

Making Snacks Count

Format: This is a **Family-Centered Education (FCE)** lesson plan. FCE helps children and parents interact with each other. It promotes the parent as the first teacher of the child and helps get children ready for school- all while learning about nutrition!

Who this class is for

Families with children of preschool age. This will not work as well with younger children.

Why WIC is offering this class

In participant surveys, WIC parents have requested information on healthy snacks that would be easy to serve to their children and that the children would eat. WIC staff have noticed on food recalls that snack time can be a source of empty calories. During snack time, parents often will serve convenience foods instead of healthier alternatives, even if they usually serve nutritious meals.

Snacks are an important part of the child's overall nutrition:

- Most young children eat three small meals a day and about two snacks a day
- Snacks can be a healthy addition to meals instead of just empty calories
- Children can try new foods at snack time
- Children can learn simple cooking skills when they help prepare snacks

Objectives

By the end of this session, families will have:

- Named what makes good snacks-for both parents and for children
 - Discovered some ways to learn about healthy snacks through book sharing
 - Created healthy snacks using snack kits
 - Named one or two ideas for snacks to try at home
 - *Optional: named one or two ways children can help prepare snacks*
-

Time

30-50 minutes

Time depends upon size of group, amount of children, ages, how much of the book you read, and how much of a discussion you have in the different activities.

Set-Up and Getting Ready

Chairs set up in a semicircle. Space for small groups to work in different parts of the room, if possible

Educator supply area. Area for keeping the lesson plan, book, snack kits, trays, music and other materials used during the class

CD or tape player for music, **music** cued on selection

Book(s) for book sharing (review ahead of time)

Prepared flip charts and stands, if using (can also post on wall)

Snack kits (food pictures and trays)

Quiet box for children

Handouts on table, ready for distribution or for parents to take

Children's handouts, if offering

Snack posters on wall or other displays, if using

General Materials

Tape or CD player

Tape or CD: Choose one-

- “I am a Pizza” from “10 Carrot Diamond” by Charlotte Diamond; also available in Spanish “Soy Una Pizza” from Soy Una Pizza”
- “Apples and Bananas” by Raffi on *Baby Beluga* or Apples and Bananas (“Plátanos Y Manzanas”) by Jose Luis Orozco on *Esta Es Mi Tierra – This Land Is My Land*

Book: Choose one-

- *I Want My Banana/Quiero Mi Plátano!* by Mary Risk
- *Gregory the Terrible Eater* by Mitchell Sharmat-for older children or longer sessions
- *The Cheerios Counting Book (A Contar Cheerios)* by Barbara McGrath –good choice for very young children

Other Materials:

1. **Snack kits** with pictures and trays (see suggestions in Snack kit section)
2. **Prepared flip charts**, if using (see examples in lesson plan)
3. **Flip chart easel or stand** or masking tape to post
4. **Blank flip chart paper and markers**, to write down group ideas (optional)
5. **Display materials**, if using (see suggestions under Optional Materials)
6. **Quiet box for children** with coloring sheets, board books, puzzles, soft bean bag animals (recommended but optional)
7. **Coloring sheets or stickers** to give as handouts to children (optional-see suggestions under Optional Materials)

Handouts for Parents (in English or Spanish):

1. Snacks pamphlet (California WIC Supplemental Nutrition Branch, pamphlet IC #910028) or other handout with snack information
2. Tips for Parents- Making Snacks Count
3. “Children Can Cook” handouts (optional)
4. Listing of local libraries (suggested)

Snack Kits

Supplies for Snack Kits:

You will need “**servicing trays**” and “**snacks**” in **bags**.

For “servicing trays”-small plastic trays or plates work well; can also use sturdy paper plates, preferably with interesting colors or shapes

To assemble “snacks” – You can use pictures, food models, empty food containers, or actual food items. If using pictures, it is best to either laminate pictures or purchase pictures that are already laminated. Use snack pictures provided with this lesson plan or from commercially compiled food cards (one source is *Big Photo Flash Cards* from Nasco or Teacher’s Discovery)

For a class of 10-15, make up 2-3 snack kits-, snacks put in clear bags and place on trays, or plates.

Have some foods from each of these food groups. Add different foods to reflect the food ethnic diversity, if appropriate.

Meat Group (for growth)

- Hardboiled egg
- Leftover meat
- Chicken leg
- Peanut butter
- Nuts or seeds
- Tofu
- Beans

Milk Group (for bones and teeth)

- Milk
- Cheese Slices
- Cheese Sticks
- Cottage Cheese
- Yogurt
- Soy Milk

Grain Group (for energy)

- Pretzels
- Cheerios
- Kix cereals
- Bagels
- Rice cakes
- Graham Crackers
- Tortillas
- Bread, various kinds
- Popcorn, plain

Fruits and Vegetables (for vitality)

- Fresh Fruit slices-Apple, Orange, melon
- Banana, Pear, grapes
- Canned fruit., applesauce
- Strawberries
- Steamed cold vegetables- broccoli, cauliflower
- Fresh celery sticks
- Fresh vegies-celery sticks, cucumber, snow peas, carrots
- Cherry tomatoes Frozen juice sticks
- Juice- fruit and tomato

Optional Materials

Handouts for Children: Select a few

1. **Crayons, stickers, and puzzles for children**-various sources such as from Neat Solutions www.neatsolutions.com or Produce for Better Health www.5aday.com
2. **“Snacking is Nutritious” coloring page** in the team up booklet on the FNS USDA Team Nutrition Web Page under Resources: Team Up at Home- www.fns.usda.gov/tn/Resources/teamupbooklet.pdf
3. **“I am Growing” coloring book** under Games and Activities section: I am Growing: www.fns.usda.gov/tn/Resources/teamupbooklet.pdf
4. **“Rainbow of Foods” coloring sheet** under Coloring: Collections of Coloring Sheets: mostly Fruits and Veggies at www.fsa.usda.gov/ca/fsacolor.htm
5. **Eat a Rainbow” coloring book** under Games and Activities section: Spring Fruits and Vegetables: Print and Play of www.celebratehealthyeating.org/index.cfm
6. **“USDA Farmers Market” coloring book** with market scene at www.ams.usda.gov/DIRECTMARKETING/farmersm.pdf

Display Materials: Select a few

1. **Snack Posters:**
<http://learningzonexpress.com/possnacsmar.html> (snacks represented by food group in pyramid shape) or Sensational Poster (free) from Team Nutrition (in Eng/Spanish) www.fns.usda.gov/tn/Resources/index.htm
2. **Pick A Better Snack Materials**
www.idph.state.ia.us/pickabetersnack (look at CD) or copies of their posters
www.nal.usda.gov/foodstamp/Library/index.html
3. **Fruit and Vegetable Pictures (displayed in interesting way)**
Use Produce for Better Health *Fruit and Vegetable Cards*, California Department of Education *Fresh Fruit and Vegetable Photo Cards*, *Big Photo Flash Cards-Fruits and Vegetables* from Nasco or Teacher’s Discovery, or laminated pictures from magazines

Lesson
Overview
(30-50
minutes)

1. Welcome and Overview 5 minutes

- **Opening music** (I am A Pizza)
- **Welcome and Introductions**
- **Purpose of session:** for families to learn together about healthy snacks –class for parents and children
- **Think back** to a snack time when family was rushed
- **Review class overview** (use Making Snacks Count Overview flip chart-refer to Group Guidelines flip chart)

2. Warm Up: What Makes Good Snacks? 5-10 minutes

- **Start with a guessing game:** have everyone guess which snack you like to eat
- **Share favorite snacks:** Parents talk with children about their favorite snacks and try and guess-may introduce themselves (*optional* -use Snacks We Like to Eat flip chart)
- **Discuss snack information** (use “What Makes Good Snacks ?” flip chart) -ask which facts are important to children? parents?

3. Book Sharing: I Want My Banana 5-10 minutes

- **Introduce reading:** Gather children; read title, tell parents to notice what interests their child (*optional*-use flip chart)
- **Read slowly, show pictures**
- **Ask** how many do you see, what do you think it would taste like?
- **Encourage participation**
- **Reinforce the value of reading** together as a family

4. Family Activity: Making Snacks Together 10-20 minutes

- **Form groups** –give overall directions
- **Share snack guidelines** (use Making Snacks Together flip chart)
- **Make snack kits** –give out snack picture kits and trays
- **Families share snack ideas**
- **How Children Can Help**-optional (handout available)

5. Take Home the Learning 3-5 minutes

- **Summarize** –Give out handouts (*optional*- use flip chart)
- **What will you try at home?**

1.

Welcome and Overview

5 minutes

Post Flip Chart, if using. This flip chart is recommended.

#1-1 Group Guidelines:

- Participate the best you can today
- Help everyone in your group to share
- Listen when others share, and respect different ideas
- Please watch your children and keep them safe
- Turn off cell phones please

Welcome and Introduction It's Family Centered

Welcome everyone to the class. Introduce yourself. Mention that the music they just heard was about today's topic-snacks. Refer to the group guidelines.

Explain that the class is for parents and children together-it's family centered. Children and parents will join together to do some reading, and sharing ideas.

Say that the class will be about how families can spend time together making healthy snacks.

Ask them to think about a time this week when they might have been rushed and the children were hungry and the next meal wasn't for awhile. What kind of snack did they give in that situation?

"Think to yourself-When you were rushed...What did you do? What kind of snack did you give? What might you have done differently?"

If you like, you can share with your neighbor your experience.

Say that sometimes parents might not give the best snack when this happens. If they are able to plan ahead, though, they might be able to offer a better choice. **(Can give a brief example from your own experience when you might have felt rushed)**

Purpose

Purpose of the class is to talk about healthy snacks, an important part of a child's daily food. They are not extras-snacks count.

1.

Welcome and Overview (continued)

Post flip chart, if using. This flip chart is recommended.

#1-2 Making Snacks Count:

- Welcome and Overview
- Warm Up: *Snacks We Like to Eat*
- Book Sharing: *(I Want My Banana)*
- Family Activity: *Making Snacks Together*
- Take Home The Learning

Class Overview

Give an overview of the class.

Tip for the Educator:
Be sure to let families know that the snacks are “pretend” snacks using pictures of foods.

Let families know they will be talking about snacks they like to eat, will have a chance to hear a story read about snacks. They will practice making snacks together with pictures and will talk about ways the whole family can pick out snacks. Then they will have a chance to think what snacks they would like to make at home.

You can have a quiet box for the children with some coloring sheets, crayons, a board book, puzzle and other quiet toys for the children during this time.

2.

Warm Up: *What Makes Good Snacks?*

a. Guessing Game

Post the Flip chart, if using. This flip chart is optional.

#2-1 -Guessing Game

Parents and children –take turns guessing one another’s favorite snack?

Total:
5-10 minutes

Guessing Game
2-5 minutes

If you like, you can begin with a fun guessing game. Ask them to guess your favorite snack. Say it has two items in it. Give clues until someone answers.

2.

Warm Up:
(continued)

What snack do I like? It has two things put together. One is (crunchy and green) and the other is (smooth and salty)- That's right---(I like peanut butter and celery)

Then, encourage families to share their children's favorite snacks. Have them guess each other's snacks, just as they guessed yours. Depending upon time, you can hear from everyone or just a few.

What snack do you like? Children, can you guess what your parent's favorite snack is?

What snack does your child like? Can you guess?

Be positive or neutral about snack choices even if the choices are not the best by saying all choices can be good sometimes because they are fun to eat.

For example, if a child likes Cheetos-say. "Yes, aren't those fun to eat sometimes?"(then to child) "What do you like about them? Yes they are crunchy and get everything orange." (To parents) "Cheetos are great every once and awhile as a kind of dessert."

Be sure to talk to both the children and the parents. This is a good time to help children feel comfortable. You can use one voice with parents and a different one with children.

Summarize by saying that snack time can be a fun time together. And in the next part of the class, they will be talking about what makes snacks good-for both parents and children.

***What Makes
Good Snacks?***
3-5 minutes

b. What Makes Good Snacks?

Post What Makes Good Snacks? or give information as a handout.

2.

Warm Up
(continued)**# 2-2 What Makes Good Snacks ?**

**What makes snacks good for...
children?... parents?**

Children eat 3 meals and 2-3 snacks a day

- Simple-easy to make and serve
- Nutritious-counts as part of the child's nutrition for the day
- Appealing-make snacks fun by using different colors, shapes and textures
- Child Friendly-easy to eat, tasty
- Kitchen ready-have good snacks handy
- Safe-no round, hard or sticky foods that could cause choking

Ask group to think about which reasons are important to parents and which are important to children.

As we read this information about what makes good snacks, think about-*What makes good snacks for children? For parents?*

Talk about what makes a snack good for parents and for children. Gather different ideas from the group. Briefly discuss the reasons parents choose certain snacks and children choose certain snacks.

- ***Children often like snacks that are Appealing and Child friendly-textures, shapes, ease of eating are important to them***
- ***Parents often like to serve snacks that are Simple, Nutritious, Kitchen ready, Safe,***

Can expand on points by adding this information:

- Snacks an important part of a child's overall nutrition – make them as healthy as your meals. Most young children eat 3 small meals and 2-3 snacks a day
- Snacks can be filling-offer protein food with snack if it is a long time before dinner; Snacks can also fill in the gap right before dinner-usually it is good to offer fruits or vegetables or other light snack so children don't fill up
- Combining textures and colors helps make snacks tasty and appealing
- Snacks for small children need to safe (not choking hazards)-no round foods (like baby carrots), hard foods, overly sticky foods. Be sure to watch children as they eat.

3.

Book

Sharing

5-10 minutes

Post flip chart, if using. This flip chart is optional.

#3 Book Sharing:

- Parents –notice which parts interest your children

Introduce the book: *I Want My Banana/Quiero Mi Plátano!* by Mary Risk. **Say this is a book about a monkey's favorite snack-a banana.**

Encourage children to sit where they are able to see and hear the story.

Explain Purpose of Reading to Parents. Talk briefly with the adults about sharing books and telling stories. Note that sharing stories is a great way to help kids build skills –and it's an enjoyable family activity. For example, it helps children learn about the world, allows them to try out ideas, and is a great time for snuggling.

Encourage parents to notice what interests their child during the reading.

Read several pages of the story, showing the pictures to the children and parents as you go.

Ideas for Engaging Children:

Use different voices for the different animals. Ask the children to guess if the monkey would eat the food.

Say:

"What's the animal offering Monkey? Will he eat it? Would you eat it?"

"What do you think Monkey is doing now?"

"What was your favorite animal in the story?"

Focus on asking the children questions about what they notice. Ask "What do you see, what do you think it will taste like?"

If there are no children present in your class, show the book. Say that even though no children are in the class, you are going to read a few pages and then they might get some ideas on how this could be a fun activity. **When done, reinforce the value of reading together as a family.** Mention that even if adults are not comfortable reading aloud, looking at the book together can be a good experience. Parents can point to pictures and talk about them with their children.

Tip for the Educator:

You don't always have to read the whole book. You can read part of the page... skip some pages... depending on the book and your time.

You can also handout some pictures of foods that appear in the book and encourage the child to hold it up during that part of the story.

4.

Family

Activity:

*Making
Snacks
Together***Total: 15-20
minutes****Form groups
to prepare kits****Explain
Purpose
5 minutes****a. Form Family Groups (2-3 minutes):**

Divide the families into small groups of about four to five people. Have the groups work in different corners or locations in the room.

- *If fewer than five people, they can work together as one group*
- *You can also pair the children and parents from each family together to form different groups*

b. Explain Purpose of Making Snacks Together Activity (3-5 minutes)

Post the flip chart, if using. This flip chart is recommended.

#4 Making Snacks Together

Directions: Make a snack putting 2 foods together and check to see if the snack is:

- **Parent friendly**-healthy, safe and easy to make
- **Child friendly**-looks good, tastes good and easy to eat

Explain that parents and children will be selecting healthy snacks from combining 2 items for each snack from the food pictures in the bags. The bags contain healthy food choices from the food groups in the pyramid. They can put 2 foods together to make a good snack.

Make sure everyone knows that they will be making healthy snacks that would work for their family-parent and child friendly.

**Families Make
Snacks
Together
5 minutes****c. Families Make Snacks Together (5 minutes)**

Distribute the bags and trays. Remind parents and children they can use some or all of the ingredients to make their snacks.

4. Family Activity (continued)

Tip for the Educator: Prevent fighting over pictures by giving each child some pictures to look at. Older children can help by handing out the kits and putting them back in the bag when done.

Discussion
5-10 minutes

Depending upon how many groups you have, hand out all the foods or some of them.

You can also split one of the bags into two or three parts. Give the kits to the children or give each child something to hold.

Give an example, if needed. Hold up two foods from the bag, put them on the tray and explain some reasons a family might choose this snack.

Encourage parents and children to work together.

Check in for understanding. Parents can explain the directions to the children. Say how much time before sharing as a group.

What questions do you have about what you will be doing?

d. Discussion (5 minutes):

Begin by finding out how the activity went for everyone.

What was it like doing this activity or How did it go?

Then ask groups to share their snack ideas.

Who would like to share the snack idea your group came up with?

What snack ideas did you come up with?

Summarize snack ideas briefly. Can write group ideas on the posted paper, or just summarize the snacks and the ways children could help.

Ask children to share.

What was it like picking out snacks together?

4. Family Activity (continued)

If the group has parents with children younger than age 2:

What do you think about doing this kind of activity with a child who can't talk yet?

Optional: If extra time, can talk use “Children Can Cook” handout and talk more about how children can help.

5. Take Home the Learning 3-5 minutes

**Summary and
Handouts**

Post flip chart, if using. This flip chart is optional.

#5 Take Home the Learning
What will you try at home?
What snack would you serve if...

You can get books like the one we read today at the library!

Repeat a few examples of the class's snack ideas and summarize. Name some snacks that the children liked (using their names) that their parents would like as well.

Let families know they can make healthy snacks at home.

Review snack handouts (Snack pamphlet) available to parents to take home. Point out the recipes or ideas.

Show the book again. Offer information about local libraries where they can find this book and others to share with their children.

Share the “Tips for Parents” handout. Read through it together.

Then ask the families what they might try at home.

Which of the snack ideas or other ideas you heard today would you try at home?

Tip for the Educator:
While giving the parents their handouts, give children something too -stickers, coloring sheets, or any other giveaways you might have.

5.
Take
Home the
Learning
(continued)
3-5 minutes

Optional (if time) What snack would you serve if...

- Dinner was in two hours...30 minutes...
- You were away from home

Thank everyone for participating.

Expanding and Adapting this Lesson

1. Use other books with this lesson:

- **Lunch** by Denise Flemings. A hungry mouse eats through fruits and veggies. Each page you see part of the next veggie with two clues that includes the color.
- **Bread and Jam for Frances (Pan y Mermelada para Francisca)** by Russell Hoban. Again somewhat long for WIC audiences. A delightful story about how most children will get tired of food jags and begin eating more foods. This could be a great way to talk about food jags, which often concern parents.
- **Prudence's Book of Food** by Alona Frankel. A brief story showing all the wonderful foods and snacks Prudence likes.

2. Add a multi-cultural aspect. Talk about how all around the world, families eat together and explore some of the ways that are the same and some that are different. You can use a different book with this emphasis, if you like. Some examples might be:

- **The Runaway Rice Cake** by Ying Chang Compestine is a tale of tenderness and sharing. It is Chinese New Year's Eve, and the Chang family has just enough rice flour to make one New Year's rice cake. However, when the ni n-gao is cooked, it comes to life, and leads the Changs on a merry chase through the village. The errant cake is finally caught and the youngest son suggests that they share the cake with a poor woman. Magically, more and more food appears on the table, until there is enough for everyone to eat.
- **Everybody Cooks Rice (Todo el Mundo Cocina Arroz)** by Norah Dooley. Also available are *Everybody Serves Soup*, *Everybody Bakes Bread*, *Everybody Brings Noodles* by the same author. Carrie travels from one house to another, looking for her brother at dinnertime. Each family invites her for a taste of what they are cooking; thus, she samples the ethnic diversity of her neighborhood through the rice dishes.

- 3. Include a discussion about how to find snacks when the family is out together.** Help parents come up with strategies for choosing healthy options.

- 4. Expand on the children preparing food aspect.** Talk about what are good activities for children to do and ways that snack time can be a cooking experience.

Materials for this Lesson

The following materials are provided:

- Snacks Count Pictures by Food Group
- Children Can Cook (Parent Handout)
- Making Snacks Count: Tips for Parents

Snacks Count Pictures by Food Group

Food Group Pictures:

The following pages contain pictures for the following food groups:

- Fruits and Vegetables Group
 - ... *Fruits*
 - ... *Vegetables*
- Grains Group
- Meat Group
- Milk Group

You can use these pictures in many ways. Here are a few ideas:

Family Activity-Making Snacks Together:

Cut out pictures and use in the snack kits activity instead of real foods, magazine pictures, food models, or commercial sets of food pictures (Laminate them for continued use.)

Warm Up:

- Cut out pictures, laminate and hand out for children to discuss how they like to eat this food
- Tape pictures to a flipchart and use them as a “Snack Poster” for everyone to put stickers next to the ones they like (Laminate, add a few pictures of less healthy choices, and use reusable stickers.)

Reading:

- Hand out a few of the pictures that appear in the book you are using. When the food comes up in the story, ask “who has the ...? Hold it up!” This will encourage children to participate in the story.

Fruits and Vegetables Group

(For Vitality)

...Fruits



Orange juice
Jugo de naranja



Apple juice
Jugo de manzana



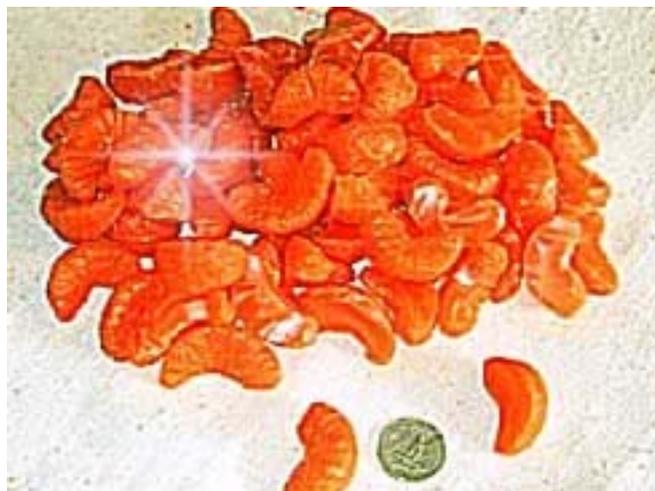
Fresh fruit drink
Agua fresca



Canned fruit
Frutas en lata



Applesauce
Puré de manzana
(compota de manzana)



Mandarin oranges
Mandarina



Watermelon
Sandía



Fresh fruit
Fruta fresca



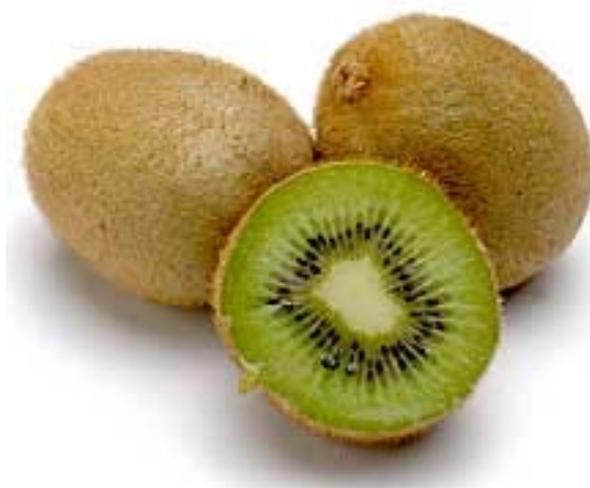
Pears
Peras



Grapes
Uvas



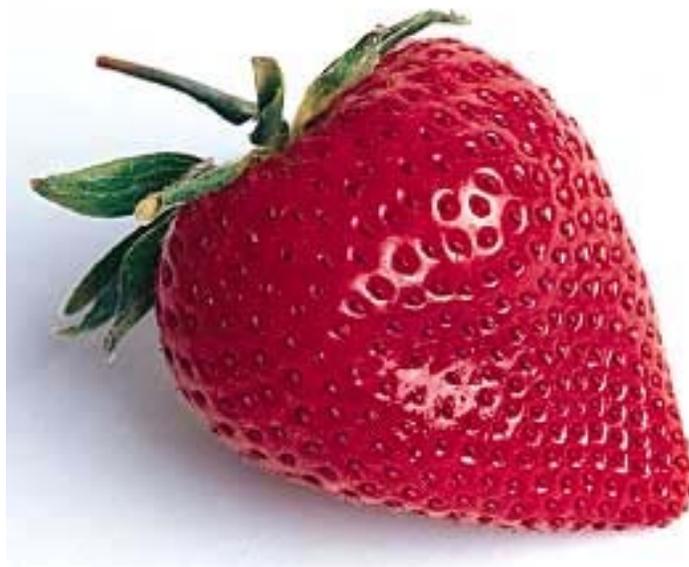
Orange
Naranja



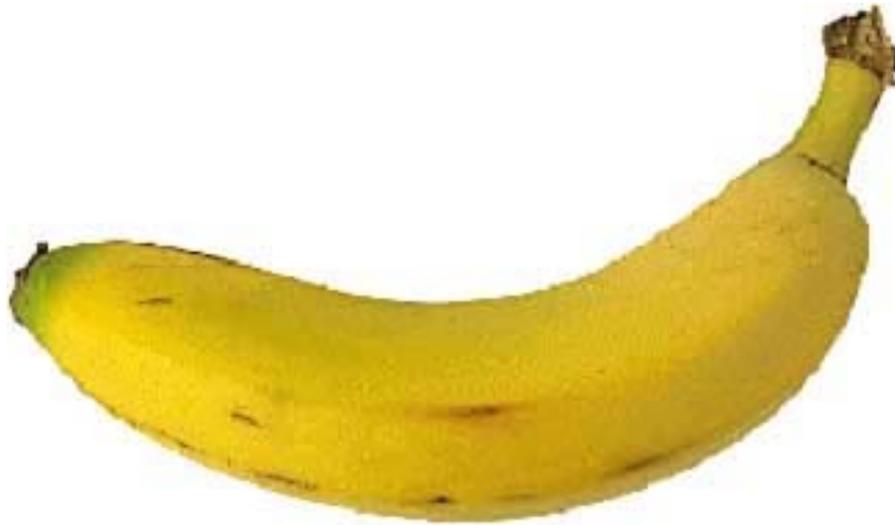
Kiwi fruit
Kiwi



Papayas and mangos
Papayas y mangos



Strawberries
Fresa



Bananas
Plátanos



Apples
Las manzanas

...Vegetables



Celery
Apio



Broccoli
Brócoli



Baby carrots
Zanahorias pequeños



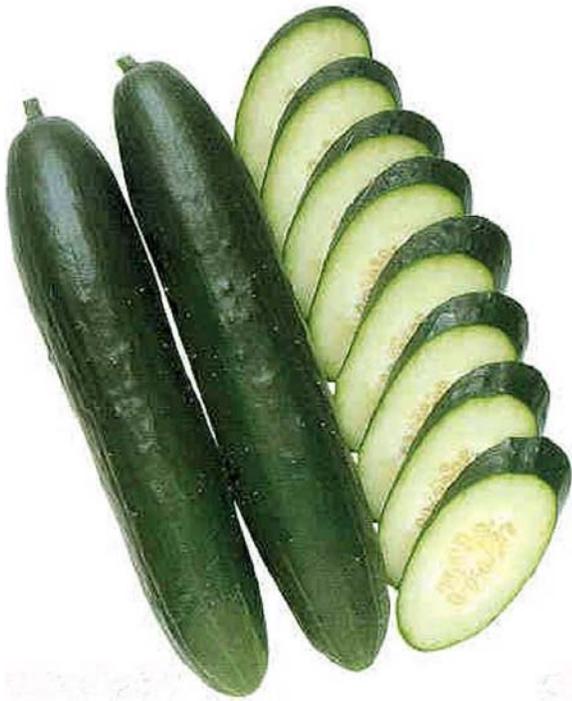
Carrots
Zanahorias



Tomatoes
Tomate



Cherry tomatoes
Tomates pequeños



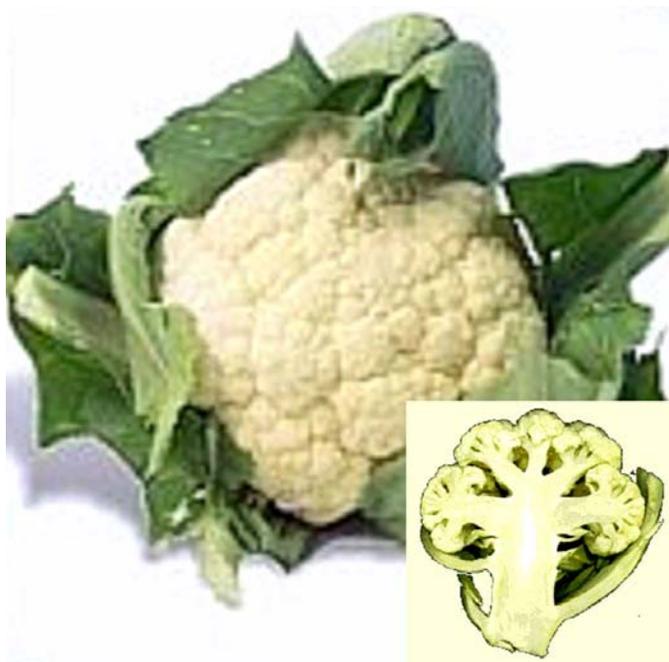
Cucumber
Pepino



Snow peas
Chícharo chino



Mild peppers
Chile de campana



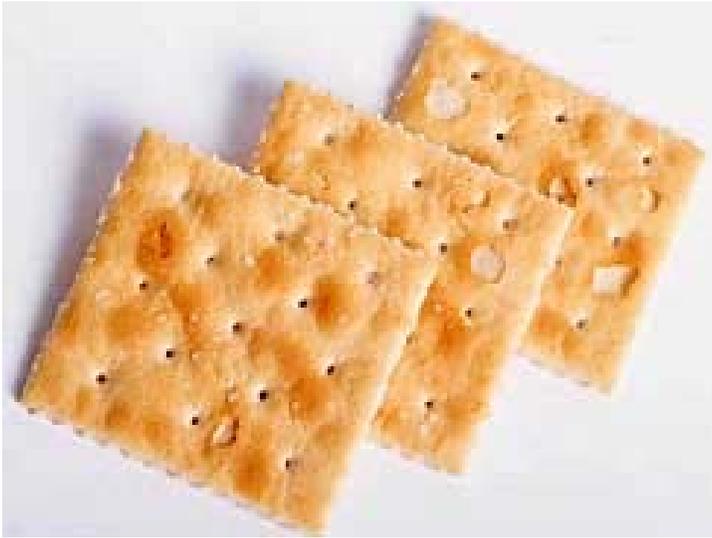
Cauliflower
Coliflor



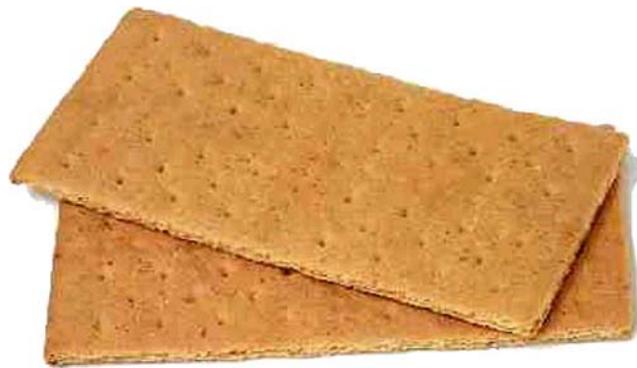
Jicama
Jícama

Grains Group

(For Energy)



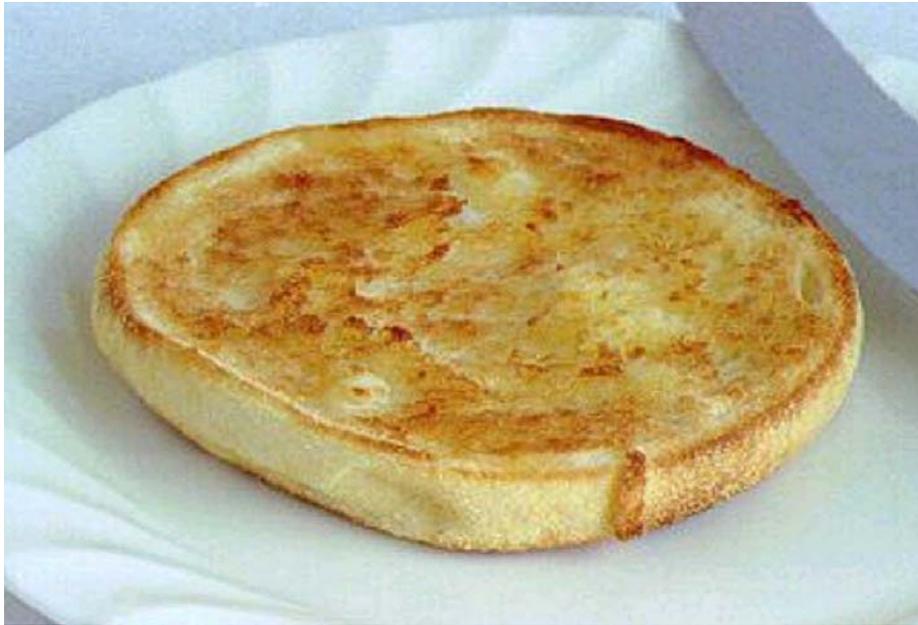
Saltine crackers
Saladitas (galletas)



Graham crackers
Galletas de graham



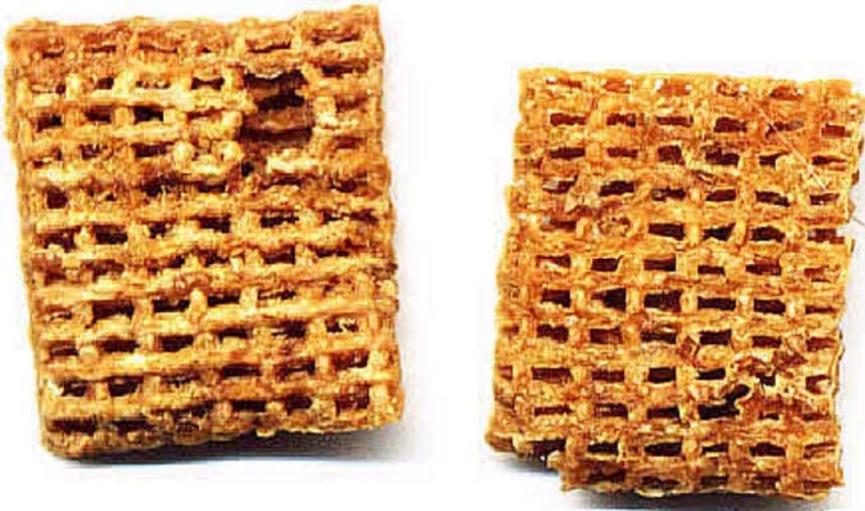
Pretzels
Pretzeles



English muffin
Mollete inglés



Rice cakes
Galletas de arroz



Chex cereal
Cereales



Cereal
Cereales



Bread
Pan



Bagel
Bagel



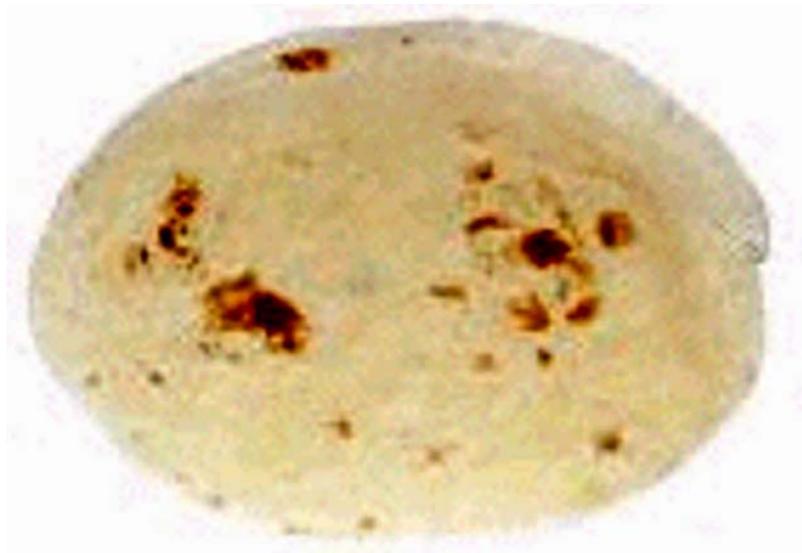
Popcorn
Palomitas



Pita bread
Pan de mediterráneo



Corn tortillas
Tortillas de maíz



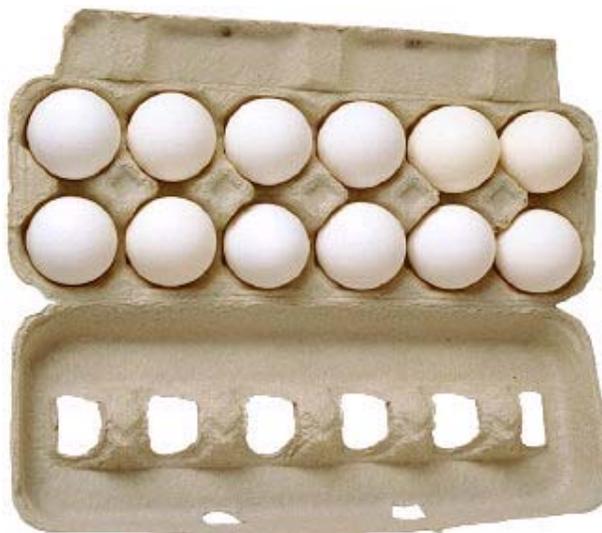
Flour tortillas
Tortillas de harina

Meat Group

(For Growth)



Hard boiled egg
Huevo duro



Eggs
Huevos



Ham
Jamón



Chicken leg
Pierna de pollo



Luncheon meat
Carnes frías



Shrimp
Camarones



Tofu
Queso de soya



Beans
Frijoles



Nuts
Nueces



cks Count

Peanut Butter
Crema de cacahuete



Sunflower seeds
Pepitas de girasol



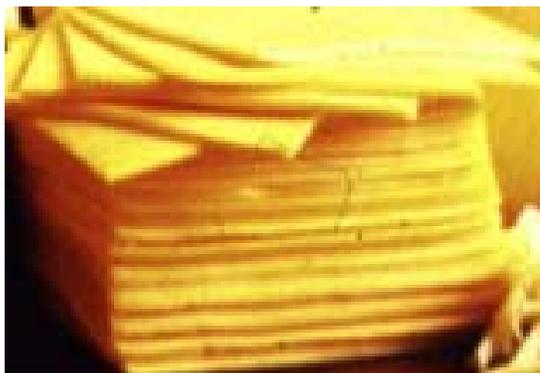
Peanuts
Cacahuates

Milk Group

(For Bones and Teeth)



Cheese
Queso



Sliced Cheese
Queso en rebanadas



Cheese wedges
Trozo de queso



Milk
Leche



Milk
Leche



Yogurt
Yogur



Soy milk
Leche de soya



String Cheese
Cordel de queso



Cottage cheese
Requesón



Mexican White cheese
Queso Blanco

Children Can Cook!

Children learn by touching, tasting, feeling, smelling, and listening. They love to help prepare food and cook because they can use all their senses. Children like to eat the foods they make. Plan ways children can help you. Be sure to consider the age of your child.



Two-year-olds are learning to use the large muscles in their arms. They will enjoy activities such as:

- **scrubbing** vegetables and fruits
- **wiping** tables
- **carrying** unbreakable items to the table
- **dipping** vegetables and fruits in a dip
- **washing and tearing** lettuce and salad greens
- **breaking** bread for stuffing
- **snapping** fresh beans

Three-year-olds are learning to use their hands. Try activities such as:

- **pouring** liquids into a batter (you measure first)
- **mixing** muffin batter or other dry and wet ingredients together
- **shaking** a milk drink
- **spreading** peanut butter on firm bread (this may be messy!)
- **kneading** bread dough
- **washing** sturdy vegetables or fruit
- **passing** out snacks
- **placing things** in the trash at the end of the meal

Four- and five-year-olds are learning to control smaller muscles in their fingers. Let them try:

- **rolling** bananas in cereal for a snack
- **juicing** oranges, lemons, and limes
- **mashing** soft fruits and vegetables
- **peeling** some fruits and vegetables (bananas and even onions)
- **scrubbing** vegetables (potatoes, mushrooms)
- **cutting** soft fruits with a plastic knife
- **pressing** cookie cutters to make cookies
- **measuring** dry ingredients
- **breaking** eggs (using a table knife to break shell)
- **beating** eggs with an egg beater
- **setting** the table **and wiping up** afterwards

Important Things to Remember

1. Good cooks of all ages always wash their hands before cooking. Use plastic cutting boards to prevent bacteria from growing. Wash well with soap and warm water.
2. Tell children to wait until the dish is done before sampling it. This will help prevent illness.
3. Expect spills and messes. Wipe up as you go to prevent falls.
4. Children have short attention spans. Give them quick, simple jobs, and give instructions one at a time.
5. Children get excited and forget. Repeat directions as often as needed.
6. Young cooks need constant supervision. Use unbreakable cooking equipment. Only adults should use ovens and stoves. Remind children that pans and dishes can be very hot when cooking on stove or in microwave.
7. Give children jobs to help with cleanup – for example, wiping up.

Recipes for Helping Hands

The following recipes work well for children. The steps that kids can do are in blue.



TASTY TORTILLAS

flour or corn tortillas
cooked ground beef, chopped or shredded chicken, beans
cheese
tomatoes, lettuce, and other vegetables
salsa

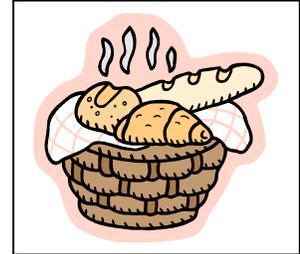
1. Soften flour or corn tortillas (10 seconds in microwave)
2. Prepare filling: cooked ground beef, chopped or shredded chicken, beans, cheese, tomatoes, lettuce and other vegetables.
3. Give a soft tortilla to each child. Top with cooked ground beef, chicken or beans, cheese, and/or vegetables. Add salsa if desired.
4. Fold the tortilla.

Recipes for Helping Hands (continued)

ONE-BOWL FRENCH BREAD

Children love to knead and shape dough. Allow plenty of time for the children to do as many jobs as possible.

- 3 to 3 ½ cups unsifted flour (can mix whole wheat and white flour together)
- 1 package dry yeast
- 4 teaspoons sugar
- 1 ½ teaspoons salt
- 2 tablespoons soft margarine
- 1 ½ cups very hot water (105-150 degrees F)



1. Combine 1 cup flour, sugar, salt, and undissolved dry yeast in a large bowl. Mix thoroughly. Add margarine.
2. Add very hot water gradually to dry ingredients. Beat 2 minutes.
3. Add 1 cup flour or enough to make a thick batter. Beat 2 or 3 minutes. Stir in enough additional flour to make a soft dough. Cover bowl tightly with plastic wrap. Let rise in a warm place for 45 to 60 minutes.
4. Stir dough down and turn out onto heavily floured surface.
5. After washing children's hands, flour them and have them knead dough until it is smooth. Shape dough into one long loaf or let the children experiment with different shapes and sizes. Try pretzels, animals, letters, or numbers.
6. Place on a greased baking sheet and let rise (40 to 50 minutes for a large loaf, less time for small shapes).
7. Bake at 400 degrees Fahrenheit (40 minutes for a large loaf, 8 to 10 minutes or until golden brown for small shapes).

WALDORF SALAD

- 1 stalk celery
- 1 apple
- 1 cup seedless grapes, cut in half
- 1 banana
- 1 orange
- 1 cup low-fat lemon or vanilla yogurt



1. Wash the celery, apple, and grapes.
2. Peel the banana and orange.
3. Cut the fruit and celery into bite-size pieces.
4. Place fruit and celery in a large bowl.
5. Add yogurt and mix well.

Recipes for Helping Hands (continued)

FUNNY, FRUITY PIZZAS

low-fat mozzarella cheese slices (1 slice per child)
English muffins, sliced in half (1 half per child)
fruit (an apple, banana, orange, or seedless grapes)

1. Wash fruit.
2. Peel bananas and oranges.
3. Take grapes off stems.
4. Cut the fruit into small pieces and split the English muffins. Give each child one half of an English muffin.
5. Place a slice of cheese on each muffin.
6. Place muffins in toaster oven or microwave until cheese melts.
7. Top muffin with fruit.

Adapted by California WIC from the National Network for Child Care - NNCC. Van Horn, J. E. (Ed.) and L. Horning (Ed.) (1995). Cooking with children: kids in the kitchen. In Todd, C.M. (Ed.). **Family child care connections** 4(6). Urbana, IL: National Network for Child Care at the University of Illinois Cooperative Extension Service.

Making Snacks Count

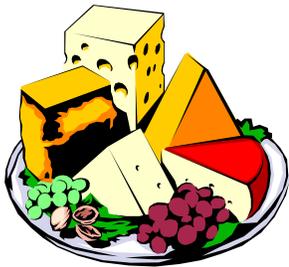
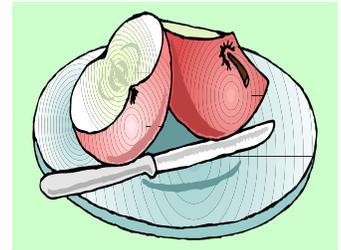
Tips for Parents

You are Your Child's Teacher:

As a parent, you can help your child learn more about healthy snacks by doing some of these activities at home.

Learning Activities Today:

- Listen to music about healthy food: "I Am a Pizza" by Charlotte Diamond on *10 Carrot Diamond*
- Read *I Want My Banana* by Mary Risk
- Talk about how snacks can help children grow and learn
- Make snacks together



Other Books You Might Read:

- *Bread and Jam for Frances* by Russell Hoban
- *Gregory the Terrible Eater* by Mitchell Sharmat
- *The Very Hungry Caterpillar* by Eric Carle
- *Today is Monday* by Eric Carle
- *Cheerios Counting Book* by Barbara McGrath

Other Activities You Might Do Together:

- **Music:** Make musical instruments with seeds, beans or other foods.
- **Art:** Make a book about favorite snacks. Cut and tape pictures from magazines and staple together. Or use glue sticks and cereal or seeds to make pictures. String cereal into necklaces.
- **Science:** Talk about the different flavors and textures of snacks. Notice which foods crunch, which ones are soft or juicy, which taste salty, sweet or sour.
- **Cooking:** Make healthy snacks together. Keep a bag of healthy snacks in your cupboard that don't need to be refrigerated. Keep another bag of healthy snacks in the refrigerator.
- **Field Trip:** Go on an outing together for the day. Pack a snack to eat on your trip.
- **Math:** Sort snack foods by color, size or shape, or how healthy they are. Count the number of snacks children eat in a week.