

HOME COOK HEROES

*An educational resource
for teaching food skills
and nutritional literacy*

ELEMENTARY LESSON PACKAGE

A COLLABORATION OF



■ RATIONALE

Home Cook Heroes is a package of lessons designed to empower students to make healthy choices, gain essential food and cooking skills and channel their healthy energy towards creating positive local and global change. The overall program objectives are to enable students to:

- **Learn:** Providing nutrition literacy to understand what we consume and the impact it has on our minds and bodies.
- **Make:** Creating a healthy connection and relationship with food through the development of cooking skills and learning how to prepare meals.
- **Change:** Inspiring local and global action by directing food and nutrition literacy in a positive way (i.e. using cooking skills and nutrition literacy to make the world a better place).

Consisting of a series of lessons, an assessment rubric and blackline masters—all established within the WE Learning Framework—this package will introduce students to the idea of what it means to eat nutritiously by having students examine their current diets along with an exploration of new foods, recipes and cooking skills.

Along the way, students will realize the impact of their food choices, not only on themselves, but their families, community, country and

the world. These home cook heroes will go through the process of learning about food literacy, making meals by applying cooking skills and ultimately changing their lives.

Sobeys and WE Day Partnership

Sobeys is a national grocery retailer dedicated to helping Canadians Eat Better, Feel Better and Do Better. With a focus on providing the fresh, local and seasonal products that will help create a healthier country, Sobeys has partnered with WE Day to bring their vision to young people across Canada.

Together, we're helping young people be healthy in body, mind and spirit so that nothing will hold them back from changing the world.

Are your students ready to become Home Cook Heroes? Let them know that their commitment to nutritional literacy will not go unnoticed. Upon finishing any Home Cook Heroes lesson use this link <https://goo.gl/xMI8VF> to access completion certificates that may be personalized for each student. You may also be entered into a draw for a **\$100 Sobeys gift card** that may be used to further develop your students food skills.

Core Skill Sets

Look for these icons at the top of each lesson. The icons identify the most relevant core skills being developed. Learn more about the WE Learning Framework at www.weday.com/weschools.



■ DETAILS

Level: Elementary

Estimated time: 420 minutes

Learning goals:

Students will:

- Learn key terms for food literacy
- Examine Canada's Food Guide to understand what they need to be healthy people
- Discover new ways to plan, prepare and enjoy food
- Understand the benefits of eating locally, seasonally and fresh foods

Resources required:

- Front board
- Paper and writing utensils

Blackline masters:

- Healthy Eating Personality Quiz
- The Food I Eat Journal
- How to Eat an Apple
- Put the following foods in order of the per serving sugar content from lowest to highest
- A Child's Daily Sugar Consumption and Recommended Intake
- Types of Sugar
- Food Label Template
- Food Swap
- Food Bank Donations: Good, Better, Best
- Grocery Store Scavenger Hunt

Assessment:

- Appendix 1: Assessment rubric

Course connections: Health and Physical Education

■ LESSON 1: NUTRITIONAL LITERACY— READING LABELS AND CANADA'S FOOD GUIDE



Purpose: Students will discover their healthy eating personality by taking a quiz that focuses on the nutritional level of their eating habits. They will learn to understand the nutritional value of foods, decipher nutritional labels and understand how to use Canada's Food Guide. Students will also begin to appreciate the benefits of eating fresh, local and seasonal food.

Instructional method(s): Personality quiz, brainstorming, class discussion, cataloguing, journaling, food preparation

Differentiated instruction:

- Create a wall-sized food guide that represents all of the different foods students enjoy as part of a healthy diet.

Course connections: Health and Physical Education

Special materials: Ziplock baggies with dried beans or rice inside. Measure out the beans or rice and label the following into separate baggies: 1 cup, $\frac{3}{4}$ cup, $\frac{1}{2}$ cup, $\frac{1}{4}$ cup.

Estimated time: 90 minutes

Steps:

1. To begin the conversation about the connection between nutrition and healthy living, distribute the healthy eating personality quiz. Allow students 5 to 10 minutes to complete the quiz.
2. Once students have completed the quiz, go through the scoring. Read the three profiles out loud to the class. Tell students that now that they know what kind of healthy eating personality they have they will be able to better understand the ways they can improve their eating habits and become healthier world-changers.
3. Ask students the following questions:
 - What do you know about nutrition?
 - What does it mean to eat nutritiously?
 - What foods might be considered nutritious and healthy?
4. Together, write out a definition for nutrition and nutritious eating on the board. E.g., our bodies need food and drink to be alive. But being healthy means ensuring that the food and drink we consume is full of good vitamins, minerals, proteins, and other important nutrients.
5. Tell students that while there is a lot of information on how to eat healthy, a good way to begin living a healthy lifestyle is to eat food that is fresh, local and seasonal. Write the words fresh, local and seasonal on the front board and ask students why it is good to eat this way.

For example:

 - Fresh food (not manufactured or preserved with additives) is full of vitamins and nutrients.
 - Local food supports farmers in the community. It is brought to the grocery store using less transportation, which means less pollution, and is picked when it is ripe so it is better filled with vitamins and nutrients.
 - Seasonal food is at its peak at a given time of year so it tastes better, may be less expensive and is also better filled with vitamins and nutrients.
6. Ask students how they can eat fresh and local foods during colder, less productive months (e.g., hot house-produced fruits and vegetables, frozen fruits and vegetables, etc.).
7. Ask students what they know about Canada's Food Guide. Do they ever use it? If yes, how? If no, why not? Tell students that healthy eating is not a new trend but that Canadians have been interested in eating a healthy, balanced diet for many years. The first food guide, known as The Official Food Rules, was introduced to Canadians in 1942.
8. Distribute a copy of Canada's Food Guide 2014 to each student: www.hc-sc.gc.ca/fn-an/alt_formats/hpfb-dgpsa/pdf/food-guide-aliment/print_eatwell_bienmang-eng.pdf.
9. Allow students a few minutes to explore the guide. Discuss the differences between serving sizes for each of the items. Show students the different amounts using the prepared baggies. Pass them around so students get a good idea of the amounts they are discussing. Ask students if they are surprised by the serving sizes on the chart. Would they have considered the amounts they eat a proper serving size? Do they eat more or less?
10. Tell students they will be creating their own food guide that reflects the foods they eat. First, have students list all the foods and meals they can remember eating in the last 2-3 weeks. Instruct students to draw a chart with five columns on a piece of paper. Label the five columns with the following headings: Vegetables and Fruit, Grain Products, Milk and Alternatives, Meat and Alternatives, and Not Sure. Using the food guide as a reference, students should bucket the foods from their meals into the columns on their charts.

11. While students work on their food guide based on what they eat, write the following food groups and suggested servings for their age groups on the front board:
- Vegetables and Fruits: 5-6 servings a day
 - Grain Products: 4-6 servings a day
 - Milk and Alternatives: 3-4 servings a day
 - Meat and Alternatives: 1-2 servings a day
12. Once students have finished creating their food guide, bring the attention of the class to the front board. Ask students to read the suggested servings. How do they think their current diet reflects these suggestions? What are the areas they can improve on?
13. Distribute **Blackline Master 2: The Food I Eat Journal**. Explain to students that they will fill in the journal for homework over the next three to five days. Throughout the school day and at home students will record the date, what they ate for breakfast, lunch, dinner and any snacks by listing the foods and the approximate quantities. At the end of the day, they will add up and fill in the total servings of Vegetables and Fruit, Grain Products, Milk and Alternatives and Meat and Alternatives. For packaged foods, students should look to the ingredients lists on the packaging and the Nutritional Information panel (refer to Canada's Food Guide for instructions on how to read and apply the information laid out in the Nutritional Information panels) to gauge the food groups and serving size. Students should pay particular attention to the additives and preservatives in packaged foods. Sodium and sugar are typically higher in packaged food than if it was made fresh, and will contribute to an unhealthy diet if eaten in excess. Tell students not to worry if they aren't meeting the suggested servings in all of the areas yet. This exercise is designed to raise awareness of what they are eating and to show them where they can improve the next day.
- Educator's Note:** Students will use the journal in the next lesson to reflect on their food habits and how to make healthier choices.
14. To help students meet their fruit and vegetable daily requirement—typically the food group that needs most attention—provide students with a few examples of fruits and vegetables prepared in a few different ways. Review the vocabulary and skills necessary to prepare the fruits and vegetables.
15. Ask students to list all of the ways you can prepare fruits and/or vegetables. Write each suggestion on the board and ask students to explain their suggestion. E.g., chop, slice, dice, cook, bake, sauté, broil, fry, boil, raw, poach, puree, mash, steam, freeze, etc.
16. Distribute **Blackline Master 3: How to Eat an Apple**, or display the images for the class to see and have them record the exercise in their notes. Ask students to identify how the apple was prepared in each picture. In point-form notes, provide a description on how to make the apple as it is shown.
17. Challenge students to select one fruit or vegetable and think of three to five different ways to prepare it. Ask them to draw pictures of the fruit or vegetable prepared in the three to five ways and write instructions on how to prepare it. Students should include other ingredients and tools that are necessary. For example, mashed potatoes require a stove, peeler, possibly a knife, a pot, water, strainer and a masher or fork. If students can think of different ways to prepare it but don't know how to make it that way, have them partner up and work it out with their partner or discuss it as a class.
18. Once students have planned three to five ways to prepare the fruit or vegetable of their choice, tell students that they will prepare the food each way over the next three to five nights for homework. Remind students to discuss this homework with their parents first since they may need their supervision depending on the method of preparation. Students will record their experience in their Food I Eat Journal.
19. At the end of the week, ask students to share their experiences preparing the fruit and vegetables. Ask students the following questions:
- What was the easiest method?
 - What was the most difficult method?
 - What could they do on their own?
 - What did they need help with?
 - What was their favourite?
 - What will they make again?

For younger students:

On the front board write the four food group headings. Ask students to share the foods they eat and guess which food group it belongs to. Have students create their own food guide. Have students brainstorm the many ways you can prepare fruits and vegetables. For homework, have students work with their parents to prepare a fruit or vegetable. The next day, ask students to share their experience.

Did you know? The nutrition labels you see on many prepared food products correlate with Canada's Food Guide. Percentages listed under the "Daily Value" column link directly to the recommendations you find within Canada's Food Guide.

Word Bank:

- **Alternatives:** In reference to more other options
- **Fortified:** Having increased nutritional value.
- **Local food:** The Canadian Food Inspection Agency (CFIA), the government agency that regulates food labelling in Canada defines local food as food produced in the province or territory in which it is sold. Food that is produced within 50 km of a provincial or territorial border may also be sold as "local" in the neighbouring province or territory.
- **Minerals:** Any of the elements, such as calcium, iron, etc., that are essential to good nutrition.
- **Nutrition:** The process where humans and animals eat the right kind of foods to keep their bodies growing healthy.
- **Nutritious:** Providing a high degree of nutrients.
- **Produce:** Agriculture or natural products such as fruits and vegetables.
- **Sodium:** A mineral and an essential nutrient. It helps the body maintain a healthy balance.
- **Vitamins:** A group of organic compounds that provide nutrients that the body needs to work properly.

Reference: Canadian Oxford Dictionary

LESSON 2: BE SUGAR SMART



Purpose: Students will be introduced to the issues of sugar consumption and the negative effects that excessive sugar consumption has on the body. They will investigate the sources and types of sugar and sugar byproducts and consider ways they can reduce their sugar consumption personally and with their families. Students will set small, actionable goals to reduce their sugar consumption.

Instructional method(s): Independent, partner and group work, research and reflection.

Course connections: Health and Physical Education

Special materials: Ziplock bags with measured granulated sugar inside. Measure and label the following amounts: 25 grams (6 teaspoons), 50 grams (12 teaspoons), 100 grams (24 teaspoons) and 110 grams (26 teaspoons).

Estimated time: 90 minutes

Educator's Note: Understanding the many forms of sugar and the health effects of sugar consumption is important. We encourage teachers to conduct research to better understand the topic prior to teaching this lesson to students. We have provided additional links at the end of the lesson to assist in this learning.

Steps:

- Using the “think, pair, share” strategy, ask students to list 10 foods that they believe contain sugar. Ask each pair to compare their list of foods with another group. How many of the listed foods were similar or the same and how many were different?
- In groups of three to four, ask students to explore and discuss the following questions and write a collaborative answer:
 - What are some other names for ‘sugar’? (E.g., glucose, dextrose, fructose, molasses, honey, syrup.)
 - What do you think happens in your brain and body when you eat sugar?
 - List some foods that have sugar.
 - How does eating sugar make you feel?
 - What are artificial sweeteners?
- Share the video “Science of Sugar: Sugar Shock” TED Ed Time for Kids timeforkids.com/photos-video/video/sugar-shock-191441.
- As a class, discuss the questions. How do students feel after they have consumed sugar?
- Set up a display of common foods your students eat or distribute **Blackline Master 4: Sugar Content Count**. Without allowing students to check the nutritional labels, ask students to consider sugar content for one serving of each food then order them from lowest to highest amounts of sugar.
- Once students have completed the ranking, share a physical display of the difference between the average Canadian sugar consumption per day and the recommended amounts. The World Health Organization (WHO) recommends that no more than 50 grams or 12 teaspoons of added sugar—sugar or syrups that are added to foods or beverages when they are processed—be consumed in a day, however better health benefits come from no more than 25 grams or 6 teaspoons of sugar consumed in a day. Canadians on average consume 110 grams or 26 teaspoons of total sugar—naturally occurring sugars and added sugars—every day. Currently food labels measure total sugar, not added, keep this in mind when considering your consumption of sugars. Ask students, are you surprised with these amounts? Which measurement do you believe you are closer to? How easy or difficult would it be to consume the recommended amounts?
- Show students the table of Canadian children's current daily consumption of sugar and the World Health Organization's recommendation of a child's daily consumption. (**Blackline Master 5: A Child's Daily Sugar Consumption and Recommended Intake**.) Ask students: what is the difference in the sugar intake for your age group? Are you surprised by this number? Ask students to estimate the amount of sugar (in teaspoons) that they consume per day. Are they over or under the recommendation from the World Health Organization?
- Remind students that “added sugar” is sugar or syrups that are added to foods or beverages when they are processed or prepared. This does not include naturally occurring sugars such as those in milk and fruit. “Free sugar” includes all added sugar plus sugars that occur naturally in juices, syrups and honey, which are added to foods. Show students the Table for Types of Sugar on **Blackline Master 6: Types of Sugar**.
- Reveal the correct order of sugar content per serving in the foods that the students ranked earlier. If possible, have a physical representation of per serving sugar content of each item. Ask students:

- a. Are you surprised by the amounts of sugar in the food items?
 - b. What are artificial sweeteners?
- Tell students that while we often know we are eating a lot of sugar when we eat candy, cookies or cake, or drink pop, we don't always realize that we are already consuming many natural sugars and therefore need to limit added sugar. Added sugar can be dangerous as it increases our total daily consumption.

10. Ask students to look through the ingredients lists on the food items that they have previously ranked. Using **Blackline Master 2: Types of Sugar**, identify the types of sugars in the food item. For each label, indicate whether the amount of sugar on the food label is reflected in the ingredients list. Is the sugar clearly labelled? What other names do you see for sugar?

11. Share the video "Added Sugar vs Natural Sugar" [youtube.com/watch?v=mZPhXgnKLqw](https://www.youtube.com/watch?v=mZPhXgnKLqw) (2:56) with the class. Discuss the following questions as a class after viewing the video:
- a. What information can a food label give you?
 - b. How can we tell if the food has naturally occurring sugar or added sugar from the label?
 - c. When comparing food items, what should you look for?

12. Ask students to think about the lunch or snack they have brought to school. Ask students to select one item from their lunch box that is in a packet or has a label. Have a few lunch products on hand for students who do not have items with labels.

13. Ask students to use the food item's label to fill in the blank food label template. (**Blackline Master 4: Food Label Template**.) Tell students to keep the information on the label hidden from other students.

14. In groups of three to four, ask students to compile the food items and labels. Swap these items with another group. Have students, without reading the food label, to match each label with the correct food item.
- a. Order the food items from least amount of total sugar to most amount of total sugar.
 - b. Which food items would you have considered healthy and why?
 - c. Does the total sugar give you all the information about the food item?
 - d. What other factors should you take into account when choosing a food item for consumption?

15. Debrief the activity as a class. Were students surprised with the amount of sugar in the products? Reiterate that the World Health Organization has not reported evidence of adverse

effects of consuming sugars that come from whole fresh fruits, vegetables and sugar present in milk. Which food items were the most shocking in terms of the amount of sugar?

16. Share some statistics relating to the effects of excessive sugar consumption in Canada:
- o 22% or approximately 1 in 5 youth are either overweight or obese
 - o 26% of Grade 5 students are overweight or obese
 - o Unhealthy eating habits and physical inactivity can contribute to excess weight gain beyond normal growth
 - o Obesity is the leading cause for type 2 diabetes, high blood pressure, heart disease, stroke, arthritis and cancer

In pairs, ask students to write down five effects of excessive sugar consumption. Ask students to share these with the class. As students share, create a table on the board categorizing the effects of sugar consumption.

Short-term effects of excessive sugar consumption	Long-term effects of excessive sugar consumption
Weight gain	Obesity

17. In small groups, ask students to create a daily menu plan with reduced sugar to help prevent harmful diseases. What foods did they add or remove from their current daily food menus?
18. Ask students to reflect on an exit ticket, the information they have learned about sugar and how it affects their bodies. Write down three ingredients or numbers that they will look out for when shopping with their family.

■ LESSON 2 ADDITIONAL LINKS

- World Health Organization - Sugar Intake for Adults and Children apps.who.int/iris/bitstream/10665/149782/1/9789241549028_eng.pdf?ua=1.
- Alberta Health Services Sugar Shocker Education Kit albertahealthservices.ca/assets/info/nutrition/if-nfs-sugar-shocker-kit.pdf.
- Canadian Sugar Institute sugar.ca/Home.aspx.
- Jamie Oliver Sugar Rush jamieoliver.com/theplan/.
- Health Canada's Proposed Changes to Core Nutrient declared in the Canadian Nutrition Facts Table hc-sc.gc.ca/fn-an/alt_formats/pdf/consult/2014-core-nutrients-principaux-nutriments/document-consultation-eng.pdf (pages 15-17).
- Facts about Sugar albertahealthservices.ca/assets/info/nutrition/if-nfs-sugar-shocker-kit.pdf.

■ LESSON 3:

THE FOOD BANK DIET: HEALTHY CHOICES FOR EVERYONE



Purpose: Students will apply their knowledge of food groups and serving sizes by examining their food journals and looking for ways to heighten the nutritional content of their diets by identifying and swapping ingredients. Students will then use this information to analyze the nutritional levels of traditional food bank donations to ensure that the people using food banks to supplement their diets receive nutritionally rich ingredients.

Instructional method(s): Brainstorming, cataloguing, discussion, evaluating, planning and preparing food

Differentiated instruction:

- Create a Good, Better, Best chart on the front board. Review typical food bank donations as a class.

Course connections: Health and Physical Education

Estimated time: 90 minutes

Steps:

1. Begin the class by asking students to brainstorm a list of snacks they eat (e.g., nacho chips and salsa, trail mix, an apple, etc.). Write suggestions on the board as they are provided. Once a good list has been compiled, ask students to identify which snacks are the healthier options. Ask students how they know that these are the healthier options. Are they fresh, local and seasonal? Are they lower in sodium, preservatives, or sugar? Tell students that while there are healthier snack options, it is acceptable to eat a variety of snacks as long as healthier options outweigh the unhealthy options.
2. Instruct students to take out the food journals they have kept over the last few days. Next, have students create a four-column chart in their notes, or photocopy and distribute **Blackline Master 8: Food Swap**. Title the four columns as the following: 1) The food I eat; 2) Nutrition grade; 3) What I will eat next time; 4) Why swap?
3. Ask students to fill in the first column with the food items listed in their journals. Students should divide components of their meal into a point-form list.

For example:

Tomato chicken with broccoli becomes:

- One chicken breast
- Tomato sauce
- One serving of steamed broccoli

A bowl of milk and oatmeal becomes:

- One serving of oatmeal
- Half of a serving of milk

4. Once students have the first column completed, students should evaluate the nutritional value of each item and assign a grade (from A+ being extremely healthy to F being very unhealthy) based on their knowledge of Canada's Food Guide. Students should consider the ingredients, the cooking method, the food group, the portion size, etc., when assigning the grade.
5. Ask students to find a partner. Looking at the lists, specifically the foods that received a B or higher, and thinking about what makes different foods healthy, have students think of foods they like to eat (or would like to try) that would receive an A or B grade. For the third column, have students use these ideas as healthier alternatives for foods that received a grade of B- or lower. For example, they could substitute whole grain bread for white bread or eat fresh or frozen steamed vegetables instead of high-in-sodium canned vegetable soup.
6. Finally, in the fourth column, students should explain why swapping the foods they suggested will result in a better nutritional choice. Will they reduce the sodium or sugar? Will they add vitamins and nutrients? Will the better option fulfill the food requirements as outlined in Canada's Food Guide?
7. Calling the attention of the class back to the front, change the focus to breakfast. Ask students to raise their hands if they eat breakfast, then ask students to provide some examples of food they eat for breakfast.
8. Tell students that breakfast is often skipped because people are busy and in a hurry to start their day, but it is an important meal that shouldn't be overlooked. Ask students why breakfast is so important (e.g., it breaks the fast that takes place while we sleep. It kick-starts the day and provides us with the energy we need to get going, etc.). A good breakfast includes ingredients from three to four of the food groups. Working in pairs, have students come up with three different breakfasts that include ingredients from three to four of the food groups. Students should include a summary on how to make it and note if it can be prepared the night before to save time in the morning. A few examples are provided on the next page.

- a. **A healthy yogurt parfait.** It is made by layering $\frac{3}{4}$ cup unsweetened yogurt, such as Greek yogurt, with $\frac{1}{2}$ cup fresh, washed or frozen fruit, such as strawberries, blueberries, chopped peaches, etc., that is topped with granola. This breakfast can be made ahead of time if the granola is kept separate until it is ready to be eaten. Food groups covered—1 serving Vegetables and Fruit, 1 serving Grain Products, 1 serving Milk and Alternatives.
 - b. **Healthy peanut butter toast with juice.** It is made by toasting 1 slice of multigrain or rye bread, spreading on 2 tablespoons of all natural peanut butter or other nut butter and enjoying it with $\frac{1}{2}$ cup of 100% fruit juice such as orange juice. This breakfast cannot be made ahead of time, but should only take a few minutes to prepare. Food groups covered—1 serving Vegetables and Fruit, 1 serving Grain Products, 1 serving Meat and Alternatives.
 - c. **Porridge with dried fruit and nuts.** It is made by mixing $\frac{1}{2}$ cup quick oats with $\frac{1}{4}$ cup dried fruit such as raisins, dried cranberries, apricots, mangoes etc. and $\frac{1}{4}$ cup chopped nuts such as sliced almonds, chopped walnuts or pecans and about $\frac{1}{4}$ boiling water. This breakfast can be made ahead of time, except for the addition of the hot water. Food groups covered—1 serving Vegetables and Fruit, 1 serving Grain Products, 1 serving Meat and Alternatives.
9. Recommend that students try the breakfast over the next few days. At the end of the week, ask students to share their experiences preparing the meals. Use the following questions to encourage conversation:
- a. What worked well when preparing the breakfasts?
 - b. What can be made better in the future?
 - c. What did they enjoy the most?

For younger students:

Have students create two lists, one of foods they believe are healthy and one of foods they believe are not healthy. After students have finished their lists, have a discussion on the foods they wrote down. Ask students: What makes certain foods healthy and what makes certain foods unhealthy? Ask students how many of them eat breakfast regularly. Explain that breakfast is often missed, but is the most important meal of the day. Have students write down seven foods that they would like to have for the next week for breakfast (provide examples if necessary).

THE FOOD BANK DONATIONS

10. Now that students have considered how to make their own meals healthier by substituting ingredients that have more nutritional benefits or by using different methods for preparing food, ask them to consider typical food bank donations. Check out the website for your local food bank to see what they accept as donations. Have students create good, better, best chart in their notes or on a photocopy of **Blackline Master 9: Food Bank Donations: Good, Better, Best** for typical food bank donations.
11. Ask students:
 - a. What are some typical food items donated to the food bank? (Brainstorm an extensive list. Write the suggestions on the front board.)
 - b. How would you use these foods to supplement your diet?
- c. Why is it important to donate nutritious food items to the food bank?
12. Have students classify the items from the list on the front board by recording them in the column under either "good," "better" or "best."
13. Once students have catalogued the entire list, ask them how many items they have under the "best" column. Ask students to come up with a few more items that would fit into that column.
14. Tell students food bank provisions supplement the diets of the people who use food banks. There is also a limit to how much individuals and families can receive in a given time period. Food donations need to be non-perishable and should be nutritious, because everyone deserves to eat well.
15. If students in the school community are taking part in WE Day's We Scare Hunger campaign, encourage them to spread the word about healthy food bank donations by creating posters, morning announcements or articles for the school newspaper to help ensure that everyone in the community is eating more healthy balanced meals.
16. Distribute copies of **Blackline Master 10: Grocery Store Scavenger Hunt**. Encourage students to visit their local Sobeys grocery store with parents or arrange a class trip to help them become more familiar with food—local, seasonal, fresh, packaged.

Homework:

Have students fill out the **Blackline Master 10: Grocery Store Scavenger Hunt** for homework. Students will also prepare at least one of the breakfasts they planned.

■ LESSON 4: FROM FIELD TO PLATE



Purpose: Students will consider the journey that their food makes from field to plate. By examining the health benefits of eating fresh, local and seasonal foods, students will build on their growing knowledge of the role of food in healthy living.

Instructional method(s): Field-to-plate timeline, planning and preparing food

Differentiated instruction:

- Create a single timeline, wall-sized with the class. Display it on a classroom wall or in the hallway to share the message of the field to plate journey our food takes.

Course connections: Health and Physical Education

Estimated time: 120 minutes

Steps:

1. With the first two lessons, students have come to understand how to use Canada's Food Guide and how the foods they eat fit within it. But they might be wondering where their food comes from. Begin a conversation on the journey food takes from field to plate by asking students to suggest a few of their favourite foods. Write the suggestions on the front board. Then ask students to answer how they think the foods listed on the board ended up on their plate. Complete this with two or three examples. Ask them to consider and, whenever possible, answer the following questions:
 - a. Who was involved in bringing the food to your plate? (The list is long—a few examples include: farmers, mill workers, drivers, pilots, train conductors, logistics coordinators, grocery store buyers, grocery store clerks, your parents, etc.)
 - b. From the moment it is harvested, what steps is involved in the journey that food makes to get to your plate? (Planning, organization and coordination, people, money, equipment, time, planting, harvesting, etc.)
 - c. When did the journey begin? How long has the journey lasted? (E.g. did it begin with a seed in the spring?)
 - d. Where did the journey begin? Where did the food go before it reached your plate?
 - e. Why is it important to think about where the food we eat comes from? (E.g. So we understand and appreciate the people who helped bring it to us, the environmental impacts, the costs, etc.)
2. In pairs, ask students to discuss, rate and explain which of the following options would be the easiest or shortest field-to-plate journey to figure out:
 - a. A bacon, lettuce and tomato sandwich made from locally produced ingredients
 - b. A popular brand of frozen vegetable pizza bought at local grocery store
 - c. A hamburger and french fry combo from the local fast food joint
3. Hold a class vote to discover the general consensus. Select a student to explain their reasoning for each of the three options (unless everyone selected option a).
4. Back in their pairs, have students define what it means to eat fresh, local and seasonal foods. Ask the pairs to brainstorm a list of healthy alternatives when fresh, local and seasonal foods are not available. (E.g. frozen produce is harvested at the peak ripeness stage and frozen right away so they often retain nutrients better than produce that is picked early and ripens during long-distance shipping. Canned foods that are low in salt and sugar can also be good alternatives.) As a class, discuss the benefits of eating fresh food, local food and seasonal food (e.g., it tastes better, buying seasonally saves money, buying locally supports the farmers in the community, etc.). Review the healthy alternatives that students came up with to ensure the options are good. For examples of seasonally available produce check out: eattheseasons.com.
5. To help students fully understand the process to get food from field to plate, have them—individually or in pairs—select a food such as a basket of apples or the locally produced cheese that was bought at the grocery store to make grilled cheese sandwiches. Once they have selected a food, have students research the different steps their food took to get from the field to their plate. Students should be as specific in their research of the steps as possible. To help students organize their information, as a class, brainstorm a list of steps they would expect the food to take and what they would want to communicate through their timeline.
6. When the students have finished the research stage, have them consolidate their research into a timeline. The timeline should clearly indicate the journey the food takes from field to plate using a combination of pictures and text. Students should remember that a timeline needs to be easily understood by people who pass the display, and also have content for those who stop to learn more. Timeline items may include, but are not limited to:
 - a. A chronicle of the food production that marks approximately how many days it takes to get from each milestone to the next, beginning with the field stage and ending with the consumer purchase or consumption
 - b. Visual representation of milestone stages
 - c. Fast facts (what are the pros and cons of eating local, fresh and seasonal, e.g., less gas usage and carbon emissions, less preservatives, etc.)
 - d. An appealing title.

7. Set a deadline for the timeline. Allow students class time to complete their work. On the day the timeline is due, have students present their timelines to their peers. Ask students what they found most interesting or surprising from this exercise. Hang the timelines in a prominent place in the school where the information will be shared with the larger school community.
8. So that students are able to apply their knowledge, assign students homework to make lunches for a week using fresh, locally sourced and/or seasonal foods whenever possible. To help them plan their lunches, take time to go over the sandwich maker menu on **blackline master 11**. Students may substitute salads, soups or other lunch food if they would like. This worksheet is simply designed to help them think of eating lunches that are made of fresh, local and seasonal foods that incorporate multiple food groups. If students need help generating ideas for their lunches, they can visit food and grocer websites like [sobeys.com](https://www.sobeys.com) for recipes.
9. After students have made and enjoyed their week of homemade lunches, ask students the following questions:
 - Which was the easiest sandwich (or lunch) to make?
 - Which was the most difficult?
 - What could they do on their own?
 - What did they need help with?
 - Which sandwich/lunch was their favourite?
 - What will they make again?
 - How will they incorporate eating fresh, local and seasonal foods into their diets in the future?

Homework:

As students learn about the field-to-plate journey, ask students to take a closer look at where their produce comes from when they buy it at the grocery store or market. Over the course of a week, instruct students to visit a grocery store or market, find and list five fruits or vegetables grown in five different countries. Then list five fruits or vegetables that are grown locally in their province or territory, or if that is not possible, produce that is grown in Canada.

For younger students:

Discuss with students the field-to-plate journey food makes by using the example of a fruit or vegetable. Have students understand the importance of eating fresh, local and seasonal foods by explaining the benefits of each. Wrap up by having students make a rainbow collage from pictures of fruit and vegetables they find in magazines and flyers. The rainbows should move through the colours: red, orange, yellow, green, blue, indigo and violet. The collage should be made of a variety of fruits and vegetables, which should be labelled to indicate what each of the fruits or vegetables are.

Are your students now Home Cook Heroes? Make it official by downloading the completion certificates and enter into the draw for a \$100 Sobeys gift certificate. Go to <https://goo.gl/xM18VF>.

■ LESSON 5: APPRECIATING FOOD, ELIMINATING WASTE



Purpose: Students will learn about the environmental, economic and ethical issues of food waste. They will also learn how grocery stores manage food waste and look for ways to cut food waste in their homes.

Instructional method(s): Think, pair, share, class discussion, informational posters, reflection

Differentiated instruction:

- As an alternative to a physical poster, have students design digital posters that may be shared on the school/class website or through the school paper or newsletter

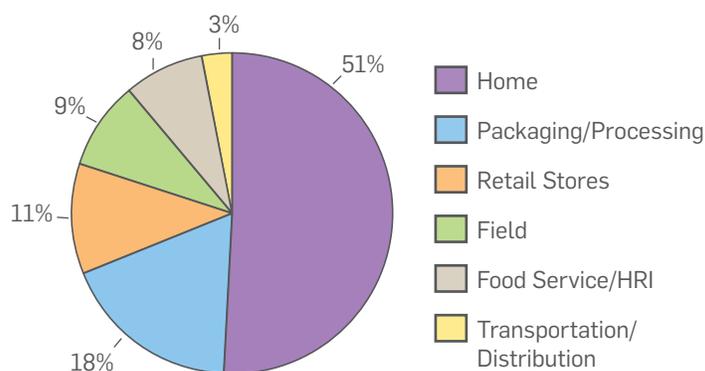
Course connections: Health and Physical Education

Estimated time: 120 minutes

Steps:

1. Begin the lesson by writing on the board "How wasteful is food waste?" Instruct students to brainstorm as many ideas as possible in one minute about where or how food is wasted. If necessary, provide students with location hints: at home, on delivery to stores, on the farm, in stores, at school, etc. Once the minute is over, ask students to turn to a nearby classmate and think of three more ways food waste is wasteful. Then create a master list with the class on the front board. Finally, have students group the examples into three categories: environmental, economic and ethical. The rest of this lesson will help students gain a better understanding of the implications of food waste and find ways to reduce it.
2. Ask students if and when they think about food waste. What are their thoughts on the topic? Allow students to share any personal stories or anecdotes that they may have. It is likely that food waste is something that they don't think much about but when considered, the environmental, economic and ethical consequences prove it is something we should all pay more attention to.
3. Provide students with a few quick facts to get them thinking about the bigger picture of food waste:
 - Half of all food produced globally is wasted. (Source: UN Food and Agriculture Organization.)
 - In Canada, it is estimated that more than \$31 billion worth of food is wasted every year, half of which is wasted at home. (Source: UN Food and Agriculture Organization.)

- Toxic methane gas is created by food that is thrown into landfills. Unlike food waste that is composted, food waste in landfills is not aerated or given the conditions to properly decompose. The methane gas produced contributes to hazardous greenhouse gases that contributes to climate change.
- Just over 1 in 9 people, or 795 million people, are undernourished globally. (Source: 2015 The State of Food Insecurity in the World, UN Food and Agriculture Organization)
- In Canada, the rate of food insecurity runs at generally static levels of 5% of children and 8% of adults. Citizens of Nunavut face the highest rate of food insecurity at 36.7% (Food insecurity is an inadequate quality or quantity of food.) (Date: 2005-2011, 2011-2012, respectively. Source: Statistics Canada.)
- Percentage breakdown of total food waste occurring in Canada across the food value chain.



(Source: <http://vcm-international.com/wp-content/uploads/2013/06/Cut-Waste-GROW-PROFIT-Food-and-Associated-Wastes-May-30-2013.pdf> page 8.)

4. Tell students that they will be helping raise awareness of the issue of food waste among their peers and school community by making informational posters. The poster should hang in a prominent area of the school in order to optimally share the information. Students may select one of the following topics or a combination of more than one to focus on:
 - a. Environmental impacts of food waste
 - b. Economic impacts of food waste
 - c. Ethical impacts of food waste
 - d. Food waste at home
 - e. Food waste in production
 - f. Food waste in transit
 - g. Food waste in the marketplace
 - h. Food waste at school

5. Posters must include:
 - a. 2-3 facts about food waste
 - b. 2-3 ways to reduce waste
6. Provide students with time to conduct research and design their posters. In addition to being informational, the posters should be eye-catching. Set a due date for the posters.
7. On the poster due date, have students present their posters to their classmates in a knowledge sharing session. Ask students:
 - a. What surprised you the most about food waste?
 - b. What is the best thing you learned?
 - c. What will you do in the future differently than you did in the past?
8. Now that students are more aware of the types of waste and corresponding solutions have them take action on food waste. In groups of two or three, have students think about how they can reduce waste in their homes in relation to specific meals, foods or dishes they enjoy. For example, a group may decide they want to use whole foods. This group should find a recipe that uses the entire broccoli stem, not just the dark green portion. Another group may decide that their families throw out leftovers so they want to find creative ways to turn them into a new dish. They may look for recipes to turn leftover turkey dinner into pot pies or turkey tacos and make turkey stock from the bones.
9. Once the groups have found a waste reducing recipe, food or dish, they will need to try it out at home. Allow students a week to test their food waste reducing project. Students should document their experience by answering the following questions and taking photos if possible.

Before:

 - a. How will you reduce food waste?
 - b. What specifically do you need to do?

After:

 - c. Were you successful?
 - d. Did you run into any problems?
 - e. Will you use this technique again?
 - f. What did you learn from this experience that may help someone else?
10. Once everyone has completed the homework assignment have them assemble into new groups of four or five. Using the questions/answers and photos have students share their experiences with their new groups.
11. Extend the lesson by creating a class goal of finding one way they will all work to reduce food waste. Post the goal in a prominent place and check in with students periodically to see how they are doing.

Tip for creating effective informational posters:

- a. **Posters tell a story:** If effective, they are a sources of information and a conversation starter.
- b. **Design to your audience:** Who should you direct the information to?
- c. **Have one key message:** What are you saying? Are you trying to say too much? Is there a catchy phrase? A prominent headline? Is there too much text?
- d. **Use graphics:** Are they telling the same story as the text? Have you looked into using infographics? Is there a focal point? Are there too many colours?

For younger students:

Ask students to consider the many sources and the many hands it takes to get food to their plates. Have them show their appreciation of these many hands by writing thank you notes to the different groups of people who help provide them with food (e.g., farmers, truck drivers, grocers, chefs at local restaurants, cooks in the cafeteria, parents, etc.). After students have shown their appreciation, discuss with them ways they can conserve food and prevent food waste at home with the help of their families.

■ LESSON 6: GLOBAL FOOD CULTURE



Purpose: Students will examine the diversity in food culture across Canada and around the world. Students will compare and contrast their own ideas about food to those of their peers and from other cultures as they discover the meaning of food culture.

Instructional method(s): Compare and contrast, research, following a recipe, planning and preparing food, recipe writing

Differentiated instruction:

- If students are not familiar with many different types of food or cannot identify common or more exotic fruits and vegetables, begin with a food identification exercise, such as those found on Jamie Oliver's website jamieshomecookingskills.com/activity-sheets.php.
- Students who have difficulty finding a favourite or family recipe should explore recipes in cookbooks or online such as sobey.com.

Course connections: Health and Physical Education

Estimated time: 120 minutes

Steps:

1. Begin the class by asking students what they think "food culture" is. Create a class definition and write it on the front board. A definition for food culture may include: the ideas, customs and social behaviour of groups of people around the purchasing, preparing, sharing and enjoyment of food.
2. Ask students to share their home food culture. Have students write a paragraph that explains how their family approaches food. Students may consider one special food item, dish or celebration. Students should describe why it is important to them, their family or their culture.
3. Ask students to write what food culture means to them in one to five sentences on a scrap piece of paper that will later be shared with the class. Are they an aspiring foodie? An eager beginner? A home cook hero? Students may consider a special food item, dish or celebration. They may include the purchasing, preparation, consumption, sharing or enjoyment experience of the food. Once students have written it down, collect the pieces of paper in a bowl. Mix them up then redistribute them to students. As they are redistributed, ask students to read out what is written on their piece of paper. After a few are read aloud, ask the class to think about what they have heard. Ask them if they relate to what they have heard and how, or if it is different from their experiences with food. What do they find interesting about what they have heard, what do they identify with, etc.? Repeat the process until everyone has taken a turn.
4. Now that the conversation about food culture has started, ask students to identify four to six items (fruits, vegetables, spices, breads, meats, etc.) that are key to the way they cook or eat at home with their family or their community. Students may need to conduct some research, so provide time for students to use the Internet. Assign what is not completed in the classroom for homework. For each item, students should find a picture and answer questions based on the five W's which provide the context on cultural significance. These may include, but are not limited to:
 - What is it?
 - Where does it come from? Where do you find this item?
 - Who typically uses it? Who typically favours it? Who introduced you to it?
 - When do you use it? When is it in season? When/how is it best enjoyed?
 - How is it used? How easy is it to find?
 - Why is it important to know about it?
5. So that students gain a better understanding of the types of ingredients that are important to the food culture of their peers, have them share the information they gathered on the four to six items in groups of four to five students. This will create a better context and foundation of information for the recipe-sharing later in the lesson.
6. Tell students they will have a chance to highlight a dish that is important to their food culture by preparing a dish and sharing the recipe with their peers. Go over the basics of how to read a recipe. Ask students what a recipe is, and have them suggest possible parts to a recipe (e.g., name of the dish, ingredients, materials list, prep and/or cook time, instructional steps, etc.). Write their suggestions on the front board. Divide the class into pairs or small groups. Distribute a recipe to each group from **blackline master 12**. Have students read through the entire recipe. They should identify each part of the recipe and highlight any parts they don't understand or would like to learn more about. Circulate and record their questions. After five to ten minutes, bring the attention up to the front of the class. Go over the questions and parts of the recipe students did not understand. If applicable, watch a few instructional videos from Jamie Oliver's website jamieshomecookingskills.com/skills.php.
7. Assign the homework: Tell students that over the next week they will need to find a recipe that represents their personal food culture. This may be a recipe for a dish that is served at a family celebration every year, their favourite meal, a family recipe that is passed down through generations or even a recipe that they would like to make a family tradition. This

recipe might not be in written form, in which case they should arrange a meeting with the family member who knows it best to help them write it out.

While it is always good to be ambitious, encourage students to pick a recipe that isn't overly complicated. The purpose of this lesson is to inspire confidence in students while sharing their food culture with their peers. Students should plan to make this dish with their family or to share with someone important to them. While they make it, they should record the name, ingredients and steps in the provided template on **blackline master 12** and if possible, bring a photo of their completed dish. On an assigned date, ask students to bring in their recipes. Students should present their recipe to the class and explain why it is important to them and why they chose it. If possible, photocopy all of the recipes and distribute them to the class so that each student has a class set of their peers' favourite/family recipes.

Educator's Note: Depending on the confidence and ability level of your students with reading recipes and food preparation, introduce the concept of food substitutions. Food substitutions may be used for many reasons, including a lack of ingredients on hand, food allergies, dietary restrictions, desired taste and more. It is often a good idea to try a recipe as it is written first so that you have a better idea what you want to change and whether or not it will work. Swapping ingredients can be tricky, but can also make cooking fun and more of an adventure. Sometimes it will work out better than imagined while other times it might not be good at all. Remind students to be careful not to waste food, but to enjoy thinking beyond the recipe's guidelines and trying new flavour combinations.

For younger students:

Write down culture on the board, ask students what they believe culture means. Have a discussion on different things that students do that define their culture (e.g. language, food, music, etc.). Explain that food is often a big part of a culture. Have students brainstorm different foods that are a part of their culture. Have students draw a picture of their favourite food that is a part of their culture, labeling the ingredients that are used to make it (e.g., if students are drawing spaghetti and meatballs they can label: pasta, tomato sauce, meatballs, cheese, etc.).

Are your students now Home Cook Heroes? Make it official by downloading the completion certificates and enter into the draw for a \$100 Sobeys gift certificate. Go to <https://goo.gl/xMI8VF>.

■ LESSON 7: PROJECT POTLUCK



Purpose: In this culminating project lesson, students will experience the fellowship that comes with sharing a meal through planning and preparing a healthy, balanced meal at an event. They will complete tasks including: reviewing recipes for the dishes they will prepare, learning any new skills necessary for proper food preparation, visiting their local grocery store to price and source food and materials, etc. This project may be completed in class, at school or at home with students bringing in meal components to share at a potluck.

Instructional method(s): Proposal creation, discussion, planning, organizing, leadership, research and writing, financial literacy, group work, experiential learning

Differentiated instruction:

- Use the secondary lesson for planning a school or community-wide potluck but have a teacher or parent volunteer lead each team to help guide and mentor students.

Course connections: Health and Physical Education

Estimated time: In class, 60 minutes

Steps:

1. Begin the class by asking students to summarize or share what they have learned about food so far, the skills they have discovered and practiced, and the stories of successes and mishaps they have had since beginning the Home Cook Heroes program. After students have had the opportunity to share their experiences, tell them that they will be using their new knowledge and skills by organizing and holding a potluck event.
2. Begin planning by asking the class to brainstorm a list of the different roles and responsibilities required to hold a potluck. If students have trouble, tell them to think of all the steps taken when their family has dinner (e.g. meal planning, food prep, cooking, set up, serving, clean up, etc.). Write their suggestions on the front board.
3. Tell students that they will be signing up for some of these roles and responsibilities later, but first they will think of a menu (e.g. spaghetti dinner) or theme (e.g. Taco Tuesday) for a menu. Divide the class into groups of four. Direct groups to select one note-taker to record ideas and one presenter to share the ideas recorded on the worksheet with the rest of the class. Provide students with 10 to 15 minutes to create their menu ideas. Instruct students to keep the following considerations in mind:
 - How easy is the meal to make for a large group?
 - Does the menu consist of food that is widely popular?
 - Are there any food allergies or dietary needs or restrictions in the class to prepare for?
 - How many food groups are covered?
 - Does anyone have experience preparing this type of menu or parts of it?
 - Can the food be stored easily until it is mealtime? (What can easily be made ahead of time?)
 - Keeping the menu simple without too many options is easier to prepare and plan for.
4. Once all of the groups are ready, have students present their proposals to the class. Then hold a class vote to select one menu or theme to put into action.
5. Now that the menu has been selected, either continue with the class or take a break and calculate total meal portions separately from student input. The calculations that need to be made include:

How much will I be eating? Or How much will I need?	
Number of main portions (meat)	
Number of main portions (veg.)	
Number of side 1 portions	
Number of side 2 portions	
Number of side 3 portions	
Number of dessert portions	
Supplies (plates, cutlery, napkins, etc.)	
6. Return to the list of roles and responsibilities. Assign the roles based on strengths or have students self-identify their strong points and assign their own roles. Balance the roles to ensure everyone is either preparing something ahead of time or helping during the potluck or doing both. Set a date for the potluck. Have students record their role and what they will need to prepare and bring on **blackline master 13**. Instruct students to take this home and review it with their parents to ensure everyone is able to complete their assignment for the day of the potluck. If there are any issues or concerns, ask parents to raise them prior to the event so a solution can be found.

7. Leading up to and on the day before the potluck, remind students of any responsibility. Review safe food preparation skills. Ask them to share tips and tricks they have learned from their experiences in the kitchen (e.g. getting help from an adult when working on and around the stove/oven, washing fruits and vegetables before cutting, peeling or eating them, paying close attention or having adult supervision when using a sharp knife, etc.) Ensure students know to wash their hands before and during food preparation.

For more information on food skills and safety tips check out Jamie's Home Cooking Skills website at jamieshomecookingskills.com/fact-sheets.php.

8. On the day of the potluck ensure all the food is stored safely until the meal is ready to be shared. Have students set up the classroom or reserved space, set up and serve the food and allow students to enjoy the fellowship of eating together.
9. After the potluck, hold a conversation with students to allow them to share what they learned about food and meal preparation. Use the following questions as conversation starters:
- How do you feel the potluck went?
 - What was your favourite part?
 - What would you do differently next time?
 - Is there another role you would like to try out next time?
 - Did you follow a recipe for the dish you prepared?
 - If yes, did you strictly follow that recipe or did you improvise any missing ingredients or add any personal touches?
 - Had you prepared this dish before?
 - If you could prepare this recipe again, would you make any changes? What would you change?
 - What is the most important/exciting thing you learned from the Home Cook Heroes lessons?

Let us know what you think. We are always working to make our educational resources better for teachers and students. Answer the short survey and help shape the educational content we offer.

Home Cook Heroes:

www.surveygizmo.com/s3/2492283/HCH

Are your students now Home Cook Heroes? Make it official by downloading the completion certificates and enter into the draw for a \$100 Sobeys gift certificate. Go to <https://goo.gl/xM18VF>.

For younger students:

Have students plan a potluck where each student will bring in a healthy food from home. Create a class list of foods that are being brought in so that each student brings in something different. There are many responsibilities that come with holding a potluck (e.g., setting up the classroom, putting food on designated table, serving food, etc.). Have students decide who is going to be responsible for each role on the day of the potluck. After the potluck is over, have students reflect on this experience by drawing a picture of their favourite part of the day.

LESSON 8: SHARE YOUR SKILLS



Purpose: Students will deepen their appreciation for food by researching, developing and sharing cooking skills through the creation of multimedia presentations including blogs, vlogs and more.

Instructional method(s): Storyboards, class discussion, research, group work, multimedia presentations

Differentiated instruction:

- Depending on the level, interests of students and resources available, the shareable presentations may be completed as a hand-drawn storyboard; PowerPoint, Sway, Word photo and written how-to; traditional how-to video or time-lapsed video
- Have voice recorders available for auditory learners to use to take notes during the research stage.
- Images and video may be recorded in class or at home.

Course connections: Language, Health and Physical Education

Special materials if necessary: computers, camera(s), voice recorders

Estimated time: 120 minutes

Steps:

1. Begin the lesson by asking students if they have ever heard of the term "foodie." If so, ask students to help create a definition by providing what they think a foodie is and does. Write suggestions on the front board to give students a picture of what a foodie encapsulates.
2. Tell students that at its most basic sense, a foodie is a person who has a particular interest in food. In practice, a foodie may be someone who enjoys eating at new restaurants; trying decadent or specialty foods; takes photos of food and posts them to their social networks, enjoys cooking and trying new recipes; has a food blog where they discuss their adventures in food and the culinary world; travels to try new and authentic foods of many countries, cultures and regions, etc. Being a foodie is having an appreciation and interest in food and food culture. Ask students to think of terms that may relate to foodie, such as gourmet.
3. An important part of truly appreciating something like food, is having an understanding of the skills that are necessary to prepare it, knowing the process, where food comes from and how it is enjoyed. Students have been developing skills, interests, understanding and the culture of food appreciation throughout the Home Cook Heroes lesson package. In this

lesson, students will have the opportunity to research, develop and share food-related skills through instructional multimedia presentations to help them gain a deeper appreciation for food while increasing knowledge and skills.

4. Divide the class into groups of three to four students.
5. Show students a few examples of food blogs and instructional videos that are popular on media sharing sites. Here are a few examples:

Time-lapsed video

- Curly fries from Buzzfeed
www.lovefoodhatewaste.ca
- Smoothies three ways from Sobeys
<https://youtu.be/pxsPeE6jdIA>
- Caprese Chicken from Delish
<http://www.delish.com/cooking/videos/a47174/caprese-chicken/>

Traditional how-to video

- Hummus from Cook with Amber
https://www.youtube.com/watch?v=szQnlffENO8&index=8&list=PL-70HH_QYaUU7_Oftlw_vs3tx2ZXkQoEY
- Omelette from Martha Stewart
<http://www.marthastewart.com/1134921/best-anytime-omelets-breakfast-lunch-or-dinner/@playlist/899927/edf-sarah>
- Roast potatoes from Jamie Oliver
https://www.youtube.com/watch?v=Pvb1Pt_ZVbU

Photos and instructions

- Chicken Noodle Soup from Smitten Kitchen
<http://smittenkitchen.com/blog/2015/01/my-ultimate-chicken-noodle-soup/>
- Yellow Dal from Smitten Kitchen
<http://smittenkitchen.com/blog/2007/06/and-then-i-moved-into-the-refrigerator/>
- Chocolate Pie Crust by Adrienne Blumthal
<http://www.marthastewart.com/1063341/super-simple-chocolate-pie-crust>

6. After showing some examples of presentation methods, ask students the following questions:
 - a. What did you like about each of the sharing methods (time-lapsed, traditional how-to, photo and written instruction) video?
 - b. What techniques are used to convey the story? What did you dislike about each of the sharing methods (time-lapsed, traditional how-to, photo and written instruction) video?
 - c. Which example do you find is the easiest to learn from?
 - d. What techniques are used to convey the story?

7. Introduce the activity. Tell students they will be creating their own skill presentation. Each group must complete the following:
 - a. Select a skill such as correctly chopping zucchini in three ways for three different purposes or how to properly measure wet, dry and oddly shaped ingredients, etc. (consider equipment, time and ingredients)
 - b. Select a sharing method (e.g., traditional how-to video, time-lapsed video, photos and written instructions, storyboard, etc.)
 - c. Select at least one skill used in the recipe that will be researched, practised/developed, executed and highlighted in the presentation
 - d. Demonstrate and include proper safe food handling skills in presentation (how to properly wash hands, how to properly clean and prepare relevant foods, how to prevent cross-contamination, etc)
 - e. A clear progression in steps in the shareable presentation from start to finish.
 - f. Share any relevant shopping/buying tips (e.g., how to pick a ripe cantaloupe or avocado, when to use frozen, fresh or canned ingredients, etc.)
8. Allow groups time to discuss ideas and complete preliminary research if necessary to select their skill and sharing method. Circulate and record the selections to avoid duplication.
9. Once groups have selected their skill they will need to break it down to find out what skills—including safe food handling, preparation, and cooking—are necessary to complete the recipe. After the skills have been identified students should take time to research different methods to develop and perform the skills. As students research they should take detailed notes on the steps of each skill. Remind groups that the best way to learn new skills is to break it up into small, manageable steps before putting it all together.
10. Students should also compile a list of tools and supplies they will need to complete the skill development. The list may be changed and adapted as students complete their research.
11. Depending on how the classroom is set up students may practise the skills in class or at home. To start, encourage students to be creative in finding ways to practise skills without using resources like water, food, knives, etc. For example, if students are learning how to slice and dice a vegetable, they may cut a practice knife out of an old cereal box and practise the motion used with proper cutting techniques.
12. Before using real equipment and food, review class safety and respect rules.
13. As groups finish their research, have them complete a storyboard to organize their how-to narrative. There should be a clear progression of steps that will allow anyone to view and understand how to complete the skill. Students should sketch out the visual they want to capture, and any necessary text. Remind students that while they need to be sure necessary steps are captured less is more. The recipe should be simple to limit the number of frames needed. Storyboards may be completed on single sheets of paper or on cards that can be rearranged until the correct progression of steps is found. Students may want to hand the storyboards in for teacher approval.
14. If recording is happening in-class. Set a date so students come prepared. Remind students, for each visual frame, set the stage and capture only the necessary steps as they are laid out in the storyboard. What is seen in the camera frame should be uncluttered and clear, using labels where necessary.
15. Allow students time to edit their presentations. Set a due date.
16. On the day the presentations are to be submitted, hold a sharing session to allow groups to share their presentations

Tips for creating how-to sharable presentations:

- To show the size of something in pictures, use props like a ruler or common objects like coins.
- Use cue cards with short and concise writing to add text to videos without sound or to emphasize a point.
- When taking photos, set the stage. What are the most important parts that need to be captured?

Extension: Share the presentations with the school community, on the school website and with us through your Educational Programming Coordinator or at weschools@we.org.

Teachers Note: If sharing beyond the classroom, ensure students are not pictured in the presentations unless parent permission has been issued for minors.

■ ADDITIONAL RESOURCES

In addition to the lesson plans, share these resources with your students:

- Food Revolution Day with Grover: www.youtube.com/watch?v=DZFzYV6Xqeg
- Jamie Oliver vs. Nuggets: www.youtube.com/watch?v=RKCYucvop1U
- All About Food: <http://allaboutfood.aitc.ca/>
- CBC News "Canadian definition of 'local' food greatly expanded": www.cbc.ca/news/canada/canadian-definition-of-local-food-greatly-expanded-1.1413237
- BBC Good Food. "A guide to cookery skills by age" <http://www.bbcgoodfood.com/howto/guide/guide-cookery-skills-age>
- Better Food For All www.betterfoodforall.sobeys.com
- Food Bloggers of Canada <http://www.foodbloggersofcanada.com/>
- Food Safety <http://healthycanadians.gc.ca/eating-nutrition/healthy-eating-saine-alimentation/safety-salubrite/index-eng.php>
- Jamie Oliver Cooking Skills <http://www.jamieshomecookingskills.com/>
- My Nana's Kitchen <https://mynanaskitchen.ca/>
- Sobeys recipes <http://www.sobeys.com/en/recipes/?f=903>
- The Ultimate Guide to the use of Blogs in Teaching <http://www.educatorstechnology.com/2012/06/ultimate-guide-to-use-of-blogs-in.html>

Are your students now Home Cook Heroes? Make it official by downloading the completion certificates and enter into the draw for a \$100 Sobeys gift certificate. Go to <https://goo.gl/xM18VF>.

■ Appendix 1

ASSESSMENT RUBRIC

This assessment rubric is based on Bloom's taxonomy, a multi-tiered model to classify cognitive levels of complexity to evaluate students' comprehension of issues and participation with the lessons.

	Level 1 50-59%	Level 2 60-69%	Level 3 70-79%	Level 4 80-100%
KNOWLEDGE AND COMPREHENSION	Demonstrates limited knowledge and understanding of the relationships among facts, ideas and concepts	Demonstrates some knowledge and understanding of the relationships among facts, ideas and concepts	Demonstrates considerable knowledge and understanding of the relationships among facts, ideas and concepts	Demonstrates thorough knowledge and understanding of the relationships among facts, ideas and concepts
APPLICATION AND ANALYSIS	Uses critical and creative thinking processes and develops examples with limited effectiveness	Uses critical and creative thinking processes and develops examples with some effectiveness	Uses critical and creative thinking processes and develops examples with considerable effectiveness	Uses critical and creative thinking processes and develops examples with a high degree of effectiveness
SYNTHESIS AND EVALUATION	Demonstrates knowledge and makes connections with limited effectiveness	Demonstrates knowledge and makes connections with some effectiveness	Demonstrates knowledge and makes connections with considerable effectiveness	Demonstrates knowledge and makes connections with a high degree of effectiveness
ORGANIZATION AND COMMUNICATION	Expresses and organizes information while using appropriate language for different audiences and purposes with limited effectiveness	Expresses and organizes information while using appropriate language for different audiences and purposes with some effectiveness	Expresses and organizes information while using appropriate language for different audiences and purposes with considerable effectiveness	Expresses and organizes information while using appropriate language for different audiences and purposes with a high degree of effectiveness

BLACKLINE MASTER 1

HEALTHY EATING PERSONALITY QUIZ

Are you so focused on changing the world that you often forget to make proper nutritional choices? Or are you a champion for sustainable farming and fresh organic produce? Take this quiz and find out how nutritiously conscious you are. Whether you are a regular health foodie or you tend towards the junk food aisle, this quiz will answer those questions and guide you to smarter choices.

1. **Monday morning comes far too early even for an eager world-changer like yourself. To get you up and going, you reach for:**
 - a. A quick piece of toast with peanut butter that's easy to run with to the bus.
 - b. Whole wheat pancakes with fresh strawberry and pineapple chutney, scrambled eggs and blended fruit and vegetable juice. Parents who love to cook are the best!
 - c. Your parent's wallet (with their permission of course) since you woke up too late to eat at home, but you'll grab a juice and doughnut on your way.
2. **Tuesday night study break! You're deep into your social studies homework but you need a pick-me-up before you finish it:**
 - a. Veggies and hummus. All that chewing gives oxygen to the brain.
 - b. Trail mix that is high in protein and healthy fats. You need brain food after all.
 - c. Gummy bears. You've been working hard; a sweet reward is what you need.
3. **You've reached the middle of the week and it's your turn to help prepare dinner for your family. What do you make?**
 - a. Short on time, you raid the pantry and grab whole grain pasta, prepared jarred tomato sauce (a healthy and delicious tomato base), a bag of frozen vegetables to jazz up the sauce and meatballs. It's a simple, classic and a delicious dinner with a salad.
 - b. That babysitting money from last weekend will come in handy for pizza delivery; no one said you had to actually cook.
 - c. You've been planning this dinner with your mom since your turn last Wednesday and you've got it all written out on the kitchen menu board: Omega-3 healthy poached salmon with lemon and dill steamed green beans, a feta, cucumber, tomato and black olive salad and a blend of ancient long-grained rice.
4. **It's been a long week of raising awareness about child labour issues around the world, but this Thursday you're free to eat lunch in the cafeteria. What do you eat?**
 - a. Poutine is where it's at! It's just too delicious to resist.
 - b. Salad with dressing will be a refreshing choice.
 - c. A multigrain sandwich with free-range turkey breast, organic alfalfa, tomatoes, peppers and local mustard accompanied by roasted golden butternut squash soup. Yum!
5. **It's a Friday night movie marathon with your best friends. Lots of snacks are a must, so that afternoon you pick up:**
 - a. Nacho chips with tomato-rich chili topped with cheese.
 - b. Fresh fruit platter! Dice it up and add some yogurt for dip and you have a perfect snack.
 - c. The classics: chips, brownies and lots of candy!
6. **On Saturday, you and your mom are at the mall looking for ethically sourced T-shirts and decide to get a bite to eat. Stopping at the food court you get:**
 - a. A juicy patty from the burger stand; and yes, of course you want fries with that!
 - b. A real fruit smoothie. Not only is it refreshing, it makes it easy to power shop! You still have one hand free to swipe your debit card.
 - c. Veggie pizza or veggie stir-fry. It may not be the best thing for you but at least it's got vegetables right?
7. **Sunday you go out to brunch with your entire family: eight cousins, aunts, uncles and grandparents. You like to keep with tradition so you order what you get every week:**
 - a. Eggs Benedict; it's a bit rich but you've hit all of the food groups.
 - b. Egg-white omelette with white cheddar, asparagus, mixed peppers and a side of rye toast.
 - c. The buffet is always a solid choice. You can fill your plate with sausage, bacon, ham, and then grab a bowl of chocolate cereal to even it all out; you would never find that on the menu.

BLACKLINE MASTER 1

HEALTHY EATING PERSONALITY QUIZ

SCORING:

- 1) a. 2 b. 3 c. 1
- 2) a. 3 b. 2 c. 1
- 3) a. 2 b. 1 c. 3
- 4) a. 1 b. 2 c. 3
- 5) a. 2 b. 3 c. 1
- 6) a. 1 b. 3 c. 2
- 7) a. 2 b. 3 c. 1

IF YOU SCORED:

- 7-10:** You might be too focused on changing the world to take care of yourself, but you must maintain your health or you will crash. Check out the nutritional guide for help. While your food choices may be delicious and comforting, they are not doing you any favours in the long term. Sugar highs will not get you through the day and unhealthy fats will weigh you down. Be conscious of your choices. Only you can make the changes that will set you up for success. Remember, moderation is important. Some of your choices aren't so bad, but mix them up with fruits and vegetables, whole grains, low fat dairy and don't forget about protein which is good for your brain. Smart food choices will improve your health, just as your choices and actions can change the world.
- 11-16:** Making good decisions is important to you but sometimes life gets too busy and you relax your standards. When this happens, don't be afraid to incorporate prepared foods that are convenient, just ensure they are healthy choices. Keep a few of your favourite smart options in the pantry. Your food choices are respectable but there is some room for improvement too. You aren't too focused on your work to know that a healthy diet is important, but maybe you like to indulge your sweet tooth a little too often. Keep those choices healthy and you'll feel better about it in the end. Moderation is important so you aren't too far from the nutritious life. Add in a few more fruits and vegetables and you might find some new favourite comfort foods that give you more energy for those marathon study sessions at the library. Don't worry, with a little more knowledge, focus and commitment, you'll be a healthy world-changer in no time!
- 17+:** Look at you go! You know that the key to a sustainable life starts with healthy food and lifestyle choices. Friends know you will be stocking up on the week's whole grains and garden fresh produce at the local farmer's market on Saturday mornings. Your pantry is packed with healthy prepared foods that work as a great base for your fantastic creations. Keep up the good choices and don't forget to pass around your homemade trail mix at your next volunteering club meeting to get your friends interested in eating healthy just like you.

BLACKLINE MASTER 2

THE FOOD I EAT JOURNAL

Date: _____

Breakfast: _____

Lunch: _____

Dinner: _____

Snacks: _____

TOTAL DAILY SERVINGS			
VEGETABLES AND FRUIT	GRAIN PRODUCTS	MILK AND ALTERNATIVES	MEAT AND ALTERNATIVES



BLACKLINE MASTER 3

HOW TO EAT AN APPLE





BLACKLINE MASTER 4

SUGAR CONTENT COUNT



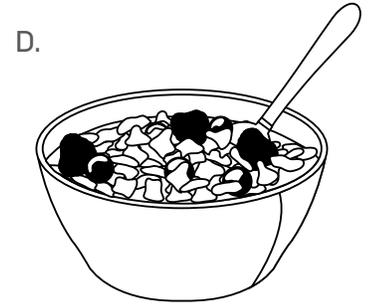
Hazelnut Spread



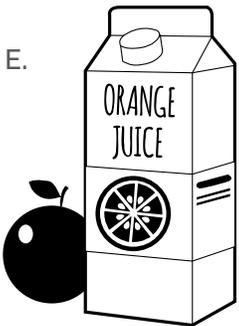
Chocolate Cake



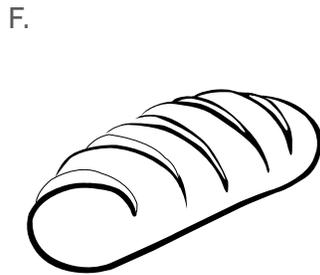
Salsa (prepared)



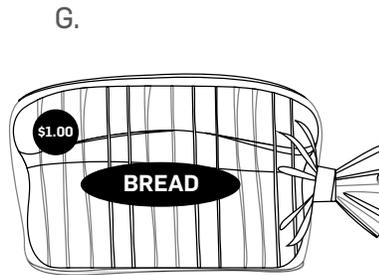
Cereal



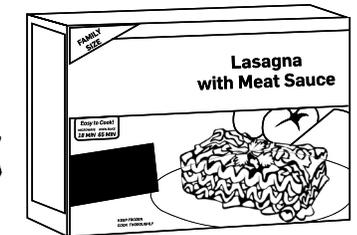
Orange Juice



White Loaf



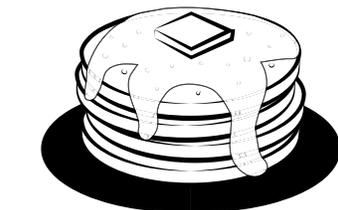
Store Bought Bread



Frozen Lasagna



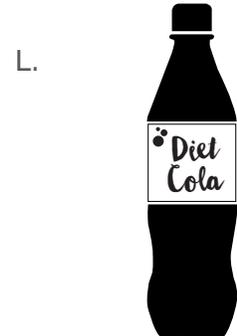
Coconut Milk



Pancakes



Maple Syrup



Diet Cola

Lowest  Highest

BLACKLINE MASTER 5

A CHILD'S DAILY SUGAR CONSUMPTION AND RECOMMENDED INTAKE

Estimated added sugar intake in Canada

Age	Daily Amount in Teaspoons
4-8	10.5
9-13	13.5
14-18	17.0

World Health Organization recommended daily sugar intake

Age	Daily Amount in Teaspoons
4-8	8
9-13	10.5
14-18	13

Source: Alberta Health Services

BLACKLINE MASTER 6

TYPES OF SUGAR

Glucose	Comes from raw sugar cane or sugar beet
Dextrose	Simple sugar found in table sugar
Fructose	Simple sugar found in honey
Molasses	Byproduct of processed sugar
Honey	Type of sugar made from bees using the nectar from flowers
Syrup	Made from sugar plants (maple, agave, corn)

ALTERNATIVE SWEETENERS

Acesulfate Potassium	Alternative sweeteners are synthetic sugar substitutes, but may be derived from naturally occurring substances, including herbs or sugar itself. Alternative sweeteners are also known as intense sweeteners because they are many times sweeter than regular sugar.
Aspartame (Equal)	
Saccharin (Sweet 'N Low)	
Sucralose (Splenda)	

BLACKLINE MASTER 7

FOOD LABEL TEMPLATE

Nutrition Facts	
Serving Size	
Servings Per Container	

Amount Per Serving	
Calories	Calories from Fat

	% Daily Value*
Total Fat	

Saturated Fat	

Trans Fat	

Cholesterol	

Sodium	

Total Carbohydrate	

Dietary Fiber	

Sugars	

Protein	

Vitamin	

*Percent Daily Values are based on a 2,000 calorie diet.	

BLACKLINE MASTER 8

FOOD SWAP			
The Food I Eat	Nutrition Grade	What I Will Eat Next Time	Why Swap?

A COLLABORATION OF



BLACKLINE MASTER 9

FOOD BANK DONATIONS		
GOOD	BETTER	BEST

A COLLABORATION OF



BLACKLINE MASTER 10

GROCERY STORE SCAVENGER HUNT

1. Find the seasonal produce. What is it? How do you know it is seasonal? Where was it grown?

2. What fresh fruit or vegetable was grown the furthest from where you live? Where was it grown? How do you think it got to your grocery store shelf?

3. List the many ways in which corn is sold. [Answer for teachers: frozen, fresh, canned, dried (cornmeal), popped, oil, etc.]

4. What product or type of food does the grocery store devote the most amount of room (shelf/floor space) to and the least amount of room to? Why do you think this is the case?

5. What is your favourite part of the grocery store? Explain why it is your favourite.

6. When shopping for food bank donations, which parts of the store do you think most people visit? How will this change for you now that you know more about the nutritional value of food bank diets?

7. Where will you spend more time shopping for food for your meals?

8. Sketch out the layout of the store. Label where you can find the following: produce, non-perishables, frozen foods, dairy, meat, bread, etc.



BLACKLINE MASTER 11

SANDWICH MAKER MENU

Plan your sandwich shop combo.

Choice of one bread:

- Sliced whole wheat/whole grain/rye bread
- Pita
- Bagel
- Baguette
- Naan
- Other: _____

Choice of one spread:

- Hummus
- Tzatziki mustard
- Mayo
- Pesto
- Butter
- Other: _____

Choice of one protein:

- Chicken
- Ham
- Turkey
- Eggs
- Canned fish
- Tofu
- Cheese
- Other: _____

Choice of two veggies or fruits:

- Lettuce
- Cucumber
- Apple
- Green peppers
- Pickles
- Banana
- Other: _____

Side options:

- Raisins
- Salad
- Fruit salad
- Soup
- Other: _____

Write out your order

Monday:

-
-
-
-
-
-

Tuesday:

-
-
-
-
-
-

Wednesday:

-
-
-
-
-
-

Thursday:

-
-
-
-
-
-

Friday:

-
-
-
-
-
-

BLACKLINE MASTER 12

RECIPE MAKER

Name of dish: _____

Whose kitchen is this from?

(Is it one of your creations? A recipe passed down from a great, great uncle? Your grandma? Your dad? Your favourite restaurant?)

Ingredients:

-
-
-
-
-
-
-
-
-
-
-

Steps (Include instructions on how to prepare the dish. Key terms may include: wash, chop, heat, cook, serve, etc.):

Suggestions on serving (e.g., serve with salad or usually served at midnight during weddings, etc.)

EXAMPLE FAMILY RECIPES

Grandma Chapman's Potato Salad

It was always a special occasion when Grandma Chapman's potato salad would adorn the table. Throughout the year, our large family would squeeze in around the dining room table and enjoy a special meal. The potato salad would accompany our Thanksgiving, Christmas and Easter meals, though sometimes it would pop up and join a humble roast beef dinner.

Serves: 4

Approximate time: 30 minutes

Ingredients for the crust and topping:

- 1 ¼ lb. baby or fingerling potatoes (or Yukon gold potatoes chopped into bite-sized pieces)
- 2 slices bacon
- ½ bunch of fresh flat-leaf parsley, trim and remove stems
- ½ bunch of fresh mint, trim and remove stems
- 2 tbsp. plain yogurt
- Salt and pepper
- The zest and juice of 1 lemon
- 2 tbsp. extra virgin olive oil

Steps:

1. In a medium saucepan, cover the potatoes in salted water allowing for about one inch of water on top of the potatoes. Bring to a boil and cook for 12-15 minutes, or until the potatoes are soft when pierced with a fork, but still hold their shape.
2. Meanwhile, fry the bacon in a small frying pan over medium heat until they are golden and crispy on both sides. Put the bacon on a paper towel once cooked.
3. Drain the potatoes, then return to the pan allowing them to steam-dry.
4. In a medium to large serving bowl, mix yogurt, parsley and mint leaves with a good pinch of salt and pepper. Add the lemon zest and juice, then add the extra virgin olive oil.
5. Lightly crush the potatoes with the back of a spoon or fork. Do not mash. Toss the potatoes in the dressing. Break the bacon on top and serve.

Dad's Chicken Noodle Soup

Being sick is no fun at all, but what always makes it better is Dad's homemade chicken noodle soup. It's not exactly the chicken, carrots, noodles and broth you'd expect, instead it's those ingredients and more. A bowl full of protein and vitamins from extra veggies. Its warmth is just what you need to soothe a cold or for dinner after a day spent playing in the snow.

Serves: 4

Approximate time: 30 minutes

Ingredients:

- 1 cup bean sprouts
- 2 tbsp. sesame oil
- 2 tbsp. low sodium soya sauce
- 4 green onions, sliced crossways (optional)
- 2 eggs, hard boiled and quartered
- 4 chicken thighs or 2 chicken breasts, cooked, skinned, deboned and sliced
- 1 cup broccoli, cut into 2.5 (1 inch) pieces
- 1 red, yellow or orange pepper, thinly sliced
- 1 medium carrot, thinly sliced crossways into rounds
- 200 grams ramen or rice noodles
- 6 cups homemade or low sodium chicken stock

Steps:

1. In a large saucepan, bring water to a boil and cook the noodles to the package instructions. Cook the noodles until they are al dente (soft, but with a bit of crunch still left).
2. In another large saucepan, heat the chicken stock. Add the broccoli, pepper and carrot when it has reached a simmer. Cook the vegetables until they are tender, but still a little crisp.
3. Arrange the cooked pasta into four large bowls. Arrange chicken pieces, egg slices and green onions on top. Ladle the hot broth and vegetables into bowls. Divide soy sauce, sesame oil and bean sprouts on the tops.

EXAMPLE FAMILY RECIPES

Great-Grandma's Blueberry Grunt

From the beginning of blueberry season and well into the winter, our family enjoys my great-grandma's blueberry grunt. With fourteen children to feed dessert was always an extra special treat. That's why blueberry season was so highly anticipated.

Canada is the largest producer of low-bush blueberries which are largely grown in its eastern provinces and signifies the wealth it has to offer the world. This versatile cake can be made any time of the day, whether it's enjoyed as an early breakfast, with afternoon tea or as a bedtime snack, it's sure to become a family favourite.

Serves: 8

Approximate time: 45 minutes

Special materials: Citrus zester or fine grater

Ingredients:

- 6 cups fresh or frozen wild blueberries
- ¾ cup sugar plus 1 tbsp, divided
- 1 tbsp finely grated lemon zest
- 1 tbsp lemon juice
- ½ tsp ground nutmeg
- ½ tsp ground cinnamon
- 2 cups all-purpose flour
- 1 tbsp baking powder
- ½ tsp salt
- 2 tbsp cold unsalted butter
- 1 cup milk
- Vanilla ice cream or yogurt for serving (optional)

Steps:

1. Preheat the oven to 400 degrees Fahrenheit. In a large saucepan, combine blueberries, ¾ cup sugar, lemon zest, lemon juice, nutmeg and cinnamon. Bring to a boil, reduce the heat and allow it to simmer for 5 minutes. Place in an 8 cup (2 L) baking dish.
2. Meanwhile, in a medium sized bowl, combine flour, baking powder, 1 tbsp sugar and salt. Cut in cold butter with a pastry blender or two forks or rub the butter and flour mixture together with your hands until the mixture resembles coarse oatmeal. Stir in just enough milk, about 1 cup, to make a soft dough. Be careful not to over mix.
3. Divide dough into 8 equal portions and place them, evenly spaced, on blueberry mixture. Bake until biscuits are firm (gently press the back of a spoon into one biscuit and feel how it pushes back) and no longer doughy and blueberries have thickened slightly, about 20 to 25 minutes.
4. Let cool slightly before serving. To serve, place a biscuit in each serving dish. Spoon blueberries on top of the biscuit. Top with a scoop of ice cream or yogurt.

BLACKLINE MASTER 13

ROLES AND RESPONSIBILITIES

Roles	Responsibilities