



#FOOD4THOUGHT

COOK.EAT.CHAT

Facilitator's Guide



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ML BUREAU DE SANTÉ DE
MIDDLESEX-LONDON
HEALTH UNIT
www.healthunit.com



#Food4Thought allows students to come together, prepare a meal and share what they have prepared with caring adults and their peers. Most importantly, while students are sharing the meal with caring adults, it provides an opportunity to have conversation around topics that may be on their minds (e.g., healthy relationships, self-care, self-identity) and build connections.

#Food4Thought uses cooking and food preparation as an avenue for the students to work together and get to know each other as well as the adults involved. During the program relationships, trust, and connectedness to the school community are built. The program is student led as it allows for students to direct session topics, but also provides topic areas that facilitators can explore with students.

#Food4Thought Program Details:

- Four sessions that follow a *Cook, Eat, Chat* model.
 - Total length of each session is approximately 45 minutes to 1 hour (cooking 20-25 minutes, chat ~20 minutes). Approximately 30 minutes needed for set up before the program and clean up.
- All recipes include a vegetable and/or fruit and are either prepared in a skillet or do not require heat to prepare. No kitchen is required.
 - Recipes, shopping lists and information to facilitate the cooking portion of the program are provided.
 - Cooking equipment is available from the Middlesex London Health Unit (a list is also provided at the end of this document).
 - Recipes may be substituted throughout the program to align with a group's cultural traditions and/or food preferences. Keep in mind the equipment required, cost, preparation time, and possible allergens when choosing an alternative recipe. Recipes prepared also cannot contain meat, fish or poultry due to the increased food safety risk of preparing these foods.
- An outline and topics for the *Chat* portion is provided with links for activities.
- A sample consent form for participation in the program is provided at the end of this document.

Prior to running the program (2-3 weeks prior):

- Invite selected students to participate in an informal meet and greet to provide a brief overview of the program, program expectations (i.e., arrive on time, food preparation and clean up expectations, bring your own beverage), and kitchen safety.
- Hand out consent forms.
- Invite participants to express interest in topics to discuss during the program (located on the back of the consent form).

Prior to each session you will:

1. Gather materials needed for the session (i.e., groceries, recipes, cooking equipment, conversation activities).
2. Set up the cooking station and chat area (to save time, consider washing produce before).

At each session you will:

1. Welcome participants and prepare the recipe as a group. Name tags with pronouns are suggested for each session.
2. Sit together and eat the food prepared. Do not pressure anyone to eat.

3. Discuss the session topic area.

Note for facilitator:

Students benefit from knowing that they matter to an adult, as well as to their peers. Frequent daily greetings enhance social support and foster a sense of belonging among students, ultimately resulting in heightened engagement and academic motivation (School Mental Health Ontario, 2022c)

Incorporate Daily Greetings into each session by using this activity: <https://smho-smso.ca/emhcsecondary/self-awareness-and-sense-of-identity/mattering/daily-greetings/>

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Cooking Overview

The following are the recipes that will be prepared at each *#Food4Thought* session. Shopping lists are provided for each session as well as the recipes in this document.

Each recipe serves approximately 6 people.

Session 1: Apple Donuts

Session 2: Pizzadillas

Session 3: Couscous Salad with Pears, Feta and Herbs

Session 4: Speedy Meatless Chili

Cleaning and Sanitizing

- Kitchen safety and food safety are key components of the *#Food4Thought* program.
- Proper food safety principles need to be followed during the program to minimize any potential food safety risks.
- The cooking surfaces in the room used to facilitate the sessions will require cleaning and sanitizing before and after each cooking session.
- Dishes will need to be cleaned and sanitized after each session using the 2 or 3 sink method or using a commercial grade dishwasher that meets the [Ontario Food Premises Regulation \(O. Reg. 493/17\)](#).
- To determine the correct food grade sanitizing agent that should be used within your school board check with the Principal or Custodian. Acceptable sanitizing solutions include either chlorine or quaternary compound (e.g., Sani-Q). These products must be mixed to the proper concentration before using them.

Setting up the Room:

- Prior to each cooking session, clean and sanitize all tables and surfaces where food preparation will occur.
- Dishes and equipment should also be clean and sanitized and ready to use.
- Set up the cooking station as per the equipment list on the recipes.
- Required ingredients as well as a copy of the recipe should be placed at each station.
- Note, if there is no handwashing sink near the room, set up a portable hand wash station.

Food Safety:

To minimize food safety risk:

- Keep long hair tied back.
- Remove dangling jewelry, watches, and rings.
- Wear an apron (recommended) - wearing an apron not only keeps your clothing clean, but it also prevents food contamination from outside sources.
- Don't cook if you're feeling unwell – this will help to avoid the possible spread of illness.
- Use proper technique and care with cuts and wounds – clean then cover any cuts and wounds with a Band-Aid and then wear a disposable glove on top. Hands should be washed prior to putting the glove on and be changed frequently.

Cross Contamination:

To reduce the risk of cross contamination:

- Clean and sanitize countertops and work surfaces before preparing any food.
- Use hot soapy water to clean countertops. Sanitize surfaces with approved food grade sanitizer according to product directions.
- Always maintain proper food temperatures (keep foods out of the *Danger Zone*). Keep this in mind when shopping and transporting food.
 - The *Danger Zone* is the temperature range where bacteria grow most rapidly - between 4°C and 60°C.
- Use separate cutting boards for different types food.

Cleaning Produce:

Produce may become contaminated in a variety of ways from soil, irrigation water, equipment, etc. It is important to properly wash vegetables and fruit. Be sure to:

- Wash your hands before handling the produce.
- Check produce when buying to ensure it is not bruised or damaged.
- Remove any damaged or bruised area on the produce.
- Thoroughly wash all vegetables and fruit with cool running water.
- Produce with a firm skin (e.g., melons) should be washed under cool running water and scrubbed with a clean produce brush or rub with the hand.
- Refrigerate all cut, peeled or cooked produce within two hours of preparing.
- Always store produce away from any meat products or raw foods in the refrigerator.

Knife Safety Tips:

- Wear closed toe shoes.
- Carry knives with blade pointed down towards the floor.
- If the knife falls - back up and let it fall (never try to catch it).
- Always use a cutting board as a surface to cut on. Never try to cut something while holding it.
- Use a larger cutting board than seems necessary so that there will be room to cut. It is more difficult to cut if items are crowded on the cutting board.
- Ensure cutting board is secure and not moving. If it is sliding around, secure with a damp paper towel underneath.
- Always hold the knife by the grip or handle.
- Hold the food you are cutting with one hand, while the other hand uses the knife.
- Tuck your fingers under in a "C" shape - holding hand is shaped like a claw.
- Cut away from the body.
- If food is round or wobbly - slice it in half so that it can be placed on the flattened side and is safer to cut.
- The tip of the knife should always remain on the cutting board, and the cutting can be done by carefully lifting and lowering the handle.
- Always pay attention to what you are doing - keep your eyes on your cutting.



Session 1

Apple Donuts

Shopping List

- 5 large apples
- 2 cups (500 ml) flavoured yogurt
- Assorted toppings (pick your favourites!)
 - Fruit: Blueberries, Mango, Strawberries, Raspberries
 - Oats
 - Granola cereal
 - Coconut
 - Seeds (sunflower seeds, pumpkin seeds)

Apple Donuts

SESSION 1

20-25 Donuts

Ingredients

- 5 apples
- 2 cups (500 ml) flavoured yogurt
- Assorted toppings (pick your favourites!)
 - Fruit: Blueberries, Mango, Strawberries, Raspberries
 - Oats
 - Granola cereal
 - Coconut
 - Seeds (sunflower seeds, pumpkin seeds)

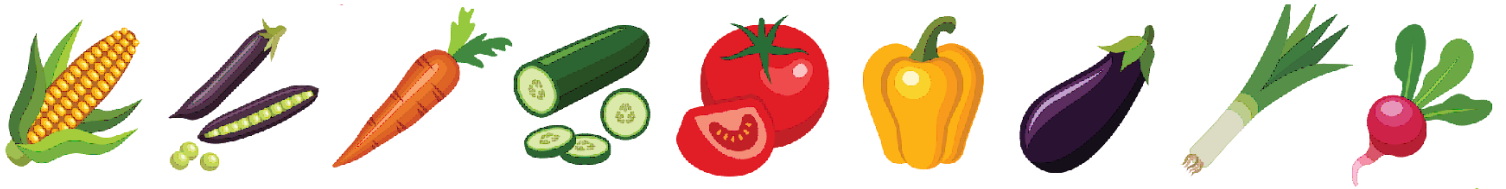
Directions

1. Thoroughly wash and dry apples.
2. Carefully slice the top and bottom from each apple and discard. Slice the apples into ½ inch circles. Using an apple corer, cut a hole in the centre to make a donut shape.
3. Spread yogurt on the apple slices.
4. Use your creativity to sprinkle or decorate with toppings.

Equipment

Colander / Cutting boards / Knives / Apple corer / Spoons





Session 2

Pizzadillas

Shopping List

- 1 package of large whole wheat tortillas (8-10)
- 2 cans/1 bottle of pizza sauce
- 1 block of mozzarella cheese (400g)
- 1-2 bell peppers (green, yellow, red)
- 1 tomato
- Other vegetables if desired
- Canola oil (small bottle)

Pizzadillas

SESSION 2

6 Servings

Ingredients

- 6 large whole wheat tortillas
- 3/4 cup pizza sauce
- 3 cups mozzarella cheese, shredded
- 2 bell peppers (chopped)
- 1 tomato
- canola oil
- other vegetables if desired (chopped)

Directions

1. Wash and chop green pepper or other vegetables of choice.
2. Shred mozzarella cheese.
3. Lay tortillas on counter. With a spoon, spread half of each tortilla with 2 tbsp. pizza sauce, 1/2 cup of cheese and 1/3 cup vegetables.
4. Fold uncovered half over filling.
5. Turn skillet on to medium high heat and add 2 tbsp. of oil
6. Place tortilla on hot pan for about 2 minutes per side or until sides are lightly browned and cheese is melted.
7. Cut tortillas in quarters and serve.

Equipment

3 small spoons / cheese grater / 4 knives / 6 cutting board / flipper / pizza cutter / 2 sets of dry measuring cups / 2 sets measuring spoons / large plate for serving / 1 strainer / 2 tongs / electric skillet / oven mitts





Session 3

Couscous Salad with Pears, Feta & Herbs

Shopping List

- 1 package of whole grain couscous
- 1 green bell pepper
- 1 bunch of green onions
- 1 bunch of fresh herbs (mint, cilantro or parsley)
- 1 lemon
- 2 Bartlett pears (or 1 can of pears)
- 1 small tub of feta cheese (200g)
- 1 head of garlic (this recipe uses 1 clove, keep the rest for session 4)
- Dried oregano
- Pepper
- Canola oil (previously purchased)

Couscous Salad with Pears, Feta & Herbs

SESSION 3

6 Servings

Ingredients

- 1 cup uncooked (250 mL) whole grain couscous equals 2 cups (500 mL) cooked
- 1 cup (250 mL) boiling water
- 1 green bell pepper
- 2 green onions
- 1/4 cup (60 mL) fresh herbs (mint, cilantro or parsley)
- 3/4 cup (175 mL) feta cheese
- 2 Bartlett pears (or canned pears)
- 1/4 cup (60 mL) canola oil
- Juice of 1 lemon
- 1 clove of garlic
- 1/2 tsp dried oregano leaves
- 1/4 tsp pepper

Directions

1. Boil 1 cup (250 mL) of water
2. Place uncooked couscous in heat proof bowl
3. Carefully pour boiling water over couscous and stir
4. Cover bowl with cutting board and let stand for 10 minutes. After 10 minutes, uncover and fluff with fork
5. Thoroughly wash bell peppers, green onions, pears and herbs under cool running water.
6. Dice green pepper, thinly slice green onion, chop herbs, and core and chop pears.
7. Crumble feta cheese
8. Mince garlic.
9. In small bowl, whisk together oil, lemon juice, garlic, oregano, and pepper
10. Add green pepper, green onions, cheese, herbs and pears to cooled couscous. Add dressing and mix to combine.

Equipment

6 cutting boards / kettle / 6 knives / 2 mixing bowls (large) / 2 mixing bowls (small) / fork / set of measuring cups / set of measuring spoons / 1 liquid measuring cup / 2 serving spoons / strainer





Session 4

Speedy Meatless Chili

Shopping List

- 1 head of celery
- 1 onion
- 1 zucchini
- 1 green bell pepper
- 1 small bag of frozen corn
- 1 can (540 mL) lentils
- 1 can (540 mL) red kidney beans
- 1 can (796 mL) diced tomatoes
- 1 block cheddar cheese (200g)
- Chili powder
- Pepper (previously purchased)
- 1 head of garlic (this recipe uses 1-2 cloves, may be leftovers from previous session)
- Canola Oil (previously purchased)

Speedy Meatless Chili

SESSION 4

6 Servings

Ingredients

- 1 tbsp. (15 mL) canola oil
- 2 stalks celery
- 1 onion
- 1 zucchini
- 1 green bell pepper
- 1-2 cloves of garlic - minced
- 1 cup (250 mL) frozen corn
- 1 can (540 mL) lentils
- 1 can (540 mL) kidney beans
- 1 can (796 mL) diced tomatoes
- 1/2 tsp (2 mL) chili powder
- 1/2 tsp (2 mL) pepper
- 1 ½ cups (375 mL) cheddar cheese

Directions

1. Thoroughly wash all vegetables under cool running water.
2. Dice celery, onion, zucchini and bell pepper into small uniform pieces.
3. Mince garlic
4. Heat oil in skillet to medium-high heat.
5. Add onion, garlic, and celery to skillet and sauté for a few minutes, until softened.
6. Add bell pepper and zucchini and sauté for a few more minutes.
7. Add full can of diced tomatoes (do not drain)
8. Drain and rinse lentils and kidney beans using a strainer.
9. Add lentils, kidney beans, corn, chili powder, and pepper to the skillet and stir. Simmer for approximately 15 minutes.
10. Shred cheese using grater. Sprinkle on top of chili.

Equipment

Can opener / cheese grater / 6 cutting boards / electric skillet / 6 knives / set of measuring cups / set of measuring spoons / flipper for skillet / large spoon for skillet / spoon / 2 strainers / oven mitts



Chat Overview

Once the recipe is complete, it's time to start the *Chat* portion of #Food4Thought. Gather everyone around a table to eat together. Start with an ice breaker to encourage interaction among the participants. You have the option to include an ice breaker for each session, or you can use it only during the initial session to help students get to know each other.

Ice Breaker Ideas:

1. Two Truths and a Lie (Duration: 10 minutes)

Participants take turns sharing three statements about themselves: two true and one false. The others have to guess which statement is the lie, adding an element of surprise and curiosity.

2. Would You Rather (Duration: 5-10 minutes)

Present the group with a series of "Would you rather" questions, where they have to choose between two options. It's a great way to learn about each other's preferences and personalities.

Would You Rather Question Examples:

- Would you rather ride a motorcycle or fly a plane?
- Would you rather go the same great place for vacation every year, or go to a new place every year, but risk going to a bad place?
- Would you rather have a pet snake or a pet spider?
- Would you rather go to school all year and have one week off per month, or go to school every day and have summer off?
- Would you rather always smell rotten eggs everywhere you go, or always hear nails scratching on a chalkboard?
- Would you rather swim with sharks or pigs?
- Would you rather eat a rotten apple or block of moldy cheese?
- Would you rather live on a ship or in a treehouse?

3. Stranded on an Island (Duration: 5 minutes)

Have participants imagine they are going to be stranded on an island for the next year. All necessities will be provided (food, water, shelter, etc.), but you get to choose one extra special item/person to bring with you. What/who would you bring and why? This is a creative way to discover each other's priorities and interests.

4. Stand Up Sit Down (Duration: 5 minutes)

Read out loud a series of fun and light-hearted statements. Participants respond by either standing up or sitting down, depending on their answer. This activity promotes movement and laughter while revealing shared interests. The following are example statements:

- Stand up if you are afraid of spiders.
- Sit down if you have a sibling.
- Stand up if you like spicy food.
- Sit down if like to play sports.
- Stand up if you speak another language.
- Sit down if your favourite season is winter.
- Stand up if you play a musical instrument.
- Sit down if you have ever travelled outside of Canada.
- Stand up if you have a pet.
- Sit down if you like to read.

Chat Topics:

Each *#Food4Thought Chat* session focuses on a different topic area. The activities are designed to promote bonding among participants while addressing important topics related to school connectedness. The Chat Activity Chart below provides activity ideas for each topic area.

Session 1: Self Discovery and Getting to Know Me

Examining self-awareness and establishing a sense of identity offers students a chance to engage in discussions and exploration of their individual strengths, challenges, personal values, life experiences, and other aspects of their being. Acquiring this self-awareness enables students to recognize how they matter and how they can make meaningful contributions to their school and community (School Mental Health Ontario, 2023c).

Session 2: Getting Connected – Building Healthy Relationships at School

Establishing healthy relationships forms the foundation for cultivating and sustaining mentally healthy, equitable, and compassionate learning environments. Motivating students to foster connections with both staff and peers will lead them towards enhanced school engagement sense of belonging. This, in turn, contributes significantly to their overall well-being and sense of connectedness within the school (School Mental Health Ontario, 2023a).

Session 3: Working Through Challenges – What Keeps You Going?

Positive motivation and resilience skills enable students to maintain a sense of hope and optimism, even in the face of challenging situations or circumstances. When students adopt a perspective of gratitude towards the world and their relationships, they become more skilled at recognizing and cherishing the positives in life, even amid challenges. Expressing and sharing gratitude contributes to fostering healthy relationships and cultivating resilience (School Mental Health Ontario, 2023b).

Session 4: Self-Care and Stress Management Session

A crucial aspect of overall well-being is self-care and stress management. In this final session, we'll delve into the importance of self-care practices and mindfulness techniques to reduce stress and improve mental health. Participants will participate in relaxing activities, mindfulness exercises, and even learn how to create personalized self-care plans to implement in their daily lives (School Mental Health Ontario, 2023d).

Chat Activity Chart


This chart provides a list of topics and activity/discussion points to use for the four *#Food4Thought Chat* sessions. Choose activities/discussions using the expressed interest of students in your group. This would have been collected with consent forms. Also consider the amount of time that you have to complete the activity.

| Session 1: Self Discovery & Getting to Know Me | | |
|--|---|--|
| Session Outline | Discussion Questions/Activities | Resources to Hand Out |
| <p>Examining self-awareness and establishing a sense of identity offers students a chance to engage in discussions and exploration of their individual strengths, challenges, personal values, life experiences, and other aspects of their being.</p> <p>Acquiring this self-awareness enables students to recognize how they matter and how they can make meaningful contributions to their school and community (School Mental Health Ontario, 2022c).</p> | <p>Self Awareness and Identity Activities</p> <p>Adjectives About Me (5-10 min.) https://smho-smso.ca/emhcsecondary/self-awareness-and-sense-of-identity/knowning-oneself/adjectives-about-me/</p> <p>Positive Self Talk (5-10 min.) https://smho-smso.ca/emhcsecondary/self-awareness-and-sense-of-identity/knowning-oneself/positive-self-talk/</p> <p>All About Me Activity Page See Activity Pages included at the end of this guide.</p> <p>5 Things I Like About Myself Activity Page See Activity Pages included at the end of this guide.</p> | <p>See activity instructions in links</p> <p>Activity Pages are included at the end of this guide.</p> |

Session 2: Getting Connected – Building Healthy Relationships at School

| Session Outline | Discussion Questions/Activities | Resources to Hand Out |
|---|--|--|
| <p>Establishing healthy relationships forms the foundation for cultivating and sustaining mentally healthy, equitable, and compassionate learning environments.</p> <p>Motivating students to foster connections with both staff and peers will lead them towards enhanced school engagement sense of belonging. This will contribute significantly to their overall well-being and sense of connectedness within the school (School Mental Health Ontario, 2022a).</p> | <p style="text-align: center;">Building Healthy Relationships Activities</p> <p>Sharing Kindness: (5 min.) https://smho-smso.ca/emhcsecondary/healthy-relationship-skills/acts-of-kindness/sharing-kindness/</p> <p>Kindness video (2 min.) https://www.youtube.com/watch?v=CbY5Ez1mOxk&t=83s</p> <p>That's Me Activity (5 min.) https://smho-smso.ca/emhc/healthy-relationship-skills/being-respectful/thats-me/</p> <p style="text-align: center;">Fostering Connections Activities</p> <p>Lead a discussion on clubs and activities available in the school (5 min.) Talk about the benefits of connecting in the school. (May need to connect with the Guidance Team for a list of school clubs/activities).</p> <p>Lead a discussion on volunteer opportunities in the community (5 min.) Engaging in volunteer opportunities fosters connections and enhances mental well-being through acts of giving back. (May need to connect with the Guidance Team for a list of current opportunities in the community or share this link: https://volunteerlondon.ca/</p> <p>People in My Life Who are There for Me Activity Page See Activity Pages included at the end of this guide.</p> | <p>See activity instructions in links</p> <p>Activity Pages are included at the end of this guide.</p> |

Session 3: Working Through Challenges – What Keeps you Going?

| Session Outline | Discussion Questions/Activities | Resources to Hand Out |
|--|--|--|
| <p>Positive motivation and resilience skills enables students to maintain a sense of hope and optimism, even in the face of challenging situations or circumstances.</p> <p>Adopting a perspective of gratitude towards the world and their relationships, students become more skilled at recognizing and cherishing the positives in life, even amid challenges.</p> <p>Expressing and sharing gratitude contributes to fostering healthy relationships and cultivating resilience. (School Mental Health Ontario, 2023b)</p> | <p style="text-align: center;">Growth Mindset and Positive Motivation Activities</p> <p>Growth Mindset video (4 min) and discussion follow up (5-10 min) https://www.youtube.com/watch?v=rUJkbWNnNy4</p> <p>Suggestion for activity- show video to stimulate discussion and convey key points. Students can share examples of their goals or something they are striving to achieve. The Power of Yet concept can be built into the discussion. Key message to students can include: stay positive, embrace a growth mindset and believe in the Power of Yet.</p> <p>Facilitator can review information on SMHO for background information on The Power of Yet- https://smho-smso.ca/emhc/positive-motivation-and-perseverance/reframing/the-power-of-yet/</p> <p style="text-align: center;">Gratitude Activities</p> <p>Gratitude Game: (5-10 min.) Explain to students we will be talking about gratitude. Students choose one of five colours and answer the questions based on the colour they picked.</p> <ul style="list-style-type: none"> • Red- Name a Person You are Thankful for • Blue - Name a Place You are Thankful for • Yellow - Name a Food You are Thankful for • Green - Name a Thing You are Thankful for • Purple - Name Anything of Your Choice You are Thankful for <p>Gratitude Journal (2 min) https://smho-smso.ca/emhcsecondary/positive-motivation-and-perseverance/expressing-gratitude/gratitude-journal/</p> <p>If choosing to do this activity will need to purchase journals from the Dollar Store. Could also include a special pen to keep.</p> | <p>See activity instructions in link</p> <p>Gratitude Game (copy included at end of this document and a laminated copy is in Food4Thought Activity Bin):</p> <div style="text-align: center;"> <p>GRATITUDE GAME</p>  </div> |

Session 3: Working Through Challenges – What Keeps you Going?

| Session Outline | Discussion Questions/Activities | Resources to Hand Out |
|-----------------|--|--|
| | <p>Gratitude - Ideas for discussion from Mind Your Mind (5 min.) Show and share with students and they can access website at a later time as needed. https://mindyourmind.ca/wellness/cultivating-gratitude</p> <p style="text-align: center;">Positive Affirmation Activities</p> <p>Positive Affirmations discussion (5 min.) https://smho-smso.ca/emhcsecondary/positive-motivation-and-perseverance/reframing/positive-affirmations/ This explains what a positive affirmation is. Can be combined with the snowball activity below.</p> <p>Inspirational Snowball Fight (5 min.) https://smho-smso.ca/emhcsecondary/positive-motivation-and-perseverance/practising-optimism/inspirational-snowball-fight/</p> <p>Positive Affirmations - From Mind Your Mind (1 min) https://mindyourmind.ca/wellness/affirmations Preparation required if you want to have them all printed out, and students can choose the affirmation of the day for themselves.</p> <p>Positive Affirmation Tear Away Posters (5 min.) Print off coloured sheets and give one to each student. Each student can put up one sheet somewhere in the school. This provides an opportunity to give back and a chance to bring a smile to someone else's face. See Activity Pages included at the end of this guide.</p> <p style="text-align: center;">Group Activities to demonstrate perseverance, positive motivation, communication and working together.</p> <p>Build a Tower (Activity #18) (10 min.) https://www.teachingexpertise.com/classroom-ideas/teaching-perseverance-activity/#:~:text=Writing%20a%20letter%20to%20their,how%20far%20they%20have%20come</p> | <p>Activity Pages are included at the end of this guide.</p> |

Session 3: Working Through Challenges – What Keeps you Going?

| Session Outline | Discussion Questions/Activities | Resources to Hand Out |
|-----------------|---|-----------------------|
| | <p>Build a Puzzle (10 min.) You will need two or three puzzles (approximately 50 pieces) depending on the size of your group. Have students work together in groups to build their puzzle. Alternate Suggestion – Purchase a 25-piece large puzzle and let them try to build the puzzle without seeing the picture.</p> <p>Key Lesson for group activities is perseverance, group dynamics and communication. What motivated you and kept you going? What did you need to do to adapt/change?</p> <p>Please reach out to your Public Health Nurse about accessing resource materials to do these activities.</p> | |

Session 4: Self-Care and Stress Management

| Session Outline | Discussion Questions/Activities | Resources to Hand Out |
|---|--|--|
| <p>Self-Care is an important part of wellness as it gives students the chance to take time to discover what helps them to feel good and recharged. Prioritizing self-care is crucial, not only for personal health but also for those we care about and assist. By nurturing oneself, individuals improve their energy, focus, ability to cope with challenges and overall life experience.</p> <p>Students face a range of challenges that are relative to their personal, social, and cultural lived experience. Through instruction and modelling, you can help students practise new, and bolster existing coping strategies. School Mental Health Ontario, 2022d)</p> | <p style="text-align: center;">Pause, Recognize and Reflect Activities</p> <p>Take Five Breathing (5 min.) https://smho-smso.ca/emhc/stress-management-and-coping/deep-breathing/take-five-breathing/</p> <p>Visualization and Body Scan (5 min) https://smho-smso.ca/emhc/stress-management-and-coping/guided-imagery/visualization-and-body-scan/</p> <p>Videos:</p> <p>3 Minute Guided Imagery/Visualization https://www.youtube.com/watch?v=EAmkN-hL_dM</p> <p>3 Minute Deep Breathing Exercise https://www.youtube.com/watch?v=aNXKjGFUIMs</p> <p>54321 Grounded Exercise (2 min) https://www.youtube.com/watch?v=pY0Ldqwzmz_Q</p> <p>Select a funny video that is lighthearted and promotes laughter.</p> <p style="text-align: center;">Self Care Activities</p> <p>Winter Wellness from Mind Your Mind (5 min) - some ideas for interactive discussion for self care https://mindyourmind.ca/wellness/winter-wellness</p> <p>Wellness Deck from Mind Your Mind (5-10 min) This resource provides tips for wellness to support emotional wellbeing. Show students where wellness deck can be accessed. https://mindyourmind.ca/tools/wellness-deck-english-and-french</p> | <p>Provide students with the Self Care 101 handout and School Board specific Mental Health and Well-Being resources. Use the remaining time to focus on the discussion and activities.</p> <p>School Mental Health Ontario - Self-Care 101</p> <p>LDCSB https://www.ldcsb.ca/apps/pages/index.jsp?uREC_ID=1076472&type=d&pREC_ID=1370029</p> <p>TVDSB https://www.tvdsb.ca/en/students/resources/Documents/MentalHealth/2019-Update/ENG---Everyday-practices---WEB.pdf</p> <p>Activity Pages are included at the end of this guide.</p> |

Session 4: Self-Care and Stress Management

| Session Outline | Discussion Questions/Activities | Resources to Hand Out |
|-----------------|---|-----------------------|
| | <p>Things I Do to Take Care of Myself Activity Page Examples: sleep, activity, food, hobbies, friendships See Activity Pages included at the end of this guide.</p> <p>Things I Could do to Manage Stress in a Positive Way Activity Page See Activity Pages included at the end of this guide.</p> | |

GRATITUDE GAME



Name a PERSON you are thankful for.



Name a PLACE you are thankful for.



Name a FOOD you are thankful for.



Name a THING you are thankful for.



Name ANYTHING you are thankful for.

#Food4Thought Consent Form

Dear Parents/Guardians,

Your child has expressed an interest in participating in the #Food4Thought program. This 4-session program provides students with the opportunity to learn and build new skills related to food preparation and cooking, while building relationships with caring adults and peers along the way! Program Facilitators running the program have been trained by the Middlesex - London Health Unit. The trained Program Facilitators will lead the sessions in your school or agency. The sessions will start on

_____ (Date) at _____ (Time)
in _____ (Location).

**** **PLEASE NOTE: WE CANNOT PROMISE AN ALLERGEN-FREE AREA FOR YOUR CHILD IN THIS PROGRAM. RECIPES CAN BE AVAILABLE UPON REQUEST TO REVIEW INGREDIENTS****

I give permission for _____ (Name)
to participate in the #Food4Thought program. I understand that there is some risk with any cooking and/or food preparation activity (e.g., using equipment such as an electric frying pan, can opener and knives). I understand that adult supervision will be provided throughout the program. Injuries caused as a result of incidents related to participating in the cooking program may occur and cause injury to students through no fault of the School, the School Board, the Middlesex-London Health Unit, and volunteers involved in the #Food4Thought Program. PARTICIPANTS MUST VOLUNTARILY ASSUME THESE RISKS.

Signature of parent/guardian Date

Students will be encouraged to build the skills they have learned at home as well. Your support and supervision at home while they showcase their new skills is truly appreciated.



Topic areas that will be covered during the four sessions in #Food4Thought:

- Self- Discovery and Getting to Know Me
- Getting Connected - Building Healthy Relationships at School
- Working Through Challenges - What Keeps You Going?
- Self-Care and Stress Management

We want to hear from you! There are activities planned for each of the sessions listed above. We'd like to hear from you about your interests. Choose as many topics as you wish. We will review responses and share options during the sessions.

Session Options:

- ☐ Mental health supports in school and in the community
- ☐ Volunteer opportunities in your community
- ☐ Clubs and activities to join in school
- ☐ Food and nutrition information, recipe sharing
- ☐ Managing stress- meditation, breathing, visualization activities
- ☐ Growth mindset and staying positive
- ☐ Gratitude discussion /activity
- ☐ Positive affirmations
- ☐ Kindness discussion/activities
- ☐ I like short videos to demonstrate options listed
- ☐ I like short activities and games to demonstrate options listed
- ☐ Other (please add in your ideas) _____

Thanks for your feedback!

We look forward to our upcoming Food 4 Thought sessions. If you have any questions, please let one of the facilitators know.



Equipment List

| # OF ITEMS | ITEM | Recommended Additions: |
|------------|---|------------------------|
| 1 | Can opener | Band-Aids |
| 2-4 | Apple Corers | |
| 1 | Cheese grater | Hair ties |
| 8 | Cutting Board | Non latex gloves |
| 1 | Electric Skillet | Paper Towels |
| 1 | Flipper for use in skillet | |
| 2 | Forks | |
| 8 | Knives – sharp | |
| 1 | Kettle (optional – if you don't purchase, you need access to boiling water another way) | |
| 1 | Liquid measuring cup | |
| 3 | Mixing bowl (large) | |
| 2 | Mixing bowl (small) | |
| 2 | Tong | |
| 6 | Spoon | |
| 1 | Pizza cutter | |
| 1 | Whisk | |
| 2 | Serving plate | |
| 2 | Serving spoon | |
| 2 | Set of dry measuring cups | |
| 2 | Set of measuring spoons | |
| 1 | Set oven mitts | |
| 1 | Spoon for use in skillet | |
| 2 | Strainer | |
| | Sanitizing solution for equipment and counters | |
| | Test strips (If using 2 or 3 sink method for sanitation) | |
| | Dish cloths – disposable | |
| | Set of plates, bowls, cups, and cutlery | |



#FOOD4THOUGHT

COOK.EAT.CHAT

Activity Pages



ALL ABOUT *me*



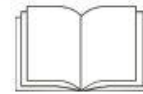
I LIKE...



RIGHT NOW GOALS



MY PEOPLE ARE...



HOBBIES/FAVOURITE ACTIVITIES



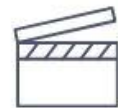
MY DREAM



FAVOURITE SONG



MY PETS OR PETS I WOULD LIKE



FAVOURITE MOVIE



FAVOURITE FOOD

ooo

RANDOM STUFF

5 THINGS I LIKE ABOUT MYSELF

1

Creative
Hardworking
Helpful
Organized
Dependable

2

Self-confident
Non-Judgemental
Independent
Brave
Resourceful

3

Smart
Imaginative
Practical
Friendly
Talkative

4

Energetic
Cheerful
Laid Back
Funny
Calm

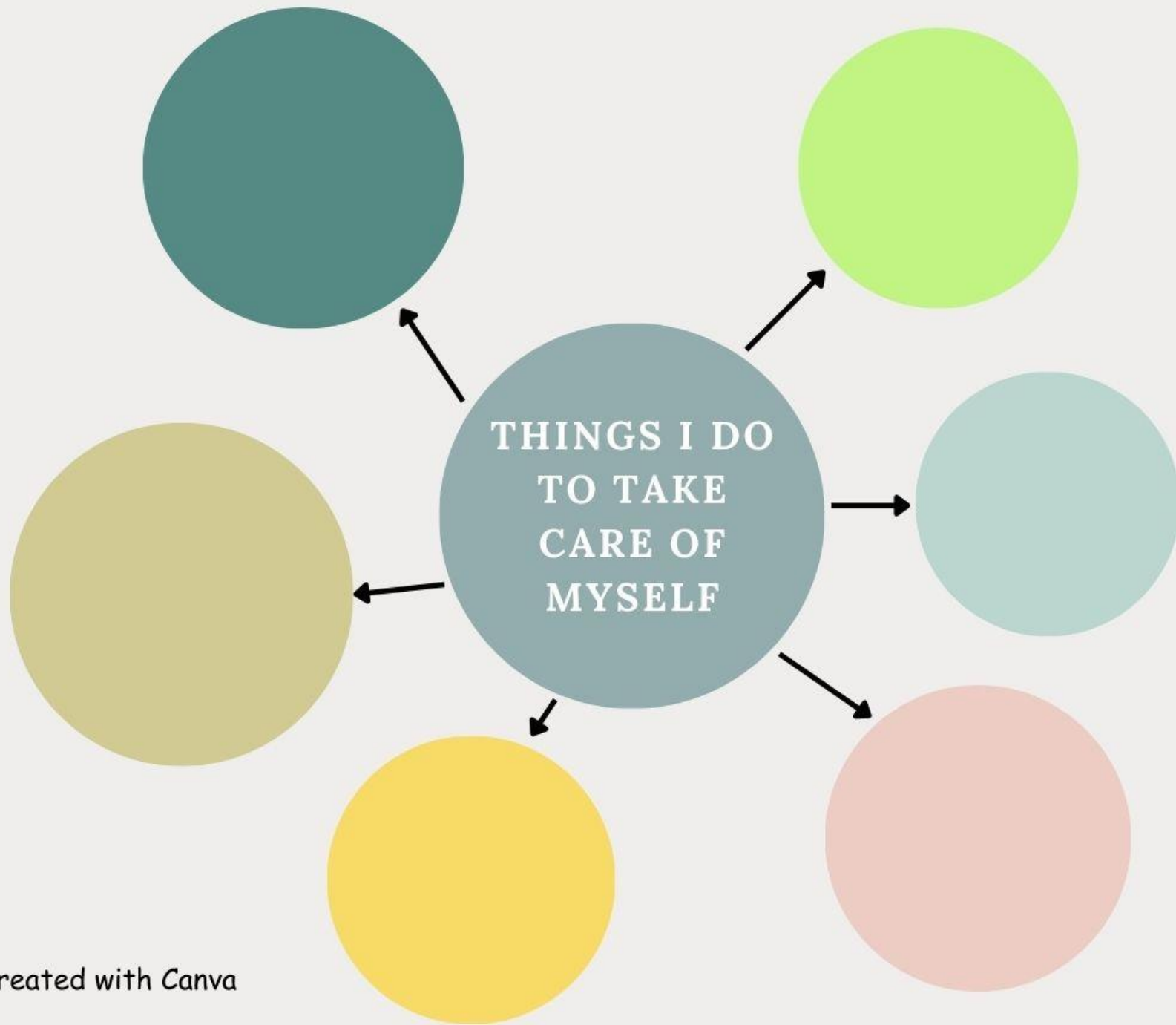
5

Romantic
Loving
Honest
Caring
Kind



People in my life who are
there for me

Created with Canva



Dear You,
Yes... YOU!
You are
AMAZING!!

- TAKE WHAT YOU NEED AND FEEL FREE TO PASS IT ON

You are beautiful!

You are worth it!

You can do it!

You are loved!

You are talented!

You Got This!

You are
appreciated!

You can make it
happen!

You are inspiring!

IMPORTANT ANNOUNCEMENT!



YOU GOT THIS!!

- TAKE WHAT YOU NEED AND FEEL FREE TO PASS IT ON

Today I will try my
best!

You are smart!

You can do it!

You are loved!

You are talented!

Today is a new day!

I believe in myself!

You can make it
happen!

You are inspiring!

Created with Canva



Have a Beautiful Day!



**Take what you really need to hear the most
today and feel free to pass it on!**

You are beautiful!

You are worth it!

You can do it!

You are loved!

You are talented!

You Got This!

You are
appreciated!

You can make it
happen!

You are inspiring!

Note to Self...



**TAKE WHAT YOU REALLY NEED TO HEAR THE MOST
TODAY AND FEEL FREE TO PASS IT ON!**

I am beautiful!

I love my
uniqueness!

I can do it!

Today is a new day!

I am talented!

I believe in myself!

I am unstoppable!

I can make it
happen!

I am trying my best!

Created with Canva



Be the sunshine

FOR THOSE
AROUND YOU.

TAKE ONE AND PASS IT ON!

You are beautiful!

You are worth it!

You can do it!

You are loved!

You are talented!

You Got This!

You are
appreciated!

You can make it
happen!

You are inspiring!

Certificate of Participation

This certificate is presented to:

For your excellent participation in the #Food4Thought Program

DATE

FOOD 4 THOUGHT
FACILITATOR



FOOD 4 THOUGHT
FACILITATOR

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