw meat, poultry or seafood.
- Before and after touching a cut or open sore.
- After touching your face or hair.
- When you cannot remember the last time you washed your hands.
- After touching animals or pets.
- When your hands are visibly soiled.
- After playing inside or outside.

How can you stop germs?

- Wash your hands. This is the best way to prevent the spread of germs.
- Use alcohol based sanitizer only if you do not have access to soap and water. Use a squirt the size of a dime and rub all over your hands and in between your fingers until dry.
- Cover coughs and sneezes with a tissue or your upper arm (not your hands!)
- Keep your hands away from your face and hair.
- Keep yourself healthy! Eat healthy, stay active, and get plenty of sleep.
- Stay home when you’re sick, especially if you have a cough, diarrhea or fever.

Related Activities: Soapy Solutions (p. 48).

Adapted with permission from Toronto Public Health (2007).
Kitchen Safety

It is important that participants know the basic rules for kitchen safety in order to protect themselves and others in the program. Participants should be supervised in the kitchen at all times. Note: knife safety is covered on p. 32.

Key Messages

Prevent Burns

- Always use dry oven mitts or potholders to lift hot things.
- Keep pot handles turned to the centre of the stove.
- When checking under the lid of a pot, tip the lid away from your face to allow steam to escape.
- When walking past people with a hot pot, say ‘hot stuff’ out loud.
- Ask for help when carrying hot items that are too heavy for you.
- Wear clothing and jewelry that do not dangle to prevent getting caught on hot items.
- Wear an apron to keep clothing close to your body and away from heat sources.
- Do not lean on the stove.

Prevent Falls

- Walk, do not run.
- Pick up dropped food and wipe up spills immediately.
- Keep work area floors clear of objects you may trip over.
- Use a small stepladder to reach high places.
- No horseplay in the kitchen.
- Watch where you are going.

Prevent Electric Shocks

- Do not use electrical equipment near water or with wet hands.
- Unplug the equipment by holding the plug, not the cord.
- If a machine is not working, unplug it. Report it to the person in charge and place an ‘out of order’ sign on it.
- Keep electrical appliances, such as toasters, blenders and other small appliances, unplugged when they aren’t being used.
- Be sure an appliance is turned off before plugging it in.
- Never use an appliance you are unfamiliar with.
Prevent Poisoning

- Carefully read labels before using chemicals or cleaning supplies. If in doubt, ask the person in charge to help you.
- Never store chemicals or cleaning supplies in the same cupboard as food.
- Always store chemicals or cleaning supplies in their original containers and out of the reach of young children and pets.

Prevent Fires

- Keep flammables away from heat sources.
- Never leave cooking food unattended.
- Never put metal dishes, utensils or tin foil in the microwave.
- Clean grease from stovetops and ovens.
- Keep paper towels, dish towels and pot holders away from the stovetop.
- Keep a fire extinguisher near the stove in case of fire and know how to use it.
- Make sure the pilot light works if you are using a gas stove.

Related Activities: Basic Rules for Kitchen Safety (p. 49), Disaster Kitchen (p. 51).

Adapted with permission from Hamilton Public Health Services (2007).
Knife Safety

Learning to use knives safely is an important food skill. Use your discretion to determine if using sharp knives would present a safety concern with your group. See age-appropriate cooking skills in Appendix C. Participants should be supervised in the kitchen at all times.

Key Messages

- Choose the right knife for the job. These knives are often used when cooking with children and youth:
  - Butter knives: these are used for spreading and cutting soft foods.
  - Paring knives: ideal for small jobs such as peeling, coring and trimming vegetables.
  - Chef’s knives: ideal for chopping and slicing most food.
  - Serrated knives: these have a bumpy edge that are used in a back and forth motion to cut foods such as breads and tomatoes.
- Always pick up knives by the handle and do not point them at anyone.
- Make sure the knife is sharp. Dull knives may slip.
- Always use a cutting board. Never cut food while holding it in the palm of your hand.
- Place a damp cloth under the cutting board to prevent the board from moving. Cut down and away from you when using a knife. Never put both hands together on the handle for extra force.
- Don’t try to catch a falling knife. Step back and let it fall.
- If you have to walk while holding a knife, hold it at your side with the tip pointing down at the ground.
- Wash dirty knives immediately or put them beside the sink in a separate, labelled bin. Always wash knives one at a time.
- Never leave a knife in a sink full of water where others may not see it.

Main Parts of Knife

![Diagram of a knife showing the blade, bolster, and handle.](image)
**Handle:** a place to hold the knife securely in your hand.

**Bolster:** helps protect your fingers and gives the knife balance.

**Blade:** the sharp metal edge used to cut food.

**How to position your hand**

---

**Curled Claw:** Used for cutting most foods

- Place your fingernails on top of the food in a claw shape.
- Curl your fingertips under to keep it away from the blade.
- Touch your knuckles to the blade and use them to guide your knife.

**Flat Hand:** Used to make horizontal cuts

- Make a flat hand with your non-cutting hand.
- Place the flat palm of your hand on top of the food.
- Keep your fingers away from the knife.

**Touch Fingertips:** Used for chopping or mincing in a rocking motion

- Make stiff straight fingers with your non-cutting hand.
- Place the fingertips on top of the blade.
- Hold fingers in place while rocking the blade back and forth.

Related Activities: Basic Rules for Kitchen Safety (p. 49), Disaster Kitchen (p. 51), Knife Demonstration (p. 61).

Adapted with permission from Toronto Public Health (2015).
Food Safety

Key Messages

Food safety means knowing how to prevent the spread of bacteria when you are buying, preparing, and storing food. Food that isn’t bought, prepared and stored safely can spread bacteria and make people sick. This is known as foodborne illness or food poisoning.

• If you’re sick, don’t participate in preparing food for others.
• Tie up or cover long hair with a hair net, baseball cap or scarf.
• Wash hands before, during and after preparing food (see hand washing p. 28).
• Avoid tasting or sampling food while it is cooking. If you do need to taste the food, be sure to use a separate piece of cutlery and do not continue to cook with it after you have put it in your mouth.
• Cover up cuts and sores on your hands. Place a band-aid over the cut or sore and wear a glove.

Cross Contamination

Cross contamination is when one food comes in contact with a surface, utensil or other food that has been contaminated (with bacteria). Prevent cross contamination by following these steps on food contact surfaces (counters, cutting boards, equipment):

• Pre-clean: Remove visible dirt and food particles. Rinse.
• Clean: Wash with liquid or powdered soap and hot water. Rinse with clean hot water.
• Sanitize: Apply sanitizer to surface.
• Air dry: Allow surface to air dry.

How to sanitize: Dilute 5 mL of bleach into 4 L of water in a plastic spray bottle. This solution should be replaced often.

Pay special attention when preparing uncooked meats, poultry and fish:

• Use a separate cutting board for raw meats, poultry and seafood. Label these cutting boards.
• Store uncooked meat, poultry and seafood in a sealed package or container or on a plate covered with a plastic or foil wrap on the bottom shelf of the refrigerator to avoid dripping onto other foods.
There are four simple steps for everyone to follow in order to be food safe:

1. **Clean:** Keeping your hands and kitchen clean stops bacteria from spreading and making you sick.

2. **Separate:** Stop bacteria from spreading by keeping raw meat, poultry and seafood and their juices away from other foods during preparation and storage.

3. **Cook:** Kill harmful bacteria by cooking food to the right temperature. This is especially important when cooking meat, poultry and seafood.

4. **Chill:** Keep cold foods in the fridge or freezer to slow the growth of harmful bacteria.

**The Danger Zone**

The Danger Zone is the temperature range in which bacteria grow most rapidly. The range is between 4°C to 60°C. It is important to keep foods out of the Danger Zone.

- Temperatures above the danger zone (60°C or more) will destroy bacteria.
- Temperatures below the danger zone (4°C or less) will slow down the growth of bacteria.
- Foods that have not been properly refrigerated or that are kept at room temperature for two hours or more are usually in the Danger Zone.
- Foods do not need to look funny or smell bad to contain a lot of bacteria.
- When in doubt, throw the food out.

When freezing, thawing and re-heating food:

- Thaw frozen foods in the refrigerator, under cold running water or in the microwave. Do not thaw at room temperature.
- Do not re-freeze foods that have already been defrosted.
- When re-heating liquid food, it should be brought to a full boil before using or eating. When re-heating solid food, it should be at the right temperature or hot and steaming before using or eating. See Appendix for M for safe internal food temperatures.

Related Activities: Clean, Separate, Cook, Chill – Fill in the Blanks (p. 53).

# Reading and Following a Recipe

## Key Messages

The basic components of a recipe:

- Recipe name – tells you what you will be making.
- Number of servings – tells you how many servings it makes.
- Time – tells you how long it will take for you to prepare the recipe.
  - Preparation time: time you’ll be busy in the kitchen mixing, mashing, stirring, etc.
  - Cooking time: time when the food is actually cooking in the oven, on the stovetop, etc.
- Amount of ingredients – tells you how much of an ingredient you need.
- Ingredients list – tells you what food items you need.
- Directions – tells you how to make the recipe.
- Equipment - tells you what tools you will need to make the recipe.

## Components of a Recipe

### Quino-whaaat? Salad

**Prep time:** 10 minutes  
**Snack Servings:** 10

**Ingredients:**

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quinoa</td>
<td>1 cup</td>
</tr>
<tr>
<td>2 ½ cups</td>
<td>cold water</td>
</tr>
<tr>
<td>2 tomatoes</td>
<td></td>
</tr>
<tr>
<td>2 sprigs fresh cilantro</td>
<td></td>
</tr>
<tr>
<td>1/2 cucumber</td>
<td></td>
</tr>
<tr>
<td>1/3 cup</td>
<td>red or green peppers</td>
</tr>
</tbody>
</table>

**Dressing:**

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>extra-virgin olive oil</td>
<td>3 tbsp</td>
</tr>
<tr>
<td>lemon juice</td>
<td>2 tbsp</td>
</tr>
<tr>
<td>hot pepper flakes</td>
<td>1 ½ tsp</td>
</tr>
<tr>
<td>black pepper</td>
<td>1 tsp</td>
</tr>
<tr>
<td>salt</td>
<td>½ tsp</td>
</tr>
</tbody>
</table>

**Equipment:**

- cutting boards
- measuring cups & spoons
- mixing bowls
- chef’s knife
- paring knives
- wooden spoon
- serving spoon
- whisk
- strainer
- saucepan
- plates or bowls
- cutlery
- stove

**Directions:**

1. Place quinoa into a fine strainer, and rinse under cool tap water for 30 seconds.
2. In a saucepan, over medium heat, bring quinoa and water to a boil. Reduce heat to low, cover and boil gently for 10-15 minutes or until the white germ separates from the seed. Cover, turn off the heat and let stand for 5 minutes. Remove lid, let cool and fluff with a fork. Place in a large mixing bowl.
3. Wash all vegetables and chop into bite-sized pieces. Place into a separate mixing bowl.
4. Rinse cilantro and chop finely. Add to bowl containing chopped vegetables.
5. Add cooled quinoa to the bowl of chopped vegetables.
6. Whisk together the dressing ingredients. Pour dressing over salad, toss and serve.
Always read over the whole recipe at least once before starting. This will help you be sure you haven’t missed an important ingredient or step needed to complete the recipe.

Some recipes include a list of equipment needed to complete the recipe. If not, it is up to the person reading the recipe to figure out what tools they will need to complete the recipe.

Related Activities: Naming Kitchen Utensils (p. 56), Cooking Terms and Techniques Matching Game (p. 62).
Measuring Ingredients

Key Messages

Use the following steps to measure dry ingredients like flour, sugar, baking powder and spices:

Step 1: Read your recipe and choose the proper size measuring cup or spoon.

Step 2: Fill the cup or spoon so that it is heaping.

Step 3: Use a flat edge (like the back of a butter knife), to level off the measuring cup and push off the excess flour or sugar. Make sure the excess falls back into the container, not into your mixing bowl!

Use the following steps to measure liquid ingredients like milk and water:

Step 1: Choose a liquid measure and make sure it is large enough to hold the amount you need.

Step 2: Place the cup on a flat surface and pour liquid up to the correct line.

Step 3: Bend down and look at eye level to make sure you have measured the correct amount. Add or take away liquid (and continue to check the amount at eye level) until you have the correct amount.
Some ingredients, such as brown sugar and margarine may need to be ‘packed’. These ingredients are measured in the dry measuring cups.

**Step 1:** Fill the measuring cup with brown sugar.

**Step 2:** Firmly pack the sugar into the measuring cup by pressing down with a spoon or rubber spatula.

**Step 3:** Continue adding more sugar and packing, until the measuring cup is overfills. Then, level the cup and remove the excess sugar by using a flat edge (such as the back of a butter knife).

**Metric Conversion**

Understanding Conversions

<table>
<thead>
<tr>
<th>tsp = teaspoon</th>
<th>g = gram</th>
<th>oz = ounce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tbsp = tablespoon</td>
<td>mL = millilitre</td>
<td>lb = pound</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fraction</th>
<th>Milliliters (mL)</th>
<th>Cups and Milliliters</th>
<th>Ounces (oz)</th>
<th>Pounds (lb)</th>
</tr>
</thead>
<tbody>
<tr>
<td>¼ tsp</td>
<td>1 mL</td>
<td>1/4 cup = 60 mL</td>
<td>1 1/3 cup = 325 mL</td>
<td>30 g = 1 oz</td>
</tr>
<tr>
<td>½ tsp</td>
<td>2 mL</td>
<td>½ cup = 125 mL</td>
<td>1 2/3 cup = 400 mL</td>
<td>454 g = 1 lb</td>
</tr>
<tr>
<td>1 tsp</td>
<td>5 mL</td>
<td>1/3 cup = 75 mL</td>
<td>1 ¾ cup = 425 mL</td>
<td></td>
</tr>
<tr>
<td>1 ½ tsp</td>
<td>7 mL</td>
<td>1/2 cup = 150 mL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 tsp</td>
<td>10 mL</td>
<td>¾ cup = 175 mL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Tbsp</td>
<td>15 mL</td>
<td>1 cup = 250 mL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Using the Scale**

Related Activities: Fractions in Cooking (p. 64).

Adapted with permission from City of Hamilton Public Health Service (2007) & Hastings Prince Edward Counties Public Health, Department of Public Health (2015).
Canada’s food guide

Hand out copies of *Canada’s food guide* to the participants.

**Key Messages**

Canada’s food guide recommends making healthy food choices which can help children, youth and adults develop a healthy eating pattern. A healthy eating pattern helps you improve your health overall. Make it a habit to eat a variety of healthy foods each day. Canada’s food guide healthy eating recommendations suggest to:

- Eat plenty of vegetables and fruits, choose whole grain foods and eat protein foods.
- Choose protein foods that come from plants more often.
- Limit highly processed foods. If you choose these foods, eat them less often and in small amounts.
- Make water your drink of choice.

The food guide is not simply about making healthy food choices. It is also about eating habits. Healthy eating is more than just the food we eat. It’s also about where, when, why and how we eat.

- Be mindful of your eating habits.
- Cook more often.
- Enjoy your food.
- Eat meals with others.

(Health Canada. 2019)

**Examples of food in the 3 food groups:**

<table>
<thead>
<tr>
<th>Vegetables and fruits</th>
<th>Protein foods</th>
<th>Whole grain foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Vegetables (fresh, frozen, canned): e.g. leafy greens, carrots, broccoli, squash, asparagus, beans, zucchini, peas, tomatoes, cauliflower, bok choy, brussel sprouts, cucumber, eggplant</td>
<td>• Beans, lentils, tofu, nuts, seeds and their butters,</td>
<td>• Whole oats, brown rice,</td>
</tr>
<tr>
<td>• Fruit (fresh, frozen, canned): e.g. bananas, grapes, apples, peaches, oranges, pineapples, plums, cantaloupe, grapefruit, berries, kiwi, mango, watermelon</td>
<td>• Lean beef, pork, wild game and poultry, fish,</td>
<td>• Barley, quinoa, buckwheat, whole grain pasta,</td>
</tr>
<tr>
<td></td>
<td>• White milk (skim, 1%, 2%), unsweetened</td>
<td>• Whole grain bread, bagel,</td>
</tr>
<tr>
<td></td>
<td>• Fortified soy beverage, yogurt, cheese, eggs</td>
<td>• Tortilla, pita, chapatti, roti</td>
</tr>
</tbody>
</table>

Related Activities: Grocery Store Mischief (p. 65), Food Group Colouring Sheet (p. 68).
The Food Plate and Mindful Eating

Key Messages

The plate suggests the proportions of what to eat. Younger and smaller children would eat less than adults, while growing teenagers may eat more, but the proportion of the foods would represent the same.

Aim to have:

- Half (1/2) of the plate filled with vegetables and fruits
  - Including fresh, frozen and canned
- A quarter (1/4) of the plate from protein foods
  - Including more plant-based foods such as beans, lentils, tofu, soy-based products and fortified soy beverages, nuts and seeds (word of caution for allergies),
  - Including milk and milk products
  - Including lean meats, beef, pork, wild game, poultry and fish
- A quarter (1/4) of the plate from whole grain foods
  - Including whole grains such as quinoa, millet, oats, barley and others
  - Including whole grain breads, and whole grain pastas

(Health Canada. 2019)
Vegetables and fruits (½ plate)

Protein foods (¼ plate)

Whole grain foods (¼ plate)

Related Activities: Balancing Your Plate (p. 69), Colours of the Rainbow (p. 70).
Benefits of being aware of your hunger cues

Noticing when you are hungry and when you are full is part of being mindful of your eating habits.

Listening to and following your feelings of hunger and fullness can dictate when and how much to eat.

Many things can influence when you feel hungry and when you are full.

- Your body’s signals (growling of your stomach, headaches, fatigue)
- The smell, sight and the food found near and around you
- Your feelings, mood and emotional state:
  - Feeling tired
  - Feeling bored
  - Being excited
  - Feeling stressed

Eating in response to these factors above may lead to overeating. It is important for children to recognize and respect their hunger cues to help promote healthy eating early in life.

Help children recognize their hunger cues by simply asking them to question their state and environment:

- Am I really hungry?
- Am I eating because I am bored, tired, excited or stressed?
- Am I full (after eating), do I need more, or have I had enough?
  - Give your body time to digest and your brain to signal you are full before going for second helpings.
- Do I want to eat because I see food around me, or because I smell it?
  - Notice the environment around, sometimes that can trigger you to want to eat.
Healthy Breakfast

Key Messages

Breakfast helps to keep our bodies strong but also keeps our brains working and ready for school. Breakfast is a great way to re-fuel your body after going all night without eating. Have breakfast everyday!

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. What we eat for breakfast is very important and we need to be sure that we are eating healthy food from Canada’s food guide so that we have enough energy to start our day. For all meals, including breakfast, try to balance your plate with plenty of vegetables and fruits (1/2 of your plate), include some protein foods (1/4 of your plate) and add some whole grains (1/4 plate).

Examples of healthy breakfasts:

<table>
<thead>
<tr>
<th>Breakfasts</th>
<th>Vegetables &amp; fruit</th>
<th>Protein foods</th>
<th>Whole grain foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLE 1 Parfait</td>
<td>Berries</td>
<td>Yogurt</td>
<td>Granola</td>
</tr>
<tr>
<td>EXAMPLE 2 Egg Filled Pita</td>
<td>Onion &amp; peppers</td>
<td>Scrambled eggs</td>
<td>Whole grain pita</td>
</tr>
<tr>
<td>EXAMPLE 3 Loaded Oatmeal</td>
<td>Peach</td>
<td>Fortified soy beverage</td>
<td>Oatmeal</td>
</tr>
<tr>
<td>EXAMPLE 4 Morning Wrap</td>
<td>Mixed veggies</td>
<td>Cheese</td>
<td>Whole grain tortilla</td>
</tr>
<tr>
<td>EXAMPLE 5 Egg Melt</td>
<td>Tomato slices</td>
<td>Poached egg</td>
<td>Whole grain english muffin</td>
</tr>
</tbody>
</table>

Variety is important in keeping us excited about our food and to get all the nutrients that we need to grow up and be healthy. Switch up your breakfasts to keep it interesting!

Related Activities: Favourite Breakfast (p. 71), Healthy Food Riddles (p. 72).
Smart Snacking

Key Messages

Having healthy snacks throughout the day helps to keep us feeling satisfied and our energy levels up between meals. Just like meals, it is important to have healthy snacks that are made up of food from Canada’s food guide. Try to have snacks that include foods from Canada’s food guide’s healthy plate. Since Vegetables and fruits represent the largest proportion of the plate, focus on choosing them more often. If you are very hungry include another food from the plate but listen to your hunger cues. Snacks are meant to satisfy you until your next meal, not to replace it! Aim for at least 1 1/2 to 2 hours between your meal and snacks so that you have a good appetite. Don’t forget to drink water.

Examples of healthy snacks:

<table>
<thead>
<tr>
<th>Snacks</th>
<th>Vegetables &amp; fruit</th>
<th>Protein foods</th>
<th>Whole grain foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLE 1</td>
<td>Berries</td>
<td>Yogurt</td>
<td></td>
</tr>
<tr>
<td>EXAMPLE 2</td>
<td>Apple</td>
<td>Cheese Stick</td>
<td></td>
</tr>
<tr>
<td>EXAMPLE 3</td>
<td>Broccoli &amp; Cauliflower</td>
<td>Tzatziki Dip (yogurt based)</td>
<td>Whole Grain Crackers</td>
</tr>
<tr>
<td>EXAMPLE 4</td>
<td>Applesauce</td>
<td>Hard-Boiled Egg</td>
<td></td>
</tr>
<tr>
<td>EXAMPLE 5</td>
<td>Carrot Sticks</td>
<td>Hummus</td>
<td>Whole Grain Pita</td>
</tr>
<tr>
<td>EXAMPLE 6</td>
<td>Dried Fruit</td>
<td></td>
<td>Cereal</td>
</tr>
<tr>
<td>EXAMPLE 7</td>
<td>Orange Slices</td>
<td></td>
<td>Whole Grain Muffin</td>
</tr>
</tbody>
</table>

Related Activities: Snacker Says (p. 73).
Activities

Soapy Solutions 48
Basic Rules for Kitchen Safety 49
Disaster Kitchen 51
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Favourite Breakfast 71
Healthy Food Riddles 72
Snacker Says 73
Soapy Solutions

Time: 15 minutes

Materials:

• hand washing sink (portable or stationary)
• hand soap
• paper towels
• vegetable oil
• ground cinnamon

Activity:

• Pour one teaspoon of vegetable oil into half of the participants hands then have them rub the oil over their hands until well coated.
• Sprinkle a pinch of cinnamon on each participant’s oily hands and have them rub their hands to spread.
• Explain to the group that the vegetable oil represents the natural oils in our skin and that the cinnamon represents bacteria and dirt that clings to our skin.
• Have participants with oily hands shake hands with those with clean hands and watch the cinnamon transfer from hand to hand. Explain that this is one way germs and bacteria can spread.
• Demonstrate the proper hand washing technique to the group. Refer to p. 28 for further instructions.
• Have all the participants wash their hands with soap and water using the proper technique to remove the dirt and bacteria (cinnamon). Any areas of the hand that have not been washed properly will still be brownish-red from the cinnamon.
• Discuss with the group that by washing your hands properly and often, it can reduce the chance of germs spreading and your chance of getting sick.

Notes:

• This activity illustrates to children the areas of their hands that they may normally miss while washing.
• Discuss with the group how improper hand washing allows bacteria to grow and can increase the chance of germs spreading and causing illness.

Modifier:

• Use contrasting coloured ingredients such as salt or colourful sprinkles to imitate different types of bacteria.

Adapted with permission from Toronto Public Health (2015).
Basic Rules for Kitchen Safety

Time: 20 minutes

Materials:
- copies of Basic Rules for Kitchen Safety activity (below)
- crayons or markers

Activity:
- Colour each of the six boxes a different colour. Then, colour the boxes to match each kitchen safety rule with the injury it prevents.

Basic Rules for Kitchen Safety
- Prevent Burns
- Prevent Cuts
- Prevent Falls
- Prevent Electrical Shock
- Prevent Poisoning
- Prevent Fire

☐ Pick up dropped food and wipe up spills immediately.
☐ Keep flammable items away from sources of heat.
☐ Always use dry oven mitts or pot holders to lift hot things.
☐ Always use a sharp knife, dull knives may slip.
☐ Ask for help when carrying hot items that are too heavy for you.
☐ Never leave cooking food unattended.
☐ Never use electrical equipment near water or with wet hands.
☐ Always store chemicals and cleaning supplies in their original containers.
☐ If a knife begins to fall, never try to catch it – just step back and let it fall.
☐ When checking under the lid of a pot, tip the lid away from you to allow the hot steam to escape.
☐ Never store cleaning supplies with food.
☐ Always cut with the knife moving away from your body.
☐ Wash knives separately. Never put a knife in a dishwashing sink when there is no one around.
☐ Never put metal dishes or utensils in the microwave.
Basic Rules for Kitchen Safety Answer Key

☐ Prevent Burns  ☐ Prevent Falls  ☐ Prevent Poisoning
☐ Prevent Cuts  ☐ Prevent Electrical Shock  ☐ Prevent Fire

Colour each of the six boxes above a different colour. Then, colour the boxes below to match each kitchen safety rule with injury it prevents:

☐ Pick up dropped food and wipe up spills immediately: Prevent falls
☐ Keep flammable items away from sources of heat: Prevent fires
☐ Always use dry oven mitts or pot holders to lift hot things: Prevent burns
☐ Always use a sharp knife, dull knives may slip: Prevent cuts
☐ Ask for help when carrying hot items that are too heavy for you: Prevent burns, prevent falls
☐ Never leave cooking food unattended: Prevent fires
☐ Never use electrical equipment near water or with wet hands: Prevent electric shock
☐ Always store chemicals and cleaning supplies in their original containers: Prevent poisoning
☐ If a knife begins to fall, never try to catch it – just step back and let it fall: Prevent cuts
☐ When checking under the lid of a pot, tip the lid away from you to allow the hot steam to escape: Prevent burns
☐ Never store cleaning supplies with food: Prevent poisoning
☐ Always cut with the knife moving away from your body: Prevent cuts
☐ Wash knives separately. Never put a knife in an unattended dishwashing sink: Prevent cuts
☐ Never put metal dishes or utensils in the microwave: Prevent fires

Adapted with permission from Hastings prince Edward Counties Public Health, Department of Public Health (2015).
Disaster Kitchen

Time: 20 minutes

Materials:
- copies of Disaster Kitchen activity (next page)
- crayons or markers

Activity:
- Provide participants with a copy of the Disaster Kitchen image and have them identify and circle (or colour) items in the picture that are unsafe. Encourage participants to identify and create a list of some kitchen safety tips that would help keep them safe in the kitchen when preparing food.

Here are some tips to include while exploring the picture:
- Knives should never be left out on the counter if you are not using them. Keep them stored away in a safe place, such as a drawer.
- When using a knife, you should always be supervised by an adult.
- Never leave a pot or pan on the stove unattended.
- Turn off the stove or oven after you are finished using it.
- Be very careful not to get burned by hot steam coming out from pots while something is cooking.
- Always turn the handle of a pot or pan in towards the stove.
- Always use oven mitts to lift food in and out of the oven or if the handle on a pan is too hot.
- When plugging in and unplugging small electrical appliances, keep them away from water or wet hands to avoid shocks.
- Always unplug an appliance by holding the plug and not the cord.
- Keep paper towels, dish towels and oven mitts away from the stove so they do not catch on fire.
- Pick up dropped food and wipe up spills as soon as they happen to prevent slipping and falling.
- Always keep drawers, cabinets, oven and microwave doors closed.
- Avoid touching pets while preparing and cooking food to prevent contamination of food. If you do, wash your hands before handling food.

Adapted with permission from Toronto Public Health (2015).
Disaster Kitchen

Adapted with permission from Toronto Public Health (2015).
Clean, Separate, Cook, Chill – Fill in the Blanks

Time: 20 minutes

Materials:
- pens or pencils
- copies of Clean, Separate, Cook, Chill – Fill in the Blanks activity (next page)

Activity:
- Read through the information at the top of the activity then have participants fill in the blank spaces with one of the four food safety rules clean, separate, cook, or chill.
- Once everyone is done the activity, review responses using the answer key.

Variation:
- Read through the information at the top of the activity.
- Read out each statement to the participants, one at a time. Then say each of the possible answers (clean, separate, cook, chill) and have participants put their thumbs up for the answer they think is correct.
**Clean, Separate, Cook, Chill - Fill in the Blanks**

There are four simple steps for everyone to follow in order to be food safe and fight bacteria.

**Clean:** Keeping your hands and kitchen clean stops bacteria from spreading and making you sick.

**Separate:** Stop bacteria from spreading by keeping raw meat, poultry and seafood and their juices away from other foods during preparation and storage.

**Cook:** Kill harmful bacteria by cooking food to the right temperature. This is especially important when cooking meat, poultry and seafood.

**Chill:** Keep cold foods in the fridge or freezer to slow the growth of harmful bacteria.

Fill in each blank with the correct word: **clean, separate, cook, or chill**:

- Store raw meat on the bottom shelf of the fridge so that the juice can't drip on other foods: ____________
- Use a food thermometer when doing this to check that food is hot enough: ____________
- Keep an ice pack in your lunch box to keep your food cold: ____________
- Never use the same cutting board for raw meat and vegetables: ____________
- Wash all fruit and vegetables under cold running water, even if you are going to peel them: ____________
- Put leftover ingredients and food back in the fridge right away: ____________
- Wash your hands and your kitchen countertops often: ____________

Adapted with permission from Hastings Prince Edward Counties Public Health, Department of Public Health (2015).
Clean, Separate, Cook, Chill - Fill in the Blanks Answer Key

Fill in each blank with the correct word: clean, separate, cook, or chill:

- Store raw meat on a plate and on the bottom shelf of the fridge so that the juice does not drip on other foods: **Separate**
- Use a food thermometer to check that food is hot enough to destroy harmful bacteria: **Cook**
- Keep an ice pack in your lunch box to keep your food cold: **Chill**
- Never use the same cutting board for cutting raw meat and then for cutting vegetables: **Separate**
- Wash all fruit and vegetables under cold running water, even if you are going to peel them: **Clean**
- Put leftover ingredients and food back in the fridge right away: **Chill**
- Wash your hands and your kitchen countertops often: **Clean**

Adapted with permission from Hastings Prince Edward Counties Public Health, Department of Public Health (2015).
Naming Kitchen Utensils

Time: 30 minutes

Materials:
- pens or pencils
- a variety of kitchen utensils to put out on display
- copies of Kitchen Utensils activity (next 2 pages)

Activity:
- Divide participants into groups of 2 or 3.
- Allow the participants to look through the kitchen tools and utensils that you have displayed on a table. Allow them to pick them up and think about what they are all used for.
- Hand out copies of the Kitchen Utensils activity and ask the participants to match the names of the kitchen tools with the pictures.
- When everyone is finished, go over the answers while explaining what each tool is used for and holding up the matching kitchen tool (if available) displayed on the table.

Adapted with permission from Hastings Prince Edward Counties Public Health, Department of Public Health (2015).
Kitchen Utensils

Using the word list on the following page, can you name these kitchen tools?

Adapted with permission from Hastings prince Edward Counties Public Health, Department of Public Health (2015).
### Names of Various Kitchen Utensils

<table>
<thead>
<tr>
<th>Baking sheet</th>
<th>Muffin pan</th>
<th>Skillet (non-stick)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chef’s knife</td>
<td>Paring knife</td>
<td>Slotted spoon</td>
</tr>
<tr>
<td>Colander</td>
<td>Pizza cutter</td>
<td>Spatula</td>
</tr>
<tr>
<td>Double boiler</td>
<td>Potato masher</td>
<td>Steamer</td>
</tr>
<tr>
<td>Dry measuring cup</td>
<td>Rolling pin</td>
<td>Tongs</td>
</tr>
<tr>
<td>Grater</td>
<td>Rubber spatula</td>
<td>Vegetable peeler</td>
</tr>
<tr>
<td>Juicer</td>
<td>Saucepan</td>
<td>Whisk</td>
</tr>
<tr>
<td>Liquid measuring cup</td>
<td>Serving spoon</td>
<td>Wooden spoon</td>
</tr>
<tr>
<td>Loaf pan</td>
<td>Serrated knife</td>
<td>Wok</td>
</tr>
<tr>
<td>Measuring spoons</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted with permission from Hastings prince Edward Counties Public Health, Department of Public Health (2015).
Kitchen Utensils Answer Key

Spatula
Serving spoon
Slotted spoon
Wooden spoon
Chef’s knife
Pairing knife
Serrated knife
Vegetable peeler
Grater
Potato Masher
Tongs
Pizza cutter
Dry measuring cup
Liquid measuring cup
Measuring spoons
Whisk

Adapted with permission from Hastings Prince Edward Counties Public Health, Department of Public Health (2015).
Kitchen Utensils Answer Key

- Juicer
- Colander
- Skillet (non-stick)
- Muffin pan
- Baking sheet
- Saucepan
- Loaf pan
- Steamer
- Rubber spatula
- Double boiler
- Rolling pin
- Wok

Adapted with permission from Hastings Prince Edward Counties Public Health, Department of Public Health (2015).
Knife Demonstration

Time: 20 minutes

Materials:
• plastic knives
• butter knives
• paring knives
• serrated knives
• cutting boards
• foods for practicing knife skills

Activity:
• Show the participants the different types of kitchen knives.
• Ask the participants what parts of the knife they see (e.g. handle blade and bolster).
• Discuss the difference between the varieties of knives (see p. 32 for further information).
• With older participants, demonstrate how to cut an apple safely (cut the apple in half, then place each half down and cut in half again). Choose two volunteers to come to the front and try. Assist them with the cutting using paring knives. Use this as an opportunity to talk to the participants about the importance of having clean and sanitized cutting boards.
• With older participants, demonstrate how to cut a tomato safely (cut the tomato in half, then place each half down and cut in half again). Assist them with the cutting using a serrated knife.
• With younger participants, assist them with the cutting of soft fruits with plastic knives or butter knives. Foods to try include: peeled bananas, mushrooms, berries, small zucchini or soft melons.

Adapted with permission from Toronto Public Health (2015) (Developed by Thunder Bay District Health Unit and reproduced and adapted with permission from Leaders Manual - Adventures in Cooking! With Kids aged 8-12).
Cooking Terms and Techniques
Matching Game

Time: 20 minutes

Materials:
- copies of Matching Game activity (below)
- pens or pencils

Activity:
- Divide participants into groups of 2 or 3.
- Ask the groups to match the word with the number corresponding to the right definition.
- Review the activity as a group using the answer key.

Matching Game

<table>
<thead>
<tr>
<th>Cooking Term/Technique</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beat</td>
<td>1. Process or grind food into a smooth pulp in a food processor or blender</td>
</tr>
<tr>
<td>Boil</td>
<td>2. Make a mixture smooth by stirring vigorously with a fork, spoon, whisk or electric mixer</td>
</tr>
<tr>
<td>Chop</td>
<td>3. Decorate food with colourful additions such as parsley or fruit</td>
</tr>
<tr>
<td>Dice</td>
<td>4. Mix food by lifting with tongs and/or two spoons</td>
</tr>
<tr>
<td>Drain</td>
<td>5. Pour off or strain liquid from food</td>
</tr>
<tr>
<td>Garnish</td>
<td>6. Cut into very small squares</td>
</tr>
<tr>
<td>Marinate</td>
<td>7. Cook a liquid over high heat until bubbles rise to the surface</td>
</tr>
<tr>
<td>Mix</td>
<td>8. Flavour food by adding herbs and spices</td>
</tr>
<tr>
<td>Puree</td>
<td>9. Let food soak in a flavourful liquid</td>
</tr>
<tr>
<td>Sauté</td>
<td>10. Cut into medium sized pieces</td>
</tr>
<tr>
<td>Season</td>
<td>11. Combine two or more ingredients together until well blended</td>
</tr>
<tr>
<td>Toss</td>
<td>12. Beat or stir food with a wire ‘whisk’</td>
</tr>
<tr>
<td>Whisk</td>
<td>13. Cook in a skillet over medium to high heat while stirring constantly</td>
</tr>
</tbody>
</table>
## Matching Game Answer Key

<table>
<thead>
<tr>
<th>Cooking Term/Technique</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beat (2)</td>
<td>1. Process or grind food into a smooth pulp in a food processor or blender</td>
</tr>
<tr>
<td>Boil (7)</td>
<td>2. Make a mixture smooth by stirring vigorously with a fork, spoon, whisk or electric mixer</td>
</tr>
<tr>
<td>Chop (10)</td>
<td>3. Decorate food with colourful additions such as parsley or fruit</td>
</tr>
<tr>
<td>Dice (6)</td>
<td>4. Mix food by lifting with tongs and/or two spoons</td>
</tr>
<tr>
<td>Drain (5)</td>
<td>5. Pour off or strain liquid from food</td>
</tr>
<tr>
<td>Garnish (3)</td>
<td>6. Cut into very small squares</td>
</tr>
<tr>
<td>Marinate (9)</td>
<td>7. Cook a liquid over high heat until bubbles rise to the surface</td>
</tr>
<tr>
<td>Mix (11)</td>
<td>8. Flavour food by adding herbs and spices</td>
</tr>
<tr>
<td>Puree (1)</td>
<td>9. Let food soak in a flavourful liquid</td>
</tr>
<tr>
<td>Sauté (13)</td>
<td>10. Cut into medium sized pieces</td>
</tr>
<tr>
<td>Season (8)</td>
<td>11. Combine two or more ingredients together until well blended</td>
</tr>
<tr>
<td>Toss (4)</td>
<td>12. Beat or stir food with a wire ‘whisk’</td>
</tr>
<tr>
<td>Whisk (12)</td>
<td>13. Cook in a skillet over medium to high heat while stirring constantly</td>
</tr>
</tbody>
</table>
Fractions in Cooking

Time: 30 minutes

Materials:
• measuring cups & spoons
• dry ingredient (rice, cereal, dried beans etc)
• flour tortillas or paper plates
• calculator

Activity:
• Get a volunteer to help you demonstrate. Give the volunteer a 1-cup dry measuring cup and have them fill it using smaller measuring cups containing a dry food product (i.e. rice). Then have the volunteer take the 1 cup of rice and divide it into two ½ cup measuring cups (to illustrate that a fraction represents part of a whole). Have younger participants practice measuring various ingredients using different sized measuring cups and spoons.
• Get another volunteer. Give them two flour tortillas (or paper plates) and have them place one on top of the other. Explain that one tortilla/plate equals 1 whole. Have them fold the top tortilla/plate, and explain that ½ and ½ equals 1 whole. Have them fold the tortilla/plate again showing ¼ of its original size, and explain that ¼ plus ¼ equals ½.
• Use the recipe you will be making during this session as an example (reminder that doubling or halving ingredients does not always work if baking or using cayenne pepper). Have older participants modify it by reducing the ingredient amounts by half as well as doubling them. You can use the table below to have the participants fill in the numbers.

<table>
<thead>
<tr>
<th>Original Ingredient Amount</th>
<th>Reduce ingredient by half</th>
<th>Double ingredients</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. 1 cup of water</td>
<td>½ cup of water</td>
<td>2 cups of water</td>
</tr>
</tbody>
</table>

Adapted with permission from CHEP Good Food Inc. (2015).
Grocery Store Mischief

Time: 20 minutes

Materials:

• pens or pencils
• scissors
• copies of Grocery Store Mischief activity (next page)

Activity:

• Divide participants into groups of 2 or 3.
• Read through the information at the top of the activity then have participants cut out the different foods and separate them into their correct food group.
• Once everyone is done the activity, review responses using the answer key.

Adapted with permission from CHEP Good Food Inc. (2015).
**Grocery Store Mischief**

The foods in Mr. Greenbean’s Grocery store were all sorted out into the 3 food groups until last night when a gang of mischievous mice scampered into the store and scattered the foods all over the store. Can you help the Health Detective sort them out again according to Canada’s food guide healthy plate?

Bananas

Apple

Yogurt

Chickpeas

Cottage cheese

Eggs

Bread

Cooked rice

Carrots

Cereal

Milk

Noodles

Cucumbers

Cheese

Chicken

Nuts

Adapted with permission from CHEP Good Food Inc. (2015).
**Grocery Store Mischief Answer Key**

**Answers to Grocery Store Mischief**

<table>
<thead>
<tr>
<th>Vegetables and fruits</th>
<th>Whole grain foods</th>
<th>Protein foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Banana</td>
<td>• Noodles</td>
<td>• Chicken</td>
</tr>
<tr>
<td>• Cucumber</td>
<td>• Rice</td>
<td>• Chickpeas</td>
</tr>
<tr>
<td>• Apple</td>
<td>• Cereal</td>
<td>• Eggs</td>
</tr>
<tr>
<td>• Carrot</td>
<td>• Bread</td>
<td>• Nuts</td>
</tr>
</tbody>
</table>

Adapted with permission from CHEP Good Food Inc. (2015).
Food Group Colouring Sheet

Time: 15 minutes

Materials:
• markers or crayons
• copies of Food Group Colouring Sheet (below)

Activity:
• Have participants name and colour in the food groups below.
Balancing Your Plate

**Time:** 20 minutes

**Materials:**
- paper plates or paper
- scissors
- markers or crayons
- copies of Canada’s food guide

**Activity:**
- Provide each participant with a paper plate or paper to cut out the shape of a plate.
- Have them divide their plate by drawing two lines to represent the different sections seen below.
- Explain that a balanced meal has 3 food groups and filling half of the plate with Vegetables and fruits, a quarter with whole grain foods and a quarter with protein foods. Have them use Canada’s food guide for food examples.
- Have participants draw a meal that includes food in each section of the plate. Using Canada’s food guide, they can place appropriate foods under each group representing the proper proportions recommended by the food guide. Remind that water is the drink of choice. They should put vegetables and fruits in the largest section and use two other food groups to fill in the other sections. Remind them that the protein foods food group can be included as their beverage.
- Have each participant present their balanced plate and identify which food groups are represented.
- All 3 groups should be represented on the plate in appropriate proportions. If missing some information, ask the participants to brainstorm other food groups or place foods in appropriate quantities representing the 1/2, 1/4, 1/4 proportions.

Adapted with permission from Toronto Public Health (2015).
Colours of the Rainbow

Time: 20 minutes

Materials:
- construction paper (3-4 pieces each of red, orange, yellow, green, blue, purple)
- scissors
- tape
- crayons or markers
- copies of Canada’s food guide

Activity:
- Using construction paper, make a large rainbow and tape it to the floor.
- Have participants draw pictures of different Vegetables and fruits on the section of the rainbow of the same colour (e.g. banana would be drawn on the yellow arc).
- Review the activity by checking to make sure the foods drawn are in the right coloured arc. If the participants are struggling, use some examples below.

Note:
- Explain to participants that Vegetables and fruits of different colours have different nutrients. It is important to eat many different colours of Vegetables and fruits to get all the nutrients we need to grow up healthy.
- Examples of different colours of Vegetables and fruits:
  - Red – apple, strawberry, red pepper, tomato, radish, watermelon, raspberries, cherries, beets
  - Orange – apricot, nectarine, peach, butternut squash, carrot, orange, sweet potato, cantaloupe
  - Yellow – pineapple, yellow pepper, lemon, corn, yellow summer squash, yellow winter squash
  - Green – avocado, asparagus, broccoli, green bean, spinach, snow pea, cucumber, green apple
  - Blue/Purple – blackberry, purple plum, raisins, eggplant, purple grape, purple cabbage, black currant, blueberry

Adapted with permission from Toronto Public Health (2015).
Favourite Breakfast

Time: 30 minutes

Materials:
- large construction or flip chart paper
- markers
- scissors
- glue or tape
- grocery store flyers or magazines

Activity:
- Have participants brainstorm as a group and come up with a list of breakfast meal ideas.
- Divide participants into groups of 2 or 3. Provide each group with a large piece of paper with the title Favourite Breakfast on it.
- Have each group create a healthy breakfast using pictures of foods cut out from grocery store flyers or magazines. Instruct participants to glue or tape the pictures chosen onto their piece of construction paper.
- Encourage them to include foods from all sections of the healthy plate from Canada’s Food Guide in their breakfast meal.
- Have each group present their healthy breakfast and identify which food groups are represented in their breakfast.
- If they don’t have foods from all 3 groups representing the balanced plate in their breakfast, ask the participants to brainstorm other foods from the missing food group(s).

Modifiers:
- Draw food items for breakfast on the construction paper.
- Instead of Favourite Breakfast, the theme could change to Unusual Breakfast.

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Healthy Food Riddles

Time: 15 minutes

Materials:
• none

Activity:
• Divide the participants into two teams and have each team sit in a circle.
• Explain to the participants that you will be giving out one riddle to each team in turns, and the team must try to guess what food the riddle refers to.
• The team that gets the most correct 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. I am a fruit and my name is same as my colour: Orange
4. I have a scaly, prickly skin with a leafy top: Pineapple
5. I grow on a vine in bunches: Grapes
6. Green outside and red with black seeds inside: Watermelon
7. I have a sour taste and am yellow in colour: Lemon
8. I'm covered in soft fuzz: Kiwi or Peaches
9. I have seeds on my outside and I make a great jam. I am picked at the end of June: Strawberry
10. I'm white and made up of groups of flowerettes: Cauliflower
11. I am usually white in colour and am an excellent source of vitamin D and calcium to build strong bones and teeth: Milk
12. Long, whole wheat pasta and tomato sauce makes this: Spaghetti and Sauce

Modifiers:
• Use your creativity and come up with your own food riddles.
• Have the participants come up with their own riddles about healthy foods.

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Snacker Says

Time: 20 minutes

Materials:
- paper
- crayons

Activity:
- Discuss with the participants examples of healthy snacks versus snacks to have less often (e.g. whole grain crackers versus potato chips or yogurt versus ice cream).
- Ask the participants to draw one of their favourite healthy snacks. Remind participants to listen to their hunger cues when choosing a snack. If they are very hungry include one or more foods from different food groups. If less hungry, one food from one of the groups of the food guide would suffice. Try to maintain the proportion of the plate in the snack choice. Choose vegetables and fruits more often.
- Once they have completed their drawing, have participants determine which food groups their snack contains.
- Ask participants to give ideas to make their snack even healthier (could be the addition of another food group or a vegetable and fruit).

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Recipes
Recipes

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Indigenous Peoples historically based their diet on the rich, diverse bounty of the land, sea, lakes and rivers. Their food choices reflected the foods that were available in their surroundings. Those living near oceans and rivers included more fish and sea animals (salmon, trout, perch, seal and others). Those living more inland included more wild game meat (moose, deer, caribou, rabbit, duck), adding vegetables, fruit, beans and nuts, when available.

Today, First Nations, Inuit and Métis Peoples combine their traditional native cooking with ingredients that are more readily accessible. Here are some common traditional ingredients that can be added to your recipes:

**Vegetables, Fruit, Beans and Nuts:**
Blueberries, Strawberries, Raspberries, Blackberries, Potato, Squash, Corn, Hickory nuts, Acorn, Beans

**Whole grain foods:**
Bannock, Barley, Wild Rice, Oatmeal

**Meat and Fish:**
Caribou, Deer, Moose, Goose, Duck, Wild Turkey, Pheasant, Trout, Salmon, Perch, Bass, Pickerel, Smelt

Adapted from Unlockyourfood.ca
**Bannock**

*A traditional bread, Bannock is fun and easy to make. You can bake it in a loaf pan or in muffin tins. Some will even wrap the raw bannock dough around the tip of a branch or clean stick and roast it over a campfire! Feel free to add a handful or two of various ingredients listed below to give it a fun twist.*

**Prep time:** 15 minutes  
**Cook time:** 20 - 30 minutes  
**Snack servings:** 12

**Ingredients:**

- 2 cups all-purpose flour*  500mL
- 2 cup whole wheat flour  500 mL
- 4 tsp baking powder  20 mL
- 1 tsp salt  5 mL
- 1/3 cup sugar  75 mL
- 1/3 cup vegetable oil  75 mL
- 1 cup milk  250 mL

**Directions:**

1. Pre-heat oven to 350°F (175°C).
2. Prepare your loaf or muffin pan by coating it with a bit of oil or non-stick spray.
3. In a large bowl, mix dry ingredients together.
4. In a smaller bowl, combine vegetable oil and milk.
5. Add milk mixture to dry ingredients. Stir well (you can use your hands), mixing all ingredients together. The dough should be moist but firm.
6. Add your dried fresh fruit, herbs, cheese or other ingredients, if desired.**
7. Knead the dough for 3 minutes or so.
8. Place your dough in your pan and bake for about 30 minutes.
9. If making individual Bannock, separate your dough into 12 balls and place in muffin pan. Bake for 20 minutes or until bannock is golden and a toothpick comes out clean when poked in the centre.

**Add-on**

* you can substitute rolled oats instead of flour, or make oat flour
** add about one cup of a few of these ingredients or others you think of: dried fruit (cranberries, raisins), diced apples and cinnamon, chocolate chips, cheese, garlic, fresh or dried herbs (rosemary, chives), fresh berries. Combine various ingredients and create your own recipes.

**Food Groups Included**

- Vegetables and fruits
- Whole grain foods
- Protein foods

**Nutrition Facts**

<table>
<thead>
<tr>
<th>Per 1 bannock (74 g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 220</td>
</tr>
<tr>
<td>Fat 7 g</td>
</tr>
<tr>
<td>Saturated 1 g</td>
</tr>
<tr>
<td>+ Trans 0 g</td>
</tr>
<tr>
<td>Carbohydrates 37 g</td>
</tr>
<tr>
<td>Fibre 3 g</td>
</tr>
<tr>
<td>Sugar 8 g</td>
</tr>
<tr>
<td>Protein 5 g</td>
</tr>
<tr>
<td>Sodium 370 mg</td>
</tr>
<tr>
<td>Calcium 126 mg</td>
</tr>
<tr>
<td>Iron 2 mg</td>
</tr>
</tbody>
</table>
Yummy Yogurt Parfaits

**Prep time:** 15 minutes  
**Snack Servings:** 10

**Ingredients:**
- 4 cups yogurt 1000 mL  
- 4 cups assorted fruit 1000 mL  
  (fresh, frozen or canned)  
- 1 1/2 cups whole grain cereal 375 mL

Ideas for fruit include: apples, pears, banana, strawberries, blueberries, melon, kiwi, mango, pineapple and peaches

**Directions:**
1. Defrost frozen fruit in the refrigerator several hours prior to program/wash and chop fresh fruit/open canned fruit, drain and rinse in a strainer.
2. Put prepared fruit and cereal out in separate small serving bowls.
3. Spoon approximately 1/4 cup (60 mL) of yogurt into individual serving glasses or cups.
4. Top yogurt with an equal layer of fruit and cereal.
5. Repeat layers if desired.

**Food groups included:**
- Vegetables and fruits  
- Whole grain foods  
- Protein foods

**Fun Fact:** Yogurt is made by adding bacteria to milk in a process called ‘fermentation’.

**Equipment:**
- Cutting boards  
- Measuring cups  
- Mixing bowls  
- Strainer  
- Paring knives  
- Wooden spoon  
- Serving spoon  
- Can opener (optional)  
- Glasses or cups  
- Cutlery

**Nutrition Facts**

<table>
<thead>
<tr>
<th>Per 1 cup (250 mL)</th>
<th></th>
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<tbody>
<tr>
<td>Calories</td>
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<tr>
<td>Fat</td>
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</tr>
<tr>
<td>Saturated</td>
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<tr>
<td>Iron</td>
<td>1.5 mg</td>
</tr>
</tbody>
</table>

Recipe adapted with permission from Toronto Public Health (2015).
Scrumptious Smoothies

**Prep time:** 10 minutes  
**Snack Servings:** 10

**Ingredients:**

- 1/2 cup flax seeds or ground flax  
  125 mL
- 3 cups assorted fruit  
  (fresh, frozen or canned)  
  750 mL
- 1 banana, fresh or frozen  
  1
- 2 cups yogurt  
  500 mL
- 1 1/2 cups milk (Skim, 1% or 2%)  
  375 mL

**Note:** If using fresh fruit, you may want to add a handful of ice cubes to thicken it up.

**Directions:**

1. Place flax seed into a blender and grind until fine.  
   (This step is not necessary if using ground flax seed).
2. Wash fruit if using fresh.
3. Chop fruit into medium sized pieces.
4. Add all of the ingredients to the blender or food processor and blend until smooth. Pour into individual glasses or cups.

**Food groups included:**

- Vegetables and fruits
- Protein foods

**Fun Fact:** There are thousands of different smoothie combinations that use many different ingredients, even vegetables!

**Nutrition Facts**

<table>
<thead>
<tr>
<th>Per 1 cup (250 mL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 110</td>
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<td>Fat 4.5 g</td>
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<tr>
<td>Trans 0 g</td>
</tr>
<tr>
<td>Carbohydrates 13 g</td>
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<tr>
<td>Fibre 3 g</td>
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<tr>
<td>Sugars 8 g</td>
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<tr>
<td>Protein 5 g</td>
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<tr>
<td>Sodium 50 mg</td>
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<tr>
<td>Calcium 150 mg</td>
</tr>
<tr>
<td>Iron 0 mg</td>
</tr>
</tbody>
</table>

Recipe adapted with permission from Toronto Public Health (2015).
Fruity French Toast

**Prep time:** 10 minutes  
**Cook time:** 30 minutes  
**Snack Servings:** 10

**Ingredients:**
- 4 eggs, beaten  
- 3/4 cup milk (skim, 1% or 2%)  
- 1 1/2 tbsp granulated sugar  
- 1/4 tsp ground cinnamon  
- Pinch salt  
- 2 tbsp butter, non-hydrogenated margarine or oil  
- 10 slices, whole wheat bread  
- 5 cups assorted fruit  

**Oil suggestions:** vegetable, canola or olive  
**Fruit suggestions:** apples, banana, strawberries, blueberries

**Directions:**
1. Pre-heat oven to 350°F (175°C).  
2. Beat together eggs, milk, sugar, cinnamon and salt.  
3. Dip bread in egg mixture, coating both sides.  
4. Coat the baking sheet with butter, non-hydrogenated margarine or oil. Place coated bread on the baking sheet.  
5. Bake for about 30 minutes, flipping the bread half-way though.  
6. Wash and chop fruit.  
7. Serve with fruit and a small amount of maple syrup.

**Food groups included:**
- Vegetables and fruits  
- Whole grain foods  
- Protein foods

**Nutrition Facts**

| Per 1 slice (150g) |  
|--------------------|---|---|---|---|---|---|---|---|
| Calories | 190 |  
| Fat | 7 g |  
| Saturated | 1.5 g |  
| Trans | 0 g |  
| Carbohydrates | 24 g |  
| Fibre | 4 g |  
| Sugars | 9 g |  
| Protein | 8 g |  
| Sodium | 180 mg |  
| Calcium | 80 mg |  
| Iron | 1.5 mg |

**Fun Fact:** Recipes for French toast can be traced back to Ancient Roman times!
Chewy Granola Bars

**Prep time:** 20 minutes  
**Cook time:** 25 minutes  
**Snack Servings:** 15 bars

**Ingredients:**

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Item</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/4 cup</td>
<td>fruit, dried</td>
<td>175 mL</td>
</tr>
<tr>
<td>1/2 cup</td>
<td>boiled water</td>
<td>125 mL</td>
</tr>
<tr>
<td>1/3 cup</td>
<td>brown sugar</td>
<td>75 mL</td>
</tr>
<tr>
<td>2 cups</td>
<td>large flake oats</td>
<td>500 mL</td>
</tr>
<tr>
<td>3/4 cup</td>
<td>whole wheat flour</td>
<td>175 mL</td>
</tr>
<tr>
<td>1 tsp</td>
<td>cinnamon</td>
<td>5 mL</td>
</tr>
<tr>
<td>1/4 tsp</td>
<td>baking powder</td>
<td>1 mL</td>
</tr>
<tr>
<td>3/4 cup</td>
<td>coconut, unsweetened (optional)</td>
<td>175 mL</td>
</tr>
<tr>
<td>1/3 cup</td>
<td>non-hydrogenated margarine/butter, melted</td>
<td>75 mL</td>
</tr>
<tr>
<td></td>
<td>or vegetable oil</td>
<td></td>
</tr>
<tr>
<td>1 tbsp</td>
<td>molasses</td>
<td>15 mL</td>
</tr>
</tbody>
</table>

Dried fruit suggestions: cranberries or raisins

**Equipment:**

- measuring cups & spoons  
- mixing bowls  
- wooden spoon  
- chef's spoon  
- baking pan  
- plates  
- cutlery  
- parchment paper  
- food processor (optional)  
- oven

**Directions:**

1. Pre-heat oven to 350°F (175°C).
2. Place dried fruit in food processor. Pour in boiling water. Allow to sit for 10 minutes, then purée. Add molasses and butter. If you don't have a food processor, cut dried fruit into very small pieces before adding boiling water.
3. Meanwhile, combine dry ingredients (brown sugar, oats, flour, cinnamon, baking powder, coconut) in a mixing bowl.
4. Add flour mixture to wet ingredients in a mixing bowl. Stir until just combined. (Add a small amount of water if additional liquid is required.)
5. Line the baking pan with parchment paper. For ease of removal, allow paper to hang over the edge of the pan on two sides.
6. Press the mixture into the pan with a fork.
7. Bake for 25 minutes or until slightly golden.

**Note:** cut into 15 even size bars and freeze leftovers for use another day.

**Food groups included:**

- Vegetables and fruits  
- Whole grain foods

**Fun Fact:** Homemade granola bars are healthy, easy to make, and can be frozen for up to 6 months!

Recipe adapted from Ottawa Public Health's Child Care Guidelines (2015).
Vegetable Party with Dilly Dip

Prep time: 15 minutes
Snack Servings: 10

Ingredients:

Dip
- 3 green onion
- 3 cups cottage cheese
- 1 1/2 cups plain yogurt
- 1 tsp dried dill weed
- 1 tsp lemon juice
- To taste salt
- To taste pepper

Vegetables
- 1 cup carrots
- 1 cup celery
- 1 cup red or green pepper
- 1 cup broccoli
- 1 cup cucumber
- 1 cup mushrooms

Directions:
1. Wash and finely chop green onion.
2. To make the dip: mix together green onion, cottage cheese, yogurt, spices and lemon juice in a mixing bowl.
3. Wash all vegetables.
4. Slice the carrots, celery and pepper into strips.
5. Chop the broccoli into florets.
6. Slice the cucumber.
7. The mushrooms can be left whole.
8. Organize vegetables on plates surrounding the bowl of dip.

Food groups included:
- Vegetables and fruits
- Protein foods

Fun Fact: During medieval times, people would hang dill on their doorways because they believed it would keep witches away from their homes.

Nutrition Facts

Per ¾ cup (175 mL)

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Value</th>
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<tbody>
<tr>
<td>Calories</td>
<td>100</td>
</tr>
<tr>
<td>Fat</td>
<td>3 g</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>1.5 g</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0 g</td>
</tr>
<tr>
<td>Carbohydrates</td>
<td>9 g</td>
</tr>
<tr>
<td>Protein</td>
<td>11 g</td>
</tr>
<tr>
<td>Sodium</td>
<td>270 mg</td>
</tr>
<tr>
<td>Calcium</td>
<td>140 mg</td>
</tr>
<tr>
<td>Iron</td>
<td>0.5 mg</td>
</tr>
</tbody>
</table>

Adapted with permission from the partners of Kids in the Kitchen (2013)
The Great Greek Salad

**Prep time:** 30 minutes  
**Snack Servings:** 10

**Ingredients:**

**Salad**
- 1 romaine lettuce head
- 1/2 red onion
- 1/4 cup pitted black olives
- 1/2 green pepper
- 1/2 red pepper
- 1 tomato
- 1/2 cucumber
- 1/2 cup feta cheese

**Dressing**
- 1/4 cup extra-virgin olive oil
- 1 tsp dried oregano
- 1 tbsp lemon juice
- To taste black pepper

**Directions:**
1. Rinse and dry all individual lettuce leaves. Chop leaves and place into a large mixing bowl.
2. Wash all vegetables.
3. Peel and thinly slice red onion and slice olives.
4. Chop green pepper, red pepper and tomato.
5. Chop cucumber into thick slices ½ inch (1 cm) thick rounds.
6. Crumble feta.
7. Add all ingredients to the salad bowl.
8. Whisk together the dressing ingredients. Pour dressing over salad, toss and serve.

**Food groups included:**
- Vegetables and fruits
- Protein foods

**Fun Fact:** Salad comes from the Latin word “sal” or “salt” because lettuce was usually seasoned with dressings that had lots of salt.

**Nutrition Facts**

<table>
<thead>
<tr>
<th>Per 1 ½ cup (375 mL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 100</td>
</tr>
<tr>
<td>Fat 8 g</td>
</tr>
<tr>
<td>Saturated 2 g + Trans 0 g</td>
</tr>
<tr>
<td>Carbohydrates 6 g</td>
</tr>
<tr>
<td>Fibre 2 g</td>
</tr>
<tr>
<td>Sugars 3 g</td>
</tr>
<tr>
<td>Protein 2 g</td>
</tr>
<tr>
<td>Sodium 140 mg</td>
</tr>
<tr>
<td>Calcium 70 mg</td>
</tr>
<tr>
<td>Iron 1.0 mg</td>
</tr>
</tbody>
</table>

Adapted with permission from the partners of Kids in the Kitchen (2013)
Quino-whaaat? Salad

Prep time: 10 minutes
Snack Servings: 10

Ingredients:

Quinoa
1 cup quinoa 250 mL
2 ½ cups cold water 625 mL
2 tomatoes 2
2 sprigs fresh cilantro 2
1/2 cucumber 1/2
1/3 cup red or green peppers 75 mL

Dressing
3 tbsp extra-virgin olive oil 45 mL
2 tbsp lemon juice 30 mL
1 ½ tsp hot pepper flakes 7 mL
1 tsp black pepper 5 mL
½ tsp salt 2 mL

Directions:

1. Place quinoa into a fine strainer, and rinse under cool tap water for 30 seconds.
2. In a saucepan, over medium heat, bring quinoa and water to a boil. Reduce heat to low, cover and simmer for 10-15 minutes or until the white germ separates from the seed. Turn off the heat and let stand for 5 minutes. Remove lid, let cool and fluff with a fork. Place in a large mixing bowl.
3. Wash all vegetables and chop into bite-sized pieces. Place into a separate mixing bowl.
4. Rinse cilantro and chop finely. Add to bowl containing chopped vegetables.
5. Add cooled quinoa to the bowl of chopped vegetables.
6. Whisk together the dressing ingredients. Pour dressing over salad, toss and serve.

Food groups included:

- Vegetables and fruits
- Whole grain foods

Fun Fact: Quinoa isn’t actually a grain, it’s a seed and it is high in protein!

Nutrition Facts
Per ¾ cup (175 mL)

- Calories 120
- Fat 5 g
- Carbohydrates 15 g
- Protein 3 g
- Sodium 125 mg
- Calcium 20 mg
- Iron 1.0 mg

Recipe adapted with permission from Niagara Region Public Health (2015).
Totally Tasty Tabouli

**Prep time:** 30 minutes  
**Cook time:** 20 minutes  
**Snack Servings:** 10

**Ingredients:**

- 1 1/2 cups water  
- 1 cup bulgur  
- 3 cups fresh parsley  
- 1/4 cup onion  
- 4 tomatoes  
- 1/4 cup fresh mint  
  or 2 tsp dried mint  
- 1/4 cup lemon juice  
- 2 tbsp olive oil  
- 1 tsp salt  
- 1/2 tsp black pepper  
- 5 large whole grain pitas

**Equipment:**

- cutting boards  
- measuring cups & spoons  
- mixing bowls  
- strainer  
- chef’s knife  
- paring knives  
- wooden spoon  
- saucepan  
- bowls  
- cutlery  
- stove

**Nutrition Facts**

<table>
<thead>
<tr>
<th>Per ½ cup (125 mL) &amp; ½ pita (30g)</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
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<td>Sugars</td>
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<td>Protein</td>
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<tr>
<td>Sodium</td>
</tr>
<tr>
<td>Calcium</td>
</tr>
<tr>
<td>Iron</td>
</tr>
</tbody>
</table>

**Directions:**

1. Bring water to a boil in a medium saucepan.
2. Using a strainer, rinse bulgur under cold running water for 30 seconds. Add to a mixing bowl.
3. Pour boiling water over rinsed bulgur. Let sit until all the water is absorbed, about 20 minutes.
4. Wash and chop parsley, onion, tomatoes and mint. Add to bowl of bulgur and mix together.
5. Mix in all remaining ingredients. Divide into serving bowls.
6. Cut pita into wedges and serve with the tabouli.

**Food groups included:**

- Vegetables and fruits
- Whole grain foods

**Fun Fact:** Tabouli is an Arabian salad that is popular in the Middle East.
**Best Hummus Dip**

**Prep time:** 10 minutes  
**Snack Servings:** 10

**Ingredients:**
- 1 can chickpeas 540 mL
- 1 green onion 1
- 5 cups vegetable sticks 1.25 L
- 1 tsp parsley 5 mL
- 2 tbsp tahini 30 mL
- 3 tbsp lemon juice 45 mL
- 1/2 tsp salt 2 mL
- 2 cloves garlic 2
- 1/2 tsp paprika 2 mL
- 1/4 cup boiling water 60 mL

Vegetable stick suggestions: carrots, celery, sweet peppers

**Directions:**
1. Rinse and drain chickpeas, using a strainer.
2. Wash all vegetables and parsley.
3. In a blender or food processor, combine chickpeas, tahini, lemon juice, salt, garlic, 3/4 green onion and boiling water.
4. Blend until smooth.
5. Chop the remaining 1/4 of the green onion and add to the blended mixture. Sprinkle with paprika and chopped parsley.
6. Serve with vegetable sticks.

If you do not have a food processor:
1. Wash all vegetables and parsley.
2. Mince garlic and 3/4 green onion. Combine chickpeas, tahini, lemon juice, salt, garlic, 3/4 green onion and boiling water in a mixing bowl and mash contents with a fork until you reach the desired consistency.
3. Chop the remaining 1/4 of the green onion and add to the mashed mixture. Sprinkle with paprika and chopped parsley.
4. Serve with vegetable sticks.

**Food groups included:**
- Vegetables and fruits
- Protein foods

**Fun Fact:** The word hummus is an Arabic word meaning chickpea. Chickpeas are the main ingredient in hummus.
Tremendous Tzaziki Dip

Prep time: 10 minutes
Snack Servings: 10

Ingredients:
- 1 1/2 cup cucumber 375 mL
- 4 cloves garlic 4
- 1/4 cup fresh dill 60 mL
- 3 cups plain Greek yogurt 750 mL
- 2 tsp lemon juice 10 mL
- 5 cups vegetable sticks 1.25 L

Vegetable stick suggestions: carrots, celery, sweet peppers

Directions:
1. Wash, peel and grate cucumber. Pat dry with paper towel.
2. Mince garlic and dill.
3. Combine cucumber, garlic, dill, yogurt and lemon juice in a mixing bowl.

Note: you can also serve this dip with whole grain pita bread.

Food groups included:
- Vegetables and fruits
- Protein foods

Fun Fact: Tzaziki is often served with meat kabobs or as a dip. This yogurt-based dip originated in Greece.

Equipment:
- cutting boards
- measuring cups & spoons
- wooden spoon
- paring knife
- grater
- mixing bowl
- cutlery

Nutrition Facts
Per ½ cup (125mL)
- Calories 50
- Fat 1.5 g
  - Saturated 1 g
  - Trans 0 g
- Carbohydrates 7 g
  - Fibre 1 g
  - Sugars 4 g
- Protein 4 g
- Sodium 40 mg
- Calcium 60 mg
- Iron 0.5 mg
Apple and Cheese Wrap-Tastic

**Prep time:** 10 minutes  
**Snack Servings:** 10 (or 5 wraps)

**Ingredients:**
- 5 apples  
- 1 cup cheddar cheese  
- 5 large whole grain tortillas  
- 1 1/4 cups vanilla yogurt

**Directions:**
1. Wash and slice apples into thin pieces. Cut the cheddar cheese into thin layers.  
2. Layer each tortilla with equal amounts of apple, cheese and yogurt.  
3. Fold sides of the tortillas over fillings, leaving about 1 inch (2 cm) along the sides. Cut in half for snack size servings.

**Food groups included:**
- Vegetables and fruits  
- Whole grain foods  
- Protein foods

**Fun Fact:** The largest apple ever picked weighed 3 pounds (1.36 kilograms)!

**Equipment:**
- cutting boards  
- measuring cups  
- chef’s knife  
- paring knives  
- cutlery  
- plates

**Nutrition Facts**

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<tr>
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<th>Per ½ wrap (130 g)</th>
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<td>Saturated</td>
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<tr>
<td>Trans</td>
<td>0 g</td>
</tr>
<tr>
<td>Carbohydrates</td>
<td>24 g</td>
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<td>Fibre</td>
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<tr>
<td>Protein</td>
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<tr>
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<tr>
<td>Calcium</td>
<td>120 mg</td>
</tr>
<tr>
<td>Iron</td>
<td>0 mg</td>
</tr>
</tbody>
</table>
Bursting Bean Burritos

Prep time: 10 minutes
Cook time: 10 minutes
Snack Servings: 10 (or 5 burritos)

Ingredients:

- 1 cup kidney beans 250 mL
- 1 1/2 cups salsa 375 mL
- 1 tsp chili powder 5 mL
- 1 tsp cumin 5 mL
- 1/3 cup green onion 75 mL
- 1 cup cheddar cheese 250 mL
- 5 large whole grain tortillas 5

Directions:

1. Preheat oven to 350°F (175°C).
2. Rinse and drain kidney beans using a strainer.
3. Put kidney beans in a mixing bowl and mash together with a wooden spoon.
4. Add half the salsa and all of the chili powder and cumin. Mix well.
5. Wash and chop green onions.
7. Spread bean mixture on tortilla to the edge; sprinkle cheese and green onion on top.
8. Roll up the filled tortilla and place seam side down on baking sheet.
9. Bake for 10 minutes.
10. Top with remaining salsa. Cut in half for snack size servings.

Food groups included:

- Vegetables and fruits
- Whole grain foods
- Protein foods

Fun Fact: Beans are a type of legume. Legumes are a great source of protein!

Nutrition Facts

Per ½ burrito (90 g)

<table>
<thead>
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<th>Nutrition</th>
<th>Value</th>
</tr>
</thead>
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</tr>
<tr>
<td>Fat</td>
<td>6 g</td>
</tr>
<tr>
<td>Saturated</td>
<td>3 g</td>
</tr>
<tr>
<td>Trans</td>
<td>0 g</td>
</tr>
<tr>
<td>Carbohydrates</td>
<td>17 g</td>
</tr>
<tr>
<td>Fibre</td>
<td>3 g</td>
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<tr>
<td>Sugars</td>
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<tr>
<td>Protein</td>
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<tr>
<td>Calcium</td>
<td>110 mg</td>
</tr>
<tr>
<td>Iron</td>
<td>0.5 mg</td>
</tr>
</tbody>
</table>

Equipment:

- cutting boards
- measuring cups & spoons
- mixing bowl
- paring knives
- wooden spoon
- can opener
- strainer
- grater
- baking sheet
- plates
- oven
Stuff Em’ Pitas

Prep time: 15 minutes
Snack Servings: 10 (or 5 pitas)

Ingredients:

- 1 cucumber
- 2 tomatoes
- 2 broccoli stalks
- 2 carrots
- 2 cups cheddar cheese
- 1 1/2 cups hummus *
- 5 whole grain pitas

Directions:

1. Wash all vegetables.
2. Slice cucumber and tomatoes.
3. Grate carrots using the large sized holes on a grater.
4. Finely chop broccoli.
5. Grate cheese.
6. Spread hummus inside the pita and stuff with grated cheddar and vegetables. Cut in half for snack size servings.

* See homemade hummus recipe on page 86.

Food groups included:

- Vegetables and fruits
- Whole grain foods
- Protein foods

Fun Fact: Pita is also known as Syrian Bread or Arabic Bread. It is a soft, slightly leavened flatbread baked from wheat flour.

Recipe adapted with permission from Niagara Region Public Health (2015).
Fantastic Falafel

Prep time: 20 minutes  
Cook time: 25 minutes  
Snack Servings: 10 (or 5 falafels)

Ingredients:

- 1 white onion
- 2 tbsp fresh parsley
- 2 tbsp fresh cilantro
- 2-4 garlic cloves
- 2 cans (19 oz) chickpeas
- 1 tsp ground cumin
- Pinch dried chili flakes
- 1/4 cup whole wheat flour
- 1 tsp baking powder
- 2 tbsp canola oil
- 5 large whole grain pitas
- 1/2 cup tzaziki
- 1 cup cucumber
- 1 cup tomatoes
- 1/2 cup red onion

Directions:

1. Preheat oven to 425°F (220°C).
2. Wash and chop parsley and cilantro. Peel and mince garlic and onion.
3. Rinse and drain chickpeas using a strainer.
4. Place chickpeas, 1 onion, garlic, parsley, cilantro, cumin and chili flakes in a blender or food processor and pulse until combined but still chunky.
5. Add flour and baking powder and pulse until it turns into a soft mixture that you can roll into balls without sticking to your hands. (Add another spoonful of flour if it is too sticky).
6. Roll dough into meatball-sized balls and gently flatten each into a patty.
7. Place patties on a baking sheet. Brush each patty with canola oil, flip and brush other side.
8. Bake for 15 minutes, then flip them over and bake for another 10 minutes, until crisp and golden on both sides.
9. Wash and chop cucumber, tomatoes and red onion.
10. Serve falafel warm, wrapped in pitas, with tzaziki and vegetables. Cut pitas in half for snack size servings.

* See homemade tzaziki dip on page 87.

Food groups included:

- Vegetables and fruits
- Whole grain foods
- Protein foods

Equipment:

- cutting boards
- measuring cups & spoons
- wooden spoon
- chef’s knife
- paring knives
- baking sheet
- pastry brush
- can opener
- plates
- cutlery
- blender or food processor
- oven

Nutrition Facts
Per ½ pita (80 g)

<p>| | |</p>
<table>
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<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
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<tr>
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<td>Fibre</td>
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<tr>
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</tbody>
</table>
Can’t Beat Bruschetta

**Prep time:** 15 minutes  
**Cook time:** 7 minutes  
**Snack Servings:** 10

**Ingredients:**
- 5 tomatoes (fresh or canned)  
- 1 onion  
- 3 tbsp parmesan cheese  
- 1 1/2 tbsp olive oil  
- 1/4 tsp black pepper  
- 1 tbsp Italian seasoning  
- 10 slices French bread

**Directions:**
1. Pre-heat oven to 350°F (175°C).
2. Wash and chop tomatoes (if fresh) and onion into small pieces. Open can of tomatoes with a can opener if using.
3. Grate parmesan cheese and combine with tomato and onion in a mixing bowl.
4. Add olive oil, black pepper and Italian seasoning and mix.
5. Place sliced bread on a baking sheet.
6. Spoon the bruschetta mixture on top of the sliced bread and bake for 5-7 minutes.

**Food groups included:**
- Vegetables and fruits
- Whole grain foods
- Protein foods

**Fun Fact:** Tomatoes are actually fruits, not vegetables!

**Equipment:**
- cutting boards  
- measuring spoons  
- mixing bowl  
- chef’s knife  
- paring knife  
- serrated knife  
- wooden spoon  
- can opener (optional)  
- grater  
- baking sheet  
- plates  
- cutlery  
- oven

**Nutrition Facts**

| Per 1 slice (115 g) |  
|-------------------|---|
| Calories          | 140 |
| Fat               | 3.5 g |
| Saturated         | 1 g |
| + Trans           | 0 g |
| Carbohydrates     | 24 g |
| Fibre             | 2 g |
| Sugars            | 3 g |
| Protein           | 6 g |
| Sodium            | 260 mg |
| Calcium           | 50 mg |
| Iron              | 1.5 mg |

Recipe adapted with permission from the City of Hamilton Public Health Services (2007)
**Eggcelent Grilled Cheese Sandwiches**

**Prep time:** 5 minutes  
**Cook time:** 20 minutes  
**Snack Servings:** 10 (or 5 sandwiches)

**Ingredients:**
- 2 tsp oil 10 mL
- 1/4 cup non-hydrogenated margarine or butter 60 mL
- 5 eggs 5
- 1 cup cheddar cheese 250 mL
- 10 slices whole grain bread 10
- 3 tomatoes 3

**Directions:**
1. Add oil to a non-stick skillet on medium heat.
2. Crack eggs in the hot skillet and cook until egg whites change from clear to white, flipping halfway through.
3. Remove eggs from skillet and set on a plate.
4. Cut cheese into thin slices.
5. Spread butter or margarine on one side of each slice of bread.
6. Add the buttered side of one slice of bread facing down on the skillet and top with cheese and egg.
7. Put the other slice of bread on the top with the buttered side up.
8. Cook over medium-low heat until the bottom is golden brown.
9. Flip and cook on other side until brown and toasted.
10. Cut sandwiches in half for snack sized servings.

Wash and slice tomato and serve on the side.

**Variation:** To make more sandwiches at once, you can bake them in the oven.

Pre-heat oven to 450°F (230°C). Prepare sandwiches using directions 1 to 7 but place the sandwiches on a baking sheet instead of a skillet. Bake for 6-8 minutes on each side or until golden brown. Cut in half and serve with tomato slices.

**Food groups included:**
- Vegetables and fruits
- Whole grain foods
- Protein foods

**Nutrition Facts**  
Per ½ sandwich (110g)  
- Calories 200  
- Fat 10 g  
- Saturated 3.5 g  
- Trans 0 g  
- Carbohydrates 17 g  
- Fibre 3 g  
- Sugars 3 g  
- Protein 11 g  
- Sodium 280 mg  
- Calcium 130 mg  
- Iron 1.5 mg

**Fun Fact:** The average hen lays 250-270 eggs a year!
Eggactly How You Want ‘Em

Prep time: 10 minutes  
Cook time: 15 minutes  
Snack Servings: 10

Ingredients:
- 10 eggs
- 1/4 cup milk (skim, 1% or 2%) or water
- To taste salt and pepper
- 2 tsp oil
- 10 slices whole grain bread

Add one of the following combinations of ingredients to the basic scrambled eggs:

- 1/4 cup each chopped green peppers, onions, zucchini, tomato
- 1/2 cup feta cheese, crumbled
- 1/2 cup chunky salsa
- 1/2 cup reduced fat cheddar cheese, grated
- 3/4 cup chopped broccoli
- 1/2 cup parmesan cheese, grated

Directions:
1. Wash and chop vegetables, if applicable.
2. Beat eggs and milk or water with salt and pepper.
3. Heat a non-stick skillet to medium-high, add oil. Cook vegetables until tender.
4. Pour in egg mixture and immediately reduce heat to medium-low. As eggs begin to set, gently move spatula across bottom and side of skillet to form large, soft curds.
5. Add cheese and cook one minute more, or until cheese melts. Divide scrambled eggs onto individual plates. Serve with whole grain toast.

Food groups included:
- Vegetables and fruits
- Whole grain foods
- Protein foods

Fun Fact: Brown and white shelled eggs have the same nutrition. The difference in shell colour is because of the breed of hen that laid the egg.

Nutrition Facts
Per ½ cup eggs (125 mL) & 1 slice
- Calories 200
- Fat 9 g
  - Saturated 3 g
  - Trans 0 g
- Carbohydrates 17 g
  - Fibre 3 g
  - Sugars 3 g
- Protein 13 g
- Sodium 290 mg
- Calcium 130 mg
- Iron 1.5 mg
Delicious Dahl

Prep time: 10 minutes  
Cook time: 30 minutes  
Snack Servings: 10

Ingredients:
- 1 cup carrots 250 mL
- 1/2 onion 1/2
- 2 garlic cloves 2
- 1/2 inch fresh ginger root 1 cm
- 1/2 cup fresh cilantro 125 mL
- 1 1/2 tsp canola oil 7 mL
- 1 tbsp curry powder 15 mL
- 1 cup dry red lentils 250 mL
- 2 cups water 500 mL
- 1/2 tsp salt 2 mL
- 3 pieces whole wheat naan bread

Directions:

1. Wash, peel and chop carrots. Peel and chop onion.
2. In a large saucepan heat oil over medium heat.
3. Add carrot, onion, garlic, ginger and curry powder and cook for 2 minutes. Do not brown.
4. Add lentils and water to saucepan and cook for 20 minutes.
5. Add cilantro and salt to saucepan and cook for 5 minutes.
6. Cut naan bread into 4 sections each. Serve with red lentil dahl.

Food groups included:
- Vegetables and fruits
- Whole grain foods
- Protein foods

Fun Fact: Dahl is another word for lentils. Lentils are a staple food in Indian cuisine.

Recipe developed by Nadine Day, RD.  
© Heart and Stroke Foundation of Canada 2008

Nutrition Facts  
Per ½ cup dahl (125 mL) & ¼ naan

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<th>Amount</th>
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<tr>
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<td>40 mg</td>
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<tr>
<td>Iron</td>
<td>2.5 mg</td>
</tr>
</tbody>
</table>
Perfect Pita Pizzas

**Prep time:** 10 minutes  
**Cook time:** 15 minutes  
**Snack Servings:** 10 (or 5 large pita pizzas)

**Ingredients:**
- 5 large whole grain pitas
- 3/4 cup green pepper (175 mL)
- 1/3 cup onion (75 mL)
- 1 1/2 cups tomato (375 mL)
- 3/4 cup mushrooms (175 mL)
- 1 1/2 cups mozzarella cheese (375 mL)
- 1 1/2 cups tomato sauce (375 mL)
- 1 tsp dried basil (5 mL)
- 1 tsp dried oregano (5 mL)
- 1 tsp black pepper (5 mL)

**Directions:**
1. Pre-heat oven to 400°F (200°C).
2. Place pita bread on a baking sheet.
3. Wash all vegetables.
4. Chop green pepper, onion and tomato. Slice mushrooms.
5. Grate mozzarella cheese.
6. Spread tomato sauce on each pita. Sprinkle evenly with basil, oregano and pepper.
7. Put mushrooms, onion and green pepper on top of each pita. Sprinkle with grated cheese.
8. Bake until the cheese melts and the pita is crisp (about 10-15 minutes). Cut the pitas in half for snack size servings.

**Food groups included:**
- Vegetables and fruits
- Whole grain foods
- Protein foods

**Fun Fact:** The first known pizzeria opened in Naples, Italy in 1738.

**Nutrition Facts**

<table>
<thead>
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<th>Per ½ pizza (135 g)</th>
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<tr>
<td>Calcium: 110 mg</td>
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<tr>
<td>Iron: 1.5 mg</td>
</tr>
</tbody>
</table>

Recipe adapted with permission from the City of Hamilton Public Health Services (2007).
Cheesy Quesadillas

Prep time: 20 minutes
Cook time: 10 minutes
Snack Servings: 10

Ingredients:
- 3/4 cup lettuce 175 mL
- 1/3 cup green onion 75 mL
- 3/4 cup green pepper 175 mL
- 1 1/2 cups mozzarella cheese 375 mL
- 10 large whole grain tortillas 10
- 3/4 cup salsa 175 mL

Directions:
1. Pre-heat oven to 350°F (175°C).
2. Wash all vegetables.
3. Shred mozzarella cheese and lettuce.
   Chop green onion and green pepper.
4. Sprinkle tortillas with cheese, lettuce, green pepper and green onions. Layer another tortilla on the top and press edges together.
5. Place tortillas on a baking sheet and bake for 10 minutes or until crisp.
6. Remove from oven and cut into wedges. Top with salsa.

Food groups included:
- Vegetables and fruits
- Whole grain foods
- Protein foods

Fun Fact: There are more than 2000 types of cheese worldwide. Mozzarella is the most popular.

Nutrition Facts
Per ½ Quesadilla (100 g)
- Calories 190
- Fat 7 g
  - Saturated 3.5 g
  - Trans 0 g
- Carbohydrates 25 g
  - Fibre 4 g
  - Sugars 1 g
- Protein 8 g
- Sodium 500 mg
- Calcium 100 mg
- Iron 0 mg

Recipe adapted with permission from the City of Hamilton Public Health Services (2007).
Spiced Up Polenta

Prep time: 20 minutes
Cook time: 15 minutes
Snack Servings: 10

Ingredients:

**Fresh Tomato Salsa**
- 2 tomatoes
- 2 green pepper
- 1 jalapeno (optional)
- 1 onion
- 5 sprigs fresh cilantro
- 2 tbsp lime juice
- 1 tsp ground cumin
- 1 tsp ground black pepper
- 1/2 tsp salt

**Polenta**
- 1 1/2 packaged prepared polenta (in tubes)
- 3 tbsp vegetable oil
- 3 cups black beans (canned)
- 2 green pepper
- 1 cup corn (fresh, frozen, canned)

Directions:


2. Add oil to a non-stick skillet on medium heat. Cut polenta into 0.5 inch (1 cm) thick rounds and heat in skillet until brown on both sides.

3. While polenta is browning, rinse and drain beans and corn (if canned).

4. Wash and dice pepper to the same size as the beans and corn.

5. Once both sides of polenta are brown and slightly crispy, remove polenta from the skillet and place on a serving platter. Heat beans, corn, pepper and salsa in a skillet until heated through, about 5 minutes.

6. Pour the heated mixture over browned polenta and serve immediately.

Food groups included:

- Vegetables and fruits
- Whole grain foods
- Protein foods

Nutrition Facts

<table>
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<th>Per 1 slice (250 g) &amp; salsa</th>
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<td>Sodium 380 mg</td>
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<tr>
<td>Calcium 40 mg</td>
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<tr>
<td>Iron 2.0 mg</td>
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</tbody>
</table>

Adapted with permission from Niagara Region Public Health (2015).
Vegetable Fried Rice

**Prep time:** 10 minutes  
**Cook time:** 30 minutes  
**Snack Servings:** 10

**Ingredients:**
- 3 cups water 750 mL
- 1 1/2 cups brown rice 375 mL
- 2 tsp vegetable oil 10 mL
- 2/3 cup celery 150 mL
- 2/3 cup onion 150 mL
- 2/3 cup carrots 150 mL
- 2/3 cup green pepper 150 mL
- 6 eggs 6
- 2-3 tbsp soy sauce 30-45 mL
- To taste salt and pepper

**Directions:**
1. Turn on stove to high heat. Combine water and rice in a large saucepan. Heat to boiling. Turn down heat to medium, cover and simmer until rice is tender. This will take about 30 minutes and all the water will be absorbed. When the rice is cooked, set it aside.
2. Wash and slice celery, carrots and green pepper. Peel and chop onion.
3. Heat oil in a non-stick skillet on medium-high heat. Add celery, onion, carrots, and pepper and stir-fry until vegetables are crisp-tender, about 8 minutes.
4. Beat eggs in a bowl and add to vegetable mixture. Cook and stir to scramble eggs. While eggs are still runny, stir in cooked rice and soy sauce. Continue to cook and stir until the mixture is hot.

**Food groups included:**
- Vegetables and fruits
- Whole grain foods
- Protein foods

**Fun Fact:** Fried rice is a traditional dish in Chinese culture.

**Equipment:**
- cutting boards
- measuring cups & spoons
- mixing bowl
- paring knives
- wooden spoon
- serving spoon
- whisk
- saucepan
- non-stick skillet
- plates or bowls
- cutlery
- stove

**Nutrition Facts**

<table>
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<td>Calcium 40 mg</td>
<td>Iron 1.0 mg</td>
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Speedy Meatless Chili

Prep time: 15 minutes  
Cook time: 20 minutes  
Snack Servings: 10

Ingredients:

- 2 tbsp vegetable oil  30 mL
- 2 onion  2
- 2 celery stalks  4
- 1 can (19 oz) lentils  540 mL
- 1 can (19 oz) kidney beans  540 mL
- 1 can (19 oz) stewed tomatoes, undrained  540 mL
- 1 tsp chili powder  5 mL
- 1/2 tsp black pepper  2 mL
- 1 cup cheddar cheese  250 mL

Directions:

1. Heat oil in a non-stick skillet to medium-high heat.
2. Wash all vegetables
3. Peel and chop onion. Dice celery. Add to the skillet.
4. Cook onion and celery until softened.
5. Rinse and drain lentils and kidney beans with a strainer. Set aside.
6. Add tomatoes to the skillet. Break up tomatoes with the back of a wooden spoon. Add the spices, lentils and kidney beans to the skillet and stir. Simmer for 5 minutes.
7. Grate cheese and sprinkle on top of chili.

Food groups included:

- Vegetables and fruits
- Protein foods

Fun Fact: It is thought that chili originated in Spain. It got its name because it traditionally uses various chili peppers to add spice!

Recipe adapted with permission from Niagara Region Public Health (2015).
Sunshine Soup

Prep time: 10 minutes
Cook time: 30 minutes
Snack Servings: 10

Ingredients:
- 2 butternut or acorn squash
- 2 tbsp non-hydrogenated margarine or butter
- 2 onion
- 1 tsp fresh ginger root
- 4 apples
- 5 cups vegetable or chicken broth
- 2 tsp dried thyme
- To taste black pepper
- To taste fresh parsley (optional)
- 10 small whole grain rolls

Directions:
1. Wash all vegetables, apples and parsley.
2. Peel and chop squash and apples; chop onions; grate ginger.
3. In a large saucepan, melt non-hydrogenated margarine or butter over medium heat.
4. Add onion and ginger and cook until softened, about 3 to 4 minutes - stir constantly.
5. Add squash, apples, broth and thyme. Bring to a boil, reduce heat, cover and simmer until squash is tender, about 20 minutes.
6. Remove from heat and purée in batches in a food processor or blender until smooth.
7. Return to saucepan and heat slowly until hot. Garnish each serving with parsley.
   Serve either cold or hot with a whole grain roll.

Food groups included:
- Vegetables and fruits
- Whole grain foods

Fun Fact: Butternut squash and pumpkins are very similar, however a pumpkin is classified as a fruit, and butternut squash is classified as a vegetable.

Recipe adapted with permission from Foodland Ontario (www.ontario.ca/foodland).
**Moroccan Couscous**

**Prep time:** 10 minutes  
**Cook time:** 30 minutes  
**Snack Servings:** 10

**Ingredients:**

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<td>low sodium chicken stock</td>
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<tr>
<td>1 1/2 cups</td>
<td>instant whole wheat couscous</td>
<td>375 mL</td>
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<tr>
<td>1 onion</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2 garlic cloves</td>
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<td>2</td>
</tr>
<tr>
<td>1 1/2 tbsp</td>
<td>vegetable oil</td>
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<td>cinnamon</td>
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<td>cayenne pepper</td>
<td>2 mL</td>
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<tr>
<td>1/2 cup</td>
<td>low sodium chicken stock</td>
<td>125 mL</td>
</tr>
<tr>
<td>3 tomatoes</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>1 cucumber</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1/4 cup</td>
<td>fresh cilantro (optional)</td>
<td>60 mL</td>
</tr>
<tr>
<td>1/2 cup</td>
<td>raisins</td>
<td>125 mL</td>
</tr>
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**Equipment:**

- cutting boards
- measuring cups & spoons
- wooden spoon
- mixing bowl
- chef’s knife
- paring knives
- saucepan
- serving spoon
- plastic wrap (optional)
- bowls
- cutlery
- stove

**Directions:**

1. To prepare couscous, bring 2 cups (500 mL) chicken stock to a boil in a saucepan.
2. Place couscous into a large mixing bowl. Pour boiling chicken stock over couscous. Cover with a lid or plastic wrap and let stand for 5 - 10 minutes.
3. Wash all vegetables and cilantro.
4. Peel onion and garlic, and chop finely. Set aside.
5. Heat oil on medium-high heat in a non-stick skillet. Sauté onions and garlic until softened (about 3 - 4 minutes).
6. Stir in spices and cook for 1 minute.
7. Add 125 mL (½ cup) chicken stock to the skillet and stir. Increase heat and bring to a boil.
8. Chop tomato and cucumber into small pieces. Add to skillet.
10. Add raisins into skillet and cook until most of the liquid has evaporated.
11. Spoon topping over couscous and top with cilantro if desired.

**Food groups included:**

- Vegetables and fruits  
- Whole grain foods

**Fun Fact:** Couscous is a grain that was most popular in Morocco, North Africa before becoming a common food worldwide.

Recipe adapted with permission from Niagara Region Public Health (2015).
Amazing Apple Crisp

Prep time: 10 minutes
Cook time: 40 minutes
Snack Servings: 10

Ingredients:
1 1/2 cups apples 375 mL
3/4 cup rolled oats 175 mL
1/3 cup all-purpose flour 75 mL
3/4 cup brown sugar 175 mL
1 tsp ground cinnamon 5 mL
1/3 cup non-hyrdrogenated margarine or butter 75mL

Directions:
1. Pre-heat oven to 350 °F (175°C).
2. Wash and slice apples and place in a medium baking pan.
3. In a bowl, mix the rolled oats, flour, brown sugar, cinnamon and non-hydrogenated margarine or butter until combined. Mixture will be crumbly. Sprinkle over the fruit.
4. Bake for 40 minutes or until the fruit is tender.

Food groups included:
- Vegetables and fruits
- Whole grain foods

Fun Fact: An apple tree takes 4 - 5 years to produce its first fruit.

Equipment:
- cutting boards
- measuring cups & spoons
- mixing bowl
- paring knives
- wooden spoon
- plates or bowls
- baking pan
- cutlery
- oven

Nutrition Facts
Per 1/10 crisp (50g)

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<th>Amount</th>
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Recipe adapted with permission from the City of Hamilton Public Health Services (2007).
Magnificent Pumpkin Muffins

Prep time: 15 minutes  
Cook time: 20 minutes  
Snack Servings: 10

Ingredients:

- 2 eggs  
- 1/2 cup milk (skim, 1% or 2%)  
- 1/2 cup pumpkin fresh, cooked or canned  
- 1/4 cup vegetable oil  
- 1 1/2 cups whole wheat flour  
- 1/4 cup sugar  
- 2 tsp baking powder  
- 1/2 tsp salt  
- 1/2 tsp ground cinnamon

Directions:

1. Pre-heat oven to 400 °F (200°C).
2. Beat eggs in a mixing bowl.
3. Stir in milk, pumpkin and oil.
4. In another mixing bowl, mix together flour, sugar, baking powder, salt, and cinnamon.
5. Add milk and pumpkin mixture to dry ingredients and stir.
7. Bake for 20 minutes or until a knife can be poked into the muffin and pulled out clean.

Food groups included:

- Vegetables and fruits
- Whole grain foods
- Protein foods

Fun Fact: Pumpkins are usually orange but can also be white, green, red or yellow.

Nutrition Facts

Per 1 muffin (65g)

- Calories 170
- Fat 7 g
- Saturated 1 g
- Trans 0 g
- Carbohydrates 22 g
- Fibre 3 g
- Sugars 6 g
- Protein 4 g
- Sodium 40 mg
- Calcium 100 mg
- Iron 1.0 mg

Adapted with permission from the partners of Kids in the Kitchen (2013)
Games
Games

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Rielevieo

**Physical literacy skill:** running

**What’s needed:**
- Two equal teams of three or more players
- Post, tree or pole to tag

**How to play:**
1. Divide players into two teams. One team will be Chasers. The other team will be chased.
2. Assign a tag post (tree or pole).
3. The Chasers try to tag other players. If a Chaser tags someone, the tagged person goes to the post.
4. The first person tagged holds the post; others who are tagged begin holding hands to form a chain.
5. If a free player can touch anyone in the chain, the entire chain goes free. Or, if the chain is able to touch one of the Chasers without breaking the chain, they are all free.
6. The game ends when the chasing team gets all the other team into a chain, or when time runs out.

Adapted with permission from Canadian Intramural Recreation Association newsletter.
HA HA (Rock Paper Scissors)

Physical Literacy Skill: running (jumping with variations)

What’s needed:
- Two equal teams of unlimited players
- Chalk or other materials to mark boundary lines

How to play:
1. Divide players into teams of two.
2. Mark a penalty line.
3. Partners face each other and play rock, paper, scissors.
4. The loser runs to the penalty line and back. When he or she returns, he or she plays his or her partner again and the loser runs again.

Variation:
- Instead of running, players can do five push-ups, 10 sit-ups, five jumping jacks or other exercise.

Adapted with permission from Playground Activity Leaders in Schools.
Fruits and Veggies

Physical Literacy Skill: running, walking

What’s needed:

- Two equal teams of six or more players

How to play:

1. Divide players into two teams. One team takes on names of vegetables, the other, of fruits.
2. The teams mix themselves up to form one large group. Everyone should sit in a circle.
3. Select someone to be “It”. “It” stands inside the large circle.
4. “It” tells a fruit and vegetable to change places (i.e. peas and apples change places, pineapple and eggplant, melons and salad).
5. While the players are changing places, “It” tries to take an empty space.

Adapted with permission from Playground Activity Leaders in Schools.
Corner Spry

Physical literacy skill: running, walking

What’s needed:
- Four equal teams of four or more players
- Four bean bags or balls

How to play:
1. Divide players into four teams. Each team lines up at one corner of the play area with their first player in the middle holding a bean bag. This player is “It”.
2. “It” tosses the bean bag to the first person in line.
3. That person tosses it back and runs to the back of the line.
4. “It” tosses the bean bag to the second person in line and that person tosses it back and runs to the back of the line.
5. When “It” tosses the bean bag to the last person, “It” yells “Corner Spry” and runs to the head of the line. The last person in line becomes the new “It”. This goes on until the teams are in their original order. The first team in their original order wins.
**Lemon Twist**

**Physical Literacy Skill:** running, walking

**What’s needed:**

- Two equal teams of four or more players
- Two hula hoops
- 10 to 12 bean bags
- Chalk or other materials to mark boundary lines

**How to play:**

1. The object of the game is for teams to get the most bean bags.
2. Divide players into two teams.
3. Set boundary lines around play area and mark a halfway line using chalk or existing lines.
4. Place one hula hoop at each end of the playing area.
5. Put five or six bean bags in each hula hoop.
6. Team members are safe in their own zone but can be tagged after crossing the halfway point. If a player is tagged without a bean bag, he or she is frozen until freed by a member of his or her own team.
7. Players can be unfrozen when touched by members of their own team.
8. If a player is tagged while holding a bean bag, he or she must return the bean bag to the opponent’s hula hoop, and return to his or her zone to start over.
9. The team with the most bean bags at the end of the time wins.

**Variation:**

- To make the game harder, have teams assign a guard for their hula hoop.

Adapted with permission from Playground Activity Leaders in Schools.
Bean Freeze

Physical Literacy Skill: balancing, walking, running (jumping)

What’s needed:
• Four or more players
• One bean bag for each player

How to play:
1. Each player balances a bean bag on his or her head.
2. Players cannot hold it in place.
3. The players move around the playing area while keeping the bean bag balanced on their heads.
4. If the bean bag falls off someone’s head, that person is frozen. Another player can unfreeze someone by picking up the bean bag and placing it on the frozen player’s head, without losing his or her own bean bag.

Variation:
• Players can hop or skip around the playing area.

Adapted with permission from Playground Activity Leaders in Schools.
Octopus Tag

Physical literacy skill: running

What's needed:
- 10 or more players
- Chalk or other materials to mark boundary lines

How to play:
1. Choose an area for the game and set boundaries. The ocean is inside the boundary and the two end lines are the shores.
2. Players stand on one shore. One player stands in the middle of the ocean as the octopus.
3. The octopus yells “SWIM”, and the players run to the opposite shore and the octopus tries to tag them.
4. Tagged players stay in the middle and help the octopus tag more players.
5. The last player tagged becomes the new octopus.

Adapted with permission from Playground Activity Leaders in Schools.
Uppiuujaq – Owl Game

This is a traditional Inuit game.

**Physical Literacy Skill:** balance and coordination

**What’s needed:**
- Drum for accompaniment (optional)

**How to play:**
1. Singing and/or drumming begins
2. The goal is to hop on one foot for as long as possible.
3. The non-hopping foot is placed behind the knee of the hopping leg.
4. The player who hops the longest without losing balance or switching feet wins the game.
The Blob

Physical Literacy Skill: running (jumping and skipping with variations)

What’s needed:
- Six or more players

How to play:
1. Choose two players to be the “blob” and have them join hands.
2. The other players scatter.
3. The “blob” players try to tag the others. When tagged, players join hands with the “blob”. When the “blob” tags four people, they divide in half to make two “blobs”.
4. This goes on until there are only two players left.
5. The two players become the “blob” for next game.

Variation:
- Instead of running, players can hop, skip or crab walk around the playing area.

Adapted with permission from Playground Activity Leaders in Schools.
Obstacle Course

Physical literacy skill: walking (jumping, skipping, and balancing with variations)

What’s needed:

• Three equal teams of three or more players
• Materials for boundary lines (chalk)

How to play:

1. Mark start and finish lines.
2. Divide the group into three teams.
3. One team is the mines. They stand still on the playing field.
4. One team is the rowers. Their goal is to get across the field, but they have to keep their eyes closed.
5. One team is the navigators. They stand at the finish line and direct the rowers around the mines.
6. If one of the rowers bumps into a mine, that person is out.
7. Have groups rotate so each team has the chance to be a mine, rower and navigator

Variations:

• To increase the level of difficulty, players must hop, skip, jump or crab walk across the minefield.
• Add a time limit for which the rowers must race across minefield.
• If they bump into someone, they must start from the beginning again.

Adapted with permission from Playground Activity Leaders in Schools.
Bean Bag Stunts

Physical literacy skill: throwing, catching

What’s needed:

• Bean bags

How to play:

1. Throw and catch with both hands; then one hand. Throw high, throw low, throw in the front and back.
2. Throw, touch the ground, catch.
3. Throw, turn around (and touch the ground), catch.
4. Throw; clap, cross touch shoulders, touch head, catch. Count how many actions can be performed before catching.
5. Throw and catch in different positions (sitting, lying, kneeling). For example: lie down, throw, stand up and catch or assume a crab walk position; throw with one hand, catch with the other.
6. Stand with legs apart, reach high, drop the bean bag behind the body. Catch bean bag by bending forward and reaching between the legs.
7. Stand astride, place bean bag on head, tilt head forward. Pick up bean bag keeping legs straight and feet still.
Under the Leg and in the Air

Physical literacy skill: throwing, catching

What’s needed:
• Bean bags

How to play:
1. Hold bean bag in right hand. Lift right leg and toss bean bag under and up.
2. Catch with right hand. Repeat 10 times. Repeat with left side.
3. Lift right leg and toss bean bag with right hand under, up and over to the left hand to catch. Repeat with opposite side. Repeat 10 times.
4. Lift right leg, cross midline with left hand and toss bean bag under leg. Catch with right hand.
5. Perform figure 8’s. Alternate passing bean bag from right hand to left hand, under right leg, then left leg. Repeat in reverse direction. Repeat 10 times.
Bean Bag Drop

Physical literacy skill: throwing, catching

What’s needed:
- Bean bags

How to play:
1. Face a partner with arms outstretched in front.
2. Hands must be level, palms down.
3. First person drops the bean bag.
4. Partner quickly squats and catches the bean bag.
Bean Bags and Discs

Physical literacy skill: throwing, catching

What’s needed:
- Bean bags
- Discs

How to play:
1. Place bean bag on disc, flip disc and catch bean bag with other hand (or disc).
2. Place bean bag on foot, flip up and catch with disc.
3. Play catch with a partner, catching with a disc.
4. Invent variations and share them with the class.
Keep the Kettle Boiling

Physical literacy skill: jumping

What’s needed:
• Three or more players
• Several long skipping ropes (14 to 20 feet)
• An open area

How to play:
1. Divide the players into equal groups or teams.
2. Place ropes around the playground.
3. One person at each end of the rope wiggles the rope.
4. The ropes should be low at first and raised slowly.
5. On signal, players run around the course, jumping over each rope.
6. The object of the game is to keep jumping as the ropes are raised higher.

Adapted with permission from Playground Activity Leaders in Schools.
Situqtaq – Squat Jumps

This is a traditional Inuit game.

Physical literacy skill: hopping, balance and coordination

What’s needed:

• Drum for accompaniment (optional)

How to play:

1. Players squat down on both legs and then hop onto one leg while extending the other leg straight out front.
2. Players hop again to switch position to the opposite foot.
3. The player who can continue to hop from one foot to the other the longest wins the game.
**Fire Water**

**Physical literacy skill:** jumping

**What’s needed:**
- Three or more players
- One long skipping rope (14 to 20 feet)
- An open area

**How to play:**
1. Two players turn the rope, one at each end.
2. Players recite the rhyme continuously.
3. If the rope stops during certain words, jumpers perform the action for those words. For other words, the enders turn the rope in a certain way.
4. The last person to perform the action or the person who stopped the rope takes over for an ender.

**Rhyme:**
- “Fire, Water”*
- Disco, Fever*
- Hot Dogs, Hamburgers*
- Crazy, Dancer*
- Star, Shine*
- High, Low+
- Salt, Pepper+

* Action to perform if the rope stops
- Fire: run away from the rope
- Water: freeze
- Disco: dance around
- Fever: place hand to forehead
- Crazy: jump around
- Dancer: dance around
- Star: stand with arms and legs out like a star
- Shine: stand with feet together and arms up

+ Must turn the rope a certain way
- High: turn rope without it touching ground
- Low: turn rope so jumpers crouch
- Salt: turn rope slowly
- Pepper: turn rope very fast

Adapted with permission from Playground Activity Leaders in Schools.
Happy Birthday

Physical literacy skill: jumping (balancing with variation)

What’s needed:

- Three or more players
- One long skipping rope (14 to 20 feet)
- An open area

How to play:

1. Two players turn the rope, one at each end.
2. Recite this rhyme while jumping:
   - All in together
   - This fine weather
   - January, February, March...
3. For the first verse, players jump in on their birthday month
4. For the second verse, players jump out on their birthday month.

Adapted with permission from Playground Activity Leaders in Schools.
The Shoemaker’s Cat

Physical literacy skill: jumping

What’s needed:
  • Four or more players
  • One long skipping rope (14 to 20 feet)

How to play:
1. This is an alphabet game.
2. The first person says: “The shoemaker’s cat is a cat”.
3. The first player fills in the blank with a word starting with “A” (The shoemaker’s cat is an alley cat).
4. The next player fills in the blank with a word starting with “B”.
5. Players go through the alphabet.

Variation:
  • To make it harder, each player uses two words in alphabetical order (ie. The shoemaker’s cat is an angry, big cat).

Adapted with permission from Playground Activity Leaders in Schools.
Jump to the Shot

Physical literacy skill: jumping (running and balancing with variations)

What’s needed:

- Two or more players
- One skipping rope
- One bean bag or a shoe
- An open area

How to play:

1. Tie the bean bag or shoe to one end of the skipping rope.
2. The players form a circle with room for jumping between them.
3. One player stands in the middle of the circle holding the end of the skipping rope without the bean bag.
4. The player swings the skipping rope in a circle until it reaches the players and is moving close to the ground.
5. Each player must jump as it passes. If the rope or weight touches a player, he or she is out.
6. Change the speed of the rope. The player swinging the rope may stand, sit, or lie on the floor or ground.

Variations:

- Players stand on one foot and hop.
- Players change feet when the player swinging the rope makes a command.
- Players run or hop toward the oncoming rope.
- Use a bamboo pole instead of a rope.

Adapted with permission from Playground Activity Leaders in Schools.
**Alphabet Sequence**

*Physical literacy skill:* throwing, catching (running with variations, kicking with variations)

**What’s needed:**
- 15 to 30 players
- One large bouncy ball

**How to play:**
1. Players form a large circle.
2. The first person with the ball says “A” and says a word that starts with the letter A.
3. The player tosses the ball to another player. This player says: “B” and a word that begins with the letter B.
4. The game continues until you reach “Z”.

**Variations:**
- Have the first player toss the ball and run around the circle to get back to his or her spot. The player catching the ball has until the first player gets back to his or her other spot to answer.
- Have someone in the middle who is “It” and who must tag the players before they throw the ball to another player.
- “It” can also try to intercept the ball as it is being thrown.

Adapted with permission from Playground Activity Leaders in Schools.
Animal Toss

Physical literacy skill: throwing, catching

What’s needed:

• Six or more players
• One soft ball

How to play:

1. All players form a circle.
2. Pick a player to stand in the centre of the circle holding the ball.
3. The player who catches the ball has five seconds to say if the animal belongs on land, sea, or air.
4. If the player drops the ball or cannot name its location, he or she imitates the animal.
5. If the player is right, then he or she moves to the centre of the circle.
6. Remember to count the five seconds out loud as a group.

Adapted with permission from Playground Activity Leaders in Schools.
**Towers**

*Physical literacy skill:* throwing, catching, running

**What’s needed:**
- 10 or more players
- One medium ball
- One or two plastic buckets

**How to play:**
1. Players form a circle standing arms length away from each other.
2. Place one or two buckets in the circle - about five feet apart. Players should be about ten feet away from any bucket.
3. One player is “It”.
4. Players in the circle try to put the ball in one of the buckets while “It” tries to stop players.
5. Players can pass the ball between them to try to get a clearer shot at a bucket.
6. The player that gets the ball in a bucket becomes the new “It”.

Adapted with permission from Playground Activity Leaders in Schools.
**Spud**

**Physical literacy skill:** throwing, catching, running (kicking with variations)

**What’s needed:**
- Four or more players
- One large bouncy ball

**How to play:**
1. Assign each player a different number.
2. One player tosses the ball into the air and yells a number. That player catches the ball and all the other players run away.
3. Once the ball is caught, the player yells, “SPUD”.
4. All players must stop.
5. The player with the ball picks a target and tosses the ball at the player, attempting to tag him or her. The target must keep his or her feet on the ground, but he or she may twist, duck, or try to catch the ball.
6. If the ball makes contact, the target player receives an “S” (or the following letter in the word SPUD). This player throws the ball in the air and calls a number for the next round.
7. If the ball misses the player, or is caught, the person who threw the ball receives an “S” (or the following letter in the word SPUD). This player throws the ball in the air again and calls another number.
8. When a player has all the letters to spell SPUD, he or she is out of the game. The last player wins.

**Variations:**
- The person with the ball can take three large steps towards their target before they toss the ball.
- Soccer - player gently kicks the ball at his target’s feet instead of tossing it.

Adapted with permission from Playground Activity Leaders in Schools.
Additional Resources - Nutrition

Canada’s food guide
Download Canada’s food guide, recipes and other resources at https://food-guide.canada.ca/en/

Cookspiration
Browse through hundreds of recipes separated by genre (e.g. snack attack, vegetarian, breakfast, kid-approved etc.) on the Cookspiration website. This website was developed by Dietitians of Canada.
http://www.cookspiration.com/

Dietitians of Canada
Discover the views of Registered Dietitians by browsing the Dietitians of Canada website to find nutrition related resources and articles that span across many topic areas (e.g. children and teen nutrition, food insecurity, food labelling etc.).
http://www.dietitians.ca/

Fight Bac
Prevent food poisoning by following the steps outlined on the Fight Bac website.
http://www.fightbac.org/

Food Allergy Canada
Find out more information about food allergy and risk of anaphylaxis on the Food Allergy Canada website.
http://foodallergycanada.ca/

Foodland Ontario
Be inspired to choose fresh, delicious food from close to home, while supporting local farmers by visiting the Foodland Ontario website. http://www.ontario.ca/foodland/foodland-ontario

Freggie Tales
Find easy and kid-friendly vegetable and fruit related lesson plans, games and recipes on the Freggie Tales website.
http://freggietales.ca/

Guide to Halal Foods (Toronto Public Health)
Get all of the information you need to know about Halal food from Toronto Public Health’s “Guide to Halal Foods” resource.

Half Your Plate
Learn more about vegetables and fruits and find new recipes that promote a variety of colourful vegetables and fruits on the Half Your Plate website.
http://www.halfyourplate.ca/
**Ottawa Public Health Fact Sheet Library**
Access a variety of fact sheets and recipes from Ottawa Public Health’s nutrition webpage

**Telehealth Ontario**
Telehealth Ontario is a call centre that provides confidential medical advice at no cost. Services are offered in both English and French, with translation support for other languages if needed. Call Telehealth Ontario and ask to speak with a registered dietitian. Available Monday-Friday 9am-5pm at 1-866-797-0000 (TTY: 1-866-797-0007)

**Unlock Food**
Obtain evidence-based nutrition information from Dietitians of Canada. There are a wide range of nutrition related articles as well as recipes on the UnlockFood website.
https://www.unlockfood.ca
Additional Resources - Physical Activity

**Active for Life**
Find resources, activities and ideas to help improve physical literacy in children and youth on the Active for Life website.
http://activeforlife.com/

**Active Living Alliance for Canadians with a Disability (ALACD)**
Many resources available related to inclusive programs, environments and services.

**Canadian Public Health Association (CPHA)**
CPHA has developed a Children's Unstructured Play Position Statement. Resources to increase children's access to unstructured play have been developed, including a toolkit with evidenced based tools and resources.
https://www.cpha.ca/unstructured-play

**Canadian Society for Exercise Physiology**
Find the Canadian Society for Exercise Physiology 24-Hour Movement Guidelines for Children and Youth as well as other health and fitness information and resources on the Canadian Society for Exercise Physiology website https://www.csep.ca/home

**Canadian Sports for life**
Sport for Life links sport, education, recreation and health, and aligns community, provincial, and national programming. Check out their website for resources and physical activity information.
http://canadiansportforlife.ca/

**Child and Nature Alliance of Canada**
The Child and Nature Alliance of Canada promotes opportunities for children and youth to connect with nature through policy, research and practice.
http://childnature.ca/

**OPHEA (Ontario Physical and Health Education Association)**
Look for creative physical activity teaching tools and resources as well as professional education opportunities through ophea's website.
https://www.ophea.net/

**Ottawa Hand in Hand**
**Recreation & Culture Fee Support**
The City of Ottawa offers financial support to ensure that all residents can participate in recreation and culture programs and activities offered by the City, regardless of their ability to pay. For additional information or to obtain a fee support application, visit your local recreation facility or any City of Ottawa Client Service Centre. Applicants will be asked to provide proof of financial need.
Outdoor Play Canada
A network of leaders and groups are working together to inspire an outdoor play movement across Canada.
https://www.outdoorplaycanada.ca/

ParticipACTION
ParticipACTION is a national non-profit organization that helps Canadians sit less and move more by providing tips, facts, programs and research related to physical activity. You also can find the latest Canadian Physical Activity Report Cards for Children and Youth on the Participaction website.
https://www.participaction.com/en-ca

Physical and Health Education Canada (PHE Canada)
PHE Canada supports healthy, active kids by promoting quality health and physical education and learning environments.
https://phecanada.ca/activate/after-school

Right to Play
Weekly play-based programs to promote life-skills in Aboriginal youth (PLAY), responsive to individual needs and delivered by locally trained community mentors.

The Weather Network
Check the daily UV Index at: https://www.theweathernetwork.com/forecasts/uv/interpretation

First Nations, Inuit and Metis Games
Learn about the role of Indigenous Games in Culture: https://www.ictinc.ca/blog/the-role-of-indigenous-games-in-culture
Cool facts on the origin of Lacrosse:

Five Indigenous Games to Play with Your Children:

Growing Your Movers (G.Y.M): videos of traditional games
http://growingyoungmovers.com/resources/post/?pid=188&tid=38&p=1#.XXFNc8tYaUk

Indigenous Games for Children from Indigenous Communities Across Canada
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Electronic versions of Appendix E to L are available by calling Ottawa Public Health at 613-580-6744.
A. Recipe Selection Criteria

While we have carefully chosen the recipes that are included in this manual, you may decide to choose other recipes that you have found elsewhere. The following criteria should be used to ensure the recipe you have chosen fits with the I Love to Cook and Play program.

**General Criteria:**

Recipes:

- Use basic food preparation and cooking skills
- Use basic kitchen equipment
- Use ingredients available at any major grocery store
- Can be prepared by most children and youth aged 6-12
- Can be completed in less than 45 minutes

**Canada’s food guide Criteria:**

Vegetables & fruits
Recipes use:

- At least one vegetable or fruits
- Either fresh, frozen or canned vegetables or fruit. Canned vegetables need to be drained and rinsed to lower sodium content. Canned fruit should be packed in water or its own juice, not syrup.

Whole grain foods
Recipes use:

- Whole grain foods such as whole wheat flour, whole wheat pasta, whole grain bread, brown rice, quinoa, millet, buckwheat, polenta and other grains.

Protein foods
Recipes use:

- 2%, 1% or skim milk, powdered milk, evaporated milk, fortified soy beverage
- Lower fat yogurts (3.25% or less milk fat)
- Lower fat cheese (20% or less milk fat)
- Do not include peanuts, tree nuts or any products containing these nuts if you have participants with these food allergies.
Oils & Fats
Recipes use:

- Unsaturated fats such as vegetable, olive, soya or canola oil
- Mayonnaise
- Non-hydrogenated soft margarines or butter

Adapted with permission from Niagara Region Public Health (2015).
B. Food Allergy and Intolerance

Food Allergy

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

There are ten foods which are considered more likely to cause allergic reaction:

- Eggs
- Milk
- Mustard
- Peanuts
- Seafood (Fish, Crustaceans and Shellfish)
- Sesame
- Soy
- Sulphites
- Tree Nuts
- Wheat

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 those listed above, however, a child can be severely allergic to any food. Anaphylaxis can also be caused by bee or wasp stings and by medications.

Anaphylactic reactions can begin within minutes or hours of having contact with the food. Common signs of anaphylaxis are tingling or itching inside the mouth, sudden development of hives, swelling of the face, throat or other parts of the body, coughing, wheezing, shortness of breath, runny eyes and nose and dizziness or passing out. Anaphylaxis is an emergency and must be treated with Adrenalin (also called epinephrine) which is usually administered through an auto-injector (Epipen).

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

**Food Intolerance**

Food intolerance is a reaction to a food or ingredient; it does not involve the immune system and usually starts in the gastrointestinal system. For example, lactose intolerance is when the body cannot breakdown lactose, a natural sugar found in milk. This is different than a milk allergy, which is an immune reaction to the protein in cow’s milk. Symptoms may vary and can be mistaken for those of a food allergy. They may include: bloating, stomach upset, diarrhea or sometimes constipation.

**Reporting of Food Allergies & Intolerances**

When registering children and youth for I Love to Cook and Play, it is important to fully complete the allergy and intolerance section on the registration form. With the right precautions, children and youth with food allergies and intolerances can participate fully in the program.

For more information on allergies and food intolerances visit:

Food Allergy Canada: http://foodallergycanada.ca/

Adapted with permission from the partners of Kids in the Kitchen (2013).
C. Age-Appropriate Cooking Skills

Safety is an important consideration when deciding if the children should participate in the activity or simply observe. You can use the information below to get a better idea of which tasks may be appropriate at different ages and which may best fit your group. This document is only a guideline. Use your judgment as to whether children are able to do the tasks on this list.

Cooking with 6-8 year olds

- Assemble foods (e.g. place toppings on a pizza, make a yogurt parfait)
- Use an oven or microwave with assistance
- Scrub and wash vegetables and fruits
- Peel foods (e.g. hard boiled eggs, shrimp)
- Crack eggs
- Cut soft foods with a strong plastic knife (e.g. mushrooms, strawberries, cheese, banana)
- Set and clear the table
- Stir ingredients together (e.g. batter, sauces)
- Fill and level measuring cups and spoons with ingredients
- Toss salad ingredients together with salad dressing
- Beat ingredients with a wire whisk
- Use simple kitchen equipment with supervision (for example, grater, toaster, can opener)
- Read simple recipes with help

Cooking with 9-12 year olds

- Use a sharper knife, with supervision, with easy-to-cut foods (for example, cooked meats, vegetables and fruits that are easy to grip, cheese, tofu, breads)
- Use an oven or microwave with assistance
- Write a grocery list
- Wash dishes
- Use a thermometer and timer
- With supervision, older children may be able to use the stovetop to make simple recipes like omelettes, pancakes, quesadillas, soups or grilled cheese
- Follow a recipe without assistance

Adapted with permission from Toronto Public Health (2015).
D. Program Funding

Use the description below if you are applying for funding to cover the costs of the I Love to Cook and Play program.

**Brief Overview:**

I Love to Cook and Play is designed to be a community-based program for children and youth aged 6-12 that reinforces the importance of promoting both healthy eating and physical activity. The program manual will enable program leaders to teach children how to prepare simple, healthy, low-cost meals and snacks and to emphasize the importance of daily physical activity.

The I Love to Cook and Play program is a series of ten, two-hour sessions. Each session follows a lesson plan that has two units:

Nutrition and Cooking Unit (60 minutes):
- Nutrition teaching topic
- Activity
- Healthy recipe

Physical Activity Unit (60 minutes):
- Game

Training on program implementation will be provided to staff, volunteers and coordinators by Ottawa Public Health.

**Timeline:** The program can be run over a 10 week period or adapted over an extended time period throughout the year.

**Objectives:**

- Improve food literacy and skills in children and youth attending after-school programs in Ottawa.
- Improve physical literacy in children and youth attending after-school programs in Ottawa.
- Increase self-efficacy in children and youth to make healthy food choices and participate in daily physical activity.

**Budget** (note that this can be altered based on your programming needs):

Food: $600 ($60 per session)
Physical Activity Equipment: $60
Cooking Supplies: $60
Total Cost: $720
Impact:

Research tells us that by helping children and youth improve their food skills, we can significantly improve their cooking knowledge as well as their food-related attitudes and choices. Well nourished children and youth are more likely to be better prepared to learn, be active and maintain their health as adults. There is also an association between children and youth who participate in two or three hours of moderate to vigorously intense physical activity per week and several health benefits including a decreased risk of obesity and chronic disease. Regular physical activity can help improve academic performance, social development and self-esteem in children and youth.

Where can you apply for funding?

There are many organizations that have funding applications available on their websites. Each application will be different but you will be able to adapt the program information on the previous page to suit the organization you are applying to.

Here are a few examples:

• Alterna
• RBC
• TD
• Scotiabank
• United Way
• Hydro Ottawa
• Community Foundation of Ottawa

Check out the National Private Foundations website for more ideas

Looking for food donations? Contact your local grocery store to inquire. Many grocery stores will provide food free of charge if they are interested in the program you are running.
Dear Parent(s)/Guardian(s),

This program is designed to teach children ages 6 to 12 years the importance of healthy eating and being active.

This program consists of an undefined number of two-hour sessions. Each session will include:

- 60 minutes of nutrition (teaching about healthy eating and supervised cooking opportunities)
- 60 minutes of physical activity (playing games/sports)

For more information on the program please contact:

(program leader’s name)

(telephone number)
F. Sample Registration Form

PARTICIPANT Information
Name: ___________________________________ Age: _________________________
Gender: □ Male  □ Female

PARENT/GUARDIAN Information
Name: ______________________________________
Relationship to Participant: __________________
Home Phone: ____________ Work Phone: _____________ Cell Phone: _____________

EMERGENCY Contact Information
Name: ______________________________________
Relationship to Participant: __________________
Home Phone: ____________ Work Phone: _____________ Cell Phone: _____________

HEALTH Information

<table>
<thead>
<tr>
<th>Food Allergies:</th>
<th>Food Intolerances:</th>
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<td>Dietary Restrictions:</td>
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Medical Conditions that may impact the participation in the I Love to Cook and Play program:
G. Sample Ground Rules

Cooking

- Wash your hands before and after cooking and eating
- Respect each other
- No pushing of shoving
- Tie loose hair back
- Push back long/loose sleeves
- Keep drawers and fridge/cabinet/oven doors closed
- Clean your work area
- Wash your dishes

Games

- Listen carefully to instructions
- Take turns
- Play gently; no pushing or shoving
- Take off jewelry
Session Number

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This program ran from ___________ (date) to ___________ (date)
CERTIFICATE OF COMPLETION
CERTIFICAT DE PARTICIPATION
Awarded to | Décerné à

For successfully completing the program:

1. To Cook
2. And Play

Community leader | Nom du coordonnateur communautaire

Date

Community site | Organisme communautaire

Date
J. Sample Community Article

Feel free to use this text to create an article for your newsletters, e-bulleting or other advertisements. Add your own information to personalize it!

Local kids cooking up a storm at ______________ (site name)!

This year, ______________ (site name) introduced the I Love to Cook and Play program. As part of this program, local kids aged 6-12 received ________ cooking lessons during ____________ (dates). Included with each lesson was 60 minutes of play time, information on kitchen safety, hands-on cooking lessons and, of course, the opportunity to taste and enjoy their cooking!

On ______________ (last session date), the program wrapped up with a celebration where the children received their certificates of completion with their parents and peers.

“The response to this program has been phenomenal from both children and staff”, reports ______________ (insert name), site coordinator. When asked what he liked best about this program, one child said, “________________________________________________________".

One little boy/girl shared what she/he liked, “________________________________________".

______________________________ (site name) hopes to be able to offer more cooking and physical activity programming in the future.
K. I Tried it Badges

Adapted with permission from the partners of Kids in the Kitchen (2013).

I TRIED IT!

Student’s Name

Name of Food

I TRIED IT!

Student’s Name

Name of Food
Dear Parent(s)/Guardian(s):

You are invited to join us for the final session of the I Love to Cook and Play program where your child and/or youth will be serving you samples of some of the delicious food they have learned to prepare and/or cook during their time in the program. You will also have the opportunity to participate in some fun physical activity with your child and/or youth.

During this final session, all participants in the program will receive a certificate to acknowledge the hard work they have done over the course of the program.

We hope to see you there!

Date:

Time:

Location:
What’s Cooking?

Use a probe thermometer to check the internal temperature of your food

- **Cook whole poultry to** 82 °C (180 °F)
- **Cook poultry pieces to** 74 °C (165 °F)
- **Cook/Reheat food to** 74 °C (165 °F)
- **Keep food hot at** 60 °C (140 °F) or higher
- **Keep your cold food at** 1 °C - 4 °C (34 °F - 40 °F)
- **Keep food out of the Danger Zone** 4 °C - 60 °C (40 °F - 140 °F)
- **Freeze your food at** 0 °F or lower, -18 °C or lower

Adapted from Eastern Ontario Health Unit “What’s Cooking” poster.

Produced by the Environment and Health Protection Branch.