

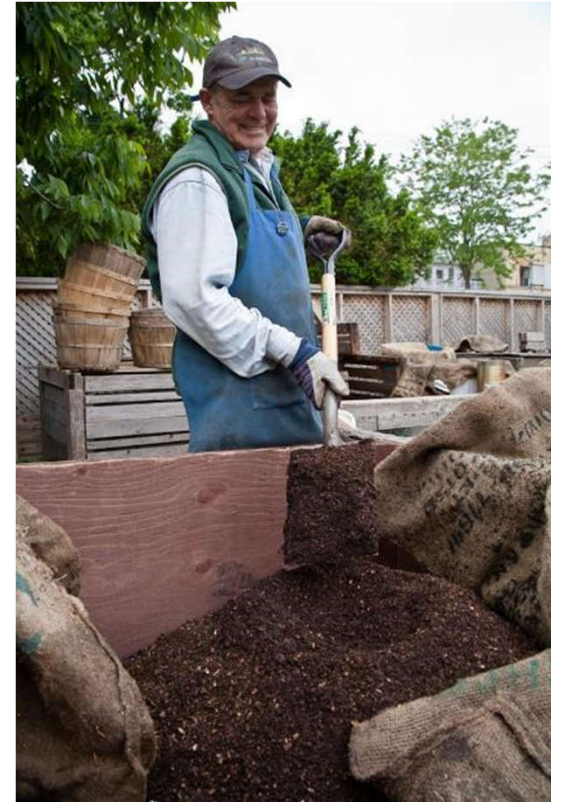
FOODSHARE TORONTO

WWW.FOODSHARE.NET

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COOKING | FRESH PRODUCE | GROWING | SCHOOLS



FIELD TO TABLE SCHOOLS



SCHOOL GROWN



Cooking & Tasting



Soil & Composting



Plants & Gardening



Food: Outside the Box

FOOD LITERACY EDUCATION

THE GOOD FOOD MACHINE

Healthy habits. Better lives.

Powered by:

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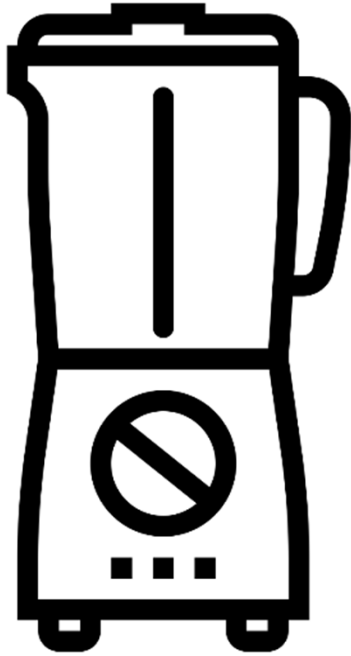
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10 PILOT SCHOOLS IN THE TDSB

1. Cooking *without* a kitchen
2. Events that spark in-class cooking
3. FREE cooking resources available to you!

COOKING UP LOCAL FOOD LITERACY



A basic kitchen “kit” may be all you need to get cooking. Some ideas:

- Blender, cups, cutting board, knife = SMOOTHIES
- Tea pot, tea cups, strainer, electric kettle = TEA
- Cutting boards, knives, peelers, plates/bowls, forks = SALADS
- Hot plate, soup pot, ladle, cutting boards, knives, bowls, spoons = SOUP
- Small plastic tupperware, marble, butter knife, plate = BUTTER
- Food processor, measuring spoons/cups, spatula = PESTO & DIPS

COOKING WITHOUT A KITCHEN



Other Kitchen Classroom Considerations:

- Food Safety, hand washing & sanitizing the food prep space (TPH up next...)
- Produce washing (separate sink!)
- Knife safety skills
- Doing dishes and cleaning tasks (involve students to save your sanity)
- Waste management (separate compost, garbage, recycling)
- Getting your co-workers on board (particularly the care takers!)
- Evaluation and Feedback from students to prove your case for cooking at school (and also that students do actually enjoy cooking and eating healthy foods)

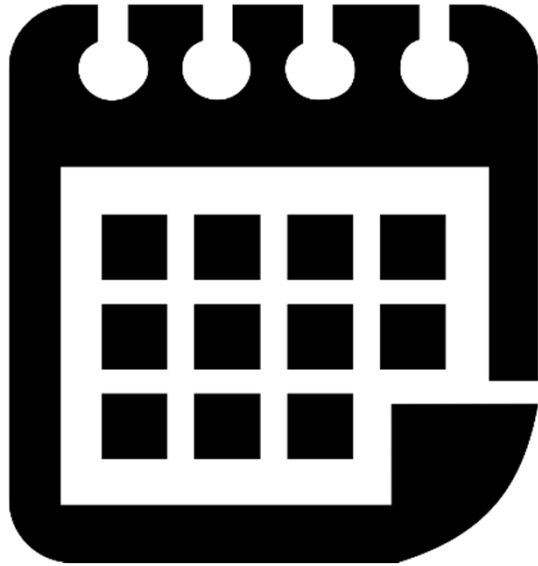
COOKING WITHOUT A KITCHEN



EXAMPLE 1: OGDEN JPS



EXAMPLE 2: BROCK JPS



- **Nutrition Month** - March
- **Local Food Week** - first week of June
- **Ontario Agriculture Week** - September/October
- **Seasonal Celebrations** (e.g. Harvest Festivals, Maple Syrup season, Winterlicious...)
- **Cultural Celebrations** (e.g. Diwali, Eid al-Fitr/ end of Ramadan, Christmas, Chinese New Year...): who in your community can talk to these events first-hand?
- **Special School Dates** (e.g. Reading Week/ Pre-Exams, Summer BBQ, Prom, Annual Fundraisers...)

EVENTS THAT SPARK IN-CLASS COOKING

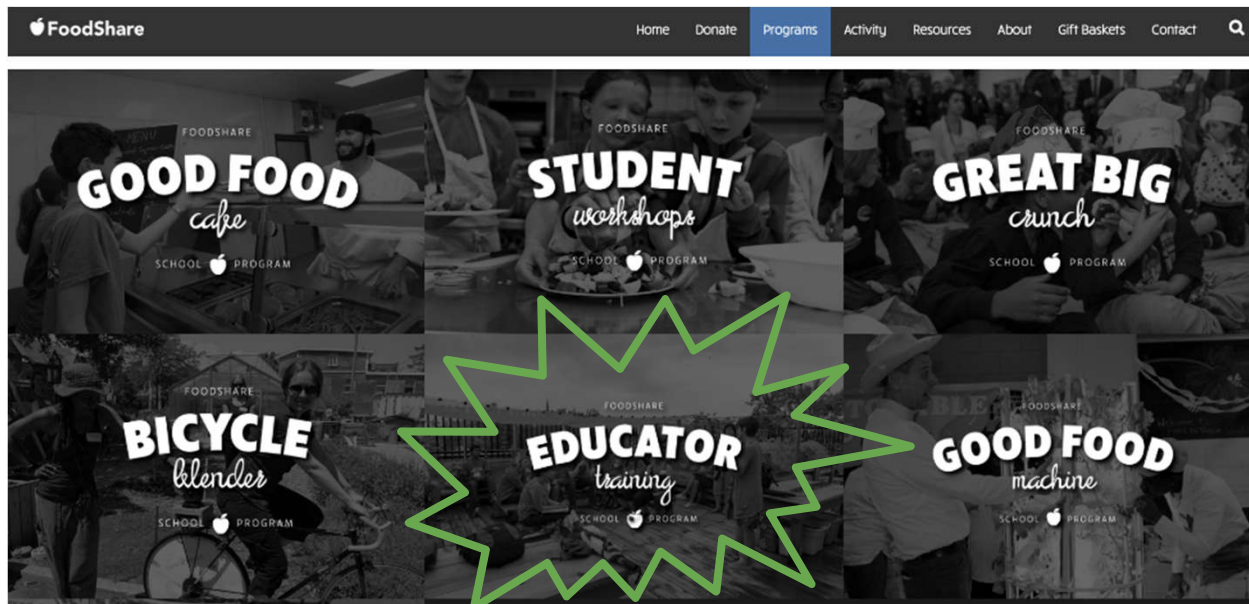


EXAMPLE 1: THE GREAT BIG CRUNCH



EXAMPLE 2: THE ROYAL'S "GOOD2GO"

www.foodshare.net/programs#



UPDATED LESSON PLANS:

The following lesson plans have been updated to incorporate some new, but mostly the tried and true workshops, activities and ideas from the past decade of Field to Table Schools. Each lesson plan is designed to be a learning "unit" and educators are encouraged to find the activities within them that best suit their group. Enjoy!

- Food, Media & Marketing (Gr 5-12) - Supporting slides: Food Packaging and Advertising | Health Claims and Nutritional Information | Name That Brand. Name That Food. | Portion Distortion | You Sure You Want to Drink That?
- Pollination Patrol (Gr JK-2) | Pollination Patrol Supporting Documents
- Roots and Shoots (Gr JK-2) | Roots and Shoots Supporting Documents
- Stone Soup (Gr 2-4)
- What Toronto Eats (Gr 9-12) | What Toronto Eats Supporting Documents

COOKING RESOURCES



COOKING & TASTING



Field To Table Schools Educator Toolkit Series

FoodShare
www.foodshare.net

Try this!

Taste Testing & Graphing

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

What are you tasting? You could try:

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

Choose up to 6 judging categories:

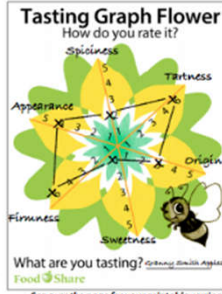
For example, crunchiness, colour, flavour, ripeness, sweetness, tartness, saltiness, spiciness, bitterness, texture, smell, origin, mouthfeel, after taste etc.

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

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

What's your flavour profile?

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



See over the page for your printable version!

Tried and (Taste) Tested

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

A comprehensive collection of learned lessons, tips and hints for cooking with children and youth!

EXAMPLE 1: COOKING & TASTING TOOLKIT

New To Education?

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

Grades JK-6

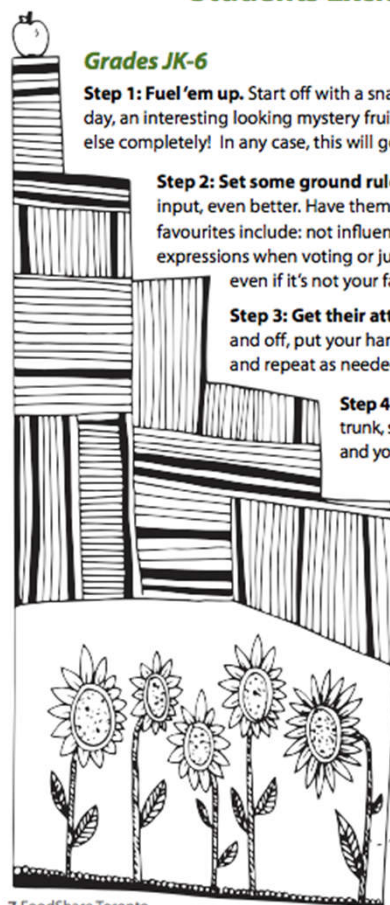
Step 1: Fuel 'em up. Start off with a snack. It could be the feature ingredient of the day, an interesting looking mystery fruit, a locally grown vegetable or something else completely! In any case, this will get them engaged and ready to work.

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

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

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

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



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

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

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

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



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

Cooking & Tasting 8

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

Grades 7-12

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

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

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



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

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



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

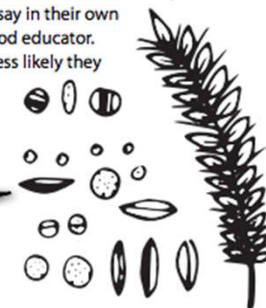
Step 6: Give it time. Sometimes older students need a bit of time before warming up to you. It's that simple.

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

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

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

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



Cooking & Tasting 10

STONE SOUP

Grades 2 to 4

Learning Objectives:

- Students will learn about the importance of community when eating, growing and sharing food.
- Students will learn how to prepare a basic, nutritious soup.

Lesson Materials:

Must Have:

- Stone Soup story book or print out from internet

Adapt For Your Group:

- Hot plate or access to a stove
- Soup Ingredients: oil, salt, pepper, onion, carrot, celery, grains, legumes, garlic, water and other "surprise ingredients"
- Utensils: knives, chopping boards, pot, wooden spoons, garlic press, ladle, colander
- Bowls and spoons for tasting
- Recipe cards (already hole punched)
- Mason jars with stones hot-glued on the lid
- Yarn or string for tying on recipe cards
- Pencils or crayons for decorating recipe cards
- Picture book covers (or copies of) - culturally appropriate and related to food and gardens.

Workshop updated October 2016

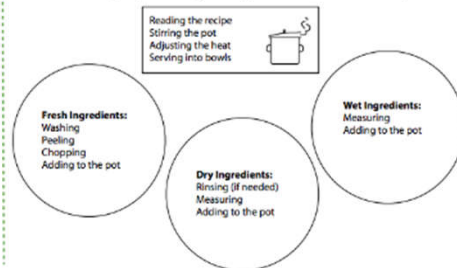
If you require this information in an accessible format, please contact brooke@foodshare.net.

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Activity: Make Your Stone Soup (60mins + cooking)

Keep the "community" theme going when you're making the soup. You can divide students into small groups according to their pre-determined role. For example:



Set the **kitchen rules**. You can determine these together as a group and have them up on the board for all to see.

Go over **knife safety skills**. A simple online search will bring up loads of pictures, instructions and videos to help you.

Modification Ideas:

- Have students bring in one ingredient from home to add to the pot. You could pre-determine if this will be a fresh, canned, dried or preserved item. Or maybe you delegate according to the colour or if it's locally grown etc. Local supermarkets or stores may be willing to donate ingredients using coupons you can pass on to your students.
- Map your ingredients. Follow the journey of your soup ingredients by finding out where they originated from and marking on a large map. You can determine origin by checking signage at the store, looking for a sticker or label on the skin or package, or asking the person you got it from! For unlabeled ingredients, just make a good guess

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www.foodshare.net

Step-by-step guide on how to divide a classroom into a teaching kitchen.

- Fresh Ingredients
- Dry Ingredients
- Wet Ingredients
- Readers/Stirrers/Servers

We always try and include modification ideas for different learning scenarios and settings.

EXAMPLE 2: STONE SOUP (GR 2-4)



THANK YOU!

Grants -

- Evergreen Schoolyard Grants
- Whole Kids Foundation
- Green Apple - Metro
- Greenbelt - Local Food Literacy

Resources -

- FoodShare Educator Website
- Sustain Ontario Greenhouse
- Edible Schoolyard - Resource Bank
- Farm to Cafeteria Canada - Facebook Page & Website

Q&A