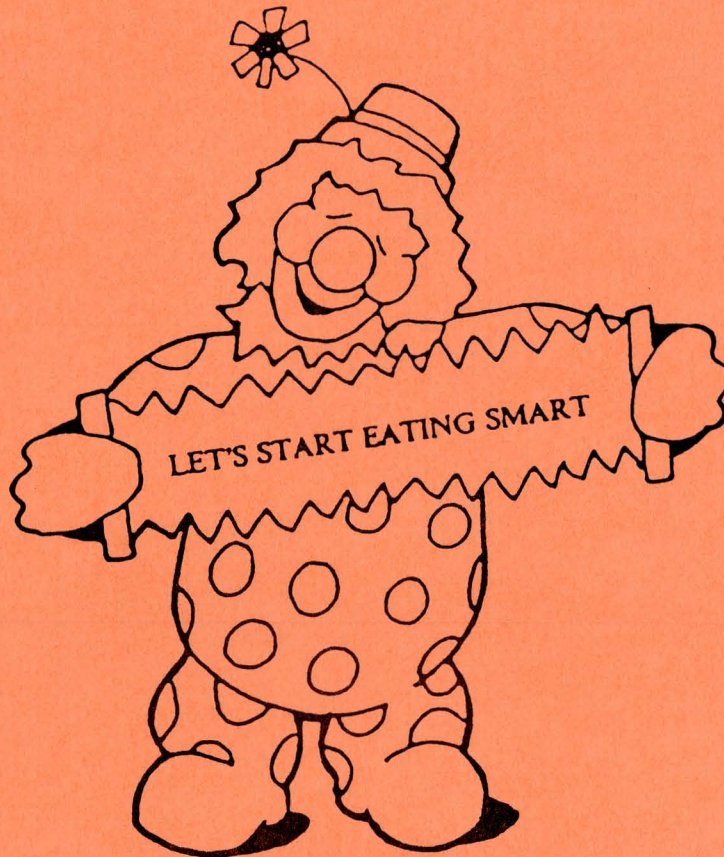


Hentzler

Virginia Cooperative Extension Service

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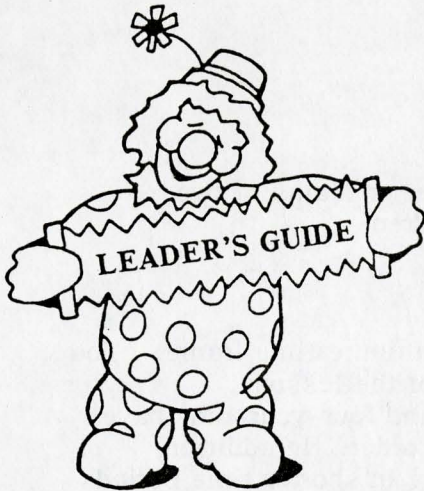
LET'S START EATING SMART

Virginia Extension Homemakers Council
Nutrition Educational Series
For 3- and 4-Year Olds

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Acknowledgements: This publication was developed by Ann Hertzler, Extension Specialist, Foods and Nutrition; Valya Vincell, Extension Specialist, Child Development; Janet Tuckwiller, Resource Development Specialist; Kathleen Stadler, Extension Agent; Katherine Sharman, Graduate Assistant; and Martha Durst, VEHC State Health, Food, and Nutrition Chair.



VEHC NUTRITION EDUCATIONAL SERIES

FOR 3- AND 4-YEAR-OLDS

LET'S START EATING SMART

VOLUNTEER LEADER'S GUIDE

Lesson Goal:

Each lesson is designed to help children, ages 3 and 4, improve their intake of nutritious foods in order to lead healthier lifestyles.

Lesson Objectives:

The lessons have been designed with seven objectives for the pre-schooler to learn:

1. where food comes from
2. tastes, colors, shapes, and textures
3. what nutrients are provided
4. food and kitchen safety
5. how often foods should be eaten for good health
6. food handling skills appropriate for his/her manipulative level
7. to share related activities with the family or others

While the objectives have been arranged in the above order, the primary one is number 3: what nutrients are provided. The total number of objectives on which to focus will depend on the resources, knowledge, experience, and time limitations that you have.

The first six objectives will take about 15-20 minutes to do. However, the length of time required for each objective will depend on the activities selected and the preparation time needed (if any). The seventh objective is accomplished with the take-home activity sheet. The purpose of the take-home sheet is to reinforce what the child has learned and inform the parent what the child has learned. The sheet, which is to be duplicated, reviews what the child learned in each lesson, provides simple, yet fun activities for the child to do, and explains helpful tips for the family. The amount of time required to complete the take-home sheet will vary from child to child.

Lesson Content

Each lesson focuses on one of the four food groups:

- | | |
|---------------------------|-------------------------|
| I. Milk and Milk Products | III. Breads and Cereals |
| II. Fruits and Vegetables | IV. Beans and Nuts |

Lesson Presenters

The lessons have been designed to be taught by one volunteer or teams of two. Plan to have at least one volunteer for every five or six children.

Lesson Length

Each lesson is designed to be accomplished within a 15–20 minute time frame. You have the option of teaching only one, two, three, or all four of the lessons. (Note: Do not try to teach them all in one session; three- and four-year-olds have limited attention spans.) The lessons can be taught in any order. In addition, individual activities can be extracted from the lessons to use in shorter time periods or modified for use in special events such as nutrition exhibits at fairs, malls, or at other public events where you can attract a small group of children for a few minutes.

Food Preparation

The food preparation activities included in each lesson help reinforce what is learned. Do not substitute other activities unless they are equivalent in nature. Fats and sugars are limited so that the children can experience the natural flavor of each food and develop healthy rather than unhealthy habits.

Before the lesson, contact the child care provider to make sure foods can be brought to use in presenting the lesson. Also, ask about the availability of needed equipment and supplies. If possible, you may need to provide that which is unavailable, or prepare some foods ahead of time.

When preparing foods, be sure to demonstrate and explain safe food handling skills. Children can help, if the task being performed is appropriate for their skill level.

Children will probably want to sample everything that is prepared. Research shows that children will try new foods to which they are exposed, if others around them are eating the food and if they help prepare it. If positive expressions are made, give praise. If children react negatively to a food experience, you can say:

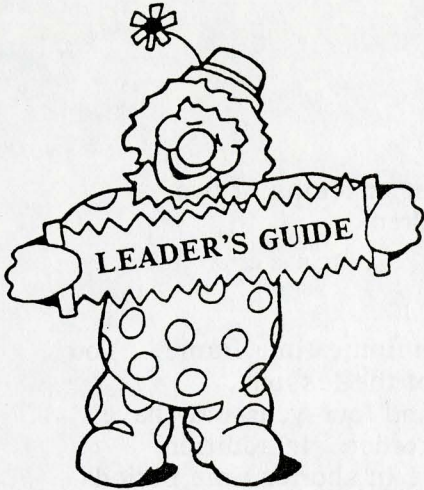
Some people feel that way, but most like it.

Try one bite. You don't need to eat it, if you don't like it.

If you try a little each day, you might find that you really like it.

Communicating with the Children

At the beginning of each lesson, introduce yourself and ask the children to tell you their names. Three- and four-year-old children like to talk and will not hesitate to do so. In fact, they will probably express themselves freely throughout the entire lesson to the extent that you may need to use some listening techniques to help them remain quiet and listen. If this occurs, try saying:



VEHC NUTRITION EDUCATIONAL SERIES

FOR 3- AND 4-YEAR-OLDS

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Some people feel that way, but most like it.

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If you try a little each day, you might find that you really like it.

Communicating with the Children

At the beginning of each lesson, introduce yourself and ask the children to tell you their names. Three- and four-year-old children like to talk and will not hesitate to do so. In fact, they will probably express themselves freely throughout the entire lesson to the extent that you may need to use some listening techniques to help them remain quiet and listen. If this occurs, try saying:

Let's all put on our listening ears. (Touch your ears with your hands.)
Let's all be like little mice, very quiet.
Let's all zip our mouths closed. (Touch mouth with hand and pretend
you are zipping your mouth.)

TEN TEACHING TIPS

1. Review lesson content to be presented and decide who is going to be the presenter and who is going to be Peppy the Clown. You may want to practice with pre-schoolers you know before presenting it to others you are less familiar with.
2. Meet with the childcare provider before presenting a lesson. Discuss the number of children, lesson content, needed space, equipment, and other matters concerning the lesson to be presented.
3. Gather needed supplies, materials, and other resources. Part of your volunteer team may be given the responsibility of getting the food supplies together.
4. Plan to have at least one volunteer teacher for every five or six children. The lessons have been designed to be taught by volunteers alone or in teams of two.
5. Rehearse so you can present the lesson in your own words.
6. On the day of the lesson, arrive early to set up for it.
7. Be enthusiastic and optimistic. Avoid statements like, "I don't know how this is going to work out. . ." or "I'm not very good at teaching kids. . ." or "I don't think this lesson will be of much help. . ." or "I didn't have much time to prepare. . ."
8. Involve the children in the lesson. If possible, ask the childcare provider to put name tags on them so that you can call their name when encouraging or complementing their involvement.
9. Complete the volunteer leader/teacher summary sheet.
10. Be proud of your accomplishments and plan for the next lesson.

PROGRAM AIDS

Cards

Cards that show the nutrients emphasized are available for you to use in presenting each lesson. Talk and color cards need to be prepared. To prepare talk cards, mount pictures of the foods discussed on posterboard (11 x 14). Color cards can also be prepared by mounting colored shapes on posterboard (11 x 14). All cards may be laminated with clear plastic so they can be easily cleaned. To use the cards, hold them in front of you so the children can see them. Ask the children the questions presented in each lesson. The questions may seem simple to you, but will be challenging and stimulating to the children. They will also help them observe and learn skills useful in making food decisions.

Peppy the Clown

Having one member of the volunteer teaching team act as Peppy the Clown can greatly enhance the lessons taught. Peppy the Clown can participate in the lesson by helping with the supplies, singing a song, and tasting the food. Through facial expressions, Peppy can provide positive communication to the children as well as stimulate their interest.

Chants, Songs, and Rhymes

Chants, songs, and rhymes are included to be used during each lesson. This technique will allow the children to feel like they are a part of each lesson. Select ones that are appropriate for each lesson. Peppy the Clown might sing the songs and recite the rhymes or chants the first few times alone. Peppy can then involve the children as they become more familiar with the words and melodies.

Balloons, Stickers, Clown Costumes

For a limited time, VEHC will provide these items to counties/cities who wish to obtain them to enhance their program. The balloons are to be used for promotional/visibility purposes in exhibits at fairs, malls, or any other public function. The stickers can be given to children who participate in the lessons. The clown costume is to be worn by Peppy the Clown during each lesson and at promotional events. All items are available from the VEHC state health, food, and nutrition chair. Her name, address, and phone number are in the VEHC yearbook.

Peppy the Clown Stamps

As an additional program aid, participating counties/cities may wish to purchase a self-inking stamp with the message:

Peppy says: Let's start eating smart.

Children participating in the lessons and viewing the exhibits at fairs, malls, or other events will enjoy having their hands stamped. The stamped message can help reinforce what is being taught. The cost of the self-inking stamps is minimal and they can be used over and over again. Ink refills are available.

CHARACTERISTICS OF 3'S AND 4'S

Three-Year-Olds

Dawdle occasionally.
Love to laugh and want you to laugh with them.
Enjoy helping.
Can toilet themselves, but may have accidents.
Ask questions--why, how, and what.
Are beginning to take turns and share.
Are learning to be independent.

Have vocabularies of some 900 words.
Can name familiar things.
Feed themselves fairly well but still spill food.
Can do manipulative skills with hands.
Have vague ideas of time and space.
Can distinguish colors and name some of them.

Four-Year-Olds

Like to talk and ask questions.
Try out silly words and sounds.
Use sentences which average 4 to 5 words.
Are able to cooperate and play in groups.
Like books and stories with more complicated plots.

May indulge in name calling and bragging.
Want more independence than they can handle.
Can count 4 or more objects.
Know colors and can name them.
Are beginning to reason.

RESOURCES

How to Teach a Lesson--is a twenty minute videotape that demonstrates how to teach one of the four lessons of the VEHC Program on nutrition for three- and four-year-old children. For information concerning availability, contact the Extension Home Economics state office.

Let's Start Eating Smart--is a videotape that includes four five-minute segments that focus on the subject matter content of each lesson of the VEHC Program on nutrition for three- and four-year-old children. The videotape can be used as part of each lesson or an exhibit. For information concerning availability, contact the Extension Home Economics state office.

I've Been Working in the Kitchen--is a slide tape series available from each District Extension Office. The slide series shows children working in the kitchen with food handling. You may want to use the series for teaching ideas or for presenting to child care providers, parents, or guardians.

Books on Nutrition for Three- and Four-Year-Old Children--A suggested list of related books is included for your use. You may want to purchase a book and present it as a gift to the child care provider to thank her/him for allowing the lesson to be given. You might also want to find ways to help your local library obtain copies of specific books that are currently not available. You may even want to encourage 'reading' volunteers to read some of the books at specified times in the library. In selecting books for children, keep in mind that pictures and stories should be true to life and depict:

- . Real boys and girls instead of make-believe characters that have little or no representation in real life.
- . Where food really grows, is purchased, or is prepared, instead of fantasies about food growing out of nowhere, with little work and care.
- . Real food, instead of make-believe food that does not exist.
- . Real situations instead of ones in which villains take food away from people or ones in which fairy princesses give sweets to "good little" boys and girls.

SUGGESTED BOOKS

Parents' Nursery School: Kids Are Natural Cooks: Child-Tested Recipes. Houghton Mifflin, 1974.

Weiner, Michael. Bugs in the Peanut Butter, Dangers in Everyday Food. Little, 1976.

Wykeham, Nicholas. Farm Machines. Raintree, 1979.

Jones, Nettie. How to Eat Your ABC's: A Book About Vitamins.

Gemming, Elizabeth. Born in a Barn. Coward, 1974.

Williams, Garth. Baby Farm Animals. Golden, 1959.

Miller, Jane. Lambing Time. Methuen, 1978.

Richards, Norman. Tractors, Plows, and Harvesters: A Book About Farm Machines. Doubleday, 1978.

Russell, Solveig P. Farm. Parents, 1970.

Weaver, Martin & Virginia. Lambs. Knopf, 1970.

- Selsam, Millicent E. The Tomato and Other Fruit Vegetables. Morrow, 1970.
- Adler, Irving & Ruth. Irrigation - Changing Deserts Into Gardens. John Day, 1964.
- Cole, Joanna. A Calf Is Born. Morrow, 1975.
- Aliki. Corn is Maize: The Gift of the Indians. Crowell, 1976.
- Cavagnaro, David & Maggie. The Pumpkin People. Sierra, 1979.
- Earle, Olive L. Peas, Beans, and Licorice. Morrow, 1971.
- Selsam, Millicent E. The Carrot and Other Root Vegetables. Morrow, 1971.
- Selsam, Millicent E. More Potatoes. Harper, 1972.
- Cooper, Elizabeth K. And Everything Nice: The Story of Sugar, Spice, and Flavoring. Julie Mags, 1966.
- Meyer, Carolyn. Milk, Butter, and Cheese. Morrow, 1974.
- Selsam, Millicent E. Peanuts. Morrow, 1969.
- Selsam, Millicent E. Popcorn. Morrow, 1969.
- Watt, Franklin. Peanuts. Children's Press, 1978.
- Aliki. Green Grass and White Milk. Crowell, 1974.
- Earle, Olive L. & Kanter, Michael. Nuts. Morrow, 1975.
- Floethe, Louise Lee. Farming Around the World. Scribner, 1970.
- Carle, Eric. The Very Hungry Caterpillar. Philomel, 1983.
- Rockwell, Anne Harlow. The Supermarket. Macmillan, 1979.
- Marton, Dick. The Apple Book. Golden, 1977.
- Berenstain, Stan & Jan. The Berenstain Bears and Too Much Junk Food. Random House, 1983.



LET'S START EATING SMART
MILK AND MILK FOODS
VEHC NUTRITION EDUCATIONAL SERIES
FOR 3 & 4 YEAR OLDS

NUTRIENT EMPHASIS:
Calcium
Vitamin D

OBJECTIVE 1: TELL WHERE MILK COMES FROM

SUPPLIES

Talk Cards (pictures of cow, milk, and milk foods)

Pictures and/or
Milk & Milk
Food Samples

- Where do cows live?
- What do cows eat?
- How are cows milked?
- What colors are cows?
- What color is milk?
- How does the milk get to your home?

ADDITIONAL ACTIVITIES (for you to use or suggest to the child care provider)

1. Take a field trip to a dairy or a dairy farm.
2. Learn a poem or song about cows or milk.
3. Read a story about cows.

OBJECTIVE 2: DESCRIBE MILK AND CHEESE BY TASTE, COLOR, SHAPE, AND FEEL

1. Taste two different milks:
whole, 2%, skimmed, evaporated, buttermilk
2. Taste two different cheeses:
cheddar, swiss, cottage

Milk
Cheese
Cups
Knife
Paper Towels

(NOTE: Cream cheese and sour cream do not count as milk foods because they are concentrated fat and have much less calcium)

3. Identify food by color, shape, and feel.

What color is the food?

What shape is the food -- round, square, oval?

How does the food feel -- rough, smooth, soft, hard?

Color Cards
White, Yellow

Milk, Cheese

**OBJECTIVE 3: WHAT NUTRIENTS ARE PROVIDED BY MILK/
MILK FOODS?**

SUPPLIES

1. Milk foods provide calcium and Vitamin D.

Calcium helps build bones and teeth. Vitamin D is needed for growth and for formation of normal bones and teeth.

Chant/Song/
Rhyme Sheet
Nutrient Cards

OBJECTIVE 4: FOOD AND KITCHEN SAFETY

1. Learn safety practices:

Wash your hands before handling food.
Store milk in the refrigerator.
Don't drink out of the milk carton.
Don't drink out of someone else's glass.
Don't eat food that has fallen on the floor.

2. Practice wiping the table and pouring milk.

Wipe the table before pouring milk.
Learn how to pour milk.
Learn how to wipe up spills.
Learn which sponge or cloth is for the table, and which one is for the floor.
If a glass breaks, let the grownup do the cleaning up.

Pouring Pitcher
Glasses or
Paper Cups
Sponge, Cloth
or Paper Towels
Milk

3. Practice cutting soft cheese with a table knife.

Learn how to use a table knife safely.
- how to hold the knife -

Cheese
Table Knife

FINGERS ARE ALWAYS ON TOP

- where to put the knife when not in use-

OBJECTIVE 5: FOR GOOD HEALTH, HOW OFTEN SHOULD MILK FOODS BE EATEN?

1. Learn Peppy's chant:

Peppy says: I need milk foods for calcium and vitamin D every day.

Peppy says: You need milk foods for calcium and vitamin D every day.

Peppy says: Everyone needs milk foods for calcium and vitamin D every day.

(Point to people: Name everyone)

2. See the Chant/Song/Rhyme Sheet for other Milk

Foods chants, songs, and rhymes.

Chant/Song/

Rhyme Sheet

OBJECTIVE 6: FOOD PREPARATION ACTIVITIES

SUPPLIES

1. Cut cheese with a table knife.

- Wash hands and wipe the table.
- Have blocks of cheese that are an inch or two thick for the child to cut - not larger.
- Eat cheese slices as-is or have bread squares or crackers.

Paper Towels
Cheese
Table Knives
Cutting Board
Bread or
Crackers

2. Make instant vanilla pudding with low-fat milk in a jar.

- Divide pudding into jars for each child.
- Mark a measuring cup to show each child how much milk to pour into each jar. Have each child pour the needed milk into his/her own jar.
- Shake the jars and make pudding.

Small jars
with Lids
Instant Vanilla
Pudding Mix
Measuring Cup
Milk
Spoons

3. Make yogurt-fruit dip.

Ingredients:

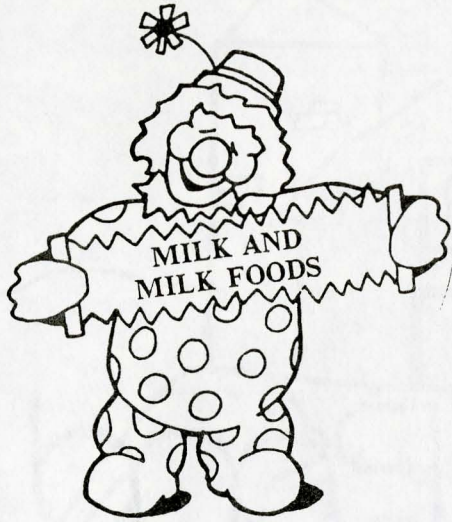
- 1 8-ounce carton plain, low-fat yogurt
- 2 tsp orange juice
- Place all ingredients in a bowl and mix well.
- Put into cups for tasting.
- Use as a dip for fruit.

Yogurt
Orange juice
Bowl
Spoon
Paper cups
Fruit pieces

OBJECTIVE 7: TAKE-HOME ACTIVITY SHEET

A take-home activity sheet is provided to: 1) reinforce what the child has learned, and 2) inform the parent what the child has learned about nutrition.

Hand out the activity sheet at the end your presentation. Remember to fill in who presented this information and who can be contacted for further information.



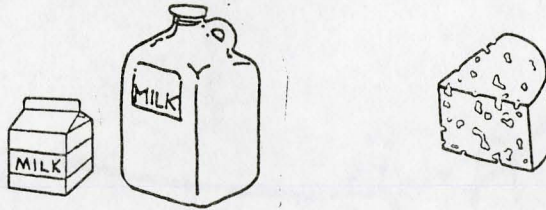
LET'S START EATING SMART

TAKE-HOME ACTIVITY

LOOK WHAT I LEARNED TODAY

Today your child learned about two kinds of food from the milk group - different kinds of milk and cheese. Milk provides your body with calcium, Vitamin D, and fat. Calcium helps build strong bones and teeth. Vitamin D is needed for growth, and for forming bones and teeth. Fat is burned as fuel in the body to supply energy and heat. Your child learned that every family member needs foods from the milk group every day. Ask your child what Peppy the clown says about milk foods.

1. Look at these two pictures with your child and name them as milk and cheese. Have the child look in the kitchen and find these foods. Where are they - in the refrigerator? in the cupboard? somewhere else? Have the child circle the foods found in your kitchen.



2. Today your child learned to pour milk from a small pitcher like a measuring cup. Your child also learned how to clean up spills with a table sponge or cloth. The child learned if there is broken glass to let an adult clean it up. Let the child practice pouring milk at home.

3. RECIPE: PUDDING

1 4-ounce package instant pudding mix

2 cups low-fat milk

Put ingredients into bowl. Fill the measuring cup with milk.

Let the child pour the milk into the bowl and mix with a large spoon.

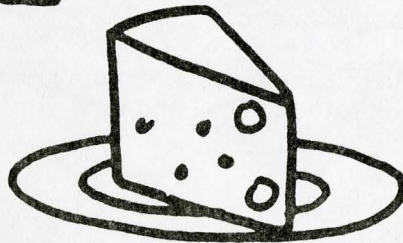
4. FAMILY TIPS

- Drink milk with your child at meals and snack times. The child copies family eating habits. If the child sees you drinking other beverages, chances are the child will want to drink those beverages.
- Do not reward the child with sweets for tasting or eating nourishing foods. Using sweet rewards teaches the child to like sweets. Do not add chocolate to milk as a reward for the same reason.

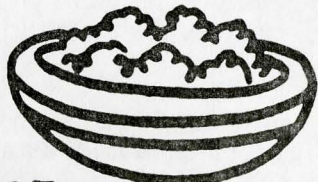
THIS INFORMATION WAS PRESENTED TO YOUR CHILD BY:

FOR MORE INFORMATION CONTACT:

DAIRY PRODUCTS
COME FROM THE COW.



CHEESE



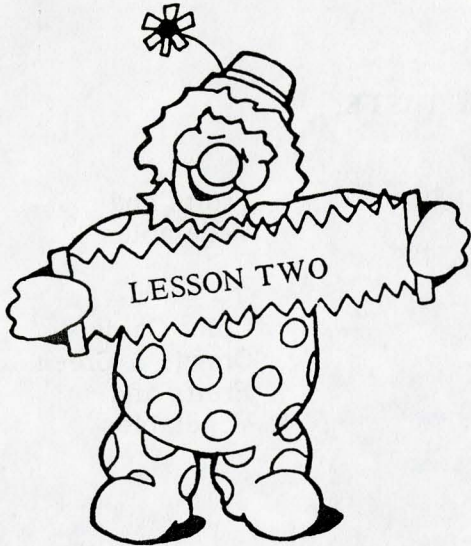
COTTAGE CHEESE



BUTTER



MILK



LET'S START EATING SMART
FRUITS AND VEGETABLES

VEHC NUTRITION EDUCATIONAL SERIES
FOR 3- & 4-YEAR-OLDS

NUTRIENT EMPHASIS:
Vitamin A
Vitamin C

OBJECTIVE 1: TELL WHERE GREEN AND ORANGE FRUITS AND VEGETABLES COME FROM

SUPPLIES

TALK CARDS - (pictures of green and orange fruits and vegetables)

Pictures and/or
Fruit and
Vegetable
Samples

Vitamin A - carrots, cantaloupes, apricots,
pumpkin, broccoli, spinach, greens,
and/or sweet potatoes.

Vitamin C - oranges, grapefruit, cabbage, kiwi,
green peppers, and/or tomatoes.

- What is the name of this food?
- Where does it grow?
- Do you eat it -- raw? cooked?
- What color is it?

ADDITIONAL ACTIVITIES (for you to use or suggest to the child care provider)

1. Take a field trip to a garden.
2. Plant seeds.

Potting Soil
Paper Cups
Seeds

3. Cut open a pumpkin or squash. Take out the seeds. Give each child a paper cup with soil to plant a seed.
3. Learn a poem or song about a green or orange fruit or vegetable.
4. Read a story about orange or green fruits and vegetables.

OBJECTIVE 2: DESCRIBE FRUITS AND VEGETABLES BY TASTE, COLOR, SHAPE, AND FEEL.

1. Taste one orange (e.g., carrot, cantaloupe) and one dark green (e.g., spinach, broccoli) fruit and/or vegetable.

Fruits and
Vegetables

2. Identify color, shape, and feel.

What color is the food -- on the outside?
on the inside?

What shape is the food --
round, oval, square?

How does it feel --
smooth, rough, soft, hard?

Color Cards:
Orange & Green
Fruits and
Vegetables

OBJECTIVE 3: WHAT NUTRIENTS ARE PROVIDED BY GREEN AND ORANGE FRUITS AND VEGETABLES?

SUPPLIES

1. The fruits and vegetables in this lesson provide

Vitamin A and Vitamin C. Vitamin A is good for night sight. Vitamin C helps maintain healthy healthy bones and gums.

Chant/Song/
Rhyme Sheet
Nutrient Cards

OBJECTIVE 4: FOOD AND KITCHEN SAFETY

1. Safety practices:

Wash hands before handling food.

Wash fresh fruits and vegetables before eating.

Throw away fruits and vegetables that are spoiled.

2. Manners:

Don't bite off more than you can chew.

Chew with your mouth closed.

3. Food Storage:

Some fruits and vegetables need to be stored in the refrigerator (those without skins: greens, broccoli, carrots).

Fruits and vegetables with skins can be stored on the kitchen counter (pumpkin, cantaloupe).

Many people store all fruits and vegetables in the refrigerator because they like to eat them cold.

4. Knife safety:

- Who washed knives?
- Where are knives stored?
- Why do adults and not children use sharp knives?

OBJECTIVE 5: FOR GOOD HEALTH, HOW OFTEN SHOULD DARK GREEN AND ORANGE FRUITS AND VEGETABLES BE EATEN?

1. Learn Peppy's chant:

Peppy says: I need fruits and vegetables for Vitamins A and C every day.

Peppy says: You need fruits and vegetables for Vitamins A and C every day.

Peppy says: Everyone needs fruits and vegetables for Vitamins A and C every day.

(Point to people: Name everyone)

2. See the Chant/Song/Rhyme Sheet for other Fruits and Vegetables songs, chants, or rhymes.

Chant/Song/
Rhyme Sheet

OBJECTIVE 6: FOOD PREPARATION ACTIVITIES

SUPPLIES

1. Scrub carrots for snacks.

- Give each child a carrot and something to scrub with.
- Talk about the brushes and how they are used for food and not for scrubbing the floor.
- Sinks or dishpans with clean water can be used. Talk about why you do not use soap to clean food.

Carrots
Brushes

Dishpan/Sink

OR Scrub sweet potatoes; wrap in aluminum foil; bake.

Sweet Potatoes
Foil
Oven

2. Make a Halloween Pumpkin.

- Have an adult cut off the top of the pumpkin.
- Have the children wash hands, and help pull the seeds out of the inside of the pumpkin.

Pumpkin
Towels
Plate/Pan
Knife

- Put the seeds on plates or pans to dry. The teacher can roast the seeds while the children watch.

OR have each child plant a pumpkin seed to grow.

Use the pumpkin to make a jack-o-lantern or cook the pumpkin to eat.

3. Make spinach salad.

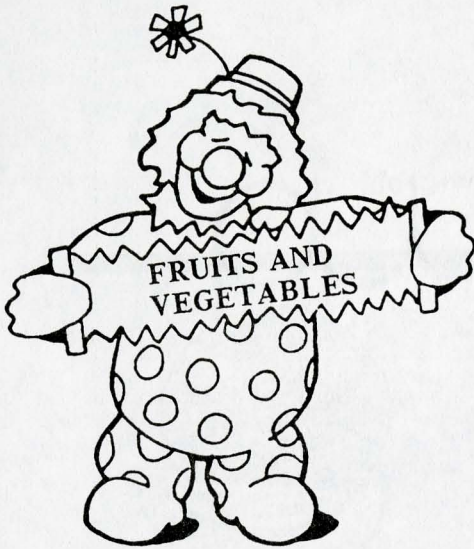
Spinach

- Bring spinach to class or have the children pick spinach from a garden.
- Use the sink or dishpans filled with clean water to have the children wash the greens. Talk about:
 - What does the water look like before you wash the spinach?
 - What does the spinach feel like before you wash it?
 - Why don't you use soap in the water?
 - How can you drain the water off the clean spinach?
use a dish drain or colander
pat dry in a clean towel
 - Tear spinach into bite-size pieces. Put into individual salad bowls.
 - Make a salad and pour salad dressing.

OBJECTIVE 7: TAKE-HOME ACTIVITY SHEET

A take-home activity sheet is provided to: 1) reinforce what the child has learned and, 2) inform the parent what the child has learned about nutrition.

Hand out the activity sheet at the end your presentation. Remember to fill in who presented this information and who can be contacted for further information.



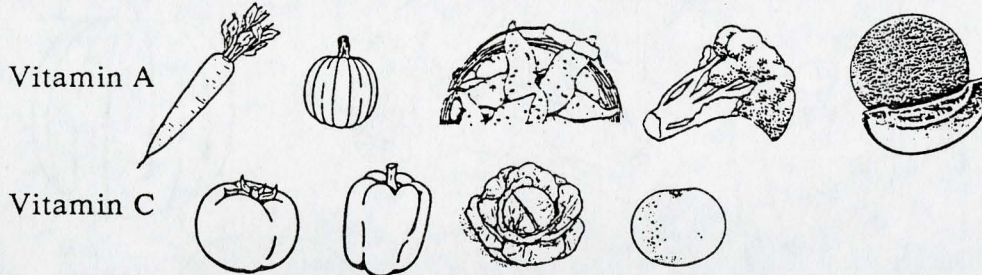
LET'S START EATING SMART

TAKE-HOME ACTIVITY

LOOK WHAT I LEARNED TODAY

Today your child learned about orange and green fruits and vegetables - important sources of Vitamin A and Vitamin C. You should have orange or dark green fruits or vegetables every other day for Vitamin A. Vitamin A helps you have good night sight. Vitamin C helps maintain healthy bones and gums. You should have one of these every day. Ask your child what Peppy says about fruits and vegetables.

1. Look at the following pictures with your child. Have the child look in the kitchen and find these foods. Where are they - in the refrigerator? in the cupboard? somewhere else? Have the child circle the foods found in your kitchen.



2. Today your child learned to wash greens for a salad and to tear the leaves into small pieces for a salad. Children usually like foods they help prepare and foods that the rest of the family eats. Let the child help prepare greens for salads. If water spills, remember that the child knows how to clean it up.

2. RECIPE: SPINACH SALAD

Fresh Spinach

Salad Dressing

Help the child fill the sink or a dishpan with clean water; and decide how to drain the clean spinach.

Help the child pick a salad bowl, add dressing, and toss the salad.

3. YOUR FAMILY'S GOOD HEALTH

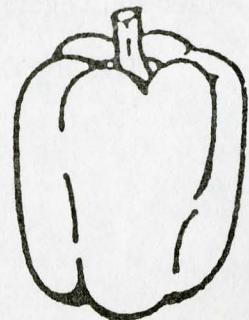
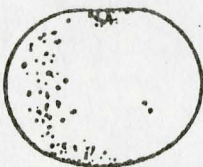
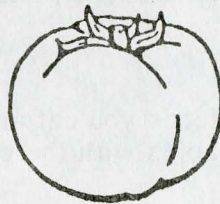
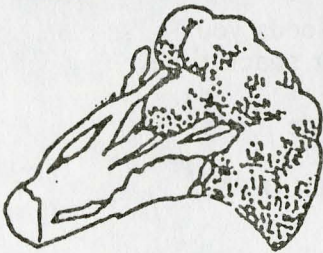
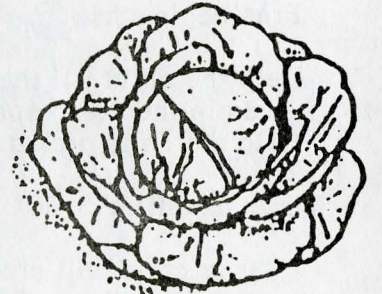
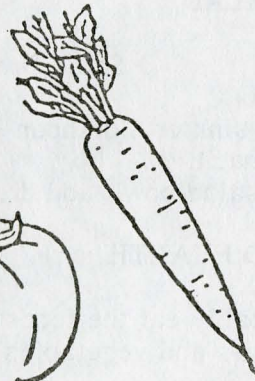
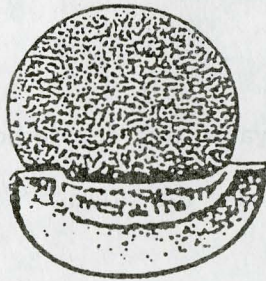
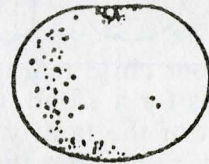
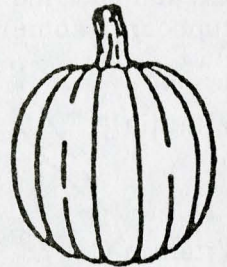
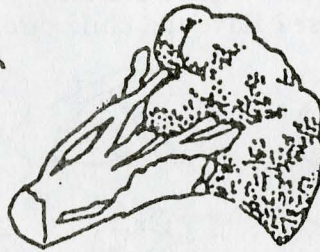
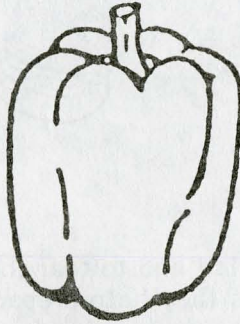
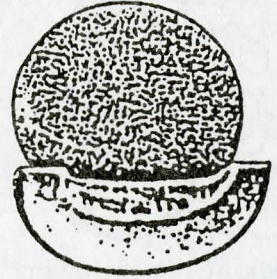
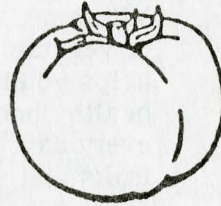
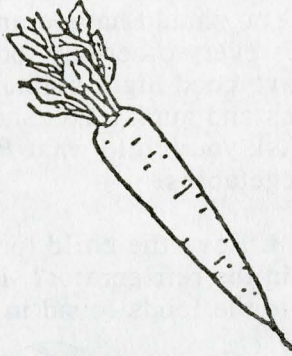
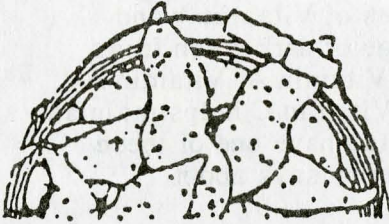
- Your child will probably eat the foods you eat and dislike the foods you dislike. Taste fruits and vegetables with the child at meal or snack time.
- Fruits and vegetables make crunchy snacks as well as mealtime foods.

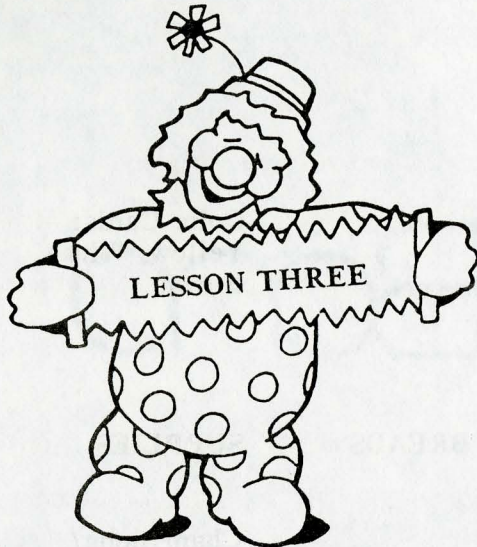
THIS INFORMATION WAS PRESENTED TO YOUR CHILD BY:

FOR MORE INFORMATION CONTACT:

LOOK ALIKES

Draw a line from each fruit and vegetable to its twin below.





LET'S START EATING SMART
BREADS AND CEREALS
VEHC NUTRITION EDUCATIONAL SERIES
FOR 3- & 4-YEAR-OLDS

NUTRIENT EMPHASIS:
Carbohydrates
Iron

**OBJECTIVE 1: TELL WHERE BREADS AND CEREALS
COME FROM**

SUPPLIES

Talk Cards (pictures of grain growing; and/or show
samples of different grains)

Pictures and/or
Food samples

whole wheat, oatmeal, cornmeal

Where does it grow?
What does it look like?
What breads have you eaten?
What cereals have you eaten?

**ADDITIONAL ACTIVITIES (for you to use or suggest
to the child care provider)**

1. Take a field trip to a grain farm,
flour mill, or bakery.
2. Learn a poem or song about breads, cereals,
or grains.
3. Read a story about a bakery.

**OBJECTIVE 2: DESCRIBE BREADS AND CEREALS BY TASTE,
COLOR, SHAPE, AND FEEL.**

1. Describe differences

breads: white, wholewheat, cornbread

Breads
Cereals

cereals: bran, corn

2. Identify color, shape, and feel.

What color is the food?
What shapes are the foods --
round, square, oval?
How does it feel --
smooth, rough, soft, hard?

Color Cards:
Yellow, White
Brown

**OBJECTIVE 3: WHAT NUTRIENTS ARE PROVIDED BY BREADS
CEREALS**

SUPPLIES

1. Breads and cereals are good sources of carbohydrates and iron. Carbohydrates are burned by the body for quick energy and heat. Iron is important for building oxygen in the blood.

Chant/Song/
Rhyme Sheet
Nutrient Cards

OBJECTIVE 4: FOOD AND KITCHEN SAFETY

1. Safety Practices:

Wash your hands before handling food.
Adults should handle hot pans because
children can get burned.
Don't eat cereals with bugs in them.
Don't eat moldy bread.

2. Manners:

Don't lick the knife.
Don't talk with your mouth full.
Don't lick the mixing spoon.

3. Food Storage:

Store cooked grains in the refrigerator so they
do not spoil.

Store dry cereals and breads at room temperature
in a closed bag or container to keep out insects.

4. Electrical Safety:

In the kitchen, equipment with electrical
cords should not be used by children. Discuss
outlet and plug safety.

Electrical beaters should be used by adults.
Beaters move too fast for young children who are learning to cook. Some young children can use mixers that must be turned by hand - if an adult closely supervises.

OBJECTIVE 5: FOR GOOD HEALTH, HOW OFTEN SHOULD BREADS AND CEREALS BE EATEN?

SUPPLIES

1. Learn Peppy's chant:

Peppy says: I need breads and cereals for carbohydrates and iron every day.

Peppy says: You need breads and cereals for carbohydrates and iron every day.

Peppy says: Everyone needs breads and cereals for carbohydrates and iron every day.

(Point to people: Name everyone)

2. See Chant/Song/Rhyme Sheet for other Breads and Cereals chants, songs, and rhymes.

Chant/Song/
Rhyme Sheet

OBJECTIVE 6: FOOD PREPARATION ACTIVITIES

1. Applesauce Raisin Muffins

Preheat oven to 375° F.

Ingredients:

- 1 large egg
- 2 tbs vegetable oil
- 1 1/2 cups unsweetened applesauce
- 2 cups white flour
- 3/4 tsp baking soda
- 2 tsp baking powder
- 1/2 tsp nutmeg
- 1/2 tsp cinnamon
- 3/4 cup raisins

Measuring Cups
Mixing Bowl
Table Knife
Ingredients

- Pour the liquid ingredients into the dry ingredients.
- Mix just until the flour is moistened.
- Spoon into muffin cups.
- Bake for 20 to 25 minutes.

Muffin Pan
Baking Cups
Paper Towels
Spatula
Mixing Spoon

The child can learn to measure by using a measuring cup; to pour liquid ingredients into the dry ingredients; and to mix ingredients by using the mixing spoon or spatula.

The adult should do the baking and handle the hot pans. Talk to the child about hot pans and how children could be burned by touching them.

2. Popcorn

- If possible, bring an ear of corn for the children to see where corn comes from. Tell the children about corn for eating and for popping.
- Pop the corn according to the directions of the corn popper. (Use an electric corn popper or a hot air corn popper.) Do not add fat, salt, or sugar. Taste the popcorn.
- Talk about different ways people season popcorn (e.g., parmesan cheese, garlic, and other seasonings).

Corn Popper
Popcorn
Cooking Oil

Paper Towels

3. Crush cereal for toppings.

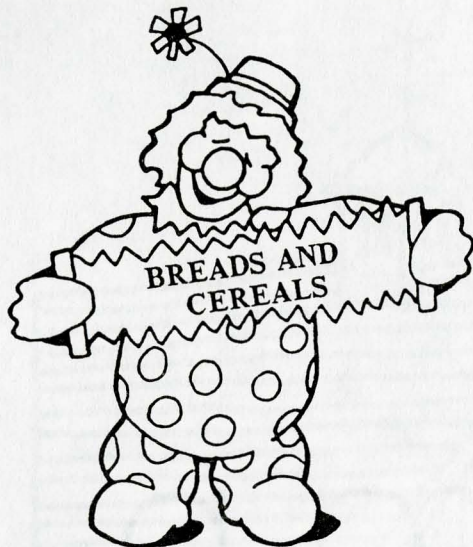
- Select a variety of unsweetened breakfast cereals (wheat, bran, rice, corn, oats).
- Provide each child a small self-locking plastic bags.
- Give each child a tablespoon to put 1 scoop of each cereal and other ingredients into his/her bag. Fasten the bag. Have each child shake the bag to mix ingredients and crunch cereals.
- Talk about ways to use the crunched cereal (e.g., sprinkle on salads, pudding, casseroles, or roll on bananas for snacks).

Self-locking
Plastic bags
Cereals
Raisins
Nuts
Paper Towels
Spoons

OBJECTIVE 7: TAKE-HOME ACTIVITY SHEET

A take-home activity sheet is provided to: 1) reinforce what the child has learned and, 2) inform the parent what the child has learned about nutrition.

Hand out the activity sheet at the end your presentation. Remember to fill in who presented this information and who can be contacted for further information.



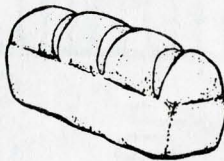
LET'S START EATING SMART

TAKE-HOME ACTIVITY

LOOK WHAT I LEARNED TODAY

Today your child learned about breads and cereals. The lesson was about whole grains and cereals and how to use them in meals. Breads and cereals are important sources of iron and carbohydrates. Carbohydrates provide fuel for the body. Iron is important for your blood. Ask your child what Peppy says about breads and cereals.

1. Look at these pictures with your child and name the foods. Have the child look in the kitchen and find these foods. Where are they - in the refrigerator? in the cupboard? somewhere else? Have the child circle the foods found in your kitchen.



2. Today, your child learned how to make bread and a cereal snack. The recipes are listed below. When you are in the grocery store, have the child help look for whole grain breads. At home, try recipes with whole wheat. Make sure the child helps with the recipe, but that adults do jobs that are hot, heavy, and sharp.

3. RECIPE: SNACK MIX

In the grocery, help the child pick 1 or 2 packages of unsweetened cereals, raisins, and nuts.

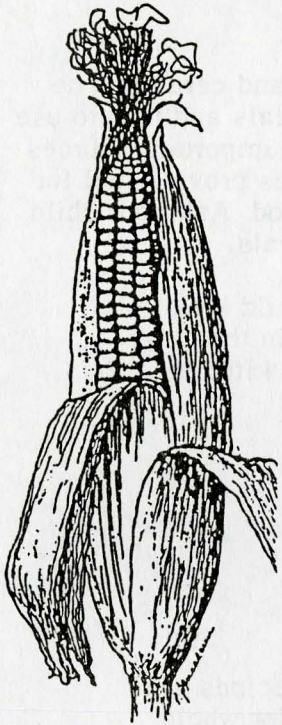
Help the child put about a cup of each cereal in a small bowl. Add about a half cup of raisins and about a half cup of nuts. Mix together. Use for snack foods or toppings on fruit, puddings, salads, or casseroles.

4. FAMILY TIPS

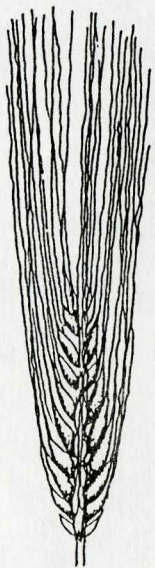
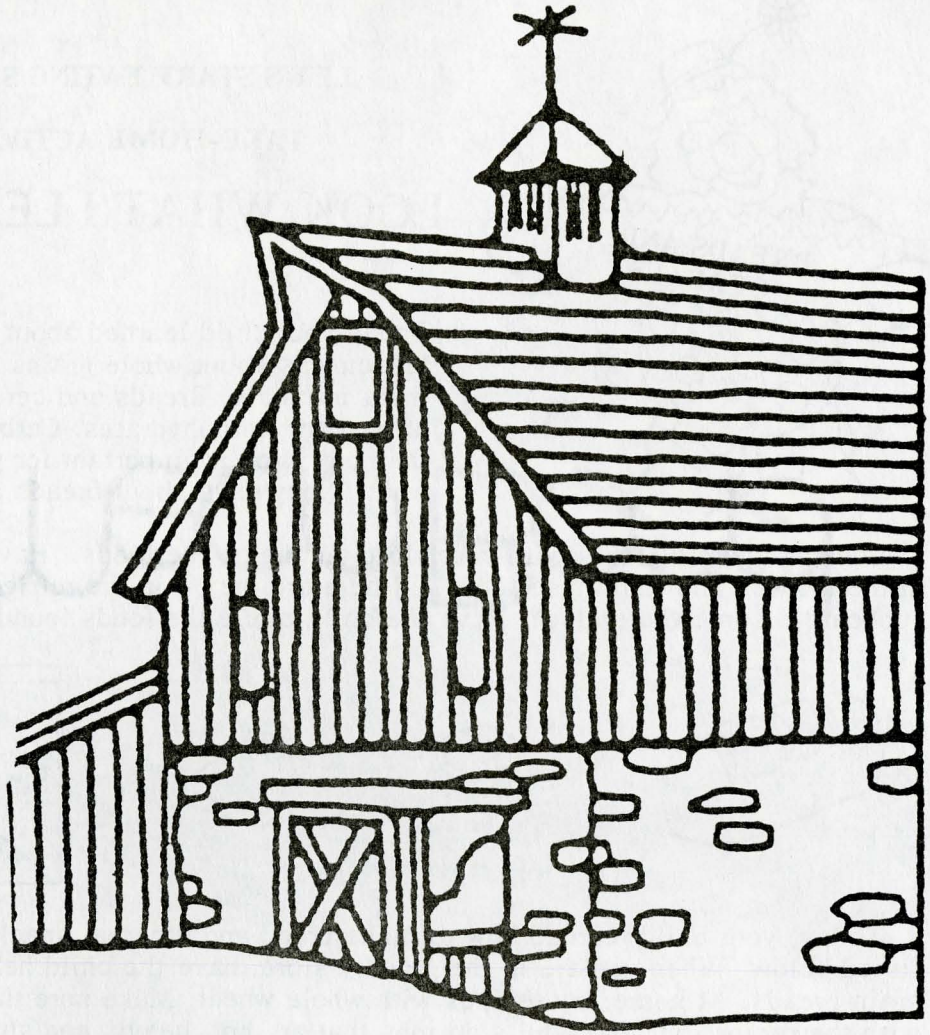
In the grocery store, involve the child in shopping. Do not ask what the child wants. Instead, give him/her a choice of equally nutritious foods. Ask if we should choose cornflakes or rice cereal or which loaf of whole wheat bread we should buy. Ask the child about their colors, shapes, and textures.

THIS INFORMATION WAS PRESENTED TO YOUR CHILD BY:

FOR MORE INFORMATION CONTACT:



Corn



Barley



Rye



Wheat



Oats



Rice



LET'S START EATING SMART
BEANS AND NUTS
VEHC NUTRITION EDUCATIONAL SERIES
FOR 3- & 4-YEAR-OLDS

NUTRIENT EMPHASIS:
Protein
Iron

**OBJECTIVE 1: TELL WHERE DRIED BEANS AND NUTS
COME FROM**

SUPPLIES

TALK CARDS: (pictures of nuts and beans and/or
show food samples)

Pictures and/or
Food Samples

How do peanuts grow?
How do beans grow?
What nuts have you eaten?
What foods have you eaten that contain nuts?
Who eats this food besides people?

ADDITIONAL ACTIVITIES (for you to use or suggest
to the child care provider)

1. Take a field trip to identify nut trees and
to collect nuts.
2. Learn a poem or song about dried beans or nuts.
3. Read a story about dried beans or nuts.

**OBJECTIVE 2: DESCRIBE DRIED BEANS AND NUTS BY TASTE,
COLOR, SHAPE, AND FEEL.**

1. Taste cooked dried beans plain without extra
seasoning (e.g., sodium, sugar, and fat).
Taste nuts.
2. Identify color, shape, and feel.
(You may include kidney, black, and pinto beans,
lentils, and split peas.)

Cooked Beans
Nuts
Spoons
Paper Towels

What colors are they?
What shapes are they -- round, oval?
How do they feel -- smooth, rough?

Color Cards
White, Brown,
Green

**OBJECTIVE 3: WHAT NUTRIENTS ARE PROVIDED
BY BEANS AND NUTS**

SUPPLIES

1. Beans and nuts are good sources of protein and iron. Proteins build and repair all tissues. They also regulate body processes, and supply energy. Protein and iron help build red blood cells.

Chant/Song/
Rhyme Sheet
Nutrient Cards

OBJECTIVE 4: FOOD AND KITCHEN SAFETY

Safety Practices:

Wash your hands before handling food.
Let grownups handle hot pans.

Manners:

Chew with your mouth closed.
Sit at the table to eat.
Take turns in helping to prepare foods.

Food Storage:

Store dry beans or nuts in a closed bag or container to keep out insects.

Store cooked beans in the refrigerator so they do not spoil.

**OBJECTIVE 5: FOR GOOD HEALTH, HOW OFTEN SHOULD BEANS
AND NUTS BE EATEN?**

1. Learn Peppy's chant:

Peppy says: I need beans and nuts for protein and iron every day.
Peppy says: You need beans and nuts for protein and iron every day.
Peppy says: Everyone needs beans and nuts for protein and iron every day.

(Point to people: Name everyone)

2. See Chant/Song/Rhyme Sheet for other Beans and Nuts chants, songs, and rhymes.

Chant/Song/
Rhyme Sheet

OBJECTIVE 6: FOOD PREPARATION ACTIVITIES

SUPPLIES

1. Bean Bag.

- Select a variety of dried beans (pinto, kidney, black, lentils, split peas).
- Provide each child a small self-locking plastic bag.
- Give each child a cup to put 1 scoop of each type of bean into his/her bag.
- Fasten the bag.
- Tell the children to take the bean bag home and add the beans to soup the next time it is made at home.

Sandwich Bags
Rubber Bands
Beans
Spoons

2. Nut butter.

- Peanut butter is probably an all-time favorite, but other nuts can be used in the same way.
- Use nuts already shelled and cooked.
- Use an old-fashioned meat grinder to make chunky nut butter. Have the children take turns turning the handle. A blender may be used if a meat grinder is not available, operated by an adult.
- Have table knives for the children to spread the nut butter on bread or crackers.

Meat Grinder
or Blender
Nuts
Bread/
Crackers
Knife
Bowl

3. Bean Dip (note recipe in take home sheet).

- Take cooked dried beans or canned beans which are already cooked.
- Give every two children a small bowl and a fork. One child mashes the cooked beans with a fork while the other child holds the bowl.
- Have table knives for the child to spread the dip in celery for snacks or to spread on crackers for a snack. Or take a bunch of broccoli for the children to clean and break off pieces for dipping.

Beans
Bowl
Fork
Celery
Crackers
Broccoli

OBJECTIVE 7: TAKE-HOME ACTIVITY SHEET

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Sandwich Bags
Rubber Bands
Beans
Spoons

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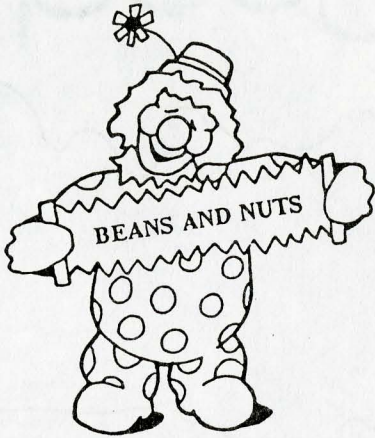
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Bowl
Fork
Celery
Crackers
Broccoli

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LET'S START EATING SMART

TAKE-HOME ACTIVITY

LOOK WHAT I LEARNED TODAY

Today your child learned about dried beans and nuts. These two foods belong in the meat group. Many people use dried beans and nuts as protein and iron choices each week. Proteins build and repair all body tissues and help regulate body processes. Protein and iron help build red blood cells. Ask your child what Peppy says about dried beans and nuts.

1. Look at the pictures of dried beans and nuts with your child. Name the foods. Have the child look in the kitchen and find these foods. Where are they - in the refrigerator? in the cupboard? somewhere else? Have the child circle the foods found in your kitchen.



2. RECIPE: BEAN DIP

Ingredients:	1 15-ounce can kidney beans
	1 tbsp vinegar
	1 tsp chili powder
	1/8 tsp ground cumin
	2 tsp grated onion
	2 tsp chopped parsley

In the grocery, help the child pick a can of kidney beans for a dip, and celery for spreading the dip. At home, help the child put the beans (with liquid) in a bowl. Help hold the bowl while the child mashes the beans. Add the other ingredients. Clean the celery. Have the child use a table knife to spread the celery that you have cut into one-inch pieces.

3. BEAN BAGS

Your child may have made a bean bag. The next time you make soup, let your child add the beans after they have been washed and soaked overnight.

Here is a recipe that may be used for bean soup:

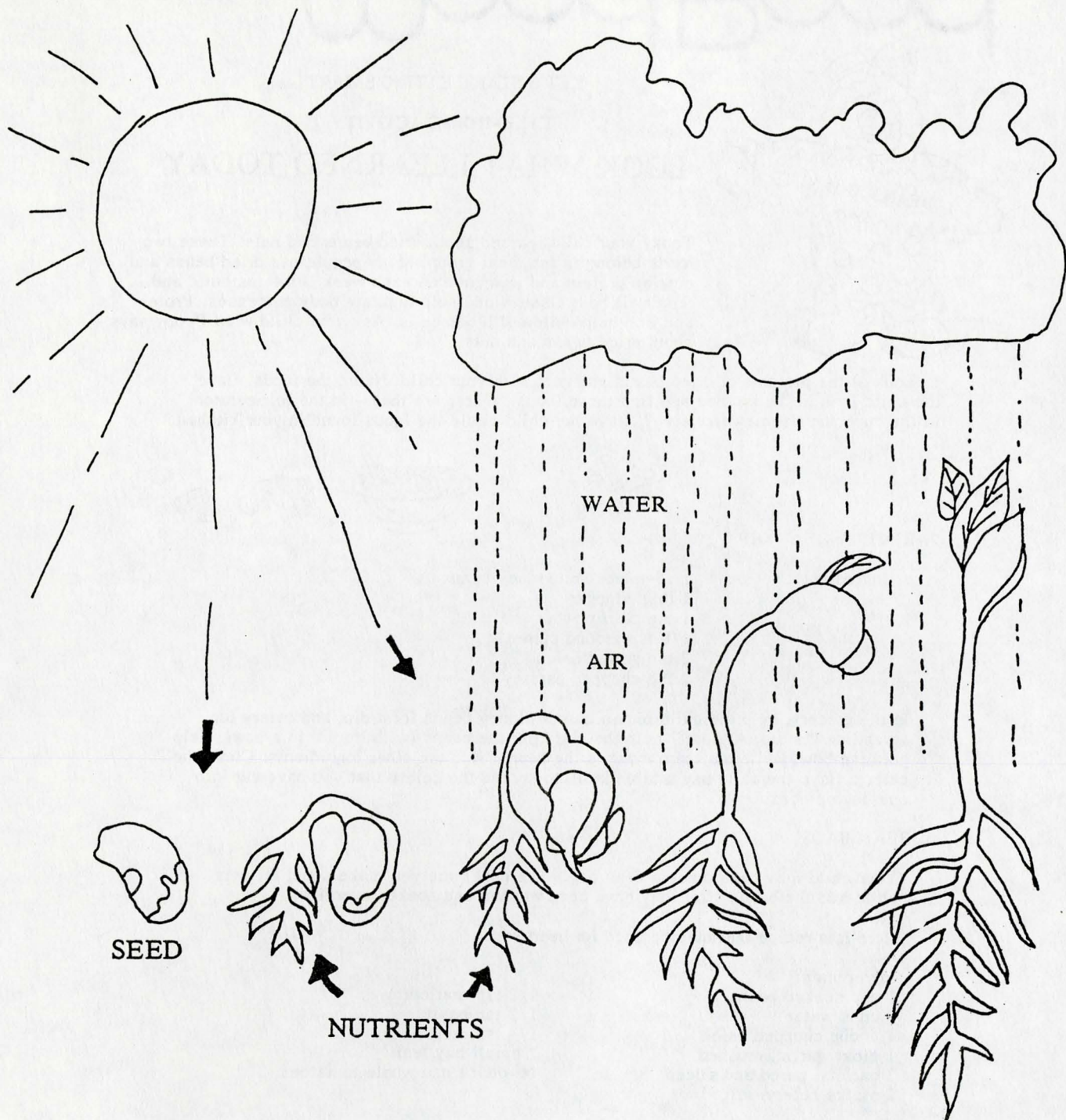
Ingredients:		
1 cup soaked beans		1/2 tsp marjoram
3 cups water		1/2 tsp basil
1/2 cup chopped onion		1/4 tsp oregano
1 clove garlic, crushed		1 small bay leaf
3 carrots, pared and sliced		16-ounce can whole tomatoes
2 stalks celery, sliced		

4. FAMILY TIPS

- In the kitchen or at the table, talk about food - its taste, color, and shape, as well as how it feels (i.e., texture)
- When passing a garden, an orchard, or a farm, talk about the foods that are growing. Point to those that grow on trees and to those that grow in the garden or field - above the ground and below the ground.

THIS INFORMATION WAS PRESENTED TO YOUR CHILD BY:

FOR MORE INFORMATION CONTACT:



This is the way a **BEAN SEED** grows. The seed is the beginning of a new plant. It needs water from the rain and nutrients from the soil. When its leaves are above the earth, the plant starts to use air and sunlight to make starch and sugar. The leaves are the "factories" of the plants.

CHANT/SONG/RHYME SHEET

DRINK YOUR MILK

(Tune: Row, Row, Row, Your Boat)

Drink, drink, drink your milk
Drink it every day
It builds strong bones and healthy teeth
It helps you on your way

BEANS AND NUTS

Eat, eat, eat your beans
Beans and nuts each day
Beans and nuts to help you grow
Each and every day

FRUITS AND VEGETABLES

Choose, choose, choose some fruits
And vegetables each day.
They give you A and C
To help you work and play

BREADS AND CEREALS

Eat, eat, eat your bread
And cereals each day
They give you lots of life
To help you work and play

VITAMIN SONG

(Tune: Skip to My Lou)

Fruits and vegetables have Vitamin A
To help me see when I work and play
Fruits and vegetables have Vitamin C
I eat them cause they're good for me

Milk has calcium and Vitamin D
Both are good for you and me
Drink some milk every day
I drink it cause it's good for me

Breads and cereals are good for me
They give me iron and energy
I eat breads and cereals
I eat them cause they're good for me

Beans and nuts are good for me
They give me protein and energy
Eat beans and nuts every day
I eat them cause they're good for me

OATS, PEAS, BEANS, AND BARLEY

Oats, peas, beans, and barley grow
Oats, peas, beans, and barley grow
Can you or I, or anyone know
How oats, peas, beans, and barley grow?

WE GO TO THE MARKET

(Tune: Here We Go Round The Mulberry Bush)

I have been to the grocery store, the grocery store, the grocery store
I have been to the grocery store, so early in the morning

First I have some carrots, some carrots, some carrots
First I have some carrots, from the grocery store

Next I have some tomatoes, some tomatoes, some tomatoes
Next I have some tomatoes, from the grocery store

Now I have some broccoli, some broccoli, some broccoli
Now I have some broccoli, from the grocery store

(Substitute names of different food samples)

MILK SONG

(Tune: The Farmer in the Dell)

Milk helps us grow
Milk helps us grow
For healthy bones and healthy teeth
Milk helps us grow

The cow gives us milk
The cow gives us milk
For healthy bones and healthy teeth
The cow gives us milk

We all drink the milk
We all drink the milk
For healthy bones and healthy teeth
We all drink the milk

WHO NEEDS MILK FOODS

(Tune: Frere Jacques)

Who needs milk foods
Who needs milk foods
You & I (John & I)
You & I (Carol & John)

Milk foods help us be bright
Milk foods help us be bright

Start out right
Start out right

PEPPY'S CHANT

MILK FOODS:

Peppy says: I need milk foods for calcium and vitamin D every day.
Peppy says: You need milk foods for calcium and vitamin D every day.
Peppy says: Everyone needs milk foods for calcium and vitamin D every day.

FRUITS AND VEGETABLES:

Peppy says: I need fruits and vegetables for Vitamins A and C every day.
Peppy says: You need fruits and vegetables for Vitamins A and C every day.
Peppy says: Everyone needs fruits and vegetables for Vitamins A and C every day.

BREADS AND CEREALS:

Peppy says: I need breads and cereals for carbohydrates and iron every day.
Peppy says: You need breads and cereals for carbohydrates and iron every day.
Peppy says: Everyone needs breads and cereals for carbohydrates and iron every day.

BEANS AND NUTS:

Peppy says: I need beans and nuts for protein and iron every day.
Peppy says: You need beans and nuts for protein and iron every day.
Peppy says: Everyone needs beans and nuts for protein and iron every day.

(Point to people: Name everyone)