



***Paint Your Plate!
Create a Masterpiece***

Vegetables and Fruit
Action Guide for Schools



Dear Elementary School Community Member:

Many Canadian children do not eat the minimum number of servings of vegetables and fruit as recommended by *Canada's Food Guide*. Are you interested in promoting vegetables and fruit as an important part of healthy eating in your school? Not sure where to start? *Paint Your Plate! Create a Masterpiece* Vegetables and Fruit Action Guide for Schools is for you!

Whether you're a student, a guardian or a school staff member, you'll have a blast participating in the week-long, *Paint Your Plate!* Challenge that encourages the entire school community to eat the daily amount of vegetables and fruit recommended by *Canada's Food Guide* each day. In addition, the action guide contains practical information and tools to help schools increase the amount of vegetables and fruit their students eat at school and at home.

Paint Your Plate! Create a Masterpiece Vegetables and Fruit Action Guide for Schools was developed by a team of public health dietitians working together as the Northern Healthy Eating Project (NHEP). This resource builds on the Ontario Government's commitment to make schools healthier places for our children. Children's eating habits are an important influence on their health now and in the future, and vegetables and fruit are excellent sources of vitamins, minerals and dietary fibre that protect against diseases such as heart disease, cancer and obesity. Because children spend a large amount of time at school, schools are an ideal place for children to learn and practise good nutrition.

By getting involved in improving healthy eating choices at school, you can make a difference in your students' energy, readiness to learn and their overall health. Help members of your school community paint their plates, and watch them create their own healthy masterpieces!

Yours in Health,

Public Health Dietitian/Nutritionist
Member, Northern Healthy Eating Project

Paint Your Plate! Create a Masterpiece ***Vegetables and Fruit Action Guide for Schools***

Developed and Distributed by the following Northern Healthy Eating Project (NHEP) Partners:

Algoma Public Health
North Bay Parry Sound District Health Unit
Porcupine Health Unit
Simcoe Muskoka District Health Unit
Sudbury & District Health Unit
Timiskaming Health Unit

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Action Guide Overview

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1.1 Welcome

Welcome to the *Paint Your Plate! Create a Masterpiece* Vegetables and Fruit Action Guide for Schools. This guide contains practical information and tools to help schools increase the amount of vegetables and fruit their students eat at school and at home.

1.2 Why Vegetables and Fruit?

Vegetables and fruit are excellent sources of vitamins and minerals, phytochemicals and dietary fibre. Research shows that eating five to 10 vegetables and fruit a day can help reduce the risk of developing heart disease, stroke, diabetes and some types of cancer¹. Findings from the recent Canadian Community Health Survey indicate that children and youth who eat vegetables and fruit at least five times a day are substantially less likely to be overweight or obese than are those whose vegetables and fruit consumption is less².

1.3 Why Children and Youth?

Children's eating habits are an important influence on their health now and in the future. Habits and attitudes developed in childhood last a lifetime. By supporting healthy children and youth, we can also impact the choices that parents and caregivers make, so that families can lead healthier lives.³

*Canada's Food Guide*⁴ recommends that children 4 to 8 eat at least five servings of vegetables and fruit and children 9 to 13 eat at least six servings of vegetables and fruit each day. Unfortunately, children's consumption of vegetables and fruit is low. Only 14 per cent of Canadian children between nine and 12 years of age eat four or more servings of vegetables and fruit per day⁵. Schools play a key role in promoting healthy eating which includes eating enough vegetables and fruit.

1.4 Why Schools?

Good nutrition and quality education go hand in hand. Well-nourished children are calmer and better able to concentrate. Schools can positively influence students' vegetable and fruit intake by:

- bringing vegetables and fruit to life in the classroom lessons,
- offering school-wide activities such as vegetable and fruit displays, challenges or tasting activities,
- making vegetables and fruit available where food is served at school,
- sharing vegetable and fruit resources with parents and including them in take-home activities, and
- encouraging positive role modelling by school staff, parents/caregivers and peers.

1.5 Who Should Use This Action Guide?

Anyone who may want to promote vegetables and fruit and healthy eating in schools will benefit from using the action guide, including:

- principals/vice-principals,
- teachers and education assistants,
- school council members,
- parents,
- school and student nutrition program volunteers, and
- public health staff.



1.6 How Is the Action Guide Organized?

The action guide reinforces the Healthy School Nutrition Environment approach. The *Call to Action: Creating a Healthy School Nutrition Environment*⁶ identified nine elements of a Healthy School Nutrition Environment. All aspects of school life are considered so that the healthy eating messages being given throughout the school day are consistent with each other.

The action guide has three main sections based on the nine essential elements. Each section provides a toolkit of ideas, information and advice on how schools can promote vegetables and fruit. Activities from each section ensure that children receive the same message – in the classroom, in the school and in the home.

9 Essential Elements

Action Guide Sections

Tools and Resources

1. Nutrition education for all students
2. Nutrition education for staff provided by Registered Dietitians

In the Classroom

Where are you now? Does classroom healthy eating education include a vegetable and fruit focus that:

- follows *Canada's Food Guide*?
- helps children to gain behavioural skills?
- helps children gain cooking and food preparation skills
- involves families?

- Background information for teachers
- Curriculum lessons
- Classroom activities, eg, the *Paint Your Plate!* Challenge
- Skill building cooking activities and recipes

3. Healthy, reasonably priced and culturally appropriate food choices in the school
4. Positive role modelling of healthy eating by school staff
5. Student nutrition programs
6. Safe food practices and allergy safe environments
7. Appropriate scheduling of nutrition breaks
8. Food and nutrition policies to support healthy eating

In the School

Where are you now? Are there ways to offer more vegetables and fruit including:

- selling in the tuck shop or at school events, eg, dances?
- serving in the student nutrition program or on 'special food' days?
- running vegetable and fruit events, eg, Fruity Friday?

- Ideas for increasing vegetables and fruit in the school, eg, breakfast club
- Programs to promote vegetables and fruit, eg, school salad bars, school gardens, Fruity Friday



9. Student, parent and community education about healthy eating

In the Home

Where are you now?

- Do children bring vegetables and fruit from home?
- Do parents receive healthy eating information?

- Tools to promote vegetables and fruit to parents

1.7 Why Paint Your Plate?

While getting adequate daily servings of vegetables and fruit is important for health, eating a wide **variety** of coloured produce is also important for good health.

Vegetables and fruit are rich sources of vitamins, minerals and fibre. *Canada's Food Guide* recommends at least one dark green and one orange vegetable each day. Dark green vegetables are rich in folate. Orange vegetables are rich in carotenoids such as beta-carotene, which the body converts to vitamin A.

Vegetables and fruit are also rich sources of phytochemicals. Phytochemicals are compounds in plant-based foods that protect the body from diseases such as heart disease, stroke and cancer. Many phytochemicals give vegetables and fruits their colour. Reds, oranges and yellows, greens, blues and purples, brown, white and tan – the more colours on the plate, the more health promoting properties in the diet¹.

Eating at least one vegetable or fruit from each colour group is one way to reach *Canada's Food Guide's* recommendations, the colourful way, while adding variety to the diet. *Paint Your Plate!* is good for health.

| Paint Your Plate! Colours | Vegetables and Fruit | Phytochemical Health Promoting Properties² |
|----------------------------------|---|--|
| Red | Cherries, red apples, red cabbage, cranberries, red grapes, red onions, pink/red grapefruit, watermelons, red peppers, beets, red tomatoes, tomato juice, raspberries, radishes, rhubarb, spaghetti sauce | Vegetables and fruit in the red group contain phytochemicals like lycopene and anthocyanins. These compounds are being studied for their potential role to reduce some types of cancers and delaying several diseases associated with aging. |
| Yellow, Orange | Apricots, oranges, papayas, sweet potatoes, cantaloupes, peaches, lemons, yellow peppers, yellow squashes, carrots, mangoes, nectarines | Vegetables and fruit in this group contain phytochemicals like beta carotene and flavonoids which are being studied for the role they may play in reducing the risk of heart disease, some cancers and slowing aging. |
| Green | Avocados, limes, cucumbers, artichokes, green beans, green apples, asparagus, green cabbage, green grapes, broccoli, green peppers, brussels sprouts, peas, kiwis, spinach | Vegetables and fruit in the green group contain phytochemicals like lutein, which is under study for a role in maintaining good vision, and indoles for reducing the risk of certain cancers. Dark green vegetables are also rich in folate, an important B vitamin. |

**Paint Your
Plate! Colours**

Vegetables and Fruit

**Phytochemical
Health Promoting Properties²**

Blue, Purple

Blackberries, plums, prunes, blackcurrants, blueberries, eggplants, figs, raisins, purple grapes, purple endive

Vegetables and fruit in this group contain phytochemicals like anthocyanins and phenolics, which are being studied for their potential to reduce the risk of some cancers and heart disease and to slow down the aging process.

**White, Tan,
Brown**

Bananas, garlic, onion, brown pears, parsnips, turnips, ginger, mushrooms, cauliflower

Vegetables and fruit in the white/tan/brown group contain phytochemicals like allyl sulfides and polyphenols, which are under study for their potential role in reducing the risk of heart disease.

References

- ¹ The Heart and Stroke Foundation. Vegetables and Fruit Simple Steps to Making Healthy Choices. Healthy Living Finding Answers. For Life. Series. Item No. 44815 Cat 33020312
- ² Statistics Canada. 2006 Nutrition Findings from the Canadian Community Health Survey Cat. No. 82-620-MWE
- ³ Ministry of Health Promotion. 2006 Ontario's Action Plan for Healthy Eating and Active Living. Available at www.healthyontario.com
- ⁴ Health Canada. 2007. Eating Well with Canada's Food Guide. Health Canada.
- ⁵ Heart and Stroke Foundation of Canada. 2002. Report cards on health – tweens could be headed for trouble. Available at: www.heartandstroke.ca/page.asp?PageID=33andArticleID=1088andSrc=newsandFrom=SubCategory. Accessed 07 September 2004.
- ⁶ Ontario Society of Nutrition Professionals in Public Health. 2004. Call to Action: Creating a Healthy School Nutrition Environment. School Nutrition Workgroup Steering Committee.
- ⁷ Food and Agriculture Organization of the United Nations. 2003. Colour is the key. Available at: www.fao.org/english/newsroom/focus/2003/fruitveg3.htm. Accessed 01 March 2006.
- ⁸ 5 to 10 a day for better health. Unlock Your Colours! The Colour Key to Healthy Eating. Available at: www.5to10aday.com.

In the Classroom

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2.1 Introduction

Learning about food is fun! In the Classroom supports teachers with meeting the Healthy Living strand in The Ontario Curriculum, Grades 1-8, Health and Physical Education¹. Nutrition education can help students build the skills they need to make healthy food choices. Healthy eating is one key factor in child development. Habits and attitudes developed in childhood last a lifetime. Those who eat healthy foods during their childhood and youth are more likely to eat nutritious food throughout their lives².

References

¹ Ministry of Training and Education. 2005 *The Ontario Curriculum, Grades 1-8 Health and Physical Education*. Available at: www.edu.gov.on.ca/eng/curriculum/elementary/health18curr.pdf. Accessed 2006.

² Ministry of Health Promotion. 2006 *Ontario's Action Plan for Healthy Eating and Active Living*. Available at www.healthyontario.com

2.2 Teacher Backgrounder

The following chart outlines the key messages and the related background information that supports teachers in delivering vegetable and fruit lessons while meeting the curriculum.

| Key Message | What You Need to Know |
|-------------|-----------------------|
|-------------|-----------------------|

Eat the recommended amount and type of vegetables and fruit as part of a balanced diet

Recommended Amounts:

| Age | Number of Food Guide Servings | Notes: |
|---|-------------------------------|---|
| Children (Girls and Boys) 2-3 years 4-8 years 9-13 years | 4 5 6 | <ul style="list-style-type: none"> The number of servings is different for people at different stages of life and for males and females The recommended number of servings is an average amount people should try to eat each day People who are at a healthy weight but need more food such as those who are very active may choose extra servings from the four food groups including vegetables and fruit |
| Teens (14-18 years) Females Males | 7 8 | |
| Adults (19-50 years) Females Males | 7-8 8-10 | |
| Adults (51+ years) Females Males | 7 7 | |

Recommended Types:

- 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

What is One Food Guide Serving?

- 1 medium fresh vegetable or fruit,
- 250 mL (1 cup) salad, or raw leafy vegetables,
- 125 mL (½ cup) cooked leafy vegetables,
- 125 mL (½ cup) cut up raw, cooked, frozen or canned vegetables or fruit,
- 60 mL (¼ cup) dried fruit, or
- 125 mL (½ cup) 100 per cent unsweetened vegetable or fruit juice.

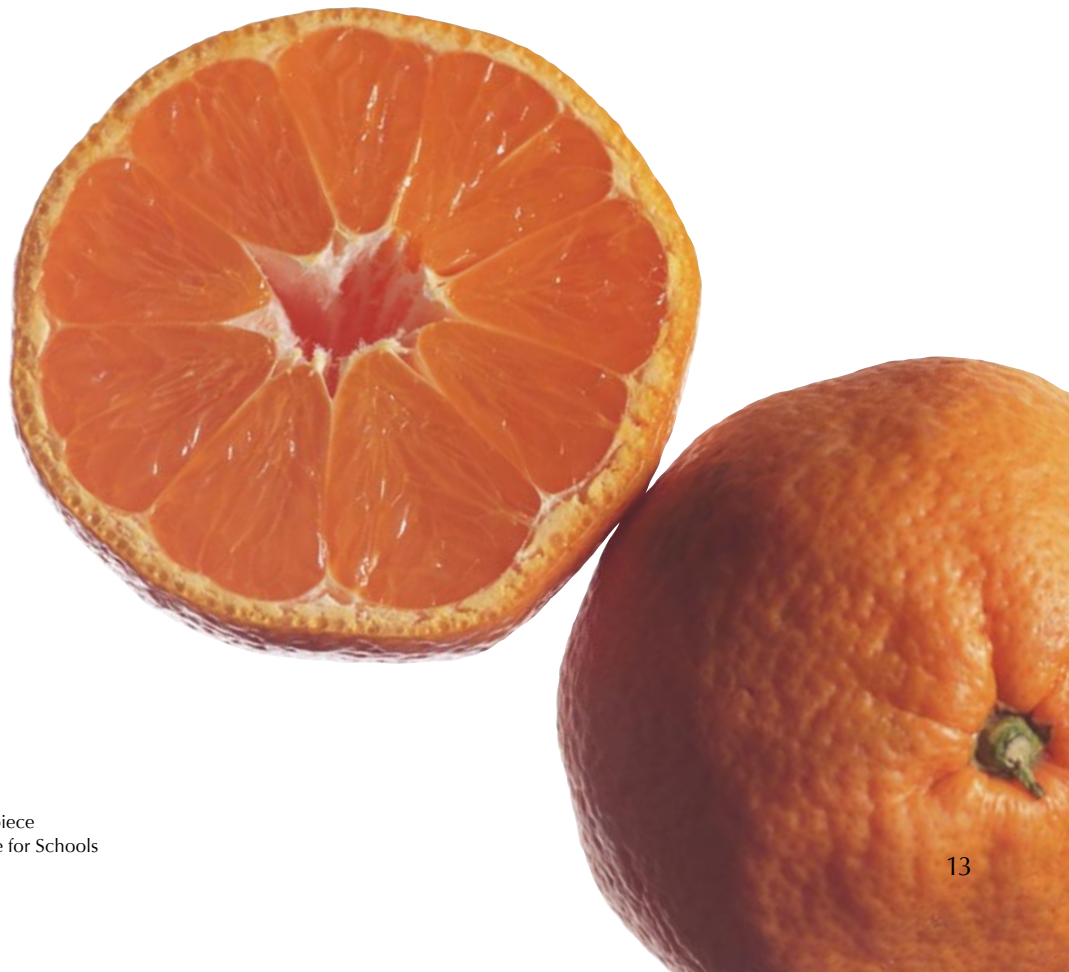
Key Message

Enjoy the many health benefits of vegetables and fruit

What You Need to Know

Vegetables and fruit play a critical role for good health:

- **Cancer:** More than 4,500 studies from around the world agree that eating lots of vegetables and fruit reduces the risk of many types of cancer. In fact, if the only thing people did was eat five or more servings of vegetables and fruit each day, cancer rates could drop by at least 20 per cent¹. A diet rich in vegetables and fruit can reduce the risk of lung, colorectal, mouth, stomach and a number of other cancers².
- **Weight Management:** Most vegetables and fruit are naturally low in calories and fat, and many contain lots of water and fibre to give a feeling of fullness. Combined with an active lifestyle and a healthy diet, eating greater amounts of vegetables and fruit and fewer high-energy/high-fat foods at meals and snacks can help people achieve and maintain a healthy weight.



Key Message

Enjoy the many health benefits of vegetables and fruit (cont'd)

Choose a variety of colours and tastes

Choose fresh, frozen, canned and dried

What You Need to Know

- **High Blood Pressure/Heart Disease/Stroke:** A diet that puts emphasis on vegetables and fruit (plus whole grains and lower-fat milk products) as well as being low in saturated fat, cholesterol and total fat, is beneficial for people wishing to prevent these conditions. Eating a healthy diet rich in vegetables and fruit is associated with a lower risk of having a stroke.
- **Diabetes:** Obesity and diet are strong risk factors for developing type 2 diabetes. It is important to maintain a healthy weight by getting enough physical activity and eating a healthy diet that includes the recommended servings of vegetables and fruit.

Vegetables and fruit come in a rainbow of colours, flavours and textures. Canada's Food Guide recommends at least one dark green and one orange vegetable each day. Eating a variety of colourful vegetables and fruit provides the wide range of nutrients necessary for good health including:

- **Vitamins:** vitamin A, vitamin C and folate, and
- **Minerals:** iron, potassium and magnesium.

Vegetables and fruit also provide:

- **Phytochemicals** ('fight'-o-chemicals): natural, disease-fighting components of plants. These non-nutrient substances enhance health and protect against diseases such as heart disease and cancer. Examples include carotenoids in red and yellow-orange vegetables and fruit, lycopene in tomato-based foods, lutein in leafy greens, and flavonoids in brightly coloured vegetables and fruit such as blueberries, cherries and strawberries, and
- **Antioxidants:** compounds that protect cells from changes that may lead to heart disease and some cancers. More information is available at www.5to10aday.com.

Frozen, canned and dried vegetables and fruit are just as nutritious as fresh vegetables and fruit.

- Studies comparing fresh cooked vegetables with canned and frozen products show very few differences in most nutrients.
- Fresh produce often has the best flavour and texture. In the summer and fall, farmers' markets and pick-your-own farms offer good selections. Large amounts can be purchased in season and frozen or canned for future use.

Key Message

Choose fresh, frozen, canned and dried (cont'd)

What You Need to Know

- Frozen vegetables are a convenient, nutritious and often less costly choice during the winter when there may be less fresh produce available.
- Frozen, canned and dried vegetables and fruit are packed and processed shortly after they are picked when the nutrients are at their peak. Freezing or canning helps to preserve the nutritional quality of vegetables and fruit.
- Dried fruit, such as raisins, apricots, cranberries, apples and sun-dried tomatoes, are tasty and popular choices when added to many recipes.
- Salt is often added to canned vegetables, so they should be drained and rinsed with water or the 'lower salt' brands should be chosen when possible.
- Frozen vegetables packed in butter or cream sauces are higher in added fats and salt than frozen plain vegetables.
- Fruits are often canned in syrup. Canned fruit that is packed in its own juice or water is preferable. Choose unsweetened frozen fruit.

Vegetables and fruit are safe to eat

The safety of vegetables and fruit is closely monitored. Concerns related to the use of pesticides and wax coatings, as well as the merits of organic produce:

- **Pesticides** are chemicals used to control insects on vegetables and fruit. Pesticides used on produce sold in Canada undergo strict testing before being approved for use. The amount of pesticide residue that remains on food is small. Cancer experts say the cancer risk from such small amounts is low. Smoking, inactivity, unhealthy eating and exposure to sun are bigger risks. The health benefits of eating more vegetables and fruit outweigh any health risks from pesticide residue.
- **Wax coatings** are used to increase freshness and appearance on some vegetables and fruit. Apples, oranges, melons, peppers, cucumbers and turnips are a few examples of the foods that may have wax-type coatings. These coatings are safe; however, if desired, washing vegetables and fruit in warm water will remove most of the coating. Peeling before eating will remove all of the coating. More information on wax coatings is available on the Canadian Food Inspection Agency website at www.inspection.gc.ca.

Key Message

Vegetables and fruit are safe to eat (cont'd)

What You Need to Know

- **Organic food** contains no more nutrition than regular food. Although there may be slight differences, they are not significant. Buying organic produce is not necessarily a way to decrease contaminants. Organic food may still have toxic residues from natural pesticides and should be washed very well. More information on organic foods is available on the Organic Agriculture Centre of Canada website at www.organiccentre.ca.

To minimize intake of residues on vegetables and fruit:

- Local produce that is in season does not usually need as many of the pesticides, waxes and other anti-spoilage chemicals as imported vegetables and fruit.
- Vegetables and fruit should be washed well in running water. Peeling when possible, trimming the tips, and removing the outer leaves from celery, lettuce, cabbage and other leafy vegetables is recommended.

Vegetables and fruit are affordable

It doesn't have to cost a lot to eat the daily number of servings of vegetables and fruit recommended by *Canada's Food Guide*. Here is an example, and Section 4.6 *In the Home* Parent Handout provides a more complete comparison:

Snacks:

| | |
|-----------------------------------|---|
| Pop (per 200 mL) \$0.47 | Juice box (per 200 mL) \$0.30 |
| Chocolate bar (45-65 g) \$1.09 | Canned fruit cocktail (1/2 cup) \$0.47 |
| Bag of chips (80 g) \$0.83 | Bag of baby carrots (1/2 cup) \$0.35 |

Discover fast and easy ways to prepare vegetables and fruit

Vegetables and fruit do not have to be difficult to prepare or take too much time to prepare:

- See Section 4.5 *In the Home* Recipes for tips.

References

¹ World Cancer Research Fund and the American Institute for Cancer Research. 1997. Food, Nutrition and the Prevention of Cancer: A Global Perspective. American Institute for Cancer Research.

² Colour It Up... Go for More Vegetables and Fruit. 2007. Leaders Guide. Nutrition Resource Centre. Toronto, Ontario.

³ Canadian Produce Marketing Association. Available at: www.cpma.ca.

Adapted from materials produced by City of Hamilton Public Health and Community Services Department, Toronto Public Health and Regional Niagara Public Health Department

2.3 What You Need to Know in the Classroom: Primary Grades

What You Need to Know for the Primary Grades

Understand the philosophy behind *Canada's Food Guide*

- How to identify foods belonging to the four food groups
- Understand the 'balanced diet' and how it relates to *Canada's Food Guide*
- Definitions of 'everyday foods' and 'sometimes foods'
- How to balance meals and snacks (eg, what food groups should make up a healthy lunch or breakfast?)
- Awareness of Eating Well with Canada's Food Guide - First Nations, Inuit and Métis (if required)
- How to use *My Food Guide Interactive Tool* at www.healthcanada.gc.ca/foodguide to create food guides from different cultures
- Understand the importance of food to the body and how it makes you feel
- Different bodies have different needs

Where to Find the Information

Ontario Health and Physical Education Curriculum Support: Kindergarten to Grade 10 (Ophea)

Canada's Food Guide materials:

- *Eating Well with Canada's Food Guide*
- *Eating Well with Canada's Food Guide. A Resource for Educators and Communicators*
- *Eating Well with Canada's Food Guide - First Nations, Inuit and Métis*
- www.healthcanada.gc.ca/foodguide

My Food Guide Interactive Tool: www.healthcanada.gc.ca/foodguide Click on My Food Guide

Discover Healthy Eating! A Teacher's Resource for Grades 1-8. Background information (Grades 1-3)

http://www.toronto.ca/health/dhe_index.htm

Physical Activity Guides:

- *Canada's Physical Activity Guide for Children*
 - *Family Guide to Physical Activity for Children*
 - *Teacher's Guide to Physical Activity for Children*
- www.phac-aspc.gc.ca/pau-uap/paguide/child_youth/index.html

2.3 What You Need to Know in the Classroom: Junior Grades

What You Need to Know for the Junior Grades

- Understand the philosophy behind *Canada's Food Guide*
- How to identify foods belonging to the four food groups
- Understand the 'balanced diet' and how it relates to *Canada's Food Guide*
- Definitions of 'everyday foods' and 'sometimes foods'
- How to balance meals and snacks (eg, what food groups should make up a healthy lunch or breakfast?)
- Awareness of Eating Well with Canada's Food Guide - First Nations, Inuit and Métis (if required)
- Understand the importance of food to the body and how it makes you feel

Where to Find the Information

Ontario Health and Physical Education Curriculum Support: Kindergarten to Grade 10 (Ophea)

Canada's Food Guide materials:

- *Eating Well with Canada's Food Guide*
- *Eating Well with Canada's Food Guide. A Resource for Educators and Communicators*
- *Eating Well with Canada's Food Guide - First Nations, Inuit and Métis*
- www.healthcanada.gc.ca/foodguide
- My Food Guide Interactive Tool:
www.healthcanada.gc.ca/foodguide Click on My Food Guide

Discover Healthy Eating! A Teacher's Resource for Grades 1-8. Background information (Grades 4-6)

http://www.toronto.ca/health/dhe_index.htm

Nutrient Value of Some Common Foods

www.hc-sc.gc.ca/food-aliment/ns-sc/nr-rn/surveillance/e_nutrient_value_of_some_common_.html

Nutrition Labelling Toolkit for Educators, Health Canada, Consumer Resources

www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/education/nurtri-kit-trousse/index_e.html

Media Awareness Network

www.media-awareness.ca

Dietitians of Canada

www.dietitians.ca/public/content/eat_well_live_well/english/index.asp

Search for:

- FAQs and fact sheets
- Positive Body Image

What You Need to Know for the Junior Grades

- Understand what a serving size is and the philosophy behind the range of serving sizes provided by *Canada's Food Guide*
- How to read and interpret food labels
- Understand body image and self-esteem and how these may affect food choice
- Understand what is meant by VITALITY Approach
- Understand active living and how it contributes to healthy bodies
- Different bodies have different needs

Where to Find the Information

Every BODY is A Somebody,
Body Image Coalition of Peel

The VITALITY Approach - A Guide for Leaders
www.hc-sc.gc.ca/fn-an/nutrition/weights-poids/positive_approach-approche_sain_e.html

Physical Activity Guides:

- *Canada's Physical Activity Guide for Children*
 - *Canada's Physical Activity Guide for Youth*
 - *Family Guide to Physical Activity for Children*
 - *Family Guide to Physical Activity for Youth*
 - *Teacher's Guide to Physical Activity for Children*
 - *Teacher's Guide to Physical Activity for Youth*
- www.phac-aspc.gc.ca/pau-uap/paguide/child_youth/index.html



2.3 What You Need to Know in the Classroom: Intermediate Grades

What You Need to Know for the Intermediate Grades

- Understand the philosophy behind *Canada's Food Guide*
- How to identify foods belonging to the four food groups
- Understand the 'balanced diet' and how it relates to *Canada's Food Guide*
- Definitions of 'everyday foods' and 'sometimes foods'
- How to balance meals and snacks (eg, what food groups should make up a healthy lunch or breakfast?)
- Awareness of Eating Well with *Canada's Food Guide - First Nations, Inuit and Métis* (if required)
- Understand the importance of food to the body and how it makes you feel
- Understand what a serving size is and the philosophy behind the range of serving sizes provided by *Canada's Food Guide*

Where to Find the Information

Ontario Health and Physical Education Curriculum Support: Kindergarten to Grade 10 (Ophea)

Canada's Food Guide materials:

- *Eating Well with Canada's Food Guide*
- *Eating Well with Canada's Food Guide. A Resource for Educators and Communicators*
- *Eating Well with Canada's Food Guide - First Nations, Inuit and Métis*
- www.healthcanada.gc.ca/foodguide
- *My Food Guide Interactive Tool:*
www.healthcanada.gc.ca/foodguide Click on Create My Food Guide

Discover Healthy Eating! A Teacher's Resource for Grades 1-8. Background information (Grades 7-8) http://www.toronto.ca/health/dhe_index.ht

Nutrient Value of Some Common Foods

www.hc-sc.gc.ca/food-aliment/ns-sc/nr-rn/surveillance/e_nutrient_value_of_some_common_.html

Nutrition Labelling Toolkit for Educators, Health Canada, Consumer Resources

www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/education/nurtri-kit-trousse/index_e.html

Media Awareness Network

www.media-awareness.ca

What You Need to Know for the Intermediate Grades

- How to read and interpret food labels
- Understand body image and self-esteem and how these may affect food choice
- Understand what is meant by VITALITY Approach
- Understand active living and how it contributes to healthy bodies
- Know where to find community resources to support healthy eating (eg, public health, etc.)
- Understand the effects of puberty on body image and self-esteem
- Understand the concepts, appropriate messaging and strategies around promoting healthy weights for children and youth
- Be familiar with goal setting strategies
- Different bodies have different needs

Where to Find the Information

Dietitians of Canada

www.dietitians.ca/public/content/eat_well_live_well/english/index.asp

Search for:

- FAQs and Fact sheets
- Positive Body Image
- Nutrition and Athletic Performance
- Vegetarian Diets

Every BODY is A Somebody,
Body Image Coalition of Peel

National Eating Disorders Information Centre

www.nedic.ca

The VITALITY Approach - A Guide for Leaders

www.hc-sc.gc.ca/fn-an/nutrition/weights-poids/positive_approach-approche_sain_e.html

FoodShare

www.foodshare.net

Physical Activity Guides:

- *Canada's Physical Activity Guide for Youth*
- *Family Guide to Physical Activity for Youth*
- *Teacher's Guide to Physical Activity for Youth*

www.phac-aspc.gc.ca/pau-uap/paguide/child_youth/index.html

Not Gonna Kill You

www.notgonnakillyou.ca

2.4 Curriculum-Matched Lessons/Activities

The following chart outlines the vegetables and fruit lessons according to the grade level and curriculum link.

| Grade Level | Vegetable and Fruit Activity | Curriculum Link |
|---------------------|--|--|
| Kindergarten | What's in the Bag? | <ul style="list-style-type: none"> • Demonstrate awareness of health and safety practices. • Identify nutritious foods. • Use a variety of materials to communicate information (eg, illustrations, photographs, posters, graphs). • Describe their personal experiences, using appropriate vocabulary and basic story structure (eg, beginning, middle and end); use language to connect new experiences with what they already know; identify and talk about their own interests and preferences; identify nutritious foods. |
| Grade 1 | Colours and Shapes | <ul style="list-style-type: none"> • Identify healthy eating habits. • Identify the food groups and give examples of foods in each group. |
| Grade 2 | Start Your Day... the Veggie and Fruit Way or Help Yourself to Vegetables and Fruit | <ul style="list-style-type: none"> • Identify healthy eating practices and use a decision-making model to make healthy food choices. • Identify a balanced diet and apply decision-making skills to create menus for healthy meals; describe the importance of food to the body (eg, for energy and growth). |
| Grade 3 | Where in the World? or Vegetables and Fruit: Mix and Match | <ul style="list-style-type: none"> • Describe the relationship among healthy eating practices, healthy active living and healthy bodies. • Identify foods from different cultures and classify them by food groups; describe the benefits of healthy food choices, physical activity and healthy bodies. |
| Grade 4 | Vegetables and Fruit: Are YOU Getting Enough? or Paint Your Plate!... the Easy Way | <ul style="list-style-type: none"> • Explain the role of healthy eating practices, physical activity and heredity as they relate to body shape and size. • Outline the factors that influence body shape and size (eg, heredity, diet and exercise). • Analyze, over a period of time, their own food selections, including food purchases (eg, 'everyday food' versus 'sometimes food') and determine whether or not they are healthy choices. |

| Grade Level | Vegetable and Fruit Activity | Curriculum Link |
|--------------------|---|--|
| Grade 5 | Looking Through the Label Lens! | <ul style="list-style-type: none"> • Analyze information that has an impact on healthy eating practices (eg, food labels, food guides). • Explain the purpose and function of calories and the major food nutrients. • Identify critical content information on food labels (eg, ingredients, calories, fat content). |
| Grade 6 | Vegetables and Fruit! Read all About 'Em | <ul style="list-style-type: none"> • Analyze personal eating habits in a variety of situations (eg, at home, in school, in restaurants). • Describe the benefits of healthy eating for active living. |
| Grade 7 | You Are What You Eat! | <ul style="list-style-type: none"> • Examine the effects of healthy eating and regular physical activity on body size and shape and on self-esteem. • Describe how our body image influences our food choices. • Identify factors affecting healthy body weight (eg, food intake, growth spurts, physical activity/inactivity). |
| Grade 8 | Taking the VITALITY Approach! | <ul style="list-style-type: none"> • Adopt personal goals that reflect healthy eating practices. • Apply living skills (eg, decision-making) to respond to matters of healthy eating habits. • Identify ways to maintain a healthy body weight (eg, physical activity). • Adopt personal food plans based on nutritional needs and personal goals to improve eating practices. |

For additional materials that meet the Ontario Primary curriculum, please contact your local public health unit/department.



Kindergarten: What's in the Bag?

What you need to know

- Section 2.2 Teacher Backgrounder
- Section 2.3 What You Need to Know in the Classroom: Primary Grades
- Background nutrition information on vegetables and fruit:
 - *Colour It Up... Go for More Vegetables and Fruit: A-Z Vegetable Guide* available at www.colouritup.ca
 - Canadian Produce Marketing Association's website at http://www.cpma.ca/en_hear_vegetables.asp and http://www.cpma.ca/en_hear_fruits.asp

Resources required

- Vegetables and fruit seasonality guide (www.foodland.gov.on.ca/availability.htm)
- Colouring pictures of Foodland Ontario vegetables and fruit (www.foodland.gov.on.ca/colouring_pages/colouring_index.htm)
- Crayons
- Vegetables and Fruit Report Card template

Note: Use the seasonality guide to choose local vegetables and fruit that are in season. Inform students that the Foodland Ontario green and white symbol means that the vegetables and fruit were grown right here in Ontario.

Instructions

Option 1:

- Each week/month introduce a new vegetable or fruit hidden inside a paper bag. Have the students describe the feel and smell of the vegetable or fruit. Ask them to guess what is in the paper bag. Show the class what is in the bag.
- Demonstrate how the vegetable or fruit is prepared (eg, washing, peeling or cutting and presenting). Discuss with the children why the vegetable or fruit is important (eg, provides nutritional value, has great taste, helps to grow healthy bodies, provides energy to grow, learn and play). Discuss why it is important to wash and prepare vegetables and fruit safely.
- Let the children taste the vegetable or fruit and ask the following:
 - Have they ever eaten it before today?
 - Did they enjoy it?
 - How would they describe the taste, texture, colour (inside and out) and smell of the vegetable or fruit?
 - Would they eat it again?
 - Why is it good to eat the vegetable or fruit?
 - Would this make a healthy snack?
- Have each student draw a picture of the vegetable or fruit of the week/month on the *Paint Your Plate!* blank template sheet. Collect the drawings and collate in a binder or duo-tang to send home to parents at the end of the school term. Separate the drawings according to the seasons they are available. Use the appropriate colouring page from Foodland Ontario as the title page for each season.
- Along with the binder of colouring pictures, send parents the Vegetables and Fruit Report Card of the foods tried at school. Share with parents their child's reaction to the vegetable or fruit.

Option 2:

- Plan a field trip to a local grocery store and tour the produce section. Familiarize children with the different vegetables and fruit available, and educate them about the job of the produce department manager. Have them look at the different colours and forms, eg, apples, apple juice, applesauce and apple pie. Talk about how the plain vegetable or fruit is much healthier than one that has been processed (eg, with added sugar, fat or salt) and packaged.

Note: Refer to Section 2.6 *Vegetables and Fruit Busy Box* for hands-on activities with real vegetables and fruit.

Activity: *Paint Your Plate!*

Fruit of the Month _____

Vegetable of the Month _____

Name: _____



Grade 1: Colours and Shapes



What you need to know

- Section 2.2 Teacher Backgrounder
- Section 2.3 What You Need to Know in the Classroom: Primary Grades

Resources required

- *Canada's Food Guide* (available free from www.healthcanada.gc.ca/foodguide or your local public health unit/department).
- Activity sheet: Colours and Shapes
- Crayons (red, yellow, orange, green, blue, purple, white, tan, brown)
- Construction paper (red, yellow, orange, green, blue, purple, white, tan, brown)
- Colour pictures of vegetables and fruit (cutouts from grocery store flyers or, if wanted, food model cards that can be purchased from Dairy Farmers of Canada at www.teachnutrition.org)

Instructions

- Discuss vegetables and fruit using *Canada's Food Guide* (the green group).
- Discuss how vegetables and fruit can also be grouped according to the colour of the edible part of the vegetable or fruit using the *Paint Your Plate!* approach. (see section 1.7)

Option 1:

- Provide the students with the Colours and Shapes activity sheets and instruct them to colour *only* the pictures of vegetables and fruit, using the appropriate colour (inside and out if possible).
- Have the students draw a shape around the vegetables and fruit that are in the same colour group using the following shapes:
 - heart for the red group,
 - circle for the yellow/orange group,
 - square for the green group,
 - diamond for the blue/purple group, and
 - triangle for the white/tan/brown group.

Option 2:

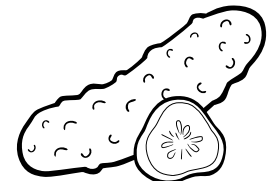
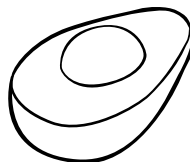
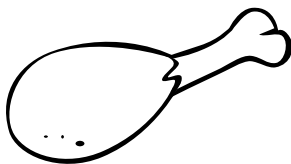
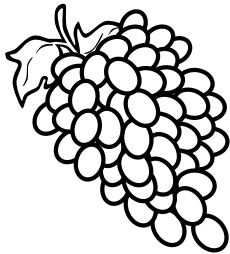
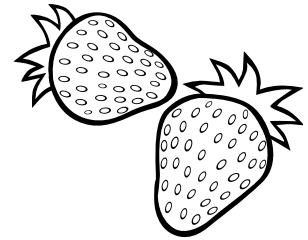
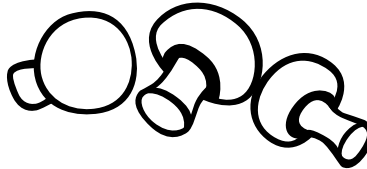
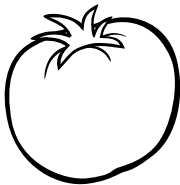
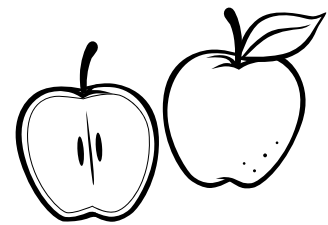
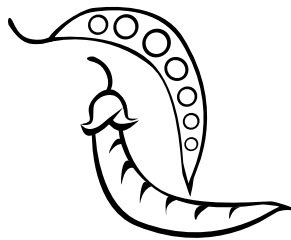
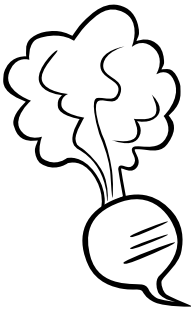
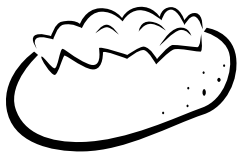
- Hold up the coloured pieces of paper corresponding to the five colour groups. Have the students talk about which vegetables and fruit fall into the colour groups.

Option 3:

- Discuss the importance to healthy eating of including a vegetable or fruit at every meal and snack. Ask when they eat vegetables and fruit. Ask if there is a meal or snack in which they do not eat a vegetable or fruit. Ask them to name a vegetable or fruit that they would ask their parent to include in a meal or snack.

Note: Refer to Section 2.6 Vegetables and Fruit Busy Box for hands-on activities with real vegetables and fruit.

Colours and Shapes Activity Sheet



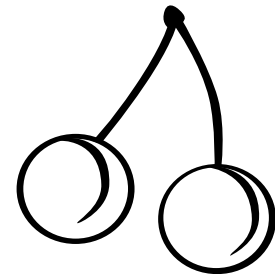
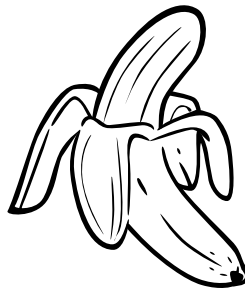
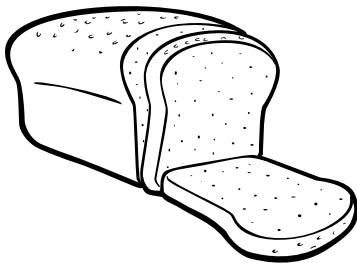
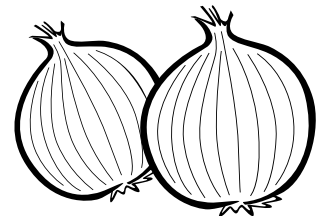
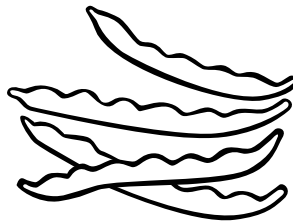
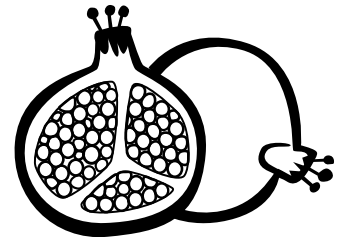
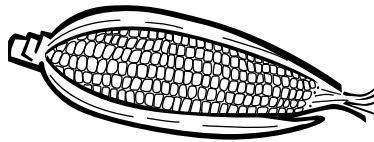
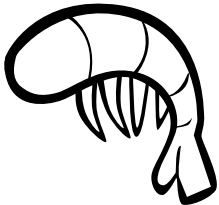
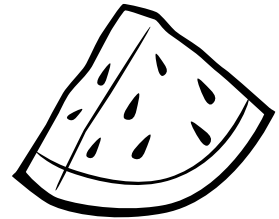
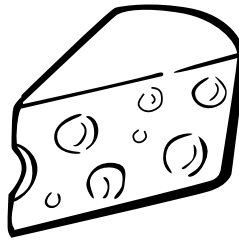
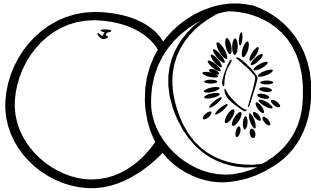
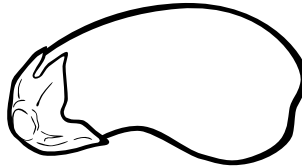
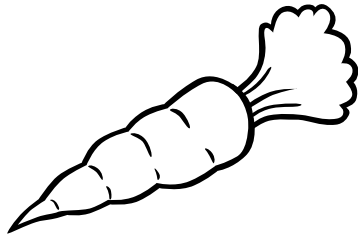
Adapted from Eat Smart with My Pyramid for Children. Team Nutrition, USDA Food and Nutrition Services.



Paint Your Plate! Create a Masterpiece
Vegetables and Fruit Action Guide for Schools
NHEP ©2007

Colours and Shapes

Activity Sheet



Adapted from Eat Smart with My Pyramid for Children. Team Nutrition, USDA Food and Nutrition Services.



Paint Your Plate! Create a Masterpiece
Vegetables and Fruit Action Guide for Schools
NHEP ©2007



Grade 2: Start Your Day...the Veggie and Fruit Way

What you need to know

- Section 2.2 Teacher Backgrounder
- Section 2.3 What You Need to Know in the Classroom: Primary Grades
- Information on the importance of breakfast with school-aged children. *Discover Healthy Eating! A Teacher's Resource for Grades 1-8*. Background information (Grades 1-3). Available at http://www.toronto.ca/health/dhe_index.htm or from your local public health unit/department
- What a healthy meal and snack constitutes. *Student Nutrition Programs: Nutrition Guidelines*. Available at www.children.gov.on.ca/NR/CS/BestStart/EN-NutritionGuidelines.pdf

Resources required

Activity sheet: Add Colour to Dana's Breakfast

Instructions

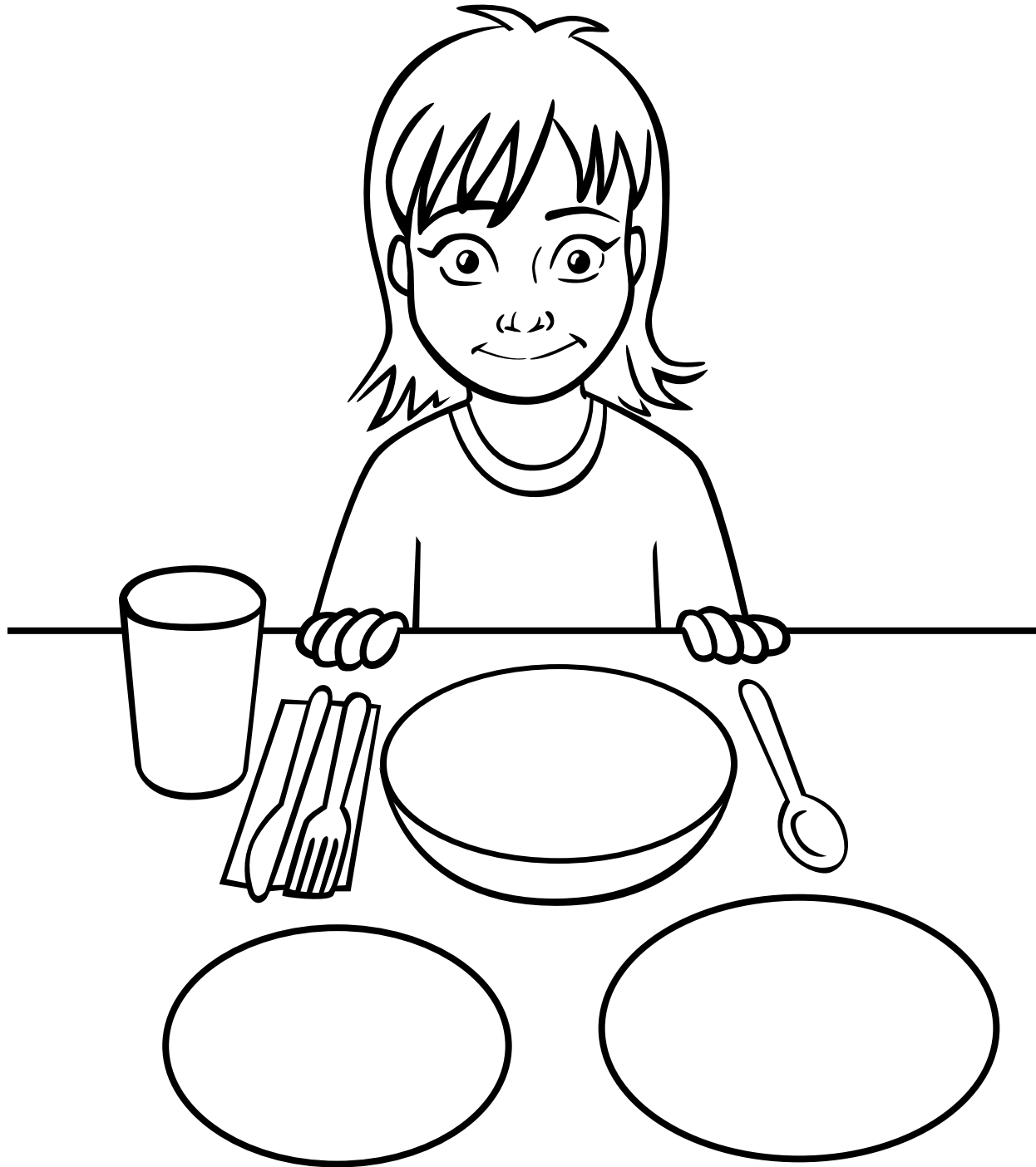
- Ask the students to talk about who likes eating breakfast in the morning and why.
- Discuss why it is important that children eat breakfast to break the overnight fast. Ask if any of the children have ever skipped breakfast and, if so, how they felt, if they were tired, if they found it hard to concentrate at school, and if they felt sick. Ask them why they think that was.
- Explain that a complete breakfast includes foods from at least three of the four food groups in *Canada's Food Guide*, and should include a vegetable or fruit and a milk or alternative.
- Discuss what the children had for breakfast that day or on a different day. Ask them if it included three of the four food groups in *Canada's Food Guide*, including a milk or alternative. Ask how many students had a vegetable or fruit with their breakfast and, if they had none, ask them to choose which vegetable or fruit would they like to eat with their breakfast. *Sensitivity is needed where students' food choices may be limited by home situations.*

Note: Canned, frozen and dried vegetables and fruit count too! Remind students that it is important that they brush their teeth after eating dried fruit to help prevent cavities.

- Complete the activity: Add Colour to Dana's Breakfast. Ask the children if Dana's breakfast is a 'healthy breakfast' and their reasons for saying so.

Note: Refer to Section 2.6 Vegetables and Fruit Busy Box for hands-on activities with real vegetables and fruit.

Activity:
Add Colour to Dana's Breakfast



Adapted from 'Can you add colorful vegetables and fruit to Shawna's breakfast'. Iowa Nutrition Network, November Lesson Plan Grades K-1



Paint Your Plate! Create a Masterpiece
Vegetables and Fruit Action Guide for Schools
NHEP ©2007

Grade 2: Help Yourself to Vegetables and Fruit

What you need to know

- Section 2.2 Teacher Backgrounder
- Section 2.3 What You Need to Know in the Classroom: Primary Grades

Resources required

- Chalkboard or overhead projector
- Activity: Ways Vegetables and Fruit Can Be More Available at Home

Instructions

Option 1:

- Initiate a classroom discussion with students to teach them how easy it is to make vegetables and fruit more available for themselves and their families.
- Ask students what having ‘easy access’ to vegetables and fruit means to them (eg, a parent or guardian packs them in their lunch, there is a fruit bowl on their kitchen table). Be sensitive to students for whom availability or access is limited (eg, lower-income families).
- Ask students if they feel that they have easy access to vegetables and fruit and discuss barriers to eating vegetables and fruit. Ask students if there are situations where they find it more difficult to eat vegetables and fruit because they are not as readily available. Discuss some of these situations, eg, birthday parties, eating out at a restaurant, at a friend’s house.
- Ask students for suggestions on how they could make sure vegetables and fruit were more available at home, at school and even when eating out. Record this on the chalkboard or overhead for all students to see.

Option 2:

- Discuss the following scenarios where vegetables and fruit are not readily available and discuss ways students can politely ask for more of them. Record this on the chalkboard or overhead for all students to see. For the various scenarios, write down all the suggestions and make copies for students to take home and share with their parents.
 - Scenario 1: There is never any juice for breakfast. What can you do to make a change?
 - Scenario 2: You’re at a friend’s house after school and he/she asks if you want some chips for a snack. How can you ask for an apple instead without offending your friend?

Instructions (cont'd)

Option 3:

- Have the students write down ways that vegetables and fruit could be more available in their home on the *Paint Your Plate!* blank template sheet, and send this home for their parent or guardian to view.
- Suggestions to get started or to fill in if students run out of ideas:
 - Tell your parents which vegetables and fruit you enjoy most.
 - Help your parents put together the grocery list that includes your favourite vegetables and fruit.
 - Go grocery shopping with your parents and be sure to stop at the produce department.
 - Encourage your school to have vending machines that provide 100 per cent unsweetened juice instead of soda pop or fruit drinks with added sugar.
 - Ask your mom to send veggie sticks and dip or fresh fruit (eg, grapes instead of cake or cookies) for birthday or other classroom celebrations.
 - Ask your parent or guardian if you can visit the local farmers' market together.
 - Ask your parent or guardian if they will plant a small garden, and help them do it.
 - Help plan weekly menus, and be sure to include your favourite vegetables and fruit.
 - Have a salad with your meals when you eat outside your home.
 - Have a fruit salad for dessert instead of sweets.
 - Ask your teacher or school to have a fruit basket fundraising event instead of a bake sale to raise money for your sports team.

Note: Refer to Section 2.6 *Vegetables and Fruit Busy Box* for hands-on activities with real vegetables and fruit.



Activity: Ways Vegetables & Fruit Can Be More Available at Home

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____



Grade 3: Where in the World?

What you need to know

- Section 2.2 Teacher Backgrounder
- Section 2.3 What You Need to Know in the Classroom: Primary Grades
- *Eating Well with Canada's Food Guide. A Resource for Educators and Communicators.* Available free from www.healthcanada.gc.ca/foodguide or from your local public health unit/department.
- How to use My Food Guide Interactive Tool at www.healthcanada.gc.ca/foodguide to create food guides from different cultures.
- Awareness of the cultural food guides, and the languages they are available in (if required). *Cultural Canada's Food Guide to Healthy Eating* (available free at action.web.ca/home/nutritio/readingroom_details.shtml?x=80800, www.nutritionrc.ca)

Note: The cultural food guides are under revision to reflect the new *Canada's Food Guide*.

Resources required

- Cultural adaptations of *Canada's Food Guide*. Note: The cultural food guides are under revision to reflect the new *Canada's Food Guide*.
- *Canada's Food Guide* (available free from www.healthcanada.gc.ca/foodguide or from your local public health unit/department).
- *My Food Guide* at www.healthcanada.gc.ca/foodguide.

Instructions

Option 1:

- Supply students with food guides from different cultures.
- Have them compare vegetables and fruit from the different cultures. Note vegetables and fruit that are common to food guides and those that are unique.
- Ask them to identify different vegetables and fruit and where in the world they would grow.
- Have students do research on an exotic vegetable or fruit from another culture.



Instructions (cont'd)

Option 2:

- Use the *My Food Guide Interactive Tool* at www.healthcanada.gc.ca/foodguide to show students how to create a food guide for one or more different cultures. Click on *My Food Guide*.
- Discuss the foods that are unique to the culture(s). Have students choose foods to include in each food group.
- Discuss the different vegetables and fruit. Ask if anyone has every tried them.
- Select a language and preview the completed *My Food Guide*. Print copies if you wish.

Option 3:

- Ask if anyone has ever tried the vegetables and fruit found in the different guides.
- Ask if they liked them.
- Have the students place the vegetables and fruit in their appropriate colour category:
 - Red
 - Yellow/Orange
 - Green
 - Blue/Purple
 - White/Tan/Brown

Option 4:

- Have a discussion with the class about why it is important to choose from all five colour groups (variety, etc). Ask them to talk about the benefits.
- Ask how healthy food contributes to healthy bodies.
- Have the students talk about the way they feel after they eat healthy meals and snacks with lots of vegetables and fruit.

Option 5:

- Offer students the opportunity to experience the different cultural and exotic vegetables and fruit (Conduct similar activity to the What's in the Bag? kindergarten activity). Invite interested parents to purchase a few of each for the class to try. Be sensitive to families with financial concerns.

Note: Refer to Section 2.6 *Vegetables and Fruit Busy Box* for hands-on activities with real vegetables and fruit

Grade 3: Vegetables and Fruit: Mix and Match

What you need to know

- Section 2.2 Teacher Backgrounder
- Section 2.3 What You Need to Know in the Classroom: Primary Grades
- *Eating Well with Canada's Food Guide. A Resource for Educators and Communicators.* Available free from www.healthcanada.gc.ca/foodguide or from your local public health unit/department.

Resources required

- Assorted grocery store flyers

Instructions

- Distribute the grocery store flyers and have students cut out examples of vegetables and fruit in their different forms (eg, whole, fresh, frozen, canned, dried, cooked). Include examples from all five colour groups including:
 - red,
 - yellow/orange,
 - green,
 - blue/purple, and
 - white/tan/brown.
- Arrange the vegetable and fruit pictures on a table so all students can easily see them.
- Divide the class into five teams and assign each team to a colour group. Have each team sort through the vegetable and fruit pictures and group them according to their skin colour. In a group discussion, have each team reveal what they grouped together and why.
- Ask the students if they can think of any other vegetables or fruit not represented in the pictures, and which colour group they would fall into.
- End the class with a discussion of the importance of following *Canada's Food Guide*, emphasizing variety between food groups and within food groups. Emphasize the benefits of eating from all five colour groups in the vegetables and fruit food group.
- Discuss the importance of incorporating variety into their diets as a way to get the different nutrients their bodies need to grow, learn and be active. Explain that fresh, frozen, canned and dried vegetables and fruit all help towards meeting the daily amount of vegetables and fruit recommended by *Canada's Food Guide*.

Note: Using real vegetables and fruit enhances this activity. Refer to Section 2.6 Vegetables and Fruit Busy Box for hands-on activities with real vegetables and fruit.



Grade 4: Vegetables and Fruit: Are YOU Getting Enough?

What you need to know

- Section 2.2 Teacher Backgrounder
- Section 2.3 What You Need to Know in the Classroom: Junior Grades
- Understand the ‘balanced diet’ and how it relates to *Eating Well with Canada’s Food Guide. A Resource for Educators and Communicators*. Available free from www.healthcanada.gc.ca/foodguide or from your local public health unit/department.
- Understand what is meant by the VITALITY Approach. *The VITALITY Approach: A Positive Approach to Healthy Living* available at www.hc-sc.gc.ca/fn-an/nutrition/weights-poids/positive_approach-approche_sain_e.html

Resources required

- *Paint your Plate!* Food Diary (provided)
- *Canada’s Food Guide* (available free from www.healthcanada.gc.ca/foodguide or from your local public health unit/department).

Instructions

Option 1:

- Have students record all foods and beverages that they eat for five days on the *Paint Your Plate!* Food Diary.
- At the end of the week, have them answer the questions on the *Paint Your Plate!* Food Diary.

Option 2:

- Discuss with the students the other factors that influence their body shape and size (eg, heredity, exercise, overall health).
- Besides eating healthy foods, ask what they can do to help achieve and maintain a healthy weight? (being physically active, feeling good about themselves).
- Review *Canada’s Physical Activity Guides* and distribute for parents.

Note: Refer to Section 2.6 Vegetables and Fruit Busy Box for hands-on activities with real vegetables and fruit.

Activity:

Paint Your Plate! Food Diary

Please record all foods and beverages that you eat for the next five days.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------|--------|---------|-----------|----------|--------|
| <i>Breakfast</i> | | | | | |
| <i>Snack</i> | | | | | |
| <i>Lunch</i> | | | | | |
| <i>Snack</i> | | | | | |
| <i>Supper</i> | | | | | |
| <i>Snack</i> | | | | | |



Questions:

Paint Your Plate! Food Diary

1. How many servings of vegetables and fruit should you eat each day based on *Canada's Food Guide*?

One Food Guide serving is equal to:

- 1 medium fresh vegetable or fruit,
- 250 mL (1 cup) salad, or raw leafy vegetables,
- 125 mL (1/2 cup) cooked leafy vegetables,
- 125 mL (1/2 cup) cut up raw, cooked, frozen or canned vegetables or fruit,
- 60 mL (1/4 cup) dried fruit, or
- 125 mL (1/2 cup) 100 per cent unsweetened vegetable or fruit juice.

2. Did you eat the recommended number of servings of vegetables and fruit each day? Yes or No?

- Monday _____
- Tuesday _____
- Wednesday _____
- Thursday _____
- Friday _____

3. How many different vegetable and fruit colours did you eat each day? Remember, the colours are: red, yellow/orange, green, blue/purple and white/tan/brown.

- Monday _____
- Tuesday _____
- Wednesday _____
- Thursday _____
- Friday _____

4. How many servings of vegetables and fruit do you need to add to reach the recommended number of servings of vegetables and fruit each day?

5. List ways that you can eat more vegetables and fruit each day.



Grade 4: Paint Your Plate!... The Easy Way

What you need to know

- Section 2.2 Teacher Backgrounder
- Section 2.3 What You Need to Know in the Classroom: Junior Grades
- Background nutrition information on vegetables and fruit:
 - *Colour It Up... Go for More Vegetables and Fruit: A-Z Vegetable Guide* available at www.colouritup.ca
 - Canadian Produce Marketing Association's website at http://www.cpm.ca/en_heav_vegetables.asp and http://www.cpm.ca/en_heav_fruits.asp.
- Definitions of "everyday foods" and "sometimes foods" available in *Discover Healthy Eating! A Teacher's Resource for Grades 1-8*. Background information (Grades 4-6), available free at http://www.toronto.ca/health/dhe_index.htm or from your local public health unit/department.

Resources required

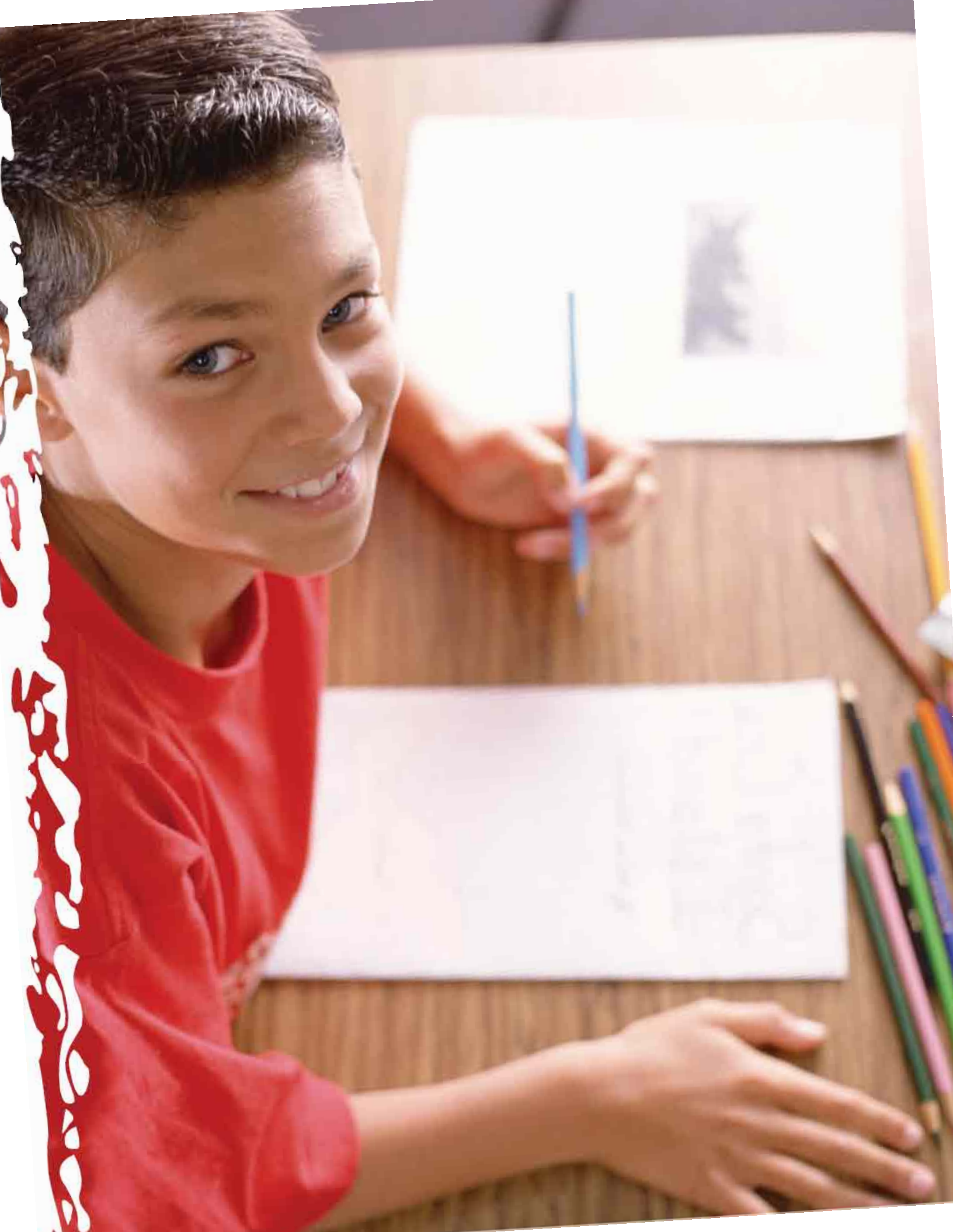
- Chalkboard or overhead projector

Instructions

- Begin a discussion with students about their most recent meal and what was included. Ask if it included a vegetable or fruit. Encourage students to share simple ways to incorporate vegetables and fruit into the meal/snack examples they provided.
- Keep track of all suggestions on the chalkboard or overhead projector, separating them into one of four categories: breakfast, lunch, dinner and snacks. Use the suggestions below as examples to get the discussion started or when students run out of ideas:
 - Macaroni and cheese with spinach, zucchini or canned tomatoes
 - Fruit smoothie (yogurt or milk blended with a favourite fruit)
 - Fruit (fresh, frozen, canned or dried) on cereal
 - Finely chopped vegetables in meatloaf, hamburgers, meatballs or spaghetti sauce
 - Pizza topped with vegetables or fruit (eg, pineapple, mandarin oranges, mushrooms)
 - Peanut butter and banana sandwiches
 - Apple slices with cheese cubes
 - Bean and vegetable burritos
 - Omelette or scrambled eggs with chopped vegetables
 - Carrots, tomatoes, celery, radishes, etc, added to a green salad
 - Carrots, celery, peppers, zucchini or other vegetables with a dip
 - 100 per cent unsweetened vegetable or fruit juice with dinner or a snack
- Once the list is complete, compile all the suggestions and make copies for each student to take home to his or her parent/guardian.
- Have a discussion that will help students learn ways to include more vegetables and fruit in their meals and snacks, and also at special occasions like a birthday party or restaurant meal.

Note: Refer to Section 2.6 *Vegetables and Fruit Busy Box* for hands-on activities with real vegetables and fruit.





Grade 5: Looking Through the Label Lens!

What you need to know

- Section 2.2 Teacher Backgrounder
- Section 2.3 What You Need to Know in the Classroom: Junior Grades
- How to read and interpret food labels. Easy-to-understand information is available free from *Healthy Eating is in Store for You (HESY)* at www.healthyeatinginstore.ca.
- For additional information on reading labels, visit www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/interactive/index_e.html and take the interactive label reading tour.

Resources required

- Activity: Looking Through the Label Lens!

Instructions

Option 1:

- Briefly introduce food labels and identify the three kinds of information available on a label. Refer to the HESY fact sheet #1.
- Ask students if they think that vegetables and fruit need food labels. Discuss when and why labels are needed.
- Discuss the different forms vegetables and fruit come in (fresh, canned, frozen, dried). Ask if any of these need labels.

Option 2:

- Activity: Looking Through the Label Lens! Compare labels for orange *drink* and a 100 per cent unsweetened orange *juice*.
- Discuss similarities and differences. Have students identify the better choice and give reasons.

Note: Refer to Section 2.6 *Vegetables and Fruit Busy Box* for hands-on activities with real vegetables and fruit.

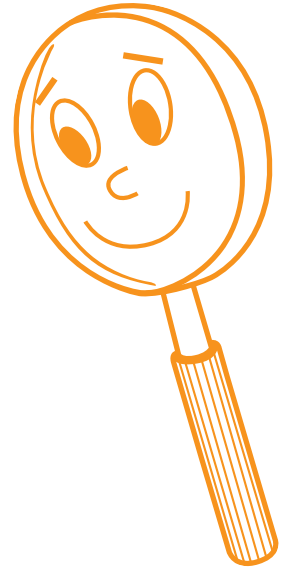
Activity: Looking Through the Label Lens!

Orange 'Drink'

| Nutrition Facts | |
|------------------------------|---------------|
| Per 1 cup (250 ml) | |
| Amount | % Daily Value |
| Calories 120 | |
| Fat 0 g | 0% |
| Saturated 0 g + Trans 0 g | 0% |
| Cholesterol 0 mg | |
| Sodium 190 mg | 8% |
| Carbohydrate 29 g | 10% |
| Fibre 0 g | 0% |
| Sugars 27 g | |
| Protein 0 g | |
| Vitamin A | 0% |
| Vitamin C | 100% |
| Calcium | 0% |
| Iron | 0% |

100% Orange Juice

| Nutrition Facts | |
|------------------------------|---------------|
| Per 4/5 cup (200 ml) | |
| Amount | % Daily Value |
| Calories 90 | |
| Fat 0 g | 0% |
| Saturated 0 g + Trans 0 g | 0% |
| Cholesterol 0 mg | |
| Sodium 20 mg | 1% |
| Carbohydrate 22 g | 7% |
| Fibre 1 g | 4% |
| Sugars 19 g | |
| Protein 1 g | |
| Vitamin A | 0% |
| Vitamin C | 80% |
| Calcium | 0% |
| Iron | 0% |



Orange 'Drink' Ingredients: water, high fructose corn syrup and 2% or less of each of the following: concentrated juices orange, tangerine, apple, lime, grapefruit, citric acid, ascorbic acid (vitamin C), thiamin hydrochloride (vitamin B1), natural flavours, modified cornstarch, canola oil, sodium citrate, cellulose gum, xanthan gum, sodium hexametaphosphate, sodium benzoate. To protect flavour, yellow #5, yellow #6

100% Orange Juice Ingredients: water, concentrated orange juice

Questions:

- What is different? _____
- What is the same? _____
- Which is the better choice? Why? _____

Adapted from Iowa Nutrition Network Pick a better snack and act; November Activity Sheet Grade 2-3, Focus on Fruits.



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Grade 6: Vegetables and Fruit! Read All About 'Em

What you need to know

- Section 2.2 Teacher Backgrounder
- Section 2.3 What You Need to Know in the Classroom: Junior Grades
- Definitions of 'everyday foods' and 'sometimes foods' available in *Discover Healthy Eating! A Teacher's Resource for Grades 1-8*. Background information (Grades 4-6), available free at http://www.toronto.ca/health/dhe_index.htm or from your local public health unit/department.
- Understand the 'balanced diet' and how it relates to *Eating Well with Canada's Food Guide. A Resource for Educators and Communicators*. Available free from www.healthcanada.gc.ca/foodguide or from your local public health unit/department.
- Understand what is meant by the VITALITY Approach. *The VITALITY Approach: A Positive Approach to Healthy Living* available free at www.hc-sc.gc.ca/fn-an/nutrition/weights-poids/positive_approach_approche_sain_e.html

Resources required

- Activity: Reporter's Notebook (provided) and The Healthy Digest – Vegetables and Fruit! Read All About 'Em (provided)
- *Canada's Food Guide* (available free from www.healthcanada.gc.ca/foodguide or from your local public health unit/department).

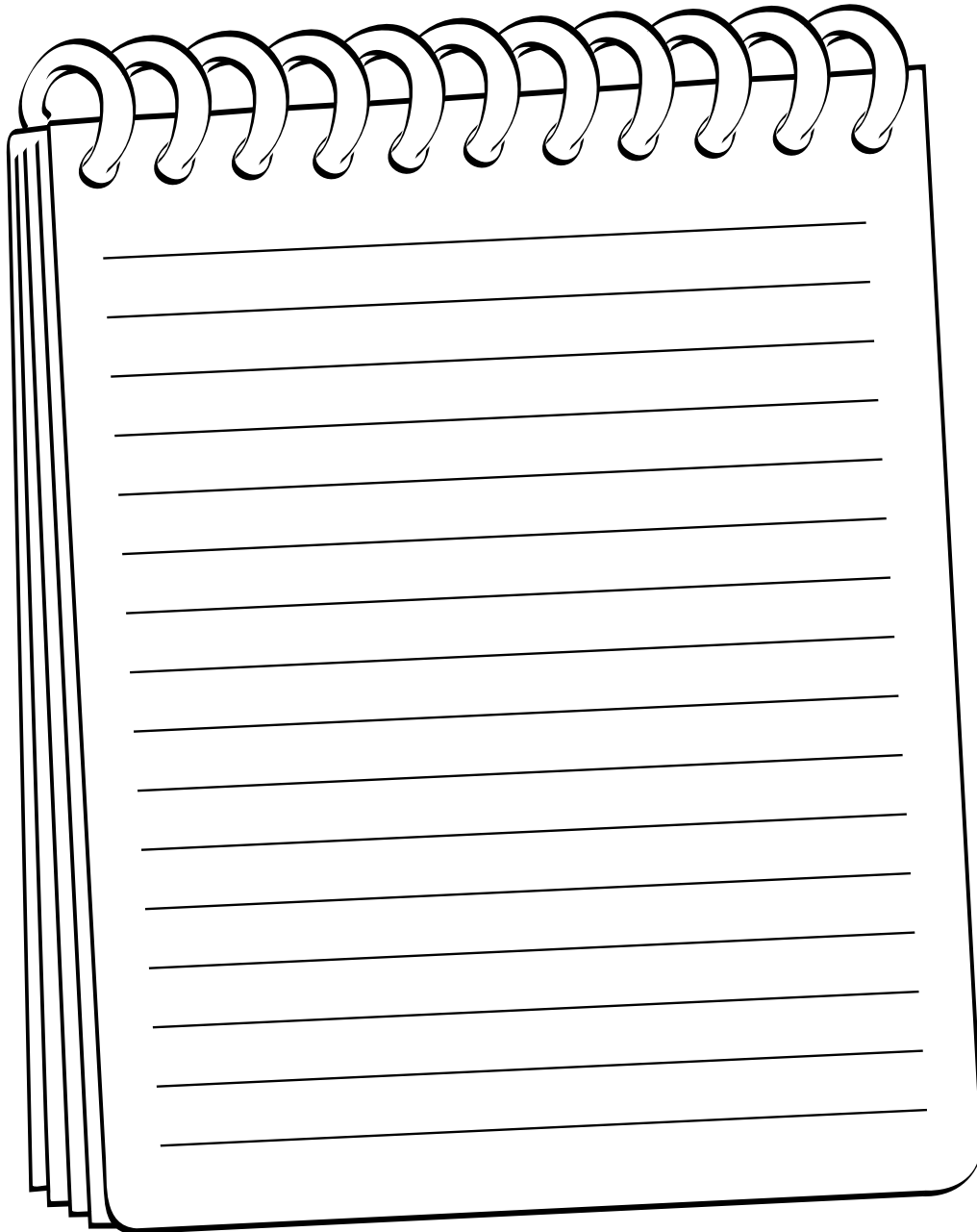
Instructions

- Briefly discuss *Canada's Food Guide* highlighting the four food groups and the importance of each group. Review the importance of eating vegetables and fruit every day.
- Engage students in a discussion regarding the differences in food intake in different environments. Ask them to compare their intake of food at home with the food they eat at a friend's house, at school, at a birthday party or at a restaurant.
- Have students write a news story about their eating habits in different situations. Provide students with the Reporter's Notebook to help guide them in writing their articles. Have the students answer the questions provided to prompt them about what to include in their news story. Provide students with The Healthy Digest – Vegetables and Fruit! Read All About 'Em to write the final copy.

Note: Refer to Section 2.6 Vegetables and Fruit Busy Box for hands-on activities with real vegetables and fruit.

Activity: Reporter's Notebook

1. Why are vegetables and fruit good for you?
2. Which vegetables and fruit are your favourites and why?
3. Are vegetables and fruit available at special occasions (like birthday parties)?
4. If you were to suggest a fun vegetable or fruit dish, what would it be?



Adapted from Iowa Nutrition Network Pick a better snack and act January activity – Grade 4-5; Focus on Fruits



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Grade 7: You Are What You Eat!



What you need to know

- Section 2.2 Teacher Backgrounder
- Section 2.3 What You Need to Know in the Classroom: Intermediate Grades
- Understand the 'balanced diet' and how it relates to *Eating Well with Canada's Food Guide. A Resource for Educators and Communicators*. Available free from www.healthcanada.gc.ca/foodguide or from your local public health unit/department .
- Understand what is meant by the VITALITY Approach. *The VITALITY Approach: A Positive Approach to Healthy Living* available free at www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/vitality_approach_e.html
- Background nutrition information on vegetables and fruit:
 - *Colour It Up... Go for More Vegetables and Fruit: A-Z Vegetable Guide* available at www.colouritup.ca
 - Canadian Produce Marketing Association's website at http://www.cpma.ca/en_hea_vegetables.asp and http://www.cpma.ca/en_hea_fruits.asp

Resources required

- Healthy Eating is in Store for You. FAQ Sheet #3 The importance of nutrients. Available at http://www.healthyeatinginstore.ca/pdf/ENG_BW_FAQ.pdf

Instructions

- Discuss with students the importance of eating according to *Canada's Food Guide* in order to be physically active and have positive self-esteem. Review the Balanced VITALITY Approach with students. Ask for their thoughts about this.
- Ask the students to name some of the benefits of eating according to *Canada's Food Guide* (eg, to get the nutrients we need in the right amounts without the extra fat, sugar, and salt).
- Talk about the different nutrients the body needs in order to be physically active and healthy (eg, iron, carbohydrates, water, potassium, vitamin A, vitamin C, calcium). Ask why they are important.
- Provide students with the FAQ Sheet #3. Have them do research to identify the nutrients found in their favourite vegetables and fruit. Have them describe why it is important that we eat these foods, and some of the roles these nutrients play in achieving health.

Note: Refer to Section 2.6 Vegetables and Fruit Busy Box for hands-on activities with real vegetables and fruit.



Grade 8: Taking the VITALITY Approach!

What you need to know

- Section 2.2 Teacher Backgrounder
- Section 2.3 What You Need to Know in the Classroom: Intermediate Grades
- Understand the ‘balanced diet’ and how it relates to *Eating Well with Canada’s Food Guide. A Resource for Educators and Communicators*. Available free from www.healthcanada.gc.ca/foodguide or from your local public health unit/department.
- Understand what is meant by the VITALITY Approach. *The VITALITY Approach: A Positive Approach to Healthy Living* available free at www.hc-sc.gc.ca/fn-an/nutrition/weights-poids/positive_approach-approche_sain_e.html

Resources required

- *Canada’s Food Guide* (available free from www.healthcanada.gc.ca/foodguide or from your local public health unit/department)
- *Canada’s Physical Activity Guides* for children and youth (free from the Public Health Agency of Canada’s Physical Activity Unit at www.phac-aspc.gc.ca/pau-uap/fitness/order.html).
- Activity: Energy Balance (provided)
- Activity: Food/Beverage Intake and Physical Activity Record (provided)
- Activity: Taking the VITALITY Approach! (provided)

Instructions

Option 1

- Discuss with students *Canada’s Food Guide* – foods in each food group, number of servings in each, and nutrients that we get from each and why they are important to health.
- Discuss healthy weights with students – what factors influence a healthy weight (healthy eating, being physically active and feeling good about yourself).
- Ask students what other benefits they get, besides achieving and maintaining a healthy body weight, from eating healthy, being physically active and feeling good about themselves.
- Have students complete the Energy Balance activity (provided).

Option 2

- Have students complete the Food/Beverage Intake and Physical Activity Record activity.

Option 3

- Have students complete Taking the VITALITY Approach! activity.

Activity: Energy Balance

Answer these questions:

1. How does following *Canada's Food Guide* contribute to energy balance?

2. What factors influence a healthy weight?

3. Besides achieving and maintaining a healthy body weight, what other benefits do you get from eating healthy, being physically active and feeling good about yourself?

4. Why are vegetables and fruit important?

5. How do vegetables and fruit contribute to health?



Activity: Food/Beverage Intake & Physical Activity Record

Please record your food and beverage intake including portion sizes for one day. Also record physical activities performed on the same day including time spent and whether they were moderate (m) or vigorous (v).

Name: _____ Date: _____

| <i>Food/Beverage Intake</i> | <i>Physical Activity</i> | <i>M/V</i> | <i>Time</i> |
|-----------------------------|--------------------------|------------|-------------|
| <i>Breakfast</i> | <i>Morning</i> | | |
| <i>Snack</i> | | | |
| <i>Lunch</i> | <i>Afternoon</i> | | |
| <i>Snack</i> | | | |
| <i>Supper</i> | <i>Evening</i> | | |
| <i>Snack</i> | | | |



Analysis: Food/Beverage Intake & Physical Activity Record

Please complete the following charts based on your one-day Food/Beverage Intake and Physical Activity Record.

| <i>Food Group</i> | <i>Recommended Serving Range</i> | <i>Actual Number of Servings Consumed</i> |
|---------------------------------|----------------------------------|---|
| <i>Vegetables & Fruit</i> | | |
| <i>Grain Products</i> | | |
| <i>Milk & Alternatives</i> | | |
| <i>Meats & Alternatives</i> | | |

| <i>Physical Activity intensity</i> | <i>Recommended Time Spent</i> | <i>Actual Time Spent</i> |
|------------------------------------|-------------------------------|--------------------------|
| <i>Moderate</i> | | |
| <i>Vigorous</i> | | |



Analysis: Food/Beverage Intake & Physical Activity Record (cont'd)

Questions:

1. How does your one-day food record compare to *Canada's Food Guide* guidelines?

2. How does your one-day physical activity record compare to *Canada's Physical Activity Guide for Youth* guidelines? _____

3. How did you feel (physically and emotionally) throughout the day? _____

4. Is there a connection between what you ate and how physically active you were? _____

5. Record three personal goals to improve your intake of vegetables and fruit and increase your level of physical activity. _____

6. How are you going to achieve those goals? _____



Activity:

Taking the VITALITY Approach!

The following is a typical day for Mary, who is a Grade 8 student in Ontario. She is very busy with schoolwork and after-school responsibilities at home. Review her typical day and make changes so Mary takes a Balanced Approach to her day.

| Typical Day | Taking the VITALITY Approach! |
|--|-------------------------------|
| <p>Breakfast 2 Pop Tarts <i>Mary was up late studying for a test. She woke up late and did not have enough time to make herself breakfast before she had to catch her bus. She grabbed these on her way out.</i></p> | <p>Breakfast</p> |
| <p>Morning Break 1 500 mL bottle of cola <i>Mary needs a little more time to study, so she buys a large bottle of cola from the vending machine and sits on the steps at recess to review her notes.</i></p> | <p>Morning Break</p> |
| <p>Lunch Large fries with gravy 1 500 mL bottle of cola Chocolate bar <i>Because Mary was up late studying, she did not make her lunch last night, and did not have time to make it this morning, either. She uses \$10 she earned from babysitting last weekend to buy lunch at school.</i></p> | <p>Lunch</p> |
| <p>Afternoon Break Nothing <i>Mary wrote her test after lunch. She had a hard time concentrating and could not remember all of the answers. She didn't think she did as well as she could have. Mary was also very tired and not in the mood to play with her friends in the playground.</i></p> | <p>Afternoon Break</p> |

Adapted from OSNPPH, Call to Action: Creating a Healthy School Nutrition Environment, 2004



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Sample Answer Sheet:

Taking the VITALITY Approach!

The following is a typical day for Mary, who is a Grade 8 student in Ontario. She is very busy with schoolwork and after-school responsibilities at home. Review her typical day and make changes so Mary takes a Balanced Approach to her day.

| Typical Day | Taking the VITALITY Approach! |
|---|--|
| <p>Breakfast 2 Pop Tarts Mary was up late studying for a test. She woke up late and did not have enough time to make herself breakfast before she had to catch her bus. She grabbed these on her way out.</p> | <p>Breakfast 1 Banana 1 Cereal bar 1 Cheese string Mary was up late studying for a test. She woke up late and did not have enough time to make herself breakfast before she had to catch her bus. She grabbed this on her way out.</p> |
| <p>Morning Break 1 500 mL bottle of cola Mary needs a little more time to study, so she buys a large bottle of cola from the vending machine and sits on the steps at recess to review her notes.</p> | <p>Morning Break 1 250 mL carton of chocolate milk Mary purchased this from the school vending machine. 1 can of diced peaches Mary always makes sure she has one in the bottom of her knapsack just in case she runs out of time to make a lunch. She eats it and goes outside to play with her friends.</p> |
| <p>Lunch Large fries with gravy 1 500 mL bottle of cola Chocolate bar Because Mary was up late studying, she did not make her lunch last night, and did not have time to make it this morning, either. She uses \$10 she earned from babysitting last weekend to buy lunch at school.</p> | <p>Lunch 1 toasted whole grain bagel with cheese 1 250 mL carton of white milk 1/2 cup cut up broccoli and 1/2 cup carrots with dip Mary still has to buy her lunch, but she makes healthy choices based on Canada's Food Guide and is sure to include a vegetable or fruit. She also made an effort to include a Food Guide serving of a dark green vegetable and an orange vegetable</p> |
| <p>Afternoon Break Nothing Mary wrote her test after lunch. She had a hard time concentrating and could not remember all of the answers. She didn't think she did as well as she could have. Mary was also very tired and not in the mood to play with her friends in the playground.</p> | <p>Afternoon Break 1 Apple 1 Cheese string Mary also threw a snack in her knapsack on her way out the door this morning. Mary plays a game of soccer with her friends on a new line.</p> |

Adapted from OSNPPH, Call to Action: Creating a Healthy School Nutrition Environment, 2004





2.5 Additional Activity: Kindergarten to Grade 8 Vegetables and Fruit Paper Craft Virtual Salad

Resources required

- Construction paper
- Markers and crayons
- Scissors
- Glue

Instructions

- Ask your students to identify some of their favourite vegetables or fruit, according to the type of virtual salad you will be making.
- Write down their responses and add a few lesser known vegetables or fruit into the mix.
- Have the students each choose one vegetable or fruit from the list compiled.
- Give them construction paper to draw the vegetable or fruit they have chosen and cut out the finished drawing.
- Display the virtual salad in a construction paper salad bowl and post on the bulletin board or class door.

Use the key messages from section 1.7 *Why Paint Your Plate?* and section 2.2 Teacher Backgrounder for expanded discussion with students regarding the importance of colour in the vegetables and fruit choices for these bulletin board/door decoration ideas.

2.6 Additional Activity: Kindergarten to Grade 8 Classroom Vegetables and Fruit Busy Box

We know that seeing is believing. But when it comes to vegetables, fruit and students, we know that tasting is believing! With this in mind, a Classroom Vegetables and Fruit Busy Box has been created to assist school staff in making the vegetables and fruit messages come alive.

You will find helpful tools that will aid in the classroom preparation and serving of the vegetables and fruit in a creative and appealing way. As you get your students to try some of these potentially new foods, you will be giving them an opportunity to practise the healthy eating messages you have been presenting in class.

Contents of the Busy Box

Spiral Apple Peeler

- This tool peels, cores and cuts the apple into a continuous spiral of apple.
- Try it with potatoes and then make a soup from the potato spirals.

Egg Cutter

- Slices soft fruit and veggies into thin slices. Try mushrooms, strawberries, kiwi, etc.

Melon Baller ... various sizes

- This tool creates different-sized balls of veggies or fruit.
- Try it with melons, avocado, pears, pineapple, cucumber, kiwi.
- Use in fruit salad, making kebobs, fruit cups.

Plastic Cookie Cutters

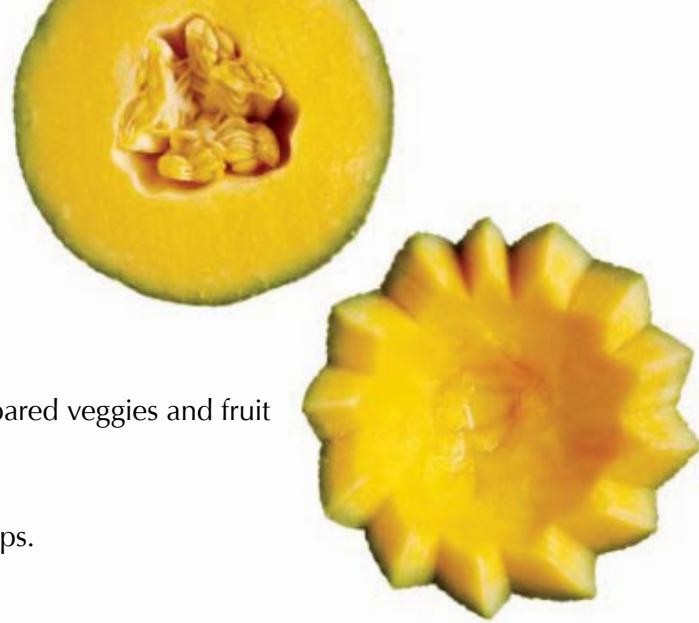
- These cutters can transform vegetables and fruit into interesting and seasonal shapes.
- Try cutting apple slices and red, green, orange or yellow peppers.

Box Grater

- Use to grate firm veggies and fruit on the large grate side.
- These veggies and fruit can be used in preparation of salads and soups or baked into muffins and fruit bread.
- Try grating carrots, zucchini or apple for muffins, and parsnips, potatoes or turnip for soups.

Flat Toothpicks

- Use to make mini fruit kebobs.

**Plastic Cups**

- A class set of plastic cups for presentation of prepared veggies and fruit

Squeeze Bottle

- Use to spread dip into students' veggie or fruit cups.

Dip Recipe

- Laminated dip recipe for vegetables
- Suggestions for dips for fruit

Tray

- A presentation tray for the prepared veggies and fruit

Tongs and Plastic Gloves

- Use when preparing and serving the veggies and fruit to ensure safe food handling practices are followed.

Cutting Board/Spray Bottle

- Use a cutting board when preparing the vegetables and fruit.
- Use the spray bottle with a water/bleach solution to sanitize table surfaces used for food preparation (1 teaspoon of bleach to 2 cups of water)

Plastic Knives

- These are for the students who may be assisting in the preparation of the vegetables and fruit.

To ensure that the vegetables and fruit snacks that you are preparing are safe to eat, make sure that all students have an opportunity to wash their hands with soap and water prior to preparing or eating the snacks. When you do your busy box activity, discuss the four steps for hand washing. Contact your local public health unit to receive a free hand-washing poster. Display the poster by the sink to show students the correct way to wash their hands.

Reference

Toronto Public Health. 2003. Bleach and Water for Disinfecting. Available at: <http://www.toronto.ca/health/pdf/disinfecting.pdf>. Accessed: 18 September 2006.

2.7 Additional Activity: Kindergarten to Grade 8 *Paint Your Plate! Challenge*

What is the Paint Your Plate! Challenge?

A challenge that encourages teachers, students and their families to eat the daily amount of vegetables and fruit as recommended by *Canada's Food Guide*. It offers a fun and engaging way to encourage students in your class/school to eat more vegetables and fruit.

Why have the Paint Your Plate! Challenge?

- To help students and their families understand the importance of eating vegetables and fruit
- To increase students' knowledge of eating the recommended number of servings of vegetables and fruit each day
- To increase students' skills in choosing the recommended number of servings of vegetables and fruit
- To increase the variety of vegetables and fruit where food is available and/or sold in the school

How does the Paint Your Plate! Challenge work?

The challenge can be a school-wide event that involves every class or it can be run by an individual teacher within one classroom. Promote the challenge to the School Council, student council, teachers, support staff and school volunteers. If you decide to run the challenge as a school-wide initiative, you may want to form a short-term committee (eg, principal/vice-principal, parents, teachers, students) to plan, lead and evaluate the challenge and to coordinate the school-wide promotions.

Once you select a start date, each classroom can move forward. These steps are required to run the challenge:

- Teachers provide classroom healthy eating education that includes the key messages related to vegetables and fruit.
- Students and their families receive the Student Record Sheet that participants will use to record the daily intake of vegetables and fruit for one week. Students track the number of vegetables and fruit they eat over seven days, as well as the variety of vegetables and fruit by colour. Family members are encouraged to track their vegetable and fruit intake along with the students.
- Teachers collect tracking sheets and determine the winning family/class. For example, the class with the best tracking sheet return percentage wins.
- Before and during the challenge, school-wide promotions (eg, daily PA announcements, poster contest, newsletter inserts, and fact sheets for parents) take place. Offering these activities before and during the challenge will help students and their families to learn practical tips for eating more vegetables and fruit.

Paint Your Plate! Challenge Instructions

Are you up for the Challenge? Contact your school's public health nurse or your local public health dietitian to help bring this program to life in your school. They can provide information about what is involved in each of these areas and what has worked well in other schools, and can help in the overall planning process.

If you've decided to promote vegetables and fruit, follow these easy steps to make *Paint Your Plate!* come alive in your school!

Prior to the Challenge

1. Photocopy and send Parent/Guardian Flyer home with each student to prepare parents for the upcoming event. (see page 87)
2. Begin classroom healthy eating education about vegetables and fruit. Review the Teacher Backgrounder, including the key messages, and use the Curriculum-Matched Lessons to reinforce *Canada's Food Guide* and highlight vegetables and fruit.
3. Photocopy the *Paint Your Plate!* Challenge Parent/Guardian Letter and send home with students. (see page 89)
4. Prepare copies of student record sheets: Seven-Day Challenge: Student Record Sheet and the One-Day Colour Challenge: Student Record Sheet.
5. Promote the *Paint Your Plate!* Challenge Week in your class/school using the morning announcements.

During the Challenge

1. Encourage classes or students to create vegetables and fruit bulletin boards or door displays to launch the challenge week on day one (See Section 2.5 Additional Activities: Vegetables and Fruit Bulletin Board and Door Display Ideas for more information).
2. Provide students with copies of the Seven-Day Challenge: Student Record Sheet and One-Day Colour Challenge: Student Record Sheet
3. Continue with classroom teaching and activities.
4. Promote the challenge using the morning announcements.
5. Continue to send home vegetables and fruit resources (See 4.0 *In the Home*).

After the Challenge

1. Determine a challenge winner. If the challenge has been school-wide, select a classroom winner by greatest percentage of tracking sheets turned in and classroom door decorating or, if a classroom challenge only, choose a participating student via ballot.
2. Provide the *Paint Your Plate!* Challenge certificate for each student who returned the tracking sheets.

After the Challenge (cont'd)

3. Celebrate – classroom and/or school celebration. See section 3.2 *Classroom Celebration* for a list of celebration ideas.
4. Send Parent/Guardian Wrap-Up Letter with the Parent/Guardian Evaluation home for parents/guardians.
5. Have leader/organizer (principal, teacher, volunteer, etc) complete the *Paint Your Plate! Create a Masterpiece* Vegetables and Fruit Action Guide for Schools Evaluation (Appendix 1).
6. Have teachers complete the Teacher Summary Sheet. Return the Teacher Summary Sheet, Student Record Sheets (Seven-Day and One-Day Colour Challenge Recording Sheets), Parent/Guardian Evaluation and the Vegetables and Fruit Action Guide for Schools Evaluation to your local public health unit.

How to Promote This Challenge School-Wide

- Send through your school newsletter, Internet posting or homemade posters by the students.
- Display the *Paint Your Plate!* Challenge bulletin board in a prominent area to advertise to students and parents visiting the school.
- Have students read the *Paint Your Plate!* morning announcements daily.
- Encourage teachers to regularly promote this event during the challenge week. Teachers can review and consider additional classroom activities. See section 2.0 *In the Classroom*.



Paint Your Plate! Challenge



Attention All Parents and Guardians!

Paint Your Plate! Vegetables and Fruit Challenge is coming to your child's school and we invite you to participate in your home as well!

Be a great role model...enjoy eating veggies and fruit with your children!

The *Paint Your Plate!* program will teach your children about nutrition and provide them with skills to reach the recommended number of servings of vegetables and fruit now and for the rest of their lives.

Teachers will lead healthy eating lessons in the classroom for one month prior to the *Paint Your Plate!* Challenge.

Join the fun. Make it a family event!

Paint Your Plate! with brightly coloured vegetables and fruit to create a masterpiece and achieve good health.

Watch for the parent resources coming home with your children.



Paint Your Plate! Challenge

Dear Parent/Guardian:

Your child's class/school has been invited to take part in a vegetables and fruit challenge supported by your local public health unit. The *Paint Your Plate!* Challenge aims to have students, teachers and their families eat the daily amount of vegetables and fruit recommended by *Canada's Food Guide* for one week and, hopefully, for a lifetime!

How does *Paint Your Plate!* work?

- Next week, your child will receive a form to record the number of servings of vegetables and fruit he or she eats each day for one week.
- Students will be encouraged to eat one or more servings of vegetables and fruit at every meal and snack.
- Students will be asked to record the total number of servings of vegetables and fruit eaten at all meals and snacks for each day of the challenge week using the *Paint Your Plate!* Student Record Sheets.

Students will be learning about healthy eating and vegetables and fruit in the classroom. You can support your child by reviewing the information brought home on vegetables and fruit and taking the challenge together. Please help your child complete the Student Record Sheets and record his or her vegetables and fruit intake together.

For participating in the challenge, all students will receive a certificate and the class will be eligible to participate in a draw for a vegetables and fruit celebration.

An evaluation form will be sent home with your child at the end of the challenge. Please complete it and send it back with your child the following day.

Thanks for helping with this important nutrition education!

Please alert the school if your child has a food allergy!



Paint Your Plate! Create a Masterpiece
Vegetables and Fruit Action Guide for Schools
NHEP ©2007



Paint Your Plate! Seven-Day Challenge: Student Record Sheet















Use this chart to track the number of vegetables and fruit you eat over the next **seven days**. Can you meet your *Canada's Food Guide* daily goal? Each time you eat one serving, check it off. Add up the number you eat each day in the right-hand column. Double your fun by challenging others in your family to track their vegetables and fruit intake, too!

What is One Food Guide Serving?

- 1 medium fresh vegetable or fruit,
- 250 mL (1 cup) salad, or raw leafy vegetables,
- 125 mL (1/2 cup) cooked leafy vegetables,
- 125 mL (1/2 cup) cut up raw, cooked, frozen or canned vegetables or fruit,
- 60 mL (1/4 cup) dried fruit, or
- 125 mL (1/2 cup) 100 per cent unsweetened vegetable or fruit juice.

What's my goal?

| | |
|--|-------------------------------|
| Age | Number of Food Guide Servings |
| Children (Girls and Boys) 4-8 years | 5 |
| 9-13 years | 6 |

| Date | Vegetables ✓ (eg, carrots, broccoli, salad, tomato juice, potatoes...) | Fruit ✓ (eg, grapes, oranges, melons 100 % unsweetened juice, bananas...) | Daily Total |
|------|---|--|-------------|
| |  |  | |
| |  |  | |
| |  |  | |
| |  |  | |
| |  |  | |
| |  |  | |
| |  |  | |

Name: _____

Class: _____

How did you score?

0-2 servings day – Keep Trying
 3-4 servings a day – Good Start
 5-6 servings a day – Awesome



Paint your plate.
Create a masterpiece.

Paint Your Plate! Create a Masterpiece
 Vegetables and Fruit Action Guide for Schools
 NHEP ©2007

Paint Your Plate! One-Day Challenge: Student Record Sheet

Learn about the colour groups in the chart below.

| What Are the Five Colour Groups? | |
|---|--|
| Vegetables & Fruit Colour Groups | Vegetables & Fruit Examples by Colour |
| Red | Cherries, red apples, red cabbage, cranberries, red grapes, red onions, pink/red grapefruit, watermelons, red peppers, beets, red tomatoes, raspberries, radishes, rhubarb |
| Yellow/Orange | Apricots, oranges, papayas, sweet potatoes, cantaloupes, peaches, lemons, yellow peppers, yellow squashes, carrots, mangoes, nectarines |
| Green | Avocados, limes, cucumbers, artichokes, green beans, green apples, asparagus, green cabbage, green grapes, broccoli, green peppers, brussels sprouts, peas, kiwis, spinach |
| Blue/Purple | Blackberries, plums, prunes, blackcurrants, blueberries, eggplants, figs, raisins, purple grapes, purple endive |
| White/Tan Brown | Bananas, garlic, onion, brown pears, parsnips, turnips, ginger, mushrooms, cauliflower |

Use this chart to track your vegetables and fruit intake by colour for one day of the challenge. See if you can reach the goal of eating at least five or six servings, one from each colour group!

| Number | Colour | Name of the Vegetable or Fruit |
|---------------|------------------------|---------------------------------------|
| 1 | Red | |
| 2 | Yellow/Orange | |
| 3 | Green | |
| 4 | Blue/Purple | |
| 5 | White/Tan/Brown | |
| Bonus | Any Colour | |

Did you reach the goal of eating at least five or six servings, one from each colour group? Which colour group did you miss? Check the colour chart above and try a vegetable or fruit in that colour group.

Name: _____

Classroom: _____

Return to Your Teacher



Paint Your Plate! Challenge

Morning Announcements

Use these announcements to promote the school-wide *Paint Your Plate!* Challenge and to remind participating students to complete their Student Record Forms.

The Week Before the Challenge Begins

Next week we are launching the *Paint Your Plate!* Challenge to encourage everyone to eat five or six servings of vegetables and fruit each day. Your teacher will give you more information about the challenge. Take home the Parent Letter and ask your parents to take part in the challenge with you. With your participation, your class could win a vegetables and fruit celebration!

The Friday Before the Challenge Begins

Don't forget, on Monday we launch the *Paint Your Plate!* Challenge. To get started, do you know how many servings of vegetables and fruit you should eat every day? If you said five or six, depending on your age ... you were right! One serving is equal to one whole fruit like an apple or pear, or half a juice box of 100 per cent unsweetened fruit juice, or one large serving spoon of cooked vegetables. Get ready to *Paint Your Plate!*

Day One

Paint Your Plate! ... with vegetables and fruit! Today is the first day of our week-long *Paint Your Plate!* Challenge. Your teacher will give you a Student Record Sheet today so that you can keep track of all the vegetables and fruit you eat in the next week. Get your whole family involved in the *Paint Your Plate!* Challenge.

Day Two

Did you remember to check mark your record sheet for all the veggies and fruit that you ate yesterday? Pick one day of the Challenge also to take the One-Day Colour Challenge. For one day, record all the different colours of veggies and fruit that you eat. A great way to help you reach your goal is to eat a healthy breakfast. Have a small glass of juice, then put sliced banana on cereal or add canned fruit to yogurt. *Paint Your Plate!* with vegetables and fruit!



Paint Your Plate! Challenge

Morning Announcements (cont'd)

Use these announcements to promote the school-wide *Paint Your Plate!* Challenge and to remind participating students to complete their Student Record Forms.

| | |
|-----------------------------------|--|
| <p>Day Three</p> | <p>Today is day three of the <i>Paint Your Plate!</i> Challenge. Veggies and fruit give you the energy to grow, play, learn and stay healthy. They make great snacks. Fill your lunch box with choices such as mini carrots with dip, vegetable juice boxes, individual fruit cups, grapes or apples. Don't forget to fill out your record sheet every day.</p> |
| <p>Day Four</p> | <p>Vegetables and fruit taste great! You should now be on day four of the <i>Paint Your Plate!</i> Challenge record sheet. Remember to use the Student Record Sheet every day to record the number of servings of vegetables or fruit that you eat. Many children do not eat nearly enough vegetables and fruit every day, so I hope you are trying to eat more!</p> |
| <p>Day Five</p> | <p>Tomorrow and Sunday are the last two days of our <i>Paint Your Plate!</i> Challenge. Remember to keep track of your veggies and fruit all weekend. If you haven't already taken the One-Day Colour Challenge, do it on the weekend. Go for colours – red, yellow, orange, green, blue, brown, white or tan veggies and fruit for better health. <i>Paint Your Plate!</i> with vegetables and fruit!</p> |
| <p>After the Challenge</p> | <p>Did you return your completed record sheet to your teacher today? Hope you enjoyed this activity! For great health throughout your life, continue to follow <i>Canada's Food Guide</i> every day. Thanks for participating in the <i>Paint Your Plate!</i> Challenge.</p> |



Paint Your Plate! Challenge Certificate

Congratulations!

(name)

You have successfully completed the Paint Your Plate! Challenge.

*For great health throughout your life, continue to follow
Canada's Food Guide every day.*



(date)

(signature)



Date: _____

Dear Parent/Guardian:

Thank you for participating in the *Paint Your Plate!* Challenge. We encourage you and your family to continue to take the *Paint Your Plate!* Challenge every day, and to eat the daily amount of vegetables and fruit as recommended by *Canada's Food Guide*.

Please take this opportunity to provide feedback on the *Paint Your Plate!* Challenge by completing the evaluation and sending it back to the school with your child. Thank you in advance for your comments.

(Name, title)

Paint Your Plate! Challenge Evaluation

Please return this evaluation to the school tomorrow. Your comments are important to us.

1. Did you enjoy the *Paint Your Plate!* Challenge?

Yes No

If no, please explain: _____

2. Did you find the instructions for the *Paint Your Plate!* Challenge easy to follow?

Yes No

If no, please explain: _____

3. Is this a good month to run the *Paint Your Plate!* Challenge?

Yes No

If no, please explain: _____



4. Were there any challenges to packing vegetables and fruit in your child's lunch?

Yes No

If yes, please check off all that apply:

| <i>Challenges</i> | ✓ | <i>Comments</i> |
|---------------------------------------|---|-----------------|
| <i>Child is a "picky" eater</i> | | |
| <i>Child has allergies</i> | | |
| <i>Not sure what to pack</i> | | |
| <i>Don't buy vegetables and fruit</i> | | |
| <i>Other:</i> | | |

5. Did you receive any of the following resources to help with the challenge?

| <i>Resources</i> | <i>Yes</i> | <i>No</i> | <i>If yes, how was it helpful?</i> |
|---|------------|-----------|------------------------------------|
| <i>Paint Your Plate! at Breakfast, Lunch and Dinner</i> | | | |
| <i>Tips for Getting Children to Eat More Vegetables and Fruit</i> | | | |

6. Do you have any other comments or suggestions regarding the *Paint Your Plate!* Challenge promotion? _____

If you would like your name to be entered in a draw to win a prize, please provide the following:

Name: _____

Phone number: _____

School name: _____



Paint Your Plate! Challenge Teacher Summary Sheet

Teacher's name: _____

School: _____

Phone number: _____

Number of students: _____

Please return the following items:

- Teacher Summary Sheet
- Student Record Sheets (Seven-Day Challenge and One-Day Colour Challenge)
- Parent/Guardian Evaluations
- Vegetables and Fruit Action Guide for Schools Evaluation (see appendix)

Please return to _____ (public health dietitian)
by _____ (date). If you have any questions, please call _____
_____ (public health nurse/dietitian) at _____ (phone number).



2.8 Skill-Building Cooking Activities and Recipes

The goal of the cooking activities in this section is to help students develop skills in vegetable and fruit preparation, safe food handling, kitchen safety and menu planning. These activities provide an age-appropriate cooking experience for students of all grade levels. The activities are designed for classes of 20-30 students and may be led by the teacher in the classroom or school setting.

Instructions

Find a suitable place to have the cooking activity

- Many of the activities can be done in the classroom. Most recipes do not require a stove, oven or microwave. Equipment such as electric fry pans, electric woks and blenders can be brought into the classroom.
- Survey your facility to ensure you have an appropriate food preparation space and the proper equipment in place. You will need:
 - a place to wash, rinse and sanitize cutting boards, utensils and other dishes (three separate compartments)
 - easy access to handwashing stations at the actual site where students will be preparing or eating food. This includes a sink with hot and cold running water that drains into a proper sewage system, liquid soap in a dispenser, paper towels and hand sanitizers
 - a refrigerator, and
 - a stove, oven or microwave (if required)
- Before you begin the cooking activities, it is recommended that you contact your public health unit/department to arrange for a public health inspector to visit your facility. The public health inspector will inspect the food preparation area to ensure it is in compliance with food safety standards. If it is found to be unsuitable, the public health inspector can make recommendations and suggest alternatives. The public health inspector can also provide valuable training on safe food handling.
- If your facility is not suitable or does not have the necessary equipment in place, you will need to look for another location in the community. Consider other schools, neighbourhood community centres, churches, or grocery stores with community cooking rooms.

Find a cooking leader

- The teacher may choose to lead the cooking activity. If so, it is important that kitchen safety and safe food handling guidelines are reviewed. Partner with your local public health unit/department for more information on safe food handling practices and nutrition information and resources.
- Your local public health unit/department may be able to help you find a leader who is trained in food preparation, safe food handling and kitchen safety. Some communities have Community Food Advisors (CFAs) who work as volunteers in the community to promote safe and healthy food selection and preparation. For more information go to www.nutritionrc.ca/programs/cfa-program.html
- Your public health unit/department may be able to help you train parent or school volunteers to lead the activities.
- Consider local chefs, caterers and those involved with Student Nourishment Programs (school meal and snack programs) as leaders.

Organize adult helpers

- You will need adults to help with and supervise the cooking activities. For primary and junior grades one adult per five to six students is recommended. For intermediate grades one adult per eight to ten students is recommended.
- Encourage parents to volunteer as adult helpers. Photocopy the *Paint Your Plate! Cooking Activity* Parent/Guardian Letter and send home with students (see page 107).
- Adult helpers can also assist with grocery shopping, pre-preparation and clean-up.
- You will need to meet with adult helpers in advance to discuss their roles and responsibilities and provide training on safe food handling and kitchen safety.

Establish a budget

- You will need to purchase food and supplies for the cooking activities. The recipes you use and the number of students participating will determine the cost. You may also need to purchase equipment such as small appliances, cooking utensils, bowls and serving dishes.
- If the school or school council budget cannot support these costs, consider the following suggestions:
 - Ask local community groups, agencies or businesses to sponsor food costs.
 - Allocate proceeds of school fundraising for cooking activities.
 - Partner with your school's Student Nourishment Program and your local Student Nourishment Program Coordinator
 - Apply for BREAKFAST FOR LEARNING'S Nutrition Program Grants at www.breakfastforlearning.ca/english/index.html.
- To reduce the cost of the cooking activities consider the following suggestions:
 - Limit the number of recipes prepared in the activity.
 - Substitute canned and frozen vegetables and fruit for fresh when possible.
 - Plan to have your activity at a time of year when local or Ontario produce are in season and are more affordable.
 - Organize your cooking activity as a 'Cooking Club' for a smaller number of students.

Instructions (cont'd)

Allow extra time to plan and prepare for the cooking activities

- A few weeks before the cooking activity you will need to:
 - Schedule a date and time (plan at least 1 ½ hours for the cooking activity).
 - Review your food preparation area with a public health inspector. Review Section 2.9 Cooking Safely with Students.
 - Gather equipment (eg, cooking utensils, cutting boards, appliances) required for the cooking activity.
 - Photocopy the *Paint Your Plate! Cooking Activity* Parent/Guardian Letter and send home with students (see page 107).
 - Ensure you have an up-to-date list of student food allergies.
 - Recruit and train adult helpers.
 - Adjust the quantity of the recipes based on the number of students. Plan to prepare enough food for each student to have a small sample of each recipe.
- The day of the cooking activity you will need to:
 - Purchase groceries.
 - Set up the classroom or food preparation area (eg, cooking stations for small groups of students to prepare different recipes).
 - Make copies of the recipes and activity sheets.
 - Review responsibilities with adult helpers and assign duties.



Paint Your Plate! Cooking Activity

Dear Parent/Guardian:

Your child's class will be having a vegetable and fruit cooking activity. The goal of the *Paint Your Plate! cooking activity* is to help students learn how to prepare and eat vegetables and fruit. The cooking class will also give students the chance to try new foods and recipes.

How does the *Paint Your Plate! Cooking Class* work?

- A teacher or community volunteer trained in food preparation will lead the cooking class.
- Students will participate in food preparation activities that are age-appropriate.
- Adult helpers will supervise students.
- Students will have the chance to taste the foods prepared in the class.

Students will be learning about healthy eating, food preparation, safe food handling and kitchen safety. You can support your child by reviewing the recipes brought home and trying them with your family. You can also encourage your child to help prepare vegetables and fruit at home to improve their food preparation and cooking skills.

If you are interested in being an adult helper please contact your child's teacher.

Teacher: _____

School phone number: _____

Thanks for helping with this important nutrition education!

Please alert the school if your child has a food allergy or other food restrictions!

- My child does not have any food allergies
- My child has an allergy to: _____



The following chart outlines the vegetable and fruit skill-building activities and recipes and the learning objectives for each grade level.

| <i>Grade Level</i> | <i>Vegetable and Fruit Skill-Building Activity and Recipe</i> | <i>Learning Objectives</i> |
|--------------------|--|--|
| Kindergarten | <p><i>A Rainbow of Fruit</i></p> <ul style="list-style-type: none"> • Rainbow fruit kabobs • Citrus Cinnamon Fruit Dip • Super Simple Strawberry Dip | <ol style="list-style-type: none"> 1. To learn how to select fresh fruit 2. To learn to use basic kitchen tools 3. To learn basic preparation and presentation of fruit 4. To discover new foods 5. To learn to prepare and store food safely 6. To practice clean up |
| Grade 1 | <p><i>Discover New Vegetables and Fruit</i></p> <ul style="list-style-type: none"> • Around the World Veggies and Fruit • Cheesy Dip • Dilly Dip | <ol style="list-style-type: none"> 1. To learn how to select fresh vegetables and fruit 2. To learn to use basic kitchen tools 3. To learn basic preparation and presentation of vegetables and fruit 4. To discover new foods 5. To learn to prepare and store food safely 6. To practice clean up |
| Grade 2 | <p><i>Fruit-filled Breakfasts</i></p> <ul style="list-style-type: none"> • Butter Milk Pancakes with fruit variations • Very Berry Sauce | <ol style="list-style-type: none"> 1. To discover the variety of forms of fruit (eg, canned, frozen, fresh) included in <i>Canada's Food Guide</i> 2. To identify a balanced meal 3. To learn to use basic kitchen tools and small appliances 4. To discover ways to include fruit in everyday recipes 5. To learn simple cooking terminology 6. To learn how to follow a simple recipe 7. To learn to prepare and store food safely 8. To practice clean up |

| <i>Grade Level</i> | <i>Vegetable and Fruit Skill-Building Activity and Recipe</i> | <i>Learning Objectives</i> |
|--------------------|--|---|
| Grade 3 | <p>Lunch to Go</p> <ul style="list-style-type: none"> • Raisin Apple Tortilla Roll Ups • Pita Pocket Surprise • Vegetable Cheese Wraps | <ol style="list-style-type: none"> 1. To learn to prepare simple lunch ideas 2. To identify a balanced meal 3. To learn to use basic kitchen tools and small appliances 4. To discover ways to include vegetables and fruit in everyday recipes 5. To learn simple cooking terminology 6. To learn how to follow a simple recipe 7. To learn to prepare and store food safely 8. To practice clean up |
| Grade 4 | <p>Fruit Smoothies</p> <ul style="list-style-type: none"> • Mango Lassi • Peachy Tofu Smoothie • Banana Berry Wake Up Shake | <ol style="list-style-type: none"> 1. To learn the health benefits of various recipe ingredients (eg, mango, tofu, low-fat yogurt, etc.) 2. To learn how to select and prepare a variety of forms of fruit (eg, canned, frozen, fresh) 3. To learn to use basic kitchen tools and small appliances 4. To learn simple cooking terminology 5. To learn how to follow a recipe 6. To learn to prepare and store food safely 7. To practice clean up |
| Grade 5 | <p>Go For Greens</p> <ul style="list-style-type: none"> • Strawberry Spinach Salad • Tossed Greens with Blueberries • Broccoli Cauliflower Salad | <ol style="list-style-type: none"> 1. To learn the health benefits of various recipe ingredients (eg, dark green vegetables, blueberries, low-fat yogurt, etc.) 2. To learn how to select and prepare greens 3. To learn how to safely use a knife to prepare vegetables 4. To learn to use basic kitchen tools and small appliances 5. To learn simple cooking terminology 6. To learn how to follow a recipe 7. To learn to prepare and store food safely 8. To practice clean up |

| <i>Grade Level</i> | <i>Vegetable and Fruit Skill-Building Activity and Recipe</i> | <i>Learning Objectives</i> |
|--------------------|--|---|
| Grade 6 | <p><i>Salsas and Spreads</i></p> <ul style="list-style-type: none"> • Salsa • Guacamole • Hummus • Veggies and Pita for Dipping | <ol style="list-style-type: none"> 1. To learn the health benefits of various recipe ingredients (avocado, beans, etc.) 2. To learn how to safely use a knife to prepare vegetables 3. To learn to use basic kitchen tools and small appliances 4. To learn simple cooking terminology 5. To learn how to follow a simple recipe 6. To learn to prepare and store food safely 7. To practice clean up |
| Grade 7 | <p><i>Orange Veggies</i></p> <ul style="list-style-type: none"> • Creamy Sweet Potatoes • Savory Microwave Stuffed Squash • Carrot-Orange Soup | <ol style="list-style-type: none"> 1. To learn the health benefits of various recipe ingredients (eg, orange vegetables) 2. To learn how to safely use a knife, vegetable peeler and grater to prepare vegetables 3. To learn how to safely use the stove and microwave 4. To learn more complex cooking terminology 5. To learn how to follow a recipe 6. To learn to prepare and store food safely 7. To practice clean up |
| Grade 8 | <p><i>Quick and Easy Meals</i></p> <ul style="list-style-type: none"> • Veggie Stir Fry • Veggie Quesadillas • Three Bean Veggie Chili | <ol style="list-style-type: none"> 1. To discover strategies for planning healthy meals 2. To learn how to safely use a knife, vegetable peeler and grater to prepare vegetables 3. To learn how to safely use the stove 4. To learn more complex cooking terminology 5. To learn how to follow a recipe 6. To learn to prepare and store food safely 7. To practice clean up |

Kindergarten: A Rainbow of Fruit

What you need to know

- Section 2.2. Teacher Background
- Section 2.3. What You Need to Know in the Classroom: Primary Grades
- Section 2.9. Cooking Safely with Students
- Background preparation information on fruit: Colour It Up... Go for More Vegetables and Fruit: A-Z Vegetable Guide available at www.colouritup.ca or from the Canadian Produce Marketing Association's website at www.cpma.ca/en_hear_fruits.asp
- Background information on seasonal availability of fruit available at Foodland Ontario website at <http://www.foodland.gov.on.ca>

Recipes required

- Rainbow Fruit Kebabs
- Citrus Cinnamon Fruit Dip
- Super Simple Strawberry Dip

Food required

- An assortment of fruit (at least five different fruits) suitable for fruit kebabs (eg, banana, apple, oranges, strawberries, peaches, pears, plums, pineapple, melon, mango, kiwi). When possible, choose local fruit or Ontario produce that is in season. The Vegetables and Fruit Seasonality Guide from www.foodland.gov.on.ca/availability.htm can help you choose fruit in season. Use canned fruit in water or in its own juice as a lower cost alternative to fresh fruit.
- Lemon juice
- 1 cup strawberries
- Vanilla yogurt
- Plain yogurt
- Low-fat mayonnaise
- Orange juice
- Liquid honey
- Ground cinnamon

Equipment and materials required

- knife and cutting board
- bowls
- wooden skewers/sticks with rounded ends or flat toothpicks
- spoons
- small cups to serve dip



Adult helpers required

- 1 per 5-6 students

Instructions

- Discuss kitchen safety and safe food handling practices that apply to this activity. Emphasize the safety rules must be followed at all times. Highlight kitchen safety and safe food handling practices throughout the activity.
- Make sure that all leaders and students have an opportunity to wash their hands with soap and water prior to food preparation and eating. Discuss the four steps for handwashing.
- Demonstrate the dip recipes. Ask three or four student to help with preparation (eg, measuring, spooning into bowl, stirring).
- Show the students the fruit and ask them to identify each one. Discuss what to look for when selecting fresh fruit (eg, ripeness, freshness).
- Demonstrate how each fruit is prepared (eg, washing, peeling, cutting). Ask two or three students to help prepare each fruit. Ask adult helper to cut fruit into chunks or small pieces. **To avoid injury, only adults should use knives.**
- Arrange students into small groups with an adult helper. Provide each group with a bowl of fruit pieces and wooden skewers/sticks with rounded ends or flat toothpicks. Have students thread fruit on the skewers or toothpicks to create fruit kebabs.
- Give each child a serving of dip for dipping their fruit kebabs in. Encourage students to taste all of the different fruits. Ask the following:
 - Which fruit did you like preparing the best?
 - Which fruit did you like eating the best?
 - Did you like the fruit better with the dip?
 - Were there any fruits you had not tried before?
 - How many different colours were on your Rainbow Fruit Kebab?
 - Why is it good to eat fruit?
 - When could you eat fruit at home? At breakfast? For a snack? As a dessert?
- Involve students in clean up (eg, tidying up work areas, throwing out garbage, washing and drying dishes, wiping tables and counters, storing leftover food). Give copies of the recipes to students to take home to share with their parents.

Note: Refer to Section 2.6 Vegetables and Fruit Busy Box for ideas on preparing fruit in a creative and appealing way.

Rainbow Fruit Kabobs

Ingredients:

| | |
|----------------|--|
| 25 mL (2 tbsp) | lemon juice |
| 1 1 | medium banana, peeled, cut in 8 thick slices |
| 1 1 | small apple, cut into chunks |
| 1 1 | orange, peeled, segmented, each segment cut in half |
| 8 8 | medium strawberries |
| 125 mL (½ cup) | fresh pineapple, cut into chunks (or canned pineapple chunks) |
| 8 8 | clean, wooden skewers/sticks with rounded ends |



Preparation:

1. Wash apples and strawberries under cool tap water and pat dry with a clean cloth or paper towels.
2. Using a knife and cutting board, remove stems and seeds of fruit. Cut the fruit into chunks. As apple and banana pieces are cut, toss them with the lemon juice.
3. Thread at least one of each type of fruit on the sticks or two or three pieces of fruit on a toothpick.
4. Serve with yogurt or fruit dip.

Makes 8 kabobs

Preparation Time: about 30 minutes

Equipment:

- knife and cutting board
- bowls
- wooden skewers/sticks with rounded ends or flat toothpicks



HINT:

Serve with Citrus Cinnamon Dip or Super Simple Strawberry Dip

Canada's Food Guide Servings:

1 kabob is 1 VEGETABLES AND FRUIT serving



Paint your plate.
Create a masterpiece.

Fruity Dips

Citrus Cinnamon Dip

Ingredients:

| | | |
|--------|--------|--------------------|
| 125 mL | ½ cup | low-fat mayonnaise |
| 125 mL | ½ cup | plain yogurt |
| 25 mL | 2 tbsp | orange juice |
| 15 mL | 1 tbsp | liquid honey |
| pinch | ½ mL | ground cinnamon |

Preparation:

1. Prepare the dip by putting the mayonnaise, yogurt, orange juice, honey and cinnamon in a medium-size bowl. Mix together thoroughly with a spoon.
2. Serve as a dip with fresh or canned fruit.

Makes 1 cup

Preparation Time: about 5 minutes

Equipment:

- bowl
- spoon



Super Simple Strawberry Dip

Ingredients:

250 mL 1 cup fresh strawberries, chopped
250 mL 1 cup vanilla yogurt



Preparation:

1. Wash strawberries under cool tap water and pat dry with a clean cloth or paper towels.
2. Using a knife and cutting board, remove stems from strawberries and chop into very small pieces.
3. Prepare the dip by putting the strawberries and yogurt in a medium-size bowl. Mix together thoroughly with a spoon.
4. Serve as a dip or a topping with fresh or canned fruit.

Makes 2 cups

Preparation Time: about 5 minutes

Equipment:

- knife and cutting board
- bowl
- spoon



Grade 1: Discover New Vegetables and Fruit

What you need to know

- Section 2.2. Teacher Background
- Section 2.3. What You Need to Know in the Classroom: Primary Grades
- Section 2.9. Cooking Safely with Students
- Background preparation information on vegetables and fruit: Colour It Up... Go for More Vegetables and Fruit : *A-Z Vegetable Guide* available at www.colouritup.ca or from the Canadian Produce Marketing Association's website at www.cpma.ca/en_heav_vegetables.asp and www.cpma.ca/en_heav_fruits.asp
- Background information on seasonal availability of fruit available at Foodland Ontario website at www.foodland.gov.on.ca

Recipes required

- Around the World Vegetables and Fruit
- Cheesy Dip
- Dilly Dip

Recipes required

- An assortment of vegetables and fruit. Include dark green and orange vegetables. Try to include at least one less common vegetable or fruit. Refer to the recipe, Around the World Vegetables and Fruit, for examples of vegetables and fruit. When possible, choose local fruit or Ontario produce that is in season. The Vegetables and Fruit Seasonality Guide from www.foodland.gov.on.ca/availability.htm can help you choose vegetables and fruit in season. Use canned fruit in water or in its own juice as a lower cost alternative to fresh fruit. Use frozen vegetables as a lower cost alternative to fresh vegetables.
- Low-fat cottage cheese
- Plain yogurt
- Old white cheddar cheese
- Low-fat mayonnaise
- Garlic powder
- Dried dill weed

Equipment and materials required

- knives and cutting boards
- vegetable peelers
- platters
- cheese grater
- bowls
- spoons
- small cups to serve dip

Adult helpers required

- 1 per 5-6 students

Instructions

- Discuss kitchen safety and safe food handling practices that apply to this activity. Emphasize the safety rules must be followed at all times. Highlight kitchen safety and safe food handling practices throughout the activity.
- Make sure that all leaders and students have an opportunity to wash their hands with soap and water prior to food preparation and eating. Discuss the four steps for handwashing.
- Demonstrate the dip recipes. Ask three or four student to help with preparation (eg, measuring, spooning into bowl, stirring). **To avoid injury, only adults should use the cheese grater.**
- Show the students the vegetables and fruit and ask them to identify each one. Discuss what to look for when selecting fresh vegetables and fruit (eg, ripeness, freshness). Ask the following:
 - Where does your family buy vegetables and fruit?
 - Does your family grow any vegetables and fruit?
 - Where do you find vegetables and fruit in the grocery store?
 - Where do you store vegetables and fruit when you get home?
- Demonstrate how each vegetable and fruit is prepared (eg, washing, peeling, cutting). Ask two or three students to help prepare each vegetable and fruit. Ask adult helpers to cut vegetables and fruit into bite-sized pieces. **To avoid injury, only adults should use vegetable peelers and knives.**
- Arrange students into small groups with an adult helper. Provide each group with a bowl of vegetable and fruit pieces. Have students arrange the vegetables and fruit on a platter with bowls of dip.
- Give each child a serving of dip. Encourage students to taste all of the different vegetables and fruits. Ask the following:
 - Were there any vegetables or fruits that you had not tried before?
 - How many different colours were on the vegetable and fruit platters?
 - How many dark green vegetables did you try?
 - How many orange vegetables or orange fruit did you try?
 - Why is it good to eat colourful vegetables and fruit?
 - Did you like the vegetables better with the dip?
 - What are some other ways to eat vegetables?
- Involve students in clean up (eg, tidying up work areas, throwing out garbage, washing and drying dishes, wiping tables and counters, storing leftover food). Give copies of the recipes to students to take home to share with their parents.

Note: Refer to Section 2.6 *Vegetables and Fruit Busy Box* for ideas on preparing vegetables and fruit in a creative and appealing way.

Around the World Veggies and Fruit

Veggies

Ingredients:

Choose a variety of interesting vegetables to make a vegetable platter:

- asparagus
- beans, green or wax
- broccoli
- broccoflower
- carrots
- cauliflower
- celeriac (celery root)
- cucumber
- fennel
- jicama
- mushrooms
- peppers (red, yellow, orange, green)
- radishes
- snow peas
- turnip
- cherry or grape tomatoes
- zucchini



Preparation:

1. Wash vegetables under cool tap water. Place them on a clean cloth or paper towels to dry.
2. Using a knife and cutting board, remove any stems or parts that you cannot eat (brown spots, leaves, etc.). Where needed, remove the outer skin with a knife or vegetable peeler. Cut vegetables into bite-size pieces suitable for dipping.
3. Arrange vegetables on a round platter.
4. Serve with vegetable dip or low fat creamy salad dressing.

Equipment:

- knife and cutting board
- vegetable peeler
- platter

Canada's Food Guide Servings:

½ cup (125 mL) cut-up vegetables is
1 VEGETABLES AND FRUIT serving



HINT: Some vegetables such as asparagus and green or yellow beans are more appealing when they are blanched. Blanching means partly cooking a vegetable by boiling it for a short time.

Instructions: Put washed and cut asparagus or beans in a large pot of boiling water and cover. Blanch for 3 minutes. Quickly plunge the vegetables into ice-cold water to stop the cooking process. Drain well. The colour and texture of these vegetables will be nicer for dipping.

Fruit

Ingredients:

Choose a variety of interesting fruit to make a fruit platter:

- apples
- bananas
- blackberries
- blueberries
- cantaloupe
- cherries
- grapefruit
- grapes
- guava
- kiwi
- lychee fruit
- mango
- oranges or tangerines
- papaya
- passion fruit
- peaches or nectarines
- pears
- pineapple
- plums
- pomegranate
- prickly pear (cactus pear)
- raspberries
- strawberries
- ugli fruit
- watermelon



Preparation:

1. Wash fruit under cool tap water and pat dry with a clean cloth or paper towels.
2. Using a knife and cutting board, remove skins that you cannot eat. Cut fruit into bite-size pieces suitable for dipping.
3. Serve with yogurt or fruit dip.

Equipment:

- knife and cutting board
- platter

Canada's Food Guide Servings:

½ cup (125 mL) cut-up fruit is
1 VEGETABLES AND FRUIT serving

HINT:

Toss apples, bananas and pears in orange juice or lemon juice to keep them from turning brown.



Veggie Dips

Cheesy Dip

Ingredients:

| | | |
|--------|-------|-----------------------------------|
| 125 mL | ½ cup | low-fat cottage cheese |
| 125 mL | ½ cup | plain yogurt |
| 125 mL | ½ cup | shredded old white cheddar cheese |
| 50 mL | ¼ cup | low-fat mayonnaise |

Preparation:

1. Prepare the dip by putting the cottage cheese, yogurt, cheese and mayonnaise in a medium-size bowl. Mix together thoroughly with a spoon.
2. Serve as a dip with vegetables.

Makes 1 ½ cups

Preparation Time: about 5 minutes

Equipment:

- cheese grater
- bowl
- spoon



Dilly Dip

Ingredients:

| | | |
|--------|-------|--------------------|
| 125 mL | ½ cup | plain yogurt |
| 50 mL | ¼ cup | low-fat mayonnaise |
| 2 mL | ½ tsp | garlic powder |
| 2 mL | ½ tsp | dried dill weed |



Preparation:

1. Prepare the dip by putting the yogurt, mayonnaise, garlic powder and dill weed in a medium-size bowl. Mix together thoroughly with a spoon.
2. Serve as a dip with vegetables.

Makes 1 ¼ cups

Preparation Time: about 5 minutes

Equipment:

- bowl
- spoon



Grade 2: Fruit-filled Breakfasts

What you need to know

- Section 2.2. Teacher Background
- Section 2.3. What You Need to Know in the Classroom: Primary Grades
- Section 2.9. Cooking Safely with Students
- What a healthy meal and snack constitutes. *Student Nutrition Programs: Nutrition Guidelines*. Available at www.children.gov.on.ca/NR/CS/BestStart/EN-NutritionGuidelines.pdf

Recipes required

- Butter Milk Pancakes with fruit variations
- Very berry sauce

Food required

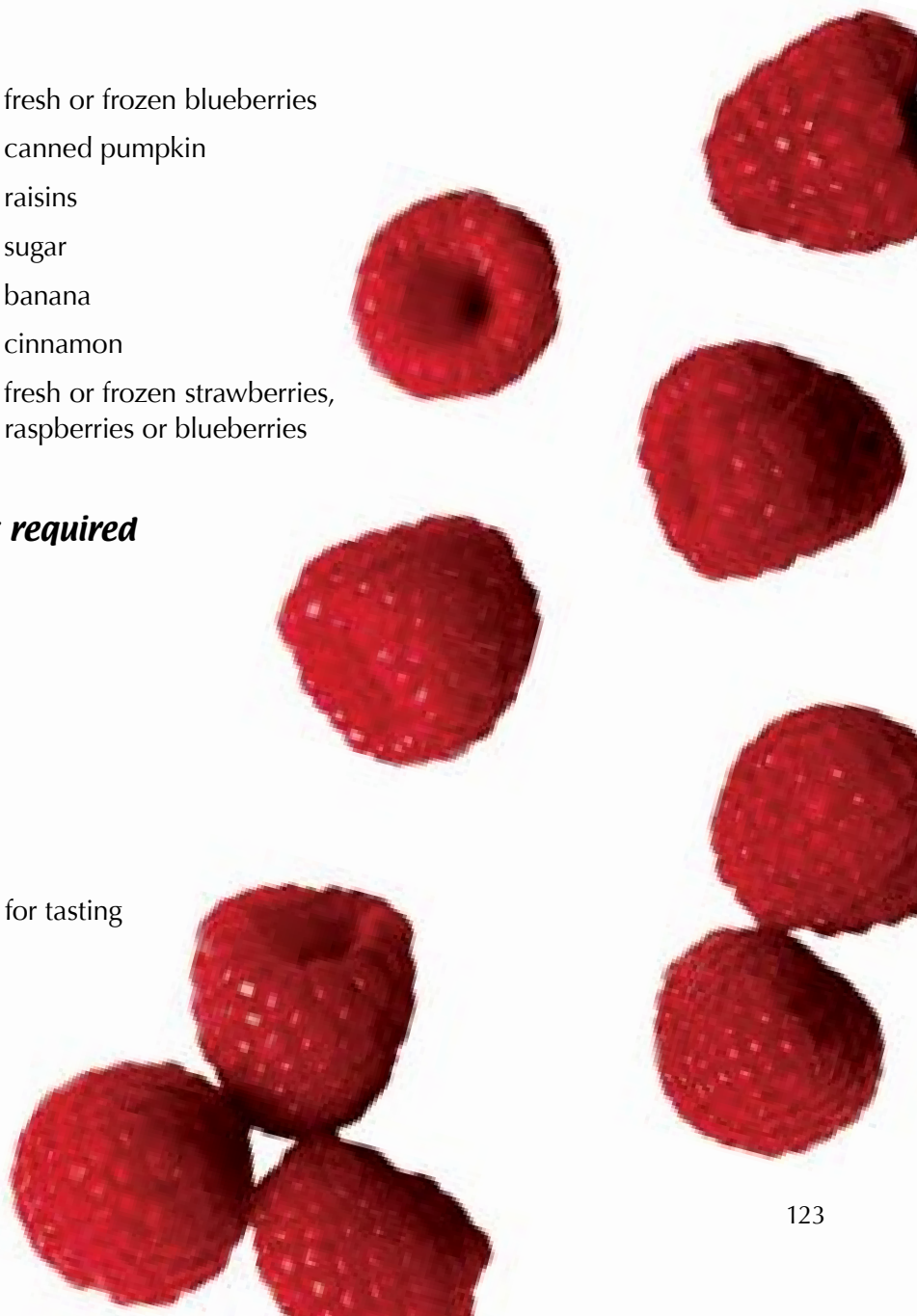
- whole wheat flour
- wheat germ
- baking soda
- salt
- eggs
- buttermilk
- vegetable oil
- plain yogurt
- fresh or frozen blueberries
- canned pumpkin
- raisins
- sugar
- banana
- cinnamon
- fresh or frozen strawberries, raspberries or blueberries

Equipment and materials required

- bowls
- spoons
- can opener
- griddle or nonstick skillet(s)
- spatula(s)
- knife and cutting board
- forks
- paper plates and plastic forks for tasting

Adult helpers required

- 1 per 5-6 students



Instructions

- Discuss kitchen safety and safe food handling practices that apply to this activity. Emphasize the safety rules must be followed at all times. Highlight kitchen safety and safe food handling practices throughout the activity.
- Make sure that all leaders and students have an opportunity to wash their hands with soap and water prior to food preparation and eating. Discuss the four steps for handwashing.
- Demonstrate the *Very Berry Sauce* recipe. Ask three or four student to help with preparation (eg, mashing fruit, measuring, stirring). **To avoid injury, only adults should use knives.**
- Discuss what the students usually eat for breakfast. Ask them what kinds of vegetables and fruit they would have at breakfast. Explain that a complete breakfast includes foods from at least three of the four food groups in *Canada's Food Guide* and should include a Food Guide Serving from the Vegetable and Fruit and Milk and Alternative groups.
- Ask students if pancakes would be considered a complete breakfast. Ask them for ideas on how they could turn pancakes into a complete breakfast. Encourage students to think of fresh, frozen, canned and dried fruit options to add to or serve with pancakes. Remind them that a complete breakfast should also include a milk or alternative. Some ideas are:
 - Pancakes made with frozen or fresh berries (raspberries, blueberries, strawberries) served with a glass of milk
 - Pancakes served with applesauce and a slice of cheese
 - Pancakes with canned peach slices and yogurt on top
 - Pancakes made with chopped dried fruit (raisins, dates, dried apricots) served with a glass of milk
 - Pancakes made with bananas served with a yogurt-fruit smoothie

Option 1:

- Demonstrate one of the fruit variations of the *Butter Milk Pancakes* recipe. Read through the recipe with the students. Have students follow the recipe as you complete each step. Ask two or three students to help with preparation (e.g. mashing fruit, measuring, stirring, pouring batter). Ask adult helpers to help cook the pancakes on the griddle or skillet. **To avoid injury, only adults should use the griddle or skillet.**

Option 2:

- Arrange students into small groups with an adult helper. Have each group prepare a different fruit variation of the *Butter Milk Pancakes* recipe. Have students read through the recipe and follow it as they help with each step. **To avoid injury, only adults should use the griddle or skillet.**
- Give each child a serving of pancakes with sauce to taste. Give copies of the recipes to students to take home to share with their parents.
- Ensure students participate in clean up (eg, tidying up work areas, throwing out garbage, washing and drying dishes, wiping tables and counters, storing leftover food).

Buttermilk Pancakes

Ingredients:

| | | |
|--------|-------------------|---|
| 175 mL | $\frac{3}{4}$ cup | whole wheat flour |
| 50 mL | $\frac{1}{4}$ cup | wheat germ |
| 5 mL | 1 tsp | baking soda |
| 1 mL | $\frac{1}{4}$ tsp | salt |
| 1 | 1 | egg, lightly beaten |
| 250 mL | 1 cup | buttermilk |
| 25 mL | 2 tbsp | vegetable oil, vegetable cooking spray |



Preparation:

1. In a small bowl, combine flour, wheat germ, baking soda and salt.
2. In large bowl, whisk together egg, buttermilk and oil. Stir in flour mixture until combined.
3. Heat a griddle or large nonstick skillet over medium-high heat. Spray lightly with vegetable cooking spray. For each pancake, pour $\frac{1}{4}$ cup (50 mL) batter onto griddle and cook until bubbly around the edges, about 2 minutes. Flip and cook until golden brown, about 2 minutes. Transfer to a plate and keep warm in a low oven. Repeat with remaining batter, spraying griddle with vegetable cooking spray and adjusting heat between batches as needed.

Makes 10 pancakes

Preparation Time: 10 minutes

Equipment:

- bowls
- spoon
- griddle or nonstick skillet
- spatula
- can opener



Buttermilk Pancakes (cont'd)

Canada's Food Guide Servings:

1 pancake with **Very Berry Sauce** is 1 GRAIN PRODUCTS serving and ½ VEGETABLES AND FRUIT serving

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Fruit Variations:

Yogurt-Blueberry Pancakes

Replace ½ cup (125 mL) of the milk with 1 cup (250 mL) plain yogurt. Stir in ¼ cup (50 mL) fresh or frozen blueberries. Toss berries in a small amount of flour to prevent them from bleeding into the batter.

Jack O'Lantern Pancakes

Replace ½ cup (125 mL) of the milk with ½ cup (125 mL) canned pumpkin and add ½ tsp (2 mL) granulated sugar and ¼ tsp (1 mL) ground cinnamon. After pouring batter on the griddle, arrange raisins on the top side of the pancake in a "happy face" pattern.

Banana Boost Pancakes

Stir in 1 well-mashed ripe banana and ¼ tsp (1 mL) ground cinnamon.



HINT:

Instead of maple syrup and butter, serve pancakes with healthier toppings like **Very Berry Sauce**, yogurt or applesauce.



Very Berry Sauce

Ingredients:

| | |
|--------------|---|
| 250 mL 1 cup | strawberries, raspberries or blueberries |
| 250 mL 1 cup | plain yogurt |
| 50 mL ¼ cup | sugar |

Preparation:

1. Wash berries under cool tap water and pat dry with a clean cloth or paper towels.
2. Mash the berries with a fork in a bowl or roughly chop them with a knife and cutting board.
3. Add yogurt and sugar and mix well with a spoon.
4. Spoon over pancakes or waffles.

Makes 1 2/3 cups

Preparation Time: about 5 minutes

Equipment:

- knife and cutting board
- fork
- spoon
- bowl

Canada's Food Guide Servings:

½ cup (125 mL) of sauce is ½ a VEGETABLES
AND FRUIT serving



Grade 3: Lunch to Go

What you need to know

- Section 2.2. Teacher Background
- Section 2.3. What You Need to Know in the Classroom: Primary Grades
- Section 2.9. Cooking Safely with Students
- What a healthy meal and snack constitutes. *Student Nutrition Programs: Nutrition Guidelines*. Available at www.children.gov.on.ca/NR/CS/BestStart/EN-NutritionGuidelines.pdf

Recipes required

- Raisin Apple Tortilla Roll Ups
- Pita Pocket Surprise
- Vegetable Cheese Wraps

Food required

- apple
- low-fat cream cheese
- liquid honey
- raisins
- 6-inch (15 cm) whole wheat tortillas
- ground cinnamon
- granulated sugar
- whole wheat pita
- hummus
- spinach
- carrot
- cucumber
- tomato
- shredded cheddar cheese
- red pepper
- orange or yellow pepper
- leaf lettuce

Equipment and materials required

- knife and cutting board
- bowls
- spoons
- butter knives or spreaders
- vegetable peeler
- grater
- plates or napkins for serving sandwiches



Adult helpers required

1 per 5-6 students

Instructions

- Discuss kitchen safety and safe food handling practices that apply to this activity. Emphasize the safety rules must be followed at all times. Highlight kitchen safety and safe food handling practices throughout the activity.
- Make sure that all leaders and students have an opportunity to wash their hands with soap and water prior to food preparation and eating. Discuss the four steps for handwashing.
- Discuss what the students usually eat for lunch. Ask them what kinds of vegetables and fruit they would have at lunch. Explain that a complete lunch includes foods from at least three of the four food groups in *Canada's Food Guide* and should include a Food Guide Serving from the Vegetable and Fruit and Milk and Alternative groups.
- Ask how many students help make their own lunch. Explain that helping to make lunch often means you have more say in what is included. Ask students to think about how they can get more vegetables and fruit at lunch in the ways they like them. Talk about ideas for packed lunches and lunches at home. Some ideas are:
 - Help your parents put together the grocery list. Ask them to add the vegetables and fruit you enjoy the most.
 - Go grocery shopping with your parents and help choose vegetables and fruit for your lunches
 - Help make vegetables and dip
 - Help make a fruit salad
 - Try individual canned fruit, applesauce or a box of raisins
 - Add vegetables like lettuce, spinach, tomato and cucumber to sandwiches
 - Have vegetable soup
- Arrange students into small groups with an adult helper. Explain that each group will have their own 'Sandwich Counter' where they will prepare a different sandwich recipe. Have students read through the recipe and follow it as they help with each step. **To avoid injury, only adults should use sharp knives. Adults should provide assistance with graters and vegetable peelers.**
- When students have finished at their 'Sandwich Counter' have each small group discuss and write down other creative sandwich ideas on the *Paint Your Plate!* activity sheet.
- Cut each sandwich into small pieces. Give each child a taste of each sandwich. Give copies of the recipes to students to take home to share with their parents.
- Ensure students participate in clean up (eg, tidying up work areas, throwing out garbage, washing and drying dishes, wiping tables and counters, storing leftover food).

Activity:

Creative Sandwich Counter

Make a different sandwich for each day of school.

| Choose a bread | Choose a filling | Choose a vegetable or fruit |
|---|---|---|
| <input type="checkbox"/> Whole wheat bread <input type="checkbox"/> Pumpernickel bread <input type="checkbox"/> Pita <input type="checkbox"/> Tortilla <input type="checkbox"/> Bagel <input type="checkbox"/> English muffin <input type="checkbox"/> Flat bread <input type="checkbox"/> _____ <input type="checkbox"/> _____ | <input type="checkbox"/> Turkey <input type="checkbox"/> Roast beef <input type="checkbox"/> Egg <input type="checkbox"/> Hummus <input type="checkbox"/> Peanut butter <input type="checkbox"/> Cheese <input type="checkbox"/> Tuna <input type="checkbox"/> _____ <input type="checkbox"/> _____ | <input type="checkbox"/> Tomato slices <input type="checkbox"/> Lettuce <input type="checkbox"/> Banana <input type="checkbox"/> Cucumbers <input type="checkbox"/> Avocado <input type="checkbox"/> Grated carrots <input type="checkbox"/> Apple slices <input type="checkbox"/> _____ <input type="checkbox"/> _____ |

| My Sandwich | |
|-------------|--|
| Monday | |
| Tuesday | |
| Wednesday | |
| Thursday | |
| Friday | |



Raisin-Apple Tortilla Roll-Ups

Ingredients:

| | | |
|--------|--------|--------------------------------------|
| 1 | 1 | apple |
| 25 mL | 2 tbsp | low-fat cream cheese, softened |
| 10 mL | 2 tsp | liquid honey |
| 125 mL | ½ cup | raisins |
| 4 | 4 | 6-inch (15 cm) whole wheat tortillas |
| 1 mL | ¼ tsp | ground cinnamon |
| 2 mL | ½ tsp | granulated sugar |

Preparation:

1. Use a knife to core and finely chop the apple.
2. Measure out cream cheese and honey and combine them in a small bowl. Measure out raisins and stir in. Stir in apples. Divide cream cheese mixture evenly among tortillas and spread using a butter knife or spreader. Sprinkle with cinnamon and sugar.
3. Roll up tortillas and secure with toothpicks, if necessary. Place seam side down, one at a time, on a plate. Optional: Microwave each roll on Medium (50%) for 1 minute or until warmed through.

Makes 4 Roll-Ups

Preparation Time: about 10 minutes

Equipment:

- knife and cutting board
- bowls
- spoon
- butter knife or spreader

Canada's Food Guide Servings:

1 roll-up is 1 GRAIN PRODUCTS serving and ½ VEGETABLES AND FRUIT serving

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Pita Pocket Surprise

Ingredients:

| | | |
|--------|-------|------------------|
| 2 | 2 | whole wheat pita |
| 125 mL | ½ cup | hummus |
| 250 mL | 1 cup | spinach |
| 1 | 1 | carrot, shredded |
| 250 mL | 1 cup | cucumber, diced |
| 1 | 1 | tomato, sliced |



Preparation:

1. Cut the pita in half so two “pockets” are formed. Divide hummus evenly among each pita pocket and spread inside the pocket using a butter knife or spreader.
2. Peel the carrot with a vegetable peeler and shred using a grater. Dice the cucumber and slice the tomato using a knife and cutting board.
3. Stuff each pita pocket with spinach, carrot, cucumber and tomato.

Makes 4 half pitas

Preparation Time: about 10 minutes

Equipment:

- knife and cutting board
- vegetable peeler
- grater
- butter knife or spreader

Canada’s Food Guide Servings:

1 pita pocket (half a pita) is 1 GRAIN PRODUCTS serving and 1 VEGETABLES AND FRUIT serving



*Paint your plate.
Create a masterpiece.*

Vegetable Cheese Wraps

Ingredients:

| | | |
|--------|--------|--|
| 4 | 4 | 6-inch (15 cm) whole wheat tortillas |
| 25 mL | 2 tbsp | low-fat cream cheese, softened |
| 125 mL | ½ cup | shredded cheddar cheese |
| 125 mL | ½ cup | red pepper, cut into strips |
| 125 mL | ½ cup | orange or yellow pepper, cut into strips |
| 250 mL | 1 cup | dark green lettuce (e.g. romaine) |

Preparation:

1. Divide cream cheese evenly among tortillas and spread using a butter knife or spreader. Top with shredded cheese.
2. Slice peppers into long strips with a knife and cutting board. Arrange on tortilla. Top with lettuce.
3. Roll up tortillas. Place seam side down, one at a time, on a plate.

Makes 4 wraps

Preparation Time: about 10 minutes

Equipment:

- knife and cutting board
- grater
- butter knife or spreader

Canada's Food Guide Servings:

1 wrap is 1 GRAIN PRODUCTS serving,
1 VEGETABLES AND FRUIT serving and
½ a MILK AND ALTERNATIVES serving



*Paint your plate.
Create a masterpiece.*



Grade 4: Fruit Smoothies

What you need to know

- Section 2.2. Teacher Background
- Section 2.3. What You Need to Know in the Classroom: Junior Grades
- Section 2.9. Cooking Safely with Students
- Understand the benefits of orange vegetables and fruit as discussed in *Eating Well with Canada's Food Guide: A Resource for Educators and Communicators*, pg. 11-14. Available free at www.healthcanada.gc.ca/foodguide or from your local public health unit/department.

Recipes required

- Mango Lassi
- Peachy Tofu Smoothie
- Banana Berry Wake Up Shake

Food required

- ripe mango
- low-fat plain or vanilla yogurt
- milk and/or vanilla-flavoured soy beverage
- liquid honey
- ice cubes
- ripe bananas
- peach-mango-flavoured dessert tofu or silken tofu
- canned peach slices
- orange juice
- banana
- fresh or frozen berries

Equipment and materials required

- knife and cutting board
- can opener
- blender
- small cups for serving

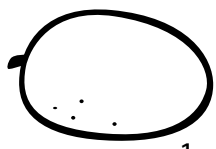
Adult helpers required

- 1 per 5-6 students

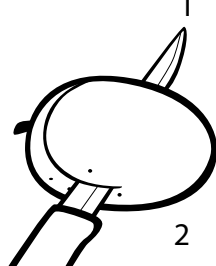
Instructions

- Discuss kitchen safety and safe food handling practices that apply to this activity. Emphasize the safety rules must be followed at all times. Highlight kitchen safety and safe food handling practices throughout the activity.
- Make sure that all leaders and students have an opportunity to wash their hands with soap and water prior to food preparation and eating. Discuss the four steps for handwashing.
- Show students a fresh mango. Discuss what to look for when selecting a fresh mango. Mangoes are ripe when they can be easily indented with your thumb. Avoid mangoes that are so ripe they feel mushy. Allow students to touch and smell the mango. Wash the mango after it has been handled.
- Demonstrate how to cut a mango. Give students a copy of the instruction sheet to follow.
- Mention that frozen and canned mango is also available at most grocery stores. Explain that all forms of mango are healthy. Discuss the benefits of orange vegetables and fruit. Remind students that *Canada's Food Guide* recommends that we eat at least one orange vegetable each day. Orange vegetables are rich in carotenoids such as beta-carotene, which the body converts to vitamin A. Some orange-coloured fruit such as mango, cantaloupe, apricots and papaya can be eaten in place of an orange vegetable. Oranges, though a good source of nutrients, are not a good source of carotenoids.
- Show the ingredients that will be used to make the three different fruit smoothie recipes. Identify the food group of each ingredient. Discuss health benefits of using tofu and lower fat milk and alternatives. Tofu is a good alternative to meat because it is lower in harmful saturated fat. Making lower fat choices from the Milk and Alternatives food group also helps reduce saturated fat.
- Discuss safe use of the blender.
- Arrange students into small groups with an adult helper. Explain that each group will have their own 'Smoothie Bar' where they will prepare a different smoothie recipe. Have students read through the recipe and follow it as they help with each step. **To avoid injury, adults must supervise use of blenders.**
- When students have finished at their 'Smoothie Bar' have each small group discuss and write down all other fruit ingredients that they could use in a smoothie. Encourage students to think of different forms of fruit including fresh, frozen and canned fruit and 100% juice.
- Give students a small sample of each smoothie. Give copies of the recipes to students to take home to share with their parents.
- Ensure students participate in clean up (eg, tidying up work areas, throwing out garbage, washing and drying dishes, wiping tables and counters, storing leftover food)

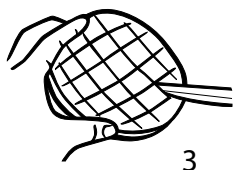
How to Cut a Mango



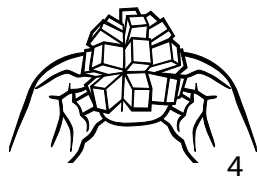
1. Set the mango on its side.



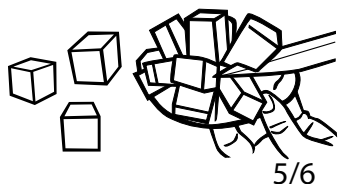
2. Slice through the mango as close to the pit as possible on one side. Turn the mango over and slice through the other side the same way.



3. Place one half of the mango, skin side down. Make long cuts in the mango flesh in a tick-tack-toe pattern. Try not to cut through the skin.



4. Hold the sides of the mango half with each hand and turn the skin inside-out.



5. Cut the cubes off the skin.

6. Repeat this with the other half of the mango.



7. Peel the skin around the pit. Cut or eat the mango off the pit.

Activity: What kinds of fruit can you use to make a Fruit Smoothie?

Write down the different kinds of fruit you can use to make a fruit smoothie.

| Fresh Fruit | Canned Fruit |
|-------------|--------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Frozen Fruit | 100% Juice |
|--------------|------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |



Paint your plate.
Create a masterpiece.

Mango Lassi

Mango Lassi is a favourite drink at Indian restaurants. It is often served with spicy foods. Yogurt and milk help cool down spicy foods in your mouth.

Ingredients:

| | | |
|--------|--------|---------------------------------|
| 1 | 1 | ripe mango, peeled and chopped |
| 125 mL | ½ cup | low-fat plain or vanilla yogurt |
| 125 mL | ½ cup | milk |
| 15 mL | 1 tbsp | liquid honey |
| 125 mL | ½ cup | ice cubes |

Preparation:

1. In a blender, on high speed, blend mango, yogurt, milk, honey and ice for 2 minutes or until smooth.

Makes 2 cups

Preparation Time: about 5 minutes

Equipment:

- knife
- blender

Canada's Food Guide Servings:

1 serving of mango lassi is 1 VEGETABLES AND FRUIT serving and 1 MILK AND ALTERNATIVES serving

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HINT:

If fresh mango is not available, use 1 cup (250 mL) frozen or canned mango.



Peachy Tofu Smoothie

Ingredients:

| | | |
|--------|-------|--|
| 1 | 1 | ripe banana |
| 300 g | 10 oz | peach-mango-flavoured dessert tofu (or silken tofu) |
| 250 mL | 1 cup | canned peach slices, drained |
| 250 mL | 1 cup | orange juice |

Preparation:

1. In a blender, on high speed, blend banana, tofu, peach slices and orange juice until smooth.

Makes 4 cups

Preparation Time: about 5 minutes

Equipment:

- can opener
- blender

Canada's Food Guide Servings:

1 serving of smoothie is 1 VEGETABLES
AND FRUIT serving and 1 MEAT AND
ALTERNATIVES serving



Banana-Berry Wake-Up Shake

Ingredients:

| | | |
|--------|-------------------|---|
| 1 | 1 | banana |
| 250 mL | 1 cup | fresh or frozen berries (any combination) |
| 250 mL | 1 cup | milk or vanilla-flavoured soy beverage |
| 175 mL | $\frac{3}{4}$ cup | lower-fat yogurt (vanilla or other flavour that complements berries) |

Preparation:

1. In a blender, liquefy fruit with a small amount of the milk. Add remaining milk and yogurt; blend until smooth. If shake is too thick, add extra milk or soy beverage to achieve desired consistency.

Makes 3 cups

Preparation Time: about 5 minutes

Equipment:

- blender

Canada's Food Guide Servings:

1 serving of smoothie is 1 VEGETABLES AND FRUIT serving and $\frac{1}{2}$ MILK AND ALTERNATIVES serving

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Grade 5: Go for Greens

What you need to know

- Section 2.2. Teacher Background
- Section 2.3. What You Need to Know in the Classroom: Junior Grades
- Section 2.9. Cooking Safely with Students
- Understand the benefits of dark green vegetables as discussed in *Eating Well with Canada's Food Guide: A Resource for Educators and Communicators*, pg. 11-14. Available free at www.healthcanada.gc.ca/foodguide or from your local public health unit/department.
- Background preparation information on vegetables and fruit:
 - Canadian Produce Marketing Association's website at www.cpma.ca/en_hear_fruits.asp

Recipes required

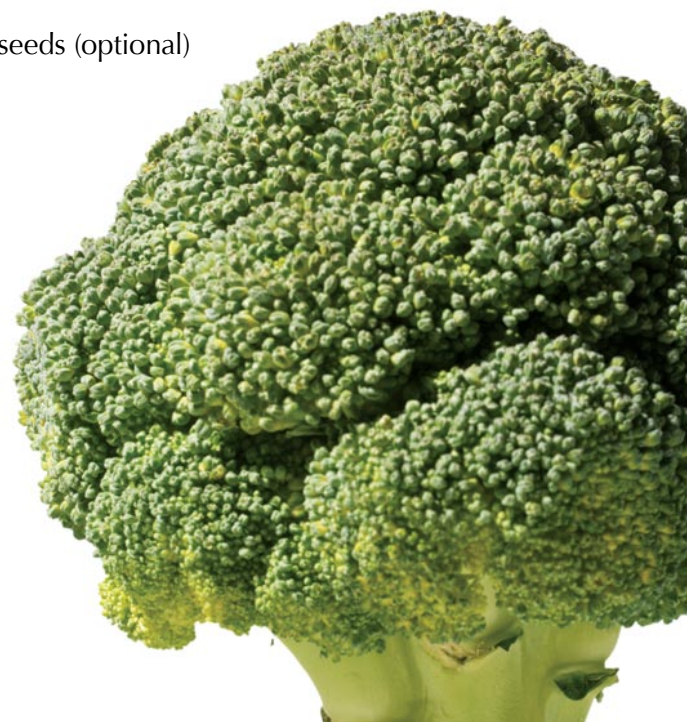
- Strawberry Spinach Salad
- Tossed Greens with Blueberries
- Broccoli Cauliflower Salad

Food required

- frozen orange juice concentrate
- low-fat mayonnaise
- low-fat plain yogurt
- granulated sugar
- baby spinach
- strawberries
- pine nuts or slivered almonds
- fresh or frozen blueberries
- liquid honey
- balsamic vinegar
- vegetable oil
- greens (such as romaine lettuce, leaf lettuce or spring mix)
- vinegar
- bunch fresh broccoli
- cauliflower
- shredded cheddar cheese
- raisins
- sunflower seeds (optional)

Equipment and materials required

- salad spinner
- colander
- knife and cutting board
- bowls
- spoon
- whisk
- shaker jars
- paper plates and plastic forks for serving



Adult helpers required

- 1 per 5-6 students

Instructions

- Discuss kitchen safety and safe food handling practices that apply to this activity. Emphasize the safety rules must be followed at all times. Highlight kitchen safety and safe food handling practices throughout the activity.
- Make sure that all leaders and students have an opportunity to wash their hands with soap and water prior to food preparation and eating. Discuss the four steps for handwashing.
- Show students the dark green vegetables that will be used in the recipes (eg, spinach, lettuce, broccoli). Discuss what to look for when selecting greens. Show students how to wash greens using a salad spinner or colander. Demonstrate how to tear lettuce, remove stems from spinach and cut broccoli. Discuss knife safety.
- Discuss the benefits of dark green vegetables. Remind students that *Canada's Food Guide* recommends that we eat at least one dark green vegetable each day. Ask students to think of other dark green vegetables and discuss how they can be prepared. Some ideas are:
 - Bok choy in a stir fry
 - Kale in a soup
 - Steamed Brussels sprouts
 - Canned green beans in a bean salad
 - Grilled asparagus
 - Boiled frozen green peas
 - Greens in a salad (eg, arugula, watercress, romaine lettuce, leaf lettuce)
- Arrange students into small groups with an adult helper. Explain that each group will have their own 'Salad Bar' where they will prepare a salad recipe and salad dressing recipe. Have students read through the recipe and follow it as they help with each step. **To avoid injury, adults must closely supervise use of sharp knives.**
- When students have finished at their 'Salad Bar' have each small group discuss and write down their favourite salads on the activity sheet. When the list is complete ask them to put a star beside all the salads that contain dark green vegetables. Ask students to think of ways to add dark green vegetables to the other salads.
- Give students a small sample of each salad. Give copies of the recipes to students to take home to share with their parents.
- Ensure students participate in clean up (eg, tidying up work areas, throwing out garbage, washing and drying dishes, wiping tables and counters, storing leftover food).

Activity: Go for Green Salads!

What are your favourite salads?

Put a star beside the salads on your list that have dark green vegetables in them.

How can you add dark green vegetables to your salads?



Strawberry Spinach Salad

Ingredients:

Dressing

| | | |
|--------|--------|---|
| 50 mL | ¼ cup | frozen orange juice concentrate, thawed |
| 15 mL | 1 tbsp | fat-free or low-fat mayonnaise |
| 15 mL | 1 tbsp | low-fat plain yogurt |
| 1 mL | ¼ tsp | granulated sugar |
| 1 L | 4 cups | lightly packed baby spinach |
| 250 mL | 1 cup | sliced strawberries |
| 50 mL | ¼ cup | pine nuts or slivered almonds, toasted |

Preparation:

1. *Prepare the dressing:* In a small bowl, combine orange juice concentrate, mayonnaise, yogurt and sugar.
2. Wash, trim and tear spinach into a large salad bowl. Add strawberries and pine nuts; toss gently. Immediately before serving, drizzle with dressing.

Makes 5 cups

Preparation Time: about 10 minutes

Equipment:

- bowls
- knife and cutting board
- spoon

Canada's Food Guide Servings:

1 cup of salad is 1 VEGETABLES AND FRUIT serving

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nutrition, visit the DC Web site at
www.dietitians.ca/eatwell*



HINT:

The pine nuts or slivered almonds are optional in this recipe. If you wish to include them, toast them in a dry skillet over medium heat, shaking occasionally, until lightly browned, about 5 minutes.



*Paint your plate.
Create a masterpiece.*

Tossed Greens with Blueberries

Ingredients:

Blueberry Vinaigrette

| | | |
|--------|---------|-------------------------------------|
| 125 mL | ½ cup | fresh or frozen blueberries, thawed |
| 75 mL | 1/3 cup | liquid honey |
| 50 mL | ¼ cup | balsamic vinegar |
| 25 mL | 2 tbsp | vegetable oil |
| 25 mL | 2 tbsp | water |



Preparation:

1. To prepare the dressing, mash blueberries with a fork in a small bowl. Whisk in honey, vinegar, oil and water.

Salad

Ingredients:

| | | |
|--------|--------|--|
| 1 L | 4 cups | lightly packed greens (such as romaine lettuce, leaf lettuce or spring mix) |
| 250 mL | 1 cup | fresh or frozen blueberries, thawed |

Preparation:

1. Wash, trim and tear greens into a large salad bowl. Add blueberries. Toss gently. Drizzle with dressing just before serving.

Makes 5 cups

Preparation Time: about 15 minutes

Equipment:

- bowls
- whisk
- spoon

Canada's Food Guide Servings:

1 cup of salad is 1 VEGETABLES AND FRUIT serving

Blueberry Vinaigrette Recipe from Simply Great Food © 2007. Published by Robert Rose. Reprinted by permission of Dietitians of Canada. All rights reserved. For more recipes and factsheets on nutrition, visit the DC Web site at www.dietitians.ca/eatwell

HINT:

If you prefer, you can prepare the blueberry dressing in a blender or mini-food processor. Simply add all the ingredients and puree until smooth.

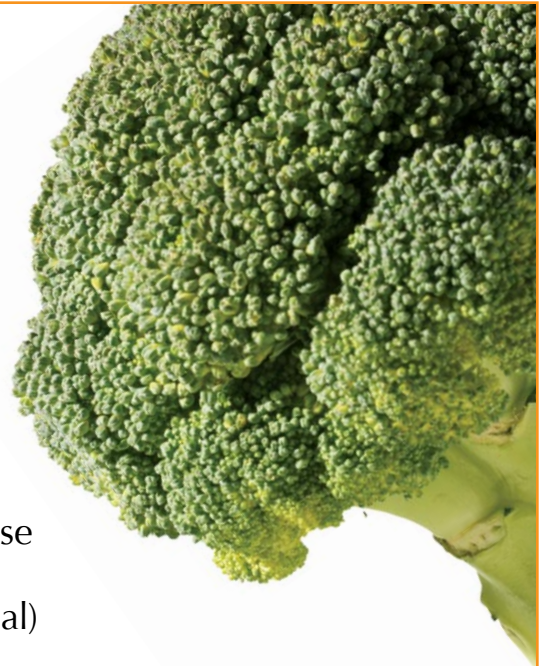


Broccoli Cauliflower Salad

Ingredients:

Dressing

| | | |
|--------|---------|----------------------------|
| 125 mL | ½ cup | low-fat mayonnaise |
| 125 mL | ½ cup | low-fat plain yogurt |
| 125 mL | ½ cup | granulated sugar |
| 50 mL | ¼ cup | vinegar |
| 1 | 1 | bunch fresh broccoli |
| ½ | ½ | cauliflower |
| 375 mL | 1 ½ cup | shredded cheddar cheese |
| 125 mL | ½ cup | raisins |
| 125 mL | ½ cup | sunflower seeds (optional) |



Preparation:

1. To make the dressing, combine mayonnaise, yogurt, sugar and vinegar in a medium-size bowl.
2. Wash broccoli and cauliflower under cool tap water and pat dry with a clean cloth or paper towels.
3. Using a knife and cutting board, remove stems and leaves and finely chop broccoli and cauliflower. Put in a large bowl.
4. Add cheese, raisins and sunflower seeds and mix well. Pour salad dressing over salad and stir to evenly distribute dressing throughout the salad.

Makes 8-10 cups

Preparation Time: about 20 minutes

Equipment:

- knife and cutting board
- bowls
- spoon

Canada's Food Guide Servings:

1 cup of salad is 2 VEGETABLES
AND FRUIT servings



Grade 6: Salsas and Spreads

What you need to know

- Section 2.2. Teacher Background
- Section 2.3. What You Need to Know in the Classroom: Junior Grades
- Section 2.9. Cooking Safely with Students
- Understand the recommendations for oils and fats as discussed in *Eating Well with Canada's Food Guide: A Resource for Educators and Communicators*, pg. 26-27. Available free at www.healthcanada.gc.ca/foodguide or from your local public health unit/department.
- Background preparation information on vegetables and fruit:
 - Canadian Produce Marketing Association's website at www.cpma.ca/en_hear_fruits.asp

Recipes required

- Salsa
- Guacamole
- Hummus

Food required

- plum tomatoes
- medium onion
- hot pepper
- canned diced tomatoes
- garlic cloves
- tomato paste
- fresh cilantro (or dried coriander)
- vegetable oil
- salt
- pepper
- canned chickpeas
- tahini paste
- ripe avocados
- low-fat plain yogurt or sour cream
- lime juice

Equipment and materials required

- knife and cutting board
- garlic press
- food processor
- bowls
- spoons
- can opener
- platters
- paper plates for serving

Adult helpers required

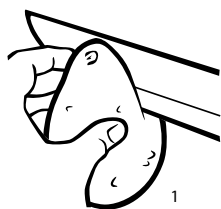
- 1 per 5-6 students

Instructions

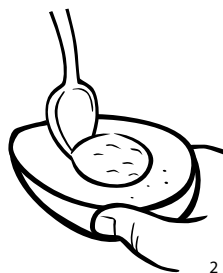
- Discuss kitchen safety and safe food handling practices that apply to this activity. Emphasize the safety rules must be followed at all times. Highlight kitchen safety and safe food handling practices throughout the activity.
- Make sure that all leaders and students have an opportunity to wash their hands with soap and water prior to food preparation and eating. Discuss the four steps for handwashing.
- Show students the fresh avocados. Discuss what to look for when selecting an avocado. Avocados are ripe when they can be easily indented with your thumb. Avoid avocados with dark sunken spots or cracks. Allow students to look and touch the avocado. Wash the avocados after they have been handled.
- Demonstrate how to cut an avocado. Give students a copy of the instruction sheet to follow.
- Explain that avocados are unlike other vegetables and fruit because they are high in fat. Discuss the difference between healthy fats and harmful fats. Identify avocados as a healthy source of fat. Remind students that *Canada's Food Guide* recommends that we include a small amount – 30 to 45 mL (2 to 3 Tbsp) – of healthy fat each day. Ask students to identify other healthy sources of fat (eg, vegetable oils, salad dressings, soft margarine and mayonnaise).
- Show the ingredients that will be used to make the three different salsa and spreads recipes. Identify the Food Group of each ingredient. Discuss the health benefits of chick peas and other legumes. Show students how to use the garlic press.
- Discuss safe use of the blender and/or food processor.
- Show the vegetables that will be prepared. Review how to wash and prepare each vegetable. Discuss knife safety.
- Arrange students into small groups with an adult helper. Explain that each group will prepare a different salsa or spread. Each group will also prepare vegetables and pita for dipping. Have students read through the recipe and follow it as they help with each step. **To avoid injury, adults must supervise use of blenders and/or food processors and use of sharp knives.**
- When students have finished making their recipe and preparing the vegetables, have them arrange the food attractively on a platter. Ask someone from each group to explain what they made and how they made it to the rest of the class.
- Let students taste each of the salsas and spreads. Give copies of the recipes to students to take home to share with their parents.
- Ensure students participate in clean up (eg, tidying up work areas, throwing out garbage, washing and drying dishes, wiping tables and counters, storing leftover food).

Note: Refer to Section 2.6 *Vegetables and Fruit Busy Box* for ideas on preparing vegetables in a creative and appealing way.

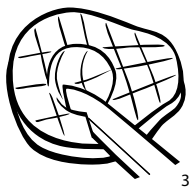
How to Cut an Avocado



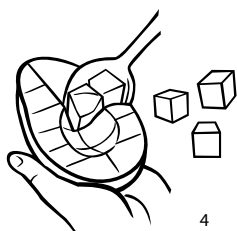
1. Hold the avocado gently on the cutting board. With a sharp knife cut the avocado lengthwise around the pit. Twist to open the two halves.



2. Use a spoon to scoop out the pit.



3. Place one half of the avocado, skin side down. Make long cuts in the avocado flesh in a tick-tack-toe pattern. Try not to cut through the skin.



4. Use a spoon to scoop out the avocado pieces.

5. Repeat this with the other half of the avocado.

Salsa

Ingredients:

| | | |
|-------|--------|---|
| 2 | 2 | plum tomatoes |
| 1 | 1 | medium onion |
| 15 mL | 1 tbsp | hot pepper, seeds removed |
| 1 | 1 | 28 oz (796 mL) can diced tomatoes |
| 2 | 2 | garlic cloves, minced |
| 1 | 1 | 5 ½ oz (156 mL) can tomato paste |
| 50 mL | ¼ cup | fresh cilantro (or 1 tbsp (15 mL) dried coriander) |
| 15 mL | 1 tbsp | vegetable oil |
| 5 mL | 1 tsp | salt |



Preparation:

1. Roughly chop the plum tomatoes, onion and hot pepper with a knife and cutting board.
2. In a food processor or blender, blend all ingredients until smooth.

Makes 4 cups

Preparation Time: about 10 minutes

Equipment:

- garlic press
- food processor or blender
- knife and cutting board
- can opener
- spoon

Canada's Food Guide Servings:

½ cup of salsa is 1 VEGETABLES
AND FRUIT serving

Hot peppers can be hot!

The seeds in a hot pepper are the hottest part. To reduce the heat in this recipe, remove the seeds first. Be careful not to rub your eyes when you are preparing a hot pepper or your eyes will burn. Wash your hands well when you are done.



Hummus

Ingredients:

| | | |
|--------|--------|---|
| 1 | 1 | 19 oz (540 mL) can chickpeas, rinsed and drained |
| 125 mL | ½ cup | tahini paste |
| 125 mL | ½ cup | water |
| 45 mL | 3 tbsp | lemon juice |
| 2 | 2 | garlic cloves, minced |
| 2 mL | ½ tsp | salt |

Preparation:

1. In a food processor, blend all ingredients until smooth.
2. Use as a dip for vegetables or pita.

Makes 2 ½ cups

Preparation Time: about 10 minutes

Equipment:

- garlic press
- food processor
- can opener
- spoon

Canada's Food Guide Servings:

½ cup of hummus is 1 MEAT AND ALTERNATIVE serving

What is Tahini?

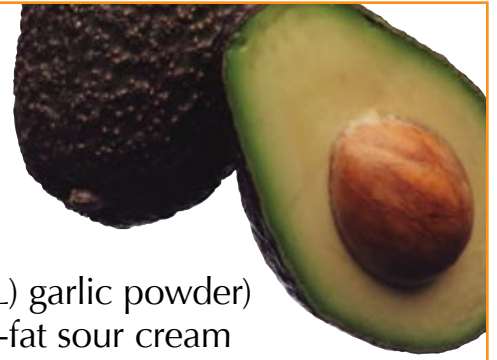
Tahini is a paste made from ground sesame seeds. It can be found in health food stores and the ethnic section of most grocery stores.



Guacamole

Ingredients:

| | | |
|--------|--------|--|
| 2 | 2 | ripe avocados |
| 1 | 1 | garlic clove (or ½ tsp (2 mL) garlic powder) |
| 125 mL | ½ cup | low-fat plain yogurt or low-fat sour cream |
| 25 mL | 2 tbsp | lime juice |
| | | salt |
| | | pepper |



Preparation:

1. Cut avocados lengthwise. Open halves and remove the pit. Scoop out the avocado flesh with a spoon.
2. In a food processor, blend all ingredients until smooth.
3. Use as a dip for vegetables or pita.

Makes 2 cups

Preparation Time: about 10 minutes

Equipment:

- garlic press
- food processor
- knife
- spoon

Canada's Food Guide Servings:

¼ cup of guacamole is ½ a VEGETABLE AND FRUIT servings

How do you remove the avocado pit?

Hold the avocado gently on the cutting board. With a sharp knife cut the avocado lengthwise around the pit. Twist to open the two halves. Use a spoon to scoop out the pit.



*Paint your plate.
Create a masterpiece.*

Grade 7: Orange Veggies

What you need to know

- Section 2.2. Teacher Background
- Section 2.3. What You Need to Know in the Classroom: Intermediate Grades
- Section 2.9. Cooking Safely with Students
- Understand the benefits of orange vegetables as discussed in *Eating Well with Canada's Food Guide: A Resource for Educators and Communicators*, pg. 11-14. Available free at www.healthcanada.gc.ca/foodguide or from your local public health unit/department.
- Background nutrition and preparation information on vegetables and fruit:
 - Canadian Produce Marketing Association's website at www.cpma.ca/en_hear_fruits.asp

Recipes required

- Creamy Sweet Potatoes
- Savory Microwave Stuffed Squash
- Carrot-Orange Soup

Food required

- sweet potatoes
- low-fat yogurt
- acorn squashes
- margarine
- brown sugar
- allspice
- cinnamon
- nutmeg
- ginger
- salt
- pepper
- onions
- carrots
- chicken stock or vegetable stock
- orange juice
- milk

Equipment and materials required

- stove
- microwave
- knives and cutting boards
- baking pan, large pot or microwave safe dish
- spoons
- bowls
- potato mashers or forks
- large sauce pan
- blender
- paper plates and plastic forks for serving



Adult helpers required

- 1 per 8-10 students

Instructions

- Discuss kitchen safety and safe food handling practices that apply to this activity. Emphasize the safety rules must be followed at all times. Highlight kitchen safety and safe food handling practices throughout the activity.
- Make sure that all leaders and students have an opportunity to wash their hands with soap and water prior to food preparation and eating. Discuss the four steps for handwashing.
- Show students the orange vegetables that will be used in the recipe (eg, sweet potatoes, squash, carrots). Discuss what to look for when selecting these vegetables. Explain how to wash, peel and prepare these vegetables. Discuss knife safety.
- Discuss the benefits of orange vegetables. Remind students that *Canada's Food Guide* recommends that we eat at least one orange vegetable each day. Explain that orange vegetables are rich in carotenoids such as beta-carotene, which the body converts to vitamin A. Talk about the different functions of carotenoids and vitamin A in the body:
 - Vitamin A helps maintain vision in dim light
 - Vitamin A helps keep skin healthy
 - Vitamin A helps keep the immune system stay strong
 - Foods rich in carotenoids can help reduce the risk of some cancers.
- Discuss stove and microwave safety.
- Arrange students into small groups with an adult assigned to supervise. Explain that each group will prepare a different orange vegetable recipe. Have students read through the recipe and follow it as they help with each step. **To avoid injury, adults must supervise use of the stove, microwave and use of sharp knives.**
- During cooking time ask students to think of other ways they could prepare the orange vegetable in their recipe. Ask them to create their own recipe using the vegetable. Have them list ideas on the *Paint Your Plate!* activity sheet. (This activity could be completed as homework).
- When students have finished making their recipe ask someone from each group to explain what they made and how they made it to the rest of the class.
- Let students taste each orange vegetable recipe. Give copies of the recipes to students to take home to share with their parents.
- Ensure students participate in clean up (eg, tidying up work areas, throwing out garbage, washing and drying dishes, wiping tables and counters, storing leftover food).

Activity: What can you do with an orange vegetable?

Your orange vegetable _____

List all of the ways you can cook your orange vegetable

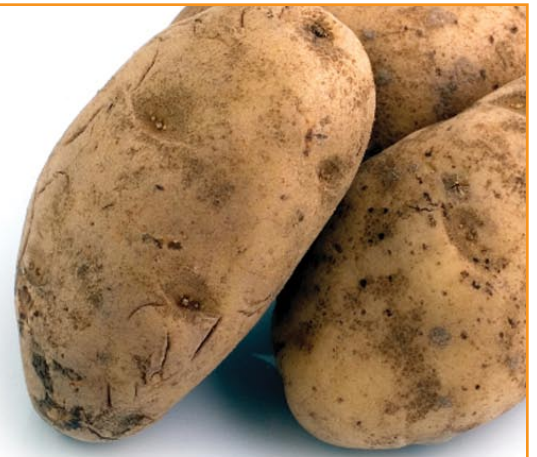
Create your own recipe using your orange vegetable



Creamy Sweet Potatoes

Ingredients:

| | | |
|--------|-------|----------------------|
| 4 | 4 | large sweet potatoes |
| 125 mL | ½ cup | low-fat yogurt |
| 50 mL | ¼ cup | brown sugar |
| 2 mL | ½ tsp | ground ginger |
| 2 mL | ½ tsp | ground cinnamon |
| 2 mL | ½ tsp | salt |



Preparation:

1. Cook sweet potatoes using **one** of the following cooking methods:
 - Pierce unpeeled sweet potatoes with a fork and place in a shallow baking pan. Bake at 400°F until very tender, about 1 hour.
 - Boil unpeeled sweet potatoes in a large pot until very tender, about 35 to 45 minutes.
 - Pierce unpeeled sweet potatoes with a fork and place on a microwave safe dish. Microwave on high until very tender, about 15 minutes.
2. When sweet potatoes are cooked enough to handle, cut lengthwise and scoop out potato with a spoon. Mash in a bowl using a potato masher or fork. Mix in yogurt, brown sugar, ginger cinnamon and salt.

Makes 3 cups

Preparation Time: about 20-60 minutes
(depending on cooking method)

Equipment:

- baking pan, large pot or microwave safe dish
- knife
- spoon
- bowl
- potato masher or fork

Canada's Food Guide Servings:

½ cup creamy sweet potatoes is
1 VEGETABLE AND FRUIT serving

Is a sweet potato the same as a yam?

Sweet potatoes have reddish-brown skins with deep-orange, sweet flesh. Sweet potatoes are often called yams but the true yam is a white, starchy, much less nutritious vegetable.



Savory Microwave Stuffed Squash

Ingredients:

| | | |
|-------|--------|----------------------|
| 2 | 2 | small acorn squashes |
| 25 mL | 2 tbsp | butter or margarine |
| 15 mL | 1 tbsp | brown sugar |
| 1 mL | ¼ tsp | pepper |
| 1 mL | ¼ tsp | allspice |
| 1 mL | ¼ tsp | cinnamon |
| 1 mL | ¼ tsp | nutmeg or ginger |



Preparation:

1. Pierce the whole squash with a fork. Microwave each squash on high for 8 to 12 minutes. Turn once, part way through. Let stand 5 to 10 minutes.
2. Cut cooked squash in half crosswise. Remove seeds with a spoon and discard. Scoop out the squash pulp with a spoon, leaving a ½ inch (1 cm) rim next to the skin.
3. In a large bowl, stir pulp with butter or margarine, brown sugar, pepper, allspice, cinnamon, and nutmeg or ginger. Mash with a potato masher or a fork.
4. Spoon squash mixture back into the shells and serve.

Makes 4 cups

Preparation Time: about 25 minutes

Equipment:

- fork
- knife
- spoon
- bowl
- potato masher or fork

Canada's Food Guide Servings:

½ cup squash is 1 VEGETABLE
AND FRUIT serving



Carrot-Orange Soup

Ingredients:

| | | |
|--------|--------|----------------------------------|
| 25 mL | 2 tbsp | butter or margarine |
| 125 mL | ½ cup | chopped onions |
| 1 L | 4 cups | sliced carrots |
| 1 L | 4 cups | chicken stock or vegetable stock |
| 125 mL | ½ cup | orange juice |
| 2 mL | ½ tsp | nutmeg |
| 1 mL | ¼ tsp | pepper |
| 250 mL | 1 cup | milk |

Preparation:

1. In a large saucepan, heat butter or margarine over medium-high heat. Add onions and cook for 4 to 5 minutes or until softened. Add carrots and stock and bring to a boil. Reduce heat and simmer for 15 to 20 minutes or until carrots are very soft. Stir in orange juice, nutmeg and pepper.
2. In a blender, blend carrot mixture in batches until smooth.
3. Return soup to pan; stir in milk. Simmer over very low heat for 2 to 3 minutes or until heated through.

Makes 7 cups

Preparation Time: about 30 minutes

Equipment:

- large sauce pan
- knife and cutting board
- spoon
- blender

Canada's Food Guide Servings:

1 cup carrot-orange soup is
1 VEGETABLE AND FRUIT serving

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Grade 8: Quick and Easy Meals

What you need to know

- Section 2.2. Teacher Background
- Section 2.3. What You Need to Know in the Classroom: Intermediate Grades
- Section 2.9. Cooking Safely with Students
- Background nutrition and preparation information on vegetables and fruit:
 - Canadian Produce Marketing Association's website at www.cpm.ca/en_hear_fruits.asp

Recipes required

- Veggie Stir Fry
- Veggie Quesadillas
- Three Bean Veggie Chili

Food required

- soy sauce
- liquid honey
- cornstarch
- ground ginger
- garlic powder
- pepper
- vegetable oil
- whole wheat tortillas
- shredded nacho cheese blend
- broccoli
- red pepper
- carrot
- green onions
- onion
- red and green pepper
- mushrooms
- chili powder
- cumin
- dried oregano
- diced tomatoes
- red kidney beans
- chick peas
- black beans

Equipment and materials required

- stove
- knives and cutting boards
- bowls
- wok, electric fry pan or large skillet for stir-fry
- spoons
- grater
- small skillet or electric fry pan for quesadillas
- large saucepan
- can opener
- colander



Adult helpers required

- 1 per 8-10 students

Instructions

- Discuss kitchen safety and safe food handling practices that apply to this activity. Emphasize the safety rules must be followed at all times. Highlight kitchen safety and safe food handling practices throughout the activity.
- Make sure that all leaders and students have an opportunity to wash their hands with soap and water prior to food preparation and eating. Discuss the four steps for handwashing.
- Ask students to discuss the benefits of menu planning. Some ideas to include in the discussion are:
 - Helps you to include more vegetables and fruit
 - Makes it easier to eat balanced meals
 - Gives you a chance to try new recipes
 - Makes it easier for your family to eat together
- Ask students to discuss how they would go about planning a week of supper meals. Some ideas to include in the discussion are:
 - Make a list of the meals you and your family like
 - Look through cookbooks for new meal ideas
 - Look through grocery store flyers and coupons for good buys
 - Write down a meal for each day of the week
 - Add extra vegetables and fruit to each meal. Use frozen vegetables or canned fruit to help save money.
 - Include a milk or alternative at each meal
 - Plan to use leftovers
 - Make a shopping list based on your menu
- Review each recipe. Provide instruction on cooking tasks such as stir-frying, sautéing and simmering. Discuss stove safety. Explain how to wash, peel and prepare the vegetables used in the recipes. Discuss knife safety.
- Arrange students into small groups with an adult assigned to supervise. Explain that each group will prepare a different recipe. Have students read through the recipe and follow it as they help with each step. **To avoid injury, adults must supervise use of the stove and use of sharp knives.**
- During cooking time ask students to think of four other meals they could add to a menu plan to create a week of supper meals. Ask students to write descriptions of the meals as they might appear on a restaurant menu using the *Paint Your Plate!* activity sheet. Remind students that complete meals include foods from at least three of the four food groups in *Canada's Food Guide* and should include a Food Guide Serving from the Vegetable and Fruit and Milk and Alternative groups. (This activity could be completed as homework).
- When students have finished making their recipe ask someone from each group to explain what they made and how they made it to the rest of the class.
- Let students taste each recipe. Give copies of the recipes to students to take home to share with their parents.
- Ensure students participate in clean up (eg, tidying up work areas, throwing out garbage, washing and drying dishes, wiping tables and counters, storing leftover food).

Activity: A Week of Super Supper Meals

Fill in the rest of the menu with meals that include plenty of vegetables and fruit. Write interesting descriptions for your menu items.

MY MENU

Monday

Veggie Stir Fry

A colourful plate of assorted tender-crisp vegetables served over steaming brown rice. A glass of cold milk accompanies this meal.

Tuesday

Wednesday

Veggie Quesadillas

Two whole wheat tortillas stuffed with cheese and sautéed vegetables. Followed by creamy fruit yogurt for dessert.

Thursday

Friday

Saturday

Sunday

Three Bean Veggie Chili

A piping hot bowl of chili chocked full of beans and vegetables. Topped with shredded cheese and served with a fresh whole wheat roll.



Veggie Stir Fry

Ingredients:

Sauce

| | | |
|--------|--------|--|
| 125 mL | ½ cup | water |
| 25 mL | 2 tbsp | soy sauce |
| 15 mL | 1 tbsp | liquid honey |
| 5 mL | 1 tsp | cornstarch |
| 4 mL | ¾ tsp | ground ginger |
| 2 mL | ½ tsp | garlic powder |
| 1 mL | ¼ tsp | pepper |
| 15 mL | 1 tbsp | vegetable oil |
| 2 L | 8 cups | mixed fresh vegetables cut into bite-sized pieces such as: carrots, broccoli, cauliflower, celery, onions, peppers, green beans, green peas, snow peas, bok choy, mushrooms, zucchini, pineapple |
| | | or |
| 2 | 2 | 1 lb (500g) bags frozen stir-fry vegetables |



Preparation:

1. To prepare the sauce, combine water, soy sauce, honey, cornstarch, ginger, garlic powder and pepper in a small bowl.
2. Heat a wok, electric fry pan or large skillet over medium-high heat. Add oil. Add vegetables starting with the harder vegetables. Stir-fry until vegetables are hot but still crisp, about 5 to 8 minutes.
3. Add sauce and stir until sauce is thickened and bubbling, about 3 minutes.

Makes 6-8 cups

Preparation Time: about 30 minutes

Equipment:

- knife and cutting board
- wok, electric fry pan or large skillet
- bowl
- spoon

Canada's Food Guide Servings:

1 cup stir-fry is 2 VEGETABLES
AND FRUIT servings



Veggie Quesadillas

Ingredients:

| | | |
|--------|----------|--------------------------------------|
| 8 | 8 | 6-inch (15 cm) whole wheat tortillas |
| 375 mL | 1 ½ cups | shredded nacho cheese blend |
| 250 mL | 1 cup | finely chopped broccoli |
| 250 mL | 1 cup | julienned red bell pepper |
| 250 mL | 1 cup | grated carrot |
| 75 mL | 1/3 cup | chopped green onions |

Preparation:

1. Heat a small skillet over medium heat. Heat tortillas, one at a time, for 30 seconds per side, then remove.
2. Sprinkle half the cheese evenly over 4 tortillas. Place broccoli, red pepper, carrot and green onions evenly on top of the cheese. Sprinkle with the other half of the cheese. Top with the remaining 4 tortillas.
3. In the same skillet, over medium heat, cook quesadillas, one at a time, for 2 minutes per side or until surface is crisp and cheese has melted. Transfer to a plate and keep warm in a low oven while making the remaining quesadillas.
4. Cut each quesadilla into 4 wedges and serve.

Makes 4 quesadillas

Preparation Time: about 35 minutes

Equipment:

- knife and cutting board
- grater
- small skillet or electric fry pan

Canada's Food Guide Servings:

1 quesadilla is 2 GRAIN PRODUCT servings, ½ a MILK AND ALTERNATIVES serving and 1 VEGETABLE AND FRUIT serving

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HINT:

You can also use an electric fry pan to cook quesadillas.



Three Bean Veggie Chili

Ingredients:

| | | |
|--------|--------|---|
| 15 mL | 1 tbsp | vegetable oil |
| 1 | 1 | medium onion, chopped |
| 1 | 1 | red pepper, diced |
| 1 | 1 | green pepper, diced |
| 250 mL | 1 cup | mushrooms, sliced |
| 15 mL | 1 tbsp | chili powder |
| 10 mL | 2 tsp | cumin |
| 5 mL | 1 tsp | garlic powder |
| 10 mL | 2 tsp | dried oregano |
| 1 | 1 | 28 oz (796 mL) can diced tomatoes |
| 1 | 1 | 19 oz (540 mL) can red kidney beans, rinsed and drained |
| 1 | 1 | 19 oz (540 mL) can chick peas, rinsed and drained |
| 1 | 1 | 19 oz (540 mL) can black beans, rinsed and drained |

Preparation:

1. In a large saucepan, heat oil over medium-high heat. Add onion, red and green pepper and mushrooms. Cook until vegetables are tender, about 10 minutes.
2. Stir in chili powder, cumin, garlic powder and oregano. Cook for 1 minute.
3. Add diced tomatoes and drained and rinsed kidney beans, chick peas and black beans. Mix thoroughly.
4. Bring to a boil, stirring often. Reduce heat, cover and simmer for 15 minutes.

Makes 8 to 10 cups

Preparation Time: about 35 minutes

Equipment:

- knife and cutting board
- large saucepan
- can opener
- colander
- spoon

Canada's Food Guide Servings:

1 cup of veggie chili is 1 VEGETABLE AND FRUIT serving and 1 MEAT AND ALTERNATIVE serving



2.9 *Cooking Safely with Students*

Learning to cook safely is an important part of any cooking activity to avoid any accidental cuts, burns or foodborne illness. Before starting the cooking activity be sure to review kitchen safety and safe food handling rules with students.

Kitchen Safety

- Review the recipes that will be prepared during the cooking activity. Discuss the tasks that students can do by themselves or with supervision and the tasks that adults must do.
- Explain that adults must supervise the use of stoves, ovens, microwaves and appliances such as blenders or food processors. Adults must also supervise the use of knives.
- Remind students to follow the instructions of adult helpers at all times.
- Remind students to check with an adult before preparing food at home. Tell them to ask for help when using any kitchen appliance, especially the stove or oven.

Discuss the following kitchen safety tips to prevent fires, burns, shocks and cuts.

Using the stove and oven:

- Never leave a pot on the stovetop unattended.
- Open pan lids away from you to let steam escape safely.
- Stir foods with long-handled spoons.
- Keep handles of frying pans and pots turned in towards the back of the stovetop, not pointing out where it can catch onto your clothes and accidentally fall.
- Always use dry oven mitts to lift food into and out of the oven.
- Always turn off the stove and oven after using.

Using appliances:

- Use an appliance only if you know exactly how to operate it and an adult is supervising.
- Never put your hand inside a blender as the blades can be very sharp.
- Never operate an appliance that is near the sink or sitting in water.
- Be careful when plugging in or unplugging appliances like mixers or blenders. Make sure your hands are dry to avoid an electric shock.
- Always hold the plug - never the cord - when unplugging appliances to reduce the risk of electrical shock.
- Unplug appliances when you are finished using them.

Using a microwave oven:

- Use only microwave-safe cookware.
- If a dish is covered, make sure there is some opening through which steam can escape during cooking. When it is done cooking, open the lid away from you to let steam escape safely.
- Prick foods like sweet potatoes or squash with a fork before putting them into the microwave.
- Use pot holders or oven mitts to remove food.

Using a knife:

- Always pick up a knife by its handle.
- Pay attention, and do not rush, when using sharp utensils like knives, vegetable peelers and graters.
- Do not leave a knife near the edge of a table or counter where it can be knocked off.
- Use the correct size of knife for the job, such as a small paring knife for vegetables and fruits, a larger knife to chop, and a serrated knife to cut a loaf of bread.
- Always use a cutting board. Never cut or peel vegetables in the palm of your hand.
- Cut DOWN and AWAY from you when using knives in case the knife slips.
- Keep fingers curled in tight, away from knife blade, when cutting.
- Do not throw dirty knives into the sink with other dirty dishes to be washed. Someone might not see the knife and cut their hand. Instead, put knives beside the sink, and wash them carefully, one at a time.

A note for leaders about knives in the classroom:

- Give students the correct size knives for the jobs they will be doing. For example, small paring knives for peeling or cutting fruit and larger knives for chopping or dicing vegetables.
- Use serrated knives as they tend to be more stable when cutting. Straight-edged knives cut through quickly and tend to cause more accidents.
- Keep knives sharp as dull knives can easily slip leading to more accidents.
- Even adults can cut themselves easily, therefore it is important to review knife safety with all participants.

Safe Food Handling

- Explain that foodborne illness results from eating foods that contain harmful bacteria or other germs.
- The symptoms of foodborne illness can range from mild to very serious. Illness can occur any time from hours to weeks after the contaminated food has been eaten. Although anyone can get foodborne illness, seniors, young children, pregnant women, and people who are already unwell are more likely to become very sick from foodborne illness.
- Explain that all foods, including vegetables and fruit, have the potential to cause foodborne illness since bacteria can exist on all surfaces.
- Discuss the importance of safe food handling practices for preventing foodborne illness.
- Remind students to follow the instructions of adult helpers at all times.

Discuss the following safe food handling practices to reduce the risk of foodborne illness.

CLEAN: wash hands and surfaces often

- Wash hands before starting food preparation, and continue to wash hands throughout the cooking process (especially after using the washroom, coughing or sneezing).
- Follow the Four-Step Method of Handwashing*:
 1. Wet your hands with warm, running water.
 2. Lather your hands with soap for 15 to 20 seconds – that’s two choruses of “Happy Birthday”.
 3. Rinse hands thoroughly and pat dry with a paper towel.
 4. Use the paper towel to turn the tap off.
- Tie long hair away from the face or cover the hair to avoid stray hairs in the food.
- When cleaning dishes, utensils and containers by hand, use the three-compartment sink method to wash, rinse and sanitize. To sanitize dishes and cutting boards, add 2.5 mL (1/2 tsp) of household bleach to every 1 litre (4 cups) of warm water you put in the sink. Soak dishes and cutting boards for at least 45 seconds. Let them air dry completely before use.
- Make sure all equipment, cooking surfaces and counters are cleaned and sanitized before and after food preparation.
- Wash the outer surfaces of all vegetables and fruit, including those that you peel or cut, like melons, oranges or cucumbers.

*Show students the poster of the Four-Step Method for Handwashing on page 179 and put it up in the cooking area.

A note for leaders about sanitizing countertops and other food surfaces:

- Mix 5 mL (1 tsp) of household bleach per litre (4 cups) of water.
- Put mixture in a labeled spray bottle and store it safely away from food supplies.
- Squirt the mixture on countertops and other surfaces.
- Wipe with a clean cloth or paper towel.
- Make a fresh solution often.
- If bleach is not allowed, contact the administrator to ask what types of cleaning solutions are recommended.

SEPARATE: avoid cross-contamination

- Use separate cutting boards (e.g., always the same one for raw meat and a different board for fruits and vegetables).
- Wash, rinse and sanitize cutting boards, utensils and food probe thermometers before re-using.
- Do not “double-dip”. Once you have tasted, do not put your tasting spoon back in the pot or bowl.

COOK: cook to proper temperatures

- Cook meat, poultry, fish and eggs to proper temperatures. Use a food probe thermometer to measure the inside temperature of cooked foods to check that they are cooked to a high enough temperature to prevent harmful bacteria from multiplying.*
- Use a safe drinking water source for food preparation and handwashing.
- Keep **hot foods hot** and **cold foods cold** by cooking thoroughly and storing them in the fridge within two hours of preparation.

*The Paint Your Plate recipes for the cooking activities do not involve cooking meat or poultry. Therefore, a food probe thermometer is not required.

CHILL: refrigerate or freeze foods promptly

- Place leftovers in clean food containers or single-use food bags, wraps or foil, and store in the refrigerator within two hours of preparation.
- Return cold foods, like milk and eggs, to the refrigerator as soon as possible after you have finished with them.

Additional Resources on Safe Food Handling

- Fight Bac!™ Learning Program Presenter’s Guide for Working with Children from Kindergarten to 3rd Grade (Ages 5-9) available at www.canfightbac.org/en/learning/teachers/k_to_3/
- Fight Bac!™ for Food Safety. Food Safety Information for Grades 4 to 7 available at www.canfightbac.org/cpcfse/en/learning/teachers/4_to_7/
- Ontario Ministry of Health and Long-Term Care “Food Safety Matters” materials available at www.health.gov.on.ca
- Contact the public health inspection department at your local public health unit.

References

Canadian Partnership for Consumer Food Safety Education. Available at www.canfightbac.org

Cooking Basics for Kids. A presentation module for Community Food Advisors. Community Food Advisor Program, Nutrition Resource Centre, Ontario Public Health Association.

Paint Your Plate! Four-Step Method of Handwashing Poster

CLEAN – How to wash your hands



1 Wet your hands with warm running water.



2 Lather your hands with soap for 15 to 20 seconds.



3 Rinse hands thoroughly and pat dry with a paper towel.

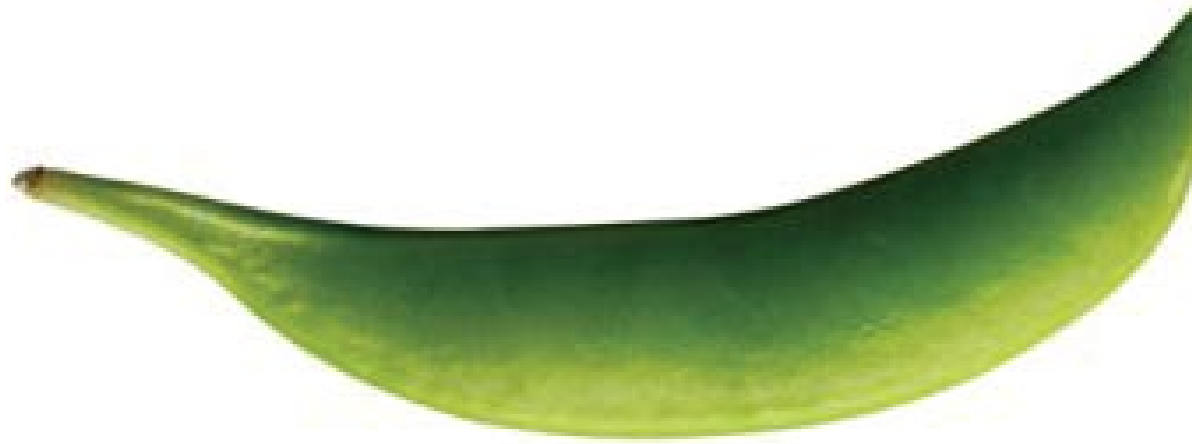


4 Use the paper towel to turn the tap off

In the School

3.0

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***Paint your plate.
Create a masterpiece.***



3.1 Introduction

Are you looking for easy and enjoyable ways to encourage healthy eating? Offer children the option to enjoy vegetables and fruit choices wherever food is served and/or sold in the school.

In the School provides ideas on how to incorporate vegetables and fruit into fundraising, vending machines, tuck shops, 'special food' days, classroom celebrations, school events, school cafeterias, school nourishment programs, school gardens and snack days.

Give these ideas and suggestions a try and help your school community members to paint their plate!

3.2 Fundraising, Vending Machines, Tuck Shops, 'Special Food' Days, Classroom Celebrations, School Events

Fundraising

Promote vegetables and fruit when fundraising:

- Sell cases of fresh, seasonal vegetables and/or fruit (eg, oranges, grapefruit).
- Sell fruit-o-grams. Students purchase colourful, fresh fruit that is sent with a personalized message to a friend. For example, try crisp, red Macintosh apples in September to kick off the school year.
- Host an 'Around the World' event. Invite local chefs to the school to prepare foods that feature different vegetables and fruit from other countries. Sell tickets for students and their families to taste-test the various items at different stations.
- Raffle off a spring Easter Basket. Skip the chocolate and offer instead a cookbook with healthy recipes, a vegetable steamer and a gift certificate to a local produce store.
- Create a *Paint Your Plate!* recipe book. Ask school community members to contribute recipes that feature vegetables and fruit prepared using lower-fat cooking methods. Compile these family favourites into a recipe book that can be sold to the school community.
- Run a 'Guess the Number' event. Invite students to purchase tickets to guess how much a vegetable or fruit weighs (eg, a pumpkin for Halloween) or how many vegetables or fruit it takes to fill a specific basket. The winning guess wins the vegetables or fruit for their class or family to enjoy.
- Organize and run weekly or monthly special vegetables and fruit snack days (eg, Tasty Tuesday, Fruity Friday) to promote different seasonal vegetables and fruit. Try to match the colour, shapes or seasons to that month's theme, such as carrots in April for Easter bunnies, or green vegetables and fruit in March for St. Patrick's Day.

Worried that there will be no profit in vegetables and fruit because students will not buy them?

More and more schools are finding that healthier fundraising alternatives make healthy profits for their school. Good marketing techniques can sell healthy vegetables and fruit. Use your imagination and work on making vegetables and fruit taste and look better. Make vegetables and fruit more available and convenient and consider selling them at a lower price.



Vending Machines

Did you know that, in October 2004, the Ontario Ministry of Education issued Policy/Program Memorandum (PPM) No. 135 regarding healthy foods and beverages in elementary school vending machines? This means that schools should restrict the sale of food and beverage items in school vending machines to those in accordance with the nutrition standards set out in PPM 135¹. Some schools may not be aware of the Ministry of Education's nutrition guidelines for vending machines. Others may be struggling to find foods and beverages that comply with the guidelines.

Healthier vending may involve more than replacing food to be consistent with the guidelines. It may involve looking at different types of machines so that the school can offer refrigerated snack vending in order to provide a broader range of options such as salads and fresh vegetables and fruit. Try some of these delicious ideas in your vending machine:

- 100 per cent unsweetened fruit juice
- Dried fruit and/or vegetable leathers
- Unsweetened fruit cups and/or applesauce
- Dried fruit mix or raisins

If you are having trouble meeting the Ministry of Education's nutrition guidelines for vending machines, it may be necessary for you to remove the vending machines entirely and consider alternative ways to provide healthy foods that will generate income for the school, such as running a tuck shop.

Tuck Shops

Menu Ideas

- Festive salads - Greek, fruit, etc.
- Snazzy smoothies - fresh or frozen fruit like bananas and berries blended with yogurt or milk
- Punchy pops - frozen 100 per cent unsweetened fruit juice like peach mango mix
- Tasty tornadoes - two kinds of 100 per cent unsweetened fruit juice blended together
- Unsweetened fruit cups, applesauce or applesauce blends
- Catchy combos - veggies and lower-fat dip or salsa, fruit chunks with lower-fat yogurt dip or milk pudding
- Fruit and/or vegetable leathers with no added sugar
- Snappy sandwiches made with vegetable or fruit fillings - grated apples or mashed bananas on fruit bread, grated vegetables like carrot or zucchini with a sprinkle of cheese on whole wheat, pita pockets with Greek or potato salad
- Crunch and munch bowls - raw vegetables chopped into easy bite-sized pieces
- Finger salads - chopped vegetables such as carrot, celery and bell pepper with snow peas and cherry tomatoes, wrapped in cling wrap or a sealed plastic bag, or served in a plastic cup with some vegetable dip in the bottom
- Pizza with pizzazz - with added vegetables such as bell peppers, mushrooms, grated carrots or zucchini, sliced tomatoes and broccoli
- Super soup - vegetable soups (eg, tomato) or soups with added mixed frozen vegetables, sold as part of a 'meal deal' along with a whole grain roll and a piece of fruit

Tuck Shops (cont'd)

Promotional Tips for Terrific Tuck Shops

- Have a 'construct a lunch' day. Provide a range of healthy sandwich fillings and whole grain breads for children to make their own delicious sandwiches.
- Provide fast, easy and healthy vegetable and fruit recipes for students to take home.
- Organize vegetable and fruit displays around the school and hang colourful posters in the cafeteria.
- Conduct daily taste testing of cut vegetables and fruit with healthy dips.
- Run a vegetable and fruit 'meal deal'. Offer a range of delicious and healthy vegetables and fruit menu items at a special price, eg, buy two get a third one free.
- Hold a 'design a salad' or 'healthy sandwich filling' competition. Rotate the winning entry from each class on the canteen menu.
- Invite members of the school community to suggest new items to add to the canteen menu. Conduct a competition to collect ideas.
- When a new food is offered by the canteen, conduct a competition to name it. Exciting, enticing and creative names for new foods help to increase their appeal and popularity.
- Invite students to promote foods offered by the canteen. Students could make posters, write articles for school newsletters or make up jingles or slogans. A prize could be awarded for the one that best promotes the item.
- Conduct a 'name the canteen' competition. Students could be involved in making a sign of the canteen name and designing artwork to display in or around the canteen.
- For younger children, conduct a colouring campaign to promote featured vegetables and fruit sold in the canteen. Display entries around the canteen or in other prominent areas of the school.
- Promote a vegetable or fruit of the week (or a combination food that includes veggies and fruit). Promote vegetables and fruit that are in season and offer them in a variety of ways, for example, offer whole grain pumpkin muffins. Offer tickets to enter a draw for students who order this food.

'Special Food' Days

Take a pass on pepperoni pizza in favour of these healthier 'special food' day menu ideas:

- Submarine sandwiches made with whole grain bread, lean ham or turkey, cheese, lettuce, tomato, cucumber, bell peppers, mustard and/or light mayonnaise, served with canned fruit (in juice) or fresh fruit and 2% milk
- Whole wheat tortillas wrapped around hummus and cut-up vegetables, served with fresh fruit and 1 per cent chocolate milk
- Ham, pineapple and cheese pizza on a whole wheat crust, served with carrot sticks and 2% milk
- Soup day (eg, tomato, tomato-based vegetable, blended vegetable)
- Chili made with beans and veggies, served with a whole wheat bun and 2% milk
- Pasta (enriched, whole wheat) with tomato sauce, served with salad and 2% milk
- Cold pasta salad with lower-fat dressing, cubed ham and diced peppers, celery and green onions, served with 2% milk and an applesauce cup

Classroom Celebrations

Add a healthy twist to classroom celebrations. Instead of cakes, cookies, doughnuts and pop, promote vegetables and fruit. Celebrations are a great way to promote new vegetables and fruit prepared in different ways including:

- fresh fruit with low-fat yogurt or cottage cheese,
- clementines,
- 100 per cent unsweetened vegetable or fruit juice,
- veggie sticks with lower-fat dip or salsa,
- veggie and fruit kabobs,
- apple wedges sprinkled with cinnamon,
- frozen yogurt with fresh or frozen unsweetened berries,
- ethnic vegetable stir-fries or soups,
- fruit crisps (eg, apple, rhubarb, strawberry, berry) made with fresh or frozen fruit, and
- various salads (eg, Greek, mandarin, fruit, pasta with veggies).

Success Story

The parents of children who attend Summitview Public School in Stouffville, Ontario were encouraged to bring in healthy snacks for classroom Halloween parties. A parent of a Grade 3 student made fresh vegetables into a 'scary' snack. She prepared a vegetable skeleton with a brain dip. Along with Mr. Vegetable Skeleton, she took extra bowls of vegetables for the children to snack on. The students loved it and not one vegetable was left over for any goblins to get!

*Submitted to Nutrition Tools for Schools, In the School Action Guide
Submitted by Lucy Valleau, public health nutritionist
York Region Health Services, 2005*



School Events

Note: before holding any food event, check with your local public health unit to ensure that your event will meet safe food handling standards.

Show parents and community members you value healthy eating. Feature vegetables and fruit at your next event by trying the following fun ideas:

- Host a 'back to school' harvest cornfest. Serve fresh corn on the cob, hamburgers and mixed green salads.
- Celebrate Halloween. Have a costume parade and serve scary 'bloodsicles' made of 100 per cent unsweetened frozen juice (eg, tomato juice).
- Run a chili fest where families purchase tickets to judge donated homemade chili recipes that contains at least ½ cup of vegetables and fruit per serving.
- Offer boxes of clementines or serve festive vegetable or fruit kabobs at your holiday concerts.
- Serve fruit smoothies on movie night.
- Offer a pasta dinner with a mixed green salad and fruit crisp for dessert.
- Try an 'Around the World' family potluck where families gather together to share different ethnic dishes that incorporate vegetables and fruit.
- Serve fresh veggies, fruit and dips at your school dances.
- Celebrate Mother's Day with a tea party and fruit crisps.
- Incorporate salads and fresh vegetables and fruit into your school barbeque menu.

References

¹ Ontario Ministry of Education. 2004. Healthy Foods and Beverages in Elementary School Vending Machines. Available at: www.edu.gov.on.ca/extra/eng/ppm/135.html.

Colour It Up... Go for More Vegetables and Fruit. 2007. Leader's Guide. Nutrition Resource Centre. Toronto, Ontario.

Canadian Produce Marketing Association. Available at: www.cpma.ca

Adapted from materials produced by City of Hamilton Public Health and Community Services Department, Toronto Public Health and Regional Niagara Public Health Department



3.3 School Cafeterias - Salad Bars

When students move to schools with cafeterias, they have greater access to foods with minimum nutritional value (eg, chicken nuggets, pop, french fries with gravy) and they eat fewer servings of vegetables and fruit. School cafeterias can influence the variety and the amount of vegetables and fruit students eat by offering salad bars.

Benefits of a Salad Bar

- Helps students eat plenty of vegetables and fruit every day
- Provides students with the option of choosing what and how much they eat
- Provides all students with a variety of fresh, healthy food choices with lots of vegetables and fruit, whole grains and legumes
- Supports local food producers by using locally grown produce
- Gives adults access to healthy foods and students an opportunity to see their teachers choosing a healthy lunch, modelling the behaviour taught in the curriculum
- Encourages students to try something new when they see adults and their peers enjoying a healthy lunch

Getting Started

The concept sounds great, but how do you get a salad bar up and running in your school? What are the associated costs? If you are interested in starting a salad bar program in your school and would like more information, the following resources may be of help to you:

- Food Share. 2005. ***Salad Bars In Schools; A Fresh Approach to Lunch.***
Available at: www.foodshare.net
- US Department of Agriculture. 2004. ***Fruits and Vegetables Galore: Helping Children Eat More.*** ('Tricks of the Trade'). Available at: www.fns.usda.gov/tn/Resources/fv_galore.html
- Northern Healthy Eating Project. 2007. ***School Meal and Snack Program: How-To Kit.***
Available from your local public health unit

Success Story

St. Mary's is a small school in Massey of approximately 150 students and 10 staff. Support to initiate a salad bar program from the school principal, teachers and parent council was immediate. A request for volunteers went out in the monthly newsletter to help with the preparation and delivery of the salad bar pilot. The salad bar officially began in April 2005 and was offered once a week. Support was provided by the Human League and Better Beginnings, Better Futures (local non-profit organizations).

The school decided to set up in the foyer, allowing more room for the children to walk on both sides of the salad bar, while volunteers stood at both ends to assist children with food, if requested. The local grocery store also participated by offering fresh foods at a reasonable and reduced cost. The first menu cycle was amazing, offering students fresh green peppers, carrots, broccoli, celery, cauliflower, tossed salads, egg and potato salads, sliced ham, dinner rolls, two types of melons, apples and oranges.

Excluding the kindergarten students, 91 students participated on the first day, and this number increased to 127 students on the second day. It was noted that they had full participation from the Grade 7 and 8 students, which is significantly better than their participation during traditional pizza days.

*Submitted by Lesley Andrade, public health nutritionist
Sudbury & District Health Unit, 2006*



References

Colour It Up... Go for More Vegetables and Fruit. 2007. Leaders Guide. Nutrition Resource Centre. Toronto, Ontario.

Canadian Produce Marketing Association. Available at: www.cpma.ca

Adapted from materials produced by City of Hamilton Public Health and Community Services Department, Toronto Public Health and Regional Niagara Public Health Department

3.4 Student Nutrition Programs

If you already offer a breakfast or lunch program in your school, why not offer a salad bar instead or as well? If you do not offer a breakfast or lunch program, perhaps a salad snack bar might be easier to get started. Either way, a salad bar in your school would create an environment that supports increased consumption of vegetables and fruit, a reduced consumption of foods with minimal nutritional value and overall improvement in the health of the children. For a salad bar program to become a success in your school, a joint effort among your school, local public health unit (public health inspectors and public health dietitians), community (parents, volunteers, etc) and local vegetables and fruit producers/retailers is essential.

Does your school receive Ministry of Children and Youth Services (MCYS) funding to run a breakfast, snack or lunch program?

If yes, you need to follow these key nutrition guidelines:

- A **snack** should contain at least one serving from at least two food groups from *Canada's Food Guide*, with at least one serving from the Vegetables and Fruit food group.
- A **meal** (ie, breakfast or lunch) should contain at least one serving from at least three of the four food groups from *Canada's Food Guide*, with at least one serving from the Vegetables and Fruit food group, and at least one serving from the Milk and Alternatives food group.

Purchasing, Storing, Preparing and Serving Vegetables and Fruit

Purchasing Vegetables and Fruit

- Review your menu and make a list of exactly the vegetables and fruit you need. Only buy what you will need for the week to avoid waste.
- Choose firm yet ripe vegetables and fruit without bruises, spots or mushy parts. If possible, choose produce grown locally or in Ontario and Canada to support the local economy and the environment.
- Consider frozen and canned vegetables and fruit when fresh are not in season.
- Choose canned vegetables with 'No Added Salt' and less than 480 mg of sodium. Avoid vegetables with added sauces.
- Sugar is added to some canned fruit during processing. Choose canned fruit with 'No Added Sugar' and packed in (fruit) juice.
- When serving fruit juice, be sure it is 100 per cent unsweetened fruit juice (from concentrate is okay). Fruit 'drinks', 'punches' and 'crystals' are not the same as 100 per cent unsweetened fruit juice and should not be served.
- Do not buy cans with large dents or bulges. The contents may not be safe to consume.

Purchasing, Storing, Preparing and Serving Vegetables and Fruit (cont'd)

Storing Vegetables and Fruit

Proper storage of vegetables and fruit helps to maintain their nutritional quality, prevent spoilage and save money. The following storage tips will preserve the quality of your fresh vegetables and fruit:

- Do not wash fresh vegetables and fruit before storing. The exception is leafy greens. You can wash these and store in a sealed plastic bag or container.
- Do not store vegetables with fruit. Fruit produces a gas called ethylene, which causes vegetables to spoil more quickly. Store vegetables and fruit in separate crispers in the refrigerator.
- Refer to Foodland Ontario or the Canadian Produce Marketing Association for information on how to store specific vegetables and fruit. They can be found at www.foodland.gov.on.ca or www.cpma.ca respectively.

Preparing Vegetables and Fruit

Keep the following in mind when preparing vegetables and fruit:

- Always wash vegetables and fruit under running cold water. There is no need to use special soaps; avoid using detergent soap, as it may leave a residue on the vegetable or fruit, or the vegetable or fruit may absorb it.
- Do not soak vegetables and fruit in water; this will cause their vitamins to leak out into the water.
- Peel vegetables and fruit only if necessary. Many of the vitamins and minerals are in the skin or close to it. Consider rinsing and scrubbing the skins, instead.
- When chopping, keep vegetables and fruit in large pieces to minimize vitamin loss from light and air exposure.
- Prepare vegetables and fruit close to serving or cooking time to minimize exposure to light and air.
- Do not overcook vegetables and fruit; cook until 'tender-crisp'.
- Steam, microwave or stir-fry for best flavour and nutrition. If you must boil, use as little water as possible, and boil only until 'tender-crisp'. Over boiling will cause vitamins to leak out into the water.
- Cook frozen fruit without letting it thaw first.
- Most vegetables and fruit are low in fat. Limit the amount of fat you add to them when cooking.
- Frozen vegetables are already partially or fully cooked. Do not thaw loosely packed vegetables (eg, corn); partially thaw lightly packed vegetables (eg, broccoli spears); and fully thaw tightly packed vegetables (eg, spinach) prior to cooking.
- Canned vegetables are already fully cooked. Heat in the canning liquid to preserve nutrients and heat only until they reach the desired temperature.

Vegetables and Fruit Safety Tips

Follow these tips to ensure the vegetables and fruit you serve are safe for children to eat:

- Always wash your hands thoroughly before preparing vegetables and fruit.
- Wash all vegetables and fruit under cold running water. Remember to wash the inner leaves of lettuce and other leafy vegetables.
- ‘Salad-in-a-bag’ and other pre-cut vegetables still need to be washed. Rinse under cold running water before serving.
- Do not buy vegetables and fruit in cans that are damaged or dented on the side seam or end seam, swollen or leaking.
- Immediately cover and refrigerate fresh-cut produce for best quality and food safety.
- Throw out produce that becomes mouldy, shrivelled, slimy, smelly or past the ‘Best Before Date’.

References

Colour It Up... Go for More Vegetables and Fruit. 2007. Leader’s Guide. Nutrition Resource Centre. Toronto, Ontario.

Foodland Ontario. Produce Facts. Available at: www.foodland.gov.on.ca/factsheet.htm

Canadian Produce Marketing Association. Available at: www.cpma.ca

Adapted from materials produced by City of Hamilton Public Health and Community Services Department, Toronto Public Health and Regional Niagara Public Health Department



3.5 School Gardens (Pocket-Sized Farms)

Pocket-sized farms, or pocket farms, is another name for small areas of school property that are used to grow fruit, vegetables and other plants. More than just gardens, these mini farms can become a source of healthy, nutritious food and model a concern for healthy eating to students, parents and school staff.

Pocket farms help students learn about growing vegetables and fruit, where foods come from and why they are an important part of a healthy diet. They promote healthy eating, learning by doing, teamwork and an active lifestyle. For teachers, these gardens provide a practical teaching tool that allows elements of the curriculum like science or math to be taught in an outdoor classroom. For parents, pocket farms encourage their children to eat a vegetable or fruit they may otherwise never have tried.

Benefits of the Pocket-Sized Farm

- Students are brought closer to where and how their food is grown.
- Students experience a sense of satisfaction when they prepare and eat what the class has worked hard to produce.
- Teachers have a dynamic setting in which to integrate curriculum such as science, social studies, math, environmental studies or nutritional health.
- Community spirit is nurtured as the school builds partnerships with students, school staff, families and local businesses.
- School grounds are beautified and revitalized.

How to Get Started

Here are a few things to do and consider as you plan your school's pocket-sized farm:

- Form a garden committee that includes parents, school staff and local residents. Contact local horticultural groups for names of master gardeners who might be willing to help with your garden planning.
- Define the purpose and objectives of your garden. Decide how the produce will be used and what educational opportunities the garden will offer.
- Plan student activities to decide how the garden fits into the curriculum and whether it is for all grades or specific to certain grades.
- Define a year-round garden plan, considering who will look after the garden during summer break. Determine if there are families that are willing to take on a week's responsibility for the garden.
- Choose a permanent garden site and design the garden. Consider that the site needs plenty of light, good drainage, access to water, electricity and plenty of volunteers. Think small...large gardens can take up lots of time and energy!

For more information:

Littlejohn, G and T. Grant. *Greening School Grounds: Creating Habitats for Learning*. ISBN 0-86571-436-3.

- This is a guide for teachers through all the phases of a school grounds project, from developing a rationale that will win the support of principals and administrators through redesigning the grounds to all the educational uses of an outdoor classroom.

LIFE*SPIN. Available at: www.execulink.com/~life/

- Information on Pocket-Sized Farming at your school

A Pocket-Sized Farm Success Story

VK Greer Public School in Port Sydney, Ontario (part of the Trillium Lakeland District School Board) has been running a pocket farm for seven years. 'The soil was poor, drainage not much better', said teacher Bill Rantz, 'but, over the years, compost, leaves and manure have been added to the soil to help improve it'. The garden has grown potatoes, beans, peas, artichokes, zucchini, pumpkins, etc, over the years as well as sunflowers and a wildflower garden. The garden produce is used in a school 'Harvest Soup' event where students get to enjoy the tasty benefits of their pocket farm. The garden has been incorporated into various classroom curriculums as well. The large Russian sunflower seed heads are used during a math activity, and then as part of the environmental science activity and feeding of small animals and birds. The garden is maintained over the summer months by school families who are rewarded for their efforts by harvesting the ripened veggies for their own use.

*Submitted by Mary Ellen Deane, public health dietitian
Simcoe Muskoka District Health Unit*



3.6 Tasty Tuesday and Fruity Friday

Consider offering a fun and tasty way for students to learn about and enjoy eating vegetables and fruit. Tasty Tuesday and Fruit Friday are examples of a 'tasting party', which is a nutrition education activity that encourages the students to apply the nutrition knowledge they have learned in the classroom, within the school environment, at home and in the community. These parties also provide an excellent venue to introduce new tastes to the students while also teaching nutritional values.

Instructions

Establish a good relationship with a food supplier/retailer

Tasting parties work best when the food supplier/retailer and the teachers involved work together. The food supplier/retailer should attend at least one of the first planning meetings to meet with the teachers and discuss procedures for the parties. If possible, try to work with a local food supplier/retailer to help support your local economy.

Make sure you have proper equipment

Survey your food preparation facilities and the places in which students will be eating to ensure you have the proper equipment in place:

- A place to wash, sanitize and rinse utensils (three separate compartments)
- Hand sanitizers at the actual site where students will be preparing or eating food
- Cutting boards
- Refrigerator
- Stove, oven or microwave (if required)

Schedule your tasting party appropriately

All tasting parties should occur after lunch to ensure they do not spoil the appetites of the students.

Prepare the vegetables and/or fruit safely

Food can be prepared either the day before or the morning of the party, as long as it is properly refrigerated to avoid food-borne illness or infection. If students are assisting in the preparation, make sure they are supervised by an adult. Remember to make sure all food preparation surfaces are washed and sanitized, and that all helpers wash their hands with soap and water.

Note: *serving sizes for the parties should resemble one Food Guide serving of vegetables and fruit:*

- 1 medium fresh vegetable or fruit,
- 250 mL (1 cup) salad, or raw leafy vegetables,
- 125 mL (1/2 cup) cooked leafy vegetables,
- 125 mL (1/2 cup) cut up raw, cooked, frozen or canned vegetables or fruit,
- 60 mL (1/4 cup) dried fruit, or
- 125 mL (1/2 cup) 100 per cent unsweetened vegetable or fruit juice.



Instructions (cont'd)

Choose and prepare your eating area(s)

You may choose to have the tasting parties in each classroom simultaneously, or you may want the whole school together in the gym. Wherever the tasting occurs, staff must ensure that all surfaces where food will be eaten are washed and sanitized. Trash cans should be made readily available and all students should be encouraged to wash their hands with soap and water before and after the tasting party. As an additional precaution, you should also ensure that there are hand sanitizers in place at the eating areas.

Host your tasting party... but do not forget supervision

Students should be supervised throughout the tasting party. Even if students do not want to try the vegetable or fruit, supervisors should encourage them to try small bites, stressing that, to learn to like new foods, they need to continue trying them. It may take people up to 10 tries before they like a new food. Take the necessary food safety precautions and make sure toothpicks, forks, tongs, etc, are available so that children are not handling the food until they are eating it.

Evaluate your tasting party

To end the tasting party, students can give a show of hands to indicate whether they liked the vegetable or fruit as well as the tasting party. They should provide reasons for their answer to both choices.

Spice it up!

To add some excitement to your tasting parties, have a student read the appropriate PA announcement to remind students of the event and provide an informative nutritional tip for the featured vegetable or fruit.

Maybe you want to take it to an even higher level by having the entire school dress in the colour of the featured vegetable or fruit. Have classes design posters of the featured vegetable or fruit or maybe have door-decorating contests. The possibilities are endless for this tasty, nutrition education event!

Success Story

Johnson-Tarbutt Central School in Desbarats, Ontario decided to make vegetables and fruit come alive in their school by creating their own Nutrition Week during Nutrition Month. Different-coloured vegetables and fruit were promoted Monday to Thursday of Nutrition Week, and all students and staff were encouraged to dress in clothes of the appropriate colour. Selected students also participated in the daily preparation of vegetables and fruit that corresponded with the daily colours. These colourful taste sensations were served to the entire student body Monday to Thursday of Nutrition Week for them to enjoy. They ended the week with a colourful bang, known to them as 'Rainbow Day'. Students and staff were asked to dress in multiple colours on this exciting Friday. 'Rainbow Day' had added significance as they also celebrated our national tool which serves as the foundation of healthy eating for all Canadians, *Canada's Food Guide* which, of course, is a rainbow! In addition, there was a theatrical performance of 'Lunch as You Like It' created by Oxford Country Public Health and Emergency Services. Algoma Public Health staff and Johnson-Tarbutt Central School teachers and students were the cast. The play reinforced how we can all make healthy food and drink choices. The play provided healthy messages and endless laughs to the entire school community of Johnson-Tarbutt Central School as they celebrated the end of their colourful Nutrition Week!

*Submitted by Lindsay Jones, public health dietitian
Algoma Public Health*



Tasty Tuesday Veggie Dip

Ingredients:

125 mL (½ cup) low-fat plain yogurt
45 mL (3 tbsp) light mayonnaise
15 mL (1 tbsp) packaged dip seasoning mix

Preparation:

1. Combine yogurt, mayonnaise and seasoning mix; blend well.

Makes 6 servings.



Fruity Friday Fruit Dip

Ingredients:

250 mL (1 cup) vanilla flavoured low-fat yogurt
45 mL (3 tbsp) 100 per cent unsweetened orange juice concentrate

Preparation:








1. Blend together.

Makes 6 servings.





Tasty Tuesday PA Announcements

| Vegetable | PA Announcement |
|--|--|
| <p>Bouncy Beans: Green or Wax</p>  | <p>Today is Tasty Tuesday and we're stringing you along with green and wax beans. Beans are delicious fresh from the garden. They make a great crisp and crunchy snack and are great for your body because they are a source of iron. Iron helps red blood cells carry oxygen to every cell in your body. Build healthy blood with beans!</p> |
| <p>Broccoli</p>  | <p>Today is Tasty Tuesday and we're munching a bunch of broccoli. Broccoli is a very high source of vitamin C but also contains vitamin A which has many functions in your body. One important function of vitamin A is that it helps your eyes see normally in the dark and helps your eyes adjust to lower levels of light. Bite into some broccoli and you may just become the best Hide and Go Seek player on the block!</p> |
| <p>Crazy Carrots</p>  | <p>Today is Tasty Tuesday and we're crunching crazy carrots. Carrots are very high in vitamin A but are also a source of potassium. Potassium helps our bodies to have a normal blood pressure. A normal blood pressure helps to keep our blood vessels and our heart healthy and strong.</p> |
| <p>Crunchy Cauliflower</p>  | <p>Today is Tasty Tuesday and we're munching and crunching on cauliflower crowns. Did you know your body makes new cells every day? The vitamin called folate found in cauliflower plays an important role in helping our bodies make healthy new cells.</p> |
| <p>Celery</p>  | <p>Today is Tasty Tuesday and our featured veggie is celery. Celery is crispy, crunchy and juicy. Did you know it is also a source of vitamin C? One of the benefits of vitamin C is that it helps hold your muscles, bones and other tissues together. Have you ever tried cut-up celery with dip? M-m-m-m-m yummy.</p> |
| <p>Cool Cucumber</p>  | <p>Today is Tasty Tuesday and we are craaaaazzzzzy for cucumbers. This juicy treat has special chemicals that help keep your eyes seeing their best. Dice them or slice them – any way you cut them, cool cucumbers make a refreshing snack any day of the week.</p> |
| <p>Funky Fennel</p>  | <p>Today is Tasty Tuesday and we have an exciting new veggie to try called fennel. Do you like the taste of black liquorice? If you do, you will enjoy this scrumptious snack. Not only does fennel taste great, but it is also a source of fibre. Fibre helps to keep your intestines healthy and makes you feel full and satisfied after eating.</p> |



**Paint your plate.
Create a masterpiece.**

Paint Your Plate! Create a Masterpiece
Vegetables and Fruit Action Guide for Schools
NHEP ©2007

PA Announcement

Mushrooms



Today is Tasty Tuesday and we are mad for mushrooms. Mushrooms come in a variety of sizes and colours. Some wild mushrooms are poisonous, so do not rush to pick or eat the ones growing wild outside. Mushrooms are a good source of potassium, which helps your body tell your muscles when to move.

Peas



Today is Tasty Tuesday and we are pushing peas. Peas come in a nice little package and are a perfect bite-sized snack for young people. Peas are a high source of fibre. Fibre helps lower the bad cholesterol in your blood, helping your heart stay healthy. More peas, please!

Red Peppers



Today is Tasty Tuesday and we're raring to taste red peppers. Enjoy them fresh in salads or roasted on a sandwich. Red peppers are a very high source of vitamin A. Vitamin A helps with the growth and health of cells and tissues all over your body. Don't you love that sweet, crunchy taste?

Green Peppers



Today is Tasty Tuesday and we're going for green... green peppers, that is. Green peppers make a tasty and crunchy snack. Special chemicals found in green peppers keep your eyes in tip-top shape and may reduce the risk of certain types of cancer.

Potatoes



Today is Tasty Tuesday and we're proud to feature potatoes. There is no end to the ways we can enjoy potatoes – baked, broiled, mashed. French fried potatoes are a sometimes food – deep frying adds fat and can decrease the amount of vitamins you get in potatoes. Try baked potato with salsa or grated cheese – and do not forget to eat the skin for healthy fibre.

Radishes



Today is Tasty Tuesday and we are raving about radishes. Radishes are mildly hot so, if you are looking to spice up your snack time, these small red vegetables might be just what you are looking for. Special chemicals found in radishes help to keep your heart healthy and you feeling great!

Snow Peas









Today is Tasty Tuesday and we are featuring snow peas. Snow peas are great for dipping or crunching in a salad. These green gems are a good source of vitamin C. Vitamin C helps our bodies to form and repair red blood cells, bones and other tissues. Did you pack some snow peas in your lunch?

Tomatoes









Today is Tasty Tuesday and we're tempting you with terrific tomatoes. We think of tomatoes as a vegetable but they are, in fact, a fruit. These red jewels are a great source of vitamin C, which helps your body to heal cuts and wounds. It also protects you from infections by keeping your immune system healthy. Eat them sliced or munch on the new mini grape tomatoes for a tasty snack.



Fruity Friday PA Announcements

| Fruit | PA Announcement |
|--|--|
| <p>Amazing Apples</p>  | <p>Today is Fruity Friday and our featured fruit is the amazing apple. Did you know there are a lot of apple farms right here in Ontario? Apples come in different shapes, sizes and colours. It's difficult to resist the crunchy, sweet and juicy taste of apples. This fruit tastes great and is loaded with fibre. Fibre has many benefits for your body such as protecting you against certain types of cancers. You've heard the old saying... 'an apple a day keeps the doctor away'!</p> |
| <p>Bananas</p>  | <p>Today is Fruity Friday and our featured fruit is the banana. You won't find any banana trees growing wild in Canada; bananas are grown in tropical climates. Bananas are great for a quick snack and come in their own convenient package. They are packed with potassium, which is very important for keeping you healthy.</p> |
| <p>Cantaloupe</p>  | <p>Today is Fruity Friday and our featured fruit is the catchy cantaloupe. Cantaloupe is great for your body and can be grown right in your back yard. It is juicy and sweet and is very high in vitamin A. Vitamin A has many functions in your body. One important function of vitamin A is that it helps your eyes see normally in the dark and helps your eyes adjust to lower levels of light. So put away that flashlight and cut open a cantaloupe.</p> |
| <p>Grapefruit</p>  | <p>Today is Fruity Friday and our featured fruit is the grand grapefruit. Grapefruit grow in warmer countries. You may make a funny face when you take a bite of this exotic and somewhat sour fruit, but that's no reason to avoid trying it. Grapefruit are high in vitamin C. One of the benefits of vitamin C is that it helps hold your muscles, bones and other tissues together.</p> |
| <p>Grapes</p>  | <p>Today is Fruity Friday and our featured fruit is the gracious grape. Ontario is home to many vineyards, which produce a variety of grapes. Depending on the variety of the grape, the taste will vary. Some grapes are sweeter than others. The vitamin C in grapes helps make and fix red blood cells, bones and other tissue.</p> |
| <p>Honeydew Melon</p>  | <p>Today is Fruity Friday and our featured fruit is the honeydew melon. Honeydew melon is a refreshing treat in the hot summer. Honeydew can not only quench your thirst but also provide folate, which plays an important role in making healthy new cells in your body.</p> |



| Fruit | PA Announcement |
|--|---|
| <p>Kiwifruit</p>  | <p>Today is Fruity Friday and our featured fruit is the quirky kiwi. Kiwifruit is small and oval and has a fuzzy outer skin. But do not let its size fool you. This small fruit holds a lot of benefits for your body. It's very high in vitamin C, which helps protect you from bruising and helps your body absorb iron. Iron is an important part of your blood and helps to carry oxygen to every cell in your body.</p> |
| <p>Nectarines</p>  | <p>Today is Fruity Friday and our featured fruit is the nutritious nectarine. Nectarines are another great tasting fruit grown right here in Ontario and are available in September. Nectarines are packed with vitamin A. Vitamin A helps our bodies make healthy cells and tissues.</p> |
| <p>Oranges</p>  | <p>Today is Fruity Friday and our featured fruit is the outrageous orange. Here is a brainteaser: was the orange named after the colour or was the colour named after the fruit? Whatever the answer, these fruits are delicious and, as most people know, are very high in vitamin C. But did you know they also contain potassium. Potassium is very important for keeping you healthy.</p> |
| <p>Peaches</p>  | <p>Today is Fruity Friday and we are pining for peaches. Peaches are fuzzy and fun to eat. Ontario farmers grow some tasty peaches that are a source of vitamin C. This vitamin helps keep your gums healthy. That's great news for your teeth!</p> |
| <p>Pears</p>  | <p>Today is Fruity Friday and our featured fruit is the princely pear. Pears are grown right here in our own province. They are a scrumptious, juicy snack and a high source of fibre. Fibre helps lower the bad cholesterol in your blood helping your heart stay healthy.</p> |
| <p>Pineapples</p>  | <p>Today is Fruity Friday and our featured fruit is the popular pineapple. You won't find any pineapples growing naturally around here. They are a tropical fruit. As you bite into the ripe fleshy yellow inside of this fruit, you will experience a burst of sweet sugary flavour. But it is not only a sugary treat, it's also a source of potassium, which is how your body sends signals to your muscles to move. So go ahead and flex those muscles.</p> |



| Fruit | PA Announcement |
|--|--|
| <p data-bbox="285 279 378 310">Plums</p>  | <p data-bbox="651 283 1511 499">Today is Fruity Friday and our featured fruit is the punchy plum. Plums are an excellent tree fruit that can be used in many ways for snacks and family meals. This fruit is good for canning, freezing and preserving into jams and jellies. This fruit, which can grow in Ontario, is a source of vitamin C. Vitamin C helps your body heal cuts and scrapes.</p> |
| <p data-bbox="285 539 483 611">Saucy Strawberries</p>  | <p data-bbox="651 543 1521 760">Today is Fruity Friday and our featured fruit is the spectacular strawberry. Strawberries can be grown right in your own backyard and are a great bite-sized snack. Strawberries, like many other fruits, are high in vitamin C. One of the most important benefits of vitamin C is that it helps to keep your immune system healthy. A healthy immune system will fight off infections and protect you from getting sick.</p> |

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Adapted from materials produced by City of Hamilton Public Health and Community Services Department, Toronto Public Health and Regional Niagara Public Health Department



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***Paint your plate.
Create a masterpiece.***



4.1 Introduction

Do you have to remind students to do something more than once? Of course you do. Learning to eat well is no different than learning other healthy habits that take practice and frequent reminders. Students are more likely to adopt healthy eating behaviours if they hear the same healthy eating message... over and over!

School community members and parents can partner to help students learn to eat more vegetables and fruit. Schools can share healthy eating tips and involve parents in the *Paint Your Plate!* Challenge. Parents can pack plenty of vegetables and fruit in their children's lunches and send healthier choices for classroom birthday celebrations, such as fruit kabobs instead of donuts.

Vegetables and Fruit... Share the Message with Parents!

Create awareness in the school and in the home by running a school-wide *Paint Your Plate!* campaign. Follow the rule of '6s': People need to hear a message six times in six different ways to really get it. Try to reach children within the same timeframe in the classroom, in the school and in the home with messages about the importance of vegetables and fruit. Coordinate your efforts in each area and aim to do six of the following activities at the same time:

- Display colourful vegetables and fruit posters in the halls, in each classroom, at the entrance to the school.
- Post a sign at the entrance to make visitors aware that the school is running a *Paint Your Plate!* campaign.
- Display vegetable and fruit brochures and fact sheets at the main entrance and send copies home with students.
- Advertise the campaign when you answer the school phone, eg, 'Hello. It's *Paint Your Plate!* with vegetables and fruit at Sunnyside School'.
- Send a letter to the media to promote the activities. This is especially useful if you have a special event and a guest speaker that would offer a good photo opportunity, eg, the vegetables and fruit class celebration for the winners of the *Paint Your Plate!* Challenge. Take pictures of the event and share with the media or include in a school scrapbook or yearbook.
- Promote the campaign to the school board and share your successes at principals' meetings.
- Have students read a vegetable and fruit morning announcement each day.
- Have each teacher provide healthy eating education lessons on the benefits of eating and ways to eat more vegetables and fruit prior to the *Paint Your Plate!* Challenge. Stress the skills that students need to learn. Offer an activity that involves parents, eg, give a homework assignment about healthy eating for students to complete with their parents. Provide tracking sheets so parents can record their servings of vegetables and fruit for the *Paint Your Plate!* Challenge.
- To help teachers feel comfortable with the campaign materials and tools, have a registered dietitian offer a mini-workshop for teachers focusing on the theme to launch the campaign.
- Educate and involve parents by providing them with practical tips and ideas, eg, fast and easy ways to include more vegetables and fruit in packed lunches.
- Give students the opportunity to choose more vegetables and fruit, eg, add baby carrots or sliced celery sticks to the 'special food' day menu.

4.2 School Morning Announcements

Consider promoting vegetables and fruit by running a weekly healthy eating morning announcement. The seasonal series below helps schools to promote vegetables and fruit throughout the school year.

| Season | Morning Announcement |
|--------------------|---|
| <p>Fall</p> | <p>Want to start your school year in a healthy way? Aim to eat at least five or six servings of vegetables and fruit every day. What's a serving you ask? Crunch a juicy apple, munch on a handful of baby carrots or yummy grapes, eat a cup of salad greens, or enjoy a small glass of 100 per cent unsweetened fruit juice. Vegetables and fruit are filled with vitamins and minerals that help your body to grow and your brain to learn. <i>Paint Your Plate!</i> with vegetables and fruit!</p> |
| | <p>Have you ever wondered why apples float? Apples float because they contain 25 per cent air. Apples also contain fibre. It is important to eat at least five or six servings of vegetables and fruit daily to reach your fibre needs. You need fibre because it helps keep your blood healthy and gives your digestive system a workout! <i>Paint Your Plate!</i> with vegetables and fruit!</p> |
| | <p>Did you know that most children are not eating enough vegetables and fruit that they need to be healthy and active? Instead, many children eat chocolate bars, chips and pop. All foods can fit into a healthy diet, but some can be too high in sugar, fat or salt and should be eaten only sometimes. Try eating vegetables and fruit at every meal and snack and keep the 'sometimes' foods for a special treat! <i>Paint Your Plate!</i> with vegetables and fruit!</p> |
| | <p>Did you know that champion pumpkins today can weigh over 363 kg? That's as big as a grizzly bear! These pumpkins grow almost 7 kg each day. Your body does not grow that fast, but you do grow every day even into your 20s. Make sure that you grow healthy and strong by following <i>Canada's Food Guide</i>, including eating at least five or six servings of vegetables and fruit every day. <i>Paint Your Plate!</i> with vegetables and fruit!</p> |
| | <p>Did you know that early settlers in North America made grey paint by boiling blueberries and milk together? Well, you would not want to snack on that but, eaten separately, blueberries and milk make a great snack. For breakfast, ask mom to throw a handful of blueberries into pancakes or muffins or enjoy blueberries on your cereal. This adds a colourful start to your day and puts you well on your way to getting enough vegetables and fruit. <i>Paint Your Plate!</i> with vegetables and fruit!</p> |
| | <p>Did you know that green peppers have twice as much vitamin C as oranges? Red and yellow peppers have four times more vitamin C than oranges. Vegetables and fruit are a great source of vitamin C. Vitamin C may help protect the cells in your body from cancer, colds and infection. Choose at least five or six servings of vegetables and fruit each day to be sure you get enough vitamin C. <i>Paint Your Plate!</i> with vegetables and fruit!</p> |



Season**Morning Announcement (cont'd)****Winter**

Did you know that bananas are eaten more than any other fruit in the world? There are over 500 different types of bananas in the world. If you eat a different kind every day, it could still take you almost a year and a half to try every banana. Enjoy them at meals or for a quick snack on the run. One of the tastiest ways to enjoy bananas is in a fruit smoothie. Blend one banana, a small container of yogurt, and a ½ glass of 100 per cent unsweetened orange juice for a lip-smacking drink! *Paint Your Plate!* with vegetables and fruit!

Which do you think is the healthiest? Peeled baby carrots or regular ones? Baby carrots pack the same nutritional punch as the bigger version. Both are an excellent source of beta carotene and vitamin A, which are good for your eyes, skin and growing bones. Do you have some carrots in your lunch today? *Paint Your Plate!* with vegetables and fruit!

Did you know that a clementine orange has been called the 'zipper orange' because it is so easy to peel? Clementine oranges are a good source of vitamin C. Vitamin C keeps your bones, teeth and gums healthy and it helps your body to fight infections, such as colds. Kiwis, strawberries, cantaloupe also have vitamin C. Pack a couple of clementine oranges in your lunch for a fast and tasty mid-morning snack. *Paint Your Plate!* with vegetables and fruit!

Did you know that a pineapple can weigh up to 9 kg? Pineapples are part of a healthy diet and are full of vitamins and minerals. In the winter, try juicy canned pineapple – in spears or chunks. Ask your mom or dad to buy canned pineapple packed in its own juice, not in sugar syrup. Eating less sugar helps to keep your teeth healthy. Are you eating enough vegetables and fruit? *Paint Your Plate!* with vegetables and fruit!

Which food group has all the colours of health? It's Vegetables and Fruit! These nutritious foods come in a rainbow of colours. Try to eat vegetables and fruit from the five colour groups every day to keep your heart healthy. Go for green peas or beans, yellow-orange squash or peaches, red peppers or pink grapefruit, blueberries, green peppers and white cauliflower or pears. How many colours can you add to your meals and snacks? *Paint Your Plate!* with vegetables and fruit!

Are you looking for a way to make lunch more interesting? Colour theme your lunch. Select a colour and only pack items that are that colour. Here's how it works.... For an outrageous orange lunch, choose a cheese pita pocket, orange pepper slices and carrot sticks, peach yogurt and a carton of 100 per cent unsweetened orange juice. *Paint Your Plate!* with vegetables and fruit!

Do you like being fooled ... tricked ... taken? Snacks such as Fruit Roll-ups®, Fruit Snacks® and Fruit by the Foot® are candy in disguise. They may contain a very small amount of fruit, but not enough to count. Instead, we are eating sugar, artificial flavours and colours, and preservatives. Don't be fooled by fancy packaging with pictures of fruit and words such as 'real fruit' on the label. Know what you are eating. Enjoy fruit everyday, and save the candy for a special 'sometimes' treat. *Paint Your Plate!* with vegetables and fruit!



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Create a masterpiece.**

Paint Your Plate! Create a Masterpiece
Vegetables and Fruit Action Guide for Schools
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| Season | Morning Announcement (cont'd) |
|----------------------------------|--|
| <p><i>Spring/ Summer</i></p> | <p>Did you know that a strawberry has about 200 seeds and that they are the only fruit that have their seeds on the outside? Strawberries are a great source of vitamins and minerals, including vitamin C. Strawberries make a delicious and healthy snack, and can be served plain or on top of cereal or yogurt. <i>Paint Your Plate!</i> with vegetables and fruit!</p> |
| | <p>Don't like cooked veggies? No problem. You do not have to be a master chef to enjoy vegetables and fruit each day. Instead, pack raw veggies and fresh fruit in your lunch for easy snacking. Many veggies and fruit taste great with a yummy dip or dressing on top. Use low-fat ranch dip for baby carrots, celery sticks or cucumber slices. For dessert, nothing beats berries, bananas or apple slices dipped into tangy yogurt or creamy chocolate pudding. <i>Paint Your Plate!</i> with vegetables and fruit!</p> |
| | <p>Have you enjoyed a tomato lately? Tomatoes are the third most popular vegetable in Canada after potatoes and lettuce. Eat tomatoes in ketchup, pasta sauces and soups. Layer them with other veggies like lettuce or cucumber on a ham and cheese sandwich. Pack a few cherry or grape tomatoes in your lunch for a juicy burst of flavour. Do you have a tomato in your lunch today? <i>Paint Your Plate!</i> with vegetables and fruit!</p> |
| | <p>Which fruit is 88 per cent water and chockfull of nutrients? Watermelon ... the perfect treat on a hot summer day. Watermelon is an excellent source of both vitamins A and C. So eat ... or drink up! <i>Paint Your Plate!</i> with vegetables and fruit!</p> |

References

Colour It Up... Go for More Vegetables and Fruit. 2007. Leader's Guide. Nutrition Resource Centre. Toronto, Ontario.

Canadian Produce Marketing Association. Available at: www.cpma.ca

Adapted from materials produced by City of Hamilton Public Health and Community Services Department, Toronto Public Health and Regional Niagara Public Health Department



4.3 Report Card/Mini Newsletter Inserts

Promote vegetables and fruit by including the following inserts with report cards or mini newsletters throughout the year.

Do you Paint Your Plate! with vegetables and fruit?

Most Canadians are encouraged to eat five to 10 servings of vegetables and fruit each day, but many children and adults do not eat this much.

Help your children to enjoy more veggies and fruit by offering kid friendly favourites – sweet, cold, crisp, raw, fresh juicy and easy to manage.



Paint Your Plate! ... Are your children getting enough vegetables and fruit?

Children are more likely to eat two halves or four quarter pieces of fruit than one whole piece, especially oranges which can be a hassle to peel and pears which may be too big for small hands to hold.

Offer veggies and fruit sliced, chopped or diced for an enticing after school snack.



Paint Your Plate! ...
Are your children getting enough vegetables and fruit?

Children who eat a lot of veggies and fruit when they are young tend to continue this eating habit when they're adults.

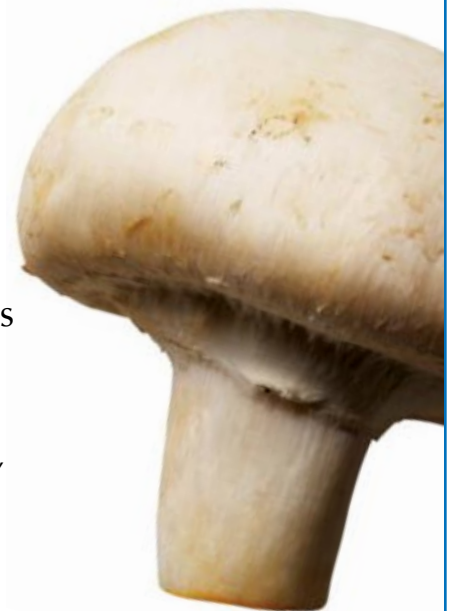
You can help – pack school lunches with portable fruits such as apples, pears, bananas, clementines, or individual servings of unsweetened applesauce.



Paint Your Plate! ...
Are your children getting enough vegetables and fruit?

You might puzzle over how to get your children to eat more of these nutritious foods. One way is to be a great role model by eating plenty of veggies and fruit yourself!

Children are more likely to eat a disliked vegetable or fruit when they see one of their friends or family members eating it.

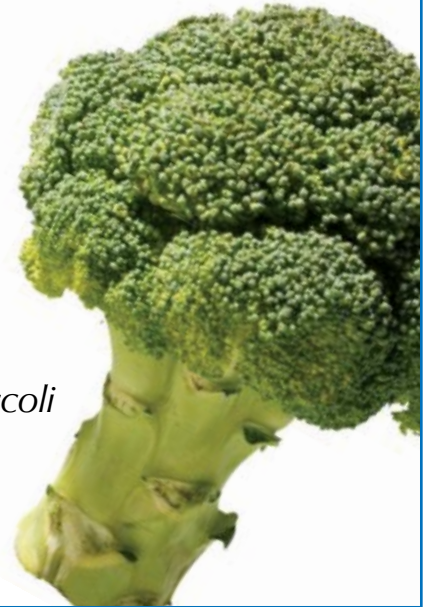


Paint Your Plate! ...

Are your children getting enough vegetables and fruit?

Serve bite-sized vegetables with a nutritious dip such as hummus, bean dip or yogurt.

Try baby carrots, cherry tomatoes, celery sticks, bell pepper strips, zucchini or cucumber slices, and broccoli or cauliflower trees.



Paint Your Plate! ...

Are your children getting enough vegetables and fruit?

Blast off with a breakfast that features veggies and fruit.

Toss fresh, canned or dried fruit onto hot or cold cereals. Add sliced or grated vegetables to breakfast sandwiches or eggs. Zap a slice of leftover vegetable pizza for a tasty morning treat.



Paint Your Plate! ...

Are your children getting enough vegetables and fruit?

All vegetables and fruit are healthy choices – any colour, shape, texture. Enjoy them fresh, frozen, canned or dried. Serve them raw, cooked, steamed, boiled, microwaved, stir-fried or roasted.

Try to include different coloured vegetables and fruit at every meal and snack.



Paint Your Plate! ...

Are your children getting enough vegetables and fruit?

Are you worried about the nutritional value of canned or frozen vegetables and fruit? They are just as nutritious as fresh because the vegetable or fruit is picked at its peak ripeness, and nutrients are 'locked in' when the produce is frozen or canned.

Choose plain frozen vegetables and avoid ones packed in rich sauces. Canned vegetables contain added salt, so look for brands that have 'No Added Salt.' Buy canned fruit that is packed in its own juice or water, and avoid ones packed in sugar syrup.



4.4 School Newsletter Inserts

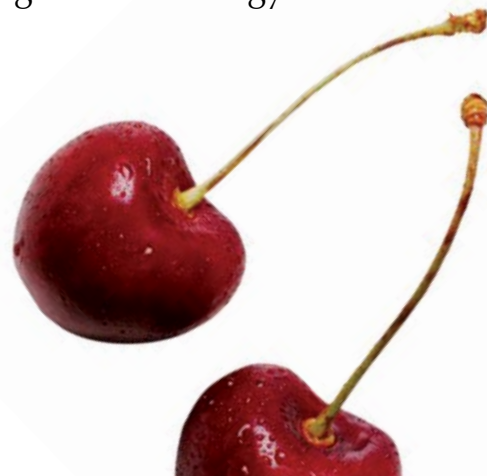
Another approach to increase vegetables and fruit intake by students and their families is to include the following newsletter inserts with your school newsletter.

Liven Up Lunch!

It's that time of year again! With children heading back to school, parents are again faced with the important question: what's for lunch? Since many Canadian children are not eating the recommended number of vegetables and fruit, make these foods a key group when preparing lunches and snacks. Vegetables and fruit are packed with fibre, vitamins and minerals.

You can help your child to eat more vegetables and fruit by making them fun and easy to eat. Think variety in colours, shapes and textures!

- Always pack carrot, cucumber, celery or zucchini sticks. Add a mini-container of lower fat ranch dressing or hummus for an easy and tasty dip children love.
- Add 125 mL (1/2 cup) shredded carrots or finely chopped red or green peppers to tuna or egg salad sandwich mixtures.
- Stuff a whole wheat pita with apple slices, lower-fat shredded cheese and romaine lettuce.
- Include at least two servings of easy-to-eat fruit in every lunch, eg, grapes, apples, pears, bananas, peaches, melon chunks. Between meals, children need snacks to give them energy and help them to concentrate.



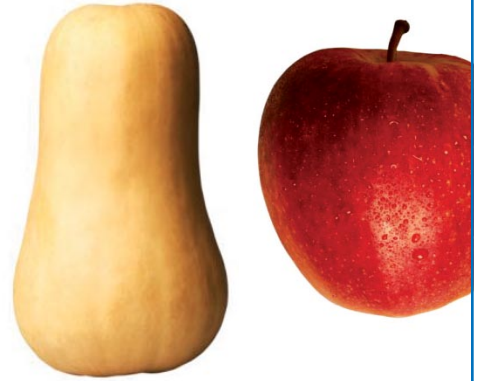
Add Dash to Dinner!

Fall is the perfect time of year to feature a new vegetable or fruit on your menu. Try this nutrient-packed curried butternut squash and apple soup recipe for dinner tonight.

Curried Butternut Squash and Apple Soup

Ingredients:

| | |
|-----------------|--|
| 125 mL (½ cup) | margarine |
| 500 mL | (2 cups) onion, chopped |
| 1 | celery stalk, chopped |
| 20 mL (4 tsp) | curry powder |
| 2 medium | butternut squash peeled, seeded, and cut into 1" cubes |
| 3 medium | apples, peeled, cored, and chopped |
| 750 mL (3 cups) | water (chicken stock or vegetable broth) |
| 250 mL (1 cup) | apple cider |



Preparation:

1. In a saucepan, combine onions, celery, margarine and curry powder. Cover and cook over low heat until vegetables are tender.
2. Add cubed squash, chopped apples, and liquid (water, stock or broth) and bring to a boil. Reduce heat and simmer 20 to 30 minutes or until squash and apples are cooked thoroughly. Strain liquid and set aside.
3. Purée the apple-squash mixture with one cup of the strained liquid. Add cider and remaining liquid to reach desired consistency.
4. Season to taste with salt, pepper. Garnish with grated apple, yogurt or low-fat sour cream.

Makes 8 to 10 servings.

For more seasonal recipes, visit Foodland Ontario's website at www.foodland.gov.on.ca/recipes.html.



A Lifetime Habit

Most people know that vegetables and fruit are good for you. The fact is, eating plenty of vegetables and fruit is a key dietary change needed to improve health and reduce the risk of disease.

Start your children off on the right path. A lifetime habit of eating plenty of servings of vegetables and fruit can help protect against:

- *heart disease,*
- *some forms of cancer,*
- *overweight and obesity, and*
- *constipation.*

Unfortunately, many children do not eat enough vegetables and fruit needed to grow, play, learn and stay healthy. They need a wide variety of nutritious foods every day including whole grain breads and cereals, legumes, milk and alternatives, lean meats and alternatives, but it's also important to paint their plate with plenty of colourful veggies and fruit!

For more seasonal recipes, visit Foodland Ontario's website at www.foodland.gov.on.ca/recipes.html.



Meal Appeal!

Are you looking for easy and tasty ways to add meal appeal to vegetables and fruit? Try the following ideas to liven up your veggie side dishes:

- Add fresh herbs (eg, thyme, tarragon, rosemary, dill, parsley or basil).
- Toss with a low-fat vinaigrette salad dressing, lemon juice or grated orange peel.
- Serve with a side of salsa.
- Toss with grated parmesan cheese.
- Add raisins, toasted sliced almonds or pine nuts.
- Mix equal parts of honey and lemon juice - about 30 mL (2 Tbsp) of each. Add to cooked, drained vegetables, such as carrots, broccoli or green beans. Heat over medium until glazed - about two minutes.
- Add a sprinkle of brown sugar, orange juice, nutmeg and cinnamon to mashed squash, sweet potatoes or canned pureed pumpkin.



Reference

North Carolina 5 A Day. [Nutrient Information, Preparation Tips, and Recipes for Fruits and Vegetables](http://www.nc5aday.com/recipes.htm). Available at: www.nc5aday.com/recipes.htm. Accessed May 2006.



4.5 Recipes

Help to reinforce the healthy eating messages learned in the classroom and in the school by sending home quick, fun and nutritious recipes for parents/guardians to prepare with their children. Send recipes home with the school newsletter, report cards or any other communications pieces. These recipes will help paint their plates with vegetables and fruit.

Out of This Whirled Shake

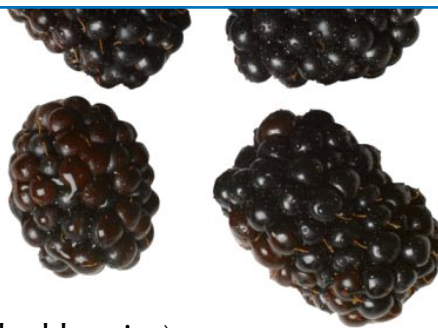
Ingredients:

| | |
|------------------|---|
| 1/2 | banana, peeled and sliced |
| 250 mL (1 cup) | unsweetened frozen berries (strawberries, blueberries, blackberries) |
| 125 mL (1/2 cup) | low-fat (1 per cent) milk or soft tofu |
| 125 mL (1/2 cup) | frozen 100 per cent unsweetened orange juice concentrate |

Preparation:

1. Place all ingredients in a blender container. Cover tightly.
2. Blend until smooth. If mixture is too thick, add 1/2 cup cold water and blend again.
3. Pour into 2 glasses and serve.

Makes 2 servings.



Sesame Chicken with Peppers and Snow Peas

Ingredients:

| | |
|-----------------|--|
| 15 mL (1 tbsp) | sesame seeds |
| | non-stick cooking spray |
| 0.5 kg (1 lb) | boneless, skinless chicken breasts, cut into strips |
| 500 mL (2 cups) | snow peas, trimmed |
| 1 each | medium red and green bell pepper, cubed |
| 45 mL (3 tbsp) | low-sodium soy sauce |
| 30 mL (2 tbsp) | water |
| 7 mL (1 ½ tsp) | brown sugar |
| 1 mL (¼ tsp) | ground ginger |
| 2 | green onions, sliced |



Preparation:

1. Place sesame seeds in a large non-stick skillet; cook for 2 minutes over medium-high heat until lightly browned.
2. Remove from skillet and set aside.
3. Spray same skillet with non-stick cooking spray.
4. Add chicken; cook for 10 minutes or until chicken is cooked through.
5. Add snow peas and bell peppers; stir-fry for 3 to 4 minutes, until vegetables are tender-crisp.
6. In a small bowl, combine soy sauce, water, brown sugar and ginger; add to skillet.
7. Cook for 5 minutes over medium-high heat.
8. Sprinkle with green onions and serve.

Makes 4 servings.



Chicken Tortas

Ingredients:

| | |
|------------------|---------------------------------------|
| 500 mL (2 cups) | chicken, cooked, shredded |
| 5 mL (1 tsp) | chili powder |
| 500 mL (2 cups) | prepared fresh salsa |
| 500 mL (2 cups) | romaine lettuce, shredded |
| 2 | thin white onion slices |
| 125 mL (1/2 cup) | shredded low-fat Monterey Jack cheese |
| 4 | French rolls, cut in half lengthwise |
| 2 | radishes, sliced |



Preparation:

1. In a medium bowl, combine chicken, chili powder and salsa.
2. In a second bowl, combine lettuce, onion, radishes and cheese.
3. Place equal amounts of chicken and lettuce mixtures inside of each roll.
4. Spoon 60 mL (1/4 cup) fresh salsa over lettuce and close sandwich.

Makes 4 servings.



Piazza's Powerhouse Pizza

Ingredients:

| | |
|---------------------|------------------------------------|
| 4 | whole wheat pita breads |
| 60 mL (1/4 cup) | spaghetti sauce or pizza sauce |
| 1 mL (1/4 tsp) | dried oregano |
| 250 mL (1 cup) | red or green bell pepper, chopped |
| 375 mL (1 1/2 cups) | canned* pineapple chunks, drained |
| 75 mL (1/3 cup) | lean ham, chopped |
| 175 mL (3/4 cup) | lower-fat cheddar cheese, shredded |

* packed in 100 per cent unsweetened fruit juice or water

Preparation:

1. Heat oven to 200°C (400 °F).
2. Place pita breads on baking sheet. Spread each pita with 15 mL (1 tablespoon) spaghetti sauce. Sprinkle with oregano.
3. Top each pita with pepper, pineapple, ham and cheese.
4. Bake until hot and cheese bubbles, about 5 minutes.
5. Remove pizzas from baking sheet. Place each pizza on a dinner plate and serve.

Makes 4 servings.



Olympian Fruit Freezees

Ingredients:

| | |
|-----------------|----------------------------------|
| 250 mL (1 cup) | non-fat lemon yogurt |
| 500 mL (2 cups) | seedless watermelon, cubed |
| 1 pint | fresh strawberries, tops removed |
| 1 medium | banana, peeled and sliced |
| 8 | paper cups |
| 8 | plastic spoons |



Preparation:

1. Place yogurt and fruit in a blender container. Cover tightly.
2. Blend until smooth. Pour into paper cups.
3. Freeze until thick and slushy, about 1 hour. Insert one spoon, handle up, into each cup of frozen fruit mixture. Return to freezer and freeze until solid, at least 2 hours.
4. To serve, remove from freezer and let sit for about 10 minutes. Peel paper cup off each treat and eat, holding the spoon as a handle.

Makes 8 servings.



*Paint your plate.
Create a masterpiece.*

Reference

North Carolina 5 A Day. Nutrient Information, Preparation Tips, and Recipes for Fruits and Vegetables. Available at: www.nc5aday.com/recipes.htm. Accessed May 2006.



4.6 *Parent Handouts*

Throughout the school year, help to encourage vegetable and fruit consumption at home and in the community by sending home parent handouts to help educate and remind parents about healthy eating and to reinforce healthy eating messages in the classroom and in the school.

Parent Handouts:

Paint Your Plate!... at Breakfast

Paint Your Plate!... at Lunch

Paint Your Plate!... at Dinner

Tips for Getting Children to Eat More Vegetables and Fruit

Vegetables and Fruit Price Comparison

Eat Vegetables and Fruit Throughout the Day



Paint Your Plate!... at Breakfast

You can help your children eat at least five or six servings of vegetables and fruit daily when you keep these foods in sight and easy to eat. Try the following tips to include veggies and fruit in the all-important breakfast meal:

- Serve a variety of 100 per cent unsweetened fruit juice or 100 per cent fruit juice blends, eg, apple, grapefruit, cranberry, orange, berry or prune. Limit serving sizes to 125 to 250 mL (½ to 1 cup) portions. Try to include a serving of whole fruit as well as juice.
- Offer colourful fresh fruit in season – chopped the night before to save time.
- Top whole grain cereal with sliced bananas, kiwi or fresh berries. Toss dried fruit like raisins and apricots on hot oatmeal.
- Top fresh cut-up fruit or canned fruit (packed in its own juice or water) with French vanilla yogurt.
- Have washed fresh fruit such as apples, peaches and plums in a bowl near the door for children to grab on the way out.
- Add fresh or frozen berries or mashed bananas to pancake batter or top pancakes and waffles with sliced peaches or fresh berries.
- Top half a whole grain bagel with apple slices, a sprinkle of cinnamon and a slice of low-fat cheese. Broil until the cheese melts.
- Spread peanut butter on a slice of whole wheat toast. Heat half a banana in the microwave for 30 seconds. Mash the banana with a fork and spread on top.
- Shake up the morning with a breakfast fruit smoothie. Mix 250 mL (1 cup) of fresh, frozen or canned fruit with 125 mL (½ cup) low-fat yogurt and 125 mL (½ cup) 100 per cent unsweetened fruit juice in a blender. Drink up and smile.
- Add frozen or fresh vegetables such as bell peppers, broccoli, spinach, mushrooms or tomatoes to your eggs and omelettes.



A Food Guide serving of vegetables or fruit is equal to:

- 1 medium fresh vegetable or fruit,
- 250 mL (1 cup) salad, or raw leafy vegetables,
- 125 mL (½ cup) cooked leafy vegetables,
- 125 mL (½ cup) cut up raw, cooked, frozen or canned vegetables or fruit,
- 60 mL (¼ cup) dried fruit, or
- 125 mL (½ cup) 100 per cent unsweetened vegetable or fruit juice.

References

Colour It Up... Go for More Vegetables and Fruit. 2007. Leader's Guide. Nutrition Resource Centre. Toronto, Ontario.

Canadian Produce Marketing Association. Available at: www.cpma.ca

Adapted from materials produced by City of Hamilton Public Health and Community Services Department, Toronto Public Health and Regional Niagara Public Health Department



Paint Your Plate!... at Lunch

Parents, do not let your children leave home without them! Veggies and fruit, that is. Pack lunches that include at least two servings of vegetables and fruit for lunch and another two servings of vegetables and fruit for snacks. Use the following ideas to help your children paint their plate at school:

- Keep the fridge and cupboards stocked with easy-to-pack choices such as apples, pears, bananas, clementines, canned fruit cups, baby carrots, cherry tomatoes, dried fruit, grapes and 100 per cent unsweetened juice boxes.
- Send assorted veggies (eg, carrot sticks, red or green pepper strips, florets of broccoli or cauliflower, mushroom caps) with a tasty dip such as a low-fat creamy salad dressing.
- Apples, pears and berries are also great for dipping. For a fast and tasty dip use a low-fat fruit-flavoured yogurt or milk pudding.
- Make a nutritious snack with pretzels, nuts, whole grain cereal and dried fruit such as raisins, apricots, figs or prunes. Check if your school has a nut allergy policy before sending.
- Send a container of tomato-packed salsa with baked tortilla chips for tasty snacking.
- Send a frozen fruit smoothie. Blend whole fruit, yogurt, skim milk and ice cubes. Freeze overnight and pack in lunches the next morning. Send vegetable, tomato or minestrone soup if your child's school has a microwave. Include a whole grain roll and add grated cheese for a tasty garnish.
- Keep a fridge shelf stocked with ready-to-go choices that are easy for a child to pack. Train your children to always add vegetables (eg, carrot, cucumber, celery or zucchini sticks) and fruit (eg, grapes, a banana or a canned fruit cup) for dessert.



- Pack sliced tomatoes, cucumbers and dark leafy greens in a separate container to keep sandwiches from getting soggy.
- Stuff a whole wheat pita pocket with apple slices, low-fat shredded cheese and romaine lettuce.
- If having lunch at home, fill a whole wheat pita pocket with peanut butter, banana slices and a handful of broccoli sprouts. For a change of pace, enjoy a peanut butter and banana sandwich on raisin bread.

A Food Guide serving of vegetables or fruit is equal to:

- 1 medium fresh vegetable or fruit,
- 250 mL (1 cup) salad, or raw leafy vegetables,
- 125 mL (½ cup) cooked leafy vegetables,
- 125 mL (½ cup) cut up raw, cooked, frozen or canned vegetables or fruit,
- 60 mL (¼ cup) dried fruit, or
- 125 mL (½ cup) 100 per cent unsweetened vegetable or fruit juice.

References

Colour It Up... Go for More Vegetables and Fruit. 2007. Leader's Guide. Nutrition Resource Centre. Toronto, Ontario.

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Paint Your Plate!... at Dinner

You know that veggies and fruit are good for you. For good health, Canada's Food Guide recommends you eat four to 10 servings of veggies and fruit every day depending on your age.

Here are some ways you can get an extra serving at dinner:

- Aim to have at least half of the dinner plate covered with vegetables.
- Serve soup - tomato, vegetable, minestrone.
- Save time with salad-in-a-bag. Remember to wash it before serving.
- Instead of serving fries, dip slices of sweet potatoes in a mixture of egg whites and nutmeg and bake on a lightly greased pan in a 425° oven for 20 minutes for tasty sweet potato fries.
- Add salad sides - bean, coleslaw or leafy green are all great.
- Offer jazzy juice cubes for a fun snack or easy dessert. Freeze colourful 100 per cent unsweetened fruit juice or 100 per cent fruit juice blends in an ice cube tray and pop out as needed.
- Stir fry peppers, sugar snap peas, broccoli and cauliflower and serve with brown rice, whole grain bulgur or couscous. Add fruits such as raisins, pineapple, mango or kiwi for a tasty twist.
- Get grilling! Use firm, ripe produce such as eggplant, leeks, green and red peppers, mushrooms, squash or corn on the cob. To prevent sticking, lightly baste with vegetable oil or a non-stick spray.
- Top your homemade pizza with zucchini or squash slices, mushrooms, onions, green or red pepper strips, marinated artichoke hearts, broccoli florets, shredded carrots, fresh tomato slices, chopped spinach, or even fruit, like pineapple.
- Add extra fresh or frozen veggies to your favourite spaghetti sauce, chili, lasagna, casserole or stew.



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Create a masterpiece.***

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- Extend lean ground beef in meatloaf or shepherd's pie by adding finely chopped veggies such as carrots, peppers, onion, celery and mushrooms.
- Go Mexican! Serve lots of shredded carrots, cabbage, lettuce, chopped tomatoes and green and red pepper strips with tacos, burritos or fajitas.
- Add chopped broccoli, carrots or frozen mixed veggies to cooked rice or pasta, including macaroni and cheese. Serve hot or cold.
- Microwave vegetables for an easy side dish.
- Try a black bean, corn and bell pepper salad seasoned with cilantro and balsamic vinegar.
- Toss a handful of beans on your salad or, if you have a sweet tooth, add chopped apples, raisins or dried cranberries.
- Try vegetable instead of meat lasagna or add vegetables to your meat sauce.

A Food Guide serving of vegetables or fruit is equal to:

- 1 medium fresh vegetable or fruit,
- 250 mL (1 cup) salad, or raw leafy vegetables,
- 125 mL (½ cup) cooked leafy vegetables,
- 125 mL (½ cup) cut up raw, cooked, frozen or canned vegetables or fruit,
- 60 mL (¼ cup) dried fruit, or
- 125 mL (½ cup) 100 per cent unsweetened vegetable or fruit juice.

References

Colour It Up... Go for More Vegetables and Fruit. 2007. Leader's Guide. Nutrition Resource Centre. Toronto, Ontario.

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Tips for Getting Children to Eat More Vegetables and Fruit

The following tips offer a number of tried and true techniques for getting children to eat more vegetables and fruit.

Trying is believing. It may take two, three or even 10 tries before a child gets used to the taste of a new item. Offer small servings of a new vegetable or fruit and encourage your child try one bite. Don't give up if your child does not like it immediately.

Seeing is believing. Children learn by watching others. Parents play a key role in encouraging children to eat vegetables and fruit. Be a positive role model by sharing your enjoyment of vegetables and fruit... then watch your children mimic your actions and words. For example, the next time you take a bite of sweet potato, comment on how you love the texture and taste.

Offer choices. Children value independence and will accept foods if given the opportunity to make a choice. Offer two or three vegetables at dinner and let children decide which ones and how much they will eat. For example, offer sliced oranges or bananas at breakfast to involve children in decisions or let your child choose from baby carrots, grape tomatoes, or celery sticks for lunch. They will feel that their opinions matter.

Make it easy. Anyone can be tempted by unhealthy choices when hungry. Children are no different, so place veggies and fruit in easy-to-find spots for those after-school refrigerator raids. Keep a large basket or bowl with fresh fruit on the kitchen counter or table. Have 'grab and go' snacks in small plastic bags (eg, cut up raw vegetables, peeled and segmented oranges, seedless grapes, etc.) ready and waiting in your refrigerator.



Make it fun. Involve and entertain children to make eating vegetables and fruit more exciting. Let children make their own fruit kabobs or arrange them in funny shapes on their plate. Use assorted dips to make them enticing. Involve children at the grocery store and let them pick their favourite vegetables and fruit, or suggest new ones to try.

Crunchy and sweet cannot be beat. There's no doubt about it—children love bite-size pieces of vegetables and fruit. Crunchy, raw vegetables with dip are always a hit, and sweet pieces of ready-to-eat fruit make great snacks. So if your eight-year old won't eat steamed broccoli, try offering raw broccoli florets with a low fat dressing for dip. Chances are, it will be gobbled up!

Children like to eat what they make. Children are more likely to try something they've helped prepare. To get your children interested in making vegetables and fruit recipes, have them help find recipes to try. Once they find a recipe they want to try, have them develop a shopping list. At the supermarket they can have fun hunting for the vegetables and fruit needed for the recipe. Back at home, the fun of preparing the recipe will only be surpassed by the excitement of trying it.

Add vegetables and fruit to favourite foods. Adding vegetables and fruit to favourite foods is an easy way to get a child to eat more vegetables and fruit. Put sliced bananas on top of cereal. Add slices of green and red pepper to cheese pizza. Make strawberry milk shakes with frozen strawberries, low fat frozen yogurt and milk. Put some shredded carrots and lettuce on a turkey sandwich. The possibilities are endless.

Remember to offer your child at least five or six servings a day. A Food Guide serving is:


- 1 medium fresh vegetable or fruit,
- 250 mL (1 cup) salad, or raw leafy vegetables,
- 125 mL (½ cup) cooked leafy vegetables,
- 125 mL (½ cup) cut up raw, cooked, frozen or canned vegetables or fruit,
- 60 mL (¼ cup) dried fruit, or
- 125 mL (½ cup) 100 per cent unsweetened vegetable or fruit juice.

Fun with Fruits and Vegetables Children Cookbook. Fruit and Vegetable Recipe Resources. www.dole5aday.com

Vegetables & Fruit Price Comparison

The benefits of eating plenty vegetables and fruit are endless. Eating these foods is associated with a reduced risk for heart disease, stroke and some cancers, and also contributes to achieving and maintaining a healthy body weight. Vegetables and fruit are great sources of vitamins, minerals, phytochemicals and antioxidants and fibre. The high fluid content in these foods helps to meet your body's need for fluids.

An easy way of ensuring you eat the recommended number of servings is to include one or more servings at every meal and enjoy vegetables and fruit between meals as snacks. But does incorporating these nutritional powerhouses mean less money in your wallet? Not necessarily. The following price comparison may surprise you:



| <i>Snacks:</i> | | | |
|------------------------------------|----------------|----------------|---------------------------------------|
| Pop (per 250 mL) | \$0.47 | \$0.30 | 100% Juice box (per 250 mL) |
| Chocolate bar (45-55 g) | \$1.09 | \$0.47 | Canned fruit cocktail (per 125 mL) |
| Bag of chips (80 g) | \$0.83 | \$0.35 | Bag of baby carrots (80 g or 1/2 cup) |
| <i>Meals:</i> | | | |
| Box of breakfast bars (per bar) | \$0.50 | \$0.13 | Bunch of bananas (per banana) |
| Frozen french fries (per 100 g) | \$0.17 | \$0.09 | Bag of potatoes (per 100 g) |
| Chicken noodle soup (1/2 can) | \$0.87 | \$0.59 | Vegetable soup (1/2 can) |
| Long grain white rice (per 125 mL) | \$0.29 | \$0.17 | Frozen mixed vegetables (per 125 mL) |
| Carton of ice cream (per 250 mL) | \$0.62 | \$0.95 | Canned fruit cocktail (per 250 mL) |
| <i>Eating Out:</i> | | | |
| Hamburger, french fries and pop | | | Hamburger, salad and 100% juice |
| Fast food | \$4.89 | \$4.89 | Fast food |
| Family Restaurant | \$10.59 | \$10.98 | Family Restaurant |
| Average price | \$7.74 | \$7.98 | |



Sometimes choosing the healthy option does cost you more. It is important to remember that we eat food to keep our bodies healthy, among other things. Consider all the nutrition and health benefits you will be getting from the vegetables and fruit items. It may cost you a little more now, but it will save you lots in the future!

Adapted from Colour It Up... Go for More Vegetables and Fruit, session five handout: Sample Costing Information Does Eating Vegetables and Fruit Cost Too Much?

Note: Examples given are representative of foods priced in North Bay, Ontario in June/July 2006.



Eat Vegetables and Fruit Throughout the Day!



A Great Start to the Day!

- Toss fresh, canned or dried fruit onto hot or cold cereals or toasted waffles.
- Make fast smoothies. Pre-bag individual portions of fruit and store in the freezer. Blend the bag's contents with a serving of yogurt, some milk, soy beverage or 100 per cent unsweetened fruit juice.
- Send the children off with portable fruit such as apples, pears, bananas, individual servings of applesauce or canned fruit (packed in fruit juice).
- Add sliced or grated vegetables to breakfast sandwiches or eggs.
- Serve leftover vegetable pizza.



Make Lunches Fun!

- Add apricots, peppers, dried cranberries or a combo of your favourite veggies to salads.
- Try cottage cheese and fruit. Mix in pineapple or canned mandarins.
- Mix shredded carrots, celery, apples, zucchini or minced peppers into tuna or chicken salad.
- Pack frozen 100 per cent unsweetened fruit juice boxes in the lunch bag.
- Make wraps or pita pockets filled with veggies.

Evening Meal

- Purée berries, apples, peaches or pears for a thick, sweet sauce on grilled or broiled fish or poultry.
- Grate your way! Add grated, shredded or chopped vegetables (such as zucchini, spinach, peppers, carrots, sweet potato) to lasagna, meatloaf, mashed potatoes, casseroles, pasta and one-dish meals.
- Be creative with salad mixings or add a tasty, tangy coleslaw.
- Add a dollop of yogurt to baked apples, fruit cobblers and crisps or fruit cocktail for a great dessert.



Savoury Snacks!

- Melon chunks, cucumber slices, pepper strips, peeled oranges
- Bite-sized vegetables with a nutritious dip like yogurt, hummus or bean dip. Try baby carrots, cherry tomatoes, cucumber, pepper strips, celery, zucchini, broccoli and cauliflower.
- Canned fruit or applesauce when on the go or in a rush. Buy single-serving portions or pre-pack in reusable containers.
- Try freezing fruit for a fun snack. Frozen grapes or bananas are cool and tasty like popsicles.

Paint Your Plate!

Aim for the recommended number of vegetables and fruit each day.

A Food Guide serving is:

- 1 medium fresh vegetable or fruit,
- 250 mL (1 cup) salad, or raw leafy vegetables,
- 125 mL (½ cup) cooked leafy vegetables,
- 125 mL (½ cup) cut up raw, cooked, frozen or canned vegetables or fruit,
- 60 mL (¼ cup) dried fruit, or
- 125 mL (½ cup) 100 per cent unsweetened vegetable or fruit juice.

Need some recipes or more information? Visit [***www.foodland.gov.on.ca/recipes.html***](http://www.foodland.gov.on.ca/recipes.html).

Fun with Fruits and Vegetables Children Cookbook. Fruit and Vegetable Recipes Resources. [***www.dole5aday.com***](http://www.dole5aday.com)

For a copy of *Canada's Food Guide*, visit [***www.healthcanada.gc.ca/foodguide***](http://www.healthcanada.gc.ca/foodguide)



Appendix

Appendix I:

*Paint Your Plate! Create a Masterpiece Vegetables and Fruit
Action Guide for Schools Evaluation*



Paint Your Plate! Create a Masterpiece Vegetables and Fruit Action Guide for Schools Evaluation

Please complete this evaluation form and return to _____
_____ (insert staff name) of the _____
_____ (insert health unit) at _____ (fax number)
for your chance to win _____ for your school/class.

1. Please indicate your position at the time of using the action guide.

- Principal
- Teacher
- Support Staff
- Parent or Volunteer

2. Please check the boxes that apply:

- I have a copy or have access to a copy of the *Paint Your Plate! Create a Masterpiece* Vegetables and Fruit Action Guide for Schools.
- I have read the Teacher Backgrounder *In The Classroom* section of the resource.
- I have read the *In The School* section of the resource.
- I have read the *In The Home* section of the resource.
- I have used the resources (background information and/or activities) with my students.

3. I would rate the content and background information I read/reviewed as (check **one** box only):

- Excellent
- Good
- Fair
- Poor
- Not applicable

4. I would rate the Curriculum-Matched Lessons/Activities as (check **one** box only):

- Excellent
- Good
- Fair
- Poor
- Not applicable



5. In my opinion, the appeal of the Lessons/Activities to my students is (check **one** box only):

- Excellent
- Good
- Fair
- Poor
- Not applicable

6. I have used the resources with (check all that apply):

- JK/SK Grade 1 Grade 2 Grade 3 Grade 4
- Grade 5 Grade 6 Grade 7 Grade 8 Entire School
- Other, please specify _____
- None of the above. I chose not to use the resources .
(please indicate why in comment section below)

7. Was the **Paint Your Plate! Challenge** used?

- Yes, in my classroom only
- Yes, as a school-wide challenge
- No

8. Has this resource been useful in increasing your knowledge about healthy eating and in particular the importance of adequate daily vegetables and fruit intake?

- Yes
- No

9. Please rate your current level of confidence in teaching curriculum on healthy eating; (check **one** box only)

- Excellent
- Good
- Fair
- Poor
- Not applicable

10. Has this resource increased your level of confidence in teaching issues related to healthy eating?

- Yes
- No



11. Do you have any suggestions to improve any of the resource sections?

In the Classroom:

In the School:

In the Home:

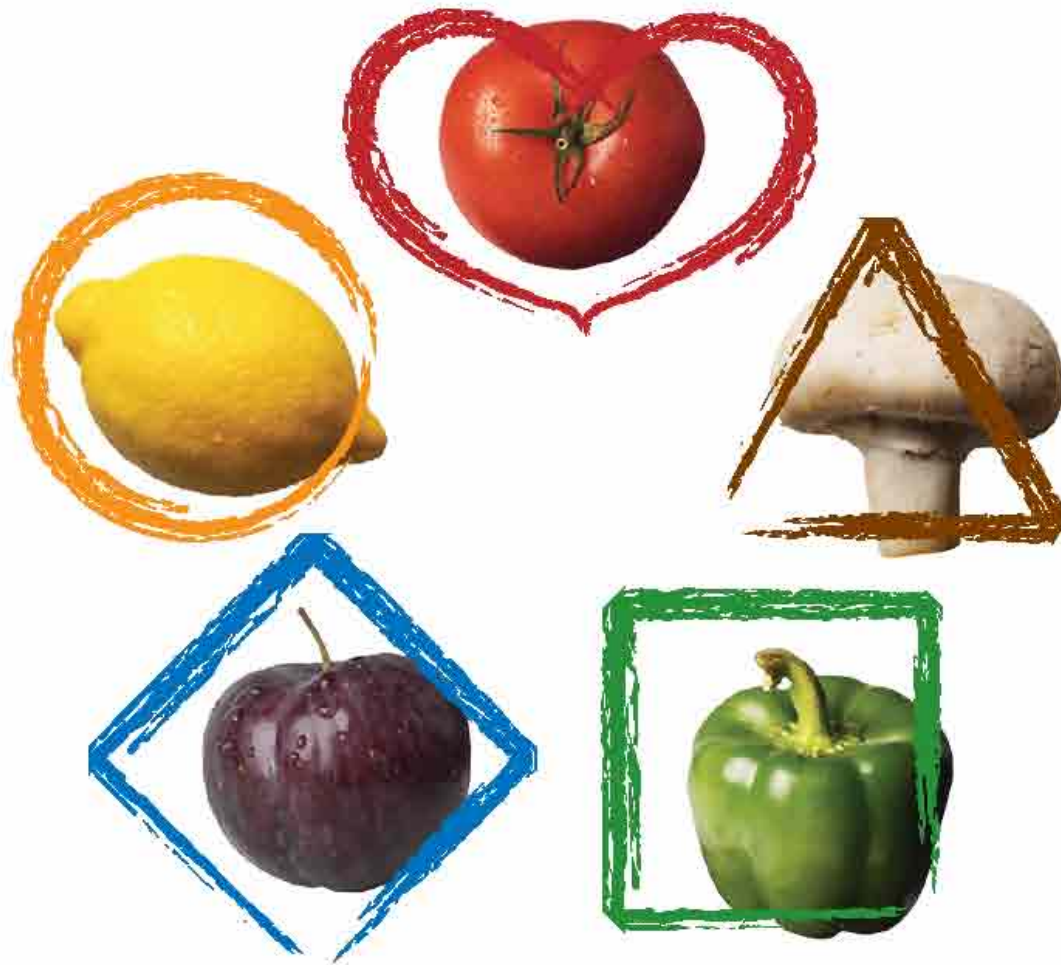
Any additional comments:

Thank you very much for taking the time to complete this evaluation.

Reference

York Region Health Services. 2000. Discover Healthy Eating! A Teacher's Resource for Grades 1-8. Region of Peel Health Department, Toronto Public Health. Available at: http://www.toronto.ca/health/dhe_index.htm.





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