Chapter 3 Classroom Activities

Step 1: Get started by explaining the program to students.

What is Power Panther Pals (PPP)?

PPP is an eight-week health education program to help students learn to enjoy fruits and vegetables and daily physical activity. During this program students will also learn how to make their own healthy snacks. This introduction for students can be done the week prior to PPP implementation or can be part of the first week's activities.

Who is Power Panther?

Power Panther is the spokescharacter for USDA's EAT SMART. PLAY HARD. campaign. EAT SMART. PLAY HARD. is Power Panther's motto.

How does Power Panther Pals work?

Each week students will participate in an EAT SMART activity and a PLAY HARD activity. There are student activity pages to complete and information to take home to the family.

During week two of the eight-week program, students will set personal EAT SMART goals and PLAY HARD goals for each week. EAT SMART goals will increase fruit and vegetable consumption and PLAY HARD goals will increase daily physical activity. Goals will be set individually by each student with the guidance of the facilitator.

What are "Power Points"?

Students will earn "Power Points" for consuming fruits and vegetables and spending time engaged in daily physical activity. Physical activity may be recorded in minutes OR in steps (if students have access to pedometers).

Students will record fruits and vegetables consumed and physical activity on their daily log form. Student log forms are found on page 32 of the Student Activity Books. It is strongly suggested that the names of fruits and veggies consumed be recorded on the log form rather than "4 servings". Designate where students will keep their Student Activity Books (a designated place in the classroom, in their desk, able to take home, etc.). Determine and explain the consequences if the cumulative log is lost during the eight weeks. Determine if logs will be maintained during weekends. The facilitator may elect to have students maintain logs only on school days to simplify record keeping.

Power Points can be earned daily as follows:

1 Power Point = 1/4 hour physical activity

OR

1 Power Point = 2000 steps on pedometer

OR

1 Power Point = ½ mile walking or running

OR

1 Power Point = 1 serving fruit or veggie consumed

How is teamwork part of Power Panther Pals?

In addition to participating as an individual, each student will be a member of a team. At the conclusion of the eight weeks, each team member's "Power Points" will be added together and a water bottle will be given to each member of the winning team.

How can family members participate?

Family members can also participate in Power Panther Pals! Family participation will be limited to one EAT SMART point per day and one PLAY HARD point *per day per family*, NOT per family member. For the student to count the family member's points, the family member must engage in the activity WITH the student. (If dad goes to the gym to work out, the time does not count because he engaged in the activity alone and not with the student.) The family member earning the points may vary from day to day. (Mom may eat a fruit snack with the student today, but tomorrow a veggie snack may be consumed with a sibling.)

Physical activity does NOT mean a daily regimen of calisthenics or exercises. Consider these activities for increasing daily physical activity that can be done with other members of the family:

- ✓ **Brisk walking – outdoors or at the mall (Hint: take the dog along!)**
- ✓ **Skateboarding with a sibling**
- ✓ **Riding a bicycle**
- ✓ **Bowling**
- ✓ **Jumping rope**
- ✓ **Playing catch or throwing a Frisbee or football**

What does each student receive for Power Panther Pals participation?

Distribute Power Panther Pals membership cards to students at the beginning of the program to create interest and enthusiasm. The membership cards are for "fun" and do not relate directly to any program activities. They will not be replaced if they are lost. At the end of the 8 weeks, each student will receive a certificate stating that they participated in Power Panther Pals.

What additional incentives may students earn?

Students that meet both their personal EAT SMART and PLAY HARD goals for at least five of the seven weeks that logs are maintained will earn a carabineer clip.

Students will be divided into teams at the beginning of PPP. Fruit and vegetable consumption and physical activity will be calculated in "Power Points". At the conclusion of the eight weeks, each member of the team with the greatest number of "Power Points" will receive a water bottle.

Step 2: Divide students into teams.

Designate teams of students for PPP participation. Teams must be six students or less (only six water bottles are provided). Teams may be determined by random selection, counting off, or any other method deemed acceptable by the facilitator. The facilitator may elect to "assign" students to teams including more motivated students on each team. In the event that two teams have the same number of Power Points at the end of the program, the winning team may be chosen by a drawing.

Step 3: Set goals.

Each student will set goals individually with guidance from the facilitator.

Each student will have an EAT SMART goal and a separate PLAY HARD goal for seven weeks of the program.

Students that meet both their EAT SMART and PLAY HARD goals for at least five of the seven weeks logs are maintained will receive a carabineer clip. Carabineer clips are provided for each student.

It is anticipated that MOST students will set realistic goals, meet their goals and receive a carabineer clip at the conclusion of Power Panther Pals. Goals should be simple, achievable and easy to measure. Goals may be sequential, reflecting an increase for each week of the program or the goal may be the same each week.

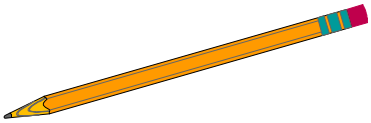
Goals may be stated:

- **In the anticipated amount of increase (i.e. "increase physical activity by 15 minutes daily during each week of the program") OR**
- **In total outcome anticipated (i.e. get one hour daily of physical activity).**

If a student currently consumes one to two servings of fruits and vegetables daily, it may be realistic for that student to increase consumption by ½ serving daily per week. Goals may be the same for all weeks if desired. For example, a student may choose a goal of eating five servings of veggies and fruits daily and use this EAT SMART goal for each of the seven weeks logs are maintained. A student earns a "Power Point" for each serving of fruit and/or vegetable consumed even if the number of servings is different from their stated goal.

It is the facilitator's responsibility to assist students with special needs in determining and setting appropriate goals. Goals may need to be adapted/modified for special situations.

Goals will be reviewed at the beginning of week four to determine if they are realistic and attainable. At this point in the program, goals may be revised and it will still be possible for each student to meet their personal goal for five of the seven weeks logs are maintained.



Step 4: Begin activities for week 1.

Week one and week two activities are required. Week one may take longer than one hour to complete for some classrooms, so you may choose to introduce some of the week one activities a week earlier. The review of goals in week four is also required.

Other weekly activities may be done in random order if desired or similar activities that meet the identified goals may be substituted.

Follow the steps outlined in each week's activities. The outlines include instructions on which student activity sheets to use and which items to send home with students.

For a complete shopping list of food items to be purchased for all eight weeks see page 169-171. If you choose to have School Food Service purchase fruits and vegetables for your classroom, it may be helpful to provide this list to them.

Teacher's Notes

Week 2
Setting Personal Goals

Relates to these subjects: Reading, Writing, Health, PE, Art

Key Outcome:

Students will set personal EAT SMART and PLAY HARD goals for the Power Panther Pals program.

Empowerment Messages:

- Life is full of choices, including choices about food and physical activity.
- MyPyramid is a tool that can help students EAT SMART.
- It is important to set attainable personal goals that will enable students to consume more fruits and vegetables and increase daily physical activity.

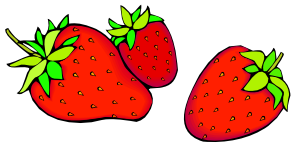
To implement this week's activities:

- Use activities on pages 7-9 of the Student Activity Book.
- Present the goal-setting information to students found on page 18 of this manual.
- Present information to students as described on the following pages.
- Purchase food and paper supplies needed for the EAT SMART Kids a Cookin' activity.
- Gather necessary materials for the PLAY HARD activity.
- Remind students to complete their log of fruits/veggies consumed and time spent in physical activity.
- Display the poster *MyPyramid for Kids* (Included in the PPP kit).
- Show students the video segment on hand washing and the video segment that corresponds to the Kids a Cookin' recipe you have selected for this week (Food Group Funny Face OR Incredible Edible Pyramid Parfait). A Kids a Cookin' VHS or DVD is included in the PPP kit.
- Send home Newsletter Issue 2, *Power Panther Pals at Home* (provided).
- Send home Power Panther Pals stickers with students OR you may elect to use the stickers in the classroom as rewards during the PPP program.

This week's fruit & veggie jokes:

Q: When is a cucumber like a strawberry?
A: When one is in a pickle and the other is in a jam!

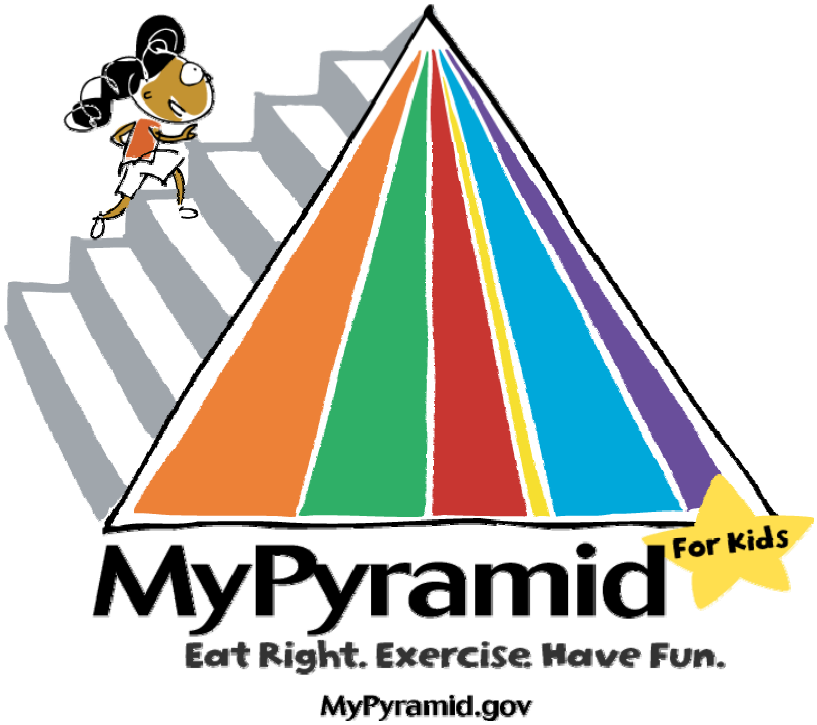
Q: What is Dracula's favorite fruit?
A: Neck-tarines!



EAT SMART – Activities and Materials

Explain to students that life is full of choices, including choices about food and physical activity. The quality of a person's life depends on decisions that affect the body, mind and inner self. There is not one "right" choice. The right choice for each student depends on personal values, needs and wants. Good decision-making skills will help students manage their life and their future.

Teacher Information:



Introduce MyPyramid for Kids to students (poster included in PPP kit). Discuss how we need to eat foods from each of the food groups: grains, vegetables, fruits, milk, and meat & beans. Make sure that you elaborate beyond simply labeling the food groups to include the USDA messages: "make half your grains whole", "vary your veggies", "focus on fruits", "get your calcium-rich foods", and "go lean with protein." Remind students that oils are not a food group, but that you do need some for good health. It is best to get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil. At this time, students could also play the MyPyramid Blast Off computer game (or you could make it available to students to play at another time). This game can be accessed directly from the USDA MyPyramid website: www.mypyramid.gov. For additional information, you can access educator resources for MyPyramid for Kids at teamnutrition.usda.gov/resources/mpk_close.pdf.

Last week students completed the MyPyramid Worksheet (page 4 of the Student Activity Book). Using that worksheet as a reference, have students evaluate their diet based on what they have just learned about MyPyramid for Kids. Have students make their EAT SMART goals based on MyPyramid for Kids' recommendations and their current eating habits. Make sure that students choose goals that are *realistic* and *measurable*. If a student currently consumes about 2 servings of fruits and vegetables each day, a realistic and measurable goal would be to consume about 3 servings of fruits and vegetables each day OR to try a new kind of fruit or vegetable once per week.

EAT SMART – Activities and Materials

Nutrition Labels:

Most of the foods that you buy at the grocery store have a Nutrition Facts label on them. These labels tell you the serving size for that food as well as the amounts of certain nutrients that are provided in one serving. Students have several examples of food labels on page 8 (*What's on the Label?*) of the Student Activity Book that they can use as a reference. You could also ask students to bring in a food label from a favorite food from home or look at the food labels from ingredients in this week's Kids a Cookin' activity. Students should be able to identify the serving size for that food, the total calories in one serving, the total fat in one serving, as well as the major nutrients provided (or not provided) by one serving of that food. Use pages 8-9 of the Student Activity Book to practice reading and comparing food labels.

Activity Sheets

Work through the following pages in the Student Activity Book:

- ***The Choices are Yours!* – page 7 (Manual page 46)**
- ***What's on the Label?* – page 8 (Manual page 42)**
- ***What's the Score?* – page 9 (Manual page 43)**
- ***Power Panther Pals Student Log Form* - page 32-33 (Manual pages 47-48)**
  (*Power Panther Pals Teacher's Log Form* is on pages 60-62, in week 3)

Student Discussion:

- **Ask if anyone would be willing to share his/her EAT SMART and/or PLAY HARD goals with the class.**
- **Does anyone have tips to share about how he/she plans to meet personal goals?**
- **How will the group remember to complete the daily log forms?**

EAT SMART – Activities and Materials

6th Grader Extras

MyPyramid for Kids

Students may design a bulletin board or other display showing the updated MyPyramid for Kids for display in the classroom, the school cafeteria, or in the halls.

For schools also participating in the Power Panther Professionals program, students may choose to make a presentation to faculty/staff members about MyPyramid and/or the benefits of eating a variety of foods from all food groups. Students may present on just one or two food groups if they prefer. Another option would be to have each team focus on a different food group and design/make a display or presentation.

Optional- Cafeteria/School-wide Activity

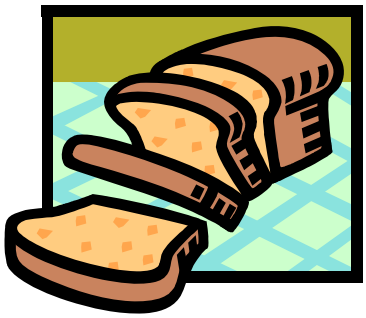
The Faculty/Staff Food Challenge

Have students work in teams or groups. Each group is assigned the task of assisting school faculty and/or staff to participate in a food recall similar to the one completed on page 4 (*MyPyramid Worksheet*) of the Student Activity Book.

Have students establish guidelines to conduct the food recall with school staff and to challenge them to eat a healthier diet and be more physically active. Staff might include the superintendent, school principal, teachers, custodian, secretary, school nurse, or school food service personnel. Summarize and post the results. Develop an assessment process to work with each participant to identify any lifestyle changes they can make.

Optional – Cafeteria/School-Wide Activity

Around the World in Bread



This is a great opportunity to talk specifically about the grain group, reinforce the USDA's MyPyramid message to "make half your grains whole," and to provide students an opportunity to see how bread is made. You may also choose to show students the video segment "Meet Me at the Flour Mill" on the Kids a Cookin' DVD. For complete instructions, refer to the *Popular Team Nutrition Events* idea book, page 8.

K-STATE RESEARCH & EXTENSION
FAMILY NUTRITION PROGRAM
Kids a Cookin'

Food Group Funny Face (this recipe includes peanut butter)
OR
Incredible Edible Pyramid Parfait

- Have students watch the video segment about proper hand washing.
- Instruct students to wash their hands using soap and water.
- Show students the video segment corresponding to the recipe you selected for your class.
- You may choose to ask students to bring in a large, clean t-shirt or apron from home to cover their regular school clothes during this activity.
- The recipes are included on pages 21-22 of the Student Activity Book (Manual pages 49-50) so have students don their chef hats, turn to pages 21-22 and get those Kids a Cookin'! *Note: This week you can choose to make either the Food Group Funny Face OR the Incredible Edible Pyramid Parfait.*

Student Discussion:

- Is this a good snack? Why?
  (Yes, it is made from ingredients that provide nutrients our bodies need.)
- Will they encourage their families to try it at home?
- What other items could you use to still get the different food groups?
  (Dried fruit could be substituted for the grape "nose" on the Food Group Funny Face, you could substitute granola for the cereal in the Incredible Edible Pyramid Parfait, etc.)

PLAY HARD – Activities and Materials

PE Activity

Physical Activity Charades

Materials Needed:

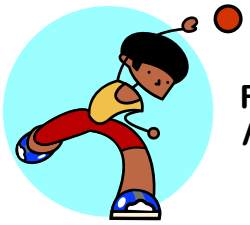
- Blank sheet of paper for each student
- Marker board or chalk board

Ask students to divide into their teams assigned during the previous week. Instruct the students, as a group, to think about several of their favorite physical activities and write them down on a blank sheet of paper.

Ask one team to go to the front of the room. Tell those students to act out one of their favorite physical activities for 30 seconds. After 30 seconds, allow the other teams to guess what activity they are emulating. Encourage each group to act out their physical activities for a full 30 seconds before the other teams begin to guess, to ensure each team gets some physical activity during class.

Once the other teams have guessed, instruct all students to record the physical activity acted out. The team that guesses first chooses a different physical activity from their own list, then acts it out. Activities may NOT be duplicated. Continue until every team has acted out as many physical activities as there are members on the team. Once all activities are completed, each student will have a long list of different physical activities from which they can choose over the course of the 7-week program.

Optional – PE Activity



Team Nutrition Field Day

For complete instructions, refer to the enclosed *Popular Team Nutrition Events* idea book, page 16.

PLAY HARD – Activities and Materials

6th Grader Extras

Walking Challenge

Have students develop a Walking Challenge for school faculty/staff members (students can ask staff members to participate or staff members may volunteer to participate). Students can map out an area on the playground, parking lot, gym, or in the halls for faculty/staff participants to walk. Instruct the students to measure out the distance of the chosen area and record it in miles.

Students should give each participant a map of the area and include the measured distance, to make it easier for the participants to estimate the distance walked. Encourage students to walk with the Walking Challenge participants before and/or after school or during recess (in some schools) to support participants while getting additional physical activity "Power Points" for themselves.

Note: Schools that are also participating in Power Panther Professionals may choose to include this student activity as a way to connect the two programs and make improving health a school-wide endeavor.

Name:

MyPyramid FOR KIDS

What's on the Label?

Milk fat-free

Nutrition Facts
Serving Size 8 fl oz (245g)
Servings Per Container 8

Amount Per Serving		
Calories 90	Calories from Fat 0	
		%Daily Value*
Total Fat 0g		0 %
Saturated Fat 0g		0 %
Trans Fat 0g		0 %
Cholesterol < 5mg		0 %
Sodium 130mg		5 %
Total Carbohydrate 12g		4 %
Dietary Fiber 0g		0 %
Sugars 12g		
Protein 8g		
Vitamin A 10% • Vitamin C 4%		
Calcium 30% • Iron 0%		

* Percent Daily Values are based on a 2,000 calorie diet.

Milk 1%, chocolate

Nutrition Facts
Serving Size 8 fl oz (245g)
Servings Per Container 8

Amount Per Serving		
Calories 170	Calories from Fat 20	
		%Daily Value*
Total Fat 2.5g		4 %
Saturated Fat 1.5g		8 %
Trans Fat 0g		0 %
Cholesterol 5mg		2 %
Sodium 190mg		8 %
Total Carbohydrate 29g		10 %
Dietary Fiber 1g		5 %
Sugars 27g		
Protein 8g		
Vitamin A 10% • Vitamin C 6%		
Calcium 30% • Iron 4%		

* Percent Daily Values are based on a 2,000 calorie diet.

Milk 2%

Nutrition Facts
Serving Size 8 fl oz (245g)
Servings Per Container 8

Amount Per Serving		
Calories 130	Calories from Fat 45	
		%Daily Value*
Total Fat 5g		8 %
Saturated Fat 3g		15 %
Trans Fat 0g		0 %
Cholesterol 20mg		7 %
Sodium 125mg		5 %
Total Carbohydrate 13g		4 %
Dietary Fiber 0g		0 %
Sugars 12g		
Protein 8g		
Vitamin A 10% • Vitamin C 4%		
Calcium 30% • Iron 0%		

* Percent Daily Values are based on a 2,000 calorie diet.

Milk whole

Nutrition Facts
Serving Size 8 fl oz (245g)
Servings Per Container 8

Amount Per Serving		
Calories 150	Calories from Fat 70	
		%Daily Value*
Total Fat 8g		12 %
Saturated Fat 5g		25 %
Trans Fat 0g		0 %
Cholesterol 35mg		11 %
Sodium 125mg		5 %
Total Carbohydrate 12g		4 %
Dietary Fiber 0g		0 %
Sugars 12g		
Protein 8g		
Vitamin A 6% • Vitamin C 4%		
Calcium 30% • Iron 0%		

* Percent Daily Values are based on a 2,000 calorie diet.

Vanilla ice cream

Nutrition Facts
Serving Size 1/2 cup (65g)
Servings Per Container 14

Amount Per Serving		
Calories 140	Calories from Fat 70	
		%Daily Value*
Total Fat 7g		11 %
Saturated Fat 4.5g		23 %
Trans Fat 0g		0 %
Cholesterol 20mg		6 %
Sodium 40mg		2 %
Total Carbohydrate 15g		5 %
Dietary Fiber 0g		0 %
Sugars 15g		
Protein 3g		
Vitamin A 4% • Vitamin C 0%		
Calcium 10% • Iron 0%		

* Percent Daily Values are based on a 2,000 calorie diet.

American cheese

Nutrition Facts
Serving Size 1 slice (19g)
Servings Per Container 24

Amount Per Serving		
Calories 60	Calories from Fat 40	
		%Daily Value*
Total Fat 4.5g		7 %
Saturated Fat 2.5g		13 %
Trans Fat 0g		0 %
Cholesterol 15mg		5 %
Sodium 250mg		10 %
Total Carbohydrate 1g		0 %
Dietary Fiber 0g		0 %
Sugars 1g		
Protein 3g		
Vitamin A 4% • Vitamin C 0%		
Calcium 20% • Iron 0%		

* Percent Daily Values are based on a 2,000 calorie diet.

Fruit-flavored yogurt

Nutrition Facts
Serving Size 6 ounces (170g)
Servings Per Container 1

Amount Per Serving		
Calories 170	Calories from Fat 15	
		%Daily Value*
Total Fat 1.5g		2 %
Saturated Fat 1g		5 %
Trans Fat 0g		0 %
Cholesterol 10mg		3 %
Sodium 125mg		5 %
Total Carbohydrate 33g		11 %
Dietary Fiber 0g		0 %
Sugars 30g		
Protein 6g		
Vitamin A 0% • Vitamin C 0%		
Calcium 20% • Iron 0%		

* Percent Daily Values are based on a 2,000 calorie diet.

Cottage cheese

Nutrition Facts
Serving Size 1/2 cup (119g)
Servings Per Container 4

Amount Per Serving		
Calories 90	Calories from Fat 20	
		%Daily Value*
Total Fat 2.5g		4 %
Saturated Fat 1.5g		8 %
Trans Fat 0g		0 %
Cholesterol 15mg		5 %
Sodium 410mg		17 %
Total Carbohydrate 6g		2 %
Dietary Fiber 0g		0 %
Sugars 5g		
Protein 11g		
Vitamin A 4% • Vitamin C 0%		
Calcium 8% • Iron 0%		

* Percent Daily Values are based on a 2,000 calorie diet.

Name: _____

MyPyramid FOR KIDS

What's the Score?

Here is a way to compare foods to see which foods are the best choices for you. Answer the questions below for these four foods, using *What's on the Label?*

	Fat-free milk	1% chocolate milk	2% milk	Whole milk
1. What is the serving size for this item?				
2. Is the serving size realistic? *(Is this how much you would normally eat/drink?)*				
3. How many total calories in one serving?				
4. How many total grams of fat in one serving?				
5. What percent of calcium in one serving?				

Based on this information, which type of milk offers the most calcium with the lowest fat?

_____

Now look at *all* the labels on the page. Answer these questions:

1. If Manuel drinks 8 fluid ounces of 1% chocolate milk and eats 6 ounces of fruit-flavored yogurt, how much calcium has he had?_____

   How many grams of fat? _____

2. Which food item on the sheet has the least calcium with the highest amount of fat?

   _____

3. Which food item on the sheet has the most calcium with the lowest amount of fat?

   _____

Name:

MyPyramid FOR KIDS

What's the Score? Answer Key

Here is a way to compare foods to see which foods are the best choices for you. Answer the questions below for these four foods, using *What's on the Label?*

	Fat-free milk	1% chocolate milk	2% milk	Whole milk
1. What is the serving size for this item?	1 cup (8 fl oz)	1 cup (8 fl oz)	1 cup (8 fl oz)	1 cup (8 fl oz)
2. Is the serving size realistic? *(Is this how much you would normally eat/drink?)*				
3. How many calories in one serving?	90	170	130	150
4. How many total grams of fat in one serving?	0	2.5	5	8
5. What percentage of calcium in one serving?	30% DV	30% DV	30% DV	30% DV

Based on this information, which type of milk offers the most calcium with the lowest fat?

Answer: Fat-free

Now look at *all* the labels on the page. Answer these questions:

1. If Manuel drinks 8 fluid ounces of 1% chocolate milk and eats 6 ounces of fruit-flavored yogurt, how much calcium has he had? **Answer: 50% DV**

   How many grams of fat? **Answer: 4 grams**

2. Which food item on the sheet has the least calcium with the highest amount of fat?

   Answer: Vanilla ice cream

3. Which food item on the sheet has the most calcium with the lowest amount of fat?

   Answer: Fat-free milk

The Choices are Yours!

Small steps add up! What can you do to be your best? Check (√) them off. Add your own!

To PLAY HARD, I can…

- ❑ Watch TV less often.
- ❑ Find some active fun to do with my friends after school.
- ❑ Help my family with chores.
- ❑ Dance or walk to relieve stress.
- ❑ Walk around the house while I talk on the phone.
- ❑ Play computer games less often.
- ❑ Go out for a community or school sport.
- ❑ Walk, bike, or roller-blade to the store, school, or friend's house.

Here's more I can do to PLAY HARD:

- ❑ _____
- ❑ _____

To EAT SMART, I can…

- ❑ Eat breakfast.
- ❑ Drink juice, milk, or water when I'm thirsty—maybe with fast food.
- ❑ Use food labels to pick snacks with less fat and less sugar.
- ❑ Drink low fat milk with lunch or supper.
- ❑ Order regular-size fast foods.
- ❑ Compare my usual amounts to serving sizes on food labels, so I don't overeat.
- ❑ Take fruit in my backpack to snack on when I'm hungry.
- ❑ Try a new vegetable this week.
- ❑ Eat slowly and stop when I'm full.
- ❑ Ask my family to buy healthful snacks, such as fruits and veggies.

Here's more I can do to EAT SMART:

- ❑ _____
- ❑ _____

Unscramble these fruit and veggie snacks. Try to find them in your store. Better yet, buy 'em and taste 'em!

WIIK UFTRI _____

YAPPAA _____

MAICJA _____

CZIUNHCI _____

GONAM _____

DRE PREEPP _____

Six Steps to Your Goals!

- **Pick realistic goals**—match your abilities.
- **Make a plan**—pace yourself to get there with small steps.
- **Face challenges**—create ways to deal with things, such as time or money.
- **Ask for help**—support from your family and friends helps a lot.
- **Give yourself a break**—nobody's perfect, even you.
- **Pat yourself on the back**—even for a small success.

The Choices are Yours! – Answer Key

Small steps add up! What can you do to be your best? Check (√) them off. Add your own!

To PLAY HARD, I can…

- ❑ Watch TV less often.
- ❑ Find some active fun to do with my friends after school.
- ❑ Help my family with chores.
- ❑ Dance or walk to relieve stress.
- ❑ Walk around the house while I talk on the phone.
- ❑ Play computer games less often.
- ❑ Go out for a community or school sport.
- ❑ Walk, bike, or roller-blade to the store, school, or friend's house.

Here's more I can do to PLAY HARD:

- ❑ _____
- ❑ _____

To EAT SMART, I can…

- ❑ Eat breakfast.
- ❑ Drink juice, milk, or water when I'm thirsty—maybe with fast food.
- ❑ Use food labels to pick snacks with less fat and less sugar.
- ❑ Drink milk with lunch or supper.
- ❑ Order regular-size fast foods.
- ❑ Compare my usual amounts to serving sizes on food labels, so I don't overeat.
- ❑ Take fruit in my backpack to snack on when I'm hungry.
- ❑ Try a new vegetable this week.
- ❑ Eat slowly; stop when I'm full.
- ❑ Ask my family to buy healthful snacks, such as fruits and veggies.

Here's more I can do to EAT SMART:

- ❑ _____
- ❑ _____

Unscramble these fruit and veggie snacks. Try to find them in your store. Better yet, buy 'em and taste 'em!

WIIK UFTRI……KIWI FRUIT

YAPPAA……PAPAYA

MAICJA……JICAMA

CZIUNHCI……ZUCCHINI

GONAM……MANGO

DRE PREEPP….RED PEPPER

Six Steps to Your Goals!

- **Pick realistic goals**—match your abilities.
- **Make a plan**—pace yourself to get there with small steps.
- **Face challenges**—create ways to deal with things, such as time or money.
- **Ask for help**—support from your family and friends helps a lot.
- **Give yourself a break**—nobody's perfect, even you.
- **Pat yourself on the back**—even for a small success.

Student Log Form

Name: _____

EAT SMART. Goal: _____

Week 4 Revision (not required): _____

PLAY HARD. Goal: _____

Week 4 Revision (not required);_____

1 serving fruit or veggie consumed = 1 Power Point 1/4 hr. physical activity = 1 Power Point 2,000 steps on pedometer = 1 Power Point

		SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.	Weekly Totals	Did I Reach My Goals?
Week 2	EAT SMART Points									
	PLAY HARD Points									
	BONUS Points									
Week 3	EAT SMART Points									
	PLAY HARD Points									
	BONUS Points									
Week 4	EAT SMART Points									
	PLAY HARD Points									
	BONUS Points									

Student Log Form

1 serving fruit or veggie consumed = 1 Power Point 1/4 hr. physical activity = 1 Power Point 2,000 steps on pedometer = 1 Power Point

		SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.	Weekly Totals	Did I Reach My Goals?
Week 5	EAT SMART Points									
	PLAY HARD Points									
	BONUS Points									
Week 6	EAT SMART Points									
	PLAY HARD Points									
	BONUS Points									
Week 7	EAT SMART Points									
	PLAY HARD Points									
	BONUS Points									
Week 8	EAT SMART Points									
	PLAY HARD Points									
	BONUS Points									
								Total Power Points Earned Over 7 Weeks:		

Optional: Ask a parent to initial each completed week in the right-hand margin above.

K-STATE RESEARCH & EXTENSION
FAMILY NUTRITION PROGRAM

Kids a Cookin'

Food Group Funny Face

A snack with a personality!

Level: Easy **Makes:** 1

Kids' Tool Kit
Measuring spoon
Knife
Grater

Chef's Choice
Food Group Funny Face
Low fat milk

Ingredients:

- 1 tablespoon peanut butter
- 1 large cracker (graham cracker, saltine or whole grain)
- 1 tablespoon shredded cheddar cheese
- 3 or 4 raisins
- 2 large green peas
- 1 grape, cut in half

Directions:

Remember to wash your hands!

1. Spread peanut butter on cracker in the shape of a face.
2. Sprinkle grated cheese at top for hair.
3. Place raisins on cracker for mouth.
4. Use peas for eyes and 1/2 grape for nose.

Helpful Hints: The Food Guide Pyramid shows how to make food choices for a healthy diet. Adults and kids from age 2 years can follow this plan and have lots of variety in what they eat.

Five different food groups are in the Food Guide Pyramid, and each is represented in this snack. The cracker belongs in the grain group at the base of the pyramid. Complex carbohydrates in this group are packed with lots of energy. The peas are in the vegetable group, and raisins and grapes are in the fruit group. Both food groups provide vitamins, minerals and fiber. Cheese has lots of calcium and fits in the milk group. Peanut butter gives us protein from the meat group. It takes a variety of food to have a balanced diet.

Safety Tip: When you cough or sneeze, cover your mouth and turn away from food and other people. The next step is to wash your hands with soap and water to get rid of germs that can make us, or others around us, sick.

This snack is intended for children over age two. Do not serve to younger children who may choke.

Nutrition Facts
Serving Size 1 cracker (31g)
Servings Per Container 1

Amount Per Serving	
Calories 150	Calories from Fat 100
	% Daily Value*
Total Fat 11g	17%
Saturated Fat 3g	16%
Cholesterol 5mg	2%
Sodium 140mg	6%
Total Carbohydrate 8g	3%
Dietary Fiber 1g	5%
Sugars 4g	
Protein 6g	
Vitamin A 2% •	Vitamin C 2%
Calcium 6% •	Iron 4%

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

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

Recipe used with permission from the curriculum, Kids in the Kitchen, Family Nutrition Education Program, Outreach and Extension, University of Missouri, Lincoln University

For more information about this recipe and other fun recipes: contact your county extension office in Kansas, visit the website at www.kidsacookin.ksu.edu, or e-mail kidsacookin@ksu.edu.

This institution is an equal opportunity employer. This material was funded by USDA's Food Stamp Program through a contract awarded by the Kansas Department of Social and Rehabilitation Services. The Food Stamp Program provides nutrition assistance to people with low income. To find out more, contact your local SRS office or call 1-800-221-5689.

K-STATE RESEARCH & EXTENSION
FAMILY NUTRITION PROGRAM

Kids a Cookin'

Incredible Edible Pyramid Parfait

Layers of yogurt with cereal and fruit!

Level: Easy **Makes:** 1

Kids' Tool Kit
Measuring spoons
Table knife
Rubber spatula
Small bowls
Serving spoons
8-ounce clear cups

Ingredients:

- 6 tablespoons vanilla yogurt, divided
- 2 heaping tablespoons cereal, either flakes or nuggets
- 2 tablespoons frozen strawberries or crushed pineapple
- 1 teaspoon chopped peanuts
- 1 teaspoon mini-chocolate chips (optional)

Directions:

Remember to wash your hands!

1. Measure 2 tablespoons yogurt into an 8-ounce clear cup.
2. Sprinkle cereal on top.
3. Spread 2 more tablespoons yogurt on top.
4. Spread fruit on top.
5. Add 2 more tablespoons yogurt.
6. Top with chopped peanuts and chocolate chips.

Chef's Choice
Incredible Edible Pyramid Parfait
Graham crackers

Nutrition Facts
Serving Size 1 parfait (127g)
Servings Per Container 1

Amount Per Serving	
Calories 120	Calories from Fat 25
	% Daily Value*
Total Fat 2.5g	4%
Saturated Fat 1g	5%
Cholesterol 5mg	2%
Sodium 75mg	3%
Total Carbohydrate 19g	6%
Dietary Fiber 1g	6%
Sugars 16g	
Protein 6g	
Vitamin A 2% •	Vitamin C 20%
Calcium 15% •	Iron 2%

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

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

Helpful Hints: This is a recipe that you really don't have to measure ingredients. It's a good time to practice using your measuring skills though. Fill a measuring spoon with yogurt. Use the flat side of a knife and scrape the knife across the measuring spoon to level off the yogurt. This will give an accurate measure. Use a rubber spatula to scoop the yogurt into the cup.

We are using the Food Guide Pyramid as a pattern for making for this snack. Cereal is in the Grain Group at the base of the pyramid. Strawberries are in the Fruit Group. Yogurt fits in the Milk Group. Peanuts are in the Meat Group because they have protein. Chocolate chips are at the very top of the pyramid — the "sometimes" foods. Do you know which food group is not in this parfait? (The Vegetable Group)

Safety Tip: Before you start to get out ingredients for a recipe, wash the work area with a clean cloth, soap and water. Wash your hands in warm water with soap, scrubbing for at least 20 seconds. That's about as long as it takes to sing the "ABC's" or "Happy Birthday." When you cook, don't lick the spoon or your fingers. It's important to keep from spreading germs!

For more information about this recipe and other fun recipes: contact your county extension office in Kansas, visit the website at www.kidsacookin.ksu.edu, or e-mail kidsacookin@ksu.edu.

This institution is an equal opportunity employer. This material was funded by USDA's Food Stamp Program through a contract awarded by the Kansas Department of Social and Rehabilitation Services. The Food Stamp Program provides nutrition assistance to people with low income. To find out more, contact your local SRS office or call 1-800-221-5689.

Week 3
Short Tales

Relates to these subjects:
Reading, Creative Writing, Health, PE, Art

Key Outcome:
Students will become familiar with some unusual fruits and vegetables.

Empowerment Messages:
- There is a vast variety of fruits and vegetables from which students may choose their 7 to 11 daily servings.
- Students should have a willingness to try new fruits and vegetables to determine the ones they like.
- Reading for pleasure is a great way to learn about new foods (and other topics too!)

To implement this week's activities:
- Purchase food and supplies needed for the EAT SMART Kids a Cookin' activity.
- Gather materials for the PLAY HARD activity.
- Review the PPP Teacher's Log on page 60 to record weekly "Power Points" earned by student teams; remind students to complete their log of fruits/veggies consumed and time spent doing physical activity.
- Present information to student as described in the following pages.
- Instruct students to complete pages 10-11 in their Student Activity Books (Manual pages 56-57).
- Remind students that they can earn extra "Power Points" for family participation in PPP. Record the family points in the Bonus Points row of the log form.
- Show students the video segment for the Veggie Pillow recipe, and implement the Kids a Cookin' activity.

This week's fruit and veggie jokes:
Q: How does a ghost eat an apple?
A: By goblin it!

Q: What is small, red and whispers?
A: A hoarse radish!

EAT SMART – Activities and Materials

Have students turn to pages 10-11 in their Student Activity Books (Story Starters).

Instruct student to pick a fruit or vegetable from the page and develop a story using the story starter or create their own story starter.

Ask students to select a book from the book list provided in this manual on pages 59-60. You may want to enlist the help of the school librarian for this activity. It may be better for your class to ask students to bring a fruit/vegetable-related article from a popular magazine or fruit/vegetable related information found online. Encourage students to pick a book or article that tells about unusual fruits or veggies (i.e. star fruit, kiwi, mango, papaya, okra, artichoke, turnip, sweet potato, etc.). Instruct students to read the book or article.

You might ask students to:

- Share a book report with the class.
- Share a lower level book with younger students.
- Create a bookmark or book cover to illustrate the book.

Student Discussion:

- What did students learn from this activity?
- Will they be more willing to try new or unusual fruits and vegetables?

6th Grader Extras

Food History

Students may research and write about the history and origin of a particular fruit or vegetable. It may be an unusual fruit or vegetable, or one grown right here in Kansas. This "report" could include: place the crops are grown (geography, climate, etc.), how long it takes to grow/ripen, how it is harvested, how the fruit/vegetable is transported and even a recipe that includes the fruit/vegetable.

As a team or class project, students may also choose to research the farming history or current farming practices for their local community or the state of Kansas. You may even choose to tour a local farm or visit the local farmer's market in the spring to learn more about fruits and vegetables.

EAT SMART – Activities and Materials

Optional- School-wide Activities

Discover the World of Food and Books

For complete instructions, refer to the *Popular Team Nutrition Events* idea book, page 30.

Optional- Cafeteria/School-wide Activities

Kitchen Tour

Speak with your School Food Service Director (SFSD) or the Kitchen Manager in your school about taking a tour through the school kitchen. Ask the SFSD to explain how each meal is prepared and what nutrient guidelines they have to meet each day.

Eating the Alphabet

For complete instructions, refer to the *Popular Team Nutrition Events* idea book, page 44-45.

Pizza Parade

For complete instructions, refer to the *Popular Team Nutrition Events* idea book, page 32-33.

K-STATE RESEARCH & EXTENSION
FAMILY NUTRITION PROGRAM
Kids a Cookin'

Veggie Pillows

- Have students wash their hands with soap and water.
- Show students the video segment corresponding to the "Veggie Pillows" recipe.
- You may choose to ask students to bring in a large, clean t-shirt or apron from home to cover their regular school clothes during this activity.
- The recipe is included on page 23 of the Student Activity Book (Manual page 63) so have students don their chef hats, turn to page 23 and get those Kids a Cookin'!

PLAY HARD – Activities and Materials

Jump for Fruits & Veggies

Materials needed:

None

Allow space for students to move freely. Ask one student to stand up and state the name of the fruit or veggie they read about (in this week's EAT SMART activities) WITHOUT stating if that food is a fruit or veggie. Tell students if they think the food is a fruit to jump up and down. If they believe that food is a veggie, do jumping jacks.

When all students have made a choice, instruct the first student to state if the food is a fruit or veggie and to tell one fact about that food. Continue through the class as time permits.

Other activities that can be used in place of jumping:

Run in place, stretches (touch toes, then reach for ceiling OR stretch to the left or right), knee bends, stand on tip toes or add your own.

Student Discussion:

- What new facts did students learn about the unusual fruits and veggies?
- Can they name any other unusual fruits and vegetables that have not been discussed?

Optional- PE Activity

Letter Line-Up

Make two sets of cards with one letter of the alphabet on each card. Make duplicates of vowels and frequently used consonants.

Divide the class into two teams. The teams line up facing each other at opposite ends of the room. Scatter the cards face up on the floor opposite the line. The teacher calls out a spelling word. The first student on each team runs to their cards, picks up the first letter of the spelling word and hands the card to the second team member. The second person runs to their team's cards, picks up the second letter of the word and hands the cards to the third person in line, etc. Continue until all letters are in hand and the spelling word is correctly spelled out on the floor. Continue with the second spelling word, etc.

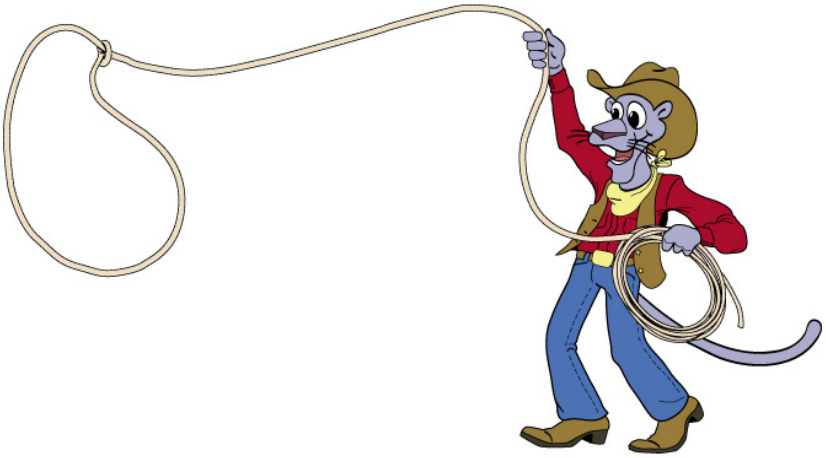
PLAY HARD – Activities and Materials

6th Grader Extras

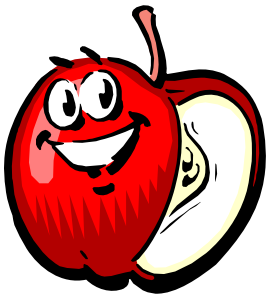
The Sports Reports

There are many different types of sports and ways for people to be active. Sometimes students just need to be introduced to new things that they may not even know exist. For this lesson, have students pick a sport of physical activity that they would like to learn more about. This could range from waterskiing to gardening, from bowling to surfing. They will then need to research this activity and write a report about their findings. The reports could include information on the history of the sport or activity, where it is played now, how to do the activity or sport (the rules), and maybe a picture of the sport or activity.

After reports are complete, each student will share with the class what they have found out about the activity. If possible, play some of the activities as a part of Power Panther Pals or in the students' physical education class.



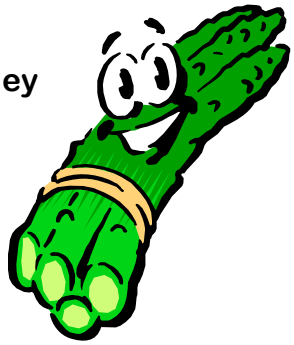
Story Starters



Albert Apple was red but he wanted kids to know about all of his cousins so he started his story.

Bobby Banana was proud of the tropical paradise he called home, and was excited when the librarian asked him to give a talk on "Where Bananas Come From".

Barney Broccoli had a story to tell, and it was the story of why broccoli was one of the "super vegetables". His story went something like this…..



Annie and Arthur Asparagus wanted everyone to know that they were the stems of plants, so they decided to tell their story…

Greg and Gary Green Beans were getting ready to tell the kids the difference between bush beans and pole beans. Then the two brothers had another idea!

Christopher Cantaloupe was proud and wanted everyone to know his story.

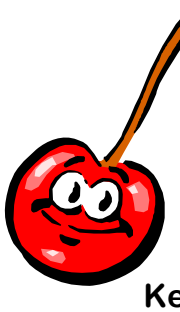
Calvin Carrot wanted everyone to know why his bright orange color made him such an important vegetable. He decided to tell the kids the good news about carrots.

Courtney Cauliflower wanted the kids to know how cauliflower was grown, so she started her story.

Cornelius Corn wanted the kids to know some new ways to eat corn, so he decided to…

Lucy Lettuce was proud to be such a popular vegetable so she decided to tell the kids how they could make great salads.

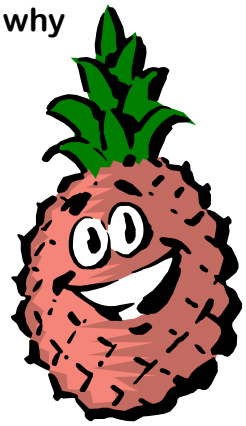
Sam Celery wanted the kids to know all the ways celery could be used, so he started this story.



Chester and Chelsea Cherry wanted the kids to know how they were grown and how to pick the best tasting cherries at the grocery store, so they started by…

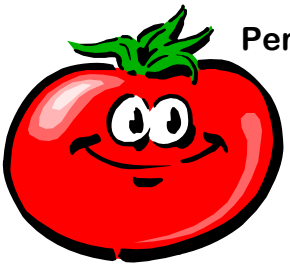
Gus Grapes wanted the kids to know how grapes are made into raisins, so he started by…

Kevin Kiwi wanted more kids to enjoy fitting kiwi into the recommended 7 – 11 servings of fruits and veggies, so he decided to tell them why he was such a good choice.



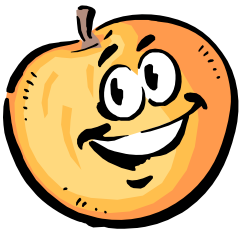
Polly Peach wanted to let everyone know how sweet and tasty she was. So she started her own story.

Ollie Orange knew that most people like orange juice, but he also wanted everyone to know about other ways to enjoy oranges.

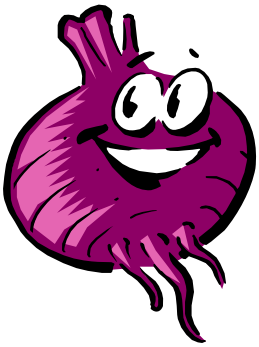


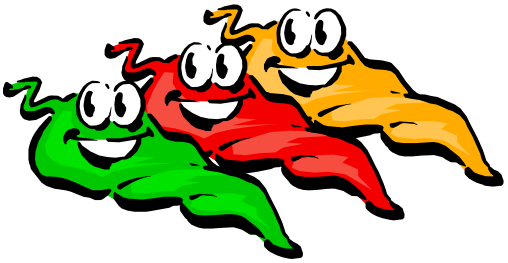
Percy Pineapple loved the warm tropical climate he lived in. He wanted everyone to know about his home.

Tommy Tomato decided to tell the world all of the different ways he could be eaten and enjoyed.



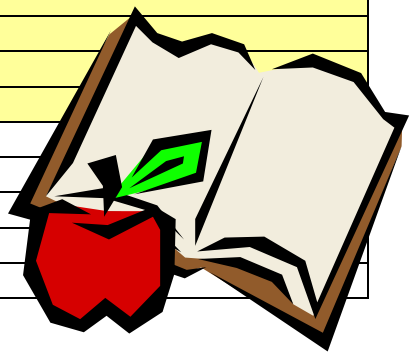
Make up story starters for more characters!



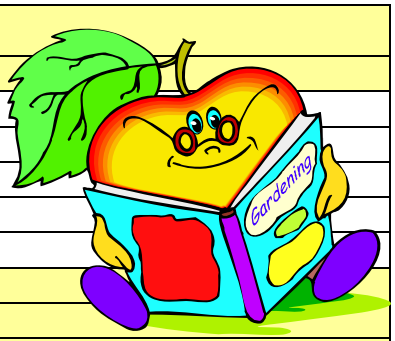


Fruit & Veggie Book List

Book	Author
A Book of Vegetables	Harriet L. Sobol
A Seed Is A Promise	Claire Merrill
A Yoga Parade of Animals	Pauline Mainland
Aldo Applesauce	Joanna Herwitz
Apples and Pumpkins	Anne Rockwell
Autumn Harvest	Alvin Tresselt
Bananas, From Manola to Margie	George Ancona
Bread and Jam for Frances	Russell Hoban
Chanukkah Guest	Eric Kimmel
Charlie and the Chocolate Factory	Roald Dahl
Charlotte's Web	E.B. White
Children's Book of Yoga	Thia Luby
Chocolate Touch	Patrick Skene Catling
City Green	DyAnne DiSalvo-Ryan
Cloudy With a Chance of Meatballs	Judi Barrett
Corn is Maize: The Gift of the Indians	Aliki
Eat the Fruit, Plant the Seed	Millicent E. Selsam & Jerome Wexler
Eating the Alphabet	Lois Ehlert
Emily and Her Monkey Plant a Garden	Patricia Ryan
Eric Plants a Garden	Jean Hudlow
First Tomato	Rosemary Wells
Food: The Gift of Osiris	W.J. Darby, P. Ghalioungui & L. Grivetti
Foods and Nutrition Encyclopedia	Ensminger, Ensminger, Konlande, & Robson
From Head to Toe	Erick Carle
From Seed to Plant	Gail Gibbons
Garden Crafts for Kids	Diane Rhoades
Giant Vegetable Garden	Nadine Westcott
Green Eggs and Ham	Dr. Seuss
Growing Colors	Bruce McMillan
Growing Vegetable Soup	Lois Ehlert
Hard Scrabble Harvest	Dahlov Ipcar
How a Seed Grows	Helene J. Jordan
I Can Take a Walk	Shigeo Watanabe
In a Spring Garden	Richard Lewis
Jam	Margaret Mahy
James and the Giant Peach	Roald Dahl
James Bear's Pie	Jim Latimer
Johnny Appleseed	Steven Kellogg
Johnny Appleseed	Carol Beach York
Keepers of Life	Michael J. Kaduto
Latkes and Applesauce	Fran Manushkin
Lentil Soup	Joe Lasker
Let's Go Swimming	Shigeo Watanabe
Min-Yo and the Moon Dragon	Elizabeth Hillman
Molly and the Strawberry Day	Pam Conrad



Book	Author
My Backyard Garden	Carol Lerner
My Prairie Christmas	Brett Harvey
My Very First Book of Motion	Eric Carle
Mystery of the Flying Orange Pumpkin	Steven Kellogg
Once Upon A Recipe	Karen Greene
One Bean	Anne Rockwell
Over, Under & Through	Tana Hocan
Ox-Cart Man	Donald Hall
Peanut Butter Poltergeist	Ellen Levoe
Potato Pancakes All Around	Marilyn Hirsh
Potatoes, Potatoes	Anita Lobel
Pumpkin Circle	George Levinson
Rabbit Seeds	Bijou LeTord
Rain Makes Applesauce	Julian Scheer
Skates	Jack Ezra Keats
Soup for Supper	Phyllis Root
Squanto, The Pilgrim Adventure	Kate Jassem
Squash Pie	Wilson Gage
Stega Non	Tomie de Paloa
Stone Soup	John W. Stewig
Stone Soup	Marcia Brown
Strawberry Girl	Lois Lenski
Sunflower Garden	Janice May Udry
Talking Eggs	Robert D. San Souci
The Boxcar Children	Gertrude Chandler Warner
The Carrot and Other Root Vegetables	Millicent E. Selsam
The Carrot Seed	DyAnne DiSalvo-Ryan
The First Snowfall	Anne Rockwell
The Gingerbread Man	Pam Adams
The Giving Tree	Shel Silverstein
The Great Giant Watermelon Birthday	Wera B. Williams
The Growing Story	Ruth Krauss
The Little Red Hen	Margot Zemach
The Peach Tree	Norman Pike
The Popcorn Book	Thomas Anthony Depaola
The Potato Man	Megan McDonald
The Potato Party and Other Troll Tales	Loreen Leedy
The Pumpkin People	David & Maggie Cavagnaro
The Snowy Day	Jack Ezra Keats
The Tomato and Other Fruit Vegetables	Millicent E. Selsam
The Tomato Patch	William Wondriska
The Vegetable Book	Cynthia Overbeck
The Vegetable Thieves	Inga Moore
Uncle Willie and the Soup Kitchen	Dyanne DeSalvo-Ryan
Vegetables from Stems and Leaves	Millicent E. Selsam
What Am I? Looking Through Shapes at Apples and Grapes	N. N. Charles
What Was It Before It Was Orange Juice	Jane Belk Moncure



Power Panther Pals Teacher's Log

Fill in the team name at the top and the student's names in the far left column. Please limit each team to six (6) students. Below each week, place a check (√) in the column labeled "ES" and/or "PH" if the student reached their EAT SMART (ES) and/or PLAY HARD (PH) goal for that week. If a student reaches their EAT SMART and PLAY HARD goals for at least five (5) out of seven (7) weeks, that student will earn a carabineer clip (included in the Power Panther Pals Kit). In the column labeled "Points", write the total Power Points earned by each student that week and compute the total points at the bottom. The team who earns the most Power Points receives a water bottle (included in the Power Panther Pals Kit).

Optional: You may choose to have each student obtain a parent's signature after each week of logging. Parent's can sign or initial the Student Log Forms in the right hand margin each week.

Team Name:

Student Names	Week 2			Week 3			Week 4			Week 5			Week 6			Week 7			Week 8		
	ES	PH	Points	ES	PH	Points	ES	PH	Points	ES	PH	Points	ES	PH	Points	ES	PH	Points	ES	PH	Points
Total Points																					

Seven week Power Point team total:

Team Name:

Student Names	Week 2			Week 3			Week 4			Week 5			Week 6			Week 7			Week 8		
	ES	PH	Points	ES	PH	Points	ES	PH	Points	ES	PH	Points	ES	PH	Points	ES	PH	Points	ES	PH	Points
Total Points																					

Seven week Power Point team total:

Team Name:

Student Names	Week 2			Week 3			Week 4			Week 5			Week 6			Week 7			Week 8		
	ES	PH	Points	ES	PH	Points	ES	PH	Points	ES	PH	Points	ES	PH	Points	ES	PH	Points	ES	PH	Points
Total Points																					

Seven week Power Point team total:

Team Name:

Student Names	Week 2			Week 3			Week 4			Week 5			Week 6			Week 7			Week 8		
	ES	PH	Points	ES	PH	Points	ES	PH	Points	ES	PH	Points	ES	PH	Points	ES	PH	Points	ES	PH	Points
Total Points																					

Seven week Power Point team total:

Team Name:

Student Names	Week 2			Week 3			Week 4			Week 5			Week 6			Week 7			Week 8		
	ES	PH	Points	ES	PH	Points	ES	PH	Points	ES	PH	Points	ES	PH	Points	ES	PH	Points	ES	PH	Points
Total Points																					

Seven week Power Point team total:

K-STATE RESEARCH & EXTENSION
FAMILY NUTRITION PROGRAM

Kids a Cookin'

Veggie Pillows

This stuffing is green and orange! Yikes!

Level: Easy **Serves:** 2

Kids' Tool Kit
Knife
Peeler
Cutting board
Measuring spoons
Small bowl
Spoon

Ingredients:
- 1 celery stalk
- 1 carrot, peeled
- ½ green pepper
- 2 tablespoons ranch-style salad dressing
- 1 slice pita bread

Directions:
Remember to wash your hands!

1. Wash vegetables and chop into small pieces.
2. Combine vegetables in a small bowl and add dressing.
3. Cut pita bread into two half-moon shapes and open pita pocket. Stuff veggies into each pocket.

Chef's Choice
Veggie Pillow
Crunchy grapes
Cheese stick
Low fat milk

Helpful Hints: For variety, try adding other chopped vegetables—broccoli, cauliflower or onion—to the sandwich filling. If you're serving these at lunchtime, stuff some chopped ham or turkey in with the vegetables for an even more nutritious meal.

Safety Tip: Use knives carefully. Adult supervision is a must when chopping vegetables with a sharp knife. Younger kids can help by peeling carrots and washing vegetables.

Nutrition Facts
Serving Size 1 pita bread (142g)
Servings Per Container 2

Amount Per Serving	
Calories 160	Calories from Fat 40
	% Daily Value*
Total Fat 4.5g	7%
Saturated Fat 1g	4%
Cholesterol 5mg	1%
Sodium 310mg	13%
Total Carbohydrate 26g	9%
Dietary Fiber 3g	11%
Sugars 4g	
Protein 4g	

Vitamin A 210% • Vitamin C 70%
Calcium 4% • Iron 6%

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

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

For more information about this recipe and other fun recipes: contact your county extension office in Kansas, visit the website at www.kidsacookin.ksu.edu, or e-mail kidsacookin@ksu.edu.

This institution is an equal opportunity employer. This material was funded by USDA's Food Stamp Program through a contract awarded by the Kansas Department of Social and Rehabilitation Services. The Food Stamp Program provides nutrition assistance to people with low income. To find out more, contact your local SRS office or call 1-800-221-5689.

Teacher's Notes

Week 4
What ARE You Eating?

Relates to these subjects:
Health, PE, Science

Key Outcome:
Students will learn that they consume different parts of the plant when they eat fruits and vegetables.

Empowerment Messages:
- Different plant parts provide a variety of vitamins and minerals as well as fiber and protein.
- Different plant parts provide different textures and tastes.

IMPORTANT!!!! Required before you begin this week's activities:
Review personal EAT SMART and PLAY HARD goals with students to ensure goals are realistic and attainable. Goals may be revised during this review process. At this point in the program, students still have the opportunity to meet personal goals for five weeks of the seven weeks logs are maintained and earn a carabineer clip.

To implement this week's activities:
- Use activities on pages 12-13 of the Student Activity Book.
- Purchase food and supplies needed for the EAT SMART Kids a Cookin' activity.
- Remind students daily to complete their log of fruits and veggies consumed and time spent in physical activity.
- Display the poster *Make Family Time An Active Time.* A copy can be found in the PPP kit.
- Send home Newsletter Issue 3, *Power Panther Pals at Home* (provided).

This week's fruit and veggie jokes:

Q: What do you call a stolen yam?
A: A hot potato!

Q: How do you fix a flat pumpkin?
A: With a pumpkin patch!

EAT SMART – Activities and Materials

Activity Sheets

Work through the following pages in the Student Activity Book:

- *How Does Your Garden Grow?* – page 12 (Manual page 71)
- *How Are You Doing?* – page 13 (Manual page 72)

Teacher Information:

Plants have 6 main parts: flowers, roots, stems, fruit, leaves and seeds (which can be further separated into seeds and seedpods). The following information comes from the University of Illinois Extension:

- Roots are like the foundation of a house. They help to support the plant by anchoring it into the ground. Roots also absorb water and nutrients from the soil to help the plant grow.
- Plant stems are like a nutrient highway. Water and nutrients from the soil travels through the stem to other parts of the plant, and the food produced by the leaves is also carried by stems to other parts of the plant.
- The leaves of a plant are like food factories. They take nutrients gathered by the roots and use energy from the sun to make plant food. Leaves come in all shapes and sizes.
- Flowers are many people's favorite parts of plants. Flowers actually are an important part of the plant because they help attract pollinators (like bees) so that they can form seeds.
- Fruit is actually created by the plant to help protect the developing seeds. The purpose of some fruit is to actually disperse the plant's seeds.
- Seeds are a plant's way of reproducing. Each seed contains a tiny plant protected by a coating (which could be thick or thin) and a small, short-term food supply. The seeds will germinate when they are exposed to the right conditions and grow into new plants.

For more information about plant parts, visit their website at:
http://www.urbanext.uiuc.edu/gpe/case1/c1facts2a.html

EAT SMART – Activities and Materials

Student Discussion:

- Name additional examples of flowers, roots, fruits, stems, etc.
- Do students have a garden at home? What plant "parts" do you grow and eat?
- Ask students to brainstorm different edible plant parts they are familiar with and examples of each such as:
  - Flower – broccoli
  - Root – carrot
  - Fruit – cherry tomato
  - Stem – celery
  - Leaves – lettuce
  - Seeds – sunflower seeds
  - Seedpod – green beans

K-STATE RESEARCH & EXTENSION
FAMILY NUTRITION PROGRAM
Kids a Cookin'

Fresh Veggie Pizza

- Have students wash their hands with soap and water.
- Show students the video segment corresponding to the "Fresh Veggie Pizza" recipe.
- You may choose to ask students to bring in a large, clean t-shirt or apron from home to cover their regular school clothes during this activity.
- The recipe is included on page 24 of the Student Activity Book (Manual page 75) so have students don their chef hats, turn to page 24 and get those Kids a Cookin'!

Student Discussion:

- What plant part are you eating?
- Discuss the texture and the taste of each veggie that you've put on your pizza.
- Which veggies would you like to have again for a snack?

EAT SMART – Activities and Materials

6th Grader Extras

Cultural Fruits and Vegetables

Using the list below, have students research and explore where these different foods come from and how they are used in different cultures and by different ethnic groups. Look for pictures of these foods and use them to make a multi-cultural display for the cafeteria or a school bulletin board. Students may present their information to younger students or to one another. You may choose to substitute this week's Kids a Cookin' activity for a recipe that students find using an unfamiliar fruit or vegetable from the list below.

Cultural/ Ethnic Group	Fruits	Vegetables
Asian	Apple, banana, carambola, Chinese banana, Chinese pear, dates, fig, fruit juices, grape, guava, kumquat, kitchi, lime, loquat, lychee, mango, orange, papaya, passion fruit, persimmon, pineapple, pomelo, pomegranate, plum, tangerine, watermelon	Bamboo shoots, bean sprouts, bitter melon, bok choy, broccoli, celery, cucumber, daikon, eggplant, fuzzy melon, ginger, leek, mushroom, mustard greens, napa cabbage, onion, potato, snow peas, spinach, squash, taro, tomato, turnip, water chestnut, winter melon, yam
African American	Apple, banana, berries, fruit juices, peach, watermelon	Beets, broccoli, cabbage, chard, collard greens, corn, garlic, green beans, green pepper, hominy, hot pepper, kale, mustard greens, okra, onion, potato, spinach, yam, squash, sweet potato, tomato
Latino	Apple, avocado, banana, canned fruit, cherimoya, coconut, guava, lemon, lime, mango, melon, orange, papaya, passion fruit, pineapple, strawberry, sugar cane, zapote	Agave, avocado, cabbage, cactus leaves, carrot, cassava, chilies, corn, jicama, onion, peas, potato, squash, squash blossom, sweet potato, tomatillo, tomato, turnip
Native American	Blackberry, blueberry, canned fruit, chokeberry, crab apple, cranberry, currants, grapes, elderberry, ground cherry, huckleberry, musk melon, peach, persimmon, raspberry, salmon berry, strawberry, watermelon, wild plum, wild rhubarb	Bitter root, cactus leaves, corn, Jerusalem artichoke, kelp, miners lettuce, mushroom, pumpkin, turnip, wild carrot, wild celery, wild potato

PLAY HARD – Activities and Materials

I Can Be A Plant!

Materials needed:
None

Allow space for students to move freely. Using Teacher Reference on page 74, call out the names of various fruit and vegetables from the page. Instruct students to do the following if they think the fruit/veggie named is that part of the plant:

- Flower – cross arms over head in a cutting motion
- Root – squat
- Fruit – stand and wrap arms around own shoulders
- Stem – stand straight with arms at sides
- Leaves – stand and make swaying motion with arms
- Seeds – make motion of planting seeds in ground
- Seedpod – stand with arms outstretched to the sides

Optional- Community Activity

SENSE-ational Me! Health Fair

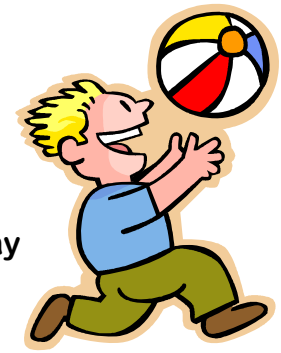
For complete instructions, refer to the enclosed *Popular Team Nutrition Events* idea book, page 48.

PLAY HARD – Activities and Materials

6th Grader Extras

Vocabulary Beach Ball

Materials Needed:
Beach Ball
Index cards with vocabulary words
Clear packing tape to attach cards to beach ball



Write the provided vocabulary words on index cards and tape them to a large, inflated beach ball. Toss the ball to the students. Have the students tap the ball in the air until you say STOP. The student who catches the ball on the STOP command looks at the word his/her left thumb is touching. That student will then have to give the definition or an example of that term.

Vocabulary word list:

- Goal (define or provide example from EAT SMART. PLAY HARD. goals)
- Serving (the amount of food listed on the food label, the amount you should eat… don't get confused with portions which are the actual amount of food that is consumed by a person)
- Healthy body benefits (any of the examples from page 29 of the Implementation Manual or page 3 of the Student Activity Book)
- Food group (grains, fruits, vegetables, milk, meat & beans)
- Flower
- Root
- Fruit
- Stem
- Leaves
- Seeds
- Seedpod (examples of plant parts are provided on page 67 of the Implementation Manual).

You can add words to this list based on class discussions or lessons from other subjects that address health, nutrition and/or physical activity.

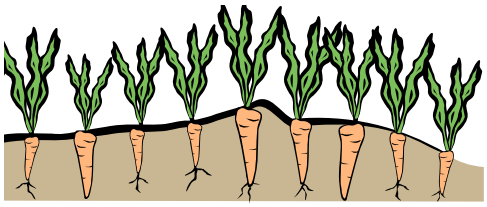
If you choose to keep score, you can award the winning student or team (who answer the most times correctly), with a BONUS Power Point or may stagger BONUS Power Points to award first, second, and third place (3 points for first, 2 for second, etc.).

How Does Your Garden Grow?

What parts of the plant do we eat?

Circle your answers.

Broccoli	Root	Stem	Leaf	Flower	Fruit	Seed
Carrot	Root	Stem	Leaf	Flower	Fruit	Seed
Cauliflower	Root	Stem	Leaf	Flower	Fruit	Seed
Celery	Root	Stem	Leaf	Flower	Fruit	Seed
Corn	Root	Stem	Leaf	Flower	Fruit	Seed
Cucumber	Root	Stem	Leaf	Flower	Fruit	Seed
Kidney Bean	Root	Stem	Leaf	Flower	Fruit	Seed
Lettuce	Root	Stem	Leaf	Flower	Fruit	Seed
Potato	Root	Stem	Leaf	Flower	Fruit	Seed
Pumpkin	Root	Stem	Leaf	Flower	Fruit	Seed
Tomato	Root	Stem	Leaf	Flower	Fruit	Seed



Growing Scramble

Can you unscramble these gardening and farming words?

1. croartt _____
2. lovesh _____
3. morsw _____
4. stompoc _____
5. esdse _____
6. earc _____
7. sawtr _____
8. remanu _____
9. esdew _____
10. ostor _____
11. veesla _____
12. trawe _____
13. nensushi _____
14. ilso _____
15. letrow _____

Pizza Garden

You can plan a pizza garden. Grow tomatoes and oregano for the sauce. What vegetables do you want to add for the topping?

_____

_____

_____

Little Brown Seed

Little brown seeds so small and round,
Are sleeping quietly underground.
Down came the raindrops,
Sprinkle, sprinkle, sprinkle.
Out comes the rainbow,
Twinkle, twinkle, twinkle.
Little brown seeds way down below,
Up through the earth they grow, grow, grow.
Little green leaves come one by one.
They hold up their heads,
And look at the sun.

How Are You Doing?

It's a challenge to meet new goals. To stay on track, it's a good idea to check in with yourself to see how you are doing.

Did you meet your personal EAT SMART goal the past 2 weeks?

YES NO

- What was the hardest part of meeting the goal you set for yourself?
- Why was this hard for you?
- If you need to make changes in your EAT SMART goal, explain how you will meet your revised goal:

Did you meet your personal PLAY HARD goal the past 2 weeks?

YES NO

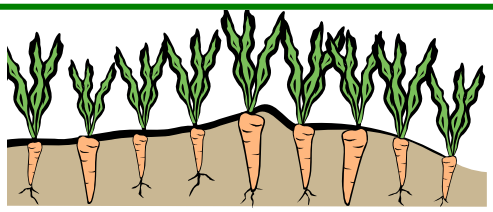
- What was the hardest part of meeting the goal you set for yourself?
- Why was this hard for you?
- If you need to make changes in your PLAY HARD goal, explain how you will meet your revised goal:

How Does Your Garden Grow? – Answer Key

What parts of the plant do we eat?

Circle your answers.

Broccoli	Root	**Stem**	**Leaf**	**Flower**	Fruit	Seed
Carrot	**Root**	Stem	Leaf	Flower	Fruit	Seed
Cauliflower	Root	**Stem**	**Leaf**	**Flower**	Fruit	Seed
Celery	Root	**Stem**	**Leaf**	Flower	Fruit	Seed
Corn	Root	Stem	Leaf	Flower	Fruit	**Seed**
Cucumber	Root	Stem	Leaf	Flower	**Fruit**	**Seed**
Kidney Bean	Root	Stem	Leaf	Flower	Fruit	**Seed**
Lettuce	Root	Stem	**Leaf**	Flower	Fruit	Seed
Potato	**Root**	Stem	Leaf	Flower	Fruit	Seed
Pumpkin	Root	Stem	Leaf	Flower	**Fruit**	**Seed**
Tomato	Root	Stem	Leaf	Flower	**Fruit**	**Seed**



Pizza Garden

You can plan a pizza garden. Grow tomatoes and oregano for the sauce. What vegetables do you want to add for the topping?

_____

_____

_____

Growing Scramble

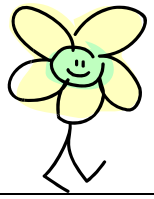
Can you unscramble these gardening and farming words?

1. croartt _____ **tractor**
2. lovesh _____ **shovel**
3. morsw _____ **worms**
4. stompoc _____ **compost**
5. esdse _____ **seeds**
6. earc _____ **acre**
7. sawtr _____ **straw**
8. remanu _____ **manure**
9. esdew _____ **weeds**
10. ostor _____ **roots**
11. veesla _____ **leaves**
12. trawe _____ **water**
13. nensushi _____ **sunshine**
14. ilso _____ **soil**
15. letrow _____ **trowel**

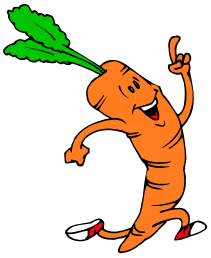
Little Brown Seed

Little brown seeds so small and round,
Are sleeping quietly underground.
Down came the raindrops,
Sprinkle, sprinkle, sprinkle.
Out comes the rainbow,
Twinkle, twinkle, twinkle.
Little brown seeds way down below,
Up through the earth they grow, grow, grow,
Little green leaves come one by one.
They hold up their heads,
And look at the sun.

I Can Be A Plant!



Fruits	Vegetables
Apple (FR)	Artichoke (FL)
Apricot (FR)	Asparagus (ST)
Banana (FR)	Beet (RT)
Blackberry (FR)	Beet Greens (LV)
Blueberry (FR)	Black Beans (SE)
Boysenberry (FR)	Broccoli (FL, LV, ST)
Cantaloupe (FR)	Brussels Sprouts (LV)
Cherry (FR)	Cabbage (LV)
Cranberry (FR)	Carrot (RT)
Date (FR)	Cauliflower (FL, LV, ST)
Fig (FR)	Celery (LV, ST)
Grape (FR)	Eggplant (FR)
Grapefruit (FR)	Garlic (RT)
Honeydew (FR)	Green Beans (SP)
Kiwi (FR)	Green Pepper (FR)
Lemon (FR)	Kidney Beans (SE)
Lime (FR)	Lettuce (LV)
Orange (FR)	Lima Beans (SE)
Peach (FR)	Onion (LV)
Pear (FR)	Okra (SP)
Persimmon (FR)	Peas (SE)
Pineapple (FR)	Radish (RT)
Plum (FR)	Snow Peas (SP)
Prune (FR)	Potato (RT)
Raisin (FR)	Pumpkin (FR, SE)
Raspberry (FR)	Spinach (LV)
Strawberry (FR)	Turnips (RT)
Tangerine (FR)	Yellow Squash (FR)
Watermelon (FR)	Zucchini (FR)



Answer Key

FL = Flower

FR = Fruit

LV = Leaves

SP = Seedpod

RT = Root

ST = Stem

SE = Seeds

K-STATE RESEARCH & EXTENSION
FAMILY NUTRITION PROGRAM

Kids a Cookin'

Fresh Veggie Pizza

Made to order just the way you like it!

Level: Easy

Makes: 1 pizza

Kids' Tool Kit
Small
mixing
bowl
Cutting board
Knife
Measuring spoons
Measuring cups
Spoon

Ingredients:

- ¼ cup low fat sour cream
- 2 teaspoons dry ranch dressing mix
- 1 (7-inch) prebaked pizza crust
- 2 tablespoons shredded cheddar cheese
- ¼ cup diced broccoli
- ¼ cup diced cauliflower
- ¼ cup diced carrots
- ¼ cup diced green or red pepper
- diced zucchini, black olives, tomatoes, optional

Directions:

Remember to wash your hands!

1. In a small mixing bowl, combine sour cream and ranch dressing mix and spread mixture on pizza crust.
2. Top with shredded cheese and diced vegetables.

Chef's Choice
Fresh Veggie Pizza
Low fat milk

Helpful Hints: You can buy prebaked pizza crusts in the grocery store or you can make one from a favorite recipe. Try using other crusts, such as whole-wheat tortillas, pita bread, English muffins or bagels. Let kids choose the veggies they like for toppings but encourage variety. Let them finely chop the veggies to stack on the crust. Kids will often try veggies fresh that they do not like cooked.

Buy vegetables in season, you will save money at the store and will find different ways to serve them.

Safety Tip: Remember to wash all vegetables just before dicing. Use fresh, running water and wash just the amount you plan to use. Let older kids dice the veggies, using a paring knife and cutting board. If they are too young to dice, let them measure ingredients and decorate the pizzas.

Nutrition Facts
Serving Size 1 pizza (169g)
Servings Per Container 2

Amount Per Serving	
Calories 280	Calories from Fat 60
	% Daily Value*
Total Fat 7g	11%
Saturated Fat 3g	15%
Cholesterol 15mg	6%
Sodium 800mg	33%
Total Carbohydrate 43g	14%
Dietary Fiber 2g	9%
Sugars 9g	
Protein 10g	

Vitamin A 100% • Vitamin C 50%
Calcium 10% • Iron 10%

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

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

For more information about this recipe and other fun recipes: contact your county extension office in Kansas, visit the website at www.kidsacookin.ksu.edu, or e-mail kidsacookin@ksu.edu.

This institution is an equal opportunity employer. This material was funded by USDA's Food Stamp Program through a contract awarded by the Kansas Department of Social and Rehabilitation Services. The Food Stamp Program provides nutrition assistance to people with low income. To find out more, contact your local SRS office or call 1-800-221-5689.

Teacher's Notes

Week 5
Eat Your Colors

Relates to these subjects:
Health, PE, Science

Key Outcome:

Students will learn why it is important to eat fruits and vegetables of different colors.

Empowerment Messages:

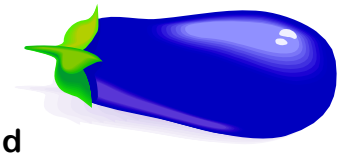
- Fruits and vegetables of different colors have different phytochemicals that are needed for a healthy body.
- We need to eat fruits and vegetables every day that are different colors.
- It is important to move more and sit less to be healthy.

To implement this week's activities:

- Use activity pages 14-15 in the Student Activity Book.
- Present information to students as described in the following pages.
- Purchase fruits and veggies needed for the EAT SMART Kids a Cookin' activity.
- Borrow spoons needed for the PLAY HARD relay.
- Remind students daily to complete their log of fruits and veggies consumed and time spent in physical activity.
- Send home Newsletter Issue 4, *Power Panther Pals At Home* (provided).
- Display the poster *Move More Sit Less*. Two copies are in the PPP kit.

This week's fruit and veggie jokes:

Q: Why did the little boy bury eggplants in his back yard?
A: He wanted to grow chickens!



Q: Why shouldn't you tell secrets on a farm?
A: Because the cornstalks have ears, the potatoes have eyes, and the beans-talk!

EAT SMART – Activities and Materials

Activity Sheets

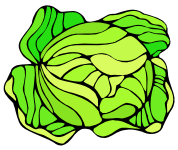
Work through the following pages in the Student Activity Book:

- *Go for Color!* - page 14 (Manual page 84)
- *Name Those Fruits and Veggies* – page 15 (Manual page 85)

Teacher Information:

Most people recognize that fruits and vegetables are good for you, but few realize that the colors of the fruits and veggies themselves can tell you what kind of nutrients and health benefits you can get from consuming them. This information is summed up for you and your students on page 14 of the Student Activity Book and in the following paragraphs. Much of this information comes from the government's 5-A-Day website: www.5aday.gov, the National Cancer Institute (NCI) and the Produce for Better Health Foundation's 5-A-Day website: www.5aday.com.

Phytochemicals are natural compounds found in fruits and vegetables that work with the vitamins, minerals and fiber found in these foods to maximize their health benefits. The distinct combination of phytochemicals and other nutrients found in fruits and vegetables has not been replicated by vitamins and supplements that you can buy in the stores. Eating fruits and vegetables provides your body with the correct combinations of phytochemicals and nutrients in an absorbable and usable form. Some studies have shown that phytochemicals can stimulate the immune system, positively affect hormones and act as antioxidants.



- Green fruits and vegetables provide phytochemicals that can help prevent macular degeneration (1), and that may prevent some types of cancer (1). They are also rich in vitamin K and potassium.

- Yellow and orange fruits and vegetables provide beta-carotene, vitamin A, vitamin C and potassium.
- Red fruits and vegetables provide vitamin C and phytochemicals that may help prevent a number of chronic health conditions including cancer.

- Blue and purple fruits and vegetables provide vitamin C and phytochemicals that are currently being studied for their anti-aging and antioxidant properties.

- White fruits and vegetables provide phytochemicals that may reduce the risk of cancer, stroke and may protect against heart disease.

Additional Reference:

1. Reavley, N. (1998). The New Encyclopedia of Vitamins, Minerals, Supplements, & Herbs. M. Evans and Company, Inc: New York.

K-STATE RESEARCH & EXTENSION
FAMILY NUTRITION PROGRAM
Kids a Cookin'

Creamy Veggie Dip and Tropical Fruit Dip

- Instruct students to wash their hands using soap and water.
- Show students the video segment for the Tropical Fruit Dip.
- If you have time, you many show students the video segment corresponding to the Creamy Veggie Dip. Note: this segment focuses on selecting vegetables at the market.
- You may ask students to bring in a large, clean t-shirt or apron from home to cover their regular school clothes during this activity.
- The recipes are included on pages 25-26 of the Student Activity Book (Manual pages 87-88) so have students don their chef hats, turn to page 25 and get those Kids a Cookin'!
  - Purchase fruits and vegetables from several different color groups. You may arrange them on a tray in the shape of a rainbow.
  - Suggested fruits and veggies: cherry tomatoes, purple grapes, carrots, green peppers, bananas, etc.
  - Encourage students to try dipping the fruits and vegetables in the dips they made in the Kids a Cookin' activity.
  - You may choose to split your class in two groups: one group mixing up the fruit and veggie dips, and the other preparing fruits and veggies for tasting.

Student Discussion:

- How many different colors of fruits and veggies are being sampled? (5)
- Why is it important to eat fruits and vegetables of different colors? (Vegetables and fruits of different colors have different phytochemicals needed for a healthy body.)
- What is your favorite fruit or vegetable? How does that color benefit your body? (i.e. carrots, orange veggies like carrots help support a healthy heart, good vision and a healthy immune system).

EAT SMART – Activities and Materials

6th Grader Extras

Which Drink? Check the Facts!

Materials needed:

Assorted drink labels (milk, sweetened juice, 100% juice, soda, diet soda, water, sports drinks, etc. (You may ask students to bring in some drink labels from home for this activity or provide them for students.)

Have students form groups (you may choose to have them work together in their teams or in smaller groups of three or four). Give each group a number of different drink labels to compare.

Provide students with the following situations and have them rank their top three options based on what is important to them. Each group will have to come to a consensus. For each situation, students should talk about their rankings and the reasons for their choices. The situations are:

- You're planning a party for your friends.
- You're thirsty after playing volleyball or basketball.
- After school, you want something to drink at home.
- It's breakfast time.
- You're ordering a drink to go with fast food you eat at the mall.
- You're in the school cafeteria; it's lunchtime.

Discuss with students:

- Why did you make the choices that you did?
- Did you choose any drinks that are high in vitamins or minerals like calcium? (Drinks with 20% or more of the recommended daily intake of a nutrient are considered to be high in that nutrient)
- Did you choose any drinks that are high in calories?
- Why do you think many students drink less milk? How can you make milk an "in" drink?
- Which drinks will you drink more of? Less of? Why? How will you do that?
- What happens when soda crowds out milk and 100% juice? (Miss out on beverages with vitamin C and bone-building calcium.)

EAT SMART – Activities and Materials

Optional- School-wide Activity

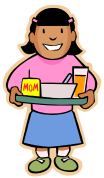
Cultural Foods Day

Plan a cultural foods day. (Great for a social studies activity!) Plan and publicize menus featuring fruits and veggies common in other cultures. Ask school food service to serve a special menu and encourage students and staff to dress in costume.

Optional- Cafeteria Activity

What Color is Your Lunch?

Ask school food service to put signs on the serving line indicating the different colors of fruits and veggies included in this week's lunches. Remember to include ingredients like onions in main dishes or apples in apple crisp!



PLAY HARD – Activities and Materials

Introduce students to the *Move More Sit Less* poster. Discuss what the slogan means and what students can do to move more and sit less. Students need 60 minutes daily of physical activity. Anyone can be physically active without being an athlete. Everyday activities have plenty of health benefits. Ask students to name activities they can do to increase daily physical activity. List the activities on the board. Assign students to a partner and have the partners decide what kinds of activity they will engage in during the next 24 hours. Ask students to report back tomorrow.

Run the Veggie!

Materials needed:

- Five fruits and veggies of varying sizes. Suggested fruits and veggies: purple grape, green lime, red apple, orange, white potato
- Sacks of mini-carrots for prizes

Select a location for the relay. Identify the starting/finish point and mark the distance students must run. Divide students into teams of five members. Instruct the first student on each team to take the smallest fruit or vegetable, place it on a tablespoon and run to the designated point and back. Pass the spoon to the next student who places the next largest fruit or vegetable on the spoon and repeats the running. Continue through all five students. If the fruit or vegetable is dropped, the student must return to the starting point and begin again.

Award sacks of mini carrots for a prize to each member of the winning team.

Optional- PE Activity

Shadow Tag

Play tag on a sunny day in a large outdoor area. "It" tries to step on the shadow of other students. When "it" is successful, that student becomes "it" as well as the first student "it". The game becomes progressively more difficult as the number of "its" increases.

PLAY HARD – Activities and Materials

6th Grader Extras

Shake Up the Grocery Bag!

Materials Needed:

Nutrition Facts labels from different kinds of foods (you can provide these yourself or have students bring in a few labels from favorite foods).

Designate two areas in the room: one as LOW and one as HIGH with a spot in between. Ask for a volunteer to call out these nutrients randomly, one at a time:

Nutrients to get "less" of:	*Nutrients to get "enough" of:*
• Total Fat	• Fiber
• Saturated Fat	• Vitamin A
• Cholesterol	• Vitamin C
• Sodium	• Calcium
	• Iron

As each nutrient is called out, encourage students to decide where they think the food fits. They can read the Nutrition Facts on the card and determine whether or not the food is HIGH (provides 20% or more) in that nutrient, LOW (provides 5% or less) in that nutrient or somewhere in-between. For example, if "fat" is named, the student will move to the:

- HIGH are if he or she thinks the food is high in fat
- LOW area if he or she thinks the food is low in fat
- "middle" if he or she thinks the food is neither HIGH nor LOW

  Remember: The 5% and 20% guidelines are simply a helpful tool that provides a way for individuals to balance their food choices for the day. It does not turn foods into good or bad foods.

Once everyone is in place:

- For both HIGHS and LOWS, have each student call out the name of his or her food with its serving size. Talk about what they learned about the foods by seeing where their foods fit.
- Ask students whether the nutrient was one to get "enough" of or get "less" of. Why?

Continue to shake up the food basket as students look at the HIGHS and LOWS of other nutrients in their food!

Go For Color!

Fruits and vegetables come in all colors of the rainbow. When choosing fruits and veggies, it's important to eat a wide variety of colors every day to get some of the 9,000 plant-based substances called phytochemicals that can help keep us healthy and reduce the risks of some cancers.

Red – Include a variety of **Red** fruits and veggies in your low-fat diet to help maintain:

- A healthy heart
- Memory function
- Urinary tract health

Yellow/Orange – Include a variety of **Yellow/Orange** in your low-fat diet to maintain:

- A healthy heart
- Vision health
- A healthy immune system

Green – Include a variety of **Green** fruits and veggies in your low-fat diet to maintain:

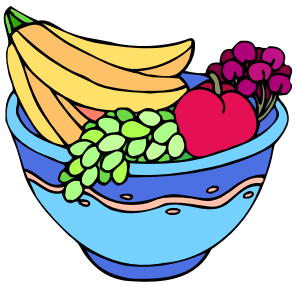
- Vision health
- Strong bones and teeth

Blue/Purple – Include a variety of **Blue/Purple** fruits and veggies in your low-fat diet to maintain:

- Urinary track health
- Memory function
- Healthy agine

White – Include a variety of **White** fruits and veggies in your low-fat diet to help maintain:

- Heart health
- Cholesterol levels that are already healthy



Name Those Fruits & Veggies!

Can you name a different fruit and veggie that begin with the letter on each line?

	FRUITS	VEGGIES
P	_____	_____
H	_____	_____
Y	_____	_____
T	_____	_____
O	_____	_____
C	_____	_____
H	_____	_____
E	_____	_____
M	_____	_____
I	_____	_____
C	_____	_____
A	_____	_____
L	_____	_____
S	_____	_____

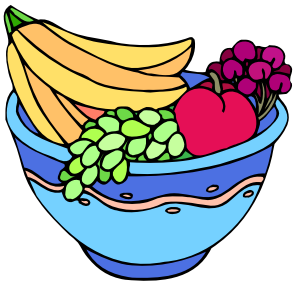
Fruit and Veggie Trivia:

1.) How many different colors of peppers are there? Name the colors.

2.) What is the 3rd most popular fruit in American markets?

3.) What fruit grows in swampy bogs?

4.) What popular and nutritious vegetable is native to Afghanistan?



Name Those Fruits & Veggies!

Can you name a different fruit and veggie that begin with the letter on each line?

	FRUITS	VEGGIES
P	_____	_____
H	_____	_____
Y	_____	_____
T	_____	_____
O	_____	_____
C	_____	_____
H	_____	_____
E	_____	_____
M	_____	_____
I	_____	_____
C	_____	_____
A	_____	_____
L	_____	_____
S	_____	_____

Fruit and Veggie Trivia:

1.) How many different colors of peppers are there? Name the colors. 5: red, green, yellow, orange, and purple
2.) What is the 3rd most popular fruit in American markets? Bananas; with the exception of a small crop in Hawaii, the United States' entire supply is imported
3.) What fruit grows in swampy bogs? Cranberries
4.) What popular and nutritious vegetable is native to Afghanistan? Carrots

K-STATE RESEARCH & EXTENSION
FAMILY NUTRITION PROGRAM

Kids a Cookin'

Creamy Veggie Dip

You may run out of vegetables when you serve this super simple dip!

Level: Easy

Serves 4

Kids' Tool Kit
Measuring cups
Mixing bowl
Knife
Rubber spatula
Cutting board

Ingredients:
- 1/2 cup low fat sour cream
- 1/2 cup low fat ranch dressing
- Pepper to taste

Directions:
Remember to wash your hands!

1. In a small bowl combine sour cream and ranch dressing. Add pepper to taste.

Chef's Choice
Creamy Veggie Dip
Milk
Veggie sticks

Helpful Hints: A simple dip may be all it takes to sell kids on vegetables. This tasty, low fat dip is easy and so flavorful the whole family will reach for veggies to dip.

Safety Tip: Young children naturally take a bite of food, and re-dip into sauce or dip. To prevent from mixing germs into the dip, be sure everyone has their own serving of dip separate from the serving bowl. Leftovers (that haven't been dipped in) can be covered and stored for up to three days in the refrigerator.

Nutrition Facts
Serving Size 1/4 cup (66g)
Servings Per Container 4

Amount Per Serving	
Calories 100	Calories from Fat 35
	% Daily Value*
Total Fat 4g	6%
Saturated Fat 2.5g	12%
Cholesterol 15mg	5%
Sodium 370mg	16%
Total Carbohydrate 13g	4%
Dietary Fiber 0g	0%
Sugars 4g	
Protein 2g	
Vitamin A 6% •	Vitamin C 0%
Calcium 6% •	Iron 0%

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

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

For more information about this and other fun recipes: contact your county extension office or visit the Web site at *www.kidsacookin.ksu.edu*, or e-mail *kidsacookin@ksu.edu*.

This institution is an equal opportunity employer. This material was funded by USDA's Food Stamp Program through a contract awarded by the Kansas Department of Social and Rehabilitation Services. The Food Stamp Program provides nutrition assistance to people with low income. To find out more, contact your local SRS office or call 1-800-221-5689.

K-STATE RESEARCH & EXTENSION
FAMILY NUTRITION PROGRAM

Kids a Cookin'

Tropical Fruit Dip

A tasty treat that's cool and creamy!

Level: Easy

Serves: 6 - ½ cup servings

Ingredients:

2 cups fat-free sour cream
1 cup fruit-flavored yogurt
4 tablespoons (about ½ of 3.5 ounce package) vanilla instant pudding

Kids' Tool Kit

Medium mixing bowl
Measuring spoons
Measuring cup
Rubber spatula

Directions:

Remember to wash your hands!

1. Combine sour cream, yogurt and dry pudding in medium mixing bowl.
2. Mix well and chill.

Chef's Choice

Tropical Fruit Dip
Variety of fruit – canned and fresh
Thin pretzel sticks

Helpful Hints: Fruit dip might encourage children to try a variety of available fruit – some seasonal, some unusual, some favorites. Fruit is packed with good-for-you nutrients and fiber, so it's important to eat two to four servings every day. Try slices of kiwi, grapes cut in half and whole strawberries for variety and color. To keep bananas and apples from turning brown after cutting, try dipping cut pieces in pineapple or orange juice before serving. If your favorite fresh fruit is not in season, buy canned fruit, which is less expensive. Enjoy fruit and dip as a snack or dessert often. By varying flavors of ingredients, you'll discover new favorites.

Safety Tip: Serve this dip with a variety of fresh or canned fruit. Kids can use a thin pretzel stick to "spear" their favorite fruit before dipping! Pretzels are much safer than toothpicks, which could cause choking in younger children.

Nutrition Facts

Serving Size 1/2 cup (131g)
Servings Per Container 6

Amount Per Serving	
Calories 150	Calories from Fat 15
	% Daily Value*
Total Fat 1.5g	**2%**
Saturated Fat 1g	**5%**
Cholesterol 10mg	**3%**
Sodium 200mg	**8%**
Total Carbohydrate 28g	**9%**
Dietary Fiber 0g	**0%**
Sugars 19g	
Protein 6g	

Vitamin A 10% • Vitamin C 2%
Calcium 15% • Iron 0%

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

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

For more information about this recipe and other fun recipes: contact your county extension office in Kansas visit the website at www.kidsacookin.ksu.edu, or e-mail kidsacookin@ksu.edu.

This institution is an equal opportunity employer. This material was funded by USDA's Food Stamp Program through a contract awarded by the Kansas Department of Social and Rehabilitation Services. The Food Stamp Program provides nutrition assistance to people with low income. To find out more, contact your local SRS office or call 1-800-221-5689.

Week 6
Snack Attack

Relates to these subjects:
Health, PE, Science

Key Outcome:

Students will learn how to choose healthful snacks and how snacking fits in the daily meal pattern.

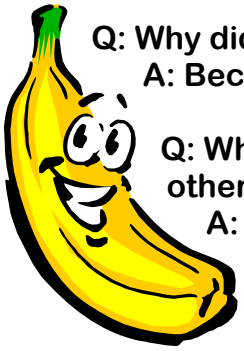
Empowerment Messages:

- Snacking is a great way to fit fruits, vegetables, whole grains and low-fat foods made from milk into your daily food choices.
- Portion sizes are important when choosing snacks.
- Healthy snacking habits learned and implemented at an early age can be continued throughout a person's lifetime.

To implement this week's activities, do this:

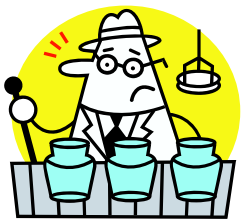
- Use activities on pages 16-17 of the Student Activity Book.
- Present information to students as described in the following pages.
- Purchase food and paper supplies needed for the EAT SMART Kids a Cookin' activities.
- Remind students daily to complete their log of fruits and veggies consumed and time spent in physical activity.
- Display the poster *Grab Quick and Easy Snacks*. Two copies are in the PPP kit.

This week's fruit and veggie jokes:



Q: Why did the man get fired from the orange juice factory?
A: Because he couldn't concentrate!

Q: What do two bananas do when they meet each other?
A: A banana shake!



EAT SMART – Activities and Materials

Activity Sheets

Work through the following pages in the Student Activity book:

- *Compare your Snacks!* – page 16 (Manual page 96)
- *Snack Planner* – page 17 (Manual page 97)

Teacher Information:

Some of the information presented here is from a great kid-oriented website that focuses on health: http://kidshealth.org. The page discussing healthy snacks can be found from their homepage by clicking on "Kids", then "Staying Healthy", scroll down to the "Fabulous Food" menu and click on the "When Snack Attacks Strike" link.

Snacks have gotten a bad reputation, but the truth is that the right, healthy snack at the right time can be just what a growing child needs. Children have smaller stomachs and so they generally need to eat more often than adults. Many children are also active in sports and other activities that use up their energy and may interfere with their regular mealtimes. While a snack of chips or a candy bar is okay to have once in a while, these types of snacks are not very satisfying, provide little or no nutrients and are often full of fats, sugars and calories. There are plenty of great-tasting, easy and healthy snacks that can provide children (and adults too!) with the energy and nutrients that they need to get through the day. Consider this:

- Fresh fruits and vegetables are full of vitamins and fiber. Many fruits and vegetables are also portable and easy to prepare: just wash and eat, peel and eat or slice and eat!
- Snacks that are made from whole grains, like some crackers, muffins, and cereals, are also great sources of fiber and complex carbohydrates that help fill you up and stick with you. Whole grains are grain products that contain all 3 parts of the grain kernel: the bran, germ, and endosperm.
- Low-fat dairy products, like low-fat yogurt or cottage cheese, come in snack-sized portions and can be a good source of calcium and protein.

Some important points to remember about snacking:

- Remember that just because a food label says "low fat" or "whole grain" doesn't mean that the snack is healthy. Whole grain cookies may still be loaded with fat and sugar and low fat snacks may still contain a lot of sugar and calories. Check out the labels before you start snacking!

EAT SMART – Activities and Materials

- Remember that snacks should be big enough to keep you from being hungry, but not so big that you're not hungry at mealtime. Be extra-careful if you eat snacks in front of the television or computer. The distractions from these activities might cause you to overeat since you're not paying attention to how much you eat or to your body's messages that it is full.
- Portion snacks into a bowl instead of eating snack foods directly from the package or a larger bowl. This helps you to see just how much you are eating.

Student Discussion:

- Why are the snacks listed on the activity page "smart"?
  (They are nutrient dense, which means they have a lot of nutrients in relation to the calories.)
- What are some other smart snacks?

K-STATE RESEARCH & EXTENSION
FAMILY NUTRITION PROGRAM
Kids a Cookin'

Apple Smiles OR Chicken Feed

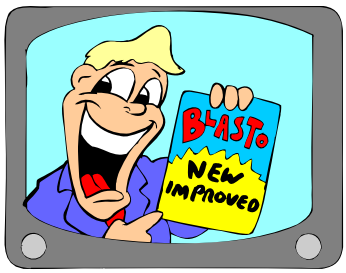
- Instruct students to wash their hands using soap and water.
- Show students the video segment for Apple Smiles
  - The Apple Smiles recipe includes peanut butter. If you have students who are sensitive to this type of product or if a school policy prohibits serving peanut butter, you can prepare the recipe using low-fat spreadable cream cheese or have students prepare the Chicken Feed recipe instead. To make it without peanuts, you can substitute dried fruit or another type of cereal. Note: there is no video segment corresponding to the Chicken Feed recipe.
- You may choose to ask students to bring in a large, clean t-shirt or apron from home to cover their regular school clothes during this activity.
- The recipes are included on pages 27-28 of the Student Activity Book so have students don their chef hats, turn to pages 27-28 and get those Kids a Cookin'!

EAT SMART – Activities and Materials

Student Discussion:

- What food groups were included in your snack? (Apple Smiles include the meat & beans group (peanut butter) and the fruit group (apple slices); Chicken Feed includes the grain group (cereal), meat and beans (nuts), and fruit (raisins or other dried fruit).
- Why is this snack better than a candy bar or bag of chips? (Because these snacks have more nutrients than candy bars or chips.)
- What other healthy foods could you include in the Chicken Feed recipe? (Other types of dried fruit, cereal, nuts, pretzels, bagel chips, etc.)
- Do you think you could make this at home? (Try to teach your family how to make these snacks at home!)

Optional- School-wide Activity



"Selling" Snacks

Have students create posters, radio and TV ads to promote their favorite snack products. The advertisements must convince others to eat right and be physically active. The advertisements can be presented in a school-wide assembly.

Optional- Community Event

Taming the Snack Monster… A Workshop for Parents

For complete instructions, refer to the enclosed *Popular Team Nutrition Events* idea book, page 22.

EAT SMART – Activities and Materials

6th Grader Extras

Fast Food Menu Review

Print out the nutritional information from a number of popular fast-food restaurants (many restaurants make their nutritional information available on their websites). Ask students which restaurants they would like to check out. Have students (either individually or in their teams) compare different selections: calories, fat, saturated fat, vitamins and minerals. Have students determine healthy selections at each restaurant. You may even choose to have students begin an account on www.mypyramidtracker.gov to keep track of their food intake for a few days. Some sample questions include:

- How many calories are in a side salad with a packet of ranch dressing? How much fat?
- How does the fat and calories in the salad compare to a double-cheeseburger?
- How could you make your selections healthier? (lite or fat-free dressings, no cheese, no sauce or sauce on the side, single burger rather than a double, etc.)

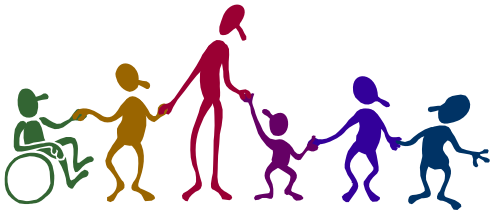
PLAY HARD – Activities and Materials

Walking Challenge

Can students walk a mile in 15 minutes? If they don't know, challenge students to time themselves while walking a mile. One mile is four laps on a standard outdoor track and eight laps on a standard indoor track. Ask your physical education instructor for the number of laps you need to take around your school gym to equal one mile. To ensure that students are walking at an appropriate intensity, you can use the "talk test." Tell students that if they can talk while doing a physical activity, they're probably moving at about the right pace. If they're too breathless to talk, slow down. If they can sing, they may not be working hard enough and need to get moving!

Snack Line

Materials needed: None



Ask students to stand-up if they had a snack yesterday, during the past week, or the past month. Continue until everyone is standing.

Point out a real or imaginary "snack line", long enough for all students to stand on. On one end of the line, students should stand that have this attitude about snacking: I always choose snacks that are good for my health. On the opposite end of the line, direct students that have this attitude: I eat what I like. I don't think about healthful snacking.

Most students will fit somewhere in between. Instruct students to discuss their snacking habits with others and fit themselves in somewhere along the "snack line". (Hint: the facilitator can participate too!)

Student Discussion:

- How can snack selection be improved?
- Ask the student on the "healthful" end of the snack line to describe what they choose for snacks.
- Where are most snacks consumed and with whom?
- Are students hungry when they eat a snack or is snacking a habit?

PLAY HARD – Activities and Materials

Optional- PE Activity

Team Nutrition Olympics

For complete instructions, refer to the enclosed *Popular Team Nutrition Events* idea book, page 34.

6th Grader Extras

Feel the Burn!

Using the information from the Fast Food Menu Review activity on page 93, have students determine how much walking it would take to burn off calories from a popular fast-food restaurant meal. You may choose a kids meal option, a "value meal" selection, or have students figure out the math for a meal that they choose themselves. For an individual weighing 130 lbs., it takes about 100 calories to walk one mile. It takes fewer calories for someone weighing less and more calories for someone over 130 lbs. A person only burns about one calorie per minute watching TV or playing video games… about the same amount as you burn when you're asleep.

- Have students walk a mile… how much of their meal did they burn off? Have students figure out the percentage of their meal that was burned off during their walk.
- Did they burn off all of the calories in their drink? If not, how much further would they have to walk to burn off the calories in their drink?
- How long would it take to burn off the calories for their meal if they sat and watched TV (have students convert minutes to hours)?

It is important to remember that you don't need to burn off all the calories that you eat in a day by exercising; your body needs calories to maintain normal functions like breathing, heartbeat and brain activity. Eating more calories than your body needs or can use is what leads to weight gain.

Compare your Snacks!

1. A medium-sized apple contains about 75 calories. A 1.5 ounce snack-size bag of potato chips contains 220 calories. How many apples does it take to get the same number of calories as a bag of potato chips?

_____

2. The recipe for "Chicken Feed" is in on page 28 of your Student Activity Book. It is a great, healthy snack that you can make ahead of time and have later (you can even put some in a plastic zip baggie in your backpack!). You're getting ready to have a birthday party and you are inviting 25 people. You want to make enough "Chicken Feed" so that everybody can have some. The recipe you have in your Student Activity Book serves 10. How much of each ingredient will you need to make "Chicken Feed" for everyone?

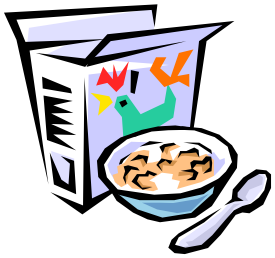
   Toasted oat cereal _____

   Peanuts _____

   Sunflower seeds _____

   Raisins _____

   Small chocolate candies _____



3. You want to buy strawberries at the grocery store. If you pick them out yourself and put them in a bag, it will cost you $1.94 for one pound. If you buy a 2 pound container of strawberries it will cost you $3.79. Which is the better deal? By how much? _____

_____

4. A large, 32 ounce soda with ice from a fast-food chain contains 310 calories and 86 grams of sugar. It takes about 4 grams of sugar to make one teaspoon. How many teaspoons of sugar are in the soda?

_____

5. You are making a fruit salad for your family to eat after dinner. You will need ½ pound of bananas, 1 pound of apples, ½ pound of oranges, 1/3 pound of cherries and 1 pound of grapes. Bananas cost $0.49 per pound, apples cost $1.29 per pound, one orange weighs about ¼ pound and each orange costs $0.66, cherries cost $2.39 per pound and grapes cost $1.89 per pound. How much will it cost to make the fruit salad?

   Bananas _____

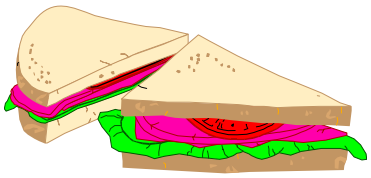
   Apples _____

   Oranges _____

   Cherries _____

   Grapes _____

   Total Cost for all ingredients: _____



Snack Planner

Every day you make choices about what you eat. Options are all around you---at home, at school, at your favorite hangouts. Even when you're "starving", you have choices!

Look around and find what options you really do have when choosing snacks! As you make choices, list each food under its MyPyramid food group.

	Bread Group	Veggie Group	Fruit Group	Milk Group	Meat & Beans Group	"Combo" Foods
At School… Cafeteria Vending machine School store						
At Home… Refrigerator Freezer Cabinet						
Other Places… Fast food place Convenience store Friend's house Other						

Circle the snacks you choose most often.

Put an "X" next to the foods you SHOULD choose most often.

Compare your Snacks!

1. 1. A medium-sized apple contains about 75 calories. A 1.5 ounce snack-size bag of potato chips contains 220 calories. How many apples does it take to get the same number of calories as a bag of potato chips? Almost 3 (2.93) apples!

2. The recipe for "Chicken Feed" is in on page 28 of your Student Activity Book. It is a great, healthy snack that you can make ahead of time and have later (you can even put some in a plastic zip baggie in your backpack!). You're getting ready to have a birthday party and you are inviting 30 people. You want to make enough "Chicken Feed" so that everybody can have some. The recipe you have in your Student Activity Book serves 10. How much of each ingredient will you need to make "Chicken Feed" for everyone?

   Toasted oat cereal 5 cups

   Peanuts 2 ½ cups

   Sunflower seeds 1 ¼ cups

   Raisins 1 ¼ cups

   Small chocolate candies 2 ½ cups

3. You want to buy strawberries at the grocery store. If you pick them out yourself and put them in a bag, it will cost you $1.94 for one pound. If you buy a 2-pound container of strawberries it will cost you $3.79. Which is the better deal? By how much? Buying the 2-pound package is the better deal. Buying 2 pounds of strawberries that you pick out and bag yourself would cost $3.88. You would save $0.09 buying the 2-pound package.

4. A large, 32 ounce soda with ice from a fast-food chain contains 310 calories and 86 grams of sugar. It takes about 4 grams to make one teaspoon. How many teaspoons of sugar are in the soda? 21 ½ teaspoons of sugar!

5. You are making a fruit salad for your family to eat after dinner. You will need ½ pound of bananas, 1 pound of apples, ½ pound of oranges, 1/3 pound of cherries and 1 pound of grapes. Bananas cost $0.50 per pound, apples cost $1.29 per pound, one orange weighs about ¼ pound and each orange costs $0.66, cherries cost $2.40 per pound and grapes cost $1.89 per pound. How much will it cost to make the fruit salad?

   Bananas ½ lb x $0.50/lb = $0.25
   Apples 1 lb x $1.29/lb = $1.29
   Oranges 2 oranges = ½ lb. 2 x $0.66 = $1.32
   Cherries 1/3 lb x $2.40/lb = $0.80
   Grapes 1 lb x $1.89/lb = $1.89
   Total Cost for all ingredients: $5.55

K-STATE RESEARCH & EXTENSION
FAMILY NUTRITION PROGRAM

Kids a Cookin'

Apple Smiles

A snack that keeps you grinning!

Level: Easy

Makes: 8

Kids' Tool Kit
apple corer
paring knife
cutting board
table knife

Ingredients:
1 medium red apple, cored and sliced
3-4 tablespoons peanut butter
32 miniature marshmallows

Directions:
Remember to wash your hands!

1. Wash, core and cut apple in half. Cut each half into 8 slices.
2. Spread peanut butter on one side of each apple slice.
3. Place 3 or 4 mini-marshmallows on top of peanut butter on one apple slice. Top with another and press together to make one "smile."
4. Continue assembling remaining apple slices.

Chef's Choice
Apple Smiles
Graham crackers
Low fat milk

Helpful Hints: For this snack, choose a crunchy, red apple for the lips and cut each half into 8 slices. To make sure the "teeth" stay in place, use plenty of peanut butter to stick the marshmallows to the apple "lips." Let each child assemble his snack and eat before the apple darkens. Don't focus too much on the end result or the mess. It doesn't matter if the apple has missing or crooked teeth! The important thing is to laugh and have fun!

Safety Tip: Young children may need adult supervision when coring and slicing the apple. Or, an adult can do this task while kids spread peanut butter on each apple slice.

Nutrition Facts
Serving Size 1 Smile (28g)
Servings Per Container 8

Amount Per Serving	
Calories 50	Calories from Fat 30
	% Daily Value*
Total Fat 3g	**5%**
Saturated Fat 0.5g	**3%**
Cholesterol 0mg	**0%**
Sodium 30mg	**1%**
Total Carbohydrate 6g	**2%**
Dietary Fiber less than 1 gram	**4%**
Sugars 4g	
Protein 2g	
Vitamin A 0% •	Vitamin C 2%
Calcium 0% •	Iron 0%

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

		Calories: 2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

For more information about this recipe and other fun recipes: contact your county extension office in Kansas visit the website at www.kidsacookin.ksu.edu, or e-mail kidsacookin@ksu.edu.

This institution is an equal opportunity employer. This material was funded by USDA's Food Stamp Program through a contract awarded by the Kansas Department of Social and Rehabilitation Services. The Food Stamp Program provides nutrition assistance to people with low income. To find out more, contact your local SRS office or call 1-800-221-5689.

K-STATE RESEARCH & EXTENSION
FAMILY NUTRITION PROGRAM

Kids a Cookin'

Chicken Feed

A snack to take along on a hike!

Level: Easy

Serves: 10, ½ cup each

Kids' Tool Kit
Large mixing bowl
Measuring cups
Paper cups or bags

Ingredients:

- 2 cups toasted oat cereal
- 1 cup peanuts
- ½ cup sunflower seeds
- ½ cup raisins
- 1 cup small chocolate candies (such as M&M's®)

Chef's Choice
Chicken Feed
100% juice box

Directions:
Remember to wash your hands!

1. Combine all ingredients in a large mixing bowl and stir gently.
2. Serve in paper cups or small bags.

Helpful Hints: Individual bowls of ingredients can be set up, and children can take one spoonful of the ones they want to eat in their cup. They may go through the line again after everyone has been through once.

Safety Tips: Don't give whole peanuts or raisins to children under age 3 or children at risk for choking. Use a variety of cereal in the mix instead.

Source: *Book Cooks*, Creative Teaching Press
Suggested book with this cooking activity: *Rosie's Walk* by Pat Hutchins

Nutrition Facts
Serving Size 1/2 cup (55g)
Servings Per Container 10

Amount Per Serving	
Calories 270	Calories from Fat 140
	% Daily Value*
Total Fat 15g	23%
Saturated Fat 4g	21%
Cholesterol 5mg	1%
Sodium 75mg	3%
Total Carbohydrate 29g	10%
Dietary Fiber 3g	13%
Sugars 19g	
Protein 7g	

Vitamin A 2% • Vitamin C 2%
Calcium 4% • Iron 15%

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

		Calories: 2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

For more information about this recipe and other fun recipes: contact your county extension office in Kansas, visit the website at www.kidsacookin.ksu.edu, or e-mail kidsacookin@ksu.edu.

This institution is an equal opportunity employer. This material was funded by USDA's Food Stamp Program through a contract awarded by the Kansas Department of Social and Rehabilitation Services. The Food Stamp Program provides nutrition assistance to people with low income. To find out more, contact your local SRS office or call 1-800-221-5689.

Week 7
Power Up With Breakfast

Relates to these subjects:
Health, PE, Science

Key Outcome:

Students will learn why breakfast is important and how to make healthful choices for this meal.

Empowerment Messages:

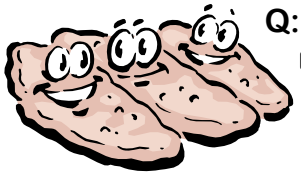
- **Eating a healthful breakfast makes you more likely to succeed at school.**
- **Breakfast doesn't need to be cereal or toast. Try other unconventional choices!**

To implement this week's activities:

- **Use the activity on page 18 of the Student Activity Book.**
- **Present information to students as described in the following pages.**
- **Purchase food and supplies needed for the EAT SMART and PLAY HARD activities.**
- **Remind students daily to complete their log of fruits and veggies consumed and time spent in physical activity.**
- **Send home newsletter issue 5, *Power Panther Pals at Home* (provided).**
- **Display the poster *Power Up With Breakfast*. Two copies are in the PPP kit.**
- **Display the poster *Be a Role Model---Eat Breakfast with Kids* in the teacher workroom or in the school office.**

This week's fruit and veggie jokes:

Q: What kinds of shoes are made from banana peels?
A: Slippers!



Q: Why didn't the mother potato want her daughter to marry the famous newscaster?
A: Because he was a "common-tater"

EAT SMART – Activities and Materials

Activity Sheet

Work through the following pages in the student activity book:

- *Breakfast Goodies* - page 18 (Manual page 109)

Teacher Information:

Breakfast is an important meal for both adults and children. People who eat breakfast are less likely to be overweight or obese, more likely to consume the recommended amounts of fiber, fruits and vegetables, and are less likely to consume high-calorie snacks. Breakfast is especially important for children because their stomachs are smaller which means that they need to eat more often. Children who do not eat breakfast may go as long as 18 hours without food which can cause problems with fatigue, hunger and inability to concentrate.

Very often, it seems like time determines whether or not a person will eat breakfast. Here are a few time-saving breakfast ideas, and remember that taking 10 minutes to eat breakfast will benefit your body much more than sleeping for those 10 extra minutes:

- Pack a "brown bag breakfast" the night before that you can eat on the way to work/school.
- Grab a quick, portable breakfast. Low-fat yogurt, granola bars, cereal bars and low-fat muffins are all great options.

- Don't forget that fruit is not only a great source of vitamins and fiber, but is also portable:
  - Fresh fruit can be as easy to prepare as wash and eat or slice and eat.
  - There are a number of companies now that make single-serving fruit cups. Make sure to look for the ones that are packed in their own juices (for the least amount of added sugar) and avoid anything packed in heavy syrup!

- Breakfast doesn't have to take a long time to prepare; low-fat milk poured over a fortified cereal makes a great vitamin and mineral packed breakfast. Add some sliced fruit or a glass of orange juice and you've got your first serving of fruit for the day as well.
- If you have picky eaters (or if you are one yourself) who don't like "breakfast foods", that's okay. Breakfast is important because it gives your body nutrients and fuel to start the day. If that means eating a peanut butter and banana sandwich for breakfast, that's just fine!

EAT SMART – Activities and Materials

Teachers: Students learn many of their behaviors by watching others. Make sure that you are a good role model for your students (some days they may see you more than their own parents):

- Try to eat breakfast every day; if your school has a breakfast program, go to the cafeteria and eat with your students. This is a great time to connect with your students and to reinforce the healthy messages that you are teaching in your classroom.
- Don't drink soda at your desk (if you feel that you have to have soda, put it in a different container with a lid).
- Replace candy on your desk with a healthier mix of nuts, pretzels and dried fruit (try the "Chicken Feed" recipe from last week's lesson).
- Encourage parents to bring healthier snacks for class parties.

K-STATE RESEARCH & EXTENSION
FAMILY NUTRITION PROGRAM
Kids a Cookin'

Breakfast Banana Split

- Instruct students to wash their hands using soap and water.
- Show students the video segment for the Breakfast Banana Split.
  - Note: to make the portion-size appropriate for a snack, you may wish to make the Breakfast Banana Split with only ½ or 1/3 of a banana per student.
- You may choose to ask students to bring in a large, clean t-shirt or apron from home to cover their regular school clothes during this activity.
- The recipe is included on page 29 of the Student Activity Book (Manual page 111) so have students don their chef hats, turn to page 29 and get those Kids a Cookin'!

EAT SMART – Activities and Materials

Student Discussion:

- What kinds of foods do you like to eat for breakfast?
- What food groups do your favorite breakfast foods fall under? (some ideas to include: meat & beans group – turkey sausage, eggs and ham; grain group - cereal, toast, waffles, pancakes and muffins; fruit group - bananas and strawberries sprinkled on cereal and a glass of 100% orange juice; vegetable group - peppers and other veggies that might be included in an omelet or a breakfast burrito; milk group - milk on cereal, yogurt and cheese in omelets)

What kinds of things can you do to make sure that you eat breakfast in the morning?

Optional- School-Wide Activity

Start Your Day Off Right… Join the Breakfast Club

For complete instructions, refer to the enclosed *Popular Team Nutrition Events* idea book, page 52.

Optional- School-Wide Activity

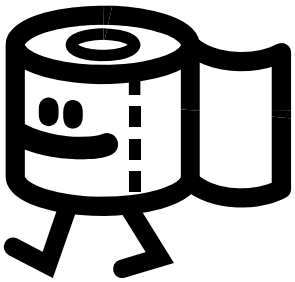
Got milk?™ And More

For complete instructions, refer to the enclosed *Popular Team Nutrition Events* idea book, page 42.

EAT SMART – Activities and Materials

6th Grader Extras

EAT SMART. PLAY HARD. "Squared"



Materials Needed:
A roll of toilet paper

Pass around the roll of toilet paper or bowl of paper clips. Ask everyone to take some; avoid telling why. Talk about previous Power Panther Pals lessons while students take their toilet paper squares. Some ideas for topics include: benefits of physical activity, benefits of eating fruits and vegetables, or favorite activities from other lessons.

Continue talking until the toilet paper roll has gone around the class. By nature, some students will take more squares than others. Have them count their toilet paper squares. For each square they take, students have to tell one thing they have already learned about themselves and about staying healthy since they started Power Panther Pals. Encourage the students *not* to repeat. Any personal observations count as something they've learned.

Student Discussion:

- Would you have taken a different number of squares if you had known what we would use them for? More? Less? Why?
- Why didn't everyone take the same amount of squares? Everyone sees things in different ways because peoples' needs are different.

PLAY HARD – Activities and Materials

Teacher Information:

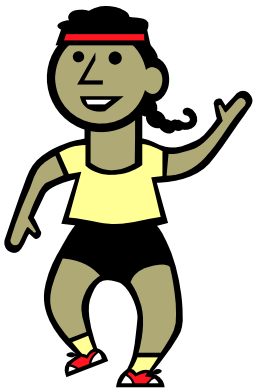
Stretching is an important part of physical activity. A warm-up that includes a safe stretching routine not only helps to prepare your body for activity, but it also is a great way to improve flexibility and decrease the chance of injury. It is also a good idea to stretch at the end of your cool-down; stretching after your cool-down helps improve flexibility and, in combination with a cool-down, can help reduce muscle soreness. The best and most effective way to stretch is to do about 5 minutes of light-intensity activity like walking before you begin stretching. By doing a short warm-up before you stretch, you ensure that the muscles have begun to warm and that blood flow to the muscles has increased. This allows the muscle to safely lengthen during the stretch and decreases your risk of injury.

When you stretch, go until you feel a stretch in the muscle (don't push yourself until it hurts… this increases your risk of injury), make sure to hold the stretch for 10-15 seconds and DON'T BOUNCE during the stretch. Obviously you will want to spend more time stretching the muscles that you will be using most during your activity, but don't forget to stretch your body's major muscle groups. For example if you are going for a walk or a jog, you will want to spend more time stretching your lower body, but don't forget to stretch your shoulders and back… you'll use those muscles too!

Some people use stretching as a way to relax. Think about the last time you sat at your desk for a long period of time. No doubt that once in a while you felt the need to get up and stretch to relieve some tension. Yoga is a type of exercise that combines stretching and strength moves with meditation. Many people find that the combination of stretching and meditation is a great opportunity to relax and de-stress after a long day.

You may choose to ask your physical education teacher come and demonstrate different types of stretches to your class. They may even be able to show you some basic yoga poses!

Student Discussion:



Why is it important to stretch before physical activity? (It decreases your chance of injury and can help to increase your level of flexibility.)

Do you play a sport? Participate in physical education classes? What kinds of stretches do you do before you start activity? Do you have a favorite stretch? Would you like to share it with the class?

PLAY HARD – Activities and Materials

PE Activity

Mix it Up!

Materials needed: Whistle (optional)

Students should be scattered around the room. The facilitator blows the whistle (or claps) "X" number of times. The students must get into groups that match the number of times the whistle has blown (i.e. three claps means three people per group).

Students who are in groups should march in place until the next number is given. Anyone not in a group of the correct number within 10 seconds must go to the side of the room and do "X" number of push-ups, jumping jacks or another physical activity of your choice. Once the student has done "X" number of the designated physical activity, he/she can return to the game.

Optional- PE Activity

Runner's Stretch

Materials needed: Wall space

Stand facing a wall, with toes touching the wall. Place hands on the wall in push-up position. Take a step backward with one leg, keeping the heel on the ground. Keep stepping backward with the one leg, one small step at a time, until the heel starts to leave the floor. The leg that is not being stretched may bend slightly at the knee. How far can you get from the wall? Stretch the heel down slowly and hold for 20 seconds. Next do the other leg. This is a good stretch for the lower calf muscle and the Achilles tendon.

Optional – PE Activity

Walk with the Principal

For complete instructions, refer to the enclosed *Popular Team Nutrition Events* idea book, page 26.

PLAY HARD – Activities and Materials

6th Grader Extras

Dance Snack Calories Away!

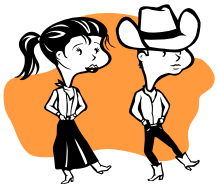
Materials Needed:

Open space to move
A radio with music (slower and faster-beat options)

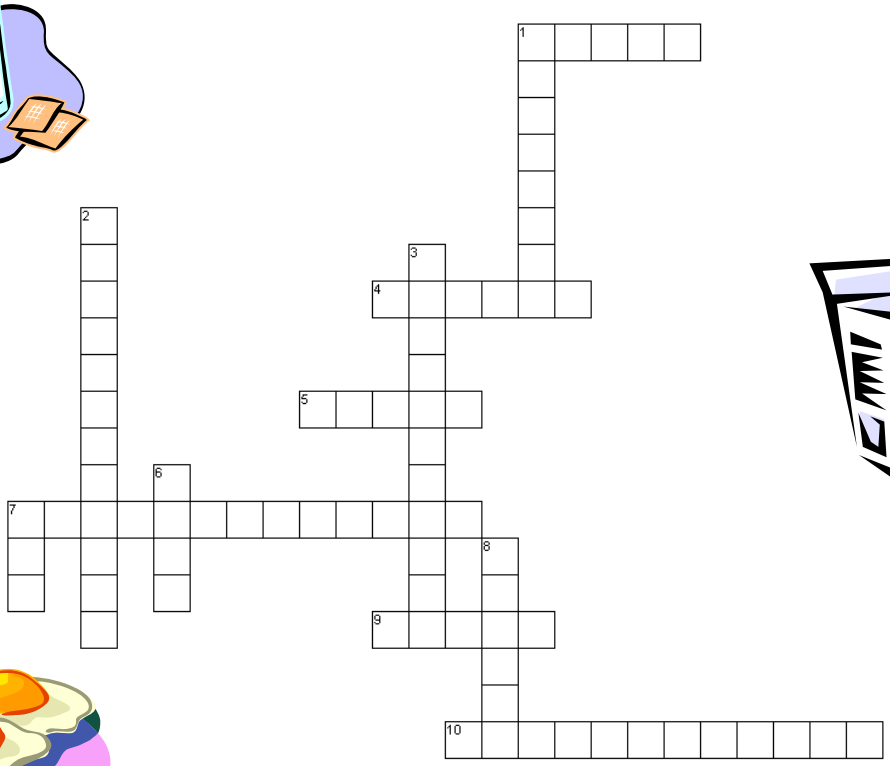
Start with 2 or 3 minutes of slow music to warm up muscles. You may choose to have one or two students lead the class in a few different stretches to complete their warm up. Turn up the beat for 10 minutes of fast dancing. Student teams could also work to create their own dances and then demonstrate/teach the dances to other students as a part of this activity. Cool down with slower dancing.

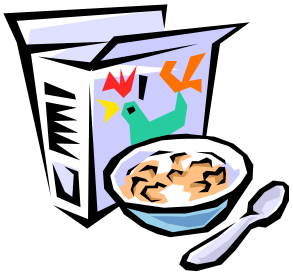
Student Discussion:

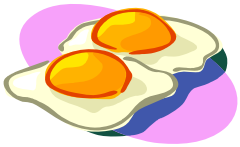
- With 10 minutes of fast dancing, do you think you used up the food energy (calories) from a candy bar or bag of chips? If not, how much longer do you think you'll have to dance? (A candy bar has around 250 calories and a 1.5 oz bag of chips has about 220 calories. Ten minutes of fast dancing can use about 50-60 calories depending on how fast you move. Depending on your size, slow dancing uses up about 20 calories in ten minutes.)
- How long will you need to do fast dancing (no stopping) to use up the food energy (calories) from your favorite fast-food meal? How about slow dancing? (Nutrition facts for most fast food items can be found on the restaurant's website. You may choose to re-use the nutrition facts from last week's EAT SMART. 6th Grader Extra activity.)
- What else besides dancing can you do to move more and use up calories from snacks?



Breakfast Goodies







Use these clues to solve the crossword puzzle above.

Across

1. Try this food from the grain group made from rye, wheat or oats.

4. A good source of fiber and vitamins, this food from the grain group can be served hot or cold.

5. Try many varieties of this breakfast food; fresh or frozen varieties are best.

7. These can be used to make a breakfast pizza, or a cheese sandwich (2).

9. Round, with a hole in the middle, these can be plain or flavored.

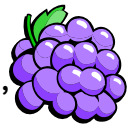
10. A good source of protein, this breakfast food goes well with jelly (2).

Down

1. Round and flat, these are often served with black beans and melted cheese.

2. You'll get calcium from this dairy product that includes enzymes (2).

3. This food might be "left-over" from supper, try it warm or cold (2).

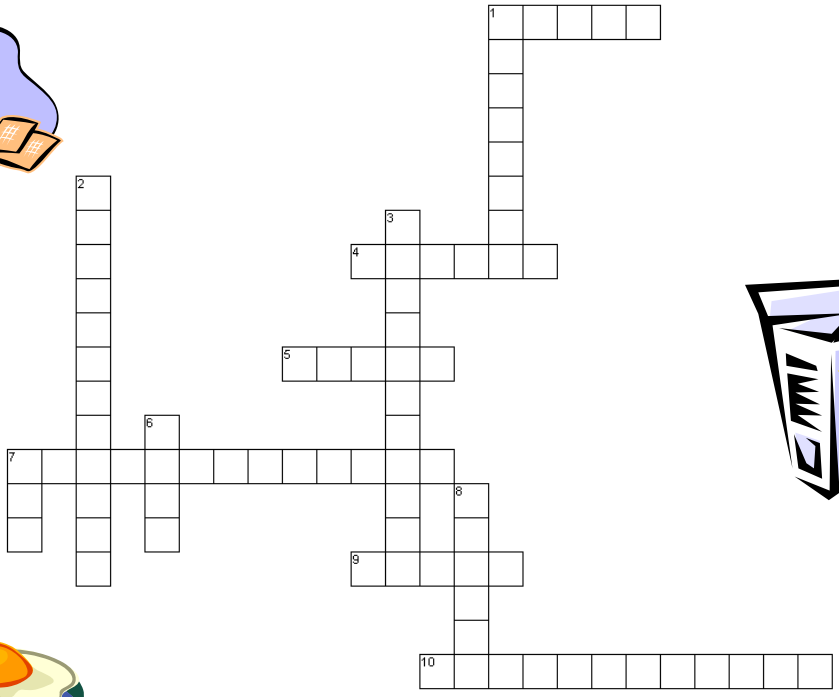


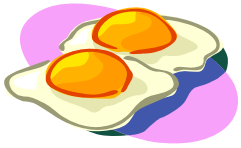
6. This dairy food is pasteurized, homogenized and refrigerated.

7. Best for you when eaten boiled, poached or scrambled in a non-stick pan.

8. The best choices of this dairy food are low-fat varieties.

Breakfast Goodies – Answer Key





Use these clues to solve the crossword puzzle above.

Across

1. Try this food from the grain group made from rye, wheat or oats. Toast

4. A good source of fiber and vitamins, this food from the grain group can be served hot or cold. Cereal

5. Try many varieties of this breakfast food; fresh or frozen varieties are best. Fruit

7. These can be used to make a breakfast pizza, or a cheese sandwich (2). English muffin

9. Round, with a hole in the middle, these can be plain or flavored. Bagel

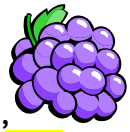
10. A good source of protein, this breakfast food goes well with jelly (2). Peanut Butter

Down

1. Round and flat, these are often served with black beans and melted cheese. Tortilla

2. You'll get calcium from this dairy product that includes enzymes (2). Yogurt

3. This food might be "left-over" from supper, try it warm or cold (2). Veggie Pizza



6. This dairy food is pasteurized, homogenized and refrigerated. Milk

7. Best for you when eaten boiled, poached or scrambled in a non-stick pan. Egg

8. The best choices of this dairy food are low-fat varieties. Cheese

K-STATE RESEARCH & EXTENSION
FAMILY NUTRITION PROGRAM

Kids a Cookin' ©

Breakfast Banana Split

Kids will find this breakfast very "a-peeling!"

Level: Easy

Serves 1

Kids' Tool Kit
- Knife
- Cutting board
- Measuring spoons
- Measuring cups
- Spoon
- Dish/Cereal bowl
- Can opener
- Strainer

Ingredients:
- 1 small banana
- 1/2 cup crunchy nugget cereal or favorite oat or corn cereal
- 1/2 cup low fat vanilla, blueberry or strawberry yogurt, or cottage cheese
- 1/2 teaspoon honey
- 1/2 cup pineapple tidbits or chunks
- Maraschino cherries, optional

Directions:

Remember to wash your hands!

1. Peel and split banana lengthwise and place in banana split dish or cereal bowl.
2. Sprinkle cereal over banana, reserving some for topping.
3. Spoon yogurt or cottage cheese on top and drizzle with honey.
4. Decorate with reserved cereal, pineapple and cherries.

Chef's Choice
- Breakfast Banana Split
- Muffin
- Milk

Helpful Hints: This colorful, delicious breakfast is so inviting, it may become a morning "must-have!" No need to worry about the same old breakfast. There are many different combinations of yogurt, fruit or cottage cheese you can choose, and they will all be popular and nutritious. For example, if melon is in season try cantaloupe cubes instead of pineapple. Grapes could top the cereal, or fresh or frozen berries. Different cereal toppers will create different flavors and textures. Let your children choose their favorite fixings and watch how breakfast disappears!

Safety Tip: It is important to remember that some foods can cause choking in young children. Be sure that fruit pieces are very small and soft for a toddler. Avoid grapes, chunks of pineapple or melon. Instead, your toddler might enjoy canned fruit cocktail on his breakfast banana split!

Nutrition Facts

Serving Size 1 banana split (396g)
Servings Per Container 1

Amount Per Serving	
Calories 480	Calories from Fat 30
	% Daily Value*
Total Fat 3g	**5%**
Saturated Fat 1.5g	**7%**
Cholesterol 10mg	**3%**
Sodium 430mg	**18%**
Total Carbohydrate 107g	**36%**
Dietary Fiber 9g	**38%**
Sugars 58g	
Protein 13g	
Vitamin A 20% •	Vitamin C 30%
Calcium 20% •	Iron 100%

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

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

For more information about this and other fun recipes: contact your county extension office or visit the Web site at *www.kidsacookin.ksu.edu*, or e-mail *kidsacookin@ksu.edu*.

This institution is an equal opportunity employer. This material was funded by USDA's Food Stamp Program through a contract awarded by the Kansas Department of Social and Rehabilitation Services. The Food Stamp Program provides nutrition assistance to people with low income. To find out more, contact your local SRS office or call 1-800-221-5689.

Teacher's Notes

Week 8
Wrapping It Up!

Relates to these subjects:
Health, PE, Science

Key Outcome:

Students will review information learned the previous weeks and discuss the importance of water in the body.

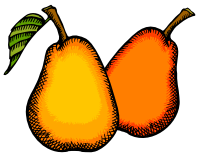
Empowerment Messages:

- Life is full of choices, including choices about food and physical activity.
- To be healthy, we need to choose healthful foods and get daily physical activity.
- Fruits and vegetables are good choices for meals and snacks.

To implement this week's activities:

- Use activities on 19-20 of the Student Activity Book.
- Purchase food and supplies needed for the EAT SMART and PLAY HARD activities.
- Remind students daily to complete their log of fruits and veggies consumed and time spent in physical activity.
- Award EVERY student a Certificate for Power Panther Pals participation.
- Have students determine how many weeks they met their personal goals. Award carabineer clips to students who met both their EAT SMART and PLAY HARD goals during five of the seven weeks logs were maintained.
- Total the Power Points by team to determine the team with the greatest number of points. Award water bottles to the team with the greatest number of points.
- Send home Newsletter Issue 6, *Power Panther Pals At Home* (provided).

This week's fruit and veggie jokes:



Q: What are twins' favorite fruits?
A: Pears!

Q: How do you find a lost rabbit?
A: Easy! Make a noise like a carrot!

EAT SMART – Activities and Materials

Teacher Information:

People need to stay hydrated to be healthy. We should try to consume eight, 8-ounce glasses of water each day. In addition to drinking water, some foods, such as fruits and vegetables, are sources of water.

Tell students they receive 1 EXTRA Power Point each day this week when they drink 8 glasses of water. (Count only tap water or bottled water. Water in other foods cannot be included.) Record the points in the Bonus Points row of the log form.

Summarize the information covered during the past eight weeks with students. Important points to discuss as time permits:

- Life is full of choices, including choices about food and physical activity.
- EAT SMART. PLAY HARD.
- Trying new fruits and veggies can be fun and also have health benefits!
- We eat different parts of fruits and veggies.
- We need to eat different colors of fruits and veggies.
- Move more. Sit less.
- Snacking is a great way to fit fruits, vegetables, whole grains and low-fat dairy products into your daily food choices.
- Control portion sizes to help control calories.
- Breakfast is an important meal. Try unconventional food choices for the morning meal!
- Water is an important nutrient our body needs each day.

Activity Sheets

Work through the following student activity pages with students:

- *Water Content of Fruits* and *Vegetables* – page 19 of the Student Activity Book (Manual page 122)
- *Water Facts* – page 20 of the Student Activity Book (Manual page 121)
- Instruct students to complete *EAT SMART. PLAY HARD. Trivia*. This page is a "post-test" and contains information that students learned during the PPP program. We ask that you document both pre- and post-test results on your Final Evaluation form on page 166.

K-STATE RESEARCH & EXTENSION
FAMILY NUTRITION PROGRAM
Kids a Cookin'

Purple Power Smoothie OR Fruit Smoothie

- Instruct students to wash their hands using soap and water.
- Show students the video segment for the Purple Power Smoothie OR the Fruit Smoothie.
  - Note: The smoothie recipes require a blender. If you do not have a blender available to you or you prefer not to use a blender, you may choose another recipe from any of the previous weeks. You may wish to try one of the recipes that you did not try yet or you may repeat a class favorite.

- You may choose to ask students to bring in a large, clean t-shirt or apron from home to cover their regular school clothes during this activity.
- The recipes are included on page 30-31 of the Student Activity Book (Manual page 126-127) so have students don their chef hats, turn to page 31 and get those Kids a Cookin'!

Student Discussion:

- Have you ever tried a smoothie before?
- Why is the Purple Power Smoothie or the Fruit Smoothie a good snack?
- How is dried fruit made?
  (Water is removed from the fruit.)
- Why is dried fruit such a good snack?
  (It's easy to carry in a backpack and is packed with nutrients.)
- What fruit/veggie snacks have students eaten the past seven weeks that were served as part of the PPP program?
- What snacks did students consume outside of school hours that were new choices during the past seven weeks?
- Will students continue the "improved" snacking pattern now that Power Panther Pals is over?
- Which did they like the best, the old snacking pattern or the new one? Why?
- What other fruit/veggie snacks can students name that they might like to try?

EAT SMART – Activities and Materials

Optional- School-wide Activity

Team Nutrition – Across the Airways

For complete instructions, refer to the enclosed *Popular Team Nutrition Events* idea book, page 6.

Optional- Cafeteria Activities

Team Nutrition Cookbook

For complete instructions, refer to the enclosed *Popular Team Nutrition Events* idea book, page 12.

Optional- Student Contest

EAT SMART. PLAY HARD. Contest

In the classroom, instruct students to write or create an item that relates to EAT SMART. PLAY HARD. The item created could be a:

- Bumper sticker
- Campaign slogan
- Rap
- Placemat
- Magnet
- Hat
- Cheer
- Billboard
- Jingle
- Or other…

Judge all the "creations" and have a display or parade in the school cafeteria to showcase the winners in each category.

EAT SMART – Activities and Materials

6th Grader Extras

Scavenger Hunt

Materials Needed:

40+ grocery ads, scissors, tape, notecards with math problems written on one side

Gather at least 40 grocery ads for students to use. Many grocery stores and newspaper manufacturers will save ads for use in the classroom. Review mathematics vocabulary with your students. The terms they should understand include sum, difference, total price, product, place value in decimals, etc. Students will search through grocery advertisements to find a part of an advertisement that satisfies a particular problem on the scavenger hunt.

Organize students into groups or in their teams. Have each team look through the grocery ads and find an ad that satisfies each one of the questions on the notecards. Have the students cut out the ads (picture and price) and tape them to the other side of the card with the clue they think it satisfies. Team members should also show their work to prove that the ads they chose match the math problems. Emphasize that neatness and organization are important so that the work can be followed easily.

The math problems are:

1. Find a product from the milk group whose price has a nine in the tenths place. How much will three of these items cost?
2. Find a food made of grain that costs more than $0.89 but less than $2.89. Is three one of its factors?
3. Find the total cost of two pounds of pork and one pound of beef. Convert your answer to a fraction and reduce to simplest terms.
4. Find the cost of one pound of a vegetable and one pound of lean beef whose total sum contains and eight in the hundredths place.
5. Find the price of one food that contains both grain and fruit. Round the price to the nearest dollar.
6. Find the total cost of three items you could use to make dinner for your family. Include one vegetable and one source of protein (be sure to state the quantity of each item).
7. Find the mean price per pound of two types of citrus fruit. Round your answer to the nearest dime.
8. Find the cost of four grain products whose total is over eight and three-fourths dollars.
9. Find a food that costs the same backwards as it does forwards. This is called a palindromic number.
10. Find the total cost of four different products that partially or completely come from plants.
11. Find an item that is sold in multiple pound quantities. Determine the price per pound. Round your answer to the nearest cent.
12. Convert the price of two pounds of leaves to a fraction. Reduce the fraction to lowest terms.

PLAY HARD – Activities and Materials

PE Activity

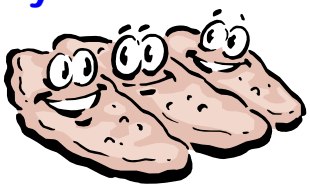
Music Fun

Materials needed:
Radio

Be sure the radio is easily accessible. Direct students to spread out in the room. Before you begin the music, instruct the students to do a particular activity while the music is playing (i.e.: walk, skip, jog, gallop, show their favorite dance move). Then, when the music stops, each student must find a partner and freeze in a certain pose (i.e.: stand back to back, toe to toe, elbow to elbow). While the music is stopped, direct them to do a different physical activity when the music begins again. When the music stops again, they must freeze in a different pose, specified by the facilitator.

Optional- PE Activity

Potato Mania Race



Materials Needed:
1 large potato per team

Divide students into existing EAT SMART. PLAY HARD. teams. Give each team a LARGE potato. Instruct teams to select two members to work together to hold the potato without using their hands. Let partners experiment with holding the potato in different ways, such as pressed between their foreheads, arms, shoulders, backs or knees.
Encourage players to figure out how they can move/race while still holding the potato between them. Can they jump, walk or run? Remaining team members can act as coaches or fans. Identify a "race track" and see which pair can complete the race first without dropping their potato. If the potato is dropped the pair has to go back to the beginning and start again. Only one restart per pair will be allowed. (More than one pair in each group may want to participate.)

Optional- Community Involvement

Team Nutrition Walk-About Parade

For complete instructions, refer to the enclosed *Popular Team Nutrition Events* idea book, page 24.

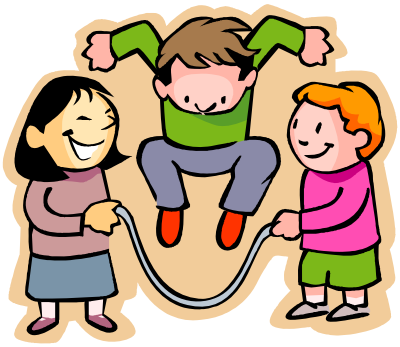
PLAY HARD – Activities and Materials

6th Grader Extras

Okay to Sweat!

Materials Needed:

Jump ropes
Piece of paper or notecard for each student



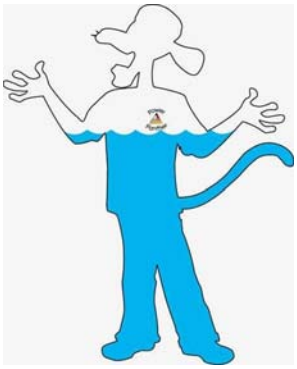
Have each student set up a personal challenge. Each student should compete with himself or herself, rather than against each other. Have each student write down their name and decide on a number. The number will represent how many times they think they can jump rope without missing. They don't need to reveal their number.

Get students to start jumping rope. Give them each three or four chances to meet and exceed his or her goal and until each works up a sweat. Turn on music to make jumping rope more fun.

Student Discussion:

- What's the benefit of jumping rope or just getting up and moving more? (Students may respond with any of the "Healthy Body Benefits" listed on page 29 in Week 1.)
- How did your body feel the longer you jumped rope? (Sweaty, harder to breathe, face/body got warm, faster heartbeat etc.)
- Sweating helps your body cool down. When you're moving a lot, you need to drink a lot of fluid. When you're thirsty or sweating a lot, what do you drink? What would be a good drink choice? Why? (Plain water is often the best choice to quench your thirst: there are no calories, it is easy for your body to absorb and it is very inexpensive. Sports drinks are okay, but unless you are very physically active for over an hour at a time or exercising in hot, humid weather sports drinks are unnecessary.)

Water Content of Fruits and Vegetables



Water makes up about 60% of the body's weight. For the body to function properly, we should try to consume about two quarts of water per day. Water needs vary depending on the food a person eats, environmental temperature and humidity, a person's activity level and other factors. Fruits and vegetables contain large quantities of water in proportion to their weight. When these foods are eaten, the water can be absorbed by the body.

The following table provides the water content of several popular raw fruits and vegetables. Complete the table by calculating the percentage of water in each fruit and vegetable and writing it in the column labeled *Percent Water*.

Fruits				Vegetables			
Fruit	*Food Weight (g)*	*Water Weight*	*Percent Water*	*Vegetable*	*Food Weight (g)*	*Water Weight*	*Percent Water*
Apple	138	116		Broccoli	44	40	
Apricot	106	92		Cabbage (green)	35	32	
Banana	114	85		Cabbage (red)	35	32	
Blueberries	145	123		Carrots	72	63	
Cantaloupe	160	144		Cauliflower	50	46	
Cherries	68	55		Celery	40	38	
Cranberries	95	82		Cucumber	52	50	
Grapes	92	75		Eggplant	41	38	
Grapefruit	123	112		Lettuce (iceberg)	20	19	
Orange	140	122		Peas (green)	72	57	
Peach	87	76		Peppers (sweet)	50	46	
Pear	166	139		Potato (white)	112	88	
Pineapple	155	135		Radish	45	43	
Plum	66	56		Spinach	28	26	
Raspberries	123	106		Zucchini	65	62	
Strawberries	149	136		Tomato (red)	123	115	
Watermelon	160	146		Tomato (green)	123	114	

Using the percentages you calculated, answer the questions below.

1. Which fruit has the lowest percentage of water? _____
2. Which vegetable has the highest percentage of water? _____
3. Write down your favorite fruit and vegetable from the list and the percentage of water in each. _____ _____

   Which has the higher percentage of water? _____

Water Facts

You can refill an eight-ounce glass of water approximately 15,000 times for the same cost as a can of soda pop.

You can survive about a month without food but only a few days without water.

Each person uses about 100 gallons of water a day at home.

Lack of water is the number one cause of daytime fatigue.

Only one percent of the Earth's water is available for drinking water.

A dairy cow must drink four gallons of water to produce one gallon of milk.

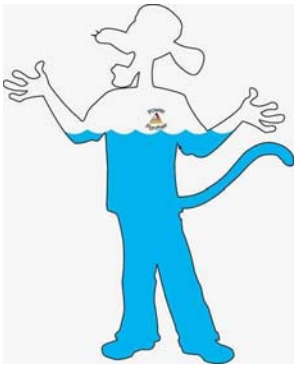
A person should drink at least eight glasses of water each day.

You don't need to buy bottled water for health reasons. Bottled water is good if you want a different taste, but it costs up to 1,000 times more than municipal drinking water.

You do the math!

- Three out of every four people in the United States are chronically dehydrated.
  - What <u>percentage</u> of people are dehydrated? _____
  - There are almost 300 million people in the United States, how many of them are chronically dehydrated? _____
- The average five-minute shower takes 15-25 gallons of water. If a 5-minute shower uses 25 gallons of water, how many gallons does a person use in one minute? _____
- One gallon of water weighs approximately 8.5 pounds. A backyard swimming pool contains about 5,000 gallons of water. How much does the water in the swimming pool weigh? _____

Water Content of Fruits and Vegetables – Answer Key



Water makes up about 60% of the body's weight. For the body to function properly, we should try to consume about two quarts of water per day. Water needs vary depending on the food a person eats, environmental temperature and humidity, a person's activity level and other factors. Fruits and vegetables contain large quantities of water in proportion to their weight. When these foods are eaten, the water can be absorbed by the body.

The following table provides the water content of several popular raw fruits and vegetables. Complete the table by calculating the percentage of water in each fruit and vegetable and writing it in the column labeled *Percent Water*.

Fruits				Vegetables			
Fruit	*Food Weight (g)*	*Water Weight*	*Percent Water*	*Vegetable*	*Food Weight (g)*	*Water Weight*	*Percent Water*
Apple	138	116	84	Broccoli	44	40	91
Apricot	106	92	87	Cabbage (green)	35	32	91
Banana	114	85	74	Cabbage (red)	35	32	91
Blueberries	145	123	85	Carrots	72	63	87
Cantaloupe	160	144	90	Cauliflower	50	46	92
Cherries	68	55	81	Celery	40	38	95
Cranberries	95	82	86	Cucumber	52	50	96
Grapes	92	75	81	Eggplant	41	38	93
Grapefruit	123	112	91	Lettuce (iceberg)	20	19	95
Orange	140	122	87	Peas (green)	72	57	79
Peach	87	76	87	Peppers (sweet)	50	46	92
Pear	166	139	84	Potato (white)	112	88	78
Pineapple	155	135	87	Radish	45	43	95
Plum	66	56	85	Spinach	28	26	93
Raspberries	123	106	86	Zucchini	65	62	95
Strawberries	149	136	91	Tomato (red)	123	115	93
Watermelon	160	146	92	Tomato (green)	123	114	93

Using the percentages you calculated, answer the questions below.

1. Which fruit has the lowest percentage of water? Banana
2. Which vegetable has the highest percentage of water? Cucumber
3. Write down your favorite fruit and vegetable from the list and the percentage of water in each. _____ _____
   Which has the higher percentage of water? _____

Water Facts

You can refill an eight-ounce glass of water approximately 15,000 times for the same cost as a can of soda pop.

You can survive about a month without food but only a few days without water.

Each person uses about 100 gallons of water a day at home.

Lack of water is the number one cause of daytime fatigue.

Only one percent of the Earth's water is available for drinking water.

A dairy cow must drink four gallons of water to produce one gallon of milk.

A person should drink at least eight glasses of water each day.

You don't need to buy bottled water for health reasons. Bottled water is good if you want a different taste, but it costs up to 1,000 times more than municipal drinking water.

You do the math!

- Three out of every 4 people in the United States are chronically dehydrated.
  - What <u>percentage</u> of people are dehydrated? 75%
  - There are almost 300 million people in the United States, how many of them are dehydrated? 225 million
- The average five-minute shower takes 15-25 gallons of water. If a 5-minute shower uses 25 gallons of water, how many gallons does a person use in one minute? 5 gallons per minute
- One gallon of water weighs approximately 8.5 pounds. A backyard swimming pool contains about 5,000 gallons of water. How much does the water in the swimming pool weigh? 42,500 pounds

In case you were wondering teachers, the 5,000 gallon approximation is for a round, above-ground swimming pool (15' in diameter, 4' deep). It holds about 5,310 gallons.

EAT SMART. PLAY HARD. Trivia

See how much you know about eating right and being physically active! Circle the correct answer for questions 1-6 and write in the correct answers for question 7.

1. How much physical activity should you have each day?
   a. Less than 30 minutes
   b. At least one hour
   c. At least 1 ½ hours

2. Why is it important to EAT SMART and PLAY HARD?
   a. To keep your body healthy
   b. To get a full stomach and a tired body
   c. Because adults say it's important

3. Which of these is considered physical activity?
   a. Cleaning your room
   b. Mowing the lawn
   c. Walking the dog
   d. All of the above

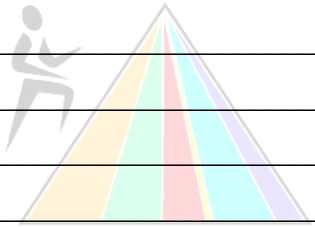
4. Which vegetable is actually the root of a plant?
   a. Apple
   b. Lettuce
   c. Carrot
   d. Broccoli

5. What are the health benefits of eating fruits and vegetables that are orange?
   a. Vision health
   b. Strong teeth and bones
   c. Improved memory
   d. None of the above

6. How many glasses of water should you drink each day?
   a. 6
   b. 8
   c. 2
   d. 12

7. List the 5 food groups:

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____



EAT SMART. PLAY HARD. Trivia Answer Key

See how much you know about eating right and being physically active! Circle the correct answer for questions 1-6 and write in the correct answers for question 7.

1. How much physical activity should you have each day?
   a. Less than 30 minutes
   b. At least one hour
   c. At least 1 ½ hours

2. Why is it important to EAT SMART and PLAY HARD?
   a. To keep your body healthy
   b. To get a full stomach and a tired body
   c. Because adults say it's important

3. Which of these is considered physical activity?
   a. Cleaning your room
   b. Mowing the lawn
   c. Walking the dog
   d. All of the above

8. Which vegetable is actually the root of a plant?
   a. Apple
   b. Lettuce
   c. Carrot
   d. Broccoli

9. What are the health benefits of eating fruits and vegetables that are orange?
   a. Vision health
   b. Strong teeth and bones
   c. Improved memory
   d. None of the above

10. How many glasses of water should you drink each day?
   a. 6
   b. 8
   c. 2
   d. 12

11. List the 5 food groups:
   a. Grain
   b. Vegetables
   c. Fruits
   d. Milk
   e. Meat and Beans

K-STATE RESEARCH & EXTENSION
FAMILY NUTRITION PROGRAM

Kids a Cookin'

Purple Power Smoothie

A deliciously purple cooler!

Level: Medium

Serves 4

Kids' Tool Kit
- Blender
- Measuring cups
- Measuring spoons
- Rubber spatula

Ingredients:
- 4 teaspoons lemon juice
- 1 cup water
- $^{2}/_{3}$ cup grape juice concentrate
- 1 cup instant nonfat dry milk
- 2 cups ice cubes

Chef's Choice
- Purple Power Smoothie
- Peanut butter crackers

Directions:

Remember to wash your hands!

1. Put lemon juice and water into a blender and mix well.
2. Add the grape juice and dry milk; blend.
3. Slowly add ice, one cube at a time. Turn off blender while adding each cube of ice.
4. Blend well and divide into glasses.

Nutrition Facts
Serving Size 1 cup (70g)
Servings Per Container 4

Amount Per Serving	
Calories 150	Calories from Fat 0
	% Daily Value*
Total Fat 0g	**0%**
Saturated Fat 0g	**0%**
Cholesterol 5mg	**1%**
Sodium 100mg	**4%**
Total Carbohydrate 30g	**10%**
Dietary Fiber 0g	**0%**
Sugars 9g	
Protein 6g	

Vitamin A 8%	•	Vitamin C 70%	
Calcium 20%	•	Iron 2%	

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

		Calories: 2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

Helpful Hints: Nonfat dry milk is a great ingredient in many recipes. It has all the good nutrition of skim milk, but can be stored longer than fresh milk. It is also less expensive than fresh milk.

Safety Tip: Blenders are great kitchen tools, but kids need to know and follow safety rules when using blenders, as well as many other appliances. An adult should show a child how to safely assemble, use and clean a blender.

For more information about this and other fun recipes: contact your county extension office or visit the Web site at *www.kidsacookin.ksu.edu*, or e-mail *kidsacookin@ksu.edu.*

This institution is an equal opportunity employer. This material was funded by USDA's Food Stamp Program through a contract awarded by the Kansas Department of Social and Rehabilitation Services. The Food Stamp Program provides nutrition assistance to people with low income. To find out more, contact your local SRS office or call 1-800-221-5689.

K-STATE RESEARCH & EXTENSION
FAMILY NUTRITION PROGRAM

Kids a Cookin'

Fruit Smoothie

Choose your favorite fruit to make this smoothie!

Level: Easy

Makes: 3 cups

Kids' Tool Kit
- Blender
- Measuring spoons
- Measuring cups
- Rubber spatula
- Knife
- Cutting board

Chef's Choice
- Fruit Smoothie
- Cinnamon Toast

Ingredients:
- 1 cup plain or flavored yogurt
- ½ cup low fat milk
- 3 tablespoons nonfat dry milk
- 6 to 8 ice cubes
- 2 tablespoons sugar
- ½ teaspoon vanilla
- Choose 2 from list below:
  - 6 strawberries
  - ½ peach or banana
  - ⅓ cup canned peaches or pears
  - ¼ cup pineapple chunks
  - 1 tablespoon peanut butter
  - 1 tablespoon frozen juice concentrate

Directions:

Remember to wash your hands!

1. Put all ingredients in blender and blend on high until smooth.
2. Store leftovers in refrigerator!

Nutrition Facts
Serving Size 1 cup (188g)
Servings Per Container 3

Amount Per Serving	
Calories 170	Calories from Fat 10
	% Daily Value*
Total Fat 1.5g	**2%**
Saturated Fat 1g	**4%**
Cholesterol 5mg	**2%**
Sodium 95mg	**4%**
Total Carbohydrate 35g	**12%**
Dietary Fiber 1g	**5%**
Sugars 32g	
Protein 7g	
Vitamin A 2% •	Vitamin C 40%
Calcium 25% •	Iron 2%

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

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

Helpful Hints: Not only are the smoothies great tasting, but they are also packed with good nutrition. There's lots of calcium, which helps build strong bones and teeth, and vitamin D, which helps us use calcium. The fruit provides vitamin C to keep our gums and blood vessels healthy. The milk, yogurt and peanut butter supply protein to help build and repair skin, muscle and blood.

Safety Tip: Young children need supervision when using a blender. The blades are very sharp and could easily cut fingers. Help with assembly and clean-up. Make it a rule with kids that the lid is always on the blender while it is running. Turn it off when adding ingredients.

For more information about this recipe and other fun recipes: contact your county extension office in Kansas visit the website at www.kidsacookin.ksu.edu, or e-mail kidsacookin@ksu.edu.

This institution is an equal opportunity employer. This material was funded by USDA's Food Stamp Program through a contract awarded by the Kansas Department of Social and Rehabilitation Services. The Food Stamp Program provides nutrition assistance to people with low income. To find out more, contact your local SRS office or call 1-800-221-5689.

Teacher's Notes