



Programming

Providing programming at a summer food site increases site participation and shows parents that the site is a safe, engaging place where kids can eat, learn and play. Programming at a site can be as extensive as one wants, ranging from providing a coloring sheet to inviting local athletes to come have lunch and talk about their sport. Kids love enrichment activities and enjoy pretty much anything extra that a site can provide. Be creative in recruiting volunteers; many times there are parents or older children at a site who are more than willing to lead an activity, read to youngsters, or start up a game of soccer. Keeping an activity bin on site invites children to take initiative in starting up an activity.

This section on programming is split up into the following categories:

- **Sample Activity Bin**
- **Hunger Free Colorado Activity Guide for SFSP Sponsors & Sites**
- **Group Games**
- **Sports and Fitness Activities**
- **Enrichment/Educational Opportunity Ideas**
- **Art and Craft Projects**
- **Food and Nutrition Education- Cooking Matters Curriculum**

Sample Activity Bin

Item	Amount	Cost Per	Total Cost
Rubbermaid Bin (12 gallon, w/ lid)	1	\$10.00	\$10.00
Jump Ropes (segmented, 6ft.)	4	\$4.00	\$16.00
Sidewalk chalk (box of 15)	1	\$6.00	\$6.00
Fitness Dice (1 pair)	1	\$14.00	\$14.00
Frisbee	1	\$7.00	\$7.00
Bubbles (pack of one dozen, 2ounce bottles)	1	\$6.00	\$6.00
Soccer Ball	1	\$9.00	\$9.00
Football (Nerf)	1	\$8.00	\$8.00
Playground ball (7-inch)	1	\$7.00	7.00
Pick-Up Sticks Game	1	\$5.00	\$5.00
Memory Board Game	1	\$12.00	\$12.00
Easy Reading Books	6	\$4.00	\$24.00
Puzzle	1	\$6.00	\$6.00
Laminated list of Group Games	1	\$2.00	\$2.00
Craft and Art Supplies (scissors, tape, pencils, glue sticks)	1	\$15.00	\$15.00
Total			\$147.00

Many of the items for an activity bin can be donated from the community. Here are some tips for cutting the cost of your activity trunk:

- Ask all participants to bring in a used book they are ready to pass along. This is a great way to quickly build a site library,
- Shop at the ARC or Goodwill for used board games and puzzles,
- Ask a local sports store to donate a soccer ball, football and/or jump ropes,
- Search for art supplies and scrap materials for sale, or free, on Craigslist,
- Shop garage sales for used games and other fun finds that kids might like to discover in the bin!



Food + Fun = SFSP Success

An Activity Guide for SFSP Sponsors & Sites

Experience shows that Summer Food Service Program (SFSP) sites paired with activities are more likely to experience strong and consistent participation throughout the summer. Food and fun go hand in hand!

It requires hard work to host a summer food site but, fortunately, activities can be very simple and inexpensive to plan and coordinate. Activities can include reading, arts and crafts, gardening and outdoor projects, games and sports, nutrition and cooking lessons and much more.

Your summer food site may already have kids gathered – providing activities can serve many purposes:

- energize kids to eat healthy and exercise
- fight summer learning loss
- engage kids in unique experiential learning
- build positive relationships with the summer food participants and their families

Activities also serve as outreach – a busy and fun atmosphere can show parents and kids that the site is a safe, engaging place where kids can eat, learn and play. The following guide provides easy activity ideas, including low-cost supplies and online resources.

Activity Volunteers or Partners

There are many community groups and individuals who may be willing to help lead activities at your site. You never know until you ask! Engaging volunteers and activity leaders not only gives the kids something to do, but helps volunteers see the need for the summer food site. Brainstorm who you can invite to the summer food site for a day or on a regular basis:

- Librarians and book club members
 - Find your local library through the Directory of Colorado Public Libraries: <http://projects.aclin.org/directory/> (or call 303-866-6900)
- Local Parks and Recreation Department personnel
- 4-H leaders and club members
 - Find 4-H clubs and contacts through your county's CSU Extension Office: <http://www.ext.colostate.edu/cedirectory/countylist.cfm> (or call 970-491-1152)
- Firemen and Police Officers
- Musicians and music groups
- Artists and art teachers
- Gardeners and outdoor experts
- Children's or history museum personnel
- College/University student groups or athletic teams

- Organizations or individuals with special talents – jugglers, clowns, storytellers, puppeteers, athletes, Yoga/Pilates instructors
- Service organizations such as Rotary Clubs, Lion's Clubs, faith-based organizations and church groups

Recycled + Reused + Resourceful = Supplies

Activity supplies do not have to compromise your program budget. Spring and summer are the seasons of garage and yard sales full of inexpensive items to keep your summer food participants busy! Thrift stores, dollar stores and www.Craigslist.org may also yield some fun supplies. Ask staff, volunteers, friends and other supporters if they would like to donate unwanted items.

Supply ideas:

- board games, puzzles, playing cards
- sports and recreation equipment (balls, jump rope, Frisbees)
- used children's books and magazines like *Highlights* and *Animal Planet* (ask a school or public library to donate outdated issues)
- old sheets to paint a banner for the summer food site (also good for a mural, makeshift theatre backdrop or costumes)
- arts and crafts supplies (crayons, colored pencils, paint, paper, glitter, glue, scissors, fabric scraps, string, yarn, rulers, dried beans, beads, paper plates)
- stickers, bubbles and balloons for prizes/incentives
- used milk cartons for art supplies, to grow plants or use to build tower-like structures

Easy Activity Ideas

Here are a few activity ideas to get you started:

- Lunch with Leaders:
 - Invite elected officials or local leaders (such as the mayor, city council member, school board member or school principals) to eat lunch with the kids.
- Theme days or weeks to incorporate into the menu and activities:
 - the alphabet
 - vegetables and fruits
 - zoo or farm animals
 - food from around the world
 - the solar system
 - "real life" math (budgeting/counting money, counting/calculating recipe ingredients)
 - sports and fitness
 - music, dance, theatre
- Organize a "parade" in the neighborhood to involve kids and conduct outreach to other potential participants. Have the kids make signs and a banner using craft supplies, teach them a song or a cheer and walk a short, safe route through the

neighborhood. Have print materials such as a calendar with menu and activities schedule to give to kids and parents.

- Help the participants make a large banner to hang next to the site entrance, including dates, times and other program information. Decorate nearby sidewalks with chalk art leading kids into the site.
- Partner with a local chef or restaurant to provide cooking and nutrition classes with parents and/or children attending the site. Partner with either Cooking Matters or your local CSU Extension Offices to organize nutrition courses.
 - Contact Colorado Cooking Matters through: <http://cookingmatters.org/cooking-matters-colorado/> (or call 303-892-8480 to find a regional office near you)
 - Contact your CSU Extension Offices to ask about Nutrition Education Programs: http://www.ext.colostate.edu/menu_nutrition.html (or call 970-491-2555 to find a regional office near you)
- Hold a special field day with games and races to get kids outside and moving around. Invite parents and “award” participants with printed certificates.
- Organize “raffles” to keep kids coming back to the site. For example, each participant could receive a raffle ticket for each day they attend – after 2 or 4 weeks, have a drawing to award donated prizes. More days attended means more chances to win!

Group Activities

- Charades or Pictionary are great for older children; for younger children, try Simon Says or Follow the Leader.
- Operator/Telephone is a great way to get kids seated for meal service: whisper a message around a circle or down a line – the end result will be silly and nonsensical! (Example: The elephant danced in a circus.)
- Small groups can play board games like Sorry and Candy Land or card games like Go Fish! or Crazy 8.
- Try a variety of puzzles, flat or 3-D, for small groups or pairs.

Arts & Crafts Activities

- Hold a sidewalk chalk art contest to decorate the sidewalks leading up to the summer food site.
- Make jewelry, picture frames, collages, finger paintings and sculptures with your low-budget art supplies.
- Make puppets or “paper-plate” masks and act out a play.
- Make life-sized self-portraits on old plain sheets or large stock paper. Children can help one another trace their body outline and then they can draw in their own features and clothing.
- Make thank-you cards for the people that prepare/deliver the food and any volunteers or donors. Have all the children sign their names and decorate the card!
- Bring in recycled paper to practice Origami or teach kids how to fold napkins into swans.

- Contact your local Home Depot or Lowe's to ask about their free Kids Workshops; request a workshop for your site! Find more information at: <http://lowesbuildandgrow.com/pages/default.aspx>
http://www.homedepot.com/webapp/catalog/servlet/ContentView?pn=HT_WS_KidsWorkshops

Enrichment Activities

- Story time! Ask your local library for a volunteer or recruit teen volunteers to read aloud. If possible, organize a book drive to collect books and award to participants.
 - Find your local library through the Directory of Colorado Public Libraries: <http://projects.aclin.org/directory/> (or call 303-866-6900)
- Organize a Summer Reading Challenge, helping participants log and track their reading minutes throughout the summer (on and off-site). The challenge can be managed online through Scholastic or recorded manually in spreadsheets.
 - For more information about Scholastic Summer Challenge: <http://www.scholastic.com/summer/>
- Play games that involve math, science and spelling.
- Plant seeds in reused milk containers and watch them grow. Talk about how plants grow and where food comes from. Visit a nearby garden and have the gardeners talk with the kids.
- If there is a kitchen on-site, teach children to make simple snacks or meals. Send them home with recipes to share with their families! (Remember: this must be in a separate timeframe and budget from the SFSP meal service.)

Outdoor & Fitness Activities

- Play ball!
 - kickball, volleyball, soccer (even giant soccer, using a Pilate's ball), baseball, dodge ball, basketball, whiffle ball
- Play tag!
 - Freeze tag, Sharks & Minnows, Frisbee tag, Red Light - Green Light, Red Rover
- Race!
 - Potato sack race, spoon race with eggs or jelly beans, three-legged race, wheelbarrow races
- Create an obstacle course through a nearby playground or indoors with jump-ropes and juggling items.
- Organize a "dance off" game or competition; play musical chairs with the younger kids.

Online Resources

- USDA Summer Food Service Program website: www.summerfood.usda.gov
- USDA Team Nutrition Resources A to Z:
<http://teamnutrition.usda.gov/library.html>
- Let's Move Campaign: <http://www.letsmove.gov/programs>
- American Library Association's Great Websites for Kids: <http://gws.ala.org/>
- Fun Attic Great Game List: http://www.funattic.com/game_list.htm
- Creative Kids at Home (art and science):
<http://www.creativekidsathome.com/activities.shtml>
- Highlights Kids' Magazine: <http://www.highlights.com/>
- Educational Worksheets: <http://www.tlsbooks.com/kidspagearchive.htm>

A thank you to these publications for helping us develop this guide!

- Oregon Hunger Relief Task Force, *A Summer Food Guide*, 2009.
- Massachusetts Department of Elementary and Secondary Education's Child Nutrition Outreach Program at Project Bread, *Summer Food Service Program Sponsor Tool Kit 2nd Edition*.
- USDA FNS, *A Guide to Starting the Summer Food Service Program in Your Community*, 2010.

For more information about SFSP
visit www.SummerFoodColorado.org or call (720) 328-1284.

Group Games

Bob the Weasel

Duck, Duck, Goose

Heads Up, Seven Up

Human Knot

I Spy

Red Light, Green Light

Red Rover

Shoe Mix Game

Simon Says

Snake in the Grass

Steal the Bacon

Source: www.greatgroupgames.com

Bob The Weasel

Summary: Simple circle game, in which the person in the middle has to find a hidden object.

Goal: Don't end up in the middle of the circle.

Preparation:

- A small object (marble, ring, coin)

How to Play Bob the Weasel:

1. Have all the kids create a circle, facing inwards. Choose one person to be "Bob the Weasel." The person needs to stand in the middle of the circle.
2. Explain the rules: The object will be passed from person to person behind their backs. Everyone in the circle needs to say "Bob the Weasel... Keep it Going... Keep it Going" while pretending to pass the coin behind their backs to the next person's hand, to trying to fool "Bob." The coin can be passed in different directions. Bob will have to guess who has the object.
3. Ask Bob to close his/her eyes. Spin "Bob" around in circles. Have the kids start chanting and passing the object. After a few seconds, tell "Bob" to open his/her eyes and try to guess who has the coin.
4. The game continues until "Bob" guesses the correct person with the coin. The person with the coin gets to be the next person in the middle.

Duck, Duck, Goose

Summary: Great classic circle game for kindergarten and first graders.

Goal: Don't end up in the middle of the circle.

How to Play Duck, Duck, Goose:

1. Have all the kids sit in a circle, facing inwards. Select one volunteer to be "it."
2. The person who is "it" starts the game by walking on the outer circle and tapping each person's head. The person names each person as "Duck", "Duck", "Duck" until he or she selects one person and names him or her as a "Goose."
3. Once named a Goose, the "Goose" must get up to chase the first person around the outer circle and try to tag him/her. If the "Goose" tags the person who is "it," the "it" person sits in the middle of the circle. If the "it" person sits down in the "Goose's" spot before he or she gets tagged, the "Goose" is now "it" and starts a new game by walking on the outer circle.

Heads Up, Seven Up

Summary: Classic game to play in the classroom!

Goal: Guess the person who presses your thumb.

Preparation:

- Best played in a classroom with desks

How to Play the Heads Up, Seven Up:

1. Ask for seven volunteers. Have the volunteers stand in front of the room.
2. Say "Heads down, thumbs up." The children who were not selected cover their eyes with their arm and put their heads down on their desks, with one thumb sticking up.
3. Once everyone's heads are down, each volunteer must go up to a person, secretly press their thumb, and walk back to the front of the room.
4. After the volunteers return to the front of the room, say "heads up, seven up!" Ask the seven children whose thumbs were pressed to stand up. Each child must guess which volunteer pressed his or her thumb. If the person is correct, then the volunteer sits down and the winner takes the volunteer's place in the front. If the person is incorrect, then the volunteer remains at the front of the room.
5. The game continues again with the new set of volunteers.

Human Knot

Summary: As a team, untangle yourselves to form a full circle again.

Goal: Work together to become a circle again.

How to Play The Human Knot Game:

1. Arrange everyone to be in a large circle. When you say "go," everyone needs to join hands with another person across the circle.
2. The object of the game is to work together to untangle everyone to become a large circle. Everyone's hands must be joined with the other person at all times. This may require some outside help/consulting and coordination, as well as a bit of climbing, etc. This game requires people to be close to each other.

*Note of caution: This game requires people to be in close proximity with each other- be sure that everyone is okay with being close to one another.

Variation:

- If the group is unable to fully untangle themselves after 10 or 15 minutes, let one person unlink and rejoin their hand with someone else's (the other two people need to join hands). The group can strategize and decide who they'd like to unlink/rejoin.

I Spy

Summary: Find the secret object in the room!

Goal: Identify the object in the room.

How to Play the I Spy Game:

1. Have everyone sit down in a group.
2. Look around the room and pick an object. Say the phrase "I spy something..." and describe one feature about the object (for example, "I spy something blue").
3. Have each of the kids guess what the object is. If no one is able to identify the object, say the phrase again and say another feature. Repeat until someone guesses the object.
4. The first person to guess the object wins the game. Have the winner start a new round of "I Spy".

Variation:

- This game can be played quickly in the car to pass time.

Red Light, Green Light

Summary: Run when the person says green. Freeze if the person says red!

Goal: Be the first person to tag the person in the front.

Note: Before playing, let everyone know the boundaries of the playing/running area. If anyone exceeds those boundaries, they will automatically be out of the game.

How to Play Red Light, Green Light:

1. Start the game out as being the person at the front. Have the kids line up on the other side of the room.
2. Rules of the game: If you turn your back and say "green light," the kids try to run and tag you. If you jump to face forward and say "red light," then the kids have to freeze- if you see anyone moving while there's a "red light," you need to call the person by name and they have to start over from the beginning.
3. The first person to tag you is the winner of the game- this person can be "it" and be in front of the room to start a new game.

Variation:

- To make things more interesting, you can ask the kids to hop on one foot, crab walk, jump backwards, skip, or other actions to reach you.

Red Rover

Summary: The more the merrier for this game where a runner tries to break through the opposing line.

Goal: To be the team with the most players when the time is up.

How to Play Red Rover:

1. Divide the kids into two groups and have them line up, holding hands tightly. The two groups face each other about 20 feet apart.
2. Each side has a caller. The caller from one side shouts, "Red Rover, Red Rover send [name] right over." If Sally's name has been called, she runs to the opposite side, aiming for what she thinks will be the weakest connection. Her goal is to break through the line. If she succeeds, one person from the opposing side must return with her and join her ranks. If she fails, she joins the caller's side.
3. The caller from the opposite side then shouts, "Red Rover . . ." and the process continues. Players can devise sneaky running strategies and use psychological tactics to spice up the game. Whichever side has the most players at the end of the playing time wins the round.

Shoe Mix Game

Summary: Find your shoes from the pile as quickly as possible!

Goal: Find your shoes and run back to the line.

Preparation:

- You'll need to play in an area where everyone can easily run around barefoot.
- Limit the playing/running area to certain boundaries. If anyone exceeds those boundaries, they must automatically sit down for the rest of the round.
- Use masking tape to mark a starting line.
- You'll need a watch or timer to keep track of time.

How to Play Shoe Mix Game:

1. Ask everyone to take off their shoes and put them in a huge pile in the middle.
2. Shuffle all the shoes in the pile.
3. Have everyone line up at the starting line. Once you say "go," everyone needs to rush and try to find their own shoes. Once they find their shoes, they need to put them on and run back to the line.
4. Time the event from "go" to "finish." See if the group can improve their previous record time.

Simon Says

Summary: Simple game of following orders, as long as "Simon says!"

Goal: To be the last person in the game, not tricked by Simon.

How to Play Simon Says:

1. One person plays Simon, and the others stand facing him. Simon instructs the others to perform an action by saying, "Simon says, do this," then demonstrates what is to be done. The other children must imitate Simon.
2. If Simon only says "do this" while showing the action, the other players are not supposed to imitate their leader. Anyone who does so then steps out of the game. Players must also step out if they fail to imitate a certain action when they're supposed to.
3. Simon's strategy is to get the game moving so quickly that the players fail to notice when he just says "Do this" before demonstrating an action.

Snake in The Grass

Summary: Avoid the snakes or become one of them! To be played in a soft carpeted area or on the grass.

Goal: To be the last person in the game (left untagged).

Preparation:

- Everyone needs to take off their shoes.
- Set boundaries for the carpeted area.

How to Play Snake in the Grass:

1. Pick two volunteers. These volunteers will be the “snakes” for the game. The “snakes” have to get on their hands and knees. Explain the rules.
2. “Snakes” can only crawl with their hands and knees. The purpose of the game is to not be tagged by the “snakes.” If a “snake” tag someone, the person becomes a “snake.” Everyone can only run within the carpeted area boundaries. If someone runs out of the boundaries, they automatically become a “snake.”
3. To start the game, everyone else needs to use one finger to touch the “snakes.” Once you say “Snake In the Grass”, the game begins and everyone can run around. The last person standing wins the game.

Steal the Bacon

Summary: Your mission is to steal the bacon. But watch out or else your enemy might steal it instead!

Goal: When your number is called, be the first person to grab the object in the middle and run back to your line untagged.

Preparation:

- An object that can be grabbed (ball, shoe, etc.)

How to Play Steal the Bacon:

1. Split everyone into two equal teams. Arrange the teams into two parallel lines about 15 - 20 feet from each other, facing each other. Place the object in the middle, between the two teams.
2. Ask everyone to remember their numbers- Go down one line and assign each person a number (in sequence, starting from one), then go down the opposing team and assign each person a number (in sequence, starting from one). Each person should have the same number with a person on the opposing team.
3. The object of the game is to be the first person to grab the object if your number is called and bring it back to your team's line untagged. As soon as you touch the object, the other person has the opportunity to tag you. If the other person tags you, then no one gets the point.
4. Begin the game by calling a random number. If the person brings the object back to their side untouched, the person gets a point for their team. If the person grabs the object and is tagged, neither team gets a point. The team that reaches 15 points wins the game.

Variation:

- Along with calling random numbers, you can say "all even numbers" or "all odd numbers".
- If you want to have an educational twist, you can call numbers that can be divided by the players' numbers (for example: if you call 12, the numbers 1, 2, 3, 4, 6, and 12 can try grabbing the object)
- You can change the rule of having a "tagger" earning a point for their team of he/she tags an opponent with an object, instead of neither team winning the point.

Sport & Fitness Activities

Blob Tag

Capture the Flag

Dodge Ball

Everybody's It

Fitness Challenge/Fitness Dice

Freeze Tag

Kickball

Kick the Can

Wheelbarrow Races

Blob Tag

Target Age Group: 5 and up

Time: 15 – 20 minutes

Supplies: None

***Note:** Before playing, let everyone know the boundaries of the playing/running area. If anyone exceeds those boundaries, they will be part of the Blob.

Directions:

1. Pick three volunteers. Have the volunteers line up in the front and hold each other's hands. These volunteers will start off as the Blob and must hold hands at all times.
2. The purpose of the game is to not be touched by the Blob. If a person is touched by the Blob, the person becomes part of the Blob and must hold hands with a person on either end.
3. The Blob tries to tag everyone while running together and holding hands. The last person standing wins the game.

Capture the Flag

Target Age Group: 6 and up

Time: 30 – 45 minutes

Supplies Needed: 2 cloth flags or any items to serve as “flags”

*This game is best played outside, in a space with trees and areas of cover.

Directions:

1. Divide into two teams of three or more people.
2. Divide territories for the teams. Streets, trails, creeks and fence lines all make good border markers. Each team needs to define their “jail” somewhere within their territory. Each team’s jail must be well marked.
3. Agree on two items to serve as “flags.” They should be brightly colored and a foot or two across. Once the flag is hidden it cannot be moved.
4. Explain the rules of the game:
 1. Each team “hides” their flag somewhere in their territory. It must be at head height and visible from 20 yards away on at least one side.
 2. The goal of the game is to sneak across the border, find and capture the enemy’s flag, and bring it back across the border to a team’s own side.
 3. If any player is tagged on the enemy side, that player must go to the enemy’s “jail.” Anyone in jail is not allowed to yell information back to their side.
 4. A player can get out of their enemy’s jail if they are tagged by a member of their own team.
 5. Anyone defending their flag must be at least 10 feet away from it at all times. Note that if everyone is closely guarding the flag it will be easy for the opponents to find out where it is.
5. Have teams divide into groups of attackers and defenders. Attackers sneak across into enemy territory to find and steal the flag, and to set free members of their team who might be in the enemy jail. Defenders stay on their own side to defend the flag, tag opponents, and guard their jail. Attackers and defenders can switch jobs as needed.
6. Play until one team successfully captures the other team’s flag and brings it back to their own side of the border. The flag must be carried across the border, not thrown.

Dodge Ball

Target Age Group: 8 and up

Time: 30 – 45 minutes

Supplies Needed: 15 large playground balls

*Must be played in a gym or enclosed space.

Directions:

1. Line up all of the playground balls on the center line of the gym.
2. Arrange everyone into two teams. Line the opposing teams on both sides of the gym. The teams cannot cross the middle line to the opponent's side.
3. Explain the ground rules:
 - a. If a person goes beyond basketball court boundaries, crosses the middle court line, or is hit by a ball, the person is "out" and needs to form a line off the court for his or her team. If a person catches a ball, the first person in the team's "out" line gets to go back into the game.
 - b. If a person tries to catch a ball and fails, that person joins the "out" line. If someone throws a ball at someone's head, the thrower is automatically "out". A person can block by holding a ball and deflecting oncoming balls. The surviving team that eliminates everyone from the other team wins the game.
4. As soon as you say "go", each team runs to the middle to retrieve a ball. At the end, the surviving team wins the game.

Everybody's It

Target Age Group: 5 and up

Time: 15 – 20 minutes

Supplies: None

Directions:

1. Define the area of play. Ask everyone to spread out evenly in the playing area.
2. Once you say "go," everyone tries to tag each other. If one person tags another person, the tagged person must sit down for the rest of the game. However, if two people tag each other at the same time, they both have to sit down.
3. The game continues until all but one person is eliminated. The last person standing wins the game.

Fitness Challenge/Fitness Dice

Target Age Group: All Ages

Time: 15 minutes

Materials Needed: One pair of Fitness Dice

OR

2 Sheets of paper

Pen

Scissors

2 cups, or any 2 containers that can hold the pieces of paper

Directions:

1. On one piece of paper write the numbers: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21. Cut up the numbers and place them in a cup or bowl where a child can easily pick one out.
2. On the second sheet write the following fitness activities.
 - a. Push-ups
 - b. Sit-ups
 - c. Jumping Jacks
 - d. Arm Circles
 - e. Toe touches
 - f. Fast Clap
 - g. Imaginary hula hoop (hip swing)
 - h. March in Place
 - i. Unique Dance Move
 - j. Squats

Cut up the activities and place them in the other cup.

3. Ask for a volunteer to come up and choose one slip of paper from the numbers cup, and one activity from the activities cup.
4. Have all the participants do the chosen activity for the chosen amount of times. For example, if the volunteer chooses 13, and Push-ups, then everyone does 13 push-ups.
5. Do not return the used slips to the cups. Have a new volunteer come up and choose a new number and activity. Continue until all 10 pairs have been completed and congratulate everyone for completing the Fitness Challenge!

*If you have a pair of Fitness Dice simply roll them 10 times, completing each activity, to achieve the same goal.

Freeze Tag

Target Age Group: 5 and up

Time: 15 – 20 minutes

Supplies: None

Note: Before playing, let everyone know the boundaries of the playing/running area. If anyone exceeds those boundaries, they will automatically become frozen.

Directions:

1. Ask for two volunteers*. These two people will be "it."
2. When you say "go," the people who are "it" will try to tag as many people as possible. If one of volunteers tags another person, the tagged person is frozen (and needs to stand still) in his or her place. The only way to "unfreeze" a person is to have an active unfrozen person tag a frozen person. If a person becomes unfrozen, he/she can run again.
3. The people who are "it" try to freeze the entire team. If the volunteers freeze the entire team, the volunteers win. If at least one person remains unfrozen by the end of 3 minutes, then the team wins and you can choose two different volunteers.

*You can have more volunteers, depending upon the size of your group. You can also add more people who are "it" as the game progresses.

Kickball

Target Age Group: 5 and Up

Time: 30 – 45 minutes

Supplied Needed: One large playground ball or kickball
4 bases or mats that can be used as bases

Directions:

1. Set up the field as you would for baseball; placing the mats (or whatever you are using to mark the bases) at home base, 1st base, 2nd base and 3rd base.
2. Split the group into two teams. The team starting in the field should take positions close to the bases, with a couple people in "outfield." They can designate a pitcher or the adult game organizer can pitch. The team up to kick first can line up behind home base.
3. Explain the rules of the game:
 - a. The ball is rolled towards home plate, and the player who is up (kicking), tries to kick the ball. If the ball is caught in the air, the kicker is out. A player is also out if the ball is thrown at them, and hits them while they are not touching a base.
 - b. If a thrown ball misses them, they may only run to the next base, which is known on the kickball field as the "one base on an overthrow" rule. Also similar to baseball, if the ball is thrown to the first base man, and it is caught by the first base man while he/she/it is touching first base, the player running to first base is out. This is known as a "forced out" in that the runner was forced to run to that base. A "forced out" can occur on any base that a runner is forced to run to.
4. Once a team gets 3 outs, the teams switch sides. A team gets one point for having a runner make it all the way around the bases and back to home base.
5. Usually the game is played for 3 - 6 innings depending on time available.

Kick the Can

Target Age Group: 10 and up

Time: 15 – 25 minutes

Supplies Needed: One empty (and clean) can or water bottle

Directions:

1. Ask for four volunteers and designate them to be "it" (Note: You can change this number based on the overall number of people playing). The people who are "it" must protect the can from being knocked over or kicked. If the can is kicked, then the people who are "it" lose the game.
2. Everyone else tries to knock over or kick the can. If a person who is "it" tags them at any time throughout the game, the person is out of the game.
3. If someone manages to "kick the can", everyone else wins the game. If the people who are "it" manages to tag everyone, then they win the game. If the people who are "it" also manages to protect the can for 15 minutes, they win the game.

Variation: If you have a large group, you can designate more people to be "it" and have multiple cans around the field. No one can move the cans after you've set the cans down.

Wheelbarrow Racing

Target Age: 6 and up

Time: 10 – 15 minutes

Supplies Needed: None

Directions:

1. Divide the participants into pairs.
2. Determine a starting line, and a turn-around line about 30 feet away.
3. On “Go” one person of each pair gets into a push-up position with their feet shoulder width apart. The other person grabs their ankles and the pair “walk” in a wheelbarrow formation to the turn-around line.
4. At the turn-around the pair switches positions, and the person who was walking on their hands is now holding the ankles of their teammate. They return to the starting line as quickly as possible.
5. The first pair back to the starting line wins the race.

Relay Variation: For a group of 12 or more, divide the group into two teams. Have each team put forth one pair to start, and when that pair returns to the starting line have them tag off with the next pair in their team. The first team to get all pairs back to the starting line wins.



Enrichment/Educational Opportunities

1. Partner with the local library to host a storytelling event for your participants.
2. Hold a coloring contest with a small prize for the winner. Display the finished artwork at your site.
3. Have the local fire department bring the fire truck to your site. Ask the firefighters to talk to the kids about fire safety.
4. Hold a Cooking Matters demonstration at the site. Teach the kids about food safety and nutrition. Use the Cooking Matters "Exploring Food Together" curriculum.
5. Ask a local celebrity (mayor, news anchor, weather man, principal, athlete, etc.) to come and eat lunch with the kids. Ask the person to share their story.
6. Partner with a zoo, local farm, pet store, or the Department of Natural Resources to bring in animals to teach about the importance of protecting wildlife and their habitats.
7. Create a reading program for the kids at your site. Make a chart to keep track of reading minutes or books read. Offer incentives for reaching reading goals.
8. Have a local band come perform music during lunch. Consider high school bands, children's chorales, and local music groups.
9. Bring in several different kinds of art supplies and have the children each create an original work of art. Hold an art show featuring the children's work.
10. Invite business leaders and members of the community to a Career Day at your program.
11. Ask the local cheerleading or dance squad to come and perform at your site. Ask them if they can teach your kids a summer cheer.
12. Have a magician visit your site.
13. Use a bed sheet and cloth paints to have kids create a unique Summer Food banner for your site. Hang the banner all summer on days of food service.
14. Have a raffle drawing for special prizes on the first day of food service and the last.
15. Contact Lowe's or Home Depot to coordinate a Kids Workshop at your site.
16. Ask a local yoga instructor to come to the site and teach the kids yoga.
17. Have a theatre group or acting company come and perform for the children at your site. Ask them to give the kids some acting tips.
18. Invite a clown or comedian to visit your site to teach the kids some jokes.
19. Have a balloon artist come and make balloon animals for the children.
20. Arrange a visit from a local mascot.
21. Ask a docent or curator from the local museum to come and talk to kids about the local history. See if they can bring any artifacts with them.

Art and Craft Projects

Found Object Collage

Paper Bouquet

Personalized Notebook

Plant Pals

Recycled Carton Wallet

Rock Painting

Tiny Easel

Water Bottle Bird Feeder

Printables: Photocopy these fun activity sheets for easy entertainment!

Donald's Dizzying Maze

Bear on the Run

Swan Swim Maze

Find Robot Bro

Beach Boardwalk Word Search

Fourth of July Scrambler

Lady and the Tramp Coloring Page and Maze

Pirate's Cove Coloring Page

Buggy Summer Coloring Page

Going Buggy Tic-Tac-Toe

Fun with Food Puzzle Book (4 pages, print and staple together)



Found Object Collage

Target Age Group:
Preschool and up

Time:
1 hour

Supplies Needed:
Nontoxic white glue
Sturdy shoe box lids
Found objects such as leaves, peanuts,
pine-cones, dry pasta, bottle caps,
and popsicle sticks

Directions:

To make a collage, give children a squeeze bottle of white glue and let them glue objects in layers on the shoe box lid. Be sure to let the collage dry flat before hanging.

Variation: Once the collage is fully dried it can be artistic and fun to take tempera paint and paint over all the objects with a single color. This makes it exciting to try to guess what the objects are underneath.

Paper Bouquet

Target Age Group:
Preschool and Up

Time:
30 minutes - 1 hour

Supplies Needed:
Clear tape
Bamboo skewers
Scissors
Glue stick
Colorful construction paper or cardstock



Directions:

1. Have children choose several pieces of paper in colors that they like and draw different kinds of flowers on them. Encourage daisies, roses, daffodils, tulips, sunflowers, lilies, and poms.
2. Have the children cut out their flowers and embellish them by adding pieces in different colors to the centers or leaves.
3. Tape the completed flowers to the ends of the bamboo skewers. Arrange the flowers in an empty and clean milk carton, water bottle, or vase.



Personalized Notebook

Target Age Group:
5 and up

Time:
30 minutes

Supplies Needed:
Brown paper bags
Glue sticks
Pencils
Scissors
Blank notebooks
Construction paper
Markers

Scrapbooking paper with designs (optional)

Directions:

1. Trace a notebook onto a paper bag. Cut out the shape and use a glue stick to adhere it to the front of the notebook.
2. Cut shapes from the decorative papers and arrange them on the notebook, adhering them with a glue stick. Use markers to add embellishment.

Variation: To add dimension to your collage, bend up the edges of your shapes before gluing them to the cover. Use this method to create a flower with pop: glue petaled circles in a stack from largest to smallest.

Plant Pals

Target Age Group:
Preschool and up

Time:
1 hour

Supplies Needed:

9 ounce plastic cups

Potting soil

Quick sprouting grass seeds
(such as rye)

Decorations, such as office dot
stickers, markers, and ribbons



Directions:

1. Fill the cup halfway with soil. Divide the remaining soil in two, then have children measure the seeds and stir them into one of these halves. **Tip:** To speed germination, you can first soak the seeds in water overnight.
2. Spoon the seed-filled soil into the cup, then top it with the remaining soil (this final layer should be about 1/8 to 1/4 inch deep). Water the soil well.
3. Let children decorate their cup with stickers and markers. Finally, leave the plant in a warm, sunny spot to sprout. Water as necessary to keep the soil about as wet as a damp sponge.

Carton Wallet

Target Age Group:

7 and up

Time:

1 hour

Supplies Needed:

Wallet Template

Ball point pen

Ruler

Scissors

Paper towels

Tape

Butter knife (or craft knife if preferred)

½ Gallon milk or juice cartons, with plastic caps



Directions:

1. Cut open the carton so it lies flat, as shown; put aside the cap for now. Dry the inside with the paper towels. Tape the [template](#) on top of the carton so that the top circle lines up with the spout. Mark the outline of the template with a ballpoint pen. Using firm pressure, trace the lower circle and the dotted lines of the template so that they transfer to the carton. (This will score the lines for easier folding.) A ruler will help you mark the straight lines. Cut out the shape from the carton.



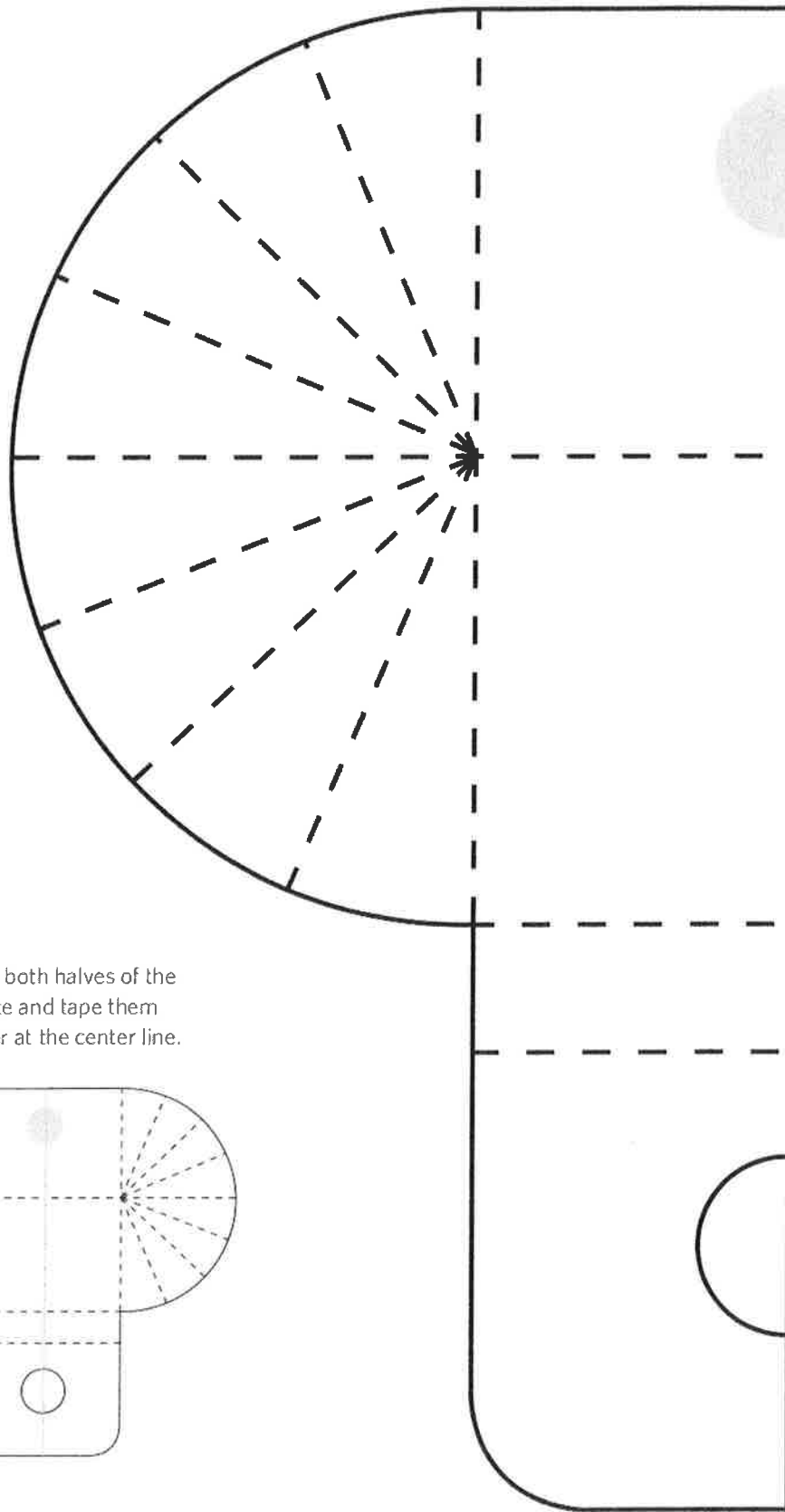
2. Use scissors to cut out the lower circle as marked. (Tip: To make cutting out the circle easier, first make an X with a craft knife.) Use a ruler and a butter knife to further score the fold lines.

3. Following the fold lines you marked, create an accordion fold on each side of the wallet.

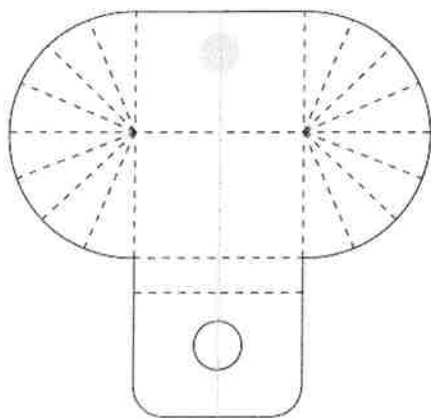
4. Tightly squeeze the accordion folds. Fold the top flap down, pushing the spout through the hole. Screw on the cap to keep the flap in place.

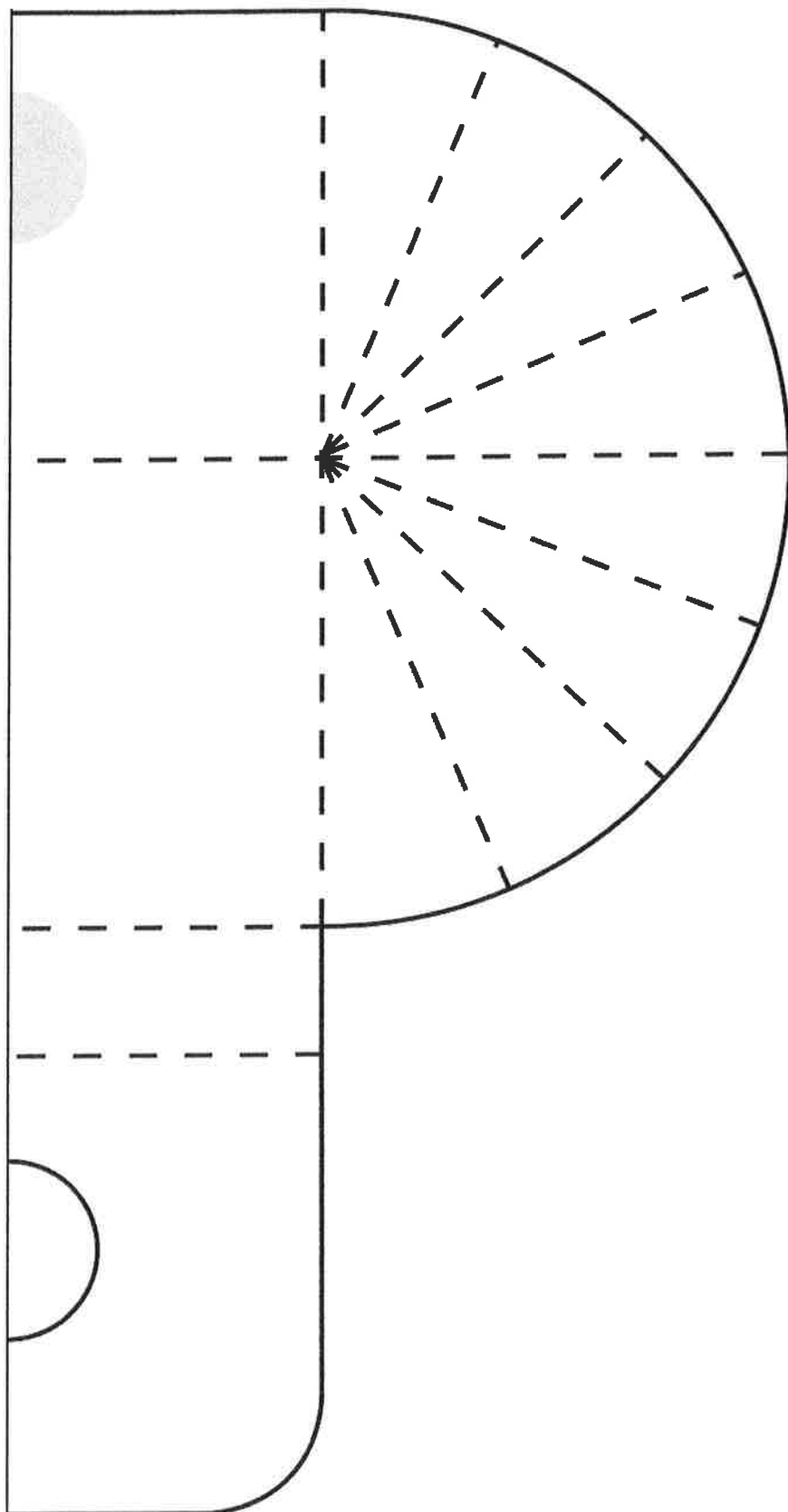


Source: www.spoonful.com.



Cut out both halves of the template and tape them together at the center line.





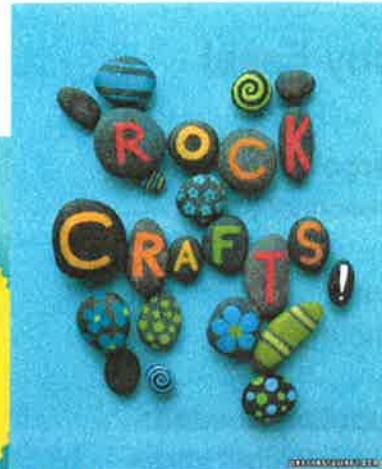
Rock Painting

Target Age Group:
Preschool and up

Time:
1 hour

Supplies Needed:

Smooth rocks
Paper towel
Pencils
Tempera or acrylic paints
Paint brushes
Paint pens (optional)



Directions:

1. Have children find rocks of all sizes that are smooth.
2. Wash and thoroughly dry all rocks.
3. Have kids draw designs on their rocks in pencil.
Encourage rock animals; flowers for gardens;
dominoes; or rocks with words, names, or quotes on them that can be used as
paperweights.
4. Once their designs are done in pencil, have the children paint their rocks with
vibrant colors. Paint pens can be used for fine details like eyes or quotes.
5. Let the rocks dry completely before playing with them.

Tiny Easel

Target Age Group:

Preschool and up

Time:

1 hour

Supplies Needed:

Popsicle/craft sticks

Acrylic paint

Cardstock

Glue

Pencils

Paper strips

Markers

White paper



Directions:

1. Paint the 4 craft sticks and let them dry.
2. Glue a card stock triangle hinge (A) to three of the sticks, leaving a space between the front two sticks and the back stick, as shown (B).
3. Glue the fourth stick across the front to create a shelf (C) and use a pencil to prop it in place while the glue dries.
4. Bend the easel at the hinge and attach one end of a 2-inch paper strip to the shelf and the other end to the back stick for added stability.
5. Finally, using the markers and white paper, create a tiny work of art to display on the easel! Encourage children to try making a picture using only dots (Pointillism).





Bird Feeder

Target Age Group:
Preschool and up

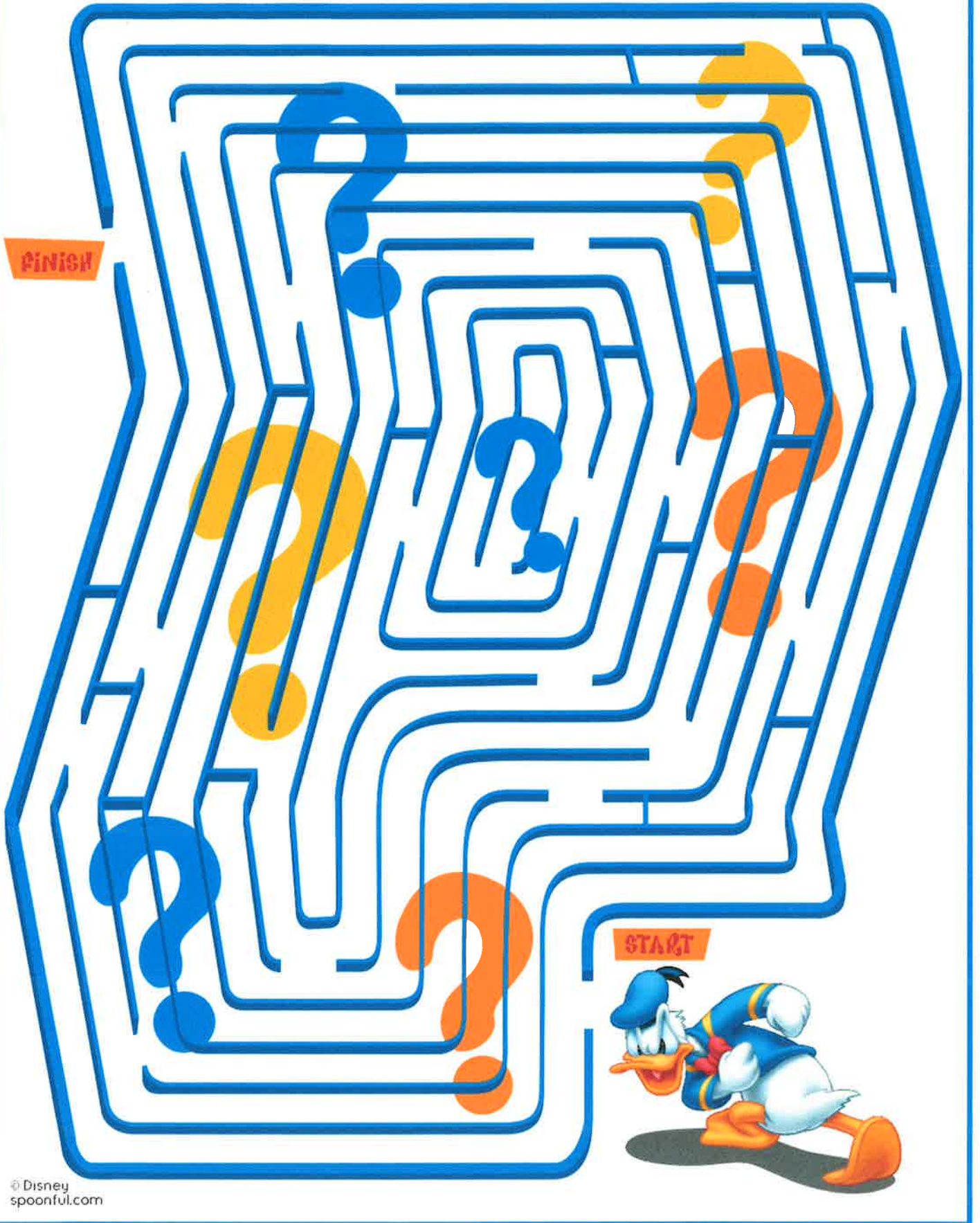
Time:
1 hour

Supplies Needed:
Clear 1 liter soda bottles
Craft Knife
Wooden Spoons
Small eye screws
Length of twine for hanging

Directions:

1. Start by drawing a 1/2-inch asterisk on the side of a clean 1-liter soda bottle, about 4 inches from the bottom. Rotate the bottle 90 degrees and draw another asterisk 2 inches from the bottom. Draw a 1-inch-wide circle opposite each asterisk, as shown.
2. Use a craft knife to slit the asterisk lines and cut out the circles (an adult's job). Insert a wooden spoon handle first through each hole and then through the opposite asterisk, as shown.
3. Remove the bottle cap and twist a small eye screw into the top of it for hanging.
4. Finally, fill your feeder with birdseed, recap it, and use a length of twine to hang it from a tree.

Donald's Dizzying Maze
Help Donald find his way through the maze.



down for dinner. The problem: your li'l brother's room is a galactic mess and you'll

have to wade through a lot of his stuff in order to locate him.

Your mom asked you to find your little robot brother so that you can all sit

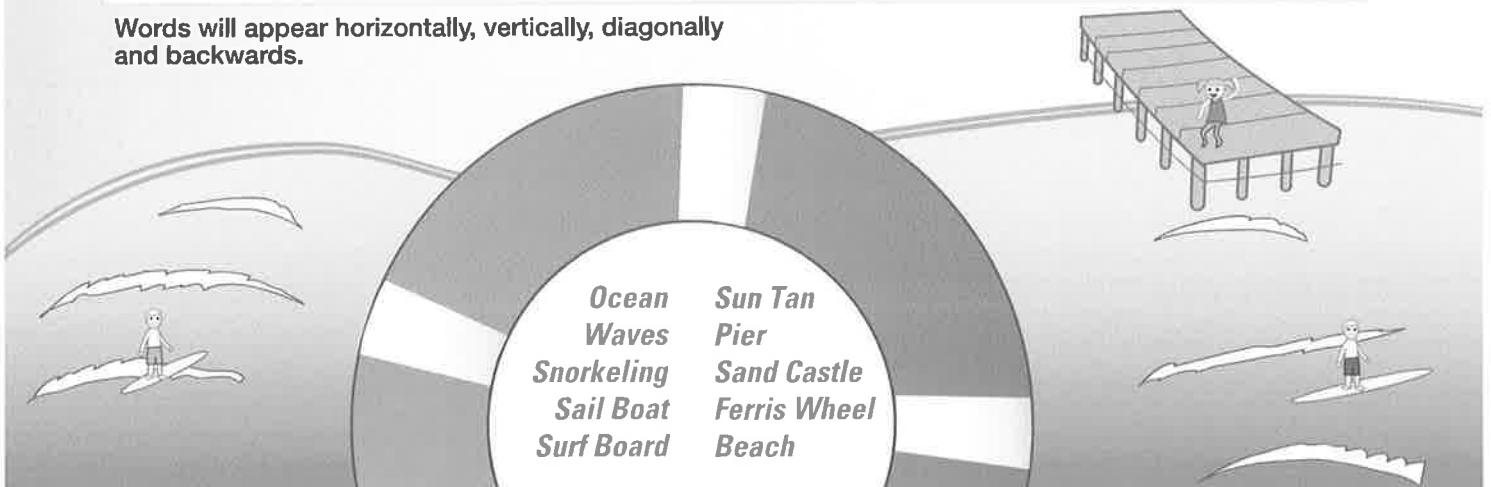


BEACH BOARDWALK WORD SEARCH



A	B	F	Q	Z	R	S	V	B	C	J	K	O	R
C	G	W	L	N	F	G	A	D	F	Z	P	G	S
D	P	P	R	I	E	S	U	N	T	A	N	N	A
M	B	I	S	U	R	F	B	O	A	R	D	I	I
Q	R	V	E	O	C	E	N	A	S	T	O	L	L
R	W	O	O	R	E	E	W	F	R	R	C	E	B
S	A	S	A	N	D	C	A	S	T	L	E	K	O
N	V	S	F	R	U	S	V	N	K	G	A	R	A
O	E	P	M	N	O	Q	E	S	P	L	N	O	T
E	H	C	A	E	B	M	S	A	C	J	W	N	H
F	E	R	R	I	S	W	H	E	E	L	Y	S	Z

Words will appear horizontally, vertically, diagonally and backwards.



<i>Ocean</i>	<i>Sun Tan</i>
<i>Waves</i>	<i>Pier</i>
<i>Snorkeling</i>	<i>Sand Castle</i>
<i>Sail Boat</i>	<i>Ferris Wheel</i>
<i>Surf Board</i>	<i>Beach</i>

Fourth of July Word Scrambler

Put on your thinking caps and unscramble all the patriotic words below.

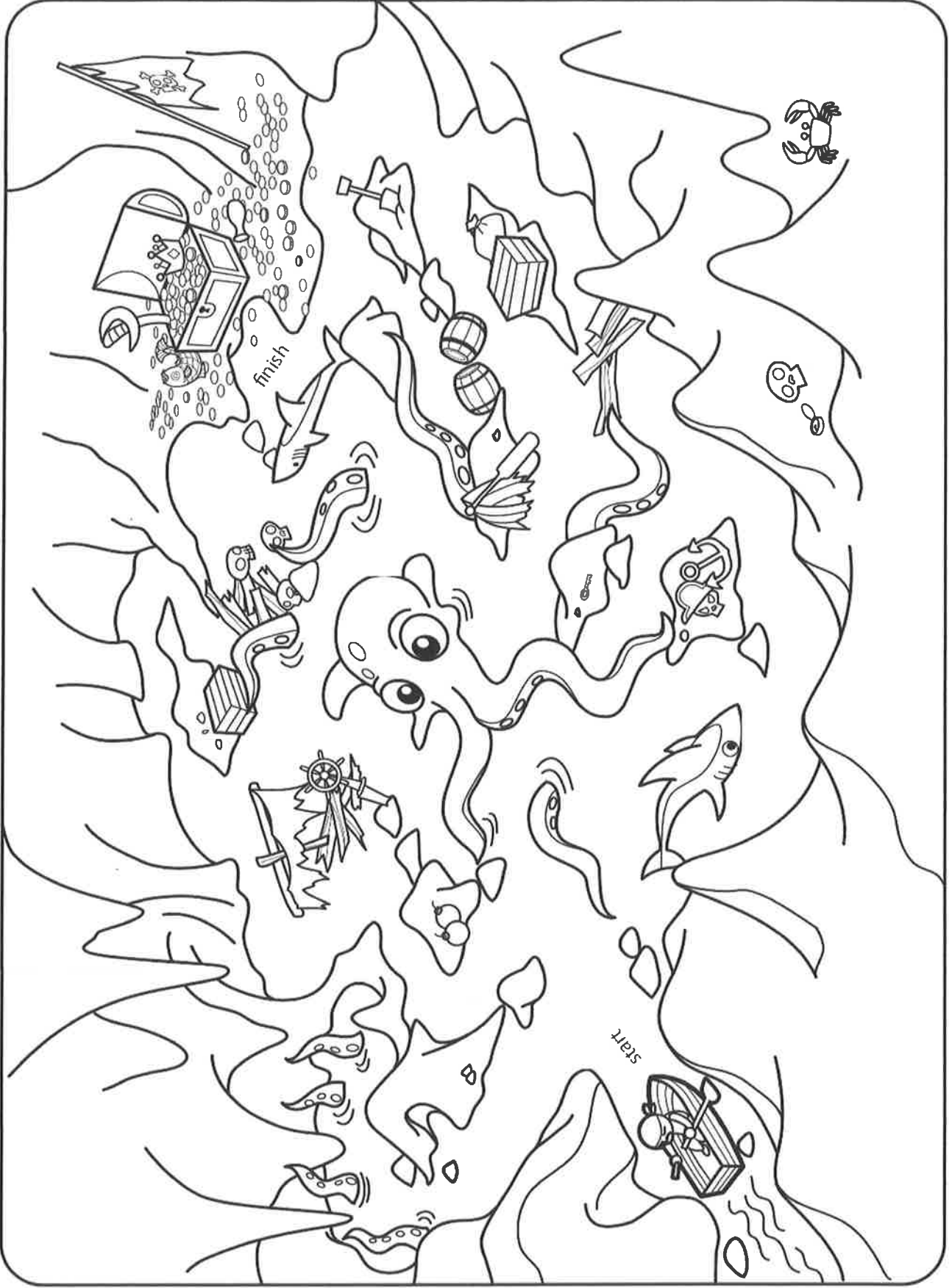
1. WESRIFOKR _____
2. RATS NEPLAGSD NANERB _____
3. GLAF _____
4. DRE, HIETW, DAN LUBE _____
5. REBACUBE _____
6. TOONTC DANYC _____
7. HACEB _____
8. SRARLEPSK _____
9. LUCEN MAS _____
10. CEPINEDENDNE YAD _____
11. REYILBT LEBL _____
12. BETAICERLON _____
13. DRAPAE _____
14. RTASS NAD PESRITS _____
15. DALN FO HET REFE _____
16. RIAAEMC THE FETBUAILU _____

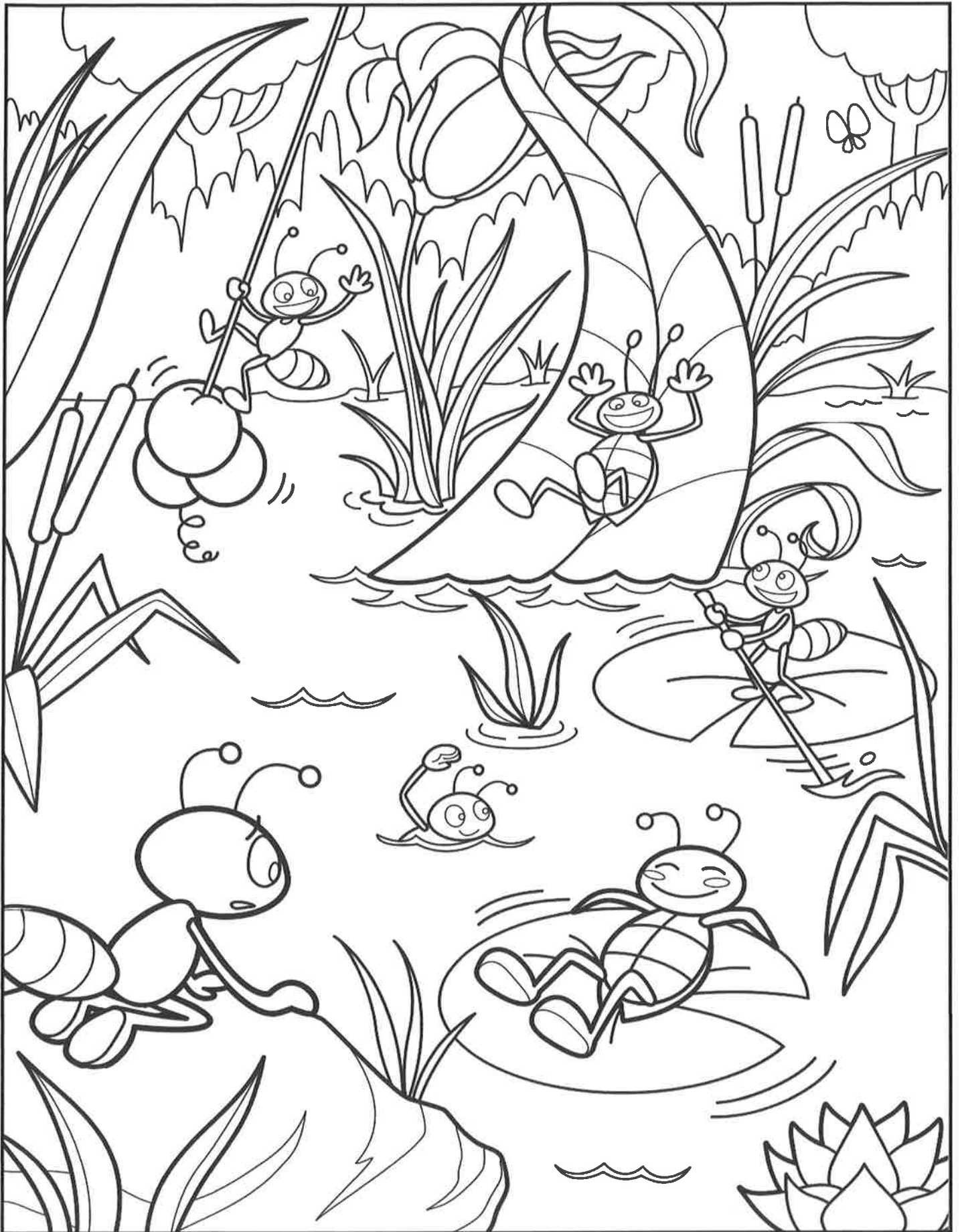
ANSWERS: 1. FIREWORKS 2. STAR SPANGLED BANNER 3. FLAG 4. RED, WHITE AND BLUE
5. BARBECUE 6. COTTON CANDY 7. BEACH 8. SPARKLERS 9. UNCLE SAM
10. INDEPENDENCE DAY 11. LIBERTY BELL 12. CELEBRATION 13. PARADE
14. STARS AND STRIPES 15. LAND OF THE FREE 16. AMERICA THE BEAUTIFUL



Pirate's Cove Maze

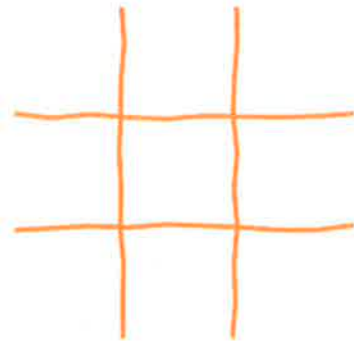
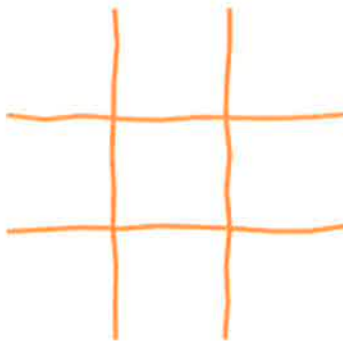
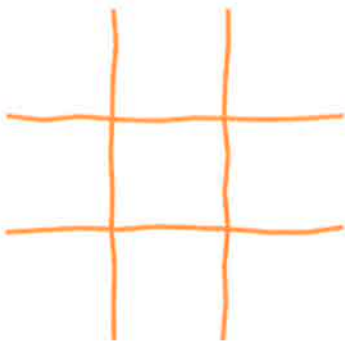
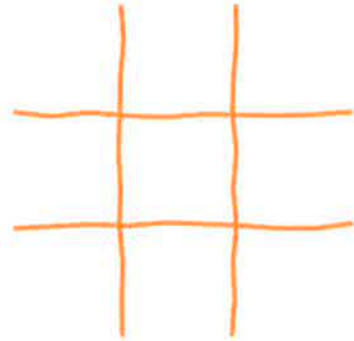
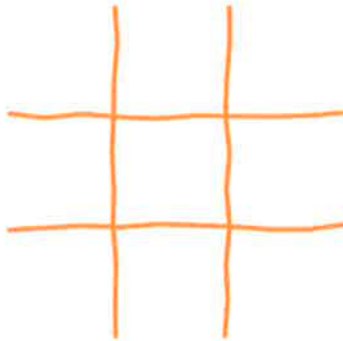
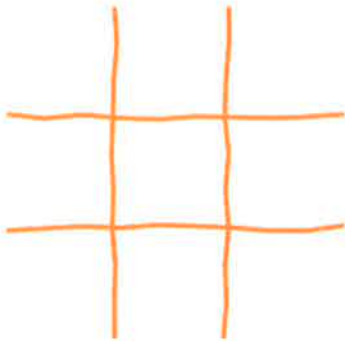
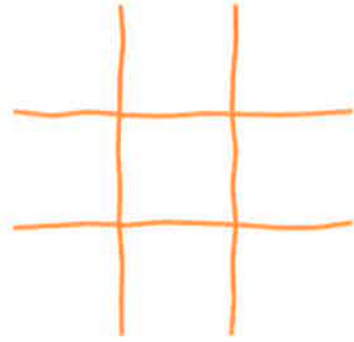
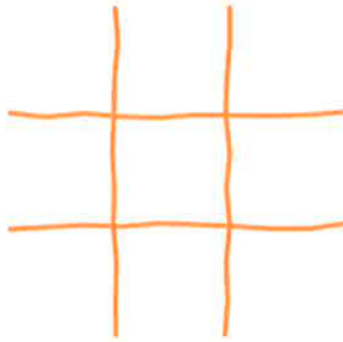
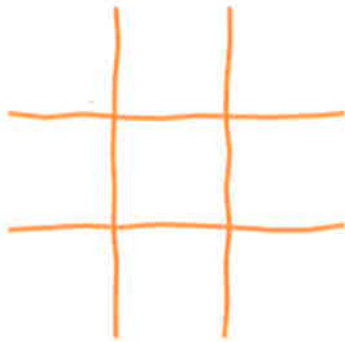
Arr! Help the pirate in the rowboat make his way to the treasure!

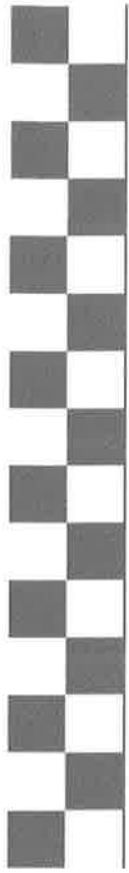




Going Buggy Tie-Tac-Toe Game

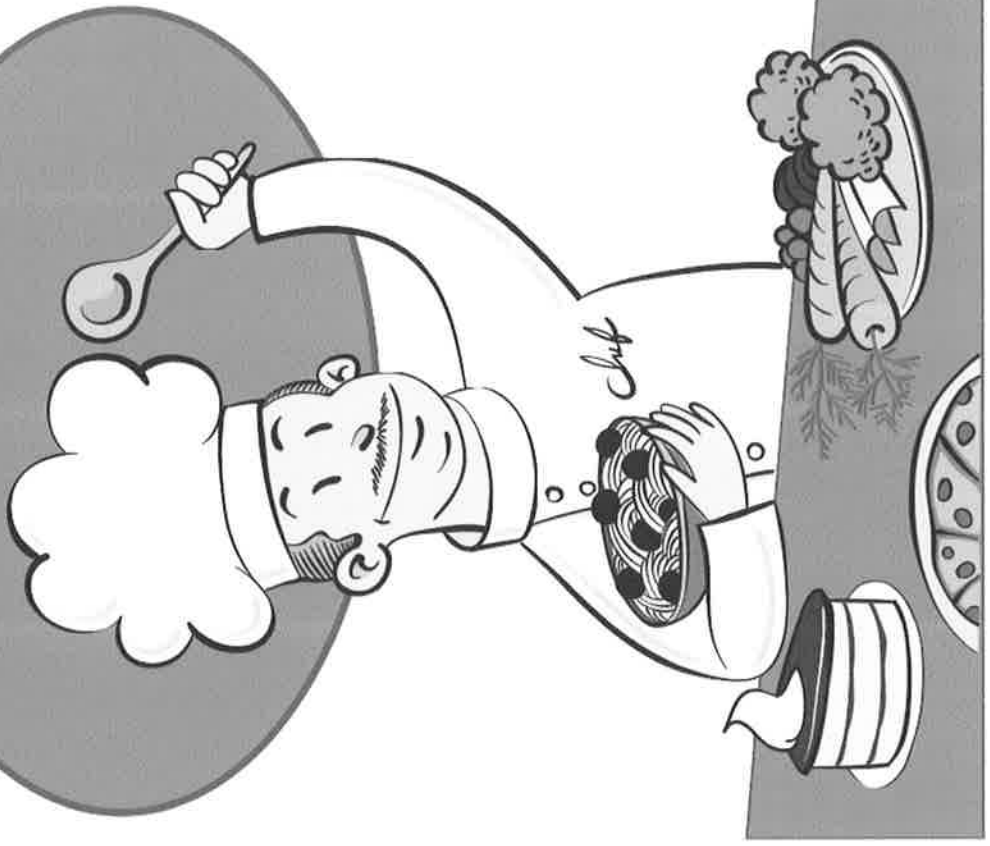
Be the first player to get three symbols (X or O) in a row – horizontally, diagonally, or vertically.





FUN WITH FOOD

Puzzle Book



★ Back-to-School ★ Activity Fun Pack



CAFETERIA MYSTERY SCRAMBLER

1. ELBAT labic
2. ATERW wayer
3. RCHAIS chairs
4. EUMN menu
5. PANKIN napkin
6. DOOF food
7. RESSDTE oessert
8. LNCUH LYDA lunch lady
9. YRAT tray
10. KILM milk
11. YLLUB bully
12. LPATE plate

Mystery Question: What's today's mystery meat?

LETTER 'C' WORD SEARCH

Z U C C R A N B E R R I E S A
 W H M E O S Y I X C H I B U V A R
 W T P D L E X P C H I C K E N
 C P H L X E J J Z I U U J N C
 A S M R B I R F W L S A V Q L
 S H N Z L N M Y F I U H S C G
 S Z N I W C L A M S V V N A T
 E C P G C O R N X X W A K P
 R C L H E F M D W Y O D D Y N P
 O L B O E T H D O M B Z P J K O
 E B B J S E A C O Q X K W E G K
 S L L E Q W C O C A V I A R P E
 L E J F L F B C A V I A R P E
 V R D L M O B A E L M L K F N

MYSTERY CROSSWORD PUZZLE

1	C	A	M	P	F	I	R	E
2	P	A	S	S	W	O	R	D
3	I	N	O	C	E	N	T	
4	N	E	G	A	T	I	V	E
5	R	E	I	N	D	E	E	R
6	R	E	L	A	T	I	V	E
7	A	M	E	R	I	C	A	N
8	T	E	A	S	P	O	O	N

9 10 11 12 13

B	I	R	D	S
P	A	R	I	S
L	A	C	E	S
C	O	L	O	R
A	L	I	E	N

FOOD MATCH SCRAMBLER

- GROUP A
1. GRNEE SGEQ Green Eggs
 2. KFARSN Franks
 3. MCA Mac
 4. SLAT Sall
 5. CSPIH Chips
 6. ESIOOCK Cookies
 7. EDSHMA TOASPOET Mashed Potatoes
 8. TNUEAP EBURTT Peanut Butter
 9. ASTTPHEGI Spaghetti

- GROUP B
1. AYGRV Gravy
 2. ACEMRV Cream
 3. EHSCEE Cheese
 4. PDI Dip
 5. LYJEL Jelly
 6. NEABS Beans
 7. ELASBTALM Meatballs
 8. REPEPP Pepper
 9. MAH Ham

INSTRUCTIONS

1. FOLD
ALL PAGES
IN HALF
PRINTED
SIDE OUT

2. INSERT
PAGES CREASED
SIDE OUT

3. STAPLE

Letter C Word Search

Find these foods that begin with the letter "c".

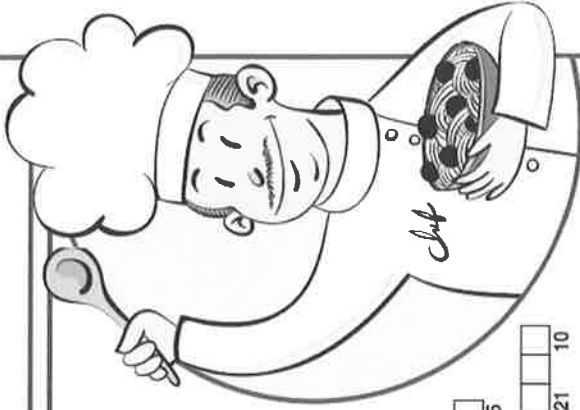


Z U C C R A N B E R R I E S A
 W H M E O S Y I X C B U V A R
 W T P D L X E J J F W L S A Q L
 C P H L R B I R M Y F I U H S C G
 A S H N Z I W C L O R N X W A K P
 S Z N I C G C O K A Z A D V R P E N
 E R C L H E F M D C H E R R I E S
 O L B O E T H D C O M B Z P J K O
 E B J S E A D O Q X K W E G K
 S L L E Q W C O Q X K W E G K
 L E J F L F E C A V I A R P E
 V R D L M O B A E L M L K F N

- | | | |
|----------|-----------|-------------|
| caviar | cake | cranberries |
| chili | chicken | celery |
| cherries | casserole | cobbler |
| clams | cheese | corn |

Cafeteria Mystery Scrambler

Unscramble these words that you might see in the school cafeteria to solve the mystery phrase.



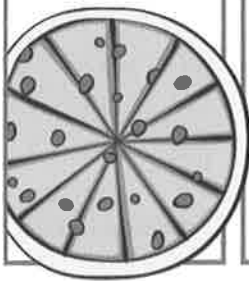
1. ELBAT □ □ □ □
4 3
2. ATERW □ □ □ □ □
1 6
3. RCHAIS □ □ □ □ □ □
2 5
4. EUMN □ □ □ □ □
12 16
5. PANKIN □ □ □ □ □ □
9
6. DOOF □ □ □ □ □
7 8
7. RESSDTE □ □ □ □ □ □ □ □
11 14 15
8. LNCUHYLYDA □ □ □ □ □ □ □ □ □ □
21 10
9. YRAT □ □ □ □ □
17 13
10. KILM □ □ □ □ □
19
11. YLLUB □ □ □ □ □ □
18
12. LPATE □ □ □ □ □ □ □ □
22 20

Mystery Question: □
 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22



Mystery Crossword Puzzle

Unscramble these food-themed words and then pair them up with their mates at the bottom!



To solve this riddle, use the clues below to fill in as many answers as you can. Once you've finished the crossword puzzles, read the highlighted letters on the diagonal to get the answer to the riddle. No pigs were harmed in the making of this puzzle.

1										
2										
3										
4										
5										
6										
7										
8										

All answers are across:

- When camping, you roast marshmallows over this.
- A secret code to get into something, as in OWhatOs the secret _____?O
- If someone is not guilty, then heOs _____.
- The opposite of positive is _____.
- Rudolph is a _____.
- Someone in your family; someone youOre related to.
- A citizen of the United States is an _____.
- A small spoon used to stir coffee or tea, or to measure something.

9										
10										
11										
12										
13										

All these answers are down:

- Fine feathered friends are called _____.
- The capital of France is _____.
- Things you tie your shoes with _____.
- Red, yellow, or blue are examples of a _____.
- An extraterrestrial is also called an _____.

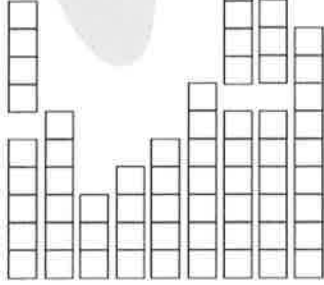
Food Match & Scrambler

Unscramble these food-themed words and then pair them up with their mates at the bottom!



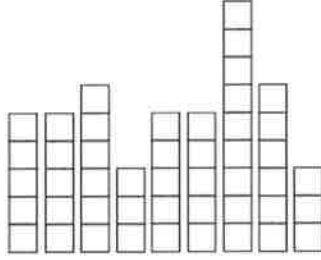
COLUMN A

- GRNEE SGEG
- KFARSN
- MCA
- SLAT
- CSPH
- ESIOOCK
- EDSHMA TOASPOET
- TNUEAP EBURTT
- ASTTPHEGI



COLUMN B

- AYGRV
- ACEMR
- EHSCEE
- PDI
- LYJEL
- NEABS
- ELASBTALM
- REPEPP
- MAH

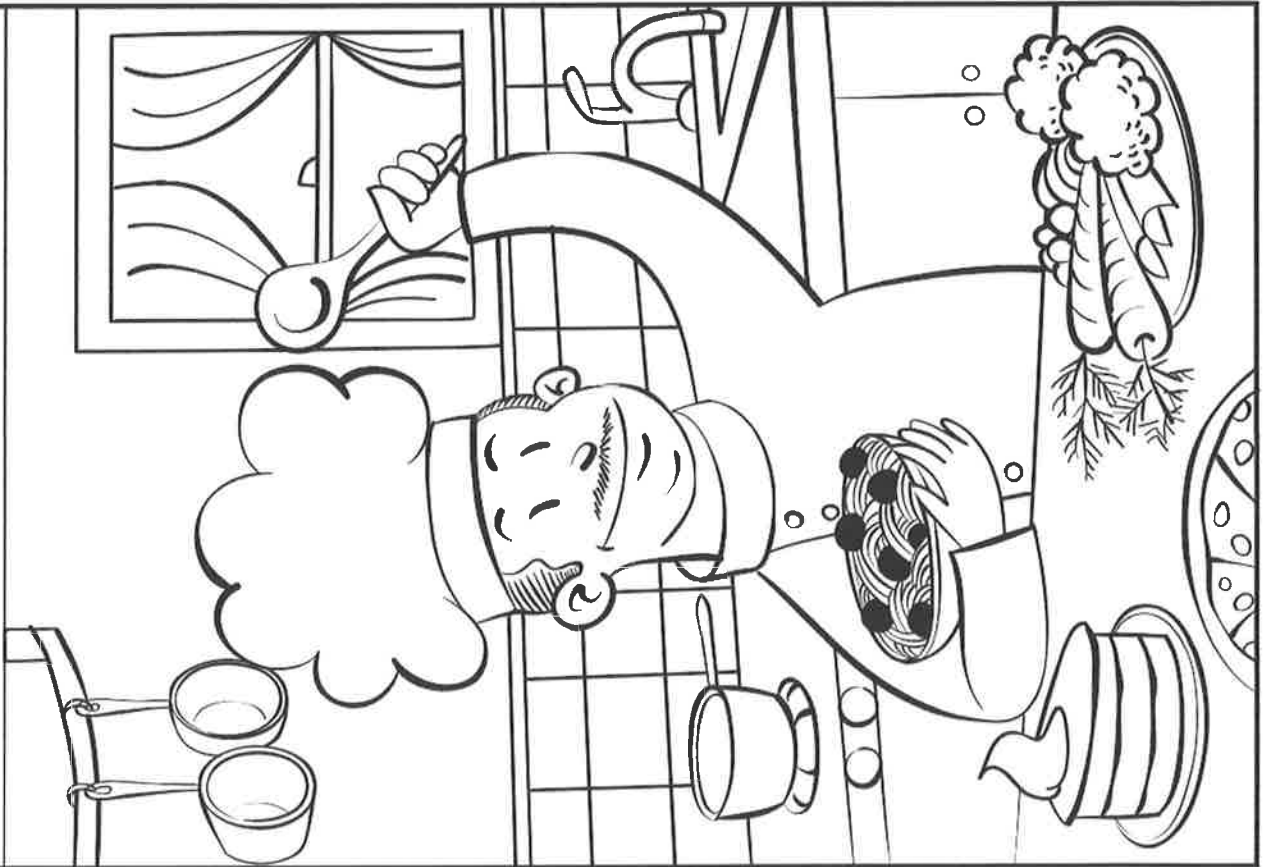


BONUS MATCH ROUND

List answers to Group A and match with Group B

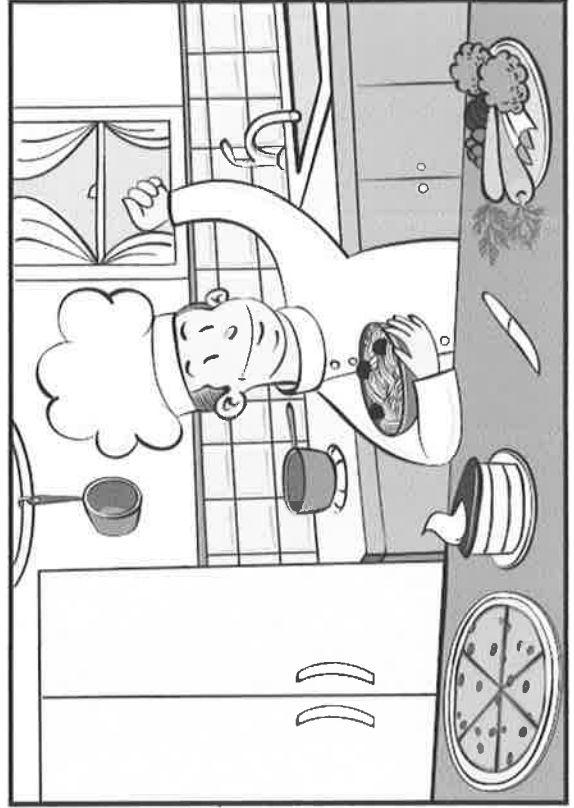
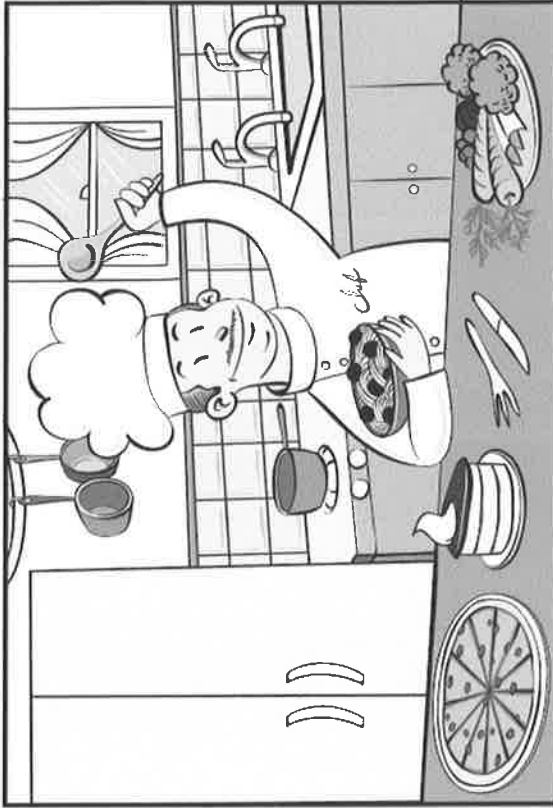
- _____ + _____
- _____ + _____
- _____ + _____
- _____ + _____
- _____ + _____
- _____ + _____
- _____ + _____
- _____ + _____
- _____ + _____
- _____ + _____

Color this slow or color this fast --
either way, you'll have a blast!



What's Missing

Find the 11 objects that have disappeared
in the bottom picture and circle them.



Answers: hanging pot, window streaks, sink faucet, stove knobs, chef's mustache, chef's hat, from his uniform, wooden spoon, meatballs, lines in pizza, fork, and lines on the carrots.

Food and Nutrition Education Cooking Matters Curriculum “Exploring Food Together”

Make Your Plate a Rainbow

Fruit and Vegetable Mystery Bag

Your Veggies, Your Way

Name That Food

Supermarket Hot and Cold

Imaginary Cooking

Make Your Own Clown Face

Make Your Own Veggie Super Hero

Food Origins Game

We Eat Tops and Bottoms!

Exploring Tables Around The World



COOKING MATTERS PRESENTS

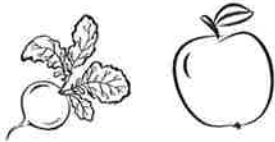
Make Your Plate a Rainbow

Go crazy for colors!

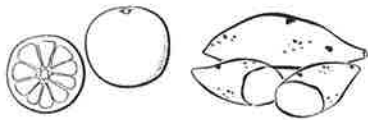
Colorful fruits and vegetables help you grow and get strong. Plus they look great on your plate! See if you can eat at least 3 different colors of fruits and veggies each day.

How many fruits and vegetables can you think of for each color? Write them in or draw pictures of them below. Color in the ones already shown.

[Red]



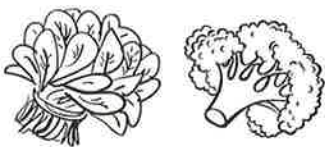
[Orange]



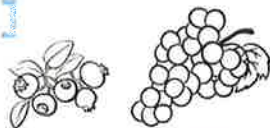
[Yellow]



[Green]



[Blue or Purple]



Circle the fruits and vegetables you ate yesterday. How many colors did you eat?

Draw a box around the fruits and vegetables you would like to eat today. Try to pick at least 3 colors!

DID YOU KNOW?

Your school serves colorful fruits and veggies every day at lunch! Draw a star next to the ones you see in the lunch line this week.

DID YOU KNOW?

Eating different colors helps your body and your brain! Red, blue, and purple fruits and veggies can boost your memory. Green ones give you strong bones and teeth.

Orange and yellow ones keep your eyes sharp and help you fight off colds!

TIP: The next time an adult you know goes food shopping, go with them! Look for a fruit or vegetable you've never seen or tasted before. Ask if you can try it together at home.

Fruits and veggies make great snacks or desserts!

Work with a friend or family member to make these colorful fruit and veggie treats after school or on the weekend.

Fruit Salad

- ★ Wash and peel a variety of colorful fruits.
- ★ Cut fruits into bite-size pieces. Combine in a large bowl.
- ★ Cut a lime in half. Squeeze the juice over the fruit.
- ★ Drizzle a Tablespoon of honey if you like.
- ★ Stir ingredients to combine and enjoy!



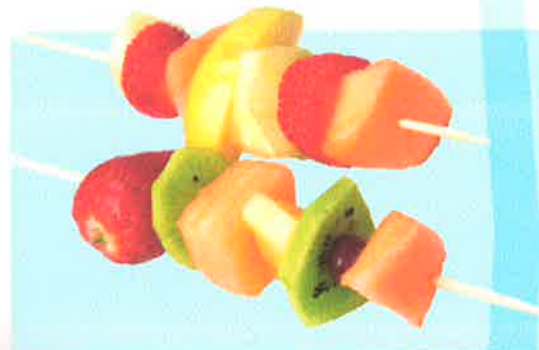
Veggies with Dip

- ★ Cut up any colorful veggies you like. Try broccoli spears, bell pepper strips, celery sticks, cucumber slices, or carrot sticks.
- ★ Mix 1 cup nonfat plain yogurt, 1/2 cup low-fat mayonnaise or sour cream, 1/2 teaspoon dried parsley, 1/2 teaspoon garlic powder, 1/4 teaspoon salt, and 1/4 teaspoon pepper.
- ★ Dip the veggies and enjoy!

DID YOU KNOW?
 Many fresh fruits and veggies taste their best in spring or summer. In the winter months, or all year round, give frozen and canned fruits and veggies a try. They often cost less and can taste as good or better!

Fruit and Cheese Kabobs

- ★ Cut block cheese into small cubes.
- ★ Wash, peel, and cut a variety of colorful fruits into bite-size pieces.
- ★ Slide food onto coffee stirrer "skewers" or whole wheat pretzel sticks. Switch between fruit and cheese pieces.



Fill in the blanks – then fill up on yummy fruits and veggies!

Guess these **GREEN** fruits and veggies.

B _ _ _ C _ L _
 K _ W _
 _ P _ _ _ C H

Guess these **RED** fruits and veggies.

B _ _ _
 W A T _ _ M _ _ _ N
 R A _ _ _ H

Guess these **ORANGE** fruits and veggies.

_ _ _ R _ T
 _ A N G _ R _ _ _
 _ W _ _ T P _ _ _ _ O

Guess these **YELLOW** fruits and veggies.

C _ _ N
 P _ _ _ A P P _ _ _
 _ Q U _ _ _

Word bank

- Squash
- Spinach
- Sweet potato
- Carrot
- Kiwi
- Pineapple
- Beet
- Radish
- Broccoli
- Corn
- Tangerine
- Watermelon

COOKING MATTERS IS NATIONALLY SPONSORED BY



Fruit and Vegetable Mystery Bag

Nutrition Education Objectives

Children will:

- Identify foods and describe their characteristics
- Recognize that plants have several parts from which we can get food (*advanced*)

Child Development and Early Learning Objectives

Children will:

- Observe, describe, and discuss living things and natural processes
- Classify, compare, and contrast objects, events, and experiences

Materials

- Brown paper bag
- A variety of different fruits and vegetables

In Advance

1. Place one whole fruit or vegetable into the brown paper bag.

With Kids

1. Explain that what is in the brown paper bag is a mystery.
2. Allow one child to place his or her hand in the bag. Ask him or her to describe the feel of the food. Prompt the child with questions to describe the feel, like "Is it hard or soft?" or "Is it round like a ball?" As the child describes it, have the other children guess what it is.
3. Let each child take turns feeling the food and describing it.
4. When each child has had a chance to feel the food, say "Mystery solved!" Take the food out of the bag. Let children tell you the name of the food. Ask them simple questions like:
 - Have you ever eaten this food before?
 - If yes, what did it taste like?
 - If no, would you like to try it sometime?
5. As time permits, repeat the activity with other foods. You may also wish to follow up this activity with a tasting of the food(s).



Recommended Books:

- *The Beastly Feast*, by Bruce Goldstone
- *Cool as a Cucumber*, by Sally Smallwood
- *Eating the Alphabet*, by Lois Ehlert
- *Food for Thought*, by Joost Elffers and Saxon Freymann
- *A Fruit Is a Suitcase for Seeds*, by Jean Richards
- *Sweet as a Strawberry*, by Sally Smallwood

Your Veggies, Your Way

Nutrition Education Objectives

Children will:

- Be willing to try new foods
- Be able to talk about why they like certain foods
- Be aware of basic kitchen and food safety rules

Child Development and Early Learning Objectives

Children will:

- Eat a variety of nutritious foods
- Develop eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating, plucking, tearing, chopping
- Classify, compare, and contrast objects, events, and experiences
- Identify personal characteristics, preferences, thoughts, and feelings

Materials

- 2 medium carrots per child
- Large pot
- Large serving spoon
- Colander
- 5 small bowls
- 5 bunches of fresh herbs, all different types (e.g. basil, dill, sage, cilantro, mint, oregano, rosemary, parsley, etc.)
- 5 index cards
- 1–2 Tablespoons butter or canola oil
- Stickers
- Plate, napkin, and cutlery for each child

In Advance

1. Label index cards according to the herbs chosen for this activity.
2. Bring a pot of water to boil.
3. Rinse and slice the carrots into small sticks. When the water is boiling, add carrots to the pot. Cook until tender, about 7–10 minutes.
4. When the carrots are cooked, drain. Add a small amount of butter or canola oil and a dash of salt to the pot. Stir well to coat all the carrots.

With Kids

1. Ask kids to wash their hands to get ready.
2. Pass out sprigs of each fresh herb. Assist children as they pluck the leaves from the stems and tear or chop the leaves using a table knife or plastic knife. Be sure to keep the chopped herbs apart from each other.
3. Place each chopped herb in its own bowl. In front of each bowl, place the index card that labels the herb in that bowl.
4. Spoon the carrots evenly into each of the herb bowls. Reserve just enough for children to have one more taste of their favorites at the end. Stir to combine, so that the buttered carrots are covered with herbs.
5. Invite children to taste each flavor of the seasoned carrots. Ask them to mark their preferred flavor by placing a sticker on the index card in front of the bowl they liked best.
6. Give children one more taste of the highest rated flavors. Tell them that you will serve their favorite vegetable-herb flavor again in a future meal or snack.

TIPS:

- Other vegetables like broccoli, zucchini, corn, lima beans, other beans, or tomatoes can work well with this activity too.
- Use 1 Tablespoon of minced fresh herbs for every 2 cups of carrots.
- If using dried herbs, use only 1 teaspoon for every 2 cups of carrots. Add dried herbs directly to the pot with butter to soften slightly before serving.
- Depending on the ages of the kids, you may want to pluck and chop herbs in advance. In this case, be sure to let kids explore the smell and feel of the herbs before you start the activity.



Recommended Books:

- *I Will Never, Not Ever Eat a Tomato*, by Lauren Child
- *Little Pea*, by Amy Krouse Rosenthal

Name That Food

Nutrition Education Objectives

Children will:

- Be willing to try new foods
- Be able to talk about why they like certain foods
- Be aware of basic kitchen and food safety rules

Child Development and Early Learning Objectives

Children will:

- Eat a variety of nutritious foods
- Identify personal characteristics, preferences, thoughts, and feelings
- Classify, compare, and contrast objects, events, and experiences

Materials

- 3–5 foods that may look or taste unfamiliar to kids — fruits, vegetables, and whole grains only
- (Optional) dips or sauces (such as low-fat yogurt, hummus, etc.)
- Bowls for any dips
- Plates, 1 for each child
- Serving spoons, 1 for each bowl
- Index cards, 1 for each food
- Small stickers



Recommended Books:

- *The Beastly Feast*, by Bruce Goldstone
- *Cool as a Cucumber*, by Sally Smallwood
- *Eating the Alphabet*, by Lois Ehlert
- *Food for Thought*, by Joost Efferts and Saxon Freymann
- *A Fruit Is a Suitcase for Seeds*, by Jean Richards
- *Sweet as a Strawberry*, by Sally Smallwood

In Advance

1. Purchase 3–5 fruits, vegetables, and whole grain foods that may look or taste unfamiliar to kids (e.g., squashes, mango, apricot, whole wheat pita).
2. Cut each food into bite-size pieces. Place a small amount onto each child's plate.
3. Display at least one whole form of each food so that kids can see what the food looks like before cutting. Place an index card in front of each food.
4. If using, set out dips in bowls. Place a serving spoon in each bowl.

With Kids

1. Give a plate with food samples to each child. Ask children not to try the samples until told.
2. Hold up one whole food. Ask kids if they know its name. Help them name the food as needed.
3. Ask kids to describe the color and shape of the food. Let them touch it. Then, ask them to describe its texture.
4. Point kids to the sample on their plate that comes from the whole food. As they taste it, ask them to talk about the taste and whether they enjoy it. If using, offer them a small amount of dip to taste with the sample.
5. Repeat this process for each of the foods. When the kids have tried all of them, give each child a sticker. Ask kids to place their sticker on the index card in front of the food they liked most today.
6. Ask kids to share why they liked certain foods more than others and to point out which ones were new for them. Explain that not everyone will like all foods, but it's good to give new foods a try — you never know what you might like! Point out that sometimes you need to try new foods more than once to get used to the taste and decide if you like it. People's tastes also change over time. Next year you might like a food that you didn't like today. Remind kids that we need to eat a variety of healthy foods to be sure our bodies get the nutrients we need to grow and be healthy and strong.

TIPS:

- You may wish to use the favorite food in another activity, or in a future meal or snack.
- Try lightly steaming vegetables, such as eggplant, that may taste bitter when eaten raw.
- Have kids try the foods without the dips first to learn the foods' true taste.
- Ask kids to be as descriptive as they can when describing each fruit or vegetable. Ask questions like "Does it taste sweet or sour? Would you describe the skin as smooth or bumpy? Does it feel soft or crunchy when you chew it?" and so on.

Supermarket Hot and Cold

Nutrition Education Objectives

Children will:

- Identify foods and describe their characteristics
- Recognize that plants have several parts from which we can get food (*advanced*)

Child Development and Early Learning Objectives

Children will:

- Follow simple rules, routines, and directions
- Classify, compare, and contrast objects, events, and experiences
- Demonstrate age-appropriate independence in a range of activities, routines, and tasks

Materials

- Stickers
- Picture cards for each of the 8 foods chosen for this activity

In Advance

1. Depending on the season and where the activity will take place (e.g., supermarket, garden, farmers market, mock “grocery store” in the classroom), select 8 foods that kids will search for. Choose a variety of healthy plant and animal foods.
2. Create picture cards for each of the 8 foods. Or, make copies of the picture cards provided on pages 31–36.

With Kids

1. Show kids the 8 picture cards of the items they are to find. Review them one at a time. Discuss key features (e.g., pointy leaves, shiny red fruit, etc.).
2. Lead kids around the store to look for the 8 items by telling them they are getting “warmer” or “cooler.”
3. As children locate each of the foods, place a sticker on their shirts. Ask questions such as:
 - Have you eaten this food before? How was it prepared?
 - What do you like about it?
 - Where does it come from (plant or animal)?
4. Discuss your plans to serve the foods in the future and how they will be prepared. Or, if time permits, follow up this activity with a tasting of 1 or 2 of the foods the children found at the store.

TIPS:

- If you can't find the food pictures you need on pages 31–36, try downloading and printing free food pictures online (see page I-iii). You may also have kids tear food pictures out of magazines prior to this activity.
- Laminate your food pictures for repeated use.
- Choose fruits and vegetables that kids have shown they would like to try in past discussions or activities (such as the **Fruit and Vegetable Mystery Bag activity** on page 2).
- Share this activity with parents. Encourage them to play games like this with their children when they go to the store. This will help keep children busy and focused on the healthy foods parents planned to buy.



Recommended Books:

- *Good Food*, by DeMar Reggier
- *Llama Llama Mad at Mama*, by Anna Dewdney
- *Market Day (Dia de Mercado)*, by Lois Ehlert

Imaginary Cooking

Nutrition Education Objectives

Children will:

- Be aware of basic kitchen and food safety rules
- Be able to identify foods in a simple recipe
- Prepare simple food items with adult assistance

Child Development and Early Learning Objectives

Children will:

- Communicate an understanding of the importance of health and safety routines and rules
- Manipulate writing, drawing, and art tools
- Demonstrate age-appropriate independence in a range of activities, routines, and tasks
- Recognize cause and effect relationships
- Engage in pretend play and act out roles
- Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas
- Describe and discuss predictions, explanations, and generalizations based on past experience

Materials

- Pictures or drawings of easy-to-prepare foods, such as toast with jam, scrambled eggs, steamed vegetables like peas or broccoli, boiled pasta, rice, etc.

With Kids

1. Hold up a picture of one easy-to-prepare food (see pages 37–38).
2. Ask the children to state what they see and to describe the steps to make it. At each step ask whether they can do it themselves or whether they should ask an adult for help. For instance, the steps they describe for making a piece of toast may include:
 - a. Wash my hands properly.
 - b. Open the bread bag and pull out a slice.
 - c. Plug the toaster into the wall socket.
 - d. Place the slice of bread in the toaster. Push down the lever.
 - e. Wait for the toast to pop up, meaning it's done.
 - f. Pull the piece of hot bread from the toaster with wooden tongs or a potholder. Place it on a plate.
 - g. Spread jam on the toast.
 - h. Take a bite and enjoy!
3. When each step has been named and the roles decided, role-play the whole process together.
4. Repeat this activity with other easy-to-prepare foods as time permits.
5. Try moving to the kitchen. Allow kids to help you prepare some of these simple foods following the roles you just discussed.

TIPS:

- If you can't find the food pictures you need on pages 37–38, try downloading and printing free food pictures online (see page I-iii). You may also have kids tear food pictures out of magazines prior to this activity.
- Laminate your food pictures for repeated use.
- Depending on the skill level of your group, try drawing each of the food preparation steps on individual cards. Ask kids to tell you what order they go in, rather than doing this activity verbally.



Recommended Books:

- *Cook It!*, by Georgie Birkett
- *Cook-A-Doodle-Do!*, by Janet Stevens and Susan Stevens Crummel
- *Soup Day*, by Melissa Iwai

Make Your Own Fruit Clown Face

Nutrition Education Objectives

Children will:

- Be aware of basic kitchen and food safety rules
- Be able to identify foods in a simple recipe
- Prepare simple food items with adult assistance

Child Development and Early Learning Objectives

Children will:

- Eat a variety of nutritious foods
- Identify personal characteristics, preferences, thoughts, and feelings
- Demonstrate age-appropriate independence in a range of activities, routines, and tasks
- Represent people, places, or things through drawings, movement, and three-dimensional objects
- Engage in conversation with peers and adults

Materials

- Paper plates, 1 for each child
- A variety of fresh fruit, such as: pineapple, blueberries, bananas, kiwi, strawberries, oranges, cantaloupe, and raisins
- Small bowls
- Low-fat yogurt, to use as a dip
- Serving spoons

In Advance

1. Rinse and cut the fruit into pieces.
2. Make your own Fruit Clown Face as an example for the class.
3. Pour the yogurt dip into small bowls for sharing. Place a spoon in each bowl.



With Kids

1. Set out cut fruits and materials on a table where children can reach.
2. Ask kids to use as many different fruits as they can to make their own Fruit Clown Faces.
3. When kids are finished, ask them to share their Clown Face with the group. Ask questions such as:
 - What colors and shapes are the fruits you chose? Do you know their names?
 - Which of your clown's fruits are you most excited to eat?
 - Which of your clown's fruits have you never tried before?
 - Why is your Fruit Clown Face good for you to eat?
4. Pass out the yogurt dip. Invite kids to eat and enjoy their Fruit Clown Faces.

TIP:

- To cut costs, use fruits that are in season or on sale.



Recommended Books:

- *Cook It!*, by Georgie Birkett
- *Cook-A-Doodle-Do!*, by Janet Stevens and Susan Stevens Crummel
- *Soup Day*, by Melissa Iwai

Make Your Own Veggie Super Hero

Nutrition Education Objectives

Children will:

- Be aware of basic kitchen and food safety rules
- Be able to identify foods in a simple recipe
- Prepare simple food items with adult assistance

Child Development and Early Learning Objectives

Children will:

- Eat a variety of nutritious foods
- Identify personal characteristics, preferences, thoughts, and feelings
- Demonstrate age-appropriate independence in a range of activities, routines, and tasks
- Represent people, places, or things through drawings, movement, and three-dimensional objects
- Engage in conversation with peers and adults

Materials

- Paper plates, 1 for each child
- A variety of washed vegetables (e.g., 1 head broccoli, 2 zucchinis, 1 small can corn, 1 small can sliced olives, 2 red peppers, 1 bunch celery, and 3–4 whole carrots)
- Small bowls
- Hummus, low-fat ranch, French, or other dressings, for dipping vegetables
- Serving spoons

In Advance

1. Rinse and cut the broccoli into small florets; the zucchini into round slices; the red peppers into thin strips and then in half; the celery into 3-inch stalks; and the carrots into 2-inch strips.
2. Drain the corn and olives.
3. Make your own Veggie Super Hero as an example for the kids.
4. Pour dressings or dips into small bowls for sharing. Place a serving spoon in each bowl.



With Kids

1. Set out cut vegetables and materials on a table where children can reach them.
2. Ask kids to use as many different types of veggies as they can to create their own Veggie Super Heroes. Have them give their hero a name.
3. When kids are finished, ask them to share their super hero with the group. Ask questions such as:
 - What is your super hero's name? What are his or her super powers?
 - What colors and shapes are the veggies you chose? Do you know their names?
 - Why did you choose the veggies you did?
 - Which of these veggies have you eaten before? Did you enjoy them?
 - Will this be the first time you are trying any of these veggies? Which ones?
4. Pass out the dressings or dips. Allow kids to eat and enjoy their Veggie Super Heroes.

TIPS:

- To cut costs, use veggies that are in season or sale.
- If working with younger children, leave out celery. Use cucumber sticks instead.



Recommended Books:

- *Cook It!*, by Georgie Birkett
- *Cook-A-Doodle-Do!*, by Janet Stevens and Susan Stevens Crummel
- *Soup Day*, by Melissa Iwai

Food Origins Game

Nutrition Education Objectives

Children will:

- Identify foods and describe their characteristics
- Identify foods as coming from plants or animals
- Recognize that foods can be divided into groups and have some idea of what those groups are
- Identify members of the community (farmers, truck drivers, factory workers, bakers, and family members) who help provide food
- Recognize that plants have several parts from which we can get food (*advanced*)

Child Development and Early Learning Objectives

Children will:

- Eat a variety of nutritious foods
- Classify, compare, and contrast objects, events, and experiences
- Distinguish food on a continuum from most healthy to less healthy
- Develop motor control and balance for a range of physical activities
- Observe, describe, and discuss living things and natural processes
- Recognize a variety of jobs and the work associated with them

Materials

- Empty packaging from plant or animal foods (e.g., milk carton, egg carton)
- Food pictures of plant or animal foods (e.g., cheese, yogurt, carrot, tomato)
- Pictures of a cow, chicken, and plant
- (Optional) stereo and music

In Advance

1. Place pictures of a cow, a chicken, and a plant (using the pictures on pages 28–30) in separate parts of the room. Place all other materials on a table or other place where kids can gather around.

With Kids

1. Explain that when the music starts, kids will work together to decide where each food comes from (cow, chicken, or plant). Then, they will place the pictures or packages next to the correct picture.
2. Stop the music when kids have placed all their pictures and packages. Discuss their choices and gently correct misplaced items. Lead a simple conversation about where foods come from with the following questions:
 - Have you ever seen food grow on plants? Have you ever picked fresh fruits or vegetables from plants? Where? Explain that foods can grow on trees, shrubs, underground, etc.
 - Have you ever seen a cow or chicken? Where are they usually found? What other foods do we get from these animals?
3. Build on this activity with a field trip to the farmers market, a local farm, or the grocery store. Show kids how to find and select plant and animal foods at each place. You may also wish to start a small garden or window box to help children learn about growing foods.

TIPS:

- Be sure to use only empty food packages. This helps prevent kids from asking to eat or drink these items during or after the activity.
- If time permits, follow up this activity with a simple food tasting. Use one or two of the foods on your food cards.
- If you can't find the food pictures you need on pages 28–36, try downloading and printing free food pictures online (see page I-iii). You may also have kids tear food pictures out of magazines prior to this activity.
- Laminate your food pictures for repeated use.



Recommended Books:

- *All Our Fruits and Vegetables*, by Roberta Duyff and Patricia C. McKissack
- *Bread Comes to Life: A Garden of Wheat and a Loaf to Eat*, by George Levenson and Shmuel Thaler
- *Extra Cheese, Please!: Mozzarella's Journey from Cow to Pizza*, by Cris Peterson and Alvis Uptis
- *First the Egg*, by Laura Vaccaro Seeger
- *Milk: From Cow to Carton*, by Alikei
- *Pumpkin Circle, The Story of a Garden*, by George Levenson
- *Tillie Lays an Egg*, by Terry Golson and Ben Fink

We Eat Tops and Bottoms!

Nutrition Education Objectives

Children will:

- Identify foods and describe their characteristics
- Recognize that plants have several parts from which we can get food
- Be willing to try new foods

Child Development and Early Learning Objectives

Children will:

- Eat a variety of nutritious foods
- Follow simple rules, routines, and directions
- Observe, describe, and discuss living things and natural processes
- Classify, compare, and contrast objects, events, and experiences
- Develop motor control and balance for a range of physical activities

Materials

- A variety of picture cards representing foods from different parts of plants
- The book *Tops & Bottoms*, by Janet Stevens, or other book from the Recommended Books list
- Tops & Bottoms Poster: butcher paper and tape
- Tops & Bottoms Movement Game: equipment to mark off areas of playground

Recommended Books:

- *Eating the Alphabet*, by Lois Ehlerts
- *Oliver's Vegetables*, by Vivian French
- *Tops & Bottoms*, by Janet Stevens

In Advance

1. Read the "With Kids" instructions below. Select which "Tops & Bottoms" activity you would like to do with the class: "Tops & Bottoms Poster," "Tops & Bottoms, Heads & Toes," or "Tops & Bottoms Movement Game."
2. Either make picture cards of foods from different parts of plants, or make copies of picture cards from pages 31–36. Be sure you have about the same number of foods that come from parts of the plant that grow above ground (e.g., flowers, stems, leaves, seeds) as below (e.g., roots). The number of cards you will need depends on the activity you choose and the attention span of the kids in your group.
3. **Tops & Bottoms Poster.** Attach a large piece of butcher paper to the wall or bulletin board. Draw a horizontal line to mean the surface of the soil. Attach a piece of tape to the top edge of each picture card.
4. **Tops & Bottoms Movement Game.** Figure out how you will mark the area for "tops" and the area for "bottoms" (e.g., mark off the area with heavy-duty tape, playground cones, non-skid activity mats, or portable soccer goals).

With Kids

1. If you have a copy, read the book *Tops & Bottoms* to the children. If you do not have a copy, you can read one of the other recommended books. Be sure children understand that different foods come from different parts of the plant, and that some parts of the plant grow above ground and some grow below ground, before beginning the activity.
2. Ask the children to recall foods from the book or foods that they have seen in a garden. For each food they name, ask them if it comes from a part of the plant that is above the ground ("tops") or under the ground ("bottoms").
3. Follow the instructions for the activity you choose from the selection on page 11.

TIPS:

- If you can't find the food pictures you need on pages 31–36, try downloading and printing free food pictures online (see page I-iii). You may also have kids tear food pictures out of magazines prior to this activity.
- Laminate your food pictures for repeated use.
- Follow up this activity with a simple food tasting. Have children taste bite-size samples of a root vegetable (a "bottom") and a stem, leaf, flower, or seed (a "top").

Continued >

Activity Choices

Tops & Bottoms Poster

Give each child a picture card. Tell kids that the line on the poster represents the surface of the soil. Have the children tape the pictures above or below the line. Gently correct any misplaced pictures.

Tops & Bottoms, Heads & Toes

Explain to the children that you will hold up a series of cards with pictures of foods that grow above the ground ("tops") or below the ground ("bottoms"). As you hold up each food, the children will touch their hands to their heads if the food is "tops," or touch their hands to their toes if the food is "bottoms." Demonstrate a few times for the children, holding up a picture and touching your head or your toes according to the part of the plant. Once children understand the instructions, begin the game.

Tops & Bottoms Movement Game

Move children to the playground (or another open area where they may run freely). Explain that you will hold up a series of cards with pictures of foods that grow above the ground ("tops") or below the ground ("bottoms"). As you hold up each food, the children will run (or walk, or skip, or jump) into the area of the playground marked as "Tops" or the area marked as "Bottoms," depending on which part of the plant the food comes from. Demonstrate a few times for the children, holding up a picture and having them follow you into the correct area. Once children understand the instructions, begin the game.

Exploring Tables Around the World

Nutrition Education Objectives

Children will:

- Be willing to try new foods
- Be able to talk about why they like certain foods
- Be aware of basic kitchen and food safety rules
- Recognize that foods eaten differ among families, cultures, and special occasions

Child Development and Early Learning Objectives

Children will:

- Help, share, and cooperate in a group
- Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities
- Understand similarities and respect differences among people
- Identify personal and family structure

Materials

- A variety of books that explore food and culture (see list of Recommended Books)
- Serveware or decorations that can be used to illustrate different cultural traditions
- Fabrics from different cultures

With Kids

1. Read aloud books that explore food and culture. Tie them to meals that children will soon eat.
2. Prepare foods that build on the cultural discussions. Introduce children to foods from around the world. Use appropriate cultural items to serve the foods, such as chop sticks, bowls for soup, a container for warming tortillas, or a teapot with teacups.
3. Allow children to dress up their table or create rituals based on the stories they have read. Let them share ideas for making their tables special. Supply them with the materials to create cultural items.
4. As you discuss different cultures or prepare to share cultural meals, use fabrics from each culture. Fabrics can be draped over the table to dress up the eating area, or used to create clothing for kids to dress up in. Small pieces of fabrics can be used as napkins, table runners, or belts.

TIP:

- Invite parents to share foods, serveware, or table decorations from their cultures.



Recommended Books:

- *Bread, Bread, Bread*, by Ann Morris and Ken Heyman
- *Come and Eat with Us!*, by Annie Kubler and Caroline Formby
- *A Comer/Let's Eat*, by Ana Zamorano, Susana Pasternac and Julie Vivas
- *Eating the Alphabet*, by Lois Ehlert
- *Everybody Bakes Bread*, by Norah Dooley and Peter J. Thornton
- *Everybody Cooks Rice*, by Norah Dooley and Peter J. Thornton
- *Everybody Serves Soup*, by Norah Dooley and Peter J. Thornton
- *How My Parents Learned to Eat*, by Ina R. Friedman and Allen Say
- *How to Make an Apple Pie and See the World*, by Marjorie Priceman
- *A Kwanzaa Celebration Pop-Up Book: Celebrating The Holiday With New Traditions And Feasts*, by Nancy Williams and Robert Sabuda
- *Mama Panya's Pancakes*, by Mary and Rich Chamberlin and Julia Cairns
- *Market Day*, by Lois Ehlert
- *The Tortilla Factory*, by Gary Paulsen and Ruth Paulsen
- *La Tortilleria*, by Gary Paulsen, Ruth Wright Paulsen and Gloria De Aragon Andujar

Recruiting Volunteers

What Motivates Volunteers

Corporate America spends billions of dollars annually investing in market research, with the hopes of gaining insight into what motivates individuals to purchase products and services. Volunteer-based programs can also use data to identify prospective volunteers and understand their motives and interests. A great way to start is with your own current and former volunteers who can provide program specific insight into what motivated them to volunteer.

National Survey Important Factors In A Volunteer Experience	Very Important	Important
Cause I care about	68%	23%
Fits my schedule	63%	26%
Understand expectations	45%	35%
I can make a difference	44%	36%
Interesting/challenging	40%	36%
Nearby/convenient	41%	33%
Uses my skills/experience	35%	35%
Intellectually stimulating	23%	31%
Has orientation/training	22%	27%
Matches my career skills	21%	26%
Volunteer with friends	10%	15%

Source: Volunteermatch.com

Start with what's in front of you

- Recruitment is all about relationships. Think about who you already know. Brainstorm with co-workers about strategies for recruitment. Survey staff, board members, and volunteers to find out what organizations they are or have been involved with -- as members or board members or in some other capacity -- that might be a good connection for your recruitment efforts.
- Think of everyone connected to your program as an assistant recruiter. Staff, volunteers, board members, trainers and consultants all may have seen the program at work, and with prompting, will translate their enthusiasm for the project into recruitment of friends and family members.
- Current volunteers can be your most effective recruiters. Ask them to talk to their peers about the benefits they have received by being part of the program, and

make sure they have the resources (such as extra program materials) they need to recruit.

- Recruit your friends - Send an e-mail to anyone you think might be interested. Personalized e-mail will be much more effective than a mass e-mail! Pick up the phone and call. Post an invitation on your Facebook page and/or send personalized invitations to your Facebook Friends and / or other social and professional networks online.
- Recruit through schools - Create a flyer to send home with students inviting their families to volunteer. Create a "teacher challenge" to encourage the school staff to volunteer.
- Recruit volunteers through local businesses - Encourage teams of employees to participate (suggest the team wear company t-shirts to promote their corporate community spirit). Ask to publish announcements in employee newsletters. Hang flyers in the windows or on community bulletin boards at local businesses. Speak at a chamber of commerce meeting.
- Recruit volunteers through local clubs and organizations - Speak about your project at a local meeting. Ask that the club or organization "sponsor" the project and agree to send a target number of volunteers.

Be patient and persistent

Recruiting is almost always a challenge -- talking to dozens or even hundreds of people may only result in a few recruits. Don't take the frustration personally. Continue to be diligent and creative in your recruitment efforts.

The Two-Step Process

The decision to volunteer is usually a two-step process -- a person thinks generally about becoming a volunteer and then a "trigger event" transforms this general thought into concrete action. The "trigger" is often something very simple: someone they know asks them to volunteer in a specific role, or they learn about an opportunity through an organization to which they belong. This two-step process suggests that it is important to create broad local visibility and name recognition, so that when people are ready to volunteer they will know who you are, and to target your recruitment, so you are asking people who are ready to volunteer.

Building Community Partnerships

Partnering with individuals, community groups, public agencies and businesses is a way of obtaining needed resources for your Summer Food Service Program.

Combining good meals with engaging activities at your sites will help in two ways:

1. More children will come to your sites, thus increasing and stabilizing attendance and improving financial stability
2. Well-nourished children will be able to take better advantage of the developmental opportunities offered in your activity program.

How Can Partners Help?

Partner with an organization that has the skills and experience to run an activities program. Volunteers from such an organization can help design and operate an activities program under your supervision, or may be able to help publicize your Program.

Partner with public service providers like fire or police departments that have educational outreach programs designed specifically for youth.

Partner with local theater groups who would enjoy providing an “off Broadway show.”

Partner with community gardeners who could engage children in discussions about growing their own food and more!

Partner with organizations or individuals with special talents – jugglers, clowns, storytellers, puppeteers, athletes, Yoga/Pilates instructors.

Partner with local artists and art teachers to offer hands-on projects and craft activities.

Potential Partners Who Can Help

- ✓ **Librarians and book club members**
Find your local library through the Directory of Colorado Public Libraries:
<http://projects.aclin.org/directory/> (or call 303-866-6900)
- ✓ **4-H leaders and club members**
Find 4-H clubs and contacts through your county's CSU Extension Office:
<http://www.ext.colostate.edu/cedirectory/countylist.cfm>
(or call 970-491-1152)
- ✓ **Cooking Matters**
Contact Colorado Cooking Matters through:
<http://cookingmatters.org/cooking-matters-colorado/>
(or call 303-892-8480 to find a regional office near you)



Food That's In . . . When School Is Out!

Summer Food Service Program for Children

Making Ends Meet: Doing More with Less

Operating a Summer Food Service Program (SFSP) can be a difficult financial juggling act. A sponsor needs to carefully balance revenues and expenditures. Keeping site participation both stable and high is a basic ingredient for a financially solvent Program. It is also important to plan each component of your SFSP carefully and conservatively. Too many sponsors, especially new ones, overestimate attendance.

And finally, sponsors must keep up with their paperwork daily. The reporting forms and financial records you keep are essential, not only for receiving your SFSP reimbursement, but for maintaining constant control of your Program and spotting and correcting potential problems before they become serious.



How much money do you have?

The first thing you need to know is how much money is available to spend on the Program. As best you can, estimate average daily attendance, and multiply that by the number of days of operation and the reimbursement rate to calculate your maximum Federal reimbursement. You will be paid for the number of meals served multiplied by the applicable rate or your actual costs, whichever is less. Then, add funds from other possible sources, including:

- supplemental funds from State or local government;
- grants or charitable contributions awarded from public or private sources;
- rebates that you may earn for purchases of some items; and
- any adult meal sales you may have.

Make sure your sources of revenue aren't really sources of losses. For example, if you serve adult meals, make sure that your *full* costs, including labor and site overhead, are covered.



What are your full costs?

Throughout the Program, you need to keep track of your revenues and costs to ensure that you won't end the summer with a loss. Costs include: labor (both kitchen and non-kitchen), food, non-food meal supplies, trash removal, electricity, telephone, pest control services, office supplies, and copying.



Partners and Outside Resources

Many Summer Programs rely on volunteers and some outside financial assistance to break even. Try to find some partners to help operate the Program and lower your costs. Ask for help from:

- government or community agencies, including food pantries;
- agencies hiring teenagers working under the Joint Training Partnership Act (JTPA);
- local businesses, from major local employers to local restaurants; and
- religious organizations.



Help can be money, material aid or volunteer time. Be creative in considering how others can help you and don't be afraid to ask for assistance. For example, an organization in an eligible area may already offer activity programs for children, but may not know that SFSP funding for meals is available. If both preparing meals and running an activity program are too much for that organization, you can help them find other ways to provide SFSP meals to the children at their site. This arrangement not only makes both programs financially stronger, but ensures that children have the opportunity to grow and learn during the summer.

 **Keep Participation High and Stable**

Many Programs have financial problems because they have overestimated attendance. Their unit cost is, therefore, much higher than planned. Another problem is inconsistent attendance. A sponsor may prepare a hundred meals and fifty children show up. Storage may be a problem and sponsors must eat the cost of preparing too many meals.

Techniques to Increase and Stabilize Attendance

- Serve meals children want to eat. Consider their food preferences. Take a survey of their preferences or try a taste test of new items. You must balance savings from some cost savings techniques with the need to serve the highest quality meals to attract children.
- Have activities and special events that draw children to the site (and the meal service).
- Merchandise your Program using signs and advertising.
- Make your site a physically and emotionally comfortable place for kids.

 **Spending Too Much on Food? Here are Some Remedies**

- Train your site staff well and hold them accountable to tell you of site closures, field trips and changes in participation. If necessary, have

them call in every day with information about tomorrow's meal needs.

- Avoid overproduction. Use food production records to determine the exact quantity needed and adjust recipes for only the portions needed.
- Purchase items through a food purchasing cooperative like those in which many school districts and hospitals participate.
- Look for hidden costs such as prorated charges for custodial and clerical services, utilities and office services and supplies. Pay no more than the SFSP's fair share. Try to get the costs donated by your agency or a partner organization.
- Change menus to take advantage of food item specials, if you'll save money. Also, stock up on specials you can use later.
- Use foods that are in season. They'll be fresher and cheaper. Take advantage of gleaning operations and farmers markets when possible.
- If costs are a problem, serve only required food items and skip extras, like dessert items.
- Use standardized recipes and train staff on correct portioning techniques.
- If available, use USDA commodity foods to replace purchased foods.
- For school sponsors at school sites, consider using the offer vs serve option to reduce waste.
- Pre-cost menus to determine if a food item or menu is affordable.
- Consider the possibility of satelliting meals from a central kitchen or purchasing pre-plated meals from a food service management company.

 **Ideas on Controlling Labor Costs**

- Understand the impact of and become involved in determining labor costs. You must avoid the temptation of paying staff less than they normally receive, but also be sure you hire who you need, for the time and period you need them.
- Limit the amount of absenteeism that you will accept. The SFSP is a short-running program and you need to be able to count on your staff.
- Provide sufficient training so that staff understand their responsibilities and can work independently.
- Plan daily work schedules to utilize staff efficiently. Have staff do as much preparation work as you can during down times.





Food That's In . . . When School Is Out!

Summer Food Service Program for Children

Working with the News Media for SFSP

Using the media can be a very effective means of marketing your Summer Food Service Program (SFSP), but it does take some advance planning. A press release, a public service announcement, or even a simple phone call to the news media can let your community know about your Program.

Surveys indicate that most parents are not aware of SFSP sites in their neighborhood. Media coverage can make families with low-income children aware of your Program so they can attend if they are interested. Higher attendance can improve the nutritional status of the neighborhood's children during the summer when they don't have access to regular school meals, while strengthening your SFSP.

General tips

There are various media strategies you, the sponsor, can use to get a message into the news media.

- Keep any announcement about your Program short, simple, and upbeat. Don't use jargon, acronyms, technical terms. Include the name, address, and phone number of a person who can serve as a contact for more information. Many editors will request something in writing, even if you call them.
- Have a kick-off event, inviting a local celebrity and the media. Have the mayor, or a local TV or sports celebrity come to your site, hand out meals, and talk to the kids.
- If your city is served by a news wire service like Associated Press, United Press International, or Reuter, ask them to include your event in their daily listing of news events, known as the daybook. Wire services are located mostly in larger cities.
- Appear on a radio or television public affairs program to talk about summer options for kids. This is best done in late May and June.
- Insert notices in community bulletins and newsletters – churches, community service groups, civil rights and minority organizations, children's organizations, etc.
- Focus on local, community-based media. Smaller, locally-based media are more likely to cover community events.
- Contact reporters who cover children, education issues, or community issues. If a station has a "Kids First" or similar campaign, get in touch with the reporter who does most of those stories, or with the station's public service director.
- Allow four weeks to get a message in print, on the radio, or even on television.
- In any interview or written statement, state the most important fact at the beginning. Talk about your Program, what it is, what it does for kids, and how they can participate. The history that led to the establishment of your program can come later – if you are asked.



- Emphasize the public's interest: SFSP is a program to ensure that kids get a nutritious lunch during their school vacations. Your organization's interests are secondary.

 **Radio and TV**

Most stations accept written public service announcements. It's best to keep these short, giving a phone number where people can call for more information. The announcement should include days of the week that the Program operates, and mention starting and ending dates.

You should ask local stations to broadcast daily menus, especially when meal counts go down. Have participating children come up with an announcement, or record an interview with them that can be used as an announcement.

You should not call at deadline time. Most TV and radio newsrooms are busiest in the hour or two before their news broadcasts.

 **Newspapers**

Sponsors should contact the "community calendar" editor at your local paper. This section lets readers know of activities they may want to attend. Sometimes the paper will run a slightly larger notice on the calendar page – ask them to do this with your notice. You should be aware that the calendar editor often wants four to six weeks' advance notice, so get your information to them as soon as possible.

Calling the newspaper at deadline time is a bad move. It is very likely too late to include your item. Reporters will be very busy and probably will resent your call. Most daily papers are busiest late in the day.

 **Media training**

Sponsors should consider arranging to get at least some training in dealing with the news media. This training can pay great benefits in positive publicity for the program, which in turn can lead to Program growth, which in turn can lead to still greater opportunities for publicity and more Program growth.

 **Who to call for help**

Sponsors who would like assistance in dealing with the media can call:

- State Public Affairs Offices
- Food and Nutrition Service Regional Offices:
- Western Regional Office, San Francisco
415-705-1311
 - Southwest Regional Office, Dallas
214-290-9802
 - Mountain Plains Regional Office, Denver
303-844-0312
 - Midwest Regional Office, Chicago
312-353-1044
 - Southeast Regional Office, Atlanta
404-562-1812
 - Mid-Atlantic Regional Office, Robbinsville, New Jersey
609-259-5091
 - Northeast Regional Office, Boston
617-565-6395
- FNS Headquarters, Alexandria, Virginia:
- Jean Daniels – 703-305-1492



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Renaming Fruits And Vegetables With Catchy Names Convinces Kids To Eat Them, Study Says

The Huffington Post | By [Rachel Tepper](#) Posted: 09/17/2012 4:57 pm Updated: 09/17/2012 5:24 pm

Renaming fruits and vegetables with [catchy, attractive monikers](#) could more easily convince children to eat them, according to a new study.

Researchers at Cornell University's Food and Brand Lab tested the likelihood that students at five ethnically and economically diverse schools would eat items dubbed "X-Ray Vision Carrots," "Power Punch Broccoli," "Tiny Tasty Tree Tops" and "Silly Dilly Green Beans" over the same foods labeled "Food of the Day."

The results were overwhelming -- for instance, in one school 66 percent of the carrots labeled "X-Ray Vision Carrots" were eaten up versus the 32 percent when they were labeled "Food of the Day."

In a release, the study's lead author Brian Wansink explained that the finding could [provide a cheap solution to improving kids' diets](#):

"These results demonstrate that using attractive names for healthy foods increases kid's selection and consumption of these foods and that an attractive name intervention is robust, effective and scalable at little or no cost," Wansink said. "This research also confirms that using attractive names to make foods sound more appealing works on individuals across all age levels."

The Food and Brand Lab web site offers more details, explaining that researchers also examined two schools over the course of two months -- but only one in which [attractive names were introduced in the second month](#):

Of the 1,552 students involved 47.8% attended the treatment school. The results were outstanding: vegetable purchases went up by 99% in the treatment school, while in the other school vegetable sales declined by 16%!

The Cornell findings aren't the first to suggest simple tweaks could add up to big changes in kids' diets. Earlier this year, a study published in the *Journal of the American Medical Association* found that students served with trays that pictured carrots and green beans in its compartments were [more likely to select those foods for lunch](#).