

Healthy Cooking, Healthy Living



The Beginner's Cooking Manual

Revised copy 2012

Prepared by the Chronic Disease Prevention – Children & Youth Program, Health Living Division, Public Health Services, City of Hamilton. Sponsored by Child and Youth Workgroup of Healthy Living Hamilton.



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Healthy Cooking, Healthy Living

The Beginner's Cooking Manual

Disclaimer

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Introduction

A cooking club is a great opportunity for everyone to learn how to prepare and enjoy healthy recipes in a fun and inviting kitchen atmosphere. Cooking clubs for healthy eating was part of a broader vision for healthy living in the City of Hamilton.

Background

Cooking clubs are popular for children between the ages of 11 to 13. Children at this age show an eagerness to learn to cook. They are open to learn life skills and are beginning to take increased responsibility for their health and well being. Healthy decisions about diet, activity and tobacco use made early in life can result in less chronic diseases later in life.

Aim

Cooking clubs introduce children to healthy eating in a practical setting that encourages skill development. The cooking club experience will help children:

- Identify and select healthy foods
- Understand how to prepare foods using good sanitary practices
- Prevent injury in the kitchen
- Learn basic food preparation skills

Cooking clubs give children a chance to appreciate healthy foods firsthand and gain confidence in their ability to produce tasty and healthy meals.

The Lesson Plans

This manual consists of 10 lesson plans and 1 take-home introductory package. The first three lesson plans are compulsory as they contain important information students must know regarding food safety and sanitation. Facilitators can choose to implement some or all of the remaining lesson plans with their group. Each lesson plan consists of the following 5 components:

- **Get Ready** outlines things to prepare before the class.
- **Objectives** outlines goals of the lesson plan.
- **Key Points** outlines potential discussion points of the lesson plan.
- **Cooking Activity** outlines cooking instructions and discussion points.
- **Cleaning Activity** outlines things to do for cleaning and sanitation.

Overheads for each lesson plan are provided to help facilitators summarize key points of the lesson. A “Menu Mind Map” is included in the sample forms session. It can be used as a paper activity for students while dinner is cooking or as a take-home assignment.

The Recipes

There are 30 recipes in the manual grouped into 5 categories: Salads, Snacks, Entrées, Breakfasts and Vegetables. Recipes provide the amounts of ingredients required for serving 4, 8 and 12 persons. The facilitators will choose 1-3 recipes each week to try to create a balanced meal with the group. For example, if you choose the recipe for spaghetti and meatballs, you can purchase milk to drink and fresh fruit for dessert to create a simple balanced meal. The sample task assignment sheet can be used to help divide up cooking tasks among club members. For efficient use of time, try to choose recipes that require different cooking equipment or tools.

Group Management

Helping Students To Set Ground Rules

Providing a take-home introductory package for students and parents (sample provided) before the first cooking session will enable the students to become familiar with some preliminary ground rules. With the students, discuss which behaviors the club members will absolutely not tolerate. For example, “No swearing”, “No horseplay”, “No teasing”. The fewer hard fast rules you have, the less likely you are to corner yourself. Remember, this is an after school activity and students are there to have fun. So a “No loud talking” rule may not be appropriate.

In addition, look at your facility for safety hazards. Do you need rules to protect club members from personal injury? Do you need to have rules to protect personal property? Are there school rules that you should be aware of? You will need to enforce these.

Managing Your Group

- Convey your expectations
- Ensure rules being followed
- Make students accountable by having them sign an agreement (e.g. student contract)
- Assign tasks and ensure their completion
- Remind students to clean as they go
- Be firm, but respectful

Contracting Good Behaviour

A student contract is included in the take-home introductory package. For this to be meaningful for the club members, they should help to set the criteria for each behaviour concept outlined on the handout “Positive Participation”. Student involvement in setting their own standards goes a long way to building a partnership between students and facilitators. When students suggest the standard for behaviour, they are more likely to commit to it. This also creates the expectation that those around them also have to commit to this behaviour.

Facilitators can continue to build an atmosphere of mutual respect and mature behaviour by dealing positively with students who disrupt others. For example, “ That’s an excellent point, Jane, but you are interrupting Tom.” Remind students that they are young adults and that adult-like behaviour is what you expect from them. On the other hand, dangerous or malicious behaviour should be dealt with swiftly. Depending on the severity of the behaviour, or the responsiveness of the student to comply, this action should be done in one of the following

ways: talk to the student in private about his or her behaviour, ask the student to leave, or call the administrator on duty to remove the student. Do not get into a shouting match with a student. Do not take the student off alone somewhere to talk to him or her. Discipline in view of others. Adults, even in non-contentious situations, put themselves at risk (of accusations) when alone with a student.

Setting Your Standard

Have the club members address facilitators by their last names (Mr. Mrs. Ms. etc.). By doing this you maintain a position of authority, which you may be required to exercise in a disciplinary situation. Generally, the students accept and expect to be on a last name basis with adults in school related activities. The mutual respect that you build into your sessions is key to a comfortable rapport with the students.

Modeling behaviour is also important. Your attitude towards the students, as a group or individually, will be reflected in their attitudes. If you want students to be scrupulous about hand washing, so must you be. If you want them to respect you, you must also respect them. Finally, when assigning students to work with each other, take into consideration their personalities and requests. If a student tells you they really can't work with so-and-so, consider their request. You may possibly avoid a lot of conflict. Be flexible when assigning groups.

Tips for Cooking with Kids

- **Show and Tell.** Show them and explain to them everything you're doing and why.
- **Give them tasks.** Tell them what needs to be done and assign tasks.
- **Compliment them.** Be encouraging and proud of their efforts – big or little.
- **Keep an eye on them.** Never leave them unattended when they are cooking.
- **Teach them life skills.** Explain to the kids how to purchase fresh fruits and vegetables, why they should wash them, and how to store them.

General Planning Notes for Volunteers/Facilitators

Planning Ahead

Make copies of the take-home package to distribute to each student to review prior to the start of the cooking club.

The following administrative forms should be completed or collected from participants prior to or on the first day of the cooking club:

- Locate or assemble First-Aid kit and have on hand for every session.
- Permission Letter signed by participant's parent/guardian. (in take-home package)
- Student Contract signed by participant and parent/guardian. (in take-home package)
- Create a student (participant) information binder with permission forms and health information in case of emergency. Be sure to have this on hand at every cooking session.
- Determine which parent volunteer(s) will be responsible for the student information binder.

Before Each Session

- Determine tasks for each parent volunteer: facilitation of lesson plans, shopping, administration...etc.
- Purchase groceries. Ensure that you can properly store them until the club meeting.
- Photocopy the required number of recipes, handouts, "Menu Mind Map". If your photocopy budget does not allow you to give copies of everything to each student, consider making and using overheads where practical.
- Request for an overhead projector if necessary.
- Check grocery list and supplies. Is there any equipment you don't have that is absolutely necessary?
- Check your equipment. Is everything where it should be and in proper working order?
- Decide where cooking stations will be for each group for the session.
- If last session, prepare Certificates of Completion.

Start /During Session

- Do a quick attendance. Are students who are not present accounted for?
- Review ground rules, safety and sanitation guidelines from the take-home package.
- Review lesson plan objectives, background information, recipes. Ask and answer questions based on learning objectives.
- Choose a tip from each category to be inserted into the "Menu Mind Map" as a paper activity if time is permitted.

- Assign groups and tasks using Task Assignment Sheet. Combine duties if there are not enough students for each task.
- Remind groups to complete set-up checklist.
- While dinner is cooking, complete a paper activity, e.g. puzzle or questionnaire (if time permits).
- Assign cleaning tasks.

End of Session or During Meal Time

- Complete lesson review sheet with the whole group.
- Ask: What of tonight's meal would you make at home?
- Ask: Which recipes will we make next week?
- Review clean-up list.
- Complete clean up.
- Check pantry supplies.
- Ensure the kitchen is clean and all food and equipment has been put away properly.
- Check and close up room.
- If this is your last session, distribute certificates of completion.

Facilitator Set-up Checklist

- Bags and backpacks put away.
- Long hair tied back.
- Outdoor coats removed, apron on.
- No gum or candy.
- Hands washed before handling food/equipment.
- Recipe reviewed and understood.
- Work areas wiped and sanitized.
- Equipment and ingredients assembled.

Clean-up Checklist

- Equipment washed, dried and returned to proper place.
- Sinks and drains are food free and clean.
- Countertops and cutting boards have been washed and sanitized.
- Stove tops and burners are grease and stain free.
- Stove elements and ovens are turned off.
- Ingredients have been properly covered and put away.
- Garbage and recyclable materials sorted and disposed of.
- Linens have been put away or set aside for laundering.

SAMPLE FORMS

Sample School Letter

Date: _____

Dear Parents,

_____ School is considering starting a weekly after school Beginner's Cooking Club. The cooking sessions can run for a series of 6 -10 weeks, with each session lasting about 2 hours.

A cooking club is a great opportunity for students in grades 6 through 8 to learn how to prepare and enjoy healthy recipes in a fun, safe, and inviting atmosphere. Children aged 11-13 are eager to learn to cook and are beginning to take increased responsibility for their own health.

Parent volunteers will:

- shop for recipe ingredients (each parent volunteer will not need to do this)
- guide the students through a series of nutritionally balanced food and kitchen safety rules each week
- help students prepare a meal each week
- learn how to serve healthy foods on a budget
- share the meal with the club members

Students will:

- learn simple food preparation techniques
- prepare a meal and serve the food with proper table etiquette
- share the meal with their club member friends and parents
- help with clean-up
- take the recipe home to share and re-create with their family

Each session of the series of cooking classes will be held _____ (where). The cost per student to join the club will be _____ weekly. The student and parent volunteers will be having supper at school the evening that the Beginner's Cooking Club has its session. Parents will need to arrange for pick-up of their child(ren) at the end of every session.

If you are interested in having your child participate in the club, or if you are interested in becoming a parent volunteer, please sign the form below and indicate which day of the week is preferred for club sessions.

Thank you for your interest.

School Principal: _____ School Public Health Nurse: _____

Student Name and Grade: _____

Parent Name: _____

Yes. I am interested in a parent volunteer position. Phone number: _____

Day of week preferred (please circle): MON TUE WED THU FRI

Sample Participant Letter

_____ **(School Name) Beginner's Cooking Club**

Dear Parents:

_____ (School Name) is ready to cook! Your son/daughter expressed an interest in our after-school **Beginner's Cooking Club**. The cooking sessions will be offered every _____, starting _____ (Date), for a series of ____ weeks, ending on _____. Each session will run from _____ to _____ pm.

The Beginner's Cooking Club is an opportunity for students in grades 6-8 to learn how to prepare and enjoy healthy recipes in a fun, safe and inviting atmosphere. Students will:

- ❖ Learn simple food preparation techniques
- ❖ Prepare a meal and serve the food with proper table etiquette
- ❖ Share the meal with their club member friends and volunteers
- ❖ Help with clean-up
- ❖ Take the recipe home to share and re-create with their family

Each session of the Club will be held in the _____ (location) . The cost per student to join the club is \$_____ weekly. Every session, students will get to eat what they have prepared.

Please complete the attached permission form to have your child participate in the Club, submit the indicated fee (\$_____ total for all sessions), and have your child return all items to the office on _____ date.

Happy Cooking!

Principal

Cooking Club Coordinator

Permission Letter

_____ **(School Name) Beginner's Cooking Club**

Student Name: _____

Student's Home Phone Number: _____

Emergency Contact and Phone Number: _____

Health Card Number (with version code): _____

Family Doctor's Name and Phone Number: _____

Food Allergies: _____ Food Intolerances: _____

Dietary Restrictions: _____

Medical Conditions /medications necessary to note regarding performance in the Beginner's Cooking Club:

How will your child go home at the end of each session?

- Must wait to be picked up.
- Travel home has been arranged with: _____

I give permission for my son/daughter _____ to participate
(child's name)

in the _____ (school's name) Beginner's Cooking Club. I am submitting \$ _____
with this form to cover the fee for the full 6 sessions.

Parent's signature: _____ Date: _____

PRINT PARENT'S NAME: _____

Please submit all monies in an envelope labeled "Beginner's Cooking Club" with your child's name.

PLEASE RETURN THIS FORM BY _____ (Date)

Attendance Sheet

_____ (School Name) Beginner's Cooking Club

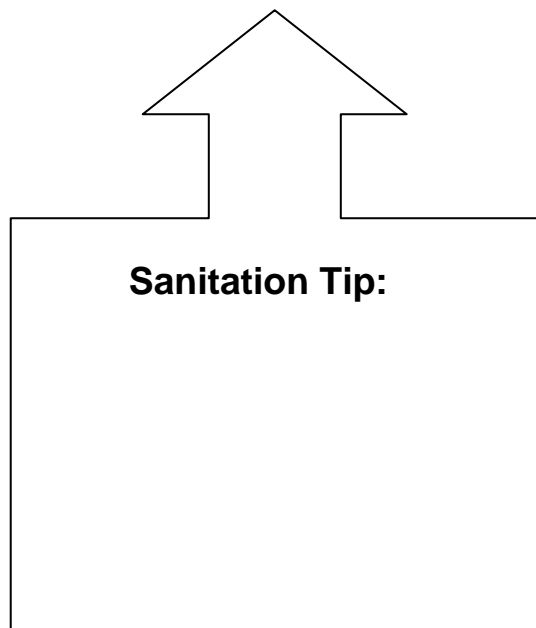
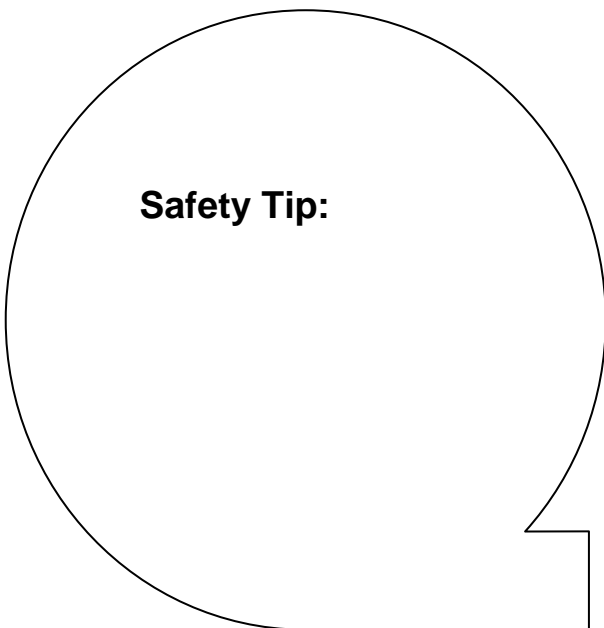
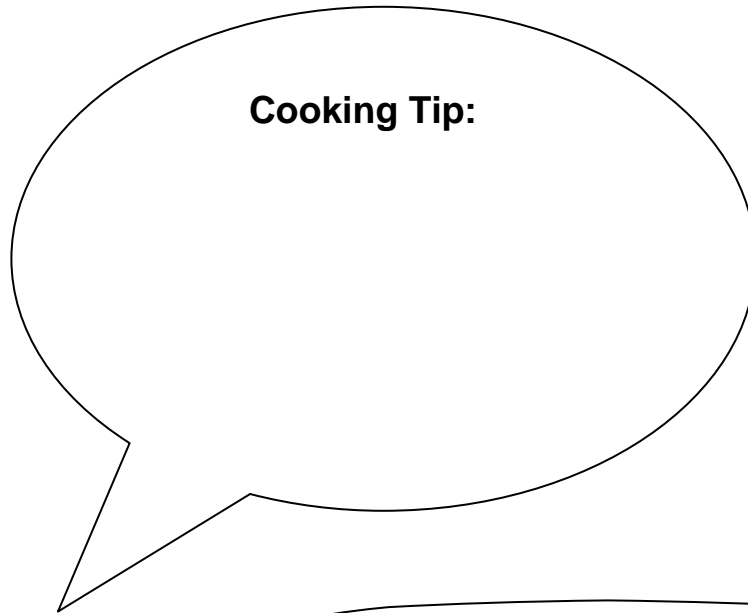
Student	Date	Date	Date	Date	Date	Date	Date	Date	Date

Lesson Review Sheet

Planning and organization	Recipes
What went well?	What worked well?
What didn't go well?	What didn't work?
Next time remember to:	Next time remember to:

Menu Mind Map

Choose a tip you learned today from each category and write into the proper bubble on this weeks mind map.



Student Cleaning Schedule

Task	Wk 1/Name	Wk 2/Name	Wk 3/Name	Wk 4/Name	Wk 5/Name	Wk 6/Name
Wash dishes/pots/utensils						
Rinse dishes/pots/utensils						
Dry dishes/pots/utensils						
Put away dishes/pots/containers						
Clean counter/stove/table top						

Students are expected to:

- ✓ Wash and dry the utensils, equipment, dishes and pots they used for the recipe
- ✓ Clean their work station
- ✓ Scrape their plates after eating
- ✓ Put away ingredients they used
- ✓ Participate in cleaning rotation

Task Assignment Sheet

Recipe: _____

#	Task	Responsible Person (s)
1		
2		
3		
4		
5		
6		

Lesson Plans

LESSON PLANS



Lesson Plan 1 - Hand Washing, Kitchen Safety, Knife Safety

Getting Ready

- Review general planning notes & set-up check list.
- Assemble and photocopy (or make overheads) all resource materials needed for the session: recipes, overheads & handouts. Organize these materials for easy distribution to students.
- Gather supplies needed for the chosen recipes.
- Check participant's names off the attendance sheet.

Objectives

- Participants will be able to state the importance of hand washing.
- Participants will be able to model proper hand washing.
- Participants will be able to state at least 3 tips for kitchen safety.
- Participants will be able to state at least 2 tips for safe knife use.

Introduction

- Welcome participants to the first cooking session. Introduce facilitators by the name they wish to be addressed. Briefly describe your role and objectives of the Beginner's Cooking Club.
- Ask students to introduce themselves, or introduce themselves to someone near them that they do not already know.
- With students, develop a list of ground rules. (**Overhead #1**)
- Hand out the "Positive Participation" sheet, brainstorm the behavior criteria for the key concepts in "Positive Participation". Have students fill in the criteria for each concept. (You may have to write criteria on a board or large piece of paper so students can quickly fill in blanks).
- Hand out student contracts. Review with students. Have them sign their names. Instruct the students to take their contracts home to be signed by their parents to be returned the following week.

Key Points to Cover

- Discuss importance of hand washing:
 - reduce risk of getting and giving common cold to others.
 - help keep food safe.
 - help prevent the spread of disease.
- Demonstrate proper hand washing steps (**Overhead #2**)
- Discuss when to wash your hands. (**Overhead #3**)

- Discuss tips for safe knife use. (**Handout**)

Cooking Activities

- Review recipes and tips.
- Go over the steps necessary to produce the finished products.
- Assign groups and tasks.
- Help students get organized and manage time.
- Demonstrate cooking techniques as needed.
- Provide verbal cues or physical assistance for some steps in the recipes.

Cleaning Activity

- Assign tasks.
- Complete clean-up list.

Student Contract

Name: _____

Cooperation:

I will cooperate with my club and team members to get work done

Responsibility:

I will be responsible for all work assigned to me (cooking and cleaning)

Respect:

I will show respect to all those working with me (teachers and students)
i.e. I will call adults by their last name (i.e. Miss, Mrs. Mr.)

Behaviour:

I will conduct myself according to the club rules and requirements

I agree to all of the above cooking club conditions.

Student Signature: _____

Parent/Guardian Signature: _____

Date: _____

Please return to facilitator by next club meeting.

Positive Participation

Discuss with your club members and facilitator the following statements:

Cooperative people are:

Responsible people are:

Respect others by:

Behaviour that is positive is:



- **Respect each other**
- **No running, no shouting**
- **No swearing, no horseplay, no teasing**
- **No gum chewing**
- **No loose hair, no loose sleeves**
- **Clean your work area**
- **Wash your dishes**
- **Wash your hands before cooking and eating**

Wash Your Hands

Wash Your Hands!

1. Wet hands

2. Soap

3. Lather for 10 seconds

4. Rinse

5. Towel dry

6. Turn taps off with towel

SEPARATE
Don't cross-contaminate

CLEAN
Wash and sanitize cutting boards, dishes, spoons, knives, and cloths

CHILL
Keep refrigerated

COOK
Cook to proper temperatures

KEEP THEM SEPARATE
Keep raw meat, poultry, seafood, and eggs separate from other foods

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Adapted from Halton Region Health Department



Handwashing & Personal Hygiene

When to wash your hands

- Before touching food or utensils
- Before eating
- After eating
- Before and after using the bathroom
- After coughing, sneezing or blowing your nose
- After touching your hair or face
- After handling raw meat, poultry or fish
- After handling toxic or hazardous substances

Personal Hygiene

- If you are sick (infectious), stay home.
- Arrive to cook with neatly clipped nails and clean clothing, hair, mouth and body

Before beginning to cook do the following in order:

- Tie your long hair back.
- Put on a clean apron. Wearing an apron reduces the possibility of food contamination from outside sources.
- Wash your hands with hot water and soap and dry them well.
- If you have a cut or sore, keep it covered with a bandage.



Tips for Safe Knife Use

- ✓ Choose the right knife for the job. Do not use a large knife to peel potatoes, for example.
- ✓ Always use a sharp knife. A dull knife requires more pressure and will slip away from food more easily.
- ✓ Always cut away from yourself.
- ✓ Always cut on a proper cutting surface. Again, this will prevent the knife from slipping.
- ✓ Place a damp cloth under your cutting board to prevent the board from moving.
- ✓ Hold the knife firmly by the handle when using. This allows for greater control.
- ✓ When chopping, mincing, dicing etc., keep the tip of the knife blade on or as close to the cutting board as possible.
- ✓ Never wave the knife around in the air when gesturing.
- ✓ If you need to leave what you are doing, don't take your knife with you.
- ✓ To carry a knife: hold it by your side, firmly by the handle, tip pointing down.
- ✓ If a knife begins to fall, never try to catch it – step back and let it fall.
- ✓ Always wash knives separately from other dishes.
- ✓ Never leave a knife in a sink of water where others may not see it.
- ✓ Store knives safely in their proper place



Basic Rules for Kitchen Safety

Prevent Burns:

- Always use dry oven mitts or potholders to lift hot things.
- Keep hot 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, warn them it is hot.
- Ask for help when carrying hot items that are too heavy for you.
- Wear close fitting clothing and jewelry that does not dangle, this will prevent getting caught on hot items.
- Wear an apron to keep clothing close to your body and away from heat sources.

Prevent Cuts:

- Use the correct knife for the job.
- Always use a sharp knife, dull one requires more pressure and may slip.
- Wash knives separately and store in their proper place.
- Cut away from your body.
- Do not use knives to open cans, cut string or sharpen pencils.
- Sweep large pieces of glass with a broom and dustpan, pick-up smaller pieces with a wet paper towel.
- If a knife begins to fall, never try to catch it – step back and let it fall.
- Always pay attention to what you are doing.

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 stepladder to reach high places.
- Never horseplay and always watch where you are going.

Prevent Electrical Shocks:

- Never use electrical equipment near water, or with wet hands. Be sure electrical cords are not damaged.
- If a machine is not working, unplug it, report it to the person in charge and place an “out of order” sign on it.
- Be sure an appliance is turned off before plugging it in.
- Never use a machine that you are unfamiliar with.

Prevent Poisoning:

- Use chemicals only after you have carefully read the label.
- Never store chemicals in cupboards with food.
- Always store chemicals in their original containers.
- When using chemicals on food preparation surfaces or tools, be certain that all residue is rinsed completely away.

Prevent Fires:

- Keep flammables away from heat sources.
- Never leave cooking food unattended.
- Clean grease from stovetops and ovens.
- Make sure electrical equipment is in good working order.
- Make sure pilot lights in gas stoves are working.



Lesson Plan 2 - Danger Zone, Cross-Contamination

Getting Ready

- Review general planning notes & set-up check list.
- Assemble and photocopy (or make overheads) all resource materials needed for the session: recipes, overheads & handouts. Organize these materials for easy distribution to students.
- Gather supplies needed for the chosen recipes.
- Check participants' names off the attendance sheet.
- Collect signed Student Contracts from participants.

Objectives

- Participants will be able to explain what danger zone is and how to keep foods out of the danger zone.
- Participants will be able to explain cross-contamination and list at least 2 ways it commonly occurs.

Key Points to Cover

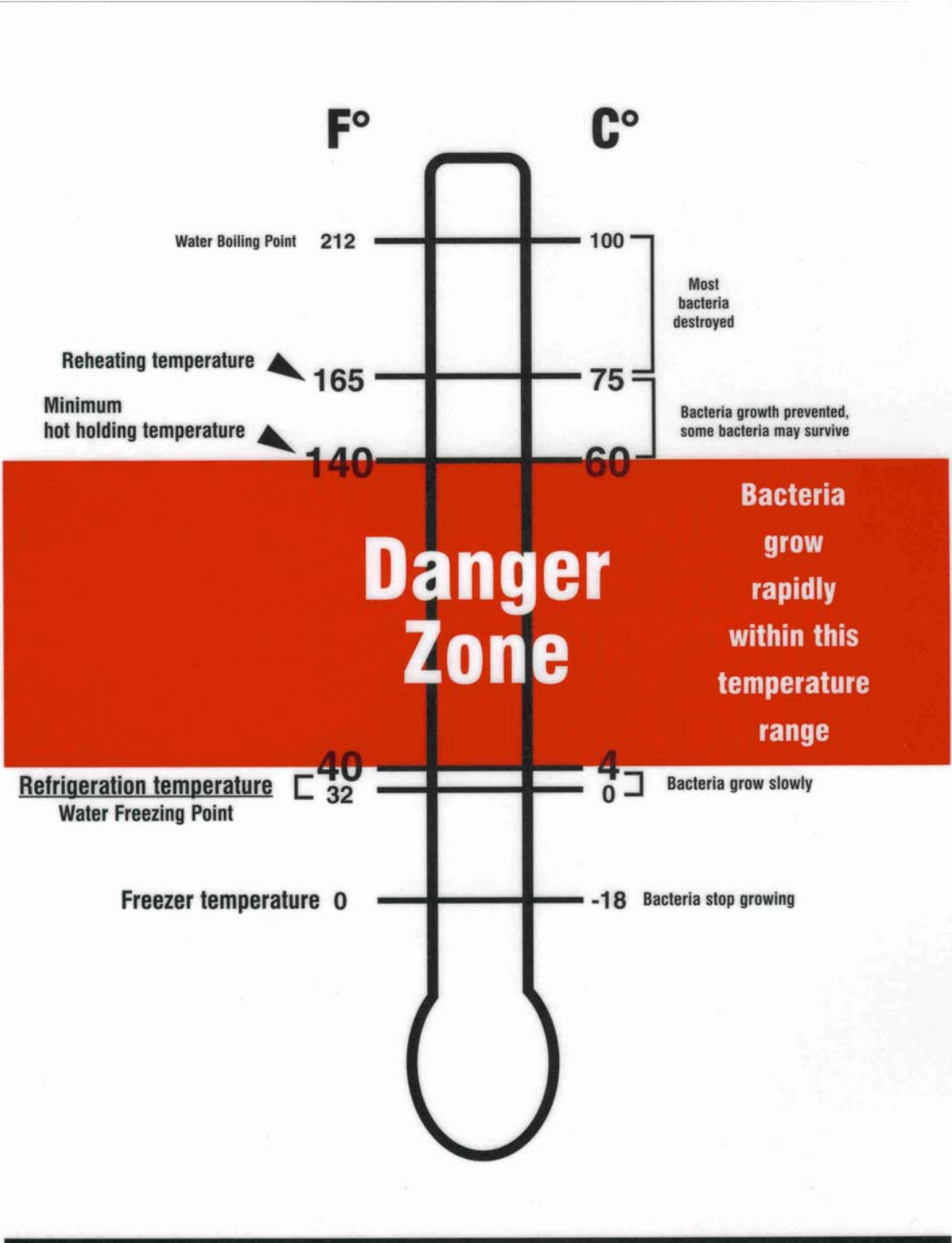
- Discuss the danger zone: (**Overhead #4 & 5**)
 - The danger zone is the temperature range between 4°C & 60°C. (**Overhead #6**)
 - Keep food out of the danger zone. Bacteria will multiply quickly in the danger zone.
 - Keep hot food hot (60°C) and cold food cold (4°C).
 - Do not allow hazardous food to be in danger zone longer than 2 hours when preparing food.
- Explain cross-contamination and how it commonly occurs (**Overhead #6**)
 - Raw food or its juice come in contact with cooked food.
 - Contaminated hands touching food.
 - Using the same equipment to handle raw and cooked foods.
- Discuss how to prevent cross-contamination. (**Overhead #7**)

Cooking Activities

- Review recipes and tips.
- Go over the steps necessary to produce the finished products.
- Assign groups and tasks.
- Help students get organized and manage time.
- Demonstrate cooking techniques as needed.
- Provide verbal cues or physical assistance for some steps in the recipes.

Cleaning Activity

- Assign tasks.
- Complete clean-up list.



City of Hamilton
Social and Public Health Services Department
(905) 546-3570

The Danger Zone

- The Danger Zone is the range in which bacteria grow most rapidly.
- The Danger Zone is from 4 degrees C – 60 degrees C
(40 degrees F – 140 degrees F).
- It is very important to keep foods out of the Danger Zone.
- Foods that have not been properly refrigerated or kept very hot for 2 hours or more are usually in the Danger Zone.
- Foods do not need to look funny or be foul smelling to contain a lot of bacteria.
- When in doubt throw it out.
- Bacteria grow exponentially.
- One single bacterium splits every 15 minutes.
- Bacteria can increase from 1 to 1 million in five hours.
- Bacteria, eat, produce waste and multiply.
- Bacteria are not killed by refrigeration or freezing.
- High cooking temperatures will kill most bacteria.
- Eating food that has a high amount of bacteria can lead to sickness or death.

Cross-contamination



What is cross-contamination?

Cross-contamination is when one food comes in contact with a surface or utensil that has been contaminated by another.

How to prevent cross-contamination?

- When you use tools or a cutting board to prepare meats, poultry or fish, do not re-contaminate that food after cooking by placing it on the same unwashed surface.
- Wash and sanitize a surface that has been used to prepare meat, poultry or fish before using it again. Do this before moving onto the next task.
- Take special precautions with poultry, which could be contaminated with salmonella, and ground beef, which could be contaminated with E. coli.
- It is best to have a cutting board to be used exclusively for meats, poultry and fish.
- Wash and sanitize a surface that has been used to prepare highly allergic goods such as nuts, eggs or shellfish, surfaces before using it again.
- Use only clean utensils and equipment.
- When you have finished preparing one recipe, clean up completely before moving onto the next.

Storing, Heating and Cooling Foods



- Keep hot foods hot and cold foods cold.
- Store uncooked meat, poultry and fish below all other foods in the refrigerator, especially from ready-to-eat foods.
- Refrigerator temperature should be: 40 degrees F (4 degrees C) or less at all times.
- Using a refrigerator thermometer will help keep food storage in this range.
- Do not put really hot containers of food in the refrigerator as it will increase the temperature above 40 degrees F (4 degree C).
- Cool foods quickly before refrigerating by placing pot in a clean sink of very cold water. Stir frequently. Leave container uncovered. This process is sped up if the pot is placed on a rack to allow water to circulate under it.
- Frozen foods should not be thawed at room temperature, but in the refrigerator, under cold running water, or in the microwave oven.
- Do not refreeze defrosted foods.
- When reheating foods they should be brought to a full boil before using.
- Do not taste foods with cooking utensils.
- Do not taste foods twice with the same spoon. Wash it properly or use another.



Lesson Plan 3 - Manual Utensil & Dishwashing

Getting Ready

- Review general planning notes & set-up check list.
- Assemble and photocopy (or make overheads) all resource materials needed for the session: recipes, overheads & handouts. Organize these materials for easy distribution to students.
- Gather supplies needed for the chosen recipes.
- Check participant's names off the attendance sheet.

Objectives

- Participants will be able to explain dishwashing procedures using two or three compartment sinks.
- Participants will be able to clean dishes using 3-compartment sinks.
- Participants will be able to follow proper procedures to clean work area.

Key Points to Cover

- Discuss manual utensil & dishwashing using two and three compartment sinks.
- Demonstrate the set up of sink(s) for dishwashing.

If your facility has only one sink for dishwashing, follow these steps:

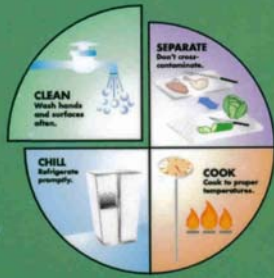
1. Get 2 plastic bins large enough to accommodate cups, plates, cutting boards, knives. etc.
 2. Use one sink for warm water and detergent.
 3. Fill the first bin with clear water minimum 43°C for rinsing.
 4. Fill the second bin with a sanitizing solution in it.
- Discuss how to sanitize work area.- demonstrate how to prepare sanitizing solution using household bleach e.g. 1 tablespoon per gallon of water. (**Overhead #8**)

Cooking Activities

- Review recipes and tips
- Go over the steps necessary to produce the finished products.
- Assign groups and tasks
- Help students get organized and manage time
- Demonstrate cooking techniques as needed
- Provide verbal cues or physical assistance for some steps in the recipes.

Cleaning Activity

- Assign tasks.
- Complete clean-up list.



Dishwashing

2 Sink Method



Wash

- In clean hot water and detergent

Rinse

- With clean water (43°C/110°F)

Sanitize

Soak dishes for at least 45 seconds:

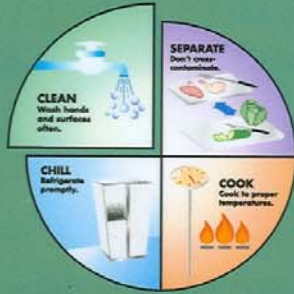
1. In water at 77°C (170°F)
or
2. Use clean warm water with a sanitizer such as:
 - Chlorine, 100 parts per million (ppm), or
 - Quaternary Ammonium, 200 ppm, or
 - Iodine, 25 ppm



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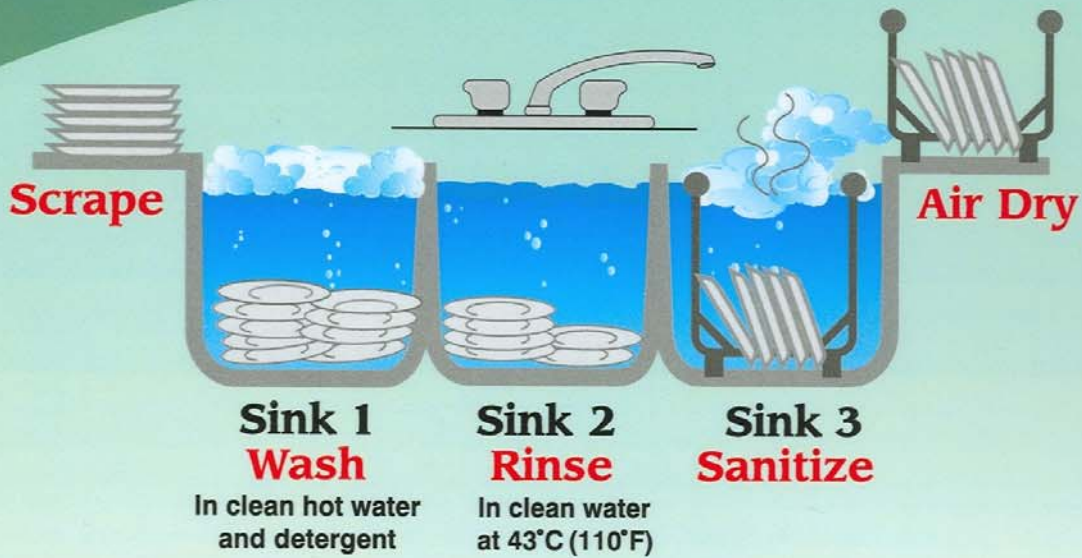
Adapted from Halton Region Health Department





Dishwashing

3 Sink Method



Sanitize

Soak dishes for at least 45 seconds:

1. In water at 77°C (170°F)

or

2. Use clean warm water
with a sanitizer such as:

- Chlorine, 100 parts per million (ppm), or
- Quaternary Ammonium, 200 ppm, or
- Iodine, 25 ppm



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Adapted from Halton Region Health Department



Sanitizing Solution for Dishwashing

A chlorine solution of not less than 100 p.p.m. available chlorine, at a temperature of not less than 45 degrees C.

Examples using household bleach:

- a) 1 tablespoon per gallon of water.
- b) 1/2 ounce per gallon of water.
- c) 1/2 teaspoon per litre of water (1000 mL).
- d) 2 mL per litre of water (1000 mL).

Change water as often as necessary.

** The Hamilton Wentworth District Public School Board has a policy that does not allow the use of bleach as a cleaning agent by custodial staff due to the environmental impact when used in large quantities.

Public schools are to use a product called F-25, a concentrated quaternary ammonium chloride product. The product is approved as a sanitizing agent by Public Health Services.

To sanitize equipment, utensils, cutting boards and surfaces at 200 ppm of active quaternary, use 2ml of F-25 to 1 litre of water.

Sanitizing Solution for Work Surfaces, Equipment, Cutting Boards

- Mix 1 teaspoon (5 mL) of household bleach with 2 cups (500 mL) of water. Do not add other cleaning products. Pour mixture into a spray bottle.
- Label the spray bottle clearly.
- Use the solution to sanitize equipment, work surfaces, cutting boards and utensils.
- Wash your hands after completing sanitizing.
- Prepare a new solution each time.



Lesson Plan 4 - Reading a Recipe, Kitchen Equipment

Getting Ready

- Review general planning notes & set-up check list.
- Assemble and photocopy (or make overheads) all resource materials needed for the session: recipes, overheads & handouts. Organize these materials for easy distribution to students.
- Gather supplies needed for the chosen recipes.
- Check participant's names off the attendance sheet.

Objectives

- Participants will be able to identify 4 parts of a recipe and follow recipe instructions.
- Participants will be able recognize, and put a name to utensils commonly used in the kitchen.

Key Points to Cover

- Discuss how to read a recipe; introduce 4 parts of a recipe. (**Overhead #9**)
 - Read the entire recipe – Get the ingredients ready to use.
 - Arrange your ingredients in an orderly line on the counter.
- Discuss kitchen equipment: (**Overhead #10 & 11**)
 - Display an array of kitchen utensils on a table in front of the students. Introduce each kitchen utensil, its name and function(s).
 - Ask participants to choose all the utensils needed for today's recipes.

Cooking Activities

- Review recipes and tips.
- Go over the steps necessary to produce the finished products.
- Assign groups and tasks.
- Help students get organized and manage time.
- Demonstrate cooking techniques as needed.
- Provide verbal cues or physical assistance for some steps in the recipes.

Cleaning Activity

- Assign tasks.

- Complete clean-up list.

Reading a Recipe



A Recipe has 4 parts:

- Name
- Yield & preparation time
- Ingredients
- Instructions

Name

The name of the recipe tells you what the recipe is preparing.

Yield & Preparation Time

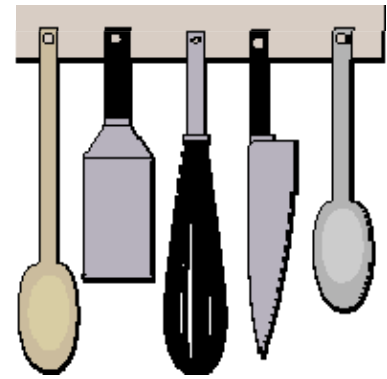
Yield tells you how many people you can expect to serve from a recipe or how much it makes. Preparation time tells you how long it will take to prepare this recipe. Will it be ready when you want it to be?

Ingredients

The ingredients section tells you what you need and how much. The ingredients section of the recipe is very important to read well in advance of preparation.

Instructions

The instructions tell you what to do with the ingredients. Make sure you understand all terms and techniques before you begin cooking.



Kitchen Tools

Liquid Measuring cups

These are made of clear glass or plastic marked with lines that measure 1 or more cups or parts of a cup and are used to measure liquids.

Dry measuring cups

These are made of metal or plastic and come in a set that includes $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, and 1 cup sizes. They usually nest one inside the other and are used to measure flour, sugar, and other dry ingredients.

Measuring spoons

These come in metal or plastic sets. Most sets include spoons ranging from $\frac{1}{8}$ teaspoon to 1 tablespoon. They can measure both liquid and dry ingredients.

Grater

For grating or shredding cheese, carrots, and other foods into fine or coarse pieces.

Strainer/Sieve

A bowl-shaped basket made of metal mesh and attached to a long handle. The tiny holes in the strainer make it possible to separate liquids from solids.

Colander

A plastic or metal utensil shape like a bowl and punched with holes. It is used for draining pasta, vegetables, and other foods.

Wooden spoons

For gentle, no-clang stirring

Vegetable peeler

For taking skins off apples, potatoes, carrots and other vegetables and fruits.

Metal spatula

For flipping omelets and pancakes; comes in metal or plastic for non-stick pans.

Baking sheet

A shallow, rectangular pan that usually measures about 15 by 10 inches. It is used for baking cookies, thin cakes, and other items.

Wire whisk

For blending, egg beating, and stirring lumps out of sauce.

Paring knife

This is the smallest in the family of knives. It's the knife that peels, seeds, pits fruits and vegetables, swirls eyes out of potatoes, slits meat, de-caps strawberries, and cuts broccoli or cauliflower into florets.

Chef knife

The most popular length is 6 to 8 inches long. Aside from any slicing and cutting tasks, these large knives are used to make food small. They chop parsley (reducing leaves to a handful of flakes), chop onions into dices and garlic into tiny minced particles.

Serrated knife

This knife has a wavy or saw-toothed edge. A long one is used for slicing bread, while smaller sizes are for cutting tomatoes and citrus fruits.

Skillet

A wide, shallow pan that comes in sizes ranging from 6 to 10-inches. Most recipes call for a small, medium, or large skillet rather than a certain size.

Tongs

For turning or grabbing just about any foods, especially fried foods, without piercing.

Pastry brush

For brushing with butter.

Muffin tin

A metal pan containing individual cups. Muffin pans come with small, medium, or large cups with 6 or 12 cups each. They are used for making muffins and cupcakes.

Pizza cutter

A utensil with a round metal wheel on top and a wooden, plastic or metal handle. The sharp wheel easily cuts through pizza, dough, and other bread products.

Rolling pin

A heavy wood cylinder-shaped tool with two handles. A rolling pin is used for rolling out dough and pastry and for crushing crackers into crumbs.

Wok

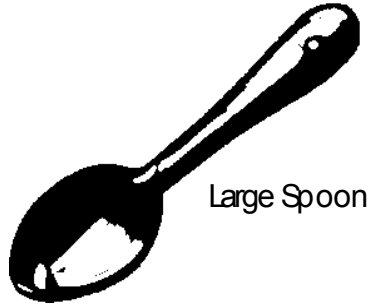
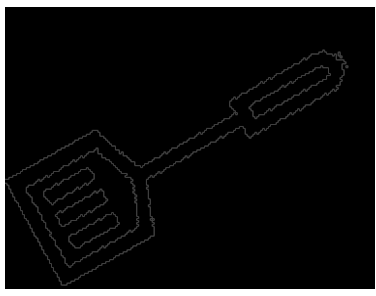
A large, round pan with sloping sides. A wok is used for stir-frying and for Oriental-style dishes.

Wire cooling rack

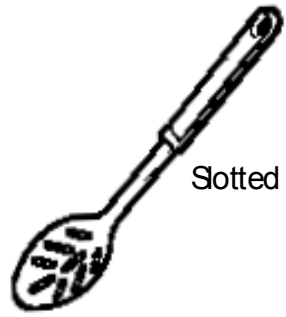
A round or rectangular rack used for cooling muffins, breads, cookies, and other baked goods after they come out of the oven.

Useful Utensils

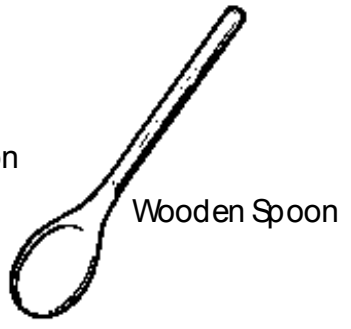
Here are some of the utensils you may want to have on hand:



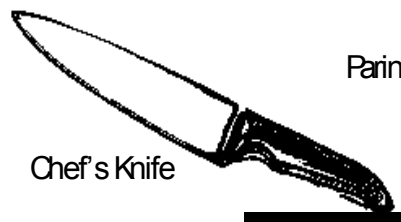
Large Spoon



Slotted Spoon



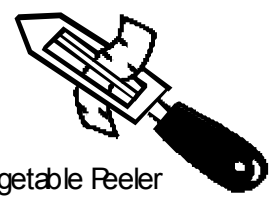
Wooden Spoon



Chef's Knife



Paring Knife



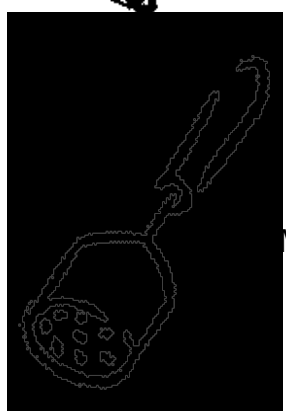
Vegetable Peeler



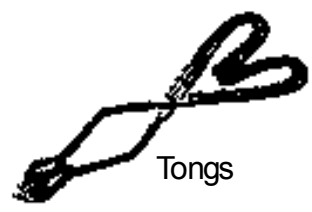
Garlic Press



Grater



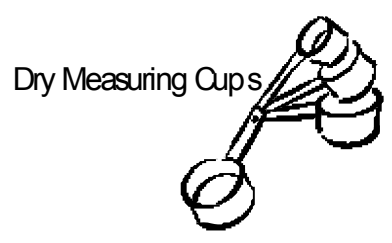
Masher



Tongs



Pizza Cutter



Dry Measuring Cups



Liquid Measuring Cup



Measuring Spoons



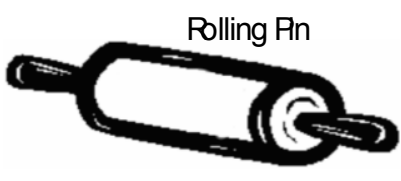
Juicer



Pastry Brush



Pastry Blender



Rolling Pin



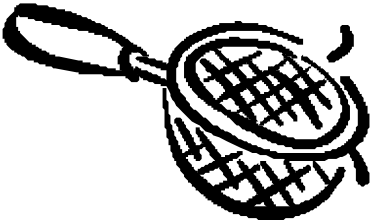
Useful Utensils

Here are some of the utensils you may want to have on hand:

Cookie Sheet



Strainer



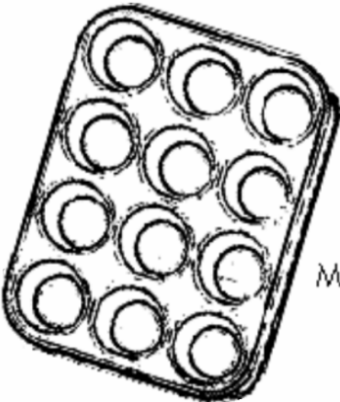
Egg Beater



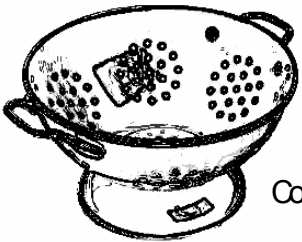
Wire Cooling Rack



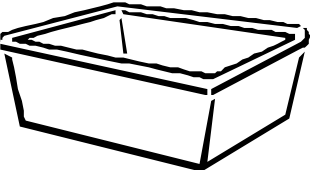
Muffin Pan



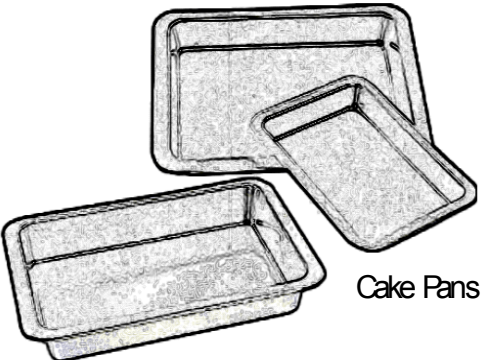
Colander



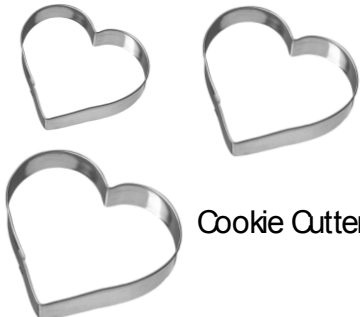
Loaf Pan



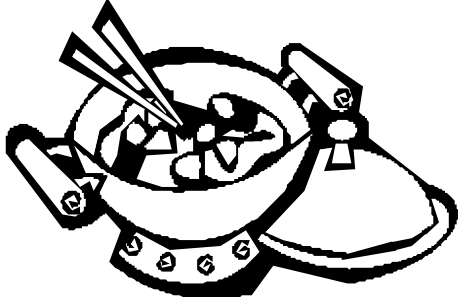
Cake Pans



Cookie Cutters



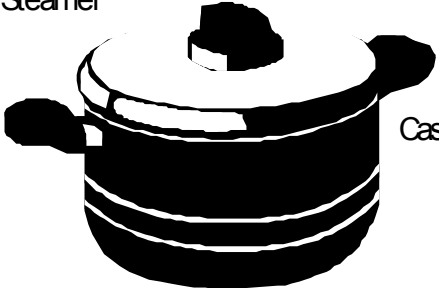
Wok



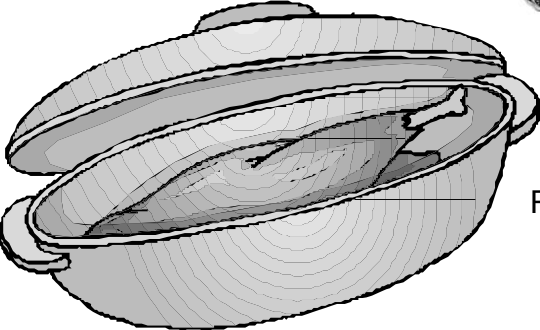
Steamer



Casserole Dish



Roasting Pan





Healthy Cooking, Healthy Living

Lesson Plan 5 - Measuring Ingredients

Getting Ready

- Review general planning notes & set-up check list.
- Assemble and photocopy (or make overheads) all resource materials needed for the session: recipes, overheads & handouts. Organize these materials for easy distribution to students.
- Gather supplies needed for the chosen recipes.
- Check participant's names off the attendance sheet.

Objectives

- Participants will be able to state the proper way of measuring dry and liquid ingredients.
- Participants will be able to demonstrate proper ways to measure different ingredient.

Key Points to Cover

- Discuss how to measure different ingredients: (**Overhead12 & 13**)
 - Using measuring cups and measuring spoons as visual aids for participants, discuss relative sizes of the measuring cups and measuring spoons.
 - Using water, flour or brown sugar, have the students follow along as a staff person/volunteer demonstrates measuring different ingredients.

Cooking Activities

- Review recipes and tips.
- Go over the steps necessary to produce the finished products.
- Assign groups and tasks.
- Help students get organized and manage time.
- Demonstrate cooking techniques as needed.
- Provide verbal cues or physical assistance for some steps in the recipes.

Cleaning Activity

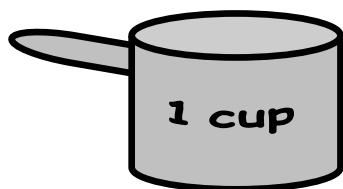
- Assign tasks.
- Complete clean-up list.

Measuring Ingredients

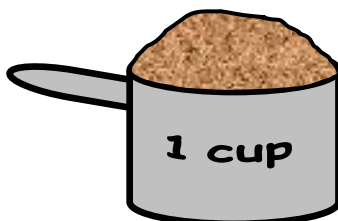
For accurate measurement of liquid and dry ingredients use the following methods.

DRY INGREDIENTS: FLOUR, SUGAR, BAKING POWDER, SPICES

When measuring dry ingredients, first select proper size(s) of measuring cups.



Fill cup(s) so that they are heaping full.



Over the ingredients original container, level with a straight edge.

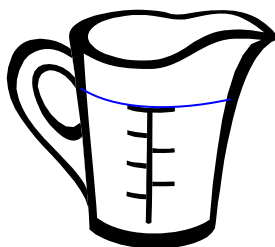


LIQUIDS: MILK, JUICE, WATER, ETC

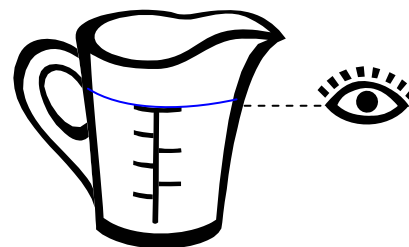
Liquid measures are clear glass so that graduated amounts can be easily read.



Place cup on flat surface and pour in liquid.



Bend down and check the amount at eye level.



SHORTENING, PEANUT BUTTER, BROWN SUGAR

Use the correct size of measuring cup.



Firmly pack the ingredient in a dry measuring cup by pressing down on the ingredient with a spoon or a rubber spatula.



Form a flat surface across the top by removing any extra ingredient with the edge of a knife or metal spatula.



Metric Conversion Chart

¼ tsp.	=	1 mL
½ tsp.	=	2 mL
1 tsp.	=	5 mL
1 ½ tsp.	=	7 mL
2 tsp.	=	10 mL
1 Tbsp.	=	15 mL
2 tbsp.	=	30 mL
¼ cup (c.)	=	50 mL
1/3 cup (c.)	=	75 mL
½ cup (c.)	=	125 mL
2/3 cup	=	150 mL
¾ cup	=	175 mL
1 cup	=	250 mL
1 ¼ cup	=	300 mL
1 1/3 cup	=	325 mL
1 ½ cup	=	375 mL
1 ¾ cup	=	425 mL
1 2/3 cup	=	400 mL
2 cups	=	500 mL

USING THE SCALE

30 g	=	1 oz.
454 g	=	1 lb.



Healthy Cooking, Healthy Living

Lesson Plan 6 - Basic Table Manners, Setting a Table

Getting Ready

- Review general planning notes & set-up check list.
- Assemble and photocopy (or make overheads) all resource materials needed for the session: recipes, overheads & handouts. Organize these materials for easy distribution to students.
- Gather supplies needed for the chosen recipes.
- Check participant's names off the attendance sheet.

Objectives

- Participants will be able to state at least 3 basic table manners.
- Participants will be able to demonstrate good table manners during mealtime.
- Participants will be able to correctly place plate, knives, forks, spoons, glasses on the table during mealtime.

Key Points to Cover

- Review the basic table manners for kids. (Overhead #14 & 15)
- Demonstrate proper way of table setting. (Overhead #16/Handout)
 - Gather a set of dinnerware and place them on the table in front of the students.
 - Set the table according to the handout provided.
 - Ask students to work in pairs and practice setting a table.

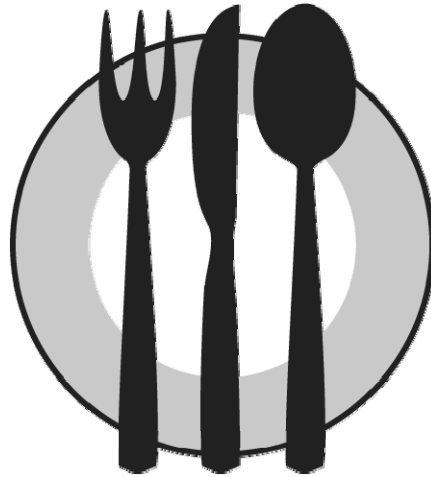
Cooking Activities

- Review recipes and tips.
- Go over the steps necessary to produce the finished products.
- Assign groups and tasks.
- Help students get organized and manage time.
- Demonstrate cooking techniques as needed.
- Provide verbal cues or physical assistance for some steps in the recipes.

Cleaning Activity

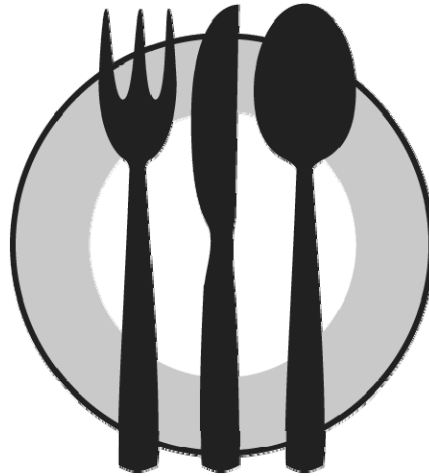
- Assign tasks.
- Complete clean-up list.

Basic Table Manners for Kids



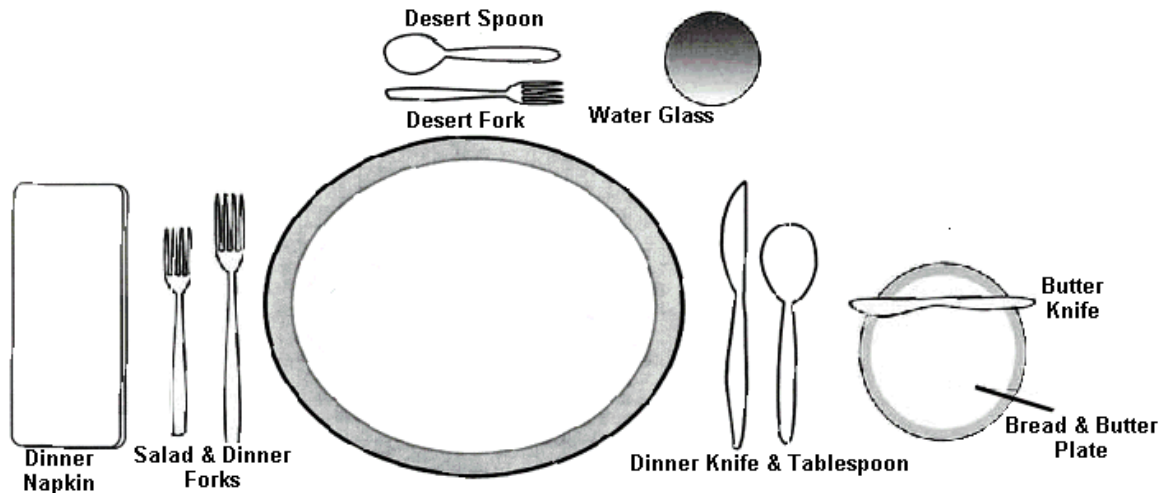
- ✓ Wash hands before sitting down.
- ✓ Sit up straight. Try not to slouch or lean back.
- ✓ Keep your elbows off the table. Elbows take up table space and can be a danger in knocking plates or glasses.
- ✓ Put a napkin on your lap so that food doesn't get onto your clothes.
- ✓ Wait until everyone is seated and served before starting to eat. If grace is said, wait to eat until it is completed. Don't giggle during grace.
- ✓ Eat with a fork unless the food is meant to be eaten with fingers.
- ✓ Use utensils quietly without banging them on the table or plate.
- ✓ Don't stuff your mouth full of food; chew with your mouth closed.
- ✓ Eat slowly, don't gobble up the food.
- ✓ Don't speak with your mouth full of food.

Basic Table Manners for Kids



- ✓ Don't make any rude comments about any food being served.
- ✓ Always say thank you when served something. Use the words "please" and "thank you" when passing dishes to each other.
- ✓ Ask politely for seconds if you want them.
- ✓ Don't reach over someone's plate for something; ask for the item to be passed to you.
- ✓ Don't pick anything out of your teeth, it's inappropriate.
- ✓ Burping is not considered polite.
- ✓ Never wave or throw utensils.
- ✓ If you need to leave the table, excuse yourself before going.
- ✓ Wait until everyone has finished eating before getting up from the table.
- ✓ Clear your plate from the table and take it into the kitchen.

Setting the Table



1. Put down the table cloth and the correct number of place mats, if these are being used.
2. Arrange the place setting on top. A place setting is made up of all the items each person needs for eating.
3. The plate goes in the centre of the place setting. The fork goes to the left of the plate, with the tines pointing up. The napkin can go under the fork or to the left of it. The napkin can also go on top of the plate. The knife is placed to the right of the plate, with its sharp side pointing in. The spoon is set next to the knife, and the beverage glass goes above the tip of the knife.
4. If more flatware is needed, place it in the order in which it will be used, from the outside in.
5. If several dishes or courses are served at one meal, you may need extra dishes, such as a small salad plate or bowl, or bread and butter plate. The extra dish goes to the left and slightly above the fork or napkin. A cup and saucer for hot beverages should go to the right of the spoons.



Healthy Cooking, Healthy Living

Lesson Plan 7 - Trimming the Fat, Taste the Flavour

Getting Ready

- Review general planning notes & set-up check list.
- Assemble and photocopy (or make overheads) all resource materials needed for the session: recipes, overheads & handouts. Organize these materials for easy distribution to students.
- Gather supplies needed for the chosen recipes.
- Check participant's names off the attendance sheet.

Objectives

- Participants will be able to state at least 2 health risks of a high-fat diet.
- Participants will be able to state at least 2 ways to reduce dietary fat intake.

Key Points to Cover

- Discuss health risks of a high fat diet
 - heart disease, obesity, diabetes, osteoarthritis, high blood pressure, etc.
- Discuss ways to trim fat from diet: (**Overhead #17/Handout**)
 - Remove visible fat from meat before cooking.
 - Use low-fat cooking methods.
 - Use a nonstick pan or vegetable oil spray when cooking.

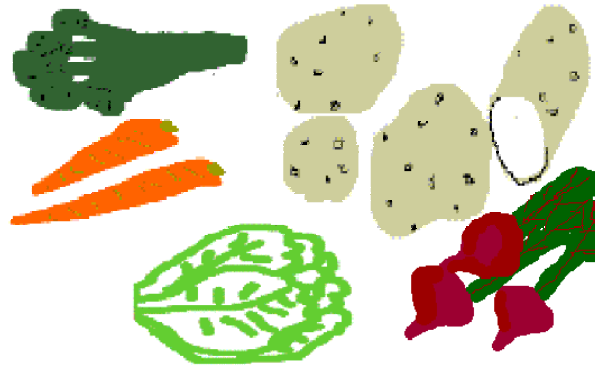
Cooking Activities

- Review recipes and tips.
- Go over the steps necessary to produce the finished products.
- Assign groups and tasks.
- Help students get organized and manage time.
- Demonstrate cooking techniques as needed.
- Provide verbal cues or physical assistance for some steps in the recipes.

Cleaning Activity

- Assign tasks.
- Complete clean-up list.

Tips for Low-Fat Cooking



- Remove all visible fat from meat before cooking.
- Remove the skin from poultry before eating.
- Drain browned ground beef and transfer to a dish lined with paper towels, blot cooked meat all over with paper towels, transfer to a colander, then rinse with very hot water.
- Chill soups and stews to make the removal of fat easier.
- Instead of frying food, try low-fat cooking methods including broiling, braising, barbecuing, steaming, stewing, poaching, roasting, baking, stir-frying, or grilling.
- Reduce or eliminate butter, margarine or oil when preparing foods.
- Use herbs, spices, vegetable stock, fruit juice or vegetables juice to flavour foods instead of oil or butter.
- Cook with plenty of grain products, vegetables and fruit.
- Use a nonstick pan or vegetable oil spray when cooking eggs, pancakes, or other breakfast items.



Lesson Plan 8 - Dietary Fibre

Getting Ready

- Review general planning notes & set-up check list.
- Assemble and photocopy (or make overheads) all resource materials needed for the session: recipes, overheads, handouts. Organize these materials for easy distribution to students.
- Gather supplies needed for the chosen recipes.
- Check participant's names off the attendance sheet.

Objectives

- Participants will be able to state at least 2 health benefits of dietary fibre.
- Participants will be able to identify high-fibre foods.
- Participants will be able to state at least 2 ways to increase fibre intake.

Key Points to Cover

- Discuss health benefits of fibre:
 - Lower blood cholesterol levels, control blood sugar levels, prevent constipation, prevent bowel problems, lower risk of certain cancers.
- Discuss good sources of fibre: (**Overhead #18/Handout**)
 - Wheat bran, bran cereals, whole grain products, vegetables and fruits, legumes, oats, barley, psyllium.
- Discuss ways to increase fibre intake:
 - Start off the day with whole grain cereal.
 - Use whole grain flour when baking.
 - Snack on raw fruits and vegetable and whole grain crackers.
 - Include legumes in the diet more often.

Cooking Activities

- Review recipes and tips.
- Go over the steps necessary to produce the finished products.
- Assign groups and tasks.
- Help students get organized and manage time.
- Demonstrate cooking techniques as needed.
- Provide verbal cues or physical assistance for some steps in the recipes.

Cleaning Activity

- Assign tasks.
- Complete clean-up list.

Good Sources of Fibre



Roll Oats



Legumes



Whole Wheat Bread



Potato



Almonds



Broccoli



Mango



Apple



Raisins



Turnip



Brussels Sprouts



Strawberries



Banana



Pear



Brown Rice



Peas



Okra



All Bran



Healthy Cooking, Healthy Living

Lesson Plan 9 - Vegetables and Fruit

Getting Ready

- Review general planning notes & set-up check list.
- Assemble and photocopy (or make overheads) all resource materials needed for the session: recipes, overheads & handouts. Organize these materials for easy distribution to students.
- Gather supplies needed for the chosen recipes.
- Check participants' names off the attendance sheet.

Objectives

- Participants will be able to state at least 2 benefits of eating vegetables and fruit.
- Participants will be able to state the recommended daily intake for vegetables and fruit and give examples of what counts as one serving.

Key Points to Cover

- Discuss health benefits of eating 5-10 servings of vegetables and fruit per day:
 - Can help reduce risk of cancer, heart disease and stroke.
- Explain the recommended daily intake and the serving size. (Handout)
 - Recommended daily intake: 5-10 servings.
 - One medium-sized fruit, 125mL (½ cup) juice, 125mL (1/2 cup) raw, cooked, frozen or canned vegetables or fruit, 250mL (1 cup) salad, 50mL (1/4 cup) dried fruit.
- Discuss ways to increase intake of vegetables and fruit. (**Overhead #19 & 20/Handouts**)

Cooking Activities

- Review recipes and tips.
- Go over the steps necessary to produce the finished products.
- Assign groups and tasks.
- Help students get organized and manage time.
- Demonstrate cooking techniques as needed.
- Provide verbal cues or physical assistance for some steps in the recipes.

Cleaning Activity


- Assign tasks.
- Complete clean-up list.




Vegetable & Fruit

Servings LOOK Like This...

A tennis ball size of salad greens is **1** Serving (1 cup)



1 medium vegetable or fruit is **1** serving




Apple Banana Potato


2 snack sized boxes of dried fruit is **1** Serving (1/4 cup)




2 Servings is **1** cup



A fruit cup size of raw, cooked, frozen or canned vegetables or fruit is **1/2** cup



Broccoli or Grapes or Strawberries



"There's a Rainbow on My Plate" is a program of Produce for Better Health Foundation in conjunction with Dole Food Company Inc. in partnership with the crayola brand. Permission was given to The Regional Niagara Public Health Department to make it compatible with Canada's Food Guide to Healthy Eating. This chart was developed by the Regional Niagara Public Health Department for local use with "There's a Rainbow on My Plate" program materials.

Tips To Help Your Kids Eat More

Vegetables & Fruit

- **Keep vegetables and fruit available and in sight.**
- **Include vegetables and fruit with meals and snacks.**
- **Offer vegetables and fruit when your child is most hungry or thirsty.**
- **Offer a variety of vegetable and fruit choices.**
- **Make vegetables and fruit bite-sized or as a “grab-and-go” snack.**
- **Offer an assortment of chopped vegetables with a low-fat dip or salad dressing.**
- **Involve kids in shopping and preparing vegetables and fruit.**
- **Pay attention to how food is presented. Make it interesting, colourful and appealing.**
- **Do not give up if your kids do not like certain vegetables or fruit the first time, keep trying!**
- **Be a good role model, eat lots vegetables and fruit yourself.**
- **Use vegetables and fruit as ingredients (see suggestions next page) whenever possible.**

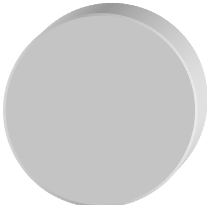
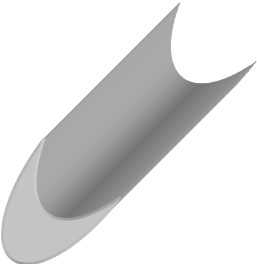
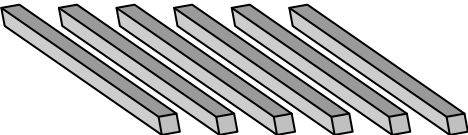
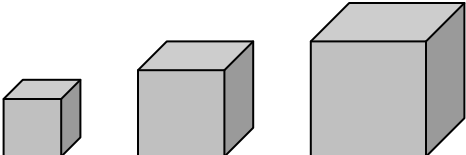
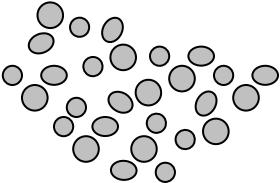
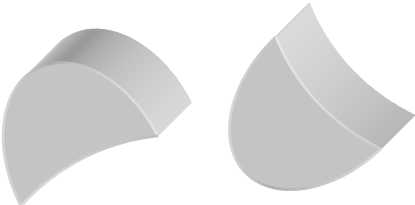
Different Ways to Offer Your Kids

Vegetables & Fruit

- Add sliced banana, berries, or dried fruit such as raisins to cereal.
- Add fruit to salads; for example crushed pineapples with coleslaw; Mandarin orange segments, strawberries, apple chunks or nectarine slices to greens.
- Add sliced kiwi, berries, orange sections or other chopped fruit to yogurt.
- Try muffins or snack breads made with zucchini, carrot, banana, pineapple, apple, or apricots.
- Add generous amounts of chopped vegetables to soups, casseroles, stews, chili, omelets, spaghetti or lasagna.
- Add lots of vegetable toppings to pizza.
- Make a smoothie with yogurt, fruit and crushed ice.
- Top desserts, such as frozen yogurt with chopped fruit or sliced berries.
- Replace pop with 100% unsweetened fruit juice.

Vegetable Cuts

Vegetables can be cut in a variety of ways. How you cut your vegetables can give a dish **eye appeal**. In other words, it looks good to eat. Whatever shapes you decide on, they must be uniform or similar sizes for even cooking. The following table will give you some ideas of cuts to use for your stir-fry.

<p>Medallions (or coins):</p>  <p>*use for carrots or zucchini</p>	<p>Cut on a diagonal:</p>  <p>*use for celery, or green onions</p>
<p>Matchsticks:</p>  <p>*use for any vegetable</p>	<p>Dice (small, medium, or large):</p>  <p>*very good for onions and peppers</p>
<p>Mince:</p>  <p>*use for garlic and ginger</p>	<p>Half moons:</p>  <p>* use for carrots or zucchini</p>



Lesson Plan 10 - Healthy Eating

Getting Ready

- Review general planning notes & set-up check list.
- Assemble and photocopy (or make overheads) all resource materials needed for the session: recipes, overheads & handouts. Organize these materials for easy distribution to students.
- Gather supplies needed for the chosen recipes.
- Check participant's names off the attendance sheet.

Objectives

- Participants will be able to identify 2-3 key aspects of Canada's Food Guide to Healthy Eating.
- Participants will be able to state at least 2 diet tips for a healthy eating.

Key Points to Cover

- Discuss Canada's Food Guide to Healthy Eating (Handout)
 - Four food groups.
 - Recommended number of daily servings for each food group.
 - Portion sizes.
- Guidelines
 - Enjoy a variety of foods from each group every day.
 - Choose lower-fat foods more often.

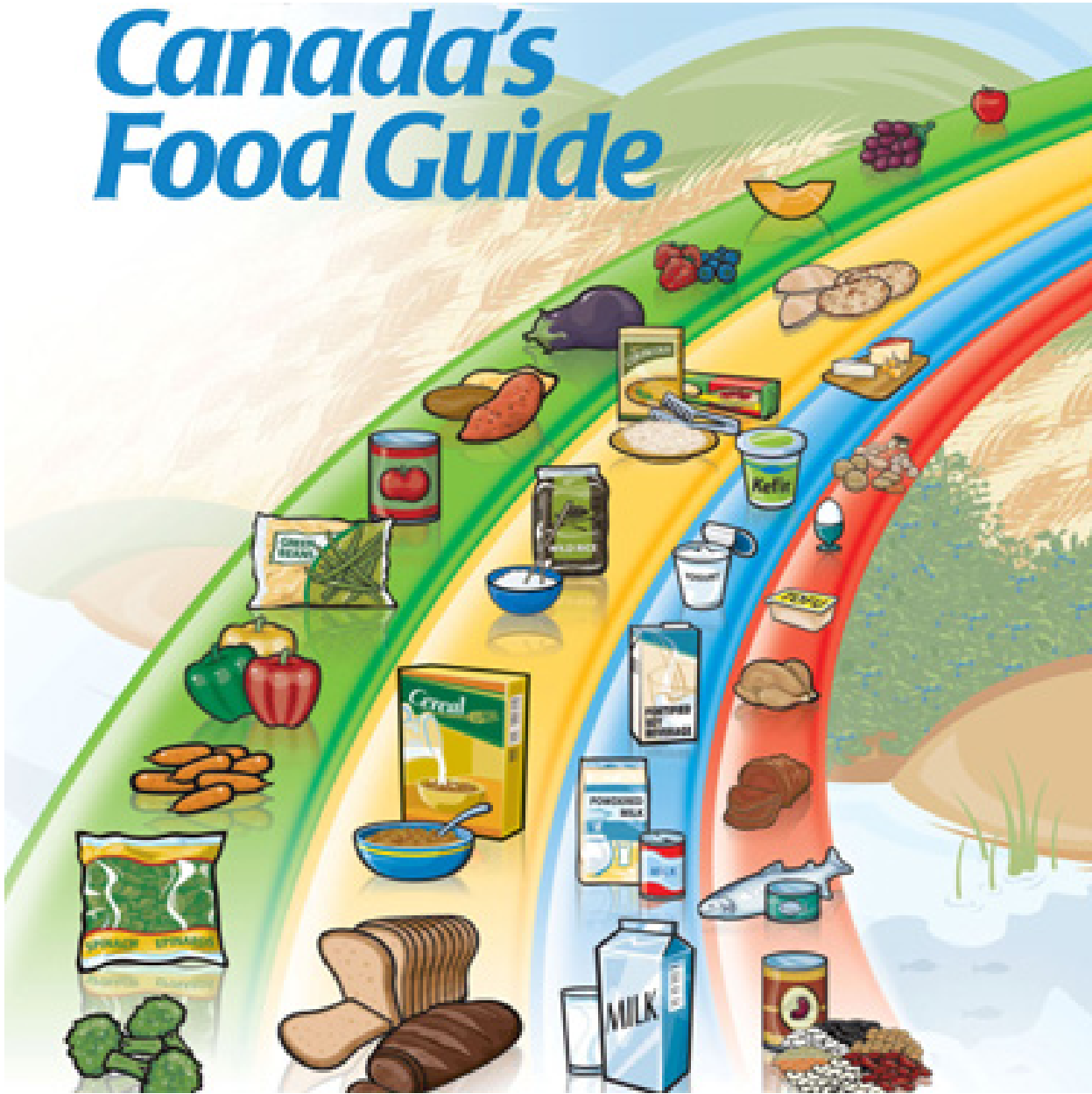
Cooking Activities

- Review recipes and tips.
- Go over the steps necessary to produce the finished products.
- Assign groups and tasks.
- Help students get organized and manage time.
- Demonstrate cooking techniques as needed.
- Provide verbal cues or physical assistance for some steps in the recipes.

Cleaning Activity

- Assign tasks.
- Complete clean-up list.

Canada's Food Guide



RECIPES



The Beginner's Cooking Club

2006

Healthy Cooking, Healthy Living



BEGINNER COOKING CLUB RECIPES

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Salads

Caesar Salad

Preparation time: 35 minutes

Ingredients	4 Servings	8 Servings	12 Servings
Stale bread, cut into ½" cubes (French, rye or Italian)	250mL/ 1 cup	500mL/ 2 cups	750mL/ 3 cups
Vegetable oil	5mL/ 1 tsp.	10mL/ 2 tsp.	15mL/ 3 tsp.
Garlic powder	2mL/ ½ tsp.	5mL/ 1 tsp.	7mL/ 1 ½ tsp.
Black pepper	2mL/ ½ tsp.	5mL/ 1 tsp.	7mL/ 1 ½ tsp.
Romaine lettuce, shredded	1/2	1	1 1/2
Dressing:			
Vegetable oil	30mL/ 2 tbsp.	60mL/ 4 tbsp.	90mL/ 6 tbsp.
Lemon juice	30mL/ 2 tbsp.	60mL/ 4 tbsp.	90mL/ 6 tbsp.
Cold Water	15mL/ 1 tbsp.	30mL/ 2 tbsp.	45mL/ 3 tbsp.
Parmesan cheese	15mL/ 1 tbsp.	30mL/ 2 tbsp.	45mL/ 3 tbsp.
Clove garlic, finely chopped	1/2	1	1 1/2
Dry mustard	2mL/ ½ tsp.	5mL/ 1 tsp.	7mL/ 1 ½ tsp.
Granulated sugar	2mL/ ½ tsp.	5mL/ 1 tsp.	7mL/ 1 ½ tsp.
Salt and pepper	2mL/ ½ tsp.	5 mL/ 1 tsp.	7mL/ 1 ½ tsp.

Directions:

1. Preheat oven to 200°F (95°C).
2. Drizzle the bread cubes with oil. Toss. Sprinkle with the garlic powder and pepper. Bake at 200 °F (95°C) for 30 minutes or until crisp.
3. Wash and dry the romaine lettuce. Tear into bite-sized pieces. Place in large bowl and set aside.
4. Add croutons to the romaine lettuce.
5. Whisk together the dressing ingredients in a small bowl.
6. Pour the dressing over the romaine lettuce and toss gently. Add salt and pepper to taste. Serve immediately.

Notes: tasty additions include hard-boiled eggs, chick peas, or thinly sliced red onions.

Substitutions:

Substitute one 10 oz. package of fresh spinach for Romaine lettuce.

Equipment: Caesar Salad

- Serrated knife
- Small, sharp knife
- Measuring spoons
- Measuring cups
- Baking sheet
- Large mixing bowl
- Wire whisk
- Small bowl
- Cutting board
- Clean tea towels

Tossed Salad

Preparation time: 20 minutes

Ingredients	4 servings	8 servings	12 servings
Lettuce	1/2	1	1 1/2
Tomato	1/2	1	1 1/2
Carrots	2	4	6

Directions:

1. Wash the lettuce in a colander under running cold water.
2. Wash tomato & carrots.
3. Tear lettuce into bite size pieces.
4. Dice tomatoes into small cubes.
5. Peel and slice carrots into pieces.
6. Mix lettuce, carrots and tomato together. Add salad dressing and toss.

Substitutions:

For extra nutrients use Romaine lettuce.

Equipment:

- Colander
- Small, sharp knife
- Vegetable peeler
- Cutting board
- Large mixing bowl
- Tongs

Basic Vinaigrette Dressing

Preparation time: 15 minutes

Ingredients	4 servings	8 servings	12 servings
Red wine vinegar	60mL/ 4 tbsp.	125mL/ ½ cup	175mL/ ¾ cup
Vegetable oil	30mL/ 2 tbsp.	60mL/ 4 tbsp.	90mL/ 6 tbsp.
Water	15mL/ 1 tbsp.	30mL/ 2 tbsp.	45mL/ 3 tbsp.
Granulated sugar	15mL/ 1 tbsp.	30mL/ 2 tbsp.	45mL/ 3 tbsp.
Cloves of garlic, finely chopped	1	2	3
Salt	2mL/ ½ tsp.	5mL/ 1 tsp.	7mL/ 1 ½ tsp.
Pepper	1mL/ ¼ tsp.	2mL/ ½ tsp.	5mL/ 1 tsp.

Directions:

1. Mix the ingredients in a clean glass jar, put the lid on and shake.
2. Pour over salad greens and toss.

Note: This dressing can be prepared in advance and stored in the refrigerator.

Equipment:

- Liquid measuring cup
- Measuring spoons
- Small, sharp knife
- Cutting board
- Clean glass jar with lid or plastic container with tight fitting lid

Spinach-Orange Tossed Salad

Preparation time: 10 minutes

Ingredients	4 servings	8 servings	12 servings
Baby spinach	8 oz/ 6 cups	16 oz/ 12 cups	24 oz/18 cups
11oz (325mL) can mandarin orange sections, drained	1	2	3
Sliced fresh mushrooms	250mL/ 1 cup	500mL/2 cups	750mL/ 3 cups
Olive oil	45mL/3 tbsp.	90mL/6 tbsp.	125mL/ ½ cup
Lemon juice	15mL/ 1 tbsp.	30mL/ 2 tbsp.	45mL/ 3 tbsp.
Poppy seeds	2mL/ ½ tsp.	5mL/1 tsp.	7mL/ 1 ½ tsp.
Salt	1mL/ 1/4 tsp.	2mL/1/2 tsp.	2mL/ ½ tsp.
Toasted slivered almonds	175mL/ ¾ cup	325mL/ 1 1/3cups	500mL/2 cups

Directions:

1. Place spinach in a large salad bowl. Rinse with cold water and pat dry.
2. Add mandarin orange sections.
3. Slice fresh mushroom and add to spinach.
4. Toss lightly; cover and chill.
5. For dressing, in a screw-top jar combine salad oil, lemon juice, poppy seeds, and salt. Cover and shake well. Chill.
6. Shake again and pour the dressing over the spinach-orange mixture.
7. Toss salad lightly to coat.
8. Sprinkle toasted almonds over top.

Equipment:

- Colander
- Paper towels
- Cutting board
- Small, sharp Knife
- Large salad bowl
- Screw-top jar
- Tongs
- Can opener
- Measuring spoons
- Measuring cups

Pasta Salad

Preparation time: 35 minutes

Ingredients	4 servings	8 servings	12 servings
Low-fat sour cream	75mL/ $\frac{3}{4}$ cup	150mL/ $\frac{2}{3}$ cup	250mL/ 1 cup
Low-fat mayonnaise	75mL/ $\frac{3}{4}$ cup	150mL/ $\frac{2}{3}$ cup	250mL/ 1 cup
Lemon juice	10mL/ 2 tsp.	20mL/ 4 tsp.	30mL/ 2 tbsp.
Honey mustard	10mL/ 2 tsp.	20mL/ 4 tsp.	30mL/ 2 tbsp.
Minced fresh dill	10mL/ 2 tsp.	20mL/ 4 tsp.	30mL/ 2 tbsp.
Salt	1mL/ $\frac{1}{4}$ tsp.	2mL/ $\frac{1}{2}$ tsp.	2mL/ $\frac{1}{2}$ tsp.
Black pepper	dash	1 mL/ $\frac{1}{4}$ tsp.	1mL/ $\frac{1}{4}$ tsp.
12-oz medium shell pasta	625mL/2.5 cups	1250mL/5 cups	1875mL/7.5cups
Imitation crabmeat or tuna	227g/ 0.5 lb.	454g/ 1 lb.	681g/ 1.5 lbs.
Diced red pepper	75mL/ $\frac{3}{4}$ cup	150mL/ $\frac{2}{3}$ cup	250mL/ 1 cup
Diced green pepper	75mL/ $\frac{3}{4}$ cup	150mL/ $\frac{2}{3}$ cup	250mL/ 1 cup
Chopped green onions	75mL/ $\frac{3}{4}$ cup	150mL/ $\frac{2}{3}$ cup	250mL/ 1 cup

Directions:

1. In a small bowl, combine sour cream, mayonnaise, lemon juice, honey mustard, dill, salt, and pepper. Refrigerate dressing until ready to use.
2. Cook shells according to package directions. Drain well. Rinse with cold water and drain again. Transfer pasta to a large bowl.
3. Add crabmeat or tuna, bell peppers, onions, and dressing. Mix well.
4. Cover and refrigerate until ready to serve.

Equipment:

- Small bowl
- Measuring cups
- Measuring spoons
- Small, sharp knife
- Cutting board
- Large size pot
- Large bowl
- Wooden spoon
- Colander

Snacks

Bruschetta

Preparation and cooking time: 10 minutes

Ingredients	4 servings	8 servings	12 servings
Medium tomato	2	4	6
Medium onion	1/2	1	1 1/2
Olive oil	10mL/2 tsp.	20mL/ 1 tbsp.	30mL/ 2tbsp.
Black pepper	dash	dash	1 mL/¼ tsp.
Italian seasoning	15mL/ 1 tbsp.	30mL/ 2 tsp.	45mL/3 tbsp.
Parmesan cheese, grated	15mL/ 1 tbsp.	30mL/2 tbsp.	45mL/3 tbsp.
Sliced French bread	4 slices	8 slices	12 slices

Directions:

1. Chop tomatoes and onion into small pieces.
2. Mix all ingredients together.
3. Put 15mL (1 tbsp) mixture on the top of bread and bake in oven at 350°F (175°C) for 5-7 minutes.

Equipment:

- Small, sharp knife
- Cutting board
- Measuring spoons
- Serrated knife
- Medium bowl
- Wooden spoon
- Baking sheet
- Oven mitts

Pita Pizzas

Preparation and cooking time: 45 minutes

Ingredients	4 servings	8 servings	12 servings
Pita style bread (pocket)	2	4	6
Green pepper, finely chopped	50mL/1/4 cup	125mL/ 1/2 cup	150mL/ 2/3 cup
Tomato sauce	175mL/ 3/4 c	375mL/ 1 1/2 cups	550mL/ 2 1/4 cups
<i>Mushrooms, sliced</i>	50mL/ 1/4 c	125mL/ 1/2 cup	150mL/ 2/3 cup
<i>Onion, finely chopped</i>	30mL/ 2 tbsp.	50mL/ 1/4 cup	90mL/ 6 tbsp.
<i>Medium tomato, chopped</i>	1/2	1	1 1/2
Part-skim mozzarella cheese, shredded	125mL/ 1/2 cup	250mL/1 cup	375mL/ 1 1/2 cups
Dried Basil	1mL/ 1/4 tsp.	2mL/1/4 tsp	5mL/ 1 tsp.
Dried oregano	1mL/ 1/4 tsp.	2 mL/1/4 tsp	5mL/ 1 tsp.
Salt & Pepper	2mL/ 1/2 tsp.	5mL/1 tsp	7mL/ 1 1/2 tsp.

Directions:

1. Preheat oven to 350°F (175°C).
2. Place pita bread on a baking sheet.
3. Spread tomato sauce on each pita. Sprinkle evenly with basil, oregano, salt and pepper.
4. Put onion, green pepper and mushrooms on top of each pita. Sprinkle with cheese.
5. Bake until cheese melts (about 20 to 25 minutes).

Equipment:

- Small, sharp knife
- Cutting board
- Soup spoon
- Measuring cups
- Baking sheet
- Spatula
- Chef's Knife or pizza cutter
- Grater
- Oven mitts

Crispy Cheese Potatoes

Preparation and cooking time: 30 minutes

Ingredients	4 servings	8 servings	12 servings
Idaho potatoes, thinly sliced	1.0 kg / 2.2 lbs	2.0kg/ 4.4lbs	3.0kg/6.6 lbs
Salt	1mL/ ¼ tsp.	2mL/ ½ tsp.	5 mL/1 tsp.
Pepper	1 mL/ ¼ tsp.	2mL/ ½ tsp.	5mL/1 tsp
Reduced-fat cheddar cheese, grated	50mL/ 1/4 cup	125mL / 1/2 cup	175mL/ ¾ cup

Directions:

1. Preheat oven to 400°F (200°C). Line a baking sheet with foil for easy cleanup.
2. Wash the potatoes well, but don't peel them. Pat dry.
3. Slice the potatoes into thin slices.
4. Place potato slices on a baking sheet. Do not overlap slices. Sprinkle with salt and pepper.
5. Bake in over 20-25 minutes or until potatoes are tender.
6. Sprinkle cheese over potato slices. Return baking sheet to oven and bake until cheese is melted, about 1 to 2 minutes. Serve right away.

Equipment:

- Aluminum foil
- Paper towels
- Measuring cups
- Measuring spoons
- Cutting board
- Baking sheet
- Chef's Knife
- Oven mitts

Tacos

Preparation and cooking time: 35 minutes

Ingredients	4 servings	8 servings	12 servings
Lean ground beef	225g/ 0.5 lb.	450g/ 1 lb.	675g/ 1.5 lb.
Medium onion, chopped	1/2	1	1 1/2
Green pepper, chopped	30mL/ 2 tbsp.	75mL/ 1/3 cup	125mL/ 1/2 cup
Cloves of garlic, finely chopped	1 1/2	3	4 1/2
Ground cumin	2mL/ 1/2 tsp.	5mL/ 1 tsp.	7mL/ 1 1/2 tsp.
Chili powder	2mL/ 1/2 tsp.	5mL/ 1 tsp.	7mL/ 1 1/2 tsp.
Canned tomatoes, mashed	150mL/ 2/3 cup	300mL/ 1 1/4 cup	425mL/ 1 3/4 cups
Taco shells, soft/hard shells	5	10	15
Low fat cheddar cheese, grated	125g/ 1/4 lb.	250g/ 1/2 lb.	375g/ 3/4 lb.
Salsa, mild, medium or hot	125mL/4 oz.	250mL/ 8 oz.	375mL/ 12 oz.
Low fat sour cream	125mL/4 oz.	250mL/ 8 oz.	375mL/ 12 oz.
Lettuce, shredded	1/2	1	1 1/2

Directions:

1. Preheat oven to 350°F (175°C).
2. Put cheese, salsa, sour cream and lettuce in separate bowls in the refrigerator while preparing the meat.
3. In a large frying pan, brown the meat with the onion, garlic and green pepper. Drain off extra fat.
4. Stir in the cumin, chili powder and mashed tomatoes. Heat through for 5 minutes.
5. Place the taco shells on a baking sheet and warm them in the oven for 5 minutes.
6. Put the meat mixture in a bowl. Serve with the taco shells and toppings. Let everyone make his or her own tacos.

Substitutions:

Substitute ground turkey for lean ground beef.

Equipment: Tacos

- Large frying pan
- Wooden spoon
- 2 French knives
- Grater
- Cutting boards
- Can opener
- Potato masher
- Liquid measure cups
- Dry measuring cups
- Measuring spoons
- Baking sheet
- 2 small bowls
- 4 serving spoons (use soup spoons for toppings)
- Spatula
- Oven mitts

Cheesy Quesadillas

Preparation and cooking time: 25 minutes

Ingredients	4 servings	8 servings	12 servings
8-inch (20 cm) whole wheat flour tortillas	4	8	12
Shredded part-skim Mozzarella cheese	125mL/ ½ cup	250mL/ 1 cup	375mL/ 1 ½ cups
Green onions, chopped	30mL/ 2 tbsp.	60mL/ 4 tbsp.	90mL/ 6 tbsp.
Green pepper, chopped	30mL/ 2 tbsp.	60mL/ 4 tbsp.	90mL/ 6 tbsp.
Salsa	50mL/1/4 cup	125mL/1/2 cup	175mL/ 3/4 cup
Lettuce, chopped	1/4	1/2	1

Directions:

1. Preheat oven to 350° F (175°C)
2. Sprinkle tortillas with cheese, green pepper and green onions. Layer another tortilla on the top and press edges together.
3. Place tortillas on a baking sheet and bake at 350° F (175°C) for 10 minutes or until crisp.
4. Remove from oven and cut into 6 wedges. Top with salsa and shredded lettuce.

Substitutions:

Monterey Jack cheese (low fat) for Mozzarella.
Sweet red pepper for green pepper.

Equipment:

- Grater
- Knives
- Baking sheets
- Small bowl or plate
- Measuring cups
- Measuring spoons
- Cutting board
- Oven mitts
- Spatula
- Pizza cutter

Tuna Melt on Pita

Preparation and cooking time: 20 minutes

1 serving = 1 pita

Ingredients	4 servings	8 servings	12 servings
Light mayonnaise	30mL/ 2 tbsp.	60mL/ 4 tbsp.	90mL/ 6 tbsp.
15 cm (6") pita bread	4	8	12
Cans (213g/7.5oz) flaked water-packed tuna, drained	1	2	3
Chopped celery	30mL/ 2 tbsp.	60mL/ 4 tbsp.	90mL/ 6 tbsp.
Minced green onion	30mL/ 2 tbsp.	60mL/ 4 tbsp.	90mL/ 6 tbsp.
Chopped dill pickles	1	2	3
Grated low-fat cheddar cheese	125mL/ ½ cup	250mL/ 1 cup	375mL/1 1/2 cup

Directions:

1. Heat the broiler with the oven rack 10cm (4-5") from the element.
2. Spread 5mL (1tsp.) of mayonnaise on each pita.
3. Combine tuna, celery, green onions, pickles and remaining mayonnaise in a small mixing bowl.
4. Spread the tuna mixture over the pitas and sprinkle evenly with the grated cheese.
5. Place on a baking sheet and broil for 3 minutes or until hot and bubbling.

Equipment:

- Measuring spoons
- Small mixing bowl
- Cheese grater
- Baking sheet
- Measuring spoons
- Measuring cups
- Cutting board
- Small, sharp knife
- Oven mitts

Entrees

Pasta with Spring Vegetables

Preparation and cooking time: 40 minutes

Ingredients	4 servings	8 servings	12 servings
Olive oil	15mL/ 1 tbsp.	30mL/2 tbsp.	45mL/3 tbsp.
Green onions, chopped	3	6	9
Carrots, peeled, sliced	2	4	6
Basil	7mL/ 1 ½ tsp.	15mL/1 tbsp.	25mL/5 tsp.
Green pepper, diced	1	2	3
Chicken broth	375mL/ 1 ½ cup	750mL/3 cups	1.125L/4.5 cups
Broccoli, cut into florets	1 each	2	3
Cornstarch (optional)	15mL/ 1 tbsp.	30mL/2 tbsp.	45mL/3 tbsp.
Cold Water	45mL/ 3 tbsp.	90mL/6 tbsp.	125mL/ ½ cup
Pasta, cooked	1L/ 4 cups	2 L/ 8 cups	3 L/ 12 cups
Salt & pepper	Dash	Dash	Dash

Directions:

1. Bring water, salt and little bit of oil to boil and add pasta. Cook pasta while preparing vegetables.
2. Heat oil in frying pan over medium heat. Add green onions and carrots; cook for 3 minutes.
3. Add basil and green pepper. Mix and cook for 4 minutes.
4. Add chicken stock (broth) and broccoli. Add salt and pepper and cook for 4 minutes.
5. Dissolve cornstarch in cold water; incorporate into sauce and cook 1 minute. Correct seasoning.
6. Serve over hot pasta.

Substitutions:

Choose fresh vegetables depending on seasons. Use sweet red or yellow peppers, asparagus, snow peas or zucchini.

Equipment:

- 1 large pot
- Measuring cups
- Measuring spoons
- Slotted spoon
- Vegetable peeler
- Large frying pan
- Small, sharp knife
- Colander
- Cutting board
- Spatula
- Small bowls

Chicken and Vegetables Stir Fry with Rice Noodles

Preparation and cooking time: 50 minutes

Ingredients	4 servings	8 servings	12 servings
Chicken breast, boneless and skinless	175g/ 1/3 lb.	350g/ 3/4 lb.	525g/ 1 1/4 lbs.
Broccoli, cut into small pieces	375mL/1 1/2 cups	750mL/ 3 cups	1125mL/4 1/2 cups
Vegetable oil	5mL/1 tsp.	10mL/ 2tsp.	15mL/ 3 tsp.
Carrots, thinly sliced	250mL/ 1 cup	500mL/ 2 cups	750mL/ 3 cups
Celery, thinly sliced	250mL/ 1 cup	500mL/ 2 cups	750mL/ 3 cups
Bovril (chicken flavor)	1 pkg.	2 pkg.	3 pkg.
cornstarch	10mL/2 tsp.	20mL/ 4 tsp.	30mL/ 1 tsp.
Cold water	45mL/ 3 tbsp.	90mL/ 6 tbsp.	125mL/1/2 cup
Soy sauce	15mL/ 1 tbsp.	30mL/ 2 tbsp.	45mL/ 3 tbsp.
Black pepper	2mL/ 1/2 tsp.	5mL/1 tbsp.	7mL/ 1 1/2 tsp.
Rice noodles	125g/ 4 oz.	250g/ 8 oz.	375g/ 12 oz.

Directions:

1. Cut chicken breast in small thin strips. Put aside.
2. Turn on stove to high heat. Half fill a medium saucepan with water and heat to boiling. Cook broccoli in boiling water for 3 minutes. Drain. Put broccoli in cold water and drain again.
3. Turn on stove to medium-high heat. Heat oil in a large fry pan. Add chicken strips and stir-fry until chicken is cooked (5-6 minutes). Add chicken Bovril once chicken is cooked. Add a little bit of water if the mixture looks dry.
4. Add broccoli, carrots and celery to the chicken. Stir-fry until vegetables are crisp-tender, about 6 to 8 minutes.
5. Mix cornstarch, water and soy sauce in a small bowl. Stir into the chicken and vegetables. Cook and stir until sauce boils and thickens. Add pepper to taste.
6. Meanwhile, in a large pot of boiling water, cook the rice noodles until tender but firm; drain. Serve the chicken mixture over the rice noodles.

Equipment: Chicken & Vegetable Stir Fry with Rice Noodles

- Chef's Knife
- Small, sharp knife
- Cutting board
- Colander
- 1 medium sauce pan
- Vegetable peeler
- Measuring cups
- Measuring spoons
- 2 small bowls
- Large frying pan or wok
- Large pot
- Wooden spoon or spatula

Beef & Broccoli Stir Fry with Rice

Preparation and cooking time:40 minutes

Ingredients	4 servings	8 servings	12 servings
Beef, round or sirloin, thinly sliced	350g/ ¾ lb.	700g/ 1 ½ lbs.	1050g/2 ¼ lbs.
Broccoli, cut into small pieces	1	2	3
Vegetable oil	30mL/ 2 tbsp.	60mL/ 4 tbsp.	90mL/ 6 tbsp.
Gingerroot, peeled, finely chopped	15mL/ 1 tbsp.	30mL/ 2 tbsp.	45mL/ 3 tbsp.
Cloves garlic, peeled and finely chopped	3	6	9
Cooked rice	1 L/ 4 cups	2 L/8 cups	3 L/ 12 cups
Marinade:			
Soy sauce	15mL/ 1 tbsp.	30mL/2 tbsp.	45mL/ 3tbsp.
Water	5mL/ 1 tsp.	10mL/ 2 tsp.	15mL/ 3 tsp.
Sesame oil (optional)	5mL/ 1 tbsp.	10mL/ 2 tsp.	15mL/ 3 tsp.
Sauce:			
Stock or water	75mL/ 1/3 cup	150mL/2/3 cups	250mL/ 1 cup
Soy sauce	15mL/ 1 tbsp.	30mL/ 2 tbsp.	45mL/ 3 tbsp.
Granulated sugar	2mL/ ½ tsp.	5mL/ 1 tsp.	7mL/ 1 ½ tsp.
Cornstarch	15mL/ 1 tbsp.	30mL/ 2 tbsp.	45mL/ 3 tbsp.

Directions:

1. To make the marinade, whisk together the soy sauce, water and oil. Toss with the beef strips to coat. Refrigerate.
2. Wash and cut broccoli florets into bite-sized chunks. Steam the broccoli, uncovered, above a small amount of boiling water for 3-5 minutes. Drain and spread on a baking sheet to cool.
3. Prepare ginger and garlic.
4. To make the sauce, whisk together stock, soy sauce, sugar and cornstarch. Set aside.
5. In a wok or large frying pan, heat the oil over medium-high heat. Swirl gently to coat the sides of the pan. Cook the ginger and garlic in the hot oil for 10 seconds.
6. Add the beef. Stir fry the beef for 2 to 3 minutes until almost cooked through.
7. Add broccoli and continue to stir fry for 5 minutes. Then add the sauce and continue to stir fry until clear and thickened.

Substitutions:

Substitute Chinese broccoli or rapini for broccoli.

Ingredients: Beef & Broccoli Stir Fry with Rice

- Small wire whisk
- Measuring spoons
- Measuring cups
- Cutting board
- Chef's knife
- Paring knife
- Large bowl
- Small bowl
- Fork
- Vegetable steamer
- Baking sheet
- Colander
- Small pot
- Large pot
- Large frying pan or wok
- Medium pot with lid
- Wooden spoon or spatula

Spaghetti & Tomato Sauce

Preparation and cooking time: 60 minutes

Ingredients	4 servings	8 servings	12 servings
Medium onions, chopped	1	2	3
Garlic cloves, finely chopped	2	4	6
Vegetable oil	5mL/1 tsp.	10mL/ 2 tsp.	15ml/1 tbsp.
Canned tomatoes, 28 oz./796 mL	1	2	3
Tomato paste, (5.5oz/156mL can)	1/2	1	1 1/2
Dried basil	15mL/ 1 tbsp.	30mL/ 2 tbsp.	45mL/ 3 tbsp.
Dried oregano	5mL/ 1 tsp.	10mL/ 2 tsp.	15mL/ 3 tsp.
Red pepper flakes	1mL/ ¼ tsp.	2mL/ ½ tsp.	3mL/ ¾ tsp.
Sugar	2mL/ ½ tsp.	5mL/ 1 tsp.	7mL/ 1 ½ tsp.
Salt & Pepper	2mL/ ½ tsp.	5mL/ 1 tsp.	7mL/ 1 ½ tsp.
Spaghetti	2 cups/ 112g	4 cups/ 225g	6 cups/ 337g

Directions:

1. Prepare onions and garlic as directed.
2. In a large pot, heat the oil. Sauté the onion and garlic in the oil until soft.
3. Add the tomatoes, tomato paste, basil, oregano, red pepper flakes and sugar. Break the tomatoes up with a potato masher.
4. Heat to boiling, stirring constantly; then reduce the heat and simmer uncovered for 20 to 30 minutes until the sauce begins to thicken.
5. Add salt, pepper and more seasoning if needed.

* To cook dry spaghetti: Bring large amount of water to a boil; add spaghetti and cook according to package directions or al dente (tender but firm), about 10minutes. Drain well.

Note: Add extra vegetables to this sauce such as 2 to 3 stalks of chopped celery, a grated carrot or ½ chopped green pepper.

Equipment: Spaghetti & Tomato Sauce

- Small, sharp knife
- Cutting board
- Potato masher
- Large pot
- Large frying pan
- Wooden spoon
- Measuring spoons
- Colander

Meatballs

Preparation and cooking time: 55 minutes

Ingredients	4 servings	8 servings	12 servings
Egg	1	2	3
Dried breadcrumbs	50mL/¼ cup	100mL/ ½ cup	150mL/ 2/3 cup
Small onions, finely chopped	1	2	3
Salt	2mL/½ tsp.	5mL/ 1 tsp.	7mL/ 1 ½ tsp.
Pepper	1mL/ ¼ tsp.	2mL/ ½ tsp.	5mL/ 1 tsp.
Lean ground beef	450g/1 lb.	900g/ 2 lbs.	1350g/ 3 lbs.

Directions:

1. Preheat oven to 350°F (175°C).
2. In a large bowl, beat together the egg and breadcrumbs. Stir in the onion, salt and pepper. Add the meat and knead with wet hands until well blended.
3. Pinch off 1 large tbsp. (golf ball size) of meat mixture and form into a ball and place on a baking pan until you have 20 meatballs. (Note: to prevent meat from sticking to your hands, wet your hands before shaping the meatballs.)
4. Bake for 25 minutes or until browned and no longer pink inside.

Substitutions:

Substitute ground turkey for lean ground beef.

Equipment:

- Large bowl
- Wire whisk
- Measuring cups
- Measuring spoons
- Baking pan
- Oven mitts

Chicken Nuggets

Preparation and cooking time: 40 minutes

4 per serving

Ingredients	4 servings	8 servings	12 servings
Herb-season bread crumb stuffing	435mL/ 1 ³ / ₄ cups	875mL/ 3 ¹ / ₂ cups	1310mL/ 5 ¹ / ₄ cups
Parmesan cheese	50mL/ ¹ / ₄ cup	125mL/ ¹ / ₂ cup	175mL/ ³ / ₄ cup
Margarine	45mL/ 3 tbsp.	90mL/ 6 tbsp.	135mL/ 9 tbsp.
Low-fat butter milk	50mL/ ¹ / ₄ cup	125mL/ ¹ / ₂ cup	175mL/ ³ / ₄ cup
Black pepper	1mL/ ¹ / ₄ tsp.	2mL/ ¹ / ₂ tsp.	4mL/ ³ / ₄ tsp.
Boneless chicken breast	1 lb./454g	2 lbs/908g	3lbs/1362g

Directions:

1. Preheat oven to 450°F(232°C)
2. Measure stuffing mix into resealable plastic bag. Seal bag and place on flat surface. Crush crumbs by rolling and pressing rolling pin over bag.
3. Open bag and add Parmesan cheese. Reseal bag and shake to mix thoroughly. Set aside.
4. Melt margarine.
5. Place melted margarine, buttermilk, and pepper in medium shallow bowl. Stir well with spoon. Set aside.
6. Rinse chicken breasts and pat dry with paper towels.
7. Place chicken breasts on cutting board. Cut chicken with small, sharp knife into 16 chunks of equal size.
8. Dip each chicken chunk into buttermilk mixture, covering all sides. Let extra buttermilk mixture drip off. Place 3 dipped chunks at a time into bag of crumbs. Seal bag tightly and shake until chicken pieces are evenly coated with crumbs.
9. Place coated nuggets on an ungreased baking sheet. Repeat with remaining chicken chunks.
10. Place baking sheet in oven. Bake nuggets 5 minutes on each side.

Equipment: Chicken Nuggets

- Measuring cups
- Measuring spoons
- Resealable plastic bag (1 gallon size)
- Rolling pin
- Small saucepan
- Medium shallow bowl
- Mixing spoon
- Paper towels
- Cutting board
- Small sharp knife
- Baking sheet
- Oven mitts
- Tongs

Breakfast

Potato Cheese Muffins

Preparation and cooking time: 30 minutes

1 serving = 1 muffin

Ingredients	6 servings	12 servings
All-purpose flour	250mL/ 1 cup	500mL/2 cup
Granulated sugar	30mL/ 2 tbsp.	60mL/ 4 tbsp.
Baking powder	10mL/ 2 tsp.	20mL/ 4 tsp.
Salt	2mL/ ½ tsp.	5mL/ 1 tsp.
Eggs	1	2
2% milk	175mL/3/4 cup	375mL/ 1 ½ cups
Cooked mashed potatoes	75mL/ 1/3 cup	150mL/ 2/3cup
Grated light cheddar cheese	75mL/ 1/3 cup	150mL/ 2/3cup
Margarine, melted	30mL/ 2 tbsp.	60mL/ 4 tbsp.

Directions:

1. Preheat the oven to 200°C (400°F). Line 12 muffin tins with paper cups or spray with vegetable oil spray.
2. In a large mixing bowl, combine the flour, sugar, baking powder and salt.
3. In a medium-sized mixing bowl, beat the eggs well with an electric mixer or a wooden spoon.
4. Stir in the milk, mashed potatoes, grated cheese, and melted margarine. Mix well
5. Add the egg mixture to the flour mixture and stir just until mixed.
6. Spoon the batter into the paper lined muffin tins and bake at 200°C (400°F) for 25 minutes, or until firm and slightly browned.

Equipment:

- Muffin pan
- Muffin paper cups
- Measuring spoons
- Measuring cups
- Cheese grater
- Potato masher
- Vegetable peeler
- Large mixing bowl
- Medium-sized mixing bowl
- Wire whisk
- Wooden spoon
- Large spoon
- Oven mitts

French Toast

Preparation and cooking time: 20 minutes

Ingredients	4 servings	8 servings	12 servings
Beaten eggs	3	6	9
2% milk	175mL/ $\frac{3}{4}$ cup	325mL/ 1 $\frac{1}{3}$ cups	500mL/2 cups
Granulated sugar	15mL/ 1 tbsp.	30mL/2 tbsp.	45mL/3 tbsp.
Ground cinnamon	0.5mL/1/8 tsp.	1 mL/ $\frac{1}{4}$ tsp.	2mL/ $\frac{1}{2}$ tsp.
Whole wheat bread slices	8	16	24

Directions:

1. In a shallow bowl beat together eggs, milk, sugar, cinnamon and $\frac{1}{4}$ tsp. salt.
2. Dip bread in egg mixture, coating both sides.
3. In a skillet, cook bread on both sides in a small amount of hot butter, margarine, or oil over medium-high heat till golden brown; add more butter as needed.
4. Serve with maple-flavoured syrup.

Equipment:

- Shallow bowl
- Wire whisk
- Skillet
- Spatula
- Measuring spoons
- Measuring cups

Denver Scrambled Eggs

Preparation and cooking time: 10 minutes

Ingredients	4 servings	8 servings	12 servings
Diced cooked ham	250mL/ 1 cup	500mL/2 cups	750mL/3 cups
2-oz can mushroom stems and pieces, drained	1	2	3
Chopped onion	50mL/ ¼ cup	125mL/ ½ cup	175mL/ ¾ cup
Chopped green pepper	30mL/ 2 tbsp.	50mL/ ¼ cup	90mL/6 tbsp.
Butter or margarine	30mL/ 2 tbsp.	50mL/ ¼ cup	90mL/ 6 tbsp.
Eggs	8	16	24
2% milk	75mL/ 1/3 cup	150mL/ 2/3 cup	250mL/1 cup

Directions:

1. In a 10-inch skillet, cook ham, mushrooms, onion, and green pepper in butter or margarine over medium heat for about 5 minutes or till vegetables are tender but not brown.
2. Beat together eggs, milk, ¼ teaspoon salt, and dash pepper, add to skillet.
3. Cook, without stirring, till mixture begins to set on the bottom and around edges.
4. Using a large spoon or spatula, lift and fold partially cooked egg mixture so uncooked portion flows underneath.
5. Continue cooking over medium heat about 4 minutes or till eggs are cooked throughout but are still glossy and moist.

Equipment:

- Small, sharp knife
- Cutting board
- 10-inch skillet
- Wooden spoon
- Fork or wire whisk
- Spatula
- Measuring cups
- Measuring spoons
- Can opener

Pancake and Waffle Batter

Preparation and cooking time: 30 minutes

1 serving = 2 pancakes

Ingredients	4 servings	8 servings	12 servings
All-purpose flour	250mL/ 1 cup	500mL/ 2 cups	750mL/ 3 cups
Baking powder	7mL/1/1 ½ tsp.	15mL/ 1 tbsp.	20mL/2 tsp.
Granulated sugar	7mL/ 1 ½ tsp.	15mL/ 1 tbsp.	20mL/ 2 tsp.
Salt	1mL/ ¼ tsp.	2mL/ ½ tsp.	2mL/ ½ tsp.
Low-fat plain yogurt	75mL/ cup	125mL/ ½ cup	250mL/1 cup
Baking soda	2mL/1/2 tsp.	5mL/ 1 tsp.	7mL/ 1 ½ tsp.
2% milk	175mL/ ¾ cup	325mL/ 1 1/3 cups	500mL/2 cups
Egg whites	1	2	3
Vanilla extract	2mL/1/2 tsp.	5mL/ 1 tsp.	7mL/ 1 ½ tsp.
Butter	15mL/ 1 tbsp.	30mL/ 2 tbsp.	45mL/ 3 tbsp.

Directions:

1. In a large mixing bowl combine the flour, baking powder, sugar and salt.
2. In a measuring cup add the baking soda to the yogurt and let it foam.
5. In a small mixing bowl stir together the milk, egg whites, vanilla and melted butter until blended.
6. Add the yogurt mixture and the milk mixture to the flour mixture and stir until blended. Mixture should be thick and slightly lumpy; thin the batter with milk if it is too thick.
7. Lightly spray a large skillet or griddle with vegetable oil spray and preheat to medium heat.
8. Scoop 50mL (1/4 cup) pancake mix for each pancake onto the hot griddle. When bubbles on the surface of the pancakes start to pop and the edges are golden, turn the pancake and cook the other side.

Substitutions:

Add any of the following to the batter: 1 cup (250mL) of blueberries, fresh peach slices or sliced bananas and/or substitute ½ cup (125mL) of the flour with oat bran, whole wheat flour or cornmeal.

Equipment: Pancake and Waffle Batter

- Large mixing bowl
- Measuring cups
- Small mixing bowl
- Wire whisk
- Wooden spoon
- Measuring spoons
- Measuring cups
- 50mL-scoop
- Large skillet
- Spatula

Confetti Omelets

Preparation and cooking time:20 minutes

Ingredients	4 servings	8 servings	12 servings
Green bell pepper	45mL/3 tbsp.	90mL/ 6 tbsp.	125mL/ 1 cup
Onion	45mL/3 tbsp.	90mL/ 6 tbsp.	125mL/ 1 cup
Cherry tomatoes	12	24	36
Fresh basil leaves	2	4	6
Eggs	4	8	12
1% milk	50mL/ 1/4 cup	125mL/ 1 cup	175mL/ ¾ cup
Grated cheddar cheese	30mL/ 2 tbsp.	60mL/ 4 tbsp.	90mL/ 6 tsp.
Salt and pepper to taste			
Non-stick cooking spray			

Directions:

1. Finely chop bell pepper, onion and tomatoes. Slice basil into threads.
2. Whisk together eggs, milk, salt and pepper.
3. Heat non-stick skillet on medium-high heat. Coat skillet with cooking spray. Sauté chopped vegetables, except basil, until onions are transparent.
4. Pour egg mixture and basil into skillet with vegetables and cook until egg solidifies around edges. Lift edges occasionally to allow egg mixture to cook under omelet.
5. When done, sprinkle with cheese and fold in half. Continue to cook until done.

Equipment:

- Small, sharp knife
- Cutting board
- Whisk
- 2 medium bowls
- Non-stick skillet
- Spatula
- Measuring cups
- Measuring spoons

Vegetables

Stir Fried Vegetables

Preparation and cooking time: 40 minutes

Ingredients	4 servings	8 servings	12 servings
Mixed vegetables e.g. onions, sweet green pepper, carrots, celery, zucchini, mushrooms, bean sprouts	750mL/3 cups	1500mL/ 6 cups	2250mL/ 9 cups
Vegetable oil	30mL/ 2 tbsp.	50mL/ ¼ cup	90mL/ 6 tbsp.
Soy sauce	15mL/1 tbsp.	30mL/ 2 tbsp.	45mL/ 3 tbsp.

Directions:

6. Wash all vegetables.
7. Cut up vegetables. Keep the vegetables separate from each other.
8. In a wok or large frying pan, heat the oil over medium-high heat.
9. Add vegetables starting with the firmer vegetables. Stir fry for 1 to 2 minutes between each group of vegetables.
10. Toss with the soy sauce and serve immediately.

Equipment:

- Small, sharp knife
- Cutting board
- Measuring cups
- Measuring spoons
- Vegetable peeler
- Large frying pan or a wok
- Spatula

Broccoli-Onion Casserole

Preparation and cooking time: 60 minutes

Ingredients	4 servings	8 servings	12 servings
10-oz package frozen cut broccoli	1	2	3
Medium fresh onion, cut into wedges	2	4	6
Butter or margarine	15mL/ 1 tbsp.	30mL/ 2 tbsp.	45mL/3 tbsp.
All-purpose flour	15mL/ 1 tbsp.	30mL/ 2 tbsp.	45mL/ 3 tbsp.
Salt	0.5mL/ 1/8 tsp.	1mL/ ¼ tsp.	2mL/ 1/2 tsp.
2% milk	125mL/ ½ cup	250mL/1 cup	375mL/1½ cups
3-oz package cream cheese, cut up	85g/ 3 oz	170g/ 6 oz	255g/ 9 oz
Shredded American cheese	50mL/ ¼ cup	125mL/ ½ cup	175mL/ ¾ cup
Butter or margarine	15mL/ 1 tbsp.	30mL/ 2 tbsp.	45mL/ 3 tbsp.
Soft bread crumbs	125mL/ ½ cup	250mL/ 1 cup	375mL/1½ cup

Directions:

1. Preheat oven to 350° (175°C).
2. Cook broccoli according to package directions. Drain well; set aside.
3. Cook onion in boiling salted water about 10 minutes or till tender. Drain; set aside.
4. In the same saucepan melt the 2 tbsp butter. Stir in flour, salt, and dash pepper.
5. Add milk. Cook and stir till thickened and bubbly. Cook and stir 1 to 2 minutes more.
6. Add cream cheese; stir till melted.
7. Stir in broccoli and onions.
8. Turn into 1½ –quart casserole. Top with American cheese.
9. Melt the remaining 2 tbsp. butter, toss with crumbs. Sprinkle over casserole.
10. Bake in the oven for 35 to 40 minutes.

Equipment:

- Small, sharp knife
- Cutting board
- 2 medium sauce pans
- Colander
- Wooden spoon
- Measuring cups
- Measuring spoons
- Cheese grater
- 1 ½ quart casserole
- Oven mitts

Glazed Carrots

Preparation and cooking time: 25 minutes

Ingredients	4 servings	8 servings	12 servings
Medium carrots	6	12	18
Butter or margarine	30mL/2 tbsp.	60mL/ 4 tbsp.	90mL/6 tbsp.
Brown sugar	75mL/ 1/3 cup	150mL/ 2/3 cup	250mL/ 1 cup
Snipped parsley	15mL /1 tbsp.	30mL/ 2 tbsp.	45mL/ 3 tbsp.

Directions:

1. Cut carrots in half crosswise then lengthwise into 2 or 3 sticks.
2. In a medium pot, simmer carrots in a small amount of boiling salted water for about 10 minutes or till crisp-tender. Drain.
3. In a saucepan, melt the butter, stir in brown sugar till dissolved.
4. Add carrots. Cook over medium-low heat about 10 minutes, turning often.
5. Sprinkle with snipped parsley.

Equipment:

- Cutting board
- Chef's knife
- Medium pot
- Colander
- Medium saucepan
- Measuring spoons
- Table spoons

Sweet Pepper Trio

Preparation and cooking time: 10 minutes

Ingredients	4 servings	8 servings	12 servings
Olive oil	15mL/1 tbsp.	30mL/ 2 tbsp.	45mL/ 3 tbsp.
Garlic, minced	10mL/2 tsp.	20mL/ 4 tsp.	30mL/ 2 tbsp.
Balsamic vinegar	10mL/2 tsp.	20mL/ 4 tsp.	30mL/ 2 tbsp.
Salt and pepper to taste			
Green bell pepper, sliced	2	4	6
Red bell pepper, sliced	2	4	6
Yellow bell pepper, sliced	2	4	6

Directions:

1. Remove stem and seeds from peppers; slice into strips.
2. Heat olive oil in a large skillet over medium-high heat.
3. Add peppers and garlic and sauté for approximate 3 minutes; peppers should still be somewhat firm.
4. Add vinegar and season with salt and pepper.

Equipment:

- Small, sharp knife
- Cutting board
- Measuring spoons
- 1 large skillet
- Spatula

Desserts

Apple Crisp

Preparation and cooking time: 60 minutes

Ingredients	4 servings	8 servings	12 servings
Apples, peeled and sliced	0.625L/2 ½ cup	1 ¼ L/5 cups	1.875L/7 ½ cups
Rolled oats	50mL/ ¼ cup	125mL/ ½ cup	175mL/¾ cup
All-purpose flour	30mL/2 tbsp.	60mL/4 tbsp.	90mL/6 tbsp.
Brown sugar	50mL/1/4 cup	125mL/1/2 cup	175mL/¾ cup
Ground cinnamon	1mL/1/4 tsp.	2mL/1/2 tsp.	5mL/1 tsp.
Butter	30mL/2 tbsp.	50mL/1/4 cup	75mL/1/3 cup

Directions:

1. Preheat the oven to 350°F (175°C).
2. Place the apples in a medium baking dish.
3. In a bowl, mix the rolled oats, flour, brown sugar, cinnamon and butter or soft margarine until combined. Sprinkle over the fruit.
4. Bake for 40 minutes or until the fruit is tender.

Substitutions:

Substitute peaches, pears or rhubarb for apples.

Equipment:

- Vegetable peeler
- Paring knife
- Cutting board
- 1 medium baking dish
- Measuring cups
- Measuring spoons
- Large bowl
- Wooden spoon
- Oven mitts

Creamy Rice Pudding

Preparation and cooking time: 40 minutes

Ingredients	4 servings	8 servings	12 servings
Cooked rice	500mL/ 2 cups	1L/ 4 cups	1.5L/ 6 cups
Water	375mL/ 1 ½ cup	750mL/ 3 cups	1125mL/ 4 ½ cups
Skim milk powder	250mL/ 1 cup	500mL/ 2 cups	750mL/ 3 cups
White sugar	50mL/ ¼ cup	125mL/ ½ cup	175mL/ ¾ cup
Raisins	50mL/ ¼ cup	125mL/ ½ cup	175mL/ ¾ cup
Ground cinnamon	2mL/ ½ tsp.	5mL/ 1 tsp.	7mL/ 1 ½ tsp.
Salt	1 mL/¼ tsp.	2mL/ ½ tsp.	5mL/ 1 tsp.
Vanilla extract	7mL/ 1 ½ tsp.	15mL/ 1 tbsp.	20mL/ 4 tsp.

Directions:

1. Put cooked rice, water, skim milk powder, sugar, raisins, cinnamon and salt into a medium saucepan. Mix well.
2. Turn stove on to low heat. Cook and stir until pudding is creamy. This will take about 20 minutes.
3. Stir in vanilla. Sprinkle with cinnamon. Serve warm.

* **If you don't have two cups of leftover cooked rice, follow these directions:**

Put 1 cup (250mL) rice, 2 cups (500mL) water and 1 tsp. (5mL) salt into a medium saucepan. Turn on stove to high and heat to boiling. Turn heat to low, cover and simmer until rice is tender. This will take about 20 minutes and all the water will be absorbed.

Equipment:

- 1 medium sauce pan
- Liquid measuring cup
- Dry measuring cups
- Measuring spoons
- Wooden spoon

Banana Bread

Preparation and cooking time:60 minutes

Ingredients	12 servings
Margarine	1/2 cup / 125mL
Sugar	175mL / ³ / ₄ cup
Egg	2
Overripe bananas	5
All-purpose flour	250mL/ 1 cup
Whole-wheat flour	250mL/ 1 cup
Salt	5mL/ 1 tsp.
Baking soda	10mL/ 2 tsp.
Wheat germ	125mL/ 1/2 cup
Chopped nuts (optional)	250mL/ 1 cup

Directions:

1. Preheat oven to 350°F (175°C).
2. Grease two 8 ½ -inch loaf pans.
3. Cream margarine and sugar in the bowl with a whisk. Add eggs and bananas and blend until bananas are thoroughly mashed.
4. In a separated bowl, sift the flours, salt and baking soda. Stir in wheat germ and nuts, if desired.
5. Add dry ingredients to the banana mixture and blend just until mixed. Pour batter into prepared pans, divided evenly.
6. Bake loaves for 50 minutes.

Equipment:

- 2 x 8 ½-inch loaf pans
- Measuring spoons
- Measuring cups
- Wire whisk
- Sieve
- 2 medium mixing bowls
- Oven mitts

Fruit Salad with Orange-Honey Yogurt Sauce

Preparation and cooking time: 10 minutes

Ingredients	4 servings	8 servings	12 servings
Fresh fruit e.g. melon, bananas, grapes, orange sections, apple	1 L/ 4 cups	2 L/ 8 cups	3 L/ 12 cups
Sauce:			
Low-fat plain yogurt	250mL/1 cup	500mL/ 2 cups	750mL/ 3 cups
Orange rind, grated	5mL/ 1 tsp.	10mL/ 2 tsp.	15mL/ 3 tsp.
Orange juice	15mL/1 tbsp.	30mL/ 2 tbsp.	45mL/ 3 tbsp.
Liquid honey	30mL/ 2 tbsp.	50mL/ 4 tbsp.	90mL/ 6 tbsp.
Vanilla extract	2mL/ ½ tsp.	5mL/ 1 tsp.	7mL/ 1 ½ tsp.

Directions:

1. Wash, peel, and cut fruit into bite size pieces in a bowl.
2. In a separate bowl, combine yogurt, orange rind, orange juice, honey and vanilla; mix well.
3. Add orange-honey yogurt sauce to the fruit, mix together and serve in individual bowls.

Note: Any kind of fresh fruit is wonderful with this tasty, easy-to-make sauce. Choose fruits depending on the season.

Equipment:

- Paring knife
- Cutting board
- Vegetable peeler
- Liquid measuring cup
- Measuring spoons
- Large bowl
- Small bowl
- Grater
- Wooden spoon

Apricot-Filled Oatmeal Bars

Preparation and cooking time: 40 minutes

Ingredients	15 servings	30 servings
All-purpose flour	175mL/ 3/4cup	375mL/1 ½ cups
Quick-cooking rolled oats	175mL/ 3/4cup	375mL/ 1 ½ cups
Brown sugar	125mL/ 1/2cup	250mL/ 1 cup
Baking soda	1mL / ¼ tsp	2mL/ ½ tsp.
Butter or margarine	75mL / 1/3 cup	150mL/ 2/3 cup
Apricot preserves	125mL / ½ cup	250mL/ 1 cup

Directions:

1. Stir together flour, oat, brown sugar, and baking soda.
2. Cut in butter or margarine till mixture is crumbly.
3. Pat 2/3 of the crumbs in the bottom of an ungreased 13x9x2-inch baking pan;
4. Spread with preserves. Sprinkle with remaining crumbs.
5. Bake in a 375°F(190°C) oven for 25 to 30 minutes.
6. Cool on a wire rack. Cut into bars.

Substitution:

Omit apricot preserves and use raisin filling. For raising filling, in a saucepan combine ¼ cup granulated sugar and 1 tbsp. cornstarch. Stir in 2 cups raisins and 1 cup water. Cook and stir till bubbly. Spread atop crumb mixture. Continue as directed.

Equipment:

- Sieve
- Medium mixing bowl
- Wooden spoon
- Measuring cups
- Measuring spoons
- 13x9x2" baking pan
- Table Knives
- Wire cooling rack
- Oven mitts

Appendix A

Certificate of Completion
Student Evaluation Form
Parent Volunteer Evaluation Form

Certificate of Completion



Awarded to

**For successfully completing the
Beginner's Cooking Club Program**

Principal

Date

The Beginner's Cooking Club

Student Evaluation Form

Name of School: _____

Program Dates: _____

Please circle one response.

1. **I enjoyed being in the Beginner's Cooking Club.**

Not at all A little bit Most of the time All of the time

2. **I would recommend the Beginner's Cooking Club to other students.**

Not at all A little bit Most of the time All of the time

3. **I have learned hand-washing and some food safety, food preparation and cooking skills.**

Not at all A little bit Most of the time All of the time

4. **I received enough instructions on how to prepare a recipe?**

Not at all A little bit Most of the time All of the time

5. **The recipes were easy to follow?**

Not at all A little bit Most of the time All of the time

6. **I liked the recipes?**

Not at all A little bit Most of the time All of the time

7. My 3 favorite recipes were: (Please check three)

- | | |
|--|--|
| <input type="checkbox"/> Caesar Salad | <input type="checkbox"/> Tossed Salad |
| <input type="checkbox"/> Basic Vinaigrette Dressing | <input type="checkbox"/> Spinach-Orange Toss Salad |
| <input type="checkbox"/> Pasta Salad | <input type="checkbox"/> Bruschetta |
| <input type="checkbox"/> Pita Pizzas | <input type="checkbox"/> Crispy Cheese Potatoes |
| <input type="checkbox"/> Tacos | <input type="checkbox"/> Cheesy Quesadillas |
| <input type="checkbox"/> Tuna Melt on Pita | <input type="checkbox"/> Pasta & Spring Vegetables |
| <input type="checkbox"/> Chicken & Vegetables Stir-Fry with Rice | <input type="checkbox"/> Spaghetti & Tomato Sauce |
| <input type="checkbox"/> Beef & Broccoli Stir-Fry with Rice | <input type="checkbox"/> Chicken Nuggets |
| <input type="checkbox"/> Meatballs | <input type="checkbox"/> French Toast |
| <input type="checkbox"/> Potato Cheese Muffins | <input type="checkbox"/> Pancake & Waffle Batter |
| <input type="checkbox"/> Denver Scrambled Eggs | <input type="checkbox"/> Stir-Fried Vegetables |
| <input type="checkbox"/> Confetti Omelets | <input type="checkbox"/> Glazed Carrots |
| <input type="checkbox"/> Broccoli-Onion Casserole | <input type="checkbox"/> Apple Crisp |
| <input type="checkbox"/> Sweet Pepper Trio | <input type="checkbox"/> Banana Bread |
| <input type="checkbox"/> Creaming Rice Pudding | |
| <input type="checkbox"/> Fruit Salad & Orange-Honey Yogurt Sauce | |
| <input type="checkbox"/> Apricot-Filled Oatmeal Bars | |

8. Do you have a recipe that you would like us to put in the Beginner's Cooking Manual?

9. The part I liked best about the club: (Please check one)

- Lessons Cooking Eating the food Learning new things
- Others _____

10. Do you have any suggestions for future classes?

Thank you!

The Beginner's Cooking Club

Parent Volunteer Evaluation

Name of Organization _____

Date: _____

The purpose of this questionnaire is to get your feedback on the Beginner's Cooking Club and the Cooking Manual.

Please circle one response. (Questions 1-6 are to be completed by the facilitator)

1.	The lesson plans were clear; I knew what I had to do.	Strongly Agree	Agree	Disagree	Strongly Disagree
2.	It did not take a long time to prepare for the lessons.	Strongly Agree	Agree	Disagree	Strongly Disagree
3.	The manual contained useful handouts and overheads.	Strongly Agree	Agree	Disagree	Strongly Disagree
4.	The manual contained basic information on cooking and food safety.	Strongly Agree	Agree	Disagree	Strongly Disagree
5.	The distribution of the Student Take Home Package prior to the start of class was useful.	Strongly Agree	Agree	Disagree	Strongly Disagree
6.	The sample forms were handy and useful.	Strongly Agree	Agree	Disagree	Strongly Disagree
7.	There were enough recipe varieties to choose from.	Strongly Agree	Agree	Disagree	Strongly Disagree
8.	Most recipes were easy for beginners to follow.	Strongly Agree	Agree	Disagree	Strongly Disagree
9.	The cooking kits contained adequate equipment/resources.	Strongly Agree	Agree	Disagree	Strongly Disagree
10.	The cooking kits were easy to manage.	Strongly Agree	Agree	Disagree	Strongly Disagree
11.	The task and time for grocery shopping was manageable.	Strongly Agree	Agree	Disagree	Strongly Disagree
12.	The cost to purchase ingredients for most recipes was reasonable.	Strongly Agree	Agree	Disagree	Strongly Disagree
13.	The Student Cleaning Schedule was useful to help organize tasks among students.	Strongly Agree	Agree	Disagree	Strongly Disagree
14.	Most students participated in the cleaning tasks.	Strongly Agree	Agree	Disagree	Strongly Disagree
15.	Overall, it has been a valuable experience to participate in the cooking club.	Strongly Agree	Agree	Disagree	Strongly Disagree
16.	I have gained some knowledge and skills from the Beginner's Cooking Club.	Strongly Agree	Agree	Disagree	Strongly Disagree
17.	I would like to help again if another cooking class starts.	Strongly Agree	Agree	Disagree	Strongly Disagree

Do you have any suggestions for improvement?

Thank you!

Appendix B

Additional Resources & Handouts



Healthy Cooking, Healthy Living

Suggested Start-up Equipment

2-3 Corningware dish sets (large & small plates, cups and saucers)

2-3 sets of cutlery (soup spoons, small spoons, forks and knives)

2 large pots

3 chopping knives

3 cutting boards

baking dish

baking sheet(s)

1-2 basin(s)

bread knife

can opener

colander

dish cloth

dish rack

dish soap

drink jugs

foil wrap

grater(s)

ladle

lifter

loaf pan

measuring cups (dry)

measuring cups (liquid)

measuring spoons (2)

mixing bowls (large and small)

oven mitts

paper napkins

paper towel

potato masher

salad bowl/serving spoons

salad dressing jar (glass jar with lid)

scouring pads

small serving bowls (4)

spatula – small

storage bins

storage containers for dry and refrigerated foods

tea towels

vegetable peeler

whisk

wok or large frying pans

wooden spoons

refrigerator thermometer

scissors*
stapler*
staples*
fire safety equipment*
first aid kit*

*Schools can loan these items to you.

Some pantry items to start with:

Rice, sugar, baking powder, chicken bouillon, oil, rolled oats, salt, pepper, flour, baking soda, spices.



Additional resources:

“Clueless in the Kitchen. A Cookbook for Teens”. Evelyn Raab. Key Porter Books Limited, Toronto, 1998.

“Kid’s Choice Cookbook”. Colleen Bartley & John Pateman. Lifescan Canada Ltd.1995.

www.epicurious.com

Kellogg's Web site www.missionnutrition.ca

Dietitians of Canada www.dietitians.ca

Health Canada www.hc-sc.gc.ca



How to Cook Pasta

1. To cook 454 g pasta use a 6 – 8 L pot. Bring at least 4 L of cold water to a full boil.
2. Add 25 mL of salt to the boiling water.
3. Add your pasta. Stir with a slotted spoon or tongs, to prevent sticking, until water returns to a full boil.
4. Begin to count cooking time, as indicated on the box, stirring occasionally. **Do not** cover the pot.
5. When cooking time is up, check pasta for doneness. **Do not throw it against the wall to see if it sticks!** Bite it. Does it have a crunchy centre? If so, it is not ready.
 - Pasta should not be mushy either. Properly cooked pasta should be tender but firm to the bite. This is called “**al dente**”.
 - Drain the pasta into a colander that has been placed in a **clean** sink.
 - **Do not** rinse the pasta with cold water **unless** you are using it for a salad, using it later, or stuffing it.
 - Toss or serve the well-drained, still hot pasta with your prepared sauce.
 - Freshly cooked pasta is best served immediately, so have your sauce ready before your pasta is cooked, if possible.



How to Blanch and Refresh Vegetables

1. Bring a pot of cold water to a full boil.
2. Place your cleaned and prepared vegetable into the pot. Do not cover.
3. Bring water back to a boil. Your vegetable is now blanched.
4. Immediately drain vegetable in a colander and plunge into a bowl or clean sink full of very cold water (refresh).

Why blanch and refresh?

- This process partially cooks foods that are to be re-heated at a later time (to blanch is to partially cook an item very briefly in boiling water).
- It helps to preserve the colour, taste and nutrients.
- When you refresh the partially cooked vegetable you stop the cooking process. Now when you add your vegetable later you do not risk over cooking it in the reheating process.



How to Cook Rice

1. Wash and drain rice several times until water is somewhat clear. Drain well.
2. Combine rice and cold water (approximately 1 – 2 cups of water per cup of rice depending on the desired firmness of rice) in a saucepan. Bring to a boil over high heat, uncovered.
3. Reduce heat to low, and simmer until almost all water has evaporated and crater-like holes appear in the rice. Cover saucepan and simmer for about 20 minutes.
4. Remove from heat and let stand 8-10 minutes to complete final cooking.



Cooking Terms and Techniques

Beat:	Make a smooth mixture by stirring vigorously with a fork, spoon, whisk or electric mixer.
Blend:	Mix or stir two or more ingredients together to make a smooth mixture.
Boil:	Cook a liquid over a high heat until bubbles rise to the surface.
Broil:	Cook under “broiler” (top heating element) in the oven.
Chop:	Cut into pieces with a sharp knife.
Coat:	Cover or roll food in another ingredient.
Dice:	Cut into very small (5mm or ¼ inch) squares.
Drain:	Pour off or strain liquid from food.
Fold:	Mix gently with a rubber scraper or spoon by lifting the bottom of the mixture outwards and over the top.
Fry:	Cook in an open skillet.
Garnish:	Decorate food with colourful additions such as parsley or fruit.
Grate:	Rub food against a grater to make very small bits.
Grill:	Broil under high heat or over hot coals.
Knead:	Work dough by pressing and folding it with hands.
Marinate:	Let food soak in a flavourful liquid.
Mince:	Chop or cut into very tiny pieces.
Mix:	Combine two or more ingredients together until well blended.
Pinch:	A small amount of seasoning that you can hold between your thumb and forefinger.
Puree:	Process or grind food into a smooth pulp in a food processor or blender.
Sift:	To pass flour or other dry ingredients through a sieve or sifter before measuring.
Sauté:	(or stir-fry) Cook in a skillet over medium to high heat while stirring constantly.
Season:	Flavour food by sprinkling with herbs and spices.
Separate:	Remove egg yolk from egg white before cooking.
Shred:	Cut into very thin strips.
Simmer:	Cook slowly at a low heat.
Stir:	Mix with a spoon in a circular motion.
Toss:	Mix food by lifting gently with salad tongs or two spoons.
Whisk:	Beat or stir food with a wire “whisk”.

ADDITIONAL HANDOUTS

Canada's Food Guide to Healthy Eating

Trim the Fat, Taste the Flavour

Fat Facts

Fit Fibre Into Your Day

5 to 10 a Day for Better Health