

Cook it. Try it. Like it!

A GUIDE FOR PROGRAM LEADERS



Teaching kids that cooking nutritious food can be fun and easy

Cook it. Try it. Like it! was developed and implemented in partnership by:

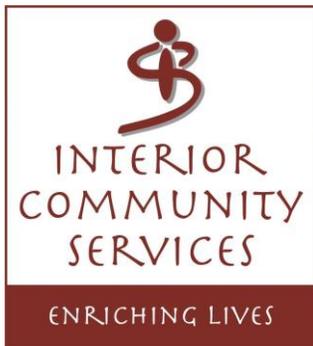


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INTRODUCTION

Cook it. Try it. Like it! is a five week after school program designed to promote healthy eating habits by providing students with hands-on experience cooking and tasting nutritious foods. During each lesson students will be creating simple, healthy recipes that they can take home to share with their families. Students will have the opportunity to learn important concepts such as:

- Food handling and preparation skills
- Grocery shopping
- Basic food safety
- Nutrition
- How food is grown
- Where food comes from

This document is a guide for program leaders to help implement Cook it. Try it. Like it! The program was developed through a partnership with Interior Health Authority, Interior Community Services and School District #73.

ROLE OF THE PROGRAM LEADER

The leader is responsible for organizing each day's recipes and lesson plans, including grocery shopping and contacting guest speakers if needed. They will lead each session and provide instruction and support for the students during lessons. The leader creates a friendly, safe environment and involves students in discussion. The leader is also responsible for obtaining feedback to help assess the program and provide recommendations.

Some of the main responsibilities of the leader include:

- Shopping for groceries and supplies
- Overall planning and coordination of each session, including recipe preparation, organizing the lesson, obtaining feedback, etc.
- Establishing the program schedule
- Overseeing the planning, cooking and activities of each lesson
- Ensuring the program is enjoyable and making adjustments as needed

The program leader may also be responsible for:

- Organizing a location for the program
- Program promotion and student recruitment
- Recruiting and organizing volunteers to help implement the program
- Organizing the grocery store tour and guest speakers as needed

The skill set of the leader should include:

- FOODSAFE certification
- Experience in teaching or working with children
- Experience in cooking and safe food handling
- Experience in grocery shopping on a budget
- Strong organization, time management, communication and leadership skills

What?

Cook it. Try it. Like it! is a 5 week after school cooking program. The program is designed for 12 participants and the recipes are all standardized to 12 servings. Students are grouped into 3 small working groups with 4 participants in each group. This leader's guide outlines how to implement the program and all recommendations are based on 12 participants. However, this program can be adapted to greater or fewer participants. Keep in mind that more students will impact room space, costs and the necessary number of volunteers to help things run smoothly.

Who?

Cook it. Try it. Like it! is designed for elementary school students in grades 4 to 7. The program is appropriate and beneficial for all children, but is particularly beneficial to those who have limited exposure to healthy food or healthy eating habits at home. The program requires one 'leader' to do the overall program organization and facilitate daily lessons, as well as at least one to two volunteers. Volunteers will help with the lessons, support students as they learn new skills, and help with preparation and clean up. Volunteers can be recruited from parents, teachers, university students, or other community members.

Where?

For an afterschool program, it is ideal to host at the school or a facility that provides after school care as students are already on site. However, any suitable location that meets the needs of the group can be used. The program requires a room that comfortably holds all participants and accommodates cooking activities and lessons. A room with a kitchen or kitchen facilities nearby is best. Required amenities include a sink, oven, fridge, tables, chairs, and garbage can. Options for where to host the program include:

- Large staff room with kitchen
- Gymnasium with adjoining kitchen
- Classroom near a kitchen
- Community centre, church or other facility with a kitchen

When?

The sessions are designed to be held once per week for five weeks and are about an hour and a half in duration. The leader is responsible for selection of time and day of the week that is suitable to the facility and participants. The leader and volunteers will need to arrive 30-45 minutes before the lesson starts to do preparation work and stay 15-30 minutes after to clean up.

THINGS TO CONSIDER BEFORE YOU START

1. Choose a location to host the program

See information on previous page regarding facility requirements and suggestions. If Cook it. Try it. Like it! is not being held as an after school program other facilities can be considered. These facilities could include a community center, a local church, an after-school child care center, a community kitchen facility, or part of a day camp.

2. Choose a program leader

Find a leader within your organization or try partnering with organizations such as the local parks and recreation department (facilities), local organizations that offer youth and family programs, or community kitchens.

3. Schedule sessions and rooms

Complete room bookings well in advance to ensure there is a space to run the program. Determine which days and the time you will conduct the program. The program runs for about 1.5 hours each day, with an additional 45 minutes to 1.5 hours for preparation and clean up. Therefore, a room should be booked for at least 3 hours.

4. Recruit volunteers

You will need a minimum of two volunteers, in addition to the program leader. Consider seeking volunteer help from parents, teachers, or local university students. Volunteers with FOODSAFE certification and/or a background in food handling are recommended. Check with the school or community agency hosting the program regarding requirements for criminal record checks. Criminal record checks are recommended for the leader and volunteers.

5. Sign up participants

Advertise the Cook it. Try it. Like it! program in school newsletters and posters at school with a quick description of the program. See Appendix B for example poster and registration form. Keep in mind parents will need to sign permission forms for students to participate in the program and attend the grocery store tour. As well, if you or anyone wishes to photograph the students, their parents will need to sign a photo consent form. Contact the school principal to obtain the appropriate forms.

6. Plan sessions

The lesson plans in this guide can be followed as written. The coordinator can also adjust the schedule or swap recipes/lessons to different days as it suits the needs of the group. If some of the recipes do not seem suitable to the group, alternatives can be found in the Kids in the Kitchen manual

<http://www.healthyeatingpei.ca/pdf/KidsInTheKitchen.pdf>

7. Determine what supplies are needed

Assess your kitchen supplies and test the equipment (ovens, fridge and blenders) in advance. Each lesson plan includes a list of supplies needed to successfully conduct the lesson. A complete list of supplies is on page 9.

8. Prepare resources

Review each day's recipes and lesson in advance to make sure you have all of the necessary materials. Each lesson plan includes additional resources for students to take home. Ensure that you have enough copies for each participant. See Appendix A for copies of the handouts. As well, each participant should get a copy of the daily recipe to take home. See Appendix B for take home recipes scaled down for 4-5 people.

9. Keep organized

Make sure to keep an updated list of participant contact information including food allergies and intolerances. You may also consider providing each student with a folder or binder to help them organize recipes and lesson plan handouts.

10. Be food safe

It is recommended that the program leader have FOODSAFE certification – information available here: <http://www.foodsafe.ca>. Volunteers should also have FOODSAFE certification or experience working with food. Volunteers without FOODSAFE certification can take the free online training “Caring about Food Safety”. This is an interactive training session that takes about one and a half hours to complete. It is not the equivalent to FOODSAFE certification but will give volunteers an adequate foundation in food safety. For more information visit:

<http://www.health.gov.bc.ca/protect/food-safety-module/files/home.htm>

At minimum volunteers should review the food safety handout in appendix A and discuss with the program leader so they are prepared to help reinforce food safety messages to students. Basic food safety guidelines should be discussed with students on the first day and reinforced each session.

11. Consider the room set-up

Arrange tables in a “U” shape with a demonstration table at the front. Ensure that all students have adequate visibility of the demonstration table.

SUPPLY LIST

Food Preparation Supplies (based on 12 students; 3 groups of 4)

Measuring Utensils:

- 1 set of measuring cups
- 1 set of measuring spoons
- 1 liquid measuring cup (2 cup volume)

Knives/cutting boards:

- 12 small knives
- 2 large chef knives
- 12 small cutting boards
- 2 large cutting boards

Bowls:

- 12 small dishes for portioning spices, etc. (holds approximately 2 ounces)
- 18 small bowls (holds approximately 2 cups)
- 6 medium bowls (holds approximately 4-6 cups)
- 1 large mixing bowl (holds a minimum of 12 cups)

Kitchen Utensils:

- 4 vegetable peelers
- 1 cheese grater
- 1 can opener
- 1 spatula
- 1 large mixing spoon
- 1 strainer
- 3 blenders
- 3 baking sheets

Food Tasting Supplies

- 12 plastic plates
- 12 of each: forks, knives and spoons (or a box of plastic ones)
- 12 plastic re-usable drinking cups + 12 clear plastic cups for parfaits and smoothies
- 3 - 2L jugs (for fruit water)

Miscellaneous Supplies

- 1 pair oven mitts
- 1 box of small re-sealable plastic bags
- aluminum foil or parchment paper
- dish soap
- dish pan/plastic tub for sanitizing dishes per FOODSAFE guidelines
- 6-8 of each dishcloths and dish towels
- permanent markers for labeling
- 12 pencils
- 1 extension cord
- 1 power bar
- basic first aid kit

FOOD ALLERGY, INTOLERANCE AND ANAPHYLAXIS

Students/parents must indicate on the registration form if there are any food allergy or intolerance concerns. Due to liability and safety concerns, the program is not recommended for students with anaphylaxis or other severe allergies because it is difficult to manage cross contamination of food. Students with food intolerances, such as lactose intolerance, are still welcome to participate. However, the program leader and volunteers should be aware of any food intolerances so recipes can be adjusted as needed.

Food Allergy: Food allergies occur when the body's immune system reacts to a specific allergen in a food, usually a protein. Symptoms that could indicate an allergic response are: runny or plugged nose, wheezing or coughing, diarrhea, vomiting, hives, eczema and anaphylactic shock.

Food Intolerance: Intolerances occur when the body does not adequately breakdown a certain component of food. The symptoms can be similar to an allergy, but usually the person can tolerate a small amount of the food before symptoms occur. Common intolerances include lactose, MSG, and artificial food dyes.

Anaphylaxis: This is a severe allergic reaction to food that can be life threatening. Anaphylaxis can occur within minutes or hours of ingesting the food. Some common signs are: sudden development of hives, tingling or itching inside the mouth, coughing, wheezing or shortness of breath, swelling of the face, throat or other parts of the body, runny eyes or nose, dizziness and perhaps loss of consciousness. Anaphylaxis is a condition that requires immediate medical attention. Call 911 right away.

TRYING NEW FOODS

This program provides students with the opportunity to taste and eat a variety of foods. Certain foods may be new to them. Some children approach new foods with enthusiasm while others may be hesitant or unwilling to try them. It is important to make children feel comfortable when presented with the chance to try something new. Make the experience fun and exciting. Avoid pressuring or bribing students to eat.

As a program leader your role is to offer a variety of nutritious ingredients and show them how to make healthy snacks and meals. Give students guidelines for how to use a variety of foods in their recipes. For instance when making pizza you can say "try putting at least one of each vegetable on your pizza". However, this is a recommendation, not a rule. It's up to each student to choose what to put on their own pizza. Respecting their decision on what and how much they choose to eat is an important part of fostering a healthy relationship with food.

If a student is anxious about a particular food, provide suggestions for how they might try the new food in a way that feels safe for them. For example, for a student that is unsure about mushrooms you could say, "put mushrooms on just half of the pizza; you can always pick them off if you don't like them". Encourage students to try new foods but do not force them. Even if students are resistant to trying new foods, they are benefiting from the chance be exposed to a variety of healthy foods and see their peers enjoy them. If their experience is positive, they are more likely to try these new foods in the future.

PROGRAM OUTLINE AND FOOD BUDGET

Day 1

Approximate budget: \$40.00

Mini Pizzas

Lesson: Hand washing and basic food safety

Lesson: Canada's Food Guide lesson

Day 2

Approximate budget: \$50.00

Homemade Granola

Fruit Parfaits

Lesson: Food Security - Where in the world does your fruit come from?

Day 3

Approximate budget: \$55.00

Roasted Vegetables

Fruit Smoothies

Lesson: Rethink Your Drink

Day 4

Approximate budget: \$35.00

Black Bean Quesadilla

Fresh Salsa

Lesson: Planting Cilantro Seeds

Day 5

Grocery store nutrition tour

Fruit Water

Approximate budget: \$5.00

Serve with recipe of the day.

Total Approximate Food Budget: \$ 185.00

A number of ingredients are repeated in different recipes. Plan ahead and buy larger quantities of items that can be saved for use in future recipes.

Note: the budget is based on food items priced in Kamloops in the year of 2015. It is likely that food costs could be reduced by advanced planning and purchasing items on sale. Keep in mind that small and remote communities may experience increased food costs.

FRUIT WATER

Materials:

- 3 x 2-liter plastic water jugs
- Chef knife
- Cutting board
- Drinking cups

Suggested Ingredients:

Combine any 2 or 3 of the following:

- 2 limes
- 2 lemons
- 1 orange
- 2 kiwis
- 1 cup strawberries, fresh or frozen
- 1 cup raspberries, fresh or frozen
- Fresh mint

Directions: Fill water jugs with fresh cold water. Cut fruit into thin slices and divide equally into the water jugs. Place water jugs in the fridge while cooking and conducting lesson plans. Add ice as desired prior to serving. Make the fruit water at the beginning of each class and serve with the recipe of the day.

Note: If you serve water during cooking it often gets spilled, therefore it is best to serve at the end.

Students love this fruit water and usually want to eat the fruit too! This is a healthy alternative to juice or pop and great way to teach kids they can enjoy a beverage that does not contain added sugar. If time allows involve students in making the fruit water. Sparkling water can also be used to give an example of how to create an alternative to pop.



DAY 1: FOOD SAFETY, MINI PIZZAS, & CANADA'S FOOD GUIDE

Mini Pizzas (Serves 12)

Cooking Materials

- knives
- cutting boards
- 3 baking sheets
- parchment paper
- measuring cups and spoons
- bowls for portioned ingredients
- small containers for portioning the sauce and spices
- 1 strainer
- spoons
- 1 spatula

Ingredients

- 12 whole grain pitas, 6 inch size
- 1 small can tomato paste
- 1 small can tomato sauce, 350 ml
- 6 slices of cooked turkey, cut into strips
- 3 cloves of garlic
- 1 can pineapple tidbits, drained
- 1 bunch fresh spinach or basil
- 10-12 mushrooms, sliced
- 1 large sweet onion, chopped
- 2 red peppers, chopped
- 6 cups mozzarella cheese, grated
- 1 tablespoon dried Italian seasoning

Directions: Pre-heat oven to 350°F. Wash, core and cut vegetables. Mix together tomato paste, tomato sauce and seasoning to make sauce. Spread sauce on each pita, add toppings and cheese. Bake for 8-10 minutes until cheese is melted and crust is slightly crispy.



Intended Learning Outcomes:

- Knife safety, how to use a knife, how to chop vegetables
- Basic food safety, including hand washing and safe food handling
- Canada's Food Guide, four food groups, introduction to making a balanced meal

Additional materials:

- 3 large trays to sort cooking materials and ingredients to provide to each group
- Plates and cups for eating and drinking
- Dish towels, dishcloths, dish soap
- Felt pen for labeling pizzas

Advanced Preparation:

1. Prepare fruit water and place jugs into the fridge or freezer
2. Portion out parchment paper for 3 baking sheets and then cut each piece of paper into quarters (1 small piece for each student's pizza).
3. Prepare vegetables: Wash, core and cut vegetables into halves or quarters depending on how they will be divided between each group.
4. Leave one of each vegetable whole to demonstrate to the group how to cut and core.
5. The students will chop into small pieces for pizzas
6. Portion vegetables into medium bowls, divided between each group.
7. Portion all other ingredients by dividing them into small bowls for each group, putting each ingredient in a separate bowl (eg. 1 can of pineapple divided into 3 small bowls.).
8. Left over cheese can be grated and frozen for use in the quesadilla recipe. Left over pineapple can be frozen and used in smoothies.

Note: each group will need an extra medium bowl or some type of container for vegetable scraps created during cutting and coring.

Suggested Schedule:

1. Start prep work at least 45 minutes in advance of students' arrival.
2. Divide students into 3 groups of 4.
3. Have students wash cooking surfaces.
4. Preheat the oven.
5. Give a brief introduction to the program, the leader and volunteers. Also include rules of conduct, classroom expectations, and have the students introduce themselves.
6. Question students about food allergies or intolerances for safety purposes (in addition to reviewing information on the registration forms).
7. Conduct the food safety lesson. (See appendix A)
8. Have all students wash their hands.
9. The facilitator will demonstrate to the whole group how to hold and use a knife, and how to chop each of the different foods.
10. Provide each group with the divided ingredients, and necessary supplies (knives, cutting boards, etc.).

11. Have groups chop their vegetables and mix the pizza sauce.
12. Each student will assemble their own pizza on a pita with their desired toppings.
13. Give each student a piece of parchment paper and have them label with their name.
14. Place assembled pizzas on labeled parchment paper on the baking sheets and bake according to recipe directions and allow a few minutes to cool.
15. While the pizzas are cooking, have the students clear and clean the table.
16. Conduct the nutrition lesson. (See Appendix A for the lesson plan)
17. Serve the pizzas with cups of fruit water.
18. After students finish eating, have them wash the tables and pick up any mess on the floor.
19. Note at the beginning of the program it is important to start arranging the details of the Day 5 Grocery Store Tour. Ensure permission slips are sent home, signed and returned. Request parent volunteers to drive students to the store if transportation is required. Contact the grocery store to inform them of the tour date and time and provide the handout 'Grocery Store Manager - What to Expect' (see appendix A).

Sodium Sense Nutrition Tips:

Adapted from: Healthy Families BC Website www.healthyfamiliesbc.ca

Most of us eat more than double the amount of sodium we need. Being concerned about sodium is just as important for children as it is for adults. Over 75 percent of the sodium we eat comes from processed foods such as cheese, deli meats, sauces and soups.

Choose fresh foods prepared with little or no salt rather than pre-packaged and processed foods. Making foods such as pizza from scratch, instead of buying from the store or restaurant is a great way to reduce sodium in the diet.

When making pizza:

As much as possible buy unsalted or lower sodium tomato paste, sauce, and deli meats (if using them).

Compare food labels and choose products with the lowest amount of sodium.

Look for foods with less than 15% daily value for sodium.

When shopping look for the words such as “low sodium”, “reduced sodium”, “sodium free” or “no added salt”.

For more information on tips to lower sodium please visit: <http://www.healthyfamiliesbc.ca/home/articles/tips-lower-sodium>

DAY 2: GRANOLA, FRUIT PARFAITS, & FOOD GEOGRAPHY

Crunchy Granola (Serves 12)

Cooking Materials:

- measuring cups and spoons
- assorted bowls for portioned ingredients
- 1 large mixing bowl
- baking sheets
- parchment paper
- spatula
- large mixing spoon
- oven mitts



Ingredients:

- 4 cups regular rolled oats (not quick oats)
- ¼ cup sunflower or pumpkin seeds
- ¼ cup flax seeds
- ¼ cup sliced almonds
- ¼ cup buckwheat groats (optional)
- ½ cup shredded unsweetened coconut
- ¼ teaspoon cinnamon
- ¼ teaspoon ground cardamom
- ¼ cup liquid honey
- ¼ cup unsweetened apple juice
- 2 tablespoons canola oil
- ½ teaspoon vanilla
- ½ - 1 cup dried fruit, chopped (such as raisins, apricots, cranberries, figs, cherries)

What are buckwheat groats?

Surprisingly, buckwheat is not a cereal grain. Buckwheat groats are small triangular kernels that are the fruit of a plant related to rhubarb. Buckwheat has a nutty flavour, is gluten free, and highly nutritious. You can find it in the bulk food section of some grocery stores and in health

Directions: Preheat oven to 350°F. Line a baking sheet with parchment paper. Measure all dry ingredients (except dried fruit) into a large bowl and mix together. In a separate small bowl mix the wet ingredients. Add the wet ingredients to the large bowl of dry ingredients and stir together. Spread on the baking sheet and bake for about 15-20 minutes or until golden brown. Check the granola and stir every 7-10 minutes. When ready, remove from oven, add dried fruit, and cool. The granola will be used to make fruit parfaits.



Fruit Parfait (Serves 12)

Adapted from: Cooking Fun for Families

Cooking Materials:

- knives
- cutting boards
- measuring spoons
- bowls for each type of chopped fruit
- 12 clear plastic cups for parfaits
- 12 spoons

Ingredients:

- 6 cups yogurt
- 6 cups assorted chopped fresh fruit such as: bananas, strawberries, pineapple, pears, peaches, blueberries (depending on the season frozen berries can be used instead of fresh)
- 2 Tbsp. lime juice (to keep fruit from browning if not eating it right away)
- 3 cups granola

Directions: Each student will spoon some yogurt into a clear plastic cup, top with fruit, and sprinkle with granola. Repeat in layers.



DAY 2: LEADER NOTES

Intended Learning Outcomes:

- Practice skills learned in previous lessons (safe food handling, knife use, etc.)
- Cook and taste new foods/ingredients
- Basic food security concepts: where food comes from, food miles, local food

Additional materials:

- Dish towels, dish cloths, dish soap
- 3 large trays to sort cooking materials and ingredients to provide to each group
- Small re-sealable plastic bags for left overs
- Felt pens for labeling

Advanced Preparation:

1. Plan ahead and save money by purchasing larger quantities of ingredients that can also be used in the upcoming smoothie recipe, such as fruit and yogurt (check the expiry date before purchase). Freeze left over fruit to use in smoothies.
2. Prepare fruit water and place jugs into the fridge or freezer.
3. Wash and divide each type of fruit into bowls for each group to cut up.
4. Consider chopping dried fruit (depending on if there will be enough time for students to do it).

Suggested Schedule:

1. Start prep work 30 - 45 minutes in advance of the student arrival.
2. When students arrive have them wash cooking surfaces and remind them to wash hands prior to food handling.
3. Preheat the oven prior to the granola demonstration.
4. If time is limited, the facilitator can make the granola recipe as a demonstration for the whole group. Engage the students by passing around small bowls with samples of the different ingredients for the students to look at and smell (touching and tasting optional, remember to include a serving spoon and napkins for sampling). Some of these ingredients will be new to the students, so it is important to let them explore and learn about the ingredients. Give students the option to sample ingredients to develop a greater comfort level with the new foods, but do not force them to taste if they are uncomfortable doing so.
5. Bake granola per recipe directions.
6. Deliver the Food Geography lesson while the granola is baking. See lesson plan in Appendix A.
7. During the lesson a volunteer should be available to attend to the granola, checking and stirring it and removing from the oven when done.
8. Once the lesson has been completed have the students cut up the fruit for the yogurt parfaits.
9. When the granola is cooled, divide it and other necessary ingredients in equal bowls between each group so they can assemble the fruit and yogurt parfaits.
10. Students can take any leftover granola home in re-sealable plastic bags.
11. Leftover fruit can be frozen and used for the Smoothies.
12. Have students wash tables and fill out daily surveys.

DAY 3: ROASTED VEGETABLES, FRUIT SMOOTHIES, & SUGAR SENSE

Roasted Vegetables (Serves 12)

Cooking Materials:

- knives
- cutting boards
- vegetable peeler
- large mixing bowl
- measuring spoons
- mixing spoon
- baking sheet
- parchment paper
- spatula

Ingredients:

- 6 medium potatoes, chopped in 1 inch cubes
- 1 medium yam, chopped in 1 inch cubes
- 1 small cauliflower, cut in large florets
- 1 medium sweet onion, cut into large chunks
- 1 red pepper, cut in large chunks
- 2 carrots, cut in 1 inch chunks
- 3-4 Tbsp olive oil
- 1 tbsp curry powder
- 3 tsp granulated garlic powder
- 1 tbsp cumin powder
- ½ tsp salt
- Optional vegetables: kale, zucchini, beets, turnips

Directions: Preheat oven to 425°F. Place vegetables in large bowl. Add oil and spices to coat all vegetables. Toss together then place onto a parchment paper or tin foil lined baking sheet. Bake for approximately 30-40 minutes, or until soft, stirring every 15 minutes.



Fruit Smoothies

Cooking Materials:

- knives
- cutting boards
- 3 sets of measuring cups and spoons
- 3 blenders

Ingredients:

- various fresh and frozen fruits (mangos, blueberries, blackberries, strawberries, ripe bananas, raspberries)
- spinach or dark green lettuce (wash well - see link on the following page)
- 1 can of pineapple chunks
- 2 containers of plain yogurt, 500g size
- vanilla extract
- ice cubes
- 2 liters of 100% orange juice
- 2 liters of low fat milk

There are so many different types of smoothies you can make. Allow students to experiment with different recipes and use any combination of fruits, yogurt and milk or 100% juice. You can increase the amount of protein by using Greek yogurt. For fun give the students the option of trying a 'green smoothie' by adding spinach. Here are some recipe ideas:

Tropical Swirl (makes 2 servings)

Adapted from: Cooking Fun for Families

Ingredients:

- ½ can pineapple chunks
- ½ cup strawberries
- 1 ripe banana, peeled
- 1 ½ cups low fat milk
- ½ cup low fat plain yogurt
- 1 teaspoon vanilla extract

Directions: Place ingredients in blender and blend on high until fully mixed together.

Green Smoothie (makes 2 servings)

Ingredients:

- 1 cup 100% orange juice
- 1 large handful of spinach
- 1 cup of frozen fruit (peaches, berries, bananas, etc.)

Directions: Place ingredients in blender and blend on high until fully mixed together.

For information on **food safety for fresh fruits and vegetables** refer to <http://www.healthlinkbc.ca/healthfiles/pdf/hfile59b.pdf>

Berry Banana Smoothie (makes 2 servings)

Adapted from: Cooking Fun for Families

Ingredients:

- 1 ripe banana, peeled
- ¼ cup fresh or frozen berries (raspberries, blackberries, strawberries, etc.)
- 1 cup of 100% orange juice or low fat milk
- ¼ cup low fat plain yogurt
- 1 teaspoon vanilla extract

Directions: Place ingredients in blender and blend on high until fully mixed together.

Strawberry Watermelon Smoothie (makes 2 servings)

Ingredients:

- 1 cup 100% orange juice
- ½ cup low fat plain yogurt
- ¼ cup strawberries, hulled
- 1 cup chopped watermelon
- ice cubes

Directions: Place ingredients in blender and blend on high until fully mixed together.



DAY 3: LEADER NOTES

Intended Learning Outcomes:

- Practice skills learned in previous lessons (safe food handling, knife use, etc.)
- Experiment using different combinations of fruits/vegetables to create recipes
- Learn about the sugar content of popular beverages
- Learn how to make delicious fruit smoothies without added sugar

Additional materials:

- Large trays to sort cooking materials and ingredients to provide to each group
- Plates for eating
- One blender for each group
- Power bar and extension cords for blenders, depending on the available outlets
- 12 drinking cups
- Bowls for portioning ingredients for each group

Advanced Preparation:

1. Prepare fruit water and place jugs into the fridge or freezer.
2. Wash and portion fruits and vegetables for each group to cut up. Set blenders at each work station.

Suggested Schedule:

1. Start prep work 30 - 45 minutes in advance of student arrival
2. When students arrive have them wash cooking surfaces and remind them to wash hands prior to food handling.
3. Pre-heat oven.
4. Start by having students chop vegetables for the roasted vegetable recipe.
5. Remind students that the hard vegetables (carrot, potato, yam) need to all be cut to a similar size and a bit smaller than the softer vegetables (red pepper, onion, etc.). This helps ensure vegetables cook at the same rate.
6. Bake vegetables per recipe directions.
7. Either the leader or a volunteer will need to be responsible for monitoring and stirring vegetables while they cook.
8. Next students will take part in the 'Sugar Sense' lesson, see Appendix A.
9. After the lesson, while the vegetables are still roasting, the students will chop fruit and make their smoothies.
10. Remove roasted vegetables from the oven.
11. Allow 10-15 minutes for students to sample the recipes and clean up.

DAY 4: QUESADILLAS, FRESH SALSA, & PLANTING SEEDS

Fresh Salsa (Serves 12)

Materials:

- chef knife
- large cutting board
- 1 measuring spoon
- 1 medium bowl
- 3 small bowls to portion salsa for each group

Ingredients:

- 3 Roma tomatoes, chopped
- ½ sweet onion, chopped
- ¼ cup fresh cilantro, chopped
- ¼ - ½ jalapeno pepper, seeded and chopped
- juice of 1 lime
- ¼ teaspoon salt



Directions: Combine all ingredients. Serve with the quesadilla.

Black Bean Quesadillas (Serves 12)

Cooking Materials:

- knives
- cutting boards
- 3 sets of measuring cups and spoons
- cheese grater
- 3 baking sheets

Ingredients:

- 2 cups cheddar cheese, grated
- 1 can black beans, drained and rinsed
- 12 whole grain tortillas, 6 inch size
- 1 red pepper, chopped
- 2 green onions, chopped
- 4-6 tablespoons fresh cilantro, chopped
- low fat sour cream (optional)

Directions: Preheat oven to 350°F. Assemble all ingredients on one half of each tortilla then fold the other half of the tortilla over top to cover the ingredients inside. Place on a baking sheet and bake for 8-10 minutes, or until slightly browned and crisp. Remove from oven and cool for several minutes. Serve with salsa and low fat sour cream.

Intended Learning Outcomes

- Practice skills learned in previous lessons (safe food handling, knife use, etc.)
- Learn how to make a simple, nutritious meal or snack that tastes good
- Understand basic food security concepts of growing food

Additional materials:

- 3 Large trays to sort cooking materials and ingredients for each group
- Plates and cups for eating and drinking
- Small bowls to portion ingredients for each group

Advanced Preparation:

1. For each student have printed copies of the Program Evaluation, and all program recipes (if they were not given out daily) to give to each student at the end of the cooking session.
2. Prepare fruit water and place jugs into the fridge or freezer.
3. Wash vegetables and sort them to have equal amounts for each group. Open the can of black beans, rinse and portion some for each group.
4. Chop the jalapeño, wearing rubber gloves. Remind students to use spoons to handle the chopped pepper. Touching the pepper and then touching eyes or other sensitive body parts can cause a burning sensation.
5. Optional: 1 small can of corn (no added salt variety) can also be used in this recipe.

Suggested Schedule:

1. Start prep work 30 - 45 minutes in advance of student arrival.
2. When students arrive have them wash cooking surfaces and wash their hands prior to food handling.
3. First make the salsa recipe and set aside. Depending on time, the salsa can be made as a demonstration or ingredients can be divided among students to chop if time allows.
4. Next make the quesadillas.
5. Line baking sheets with parchment paper and label names next each quesadilla.
6. Students will take part in the cilantro seed planting lesson while the quesadillas are baking.
7. See Appendix A for the Cilantro Seed Planting Lesson.
8. A volunteer should be responsible for monitoring the quesadillas and removing from the oven when done.
9. Have students wash tables and fill out the post-program evaluation located on page 33.
10. Provide printed copies of recipes and lesson handouts (if it was not done prior to now).

Sodium Sense Nutrition Tips: *Adapted from: Healthy Families BC Website* www.healthyfamiliesbc.ca

Just like adults, kids can develop a taste and preference for salty foods. It is important to get kids used to the taste of foods without salt by offering them a variety of healthy, low sodium foods. Homemade salsa is much lower in sodium than store bought salsa. As well, the sodium content of canned foods such as beans, or canned vegetables can be reduced by draining and rinsing under running water. For more information visit: <http://www.healthyfamiliesbc.ca/home/articles/kids-corner>

DAY 5: GROCERY STORE NUTRITION TOUR

Intended Learning Outcomes:

- Learn to navigate the grocery store
- Learn about healthy food choices and reading nutrition labels
- Reinforce concepts from Day 1 Nutrition Lesson: Canada's Food Guide, four food groups and how to plan and shop for a balanced meal

DAY 5: LEADER NOTES

*See Appendix A for the full *Nutrition Tour Guide*.

- Phone the grocery store manager well in advance of the tour date to request that you bring your group to tour the store.
- The store manager may arrange for the produce department to do a taste testing of a fruit or vegetable.
- Use the Nutrition Tour Guide (appendix A) to lead students to different departments, discuss the different food groups, where foods come from, how to plan a balanced meal.
- Keep students engaged by asking questions and allowing them to identify topics of interest.
- For more mature students you can challenge them to an activity of planning their own balanced meal. Have students work in groups with an adult volunteer, provide each group a basket and have them pick out foods to create a meal with four food groups.
- You can also see if there is a local Registered Dietitian who will do the nutrition tour for the group.
- Save-On-Foods has a nutrition tour program that is free for kids groups. If you have a Save-On-Foods grocery store in your area see their website for details <http://www.saveonfoods.com/nutrition-tours>



PROGRAM EVALUATION - COOK IT. TRY IT. LIKE IT! STUDENT FEEDBACK

Post Program Questions (Day 4)

1. Have your cooking and/or eating habits changed since taking part in this program? If yes, please describe what has changed.

2. Circle the face that best shows how you feel about *cooking*.



3. Have your feelings about cooking changed since taking the program? If yes please describe how they have changed.

4. Name 2 new things that you learned since taking this program

1.

2.

5. Did you enjoy this program? If yes, what did you like most?

6. What did you like least about the program?

7. Would you take part in a program like this in the future?

DAILY STUDENT FEEDBACK CARD

Student's Name: _____

Day	Recipe	Lesson	What new thing did you learn today?	Did you try a new food today?	Did you like today's recipe?
1	Mini Pizzas	Food Safety Canada's Food Guide			
2	Granola Fruit Parfaits	Where in the World Fruit Comes From			
3	Roasted Vegetables Fruit Smoothies	Sugar Sense			
4	Quesadillas Fresh Salsa	Planting Cilantro Seeds			
5	-----	Grocery Store Tour			

ADDITIONAL RESOURCES

Websites

Interior Health: www.interiorhealth.ca/

Look under Your Health by age range or under school health. Food safety information is located under Your Environment.

HealthLink BC: www.healthlinkbc.ca/healthyeating/

- Nutrition resources on a variety of topics
- Call 811 to speak with a registered dietitian
- Email a dietitian a question

Healthy Families BC: www.healthyfamiliesbc.ca/

- Virtual shopping tour
- Sodium Sense
- Sugary Drink Sense

Health Canada: www.hc-sc.gc.ca/index-eng.php

- Canada's Food Guide and backgrounder for educators
- Label reading
- Food safety

Dietitians of Canada: www.dietitians.ca/

Resources and recipes found under Your Health

Healthy Eating At School www.healthyeatingatschool.ca/

Resources, programs and healthy eating initiatives

Action Schools Classroom Healthy Eating Resource (CHEAR) grades K-7:

http://www.actionschoolsbc.ca/sites/default/files/uploads/AS!%20BC%20Healthy%20Eating%20Action%20Resource%20-%20Grades%20K%20to%207_0.pdf

- Sugary drinks
- Sodium
- Vegetables and fruit
- Media

Be Food Safe Canada: www.befoodsafe.ca/en-home.asp

Food Safety Training: www.health.gov.bc.ca/protect/food-safety-module/files/home.htm

Caring about Food Safety online course

FOODSAFE course: www.foodsafe.ca/

BC Farmer's Market Association: www.bcfarmersmarket.org/

- Where to find a market
- List of what foods are in season

Shared Use Agreements and Neighborhood Learning Centers

www.bcspp.org/siteengine/ActivePage.asp?PageID=162

Resources

Wash Your Hands sign:

<http://www.interiorhealth.ca/YourEnvironment/FoodSafety/Documents/washhands.pdf>

Food Safety for Fruits and Vegetables <http://www.healthlinkbc.ca/healthfiles/pdf/hfile59b.pdf>

Kids in the Kitchen Manual <http://www.healthyeatingpei.ca/pdf/KidsInTheKitchen.pdf>

Food Flair Manual –simple recipe section

www.interiorhealth.ca/YourEnvironment/ChildCareFacilities/Documents/FoodFlair_Resource_Manual_09_08.pdf

Addressing the After School Hours report by BCRPA

Good reference for completing funding proposals

www.bcrpa.bc.ca/recreation_parks/facilities/documents/Addressing_After_School_Report.pdf

Community Contacts

How to reach a Community Nutritionist:

Contact the Community Nutrition Manager:

Email: Heather.Deegen@interiorhealth.ca

Phone 250 980-5041.

How to reach a Public Health Inspector:

www.interiorhealth.ca/YourEnvironment/AirQuality/Documents/Health%20Protection%20Offices%20Contacts.pdf

How to reach community kitchens in your area: www.communitykitchens.ca/main/

How to reach licensed after school care facilities:

Contact your local Child Care Resource and Referral office www.ccr.bc.ca

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DAY 1 LESSON: FOOD SAFETY

Time: 10-15 minutes

Safe Food Handling Discussion (5-7 minutes) Engage students by discussing topics including:

- Why food safety is important
 - Why foods need to be cooked to the right temperatures
 - How to cool food properly to prevent food poisoning
 - Temperature danger zones-thawing, defrosting
 - Throwing out food that may be contaminated
 - Keep long hair tied back in a ponytail
 - Do not lick fingers
1. Wash food preparation surfaces with warm soapy water and sanitize with a solution of bleach and water (see instructions in *Food Safety: 10 Easy Steps to Make Food Safe*).
 2. Provide printed copies of *Food Safety: 10 Easy Steps to Make Food Safe* (see next page). Copies can be downloaded from the HealthLink BC website: <http://www.healthlinkbc.ca/healthfiles/pdf/hfile59a.pdf>

Hand Washing Demonstration (5-8 minutes)

- I. In advance, contact the Health Protection Department at your local Public Health Unit to inquire about borrowing a hand washing kit with GloGerm™ and a black light. Note: hand washing kits are not available at every health unit.

Have one or two students volunteer to rub GloGerm™ on their hands. Detailed instructions on how to use GloGerm™ can be found at: <http://www.glogerm.com/using.html>

- i. Dim the lights in the room and shine the black light on the volunteer's hands to show everyone the 'germs'.
- ii. Volunteers wash their hands and put hands under the black light, students can see if germs still remain.
- iii. Discuss how to wash hands properly: sing the entire alphabet while washing to ensure adequate duration (minimum 20 seconds). Wash the entire hand including fingernails and wrists.
- iv. Discuss why hand washing is important and when it is necessary.

If you do not have access to a GloGerm™ kit, then discuss the importance of hand washing, how to wash hands properly, and provide a demonstration.

Wash hands properly after:

- Coughing or sneezing
- Using the toilet
- Handling raw foods
- Clearing or wiping tables
- Handling soiled objects
(e.g. after taking out garbage)

Wash hands before:

- Starting food preparation
- Handling clean dishes
- Handling food utensils

A hand washing sign, suitable for posting, is available for printing from this webpage (under the food safety signage section): <http://www.interiorhealth.ca/YourEnvironment/FoodSafety/Pages/OperatorResources.aspx>



HealthLinkBC



Number 59a
February 2013

Food Safety: Easy Steps to Make Food Safe

Hundreds of British Columbians get sick from food poisoning every day. The symptoms of food poisoning include:

- stomach cramps;
- nausea;
- vomiting; and
- diarrhea.

The symptoms usually go away after 1 to 3 days. Health problems, and even death, may occur in serious cases of food poisoning. Follow these food safety rules to help prevent food poisoning.

Wash Your Hands

Harmful bacteria are everywhere. Bacteria can be picked up in many ways, such as, by petting your dog, handling your pet turtle, changing diapers or preparing raw foods, especially meats and poultry. Even healthy people can carry harmful bacteria and viruses.

It is essential to wash your hands properly after you use the washroom, and before you eat or handle food, particularly ready-to-eat food. Hand washing includes scrubbing all parts of your hands with soap for at least 20 seconds and rinsing them under warm water. Dry your hands with a clean cloth or paper towel.

Wash and Sanitize Surfaces

Always wash and sanitize surfaces where you prepare and place foods. Food poisoning is often caused by cross-contamination from the spread of food-borne bacteria from raw meat to other foods. This can occur when the same cutting board, plate or utensil used to prepare raw meat are then used to prepare other foods such as vegetables or ready-to-eat foods. Cutting boards, plates and utensils used to prepare raw meats must always be washed with hot soapy water and sanitized before being reused for any other foods. You can reduce the risk of cross contamination by using separate cutting boards, plates or utensils for raw meat and other foods.

Make sure to wash your hands with soapy water for at least 20 seconds immediately after handling raw meat. This will prevent bacteria transfer from your hands to other foods.

Remember, wash your dishcloths as well. Warm and damp dishcloths can be ideal breeding grounds for bacteria. They are often used to wipe contaminated and other surfaces. This spreads harmful bacteria to areas where foods are placed. Dishcloths must be washed well and sanitized regularly.

You can make a sanitizing solution as follows:

- Mix 15 milliliters (1 tablespoon) of household bleach into 4 litres (1 gallon) of water; or,
- Mix 5 milliliters (1 teaspoon) of household bleach into 1 litre (4 cups) of water.

Prepare Food

Harmful bacteria and viruses can be spread from people to the food being prepared or handled. Some of these, such as Salmonella, Hepatitis A and E.coli are then passed on to people who eat the food and become ill. Any person who is ill, for example has symptoms of diarrhea or vomiting, or who has infected cuts or sores, should not handle food in any way.

Cook It

Many foods may contain harmful bacteria, viruses and parasites. Meats, poultry, fish and eggs are some examples. Casseroles, pies, stews and other meals made with these foods can also be dangerous. Cook these foods properly before you eat them:

- Cook steaks, fish fillets and eggs to a minimum of 63°C (145° F).
- Cook mechanically tenderized cuts of beef products to 71°C (160°F).
- Cook pork and ground fish or meat to 71° C (160° F).

- Cook poultry, field dressed wild game, and stuffed meats to 74° C (165° F).

Always use a thermometer to check the temperature of the food. Insert a meat thermometer into the deepest part of the food without touching the bone, to make sure the proper cooking temperature has been reached.

Clean and sanitize your thermometer between temperature readings to avoid cross-contamination.

Cool It

Improper cooling is one of the leading causes of food poisoning. Do not leave food to cool on the counter for longer than 2 hours. Large items such as roasts or soups are difficult to cool down quickly. Separate them into smaller portions no more than 7 centimeters (3 inches) thick, and place in the refrigerator or freezer within 2 hours.

Thaw Foods Properly

Do not leave food to thaw on the counter. Always thaw foods in the refrigerator, under cold running water, or in the microwave.

Reheating Food

Cooking does not kill all harmful bacteria. After cooking, the remaining bacteria can grow rapidly when the food is cooling and being re-heated. You should reheat the food to at least 74°C (165°F).

Microwave Cooking

Although microwave cooking is fast, the heat distribution is uneven. Cover foods with a microwave-safe lid or with microwave-safe plastic wrap to trap steam. Stir or rotate food in the microwave at least once during cooking to improve heat distribution.

Heat foods in the microwave to at least 14°C (25°F) higher than that recommended for conventional heating. Food reheated in microwave ovens should reach 88°C (190°F). Allow the foods to stand covered for 2 minutes afterwards to allow heat to distribute evenly in the food.

Avoid the Danger Zone

Harmful bacteria can grow rapidly between 4°C (40°F) and 60°C (140°F). Foods such as meat, poultry, dairy products, and eggs must be kept

warmer than 60°C (140°F) or colder than 4°C (40°F).

Protect Your Foods

Transport and refrigerate your perishable food as quickly as possible. This helps prevent the growth of harmful bacteria. Cover or wrap ready-to-eat foods and store them in the fridge above uncooked foods. Always read the label for storage instructions.

If in Doubt, Throw it Out

Do not take chances with your food. Remember, contaminated foods may not look or smell bad so if in doubt, throw it out.

For More Information

For more information on food safety, visit the Canadian Partnership for Consumer Food Safety Education website at www.canfightbac.org/en/, or see the following HealthLinkBC Files:

[#59b Food Safety for Fresh Fruits and Vegetables](#)

[#59c Food Safety: Instructions on Food Labels](#)

[#76 Foods to Avoid for People at Risk of Food-borne Illness](#)

[#85 Hand Washing for Parents and Children](#)

For more HealthLink BC File topics, visit www.HealthLinkBC.ca/healthfiles/ or your local public health unit.

Click on www.HealthLinkBC.ca or call **8-1-1** for non-emergency health information and services in B.C.

For deaf and hearing-impaired assistance, call 7-1-1 in B.C.

Translation services are available in more than 130 languages on request.



BC Centre for Disease Control
AN AGENCY OF THE PROVINCIAL HEALTH SERVICES AUTHORITY

DAY 1 LESSON: THE FOUR FOOD GROUPS

Time: 10 minutes

Deliver this lesson while pizzas are cooking/cooling.

Assess the student's knowledge of the four food groups by asking them to identify food groups and foods within each group.

Show a copy of the Canada's Food Guide; discuss the four food groups and key nutrients in each food group. For more information about delivering accurate food guide and healthy eating messages download or order a copy of *Eating Well with Canada's Food Guide: A Resource for Educators and Communicators*

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/resource-ressource-eng.php>

Ask students to identify which food groups the pizza ingredients are from.

Copies of Canada's Food Guide can be downloaded or ordered from Health Canada's website

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php> or see Appendix A

Discuss the importance of eating balanced meals and give examples of how to include all four food groups in a meal at breakfast, lunch and dinner.

Recommended Number of Food Guide Servings per Day

Age in Years Sex	Children			Teens		Adults			
	2-3	4-8	9-13	14-18		19-50		51+	
	Girls and Boys			Females	Males	Females	Males	Females	Males
Vegetables and Fruit	4	5	6	7	8	7-8	8-10	7	7
Grain Products	3	4	6	6	7	6-7	8	6	7
Milk and Alternatives	2	2	3-4	3-4	3-4	2	2	3	3
Meat and Alternatives	1	1	1-2	2	3	2	3	2	3

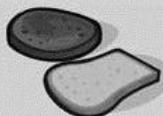
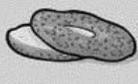
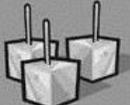
The chart above shows how many Food Guide Servings you need from each of the four food groups every day.

Having the amount and type of food recommended and following the tips in *Canada's Food Guide* will help:

- Meet your needs for vitamins, minerals and other nutrients.
- Reduce your risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis.
- Contribute to your overall health and vitality.

What is One Food Guide Serving?

Look at the examples below.

 <p>Fresh, frozen or canned vegetables 125 mL (½ cup)</p>	 <p>Leafy vegetables Cooked: 125 mL (½ cup) Raw: 250 mL (1 cup)</p>	 <p>Fresh, frozen or canned fruits 1 fruit or 125 mL (½ cup)</p>	 <p>100% Juice 125 mL (½ cup)</p>		
 <p>Bread 1 slice (35g)</p>	 <p>Bagel ½ bagel (45 g)</p>	 <p>Flat breads ½ pita or ½ tortilla (35 g)</p>	 <p>Cooked rice, bulgur or quinoa 125 mL (½ cup)</p>	 <p>Cereal Cold: 30 g Hot: 175 mL (¾ cup)</p>	 <p>Cooked pasta or couscous 125 mL (½ cup)</p>
 <p>Milk or powdered milk (reconstituted) 250 mL (1 cup)</p>	 <p>Canned milk (evaporated) 125 mL (½ cup)</p>	 <p>Fortified soy beverage 250 mL (1 cup)</p>	 <p>Yogurt 175 g (¾ cup)</p>	 <p>Kefir 175 g (¾ cup)</p>	 <p>Cheese 50 g (1 ½ oz.)</p>
 <p>Cooked fish, shellfish, poultry, lean meat 75 g (2 ½ oz.)/125 mL (½ cup)</p>	 <p>Cooked legumes 175 mL (¾ cup)</p>	 <p>Tofu 150 g or 175 mL (¾ cup)</p>	 <p>Eggs 2 eggs</p>	 <p>Peanut or nut butters 30 mL (2 Tbsp)</p>	 <p>Shelled nuts and seeds 60 mL (¼ cup)</p>

Oils and Fats

- Include a small amount – 30 to 45 mL (2 to 3 Tbsp) – of unsaturated fat each day. This includes oil used for cooking, salad dressings, margarine and mayonnaise.
- Use vegetable oils such as canola, olive and soybean.
- Choose soft margarines that are low in saturated and trans fats.
- Limit butter, hard margarine, lard and shortening.



Make each Food Guide Serving count... *wherever you are – at home, at school, at work or when eating out!*

▶ **Eat at least one dark green and one orange vegetable each day.**

- Go for dark green vegetables such as broccoli, romaine lettuce and spinach.
- Go for orange vegetables such as carrots, sweet potatoes and winter squash.

▶ **Choose vegetables and fruit prepared with little or no added fat, sugar or salt.**

- Enjoy vegetables steamed, baked or stir-fried instead of deep-fried.

▶ **Have vegetables and fruit more often than juice.**

▶ **Make at least half of your grain products whole grain each day.**

- Eat a variety of whole grains such as barley, brown rice, oats, quinoa and wild rice.
- Enjoy whole grain breads, oatmeal or whole wheat pasta.

▶ **Choose grain products that are lower in fat, sugar or salt.**

- Compare the Nutrition Facts table on labels to make wise choices.
- Enjoy the true taste of grain products. When adding sauces or spreads, use small amounts.

▶ **Drink skim, 1%, or 2% milk each day.**

- Have 500 mL (2 cups) of milk every day for adequate vitamin D.
- Drink fortified soy beverages if you do not drink milk.

▶ **Select lower fat milk alternatives.**

- Compare the Nutrition Facts table on yogurts or cheeses to make wise choices.

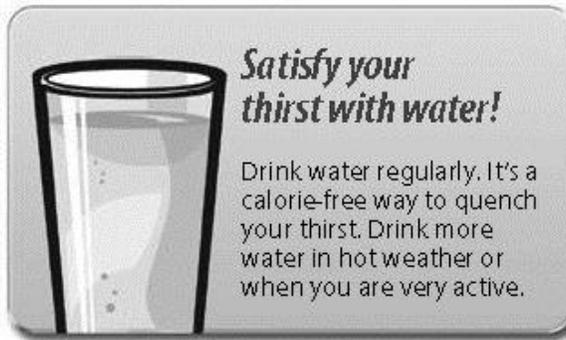
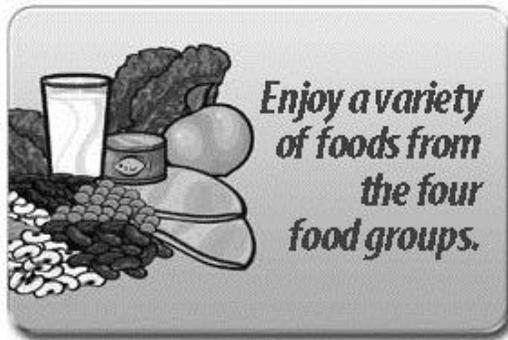
▶ **Have meat alternatives such as beans, lentils and tofu often.**

▶ **Eat at least two Food Guide Servings of fish each week.***

- Choose fish such as charr, herring, mackerel, salmon, sardines and trout.

▶ **Select lean meat and alternatives prepared with little or no added fat or salt.**

- Trim the visible fat from meats. Remove the skin on poultry.
- Use cooking methods such as roasting, baking or poaching that require little or no added fat.
- If you eat luncheon meats, sausages or prepackaged meats, choose those lower in salt (sodium) and fat.



* Health Canada provides advice for limiting exposure to mercury from certain types of fish. Refer to www.healthcanada.gc.ca for the latest information.

Advice for different ages and stages...

Children

Following *Canada's Food Guide* helps children grow and thrive.

Young children have small appetites and need calories for growth and development.

- Serve small nutritious meals and snacks each day.
- Do not restrict nutritious foods because of their fat content. Offer a variety of foods from the four food groups.
- Most of all... be a good role model.



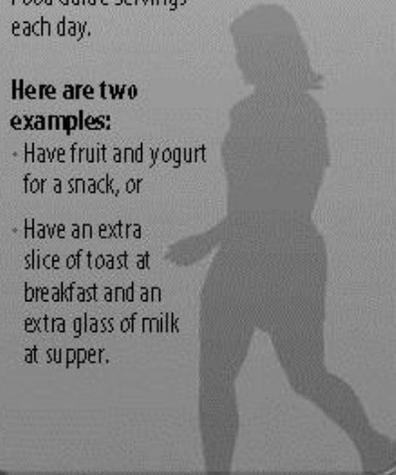
Women of childbearing age

All women who could become pregnant and those who are pregnant or breastfeeding need a multivitamin containing **folic acid** every day. Pregnant women need to ensure that their multivitamin also contains **iron**. A health care professional can help you find the multivitamin that's right for you.

Pregnant and breastfeeding women need more calories. Include an extra 2 to 3 Food Guide Servings each day.

Here are two examples:

- Have fruit and yogurt for a snack, or
- Have an extra slice of toast at breakfast and an extra glass of milk at supper.



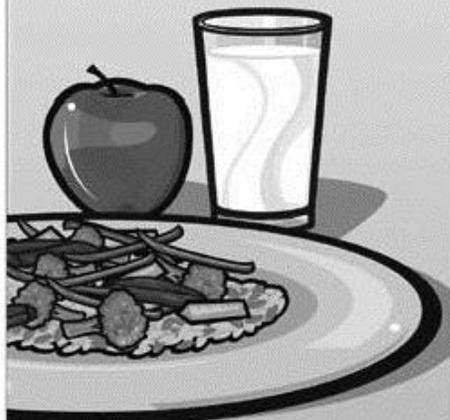
Men and women over 50

The need for **vitamin D** increases after the age of 50.

In addition to following *Canada's Food Guide*, everyone over the age of 50 should take a daily vitamin D supplement of 10 µg (400 IU).



How do I count Food Guide Servings in a meal?



Here is an example:

Vegetable and beef stir-fry with rice, a glass of milk and an apple for dessert

250 mL (1 cup) mixed broccoli, carrot and sweet red pepper	=	2 Vegetables and Fruit Food Guide Servings
75 g (2 1/2 oz.) lean beef	=	1 Meat and Alternatives Food Guide Serving
250 mL (1 cup) brown rice	=	2 Grain Products Food Guide Servings
5 mL (1 tsp) canola oil	=	part of your Oils and Fats intake for the day
250 mL (1 cup) 1% milk	=	1 Milk and Alternatives Food Guide Serving
1 apple	=	1 Vegetables and Fruit Food Guide Serving

Eat well and be active today and every day!

The benefits of eating well and being active include:

- Better overall health.
- Lower risk of disease.
- A healthy body weight.
- Feeling and looking better.
- More energy.
- Stronger muscles and bones.



Be active

To be active every day is a step towards better health and a healthy body weight.

It is recommended that adults accumulate at least 2 ½ hours of moderate to vigorous physical activity each week and that children and youth accumulate at least 60 minutes per day. You don't have to do it all at once. Choose a variety of activities spread throughout the week.

Start slowly and build up.



Eat well

Another important step towards better health and a healthy body weight is to follow *Canada's Food Guide* by:

- Eating the recommended amount and type of food each day.
- Limiting foods and beverages high in calories, fat, sugar or salt (sodium) such as cakes and pastries, chocolate and candies, cookies and granola bars, doughnuts and muffins, ice cream and frozen desserts, french fries, potato chips, nachos and other salty snacks, alcohol, fruit flavoured drinks, soft drinks, sports and energy drinks, and sweetened hot or cold drinks.

Read the label

- Compare the Nutrition Facts table on food labels to choose products that contain less fat, saturated fat, transfat, sugar and sodium.
- Keep in mind that the calories and nutrients listed are for the amount of food found at the top of the Nutrition Facts table.

Nutrition Facts

Per 0 mL (0 g)

Amount	% Daily Value
Calories 0	
Fat 0 g	0 %
Saturated 0 g	0 %
+ Trans 0 g	
Cholesterol 0 mg	
Sodium 0 mg	0 %
Carbohydrate 0 g	0 %
Fibre 0 g	0 %
Sugars 0 g	
Protein 0 g	
Vitamin A 0 %	Vitamin C 0 %
Calcium 0 %	Iron 0 %

Limit trans fat

When a Nutrition Facts table is not available, ask for nutrition information to choose foods lower in trans and saturated fats.

Take a step today...

- ✓ Have breakfast every day. It may help control your hunger later in the day.
- ✓ Walk wherever you can – get off the bus early, use the stairs.
- ✓ Benefit from eating vegetables and fruit at all meals and as snacks.
- ✓ Spend less time being inactive such as watching TV or playing computer games.
- ✓ Request nutrition information about menu items when eating out to help you make healthier choices.
- ✓ Enjoy eating with family and friends!
- ✓ Take time to eat and savour every bite!



For more information, interactive tools, or additional copies visit *Canada's Food Guide* on-line at: www.healthcanada.gc.ca/foodguide

or contact:

Publications
Health Canada
Ottawa, Ontario K1A 0K9
E-Mail: publications@hc-sc.gc.ca
Tel.: 1-866-225-0709
Fax: (613) 941-5366
TTY: 1-800-267-1245

Également disponible en français sous le titre :
Bien manger avec le Guide alimentaire canadien

This publication can be made available on request on diskette, large print, audio-cassette and braille.

DAY 2 LESSON: FOOD GEOGRAPHY - WHERE IN THE WORLD DOES YOUR FRUIT COME FROM?

Time: 10 minutes

Materials:

1. Use a large world map or print individual maps from here http://mapmaker.education.nationalgeographic.com/?ar_a=1&b=1&ls=000000000000
2. Small 'dot' stickers or felt pens in a variety of colors if using the individual maps

Food Security

1. Identify the fruits that the students will be working with that day (e.g. bananas, apples, pears).
2. Assess the student's knowledge of where in the world the fruits come from by asking them questions (e.g. Where do bananas come from?).
3. Pick 2-3 fruits that are imported. Look on the world map to show where the fruits are imported from, so that students can visualize shipping distances of food from its country of origin to Canada. Also discuss these distances in terms of how long it would take to drive or fly to help students relate the distance to something they are familiar with. Compare distances with fruits that are locally grown.
4. If each student has their own copy of a map have them identify where they think different fruits come from by placing stickers on the map.
5. Ask the students what the disadvantages are to importing fruits over long distances (e.g. transportation costs, environmental impact, etc.).
6. Ask the students to identify fruits and vegetables that are locally grown in Canada.
7. Discuss the advantages of buying local fruits/veggies (see below for discussion).
8. Provide information on how they can choose local fruits/veggies (e.g. signs at the grocery store, stickers on the fruits, buying from local farm markets).



Advantages of Buying Local Fruits and Vegetables

- It is eaten in season so it is fresher and tastes better than food that has traveled from thousands of miles away.
- Fresh local food lasts longer.
- Less environmental impact due to decreased transportation and fewer fuel emissions.
- Supports the local economy. Buying local supports the Canadian economy and local farmers.

For more information on the advantages of buying local see:

<http://www.getlocalbc.org/>

DAY 3 LESSON: SUGAR SENSE

Time: 10-15 minutes

Materials

- Sugar Sense display
- For programs in the Kamloops area the display can be borrowed from the Kamloops Public Health Unit. Phone number: 250-851-7300.
- Or visit Interior Health's School Nutrition website to find a downloadable guide on how to make your own sugar education kit
- <http://www.interiorhealth.ca/YourHealth/SchoolHealth/SchoolNutrition/Pages/default.aspx>

Directions:

- 1) Set up the display in advance
- 2) Discuss with students each of the beverages and have them guess how much sugar is in them, and then reveal the sugar bottle that corresponds to each drink.
- 3) Discuss some of the consequences of too much sugar (can increase the risk of developing cavities, high sugar foods and drinks can replace healthy foods in the diet, etc). For more information print the Sugar Fact Sheet: 'How Sweet it is' <http://www.bced.gov.bc.ca/health/sweeteners.pdf>
- 4) Point out that some drinks contain caffeine which can have negative effects. For more information print the Caffeine Fact Sheet: 'Caffeine and the Student Body' <http://www.bced.gov.bc.ca/health/caffeine.pdf>
- 5) Discuss which beverages are best for quenching thirst (water and milk).
- 6) Students will notice that milk has some sugar as well, this sugar is called lactose and it occurs naturally in plain milk (chocolate milk has added sugar).

CAP SUGARY DRINKS

Sugary Drink Sense
Sugary drinks add calories we don't need.

FRUIT JUICE FACTS

100% Fruit Juice is:

- High in natural sugar
- Acidic and can harm teeth
- Less nutritious than fresh fruit
- A better choice than fruit 'cocktail', 'punch' or 'drink'

Drink no more than $\frac{1}{2}$ - 1 cup daily

Try this...	Instead of this...
Sparkling water with fresh fruit	Pop
Homemade fruit smoothie	Bottled store bought smoothie
100% fruit juice	Fruit 'cocktail', 'punch', or 'drink'
Plain milk	Flavoured milk
Water	Sports drinks

Do you have Sugar Sense?

1 bottle (591ml) of pop a day
=
26 kg of sugar in a year!

That is 57 pounds of sugar!!!

QUENCH YOUR THIRST

Sugary Drink Sense
Water is the best choice to satisfy thirst.

DRINK WATER!

Drinking enough water will:

- Increase energy and alertness
- Improve digestion
- Maintain healthy skin

WHAT ABOUT SPORTS DRINKS?

- 700ml sports drink contains 10 teaspoons of sugar!
- Only use for intense activity lasting at least 90 minutes
- Drink water when active

DAY 4 LESSON: CILANTRO PLANTING

Materials:

- 12 - 4" planting pots
- Soil
- Watering can
- 2 packages of cilantro seeds.

Directions:

1. Prior to the session prep the seeds by gently breaking the husks to remove the two seeds inside and soak seeds in water for 24 hours. See directions on the next page.
2. Fill the planters with soil. Tap the pots on the table to settle the soil.
3. In each pot plant 4-5 seeds approximately 2 cm apart. Cover with a shallow layer of soil.
4. Water each pot.
5. Remind students to water plants regularly and preferably have them in a sunny location.

Discuss the following with the group:

1. What foods is cilantro used in?
2. Do they like the taste of cilantro?
3. What are some other types of herbs?
4. Discuss the difference between annuals (need to be planted every year) and perennials (bulbs, plants that come back every year).
5. Provide printed copies of Tips for Growing Cilantro for students to take home.

Adapted from: <http://www.gardeningknowhow.com/herb/tips-for-growing-cilantro.htm>

Cilantro has a fresh flavor and is used in many different dishes, particularly Mexican, Caribbean and Asian cuisines. It is surprisingly easy to grow. If you follow these few tips, you will be successfully growing cilantro in no time.

Cilantro Seeds

In cooking, cilantro seeds are called coriander. The “seeds” are actually two cilantro seeds encased in a husk. The husk is hard, round and is light brown or grey in color. Before you plant them in the ground, you need to prepare the cilantro seeds to increase the chances that they will germinate. Gently crush the seed husk holding the two seeds together. Soak the cilantro seeds in water for 24-48 hours. Remove from the water and allow them to dry.

How to Plant Cilantro Seeds

Once you have prepared the seeds you can either start cilantro indoors in a pot or plant in your garden outdoors. If you are starting the seeds indoors, you will be transplanting cilantro to the garden later on.

To plant, put the seeds in the soil and then cover them with about a ¼ inch layer of soil. Leave the cilantro growing until it is at least 2 inches tall. At this time, thin the cilantro to be about 3-4 inches apart. You want to be growing cilantro in crowded conditions, because the leaves will shade the roots and help to keep the plant from bolting (going to seed) in hot weather.

If you are transplanting cilantro into your garden, dig holes 3-4 inches apart and place the plants in them. Water the plants thoroughly after transplanting.

Growing Conditions

Cilantro does not like hot weather. Ideal cilantro growing conditions are cool but sunny. You should plant cilantro where it will get early morning or late afternoon sun, but be shaded during the hottest part of the day.

Additional Tips

Even with ideal cilantro growing conditions, it is a short-lived herb. Taking the time to prune cilantro frequently will help extend the life of your herb crop, but no matter how much you prune cilantro it will still eventually go to seed. You can plant new seeds about every 6 weeks to keep a steady supply throughout the growing season.

If you let cilantro “bolt” (go to seed), it will likely reseed itself and grow again next year. You can also collect the cilantro seeds and use them as coriander in your cooking.

So as you can see, with just a few tips for growing cilantro, you can have a steady supply of this tasty herb growing in your garden.

DAY 5 LESSON: GROCERY STORE NUTRITION TOUR

Advance Preparation

1. Call the store a minimum of one week in advance to confirm the day and time that you will bring your group to the store.
2. Provide the store manager a copy of the 'Kids Nutrition Tour - What to Expect' handout (email, fax or drop off a hard copy at the store).
3. Ask if the store is willing to provide healthy food samples (e.g. fresh fruit).
4. Ask if the store is willing to show students behind the scenes of the store (such as the fridges/freezers) and if a staff member will be available to lead this (approximately 10 minutes of staff time).
5. Arrange parent volunteers to drive students to the store if required, and invite parents to attend the tour.

Behavior Expectations for Students in a Public Place:

Before the tour discuss appropriate behavior while in the grocery store:

- Be aware and respectful of others who are grocery shopping
- Stay with the group
- Inside voices
- Keep hands to yourself
- No running or touching food unless directed to

Grocery Store Nutrition Tour Guide

- Start the tour with a review of the food groups from Canada's Food Guide and the four food groups.
- Discuss why we need to eat a balance of all four food groups: each food group contains different nutrients and we need all of the nutrients to grow, be healthy and active, and learn at school.
- Discuss the concept of 'everyday foods' and 'sometimes foods'. Everyday foods are from the food groups in Canada's Food Guide e.g. whole grain bread, pasta, fruits/vegetables, milk, etc. Sometimes foods are 'treats' such as doughnuts, candies, ice cream, and sugary drinks. These are okay to eat once in a while but they should not replace healthy everyday foods.
- Tour the perimeter of the store first stopping in each section (produce, breads, dairy, meats), and then go into some of the aisles to look at foods the students may often consume such as cereals, pop, juice and discuss the sugar content and healthy alternatives.

Produce Section – Fruits and Vegetables

Discussion:

- The Fruits and Vegetables food group is the one we should eat the most of.
- We should eat mostly dark green or brightly colored fruits and vegetables because they are the most nutritious. Aim for one dark green and one orange vegetable every day.
- Eat more whole fruits and less fruit juice because we can get too much sugar when we drink lots of juice.
- Too much juice can increase the risk of developing cavities

Q: Why is it important to eat fruits and vegetables?

A: They contain fibre, vitamins and minerals, and they help keep us healthy.

- Ask students to look at Canada's Food Guide to find out how many servings of fruits and vegetables they should have each day and what one serving is.

Show students how to look at produce signs and stickers to identify where the fruit or vegetable was grown (follow up to the food geography lesson).

Suggested Activities (work in pairs for big groups):

- **Taste testing activity with a staff member if arranged in advance**
- **Food Find Challenge:**
 - Find a vegetable that grows underground
 - Find a fruit that grows on a tree
 - Find an orange vegetable
 - Find a vegetable that can be eaten raw or cooked
 - Find a fruit or vegetable that we don't grow in Canada
 - Find a fruit or vegetable that could grow in your back yard

Grains (bread aisle, cereal aisle, bulk foods – tour one or all three areas depending on time)

Discussion:

Q: What are grain foods (they can look on the food guide)?

A: Rice, pasta, cereal, breads, oatmeal, pitas, wraps, crackers, etc.

Q: Why is it important to eat grains?

A: Gives us energy from carbohydrates to be active, play sports, and learn at school.

- We should eat mostly whole grains (e.g. brown bread, oatmeal, brown rice).
- Ask the kids what their favorite type of grain product is.

Suggested Activities:

- Choose several healthy and less healthy grain products (e.g. bread vs. cinnamon bun) and ask students to identify if they are 'everyday foods' or 'sometimes foods' and why.
- Discuss the difference between whole grain bread and white bread. Which is more nutritious? Show them how to choose whole grain bread by reading the ingredients list. The term "enriched flour" means white flour. Choose breads that list whole grain flour as the first ingredient.
- In the cereal aisle, ask students to choose their favorite cereal. Look at the nutrient fact table to see how much sugar is in the cereal (4 grams = 1 teaspoon). Discuss how many food groups are usually eaten when they have cereal for breakfast (e.g. grains, milk, do they have fruit or eggs?).

In the bulk section look at different types of grains. Are there any that the students have never tried? Which ones do they eat the most?

Milk and Alternatives(Tour by the milk fridges, yogurt and cheese isles):

Discussion:

Q: Why do we need to eat dairy products/alternatives?

A: Build strong bones and teeth, makes a healthy snack

Q: Does anyone know the main nutrients in milk?

A: Calcium, Vitamin D and protein

Q: What other foods fit into this group?

A: Fortified soy beverage, cheese, and yogurt

Q: Are yogurt and milk a sometimes food or an everyday food?

A: Everyday food.

Q: Is ice cream a sometimes food or everyday food?

A: Sometimes food

Meat and Alternatives

Discussion:

Q: Why do we need to eat meat/alternatives?

A: Build strong muscles, good source of protein

Q: What are some meat foods?

A: Beef, chicken, pork, seafood, fish

Q: What are meat alternatives?

A: Eggs, peanut butter, nuts/seeds, beans, tofu

Suggested Activities:

- Look at and identify different types of meat, fish and seafood. Discuss the importance of choosing fresh cuts of meat vs. processed meat (fresh meat is healthier and lower in sodium and other additives).
- Look at tofu, eggs, nuts and/or nut butters and discuss 'meat alternatives'. Important foods for vegetarians to obtain protein and iron, but they are also healthy foods for everyone's diet (even if you're not a vegetarian).

Suggested Activity:

If it is appropriate and the group is mature enough to handle the activity, get children to pretend to shop for their dinner meal. They must create a balanced meal with all four food groups from Canada's Food Guide. When they return, discuss their meals with the group. Return the food back to the original spots. Adult supervision for each group is recommended.

Cook it. Try it. Like it!

Kids Nutrition Tour - What to Expect

Information for Grocery Store Managers and Staff

What is a Grocery Store Nutrition Tour?

The tour takes kids around the grocery store to educate them about healthy eating, grocery shopping, and how food gets from the field to the customer. The tour is led by an adult (tour leader) and the group will navigate the store, stopping at different departments and interacting with staff as appropriate to learn about what happens 'behind the scenes' (based on staff availability). The tour is approximately 45 minutes long.

Why are the kids doing a nutrition tour?

The group of students are in grades 4-7 and are involved in an after school cooking program called Cook it. Try it. Like it! To support the program curriculum students do a field trip to the grocery store.

As a store manager or staff member, how can I be involved?

Managers: please inform staff of the date and time of the tour and share this notice to educate staff. It would be greatly appreciated if it could be arranged to provide students the opportunity to sample a fruit or vegetable from the produce department during their tour. It is appreciated if the store can support the healthy eating theme of the cooking program and only provide nutritious snacks/samples.

Staff: if there is availability a staff member from departments such as the bakery, deli, etc. could take a minute to interact with the students as they tour the store and give some insight into what happens behind the scenes in each department. When possible and if it complies with store safety policy a staff member may take the group to see the large fridges/freezers where food is stored and explains how food is shipped to the store, received and put on the shelves (approximately 10 minutes of staff time).

Other information

Prior to attending the tour students are informed of appropriate code of conduct in a grocery store setting. Please contact the tour leader if you have any questions or feedback.

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Cook it. Try it. Like it!

A food skills program for students in grades 4 - 7



This 5 week program provides students with hands on experience cooking and tasting nutritious food and includes 4 cooking workshops and 1 grocery store nutrition tour.

Learn to be creative and have fun with food!

Students will learn about:

- Cooking nutritious foods to share with the whole family
- Basic food safety
- Where food comes from
- Healthy choices from the four food groups
- Navigating the grocery store

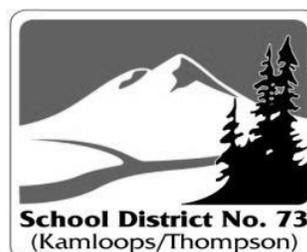
Location: _____

Cost: _____

Dates: _____

Time: _____

To register bring your permission form & payment to the office ASAP. Space is limited to 12 students so admission to the program will be on a **first** come, first serve basis.



Cook It. Try It. Like It!

Registration Form



Provide the following information and bring this sheet and \$_____ cash **OR** a cheque (addressed to _____) to the school office. Please note the program is offered on a first come, first serve basis as space is limited to 12 participants so please drop off registration forms ASAP.

*Due to difficulty avoiding cross contamination of foods **this program is not appropriate for students with severe or anaphylactic food allergies.** Students with mild adverse food reactions who wish to participate are responsible for reporting to the instructor and avoiding problem foods.*

Parent Name: _____

Child Name: _____

Child Date of Birth: _____

Phone Number _____

Address: _____

Parent email: _____

Paid: Cash \$ _____ Cheque \$ _____

Please list any adverse food reactions (foods and symptoms):

MINI PIZZAS

Makes 4 pizzas

Ingredients:

- 4 whole grain 6 inch pitas
- 1/3 small can tomato paste
- 1/3 small can tomato sauce, 350 ml
- 2 slices of cooked turkey or ham, cut into strips
- 1/3 can pineapple tidbits, drained
- 1/3 bunch fresh spinach
- 2-4 mushrooms, sliced
- 1/3 large sweet onion, chopped
- 1/2 large red pepper, chopped
- 1 cup mozzarella cheese, grated
- 1/3 tablespoon dried Italian seasoning

Directions:

- 1) Pre-heat the oven to 350°F.
- 2) Mix together tomato paste, tomato sauce and seasoning to make sauce.
- 3) Spread sauce on each pita and add toppings and cheese.
- 4) Bake for 8-10 minutes until cheese is melted and crust is slightly crispy.
- 5) Note: if possible choose low sodium tomato paste, tomato sauce, and meat.

CRUNCHY GRANOLA

Ingredients:

- 4 cups regular rolled oats (not quick oats)
- ¼ cup sunflower or pumpkin seeds
- ¼ cup flax seeds
- ¼ cup sliced almonds
- ¼ cup buckwheat groats (optional)
- ½ cup shredded unsweetened coconut
- ¼ teaspoon cinnamon
- ¼ teaspoon ground cardamom
- ¼ cup liquid honey
- ¼ cup unsweetened apple juice
- 2 Tbsp canola oil
- ½ teaspoon vanilla
- ½ - 1 cup chopped dried fruit (such as raisins, cranberries, apricots, dates, prunes, cherries)

Directions:

- 1) Preheat oven to 350°F.
- 2) Line a cookie sheet with parchment paper.
- 3) Measure all dry ingredients (except dried fruit) into a large bowl and mix together. In a separate small bowl mix the wet ingredients.
- 4) Add the wet ingredients to the large bowl of dry ingredients and stir together.
- 5) Spread on the baking sheet and bake for about 15-20 minutes or until golden brown.
- 6) Check the granola and stir every 7-10 minutes.
- 7) When ready, remove from oven, add dried fruit, and cool.

NOTE: The granola will be used in the yogurt parfait recipe. Extra granola can be stored in an air tight container.

FRUIT PARFAITS

Makes 4-5 servings

Ingredients:

- 2 cups plain yogurt
- ½ cup unsweetened applesauce
- 2 cups assorted chopped fruit such as: bananas, strawberries, pineapple, blackberries, pears, peaches, blueberries
- 2 tsp lime juice (to keep fruit from browning if not eating it right away)
- ¾-1 cup granola

Directions:

- 1) Mix together yogurt and applesauce.
- 2) Spoon half the yogurt into a cup and top with half of the fruit and some granola.
- 3) Repeat in layers and sprinkle granola on top.

FRESH SALSA

Ingredients:

- 3 Roma tomatoes, chopped
- ½ sweet onion, chopped
- ¼ cup fresh cilantro, chopped
- ¼ - ½ jalapeno pepper, seeded and chopped
- Juice of 1 lime
- ¼ teaspoon salt

Directions:

- 1) Combine all ingredients in a bowl.
- 2) Serve with the quesadillas.

BLACK BEAN QUESADILLA

Makes 4 servings

Ingredients:

- 1.5 cup cheddar cheese, grated
- 4 whole grain tortillas (10 inch size)
- 1 red pepper, chopped
- 2 green onions, chopped
- 2-4 tablespoons fresh cilantro, chopped
- 1/2 cup black beans, drained and rinsed

Directions:

- 1) Preheat oven to 350°F.
- 2) Assemble all ingredients on one half of each tortilla then fold the other half of the tortilla over top to cover the ingredients inside.
- 3) Place on a baking sheet and bake for 8-10 minutes, or until golden and slightly crispy.
- 4) Serve with salsa and low fat sour cream.

ROASTED VEGETABLES

Makes approximately 4-6 servings

Ingredients:

- 2 medium potatoes, chopped
- 1/2 medium yam, chopped
- 1/2 small cauliflower, cut in large florets
- 1/2 sweet onion, quartered
- 1/2 red pepper, quartered
- 1 carrot, cut in 1 inch cubes
- 2 tablespoons olive oil
- 2 tsp curry powder
- 1 tsp garlic powder
- 1 tsp cumin
- 1 tsp rosemary
- 1/4 tsp salt
- Other optional vegetables: kale, zucchini, beets and turnips

Directions:

- 1) Pre-heat the oven to 425°F.
- 2) Place the vegetables in a large bowl and add oil and spices.
- 3) Toss together and place on a parchment paper or tin foil lined baking sheet.
- 4) Bake at 425°F for approximately 30-40 minutes, or until soft, stirring every 15 minutes.
- 5) Serve as a side dish with your meal.

FRUIT SMOOTHIES

There are so many different types of smoothies you can make. Blend whatever fruits you have around home (fresh, frozen or canned) with yogurt and milk or 100% fruit juice. Ripe bananas are great for sweetening smoothies, use these instead of adding sugar. You can also avoid added sugars by using plain yogurt instead of flavored. Frozen fruit gives the smoothie a thick, icy texture. Here are some ideas:

All recipes make about 2 servings

TROPICAL SWIRL

Ingredients

- ½ can pineapple chunks
- ¼ cup frozen strawberries
- 1 ripe banana, peeled
- 1 ½ cups milk
- ½ cup yogurt
- 1 teaspoon vanilla extract

Directions: Place ingredients in blender and blend on high until fully mixed together.

GREEN SMOOTHIE

Ingredients

- 1 cup milk
- ¼ cup of 100% orange juice
- 1 large bunch of spinach
- 1 teaspoon vanilla
- ½ cup of frozen fruit (peaches, berries, etc.)

Directions: Place ingredients in blender and blend on high until fully mixed together.

BERRY BANANA SMOOTHIE

Ingredients

- 1 ripe banana, peeled
- ¼ cup frozen berries (raspberries, blackberries, strawberries, etc.)
- 1 cup of 100% orange juice
- 3 tablespoons yogurt
- 1 teaspoon vanilla extract

Directions: Place ingredients in blender and blend on high until fully mixed together.

STRAWBERRY WATERMELON SMOOTHIE

Ingredients

- 1 cup orange juice
- ½ cup yogurt
- ¼ cup frozen strawberries
- 1 cup chopped watermelon (seedless)

Directions: Place ingredients in blender and blend on high until fully mixed together.

