

Child Nutrition & Wellness  
Kansas State Department of Education  
Presents

# **Color the Day with Fruits and Vegetables**



## **Participant Booklet**

A Class for CACFP Sponsors and Providers

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This class was developed by Child Nutrition & Wellness, Kansas State Department of Education. Class content and activities were adapted from the following sources:

- *MyPlate is Great*, CACFP Wellness Grant Class, KSDE
- *10 Tips Nutrition Education Series*, USDA Center for Nutrition Policy and Promotion, [www.ChooseMyPlate.gov](http://www.ChooseMyPlate.gov)
- *MyPlate for Older Adults; Family, Youth and Community Services*, University of Florida, <http://fycc.ifas.ufl.edu/Extension/HNFS/ENAFS/MyPlate.php>
- *Nutrition Needs of Young Children*, National Food Service Management Institute The University of Mississippi, 2014, <http://www.nfsmi.org/Templates/TemplateDivision.aspx?qs=cEIEPTI4>
- *Healthy Eating for Preschoolers*, ChooseMyPlate.gov, USDA Food and Nutrition Service, 2012
- *My Daily Food Plan*, ChooseMyPlate.gov, USDA Food and Nutrition Service, 2012
- *Tips for Picky Eaters*, Choose MyPlate.com, USDA Center for Nutrition Policy and Promotion, <http://www.choosemyplate.gov/preschoolers/picky-eaters/new-foods.html>
- *How to Plan A Nutrition Education Activity*, CARE Connection: Nutrition Education Grab and Go Lesson, National Food Service Management Institute, The University of Mississippi, <http://www.nfsmi.org/documentlibraryfiles/PDF/20100922093456.pdf>
- *More Than Mudpies*, 6<sup>th</sup> edition; National Food Service Management Institute, University of Mississippi, <http://www.nfsmi.org/ResourceOverview.aspx?ID=247>
- Team Nutrition, *Discover MyPlate Nutrition Education for Kindergarten*, <http://www.fns.usda.gov/tr/discover-myplate>
- Team Nutrition, *Grow it, Try it, Like It!* Nutrition Education Kit Featuring MyPlate, Food and Nutrition Services, USDA, <http://www.fns.usda.gov/grow-it-try-it-it-nutrition-education-kit-featuring-myplate>
- *CARE Connection: Learning Connection*, National Food Service Management Institute, <http://www.nfsmi.org/ResourceOverview.aspx?ID=356>
- *Food and Nutrition Fun for Preschoolers*, July 2008, Food and Nutrition Information Center, USDA.
- *A Dozen Ways to Be Healthy Preschool Lesson Plans*, Florida Health Department, <http://www.floridahealth.gov/programs-and-services/childrens-health/child-care-food-program/nutrition/preschool-lesson-plans.html>
- *Sesame Street Healthy Habits for Life*, Kids Health in the Classroom, Nemours Foundation/KidsHealth, 2014, <http://kidshealth.org/classroom/index.jsp?Grade=cc&Section=hhfl>
- *Nibbles for Health*; Team Nutrition, FNS, USDA
- *Healthy Families Newsletters*, National Food Service Management Institute, University of Mississippi, 2010, <http://www.nfsmi.org/ResourceOverview.aspx?ID=344>

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**\* Color the Day with Fruits and Vegetables \***  
**Participant Booklet**  
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# 10 tips

Nutrition  
Education Series

# choose MyPlate

## 10 tips to a great plate



**Making food choices for a healthy lifestyle can be as simple as using these 10 Tips.**

Use the ideas in this list to *balance your calories*, to choose foods to *eat more often*, and to cut back on foods to *eat less often*.

### 1 balance calories

Find out how many calories YOU need for a day as a first step in managing your weight. Go to [www.ChooseMyPlate.gov](http://www.ChooseMyPlate.gov) to find your calorie level. Being physically active also helps you balance calories.

### 2 enjoy your food, but eat less

Take the time to fully enjoy your food as you eat it. Eating too fast or when your attention is elsewhere may lead to eating too many calories. Pay attention to hunger and fullness cues before, during, and after meals. Use them to recognize when to eat and when you've had enough.



### 3 avoid oversized portions

Use a smaller plate, bowl, and glass. Portion out foods before you eat. When eating out, choose a smaller size option, share a dish, or take home part of your meal.

### 4 foods to eat more often

Eat more vegetables, fruits, whole grains, and fat-free or 1% milk and dairy products. These foods have the nutrients you need for health—including potassium, calcium, vitamin D, and fiber. Make them the basis for meals and snacks.



### 5 make half your plate fruits and vegetables

Choose red, orange, and dark-green vegetables like tomatoes, sweet potatoes, and broccoli, along with other vegetables for your meals. Add fruit to meals as part of main or side dishes or as dessert.

### 6 switch to fat-free or low-fat (1%) milk

They have the same amount of calcium and other essential nutrients as whole milk, but fewer calories and less saturated fat.



### 7 make half your grains whole grains

To eat more whole grains, substitute a whole-grain product for a refined product—such as eating whole-wheat bread instead of white bread or brown rice instead of white rice.

### 8 foods to eat less often

Cut back on foods high in solid fats, added sugars, and salt. They include cakes, cookies, ice cream, candies, sweetened drinks, pizza, and fatty meats like ribs, sausages, bacon, and hot dogs. Use these foods as occasional treats, not everyday foods.

### 9 compare sodium in foods

Use the Nutrition Facts label to choose lower sodium versions of foods like soup, bread, and frozen meals. Select canned foods labeled "low sodium," "reduced sodium," or "no salt added."



### 10 drink water instead of sugary drinks

Cut calories by drinking water or unsweetened beverages. Soda, energy drinks, and sports drinks are a major source of added sugar, and calories, in American diets.



Go to [www.ChooseMyPlate.gov](http://www.ChooseMyPlate.gov) for more information.

DG TipSheet No. 1  
June 2011  
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# Vegetable Subgroups

## Dark Green Vegetables

Arugula lettuce, raw  
Broccoli, raw and cooked  
Butterhead Lettuce (Boston, bibb), raw  
Chard, cooked (includes escarole)  
Cilantro, raw and cooked  
Collard Greens  
Kale, cooked  
Mesclun  
Mixed dark leafy greens (includes romaine, chicory, escarole, and endive)  
Mustard Greens, cooked (includes dandelion and poke greens)  
Parsley, cooked and raw (includes epazote)  
Seaweed (laver), high vitamin A, raw  
Spinach raw and cooked  
Turnip Greens, cooked  
Watercress (includes thistle leaves)

## Beans and Peas

Black Beans  
Black-eyed Peas (mature and dry)  
Chickpeas (garbanzo beans)  
Cowpeas, dried  
Kidney Beans  
Lentils  
Lima Beans, mature (includes fava and mung beans)  
Pinto Beans (includes pink beans)  
Soybeans/Edamame  
Split Peas  
White Beans (includes navy and pea beans)

## Red and Orange Vegetables

Carrots, raw and cooked  
Carrot Juice  
Chili Pepper, hot, red, cooked and raw  
Peppers, red (sweet bell) cooked and raw (includes pimientos)  
Pumpkin, cooked  
Squash, winter, cooked (includes acorn, butternut, and hubbard)  
Sweet Potatoes, cooked (includes orange yams)  
Tomatoes, raw and cooked  
Tomato Juice

## Starchy Vegetables

Casava (tapioca) (includes taro, burdock root, and white yam)  
Corn, white and yellow  
Cowpeas, Field Peas, Black-eyed Peas, Pigeon Peas, cooked (not dried)  
Green Bananas  
Green peas, cooked and raw  
Lima Beans, green  
Plantains  
Potatoes, baked  
Potatoes, boiled (includes breadfruit)  
French Fries, baked  
Home Fries and Hash Browns  
Water Chestnuts, cooked (includes lotus root)

## Other Vegetables

Artichokes  
Asparagus, cooked and raw  
Avocado  
Bamboo Shoots, cooked  
Beans, green, cooked and raw, (includes snap and yellow or wax beans)  
Beets, cooked  
Brussels Sprouts  
Cabbage, green and red, cooked and raw (includes savoy cabbage and radicchio)  
Cactus (nopales), cooked and raw  
Cauliflower, cooked and raw (includes broccoflower)  
Celery, cooked and raw  
Chives, cooked and raw  
Cucumber  
Eggplant, cooked (includes hearts of palm)  
Garlic, cooked and raw  
Horseradish (includes ginger root)  
Lettuce, iceberg (includes manoa)  
Mung bean sprouts, cooked and raw (includes alfalfa sprouts)  
Mushrooms, cooked and raw  
Okra, cooked  
Olives, cooked and raw  
Onions, cooked and raw (includes leeks)  
Onions, spring and scallions, cooked and raw  
Parsnips, cooked and raw  
Peas, edible-podded, cooked and raw (includes snow peas)  
Peppers, green (sweet bell), cooked and raw  
Peppers, chili, hot, green, cooked and raw (includes serrano and dwarf green)  
Pickles, cucumber (includes relish and capers)  
Radishes, raw  
Squash, summer, cooked and raw (includes yellow, zucchini, spaghetti, chayote)  
Tomatillos, cooked and raw  
Turnips, cooked and raw (includes rutabaga, kohlrabi, jicama, celeriac, and fennel)





**10  
tips**  
**Nutrition  
Education Series**

# add more vegetables to your day

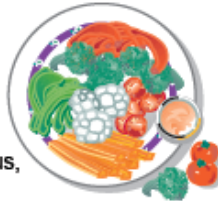
## 10 tips to help you eat more vegetables



**It's easy to eat more vegetables!** Eating vegetables is important because they provide vitamins and minerals and most are low in calories. To fit more vegetables in your meals, follow these simple tips. It is easier than you may think.

**1** **discover fast ways to cook**  
Cook fresh or frozen vegetables in the microwave for a quick-and-easy dish to add to any meal. Steam green beans, carrots, or broccoli in a bowl with a small amount of water in the microwave for a quick side dish.

**2** **be ahead of the game**  
Cut up a batch of bell peppers, carrots, or broccoli. Pre-package them to use when time is limited. You can enjoy them on a salad, with hummus, or in a veggie wrap.



**3** **choose vegetables rich in color**  
Brighten your plate with vegetables that are red, orange, or dark green. They are full of vitamins and minerals. Try acorn squash, cherry tomatoes, sweet potatoes, or collard greens. They not only taste great but also are good for you, too.

**4** **check the freezer aisle**  
Frozen vegetables are quick and easy to use and are just as nutritious as fresh veggies. Try adding frozen corn, peas, green beans, spinach, or sugar snap peas to some of your favorite dishes or eat as a side dish.

**5** **stock up on veggies**  
Canned vegetables are a great addition to any meal, so keep on hand canned tomatoes, kidney beans, garbanzo beans, mushrooms, and beets. Select those labeled as "reduced sodium," "low sodium," or "no salt added."



**6** **make your garden salad glow with color**  
Brighten your salad by using colorful vegetables such as black beans, sliced red bell peppers, shredded radishes, chopped red cabbage, or watercress. Your salad will not only look good but taste good, too.



**7** **sip on some vegetable soup**  
Heat it and eat it. Try tomato, butternut squash, or garden vegetable soup. Look for reduced- or low-sodium soups.

**8** **while you're out**  
If dinner is away from home, no need to worry. When ordering, ask for an extra side of vegetables or side salad instead of the typical fried side dish.

**9** **savor the flavor of seasonal vegetables**  
Buy vegetables that are in season for maximum flavor at a lower cost. Check your local supermarket specials for the best-in-season buys. Or visit your local farmer's market.



**10** **try something new**  
You never know what you may like. Choose a new vegetable—add it to your recipe or look up how to fix it online.

# 10 tips

Nutrition  
Education Series

# focus on fruits

## 10 tips to help you eat more fruits



**Eating fruit provides health benefits.** People who eat more vegetables and fruits as part of an overall healthy diet are likely to have a reduced risk of some chronic diseases. Fruits provide nutrients vital for health, such as potassium, dietary fiber, vitamin C, and folate (folic acid). Most fruits are naturally low in fat, sodium, and calories. None have cholesterol. Any fruit or 100% fruit juice counts as a part of the Fruit Group. Fruits may be fresh, canned, frozen, or dried, and may be whole, cut-up, or pureed.

**1** keep visible reminders  
Keep a bowl of whole fruit on the table, counter, or in the refrigerator.



**2** think about taste  
Buy fresh fruits in season when they may be less expensive and at their peak flavor. Add fruits to sweeten a recipe.



**3** think about variety  
Buy fruits that are dried, frozen, and canned (in water or 100% juice) as well as fresh, so that you always have a supply on hand.

**4** don't forget the fiber  
Make most of your choices whole or cut-up fruit, rather than juice, for the benefits that dietary fiber provides.



**5** be a good role model  
Set a good example for children by eating fruit every day with meals or as snacks.

**6** include fruit at breakfast  
At breakfast, top your cereal with bananas, peaches, or strawberries; add blueberries to pancakes; drink 100% orange or grapefruit juice. Or, try a fruit mixed with fat-free or low-fat yogurt.



**7** try fruit at lunch  
At lunch, pack a tangerine, banana, or grapes to eat, or choose fruits from a salad bar. Individual containers of fruits like peaches or applesauce are easy and convenient.

**8** experiment with fruit at dinner, too  
At dinner, add crushed pineapple to coleslaw, or include orange sections, dried cranberries, or grapes in a tossed salad.

**9** snack on fruits  
Dried fruits make great snacks. They are easy to carry and store well.



**10** keep fruits safe  
Rinse fruits before preparing or eating them. Under clean, running water, rub fruits briskly to remove dirt and surface microorganisms. After rinsing, dry with a clean towel.





# MyPlate for Older Adults



Choose fiber-rich foods often.  
 Drink water and other beverages that are low in added sugars.








Use fortified foods or supplements to meet your vitamin D and vitamin B<sub>12</sub> needs.

# Rainbow Menus Worksheet

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Waffles	Scrambled Egg WG Toast	Bagel w/Peanut Butter	WG Cereal	Pancakes
	Milk	Milk	Milk	Milk	Milk
	<b>Purple Fruit:</b>	<b>Orange Fruit:</b>	<b>Green Fruit:</b>	<b>Yellow/White Fruit:</b>	<b>Red Fruit:</b>
Lunch/Supper	Turkey and Cheese Sandwich	Stir-fried Pork Strips Brown Rice	Chicken Nuggets Biscuit	Chicken Taco WG Tortilla	Hamburger on WG Bun
	Milk	Milk	Milk	Milk	Milk
	<b>Red/Orange Vegetable:</b>	<b>Red/Orange Vegetable:</b>	<b>Starchy Vegetable:</b>	<b>Bean/Pea Vegetable:</b>	<b>Starchy Vegetable:</b>
		<b>Dark Green Vegetable:</b>	<b>Red Fruit:</b>	<b>Dark Green Vegetable:</b>	<b>Other Vegetable:</b>
	<b>Purple Fruit:</b>	<b>Yellow/White Fruit:</b>		<b>Orange Fruit:</b>	<b>Red Fruit:</b>
Snack	Cottage Cheese	WG Crackers w/ Yogurt Dip	Muffin	Yogurt	Soft Pretzels Dip
	Water	Water	Water	Water	Water
	<b>Yellow Fruit:</b>	<b>Red/Orange Vegetable:</b>	<b>Yellow Fruit:</b>	<b>Red or Purple Fruit:</b>	<b>Dark Green Vegetable:</b>
	<b>Other Vegetable:</b>				

# My Daily Food Plan

Based on the information you provided, this is your daily recommended amount for each food group.

 <p><b>GRAINS</b> 6 ounces</p>	 <p><b>VEGETABLES</b> 2 1/2 cups</p>	 <p><b>FRUITS</b> 2 cups</p>	 <p><b>DAIRY</b> 3 cups</p>	 <p><b>PROTEIN FOODS</b> 5 1/2 ounces</p>
<p><b>Make half your grains whole</b> Aim for at least <b>3 ounces</b> of whole grains a day</p>	<p><b>Vary your veggies</b> Aim for these amounts <b>each week:</b> <b>Dark green veggies</b> = 1 1/2 cups <b>Red &amp; orange veggies</b> = 5 1/2 cups <b>Beans &amp; peas</b> = 1 1/2 cups <b>Starchy veggies</b> = 5 cups <b>Other veggies</b> = 4 cups</p>	<p><b>Focus on fruits</b> Eat a variety of fruit Choose whole or cut-up fruits more often than fruit juice</p>	<p><b>Get your calcium-rich foods</b> Drink fat-free or low-fat (1%) milk, for the same amount of calcium and other nutrients as whole milk, but less fat and Calories Select fat-free or low-fat yogurt and cheese, or try calcium-fortified soy products</p>	<p><b>Go lean with protein</b> Twice a week, make seafood the protein on your plate Vary your protein routine—choose beans, peas, nuts, and seeds more often Keep meat and poultry portions small and lean</p>

**Find your balance between food and physical activity**

Be physically active for at least **150 minutes** each week.

**Know your limits on fats, sugars, and sodium**

Your allowance for oils is **6 teaspoons** a day.

Limit Calories from solid fats and added sugars to **260 Calories** a day.

Reduce sodium intake to less than **2300 mg** a day.

**Your results are based on a 2000 Calorie pattern.**

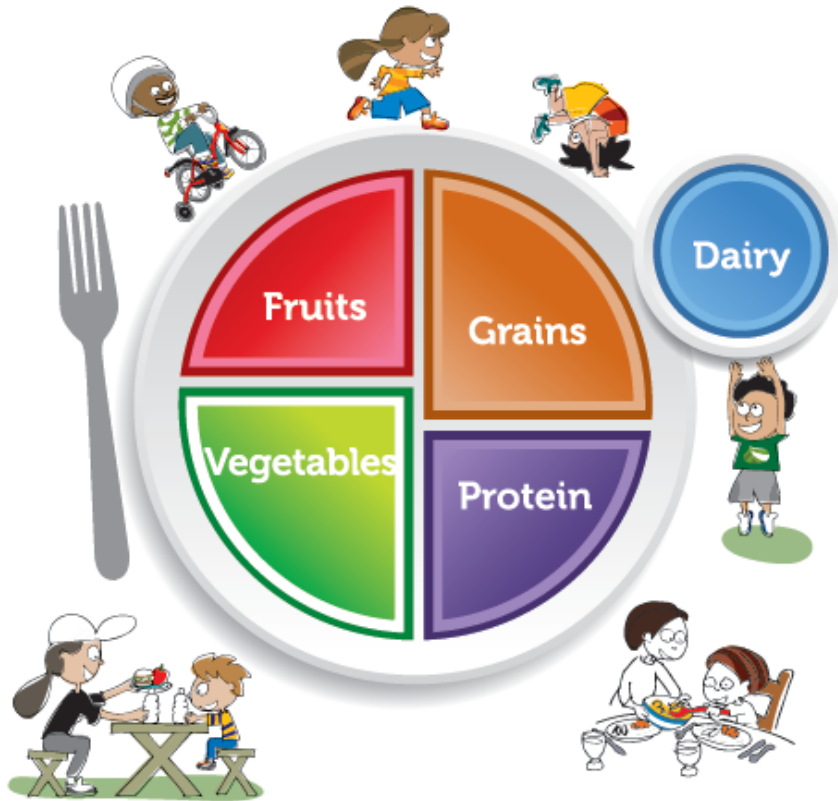
This Calorie level is only an estimate of your needs. Monitor your body weight to see if you need to adjust your Calorie intake.

**Name:** \_\_\_\_\_

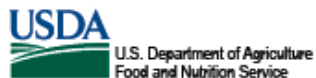


# Healthy Eating

for **Preschoolers**



Choose **MyPlate.gov**



**Get your child on the path to healthy eating.**



*Focus on the meal and each other.*

Your child learns by watching you. Children are likely to copy your table manners, your likes and dislikes, and your willingness to try new foods.

*Offer a variety of healthy foods.*

Let your child choose how much to eat. Children are more likely to enjoy a food when eating it is their own choice.

*Be patient with your child.*

Sometimes new foods take time. Give children a taste at first and be patient with them. Offer new foods many times.

*Let your children serve themselves.*

Teach your children to take small amounts at first. Let them know they can get more if they are still hungry.

*Cook together.*

*Eat together.*

*Talk together.*

*Make meal time family time.*



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# Current Child & Adult Care Meal Pattern

## BREAKFAST

Age:	1-2	3-5	6-12	Adults
Fluid milk <sup>1</sup>	½ cup	¾ cup	1 cup	1 cup
Juice or fruit or vegetable	¼ cup	½ cup	½ cup	½ cup
Grains/bread <sup>2</sup> or cold dry cereal <sup>3</sup> or cooked cereal	½ slice (½ serving)  ¼ cup (1/3 oz.)  ¼ cup	½ slice (½ serving)  1/3 cup (½ oz.)  ¼ cup	1 slice (1 serving)  ¾ cup (1 oz.)  ½ cup	2 servings (2 slices)  1 ½ cup (2 oz.)  1 cup

## SNACK

Select two of the following four components. Juice may not be served when milk is served as the only other component.				
Age:	1-2	3-5	6-12	Adults
Fluid milk <sup>1</sup>	½ cup	½ cup	1 cup	1 cup
Juice or fruit or vegetable	½ cup	½ cup	¾ cup	½ cup
Meat <sup>5</sup> or meat alternate or yogurt	½ oz.  2 oz. (¼ cup)	½ oz.  2 oz. (¼ cup)	1 oz.  4 oz. (½ cup)	1 oz.  4 oz. (½ cup)
Grains/bread <sup>2</sup>	½ slice (½ serving)	½ slice (½ serving)	1 slice (1 serving)	1 slice (1 serving)

## LUNCH/SUPPER

Age:	1-2	3-5	6-12	Adults
Fluid milk <sup>1</sup>	½ cup	¾ cup	1 cup	1 cup (Lunch only)
Meat <sup>5</sup> or poultry <sup>5</sup> or fish <sup>5</sup> or cheese or meat alternate	1 oz.	1 ½ oz.	2 oz.	2 oz.
Vegetables and/or fruit <sup>4</sup>	¼ cup (Total)	½ cup (Total)	¾ cup (Total)	1 cup (Total)
Grains/bread <sup>2</sup>	½ slice (½ serving)	½ slice (½ serving)	1 slice (1 serving)	2 slices (2 servings)

1. Fat-free and low fat milk are to be served to CACFP participants who are 2 years and older (1%, ½%, or skim). Fluid milk served to participants who are 1-year-old (12 months thru 23 months) may be any fat content.
2. An equivalent serving of an acceptable bread product such as cornbread, biscuits, rolls, muffins, etc., made of enriched meal or flour or whole grain, or a serving of cooked enriched or whole grain rice or macaroni or pasta products.
3. Either volume (cup) or weight (oz.), whichever is less.
4. Serve 2 or more sources of fruit(s) and/or vegetable(s). Full-strength fruit or vegetable juice may be counted to meet not more than one-half of this requirement.
5. Edible portion as served.



# Proposed Child & Adult Care Meal Pattern

## *Fruits & Vegetable Only*

### Breakfast

Food components and food items	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18	Adult
Vegetables, fruits, or portions of both	1/4 cup	1/2 cup	1/2 cup	1/2 cup	1/2 cup

### Lunch and Supper

Food components and food items	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18	Adult
Vegetables	1/8 cup	1/4 cup	1/2 cup	1/2 cup	1/2 cup
Fruits	1/8 cup	1/4 cup	1/4 cup	1/4 cup	1/2 cup

### Snack

Food Components and food items	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18	Adult
Vegetables	1/2 cup	1/2 cup	3/4 cup	3/4 cup	1/2 cup
Fruits	1/2 cup	1/2 cup	3/4 cup	3/4 cup	1/2 cup

## Basics on Phytochemicals

The U.S. Department of Agriculture recommends eating at least five to nine servings per day of fruits and vegetables. However, the amount of vegetables you eat isn't the only thing you need to take into consideration. You also need to attempt to consume fruits and vegetables in a variety of different colors. This is because the different colors of fruits and vegetables indicate the different nutrients they contain. Consuming a rainbow of fruits and vegetables helps insure you get enough of the different nutrients you need for good health.

### Red, Blue and Purple

Red, blue and purple fruits and vegetables usually contain anthocyanins, and red fruits and vegetables often contain lycopene as well. Anthocyanins have antioxidant properties that help limit damage caused to your cells by free radicals and may also lower your risk for heart disease, stroke, cancer, macular degeneration and memory problems. Lycopene may help lower your risk for cancer and heart disease. These brightly colored fruits and vegetables often also contain essential vitamins and minerals such as potassium, vitamin A, vitamin C and folate. Compounds in these fruits and vegetables also help keep your vision and immune system healthy and limit your risk for urinary tract infections.

### White

White fruits and vegetables get their color from polyphenol compounds with antioxidant properties called anthoxanthins, which may help lower your risk for heart disease and cancer. Some white foods, like garlic, contain allicin, which may help lower your risk for high blood pressure, high cholesterol, cancer and heart disease. These foods may also be good sources of potassium, vitamin C, folate, niacin and riboflavin. A study published in November 2011 in "Stroke" found that consuming more white fruits and vegetables may lower your risk for strokes.

### Orange and Yellow

The compounds that give orange and yellow fruits and vegetables their color are called carotenoids. Carotenoids may help improve your immune function and lower your risk for heart disease, vision problems and cancer. Beta-carotene is a carotenoid that your body uses to create vitamin A. Folate, potassium, bromium and vitamin C are also often found in orange and yellow fruits and vegetables.

### Green

Chlorophyll gives green fruits and vegetables their color. Some of these fruits and vegetables also contain indoles, which may lower your risk for cancer, and lutein, which helps prevent problems with your vision. Other common nutrients in many of these fruits and vegetables include vitamin A, vitamin C, vitamin K and folate.

# FOODS HIGH IN VITAMINS A, C, AND IRON

<i>Include a <b>VITAMIN A</b> fruit or vegetable at least twice a week.</i>	<i>Include a <b>VITAMIN C</b> fruit or vegetable daily.</i>	<i>Include an <b>IRON</b> source daily.</i>
<p><b><u>FRUIT SOURCES:</u></b></p> <ul style="list-style-type: none"> <li>✓ Apricots</li> <li>✓ Cantaloupe</li> <li>✓ Cherries, red sour (canned)</li> <li>✓ Grapefruit juice (pink or red)</li> <li>✓ Guava</li> <li>✓ Mandarin oranges</li> <li>✓ Mangoes</li> <li>✓ Nectarines</li> <li>✓ Papayas</li> <li>✓ Peaches</li> <li>✓ Plantains, cooked</li> <li>✓ Prunes</li> <li>✓ Purple plums (canned)</li> <li>✓ Starfruit (Carambola)</li> <li>✓ Tangerine</li> <li>✓ Tangerine juice</li> <li>✓ Tropical fruit salad (canned)</li> </ul> <p><b><u>VEGETABLE SOURCES:</u></b></p> <ul style="list-style-type: none"> <li>✓ Acorn squash (baked only)</li> <li>✓ Asparagus</li> <li>✓ Avocado</li> <li>✓ Bell peppers (red only)</li> <li>✓ Bok Choy</li> <li>✓ Broccoli</li> <li>✓ Brussel sprouts</li> <li>✓ Butternut squash</li> <li>✓ Carrots</li> <li>✓ Greens (collard, turnip, mustard, etc.)</li> <li>✓ Hubbard squash</li> <li>✓ Lettuce (romaine and leaf lettuce only)</li> <li>✓ Mixed vegetables (peas, carrots, green beans, lima beans)</li> <li>✓ Okra</li> <li>✓ Peas, green (frozen or canned)</li> <li>✓ Pumpkin</li> <li>✓ Spinach</li> <li>✓ Sweet potatoes</li> <li>✓ Tomatoes</li> <li>✓ Tomato products (juice, paste, puree, sauce, soup, marinara sauce, spaghetti sauce, pizza sauce)</li> <li>✓ Vegetable juice (i.e. V-8<sup>®</sup>)</li> </ul> <p><b><u>OTHER SOURCES:</u></b></p> <ul style="list-style-type: none"> <li>✓ Liver</li> </ul>	<p><b><u>FRUIT SOURCES:</u></b></p> <ul style="list-style-type: none"> <li>✓ Apple juice (fortified with vitamin C)</li> <li>✓ Apricots (fresh)</li> <li>✓ Banana</li> <li>✓ Blackberries</li> <li>✓ Breadfruit</li> <li>✓ Cactus</li> <li>✓ Cantaloupe</li> <li>✓ Casaba melon</li> <li>✓ Clementines</li> <li>✓ Grape juice (fortified with vitamin C)</li> <li>✓ Grapefruit (all varieties)</li> <li>✓ Grapefruit juice</li> <li>✓ Guavas</li> <li>✓ Honeydew melon</li> <li>✓ Kiwi</li> <li>✓ Kumquats</li> <li>✓ Mandarin oranges</li> <li>✓ Mangoes</li> <li>✓ Oranges</li> <li>✓ Orange juice</li> <li>✓ Papayas</li> <li>✓ Passion fruit</li> <li>✓ Pineapple</li> <li>✓ Pineapple juice</li> <li>✓ Prickly pears, raw</li> <li>✓ Prune juice</li> <li>✓ Pummello (Pomelo)</li> <li>✓ Raspberries</li> <li>✓ Starfruit (Carambola)</li> <li>✓ Strawberries</li> <li>✓ Tangelos</li> <li>✓ Tangerines</li> <li>✓ Tangerine juice</li> <li>✓ Ugli fruit</li> </ul> <p><b><u>VEGETABLE SOURCES:</u></b></p> <ul style="list-style-type: none"> <li>✓ Acorn squash (baked only)</li> <li>✓ Asparagus</li> <li>✓ Avocado</li> <li>✓ Bell peppers (red and green)</li> <li>✓ Bok Choy</li> <li>✓ Broccoli</li> <li>✓ Brussel sprouts</li> <li>✓ Cabbage (all varieties)</li> <li>✓ Cauliflower</li> <li>✓ Edamame (green, boiled soybeans)</li> <li>✓ Greens (collard, turnip, mustard, etc.)</li> <li>✓ Hubbard squash (baked only)</li> <li>✓ Kohlrabi</li> <li>✓ Okra (boiled only)</li> <li>✓ Peas, green (frozen)</li> <li>✓ Potatoes, red, white or purple (baked only)</li> <li>✓ Potatoes, instant flakes (not granulated)</li> <li>✓ Potato wedges (skin on)</li> <li>✓ Radishes</li> <li>✓ Rutabagas</li> <li>✓ Sauerkraut</li> <li>✓ Snowpeas</li> <li>✓ Spinach</li> <li>✓ Sweet potatoes (except those canned in syrup)</li> <li>✓ Tomatoes</li> <li>✓ Tomato products (juice, paste, puree, sauce, soup, marinara sauce, spaghetti sauce, pizza sauce)</li> <li>✓ Vegetable juice (i.e. V-8<sup>®</sup>)</li> </ul> <p><b><u>OTHER SOURCES:</u></b></p> <ul style="list-style-type: none"> <li>✓ 100% fruit or vegetable juices fortified with vitamin C</li> </ul>	<p><b><u>MEAT AND MEAT ALTERNATE</u></b></p> <ul style="list-style-type: none"> <li>✓ Dried beans and peas</li> <li>✓ Fish (catfish, white fish)</li> <li>✓ Meats in general (especially liver)</li> <li>✓ Nuts (almonds, brazil nuts, cashews, walnuts)</li> <li>✓ Nut butters (almond, cashew, peanut, sunflower seed)</li> <li>✓ Poultry</li> <li>✓ Shellfish</li> <li>✓ Soybeans, roasted or soy nut butter</li> <li>✓ Sunflower seeds</li> <li>✓ Tuna</li> <li>✓ Turkey</li> </ul> <p><b><u>FRUITS AND VEGETABLES</u></b></p> <ul style="list-style-type: none"> <li>✓ Artichoke hearts (fresh, boiled)</li> <li>✓ Asparagus</li> <li>✓ Avocado</li> <li>✓ Breadfruit</li> <li>✓ Cherries, red sour (canned)</li> <li>✓ Dried beans and peas</li> <li>✓ Dried fruits (apricots, dates, figs, peaches, pears, prunes, raisins)</li> <li>✓ Edamame (green, boiled soybeans)</li> <li>✓ Greens (collard, turnip, mustard, etc.)</li> <li>✓ Lima Beans</li> <li>✓ Prune juice</li> <li>✓ Pumpkin</li> <li>✓ Sauerkraut (canned)</li> <li>✓ Snow peas</li> <li>✓ Spinach</li> <li>✓ Tomato paste</li> <li>✓ Vegetable juice (i.e. V-8<sup>®</sup>)</li> </ul> <p><b><u>BREAD AND BREAD ALTERNATES</u></b></p> <ul style="list-style-type: none"> <li>✓ All enriched, whole-grain or fortified bread and bread alternates.</li> </ul>

# Crunch a Bunch Discovery Activity Instructions

## Supplies:

- Amount of fruit or vegetable cut into pieces for each child to have 1-2 bites to taste.
- Whole piece of fruit or vegetable for Mystery Grocery Bag and See-Say and Touch-Smell.
- A second piece of the same fruit or vegetable cut in half to show children the fruit or vegetable color and shape and seeds on the inside.
- Paper bag
- Fun food facts to use for questions.

## Prepare for the activity:

- Decide on the fruit or vegetable to taste.
- Cut up enough of the fruit or vegetable to allow each child to taste 1-2 bites. Portion the cup up fruit or vegetable in soufflé cups or small drink cups or small plates.
- Place one whole piece of the fruit or vegetable in a paper bag.
- Have the halved fruit or vegetable available.

## Mystery Grocery Bag

- Hold up the bag containing the fruit or vegetable.
- Say: The fruit/vegetable today is hidden in the Mystery Grocery Bag. The fruit (vegetable) will give you clues and you guess what it is?
- The fruit (vegetable) says:
  - I am \_\_\_\_\_ (color).
  - I am shaped like a \_\_\_\_\_ (shape).
  - \_\_\_\_\_ (animals) like to eat me.
  - I can be made into \_\_\_\_\_ (juice, pie, salad, soup).
  - I grow on \_\_\_\_\_ (vines, trees, bushes, ground)
  - What am I?
- Allow children to make several guesses.

## See and Say

Once the children have guessed or tried to guess the fruit (vegetable),

See: Take the item from the bag and hold it up for children to see.

## Say:

- See the \_\_\_\_\_ (fruit or vegetable) is \_\_\_\_\_ color.
- See the \_\_\_\_\_ (fruit or vegetable) has a \_\_\_\_\_ shape.
- Farmers pick this \_\_\_\_\_ (fruit or vegetable) from a \_\_\_\_\_ (vine, bush, plant, tree, from the ground).
- \_\_\_\_\_ (animals) like to eat this (fruit or vegetable) because it is \_\_\_\_\_ (crunchy, sweet, squishy, tasty, spicy).

Now you tell me:

- What color is the \_\_\_\_\_ (fruit or vegetable)?
- What shape is the \_\_\_\_\_ (fruit or vegetable)?
- Why do animals like to eat this \_\_\_\_\_ (fruit or vegetable)?
- Where do farmers pick this \_\_\_\_\_ (fruit or vegetable)?
- Can you say (name of fruit or vegetable)?

### **Touch and Smell**

- Allow children to come up and smell the whole and/or halved fruit or vegetable.
- Allow children to touch the outside surface of the fruit or vegetable.
- (May also pass the fruit or vegetable around a circle of children for each to smell and touch the whole piece of fruit or vegetable and then pass it on to the next child.)
- Ask:
  - How does the \_\_\_\_\_ (fruit or vegetable) feel? Rough? Smooth? Prickly? Fuzzy?
  - What color is the \_\_\_\_\_ (fruit or vegetable) on the outside?
  - What color is the \_\_\_\_\_ (fruit or vegetable) on the inside?

### **Crunch a Bite Taste Test**

Notes for fruit or vegetable sample bites:

- Cut bites into small enough pieces to be easily chewed by younger children.
- Cut round samples such as grapes and grape tomatoes in half to prevent choking hazard.
- Provide 1-3 bites of the new fruit or vegetable in a paper cup or on a small plate. (provide a spoon if tasting canned or frozen fruit)
- Encourage children to taste the sample but do not force children to eat the sample. This activity is designed to make taste testing fun and not scary.

Steps to Crunch a Bite (hold up pictures or drawings of each animal)

- First – lick it like a kitty cat.
- Then – nibble it like a bunny rabbit.
- Then – take a crunch bite like a monkey
- And then – chew it slowly and chew it well like an elephant

Finish the Taste Test by Asking:

- Was the bite of \_\_\_\_\_ (fruit or vegetable) crunchy or soft?
- Was the bite of \_\_\_\_\_ (fruit or vegetable) sweet?
- What color was the \_\_\_\_\_ (fruit or vegetable) on the outside?
- What color was the \_\_\_\_\_ (fruit or vegetable) on the inside?
- Would you eat the \_\_\_\_\_ (fruit or vegetable) again?
- Can you say (name of fruit or vegetable)?



# Crunch a Bunch Discovery Activity Instructions

## Blueberries

### Supplies:

- Enough fresh or frozen blueberries to allow each child to have about 1 tbsp. of berries to taste. (Serve frozen blueberries slightly frozen to decrease the amount of potential blueberry stains.)
- One soufflé cup or small drink cup or small plate per child.
- A plastic bag containing about 1 cup of blueberries for the Mystery Grocery Bag and See-Say and Touch-Smell.
- A few berries cut in half to show children the color and shape and seeds on the inside.
- Paper bag
- Fun food facts to use for questions.

### Prepare for the activity:

- Portion enough blueberries to allow each child to 1-2 bites in soufflé cups or small drink cups or small plates.
- Place a baggie of blueberries in a paper bag; have a few berries cut in half cross-wise available to show.

### Mystery Grocery Bag

- Hold up the bag containing the blueberries.
- Say: The fruit today is hidden in the Mystery Grocery Bag. The fruit will give you clues and you guess what it is?
- The fruit says:
  - I am blue on the outside and purple on the inside.
  - I am shaped like tiny balls or marbles.
  - Bears really like to eat me. Deer eat me too.
  - I can be made into pie or put on cereal.
  - I grow on bushes.
  - What am I?
- Allow children to make several guesses.

### See and Say

Once the children have guessed or tried to guess the fruit (vegetable),

**See:** Take the baggie of blueberries from the bag and hold it up for children to see. Show children a blueberry cut in half.

### Say:

- See the blueberry is blue color on the outside and purple on the inside.
- See the blueberry is small and round like a tiny ball or marble.
- Farmers pick this fruit from bushes.
- Bears love to eat blueberries so much they will walk miles to eat them. Deer and birds also like to eat blueberries.

Now you tell me:

- What color are blueberries on the outside?
- What color are blueberries on the inside?
- What shape are blueberries?
- What animal will walk miles to eat blueberries?
- Farmers pick blueberries from what?
- Can you say “blueberries”?

### **Touch and Smell**

- Allow children to come up and smell the open bag of blueberries.
- Allow children to touch the outside surface of a berry.
- (May also pass the fruit or vegetable around a circle of children for each to smell and touch the whole piece of fruit or vegetable and then pass it on to the next child.)
- Ask:
  - How does the blueberry feel? Rough? Smooth? Prickly? Fuzzy?
  - What color is the blueberry on the outside?

### **Crunch a Bite Taste Test**

Notes for blueberry sample bites:

- Provide about a tablespoon of berries in a paper cup or on a small plate.
- Encourage children to taste the sample but do not force children to eat the sample. This activity is designed to make taste testing fun and not scary.

Steps to Crunch a Bite (hold up pictures or drawings of each animal)

- First – lick it like a kitty cat.
- Then – nibble it like a bunny rabbit.
- Then – take a crunch bite like a monkey
- And then – chew it slowly and chew it well like an elephant

Finish the Taste Test by Asking:

- Were the blueberries crunchy or soft?
- Were the blueberries sweet?
- What color was the blueberry on the outside?
- Would you eat the blueberries again?
- Can you say “blueberries”?

# Crunch a Bunch Discovery Activity Instructions

## Fresh Pears

### Supplies:

- Enough sliced fresh pears to allow each student to have 2 bites to taste.
- One soufflé cup or small drink cup or small plate per child.
- A whole green or red fresh pear for the Mystery Grocery Bag and See-Say and Touch-Smell.
- One pear cut in half to show children the fruit color and shape and the seeds on the inside.
- Paper bag
- Fun food facts to use for questions.

### Prepare for the activity:

- Portion enough sliced fresh pear to allow each child to 1-2 bites. Portion the sliced pear in soufflé cups or small drink cups or small plates.
- Place a whole pear in a paper bag; have a pear cut in half length-wise available to show.

### Mystery Grocery Bag

- Hold up the bag containing the pear.
- Say: The fruit today is hidden in the Mystery Grocery Bag. The fruit will give you clues and you guess what it is?
- The fruit says:
  - I am green (red) on the outside and white on the inside.
  - I am wide at the bottom and skinny on top.
  - Squirrels eat me. Rabbits eat me if I fall to the ground.
  - I can be made into salads or cooked into sauce.
  - I grow on trees.
  - What am I?
- Allow children to make several guesses.

### See and Say

Once the children have guessed or tried to guess the fruit:

**See:** Take the pear from the bag and hold it up for children to see. Show children a pear cut in half. .

### Say:

- See the pear is green (red) color on the outside and white on the inside.
- See the pear is wide at the bottom and skinny at the top.
- Farmers pick this fruit from trees.
- Squirrels eat pears from the trees. Rabbits cannot climb trees so they eat pears when the pears fall to the ground.

Now you tell me:

- What color is the pear on the outside?
- What color is the pear on the inside?
- What shape are pears?
- What animals eat pears?
- Farmers pick pears from what?
- Can you say “pear”?

### **Touch and Smell**

- Allow children to come up and smell the cut pear.
- Allow children to touch the outside surface of the pear.
- (May also pass the fruit around a circle of children for each to smell and touch the whole piece of fruit or vegetable and then pass it on to the next child.)
- Ask:
  - How does the pear feel? Rough? Smooth? Prickly? Fuzzy?
  - What color is the pear on the outside?
  - What color is the pear on the inside?

### **Crunch a Bite Taste Test**

Notes for pear sample bites:

- Slice or chunk pears into pieces easy for a child to eat.
- Provide about two bites or slices of pear in a paper cup or on a small plate.
- Encourage children to taste the sample but do not force children to eat the sample. This activity is designed to make taste testing fun and not scary.

Steps to Crunch a Bite (hold up pictures or drawings of each animal)

- First – lick it like a kitty cat.
- Then – nibble it like a bunny rabbit.
- Then – take a crunch bite like a monkey
- And then – chew it slowly and chew it well like an elephant

Finish the Taste Test by Asking:

- Was the pear crunchy or soft?
- Was the pear sweet?
- What color was the pear on the outside?
- What color was the pear on the inside?
- Would you eat a pear again?
- Can you say “pear”?

# Crunch a Bunch Discovery Activity Instructions

## Kiwi Fruit

### Supplies:

- Enough kiwi fruit to allow each child to have about 1/8 of a kiwi to taste.
- One soufflé cup or small drink cup or small plate per child.
- Whole kiwi fruit for Mystery Grocery Bag and See-Say and Touch-Smell.
- A second piece kiwi fruit cut in half to show children the fruit color and shape and seeds on the inside.
- Paper bag
- Fun food facts to use for questions.

### Prepare for the activity:

- Cut up enough kiwi fruit to allow each child to taste 1-2 bites. Portion the cut up kiwi fruit in soufflé cups or small drink cups or small plates.
- Place one whole kiwi fruit a paper bag; have kiwi fruit cut in half cross-wise available to show.

### Mystery Grocery Bag

- Hold up the bag containing the kiwi fruit.
- Say: The fruit today is hidden in the Mystery Grocery Bag. The fruit will give you clues and you guess what it is?
- The fruit says:
  - I am brown on the outside and green on the inside.
  - I am shaped like a large egg.
  - Kiwi birds, koala bears and Chinese monkeys like to eat me.
  - I can be made into salad.
  - I grow on vines and am really a type of berry.
  - What am I?
- Allow children to make several guesses.

### See and Say

Once the children have guessed or tried to guess the fruit:

**See:** Take the kiwi fruit from the bag and hold it up for children to see. Show children the kiwi fruit half. Point out the green color and the tiny black seeds.

### Say:

- See the kiwi fruit is brown color on the outside and green on the inside.
- See the kiwi fruit has a round shape similar to an egg.
- Farmers pick this fruit from a vine.
- Kiwi birds, koala bears and Chinese monkeys like to eat kiwi fruit because it is sweet and juicy.



Now you tell me:

- What color is the kiwi fruit on the outside?
- What color is the kiwi fruit on the inside?
- What shape is the kiwi fruit?
- Why do animals like to eat kiwi fruit?
- Farmers pick kiwi fruit from what?
- Can you say “kiwi fruit”?

### **Touch and Smell**

- Allow children to come up and smell the whole and/or halved kiwi fruit.
- Allow children to touch the outside surface of the kiwi fruit.
- (May also pass the fruit around a circle of children for each to smell and touch the whole piece of fruit or vegetable and then pass it on to the next child.)
- Ask:
  - How does the kiwi fruit feel? Rough? Smooth? Prickly? Fuzzy?
  - What color is the kiwi fruit on the outside?
  - What color is the kiwi fruit on the inside?

### **Crunch a Bite Taste Test**

Notes for kiwi sample bites:

- Cut bites into small enough pieces to be easily chewed by younger children.
- Provide 1-3 bites of the kiwi fruit in a paper cup or on a small plate.
- Encourage children to taste the sample but do not force children to eat the sample. This activity is designed to make taste testing fun and not scary.

Steps to Crunch a Bite (hold up pictures or drawings of each animal)

- First – lick it like a kitty cat.
- Then – nibble it like a bunny rabbit.
- Then – take a crunch bite like a monkey
- And then – chew it slowly and chew it well like an elephant

Finish the Taste Test by Asking:

- Was the bite of kiwi fruit crunchy or soft?
- Was the bite of kiwi fruit sweet?
- What color was the kiwi fruit on the outside?
- What color was the kiwi fruit on the inside?
- Would you eat the kiwi fruit again?
- Can you say “kiwi fruit”?

# Crunch a Bunch Discovery Activity Instructions

## Yellow Summer Squash

### Supplies:

- Enough sliced fresh yellow squash to allow each student to have 2 bites to taste.
- One soufflé cup or small drink cup or small plate per child.
- A whole yellow summer squash for the Mystery Grocery Bag and See-Say and Touch-Smell.
- One squash cut in half to show children the color and shape and seeds on the inside.
- Paper bag
- Fun food facts to use for questions.

### Prepare for the activity:

- Portion enough sliced fresh yellow squash to allow each child to taste 1-2 bites. Portion the sliced squash in soufflé cups or small drink cups or small plates.
- Place a whole squash in a paper bag; have a squash cut in half lengthwise available to show.

### Mystery Grocery Bag

- Hold up the bag containing the yellow squash.
- Say: The vegetable today is hidden in the Mystery Grocery Bag. The vegetable will give you clues and you guess what it is?
- The vegetable says:
  - I am yellow on the outside and yellow on the inside.
  - I am long and round with a funny crooked top.
  - Squirrels, chipmunks and rabbits eat me.
  - I can be made into mixed vegetables or salads.
  - I grow on vines.
  - What am I?
- Allow children to make several guesses.

### See and Say

Once the children have guessed or tried to guess the fruit (vegetable),

See: Take the squash from the bag and hold it up for children to see. Show children a squash cut in half. .

### Say:

- See the squash is yellow color on the outside and yellow on the inside.
- See the squash is long and round and has a crooked, funny, top.
- Farmers pick this vegetable from vines.
- Squirrels and rabbits eat squash from the farmer's garden.

Now you tell me:

- What color is the squash on the outside?
- What color is the squash on the inside?
- What shape is the yellow squash?
- What animals eat yellow squash?
- Farmers pick yellow squash from what?

### **Touch and Smell**

- Allow children to come up and smell the cut squash.
- Allow children to touch the outside surface of the whole squash.
- (May also pass the vegetable around a circle of children for each to smell and touch the whole piece of fruit or vegetable and then pass it on to the next child.)
- Ask:
  - How does the squash feel? Rough? Smooth? Prickly? Fuzzy?
  - What color is the squash on the outside?
  - What color is the squash on the inside?
  - Can you say “squash”?

### **Crunch a Bite Taste Test**

Notes for squash sample bites:

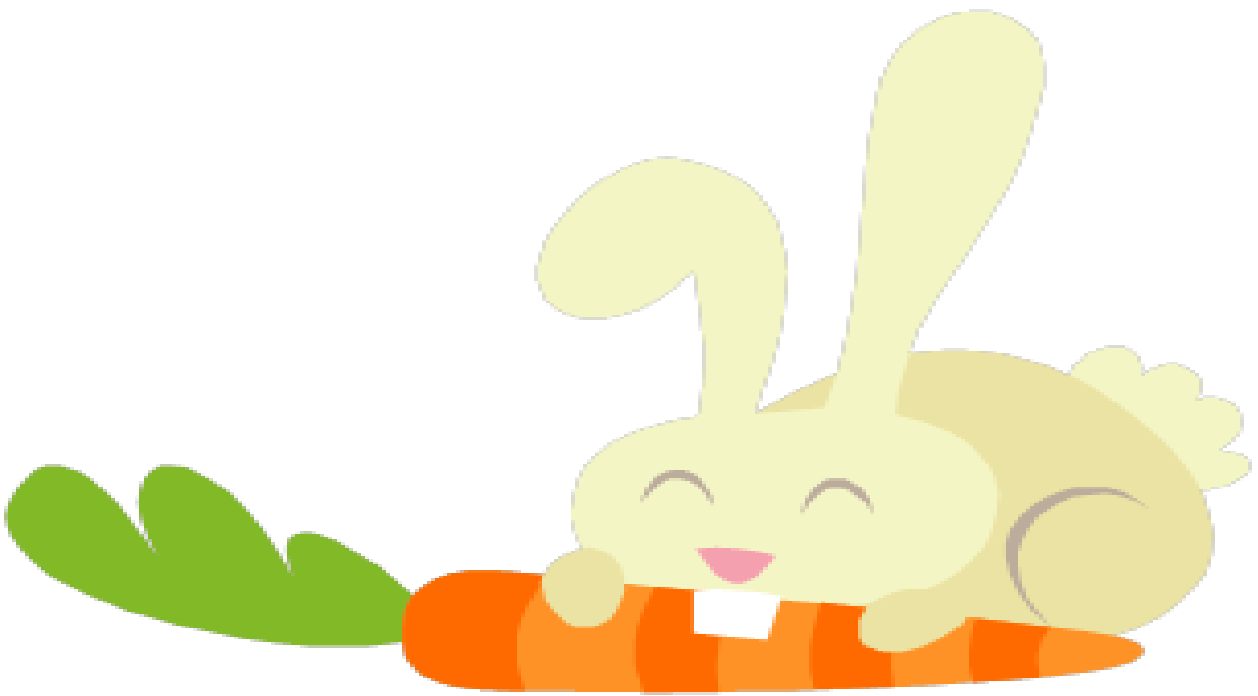
- Slice or chunk squash into pieces easy for a child to eat.
- Provide about two bites or slices of squash in a paper cup or on a small plate.
- Encourage children to taste the sample but do not force children to eat the sample. This activity is designed to make taste testing fun and not scary.

Steps to Crunch a Bite (hold up pictures or drawings of each animal)

- First – lick it like a kitty cat.
- Then – nibble it like a bunny rabbit.
- Then – take a crunch bite like a monkey
- And then – chew it slowly and chew it well like an elephant







Finish the Taste Test by Asking:

- Was the squash crunchy or soft?
- Was the squash sweet?
- What color was the squash on the outside?
- What color was the squash on the inside?
- Would you eat a squash again?
- Can you say “squash”?









## Shaker Salad Activity

-  Shaker salads are a fun activity to remind CACFP adults to keep including a variety of vegetables in their diet.
-  Vegetables certainly add nutrients to meals but they also add color and texture and much needed fiber.
-  Shaker salads using mason jars or plastic shaker cups are also a way for adults or caregivers to make up salads in advance that are easy to shake, pour and eat at home.
-  CACFP shaker salads can be part of the lunch meal. If the shaker salad is 1 cup total, 2 oz. of meat/meat alternate, 2 servings of grains/bread and milk would be added to make a reimbursable meal.
-  Smaller shaker salads can be used as the  $\frac{3}{4}$  vegetable requirement for a reimbursable snack along with an added grain.
-  Shaker salads in small amounts can be used as a taste-test activity.







### Supplies

-  Large disposable cup or plastic cup with a tight fitting lid.
-  Bowl or plate and fork
-  Variety of chopped vegetable salad ingredients
-  Reduced fat salad dressing

### Instructions

Each adult is provided with a large disposable cup or plastic cup with a lid and a bowl or plate for finished salad along with a fork. Adults are provided salad ingredients either from a serving line of small buffet line or through home-style service.

Layer salad ingredients into the cup.




-  First Layer: Reduced fat salad dressing
-  Second Layer: 2-3 varieties of diced or sliced hard vegetables
  -  Raw options include: broccoli florets, cauliflower florets, grape tomatoes, cucumber, onion, radishes, carrots, celery, cabbage, sugar snap peas, peppers
  -  Canned/frozen options include: well-drained beets, green beans, corn, red beans, chick peas, green peas, edemame
-  Third layer: 1-2 varieties of leafy greens
  -  Leafy green options: green or red lettuce, spinach, spring mix, romaine lettuce

Place the lid tightly on the cup.

Shake the salad allow dressing to cover the vegetables.

Pour the salad onto a plate or into a bowl and enjoy!

Using the same paper supplies and utensils, shaker fruit salad can also be individually designed by seniors. Once again, the fruit salad incorporated into a reimbursable meal or a reimbursable snack.

-  First Layer: Fruit salad or poppy seed or citrus salad dressing.
-  Second Layer: 2-3 varieties of harder fresh or canned fruits cut into bite-size pieces.
-  Third Layer: 1-2 varieties of softer fresh or canned fruits cut into bite-size pieces.

## Suggestions for Happy Hour Smoothies for Seniors (or kids)

### **Strawberry Smoothie (3/4 cup fruit)**

Ingredients per smoothie:

- ¾ cup sliced fresh strawberries
- ¼ cup low fat milk
- 2 teaspoons sugar
- ¼ teaspoon vanilla extract

### **Thick Coffee Banana Smoothie (4 oz yogurt)**

Ingredients per smoothie:

- 3/8 – ½ cup fresh brewed coffee, cooled
- ½ medium banana
- ¾ cup vanilla low fat yogurt (credits as one snack component)
- ½ teaspoon chocolate syrup

(freeze the coffee to slushy-icy before blending with other ingredients)

### **Strawberry-Banana-Pineapple Smoothie (3/4 cup fruit)**

Ingredients per smoothie

- ¼ cup pineapple juice
- ¼ cup frozen strawberries (partially thawed)
- ½ ripe medium banana
- ¼ cup low fat vanilla yogurt

### **Pear Yogurt Shake (3/4 cup fruit and 4 oz yogurt)**

Ingredients per smoothie:

- 1 cup canned pears with juice (almost frozen)
- ½ banana, frozen
- ½ cup plain low-fat yogurt
- 1 tablespoon honey
- ½ dash ground nutmeg

### **Mixed Fruit and Spinach Smoothie (3/4 cup fruit or vegetable)**

Ingredients per smoothie

- ¼ banana
- ¼ cup frozen blueberries
- ¼ cup frozen blackberries
- ¼ cup frozen chopped spinach
- ¼ cup crushed pineapple

### **Pumpkin Pie Smoothie (3/4 cup fruit or vegetable and 4 oz yogurt)**

Ingredients per smoothie:

- ¾ cup canned pumpkin, chilled
- 6 ounces evaporated milk
- ½ cup vanilla yogurt
- 1 tablespoon sugar
- ¼ teaspoon pumpkin pie spice

# CARE Connection

## Nutrition Education Grab and Go Lesson

### How to Plan a Nutrition Education Activity

Nutrition education is learning about foods and how foods are important to health. Nutrition education activities should be age appropriate and fun. Children will stay involved longer if they are having fun. Nutrition education should be a part of child care because it helps children

- feel good about food and eating.
- enjoy a wide variety of foods.
- learn healthful eating habits early in life.

#### Tips for Nutrition Education in Child Care

**Get children involved in activities around food and eating.**

Children are natural explorers. They are constantly asking questions and discovering the world around them. Children learn through their play and through hands-on activities. Think of ways you can provide learning activities that engage the children's senses of touch, smell, taste, hearing, and seeing. Allow children to handle food—mix it, prepare it, smell it, and taste it. Help them learn to describe foods as they see them—their color, shape, and texture.



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## Nutrition Education Grab and Go Lesson

### How to Plan a Nutrition Education Activity

**Plan activities that match the children’s abilities and interests.**

Children develop rapidly from 2–4 years of age.

Activities should take into consideration the children’s developmental readiness. This includes both

- what the children are mentally ready to learn and
- what they are physically able to do.

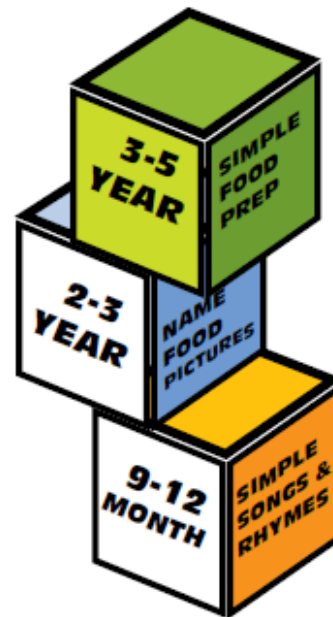
Younger children are not able to perform the same tasks as older children. When planning a nutrition education activity, think about the age of the children. Almost any activity can be changed to fit the abilities and the interests of the children being taught.

**Plan simple activities before harder ones.**

Children, like adults, want to be successful in what they do. You can help children be successful by first planning activities that are simple and then progressing to harder ones. For example, to involve children in food preparation, start by introducing them to some very simple cooking activities. Once the children learn the basic rules of cooking, they will be ready for more challenging activities.

**Build on what children already know.**

Children learn new things by building on things they already know. When you introduce a new topic about food and eating, connect it to something already familiar to them. For example, many children understand that gasoline makes a car go. Relate this to foods that enable children to go (and grow), so they can play hard. The children will be able to connect the ideas that both gasoline and food are examples of fuel.



# CARE Connection

## Nutrition Education Grab and Go Lesson

### How to Plan a Nutrition Education Activity

Be ready to use teachable moments to help children learn about food and eating.

A teachable moment is a time when children are ready

- to learn something new or
- to make connections with something you have already discussed or done.

For more information review the CARE Connection grab-and-go lesson, *How to Use the Teachable Moment*.



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## Resource Sites for Evidenced Based Nutrition Messages and Activities

National Food Service Management Institute, University of Mississippi  
<http://www.nfsmi.org/>

ChooseMyPlate.gov  
<http://www.choosemyplate.gov/>

Let's Move  
<http://www.letsmove.gov/>

USDA FNS Team Nutrition  
<http://www.fns.usda.gov/tn/team-nutrition>

Centers for Disease Control Adolescent and School Health  
<http://www.cdc.gov/healthyouth/index.htm>

Food and Nutrition Services Child and Adult Care Program Improving Health and Wellness  
<http://www.fns.usda.gov/cacfp/improving-health-and-wellness>

Kids Health from Nemours Nutrition and Fitness  
[http://kidshealth.org/parent/nutrition\\_center/#cat20738](http://kidshealth.org/parent/nutrition_center/#cat20738)

Healthy Habits for Life, Kids Health in the Classroom, KidsHealth.org  
<http://classroom.kidshealth.org/index.jsp?Grade=cc&Section=hhfl>

Alliance for a Healthier Generation  
<https://www.healthiergeneration.org/>

National Association for Education of Young Children  
<http://www.naeyc.org/>

Academy of Nutrition and Dietetics, Kids Eat Right  
<http://www.eatright.org/kids/>

School Nutrition Association, Nutrition, Nutrition Education & Physical Activity  
<http://www.schoolnutrition.org/Resources/Nutrition/#resources>

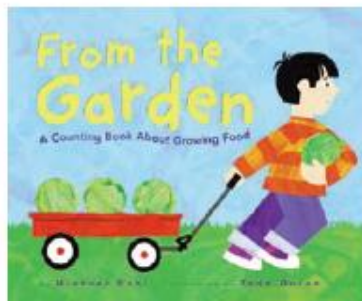


# LEARNING CONNECTION

## Counting in the Kitchen

### Lesson Overview

Children will listen and participate while the leader reads *From the Garden: A Counting Book About Growing Food*. The children will then practice counting as they prepare *1-2-3-4-5 Yogurt Sundae*, a nutritious combination to eat at snack time.



### Key Concepts

- Children can learn about numbers and practice counting in the garden, store, or kitchen.
- Preparing a recipe develops math skills.
- Yogurt and fruit can combine to make a tasty and healthy snack.

### Materials Needed

To teach the lesson:

- Book: Dahl, M., & Ouren, T. (2004). *From the garden: A counting book about growing food*. Picture Window Books.

For the snack:

- Vanilla or lemon lowfat yogurt (1/2 cup per child)
- Crushed low-sugar cereal or granola (2 teaspoons per child)
- Bananas (approximately 1/4 banana per child)
- Strawberries (approximately 1 large per child)
- Mandarin oranges, canned (5 segments per child)
- Non-breakable bowls (1 per child)





### Lesson Background

When children engage many senses, they are more likely to learn in a meaningful way. This lesson provides an experiential method of teaching children about numbers and counting.

Through participation in daily kitchen activities such as preparing recipes, counting garden produce, or counting out plates or cups at meal time, children can begin to learn early math concepts such as numbers and counting.

### Teach the Lesson

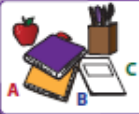
Read the book *From the Garden: A Counting Book About Growing Food* to the children.

- As you progress through the book, ask children to count the garden produce on each page.
- Ask have you ever tasted the fruit or vegetable pictured on this page? How did it taste?
- On the final page of the book, all the produce referenced in the book is used to make 12 salads. Ask children if they can recall and identify the items used to make the salads.
- As time allows, go through the book again. This time, find the hidden numbers in the illustrations on each page. (Hint: The numbers are somewhat difficult to find. The answers are listed in the back of the book.)
- Introduce the food activity. Explain to the children that they will make *1-2-3-4-5 Yogurt Sundaes*, a recipe for snack time that requires counting.

### Food Preparation Activity

- Clean and sanitize the table where the children will work. Make sure all children wash hands with warm water and soap for at least 20 seconds.
- Ask the children to count how many bowls they will need for the group. Count out the bowls together as you set them on the table. Repeat for beverage cups.
- Encourage children to count the ingredients as they prepare *1-2-3-4-5 Yogurt Sundae*.
- Give each child 1 portion (1/2 cup) of yogurt in a bowl.
- Next, ask children to take 2 teaspoons of crushed cereal or granola and sprinkle it on the yogurt.
- Add 3 slices of bananas.





- Add 4 slices of strawberries.
- Add 5 mandarin orange segments.
- Encourage the children to arrange the fruit in a pattern if they wish. Serve immediately at snack time.

### CACFP Food Components

The yogurt counts as 2 meat alternatives for children ages 3–5 and 1 meat alternative for children ages 6–12. The fruit totals 1/2 cup, which counts as one component for children ages 3–5. For children ages 6–12, serve an additional 1/4 cup of fruit with the snack in order to count it as a reimbursable snack.

### Going Further

Children:

- Books to Read
  - ◆ Seuss, D. (1961). *Ten apples up on top!* Random House Books for Young Readers.
  - ◆ Carle, E. (1981). *The very hungry caterpillar*. Philomel Books.

Leader:

For more information on teaching about numbers and counting to preschoolers:

- U.S. Department of Education, U.S. Department of Health and Human Services, Early Childhood-Head Start Task Force. (2002). *Teaching Our Youngest, Teaching About Numbers and Counting*. Available online at <http://eclkc.ohs.acf.hhs.gov>

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## Suggestions for Books on Fruits and Vegetables



Food and Nutrition Fun for Preschoolers, July 2008  
[www.nal.usda.gov/fnic/pubs/bibs/gen/fun\\_preschoolers.pdf](http://www.nal.usda.gov/fnic/pubs/bibs/gen/fun_preschoolers.pdf)

This Resource List is available from the Food and Nutrition Information Center's (FNIC) Web site at: [http://www.nal.usda.gov/fnic/pubs/bibs/gen/fun\\_preschoolers.pdf](http://www.nal.usda.gov/fnic/pubs/bibs/gen/fun_preschoolers.pdf). A complete list of FNIC publications can be found at <http://fnic.nal.usda.gov/resourcelists>.

### **The Very Hungry Caterpillar**

Eric Carle The Putnam Publishing Group, 1986, 23 pp.

**ISBN:** 0-39-920853-4

**Abstract:** A narrative about a hungry caterpillar eats his way from one food to the next growing up to be a beautiful butterfly. Suitable for ages: 4-8 years

**The ABC's of Fruits and Vegetables and Beyond** - Steve Charney, David Goldbeck  
Ceres Press, 2007, 112 pp.

**ISBN-10:** 1886101078

**Abstract:** A simple and beautifully illustrated book. Part 1 is a series of easy-reader alphabet poems about common and uncommon produce, from apples to zucchini. Part 2 offers a host of enticing food facts, recipes and fun. Suitable for ages: 4-8 years.

**Apples** - Gail Gibbons

Holiday House, 2000, 32 pp.

**ISBN:** 0-82-341669-0

**Abstract:** Teaches the history of apples as well as different varieties of apples and harvesting practices. Book includes fun facts, recipes, and apple growing instructions. Suitable for ages: 4-8 years.

**Carrot Soup** - John Segal

Margaret K. McElderry, 2006, 32 pp.

**ISBN:** 0-68-987702-1

**Abstract:** Rabbit loves carrot soup and plants plenty of carrots to make plenty of carrot soup, but when it's harvest time, he can't find them! Different kinds of carrots are discussed in this story as well. Suitable for ages: Preschool.

**Do Carrots Make You See Better?** - Julie Appleton

Red Leaf Press, 2001, 192 pp.

**ISBN:** 0-87-659264-7

**Abstract:** This book will help children discover that food is fun and interesting. Simple nutrition lessons are taught through games, stories, science activities, and more. Suitable for ages: 4-8 years.

**The Carrot Seed** - Ruth Krauss

Harper Trophy, 1989, 32 pp.

**ISBN:** 0-06-443210-6

**Abstract:** A classic story about a little boy who plants a carrot seed that becomes a carrot. Suitable for ages: 3-6 years.

**Jamberry** - Bruce Degen

Harper Collin, 1995, 32 pp.

**ISBN:** 0-69-400651-3

**Abstract:** This classic shows the adventures of a little boy and his Bear friend. The fun pictures and rhymes will be enjoyed by children and parents alike. Suitable for ages: Preschool.

**Ten Red Apples**

Pat Hutchins Greenwillow, 2000, 32 pp.

**ISBN:** 0-68-816797-7

**Abstract:** This book combines counting, animals and fruits and vegetables for an excellent educational experience. Suitable for ages: Preschool.

**From Seed to Pumpkin** - Jan Lottke

Children's Press, 2000, 24 pp.

**ISBN:** 0-51-623309-2

**Abstract:** Colorful, imaginative book from the How Things Grow series for early readers. Suitable for ages: 4-8 years.

**It's Pumpkin Time** - Zoe Hall

Scholastic Paperbacks, 1999, 40 pp.

**ISBN:** 0-59-055849-8

**Abstract:** A story about a sibling pair planning for Halloween by planting a pumpkin, includes many interesting pumpkin facts. Preschool-age appropriate.

**The Vegetables We Eat** - Gail Gibbons

Holiday House, 2008, 32 pp.

**ISBN:** 0-82-342153-8

**Abstract:** Beautiful pictures accompany a wealth of information about vegetables. Suitable for ages: 4-8 years.

**Watermelon Day** - Kathi Appelt

Henry Holt and Co, 1996, 32 pp.

**ISBN:** 0-80-502304-6

**Abstract:** Jesse is waiting all summer for Watermelon day! Watermelon day will come once the watermelon in her garden has grown to peak ripeness. Suitable for ages: Preschool.

**Apple Farmer Annie** - Monica Wellington

Dutton Children's Books, 2001, 24 pp.

**ISBN:** 0-52-546727-0

**Abstract:** Annie the Apple Farmer saves her most beautiful apples to sell fresh at the farmer's market in the city. She picks plenty of sweet, crunchy apples and makes apple sauce, apple cider, and baked apple treats. Suitable for ages: 3-5 years.





## A Rainbow of Flavors

### Lesson Overview

This activity will expose children to a variety of fruits and vegetables, reinforce the concept of colors and teach children that eating colorful fruits and vegetables is good for their bodies. Children will paint or draw a rainbow on paper, find pictures of colorful fruits and vegetables, and glue the pictures on the corresponding rainbow color. The children will have the opportunity to taste colorful fruits and/or vegetables at the conclusion of the craft activity.

### Key Concepts

- Fruits and vegetables come in many different colors.
- Eating a variety of colorful fruits and vegetables is good for our body.
- Fruits and vegetables are a tasty and healthy choice for snack time.



### Materials Needed

To teach the lesson:

- Pictures of colorful fruits and vegetables from gardening catalogs, grocery flyers, magazines, and other resources that can be cut apart
- White paper, 8 1/2" X 11" or larger, one sheet per child
- Blunt, child-safe scissors
- Child-safe glue or glue sticks
- Child-safe paints, crayons, markers, or colored pencils, and fruit and vegetable models

For the snack:

- A snack tray with a variety of fruits and/or vegetables for the children to sample:
  - Fruit Ideas: melon slices, strawberries, blueberries, banana slices, orange wedges, apple slices, pineapple tidbits, kiwi slices, peach, or nectarine chunks
  - Vegetable Ideas: pea pods, grape tomatoes (cut in half length-wise), small broccoli and cauliflower florets, blue snap beans, asparagus chunks, celery sticks, carrot strips
- One of the following:
  - ◆ Lowfat fruit flavored yogurt (at least 2 ounces per child) to use as a fruit dip
  - ◆ Refried beans or hummus (at least 1/4 cup per child) to use as a vegetable dip



## **Lesson Background**

One way to ensure that we receive all needed nutrients is to choose a variety of colorful fruits and vegetables. While all fruits and vegetables contribute nutrients and fiber to the diet, some fruits and vegetables are especially rich in nutrients and healthful plant chemicals, known as phytochemicals. By mixing up our choices and choosing richly colored produce, we can improve the quality of our diets.



Examples: Dark salad greens have more nutrients than light green iceberg lettuce, dark orange squash, carrots, sweet potatoes, and melons are rich in vitamin A, and deep red peppers and dark green broccoli are rich sources of vitamin C.

## **Teach the Lesson**

- Ask the children what colors are found in a rainbow? (possible answers: red, green, blue, purple, orange, yellow, and white)
- Explain that fruits and vegetables come in all the colors of the rainbow. By eating many different colors, our bodies stay healthy and keep growing when we are young.
- Introduce the craft activity. Explain that the children will create a “rainbow of flavors” by drawing or painting a rainbow and decorating the rainbow with colorful pictures of fruits and vegetables.
- Put craft supplies on a table where all children can easily reach them, including sheets of paper, blunt scissors, garden catalogs and/or grocery flyers, glue or glue sticks, and paint, crayons, or colored pencils.
- If desired, trace or sketch a rainbow for the children on their paper. Ask them to color each stripe a different color. Next, ask them to find fruit or vegetable pictures in different colors, cut or tear them out, and glue them on the rainbow stripe that matches that color. You may want to continue this craft activity over several days (e.g. On Monday, let's find orange foods, on Tuesday let's look for green and blue foods.)
- Be sure to send the child's rainbow home at the end of the week. Encourage parents to display it in the kitchen, where it will be a reminder to choose more fruits and vegetables.
- To reinforce lesson concepts, serve colorful fruits or vegetables at snack time.



## Snack Time

- Clean and sanitize the table where the children will eat snack. Make sure all children wash hands with warm water and soap for at least 20 seconds.
- To reinforce the concepts of the lesson, offer the children a snack tray with a variety of fruits and/or vegetables.
- To ensure the snack is reimbursable, serve the fruit tray with yogurt. If you choose vegetables, serve with a dip such as refried beans or hummus.

## CACFP Food Components

Offer at least 1/2 cup cut-up fruit for children ages 3–5 and 3/4 cup fruit for children ages 6–12. Offering 2 ounces of yogurt for dipping (4 ounces for ages 6–12) will result in a reimbursable snack. For the vegetable option, offer at least 1/2 cup vegetables. Two table-spoons of refried beans or hummus counts as a meat alternate serving for children ages 3–5. Children ages 6–12 should be offered 1/4 cup refried beans or hummus and 3/4 cup vegetables.

## Going Further

Children:

- Books to Read
  - ◆ McMillan, B. (1988). *Growing colors*. Mulberry Books.
  - ◆ Horacek, P. (2001). *Strawberries are red*. Candlewick Press.
- Music for Movement
  - ◆ Smart & Tasty 2: Good Food Tunes for Kids. (2005). *A rainbow on my plate*. Abridge Club Entertainment.
- *Color Me Hungry* Flash game with Grover and Cookie Monster. Access at <http://pbskids.org>

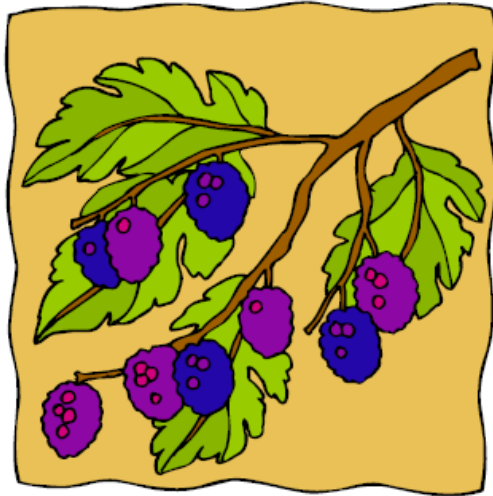
Leader:

- For more information on the benefits of eating colorful fruits and vegetables, check out the following Web sites:
  - ◆ [www.dole5aday.com](http://www.dole5aday.com)
  - ◆ [www.hsph.harvard.edu](http://www.hsph.harvard.edu)
  - ◆ [www.fruitsandveggiesmatter.gov](http://www.fruitsandveggiesmatter.gov)

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For more information, contact NFSMI at 800-321-3054 or [www.nfsmi.org](http://www.nfsmi.org).



# Mulberry Bush

- Arrange the children in a circle with 2 feet or more between children.
- For the chorus sing, "Here we go around the mulberry bush, mulberry bush, mulberry bush, (repeat), so early in the morning" while walking around in a large circle.
- During each verse, stand in circle formation, and do the action.
- "This is the way we \_\_\_\_\_, (repeat twice), this is the way \_\_\_\_\_, so early in the morning." Alternate verses and the chorus.
  - Touch our toes
  - Hop on one foot
  - Jump in the air
  - Run in place
  - Bend our knees
  - Twist our hips





# MUSIC, MOVEMENT, AND PLAY CONNECTION

## Food Games

### Lesson Overview

This lesson provides several ideas for combining healthy food messages with active children's games, rhymes, and chants.

### Key Concepts

- Children will learn nutrition concepts as they play fun, active games.
- Many common childhood games and rhymes can be adapted to include healthy food messages.
- Structured physical activity should be a part of the daily routine for young children.

### Materials Needed

To teach the lesson:

- Food cards or pictures\*
- Hula hoop (for salad game)
- Jump ropes (for jump rope games)

\*See the Lesson Resources section for information on obtaining the food cards.

### Lesson Background

Nutrition and physical fitness go hand in hand in promoting good health and optimal development in young children. Playing active games with food themes is a fun way to teach and reinforce both the benefits of good nutrition habits and fun, active play.

- **Veggie, Veggie, Fruit (or Fruit, Fruit, Veggie)**

This is a variation of the traditional *Duck, Duck, Goose* game. The children will sit in a circle and one child will be the leader. Walking around the circle, the leader will tap each child as a vegetable or a fruit. When the leader taps a child as a fruit, this child will get up and chase the leader around the circle. If the child tags the leader before he or she gets to the original spot, the leader will continue the game. Otherwise, the tagged child will become the new leader.





To make the game more educational and challenging, have the leader name specific vegetables and fruits. For instance, the leader will tap the children with vegetable names such as carrot, broccoli, peas, and lettuce. The leader will tap a child with fruit by naming a specific fruit such as apple, peach, banana, or grapes.

- **Salad Game**

Use a hula hoop or a taped circle on the floor as the salad bowl. Allow the children to decide whether to make a fruit salad or a vegetable salad. Pass out a fruit or vegetable food card to each child. Ask the children to hold the cards face out so that the leader can see the food.

The game is played in two steps. First, the children make the salad by jumping in the circle as they are called. When the leader says “add the \_\_\_\_\_,” the child with that ingredient will jump into the circle. Continue until all the ingredients are inside the circle. The second stage is to eat the salad. When the leader says “eat the \_\_\_\_\_,” the child with that ingredient will jump out of the circle. The leader can mention two or more foods at once. The leader can repeat the game, saying “let’s make another salad.”

As the children get better at the game, the leader can speed it up so that the children are continuously jumping in and out of the circle.

- **Jump Rope Rhymes**

Make up your own food-based jump rope rhymes or use one of the following, modified to promote good nutrition:

Cinderella, dressed in silk,  
Poured herself a glass of milk.  
How many sips of milk did she drink?  
(count how many jumps the child can complete without missing)





Fred the Farmer, dressed in green,  
Went to the garden to pick some beans.  
How many green beans did he pick?  
(count how many jumps the child can complete without missing)

- **Variations on “Go Bananas!”**  
Many young children are familiar with acting out the following chant:

Banana's unite! Banana's split!  
Peel bananas, peel, peel bananas.  
Eat bananas, eat, eat, bananas.  
Go bananas, go, go bananas.  
Peel to the left, Peel to the right.  
Peel down the middle and take a bite!

Modify the chant by having the children act out other three syllable food words with the same rhythm. For instance, potatoes (scrub potatoes, bake potatoes, eat potatoes), tomatoes (wash tomatoes, slice tomatoes, eat tomatoes), or spaghetti (boil spaghetti, serve spaghetti, eat spaghetti)

### Lesson Resources

Resources for food group pictures or cards:

- Food Models from the National Dairy Council are cardboard color photographs of actual portion sizes of 200 commonly eaten foods. Information on ordering from your local dairy council can be accessed at [www.nutritionexplorations.org/](http://www.nutritionexplorations.org/).
- Other sources of food group cards/pictures that can be printed on a color printer (on heavy paper or cardstock if possible) include:  
<http://extension.oregonstate.edu/>  
<http://teammnutrition.usda.gov/>





## Going Further

### Children:

- Active Books to Read
  - ◆ April, E. (2007). *We like to move: Exercise is fun*. Hohm Press.
  - ◆ Doyle, C. (2006). *The bouncing, dancing, galloping ABC*. Putnam.

### Leader:

- The other lessons and resource sheets in the *Music, Movement, and Play Connection series* provide ideas and resources for promoting physical development and fitness in young children.

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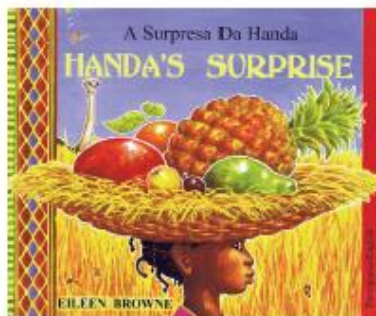


# COOKING CONNECTION

## Banana Pops

### Lesson Overview

Children will listen while the teacher reads *Handa's Surprise*. During the story, they will be exposed to eight different fresh fruits while they are entertained by the plot of the book. The children will then prepare banana pops, a snack they can eat fresh or as a frozen pop later.



### Key Concepts

- Fruit comes in many colors, shapes, and sizes.
- When you are hungry for a sweet food, fruit is a healthy choice.
- Eating fruit every day helps keep your body healthy and energetic.

### Materials Needed

To teach the lesson:

- Book: Browne, E. (1999). *Handa's Surprise*. Candlewick Press.
- Optional: fruits featured in the book *Handa's Surprise* in the whole, fresh form (banana, guava, orange, mango, pineapple, avocado, passion fruit, tangerine)

To make Banana Pops:

- Fresh bananas ( $\frac{1}{2}$  banana for 3–5 year-olds and 1 banana for 6–12 year-olds)
- Vanilla or lemon low-fat yogurt
- Low-sugar cereal flakes, crushed
- Wooden craft sticks (2 per child)
- Non-breakable or paper plates



### **Lesson Background**

Fresh fruits appeal to children's senses because they are colorful, sweet, and come in a variety of sizes, shapes, and flavors. Fruits are a rich source of vitamins A and C, folate, potassium, fiber, and many health-promoting plant chemicals.

Banana pops are a nutrient-rich alternative to a frozen sugar based treat.



### **Teach the Lesson**

Read the book *Handa's Surprise*.

- As you read the book, ask which fruits the children have tasted. (Optional: Show children the whole, fresh form of the fruits featured in the book).
- When you are finished, ask children to describe the surprise in the book. Ask children to describe personal favorite fruits.
- Ask the children which animal in *Handa's Surprise* ate her banana?
- Explain to the children that eating fruit every day helps to keep their body healthy, strong, and full of energy.
- Introduce the food activity. Tell the children they will make a banana pop at snack today.

### **Food Preparation Activity**

- Clean and sanitize the table where the children will work. Make sure all children wash hands with warm running water and soap for at least 20 seconds. Provide each child with a non-breakable or paper plate.
- Cut bananas into 4 chunks each.
- Put the following on each child's plate: 2 craft sticks, 2–4 chunks of banana, 2–4 ounces yogurt, and approximately  $\frac{1}{4}$  cup total cereal crumbs.
- Show the children how to insert a craft stick into each chunk of banana. Next, roll the banana chunks in the yogurt until the chunks are completely coated. Finally, roll the chunks in the crushed cereal flakes.
- If desired, let children eat the snacks fresh (non-frozen).
- For frozen pops, place on a plate or tray lined with a sheet of parchment baking paper. Beside each child's banana pop, write the child's name or initial in light pencil.
- Freeze banana pops for 30 minutes and serve as a snack.



### **CACFP Food Components (Snack)**

One half of a banana is approximately  $\frac{1}{2}$  cup of fruit. Children ages 3–5 should be offered at least  $\frac{1}{2}$  of a banana. For children ages 6–12, offer a whole banana. Offer 2 ounces of yogurt (4 ounces for ages 6–12) for a reimbursable snack.



### **Going Further**

Children:

- Visit your local grocery store with the children and see how many of the fruits from *Handa's Surprise* they can find.
- More books to read
  - ◆ Anderson, S. (2007). *Fruit*. (Board Book). Handprint Books.
  - ◆ Elliott, G., & Krystoforski, A. (2006). *The boy who loved bananas*. Kids Can Press.

Leader:

- For more information on fruit, visit [www.choosemyplate.gov](http://www.choosemyplate.gov).
- *Fruits and Veggies: More Matters* is a health initiative which encourages Americans to eat more daily servings of fruits and vegetables. You can find many resources, including activity sheets for children, at the following Web sites:  
[www.fruitsandveggiesmatter.gov](http://www.fruitsandveggiesmatter.gov)  
[www.fruitsandveggiesmorematters.org](http://www.fruitsandveggiesmorematters.org)  
[www.foodchamps.org](http://www.foodchamps.org)—This site is specifically targeted to children and features online activities and coloring sheets appropriate for children ages 2–5 or 6–8.

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For more information, contact NFSMI at 800-321-3054 or [www.nfsmi.org](http://www.nfsmi.org).

**10 tips**  
Nutrition  
Education Series

# eating better on a budget



## 10 tips to help you stretch your food dollars

**Get the most for your food budget!** There are many ways to save money on the foods that you eat. The three main steps are planning before you shop, purchasing the items at the best price, and preparing meals that stretch your food dollars.

### 1 plan, plan, plan!

Before you head to the grocery store, plan your meals for the week. Include meals like stews, casseroles, or stir-fries, which “stretch” expensive items into more portions. Check to see what foods you already have and make a list for what you need to buy.

### 2 get the best price

Check the local newspaper, online, and at the store for sales and coupons. Ask about a loyalty card for extra savings at stores where you shop. Look for specials or sales on meat and seafood—often the most expensive items on your list.



### 3 compare and contrast

Locate the “Unit Price” on the shelf directly below the product. Use it to compare different brands and different sizes of the same brand to determine which is more economical.

### 4 buy in bulk

It is almost always cheaper to buy foods in bulk. Smart choices are family packs of chicken, steak, or fish and larger bags of potatoes and frozen vegetables. Before you shop, remember to check if you have enough freezer space.

### 5 buy in season

Buying fruits and vegetables in season can lower the cost and add to the freshness! If you are not going to use them all right away, buy some that still need time to ripen.

### 6 convenience costs... go back to the basics

Convenience foods like frozen dinners, pre-cut vegetables, and instant rice, oatmeal, or grits will cost you more than if you were to make them from scratch. Take the time to prepare your own—and save!

### 7 easy on your wallet

Certain foods are typically low-cost options all year round. Try beans for a less expensive protein food. For vegetables, buy carrots, greens, or potatoes. As for fruits, apples and bananas are good choices.



### 8 cook once...eat all week!

Prepare a large batch of favorite recipes on your day off (double or triple the recipe). Freeze in individual containers. Use them throughout the week and you won't have to spend money on take-out meals.

### 9 get your creative juices flowing

Spice up your leftovers—use them in new ways. For example, try leftover chicken in a stir-fry or over a garden salad, or to make chicken chili. Remember, throwing away food is throwing away your money!

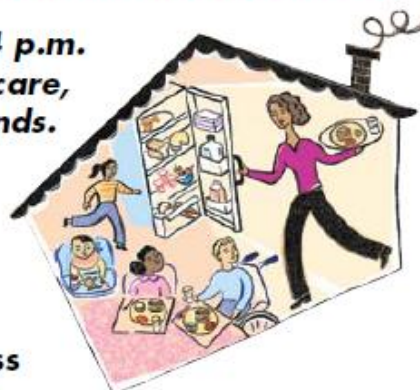
### 10 eating out

Restaurants can be expensive. Save money by getting the early bird special, going out for lunch instead of dinner, or looking for “2 for 1” deals. Stick to water instead of ordering other beverages, which add to the bill.



## Family Meals – **FAST**, Healthful!

*You are running in 10 directions! It is 4 p.m. You need to pick up your child at day care, stop at the store, and run several errands. And you need to get ready for an evening meeting. How do you put a healthful supper on the table, too?*



**A few timesaving steps can help you prepare an easy family meal – with less stress. Use the time you save to enjoy your family.**

### **Plan ahead.**

- **Keep meals simple!** Food that keeps your family healthy can be quick to fix. Unless it is a special occasion, spend time together, not on making time-consuming meals!
- **Cook when you have more time –** maybe on weekends. Make soups, stews, or casseroles to freeze for the next week.
- **Do some tasks ahead –** a few hours or the day before your meal. Wash and trim vegetables or make fruit salad. (Your child can help.) Cook whole-grain noodles for pasta salad. Cook lean ground meat for tacos.



### **Three Quick-To-Fix Family Foods**

- **Hearty soup:** Add canned or frozen vegetables to tomato or chicken soup.
- **Pasta dish:** Mix chopped lean ham or deli meat, and cooked vegetables into macaroni and cheese.
- **Hearty stuffed potato:** Serve homemade or canned chili over a baked potato or rice.



**Remember that some canned foods are high in sodium. Check the Nutrition Facts label to select foods lower in sodium.**

- **Your ideas:**

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## Family Meals – **FAST**, Healthful!

### Shop for time savers.

- **Buy partly prepared foods.** Try grated cheese, cut-up chicken, and mixed salad greens to save time. These foods often cost more, so check the price.
- **Stock your kitchen.** Get foods that you can make and serve in a hurry, such as:
  - Dried or canned fruit (juice or water pack)
  - Unsweetened frozen fruit
  - Vegetables and beans
  - Canned meat, poultry, and fish
  - Canned soups or stew
  - Whole-grain bread
  - Whole-grain pasta
  - Brown rice
  - Lowfat cheese
  - Lowfat yogurt
  - Frozen meals

### Save time in your kitchen.

- **Cook once for everyone.** Does your child like plain vegetables, meat, rice, or noodles? If so, set some aside before you add other ingredients. You won't need to take time to prepare different foods.
- **Cook a fast way.** Broil, stir-fry, or microwave when you can. Roasting and baking take longer.
- **Make no-cook meals:** Try salads with canned tuna, chicken, or beans; cold sandwiches; raw vegetables and yogurt dip; and fruit. Kids like finger foods!
- **Double or triple the amount.** Cook for today and later. You can make enough meat sauce for spaghetti today and for topping a baked potato tomorrow.

### Enjoy kitchen help.

- **Involve your little helper.** Ask your child to set the table, pour milk, or do other simple tasks. In time, children develop the skills and confidence to help even more. Preparing family meals also gives you time together, even on busy days.



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