

A Recipe for Successful **COOKING WORKSHOPS**

A Practical Guide for Organizing
and Facilitating Elementary School
Cooking Workshops

Fact sheets
and practical tools
are provided in
the pocket at the
end of the guide.



Authors

Marie-Pierre Drolet, Registered Dietitian,
Commission scolaire de Montréal

Hélène Gayraud, Registered Dietitian and
Provincial Program Manager, Nutrition —
School Sector Education, Dairy Farmers
of Canada

Julie Strecko, Registered Dietitian and
Planning, Programming and Research
Agent, Direction régionale de santé publique
(DRSP) of the Centre intégré universitaire
de santé et de services sociaux (CIUSSS)
du Centre-Sud-de-l'Île-de-Montréal

Stéphanie Tremblay, Registered Dietitian
and Planning, Programming and Research
Agent, DRSP of the CIUSSS du Centre-Sud-
de-l'Île-de-Montréal

Murielle Vrins, Project Manager, Institutional
Food, Équiterre

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**SYSTÈME
ALIMENTAIRE
MONTRÉLAIS**
MONTRÉAL, MÉTROPOLE EN SANTÉ



Collaborators

This document was reviewed, in whole
or in part, by:

Geneviève Rheault, Registered Dietitian and
Planning, Programming and Research Agent,
DRSP of the Centre intégré de santé et de
services sociaux (CISSS) de Laval

Nancy Lee, Registered Dietitian, Commission
scolaire de Laval

Marie-Hélène Guimont, Educational Consultant
in Physical Education, Commission scolaire
de Montréal

Dominic Denis, Educational Consultant, Daycare
Service Support — Education, Commission
scolaire de Montréal

Manon Pouliot, Registered Dietitian, Commission
scolaire Marguerite-Bourgeoys

Giuliana Di Quinzo, Registered Dietitian, English
Montreal School Board

Pamela Yiptong, Registered Dietitian, English
Montreal School Board

Nathalie Brullemans, Educational Consultant,
Daycare Service, Commission scolaire de la
Pointe-de-l'Île

Alain Lacroix, Food Processing Advisor, Ministère
de l'Agriculture, des Pêcheries et de l'Alimentation
du Québec (MAPAQ)

Ghalia Chahine, Coordinator, Système
alimentaire montréalais (SAM)

Céline Benoit, Welcome Class Teacher,
École Barthélemy-Vimont, Commission scolaire
de Montréal


Annie Maltais, 4th Grade Teacher, École
Barthélemy-Vimont, Commission scolaire
de Montréal

Annie Reumont, 5th Grade Teacher, École
Barthélemy-Vimont, Commission scolaire
de Montréal

Marie-Josée Tremblay, 4th Grade Teacher,
École Barthélemy-Vimont, Commission scolaire
de Montréal

Marianne Lavoie, Sustainable Eating Intern,
Équiterre

Introduction


The purpose of this guide—emanating from the Schools Take Root¹  project and the collaborative efforts of several partners—is to promote and optimize the execution of cooking workshops. It serves to guide those who work with children in the organizing, planning, animating, and assessment of these workshops.² The recommended steps and their order can be adapted to different settings.

This guide was designed for school daycare services, but can be used by others who work in elementary schools (e.g., in the classroom by homeroom teachers) or other settings (e.g., community organizations, childcare centres).

Doing cooking workshops with elementary-school children is an excellent way to instill healthy eating habits, allowing children to:

- ✓ discover, learn and appreciate a variety of nutritious foods through positive experiences;
- ✓ develop and practice cooking skills and competencies which will provide lifelong benefits;
- ✓ associate healthy eating with fun and self-fulfilment.

Cooking workshops also:

- ✓ provide an opportunity to explore the different aspects of a child's overall development;
- ✓ touch on all broad areas of learning;
- ✓ lead to the acquisition of cross-curricular and subject-specific competencies (see Fact Sheet 1—Child development through  cooking workshops).



1. The Schools Take Root project aims to raise awareness about healthy, local and sustainable food in schools. The project includes the sale of local and organic vegetable baskets as part of fundraising activities and offers training to school daycare services on organizing cooking workshops. For more information, visit: equiterre.org/schoolstakeroot/registration.

2. Inspiration for this Guide: *Mon service de garde physiquement actif : atelier 2—Animation efficace d'activités physiques sécuritaires (1^{re} partie)* [My Daycare Is Physically Active: workshop 2—effectively facilitating safe physical activities (1st part)]. Participant workbook. 2015. DRSP of the CIUSSS du Centre-Sud-de-l'Île-de-Montréal.

Promoting healthy eating habits

- ✓ Introduce foods in a **positive** manner and focus your words and workshops on the **joy** of eating and cooking nutritious foods (e.g., variety, taste, colour), without labelling foods as good or bad.
- ✓ With the children, emphasize your discussions and discoveries on whole, minimally and unprocessed staple foods (e.g., vegetables, fruit, whole-grain cereals, legumes, dairy products) and not on isolated nutrients (e.g., protein, vitamin B, zinc).
- ✓ Avoid making connections between diet and appearance or weight. Children are growing, and they should be able to enjoy eating a variety of colourful foods, while respecting their hunger and fullness signals.
- ✓ Whenever possible, highlight foods that are also good for our environment (see Fact Sheet 2 — Environmentally friendly cooking workshops).



For reliable resources,
see the references at the end
of this document.

Here is the legend for the icons, intended to facilitate reading of this guide:



**FACT
SHEETS**



**PRACTICAL
TOOLS**



**EXTERNAL
LINKS**

At a glance

Step 1 – Planning _____ p. 7

1. Annual planning of cooking workshops

- ☐ A. Confirm annual budget
- ☐ B. Choose a location
- ☐ C. Decide how many workshops to hold
- ☐ D. Create a cooking workshop calendar (Practical Tool A).....
- ☐ E. Determine equipment needs



2. Group management planning

- ☐ A. Determine standards of behaviour expected for the workshops by participants
- ☐ B. Establish a workflow for cooking workshops

3. Planning the cooking workshop

- ☐ A. Choose a recipe
- ☐ B. Fill out the Cooking Workshop Preparation Tool (Practical Tool B).....



Step 2 – Preparation _____ p. 25

1. In the days leading up to the workshop

- ☐ A. Ensure all necessary cooking equipment is available and in good condition
- ☐ B. Ensure storage space is adequate
- ☐ C. Purchase ingredients
- ☐ D. Send a reminder notice to parents

2. The day of the workshop

- ☐ A. Ensure the space is properly set up and safe
- ☐ B. Prepare cooking equipment and ingredients
- ☐ C. Delegate duties

Step 3 – Animating _____ p. 29

1. Greet the children as they arrive

2. Interactive workshop

- ☐ A. Round up the children to give instructions
- ☐ B. Stimulate children's interest
- ☐ C. Review and prepare the recipe(s)
- ☐ D. Anticipate that some children will finish sooner than others

3. Enjoy food and conclude the workshop

Step 4 – Evaluation _____ p. 35

1. At the end of each cooking workshop

- ☐ A. Evaluate the planning, preparation and animating steps

2. At the end of the school year

- ☐ A. Evaluate the annual planning
- ☐ B. Keep your evaluation for future years
- ☐ C. Debrief with your coworkers about the experience

In addition to this step-by-step guide, there are fact sheets and practical tools.

In the back pocket of the guide, you will find fact sheets and practical tools, identified throughout the guide by the following icons.

Fact sheets



- 1** Child development through cooking workshops
- 2** Environmentally friendly cooking workshops
- 3** Tips for keeping recipe costs down
- 4** Food allergies
- 5** Hygiene and food safety procedures
- 6** Choosing a variety of nutritious recipes
- 7** Useful vocabulary

Practical tools



- A** Cooking Workshop Calendar
- B** Cooking Workshop Preparation Tool
- C** Cooking Workshop Job Chart
- D** Templates for Letters to Parents

STEP 1

PLANNING



**All the necessary steps
to consider when conducting
cooking workshops:
budget, equipment, location,
dates and workflow.**

1. Annual planning of cooking workshops

This step involves planning cooking workshops that will take place throughout the year. Planning in advance allows you to hold several workshops and incorporate learning opportunities.

A CONFIRM ANNUAL BUDGET

Allocating the budget beforehand will influence the frequency of cooking workshops, as well as the recipes and the ingredients you choose. Aside from the ingredients, consider the type and size of cooking equipment and utensils that will need to be purchased for the year as well as any other unforeseen expenses.

Some ingredients may be supplied by the children or local grocery stores. In addition, you might be able to organize a fundraising campaign, such as the sale of local and organic vegetable baskets (see the [Schools Take Root Fundraising Campaign project](#)¹).



B CHOOSE A LOCATION

You don't necessarily need access to a room that is set up specifically for cooking workshops. A table, with or without chairs, can still allow students to prepare recipes! However, having a sink will make the workshop a lot easier to manage. The main thing is to be sure that the children are comfortable and the safety rules (see step 1, section 2.A, p. 19) are respected. Consider setting up a room reservation system.

See
diagram



KEEP IN MIND

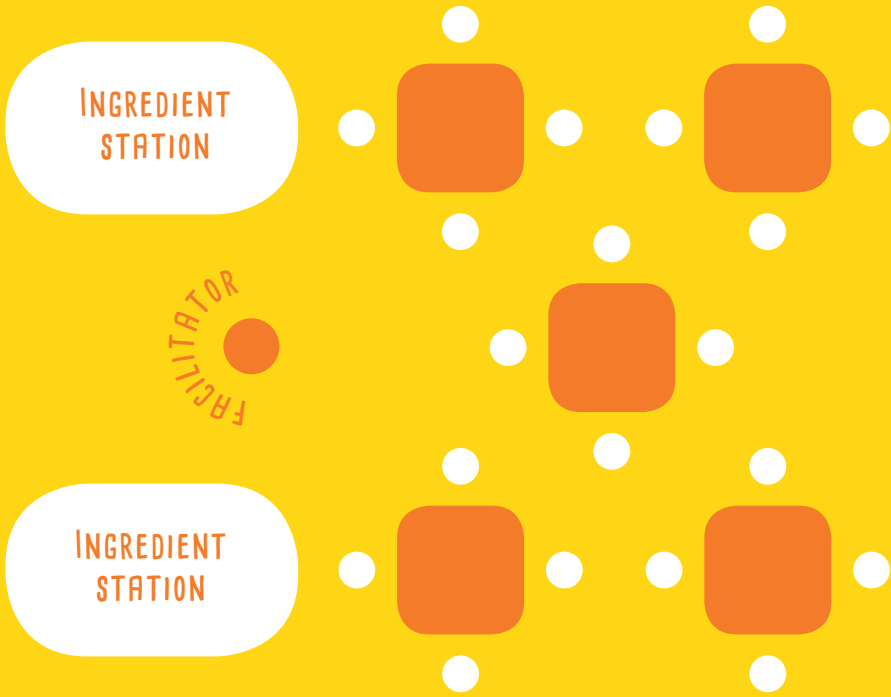
If you intend on selling the prepared food, you will need a permit. Depending on the nature of the institution and its activities, different types of permits² are required by the Ministère de l'Agriculture, des Pêcheries et de l'Alimentation du Québec (MAPAQ). In addition, a staff member must receive the mandatory hygiene and food safety training. The trained person then ensures that food safety rules are followed.



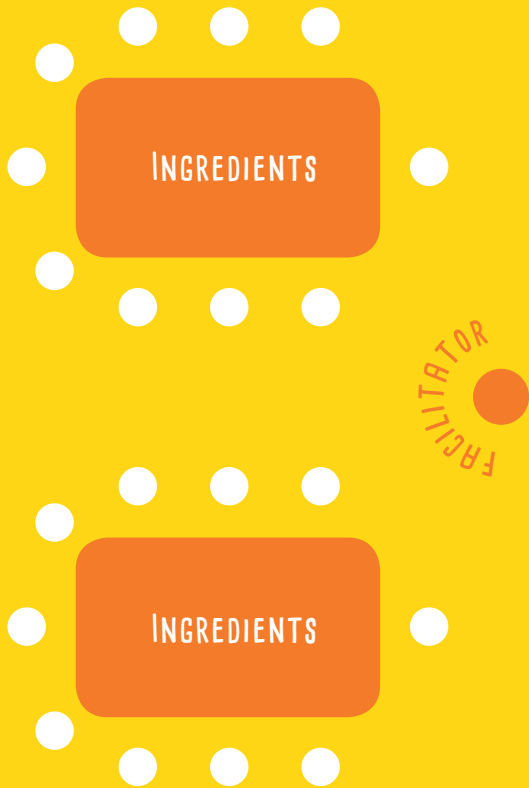
1. equiterre.org/schoolstakeroot/registration

2. mapaq.gouv.qc.ca/fr/md/Permis/Pages/Permis.aspx (French only)

1ST IDEA



2ND IDEA



GOOD IDEA

Here are two examples of setups that allow you to see all the children. In the first set-up plan, children are separated into smaller work groups; 2 to 6 children per group. The children go get what they need at one of the two ingredient stations. The second idea limits the children's movements because all the ingredients are in the middle of the tables.

PRACTICAL TIPS

Inform parents of the upcoming cooking workshops, for example by sending a letter (see Practical Tool D — Templates for letters to parents) so that children may be picked up at the end of the cooking activity.



You can ask families to provide ingredients or cooking equipment.

To reuse and share previously given workshops, you can put together a binder with separators (e.g., organize them by month, type of recipe, age group). It's a great way to save time from one year to the next!

C DECIDE HOW MANY WORKSHOPS TO HOLD

The frequency of workshops will affect the impact on learning. Workshops that are held just once or a few times a year are interesting, but have fewer positive effects than workshops held every month or even every two weeks. Frequency and recurrence make prevention and health promotion interventions more effective. **It is therefore recommended that you gradually increase the frequency of cooking workshops.**

D CREATE A COOKING WORKSHOP CALENDAR

After determining the frequency of cooking workshops, the next step is to use the cooking workshop calendar to decide on workshop themes. This will help you choose a variety of recipes and, in turn, expand what the children learn.

- **Choose a theme** that features minimally or non-processed staple foods and which includes local and seasonal products (fruit and vegetables, whole-grain flours and cereals, legumes, cheese, milk).
- △ **Pick simple recipes** at the beginning of the year and more complex recipes later on.
- **Set a learning objective** (e.g., cooking skills, cooking tips or a new food discovery). You can find ideas in Fact Sheet 1 — Child development through cooking workshops, on the following page calendar and on page 22.

Need some inspiration?
See an example of a calendar on the next page.



COOKING WORKSHOP CALENDAR

September

- Back to school: harvest season for Quebec vegetables
- △ Fall salad with squash, cranberries and nuts¹
- △ Asian kale salad¹
- Discover kale and squash

**Omit the nuts from the recipe to avoid allergic reactions*

October

- Apple season
- △ Squash, apple and chai spice crisp¹
- △ Apple and Cheddar wrap¹
- Peeling a fruit

November

- After Halloween: turn your pumpkin into something else
- △ Pumpkin and spice cookies + pumpkin seeds¹
- △ Pumpkin smoothie¹
- Using the entire food

December

- The holidays: beets
- △ Vegetables and yogurt garlic dip²
- △ Beet, turnip and red cabbage salad¹
- Cutting vegetables with a knife or cookie cutter or grating them

January

- Spice up winter!
- △ Mini eggplant pizzas¹
- △ Apple and black bean Tex-Mex dip²
- Grating cheese

LEGEND

○ THEME

△ RECIPE

□ LEARNING OBJECTIVE

1. Recipe available at equiterre.org/recipe-cards

2. Recipe available at educationnutrition.ca (mostly in French)

3. Recipe available in the example of Practical Tool B of this guide or at equiterre.org/cookingworkshopguide

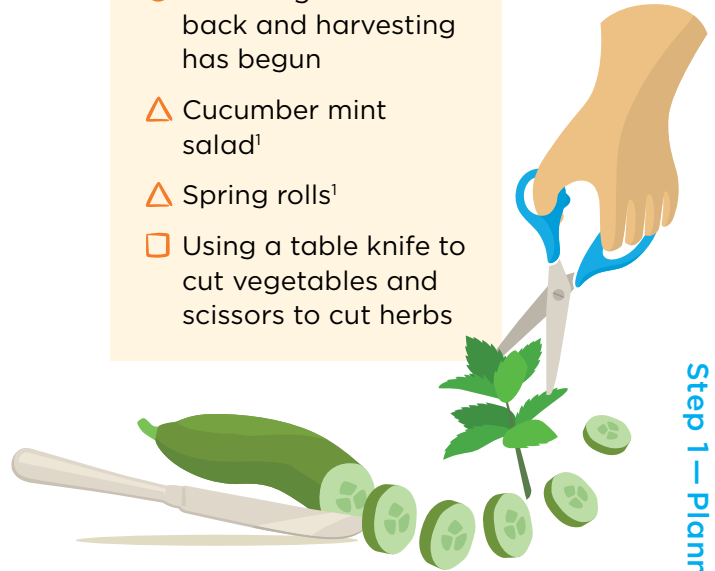
February

- Exploring legumes
- △ Chick pea and bell pepper salad¹
- △ Snow pea couscous¹
- Using a colander



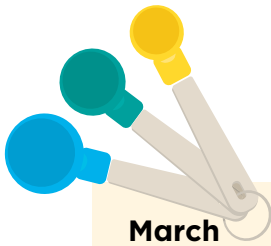
May

- Quebec greens are back and harvesting has begun
- △ Cucumber mint salad¹
- △ Spring rolls¹
- Using a table knife to cut vegetables and scissors to cut herbs



March

- Maple syrup season!
- △ Allergen-free energy balls³
- △ Maple dressing¹
- Using measuring spoons



April

- Almost picnic time!
- △ Assemble your own sandwich with tuna and radish salad¹
- △ Beet hummus¹
- Topping different types of breads



June

- My preferences
- △ Muffins¹
- △ Seasonal fruit cup¹
- Customize a recipe according to your preferences



Note: A sample calendar is provided in Practical Tool A — Cooking Workshop Calendar



E DETERMINE EQUIPMENT NEEDS

At the start of the year or over time, gather all the cooking equipment into one or several easy-to-access bins. When choosing a recipe, assemble all necessary equipment required to prepare the recipe. Here is an example of a cooking bin for a group of 20 children:

For each child



1 metal fork
(to mash, whisk
or sample)



1 table knife
(to spread
or cut soft foods)



1 spoon
(to sample or stir)



1 small bowl
(to mix or sample)



1 sampling glass



1 sampling plate



1 small cutting board



Paper napkins

For the group



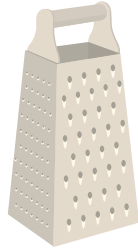
5 sets of measuring spoons



5 250-mL (1 cup) measuring cups for liquid ingredients



5 sets of measuring cups for dry ingredients



5 graters



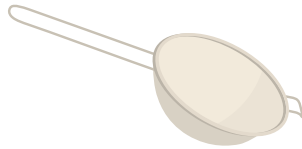
5 mixing bowls



5 peelers



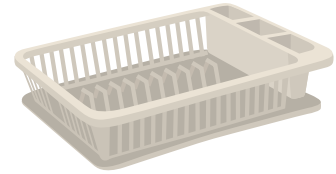
5 pairs of scissors



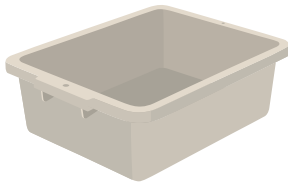
1 colander



5 citrus presses



1 or 2 dish racks



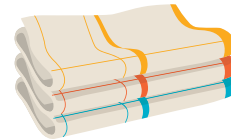
2 wash bins



1 bottle of biodegradable dish soap



2 brushes or 2 dish cloths to wash the dishes²

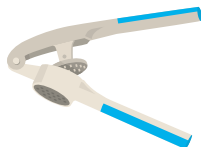


5 or more cloths to dry the dishes²

Optional tools



10 paring knives (depending on the children's abilities¹)



5 garlic presses



5 zesters



Be sure to have recycling and compost bins and a garbage can on hand!

1. For added safety or younger children, choose recipes containing pre-cut frozen fruit and vegetables or have them use a table knife to cut softer foods.
2. You will need to wash dish towels and cloths after each workshop.

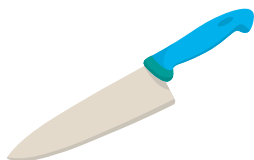
For the facilitator



1 cutting board



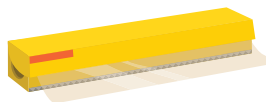
1 paring knife



1 chef's knife



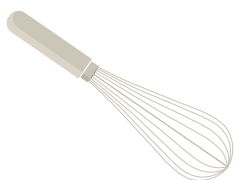
1 can opener



1 roll of plastic wrap



1 scraper



1 whisk



1 vegetable brush



First aid kit

For layout, storing or serving ingredients and foods:



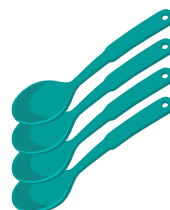
5 small
round-bottomed
mixing bowls



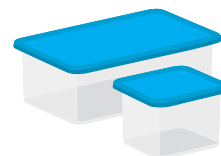
5 plates



5 small bowls

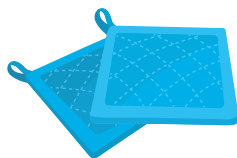


4 serving
spoons



Reusable
containers

For recipes that require cooking:



Pot holders



Oven mitts



Baking sheets



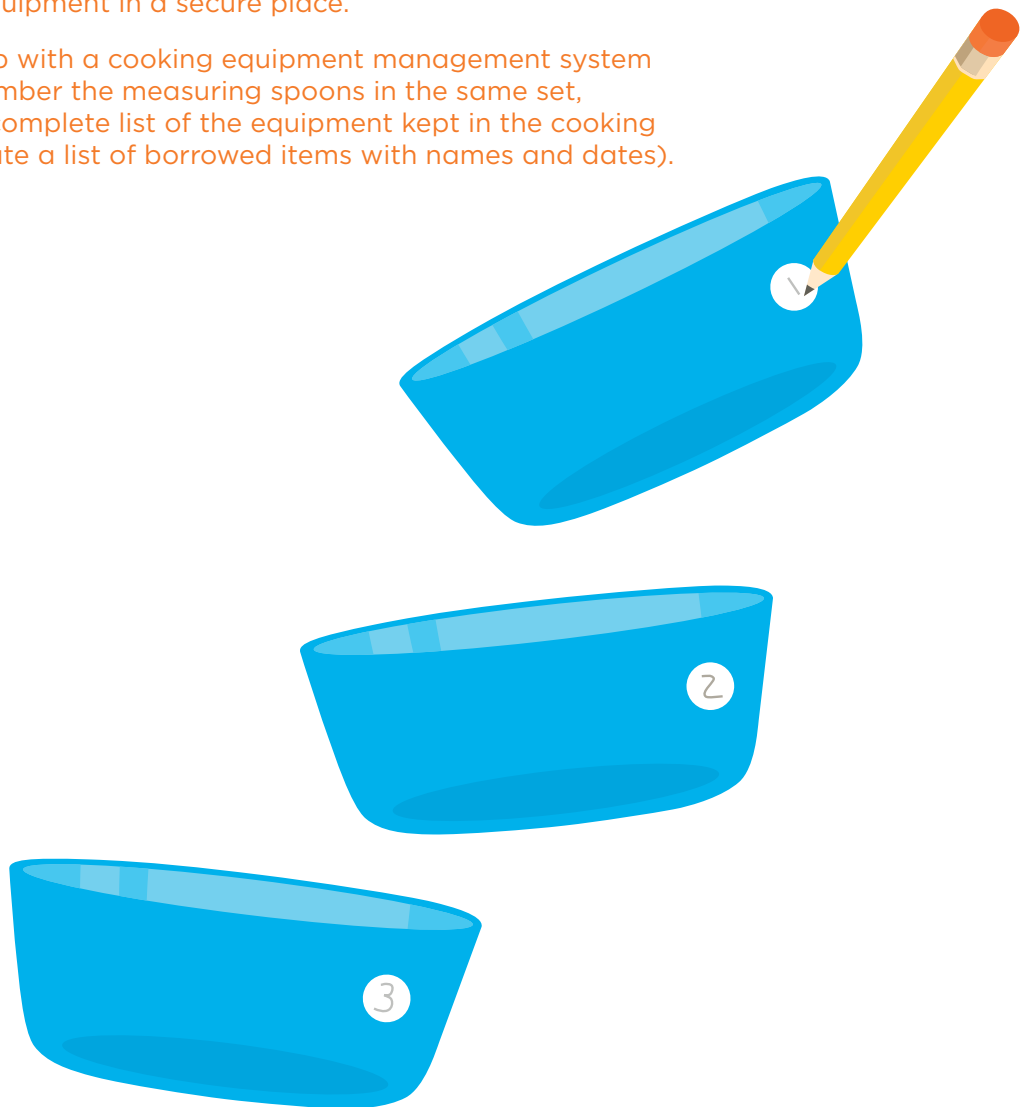
1 spatula

GOOD IDEAS

There are many “no-cook” recipes that are quick to make and require little equipment. However, recipes that require cooking provide an opportunity to taste different foods and develop diverse cooking skills. For many recipes, a microwave, toaster oven or hotplate will suffice.

Use an equipment management system to avoid losing any cooking equipment:

- ✓ Store equipment in a secure place.
- ✓ Come up with a cooking equipment management system (e.g., number the measuring spoons in the same set, keep a complete list of the equipment kept in the cooking bin, create a list of borrowed items with names and dates).



2. Group management planning

This step involves the organization of groups to optimize the time spent with the children and to promote a harmonious flow of the workshops.

A DETERMINE STANDARDS OF BEHAVIOUR EXPECTED FOR THE WORKSHOPS

The following page lists a set of rules pertaining to hygiene, food safety, security and expected behaviours that are integral for successful completion of cooking workshops. The children who participate will learn to adopt appropriate behavioural skills. They may be adapted according to the needs of each setting.

KEEP IN MIND

Children need guidance in learning proper behaviours and what is expected of them. Teaching proper etiquette and behaviours is much like teaching math; name and demonstrate the proper behaviour; be a good role model and allow children to practice (e.g., to wash hands, cough and sneeze into the elbow or use right techniques). Through constant repetitions, children will learn and assimilate the proper behaviour.



BEHAVIOURAL EXPECTATIONS DURING COOKING WORKSHOPS

Before the workshop

- ✓ Remove any jewellery, if needed.
- ✓ Roll up your sleeves.
- ✓ Tie your hair up (keep several hair elastics in the cooking bin) and, ideally, wear a hairnet.
- ✓ Wait for the signal before starting the recipe.

During the workshop

- ✓ Only use the oven with adult supervision.
- ✓ Wear oven mitts to take food out of the oven.
- ✓ Use the right technique to cut food. (For children who are uncomfortable using a sharp knife, provide a table knife instead.)
- ✓ Always keep your eyes on the cutting board while cutting food.
- ✓ Be sure to keep your fingers a certain distance (at least 2 cm) away from the grater. Stop grating once the piece is too small.
- ✓ Always close the fridge door.

During the sampling of food

- ✓ Finish eating before talking and don't talk with your mouth full.
- ✓ Chew with your mouth closed.
- ✓ Depending on the situation, use your utensils, not your fingers.
- ✓ Talk calmly and listen to others.
- ✓ Don't make negative comments about the food (e.g., "yuck").

During the sampling of food

(continued)

- ✓ Instead, state your preferences (e.g., "I don't like this").
- ✓ Ask and accept politely with a "please" and "thank you".

After the workshop

- ✓ Wash the dishes with soap and hot water.
- ✓ Clean the work tables.

At all times

- ✓ Wash your hands before and after the workshop and as often as needed.
- ✓ Cough into your elbow.
- ✓ Wait for the signal before sampling the recipe or the ingredients.
- ✓ Never place mixing or serving spoons in your mouth.
- ✓ Stay calm.
- ✓ Always walk when going from one place to another.
- ✓ Remain seated and facing the table when holding sharp equipment.
- ✓ If you hurt yourself, tell an adult right away.
- ✓ Wait your turn.
- ✓ Speak softly to reduce noise.
- ✓ Share the equipment and ingredients.

B ESTABLISH A WORKFLOW FOR COOKING WORKSHOPS

Presenting cooking workshops in a pre-determined workflow, whereby children become familiar with the steps, will encourage them to exercise independence and permit workshops to run smoothly and be more manageable. Below is an example of a recommended workflow:

Step 1—Planning



KEEP IN MIND

Assign tasks of tidying and cleaning up

Assigning the tasks is a great way to empower the children and save time. Simply assign cleaning tasks to a few children and then rotate the schedule for each workshop. To simplify, create a workshop job chart with written or illustrated images of tasks and indicate the names of the children responsible for each of them (see Practical Tool C—Cooking Workshop Job Chart).



3. Planning the cooking workshop

A CHOOSE A RECIPE

Here are some criteria to consider to make it easier to host cooking workshops:

Don't forget to book the equipment and room if needed!



Total time should be less than 30 to 45 minutes



Available equipment



Few ingredients and equipment required



Low-cost ingredients (see Fact Sheet 3 — Tips for keeping recipe costs down)



Cooking techniques suited to the children's age and skills



Major allergen-free ingredients or the option to substitute (see Fact Sheet 4 — Food allergies)



Recipes that are easy to make at home



A variety of nutritious recipes (see Fact Sheet 6 — Choosing a variety of nutritious recipes)



Layout type (see explanation on p. 24)



Learning objectives, such as:

- Cooking techniques
- Teamwork
- Motor skills
- Subject-specific competencies

See the possible learning objectives of cooking workshops on the following page.

Step 1 — Planning

Learning objectives of cooking workshops

Below is a list of **learning objectives to choose from**. Each one supports a learning benefit for children.



Knowledge (e.g., about foods, food safety, food storage, substituting ingredients).



Planning (e.g., meal planning, finding recipes in a cookbook or online, staying on budget, using a shopping list).



Conceptualizing (e.g., creative use of leftovers, adapting recipes, adjusting recipe yields).



Mechanical techniques (e.g., food preparation techniques used in recipes, such as cutting, chopping, measuring dry and liquid ingredients, peeling, grating, mixing, whisking, cooking, using different pieces of equipment).



Sensory characteristics of food and sampling (e.g., sensory perception of the texture and flavour during food preparation).

For cooking workshops at the elementary level, the targeted skills are more focused on preparation techniques and the sensory characteristics of food.

Taking it one step further:

- ✓ Encourage creativity and discovery whenever possible (e.g., make two different versions of the recipe and have a taste test, or suggest to the older children that they make their own version of the recipe by substituting one or two ingredients).
- ✓ Get the children to suggest recipes by researching in cookbooks or online.



Cuisinons en famille digital cookbooks

To download a free copy of cookbooks for cooking with children, visit the [Cuisinons en famille](http://cuisinonsenfamille.ca) website.¹

Schools Take Root recipes

To choose recipes, check out the [50 recipe cards on Quebec fruit and vegetables](#).² Each one features two recipes (cooking or no cooking) and is suitable for children.

1. cuisinonsenfamille.ca/livrederecettes (French only)

2. equiterre.org/recipe-cards

B FILL OUT THE COOKING WORKSHOP PREPARATION TOOL (PRACTICAL TOOL B).....



You can pick recipes specifically designed for cooking workshops with children, but you can also use other recipes. In that case, it is recommended that you rewrite the recipe to adapt it, simplify the explanations or steps, all depending on the number of children, age, type of equipment, type of ingredients and layout.

KEEP IN MIND.

Some children may be more tired at the end of the day and some may have to leave before the completion of a recipe. Then choosing quick and easy recipes might sometimes be more suitable.

For a complete example of how to use Practical Tool B — Cooking Workshop Preparation Tool¹.....



PRACTICAL TIPS

Allocate sufficient time to prepare the recipe, for cleanup and tasting of the meals. **Shorter workshops** (15 to 45 minutes) are recommended for children.

Split the workshop steps over two days or prepare in advance when **the recipe is longer**. For example:

- ✓ A pizza recipe can be prepared over two days:
 - Day 1: Mix, knead and form the dough.
 - Day 2: Cut up the toppings, place on the pizzas, and then bake.
- ✓ Do some steps in advance (preparing the pizza dough or cutting up the vegetables).

Give simple instructions so that the children can be more independent (for a detailed example on how to use the tool¹):

- ✓ Simplify the preparation steps (e.g., replace “cook the cut onions” with “cut the onions and then cook them”).
- ✓ Explain the vocabulary that the children will need to understand the recipe (see Fact Sheet 7 — Useful vocabulary).....
- ✓ Use icons or images to indicate the steps (e.g., an apple and a knife for the “cut the apple” step; see the Fondation OLO’s recipes²).



1. equiterre.org/cookingworkshopguide

2. fondationolo.ca/en/recipes

CONTINUED ON
THE NEXT PAGE

PRACTICAL TIPS (CONTINUED)

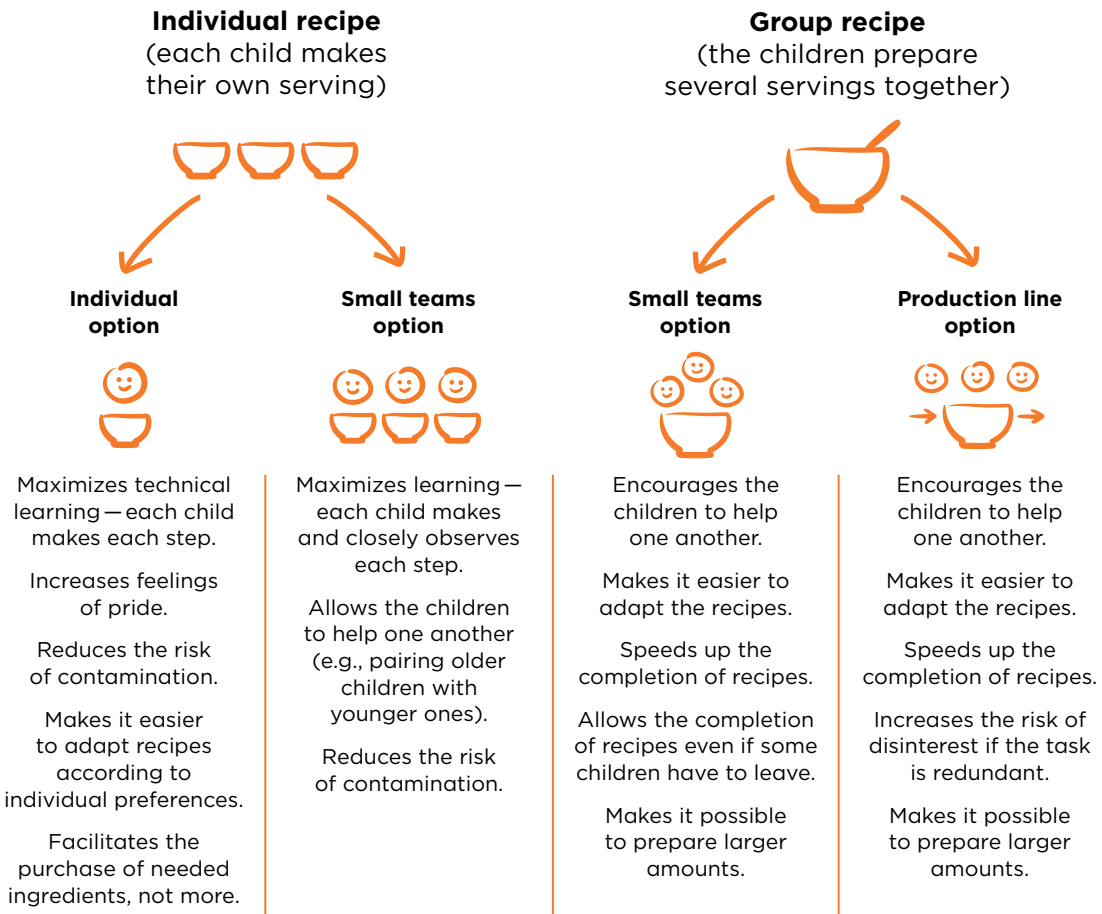
Always use the same **units of measure** (mL and g) to present the recipes to the children. A conversion table, which is easy to find online, can be used to modify the recipes.

Adjust the yield (number of servings) of the recipe according to the chosen workshop layout and the number of children. If the quantities need to be adjusted, it might be best to test the recipe first.

Determine the level of supervision needed in accordance to the size of the group:

- ✓ If possible, arrange for a coworker or volunteer to help supervise the children.
- ✓ Pair younger children with older children.

Here are some points to consider when deciding on the **workshop layout**:



STEP 2

PREPARATION



Final preparations before the workshop: ensure necessary equipment, purchase and prepare ingredients, send a reminder notice to parents, etc.

1. In the days leading up to the workshop

A ENSURE ALL NECESSARY COOKING EQUIPMENT IS AVAILABLE AND IN GOOD CONDITION

Additional tools may be needed to add to the basic cooking equipment inventory (see step 1, section 1.E, p. 14).

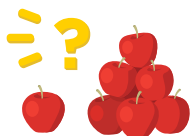
B ENSURE STORAGE SPACE IS ADEQUATE

Allocate necessary refrigeration space and shelf space for storing ingredients and prepared food.

C PURCHASE INGREDIENTS



Make a shopping list so that you don't forget anything.



Determine the amount you need to buy based on the recipe and the number of participants.



Consult grocery store flyers to keep costs down (other examples can be found in Fact Sheet 3—Tips for keeping recipe costs down).



D SEND A REMINDER NOTICE TO PARENTS

Remind parents of upcoming workshop, while informing them of the ingredients to be used in the recipe (Practical Tool D—Templates for letters to parents).



2. The day of the workshop

A ENSURE THE SPACE IS PROPERLY SET UP AND SAFE

- ✓ Set up chairs and tables as planned during step 1.
- ✓ Clean all work surfaces.

B PREPARE REQUIRED COOKING EQUIPMENT AND INGREDIENTS

These preparatory steps will help make the animation of the workshop more efficient. The *mise en place*, will help save time and allow for the recipe to be adapted based on the children's skill level.

- ✓ Be consistent. Place cooking equipment and ingredients in the same place for every workshop.
- ✓ Place non-perishable ingredients (e.g., rolled oats, flour, spices) in bowls for students to access during the workshop.
- ✓ Take out any perishable ingredients at the last minute. If needed, use a cooler.
- ✓ As needed, thaw ingredients safely (see Fact Sheet 5 — Hygiene and food safety procedures).
- ✓ As needed, do certain steps in advance for longer recipes (e.g., pre-cut certain vegetables, grate hard vegetables).
- ✓ If possible, display the recipe (e.g., board, poster, interactive whiteboard).



C DELEGATE DUTIES

- ✓ Fill out the Cooking Workshop Job Chart (Practical Tool C).



GOOD IDEA

The chart can be filled out with the children at the start of the workshop.

STEP 3

ANIMATING



**The complete workshop:
greeting, animating, cleaning,
sampling, tips on how to
keep children engaged for
an enjoyable workshop.**

1. Greet the children as they arrive

Welcome the children as soon as they present themselves. This will help establish a good rapport and will allow for a quick start. At the beginning of each workshop:



Greet each child individually



Take attendance



Make sure long sleeves are rolled up



Make sure long hair is tied up



Help the children wash their hands correctly

2. Interactive workshop

To keep children engaged, try to facilitate the workshops in an interactive way.

A ROUND UP THE CHILDREN TO GIVE INSTRUCTIONS

B STIMULATE THE CHILDREN'S INTEREST

Ask the children about their cooking experience and what they enjoy about cooking:

Do you ever cook at home?

What types of recipes do you usually make?

Would you like to be able to make your own snacks or lunches?


What do you like to cook the most?

C REVIEW AND PREPARE THE RECIPE(S)

Showing a picture of the finish product is a good way to get the children excited about the recipe. Show the different steps on the board or on paper or by using illustrations to demonstrate the steps and present ingredients.

Today, we're going to make a fruit parfait. Do you know what a parfait is? What ingredients do you think we'll need?

We're going to make a no-bake cereal bar. Doesn't it sound like a great snack? What kind of snacks do you like?

Introduce all the ingredients in the recipe. While presenting an ingredient, share a fun fact about it (e.g. where it originates from, how its grown, how different cultures prepare it and the role it plays in the recipe). As reference, you can use the Schools Take Root recipe cards¹, a food encyclopedia or other books. 

Oats are a grain. Can you name any other grains that you're familiar with?

What are parsley, pepper and garlic powder used for in this recipe (e.g., seasoning the mixture, adding flavour)?

How do you think carrots grow? What about lentils?

Did you know that the milk we drink here is produced in Quebec?

Not familiar with eggplant? Today's the perfect day to discover it! See how pretty it is, all purple and smooth!

Present the cooking equipment to be used.

What is a grater for? What can we grate (e.g., cheese, carrots, zucchini, beets)?

Do you think using a fork to whisk will work just as well as using a whisk?

This is a strange-looking knife, don't you think? Does anyone know what it is? It's a vegetable peeler, used to remove the skin of some vegetables and fruits.

Demonstrate the cooking techniques needed to make the recipe.

By gathering the children around one station for a closer look, you can avoid them fiddling with the equipment during the demonstration. Providing these demonstrations to the children will help them understand what to do at the necessary recipe steps. The more comfortable the children are with their cooking abilities, the lower the risk of accidents, as well as the time needed for preparation (see some basic techniques at [Cuisinons en famille](http://cuisinonsenfamille.ca)² and in the [Fondation OLO](http://fondationolo.ca)³).



- ✓ After giving the instructions and doing the demonstrations, divide the group into teams, if applicable.
- ✓ Have the children gather the ingredients and cooking equipment for their workstations.
- ✓ **Have them prepare the recipe step by step.** Take the time to demonstrate a more complicated technique to an individual or group, when needed. It's easier to manage the whole group this way, especially with younger children. When children are more independent, they can work at their own pace and avoid waiting.
- ✓ Walk around the room to observe and assist children.

D ANTICIPATE THAT SOME CHILDREN WILL FINISH SOONER THAN OTHERS

It is important to plan activities or tasks for children who finish before the others. They can, for example:

- ✓ help other children with their recipe (without doing it for them);
- ✓ jump to the next step of their recipe, especially if it requires shared equipment;
- ✓ prepare the ingredients for the next cooking workshop;
- ✓ finish the recipe for children who will have to leave partway through the workshop;
- ✓ start cleaning (just make sure the faster children are not the only ones who end up cleaning).

1. equiterre.org/recipe-cards

2. cuisinonsenfamille.ca (French only)

3. fondationolo.ca/en/recipes

3. Enjoy food and conclude the workshop

The last step involves concluding the workshop with the usual tasks and a moment to enjoy the prepared food together.

Have the children **complete the cleaning tasks** assigned to them.

With the children, in a calm and respectful environment, **enjoy the food** that was just prepared. Encourage all children, without forcing, to try the food they prepared and play a positive role by eating the food with enthusiasm!

Start a conversation with the children. This promotes the development of social skills and strengthens their sense of belonging and assertiveness (see the list of suggested words for sampling on Fact Sheet 7—Useful vocabulary):



GOOD IDEA

Encourage active participation throughout by subtly hinting that enjoying the prepared food is reserved for the children who were involved in every step of the workshop.

IMPORTANT

To correctly taste or sample food, serve a small amount into a bowl or plate and use a new utensil to eat from the bowl or plate.



Did you enjoy making the recipe? Which steps were the easiest? The hardest? Would you make it again at home?

If a friend of yours was allergic to this ingredient in the recipe, what would you replace it with?

What is the texture like? Is it hard? Soft? Crunchy? Viscous?

What does it taste like? Is it sweet? Savoury? Sour? Bitter?

Do you like how it smells? Does it make you think of anything?

If desired, have fun **rating the level of appreciation of the recipe** in an informal way. Vote with emojis or coloured tokens (loved it = red, liked it = green, didn't enjoy it = grey). They can also rate their appreciation of the workshop.

Send the recipe to parents (e.g., school web page, school newspaper, digital or hard copy). Be sure to cite the source.

Check to ensure that all cooking equipment is still in good condition and replace, if necessary, before the next workshop.

STEP 4

EVALUATION



Looking back: review each workshop separately and all the workshops as a whole, analyze procedures to improve and share what you learned with your coworkers.

1. At the end of each cooking workshop

A EVALUATE THE PLANNING, PREPARATION AND ANIMATING STEPS

Analyze each step with the help of some of these questions.

Planning

Did I plan the workflow of the workshop well (scheduling and procedures)?

Was my explanation of the expected behaviour from the children for the workshop, clear?

Did I plan the job distribution among the children and the division of the teams well?

Was it difficult to find or choose a recipe? If so, are there resources that could help me next time?

Did I adequately adapt the recipe for the group (e.g., time to make the recipe, vocabulary, layout type)?

Preparation

Did I purchase enough ingredients for the recipe and stay within my budget?

Was there enough room to store the ingredients?

Did I have all the cooking equipment I needed? Was it in good condition and safe to use?

Did I set up the room properly before the children arrived?

Did I set up the equipment and the non-perishable ingredients properly?

Animating

Was the welcoming of the children smooth and efficient?

Were the children attentive during my cooking workshop presentation?

Were my instructions clear?

Did the children behave well, in a respectful and safe manner, and did they follow the hygiene and food safety rules?

Did the children like the recipe (e.g., taste, look)?

Were the children able to make the recipe easily?

Did the children complete their duties properly?



GOOD IDEA

It is important to hold on to your evaluation of the workshop, to help improve subsequent workshops and provide guidance on recipe adaptation or modifications, for the next time. Evaluation can be noted on Practical Tool B: Cooking Workshop ... Preparation Tool.



2. At the end of the school year

A EVALUATE THE ANNUAL PLANNING

- ✓ What factors made hosting the cooking workshops easier this year? How can I make sure to keep these factors?
- ✓ What challenges did I encounter? How did I overcome them, and how could I do better next time?
- ✓ Was the space for the workshop adequate? Should I consider finding a new location?
- ✓ Do I need to update or add any cooking equipment?
- ✓ Was the budget sufficient? Is there a need for funding through the administration? Should I apply for funding through grant programs (Green Apple School Program,¹ Farm to School Month²), fundraising activities (Schools Take Root Fundraising Campaign³), etc.?.....
- ✓ Was the workshop frequency sufficient? Could it be increased?
- ✓ Were the recipes varied enough? Could other themes be added to the workshop calendar?



B KEEP YOUR EVALUATION FOR FUTURE YEARS

Use analysis and evaluations to make adjustments in future years and repeat the “success stories.” Keep the updated workshop tools (Practical Tool B—Cooking workshop preparation tool) so you can use them again.



C DEBRIEF WITH YOUR COWORKERS ABOUT THE EXPERIENCE

Set aside some time to debrief with your coworkers about what worked (“success stories”) and what you learned (e.g., recipes and facilitation tips).

To help build off previously given workshops, collect all notes and worksheets in a binder with separators (e.g., organize them by month, type of recipe, age group), to save time and improve on organizing cooking workshops from one year to the next!

1. croquesante.metro.ca/home.en.html

2. equiterre.org/farm-to-school-month

3. equiterre.org/schoolstakeroot/registration

CONCLUSION



Conclusion

Cooking workshops are beneficial to children in many ways. First and foremost, they encourage children to adopt a healthy diet—an essential part of a healthy lifestyle—but they can also contribute to the following:

- ✓ Developing fine and gross motor skills
- ✓ Developing social skills such as helping one another
- ✓ Using cross-curricular and subject-specific competencies (e.g., work methods, cooperation, reading, writing, math, science)
- ✓ Acquiring cooking skills which will be useful for their future
- ✓ Creating repeated positive experiences with nutritious foods and dishes
- ✓ Developing a sense of taste
- ✓ Sparking curiosity and an interest in the world of food
- ✓ Developing self-esteem
- ✓ Strengthening a sense of belonging to the community

However the biggest benefits are, without a doubt, the joy and pride obtained by the children through cooking and the ability to cook. The lessons learned in this type of setting have a great impact on them, because they are useful, concrete and can be applicable to their daily lives.

As parents and people who work with children, we want to help our children become responsible and independent adults and citizens. We want them to have a healthy and positive relationship with food and be able to appreciate the social, cultural, environmental, economical and biological aspects of food. And cooking with them is one of the best ways to achieve this.



References and resources

Association québécoise de la garde scolaire
gardescolaire.org (French only)

Ensemble pour des contextes de repas conviviaux [Working together to create positive meal contexts] (videos and fact sheets)

gardescolaire.org/typeoutils/formation-ensemble-pour-des-contextes-de-repas-plus-conviviaux

Messages à communiquer aux enfants [Messages to convey to children]

gardescolaire.org/outils/messages-a-communiquer-aux-enfants

Pratiques alimentaires et attitudes à privilégier auprès des enfants [Practices and attitudes to take toward food with children]

gardescolaire.org/outils/pratiques-alimentaires-et-attitudes-a-privilégier-aupres-des-enfants

Ateliers cinq épices: nutrition and cooking workshops

cinqepices.org (French only)

Cuisinons en famille

cuisinonsenfamille.ca (French only)

EducationNutrition: educational resources and tools from the team of Registered Dietitians at Dairy Farmers of Canada

educationnutrition.ca/en.aspx
(mostly in French)

Équiterre: Schools Take Root Fundraising Campaign and information on local and organic food and agriculture

equiterre.org/en

Extenso — Centre de référence sur la nutrition de l'Université de Montréal

extenso.org (French only)

Farm to Cafeteria Canada (information and grants for healthy, local and sustainable food projects in schools — Farm to School Month)

farmtocafeteriacanada.ca

Farm to School Month contest (grants for local and organic food production and agri-food projects)

equiterre.org/farm-to-school-month

Fondation OLO: recipes

fondationolo.ca/en/recipes

Green Apple School Program (grants for healthy eating projects)

croquesante.metro.ca/home.en.html

Lotbinière en forme: cooking workshops — school daycare services (practical guide including techniques and recipes)

vivreenlotbiniere.com/wp-content/uploads/2017/02/Cartable-SDG.pdf
(French only)

MAPAQ — Checklist to prevent food waste

mapaq.gouv.qc.ca/fr/Consommation/guideconsommateur/gaspillage/Pages/gaspillagealimentaire.aspx (French only)

Nos petits mangeurs:

reference on feeding children

nospetitsmangeurs.org (French only)

Recettes du Québec: substituting foods

recettes.qc.ca/outils/page/substitutions
(French only)

Notes

[illegible]

This document is available in hard copy by request
or for download from the following partner sites:



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Commission
scolaire
de Montréal

TeachNutrition.ca/cookingworkshopguide

equiterre.org/cookingworkshopguide

cybersavoir.csdm.qc.ca/nutrition

Hard copies are available in limited quantities.



Child Development through Cooking Workshops

OVERALL CHILD DEVELOPMENT

Cognitive and language development

By performing the steps in a recipe, children will understand the importance of following a process to achieve a result. In addition, cooking workshops will help children:

- Develop logical thinking skills
- Develop creativity
- Increase knowledge and vocabulary
- Understand the world around them
- Develop language skills

Physical and motor development

By measuring ingredients of a recipe and handling cooking equipment, children will:

- Develop fine motor skills
- Develop dexterity

Social and moral development

Through group discussions and sharing of kitchen equipment with their peers, children will learn to:

- Develop skills to understand other people and show empathy towards others
- Build harmonious relationships with peers and adults
- Develop personal responsibility
- Respect each other's differences

Emotional development

By preparing simple recipes, children experience immediate successful outcomes. Pride in their accomplishments will lead them to:

- Develop self-confidence (self-esteem)
- Develop self-independence
- Express their needs and feelings

Broad areas of learning

Health and well-being

- Adopt healthy lifestyle habits
- Discover their tastes and emotions
- Respect hygiene and food safety rules

Personal and career planning

- Undertake and complete projects
- Understand the requirements of certain trades
- Discover their aspirations, talents and interests

Environmental awareness and consumer rights and responsibilities

Develop their critical thinking regarding:

- Environmental issues (e.g., local purchases, avoiding waste, composting and recycling)
- Technological development and consumer goods (e.g., origins, production methods)

Media

- Use media platforms (e.g., to select a recipe)
- Set criteria in making healthier food choices (e.g., choosing minimally or non-processed foods)

Citizenship and Community

- Participate in the democratic life of society, exhibiting open mindedness towards others and respecting cultural diversity

Cross-curricular competencies

Intellectual Competencies

- Use information
(e.g., follow a recipe to prepare a meal)
- Solve problems
(e.g., substitute ingredients, adjust recipes quantities, measure the volume of wet or dry ingredients)
- Exercise critical judgment
(e.g., assess the level of difficulty of a recipe)
- Use creativity
(e.g., use leftovers, create an appetizing presentation, substitute ingredients)

Methodological Competencies

- Adopt effective work methods
(e.g., organize their workspace, perform steps in a proper order)
- Use ICT
(e.g., research and select recipes on websites, develop a recipe card, research ingredients or ways to substitute them, use measurement converters)

Personal and Social Competencies

- Construct their identity
(e.g., trust themselves, accept their mistakes, affirm their food preferences)
- Cooperate with others
(e.g., share, assist, collaborate)

Communication-related competency

- Communicate appropriately
(e.g., describe foods and their sensory characteristics, express likes and dislikes)

Note: The cooking workshops favour the development of language skills and expansion of vocabulary (improves reading comprehension and increases knowledge of kitchen equipment), develops mathematical skills (understanding volume and weight, fractions, multiplication and division) and science and technological skills (precise and proper measurement of ingredients is essential for successful baking).

LINKS TO THE SCHOOL'S EDUCATIONAL PROJECT, IF APPLICABLE:





Environmentally Friendly Cooking Workshops

Many small steps can be taken to protect and preserve our environment. Animating cooking workshops with children is a great way to incorporate them.



OPT FOR LOCAL AND ORGANIC FOODS

Buying local foods reduces transport and supports local producers. Organic foods promote practices that are respectful of the environment and human health by avoiding, for instance, the use of pesticides, fertilizers or genetically modified seeds. As such, local, organic foods are a wise choice for our planet!

Local foods

The term “local” refers to foods produced nearby, ideally in Quebec.

Why choose local?

- ✓ To discover all the foods that grow in our area.
- ✓ To eat foods that are exceptionally fresh since they are harvested when ripe.
- ✓ To support Quebec producers and our local economy.
- ✓ To preserve our land and our agricultural expertise.
- ✓ To reduce the distance that food travels and, in turn, reduce the negative impacts of transportation on the environment.
- ✓ To reduce the purchase of packaged and over-packaged foods.

Learn more about local foods¹.....



How to identify them

Labels have made it easier to identify Quebec foods.

- ✓ The Aliments du Québec logo, a certification established and recognized by the agri food industry, is on the product packaging or the price tag.....
- ✓ Several regions of Quebec have created their own campaigns and logos to promote their products.
- ✓ The PLU code, a small label containing 4 or 5 digits, is used to identify the product at checkout. The country of origin is often indicated.



Tips for eating local foods

- ✓ Reach for fresh, seasonal fruits and vegetables: Quebec produces a large quantity and variety of fruits and vegetables throughout the year.
- ✓ Opt for frozen Quebec fruits and vegetables during the winter months: frozen fruits and vegetables are picked when ripe and frozen immediately after harvest.

Check out the Quebec fruit and vegetable harvest calendar²

Learn more about frozen foods³.....



Organic foods

The term “organic” refers to the agricultural techniques used to grow these foods, which are more protective to the environment and to human health.

Why choose organic foods?

- ✓ To reduce exposure to pesticide residues, which pose health risk, especially in children.
- ✓ To support organic farmers and the development of this agricultural sector in Quebec and worldwide.
- ✓ To mitigate climate change—a critical social issue for the future of our society.
- ✓ To preserve soil fertility and the biodiversity of the planet.

Learn more about organic foods⁴.....



How organic foods are labelled

- ✓ The term “organic” (or its derivatives, e.g., “biodynamic”) guarantees that the foods are certified organic and meet all associated standards.



Tips for eating organic foods

- ✓ Grow fruits, vegetables and herbs without using synthetic fertilizers or pesticides.
- ✓ Sign up to receive weekly organic fruit and vegetable baskets from local farmers during the summer, fall and winter.
- ✓ Buy organic foods directly from farmers at public markets (which can also reduce costs).

Discover local and organic food vendors⁵.....



DISCOVER PLANT PROTEIN



Recipes that contain legumes, tofu, and seeds definitely have their place in cooking workshops. These foods are easy to use, economical and do not necessarily require cooking.

Learn more about flexitarianism⁶



RECYCLE, COMPOST AND AVOID WASTE



Applying the principles of the 4Rs—reduce, reuse, recycle and recover⁷—will lead to more eco-friendly cooking workshops. In summary:

- ✓ Reduce (e.g., buy less-packaged ingredients in the right quantities)
- ✓ Reuse (e.g., reuse leftover ingredients and plastic containers)
- ✓ Recycle
- ✓ Recover (e.g., compost)

Learn more about composting⁸.....

Learn more about reducing food waste⁹.....



1. equiterre.org/eat-local
 2. equiterre.org/seasonal-produce-calendar
 3. equiterre.org/legumes-surgeles (French only)
 4. equiterre.org/eat-organic
 5. equiterre.org/food-providers

6. equiterre.org/flexitarisme (French only)
 7. equiterre.org/fiche/3r-v (French only)
 8. equiterre.org/compostage (French only)
 9. mapaq.gouv.qc.ca/fr/Consommation/guideconsommateur/gaspillage/Pages/gaspillagealimentaire.aspx (French only)



Tips for Keeping Recipe Costs Down

✓ Tips on how to avoid waste:

- Organize and properly store staple ingredients to avoid double purchases; use the least-fresh ingredients first (keeping an inventory of what you have on hand can be helpful).



- Reuse leftovers and ingredients (see Éviter le gaspillage alimentaire [Avoid food waste]¹).



- Check the expiry dates before buying perishable foods and store food properly (see Fact Sheet 5—Hygiene and Food Safety Procedures).

✓ Opt for private label products.

✓ Shop at public or farmers' markets when in season.

✓ Look through supermarket flyers to take advantage of sales or discounts of needed ingredients. Here are a few tips:

- Choose recipes based on ingredient sales.

- Get informed about best-price-guaranteed policies at local super-markets. Some stores will match the competitor's price without having to displace yourself.

✓ In schools, ingredients can sometimes be ordered from the School Board's approved suppliers. The prices may sometimes be more affordable and the foods are delivered directly to the school (minimum orders required).

✓ Get creative in replacing ingredients in recipes and choose foods that are easier to find or are more affordable (see ideas on the reverse side).

✓ Choose fresh, in-season fruits and vegetables as they are often more affordable (see the Quebec fruit and vegetable harvest calendar²). When not in season, frozen fruits and vegetables are a great alternative (they are already trimmed, no waste, nutritional and economical).



DETERMINING THE COST OF A COOKING WORKSHOP

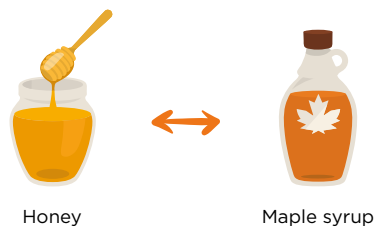
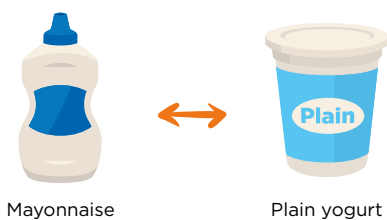
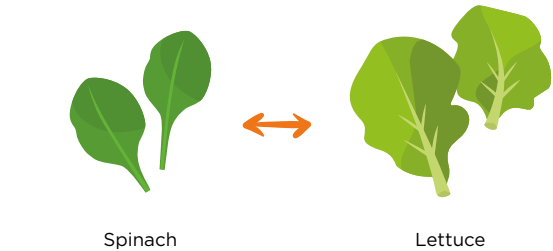
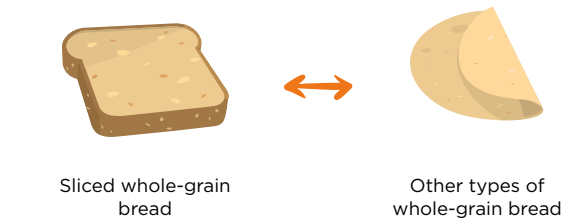
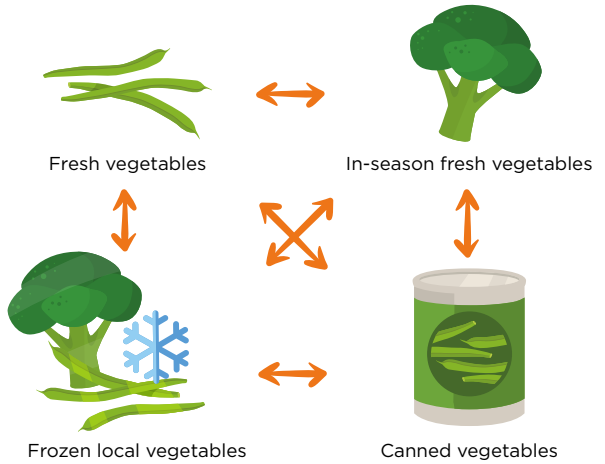
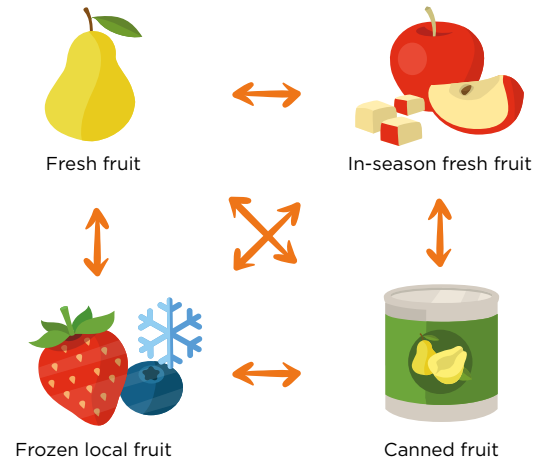
- ✓ Write up a shopping list of what is needed based on the number of children and the recipe (e.g., if you need to double the recipe).
- ✓ Determine if you need any non-food materials (e.g., aluminum foil, toothpicks).
- ✓ Plan for slightly larger quantities, in case something gets ruined.
- ✓ Check the ingredients you already have in stock.
- ✓ Visit the on-line grocery store website for pricing to determine the average cost of ingredients and take advantage of sales.
- ✓ Calculate the cost, taking into consideration unit prices (e.g., if the recipe calls for 2.4 litres of milk, you have to buy 3 litres).

1. equiterre.org/gaspillage (French only)

2. equiterre.org/seasonal-produce-calendar

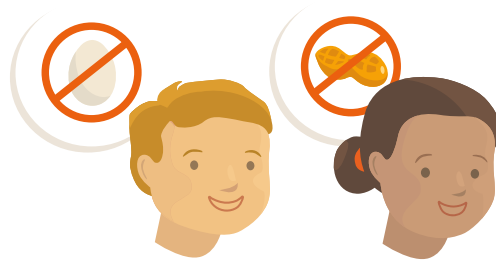
Substituting ingredients

Here are some examples of foods or ingredients that can be replaced by similar ones if they are not available or if their cost is too high.





Food Allergies



A **food allergy** is an abnormal reaction triggered by the body's immune system. It occurs in some people when the body comes in contact with a protein normally harmless to others. The body perceives the food as a danger and builds a defence system leading to the release of chemicals that cause the symptoms of an allergic reaction. These symptoms can even include anaphylactic shock which can be life threatening.

A food **intolerance** does not involve the immune system. Although it can cause severe symptoms, it does not usually put a person's life at risk.

Here are some tips to reduce the risk of allergic reactions in children during cooking workshops. Before applying them, it is important to be aware of the procedure in place at your school.

- ✓ Be sure to identify any child with food allergies, and the foods that they are allergic to and their potential symptoms.
- ✓ Determine the accessibility of the auto-injector (carried by the child or stored elsewhere in the school).
- ✓ Pick recipes that do not contain ingredients that children in the group might be allergic to.
- ✓ As much as possible, choose unprocessed staple foods and carefully read the list of ingredients for potential food allergens. The main allergens that must be declared are peanuts, wheat, fish and seafood, milk, mustard, nuts, eggs, sesame, soy and sulphites.
- ✓ Before the workshop, speak with the parents of the children with food allergies—they may even be able to suggest recipes.
- ✓ Substitute any ingredients in recipes that could cause an allergic reaction.
- ✓ Be sure to follow the hygiene and food safety procedures (see Fact Sheet 5 — Hygiene and Food Safety Procedures), especially when it comes to washing hands and surfaces.



For more information on food allergies, visit the following websites:

Allergies Québec

allergies-alimentaires.org (French only)

Ministère de l'Agriculture, des Pêcheries et de l'Alimentation du Québec

mapaq.gouv.qc.ca/fr/Consommation/allergiesalimentaires/Pages/allergiesalimentaires.aspx (French only)

Substituting ingredients

Replace the illustrated ingredients with those suggested in the shaded boxes.



Peanut butter

(in sauces, cereal bars or no-bake energy balls)

Soy butter
Sunflower seed butter
Pea butter
Wowbutter®



Peanuts

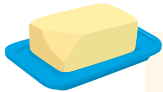
(as a topping)

Sunflower seeds
Roasted pumpkin seeds
Roasted soy beans
Seasoned roasted chickpeas



Wheat (pasta)

Gluten-free, rice, quinoa, corn, rye and buckwheat pasta
Spiralized zucchini
Spaghetti squash



Butter

Dairy-free margarine (with or without soy)
Olive oil
Canola oil



Cream

Creamy soya preparation
Coconut cream
Blended silken tofu (add water as needed)



Wheat (flour)

Wheat-free flour blend (e.g., rice, quinoa, chia, amaranth, chickpea, hemp and teff flour)
Note: A blend of flours generally yields a better result.



Milk

According to the recipe, choose from among the following options:

Plain fortified soy beverage
Fortified rice beverage
Coconut milk
Broth



Mustard

Horseradish
A blend of equal parts fresh ginger, lime zest and turmeric



Yogurt

Silken tofu
Apple, pear, banana, sweet potato, squash or pumpkin purée
Cultured coconut
Fermented cultured soy



Eggs

Between 3 tbsp and ¼ cup (45 to 60 mL) plain yogurt for 1 egg
2 tbsp (30 mL) water and ½ tsp (2 mL) baking powder for 1 egg
1 tbsp (15 mL) boiling water and ½ tsp (2 mL) baking soda for 1 egg
Vegetable or fruit purée: apple, pear, banana, sweet potato, squash or pumpkin. ¼ cup (60 mL) for 1 egg



Soy sauce

Whisk together 2 tsp (10 mL) molasses, 1 tsp (5 mL) warm water and ¼ tsp (1 mL) salt for 1 tbsp (15 mL) soy sauce

Adapted from *Allergique et gourmand*, by Dominique Seigneur, Les Éditions de l'Homme.

For allergen-free recipes, visit:

[Déjouer les allergies](http://dejouerlesallergies)¹

Allergique et gourmand, by Dominique Seigneur, Les Éditions de l'Homme, Montréal, 2017.

1. dejouerlesallergies.com/category/cuisiner/recettes (French only)



Hygiene and Food Safety Procedures

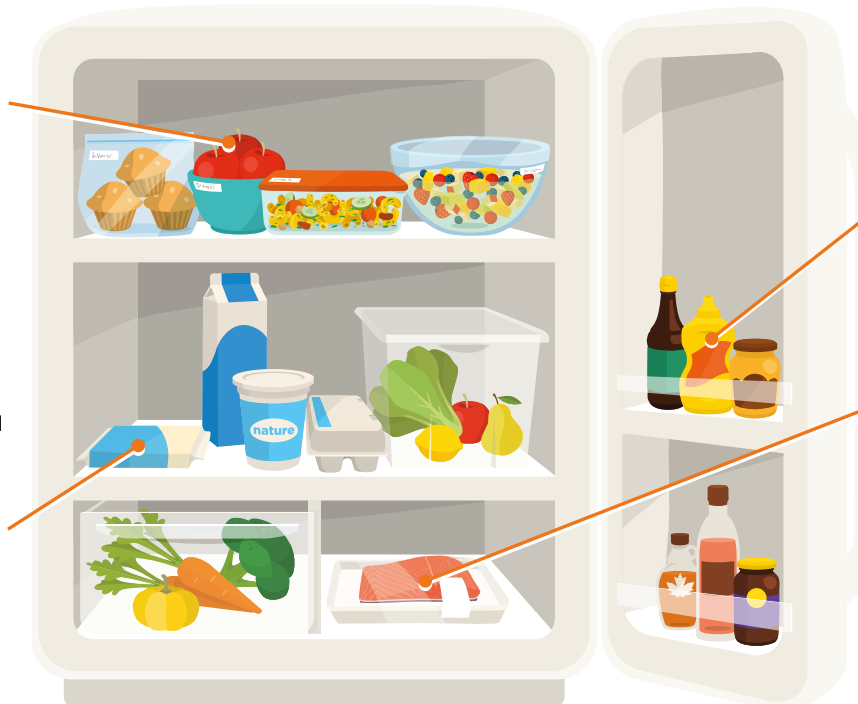
One of the main objectives of animating cooking workshops with children is teaching and applying the basic rules of hygiene and food safety practices.

SAFELY STORING FOODS AND INGREDIENTS

- ✓ As much as possible, avoid storing perishable foods at temperatures between of 4°C to 60°C because this is the “danger zone” where bacteria grow most rapidly.
- ✓ Check the temperature of refrigerators and freezers on a regular basis.
- ✓ Store foods as quickly as possible in the appropriate place.
 - Dry ingredients should be stored in a well-ventilated, cool, dry place. Do not leave them on the floor or in a damp location.
 - Perishable foods must be stored in the refrigerator.
 - Do not overstock the refrigerator as this prevents cold air from circulating and keeping the food cold.
 - Use the refrigerator shelves as follows to avoid contamination:

Fresh or thawed fruits and vegetables, cooked meals and ready-to-eat foods: in the spaces provided for this purpose (e.g., fruit and vegetable crisper drawers) or elsewhere, well wrapped, labelled and dated.

Eggs and dairy products: avoid the door and the top of the fridge.



Less perishable foods (e.g., condiments): in the door.

Raw meat, poultry and fish: well wrapped, ideally in the bottom of the fridge.

BEFORE THE COOKING WORKSHOP

- ✓ Clean work surfaces before and after the workshop and/or as necessary.
- ✓ Check the condition of the ingredients and their expiry dates.
- ✓ If needed, defrost ingredients properly.
 - Place the food item in the fridge in advance to allow enough time to defrost.

- Place the properly sealed container in cold water, making sure it is completely submerged, and change the water every 30 minutes.

- ✓ Wash your hands¹ with hot water and soap as often as needed—for instance, before and after the workshop, after going to the washroom and after blowing your nose.
- ✓ Tie your hair up or wear a hairnet.



DURING THE COOKING WORKSHOP

- ✓ Take the needed ingredients out of the refrigerator only when needed (e.g., take out the eggs at the end of the workshop if they are only used at the end of the preparation stage).
- ✓ Wash fruits and vegetables with potable water and use a brush as needed.
- ✓ Remove bruised or damaged parts of ingredients and wash the knife to avoid contaminating the rest of the fruit or vegetable.

- ✓ Wrap, label (product name, date, child's name, as needed) and store prepared foods and leftovers in an appropriate place as quickly as possible.
 - To promote rapid cooling, transfer the food into smaller containers and place them half-covered in the refrigerator. When cooled to the appropriate temperature, close the containers.
 - Do not cool cooked foods at room temperature.

How to properly sample food?

- ✓ Using a ladle, spoon some food into a container or plate.
- ✓ Take a clean spoon to taste the food.

AFTER THE COOKING WORKSHOP

- ✓ Clean and sanitize work surfaces (desks, tables, counters).
 - If possible, use an environmentally friendly antimicrobial disinfectant (e.g., an EcoLogo certified product). The caretaker of the school can help you select products that are sold by approved suppliers.
- ✓ Clean kitchen equipment, utensils, dishes and cutting boards
 - Wash with hot water and dish soap
 - Rinse
 - Dry with a clean cloth used only for this purpose
- ✓ Wash dish towels and cloths after each workshop.

Hand washing is fun!

It can sometimes be hard to convince children that it is important to wash their hands. The following activity is a fun way to convince students of the importance of proper hand washing.

1. Pour 2 tbsp (30 mL) canola oil into a small bowl.
2. Dip a spoon into the oil and spread the oil on the hands of two children.
3. Sprinkle 1 tsp (5 mL) of cinnamon powder onto the hands of each child.
4. Ask the children to wash their hands with either hot water or hot water with soap.
5. Compare the two methods of washing; explaining to the children that the cinnamon represents bacteria and dirt that you cannot always see with the naked eye.
6. Draw the conclusion that washing with hot, soapy water is the most effective method to remove dirt and bacteria.

References:

Ministère de l'Agriculture, des Pêcheries et de l'Alimentation
Guide de bonnes pratiques d'hygiène et de salubrité²



1. mapaq.gouv.qc.ca/fr/transformation/qualitedesaliments/securitealiments/lavagemains/Pages/lavagemains.aspx (French only)
2. mapaq.gouv.qc.ca/fr/Publications/Guidemanipulateur5.pdf (French only)



Choosing a Variety of Nutritious Recipes

To cook with children and help them develop cooking skills that are useful on a daily basis, a variety of recipes can be used.

The recipes should focus on **the joy of eating well and cooking healthy meals**, rather than on the nutrient content.

- ✓ Plan a **variety** of recipes that can be easily prepared at home for breakfast, snacks, lunch, dinner and desserts (e.g., parfaits, cereal bars, sandwiches, meal salads, cooked meals, muffins).
- ✓ Choose recipes made from **staple foods**: vegetables, fruits, whole-grain flours and cereals, legumes and dairy products.
 - Opt for fresh, in-season or frozen fruits and vegetables.
 - Pick recipes made from whole-wheat flour and cereals or substitute up to half the white flour with whole-grain flour (whole wheat or other).
 - Have fun discovering meat alternatives, such as legumes and tofu. They are easy to cook, nutritious, economical and have a smaller impact on the environment.
- ✓ Use vegetable oils such as canola or olive oil.
- ✓ Choose recipes that are low in sugar or reduce the amount of sugar needed.
- ✓ Discover fine herbs and spices to enhance the flavour of your dishes.



Inspiring References

Cooking for autonomy (Commission scolaire Lester-B.-Pearson, English illustrated recipes)

sites.google.com/a/lbpearson.ca/health_nutrition/cooking-for-autonomy-recipes

Cuisine futée, parents pressés

cuisinefuteeparentspresses.telequebec.tv/recettes (French only)

Cuisinons en famille

cuisinonsenfamille.ca (French only)

Fondation OLO (illustrated recipes)

fondationolo.ca/en/recipes

La santé au menu (large quantity recipes)

lasanteaumenu.ca/des-idees-de-recettes (French only)

Lotbinière en forme: cooking workshops — school-based child care services (practical guide including techniques and recipes)

vivreenlotbiniere.com/wp-content/uploads/2017/02/Cartable-SDG.pdf (French only)

Naître et grandir

naitreetgrandir.com/fr/Recette-Familiale/Index.aspx (French only)

Schools Take Root (recipes for cooking fruits and vegetables from Quebec [with and without cooking])

equiterre.org/recipe-cards

SOS Cuisine (free access to recipes)

soscuisine.com/recipe/search



Useful Vocabulary

COOKING EQUIPMENT



Plates and soup bowl



Utensils (butter knife, fork and spoon)



Scissors



Paring knife



Chef's knife



Peeler



Cutting board



Measuring spoons



Measuring cups for dry ingredients



Measuring cup for liquid ingredients



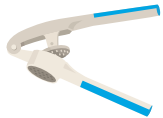
Ladle for serving soup and sauces



Scraper



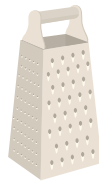
Whisk



Garlic press



Citrus press



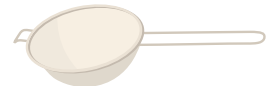
Grater



Zester



Can opener



Colander



Immersion blender



Blender



Pot



Muffin pan



Skillet and lid



Baking tray



Pyrex dish (oven and microwave safe)

COOKING VOCABULARY

- **Add:** Add or combine an ingredient to a mixture.
- **Blanch:** Immerse in boiling water for a short time.
- **Bring to a boil:** Boil a liquid.
- **Brown:** Cook food in a skillet over medium heat until it turns brown.
- **Brush:** To coat the food with a sauce or liquid using a pastry brush.
- **Chop:** Cut into very small pieces with a chef's knife.
- **Coat:** Cover with a layer of sauce.
- **Cut in rounds:** Cut thin slices of a food such as carrots and zucchini.
- **Cut in small florets:** Separate floral vegetables — like broccoli and cauliflower — into small pieces.
- **Cut in strips:** Slice the food into thin strips.
- **Dice finely:** Cut in small cubes.
- **Drain:** Remove liquid from a mixture.
- **Julienne:** Cut into long thin strips. First cut in thin slices and then cut lengthwise.
- **Mix until smooth:** Mix until the mixture is smooth and seems to consist of a single ingredient.
- **Peel:** Remove the skin or outer covering.
- **Portion:** Divide a recipe or dish into individual servings to cook or serve.
- **Preheat oven:** Turn on the oven until it reaches the desired temperature before starting a recipe.
- **Sample:** Taste, savour and eat, paying attention to the different textures, flavours and colours of a dish.
- **Sauté:** Brown foods quickly in a skillet on high heat.
- **Season:** Add spices such as salt and pepper to add flavour to food.
- **Set aside:** Keep an ingredient in a bowl or on a cutting board to use later in the recipe.
- **Simmer:** Cook a liquid gently, boil over low heat or stew.
- **Whisk:** Mix well with a whisk or fork.

From *Cuisiner pour manger mieux*. Student workbook. Commission scolaire de Montréal, Commission scolaire de la Pointe-de-l'Île, La Table des Chefs, English Montreal School Board and Commission scolaire Marguerite-Bourgeoys. 2012-2013.

SAMPLING VOCABULARY

Taste		Sound	
Sweet Savoury Bitter Acidic/Sour	Spicy Hot	Crispy Bubbly Crunchy	
Smell		Touch	
Appetizing Vanilla-like Spicy	Fragrance of... Aroma of...	Temperature Hot Cold Frozen Lukewarm	Texture in your mouth Crunchy Tender Crispy Granular Firm Creamy Juicy Rich Soft Smooth Sticky Fibrous Wet Dry
Sight			
Colour Colour name Appetizing colour Bright Dull Pale Dark Drab	Shape and size Big Small Ball Round slice Oval Round Square Thick Elongated Long Short Plump	Consistency Solid Liquid Purée	



Cooking workshop calendar

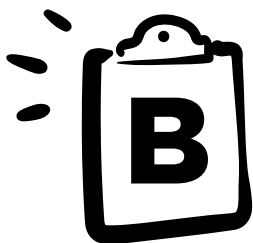
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or on a laminated copy of the tool.

	September	October	November	December	January
<input type="radio"/> Theme					
<input type="triangle-up"/> Recipe					
<input type="checkbox"/> Learning objectives					
	February	March	April	May	June
<input type="radio"/> Theme					
<input type="triangle-up"/> Recipe					
<input type="checkbox"/> Learning objectives					



Theme ideas

- Root vegetables
- Homemade salad dressings
- Homemade dips
- Legumes
- Spices
- Fine herbs
- Local fruits and vegetables
- Frozen fruits and vegetables
- Homemade smoothies
- Quebec cheeses
- Easy and quick breakfast ideas
- Lunches
- Snacks
- Celebrations & Holidays (e.g., theme, colour, mood)
- Seasons (e.g., in-season foods)
- International cuisine

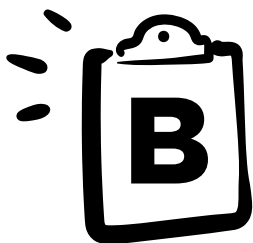


Cooking Workshop Preparation Tool

Use an erasable marker on this laminated tool or on a laminated copy of the tool.

See an example of tool B in action:
equiterre.org/cookingworkshopguide

Recipe:	Activity objectives: (see Fact Sheet 1)
Source:	
Age group:	Workshop setup: (see p. 24 of the Guide) <input type="checkbox"/> Individual recipe <input type="checkbox"/> Individual <input type="checkbox"/> Small teams <input type="checkbox"/> Group recipe <input type="checkbox"/> Small teams <input type="checkbox"/> Production line
Duration:	
Number of children:	
Equipment required:	Purchases (equipment and ingredients):
Pre-activity preparation:	



Cooking Workshop Preparation Tool

Use an erasable marker on this laminated tool or on a laminated copy of the tool.

See an example of tool B in action:
equiterre.org/cookingworkshopguide

Recipe:	Servings:
Preparation time:	Cooking time:
Ingredients:	
Special instructions/demonstrations:	
Preparation:	
Notes:	



Cooking Workshop Preparation Tool


Example

Title: Allergen-free energy balls	Activity objectives: (see Fact Sheet 1)
Source: The team of Registered Dietitians at Dairy Farmers of Canada — educationnutrition.ca	<ul style="list-style-type: none"> ● Develop their independence (individual recipe) ● Discover their tastes (preferences) ● Measure solid ingredients
Age group: 5 to 7 years	Workshop setup: (see p. 24 of the Guide)
Duration: 40 minutes <ul style="list-style-type: none"> ● Presentation, 5 minutes ● Preparation, 15 minutes ● Cleaning, 10 minutes ● Sampling, 10 minutes 	<input checked="" type="checkbox"/> Individual recipe <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Individual <input type="checkbox"/> Small teams <input type="checkbox"/> Group recipe <ul style="list-style-type: none"> <input type="checkbox"/> Small teams <input type="checkbox"/> Production line assembly
Number of children: 20	
Equipment required: To display ingredients: <ul style="list-style-type: none"> ● Bowls (5 + 1 if optional ingredient is different) For the group <ul style="list-style-type: none"> ● Measuring spoons (3 × 15 mL + 1 if optional ingredient is different) ● Measuring spoon (1 × 5 mL) ● Butter knives (5) to level dry ingredients ● Small spoons (2) for scraping the syrup and butter from the measuring spoon For each child and the facilitator <ul style="list-style-type: none"> ● Cutting boards (21) ● Butter knives or scissors (21) ● Small spoons (21) ● Small bowls for mixing (21) ● Small plates for the optional ingredient and sampling (21) 	Purchases (equipment and ingredients): <ul style="list-style-type: none"> ● Whole pitted dates (20 big or 40 small) ● Golden peabutter* (600 mL / about 2½ cups) ● Maple syrup or honey (100 mL / about ½ a cup) ● Quick oats (300 mL / about 1¼ cups) ● Whole-grain rice cereal (such as brown rice Rice Krispies) (300 mL / about 1¼ cups) Optional (to coat the balls): <ul style="list-style-type: none"> ● Whole-grain rice cereal (such as brown rice Rice Krispies) OR unsweetened shredded coconut OR cocoa (300 mL / about 1¼ cups) *Depending on the group's allergies, other butters can also be used (e.g., soy, sunflower)
Pre-activity preparation: <ol style="list-style-type: none"> 1. Buy the ingredients. 2. Prepare and lay out all necessary equipment. 3. Place ingredients in separate bowls and set up in an area where children can easily access to measure the appropriate quantities. 4. Set up workstations. 	



Cooking Workshop Preparation Tool

Example

Recipe: Allergen-free energy balls	Servings: 1 serving of 3 balls
Preparation time: 15 minutes	Cooking time: None
Ingredients: <ul style="list-style-type: none">● 1 or 2 whole pitted dates (depending on their size)● 2 tbsp (30 mL) golden pea butter*● 1 tsp (5 mL) maple syrup or liquid honey● 1 tbsp (15 mL) quick oats (not cooked)● 1 tbsp (15 mL) whole-grain rice cereal● Optional (to coat the balls): 1 tbsp (15 mL) unsweetened shredded coconut, cocoa or whole-grain rice cereal	
Special instructions/demonstrations: <ul style="list-style-type: none">● Demonstrate how to measure dry ingredients.● Demonstrate how to measure wet ingredients and, as they are sticky, how to scrape the remainders from the measuring spoon with another spoon.● Demonstrate how to safely cut the dates with a knife or scissors.● Demonstrate how to shape the balls.● Demonstrate how to roll the balls in the optional ingredient, if desired.	
Preparation: <ol style="list-style-type: none">1. Cut the dates into small pieces (can be done with scissors).2. Measure all the ingredients, except the optional one, and place them in a small bowl with the cut dates.3. Measure the optional ingredient, if there is one, and place it on a plate.4. Shape the mixture into 3 balls.5. Roll the balls in the optional ingredient, if desired.	
Notes: <div></div>	



Cooking Workshop Job Chart

Use an erasable marker on this laminated tool or on a laminated copy of the tool.

Use the empty boxes to add new cooking workshop tasks.

Cooking Workshop Job Chart

Date:

Tasks

Persons in charge of the task

Wash dishes

1.
2.

Dry dishes

1.
2.

Put away dishes and cooking equipment

1.
2.

Sweep the floor

1.
2.

Clean the work tables

1.
2.

☐ Each team cleans their own workspace

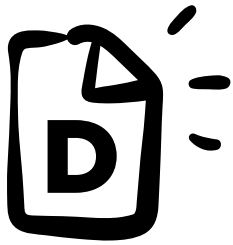
Put away the ingredients

1.
2.

1.
2.

1.
2.

1.
2.



Templates for Letters to Parents

The following are two examples of letters to send to parents to inform them that cooking workshops will be held at school during the year. (Daycare staff to fill in the blanks.)

The word version is available on equiterre.org/cookingworkshopguide

Dear Parents,

We are pleased to inform you that cooking workshops will be offered to your child on the listed dates below. For your child to enjoy the fruits of their labour, we kindly ask that you pick them up after _____ on those dates.

Dates: _____

Thank you for your cooperation.

Dear Parents,

We would like to inform you that cooking workshops will be offered to your child every _____. For your child to enjoy the fruits of their labour, we ask that you pick them up after _____ on those days.

Thank you for your cooperation.



The following is a reminder letter for a specific cooking workshop, to be sent to parents a few days ahead of time. (Daycare staff must fill in the blanks.)

The word version is available on equiterre.org/cookingworkshopguide

Dear Parents,

On _____, your child will be preparing
_____. Please pick them up after
(name of the recipe)
_____, to allow them enough time to complete the recipe. They will be
able to sample their recipe and/or take it home with them.

The ingredients in the recipe are: _____

Thank you for your cooperation.
