



SECTION FIVE:

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USEFUL RESOURCES AND WEB SITES

Citizenship & Immigration Canada

Since 1867, Canada's immigration programs have helped build a community of citizens respected throughout the world. Citizenship and Immigration Canada (CIC) was established in 1994 to link immigration services with citizenship registration, to promote the unique ideals all Canadians share and to help build a stronger Canada.

<http://cicnet.ci.gc.ca/>

Cross-Cultural Communication: An Essential Dimension of Effective Education

An outline of effective cross-cultural instructional strategies.

<http://www.nwrel.org/cnorse/booklets/ccc/>

Cultural Profiles

Published by Anti-Racism, Multiculturalism and Native Issues (AMNI) Centre
Faculty of Social Work, University of Toronto, 1999

For information contact: AMNI Centre, Faculty of Social Work, University of Toronto, 246 Bloor St. W., Room 100, Toronto, ON M5S 1A1, 416-946-3699

www.settlement.org/culturalprofiles

www.utoronto.ca/AMNI

Directory of Community Experts on Immigrant & Refugee Issues

By: Ontario Council of Agencies Serving Immigrants (OCASI), 1999

www.web.net/~ocasi

FIGHT BAC!

Website with illustrated downloads about food sanitation: www.fightbac.org

McGraw-Hill Multicultural Supersite

This site attempts to narrow the gap between multicultural education theory and practice through a collection of information and original resources for in-service teachers, pre-service teachers, and teacher educators. <http://www.mhhe.com/socscience/education/multi/>

Multicultural Toolkit: Toolkit for Cross-Cultural Collaboration

This toolkit was developed as a response to the differences observed in expectations, styles, assumptions, values, body language, and privilege across cultures.

<http://www.awesomelibrary.org/multiculturaltoolkit.html>



THCT “Snack Attack” handout (prepared by Heather Lush)

Snack Attack



You're hungry. Your stomach is grumbling. You reach for a snack. Your body needs extra energy and nutrients from food. Now, read on for some tips to help your snacking be tops!

Choose Snacks from the 4 Food Groups

Hit your **Grain Products Group** target by snacking on a bagel, pretzels, popcorn, muffins, granola bars, breakfast cereal, or oatmeal cookies, among others.

If you are short of foods from the **Vegetable and Fruit Group**, reach for crunchy raw vegetables, dried fruit, fruit juice, or a piece of whole fruit.



Short on the **Milk Products Group**? Grab string cheese, a carton of reduced fat yogurt, a milk shake, or a carton of regular or chocolate milk.

If you have a gap in the **Meat and Alternatives Group**, try a hard-boiled egg, a slice of meat, a peanut butter sandwich or a handful of nuts.



SNACK FACT!

Take some time to enjoy your snacks, as well as your meals. It takes a while for your brain to know your stomach is full. Slow down, eat and enjoy!

SNACK FACT!

If you snack on foods that have some fats or sugars, no problem. Just keep your helpings sensible.

DID YOU KNOW?

When you choose vegetables, paint your plate with colour! Plus these foods are low in fat. What a great reason to snack on a carrot, red bell pepper, or spinach salad.

WHEN IS SNACKING NOT SMART?

- * when you're not really hungry
- * when it's just a habit to snack
- * when you always snack on the same things - a variety of foods help your body get the variety of nutrients it needs
- * when you only snack on cookies, chips, candies and soft drinks; these things are okay *sometimes*, but there are many more snacks out there that you can try!



Eat up! Easy, no fuss snacks ...

Each of these snacks counts towards two to three of your servings from the 4 food groups in **Canada's Food Guide to Healthy Eating**.

ULTRA EASY

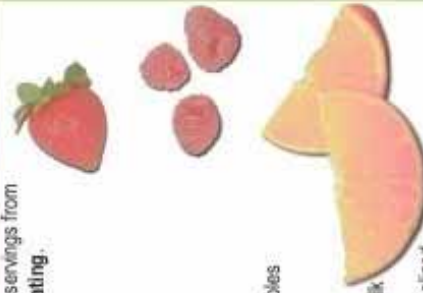
- * reduced fat yogurt, topped with a favorite fruit
- * baked tortilla chips with salsa
- * baby carrots

EASY, MINOR PREPARATION

- * ice cream sandwich, made with oatmeal cookies
- * microwave noodle soup mixed with corn or other vegetables
- * peanut butter sandwich with banana slices

A LITTLE MORE EFFORT

- * fruit smoothie, made with yogurt, fruit and reduced fat milk
- * vegetables rolled up in a soft tortilla
- * microwaved potato, topped with reduced fat cheese and sliced vegetable toppings of your choice (e.g. green pepper, parsley, onion, etc.)





THCT "Sports Nutrition" handout (prepared by Heather Lush)

Sports Nutrition



Athletes need to get the right balance of nutrients every day to help maintain overall performance and health. These tips promote healthy eating to fit an active lifestyle.



Eat for Energy & Activity

Depending on activity level, the energy needs of an active individual may be more than those of a less-active person.

Carbohydrates are the body's main source of energy during physical activity. Eating foods that include **carbohydrates, such as grains, fruits and vegetables three to four hours before exercising will help keep energy levels high.**

Protein Power

Not only does protein help **provide some energy during physical activity**, but it also helps **keep muscles strong and the immune system running**. Sources of protein can include meat, poultry, fish, beans, lentils, eggs and tofu.



Building Bones

Exercise plays an important role in keeping bones strong - and **strong bones help to reduce an athlete's risk of becoming injured**. Calcium plays a significant role in keeping bones strong. Sources of calcium include milk, cheese, yogurt, soy beverages (which indicate they are fortified with calcium), sardines or fish with bones, tofu and seaweed. Active teens need more calcium than adults do because their bones are still growing.

Quench Your Thirst

It's important to drink plenty of fluids throughout the day when you are exercising, especially before, during and after physical activity. **Dehydration (losing too much body water) can affect your athletic performance** and can be very dangerous to your health. Plain water, fruit juices and sports drinks are sources of fluid for young athletes who often do not tolerate temperature extremes as well as adults.

When exercising, especially in hot weather or a warm gym, you sweat and your body loses minerals and other nutrients. Drinking lots of water and eating whole grains, vegetables, fruits and dairy foods can help you make sure your body has everything it needs to keep on going.

There is no one "miracle food" or supplement that can supply all of your nutritional needs. Certain foods supply mainly protein, other foods contain vitamins and minerals, and so on. The key to balancing your diet is to combine different foods so that nutrient deficiencies in some foods are made up by nutrient surpluses in others. Eating a variety of foods is the secret.



SESSION ONE: Introduction

LEARNING OBJECTIVES:

1. To learn how to make tortilla rolls and hummus
2. Participants will:
 - become acquainted with each other and the supervisors/coordinator
 - become familiar with the kitchen facility (Community Kitchen)
 - become aware of their responsibilities as a Teens Healthy Cooking Together member

A G E N D A


Monday, March 17, 2003

Tuesday, March 25, 2003

| TIME | ACTIVITIES |
|--------------------------------|---|
| SESSION PRE-PREPARATION | |
| 2:30 – 3:30 pm | <ul style="list-style-type: none"> • Grocery Shopping |
| 3:30 – 4:30 pm | <ul style="list-style-type: none"> • Post up cooking and recipe instructions on the bulletin board in the kitchen • Photocopy handouts |
| SESSION | |
| 4:30 – 4:40 pm | <ul style="list-style-type: none"> • “Getting to know one another” • Introductions of staff, volunteer(s) and participants • Discuss the purpose of healthy cooking to teens |
| 4:40 – 5:00 pm | <ul style="list-style-type: none"> • Tour of the kitchen • Read-out cooking and recipe instructions • Hummus • Determine rules in the kitchen with teens • Develop “ground rules” and responsibilities list (cooking, cleaning and eating together) with teens – a participatory discussion |
| 5:00 – 5:30 pm | <ul style="list-style-type: none"> • Explain proper way of passing and cutting safely with a knife • Explain proper way of tasting food during food preparation to avoid cross-contamination • Demonstrate how to make a Tortilla Roll and Hummus • Split responsibilities among the teens • Start cooking |
| 5:30 – 6:10 pm | <ul style="list-style-type: none"> • Teens make their own Tortilla Rolls and Apple Berry Punch |
| 6:10 – 6:30 pm | <ul style="list-style-type: none"> • Final clean up |



Recipes

| RECIPE | QUANTITY | INGREDIENT | |
|--------|--|---|---|
| HUMMUS | 1 can | Chick peas | <p>LIKE IT HOT? Add hot pepper or hot sauce to your wrap</p>  |
| | 1 tsp. (15ml) 3 tbsp. (45ml) 3 cloves | Sesame oil Lemon juice Garlic | |
| WRAPS | 16 | Soft tortillas | <p>BE CREATIVE! Experiment with different fillings.</p> |
| | <p><u>Fillings:</u></p> 1 2 3 5 (medium) 3 2 cups | Lettuce (Boston lettuce preferred) Green peppers, sliced Sweet red peppers, sliced Tomatoes, diced Mangos (ripe), sliced Low fat cheddar cheese or Mozzarella cheese | |
| PUNCH | APPLE BERRY | | |
| | 1 bag 2 1.5L (1500ml) 900 ml 600 mL | Ice Apples Cranberry juice Apple juice Soda water | |

NUMBER OF SERVINGS: 16

Instructions:

HUMMUS

1. Put everything together in a bowl
2. Blend everything into a smooth mixture

WRAP

1. Chop the vegetables and fruits into small pieces (Large pieces will not roll well).
2. Place the cut vegetables into individual bowls
3. Spread hummus evenly and smoothly over tortilla
4. Put one leaf of lettuce over the hummus
5. Sprinkle chopped vegetables and fruits
6. Roll Tortilla into a tube
7. Place 2 toothpicks on either end of Tortilla roll
8. Cut into 2 pieces.
Get ideas from others for different creations!

NOTE:

You can warm up your tortilla in the microwave before putting the fillings in



PUNCH

1. Cut apples into slices
2. Place ice in a large bowl
3. Put in apple slices
4. Put in everything else
5. Serve!



SESSION ONE: Equipment Checklist: *(per 12 participants)*

| QUANTITY | UTENSILS | CHECK |
|-----------------|----------------------------------|--------------|
| 10 | Cutting boards | |
| 10 | Knives | |
| 6 | Small bowls | |
| 12 | Spoons | |
| 1 | 500 ml measuring cup | |
| 1 | Grater | |
| 1 | Set of measuring spoons | |
| 1 | Large punch bowl (3L) with ladle | |
| 16 | Drinking cups | |
| 1 roll | Paper towels | |
| 24 | Napkins | |



SESSION TWO: Teens Healthy Cooking

LEARNING OBJECTIVES:

1. To learn how to prepare Pizza and Tropical Fruit Salad
1. To learn about food sanitation and safe food handling
2. To learn about “*Nutrition and Sports*”

AGENDA

Wednesday, March 19, 2003

Thursday, March 27, 2003

| TIME | ACTIVITY(S) |
|-----------------------------------|---|
| THE DAY BEFORE THE SESSION | |
| | <ul style="list-style-type: none"> • Grocery shopping • Prepare nutrition talk on “Sports and Nutrition” • Phone call reminders to the teens • Write-down agenda and recipes instructions on large flipchart paper for upcoming session • Prepare Food Sanitation and recipe handouts • Photocopy and organize handouts |
| SESSION PRE-PREPARATION | |
| 3:00 – 4:00 pm | <ul style="list-style-type: none"> • Final grocery check • Get kitchen / knife shelf / program room keys • Wash and clean kitchen utensils that will be used for the session • Post-up recipe instructions in the kitchen and agenda in the program room |
| 4:00 – 4:25 pm | <ul style="list-style-type: none"> • Place fruits and vegetables into strainers for washing |
| SESSION | |
| 4:30 – 5:00 pm | <p>In the Program Room:</p> <ul style="list-style-type: none"> • “Getting to know one another” • Re-introductions of staff, volunteer(s) and participants • Review today’s agenda • Hand out food sanitation notes • Brief talk about Food Sanitation and kitchen safety in the program room |
| 5:00 – 5:10 pm | <p>In the Kitchen:</p> <ul style="list-style-type: none"> • Introduction to using the oven safely • Read out recipe instructions: Pizzas, Tropical Fruit Salad |

Teens Healthy Cooking Together: Appendices



| | |
|----------------|---|
| 5:10 – 6:00 pm | <ul style="list-style-type: none">• Demonstrate spreading pizza toppings on the flat bread• Stress the necessity of cleaning during each step of food preparation• Split responsibilities among the teens• Start cooking |
| 6:00 – 6:20 pm | In the Program Room: <ul style="list-style-type: none">• An informal talk about “Nutrition and Sports”• Eat and chat |
| 6:20 – 6:30 pm | <ul style="list-style-type: none">• Final clean-up |



Recipes

| RECIPE | QUANTITY | INGREDIENT |
|----------------------|-----------------|--|
| MINI PIZZA | 3 | Flat Breads |
| | ½ cup | Olive oil |
| | 6 cloves | Minced garlic |
| | 3 | 7.5 oz can of tomato sauce |
| | 2 cans (540 mL) | Pineapple chunks |
| | 2 cups | Minced tomato |
| | 2 cups | Thinly sliced zucchini |
| | 3 cups | Red and green peppers |
| | 3 cups | Thinly sliced mushrooms |
| | 3 cups | Mozzarella cheese |
| | 1 | Red onion, thinly sliced |
| TROPICAL FRUIT SALAD | 3 large | Oranges, chopped into bite size pieces |
| | 2 cans (540 mL) | Pineapple chunks |
| | 4 | Red apples, cored and diced |
| | 4 | Bananas, sliced |
| | 2 cans | Nectarines |
| | ½ cup | Yogurt (peach or banana) |
| | ½ cup | Orange Juice |

LIKE IT HOT?
Add hot pepper to your pizza

Try any fruit in season!

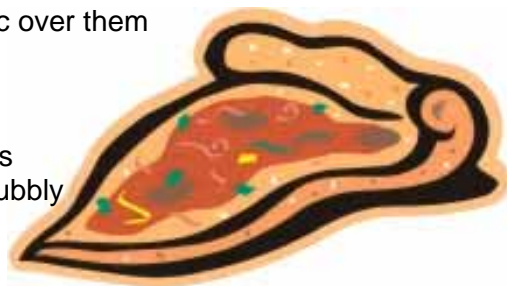


NUMBER OF SERVINGS: 16

Instructions:

PIZZA

1. Preheat oven to 350°F
2. Brush flat breads with olive oil and spread minced garlic over them
3. Bake flat breads for a few minutes
4. Prepare vegetables and cheese toppings
5. Spread tomato sauce on flat bread
6. On top off each flat bread, place desired mix of toppings
7. Bake about 10-15 minutes, or until cheese topping is bubbly



TROPICAL FRUIT SALAD

1. In a large bowl, combine the first 5 ingredients.
2. Mix yogurt with orange juice and stir into the bowl mixture.
3. Serve.



SESSION TWO: Equipment Checklist: *(per 12 participants)*

| QUANTITY | UTENSILS | CHECK |
|-----------------|----------------------|--------------|
| 12 | Cutting boards | |
| 12 | Knives | |
| 4 | Spatulas | |
| 12 | Spoons | |
| 1 | 125 ml measuring cup | |
| 1 | Grater | |
| 1 | Can opener | |
| 2 | Baking trays | |
| 1 | Large serving bowl | |
| 1 roll | Paper towels | |
| 1 pkg. | Napkins | |



SESSION THREE (A): Teens Healthy Cooking

LEARNING OBJECTIVES:

1. Learn how to make a Hawaiian Fruit Crumble and Fruit Pancakes
2. Learn how healthy snacking can be incorporated into your daily diet

PROGRAM OBJECTIVES:

1. To obtain feedback through *Program Evaluations* from the participants
2. To assess the level of knowledge that the participants have at the end of the program (compared to their knowledge at the time of registration for the THCT program)

AGENDA

Monday, March 24, 2003

| TIME | ACTIVITIES |
|-----------------------------------|---|
| THE DAY BEFORE THE SESSION | |
| | <ul style="list-style-type: none"> • Grocery shopping • Prepare nutrition activity and discussion on “Healthy Snacking” • Prepare session agenda • Learn how to operate the kitchen stove • Phone call reminders to the teens |
| SESSION PRE-PREPARATION | |
| 2:00 – 3:00 pm | <ul style="list-style-type: none"> • Final grocery check • Wash and clean kitchen utensils that will be used for the session • Post-up recipe instructions in the kitchen and today’s agenda in the program room |
| 3:00 – 3:30 pm | <ul style="list-style-type: none"> • Photocopy and organize handouts |
| 3:30 – 4:00 pm | <ul style="list-style-type: none"> • Prepare the fruit/vegetable plate with hummus and trail mix for the goodbye “party” |
| 4:00 – 4:30 pm | <ul style="list-style-type: none"> • Place fruits and vegetables into bowl strainers for washing • Separate ingredients for the different recipes |
| SESSION | |
| 4:30 – 4:40 pm | <ul style="list-style-type: none"> • “Getting to know one another” • Re-introductions of staff, volunteer(s) and participants • Review today’s agenda |
| 4:40 – 4:50 pm | <ul style="list-style-type: none"> • Read out recipe instructions – Fruit Pancakes, Hawaiian Fruit Crumble • Review safety procedures for cooking over a hot stove top |

Teens Healthy Cooking Together: Appendices



| | |
|----------------|--|
| 4:50 – 5:40 pm | <ul style="list-style-type: none">• Split responsibilities among the teens• Start cooking |
| 5:40 – 5:50 pm | <ul style="list-style-type: none">• Moving to the program room• Eat and chat time |
| 5:50 – 6:10 pm | Nutrition Activity & Discussion: <ul style="list-style-type: none">• Learning about “<i>Healthy Snacking</i>” |
| 6:10 – 6:25 pm | Handout Evaluation Sheets and quiz: <ul style="list-style-type: none">• Explain the questions• Take up quiz• Collect the completed evaluation forms |
| 6:25 – 6:30 pm | <ul style="list-style-type: none">• Final clean-up• Thank teens for participating |



Recipes

| RECIPE | QUANTITY | INGREDIENT |
|----------------|----------|--|
| FRUIT PANCAKES | 8 cups | Pancake mix (package mix) |
| | 6 cups | Water |
| | | Assorted fruits (canned and fresh) cut into bite size pieces <ul style="list-style-type: none"> <input type="checkbox"/> 3 bananas, sliced thinly <input type="checkbox"/> 1 can diced pineapple (540 mL) <input type="checkbox"/> 2 quarts blueberries (defrosted) <input type="checkbox"/> 1 can peaches (28 oz), cut into bite size pieces <input type="checkbox"/> 2 apples, peeled and thinly sliced |
| | | Butter or cooking oil |
| | | Toppings: <ul style="list-style-type: none"> <input type="checkbox"/> Cinnamon <input type="checkbox"/> Icing Sugar <input type="checkbox"/> Syrup <input type="checkbox"/> Unsweetened Apple Sauce |

Try any fruit in season!



| | | |
|------------------------|---|---|
| HAWAIIAN FRUIT CRUMBLE | <p><u>Fruit mixture:</u></p> <p>4 cups 2 tablespoons 2 cans (540 mL) 3 cans (14 oz)</p> <p><u>Oatmeal crumble:</u></p> <p>2 cups 1 ½ cups 1 cup 1 tsp. 1 tsp. ¼ cup</p> | <p>Thinly sliced apples Lemon juice Crushed pineapple, drained Cranberry sauce</p> <p>Quick cooking oats Packed brown sugar All purpose flour Cinnamon Salt margarine</p> |
|------------------------|---|---|



NUMBER OF SERVINGS: 16

Instructions:

FRUIT PANCAKES

1. Pre-heat griddle to 400°F (medium-high heat). Griddle is ready when drops of cold water bounce and sputter.
2. In a large bowl, combine pancake mix and water. Stir together until smooth.
3. Use about ½ cup of batter per pancake – spoon batter onto hot griddle. Drop fruits of your choice into the pancake batter.



4. Turn pancake when bubbles appear and the edges appear cooked. Continue cooking until second side appears done.
5. Serve with toppings.

HAWAIIAN FRUIT CRUMBLE

1. Toss apple slices with lemon juice. Place in a 10 x 6 x 1 1/2 inch baking dish.
2. Spoon pineapple evenly over apples, then cover with cranberry sauce.
3. Mix oats, brown sugar, flour, cinnamon, and salt. Cut in butter or margarine till crumbly. Sprinkle over fruit.
4. Bake at 350 degrees F (175 degrees C) for 30 minutes, or till apples are tender.
5. Serve warm.



SESSION THREE: Equipment checklist *(per 12 participants)*

| QUANTITY | COOKING UTENSILS | CHECK |
|------------------|----------------------------|-------|
| 8 | Cutting boards | |
| 8 | Cutting knives | |
| 3 | Large bowls | |
| 3 | Large spoons | |
| 1 set | Measuring cups | |
| 1 | Large liquid measuring cup | |
| 1 | Spatula | |
| 2 | Frying pans | |
| 2 | Flippers | |
| 1 | Can opener | |
| 3 | Peelers | |
| 2 | Baking dishes 10" X 6" | |
| EATING UTENSILS: | | |
| 12 | Bowls | |
| 12 | Plates | |
| 12 | Spoons | |
| 12 | Forks | |
| 12 | Knives | |
| 12 | Napkins | |



SESSION THREE (B): Teens Healthy Cooking

LEARNING OBJECTIVES:

1. Learn how to make a Tropical Fruit Salad and Stir Fry
2. Learn how healthy snacking can be incorporated into your daily diet

PROGRAM OBJECTIVES:

1. To obtain feedback through *Program Evaluations* from the participants
2. To assess the level of knowledge that the participants have at the end of the program (compared to their knowledge at the time of registration for the THCT program)

AGENDA

Monday, March 31, 2003

| TIME | ACTIVITIES |
|-----------------------------------|---|
| THE DAY BEFORE THE SESSION | |
| | <ul style="list-style-type: none"> • Grocery shopping • Prepare nutrition activity and discussion on “Healthy Snacking” • Prepare session agenda • Learn how to operate the kitchen stove • Phone call reminders to the teens |
| SESSION PRE-PREPARATION | |
| 2:00 – 3:00 pm | <ul style="list-style-type: none"> • Final grocery check • Wash and clean kitchen utensils that will be used for the session • Post-up recipe instructions in the kitchen and today’s agenda in the program room |
| 3:00 – 3:30 pm | <ul style="list-style-type: none"> • Photocopy and organize handouts |
| 3:30 – 4:00 pm | <ul style="list-style-type: none"> • Prepare the trail mix for the goodbye “party” |
| 4:00 – 4:30 pm | <ul style="list-style-type: none"> • Place fruits and vegetables into bowl strainers for washing • Separate ingredients for the different recipes |
| SESSION | |
| 4:30 – 4:40 pm | <ul style="list-style-type: none"> • “Getting to know one another” • Re-introductions of staff, volunteer(s) and participants • Review today’s agenda |
| 4:40 – 4:50 pm | <ul style="list-style-type: none"> • Read out recipe instructions – Stir Fry, Hawaiian Fruit Crumble • Review safety procedures for cooking over a hot stove top |



| | |
|----------------|--|
| 4:50 – 5:40 pm | <ul style="list-style-type: none">• Split responsibilities among the teens• Start cooking |
| 5:40 – 5:50 pm | <ul style="list-style-type: none">• Moving to the program room• Eat and chat time |
| 5:50 – 6:10 pm | Nutrition Activity & Discussion: <ul style="list-style-type: none">• Learning about “<i>Healthy Snacking</i>” |
| 6:10 – 6:25 pm | Handout Evaluation Sheets and quiz: <ul style="list-style-type: none">• Explain the questions• Take up quiz• Collect the completed evaluation forms |
| 6:25 – 6:30 pm | <ul style="list-style-type: none">• Final clean-up• Thank teens for participating |



Recipes

| RECIPE | QUANTITY | INGREDIENT |
|-------------|-------------------------|--|
| STIR FRY | 1 bunch | Broccoli, broken into bite-sized pieces |
| | 1 bunch | Cauliflower, broken into bite-sized pieces |
| | 2 cans (8 oz) | Water chestnuts, drained and rinsed |
| | 2 cups | Snow peas, stems removed |
| | 2 cups | Bean sprouts |
| | 1 bunch | Baby bok choy |
| | 4 | Green peppers, cut into chunks |
| | 4 | Red peppers, cut into chunks |
| | 2 cups | Sliced mushrooms |
| | 1 | Onion (large), sliced |
| | 2 cloves | Garlic, minced |
| | 1 tbsp. | Fresh ginger, ground |
| | 1 pkg. | Chow mien noodles |
| OPTIONAL: 2 | Chicken breasts (halal) | |



Sauces/Oils: (as needed to prevent sticking and to flavour stir fry)

- Soya Sauce
- Black Bean & Garlic Sauce
- Grapeseed Oil/Olive Oil
- Sesame Seed Oil
- Lemon Juice

HAWAIIAN FRUIT Fruit mixture:

| | | |
|---------|-----------------|----------------------------|
| CRUMBLE | 4 cups | Thinly sliced apples |
| | 2 tablespoons | Lemon juice |
| | 2 cans (540 mL) | Crushed pineapple, drained |
| | 3 cans (14 oz) | Cranberry sauce |

Try any fruit in season!

Oatmeal crumble:

- | | |
|----------|--------------------|
| 2 cups | Quick cooking oats |
| 1 ½ cups | Packed brown sugar |
| 1 cup | All purpose flour |
| 1 tsp. | Cinnamon |
| 1 tsp. | Salt |
| ¼ cup | margarine |



NUMBER OF SERVINGS: 16



Instructions:

STIR FRY

6. Pre-heat grape seed oil or olive oil in a Wok to a medium-high heat. The Wok is ready when drops of cold water bounce and sputter.
7. OPTIONAL: Pre-heat a frying pan with olive oil (1 tbsp.). Fry bite-size pieces of chicken until cooked through. ****Keep warm and covered on stove top until stir fry is ready ****

TIP!

You need to group your vegetables by how fast they cook. The whole point is not to overcook the vegetables - they should still be crunchy in the middle if your stir fry has turned out correctly.

Slow cooking vegetables: garlic, ginger, onions, leeks, bok choy, carrots, etc.

Faster cooking vegetables: broccoli, cauliflower, squash (yellow, zucchini, or eggplant), snow peas, peppers, mushrooms, etc.

Add at the end for just a few seconds: mandarin oranges, water chestnuts, bean sprouts, tofu, or cooked meat.

Top it off with: sauces (hoisin sauce, soya sauce, black bean and garlic sauce), sesame seed oil, etc.

8. Chop up all your vegetables before you start. The pieces should be of uniform size. This is to avoid overcooking anything. Set the vegetables near your wok or skillet. Have your stir fry sauce nearby as well.
9. Add some vegetables, starting with the slower cooking varieties, and some soya sauce (not too much – you don't want your vegetables to soak up the dark colour!). When these have cooked for a few minutes, add the other vegetables. Add the last minute ingredients only until they are warmed.
10. As you are cooking, toss the vegetables around constantly. Sprinkle your sauces/oils (sparingly) into the wok occasionally to keep things from sticking. (Remember that your vegetables juices will help to keep things from sticking as they cook as well!)
11. Boil Chow mien noodles for 3 minutes. Drain.
OPTIONAL: Stir-fry noodles with oil and sauces for 1 minute.
12. Serve immediately after removing it from the stove with chicken (or an alternative meat) and noodles or rice.

HAWAIIAN FRUIT CRUMBLE

1. Toss apple slices with lemon juice. Place in a 10 x 6 x 1 1/2 inch baking dish.
2. Spoon pineapple evenly over apples, then cover with cranberry sauce.
3. Mix oats, brown sugar, flour, cinnamon, and salt. Cut in butter or margarine till crumbly. Sprinkle over fruit.
4. Bake at 350 degrees F (175 degrees C) for 30 minutes, or till apples are tender.
5. Serve warm.





SESSION THREE: Equipment checklist *(per 12 participants)*

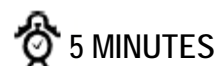
| QUANTITY | COOKING UTENSILS | CHECK |
|-------------------------|----------------------------|-------|
| 8 | Cutting boards | |
| 8 | Cutting knives | |
| 3 | Large bowls | |
| 3 | Large spoons | |
| 1 set | Measuring cups | |
| 1 | Large liquid measuring cup | |
| 1 | Spatula | |
| 1 | Frying pan | |
| 2 | Woks | |
| 3 | Flippers | |
| 1 | Can opener | |
| 3 | Peelers | |
| 2 | Baking dishes 10" X 6" | |
| EATING UTENSILS: | | |
| 12 | Bowls | |
| 12 | Plates | |
| 12 | Spoons | |
| 12 | Forks | |
| 12 | Knives | |
| 12 | Napkins | |



Youth Focus Group Interview Guide

Reviewing the “Teens Healthy Cooking Together” Program Plan

INTRODUCTION



▪ INTRODUCTION

Thank you for agreeing to participate in this focus group. The purpose of this focus group is to get your input about a program called **“Teens Healthy Cooking Together”** that will be presented to teens who register for it through the **“Pathways to Education”** mentoring program. I will be asking you to look at the materials that we plan to use in the program and inviting you to give your ideas about how the materials might be changed or improved upon to better meet your peers’ needs. Our conversation today should take about one hour of your time. We ask that you, as a participant in this focus group, respect that the comments shared by participants present here today are confidential and that they are not shared outside of this session. Similarly, we would like to reaffirm that information from this session will not be shared, released or discussed by researchers in the same manner. Your participation in this focus group is voluntary. You have the right to withdraw your participation from this discussion and may free to leave at any time. I hope that you will feel comfortable staying for the whole hour, as I would like to get as many ideas as possible. Similarly, you have the right to withdraw your comments from our data collection until March 14, 2003 at 5:00 pm.

During the project **“Teens Healthy Cooking Together”**, teen participants will take part in three sessions. We hope that through these sessions we will:

- improve the participants’ knowledge and awareness concerning food, nutrition, health and healthy eating
- improve participants’ skills relating to food safety, and cooking techniques

▪ ALERT PARTICIPANTS TO THE PRESENCE OF A RECORDING DEVICE IN THE ROOM

I will be tape recording our conversation today so that I can use my time today making sure that I understand what you are saying, rather than making notes.

▪ STATEMENT OF PURPOSE AND CONFIDENTIALITY

Your comments are completely confidential. Your name will not be associated with any comments you make. [RECORDER] will be recording all the ideas and comments we discuss today and we will be combining this information with ideas and comments collected from parents, and other teens who had previously participated in the Teens Healthy Cooking Together classes.



- **ALL COMMENTS ARE WELCOME!**

This is an opportunity for you to share what is important to you; I encourage you to speak up. I also encourage you to speak about yourself and your own experiences. There are no right or wrong answers. Please feel free to tell me what you honestly think about the materials we're going to look at.

It is important that everyone has an opportunity to share their ideas. So I may call upon you to discuss your views, or ask that you allow someone else to speak who may not have had an opportunity to share their ideas.

Do you have any questions or concerns?

- **PARTICIPANTS WILL INTRODUCE THEMSELVES**



KEY CONTENT SECTION

FOCUS GROUP QUESTIONS – FEEDBACK & OPINIONS FROM PARTICIPANTS

The basis of the sessions will be written on flipcharts for participants to view and the handout will be used as a supplement to that.

THCT “Session One”

 15 MINUTES

- Distribute “Session One” document to participants.
- Take a moment to guide participants through each page of TCHT Session One

THCT “Session Two”

 15 MINUTES

- Distribute “Session Two” document to participants.
- Take a moment to guide participants through each page of TCHT Session Two.

THCT “Session Three”

 15 MINUTES

- Distribute “Session Three” document to participants.
- Take a moment to guide participants through each page of TCHT Session Three.

Ask the following questions after reviewing each THCT Session:

Questions

What do you think the main message(s) of this THCT session are? Anyone else?

Do you feel that the information provided is useful?

- Which aspects do you think are most useful?
 - Which aspects do you think are the least useful?
 - Do you think this information would help you to make better food choices?
 - Is there any other information you think should be included here?
-

Thinking about how this information will be presented in the classroom sessions,

- Is it easy to understand the information?
 - Is the information appealing?
 - Are there things you would change about the way the information is presented?
-

Do you think that cooking classes are a good way to help teens learn about nutrition and healthy eating information?

- Can you think of other ways to distribute nutrition and healthy eating information?



SUMMARY

 5 MINUTES

- **ASK PARTICIPANTS FOR FURTHER COMMENTS** (*additional information that was not addressed*)
 - Do you have any other ideas about how this program could be improved?

CLOSING

 5 MINUTES

- **THANK PARTICIPANTS**
- **EXPLAIN HOW THIS DISCUSSION WILL BE USED**



Parental Focus Group Interview Guide

Reviewing the “Teens Healthy Cooking Together” Program Plan

INTRODUCTION



▪ INTRODUCTION

Thank you for agreeing to participate in this focus group. The purpose of this focus group is to get your input about a program called **“Teens Healthy Cooking Together”** that will be presented to your children. I will be asking you to look at the materials used in the program and inviting you to give your ideas about how the materials might be changed or improved upon to better meet your child’s needs. Our conversation today should take about one hour of your time. We ask that you, as a participant in this focus group, respect that the comments shared by participants present here today are confidential and that they are not shared outside of this session. Similarly, we would like to reaffirm that information from this session will not be shared, released or discussed by researchers in the same manner. Your participation in this focus group is voluntary. You have the right to withdraw your participation from this discussion and may free to leave at any time. I hope that you will feel comfortable staying for the whole hour, as I would like to get as many ideas as possible. Similarly, you have the right to withdraw your comments from our data collection until March 14, 2003 at 5:00 pm.

During the project **“Teens Healthy Cooking Together”**, teen participants will take part in three sessions. We hope that through these sessions we will:

- improve the participants’ knowledge and awareness concerning food, nutrition, health and healthy eating
- improve participants’ skills relating to food safety, and cooking techniques

▪ ALERT PARTICIPANTS TO THE PRESENCE OF A RECORDING DEVICE IN THE ROOM

I will be tape recording our conversation today so that I can use my time today making sure that I understand what you are saying, rather than making notes.

▪ STATEMENT OF PURPOSE AND CONFIDENTIALITY

Your comments are completely confidential. Your name will not be associated with any comments you make. [RECORDER] will be recording all the ideas and comments we discuss today and we will be combining this information with ideas and comments collected from adolescents who previously participated in the Teens Healthy Cooking Together classes.

▪ ALL COMMENTS ARE WELCOME!

This is an opportunity for you to share what is important to you; I encourage you to speak up. I also encourage you to speak about yourself and your own experiences. There are no right or wrong answers. Please feel free to tell me what you honestly think about the materials we’re going to look at.

It is important that everyone has an opportunity to share their ideas. So I may call upon you to discuss your views, or ask that you allow someone else to speak who may not have had an opportunity to share their ideas.

Do you have any questions or concerns?

▪ PARTICIPANTS WILL INTRODUCE THEMSELVES




KEY CONTENT SECTION

FOCUS GROUP QUESTIONS – FEEDBACK & OPINIONS FROM PARTICIPANTS

The basis of the sessions will be written on flipcharts for participants to view and the handout will be used as a supplement to that.

THCT “Session One”

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THCT “Session Two”

 15 MINUTES

- Distribute “Session Two” document to participants.
- Take a moment to guide participants through each page of TCHT Session Two.

THCT “Session Three”

 15 MINUTES

- Distribute “Session Three” document to participants.
- Take a moment to guide participants through each page of TCHT Session Three.

Ask the following questions after reviewing each THCT Session:

Questions

What do you think the main message(s) of this THCT session are? Anyone else?

Do you feel that the information provided is useful?

- Which aspects do you think are most useful to teens?
 - Which aspects do you think are the least useful?
 - Do you think this information would help your teen to make better food choices?
 - Is there any other information you think should be included here?
-

Thinking about how this information will be presented in the classroom sessions,

- Is it easy to understand the information?
 - Is the information appealing?
 - Are there things you would change about the way the information is presented?
-

Do you think that cooking classes are a good way to help teens learn about nutrition and healthy eating information?

- Can you think of other ways to distribute nutrition and healthy eating information to the teens?



SUMMARY

 5 MINUTES

- **ASK PARTICIPANTS FOR FURTHER COMMENTS** (*additional information that was not addressed*)
 - Do you have any other ideas about how this program could be improved?

CLOSING

 5 MINUTES

- **THANK PARTICIPANTS**
- **EXPLAIN HOW THIS DISCUSSION WILL BE USED**



CONSENT FORM

FOCUS GROUP FOR TEENS “Teens Healthy Cooking Together” Program at Regent Park Community Health Centre in Toronto

I understand that I have been asked to participate in a focus group that examines the usefulness of a healthy eating program called the “Teens Healthy Cooking Together”. The purpose of the focus group is to find out whether this program would really help teens learn more about healthy eating. The results of this focus group will be used to plan future healthy eating programs for teens.

I further understand that I will attend and participate in a one-hour focus group with 6 to 12 other participants to discuss my opinions of the “Teens Healthy Cooking Together” program. As part of the group, I will be asked to participate in talking about issues around healthy eating that I feel are of interest to my peers.

I understand that the Dietary Risk Factors Working Group is responsible for gathering data and that this research has the approval of the Toronto Public Health Research Ethics Board. I understand that the focus group meeting will be tape-recorded. I understand that I can refuse to answer any questions I am asked and may leave the group at any time.

I understand that information from this session that is discussed by the participants will only be shared, released or discussed by researchers in a confidential manner. I will not be identified by name on any information kept by the research team. My identity will be concealed and protected. I understand it is possible that the combined results of all participants’ answers to focus group questions and topics of discussion may be used in presentations and reports written by the research team.

When the study is finished, a final report will be written and made available to Regent Park Community Health Centre, Toronto Public Health and other community agencies.

I understand my participation or non-participation in the research will not affect the services I normally receive at Regent Park Community Health Centre.

I understand that I don't have to participate in this focus group. I may withdraw my comments until March 14, 2003 with no consequences. If I have any questions, I may contact Heather Lush at 416-364-2261, Ext. 2341.

I understand that the goal of this focus group is to understand whether I believe that the “Teens Healthy Cooking Together” program helps teens learn about healthy eating. By signing this form, I consent to be included in the focus group.

Participant's Signature

Date



CONSENT FORM

FOCUS GROUP FOR PARENTS “Teens Healthy Cooking Together” Program at Regent Park Community Health Centre in Toronto

I understand that I have been asked to participate in a focus group that examines the usefulness of a healthy eating program called the “Teens Healthy Cooking Together”. The purpose of the focus group is to find out whether this program would really help teens learn more about healthy eating. The results of this focus group will be used to plan future healthy eating programs for teens.

I further understand that I will attend and participate in a one-hour focus group with 6 to 12 other participants to discuss my opinions of the “Teens Healthy Cooking Together” program. As part of the group, I will be asked to participate in talking about issues around healthy eating that I feel are of interest to my children.

I understand that the Dietary Risk Factors Working Group is responsible for gathering data and that this research has the approval of the Toronto Public Health Research Ethics Board. I understand that the focus group meeting will be tape-recorded. I understand that I can refuse to answer any questions I am asked and may leave the group at any time.

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I understand that the goal of this focus group is to understand whether I believe that the “Teens Healthy Cooking Together” program helps teens learn about healthy eating. By signing this form, I consent to be included in the focus group.

Participant's Signature

Date



Let's talk about...

Teens Healthy Cooking Together!

Tell us a little about you first:

Are you a: Male Female (CIRCLE ANSWER)

How old are you? _____

What grade are you in? _____

What is your cultural background? _____

What would make you interested in taking part in a program called *Teens Healthy Cooking Together*?



1. What cooking skills would you like to learn?

2. Which food, nutrition, and healthy eating topics would you like to learn more about? Please share ideas!

3. On a typical day, how often do you eat snacks? (CIRCLE ANSWER)

| | | | | |
|---------|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 |
| (NEVER) | | | | (VERY OFTEN) |

What are some of the foods that you usually eat as snacks?



4. How often do you cook or prepare food? (CIRCLE ANSWER)

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

(NEVER)

(VERY OFTEN)

If you do cook or prepare food, who do you do this for? (CHECK ALL THAT APPLY)

Family _____

Yourself _____

Friends _____

Other People _____



5. Would you like to learn how to make more foods from your culture? (CIRCLE ANSWER)

| | | |
|-----|----|-------|
| YES | NO | MAYBE |
|-----|----|-------|

6. What kinds of food would you like to learn how to cook?

7. Do you think three cooking classes are ... (CIRCLE ANSWER)

| | | |
|--------|------------|------------|
| ENOUGH | NOT ENOUGH | JUST RIGHT |
|--------|------------|------------|

8. Do you have any other comments you would like to share?



Thank you for sharing your thoughts with us!



Questions & Answers!

Teens Healthy Cooking Together!

For each of the following questions,
please provide a very short answer in the space provided.

| QUESTIONS | ANSWERS |
|--|---------|
| What makes fruits and vegetables important parts of healthy eating? | |
| What makes refrigerating our food important? | |
| Sam is making chicken with vegetables for supper. After cutting the raw chicken, Sam used the same knife and cutting board to cut the vegetables. What did Sam do wrong? | |
| What's the proper way to pass a knife to another person? | |
| What is the proper way to taste or sample food when you are cooking it? | |
| Jill often gets hungry between meals. List 3 healthy snacks that Jill might eat to keep her going between meals. | |
| Dan is going to be playing soccer all day. What should he do to avoid dehydration? | |

Teens' Pre-Test [Control Group]: page 3 of 3



Let's get ready for...

Teens Healthy Cooking Together!

Tell us a little about you first:

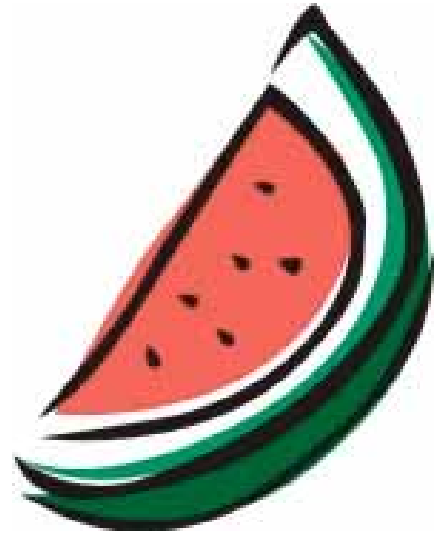
Are you a: Male Female (CIRCLE ANSWER)

How old are you? _____

What grade are you in? _____

What is your cultural background? _____

What interested you about taking part in *Teens Healthy Cooking Together*?



1. What cooking skills would you like to learn?

2. Which food, nutrition, and healthy eating topics would you like to learn more about in our discussion sessions? Please share ideas!

3. On a typical day, how often do you eat snacks? (CIRCLE ANSWER)

1

2

3

4

5

(NEVER)

(VERY OFTEN)

Teens' Pre-Test [Participants]: page 1 of 3



What are some of the foods that you usually eat as snacks?

4. How often do you cook or prepare food? (CIRCLE ANSWER)

| | | | | |
|---------|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 |
| (NEVER) | | | | (VERY OFTEN) |

If you do cook or prepare food, who do you do this for? (CHECK ALL THAT APPLY)

| | | | |
|---------|-------|--------------|-------|
| Family | _____ | Yourself | _____ |
| Friends | _____ | Other People | _____ |



5. Would you like to learn how to make more foods from your culture? (CIRCLE ANSWER)

| | | |
|-----|----|-------|
| YES | NO | MAYBE |
|-----|----|-------|

6. What other kinds of food would you like to learn how to cook at *Teens Healthy Cooking Together*?

7. Do you think three classes are ... (CIRCLE ANSWER)

| | | |
|--------|------------|------------|
| ENOUGH | NOT ENOUGH | JUST RIGHT |
|--------|------------|------------|

8. Do you have any other comments you would like to share?



Thank you for sharing your thoughts with us!



Questions & Answers!

Teens Healthy Cooking Together!

For each of the following questions,
please provide a very short answer in the space provided.

| QUESTIONS | ANSWERS |
|--|---------|
| What makes fruits and vegetables important parts of healthy eating? | |
| What makes refrigerating our food important? | |
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| What's the proper way to pass a knife to another person? | |
| What is the proper way to taste or sample food when you are cooking it? | |
| Jill often gets hungry between meals. List 3 healthy snacks that Jill might eat to keep her going between meals. | |
| Dan is going to be playing soccer all day. What should he do to avoid dehydration? | |

Teens' Pre-Test [Participants]: page 3 of 3



What did you think about ...

Teens Healthy Cooking Together?

Tell us a little about you first:

Are you a: Male Female (CIRCLE ANSWER)

How old are you? _____

What grade are you in? _____

What is your cultural background? _____

What interested you about joining the *Teens Healthy Cooking Together* program?



Tell us a little about Teens Healthy Cooking Together:

1. Overall, how would you rate the program?
(CIRCLE ANSWER)

| | | | | |
|------|------|------|-----------|-----------|
| 1 | 2 | 3 | 4 | 5 |
| POOR | FAIR | GOOD | VERY GOOD | EXCELLENT |

2. Was the *Teens Healthy Cooking Together* program what you expected? (CIRCLE ANSWER)

| | |
|-----|----|
| YES | NO |
|-----|----|

If your answer was NO, what did you expect?

3. Would you recommend *Teens Healthy Cooking* to your friends?
(CIRCLE ANSWER)

| | | |
|-----|----|-------|
| YES | NO | MAYBE |
|-----|----|-------|

Teens' Post-Test [Participants Group A]: page 1 of 3



4. Did you talk about *Teens Healthy Cooking Together* with anyone outside of the program? (friends, family, other people) (**CIRCLE ANSWER**)

| | |
|-----|----|
| YES | NO |
|-----|----|

If your answer was YES, what did you say?

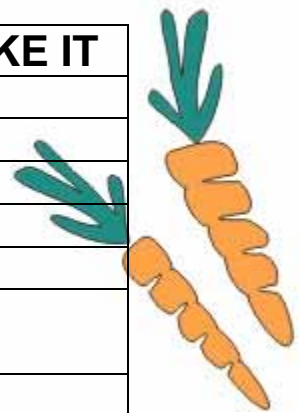
5. Did you learn anything new at *Teens Healthy Cooking Together*? (**CIRCLE ANSWER**)

| | |
|-----|----|
| YES | NO |
|-----|----|

If your answer was YES, what did you learn?

6. What did you think about the recipes/food that was made in *Teens Healthy Cooking Together*? (**CHECK YOUR ANSWER**)

| Food | LIKED IT | DIDN'T LIKE IT |
|------------------------|----------|----------------|
| Tortilla Wraps | | |
| Hummus | | |
| Apple Berry Punch | | |
| Pizza | | |
| Fruit Salad | | |
| Hawaiian Fruit Crumble | | |
| Fruit Pancakes | | |



7. How can the program be improved to make it more fun and educational?

8. Do you have any other comments you would like to share?



Thank you for sharing your thoughts with us!



Questions & Answers!

Teens Healthy Cooking Together!

For each of the following questions, please provide a very short answer in the space provided.

| QUESTIONS | ANSWERS |
|--|---------|
| What makes fruits and vegetables important parts of healthy eating? | |
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| What is the proper way to taste or sample food when you are cooking it? | |
| Jill often gets hungry between meals. List 3 healthy snacks that Jill might eat to keep her going between meals. | |
| Dan is going to be playing soccer all day. What should he do to avoid dehydration? | |



What did you think about ...

Teens Healthy Cooking Together?

Tell us a little about you first:

Are you a: Male Female (CIRCLE ANSWER)

How old are you? _____

What grade are you in? _____

What is your cultural background? _____

What interested you about joining the *Teens Healthy Cooking Together* program?



Tell us a little about Teens Healthy Cooking Together:

9. Overall, how would you rate the program?
(CIRCLE ANSWER)

| | | | | |
|------|------|------|-----------|-----------|
| 1 | 2 | 3 | 4 | 5 |
| POOR | FAIR | GOOD | VERY GOOD | EXCELLENT |

10. Was the *Teens Healthy Cooking Together* program what you expected? (CIRCLE ANSWER)

| | |
|-----|----|
| YES | NO |
|-----|----|

If your answer was NO, what did you expect?

11. Would you recommend *Teens Healthy Cooking* to your friends?
(CIRCLE ANSWER)

| | | |
|-----|----|-------|
| YES | NO | MAYBE |
|-----|----|-------|



12. Did you talk about *Teens Healthy Cooking Together* with anyone outside of the program? (friends, family, other people) **(CIRCLE ANSWER)**

| | |
|-----|----|
| YES | NO |
|-----|----|

If your answer was YES, what did you say?

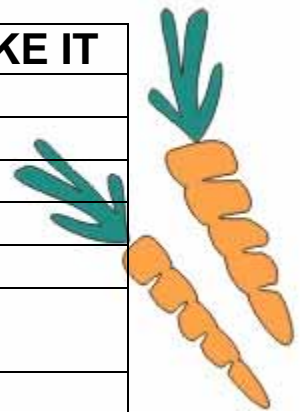
13. Did you learn anything new at *Teens Healthy Cooking Together*? **(CIRCLE ANSWER)**

| | |
|-----|----|
| YES | NO |
|-----|----|

If your answer was YES, what did you learn?

14. What did you think about the recipes/food that was made in *Teens Healthy Cooking Together*? **(CHECK YOUR ANSWER)**

| Food | LIKED IT | DIDN'T LIKE IT |
|------------------------|----------|----------------|
| Tortilla Wraps | | |
| Hummus | | |
| Apple Berry Punch | | |
| Pizza | | |
| Fruit Salad | | |
| Hawaiian Fruit Crumble | | |
| Stir Fry | | |



15. How can the program be improved to make it more fun and educational?

16. Do you have any other comments you would like to share?



Thank you for sharing your thoughts with us!



Questions & Answers!

Teens Healthy Cooking Together!

For each of the following questions, please provide a very short answer in the space provided.

| QUESTIONS | ANSWERS |
|--|---------|
| What makes fruits and vegetables important parts of healthy eating? | |
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Questions & Answers!

Teens Healthy Cooking Together!

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please provide a very short answer in the space provided.

| QUESTIONS | ANSWERS |
|--|---------------------------------------|
| What makes fruits and vegetables important parts of healthy eating? | |
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| What is the proper way to taste or sample food when you are cooking it? | |
| Jill often gets hungry between meals. List 3 healthy snacks that Jill might eat to keep her going between meals. | |
| Dan is going to be playing soccer all day. What should he do to avoid dehydration? | Youth Post-Evaluation [Control Group] |



Let's talk about...

Teens Healthy Cooking Together!

Tell us a little about you first:

What is your volunteer/employment position?



1 What do you think the main message(s) of the Teens Healthy Cooking Together sessions were? (**CHECK ALL THAT APPLY**)

- Increased knowledge nutrition and healthy eating
 - Life skills development
 - Learning how to cook
 - Learning kitchen safety skills
 - Learning safe food handling skills
 - Socialization with other teens
 - Other (*PLEASE SPECIFY*)
-

2 Which aspects of the Teens Healthy Cooking Together sessions do you think are most useful to adolescents? (**CHECK ALL THAT APPLY**)

- Increased knowledge nutrition and healthy eating
 - Life skills development
 - Learning how to cook
 - Learning kitchen safety skills
 - Learning safe food handling skills
 - Socialization with other teens
 - Other (*PLEASE SPECIFY*)
-

3 Which aspects do you think are the least useful? (**CHECK ALL THAT APPLY**)

- Increased knowledge nutrition and healthy eating
 - Life skills development
 - Learning how to cook
 - Learning kitchen safety skills
 - Learning safe food handling skills
 - Socialization with other teens
 - Other (*PLEASE SPECIFY*)
-

4 Do you think the information provided in the Teens Healthy Cooking Together sessions will help teens to make better food choices? (**CIRCLE ANSWER**)

YES

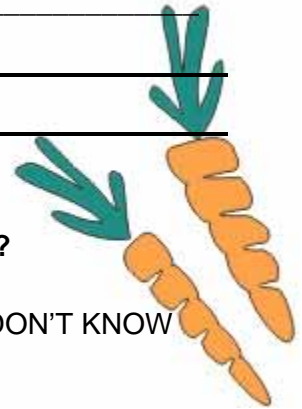
NO

MAYBE

DON'T KNOW



5 Is there any other information that you think should be included in these sessions?
Please describe...



6 Do you think that the information that was provided is appealing to teens?
(CIRCLE ANSWER)

YES

NO

MAYBE

DON'T KNOW

7 Do you think that cooking classes are an effective way for teens to learn about food,
nutrition, and healthy eating? (CIRCLE ANSWER)

YES

NO

MAYBE

DON'T KNOW

8 Did you think that we communicated clearly with you when implementing the program?
(CIRCLE ANSWER)

1

2

3

4

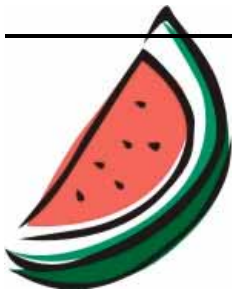
5

(Very Clearly)

(Not Clear At All)

17. What are some things you liked about the way we communicated with you when doing Teens
Healthy Cooking Together? Please describe...

18. What suggestions do you have to help us improve our communications with you in the future?



**Thank you for sharing
your thoughts with us!**