

# BALANCED PLATE RELAY

Time 15–20 Minutes

## Objective

Children will learn how to construct a balanced plate based on Canada's Food Guide while getting some physical activity.

## Supplies

One for each relay team:

- Paper or reusable grocery bag
- Attached food images (cut out)
- Attached plate model handout

## Location

A hallway, gym or outdoor area

## Preparation Talking Points

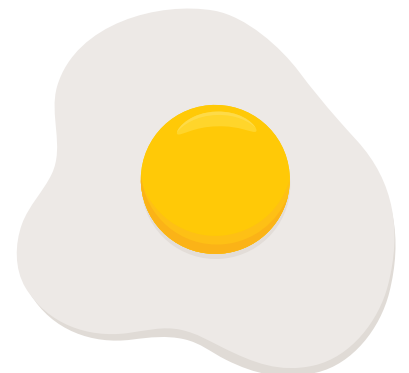
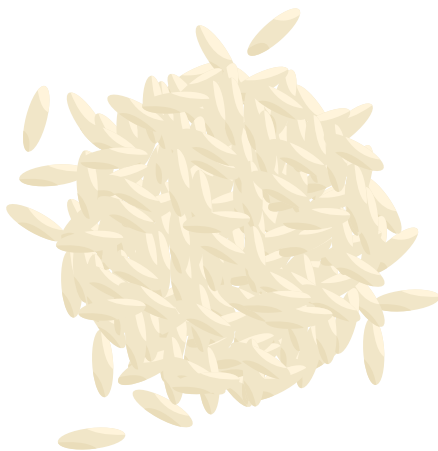
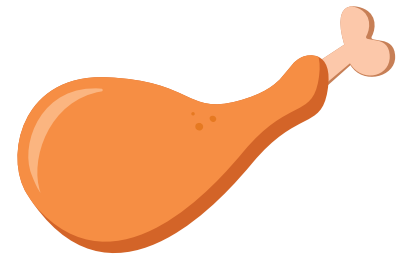
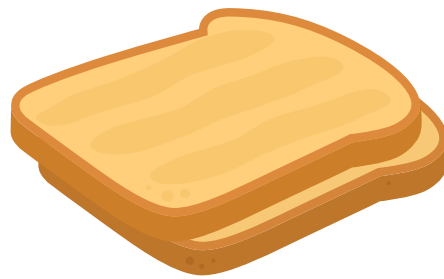
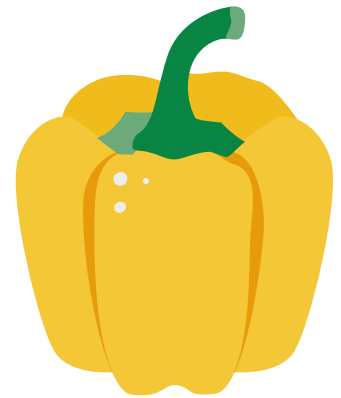
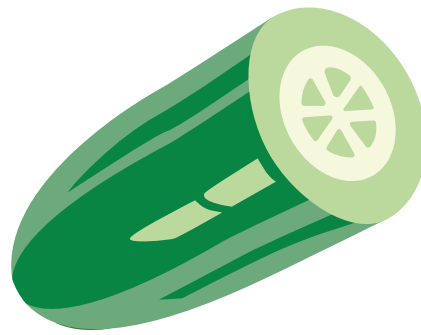
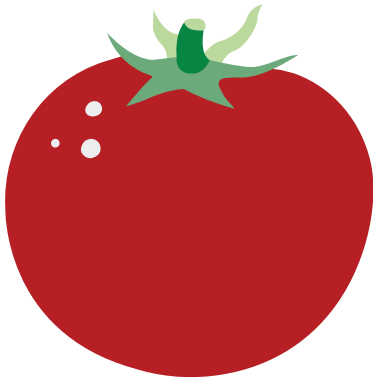
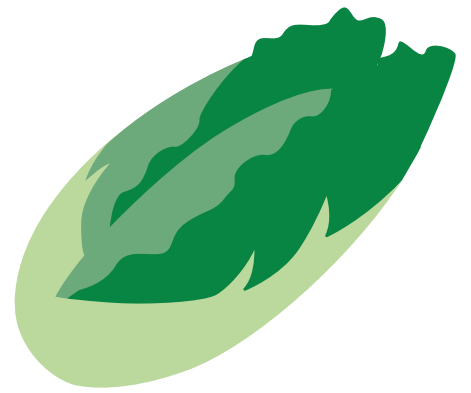
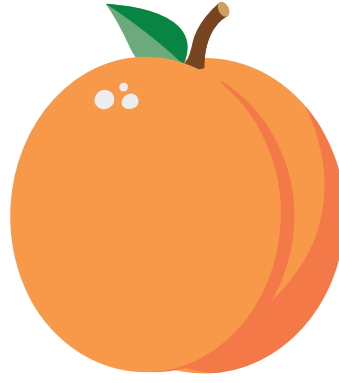
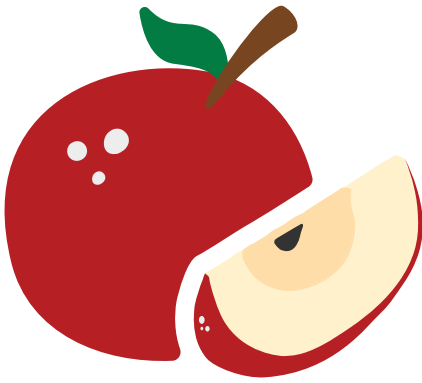
- 1 The three areas of a balanced plate are vegetables and fruit, protein and whole grain foods.
- 2 Eating a wide variety of foods every day is important because it helps our bodies get the nutrients it needs.

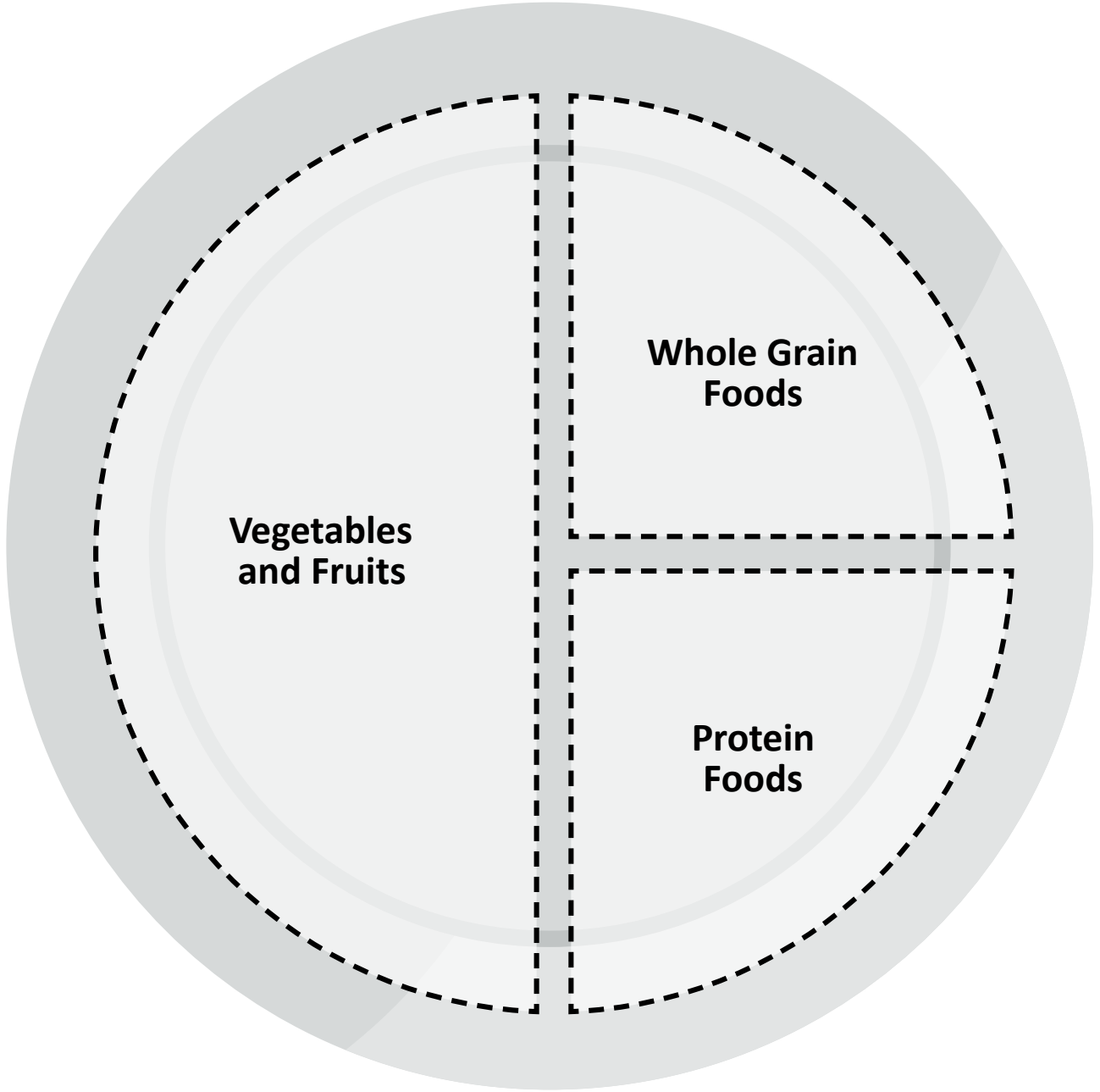
## Directions

- 1 Place an equal number of food pictures in separate bags, one for each team (pictures to cut out are attached). Put these bags at the end of the relay area.
- 2 When the leader says "Go," each team will begin its relay. The children will take turns pulling a food picture from their team's grocery bag, running back and placing the food in a pile.
- 3 After placing the food picture in the pile, the next person in line will then go. The teams will continue the activity until the grocery bag at the end of the relay is empty.
- 4 Once all food pictures have been placed in the pile, the team can begin to assemble a plate based on Canada's Food Guide (plate model is attached below).
- 5 The first team to create a balanced plate will win!

## Images for relay groups

Print and cut one copy for each relay group.





# THE BALLOON & YEAST EXPERIMENT

Time 30 Minutes

## Objective

Children will learn all about yeast and why it is important when making foods such as bread!

## Supplies

- A packet of yeast
- 1—473 mL clear empty bottle
- 1 teaspoon of sugar
- Warm water
- Balloon

## Location

Any location

## Preparation Talking Points

- 1 Yeast is a living microorganism.
- 2 Yeast eats sugar and releases a gas called carbon dioxide.
- 3 The yeast creates tiny gas bubbles and that is why bread has so many holes!
- 4 Ask the group, what do you think is going to happen to the balloon? Listen to a few of their ideas. If needed, you can explain that the carbon dioxide should start to fill up the balloon!

## Directions

- 1 Fill the bottle up with about one inch of warm (not hot) water.
- 2 Add the whole packet of yeast to the bottle and gently swirl for a few seconds.
- 3 As the yeast dissolves, it comes to life!
- 4 Add the sugar and swirl it around some more.
- 5 Blow up the balloon a few times to stretch it out then place the neck of the balloon over the neck of the bottle.
- 6 Let the bottle sit in a warm place for about 20 minutes.
- 7 The balloon should start to inflate.

## Optional

If you have extra supplies, you can follow the above steps again but don't add in the sugar. This balloon should not inflate and it can be used as a control to show how important the energy (sugar) is in this experiment.

# DRAW YOUR FAVOURITE MEAL

Time 15–20 Minutes

## Objective

To give children a chance to be creative, while showing off their favourite meals that they commonly eat or dishes they enjoy at special celebrations or holidays.

## Supplies

- Draw Your Favorite Meal handout for each student (attached)
- Colouring materials

## Location

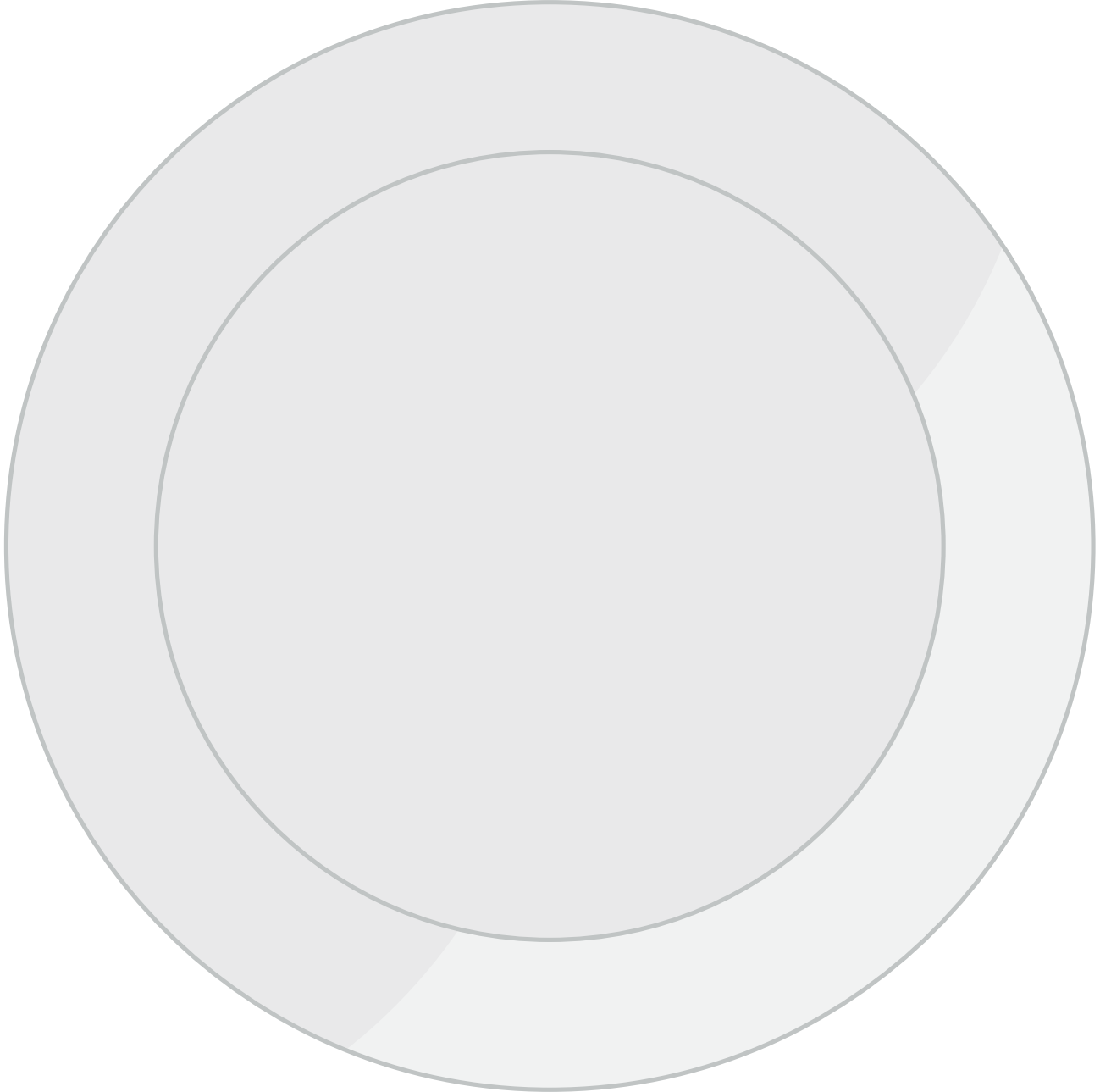
An area with tables for the children to colour

## Preparation Talking Points:

- 1 The types of foods or meals we eat are impacted by many things. For example, some of us may buy all our food from a store, while others might grow a lot of their own food or maybe hunt, fish, and gather wild food.
- 2 Our culture can impact our favourite foods and dishes. When thinking about your favourite meal, feel free to think about a meal you like to eat often or one that you only get to eat at special celebrations or holidays.
- 3 Remember to be respectful of what others draw as their favourite meal. If you haven't tasted it before, ask kind questions like "can you describe what it tastes like?" or "who in your family normally prepares this dish?" or "when do you get to eat this meal?"

## Directions

- 1 Hand out the Draw Your Favourite Meal handout to each child.
- 2 Give the kids 10–15 minutes to colour their favourite meal.
- 3 Ask for 3 volunteers to share their picture with the class and explain what they drew and why they enjoy eating this meal!



# FOOD CLUES

Time 15–20 Minutes

## Objective

To get children to think about types of foods, where foods grow, colours of foods and how foods are eaten

## Supplies

- Food Clues Handout (attached)
- 10 small pieces of paper for groups to write their answers on
- 1 pen per group

## Location

Any location

## Directions

- 1 Gather the group and have them sit in front of the presenter in groups of 3–5
- 2 Explain the following rules to the group:
  - a There are 5 clues for each food item
  - b The clues get more specific as they go on
  - c Thirty seconds will be given between each clue to discuss your answer as a group
  - d Your group can choose to guess after any clue BUT you can only guess once per food item. Remember the more clues that have been presented, the easier it is to guess!
  - e To guess, write down your answer and bring it to the presenter
- 3 Explain the scoring to the group:
  - a 0 points if you guess wrong
  - b 1 point if guess after clue 5
  - c 2 points if guess after clue 4
  - d 3 points if guess after clue 3
  - e 4 points if guess after clue 2
  - f 5 points if guess after clue 1
- 4 Start playing! Look at each guess as they come in. Keep track of each group's score on a piece of paper or on a whiteboard.
- 5 The team with the most points at the end wins!

## Onion

### Clues

- 1 I am a vegetable
- 2 I grow under the ground
- 3 I can be yellow, white, purple or green
- 4 You can peel me back layer by layer
- 5 I come in many varieties such as sweet, green, red, white and Spanish

## Chickpea

### Clues

- 1 I am in the legume family
- 2 I grow above ground
- 3 I can be bought in a can or dried in a bag
- 4 I am round and beige in colour
- 5 I am used to make hummus

## Basil

### Clues

- 1 I am a herb
- 2 I grow above ground
- 3 I am green and have rounded leaves
- 4 I am often used fresh and added at the very end of the recipe
- 5 I can be used to make pesto

## Chocolate

### Clues

- 1 My key ingredient grows in a tree
- 2 My key ingredient is a bean/ seed
- 3 I come in many varieties such as dark and milk
- 4 Some ways you can buy me include in chips and bars
- 5 I am a popular ice cream, cake and brownie flavour

## Grape

### Clues

- 1 I grow on a vine
- 2 I am a fruit
- 3 I come in many colours such as green and purple
- 4 I am round
- 5 Some like to eat me fresh while others like to eat me as jam/jelly

## Peanuts

### Clues

- 1 I am in the legume family
- 2 I grow underground
- 3 I am beige and come from inside a shell
- 4 Many people are allergic to me
- 5 I can be spread on bread or found in foods like trail mix



## Hamburger

### Clues

- 1 I am a food with lots of protein
- 2 I come from a cow
- 3 I am often barbequed or served at fast food restaurants
- 4 I am usually served on a bun
- 5 People love to put lots of toppings on me such as ketchup and mustard

## Flour

### Clues

- 1 I am often made from wheat but I can also be made from almonds, buckwheat, rice etc.
- 2 I am made in a mill
- 3 People do not eat me on my own
- 4 I am used to make lots of foods such as bread and desserts
- 5 I can be bought in many varieties such as all purpose, cake/pastry and self-rising

## Bread

### Clues

- 1 There is a whole aisle for me in the grocery store
- 2 Ingredients such as flour and water are used to make me
- 3 I come in many shapes and colours
- 4 I come in varieties such as white, whole grain, cinnamon raisin and sourdough
- 5 Many people enjoy me toasted

## Cucumber

### Clues

- 1 I grow on a vine
- 2 I am a vegetable
- 3 I am green and long
- 4 I come in varieties such as English and pickling
- 5 I am used to make pickles

# GUESS THE SPICE

Time 10–15 Minutes

## Objective

To help children become aware of some different spices that can be used in cooking to add unique flavours to their meals

## Supplies

- 10 different spices in small clear cups or jars labelled #1–10
- Guess the Spice Game Sheet (attached)
- Pen or pencil for each participant

## Location

Any location with a table to display the spices and an area for the children to write down their answers

## Preparation Talking Points

- 1 Spices can be used to add unique and fun flavours to meals.
- 2 Cooking with spices can help add flavour without the need for additional salt.

## Directions

- 1 Pick 10 spices to be displayed.
- 2 Pour each spice into a separate clear cup or jar and label them #1–10. Make sure you record what spice goes with each numbered label, to be used as your answer sheet.
- 3 Place the labelled cups of spices on a table where the children can reach them.
- 4 Cut the Guess the Spice Game sheet (attached) in quarters.
- 5 Hand out the Guess the Spice Game sheet (attached) and a pen or pencil to each child and have them form a line or gather around the table.
- 6 Instruct the children that they can look and smell but not taste the spices.
- 7 Then instruct the children to guess the spice and record their answer on their Guess the Spice Game sheet. If you think that this will be too challenging you can provide a word bank.
- 8 Review the answers as a group! Ask the group if they can think of any ideas on how they could use each spice while cooking.

### Guess the Spice

You can look and smell but do not taste!

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

### Guess the Spice

You can look and smell but do not taste!

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

### Guess the Spice

You can look and smell but do not taste!

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

### Guess the Spice

You can look and smell but do not taste!

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

# MYSTERY BAG

Time 10–15 Minutes

## Objective

To get children to use their senses to identify a food

## Supplies

- Bag you can't see through
- A food

## Location

Any location

## Preparation Talking Points

- 1 Exploring foods using our senses can help us feel more comfortable with new foods.
- 2 Ask the group what our five senses are (taste, touch, sight, smell, sound).

## Directions

- 1 Choose any food to put into the bag. Make sure children do not see you putting the food in the bag.
- 2 Ask the children to feel the food, describe the shape, size and texture, and guess what it might be. If there are many children participating, ask them to save their guess for when everyone has had a chance to feel the food.
- 3 Remove the food from the bag. Ask the children to identify the food and ask them what can be made using this food.
- 4 Cut the food to observe the inside (e.g., seeds, pits, core).
- 5 Prepare the food in a dish, serve, and enjoy.

# NUTRITION SCATTEGORIES

Time 15–20 Minutes

## Objective

To get children thinking about different foods and kitchen products

## Supplies

- Scattegories Handout (attached)
- 1 pen or pencil for each group

## Location

Any area with a hard surface for groups to write on

## Preparation Talking Points

- 1 Review the example attached below

## Directions

- 1 Divide participants into groups of two or three.
- 2 Give each group a scattegories handout (attached).

- 3 Have the Instructor pick any letter from the alphabet and tell the class.
- 4 Instruct participants to complete Round 1 by filling in words that start with the letter that was picked.
- 5 Give groups enough time to finish.
- 6 Compare answers at the end and add up the points.
  - a You receive 1 point for every unique answer! This means a group only receives a point if they were the only ones to pick that answer.  
Example: Two groups say “sushi” and 1 group says “salmon”. Only the group that said salmon would receive a point as their answer was unique.
  - b The group with the most points at the end wins.
- 7 Repeat steps 3–6 for rounds 2 and 3.

## Sample Round

Food Type	Answer	Points
Fruit	Blueberries	
A food that grows in a tree	Brazil nuts	
A food that grows on the ground	Beans	
A food with a nutrition facts table	Baba ghanouj	
Type of soup	Barley	
Breakfast food	Berry smoothie	
Lunch food	Bacon, lettuce and tomato sandwich	

**Round 1**

<b>Food Type</b>	<b>Answer</b>	<b>Points</b>
Orange snack food		
Vegetable		
Fruit		
A food that grows in a tree		
A food that grows on the ground		
A food with a nutrition facts table		
Type of soup		
Breakfast food		
Lunch food		

**Round 2**

<b>Food Type</b>	<b>Answer</b>	<b>Points</b>
Supper food		
Food that is cold		
Food that is hot		
Something in freezer		
Something in fridge		
Type of salad		
A canned good		
A food that grows underground		
A type of spice		

**Round 3**

<b>Food Type</b>	<b>Answer</b>	<b>Points</b>
Whole grain food		
Vegetable or fruit		
Protein food		
Dessert		
Cooking utensil		
Kitchen appliance		
Type of drink		
Condiment		
Snack food		

# OIL & CINNAMON HANDWASHING GAME

Time 10 Minutes

## Objective

To explain that improper handwashing allows bacteria and viruses to grow and get into our bodies, which can make us sick.

## Supplies

Oil and cinnamon

## Location

Any location with a handwashing sink

## Preparation Talking Points

- 1 Bacteria and viruses are like teeny tiny bugs that run all over your hands that we need to wash off.
- 2 Improper handwashing allows these germs to grow and get into our bodies, which can make us get an upset stomach or pick up a cold or flu.
- 3 Everyone needs to wash their hands before working with food, before handling clean dishes, after going to the bathroom, after blowing your nose or coughing into hands, before and after eating or drinking, after handling raw food, after shaking hands or touching your face or hair, and after touching any surface that has not been sanitized.
- 4 The handwashing sink is only for washing hands, not for food or dishes.
- 5 You need soap and warm water to wash hands correctly.
- 6 Be sure to scrub between and around fingers, wrists and the fronts and backs of hands.
- 7 You can sing the "Happy Birthday" song twice, as this should take the appropriate 20 seconds, while washing hands with soap and water.
- 8 When you are done washing your hands, you should dry your hands with a paper towel.

## Directions

- 1 Gather the children together. Pour a few drops of oil into each of their hands and have them rub their hands together and fully coat them with oil.
  - a Instruct them to not to touch anything else.
  - b Tell them that this represents the oil from their bodies.
- 2 Choose two children and sprinkle a bit of cinnamon on their hands.
  - a Tell them that this represents the germs on your hands that we pick up from coughing and touching surfaces like doorknobs.
- 3 To see how germs (cinnamon) are spread, have them shake all the other children's hands as they introduce each other and mention what their favourite food is.
  - a For example, "Hi, I'm Sammy...nice to meet you! My favourite food is pizza". This is a great icebreaker or a way of helping the children get to know each other better.
  - b Look at everyone's hands and see how the cinnamon has spread!
- 4 Have everyone line up at the handwashing sink and wash their hands for 20 seconds with soap and water.
- 5 Have children dry their hands with a paper towel.