

WHAT'S YOUR RECIPE?

→ *A Practical Guide*

FOR ORGANIZING AND FACILITATING
SUMMER CAMP COOKING WORKSHOPS



AUTHORS – ORIGINAL VERSION:

Marie-Pierre Drolet, Dt.P.,

Commission scolaire de Montréal

Hélène Gayraud,

nutritionniste et antérieurement gestionnaire de programmes provinciaux, nutrition, éducation en milieu scolaire, Les Producteurs laitiers du Canada

Julie Strecko,

nutritionniste, antérieurement agente de planification, programmation et recherche, Direction régionale de santé publique (DRSP) du CIUSSS du Centre-Sud-de-l'Île-de-Montréal

Murielle Vrins,

Équiterre

ADAPTATION:

Karine Chamberland,

Registered Dietitian, Fondation Tremplin Santé

ADAPTATION:

Mélissa Dion-Tremblay,

nutritionniste et gestionnaire de projets provinciaux, nutrition, éducation en milieu scolaire, Les Producteurs laitiers du Canada

Hélène Gayraud,

nutritionniste et antérieurement gestionnaire de programmes provinciaux, nutrition, éducation en milieu scolaire, Les Producteurs laitiers du Canada



This document was adapted from A Recipe for Successful-Cooking Workshops: A Practical Guide for Organizing and Facilitating Elementary School Cooking Workshops.

Amanda McKeown,

Recreation Programmer, City of Burlington

Megan Charlish,

MPH, RD, Policy and Program Consultant, Nutrition Connections-OPHA

Adrienne Baltadjian,

Registered Dietitian, Durham Regio Health Department

Kenda Patrick,

Registered Dietitian, North Bay Parry Sound District Health Unit

Pascale Messier,

RD, Dt.p., Santé publique Ottawa

Mathilde Laroche-Bougie,

coordonnatrice, programme Aliments du Québec au menu

Geneviève Chatelain,

conseillère aux projets éducatifs, Équiterre

Pascale Chaumette,

Registered Dietitian, Durham Region Health Department

Anick Jean,

Nutritionniste-Diététiste, Agente de promotion prévention, CIUSSS de la Capitale-Nationale, Direction de la santé publique

Cathia Lavoie,

Conseillère en salubrité des aliments, Direction des stratégies d'inspection et de la réglementation Sous-ministériat à la santé animale et à l'inspection des aliments

Yan D'Amours,

coordonnateur, Association des camps du Québec

CONSULTED CAMPS:

- Camp de jour de la Municipalité de Saint-Blaise-sur-Richelieu
- Groupe Promo-Santé Laval
- Camp de jour du Service des Loisirs St-Sulpice
- Camp de jour de la Municipalité de Wickham
- Camp de jour de la Municipalité de St-Épiphanie
- Le cercle de l'amitié
- Camps de jour Bois-de-Boulogne

SUMMER CAMP COOKING WORKSHOPS

WANT TO HOLD A COOKING
WORKSHOP AND DON'T KNOW
WHERE TO START ?

ARE YOUR COOKING WORKSHOPS
LIMITED TO MAKING THE SAME RECIPE?
WANT TO TRY SOMETHING DIFFERENT ?

NOT MUCH OF A COOK
YOURSELF AND WONDERING
HOW YOU CAN TEACH SKILLS
TO CAMPERS ?

TIRED OF MAKING LUNCHES
AND NOT SURE HOW TO INSPIRE
CAMPERS TO COOK ?

WELL, YOU'RE IN LUCK!

*This is the perfect guide
for you!*

It was created to assist you with developing cooking workshops, from organizing to planning, leading, and evaluating. This step-by-step guide can be adapted to your camp's specific situation and needs.

! Presenting cooking workshops at camp is a great way to encourage campers to adopt healthy eating habits.

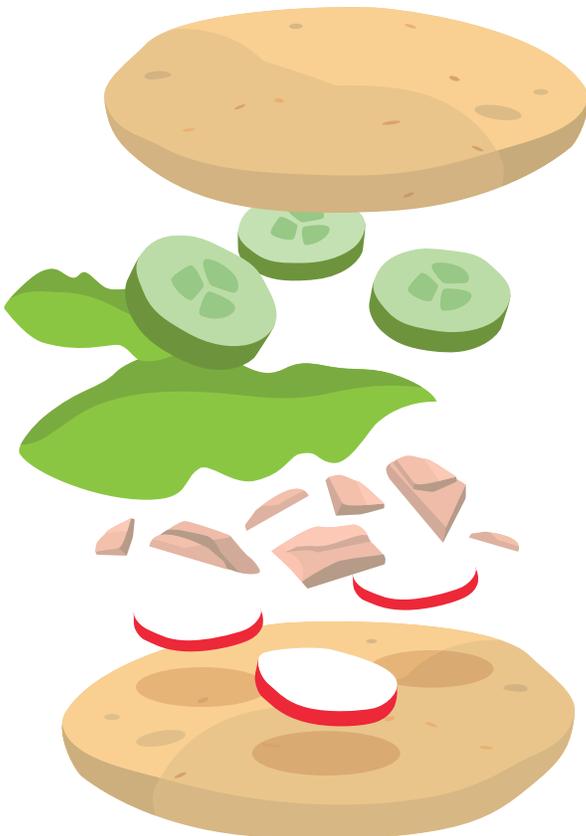
THESE WORKSHOPS ALLOW THEM TO:

- Discover, learn about, and appreciate a variety of healthy foods.
- Develop and apply cooking skills they will use for the rest of their lives.
- Associate healthy eating with fun and personal growth.

TIPS FOR BEING A GOOD WORKSHOP LEADER:

- 1 Be positive and focus on the joy of eating (e.g., variety, taste, colour), without labelling food as "good" or "bad."
- 2 Help campers discover whole, unprocessed, or minimally processed foods (e.g. fruits, vegetables, whole grains, legumes and dairy products), rather than focusing on isolated nutrients (e.g., protein, vitamin B, zinc).
- 3 Avoid linking diet with weight or appearance. Campers are growing and should be able to enjoy a variety of foods while being aware of their own signs of hunger and satiety.

Camp cooking workshops are about...



Satiety is...

When you're not hungry after you've eaten.

- *The joy of learning!*
- *Developing new skills!*
- *Savouring food!*
- *Sharing good times with others!*
- *Learning about new foods and their origins!*
- *Enjoying fresh, local products!*
- *Cooking from scratch!*
- *Exploring a variety of foods!*

Did you know that's exactly what the Canada's Food Guide has sought to do?

Please refer to the References and Resources section for reliable sources and information.



HOW TO USE THIS GUIDE

TABLE OF CONTENTS

STEP 1 – PLANNING ————— P. 7

- 1 Plan your summer
 - A. Determine your budget for the summer
 - B. Choose a location
 - C. Decide how many workshops to hold
 - D. Create a cooking workshop calendar
 - E. Determine your equipment needs
- 2 Group management planning
 - A. Explain workshop rules
 - B. Establish the flow of your cooking workshops.
- 3 Planning the cooking workshop
 - A. Choose the recipe(s)
 - B. Fill out the cooking workshop preparation tool

STEP 2 – PREPARATION ————— P. 21

- 1 Before the workshop
 - A. Cooking equipment
 - B. Space requirements
 - C. Ingredients
 - D. Reminder to parents
- 2 Day of the workshop
 - A. The working space
 - B. Cooking equipment and ingredients
 - C. Cleaning and putting everything away

STEP 3 – LEADING ————— P. 23

- 1 Greeting campers
- 2 Opt for an interactive workshop
 - A. Giving instructions
 - B. Stimulating curiosity and interest
 - C. Presenting the recipe
 - D. Finishing the recipe
- 3 Tasting the finished products / Conclusion

STEP 4 – EVALUATION ————— P. 27

- 1 After each cooking workshop
 - A. Planning, preparation and leading
- 2 At the end of the summer
 - A. Summer planning review
 - B. Next summer
 - C. Your experience

MORE TO DISCOVER!

To facilitate your culinary workshops, we have included appendix information sheets and practical tools, identified throughout the guide by the icons below. Web links will also allow you to access more resources and information.

APPENDICES



- 1 My cooking workshops help develop
- 2 Eco-friendly cooking workshops
- 3 Adapting to different age groups
- 4 Tips to lower the cost of a recipe
- 5 Food allergies and intolerances
- 6 Choosing a variety of nutritious recipes
- 7 Useful vocabulary
- 8 Hygiene and food safety procedures
- 9 Get the campers interested
- 10 Sampling the fruits of your labour
- 11 Ideas for themes
- 12 Food waste
- 13 Dinner is served
- 14 Understanding food labels
- 15 Conversion table
- 16 Hand washing
- 17 Get the food service involved
- 18 Resources

Psssst!

The appendices give you more information on a specific subject.

PRACTICAL TOOLS



- A Templates for a letter to parents
- B Summer program schedule
- C Job chart
- D Cooking workshop preparation tool
- E Recipe template
- F Attendance and allergy list
- G Certificate of participation

Psssst!

Use the practical tools to help you plan, prepare and lead your culinary workshops.

STEP 1

Planning



I. PLANNING YOUR SUMMER

This step involves planning cooking workshops that will take place over the course of the summer. If you plan multiple workshops, your campers will learn even more!

A. DETERMINE YOUR BUDGET FOR THE SUMMER

Allocating a budget beforehand will determine the frequency of cooking workshops as well as your selection of recipes and ingredients. Talk to your camp manager. They'll be able to guide you.

WILL YOU NEED TO PURCHASE EQUIPMENT?

DO YOU KNOW OF ANY FARMS NEAR YOUR CAMP?

DO YOU HAVE ACCESS TO GROCERY STORES THAT MIGHT AGREE TO DONATE FOOD?

B. CHOOSE A LOCATION

You don't necessarily need access to a room set up specifically for cooking workshops. A table, with or without chairs, can still allow campers to prepare recipes!

IS THERE A SINK NEARBY?

DOES THE LOCATION MEET SAFETY REQUIREMENTS?

WILL CAMPERS BE ABLE TO CONCENTRATE ON WHAT THEY'RE DOING?

GOOD IDEA

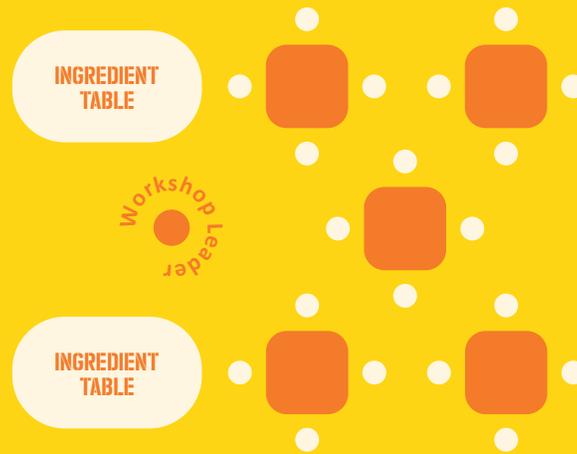


Here are two ways to set up the activity so you can see everyone.

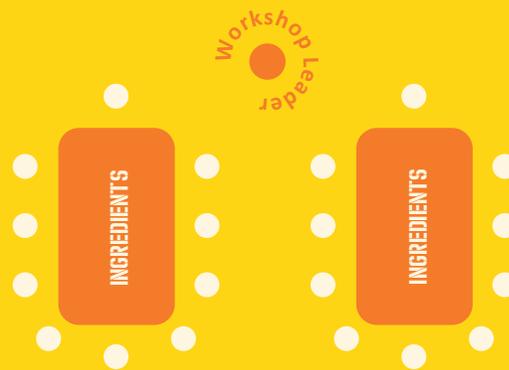
The first one facilitates working in small teams (4-6 people).
Youth go get what they need at the food stations.

The second limits movements because the food is in the center of the table.

1st idea



2nd idea



Practical tips

Inform parents of upcoming cooking workshops, for example by sending a letter, so that campers can be picked up at the end of the activity.

To Reuse and share previous workshops and include important points to remember, you can create a binder with the main points to remember from one summer to the next (e.g. planning steps, recipes).



C. DECIDE HOW MANY WORKSHOPS TO HOLD

Have you considered scheduling multiple workshops during the summer? Workshop frequency has a direct impact on learning, so consider including more than one in your calendar. Try to let campers enjoy more than one cooking workshop during the summer, if possible.

D. CREATE A COOKING WORKSHOP CALENDAR

So, you've decided how many workshops are going to take place. The next step is to assign a theme to each workshop. This will help you choose recipes that will expose campers to a wide variety of flavours, cultures and experiences!

- Choose a theme that features minimally or non-processed staple foods (e.g. fruits and vegetables, whole grain flours and cereals, legumes, cheese, milk).
- Pick simple recipes to start and more complex recipes later on.
- Set a learning objective for each workshop (e.g. discovering a new food, learning a new way to cut fruit).



**DON'T FORGET TO GO
FILL IN YOUR OWN
THEMATIC CALENDAR!**

Need some inspiration?

JUNE

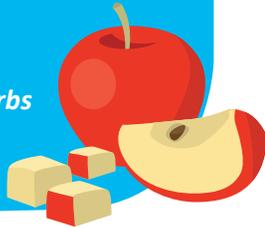
Theme: All in the gardens!

Recipes:

- Mediterranean chickpea salad
- Bruschetta

Learning objective:

→ *Discovering new foods: herbs*



JULY

Theme: Let's discover strawberries!

Recipes:

- Strawberry-cranberry squares
- Fruity salsa

Learning objective:

→ *Slicing food with a knife*



AUGUST

Theme: Let's celebrate local food!

Recipes:

- Corn salad
- Blueberry cookies

Learning objective:

→ *Measuring food*



WHY NOT GO GREEN?

Did you ever think of choosing foods that also have a positive impact on our environment, whenever possible?



E. DETERMINE YOUR EQUIPMENT NEEDS

Gather all the cooking equipment into one or several bins to help organize your cooking workshops. Some recipes may require specific equipment.

When choosing a recipe, assemble all the equipment required for its preparation. Here is an example of a cooking bin for a group of 20 campers:

Pro tip:

During your workshop, use only the required equipment. It will reduce your clean up time.

FOR EACH CAMPER



1 metal fork
(to mash, whisk,
or taste)



1 sampling glass



1 table knife



1 mixing bowl



1 sampling bowl



1 spoon
(to stir or taste)



1 small
cutting board



1 sampling plate



1 paring knife
(depending on age and abilities)

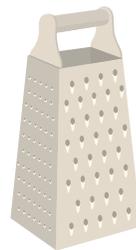
FOR THE GROUP



5 measuring cups for liquids
(250 ml or 1 cup)



5 sets of measuring
spoons



5 graters



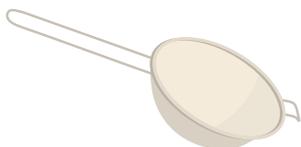
5 sets of measuring cups
for dry ingredients



5 peelers



8 to 10 pairs
of scissors



2 colanders



1 or 2 dish racks



2 brushes
or 2 dish cloths



5 or more cloths
for drying dishes



3 wash bins: one for dirty
dishes, one for washing,
one for rinsing



1 dish soap bottle

OPTIONAL EQUIPMENT



5 citrus presses



5 garlic presses



5 zesters

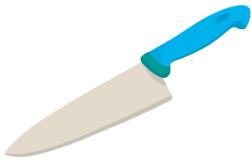
FOR THE WORKSHOP LEADER



1 cutting board



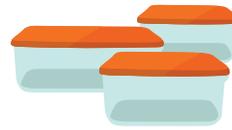
1 paring knife



1 chef's knife



1 can opener



Food containers



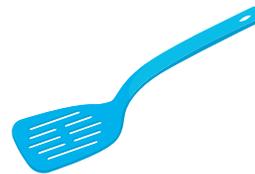
1 scraper



1 whisk



1 vegetable brush



1 spatula



First aid kit

FOR PRESENTING, STORING, OR SERVING INGREDIENTS AND FOODS:



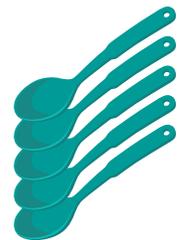
5 small prep bowls



5 plates

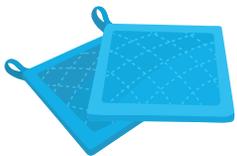


5 small bowls



5 serving spoons

OVEN EQUIPMENT



Pot holders



Oven mitts



Baking equipment



Parchment paper

Useful tip : You can use small silicon molds to reduce cleaning time.

Useful Tips

Short on time or equipment? Choose a no-cook recipe!

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 hot plate will suffice.

Use a cooking equipment management system to avoid losing any cooking equipment.

- Store equipment in a secure place.
- Identify your equipment using various techniques (e.g. number the measuring spoons in the same set; create a complete list of the equipment kept in the cooking bin).

2. GROUP MANAGEMENT PLANNING

Why planning is important?

- *To optimize the time spent with campers*
- *To ensure workshops flow smoothly*



A. EXPLAIN WORKSHOP RULES

→ *How campers are expected to behave in the cooking area*

BEFORE THE WORKSHOP

- ✓ Remove any jewellery.
- ✓ Roll up your sleeves.
- ✓ Tie your hair back.

DURING THE WORKSHOP

- ✓ Always keep your eyes on the cutting board when chopping food.
- ✓ Use the right technique to cut food.
- ✓ Never use the oven without counselor supervision.
- ✓ Wear oven mitts to take food out of the oven.

WHILE SAMPLING FOOD

- ✓ Finish eating before speaking
- ✓ Chew with your mouth closed.
- ✓ Speak calmly and listen to others.
- ✓ Don't make negative comments (e.g. "yuck!").
- ✓ Feel free to state your preferences (e.g. "I don't like this").

AFTER THE WORKSHOP

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

AT ALL TIMES

- ✓ Wash your hands before and after the workshop and as often as needed.
- ✓ Wait for the counselor to give the signal before sampling the recipe or ingredients.
- ✓ Never put mixing or serving spoons in your mouth.
- ✓ Always walk when moving from one place to another.
- ✓ Remain seated and facing the table when holding sharp equipment.
- ✓ If you hurt yourself, tell a counselor right away.



**YOU CAN HAVE FUN WHILE
LEARNING PROPER TABLE
MANNERS. WHO KNEW?**



B. ESTABLISH A WORKFLOW FOR THE COOKING WORKSHOP

→ *Routine = independent campers = smooth workflow
= easy camper management*

*Greet
campers*



*Go over
hygiene and
safety rules*



*Present recipe,
ingredients
and equipment*



*Demonstrate
techniques*



*Wash
hands*

*Taste
and enjoy*



*Tidy and
clean up*



*Make
the recipe*



KEEP IN MIND

Tidying and cleaning

Remember to assign tasks.

It saves time and teaches campers responsibility. Assign cleaning tasks to a few campers and rotate for each workshop.

Tip: Create a job chart with written or illustrated tasks and enter the name of the camper responsible for each one.



.....

3. PLANNING THE COOKING WORKSHOP

Food for thought



Have you thought of involving the food service in your workshops?



A. CHOOSE THE RECIPE[S]

→ *Criteria to consider for an easy cooking workshop:*



Total duration under 30 minutes



Low-cost ingredients



Minimal ingredients and equipment required



Ingredients free of major allergens or easy to substitute.



Cooking methods appropriate for campers' age and abilities

→ **Don't forget to check the list of allergies of the campers that will be attending your workshop. You can use an attendance sheet and write down each camper's allergies (if any).**



Easy to make at home



Layout (see explanations on page 24)



Choosing a variety of nutritious recipes



Available equipment



Learning objectives, such as:

- Cooking techniques
- Teamwork
- Motor skills



WHAT DO YOU WANT CAMPERS TO LEARN DURING THIS WORKSHOP?

→ *Below is a list of important culinary learning objectives. The choice is up to you.*

- ✓ **Knowledge** (e.g. about foods, food safety and storage, substituting ingredients). 
- ✓ **Planning** (e.g. using a shopping list). 
- ✓ **Creativity** (e.g. creative use of leftovers)
- ✓ **Cooking 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 perception and sampling** (e.g. sensory perception of the texture and flavour of different foods.). 

B. FILL OUT THE COOKING WORKSHOP PREPARATION TOOL

Is the recipe that you have chosen not adapted to the number of campers in your group? Use this tool to modify and simplify your recipe by taking into account your group's size and age, the equipment on hand, and the ingredients available to you.

→ You can also use the recipe template! 

Psssst!

Some campers may be more tired than others at the end of the day, and some may have to leave during the activity. Did you ever think of doing your activity earlier in the day?

📌 PRACTICAL TIPS

Allow sufficient time to prepare the recipe, to clean up, and to taste the final product. Shorter recipes (15 to 45 minutes) are recommended.

FOR LONGER RECIPES, DIVIDE THE WORKSHOP STEPS OVER TWO DAYS OR PREPARE IN ADVANCE:

Example : A pizza recipe can be done over two days:

- Day 1: Mix, knead, and form the dough.
- Day 2: Slice and arrange toppings, then bake in the oven.

Example: Do some steps in advance, such as preparing the pizza dough or cutting up the vegetables.

GIVE SIMPLE INSTRUCTIONS SO THAT CAMPERS CAN BE MORE INDEPENDENT:

- Simplify the preparation steps (e.g. replace “cook the cut onions” with “cut the onions and then cook them”).
- Explain any vocabulary that campers will need to understand the recipe. 
- Use icons or images to visually represent the steps (e.g. an apple and a knife for the “cut the apple” step).

→ Always use the same units of measure when presenting recipes to campers.

NEED A CONVERSION TABLE?



Adjust your recipe according to the chosen workshop layout and the number of campers. If the quantities must be changed, it might be best to test the recipe first.

DETERMINE THE LEVEL OF SUPERVISION NEEDED BASED ON GROUP SIZE.

- If possible, arrange for an assistant counselor or another counselor to help supervise campers.
- Pair younger campers with older campers.

! IMPORTANT!

IS IT RECOMMENDED TO LET CAMPERS USE KNIVES?

It isn't specifically prohibited. It's more a question of judgment. The equipment used must be suitable to the campers' age group and abilities, and—most importantly—the workshop leader must provide proper supervision at all times.

HOW WILL YOU PRESENT YOUR WORKSHOP?

INDIVIDUAL RECIPE (EACH CAMPER MAKES THEIR OWN SERVING)



Individually

In small groups



Maximizes learning (e.g. cooking techniques) – every camper performs each step.

Increases sense of accomplishment.

Reduces the risk of contamination.

Makes it easier to adapt recipes to individual preferences.

Allows you to purchase only the necessary ingredients.

Maximizes learning – every camper closely observes and performs each step.

Allows campers to help one another (e.g. pairing older campers with younger ones).

Reduces the risk of contamination.

GROUP RECIPE (CAMPERS PREPARE SEVERAL SERVINGS TOGETHER)



In small groups

Assembly-line method



Allows campers to help one another.

Makes it easier to adapt recipes.

Recipes get completed faster.

Recipes can be finished even if some campers have to leave.

Allows larger amounts to be prepared.

Allows campers to help one another.

Makes it easier to adapt recipes.

Recipes are completed faster.

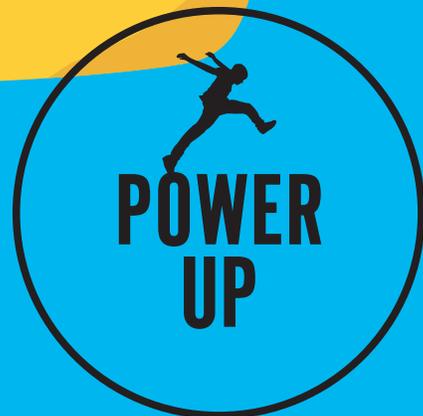
Allows larger amounts to be prepared.

Increases the risk of disinterest if the task is redundant.

Allows larger amounts to be prepared.

STEP 2

Preparation



I. BEFORE THE WORKSHOP

A. COOKING EQUIPMENT

Make sure you have all the required equipment and that it is all in working order.

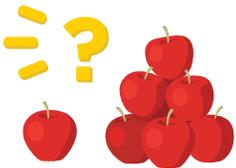
B. SPACE REQUIREMENTS

Have necessary refrigeration space and shelf space available and ready for storing ingredients and prepared food.

C. INGREDIENTS



Make a shopping list of all the ingredients you will need so that you do not 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.



D. REMINDER TO PARENTS

Remind parents of upcoming workshops while informing them of the ingredients to be used (especially if there are campers with food allergies in the group).

2. DAY OF THE WORKSHOP

A. THE WORKSHOP SPACE

- Set up chairs and tables as planned.
- Clean and sanitize all work surfaces.

B. COOKING EQUIPMENT AND INGREDIENTS

- 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 campers to access during the workshop.
- Take out any perishable ingredients at the last minute. If needed, use a cooler.
- Thaw ingredients safely, as needed.
- For longer recipes, do certain steps in advance if necessary (e.g. pre-cut certain vegetables, grate hard vegetables).
- If possible, display the recipe (e.g. board, poster, printout).



C. CLEANING AND PUTTING EVERYTHING AWAY

- Fill out the Cooking Workshop Job Chart.



Food for thought



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

STEP 3

Leading



I. GREETING CAMPERERS

→ *Ensure to greet campers in a fun and welcoming way in order to establish good rapport and allow for a quick start.*

GREET EACH CAMPER INDIVIDUALLY

- Take attendance.
- Make sure long sleeves are rolled up.
- Make sure long hair is tied up.

2. FAVOUR AN INTERACTIVE WORKSHOP

→ *Campers love lively activities!*

A. GIVING INSTRUCTIONS

Consider gathering all the campers together when giving instructions to help ensure you have everyone's attention. Making this step quick and lively will encourage campers to listen.

B. STIMULATING CURIOSITY AND INTEREST

Ask campers about their cooking experience and what

Use this as an opportunity to get them involved in your presentation so you don't have to do all the work yourself.

How can you get campers interested?
How do you motivate older campers?



WHAT DO YOU LIKE TO COOK THE MOST?

WHAT TYPES OF RECIPES DO YOU USUALLY MAKE?

DO YOU EVER COOK AT HOME?

WOULD YOU LIKE TO BE ABLE TO MAKE YOUR OWN SNACKS OR LUNCHES?

C. PRESENTING THE RECIPE

TODAY, WE'RE GOING TO MAKE A SMOOTHIE. DO YOU KNOW WHAT IT IS? WHAT INGREDIENTS DO YOU THINK WE'LL NEED?

WE'RE GOING TO MAKE A NO-BAKE CEREAL BAR. DOESN'T THAT SOUND LIKE A GREAT SNACK? WHAT KINDS OF SNACKS DO YOU LIKE?

- ✓ Show a picture of the finished product.
- ✓ Write a summary of each step on the board (on the board, on a sheet of paper, or use images to illustrate the steps and ingredients).
- ✓ Present all the ingredients in the recipe (share a fun fact about each ingredient while doing so).
 - Oats are a grain. Can you name any other grains that you're familiar with?
 - Did you know that the milk we drink is produced in Canada?
 - 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 cauliflower?
 - Not familiar with eggplant? Today's the perfect day to discover it! See how pretty it is, all purple and smooth!

COOKING EQUIPMENT

- 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.

COOKING TECHNIQUES

→ **Gathering the campers around one station for a closer look will keep them from fiddling with the equipment.**

- Give clear instructions and perform any necessary demonstrations.
- Divide the group into teams (if necessary).
- Guiding youth to proper handwashing.
- Ask campers to gather the ingredients and cooking equipment they will need at their workstations.
- Have campers prepare the recipe step by step (if necessary, repeat a demonstration). Why step by step? For better group management. Once campers are more independent, let them work at their own pace.
- Walk around the room to observe and assist campers.



D. FINISHING THE RECIPE

→ **Remember to plan activities or tasks for campers who finish before the others.**

- Help other campers 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 campers who had to leave partway through the workshop.
- Start cleaning (just make sure the faster campers are not the only ones who end up cleaning).

Psssst!

Give campers a chance to try the techniques used in the workshops; this will reduce the risk of accidents and will eventually speed up prep time.

3. TASTING THE FINISHED PRODUCT / CONCLUSION

- ✓ Have the campers complete the cleaning tasks assigned to them.
- ✓ Try the food as a group. Maintain a calm and respectful environment by encouraging (but not forcing) every camper to taste. Act as a positive role model by being enthusiastic about trying the food yourself.
 - 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? Runny?
 - What does it taste like? Is it sweet? Salty? Sour? Bitter?
 - Do you like how it smells? Does it remind you of anything?
- ✓ Rate the results of the recipe in the form of a game. Vote with emojis or coloured tokens. Campers can also rate their appreciation of the workshop.
- ✓ Send the recipe to the parents (e.g. camp website, social media, camp's weekly newsletter, a copy in each lunchbox). Remember to provide the reference(s) used.
- ✓ Ensure that all cooking equipment is still in good condition and replace it if necessary before the next workshop.

Food for thought

Give each camper a certificate of participation. This is a great way to acknowledge the camper's hard work and to encourage a conversation at home about the activity!

HAVE YOU THOUGHT ABOUT CONTINUING YOUR WORKSHOP WITH AN ACTIVITY OR GAME RELATED TO HEALTHY EATING? IT'S A GOOD WAY TO PROMOTE AWARENESS AMONG YOUTH!

DID YOU BURN THE CAKE? WAS THE SOUP TOO SALTY? NO PROBLEM. THE IMPORTANT THING IS THAT CAMPERS GOT INVOLVED AND HAD FUN!

STEP 4

Evaluation



I. AFTER EACH COOKING WORKSHOP

PLANNING

- Did I plan the flow of the workshop well (scheduling and procedures)?
- Did I clearly explain how I expect the campers to behave during the workshop?
- Did I delegate tasks among campers and divide the teams appropriately (if applicable)?
- Was it difficult to find or choose a recipe(s)? If so, are there any resources that could help next time?
- Did I successfully adapt the recipe for the group (e.g. time to make the recipe, appropriate vocabulary, number of campers)?

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

LEADING

- Were the campers greeted smoothly and efficiently?
- Were the campers attentive while I presented and explained the workshop?
- Were my instructions clear?
- Did the campers behave well, in a respectful and safe manner, and did they follow the hygiene and food safety rules?
- Did the campers like the recipe (e.g. taste, appearance)?
- Were the campers able to make the recipe easily?
- Did the campers complete their duties properly?

Food for thought

It is important to hold on to your workshop evaluations to help improve subsequent workshops and provide guidance on recipe modifications for next time. Evaluations can be completed using the Cooking Workshop Preparation Tool.



2. AT THE END OF THE SUMMER

- ✓ What factors made leading the cooking workshops easier this year? How can we make sure these factors are maintained?
- ✓ What challenges did we encounter? How did we overcome them, and how can we do better next time?
- ✓ Was the space for the workshop sufficient? Should we consider finding a new location?
- ✓ Do we need to update or add any cooking equipment?
- ✓ Was the budget sufficient? Is there a need to request funding from camp manager?
- ✓ Was the workshop frequency sufficient? Could we add extra workshops next year?
- ✓ Did the recipes vary enough? Could other themes be added to the workshop calendar?

Next summer

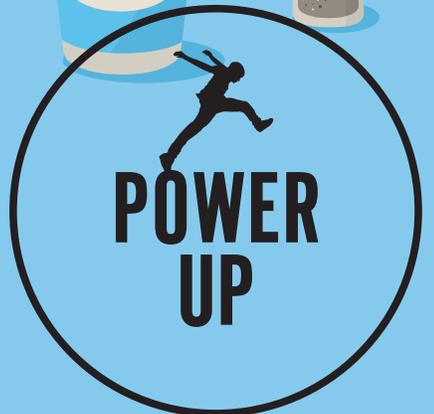
Use the evaluation you just completed to make adjustments for next summer, and don't forget that your accomplishments can inspire future activities. Always leave a record for others to follow.

Your experience

Set aside some time with your colleagues to discuss what worked and what you learned (e.g. recipes and workshop tips).



CONCLUSION



→ **Providing cooking workshops for campers can have an impact on many different levels.**

- Developing social skills (e.g. teamwork).
- Acquiring cooking skills that will be useful in the future.
- Creating repeated positive experiences with food.
- Developing their sense of taste.
- Sparking curiosity and an interest in the world of food.
- Developing self-esteem.
- Strengthening a sense of belonging to the camp.
- Developing fine motor skills.

However, the biggest benefit is, without a doubt, the sense of pride and joy campers get from cooking and from learning how to do so. Cooking workshops are a great way to talk about healthy eating in camp using experimentation and discovery. They're also a great way to help campers develop a healthy and positive relationship with food!

**THANK YOU, COOKING
WORKSHOP LEADER!
HAVE FUN!**

Psssst!

You can refer back to this guide any time you want. Don't let it gather dust!



I. REFERENCES

LIST OF REFERENCES USED TO DRAFT THIS GUIDE

Allergies Québec

<http://allergies-alimentaires.org>

Association québécoise de la garde scolaire

Ensemble pour des contextes de repas conviviaux (vidéos et fiches)

<https://www.gardescolaire.org/formations/ensemble-pour-des-contextes-de-repas-plus-conviviaux/>

Équiterre

L'alimentation et l'agriculture locale biologique

<http://equiterre.org/projet/approvisionnement-local>

Fondation Tremplin Santé

Recettes

<https://tremplinsante.ca/recettes/>

Activité Expert dégustateur

www.tremplinsante.ca

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

Aide-mémoire pour éviter le gaspillage alimentaire

<https://www.mapaq.gouv.qc.ca/fr/Consommation/guideconsommateur/gaspillage/Pages/gaspillagealimentaire.aspx>

Allergies alimentaires

<https://www.mapaq.gouv.qc.ca/fr/Consommation/allergiesalimentaires/Pages/allergiesalimentaires.aspx>

Meilleure avant, bon après

https://www.mapaq.gouv.qc.ca/fr/Publications/Meilleuravant_Bonapres.pdf

Lavage des mains

<https://www.mapaq.gouv.qc.ca/Fr/Transformation/Qualitedesaliments/securitealiments/lavagemains/Pages/lavagemains.aspx>

Guide des bonnes pratiques d'hygiène et de salubrité alimentaires

<https://www.mapaq.gouv.qc.ca/fr/Publications/Guidemanipulateur5.pdf>

Ministry of Health and Long-term Care

Food safety: A Guide for Ontario's Food Handlers

http://www.health.gov.on.ca/en/pro/programs/publichealth/enviro/docs/training_manual.pdf

Recettes du Québec : substitutions des aliments

<http://www.recettes.qc.ca/outils/page/substitutions>

Ottawa Public Health

I love to Cook and Play program - 2016

<https://www.ottawapublichealth.ca/en/public-health-topics/after-school-programs.aspx>

Université de Montréal

Viens manger ! Trucs et recettes rusés

http://cscp.umontreal.ca/nutrition/documents/viens_manger.pdf

THIS DOCUMENT IS AVAILABLE FOR DOWNLOAD ON THE FONDATION TREMPLIN SANTÉ WEBSITE: WWW.TREMPLINSANTE.CA

APPENDICES



APPENDIX



→ Here are just a few reasons why cooking workshops can have a positive impact on campers.

MY COOKING WORKSHOPS HELP DEVELOP



- Logical thinking skills
- Creativity
- Knowledge
- Understanding of the world around them
- Vocabulary



- Fine motor skills
- Dexterity



- Empathy
- Good relationships with fellow campers and workshop leaders



- Self-confidence
- Independence
- The ability to recognize and express needs and feelings

Légende



= LANGUAGE AND COMPREHENSION



= MOTOR SKILLS



= SOCIAL DEVELOPMENT



= PERSONAL DEVELOPMENT

APPENDIX



→ *The combined effects of many small, concrete actions can go a long way towards preserving our environment, and cooking workshops are a great place to start!*

ECO-FRIENDLY COOKING WORKSHOPS

QUEBEC



LOCAL FOOD

"Local" means food produced nearby, ideally in Quebec.

WHY CHOOSE LOCAL?

- ✓ To discover all the food grown in our area.
- ✓ To support Quebec farmers and our local economy.
- ✓ To preserve our land and our know-how.
- ✓ To reduce the distance food travels and thus reduce the negative impacts of transport on the environment.
- ✓ To reduce the purchase of packaged and over-packaged food.

HOW TO IDENTIFY LOCAL FOOD

Thanks to the labels, it is becoming much easier to identify foods from Quebec.



- ✓ The logo of an organization specialized in identifying local foods (e.g. Aliments du Québec) featured on the product, price tag or display signage.
- ✓ Several Quebec regions have created their own logos and campaigns to promote their products.
- ✓ The country of origin often appears on the PLU code, which is a small label with 4 or 5 numbers used to identify products at checkout.

TIPS FOR EATING LOCAL FOOD

- ✓ Reach for fresh, seasonal fruits and vegetables grown in Quebec. Introduce a wide variety of fruits and vegetables during the summer.
- ✓ Opt for Quebec frozen produce if you can't find what you need fresh. These fruits and vegetables are picked when ripe and frozen immediately after harvest.

ORGANIC FOOD

The term "organic" means the product was grown using healthier and more eco-friendly practices.

WHY CHOOSE ORGANIC FOOD?

- ✓ Reduce exposure to pesticides.
- ✓ Support organic farmers.
- ✓ Mitigate climate change.
- ✓ Preserve soil fertility and the planet's biodiversity.

VISIT WWW.EQUITERRE.ORG
TO LEARN MORE



ECO-FRIENDLY COOKING WORKSHOPS [CONT.]

QUEBEC

HOW TO IDENTIFY ORGANIC FOOD

Search for the term “organic” (or its derivatives, e.g. “biodynamic”).



TIPS FOR EATING ORGANIC

- ✓ Grow fruits, vegetables, and herbs without using pesticides.
- ✓ Sign up with a local organization or farm for an organic produce basket.
- ✓ Buy organic food directly from producers at farmers markets.

DISCOVER PLANT PROTEIN

Advantages: They are simple, affordable, and do not necessarily require cooking.

- LEGUMES
- TOFU
- SEEDS

RECYCLE, COMPOST, AND AVOID WASTE

→ *The 4Rs*

Reduce

E.g. buy the right amount of ingredients and use less packaging.

Reuse

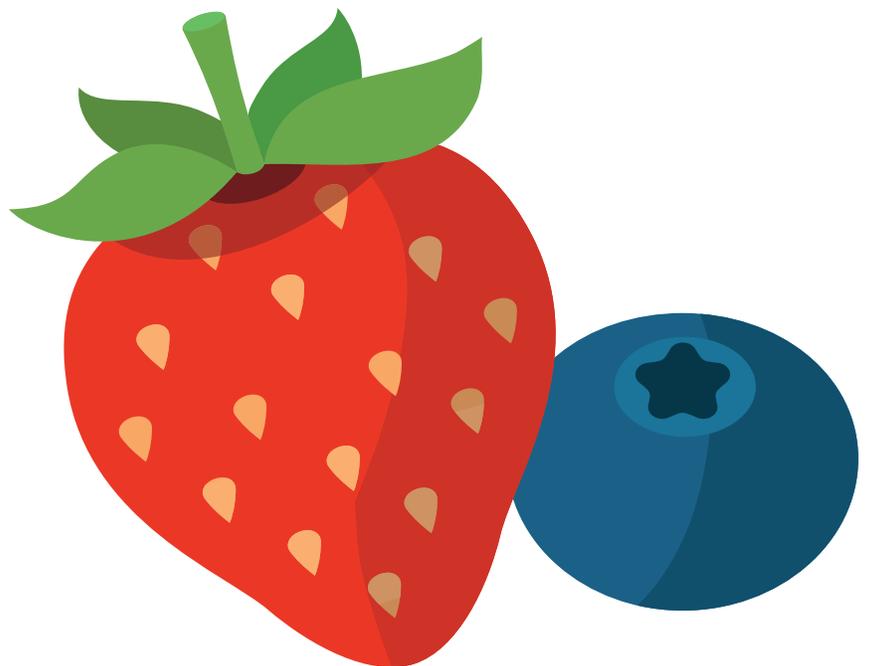
E.g. use leftovers.

Recycle

E.g. have a recycling bin on hand.

Recover

E.g. compost.



APPENDIX



→ *The combined effects of many small, concrete actions can go a long way towards preserving our environment, and cooking workshops are a great place to start!*

ECO-FRIENDLY COOKING WORKSHOPS

ONTARIO

LOCAL FOOD

"Local" means food produced nearby, ideally in Ontario.

WHY CHOOSE LOCAL?

- ✓ To discover all the food grown in our area.
- ✓ To support farmers and our local economy.
- ✓ To preserve our land.
- ✓ To reduce the purchase of packaged and over-packaged foods.

HOW TO IDENTIFY LOCAL FOOD

The logo of an organization specialized in identifying local food (e.g. Foodland Ontario) might be displayed on the product or price tag.

- ✓ Several regions in Ontario have created their own logos (e.g. Ontario Berries) and campaigns to promote their products.
- ✓ The country of origin often appears on the PLU code, which is a small label with 4 or 5 numbers used to identify products at checkout.

TIPS FOR EATING LOCAL FOOD

- ✓ Reach for fresh, seasonal fruits and vegetables grown in Ontario. Introduce a wide variety of fruits and vegetables during the summer.
- ✓ Opt for Ontario frozen produce if you can't find what you need fresh. These fruits and vegetables are picked when ripe and frozen immediately after harvest.



ORGANIC FOOD

The term "organic" means the product was grown using healthier and more environmentally-friendly practices.

WHY CHOOSE ORGANIC FOOD?

- ✓ Reduce exposure to pesticides.
- ✓ Support organic farmers.
- ✓ Mitigate climate change.
- ✓ Preserve soil fertility and the global biodiversity.

VISIT WWW.ONTARIO.CA/FR/TERRENOURRICIERE/
ONTARIO-TERRE-NOURRICIERE TO LEARN MORE



ECO-FRIENDLY COOKING WORKSHOPS [CONT.]

ONTARIO

HOW TO IDENTIFY ORGANIC FOOD

Search for the term “organic” (or its derivatives, e.g. “biodynamic”).

TIPS FOR EATING ORGANIC

- ✓ Grow fruits, vegetables, and herbs without using pesticides.
- ✓ Sign up to receive an organic produce basket from a local organization or farm.
- ✓ Buy organic food directly from producers at farmers markets.

DISCOVER PLANT PROTEIN

Advantages: They are simple, affordable, and don't necessarily require cooking.

- LEGUMES
- TOFU
- SEEDS

RECYCLE, COMPOST, AND AVOID WASTE

→ The 4Rs

Reduce

E.g. Buy the right amount of ingredients and use less Packaging.

Reuse

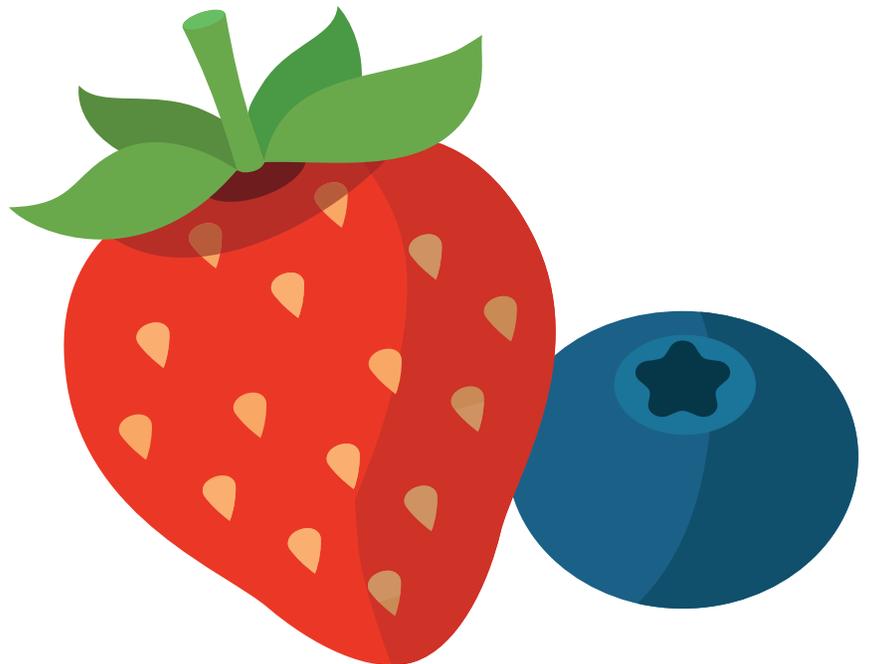
E.g. Use leftover.

Recycle

E.g. Keep a recycling bin on hand.

Recover

E.g. Practice composting.



APPENDIX

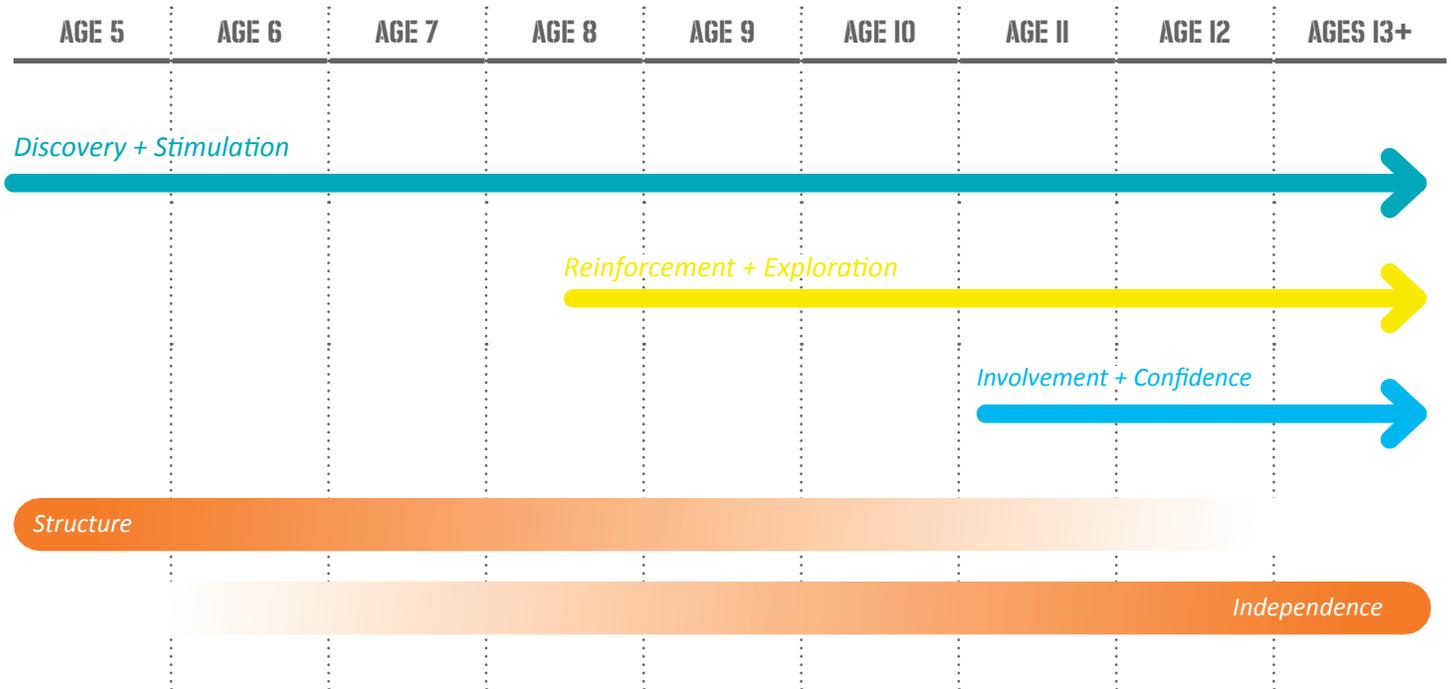


→ This summary will help you adapt your cooking workshops to your group's age.

ADAPTING TO DIFFERENT AGE GROUPS

How well do you know your campers' skills and characteristics according to their age group?

Remember that some campers may have more cooking knowledge and experience than others. The following is a broad outline to help you run a great workshop.



DISCOVERY

Take the opportunity to help campers discover new foods.

SENSORY STIMULATION

Remember to present many textures, colours, and flavours of food.

REINFORCEMENT

Encourage youth to share what they have learned and take the opportunity to readjust if necessary.

EXPLORATION

Help campers learn new things and develop new skills.

INVOLVEMENT

Assign tasks and responsibilities to campers.

CONFIDENCE

Point out what campers know and what they can do and let them shine!

APPENDIX



ADAPTING TO DIFFERENT AGE GROUPS [CONT.]

WHAT ARE THEY LIKE?

- learn a lot by **IMITATING** others.
- love to help out in the kitchen.
- discover through their senses.
- are beginning to be able to do things by themselves.
- prefer shorter activities.
- have a short attention span.

WHAT YOU CAN TEACH THEM?

- To combine food and mix ingredients.
E.g. prepare a muffin mix, make a fruit smoothie.
- Cut foods with a plastic knife, a butter knife or scissors.
E.g. cut up lightly cooked vegetables, like carrots.
- To determine how hungry they are before and after a meal/snack.
E.g. How do you feel when you're hungry?
- To discover foods using their senses.
E.g. What sound does an apple make when you bite into it? What does it smell like? Does it feel smooth or rough when you touch it?

HOW CAN YOU MAKE IT FUN?

- **PLAY GUESSING GAMES**
e.g. What am I? I am a red and/or green fruit that grows on trees and I taste sweet.
- **SING SONGS OR TELL STORIES**
- **BE DYNAMIC**
- **DANCE**
- **DO IMITATIONS**
e.g. Mime or imitate a fruit or vegetable and get the group to guess what it is.



ADAPTING TO DIFFERENT AGE GROUPS [CONT.]

WHAT THEY ARE LIKE?

THEY...

- learn through **EXPERIMENTATION**.
- are starting to enjoy teamwork.
- are starting to remember more details.
- have a short attention span.

WHAT YOU CAN TEACH THEM?

- Make a simple recipe one step at a time.
E.g. spring rolls, tortillas, salads.
- Share equipment. E.g. make a group recipe.
- Help with recipe selection.
E.g. let them choose between 2 or 3 recipes.
- Use some cooking tools under supervision.
E.g., use a peeler, paring knife, or a grater.
- Measuring ingredients.
E.g. use measuring spoons and cups.
- Categorize food.
E.g. tofu and legumes are fruits and vegetables, protein foods or whole grains foods?
- Participate in cleaning at the end. E.g. washing work surfaces, wiping and put away the dishes.

HOW CAN YOU MAKE IT FUN?

- **PLAY GUESSING GAMES**
- **SCIENTIFIC DISCOVERIES**
E.g. place celery in coloured water, soak an egg in vinegar to remove the shell, etc.
- **FOOD TASTING**

APPENDIX



ADAPTING TO DIFFERENT AGE GROUPS [CONT.]

WHAT THEY ARE LIKE?

THEY...

- learn by **THINKING**.
- have better coordination.
- are more aware of potential dangers.
- can use more complicated equipment under supervision.
- can manage multiple tasks simultaneously.

WHAT YOU CAN TEACH THEM?

- Do a simple recipe on their own, e.g. make a pizza, a salad, or something else from A to Z.
- Use a chef's knife to cut soft food, e.g. slice cooked meat, cheese, bread or peeled pineapple.
- To choose which food to include in a menu to make a balanced meal, e.g. create a meal that includes every food category: fruits and vegetables, protein food, whole grains.
- To identify the ingredients in a recipe by taste, e.g. guess the mystery spice in a recipe (cinnamon, coriander, basil, etc.).
- To use most cooking instruments, e.g. grater, toaster, mixer, electric beater, blender, can opener.
- To use a stove under supervision, e.g. grilled sandwiches, omelettes, crepes, soups.
- To clean up by themselves, e.g. do the dishes and put them away.

HOW CAN YOU MAKE IT FUN?

- **CHARADES**
e.g.
I'm sometimes melted but I'm not an ice cube.
I'm sometimes a bar but I'm not made of metal.
I'm sometimes a chip but I'm not made of potato.
Answer: Chocolate
- **TRIVIA**
- **DEBATE**
e.g. Is the tomato a fruit or a vegetable?



ADAPTING TO DIFFERENT AGE GROUPS [CONT.]

WHAT THEY ARE LIKE?

THEY...

- are more easily influenced by others (social standards, their peers).
- want to be independent.
- enjoy challenges.
- can be creative.
- want to be free to make choices/do tasks during cooking workshops.

WHAT YOU CAN TEACH THEM?

- To overcome a challenge.
- To be independent.
- To work as a team.
- To learn different cutting methods.
E.g. julienne, dice, chop, mince, spiral.
- To discover new cultural cuisine.
E.g. prepare a classic dish from another culture (tofu curry, Thai soup, Mexican chili, etc.).
- To learn the importance of healthy eating.
E.g. to prepare nutritious lunchbox recipes.
- To understand the importance of cleanliness and good hygiene.
- E.g. there are more bacteria on your phone than on a toilet seat.
- Healthy eating is fun!

HOW CAN YOU MAKE IT FUN?

BE CREATIVE

E.g. Arrange fruits and vegetables in an artistic manner.

COOKING CHALLENGE

E.g. Which team can make the best smoothie?

CREATE A RECIPE

E.g. Make your own pizza.

APPENDIX



TIPS TO LOWER THE COST OF A RECIPE

- ✓ Avoid waste:
 - Organize and properly store staple ingredients to avoid unnecessary purchases.
 - Use the least-fresh ingredients first (keep an inventory of what you have on hand).
- ✓ Opt for store brand products as they are often cheaper.
- ✓ Shop at public or farmers' markets when in season.
- ✓ Use supermarket flyers or phone apps.
 - Choose recipes based on ingredient sales.
 - Get informed about “best-price-guarantee” policies.
- ✓ Order food from the camp's approved suppliers. Prices may sometimes be more affordable, and the food is delivered directly to the camp.
- ✓ Get creative when substituting ingredients and choose food that is easily available or more affordable.
- ✓ Choose fresh, in-season fruits and vegetables, which are often more affordable. If you can't find the fresh produce you need, canned and frozen fruits and vegetables are a great alternative. Rinse canned vegetables and choose canned fruit packed in water or its own juice.
- ✓ Buy in bulk when purchasing smaller amounts of an ingredient. That way you can buy only the quantity required for the recipe.

Some stores will match the competitor's price, which means you can buy all your ingredients at the same place.

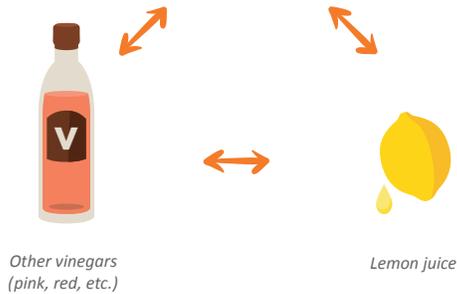
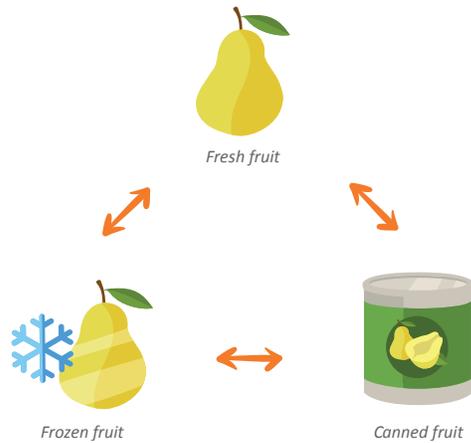
DETERMINING THE COST OF A COOKING WORKSHOP

1. Make a shopping list based on the recipe and number of campers (e.g. if you have to double the recipe).
2. Check if you need any non-food items (e.g. aluminum foil, toothpicks, etc.).
3. Plan for slightly greater amounts in case of spills or last-minute addition of campers.
4. Check which ingredients you already have in your inventory.
5. Check grocery store websites for prices to determine the average cost of ingredients and take advantage of sales.
6. Calculate the total cost based on unit price (e.g. if a recipe calls for 2.4 litres of milk, you have to buy 3 litres).



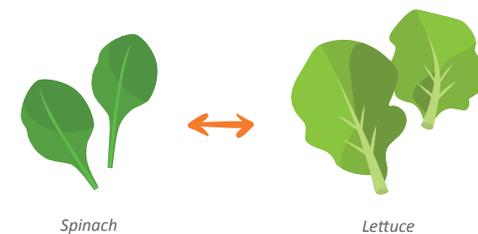
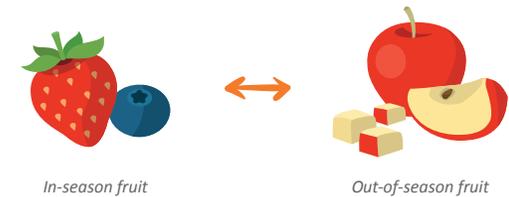
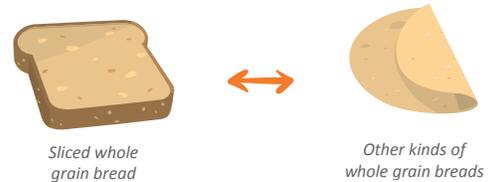
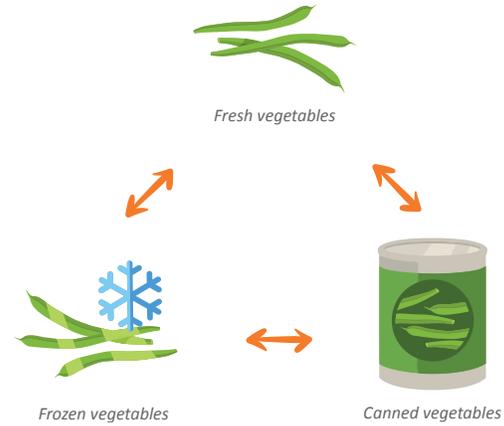


TIPS FOR KEEPING RECIPE COSTS DOWN [CONT.]



INGREDIENT SUBSTITUTIONS

Below are a few examples of food or ingredient substitutions, just in case one of them is unavailable or too expensive..



APPENDIX



FOOD ALLERGIES AND INTOLERANCES

FOOD ALLERGIES

→ **Definition:**

An abnormal and inappropriate reaction of the body's immune system.

→ **How does an allergic reaction occur?**

- 1 There is contact with a normally harmless food.
- 2 The body perceives it as a threat.
- 3 The body triggers its defense systems, which cause the symptoms of an allergic reaction.
- 4 An allergic reaction can be potentially dangerous and life threatening.

FOOD INTOLERANCE

→ **Definition:**

A physical reaction that does not involve the immune system.

While the symptoms can be severe, they are usually not life-threatening.

TIPS

- Find out if there are campers with food allergies in your group. Know which food(s) they are allergic to and what the symptoms are.
- Know exactly where campers with allergies keep their auto-injectors.
- Favour recipes that don't contain ingredients to which campers in your group are allergic.
- Whenever possible, choose unprocessed staple foods and carefully read the list of ingredients.
- Talk to the parents of campers with allergies. They may be able to suggest recipes.
- Substitute any ingredient that could trigger an allergic reaction.
- Carefully follow food and hygiene procedures.

5

FOOD ALLERGIES AND INTOLERANCES [CONT.]

INGREDIENT SUBSTITUTIONS

Replace the illustrated ingredients by those suggested in the boxes



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

Soy butter
Sunflower seed butter
Pea butter



WHOLE PEANUTS

Sunflower seeds
Pumpkin seeds
Roasted soybeans
Oven-roasted chickpeas



WHEAT
(pasta)

Other types of pasta (gluten free, rice, quinoa, corn, rye, buckwheat)
Zucchini spirals
Spaghetti squash



BUTTER

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



CREAM

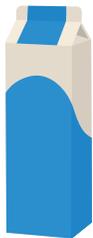
Soy cream
Coconut cream
Silken tofu (blended, with added water if needed)



WHEAT
(flour)

Mixed wheat-free flours (rice, quinoa, chia, amaranth, chickpea, hemp, teff flour, etc.)

Note: Mixing multiple flours usually gives a better result.



MILK

Depending on the recipe, choose among the following ingredients:

Enriched unflavoured soy beverage
Enriched rice beverage
Coconut milk
Broth



MUSTARD

Horseradish
Equal parts of fresh ginger, lime zest, and turmeric



YOGURT

Silken tofu
Vegetable / fruit puree or sauce (apple, pear, banana, sweet potato, squash, pumpkin)



EGGS

3 tbsp to ¼ cup (60 ml) of plain yogurt = 1 egg
2 tbsp (30 ml) of water mixed with ½ tsp (2.5 ml) of baking powder = 1 egg
1 tbsp (15 ml) of boiling water mixed with ½ tsp (2.5 ml) of baking soda = 1 egg
¼ cup (60 ml) of vegetable / fruit puree or sauce (apple, pear, banana, sweet potato, squash, pumpkin) = 1 egg
1 tbsp of ground flax seeds (15 ml) mixed with 2 tbsp of water (30 ml) = 1 egg



SOY SAUCE

Whisk 2 tsp (10 ml) of molasses with 1 tsp (5 ml) of warm water and ¼ tsp (1 ml) of salt to replace 1 tbsp (15 ml) of soy sauce

IMPORTANT : Youth can also be allergic to substitutes ingredients. Be sure to check with the parents!

APPENDIX



CHOOSING A VARIETY OF NUTRITIOUS RECIPES

- Focus on **THE JOY OF EATING WELL AND COOKING HEALTHY MEALS**, rather than on nutrient content (e.g. vitamins).
- Plan a variety of recipes that can be easily prepared at home for breakfast, snacks, lunch, dinner, and dessert.
- Favour 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 grain flour and grains or substitute up to half the white flour with whole-grain flour (whole grain or other).
- Have fun discovering meat alternatives, such as legumes and tofu.
- Use vegetable oils such as canola or olive oil (if possible).
- Discover fine herbs and spices to enhance the flavour of your dishes.



*Cooking legumes is...
Easy, nutritious, cost-efficient,
and good for the environment!*

APPENDIX



USEFUL VOCABULARY



Plates and soup bowls



Vegetable brush



Pot



Frying pan and lid



Measuring spoons



Whisk



*Measuring cups
(for dry ingredients)*



*Ladle
(for soups and
sauces)*



Hand blender



Can opener



Strainer / Colander



Cutting board



Baking sheet



Citrus press



Garlic press



Grater



Spatula / Scraper



*Measuring cup (for
liquid ingredients)*



Paring knife



Chef knife



Blender



Muffin pan



*Baking dish
(microwave and
oven safe)*



*Utensils (knife, fork,
and spoon)*



Zester



Scissors



USEFUL VOCABULARY [CONT.]

A

- **Al dente:** Cooked but still slightly firm when bitten into (e.g. pasta).

B

- **Bake:** To cook in an oven.
- **Beat:** To stir vigorously in order to soften, fluff, or make easier to use.
- **Blanching:** plunge into boiling water for a short time.
- **Boiling point:** Temperature at which bubbles begin to rise to the surface of a liquid.
- **Brush:** adding liquid to food using a kitchen brush.

C

- **Chop:** To cut food into fine pieces.
- **Coat:** To completely cover the surface of something with a mixture.
- **Core:** To remove part of a fruit or vegetable (e.g. the center of an apple).
- **Cream:** To soften butter by stirring it using a mixing spoon or whisk.
- **Cutting into small florets:** separate into bunches the curly-headed vegetables, like broccoli or cauliflower.
- **Chiseling:** using scissors to cut an ingredient into thin straps.

D

- **Debone:** To remove the bones.
- **Deglaze:** To add liquid to a hot pot or pan in order to lift the residue from its surface and make a sauce.
- **Double boiler:** A container sitting on top of a pot of boiling water. Used to cook food slowly without risk of scorching or sticking.
- **Dicing:** Cutting food into small dices.

- **Draining:** remove liquid from a mixture.

E

- **Emulsify:** To stir two or more liquids together into a single combined liquid.

F

- **Flouring:** to put flour on the inside surfaces of a dish to keep the food from sticking.

G

- **Grate:** To slice something into fine strips using a grater.
- **Grease a pan:** To spread a thin coat of butter on the inside of a container to prevent food from sticking.
- **Grill:** To cook by applying heat directly to the food from below.

H

- **Homogeneous mixture:** smooth mixture that appears to be made from a single ingredient.

I

- **Incorporating:** add one ingredient to a mixture.

K

- **Knead:** To press and shape dough repeatedly with the hands.

M

- **Marinate:** To add flavour to food by soaking it in a mixture prior to cooking.
- **Making strips:** to cut into strips.
- **Making sticks:** to cut into sticks.



USEFUL VOCABULARY [CONT.]

P

- **Pare:** To cut something in preparation for cooking.
- **Peel:** To remove the outer layer of a food item.
- **Poach:** To cook something (e.g. an egg) in a liquid over low heat.
- **Portioning:** to divide a preparation or dish in individual dishes to cook or serve.
- **Preheating the oven:** to turn on the oven so that it reaches the desired temperature, before loading.

R

- **Reduce:** To evaporate some of the water out of a liquid.
- **Roll out:** To flatten dough into a thin layer using a rolling pin.
- **Roux:** A mix of butter and flour.
- **Reserve:** To keep an ingredient for a later use in the recipe.

S

- **Sauté:** To cook something using butter or oil in a pan.
- **Sear:** To brown the outside of a piece of meat in fat (oil or butter).
- **Season:** To add spices (e.g. salt and pepper)

- **Skim:** To remove foam from the surface of a liquid.
- **Sift:** To put a powdery substance (e.g. flour) through a sieve to remove lumps or large particles.
- **Simmer:** To heat a liquid to just below the boiling point.
- **Slice:** To cut into fine strips or rounds.

T

- **Trim:** To remove excess fat.
- **Tasting:** taste, savour, eat, by paying attention to the textures, the different flavors, and the colors of a dish.
- **Topping:** to cover with a layer of sauce.

W

- **Whipping:** mix well with a whisk or with a fork.
- **Wet:** to add liquid to a mixture.



TASTING VOCABULARY



Smell

floral:

roses, lavender

fruity:

orange zests, cooked apples, melons

roasted:

caramel, grilled, smoked

vegetal:

wood, garlic, spices (cinnamon, anise, pepper), herbs (basil, thyme)

odourless

intensity:

high, low



Touch

texture:

sticky, slimy, mealy, pasty, gelatinous, crystallized, fibrous, rough, mellow, elastic, chewy, smooth, sandy, lumpy, dry, moist, juicy,

hardness:

soft, firm, hard

temperature:

hot, cold, warm



Sound

noises:

crisp, crispy, sparkling, brittle, no sound

Intensity:

high, low



Sight

shape:

round, cubic, long, regular, irregular

appearance:

melted, liquid, fibrous, gelatinous, dry, wet, puffy, spongy, juicy, oily, powdery, flaky, rough, hairy, smooth, translucent

color:

green, red, yellow, brown, black, white, colorless

size:

small, big, tall



Taste

tastes:

sweet, salty, bitter, sour, umami, no taste

flavours:

floral, woody, herby, spicy, fruity, nutty, earthy, mushroomy, garlicky, yeasty, roasted, smoky, caramelly

intensity:

bland, delicate, sweet, strong, spicy

APPENDIX



HYGIENE AND FOOD SAFETY PROCEDURES

→ Are you familiar with basic hygiene and food safety procedures?

SAFELY STORING FOOD AND INGREDIENTS

- Where possible, avoid storing perishable food items outside of the refrigerator, as it can cause bacteria to grow more rapidly.
- After purchase, store food as quickly as possible in the appropriate place.
- After purchasing, store food should be stored in a well-ventilated, cool, dry place. Do not leave them on the floor or in a damp area.
- Perishable foods must be kept in the refrigerator between 0°C and 4°C and in the freezer at -18°C. Check the temperature in the refrigerator and freezer on a regular basis.
- Do not overstock the refrigerator as this prevents cool air from circulating and keeping food cold.
- Use refrigerator shelves as follows to avoid contamination:

Top of the refrigerator

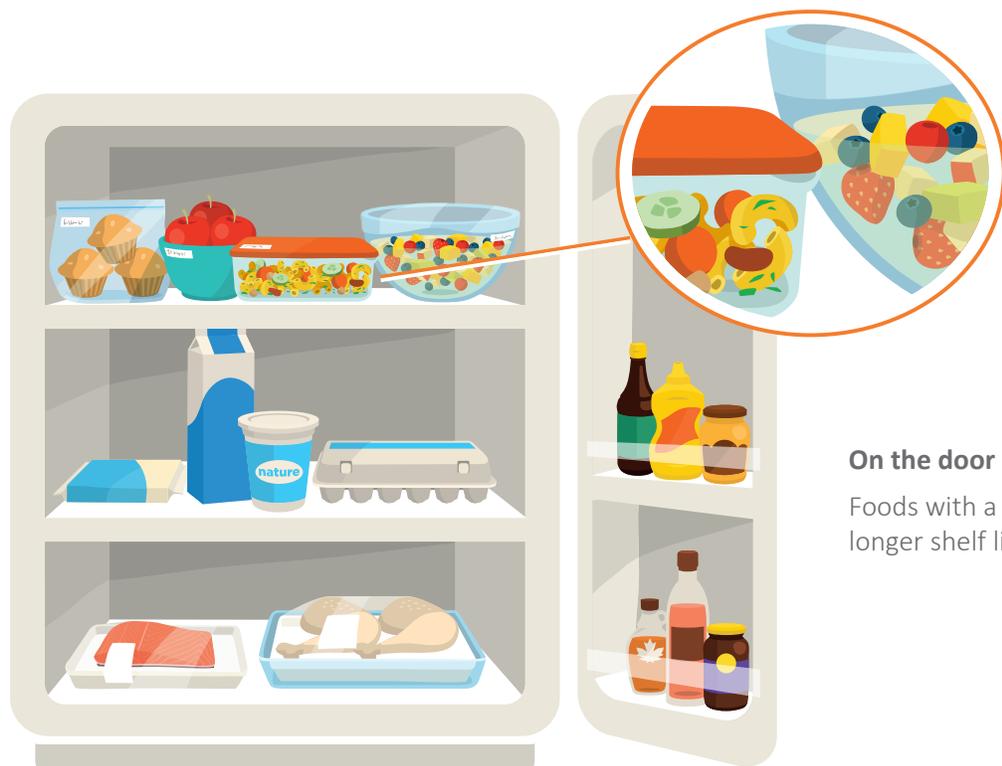
Food that is ready to be eaten or heated

Middle of the refrigerator

Eggs and dairy products

Bottom of the refrigerator

Raw meat, poultry, and fish



On the door

Foods with a longer shelf life



HYGIENE AND FOOD SAFETY PROCEDURES [CONT.]



IMPORTANT :

A product's "best before" date is valid as long as it is **unopened**. Once it has been opened, the date no longer applies. This table indicates how long stored food is safe to consume.

<p>Refrigerated products that must be consumed before the "best before" date.</p>	<p>Refrigerated products that can be consumed after the "best before" date if they have not been altered..</p>	<p>Products kept in the pantry that can be consumed after the "best before" date if they have not been altered. These are called non-perishable items.</p>	<p>Refrigerated or frozen products that can be consumed after the "best before" date if they have not been altered.</p>
<p><u>Examples :</u></p> <ul style="list-style-type: none"> – Fresh meat – Fish/seafood – Lunchmeats, pâtés – Hummus – Milk, cream – Soft cheese (e.g. brie) – Prepared dishes (e.g. pasta salad) – Tofu <p><u>Once opened:</u></p> <p>Consume as soon as possible. See label for information on storage.</p> <p>(eg. Tofu must be kept covered in water in a sealed container and refrigerated. Change the water daily.)</p>	<p><u>Examples :</u></p> <ul style="list-style-type: none"> – Fresh produce – Fruit juice – Salad dressings /marinades – Yogurt, kefir – Hard cheese (e.g. cheddar, Swiss) – Butter /margarine – Eggs – Baked goods <p><u>Once opened:</u></p> <p>If you have any doubts about the appearance of a food, do not consume it.</p>	<p><u>Examples :</u></p> <ul style="list-style-type: none"> – Grains (rolled oats, all-purpose flour, rice) – Pasta – Breakfast cereal – Canned goods – Preserves * – Sauces * – Olives * – Condiments * <p><u>Once opened:</u></p> <p>Place preserves in sealed containers and keep them refrigerated. Do the same with products labeled Refrigerate after opening. *</p>	<p><u>Examples :</u></p> <ul style="list-style-type: none"> – Frozen foods and meats <p><u>Once opened:</u></p> <p>Once thawed, consume as soon as possible.</p>

Pssst!

Want to know what food to store where (i.e. fridge, freezer, or pantry) and for how long? This link provides all the information you need:

<https://www.canada.ca/en/health-canada/services/general-food-safety-tips/safe-food-storage.html>



HYGIENE AND FOOD SAFETY PROCEDURES [CONT.]

BEFORE THE COOKING WORKSHOP

- ✓ Clean work surfaces.
- ✓ Check the condition of the ingredients and their expiry dates.
- ✓ Defrost ingredients properly (if necessary).
 - Place food items in the fridge in advance to allow enough time to defrost.
 - Place sealed containers in cold water, making sure they are completely submerged, and change the water every 30 minutes.
- ✓ Wash your hands 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

- ✓ Leave ingredients in the fridge until it's time to use them (e.g. eggs go straight from the fridge into the mix).
- ✓ Wash fruits and vegetables with clean water and use a brush if necessary.
- ✓ Remove bruised or damaged parts of fruits and vegetables with a clean knife to avoid contaminating the rest.
- ✓ Wrap, label (product name, date, and camper's name if needed), and store prepared foods and leftovers in an appropriate place as quickly as possible.
 - To cool food quickly, transfer it into small containers and place them half-covered in the fridge. Once cooled, close the containers.
 - Do not cool cooked food at room temperature
 - Change or clean the equipment used to prepare the various foods.

AFTER THE COOKING WORKSHOP

- ✓ Clean and sanitize all work surfaces.
 - Use an environmentally friendly antimicrobial disinfectant (if possible).
- ✓ Clean kitchen equipment, utensils, dishes, and cutting boards.
 - Wash with hot water and dish soap.
 - Rinse.
 - Dry with a clean cloth used only for that purpose (air dry when possible).
- ✓ Wash dish cloths and towels after every workshop.

HOW TO TASTE SOMETHING:

- ✓ Scoop a little into a bowl with a spoon.
- ✓ Use another clean spoon to taste the food in the bowl.

APPENDIX



STIMULATE CAMPER'S INTEREST

Create a whole new world!

Use costumes, give your recipes or workshops creative names, or invent a character.

Get campers involved!

Have them bring their favorite recipes to share with others, vote on the best one, or invite them to present part of the workshop.

Change it up!

Try different ways of holding workshops. Invite older campers to present to younger campers, hold a cook off, invite a special guest, or integrate healthy eating games during everyday downtime.

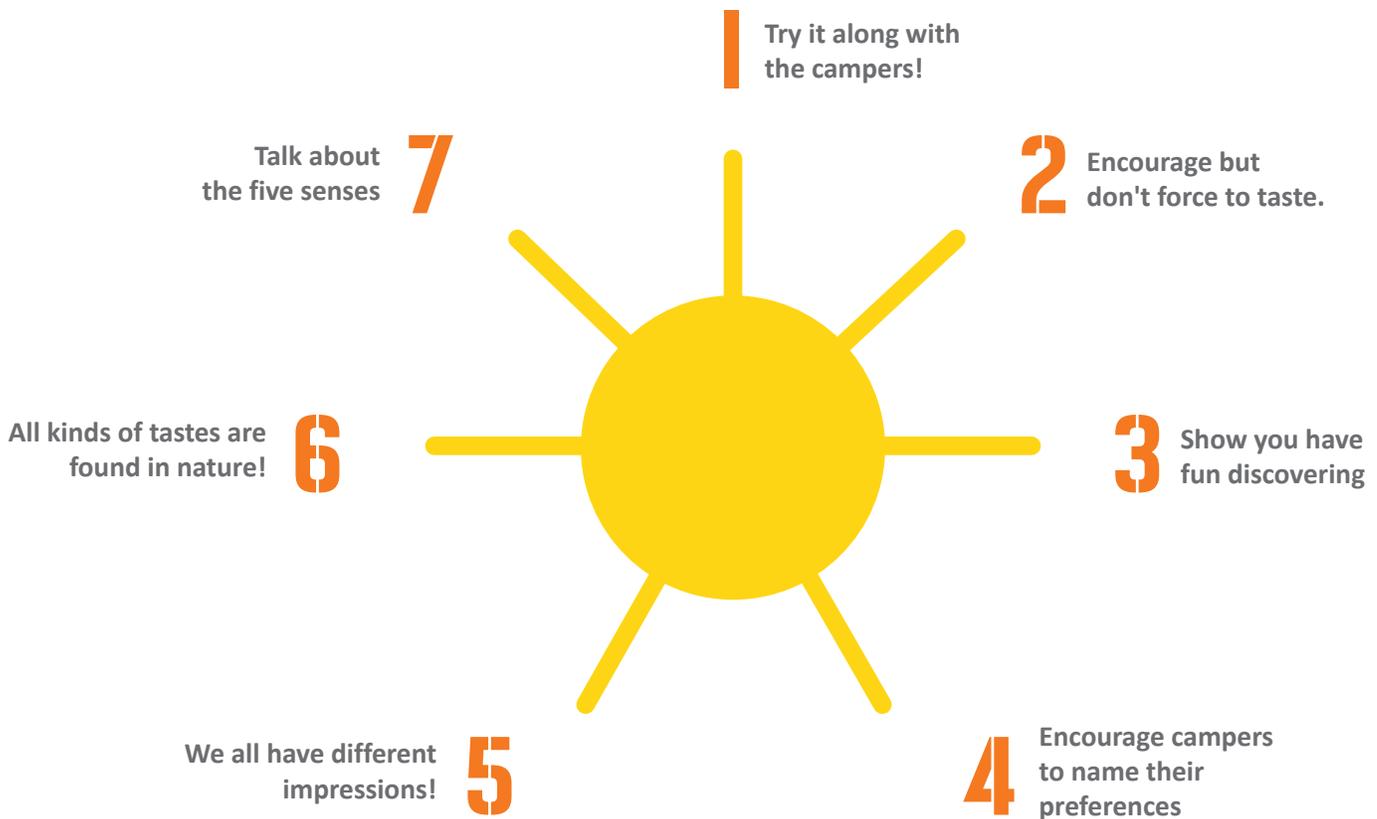
Cook for a cause!

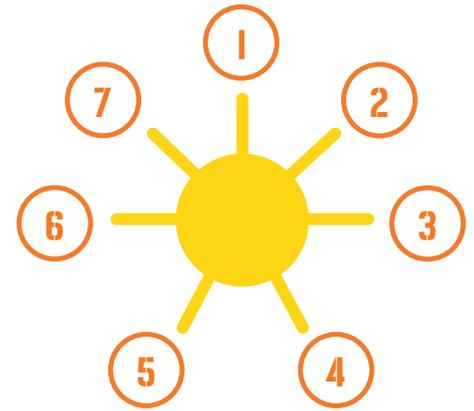
Offer your services to the food service, make enough for everyone and share with the whole camp.

APPENDIX



GET THE CAMPERS INTERESTED





SAMPLING THE FRUITS OF YOUR LABOUR [CONT.]

1

- Taste the food along with campers to inspire confidence.
- Express how much you enjoy eating.
- If you don't like something, say it, but show them that you're still open to trying it without putting it in your mouth. For example, you can say "I know I don't like the flavour, but I'll smell it so I can "taste" it with my nose!"

2

- "Tasting" something involves much more than just putting it in your mouth.
- You taste things with your tongue, but before that you may sample it with your eyes, nose, fingers, or even your ears (e.g. apple crackling between teeth).
- The important thing is to be adventurous and explore with whatever sense you want.
- Let campers follow their own individual pace. For example, one camper may be ready to taste something right away, while another has to work up to even touching it.
- The success of a workshop doesn't rest on whether or not every camper liked or even tasted everything. The goal is for everyone to have fun.

3

- Have fun discovering food and try to get campers excited about trying it again.
- Create a warm and pleasant atmosphere. Smile and be friendly.
- Encourage group discussions so everyone has a chance to express themselves.
- Pick a moment when campers are available and there is enough time to taste the food in a calm manner.
- If you're having a hard time getting campers to follow instructions, it's better to stop the activity. Try again another day when the atmosphere is calmer.

4

- Have campers name their impressions and preferences when they taste something.
- By naming their impressions and preferences, campers will understand them better. They will also move beyond a simple "I like it/I don't like it" dichotomy when they try to explain why they feel that way (e.g. "I don't like lemons because they're too acidic for me").



SAMPLING THE FRUITS OF YOUR LABOUR [CONT.]

Words, attitudes and table manners at snack and meal time and during culinary activities influence campers.

5

- Not only do we all enjoy different things, but we also perceive them differently!
- We all taste things in our own unique way!
- The same food may seem very sweet to one person and only slightly sweet to another. One person may find the odor very powerful, while another smells nothing at all.
- Your impressions when you taste food might not apply to everyone. Let campers experiment without trying to influence their answers.
- Don't worry about campers using the correct or incorrect vocabulary for the sense targeted by the activity. Tasting involves all the senses! It isn't easy for campers to distinguish things sense by sense, and their comments are often spontaneous.
- Encourage campers to focus on and name what they experience with the targeted sense.

6

- Non-judgementally accepting that a camper doesn't like something leaves the door open for them to maybe like it in the future. It promotes openness and respect for differences.
- There are no right or wrong answers!
- All preferences are natural and personal.
- You can like something a little, a lot, or not at all.
- Let campers form their own opinions. It's better not to impose your own preferences or label things as either "good" or "bad".
- Encourage each camper's involvement and make sure everyone's preferences are respected, whatever they may be.

7

- Encourage campers to pay attention to their own bodies and describe what they experience through their senses (it's oval... it's sweet... it smells like roses... it's hard... it's crunchy) rather than repeating what they know about nutrition.
- Be careful to avoid making comments related directly to health (e.g. "try it, it's good for you").
- The nutritional value of food has little or no influence on their food preferences or choices.

APPENDIX



IDEAS FOR THEMES

- ROOT VEGETABLES
- HOMEMADE SALAD DRESSINGS
- HOMEMADE DIPS
- LEGUMES
- HERBS AND SPICES
- LOCAL FRUITS AND VEGETABLES
- FROZEN FRUITS AND VEGETABLES
- SMOOTHIES
- LOCAL CHEESES
- QUICK AND EASY BREAKFASTS
- CELEBRATIONS AND HOLIDAYS
- SEASONS
- INTERNATIONAL CUISINE
- DESSERTS
- "PICK YOUR OWN MEAL FROM THE GARDEN"
- PICNIC
- NEW TWISTS ON OLD CLASSICS
(e.g. shepherd's pie with lentils and sweet potato, vegetarian Bolognese sauce)
- CREATIVE EYE-POPPING DISHES
(e.g. shape food into things like faces, vehicles, animals, etc.)



APPENDIX



FOOD WASTE

→ **Looking for a solution to food waste during your workshops? Here are a few ideas:**

✓ **COOK YOUR OLD FRUITS AND VEGGIES**

Nobody likes wilted lettuce, soft celery, or mealy apples. But while they may not look as nice, they're still just as nutritious. Use them in recipes to make soups, sauces, muffins, pizzas, and more.

✓ **COOK UP ANYTHING THAT HAS BEEN LYING AROUND.**

When you notice that a product's expiration date is approaching, it's time to use it in a recipe. But, what if it's already expired? Here are a few suggestions:

- Stale bread: croutons
- Last bits of cereal in the box: granola

✓ **COOK UP ALL THE LEFTOVERS.**

Get creative and dream up your own recipe using whatever you have on hand.

- 1 pita + leftover tomato sauce + faded bell peppers + some leftover chicken = pizza!

Have you heard of ugly or imperfect produce?

You can find them in grocery stores. These fruits and vegetables look less than perfect, but they're no less nutritious. Plus, they're often much less expensive!

APPENDIX



DINNER IS SERVED

Here are a few tips to share with campers. Present them as "pro tips" during workshop downtimes (e.g. while the recipe is baking).

Pro tip

A properly set table looks very fancy and is sure to make an impression.

***Napkins*

- You can get creative with table napkins.
They can be placed on the plate or next to the forks.
- You can also fold them into different shapes.

Pro tip

Play a mealtime game!

When you're enjoying dishes from Japan, France, Mexico, or any other country, you can make the experience even more authentic by adopting some of their specific table manners.

JAPAN

- Eat with chopsticks. Forks and spoons are rarely used.
If you're having soup or some other dish with a lot of liquid, you can pick up the bowl and drink from it.
- Eat from a low table. Sit cross-legged on the floor or kneel on a cushion.

CHINA

- Eat with chopsticks, but never stick them into your food vertically and don't skewer your food.
That would be impolite.
- Sit on the floor and eat from a low table or a rug.

INDIA

- Sorry lefties, but people in India only eat with their right hand. Eating with your left hand is extremely frowned upon. This is also true in many African countries.
- Meals are taken seated on the floor.

FRANCE

- Use both hands to eat, holding a fork in one hand and a knife in the other.
- Instead of a knife, you can hold a piece of bread in one hand and use it to soak up sauce or push food onto your fork.
- When you eat bread, tearing off a small piece with your hand is considered more polite than biting into it.

MEXICO

- When you're having tacos in Mexico, you won't be using utensils. Eat them with your hands, even when they drip.

Pro Tip **Foodie lingo**

Learning simple phrases used at dinner tables around the world will help add a dash of various cultures to mealtimes. See if you can pronounce the phrases below. Just do your best and have fun!

- "Bon appetit" in Japanese: "itadakimasu"
After a meal, you can say: "gochisosama deshita"
("It was a feast")
- "Bon appetit" in Chinese: "wèikǒu hǎo"
- "Bon appetit" in Spanish: "buen provecho"
- "Bon appetit" in Italian: "buon appetito"
- "Bon appetit" in French: "bon appetit" (simple enough)
- "Bon appetit" in German: "guten appetite"

APPENDIX



UNDERSTANDING FOOD LABELS

Need a hand doing the groceries? Here are some practical tips to use when shopping for ingredients.

CAREFULLY READ THE LIST OF INGREDIENTS

Try to choose products that contain **few ingredients** that are all **easy to pronounce**.

DON'T COUNT CALORIES

The goal of the workshop is for campers to discover food and flavours. Focus on making a recipe that will be tempting and tasty.

CHOOSE REGULAR RATHER THAN "LIGHT" PRODUCTS

In many cases, products with labels like "light," "low-fat," and "no added sugar" aren't actually better than regular products.



APPENDIX



CONVERSION TABLE

OUNCES – GRAMS

– 1 ounce = 28.35 g

POUNDS – KILOGRAMS

– 2.2 pounds = 1 kg

CUPS – MILLILITRES

– $\frac{1}{4}$ cup = 60 ml

– $\frac{1}{2}$ cup = 125 ml

– $\frac{3}{4}$ cup = 188 ml

– 1 cup = 250 ml

– 1 $\frac{1}{2}$ cups = 375 ml

– 2 cups = 500 ml

SPOONS – MILLILITRES

– 1 teaspoon = 5 ml

– 1 tablespoon = 15 ml

CUPS – OUNCES

– $\frac{1}{8}$ cup = 35 ml = 1 ounce

– $\frac{1}{4}$ cup = 60 ml = 2 ounces

– $\frac{1}{2}$ cup = 125 ml = 4 ounces

– 1 cup = 250 ml = 8 ounces



APPENDIX



Remember that proper hand washing lasts at least 20 seconds!

HAND WASHING



APPENDIX



GET THE FOOD SERVICE INVOLVED

ADVANTAGES OF COOKING WITH THE FOOD SERVICE TEAM

- ✓ Increases the self-esteem and pride of participants (e.g. creating a dish).
- ✓ Raise awareness about the importance of cooking profession.
- ✓ Learn how to create a routine (washing, hygiene, planning, preparation, storage).
- ✓ Learning to live as part of community and to collaborate.
- ✓ Increase feelings of gratitude towards cooks (not taking their work for granted).
- ✓ Learn about the work habits in the kitchen.

BASIC TIPS FOR WORKSHOPS IN THE KITCHEN

- ✓ Have enough hair nets for the participants.
- ✓ Have aprons (an asset).
- ✓ Delegate roles and responsibilities to campers (e.g., taking food out of the cold room, cutting food, mixing, serving, writing the menu, keeping time, do the dishes).
- ✓ Before the activity begins, make sure that unsafe cooking utensils are out of reach.
- ✓ Ask open-ended questions to encourage discussion with youth.
- ✓ Introduce the ingredients at the beginning of the recipe.
- ✓ Prepare conversation topics to fill in the gaps during the workshop (e.g. when the dish is in the oven).
- ✓ Let the counselor handle the hot food.
- ✓ Provide booster steps to shorter campers.
- ✓ Increase the level of difficulty of recipes as the week progresses.
- ✓ Consider the skill level of the youth in the choice of recipe.
- ✓ Involve youth in the choice of recipe.
- ✓ Welcome a special guest (e.g. local producer).
- ✓ Provide resources and appropriate space for the size of the group (recommendation: ratio of 8 youth per cook).

ROLES OF THE FOOD SERVICE TEAM IN COOKING WORKSHOPS

- ✓ Ensure that hygiene standards are respected.
- ✓ Take into consideration allergies, intolerances and special needs among campers.
- ✓ Offer a diversified menu.
- ✓ Introduce new foods.
- ✓ Ensure that portions are appropriate.
- ✓ Ensure that the meal schedule is observed.
- ✓ Promote an appetizing presentation.

EASY-TO-DO ACTIVITIES THAT INVOLVE THE FOOD SERVICE TEAM

- ✓ Making flavoured water
- ✓ Making maple taffy on crushed ice
- ✓ Creating an edible centerpiece (edible flowers, herb trays, fruit assembly)
- ✓ Preparing a salad bar (dip, raw vegetables)
- ✓ Creating food bites
- ✓ Making fruit and vegetable assemblies (skewers, sculpture)
- ✓ Preparing food for outings

With the special collaboration of :

Johanne Robitaille, Responsable du service alimentaire, Base de Plein Air Jean-Jeune
Anick Bribosia, Directrice générale, Base de Plein Air Jean-Jeune
François Vincent, Adjoint à la direction, Base de Plein Air Jean-Jeune

APPENDIX



RESSOURCES

QUEBEC

COOKING FOR AUTONOMY

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

SCHOOLS TAKE ROOT

<http://equiterre.org/en>

FONDATION OLO

<https://fondationolo.ca/en/>

FONDATION TREMPLIN SANTÉ

<https://tremplinsante.ca/en/>

CANADA'S FOOD GUIDE

<https://food-guide.canada.ca/en/>

LA TABLÉE DES CHEFS

<https://www.tableedeschefs.org/en/>

SOS CUISINE

<https://www.soscuisine.com/recipe/search/>

ONTARIO

BLACK CREEK COMMUNITY FARM

<https://www.blackcreekfarm.ca/about-us/>

CANADA'S FOOD GUIDE

<https://food-guide.canada.ca/en/>

COMMUNITY FOOD CENTRES CANADA

<https://cfccanada.ca/en/Home>

DIETITIANS OF CANADA – DIÉTÉTISTES DU CANADA

<https://www.unlockfood.ca/en/default.aspx>

FARM TO CAFETERIA CANADA

<http://www.farmtocafeteriacanada.ca/>

FOODSHARE

<https://foodshare.net/>

GOVERNMENT OF ONTARIO

<https://www.ontario.ca/page/healthy-choices>

ONTARIO DIETITIAN IN PUBLIC HEALTH

<https://www.odph.ca/>

OPHEA

<https://teachingtools.ophea.net/activities/level-up/program-guide/healthy-eating>

OTTAWA PUBLIC HEALTH, I LOVE TO COOK AND PLAY PROGRAM

https://www.ottawapublichealth.ca/en/public-healthtopics/resources/Documents/i_love_cook_play_en.pdf

SECOND HARVEST

<https://secondharvest.ca/what-we-do/feeding-our-future/>

SUSTAIN ONTARIO

<https://sustainontario.com/greenhouse>

THE HELDERLEIGH FOUNDATION

<https://www.thehelderleighfoundation.org/about-us>

YOU'RE THE CHEF

<https://www.swpublichealth.ca/your-health/nutritioneating-well/youre-chef>



PRACTICAL TOOLS



PRACTICAL TOOL

TEMPLATE FOR A LETTER TO PARENTS



→ Here are two examples of letters informing parents of upcoming cooking workshops.

Dear parents,

We would like to inform you that cooking workshops will be offered to your child on the dates listed below. So that your child may have the time to enjoy the finished product, we invite you to pick him/her up after _____ on those days.
time

Dates _____

Thank you for your collaboration!

Dear parents,

We wish to inform you that cooking workshops will be offered to your child every _____.
day
So that your child may have the time to enjoy the final product, we invite you to come pick him/her up after _____ on those days.
time

Thank you for your collaboration!

PRACTICAL TOOL

TEMPLATE FOR A LETTER TO PARENTS [CONT.]



→ This letter is a reminder of a specific cooking workshop.
It is to be sent a few days ahead of time.

Dear parents,

On _____, your child will cook _____. By picking your
date name of recipe
child up after _____, you allow him/her to finish their recipe and either sample it or bring it
time
home for supper or lunch the next day.

The ingredients of the recipe are : _____

Thank you for your collaboration!

*If none of these templates suits your needs,
you can simply create your own.*

PRACTICAL TOOL



→ Summer program schedule

/	WEEK 1	WEEK 2	WEEK 3	WEEK 4
<i>Theme</i>				
<i>Recipe</i>				
<i>Objective</i>				
/	WEEK 5	WEEK 6	WEEK 7	WEEK 8
<i>Theme</i>				
<i>Recipe</i>				
<i>Objective</i>				

Objective : Decide what skill you want campers to acquire or develop.

PRACTICAL TOOL



→ Responsibility chart

Date :

TASKS	CAMPER[S] IN CHARGE
Wash the dishes	1. 2.
Dry the dishes	1. 2.
Put dishes and culinary equipment away	1. 2.
Sweep up	1. 2.
Clean the worktables	1. 2.
	<input type="checkbox"/> Each team cleans its own workspace
Put ingredients away	1. 2.
	1. 2.
	1. 2.
	1. 2.

PRACTICAL TOOL

→ Cooking workshop preparation tool



NAME OF RECIPE:

Source / reference:

Age group:

Duration:

Number of youth:

REQUIRED EQUIPMENT:

**PREPARATION REQUIRED
BEFORE THE ACTIVITY:**

LEARNING OBJECTIVE:

- Individual recipe
 - Individually
 - In small groups
- Group recipe
 - In small groups
 - Assembly-line method

PURCHASES

(missing equipment and ingredients):

**QUESTIONS FOR CAMPERS
AT THE START OF THE WORKSHOP:**

PRACTICAL TOOL



→ Cooking workshop preparation tool (example)

RECIPE NAME:

ENERGY BALL WITHOUT ALLERGENS

Source:

Dairy Farmers of Canada –
Dietitian team – teachnutrition.ca

Age group: 5 – 7 years old

Duration:

40 minutes

- Presentation, 5 minutes
- Preparation, 15 minutes
- Cleaning, 10 minutes
- Tasting, 10 minutes

Number of campers:

20

LEARNING OBJECTIVES:

(see Appendix 1)

- Develop autonomy / independence (individual recipe)
- Discover your preferences
- Measuring solid ingredients

- Individual recipe
 - Individually
 - In small groups
- Group recipe
 - In small groups
 - Assembly-line method

REQUIRED EQUIPMENT:

To present the ingredients:

- Bowls (5+1, if optional ingredient is different)

For the group:

- Measuring spoons (3 x 15 ml +1 if optional ingredient is different)
- Measuring spoons (1 x 5 ml)
- Table knife to level ingredients in measuring cups
- Small spoons to scoop out the syrup and the butter from the measuring spoons

For each camper and workshop leader:

- Cutting board (21)
- Table knives and scissors (21)
- Small spoons (21)
- Small mixing bowls (21)
- Small plates for optional ingredients and for sampling (21)

PURCHASES (missing equipment and ingredients):

- Pitted whole dates (20 large or 40 small)
- Golden pea butter (600 ml / approximately 2 ½ cups)
- Maple syrup or honey (100 ml / approximately ½ cup)
- Quick oats (300 ml / approximately 1 ¼ cup)
- Whole grain rice cereal (e.g. whole grain Rice Krispies) (300 ml / approximately 1 ¼ cup)

Optional (to coat the balls):

- Whole grain rice cereal (e.g. whole grain Rice Krispies) OR unsweetened shredded coconut OR cocoa (300 ml / approximately 1 ¼ cup)
- * Depending on food allergies in the group, other types of butters can be used (ex: soy, sunflower)

PREPARATION BEFORE THE ACTIVITY:

1. Buy the ingredients
2. Plan and display the equipment
3. Put ingredients in different bowls so campers can serve themselves
4. Set up the workstation

QUESTIONS FOR CAMPERS AT THE START OF THE WORKSHOP:

1. Have you ever tried dates?
2. Which countries produce maple syrup?
3. Have you ever made energy balls? If so, what were the ingredients?

PRACTICAL TOOL



→ Recipe template

RECIPE NAME:

OF PORTIONS/ YIELD:

PREP TIME:

COOKING TIME:

INGREDIENTS:

SPECIAL INSTRUCTIONS / DEMONSTRATIONS:

PREPARATION:

NOTES:

CAMPER RECIPE RATING



PRACTICAL TOOL



Recipe provided by Registered Dietitians
at Dairy Farmers of Canada
<https://dairyfarmersofcanada.ca/en/teach-nutrition/on>

RECIPE NAME:

ALLERGEN-FREE NO-BAKE ENERGY BALLS

OF PORTIONS/ YIELD:

1 PORTION OF 3 ENERGY BALLS

PREP TIME:

15 MINUTES

COOKING TIME:

NONE

INGREDIENTS :

- 1 or 2 pitted whole dates (depending on size)
- 30 ml (2 tbsp) golden pea butter
- 5 ml (1 tsp) maple syrup or honey
- 15 ml (1 tbsp) quick oats (uncooked)
- 15 ml (1 tbsp) whole grain rice cereal
- Optional (to coat the energy balls):
whole grain rice cereal (e.g. whole grain Rice Krispies),
unsweetened shredded coconut or cocoa (300 ml / approximately 1 ¼ cups)

SPECIAL INSTRUCTIONS / DEMONSTRATIONS:

- Show campers how to measure dry ingredients.
- Show them how to measure liquid ingredients; they're sticky, so show them how to scrape the measuring spoon using another spoon.
- Show them how to safely cut dates using a knife or scissors.
- Show them how to form balls.
- Show them how to coat the balls (optional).

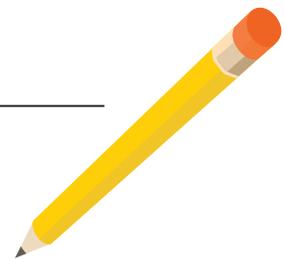
PREPARATION :

1. Cut the dates in small pieces (can be done with scissors).
2. Measure all ingredients, except the optional ingredient, and place them in a small bowl with the cut dates.
3. If used, measure the optional ingredient and pour it on a plate.
4. Form 3 balls out of the mixture.
5. If used, coat each ball with the optional ingredient by rolling them into it.

NOTES :

Use soy butter instead of pea butter
(unless allergies are present in the group).

CAMPER RECIPE RATING



PRACTICAL TOOL

→ Attendance and allergy list



Camper's name	Food Allergies	Food Intolerances	Other dietary restrictions	Location of autoinjector (<i>epi-pen</i>) in case of emergency	Medication

PRACTICAL TOOL



→ Certificate of participation



CONGRATULATIONS!

(camper's name)

**THIS IS YOUR CERTIFICATE OF PARTICIPATION
FOR THE COOKING WORKSHOP AT CAMP:**

*You can take pride in knowing you did a great job.
Now let's see what you can cook up next!*

WORKSHOP DATE:

**SIGNATURE
[COOKING WORKSHOP LEADER]:**

