

# EXPLORING FOOD TOGETHER

T e a c h e r   G u i d e



SHARE OUR STRENGTH'S  
COOKING  
MATTERS®

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# Acknowledgements

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Share Our Strength's Cooking Matters® is proud to make *Exploring Food Together* available for early childhood educators and caregivers.

We began development of this toolkit in early 2011 with the goal of giving the adults who work with young children some simple activities, which can be done in the classroom or in the home, to teach children basic concepts about food and healthy eating. All toolkit activities were designed to integrate well with the overall curriculum objectives in early childhood education settings.

To make sure we got it right, we put *Exploring Food Together* into the hands of early childhood educators for a test run. We would like to give special thanks to the following colleagues from the Head Start community who graciously offered to field test this toolkit and gave us valuable feedback to guide our revisions:

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We believe that this toolkit provides a framework for fun, easy-to-do nutrition education for young children, and we hope you enjoy using it.

With our sincere gratitude and our shared commitment to ensuring that children get the nutritious foods they need to learn, grow, and thrive.

The Cooking Matters National Staff

## About Share Our Strength® and Cooking Matters

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No child should grow up hungry in America, but one in five children struggles with hunger. Share Our Strength's No Kid Hungry® campaign is ending childhood hunger in this nation by connecting kids in need with nutritious food and teaching families how to cook healthy, affordable meals. You can help surround kids with the nutritious food they need where they live, learn and play. Pledge to make No Kid Hungry a reality at **NoKidHungry.org**.

Share Our Strength's Cooking Matters empowers low-income families with the skills to stretch their food budgets so their children get healthy meals at home, as part of the No Kid Hungry campaign to end childhood hunger in America. Cooking Matters serves families across the country through hands-on, six-week cooking courses; interactive grocery store tours; and mobile, online and educational tools. Participants learn to shop smarter, use nutrition information to make healthier choices, and cook delicious, affordable meals. Cooking Matters is nationally sponsored by Walmart. To learn more, visit **CookingMatters.org**.

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# Introduction

## Welcome to *Exploring Food Together!*

As a teacher or parent, you play a crucial role in helping children get the nourishment they need to grow and thrive. When you work with children on food-related activities, you can support healthy eating habits that will stick with them for life.

The activities in this book are designed to help you teach children about food and healthy eating. Use these tips to make the activities a hit with your group:

- 1. Let kids explore.** Children are natural explorers. They are always asking questions and learning about the world around them. Have kids learn about food by using their senses: touch, smell, taste, sight, and sound. Allow children to handle food. Let them mix it, prepare it, smell it, and taste it. Help them learn to describe foods by asking them to talk about color, shape, and texture.
- 2. Plan simple activities before harder ones.** Children, like adults, want to perform well. Set children up for success by planning activities that are simple. Then, move to harder ones. For instance, have children start by describing foods and learning their names. As they develop, they can sort foods into groups and learn where foods come from.
- 3. Build on what children already know.** When you start a new topic about food and eating, connect it to something already known to children. For instance, most children have seen adults put gas in their cars. Explain that just as gas makes cars go, food “makes children go.” It helps them to be able to grow and play.
- 4. Use materials you have on hand.** Each of the activities in this book has a list of materials. Some materials are provided for you inside this book (pages 27–38). If you do not have the other materials in the list, don’t let that stop you. Think of small changes you can make to the activity, or brainstorm other materials you can use, to make the activity work for your group.
- 5. Repeat activities often.** These activities are designed to be used again and again so children can practice their growing skills and knowledge. To keep the children engaged, bring new foods into the activities, select more challenging food pictures, or see how many different cultures you can “visit” at the table.

We hope you enjoy using these activities to teach kids about food and healthy eating. Thank you for taking this step to give kids a healthy start on life!

**Many activity materials and ideas can be downloaded and printed for free online:**

**Food Pictures:**

<http://www.cookingmatters.org/what-we-do/exploring-food-together>

<http://www.pachd.com/free-images/food-images.html>

<http://www.ars.usda.gov/is/graphics/photos>

**Food and Eating Activity Ideas:**

<http://www.fns.usda.gov/tn/Resources/nutritioncount.html>

<http://www.fns.usda.gov/tn/Resources/growit.html>

<http://kidshealth.org/classroom>

# Linking Activities to Child Development and Early Learning

Activities that engage kids around food offer children a chance to learn about so much more than just food and nutrition. Each activity in this book includes nutrition education objectives, child development and early learning objectives, and a recommended books list. This allows you to see the many ways in which teaching kids about food can help with other developmental goals.

## Nutrition Education Objectives

Young children don't need a lot of complex, scientific facts about food. Children eat certain foods because they like them. Tasting foods over and over (especially with friends and special adults) helps them learn to like a variety of healthy foods. In keeping with the way young children learn about food, the nutrition education objectives listed in each activity are simple and relate to basic food concepts.

Many organizations and state departments of health or education have developed nutrition competencies for children. These learning objectives were summarized from "Nutrition Education Competencies for Preschool Children," Center for Nutrition in Schools, Department of Nutrition, University of California, Davis, September 2009.

## Child Development and Early Learning Objectives

Language development, mathematics, reasoning skills, social skills, and fine motor development are clearly infused into this book's activities for children (e.g., food tasting, "shopping," and "cooking"). The developmental objectives included in each activity are based on the "Head Start Child Development and Early Learning Framework" from the U.S. Department of Human Services, Office of Head Start. You will find that the activities will work with curriculum frameworks such as *The Creative Curriculum*® and the HighScope Curriculum as well.

## Recommended Books

Each activity includes a list of recommended books, chosen to match the activity's key themes. Many teachers and parents find it helpful to start an activity with a story and some discussion. Keep in mind that the books listed are only suggestions. You may find many other books to go with the activities in your classroom, library, or book stores.

# Cooking With Kids

A great way to get kids to taste and enjoy new foods is to involve them in hands-on food preparation. Basic cooking also helps kids develop their fine motor skills and social skills as they share, take turns, and create a finished product with the help of everyone involved. In addition to the activities provided in this book, we have included a few simple recipes that children will love to make as much as they will love to eat! It is our hope that you will try including kids in hands-on food preparation as one more way to reinforce the concepts they are learning in the activities.

As you work with kids in the kitchen, it helps to maintain a positive attitude and to keep these tips in mind:

**Enjoy watching them learn.** Cooking allows kids to experiment, question new things, follow a sequence of events, and begin to build basic concepts. Enjoy their excitement, and show that you value their help.

**Plan your time wisely.** Cooking may take more time with kids. Think about ways to use your time wisely. For instance, perform adult-only steps the night before. Have kids help you with the final steps the next day.

**Don't worry about the mess.** There are bound to be some messes as you get started. Over time you will develop a system and learn which tasks children are able to do well. Kids can also help you clean up!

More tips for safely working with kids in the kitchen and assigning age-appropriate kitchen tasks can be found on pages 14–15. Each recipe also includes Child and Adult Care Food Program (CACFP) crediting information to help you if you choose to use these recipes for reimbursable meals or snacks.

# Using the *Exploring Food Together* Toolkit

How to Turn 10 Activities and 10 Recipes Into a Nutrition Curriculum for the Whole Year!

The activities in *Exploring Food Together* are not intended to be done just once. When you repeat the activities many times with kids, you allow them to improve their knowledge and skills and expose them to many new foods. You also save precious planning and classroom time — since both you and the kids will get used to how the activity is run as you do it more often. Try these ways of making small changes to the activity to keep it new and fun each time:

- **Change the foods you use.** Each time you do the activity, use different foods that reinforce other concepts the children are learning (e.g., foods that reinforce the colors, seasons, cultures, shapes, or other concepts you are teaching them).
- **Give the children more challenging tasks.** For instance, kids may start by learning which foods come from plants and which foods come from animals. Once they've mastered that, have them sort foods by the parts of the plant or the types of animals they come from. For activities that use gross motor skills, change things up by using increasingly complex movements.
- **Change the setting in which the activity occurs.** For instance, set up different kinds of food “markets” in your classroom. Change the arrangement of your tables when studying mealtimes in different cultures (i.e., to reflect the typical arrangements in that culture). If you have a food garden, move some of the activities outside.

With this approach, you can use a nutrition activity every day! Need some more ideas? We'll show you examples of how you can make almost endless changes to two of the activities in this book. Get creative and enjoy the many options for helping children learn more about food and expand their palates!

## Supermarket Hot and Cold

Start by doing this activity in a supermarket. The next few times you do the activity, try these changes:

- Take the children to a farmers market. Find out what's in season so you can choose good food pictures.
- Take the children to an ethnic grocery store. Use food pictures cut from magazines or downloaded from the Internet.
- Set up a “market” in your classroom. Choose food packages or food models that reflect seasonal produce, foods commonly eaten in other cultures, or foods that are all the same color (one that the children are learning).
- Without changing the foods on the shelves of your “market,” choose your food cards to connect with other learning concepts such as food origins, food cultures, shapes, sizes, seasons, and colors. There are at least 20 ways to repeat the supermarket activity just within this list!

## Make Your Own Veggie Super Hero

Start by making the Veggie Super Hero with many vegetables in different shapes and colors. The next few times you do the activity, try these changes:

- When studying colors, make the Veggie Super Hero with vegetables of all one color: green, orange/yellow, red, blue/purple, or white.
- When studying food origins or “tops and bottoms” (see pages 9–11), make the Veggie Super Hero with all vegetables that come from roots — or from shoots!
- Make the Veggie Super Hero with the vegetables ready for harvest from your school's garden.
- Make the Veggie Super Hero with vegetables that are used in other cultures. For instance, if children are learning about India, use chayote (“chow chow”), carrot, cauliflower, cucumber, cilantro (green coriander), purslane (usually sold as “verdolagas” in Hispanic markets), spinach, mint, tomato, and peas.
- As the children show progress in their food handling skills — hand washing, washing produce, and cutting with appropriate knives — allow them to take part in more of the setup for this activity.
- Instead of Super Heroes, choose another theme for the vegetable plate creations (e.g., animals). Ask the children to tell you what they're making that day (e.g., dogs, cats, bunnies).



# ACTIVITIES

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# Fruit and Vegetable Mystery Bag

## Nutrition Education Objectives

Children will:

- Identify foods and describe their characteristics
- Recognize that plants have several parts from which we can get food (*advanced*)

## Child Development and Early Learning Objectives

Children will:

- Observe, describe, and discuss living things and natural processes
- Classify, compare, and contrast objects, events, and experiences

## Materials

- Brown paper bag
- A variety of different fruits and vegetables

## In Advance

1. Place one whole fruit or vegetable into the brown paper bag.

## With Kids

1. Explain that what is in the brown paper bag is a mystery.
2. Allow one child to place his or her hand in the bag. Ask him or her to describe the feel of the food. Prompt the child with questions to describe the feel, like "Is it hard or soft?" or "Is it round like a ball?" As the child describes it, have the other children guess what it is.
3. Let each child take turns feeling the food and describing it.
4. When each child has had a chance to feel the food, say "Mystery solved!" Take the food out of the bag. Let children tell you the name of the food. Ask them simple questions like:
  - Have you ever eaten this food before?
  - If yes, what did it taste like?
  - If no, would you like to try it sometime?
5. As time permits, repeat the activity with other foods. You may also wish to follow up this activity with a tasting of the food(s).



### Recommended Books:

- *The Beastly Feast*, by Bruce Goldstone
- *Cool as a Cucumber*, by Sally Smallwood
- *Eating the Alphabet*, by Lois Ehlert
- *Food for Thought*, by Joost Elffers and Saxon Freyemann
- *A Fruit Is a Suitcase for Seeds*, by Jean Richards
- *Sweet as a Strawberry*, by Sally Smallwood

# Your Veggies, Your Way

## Nutrition Education Objectives

Children will:

- Be willing to try new foods
- Be able to talk about why they like certain foods
- Be aware of basic kitchen and food safety rules

## Child Development and Early Learning Objectives

Children will:

- Eat a variety of nutritious foods
- Develop eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating, plucking, tearing, chopping
- Classify, compare, and contrast objects, events, and experiences
- Identify personal characteristics, preferences, thoughts, and feelings

## Materials

- 2 medium carrots per child
- Large pot
- Large serving spoon
- Colander
- 5 small bowls
- 5 bunches of fresh herbs, all different types (e.g. basil, dill, sage, cilantro, mint, oregano, rosemary, parsley, etc.)
- 5 index cards
- 1–2 Tablespoons butter or canola oil
- Stickers
- Plate, napkin, and cutlery for each child

## In Advance

1. Label index cards according to the herbs chosen for this activity.
2. Bring a pot of water to boil.
3. Rinse and slice the carrots into small sticks. When the water is boiling, add carrots to the pot. Cook until tender, about 7–10 minutes.
4. When the carrots are cooked, drain. Add a small amount of butter or canola oil and a dash of salt to the pot. Stir well to coat all the carrots.

## With Kids

1. Ask kids to wash their hands to get ready.
2. Pass out sprigs of each fresh herb. Assist children as they pluck the leaves from the stems and tear or chop the leaves using a table knife or plastic knife. Be sure to keep the chopped herbs apart from each other.
3. Place each chopped herb in its own bowl. In front of each bowl, place the index card that labels the herb in that bowl.
4. Spoon the carrots evenly into each of the herb bowls. Reserve just enough for children to have one more taste of their favorites at the end. Stir to combine, so that the buttered carrots are covered with herbs.
5. Invite children to taste each flavor of the seasoned carrots. Ask them to mark their preferred flavor by placing a sticker on the index card in front of the bowl they liked best.
6. Give children one more taste of the highest rated flavors. Tell them that you will serve their favorite vegetable-herb flavor again in a future meal or snack.

## TIPS:

- Other vegetables like broccoli, zucchini, corn, lima beans, other beans, or tomatoes can work well with this activity too.
- Use 1 Tablespoon of minced fresh herbs for every 2 cups of carrots.
- If using dried herbs, use only 1 teaspoon for every 2 cups of carrots. Add dried herbs directly to the pot with butter to soften slightly before serving.
- Depending on the ages of the kids, you may want to pluck and chop herbs in advance. In this case, be sure to let kids explore the smell and feel of the herbs before you start the activity.



## Recommended Books:

- *I Will Never, Not Ever Eat a Tomato*, by Lauren Child
- *Little Pea*, by Amy Krouse Rosenthal

# Name That Food

## Nutrition Education Objectives

Children will:

- Be willing to try new foods
- Be able to talk about why they like certain foods
- Be aware of basic kitchen and food safety rules

## Child Development and Early Learning Objectives

Children will:

- Eat a variety of nutritious foods
- Identify personal characteristics, preferences, thoughts, and feelings
- Classify, compare, and contrast objects, events, and experiences

## Materials

- 3–5 foods that may look or taste unfamiliar to kids — fruits, vegetables, and whole grains only
- (Optional) dips or sauces (such as low-fat yogurt, hummus, etc.)
- Bowls for any dips
- Plates, 1 for each child
- Serving spoons, 1 for each bowl
- Index cards, 1 for each food
- Small stickers

## Recommended Books:

- *The Beastly Feast*, by Bruce Goldstone
- *Cool as a Cucumber*, by Sally Smallwood
- *Eating the Alphabet*, by Lois Ehlert
- *Food for Thought*, by Joost Efferts and Saxon Freymann
- *A Fruit Is a Suitcase for Seeds*, by Jean Richards
- *Sweet as a Strawberry*, by Sally Smallwood

## In Advance

1. Purchase 3–5 fruits, vegetables, and whole grain foods that may look or taste unfamiliar to kids (e.g., squashes, mango, apricot, whole wheat pita).
2. Cut each food into bite-size pieces. Place a small amount onto each child's plate.
3. Display at least one whole form of each food so that kids can see what the food looks like before cutting. Place an index card in front of each food.
4. If using, set out dips in bowls. Place a serving spoon in each bowl.

## With Kids

1. Give a plate with food samples to each child. Ask children not to try the samples until told.
2. Hold up one whole food. Ask kids if they know its name. Help them name the food as needed.
3. Ask kids to describe the color and shape of the food. Let them touch it. Then, ask them to describe its texture.
4. Point kids to the sample on their plate that comes from the whole food. As they taste it, ask them to talk about the taste and whether they enjoy it. If using, offer them a small amount of dip to taste with the sample.
5. Repeat this process for each of the foods. When the kids have tried all of them, give each child a sticker. Ask kids to place their sticker on the index card in front of the food they liked most today.
6. Ask kids to share why they liked certain foods more than others and to point out which ones were new for them. Explain that not everyone will like all foods, but it's good to give new foods a try — you never know what you might like! Point out that sometimes you need to try new foods more than once to get used to the taste and decide if you like it. People's tastes also change over time. Next year you might like a food that you didn't like today. Remind kids that we need to eat a variety of healthy foods to be sure our bodies get the nutrients we need to grow and be healthy and strong.

## TIPS:

- You may wish to use the favorite food in another activity, or in a future meal or snack.
- Try lightly steaming vegetables, such as eggplant, that may taste bitter when eaten raw.
- Have kids try the foods without the dips first to learn the foods' true taste.
- Ask kids to be as descriptive as they can when describing each fruit or vegetable. Ask questions like "Does it taste sweet or sour? Would you describe the skin as smooth or bumpy? Does it feel soft or crunchy when you chew it?" and so on.

# Supermarket Hot and Cold

## Nutrition Education Objectives

Children will:

- Identify foods and describe their characteristics
- Recognize that plants have several parts from which we can get food (*advanced*)

## Child Development and Early Learning Objectives

Children will:

- Follow simple rules, routines, and directions
- Classify, compare, and contrast objects, events, and experiences
- Demonstrate age-appropriate independence in a range of activities, routines, and tasks

## Materials

- Stickers
- Picture cards for each of the 8 foods chosen for this activity

## In Advance

1. Depending on the season and where the activity will take place (e.g., supermarket, garden, farmers market, mock “grocery store” in the classroom), select 8 foods that kids will search for. Choose a variety of healthy plant and animal foods.
2. Create picture cards for each of the 8 foods. Or, make copies of the picture cards provided on pages 31–36.

## With Kids

1. Show kids the 8 picture cards of the items they are to find. Review them one at a time. Discuss key features (e.g., pointy leaves, shiny red fruit, etc.).
2. Lead kids around the store to look for the 8 items by telling them they are getting “warmer” or “cooler.”
3. As children locate each of the foods, place a sticker on their shirts. Ask questions such as:
  - Have you eaten this food before? How was it prepared?
  - What do you like about it?
  - Where does it come from (plant or animal)?
4. Discuss your plans to serve the foods in the future and how they will be prepared. Or, if time permits, follow up this activity with a tasting of 1 or 2 of the foods the children found at the store.

## TIPS:

- If you can't find the food pictures you need on pages 31–36, try downloading and printing free food pictures online (see page I-iii). You may also have kids tear food pictures out of magazines prior to this activity.
- Laminate your food pictures for repeated use.
- Choose fruits and vegetables that kids have shown they would like to try in past discussions or activities (such as the **Fruit and Vegetable Mystery Bag activity** on page 2).
- Share this activity with parents. Encourage them to play games like this with their children when they go to the store. This will help keep children busy and focused on the healthy foods parents planned to buy.



## Recommended Books:

- *Good Food*, by DeMar Reggier
- *Llama Llama Mad at Mama*, by Anna Dewdney
- *Market Day (Dia de Mercado)*, by Lois Ehlert

# Imaginary Cooking

## Nutrition Education Objectives

Children will:

- Be aware of basic kitchen and food safety rules
- Be able to identify foods in a simple recipe
- Prepare simple food items with adult assistance

## Child Development and Early Learning Objectives

Children will:

- Communicate an understanding of the importance of health and safety routines and rules
- Manipulate writing, drawing, and art tools
- Demonstrate age-appropriate independence in a range of activities, routines, and tasks
- Recognize cause and effect relationships
- Engage in pretend play and act out roles
- Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas
- Describe and discuss predictions, explanations, and generalizations based on past experience

## Materials

- Pictures or drawings of easy-to-prepare foods, such as toast with jam, scrambled eggs, steamed vegetables like peas or broccoli, boiled pasta, rice, etc.

## With Kids

1. Hold up a picture of one easy-to-prepare food (see pages 37–38).
2. Ask the children to state what they see and to describe the steps to make it. At each step ask whether they can do it themselves or whether they should ask an adult for help. For instance, the steps they describe for making a piece of toast may include:
  - a. Wash my hands properly.
  - b. Open the bread bag and pull out a slice.
  - c. Plug the toaster into the wall socket.
  - d. Place the slice of bread in the toaster. Push down the lever.
  - e. Wait for the toast to pop up, meaning it's done.
  - f. Pull the piece of hot bread from the toaster with wooden tongs or a potholder. Place it on a plate.
  - g. Spread jam on the toast.
  - h. Take a bite and enjoy!
3. When each step has been named and the roles decided, role-play the whole process together.
4. Repeat this activity with other easy-to-prepare foods as time permits.
5. Try moving to the kitchen. Allow kids to help you prepare some of these simple foods following the roles you just discussed.

### TIPS:

- If you can't find the food pictures you need on pages 37–38, try downloading and printing free food pictures online (see page I-iii). You may also have kids tear food pictures out of magazines prior to this activity.
- Laminate your food pictures for repeated use.
- Depending on the skill level of your group, try drawing each of the food preparation steps on individual cards. Ask kids to tell you what order they go in, rather than doing this activity verbally.



### Recommended Books:

- *Cook It!*, by Georgie Birkett
- *Cook-A-Doodle-Do!*, by Janet Stevens and Susan Stevens Crummel
- *Soup Day*, by Melissa Iwai

# Make Your Own Fruit Clown Face

## Nutrition Education Objectives

Children will:

- Be aware of basic kitchen and food safety rules
- Be able to identify foods in a simple recipe
- Prepare simple food items with adult assistance

## Child Development and Early Learning Objectives

Children will:

- Eat a variety of nutritious foods
- Identify personal characteristics, preferences, thoughts, and feelings
- Demonstrate age-appropriate independence in a range of activities, routines, and tasks
- Represent people, places, or things through drawings, movement, and three-dimensional objects
- Engage in conversation with peers and adults

## Materials

- Paper plates, 1 for each child
- A variety of fresh fruit, such as: pineapple, blueberries, bananas, kiwi, strawberries, oranges, cantaloupe, and raisins
- Small bowls
- Low-fat yogurt, to use as a dip
- Serving spoons

## In Advance

1. Rinse and cut the fruit into pieces.
2. Make your own Fruit Clown Face as an example for the class.
3. Pour the yogurt dip into small bowls for sharing. Place a spoon in each bowl.



## With Kids

1. Set out cut fruits and materials on a table where children can reach.
2. Ask kids to use as many different fruits as they can to make their own Fruit Clown Faces.
3. When kids are finished, ask them to share their Clown Face with the group. Ask questions such as:
  - What colors and shapes are the fruits you chose? Do you know their names?
  - Which of your clown's fruits are you most excited to eat?
  - Which of your clown's fruits have you never tried before?
  - Why is your Fruit Clown Face good for you to eat?
4. Pass out the yogurt dip. Invite kids to eat and enjoy their Fruit Clown Faces.

### TIP:

- To cut costs, use fruits that are in season or on sale.



### Recommended Books:

- *Cook It!*, by Georgie Birkett
- *Cook-A-Doodle-Do!*, by Janet Stevens and Susan Stevens Crummel
- *Soup Day*, by Melissa Iwai

# Make Your Own Veggie Super Hero

## Nutrition Education Objectives

Children will:

- Be aware of basic kitchen and food safety rules
- Be able to identify foods in a simple recipe
- Prepare simple food items with adult assistance

## Child Development and Early Learning Objectives

Children will:

- Eat a variety of nutritious foods
- Identify personal characteristics, preferences, thoughts, and feelings
- Demonstrate age-appropriate independence in a range of activities, routines, and tasks
- Represent people, places, or things through drawings, movement, and three-dimensional objects
- Engage in conversation with peers and adults

## Materials

- Paper plates, 1 for each child
- A variety of washed vegetables (e.g., 1 head broccoli, 2 zucchinis, 1 small can corn, 1 small can sliced olives, 2 red peppers, 1 bunch celery, and 3–4 whole carrots)
- Small bowls
- Hummus, low-fat ranch, French, or other dressings, for dipping vegetables
- Serving spoons

## In Advance

1. Rinse and cut the broccoli into small florets; the zucchini into round slices; the red peppers into thin strips and then in half; the celery into 3-inch stalks; and the carrots into 2-inch strips.
2. Drain the corn and olives.
3. Make your own Veggie Super Hero as an example for the kids.
4. Pour dressings or dips into small bowls for sharing. Place a serving spoon in each bowl.



## With Kids

1. Set out cut vegetables and materials on a table where children can reach them.
2. Ask kids to use as many different types of veggies as they can to create their own Veggie Super Heroes. Have them give their hero a name.
3. When kids are finished, ask them to share their super hero with the group. Ask questions such as:
  - What is your super hero's name? What are his or her super powers?
  - What colors and shapes are the veggies you chose? Do you know their names?
  - Why did you choose the veggies you did?
  - Which of these veggies have you eaten before? Did you enjoy them?
  - Will this be the first time you are trying any of these veggies? Which ones?
4. Pass out the dressings or dips. Allow kids to eat and enjoy their Veggie Super Heroes.

## TIPS:

- To cut costs, use veggies that are in season or sale.
- If working with younger children, leave out celery. Use cucumber sticks instead.

## Recommended Books:

- *Cook It!*, by Georgie Birkett
- *Cook-A-Doodle-Do!*, by Janet Stevens and Susan Stevens Crummel
- *Soup Day*, by Melissa Iwai

# Food Origins Game

## Nutrition Education Objectives

Children will:

- Identify foods and describe their characteristics
- Identify foods as coming from plants or animals
- Recognize that foods can be divided into groups and have some idea of what those groups are
- Identify members of the community (farmers, truck drivers, factory workers, bakers, and family members) who help provide food
- Recognize that plants have several parts from which we can get food (*advanced*)

## Child Development and Early Learning Objectives

Children will:

- Eat a variety of nutritious foods
- Classify, compare, and contrast objects, events, and experiences
- Distinguish food on a continuum from most healthy to less healthy
- Develop motor control and balance for a range of physical activities
- Observe, describe, and discuss living things and natural processes
- Recognize a variety of jobs and the work associated with them

## Materials

- Empty packaging from plant or animal foods (e.g., milk carton, egg carton)
- Food pictures of plant or animal foods (e.g., cheese, yogurt, carrot, tomato)
- Pictures of a cow, chicken, and plant
- (Optional) stereo and music

## In Advance

1. Place pictures of a cow, a chicken, and a plant (using the pictures on pages 28–30) in separate parts of the room. Place all other materials on a table or other place where kids can gather around.

## With Kids

1. Explain that when the music starts, kids will work together to decide where each food comes from (cow, chicken, or plant). Then, they will place the pictures or packages next to the correct picture.
2. Stop the music when kids have placed all their pictures and packages. Discuss their choices and gently correct misplaced items. Lead a simple conversation about where foods come from with the following questions:
  - Have you ever seen food grow on plants? Have you ever picked fresh fruits or vegetables from plants? Where? Explain that foods can grow on trees, shrubs, underground, etc.
  - Have you ever seen a cow or chicken? Where are they usually found? What other foods do we get from these animals?
3. Build on this activity with a field trip to the farmers market, a local farm, or the grocery store. Show kids how to find and select plant and animal foods at each place. You may also wish to start a small garden or window box to help children learn about growing foods.

## TIPS:

- Be sure to use only empty food packages. This helps prevent kids from asking to eat or drink these items during or after the activity.
- If time permits, follow up this activity with a simple food tasting. Use one or two of the foods on your food cards.
- If you can't find the food pictures you need on pages 28–36, try downloading and printing free food pictures online (see page I-iii). You may also have kids tear food pictures out of magazines prior to this activity.
- Laminate your food pictures for repeated use.



## Recommended Books:

- *All Our Fruits and Vegetables*, by Roberta Duyff and Patricia C. McKissack
- *Bread Comes to Life: A Garden of Wheat and a Loaf to Eat*, by George Levenson and Shmuel Thaler
- *Extra Cheese, Please!: Mozzarella's Journey from Cow to Pizza*, by Cris Peterson and Alvis Uptis
- *First the Egg*, by Laura Vaccaro Seeger
- *Milk: From Cow to Carton*, by Aliko
- *Pumpkin Circle, The Story of a Garden*, by George Levenson
- *Tillie Lays an Egg*, by Terry Golson and Ben Fink

# We Eat Tops and Bottoms!

## Nutrition Education Objectives

Children will:

- Identify foods and describe their characteristics
- Recognize that plants have several parts from which we can get food
- Be willing to try new foods

## Child Development and Early Learning Objectives

Children will:

- Eat a variety of nutritious foods
- Follow simple rules, routines, and directions
- Observe, describe, and discuss living things and natural processes
- Classify, compare, and contrast objects, events, and experiences
- Develop motor control and balance for a range of physical activities

## Materials

- A variety of picture cards representing foods from different parts of plants
- The book *Tops & Bottoms*, by Janet Stevens, or other book from the Recommended Books list
- Tops & Bottoms Poster: butcher paper and tape
- Tops & Bottoms Movement Game: equipment to mark off areas of playground

## Recommended Books:

- *Eating the Alphabet*, by Lois Ehlerts
- *Oliver's Vegetables*, by Vivian French
- *Tops & Bottoms*, by Janet Stevens

## In Advance

1. Read the "With Kids" instructions below. Select which "Tops & Bottoms" activity you would like to do with the class: "Tops & Bottoms Poster," "Tops & Bottoms, Heads & Toes," or "Tops & Bottoms Movement Game."
2. Either make picture cards of foods from different parts of plants, or make copies of picture cards from pages 31–36. Be sure you have about the same number of foods that come from parts of the plant that grow above ground (e.g., flowers, stems, leaves, seeds) as below (e.g., roots). The number of cards you will need depends on the activity you choose and the attention span of the kids in your group.
3. **Tops & Bottoms Poster.** Attach a large piece of butcher paper to the wall or bulletin board. Draw a horizontal line to mean the surface of the soil. Attach a piece of tape to the top edge of each picture card.
4. **Tops & Bottoms Movement Game.** Figure out how you will mark the area for "tops" and the area for "bottoms" (e.g., mark off the area with heavy-duty tape, playground cones, non-skid activity mats, or portable soccer goals).

## With Kids

1. If you have a copy, read the book *Tops & Bottoms* to the children. If you do not have a copy, you can read one of the other recommended books. Be sure children understand that different foods come from different parts of the plant, and that some parts of the plant grow above ground and some grow below ground, before beginning the activity.
2. Ask the children to recall foods from the book or foods that they have seen in a garden. For each food they name, ask them if it comes from a part of the plant that is above the ground ("tops") or under the ground ("bottoms").
3. Follow the instructions for the activity you choose from the selection on page 11.

### TIPS:

- If you can't find the food pictures you need on pages 31–36, try downloading and printing free food pictures online (see page I-iii). You may also have kids tear food pictures out of magazines prior to this activity.
- Laminate your food pictures for repeated use.
- Follow up this activity with a simple food tasting. Have children taste bite-size samples of a root vegetable (a "bottom") and a stem, leaf, flower, or seed (a "top").

Continued >

## Activity Choices

### Tops & Bottoms Poster

Give each child a picture card. Tell kids that the line on the poster represents the surface of the soil. Have the children tape the pictures above or below the line. Gently correct any misplaced pictures.

### Tops & Bottoms, Heads & Toes

Explain to the children that you will hold up a series of cards with pictures of foods that grow above the ground ("tops") or below the ground ("bottoms"). As you hold up each food, the children will touch their hands to their heads if the food is "tops," or touch their hands to their toes if the food is "bottoms." Demonstrate a few times for the children, holding up a picture and touching your head or your toes according to the part of the plant. Once children understand the instructions, begin the game.

### Tops & Bottoms Movement Game

Move children to the playground (or another open area where they may run freely). Explain that you will hold up a series of cards with pictures of foods that grow above the ground ("tops") or below the ground ("bottoms"). As you hold up each food, the children will run (or walk, or skip, or jump) into the area of the playground marked as "Tops" or the area marked as "Bottoms," depending on which part of the plant the food comes from. Demonstrate a few times for the children, holding up a picture and having them follow you into the correct area. Once children understand the instructions, begin the game.

# Exploring Tables Around the World

## Nutrition Education Objectives

Children will:

- Be willing to try new foods
- Be able to talk about why they like certain foods
- Be aware of basic kitchen and food safety rules
- Recognize that foods eaten differ among families, cultures, and special occasions

## Child Development and Early Learning Objectives

Children will:

- Help, share, and cooperate in a group
- Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities
- Understand similarities and respect differences among people
- Identify personal and family structure

## Materials

- A variety of books that explore food and culture (see list of Recommended Books)
- Serveware or decorations that can be used to illustrate different cultural traditions
- Fabrics from different cultures

## With Kids

1. Read aloud books that explore food and culture. Tie them to meals that children will soon eat.
2. Prepare foods that build on the cultural discussions. Introduce children to foods from around the world. Use appropriate cultural items to serve the foods, such as chop sticks, bowls for soup, a container for warming tortillas, or a teapot with teacups.
3. Allow children to dress up their table or create rituals based on the stories they have read. Let them share ideas for making their tables special. Supply them with the materials to create cultural items.
4. As you discuss different cultures or prepare to share cultural meals, use fabrics from each culture. Fabrics can be draped over the table to dress up the eating area, or used to create clothing for kids to dress up in. Small pieces of fabrics can be used as napkins, table runners, or belts.

### TIP:

- Invite parents to share foods, serveware, or table decorations from their cultures.

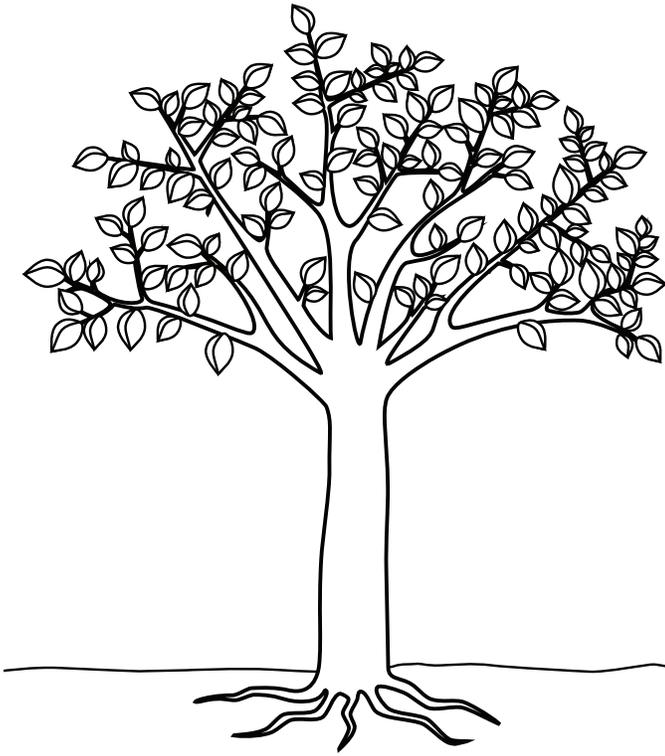


### Recommended Books:

- *Bread, Bread, Bread*, by Ann Morris and Ken Heyman
- *Come and Eat with Us!*, by Annie Kubler and Caroline Formby
- *A Comer/Let's Eat*, by Ana Zamorano, Susana Pasternac and Julie Vivas
- *Eating the Alphabet*, by Lois Ehlert
- *Everybody Bakes Bread*, by Norah Dooley and Peter J. Thornton
- *Everybody Cooks Rice*, by Norah Dooley and Peter J. Thornton
- *Everybody Serves Soup*, by Norah Dooley and Peter J. Thornton
- *How My Parents Learned to Eat*, by Ina R. Friedman and Allen Say
- *How to Make an Apple Pie and See the World*, by Marjorie Priceman
- *A Kwanzaa Celebration Pop-Up Book: Celebrating The Holiday With New Traditions And Feasts*, by Nancy Williams and Robert Sabuda
- *Mama Panya's Pancakes*, by Mary and Rich Chamberlin and Julia Cairns
- *Market Day*, by Lois Ehlert
- *The Tortilla Factory*, by Gary Paulsen and Ruth Paulsen
- *La Tortilleria*, by Gary Paulsen, Ruth Wright Paulsen and Gloria De Aragon Andujar

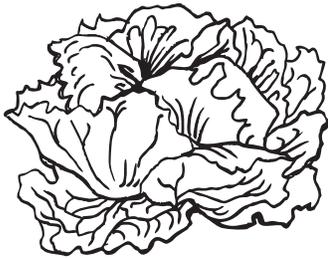
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Broccoli.....	32
Celery.....	33
Spinach .....	33
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Tortilla.....	33
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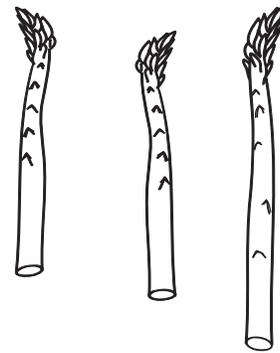


**Tree**

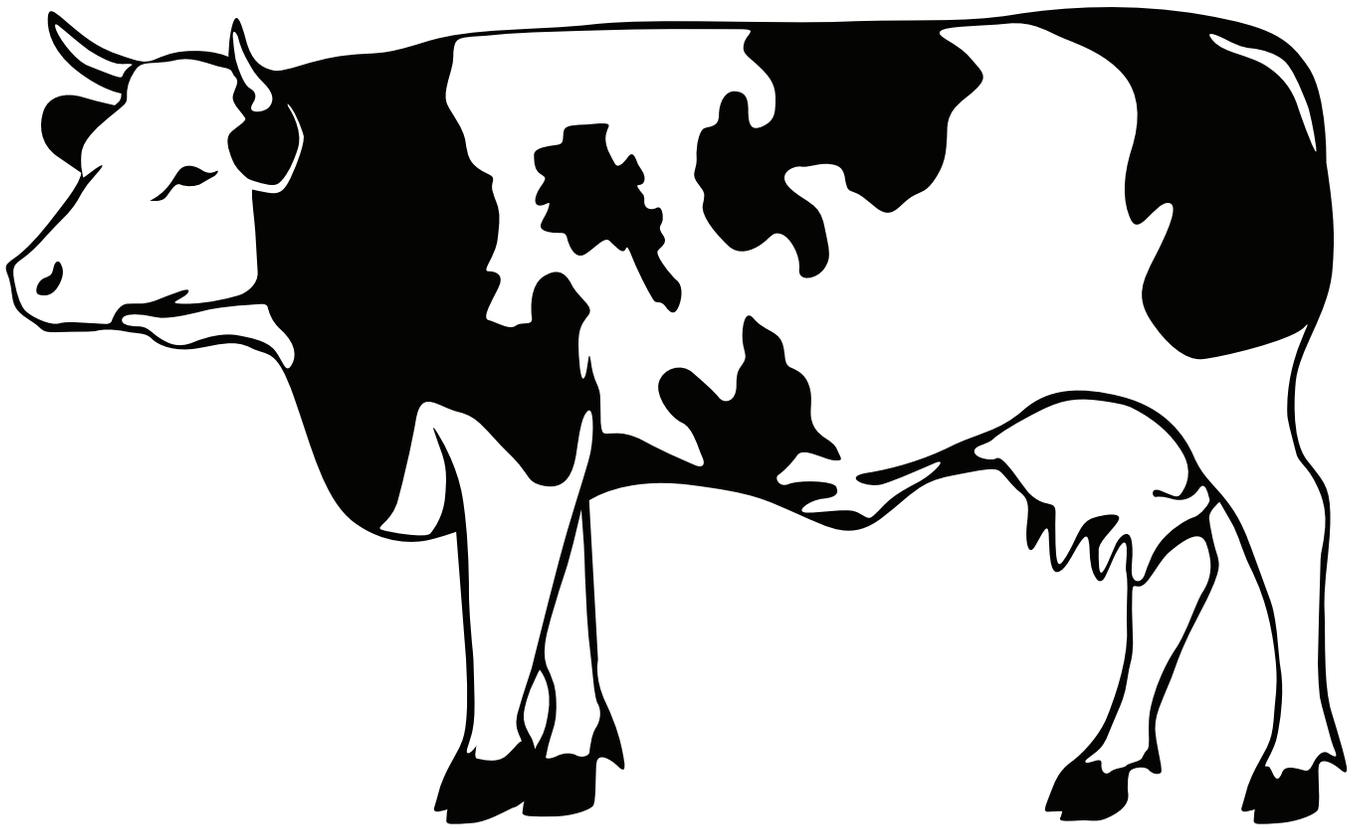
**Root**



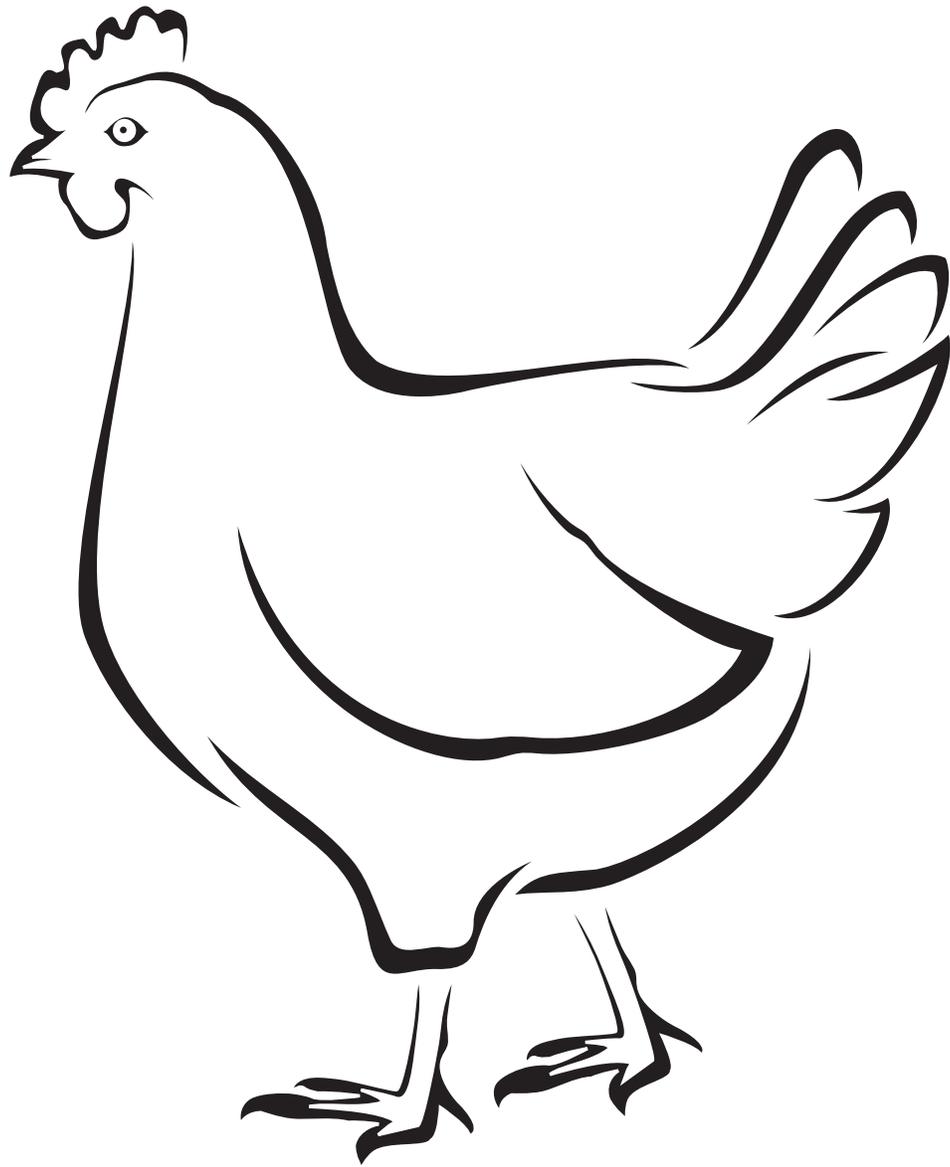
**Leaf**



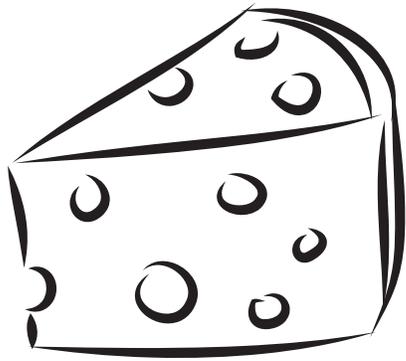
**Stem**



Cow



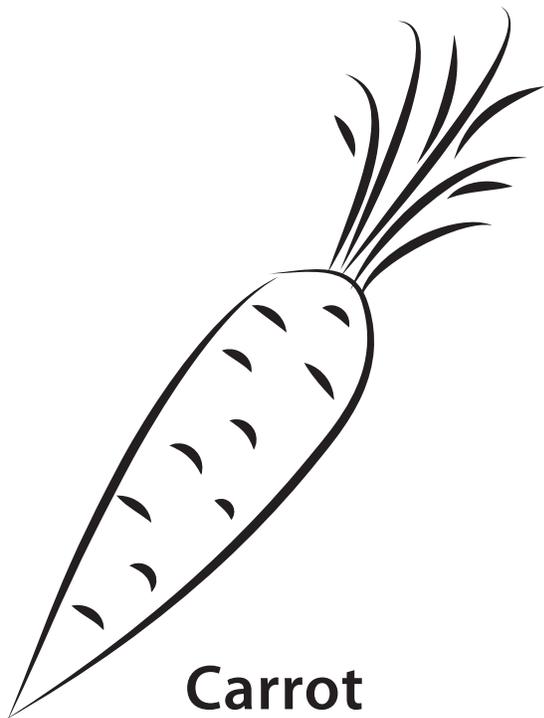
Chicken



**Cheese**



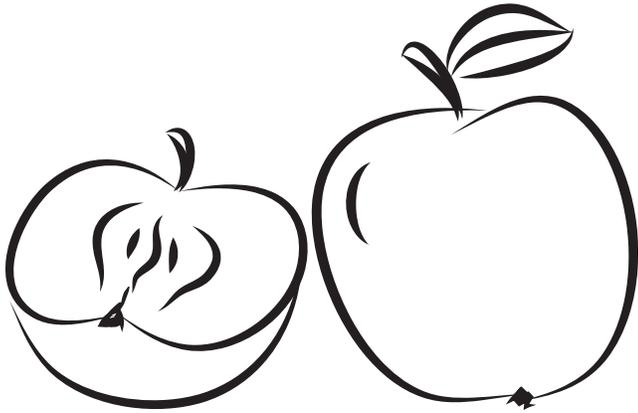
**Yogurt**



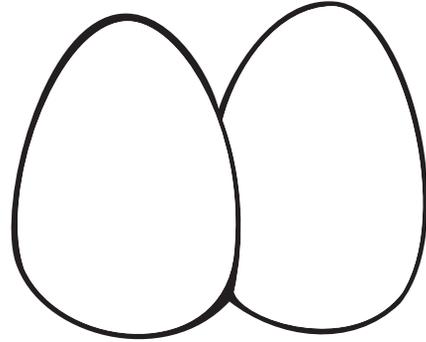
**Carrot**



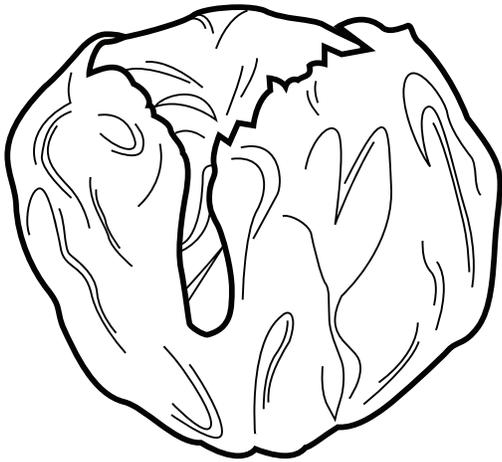
**Tomato**



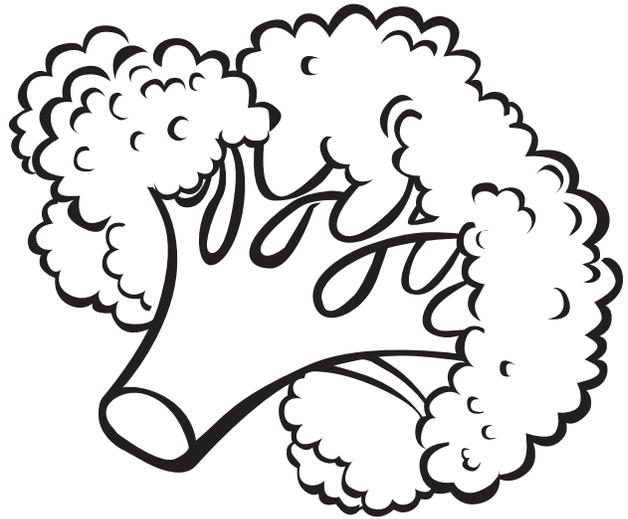
**Apple**



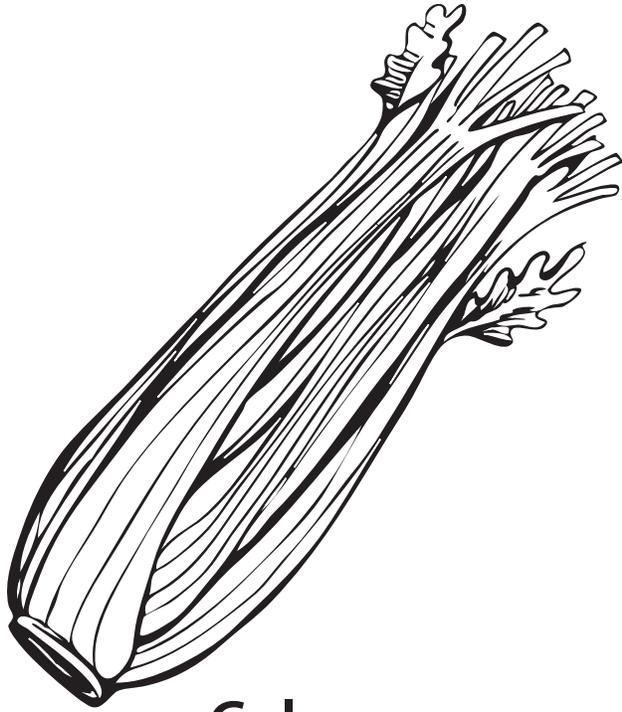
**Eggs**



**Lettuce**



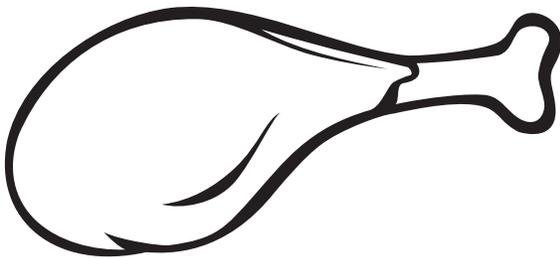
**Broccoli**



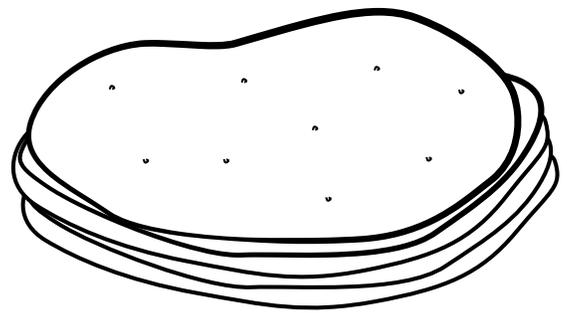
**Celery**



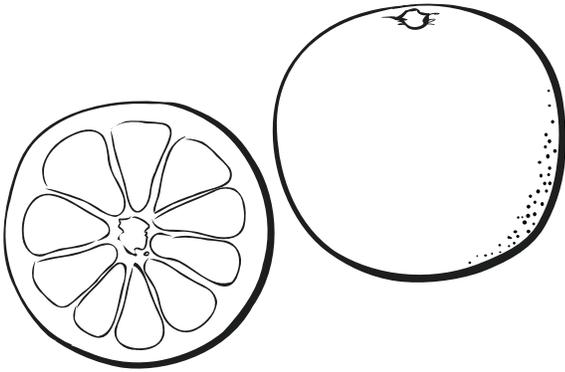
**Spinach**



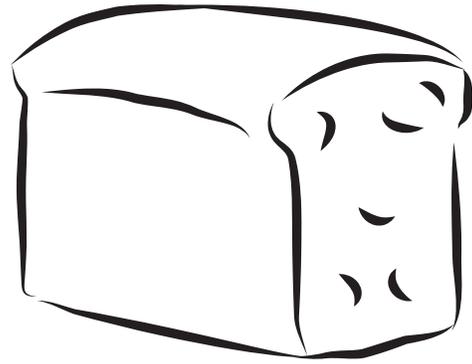
**Chicken Drumstick**



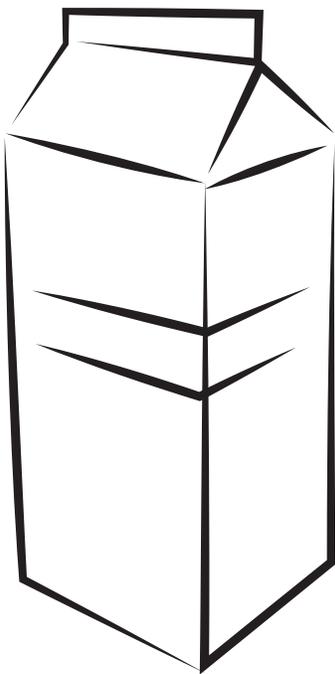
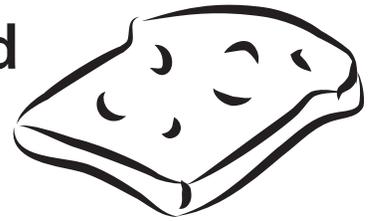
**Tortilla**



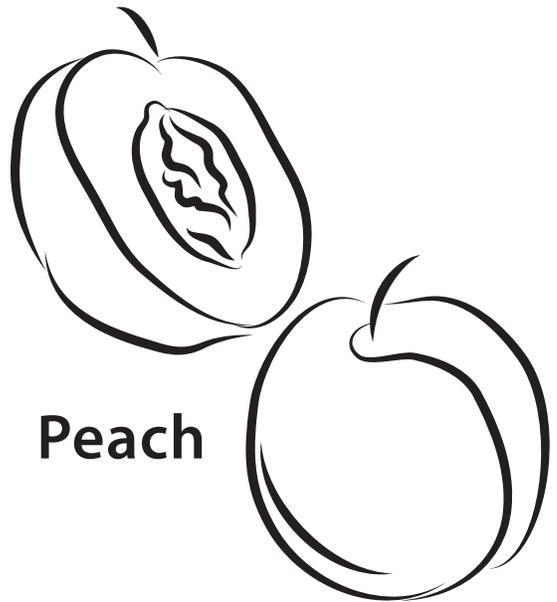
**Orange**



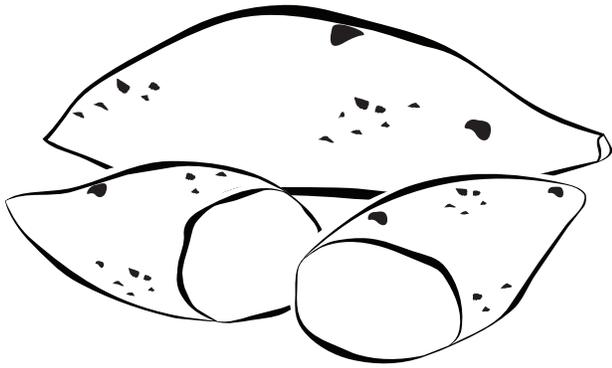
**Bread**



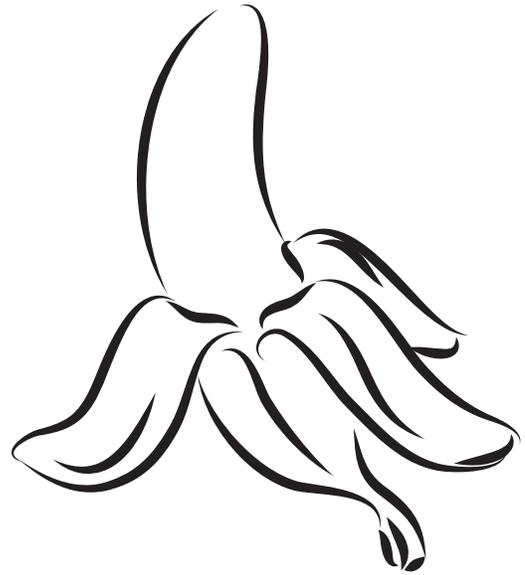
**Milk**



**Peach**



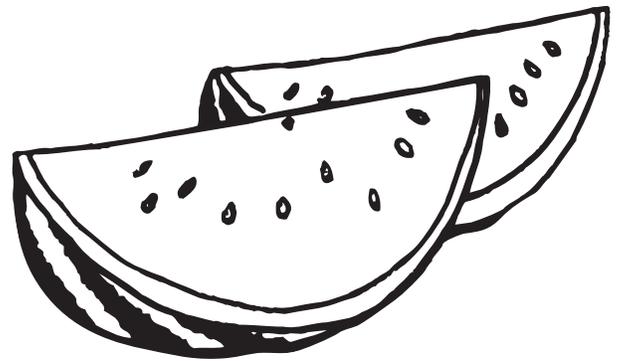
**Sweet Potato**



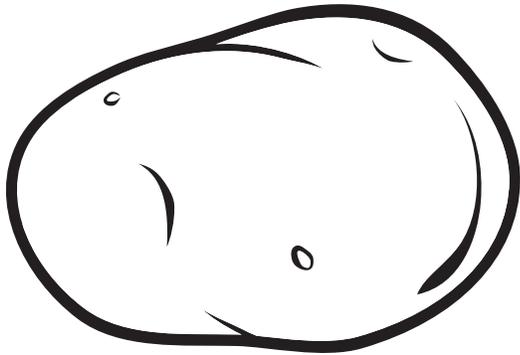
**Banana**



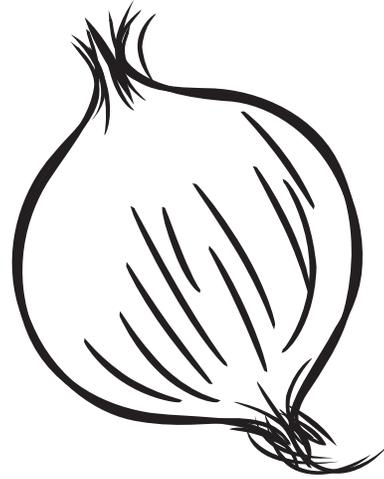
**Corn**



**Watermelon**



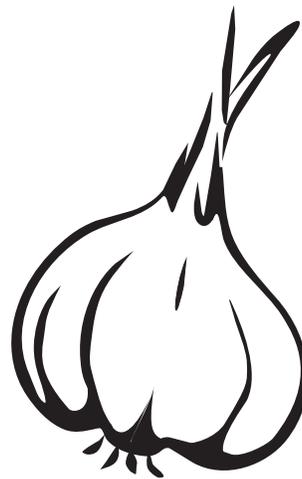
**Potato**



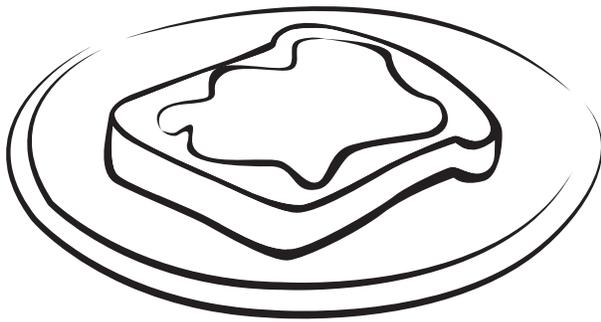
**Onion**



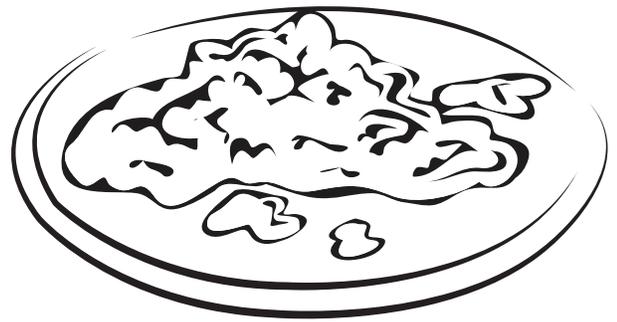
**Radish**



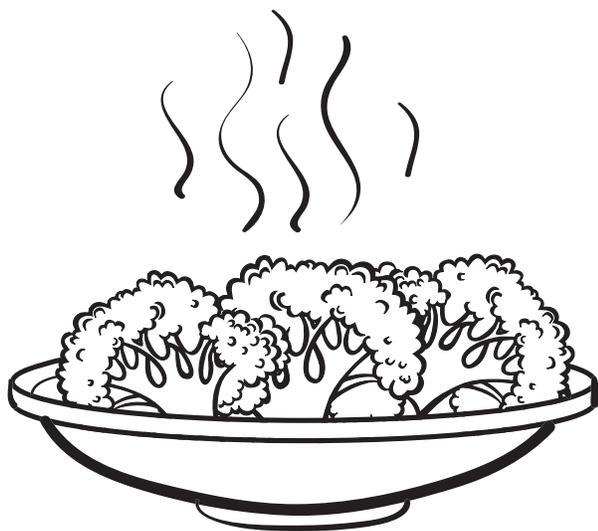
**Garlic**



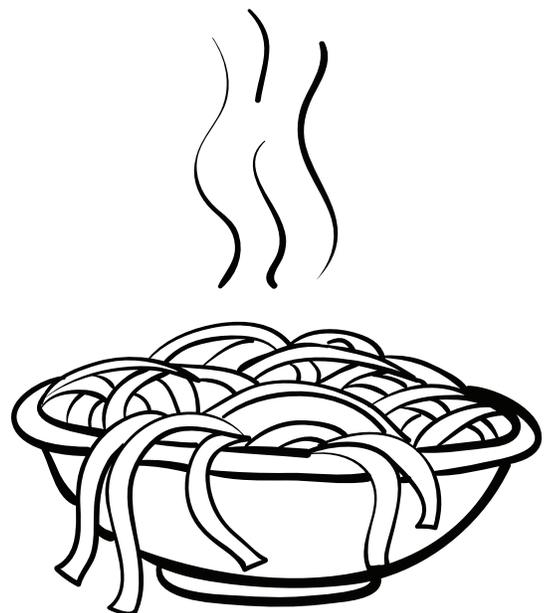
**Toast with Jam**



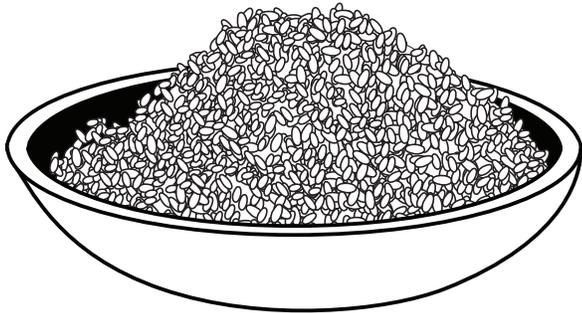
**Scrambled  
Eggs**



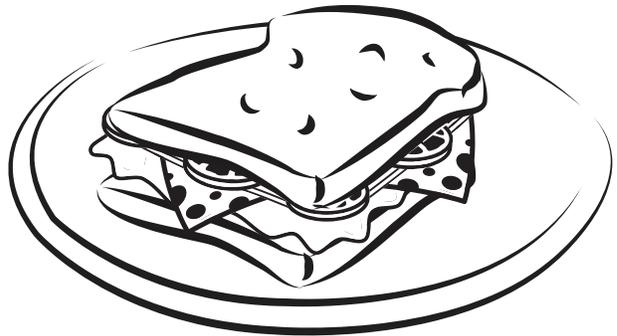
**Steamed  
Vegetables**



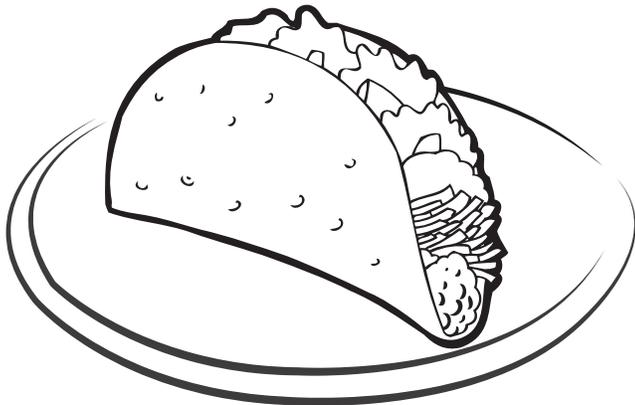
**Boiled Pasta**



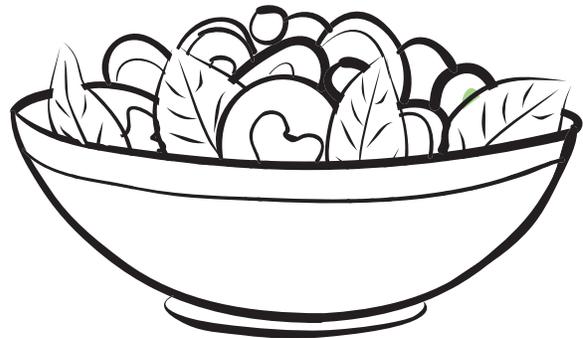
**Rice**



**Sandwich**



**Taco**



**Salad**

# ACTIVITY BANK



# Imaginary Cooking

**Suggested Ages:** 3-7 years

**Estimated Time:** 15 minutes

**Materials:**

- Pictures of easy-to-prepare foods, such as toast with jam, scrambled eggs, steamed vegetables like peas or broccoli, boiled pasta, rice, etc.
- Whiteboard or flip-chart paper and markers

**In Class**

1. Explain that this activity will reinforce safe, age-appropriate roles in the kitchen.
2. Hold up a picture of one easy-to-prepare food. Ask kids to describe each step in making the food shown, and write them on a whiteboard or flip chart. For example, the steps they might call out for making a piece of toast include:
  - a. Wash your hands properly.
  - b. Open the bread bag and pull out a slice.
  - c. Plug the toaster into the wall socket.
  - d. Place the slice of bread in the toaster and push down the lever.
  - e. Wait for the toast to pop up, indicating that it's done.
  - f. Pull the piece of hot bread from the toaster with tongs or a potholder and place it on a plate.
  - g. Spread jam on your toast.
  - h. Take a bite and enjoy!
3. After all the steps have been written down, review and ask families to decide who should be responsible for each one. Write down their answers, and have parents and children role play their parts for each step.
4. Repeat this activity with other easy-to-prepare foods as time permits.
5. Consider moving to the kitchen and allowing families to prepare some of these simple foods following the roles they just discussed.

# Food Origins Game

**Suggested Ages:** 3-10 years

**Estimated Time:** 15 minutes

**Materials:**

- Empty milk carton, egg carton, Pop-Tart box, and can or bottle of soda
- Food models or pictures of cheese, yogurt, carrot, tomato, and apple
- Pictures of a cow, chicken, plant, and factory
- Stereo and music

## In Advance

1. Place pictures of the cow, chicken, plant, and factory in the four corners of the room. Place all other materials on a table or other central location where families can gather around.

## In Class

1. Divide participants into two teams, keeping parents and children on the same team.
2. Explain that each team will receive an assortment of food packages, models, and pictures. Tell them that when the music starts, teams will work together to decide where each food comes from (cow, chicken, plant, or factory) and then place the pictures or packaging in the appropriate corner of the room.
2. Stop the music when both teams have placed all their models, pictures, and packages. Discuss their decisions, gently correct misplaced items, and facilitate a simple conversation about where foods come from with the following questions:
  - a. Have you ever seen a cow or chicken? Where are they usually found? What other foods do we get from these animals?
  - b. Have you ever seen food grow on plants? Have you ever picked fresh fruits or vegetables from plants? Where? Explain that foods can grow on trees, shrubs, underground, etc.
  - c. What do you think happens at the factory when foods are made?
  - d. Where do the foods come from that are best for our bodies (animals, plants, or factory)? Refer back to MyPlate if needed. Discuss how we want to eat most foods from plants (such as fruits, vegetables, whole grains, and plant-based proteins) and some foods from animals (such as dairy or animal-based proteins). Many foods from factories are the “sometimes” foods we want to eat only occasionally within each food group.
3. Explain how shopping at a farmers market or around the perimeter of a grocery store can help ensure that we are buying mostly plant and animal foods. Consider building on this activity with a field trip to the farmers market, a local farm, or the grocery store.

**TIP:**

- You may also have kids draw pictures of some or all of the items referenced in this activity and use them instead of food models, cartons, or magazine pictures.

# Supermarket Hot and Cold

**Suggested Ages:** 3-10 years

**Estimated Time:** 1 hour

**Materials:**

- Stickers
- Picture cards for each of the 8 foods chosen for this activity

**In Advance**

1. Depending on the season and where the activity will take place (supermarket, school garden, farmers market), select eight foods that kids will search for.
2. Create 8 ½ x 1 1 picture cards for each of the 8 foods.

**In Class**

1. Show families the eight picture cards representing the items the children are to find. Review them one at a time and discuss distinguishing features (e.g., pointy leaves, shiny red fruit, origin, etc).
2. Explain that in the next 45 minutes, a volunteer will guide kids around the store to look for the eight items by telling them they are getting “warmer” or “cooler.”
3. As children locate each food, give each child a sticker to affix to his or her shirt, and ask questions such as:
  - Have you eaten this food before? How was it prepared?
  - What do you like about it?
  - Where does it come from (e.g., plant, animal, factory)?
4. Have another volunteer take parents around to major sections of the store and review the Supermarket Talking Points (page I-39).
5. Have everyone meet back after 45 minutes. Invite kids to tell their parents about their findings.

**TIPS:**

- If the activity will take place in a supermarket, select foods that will allow families to cover main sections of the store, such as:

Bread	Produce
Meat/Poultry/Fish	Canned Goods
Cereal	Snacks/Juice/Drinks
Milk/Eggs/Dairy	Frozen Foods

- If time permits, consider using the Food Riddles on page I-51, or create your own riddles, to introduce each food before revealing the picture.
- Encourage parents to play similar games with their children when food shopping. This will help keep children busy and focused on the healthy foods parents planned to buy.

# Supermarket Scavenger Hunt

**Suggested Ages:**  
8-15 years

**Estimated Time:**  
1 hour

**Materials:**

- Pencils or pens, one for each group
- Clipboards or hard, flat writing surfaces (such as books), one for each group
- Copies of The Hunt worksheet, next page

**In Class**

1. Divide families into three or four small groups, keeping parent-child pairs in the same group. Designate a volunteer to accompany each group and help answer questions.
2. Distribute worksheets, pens, and clipboards. Ask groups to designate one person to write down answers, or to rotate that role in each section of the store.
3. Read the starting clues for the first small group to indicate where they will start their hunt, then read the clue for the second group and so on, until it is clear where each group will start. Explain that each group will find their starting section on the handout, then move through the rest of the sections in the order given on the sheet, until they have completed all sections.

**Starting Clues**

**First group:** Start your hunt in a section of the store where you'll find a food that starts as a seed, is made into flour, is added to other ingredients, and smells wonderful when it bakes. (Bread section)

**Second group:** Go to the section of the store that is high in protein. Refrigeration is important to this section to keep these foods safe. (Meat/Poultry/Fish section)

**Third group:** Begin in the section of the store where you will find the food products advertised the most on Saturday morning TV. You often eat these products for breakfast. They can be either filled with nutrients or full of empty calories. (Cereal section)

**Fourth group:** You will begin your tour in the section of the store where the temperature is low and the amount of calcium is high. (Milk/Eggs/Dairy section)

4. Dismiss all groups and ask them to meet back at the same spot in 45 minutes. Volunteers will give five-minute and one-minute warnings as the time draws closer.
5. When families return to the meeting spot, go through the worksheet questions and ask them to share some of their answers aloud with the group. Answer any questions and use the Supermarket Talking Points (page I-39) to highlight important lessons from each section of the store.
6. Encourage families to use each trip to the store as a time to work together to hunt the healthiest choices by reading labels, searching for new foods to try, and sticking primarily to the perimeter of the store.

**TIPS:**

- Beforehand, ask volunteers to help ensure that everyone in the group participates. Be sure kids are given an equal chance to read labels and help answer questions on the worksheet.
- Encourage families to write their answers on the back of their worksheets if they run out of space.

continued >>>

## The Hunt

### Bread Section

1. Compare three different types of breads:

	White	100% Whole Wheat	Multigrain
How many calories are in each serving?			
How many grams of fiber per serving?			
What is the first ingredient?			

2. In each row, circle the box that has the fewest calories per serving, the most grams of fiber per serving, and has a "whole grain" listed as the first ingredient.
3. All brown breads are whole grain. True/False

### Meat/Poultry/Fish Section

1. Identify three lean protein sources in this section. Consider asking the butcher to help you identify the leanest cuts of meat.

### Cereal Section

1. Choose a cereal from the shelf that is at eye level for the youngest child in your group.
  - a. List the first three ingredients.
  - b. How many grams of sugar are in one serving of this cereal?
  - c. How many grams of fiber are in one serving of this cereal?

2. Choose a box of whole grain cereal.
  - a. List the first three ingredients.
  - b. How many grams of sugar are in one serving of this cereal?
  - c. How many grams of fiber are in one serving of this cereal?
3. Put a check mark next to the cereal that has more fiber per serving, and an X next to the one with more sugar per serving.

### Milk/Eggs/Dairy Section

1. What is the saturated fat and calcium content in one cup of:

	Saturated Fat	Calcium
Whole milk		
2% milk		
Skim milk		
Flavored milk (such as chocolate)		

2. One serving of yogurt and one serving of cottage cheese contain the same amount of calcium. True/False

### Produce Section

1. Find the following and write down their names:
  - a. Three kinds of dark green, leafy vegetables
  - b. Three deep yellow or orange fruits or vegetables (remember, they can be deep yellow or orange under a skin or peel, too!)
  - c. Three types of berries
  - d. Three fruits or vegetables that you've never seen before today
2. Have each person in the group circle at least one fruit or vegetable that they would like to try for the first time.

continued >>>

## Supermarket Talking Points

### Bread Section

- Clarify that brown bread does not necessarily mean whole grain. Review the tips from Week Two for finding whole grain breads.
- Look for sales on day-old bread.
- Explain that bread can be frozen if it won't be used right away.
- Emphasize that buns, bagels, and rolls available in bulk bins do not require food labels. Each piece may contain up to 6 ounces of grains. Compare that to the amount needed per day for an adult.
- Point out food expiration dates ("Use by") and freshness dates ("Best if used by" or "Sell by") on breads and other foods. Explain that freshness dates do not mean the product is spoiled on that date; it just means it is not as fresh as products with a later date and will not last as long.

### Meat/Poultry/Fish Section

- Explain what is meant by marbling and how to choose cuts with less marbling. Highlight lean cuts of meat. Point out that lean beef and pork cuts include "round," "loin," or "leg" in the name (e.g., pork loin chops, tenderloin, or sirloin).
- Compare the cost of a whole chicken to chicken parts, or ground beef to premade patties. Discuss which is the better buy.
- Note that it may be worth it to buy larger packages of meat if you can repackage when you get home and freeze for later.

### Cereal Section

- Explain that breakfast cereals are often displayed to appeal to young children. Compare cereals that are placed at eye level for a child to those placed on higher shelves and discuss differences in calories, sugar, and fiber.
- Discuss ways to save on this aisle by choosing store brands or cereals in a bag.

### Milk/Eggs/Dairy Section

- Point out that yogurt comes in many shapes and sizes. Like cereals, yogurt that is packaged for children and high in sugar is often at a child's eye level. Be sure to check the food labels.
- Discuss non-dairy alternatives that compare well in terms of calcium, vitamin D, and saturated fat.
- Explain the difference between butter and margarine, and point out the Nutrition Facts panels to help participants compare them for nutritional value.

### Produce Section

- Discuss how to know when produce is ripe. Check for firmness, texture, and smell.
- Point out that produce displayed in the front is usually in season.
- Highlight produce that keeps longer in the refrigerator, such as broccoli, Brussels sprouts, cabbage, carrots, parsnips, potatoes, sweet potatoes, apples, grapefruit, oranges, pears, and tangerines.
- Review the reasons why there is no "best" form of fruits and vegetables.
- Discuss when it might be more affordable to buy produce in bulk (e.g., potatoes, apples).

continued >>>

## Supermarket Scavenger Hunt continued >>>

- Explain that convenience and prepackaged forms of produce (e.g., bagged salad, precut carrots or broccoli) usually cost more and limit opportunities to practice knife skills.
- Remind families that fruits and vegetables can be salvaged in smoothies, soups, and breads, or by adding them to sandwiches and casseroles or freezing for later.

### Canned Foods Section

- Review the importance of choosing fruits that are canned in their own juice or light syrup to save calories.
- Highlight canned fish and canned beans as economical sources of protein.
- Point out low-sodium forms of canned beans and vegetables, and explain that rinsing canned foods is a good way to decrease sodium intake.

### Snacks/Juice/Drinks Section

- Point out that real fruit juices are labeled “100% juice.” Emphasize that just because a beverage says it’s “made with juice” or has juice in the name does not mean it’s 100% juice.
- Remind families that tap water is the healthiest choice and doesn’t even need to be purchased in the store! Explain that bottled water is no healthier than tap and can be very expensive.
- Remind families of healthy snack ideas they have tasted or come up with on their own throughout the course.

### Frozen Foods Section

- Compare families’ favorite frozen meals and discuss ways to make them healthier by adding vegetables or whole grains.
- Suggest healthier alternatives to ice creams and frozen yogurt products, such as 100% fruit popsicles or freezing your own bananas or grapes.
- Review the benefits of cooking meals together at home. Highlight the variety of ingredients available in the freezer aisle.

# Veggie Super Hero

**Suggested Ages:** 3-10 years

**Estimated Time:** 15 minutes

**Materials:**

- Paper plates, one for each family
- A variety of washed vegetables, such as 1 head broccoli, 2 zucchinis, 1 small can corn, 1 small can sliced olives, 2 red peppers, 1 bunch celery, and 3-4 whole carrots
- Toothpicks
- Small bowls
- Low-fat ranch, French, hummus, or other dressings, for dipping vegetables

## In Advance

1. Rinse and cut the broccoli into small florets, the zucchini into round slices, the red peppers into thin strips and then in half, the celery into 3-inch stalks, and the carrots into 2-inch strips.
2. Drain the corn and olives.
3. Assemble your own Veggie Super Hero as an example for the class.
4. Pour chosen dressings or dips into small bowls for sharing.

## In Class

1. Display cut vegetables and materials on a table where everyone can reach them. Explain that families will work together to create their own Veggie Super Hero.
2. Encourage kids to use as many different types of veggies as possible. Have parents help their child assemble the body by using toothpicks to link together the child's chosen vegetables.
3. Give families 5-10 minutes to make their Veggie Super Heroes. Ask a few kids to share their creation with the group and answer questions such as:
  - What is your super hero's name?
  - Why did you choose the veggies you did?
  - Will this be the first time you are trying any of these vegetables?
  - What meal could you make using one or more of your super hero veggies?
  - Which parts of the plant do your super hero veggies come from?
4. Pass out the dressings or dips and allow families to eat and enjoy their Veggie Super Heroes. While eating, ask about their impressions of the flavor and texture of the various veggies and discuss other ways they can be served (steamed, sautéed, etc.).

**TIP:**

- Substitute suggested vegetables with seasonal or sale items as needed.

# Make a Fruit Clown Face

**Suggested Ages:** 3-10 years

**Estimated Time:** 15 minutes

**Materials:**

- Paper plates, one for each family
- A variety of fresh fruit, such as pineapple, blueberries, grapes, kiwi, strawberries, oranges, cantaloupe, and raisins
- Small bowls
- Low-fat yogurt dip
- Serving spoons for the yogurt

**In Advance**

1. Rinse and cut the fruit into pieces, enough for each family to have at least one fresh pineapple slice, two grape halves, ½ slice kiwi, ½ strawberry, one orange slice, one thin slice cantaloupe, and five raisins.
2. Assemble your own Fruit Clown Face as an example for the class.
3. Pour the yogurt dip into small bowls for sharing.

**In Class**

1. Display cut fruits and materials on a table where everyone can reach them. Explain that families will work together to create their own Fruit Clown Face.
2. Encourage parents and kids to use as many different fruits as possible to make their clown faces.
3. Give families 5-7 minutes to create their clown faces. Ask a few kids to share their creation with the group and answer questions such as:
  - Why is your clown good for you to eat?
  - Which of your clown's fruits are you most excited to eat and why?
  - Which of your clown's fruits have you never tried before?
  - What meal or snack could you make using one or more of your clown's fruits?
3. Set out the yogurt dip and invite families to eat and enjoy their Fruit Clown Faces.

**TIP:**

- Substitute suggested fruits with seasonal or sale items as needed.

# Fruit and Vegetable Placemats

**Suggested Ages:** 3-10 years

**Estimated Time:** 15 minutes

**Materials:**

- Magazines to cut out pictures of fruits and vegetables
- Glue sticks
- Crayons, colored pencils, or markers
- Blank paper, 1-2 sheets per family
- Construction paper, 1 piece per family
- Clear contact paper
- Scissors, 1 pair per family

## In Advance

1. Collect enough magazines so that each family will have at least two. Choose magazines that are more likely to have pictures of fruits and vegetables.

## In Class

1. Distribute materials and encourage parent-child pairs to work together to create their own fruit and vegetable placemat.
2. Explain that families can draw pictures of fruits and vegetables on blank paper, or they can cut out fruit and vegetable pictures from the magazines. Pictures can be arranged and glued on both sides of the construction paper.
3. Ask parents to cover each placemat (front and back) with clear contact paper.
4. Ask a few kids to share their placemats with the class and answer questions such as:
  - Which of the fruits and veggies on your placemat are your favorites?
  - Did you find any pictures of fruits and veggies that you would you like to try for the first time? If so, which ones?
  - What are some of the ways you like the fruits and veggies on your placemat prepared?
  - What season is best to find the fruits and veggies on your placemat?
5. Explain that families can use their placemats at home to remind them to include more fruits and vegetables in each meal.

**TIP:**

- Tell parents that they can clean the placemat by wiping it down with a damp cloth, but it should not be submerged in water.

# Your Veggies, Your Way

**Suggested Ages:** 3-10 years

**Estimated Time:** 15 minutes

**Materials:**

- Two medium carrots per person
- Large pot
- Wooden spoon
- Colander
- Five small bowls
- Five bunches of fresh herbs, all different types (e.g., basil, dill, sage, cilantro, mint, oregano, rosemary, parsley, etc.)
- Five index cards
- 1-2 Tablespoons butter or canola oil
- Stickers
- Plate, napkin, and cutlery for each person

## In Advance

1. Bring a pot of water to boil. Rinse and slice the carrots.
2. Label individual index cards according to the five herbs you chose for this activity.
3. When the water is boiling, add carrot slices to the pot. Cook to desired tenderness.
4. Drain, then add a small amount of butter or canola oil and a dash of salt to the pot. Stir well to coat all the carrots.

## In Class

1. Ask families to wash hands in preparation. Pass out sprigs of each fresh herb and have parents assist children as they pluck and chop the leaves. Instruct them to place each chopped herb in a separate bowl.
2. Place labeled index cards in front of the appropriate bowl for each herb.
3. Evenly spoon the carrots into each of the herb bowls, reserving just enough for families to have another taste of their favorites at the end. Stir ingredients to combine, so that the buttered carrots are covered with herbs.
4. Invite families to taste each variation of the seasoned carrots and indicate their preferred flavor by placing a sticker on the index card in front of the herb bowl they liked best.
5. Provide everyone with another taste of one or two of the “most popular” flavors. Encourage families to plan to serve a similarly flavored vegetable at home this week.

## TIPS:

- Use one Tablespoon of minced fresh herbs for every 2 cups of carrots.
- If using dried herbs, use only one teaspoon for every 2 cups of carrots. Dried herbs should be added directly to the pot with butter and salt to soften slightly before serving.
- If your group consists of very small children, consider slicing carrots into sticks instead of circles to prevent choking.
- Other vegetables such as broccoli, zucchini, corn, lima beans, other beans, or tomatoes can work well with this activity too.

# Putting Whole Grains to the Test

**Suggested Ages:** 5-15 years

**Estimated Time:** 15 minutes

**Materials:**

- 1 slice of 100% whole wheat bread
- 1 slice of white bread
- 2 clear bowls
- 2 cups of orange juice
- Tongs

## In Class

1. Explain to families that you are going to conduct a simple demonstration to show how whole grains and refined grains behave differently in our bodies.
2. Place the slice of white bread in one bowl and the slice of whole wheat bread in the other. Pour orange juice into each bowl, enough to just cover each slice of bread. Explain that the orange juice represents the acid in our stomachs when we digest food. Let the bread soak for 10 minutes.
3. While the bread soaks, engage families in discussion about the differences between whole grains and refined grains, and ways to identify whole grain products.
4. After 10 minutes has passed, ask for a volunteer to pick up the slice of white bread with the tongs, then the slice of whole wheat bread. **Ask:** What do you notice? Why does the white bread fall apart while the whole wheat bread does not?
5. Explain that whole grains take longer to break down in our bodies. This helps us feel full and helps prevent overeating. Point out additional benefits of whole grains (e.g., the fiber they provide may lower our risk of some diseases as we get older).

# Fruit vs. Juice

**Suggested Ages:** 3-10 years

**Estimated Time:** 15 minutes

**Materials:**

- 1 orange for every 3 people
- Napkins
- Small paper cups
- A whole orange, a whole apple, and some grapes
- One 6-8 oz clear cup
- 6 oz of orange juice

**In Advance**

1. Cut oranges into six segments and de-seed.
2. Fill the clear glass with 6 ounces of orange juice.

**In Class**

1. Place all the whole fruits on a table in front of the families.
2. Hold up the glass of orange juice and ask kids to identify what is in the glass and which fruit on the table this juice comes from.
3. Distribute one orange segment and napkin to each person. Have everyone taste the orange together and comment on its flavor.
4. After tasting, give each person another segment and a small paper cup. Instruct families to squeeze the juice from the segment into the cup. Have parents assist kids as needed.
5. Point out how much juice comes out of each segment compared to the juice in the glass. Ask families to guess how many oranges it would take to fill up the glass. Could you eat this many? Why or why not?
6. Explain that the fiber in whole fruit makes you feel fuller than drinking juice. Highlight the other important health benefits of fiber. Point out that while both fruit and juice contain important vitamins and minerals, the whole fruit is the better choice because it gives us the fiber we need and has fewer calories than juice.
7. Point out the other whole fruits on the table and ask kids what kind of juice they make. Reinforce that, just like oranges, these fruits contain more fiber in their whole form than in juice form. Discuss additional juices families may drink and which whole fruits or vegetables they come from.

**TIP:**

- Remind families that limiting themselves to 6-8 ounces of 100% juice per day is a good rule of thumb.

# Nutrition Facts Shuffle

**Suggested Ages:** 8-12 years

**Estimated Time:** 10 minutes

**Materials:**

- A variety of Nutrition Facts panels, one for each family

## In Class

1. Have families stand in a line side by side, keeping parent-child pairs next to each other. Pass out a Nutrition Facts panel to each pair.
2. Explain that you are going to call out commands, such as "Take a step forward if your food has 20% or higher of the Daily Value for Vitamin A" or "Take a step backward if your food has 5% or lower of the Daily Value for calcium." Parents and children will work together to determine what their label tells them about the nutrient you have called out.
3. Call out commands, such as:
  - Take a step back if your food has 20% or higher DV for sodium.
  - Take a big hop forward if your food has 20% or higher DV for Vitamin C.
  - Skip forward two steps if your food has 20% or higher DV for fiber.
4. When the game is over, bring families back together. Have them compare where they ended up to where they started. **Ask:** Which of these foods are healthier choices based on the nutrients they contain?
5. Encourage families to compare Nutrition Facts panels together when choosing foods at the store.

## TIPS:

- Choose Nutrition Facts panels that provide information on all of the nutrients you plan to call out in the activity (e.g., vitamin A, vitamin C, calcium).
- If possible, bring in the entire empty package for each food, so that families can relate the Nutrition Facts to products they may currently eat or see at the store. Consider using only Nutrition Facts panels from one type of product (e.g., snacks, cereals, beverages) to allow easier comparisons.

# Serve a Healthy Plate

**Suggested Ages:** 3-10 years

**Estimated Time:** 20 minutes

**Materials:**

- Magazines
- Blank paper, 1-2 sheets per family
- Scissors
- Crayons, colored pencils, or markers
- MyPlate Placemat, next page
- Contact paper, optional

## In Advance

1. Collect enough magazines so that each family will have at least two. Choose magazines that are more likely to have pictures of a variety of healthy foods, including plenty of vegetables.
2. Make photocopies of the MyPlate Placemat, one for each family.

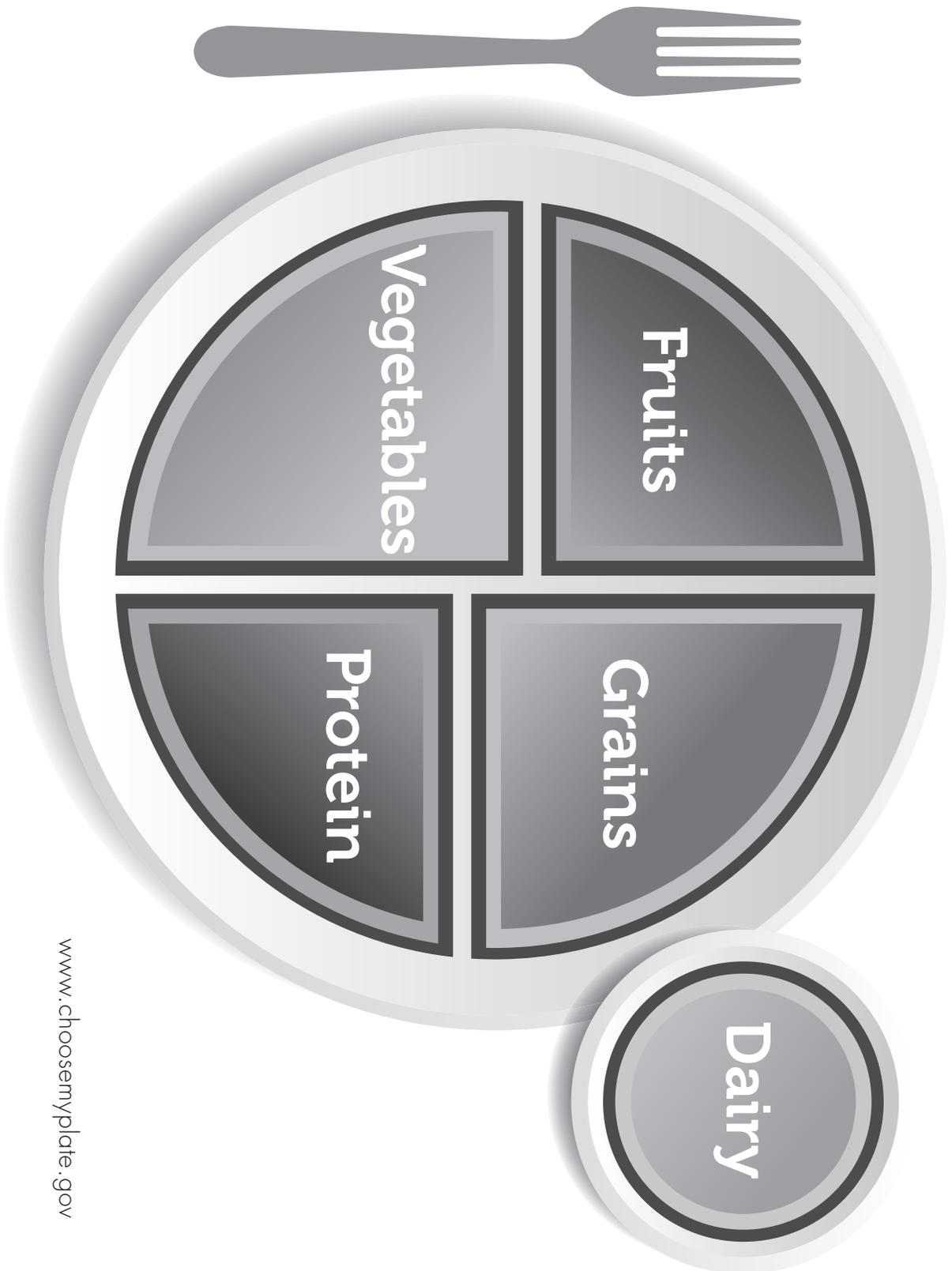
## In Class

1. Distribute materials, including one copy of the MyPlate Placemat per family. Ask families to recall the way food is portioned on MyPlate (e.g., half of the plate is for fruits and vegetables, smaller portions for grains and proteins, etc.). How does this compare to the way we usually serve our plates?
2. Explain that families will create an imaginary meal, then serve their plates following the pattern shown on the placemat. They can use crayons or markers to draw pictures of the foods they choose, or they can cut out pictures from the magazines.
3. As families choose each food, have kids name the food group. Encourage parents to gently correct children if they have miscategorized a food.
4. When families have chosen all of their foods, have them “serve their plate” by placing them in the correct spot on the placemat. **Ask:** How can this placemat help us plan and serve healthy meals? Encourage families to use their placemats at home or hang them in the kitchen to remind them what a healthy plate looks like.

**TIP:**

- Ask parents to cover each placemat (front and back) with clear contact paper, for more functional use at home. Tell parents that they can clean the placemat by wiping it down with a damp cloth, but it should not be submerged in water.

# Use MyPlate to serve a healthy plate!



[www.choosemyplate.gov](http://www.choosemyplate.gov)

# Make Your Plate a Rainbow

**Suggested Ages:** 5-12 years

**Estimated Time:** 15 minutes

**Materials:**

- Flip chart or whiteboard
- Markers
- Blank paper
- Pens

**Handouts:**

- Vary Your Fruits and Veggies, page 14

## In Advance

1. Write the following list of foods, categorized by color, on flip-chart paper:

**RED:** apples, beets, red cabbage, red onions, red peppers, strawberries, tomatoes

**ORANGE:** cantaloupe, carrots, cheddar cheese, oranges, orange peppers, sweet potatoes

**YELLOW:** bananas, corn, lemons, pineapple, squash

**GREEN:** avocados, broccoli, celery, cucumbers, green beans, green cabbage, green peppers, kiwi, lettuce, peas, spinach, zucchini

**BLUE/PURPLE:** blueberries, blackberries, eggplant, grapes, plums, raisins

**BROWN:** beans, brown rice, whole wheat pasta, whole wheat tortilla

**WHITE:** eggs, low-fat sour cream, mozzarella cheese, mushrooms, onions, yogurt, chicken

## In Class

1. **Ask:** What's good about making meals with different-colored foods? Remind families that no single food has all the nutrients we need. Many of the same nutrients can be found in foods of the same color (e.g., vitamin A in deep orange and yellow foods), so eating a lot of different colors helps us get all of the nutrients we need. Refer to the **Vary Your Fruits and Veggies handout** and highlight the benefits of each color.
2. Explain that in this activity families will work together to plan meals using different-colored foods. Pass out paper and pens for each family.
3. Have families work in parent-child pairs to create a meal using foods from at least five of the seven color groups listed on the flip chart. Tell families that the foods listed on the flip chart are just suggestions, and encourage them to use other foods from these color groups that they may enjoy. Encourage them to plan more than one meal if they have time.
4. Give families 5-7 minutes to work together to plan their meals and write them on their paper. When time is up, call on kids to share their families' ideas.

**TIP:**

- If appropriate for the age of the children in your group, consider bringing crayons, colored pencils, or markers for children to draw pictures of the meals their families create.

# Food Riddles

**Suggested Ages:** 3-10 years

**Estimated Time:** 20 minutes

**Materials:**

- Brown paper bags
- A variety of foods from each food group corresponding to the riddles on the next page

## In Advance

1. Place each food into separate brown paper bags on a table in the front of the room, where everyone can see them.

## In Class

1. Divide families into two teams, keeping parent-child pairs on the same team.
2. Explain that you will call out a variety of clues that correspond to the food in each brown bag.
3. Teams will work together to guess the food according to the clues. The first team to raise their hand has an opportunity to guess. If they guess right, reveal the food and then move on to the next bag. If they guess wrong, the next team gets to guess. If the next team does not know, continue reading through the clues until groups are ready to guess again.

**TIPS:**

- Consider creating your own riddles for seasonal produce or sale items.
- You may also wish to choose foods that you are planning to use in this week's recipes.

continued >>>

## Food Riddles

I am in the Vegetables group.  
I grow underneath the ground.  
I can be eaten raw or cooked — I've been added to muffins in a recipe in your book!  
I help keep eyes healthy.  
I am the color orange.

**I am a ... CARROT.**

I am in the Protein group.  
I come from a farm animal.  
Open me up and you'll see two parts.  
I am featured in a delicious breakfast recipe in your book.  
I can be served in many ways, like scrambled, poached, or boiled.

**I am an ... EGG.**

I am in the Fruits group.  
I am in season most of the year.  
I am featured in a "crisp" recipe in your book.  
I am round and plump with tiny seeds inside.  
You may have heard "one of me a day keeps the doctor away."

**I am an ... APPLE.**

I am in the Grains group.  
I pack extra fiber when I am made from whole wheat flour.  
Some people like me "al dente," but other people cook me longer.  
I come in many different shapes like bowties.  
Most people eat me with sauce on top.

**I am ... PASTA.**

I am in the Vegetables group.  
I am green.  
I taste good raw, steamed, sauteed, or roasted.  
My closest vegetable cousin is cauliflower.  
I look like a miniature tree.

**I am ... BROCCOLI.**

I am in the Dairy group.  
I help build strong bones and teeth.  
Try my low-fat or nonfat varieties as a healthy substitute for sour cream.  
I am delicious served with fruit.  
I am featured in a Parfait recipe in your book.

**I am ... YOGURT.**

I am in the Fruits group.  
I am a type of citrus fruit.  
I grow best in the warm weather (especially in sunny Florida!).  
You can squeeze me to make juice, but I have more nutrients when you eat me whole.  
I am the same color as my name.

**I am an ... ORANGE.**

I am in the Grains group.  
I have lots of fiber.  
"Multi-grain" or "Seven grain" on the package doesn't mean it's me.  
Check the first ingredient in the ingredients list to be sure you've got the real thing.  
Don't be fooled... not everyone can be me just because they are brown!

**I am ... WHOLE WHEAT BREAD.**

I am in the Fruits group.  
I'm somewhere between the size of a golf ball and the size of a tennis ball.  
My skin is brown and fuzzy.  
Once you peel me, I'm bright green and juicy on the inside!

**I am a ... KIWI.**

# Filling Up MyPlate

**Suggested Ages:** 8-12 years

**Estimated Time:** 15 minutes

**Materials:**

- 3-4 food models, or magazine pictures of foods, from each of the five food groups for each family

## In Advance

1. Sort food models or magazine pictures into piles so that each family has the same number of food pictures from each food group. Aim for three or four pictures per food group per family so that each family ends up with 15-20 pictures.
2. Make sure there are pictures of healthier and less healthy choices from each food group.
3. If possible, give families more pictures of foods they should eat often, such as fruits, vegetables, and whole grains, and fewer pictures of foods they should eat less often.

## In Class

1. Distribute a picture pile to each family. Explain that they will have 5-7 minutes to work as a team to group food pictures according to the correct food group.
2. Suggest that families separate foods into five different piles representing each food group, then stack the foods in each pile so that the healthiest choices are on top (i.e., foods that we should choose more often) and the least healthy choices are on the bottom (i.e., foods that we should choose less often).
3. If needed, display the MyPlate poster in the background to help guide families as to where each food should be placed.
4. At the end of the activity, bring families back together and call on kids to share a few foods in their piles, where they decided to place them, and why. If necessary, gently correct food placements. Congratulate them on their successful choices.
5. Reinforce the message that we should eat from every food group every day, but it's important to make smart choices within each food group too.

# Food Group Relay Race

**Suggested Ages:** 8-15 years

**Estimated Time:** 15-20 minutes

**Materials:**

- 2 paper bags
- Marker
- Food pictures or models, at least 10 per food group

## In Advance

1. Divide food pictures into two piles. Make sure there is a roughly even distribution of foods from each food group, and of “everyday” and “sometimes” foods. “Everyday” foods are foods that are OK to eat every day. “Sometimes” foods are foods that are OK to eat every once in a while.
2. Label one paper bag “everyday” and the other “sometimes” foods.

## In Class

1. Ask families to recall the five MyPlate food groups and why it’s important to eat from every food group every day. **Ask:** Do you think all foods within each food group are OK to eat every day? Give an example, like a piece of cake in the Grains group. Have families give examples of “sometimes” foods versus “everyday” foods in each food group (e.g., apple pie versus apples in the Fruits group, a hamburger versus black beans in the Protein group).
2. Divide families into two groups, keeping parent-child pairs on the same team. Give each group a pile of food pictures.
3. Tell families they will have two minutes to sort their pile of pictures into the five food groups. When you call time, review each group’s placements. Gently correct as needed.
4. Place the two bags at one end of the room. Have teams line up at the other end. Ask each team to bring only their Grains group food pictures with them.
5. Explain that when you say “go,” each team will look through the pictures and determine which bag each food should be in: “everyday” or “sometimes.” The first person in line will run up and place one food picture in the appropriate bag, run back, and slap the next team member’s hand. Then, the next person runs up to place the next food picture, and so on. Each team will repeat this process until all of their Grains group food pictures have been placed. The first team to finish and sit down is the winning team.
6. Review where foods were placed. Gently correct as needed. Ask if families are surprised by the results.
7. Repeat with pictures from each food group as time permits.

# Portion Distortion

## Suggested Ages:

8-15 years

## Estimated Time:

15 minutes

## Materials:

- 12 small bowls
- 3 cups chopped fruit or vegetable
- 3 cups low-fat milk or yogurt
- 6 ounces (approximately 3 cups) cooked rice, pasta, or oatmeal
- 6 ounces cooked chicken breast
- Index cards
- Flip chart or whiteboard
- Markers
- Blank paper
- Pens or pencils

## TIP:

- To minimize waste, you may wish to choose foods for this activity that you are planning to use in this week's recipe. Be sure to choose foods from several different food groups.

## In Advance

1. Number index cards 1 through 12 and place them in front of each bowl.
2. Place the measured amount of each food into the corresponding bowl, as shown below:

Diced Fruit or Vegetable	Milk	Cooked Rice, Pasta, or Oatmeal	Cooked Chicken
<b>Bowl 1:</b> ½ cup	<b>Bowl 4:</b> ½ cup	<b>Bowl 7:</b> 1 oz (½ cup)	<b>Bowl 10:</b> 1 oz
<b>Bowl 2:</b> 1 cup	<b>Bowl 5:</b> 1 cup	<b>Bowl 8:</b> 2 oz (1 cup)	<b>Bowl 11:</b> 2 oz
<b>Bowl 3:</b> 1½ cups	<b>Bowl 6:</b> 1½ cups	<b>Bowl 9:</b> 3 oz (1½ cups)	<b>Bowl 12:</b> 3 oz

3. Write the following on flip-chart paper:
4. On a separate piece of flip-chart paper, write the recommended amounts from each food group based on a 2,000 calorie diet for adults and a 1,800 calorie diet for kids.

Fruits, Vegetables, and Dairy	Grains and Protein
½ cup	1 oz
1 cup	2 oz
1½ cups	3 oz
2 cups	4 oz
2½ cups	5 oz
3 cups	6 oz

	2,000 calorie diet	1,800 calorie diet
<b>Vegetables</b>	2½ cups	2½ cups
<b>Fruits</b>	2 cups	1½ cups
<b>Grains</b>	6 ounces	6 ounces
<b>Protein</b>	5½ ounces	5 ounces
<b>Dairy</b>	3 cups	3 cups (2 cups for kids age 2-8)

## In Class

1. Point families to the recommended amounts from each food group based on a 2,000 calorie diet for adults and a 1,800 calorie diet for kids. **Ask:** What differences do you notice? Explain that recommendations for Fruits, Vegetables, and Dairy are given in cups, while amounts for Grains and Protein are given in ounces.
2. **Ask:** Do you think you eat the recommended amounts of Fruits, Vegetables, and Dairy on average each day? How do you think the amounts of Grains and Protein compare to the amounts you normally eat? Explain that today's activity will allow families to see how accurately they can visualize amounts from each food group.

## Portion Distortion continued >>>

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4. Pass out pens and blank paper, one sheet per family. Ask families to walk around the room and view each numbered bowl. As they view each bowl, they should write down its number on their paper and the measured amount of food they think is contained in that bowl, using only the options listed on the flip chart. Remind them to use the appropriate measure for each food group (cups vs. ounces).
5. When everyone is done, review the correct answers and discuss impressions. **Ask:** Are you surprised by any of the results? How do these amounts compare to the amounts you typically eat? Are there any food groups you may want to start eating from more? Less?
6. Combine foods from the bowls to show families what 2-3 cups of fruits and vegetables, 3 cups of milk, 6 ounces of grains, and 5 ounces of meat look like. Discuss more precise ways of determining amounts, like checking package serving sizes and measuring out appropriate amounts onto your plate.

# Fruit Partner Games

**Suggested Ages:** 5-10 years

**Time:** 15 minutes

**Materials:**

- A variety of fruits (fresh or models) for passing

## In Class

1. Have parents and children form pairs and spread out across the room. Give out a piece of fruit to each pair, naming it as it is distributed.
2. Have parent-child pairs stand back-to-back and explain that when you say go, they will pass the piece of fruit, by hand, as they twist from one side to the other. Each time the fruit is passed, the person releasing it should say one characteristic of the fruit (for example, if passing a red apple, participants may say "red", "crunchy", or "sweet").
3. In the middle of the activity, instruct participants to start passing overhead, this time saying one way the fruit could be prepared or enjoyed in a meal each time it is passed.
4. Alternate with new passes, such as bending and passing through the legs. Have families alternate fruits as the game continues to avoid repeating the same characteristics and preparation ideas.
5. Have families increase their speed as the activity progresses. When the activity is over, remind participants that exercise can be any form of movement and that it can be enjoyed as a family.

## Optional

Consider playing music in the background during the activity, slowly increasing the tempo so that passing becomes more vigorous as the activity progresses.

# Jump Rope Challenge

**Suggested Ages:** 6-11 years

**Estimated Time:** 20 minutes

**Materials:**

- Jump ropes, 1 for each participant

## In Class

1. Have parents and children partner up and face each other with their jump ropes, leaving plenty of space between them for jumping without tangling their ropes.
2. Have partners begin jumping. As they jump, they will go through the alphabet and name one fruit or vegetable for each letter, alternating who calls out each letter. When a letter does not correspond with a fruit or vegetable, they can skip it by saying "eat more fruits and veggies."
3. Engage in additional jump rope activities as time permits:
  - Play upbeat music in the background and tell participants to continue jumping until they hear the music stop. Everyone who keeps jumping after the music stops is out of the game — if even one partner keeps jumping, the pair is out. Vary the amount of time between starting and stopping the music. Keep going until only one pair is left.
  - Play "Simon Says" using jump rope commands such as "jump with both feet," "jump with one foot," "jump on one foot and say your favorite vegetable," and "stop jumping, put your rope on the ground, and march in place." If one partner acts on a command not preceded by "Simon says," the pair is out. Continue calling out commands until only one pair is left.

## TIPS:

- Hula hoops would also work well for this activity.
- If parents are uncomfortable jumping rope themselves, consider creating groups of 2 parents and 2 kids, such that parents hold each end of the rope and let one child at a time jump rope while going through the alphabet. When that child is finished, the next child can have their turn.

# Family Chair Dancing

**Suggested Ages:** 6-13 years

**Estimated Time:** 15 minutes

**Materials:**

- Chairs
- Stereo and upbeat music

## In Class

1. Have parents and children sit in chairs facing each other, spread throughout the room. Be sure there is enough room between participants to stretch out their arms in all directions.
2. Explain that you are going to go through a series of chair dancing exercises that they will follow. Examples of chair movements:
  - Tap feet together on the floor to the beat. Alternate tapping with feet close together and then far apart.
  - Tap feet with one foot crossed in front of the other, then switch so that the other foot is crossed in front.
  - Start with feet together. Tap one foot out to the front and then return it to the starting position. Repeat with the other foot.
  - Bend over in the chair and reach arms to the floor, sit up and lift arms above the head, then lower arms to the starting position and repeat. (Optional: When lowering arms, shake out the hands to either side.)
  - Reach one hand at a time above the head, as if climbing a ladder.
  - Raise both hands up, then bend at the elbows and press hands up overhead. Repeat for several counts.
  - Hold arms straight out to either side, then bend at the elbows so that the palms of the hands come in facing the chest. Repeat as an open-and-close motion for several counts.
3. Ask for one partner in each pair to make up their own combination of moves, which the other partner will imitate, then switch off. Have partners continue making up new combinations as time permits.
4. When the activity is over, remind families that they can use simple activities to expend more energy while having fun as a family. Chair exercises can be used to liven up more passive activities like watching TV or using the computer. Challenge families to have a chair dance-off at each commercial break when watching their favorite show.

# Activity Ball Toss

**Suggested Ages:** 8-15 years

**Estimated Time:** 15 minutes

**Materials:**

- 6 pieces of 8 ½ x 11 paper
- Scissors
- Pen or marker

## In Advance

1. Cut two pieces of paper into thirds. Cut two pieces of paper in halves. Leave the remaining two pieces of paper intact.
2. Divide the paper pieces into two piles, so that each pile has three small pieces, two medium pieces, and one large piece.
3. Write an activity on each of the pieces of paper (e.g., 10 jumping jacks, hopping on the right foot 10 times, running or skipping from one end of the room to the other, five kickboxing kicks on each leg, freestyle, etc.)
4. Form two crumpled balls with each group of paper by crumpling one of the smallest pieces first, wrapping and crumpling the other small pieces around this first piece, then wrapping and crumpling larger pieces around the smaller pieces. The finished balls should stay intact, but layers can be peeled off when they are caught.

## In Class

1. Divide families into two teams, keeping parent-child pairs on the same team. Keep teams on separate sides of the room.
2. Explain that the game starts when you toss a paper activity ball to each team.
3. Explain that the person who catches the ball will peel off the first layer and read the first activity. Everyone in their group will follow that activity; then the ball is tossed again, and the next person who catches it peels off the next layer and reads the activity. The group will follow that activity, and then the ball is tossed again. The activities continue until all the layers of the activity ball are used. The first team that finishes all the activities in their ball wins the round.
4. Toss the balls to each team to start the game. Play additional rounds as time permits.

# Cooking Matters

FOR CHEFS  
AND KIDS

F a c i l i t a t o r   G u i d e



SHARE OUR STRENGTH'S  
COOKING  
MATTERS®

PUBLISHED JULY 2013

# Introduction

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Welcome to *Cooking Matters for Chefs and Kids*! Share Our Strength® is proud to make this guide available. It is built on the proven success of Share Our Strength's Cooking Matters® courses that teach families how to cook and eat healthy on a budget.

Adapted from our *Cooking Matters for Kids* and *Cooking Matters for Teens* curricula, this easy-to-use guide helps chefs and others provide hands-on instruction that will help kids develop a love of cooking and the skills to make healthy food choices wherever they go. Within this guide you will find a variety of resources to help you engage kids, including tips and advice for planning fun activities, materials lists and activity instructions, appealing and interactive recipes for kids, and fun handouts that supplement the lessons of each activity. Keep in mind that while this guide may be used to lead activities with a variety of audiences, it has been created to reach kids from the limited-resource families that Cooking Matters serves. All activities and recipes are designed to be accessible and affordable for these families.

We hope that you find this guide useful as you plan and carry out your activities with kids. Thank you for sharing your strength with kids in your community and for your commitment to ensuring that all kids get the nutritious foods they need to learn, grow, and thrive!

## About Share Our Strength and Cooking Matters

No child should grow up hungry in America, but one in five children struggles with hunger. Share Our Strength's No Kid Hungry® campaign is ending childhood hunger in this nation by connecting kids in need with nutritious food and teaching families how to cook healthy, affordable meals. You can help surround kids with the nutritious food they need where they live, learn and play. Pledge to make No Kid Hungry a reality at [NoKidHungry.org](http://NoKidHungry.org).

Share Our Strength's Cooking Matters empowers low-income families with the skills to stretch their food budgets so their children get healthy meals at home, as part of the No Kid Hungry campaign to end childhood hunger in America. Cooking Matters serves families across the country through hands-on, six-week cooking courses; interactive grocery store tours; and mobile, online and educational tools. Participants learn to shop smarter, use nutrition information to make healthier choices, and cook delicious, affordable meals. Cooking Matters is nationally sponsored by Walmart. To learn more, visit [CookingMatters.org](http://CookingMatters.org).

# Safely Working with Kids in the Kitchen

Let kids know you are here to help! After demonstrating a skill, tell them you will come around and offer suggestions or lend a hand when needed. Use these tips to help kids safely build their skills.

## Chopping

- Use sharp knives only when working with kids who have the motor skills to use them safely (typically fourth grade and up). Plastic knives, table knives, or pizza cutters can be used by younger kids to cut a wide range of foods.
- The first few times you help kids chop foods, stand behind them and guide their hands with yours.

## Grating

- Help kids by placing one of your hands against the grater and your other hand over their hand holding the food.
- Watch their fingers carefully so that they don't get cut or scraped.

## Stirring and Mixing Ingredients

- Help kids stir thicker mixtures by placing your hand over their hand that's holding the spoon. Hold the bowl with your other hand.

## Cracking Eggs

- Many kids will need assistance cracking eggs, until they get the hang of it. Show them how to gently tap the shell to crack the surface and use their thumbs to pull apart the shell.
- Have kids crack each egg into a separate bowl. Help them check for shell pieces before adding each one to a larger bowl.

## Rinsing Fresh Produce

- Rinsing is a great task for all ages, but you may need to help with extra-dirty greens or heavier items.

## Measuring

- Introduce kids to measuring by showing them how to pour out ingredients you've already measured.
- Let them build confidence by measuring small amounts of dry ingredients before moving to wet ingredients.

## Peeling

- Show older kids how to safely angle a peeler downward to remove the skins from fruits or vegetables.
- With foods like oranges and onions, get kids started by lifting a piece of the skin so they can easily peel off the top layer by hand.

## Squeezing Citrus

- Cut citrus fruits into wedges and remove seeds, so that kids can help squeeze out the juice. To make citrus fruit easier to juice, heat in the microwave for 15-20 seconds or roll the fruit on a counter or cutting board for 15 seconds before slicing.

**!** Before you begin your activity, review basic hand washing rules with kids (e.g., use warm, soapy water; wash for 20 seconds; re-wash hands if you touch hair or skin, use the bathroom, etc.). Have them wash hands before introducing them to any foods. Be sure they are supervised by an adult.

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# Super Snackers

**Suggested Grades:** 3–5

**Estimated Time:** 30 minutes

**Materials:**

- Ingredients and equipment to prepare a selection of healthy snacks

**Handouts:**

- Snack Smart, pages 43-44
- Delicious Dips & Spreads, page 38
- Super Snackers, page 45

**TIPS:**

- As needed, do a brief review of the food groups with kids using the **MyPlate handout** on page 42. Or, ask the teacher or coordinator to conduct this review in advance of the activity.
- Be sure you have enough adult assistants on hand. Determine in advance who will be placed at each station. If stations are not possible, choose 2-3 snacks for the entire group to prepare together.

## In Advance

1. Choose a selection of no-cook or low-prep snacks from the **Snack Smart handout**, the **Delicious Dips & Spreads handout**, or the Recipes section of this guide. **Choose snacks that include foods from at least two food groups.**
2. Secure needed ingredients and equipment.
3. Set up stations around the room, with a different snack recipe to be prepared at each station. Place ingredients and equipment needed for the recipe being made at each station.

## With Kids

1. Ask kids what they typically choose for a snack. Have them identify the food groups included in the snacks they named.
2. Explain that a balanced snack includes foods from at least two food groups. Divide kids into small groups and pass out a copy of the **Super Snackers handout** to each group. Ask groups to come up with at least three balanced snacks they could create using the ideas on the handout or by suggesting their own ideas.
3. Give groups 5 minutes to work together. Next, call on each group to report the tastiest snack idea they came up with.
4. Congratulate kids on their ideas. Explain that today they are going to practice making their own balanced, healthy snacks.
5. Have kids wash their hands in preparation for making snacks. Explain how the snacks at each station will be prepared. Assign kids to a station and ask them to make enough snacks for each child in the room.
6. When kids are finished, have them rotate to the next station and try the snack that was made by the previous group. Let them rotate through all stations until they have sampled all the snacks. When the activity is finished, ask them questions like: Which snacks were your favorites? Why? Do you think you could make these snacks at home on your own or with your family? Why or why not? Encourage kids to try making a balanced, healthy snack at home.

**TIPS:**

- If you have extra time, use the Food Riddles (page 33) with kids or have them create Fruit & Vegetable Placemats (page 32).
- Depending on the level of your group, ask kids why the ingredients in each recipe or on the Super Snackers handout are smart choices. Point out the use of healthier ingredients like low-fat cheese or yogurt, whole grain crackers, and fruits and vegetables.

# Snack Attack

**Suggested Grades:** 6–12

**Estimated Time:** 45 minutes

**Materials:**

- A variety of empty snack food packages
- Ingredients and equipment to prepare a selection of healthy snacks

**Handouts:**

- Snack Smart, pages 43-44
- Delicious Dips & Spreads, page 38
- Label Lingo, page 40

**TIPS:**

- To choose snacks, ask your community partner in advance what types of snacks the kids typically eat.
- Use empty snack packaging to avoid having kids ask if they can eat the snacks when the activity is done.

## In Advance

1. Collect a variety of empty packaging for popular snack foods, for example, potato chips, cheese straws, cookies, or candy.
2. Choose a selection of no-cook or low-prep snacks from the **Snack Smart handout**, the **Delicious Dips & Spreads handout**, or the Recipes section of this guide. If possible, select snack recipes that provide a comparable but healthy alternative to some of the packaged snacks (e.g., Fruit and Cheese Kabobs as an alternative to cheese straws or cheesy crackers).
3. Gather needed ingredients and equipment.
4. Set up stations around the room, with a different snack recipe to be prepared at each station. Place ingredients and equipment needed for the recipe being made at each station.

## With Kids

1. Ask kids what they typically choose for a snack. Display empty packages of commonly consumed snack foods. Have kids pair up. Assign each pair a snack food package, if possible, based on what they said they enjoy the most.
2. Refer to the **Label Lingo handout**. Clarify the difference between one serving and the number of servings provided in a package.
3. Ask kids to compare the serving size listed on their package with the amount they would typically eat. Next, ask them to determine how much fat, sugar, or sodium would be in their typical portion. Finally, ask them to check the ingredient list and determine whether their snack includes any whole grains, fruits, or vegetables.
4. Point out that packaged snacks are typically high in fat and other less desirable nutrients and usually contain very few fruits, vegetables, or whole grains. Explain that a balanced snack includes foods from at least two food groups, and snacks are a great time to add more fruits and vegetables to your day.
5. Divide kids into teams and give them 3 minutes to brainstorm healthy, balanced snacks they could make at home on their own — as many as they can think of. The team with the most ideas will get first choice of a snack recipe to prepare.
6. When 3 minutes is up, call time. Have kids share their snack ideas out loud. Announce the winning team. Use the **Snack Smart handout** to point out additional simple, balanced snacks kids could make.
7. Have kids wash their hands in preparation for making snacks. Explain how the snacks at each station will be prepared. Allow the winning team to pick which station to start at, then assign the rest of the groups to a station. Ask them to make enough snacks for each person in the room.

continued >>>

## Snack Attack continued >>>

8. When kids are finished, have them rotate to the next station and try the snack that was made by the previous group. Let them rotate through all stations until they have sampled all the snacks. When the activity is finished, ask them questions like: Which snacks were your favorites? Why? Would you make these snacks at home yourself? Why or why not? Encourage kids to try preparing at least one healthy snack at home this week.

### TIPS:

- Be sure you have enough adult assistants on hand. Determine in advance who will be placed at each station. If stations are not possible, choose 2-3 snacks for the entire group to prepare together.
- As needed, do a brief review of the food groups with kids using the **MyPlate handout** on page 42. Or, ask the teacher or coordinator to conduct this review in advance of the activity.
- If you prefer, ask the teacher or coordinator to introduce label reading in advance of the activity. Reinforce label reading concepts as you discuss packaged snacks.
- If you have extra time, have kids work on the Snacks & Drinks Crossword (page 35) or the Label Reading Word Search (page 36).

# Sugar Overload

**Suggested Grades:** 4–12

**Estimated Time:** 30 minutes

**Materials:**

- Clear plastic cups, one for each empty can or bottle
- Teaspoon
- Calculator
- Poster board

**Foods:**

- Bag of sugar
- Empty cans or bottles of a variety of popular sugary drinks

**Handouts:**

- Label Lingo, page 40
- Drink Smart, page 39

**TIPS:**

- To choose drinks, ask your community partner which sugary drinks they see kids with most often. Use empty containers to avoid having kids ask if they can drink them when the activity is done.
- If time permits, follow this activity with the Healthy Drinks Taste Test on page 28.
- If you have extra time, have kids work on the Snacks & Drinks Crossword (page 35) or the Label Reading Word Search (page 36).

## In Advance

1. Collect a variety of empty containers for popular sugary beverages, for example, sodas, fruit-flavored drinks, sweet tea, vitamin water, chocolate milk, and sports drinks.
2. Set out the empty bottles for the beverages.
3. Write the following on a chalkboard or poster board:

$$\begin{array}{r} \text{Grams of sugar} \\ \text{in one serving} \end{array} \times \begin{array}{r} \text{Number} \\ \text{of servings} \end{array} = \begin{array}{r} \text{Grams of sugar} \\ \text{in total package} \end{array}$$

$$\begin{array}{r} \text{Grams of sugar} \\ \text{in total package} \end{array} \div 4 = \begin{array}{r} \text{Teaspoons of sugar} \end{array}$$

## With Kids

1. **Ask:** What do you normally drink when you're thirsty? What do you drink with meals and snacks? Show kids the empty bottles of commonly consumed drinks. **Ask:** How would you decide which of these drinks is healthier? Explain that many popular drink choices are loaded with sugar, and we can use labels to find out which choices have less sugar.
2. Refer to the **Label Lingo handout**. Clarify the difference between one serving and the number of servings provided in a package. Show kids how to calculate the amount of sugar in an entire package.
3. Have kids work in pairs. Assign each pair one of the empty beverage containers, if possible, based on what they said they drink most often. Ask kids to read to the class from the Nutrition Facts panel the amount of sugar in one serving of their beverage.
4. Have kids use the serving size information to figure out the grams of sugar in the entire container. Use the calculator to determine the equivalent teaspoons of sugar.
5. Ask pairs to scoop the teaspoons of sugar calculated for their drinks into an empty plastic cup. Have them place the cup in front of the corresponding empty beverage container.
6. After each pair has measured the amount of sugar in their drink, compare the results and discuss impressions. Explain that many popular beverages are very high in sugar and take the place of other drinks that are good for our bodies. Point out the drinks with sugar that provide important nutrients (e.g., chocolate milk, orange juice), but encourage kids to get these nutrients from sources with less added sugar or more fiber (e.g., plain low-fat milk, whole fruit). Refer to the **Drink Smart handout** and suggest kids make their own healthy drinks at home when they can.

**TIP:** If working with younger kids, be prepared to help them with the math to move things along.

# Healthy Drinks Taste Test

**Suggested Grades:** 4–12

**Estimated Time:** 25 minutes

**Materials:**

- Small disposable cups
- Materials and ingredients for preparing beverages chosen from table to the right

**Handouts:**

- Drink Smart, page 39

**TIP:** If you have extra time, have kids work on the Snacks & Drinks Crossword (page 35).

## In Advance

1. Set up stations around the room for kids to make and taste a variety of healthy drinks, using ideas in the table below.
2. Make sure each station has the appropriate equipment to create and serve the drink for that station.

**TIP:** Be sure you have enough adult assistants on hand. Determine in advance who will be placed at each station.

Beverage	Ingredients	How to Prepare
<b>Fruit smoothies</b>	See the Fruit Smoothies recipe.	See the Fruit Smoothies recipe (page 51).
<b>Flavored water</b>	<ul style="list-style-type: none"> <li>● Lemons</li> <li>● Limes</li> <li>● Oranges</li> <li>● Cucumbers</li> <li>● Fresh mint, rosemary, or other fresh herbs</li> </ul>	<ul style="list-style-type: none"> <li>● Rinse and slice fresh lemons, limes, oranges, and cucumbers.</li> <li>● Snip mint leaves, rosemary, or other fresh herbs.</li> <li>● Fill several pitchers with ice water. Add any combination of the ingredients to each pitcher.</li> </ul>
<b>Fruit-juice sodas</b>	<ul style="list-style-type: none"> <li>● Seltzer</li> <li>● Variety of 100% juices or cocktail juices</li> <li>● Lime</li> <li>● Optional: Lemon, orange, or other citrus slices</li> </ul>	<ul style="list-style-type: none"> <li>● Fill a large pitcher, ½ juice and ½ seltzer water.</li> <li>● Rinse the lime, cut in half, and squeeze the juice from the two halves into the pitcher.</li> <li>● Mix well. Add ice before serving. Add fruit slices, if using.</li> </ul>

## With Kids

1. Explain how each beverage is prepared. Assign kids to a starting station.
2. Have each group of kids prepare a beverage at their station, making enough for the entire group to sample. When the groups finish preparing their beverages, invite them to move to the next station and taste the healthy beverage another group has made. Continue this process, allowing kids to sample all the beverages.
3. When everyone is finished sampling, engage kids in discussion.
 

**Ask:** Which healthy drinks did you enjoy the most? Why? Which would you like to make at home for your family? Pass out the **Drink Smart handout** and encourage kids to make these healthy drinks at home.

# Name That Fruit or Vegetable

## Suggested Grades:

4–12

## Estimated Time:

30 minutes

## Materials:

- Bowls for any dips
- Serving spoons
- Pens or pencils
- Poster board

## Foods:

- 6-8 colorful fruits and vegetables that may look or taste unfamiliar to kids
- Dips or sauces (see instructions)

## Handouts:

- Delicious Dips & Spreads, page 38
- Taste Test: Name That Fruit or Vegetable, page 46

**TIP:** Encourage kids to try the foods without the dips first to determine the foods' true taste.

## In Advance

1. Purchase 6-8 fruits and vegetables that may look or taste unfamiliar to kids (e.g., jicama, squashes, mango, apricot). Try choosing fruits and vegetables of many different colors.
2. Cut each food into bite-size pieces. Place a small amount onto each child's plate. Preserve at least one whole form of each fruit or vegetable, so that kids can see what it looks like.
3. Choose and prepare any dips or sauces from the **Delicious Dips & Spreads handout** to offer with the food samples. Set out dips in bowls and place a serving spoon in each bowl.

**TIP:** Consider lightly steaming vegetables, such as eggplant, that may taste bitter when eaten raw.

## With Kids

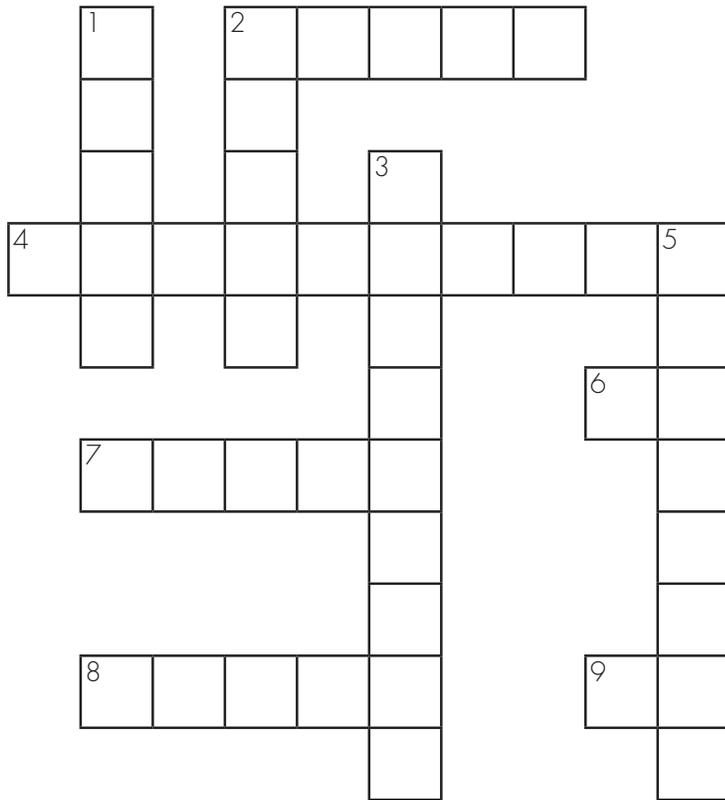
1. Give a plate with food samples to each child. Ask children not to try the samples until directed.
2. Point children to the **Taste Test: Name That Fruit or Vegetable worksheet**.
3. Hold up one whole fruit or vegetable and ask kids to name it. Have them write the correct name on their worksheet.
4. Pass the fruit or vegetable around the room and allow kids to hold and inspect it. Ask the kids to write on the handout what they notice about its color and shape.
5. Point kids to the sample on their plate that corresponds to the whole fruit or vegetable. As they try the sample, ask them to write down what they notice about the texture. Ask them to circle "Like It" if they like the taste or "I'll Try Again Later" if the fruit or vegetable was not appealing to them today.
6. Repeat this process for each of the fruits and vegetables. When the kids have tried all of them, ask them to vote for their favorites.
7. Ask kids to say why they liked certain fruits and vegetables more than others and to point out which ones were new to them. Explain that it's important to try new foods — you never know what you might like! Point out that sometimes you need to try new foods more than once to get used to the taste and decide if you like it. Also, people's tastes change over time — so next year you might like a food that you didn't like today.

**TIP:** If working with younger kids, or if literacy is an issue, complete the worksheet as a group, instead of individually. Write kids' responses about color, shape, and texture on a chalkboard or poster board for everyone to see.

**TIP:** Encourage kids to be as descriptive as possible as they describe each fruit or vegetable. Consider brainstorming words in advance and writing them on a chalkboard or poster board. The word bank could include words like sweet, sour, tangy, creamy, juicy, squishy, thick, rough, heavy, thin, soft, smooth, delicate, bumpy, spongy, slimy, grainy, acidic, peppery, sticky, silky, delicious, flavorful, meaty, nutty, crunchy, hearty, firm, and so on.

**TIP:** You may wish to use the favorite item in a future activity with the group.

# Snacks & Drinks Crossword



## Across

- 2 Look for snacks made with \_\_\_\_\_ grains.
- 4 Raw \_\_\_\_\_ make great snacks — try them with dip!
- 6 Try making your own healthy snacks at \_\_\_\_\_.
- 7 Avoid drinks and snacks with lots of \_\_\_\_\_.
- 8 Watch out! Make sure your fruit drinks say 100% \_\_\_\_\_.
- 9 Low-fat \_\_\_\_\_ is a great drink choice — it helps keep bones strong.

## Down

- 1 Check the \_\_\_\_\_ before you choose a drink or snack.
- 2 Get this healthy drink from a fountain, a bottle, or your kitchen sink.
- 3 Choose snacks with less \_\_\_\_\_ fat.
- 5 Put fruit, yogurt, and ice in a blender to make a \_\_\_\_\_.

# Label Reading Word Search

a h l g h a l h l r  
i i s a s n o o s e  
e g s o e u w d i f  
r h n e i e g l r a  
d e t a r u t a s t  
f r g r o v t e r g  
r i h e l r i a o h  
e l e b a l n n f s  
r r l i c s i l g i  
s o t f f e o n i s

label

fat

lower

servings

sugar

higher

calories

fiber

# Drink Smart

## Instead of sodas ...

### ★ Make your own fruit sodas

- Fill a pitcher or glass, half with 100% fruit juice and half with seltzer water.
- Cut a lime in half. Squeeze the juice into your drink.
- Stir together and enjoy!



## Instead of fruit-flavored or sports drinks ...

### ★ Drink 100% juice

### ★ Drink water

### ★ Make your own fruit smoothies (page 51)

### ★ Make your own flavored water

- Cut up fruit slices, like lemons, limes, oranges, watermelon, or cucumbers.
- Pour a pitcher or glass of ice water. Add fruit slices and stir.
- For a different flavor, add chopped fresh herbs like mint or rosemary to your water.



# Label Lingo

Use the label to guide your food choices.

Watch out!  
Make sure you know  
how many servings are  
in each package.

Look for foods  
with less saturated fat  
and no trans fat.

Look for foods  
with more fiber and  
less sugar.

## Nutrition Facts

Serving Size 1 1/4 cups (322g)  
Servings per Package 6

### Amount Per Serving

**Calories** 230      **Calories from Fat** 40

**% Daily Value\***

**Total Fat** 4.5g      **7%**

Saturated Fat 0.5g      **3%**

Trans Fat 0g

**Cholesterol** 15mg      **5%**

**Sodium** 440mg      **18%**

**Total Carbohydrate** 41g      **14%**

Dietary Fiber 9g      **36%**

Sugars 5g

**Protein** 9g

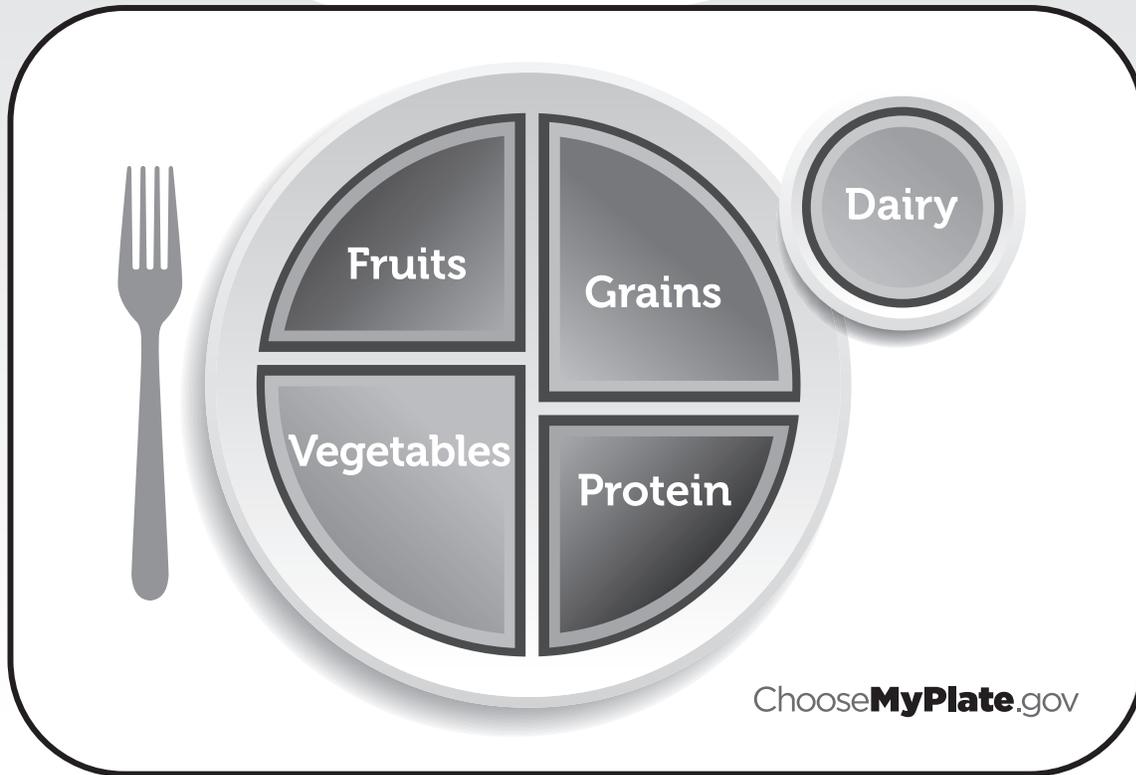
Vitamin A 20%      • Vitamin C 80%

Calcium 8%      • Iron 15%

\*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

# MyPlate

Eat right. Have fun.



## Vegetables

Vary your veggies.

Make half your plate fruits and veggies.

Color your plate! Fill it with dark green (like broccoli or spinach), orange (like carrots or sweet potatoes), and other colorful veggies.



## Fruits

Focus on fruits.

Make half your plate fruits and veggies.

Color your plate! Fill it with red, yellow, orange, blue, and purple fruits.

Whole fruits are a better choice than juice.



## Grains

Make at least half your grains whole.

Start smart with breakfast. Look for whole grain cereals.

Just because bread is brown doesn't mean it's whole grain. Check the ingredients list to be sure the first word is "whole."



## Protein

Go lean with protein.

Eat lean or low-fat meat, chicken, turkey, and fish. Ask for it baked, broiled, or grilled — not fried.

Mix it up! Beans, peas, nuts, seeds, and eggs are all great sources of protein, too.



## Dairy

Get your calcium-rich foods.

Look at the carton or package to make sure your milk, yogurt, or cheese is fat-free or low-fat (1%).

Calcium builds strong bones. If you can't have milk products, choose other calcium sources like fortified soy milk.



# Snack Smart

## Instead of fruit-flavored snacks ...

### ★ Make Fruit Salad

- Wash and peel a variety of colorful fruits.
- Cut fruits into bite-size pieces. Combine in a large bowl.
- Cut a lime in half. Squeeze the juice over the fruit.
- Drizzle a Tablespoon of honey if you like.
- Stir ingredients to combine and enjoy!



## Instead of snack or energy bars ...

### ★ Make Banana Crunch

- Mash a large, ripe banana in a bowl.
- Add ¼ cup of granola.
- Add a dash of cinnamon.
- Mix ingredients together.
- Spread mixture onto whole wheat wafers or graham crackers and enjoy!

### ★ Make Avocado Crunch

- Mash a ripe avocado in a bowl.
- Add juice from half a lemon, 2 teaspoons of sunflower seeds, and a pinch of salt.
- Spread over whole wheat crackers. Or, eat with vegetable slices.

## Instead of peanut butter crackers ...

### ★ Make Peanut Butter Sticks

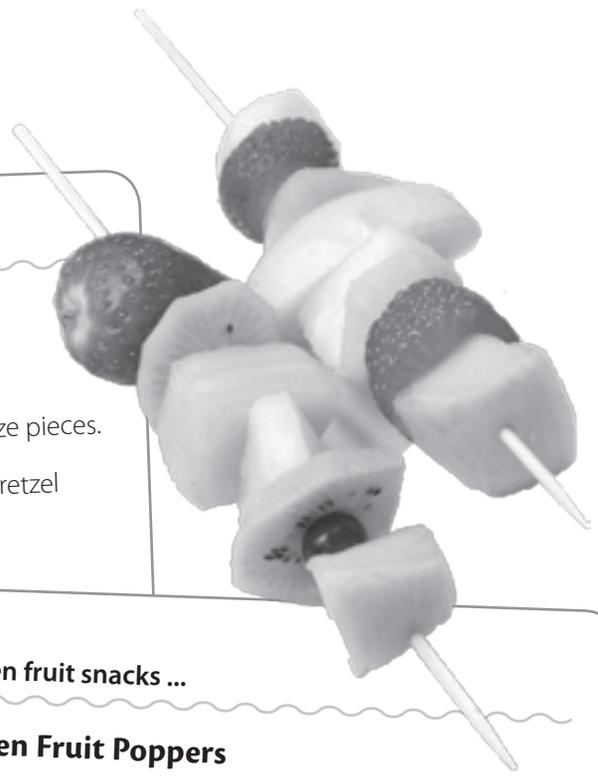
- Wash and cut celery into short sticks.
- Spread a thin layer of peanut butter onto celery sticks.
- Top peanut butter with raisins and enjoy!



Instead of cheesy crackers ...

★ **Make Fruit and Cheese Kabobs**

- Cut block cheese into small cubes.
- Wash, peel, and cut a variety of colorful fruits into bite-size pieces.
- Slide food onto coffee stirrer "skewers" or whole wheat pretzel sticks. Switch between fruit and cheese pieces.



★ **Make Cucumber Sammies**

- Cut cucumbers into thin slices.
- Top half of the slices with small pieces of turkey and cheese.
- Cover each one with another cucumber slice.

Instead of frozen fruit snacks ...

★ **Make Frozen Fruit Poppers**

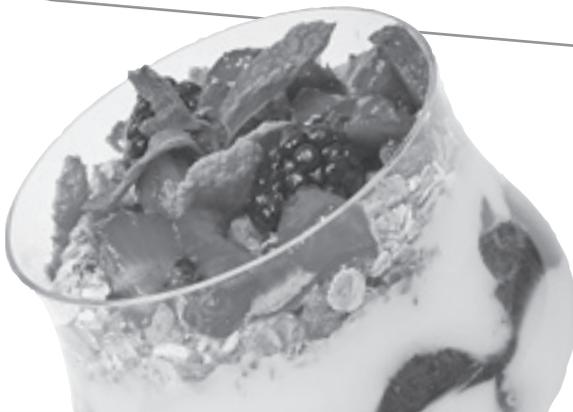
- Wash and peel a variety of colorful fruits.
- Cut fruits into bite-size pieces. Place in a freezer-safe plastic bag.
- Let freeze in the freezer. Pull out and enjoy!

★ **Make Fruit Pops**

- In a blender, combine fresh or frozen fruit pieces, water, and a small amount of honey or sugar. Blend together.
- Pour mixture evenly into empty ice cube trays.
- Freeze until slushy, about 45 minutes. Stick a popsicle stick or toothpick into each cube. Place back in the freezer for 1 hour or until frozen.

Instead of ice cream ...

★ **Make your own yogurt parfaits** (page 58)



Instead of potato chips or salty snacks ...

★ **Make your own trail mix** (page 55)

# Super Snackers

Power up with healthy snacks between meals.

- Make snacks using foods from at least two food groups.
- Go for the food groups you haven't eaten yet that day.
- Eat snacks 2-3 hours before meal time. Keep portions small.
- Check Nutrition Facts on the food package. Avoid snacks high in fat, sugar, or salt.
- Plan ahead so you always have healthy, tasty snacks on hand.

Draw a line between foods in each column to create healthy snacks. Connect foods from different food groups!

Whole wheat crackers	Low-fat cheese
Yogurt	Peanut butter
Fresh fruit slices	Low-fat milk
Veggie sticks	Granola
Pretzels	Mini-bagels
Raisins	Graham crackers
String cheese	Low-fat salad dressing
Turkey slices	Whole grain cereal
No-butter popcorn	Berries

Our other healthy snack ideas:

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# Taste Test: Name That Fruit or Vegetable

Fill in the chart with information about the foods you taste.

Name That Food	Color	Shape	Texture	Taste
<b>Example:</b> Apple	Red	Round	Crisp	 Like It  I'll Try Again Later
				 Like It  I'll Try Again Later
				 Like It  I'll Try Again Later
				 Like It  I'll Try Again Later
				 Like It  I'll Try Again Later
				 Like It  I'll Try Again Later
				 Like It  I'll Try Again Later
				 Like It  I'll Try Again Later
				 Like It  I'll Try Again Later



COOKING MATTERS PRESENTS

# Breakfast Boost

## Break for breakfast!

Take a few minutes to fuel up each morning at home or at school.

A balanced breakfast includes foods from at least 3 food groups. Think about the breakfast you ate this morning. What foods did it include? Which food groups do these foods belong to? Talk it over with a friend or write your answers below.

[ Food I Ate ]

[ Food Group ]

Ex: cereal

Ex: grains group

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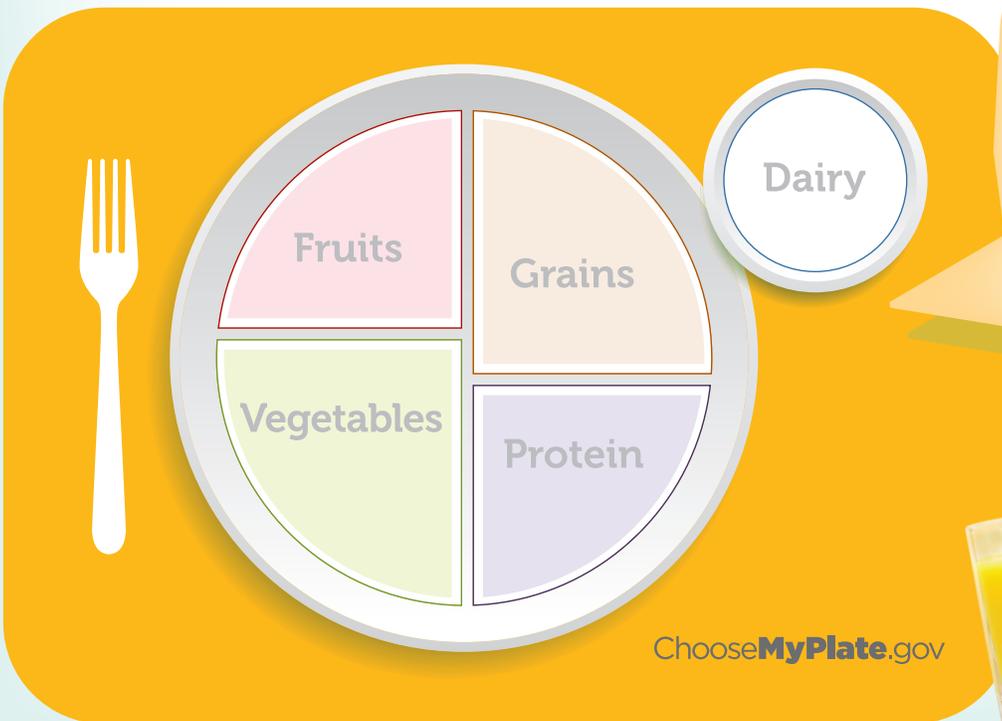
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### DID YOU KNOW?

Eating breakfast gives you energy to play and have fun all day long. It also helps you focus and do better in school.

**Hint:** You may need to think about each ingredient of some foods. For instance, a breakfast burrito may have beans, cheese, and a tortilla — all different food groups!

Now color in each food group you listed on the MyPlate picture below!



**It's good to eat from every food group, every day!**

Circle the food groups on the MyPlate picture that you still need to eat from today.

Write or draw in ideas of foods you might eat today from these groups!



Try making this quick and healthy breakfast at home on the weekend. Ask a friend or family member to join in on the fun!

# Yogurt Parfait

Chef Joyce Roland • Seattle, Wash.

Serves 3, 1 parfait per serving

Prep time: 10 minutes • Cook time: None



## Ingredients

2 cups fresh or thawed frozen fruit, such as bananas, strawberries, peaches, or mango

1½ cups nonfat plain yogurt

¾ cup granola

### Optional Ingredients

1 Tablespoon sliced almonds

## Materials

3 cups or bowls

Cutting board

Measuring cups

Measuring spoons

Sharp knife

## Directions

1. If using fresh fruit, rinse, peel, and/or trim as needed. If using thawed frozen fruit, drain any extra juices. Cut fruit into ¼-inch thick slices. There should be about 1½ cups total.
2. Layer ¼ cup yogurt into each of 3 cups or bowls. Top with ¼ cup sliced fruit and 2 Tablespoons granola.
3. Repeat layers one more time, ending with a layer of granola.
4. If using, top with sliced almonds.

## Chef's Notes

- Layer parfait just before serving to keep granola crunchy.
- Use any high-fiber cereal you like instead of granola.
- To save money, use fresh fruits that are in season. When seasonal fruits are hard to find, use thawed frozen fruit.
- Use leftover fruit to sweeten low-sugar cereal the next morning. Or, eat it for an afternoon snack.

## Nutrition Info (per serving)

CALORIES	TOTAL FAT	SUGARS	SODIUM
260	4.5g	34g	90mg

## DID YOU KNOW?

Most schools serve breakfast every day. Ask your teacher or principal about your school breakfast program.

## Food group alert!

This healthy breakfast uses 3 food groups. Can you guess which ones? The answer is at the bottom of the page!

**TIP:** Wash and cut up your fruits the night before. Then make this easy breakfast the next morning in under 5 minutes!



## DID YOU KNOW?

Not hungry when you wake up? You don't have to eat breakfast right away. Eat it within 1-2 hours of waking up.

# Un-Scrambled Eggs

Like scrambled eggs for breakfast? You're not alone! See if you can un-scramble these popular breakfast foods below.

maotlea \_\_\_\_\_

rtuif \_\_\_\_\_

akpacens \_\_\_\_\_

teolmete \_\_\_\_\_

uygrot \_\_\_\_\_

raecel \_\_\_\_\_

atots \_\_\_\_\_

klmi \_\_\_\_\_

## DID YOU KNOW?

The word breakfast means to "break the fast." You've been "fasting" since you ate dinner the night before! Get yourself going each morning with a healthy breakfast.

Un-Scrambled Eggs answers: oatmeal, fruit, pancakes, omelette, yogurt, cereal, toast, milk

Food Group Alert! answers: fruits, dairy, grains



COOKING MATTERS PRESENTS

# Sugar Shocker

## Compare labels to choose foods lower in sugar.

Think sugar gives you a lift? Think again. Too much sugar will leave you feeling tired and sluggish soon after you eat. Healthy foods give you the energy you need to play, do well in school, and be active all day long.

Have you ever seen the Nutrition Facts Panel on a food package? That's where you can find out how much sugar is in your food or drink. Look for it on the side or back of the package. Sugar is circled in red on the label to the right.

The next time you reach for a soda or other sugary drink, think about eating 16 packets of sugar. That's how much sugar is in a 20 ounce soda! Instead, try mixing 100% fruit juice with sparkling water.



It's ok to eat sugary foods from time to time. Think of them as a special treat instead of an everyday food.

Nutrition Facts	
Serving Size 1 cup (264g)	
Servings per Package 2	
Amount Per Serving	
<b>Calories</b> 310	Calories from Fat 40
% Daily Value	
<b>Total Fat</b> 4.5g	7%
Saturated Fat 0g	0%
Trans Fat 0g	
<b>Cholesterol</b> 0mg	0%
<b>Sodium</b> 500mg	21%
<b>Total Carbohydrate</b> 57g	19%
Dietary Fiber 10g	40%
<b>Sugars</b> 4g	
<b>Protein</b> 12g	
Vitamin A 300%	Vitamin C 190%
Calcium 15%	Iron 20%

\*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## Compare the food labels below. Circle which food or drink is lower in sugar.

a. **Soda**

Total Fat 0mg	1%
Sodium 30mg	9%
<b>Total Carbohydrate</b> 27g	
Sugars 27g	
<b>Protein</b> 0g	

OR

**Plain milk**

Sodium 130mg	5%
<b>Total Carbohydrate</b> 12g	4%
Dietary Fiber 0g	0%
Sugars 11g	
<b>Protein</b> 8g	

b. **"Frosted" whole grain cereal**

<b>Total Carbohydrate</b> 27g	9%
Dietary Fiber 1g	0%
Sugars 11g	
<b>Protein</b> 1g	

OR

**Unfrosted whole grain cereal**

Sodium 200mg	8%
<b>Total Carbohydrate</b> 24g	4%
Dietary Fiber 1g	
Sugars 3g	
<b>Protein</b> 2g	

c. **Plain yogurt**

Potassium 300mg	4%
<b>Total Carbohydrate</b> 12g	0%
Dietary Fiber 0g	
Sugars 12g	
<b>Protein</b> 8g	

OR

**Strawberry yogurt**

Potassium 310mg	6%
<b>Total Carbohydrate</b> 22g	7%
Dietary Fiber <1g	4%
Sugars 21g	
<b>Protein</b> 6g	

**TRY THIS!**  
Next time you go food shopping with an adult or on your own, look at how much sugar is in a food or drink you would normally buy. See if you can find a similar food with less sugar that you would be willing to try.



Got a taste for something sweet? Have fun with fruit! Try a cool and tasty fruit smoothie in place of a sugary drink, snack, or dessert.

# Fruit Smoothies

Chef Susan Goss • Chicago, Ill.

Serves 2, 1 cup per serving

Prep time: 10 minutes • Cook time: None

## Ingredients

- 1 medium banana
- ½ cup ice cubes
- 1 cup low-fat plain yogurt
- ½ cup 100% orange juice
- 4 frozen strawberries

## Optional Ingredients

- ½ teaspoon ground cinnamon

## Materials

Measuring cups

## Special Materials

Blender

## Directions

1. Peel banana. Place in blender.
2. Add remaining ingredients to the blender. If using cinnamon, add now.
3. Cover and blend until smooth.

## Chef's Notes

- Use any fresh or frozen fruit, such as peaches, blueberries, raspberries, or mangoes. Use fruits in season when you can.
- For a creamier smoothie, use nonfat, soy, or 1% milk instead of orange juice.
- Freeze slices of fruits that are about to go bad. Use these in your smoothies.
- If smoothie is too thick, add water or ice. If smoothie is too thin, add more fruit.
- If you don't have a blender, use a fork to mash the fruit. Whisk in the other ingredients. Serve over ice.

## Nutrition Info (per serving)

CALORIES	TOTAL FAT	SUGARS	SODIUM
150	1.5g	19g	65mg



## DID YOU KNOW?

Fruit is naturally sweet and it gives you the healthy stuff you need to grow and be strong. Have it on its own for a snack. Or use it to sweeten lower-sugar versions of your favorite foods, like cereal or yogurt.



Want more tasty recipes to make with your friends and family?

Get all Cooking Matters recipes right on your phone at [CookingMatters.org/app](http://CookingMatters.org/app).

# This is Your Brain on Breakfast

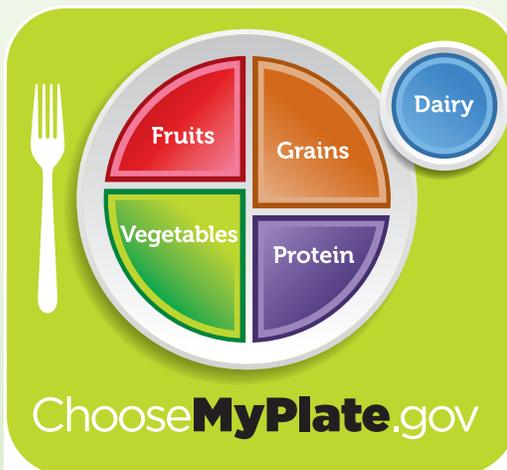
A balanced breakfast includes foods from at least 3 MyPlate food groups. Match these popular breakfast foods with the food group they belong to. **Hint:** Some foods may have ingredients from more than one food group!

## Foods

- Bagel
- Cereal
- Eggs
- Apple
- Veggie omelette
- Oatmeal
- Yogurt
- Waffle
- Banana
- Bean burrito
- Milk
- Toast
- Peanut butter

## Food groups

- Fruits
- Vegetables
- Grains
- Protein
- Dairy



Choose **MyPlate.gov**



Visit MyPlate Kids Place for fun videos, games, and activity sheets. Go to [www.choosemyplate.gov/kids](http://www.choosemyplate.gov/kids).

## DID YOU KNOW?

Most schools serve breakfast every day. They can include many of your favorite foods from this activity. Ask your teacher or principal about your school breakfast program.

**TIP:** You can make or buy all of these grain foods as whole grains.

**Word matching answers:** Fruits: Apple, Banana; Vegetables: Veggie omelette; Grains: Bagel, Cereal, Oatmeal, Waffle, Bean burrito, Toast; Protein: Eggs, Veggie omelette; Dairy: Yogurt, Milk; Peanut butter; Dairy: Yogurt, Milk

COOKING MATTERS PRESENTS



# Make Your Plate a Rainbow

## Go crazy for colors!

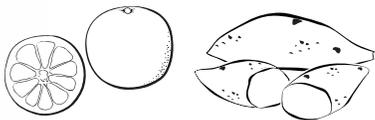
Colorful fruits and vegetables help you grow and get strong. Plus they look great on your plate! See if you can eat at least 3 different colors of fruits and veggies each day.

How many fruits and vegetables can you think of for each color? Write them in or draw pictures of them below. Color in the ones already shown.

[Red]



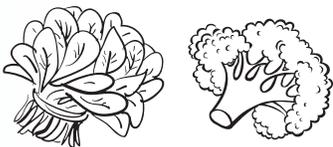
[Orange]



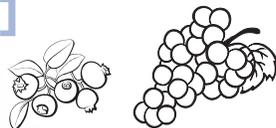
[Yellow]



[Green]



[Blue or Purple]



Circle the fruits and vegetables you ate yesterday. How many colors did you eat?

.....  
Draw a box around the fruits and vegetables you would like to eat today. Try to pick at least 3 colors!

### DID YOU KNOW?

Your school serves colorful fruits and veggies every day at lunch! Draw a star next to the ones you see in the lunch line this week.

### DID YOU KNOW?

Eating different colors helps your body and your brain! Red, blue, and purple fruits and veggies can boost your memory. Green ones give you strong bones and teeth. Orange and yellow ones keep your eyes sharp and help you fight off colds!

**TIP:** The next time an adult you know goes food shopping, go with them! Look for a fruit or vegetable you've never seen or tasted before. Ask if you can try it together at home.

# Fruits and veggies make great snacks or desserts!

Work with a friend or family member to make these colorful fruit and veggie treats after school or on the weekend.

## Fruit Salad

- ★ Wash and peel a variety of colorful fruits.
- ★ Cut fruits into bite-size pieces. Combine in a large bowl.
- ★ Cut a lime in half. Squeeze the juice over the fruit.
- ★ Drizzle a Tablespoon of honey if you like.
- ★ Stir ingredients to combine and enjoy!



## Veggies with Dip

- ★ Cut up any colorful veggies you like. Try broccoli spears, bell pepper strips, celery sticks, cucumber slices, or carrot sticks.
- ★ Mix ½ cup nonfat plain yogurt, ½ cup low-fat mayonnaise or sour cream, ½ teaspoon dried parsley, ¼ teaspoon garlic powder, ⅛ teaspoon salt, and ⅛ teaspoon pepper.
- ★ Dip the veggies and enjoy!

## Fruit and Cheese Kabobs

- ★ Cut block cheese into small cubes.
- ★ Wash, peel, and cut a variety of colorful fruits into bite-size pieces.
- ★ Slide food onto coffee stirrer “skewers” or whole wheat pretzel sticks. Switch between fruit and cheese pieces.



**DID YOU KNOW?**  
Many fresh fruits and veggies taste their best in spring or summer. In the winter months, or all year round, give frozen and canned fruits and veggies a try. They often cost less and can taste as good or better!

# Fill in the blanks – then fill up on yummy fruits and veggies!

Guess these **GREEN** fruits and veggies.

B \_ \_ \_ C \_ L \_

K \_ W \_

\_ P \_ \_ \_ C H

Guess these **ORANGE** fruits and veggies.

\_ \_ \_ R \_ T

\_ A N G \_ R \_ \_ \_

\_ W \_ \_ T P \_ \_ \_ \_ O

Guess these **RED** fruits and veggies.

B \_ \_ \_

W A T \_ \_ M \_ \_ \_ N

R A \_ \_ \_ H

Guess these **YELLOW** fruits and veggies.

C \_ \_ N

P \_ \_ \_ A P P \_ \_

\_ Q U \_ \_ \_

## Word bank

Squash Spinach

Sweet potato Carrot

Kiwi Pineapple

Beet Radish

Broccoli Corn

Tangerine Watermelon

COOKING MATTERS PRESENTS



# Happy Whole-idsays



## Be a whole grain detective

Whole grains (like whole wheat bread, whole grain tortillas, or brown rice) give you the nutrients you need to **grow, play, and be strong**. With refined grains (like white bread, flour tortillas, or white rice), many of these good nutrients have been removed.

### Hunt out wholesome whole grains this holiday season!

1. Pick up a grain food and find the ingredients list.
2. Look at the **first** ingredient only.
3. Look for the word “whole” in the first ingredient (like “whole wheat flour” or “whole oats”). If you don’t see the word “whole,” look for other whole grain words like “brown rice” or “oatmeal.”
4. If the first ingredient is a whole grain, the food is a whole grain!

Circle the ingredients lists that are from whole grain foods.  
Cross out the lists that are not from whole grain foods.  
Check your answers at the bottom of the page!

**1**  
**INGREDIENTS:** ENRICHED MACARONI PRODUCT (WHEAT FLOUR, DURUM WHEAT FLOUR, NIACIN, FERROUS SULFATE [IRON], THIAMIN MONONITRATE [VITAMIN B1], RIBOFLAVIN [VITAMIN B2], FOLIC ACID); CHEESE SAUCE.

**2**  
**INGREDIENTS:** WHOLE GRAIN WHEAT FLOUR, UNBLEACHED ENRICHED FLOUR (WHEAT FLOUR, NIACIN, REDUCED IRON, THIAMINE MONONITRATE [VITAMIN B1], RIBOFLAVIN [VITAMIN B2], FOLIC ACID), SOYBEAN OIL, SUGAR, CORNSTARCH, SALT, BAKING SODA.

**3**  
**INGREDIENTS:** BROWN RICE FLOUR, FILTERED WATER, ORGANIC SAFFLOWER OIL, YEAST, SALT.

**4**  
**INGREDIENTS:** WHOLE OAT FLOUR, WHOLE WHEAT FLOUR, BROWN SUGAR, SUGAR, MALTODEXTRIN, MALTED BARLEY EXTRACT, MOLASSES, SODIUM BICARBONATE, SALT, CALCIUM CARBONATE.

**5**  
**INGREDIENTS:** UNBLEACHED ENRICHED FLOUR (WHEAT FLOUR, NIACIN, REDUCED IRON, THIAMINE MONONITRATE [VITAMIN B1], RIBOFLAVIN [VITAMIN B2], FOLIC ACID), SOYBEAN OIL, SALT, BAKING SODA, YEAST.

**6**  
**INGREDIENTS:** RICE, SUGAR, SALT, FLAVORING, IRON, FOLIC ACID, VITAMIN D.

**DID YOU KNOW?**  
Whole grains can help you stay fuller for longer – so your stomach won’t be growling as soon after you eat!

**TIP:** Look for the ingredients list on the side or back of your food package.

**DID YOU KNOW?**  
Whole grains can be a good source of fiber. Fiber is like a broom – it sweeps through your body and removes the “yucky stuff” to keep you healthy!



Work with an adult to bake these tasty homemade cookies.  
 Serve them as a sweet treat at the end of a holiday meal!

# Chunky Oatmeal Cookies

Serves 12, 3 cookies per serving • Prep time: 15 minutes • Cook time: 20–30 minutes

## Ingredients

- ½ cup unsalted butter
- ½ cup white granulated sugar
- ½ cup brown sugar
- 1 large egg
- 2 Tablespoons nonfat milk
- ½ teaspoon vanilla extract
- 1 cup whole wheat flour
- ½ teaspoon salt
- ½ teaspoon baking soda
- 1½ cups quick-cooking rolled oats
- 1 cup of “mix-ins,” such as chopped dried fruit, chocolate chips, or chopped nuts
- Non-stick cooking spray

## Materials

- Baking sheet • Large bowl • Measuring cups • Measuring spoons • Microwave-safe bowl • Rubber spatula • Sharp knife

## Directions

1. Preheat oven to 350°F.
2. Cut butter stick in half. Soften at room temperature. Or, place in a microwave-safe bowl. Heat in microwave for 10–15 seconds to soften. Be careful not to melt butter.
3. In a large bowl, blend butter, white sugar, and brown sugar, using a rubber spatula or fork. Mix until light and creamy.
4. Crack egg into bowl. Add milk and vanilla. Mix until smooth.
5. Add flour, salt, and baking soda. Mix until just blended. Do not overmix.
6. Add rolled oats and “mix-ins.” Mix until all ingredients are blended.
7. Lightly coat a baking sheet with non-stick cooking spray.
8. Scoop 1 Tablespoon of dough per cookie. Use your hands to shape dough into a ball. Place 2 inches apart on the baking sheet.
9. Bake until cookies are lightly browned on bottom, about 8–10 minutes. Remove from oven. Let sit 2–3 minutes to firm up before removing from baking sheet. Let cool.
10. Repeat steps 7–9 until all cookies are baked.



## Whole Grain Alert!

This cookie recipe uses two different whole grain ingredients. Can you guess which ones? The answer is at the bottom of the page!

**TIP:** Try cutting cookies into fun shapes (like candy canes or snowmen!) for the holidays. Or, use holiday-themed “mix-ins” like crushed candy cane pieces or peppermint.

**TIP:** Cookies may take more or less time to become lightly browned depending on your oven. Watch closely so they do not burn.

## Nutrition Info (per serving)

CALORIES	TOTAL FAT	SUGARS	SODIUM
90	4.5g	7g	55mg



## Test your brains with grains!

See if you can find these common grain foods below.  
 You can buy or make all of these as whole grains!

- bagels
- bread
- cereal
- crackers
- pancakes
- pasta
- pizza
- rice
- rolls
- tortillas
- waffles

p	w	r	b	z	d	s	a	q	e	q	a
a	e	a	i	y	s	o	l	c	c	z	l
n	c	x	f	l	z	h	i	e	z	f	w
c	l	c	l	f	j	r	u	i	g	u	b
a	w	o	i	j	l	c	p	t	s	a	w
k	r	h	y	p	h	e	g	n	r	n	b
e	l	a	e	r	e	c	s	w	e	u	l
s	k	m	m	y	k	c	t	w	k	w	n
q	a	b	e	p	a	s	t	a	c	c	t
t	o	r	t	i	l	l	a	s	a	u	l
b	r	e	a	d	f	v	p	d	r	y	l
t	d	z	o	c	i	w	m	l	c	x	n

## DID YOU KNOW?

Some afterschool programs offer healthy meals that must include grains. If you take part in a program like this, ask if the grains are whole grains. If they are not, let your program know you'd like more whole grains!