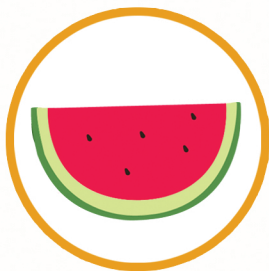


PROMOTING VEGETABLES & FRUIT



A school-based toolkit

SUPPORTING THE FOUNDATIONS FOR A HEALTHY SCHOOL



PROMOTING VEGETABLES & FRUIT

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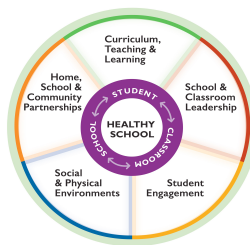
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Original Source: Ministry of Education, Foundations for a Healthy School:
A Companion Resource to the K-12 School Effectiveness Framework
(<http://www.edu.gov.on.ca/eng/healthyschools/resourceF4HS.pdf>)

Promoting Vegetables and Fruit: Secondary School Toolkit



of students meet the
daily recommended
servings of
vegetables and fruit

Toolkit Purpose:

The purpose of this resource is to provide educators and parents with strategies to promote vegetable and fruit consumption among secondary school students. Strategies target multiple levels of influence including students' and parents' attitudes and knowledge, classroom and school level social and physical environments as well as school policies.

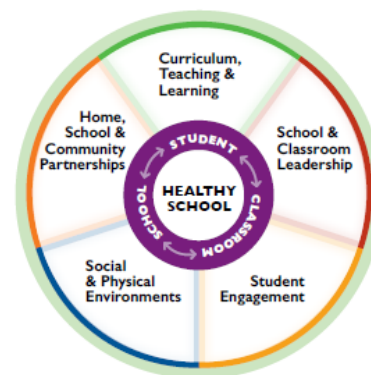
Highlights of the toolkit:

- Curriculum connected activities that can be used in the classroom and school to reinforce learning of healthy eating practices.
- Activities to support school and classroom leadership and student engagement.
- School level initiatives to create supportive nutrition environments.
- School announcements and recipes to connect with home.

How was this resource developed?

This toolkit was designed to support *The Foundations for a Healthy School* resource which recommends that health topics are addressed across each of the components of the framework which include:

- curriculum teaching and learning;
- school and classroom leadership;
- student engagement;
- social and physical environment;
- home, school and community partnerships.



For more information about the Foundations for a Healthy school visit
<http://www.edu.gov.on.ca/eng/healthyschools/foundations.html>

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The evidence clearly demonstrates that for an initiative in the school setting to be impactful, it has to be multicomponent and delivered over an extended period of time throughout the school year versus “one off” programming. Therefore, to effectively address healthy eating the best action plan is to select various activities to implement from each component.

Why do we need to increase vegetables & fruit consumption?

When it comes to vegetables and fruit intake, global, national and local data often illustrate that children and youth are falling short in terms of reaching their daily recommended intake. In Canada, 59% of children and youth aged 2 – 17 years old eat vegetables and fruit less than five times a day (Shields, 2006). In Ontario, 42% of children aged 12 and older reported eating vegetables and fruit five or more times per day. In Middlesex-London this percent is lower - 38% (MOHLTC, 2009). Additionally, a study on vegetables and fruit intake examining children in 46 schools throughout Southwestern Ontario also found that only 38% of participants in the study were meeting the recommended daily servings of vegetables and fruit (Human Environments Analysis Laboratory, 2013).

The health impact of inadequate consumption of vegetables and fruit is significant. In 2013, the WHO estimated that 5.2 million deaths were attributed to inadequate vegetable and fruit consumption (World Health Organization, 2015). Specifically, reports indicate an association of vegetables and fruit consumption with healthier weights. Vegetables and fruit are also protective against certain non-communicable disease such as cardiovascular disease and certain types of cancers (Evans, 2012; Knai et al., 2006; Ontario Ministry of Health and Long-Term Care, 2008).

The link between vegetable and fruit consumption and mental health is also an area of interest. Greater vegetable and fruit consumption has been shown to be associated with lower odds of depression and of being distressed (McMartin, Jacka & Colman, 2013; Richard, Rohrmann, Vandeleur, Mohler-Kou & Eichholzer, 2015). Perception of poor mental health and previous diagnosis of a mood or anxiety disorder have been associated with lower vegetable and fruit consumption (McMartin et al. 2013).

In summary, the evidence illustrates a need to increase the intake of vegetables and fruit among children and youth to improve health and well-being.

Why should schools play a role?

Schools have been identified as an ideal setting to work with children and youth because of the universal enrollment of children and youth in school and the consistent access to this target population. However, a more compelling reason aligns with *Ontario's Well-being Strategy for Education*. It is undisputed that healthy students are better prepared to learn. Studies demonstrate that promoting student health and wellbeing can help schools meet their educational goals, such as reduced absenteeism, fewer behavioural problems, and higher school-wide test scores and grades (http://www.cdc.gov/healthyschools/health_and_academics/pdf/health-academic-achievement.pdf).

One component of the Ministry's well-being strategy is *Healthy Schools*.

"Healthy Schools are key to establishing the learning conditions necessary to help students reach their full potential. With these conditions in place, students are more likely to adopt healthy, active habits and continue with them throughout their lives". (Source: <http://www.edu.gov.on.ca/eng/about/WBFactSheet.pdf>).

A healthy school not only provides educational opportunities but creates a supportive environment for health and well-being. The *Foundations for a Healthy School* is an Ontario Ministry of Education resource that is designed to support student health and well-being. It emphasizes the importance of taking a comprehensive approach to address health-related topics that contribute to well-being. This approach demonstrates that multiple levels of influence determine individual behaviour and recognize that no single factor can adequately account for why children and youth engage in health risk or health promotion behaviours. This toolkit was designed to support *The Foundations for a Healthy School*. Activities to increase vegetables and fruit consumption are described according to the foundations. The appendices contain information and resources to help with the implementation of the activities.

The Food Culture video created by York Region effectively demonstrates the need to tackle healthy eating from an ecological perspective and the role schools can play.



<https://www.youtube.com/watch?v=oynm-7CJJOM>

Why is student engagement important?

Students are arguably the most important stakeholders in the education system and thus student engagement should be at the heart of a healthy school. The Foundations for a Healthy School defines student engagement as "*the extent to which students identify with and value their learning; feel a sense of belonging at school; and are informed about, engaged with and empowered to participate in and lead academic and non-academic activities*". While student engagement is one of the five components of a healthy school, student engagement is best achieved when it is integrated into all of the Foundation's components. When students are given the opportunity to be active contributors to their learning and their learning environments, they derive a sense of belonging and connectedness to the school community and gain feelings of competence and satisfaction from achievements in their work. The role of the adult is to empower students; give them the skills and confidence to contribute equally to decision making, leading meetings, organizing and implementing activities. See the Student Engagement section for ways to increase vegetables and fruit consumption by students.

Public Health's Commitment to Schools

The goal of Middlesex London Health Unit's (MLHU) Child and Youth Program Team is to improve the health of children and youth and to contribute to a positive and healthy school climate. Specifically, this team works with school boards and/or staff of elementary and secondary schools, using a comprehensive health promotion approach, to influence the development and implementation of healthy policies and the creation or enhancement of supportive environments to address key topics. Each school in London and Middlesex County is assigned a Public Health Nurse (PHN). For a list of PHNs assigned to schools, visit <https://www.healthunit.com/public-health-at-your-school>. Contact your PHN to determine how they can support the use of this resource and collaborate with your school to improve the health of children and youth.

Additional Notes

- **Activity Modification:** Some families have challenges in providing enough nutritious food in the home environment therefore, some of the activities may need to be modified to ensure students have a positive experience.
- **Home Connections:** "Connections to the home are important. Students bring their learning home to their families and they have variable amounts of control over the food they eat at home and the food they bring to school. Teachers need to consider these realities and be aware of issues such as poverty, food allergies and sensitivities, disordered eating, and social and cultural practices in order to ensure that the learning is presented with sensitivity. Using a flexible and balanced approach and avoiding rigidity regarding food rules and guidelines can reduce potential triggers to body image and eating concerns." (2015 Ontario Health and Physical Education Curriculum - Grades 9-12, pg. 40).
 - Based on this information students school lunches should not be policed or monitored. Policing lunches can be demoralizing and anxiety provoking for an adolescent. There are many factors that affect what goes into a lunch that the adolescent may not necessarily be able to control.
- **Weight Sensitivity:** "Sensitivity regarding weight and shape and personal values regarding 'what is healthy' are important when considering instruction. What can always be stressed, however, is that healthy eating and regular physical activity are essential requirements for maintaining good health over the long term." (2015 Ontario Health and Physical Education Curriculum – Grades 9-12, pg. 40).
- **Food Safety:** Many activities involve preparing different vegetables and fruit. Visit www.befoodsafe.ca for information on how to prepare food according to safe food handling guidelines and EatRight Ontario at <https://www.eatrightontario.ca/en/Articles/Cooking-And-Food/Vegetables-and-Fruit/Everyday-tips-for-washing-vegetables-and-fruit.aspx>) For everyday tips for washing vegetables and fruit.

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Curriculum, Teaching and Learning

- Announce It!
- Bike Powered Smoothies
- Fruit-Infused Water Tasting Activity
- Games and Activities
 - Fruit Fear Factor
 - Grand Fruit Ninja
 - Top Chef
 - Veggie Plinko
- Monthly Free Vegetable and Fruit Tasting
- Signature Salads



School and Classroom Leadership

- School Level Policy
 - Celebrations and School Wide Events
 - Fundraising
 - Rethink Rewards



Home, School and Community Partnerships

- Connecting to Parents Using Social Media



Social and Physical Environments

- Cafeteria Makeover
- Get Gardening



Student Engagement

- Food for Thought
- Let's Get Cookin'
- Half Your Plate Student Ambassador
- Health Wall Poster Project

RELATED FOUNDATIONS:

- Home, School & Community Partnerships
- Social & Physical Environments
- Student Engagement

RESOURCES:

- [Announce It!](#)
- Health Wall poster project (See Student Engagement section)
- [@MLTeens](#) – Middlesex-London youth focused Twitter account
- [@MLTeens](#) – Middlesex-London youth focused Instagram account

Announce It!

ACTIVITY GOAL: To increase awareness and knowledge about the importance of increasing vegetable and fruit consumption.

ACTIVITY IDEAS:

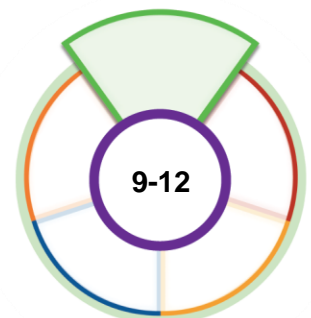
- Use communication strategies such as daily announcements, social media or monthly health walls to raise awareness about the importance of vegetables and fruit consumption.
- Visit Announce It! (<https://www.healthunit.com/announce-it>) webpage to access fun facts to use for announcements, social media messages and posters that you can use for your school.
- For a more youth-friendly approach, have students from the student council, healthy school committee or a class compose tweets, announcements and health wall content. See the Health Wall Poster Project in the Student Engagement Section for a youth focused activity.
- These communication strategies should be part of a comprehensive healthy schools' approach to have the most impact when used together.

Special Considerations: To increase social media engagement, encourage students, staff, parents and community partners to create their own Social Media Accounts (i.e., Facebook and Twitter) in order to follow the school's Social Media account(s). @MLTeens (Middlesex-London youth focused Twitter and Instagram accounts) is also a great account to follow for health messages related to youth. Find them here:

- @MLTeens Twitter Account:
https://twitter.com/MLTeens?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor
- @MLTeens Instagram Account:
<https://www.instagram.com/mlteens/>

Curriculum Connections

- Grade 10: PPL2O- C3.1 Using consumer influence to promote healthy eating
- Grade 11: PPZ3C- C1.3 Consumer Health
- Other Connections: English, Media Arts



Vegetable and Fruit Fun Facts

- Like Sweet potato fries? Try making and baking your own! They're full of Vitamin A which helps your vision!
- Need food for lunches? Why not take fruit? It's fast and easy to put in your backpack and full of vitamins that your body needs every day!
- Blueberries – YUM!!! They're so good and so good for you – their antioxidants help keep you healthy!
- Apples float in water because they are 25% air- have you crunched one lately?
- Tomatoes are a fruit not a vegetable. Tomatoes are the most popular fruit in the world.
- Dark green vegetables include more vitamin C than light green coloured vegetables
- An average strawberry has around 200 seeds- adding fibre to your diet keeps you going ☺
- Kiwis contain twice as much Vitamin C as an orange- great fruits for fighting off the flu and cold viruses!
- Oranges contain antioxidants that help fight the free radicals that damage and age our skin.
- Cabbage has nearly as much water as watermelon. Watermelon contains 92% water where cabbage is 90% and carrots are 87%.
- A banana ripens quickly (overnight), when you put it into a brown paper bag with an apple or tomato.
- There are over 7000 different types of apples grown all over the world. How many different ones have you tried?
- Did You Know? Bell peppers, squash, cucumbers and pumpkin are FRUIT? You may not want them in your next fruit salad though.
- Bananas, kiwis and grapes are berries! They all develop from a single flower! Who knew?
- LOVE potatoes? GREAT! Boiled or baked they are higher in Potassium than a banana and have iron and some Vitamin C as well.
- Apples, Pears, Cherries and Plums are 'cousins' to the Rose – that explains why they smell sweet when you crunch them!

From your Public Health Staff

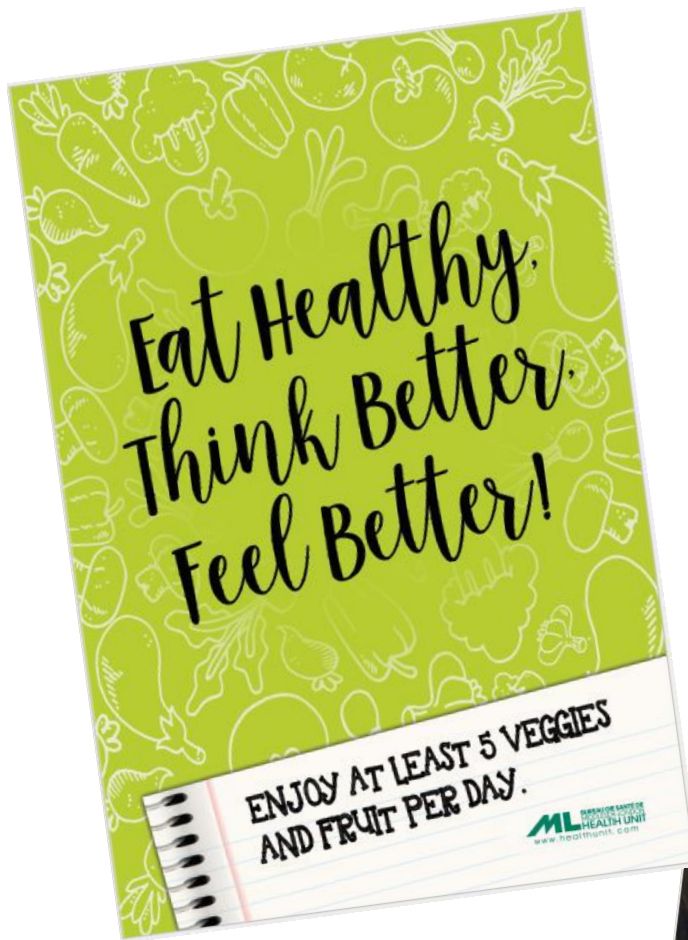
Vegetable and Fruit Tweets:

- Eat a Rainbow for better health! How many colours do you eat every day?
#colouryourplate
- Mindlessly Munching? Reach for a healthier snack! #healthysnack Try these:
<http://bit.ly/2atgGfq>
- Thirsty? Try eating your water with fruits and veggies!
- Getting colds a lot? Try boosting your immune system with fruits and veggies
- Need to crunch? Fresh crisp fruit and veggies do the trick! #healthyeating
- Hangry? Low energy? Moody? Re-energize with fruit or veggies
#healthysnack
- Ditch the cookies & potato chips -try these crisp, crunchy snacks!
<http://bit.ly/1dMV7VZ>
- What's in your baggie? Fresh grapes, celery or mini tomatoes? Easy, healthy
take and go snacks #healthysnacks
- Sick of Cafeteria food? No money? Check out these easy & affordable lunch
ideas #eathealthy <http://bit.ly/2sDUuqu>

From your Public Health Staff

Vegetable and Fruit Posters

(Available for download at <https://www.healthunit.com/announce-it>)



RELATED FOUNDATIONS:

- School & Classroom Leadership
- Student Engagement

RESOURCES:

- Bike Powered Smoothie Lesson Plan (see Appendix A)
- Light coloured fruit (such as mango, peaches or pineapple)
- Baby spinach
- Milk or fortified soy beverage
- Sugar cubes (61 cubes for each group)
- Tablecloth
- Tasting cups
- [Bike Blender](#) or blender

Bike Powered Smoothies

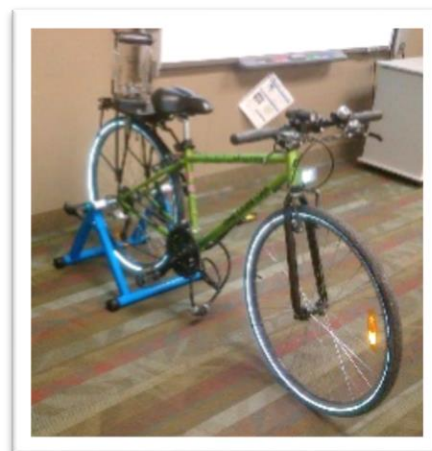
ACTIVITY GOAL: To have students examine the sugar content of processed smoothies and then learn how to make a healthy smoothie by using their own pedal power and blender.

ACTIVITY INSTRUCTIONS:

1. Review the Bike Powered Smoothie Lesson Plan (See Appendix A).
2. Purchase ingredients for a homemade Green Smoothie.
3. Prepare the classroom by making a bike blender (http://foodshare.net/custom/uploads/2015/11/Bike_Blender_Guide_HIGH.pdf) or set up a regular blender. Ask your Public Health Nurse if there is a bike blender available to you through your school board.
4. Deliver the Smoothie Lesson to the classroom.
5. Prepare Green Smoothie using safe food handling guidelines (<http://befoodsafe.ca/>). If using the bike blender, have students peddle the bike to blend the smoothie. They can take turns peddling. Be sure to hold on tightly to the blender when they are getting on/off the bike.
6. Drink and enjoy!

Adapted from FoodShare Toronto, available

 www.foodshare.net



Curriculum Connections

- Grade 9: PPL1O- C3.1 Food and beverage choices – environmental, social factors; HFN1O- B1.3, B1.4, B1.6 Canada's Food Guide, C2.1 Influences on Food Choices
- Grade 10: PPL2O- C2.2 Nutritional implications of dietary choices and trends, C3.1 Using consumer influence to promote healthy eating; HFN1O- B1.3, B1.4, B1.6 Canada's Food Guide, C2.1 Influences on Food Choices
- Grade 11: TFJ3E- A2.1 Characteristics of Food
- Grade 12: HFA4U/C- B1.3 Nutrients, C1.2 Nutrition through the lifespan
- Other Connections: Green Industries



RELATED FOUNDATIONS:

- Social & Physical Environments
- Student Engagement

RESOURCES:

- Frozen Fruit
- Large Jugs
- Large Spoon
- Cutting Board
- Knife
- Ice
- Serving Cups
- Fruit-Infused Beverages Fact Sheet

Fruit-Infused Water Tasting Activity

ACTIVITY GOAL: To allow students to have the opportunity to learn about beverage choices as well as make and taste fruit infused beverages.

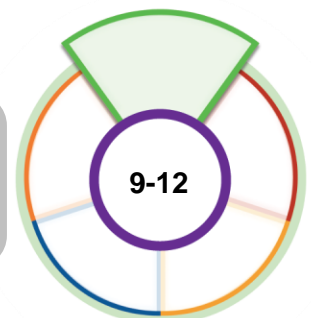
ACTIVITY INSTRUCTIONS:

1. Select the recipes that you want to demonstrate. See Fruit Infused Beverage Fact Sheet for two options.
2. Prepare the recipes (please follow food preparation techniques as outlined on the fact sheet). Remember – many recipes require an hour or more for flavours to blend for best results. Prepare ahead of time based on the recipe recommendation and store in a refrigerator.
3. Run this event in the hallway or cafeteria during lunch hour so all students have the opportunity to taste the fruit-infused water.
4. Have the students discuss how fruit infused drinks (water with fruit in it) can be prepared and enjoyed at a meal and on special occasions as an alternative to sugary beverages. These are not recommended for sipping on all day (see fact sheet).
5. Run this event several times in one month to increase taste testing opportunities! Extension – use the **sugar sweetened beverage kit** available from MLHU Public Health Nurses (<https://www.healthunit.com/public-health-at-your-school>) to have more discussion on healthy drink choices

Note: To facilitate student leadership and learning, this initiative could be a school wide activity led by a class or by a Healthy Schools Committee supervised by a teacher or Public Health Nurse.

Curriculum Connections

- Grade 9: PPL1O-C3.1 Food and beverages choices – Environmental, social factors
- Grade 10: PPL2O-C2.2 Nutritional implications of dietary choices and trends
- Grade 11: PPZ3C-C3.3 Components of Healthy Communities



Nutrition Facts

Fruit-Infused Water and Your Teeth

Fruit-infused water is tap water with pieces of fruit added to it. Fruit-infused water should only be enjoyed with meals or at special occasions because it may not be good for your teeth. Plain tap water is always the **best choice** to sip on throughout the day.

Q: I thought fruit-infused water was a healthy choice?

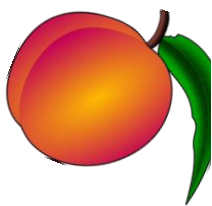
A: Fruit-infused waters are a *healthier* choice when compared to other sugary drinks like pop, sports drinks, energy drinks, carbonated drinks and sugar-sweetened coffees and teas because they have less sugar and provide less energy. All of these beverages, including fruit-infused water can be highly acidic, weaken teeth and lead to cavities. For more information about how to keep hydrated, visit <https://www.healthunit.com/children-youth-staying-hydrated>.

Follow these guidelines:

1. Sipping on these beverages all day long is not recommended.
2. Choose plain tap water to sip on throughout the day.
3. Choose fruit-infused water at meal times and special occasions.
4. Plain milk and unflavoured fortified soy beverages are also excellent choices at meals and will help to increase vitamin D and calcium intake.

Q: Do drinks that have artificial sweeteners harm your teeth?

A: Drinks with artificial sweeteners can still hurt your teeth because they also lead to high acid levels in the mouth. Enjoy these drinks at meal times or special occasions.



Fruit Infused Water Recipes

Cherry Berry Blast

Yield:

64 X 125 mL (1/2 cup) servings

Ingredients:

2 cups frozen cherries

2 cups frozen sliced strawberries

8 L cold tap water

Ice

Berries are Peachy

Yield:

64 X 125 mL (1/2 cup) servings

Ingredients:

2 cups frozen sliced peaches

2 cups sliced strawberries

8 L cold tap water

Ice

Q: Are there food safety tips to follow when preparing fruit-infused water?

A: Follow basic food safety when preparing fruit-infused drinks to reduce the risk of food-borne illness:

1. When using fresh fruit, make sure that the fruit is not bruised or damaged. If there is any area that is bruised or damaged be sure to cut it out.
2. When using frozen fruit, keep it in the freezer until ready to use.
3. Before preparing any fruit or vegetable wash your hands with soap and water and wash your hands frequently, as needed, during preparation.
4. Ensure counter surfaces and all utensils and containers you plan to use are clean and have been thoroughly washed and rinsed and sanitized before starting any preparation.
5. When using fresh fruit, wash it thoroughly under cool running water using friction. A produce brush is recommended to wash vegetables and fruit with firm surfaces (e.g., melons). Herbs should also be washed.
6. Cut and prepare fruit and vegetables and keep cold (at or below 4 degrees Celsius) until used.
7. Prepare the drink according to recipe directions.

Cool the fruit-infused water with ice and keep for up to 4 hours. Throw out after 4 hours. Wash, rinse and sanitize the drink container before and after each use. A sign should be posted on the container to remind those using the container to follow this procedure.

RELATED FOUNDATIONS:

- Social & Physical Environments
- Student Engagement

RESOURCES:

- Fruit
- Serving bowls
- Serving spoons
- Cutting board
- Knives
- Plastic spoons/forks
- Paper plates
- Napkins
- [Fruit fact sheets](#)

Games and Activities: Fruit Fear Factor

ACTIVITY GOAL: To provide a taste testing opportunity for students that introduces them to new fruit.

ACTIVITY INSTRUCTIONS:

1. Choose and purchase 4-5 new and different types of fruit that you think students don't commonly consume (i.e., dragon fruit, persimmons, mango, papaya, star fruit). Different varieties of fruit will be available throughout the year depending on the season.
2. Wash, cut, and slice fruit into small sample size pieces using safe food handling guidelines (<http://befoodsafe.ca/>) and place in serving bowls. NOTE: Keep one piece of each fruit variety intact, so that you can put it on display and students can see what it looks like whole.
3. Have students in a Health and Physical Education, Food and Nutrition or Hospitality and Tourism class create fact sheets about each piece of fruit you are offering. Place them beside the fruit for students to view while they are taste testing. Include facts such as when it is in season, nutritional components and health benefits. Fact sheets are also available here: <http://www.halfyourplate.ca/fruits-and-veggies/fruits-a-z/>
4. Place prepared fruit, fact sheets, plates, utensils and napkins along a table in a buffet style.
5. Encourage students to try at least two or three new fruit that they haven't tried before.
6. **OPTION:** You can have students complete a visual chart at the end of the taste testing experience to assess their preference for that fruit and their likelihood of purchasing and consuming that fruit in the future. These results could help inform you about which vegetable or fruit to use for tasting opportunities at a later date (see Monthly Free Vegetable and Fruit tasting Activity).

Curriculum Connections

- Grade 9: PPL1O- C3.1 Food and beverages choices – environmental, social factors
- Grade 10: PPL2O- C3.1 Using consumer influence to promote healthy eating
- Grade 11: PPZ3C-C3.3 Components of Healthy Communities



RELATED FOUNDATIONS:

- Student Engagement

RESOURCES:

- 5 fruit in quantities for Ninja and student tastings
- 4 blindfolds
- 2 tables & 4 chairs
- Cups for fruit samples
- Microphone & speakers

Games and Activities: Grand Fruit Ninja

ACTIVITY GOAL: To provide a taste testing opportunity for students that introduces them to new fruit.

ACTIVITY INSTRUCTIONS:

1. Recruit 4 teachers or students who are willing to be blindfolded to taste test the fruit.
2. Advertise as the 'Grand Fruit Ninja Competition', introducing the participants as "Ninja____" prior to the event during announcements and at the event.
3. Have students, or a Family Studies or Hospitality class prepare the 5 fruits according to the safe food handling guidelines (<http://befoodsafe.ca/>). The fruit should be served in individual containers/cups for ease of tasting while maintaining safe food handling standards.
4. Have the Ninjas sit in a panel format, (in front of the audience) with a student 'assistant' for each one. The assistant will blindfold them, then hand them one type of fruit to taste. Each Ninja can whisper their guess to the assistant, so that all will guess at the same time. The assistants will state if the guess is correct. If all guess incorrectly, a student from the audience who has tasted the fruit can give them a hint. Points are earned by each correct guess.
5. Have student helpers hand out samples of each fruit to the audience at the same time as the Ninjas taste it. This promotes students taste tasting of different types of 'unusual' fruit.
6. The 'Grand fruit Ninja' is the teacher/student with the highest points.

OPTION: Students/teachers could compete against each other in a second competition later in the school year as well. Vegetables could also be used instead of fruit.

Curriculum Connections

- Grade 9: PPL1O- C3.1 Food and beverages choices – environmental, social factors
- Grade 10: PPL2O- C3.1 Using consumer influence to promote healthy eating
- Grade 11: PPZ3C-C3.3 Components of Healthy Communities



RELATED FOUNDATIONS:

- Student Engagement

RESOURCES:

- Two electric skillets (can be borrowed through your [Public Health Nurse](#))
- A portable handwashing station if a sink is not in the immediate area
- Knives, cutting boards, peelers, serving trays, muffin papers or suitable single serving containers
- Foodland Ontario Vegetable and Fruit Recipes (see Appendix B)

Games and Activities: Top Chef

ACTIVITY GOAL: To engage students in observing the preparation, then tasting of, two easily prepared small meals or snacks to encourage an increase in vegetable consumption.

ACTIVITY INSTRUCTIONS:

1. Have two teams with a pair of students or teachers participate in a friendly cooking competition in front of students and staff at lunch.
2. Have each team choose recipes that will have vegetables and or fruit to promote increased intake and give students the opportunity to explore new flavours. See Appendix B for Foodland Ontario Vegetable and Fruit Recipes.
3. Have each team prepare the recipe using electric skillets and basic cooking tools and then separate into individual portions. Be sure to follow safe food handling guidelines (<http://befoodsafecanada.ca/>). A handwashing station must be present for teachers and student assistants who prepare the food.
4. Display recipes and have students in the audience taste samples from both recipes, and vote by using a colour coded ballot that represents the dish that they enjoyed the most.
5. Tally up the votes and the team that got the most votes win the 'Top Chef _____ (school name)' title. Prizes/trophy may be awarded.

Note: Multiple tasting opportunities are suggested to increase vegetable and fruit acceptance and consumption. Run the Top Chef activity multiple times during the year, inviting the current Top Chef to compete against other teachers/students each time.

Curriculum Connections

- Grade 9: HFN1O- E2.2, E2.3, E2.4 Food Safety, E3.1, E3.2, E3.3, E3.5, E3.6 Food Preparation
- Grade 10: HFN2O- E2.2, E2.3, E2.4 Food Safety, E3.1, E3.2, E3.3, E3.5, E3.6 Food Preparation; TFJ2O- B1.1, B1.2 Using Tools and Equipment, B2.1, B2.2, B2.3 Culinary Techniques and Serving Methods
- Grade 11: TFJ3C- B1.1, B1.2, B1.3 Food Preparation and Presentation; TFJ3E- B2.2 Food Handling, Preparation and Presentation
- Grade 12: TFJ4C B1.2, B1.4 Food Preparation and Presentation; TFJ4E- B2.4 Food Preparation and Presentation



RELATED FOUNDATIONS:

- Student Engagement

RESOURCES:

- Plinko board borrowed from your [Public Health Nurse](#)
- Vegetable and Fruit Ideas and Dip Recipes (See Appendix C)
- Vegetables
- Dip
- Paper or plastic cups to put vegetables/dip in.
- Cutting board
- Knives
- Vegetable peeler
- Plastic spoons for serving dips
- Trivia questions

Games and Activities - Veggie Plinko

ACTIVITY GOAL: To provide a taste testing opportunity for students that encourages the consumption of vegetables, while increasing student knowledge of vegetables in a fun and interactive way.

ACTIVITY INSTRUCTIONS:

1. Decide on a veggie combination to use, and purchase vegetables. Choose no more than 3-4 varieties of vegetables to keep it simple (eg. carrots, cucumber, celery).
2. Wash, cut, slice, and peel vegetables using safe food handling guidelines (<http://befoodsafe.ca/>) and place into cups.
3. Prepare a dip (e.g., Tzatziki, Hummus) using safe food handling guidelines (<http://befoodsafe.ca/>). See Appendix C in for dip recipes.
4. Assemble cups with vegetables and dip.
5. Label the bottom of the Plinko board with point value cards. (100 points on either end, and 500 and 300 points in the middle).
6. Students must answer 1, 2, or 3 correct veggie trivia questions to test their knowledge, depending upon which point value their Plinko chip lands on. (100 points=one correct response, 300 points=two correct responses, and 500 points=three correct responses).
7. Once students have answered the required number of trivia questions correctly, they receive a veggie cup for participating.
8. To facilitate engagement, you can have students make up their own trivia questions. See below for some sample Veggie Trivia Questions.

Curriculum Connections

- Grade 9: PPL1O- C3.1 Food and beverages choices – environmental, social factors
- Grade 10: PPL2O- C3.1 Using consumer influence to promote healthy eating
- Grade 11: PPZ3C-C3.3 Components of Healthy Communities



Sample Veggie Plinko Trivia Questions

- This vegetable has the highest content of beta carotene (vitamin A) of all vegetables.
Answer: Carrot. Beta carotene in carrots delivers vitamin A to keep your vision sharp.
- This vegetable is one of the oldest foods known to humans.
Answer: Artichokes. Artichokes have been eaten since ancient times, long before humans knew that the magnesium they contain contributes to bone strength.
- Name 2 foods that are commonly thought of as vegetables, but are scientifically classified as fruit.
Possible Answers: Tomato, avocado, eggplant, squash, cucumber, peppers, cucumber, zucchini.
- True/False: You can use beet juice to measure acidity.
Answer: True. When added to an acidic solution it turns pink, but when it is added to an alkali it turns yellow/
- Red, yellow, and orange varieties of this vegetable are just further ripened versions of the green ones?
Answer: Bell peppers
- True/False: Yams and sweet potatoes are the same thing.
Answer: False. Yams and sweet potatoes are from different plant families and have different nutritional compositions.
- I am traditionally used in Asian cuisine, come in full size and 'baby' varieties, and am part of the cabbage family. What am I?
Answer: Bok choy
- I am in season in Ontario during the winter. I am dark orange, have seeds, and make a great soup or even filling for ravioli. What am I?
Answer: Butternut squash
- I am a deep red root vegetable and people typically eat me grilled, boiled, or roasted. Other people make me into a soup called 'Borscht'. What am I?
Answer: Beets
- True/False: The skin of vegetables is of no nutritional benefit.
Answer: False. Many vegetables and fruits such as carrots, apples, and cucumbers, have a good percentage of the nutrition stored in the skin. That means when you peel them, you're actually peeling away nutritious benefit. The skins also contain a lot of fiber.
- This vitamin was missing from a Sailor's diet.
Answer: Vitamin C. There is more vitamin C in some veggies than oranges. Vitamin C can be obtained from broccoli, peppers, kale, cauliflower, and Brussel sprouts.

- Name 2 vegetables high in Calcium.

Answers: Collard greens, Swiss chard, kale, turnip, arugula, spinach, broccoli, beets, leeks, cabbage, butternut squash, artichokes, celery.

- True/False: Canned vegetables have a higher nutritional value than frozen vegetables.

Answer: False. Studies by the FDA have confirmed that any decrease in nutrition from freezing vegetables is negligible at best. So, you can eat it fresh, frozen, or even drink it and you'll get the same benefits!

- Name three vegetables that grow below the soil.

Answers: Potatoes, onions, carrots, parsnips, radishes.

- When cut, I look like a small, dense tree with green-white branches ending in clumps of small, rounded and tightly packed blue-green to green flower buds. What am I?

Answer: Broccoli.

- Beet root vegetables are usually this colour?

Answer: Deep red/purple

- Name 5 vegetables that are green.

Answers: Lettuce, cucumber, pepper, broccoli, brussel sprouts, celery, asparagus, etc.

- Name 3 different types of lettuce?

Answers: Romaine, iceberg, arugula, butter or boston, green/red, etc.

- Name four vegetables that start with the letter "C".

Answers: Cucumber, carrot, celery, cauliflower, capers, chili pepper, cabbage, etc.

- This kids TV series first aired in 2006 and featured Bob the Tomato and Larry the Cucumber.

Answer: Veggie Tales

- I am the vegetable typically used to prepare Baba Ghanoush.

Answer: Egg Plant

- Unlike a cucumber, I am often served and eaten cooked.

Answer: Zucchini

RELATED FOUNDATIONS:

- Social & Physical Environments
- Student Engagement

RESOURCES:

- Vegetables and fruit
- Vegetable and Fruit Ideas and Dip Recipes (See Appendix C)
- Cutting boards
- Vegetable peeler and knife
- Plates
- Paper towels
- Serving trays or cups
- Table or desk

Monthly Free Vegetable and Fruit Tasting

ACTIVITY GOAL: To give students multiple, fun opportunities to try different vegetables and fruit during the school year.

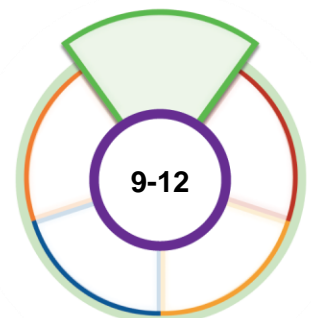
ACTIVITY INSTRUCTIONS:

1. Think of a creative way to serve the vegetables and fruit according to the season/holiday. See Appendix C for Vegetable and Fruit Ideas and Dip Recipes
2. Prepare free samples for the entire school using safe food handling guidelines (<http://befoodsafe.ca/>) by working with a Healthy Schools Committee, students' council, or other group or class interested in health.
3. Serve vegetables and fruit during a break or lunch hour.

Special Considerations: Research supports that **multiple** tasting opportunities can help promote a liking for different vegetables and fruit and ultimately be effective in increasing vegetable and fruit consumption. Therefore, plan to have free vegetables and or fruit for students on a monthly basis to encourage multiple tasting opportunities.

Curriculum Connections

- Grade 9: TIJ1O/TFJ1O- B2.1, B2.2 Creating Products or Delivering Services; HFN1O- E2.2, E2.3, E2.4 Food Safety, E3.1, E3.2, E3.3, E3.5, E3.6 Food Preparation
- Grade 10: PPL2O- C3.1 Using consumer influence to promote healthy eating; HFN2O- E2.2, E2.3, E2.4 Food Safety, E3.1, E3.2, E3.3, E3.5, E3.6 Food Preparation; TFJ2O- B1.1, B1.2 Using Tools and Equipment, B2.1, B2.2, B2.3 Culinary Techniques and Serving Methods
- Grade 11: PPZ3C- A3.3 Environmental Factors; C3.3 Components of Healthy Communities



RELATED FOUNDATIONS:

- School & Classroom Leadership
- Student Engagement

RESOURCES:

- Various salad ingredients, based on availability, seasonality and food group
- Kitchen utensils needed for salad making
- [Canada's Food Guide](#)
- Chart paper or black board to record "criteria" for salads

Signature Salads

ACTIVITY GOAL: To provide students with a fun, hands-on activity to create a salad.

ACTIVITY INSTRUCTIONS

1. Divide students into groups (no more than 4 in a group).
2. Using available ingredients, have students prepare salads by following the below criteria and using safe food handling guidelines (<http://befoodsafe.ca/>).
3. Bring a panel of judges (e.g., fellow students or teachers) in for ten minutes and have students serve small portions of their salad with the dressing for the taste test. Students should describe what their salad contains, how it was prepared and why they chose to do it that way.
4. Announce winner.

Salad Criteria

- Must contain three of the four food groups from Canada's Food Guide (<https://www.canada.ca/en/health-canada/services/canada-food-guides.html>)
- Must use at least three different food "processing" methods (i.e., chopping, grating, and crumbling)
- The dressing must be made from scratch. *See the next page for a 'Build Your Own Salad Dressing' resource*.
- Extension: Must be nutritionally relevant for a specific population (i.e., diabetes, high blood pressure, vegetarian). Students can identify the ingredients they chose and the reasons why (i.e., lentils and spinach were added for a person who is vegetarian as they are a good sources of iron; peppers were included to add vitamin C to increase absorption of iron).

Adapted from FoodShare Toronto, available www.foodshare.net



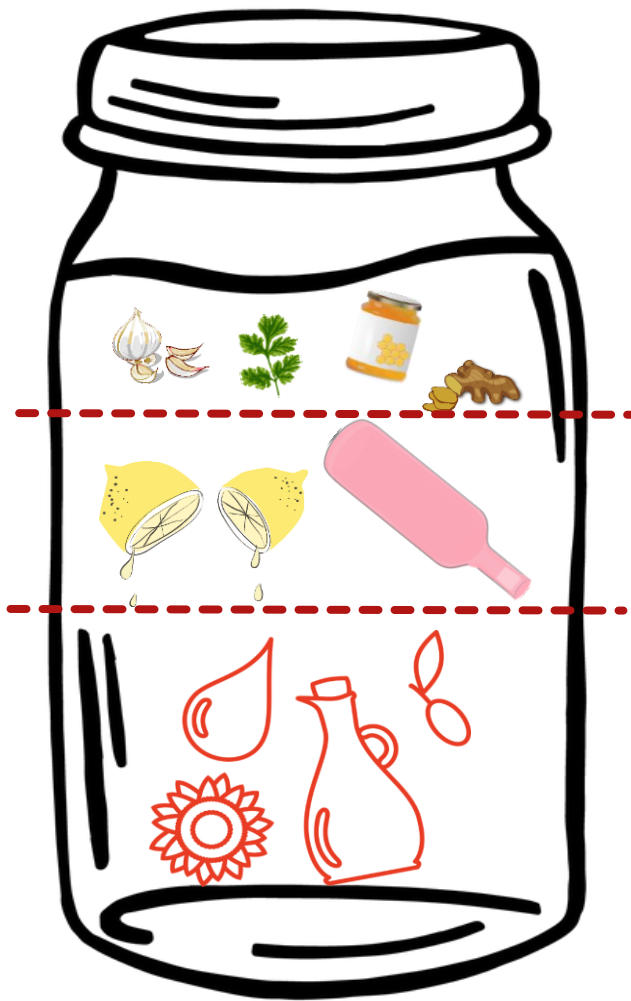
Curriculum Connections

- Grade 9: TIJ1O/TFJ1O- A2.2 Communication, B2.1 Creating Products or Delivering Services; HFN1O- E2.2, E2.3, E2.4 Food Safety, E3.1, E3.2, E3.3, E3.5, E3.6 Food Preparation
- Grade 10: TFJ2O- A3.1 Common Ingredients in Food; B2.2, B2.3 Culinary Techniques and Serving Methods; HFN2O- E2.2, E2.3, E2.4 Food Safety, E3.1, E3.2, E3.3, E3.5, E3.6 Food Preparation
- Grade 11: PPL3O- C1.1 Impact of disease and health conditions on nutrition requirements and food choices; TFJ3C- B1.2, B1.3 Food Preparation and Presentation; TFJ3E- B2.2 Food Handling, Preparation and Presentation
- Grade 12: TFJ4C- A2.2 Health and Wellness; TFJ4E- A2.5 Planning Nutritious Meals; HFA4U/C- C1.4 Nutrition through the Lifespan, C2.6 Nutrition and Disease;
- Other Connections: Green Industries



Build Your Own Salad Dressing

It is easy to make your own salad dressing! Use the ratios below and experiment with different ingredients!



A Sprinkle of 'Flavour Enhancers'

- Garlic, ginger, basil, oregano, honey, maple syrup, etc.

1 part 'acid' (juice or vinegar)

- Balsamic vinegar, red wine vinegar, apple cider vinegar, lemon juice, lime juice, orange juice, etc.

3 parts oil/creamy ingredient

- Olive oil, sesame oil, avocado oil, yogurt, mayonnaise, etc.

Salad dressing combinations	
Greek	Olive oil, lemon juice, honey, oregano, garlic, pepper
Creamy Balsamic	Plain yogurt, balsamic vinegar, honey, Dijon mustard, pepper
Apple Cider Vinaigrette	Olive oil, apple cider vinegar, honey, Worcestershire sauce

RELATED FOUNDATIONS:

- Home, School & Community Partnerships
- Social & Physical Environments

RESOURCES:

- Vegetable and Fruit Ideas and Dip Recipes (Appendix C)
- Fruit-Infused Water Tasting Activity (Curriculum, Teaching & Learning)
- [Alberta Health Services - Steps to Creating a School Nutrition Policy](#)

Celebrations and School Wide Events

ACTIVITY GOAL: To create a school nutrition policy to improve the quality of food served at celebrations and school wide events with an emphasis on vegetables and fruit.

POLICY IDEA:

- **Policy Rationale:** Less nutritious food served at school events or celebrations undermines health teaching in the classroom. It may send the message that fun and ‘treats’ naturally go together.
- **Example Policy Statement:** “When food is provided to students, whether it be a celebration or during an event (i.e., – chill room during exams), our school commits to have healthy food with an emphasis on vegetables and/or fruit.
- This strategy is most effective if implemented for the entire school.

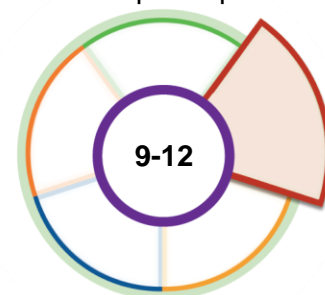
To support the adoption of the policy:

- Provide staff with information or an in-service explaining the rationale of the policy. For a presentation, contact your school Public Health Nurse (<https://www.healthunit.com/public-health-at-your-school>) or email health@mlhu.on.ca.
- Consider using the following resource:
 - Alberta Health Services - Steps to Creating a School Nutrition Policy <http://www.albertahealthservices.ca/assets/info/nutrition/if-nfs-school-nutrition-policy.pdf>
- At celebrations and events, if serving food, provide vegetables and fruit in fun and creative ways. Examples include:
 - Fresh fruit kabobs or fruit tray with vanilla yogurt for dipping
 - Whole wheat fruit muffins
 - Vegetable sticks with a yogurt based dip, hummus or salsa
 - Cheese cubes or strings, whole grain crackers and fruit
 - Yogurt parfait
 - Fruit-Infused water when providing drinks
 - Run a Fruit-Infused Water Tasting Activity (see Curriculum, Teaching & Learning) to emphasize using fruit to flavour water instead of drinking sugary beverages such as pop, sports drinks and juice.

NOTE: See Appendix C for Vegetable and Fruit Ideas and Dip Recipes

Curriculum Connections

- Grade 9: HFN1O- B2.1 Eating Patterns
- Grade 10: PPL2O- C3.1 Using consumer influence to promote healthy eating; HFN2O- B2.1 Eating Patterns
- Grade 11: PPZ3C- A3.3 Environmental Factors, C1.3 Consumer Health, C2.4 Components of Healthy Communities, C3.3 Components of Healthy Communities



RELATED FOUNDATIONS:

- Home, School & Community Partnerships
- Social & Physical Environments

RESOURCES:

- [PPM150 – Ontario School Food and Beverage Policy](#)
- [Alberta Health Services - Steps to Creating a School Nutrition Policy](#)
- [DASH BC – Healthy Fundraising for Schools Guide](#)

Fundraising

ACTIVITY GOAL: To create supportive nutrition environments at school and home by creating a policy focusing on fundraising opportunities that sell healthy foods or non-food related items.

POLICY IDEA:

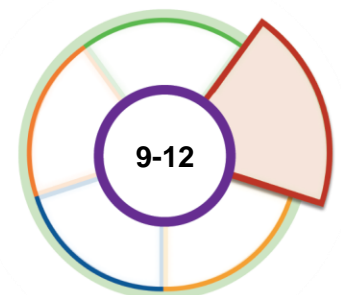
- **Policy Rationale:** A healthy approach to fundraising demonstrates that your school values and promotes healthy eating. Less nutritious food served for the purpose of fundraising undermines health teaching in the classroom.
- **Example Policy Statement:** “The school, for purposes of all fundraising, will sell healthy food items or non-food related items”.

To support the adoption of the policy:

- Provide staff with the rationale for the policy. For a presentation, contact your schools Public Health Nurse (<https://www.healthunit.com/public-health-at-your-school>) or email health@mlhu.on.ca.
- Consider reviewing the following resources:
 - PPM150 – Ontario School Food and Beverage Policy <http://www.edu.gov.on.ca/eng/healthyschools/policy.html>
 - Alberta Health Services – Steps to Creating a School Nutrition Policy <http://www.albertahealthservices.ca/assets/info/nutrition/if-nfs-school-nutrition-policy.pdf>
 - DASH BC Healthy Fundraising for Schools <http://healthyschoolsbc.ca/program/resources/47/en/20394/Healthy-Fundraising-For-Schools.pdf>
- Inform the school community about your schools’ healthy approach to fundraising by including a disclaimer on your website
 - *Example: “Many schools fundraise to support the purchasing of education resources. Common types of fundraisers may include selling chocolate bars, cookie dough or having bake sales. This year, [enter school’s name] has decided to take a healthy approach to fundraising with healthy foods or non-food items. A healthy approach to fundraising supports our efforts to be a healthy school and to model our action with health teaching in the classroom”.*
- Brainstorm potential fundraising opportunities. Here are some ideas:
 - Fresh from the Farm (www.freshfromfarm.ca)
 - Fundscrip (<http://www.fundscrip.com>): magazines, plant sales, garden pots etc. could also be considered for fundraising
 - Book sales

Curriculum Connections

- Grade 9: HFN1O- B2.1 Eating Patterns
- Grade 10: PPL2O- C3.1 Using consumer influence to promote healthy eating; HFN2O- B2.1 Eating Patterns
- Grade 11: PPZ3C- A3.3 Environmental Factors, C1.3 Consumer Health, C2.4 Components of Healthy Communities, C3.3 Components of Healthy Communities



RELATED FOUNDATIONS:

- Curriculum, Teaching & Learning
- Social & Physical Environments

RESOURCES:

- [Centre for Science in the Public Interest – Constructive Classroom Rewards](#)
- [Alberta Health Services - Steps to Creating a School Nutrition Policy](#)
- [Ideas for Non-food Classroom Rewards](#)

Rethink Rewards

ACTIVITY GOAL: To create a school policy for the acknowledgement of student successes through the use of non-food related rewards.

POLICY DEVELOPMENT:

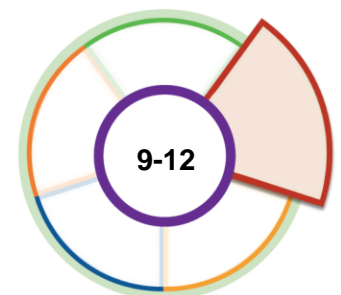
- **Policy Rationale:** Rewarding students with food can undermine what is taught in the classroom about healthy eating. It also may foster a desire for sweets and/or may create an emotional link between food and accomplishment.
- **Example Policy Statement:** “Our school/classroom commits to acknowledging the successes of youth without the use of food and by using praise and/or rewards instead such as pencils, erasers, physical activity breaks, etc.”

To support the adoption of the policy:

- Provide staff with information explaining the rationale of the policy. For a presentation, contact your school Public Health Nurse (<https://www.healthunit.com/public-health-at-your-school>) or email health@mlhu.on.ca.
- Consider reviewing the following resources:
 - Centre for Science in the Public Interest - Constructive Classroom Rewards
<https://cspinet.org/resource/constructive-classroom-rewards-fact-sheet>
 - Alberta Health Services – Steps to Creating a School Nutrition Policy
<http://www.albertahealthservices.ca/assets/info/nutrition/if-nfs-school-nutrition-policy.pdf>
- For non-food reward ideas refer to:
 - <http://www.mdcv.org/vimages/shared/vnews/stories/5431d0dee8051/deasforRewards.pdf>
- Have students think, pair and share their ideas for being recognized without using food.
- Have a bulletin board where all students can post their ideas of ways to be recognized without using food. Display this bulletin board in the classroom or in a spot where the whole school can see. (i.e. hallway, cafeteria, etc.).

Curriculum Connections

- Grade 9: HFN10- B2.1 Eating Patterns
- Grade 10: PPL20- C3.1 Using consumer influence to promote healthy eating; HFN20- B2.1 Eating Patterns
- Grade 11: PPZ3C- A3.3 Environmental Factors, C1.3 Consumer Health, C2.4 Components of Healthy Communities, C3.3 Components of Healthy Communities



RELATED FOUNDATIONS:

- Curriculum Teaching & Learning
- Student Engagement

RESOURCES:

- Foodland Ontario Vegetable and Fruit Recipes (see Appendix B)
- Example Tweets (see Announce It! in Curriculum, Teaching & Learning)

Connecting to Parents using Social Media

ACTIVITY GOAL: To engage parents and caregivers through social media to complement school lessons and initiatives that encourage the consumption of vegetables and fruit.

ACTIVITY INSTRUCTIONS:

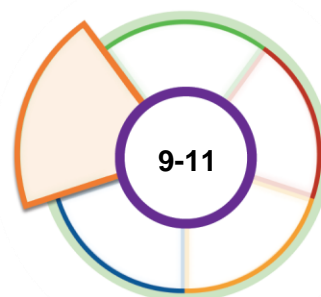
1. Coordinate with a Healthy Schools committee or Media Arts class to develop social media messages related to increasing vegetable and fruit consumption.
2. Post messages to parents and caregivers on a regular basis using your schools social media platforms such as Facebook and Twitter.

Suggested Message Guidelines:

- Posts are **timely, pleasant, and meaningful** and not simply to communicate information (i.e., a Halloween recipe using vegetables and fruit).
- Posts encourage an **interactive** way of communicating ideas, thoughts and feeling (i.e., ask followers to share their favourite vegetable and fruit recipes).
- Content is **actionable** (i.e., post a recipe that can be used at home or an idea to include vegetables and fruit in a meal).
- Posts are **visually appealing** (i.e., using a **photo** of a recipe is suggested).
- Posts are **frequent**. Make a goal to post once daily. (Hootsuite or other Social Media aggregators can help reduce this burden).
- **Trusted websites** for recipes and nutrition information are used. The following are some suggestions:
 - Eatright Ontario (www.eatrightontario.ca).
 - Dietitians of Canada (www.dietitians.ca).
 - Middlesex London Health Unit (<https://www.healthunit.com/recipes>).
 - Foodland Ontario (www.ontario.ca/foodland).
 - See Appendix B for Vegetable and Fruit Recipes.
- **Follow** suggested social media platforms to increase visibility
 - @MLTeens (Twitter and Instagram).
 - @MLHealthUnit (Twitter).
 - Middlesex London Health Unit (Facebook).

Curriculum Connections

- Grade 9: HFN1O- C3. Media, Advertising and Food
- Grade 10: PPL2O- C3.1 Using consumer influence to promote healthy eating, HFN2O- C3. Media, Advertising and Food
- Grade 11: PPZ3C- C3.3 Components of Healthy Communities
- Other Connections: Media Arts



RELATED FOUNDATIONS:

- Home, School & Community Partnerships
- Student Engagement

RESOURCES:

- [Bright Bites – School cafeterias salad bars](#)
- [Region of Peel - Cafeteria Revolution](#)

Cafeteria Makeover

ACTIVITY GOAL: To increase vegetable and fruit consumption by making cafeteria selections of vegetables and fruit more appealing.

ACTIVITY INSTRUCTIONS:

1. Get a **team together** that is interested in changing the food provided in the cafeteria. Include students, school staff, administration, food service providers and community partners (e.g., Local Farmers).
2. **Do a Scan:** Record the vegetables and fruit that are available and which vegetables and fruit options are most and least popular based on sales.
3. **Poll the students:** Ask students which vegetables and fruit they want to have in their cafeteria AND ways that the cafeteria can improve those already provided. Students can post their ideas on sticky notes on a large piece of paper near the cafeteria during lunch time.
4. **Discuss your findings:** Use information from the cafeteria scan and student polls to identify common themes and areas for improvement.
5. **Choose a strategy.** The following are some suggestions:
 - Place a variety fruit in colourful bowls at the cash registers.
 - Place vegetables and fruit in prominent areas around the cafeteria (e.g., in front of hot lunch items).
 - Involve students in re-naming vegetable and fruit dishes and create appealing signs that include prices.
 - Offer vegetables and fruit in creative grab-and-go options (e.g., veggie and dip cups, fruit kabobs).
 - Create a salad bar (see Bright Bites – School cafeteria salad bars for more information). <http://brightbites.ca/wp-content/uploads/School-Cafeterias-Salad-Bars.pdf>
 - Decrease price of vegetables and fruit in the cafeteria.
6. **Promote the change!**
 - Have taste testing events for new vegetables and fruit sold.
 - Create a menu board that advertises the vegetables and fruit available.
 - Spread the word that the cafeteria selection has improved through posters, announcements, and social media.

NOTE: The Region of Peel - Cafeteria Revolution document has many other ideas to improve your cafeteria:

https://drive.google.com/file/d/0Bx7w3Mt_zdvjMnJib0xfNzhaTzg/view?pli=1

Curriculum Connections

- Grade 10: PPL20- C3.1 Using consumer influence to promote healthy eating
- Grade 11: Grade 11: PPZ3C- A3.3 Environmental Factors, C2.4 Components of Healthy Communities, C3.3 Components of Healthy Communities; TFJ3C- A2.4 Health and Wellness
- Grade 12: PPL40- C3.1 Making healthy eating decisions in different contexts
- Other Connections: Business Studies



RELATED FOUNDATIONS:

- Curriculum Teaching & Learning
- Home, School & Community Partnerships
- Student Engagement

RESOURCES:

- Garden Guide (see Appendix D)
- Signature Salads (see Curriculum, Teaching & Learning)
- Bike Powered Smoothies (see Curriculum, Teaching & Learning)
- Tools and resources needed for the garden (i.e., seeds, fertilizer, tools, etc.)

Get Gardening

ACTIVITY GOAL: To provide a space for students to grow vegetables and fruit and to become more connected to where vegetables and fruit come from. Increased physical activity is also a bonus of this initiative!

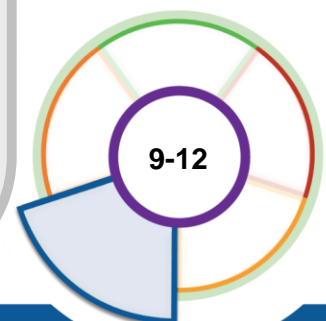
ACTIVITY INSTRUCTIONS:

Each Garden will be unique to each school based on available space. Make it your own! To start a garden, you will need to:

1. Get approval from the Principal or designate to plant a garden.
2. Use the Garden Guide in Appendix D help you do the following:
 - Organize your team.
 - Identify a garden site.
 - Set common goals, design the garden and decide what to plant.
 - Plant and maintain.
3. Use the produce to learn, create, celebrate, and most importantly - to taste! Signature Salads and Bike Powered Smoothies are two activities in the Curriculum, Teaching & Learning section that can be used.

Curriculum Connections

- Grade 9: TIJ10/THJ10- A1.1 Planning and Development; A2.1-2.4 Communication; B1.1 Problem Solving and Project Management, B2.1-B2.4 Creating Products or Delivering Services
- Grade 10: THJ20- A1.1-1.3 Basic Biology, A2.1-2.3 Factors Affecting Growth, A3.1-3.4 Designs, Processes, and Systems, A4.1-4.3 Technological and Mathematical Literacy and Communication Skills, B1.1-B1.4 Design and Production, B2.1-2.3 Technical Skills
- Grade 11: THJ3M- A1.1-1.3 Species Classification and Geographical Regions, A2.1-2.3 Factors Affecting Growth and Product Quality, A3.2, 3.4 Designs and Processes, A4.4 Technological and Mathematical Literacy and Communication skills, B1.1-1.4 Design and Production, B2.1-2.3 Plant and Animal Management Strategies, B3.1-3.2 Technical Skills; THJ3E- A1.1-A1.3 Species Classification and Geographical Regions, A2.1-2.3 Factors Affecting Growth and Product Quality, A3.2-3.4 Designs and Processes, A4.1, A4.2, A4.4 Technological and Mathematical Literacy and Communication Skills, B1.1-1.3 Design and Production, B2.1-2.3 Plant and Animal Management Strategies, B3.1-3.3 Technical Skills
- Grade 12: THJ4M- A1.1 Species Classification and Geographical Regions, A2.1, A2.2, A2.4 Factors Affecting Growth and Product Quality, A3.2-3.3 Design and Processes, A4.1, A4.2, A4.5 Technological and Mathematical Literacy and Communication Skills, B1.1-1.4 Design and Production, B2.1-2.4 Plant and Animal Management Strategies, B3.1 Technical Skills; THJ4E- A1.1 Species Classification and Geographical Regions, A2.1-2.4 Factors Affecting Growth and Product Quality, A3.1-3.2 Design and Processes, A4.1, A4.2, A4.4 Technological and Mathematical Literacy and Communication Skills, B1.1, B1.3, B1.4 Design and Production, B2.1-2.3 Plant and Animal Management Strategies, B3.1-3.2 Technical Skills
- Other Connections: Science, Mathematics, Food and Nutrition, Hospitality and Tourism



RELATED FOUNDATIONS:

- Curriculum Teaching & Learning

RESOURCES:

- [My Meal Matrix](#)
- [My Meal Matrix Quick Start Guide](#)
- Computers/tablets/smart phone

Food for Thought

ACTIVITY GOAL: To motivate high school students to become more aware of, reflect on and improve their eating habits by using 'My Meal Matrix' tool.

ACTIVITY INSTRUCTIONS:

My Meal Matrix is a free online tool to help Ontario secondary school students identify influences on their food and beverage choices, assess personal eating behaviours and develop and achieve healthy eating goals.

- Visit www.mymealmatrix.com to complete the teacher registration process and training (23 minute online training).
- Have students register using the class code to start using My Meal Matrix.
- Have students record their food intake for 3-5 days using My Meal Matrix. By using My Meal Matrix, students are able to:
 - Identify the link between their motivations to eat well and the influences on their food choices.
 - Electronically record and assess their food intake.
 - Set relevant goals to improve their eating habits.
 - Track progress toward their goal(s).
- Have students complete the My Meal Matrix final reflection.
- Lead a discussion, using the Class Snapshot, on overall eating patterns in relation to food group recommendations (with emphasis on vegetables and fruit), breakfast, goals and most common barriers to healthy eating for students. As an extension, have students compare their class findings to local, provincial or national statistics on healthy eating (i.e., meeting vegetable and fruit recommendations, breakfast eating, etc.).

NOTE: My Meal Matrix focuses on an overall healthy pattern of eating meeting food group recommendations. An emphasis on calories can be detrimental for some students, therefore the food record analysis will not show 'calories' as a default. It is suggested to keep this default on.

Curriculum Connections

- Grade 9: HFN1O- B2.5 Eating Patterns, C2.1 Influences on Food Choices, C3.3 Media, Advertising and Food
- Grade 10: HFN2O- B2.5 Eating Patterns, C2.1 Influences on Food Choices, C3.3 Media, Advertising and Food
- Grade 11: PPZ3C- B1.2 Personal Wellness, B2.1 Implementing a Personal Wellness Plan; TFJ3C- A2.2 Health and Wellness
- Grade 12: PPL4O- C3.1 Personal circumstances and healthy eating; HFA4U- B4.1, B4.2 Nutritional Status; HFA4C- B4.1, B4.2 Nutritional Status, C1.2 Nutrition through the Lifespan



RELATED FOUNDATIONS:

- Home, School & Community Partnerships
- Curriculum, Teaching & Learning

RESOURCES:

- [MLHU's Let's Get Cookin' Training and Resources](#)
- Room for the sessions
- Food preparation equipment (~\$300)
- Required food from recipes (~\$15-20 per session)

Let's Get Cookin'

ACTIVITY GOAL: To provide secondary school youth with the opportunity to develop leadership and basic food preparation skills by facilitating a series of seven cooking sessions to elementary school youth.

ACTIVITY INSTRUCTIONS:

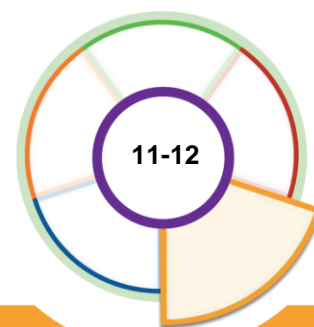
1. Contact an elementary school to see if they are interested in the Let's Get Cookin' program. Sessions could be held during class time or after school.
2. Recruit a group of secondary students from a Food and Nutrition class, Leadership class, Hospitality class, Specialist High Skills Major or group/club interested in healthy eating to be peer leaders Note: we recommend a 5 to 1 ratio for peer leaders to elementary school students.
3. Ensure funding is available for transportation, equipment and food (from either the elementary school, secondary school or both), and have a date to start the program. Ask your public health nurse about grant or funding opportunities.
4. Call the Middlesex London Health Unit at 519-663-5317 ext. 2255 and register for the training. The half day training is mandatory for all peer leaders.
5. Organize dates and times for Let's Get Cookin' to be held at the elementary school
6. Have peer leaders run Let's Get Cookin' in participating elementary schools.

For more detailed information about the program please visit:
<https://www.healthunit.com/lets-get-cookin/>.

NOTE: for students in a Developmental Class, running Let's Get Cookin' with teacher facilitators is also an option to teach basic skills in food preparation.

Curriculum Connections

- Grade 11: PPZ3C- C3.3 Components of Healthy Communities
- Grade 12: PLF4M- A1.3 Leadership Styles
- Other Connections: Specialist High Skills Major, Developmental Classes



RELATED FOUNDATIONS:

- Home, School & Community Partnerships
- School & Classroom Leadership
- Social & Physical Environments

RESOURCES:

- [Half Your Plate Ambassador Program webpage](http://www.halfyourplate.ca/ambassador-program/)

Half Your Plate Student Ambassador

ACTIVITY GOAL: To provide an opportunity for students to promote vegetables and fruit in their school by becoming a Half Your Plate Ambassador.

ACTIVITY INSTRUCTIONS:

Student Ambassadors will have the opportunity to promote the *Half Your Plate* initiative, by running events that encourage and educate their peers about the health benefits and different ways to enjoy vegetables and fruit.

1. Visit <http://www.halfyourplate.ca/ambassador-program/> to learn about the Half Your Plate initiative and Ambassador Program.
2. Recruit a group from either: Students Council; Healthy Schools Committee; Physical Education Leadership Class or another student group interested in healthy eating.
3. Have an interested student/student group register to become a School Ambassador (Note: Although the website indicates this is for university/college students, high school students are able to register)
4. Plan and promote vegetables and fruit using Half Your Plate Ambassador program materials.

What will be gained from becoming a Half Your Plate Ambassador?

- Build and maintain excellent communication and interpersonal skills.
- Become a strong leader at school.
- Learn fun, simple, and delicious recipes.
- Maintain a healthy lifestyle and influence the health and well-being of others.
- Expanded knowledge of health and nutrition as well as the importance of nutrition.

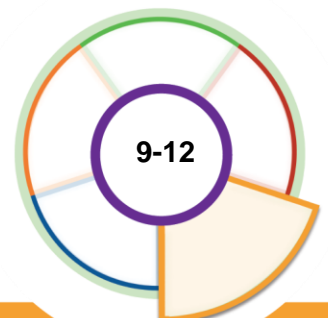
Ambassadors will have access to a variety of resources* including:

- Half Your Plate branded bags
- A variety of educational videos
- Social media posts
- Articles to get published in student newsletters
- A variety of info-graphics
- Half Your Plate branded grocery list notepads
- Recipe cards

*Printed resources are subject to availability and may change over time.

Curriculum Connections

- Grade 11: PPZ3C- C3.3 Components of Healthy Communities
- Grade 12: PLF4M- A1.3 Leadership Styles



RELATED FOUNDATIONS:

- Curriculum Teaching & Learning
- Social & Physical Environments

RESOURCES:

- Health Wall Poster Guidelines
- Health Wall Poster Marking Guide
- [Health Canada – Vegetables and Fruit](#)
- [Statistics Canada: Fruit and Vegetable Consumption, 2014](#)
- [Middlesex London Health Unit – Fruits and Vegetables](#)
- [Navigating the Net](#)

Health Wall Poster Project

ACTIVITY GOAL: To engage students to create a poster that promotes vegetables and fruit.

ACTIVITY INSTRUCTIONS:

1. Present the project to a Health and Physical Education, English, Media Arts or Visual Arts class and address any concerns or questions (see Health Wall Poster Guidelines). Provide an outline of the project and supporting resources that can guide the students' research on the health topic. Below are the links to helpful resource for credible information:
 - <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/choose-choix/fruit/index-eng.php>
 - <http://www.statcan.gc.ca/pub/82-625-x/2015001/article/14182-eng.htm>
 - <https://www.healthunit.com/fruits-and-vegetables>
 - <https://www.healthunit.com/children-youth-navigating-net>
2. Have students research the topic of vegetables and fruit and come up with a poster design (research could involve why students should eat vegetables and fruit, recommended intakes, health benefits, etc.).
3. Check on progress, provide feedback, and answer questions.
4. Collect final health posters from students for marking/evaluations (see Health Wall Poster Marking Guide).
5. Select health wall posters that can be used around the school, print and display.

Learning Opportunities for Students

- Increase knowledge and awareness about current and relevant health issues affecting youth
- Increase understanding about marketing, advertising and media literacy
- Brainstorm, plan, and develop a creative health promoting poster that engages peers
- Strengthen technology skills and design principles
- Foster leadership and strengthen interpersonal skills
- Foster resiliency and feel engaged in the school community

Curriculum Connections

- Grade 10: PPL2O- C3.1 Using consumer influence to promote healthy eating
- Grade 11: PPZ3C- C1.3 Consumer Health
- Other Connections: English, Media Arts, Visual Arts



Health Wall Poster Guidelines

Project must include the *following*

- Health poster is related to vegetables and fruit.
- Brief descriptive paragraph describing poster (less than 100 words).
- Submitted in a **high resolution format (minimum 300 dpi)** and in both portrait and landscape.
- Poster does not include any brand name items or company logos.

General project rules

- Poster must be relevant to the theme of vegetables and fruit.
- Poster must be original, created by student, and the student must be the sole owner of all rights to the project.
- Poster must NOT include any brand name items or company endorsement images.
- Appropriate resources are provided if any statistics and/or facts are used.
- Posters will be judged on criteria in four categories including creativity, message, health topic and ability to inspire change. Overall these categories summarize how creatively the chosen health topic and message have been incorporated into the poster.

Posters that include photography

- Follow all general poster rules listed above.
- If students are submitting a photo, have all participants appearing in the photo sign a consent form.

Health Wall Poster Marking Guide

Name _____

Please check off as many criteria per category that the poster meets. Each criterion completed and checked is worth one point. Please tally the points at the end of each section and then again at the end to create a final score.

1. CREATIVITY

- ☐ Poster is unique
- ☐ Poster is youth friendly
- ☐ Use of chosen media is interesting/ innovative
- ☐ Themes/ images are appropriate and visually appealing

Total_____

2. MESSAGE

- ☐ The main message is clear
- ☐ The message is meaningful to youth
- ☐ The message is powerful and inspiring
- ☐ The message connects to the health topic chosen
- ☐ The poster makes me think about my own lifestyle choices
- ☐ The written summary accurately describes the poster and the health message

Total_____

3. HEALTH TOPIC

- ☐ The poster clearly reflects the health topic chosen
- ☐ The health information presented is accurate and true

Total_____

4. INSPIRED CHANGE

- ☐ This poster would inspire students to make healthier choices
- ☐ I learned something new about the chosen health issue
- ☐ It would motivate students/ youth to change their behavior
- ☐ It would interest students across the Middlesex County and City of London communities

Total_____

Overall Score ____/16

I give permission to share this poster with my school Signature_____

Introduction: (5 minutes)

We'll be talking about smoothies today! Are smoothies a healthy option? They are often a quick and tasty way to get lots of fresh fruit and vegetables to eat – but are all smoothies made equal?

Smoothies can be full of:

- Antioxidants such as Vitamin A and Vitamin C which come from foods like fresh berries. These can prevent heart disease and reduce blood pressure.
- Calcium from yogurt, milk or soy beverage to help the health of your bones and teeth.
- Protein from milk or fortified soy beverage, peanut butter, almond butter or nuts to keep you fuller for longer and is needed for muscle development.
- Fiber from the whole fruit (instead of just the juice) which will keep you full for longer, help with digestion and slow down the absorption of sugar.

But, smoothies can also be loaded with added or free sugar.

Added sugars refers to sugars and syrups that are added to foods and drinks during processing and preparation. Some food and drink examples with added sugar include soft drinks, chocolate bars, and salad dressing.

Free sugars are also referred to as 'added' sugars, but they are also sugars that are naturally present in honey, syrups, fruit juices and fruit juice concentrates.

Too much sugar, especially added or free sugar, can have a negative impact on our health. Too much sugar may contribute to less healthy weight, increased risk of dental cavities, and increased risk of diabetes and cardiovascular disease.

Activity One – Sugary Smoothies (10 minutes)

1. Pass out the 'Smoothie Cards' located at the end of this Appendix to students in groups. Each group should receive a full set of Smoothie Cards. Name each type of smoothie, describe it and ask students if they have tried it before.

Discuss: Do the smoothies look good? How do they make the smoothies look good in these pictures? When you buy them, do they taste as good as they look? Remind them that often the picture of the food item can be a picture of something entirely different so it looks better in the photograph.

- Note that all of the smoothies are the same "flavour" of smoothie – strawberry banana. As a consumer with options, would they assume that the ingredients are the same in all of these smoothies?

Adapted from FoodShare Toronto, available www.foodshare.net

- Some of the smoothies are different sizes, therefore, when you look at the nutrition facts table, sometimes the nutrition information is for one serving (i.e., A soda could be a 500 mL bottle but the nutrition information is for 250 mL). Ask students, when they buy something like a pop or a smoothie, would they think that the nutrition information was for the whole can or cup? Most of us do! Therefore, we are using the nutrition content of the *whole drink*.
2. Hand out 61 sugar cubes per group. Have students work in their groups to try to distribute the sugar cubes according to how much sugar they think is in each smoothie.

1 Sugar Cube (1 tsp) = 4 grams of Sugar

3. Have students share how many sugar cubes they think is in each smoothie – they can compare their ideas. Depending on time, you can give them the opportunity to guess again.

Answers:

- Orange Julius 3 Berry Blast Smoothie (400 mL): 18 Sugar Cubes = 72 g
 - Booster Juice Strawberry Sunshine (710 mL): 17 Sugar Cubes = 66 g
 - McDonald's Strawberry Banana Smoothie (430 mL): 15 Sugar Cubes = 59 g
 - Bolthouse Strawberry Banana Smoothie (456 mL): 11 Sugar Cubes = 42 g
4. Ask questions about their choices. Why did they think one was higher than another? Was the size bigger? If they thought they were all going to be relatively the same, how come? Did they assume the ingredients were similar?

Discuss: The reason for one smoothie having more sugar than another.

Answers:



- Some have a scoop of sorbet or ice cream included.
- Some may have flavored yogurt in it.
- Some use juice as their liquid.
- Different “serving sizes”.
- Some may have added sugar or syrup.

Adapted from FoodShare Toronto, available www.foodshare.net

Talking points: How much added sugar does the average teen consume in a day? What is the recommendation for added sugar?

Answer:

Average intake of sugar:

Age		Average Teaspoons of Added Sugar
	9-13	29
	14-18	34
	9 – 13	23
	14-18	25
Source: Johnson, K. et al. (2009). Dietary Sugars Intake and Cardiovascular Health: A Scientific Statement From the American Heart Association. <i>Circulation</i> , 120: 1011-1020.		

Recommendations:

The World Health Organization recommends that children and adults decrease their added sugar intake to less than 10% of their total energy intake. This is equal to about **8-12 teaspoons** of added sugar per day. Reducing added sugar intake to less than 5% of our daily energy intake, or about 6 teaspoons per day, would be even better for our health.

****For more information visit:** https://www.healthunit.com/sugar#reference_1

Adapted from FoodShare Toronto, available www.foodshare.net

Activity Two - Green Smoothies: (15 mins)

1. **Discuss:** What are some ways to make a healthier smoothie that still tastes good?

Answers:

- Use white milk or unflavoured fortified soy milk instead of sugary juice.
- Add more fresh fruit instead of sorbet or juice for sweetness and a banana to thicken instead of ice-cream.
- Add dark leafy greens which will add more nutrients.

2. **Discuss:** Factors that may affect our food choices during our life cycle that may result in choosing less healthy foods. Why do we choose a processed sugary drink instead of a homemade drink?

Potential Answers:

- Schedule (eating on the run, eating fast foods due to lack of time etc.)
- Age (tend to eat more junk food as a child, peer pressure, more processed foods, lack of culinary skills)
- Economics (financially can't afford to purchase healthier foods)
- Resources (poorly equipped kitchens, or no kitchens at all, shared house)

3. **Pass out the Green Smoothie recipe cards to each student located at the end of this Appendix.**

Discuss: specific nutrients in the produce used in the Green Smoothie and how it contributes to their health:

Potential Answers:

Antioxidants (Vitamin A, C, E): antioxidants help prevent diseases such as cancer and heart disease, and reduces blood pressure. In this Smoothie, spinach is the antioxidant. Other foods high in antioxidants are: other leafy greens, berries, oranges, kiwi, grapefruit, broccoli, tomatoes, seeds (sunflower, pumpkin) etc.

Fibre: this helps bulk waste for elimination, slows down the absorption of sugar, binds to cholesterol to be eliminated. Produce from this Smoothie: Spinach; fruit (banana, mango, pineapple, etc). Other foods that contain fibre are whole grains, legumes (beans), skins of fruit, leafy greens.

Iron: iron improves oxygen transport in the blood giving us more energy. Produce in Smoothie: Spinach. Other foods that are high in iron are: meat, fish and poultry as well as dried beans, peas and lentils and some fruits and vegetables

Adapted from FoodShare Toronto, available www.foodshare.net

4. **Prepare the green smoothie with the assistance of students** - start with some liquid in the bottom and add the rest in small chunks (especially banana and greens). If using a Bike Blender - have students peddle the bike to blend the smoothie! They can take turns peddling. Be sure to hold on tightly to the blender when they are getting on/off the bike. If you do not have the bike blender, use a regular blender. Have each student sample the smoothie.

Green Smoothie recipe (serves 2)

- 1 cup white milk/unsweetened fortified soy beverage
- 1 cup spinach
- 1 banana
- $\frac{3}{4}$ cup vanilla yogurt
- 1 cup light coloured fruit (mango, peaches, pineapple)

Bike Blender!

Team up with a woodworking class to build your own bike blender. Instructions can be found here

http://foodshare.net/custom/uploads/2015/11/Bike_Blender_Guide_HIGH.pdf

While bike blending, explain to or ask the group about the mechanics of the bike blender or ask about the benefits of building and using a bike blender

- No carbon footprint – no emissions created from the energy production vs. emissions created from the creation of electricity to power a blender.
- Reusing old bike and blender parts – instead of adding to our landfills!
- Exercise – getting their heart rate up and burning calories!

5. **Analyze the Recipe:** Give the Green Smoothie recipe to students and have them analyze the number of food guide servings from Canada's Food Guide from each food group. For bonus/extension, analyze the content for carbohydrates, protein, fat, sugar, fibre and iron of the smoothie and compare it to the other smoothies. Students can find information about commercial smoothies on the company websites. To analyze the Green Smoothie, students can use the following tools:

- eaTracker: https://www.eatracker.ca/recipe_analyzer.aspx
- Canadian Nutrient File: <https://food-nutrition.canada.ca/cnf-fce/index-eng.jsp>
- Canada's Food Guide: <https://www.canada.ca/en/health-canada/services/canada-food-guides.html>

Answers (Do Not give these out at the beginning of the activity)

- Orange Julius 3 Berry Blast Smoothie (400 mL): 18 Sugar Cubes = 72 g
- Booster Juice Strawberry Sunshine (710 mL): 16.5 Sugar Cubes = 66g
- McDonald's Strawberry Banana Smoothie (430 mL): 15 Sugar Cubes = 59 g
- Bolthouse Strawberry Banana Smoothie (456 mL): 10.5 Sugar Cubes = 42 g
- Green Smoothie (500 mL): 8 Sugar Cubes = 32 g

Smoothie nutrition information references (nutrition facts used in the smoothie cards may change based on company ingredient updates):

Orange Julius 3 Berry Blast Smoothie: <http://www.orangejulius.com/ca-en/Menu/Premium-Fruit-Smoothies/>

Booster Juice Strawberry Sunshine: <http://boosterjuice.com/products/menu>

McDonald's Strawberry Banana Smoothie : http://www.mcdonalds.ca/ca/en/food/nutrition_centre.html#/

Bolthouse Strawberry Banana Smoothie: <http://www.bolthouse.com/products/beverages/smoothies>

Green Smoothie – Makes 500ml



- 1 cup white milk/unsweetened fortified soy beverage
- 1 cup baby spinach
- 1 banana
- 3/4 cup of vanilla yogurt
- 1 cup light colored fruit (mango, peaches, pineapple work well)
- Blend and enjoy!

Green Smoothie – Makes 500ml



- 1 cup white milk/unsweetened fortified soy beverage
- 1 cup baby spinach
- 1 banana
- 3/4 cup of vanilla yogurt
- 1 cup light colored fruit (mango, peaches, pineapple work well)
- Blend and enjoy!

Adapted from FoodShare Toronto, available www.foodshare.net

Smoothie Cards



McDonald's
Strawberry
Banana
Smoothie
Medium
(430 ml)



Booster
Juice
Strawberry
Sunshine
Smoothie
710 ml

Adapted from FoodShare Toronto, available www.foodshare.net



Bolthouse
Strawberry Banana
Smoothie
456 ml



Orange Julius
Original
Strawberry Banana
Small (400 ml)

Adapted from FoodShare Toronto, available www.foodshare.net

Pear, Apple and Blueberry Granola Parfait

Enjoy these parfaits at breakfast or as a dessert

Servings: 4

Ingredients:

- 2 Ontario Pears, cored and sliced
- 2 Ontario McIntosh Apples, cored and sliced
- 1/2 cup (125 mL) Ontario Blueberries
- 1/4 cup (50 mL) vanilla yogurt
- 1 tbsp. (15 mL) granola with raisins
- 4 parfait glasses



Preparation:

Gently toss together 2 Ontario Pears, cored and sliced, 2 Ontario McIntosh Apples, cored and sliced, and 1/2 cup (125 mL) Ontario Blueberries. Spoon half of fruit mixture into each of 4 parfait glasses.

Top each with 1/4 cup (50 mL) vanilla yogurt and

1 tbsp (15 mL) granola with raisins.

Repeat layers.

Recipe and photography courtesy of Foodland Ontario



Squash Dip

It's the perfect season for the perfect Ontario dip. Serve with pita toast or your favourite dipping bread

Cups:4

Ingredients:

- 2 cups (500 mL) Ontario Winter Squash, cooked and mashed
- 1 can (19 oz./540 mL) chickpeas, drained and rinsed
- 1/3 cup (75 mL) fresh lemon juice
- 2 tbsp. (25 mL) olive oil
- 2 cloves Ontario Garlic
- 1/2 tsp (2 mL) **each** salt and pepper
- 1/4 tsp (1 mL) cayenne pepper
- ground cumin to taste (optional)



Preparation:

In food processor, combine the ingredients and process until very smooth.

Garnish with fresh coriander sprigs.

*Recipe and photography courtesy of Foodland Ontario
Recipe adapted by the London-Middlesex Health Unit*



Ontario Vegetable and Lentil Stew

A deliciously easy to make healthy lentil stew, made with a medley of goodness including fresh Ontario Grown Cabbage. Pump up the spice for a more south-of-the-border flavour!

Servings: 4

Ingredients:

- 1 Ontario Onion, chopped
- 1 cup (250 mL) Ontario Cabbage, shredded
- 1 tbsp (15 mL) vegetable oil
- 1 1/2 cups (375 mL) Ontario Carrots, cooked and sliced
- 1 cup (250 mL) Ontario Ham, diced
- 1 cup (250 mL) Italian spiced stewed tomatoes
- 1 can lentils, drained and rinsed



Preparation:

In large microwaveable casserole, cook 1 chopped Ontario Onion and 1 cup (250 mL) shredded Ontario Cabbage in 1 tbsp (15 mL) vegetable oil at High for 5 minutes, stirring once. Stir in 1-1/2 cups (375 mL) cooked sliced Ontario Carrots, 1 cup (250 mL) Ontario Diced Ham, 1 cup (250 mL) Italian Spice Stewed Tomatoes and 1 can (19 oz/540 mL) lentils (drained and rinsed). Cover and cook at High for 5 minutes or until heated through, stirring once.

Recipe and photography courtesy of Foodland Ontario

Asparagus Nachos

Preparation Time: 5 minutes

Grilling Time: 15 minutes

Servings: 4

Ingredients:

- 1 Ontario Greenhouse Sweet Red Pepper, quartered
- 1/2 lb (250 g) Ontario Asparagus, trimmed
- 125 g large baked tortilla chips, or homemade baked tortilla chips (approx.)
- 1 Ontario Greenhouse Tomato, diced
- 1 Ontario Green Onion, sliced

Toppings:

- Sliced olives and pickled jalapeño slices (optional)
- 1-1/2 cups (375 mL) shredded cheese, such as a Tex Mex or Mexican blend
- Fresh salsa



Preparation:

Place red pepper on greased grill over medium heat, grill until lightly charred and soft, about 10 minutes. Remove from heat; chop.

Meanwhile, place asparagus in grill basket. Grill until tender-crisp and lightly charred in places, about 5 minutes, turning occasionally. Remove from heat; chop.

In shallow metal pan, arrange a single layer of tortilla chips. Scatter red pepper, asparagus, tomatoes, green onions and toppings (if using) evenly over chips. Sprinkle with cheese.

Place pan on grill, close lid and grill over medium heat until cheese melts, about 5 minutes. Serve with salsa.

TIP: Recipe can easily be doubled to make two pans.

*Recipe and photography courtesy of Foodland Ontario
Recipe adapted by the London-Middlesex Health Unit*



Foodland
ONTARIO

Barbecued Quesadillas

These quesadillas are ideal for lunch, a picnic or cut into wedges and served as an appetizer. They are great served hot or at room temperature.

Preparation Time: 10 minutes

Cooking Time: 2 minutes

Servings: 4

Ingredients:

- 1 cup (250 mL) cooked Ontario Corn kernels
- 1 medium Ontario Tomato, seeded and finely diced
- Half small Ontario Sweet Red, Green **or** Yellow Pepper, seeded and diced
- 1 cup (250 mL) shredded Monterey Jack **or** mozzarella cheese
- 1 cup (250 mL) shredded Cheddar cheese
- 1/2 cup (125 mL) diced cooked ham **or** smoked turkey
- 1/4 cup (50 mL) finely chopped fresh coriander (optional)
- 2 tbsp. (25 mL) salsa
- 8 whole grain whole wheat flour tortillas (7 to 8-inch/18 to 20 cm)



Preparation:

Preheat barbecue to medium heat. In medium bowl, stir together corn, tomato, red pepper, Monterey Jack and Cheddar cheeses, ham, coriander and salsa. Lay tortillas on baking sheet. Spoon about 1/2 cup (125 mL) filling on half of each; fold over to form semicircle.

Place on barbecue, pressing top slightly; barbecue for 30 to 60 seconds. With wide spatula, carefully turn so as not to spill filling (don't worry, a little will probably spill out). Barbecue for 30 to 60 seconds or until cheese is melted. Serve immediately, whole or cut into wedges.

*Recipe and photography courtesy of Foodland Ontario
Recipe adapted by the Middlesex-London Health Unit*



Tomato Salad with Basil Vinaigrette

Once the basis for an Italian peasant meal, this colourful salad, served with some crusty bread, is also perfect for today's light summer eating

Preparation Time: 15 minutes

Servings: 4

Ingredients:

Salad:

- 1 cup (250 mL) Ontario Green Beans
- 4 Ontario Tomatoes, cut in wedges
- 1 cup (250 mL) sliced Ontario Mushrooms
- 1 cup (250 mL) mozzarella cheese cubes
- 2 Ontario Green Onions, chopped
- Ontario Romaine Lettuce leaves

Basil Vinaigrette:

- 1/2 cup (125 mL) vegetable oil
- 2 tbsp. (25 mL) lemon juice
- 1/2 tsp (2 mL) salt
- 1/4 tsp (1 mL) pepper
- 2 tbsp. (25 mL) chopped fresh basil



Preparation:

Blanch green beans in boiling water for 2 minutes. Immediately plunge into ice water to stop cooking and set colour. On large platter, arrange tomatoes, mushrooms, beans, and cheese in concentric circles on Romaine leaves. Sprinkle tomatoes with green onions. Whisk together all vinaigrette ingredients. Spoon over salad.

Recipe and photography courtesy of Foodland Ontario



Grilled Eggplant Subs

Preparation Time: 5 minutes

Grilling Time: 10 minutes

Servings: 4

Ingredients:

- 4 oz. (125 g) creamy Ontario Goat Cheese (Chèvre), at room temperature
- 1 tsp (5 mL) finely chopped fresh Ontario Rosemary
- 1/2 tsp (2 mL) pepper
- 1 small Ontario Eggplant, cut crosswise in 1/2-inch (1 cm) thick slices
- 1 tbsp. (15 mL) olive oil
- 2 10-inch (25 cm) long whole grain sandwich buns
- 1 large Ontario Tomato, thinly sliced
- 1/2 cup (125 mL) fresh Ontario Arugula Leaves



Preparation:

In small bowl, blend together goat cheese, rosemary and pepper. Lightly brush both sides of eggplant with oil. Place on greased grill over medium-high heat; close lid and grill, for 2 to 4 minutes per side or until lightly softened.

Meanwhile, split buns in half lengthwise. Lightly brush cut sides with oil and grill just until toasted.

Divide eggplant slices between bottom halves of buns; top each with goat cheese mixture.

Add tomato slices and arugula.

Top with upper bun halves; cut in half.

Recipe and photography courtesy of Foodland Ontario

Recipe adapted by the London Middlesex Health Unit



Crazy Corn Rolls

Even fussy vegetable eaters will smile from ear to ear at the sight of these colourful snacks.

Preparation Time: 15 minutes

Cooking Time: 10 minutes

Servings: 6

Ingredients:

- 1 medium Ontario Beet, cooked, peeled and julienned
- 12 oz. (375 g) cream cheese, at room temperature
- 3 tbsp. (45 mL) chopped fresh dill
- 6 large whole grain whole wheat flour tortillas (plain **or** flavoured)
- 2 ears Ontario Corn, husked, cooked and kernels removed
- 1 cup (250 mL) Ontario Snow Peas, julienned
- 2 cups (500 mL) Ontario Mung Bean Sprouts
- 1 bunch fresh coriander, washed, dried and stems removed



Preparation:

In food processor, purée beet or leave in strips. Add softened cream cheese and combine until smooth. Add dill.

Lay tortillas on work surface; evenly spread cream cheese mixture over each, spreading just to edges. Make even rows of corn, snow peas, sprouts and coriander on cheese, leaving 2-inch (5 cm) uncovered at top.

Press toppings lightly into cheese mixture. Roll up snugly.

To serve, slice diagonally and fasten each slice with toothpick.

Recipe and photography courtesy of Foodland Ontario

Recipe adapted by the Middlesex-London Health Unit



Peach Salsa

Serve this nutrient-rich salsa with grilled fish, pork steaks, chicken or burgers, or as an appetizer or snack with tortilla chips and watch it all disappear!

Preparation Time: 15 minutes

Cooking Time: 1 minute

Cups: 2

Ingredients:

- 3 ripe Ontario Peaches
- Half Ontario Sweet Red Pepper, diced
- 4 Ontario Green Onions, sliced
- 1 to 2 small Ontario Hot Peppers, diced
- 3 tbsp (45 mL) chopped fresh Ontario Parsley
- 2 tbsp (25 mL) fresh lime juice
- 1 tbsp (15 mL) vegetable oil
- 1 clove Ontario Garlic, minced
- 1 tbsp (15 mL) grated fresh gingerroot
- Salt and pepper



Preparation:

To make peeling easier, blanch peaches in boiling water 30 to 60 seconds, then transfer to cold water for 1 minute.

Peel, pit and dice peaches. In bowl, combine peaches, red pepper, green onions, hot peppers, parsley, lime juice, oil, garlic and ginger. Season to taste with salt and pepper. Cover and refrigerate at least 1 hour or up to 2 days.

Serve cool or at room temperature rather than ice cold.

Recipe and photography courtesy of Foodland Ontario



Tuna Bulger Salad

Bulgur is partially steamed, dried crushed wheat kernels or berries. Look for it in bulk stores or in packages in the grain and rice section of your supermarket. Because it is partially cooked, it really just needs rehydrating. Fresh greenhouse tomatoes, cucumber and parsley add a refreshing punch, and tuna packs protein. Take any leftovers to the office or school for a healthy lunch.

Preparation Time: 35 minutes

Servings: 4

Ingredients

- 1 cup (250 mL) bulgur
- 1/2 tsp (2 mL) salt
- 1-1/2 cups (375 mL) boiling water
- 3 medium Ontario Greenhouse Tomatoes, seeded and chopped
- Half Ontario Greenhouse Cucumber, diced
- 4 green onions, sliced
- 1/2 cup (125 mL) chopped fresh flat-leaf parsley
- 1 can (170 g) chunk light tuna, drained and flaked
- 1/4 cup (50 mL) olive oil
- 2 tbsp. (25 mL) fresh lemon juice
- Pepper



Preparation

Place bulgur and salt in large bowl. Pour boiling water over and stir; let stand, uncovered, for 30 minutes or until water is absorbed. Add tomatoes, cucumber, green onions, parsley and tuna; toss.

Sprinkle with oil and lemon juice; toss to coat evenly. Season to taste with pepper and more salt.

Serve at room temperature.

Recipe and photography courtesy of Foodland Ontario



Curried Chicken, Peach and Pecan Salad

The sweetness of Ontario Peaches complements the spiciness of this curried chicken salad beautifully. If preparing the salad in advance, add the peaches just before serving.

Preparation Time: 15 minutes

Servings: 6

Ingredients

Dressing:

- 1/2 cup (125 mL) plain yogurt
- 1/3 cup (75 mL) mayonnaise
- 2 tbsp (25 mL) fresh lemon juice
- 1 tbsp (15 mL) curry powder
- 2 Ontario Garlic cloves, minced
- 1/2 tsp (2 mL) salt
- Cayenne pepper, to taste

Salad:

- 3 cups (750 mL) cooked bite-size pieces Ontario Chicken
- 4 Ontario Peaches, peeled and cut into bite-size pieces
- 1/2 cup (125 mL) chopped Ontario Green Onion
- 2 Ontario Carrots, grated
- 1/3 cup (75 mL) pecan halves, preferably toasted

Preparation:

Dressing:

In medium bowl, stir together yogurt, mayonnaise, lemon juice, curry powder, garlic, salt and cayenne pepper until blended.

Refrigerate until ready to use. (Dressing will keep well for a couple of days.)

Salad:

In large bowl, toss together chicken, 3 of the peaches, green onion and carrots until combined; toss with dressing. Add pecans and gently toss. Sprinkle with remaining peach and serve immediately.



Recipe and photography courtesy of Foodland Ontario

Anytime During School Year

Fruit Grams

Ingredients and supplies

- Whole fruit (i.e., bananas, pears, apples, oranges)
- String/plastic Bands and labels

Instructions

1. Create labels with positive messaging such as those seen in the picture. (see labels at end of appendix)
2. Tie to fruit with string/plastic band or stick to fruit using labels (see examples at the end of this Appendix)



Image from: <http://wilddonna.com/you-are-pearfect/>

Vegetable Cups

Ingredients

- Celery
- Cherry or grape tomatoes
- Baby carrots
- Nutritious dip such as hummus (see the “Healthy Dips and Sauces” page for healthy options)



Instructions

1. Prepare dip and pour into the bottom of clear cups of your choice.
2. Add in one or two cherry or grape tomatoes, baby carrots and cut up celery sticks so that they are standing upright as shown in the picture. Serve and enjoy!

Image from: <http://theviewfromgreatisland.com/green-goddess-veggie-dip-cups/>

Holiday/Special Event Ideas

October/Hallowe'en

Banana Ghosts

Ingredients

- Bananas
- Chocolate chips

Instructions

1. Peel and cut bananas in half
2. Press chocolate chips into banana so that they resemble a ghost face

Image from: <http://onelittleproject.com/banana-ghosts-and-clementine-pumpkins/>



Clementine and Celery Pumpkins

Ingredients

- Small oranges or clementine
- Celery

Instructions

1. Peel the clementine or small oranges. Insert a small piece of celery into the top so that it looks like a pumpkin stalk.



Image from: <http://onelittleproject.com/banana-ghosts-and-clementine-pumpkins/>

Veggie Skeleton

Ingredients

- Celery
- Carrots
- Mushrooms
- Red bell pepper
- Cucumber
- Broccoli
- Romaine Lettuce
- 1/2 cup of hummus (or another dip of your choice from the “Healthy Dips and Sauces”)

Instructions

1. On a large platter, assemble vegetables in the shape of a skeleton. Be creative - you do not have to use the same vegetables or organization as the picture provided.
2. Pour the ½ dip into a small bowl in order to create the skeleton’s head (see the “Healthy Dips and Sauces” page for healthy options). Once the bowl is in place on the platter, use available veggies to create facial features in the dip



Adapted with permission from Apple Schools: www.appleschools.ca/

Clementine Jack-o-Lanterns

Ingredients and Supplies

- Clementines
- Black marker

Instructions

1. Draw faces on each clementine using a black marker
2. Arrange on a table for students to choose their favourite



December

Christmas Tree Veggie Tray

Ingredients

- Broccoli
- Baby carrots
- Cherry tomatoes
- Red bell peppers
- Yellow Bell pepper
- Celery

Instructions

1. Arrange the Christmas tree on a large serving tray using broccoli crown florettes. Use different vegetables for decorations such as cut up carrot pieces, cherry tomatoes or long slices of red pepper for the garland.
2. Cut a yellow pepper into a star shape and place on top, use celery sticks for the tree trunk. Serve and enjoy!



Image from: <http://www.momendeavors.com/2013/12/christmas-tree-veggie-tray.html>

Santa Veggie Tray

Ingredients

- Red bell peppers
- Cucumber
- Black olives
- Grape tomatoes
- Cauliflower

Instructions

1. Arrange the Santa head on a large serving tray using different vegetables for decorations such as cut up cauliflower pieces, cherry tomatoes or long slices of red pepper for the hat. Peel cucumbers and arrange for the face. Be creative – you do not have to use the same vegetables or organization as the picture provided.



Image from: <http://totallythebomb.com/santa-veggie-tray>

Banana Snowman

Ingredients

- Bananas
- Grapes
- Carrots
- Apples
- Bamboo skewers
- Raisins or Craisins
- Pretzel sticks

Instructions

1. For each snowman, you will need three thick slices of banana, a grape, a sliver of carrot, some raisins, and a triangular piece/ wedge of apple.
*Tip: poke a hole in the apple piece with a bamboo skewer first to make assembly easier.
2. Slide the three slices of banana onto the skewer, followed by the apple and grape.
3. Use the carrot slivers for the noses, raisins for eyes and buttons, and pretzel sticks for arms.

Adapted with permission from Apple Schools: www.appleschools.ca/



Santa Hat Skewers

Ingredients

- Green Grapes
- Strawberries
- Bananas
- Mini marshmallows
- Bamboo skewers



Instructions

1. For each Santa hat you will need half a strawberry, a slice of banana, a grape and a mini marshmallow.
2. First slide the grape, followed by the banana slice and half of strawberry, leaving room on the top for the marshmallow.
3. After pieces have been arranged together, add the marshmallow on the top.

Image from: <http://www.thismamaloves.com/diy-grinch-crafts-recipes/>

February/Valentine's Day

Valentine's Day Skewers

Ingredients

- Strawberries/Watermelon
- Red grapes
- Bamboo skewers
- Small heart shaped cookie cutter

Instructions

1. Cut hearts out of strawberries or watermelon
2. Arrange strawberries and grapes onto skewers in pattern of your choice



Image from: <http://www.homeroommom.com/post/329-fun-snacks-for-your-valentine-s-day-class-party>

March/St. Patrick's Day

Green Vegetable and Fruit Skewers

Ingredients

Fruit skewers:

- Grapes
- Kiwis
- Melon

Vegetable skewers:

- Broccoli
- Cucumber
- Green Pepper
- Celery



Instructions

Arrange fruit/vegetables on skewer.

Image from: <http://www.smallfryblog.com/2014/03/11/st-patricks-day-skewers/>

Green Smoothie

Ingredients

- 1 cup white milk/unsweetened fortified soy beverage
- 1 cup of spinach
- 1 banana
- 3/4 cup vanilla yogurt
- 1 cup light coloured fruit (mango, peaches, pineapple work well)

Instructions

1. Add ingredients into blender, starting with milk and yogurt.
2. Blend and enjoy!



Guacamole

Ingredients

- 2 ripe avocados
- 1 small onion
- 1 garlic clove
- 1 small tomato
- 1 ½ tablespoons lime juice
- salt and pepper to taste
- pinch of cumin and cayenne pepper (optional)



Instructions

1. Peel avocados and remove pit.
2. Peel and mince the onion and garlic.
3. Chop the tomato.
4. Mash the avocado in a bowl and then stir in the remaining ingredients. Mix well.
5. Serve cold with whole grain pita bread.

Adapted with permission from Apple Schools: www.appleschools.ca/

April/May Easter/Spring

Easter Bunny Fruit Tray

Ingredients

- Kiwis
- Bananas
- Blueberries
- Strawberries
- Raspberries
- Pineapples
- 1 cheese string



Instructions

1. Arrange bunny face on a large serving tray using different cut up fruit. For example: use pineapple and banana pieces for the face, blueberries for eyes, and strawberries and kiwi for the ears.
2. Pull cheese string into 6 sections for the whiskers and place beside nose

Image from: <http://www.worthpinning.com/2014/04/bunny-head-fresh-fruit-platter.html>

Pineapple Flowers

Ingredients

- Pineapples
- Bamboo skewers



Instructions

1. After removing outer rind of pineapple, cut into slices and use a flower shaped cookie cutter to make flowers.
2. Insert bamboo skewer as the flower stem.

Image from: <http://www.minimalisti.com/diy/07/gifts-for-mothers-day-diy-bouquet-sweets.html>

Healthy Dips and Sauces to Compliment Vegetable and Fruit snacks

The following are healthy recipe options for dips and sauces. Enjoy in small amounts, with fresh vegetables and fruit or whole-wheat pita chips. Substitute these dips for ranch dressing, cream cheese, or other sauces to make the healthy choice the easy choice!

Savory Dips

Tzatziki

45 servings (makes about 5 ½ cups)

3	Cucumbers, English work best
1 tsp (5 mL)	Salt
2 cups (500 mL)	Plain yogurt, low fat
2-3	Garlic cloves
1 Tbsp (15 mL)	Vinegar
½ tsp (2 mL)	Lemon juice
2 Tbsp (30 mL)	Olive oil
¼ tsp (1 mL)	Dried mint
¼ tsp (1 mL)	Dried dill



Instructions:

1. Peel cucumbers and scoop out seeds if desired. Grate into medium bowl. Sprinkle salt over cucumbers and mix well.
2. Allow to sit for about 30 minutes. Squeeze out liquid, mix cucumbers with remaining ingredients and chill in refrigerator.

Serving suggestions:

Serve with pita bread, whole wheat crackers, as a spread on sandwiches, or as a dip for fresh vegetables. It is also great on baked or boiled potatoes, yams, and with roasted vegetables.

Recipe Courtesy of: www.healthyalberta.com

Adapted with Permission from Apple Schools www.appleschools.ca/

Egg Dip for Vegetables

11 servings (makes about 1 cup)

4	Hard-cooked eggs, peeled
1/3 cup (80 mL)	Plain yogurt, low fat
2 Tbsp (30 mL)	Light mayonnaise
2 Tbsp (30 mL)	Green onion, chopped
2 tsp (10 mL)	Fresh dill, chopped (or use ¼ tsp [1 mL] dried)
2 tsp (10 mL)	Fresh basil, chopped (or use ¼ tsp [1 mL] dried)
1 tsp (5 mL)	Dijon mustard
	Cayenne pepper and garlic powder to taste (optional)



Instructions:

1. In a food processor or blender, puree eggs.
2. Blend in yogurt, mayonnaise, onion, dill, basil and mustard.
3. Season with salt, cayenne pepper and garlic powder.
4. Refrigerate covered. Can be stored up to 3 days.

Serving suggestions:

Serve with pita bread, whole wheat crackers, as a spread on sandwiches, or as a dip for fresh vegetables.

Recipe Courtesy of: www.healthyalberta.com

Adapted with Permission from Apple Schools www.appleschools.ca/

Creamy Hummus

16 servings (makes about 2 cups)

1 can (15 oz or 450 ml)	Chickpeas, rinsed and drained
2 Tbsp (30 mL)	Lemon juice
2-3	Garlic cloves
1/2 tsp (2 mL)	Cumin
½ cup (125 mL)	Fresh parsley
	Salt and pepper, to taste



Instructions:

1. Place all ingredients into a food processor or blender.
2. Blend, adding a little water if necessary, to desired consistency.

Serving suggestions:

Serve with baked tortillas, as a spread on sandwiches, as a dip for fresh vegetables, or on toasted pita bread.

Recipe Courtesy of: www.lowfatlifestyle.com

Adapted with Permission from Apple Schools www.appleschools.ca/

Dilled Sour Cream Dip

12 servings (makes about 2 cups)

1 cup (250 mL)	Sour cream, light or fat free
6 Tbsp (90 mL)	Low fat mayonnaise
4 Tbsp (60 mL)	Fresh dill, minced (or use 2 tsp [10mL] dried dill weed)
2 Tbsp (30 mL)	Fresh parsley, minced
2 Tbsp (30 mL)	Green onion, minced
2 Tbsp (30 mL)	Chili sauce (or use 1/2 teaspoon dried chilli flakes)
1 tsp (5 mL)	Dijon mustard
2	Cloves garlic, finely minced
1/2 tsp (2 mL)	Worcestershire sauce



Instructions:

1. Combine all ingredients in a bowl. Season to taste with salt and pepper.
2. Refrigerate until well chilled.

Serving suggestions:

Serve with whole grain crackers like Ryvita, or with fresh vegetables.

Recipe Courtesy of: www.lowfatlifestyle.com

Adapted with Permission from Apple Schools www.appleschools.ca/

Homemade Salsa

12-16 servings (makes about 4 ½ cups)

2	Tomatoes, chopped
½	Onion, chopped
1	Green pepper, chopped
2	Garlic cloves, finely chopped
6	Jalapenos, fresh or from a jar, chopped
2	Fresh ears of corn (or use 2 cans of corn)
1 cup (250 mL)	Black beans, canned, rinsed
¼ cup (60 mL)	Tomato paste, unsalted



Instructions:

1. Chop the tomatoes, onion, green pepper, garlic cloves, and jalapenos into tiny pieces.
2. Combine the chopped vegetables and rinsed beans in a bowl. Add the tomato paste and mix well.

Serving suggestions:

Serve with crispy pita bread, crispy baguette or baked tortillas. Or use as a filling for fresh corn tortillas and wraps. Also delicious as a salad topper!

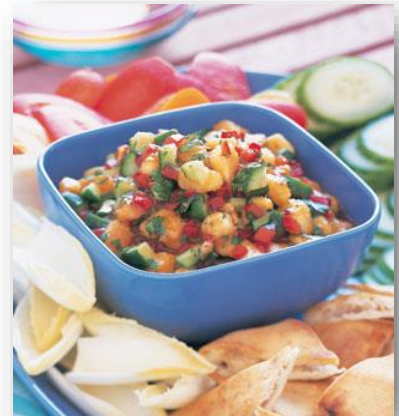
Recipe adapted from: www.healthyalberta.com

Adapted with Permission from Apple Schools www.appleschools.ca/

Cucumber Peach Salsa

8 servings (makes about 3 cups)

2 cups (500 mL)	Firm ripe peaches, peeled and diced
1 cup (250 mL)	Cucumber, diced (English is best)
¾ cup (174 mL)	Red pepper, diced
1/3 cup (80 mL)	Fresh cilantro, chopped (use less if desired)
2 Tbsp (30 mL)	Fresh lime juice
2 Tbsp (30 mL)	Apricot preserves (or use chopped dried apricot)
1 tsp (5 mL)	Chopped canned chipotle chilies in adobo sauce (or use Jalapeño peppers)



Instructions:

1. Combine all ingredients in a bowl. Season salsa at the end with a little salt and pepper if needed.
2. Refrigerate until well chilled. Stir before serving.

Serving suggestions:

Serve with crispy pitas or baked tortillas, or as a filling for a wrap. This salsa can be served as an accompaniment for grilled chicken or fish.

Recipe Courtesy of: www.lowfatlifestyle.com

Adapted with Permission from Apple Schools www.appleschools.ca/

Roasted Eggplant Spread

8 servings (makes about 1 cup)

1 medium	Eggplant
2	Orange or red bell peppers, seeded
1	Medium red onion, peeled
2	Garlic cloves, minced
1 Tbsp (30 mL)	Olive oil
1/2 tsp (2 mL)	Ground pepper
1/2 tsp (2 mL)	Salt
1 Tbsp (30 mL)	Tomato paste



Instructions:

1. Preheat oven to 400 degrees F. Cut the eggplant, bell pepper, and onion into 1 inch cubes. Toss them in a large bowl with the garlic, olive oil, salt, and pepper. Spread them on a baking sheet and roast for 45 minutes, until the vegetables are lightly browned and softened. Toss once during cooking.
2. Allow to cool slightly.
3. Place the vegetables into a food processor, add the tomato paste, and pulse 3-4 times. The mixture should still have some texture left.

Serving suggestions:

Serve with whole wheat French bread, whole wheat pita bread, use as a sandwich spread, or as a dip with vegetables.

Recipe Courtesy of: www.lowfatlifestyle.com

Adapted with Permission from Apple Schools www.appleschools.ca/

Creamy Black Bean Dip

25 servings (makes about 3 cups)

1 can (15 oz or 443 mL)	Black beans, rinsed and drained
1/2 cup (125 mL)	Salsa, mild or medium
3 Tbsp (45 mL)	Fresh lime juice
2 Tbsp (30 mL)	Canola oil
1 Tbsp (15 mL)	Cilantro leaves, fresh, chopped
1	Garlic clove
1/2 tsp (2 mL)	Ground cumin
1 container (12 oz or 341 mL)	Sour cream, low fat
1	Avocado, ripe, peeled, pitted and diced*
1	Tomato, medium
1 can (2.25 oz or 64 g)	Olives, drained and sliced
1 Tbsp (15 mL)	Lime juice, fresh



Instructions:

1. Combine beans, salsa sauce, lime juice, canola oil, cilantro, garlic, and cumin in a blender or small food processor. Secure the lid, and puree until smooth.
2. Place mixture in 9-inch pie pan and spread evenly using the back of a spoon or spatula. Top with the remaining ingredients in the order listed. Garnish dip with sprig of cilantro.
3. Tip: *Adding the lime juice at the end prevents the avocado from discolouring.

Serving suggestions:

Serve as a dip with fresh vegetables or roasted vegetables, use as sauce for wraps or fresh corn tortillas, and it can also be used as a crust or stuffing for chicken breasts.

Recipe Courtesy of: Canolainfo.org

Adapted with Permission from Apple Schools www.appleschools.ca/

Sweet dips

Apple Cinnamon Fruit Dip

12 servings (makes about 1 ½ cups)

1 cup (250 mL)	Plain Greek yogurt, low fat
½ cup (125 mL)	Unsweetened apple sauce
1 tbsp (15 mL)	Honey
1/2 tsp (2 mL)	Vanilla extract
1/2 tsp (2 mL)	Cinnamon



Instructions:

1. Combine all ingredients in a small bowl and mix. Chill and serve.

Serving suggestions:

Serve with sliced apples, strawberries, pineapples, melon, peaches or add a dollop on top of a fruit salad.

Recipe Courtesy of: enourishment.blogspot.ca

Adapted with Permission from Apple Schools www.appleschools.ca/

Poppy Seed Dip

6 servings (makes about ½ cup)

½ cup (125 mL)	Plain yogurt, low fat
2 tsp (10 mL)	Lime juice
1 Tbsp (15 mL)	Honey
1/2 tsp (2 mL)	Vanilla extract
1 tsp (5 mL)	Poppy seed



Instructions:

1. Combine all ingredients in a small bowl and mix. Chill and serve.

Serving suggestions:

Serve with fruit cubes. To make it fun you can put fruit on kabobs.

Recipe adapted from: www.food.com

Adapted with Permission from Apple Schools www.appleschools.ca/

Pumpkin Dip

28 servings (makes about 3 ½ cups)

½ cup (125 mL)	Cream cheese, low fat, softened
15 oz (450 mL)	Canned or fresh pumpkin
½ cup (125 mL)	Plain Greek yogurt, low fat
¾ cup (180 mL)	Brown sugar
3 tsp (15 mL)	Pumpkin pie spice (or a mix of nutmeg and cinnamon)
1 tsp (10 mL)	Vanilla extract
1/2 tsp (2 mL)	Ground ginger
¼ cup (60 mL)	Maple syrup (optional)



Instructions:

1. In a large bowl beat the cream cheese and sugar. Gradually add the pumpkin, pie spice, vanilla, and ginger. Beat everything until smooth.
2. Chill and serve.

Serving suggestions:

Serve with sliced apples and pears or it can be used as a spread on whole-wheat toast.

Recipe adapted from: www.tasteofhome.com

Adapted with Permission from Apple Schools www.appleschools.ca/

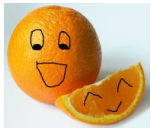


Orange
you glad
you're my friend

FRUIT GRAM LABELS



You're
the apple
of my eye



Orange
you glad
you're my friend



I'm bananas
for you



You're the apple of my eye



Orange
you glad
you're my friend



I'm bananas
for you



You're the apple
of my eye



Orange
you glad
you're my
friend



I'm bananas
for you



You're the apple
of my eye



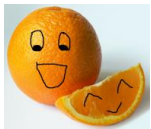
Orange
you glad
you're my friend



I'm bananas
for you



You're
the apple
of my eye



Orange
you glad
you're my friend



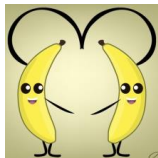
I'm bananas
for you



You're the apple of my eye



Orange
you glad
you're my friend



I'm bananas
for you



You're the apple
of my eye



Orange
you glad
you're my
friend



I'm bananas
for you



We're a
perfect
Pear



We're a
perfect
Pear



We're a
perfect Pear



We're a
perfect Pear



We're a
perfect Pear



We're a
perfect Pear



We're a
perfect Pear

Garden Guide

Step 1: Get Approval

- Check with the Principal or designate to ensure a garden can be planted and discuss type of garden and location.
- **Note:** All garden materials must be approved by school board facilities. This is part of the approval process and must be completed in partnership with the appropriate department. Your school principal will be able to support this process and should be a member of your garden team.

Step 2: Organize your Team

It takes many hands to start and maintain a school garden! Consider the following people to be a part of your team

- Administration and Administrative Staff
- Students
- Teachers
- Community members such as the Master Gardeners
- Custodial staff to aid with maintenance
- Parents

Consider which team members will be available over the summer to tend to the garden.

Step 3: Hold a Meeting

Set up a team planning meeting to discuss budget needs, type of garden and location. The following are suggested topics for discussion:

Budget:

Knowing your budget will help you decide on what type of garden you are able to have at your school. The following items are some materials to consider when making a budget:

- | | |
|-----------------|------------------------|
| • Soil | • Rakes |
| • Fertilizer | • Rain barrel |
| • Seeds | • Hose |
| • Watering cans | • Wood for raised beds |
| • Gloves | • Containers |
| • Hand trowels | • Grow lights |
| • Shovels | |

Remember to consider seeking out donations from local farmers and local businesses for materials.

You can also apply for funding to help support your garden or do fundraising. See suggestions in “Other Resources for Gardening” below.

Use the **Garden Budget** Table below in Other Resources to help keep you organized.

Garden Designs:

Each school will have a different design based on space and budget available. Schools do not need to have a large plot of land to have a successful garden. Here are some options of garden designs:

- **Containers:**

Containers can be used indoors or outdoors. You can purchase prefabricated containers or use containers that can be transformed into a garden container. Container gardening is ideal if space is limited as they can be placed on pavement and easily moved.

Remember: if using plastic containers - make sure they are food-grade plastic



- **Tower gardens:**

Tower gardens can be set up inside or outside. They are unique because they do not require soil. For more for information on tower gardens and how to purchase a tower garden for your school visit the link listed in the 'Other Resources' below. Information about other accessories including grow lights and how to guides are also available at the site listed.



- **Raised bed gardens**

If your school doesn't have the green space, but your team wants to have your garden permanently outside, raised bed gardens are an option. Raised bed gardens can be placed anywhere on your school grounds. Raised bed gardens are contained within a frame. Two common methods are a wood frame or a straw bale. Try involving your wood working class to help make the raised bed gardens!

Remember: avoid pressure treated wood – chemicals from the wood can contaminate the soil



- **Row Gardens**

Row gardens are dug into the ground. If you have the green space to dig, this is the garden for you. Remember that the ground will probably have to be tilled before use.

Important things to consider when choosing a design:

Sun: For growth most vegetables require a minimum of 6 hours of direct sunlight. *Note: for indoor gardens, you must have a space where there is ~6 hours of light shining through a window. If this is not possible, consider using grow lamps.

Water supply: There must be a nearby water supply such as a hose, tap or rain barrel.

Accessibility: Choose a location that is accessible to all students and volunteers.

Step 4.: Plant and Maintain!

Decide on what you want to grow in your garden.

Think of the end result. Do you want to grow certain produce to make a specific meal or snack? Choose vegetables and fruit that can be harvested during the school year. See Other Resources below for planting schedules for different plants.

Once you decide on what types of plants you will use, make a planting calendar to help keep you organized.

Plant

When planting check the seed packages to make sure you place seeds far enough apart. Remember – some seeds can be started inside. Some outdoor planting can start early in the spring, but most planting is after the risk of frost has passed.

Maintain

The following jobs are all part of maintaining your garden:

- a. Weeding, watering, mulching, composting.
- b. Remember that community members need access to the garden, materials and watering supplies as well – make sure this is accessible over the weekend when maintenance is needed.

Step 5: Use Produce to Learn, Celebrate and Enjoy!

Encourage teachers of all subjects to use the garden! Let all teachers know that they can use the school garden in their lessons. See the Fruit and Vegetable Curriculum Toolkit for ideas to use produce in the classroom. Or, share your produce with your school for programs and at events and celebrations.

Finally, we would like to know what you are doing! Share your garden stories with the Health Unit by contacting your school nurse (<https://www.healthunit.com/public-health-at-your-school>)

“Plant a Meal” ideas:

- ☐ Soup: carrots, celery, onion, parsley, tomatoes, peppers, cabbage, spinach, root vegetables
- ☐ Salad: greens, Swiss chard, kale, cucumbers, carrots, tomatoes
- ☐ Pizza: tomatoes, peppers, basil, oregano, onions
- ☐ Salsa: tomatoes, onions, cilantro, hot peppers, garlic

Other Resources for Gardening

Farmers' Almanac Planting Dates for London, Ontario:

<http://www.almanac.com/gardening/planting-dates/ON/London>

Tower Gardens:

<http://www.towergarden.com/grow/school-gardens>

Container Gardening:

- Government of Alberta: A Guide to Growing School Gardens in Alberta:

[http://www1.agric.gov.ab.ca/\\$Department/deptdocs.nsf/all/aet15480/\\$FILE/get_growing_manual_revised_2015_post.pdf](http://www1.agric.gov.ab.ca/$Department/deptdocs.nsf/all/aet15480/$FILE/get_growing_manual_revised_2015_post.pdf)

Other Guides:

<http://www.postoilsolutions.org/documents/Earthbox.pdf>

Funding:

- Metro Green Apple Grant

<http://www.greenapple.metro.ca/home.en.html>

- OPHEA links

<https://www.ophea.net/healthy-schools-communities/making-it-happen/healthy-schools-and-communities-potential-funding>

Local Community Gardening Resources:

- London Middlesex Master Gardeners:

<http://londonmiddlesexmastergardeners.com/>

Garden Budget:

item	Number required	Cost per item	Total cost
Gloves	12 pairs	\$2.00	\$24
Grand Total: _____			

Our Garden's Goals:

REMEMBER: Make your goal S.M.A.R.T!



Set your S.M.A.R.T. goal(s)!

Once you have decided on a design, you also want to discuss what you hope to accomplish with your garden. It is important to discuss a common goal within your team at the start of planning. Goals could be around providing outdoor, hands on teaching opportunity for students, or to provide fresh produce for your breakfast or other meal programs. Maybe it is to grow produce to make a certain dish like a salad or salsa and celebrate at the end of the year. Having a clear goal is important for the success of your garden. Setting "S.M.A.R.T." goals for your garden will help your team stay on track! S.M.A.R.T goals are:

S = SPECIFIC. To set a specific goal, make sure you can answer the five "W" questions Who, What, Where, When, Why and How.

M = MEASURABLE. Attach measurable amounts to your goals as much as possible to help you stay on track such as when you will start building your garden, when you will start planting, what type of produce you plan to plant.

A = ATTAINABLE. Think about what is realistic for your school garden. Set goals that you are confident you can reach.

R = RELEVANT. Make sure your goal is consistent with your school's current mission and vision. Is your breakfast or snack program in need of produce? Do you want more student involvement with the community? These are questions to ask when you are making a goal.

T = TIMELY. Think about the school year. What do you want to have accomplished by the end of the school year?

Examples of Smart Goals:

- *Students in grade 9 Food and Nutrition class will participate in school garden learning activities in their classrooms by the end of the school year.*
- *Students will have the opportunity to taste produce from the school garden by July 2017*
- *The garden club will make salsa using the garden produce by July 2017 for the whole school to try*
- *By the end of the school year, students will have the opportunity to taste produce at 3 tasting events*

Garden Guide References:

Durham Region Health Department. *A guide to school gardens*. Retrieved from:
https://www.durham.ca/departments/health/food_nutrition/schools/schoolGardenGuide.pdf

Government of Alberta. (2015). A guide to growing school gardens in Alberta. Retrieved from:
[http://www1.agric.gov.ab.ca/\\$Department/deptdocs.nsf/all/aet15480/\\$FILE/get_growing_manual_revised_2015_post.pdf](http://www1.agric.gov.ab.ca/$Department/deptdocs.nsf/all/aet15480/$FILE/get_growing_manual_revised_2015_post.pdf)

McAleese, J., & Rankin, L., (2007). Garden-based nutrition education affects fruit and vegetable consumption in six-grade adolescents. *Journal of the American Dietetic Association*, 107(4):662-665.

Morris, J., & Zidenberg-Cherr, S., (2002). Garden-enhanced nutrition curriculum improves fourth-grade school children's knowledge of nutrition and preferences for some vegetables. *Journal of the American Dietetic Association*, 102(1):91-93.