

LEADER'S HANDBOOK



**simcoe
muskoka**
DISTRICT HEALTH UNIT

You're the Chef (YTC) Leader's Handbook

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WELCOME TO YOU'RE THE CHEF



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Welcome to You're the Chef (YTC)!

What is YTC?

YTC is a food literacy program designed to help develop the skills and confidence necessary for youth to prepare nutritious and tasty recipes emphasizing vegetables and fruit.

YTC is based on recommendations from Canada's Food Guide and aims to encourage lifelong healthy eating habits in youth.

How YTC works

You're the Chef is a train-the-trainer program. Interested individuals are invited to attend a leader training session led by health professionals from the Simcoe Muskoka District Health Unit (SMDHU). Trained YTC leaders will receive the necessary tools to run a full YTC program in their school.

Learning objectives

Upon completion of a full YTC program youth participants will be able to:

1. Demonstrate knowledge of wholesome ingredients used in the YTC recipes.
2. Practice and demonstrate knowledge of food preparation skills.
3. Practice safe food handling and basic kitchen skills.
4. Prepare a number of YTC recipes.

A note about food allergies

YTC recipes do not include nuts, however a variety of other ingredients are used. YTC Leaders should consult with school administrators and follow school board policy and procedures related to allergens in the school environment.

Welcome to You're the Chef (YTC)!

What is needed for YTC to run in your school?

1. A room with the following:
 - Tables/desks/counters that can be used as cooking surfaces
 - Two sinks (one for hand washing and one for food preparation).
2. Four to six dates/times when the room and participants are available for 60-90 minutes.
3. Interested participants aged 10 years and up. There should be enough trained leaders and volunteers to support participants in small groups of 4-6 to allow hands on experience.
4. Signed registration forms from parents/guardians.
5. Access to cooking equipment (see list).
6. Funds for recipe ingredients (approximately \$30-\$60 per week).
7. Access to printer and photocopier for recipes and participant handbook.
8. A cooler for transporting and storing frozen/refrigerated items.
9. A plan for handling possible injuries (e.g. burn, cut).

YTC can run economically. Many pieces of equipment (e.g. measuring cups, spoons, spatulas, etc.) can be purchased at dollar stores and more expensive pieces (e.g. electric skillet) can be borrowed, donated or purchased second hand.

YTC Equipment List

The following list includes equipment used in all YTC recipes. The number of each item ranges depending on the number of participants. The more equipment that is available will allow participants more hands on experience and more efficiency in preparing the recipes.

Number	Item	Number	Item
1-2	Blender	1	Paper towels (package)
1-2	Can opener	4-8	Paring knives
1-2	Colander	1-2	Pizza cutter
1-2	Electric skillet	1-2	Potato masher
1-2	Fine mesh strainer	1	Probe thermometer
4-8	Cutting boards	1-2	Serving fork
4-8	Chef knives	1-2	Serving spoon
1-2	Dry measuring cup sets	1-2	Serving platter
1-2	Graters	1-2	Spatula / flipper
1-2	Ladle	2-4	Spreading knives
2-4	Large mixing bowls	2-4	Small mixing bowls
1	Large-sized (4L) pot/saucepan with lid	1-2	Vegetable peeler
1-2	Liquid measuring cup (250ml)	1	Vegetable scrub brush
1-2	Liquid measuring cup (500ml)	1-2	Wooden spoon
1-2	Measuring spoon set	1-2	Wire whisk
2-4	Medium mixing bowls	Disposable plates, bowls and utensils (optional)	

Cost of equipment will range depending on retail price and store location. It will also depend on how many items can be borrowed, or might already be available in the cooking venue. It may cost up to \$350 to purchase all equipment for all recipes at regular retail price.



L E A D I N G Y T C



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Planning Your YTC Program

As a YTC leader there are many things to organize. Please see below for what needs to be done before, during and after YTC classes.

Getting ready to run YTC

Activity	Completed
Attend YTC Leder Training offered by Simcoe Muskoka District Health Unit.	<input type="checkbox"/>
Make arrangements to run YTC at your school or agency. <ul style="list-style-type: none">Secure funds to purchase recipe ingredients. Refer to funding sources information below if needed.Ensure access to all equipment. See equipment list.Ensure that the space and program requirements are met.Check electrical outlets to ensure they are functioning.	<input type="checkbox"/>
Inform your SMDHU Public Health Nurse or Dietitian of your training dates.	<input type="checkbox"/>
Determine how you will promote the program at your school and start promoting the to students and families.	<input type="checkbox"/>
Prepare registration forms for parents to sign. See sample parent registration form .	<input type="checkbox"/>
Arrange for each participant to receive a copy of the participant handbook and YTC Recipes .	<input type="checkbox"/>

Before each YTC class

Activity	Completed
Read the YTC Leaders Manual to prepare for the session.	<input type="checkbox"/>
Choose the recipe(s) that will be prepared. Make note of the skills involved in the recipes.	<input type="checkbox"/>
Learn and practice the demonstrations and skills in order to guide the participants in learning them.	
Decide if you will include any program activities .	<input type="checkbox"/>
Review the tips for leaders.	<input type="checkbox"/>
Make a list of supplies you will need and collect/purchase them.	<input type="checkbox"/>

During each YTC class

Activity	Completed
Use a cooler to transport frozen and refrigerated items.	<input type="checkbox"/>
Prepare the room for cooking: <ul style="list-style-type: none"> • Arrange tables, chairs and other items to allow for a safe cooking area. • Clean and sanitize surfaces (refer to food safety guidelines). • Set up cooking stations with necessary equipment. 	<input type="checkbox"/>
Welcome participants and have them place their belongings away from cooking stations. Have them pull their hair back and wash their hands .	<input type="checkbox"/>
Ask for volunteers to review food safety , kitchen safety and handwashing guidelines .	<input type="checkbox"/>
Introduce the recipe(s) and discuss the cooking skills needed for the recipe. Encourage active learning of the skills.	<input type="checkbox"/>
Divide participants into cooking groups (4-6 people per group). Ask for volunteers to read the recipe(s) aloud and have them begin to prepare the recipe.	<input type="checkbox"/>
Provide guidance and encouragement during recipe preparation.	<input type="checkbox"/>
Have everyone sit together to discuss the recipe and their experience preparing it.	<input type="checkbox"/>
Allow participants to sample the recipe(s) if they choose to.	<input type="checkbox"/>
Initiate a discussion that focuses on the positive aspects of preparing and tasting (optional) of the recipe(s) (see discussion questions below).	<input type="checkbox"/>

At the last YTC class

Activity	Completed
Complete and handout Certificates of Completion for each participant.	<input type="checkbox"/>
Complete the leader survey and send to the SMDHU contact.	<input type="checkbox"/>

After each YTC class

Activity	Completed
Pack up extra recipe ingredients that can be used in future YTC sessions and store them appropriately (as arranged with school).	<input type="checkbox"/>
Pack up leftovers and put them in the refrigerator as soon as possible. Leftovers should be used by registered participants in the YTC program only. They should not be served to other programs within the school or donated to charitable organizations.	<input type="checkbox"/>
Pack up cooking equipment and run through the dishwasher (as arranged with school) or wash them by hand following appropriate cleaning method.	<input type="checkbox"/>
Store clean equipment for the next session.	<input type="checkbox"/>



Tips for leaders

Setting the stage for participants to learn to cook

Most people learn best by doing, so whenever possible allow participants to try a task on their own. Keep in mind that younger children will need to be supervised when they are using knives and sharp kitchen utensils (e.g. graters, peelers and blenders). Arrange for additional volunteers to assist with cooking sessions depending on the age and number of participants registered. Review safety tips as well as the importance of hand washing and cleanliness at each cooking class.

Many participants may not know the name of different utensils, cooking terms and appliances used in the kitchen. It is important to begin each class with a review of the terms and supplies that will be used.

Building youth assets

If your program involves children and youth, you can help create opportunities to develop assets that will help them grow up to be healthy, caring and responsible individuals.¹ You can do this by:

- Learning their names and greeting them by name at each session.
- Taking time to talk and get to know them.
- Expecting youth to behave responsibly. Let them know what is expected of them during YTC classes, including rules and consequences.
- Encouraging everyone to be respectful of one another.
- Choosing to see youth for their assets and not their limitations.
- Giving feedback along with encouragement.

YTC offers a unique opportunity for adults to role model healthy attitudes and behaviours to youth. By using the suggestions above you are more likely to find your experience as a YTC leader more enjoyable and more rewarding.

Dividing youth into groups

YTC recipes have a varied number of skills and steps. It is best to begin with the easier recipes and then move to the more challenging recipes as participants learn and practice more of the required skills.

In order for all participants to be involved in preparing the recipes, it is best to work in small groups of 4-6. If you have a large group (more than 16), then you will need additional volunteers to assist. Encourage everyone to take turns doing each task.

Sampling the recipes

Once the recipe(s) are prepared, the group will sit together to discuss them and eat a sample (if desired). During this discussion time, participants will likely talk about what they like and do not like about the recipes. Many participants will be trying a certain food or ingredient for the first time. It is important not to pressure anyone to try something if they do not want to. Individuals often need to be exposed to a food a number of times before they are willing to taste it and they are more likely to want to try a food if they feel no pressure. Focus on the positive aspects of the experience, such as cooking or using new ingredients. Some leaders might believe that a 'one bite rule' is helpful. They feel that if the participant has 'one bite' of a new food, they will realize that it is tasty and want to eat more. This is opposite to what research says and it is not recommended in YTC programs.

¹Search Institute® (2012). Developmental Assets. <http://www.search-institute.org/assets>.



Tips for leaders

Talking about food and nutrition

An important part of YTC is the focus on food and nutrition, which is why YTC recipes emphasize vegetables and fruit and wholesome, minimally processed ingredients. You do not need to be an expert in nutrition to lead a discussion about food. Be sure to keep the discussion focused on aspects of cooking as well as using wholesome, minimally processed ingredients to help encourage participants to be open to trying new foods (even foods you may not like). Refer to the discussion questions below to help you.

Hand out copies of Canada's Food Guide (available from Health Canada website) and/or refer youth to <https://food-guide.canada.ca> for more specific information. If participants ask questions related to nutrition, weight, dieting, calories, etc. refer them to their healthcare provider.

An important part of YTC is the focus on food and nutrition. All YTC recipes emphasize vegetables and fruit. The recipes have higher levels of nutrients important for good health (e.g. fibre, vitamins and minerals) and lower amounts of nutrients to limit (e.g. saturated fat, total fat, sugar and sodium).

Curriculum Connections

Cooking with students is not only fun, but it can help reinforce what is taught in the school curriculum. Here are some ways to link YTC cooking lessons with the Ontario curriculum.

Math	<ul style="list-style-type: none">• Learn about fractions using different measuring cups and spoons for dry and wet ingredients.• Explore student taste or meal preferences and display results on different types of charts and graphs.• Calculate fractions by measuring ingredients and calculate modifications to the recipe (e.g., how to double a recipe).• Reading a nutrition facts table and % daily values.
Language	<ul style="list-style-type: none">• Review recipe instructions as an example of procedural text.• Learn new vocabulary related to food preparation.
Art	<ul style="list-style-type: none">• Make a photo collage of the recipes prepared during the program.• Make a step-by-step video of students preparing a recipe from start to finish.
Science	<ul style="list-style-type: none">• Learn about how to keep food safe and proper handwashing.• Learn about states of matter using water as an example (e.g., boiling, freezing).

Be creative

Depending on how your school has chosen to offer the YTC program, you may want to enhance the learning and enjoyment of YTC by including a complementary activity. Refer to YTC program activities section for more ideas.

Involving parents

Parents and guardians may be interested in learning more about the YTC program. Make opportunities to communicate with parents and guardians when possible to inform them about the program content, reassure them about safety guidelines and principles and raise their awareness about the importance of developing food literacy in youth aged 10 and up. Encourage parents to allow their child to help in the kitchen at home with food and meal preparations.

Tips for leaders

YTC at your school

You're the Chef is an adaptable program intended for students aged 10 and up. YTC can be included as part of an overall school improvement plan. It can be incorporated into both elementary and secondary levels. Always discuss your plans for the YTC with your school administrator prior to implementing.

We encourage students to become actively involved! For this reason, include students when selecting recipes. This is a great way for students to be adventurous and experience new foods in a safe environment, so encourage trying a diverse range of foods.

When recruiting volunteers, consider having students that have experienced the program as peer leaders. They can provide hands-on help and while building leadership skills. Connect with the local high school for students looking for experiences and opportunities for volunteer hours. Four weekly sessions at minimum are recommended so that students have an opportunity to practice skills they have learned.

Funding sources

The cost of implementing an YTC program can vary depending on the number of cooking sessions offered, the number of participants, the available equipment and the recipes selected. On average you can expect to spend a minimum of \$30 for four participants and up to \$60 for 16 participants to prepare weekly recipes. The price range is dependent on the number of groups preparing recipes, and which recipes are being prepared each week. Families might be willing to lend cooking equipment to offset program costs.

BrightBites

Running the You're the Chef program is a great way to introduce food skills and food literacy to students in your school. Check out www.BrightBites.ca for more ideas on how to create a healthy school nutrition environment by making bite sized changes throughout the school environment.



Demonstrations

Hand washing

This activity will show participants how easy it is to pass germs to one another and how dirt and germs can be left on hands if they are not washed properly. Refer to the Food Skills Videos section on the [SMDHU YTC website \(smdhu.org/ytctools\)](http://smdhu.org/ytctools) for a video on hand washing.

Materials

- Vegetable oil
- Cinnamon (or other coloured spice)
- Sink
- Liquid hand soap.

Instructions

Pour a couple drops of vegetable oil onto everyone's hands. Have them rub their hands together to spread the oil around. The oil represents the natural oils on our hands. Select one participant from the group as a volunteer. On the volunteer's hands, add a few sprinkles of cinnamon. Have the volunteer rub their hands together and spread the cinnamon throughout their hands. Have all of the participants introduce themselves to each other and shake hands.

Explain that the cinnamon represents germs that stick to our hands. These germs can be passed on from person to person and can make us sick. If we touch food with these hands the germs would be on the food. Following the activity, ask the participants how easy it was to spread the germs? Imagine how many germs we touch every day.

To complete the activity, have participants wash their hands the way they usually do. Have the group look at each other's hands to see if they missed any of the cinnamon. It is common to miss the back of the hands, in between the fingers and around the finger nails when hand washing is not done properly.

Review and demonstrate the proper way to clean hands: (Refer to the SMDHU Handwashing Tip Sheet).

Step 1: Wet hands and wrists

Step 2: Use soap and scrub palms and back of hands

Step 3: Scrub in between and around fingers and thumbs

Step 4: Rinse thoroughly under running water

Step 5: Wipe and dry hands well with paper towel

Step 6: Turn off water using paper towel.

Discuss when it is important to wash our hands

These include:

- Before cooking
- Before eating
- After using the washroom
- After coughing or sneezing
- After blowing your nose
- After playing with pets
- After playing outside.



Demonstrations

Washing vegetables and fruits

This activity will show participants how to safely wash vegetables and fruits before cooking. Refer to the Food Skills Videos section on the [SMDHU YTC website \(smdhu.org/ytctools\)](http://smdhu.org/ytctools) for a video on washing vegetables.

Materials

- Paper towels or clean kitchen towels
- Produce brush
- Sink
- Leafy greens (such as a head of romaine lettuce)
- Vegetables and fruits with a rind (potato, melon, large carrot or an orange)
- Berries (1 small container of berries)
- Mushrooms (8 whole white mushrooms).

Instructions

Explain to participants why it is important to wash fresh vegetables and fruits before using them in a recipe or eating them. Vegetables and fruits may have germs on their surface. Washing them removes the germs and makes them safe for us to eat. It is important to wash all vegetables and fruits before we eat them, even if we are not eating the peel.

Washing leafy greens

Leafy greens include romaine lettuce and spinach. Remove the greens from the bag and place into a large colander. Run under cold tap water. Pat dry with paper towels or a clean kitchen towel. Greens are now ready to be chopped.

Washing vegetables and fruits with a rind/skin

Melons, potatoes, carrots and oranges all have a rind or skin. Although we may not eat the rind, it is important to wash the rind so that germs on the outside do not get inside when slicing through the vegetable or fruit. Run the food under cold tap water and scrub with a produce brush. Pat dry with paper towels or a clean kitchen towel. After demonstrating, have a few participants try washing the vegetables or fruits.

Rinsing berries

Berries should be rinsed right before they are eaten or they will spoil from being wet. Run under cold tap water and pat dry.

Cleaning mushrooms

Remove mushrooms from packaging and rinse under cool water. Pat dry with a paper towel or a clean kitchen towel. The dirt on the outside of mushrooms can also be easily wiped with a damp cloth or paper towel. After demonstrating, have a few participants try wiping the mushrooms with a damp cloth or damp paper towel. Avoid soaking mushrooms in water, as this can cause them to spoil quickly.

Demonstrations

Using a knife safely

Knife skills are an important part of kitchen safety. This activity will show participants how to use different knives properly. Leaders can show a video on [basic knife skills](#) to help explain the appropriate guidelines.

Materials

- Chef's knife
- Paring knife
- Serrated knife
- Cutting boards
- Cucumber
- One red, green, orange or yellow pepper
- White onion.

Instructions

Show the participants the chef's knife, paring knife and serrated knife. Show them the different edges and describe how each knife is used.

Chef's knife: This knife is the most popular and can be used to chop different foods. It has a smooth and rounded blade. Vegetables, fruits, herbs, meats and fish can be chopped using a chef's knife.

Paring knife: The paring knife can also be used to cut a variety of foods. It has a smaller, smooth blade. It is best for smaller work that requires precision. This may include peeling, coring and hulling vegetables or fruits.

Serrated knife: Notice the saw-like blade on the knife; this works best for cutting foods with a hard surface and soft interior, such as bread.

Begin a discussion about how to use knives safely

- It is important to be safe when using any type of knife. This includes walking safely while carrying a knife. Show participants how to do this by pointing the knife facing down. If someone needs to walk with a knife, they should say "knife coming through" in a loud voice.
- Always use a cutting board when using a knife and be sure that the cutting board is clean and dry. This helps keep the food from slipping while being cut.
- It is important to hold the knife safely. Holding the blade with your thumb and forefinger gives you the best control. When cutting, use the fingers on the other hand to create a "wall" for the knife. This can be done by bending the knuckles and tucking in the finger tips. This will keep your fingers out of the way of the knife blade. Demonstrate this grip using a chef's knife.
- When chopping, mincing and dicing keep the tip of the knife blade on the cutting board, or as close to the cutting board as possible.
- If you need to leave what you are doing before you are finished cutting, place the knife at the top of the cutting board, with the blade facing away from you.
- Knives should always be kept in a safe location. Place dirty knives beside the sink and wash them one at a time. Show participants where the dish washing sink is located. Never put knives in a sink full of water as you could cut yourself while reaching into the soapy water. Clean knives should be put in a sheath (knife cover) or wooden knife block.



Demonstrations

Cucumber slices

- Wash the cucumber under cold water and place it on a clean cutting board.
- Tell participants that you will demonstrate how to safely slice a cucumber using a chef's knife.
- Ask participants to identify the chef's knife. Ask them "What is the safest way to hold a knife?" Hold the blade with your thumb and forefinger for the best control. Demonstrate this grip again using the chef's knife.
- Begin to slice the cucumber into circles using the chef's knife. When cutting, use the fingers on the other hand to create a "wall" for the knife. This can be done by bending the knuckles and tucking in the finger tips. This will keep your fingers out of the way of the knife blade.
- Once most of the cucumber has been sliced, it will become unsteady. When this happens, place the cucumber on the flat side and continue slicing. Slicing on the flat side will keep the cucumber steady and safe to slice. Demonstrate this.

Pepper Slices

- Wash the pepper under cold water and place it on a clean cutting board.
- Tell participants that you will demonstrate how to slice a pepper using a chef's knife.
- To make the pepper steady and flat, cutoff the green stem. Stand the pepper upside down (stem side on the cutting board). The pepper will now be flat and safe to cut.
- Cut the pepper into large pieces, starting from the top of the pepper all the way down to the stem. You will now have three to four large pieces of pepper with the core and stems removed. Place the core and stems into the organics bag/bin.
- Begin to slice the pepper into large strips using the chef's knife or a paring knife. Slice the pepper with the skin side facing down, as this will make for an easier cut.

- When cutting, use the fingers on the other hand to create a "wall" for the knife. This can be done by bending the knuckles and tucking in the finger tips. This will keep your fingers out of the way of the knife blade.
- The pepper will be chopped, so do not be too concerned about the size of the pepper strips.

Chopped pepper

- Once the pepper has been cut into strips, gather into a pile on the cutting board.
- Tell participants that you will demonstrate how to chop the pepper.
- Rock the knife back and forth over the pepper strips to chop the peppers. As the pile spreads out, gather them back into a pile with the knife.
- The chopped pepper can be added to a recipe.

Finely chopped onion

- Wash the onion under cold water. Place it on a clean cutting board.
- Tell participants that you will demonstrate how to finely chop an onion using a chef's knife.
- Carefully slice the two ends (roots) off the onion. Remove the peel of the onion. Put the peelin the organics bag/bin.
- The onion will now sit flat on the cutting board. While the onion is standing flat on the cutting board, cut the onion in half lengthwise. You will now have two halves of the onion that will lay flat on the cutting board.
- Begin to slice the onion in strips. When cutting, use the fingers on the other hand to create a "wall" for the knife. This can be done by bending the knuckles and tucking in the fingertips. This will keep your fingers out of the way of the knife blade. You will now have onion slices.
- Once the onion is sliced, bring the slices close together and chop them into smaller pieces. You will now have one half of the onion finely chopped.
- Ask for a volunteer and have them finely chop the other half of the onion.

Demonstrations

Blender demonstration

This activity will show participants how to use a blender safely using different settings.

Materials

- Blender
- 10 - 20 ice cubes
- 1 litre (4 cups) water.

Instructions

Show participants the blender and ask if anyone has used a blender at home before? Ask if they know any safety precautions for using a blender? Some examples include:

- Do not put your hands inside a blender as the blades are very sharp.
- Do not put any utensils inside a blender when it is on.
- Hold the plug (never the cord) to unplug an appliance. Demonstrate how to do this safely.

Ask the participants “What can a blender be used for?” Some answers might include smoothies, soups, dips and fresh salsas. YTC uses a blender for the smoothie recipe.

Tell participants that you will demonstrate how to use a blender. Add the water and ice cubes to the blender. Demonstrate how the blender works at different settings (i.e. low, medium and high). Describe what each setting could be used for:

- Low setting can be used to chop or mince ingredients at home, such as garlic and onions.
- Medium setting can be used to blend smoothies.
- High setting can be used to blend or crush ice.

Have participants take turns using the blender at different settings.

Measuring ingredients

This demonstration will show participants how to measure dry and wet ingredients. Show the video on [How to Measure Food](#) to help demonstrate the guidelines below.

Materials

- Set of dry nested (increasing in size and fitting together into the largest one) measuring cups
- One glass or plastic liquid measuring cup
- Set of measuring spoons
- Water
- Package of flour
- Large spoon
- Plastic cup
- Plastic knife
- 2 small bowls.

Instructions

Tell participants that you will demonstrate how to properly measure ingredients. Later they will have an opportunity to practice their measuring skills.

Review the different types of measuring equipment (e.g. measuring spoons, dry measuring cups, liquid measuring cups). To provide an example, ask for two volunteers. Have one volunteer measure 15 ml of water using a tablespoon, and have the other participant measure out 15 ml of water using three teaspoons. Add these to two separate small bowls. Describe that although the water was measured in different ways it is equal to the same amount.



Demonstrations

Dry ingredient equivalents

15 ml	3 teaspoons	1 tablespoon
30 ml	2 tablespoons	$\frac{1}{8}$ cup
50 ml	4 tablespoons	$\frac{1}{4}$ cup
75 ml	5 $\frac{1}{3}$ tablespoons	$\frac{1}{3}$ cup
125 ml	8 tablespoons	$\frac{1}{2}$ cup
150 ml	10 $\frac{2}{3}$ tablespoons	$\frac{2}{3}$ cup
175 ml	12 tablespoons	$\frac{3}{4}$ cup
250 ml	16 tablespoons	1 cup

Liquid ingredient equivalents

250 ml	8 fluid ounces	1 cup
500 ml	16 fluid ounces	2 cups
1 litre	32 fluid ounces	4 cups
2 litre	64 fluid ounces	8 cups

Show participants the different measuring cups. The nested cups are used for dry ingredients. Ask if anyone can name a dry ingredient that would be measured with these measuring cups? Some ideas might include flour, oats or flax seed. What are some wet ingredients? Some examples might include water, milk or vegetable oil.

Dry ingredients

Using the package of flour, demonstrate how to properly measure dry ingredients. Using the large spoon, lightly spoon flour from the package into a measuring cup (any size). Do not shake the cup or pack the flour. Once the measuring cup is full, use the back of a plastic knife to level off the flour. This can be done with any dry ingredient.

Have participants practice measuring the flour with different sized dry (nested) measuring cups.

Liquid ingredients

Fill the plastic cup with water. Place the measuring cup on a flat surface. Pour the plastic cup to the 250 ml (1 cup) line on the measuring cup. Bend down to read the label closely; the water line should be right on the 250 ml (1 cup) measurement line, not above or below. Have participants practice measuring the water in liquid measuring cups at different measurement lines.

Measuring spoons

Measuring spoons are used for very small quantities of dry and liquid ingredients. Ask the participants what they might use a measuring spoon for? Examples may include spices, baking powder, baking soda and oil. Demonstrate how to use a measuring spoon. Using the 1 tablespoon measuring spoon, scoop out the flour and level it off the top with the back of a knife.

Have participants practice measuring the flour or water with different sized measuring spoons.

Demonstrations

Using a hand mixer and whisk

This activity will show participants how to use a whisk and an electric hand mixer.

Materials

- 100 ml liquid pasteurized egg whites
- 15 ml icing sugar
- Measuring spoons
- Liquid measuring cup
- Whisk
- Two large bowls
- Electric hand mixer
- Rubber spatula.

Instructions

Show the participants the whisk. Ask what can a whisk be used for? Answers may include beating eggs, whisking together sauces or making meringue. Tell participants that you will demonstrate how to use a whisk to beat egg whites for a meringue.

Measure 50 ml of liquid egg whites and add it to the bowl. Show participants what the liquid egg white looks like in the bowl. Begin beating the egg white quickly with the whisk in a circular motion. Have a few participants practice this technique. Continue to whisk the egg whites until they are white and foamy. Show the participants how the egg whites have changed from a liquid to a thick foam.

Show the participants the electric hand mixer. Ask what can an electric hand mixer be used for? Answers may include beating eggs, blending batter or making meringue. Review how to safely use the appliance:

- Keep electrical appliances away from water or sinks
- Do not put any utensils inside the bowl when the hand mixer is on
- Hold the plug (never the cord) to unplug an appliance. Demonstrate how to do this safely.
- Do not turn the hand mixer on until it is in the bowl and in the mixture
- Always turn the hand mixer off before removing it from the bowl.

Tell participants that you will demonstrate how to use an electric hand mixer. Pour the other 50 ml liquid egg whites into the other bowl. Use the hand mixer on the low setting and begin beating the egg whites. Turn the mixer to the medium setting and then to the highest setting. Participants can take turns using the hand mixer to beat the egg whites until they become foamy.

If you need to scrape the sides of the bowl, turn the mixer off and use a rubber spatula to scrape the bowl. Explain that to make a meringue, a small amount of icing sugar is added slowly down the side of the bowl while the mixer is on. The sugar needs to be added once soft peaks form. The sugar helps the egg whites become stiff. Demonstrate how to make meringue by adding 15 ml of icing sugar and blending until stiff peaks form. You can test for stiff peaks by turning the hand mixer off and lifting it out of the bowl. The mixture should stay on the hand mixer and should not slide around in the bowl when the bowl is tilted. You must stop blending as soon as the stiff peaks form since over blending will change them back to soft peaks. Once this happens, you are no longer able to make stiff peaks with the mixture. Discuss how both the whisk and the electric hand mixer can be used to make meringue; however, it takes more time and energy using the whisk only.



Demonstrations

Juicing a lemon or lime

This activity will show participants [how to juice a lemon or lime](#) using a spoon.

Materials

- 1 lemon or lime
- Chef's knife
- Cutting board
- Produce brush
- Spoon
- Small bowl.

Instructions

Show the participants the lemon/lime. Ask what lemons or limes can be used for in recipes? Possible answers include: to add acid to a recipe or add a citrus flavour by using the peel or juice. Lemon/lime juice can be added to soups, salsas or dips. Tell participants that you will be demonstrating how to juice a lemon/lime.

Using the produce brush, wash the lemon/lime under cool water. Place it on a clean cutting board. Roll the lemon/lime back and forth with your palm. This allows the lemon/lime to break down, producing more juice. Cut the lemon/lime in half (width wise).

Above the small bowl, begin to juice one half of the lemon/lime using the spoon. Insert the spoon in the middle of the lemon/lime while twisting and squeezing it at the same time. Remove any seeds with the spoon. Select a participant to juice the other half of the lemon/lime.

Glossary of cooking terms

Chop: To cut food into small, bite-size pieces with a sharp knife on a cutting board

Beat: To stir or mix ingredients with a whisk, spoon or a mixer until smooth

Dice: To cut food into small 6 mm (¼ inch) cube-shaped pieces

Fold: To gently mix ingredients by moving food from the center and lifting towards the edge of the bowl

Mince: To cut food as small as you can

Purée: To grind or mash food through a sieve or blender so that the food becomes a smooth, thick consistency

Sauté: To cook food quickly in a small amount of oil in a pan over direct heat

Set: To allow a food to become solid or semi-solid

Simmer: To heat liquids in a saucepan on low heat so that the small bubbles appear on the surface around the sides of the liquid

Slice: To cut foods such as apples, carrots, tomatoes, meat or bread into thin sections or pieces, using a sharp knife

Stiff peaks: Egg whites whipped until the peaks formed stay upright

Stir: To mix two or more ingredients with a spoon, using a circular motion

Toss: To turn pieces of food over several times, until the ingredients are mixed together

Whisk: To mix together by beating with a whisk or mixer

YTC discussion questions

YTC recipe preparation:

Q. Did you enjoy making the recipe? Would you change anything in the recipe if you were making it at home?

A. A variety of answers are possible. Participants should be encouraged to use different vegetables or fruits; use more or less spices, etc. If participants say they did not like a particular vegetable or fruit, remind them that new foods might need to be tried several times before we decide we like them.

Q. Have you ever had anything like this before? If yes, tell us more about it.

A. A variety of answers are possible. Provide encouragement to participants for trying new foods.

Q. What is one thing you have learned from today's lesson?

A. Examples may include: how to use a specific piece of equipment, a new cooking technique, a new way to prepare a particular food, etc.

Q. What is the difference between an herb and a spice?

A. Spices:

- o Come from the bark, root, fruit, flower or seed of various plants and trees
- o Are available individually or as blends or mixtures
- o Are sold in whole or ground forms. The ground form is more concentrated and so smaller amounts are needed.
- o Are often added at the beginning of the recipe preparation.

Herbs:

- o Usually come from the leafy part of a plant
- o Can be grown easily indoors or outdoors
- o Can be purchased fresh or dried. The dried form is more concentrated and so smaller amounts are needed.
- o Are often added at the end of the recipe preparation.

Vegetables and fruit:

Q. How many vegetables and fruits should people eat everyday?

A. Include plenty of vegetables and fruits in your meals and snacks. Try making half of your plate vegetables and fruits. Opt for different textures, colours and shapes to fit your taste. Vegetables and fruits are an important part of a healthy eating pattern.

Q. How many times today were you successful with making half your plate or bowl full of fruits and vegetables?

A. Answers will vary. Be sure not to make judgments. Simply encourage the group to look for more ways to emphasize vegetables and fruits at each meal or snack. Some ideas include:

- wash, cut and refrigerate extra fruit and vegetables so you can have some on hand or easy snacks.
- add frozen fruit to baking
- add vegetables to soups
- use pre-bagged vegetables to add to a salad stir-fry or casserole
- have raw veggies with meals

Q. Does it matter if a vegetable or fruit comes fresh, frozen or in a can? Is one better choice than another?

A. Fresh, frozen and canned vegetables and fruit are all healthy choices. Frozen and canned products can be used when the vegetable or fruit is not in season. Try to choose frozen and canned vegetables and fruit that have no added fat, salt or sugar. There are many reasons to choose frozen vegetables and fruit including nutrition, flavour, variety, convenience, time and money.

Q. Why do I need a variety of foods every day?

A. Different kinds of foods offer different nutrients. For example, deep coloured vegetables and fruit (dark green, bright orange, etc.) have higher amounts of vitamins and minerals than pale coloured vegetables and fruit.



YTC discussion questions

Meals and snacks:

Q. Why is breakfast so important?

A. Breakfast gives you energy to start your day, helps you focus and learn better in school and makes it easier to meet your daily nutrition recommendations.

Q. What are some breakfasts that can be eaten on the go?

A. Even if you are in a hurry it is important to start your day by eating something for breakfast. Examples of food items you could eat on the go include: whole grain tortilla spread with peanut butter around a banana; half a cheese sandwich made on whole grain bread and a plum; a smoothie in a travel mug made with yogurt, skim milk and berries with a small homemade banana muffin or a scrambled egg wrapped in a whole grain tortilla with an apple.

Q. What do you think of when you hear the word “snack”?

A. A snack is any food that is eaten outside of a meal. Snacks are a part of your eating pattern. Much of the food you eat can come from snacking, and some people may snack during the day instead of eating traditional meals. Snacks keep you energized, provide important nutrients, and help satisfy your hunger between meal times.

Q. What are some snack ideas for school or when on-the-go?

A. It's a good idea to have some foods prepared ahead of time and some travel friendly options. Some examples include: any fruit, yogurt, cheese, whole grain crackers or pitas, trail mix with dried fruit and whole grain cereal, sliced veggies and hummus or dip.

Q. What are some things you pack for your school lunch?

A. A variety of answers may be provided. Encourage students to focus on foods that are not prepackaged and include mostly vegetables and fruits, with some whole grains, protein foods and water to drink. Leftovers from dinner the night before can be a great place to start. For example, make a sandwich with leftover meat (e.g. chicken, beef, etc.), tomato slices and whole grain bread, fill a reusable container with low fat vanilla yogurt topped with frozen blueberries, add a few cantaloupe slices, and a small homemade muffin. Products that are advertised for school lunches such as prepackaged lunch kits, fruit flavoured candy, prepackaged cheese and crackers, chips, fruit drinks and cookies should be limited.

Q. What are some examples of meals you help prepare at home?

A. A variety of answers may be provided. Examples include: whole grain rice with stir-fried vegetables, tofu and a glass of milk; quesadillas made with a whole grain tortilla, refried beans, lower fat cheese and peppers; whole grain pasta with vegetables, shrimp and parmesan cheese.



YTC discussion questions

Cooking

Q. How can food be cooked in a healthy way?

A. Baking, broiling, poaching, and roasting are healthier ways to cook food. Pan frying with a non-stick pan can also be a healthy way to prepare food if you use cooking spray or a small amount of oil or non-hydrogenated margarine in the pan.

Q. What is the difference between a “spice” and an “herb”?

A. Both spices and herbs add flavour and aroma to foods. Spices come from the bark, root, fruit, flower or seed of various plants and trees; whereas herbs usually come from the leafy part of a plant. Spices are available individually (e.g. cumin and turmeric) or as blends or mixtures (e.g. curry powder). Spices are also sold in whole and ground forms (e.g. ginger), while herbs can be purchased fresh or in dried form (e.g. parsley).

Q. What foods could spices and herbs be added to?

A. Herbs and spices can be used to add flavour to many dishes but should be used in very small amounts so they do not overpower the food being seasoned. Examples would include adding fresh or dried herbs like oregano, basil and thyme to spaghetti sauce and using cinnamon and nutmeg in baked fruit recipes.

Q. What do you think of when you hear the word “dessert”?

A. Dessert is generally a sweet-tasting food served at the end of a meal. Some people have dessert daily after their main meal, while others might have it only on weekends or special occasions. Desserts can be high in sugar and fat. Some dessert options that include fruit are yogurt with fresh fruit, fruit salad and frozen fruit smoothies.

Other:

Q. How can you tell what is in a food?

A. You can get information about what is in a packaged food by reading the Ingredients List as well as the Nutrition Facts Table. The first ingredient on the list is the one that is added in the largest amount.

Q. Will energy drinks really give you energy?

A. Energy drinks do not provide energy that lasts. They often contain a lot of sugar, caffeine and several other ingredients and are not recommended for children. The best way to get energized is to eat well, keep hydrated, stay active and get enough sleep.

Q. What are some examples of healthy drinks?

A. Canada’s Food Guide recommends choosing water for thirst. Choose municipal tap water whenever possible. Canada’s Food Guide also recommends plain milk (2% or less) or unsweetened fortified soy or almond beverage. Beverages such as chocolate milk and fruit juice are high in sugar and are considered less healthy options.

YTC discussion questions

Other:

Q. What does it mean to be mindful of your eating habits?

A. Healthy eating is about more than just the foods you eat. It is being mindful of your eating habits, taking time to eat and noticing when you are hungry and when you are full. Being mindful of your eating habits means being aware of how, why, what, when, where and how much you eat.

Pay attention to the aromas, textures, flavours and taste of food and your likes and dislikes. Think about the last meal or snack that you had. Being able to recall and describe answers to these questions means you were likely being mindful of your eating habits.

Did you eat slowly?

Were you distracted?

Did you eat with others?

Were you hungry?

Was it offered to you?

What did you have to eat and drink?

What time was it?

How long had it been since the last time you ate?

Were you in a space meant for eating?

How much food and drink did you have?

Q. How do you know when you are hungry and when you are full?

A. Many things can influence when you feel hungry and when you feel full. This can include your body's signals, the sight, smell and availability of food, your emotional state, mood and feelings (i.e. stress, fatigue, boredom). Listening to and following your feelings of hunger and fullness can help you decide when and how much to eat. Use these ideas to recognize hunger and fullness:

- o be mindful and ask yourself if you are really hungry?
- o be aware that emotional eating can influence your food and eating choices.
- o pay attention to feelings of fullness to help you know when you have had enough food to eat.
- o give your body time to digest and feel full before deciding to have seconds.
- o notice your eating environment and remember that you may be eating because food is available, not because you are hungry.