

# CHEFS!

**THEME 3:** Healthy Eating



# CHEFS!

## THEME 3: Healthy Eating

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# Session 1:

## Why We Eat – Lesson Plan

### Objectives:

- Chefs become aware of the many functions of food and eating.
- Chefs learn about food choices and how they can be influenced.
- Chefs consider how food marketing can be directed at them.

RESOURCES	DISCUSSIONS & ACTIVITIES	TIME (MINUTES)
What Does Food Mean to You?	Lead the group in a discussion about the meaning of food and eating in their lives. <i>essential</i>	10
Food Choice Scenarios	The children will have the opportunity to explore the different factors that inform both healthy and unhealthy food choices. <i>essential</i>	15
Marketing Investigators Notes	Provide the children with their own Advertising Investigators Notes sheet to record examples of food marketing that they think might be aimed at them. They can take this with them to the grocery or convenience store for a week and bring it back to show their fellow Chefs! <i>essential</i>	5
Beware! Recognizing Food Marketing	This activity is designed to help children become more aware of food marketing techniques aimed at their age group. <i>optional</i>	15

### Try one of these recipes (60 mins):

- All Dressed Spaghetti Squash
- Speedy Salsa Beef Chili

#### TEACHING MOMENT:

Testing the recipes at home before the session will give you more confidence to instruct the children when they encounter problems during preparation.



HEALTHY EATING

WHY WE EAT



# Session 1:

## Why We Eat – Resources

### What Does Food Mean to You?

**Objective:** To engage children in a discussion about the many aspects of food and eating in our lives. Be aware that some children may come from homes where food is not always plentiful. You may wish to raise this issue within the discussion by asking the children to consider what food might mean to a child who lives in a home, or a country, where food can be scarce.

**Materials & Resources:**

- Flip chart paper or marker board
- Markers

Open the session by leading a discussion about the many things that food might represent to the children.

You may begin by suggesting an answer, for example, *“To me, food is a way to gather my family together at the end of the day. We have supper together and talk about how our day went.”*

The children will supply many of these answers, but be sure to discuss the following talking points:

**Nutrition:** Food is energy. Like a remote control without a battery, our bodies can't do very much if we don't eat.

**Culture:** Food is a way for people to express their culture. Sometimes, what your family eats is a reflection of what your grandparents ate, and their grandparents ate before them. Do you know somebody who has a recipe that's been handed down over many years?

**Social Gathering:** Eating can be a very social occasion. Think of Thanksgiving meals shared with family, or holiday baked goods that your neighbours might bring to your house.

**Expression:** Food can also be a way for people to express their individuality. You may know that your friend's favourite food is pizza, while you might really dislike pizza, but love that Cheesy Broccoli Casserole that your aunt makes.

The answers provided can be summarized and recorded on a flip chart or marker board. There will be many answers, which will show just how important food and eating are in all of our lives.

Summarize by emphasizing that, as important as nutrition is, food and eating is about much more than just nutrition. We want to celebrate all of these aspects of food.

# Session 1:

## Why We Eat – Resources

### Food Choice Scenarios

**Objective:** To engage children in thinking about the factors that influence our food choices (eg. media, peer pressure, skipping meals, being prepared, etc.).

**Instructions:** Divide the children into groups of 2–3. Cut out and provide each group with a scenario. Ask them to discuss the situation amongst themselves for a short time (5 minutes) and then choose one group member to present their ideas to the whole group afterwards. The groups will need to decide if the food decision made in their given scenario was healthy or unhealthy and to identify any factors that influenced the decision. .

**Required Materials:**

Jocelyn is walking down the hall to the lunchroom with her friends. In her backpack, she is carrying the lunch that her father packed for her. Her father likes to pack her lunch and always includes things like leftover lasagna, or chopped veggies and dip. Jocelyn’s friends decide that, since they didn’t bring their lunches with them, they will buy their food from the cafeteria. She knows that they will all be buying. Jocelyn does have enough change in her pockets to buy the same thing and she decides to leave her packed lunch in her backpack ... she’ll eat it when she gets home and her father won’t have to know.

Sometimes, Taylor oversleeps so long that he doesn’t have time to eat anything for breakfast before he goes to school. This was one of those days. After his first class, Taylor’s stomach starts to rumble, but he has to get to his next class before the door closes. Taylor is getting moody and snaps at his friend when he tries to tell a joke. Since he has to return a book to the library at break, he’ll need to wait until lunch to eat. Noon hour rolls around and Taylor is in a panic. He rushes to the vending machine and buys snacks. Finally, he can stop thinking about how hungry he is!





# Session 1:

## Why We Eat – Resources

### Food Choice Scenarios

It's a Saturday morning tradition! Jessie wakes up, goes downstairs, and watches cartoons for about 4 hours. The commercials come on every now and then, but Jessie doesn't really pay attention to them. She thinks the kids in the commercials look like they are having fun eating their cereal or drinking pop with their friends... and they are wearing the trendiest clothes too. Jessie keeps watching cartoons until her grandmother calls to ask her to go grocery shopping with her. When Jessie is in the grocery store, she finds herself drawn to the sugary cereal aisle and really wants to get some pop. When she asks for them, her grandmother buys these things for her as a treat.

Michel is heading over to his friend Jean's house to play video games. He knows that Jean always has chips and pop in his house and he's pretty sure that is what Jean will be snacking on while they play. Michel's mom know this too, so she packs a bag with apples, grapes, and nuts before he heads out the door. Now, Michel has a healthy snack to share with Jean. He ends up eating some chips with Jean, but they also eat all of the packed fruit and nuts.

Tonight is Ashley's birthday party sleepover. Her mom is taking her and her friends to the grocery store to shop for foods they want to eat. While they are looking through the aisles, Ashley notices a lady chopping up a really weird looking food and asks her what it is. The lady explains that she's offering samples of starfruit. Ashley's friends catch up with her and she asks them if they want to try it with her. Not one of them is willing to sample the starfruit, but Ashley can't resist ... it looks so interesting! She takes a sample, chews it, and comments on how sweet it is. Well now, all of her friends want to try it. There are no complaints and everybody loves it! Ashley's mom even buys some to try at home.

# Session 1:

## Why We Eat – Resources

### Marketing Investigators Notes

Keep an eye out for marketing or advertisements aimed at you!

Companies that make food often try to package or advertise it in ways that can make kids your age want to buy their food. You will find this when you go to the grocery or convenience store, watching tv, or even on your computer.

Here are some tips on what to look for:

- The packaging features a cartoon image like the Honey Nut Cheerios Bumblebee or the String-Head Man on string cheese packages.
- The product name is not a real word or is not spelled correctly; for example, Cheez Whiz instead of Cheese.
- The food contains colours that just would not be found in nature. Think of Froot Loops cereal that is purple or lime green.
- The package has a theme of adventure or fun.
- Keep track of all of the examples you find and share it with your fellow Chefs! next time you see them.





# Session 1:

## Why We Eat – Resources

### Marketing Investigators Notes

Food	Location	Marketing Technique
Example: Frosted Flakes	Grocery store	A fun cartoon animal, Tony the Tiger, on the box. A game on the back of the box.



# Session 1:

## Why We Eat – Resources

### Beware! Recognizing Food Marketing

**Objective:** Children learn some of the techniques that companies use to market food products to their age group.

**Materials/Resources:**

- Kid-friendly magazines, grocery store flyers, fast food flyers and coupons.
- Scissors
- Glue/Tape
- Paper, 8½ x 11

**Instructions:** Gather resources which contain examples of food marketing directed at children. Have the children search through them for examples of such marketing. They can create a poster full of cut-out ads, which should highlight some of the main ways that companies try to advertise or market to children their age. You may have an area where you can display these posters, or the children can take them home to share their knowledge with their parents.

These might be some of the things they will be looking for:

- The packaging features a cartoon image (eg. Honey Nut Cheerios Bee, String-Head Man on string cheese package, etc.)
- The product name is unusual or misspelled (eg. cheez instead of cheese).
- The food contains unnatural colours (eg. purple and lime green cereal).
- The package has an 'adventure' or 'fun' theme.





## Session 1:

### Why We Eat – Recipe

# All Dressed Spaghetti Squash

**Skill level:** Moderate

**Prep time:** 15 minutes

**Serves:** 6

**Cook time:** 30 minutes

#### INGREDIENTS

1 spaghetti squash, halved  
lengthwise and seeded 🍅  
2 tbsp vegetable oil 🍅  
1 onion, chopped 🍅

1 clove garlic, minced 🍅  
1½ cups tomatoes, chopped 🍅  
¾ cup crumbled feta cheese  
2 tbsp fresh basil, chopped 🍅

#### INSTRUCTIONS:

Preheat oven to 350°F.

1. Lightly grease a baking sheet.
2. Place spaghetti squash cut sides down on the prepared baking sheet, and bake 30 minutes in the preheated oven, or until a sharp knife can be inserted with only a little resistance. Remove squash from oven, and set aside to cool enough to be easily handled.
3. Meanwhile, heat oil in a skillet over medium heat. Saute onion in oil until tender. Add garlic, and saute for 2 to 3 minutes. Stir in the tomatoes, and cook only until tomatoes are warm.
4. Use a large spoon to scoop the stringy pulp from the squash, and place in a medium bowl. Toss with the sauteed vegetables, feta cheese, and basil. Serve warm.

#### EQUIPMENT/TOOLS NEEDED:

- Chef's knife
- Baking sheet
- Medium-size skillet
- Cutting board
- Non-slip mat
- Large mixing bowl
- Serving spoon



# Session 1:

## Why We Eat – Recipe

### Speedy Salsa Beef Chili

**Skill level:** Moderate

**Serves:** 12 (1 cup servings)

**Prep time:** 15 minutes

**Cook time:** 30 minutes

#### INGREDIENTS:

- |  |   |
|--|---|
| 1 tsp vegetable oil                          | 1 tbsp cumin  |
| 1½ lbs extra lean ground beef 🍏              | 750 mL can no salt added diced tomatoes 🍏           |
| 1 large onion, chopped 🍏                     | 1 cup low sodium beef broth                         |
| 3 celery stalks, diced                       | 1 cup mild salsa                                    |
| 1 green pepper, chopped 🍏                    | 1 cup frozen corn 🍏                                 |
| 3 garlic cloves, minced 🍏                    | 19 oz can black or kidney beans, drained and rinsed |
| 1-2 tbsp chili powder (depending upon taste) |   |

#### INSTRUCTIONS:

- Heat oil in large saucepan, add beef, cook over medium heat, stirring frequently to break up meat until no pink remains. (5–8 min). Drain any excess fat.
- Chop onion and green pepper, mince garlic and dice celery.
- Add onion, garlic, chili powder and cumin to beef. Cook, stirring occasionally until onion is soft. (3 min). Add celery, green pepper, tomatoes, broth, salsa and corn. Bring to a boil, stirring occasionally. Cover the pot, reduce the heat to medium and simmer about 20 minutes.
- Drain and rinse beans, stir into chili along with salt and pepper. Continue cooking until heated through.

#### EQUIPMENT/TOOLS NEEDED:

- Large pot with lid
- Cutting board and non slip mat
- Chef's knife
- Paring knife
- Can opener
- Strainer
- Wooden spoon



RECIPES



# Session 2

## How We Eat – Lesson Plan

### Objectives:

- Chefs understand what healthy eating means.
- Chefs are introduced to Canada's Food Guide food groups.
- Chefs taste new foods and are able to identify the food groups they belong to.

Note: The following two sessions will require a copy of *Eating Well with Canada's Food Guide*. Visit this Health Canada website to download a free PDF copy or order a number of copies for your group:

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index-eng.php>

You may also wish to read *Eating Well with Canada's Food Guide – A Resource for Educators and Communicators* for more background information:

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

RESOURCES	DISCUSSIONS & ACTIVITIES	TIME (MINUTES)
What is Healthy Eating?	Healthy eating brainstorming introduces children to the basics of healthy eating. <i>essential</i>	15
Eating Well with Canada's Food Guide	Through discussion, introduce the children to the food groups represented on the Food Guide. Review the food guide before the session begins to familiarize yourself with the food groups. <i>essential</i>	5
Discovering New Food Foods That Fit Handout	During this tasting, the children will apply their food guide knowledge by categorizing less familiar foods. <i>essential</i>	10
Beanbag Toss	This game is designed to reinforce the participants' knowledge about food groups and how foods fit into them. <i>optional</i>	20

### Try one of these recipes (60 mins):

- Homemade Granola
- Sweet Potato Corn Chowder

#### TEACHING MOMENT:

Encourage the chefs to be healthy eating role models in their schools and community and share what they learn during the sessions.

**It's a Fact!** During the maple sugaring season in New Brunswick an average tree yields approximately 40 litres of sap, which will produce only one litre of maple syrup! New Brunswick is one of the world's biggest producers of maple syrup.

# Session 2

## How We Eat – Resources

### What is Healthy Eating?

**Objective:** The children will learn about the basic concepts of healthy eating: variety, nutrition, moderation, and habits.

**Materials/Resources:**

- Flip chart paper or multiple marker boards
- Markers
- Tape

**Instructions:** Assign children to 4 different groups. You will assign each group with a different concept (Variety, Nutrition, Moderation, or Habits) and ask them to brainstorm how this concept relates to healthy eating. They may use flip chart paper or marker boards to record their ideas, then tape the paper to the wall for display. Ask the groups to travel around the room to view the concepts and ideas of other groups. Review the ideas with the whole group and be sure to educate on any concepts that the children were unsure of. Be sure that the information provided below has been presented and discussed by either the children or yourself.

**Variety:** Choose a variety of foods to keep your meals and snacks interesting, but also to be sure that your body is getting all of the different nutrients that it needs. We'll be learning about food groups very soon, but a great way to make sure you are eating a variety of foods is to follow this advice: Eat from 2 different food groups when you snack; Eat from at least 3 different food groups at meals.

**Nutrition:** There are so many foods to choose from, but you've got to be 'food smart' to make good decisions. Some foods give you lots of energy, but don't give you very many nutrients, while other foods have so many nutrients that we sometimes call them Super Foods! It's up to you to choose the more nutritious Super Foods most often.

**Moderation:** Knowing how much to eat should always be determined by what type of food you are eating and how hungry you are. Moderation means not overdoing it on any one food. If you do eat potato chips, just eat a few ... they are not meant to be your meal. When you do eat your meals, pay attention to how you feel and don't 'stuff yourself'; even really healthy foods can make you feel ill if you eat too much.

**Habits:** Healthy eating is about all of the foods that you eat over time and is not determined by one food or one meal. It's the things you do all the time (habits) that makes the difference between healthy and unhealthy eating. If a chocolate bar is something you have every day, and not just a treat, that can be a bad habit. Likewise, if it's just normal that every meal you have has fruits and/or veggies, that's a really good habit which will help you grow up in the best way possible.

*Healthy Eating provides the energy and nutrients that you need every day to grow and develop in a healthy way, to learn and do well in school, and to be active. Grow, learn, and play!*





# Session 2

## How We Eat – Resources

# Eating Well with Canada's Food Guide

**Recommended Number of Food Guide Servings per Day**

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

**What is One Food Guide Serving?**  
Look at the examples below.

- Vegetables and Fruit:** Fresh, frozen or canned vegetables (125 mL (1/2 cup)), Leafy vegetables (cooked: 125 mL (1/2 cup), raw: 250 mL (1 cup)), Fresh, frozen or canned fruits (1 fruit or 125 mL (1/2 cup)), 100% Juice (125 mL (1/2 cup)).
- Grain Products:** Bread (1 slice (35g)), Bagel (1/2 bagel (45 g)), Flat breads (1/2 pita or 1/2 tortilla (35 g)), Cooked rice, bulgur or quinoa (125 mL (1/2 cup)), Cereal (Cold: 30 g, Hot: 175 mL (1/2 cup)), Cooked pasta or couscous (125 mL (1/2 cup)).
- Milk and Alternatives:** Milk or powdered milk (reconstituted) (250 mL (1 cup)), Canned milk (evaporated) (125 mL (1/2 cup)), Fortified soy beverage (250 mL (1 cup)), Yogurt (175 g (1/2 cup)), Kefir (175 g (1/2 cup)), Cheese (50 g (1/4 oz)).
- Meat and Alternatives:** Cooked fish, shellfish, poultry, lean meat (75 g (1/4 cup) / 125 mL (1/2 cup)), Cooked legumes (175 mL (1/2 cup)), Tofu (150 g (1/2 cup)), Eggs (2 eggs), Peanut or nut butters and seeds (30 mL (2 Tbsp)), Shelled nuts and seeds (60 mL (1/2 cup)).

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

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

- Vegetables and Fruit:** Eat at least one dark green and one orange vegetable each day. For dark green vegetables such as broccoli, spinach, lettuce and peas. For orange vegetables such as carrots, sweet potatoes and winter squash. Choose vegetables and fruit prepared with little or no added fat, sugar or salt. Enjoy vegetables steamed, baked or stir-fried instead of deep-fried. Have vegetables and fruit more often than juice.
- Grain Products:** Make at least half of your grain products whole grain each day. Eat a variety of whole grains such as barley, brown rice, oats, quinoa and wild rice. Enjoy whole grain breads, oatmeal or whole wheat pasta. Choose grain products that are lower in fat, sugar or salt. Compare the Nutrition Facts table on labels to make wise choices. Enjoy the true taste of grain products. When adding sauces or spreads, use small amounts.
- Milk and Alternatives:** Drink skim, 1%, or 2% milk each day. Have 100 mL (2 cups) of milk every day for adequate vitamin D. Drink fortified soy beverage if you do not drink milk. Select lower fat milk alternatives. Compare the Nutrition Facts table on yogurts or cheeses to make wise choices.
- Meat and Alternatives:** Have meat alternatives such as beans, lentils and tofu often. Eat at least two Food Guide Servings of fish each week. Choose fish such as the herring, mackerel, salmon, arctic char and trout. Select lean meat and alternatives prepared with little or no added fat or salt. Trim the visible fat from meats. Remove the skin on poultry. Use cooking methods such as steaming, baking or poaching that require little or no added fat. If you eat lunch meats, sausage or prepackaged meats, choose those low in salt (sodium) and fat.

**Enjoy a variety of foods from the four food groups.**

**Satisfy your thirst with water!**  
Drink water regularly. It's a calorie-free way to quench your thirst. Drink more water in hot weather or when you are very active.

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

**Advice for different ages and stages...**

- Children:** Following Canada's Food Guide helps children grow and thrive. Young children have small appetites and need adequate protein for growth and development. Give small nutritious meals and snacks each day. Do not restrict nutritious foods because of their fat content. Offer a variety of foods from the four food groups. Most of all... be a good role model.
- Women of childbearing age:** All women who could become pregnant and those who are pregnant or breastfeeding need a multivitamin containing folic acid every day. Pregnant women need to ensure that their multivitamin also contains iron. A health care professional can help you find the multivitamin that's right for you. Pregnant and breastfeeding women need more calories. Include an extra 2 to 3 Food Guide servings each day. Here are two examples: Have fruit and yogurt for a snack, or Have an extra slice of toast at breakfast and an extra glass of milk at supper.
- Men and women over 50:** The need for vitamin D increases after the age of 50. In addition to following Canada's Food Guide, everyone over the age of 50 should take a daily vitamin D supplement of 10 µg (400 IU). It is recommended that adults accumulate at least 2 1/2 hours of moderate to vigorous physical activity each week and that children and youth accumulate at least 60 minutes per day. You don't have to do it all at once. Choose a variety of activities spread throughout the week. Start slowly and build up.

**Eat well and be active today and every day!**

- The benefits of eating well and being active include:** Better overall health, Feeling and looking better, Lower risk of disease, More energy, A healthy body weight, Stronger muscles and bones.
- Be active:** To be active every day is a step towards better health and a healthy body weight. It is recommended that adults accumulate at least 2 1/2 hours of moderate to vigorous physical activity each week and that children and youth accumulate at least 60 minutes per day. You don't have to do it all at once. Choose a variety of activities spread throughout the week. Start slowly and build up.
- Eat well:** Another important step towards better health and a healthy body weight is to follow Canada's Food Guide by: Eating the recommended amount and type of food each day, Limiting foods and beverages high in calories, fat, sugar or salt (sodium) such as cakes and pastries, chocolate and candies, cookies and granola bars, doughnuts and muffins, ice cream and frozen desserts, french fries, potato chips, nachos and other salty snacks, alcohol, fruit flavored drinks, soft drinks, sports and energy drinks, and sweetened hot or cold drinks.
- Read the label:** Compare the Nutrition Facts table on food labels to choose products that contain less fat, saturated fat, trans fat, sugar and sodium. Keep in mind that the calories and nutrients listed are for the amount of food listed at the top of the Nutrition Facts table.
- Limit trans fat:** When a Nutrition Facts table is not available, ask for nutrition information to choose foods low in trans and saturated fats.

**Take a step today...**

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

**Nutrition Facts**  
Per 100 mL (1/2 cup)

Amount	% Daily Value
Calories 0	
Total Fat 0 g	0%
Saturated Fat 0 g	0%
Cholesterol 0 mg	0%
Total Sodium 0 g	0%
Total Sugar 0 g	0%
Total Protein 0 g	0%
Vitamin A 0%	
Vitamin C 0%	
Iron 0%	

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

or contact:  
Publications Health Canada, Ottawa, Ontario K1A 0S9  
E-Mail: public@healthcanada.gc.ca  
Tel: 1-800-275-0709  
Fax: 613-941-1346  
TDD: 1-800-267-1245

Equipment disponible en français voir le titre: *Bien manger avec le Guide alimentaire canadien*

**Canada**

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index-eng.php#1>

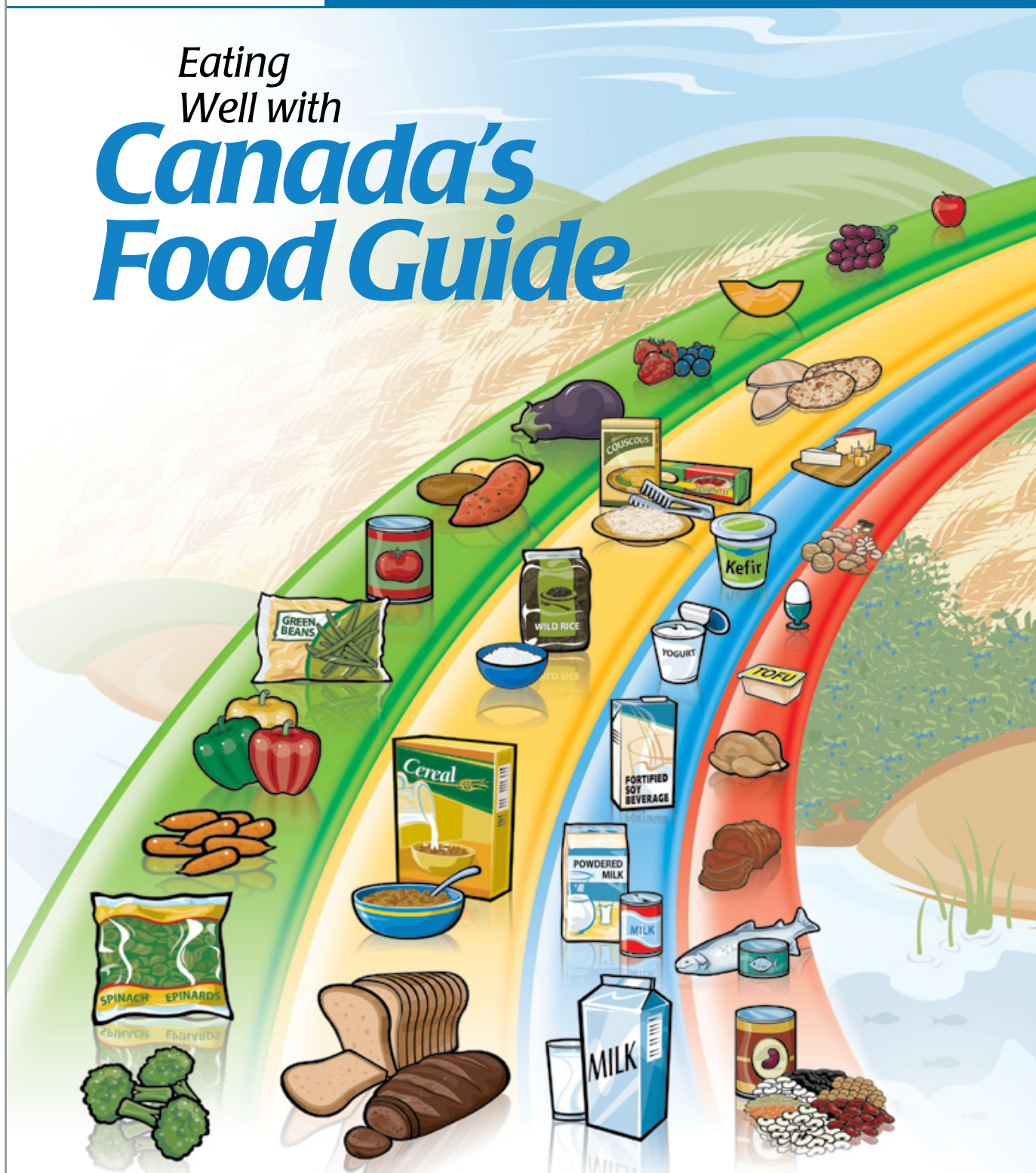


Health Canada Santé Canada

Your health and safety... our priority.

Votre santé et votre sécurité... notre priorité.

# Eating Well with Canada's Food Guide



Canada

HEALTHY EATING

HOW WE EAT



## Recommended Number of Food Guide Servings per Day

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

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

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

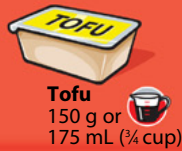
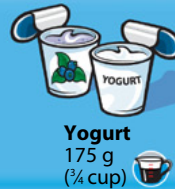
- Meet your needs for vitamins, minerals and other nutrients.
- Reduce your risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis.
- Contribute to your overall health and vitality.





## What is One Food Guide Serving?

Look at the examples below.



### Oils and Fats

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





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

- ▶ **Eat at least one dark green and one orange vegetable each day.**
    - Go for dark green vegetables such as broccoli, romaine lettuce and spinach.
    - Go for orange vegetables such as carrots, sweet potatoes and winter squash.
  - ▶ **Choose vegetables and fruit prepared with little or no added fat, sugar or salt.**
    - Enjoy vegetables steamed, baked or stir-fried instead of deep-fried.
  - ▶ **Have vegetables and fruit more often than juice.**
- ▶ **Make at least half of your grain products whole grain each day.**
    - Eat a variety of whole grains such as barley, brown rice, oats, quinoa and wild rice.
    - Enjoy whole grain breads, oatmeal or whole wheat pasta.
  - ▶ **Choose grain products that are lower in fat, sugar or salt.**
    - Compare the Nutrition Facts table on labels to make wise choices.
    - Enjoy the true taste of grain products. When adding sauces or spreads, use small amounts.
- ▶ **Drink skim, 1%, or 2% milk each day.**
    - Have 500 mL (2 cups) of milk every day for adequate vitamin D.
    - Drink fortified soy beverages if you do not drink milk.
  - ▶ **Select lower fat milk alternatives.**
    - Compare the Nutrition Facts table on yogurts or cheeses to make wise choices.
- ▶ **Have meat alternatives such as beans, lentils and tofu often.**
  - ▶ **Eat at least two Food Guide Servings of fish each week.\***
    - Choose fish such as char, herring, mackerel, salmon, sardines and trout.
  - ▶ **Select lean meat and alternatives prepared with little or no added fat or salt.**
    - Trim the visible fat from meats. Remove the skin on poultry.
    - Use cooking methods such as roasting, baking or poaching that require little or no added fat.
    - If you eat luncheon meats, sausages or prepackaged meats, choose those lower in salt (sodium) and fat.



\* Health Canada provides advice for limiting exposure to mercury from certain types of fish. Refer to [www.healthcanada.gc.ca](http://www.healthcanada.gc.ca) for the latest information.



## Advice for different ages and stages...

### Children

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

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

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



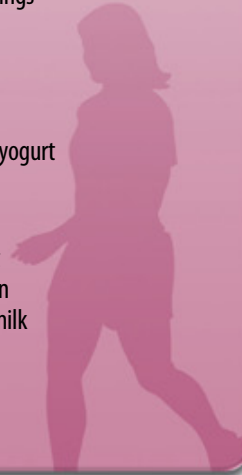
### Women of childbearing age

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

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

#### Here are two examples:

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



### Men and women over 50

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

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



## How do I count Food Guide Servings in a meal?



### Here is an example:

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

250 mL (1 cup) mixed broccoli, carrot and sweet red pepper = 2 **Vegetables and Fruit** Food Guide Servings

75 g (2 ½ oz.) lean beef = 1 **Meat and Alternatives** Food Guide Serving

250 mL (1 cup) brown rice = 2 **Grain Products** Food Guide Servings

5 mL (1 tsp) canola oil = part of your **Oils and Fats** intake for the day

250 mL (1 cup) 1% milk = 1 **Milk and Alternatives** Food Guide Serving

1 apple = 1 **Vegetables and Fruit** Food Guide Serving



## Eat well and be active today and every day!

### The benefits of eating well and being active include:

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



### Be active

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

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



*Start slowly and build up.*

### Eat well

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

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

### Read the label

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



### Nutrition Facts

Per 0 mL (0 g)

Amount	% Daily Value
<b>Calories</b> 0	
<b>Fat</b> 0 g	<b>0 %</b>
Saturates 0 g	<b>0 %</b>
+ Trans 0 g	
<b>Cholesterol</b> 0 mg	
<b>Sodium</b> 0 mg	<b>0 %</b>
<b>Carbohydrate</b> 0 g	<b>0 %</b>
Fibre 0 g	<b>0 %</b>
Sugars 0 g	
<b>Protein</b> 0 g	
Vitamin A 0 %	Vitamin C 0 %
Calcium 0 %	Iron 0 %

### Limit trans fat

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

### Take a step today...

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



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

#### or contact:

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

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

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

# Session 2

## How We Eat – Resources

### Discovering New Food

**Objective:** Children try a variety of new foods while exploring their sensory skills. This activity works well when introducing Canada's Food Guide food groups.

**Materials/Resources:**

- Foods That Fit! Handout
- Pencils
- Food samples

Provide samples of foods from each food group that the children may not be familiar with. Although they have the support of their peers, it can be intimidating for children to try new things, therefore, it is optional for them to taste the foods.

Place small portions of food samples on a tray or in sampling cups, with toothpicks or plenty of clean cutlery for serving.

The handout provided will allow the children to keep track of the foods they tried/observed, determine which food group they belong to, and identify any strong characteristics of the food.

Ideas for food samples: kiwi, dark chocolate, cooked quinoa, sunflower seeds, pumpkin seeds, pomegranate, grapefruit, flavoured soy beverage, raw turnip, dried apricots, blackberries, mango, snow peas, rye bread, avocado, hummus, etc.





# Session 2

## How We Eat – Resources

### Beanbag Toss

**Source:** Adapted from Kids in the Kitchen

**Objective:** Children have fun while using their knowledge of Canada's Food Guide food groups.

**Materials/Resources:**

- Beanbag or hackey sack (if neither are available, use a light ball).

This activity is one which can be completed as a whole group. All participants sit in a circle (on the floor or on chairs). One participant is given a beanbag to toss. The facilitator explains the rules and determines when the game begins, at which point the first child tosses the beanbag to another child in the circle. While tossing the beanbag, the first child must call out the name of a food group. The child who catches the beanbag must then name a food which belongs to that called out food group. Food names cannot be repeated. The second child continues the toss in the same way the game began. To add an element of urgency (and excitement), tell the children they may hold the beanbag for no longer than 10 seconds (recruit a volunteer to be the timekeeper).

If you feel the group is too large, or if you have separate spaces for two groups, you may divide the participants into two teams. Have a facilitator assistant or volunteer keep track of the number of correct responses in each team to make the game competitive.





## Session 2

### How We Eat – Recipe

# Homemade Granola

**Skill level:** Easy

**Serves:** 14 (1/2 cup servings)

**Prep time:** 10 minutes

**Cook time:** 30 minutes

#### INGREDIENTS:

1½ tsp cinnamon

1 tsp ground ginger

½ tsp nutmeg

3 cups old fashioned rolled oats 🍎

½ cup oat bran 🍎

½ cup wheat germ 🍎

1 cup unsalted sunflower seeds

¾ tsp salt

⅔ cup maple syrup or honey 🍎

⅓ cup vegetable oil

½ tsp almond extract

1 tsp vanilla extract

1 cup shredded coconut (optional)

1 cup dried cranberries (added after cooking) 🍎

#### INSTRUCTIONS:

Preheat oven to 350°F.

1. Line a large baking sheet with parchment or foil.
2. In a large bowl, combine oats, bran, wheat germ, sunflower seeds, coconut (if using).
3. In a small bowl, combine cinnamon, ginger, nutmeg and salt.
4. In a small saucepan over low heat, stir syrup with oil until warm (2–3 min). Remove from heat, stir in almond extract, vanilla and spice mix. Pour syrup mixture over oat mixture, mix well with a wooden spoon or rubber spatula.
5. Pour granola onto baking sheet, spreading out as evenly as you can. Bake until golden about 30 minutes, stirring every 10 minutes. Remove from oven and stir in cranberries.
6. Cool, store in an airtight container up to 2 weeks.

*Note: Layer low-fat yogurt and granola in a parfait glass for a healthy snack or dessert. Make it even better by adding fresh or frozen fruit.*

#### EQUIPMENT/TOOLS NEEDED:

- Baking sheet (with sides)
- Parchment paper or foil
- Dry measuring cups and measuring spoons
- Liquid measuring cup
- Small saucepan
- Rubber spatula or wooden spoon
- Large mixing bowl
- Small bowl





# Session 2

## How We Eat – Recipe

### Sweet Potato Corn Chowder

**Skill level:** Moderate

**Prep time:** 20 minutes

**Serves:** 6

**Cook time:** 30 minutes

#### INGREDIENTS:

1 tbsp margarine	3½ cups low sodium chicken broth
1 cup onion, diced 🍅	½ cup water
1 cup celery, diced	½ tsp thyme 🍅
1 cup red pepper, diced	¼ tsp pepper
1 cup sweet potato, diced and peeled	1 can (385 ml) evaporated 2% milk
1 cup corn kernels, frozen 🍅	1 Fresh parsley (or dried), chopped 🍅

#### INSTRUCTIONS:

1. In a large saucepan; melt margarine over medium heat. Sauté onion, celery and red pepper until softened (about 5 minutes).
2. Add broth, water, sweet potatoes, corn and seasonings. Bring soup to a boil then reduce the heat, cover the pot and simmer for 15 minutes or until potatoes are cooked.
3. Remove the pot from the stove then add evaporated milk and parsley. Heat over low heat, do not boil.

#### EQUIPMENT/TOOLS NEEDED:

- Large pot with a lid
- Cutting board and non slip mat
- Chef's knife
- Paring knife
- Wooden spoon
- Can opener
- Measuring spoons
- Dry measuring cups





# Session 3:

## What We Eat – Lesson Plan

### Objectives:

- Chefs learn about Canada’s Food Guide recommended servings.
- Chefs understand the difference between healthy and unhealthy food.

*Note: The following session will require a copy of Eating Well with Canada’s Food Guide. Visit this Health Canada website to download a free PDF copy or order a number of copies for your group:*

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index-eng.php>

RESOURCES	DISCUSSIONS & ACTIVITIES	TIME (MINUTES)
<b>Eating Well with Canada’s Food Guide</b>	Lead the group in a discussion about Canada’s Food Guide recommended number of servings. If you wish, use the Health Canada website <a href="http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/context/evid-fond-eng.php">http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/context/evid-fond-eng.php</a> to educate yourself on this topic beyond the Canada’s Food Guide document. <b>essential</b>	10
<b>Extreme Makeover: the Healthy Meals Edition</b>	Ask the children to teach you what they know about the Canada’s Food Guide. Extreme Makeover: the Healthy Meals Edition activity illustrates how that knowledge can be used to make meals more nutritious. <b>essential</b>	10
<b>GO, SLOW, and WHOA Foods Pack it Up! Video</b>	Now that they know about food groups and recommended servings, the chefs need a tool to tell healthy and unhealthy foods apart. The GO, SLOW, and WHOA foods concept is easy to understand and easy to teach. <b>essential</b> <a href="http://www.youtube.com/watch?v=hB7fNyl4PPA&amp;feature=player_embedded">http://www.youtube.com/watch?v=hB7fNyl4PPA&amp;feature=player_embedded</a>	10
<b>The GO, SLOW, and WHOA Game</b>	A quiz-style game which reinforces the concept of GO, SLOW, and WHOA foods. <b>essential</b>	15
<b>Healthy Eater Says ...</b>	Play this game inside or outdoors. The children will be able to apply their knowledge about Go, Slow, and Whoa! foods. <b>optional</b>	15–20

### Try one of these recipes (45 mins):

- Chickpea and Cauliflower Curry
- Chickpea Pasta Salad
- Meatloaf Muffins

#### TEACHING MOMENT:

It is important to allow the chefs to decide whether or not they would like to eat the dishes prepared. Encourage the message “eat when you’re hungry and stop when you’re full”.

# Session 3:

## What We Eat – Resources

### Extreme Makeover: the Healthy Meals Edition

**Objective:** The children use their knowledge about Canada's Food Guide, food groups, and the recommended number or servings to perform a menu makeover.

**Materials/Resources:**

- Flip chart paper/marker board
- Markers
- Eating Well with Canada's Food Guide

**Instructions:** After reviewing the Canada's Food Guide recommended number of servings for children in the age groups of the participants\*, introduce the children to the makeover plan. Copy the meals to be made over (found below) onto flip chart paper or a marker board. Ask the children, meal by meal, to raise their hands and provide suggestions for how to improve the meals in order to meet Canada's Food Guide recommendations. When an appropriate suggestion is made, ask the child to record the change on the flip chart/marker board. During this activity, you may wish to include or request suggestions which conform to the following additional recommendations found on the food guide:

- Eat at least one dark green and one orange vegetable each day.
- Choose vegetables and fruit prepared with little or no added fat, sugar or salt.
- Have vegetables and fruit more often than juice.
- Make at least half of your grain products whole grain each day.
- Choose grain products that are lower in fat, sugar or salt.
- Drink skim, 1%, or 2% milk each day.
- Select lower fat milk alternatives.
- Have meat alternatives such as beans, lentils and tofu often.
- Eat at least two Food Guide Servings of fish each week.
- Select lean meat and alternatives prepared with little or no added fat or salt.
- Include a small amount – 30 to 45 mL (2 to 3 tbsp) of unsaturated fat each day.

*\*You may wish to create a large poster with this information or copy a chart onto a marker board for reference.*





## Session 3:

### What We Eat – Resources

## Extreme Makeover: the Healthy Meals Edition

Brock is a 10 year old boy who plays on the soccer team at school and, when he comes home, he likes to make art by drawing and painting. Brock needs good nutrition to do all of these things well. Can you help him? This is what he ate yesterday:

#### **Breakfast:**

---

- 1 large bowl of Choc-o-Chunks cereal
- ½ cup whole milk

#### **Snack #1:**

---

- 1 banana
- 1 chocolate bar

#### **Lunch:**

---

- 1 big plate of French fries
- ⅓ cup gravy
- 2 tbsp ketchup

#### **Snack #2:**

---

- ½ cup chocolate milk

#### **Supper:**

---

- 1 hot dog
- 1 white hot dog bun
- 2 cups macaroni and cheese in a box

# Session 3:

## What We Eat – Resources

### GO, SLOW, and WHOA Foods

The GO, SLOW, WHOA foods concept was developed by the US Department of Health and Human Services. The concept is simple. GO foods are healthy to choose at anytime and should be eaten most often; these are lower calorie foods which can be easily classified into one of the four food groups, or dishes that are composed of such foods. SLOW foods are also good to eat, just not as often as the GO foods. This is because they are a little bit higher in fat and/or sugar, and therefore contain more calories per serving. SLOW foods have a place in a healthy diet, but they are to be consumed in appropriate serving sizes. The WHOA foods category contains foods which might easily be considered “junk food”, like cookies, chips, pop, and candy, but also those foods that are very high in fat or sugar which are not typically thought of as “junk food”. Foods like muffins, whole milk, full-fat cheese, sausage, etc. are foods which contain good nutrients, but the fat or sugar content is too high to eat them on a regular basis. WHOA foods are not to be completely eliminated, however they must be regarded as foods which are only eaten once in a while.

If it is accessible, introduce the children to this concept by showing the Pack It Up video:

[http://www.youtube.com/watch?v=hB7fNyl4PPA&feature=player\\_embedded](http://www.youtube.com/watch?v=hB7fNyl4PPA&feature=player_embedded)

#### **GO Foods are:**

- Lowest in fat and sugar
- Relatively low in calories
- “Nutrient dense” (rich in vitamins, minerals, and other nutrients important to health)
- Great to eat anytime

#### **SLOW Foods are:**

- Higher in fat, added sugar, and calories
- To be eaten sometimes/less often

#### **WHOA Foods are:**

- Highest in fat and added sugar
- “Calorie-dense” (high in calories)
- Often low in nutrients
- To be eaten only once in a while/on special occasions, in small portions

For an extensive list of examples for each category, download the pdf chart:

<http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/downloads/go-slow-whoa.pdf>





## Session 3:

### What We Eat – Resources

## GO, SLOW, and WHOA Game

**Objective:** Children are able to correctly identify GO, SLOW, and WHOA foods and work as part of a team. This game reinforces the concepts taught by the lesson which accompanies it.

**Materials/Resources:**

- Pictures of various foods (included)
- Flip chart paper/marker board
- Markers
- Timekeeper/Stop clock

**Instructions:** Divide the children into two teams and have them stand in a line on opposite sides of the room. The children may give themselves team names, which can be recorded on the flip chart paper/marker board used for score keeping. You may flip a coin to decide which team gets the first question. This game follows a Family Feud style, therefore begin with the first person in line on the first team. Choose a food picture to display to the team member and ask them to identify whether it is a GO, SLOW, or WHOA food. They may consult with their team members and present you with an answer within 30 seconds. If the answer is not correct, it will be passed to the opposing team.

Most of the foods should be easily identified, however there may be some disagreement amongst the teams and the whole group about whether, for example, low-fat popcorn is a SLOW food or a GO food. This type of conversation is encouraged as it is a way for children to think about the comparative nutritional value of foods that they eat.

# Session 3:

What We Eat – Resources

## GO, SLOW, and WHOA Game



HEALTHY EATING

WHAT WE EAT





# Session 3:

What We Eat – Resources

## GO, SLOW, and WHOA Game





# Session 3:

## What We Eat – Resources

### Healthy Eater Says...

**Source:** Adapted from Kids in the Kitchen

**Objective:** Children apply and demonstrate what they've learned about GO, SLOW, and WHOA foods.

**Materials/Resources:** No material/Resources required.

*Note: This game is best suited to being played outside.*

**Instructions:** Have the children stand in a straight line, side by side, and a few feet apart – they will need room for jumping. Call out a mix of GO foods and WHOA foods one at a time; for example, "Healthy Eater says eat a yogurt" or "Healthy Eater says eat some Nachos with cheese sauce". Instruct the children that, when a GO food is called, they can take one big jump forward. When a WHOA food is called, however, they must stand still. If a participant jumps forward on a WHOA food, they must run back to the beginning mark. The first child to cross the line wins. You decide what the prize will be.

Although the children have learned about SLOW foods, it is best to not include them in this game. The difference between SLOW foods and the other types is not great enough for the children to be able to clearly and quickly identify.





# Session 3:

## What We Eat – Resources

### Healthy Eater Says...

Go	Whoa
Green Pepper	French fries
Carrot sticks	Deep fried zucchini
Pears	Fruit chews
Grapes with yogurt dip	Grape-flavoured drink
Baked potato	Onion rings
Whole wheat bread	Jelly-filled pastry
Oatmeal	Doughnut
Pita bread	Cinnamon roll
1% milk	Whole milk
Low-fat cottage cheese	Nachos with cheese sauce
Yogurt	Cream cheese
Baked beans	Bacon
Scrambled eggs	Sausage
Grilled chicken	Fried chicken
Baked salmon	Deep-dish cheesy pepperoni pizza
Vegetable and beef stew	Hot dog

# Session 3:

## What We Eat – Recipe

### Chickpea and Cauliflower Curry

**Skill level:** Easy

**Prep time:** 20 minutes

**Serves:** 8

**Cook time:** 20 minutes

#### INGREDIENTS:

- |                          |   |
|--------------------------|---|
| 3 tbsp canola oil        | ½ tsp ground ginger                                 |
| 1 small onion, chopped 🍅 | 1 tsp sugar   |
| 2 cloves garlic, minced  | 1 pinch of salt                                     |
| 2 tbsp curry powder      | 1 19 oz. can chickpeas, rinsed and drained          |
| 1 tsp cinnamon           | 1 small cauliflower floret, cut into small pieces 🍅 |
| 1 tsp paprika            | 1 cup green peas, frozen 🍅                          |
| ½ tsp cayenne            | ¾ cup low sodium vegetable broth                    |
| 1 bay leaf               | ¾ cup light coconut milk                            |

#### INSTRUCTIONS:

1. Heat oil in a large skillet.
2. Sauté onion and garlic until golden. Stir in curry powder, cinnamon, paprika, cayenne, bay leaf, ginger, sugar and salt. Stir until fragrant, about 2 minutes.
3. Add chickpeas, cauliflower, and peas. Stir in broth and coconut milk. Bring to a boil then reduce heat to simmer for 20–25 minutes, or until cauliflower is cooked through.
4. Remove from heat and remove bay leaf.

#### EQUIPMENT/TOOLS NEEDED:

- Chef's knife
- Paring knife
- Cutting board
- Non-slip mat
- Can opener
- Strainer
- Large skillet





## Session 3:

### What We Eat – Recipe

# Chickpea Pasta Salad

**Skill level:** Easy

**Prep time:** 30 minutes

**Serves:** 13

**Cook time:** N/A

#### INGREDIENTS

- |  |  |
|--|--|
| 4 cups whole wheat rotini pasta, cooked, drained, and cooled | 2 sweet red peppers, chopped 🍅         |
| 1 19 fl oz can chickpeas, drained and rinsed                 | 4 green onions, finely chopped 🍅       |
| 1½ cups celery, chopped                                      | ¼ cup crumbled feta cheese             |
| 1½ cups carrots, shredded 🍅                                  | 1 cup reduced fat Greek salad dressing |

#### INSTRUCTIONS:

1. In a large bowl, combine pasta, chickpeas, celery, carrot, red pepper, onion and feta. Toss lightly to mix well.
2. Add dressing to pasta mixture and toss to coat well. Serve.

#### EQUIPMENT / TOOLS NEEDED:

- Large pot with lid
- Strainer
- Cutting board
- Non-slip mat
- Can opener
- Chef's knife
- Paring knife
- Large mixing bowl
- Large serving spoon



# Session 3:

## What We Eat – Recipe

### Meatloaf Muffins

**Skill level:** Moderate

**Serves:** 12 Muffins

**Prep time:** 20 minutes

**Cook time:** 25 minutes

#### INGREDIENTS:

- |   |   |
|---|---|
| 1 tsp olive oil                           | 1 cup whole grain crackers (about 20), finely crushed |
| 1 cup onion, finely chopped 🍅             | 2 tablespoons prepared mustard                        |
| ½ cup carrot, finely chopped 🍅            | 1 teaspoon Worcestershire sauce                       |
| 1 teaspoon dried oregano 🍅                | ¼ tsp freshly ground black pepper                     |
| 2 garlic cloves, minced                   | 2 large eggs 🍅  |
| ½ cup reduced sodium ketchup, divided     | 1 cooking spray                                       |
| 1½ pounds ground beef, extra lean (raw) 🍅 |   |

#### INSTRUCTIONS:

Preheat oven to 375°F

1. Place crackers in a zippered sandwich bag and crush with a rolling pin.
2. Heat the olive oil in a large non-stick skillet over medium-high heat. Add chopped onion, chopped carrot, dried oregano, and minced garlic; sauté 2 minutes. Cool.
3. Combine onion mixture, ketchup, and the remaining ingredients except cooking spray in a large bowl.
4. Spoon the meat mixture into 12 muffin cups coated with cooking spray. Bake for 25 minutes or until a thermometer registers 160°. Let stand for 5 minutes.

#### EQUIPMENT/TOOLS NEEDED:

- Muffin pan
- Non stick spray
- Fork or whisk
- Zippered sandwich bag
- Rolling pin
- Grater
- Vegetable peeler
- Cutting board and non slip mat
- Paring knife
- Chef's knife
- Dry measuring cups and measuring spoons
- Liquid measuring cup

