

Cooking Skills - Advanced Preparation For Teachers

Welcome to the kitchen! Remember to enjoy working with the children and as much as possible, let them do the work to produce tasty foods. The following will help things run as smoothly as possible:

1. Ensure you store all foods correctly. Refrigerate perishable items immediately after purchase.
2. If you are an inexperienced cook, try the recipe at home first. It helps identify potential challenges.
3. Manage your time carefully; allow enough time for children to complete the cooking activity at a steady pace. Remember to allow enough time to complete all the processes of cooking, washing up, setting the table, enjoying the food and putting everything away afterwards.
4. Be organised in advance but try and allow the children to experience the whole process of garden to table. Skills like weighing and measuring of ingredients for the children is important. For the younger children some things may have to be peeled or chopped for them.
5. Conduct a risk assessment before each cooking lesson (See Teacher Resources) and ensure that there is a first-aid kit on hand and that all children have parental/guardian permission to cook at school.
6. Check if there are any special dietary requirements in the class and send a Permission Slip home (See Resource 10).
7. Colour-code all equipment at each work station with a non toxic paint. This will create accountability for each group, as they will be responsible for keeping their station in order. This will allow you as the teacher to ensure all equipment has been returned.
8. Ensure the equipment is all clean and safe to use and afterwards dry and clean before you return them to the cupboard.
9. Evaluate each cooking lesson with the class afterwards. This will allow students to take responsibility and ownership and devise solutions to issues they may have encountered. Suggested questions could include;
 - What went well?
 - What didn't go as planned?
 - How can you improve on this for next time?

Four important messages should run through the cooking component of this pack:

1. Cooking skills

- Cut, chop, slice and dice
- Mix, knead, shape and bake
- Grate, crush, stir and sieve
- Cook dishes and meals from a range of cultures

2. Healthy eating (link to Crunch&Sip ®)

- Eat a variety of foods
- Eat two portions of fruit and five portions of vegetables everyday
- Limit, salt, sugar and fat intake
- Drink lots of water

3. Food safety and hygiene

- Wash, wipe, clean

4. Sustainability

- Cooking what we grow
- Compost and recycling

Teacher checklist before you cook

- Check kitchen area and equipment is clean and safe to use.
- Set up workstations in the kitchen for each cooking group. This should include all necessary cooking and cleaning equipment. Set up an area to sit and eat.
- Prepare and explain cleaning rosters and cooking procedures. Think about how will the composting and recycling material be handled? Where will cold food be stored?
- Look at the recipe the week before you cook and check which ingredients are available in the garden and which will need to be purchased. Check equipment is ready. Allow time to shop and store food properly. If you need to use alternative ingredients or want to use another recipe you can use the recipe bank, phone Healthy Kids Association 1300 724 850, go to website www.healthy-kids.com.au or use your own.
- Discuss health and safety with the children and all volunteers in the class. Use the Broken and Faulty Equipment resource. Place it in the kitchen where children and volunteers can take responsibility to report.

Food Learning - tips

1. Start a 'Cooking Journal' with each student. They can create a title page for their kitchen model. All health, safety and hygiene sheets, recipes and achievement certificates can be placed in this folder.
2. Read through the method of the recipe with the class before the cooking session (Suggested classroom activity - cut and paste the method in correct order using the Smartboard). Allocate jobs at this time by writing names or initials next to the 'method' steps on the recipe sheet.
3. Read and explain new vocabulary and spelling of new words with the students before the cooking class. Learning the recipe terminology is essential to the success of the recipe.
4. Always demonstrate the recipe to the class on the day. This can be done in its entirety or broken down into steps where you demonstrate one thing and they go away and complete this and then come back to view the next step.
5. Classroom management is your survival guide in the kitchen and will ensure a successful result. Set up procedures or rules such as:

- Not entering the room without a teacher.
- No running in the kitchen.
- Clean as you go.
- Have you read your recipe?
- No sitting down to eat until your workstation is clean.
- No licking fingers. Beaters and spoons can be licked when things are in the oven, remember hygiene.
- Many hands make light work.
- Share tasks, so the same person doesn't end up doing the same task every week.
- All ingredients and equipment must be collected at the start of the lesson. This minimises movement in the room.
- How to wash up.
- How to clean down the bench with sanitising spray.
- Setting up the workstation with a cutting board, paper towel for compost and rubbish bowl.
- Taking out the rubbish and relining the bin.
- Taking out the compost.

Sample Food Learning Activities 1-15

See Resource 10 for media release, parental permission form, risk assessment and Crunch & Sip resource ordering and registration.

Activity 1 – Getting Started

Brainstorming session

Start a 'Cooking Journal' for each student - include title page, recipes, photos, pictures, brainstorming sessions and ideas on healthy eating.

All Stages

Brainstorm edible plants that may be in your kitchen garden.

Questions:

- What have you eaten today? Students become aware of differences of foods eaten at home.
- Where did your food come from?
- Which is your favourite fruit?
- Which is your favourite vegetable?
- What would you like to see grown in our garden?

ES1-S1

- Draw pictures/paintings of favourite fruits to go up in the classroom. Get the students to group the fruits and count how many like the different chosen fruit and vegetables. They can group them according to preference, colour or shape.
- See KidsGrow KidsCook resource disk for Fruit and Vegetable flashcards
- Fruit and vegetable colouring activity
- <http://www.kidsandcooking.co.uk/puzzledownload.cfm?puzzle=28332>

S2-S3

- See **Resource 2** fruit and vegetable chatterbox activity.
- Students create a class survey on individual choices of fruits and vegetables. Use graphs and pie charts to display favourite fruit and vegetables and what would they like to be seen grown in the garden*.

* Remember not all fruits and vegetables will /can be grown as this will be limited, by soil, season, weather and location.

Checklist

- KidsCook Journal
- Varieties of different fruits and vegetables
- Media release
- Parental permission slip
- Risk assessment
- Discuss behaviour in the kitchen

Activity 2 - Variety of foods and taste testing.

Use the Australian Guide to Healthy Eating poster found in the **Crunch&Sip®** resource.

ES1-S1

Questions:

Which are the two biggest groups on the poster?

Which foods can you see in these groups?

Which is the smallest group in the corner of the poster?

Which foods can you see in this group? Why do you think it is the smallest group?

Which are the middle-sized groups?

What foods can you see in these groups?

Summary: The Healthy Eating poster shows what we need to eat to be healthy. It helps us to remember that we need a variety of foods and drinks in order to grow, help us think and stay healthy.

See **Resource 2** Find-a-Word.

S2-S3

Use the Australian Guide to Healthy Eating poster found in **Crunch&Sip®** resource.

Identify the main food groups on the poster.

Students discuss the healthy eating principles (Go into as much or little detail as you like).

See **Resource 2** Find a Word

All Stages

Tasting session

Using the 'In Season Calendar' (**Resource 2**), gather a range of fruit and vegetables, wash and prepare appropriately. Students will taste the different fruit and vegetables. Encourage students to try something new and everything at least once. Research has shown that children may need a new food introduced up to 10 times before they will try it or like it. See **Crunch&Sip®** resource for activity sheets and information about fruits and vegetables.

Students comment on:

Taste (sweet, sour, bitter, bland, spicy)

Smell (sweet, fresh, strong)

Texture (smooth, rough, furry, prickly, grainy)

Colour

What do they like or dislike about the fruit and vegetables?

Week Of Tastes

See www.weekoftastes.com.au

The Week of Tastes is a program developed for primary school students to discover new flavours, understand how the five senses are used to appreciate food, enrich their food vocabulary and understand the link between good food and good health.

Fruit and vegetables in season February, March and April respectively:

See www.sydneymarkets.com.au

February

Fruit

Cherry, apricot, peach, nectarine, plum, yellow grapefruit, orange, strawberry, blueberry, mangosteen, mango, lychee, banana, passionfruit, grape, fig

Vegetables

Rocket, herbs, capsicum, chilli, okra, avocado, squash, zucchini, cucumber, chilli, tomato, radish, garlic, salad onion, red onion, leek, celery, asparagus

March

Fruit

Pear, apple, quince, plum, peach, nectarine, plum, lime, pistachio, hazelnut, almond, custard apple, lychee, banana, passionfruit, melon, grape, fig, guava, kiwi, pomegranate

Vegetables

Red cabbage, Asian greens, lettuce, herbs, avocado, pumpkin, olives, capsicum, chilli, eggplant, tomato, potato, sweet potato, brown onion, shallot, red onion, leek, celery, field mushrooms

April

Fruit

Pear, apple, quince, lime, pistachio, peanut, hazelnut, almond, chestnut, walnut, pecan, guava, kiwi fruit, pomegranate

Vegetables

Red cabbage, Asian greens, lettuce, spinach, silver beet, chicory, bay leaves, chives, coriander, dill, parsley, rosemary, sage, tarragon, thyme, avocado, pumpkin, olives, ginger, carrot, parsnip, fennel, mushroom

Checklist

- 5 food groups
- Fruits and vegetables in season
- Characteristics of fruits and vegetables
- Walk through kitchen
- Personal hygiene

Activity 3 - Health, Safety and Hygiene

All Stages

Use Resource 5

Students learn the rules of the kitchen and identify the parts of the recipe.

Laminate the posters to put up in the kitchen. These can then be used to reinforce essential health and safety rules during lessons.

Posters

- A- Safety in the Kitchen
- B- Hygiene in the Kitchen
- C- Knife Handling
- D- Electrical Safety
- E- Microwave Safety
- F- Preventing Burns and Scalds
- G- Preventing Falls and Cuts
- H- Lets Cook

ES1-S1

Use **Resource 4** - 'The Roster' and together with the students, assign jobs to the roster.

Prepare **recipe 1** from the recipe booklet.

Demonstrate chopping and let the students mix the salsa.

Use Play dough or plasticine and a blunt ruler to show how to chop while you are chopping the vegetables.

Sit down and share the salsa with some pita bread and vegetables sticks.

S2-S3

Use **Resource 4** – 'The Roster'. Get the students to devise a roster and if working with a group to elect a team leader for each group each week.

Prepare **Recipe 1** from recipe booklet

Demonstrate the knife skills and go through knife safety, but then let the students follow the recipe and use all the skills.

Sit down and share the salsa with some pita bread

Go through the hygiene principles and cleaning up before, during and after making the recipe.

Checklist

- Parts of a recipe
- Hand washing
- Keeping food safe
- Washing up
- Knife handling
- Equipment
- Washing of fruit and vegetables
- Teams and roster
- Kitchen workstation
- Kitchen procedures

Activity 4 – Equipment

All Stages

Refer to the 'age table on skills' at the beginning of your recipe section.

Use **Resource 5** – Students complete knife handling and identifying equipment activities.

- Arrange all the equipment you will be using this term and lay it out on the bench.
- Identify the equipment and its purpose with the class.
- Students identify what each is and what it is used for.
- Demonstrate with some of the harder equipment you know the class will be using, i.e. grater, cook's knife, peeler, measuring jug, spoons.

Prepare **Recipe 2** from the recipe booklet. Demonstrate to begin with and then let the students use the equipment. Use the age guide along with your knowledge of your classes abilities on what to let the earlier stages use and what to demonstrate with.

Ensure every cooking session you talk about hygiene, health and safety along with ensuring everything is cleaned up and where appropriate stored properly. Use **Resource 6** and have students complete the safety quiz.

Checklist

- Equipment
- Measuring
- Hygiene and safety
- Hazards
- Cutting techniques

Activity 5 - Cooking Skills

All Stages

Continually recall and reinforce skills and procedures.

Always demonstrate new skills and how to use equipment.

Examples:

- Beating an egg
- Peeling
- Grating
- Different chopping methods (slicing, dicing, mincing)
- Measuring using alternative ways (cups, scales, fluid in jug, balance scales)

Prepare **Recipe 3** from the recipe booklet. Use the 'age table on skills' to determine which skills each stage should be doing.

Checklist

- Equipment
- Knife cutting techniques
- Measuring

Activity 6 - Seasonality

All Stages

Use the 'Seasonality Calendar'. Plan dates for harvesting different fruits and vegetables and write these on the classroom calendar. Discuss what will be harvested on different occasions. Think about special occasions and what is in season on these occasions, for example:

- Term 1 - Easter, Anzac Day, relevant birthday.
- Term 2 - Mothers Day etc.

Prepare **Recipe 4** from the recipe booklet.

ES1-S1

Discuss and identify special celebrations that may occur throughout the year and the foods eaten on these occasions. Identify the month of their birthday, the season and fruits and vegetable available in that month.

Demonstrate **Recipe 4** and get the students to help mix, serve, sit and then share.

S2-S3

Students identify the different seasons, learn the names and the weather in that season.

When would they plant and harvest different fruits and vegetables?

Why do you plant in one season and harvest in another?

When would their favourite fruit or vegetable be harvested?

Students under supervision to prepare **Recipe 4**.

See **Resource 7** certificate for being a safe cook in the kitchen.

Checklist

- Seasons and fruit and vegetables
- Celebrations and food
- Certificate

Activity 7 - Balanced Meals

All Stages

Use the Healthy Eating poster (**Resource 1**) and Healthy Eating Tips hand out to describe the 10 healthy eating tips. Talk about the different food groups. Students complete the blank template from the **Crunch&Sip® resource**.

Discuss with the students what they will be planting or have planted and will be growing in the garden. Discuss what ingredients they could choose and what would they need to add to make a balanced meal.

Prepare **Recipe 5**:

Use the **Crunch&Sip® resource** and choose activities on snacks, breakfast and lunch.

Checklist

- Healthy eating tips
- The Australian Guide to Healthy Eating
- 5 food groups

Activity 8 - Meal Times

All Stages

Questions:

What are the different meal times? Discuss why it's important to eat breakfast, lunch and dinner. Brainstorm the benefits of eating as a family and with the TV off.

What do you eat at the different meals?

Identify the differences between cultural groups in the class and what they eat for breakfast.

Discuss why some foods are traditionally eaten at certain times of day.

Complete a Food Diary. See **Resource 9**. Discuss why certain foods are eaten at certain meals and ways of including foods from the 5 food groups in every meal. Discuss the importance of breakfast and better choices of foods.

ES1-S1 can draw what they ate yesterday.

S2-S3 can complete the weekly planner.

Split the students into 3 groups (either via stages or class) one group can prepare breakfast (S1), one can prepare lunch (S2) and one can prepare supper (S3). Follow **Recipe (6 A-C)**. This activity can also be spread over a 3 week period.

Checklist

- Meal planning
- Consumption of fruit and vegetables

Activity 9 - Learning About Different Cultures And Food

All Stages

Students list some different countries and identify foods that traditionally relate to that country.

Prepare **Recipe 7**.

Describe what the food is and the country it is from. Use a map to show the children where the country is.

Sit and share the meal.

You could even make it a theme and dress the room, the table or yourself as that country.

Checklist

- Cultures and food

Activity 10 - Native Gardens Bush Tucker

All Stages

If possible, plant and cook with some home grown Australian plants. A lot of these can be ordered over the internet if none have been grown. Prepare the bush tucker recipe and teach the children about some of the native plants.

Talk about where the Aboriginals would get their food and what they would eat. Define inland, coastal, mountainous, river and desert regions and the different foods available.

Prepare **Recipe 8**.

Checklist

- Edible native foods

Activity 11 - Smart Swaps For Snacks

All Stages

Questions:

What is your favourite snack?

Do you eat your afternoon snack at home after school or before coming home from school?

How many servings of fruit and vegetables did you have yesterday?

What snacks could we grow in the garden?

What is in season in March?

Add other aspects to the simple snack and think about the food groups.

Discuss smart snacks (fruits and vegetables) and snacks that can add problem ingredients like fat (especially saturated fat), excess sugar and salt to the diet.

Prepare **Recipe 9**

S2-S3

Smart Snacks

Exchange snacks from the small food group with things from the larger food groups.

Instead of	Try
Soft drink	Water, milk (reduced fat) or small 125ml fruit juice (no added sugar). Fruit smoothie/milkshake (low fat).
Potato Chips	Popcorn (natural, unsalted)
Chocolate Brownie	Rice crackers (wholegrain) with peanut butter (low salt), jam or honey.
Lollies	Fresh, frozen or dried fruit.
Muffin	Small serve wholegrain cereal with milk (low fat).
Doughnut	Wholegrain toast/crumpet or raisin toast.
Ice cream	Fresh or frozen yoghurt or ice cream (low fat) with fruit.

Checklist

- Smart snacking

Activity 12 - Benefits Of Food

All Stages

Brainstorm - Why does our body need food?

Think about, bodies growing, repairing themselves, our minds and learning, energy to play and take part in sport.

Questions:

What is important about fruit and vegetables?

What is important about breads, cereals and pasta?

Fruit and vegetables are a big group in our day because:

- They are important sources of vitamins and minerals.
- Can help to keep you at a healthy weight.
- Keep your digestive system functioning well.

It is important to get the right amounts from all the food groups.

Prepare **Recipe 10**; replace some of the produce with your own if possible.

Checklist

- Nutrient needs of body
- Variety and balance of food in the diet
- Live life well message

Activity 13 - Menu Planning

All Stages

Visit the garden with the students and record what they are growing and what will be ready to harvest for the next cooking session. Design a menu or pick a recipe using the produce to share with friends, teachers, other students, family and volunteers. For homework, students can use the Recipe template (**Resource 8**) and write out their favourite recipe to share with the class. You may choose to cook some of these or use **Recipe 11**. Brainstorm - soups, salads, pasta, curries, sandwiches, smoothies. Include something from the garden for each different meal.

Further support is available at www.healthy-kids.com.au or by calling 1300 724 850.

Students design an invitation for the following lesson.

Checklist

- Recipe creation
- Invitation

Activity 14 - Celebrating Your Garden

All Stages

Prepare the meal you designed last week and invite, friends, volunteers and family to see what's been happening in the garden and the kitchen at school.

Provide your students their certificates of accomplishment. See **Resource 7**.

Checklist

- Celebrations with food
- Certificate

Activity 15 - Future Thinking and Keeping The Garden Going

All Stages

Use your calendar and write on each month what you are hoping will be harvestable during the year. Then research with the class and plan future recipes. Quite often you will have excess produce from the garden. This could be used to make food by your class for the canteen, events days and fundraising.

Don't forget to let some things go to seed and collect them to dry and use to plant next season. The garden can become sustainable. Share your new cooking and skills with your community, family and friends, inviting them along to share what you have prepared from your garden!

Checklist

- Future planning and sustainability

The Five Main Food Groups

The Australian Guide to Healthy Eating shows the five main food groups:

1. Vegetables and legumes
2. Fruit
3. Milk, yoghurt and cheese
4. Lean meat, fish, poultry, eggs, nuts, legumes
5. Bread, cereals, rice, pasta, noodles

The smaller group on the bottom right hand corner are 'extra' foods with less or little nutritional value and therefore should only to be eaten occasionally.

The plate gives you an idea of you how much you need from each group, what you need more of and what you need less of.

Food and beverages (water especially) are vital to us living a healthy life as they contain essential nutrients, vitamins and minerals.

Nutrients, vitamins and minerals are involved in the following:

- Growth and development of the body
- Growth of healthy hair, bones, skin and teeth
- Boosting our immune system and fight off illness
- Helping us to do well at our favorite sports
- Helping us concentrate and do well with our school work
- Giving us the energy to play with our friends and take part in all our favorite hobbies
- Different foods have different nutrients, and different nutrients have different jobs.
- Eat a variety of foods in order to have a healthy, varied and balanced diet.

LOTS OF COLOURS ON A PLATE = LOTS OF DIFFERENT NUTRIENTS = HEALTHIER YOU!

Take home messages:

- Eat well and choose a variety of foods
- Eat 2 portions of fruit and 5 portions of vegetables everyday
- Limit intake of salt, extra sugar and fat (especially saturated fat)
- Drink lots of water



Live Life Well

Live Life Well messages can be introduced here. Go to <http://www.livelifewell.nsw.gov.au/>

Fill your plate and lunch box with fruits and vegetables as they:

- Contain so many different essential vitamins and minerals that keep us happy and well.
- Contain fibre, which keeps our digestive system healthy.
- Keep us a healthy weight.

Have breads and cereals at every mealtime as they:

- Are an important source of carbohydrates, B vitamins and iron.
- Give us lots of energy to get through our day and do all our activities the best we can.
- Keep our digestive system working well. The wholegrain/wholemeal varieties are the better choice as they have more fibre and fill you up.
- Breakfast breaks the fast from sleep. Make a great breakfast. Have breakfast everyday it helps you concentrate and gives you the energy to start your day.

Remember read the label on these foods and choose lower sugar and salt varieties with some wholegrain and higher fibre ingredients.

Have at least 2 to 3 (teenage girls) of these a day milk, yoghurt & cheese as they:

- Are an important source of nutrients calcium and protein.
- Help our bones and teeth to grow healthy and strong and protect them from breaking.
- Help to repair damaged skin, hair, bones and help us grow and develop.

Remember to eat and drink reduced fat varieties.

Have at least 2 of these a day - lean meats, poultry, fish, eggs, legumes, tofu as they:

- Are an important source of protein, iron and zinc.
- Help growth and muscle development, tissue repair and metabolism of other nutrients.
- Help support our immune system.

Chips, Chocolate, Fizzy Drinks, Lollies, Ice Cream

It is important not to have these foods too often. They can contain excess fat, sugar salt and energy.

It is very important to enjoy our food every day and keep it interesting by trying new things! Food is fun and by having a garden at school, we are going to learn where it comes from and how to make it into something we can eat, enjoy and share with friends, family, the community and your teachers.

10 Points To Remember

1. Eat foods from each of the 5 groups everyday except the 'sometimes' group.
2. Try and eat lots of fruits and vegetables of different colours, the more colours on your plate and in your day the more nutrients you get.
3. Limit salt, sugar and saturated fats.
4. Eat more wholegrain breads and cereals.
5. Keep active and stay in shape.
6. Start your day with breakfast.
7. Snack smart.
8. Drink more water.
9. Be adventurous and try new things.
10. Make healthy eating fun.

Resource 2: Seasonal Calendar and Ideas

Eating according to the seasons is an important part of a healthy and sustainable diet: it has a host of benefits for your health, the environment and local businesses.

See website; www.sustainable.org/issues/eatlocal

january

Fruit

Pear, apricot, peach/nectarine, plum, strawberry mulberry, blueberry, blackberry, raspberry, pineapple, mango, lychee, banana, passion-fruit, melon and grape.

Vegetables

Rocket, herbs, runner beans, green beans, borlotti beans, avocado, squash, zucchini, cucumber, capsicum, chilli, eggplant, tomato, radish, spring onion, garlic salad onion, red onion and leek.

Australia Day

Australia Day Summer Kebabs

800g chicken tenderloins, cut into cubes
1 small red capsicum, deseeded, cut into cubes
1 small yellow capsicum, deseeded, cut into cubes
2 small zucchini, cut into rounds
2 tablespoons olive oil
Vegeta Twist Chicken and Poultry Seasoning/ soy and honey marinade
Salad leaves, to serve
*Remember to wash all vegetables first.

Method

1. Soak bamboo skewers in boiling water for 30 minutes.
2. Combine seasoning, oil and marinade.
3. Alternate chicken and vegetables onto the skewer. Starting and finishing with the chicken.
4. Marinate kebabs in the refrigerator for 30 minutes.
5. Heat a BBQ or grill and cook kebabs, turning as browning and cooking. Make sure the chicken is cooked through and not pink.
6. Wash salad leaves and dry.
7. Serve the kebabs on the leaves.

February

Fruit

Cherry, apricot, peach, nectarine, plum, yellow grapefruit, orange, strawberry, blueberry, mangosteen, mango, lychee, banana, passionfruit, grape, fig.

Vegetables

Rocket, herbs, capsicum, chilli, okra, avocado, squash, zucchini, cucumber, chilli, tomato, radish, garlic, salad onion, red onion, leek, celery, asparagus.

Chinese New Year

Chinese Salad

Snow peas

Rocket

Red onion/shallot

Water chestnuts

Crispy noodles

Dressing: 3 parts olive oil to 1 part light soy sauce and salt and pepper to taste.

*Remember to wash all vegetables first.

Method

1. Combine the dressing ingredients in a small jar and shake well.
2. Wash all salad ingredients, dry and chop.
3. When ready to serve combine all ingredients in a bowl and dress.

March

Fruit

Pear, apple, quince, plum, peach, nectarine, plum, lime, pistachio, hazelnut, almond, custard apple, lychee, banana, passionfruit, melon, grape, fig, guava, kiwi, pomegranate.

Vegetables

Red cabbage, asian greens, lettuce, herbs, avocado, pumpkin, olives, capsicum, chilli, eggplant, tomato, potato, sweet potato, brown onion, shallot, red onion, leek, celery, field mushrooms.

St Patricks Day

Minted Pea Soup and Sour Dough Bread

(serves 4)

Ingredients:

- 20g reduced-fat, poly or mono unsaturated margarine
- 1 tsp olive oil
- 1 small white onion, chopped
- 1kg frozen peas
- 2 cups (500ml) reduced-salt chicken stock
- 1 cup mint leaves
- 4 slices wood fired bread, toasted
- Cream cheese (reduced-fat), to spread
- 8 slices smoked salmon
- 4 tbs (1/3 cup) natural yoghurt (reduced-fat)

Alternatives: Sourdough bread/herb bread

Method:

1. Wash mint leaves and pick from the stem. Place in a bowl and snip with scissors.
2. Peel and finely dice the onion.
3. In a medium saucepan, saute the onion in the margarine on a medium heat.
4. Add the liquid stock and frozen peas and cook until soft. Push through a sieve or use a kitchen whiz. Can be served cold or warm. Stir through yoghurt before serving and sprinkle with mint.
5. Preheat oven: 180°C.
6. Place bread on baking tray and brush on oil. Bake until lightly golden and crisp for approximately 8 minutes.
7. Allow bread to cool and spread with cream cheese and top with smoked salmon. Serve with soup.

April

Fruit

Pear, apple, quince, lime, pistachio, peanut, hazelnut, almond, chestnut, walnut, pecan, guava, kiwi fruit, pomegranate.

Vegetables

Red cabbage, asian greens, lettuce, spinach, silver beet, chicory, bay leaves, chives, coriander, dill, parsley, rosemary, sage, tarragon, thyme, avocado, pumpkin, olives, ginger, carrot, parsnip, fennel, mushroom.

Easter, Anzac Day

Warm Lamb Salad

(serves 4)

Ingredients:

- 1 tbs Artisse Organic All Purpose Seasoning
- 3 (about 600g) lamb eye of loin (backstraps)
- 2 tbs olive oil
- 2 corn cobs, husks and silk removed
- 2 bunches asparagus, woody ends trimmed
- 1 bunch watercress, sprigs picked
- 125g cherry tomatoes, quartered
- 1 avocado, stone removed, peeled, chopped

Dressing:

- 2 tbs extra virgin olive oil
- 1 tbs fresh lime juice
- 2 tsp wholegrain mustard
- 1 small garlic clove, crushed

Method:

1. Wash and prepare all vegetables.
2. Once cut, coat avocado with extra lime juice to prevent browning. Place all ingredients in a bowl in the fridge, covered with cling wrap.
3. Marinade: whisk seasoning with oil and marinate lamb in fridge for an hour.
4. Quickly brown lamb in the fry pan, then rest on plate. Slice.
5. Dressing: Combine all ingredients either by whisk or shaken up in a small jar.
6. Combine all ingredients and dress salad just prior to serving.

May

Fruit

Pear, nashi pear, apple, quince, lime, cumquat, orange, peanut, hazelnut, almond, chestnut, walnut, pecan, macadamia nut, custard apple, persimmon, tamarillo, guava, kiwifruit, pomegranate.

Vegetable

Lettuce, spinach, silverbeet, chicory, marjoram, bay leaves, chives, coriander, dill, parsley, rosemary, sage, tarragon, thyme, okra, avocado, zucchini, pumpkin, olives, eggplant, ginger, carrot, parsnip, horse-radish, potato, sweet potato, turnip, swede, celeriac, brown onion, shallot, red onion, leek, celery, fennel, mushroom.

Mother's Day

Pikelets with banana and yoghurt

- 1 cup plain flour
- 1 tsp baking powder
- 1 tbs caster sugar
- 3/4 cup milk –reduced fat
- 1 egg, lightly beaten
- Canola Spray for fry pan
- 1/3 cup yoghurt – reduced fat
- 1 banana, sliced and coated with lemon juice

Method:

1. Sift the flour, baking powder and sugar into a large bowl. Whisk in the milk and egg to the dry ingredients and mix until combined and not lumpy.
2. Heat a frying pan over medium heat and spray with canola oil. Drop tablespoons of the pikelet batter onto the pan and cook until bubbles appear on the topside. Flip the pikelets over and cook for another minute or so, or until golden.
3. Serve with yoghurt and banana. The banana can be mixed through the batter or placed on the pikelets in the pan when cooking.

Fruit

Pear, nashi pear, apple, quince, lime, cumquat, mandarin, orange, rhubarb, tamarillo, guava, kiwifruit, pomegranate.

Vegetable

Broccoli, cauliflower, white cabbage, brussel sprouts, lettuce, spinach, silver beet, chicory, kale, bay leaves, chives, coriander, dill, parsley, rosemary, sage, tarragon, thyme, broad beans, avocado, olives, ginger, carrot, parsnip, horseradish, potato, sweet potato, turnip, swede, celeriac, jerusalem artichoke, beetroot, shallot, red onion, leek, celery, fennel, mushroom.

Queens Birthday

Butterfly Cakes (makes 18) OCCASSIONAL FOOD

250g reduced-fat, poly or mono unsaturated margarine, at room temperature
330g (1 1/2 cups) caster sugar
2 tsp vanilla essence
4 eggs, at room temperature
450g (3 cups) self-raising flour, sifted
250ml (1 cup) reduced-fat milk
100g (1/2 cup) raw caster sugar
80ml (1/3 cup) water
125g reduced-fat, poly or mono unsaturated margarine, at room temperature
315g (1 cup) raspberry jam
250mls reduced-fat fresh cream
1 tbs icing sugar

Method:

1. Preheat oven to 180°C. Line 18 large (185ml/ 3/4-cup) muffin pans with paper cases.
2. Use an electric beater to beat the butter, sugar and vanilla essence in a large bowl until very pale and creamy. Add the eggs 1 at a time, beating well after each addition, until combined. Use a large metal spoon to gently fold in half the flour alternately with half the milk, until well combined. Repeat with remaining flour and milk.
3. Spoon the mixture evenly into the paper cases. Bake in preheated oven for 20 minutes or until a skewer inserted into the centres comes out clean. Place on a wire rack to cool.
4. Meanwhile, combine sugar and water in a saucepan, and stir over medium-low heat until the sugar dissolves. Remove from heat and set aside for 20 minutes to cool to room temperature. Use an electric beater to beat the butter in a small bowl until white and creamy. Add the sugar syrup in a thin, steady stream and beat until well combined.
5. Use a sharp knife to cut a shallow V-shaped piece out of the top of each cake, about 1.5cm deep, leaving a 2cm-wide edge. Cut the piece of cake in half crossways to form 2 semicircles. Fill centre of each cake with 2 1/2 tsp of raspberry jam. Arrange 2 semicircles of cake in jam.
6. Beat cream and icing sugar until soft peaks form. Place cream into a plastic bag and snip off one corner to make a piping bag, and pipe down centre between the “wings” on each cake.

july

Fruits

Pear, apple, quince, tangelo, mandarin, pink grapefruit, orange, pineapple, custard apple, rhubarb, tamarillo, guava, pomegranate.

Vegetables

Broccoli, cauliflower, white cabbage, brussel sprouts, lettuce, spinach, silverbet, chicory, kale, bay leaves, chives, coriander, dill, parsley, rosemary, sage, tarragon, thyme, broad beans, peas, avocado, artichoke, olives, ginger, parsnip, horseradish, potato, sweet potato, turnip, swede, celeriac, jerusalem artichoke, beetroot, shallot, celery, fennel, mushroom

AUGUST

Fruits

Pear, apple, tangelo, cumquat, mandarin, pink grapefruit, orange, pineapple, custard apple, tamarillo.

Vegetables

Broccoli, cauliflower, white cabbage, brussel sprouts, lettuce, spinach, silverbeet, chicory, kale, bay leaves, chives, coriander, dill, parsley, rosemary, sage, tarragon, thyme, broad beans, peas, avocado, artichoke, pumpkin, olives, ginger, carrot, parsnip, horseradish, potato, sweet potato, turnip, swede, celeriac, jerusalem artichoke, beetroot, shallot, celery, fennel.

September

Fruits

Pear, apple, yellow grapefruit, tangelo, cumquat, mandarin, pink grapefruit, orange, blood orange, pineapple, custard apple, rhubarb, tamarillo.

Vegetables

Broccoli, cauliflower, savoy cabbage, asian greens, lettuce, spinach, silver beet, sorrel/cress, rocket, chives, coriander, dill, parsley, rosemary, sage, tarragon, thyme, broad beans, green beans, peas, avocado, sweetcorn, artichoke, ginger, carrot, parsnip, beetroot, spring onion, asparagus, mushrooms.

Father's day/ AFL final

Guacamole Dip

2 large tomatoes, diced

3 shallots, finely chopped

1 avocado, mashed with splash of lemon juice

1 cup grated tasty cheese, reduced fat

1 carton sour cream, reduced fat

½ sachet taco seasoning, low salt

3 large wholemeal pita breads, toasted in oven (180°C) and broken into chips

Optional: mashed refried beans

Method:

Combine sour cream and taco seasoning (don't overmix) and layer on the bottom of a serving platter. Sprinkle over tomato and shallots, then cheese and lastly the avocado. Scatter pita chips around the platter and serve.

October

Fruits

Apple, loquat, yellow grapefruit, tangelo, cumquat, mandarin, pink grapefruit, orange, blood orange, cashew nuts, pineapple, papaya, mango, rhubarb.

Vegetables

Broccoli, cauliflower, savoy cabbage, asian greens, lettuce, spinach, silverbeet, sorrel, cress, rocket, chervil, bay leaves, chives, coriander, dill, parsley, rosemary, sage, tarragon, thyme, broad beans, green beans, borlotti beans, peas, avocado, sweetcorn, artichoke, zucchini, choko, beetroot, spring onion, asparagus, mushrooms.

Halloween

Pumpkin Bread

(make lanterns from the pumpkin and use the filling for the bread)

Ingredients:

450g cooked pureed pumpkin
1-cup (250ml) vegetable oil
4 eggs
3½ cups (430g) plain flour
3 cups white sugar
1½ teaspoons baking soda
1½ teaspoons salt
1½ teaspoons ground allspice
1½ teaspoons ground nutmeg
2 teaspoons ground cinnamon
½ cup (60g) chopped walnuts
1 teaspoon baking powder

Method:

Preheat oven to 150°C.

Combine pumpkin, oil and eggs. Sift together dry ingredients. Combine the two mixtures, blending thoroughly.

Pour into 2 greased 22x13cm loaf pans and bake for 1 hour.

Grape or Melon Eyeballs

Have a big box with a small hole for a hand to go through, so you couldn't see inside. Blindfold the children, so they can only feel something cold small and slimy, like eyeballs.

November

Fruits

Cherry, yellow grapefruit, pink grapefruit, orange, blood orange, cashew nut, strawberry, mulberry, blueberry, pineapple, papaya, mango, lychee, banana, rhubarb, melon.

Vegetables

Broccoli, cauliflower, savoy cabbage, asian greens, lettuce, sorrel, cress, rocket, chervil, basil, mint, bay leaves, chives, coriander, dill, parsley, rosemary, sage, tarragon, thyme, broad beans, green beans, borlotti beans, peas, avocado, sweetcorn, artichoke, zucchini, choko, cucumber, capsicum, chilli, eggplant, beetroot, spring onion, garlic, salad onion, red onion, leek, asparagus, mushroom.

Remembrance Day, Melbourne Cup

Melbourne Cup Dip Selection

Preparation Time: 15 minutes Cooking Time: 5 minutes Serves: 4

Ingredients:

1 bunch asparagus, woody ends trimmed
Olive oil spray
8 thin slices sourdough bread
1 lemon, cut into wedges
1 tbs chopped fresh continental parsley

Beetroot & Horseradish Dip

1 x 425g can baby beets, drained, coarsely chopped
2 tbs Weight Watchers extra-light sour cream
1 tbs grated horseradish
1 tbs fresh lemon juice

White Bean Hummus

1 x 400g can cannellini beans, rinsed, drained
2 tbs fresh lemon juice
1 tbs tahini
2 garlic cloves
1/4 tsp ground cumin

Method

1. To make the beetroot & horseradish dip, place the beetroot, sour cream, horseradish and lemon juice in the bowl of a food processor and process until almost smooth. Transfer to a serving bowl.
2. To make the white bean hummus, place the beans, lemon juice, tahini, garlic and cumin in the clean bowl of a food processor and process until smooth. Taste and season with pepper. Transfer to a serving bowl.
3. Preheat a barbecue grill on high. Lightly spray the asparagus with olive oil spray. Cook, turning, for 1 minute or until bright green and tender crisp.
4. Lightly spray both sides of the bread slices with olive oil spray. Cook for 30 seconds each side until lightly toasted.
5. Place the asparagus, sourdough bread, lemon wedges and dips on a serving platter. Sprinkle the beetroot & horseradish dip with chopped parsley. Squeeze 1 lemon wedge over the white bean hummus and season with freshly ground black pepper. Serve.

December

Fruits

Cherry, apricot, peach, nectarine, yellow grapefruit, strawberry, mulberry, blueberry, blackcurrant, redcurrant, blackberry, raspberry, pineapple, papaya, mango, lychee, banana, passionfruit, rambutan.

Vegetables

Broccoli, cauliflower, savoy cabbage, asian greens, lettuce, spinach, silver beet, sorrel, cress, rocket, chervil, basil, mint, bay leaves, chives, coriander, dill, parsley, rosemary, sage, tarragon, thyme, runner and snake beans, green beans, borlotti beans, avocado, sweetcorn, zucchini, choko, cucumber, capsicum, chilli, eggplant, tomato, radish, spring onion, garlic, salad onion, red onion, leek, asparagus.

Christmas

Pavlova with Fruit Topping **OCCASSIONAL FOOD**

Preparation time: 20 minutes Cooking time: 1 hour 10 minutes Serves: 8-10

For the meringue case

- 8 egg whites
- 1 $\frac{2}{3}$ cups caster sugar
- 2 teaspoons vanilla extract
- 2 teaspoons brown vinegar
- 2 pinches of salt
- 2 teaspoons sifted cornflour

For the filling

- 1 $\frac{1}{4}$ cups cream, firmly whipped
- 1 punnet strawberries, hulled and halved
- 1 bananas, peeled and sliced/2 kiwi fruits/mango
- 1 punnet Blueberries
- $\frac{1}{3}$ cup passionfruit pulp

Method

1. Preheat the oven to 180°C. Line an oven tray with baking paper and mark a 23cm circle as a guide for spreading the mixture.
2. Beat the egg whites on high speed in a large clean bowl with clean electric beaters until soft peaks form. Gradually add the caster sugar, beating continuously until the mixture is firm and glossy and all sugar has dissolved. Beat in the vanilla extract, then the vinegar and salt, and fold in the cornflour.
3. Using a spatula, spread the meringue mixture over the marked circle. Straighten the sides and make them higher than the centre. Bake for 10 minutes in the centre of the oven, then reduce the temperature to 120°C and bake for a further hour. Remove from the oven and allow to cool completely.
4. Just before serving, top the pavlova with whipped cream. Decorate with the strawberries and bananas, and drizzle with the passion fruit pulp. Alternatively, decorate the pavlova with 3 peeled and sliced kiwi fruit, arranged in rounds and drizzled with passion fruit pulp.

5 Food Groups – Stage 1 Find-a-Word

Fill in the missing letters to complete the food names.

1. ___ p p ___ e



2. b ___ e a ___



3. ___ i l ___



4. w ___ t e ___



5. c ___ e e ___ e



6. f ___ s h



7. f ___ u i ___



8. v e ___ e t a ___ l e s

9. m ___ a ___



10. ___ o r ___



5 Food Groups – Stage 1 Find-a-Word

F	T	T	U	E	E	P	S	S	A
S	O	O	G	B	E	E	E	S	A
B	E	O	O	R	T	H	E	Y	G
C	S	E	D	I	I	M	S	R	F
F	E	T	U	Y	U	C	E	I	T
D	F	R	W	G	D	H	R	A	F
S	F	M	E	B	R	E	A	D	T
S	E	L	B	A	T	E	G	E	V
P	A	S	T	A	L	S	A	U	D
E	S	A	W	A	E	E	A	H	R

Can you find these words?

food
bread
vegetables
fruit
dairy
meat

fish
cheese
legumes
cereal
water
pasta

5 Food Groups – Stage 2 Find-a-Word

E	C	O	R	N	P	V	T	M	K	S	C	N	Y	N
S	A	U	O	U	T	E	A	I	S	N	A	E	B	I
N	A	N	U	T	L	G	R	L	F	R	C	K	A	K
N	O	E	A	S	A	E	P	K	C	I	H	C	T	P
O	O	L	P	N	V	T	N	G	L	A	S	I	R	M
M	T	O	E	R	A	A	O	T	P	T	C	H	U	U
L	A	I	D	M	L	B	R	P	I	N	O	C	H	P
A	M	O	U	L	R	L	L	I	E	L	I	E	G	T
S	O	L	N	R	E	E	A	N	E	S	S	B	O	O
F	T	E	E	G	F	S	T	E	P	T	E	E	Y	R
E	N	T	U	T	E	G	N	A	R	O	Y	E	A	R
G	A	M	E	A	T	S	C	P	W	E	G	F	H	A
W	E	Y	R	T	L	U	O	P	F	G	C	O	A	C
S	P	A	S	T	A	O	C	L	S	A	E	I	R	N
U	O	P	L	A	M	B	R	E	A	D	P	O	R	K

Can you find these words?

apple
banana
beans
beef
bread
capsicum
carrot
cereal
cheese
chicken

chickpeas
corn
eggs
fish
fruit
lamb
legumes
lentils
lettuce
meat

milk
noodles
nuts
oats
orange
pasta
peas
pineapple
pork
potato

poultry
pumpkin
rice
salmon
tomato
tuna
vegetables
water
watermelon
yoghurt

Now, can you put the words you found into the correct 5 Food Groups?

(Remember some words may be placed into two categories)

Breads
Vegetables
Fruit
Dairy
Meats

5 Food Groups – Stage 2 Find-a-Word

E	C	O	R	N	P	V	T	M	K	S	C	N	Y	N
S	A	U	O	U	T	E	A	I	S	N	A	E	B	I
N	A	N	U	T	L	G	R	L	F	R	C	K	A	K
N	O	E	A	S	A	E	P	K	C	I	H	C	T	P
O	O	L	P	N	V	T	N	G	L	A	S	I	R	M
M	T	O	E	R	A	A	O	T	P	T	C	H	U	U
L	A	I	D	M	L	B	R	P	I	N	O	C	H	P
A	M	O	U	L	R	L	L	I	E	L	I	E	G	T
S	O	L	N	R	E	E	A	N	E	S	S	B	O	O
F	T	E	E	G	F	S	T	E	P	T	E	E	Y	R
E	N	T	U	T	E	G	N	A	R	O	Y	E	A	R
G	A	M	E	A	T	S	C	P	W	E	G	F	H	A
W	E	Y	R	T	L	U	O	P	F	G	C	O	A	C
S	P	A	S	T	A	O	C	L	S	A	E	I	R	N
U	O	P	L	A	M	B	R	E	A	D	P	O	R	K

Complete These Questions, Then Find Your Answers In The Find-A-Word Puzzle

1. An old saying is “An _____ a day, keeps the Doctor away”
2. I am yellow, long and delicious and sometimes wear pyjamas, what am I? _____
3. I am a type of legume and there are many types of me? _____
4. I am the meat that comes from cows, what am I? _____
5. A lot of people have me everyday for either breakfast or lunch, what am I? _____
6. I can be red, green and sometimes yellow or orange, I have seeds in me and in other countries I'm known as chillies, what am I? _____
7. I am orange and eating me helps to maintain good eyesight? _____
8. I'm not toast, but many people have me for breakfast, what am I? _____
9. I am a type of dairy food and usually look yellow, but I can also be called blue as well, what am I? _____
10. I am a form of poultry but I'm not a duck or a turkey, what am I? _____
11. I am a legume and can be smashed up to make hummus or used in curries, what am I? _____
12. I am yellow, a vegetable and can be found on cob, what am I? _____
13. I am a good source of protein and come from a chicken, what am I? _____
14. A good source of protein and there are many types of me that live in the ocean, what am I? _____
15. Apples, oranges and bananas are all types of what? _____
16. I am a meat that comes from an animal that grows wool, what am I? _____
17. Beans, chickpeas and lentils are all types of what? _____
18. I am a legume beginning with the letter 'L', what am I? _____
19. I am green, a vegetable and can be used in salads, I'm leafy, what am I? _____
20. Pork, beef and lamb are all types of what? _____
21. I come from a cow and am a type of dairy product, what am I? _____
22. I rhyme with the word “Poodles”, what am I? _____
23. Almonds, hazel, pistachio, cashews are all types of what? _____
24. I am a type of cereal and used to make porridge, what am I? _____
25. I am a round fruit and my name is the same colour as I am, what am I? _____

26. Spaghetti, tortellini, ravioli are all types of what? _____
27. I am green, small and round and come in a pod, what am I? _____
28. I am a fruit, sweet on the inside, yellow and often come in cans sliced and ready to use on a hamburger or sandwich and sometimes even pizza, what am I? _____
29. I am a type of meat, some say “the other white meat” and I come from a pig, what am I? _____
30. I am grown in the ground, there are many types of me and I can be peeled, mashed, sliced, diced, roasted and made into chips, what am I? _____
31. Chicken, duck and turkey are all types of what? _____
32. I am a vegetable that is very popular around Halloween time, what am I? _____
33. Similar to noodles but smaller and there are more of me, often used in Asian dishes, what am I? _____
34. I am a fish that is orange on the inside and can be eaten raw or cooked, what am I? _____
35. I am a fruit, but many people think I am a vegetable, I’m red and can be used to make sauce, what am I? _____
36. I am another type of fish but I am red on the inside and can be eaten raw or cooked, what am I? _____
37. Cauliflower, capsicum, peas and corn are all types of what? _____
38. I am the best drink for the human body and it important that I am drunk everyday, what important fluid am I? _____
39. I am a fruit, green on the outside and red on the inside, what am I? _____
40. I am a dairy product, often found in little plastic containers that can be snapped off and I'm great for a quick snack, what am I? _____

Answers

- | | | |
|---------------|---------------|----------------|
| 1. apple | 15. fruit | 29. pork |
| 2. banana | 16. lamb | 30. potato |
| 3. beans | 17. legumes | 31. poultry |
| 4. beef | 18. lentils | 32. pumpkin |
| 5. bread | 19. lettuce | 33. rice |
| 6. capsicum | 20. meat | 34. salmon |
| 7. carrot | 21. milk | 35. tomato |
| 8. cereal | 22. noodles | 36. tuna |
| 9. cheese | 23. nuts | 37. vegetables |
| 10. chicken | 24. oats | 38. water |
| 11. chickpeas | 25. orange | 39. watermelon |
| 12. corn | 26. pasta | 40. yoghurt |
| 13. eggs | 27. peas | |
| 14. fish | 28. pineapple | |

Health and Safety in the Kitchen

Hygiene Rules

- Always wash your hands with soap and water before handling food in the kitchen and dry with a kitchen towel or clean towel.
- Use separate cutting boards and knives for each type of food, for example raw meat, fish, vegetables, fruit, dry foods and cooked foods.
- Always clean and sanitise work surfaces and utensils. Sanitisers kill bacteria; detergents only remove grease and dirt.
- Tie your hair back.
- When preparing food, do nothing else with your hands (no scratching, no picking)
- Never put your hands in your mouth after touching raw meat and be careful with raw eggs too. They can contain some nasty germs when they are raw.
- Clean up spills straight away. Use paper towel, not sponges or tea towels.
- Throw away food that is dropped on the floor
- Make sure all food is stored properly before, during and after cooking.

Storage of Food

- Once food is prepared and if it is waiting to be eaten keep it covered to protect it from dust, insects and sneezes.
- Keep raw food separate from cooked food. Always wrap foods and store any cooked foods above raw foods in the refrigerator.
- Keep perishable foods hot (above 60°C) or cold (below 5°C). Check the temperature of the fridge regularly.

Temperature Control

Bacteria can easily grow on most foods, but those at high risk are dairy products, meat, poultry and seafood. The temperature where bacteria grow best are between 5°-60°C.

STOP Bacteria growing:

1. Keep your high risk foods above 60°C (soups, meats) or below 5°C (sliced meats, raw fish, desserts, dairy products, sandwiches and salads).
2. Never leave the high-risk foods out at room temperature.
3. Always defrost frozen food in the refrigerator or in a microwave oven set on defrost.
4. It is important that food is cooked through thoroughly. Joints of meat, poultry and so on should reach at least 75°C in the centre. This will kill most harmful bacteria.
5. Cook food and serve it immediately. If you must store food, place it in a small bowl or shallow container to allow for rapid cooling before refrigerating.

Food Safety and Hygiene

Print posters and if possible laminate them to place in food preparation areas as reminders.

Where can I get Food Safety Posters?

It is a good idea to provide food safety and hygiene information to your class and volunteers. Posters are a bright and visible way to highlight food safety and hygiene issues in the kitchen, such as hand washing and safe food practices.

Food safety and hygiene posters may be available from the following agencies:

Food Safety Information Council

www.foodsafety.asn.au

FSIC has 2 posters available in electronic copy:

- “How you cook can make you and others crook” and
- “Food Safety Tips”

To obtain these in hard copy, email your name, address and postcode and the type of facility you are from (school canteen) to foodsafety@ozemail.com.au

South Australian Department of Health

<http://www.health.sa.gov.au/PEHS/Food/food-safety-posters.htm>

SA Department of Health has 4 posters available in electronic copy (also available on the Healthy Kids website and on your KidsGrow KidsCook Resource Disc):

- “Beware the ‘Danger Zone’”
- “Don’t cross-contaminate”
- “Wash your hands” and
- “Tell us if you are ill”

Local Councils

Some local council may have posters, fact sheets or information available. Contact your local council for more information.

Local Area Health Services

Your local Area Health Service may have posters and information on hand washing and food hygiene. Contact your local Area Health Service for more information.

Our Kitchen Roster

Recipe:

Jobs	Names				
	Group 1	Group 2	Group 3	Group 4	Group 5
Cooking Captain					
Collect ingredients					
Gather equipment					
Everyone will help prepare and/or cook the food					
Wash up equipment					
Dry up equipment					
Put equipment away					
Clean surfaces					
Set the table					

How to Clean the Kitchen

*Remember – Clean as you go and clean any spills on the floor immediately. This will keep everyone safe and well in the kitchen.

When cooking – Keep surfaces clean by wiping down with a clean dish cloth and using hot, soapy water.

After cooking – The surfaces will need a spray and a wipe with a kitchen sanitising spray. Be careful to use only a little and not get any near your eyes. The spray kills all the bacteria that can be left behind that would grow and make you sick.

Extra cleaning – Sometimes food gets stuck on surfaces like the stove. When the stove is cool use a plastic scraper or scourer to remove these stubborn foods first and then spray and wipe.

Sweeping the floor – Use the broom to sweep the floor at the end of the lesson. Get the dustpan and brush to pick up the rubbish and place it in the bin.

Liquid spills – These must be cleaned up immediately so people do not slip over. If it's a small spill, use some paper towel to absorb the liquid and throw in the bin. If it's an oily spill or a large amount of liquid, use the mop and bucket.

Mopping the floor – Use a clean mop and hot, soapy water. Try and leave the floor as dry as possible. At the end of the lesson always tip out the dirty water and rinse the mop and place it out to dry.

Rubbish removals – Always use a bin liner and empty the bin every lesson or when it becomes full.

Compost bin – This will need to be emptied into the garden compost at the end of every lesson and the container washed.

Kitchen Compost

Compost is the breakdown of organic matter into soil particles. This makes fertilizer for the garden and saves sending rubbish to the tip. Many foods are great to put in, while other foods can make your compost susceptible to pests and bacteria. Choose foods that give nutrients to the soil as they break down quickly and easily.

Do compost:

- Fruit and fruit peels
- Vegetables and vegetable peels
- Coffee grounds and tea bags
- Eggshells
- Paper towel, plain cardboard and newspaper

Don't compost:

- Animal products, such as meat, dairy products and bones
- Cooked rice
- Printed cardboard, magazines

Kitchen Recycling

Food comes in many packaging materials and a lot of these can be recycled. Councils may vary on what can be recycled. A lot of kitchen containers can be washed and reused in the garden for growing seedlings and storing seeds etc.

Usually packaging can be sorted into the following categories:

- Mixed containers – all containers regardless of whether they have a recycling symbol. These include plastic, metals, glass, cartons and meat trays. No plastic bags, cling film, ceramics or polystyrene.
- Paper and cardboard – all clean paper and crushed or flattened cardboard. No plastic bags, wax coated cardboard, dirty pizza boxes or food soiled paper.
- General garbage – all other waste

* Remember only food quality plastic can be used to store food in the kitchen, not recycled plastic containers. Glass containers can be reused for food items when properly cleaned.

Washing the Dishes

Scrape the plates into the compost bowl.

Rinse dirty items and stack next to the sink. Tough items may need to be soaked.

Fill the sink with small amount of detergent and hot water.

Start with the cleaner items first and progress to dirtier dishes:

1. Glass wear
2. Cutlery
3. Crockery
4. Pots and pans

Change the dishwater if it gets dirty or cold.

Dry with a clean tea towel and put items away.

Measuring tools

In order for your recipe to be successful, you need to learn how to use your measuring tools properly.

Measuring Spoons

Used to measure a small amount of either dry or moist ingredients. Always level off the spoon with the back of a bread and butter knife. Link the name to the correct spoon size:

$\frac{1}{4}$ Teaspoon

$\frac{1}{2}$ Teaspoon

1 Teaspoon

1 Tablespoon



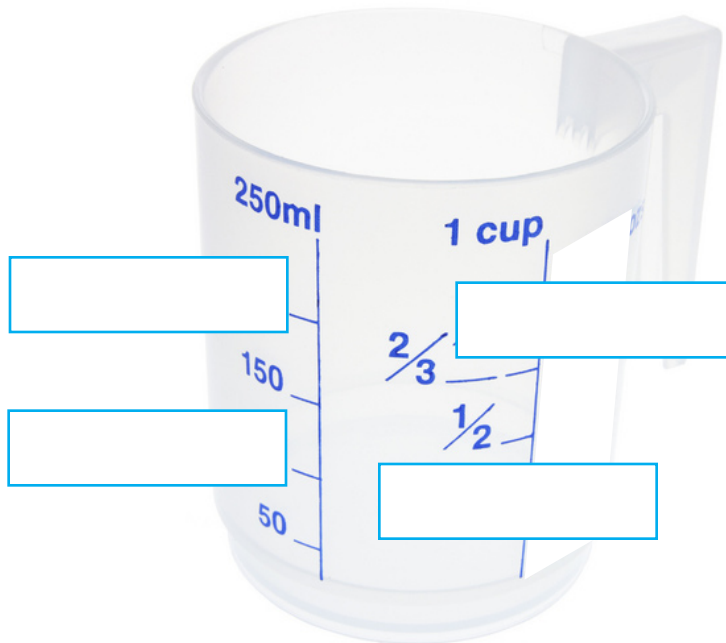
Measuring Cups

Used to measure larger amounts of dry ingredients. Not liquids. Always level off the cup with the back of a bread and butter knife. Identify and name each cup size using the following measurements: $\frac{1}{4}$ cup, $\frac{1}{3}$ cup, $\frac{1}{2}$ cup, 1 cup



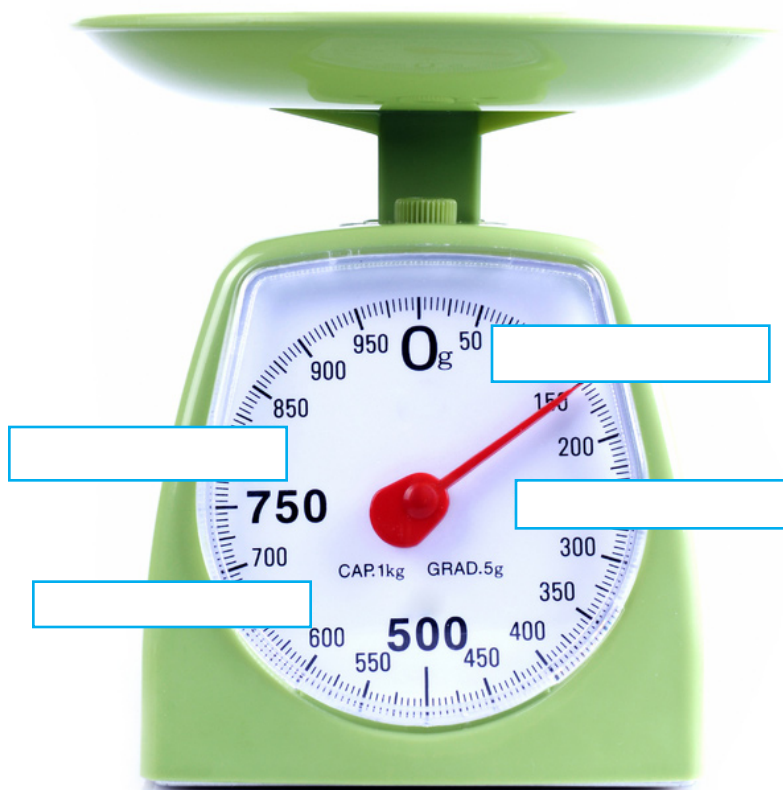
Measuring Jug

Used to measure liquids only. You must place it on a level bench and get at eye height to check the level. The measurements will be in millilitres and litres. Label each missing measurement using the following measurements: **200ml**, $\frac{3}{4}$ cup, $\frac{1}{4}$ cup, **100ml**



Kitchen Scales

These are used to measure larger amounts of dry and moist ingredients. The measurements are in grams and kilograms. Label each missing measurement on the scales using the following measurements: **250g**, **100g**, **800g**, **650g**



Measurement Abbreviations

Grams = g or gm

Kilograms = kilo or kg

Millilitres = ml

Litres = ltrs

Teaspoon = tsp

Tablespoon = Tbs

Cup = C

Maths and Cooking

How many $\frac{1}{2}$ cups of flour = 1 cup flour? _____

How many $\frac{1}{4}$ cups of sugar = $\frac{1}{2}$ cup flour? _____

How many $\frac{1}{4}$ cups of sugar = 1 cup flour? _____

How will I measure out $\frac{3}{4}$ cup of coconut? _____


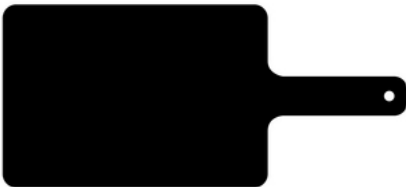

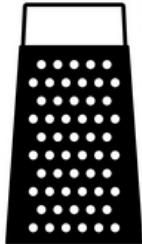

How many teaspoons = 1 tablespoon? _____

I have a small 250ml-measuring jug, and need to measure 1 litre of water. How many jugs would I need? _____


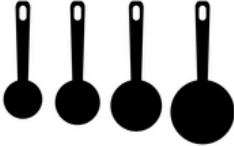

I have 250gm packet of flour and I need 1 kilogram of flour to make 2 cakes. How many packets of flour do I need? _____

Kitchen Equipment & How to Use It






Cutting Equipment

Equipment	What it looks like	How to use it
Cook's Knife		There are many different size and shape knives used for different purposes. The cook's knife is used for chopping, slicing, dicing and mincing. All knives must be used with care and following the knife safety rules.
Chopping boards		The chopping board should have a flat non-slip surface. Used to chop your foods. Different colours are used for different food preparation. For example: Red-raw red meat, Green- salad and fruit, Blue- raw fish, Brown- vegetables, White-bakery and dairy and Yellow-cooked meat. Not to be used to place hot items on.
Hand peeler		Used for peeling fruits and vegetables. Care needs to be taken when using and cleaning as it has a sharp blade.
Grater		Used for grating (chopping into fine flakes) for fruits and vegetables.
Kitchen Whiz or blender		The blender has different speeds and can be used for mixing, blending, grinding and pureeing, foods or drinks. Great for smoothies. Care must be taken to clean as will require water.



Measuring Equipment

Equipment	What it looks like	How to use it
Food scales		For weighing larger amounts of dry and solid ingredients like flour and margarine. Can also be in electronic form. The metric measure is in grams and kilograms.
Measuring spoons		Used for measuring small amounts of moist and dry ingredients like margarine and sugar. Metric measurements include; 1 tablespoon, 1 teaspoon, ½ teaspoon, ¼ teaspoon.
Measuring Jugs		Used for measuring liquids. The metric measurements include cups, millilitres and litres.






Mixing Equipment

Equipment	What it looks like	How to use it
Wooden spoon		Used for mixing together ingredients and stirring.
Mixing bowl		A round-bottomed dish found in small, medium or large sizes. Used for mixing and whipping all kinds of foods. Can be made from glass, stainless steel or plastic.
Spatula		A flexible rubber or plastic tip on a long handle. It is used to scrape bowls, pots and pans and for folding ingredients into whipped cream or other whipped batter.
Whisk		A hand whisk is used to lightly whip eggs or cream. Not suitable for heavy mixing of flour etc.
Electric hand mixer		Used to whip foods together. Good for mixing cake mixtures, eggs and cream. Beaters must be removed to clean in water.

Cooking Equipment

Equipment	What it looks like	How to use it
Saucepan		Used for general stove-top cooking, such as boiling pasta or vegetables and simmering sauces or soups. Found in small, medium or large sizes.
Electric Frypan		To bake, fry, simmer Commonly used to make stir fry. Can be used for curries.
Frying pan		To fry foods such as vegetables, eggs, meat or pancakes/pikelets. Usually in a little hot oil.
Baking tray		A deep, square or rectangular pan used for baking and cooking foods in the oven. Such as roasted vegetables, meat, pizza's.
Muffin tin		Metal, glass or silicon pan of varying depth, used for baking muffins and cupcakes.
Egg lifter		A flat metal or plastic tool used for lifting and turning meats, eggs and other foods.
Oven tray		A flat tray used to place food on to go into the oven. Prevents overflow spilling on oven floor.

Miscellaneous Equipment

Equipment	What it looks like	How to use it
Ladle		For serving or dishing out hot liquid foods such as soups.
Colander		A bowl with small holes in it used for rinsing foods and draining pasta or other foods cooked in water.
Sifter		Used to separate lumps out of foods like flour/icing sugar.
Garlic crusher		To crush garlic gloves up very finely.
Microwavable dish		A dish that can be safely used in a microwave oven. Do not use metal pans, aluminium foil, plastic foam containers, brown paper bags, brown paper bags, plastic wrap or margarine tubs in the microwave.

Safety Revision

Stage 1 - Circle the most correct answer.

1. **Sharp knives should be carried:**
 - a) blade pointing to the ground.
 - b) blade pointing to the body.
 - c) blade in the palm of the hand.

2. **Sharp knives should be handed to others:**
 - a) blade first.
 - b) handle first.
 - c) never handed but placed on the bench.

3. **Saucepans should be placed on the stove top:**
 - a) handles facing outwards.
 - b) handles facing inwards.
 - c) handles facing over the edge.

4. **The main safety reason spills should be wiped up immediately is:**
 - a) they are harder to clean the longer they are left.
 - b) they look messy.
 - c) someone could slip and hurt themselves.

5. **The main reason for not running in the kitchen is:**
 - a) there is not enough room to run around.
 - b) running can cause accidents.
 - c) it is okay to run in the kitchen.

6. **When removing hot things from an oven you should use:**
 - a) a wet tea towel.
 - b) a dishcloth.
 - c) a padded oven mitt.

7. **You should remove the lid from a hot saucepan:**
 - a) any way.
 - b) so the steam escapes away from you.
 - c) so the steam escape towards you.

8. **You must never touch electrical appliances with wet hands because:**
 - a) you can more easily be electrocuted.
 - b) the appliance won't work.
 - c) having wet hands is slippery.

Hygiene

Use the following words to fill in the blanks.

Hands	Hair	Apron
Cuts	Sneeze	Mouth
Cutting board	Sores	Cough

- a) _____ must be washed before handling food.
- b) Long _____ should be tied back.
- c) All clothes must be clean. Wear an _____ to protect clothing.
- d) Always cover your mouth and nose if you _____ or _____. Wash hands immediately afterwards.
- e) Cover _____ and sores with a bandaid and wear rubber gloves.
- f) Do not put a spoon that has been in your _____ back into the food.
- g) Wash the _____ _____ between using it for different food types.

Washing Up

Look at the picture below and colour in the order for washing up. Remember you wash cleanest to dirtiest. Number each item from 1-5, in the order of which you would wash them up:



Safety Revision

Stage 2: Do you know your safety rules? Use the following words to fill in the blanks.

Using Sharp Utensils

away
pointing down

bench
objects

chopping board

1. Always carry knives _____ and never hand knives to other people. Place the knife on the _____.
2. Always cut _____ from yourself.
3. Always cut on a _____.
4. Never put sharp _____ in the bottom of the sink when washing up.

Behaviour In The Kitchen

run
hot

neat
spills

others
paper towel

1. Be calm, do not _____ around.
2. Work in a _____, orderly manner and don't shout.
3. Be aware of _____ working in the kitchen. Avoid collisions.
4. Clean up any _____ immediately.
5. Use a _____ or floor mop to wipe up spills.
6. For greasy spills, use _____ soapy water.

Using Heat

tea towel
cold water

oven mit
stove

wet
away

1. Use a well padded _____ when removing things from the oven. Never use a _____ tea towel or _____ either.
2. Lift the lids off saucepans so the steam escapes _____ from you.
3. Do not leave saucepan handles pointing over the edge of the _____.
4. If you burn yourself, run the affected part under _____.

Using Electrical Appliances

power point
off

wet
frayed

1. Switch off electrical appliances at the _____ before removing the plug.
2. Make sure all stove switches are turned _____ as soon as you are finished.
3. Never use electrical appliances with _____ hands.
4. Report any electrical appliances that have _____ cords.

Hygiene

hands
cuts
chopping board

hair
sneeze
sores

apron
mouth
cough

1. _____ must be washed before handling food.
2. Long _____ should be tied back.
3. All clothes must be clean. Wear an _____ to protect clothing.
4. Always cover your mouth and nose if you _____ or _____. Wash hands immediately afterwards.
5. Cover _____ and sores with a bandaid and wear rubber gloves.
6. Do not put a spoon that has been in your _____ back into the food.
7. Wash the _____ between using it for different food types.

Washing Up

dry
stack
rinse

fill
scrape
detergent

wash
glasses

1. _____ solid scraps into compost or rubbish bowl.
2. _____ dishes thoroughly.
3. _____ in order of washing up.
4. Half _____ the sink with hot water and a little _____.
5. _____ in hot, soapy water.
6. _____ dishes carefully.
7. Always wash _____ first.

Safety Revision

Stage 3

Write the correct procedures for the following questions.

1. If you ever spill anything on the floor in the kitchen, describe how it would be cleaned up.

2. Describe the safest way to remove the lid on a hot saucepan. Why should it be done this way?

3. List 3 very important points with knife safety.

4. Why must you never touch electrical appliances with wet hands?

5. Why should you never use wet tea towels or dish cloths to handle hot objects?

6. What should you do if there is a fire in the kitchen?

Hygiene

Use the word bank to fill in the missing words.

hands hair apron
cuts sneeze mouth
chopping board sores cough

- a) _____ must be washed before handling food.
- b) Long _____ should be tied back.
- c) All clothes must be clean. Wear an _____ to protect clothing.
- d) Always cover your mouth and nose if you _____ or _____. Wash hands immediately afterwards.
- e) Cover _____ and sores with a bandaid and wear rubber gloves.
- f) Do not put a spoon that has been in your _____ back into the food.
- g) Wash the _____ _____ between using it for different food types.

Washing Up

dry rinse scrape wash
stack fill detergent glasses

1. _____ solid scraps into compost or rubbish bowl.
2. _____ dishes thoroughly.
3. _____ in order of washing up.
4. Half _____ the sink with hot water and a little _____.
5. _____ in hot, soapy water.
6. _____ dishes carefully.
7. Always wash _____ first.

Kitchen Safety Certificate

Congratulations to

for demonstrating how to work safely
and be clean & organised in the kitchen



KidsGrow KidsCook



Kitchen Safety Certificate

Congratulations to

for demonstrating how to work safely
and be clean & organised in the kitchen



KidsGrow KidsCook



Resource 9

Weekly Meal Planner

Ask your class to write down what they ate over the last week and see whether they meet the target of 2 fruit and 5 vegetables a day. Discuss where they may be able to improve.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast							
Lunch							
Dinner							
Snacks							
Drinks							

KidsGrow KidsCook Risk Management Plan

(Please insert further information that is relevant to your school environment)

Potential Hazards	What might go wrong?	Strategies to minimise risk	Whose responsibility?	Timeline?
GARDEN				
Pre-activity Equipment				
Facilities				
During activity Environment				
Post activity Environment				
KITCHEN				
Pre-activity Equipment				
Facilities				
During activity Environment				
Post activity Environment				

Support Material- Food Learning

Literacy

Vocabulary

Get the children to have a look at the recipes before the cooking session. What new vocabulary will come up? Have a spelling practice or test with these new words and the older children can find the definitions.

For example Recipe 1

New Vocabulary and Spell Test:

- salsa
- preparation
- ingredients
- combine

Add the new cooking vocabulary each week as you move through the recipes.

Reading and understanding recipe methods

Have a look at the recipe method each week get the children to do a cut and paste activity of the correct order of the methods. Either on the interactive whiteboard or on computers or manually with paper and glue.

Books

ES1 Early Stage:

The Very Hungry caterpillar – Eric Carle

S1-Stage 1(Ages 4 to 8yrs):

Fancy Nancy and the Delectable Cupcakes (I can read Book 1 Series). By Jane O'Connor

Cloudy with a Chance of Meatballs by Judi Barrett

S2- Stage 2:

Charlie and the Chocolate Factory by Roald Dahl

S3 - Stage 3:

History Mystery Dal and Biranyl by Subhadra Sen Gupta

A time machine takes me back a few hundred years to an India teeming with life and colourful characters: to a past of princely states, imperious noblemen, feasts of food, adventure and history

Riddles and Rhymes

Reading and Constructing

Its round and red in colour
I picked it off a tree in the orchard
When I have washed it I bite into it, its white inside
Juicy and crisp, there are small brown seeds inside it, its in my lunch box. What is it?
See how long it takes them to guess the fruit

Each peach pear plum, I spy Tom Thumb
Tom thumb in the wood, I spy Robin Hood
Robin hood in the cellar looking for Cinderella
Cinderella at the ball dancing with Henry Hall.

Alphabet- with different fruit and vegetables for each letter, get different members of the class to choose a different letter and draw a fruit or vegetable beginning with that letter to go round the classroom. Try and use what is in your garden:

A- avocado, apple, apricot, artichoke
B- broccoli, broad beans, bananas
C- etc

Mathematics

Estimation- estimate weight of fruit by comparing with weights in other hand
Counting- how many people in the class how many serves, dividing
Fractions- cutting and peeling, ($\frac{1}{2}$ orange, $\frac{1}{4}$ orange)
Sorting
Money- prices of fruit and vegetable in supermarkets
Sequencing- what comes 1st, 2nd, 3rd in the recipe
Weighing- using scales in increments of 100, 50, 25g
Measuring- how much juice can you get from 1 orange, use cups to weigh it out
Shapes- of fruits and vegetables
Colours- of food
Problem solving- what happens if something goes wrong?

Science

Discovering food groups- healthy eating food plate
Making predictions
Experimenting with flavours
How food grows and gardening skills
The life cycle
How food changes while cooking- different states, different colours, different textures
Five senses- taste, smell, touch/texture, listen, what does it look like colour size etc
Sensory exploration-with hands on and feeling the ingredients while cooking

Activities: Activity 2 Taste sessions and picking favourites

Learn what the edible and non-edible parts of the plant
Learn about the seasons they are grown in- Activity 6
The seasons they are grown in to fit with recipes

Music

Songs

My veggie patch

Cauliflowers fluffy and cabbages green,
Strawberries are sweeter than any I've seen
Beetroot purple and onions white
They all grow steadily day and night
The apples are ripe
The plums are red
The broad beans are sleeping in a blanket bed
Hey!

Get the children to make up their own song/rap about, cooking with fruit and vegetables gardening etc

Rap

Get the children S2-S3 to make up their own rap depending on what they have planted or picked.

Example:

Fruit and vegies they're the best
Eat them daily to beat the tests
They taste Great and really rock
You can eat them round the clock

Here we go around the mulberry bush tune

(change the words to incorporate whatever you are growing in the garden at that time).

Here we go round the apple tree, apple tree,
apple tree

Here we go round the apple tree
On a fine October morning

This is the way we pick the fruit, pick the fruit,
pick the fruit

This is the way we pick the fruit,
One fine October morning

Variations of this song

Here we go round the gooseberry bush
This is the way we top and tail

Here we go round the strawberry plant
This is the way we stoop and pick

Drama/ Literacy Talking Game

Who am I?

- Place a hat on one child's head with a slot in it for a card
- On the card write the name of a fruit or vegetable so the other children can see it. The child with the hat on must NOT know what they are .
- The child wearing the hat must guess what vegetable they are by asking the other children certain questions about vegetables/fruit. To make it a bit harder you can use yes or no answers only and this will help them to think more about the vegetable/fruit they are.

e.g. Am I red? Y/N- Y

Am I a fruit? – Y

Are my seeds on the outside – Y

Am I a strawberry?

They are allowed 6 questions to try and get it.

Creative Arts

Drawing and designing the garden

Painting the fruit and vegetables once growing- use lots of fruits and vegetables and lots of colours

Making alternatives with herbs/ flowers grown in the garden

Presentation of fruit and vegetables picked each garden session and a photo

The Herbs In Our Gardens

1 ½ cups bicarbonate of soda

½ cup citric acid powder

Sweet almond oil (from chemists)

An essential oil such as peppermint, lavender geranium

Potpourri or herbal teabags such as chamomile, lemon, rosehip or peppermint

Food colouring

Sieve

Rubber gloves

Moulds from craft shops

1. To make the base mix, sieve together the bicarbonate of soda and citric acid powder in a large dry mixing bowl. This is enough to make about 4 bombs, depending on the size of the moulds.
2. Transfer ½ cup only of the base mix into a medium bowl and stir in the contents of a herbal teabag or other dry ingredients. Set aside
3. In a small bowl combine 6 drops of your chosen essential oil with ½ teaspoon of sweet almond oil and 8-12 drops of food colouring. Pour this mixture into the ½ cup of base mix and stir quickly with a teaspoon so things don't start fizzing.
4. Wearing rubber gloves continue to combine the ingredients with your fingertips until they start to stay together when compressed in your hand. It is essential you do this with your finger tips until they start to stay together, not a spoon so the liquid is distributed evenly. The mix is now ready to go into a mould.
5. Wipe a little sweet almond oil inside the mould. Fill the mould with the mixture, packing it in firmly. Make your other bath bombs with the remaining mixture, working with ½ cup at a time. Leave the bath bombs to set or at least 24hours (36 hours is even better). Turn each mould over and bang it firmly once on a flat surface, then gently ease out the bath bombs
6. To make them pretty add potpourri into the moulds before you press the mix

Chamomile and Cucumber Moisturising Lotion

1 x cucumber

25gm-dried chamomile

30ml glycerine

1. Peel cucumber with a vegetable peeler. Chop in half and then into small hunks
2. Press the cucumber through a sieve to extract the juice
3. Put the chamomile into a jug and cover with 600ml to make a strong infusion- leave for 20minutes and then strain through a sieve into a bowl
4. Spoon glycerine into cooled, not cold chamomile infusion
5. Stir well and add cucumber juice and stir again
6. Pour into a jar and keep refrigerated.

Lavender Bags

- Cut one piece of material 20cm x 8cm
- Iron a 1 cm turned in edge on each end
- Fold in half- sew side seams together-straight stitch, then zigzag
- Turn right side out and fill with lavender
- Secure the bag with a plastic band and tie a ribbon around it

Wheat Packs

1. Cut one piece of material 50cm x 20cm
2. Fold in half and sew around the edges- straight stitch then a zigzag, leaving a 4 cm hole in 1 corner
3. Fill with wheat and lavender and over sew the hole by hand
4. Sew a bow onto one corner

Games and competitions

Ready steady cook, get the children in two teams (red tomato and green pepper) select their ingredients from their garden with a few extra dry food ingredients and then give them something to make as a team. Share it with the class or even the canteen and get the rest of the school to vote for green or red. Similar adaptations of this can be done at school fetes with parents and other children in the school.

Literature for Teachers and Volunteers:

- Outdoor classrooms: a handbook for school gardens, Carolyn Nuttal and Janet Millington, PI productions 2008
- Written by two experienced teachers and perma-culturalists, this book includes both inspiration and practical advice for creating gardens in schools.
- Kitchen garden cooking with kids, Stephanie Alexander, penguin 2006
- Dig in: creating an edible school garden. Queensland Health 2003
- Comprehensive guide to the gardening aspects of school learn scapes.
- Edible schoolyard: a universal idea, Alice waters, Chronicle books San Francisco 008.
- Famous edible schoolyard at Martin Luther King Junior Middle School in California, which has been an inspiration for many subsequent school garden projects.

Food Photography (S3)

Take photos of your food creations to go in your food journal.

Tips on making it look its best:

- The aim of the food presentation is to attract the eye
- Food should be aesthetically pleasing it should satisfy the sense
- A photograph should enable the viewer to imagine the taste, smell and texture of the food just by looking at the photograph-their mouths should water.
- The colour of the food should be as close as possible to the food in real life
- A photo will help us decide if a food is fit for eating.
- The foods should be garnished in a way that enhances the appearance of the dish and highlights the major ingredients.
- A variety of colours should be used, it often looks best on a white background, but if it's a bland coloured food a coloured plate can be used.
- Try and use bright colours (lots of variety, strong lighting and some props and setting to enhance the display.

Classroom Resources for Healthy Eating

Healthy Kids Association – www.healthy-kids.com.au

Healthy Kids Association provides curriculum resources for primary-school teachers. Each year a Fruit 'n' Veg Month resource kit is made available to those schools who register. Additional resources, advice and support is available through Healthy Kids regarding the school canteen and other primary school programs.

Healthy Kids – NSW Health www.healthykids.nsw.gov.au

This NSW Health government website provides advice and ideas on healthy eating and being active for both children at home and at school. The website offers fact sheets, recipes and activity ideas for children.

Childhood Obesity NSW www.health.nsw.gov.au/obesity/adult/canteens.html

This NSW Health government website provides information on the NSW 2002 Childhood Obesity Summit and the Fresh Tastes @ School NSW Healthy School Canteen Strategy. Fresh Tastes resources such as the Canteen Menu Planning Guide, Fresh Tastes Tool Kit, Fresh Ideas Folder, Fresh Tastes Flyer for Parents, Sugar Sweetened Drink Ban for NSW Schools and Fresh Tastes newsletters can be downloaded from this site

Dietary Guidelines for Children and Adolescents in Australia

www.nhmrc.gov.au/publications/synopses/dietsyn.htm

The National Health and Medical Research Council provides the Australian Dietary Guidelines via this site. The dietary guidelines highlight the groups of foods and lifestyle patterns that promote good nutrition and health. Guidelines for adults and children can be downloaded separately.

Australian Guide to Healthy Eating

www.health.gov.au/internet/main/publishing.nsf/Content/health-pubhlth-strateg-food-guide-index.htm

The Australian Government Department of Health and Ageing provides the Australian Guide to Healthy Eating (food plate) via this site, a national and contemporary food guide for Australia which reflects the multicultural nature of the population and which is relevant for all sectors of the food system to use as a nutrition education and information tool.

Ordered via emailing phd.frontdesk@health.gov.au

Go for 2 & 5 www.gofor2and5.com.au

The “Go for 2 and 5” program is a government initiative that encourages children to eat 2 serves of fruit and 5 serves of vegetables each day. The website offers recipes, projects, activities and challenges for children in all age groups.

Crunch&Sip® www.healthy-kids.com.au/page/87/crunch-and-sip

The Healthy Kids Association coordinates the Crunch&Sip® program in NSW Primary Schools, Crunch&Sip® is a formal break during class time for children to eat fruit and drink water. This site offers further information about how your school can become involved, including application forms. Please contact Healthy Kids for further information.

Crunch&Sip[®]

Schools Participating in the KidsGrow KidsCook Program are encouraged to participate in Crunch&Sip[®]

Schools that register as a Crunch&Sip[®] school receive a resource pack, which incorporates the healthy eating message into the classroom. The pack contains:

- Nutrition and health curriculum materials (developed by DEC) to fit the NSW primary school PDHPE curriculum
- Background nutrition information for teachers
- The 'A-Z of Fruit and Veg' resource for teachers and activities for students
- An electronic (CD) version of the resources

Schools that register are also recognised on the NSW Crunch&Sip[®] website:
www.healthy-kids.com.au/category/45/crunch_and_sip

You can register on the Healthy Kids website site by clicking the "Register" link. Alternatively, the 'Register for Crunch&Sip[®]', 'Crunch&Sip[®] Certification' form and additional resource order form are included here in your folder and also on your KidsGrow KidsCook Resource Disc.

Other Sites with Teacher Resources

Sydney Markets www.sydneymarkets.com.au

Sydney Markets is the operator of Australia's largest fresh fruit and vegetable markets and is recognised as a world leader in fresh produce and community market management. Their website offers seasonal brochures and recipes.

Fresh For Kids www.freshforkids.com.au

Fresh For Kids is a website developed by Sydney Markets just for kids. The site offers areas for kids only, for teachers, for parents and for canteens. The kid's corner contains games, activities and jokes, whilst the adult sections include tips on canteen management, recipes, teacher's resources and some suggestions for parents to create healthy and interesting lunch box ideas.

Dairy Australia www.dairy.edu.au/discoverdairy

The 'Discover Dairy' website developed by Dairy Australia includes teachers resources and activities, parents information and recipes, canteen resources and recipes and games for children.

Australian Egg Corporation www.eggs.org.au

The Australian Egg Corporation site includes fun activity ideas for children, egg and nutrition facts for parents and recipes for the canteen.

Go Grains www.gograins.com.au

The Go Grains website provides information on grains and health as well as recipe ideas, teachers resources for both primary and secondary teachers and activities for kids.

Meat & Livestock Australia www.mla.com.au

The Meat and Livestock website contains recipes ideas and fun games for kids.

Tooty Fruity Vegie Program www.ncahs.nsw.gov.au/tooty-fruity

This program has been developed to increase the amount of fruit and vegetables consumed within the school community. The program offers classroom manuals and cooking programs designed in the context of the NSW DET syllabus.

NSW Food Authority www.foodauthority.nsw.gov.au

The NSW Food Authority is a State Government agency established in April 2004 to provide New South Wales with the best food regulation system in Australia. The NSW Food Authority is responsible for food safety across the entire food industry, from primary production to point-of-sale. This website contains all of the information you need to know in regards to food safety including fact sheets on "Food Safety in School Canteens".

Food Standards Australia and New Zealand www.foodstandards.gov.au

Food Standards Australia New Zealand (FSANZ) is an independent statutory agency, working within an integrated food regulatory system involving the governments of Australia and the New Zealand Government, they set food standards for the two countries. The website has useful fact sheets on food safety practices and the food safety standard.

NSW Department of Health www.health.nsw.gov.au

NSW Health Department have developed a number of resources in regards to food safety covering topics including eating out, salmonella, food temperatures etc. Go to the Health website and then enter 'food safety' into the search field.

Healthy Food & Gardening Books

- Kitchen Garden Companion by Stephanie Alexander, Quadrille Publishing LTD ISBN 978-1844008780
- One Magic Square, Wakefield Press ISBN 9781862547643
- The Kitchen Gardener by Julian Mathews, Fairfax Media Publications Pty Ltd ISBN 9781921190643
- Grow it, Eat it by Royal Horticultural Society, Darling Kindersley Publishing ISBN 9781405328184
- Children's Cookery Cards, Dorling Kindersley Publishing ISBN 9781405320023
- You Can Cook by Annabel Karmel, Darling Kindersley Publishing ISBN 9781405350709
- Ready, Steady, Grow, Darling Kindersley Publishing ISBN 9781405352383
- Healthy Eating Go Facts series, by Paul McEvoy, Blake Education ISBN 186509 532 all stages
- Let's Find Out About Healthy Eating by D. Chancellor, Ticktock ed, ISBN 9781848980907 (all stages)
- Why I Must Eat Healthy Food? (Why I must series) by J. Gaff, Cherrytree Books, ISBN 9781842342619
- Why I Should Look After Myself? (Why I should series) by L. Spilsbury, Heinemann, ISBN 9780431110981
- I Know Where My Food Goes (Sam's Science) by J. Maynard, Walker Books, ISBN9780744562163 S1 & S2
- I Know How I Fight Germs by K. Rowan, Walker Books ISBN 9780744562170 S1 & S2
- Try It You May Like It, heart Foundation, Children's Hospital Westmead, by A. Rossmanith ISBN 9781741672015 S2 & S3
- Why Should I Eat this Carrot? And other questions about healthy eating, L. Spilsbury, Heinemann ISBN 9780431110905 S2 & S3
- Children Need Food by H. Undy, (Children Need series) Wayland Pub. , 1852101040 S3
- The facts about Diabetes – C. Llewellyn Belitha Press ISBN 9781841383149 S3
- Grow It Eat It, Simple Gardening projects and delicious recipes, DK books ISBN 978140532 8104 S2 & S3
- Healthy Habits series – Nutrition – Young Macmillan Library (Stage 1 & 2) ISBN 9781420273939
- Healthy Bodies Healthy choices (Thinking Themes series) Macmillan Teacher resource S1 ISBN 9781420268683
- S2 ISBN 9781420268690
- S3 ISBN 9781420268706
- You are Healthy- T. Snow Crabtree Books ISBN 9781934277225 S1

Classroom Video Educational DVD - Also available on clickview

- All About Nutrition and Exercise – Human Body for Children series, DVD 22 mins S2 & S3
- Smart Food, Healthy Body DVD 16 mins S2 & S3
- The ABC of Vitamins DVD 24 mins S3
- Fries with that? Overweight Epidemic DVD 28 mins S3
- Canteen Food Healthy Tuckshops in Our Schools DVD 19 mins S3
- The Healthy Eating Pyramid DVD 16 mins S3
- Smart Fast Food DVD 10 mins S3

Acknowledgements

Activities and curriculum links:

- NSW Department of Education and Communities
- Food a Fact for life UK – www.foodafactoflife.org.uk/
- Food for life Partnership UK – www.foodforlife.org.uk/
- Fairfax Kids cooking, Adventures in Healthy Eating – Food and Nutrition Services Fairfax county Public schools – www.fcps.edu/fs/food
- Lets get cooking UK – www.letsgetcooking.org.au
- The Royal Children’s Hospital Melbourne – www.rch.org.au/emplibrary/safetycentre/Kitchen_safety.pdf
- Tooti fruity Vegie – North Coast Area Health services - <http://www.ncahs.nsw.gov.au/tooty-fruity/>

Recipes and recipe ideas:

- Forbes North Primary School
- Stephanie Alexander Kitchen Garden Project
- Healthy Outback Kids – Lisa Mansuell at Healthy Kids Association
- Fairfax Kids cooking, Adventures in Healthy Eating- Food and Nutrition Services Fairfax county Public schools- www.fcps.edu/fs/food
- Canteen recipes for Shoalhaven Schools
- Adapted from www.taste.com.au
- www.bestrecipes.com.au
- Liz coping – Healthy Kids Association
- Feeding your Mob with Fruit and Veg, Bush Tucker tips- An Australian Government, State and Territory health initiative
- Gill Horrox – Berry Public school-Recipes from Cooking class set up in Scotland