



# COOKING & TASTING



# Field To Table Schools

## Educator Toolkit Series

Food  Share  
[www.foodshare.net](http://www.foodshare.net)

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Dedicated to all of the  
amazing individuals who  
share their passion for  
Good Food Education  
with children and youth of  
all ages.

All photography by GreenFuse Photography: <http://greenfusestock.photoshelter.com>.

Original illustrations by Nicole Sullivan, Community Artist and Illustrator.

## FoodShare Toronto

FoodShare is a Toronto non-profit community organization whose vision is Good Healthy Food for All, founded in 1985 to address hunger in our communities. FoodShare takes a unique multi-faceted and long-term approach to hunger and food issues working to empower individuals, families and communities through food-based initiatives, while at the same time advocating for the broader public policies needed to ensure that everyone has adequate access to sustainably produced, good healthy food. Working "from field to table," we focus on the entire system that puts food on our tables: from the growing, processing and distribution of food to its purchasing, cooking and consumption.

Recognized as an important innovator of effective programs that have been reproduced all across Canada, we facilitate empowerment and community development from the ground up, cultivating awareness, building citizenship and enhancing individual and community participation, all the while striving to improve access to good healthy food.

Our programs, which reach over 155,000 children and adults per month in Toronto, include Student Nutrition, Field to Table Schools, The Good Food Café, Focus on Food youth internships, the Good Food Box, Good Food Markets, Fresh Produce for Schools and Community Groups, Baby and Toddler Nutrition, Community Kitchens, Field to Table Catering, the Food Link Hotline, Power Soups, Community Gardening, Composting, Beekeeping and Urban Agriculture.

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FoodShare would like to acknowledge the support of the Toronto Community Foundation in the production of this toolkit

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**Food  Share****Good Healthy Food for All!****[www.foodshare.net](http://www.foodshare.net)**





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# COOKING & TASTING

For more information and downloadable resources  
please visit us at [www.foodshare.net](http://www.foodshare.net)

# Timeline

1985

FoodShare is established.

1992

First Student Nutrition Programs funded.

1997

FoodShare started the Fresh Produce Program for Schools.

2000

FoodShare's partnership with the Toronto Partners for Student Nutrition formed.

2006

Field to Table Schools started.

2008

First Great Big Crunch special event.

2009

Bendale School Market Garden started.

2010

Good Food Café started & First Eat-In Ontario fall harvest celebration.

2012

Brock Public School Terrace Garden started.

## FoodShare's Work in Schools

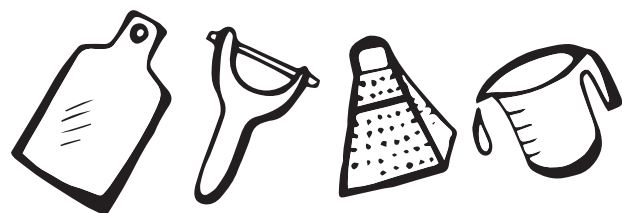
FoodShare takes a multi-faceted approach to school food, leading a movement of change in the way students from Junior Kindergarten to Grade 12 eat and learn.

As a partner in the Toronto Partners for Student Nutrition, we created the model for **Student Nutrition Programs** in the City of Toronto, and in partnership with school boards, Toronto Public Health, and community agencies provide grassroots organizing for nearly 700 universal programs helping feed 144,000 students daily. Our **Fresh Produce Program for Schools** provides access to affordable healthy vegetables and fruit, and our **Good Food Café**, demonstrates that children will choose healthy foods in a cafeteria setting.

The **Field to Table Schools** program is restoring good food education with hands-on activities, workshops and growing projects. Students from Junior Kindergarten to Grade 12 in schools and community sites get excited to explore and learn about composting systems, innovative ways to grow food, nutrition principles, cooking techniques, food security concepts and more.

FoodShare's **School Grown** is a schoolyard farming project at two high schools that employs students in running urban market gardens, providing hands-on learning opportunities for students both in the classroom and in the field. Over the summer, students are hired to work alongside the School Grown farm manager in running the gardens, selling at farmers' markets and delivering produce to local restaurants.

As part of the **Ontario Farm to School Challenge**, FoodShare and provincial partners, are working with schools across Ontario to increase their purchases of locally grown food.





# Welcome to Recipe for Change!

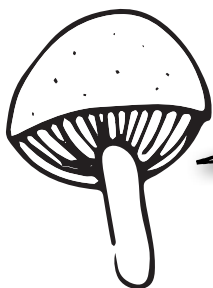


Students making  
apple sauces for  
The Great Big Crunch!

**Recipe for Change** is FoodShare's initiative reconnecting students with where their food comes from, how it's grown, transported, cooked, eaten and composted.

Since 2010, FoodShare has worked with hundreds of dedicated **students, educators, parents, volunteers, organizations, farmers and chefs** with support from the Ontario Heart and Stroke Foundation to enliven our Recipe for Change initiative. We deliver workshops, put on special events, and share expertise and passion for transforming the way in which children and youth learn about and experience good, healthy food.

The Recipe for Change initiative earned the **Toronto Community Foundation's 2012 Vital Ideas Award** and we're thrilled to be working collaboratively to further expand our outreach of Food Literacy education and resources to children and youth across the Greater Toronto Area.



***"This is Revolutionary!"***

- Grade 3 Student  
excited about doing a  
*Great Big Crunch* into a  
locally grown apple.

**Recipe for Change aims to improve the health of Ontario children and youth by including good food education in all learning settings, so that all students:**

.....  
Learn how to make healthy food choices for themselves (and actually want to!)  
.....

Access at least one healthy meal a day at school or wherever they learn  
.....

Increase their participation in daily food programming such as gardening, cooking, and composting

*Good food education makes good sense.*



# Why Recipe For Change?

How children eat when they are young lays the foundation for life-long patterns, but integrated good food education is not the norm in Ontario schools.

Students are not regularly provided the tools to make healthy decisions to sustain themselves, nor are they routinely taught how to garden, cook a healthy meal, compost or understand where their food comes from.

## How Can You Get Involved With Recipe For Change?

In addition to this tool kit, FoodShare's Field to Table Schools program has developed dozens of curriculum-linked educator resources, projects and events to celebrate the Recipe for Change message with students from JK to Grade 12. You can download them all for *free* from our website: [www.foodshare.net/educator-resources](http://www.foodshare.net/educator-resources).

**Oh Yeah,  
Did We Mention?**

Students LOVE learning about food, which to us, is the best and most rewarding reason to integrate food into every learning space.



**Recipe for Change  
calls on supporters like you  
to bring good food education  
to life in learning spaces  
across Ontario!**

# You Can Help Bring the Recipe for Change initiative to Life!

**Deliver** hands-on good food **workshops and activities** in the classroom, gymnasium, school playground or kitchen. We've included some of our absolute favourites (that never fail) in this tool kit, but you can also visit our website for more.

**Build** an **edible garden** or construct an **indoor growing innovation**. Check out our Plants & Gardening toolkit - number 2 in the series!

**Initiate** a **composting** program. Turn those scraps to snacks! Download our Soil & Compost toolkit - number 3 in the series.

**Support** community or student food programs promoting **social justice, healthy environments and sustainable food systems**. Take a look at our Food: Outside the Box toolkit - number 4 in the series.

**Host** **special events or occasions** that celebrate good food education. You could create your own, or join in on ours! The annual Eat-In Ontario fall harvest celebration is a great way to kick off the new school year with local food fun and The Great Big Crunch has attracted nearly half a million "crunchers" since 2006 - see page 21 to learn more get involved!

**Establish**, or contribute to an existing committee or network to **share ideas and resources**, such as the *Garden and Food Curriculum Working Group* in Toronto, or the *Ontario Edible Education Network*, bringing groups together to share resources, ideas and experience, and to work together on advocacy.

## Let us know what you're doing!



Our philosophy on food literacy education is that every interaction with food should be a positive one.

.....  
We strive to

**excite**

**equip**

**educate**

students and educators on food topics that are both well-rounded and relevant.

#### Putting This Into Action:

In our workshop, *What Toronto Eats*, we talk about the many faces of food insecurity, but finish with a conversation about the wonderful, community-based food initiatives happening in the city like community gardens, fruit-picking projects, accessible workshops and more! See our Food: Outside the Box toolkit for more!

## The Field to Table Schools Philosophy

Highlighting **vegetables and fruits** whenever possible, which often means integrating them into well-known recipes that students love.

Broadening culinary horizons with new and exciting ingredients, while at the same time, honouring the **cultural importance** of the food we choose.

Favouring **local food when possible**, but also understanding that importing is very necessary in a chilly winter climate and variety is the spice of life.

Highlighting the benefits of **ethically or sustainably** raised and grown food, but understanding that affordability and accessibility are key.

Understanding the long-term system change needed in our current food system, but always ending with an uplifting discussion around **what we can do** to make positive changes.

# Good Food Education Themes

We like to categorize our good food activities into one or more of these four themes. For this toolkit, we'll be focusing on Cooking & Tasting. Visit [www.foodshare.net](http://www.foodshare.net) to download all four toolkits covering these themes, as well as our curriculum-linked workshop outlines!

## Cooking & Tasting!

### Goals:

- Introducing students to exciting ingredients, cooking techniques and tasting experiences using vegetables and fruits (local when possible), as the highlight.
- Encouraging students to embrace simple recipes and cooking challenges for their own skill development and enjoyment.
- Making eating healthy food fun!

### Downloadable Workshops:

- Great Big Crunch (JK/SK)
- Nourishing with Nursery Rhymes (JK/SK)
- Honey Judging (Gr 2)
- Grains on the Brain (JK/SK - Gr 3)
- Making Stone Soup (Gr 2)
- Herbalicious Poetry (Gr 3-6)
- Food, Media and Marketing (Gr 5 -12)
- Signature Salads (Gr 3-12)
- Cacao Culture (Gr 5)
- Herbalicious Tea Party (Gr 5-6)
- Bike Blender Smoothies (Gr 12)

### Soil & Composting:

#### Goals:

- Highlighting the importance of healthy soils in a healthy food system.
- Helping students understand that all food originates from the soil and to build an appreciation for good quality soil.
- Harbours a deep connection with soil as a biodiverse habitat.

### Food: "Outside the Box"

#### Goals:

- Introducing the reality of food security in our city and highlight the many community-based options addressing it.
- Helping students understand the importance of our food choices when considering the environment and sustainability.
- Highlighting the many people, animals and resources needed to get our food from field to table.
- Nurturing creativity in the approach to learning about, growing, cooking and tasting good healthy food.

### Plants & Gardening:

#### Goals:

- Showing where vegetables and fruits come from, beginning all the way back at the seed.
- Developing an appreciation for the time, effort and nurturing required to grow our food.
- Highlighting Ontario-grown produce and the people that help produce it
- Building deeper connections with nature.
- Bringing growing indoors, so students can experience urban food production year-round.
- Encouraging design principles to re-use and re-purpose materials for growing.

# Follow These Steps to Get Younger Students Excited To Learn About Food

## Grades JK-6

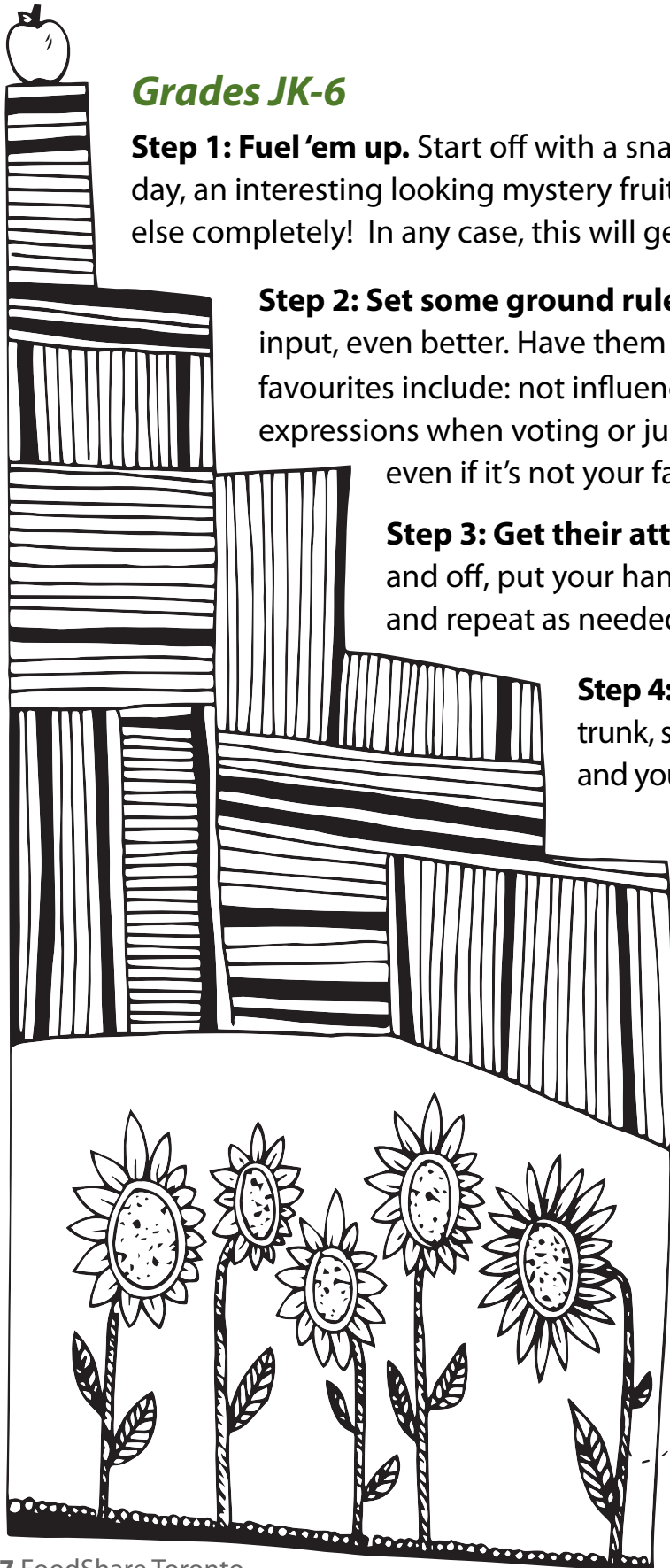
**Step 1: Fuel 'em up.** Start off with a snack. It could be the feature ingredient of the day, an interesting looking mystery fruit, a locally grown vegetable or something else completely! In any case, this will get them engaged and ready to work.

**Step 2: Set some ground rules.** If they're developed with the students' input, even better. Have them on display if possible. A couple of our favourites include: not influencing others with comments or facial expressions when voting or judging food and being thankful for all food, even if it's not your favourite.

**Step 3: Get their attention.** Clap a rhythm, flick the lights on and off, put your hands on your head - pick your favourite one and repeat as needed.

**Step 4: Look the part.** Dress up! As a bee, a tree trunk, seasonal colours - whatever it takes. It's fun, and you'll have their immediate attention (and cred).

**Step 5: Give responsibilities.** We have printed responsibility cards that we use again and again. Hand cards out to all students randomly at the beginning, or use them as rewards for good behaviour (adorable!) Some tried and trues include: asking lots of questions, providing positive feedback to classmates, helping with clean-up duties as needed, and assisting the facilitator whenever possible (you're welcome).





**Step 6: Keep small hands busy.** The more hands-on, the more interesting your workshop will be for young students. This goes without saying, but try to time activities so that students aren't hanging around waiting for the next task for extended periods of time. For example, if you're cooking that day, give recipes that include step-by-step guides so students know how to prepare for the next task.

**Step 7: Appeal to the students' competitive side.** Without letting things get out of hand, creating fun challenges or competitions can be a useful tool to keep students on track and focused on the task. Our most popular example is the Signature Salads workshop. You can see this outline on [page 18](#).

**Step 8: Know when to quit.** Okay, not necessarily quit, but know when to switch up what you're doing to liven up a dull session. A good example would be when waiting for things to cook, students can lose interest fast. You'll know by wandering eyes, yawning, poor participation, chatting etc. Refer to Quick Activities (available: [www.foodshare.net/educator-resources](http://www.foodshare.net/educator-resources)) for some fun *back pocket* games to play during times like these.

**Step 9: Have a back up plan.** Sometimes things go wrong: you pick up the wrong ingredient by accident, the hot plate won't work, the room you thought you booked isn't available, etc. Make sure you have a good back-up plan for when things go awry. Adapting a recipe, programming with minimal resources or having some trusty parent volunteers on hand can make all the difference.



We kept small hands busy at our first ever Great Big Crunch in 2008. This group made apple crisp in FoodShare's commercial kitchen.

# Follow These Steps to Get Older Students Excited To Learn About Food

## Grades 7-12

**Step 1: Fuel 'em up.** This applies across all ages. Start off with a snack and potentially offer continued snacks throughout the workshop (e.g. in small bowls on tables or as tasting opportunities). Teenagers have large appetites and will be thankful for the ongoing fuel supply.

**Step 2: First impressions count.** Let students know you're a professional and your time is valuable. This will set the standard for the session and those that follow. Learning about food is fun, but students are also expected to be respectful. They are also expected to participate and contribute when requested.

This student is making Stone Soup  
as part of a hands-on  
Field to Table Schools workshop.



**Step 3: Get personal.** Older students' attention can sometimes wane if they feel the session or information is not relevant to them personally. A good way to engage older students is to let them know about you. What was your journey to get where you are today? What fueled your interest in food? What was your experience at school or college? What's a typical day in the life of you (as it relates to food)? Students of this age are generally beginning to think about what they might like to do after school, they're hungry for career-related information.

**Step 4: Keep it movin'.** Teenagers get sleepy. All the time. As with younger students, older students get bored too. Know when to stop what you're doing and move on. You may be able to come back to it later. Also, you can refer to *Back Pocket Activities* on our website, [www.foodshare.net](http://www.foodshare.net) for ideas to re-energize a group at any point in the session.





One of Bendale Business and Technical Institute's Focus on Youth employees works in the market garden, fueling up on freshly picked beans as he goes!

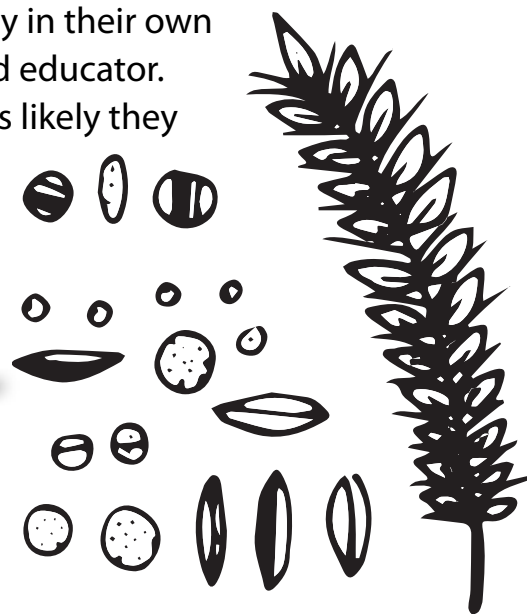
**Step 6: Give it time.** Sometimes older students need a bit of time before warming up to you. It's that simple.

**Step 7: Be Open to Discussing the "Big Issues".** Students may have seen something in the media that triggers their interest for example, trade issues, immigrant workers, GMOs, etc. Be willing to discuss food politics in an open way, even if it's controversial. As mentioned in our teaching philosophy, be sure to cover the different opinions that may exist about that subject, regardless of what yours are personally.

**Step 8: Get feedback.** Students are usually forthcoming with feedback about sessions if it's anonymous and quick to provide. Create some basic forms for students to complete at the end of sessions. This will let them know that they have a say in their own education and also help you to become a better good food educator. The more sessions are tailored towards their needs, the less likely they are to lose interest.

***"I've never looked at seeds before. I didn't realize there are some seeds you can eat!"***

- **Grade 10 Student**  
enjoys learning about seed saving  
at Eat-In Ontario,  
Fall Harvest Celebration





**Try this!**

## Taste Testing & Graphing

It's always a fun idea to introduce some structured taste testing when exploring food. Time and time again we find this activity to be a real hit with students - even when we've *tried* facilitating it as a quick "time-filler", taste testing can easily become the main event. They just love investigating! Here's how to do it...

### What are you tasting? You could try:

- Different apple varieties, for example *Granny Smith Apples*
- Salted vs. unsalted dishes
- Local vs. imported fruits or vegetables
- Dried fruit using additives vs. without
- A blended vs. chunky soup using the same ingredients
- Canned vs. freshly cooked and mashed pumpkin vs. baby food jarred pumpkin
- Brand name vs. generic products

### Choose up to 6 judging categories:

For example, crunchiness, colour, flavour, ripeness, sweetness, tartness, saltiness, spiciness, bitterness, texture, smell, origin, mouthfeel, after taste etc.

### Focus on each category separately, and rate it from 1 (least) to 5 (most)

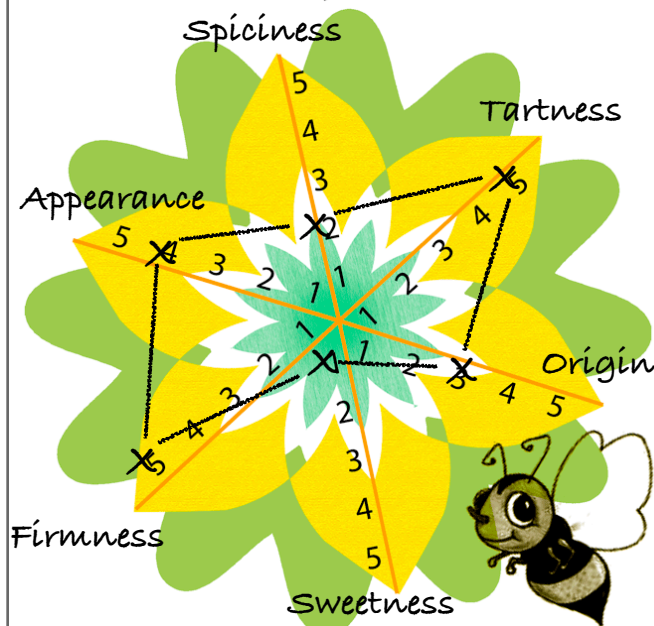
For example, you might expect a granny smith apple to rate quite highly in the tartness category (closer to 5).

### What's your flavour profile?

Creating flavour profiles (joining up the X's to make a shape) is a great way to compare and contrast each taste test visually. Not just for each ingredient, but for each person too! Students love comparing their profiles with each other. Getting a sneak peak into how your friends experience the wonderful world of food? Cool!

## Tasting Graph Flower

How do you rate it?



What are you tasting? Granny Smith Apples

FoodShare

See over the page for your printable version!

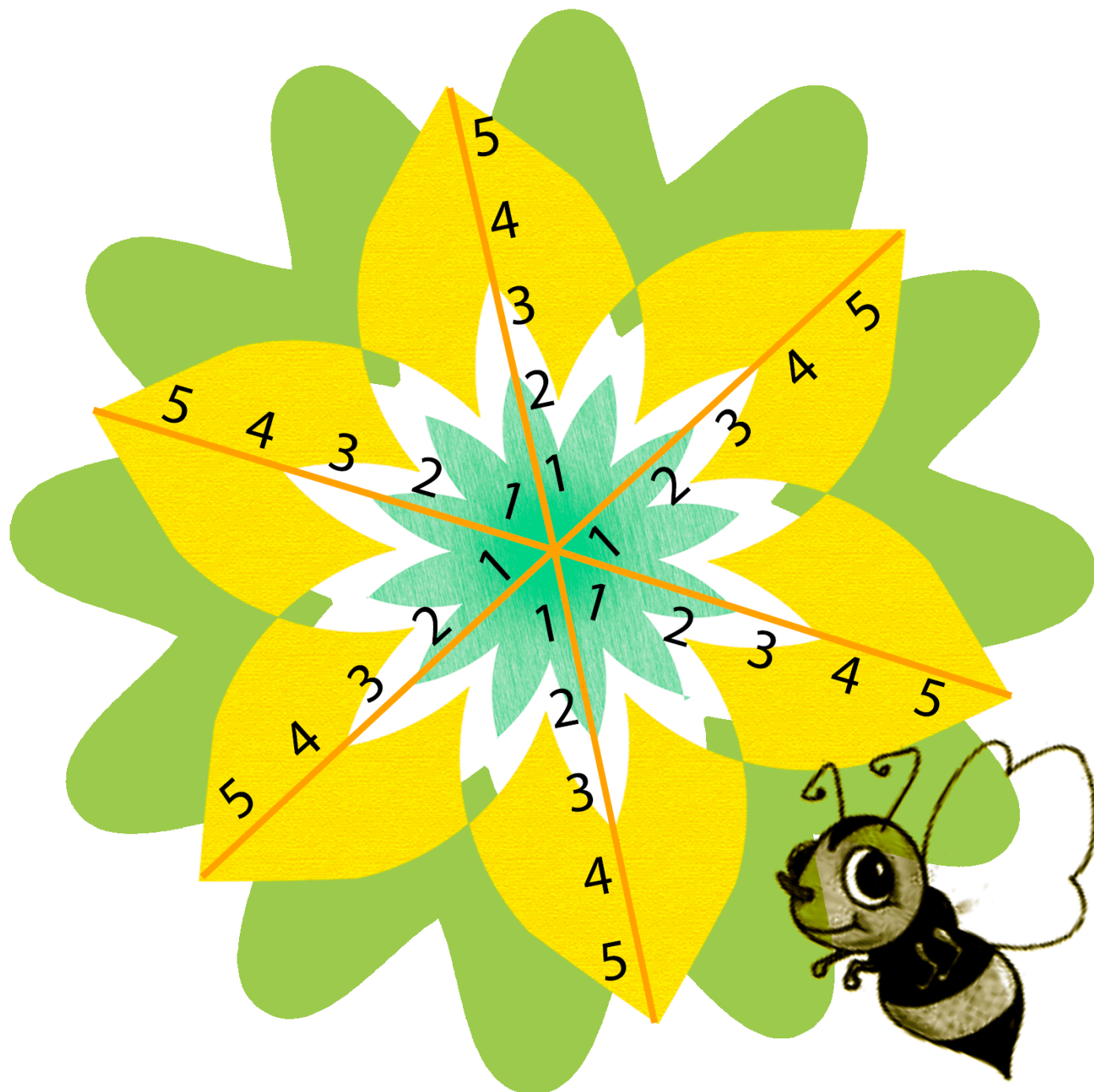
### Tried and (Taste) Tested

We use tasting graphs in many of our workshops to bring the simple act of eating healthy food to a whole new level. Students love being presented the "official judging" challenge! We performed a half day of student taste testing using this very method when starting our Good Food Café. Read more about our home-cooked cafeteria here: [www.foodshare.net/good-food-cafe](http://www.foodshare.net/good-food-cafe).

*Print this!*

# Tasting Graph Flower

How do you rate it?



What are you tasting? \_\_\_\_\_

Food  Share

## Try this!

# Inquiry Ideas

These sensory activities complement taste testing and graphing.



### Smell

#### Harvest Herb Kitchen\*

Have bunches of fresh herbs in a row (or herb plants - even better!) Set up a "spice rack" of unlabeled, dried herbs nearby. Ask students to smell both the fresh and dried herbs and guess which are the same plant. Talk about the smells of each. What does it remind them of? Are they very similar or different once dried? Why do people dry herbs?

### Touch

#### Harvest Blanket\*

This game can be played with a box or simply a blanket or table cloth. Have one or more food items inside/underneath and have the students use only their sense of touch to try and figure out what it is!



### Sight

#### Read Between The Lines

Take a recipe that has many steps and print it out so that each step is separate. Once printed, cut each step out individually. Without telling students what the recipe is for, hand out each step and have them try and arrange themselves in the correct order before guessing what it is!

### Sound

#### Shake It!\*

Make your very own butter using whipping cream, a plastic container (with a tight-fitting lid) and a marble or two! Fill the jar 1/3 full, add the marble and shake it! Compare and contrast the sound that different sized containers make, or try using a different number of marbles in each. Your butter is ready when the solid component has completely separated from the liquid (makes a great change of state lesson!).

\*Adapted From: Parrella, D. Shelburne Farms: Project Seasons, 1995, pg 3,22,49.





# Cooking & Tasting Logistics

## Key Learning Goals

This brings us to the next important consideration for good food educators, you might consider focusing on key elements in your classroom to help focus your workshops and provide specific learning opportunities for participants.

- **Feature ingredient/s**
- **Ingredient's origin**
- **How did it grow?**
- **Key tools or utensils**
- **Important lingo or vocabulary**
- **Hands-on skills**

## Case Study Ideas: **Garlic!**

### **Tool/Skill:**

Try *using a frying pan* to appropriately *sauté* some crushed garlic for making a stir-fry.

### **Lingo:**

Explain the culinary term *sauté*

### **Tool/Skill:**

Learn how a *garlic press* is used



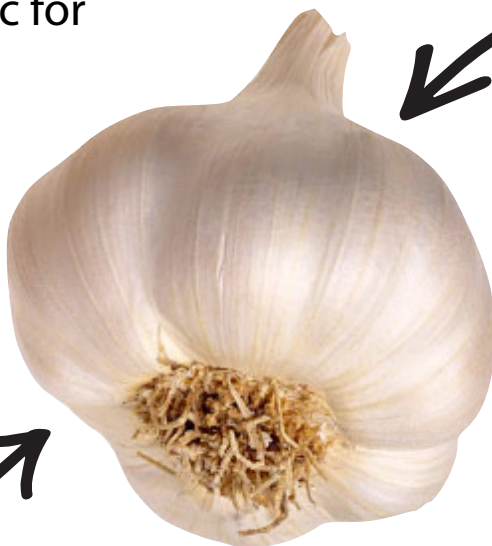
A local chef brings good healthy food to life at our Eat-In Ontario event.

### **Origin:**

Give a brief overview of how garlic grows, when it's planted and harvested.

### **Hands-On:**

Make the most of the opportunities for sensory activities, *comparing* the raw garlic to the chopped, sautéed version.



**Try this!**

# Signature Salads Workshop

**Recipe Category:** Cooking & Tasting

**Cooking Time:** 1 hour +

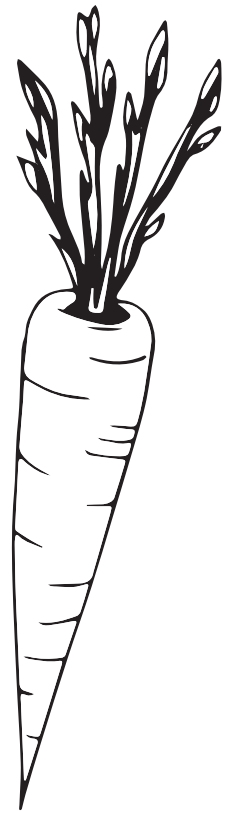
**Level of Difficulty:** Grade 3 + (curriculum available [www.foodshare.net](http://www.foodshare.net))

## Recipe Ingredients:

- ☐ **Salad Ingredients:** Consider a broad range of vegetables, fruits grains, dairy and/or alternatives and meat alternatives that are fresh, canned, preserved, dried or frozen.
- ☐ **Salad Dressing Ingredients:** Oils (olive, sesame, safflower), vinegars (white, apple cider), citrus, sweeteners (honey or maple syrup), salty ingredients (salt, soy sauce), pepper, spices and herbs, etc.
- ☐ **Canadian Food Guides:** English, French and/or First Nations
- ☐ **Local Food Information:** Such as Foodland Ontario availability cards [www.foodland.gov.on.ca/english/availability.html](http://www.foodland.gov.on.ca/english/availability.html)
- ☐ **Kitchen Utensils:** Cutting boards, knives, colanders, peelers, graters, salad spinner, bowls, plates, cutlery, jars for shaking dressing, etc.
- ☐ **Chart paper** or chalk board to record “criteria” for salads

## Method:

1. Lay out the ingredients, utensils and salad dressing ingredients on separate tables. This will help reduce over-crowding later.
2. You can have the ingredients pre-prepped for younger students (e.g. washed and chopped) but we always try and do as little pre-prep as possible so students know about the whole food preparation process!
3. You may need to **individually name each ingredient** so that students know what they are, and if it requires cooking or not. Highlight any local produce.
4. Set the challenge guidelines agreed on by the group (see over the page).



### Why No Meat?

At FoodShare, we develop recipes using a full range of proteins, however, in our school programming we've chosen to go meat-free because we want to:

- Highlight vegetables and fruits
- Make the challenge less intimidating for budding chefs
- Ensure Public Health food safety standards are more easily upheld
- Introduce meatless meals as a way of promoting environmental sustainability

5. **Bring a panel of judges** (e.g. chef, nutritionist, principal, fellow student or teacher) in for ten minutes and have students plate up small portions of their salad with dressing for the taste test. Students should describe in detail what their salad contains, how they adhered to the criteria, how it was prepared and why they chose to do it that way.
6. **Ask judges for positive and encouraging feedback** on the criteria points selected by the class. We usually elect a “winner” for many categories: appearance, adherence to criteria, imagination, dressing, and overall “wow” factor (so there are many honorable mentions).
7. **Review the waste**, or organics bin after the workshop. While composting is great, there are many ways in which we can reduce our waste when cooking. For example, citrus rinds are great for flavouring dishes or making tea, carrots don’t need to be peeled, just scrubbed well, etc.
8. **Don’t get stuck with all the dishes!** Allow enough time at the end for a group clean-up, a useful skill at any age!

A Grade 5 student makes finishing touches to a Signature Salad under the watchful eyes of the team



## Guidelines

- Students can work in groups (we suggest no more than 4).
- Must contain at least 3 Ontario-grown produce items.
- Salads must contain vegetables and/or fruits, a whole grain product and a high protein food (meat alternative or dairy product) – review the food guide for assistance as needed.
- Must be prepared and/or cooked in the time permitted.
- Groups must use at least three different food “processing” methods (e.g. chopping, grating, and crumbling) to provide different textures in their salads.
- The dressing must have elements of sweet, salty and sour/tart to be well balanced on the palate. Taste as you go and modify accordingly.
- You could allocate a different food profession to each group to consider for the preparation and presentation of their salad.
- It must look and taste good!

*What’s your  
Signature Salads  
criteria?*

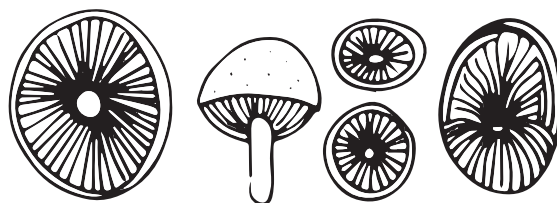


# Signature Salad Workshop Adaptations

## Plant Part Salads

Select a wide range of different plant parts for your salad ingredients, or allocate a different plant part to each group. Here are some examples:

- **Roots:** beets, carrots, potatoes, radishes, etc.
- **Shoots:** asparagus, celery, etc.
- **Leaves:** lettuce, radicchio, arugula, spinach, kale, etc.
- **Seeds:** sesame, pumpkin, sunflower, legumes, etc.
- **Fruits:** tomatoes, grapes, peppers, squash, apples, pears, etc.



## Food and Media

Look at various advertisements of salads:

Are they healthy? *Why or why not?*

Do they have foods from each of the food groups? *What's missing?*

Who do you think they're targeted at (e.g. teenager, parents)? *How can you tell?*

Try allocating a different *target audience* to each group and have them explain how they made their salad with the target in mind.

## Nutrition and Diet Therapy

Highlight food as a medicine in this nutrition therapy adaptation. For example:

- **Heart Disease:** Decrease salt from processed foods to reduce blood pressure and include unsaturated fats to reduce inflammation
- **Diabetes:** Decrease sugar from processed foods to help with blood sugar levels, choose low Glycemic Index and moderate starchy foods
- **Osteoporosis:** Try to improve bone density with high calcium foods from vegetables and dairy
- **Oncology:** High energy, high protein salad to maintain muscle

## Leaning Towers of Salad!

Students have really wowed us in the past with their commitment to presentation.

Applying what they'd learned in class about solid structures, as well as elements of artistic composition, Grade 7 students created amazingly tall, delicious salad masterpieces - *real life Jenga!*



Students select fresh vegetables, fruits and whole grains for their Signature Salads.

## Food and Careers

Different food professionals have different ways of approaching their work. Have different groups approach the challenge from one of these perspectives.

- **Chef:** appearance, cost, profit, flavour, texture, local ingredients, etc.
- **Holistic Nutritionist:** nutritional value, whole foods, freshness, raw vs. cooked, balance, variety, vitamins and minerals, enzymes, health benefits, etc.
- **Dietitian:** vitamins, minerals, fat, sugar, salt, variety, food guide groups, portion sizes, health benefits, diet/disease relationship, etc.
- **Food Educator:** Using many different types of ingredients, exposing participants to new ingredients, learning about different preparation techniques, how to present the salad well, how to get student excited about salads, etc.

## A Day in the Life...

If you're a food professional, discuss what a "day in the life" of you is. Students are interested to hear real stories about what life is really like as a chef, nutritionist, or educator.

Discuss pros and cons to your work and how you came to be where you are.

## Scrappy Salads? They're Alright With Us.

Just when we thought we'd seen it all, one group of Grade 9 students really blew the competition out of the water when they created a very unique Signature Salad made *entirely from the scraps of other groups*.

Unsure of their own culinary ability, the group came up with a plan to really set themselves apart, and it worked! The judges were more than happy to give them extra points based on their waste minimization pledge and ingenuity.

## Local Food and The Good Food Box:

The Good Food Box (GFB) is a non-profit fresh vegetable and fruit distribution system created and operated by FoodShare. You can read all about the program on our website:

[www.foodshare.net/good-food-box](http://www.foodshare.net/good-food-box).



To use the GFB in Signature Salads, take each food item out of the box and discuss which has been imported, and which is grown locally in Ontario. Discuss why any non-local items might be in there:

- It's dependent on the **harvest season**
- **Cultural groups** that require access to appropriate food
- Ensuring a **wide variety** of fruits and vegetables in a cold climate
- Discuss **biodiversity** and the role it has on our food security

**Try this!**

## Stone Soup Sneak Peak

There are dozens of versions of the classic Stone Soup story where a traveling stranger brings a disconnected community together using the joys of food. Stone Soup highlights the benefits of communities who share skills, resources, conversations and meals.

There are many ways that we like to integrate the story of Stone Soup into our lesson plans. You can see our fully developed lesson plans on our website, [www.foodshare.net](http://www.foodshare.net) but for now, here's a sneak peak!

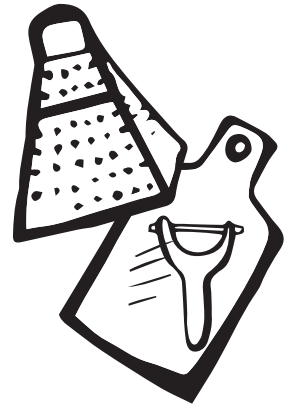
**Class Discussion Ideas.** What makes a community? What are some examples of communities? What communities are you a part of? Why didn't the community want to share their ingredients? What happened when they finally did? Was the soup really made of stones?

**Make Your Soup and Eat It Too!** You can choose to follow the recipe on our website, or create your own! We've also tried having students bring in "surprise ingredients" which is not only fun, but a great way to connect to the true meaning of the Stone Soup story.

### Do a little Stone Soup Math.

Ask students to double the recipe provided to make enough soup for tasting and *also* taking home. Write the new amount of each ingredient on the board.

**Soup Additions.** Using a hot glue gun, glue a stone onto the top of your take-home soup jars. Create and decorate unique recipe cards for your stone stoup. We like to tie these onto jars using string.



**Looking to create a Good Food classroom? YES!**

Check out our how to guide on **page 23** for loads of tips and tricks that we have learned over the past seven years.



Eagerly awaiting the Stone Soup taste test!



**Try this!**

## Herbalicious In A Hurry

Herbs, unfortunately, are sometimes forgotten about or simply used as a garnish, but we know they're so much more! Herbs can be a delicious addition to any meal because they're packed with flavour, texture, colour and nutrients! Some people even use herbs as medicine... now that's worth paying attention to!

 **Tea Parties With DIY Teabags**

 **A Nosey Match-up Game**

 **An All-inclusive Poetry Recital**



**Tea Time!** There are many different types of tea ceremonies around the world. Have your students research a selection and perform one of your own in class! You can create your own tea (and name it) by mixing different dried or fresh herbs and steeping in boiled water to taste.

**Match Making.** Engage all of the senses in this interactive display of dried and fresh herbs. Students need to try and match-up the fresh herbs with their dried counterparts. You can blindfold, taste test, offer magnifying glasses or use mystery boxes (with a hole for inquiring hands) to figure it out!

**Herbalicious Poetry...** Facilitate a tasting of a few different kinds of fresh herbs in your classroom. Keep their names a mystery. Have students anonymously write one adjective to describe what they've tasted (no "yums" or "yucks" here!) and place into a bag or box for each herb. Allocate students into groups to work with one of the herbs. Groups need to use some or all of the adjectives to come up with a poem, song or rap about their mystery herb...

***"Today I learned that people have been using herbs for thousands of years... on their skin and as medicine!"***

**-Grade 5 Student**  
after field trip to FoodShare



**An Herbalicious challenge during a student tasting event.**

*Adapted from: Parrella D. Shelburne Farms: Project Seasons, 1995, pg 225.*

**Try this!**

## A Quick But Great Big Crunch

She took a satisfying bite into her crisp, juicy apple, and right there and then - as everyone on the subway turned to look towards the deafening crunch - on that otherwise completely normal day, she knew something big was about to happen.... This is the story of how FoodShare's Meredith Hayes created The Great Big Crunch, FoodShare's synchronized bite into a locally grown vegetable or fruit. Since 2008, the Great Big Crunch phenomenon has been transforming classrooms from coast to coast, and beyond!

**Get Involved!** There are so many ways to integrate The Great Big Crunch into your daily, monthly or yearly routine. Visit our website for our fully developed How-To guides, book list and activity ideas: [www.foodshare.net/great-big-crunch](http://www.foodshare.net/great-big-crunch).

# 3, 2, 1...Crunch!

**It's That Simple.** Find some crunchy vegetables and fruits that are grown locally to you and share them with as many people as you can. On your count, have everyone crunch together at the exact same time. *Why?* For fun, and for the love of healthy snacks of course!



Students love crunching vegetables and fruits  
- just ask them!



**Try this!**

## A Burst Of Bike Blender Smoothies

These blended green smoothies will have your students begging for more green vegetables - bike or no bike. Students of all ages just love using a bike blender to power their own smoothies. What a great way to teach about nutrition *and* sustainable energy!

### Miss C's Green Smoothie Recipe:

#### Ingredients:

1 very ripe banana  
1 handful of frozen berries  
1 handful of spinach or other green, leafy vegetable  
1 date  
Water to cover

#### Directions:

Blend all ingredients together in a blender, on high. Enjoy!

Visit our website to learn how to make your very own bike blender or see some of our accompanying lesson plans: [www.foodshare.net](http://www.foodshare.net).

### Serving Suggestions

- Dark, green leafy vegetables will add more fibre, chlorophyll, vitamins and minerals.
- Choose from a variety of greens: spinach, kale, collards, chard, dandelion greens, parsley or even romaine lettuce.
- Remember to remove and compost the thick, hard stems from your leafy, green vegetables before adding leaves to the blender.
- Start drinking green smoothies every day and slowly increase the proportion of greens every time!

**"My muscles are hatching!"**

- Kindergarten student  
while observing the effects  
of a green smoothie



Even the young at heart  
love the bike blender!



# How To Create A Good Food Classroom:

One of the most important parts of educating about food is knowing how to turn even the most basic educational space into an exciting and interactive good food classroom. If you're programming with a new group, you can use the form on the following page to help you tick all of the planning boxes.

## Selecting Foods To Use:

There are a few considerations when using food in your lesson planning:

- Make sure the food is **culturally appropriate**. For example, kosher, halal, vegan, or vegetarian.
- Cater for any **allergies, intolerances or restrictions** (e.g. soy-free, nut-free) by having options available. You should ask for allergy information in advance.
- The recipes and ingredients chosen for the workshop should not be too expensive or too tricky to find. To keep with FoodShare's accessibility mission, we suggest providing a **take-home recipe** based on what you covered in class. It's important that the ingredients be **easily accessible** for families to try at home.
- Try to **minimize waste**. You can do this by adapting the amount of produce you purchase, the serving sizes, the number of dishes you make or what you do with leftovers. We like to analyze the "scrap bucket" after our workshops, to see how we could use the waste differently, or reduce it somehow.



Students slicing cucumbers during the 2013 Great Big Crunch

## Tasty Quick Pickle Recipe!

**Pre-Make Brine:** heat 1L vinegar, 2L water, 1/2 cup sugar, 1/3 cup mustard seeds in a pot until the sugar is dissolved

**To Make:** Combine sliced cucumbers and fresh dill sprigs in a jar before topping with brine. Seal, refrigerate and eat within a few weeks!

# Setting up the Physical Space

**We suggest the following techniques for making the most of what you have:**

Have the room set up with 'stations'. This could be done in advance. Some station examples could be, peeling and grating, chopping, measuring wet ingredients, measuring dry ingredients...

You can have groups working at each station, preferably no more than 5 per group. Have concurrent activities in motion so everyone is always doing something.



Most classrooms will have a chalk board or white board for you to use for activities such as writing up a recipe, classroom rules, and graphing comments or ratings from taste testing. Make sure all students can see it. If this isn't possible, some chart paper taped to the wall will do the trick.

Sometimes, talking only at the front of the room leads to distracted students; keep it dynamic and involve the students as much as possible. For example, you could walk from group to group, highlighting the key ingredients they'll be using, skills they'll be learning or project they'll be creating at their station.

**Print this!**

# Workshop Tracking Form

**Date:**

**Start/Finish Times:**

## School Information:

Group/School Name:

Teacher/Educator Contact and Details:

Location: (Including transit or parking details)

Workshop Space Details: (e.g. Classroom, outdoors, hand washing, water access etc.)

## Group Information:

Age/s:

Number of Students:

Number of Adults:

Allergies, Cultural Food Choices and Dietary Intolerances:

## Workshop Information:

Workshop Name:

Theme/Objectives:

Resources Required (list):

- 
- 
- 
- 
- 
- 

## Notes/ Evaluation:



# Staying Safe in the Good Food Classroom

While cooking and tasting time is an enjoyable experience, it's important to set the ground rules first. The safety guidelines you give will depend on the location of the session, the number of adults present, and the number and age of the students participating.

As a good food educator, it's best not to assume that the students have any prior knowledge in this area. *Begin with the absolute basics*, so all students can start on the same page. Remember, sometimes no matter how many times you remind them of safety precautions, their excitement may cause them to forget when the heat is on (so to speak).

## Here Are Some Safety Topics To Consider:



# Meet the Field to Table Schools Team

## **Meredith Hayes** *Schools and Student Nutrition Senior Manager*

[meredith@foodshare.net](mailto:meredith@foodshare.net), 416-363-6441 ext 248

As a founding FTTS programmer, Meredith is responsible for some of our most well-loved activities and events. Bringing a passion for good food and environmental education, Meredith is a major game-changer and one to watch as she collaborates like crazy to change the face of school food through local, provincial and Canada-wide networks.

**Contact For:** FoodShare's Recipe for Change Initiative, Ontario Edible Education Network, Ontario Farm to School Challenge, Toronto Partners for Student Nutrition Programs

## **Brooke Ziebell** *Field to Table Schools Senior Coordinator*

[brooke@foodshare.net](mailto:brooke@foodshare.net)

Brooke applies a more formal nutrition science background (from her previous life in Australia) with a love of get-your-hands-dirty education that encourages smell-touch-and-taste-it investigations, out-of-this-world imaginations and wave-your-hands-in-the-air-like-you-just-don't-care celebrations.

**Contact For:** Student workshop information and bookings, curriculum development, educator workshops and professional development opportunities, school events such as Eat-In Ontario and The Great Big Crunch

## **Carolynne Crawley** *Field to Table Schools Educator*

[carolynne@foodshare.net](mailto:carolynne@foodshare.net)

With over 20 years of working with children and youth, Carolynne "fountain-of-youth" Crawley is a master at harbouring deep connections with nature and nutrition principals. A keen forager and mentor, Carolynne talks the talk, walks the walk, and more often than not, gardens the garden too. What "Miss C" teaches, students remember.

**Contact For:** Volunteer opportunities, Harvest of the Month resources, Garden and Food Curriculum Working Group, student engagement

## **Katie German** *School Grown Coordinator*

[katieg@foodshare.net](mailto:katieg@foodshare.net)

Our very own accredited teacher with recent experience working on Canada's largest (and coolest) urban farm as well as coordinating FoodShare's Focus on Food youth employment program - can engage anyone to do just about anything.

**Contact For:** School Grown projects, youth engagement, crop planning, organic growing techniques

## **James Davis** *School Food Innovation Educator*

[james@foodshare.net](mailto:james@foodshare.net)

The "buildificationator" brings experience in permaculture, holistic design, green building and carpentry. James has successfully tricked hundreds of unsuspecting students into drinking green vegetable smoothies using his bicycle blender-building powers.

**Contact For:** Brock Public School terrace garden, bicycle blenders, school food garden furniture, File-A-Sprout

## **Justin Nadeau** *School Food Innovations Senior Coordinator*

[justin@foodshare.net](mailto:justin@foodshare.net)

Our resident "inventionator" combines an engineering background with intuitive design to create innovative and super-fun ways to grow food up, down and all around school classrooms, windows, hall ways, greenhouses, rooftops and gardens.

**Contact For:** School food gardens and composting, indoor growing innovations, aquaponics, Bendale Business and Technical Institute's market garden



# That's a Wrap!

Well, that brings our Cooking and Tasting toolkit to a close. We hope you enjoy using these tips and tricks to make up your own set of resources!

**Don't forget to visit our Field to Table Schools page, [www.foodshare.net/field-to-table-schools](http://www.foodshare.net/field-to-table-schools) and follow the links on the side menu to find our:**

## **Workshop Menu**

A list of available workshops for student groups JK - Grade 12

## **Educator Resources**

Downloadable, free workshop outlines for educators just like you!

## **Educator Training**

Dates and outlines of trainings given by our team

## **Harvest of the Month**

Newsletters highlighting monthly feature ingredients grown here in Ontario

## **Networks**

Local, provincial and national

## **Special Events**

Such as the Great Big Crunch and Eat-In Ontario

