

CHEFS!

Getting a Head Start on Healthy Living



Acknowledgments

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Sections of this toolkit have been adapted with permission from the following:

Kids in the Kitchen: How to set up your Kids' Cooking Club

http://www.wrha.mb.ca/healthinfo/prohealth/nutrition/files/Nutrition_2.pdf

Kids in the Community Kitchen

<http://www.contactsouthsimcoe.ca/kick-toolkits.php>



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Introduction

WELCOME TO CHEFS! The toolkit that helps you teach children and youth about healthy eating and physical activity while they learn the fun of cooking. These are tools to help them be their best selves!

This toolkit was developed as a way for organizations to deliver interactive, thought-stimulating, and engaging opportunities around food and cooking. **CHEFS!** can be led by facilitators with little or no experience, and includes 90-minute sessions designed with children and youth aged 8 to 12 years in mind. Participants older than 12 years may enjoy taking part in the program as a facilitator assistant. Upon completion of the sessions contained in this toolkit, participants will have learned basic cooking skills, practised handling and storing food safely, and discovered the benefits of healthy eating and physical activity. Learning is achieved through hands-on activities, games, and sharing delicious, healthy foods prepared by the kids themselves.

We believe in the importance of developing in children lifelong skills around cooking, nutrition, and healthy living. Through this development, enjoyment of food and physical activity is created. The sessions reflect this belief by supporting and encouraging young cooks to complete all tasks in the kitchen by themselves in an age-appropriate manner.

How to Use the Toolkit

This toolkit is designed for anyone who is looking for a fun and interactive way to introduce children to healthy eating, cooking skills, and physical activity. Parents, teachers, youth group leaders, and health care educators will find this toolkit easy-to-use and filled with "*kid-tested and approved*" activities. These activities are designed to increase the participants' knowledge, skills, and self-confidence so that they can make healthier lifestyle choices for a lifetime.

The toolkit contains 5 themes:

- Becoming a Chef
- Keeping Food Safe
- Healthy Eating
- All About Nutrients
- Be Active

Each theme contains 2–3 sessions which address topics related to the theme. The sessions are presented to the facilitator in a consistent manner, with plenty of tips to use along the way. The lesson plan for each session will contain the goals for that day, essential and optional discussions and activities, a list of resources to go with each, and time estimations for easy planning. Look for **Teaching Moments**, (as shown on the next page), to help you lead the sessions in a way that encourages participation and learning.

Each lesson plan will also contain, at the bottom of the page, an **It's a Fact!** box (see example below). These facts are intended to provide the facilitator with talking points that the children will be intrigued by.



The toolkit has built-in flexibility. You can choose from a variety of activities and recipes to offer sessions of 90 minutes or more. We have also provided you with a participant registration form and evaluation tools. Newsletters to parents are also available as a resource for each theme. The recipes in this toolkit have been designed and arranged in the format of a cookbook. You may choose to provide the children with a copy of this cookbook, once they have completed the program. A cookbook of their own full of recipes which the children have already made is a great confidence-builder!

As you prepare to deliver the sessions within the toolkit, always remember to start each session with a brief summary of what the children can expect to learn and the recipes they will be making. You may need to remind children of the basic kitchen and food safety rules which they will have reviewed with you during the first session, such as, tying long hair back, washing hands before food preparation, wearing close-toed shoes, and walking in the kitchen. Be sure to describe the layout of the kitchen. Depending on the size of your group, you may need to explain that recipes will be prepared as a group, so that everybody sees the steps involved. Toward the beginning of the program, the children will not be independent in the kitchen and you will need to prepare some of the ingredients ahead of time and gather the required equipment. The children will be able to take over these duties, once they have obtained their chef skills.

TEACHING MOMENT:

If you are using the oven, ask the children if they know how an oven heats up. Explain and show students that ovens have elements on the top and bottom that need time to heat up to the temperature indicated on the recipe. This is called "preheating". Some ovens have a buzzer or a light that tells you when the right temperature has been reached.

Recipes

The suggested recipes provided in this toolkit are intended to both increase the food skills of the participants and expose them to new foods. All of the recipes are considered to be low in fat, low in added sugar, and low or reduced sodium, while contributing significant amounts of other important nutrients.

The recipes call for low/reduced sodium and low/reduced fat ingredients, when possible. These products may not always be available at your grocery store, however modifications can still be made to the recipe to reduce fat and sodium. If, for example, extra lean ground beef is not available at your grocery store or is too costly, consider cooking and draining the fat from lean ground beef. Also, the sodium in soups can be reduced even further by adding more herbs and spices in place of salt. Draining and double-rinsing canned vegetables is another method of reducing sodium. You may also wish to reduce costs by using dried herbs when fresh herbs are called for; for substitutions, use 2–3 times less dried herbs than fresh. Depending upon the season, many of the ingredients can be sourced from local growers or producers. We have indicated which ingredients can be grown or produced locally with this symbol. 🍎

You now have many tools to get children engaged in learning about keeping their bodies well by cooking with healthy ingredients and staying active! You also have experiences of your own – with food, cooking, education, and children – which you may feel free to add to each session. If you feel that you need a little more direction, follow the sequence provided in **How to Get Started Step-By-Step**. We have provided you with the canvas, now you can fill in the colours.



CHEFS! How to Get Started Step–By–Step

- Decide on a location. Preferably, the space you choose will be available to you at no cost. Some examples are a home economics classroom, a community hall, or a church basement.
- Visit the kitchen for an inspection. You will want to think about how many children the area will comfortably hold, whether there will be chairs or floor mats, adequate counter space, access to kitchen equipment, etc. Generally, you should have no more than 3–4 children assigned to one work station/stove. Take inventory of your kitchen equipment at this point, as this may determine which recipes you are able to make.
- If you have a large group of participants, you will need the help of volunteers. Determine if those volunteers will be parents, high school students, or other members of the community. For adequate supervision, you will likely need one volunteer for every 5 students. For example, a group of 10 children would require the facilitator and one volunteer.
- Choose how often you will offer the sessions. You may decide to offer one session per week or all sessions consecutively.
- Develop a preparation routine. The facilitator will need to have a number of things in place each week before the children start arriving. Here is a sample routine:
 - Gather clean tea towels, dishcloths and aprons.
 - Make sure you have the equipment and supplies for chosen recipes. If you do not have all of the equipment necessary, you may refer to Kitchen Equipment Substitutions on the next page.
 - Test the recipe at home, if you want to determine yield and estimate portion sizes. (Note: if several dishes are being prepared per session, a half–portion per child may be appropriate as well).
 - Photocopy newsletters to go home to parents, handouts for the children, and extra copies of the chosen recipes.
 - Contact and remind volunteers to attend the session.
 - Purchase groceries.
 - Arrive at the facility early to allow time for set–up.
 - Meet with volunteers before the session begins to discuss the planned activities and recipes.
 - Wash all work surfaces with 1 part bleach and 10 parts water.
 - Arrange workstations with equipment and prepared ingredients. Before the children have learned proper knife skills, the chosen recipes may require that you prepare any chopped or sliced ingredients. Keep perishable ingredients in the fridge until needed.



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Kitchen Equipment Substitutes

If you are missing a piece of kitchen equipment you can substitute with:

STANDARD EQUIPMENT	SUBSTITUTE ITEM
Measuring cup	Marked jar or baby bottle
Strainer	Pan with a lid or cover
Cookie sheet	Cake pan, pizza pan
Rolling pin	Smooth bottle or glass
Potato masher	Forks
Measuring spoons	Regular teaspoon or tablespoon
Vegetable peeler	Sharp knife
Cutting board	Sturdy plate
Ladle	Cup with handle
Cooling rack	Oven rack
Wire whisk	2 forks or a jar with a lid
Pastry blender	2 knives



CHEFS! Registration and Evaluation

The following four documents are designed to help you with running your program, measuring your success, and providing feedback towards improving this teaching guide:

At the beginning of your program you will need:

1. Registration Form and Kitchen Contract

Have this filled out by each student and their parent or caregiver. This ensures you have all the important information about your students in one place (emergency contact information, allergies, etc.) and the contract also helps to ensure everyone understands the safety rules.

2. Pre-CHEFS! Knowledge and Skills

Have the students fill this out before you do any teaching. This will give you a good sense of how knowledgeable the kids are about cooking and food before you start.

AT THE END OF YOUR PROGRAM YOU WILL NEED:

3. Post-CHEFS! Knowledge and Skills

At your last session, ask the students to fill out this form (note that the questions are the same as in the Pre-CHEFS! form). Comparing changes in knowledge and skills from the Pre-CHEFS! forms to the Post-CHEFS! forms will help you to measure your own success.

4. CHEFS! Facilitator Feedback

In order to help make this guide as useful as possible, we want to hear from you! After your last cooking session with the kids, please complete the Facilitator's Feedback form. It should take you no more than about 10 minutes to complete. Note: You will need to have the Pre-CHEFS! and Post-CHEFS! forms with you.

The form can be completed online at <http://www.gnb.ca/0131/chefs-e.asp> or you can fill it in and submit it by mail: Department of Healthy and Inclusive Communities, 250 King Street, Place 2000, Fredericton, New Brunswick, E3B 5H1, fax: 506-444-5722, or email: wcs-mecs@gnb.ca

Visit <http://www.gnb.ca/0131/chefs-e.asp> for information on how to submit your feedback. We appreciate your feedback and thank you for taking the time to contribute to the improvement of **CHEFS!**



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CHEFS!– Resource

Participant Registration Form and Kitchen Contract

Participant name: _____ Participant age: _____

Home address: _____

Home phone number: _____

Food allergies or intolerances: _____

Parent/caregiver's name: _____

Phone number (if different): _____

In Case of Emergency

Contact name: _____ Relation to participant: _____

Contact phone number: _____ Alternate: _____

Dear Soon-to-Be Chefs,

We are going to have a lot of fun learning, cooking, and eating together! To make sure that we stay safe, we need you to read over our **CHEFS!** rules with your parent/caregiver. You will each need to sign your name at the bottom of the sheet and give this back to your **CHEFS!** program leader. Here are some very important safety rules that I agree to follow when cooking:

- I will listen carefully to instructions given in the kitchen.
- I will always wash my hands before touching foods.
- I will follow all the kitchen safety rules.
- I will accept help in the kitchen when it is offered.
- I will ask for help when I need it.
- I will participate in all the activities.
- I will respect and help my fellow chefs-in-training.
- I will try to taste everything we make... even if it's just a bite!
- I understand that if I don't follow the rules:
 - *A warning will be given.*
 - *I will be given some chores to do while the other chefs are cooking.*
 - *I will lose my privilege to participate in the program.*

Chef-in-training signature: _____ Date: _____

I give my consent for _____ to participate in the **CHEFS!** program. I agree that the host organization is not responsible in case of sickness or injury of this child while in attendance at the facility.

Parent's signature: _____ Date: _____

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Chefs! Pre-program Knowledge and Skills Evaluation

Participant Name: _____

How often do you help prepare meals at home?

Never A couple times a month Once or twice a week All the time

Do you like to cook?

I don't know, I never do it Not at all Sometimes Yes!

Do you think that you could cook a whole meal by yourself?

No way! Probably Definitely!

Do you know how to use kitchen equipment like the stove, a vegetable peeler, or a Chef's knife?

Not at all I can use some kitchen equipment I know how to use everything

Do you know how to keep your food safe?

No I think I know a little bit I know everything I need to know

How many different types of vegetables have you eaten in the last week? _____

How many different types of fruit have you eating in the last week? _____

Do you drink milk or soy beverage every day?

Yes No

What does it mean to eat a balanced diet? _____

What do you think a "healthy food" is? _____

Do you want to eat healthy food?

No, I don't care I don't know Sometimes I do That's all I want to eat!

Do you play actively or exercise every day?

Yes No

If yes, for how many minutes? _____



Introduction: CHEFS!– Resource

Chefs! Post-program Knowledge and Skills Evaluation

Participant Name: _____

How often do you help prepare meals at home?

Never A couple times a month Once or twice a week All the time

Do you like to cook?

I don't know, I never do it Not at all Sometimes Yes!

Do you think that you could cook a whole meal by yourself?

No way! Probably Definitely!

Do you know how to use kitchen equipment like the stove, a vegetable peeler, or a Chef's knife?

Not at all I can use some kitchen equipment I know how to use everything

Do you know how to keep your food safe?

No I think I know a little bit I know everything I need to know

How many different types of vegetables have you eaten in the last week? _____

How many different types of fruit have you eating in the last week? _____

Do you drink milk or soy milk every day?

Yes No

What does it mean to eat a balanced diet? _____

What do you think a "healthy food" is? _____

Do you want to eat healthy food?

No, I don't care I don't know Sometimes I do That's all I want to eat!

Do you play actively or exercise every day?

Yes No

If yes, for how many minutes? _____

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CHEFS! Program Feedback and Evaluation

Thank you for taking the time to provide us with feedback during the pilot phase of this program. Our goal is to provide you with an easy-to-use toolkit; this can be achieved as we respond to your needs as program leaders and facilitators.

Please circle a ranking for each category and provide instructive comments, if necessary:

Ease of Use (reading level, accessibility of materials, etc.)

Satisfactory

Acceptable

Needs Improvement

Comments:

Timing of Lesson Plan (Discussions, Activities, and Recipe Preparation)

Satisfactory

Acceptable

Needs Improvement

Comments:

Suggested Recipes

Satisfactory

Acceptable

Needs Improvement

Comments:

Discussions and Activities (appropriateness, ease of implementation, level of engagement, etc.)

Satisfactory

Acceptable

Needs Improvement

Comments:

Have you made note of grammatical/spelling errors? Please include page numbers.

Do you have suggestions for new discussions or activities? Are modifications required?

Additional comments:



CHEFS! REPORT

ISSUE 1

Dear Parents/Caregivers,

In the **CHEFS!** Program, your child will be learning all about cooking, healthy eating, and having an active lifestyle. This **CHEFS!** report will keep you updated and informed during their learning process. You will find in this report:

- the topics your children are learning about
- tips for reinforcing the education the children received
- and a preview of what's to come

Today, the chefs got a chance to meet each other and they learned about many different kinds of tools and equipment that they might find in the kitchen. They also discussed the proper ways to behave in the kitchen in order to make it a safe space.

In order to get them prepared for all of the different duties they will take on in upcoming sessions, have them take part in your kitchen in the following ways:

- Setting the table
- Washing fruits and vegetables
- Taking food out of the refrigerator
- Setting the timer and giving updates on time
- Measuring ingredients
- Stirring ingredients
- Reading the recipe
- Spreading or layering ingredients into pans or baking dishes
- Peeling and cutting (with supervision)
- Helping with clean up

During the next few weeks, feel free to test your child's knowledge at home by asking them tough kitchen questions. The children are still learning and might not have all the answers, but questions at home are a great way to stimulate interest in what they're learning about at Chefs!

COMING UP:

- How to measure
- Reading a recipe
- How to use a chef's knife and a paring knife



CHEFS! REPORT

ISSUE 2

Dear Parents/Caregivers,

Keeping food safe is what it's all about and your child is learning about germs and how to keep them out of food. Germs (bacteria) are everywhere and they are so tiny that we just can't see them. Not all germs are bad, for example, the bacteria in your intestines can help your body make vitamins, build up immunity, feed the cells of your digestive tract, and stop bad bacteria from taking over. However, some bacteria which can be found in food is not good for us at all and can cause serious illness (food poisoning).

By handling, storing, and cooking food properly, you can prevent such illness. Your child is learning that one of the most effective methods to control bacterial contamination of food is proper hand washing. Ask your child to demonstrate what they've learned about washing their hands. There are more easy ways to keep your food safe, but all you have to remember are four simple words: clean, separate, cook, and chill. To learn more, visit www.fightbac.org with your child and work together to make your kitchen as safe as possible.

Test your child's skills in the kitchen by sharing this simple recipe for a great snack!

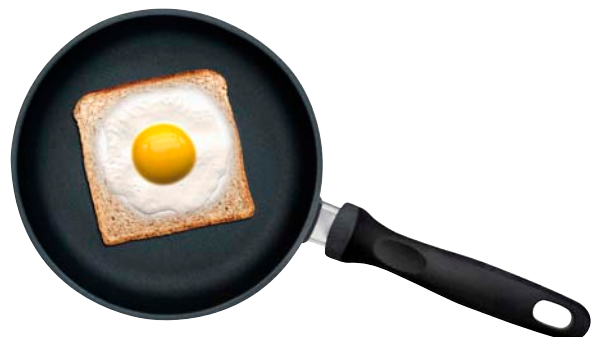
Egg in the Hole

INGREDIENTS:

1 slice whole wheat bread	a pinch of salt
1 egg	a pinch of pepper
1 tsp margarine	

DIRECTIONS:

1. Spread 1 tsp margarine over both sides of bread.
2. Make a hole in the middle of the bread (about 2 inches in diameter) using a cookie cutter or by ripping it with your fingers.
3. Place bread on a hot frying pan.
4. Break an egg into the bread hole.
5. Turn the element down to low and cook until the egg white turns white.
6. Flip bread and continue to cook until the yolk is firm (you may need to puncture the yolk with a knife).
7. Slide onto your plate and enjoy.



COMING UP:

- Kids Fight Bac (Clean, Separate, Cook, Chill)

CHEFS! REPORT

ISSUE 3

Dear Parents/Caregivers,

These days, we are talking about healthy eating; what it means, why it is important, and how it is done. To get to the root of it, food is one of the most important things in our lives. At Chefs! we have been considering all of the different meanings of food and eating in our lives. Take the time to share with your child some of the memories that you have about particular foods, family recipes, or special moments shared around a meal.

With all of this meaning attached to food and eating, there can often be many reasons why we choose the foods that we do. These reasons can either encourage or discourage healthy eating habits; for example, peer pressure, social customs, taste preferences, etc., can all influence our food choices. One way that food companies attempt to influence the food choices of children is through marketing and advertising designed to appeal to kids. Your child has learned some of the ways this is done and will be on the look-out for examples in the grocery store and around the neighbourhood. As a parent/caregiver, you can help out with this investigation, too; ask your child to accompany you on grocery shopping trips and talk together about examples that you notice.

Healthy eating does not have to be complicated. Your child will be learning:

- guidelines for creating balanced snacks and meals;
- Canada's Food Guide food groups;
- and the difference between GO, SLOW, and WHOA foods.

This knowledge will help your child to make healthy eating decisions for life. That's a real head start!

Coming Up:

- Canada's Food Guide
- Discovering New Foods
- Meal Makeovers
- GO, SLOW, and WHOA Foods



CHEFS! REPORT

ISSUE 4

Dear Parents/Caregivers,

Today, your chef learned about the nutrients in food. They've learned that all foods are made up of a combination of big nutrients: carbohydrates, fats, proteins, and water. All of these nutrients, except water, give our bodies energy in the form of calories. Meals which contain a balance of all of the big nutrients allow our bodies to use that energy in the healthiest and most efficient way. This is one reason why balanced meals are so important. It's easy to eat balanced meals, if you follow Canada's Food Guide and remember this tip – a good snack contains two of the four food groups and a good meal contains at least 3 of the four food groups.

Here are some examples of healthy, balanced snacks and meals:

Snacks	Meals
2% cottage cheese with sliced apple	Lasagna (pasta, vegetables, meat, and cheese)
Granola (mixture of whole grains and nuts)	Roasted turkey with mashed potatoes, carrots, and peas
2% milk and whole wheat toast	Spinach omelette served with brown rice and 2% milk

To get your own copy of Canada's Food Guide for your family and to find out more about balanced nutrition, visit <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>.

A great way to use your child's knowledge is to ask them for meal planning ideas. They are now able to create balanced meals with healthy ingredients. You may also wish to ask them about GO, SLOW, and WHOA foods; this is how your child has learned to tell the difference between healthy foods and less healthy foods.

Coming Up:

- Learning about the tiny nutrients: vitamins and minerals
- The digestion of a peanut butter sandwich



CHEFS! REPORT

ISSUE 5

Dear Parents/Caregivers,

A body is meant for moving. Did you know your little chef should include at least 60 minutes of physical activity every day at moderate to high intensity. Moderate activity includes brisk walking, cycling, skating while a high intensity activity includes running, basketball and soccer and these are just a few examples.

In future sessions, we will discuss the importance of physical activity and how to incorporate physical activity at home, at school and at play (or work for parents and caregivers). Remember, children learn from their parent or caregivers, therefore, an active parent or caregiver develops an active child.

Here are just a few benefits of physical activity:

- Improves Mental Fitness
- Reduces stress levels
- Allows you to meet new friends

Physical activity helps develop a healthy self-esteem, which makes you feel good about yourself. If you would like a copy of Physical Activity tips for children aged 5 to 11 years, visit <http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/05paap-eng.php>

Remember, habits that are formed early can last a lifetime.

I hope your little chef enjoyed the sessions offered in the CHEF program and the knowledge they learned will follow them for life.

