

WHOLE GRAINS



Grain products are a very important part of our diet; they provide us with the energy we need each day. These products, whether wheat, rice, corn or other grains, are found in most of our meals. It is important that at least half of the grain products we consume each day are whole grain because they contain more nutrients than refined grains. Whole grains are rich in energy and fibre. Fibre helps us feel satisfied, or full.

Children may have difficulty with the concept of whole grain products. Studying the different parts of a grain of wheat or rice can help students understand why whole grain products are more nutritious than those made from refined grains.

Note: It is best to cover the Balanced Lunch Box theme before starting this one.

Curriculum links

- Health and Physical Education: Healthy Living
- Science and Technology: Life Systems

Learning objectives

- learn about the Grain Products food group
- discover the parts of a grain of wheat or rice
- understand why food products made from whole grain flour are more nutritious than those made from refined flour

Learning methods

- looking at samples of whole grain flour and refined flour and comparing their characteristics
- looking at grains of wheat or rice and comparing their characteristics

Materials

- *Canada's Food Guide*
- battery
- 250 ml (1 cup) whole wheat flour; use brown rice flour if there are children with wheat allergies or celiac disease in the class
- 250 ml (1 cup) all-purpose white wheat flour; use white rice flour if there are children with wheat allergies or celiac disease in the class
- 125 ml (½ cup) red wheat grains (sold in natural food stores and some grocery stores)
- 125 ml (½ cup) white rice grains
- 125 ml (½ cup) brown rice grains
- 1 slice white bread
- 1 slice brown bread
- sheets of white paper
- magnifying glasses (1 for each student)
- illustration showing a cross-section of a grain of wheat or rice

Instructions

Introduction: Grain Products

1. Present *Canada's Food Guide* to students. Explain that the guide is a tool that can help us make healthy food choices and eat a balanced diet.
2. Quickly review the food groups. What are they called? Remind students that each food group is made up of foods that are rich in certain nutrients. What are the main nutrients found in grain products? Take out the battery and show it to the students. Can you remember/Do you know what this represents? Energy. Our bodies need energy. Most of the energy our bodies need comes from carbohydrates. Carbohydrates are sugars that give our bodies lots of energy. Grain products are particularly rich in carbohydrates. Explain that, as well as providing energy, grain products also contain fibre. Fibre is good for the heart and it helps our intestines work properly to eliminate waste. But not all grain products are equally rich in fibre. Some have more than others. Whole grains are richer in fibre and refined grains.
3. Show students a grain of wheat and a grain of brown rice. Explain that both seeds belong to the grass family. Wheat and rice are known as cereals. Cereal plants are grown in large fields

and are harvested by farmers. Their fruits are small and hard, and look nothing like the fruits of other plants that we eat, such as apples, pears and strawberries, tomatoes and cucumbers.¹ They are not fleshy and juicy.

4. Ask students how grain (the fruits of cereal plants) becomes flour. The grain is milled, which means ground into a powder. The powder, or flour, is then mixed with other ingredients to make grain products such as bread, pasta and tortillas.
5. Explain to students that the activity that follows will help them distinguish between food products made from whole grain flour and those made from refined flour.

Activity: Whole grain flour versus refined flour

Pre-activity: prepare observation stations

1. Prepare an observation station, using desks or small tables, for each group of three or four students.
2. Put a magnifying glass for each student at the observation station, as well as a sheet of paper in the centre.
3. Pour a little all-purpose white wheat flour (or white rice flour) and a little whole wheat flour (or brown rice flour) onto the sheet of paper at each observation station. Make sure the piles are separate so that the two types of flour do not mix.
4. Pour a few grains of wheat and a few grains of white and brown rice onto the sheet of paper at each observation station. Make sure the piles are separate so that the three types of grain do not mix.

Warning



Uncooked flour may be contaminated with harmful bacteria such as E.coli. After conducting this experiment, have the students wash their hands with warm water and soap, and wash all surfaces and object that were in contact with flour.

Instructions

1. Divide the class into groups of three or four students. Assign each group to an observation station.

¹ From a botanical point of view, tomatoes and cucumbers are fruits. They grow from the ovaries of flowers after the egg's cells are fertilized. The fleshy part of a fruit protects the seeds from predators. From a nutritional point of view, however, they are considered to be vegetables since they are eaten with the main course and are not sweet.

2. Show students the illustration of a wheat or rice seed cross-section. Explain that this is what the inside of a grain looks like. Inside each grain is a baby plant, known as a germ. This tiny germ stays dormant (sleeping) until its environmental conditions allow it to wake up and germinate, or grow. Inside the grain, endosperm (or albumen) gives the germ the nourishment it needs to stay alive while it sleeps. The hard shell is called bran. It is a thick coating that protects the germ from harsh weather conditions (rain, snow, freezing temperatures), mould (fungi) and predators (insects, mice and birds). Bran acts like a house or a warm coat for the germ. When the conditions are right, the bran softens and the germ starts to grow. The grain of wheat or rice germinates and becomes a plant. At first, it has no roots or leaves. It feeds on the endosperm until it develops leaves to produce its own food, and roots to take in water and nutrients from the soil.
3. Have students look at the whole wheat² or brown rice flour through their magnifying glasses. Explain that this flour is made from whole grains. All parts of the grain are milled: the germ (which is beige), the endosperm (which is white) and the bran (which is dark brown). The germ is rich in vitamins. The endosperm is rich in protein (our bodies' building blocks) and sugar (our bodies' fuel or energy). Bran is made of fibre, which keeps our hearts healthy and helps our intestines work properly.
4. Have students look at the all-purpose white wheat or white rice flour through their magnifying glasses. What do they notice? To make white flour, whole grain flour is sifted to remove the germ and the bran. Remind students that the germ is rich in vitamins and the bran is rich in fibre. In white flour, all that is left is the endosperm (or albumen), containing protein (our bodies' building blocks) and sugar (our bodies' fuel or energy).

Most white flour is enriched, meaning that some vitamins have been added to it to make the flour more nutritious. But without the bran, it contains little fibre.



² In Canada, whole wheat flour is not necessarily a whole grain product. During processing, as much as 70 per cent of the wheat germ may be extracted from the grain. This process helps prolong the freshness of the flour (the oil in the germ goes rancid), but reduces its nutrients.

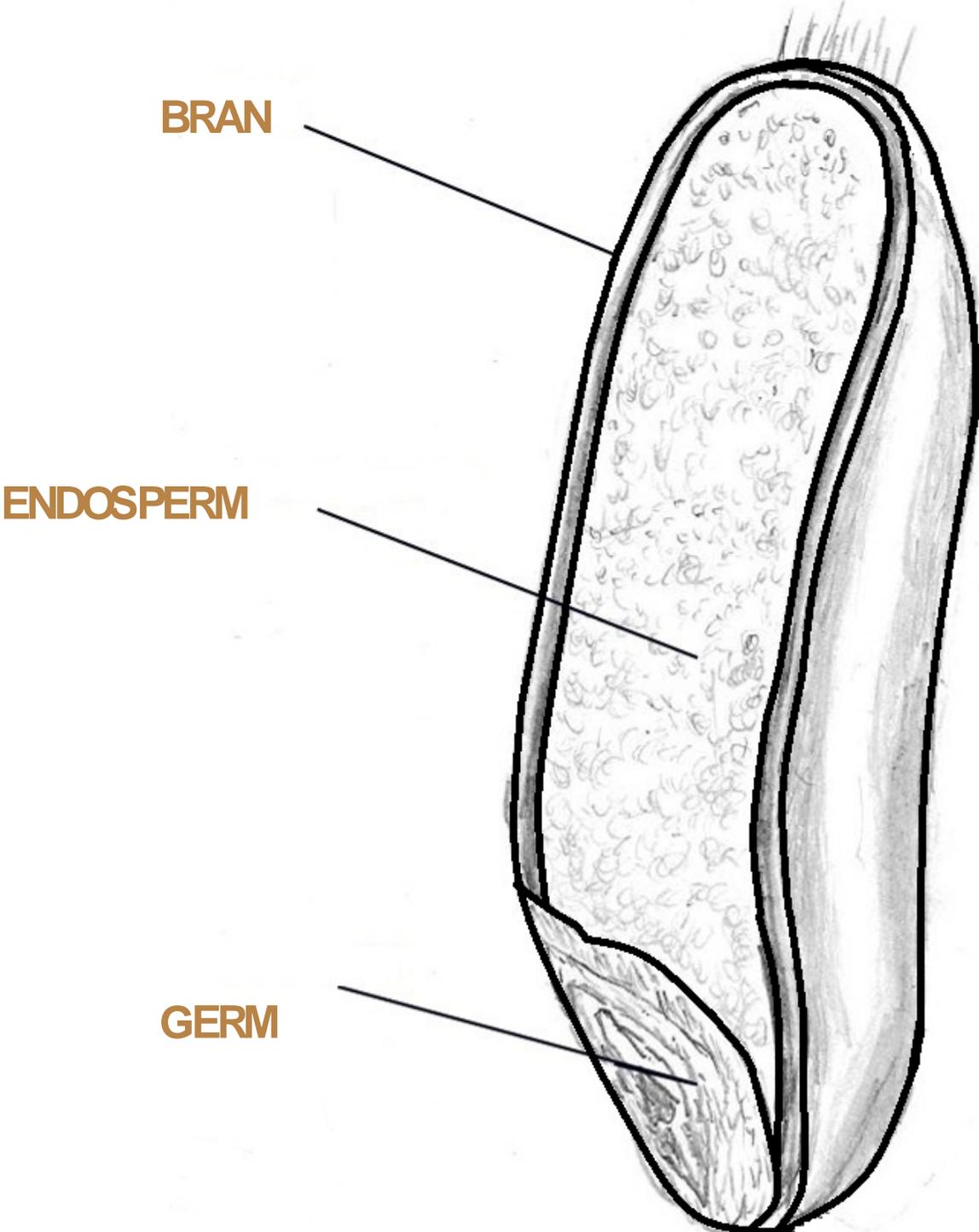
5. Show students the two slices of bread. Ask them to guess which type of flour was used to make the white bread and the brown bread. Which slice of bread is more nutritious? Why?
6. Have students look at the grains of rice through their magnifying glasses. Why are the grains of rice white or brown? Brown rice is a whole grain. It contains all the parts of a grain of rice. White rice has had the bran removed. White rice is less nutritious than brown rice because it contains very little fibre.

Whole grains challenge

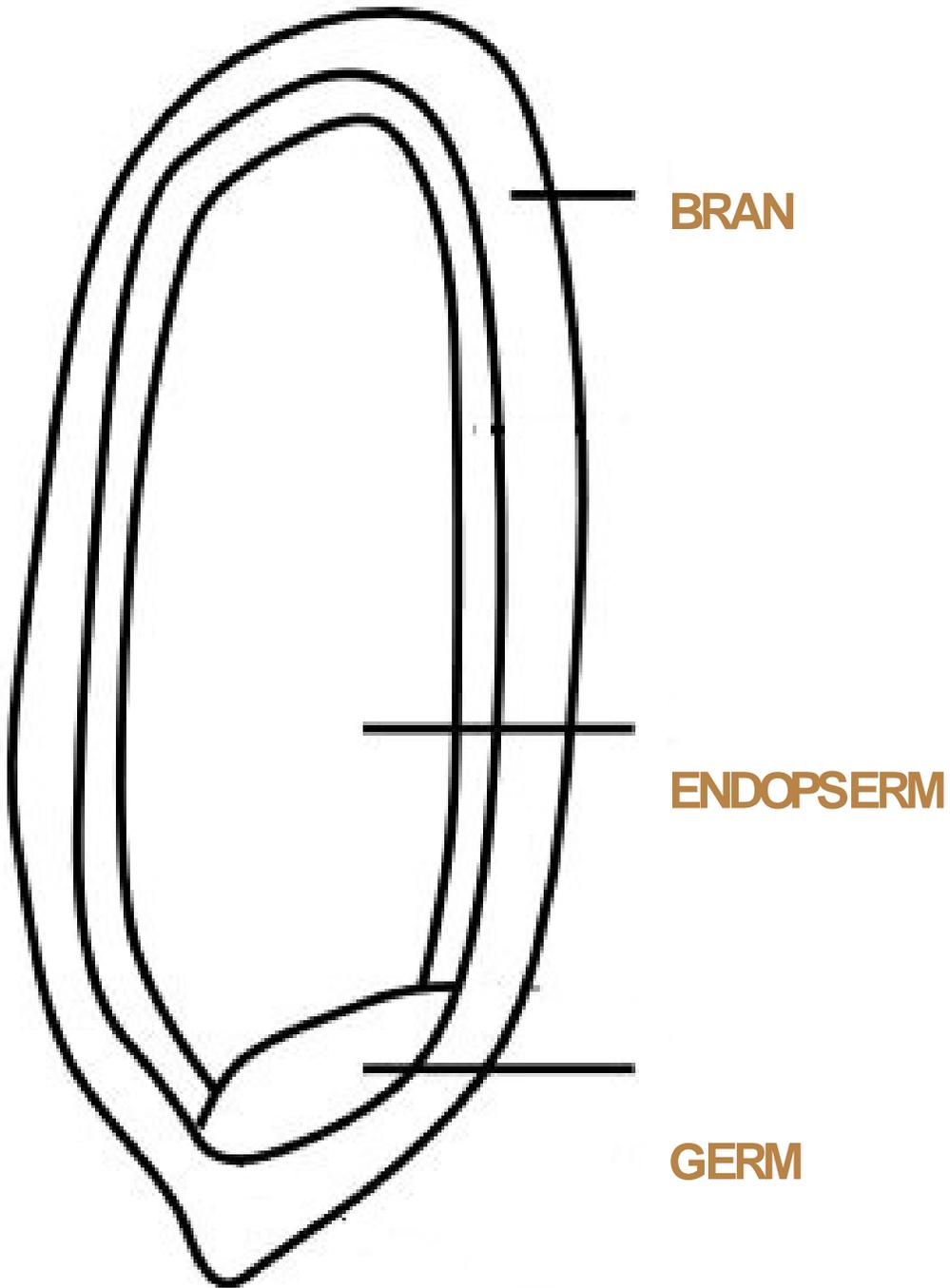
1. Once students have completed their observations, ask them to think of a whole grains challenge. Since food products made from whole grain flour are more nutritious than those made from refined flour, *Canada's Food Guide* suggests that at least half the grain products we eat each day come from whole grains.
2. Ask students, as a group, to set themselves a challenge for the next 4 weeks (or other period of time). Here are some sample challenges for this theme:
 - For the next X weeks, I will include at least one grain product made from whole grains in my lunch box.
 - For the next X weeks, I will include grain products that are all made from whole grains in my lunch box.



WHEAT CROSS-SECTION



RICE CROSS-SECTION



CANADIAN-GROWN GRAINS



We eat grain products every day, but can we name the grains that make up these products? Which grains are found most often in our diet in Canada? In this activity, students learn to recognize the grains that form the basis of their diet.

Curriculum links

- Health and Physical Education: Healthy Living
- Mathematics: Data Processing and Probability

Learning objectives

- understand that most grain products are made from a variety of grains
- discover which grains are eaten most often in Canada, and where they are grown

Learning methods

- identifying the grains listed as ingredients in various grain products and creating a bar graph to illustrate findings
- grouping packaged grain products by the types of grains they contain

Instructions

1. The day before the activity, ask students to find a product containing one or more grains (preferably whole grains) at home. Ask them to bring the product or its packaging to school the following day. Be aware of allergies: avoid products containing peanuts or nuts. Give students examples of products to bring: granola bars, tortillas, bread or breakfast cereals.

2. On the day of the activity, briefly discuss the importance of grains in our diet. Ask students to name the grains they know. Are all grains the same? How do they differ (e.g., colour, size, shape and taste)? These differences mean that each grain provides us with a range of nutrients, including protein (our bodies' building blocks), energy, minerals, vitamins and fibre. Some grains are more nutritious than others. This is why we need to eat a variety of grains.
3. Explain to students that they will be conducting an investigation to find out which grains make up the grain products they have brought from home. By creating a diagram with the data, students will be able to see which grains are used most widely.
4. Divide the class into small groups. Ask students to read the ingredients listed on the packages they have brought from home. On a sheet of paper, each student then writes down what their grain product is and the types of grains they recognize among its ingredients.

Move around the room and spend some time with each group. Reread the lists of ingredients with students, making sure they have identified all the grains included.
5. Once students have finished, collect the data. On the blackboard, draw a chart with two columns. Ask each group to list the grains they have identified and record them in the left-hand column of the chart.
6. Name each grain recorded in the chart, one at a time. Ask students to raise their hands if the grain appears in the ingredients list on the product they brought from home. Students should raise their hand for their own product, not those of their group. For each grain, count the hands raised and record the number in the right-hand column of the chart.
7. Discuss the data collected. Ask students to use the data collected to produce a bar graph showing which grains are found most often in our diet. Review bar graphs with students, identifying the components a bar graph needs to include. Students can work individually to create their own bar graphs, or in a group to create one bar graph on the blackboard.
9. Referring to the graph or graphs, ask students to identify which grains are found most often in our diet. The results should show that a high proportion of grain products contain wheat and corn. Which grains are found least often our diet? Are these grains familiar? What do they look like? Show illustrations of the various grains (using the Grain cards from the Global Grain activity).
10. On a map of Canada, show the prairies: southeastern Alberta, southern Saskatchewan and southwestern Manitoba. Explain that the region is known as "Canada's breadbasket" because of the great quantities of wheat, barley and oats that are grown there. Corn is grown mainly in southern and eastern Ontario and southern Quebec; show these regions on the map. Corn takes much longer to grow. These regions have a warmer climate and longer summers than the prairies.

Suggestion

Ask students to conduct their own investigations related to grains. They can ask questions that require multiple-choice answers. For example, Q: Which is grade 3's favourite grain? A: Corn (popcorn), oats (oatmeal), rice or wheat (pasta). Students then create a bar graph illustrating the results of their investigation.



GLOBAL GRAINS



Grains (or cereals) and pseudo-cereals (including quinoa, amaranth, teff and sorghum) are staple foods. They form the basis of the diets of most of the world's peoples. All grains are rich in carbohydrates and provide our bodies with the energy we need to function. But the grains people eat vary from one region to another, depending on their growing environment. This activity allows students to discover grains from all parts of the world and to learn about the needs of plants.

Curriculum links

- Health and Physical Education: Healthy Living
- Social Studies
- Science and Technology: Life Systems

Learning objectives

- become familiar with different grains grown around the world
- understand that each grain plant has its own needs, which influence where in the world it can be cultivated
- understand the importance that different grains have in the diets of people around the world

Learning methods

- playing a matching game
- conducting research on the Internet

Materials

- photocopy of activity sheets (game cards) below
- desert image
- forest image

Pre-activity

Print the activity sheets, preferably in colour, on stiff paper. Each activity sheet features a Grain card and a Farmer card. Cut the sheets in half to separate the cards.

Introduction

1. Ask students to list the needs of plants (water, light, soil to provide nutrients, and air to provide carbon dioxide). Show the illustration of a desert and ask them to compare it to the image of a forest. How are the two environments different? Water quantity, temperature, wind, soil, flora, fauna. In which one could we grow more food plants? In the forest, which has more water and richer soil: conditions that are more favourable for most plants.
2. Do all plants have the same needs? Like us, plants have preferences. Some plants need a lot of heat, while others prefer a cooler climate. Some plants need a great deal of water, while others need very little. Some plants can grow in very poor soil, while others need soil that is very rich in nutrients.
3. When a plant has everything it needs, it flourishes. A plant may survive in an environment that meets only some of its needs, but it will not be healthy and it may not produce much grain or fruit.
4. Some plants grow very well in all environments, while others can only survive in certain places. This is why maple, spruce and pine trees flourish in Canada's forest regions and why cactus do well in the desert. Spruce trees grow in the north, where it is cold; palm trees grow in the south, where it is hot. Give some other examples.
5. Ask students to imagine living in a distant country on another continent. Do people in that country eat the same foods that we eat in Canada? Would children there have brought the same grain products to class for the Canadian-Grown Grains activity? No, because in different regions of the world, people eat grains that are adapted to their environment, that is, grains that grow well there. People in that distant country cannot produce food with the same grains we use here.
6. Explain to students that the next activity will reveal which grains are important to different groups of people around the world. To do this, they will match various grain plants with the regions of the world where their needs are best met. They will also learn where the plants have become an important food source for local populations.

Instructions

1. Divide the class into small groups of between two and four students. Ask the groups to sit together on a carpet, at a table or at desks.
2. Explain that each group will be given a card. The information on the card must be kept secret. Students must not show their cards to other groups.
4. Give each group a Grain card or a Farmer card.

The Grain card describes the needs of a particular grain plant and the environment it seeks.

The Farmer card introduces a farmer who describes the environment where he or she lives.
5. Ask students to read the information on their card quietly, within their groups. When they have done so, provide instructions about the game.
6. Ask students with a Grain card to raise their hands. Explain that these feature grain plants, which are looking for the best place to take root and grow. Ask students with a Farmer card to raise their hands. Explain that these show farmers, who are looking for a grain plant that can be grown in their region and will feed their village.
7. Explain how the game works. The groups move around the classroom, trying to find a match for the grain or the farmer on their card. For a grain plant to flourish in a region, all its needs must be met, and so the farmer must indicate clearly what his or her environment offers. When a grain and a farmer find their match, the two groups sit down on the floor together.
8. How do grains and farmers find their ideal match? Each time two groups meet (one with a Grain card and one with a Farmer card), they take turns asking each other yes-or-no questions. The questions must reflect the information on the card. For example, the group with the rice Grain card knows that rice plants flourish in a hot and humid climate, so it asks a group with the Farmer card: "Is it hot in your region?" The Farmer group checks its card, which represents the Niger region, and answers: "Yes." Next, the Farmer group asks: "Can you live in a place without a lot of water?" The Grain group checks its card and sees that rice plants need a large amount of water, and so answers: "No." These two groups keep on looking for an ideal match. Remember: groups must not reveal their identity before asking questions.
9. Begin the activity and move around the classroom, helping the groups and reviewing how the game works, as needed.
10. When all the groups are sitting down, ask them to announce their grain-and-farmer pairs and explain how they made their matches. Once all the groups have spoken, ask students if they are sure that all the grains have found the right farmers. Change up the pairs, if necessary.

Alternate 1: If groups have trouble making the matches by asking questions, have them try comparing the information on the Grain and Farmer cards.

Alternate 2: Give each group a copy of all the cards. Ask groups to compare the information on the cards and to match Grain cards to Farmer cards, setting them side-by-side on the table.

Suggestions

- Have students find the regions described on the Farmer cards on a world map or on Google Earth.
- Have students use the Internet to research recipes featuring a grain they have chosen from a list. Have them format the ingredients and instructions, and include an illustration. Compile their recipes into a book (electronic or print format) and give each student a copy.
- Ask students to prepare a short presentation on the lifestyle and diet of a people from another part of the world. They should highlight how a specific grain (cereal) or a pseudo-cereal is used by this group. Examples include teff in Ethiopia, kasha in Ukraine, millet in Niger, amaranth in Mexico and quinoa in Peru.
- Ask students to choose one region of the world, from a list, and find a traditional recipe from that region. They should prepare a short presentation that shows where on a map the recipe comes from and which grains it uses, along with other relevant information.







Grain Card Millet



- 🌡️ I like intense heat and I grow quickly.
- 💧 I can survive drought because I need little water.
- 🌱 I can grow in poor sandy soil.

Farmer Card Niger

Subtropical semi-arid climate



- 🌡️ It's very hot here.
- 💧 Summers here are very dry and it doesn't rain a lot during the rest of the year, either.
- 🌱 Our soil is sandy and poor.

Grain Card Rye



- 🌡️ I don't like it when it's too hot; I grow better in spring, when it's cooler. I can even survive the winter!
- 💧 I don't need a lot of water to produce grain, but I don't like drought.
- 🌱 Unlike some other grains, I can grow in soil that includes sand or peat.

Farmer Card Lithuania

Continental humid climate



- 🌡️ Our summers are short and mild; our winters are long and cold.
- 💧 Our annual volume of rainfall isn't huge but it can rain throughout the year: there is no dry season.
- 🌱 In some parts of our region grains have trouble growing because of the sand and peat in the soil.

Grain Card Rice



- 🌡️ I don't like the cold at all. It has to be hot and humid for me to grow.
- 💧 I need water. A rainfall of at least 10 cm a month makes me happy!
- ☀️ I need really strong sunlight to grow.

Farmer Card Southeastern China Continental humid climate



- 🌡️ Summers here are very hot and the air is humid. Winters are cooler, but very rarely cold enough for the ground to freeze.
- 💧 We have a lot of rain, all year long.
- ☀️ The sun's rays are very powerful here because we're close to the equator.

Grain Card Quinoa



- 🌡️ I need cold nights to germinate, but I like heat during the day.
- 💧 When I grow, I need a little water regularly. But to make seeds, I need dry winters.
- ☀️ I don't mind high altitude and poor, rocky soil.

Farmer Card Bolivia

Mountain climate



- 🌡️ Temperatures here are really different, day and night. It's very hot during the day and very cold at night.
- 💧 Our rainfall is regular in summer, but our winters are dry.
- ☀️ The world's longest mountain range runs through our region. Grain must be able to grow at high altitude and in poor soil.

Grain Card Sorghum



- 🔥 I love the heat. I can't germinate if the temperature is less than 27°C!
- 💧 I don't burn or wrinkle in the sun, even if it's really hot and dry.
- 🌱 Unlike other plants, I have roots that can reach far down into the soil to find nutrients and water.

Farmer Card India

Subtropical arid climate



- 🔥 The daytime heat here is extreme, all year long.
- 💧 In general we don't get much rain and, on top of that, we have a dry season.
- 🌱 The soil is quite poor. It doesn't contain many plant nutrients.

WHOLE GRAINS

Canada's Food Guide suggests that half the grain products we eat should be made from whole grains. Whole grains are considered more nutritious than refined grains. Whole grain products are made with all parts of the grain: the bran, the germ and the endosperm. Refined grains (such as white flour) contain only endosperm. Whole grains are rich in fibre, which helps us eliminate waste and can help keep our hearts healthy. Whole grains keep us feeling full longer, and stabilize our energy levels. They also contain vitamins and minerals, which help our bodies function well.

Here is a list of whole grains that can be found in most grocery stores:

brown rice
kamut
rye
millet
amaranth

Spelt
Wild rice
Bulgur
wheat grains
Teff

buckwheat
quinoa
oats
barley

Lunch box tips

Here are some tips for including whole grains in your child's lunch box.

- Prepare sandwiches and wraps with whole grain breads.
- Add precooked whole grains, such as bulgur, brown rice, quinoa or sorghum, to salads and soups. These make them hearty and filling.
- Replace ordinary pasta with whole grain pasta, which will keep your child feeling full for longer because of its higher fibre content. Serve with a tomato sauce, in salads or in soups.
- Pack whole grain crackers with cheese or hummus.
- Prepare homemade mini-pizzas using whole grain English muffins or hamburger buns.

Home cooking tips

- Add brown rice or oat flakes to your meatloaf and meatball recipes. Rice and oats not only add fibre and nutrition, they also provide a smoother texture.
- In your cookie, cake and muffin recipes, replace half the white flour called for with whole wheat flour or quick-cooking oatmeal. Remember that whole wheat flour absorbs more liquid than white flour, so you may need to add a little more liquid.
- Choose whole wheat couscous, which contains up to three-and-a-half times more fibre than white couscous.
- In stir-fry and pilaf dishes, try brown rice instead of white rice, or use a mix (half of each). Brown rice can contain up to five times more fibre than white rice. There are quick-cooking varieties of brown rice.
- Try millet, wild rice or barley as side dishes.
- Substitute semolina for half the white flour in your homemade waffles and pancakes. Semolina will give your breakfast extra fibre, as well as vitamins and minerals.
- For breakfast, opt for fibre-rich cereals, such as muesli, whole oat flakes, shredded wheat or bran flakes, or try whole grain cereals with nuts and raisins. Add half a banana or some dried fruit, and milk or natural Greek yogurt. Keep an eye on the sugar content!
- Prepare cooked cereal overnight in a thermos or a slow cooker, using old-fashioned rolled oats, steel-cut oats or even quinoa. Serve with nut butter and a little honey, with thawed frozen berries or even with nuts and dried fruit.
- Try soba (buckwheat-based) noodles from Japan. Serve them with sesame oil, reduced-sodium soy sauce, rice vinegar, fresh soybeans, a grated carrot and green onions.
- Add a small quantity of brown rice or quinoa to an omelette.
- Add ¼ cup rolled oats to your breakfast smoothies.
- Make a quick pizza by placing the toppings on a whole wheat pita and baking until the toppings are hot and the cheese melts.

Food safety and uncooked flour

- Uncooked flour may be contaminated with bacteria such as E. coli that could make you sick.
- Do not taste raw dough, batter or any other product containing uncooked flour, such as cake mix, as eating even a small amount could make you sick.
- Wash your hands after handling flour, batter and raw dough.
- Use warm water and soap to wash any bowls, utensils and surfaces that flour was used on.

To learn more on the safe handling of flour:

<https://www.canada.ca/en/health-canada/services/general-food-safety-tips/safe-handling-flour.html>

TURKEY QUINOA LOAF

Ingredients

375 ml	cooked quinoa	1 ½ cups
5 ml	olive oil	1 tsp
1	small onion, diced	1
5 ml	garlic, minced	1 tsp
1 kg	ground turkey	2 lb
15 ml	tomato paste	1 tbsp
30 ml	Worcestershire sauce	2 tbsp
2	eggs	2
3 ml	salt	½ tsp
5 ml	black pepper	1 tsp
45 ml	brown sugar	3 tbsp
15 ml	Worcestershire sauce	1 tbsp
8 ml	water	1 ½ tsp



Allergy Warning!

If you are allergic to eggs, use an egg replacement option such as 30 ml (2 tbsp) of ground flaxseeds mixed in 75 ml (1/3 cup) of water.

Instructions

1. Preheat oven to 180°C (350°F).
2. Pour the olive oil into a small frying pan. Heat the oil and cook the onion and garlic until they are translucent.
3. In a large bowl, combine the ground turkey, tomato paste, 2 tbsp of the Worcestershire sauce, eggs, salt and pepper. Add the quinoa and the cooked onion and garlic mixture. The mixture will be moist.
4. Cover two cookie sheets with aluminum foil.
5. Divide the mixture in four. Shape each part into a loaf or, for a shorter cooking time, shape the mixture into patties. Place two loaves or half the patties on each cookie sheet.
6. Combine the brown sugar, remaining Worcestershire sauce and water. Pour an equal amount of this mixture over each of the four loaves, spreading it to cover the surface of the loaves.
7. Bake for approximately 30 minutes. Baking time will vary, depending on the size of the loaves. Check internal temperature using a food thermometer. The loaves are cooked when the internal temperature reaches 74°C (165°F).

Yield: 4 medium-size meat loaves



NO-BAKE WHOLE GRAIN AND FRUIT BARS

Ingredients

315 ml	puffed unsweetened whole grain cereal, such as kamut, wheat or rice	1 ¼ cups
250 ml	rolled oats	1 cup
30 ml	ground flax seeds	2 tbsp
65 ml	dried fruit, such as cranberries, dates, raisins or cherries	¼ cup
65 ml	grated unsweetened coconut	¼ cup
65 ml	sunflower seeds (replace with grains if family members have food allergies)	¼ cup
65 ml	chocolate chips	¼ cup
85 ml	honey	⅓ cup
125 ml	nut butter, seed butter (made from sunflower seeds, pumpkin seeds or sesame seeds) or soy butter	½ cup
5 ml	Vanilla extract	1 tsp

Instructions

1. Grease a square 23-cm (9-inch) cake pan. Cut a piece of parchment paper the size of the pan.
2. In a large bowl, combine the cereal, oats, flax seeds, dried fruit, coconut, sunflower seeds and chocolate chips.
3. In a microwave-safe bowl, combine the honey with the nut, seed or soy butter. Place the bowl in the microwave and heat for 30 to 60 seconds, or until the mixture has completely melted. Add the vanilla extract.
4. Pour the liquid mixture over the cereal mixture. Mix well using a spatula, or your hands if necessary.
5. Pour the mixture into the cake pan and place the parchment paper on top. Compress the mixture well by pressing down on the parchment paper.
6. Refrigerate for at least 1 hour. Cut into bars. Store in a sealed container in the refrigerator.

Yield: 12 bars



THERMOS-COOKED CEREAL

Old-fashioned rolled oats and steel-cut oats are highly nutritious. Because they are subjected to less processing than quick-cooking oats, they take a very long time to cook. This recipe makes it easy to prepare a delicious breakfast that has all the benefits of whole grains and will keep you full until the next meal. It suggests “cooking” the cereal overnight, in a thermos.

Ingredients

65 ml	old-fashioned rolled oats or steel-cut oats	¼ cup
250 ml	boiling water	1 cup
	Garnishes: nuts, nut butter, fruit, such as an apple or a banana, or dried fruit, such as raisins	

Equipment

Wide-mouth thermos

Instructions

1. Pour the boiling water into the thermos.
2. Add the oats.
3. Close the thermos and leave overnight.
4. In the morning, add desired garnishes and serve.

Suggestions

1. Replace the oats with quinoa. Follow the same procedure.
2. Wondering what to do with any leftovers? Refrigerate and reheat in the microwave, or freeze and serve later.

Yield: 250 ml (1 cup)

