This document contains Lesson 9: Making Healthful Snacks of the 2013 *Nutrition to Grow On: A Garden-Enhanced Nutrition Education Curriculum for Upper Elementary School Children (Second Edition)* prepared under the direction of the Nutrition Services Division, California Department of Education. The entire publication is available at http://www.cde.ca.gov/ls/nu/he/nrttogrow.asp.

Lesson 9

Making Healthful Snacks

OBJECTIVES

- To learn how to make healthful low-fat snacks that include all food groups
- To harvest, clean, and eat the fruits and vegetables from the garden

APPLICABLE CONTENT STANDARDS

- English–language arts
- Mathematics
- Science

(See the matrix in Appendix B.)

Materials for In-class Lesson and Activities	Materials for Gardening Activity
Handouts: 9-1 Eating Foods from MyPlate "10 tips" See the list of materials (page 152). Recipe cards (one/station)	Tools to harvest the fruits and vegetables A bucket of water and access to clean, running water to wash the fruits and vegetables Colander or strainer (to rinse the crops)

Preparation for In-class Lesson and Activities	Preparation for Gardening Activity
Before the lesson (may take several days to collect supplies): Photocopy handout 9-1, "10 tips," and the recipe cards. Start gathering materials. Arrange for nutrition services staff or parents to assist during the lesson (you will need at least one adult at each station). Be sure to check with school officials before bringing food into the classroom. Each school has different regulations. Methods of obtaining the food are as follows: • Assign each student an item to bring to class. • Have each student bring one dollar. • Check with the cafeteria for donations. • Check with local stores or farms for donations. • Harvest the garden. Find out whether any students have food allergies.	**Day before the lesson:** Gather materials.
Just before the lesson: Set up each station. (See details on pages 146–151) Have students take out nutrition folders.	**Before the nutrition activity:** Harvest the fruits and vegetables from the garden. (If time is short, plan to harvest a day or two before the lesson to allow time for cleaning the produce.)

Nutrition Lesson Activities

(60 min.)

1. Review of all previous lessons (if time is short, plan the review activity for the end of the lesson.)

Lesson 1: Nutrition and Gardening

In the first lesson we talked about all the different parts of the plant, and we learned that we can eat them all.

(Roots, stem, leaves, flower, fruit, and seeds)

We eat all parts of the plant to get all the nutrients that our bodies need to grow and stay healthy.

- **Lesson 2: Nutrients We Need**

  Who remembers the different classes of nutrients?

  (Carbohydrates, protein, fat, vitamins, minerals, and water)

  To make sure that we eat the right amount of foods to get the right amount of nutrients, we rely on tools such as MyPlate.

- **Lesson 3: MyPlate**

  Who remembers the different food groups on MyPlate?

  (Grains, vegetables, fruits, dairy, and protein)

  MyPlate shows us how much of each food group we need to eat to get the right amount of nutrients.

- **Lesson 4: Food Math**

  Remember some of the visual cues we looked at to identify serving sizes more easily?

  Baseball = 1 cup; cupcake wrapper = 1/2 cup; cupped handful = 1/4 cup; 2 Ping Pong balls = 4 tbsp.; 3 dominoes = 1 1/2 ounces; 2 CDs or a deck of playing cards = 2–3 ounces

- **Lesson 5: Food Labels**

  Another tool to determine how much of each nutrient is in our foods is the food label. We can also use the label to compare different foods and look for ingredients that we may be allergic to.

  Remember the counting game we played to determine how nutritious different foods were?

- **Lesson 6: Get Physically Active**

  In addition to eating healthy foods, remember that it is also important for us to be active.

  Why is it important for us to be physically active?

  (Keeps us healthy and keeps our muscles strong, especially our hearts) Give students another opportunity to check their pulse.

- **Lesson 7: Goal Setting**

  In this lesson we tied everything together and set some goals to strive for. These goals were realistic, and we aim to meet them over the course of one to three days.

- **Lesson 8: Consumerism**

  All companies use some form of advertising to get you to buy their products. We need to be aware of advertising tactics and determine whether they influence our food choices.

2. Health concerns

Safety should be your first concern when you are cooking with children. Check with the nutrition services staff at your school to find out whether your school has any rules or regulations forbidding food in the classroom. Consider asking your nutrition services director to come into your classroom a few days before you plan to cook so that the students can learn proper food-handling techniques. Teach students the importance of sanitation and kitchen tool safety. The nutrition services staff may also be interested in helping out on the actual cooking day.

Check whether any students have food allergies. Some people who are highly allergic to peanuts suffer severe adverse reactions. If you have such a student in your class, it may be best to eliminate the peanuts entirely. Consult students' parents if there is a question. A safe activity is preferable to one in which there is a risk of an adverse reaction from a student. Some students may also be lactose-intolerant. It is likely that they could tolerate the small amount of yogurt in the smoothies, but if the student is reluctant, simply offer him or her plain orange juice.

3. Introduction to making snacks

- The lessons so far have focused on the types of foods we should eat to help us lead a healthy life. Today we are going to learn how to make some snacks that can be a part of a healthful diet.
- In addition, if you have grown many wonderful things in the garden, it is now time to enjoy eating them. (If the garden was not a component of the lessons, discuss how farmers have worked hard to grow produce for us to eat.)
- Today the classroom will be turned into a kitchen. Before we begin, there are some kitchen rules that must be followed:
  - Wash hands, especially before making snacks so that students do not spread germs to the foods. All students *must* wash their hands.
  - Follow directions.
  - Work quietly so everyone can hear the directions.
  - Handle the food as little as possible and do so only with clean hands.
  - Handle knives carefully and be aware of hot objects.

4. Making snacks

- See the directions posted at each station.
- Set up stations before class begins. Have one adult assistant at each station.
- Explain briefly to the class what will happen at each station.
- Divide the class into three groups. (See the activities noted at the end of the lesson for additional group ideas.)
- Have each group spend about seven minutes at each station to make the snack.
- Avoid large messes at each of the stations by setting up a competition between the groups. The group that makes the least mess wins. The prize may be an extra smoothie for the group. Keep it a surprise!
- Give students a written activity to work on at their desks while they wait for their turn a cooking activity. It will keep students usefully occupied. Distribute the Eating Foods from the MyPlate handout (9-1). Students are to fill it in with the foods they used to make their snacks. You can also have the students write in their journals answers to the following questions: What are some things you can do to be healthy? What does *healthy* mean to you? What do you like about making healthful snacks?

5. Cleaning up

- Have each student go back to the last station and help clean. Send some students around the room to pick up any trash after they eat their snacks.

6. Eating snacks

- After the students have made each of the snacks, they can return to their desks to start eating.
- As students eat the snacks they made, have them complete their written activity or express their thoughts about the snack making. Which are their favorite snacks? Why? The snacks are meant to be simple enough for them to make at home. After learning how to do it, do they think they could?

Gardening Activity

(20 min.)

Harvest the fruits and vegetables from the garden for use in the snack lesson. Clean the crops by first dipping them in a bucket of water and rubbing the surface to remove the excess soil. Then rinse them under clean running water to remove any insects and invisible microorganisms that may still cling to them.

Additional Activities

1. You may also divide the class into four or more groups so that fewer students are at a station each time. Here are some additional ideas for group activities:
   - Writing activity
   - Food safety activity
   - Kitchen safety activity
   - Napkin folding
   - Setting a table
2. Discuss the nutrient content of the snacks prepared. Which snack provides which nutrients? This information can be found by examining the labels. If fresh fruits and vegetables were used, consult the Fresh Fruit and Vegetable Photo Cards for nutrient information. (To order, look under "California Department of Education" in Appendix D.)
3. Take the students on a field trip to a farmers market if you are unable to grow some of the items in your own garden. Use foods from the farmers market to make snacks in the classroom.
4. Select foods and snacks accordingly if the class is studying a particular culture or time period.
5. Incorporate math lessons by paying closer attention to measuring out the ingredients. Conduct a science experiment by varying the amount or type of ingredients in a recipe for bread, for example. What will happen to the bread if you use more or less yeast or flour? What happens if you dissolve the yeast in cold water rather than hot water?

Station One: Fruit Smoothies	
Ingredients*	**Materials**
Orange juice Low-fat vanilla yogurt Frozen strawberries or fresh strawberries from garden (may need to blend in some ice with fresh berries) Bananas	2 blenders Knives 2 wet measuring cups 4 dry measuring cups (1 cup) Paper cups (7 oz.) Paper plates Paper napkins Pitcher Plastic garbage bags Extension cord Wet cloth/sponge 2 rubber scrapers

*See the list on page 152 for class amounts.

Setup

1. Set out all the ingredients and materials. Plan to prepare smoothies in two blenders at once.
2. Cut bananas in half (leave the peel on) and place on a paper plate.
3. Have garbage bags and a sponge handy.

Recipe (For one blender)

1 cup orange juice	1 cup frozen strawberries
1 cup low-fat vanilla yogurt	1 1/2 bananas

Place all ingredients in the blender. Blend until smooth. Fill about five paper cups (7 oz. each) about three-fourths of the way full.

Instructions

1. When students come to the station, have them form two lines—one behind each blender.
2. The students do one of the following jobs depending on their position in the line and then go to the end of the line. The students should touch the foods as little as possible. (Both lines should be going at once; this will save a lot of time.) Students' jobs are as follows:
   a. Measure juice into a wet measuring cup and pour into the blender.
   b. Measure yogurt into a dry measuring cup and pour into the blender.
      (Use a rubber scraper if necessary.)
   c. Measure strawberries into a dry measuring cup and place them in the blender.
   d. Peel bananas (touch only the banana peel, not the banana itself) and place in the blender.
   e. Blend for 15 seconds or until smooth. (If all the students in line have already had a job, the blender should be operated by an adult.)
3. Adult assistant pours the smoothie into paper cups. The recipe probably yields enough for leftovers, which may be stored in a pitcher until the end of the lesson.
4. Students may have a small sip of the smoothie, but the rest is to be saved for later.
5. Once the students have made and tasted their smoothie, they should take it back to their desk and complete handout 9-1.

Discussion with students during snack making

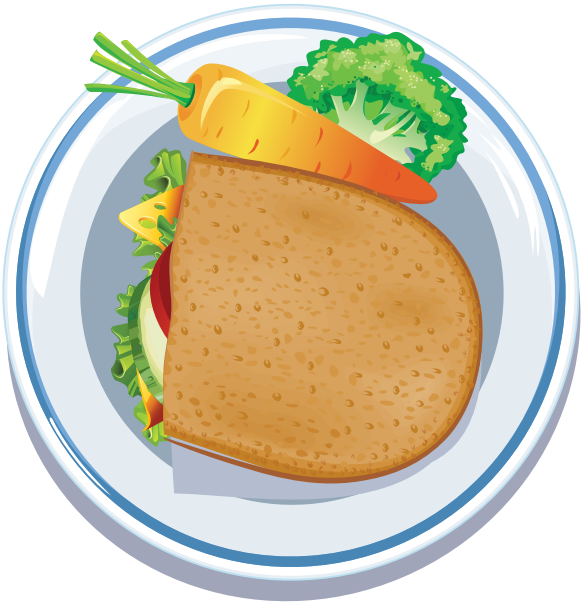
1. Which food groups are being used?
2. What other foods would you like to add to the smoothie?

Station Two: Garden Pita Pockets	
Ingredients*	**Materials**
Whole wheat pita pocket bread (or tortillas)	Paper plates
Precut mixed leafy greens	Paper napkins
Shredded carrots	Big salad bowl
Broccoli florets (bite-size pieces)	5 paper bowls
Grated cheddar cheese	6 measuring spoons (1/2 tbsp.)
Salsa	Wet cloth/sponge
Ranch dressing (low-fat)	Plastic garbage bag
Any other vegetables from the garden	

*See the list on page 152 for class amounts.

Setup

1. Set out all the ingredients and materials.
2. Put greens in a salad bowl. Fill paper bowls with carrots, broccoli, cheese, salsa, and ranch dressing. (Plan to put out one-third of the food for each group.) Put a measuring spoon in each bowl.
3. Have garbage bags and a sponge handy.



Recipe

One whole wheat pita bread sliced in half

Mixed leafy greens

Shredded carrots

Broccoli florets

1 tbsp. grated cheddar cheese

1 tbsp. salsa

1 tbsp. ranch dressing

Fill the pita half with mixed greens. Add carrots and broccoli. Top with cheese, salsa, and ranch dressing.

Instructions

1. When students come to the station, have them line up behind a stack of pita bread. Give each student a plate with half of a pita and show them how to fill a pita. Have one pita already filled as an example.
2. Students will fill their own pitas. Warn them to be careful because pitas tear easily. Encourage them to select most of the vegetables. Encourage all students to try something they may not have tried before, especially if it is from their garden. Students do not have to use all the toppings, but if they do, they get only 1 tablespoon of each.
3. Students may have a small taste, but the rest is to be saved for use later.
4. Once the students have made and tasted their pitas, they should take them back to their desk and complete handout 9-1.

Discussion with students during snack making

1. Which food groups are being used?
2. What other foods (e.g., sunflower seeds: protein group) would you like to add to the pita pocket?
3. Can you make up another name for the snack? (Encourage the use of adjectives.)
4. Discuss the fat content of the dressing and salsa. (Read labels.)

Station Three: Trail Mix	
Ingredients*	**Materials**
Dry roasted peanuts Sunflower seeds (without shells) Raisins Chocolate pieces/chips Small crackers or pretzels	Plastic self-sealing snack bags (one per student) 5 paper bowls 5 measuring spoons (1 tbsp.)

*See the list on page 152 for class amounts.

Setup

1. Set out all ingredients and materials. Plan to have the whole group working at once.
2. Put ingredients into separate bowls. Place a measuring spoon in each.
3. Have plastic self-sealing bags handy.

Recipe

1 tbsp. peanuts

1 tbsp. sunflower seeds without shells

1 tbsp. raisins

1 tbsp. chocolate pieces/chips

1 tbsp. crackers/pretzels

Measure the ingredients into a bag. Mix and enjoy!

Instructions

1. When students come to the station, give each one a plastic self-sealing snack bag.
2. Demonstrate for students how to scoop out 1 tablespoon.
3. Students fill their own bags. They do not have to use all the ingredients, but if they do, they get only 1 tablespoon of each. (This is to limit the chocolate intake.) Encourage them to select at least three different items.
4. Students may have a small taste, but the rest is to be saved for later.
5. Once the students have made and tasted their mix, they should take it back to their desk and complete handout 9-1.

Discussion with students during snack making

1. Which food groups are being used?
2. What other foods would you like to add to the trail mix?
3. Can you make up another name for the snack?
4. Discuss the fat content of the foods used (read labels). Any other suggested low-fat items? (pretzels, dried fruit)

Materials for Food Stations

Food Items	Approximate Amounts Needed for 30 Students (if divided into three groups)
Orange juice	48 fl. oz. (about 6 cups)
Low-fat vanilla yogurt	6 cups
Frozen strawberries*	6 cups (about three 16 oz. packages)
Bananas	9
Whole wheat pitas	15 whole pitas
Mixed leafy greens*	3/4 to 1 pound
Mini carrots*	Half of a large bag
Broccoli*	2 or 3 heads
Grated cheddar cheese	16 oz.
Salsa*	24 oz.
Low-fat ranch dressing	8 oz.
Dry roasted peanuts	1 small jar
Shelled sunflower seeds*	1 small jar
Raisins	24 oz. box
Chocolate pieces/chips	12–16 oz. bag
Small crackers or pretzels	16 oz. bag
Paper cups	35
Paper plates	40
Paper bowls	15
Plastic self-sealing snack bags	35
Paper napkins	A lot!
Wet measuring cups	2
Dry measuring cups	4 1-cup measures
Measuring spoons	Several tablespoons
Plastic forks, knives, and spoons	A couple of each
Blenders	3
Extension cord	1
Rubber scraper	1
Large salad bowl	1
Plastic pitchers	1
Plastic garbage bags	Several
Sponges	3

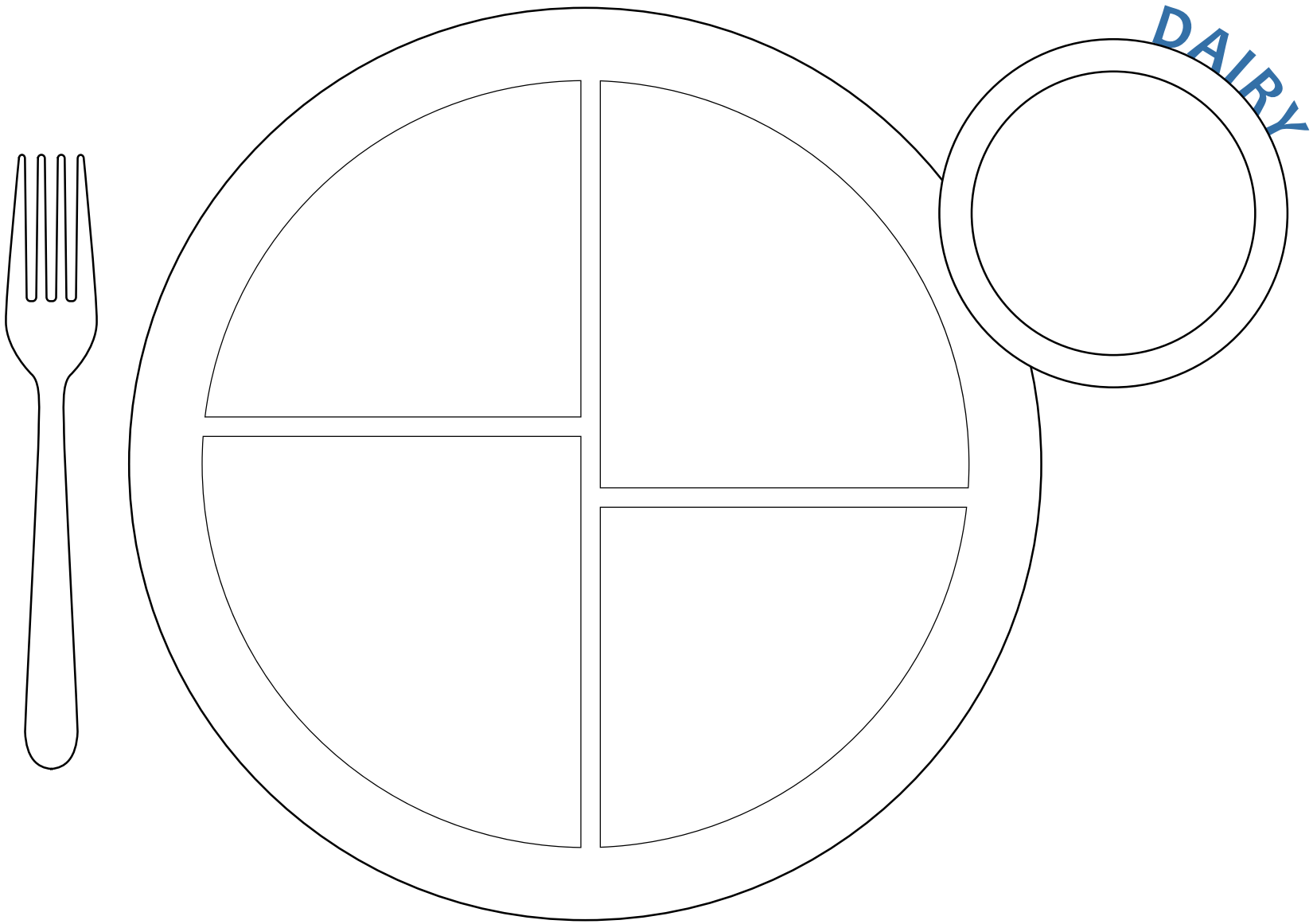
*Items easily grown in the garden.

NAME: **DATE:**

Handout 9-1

Eating Foods from MyPlate

Fill in MyPlate with the foods you used to make your snacks.



Recipe Card

Fruit Smoothie

1 cup orange juice

1 cup low-fat vanilla yogurt

1 cup frozen strawberries

1 1/2 bananas

1. Measure out all ingredients and place in the blender.
2. Blend until smooth.
3. Fill 5 paper cups about 3/4 full.

Recipe Card

Garden Pita Pockets

1/2 pita pocket

Mixed leafy greens

Shredded carrots

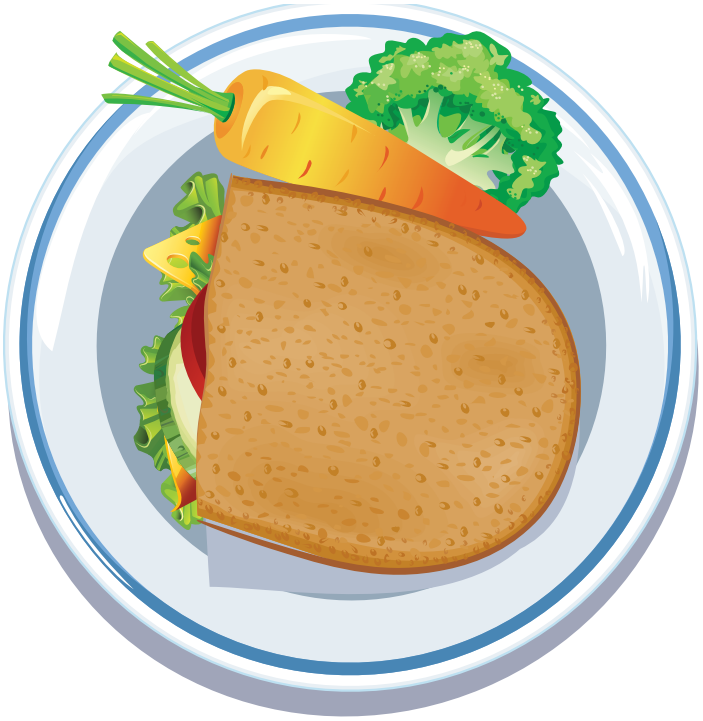
Broccoli florets

1 tbsp. grated cheese

1 tbsp. salsa

1 tbsp. ranch dressing

1. Fill pita pocket with mixed leafy greens.
2. Add carrots and broccoli.
3. Top with cheese, salsa, and ranch dressing.



Recipe Card

Trail Mix

1 tbsp. peanuts

1 tbsp. sunflower seeds

1 tbsp. raisins

1 tbsp. small crackers or pretzels

1 tbsp. chocolate pieces/chips

1. Measure all the ingredients in to a bag.
2. Include at least three different ingredients.
3. Mix and enjoy!

10 tips
Nutrition Education Series

cut back on your kids' sweet treats

10 tips to decrease added sugars

Limit the amount of foods and beverages with added sugars your kids eat and drink. If you don't buy them, your kids won't get them very often. Sweet treats and sugary drinks have a lot of calories but few nutrients. Most added sugars come from sodas, sports drinks, energy drinks, juice drinks, cakes, cookies, ice cream, candy, and other desserts.

1 serve small portions

It's not necessary to get rid of all sweets and desserts. Show kids that a small amount of treats can go a long way. Use smaller bowls and plates for these foods. Have them share a candy bar or split a large cupcake.

2 sip smarter

Soda and other sweet drinks contain a lot of sugar and are high in calories. Offer water, 100% juice, or fat-free milk when kids are thirsty.

3 use the check-out lane that does not display candy

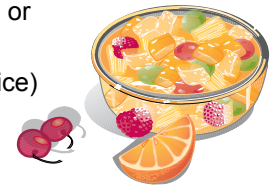
Most grocery stores will have a candy-free check-out lane to help moms out. Waiting in a store line makes it easy for children to ask for the candy that is right in front of their faces to tempt them.

4 choose not to offer sweets as rewards

By offering food as a reward for good behavior, children learn to think that some foods are better than other foods. Reward your child with kind words and comforting hugs, or give them non-food items, like stickers, to make them feel special.

5 make fruit the everyday dessert

Serve baked apples, pears, or enjoy a fruit salad. Or, serve yummy frozen juice bars (100% juice) instead of high-calorie desserts.



6 make food fun

Sugary foods that are marketed to kids are advertised as "fun foods." Make nutritious foods fun by preparing them with your child's help and being creative together. Create a smiley face with sliced bananas and raisins. Cut fruit into fun and easy shapes with cookie cutters.

7 encourage kids to invent new snacks

Make your own snack mixes from dry whole-grain cereal, dried fruit, and unsalted nuts or seeds. Provide the ingredients and allow kids to choose what they want in their "new" snack.

8 play detective in the cereal aisle

Show kids how to find the amount of total sugars in various cereals. Challenge them to compare cereals they like and select the one with the lowest amount of sugar.

9 make treats "treats," not everyday foods

Treats are great once in a while. Just don't make treat foods an everyday thing. Limit sweet treats to special occasions.

10 if kids don't eat their meal, they don't need sweet "extras"

Keep in mind that candy or cookies should not replace foods that are not eaten at meal time.

USDA United States Department of Agriculture
Center for Nutrition Policy and Promotion

Go to www.ChooseMyPlate.gov for more information.

DG TipSheet No. 13
June 2011
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10 consejos
Serie de educación en nutrición

Reduzca el consumo de golosinas de sus hijos

10 consejos para reducir el azúcar adicional

Limite la cantidad de alimentos y bebidas endulzadas que sus hijos comen y beben. Si no los compra, sus hijos no los beberán muy a menudo. Las golosinas y las bebidas endulzadas tienen muchas calorías pero pocos nutrientes. La mayoría de los azúcares adicionales provienen de gaseosas, bebidas deportivas, bebidas de energía, bebidas a base de jugo, pasteles, galletas dulces, helados, dulces y otros postres.

1 sirva porciones pequeñas

No es necesario eliminar completamente los dulces y los postres, pero enseñe a sus hijos que las golosinas en cantidades pequeñas son suficientes. Use tazones y platos más pequeños para servir esos alimentos. Permita que sus hijos compartan una barra de dulce o un bizcocho grande.

2 beba juiciosamente

Las gaseosas y otros refrescos dulces contienen mucho más azúcar y más calorías. Cuando sus hijos tengan sed ofrézcales agua, 100% jugo o leche descremada.

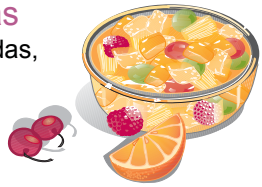
3 use la cajera que no tenga dulces

La mayoría de los supermercados tienen cajeras sin dulces para ayudar a las madres. La espera en la fila para pagar anima a los niños a pedir los tentadores dulces que les rodean.

4 no ofrezca dulces como recompensas

Al ofrecer alimentos como recompensas del buen comportamiento, los niños aprenden a pensar que algunos alimentos son mejores que otros. Recompense a sus hijos con palabras cariñosas y abrazos de consuelo, u ofrézcales otros artículos no comestibles como calcomanías para que se sientan especiales.

5 haga que las frutas sean el postre de todos los días



Sirva manzanas o peras asadas, o ensalada de frutas. También sirva sabrosas barras de jugo congelado (100% jugo) en lugar de postres con alto contenido de calorías.

6 haga las comidas divertidas

Las golosinas para los niños se comercializan como "comidas divertidas." Haga que las comidas nutritivas sean divertidas al prepararlas con ayuda de sus hijos y de manera creativa. Invente una cara sonriente con rebanadas de plátano y pasas. Use moldes para galletitas para cortar las frutas en formas divertidas y fáciles.

7 anime a sus hijos a inventarse bocadillos nuevos

Prepare sus bocadillos con cereales secos de granos integrales, frutas secas y nueces o semillas sin sal. Provea los ingredientes y permita que los niños elijan lo que quieren preparar como bocadillo "nuevo."

8 juegue al detective en el estante de cereales

Enseñe a los niños cómo encontrar la cantidad total de azúcar en varios cereales. Anímelos a comparar los cereales que les gustan y a seleccionar el que tenga menos azúcar.

9 haga que las golosinas sean "especiales" no comidas de todos los días

Las golosinas son fabulosas de vez en cuando. Pero no haga que sean comidas de todos los días. Limite las golosinasy dulces a ocasiones especiales.

10 si los niños no se comen sus comidas, no hay que darles dulces "extra"

Tenga en mente que los dulces o las galletitas no deben reemplazar los alimentos no consumidos a la hora de comer.

USDA Centro para Políticas y Promoción de la Nutrición

Visite www.ChooseMyPlate.gov para obtener más información.

DG TipSheet No. 13
Septiembre 2011
EL USDA es un proveedor y empleador que ofrece igualdad de oportunidades para todos.

10 tips
Nutrition Education Series

make celebrations fun, healthy & active

10 tips to creating healthy, active events

Eating healthy and being physically active can be a fun part of parties and events. Great gatherings are easy to do when tasty, healthy foods from all the food groups are offered in a fun, active environment. Above all, focus on enjoying friends and family.

1 make healthy habits part of your celebrations

Food and beverages are a part of an event, but they do not have to be the center of the occasion. Focus on activities to get people moving and enjoy being together.

2 make foods look festive

Decorate foods with nuts or seeds or use new shapes for vegetables. Add a few eye-catching fruits to a favorite dish, serve up a new recipe, or add a sprinkle of almonds or green onions to add just an extra something.

3 offer thirst quenches that please

Make fun ice cubes from 100% juice or add slices of fruit to make water more exciting. Create a "float" by adding a scoop of low-fat sorbet to seltzer water.

4 savor the flavor

Take time to pay attention to the taste of each bite of food. Make small changes in your old recipes or try dishes from another culture to liven things up.

5 use ChooseMyPlate.gov to include foods from the food groups for your party

Offer whole-grain crackers, serve a spicy bean dip and a veggie tray, make fruit kabobs, layer yogurt and fruit to create a sweet parfait. Use whole grains and veggies to make a savory, healthy salad.

6 make moving part of every event

Being physically active makes everyone feel good. Dancing, moving, playing active games, wiggling, and giggling add fun to any gathering.

7 try out some healthier recipes

Find ways to cut back on sugar, salt, and fat as you prepare your favorite recipes. Try out some of the recipes on ChooseMyPlate.gov.

8 keep it simple

Have others participate by contributing a prepared dish, helping with the clean up, or keeping the kids active and moving.

9 shop smart to eat smart

Save money by offering foods that fit your budget. Buy in-season produce when it costs less and tastes better. Plan in advance and buy foods on sale.

10 be a cheerleader for healthy habits

It's never too early for adults to set an example. Keep in mind that children follow what the adults around them do—even at parties.

USDA United States Department of Agriculture
Center for Nutrition Policy and Promotion

Go to www.ChooseMyPlate.gov/bday/celebrate.aspx for more information.

DG TipSheet No. 20
May 2012
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10 consejos
Serie de educación en nutrición

Haz que las celebraciones sean divertidas, saludables y activas

10 consejos para crear reuniones activas y saludables

E Comer saludablemente y mantenerse físicamente activo puede ser la parte divertida de las fiestas y eventos. Las celebraciones fantásticas puden ser fáciles de organizar si presentamos alimentos, saludables y deliciosos, de todos los grupos de alimentos en forma divertida. Pero sobre todo disfrute de la compañía de los amigos y de la familia.

1 haz que los hábitos saludables sean parte de las celebraciones

Los alimentos y las bebidas son parte de los eventos, pero no tienen que ser el centro de la reunión. Enfóquese en las actividades para mantener a la gente moviéndose y gozar de su compañía.

2 haz que las comidas se vean festivas

Decore los platos con nueces y semillas, o sirva los vegetales en formas nuevas. Adicione frutas vistosas para sus platos favoritos, sirva una receta nueva, or esparza almendras o cebollas verdes para adicionar algo decorativo.

3 refrésquese con sabor

Prepare cubos congelados de jugo 100% de frutas o addicione pedazos de fruta para hacer el agua más acceptable. Invente un “flotante” adicionando una cuchara o porción de helado, bajo en grasa, en un vaso de agua con gas.

4 salve el savor

Ponga atención a cada bocado de la comida. Haga pequenos cambios en sus recetas antiguas o prepare platos de otras regiones para avivar las comidas.

5 use ChooseMyPlate.gov para incluir alimentos de todos los grupos de alimentos para su fiesta

Ofrezca galletas integrales, sirva crema hecha de frejoles picantes y bandejas de vegetales, prepare kebabs de fruta, o copas con capas de yogur y frutas para crear una ensalada de frutas. Use granos integrales y vegetales para crear ensaladas saludables y llenas de sabor.

6 cree la hora de la movida para cada reunión

El estar físicamente activo le hace sentir bien a cualquiera. Bailar, moverse, jugar y reir adicionan diversión a la reunión.

7 practique recetas saludables

Encuentre maneras de bajar el azúcar, sal, y grasas cuando prepare sus recetas favoritas. Practique las recetas de ChooseMyPlate.gov.

8 manténgalo simple

Haga participar a otros, haciéndolos preparar platos, ayudando a limpiar o ayudando a matener a los niños activos.

9 compre para comer inteligentemente

Ahorre dinero ofreciendo comidas que esten dentro de su presupuesto. Compre los productos cuando esten de temporada, cuando los precios esten bajos y los productos esten frescos y jugosos. Planifique con anticipación y compre productos en oferta.

10 sea el animador de hábitos saludables

Nunca es muy temprano para que los adultos demuestren a los niños buenos hábitos con el ejemplo. Tenga presente que los niños imitan a los adultos que estan cerca de ellos, incluso en las fiestas.

USDA United States Department of Agriculture
Center for Nutrition Policy and Promotion

Visite www.ChooseMyPlate.gov para obtener más información.

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El USDA es un proveedor y empleador que ofrece igualdad de oportunidades para todos.

More Recipes for You and Your Family to Enjoy!

Garden Pita Pockets

What you will need:

1/2 whole-wheat pita
Mixed leafy green vegetables
Baby carrots
Broccoli florets
1 tbsp. grated cheddar cheese
1 tbsp. salsa
1 tbsp. low-fat ranch dressing

What you will do:

1. Fill the pita with mixed greens.
2. Add the baby carrots and broccoli florets.
3. Top with cheese, salsa, and/or ranch dressing.

Note: Try this recipe with other vegetables from your garden or from the grocery store.

Trail Mix

What you will need:

1 tbsp. peanuts
1 tbsp. sunflower seeds
1 tbsp. raisins
1 tbsp. oat cereal pieces
1 tbsp. chocolate pieces

What you will do:

1. Measure the ingredients and put them into a bag.
2. Mix and enjoy!

Note: Try this recipe using other nuts, seeds, or dried fruit.

TIPS FOR PARENTS

You can make healthy lifestyles enjoyable for the whole family. Create positive attitudes about foods and activities that support a lifetime of good health. The following tips can help you manage food choices for all of your family members.

Offer toddlers familiar foods. Introduce new foods to preschoolers; they are more willing to try them and enjoy practicing their skills with forks and spoons.

Encourage your children to eat fruits and vegetables, as well as whole-grain breads and crackers.

Encourage your children to learn about and enjoy a variety of foods.

Set the structure for eating. Make nutritious foods available for meals and snacks.

Let your children explore, prepare, and taste new foods at an early age.

Encourage your children to be physically active.