

EXTENSION ACTIVITY

BOOK TITLE

Cooking with Grandma

TOPIC

Nutrition and Life Skills

LENGTH

2 lessons
(30–40 minutes each)



Essential Question

How can we make healthy food for ourselves and our families?



Lesson Overview

In this lesson, students use the Nunavut Food Guide to discuss healthy foods, looking at both country food and store-bought food. Students then explore what a recipe is and how to write and follow a recipe.

REQUIRED MATERIALS

- ☞ Book: ᐱᑲᑦ ᐱᑲᑦ ᐱᑲᑦ ᐱᑲᑦ ᐱᑲᑦ / *Cooking with Grandma*
- ☞ Chart paper
- ☞ Copies of the **Nunavut Food Guide** (available at: <https://livehealthy.gov.nu.ca>)
- ☞ Art supplies for meal posters (paper, writing/drawing utensils, flyers, glue sticks, scissors)
- ☞ **Recipe Card** worksheet
- ☞ Writing utensils

LEARNING ACTIVITIES



Discussing examples of healthy food



Reading and discussing the Nunavut Food Guide



Completing a visual art activity to create a balanced, healthy meal



Discussing the importance of recipes



Creating and making a recipe

LEARNING CONNECTION

Students will identify examples of healthy food using the **Nunavut Food Guide**. Building on this foundation, students then explore how to write and follow a recipe in an effort to make healthy meals. This builds on their understanding of the book *Cooking with Grandma*.

READING VOCABULARY

ᐱᑲᑦ ᐱᑲᑦ ᐱᑲᑦ
recipe

PRE-LESSON PREPARATION

1. Print or photocopy the **Nunavut Food Guide**, one for each pair of students (available at: <https://livehealthy.gov.nu.ca>).
2. Gather art supplies.
3. Print or photocopy the **Recipe Card**, one for each student.

LESSON PLAN: COOKING WITH GRANDMA

Lesson 1: Healthy Foods We Like to Eat

1. Begin this lesson by reading the book *Cooking with Grandma* out loud as a class.
2. After finishing the story, ask students:



“What meals do Emma, Crystal, and Anaanatsiaq make in the book?”

(Answer: pancakes, fish cakes, and caribou stew).

Then ask:



“What healthy meals do you like to make or eat at home?”

Record student answers on chart paper or somewhere visible to students.

3. Divide students into pairs. Hand out copies of the **Nunavut Food Guide**, one for each pair. Ask students to look at the pages with two ulus on them. Have students look at these pages and point out different things they notice. Discuss student findings as they share them. As you discuss student suggestions, be sure to point out and talk about the following (adapted from the *Nunavut Food Guide Educator’s Handbook*):
 - ☛ Country food is very healthy.
 - It is important to eat a variety of country food (different animals and different parts of animals, as well as berries and other plants) so that our bodies can get all of the different nutrients they need
 - If we introduce country food to children at a young age, they learn to like it.
 - ☛ Food sharing is an important part of Inuit Qaujimagatuaqangit.
 - It helps to make sure everyone has enough to eat.
 - It helps strengthen relationships.
 - It creates chances for younger people to learn from Elders about traditional ways of eating.
 - It gives everyone in the family a chance to be involved and help. This strengthens people’s feeling of belonging.
 - ☛ All country food is healthy, but not all store-bought foods are healthy.
 - We can get everything our bodies need by eating store-bought foods, but to do that, we need to choose healthy store-bought foods and eat a variety of foods from all of the four food groups.

LESSON PLAN: COOKING WITH GRANDMA

4. Based on the healthy foods they see in the **Nunavut Food Guide**, explain to students that you want them to come up with a healthy meal that includes a variety of foods. This could involve country food, store-bought food, or a mix of the two. Students can use the image of the plate on the back of the **Nunavut Food Guide** as a guide for how to create a balanced meal. Demonstrate how to do this on the board or chart paper. Have each student draw a plate of their chosen meal, or they could cut out foods from local flyers and paste them on the plate. Post student meals around the room.

Lesson 2: Following a Recipe

1. Ask students:

 **“Has anyone followed a recipe before? What sorts of things are in a recipe?”**

Possible answers:

- ☺ *Ingredients*
 - ☺ *Measurements*
 - ☺ *Instructions*
 - ☺ *Number of servings*
 - ☺ *Tools*
2. Remind students that in the book *Cooking with Grandma*, they use a written recipe to make pancakes and fish cakes, but the “recipe” they use for the caribou stew is from memory. Recipes can be written down or remembered and shared orally.
 3. Copy the sections from the **Recipe Card** worksheet onto the board or chart paper. Explain that you are going to create a recipe for the World’s Best Sandwich together as a class. Talk about what you would call the sandwich (for example, Super Sandwich, Star Sandwich) and fill in the name.
 4. Ask your students to list all the things that will be needed to make the sandwich. This should include both the food (e.g., bread, filling, toppings) and non-food items (e.g., a cutting board, a butter knife for spreading condiments if needed). Record this on the board or somewhere visible to students.

LESSON PLAN: **COOKING WITH GRANDMA**

5. Talk about the different steps needed to make the sandwich. Write the steps on the board or chart paper. Ask students:



“What would you do first? Second? Be careful not to leave anything out—for example, do you need to heat anything? Slice any toppings?”

Take notes as your students brainstorm.

****Note:** Make sure students are aware of any safety issues involved in making the recipe, such as always asking an adult for help when using the stove or a sharp knife.

6. Ask students what they think the sandwich will look like. Students can help you draw a picture of the completed sandwich.
7. Hand out a copy of the **Recipe Card** worksheet to each student. Give students time to independently think of their own sandwich idea and fill in their own **Recipe Cards**.
8. If possible, on another day, gather the tools and ingredients needed to make this student-led recipe and work together to make sandwiches by following the instructions on the **Recipe Card**. After completing the recipe, check to see if any of the steps that were needed to make the sandwich were left out of the written recipe. Talk about whether the sandwich lives up to its name while you all enjoy sampling your work.

SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)

- ☛ Display the healthy meals that students created in Lesson 1 around the classroom for others to see.
- ☛ Display students' completed **Recipe Cards**.

Optional

- ☛ Make one of the recipes from the book as a class.

ᐃᑎᓃᑲ: _____

ᑭᓃᑭᑦᑲ ᐃᑎᓃᑲ

ᑭᓃᑭᑦᑲ ᐃᑎᓃᑲ: _____

ᐃᐃᑦᑲᑦᑲᑦᑲ	ᐃᑎᓃᑲ
ᐃᑎᓃᑲ	
ᑭᓃᑭᑦᑲ ᐃᑎᓃᑲ: ᑎᑎᑭᑲᑲᑲᑲ ᑭᓃᑭᑦᑲ ᐃᑎᓃᑲᑲᑲᑲ.	

Name: _____

Recipe Card

Recipe name: _____

Ingredients	Tools
Steps	
The Result: Draw a picture of the finished product.	