



# Snackin' Healthy Leader's Guide

WASHINGTON STATE UNIVERSITY EXTENSION



## Acknowledgments

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# Snackin' Healthy Leader's Guide

<b>Contents</b>	<b>Page</b>
<b>5- to 8-Year-Olds Are More Than Missing Teeth!</b> .....	1
What's Going On Inside? .....	1
What's Going on Outside? .....	1
What Does All This Mean to You? .....	2
<b>Children and Foods—Making Healthy Choices</b> .....	3
Nutritional Problems of Children .....	3
Overweight .....	3
Food Allergies and Lactose Intolerance .....	4
<b>Using the Snackin' Healthy Materials</b> .....	5
<b>Other Things to Think About</b> .....	8
Siblings .....	8
Sharing This Project With Others .....	8
Using the Materials in the Classroom or Large Group .....	8
<b>Where Do You Go From Here?</b> .....	9
<b>Meeting 1: Foods for Snackin' Healthy</b> .....	10
<b>Meeting 2: Milk Foods for Snackin' Healthy</b> .....	15
<b>Meeting 3: Grains for Snackin' Healthy</b> .....	18
<b>Meeting 4: Fruits for Snackin' Healthy</b> .....	21
<b>Meeting 5: Vegetables for Snackin' Healthy</b> .....	24
<b>Meeting 6: Protein Foods for Snackin' Healthy</b> .....	27
<b>Meeting 7: Putting It All Together</b> .....	30



# 5- to 8-Year-Olds Are More Than Missing Teeth!

Five- to 8-year-old children come in all shapes and sizes! Although we immediately think of these children as having lost teeth, there are many other things happening to and within children in this age range. We need to know and understand these processes in order to work with these children in the best ways. We need to consider their **cognitive** (or thinking), **physical**, **social** and **emotional** development. Then we can look at these “whole” children in their homes, schools and friendships. By looking at what is going on inside of children—as well as what is happening around them—we can get a good idea of what it’s like to be their age and how we can better work with them.

## What’s Going On Inside?

**Cognitive Development**—It’s important to know that children in this age group are very much in the here and now. They are “concrete” thinkers who need to base their learning on real experiences with real objects. This is one reason why cooking is such a great activity for them; it’s something they can **do**.

Children ages 5 to 8 are also eager to learn. With a gentle nudge from adults, they will try new things, although they can be quite opinionated about foods! Most of them can read some words, but remember that reading is a mystery that some of them haven’t solved. Other children can read many things and may consume a book or more a week.

**Physical Development**—Children between the ages of 5 and 8 are developing their large muscles by learning to gallop, skip, climb, wrestle and hop. Children need to be able to use these large muscles both to develop them and to use up the tremendous amount of energy characteristic of this age group.

Five- to 8-year-olds are also refining the use of their small muscles. One example of this is the amount of control they have with a pencil when they write their name. Another

is how much control they have when they slice and chop foods. Children need practice using pencils, scissors, knives, vegetable peelers and other small utensils to develop their small muscles. But don’t expect them to start off with these fine motor skills; they will need practice! **Keep in mind that close adult supervision is important when children use sharp objects such as knives or scissors.**

**Social Development**—Children become increasingly social between the ages of 5 and 8. They begin to develop friendships, usually with children of the same gender. When working with children, it’s important to consider their increasing need and desire to be with others. Plan activities that they can do together. Watch for children who are loners and find a way for them to be part of the group.

Don’t be surprised when there are disagreements and squabbles. Children need to test out who they are and how they interact with other children. Remember, however, that they are in the process of learning social skills and will sometimes need adult help to resolve problems.

**Emotional Development**—Children in the 5- to 8-year-old stage are firming up emotional tendencies that began in their younger years. They want to please adults and know that they are liked. This means that what adults say to children and how they say it is very important. Find ways to tell children when they have done a good job. Make sure you talk about the **good work that they have done**, and not about how **good they are**. Say, “Wow, you did a nice job of following that recipe,” instead of “Wow, you’re a good kid.” When things aren’t going well, this helps children know that it is their **behavior** that you don’t accept (“You’re goofing around too much”) not **them** (“You’re just a bad kid”).

## What’s Going On Outside?

The most important people in the lives of 5- to 8-year-olds are their parents and teachers.

Because children in this age group are still so dependent on adults, they will try to please them and are usually quite cooperative. These are fairly easy years for families and teachers.

When children enter school, they begin to see themselves as learners and are often receptive to new ideas and experiences. They will especially enjoy the informal situation of a 4-H club. In this setting, they can socialize in a manner that may not be allowed in school, yet they are learning about their expanding world at the same time.

### What Does All This Mean to You?

As a 4-H leader, you need to consider the development of 5- to 8-year-olds as you plan your meetings. You need to contrast what is generally known about children this age with the specific behaviors you observe in the members of your club.

In general, 4-H meetings involving 5- to 8-year-olds will be a better experience for the children (and for you) if you consider the following when planning your meetings.

1. Have one adult (or older youth) for every four children. (With older children in this age range, one adult to every six children will probably work well.)
2. Involve the children in selecting and planning the activities. They are more likely to maintain interest in activities when they have been involved.
3. Change activities often according to the needs of your group. Get a sense of the group's attention span (children become "antsy" when they are having difficulty sticking with an activity). Change to

a new activity when you first notice children shuffling their feet, looking around and being "busy bodies."

4. Have the children **do** things as much of the time as possible. Try not to address them as a group for more than 5 to 15 minutes at a time.
5. Allow and encourage the children to talk and work with each other.
6. Keep an eye out for children who may feel left out and who need help to be part of the group. One way to do this is to pair such a child with another and tell them that they are each other's helper.
7. Remember that children this age have a tremendous amount of energy. Stop and have them do something active if they seem restless.
8. Most importantly, keep in mind how important you are, as an adult, to children this age. Find something positive to say to each child at each meeting.



# Children and Foods—Making Healthy Choices

**B**etween the ages of 4 and 10, children normally grow at a fairly steady rate. During this period, a child's need for energy (calories) and most nutrients increases. To meet these needs, children should be encouraged to eat a variety of foods every day from each of the different types of foods: milk foods, fruits, vegetables, grains and protein foods. Adults should also make sure children get enough water, especially during hot weather or when they are ill or very active.

Surveys have shown that several nutrients may be deficient in diets of some school-age children. These include iron (found primarily in meats, beans and selected cereals), vitamin C (fruits and vegetables), calcium (milk foods) and vitamin B6 (vegetables and meats). By encouraging children to consume a variety of foods daily, you can help to ensure their nutrient needs are met.

As children start school, they begin to make more of their own food choices. **This is an ideal time to help children develop good health and nutrition habits!** Following are guidelines for 4-H leaders and parents to use to promote good nutrition and health:

1. Set a good example for children. If they see you snacking on chips and cookies or never drinking milk, they'll be less likely to follow your advice.
2. Encourage children to eat regular meals accompanied by small snacks between meals. If chosen wisely, snacks for this age group can contribute significantly to the daily nutrient need. Have nutritious foods available for children to choose as snacks. This will allow them to practice what they've learned about nutrition in this 4-H project. Remember to encourage care of teeth after eating.
3. Breakfast is very important for young school-age children. Studies have shown that children who eat a nutritious breakfast have a better attitude and performance in school than children who skip breakfast.
4. Avoid overusing food (especially sweets) as a reward. Reward instead with praise or

extra attention. Similarly, it is not desirable to withhold food for punishment.

5. Promote physical activity. By helping 5- to 8-year-olds incorporate physical activity into their daily lives, you can help them establish a life-long habit. It will also help them develop normal body fat development. Be sure to include an active movement game at 4-H meetings.
6. Help children become knowledgeable, responsible consumers. When they accompany you on a food shopping trip, talk about why and how you make decisions at the grocery.

## Nutritional Problems of Children

### OVERWEIGHT

During early childhood, signs of overweight may begin to appear. The concern for children is that the obesity will remain into adult years and lead to future health problems.

Parents should seek the advice of a physician or registered dietitian if they are concerned about a child's weight. Weight loss is **not** recommended for young children unless a program is prescribed and monitored by a qualified doctor or registered dietitian. By decreasing the number of calories a child consumes, it may mean they will not get all the important nutrients necessary for growth. The goal for any overweight child is to **slow weight gain** (not cause weight loss) so that height catches up with weight.

To help prevent obesity problems, children should be encouraged to be physically active all year long. Special attention should be given to the overweight child to find an activity he or she enjoys. Good food habits should be followed, and care should be taken to choose foods high in nutrients but lower in calories.

Children of this age are sensitive about their body image. The overweight child may have negative feelings regarding his or her body. This may be worsened by taunts of

other children. As a 4-H leader, you need to be sensitive toward the overweight child's feelings. You can also play an important role in educating the child (and perhaps his or her parents) about the importance of good nutrition to healthy living.

### FOOD ALLERGIES AND LACTOSE INTOLERANCE

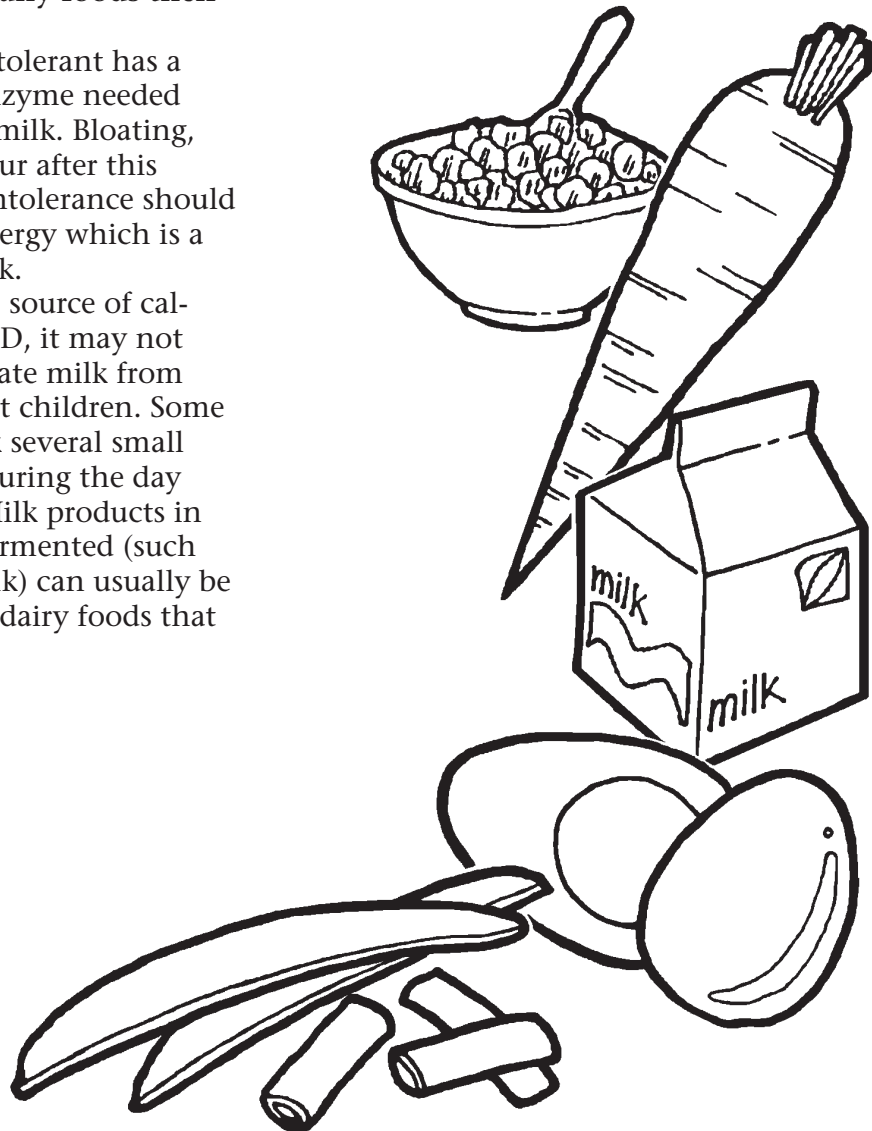
As a 4-H leader, you need to be concerned about food allergies and lactose intolerance because these conditions may be present in some of your 4-H'ers. Since they will be preparing and eating foods during this 4-H project, you need to be informed as to any problems the children might experience with certain foods. **Before the first project meeting, ask parents if there are any foods their child should not eat.**

A person who is lactose intolerant has a low amount of lactase, the enzyme needed to digest the lactose sugar in milk. Bloating, cramps and diarrhea may occur after this person drinks milk. Lactose intolerance should not be confused with milk allergy which is a reaction to the protein in milk.

Since milk is an important source of calcium, riboflavin and vitamin D, it may not be necessary to totally eliminate milk from the meals of lactose intolerant children. Some children may be able to drink several small servings of milk with meals during the day with no unpleasant effects. Milk products in which the lactose has been fermented (such as cheese, yogurt or buttermilk) can usually be eaten with no problems. Nondairy foods that

can supply calcium to the diet include sardines with bones, canned salmon with bones, broccoli, tofu, kale, collards and turnip greens.

If one of your 4-H'ers is lactose intolerant, it is best to follow the wishes of his or her parents as to what the child can or cannot eat. During meetings at which milk foods are served, the child could bring a special snack from home. You could explain matter-of-factly to the other children that "Johnny sometimes doesn't feel well if he drinks milk (or if he eats an offending food), so he brought a special snack for himself today." The child should be allowed to participate in all meeting activities, including preparation of the milk food snack.



# Using the Snackin' Healthy Materials

The snackin' Healthy materials were created especially for 5- to 8-year-old children. The goals of this 4-H food and nutrition curriculum are to provide fun, informal learning experiences about:

- Different types of foods and the nutrients they contain.
- Some basic nutrients and how they help maintain health.
- Food preparation and safety.

The **Snackin' Healthy** materials consist of:

- **Snackin' Healthy Leader's Guide** (EM4812)
- **Snackin' Healthy Member's Packet** (EM4813)
- **Snackin' Healthy Food Cards** (EM4814)

These materials are available through your county Extension office.

The **Snackin' Healthy Member's Packet** includes:

- "About Me" coloring sheet for each meeting
- All recipes
- "My Thoughts and Feelings" sheet for each meeting
- "Dear Parent" letter for each meeting

You will need to obtain a member's packet in order to have all the information you need (for example, the recipes) to plan and conduct the meetings. The outside of the member's packet can be used as a board for the Snackin' Healthy game. After your members have completed all the Snackin' Healthy meetings, they can play the game with a parent or older child. Directions for the game are included in the member's packet.

It is recommended that each 4-H member be supplied with his or her own member's packet. It is also recommended that you keep all member packets until the final meeting to ensure that each child always has his or her packet during the meetings. You can, however, send home the "Dear Parent" letter and the appropriate recipe(s) at the end of each meeting.

The **Snackin' Healthy Food Cards** consist of five cards each of 40 different food pictures used with games such as Milk Food Swap and Go to the Mill. Enough food pictures are provided to allow four children to play each game. If you have more than four children, you may need to stagger the games or obtain more than one set of the food cards. You also have the option of making your own food cards.

You may find the **Snackin' Healthy Leader's Guide** to be exciting, overwhelming or both! Most of these feelings will be related to the number of activity choices that you, as a leader, are offered for each meeting. Leader **choices** have very purposely been incorporated into this guide for two reasons. One is that they help you provide experiences that are best for your children based on their ages, past experiences, interests and preferences. The other is that you can select activities that you enjoy doing and that are a part of your individual leader style. For example, you may not like to do arts and craft activities at all, but you may love to sing! By offering both of these activities as possible ways to introduce concepts related to food and nutrition, this material provides you a way to use **your** interests and strengths in your 4-H club programming.

This leader's guide provides seven meeting plans with accompanying recipes and activities related to food preparation, food safety, and the role of different foods in healthy growth and development. The first meeting is an introduction. The middle five meetings are organized around different types of food and how they help people grow and develop. The last meeting serves as a "wrap up." Following is information on the sections included within each meeting description.

## Purposes

This sections tells why the activities are important and what you can expect the children to learn.

## Suggested Meeting Plan

Each basic meeting is planned to take about one hour. The plans for the meetings are very similar. They involve the following:

1. An introduction of what children need to know using the picture of a child from "About Me." ("About Me" is a color and draw activity explained in detail under "Fun with Foods.")
2. One activity (from "Fun with Foods") which reinforces what children need to know about the meeting topic.

3. An informal demonstration of the food preparation skills needed for the selected snack recipe.
4. Preparation of the snack and a chance to eat it.
5. Any other activities from “Fun with Foods” that time allows.
6. “Talk Abouts”—a discussion of the important things that the children learned during the meeting.
7. Planning for the next meeting (“Planning Ahead Together”) and sending home the “Dear Parent” letter.

## What Children Need to Know

This section provides information about the topics to be explored and experienced in the meeting. Since it is sometimes difficult to put complex ideas into language appropriate for children, this information is provided in “child language.”

### Fun With Foods (Ways to Start and Things to Do)

This section provides the leader with a variety of activities that can be used to introduce the topic of the meeting and what children need to know. You should select one of these activities to introduce information about food and nutrition. The others can be used as additional fun learning activities as time allows. There are six categories of activities:

1. **About Me** (appropriate for all meetings)—This is a color and draw activity done on the “About Me” sheet in the **Snackin’ Healthy Member’s Packet**. The picture illustrates the nutrition information listed under “What Children Need to Know.” The Sheet can also be sent home for children to do during the week.
2. **Card Games** (appropriate for Meetings 2–7)—Variations of Concentration and Go Fish are made from cards supplied in the **Snackin’ Healthy Food Cards**. The games are played by having the children use pictures of foods being focused on in each meeting. In general, Concentration is easier for younger children and Go Fish is more difficult. The card game for Meeting 7 is a variation of Rummy and it takes many cards. You may want to cover the cards with clear contact paper to protect them. (*Note:* If you prefer not use the **Snackin’ Healthy**

**Food Cards**, you can create your own cards by cutting food pictures out of magazines and newspapers and pasting them on index cards. Make sure you have the required number of each food picture.)

3. **Books and Stories**—Books are listed for each meeting. Although many of these are old, they are classics and can often be borrowed from a library. In areas with small libraries, these books may be difficult to find. You may be able to borrow them from an elementary school library or teacher.
4. **Movement Games and Activities**—These activities are great for children who need to use those large muscles (arms and legs) and burn up some energy. Some of the activities require the children to act out situations, thus allowing them to use their creativity. Other games and activities are variations of old standbys.
5. **Songs**—Except for *Aiken Drum*, the song for the first meeting, all songs are variations of well-known children’s songs such as *Twinkle, Twinkle Little Star* and *Are You Sleeping Brother John?* Most 5- to 8-year-olds enjoy singing. These songs help provide fun while teaching children important information about food and nutrition.
6. **Arts and Crafts**—These activities range from printing with fruits and vegetables to making mobiles. The “Make a Meal” activity begins in Meeting 1 and is added to through Meeting 6.

### Make a Snack

For each meeting except the first, two recipes are provided. Each recipe is included in the **Snackin’ Healthy Member’s Packet**. The first recipe in each meeting is for beginners or less experienced cooks and is illustrated step-by-step. The second recipe requires more skills, is more complicated, and the steps are not illustrated. Before preparing each recipe, you need to show the children how to do any food preparation skills in the recipe (such as stirring or grating). Remember to have children wash their hands before they begin to cook.

Recipes were chosen which provide children with a wide variety of opportunities to learn skills and which are also easy enough for children to prepare by themselves with adult supervision. In some cases children do the recipes individually; in others, they should work in

groups of two to three children. It is important to remember that we learn from our mistakes. Allow the children to make mistakes when preparing their recipes so that they can learn.

## Talk Abouts

About 5 minutes of every meeting should be spent doing the "Talk Abouts." These questions review what the children have been doing and learning in the meeting.

## Planning Ahead Together

The last few minutes of the meeting involve having the children fill out the "My Thoughts and Feelings" sheet (these are included in the **Snackin' Healthy Member's Packet**). Children circle the activities that they did in the meeting and a face that shows how they felt about each activity. On the bottom, they draw how they felt about the entire meeting. This provides the children with a record of their activities during each meeting.

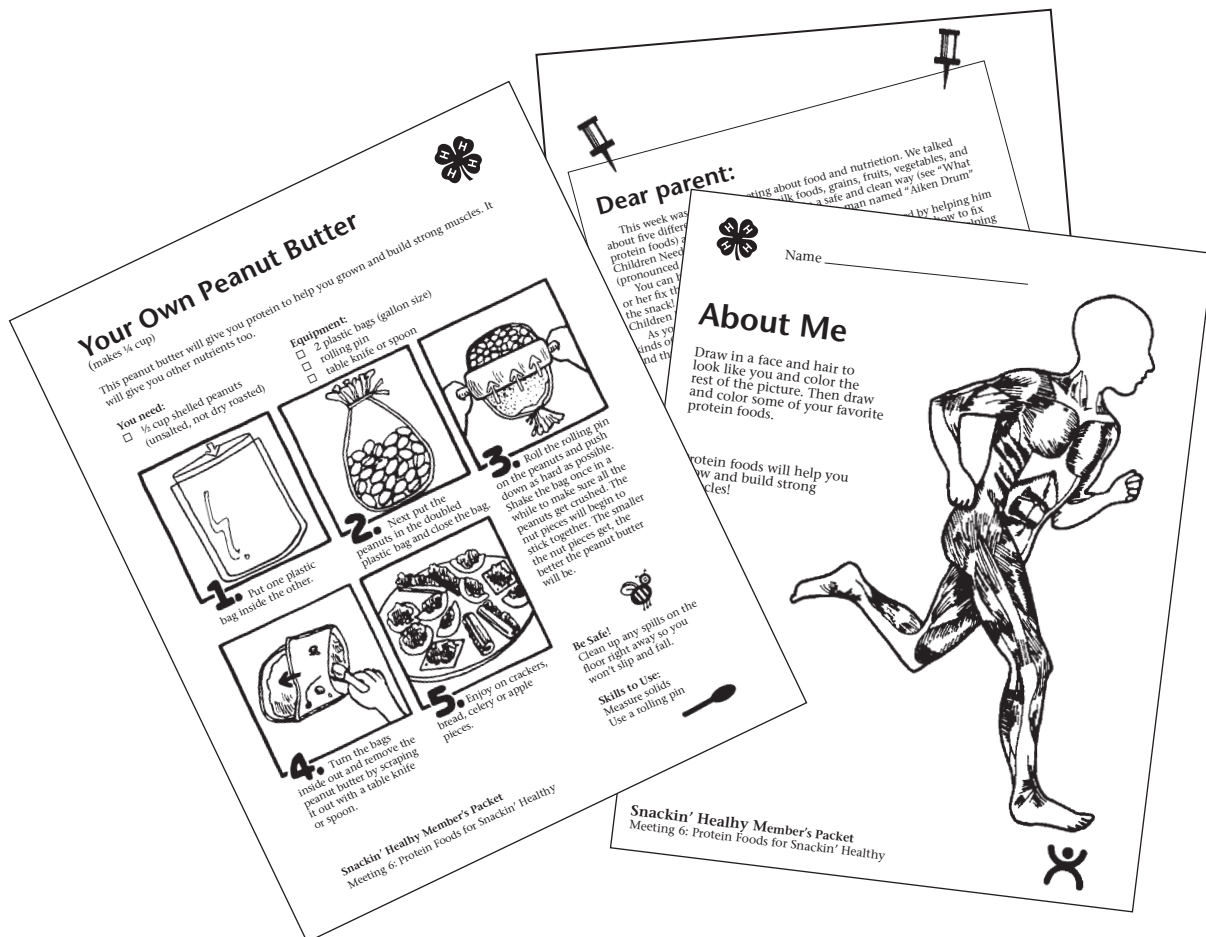
This sheet can also be used to discuss what kinds of activities the children enjoyed and what kind of activities they would like to do in the next meeting. For example, if most of

the children liked a song, you can plan to use the song during the next lesson. Try to use the activities that the children liked as well as new kinds of activities (so they gain new experiences) for each meeting.

## "Dear Parent" Letter

The **Snackin' Healthy Member's Packet** includes a letter that can be sent home following each meeting. These letters are designed to tell the parent(s) what the child learned about nutrition and food preparation during each meeting. Each letter includes suggestions for follow-up food and nutrition activities, as well as tips for the healthy social and cognitive growth of 5- to 8-year-olds.

A space is provided on each letter for you to write a message for parents if desired. This could be a notice of a meeting date change, a note on an item the child needs to bring to the next meeting, information on "homework" for the child, etc. The space could also be used to let parents know something positive that happened to their child during the meeting. Remember to focus on the good work of the child rather than on how good the child is (see page 1).



# Other Things to Think About

## Siblings

It is not unusual for brothers and/or sisters to be in the same 4-H club. This can present both challenges and joys. Although much is made of “sibling rivalry,” children do not often take their teasing, nagging or bickering behaviors outside of their homes. If they do, you (as leader) need to firmly but kindly let them know that this is not the time or place for such behaviors. Keep in mind that siblings may also provide great help to each other in the club situation.

## Sharing This Project With Others

Many opportunities will arise for sharing your club’s work. The first to come to mind is the county fair. Others are achievement days, community days and bulletin boards.

**Please be aware that it is not appropriate for children aged 5 to 8 to participate in contests where they are judged.** Their “self” is still too vulnerable for competition. It is appropriate to display their work and to give participation awards. Use the children’s “About Me” pictures, “Make a Meal” placemats or “Food Type Mobiles” when you have the opportunity to share their projects.

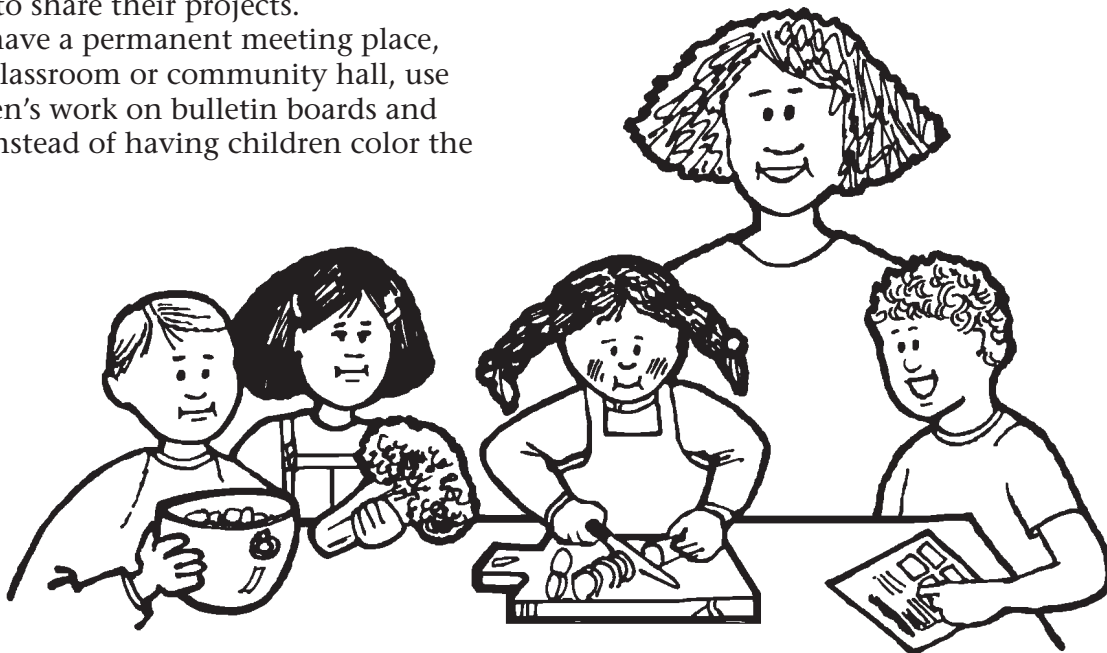
If you have a permanent meeting place, such as a classroom or community hall, use the children’s work on bulletin boards and displays. Instead of having children color the

“About Me” sheets, you might want to provide full-size body outlines on large pieces of paper for each child to work on at the meetings.

**Note:** The foods from recipes included with this project are not intended to be displayed. Most of them need to be eaten immediately after preparation (for food safety reasons as well as for optimum taste).

## Using the Materials in the Classroom or Large Group

Younger children require a lot of supervision when cooking. If you have a large club or are working in a classroom situation, there are at least two ways that you can provide this supervision. One is to have one adult present for every four children. This is a good way to involve parents and most parents are comfortable cooking. The other is to have a “cooking station” where small groups of children go to work with an adult while the others do non-cooking activities with another adult. All children eventually get to the “cooking station.”



# Where Do You Go From Here?

The Snackin' Healthy materials may be used more than once (perhaps in two different years) with your club. Since there are more than enough activities included for each meeting, you probably would not have to duplicate activities. Even if you do use activities or recipes a second time, this should not be a problem. What a child understands and brings to an experience during one year is different than what he or she understands and brings to the same experience a year later. So

even though a child works on the same activity, he or she is different, so the activity is too. In addition, children often enjoy repeating activities. This helps them feel that they have mastered them.

Depending on the ages and maturity of children in your group, there may be other 4-H projects and materials for them (including food and nutrition) available through your county Extension office. Your county 4-H staff can help you select appropriate materials.

## Your Own Peanut Butter

(makes ¼ cup)

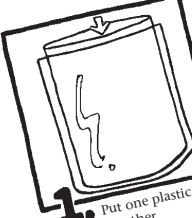
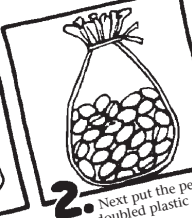



This peanut butter will give you protein to help you grown and build strong muscles. It will give you other nutrients too.

**You need:**

- ½ cup shelled peanuts (unsalted, not dry roasted)

**Equipment:**

- 2 plastic bags (gallon size)
- rolling pin
- table knife or spoon

- 1.** Put one plastic bag inside the other.
- 2.** Next put the peanuts in the doubled plastic bag and close the bag.
- 3.** Roll the rolling pin on the peanuts and push down as hard as possible. Shake the bag once while to make sure peanuts get crushed. nut pieces will stick together. the nut pieces better the pieces will be.
- 4.** Turn the bags inside out and remove the peanut butter by scraping it out with a table knife or spoon.
- 5.** Enjoy on crackers, bread, celery or apple pieces.

Be Safe!  
Wash knives separately from other dishes so you do not accidentally cut yourself.

**Skills to Use:**  
Wash vegetables  
Peel vegetables  
Slice vegetables

Snackin' Healthy Member's Packet  
Meeting 6: Protein Foods for Snackin' Healthy

## Crunchy Munchies

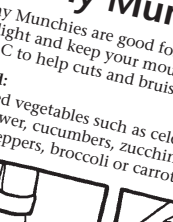
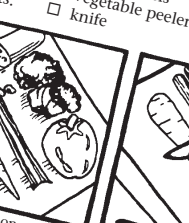
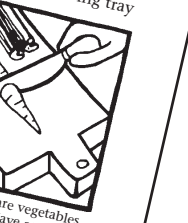
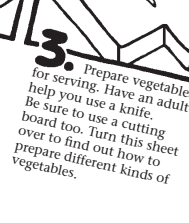
Crunchy Munchies are good for you! They will give you vitamin A to help you see in dim light and keep your mouth and throat healthy. They will also give you vitamin C to help cuts and bruises heal.

**You need:**

- Assorted vegetables such as celery, cauliflower, cucumbers, zucchini, green peppers, broccoli or carrots.

**Equipment:**

- paper towels
- vegetable peeler
- knife
- cutting board
- fork
- serving tray







- 1.** Rinse the vegetables in cold water.
- 2.** Drain on paper towels.
- 3.** Prepare vegetables for serving. Help you use a knife. Be sure to use a cutting board too. Turn this sheet over to find out how to prepare different kinds of vegetables.
- 4.** Put the prepared vegetables in a serving tray. Serve with Delightful dip.

Be Safe!  
Wash knives separately from other dishes so you do not accidentally cut yourself.

**Skills to Use:**  
Wash vegetables  
Peel vegetables  
Slice vegetables

Snackin' Healthy Member's Packet  
Meeting 5: Vegetables for Snackin' Healthy



# MEETING 1:

## Foods for Snackin' Healthy

### Purposes

- To help children understand there are five types of foods: milk foods, grains, fruits, vegetables and protein foods.
- To help children understand that foods contain nutrients that build healthy bodies. A variety of foods should be eaten every day in order to supply the body with the necessary nutrients.
- To acquaint children with food preparation and cleanliness concepts.

### Suggested Meeting Plan

1. Use the "About Me" picture to talk with children about the information listed under "What Children Need to Know—About Foods" picture for Meeting 1 is included in the **Snackin' Healthy Member's Packet**.
2. Use the picture about safety (page 14) to talk with children about the information listed under "What Children Need to Know—About Food Safety and Cleanliness."
3. Teach the children the song *Aiken Drum* (pronounced ā'kin) on page 13. Sing all verses that apply to the Aiken Drum.
4. Talk about the importance of washing hands before beginning to cook. Then as a group, make the Aiken Drum as described in the recipe in the member's packet.
5. Sing the song *Aiken Drum* one more time and then take the Aiken Drum apart and eat him for a snack.
6. Do any other activities that time allows for from the "Fun with Foods" section on this page.
7. Do the "Talk Abouts" (page 12).
8. Plan for the next meeting (see "Planning Ahead Together," page 12). Send home the Meeting 1 parent letter and recipe that are included in the **Snackin' Healthy**

**Member's Packet.** It is suggested that the leader keep all the member's packets until the last meeting.

### What Children Need to Know

#### ABOUT FOODS:

- There are five different types of foods: milk foods, grains, fruits, vegetables and protein foods.
- Foods help build healthy bodies.
- Foods have nutrients. You cannot see these nutrients.
- Nutrients have special jobs in the body.
- To get the nutrients we need for good health, we should eat different kinds of food every day.
- We'll be learning about different nutrients found in many foods in these 4-H meetings.

#### ABOUT FOOD SAFETY AND CLEANLINESS:

- Germs can get in food.
- If we eat food with lots of germs, we can get sick.
- We can keep germs out of our food by:
  - Washing our hands before eating or working with food.
  - Washing all dishes very well.
  - Keeping the work area clean.
  - Washing fruits and vegetables before eating them.
  - Covering our mouth when we cough and sneeze, then washing our hands again.
  - Putting food away as soon as we're done with it.
  - Using individual tasting spoons, not serving spoons, to taste foods.

### Fun With Foods (Ways to Start and Things to Do)

#### ABOUT ME

You will need:

- ✓ One “About Me” sheet for Meeting 1 for each child (these are in the **Snackin’ Healthy Member’s Packet**)
- ✓ Crayons

Talk about how important nutritious foods are to the development of healthy, strong and energetic bodies. Have the children draw and color a picture of themselves on the “About Me” sheet for Meeting 1. Have them draw some of their favorite foods on the sheet. If they select foods that are high in sugars and fats (such as candy and doughnuts), point out that sweet treats are fine once in a while but that they do not give our bodies the kind of nutrients we need to grow strong and healthy. Tell the children that in the next weeks they will be learning about foods that are good for their bodies.

## SONGS

***Aiken Drum*** (see page 13).

This song is from **The All Year Long Songbook** by Roslyn Rubin and Judy Wathan, Scholastic Book Services, 1980.

***This Is the Way We Wash Our Hands***

This song is reprinted by permission from **Nutrition Education—Choose Well, Be Well: A Curriculum Guide for Preschool and Kindergarten**, copyright 1982, California State Department of Education, P.O. 271, Sacramento, CA 95802-0271. It should be sung to the tune of *Here We Go Round the Mulberry Bush*.

This is the way we wash our hands,  
Wash our hands,  
Wash our hands.

This is the way we wash our hands, Before we  
make our snack. (Use washing motions.)

This is the way we dry our hands,  
Dry our hands,  
Dry our hands.

This is the way we dry our hands, Before we make  
our snack. (Use drying motions.)

## BOOKS AND STORIES

**The Berenstain Bears and Too Much Junk Food**, by Stan Berenstain and Jan Berenstain. New York: Random House, 1985.

*Mama Bear starts a campaign to convince her family that they are eating too much junk food.*

**Bread and Jam for Frances**, by Russell Hoban. New York: Harper and Row, 1964. *Frances refuses to eat many good foods because she really likes bread and jam. After a while, though, she is glad to eat different foods. This book is a good introduction to the need for a variety of foods in our diets.*

**The Man Who Didn’t Wash His Dishes**, by Phyllis Krasilovsky. Garden City, N.Y.: Doubleday, 1950. *A man prepares a huge supper for himself and then feels so tired that he decides to wash the dishes the next day. When dirty dishes pile up all over the house, he decides to wash them on a daily basis. This book provides a good introduction to food preparation and cleanliness concepts.*

**What Happens to a Hamburger?** by Paul Showers. New York: Thomas Crowell Co., 1970. *This story shows what happens to a hamburger from the first bite to the end of the digestive process. It helps children understand digestion.*

## ARTS AND CRAFTS

***Make a Meal***

You will need:

- ✓ A placemat-size piece of paper (about 10 by 12 inches) for each child
- ✓ Markers or crayons

This activity begins in this first meeting and is added to each time the group meets. The children begin by drawing a fork, knife, spoon, napkin and plate on the placemat. They may also decorate the empty space on the placemat. During each of the next meetings (except the last), the children add a drawing of their favorite food from the type of food being discussed that meeting. It is suggested that the leader collect and keep the placemats until the last meeting. Be sure to have each child print his or her name on the back of the placemat.

## Make a Snack

See the recipe for Aiken Drum in the **Snackin’ Healthy Member’s Packet**. You should prepare the ingredients (that is slice, cut and peel the foods) prior to the meeting.

## Talk Abouts

1. What are the five types of food?  
*Milk foods, grains, fruits, vegetables and protein foods.*
2. How do we get the nutrients we need for good health?  
*By eating many different kinds of foods every day.*
3. Where are nutrients found?  
*In the foods that we eat.*
4. How can we keep germs out of our food?  
*By washing our hands, washing dishes, keeping the work area clean, washing fruits and vegetables, covering coughs and sneezes, putting food away and using tasting spoons.*

## Planning Ahead Together

Have the children remove the “My Thoughts and Feelings” sheet for Meeting 1 from their packets and put their names on them. Tell the children that at the end of each meeting they will record on these sheets what they have done and how they felt about it. Then the group will talk about what they would like to do during the next meeting.

Hold up a “My thoughts and Feelings” sheet and point to where it says “Meeting 1.” Tell the children that the signs in the first column stand for activities and that everyone will circle the signs for the activities they did at the meeting. Circle the first activity that you did and have the children circle it on their sheet. Then tell them to circle the face next to it that shows how they felt about the activity. Did they dislike it, like it just okay or really like it? Continue to circle other activities and the faces until you have circled all the activities (and a face for each) that the group completed. Read the words at the bottom and have the children draw a face that shows how they felt about the entire meeting.

When everyone is done, ask if anyone wants to talk about their faces and feelings. Tell them that you will use what they say to plan the next meeting. Ask them which of the

other kinds of activities might interest them. For example, you might ask, “Would you like to do a coloring sheet or play a card game?”

After you have a look at the completed sheets, they can be returned to the children’s packet as a record of their activities in this 4-H project.

## “Dear Parent” Letter

Remember to send the “Dear Parent” letter and the recipe home with the children. In the “Dear Parent” letter for Meeting 1, the activities are reviewed and ways of praising children are discussed.

## Aiken Drum

### A Traditional Scottish Song

There was a man lived in the moon, lived in the moon, lived  
in the moon. There was a man lived in the moon and his  
name was Ai - ken Drum. And he played up - on a  
la - dle, a la - dle, a la - dle, he played up - on a  
la - dle, and his name was Ai - ken Drum.

#### Additional Verses (used in place of “And he played upon a ladle. . .”):

And his body was made of French bread. . .  
And his head was made of oranges. . .  
And his arms were made of bananas. . .  
And his legs were made of carrots. . .  
And his eyes and nose and mouth were made of raisins. . .  
And his clothes were made of cheese. . .

This song was adapted from **The All Year Long Songbook** by Roslyn Rubin and Judy Wathan, Scholastic Book Services, 1980.

# Food Can Become Unsafe in Many Ways

How Many Unsafe Foods Can You Find?



This page is from the ERIB 2 for 4-H Curriculum developed by the Michigan State University Cooperative Extension Service in cooperation with the Extension Service, USDA; Cooperative Agreement Number 12-05-300-633.

# MEETING 2:

## Milk Foods for Snackin' Healthy

### Purposes

- To help children understand the role of milk products in their growth.
- To provide children with the opportunity to grate, measure and mix (Squeezy Cheesies recipe—for less experienced cooks).
- To provide children with the opportunity to measure liquids, measure solids and create a drink that needs blending (Strawberry Yogurt Swirl recipe—for more experienced cooks).

### Suggested Meeting Plan

1. Review what was learned at the last meeting.
2. Use the “About Me” picture of the child to talk about the information listed under “What Children Need to Know.” The “About Me” picture for Meeting 2 is included in the **Snackin' Healthy Member's Packet**.
3. Choose one of the activities from the “Fun with Foods” section on this page to introduce milk foods and how they help make strong bodies.
4. Introduce the food preparation skills listed on the recipe you select and show the children how they are done.
5. Have the children make one of the milk foods recipes. **Note:** Refer to the information on food allergies and lactose intolerance (page 4) prior to this meeting.
6. Do any other activities that time allows for from the “Fun with Foods” section.
7. Do the “Talk Abouts” (page 16).
8. Plan for the next meeting (see “Planning Ahead Together,” page 16) and send home the Meeting 2 parent letter and recipes that are included in the **Snackin' Healthy Member's Packet**.

### What Children Need to Know

- Milk, yogurt and cheese are milk foods.
- Milk foods help build healthy bodies.
- Milk foods have calcium.
- Calcium is a nutrient which helps build strong bones and teeth.
- Ice cream, pudding and custards made with milk have some calcium too.
- We need to eat milk foods every day.

### Fun With Foods (Ways to Start and Things to Do)

#### ABOUT ME

You will need:

- ✓ One “About Me” sheet for Meeting 2 for each child (these are in the **Snackin' Healthy Member's Packet**)
- ✓ Crayons

Talk about how important milk foods are to the development of strong bones and teeth. Have the children use crayons to color the bones and teeth and then draw some of their favorite milk foods on the sheet. If some children draw butter, sour cream, cream cheese or whipped cream, point out that these foods are made mostly of the fat in milk. They have less calcium than milk so they would not help as much to make strong bones and teeth.

#### CARD GAMES

**Concentration** (for two to four children)

You will need:

- ✓ Milk foods cards from the **Snackin' Healthy Food Cards**
- ✓ Scissors

To play the game, place four pairs of cards face down on the floor in two rows of four. To begin the game, the first child should turn over two of the cards to reveal the milk food pictures. If the food pictures are the same, the child keeps the pair of cards and gets another

turn. If they do not match, the child turns the cards back over in place, and the next child takes a turn. The game ends when all the cards have been paired. As the children's memories improve, you can add additional pairs of cards.

### BOOKS AND STORIES

**About Cheese**, by Solveig Paulson Russell. Chicago: Melmont Publishers, 1972. *This book is all about making cheese.*

**Green Grass and White Milk**, by Alikei. New York: Crowell and Co., 1974. *This book provides a tour of a barn and dairy. It shows how milk products are made.*

**The Milk Makers**, by Gail Gibbons. New York: MacMillan, 1985. *This book provides a tour of a barn and dairy. It shows how yogurt and cottage cheese are made.*

### MOVEMENT GAMES AND ACTIVITIES

#### **Milk Food Swap**

You will need:

- ✓ Pictures of various milk foods (at least two pictures of each food and enough to provide each child with one or two milk foods; use the **Snackin' Healthy Food Cards** or make your own)

Have the children sit in a circle on the floor. Give each child one or two pictures of milk foods. When you call out the name of a milk food, the children who have that food should get up and switch places. Then you call out the name of another milk food. Play until everyone has had a turn to switch places or until the group tires of the game.

### SONGS

#### **Drink, Drink, Drink Your Milk**

This song should be sung to the tune of *Row, Row, Row, Your Boat*. It can also be sung as a round.

Drink, drink, drink your milk  
Night and morning too.  
Building healthy bones and teeth  
Milk is good for you.

Eat, eat, eat some cheese  
On bread and crackers too.  
Building healthy bones and teeth  
Cheese is good for you.

Try, try, try yogurt  
For snacks and lunches too.  
Building healthy bones and teeth  
Yogurt is good for you.

### ARTS AND CRAFTS

#### **Make a Meal**

The children should add their favorite milk food to the placemat drawing they started in Meeting 1.

#### **Make a Snack**

See the recipes for Squeezy Cheesies and Strawberry Yogurt Swirl in the **Snackin' Healthy Member's Packet**. Squeezy Cheesies is the kind of activity that children may either take to immediately or be slow to begin. When children squeeze and shape cheese, it helps them develop their muscles and sense of touch. If you approach this recipe with enthusiasm, your children will too.

#### **Talk Abouts**

1. Name a milk food.  
*Milk, yogurt, cheese, ice cream, cottage cheese, puddings and custards made with milk are all milk foods.*
2. Why is it good for us to eat milk foods?  
*Milk foods help build strong bones and teeth.*
3. What is a nutrient found in milk foods?  
*Calcium.*

#### **Planning Ahead Together**

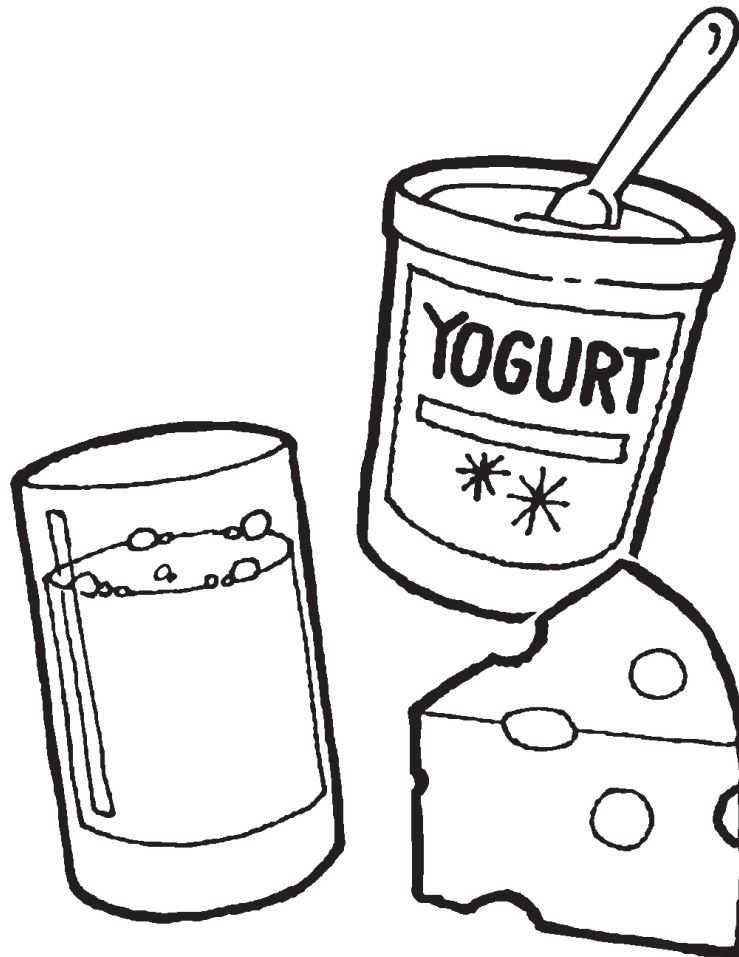
Have the children remove the "My Thoughts and Feelings" sheet for Meeting 2 from their packets and put their names on them. Follow the same procedures for completing the sheets as followed for Meeting 1 (see page 12).

When everyone is done, ask if anyone wants to talk about their faces and feelings. Tell them that you will use what they say to plan the next meeting. Ask them which of the other kinds of activities might interest them. For example, you might ask, "Would you like to sing a song or make puppets?" If you choose to do the Letter Pretzels recipe at the next meeting, ask the children which one or two of the many kinds of seeds and seasonings they want to use.

After you have looked at the completed sheets, they can be returned to the children's packets as a record of their activities in this 4-H project.

### **"Dear Parent" Letter**

Remember to send the "Dear Parent" letter and the recipes home with the children. In the "Dear Parent" letter for Meeting 2, the activities are reviewed and suggestions for involving children in decision-making are discussed.



# MEETING 3:

## Grains for Snackin' Healthy

### Purposes

- To help children understand the role of grain products in their growth.
- To provide children with the opportunity to measure, pour, toast and spread (Painted Toast recipe—for less experienced cooks).
- To provide children with the opportunity to preheat the oven, measure liquids and solids, mix, knead, use an oven and monitor baking time (Letter Pretzels recipe—for more experienced cooks).

### Suggested Meeting Plan

1. Review what was learned at the last meeting.
2. Use the “About Me” picture of the child to talk about the information listed under “What Children Need to Know.” The “About Me” picture for Meeting 3 is included in the **Snackin' Healthy Member's Packet**.
3. Choose one of the activities from the “Fun with Foods” section on this page to introduce grains and the many ways that they help children grow.
4. Introduce the food preparation skills listed on the recipe you select and show the children how they are done.
5. Have the children make one of the grains recipes. Be aware that your meeting may last up to 1½ hours if you choose to do the Letter Pretzels recipe.
6. Do any other activities that time allows for from the “Fun with Foods” section.
7. Do the “Talk Abouts” (page 20).
8. Plan for the next meeting (see “Planning Ahead Together,” page 20) and send home the Meeting 3 parent letter and recipes that are included in the **Snackin' Healthy Member's Packet**.

### What Children Need to Know

- Breads, buns, crackers, rice, pancakes, taco shells, breakfast cereals, and pastas like spaghetti and noodles are some grain foods.

- Grains help build healthy bodies.
- Some examples of grains are wheat, corn, oats, rye and rice.
- We grind grains to make flour.
- Flour is used to make bread, noodles, pancakes and other foods.
- Grain foods have carbohydrates.
- Carbohydrates are a nutrient that gives us energy to work and play.
- We need to eat grains every day.

### Fun With Foods (Ways to Start and Things to Do)

#### ABOUT ME

You will need:

- ✓ One “About Me” sheet for Meeting 3 for each child (these are in the **Snackin' Healthy Member's Packet**)

- ✓ Crayons

Talk about how grains have a nutrient called carbohydrates which provide energy to work, run and play. Have the children draw in a face and hair to look like them, then color the picture and draw some of their favorite grain foods on the sheet.

#### CARD GAMES

Go to the Mill (for two to four players)

You will need:

- ✓ Grain food cards (four each of eight different grain foods) from the **Snackin' Healthy Food Cards**

- ✓ Scissors

The game is played like the Go Fish card game. To begin the game, shuffle the cards well. Deal five cards to each player. Spread the rest of the cards on the table with the food pictures face down. These cards represent the “mill.” Before the game starts, each player puts down all the pairs that were dealt to him or her. (A pair is two cards of the same food. If a player has three cards of the same food, he or she puts down only two of them.)

Suppose Roxanne and Julio are playing and Roxanne is the dealer. She asks Julio for a card,

naming the food she wants. She must have in her own hand the food she asks for. For example, she might say, "Julio, please give me bread." If Julio has a bread card, he must give it to her. Roxanne then puts down this pair. Then she asks Julio for another food she has in her hand. She continues to ask so long as she makes pairs. If Julio does not have the food Roxanne asks for, he says, "Go to the mill!" Then Roxanne takes a card from the mill. If she can make a pair, she does so, but she does not get another turn. If she cannot make a pair, she keeps the card in her hand. The play then passes to Julio. When the "mill" is emptied, the players continue by asking each other for cards. The game ends when Julio or Roxanne puts down or gives up his or her last card.

### BOOKS AND STORIES

**The Little Red Hen**, by Paul Caldone. New York: Seabury, 1973. *The cat, the dog, and the mouse all had other things to do when there was work to be done. But after the little red hen baked the bread, they were willing to help eat it. The little red hen has other ideas!*

**Pancakes, Pancakes**, by Eric Carle. New York: Alfred A. Knopf, 1970. *Hungry Jack wants pancakes for breakfast, but first he must run an errand for his mother. That errand leads to another and another, and Jack works hard for his breakfast.*

### MOVEMENT GAMES AND ACTIVITIES

#### ***What Became of the Wheat?***

Tell the following story to the children and have them all act out the part of the grain as you tell it.

One day the farmers went out to cut wheat, which is one kind of grain. The wheat was waving in the wind. (*Children weave back and forth.*) The farmers cut some grain and took it in to be ground into flour. Now the grain could be made into many things. One family made the flour into bread. (*Children act out bread rising in the oven.*) One family made the flour into pasta and put it into a pot of boiling water. The pasta twirled and twirled in the boiling water. (*Children pretend they are pasta.*) One family made the flour into pretzel knots. (*Children pretend they are pretzel knots.*) The

last family made their flour into crackers that spilled and rolled all over the floor. (*Children act out spilling crackers.*)

### SONGS

#### ***The Farmer Grows the Wheat***

This song is reprinted with permission of the Penn State Department of Nutrition, Penn State College of Health and Human Development. It should be sung to the tune of *The Farmer in the Dell*.

The farmer grows the wheat, the farmer grows the wheat,  
Hi, ho, the dairy-o, the farmer grows the wheat.  
The millers grind the flour, the millers grind the flour,  
Hi, ho, the dairy-o, the millers grind the flour.  
The bakers make the dough, the bakers make the dough,  
Hi, ho, the dairy-o, the bakers make the dough.  
The bakers bake the dough, the bakers bake the dough,  
Hi, ho, the dairy-o, the bakers bake the dough.  
The truck goes to the store, the truck goes to the store,  
Hi, ho, the dairy-o, the truck goes to the store.  
The grocer sells the bread, the grocer sells the bread,  
Hi, ho, the dairy-o, the grocer sells the bread.  
The child eats the slice, the child eats the slice,  
Hi, ho, the dairy-o, the child eats the slice.  
The child runs and plays, the child runs and plays,  
Hi, ho, the dairy-o, the child runs and plays.

### ARTS AND CRAFTS

#### ***Make a Meal***

The children should add their favorite grain food to the placemat drawing they started in Meeting 1.

#### ***Toast Puppets***

You will need:

- ✓ Paper grocery bags
- ✓ Wooden sticks (use tongue depressors or ice cream bar sticks)
- ✓ Crayons or markers or construction paper with scissors and glue

Cut out a toast-shaped piece of grocery bag for each child. Have the children use either crayons, markers or cut construction paper to make a face on their “toast” puppet. Have them glue the wooden stick onto the middle bottom of the back to make it a puppet. Recite the following poem:

I’m a stalk of wheat, tall, brown and thin.  
Grind me into flour, dump me in a bin.  
Bake me into bread, then pop me in the  
toaster. I’m great for breakfast, and I’m no  
boaster!  
I will give you energy, so you can work and  
play, Breakfast, lunch or dinner, eat me  
every day.

### Make a Snack

See the recipes for Painted Toast and Letter Pretzels in the **Snackin’ Healthy Member’s Packet**.

### Talk Abouts

1. Name a grain food.  
*Bread, buns, crackers, rice, pancakes, taco shells, breakfast cereals, and pastas like spaghetti and noodles are some grain foods. (Other grain foods may be named.)*
2. Why is it good for us to eat grains?  
*Grains give us energy to work and play.*
3. What is a nutrient found in grain foods?  
*Carbohydrates.*

### Planning Ahead Together

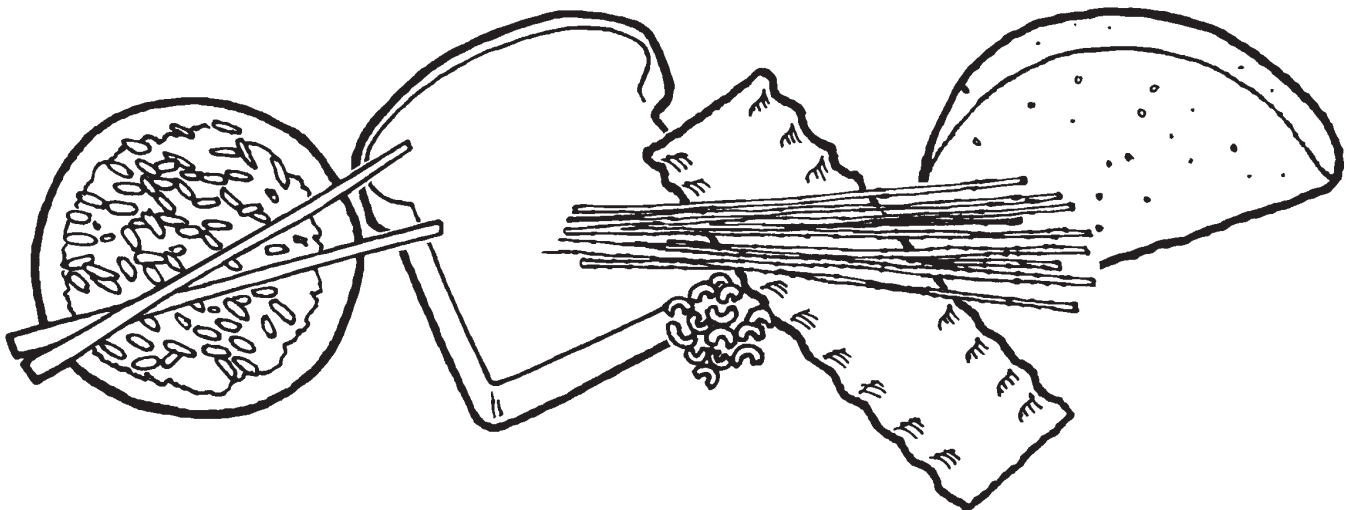
Have the children remove the “My Thoughts and Feelings” sheet for Meeting 3 from their packets and put their names on them. Follow the same procedures for completing the sheets as followed for Meeting 1 (see page 12).

When everyone is done, ask if anyone wants to talk about their faces and feelings. Tell them that you will use what they say to plan the next meeting. Ask them which of the other kinds of activities might interest them. For example, you might ask, “Would you like to play a card game or an active game?” If you choose to do the Fruit Sticks recipe at the next meeting, have the children choose three fruits to use in the recipe. If you choose to do the Magical Fruit Salad recipe, tell the children that they may select pineapple, mandarin oranges or strawberries to include in the recipe (if these are available to you).

After you have looked at the completed sheets, they can be returned to the children’s packets as a record of their activities in this 4-H project.

### “Dear Parent” Letter

Remember to send the “Dear Parent” letter and the recipes home with the children. In the “Dear Parent” letter for Meeting 3, the activities are reviewed and suggestions for helping children finish jobs are explored.



# MEETING 4:

## Fruits for Snackin' Healthy

### Purposes

- To help children understand the role of fruits in their growth.
- To provide children with the opportunity to open cans, wash fruit, slice fruit, measure and mix (Fruit Sticks recipe—for less experienced cooks).
- To provide children with the opportunity to open cans and drain contents, wash fruit, slice fruit, measure liquids, mix and monitor time (Magical Fruit Salad recipe—for more experienced cooks).

### Suggested Meeting Plan

1. Review what was learned at the last meeting.
2. Use the “About Me” picture of the child to talk about the information listed under “What Children Need to Know.” The “About Me” picture for Meeting 4 is included in the **Snackin' Healthy Member's Packet**.
3. Choose one of the activities from the “Fun with Foods” section on this page to introduce fruits and why they are important to growing children.
4. Introduce the food preparation skills listed on the recipe you select and show the children how they are done.
5. Have the children make one of the fruit recipes.
6. Do any other activities that time allows for from the “Fun with Foods” section.
7. Do the “Talk Abouts” (page 23).
8. Plan for the next meeting (see “Planning Ahead Together,” page 23) and send home the Meeting 4 parent letter and recipes that are included in the **Snackin' Healthy Member's Packet**.

### What Children Need to Know

- Oranges, strawberries, apples, bananas, grapes, peaches, pears and watermelon are some fruits.
- Fruits help build healthy bodies.
- Many fruits contain vitamin C.
- Vitamin C is a nutrient which helps cuts and bruises heal.
- We need to eat fruits every day.

### Fun With Foods (Ways to Start and Things to Do)

#### ABOUT ME

You will need:

- ✓ One “About Me” page for Meeting 4 for each child (these are in the **Snackin' Healthy Member's Packet**)
- ✓ Crayons

Talk about how important fruits are to the development of healthy bodies and for the healing of cuts and bruises. Have the children draw in a face and hair to look like them, then color the picture and draw some of their favorite fruits on the sheet. Point out the bandage in the picture to talk about how vitamin C helps heal cuts.

#### CARD GAMES

##### Concentration (for two to four children)

You will need:

- ✓ Fruit cards from the **Snackin' Healthy Food Cards**
- ✓ Scissors

To play this game, follow the directions provided on page 15 of this leader's guide.

##### Go to the Fruit Market (for two to four children)

You will need:

- ✓ Fruit cards (four each of eight different fruits) from the **Snackin' Healthy Food Cards**
- ✓ Scissors

To play this game, follow the directions provided on page 18 of this leader's guide for the Go to the Mill game. If a player does not have the fruit another player asks for, the player responds, "Go to the fruit market."

## BOOKS AND STORIES

**Apple Pigs**, by Ruth Orbach. New York: Collins Publishers, 1979. *When a family has a bumper crop of apples, they find all kinds of ways to use them.*

**Blueberries for Sal**, by Robert McCloskey. New York: Viking, 1948. *Sal and her mother pick blueberries on one side of the mountain while Mama Bear and her little one pick blueberries on the other side of the mountain. They get all mixed up on blueberry hill. This book is a good introduction to the concept of storing foods.*

**The Fruit Book**, by Cynthia Overbeek. Minneapolis: Lerner Publications Co., 1975. *This book, which is nicely illustrated, tells about 12 different fruits. Even though the book is short, you will probably not want to read it to your group all at one time.*

**Mr. Rabbit and the Lovely Present**, by Charlotte Zolotow. New York: Harper and Row, 1962. *A little girl gives her mother a special present of several kinds of fruit. The fruits come in her mother's favorite colors.*

**What Is a Fruit?** by Jennifer W. Day, New York: Golden Press, 1976. *This well-illustrated book discusses and shows many kinds of fruits.*

## MOVEMENT GAMES AND ACTIVITIES

### **Fruit Swap**

You will need:

- ✓ Pictures of various fruits (at least two pictures of each fruit and enough to provide each child with one or two fruits; use the **Snackin' Healthy Food Cards** or make your own)

Play this game like the Milk Food Swap on page 16 of this leader's guide.

### **Fruit Tree**

This finger play is taken from the **Eating Right is Basic 2** curriculum developed by the Michigan State University Cooperative Extension Service in cooperation with the Extension Service, USDA; Cooperative Agreement Number 12-05-300-633.

A way up high in the apple tree,  
(hold hands above head)

Two little apples smiled at me.  
(smile)

I shook the tree as hard as I could  
(put hands out as if on a tree and shake)

And down they came  
(put hands above head—then lower them to the ground)

And mm-m-m-mmmmm were they good!  
(rub tummy)

(Repeat and substitute oranges, grapefruits, cherries and lemons for apples.)

## SONGS

### **The Fruit Song**

This song should be sung to the tune of *Twinkle, Twinkle Little Star*. It is recommended for use with older children since it is more difficult.

Pears, bananas, apples for a treat  
All are fruits that I love to eat.  
Strawberries, grapefruit, oranges with a peel  
Help a cut or scraped knee heal.  
Fruit in a salad, or any other way,  
We need to eat fruit every day.

## ARTS AND CRAFTS

### **Make a Meal**

The children should add their favorite fruit to the placemat drawing they started in Meeting 1.

### **Fruit Prints**

You will need:

- ✓ Shelf paper or paper bags cut to lie flat
- ✓ Two colors of tempera paint
- ✓ Fruits cut into halves

Have the children dip a fruit half into the paint and then “print” with it on the paper. To best show the pattern of the insides of the fruits, use paint with a consistency that is not too thin or thick. Good fruits to use include oranges, lemons, limes and apples. Try cutting the apples horizontally to get a star in the middle.

## Make a Snack

See the recipes for Fruit Sticks and Magical Fruit Salad in the **Snackin’ Healthy Member’s Packet**. In the Magical Fruit Salad recipe, any combination of fresh, frozen or canned fruits can be used. You may wish to serve the fruit salad in ice cream cones as a take-along treat.

## Talk Abouts

1. Name a Fruit.  
*Oranges, strawberries, apples, bananas, grapes, peaches, pears and watermelons are all fruits. (Other fruits may be named.)*
2. Why is it good for us to eat fruits?  
*Many fruits help cuts and bruises heal.*
3. What is a nutrient found in fruits?  
*Vitamin C.*

## Planning Ahead Together

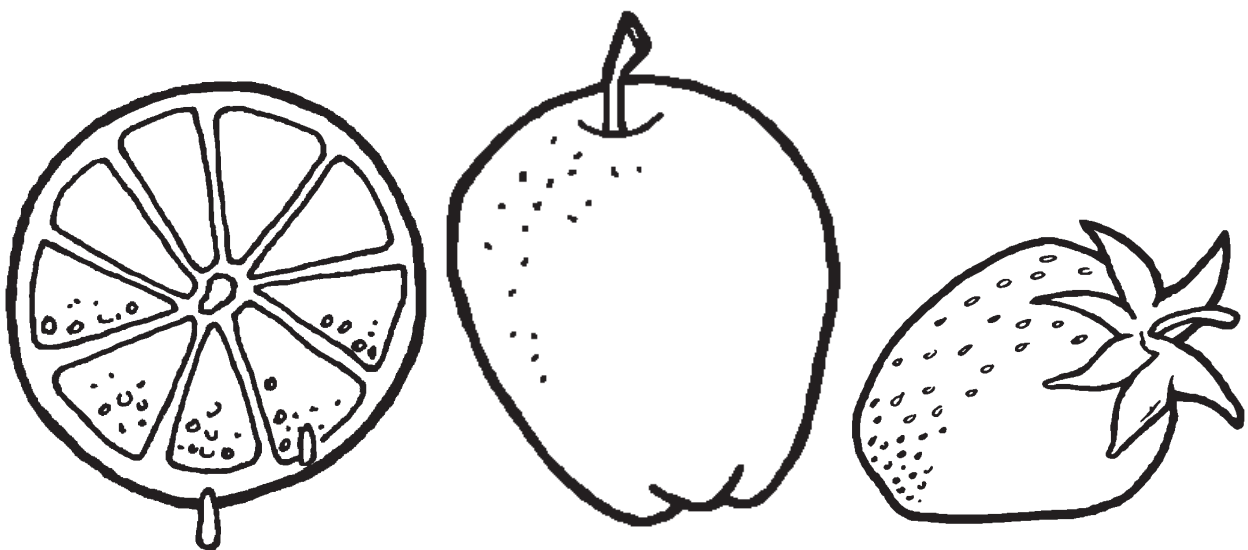
Have the children remove the “My Thoughts and Feelings” sheet for Meeting 4 from their packets and put their names on them. Follow the same procedures for completing the sheets as followed for Meeting 1 (see page 12).

When everyone is done, ask if anyone wants to talk about their faces and feelings. Tell them that you will use what they say to plan the next meeting. Ask them which of the other kinds of activities might interest them. For example, you might ask, “Would you like to sing a song or do a print-making activity?”

After you have looked at the completed sheets, they can be returned to the children’s packets as a record of their activities in this 4-H project.

## “Dear Parent” Letter

Remember to send the “Dear Parent” letter and the recipes home with the children. In the “Dear Parent” letter for Meeting 4, the activities are reviewed and creative thinking is discussed.



# MEETING 5:

## Vegetables for Snackin' Healthy

### Purposes

- To help children understand the role of vegetables in their growth.
- To provide children with the opportunity to wash vegetables, peel and slice vegetables, measure, mash (or blend) and mix (Crunchy Munchies and Delightful Dip recipes—for less experienced cooks).
- To provide children with the opportunity to wash vegetables; cut, chip, peel and grate vegetables; mix and measure (Cabbage and Carrot Salad recipe—for more experienced cooks).

### Suggested Meeting Plan

1. Review what was learned at the last meeting.
2. Use the “About Me” picture of the child to talk about the information listed under “What Children Need to Know.” The About Me” picture for Meeting 5 is included in the **Snackin' Healthy Member's Packet**.
3. Choose one of the activities from the “Fun with Foods” section on this page to introduce vegetables and why they are important to growing children.
4. Introduce the food preparation skills listed on the recipe you select and show the children how they are done.
5. Have the children make one of the vegetable recipes.
6. Do any other activities that time allows for from the “Fun with Foods” section.
7. Do the “Talk Abouts” (page 26).
8. Plan for the next meeting (see “Planning Ahead Together,” page 26) and send home the Meeting 5 parent letter and recipes that are included in the **Snackin' Healthy Member's Packet**.

### What Children Need to Know

- Potatoes, carrots, spinach, broccoli, green beans, corn, peas, and asparagus are some vegetables.

- Vegetables help build healthy bodies.
- Many vegetables contain Vitamin A.
- Vitamin A is a nutrient which helps us see in dim light and which keeps the mouth and throat healthy.
- We need to eat vegetables every day.

### Fun With Foods (Ways to Start and Things to Do)

#### ABOUT ME

You will need:

- ✓ One “About Me” sheet for Meeting 5 for each child (these are in the **Snackin' Healthy Member's Packet**)
- ✓ Crayons

Talk about how important vegetables are for staying healthy, especially for the eyes, mouth, and throat. Have the children draw a face and hair to look like themselves. Have them color the eyes, mouth, and throat so they stand out. This will help show the job of vitamin A. Children can then draw some of their favorite vegetables on the sheet.

#### CARD GAMES

**Concentration** (for two to four children)

You will need:

- ✓ Vegetable cards from the **Snackin' Healthy Food Cards**
- ✓ Scissors

To play this game, follow the directions provided on page 15 of this leader's guide.

**Go to the Vegetable Market** (for two to four players)

You will need:

- ✓ Vegetable cards (four each of eight different vegetables) from the **Snackin' Healthy Food Cards**
- ✓ Scissors

To play this game, follow the directions provided on page 18 of this leader's guide for the Go to the Mill game. If a player does

not have the vegetable another player asks for, the player responds, "Go to the vegetable market."

## BOOKS AND STORIES

**The Carrot and Other Root Vegetables**, by Millicent E. Selsam. New York: William Morrow and Co., 1971.

*This book illustrates the growth of carrots and other root vegetables from seed to maturity.*

**Mexacali Soup**, by Kathryn Hitte and William Hayes. New York: Parents Magazine Press, 1970.

*Mama's family is developing new food likes and dislikes. To Mama's dismay, Mexacali Soup, her special dish, comes under criticism. Mama decides to change the ingredients. She leaves out the onion, the garlic and the celery—leaving only water.*

**Stone Soup**, by Marcia Brown. New York: Scribners, 1947. *French villagers are tricked into making and sharing a special kind of soup.*

**The Turnip**, by Janina Domaska. New York: Collier, 1969.

*A turnip grows so large that everybody must work to pull it. The last one to join the pulling line before the turnip comes out of the ground is the magpie. So whose turnip is it?*

**The Vegetable Book**, by Cynthia Overbeek. Minneapolis: Lerner Publications Co., 1975. *Each section of this nicely illustrated book is about one of 12 vegetables. Even though the book is short, you will probably not want to read it to your group all at one time.*

## MOVEMENT GAMES AND ACTIVITIES

### **Vegetable Swap**

You will need:

- ✓ Pictures of various vegetables (at least two pictures of each vegetable and enough to provide each child with one or two vegetables; use the **Snackin' Healthy Food Cards** or make your own)

Play this game like the Milk Food Swap on page 16 of this leader's guide.

## SONGS

**The Vegetable Growing Song.** This song should be sung to the tune of *Eencie, Weencie Spider*.

Peas and beans and lettuce  
Were in the garden row.  
Down came the rain  
To help the vegetables grow.  
Out came the sun  
To make the plants grow tall.  
Tomatoes, corn and carrots,  
We need to eat them all.

## ARTS AND CRAFTS

### **Make a Meal**

The children should add their favorite vegetable to the placemat drawing they started in Meeting 1.

### **Vegetable Prints**

You will need:

- ✓ Shelf paper or paper bags cut to lie flat
- ✓ Two colors of tempera paint
- ✓ Vegetables cut into pieces

Have the children dip a vegetable piece into the paint and then "print" with it on the paper. To best show the pattern of the vegetables, use paint with a consistency that is not too thin or thick. Good vegetables to use include carrots, broccoli, cauliflower, potatoes (cut in half and carve into shapes if you like), onions and a small head of lettuce or cabbage (cut in half).

### **Make a Snack**

See the recipes for Crunchy Munchies, Delightful Dip, and Cabbage and Carrot Salad in the **Snackin' Healthy Member's Packet**. Young children may have difficulty cutting carrots for the Crunchy Munchies recipe. Show them how to use a vegetable peeler to peel carrots, but provide adult assistance for cutting them. For a smoother Delightful Dip, put all ingredients into a blender container and have the children blend the mixture until it's smooth.

## Talk Abouts

1. Name a vegetable.  
*Potatoes, carrots, spinach, broccoli, green beans, corn, peas and asparagus are some vegetables. (Others may be named.)*
2. Why is it good for us to eat vegetables?  
*Many vegetables help us see in dim light and keep the mouth and throat healthy.*
3. What is a nutrient found in vegetables?  
*Vitamin A.*

## Planning Ahead Together

Have the children remove the “My Thoughts and Feelings” sheet for Meeting 5 from their packets and put their names on them. Follow the same procedure for completing the sheets as followed for Meeting 1 (see page 12).

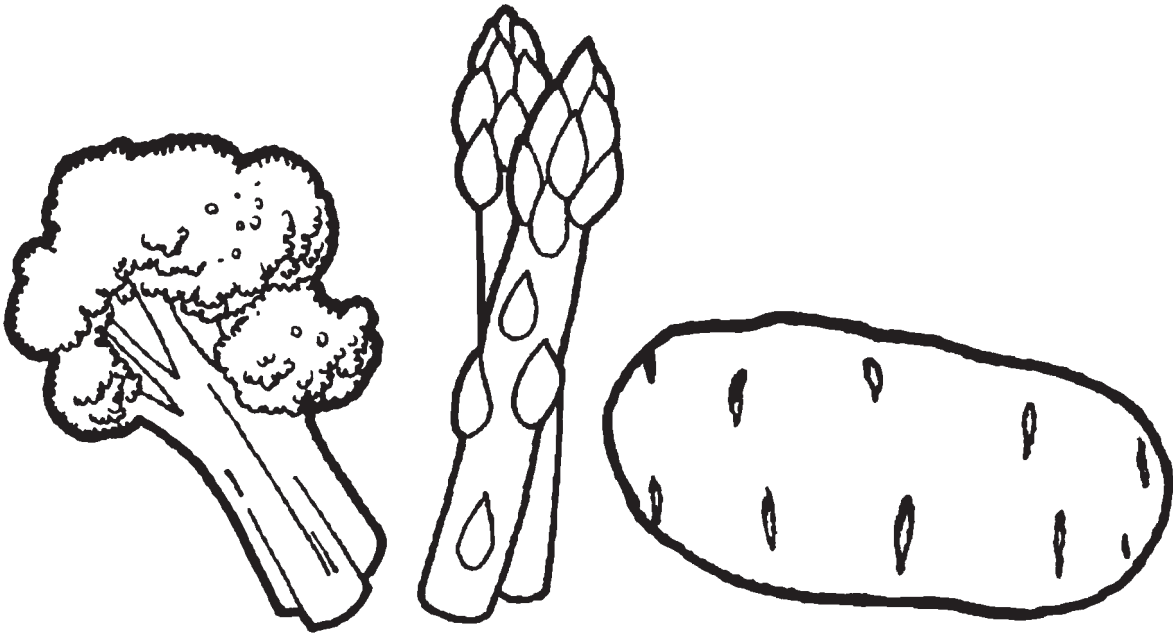
When everyone is done, ask if anyone wants to talk about their faces and feelings.

Tell them that you will use what they say to plan the next meeting. Ask them which of the other kinds of activities might interest them. For example, you might ask, “Would you like to play a card game or sing a song?” If you want the children to bring their own rolling pins for making the peanut butter recipe during Meeting 6, mention it now. A note could also be written in the space provided on the “Dear Parent” letter.

After you have looked at the completed sheets, they can be returned to the children’s packets as a record of their activities in this 4-H project.

## “Dear Parent” Letter

Remember to send the “Dear Parent” letter and the recipes home with the children. In the “Dear Parent” letter for Meeting 5, the activities are reviewed and problem-solving is discussed.



# MEETING 6:

## Protein Foods for Snackin' Healthy

### Purposes

- To help children understand the role of proteins in their growth.
- To provide children with the opportunity to measure solids and use a rolling pin (Your Own Peanut Butter recipe—for less experienced cooks).
- To provide children with the opportunity to shell hard-cooked eggs, measure solids, mash, use cookie cutters and spread (Fancy Egg Salad Sandwiches recipe—for more experienced cooks).

### Suggested Meeting Plan

1. Review what was learned at the last meeting.
2. Use the “About Me” picture of the child to talk about the information listed under “What Children Need to Know.” The “About Me” picture for Meeting 6 is included in the **Snackin' Healthy Member's Packet**.
3. Choose one of the activities from the “Fun with Foods” section on this page to introduce protein foods and their role in strong, healthy bodies.
4. Introduce the food preparation skills listed on the recipe you select and show the children how they are done.
5. Have the children make one of the protein foods recipes.
6. Do any other activities that time allows for from the “Fun with Foods” section.
7. Do the “Talk Abouts” (page 29).
8. Plan for the next meeting (see “Planning Ahead Together,” page 29 and send home the Meeting 6 parent letter and recipes that are included in the **Snackin' Healthy Member's Packet**).

### What Children Need to Know

- Meat, fish, chicken, beans, eggs, peanut butter and nuts are protein foods.

- Protein foods help build healthy bodies.
- Protein foods have protein.
- Protein is a nutrient which helps us grow and which builds strong muscles.
- We need to eat protein foods every day.

### Fun With Foods (Ways to Start and Things to Do)

#### ABOUT ME

You will need:

- ✓ One “About Me” sheet for Meeting 6 for each child (these are in the **Snackin' Healthy Member's Packet**)
- ✓ Crayons

Talk about how important proteins are to growth and to the development of strong muscles. Have the children draw a face and hair to look like them, then color the picture and draw some of their favorite protein foods on the sheet.

#### CARD GAMES

**Concentration** (for two or four children)

You will need:

- ✓ Protein food cards from the **Snackin' Healthy Food Cards**
- ✓ Scissors

To play this game, follow the directions provided on page 15 of this leader's guide.

**Go to the Protein Palace** (for two to four players)

You will need:

- ✓ Protein food cards (four each of eight different protein foods) from the **Snackin' Healthy Food Cards**
- ✓ Scissors

To play this game, follow the directions provided on page 18 of this leader's guide for the Go to the Mill game. If a player does not have the protein food another player asks for, the player responds, “Go to the protein palace.”

## MOVEMENT GAMES AND ACTIVITIES

### *Peanut Butter*

This chant was adapted from **Chants for Children**. M. L. Colgin, Colgin Publishing, Manlius, N.Y. Used with permission.

**Chorus:** (*Hands above right shoulder, up and down*)

Peanut, peanut butter—and jelly  
Peanut, peanut butter—and jelly  
Peanut, peanut butter—and jelly.

**Verse 1:** (*Do smushing motions, fist in palm*)

First you take a peanut and you smush it,  
You smush it.  
First you take a peanut and you smush it,  
You smush it.

### **Repeat chorus**

**Verse 2:** (*Making spreading motions*)

Then you use a knife to spread it,  
You spread it.  
Then you use a knife to spread it,  
You spread it.

### **Repeat chorus**

**Verse 3:** (*Make eating motions*)

Then you make a sandwich  
And you eat it, you eat it.  
Then you make a sandwich  
And you eat it, you eat it.

### **Repeat chorus**

## SONGS

### *The Protein Song*

This song was adapted from the **ABC's of Nutrition Education: A Curriculum for Preschool**, by Susan Davis, Eunice Bassler and Donna Weber. 1981, Kansas State University, Department of Foods and Nutrition. Reprinted with permission. This song should be sung to the tune of *Are You Sleeping, Brother John?*

Protein foods, protein foods,  
Help us grow, help our muscles.  
Meat and peanut butter, eggs and beans and chicken,  
Yum, yum, yum. Yum, yum, yum.

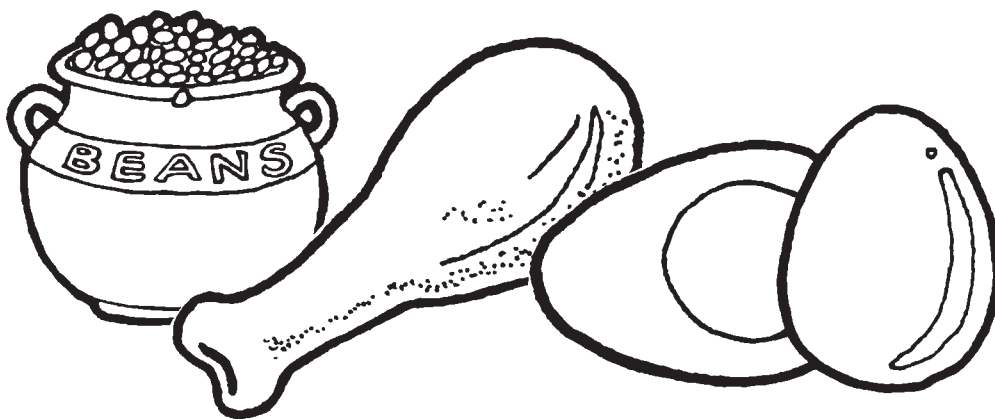
## ARTS AND CRAFTS

### *Make a Meal*

The children should add their favorite protein food to the placemat drawing they started in Meeting 1.

### **Make a Snack**

See the recipes for Your Own Peanut Butter and Fancy Egg Salad Sandwiches in the **Snackin' Healthy Member's Packet**. For Your Own Peanut Butter recipe, it may be best to have the children work in pairs. For the Fancy Egg Salad Sandwiches recipe, each child could make an individual serving by using one hard-cooked egg, one tablespoon mayonnaise or salad dressing, one teaspoon sweet pickle relish, a dash of salt and two slices of bread.



## Talk Abouts

1. Name a protein food.  
*Meat, fish, chicken, beans, eggs, peanut butter and nuts are protein foods.*
2. Why is it good for us to eat protein foods?  
*Protein helps us grow and it builds strong muscles.*
3. What is a nutrient in protein foods?  
*Protein.*

## Planning Ahead Together

Have the children remove the “My Thoughts and Feelings” sheet for Meeting 6 from their packets and put their names on them. Follow the same procedures for completing the sheets as followed for Meeting 1 (see page 12).

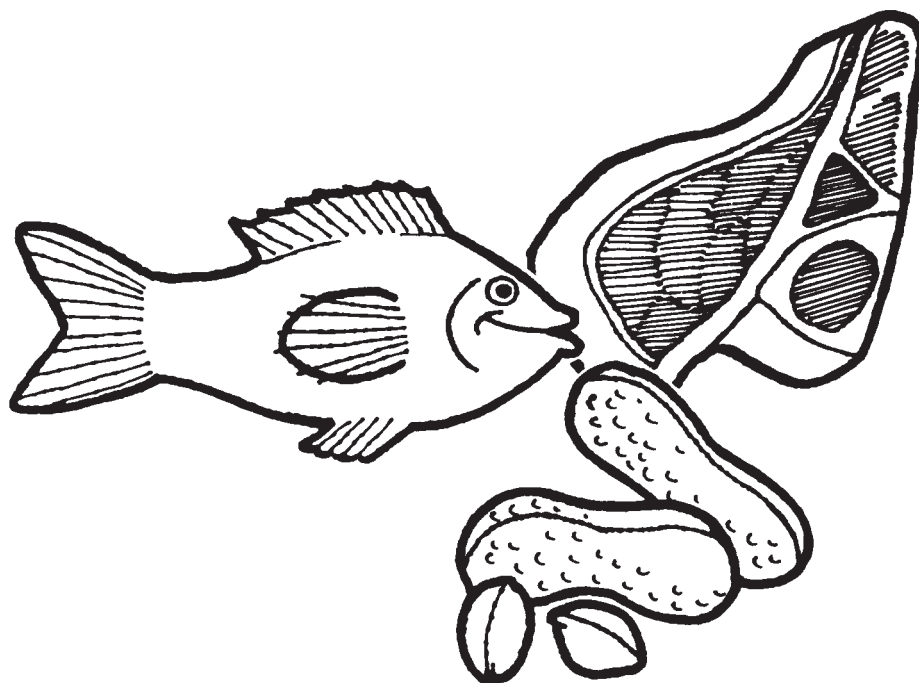
When everyone is done, ask if anyone wants to talk about their faces and feelings.

Tell them that you will use what they say to plan the next meeting. Ask them which of the other kinds of activities might interest them. For example, you might ask, “Would you like to learn a new card game or make a food mobile?” Also discuss whether the children would like to invite an adult or child to the last meeting.

After you have looked at the completed sheets, they can be returned to the children’s packets as a record of their activities in this 4-H project.

## “Dear Parent” Letter

Remember to send the “Dear Parent” letter and the recipes home with the children. In the “Dear Parent” letter for Meeting 6, the activities are reviewed and ways to help children express feelings are discussed.



# MEETING 7:

## Putting It All Together

### Purposes

- To help children understand that many types of foods are necessary for growth and feeling good.
- To help children understand that many types of foods are often combined to make a snack or a meal.
- To provide children with the opportunity to preheat the oven, pat and shape dough, spread, measure solids and liquids, mix, use an oven and monitor baking time (Quick and Easy Pizza recipe—for less experienced cooks; Make-Your-Own Pizza recipe—for more experienced cooks).

### Suggested Meeting Plan

1. Review what was learned at the last meeting.
2. Use the “About Me” picture of the child to talk about the information listed under “What Children Need to Know.” The “About Me” picture for Meeting 7 is included in the **Snackin’ Healthy Member’s Packet**.
3. Choose one of the activities from the “Fun with Foods” section on this page to talk about the need to eat foods from all food types every day in order to stay healthy.
4. Introduce the food preparation skills listed on the recipe you select and show the children how they are done.
5. Have the children make one of the pizza recipes.
6. Do any other activities that time allows for from the “Fun with Foods” section.
7. Do the “Talk Abouts” (page 29).
8. Send home the remaining contents of the member’s packet (the “Dear Parent” letter and recipes for Meeting 7, and the Snackin’ Healthy game instructions), as well as the folder. Tell the children that the outside of the folder is a game they can play with their family. Explain that the game instructions are in the folder.

### What Children Need to Know

- We should try to eat many different kinds of foods every day.
- Many kinds of foods are needed for growth, health and energy.
- Some foods have more nutrients than others. Foods with more nutrients help build healthy bodies.

### Fun With Foods (Ways to Start and Things to Do)

#### ABOUT ME

You will need:

- ✓ One “About Me” page for Meeting 7 for each child (these are in the **Snackin’ Healthy Member’s Packet**)
- ✓ Crayons

Talk about the importance of eating foods from the five different types of food every day in order to stay healthy. Have the children color the picture and draw their favorite healthy foods on the page. Encourage them to include at least one milk food, one grain, one fruit, one vegetable and one protein food.

#### CARD GAMES

##### *Got ‘Em All*

You will need:

- ✓ Food cards from the Snackin’ Healthy Food Cards (or use homemade cards)
- ✓ Scissors
- ✓ Optional: Homemade poster that lists the names of each of the types of food

This game, which is played like Rummy, is played with a deck of 40 food cards. There should be eight cards (each a different food) for each of the five food types. Two to four children can play with each deck. (If you have been making your own game cards for each of the other meetings, you can use those cards to play this game.)

Deal five cards to each of the players. Place the rest of the cards face down in the center. The goal of the game is for a player to get five foods. Each of these five needs to be from a different type of food. The first player draws a card from the pile. He or she can keep the card; however, that player must discard one card (face up) in a pile next to the first pile. The next player then decides whether to pick up the discarded food card or to choose a card from the first pile. He or she takes a card and makes a discard on top of the discard pile.

Play continues until one player gets one of each food type. That person says "Got 'em all!" and the game is over.

### BOOKS AND STORIES

**The Very Hungry Caterpillar**, by Eric Carle. Cleveland, Ohio: Children's Press, 1970. *A very hungry small caterpillar begins to eat many kinds of food. Eventually he grows large. He makes a cocoon and comes out a beautiful butterfly. This is a good book for discussing which foods have nutrients in them and are good for you, and which ones are not as good for you and need to be limited.*

### MOVEMENT GAMES AND ACTIVITIES

#### ***Food on My Back***

You will need:

- ✓ Magazine or grocery ad pictures of food (one per child)
- ✓ Index cards or heavy paper
- ✓ Scissors
- ✓ Paste
- ✓ Safety pins or masking tape

Paste pictures of food on index cards or heavy paper. Talk about each food and what it contributes to healthy bodies. Then pin or tape one food on the back of each child (without showing the picture to the wearer). The children then walk around and ask each other questions like, "Is it good for bones?" or "Is it a fruit?" The game is over when all the children have identified their foods.

#### ***A Food Walk***

You will need:

- ✓ 10-inch by 12-inch construction paper or paper bags cut to open and lie flat

- ✓ Food pictures from magazines or grocery ads that represent each type of food: milk foods, grains, fruits, vegetables and protein foods. Use pictures such as milk, bread, oranges, broccoli and chicken.
- ✓ Scissors
- ✓ Stapler or paste
- ✓ Small strips of paper
- ✓ Pencil
- ✓ Record player and record (optional)

Use the construction paper or cut 10-inch by 12-inch rectangles from paper bags. Staple or paste the food pictures on the paper. You will need one picture for each child. Write the name of each food picture on index cards or heavy paper. Fold the cards or paper in half and put them in a pile.

Show the children the picture of each food and ask them to tell you its name and whether it is a milk food, grain, fruit, vegetable or protein food. Then have the children put all the food rectangles on the floor in a circle and begin to walk around the outside of the circle. Play a record or clap your hands for 40 to 60 seconds. Stop. Have each child claim the food rectangle closest to him or her.

Choose one piece of folded paper and read the name of the food written on it. The child who is standing next to that food should tell whether the food is a milk food, grain, fruit, vegetable or protein food. The child should not remove the food picture from the floor. Continue the game until all foods have been identified (that is, until all slips of paper have been used).

To increase the level of difficulty of the game, the children can also tell why the food is good for the body or they can name a nutrient in the food.

### SONGS

#### ***Things to Grow***

This song is reprinted by permission of the Penn State Nutrition Center, Department of Nutrition, Penn State College of Health and Human Department. This song should be sung to the tune of *London Bridge Is Falling Down*.

We need many things to grow,  
Things to grow, things to grow.  
We need many things to grow,  
Grow up healthy.

We need meats and milk and bread,  
All these foods help us grow.  
We need fruits and vegetables  
To grow up healthy.

We need lots of sleep at night,  
Sleep at night, sleep at night.  
We need lots of sleep at night  
To grow up healthy.

Running, jumping help us grow,  
Help us grow, help us grow.  
Running, jumping help us grow,  
Grow up healthy.

## ARTS AND CRAFTS

### *Food Type Mobile*

You will need:

- ✓ One clothes hanger for each child
- ✓ Different lengths of yarn or string
- ✓ Magazine pictures of food
- ✓ Glue
- ✓ Cardboard or index cards
- ✓ Paper punch

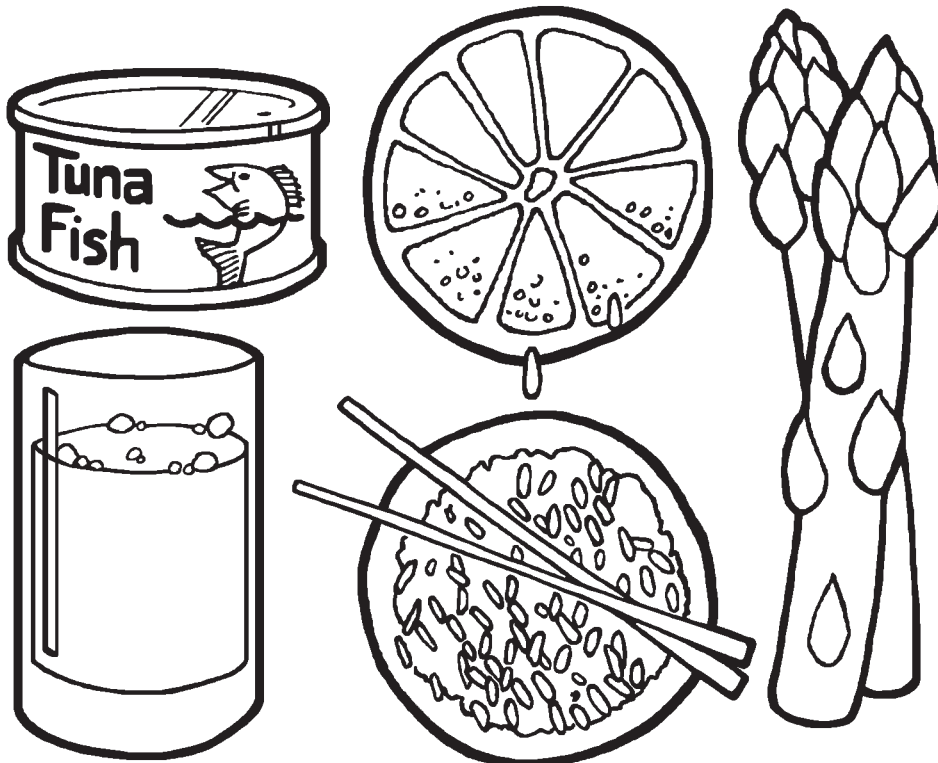
Have the children cut out a picture of one of their favorite foods from **each** food type. (They will have five pictures.) Have them glue each picture on a piece of cardboard or on an index card. Punch holes in the top of the index cards or cardboard pieces. Tie a piece of yarn or string to each card and then tie the other end to the hanger to complete the mobile.

## Make a Snack

See the recipes for Quick and Easy Pizza and Make-Your-Own Pizza in the **Snackin' Healthy Member's Packet**.

## Talk Abouts

1. What are the five different types of foods?  
*Milk foods, grains, fruits, vegetables and protein foods.*
2. What are the different types of foods and what do they do in the body?
  - *Milk foods help build strong bones and teeth.*
  - *Grains give us energy for work and play.*



- *Fruits help cuts and bruises heal.*
  - *Vegetables help us see in dim light and keep the mouth and throat healthy.*
  - *Protein foods help us grow and build strong muscles.*
3. What is a nutrient in each type of food?
- *Milk foods: calcium*
  - *Grains: carbohydrates*
  - *Fruits: vitamin C*
  - *Vegetables: vitamin A*
  - *Protein foods: protein*

### **Planning Ahead Together**

Have the children remove the “My Thoughts and Feelings” sheet for Meeting 7 from their packets and put their names on them. Tell the children that this is the last time they will be recording what they did and

how they felt about it. Follow the same procedure for completing the sheets as followed for Meeting 1 (see page 12).

When the children are done, tell them that these sheets can go into their packets, which they will take home today. Point out that the outside of the member’s packet can be used as a game board for the Snackin’ Healthy game. The game can be played with a parent or older child. Directions for the game are included in the member’s packet.

### **“Dear Parent” Letter**

Remember to send the “Dear Parent” letter and the recipes home with the children. In the “Dear Parent” letter for Meeting 7, the activities are reviewed and healthy snacks are discussed.







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