



UNIT 6:
Healthy Snacks
Super Snacks!

A nutrition and physical activity curriculum designed to help children develop healthy habits during out-of-school time

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This document was created by the Harvard School of Public Health Prevention Research Center on Nutrition and Physical Activity for educational use in afterschool programs for children from kindergarten through fifth grade.

About Food & Fun After School

2nd Edition

The goal of **Food & Fun** is to assist program staff in providing healthier environments to children during out-of-school time. The curriculum is designed to incorporate lessons and activities about healthy eating and physical activity into regular afterschool program schedules. **Food & Fun** includes 11 teaching units that encourage healthy behaviors through active play, literacy and math skills development, creative learning, and hands-on snack time activities. With over 70 activities to choose from and a user-friendly layout for each lesson, Food & Fun makes it simple to promote healthy eating and physical activity in your program every day!

Environmental Standards for Nutrition and Physical Activity in Out-of-school Time Programs

- ★ Do not serve sugar-sweetened beverages.
- ★ Serve water every day.
- ★ Serve a fruit and/or vegetable every day.
- ★ Do not serve foods with trans fat.
- ★ When serving grains (like bread, crackers and cereals), serve whole grains.
- ★ Eliminate broadcast and cable TV or movies. Limit computer time to less than 1 hour each day.
- ★ Provide all children with at least 30 minutes of moderate physical activity every day. Offer 20 minutes of vigorous activity at least 3 days per week.

Teaching about healthy behavior is most effective when the program environment is consistent with the **Food & Fun** messages on healthy eating and physical activity. Programs are encouraged to work towards achieving the Environmental Standards for Nutrition and Physical Activity.

Food & Fun materials were created by the Harvard School of Public Health Prevention Research Center on Nutrition and Physical Activity in partnership with the YMCA of the USA's Activate America initiative to help individuals and families lead healthier lives. In addition to afterschool programs, these materials are appropriate for use in a wide variety of out-of-school time programs, like summer camps, sports programs, extended day programs, and before school programs.

For more information on the Environmental Standards, see the **Harvard School of Public Health Prevention Research Center's Environmental Standards for Nutrition and Physical Activity in Out-of-School Time Programs**. All **Food & Fun** materials, including parent engagement tools, tip sheets on implementing the Environmental Standards, snack recipes, and assessment tools can be downloaded at no cost from the Food and Fun website: www.foodandfun.org or www.hsph.harvard.edu/research/prc/projects/food-fun/

Unit 6 Information for Leaders

Behavior Goal

Children will choose healthy snack foods.

Key Messages for Kids

- Our bodies need healthy snacks to stay energized between meals.
- Choose healthy snack foods like fruits, vegetables, whole grains, low-fat dairy foods, and lean meats or proteins.
- Snacks that have a lot of sugar, unhealthy fat, and salt like candy, cookies, and chips are “slow” snacks.

Key Information for Program Staff

Many children enjoy treats at snack time, but they need the nutrition and energy that comes from a healthy snack. Snacks often provide children with up to 25% of their daily calorie needs, so serving healthy and tasty foods and drinks are important! Help children understand that snacks create a bridge between meals – it gives them the energy they need to concentrate on schoolwork and to play.

Snacks should be made from the foods children would enjoy at a meal, and snacks should not always be seen as a treat. Avoid serving snacks that are high in sugar or contain trans fat. When children eat sugary snacks, they may get short term relief from hunger and a quick energy boost, but those good feelings don't last. Similarly, it is unhealthy to choose foods like cookies or brownies because these often contain harmful trans fats. Trans fats are oils that have been chemically treated to make them harder, and more shelf stable so they last longer. Trans fats are harmful to health, so it's important to read food labels to choose products that list 0 grams trans fat, and do not list “partially hydrogenated oil” in the ingredients. Also, look at the nutrition label on canned, boxed, and frozen foods to ensure that sodium (salt) levels are low. Try to serve items with less than 300 mg/serving. Look for hidden salt in prepared snacks such as macaroni and cheese, chili, soup or canned pasta like SpaghettiOs®, and compare different brands and types of bread and deli meat.

Since children often have little control over the types of foods served to them, it is important to praise children when they do make healthy choices. The best way to influence children is to provide them with healthy, tasty snack choices. Show them that eating fruits, vegetables, whole grains, and low-fat dairy foods at snack time is fun by getting creative with recipes and enlisting kids to help with selecting and preparing snacks! Serve a variety of healthy snacks from different food groups during program time. Striving for variety also means you should also try to incorporate foods that are relevant to the lives of the children you serve. Take time to talk to kids about the healthy foods they eat at home and make sure to incorporate them into your snacks and activities in this unit. Involve children in preparing and serving snacks. As always, help children see how tasty and fun healthy snacks are by eating healthy snacks yourself! You all will benefit!

To do the activities in this unit, it is important that children understand the difference between GO foods and SLOW foods. Explain to children at the beginning of this unit and at the start of each activity that GO foods are whole grains, fruits, vegetables, low-fat milk or dairy foods, lean meats, and nuts or seeds. SLOW foods contain few vitamins, minerals and fiber but do contain a lot of sugar, salt and/or unhealthy saturated or trans fats.

Refer to the “*Snacking Right!*” *Tip Sheet* for ideas on serving healthy snacks at your afterschool program. For some super, inexpensive snack ideas to serve at your after school program, check out *the “Snack Sense”* menu planning tool. Tip Sheets and Snack Sense are available on the Food and Fun website: www.foodandfun.org or www.hsph.harvard.edu/research/prc/projects/food-fun/

Activity Options for Children



Arts & Crafts

Super Snack Book – create covers for a book of snacks to send home

Silly Snacks – color, make and taste test



Active Games

Warm Up & Cool Down – do these whenever children are active!

Too Much “Sometimes” Food Tag – an adaptation on freeze tag that gets children moving and thinking about the foods they put in their bodies

Healthy House – an adaptation on “Messy Backyard” that aims to fill the yard with “healthy food”



Book

The Bernstein Bears and Too Much Junk Food by Stan and Jan Bernstein. Mama bear banishes the “junk” and gives the bears super snacks and meals. These healthy habits give the bears more energy to play without getting tired.



Other Group Games or Activities (can be used in circle time or small groups)

Commercial Mania – *older children analyze the commercials they see during a typical show*



Snack Time

Butterfly Bite

Peachy Peanut Butter Pita Pockets

Burrito Bites

Taste test ideas- silly snacks, fruits and vegetables, low fat dairy (cheese, yogurt, or milk smoothies), and whole grain crackers

You can also find these recipes in the Food & Fun 2nd Edition Recipe Packet, available on the Food and Fun website: www.foodandfun.org or www.hsph.harvard.edu/research/prc/projects/food-fun/

Connect with Parents!

Key Messages for Parents:

- Children need healthy snacks between meals to give them energy and nutrients.
- A healthy snack includes healthy foods like fruits, vegetables, whole grains, low-fat milk/dairy, and protein (eggs, lean meats, nuts, beans).
- Limit snacks that have trans fats, a lot of sugar, and salt like soda, candy, cookies, and chips.
- Be a healthy role model for your child by eating healthy snacks.

Parent Engagement Options

It is important to engage parents on a regular basis in a variety of ways. Here are some ways that you can engage parents at afterschool:

- Have a conversation with parents at pick up
- Create a bulletin board with the key messages from each Food & Fun unit
- Involve parents in daily physical activities and snack time
- Hold regularly scheduled events each month
- Make a recipe book for snacks. Ask kids to bring in a healthy super snack recipe. Encourage them to ask their parents for ideas of healthy snacks they ate when growing up. Put all of the snack recipes into a book for families. You can even make some of the recipes for an after school snack at your program!
- Make extra snacks for parents to try when they pick up their child at after school.

Refer to Parent Communications and Parent Handouts, available in English and Spanish, to reinforce the messages in this unit of Food & Fun.

1. **Newsletter Article:** “Snacking the Healthy Way!”. Insert this into your program newsletter.
2. **Email message:** “Healthy Habits Power Tips—Super Snacks”. Email this message to parents at the start of this unit.
3. **Parent Handout:** “Snacks: A Bridge Between Meals”. Send this handout home in a mailing, insert it into your next newsletter, or have copies available for pick up at your program’s sign-out area.

Parent Communications and Handouts are also available on the Food and Fun website: www.foodandfun.org or www.hsph.harvard.edu/research/prc/projects/food-fun/

Resources

Web Sites:

Food & Fun After School has an interactive website, where you can download materials for free:

www.foodandfun.org



Harvard School of Public Health publishes an online nutrition news and resource center:

www.hsph.harvard.edu/nutritionsource/

The Harvard School of Public Health Prevention Research Center on Nutrition and Physical Activity works with community partners to design, implement and evaluate programs that improve nutrition and physical activity, and reduce overweight and chronic disease risk among children and youth. The Harvard School of Public Health Prevention Research Center offers additional materials and resources on nutrition and physical activity:

www.hsph.harvard.edu/prc/

Let's Move is First Lady Michelle Obama's initiative to provide parents with the support they need to make healthy family choices, provide healthier school foods, help kids to be more physically active, and make healthy, affordable food available in every part of the U.S.

www.letsmove.gov/index.html

Alliance for a Healthier Generation is a joint venture between the American Heart Association and the Clinton Foundation with a mission to reduce the nationwide prevalence of childhood obesity by 2015 and to empower kids nationwide to make healthy lifestyle choices.

www.healthiergeneration.org

Action for Healthy Kids is a nonprofit and volunteer network fighting childhood obesity and undernourishment by working with schools to help kids learn to eat right, be active every day and be ready to learn. Their website includes tools and fact sheets about childhood obesity, nutrition and physical activity.

www.actionforhealthykids.org/

The Nemours Foundation's Center for Children's Health Media created KidsHealth to provide families with doctor-approved information that they can understand and use. Includes sites for parents, children, and teenagers and provides a variety of health information, including nutrition and fitness topics. Available in English and Spanish.

www.kidshealth.org

www.kidshealth.org/parent/en_espanol/esp_land_pg/spanish_landing_page.html

Meals Matter is a website that provides many healthy snack ideas.

www.mealsmatter.org/

Nutrition Explorations, sponsored by the National Dairy Council, offers activity and snack ideas for educators and parents.

www.nutritionexplorations.org/

The Center for Science in the Public Interest (CSPI) had published several reports and tips for parents regarding the negative effects that food marketing can have on children.

cspinet.org/new/200311101.html

They also offer tips and policy resources for reducing soda and junk food in schools.

www.cspinet.org/nutritionpolicy/index.html

Ways to Enhance Children's Activity & Nutrition (We Can!) provides families and communities with helpful resources to help prevent childhood overweight.

www.nhlbi.nih.gov/health/public/heart/obesity/wecan/

Planning healthy celebrations can be challenging. Foodplay offers some great suggestions for tasty and nutritious celebrations throughout the year:

www.foodplay.com/downloads/FreeMaterials/Teachers/celebration_guide.pdf

Web Sites for Kids:

The BAM! (Body and Mind) program provides tweens with tips on nutrition and physical activity. Children can explore the over 30 physical activities, including the necessary gear and how to play. They can also find great ideas for healthy snacks and meals.

www.bam.gov

KidsHealth also has a website especially for kids in English and Spanish.

www.kidshealth.org/kid/index.jsp?tracking=K_Home

www.kidshealth.org/kid/en_espanol/esp_land_pg/spanish_landing_page.html

The Center for Science in the Public Interest produces “Smart Mouth”, an informative site created for older children and teens to find out neat facts about food and the food industry, including a meter scale that allows children or adults to see how many calories and fat they have in various meal combinations.

www.cspinet.org/smartmouth/index1.html

The International Food Information Council (IFIC) Foundation developed the kidnetic web site to engage children and encourage healthy habits. This site has a section full of fun recipes to try at meal times or for a midday snack.

www.kidnetic.com/recipes/

Activities

SUPER SNACK BOOK



Objective:

Children will create a “recipe booklet” of super snacks to bring home.

Materials:

- Large construction paper
- Markers, crayons
- Recipes for children – print the recipes from the Food & Fun After School 2nd Edition Recipe and Taste Test Packet and copy to make books
- Blank paper
- Stapler

Instructions:

1. Explain to children that super snacks are made from “GO foods” like whole grains, fruits, vegetables, low-fat milk or dairy foods, lean meats, and nuts or seeds, while SLOW snacks contain few vitamins, minerals and fiber but do contain a lot of sugar and/or unhealthy saturated or trans fats.
2. Ask children to name some of their favorite snacks – are they “super” snacks or “slow” snacks?
3. Remind children that we want to choose super snacks because they give us energy and nutrients to play, learn, and grow.
4. Tell the group that they will be making a book of super snacks to bring home.
5. Instruct them to select a color, fold the construction paper in half and decorate the front cover.
6. As time allows, invite children to decorate the recipe pages (younger children may need help reading the food lists; give them simple instructions such as “draw your favorite fruit here”.)
7. Have children write their own list of favorite super snacks on a blank page, or create a class list and copy to put in the book.
8. Send the recipe books home to give parents ideas of snacks to serve at home.

Extension Activities:

- Hold a recipe exchange! Ask parents for ideas or have children switch snack books each night to collect recipes from different families. Encourage families to share recipes from their cultural/ethnic heritage!
- To get a sense of how much impact this activity is having, the day after creating the snack books, have children who completed the books choose the snacks for the week. Record the snack choices and compare to previous days. Is there a difference?

SILLY SNACKS



Objective:

Children will draw silly snack ideas which can later be created (at the leader's discretion)

Materials:

- Silly snack worksheet – copy for each child
- Crayons, markers, colored pencils
- *Optional:* provide snack foods so that children can make and taste their creations

Instructions:

1. Distribute the Silly Snack worksheet and explain that they are to create the silliest super snack around! Tell kids that a super snack makes a bridge between two meals, so it should have a fruit and/or vegetable AND at least 1 other food from another healthy food group, (grains, low-fat milk or dairy foods, or protein foods like nuts, seeds, lean meat, eggs or legumes).
2. Children should identify the foods in their snacks, draw a picture of how it is made, and name the snack.
3. Offer some silly ideas for their snacks (or have small groups work together to create a snack for each category). Examples:
 - Out-in-space snack
 - Midnight snack
 - Volcano snack
 - Ocean snack
4. Gather in a circle so that each child can tell the others about his/her silly snack.
5. *Optional:* vote for the silliest; most likely to eat; or least likely to eat snacks.

Extension Activities:

- Compile all the individual pages and create a Silly Snack Recipe Book!
- Make it and taste it! As a group select a few silly snacks to try then gather the ingredients so that children may make them and taste them the following day.

Note: You may want to select the snacks with common or user-friendly ingredients!

WARM UP, COOL DOWN



Objective:

It is important for children (and adults!) to warm up their muscles and get the blood flowing before engaging in more vigorous/heart pumping activities. It is also important to allow the body to slow down instead of abruptly stopping an activity. Below are some ideas to help children ease into and out of the physical games.

Warm Ups:

- Walk around the gym or field, or up and down corridors if using modified space for activity. Begin at a slow pace, then increase the speed of each lap, but do not run.
- Play a short movement game such as “Red Light, Green Light” (children move across room when you say, “Green Light”, and stop when you call out, “Red Light!” Alter movement instructions with each start, e.g.: tip toe, hop or gallop.)
- Play “Simon Says” and incorporate stretching moves (such as “reach to the sky” or “touch your toes”) along with warming moves (such as “march in place” or “hop on one foot”)
- Perform simple stretches sitting on the floor. Remind children not to bounce or pull. For younger children, offer visual cues like, “reach forward and hug the beach ball”, or “paint a rainbow with your right hand...now paint one with your left”.

Cool Downs:

- Race across the gym or field with progressively slower movements: run then gallop then skip then walk then tip toe, etc.
- Repeat simple stretching activities.
- Introduce deep breathing or simple yoga moves as a way to cool down and relax (remind children that these can be used any time!).
 - Slowly (to the count of five) breathe in while bringing your hands together and rising over the head. Then slowly breathe out with a loud “whoosh” while bringing your arms down to the side.
 - “Cat” pose: create a table, supporting the body with the hands and knees. Breathe in and arch back so that the belly moves to the floor and the shoulders move back to look up. Breathe out to reverse the curve of the back like a cat stretching its back.

TOO MUCH “SLOW” FOOD TAG

Adapted from the National Dairy Council’s Nutrition Explorations program



Objective:

To freeze players by tagging them with “slow” foods while other players try to unfreeze them with “go” foods.

Materials:

- 4-6 sacks: paper grocery bags or small mesh or cloth duffle bags
- Playground balls
- Balloons

Set-Up:

- Fill 2 or 3 sacks with playground balls
- Fill 2 or 3 sacks with blown-up balloons (could substitute light, Nerf™ balls)
- If needed, use cones to define boundaries of play

How to Play:

1. This game is played in a scatter formation like freeze-tag.
2. Select two-three players to be “SLOW” snack foods. Give each of them a sack of playground balls. Tell them the balls represent “slow” or “no” foods like sweets, soda, fruit punch, potato chips, fried food, etc.
3. Select two-three more players to be GO snack foods. Give each of these players a sack of balloons. Tell them the balloons represent super snacks like low-fat milk, apples, peanut butter, whole-wheat crackers, reduced-fat cheese, carrots and other healthy food group foods.
4. The SLOW snacks must carry their sacks (without dropping any balls) and try to tag the other players, who may run in any direction within the given boundaries. Anyone they tag is frozen because he/she is full of SLOW foods.
5. The GO snacks must carry their sack of balloons and unfreeze anyone who is stuck from “eating” the slow foods. By tagging a frozen player and filling them with GO snacks, they allow that player to run again.
6. Play a few minutes then switch players so that all children have the chance to carry the different sacks.

HEALTHY HOUSE



Objective:

To toss all of the “unhealthy foods” (balls) into the other team’s “house” while keeping the “healthy foods”.

Materials:

- Soft balls, small bean bags, or balloons of different colors
 - Choose the item or items that are readily available in your program
 - Since the balls/bags/balloons will be tossed about, it is fun to mix them up since they will all move differently!
- Masking tape or cones to set middle line
 - This game requires large space, such as a gym, cafeteria or field

How to Play:

1. Divide the group into two teams and arrange the teams on opposite sides of the gym or field. Create a middle line with the masking tape or by placing cones along a middle line.
2. Scatter the balls, bean bags, and balloons in front of the teams.
3. On “Go!” the players will rush to toss their balls, bags, and balloons into the other team’s playing area (“house”). On “Stop!” the players will see which team has the fewest bags or balls.
4. Continue play, but introduce strategy by announcing that a certain color represents a “slow” food – the teams must try to get rid of those “foods” by tossing them away.
5. Introduce a second level of strategy by announcing that one color is a “slow” food and a different color is a “super” food. Now teams must try to collect as many “go” foods while getting rid of the “slow” foods!

Extension Activities:

- Introduce a third level of strategy by having children call out the name of the “slow” snack before they can get rid of it and the “super” snack before they can keep it. The snack must meet the criteria or else the player may not get rid of or keep the ball.

COMMERCIAL MANIA

For Upper Elementary Children



Objective:

Children will think about the commercials they see on TV, then categorize them and identify what they see the most.

Materials and Preparation:

- Pieces of paper cut in half
- Pencils or markers
- Tape
- Colorful paper with the following words written on individual pages: Healthy Drinks, Sugary Drinks, GO foods, SLOW foods, Fast Food or Pizza Restaurants, Toys or Video Games, and Sports Equipment

Instructions:

1. Give each child 2-3 small pieces of paper. Instruct the children to list 1-3 of their favorite TV commercials, writing down one commercial per page.
2. While they are writing, tape the commercial categories on the board or wall. Show the children the categories and see if they can name at least one product advertised in each category.
3. Tell children that GO foods are whole grains, fruits, vegetables, low-fat milk or dairy foods, lean meats, and nuts or seeds (contain healthy fats). SLOW foods contain few vitamins, minerals and fiber but do contain a lot of sugar and/or unhealthy saturated or trans fats.
4. Invite the children to tape their favorite ads under the appropriate category.
 - How many ads for snack foods, sugary beverages, fast food restaurants, or toys or video games did they list?
 - Did anyone name a healthy food or drink?
 - Can anyone recall seeing advertisements for healthy drinks such as milk, water, or 100% fruit juice?
 - Can anyone recall seeing advertisements for healthy foods such as fruit or whole grain cereal?
 - How many children listed toys or video games?
 - How many children listed ads for sporting equipment?
 - Were there other products that do not fall under the listed categories? Would the children describe these other products as things that are healthy for their bodies or not?
5. Ask, "What do you think about these results?" Explain that SLOW food commercials want you to buy their products by showing images of happy, active kids, but if you really ate all of the foods and sugar drinks that are advertised then you would not be very healthy and it would become hard to get moving.

6. Remind the group that it's best to fuel up with "super snacks".

Extension Activity:

- Have children work individually or in teams to create "ads" for a super snack. Encourage teams to be creative and use ingredients they may have never tried before or from different cultures. Another option is to assign each group to a type of food: latin food, asian food, etc. The ad can be 'acted' out or in poster form.

Optional Home Extension Activity:

Materials:

- Commercial Mania worksheet (page 27) and parent letter (English page 28; Spanish page 29) – copy for each child

Instructions:

1. After doing the regular activity with the upper elementary group, distribute the Commercial Mania worksheet and parent letter and tell the class that they are going to assess the ads they see during a 30-minute television show.
 - Suggest that they do this over a weekend – do not encourage children to watch TV for the sake of this activity!
2. The following week, review the results:
 - Add up the number of commercials circled (those for healthy drinks, go foods and sports equipment)
 - Add up the number of commercials *not* circled (those for sweet drinks, slow foods, fast food restaurants, and toys or videos)
3. Discuss the results. Ask what the children think about the ads they saw.
4. *Optional:* Calculate the percentage of unhealthy to healthy products viewed (divide the number of circled ads by the total number of ads to get the "healthy" product total, and divide the number of ads *not* circled by the total number of ads to get the "unhealthy" product total).
5. Again, remind the children that most commercials advertise products that are not healthy for growing bodies. They show images of happy, active youth to entice you to buy their products, but the truth is that if you really eat all of the foods that are advertised and drink the sugary drinks then you would not be very healthy and it would become hard to get moving.

Recipes and Taste Tests

Recipe Criteria



All recipes included in the Food & Fun 2nd Edition were selected to meet the United States Department of Agriculture's Child and Adult Care Food Program (CACFP) nutritional standards for healthy snacks, and are consistent with the Environmental Standards. All recipes below are priced at under the current 2009-2010 CACFP reimbursement rate of \$0.74 per serving for afterschool programs.

Remember to serve each snack with water!

Each recipe is classified into levels of kitchen equipment requirements so you can easily determine if you have the resources to make the snack at your after school program:

- Level 1. No cooking required
- Level 2. Basic (e.g. sink, fridge, microwave, blender, and/or toaster)
- Level 3. Full Kitchen (e.g. basic plus stove).

Each recipe corresponds to a unit in the curriculum. However, many of these snacks meet multiple nutrition criteria (for example, low sugar, healthy fats and whole grains). Feel free to mix and match as well as create your own recipes!

Butterfly Bites

Adapted from: USDA SNAP-Ed Recipes <http://recipefinder.nal.usda.gov>



Level 1: No cooking required
Serving size: 2 butterflies
Servings per recipe: approx 24

Price per serving: 35¢
Preparation Time: 7 minutes

Supplies:

Knives for cutting and spreading

Ingredients:

1 16oz package of celery hearts

1 10oz bag of large twist pretzels

1 16oz jar of creamy peanut butter (trans fat free!). Beware of any peanut allergies! You can use 2 12oz tubs of cream cheese as a substitute.

1½ cups of raisins

Adult preparation:

Cut celery in half cross wise.

Directions:

1. Fill center of each celery stick with about 1½ Tbsp of peanut butter (or cream cheese). This is the body of the butterfly
2. Add two pretzels to form the butterfly's wings.
3. Use extra pretzel pieces for antenna and raisins for decoration.

Fruity Peanut Butter Pitas

Adapted from: USDA SNAP-Ed Recipes <http://recipefinder.nal.usda.gov>



Level 1: No cooking required

Price per serving: 30¢

Serving size: ½ pita pocket

Preparation Time: 10 minutes

Servings per recipe: 20

Supplies:

Sharp knife for cutting

Butter knife for spreading

Microwave (optional)

Ingredients:

10 medium, whole wheat pita pockets

1 ¼ cups chunky peanut butter (trans fat free!). Beware of any peanut allergies! You can use other nut butters (like almond, cashew or soy nut butter) or a little honey, as a substitute.

2 large apples cored and thinly sliced

3 bananas, thinly sliced

2 fresh peaches, thinly sliced (optional)

Adult Preparation:

Slice fruit (peaches, apples and bananas).

Directions:

1. Carefully open each pocket and spread a thin layer of peanut butter on the inside walls.
2. Fill with a combination of apple, banana, and/or peach slices.
3. Serve at room temperature.

Modification:

- Break pitas in half again (so they are in quarters) so kids can try different fruity combinations!
- If peaches aren't in season or you can't find them at your grocery store, substitute with extra apples and bananas!
- Warm pitas in the microwave for about 10 seconds to make them more flexible.

Burrito Bites

Adapted from: CaféZOOM <http://pbskids.org/zoom/activities/cafe>



Level 1: No cooking required

Serving size: 3 burrito bites

Servings per recipe: 20

Price per serving: 68¢

Preparation Time: 20 minutes

Supplies:

Plate

Sharp knife

Spoons for putting on toppings

Ingredients:

- 20 6-in corn tortillas
- 2 16oz cans of refried beans
- 1 large head of romaine lettuce
- 5 cups low fat shredded cheese
- 2 24oz bottles of salsa

Adult Preparation:

- Chop and shred lettuce.
- Slice burritos into three bite sized pieces before serving.

Directions:

1. Lay out a tortilla.
2. Take a spoonful of refried beans and spread on the tortilla. Spread the beans close to edges of the tortilla, so that when you roll your tortilla it stays together.
3. Sprinkle shredded lettuce over the refried beans.
4. Spoon on 2 Tbs of salsa.
5. Last, sprinkle on some cheese.
6. Now, roll up tortilla tightly and slice into 3 pieces.
7. Put the slices on a plate and enjoy!

Modification:

- Heat in microwave for 30 seconds for a warm tasty treat.

A Basic Guide to Taste Tests

Key Information for Program Staff

Taste tests encourage children to try new healthy foods in a non-threatening manner. You can test just one item or recipe at a time, or compare new and familiar foods. Don't be afraid to reintroduce foods as children's taste and acceptance of new foods often change! Finally, when selecting foods, consider any food allergies that may be present.



Instructions and Things to Keep in Mind:

1. Determine how many children will taste the food and purchase the appropriate amount of food to be tasted.
2. Prepare food samples in advance, if possible, and have all materials (plates, small cups, napkins, etc.) readily available, along with clean-up items such as paper towels, wet wipes and trash bins.
3. Maintain proper sanitation procedures: clean work and surface areas, wash and dry all produce, and wash all hands.
4. Copy the taste test rating sheet (one per child), and consider writing in the foods to be tasted before copying the sheet. Each page has space to try two food items, so copy additional pages if you are trying more foods.
 - If you do not have access to a copier, try a creative rating method, such as placing popsicle sticks into coffee cans or other containers labeled with the rating options. (Like A Lot! Like Somewhat. Do Not Like Very Much.)
5. Ask children to wait until everyone has received his or her samples before eating, then have the children try the food and praise them for doing so.
6. Do not force a child to try a food; however, explain to the children that although they may not think they are going to like the new food, that tasting is a good way to find out. **Praise children for trying something new!**
7. Instruct children to express their opinions on their rating sheets without verbalizing how they feel about the new food. Summarize the group's evaluation (Did they like the food a lot? Somewhat? Or Not very much?) and decide whether or not they would eat/drink/make that food/beverage/recipe again. Provide opportunities for the children to offer feedback and comments on the taste, texture and smell of the food.
 - Be creative! Try blindfolded taste tests or incorporate taste tests into a team or group activity!
 - Be sure to serve those items that they like again!

Super Snacks! Taste Test Ideas for Super Snacks:

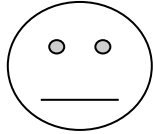


- Super Snacks – introduce healthy snacks by tasting whole grain crackers, and fruits and vegetables! Lay out different spreads, veggies, grains and toppings. Encourage kids to try out different super snack combinations and vote for their favorites. Serve the most popular super snacks to the group!
- Refer to the **Food & Fun 2nd Edition Recipe and Taste Test Packet** and try any of the healthy taste tests listed for fruits and vegetables, whole grains, or dairy. This can be found in this curriculum or online on the Food and Fun website: www.foodandfun.org or www.hsph.harvard.edu/research/prc/projects/food-fun/

Taste Test Rating Sheet

Today I tried: _____

I liked this:



A lot!

Somewhat

Not very much

Comments on the look, taste, feel or smell of this food: _____

Today I tried: _____

I liked this:



A lot!

Somewhat

Not very much

Comments on the look, taste, feel or smell of this food: _____

Worksheet List:

Silly Snacks

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Commercial Mania

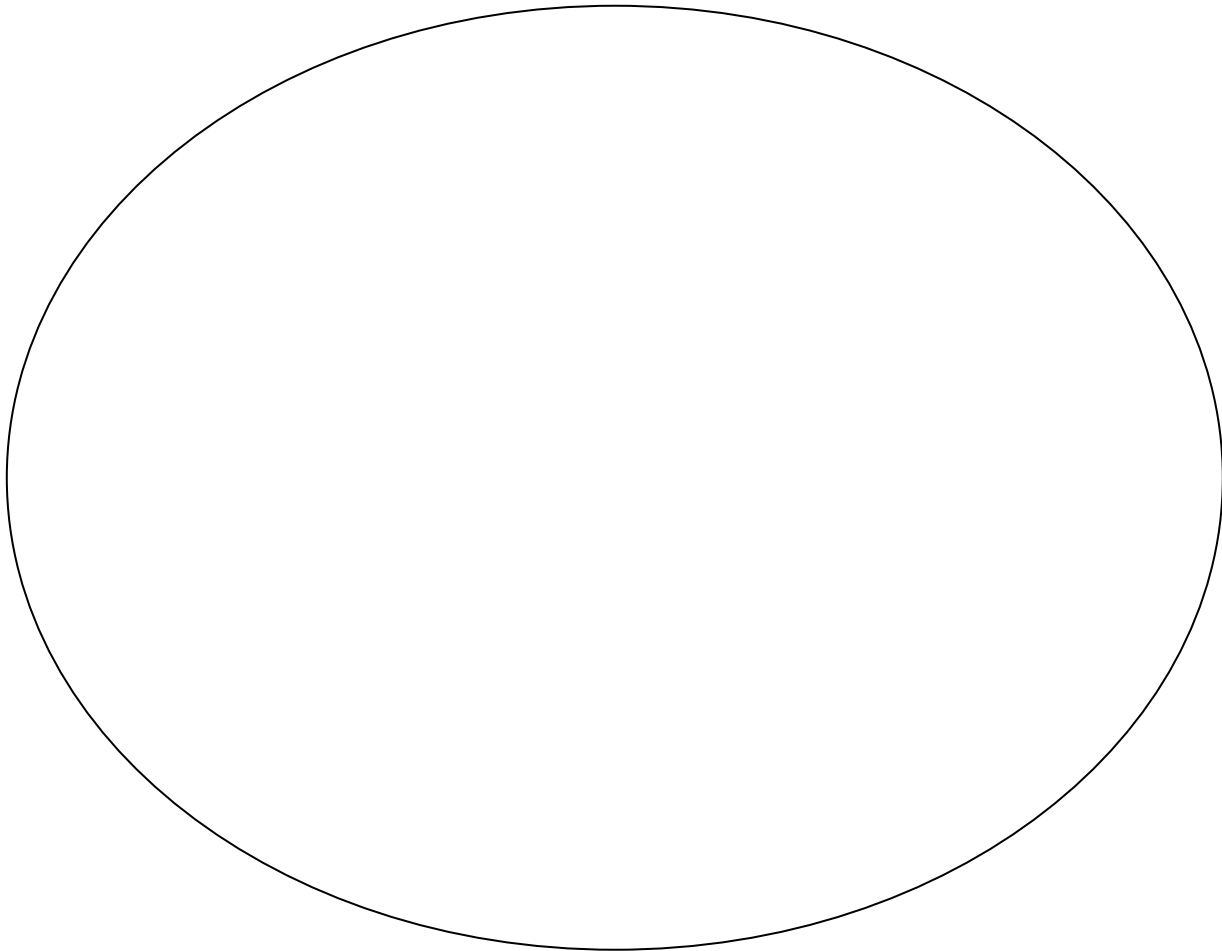
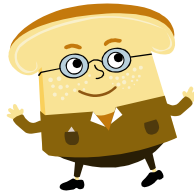
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- Worksheet
- Parent Information Sheet English
- Parent Information Sheet Spanish

Silly Snacks!

Create a snack that has a fruit and/or vegetable and at least 1 other food from the healthy food groups.

Draw the picture on the plate and name your snack.



Name your Snack _____

What is it made with? _____

Commercial Mania!



The next time you watch TV, track the number of commercials you see for the following products during a 30-minute show. Circle the number of ads for healthy drinks, Go foods and sports equipment

Type of Ad	Check for Each Ad	Total Number
EXAMPLE: Soda	✓✓✓	3
Sweet Drinks: Soda, Fruit Punch, Sports drinks		
Healthy Drinks: Milk, Water or 100% Fruit or Vegetable Juice		
Slow Foods: Sweets like candy, cookies, pudding, snack foods like chips, nachos, and sugary cereals		
Super Foods: Fruits, vegetables, whole grain crackers or cereal, yogurt, cheese		
Fast Food or Pizza Restaurant		
Toys: Action toys, Video games or movies		
Sports equipment		

Commercial Mania!

Dear Parent,

Your child has been asked to complete the following “Commercial Mania” worksheet during a time when he or she normally is allowed to watch T.V. (for instance, on a Saturday morning). We will talk about this activity next week in the after school program. It is part of a lesson that teaches children how to choose healthy snacks. Counting TV commercials will help children understand that most foods and drinks advertised on TV are low in nutrition and high in sugar and/or unhealthy fat. They will also see ads for videos or other games that keep children from being active.

If your child does not watch TV, please do not turn the TV on for the sake of this lesson! As a reminder, the American Academy of Pediatrics strongly urges parents to limit the time children spend watching TV or videos (2 hours at the most!) and to monitor the type of programs viewed.

If you have any questions about this, or other Food & Fun After School activities, please ask!

Thank you,

[Insert your name and phone number]

[Insert your Program’s name]

Commercial Mania!

Estimados Padres:

Se le ha pedido a su hijo/a que complete la siguiente hoja de trabajo, "Manía Comercial", en el horario en que normalmente se le permite ver televisión (por ejemplo, un sábado en la mañana). La semana entrante hablaremos sobre esta actividad en el programa después de clases. Es parte de una clase que enseña a los niños cómo seleccionar meriendas saludables. El contar comerciales en la televisión ayudará a los niños a comprender que la mayoría de las comidas y bebidas anunciadas son bajas en nutrición y altas en azúcar y/o grasas no saludables. También verán comerciales para videos u otros juegos que son inactivos.

Si su hijo/a no ve televisión, ¡ por favor, no la encienda a causa de esta lección! A manera de recordatorio le informamos que la Academia Americana de Pediatría recomienda a los padres que limiten al tiempo que los niños pasan viendo televisión o videos (a 2 horas como máximo) y a supervisar el tipo de programas vistos.

Si tiene alguna pregunta sobre esta u otra de las actividades de Food & Fun, no dude en preguntarme.

[Insert your name and phone number]

[Insert your Program's name]