

# Growing Healthy Children

A Nutrition Education  
Curriculum for  
New York City  
Child Care Centers

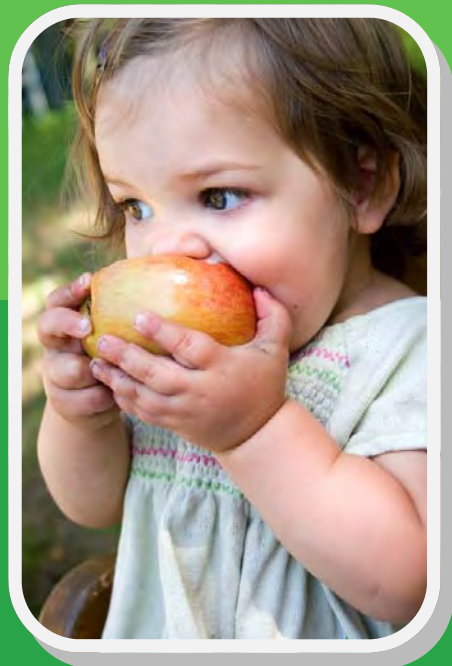


# Growing Healthy Children

Thank you for your interest in our Growing Healthy Children Nutrition Education Curriculum. This curriculum was developed for use by teachers of three to four year olds in group child care settings.

The curriculum was developed by the New York City Department of Health and Mental Hygiene. It is adapted, with permission, from the Eat Well Play Hard in Child Care Settings Curriculum developed by the New York State Department of Health's Child and Adult Care Food Program.

We hope you find this curriculum informative and easy to use. We welcome your questions and comments. Please feel free to contact us at [ewph@health.nyc.gov](mailto:ewph@health.nyc.gov).





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All recipes are provided in English and Spanish

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\*All recipes adapted from the NYSDOH EWP/CCS Curriculum with the exception of Vegetable Happy Face and Snack Kabobs





# Introduction

## About the Curriculum

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Welcome to the Growing Healthy Children Nutrition Education Curriculum. It is intended for use with three and four year old children and their parents/caregivers. Each lesson is approximately 30 minutes long. This curriculum contains nine modules: Food Mood, Vary Your Veggies, Flavorful Fruit, Fitness is Fun Dairylicious, Smart Snacking, Growing Goodness, Choose your Fun, and Cooking with Children. **Cooking Rules Posters** (page 183), **Key Points Posters** (page 195), **Adult Activity Cards** (provided separately), and **Movement Cards** (provided separately) are supportive materials used in these lessons. They are listed throughout this curriculum in **bold, green italics** for easy identification.

Each module contains: **a child lesson (and corresponding Parent Pages), an adult lesson and suggested recipes.**

- Each child and adult lesson has 9 sections: Goal, Objectives, Supplies, Preparation, Introduction, Classroom Discussion/Activity, Food or Fitness Experience, Closing and Resources. Within each lesson are **bolded statements**. These are the **main points to cover**.
- Parent Pages (in English and Spanish) can be found at the end of each **child** lesson. These are to be sent home with each child for parents/caregivers on the day of the child lesson.
- Recipes, in English and Spanish, can be found at the end of each the lesson in which it is used. These should be sent home with each child for parents/caregivers. The **bold steps** within recipes are steps that children can do.
- For Parent Pages, recipes and handouts in additional languages visit: [www.health.ny.gov/prevention/nutrition/cacfp/ewphccs\\_curriculum/index.htm](http://www.health.ny.gov/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm)
- Additional suggested recipes can be found in the **Additional Recipe Section** (page 141).

## General Tasting Guidelines

- Wash all fruits and vegetables thoroughly, regardless of whether the produce will be served whole, peeled or cooked.
- Always have the children and adult participants wash their hands with soap and water before touching food.
- Sanitize all surfaces prior to the Food Experience.
- If serving low-fat dairy products: 1) check the expiration date for freshness; 2) keep refrigerated until use; and 3) save the packaging so the children and adult participants can see the source.
- Small fruits and vegetables can be a choking hazard. For preschool children, cut the following foods in half lengthwise before serving: grapes, baby carrots and small tomatoes.
- Serve food family style, in individual serving bowls with serving spoons. Let child and adult participants serve themselves samples of the foods.
- Leave some fruits and vegetables whole for the children and adult participants to see, touch and smell.
- Assume that every child will try the food, even if a child usually doesn't eat fruits or vegetables.
- Use positive phrases to encourage tasting new foods.
- Encourage the class to use their senses to touch, smell, see, hear and taste the foods before eating them.
- Remind the children that by trying new foods they will begin to like more foods and have new favorite foods.

## Cooking Rules

- Refer to the *Cooking Rules Posters* and display during each lesson.
  - Sneeze or cough into your elbow, away from food.
  - Never lick utensils and put them into community food.
  - If you touch your nose, face or hair, you need to wash your hands with soap again.
  - Knives are for cutting food only.

## Food Allergies

A food allergy is the body's immune system reacting to a food. Within minutes (or in up to 2 hours), it triggers symptoms. When serving food in the classroom to children, consult your classroom allergy list and watch for symptoms. Summon medical help immediately if any of the following symptoms are observed:

- Coughing, difficult breathing, dizziness, wheezing
- Itchy skin or eyes, rash, hives, swelling of throat, lip, face or tongue
- Nausea, diarrhea, vomiting, gas, pain, cramps

### Common Food Allergies

Peanuts  
Milk  
Eggs  
Fish and shellfish  
Tree nuts (such as pecans, almonds, cashews, walnuts)  
Soybeans  
Wheat

## Fruits and Vegetables

- Help children learn to love vegetables. Exposing children to a variety of foods early in life helps them to like more foods. However, sometimes introducing new foods (like vegetables) takes time.
  - Offer a small taste first, provide as many tasting opportunities as possible and be patient.
  - Encourage families to cook together, as children are more likely to try new foods (like vegetables) if involved in preparation. Encourage them to eat together, talk together and make mealtime a family time.
- Eating lots of fruits and vegetables as part of a healthy diet may protect against certain types of cancer, type 2 diabetes, heart disease and stroke. Eating more low-calorie vegetables (instead of other high-calorie foods) may help lower overall calorie intake.
- Dark orange and green vegetables provide vitamin A, vitamin C, fiber, potassium and many other nutrients. Foods – rather than supplements – are the best source of vitamins and minerals.
- Fruits provide potassium, dietary fiber, vitamin C and folate (folic acid). Most fruits are naturally low in fat, sodium and calories, and contain no cholesterol.
- Canned, frozen and dried fruits and vegetables are healthy choices. Canned fruits should be in 100% juice, not syrup. Canned vegetables should be low or no salt. If you cannot find fruit in 100% juice or low/no salt vegetables, pour fruit or vegetables into a colander and rinse with water.
- Lead by example. Eat fruits and vegetables with meals or as snacks. Let children see that you like to munch on raw vegetables.
- Demonstrate how to cut any soft fruit and vegetables you would like the children to cut.

## Low-fat Dairy

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- Low-fat and fat-free dairy products are made from 1% or skim milk. They are a healthier choice for children and adults over the age of two because they are lower in saturated fat and calories, but contain the same amount of protein, vitamins and minerals.
- Dairy foods like milk, yogurt, and cheese are great sources of calcium and vitamin D. Calcium and vitamin D help keep bones and teeth strong and healthy.

## Lean Proteins

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- Protein is important for healthy growth in children. It is an important building block of bones and muscles and helps keep the immune system working properly.
- There are many sources of lean protein: seafood; chicken and turkey; lean beef, pork and lamb; eggs; nuts and seeds; legumes (dried beans and peas); and low-fat dairy foods (cheese, cottage cheese, yogurt and milk).
- The leanest beef cuts include round steaks (round eye, top round, bottom round, round tip), top loin, top sirloin, and chuck shoulder and arm roasts. The leanest pork choices include pork loin, tenderloin, center loin and ham.
- Choose extra lean ground beef. The label should say at least “90% lean.” You may be able to find ground beef that is 93% or 95% lean. Buy the leanest you can find. Buy skinless chicken parts, or take off the skin before cooking.

## Whole Grains

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- Any food made from wheat, rice, oats, cornmeal, barley or another cereal grain is a grain product. Examples are bread, pasta, oatmeal, breakfast cereals, tortillas and grits.
- Grains are divided into two groups: whole grains and refined grains. Whole grains contain the entire grain kernel—the bran, germ and endosperm. Refined grains only contain the endosperm.
- Eating grains, especially whole grains, provides health benefits. People who eat whole grains as part of a healthy diet have a reduced risk of some chronic diseases.
- To eat more whole grains, substitute a whole-grain product for a refined product—such as eating whole-wheat bread instead of white bread or brown rice instead of white rice. It’s important to *replace* the refined product with the whole-grain one, rather than *adding* the whole-grain product.
- Choose foods that name one of the following whole-grain ingredients *first* on the label’s ingredient list: brown rice, bulgur, whole wheat, graham flour, oatmeal, whole-grain corn, whole oats, whole rye or wild rice.
- You can’t tell whether a food is a whole grain by its color. For example, bread can be brown because of molasses, rather than whole-wheat flour.

## Supplement Nutrition Assistance Program Resources

The Supplemental Nutrition Assistance Program (SNAP) is a nutrition assistance program helping to stretch the monthly food budgets of all who meet program guidelines. To find out more about how to enroll in or use SNAP, go to [myBenefits.ny.gov](http://myBenefits.ny.gov) or call 800-342-3009.

The Hunger Solutions New York Nutrition Outreach and Education Program (NOEP) also offers free and confidential services to connect hungry New Yorkers with nutrition assistance programs ([hungersolutionsny.org/index.php/info/noep-center/foodhelpny](http://hungersolutionsny.org/index.php/info/noep-center/foodhelpny)). See below for a listing of offices in the New York City area.



Bronx  
Bronx AIDS Services, Inc. (BAS)  
540 E. Fordham Rd., Bronx, NY 10458  
[www.basnyc.org](http://www.basnyc.org)  
Phone: 718-295-5605 ext. 265

Bronx  
Mosholu Montefiore Community Center  
3450 Deklab Ave., Bronx, NY 10467  
[www.mmcc.org](http://www.mmcc.org)  
Phone: 718-882-4000 ext. 304

Bronx, Manhattan, Queens, Richmond  
Chinese American Planning Council, Inc.  
165 Eldridge St., New York, NY 10002  
[www.cpc-nyc.org](http://www.cpc-nyc.org)  
Phone: 212-431-7800 ext. 213

Bronx, Brooklyn, Manhattan, Queens  
New York City Coalition Against Hunger  
50 Broad St., Suite 1520, New York, NY 10004  
[www.nyccah.org](http://www.nyccah.org)  
Phone: 212-825-0028 ext. 207

Brooklyn  
CAMBA, Inc.  
885 Flatbush Ave., Rm 204, Brooklyn, NY 11226  
[www.camba.org](http://www.camba.org)  
Phone: 718-287-0010 ext. 40226

Brooklyn  
Edith and Carl Marks Jewish Community House of Bensonhurst  
7802 Bay Parkway, Brooklyn, NY 11214  
[www.jchb.org](http://www.jchb.org)  
Phone: 718-943-6337

Brooklyn  
NACHAS Health & Family Network, Inc.  
1310 48th St., Floor 4, Brooklyn, NY 11219  
[www.nachashealth.org](http://www.nachashealth.org)  
Phone: 718-436-7373 ext. 16

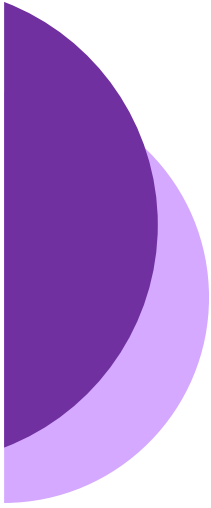
Manhattan  
Lenox Hill Neighborhood House  
331 East 70th St., New York, NY 10021  
[www.lenoxhill.org](http://www.lenoxhill.org)  
Phone: 212-744-5022 ext. 1278

Manhattan  
Northern Manhattan Improvement Corporation  
76 Wadsworth Ave., New York, NY 10033  
[www.nmic.org](http://www.nmic.org)  
Phone: 212-453-5390

Manhattan, Queens  
Center for Independence of the Disabled in NY, Inc.  
841 Broadway, Suite 301, New York, NY 10003  
[www.cidny.org](http://www.cidny.org)  
Phone: 646-442-4155

Queens  
Jewish Community Council of the Rockaway Peninsula  
1525 Central Ave., Far Rockaway, NY 11691  
[www.jccrp.org](http://www.jccrp.org)  
Phone: 718-327-7755 ext. 6114

Queens  
Queens Legal Services Corporation  
42-15 Crescent St., Floor 9, Long Island City, NY 11101  
[www.QueensLegalServices.org](http://www.QueensLegalServices.org)  
Phone: 347-592-2206 ext. 2206



# Food Mood

## Tasting New Foods – Child Lesson

### Goal

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To teach children that even their favorite foods were once new to them. To provide children with skills to respond to new foods.

### Objectives

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Children will be able to:

- Understand that all food was once new to them.
- Choose one food they would like to try.
- Demonstrate how to politely accept or refuse new foods.

### Supplies

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- *Cooking Rules Posters*
- *How Do Dinosaurs Eat Their Food?* by Jane Yolen and Mark Teague (alternate book options listed on page 9)
- Food gloves (for teacher)
- Serving bowls and child-sized tongs or serving spoons
- Paper plates, napkins (one per child)
- 3 varieties of low-fat, whole-grain crackers, ideally different colors, flavors and shapes (fruits or vegetables, such as berries, apples or peppers, can also be used )
- Copies of the Food Mood Parent Page (pages 11 and 12) to send home to parents/ caregivers
- **Optional:** For a Child and Adult Care Food Program (CACFP) creditable snack, prepare enough crackers for each child to have 3 crackers and serve an additional component such as  $\frac{1}{4}$  cup of low-fat yogurt or  $\frac{1}{2}$  cup of fruit to meet the CACFP Healthy Child Meal Pattern. Water must be served with a snack if no beverage is provided.

### Success Corner:

*“I had a little girl who was a picky eater. She did not like to try new foods. However, towards the end of the year of nutrition classes, she was willing to try something new.”*

## Preparation

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1. Review the key points in **bold** below.
2. Review the book *How Do Dinosaurs Eat Their Food?* by Jane Yolen and Mark Teague.
3. Outline the table manners you wish to review with the children, as well as any not covered in the book.
4. Display the *Cooking Rules Posters*.

## Introduction

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- Let the class know that they'll be learning about healthy eating, trying new foods and table manners.
- Ask the class: What are manners? What is one table manner that you know?

## Classroom Discussion/Activity\*

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1. Read the book *How Do Dinosaurs Eat Their Food?* by Jane Yolen and Mark Teague and summarize the table manners discussed in the story. Remind the class that **all food was once new to them**.
2. Discuss favorite foods and why the children like them. Explain that **eating a variety of foods is an important part of being healthy**. Remind the children that **as they try a variety of foods, they will begin to like more food**.
3. Explain that children **should use manners when accepting and refusing food**. Ask children how to politely accept and refuse foods:
  - Say, **“thank you” to accept a food**, and
  - Say, **“no thank you” to refuse a food**.

## Food Experience\*

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1. Tell the class that they'll now practice their manners while trying new foods. Have the children wash their hands with soap and water. Remind them that they should always wash their hands before eating or cooking. Review cooking rules using the *Cooking Rules Posters*.
2. Pass out plates and napkins.
3. Explain to the class that you will offer each of them three different kinds of low-fat, whole-grain crackers that they may or may not have tasted before. Tell the class that when you offer them crackers, they will practice their manners and say, **“thank you” to accept the food**.
4. Tell the class they do not have to taste any of the crackers if they do not wish to.
  - Demonstrate that if they do not wish to taste a cracker, they should politely say, **“no, thank you”** and place it onto their napkin or plate without making any bad comments or faces.
5. Let each child serve themselves one of each cracker. Encourage each child to taste each cracker. Discuss, shape, size, color, texture, smell and taste of the crackers.



## Closing

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- Summarize the key points in **bold**.
- Check children’s understanding of objectives. Ask the class:
  - to name one food they would like to try.
  - what they say when someone offers them a new food (*“thank you” to accept a food and “no, thank you” to refuse a food*).
- Have children take home Food Mood Parent Pages (pages 11 and 12).

## Resources

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- *Please Say Please* by Margery Cuyler (Scholastic, 2004)
- *We Like to Eat Well* by Elyse April (Hohm Press, 2007)
- Eat Well Play Hard in Child Care Settings Curriculum  
Child and Adult Care Food Program, New York State Health Department  
[www.health.ny.gov/prevention/nutrition/cacfp/ewphccs\\_curriculum/index.htm](http://www.health.ny.gov/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm)



# PARENT PAGES

## Food Mood



### Tips for Offering New Foods

1. Cook together. Children love helping in the kitchen. They like to try foods they help make.
2. Eat together. Children take their lead from you. Make healthy choices and your child will too.
3. Offer only one new food at a time. Serve something that you know your child likes along with a new food.
4. Serve foods in new ways so your child will want to try them.
5. Let your child learn by serving their own plate.
6. Share the adventure. Try new foods together.

**Today at child care your child was offered some new foods to taste.** Sometimes new foods take time. Children don't always take to new foods right away. Offer new fruits and veggies many times. Give them a taste at first and be patient with them. You may wish to try the recipe below for a healthy new main dish.

### Lentil Spaghetti Sauce

Yield: 6 cups

Serves: 8 adults

#### Ingredients

- 2 cups water
- 1 cup uncooked lentils
- 1 cup chopped medium onion
- 1 28-ounce can of crushed tomatoes
- 1 8-ounce can of tomato sauce
- 1 clove garlic, minced
- 1/2 teaspoon oregano, optional
- 1 4 1/2-ounce can mushrooms, optional.

#### Steps

1. **Rinse the lentils in water. Drain in a strainer over a bowl, and pick out any stones.**
2. **In a saucepot add onions and rinsed lentils to water.**
3. Bring to a boil; reduce heat to low and simmer.
4. Cook until tender, about 30-45 minutes (the water will be almost gone). Stir.
5. Add remaining ingredients and simmer for 20-30 minutes.
6. Serve over cooked spaghetti.
7. **Enjoy.**

#### Have your child help you do the bold steps.

Adapted from [Just Say Yes to Fruits and Vegetables Cookbook](#) and reprinted with permission.

  
Watermelon  
  
Cantaloupe  
  
Apple  
  
Yogurt  
  
Grapefruit  
  
Pear  
  
Banana  
  
Cherry  
  
Peach  
  
Kiwi  
  
Strawberries  
  
Pineapple

# I Tried It!



New Food Tried	Stars
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

  
Plum

  
Tomatoes

  
Artichoke

  
Peppers

  
Broccoli

  
Corn

  
Carrot

  
Avocado

  
Lettuce  
  
Pumpkin  
  
Zucchini  
  
Cabbage  
  
Eggplant  
  
Cheese  
  
Peas  
  
Radishes  
  
Cauliflower  
  
Cucumbers  
  
Onions

**Directions:** Post this chart on your refrigerator. Write the name of each new food your child tries in the first column of the chart. Help your child put a star sticker (or draw a star) in the second column each time he or she tries that food.

Adapted from Nibbles for Health.

This material was funded by USDA's Supplemental Nutrition Assistance Program-SNAP. The SNAP program, formerly known as the Food Stamp Program (FSP) in New York, provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact: 1-800-342-3009 or go to: [myBenefits.ny.gov](http://myBenefits.ny.gov).  
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# PÁGINAS PARA LOS PADRES

## Abrir el apetito



### Consejos para ofrecer alimentos nuevos

1. Cocinen juntos. A los niños les encanta ayudar en la cocina. Les gusta probar las comidas que cocinan.
2. Coman juntos. Los niños copian todo lo que usted hace. Si hace elecciones sanas, sus niños también lo harán.
3. Ofrezcales las comidas nuevas una a la vez. Acompañe las comidas nuevas con algo que sepa que a su hijo le gusta.
4. Sirva los alimentos de manera novedosa para que su hijo quiera probarlos.
5. Deje que su niño aprenda, permítale servirse solo.
6. Compartan la aventura. Prueben nuevas comidas juntos.

**Hoy en la guardería su hijo tuvo la oportunidad de probar nuevos alimentos.** Lleva tiempo para que a un niño le guste una comida nueva. En general, los niños no aceptan las comidas nuevas la primera vez. Ofrezcales nuevas frutas y verduras muchas veces. Primero, deje que las prueben; debe tenerles paciencia. Usted puede probar la receta que sigue como nuevo plato principal.

### Salsa de lentejas y espagueti

Rendimiento: 6 tazas

Porciones: 8

#### Ingredientes

- 2 tazas de agua
- 1 taza de lentejas crudas
- 1 cebolla mediana picada
- 1 lata de puré de tomates de 28 onzas
- 1 lata de salsa de tomates de 8 onzas
- 1 diente de ajo, machacado
- 1/2 cucharadita de orégano, opcional
- 1 lata de hongos de 4 1/2 onzas, opcional.

#### Pasos

1. **Lave las lentejas en agua. Escúrralas en un colador sobre un tazón y quite las piedrecillas.**
2. **En una cacerola, añada las cebollas y las lentejas escurridas al agua.**
3. Deje que hierva; baje el fuego al mínimo y cocine a fuego lento.
4. Cocine hasta que estén tiernas; alrededor de 30 a 45 minutos (el agua se habrá absorbido casi por completo). Revuelva.
5. Añada el resto de los ingredientes y cocine a fuego lento durante 20 a 30 minutos.
6. Sirva sobre espaguetis cocidos.
7. **¡Buen provecho!**

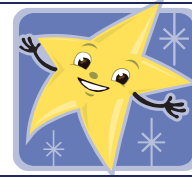
**Haga participar a su hijo en la preparación de los pasos que aparecen en letra negrita.**

Adaptado de [Just Say Yes to Fruits and Vegetables Cookbook](#) y reimpresso con autorización.





# ¡Lo probé!



Comida nueva que	Estrellas
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

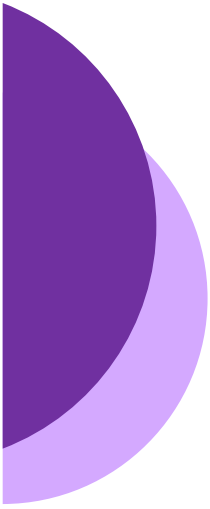


**Instrucciones:** Pegue esta tabla en la puerta de su refrigerador. Escriba en la primera columna de la tabla los nombres de cada alimento nuevo que pruebe su hijo. Ayude a su hijo a poner una estrella adhesiva (o dibuje una estrella) en la segunda columna cada vez que pruebe ese alimento.

Adaptado de: Nibbles for Health.

Este material ha sido financiado por el Departamento de Agricultura de Estados Unidos – Programa de Asistencia Nutricional Suplementaria (SNAP, por sus siglas en inglés). El programa SNAP, antiguamente conocido en Nueva York como el Programa de Cupones para Alimentos, suministra asistencia de nutrición a personas de bajos ingresos para que compren alimentos nutritivos y tengan una mejor dieta. Si desea más información, marque el 1-800-342-3009, o ingrese al sitio web: [myBenefits.ny.gov](http://myBenefits.ny.gov). El Departamento de Agricultura de Estados Unidos es un suministrador y empleador que ofrece igualdad de oportunidades.

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# Food Mood

## Positive Mealtimes – Adult Lesson

### Goal

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To increase the knowledge and awareness of parents/caregivers and children’s roles in food and eating.

### Objectives

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Adults will be able to:

- Explain the importance of cooking and eating together as a family.
- Name one new way to offer new foods to their children.
- Describe the importance of encouraging their children to serve themselves at meal and snack time.

### Supplies

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- ***Food Mood Key Points Posters*** (key points are also noted in **bold** in the lesson)
- ***Food Mood Adult Activity Cards*** (activities also noted on page 19)
- One copy per participant of the Carrot Pineapple Salad Recipe (page 21) and Food Mood Parent Pages (pages 11 and 12)
- Ingredients for Carrot Pineapple Salad Recipe (page 21)
- Grater, vegetable peeler, serving spoon, mixing bowl, small mixing bowl, measuring cups, measuring spoons, can opener (if not an easy-lift lid)
- Food gloves
- Small bowls, spoons, napkins (one per participant)

### Success Corner:

***“The nutrition classes taught my wife and I how to introduce vegetables without pressure. Our four year old now eats corn, carrots, spinach and broccoli.”***



## Preparation

---

1. Display the *Food Mood Key Points Posters* in a place where all participants can see them.
2. Review the *Food Mood Adult Activity Cards* or Activity Sheet (page 19).
3. Wash carrots thoroughly and place in refrigerator until class.

## Introduction

---

- Welcome the participants to class.
- Tell the participants today's topic is about trying new foods and positive mealtimes.
- Ask the participants to share with a partner one success for introducing new foods to their child. Invite volunteers to share responses with the group.

## Discussion/Activity

---

1. Explain to the participants that you will read them a statement. If they agree with the statement, they should move to the right side of the room. If they disagree with the statement, they should move to the left side of the room. If they are somewhere in the middle or not sure, they should move to the middle of the room.
2. Read the statements on the front side of the *Food Mood Adult Activity Cards* and ask participants to move according to the directions above.
3. Invite the participants to share with the group or a partner why they agree or disagree with the statements. Be sure to cover the points on the back side of the *Food Mood Adult Activity Cards*.
4. Repeat steps 1, 2 and 3 for the remaining *Food Mood Adult Activity Cards*.
5. Be sure to discuss key points from the *Food Mood Key Points Posters* (either during the Activity or the Food Experience):
  - **Cook and eat together as a family. If you eat healthy, your children will learn to eat healthy.** Talk while you eat. Make mealtime family time.
  - **Serve your family healthy foods. Let your children decide what and how much to eat.** Teach them to take small amounts at first, and then tell them they can get more if they're still hungry.
  - **It can take time for children to like new foods. Patience works better than pressure.** When offering children new foods, let them choose how much to eat. They are more likely to enjoy eating their food when it is their own choice. This also helps them to learn independence. Offer new fruits and vegetables often – ideally at every meal.
  - **Provide regularly scheduled meals and snacks.** Most young children do best with four to six small meals per day. Offer meals and snacks at the same time when possible. Preschool children's appetites may be smaller because they are growing at a slower rate than infants/toddlers. Preschool children know how much is enough for them to eat.

## Food Experience\*

1. Ask the participants to wash their hands with soap and water. Remind them that they should always wash their hands before eating or cooking.
2. Pass out the Carrot Pineapple Salad Recipe (page 21) and review steps with the participants.
  - Explain that their children may help with the **bold steps** when they prepare this at home.
3. Distribute food gloves. Ask for volunteers to help prepare the Carrot Pineapple Salad Recipe (page 21). Mention that if purchasing canned fruit instead of fresh fruit, the healthiest option is fruit in 100% juice rather than syrup.
4. Ask the participants to take a sample of the Carrot Pineapple Salad to taste and discuss the recipe with the group.
  - What did you enjoy about the salad?
  - How would you make the recipe at home?
5. Discuss money saving tips:
  - Purchase whole vegetables and chop or shred them rather than those already chopped or shredded.
  - Purchase store brands rather than more expensive brand name items .
  - Check the unit price to determine which package size is the best buy.
  - Find out more about how to enroll in or use Supplemental Nutrition Assistance Program (SNAP) at [myBenefits.ny.gov](http://myBenefits.ny.gov) or 800-342-3009.
6. Ask the participants to share and make suggestions of other ideas they use to introduce new foods at mealtimes. Suggestions might include:
  - Allow children to serve themselves new foods, then choose how much to eat.
  - Serve a new food with a familiar food.
  - Eat together and let children learn about new foods by watching others eat them too.
  - Involve children in shopping and preparation of new foods.

### Other Food Mood Recipes:

- Chicken Curry (page 159)
- Thai Cabbage Noodles (page 179)
- Veggie Rice Pilaf (page 181)

## Closing

- Invite participants to answer these closing questions:
  - What was your favorite thing about the class?
  - What is one way you will offer a new food to your child this week?
- Pass out Food Mood Parent Pages (pages 11 and 12) to all participants.
- Remind them of the next class day, time and topic.



## Resources

- Maximizing Messages, United States Department of Agriculture  
[www.fns.usda.gov/fns/corenutritionmessages/Maximizing.htm](http://www.fns.usda.gov/fns/corenutritionmessages/Maximizing.htm)
- Ellyn Satter's Responsibility of Feeding  
[ellynsatter.com/ellyn-satters-division-of-responsibility-in-feeding-i-80.html](http://ellynsatter.com/ellyn-satters-division-of-responsibility-in-feeding-i-80.html)
- Eat Well Play Hard in Child Care Settings Curriculum  
Child and Adult Care Food Program, New York State Health Department  
[www.health.ny.gov/prevention/nutrition/cacfp/ewphccs\\_curriculum/index.htm](http://www.health.ny.gov/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm)
- Hunger Solutions New York Nutrition Outreach and Education Program (*offers free and confidential services to connect hungry New Yorkers with nutrition assistance programs*)  
[hungersolutionsny.org/index.php/info/noep-center/foodhelpny](http://hungersolutionsny.org/index.php/info/noep-center/foodhelpny)



# Food Mood

## Adult Activity Sheet

### Directions:

1. Explain to the participants that you will read them a statement. If they agree with the statement, they should move to the right side of the room. If they disagree with the statement, they should move to the left side of the room. If they are somewhere in the middle or not sure, they should move to the middle of the room.
2. Read a statement below and ask participants to move according to the directions above. Invite participants to discuss with a partner or with the group whether they agree or disagree with the statements. Be sure to read the answers to stimulate discussion. Repeat with all statements.

“If parents don’t like a food, they should never offer it to their child.”

**False:** Eating a variety of different foods is important and your children learn from watching you. Try new foods, like colorful fruits and vegetables, and your child will too. **Serve your family healthy foods. Let your children decide what and how much to eat.** Offer new fruits and vegetables often— ideally at every meal. Try serving a new food with something familiar.

“It’s okay for children to eat in front of the TV.”

**False:** Turn the TV off. **Cook and eat together as a family. If you eat healthy, your children will learn to eat healthy.** Talk while you eat. Make mealtime family time. Allow your children to practice their table manners. Children are more likely to listen to their bodies to determine how much to eat when they are not watching TV.

“It’s best to keep offering a new food many times and keep encouraging your child to try it.”

**True:** Children don’t always take to new foods right away. **It can take time for children to like new foods. Patience works better than pressure.** When offering new foods, let them choose how much to eat. They are more likely to enjoy eating their food when it is their own choice. This also helps them to learn independence.

“The easiest and cheapest way to serve a family meal is to pick up fast food.”

**False:** Preparing a healthy meal for your family can be easy and inexpensive if you plan ahead. Make a weekly menu. Prepare a shopping list before going to the supermarket. Look for quick and simple recipes on the internet or in magazines. Cook ahead for the week.

“Children can help in the kitchen and learn about healthy foods while they do it.”

**True:** Children as young as three years old can help in the kitchen. Here are some tasks three or four year olds can do: break lettuce into small pieces for salad, stir ingredients, place utensils on the table before mealtime and/or pass ingredients as you need them.

“It’s best to feed children the foods they like, even if you have to cook a different meal for them.”

**False:** Do not become a short order cook. Make one meal for the entire family so children can see everyone eating healthy foods. Always include something your child likes to eat. It is important for children to have choices in how much and what they eat, but not with the entire meal.

“A good strategy to get children to eat vegetables is to make them eat them first, before they get other food.”

**False:** Never force a child to eat. It creates a negative association with that food. Instead gently encourage a small taste and allow them to serve themselves. **Patience works better than pressure.**

“You shouldn’t worry if your child used to eat a lot, but now eats less.”

**True:** Trust your children to know when they are hungry. Preschool children’s appetites may be smaller because they are growing at a slower rate than infants/toddlers. **Provide regularly scheduled meals and snacks.** Most young children do best with four to six small meals per day. Teach them to take small amounts at first, and then tell them they can get more if they’re still hungry.

## Carrot Pineapple Salad

Yield: 3 cups

Serves: 6 adults

### Ingredients

- 3 large shredded carrots (2 cups)
- 1/3 cup raisins
- 1 8-ounce can crushed pineapple in pineapple juice
- 3 tablespoons low-fat mayonnaise.

### Steps

1. **Wash the carrots.** Shred the carrots and **place into a medium size bowl.**
2. Drain the crushed pineapple. Save the juice.
3. **Place drained pineapple into the bowl with the shredded carrots and raisins.**
4. Add 3 tablespoons of pineapple juice and the low-fat mayonnaise to the bowl, and **mix well.**
5. **Enjoy!**

**Have your child help you do the bold steps.**

## Ensalada de zanahoria y piña

Rendimiento: 3 tazas

Porciones: 6

### Ingredientes

- 3 zanahorias grandes trituradas (2 tazas)
- 1/3 taza de uvas pasas
- 1 lata de 8 onzas de puré de piña con jugo de piña
- 2 cucharadas de mayonesa con bajo contenido de grasa.

### Pasos

1. **Lave las zanahorias.** Triture las zanahorias y **colóquelas en un bol mediano.**
2. Cuele el puré de piña. Reserve el jugo.
3. **Coloque la piña colada en el bol con las zanahorias trituradas y las uvas pasas.**
4. Agregue 2 cucharadas de jugo de piña y la mayonesa con bajo contenido graso en el bol, y **mezcle bien.**
5. **¡Buen provecho!**

**Haga participar a su hijo en la preparación de los pasos que aparecen en letra negrita.**





# Vary Your Veggies

## Where Veggies Grow— Child Lesson

### Goal

---

To increase knowledge and awareness of the importance of eating more vegetables, especially colorful and locally grown vegetables, every day.

### Objectives

---

Children will be able to:

- Name three colorful and/or locally grown vegetables.
- Say why they should eat vegetables every day.
- Name one new vegetable they are willing to try.

### Supplies

---

- *Cooking Rules Posters*
- *Up, Down, and Around* by Katherine Ayres (alternate book options listed on page 25)
- Samples of vegetables and/or pictures of various vegetables
  - Small vegetables can be a choking hazard. Be sure to cut small vegetables in half lengthwise before serving to preschool children (i.e. baby carrots and small tomatoes).
- Ingredients for Vegetable Happy Face Recipe (page 31)
- Cutting board, knife, food gloves (for teacher)
- Serving bowls, child-sized tongs or serving spoons
- Paper plates, napkins (one per child)
- Copies of the Vary Your Veggies Parent Pages (pages 27-28) and Vegetable Happy Face (page 31) to send home to parents/caregivers
- **Optional:** For a Child and Adult Care Food Program (CACFP) creditable snack, prepare enough vegetables for each child to have a ½ cup portion and serve an additional component such as ½ ounce of low-fat cheddar cheese to meet the CACFP Healthy Child Meal Pattern. Water must be served with a snack if no beverage is provided.

### Success Corner:

*“One of my students who is a very picky eater ate red peppers because he wanted a smile face in his belly.”*

## Preparation

---

1. Review the key points in **bold** below.
2. Review the book *Up, Down, and Around* by Katherine Ayres.
3. Choose pictures of vegetables that correspond to vegetables in the book, are eaten at the child care center, and/or used in the food experience. Display pictures where all of the children can see them.
4. Display the *Cooking Rules Posters* in a place where the class can see them.
5. Wash all vegetables thoroughly. If possible, keep one of each vegetable whole for display. Cut vegetables into pieces that resemble parts of a happy face. Be creative and use what is available. Some suggestions include:
  - Eyes: ½ grape tomato, cucumber round, zucchini round
  - Nose: ½ grape tomato, broccoli floret (lightly steamed or microwaved)
  - Mouth: slice of red, orange or yellow bell pepper, string bean
  - Eyebrows: frozen corn or peas
6. Put prepared vegetables in serving bowls with child-sized tongs or serving spoons. Cover and store in refrigerator until class.

## Introduction

---

- Let the class know that they will be learning about vegetables today.
- Ask the class: What is the name of a vegetable you like to eat?

## Discussion/Activity

---

1. Read and discuss with the class *Up, Down, and Around* by Katherine Ayers. Afterwards, demonstrate how to plant seeds and involve the children in showing the direction of vegetable growth (e.g., for ‘corn grows up’, ask the children to stand on their toes and reach their arms up towards the sky).
2. Tell the class that **vegetables grow on a farm and are delivered to markets as fresh, canned, frozen or dried vegetables.**
3. **Some of the vegetables grown in New York State are potatoes, onions, corn, radishes, cabbage, carrots and squash.**
4. Point to the displayed pictures of vegetables. Ask the class to name each vegetable. Show the class and pass around your samples of fresh whole vegetables.
5. Discuss the color and shape of each vegetable. Tell the class that **vegetables come in many colors. Eating a variety of colorful vegetables is healthy.**
6. Tell the class that **vegetables taste great cooked or raw.** Ask the class to name some of their favorite vegetables.
7. Tell the class that **vegetables help you grow a strong and healthy body.**



## Food Experience

1. Tell the class to put on their “chef hats” because they are going to be “chefs” who make vegetable happy faces (page 31).
2. Have the children wash their hands with soap and water. Remind them that they should always wash their hands before eating or cooking. Review cooking rules using the *Cooking Rules Posters*.
3. Pass out plates and napkins and pass around the serving bowls of pre-cut vegetables. Ask each child to take one or two pieces of each type of vegetable and place them on his or her plate using a child-sized tong or serving spoon.
4. Demonstrate how to make a vegetable happy face by putting cut-up vegetables on a plate.
5. Encourage all children to create their own, unique versions of the vegetable happy face. Have the children count how many pieces of vegetables they have on their plates, smell the vegetables and name the colors and shapes.
6. Taste the vegetables together as a class and discuss how they taste.

**Other Vary Your Veggies Recipes:**  
Carrot Spice Muffins (page 155)  
Quick and Tasty Vegetable Soup (page 105)  
Snack Kabobs (page 121)

## Closing

- Summarize the key points in **bold**.
- Check children’s understanding of objectives. Ask the class:
  - to name three colorful vegetables.
  - why eating vegetables every day is important (*vegetables help you grow a healthy body*).
  - which vegetable they would like to eat at home.
- Have children take home Vary Your Veggies Parent Pages (pages 27 and 28) and Vegetable Happy Face Recipe (page 31).

## Resources

- *Growing Colors* by Bruce McMillan (HarperCollins Publishers, 1994)
- *One Bean* by Anne Rockwell (Walker Publishing Co, 1998)
- *All Our Fruits and Vegetables* by Roberta L. Duyff and Patricia C. McKissack (Many Hands Media, 1995)
- *The Vegetables We Eat* by Gail Gibbons (Holiday House, 2007)
- *Vegetables* by Robin Nelson (Lerner Publications Company, 2003)
- Produce for Better Health Fruits and Veggies More Matters  
[fruitsandveggiesmorematters.org](http://fruitsandveggiesmorematters.org)
- United States Department of Agriculture Choose My Plate  
[choosemyplate.gov](http://choosemyplate.gov)
- Eat Well Play Hard in Child Care Settings Curriculum  
Child and Adult Care Food Program, New York State Health Department  
[www.health.ny.gov/prevention/nutrition/cacfp/ewphccs\\_curriculum/index.htm](http://www.health.ny.gov/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm)

# PARENT PAGES

## Vary Your Veggies



### Tips to Vary Your Veggies

1. Let your child be a “produce picker.” Help them pick veggies at the store.
2. Cook together. Teach your child to wash fresh veggies, tear lettuce leaves and snap green beans.
3. Offer colorful veggies at meals and snacks.
4. Cut fresh vegetables into small sticks, and ask your child to pick some sticks to eat.
5. Help your child fill out the *I Varied My Veggies* chart.
6. Buy vegetables that are in season. Check store specials for the best in-season buys.

**Today at child care your child learned why it is important to eat colorful vegetables each day.** Vegetables provide vitamins and fiber, and they are low in fat and salt. Choose fresh, frozen or canned vegetables to get the best deal for your money. They take their lead from you. Eat veggies and your children will too. Try to make half your plate vegetables and fruit.

### Quick and Tasty Veggie Soup

Yield: 8 cups

Serves: 8 adults

#### Ingredients

7 cups low-sodium chicken broth  
1 14-ounce can diced tomatoes  
1 teaspoon dried basil  
1/2 teaspoon onion powder  
3/4 cup dry macaroni  
3 cups frozen mixed vegetables  
1/2 teaspoon salt  
1/8 teaspoon pepper.



#### Steps

1. **Combine chicken broth, diced tomatoes, basil, onion powder, salt and pepper in a large pan.**
2. Bring to a simmer, and add macaroni and frozen vegetables.
3. Cook for 8 minutes, and then remove from heat.
4. Let soup sit for 5 minutes, and then serve.
5. **Enjoy.**

**Have your child help you do the bold steps.**

This adapted recipe appears courtesy of Produce for Better Health Foundation and can be found at [www.fruitsandveggiesmorematters.org](http://www.fruitsandveggiesmorematters.org).



# I Varied My Veggies!



## 1-2-3! Veggies Are Good For Me!

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
1							
2							
3							

**Directions:** Each time a vegetable is eaten, help your child color a box the color of the vegetable eaten. Remind your child that it is good to eat different colored vegetables each day.

This material was funded by USDA's Supplemental Nutrition Assistance Program-SNAP. The SNAP program, formerly known as the Food Stamp Program (FSP) in New York, provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact: 1-800-342-3009 or go to: [myBenefits.ny.gov](http://myBenefits.ny.gov).

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# PÁGINAS PARA LOS PADRES

## Verduras variadas



### Consejos para variar las verduras

1. Deje que su hijo sea un “recolector de frutas y verduras”. Ayúdelo a escoger verduras en la tienda.
2. Cocinen juntos. Enséñele a su hijo a lavar las verduras frescas, a separar hojas de lechuga y a abrir habichuelas verdes (vainitas).
3. Ofrezcale verduras de diferentes colores durante las comidas principales y los refrigerios.
4. Corte verduras frescas en palitos y pídale a su hijo que pruebe algunos.
5. Ayude a su hijo a completar la tabla “*He comido verduras variadas*” que se incluye.
6. Compre verduras de estación. Busque en las tiendas las ofertas de productos de estación.

**Hoy en la guardería su hijo aprendió por qué es importante comer cada día diversas verduras de distintos colores.** Las verduras proporcionan vitaminas y fibras, y tienen bajo contenido de grasas y sal. Escoja verduras frescas, congeladas o en lata para aprovechar al máximo su dinero. Los niños copian todo lo que usted hace. Si come verduras, sus niños también lo harán. Intente completar la mitad de sus platos de comidas con frutas y verduras.

### Sopa de verduras rápida y sabrosa

Rendimiento: 8 tazas

Porciones: 8

#### Ingredientes

7 tazas de caldo de pollo con bajo contenido de sodio  
1 lata de 14 onzas de tomates cortados en cubitos  
1 cucharadita de albahaca seca  
1/2 cucharadita de cebolla en polvo  
3/4 taza de macarrones secos  
3 tazas de verduras mixtas congeladas  
1/2 cucharadita de sal  
1/8 cucharadita de pimienta.



#### Pasos

1. **Mezcle el caldo de pollo, los tomates cortados en cubitos, la albahaca, la cebolla en polvo, la sal y la pimienta en una cacerola grande.**
2. Deje que se cocine a fuego lento y añada los macarrones y las verduras congeladas.
3. Cocine durante 8 minutos y retire del fuego.
4. Deje que la sopa repose durante 5 minutos y sírvala.
5. **¡Buen provecho!**

**Haga participar a su hijo en la preparación de los pasos que aparecen en letra negrita.**

Esta receta adaptada se publica por cortesía de la Fundación Produce for Better Health y puede encontrarse en [www.fruitsandveggiesmorematters.org](http://www.fruitsandveggiesmorematters.org).





**¡He comido verduras variadas!**  
**¡1-2-3! ¡Comer verduras me hace bien**



	Lun.	Mar.	Miér.	Jue.	Vie.	Sáb.	Dom.
<b>1</b>							
<b>2</b>							
<b>3</b>							

**Instrucciones:** Cada vez que coma una verdura, ayude a su hijo a colorear una casilla del color de la verdura consumida. Recuerde a su hijo que es bueno comer cada día verduras de colores distintos.

Este material ha sido financiado por el Departamento de Agricultura de Estados Unidos – Programa de Asistencia Nutricional Suplementaria (SNAP, por sus siglas en inglés). El programa SNAP, antiguamente conocido en Nueva York como el Programa de Cupones para Alimentos, suministra asistencia de nutrición a personas de bajos ingresos para que compren alimentos nutritivos y tengan una mejor dieta. Si desea más información, marque el 1-800-342-3009, o ingrese al sitio web: [myBenefits.ny.gov](http://myBenefits.ny.gov). El Departamento de Agricultura de Estados Unidos es un suministrador y empleador que ofrece igualdad de oportunidades.  
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# Vegetable Happy Face

Yield: 8 happy faces

Serves: 8 adults or children

## Ingredients:

An assortment of vegetables, some suggestions:

- For the eyes: 8 grape tomatoes or 1 cucumber or 1 zucchini
- For the nose: 4 grape tomatoes or 1 broccoli floret (lightly steamed or microwaved)
- For the mouth: 1 red, orange or yellow bell pepper or 8 string beans

**Note:** You can use other vegetables instead - be creative and have fun making happy faces!

## Steps:

1. **Wash all vegetables.** De-seed and cut peppers into slices. Cut cucumbers or zucchini into round pieces. Place each into a separate bowl.
2. **Cut grape tomatoes into two pieces using a plastic knife and place into a bowl.**
3. **Place vegetables onto a plate in the form of a happy face.**

Some suggestions include:

- Eyes: ½ grape tomato, cucumber round, zucchini round
- Nose: ½ grape tomato, broccoli floret
- Mouth: slice of red, orange or yellow bell pepper, string bean

## 4. Enjoy!

**Have your child help you do the bold steps.**

# Carita feliz de vegetales

Rinde: 8 caritas felices

Para: 8 niños o adultos

## Ingredientes:

Un surtido de vegetales, algunas sugerencias:

Para los ojos: 8 tomates tipo “uva”, o 1 pepino o 1 calabacín

Para la nariz: 4 tomates tipo “uva” o 1 ramito de brócoli

Para la boca: 1 pimiento rojo, anaranjado o amarillo u 8 judías o habichuelas verdes

## Pasos:

1. **Lava todos los vegetales.** Quitales las semillas y corta los pimientos en tiras. Corta los pepinos o el calabacín en rodajas. Colócalos en tazones separados.
2. **Corta los tomates tipo “uva” en dos trozos con un cuchillo de plástico y colócalos en un tazón.**
3. **Coloca los vegetales en un plato imitando la forma de una carita feliz.** Algunas de las sugerencias son:
  - Ojos: ½ tomate tipo “uva”, una rodaja de pepino, una rodaja de calabacín
  - Nariz: ½ tomate tipo “uva”, ramito de brócoli
  - Boca: una tira de pimiento rojo, anaranjado o amarillo, judías o habichuelas verdes
4. **¡Disfrútalos!**

**Nota:** Puedes usar otros vegetales. Sé creativo y diviértete haciendo caritas felices.

**Pídele a tu hijo que te ayude a realizar los pasos que están en letra negrita.**



# Vary Your Veggies

## Plant Parts – Adult Lesson

### Goal

---

To increase knowledge and awareness of the importance of eating a variety of vegetables, especially colorful and locally-grown vegetables, every day as part of a healthful diet.

### Objectives

---

Adults will be able to:

- Name two colorful locally-grown vegetables and describe why they are a good choice for their family.
- Name one way in which to add vegetables to their family’s diet without increasing the cost of the meal.
- Describe how to purchase, store, and safely prepare at least one new vegetable item that they could serve at home.

### Supplies

---

- *Vary Your Veggies Key Points Posters* (key points are also noted in **bold** in the lesson)
- *Vary Your Veggies Adult Activity Cards* (activities also noted on page 37)
- Pictures of various vegetables (see page 37 for suggestions)
- One copy per participant of the Tossed Salad Recipe (page 39) and Vary Your Veggies Parent Pages (pages 27 and 28)
- Ingredients for Tossed Salad Recipe (page 39)
- Food gloves, cutting boards, knives, vegetable peeler, serving bowls, child-sized tongs or serving spoons
- Bowls, forks, napkins (one per participant)

### Success Corner:

*“The parent classes taught me to add more veggies to the meals I prepare. We have been eating a lot of zucchini and broccoli and I do all the chopping and cutting of veggies. I am also working on being a good role model for my children by eating veggies with them.”*

## Preparation

---

1. Display the *Vary Your Veggies Key Points Posters* in a place where all participants can see them.
2. Review the *Vary Your Veggies Adult Activity Cards* or Activity Sheet (page 37).
3. Wash all vegetables thoroughly and place in covered bowls in the refrigerator until class.

## Introduction

---

- Welcome the participants to the class.
- Tell the participants today's topic is vegetables.
- Ask the participants to share with a partner what vegetables they serve to their children. Invite volunteers to share responses with the group.

## Discussion/Activity

---

1. Explain that all vegetables grow from plants in a garden or on a farm and that vegetables can come from ANY part of the plant: root (i.e. carrot), stem (i.e. celery), leaf (i.e. spinach), seed (i.e. corn), flower (i.e. broccoli) and fruit (i.e. pepper).
2. Tell the participants that in today's activity they will match up pictures of vegetables to their plant part.
3. Display the pictures of vegetables where all participants can see them.
4. Pass out the *Vary Your Veggies Adult Activity Cards* to each participant volunteer. Ask for a volunteer to make the first match. Invite participants to discuss the answer as a group. Repeat with all of the *Vary Your Veggies Adult Activity Cards*. Discuss descriptions and examples of each plant part. Ask participants to share with a partner which vegetables from each part of the plant they serve to their child and how they prepare them. Invite participants to share their discussions with the group.
  - **Roots** take food and water from soil. Roots, like carrots, potatoes, turnips, beets, parsnips and radishes, grow underground.
  - **Stems** are the main plant support and carry food and water to the entire plant. Stems, like celery and asparagus, grow above ground.
  - **Flowers** produce the seed of the plant. Flowers, like broccoli and cauliflower, grow on top of stems.
  - **Leaves** are flat and green. Leaves, like spinach, kale, and lettuce, grow from the stem.
  - **Fruits** help protect seeds. Fruits of the plant, like peppers, cucumber, tomatoes, squash and eggplant, have seeds inside.
  - **Seeds** are the starting point for all plants. Seeds, like corn, peas and beans, can be planted to grow another plant.



5. Be sure to discuss key points from the *Vary Your Veggies Key Points Posters* (either during the Activity or the Food Experience):
  - **Serve and eat colorful vegetables every day.** Children and adults need to eat a lot of colorful vegetables each day for good health and growth. Adults should eat at least 2 ½ cups of vegetables each day. Children should eat at least 1 ½ cups of vegetables each day.
  - **Fresh, frozen, canned and dried vegetables are all healthy choices.** For canned vegetables, look for low-sodium or no-salt choices or rinse under cool water to remove excess salt. All vegetables provide important nutrients to keep you and your child healthy.
  - **Adding vegetables to your meals and snacks does not have to cost extra money.**
    - Purchase whole vegetables and chop or shred them rather than those already chopped or shredded.
    - Purchase store brands rather than more expensive brand name items.
    - Look for weekly deals on all types of vegetables—fresh, frozen and canned.
    - Plan a weekly menu and make a shopping list.
    - Explore your local farmers market for seasonal vegetables at a lower cost.
    - Check to see if you are eligible and find out more about how to enroll in or use Supplemental Nutrition Assistance Program (SNAP) at [myBenefits.ny.gov](http://myBenefits.ny.gov) or 800-342-3009.
  - **It is normal for young children to be choosy eaters.** A new vegetable may need to be introduced many times before children will eat them. Explore kid-friendly ways to prepare and serve vegetables, such as with dips in fun shapes. Keep it fun and interesting by cooking vegetables in different ways: broiled, grilled, sautéed, steamed and baked — serve fresh, raw vegetables such as cucumbers, baby carrots or tomatoes. Remember that if you eat veggies, your kids will too.

## Food Experience\*

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1. Ask the participants to wash their hands with soap and water. Remind them that they should always wash their hands before eating or cooking.
2. Pass out the Tossed Salad Recipe (page 39) and review steps with the participants.
  - Explain that their children may help with the **bold steps** when they prepare this at home. Note: Small vegetables can be a choking hazard. Be sure to cut baby carrots and small tomatoes in half lengthwise before serving to preschool children.
3. Distribute food gloves. Ask for volunteers to help prepare the recipe. See Tossed Salad Recipe (page 39).
4. Ask the participants to take a sample of each vegetable they would like to try as they make their own salad. Explain that serving foods in separate bowls and allowing a child to build their own meal is a great way to encourage children to serve themselves while trying new foods.
5. Offer the participants low-fat dressing. Tell them dips are also a great way to encourage children to try new foods, like vegetables.
6. Invite the participants to discuss the recipe with the group.
  - What did you enjoy about the tossed salad?
  - How would you make the recipe at home?



7. Ask the participants to share and make suggestions of other ways to serve vegetables to children. Suggestions might include:

- On a sandwich, using a cookie cutter to make a fun shape
- With low-fat cheese melted on top
- With a dip
- Making a veggie kabob
- Cut into fun shapes
- As a design, such as vegetable happy faces

**Other Vary Your Veggies Recipes:**

Broccoli and Black Bean Quesadilla (page 111)

Baked Kale Frittata (page 145)

Thai Cabbage Noodles (page 179)

Hot Pot Cabbage and Meatballs (page 169)

Broccoli Stir-Fry (page 151)

## Closing

- Invite participants to answer these closing questions:
  - What was your favorite thing about the class?
  - What colorful vegetable will you try this week with your child?
- Pass out Vary Your Veggies Parent Pages (pages 27 and 28) to all participants.
- Remind them of the next class day, time and topic.

## Resources

- Produce for Better Health Fruits and Veggies More Matters [fruitsandveggiesmorematters.org](http://fruitsandveggiesmorematters.org)
- United States Department of Agriculture Choose My Plate [choosemyplate.gov](http://choosemyplate.gov)
- Eat Well Play Hard in Child Care Settings Curriculum Child and Adult Care Food Program, New York State Health Department [www.health.ny.gov/prevention/nutrition/cacfp/ewphccs\\_curriculum/index.htm](http://www.health.ny.gov/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm)
- Hunger Solutions New York Nutrition Outreach and Education Program (*offers free and confidential services to connect hungry New Yorkers with nutrition assistance programs*) [hungersolutionsny.org/index.php/info/noep-center/foodhelpny](http://hungersolutionsny.org/index.php/info/noep-center/foodhelpny)



# Vary Your Veggies

## Adult Activity Sheet

### Directions:

1. Explain that all vegetables grow from plants in a garden or on a farm and that vegetables can come from ANY part of the plant. Tell the participants that in today's activity they will match up pictures of vegetables to their plant part.
2. Display pictures of vegetables where all participants can see them. Ask volunteers to match with the plant parts listed below. Discuss descriptions and examples of each plant part below as a group.
3. Ask participants to share with a partner which vegetables from each part of the plant they serve to their child and how they prepare them. Invite participants to share discussions with the group.

### Plant Part 1: Root

- Roots take food and water from the soil and grow underground.
- Match with **carrot, potato, turnip, beet, parsnip, radish.**

### Plant Part 2: Stem

- Stems are the main plant support, which carry food and water to the entire plant and grow above ground.
- Match with **celery, asparagus.**

### Plant Part 3: Flower

- Flowers produce the seeds of the plant and grow on top of the stems.
- Match with **broccoli, cauliflower.**

### Plant Part 4: Leaf

- Leaves are flat and green and grow from the stem.
- Match with **spinach, kale, lettuce.**

### Plant Part 5: Fruit

- Fruits help protect seeds. They have seeds inside and can be planted to grow another plant.
- Match with **pepper, cucumber, tomato, squash, eggplant.**

### Plant Part 6: Seed

- Seeds are the starting points for all plants.
- Match with **corn, peas, beans.**

## Tossed Salad

Yield: 6 cups

Serves: 6 adults

### Ingredients

- 1/2 pound romaine lettuce
- 1 small carrot or 5 radishes
- 1 stalk celery or 2 asparagus spears
- 1 small tomato
- 1/2 cucumber
- 2 ounces fresh broccoli or 2 ounces fresh cauliflower
- 1/4 cup frozen corn or peas
- 3/4 cup low-fat salad dressing.

### Steps

1. **Wash vegetables thoroughly and drain.**
2. **Tear lettuce into bite-size pieces and place in bowl.**
3. **Add the peas or corn to the lettuce.**
4. Chop remaining vegetables into small pieces; **add to the bowl and mix.**
5. Serve with low-fat salad dressing and **enjoy!**

**Have your child help you do the bold steps.**

## Ensalada mixta

Rendimiento: 6 tazas

Porciones: 6

### Ingredientes

- 1/2 libra de lechuga romana
- 1 zanahoria pequeña o 5 rábanos
- 1 tallo de apio o 2 puntas de espárragos
- 1 tomate pequeño
- 1/2 pepino
- 2 onzas de brócoli fresco o 2 onzas de coliflor fresca
- 1/4 taza de maíz o guisantes congelados
- 3/4 taza de aderezo para ensalada de bajo contenido graso.

### Pasos

1. **Lave las verduras meticulosamente y escúrralas.**
2. **Rompa la lechuga en pedazos del tamaño de bocados y échelos en un recipiente.**
3. **Agregue los guisantes o el maíz a la lechuga.**
4. Pique el resto de las verduras en pedazos pequeños, **agréguelos al recipiente y revuélva.**
5. Sirvala con aderezo de bajo contenido graso y **¡buen provecho!**

**Haga participar a su hijo en la preparación de los pasos que aparecen en letra negrita.**



# Flavorful Fruit

## Fruit is Fun – Child Lesson

### Goal

---

To increase knowledge and awareness of the importance of eating more fruits, especially colorful ones, every day.

### Objectives

---

Children will be able to:

- Name three colorful fruits.
- Say why they should eat fruits every day.
- Name one new fruit they are willing to try.

### Supplies

---

- *Cooking Rules Posters*
- Pictures of various fruits
- One piece of uncut fruit for each Fruit Mystery Bag (such a banana, kiwi and plum)
- Ingredients for Fruit Kabob Recipe (page 49)
  - Small fruits can be a choking hazard. Be sure to cut small fruit in half lengthwise before serving to preschool children (i.e., grapes).
- Cutting board, knife, food gloves (for teacher),
- Paper lunch bags, serving bowls, child-sized tongs or serving spoons
- Wooden or plastic coffee stirrers, paper plates, napkins, plastic knives (one per child)
- Copies of the Flavorful Fruit Parent Pages (pages 45-46) and Fruit Kabob Recipe (page 49) to send home to parents/caregivers
- **Optional:** For a Child and Adult Care Food Program (CACFP) creditable snack, prepare enough fruits for each child to have a ½ cup portion and serve an additional component such as such as ¼ cup of low-fat yogurt to meet the CACFP Healthy Child Meal Pattern. Water must be served with a snack if no beverage is provided.

### Success Corner:

*“When we made the fruit kabobs, we introduced the children to blueberries. At first they did not want to try them, but when they did they filled their sticks with them.”*

## Preparation

---

1. Review the key points in **bold** below.
2. Choose pictures of fruit that correspond to the types of fruit that will be in the mystery bags.
3. Wash fruit (including outside of bananas). Cut fruit into bite-sized pieces and put them and any fruits that do not need to be cut in individual bowls with child-sized tongs or serving spoons.
  - If possible, leave one of each fruit whole for demonstration. If not possible, use the pictures of fruit.
  - Suggested: leave soft fruit for children to cut on their own with a plastic knife. Cut bananas into quarters so that each child has a smaller piece to peel and cut.
4. Place one uncut fresh fruit into each paper lunch bag. Display the pictures of fruit where all of the children can see them.
5. Display the *Cooking Rules Posters*.

## Introduction

---

- Let the class know that they will be learning about fruit today.
- Ask the class: What is the name of a fruit you like to eat?

## Classroom Discussion/Activity\*

---

1. Display the pictures of fruit. Ask the class to name each fruit.
2. Discuss the color and shape of each fruit. Tell the class that **fruit comes in many colors, shapes and sizes. Eating a variety of colorful fruit is healthy.**
3. Tell the class that **fruit tastes good.** Tell the class that **fruit provides “pep” and energy for work and play, and helps you grow a healthy body.**
4. Tell the class they are going to learn more about fruit by playing a game called Fruit Mystery Bags.
  - Explain that there is one piece of fruit in each mystery bag. Point to the fruits on the pictures.
  - Explain that they will each feel the fruit in the bag without looking inside, describe how it feels, and then try to match it to one of the pictures. Demonstrate for the class how to reach into the bag without looking.
  - Let each child reach in and touch the fruit inside the bag. Ask each child to look away when he or she reaches into the bag; describe how the fruit feels (smooth, rough, hard, soft, bumpy or smooth); and match the fruit they felt with one of the pictures. Take the fruit out and show the class if they guessed correctly.
  - Repeat process with one or two other fruits.



## Food Experience\*

1. Tell the class to put on their “chef hats” because they are going to be “chefs” who make fruit kabobs (page 49).
2. Have the children wash their hands with soap and water. Remind them that they should always wash their hands before eating or cooking. Review cooking rules using the *Cooking Rules Posters*.
3. Demonstrate how to cut soft fruit (if applicable) and make a kabob by putting fruit onto a coffee stirrer.
4. Pass out plates, napkins, coffee stirrers, plastic knives, and pass around the serving bowls of pre-cut fruit. Ask each child to take 2 pieces of every type of fruit and place them on his or her plate.
5. Encourage the children to create their own kabobs. Have the class count how many pieces of fruit are on their kabobs.
6. Taste the fruit kabobs together as a class. Discuss how the fruits taste.

**Other Flavorful Fruit Recipes:**  
Apple Cinnamon Wrap and Roll (page 143)  
Banana Oatmeal Muffins (page 149)  
Smoothies (page 77)

## Closing

- Summarize the key points in **bold**.
- Check children’s understanding of objectives. Ask the class:
  - to name three colorful fruits.
  - why eating fruit every day is important (*fruit provides “pep” and energy for work and play and helps you grow a healthy body*).
  - Ask the children which fruit they would like to eat at home.
- Have children take home Flavorful Fruit Parent Pages (pages 45-46) and Fruit Kabob Recipe (page 49).

## Resources

- *Growing Colors* by Bruce McMillan (HarperCollins Publishers, 1994)
- *I Am an Apple* by Jean Marzollo (Scholastic, 1997)
- Produce for Better Health Fruits and Veggies More Matters [fruitsandveggiesmorematters.org](http://fruitsandveggiesmorematters.org)
- United States Department of Agriculture Choose My Plate [choosemyplate.gov](http://choosemyplate.gov)
- Eat Well Play Hard in Child Care Settings Curriculum  
Child and Adult Care Food Program, New York State Health Department  
[www.health.ny.gov/prevention/nutrition/cacfp/ewphccs\\_curriculum/index.htm](http://www.health.ny.gov/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm)



# PARENT PAGES

## Flavorful Fruit



### Tips to Enjoy More Fruit

1. Offer colorful fruit at meals and snacks.
2. Take it with you. Put apples, oranges or bananas in a bag for quick snacks.
3. Cook together. Teach your child to peel, mash and slice bananas.
4. Peel an orange, pull it apart, and dip slices in low-fat vanilla yogurt.
5. Visit an apple farm and pick some apples to bring home and enjoy.
6. Buy fruit that is in season. Check store specials for best in-season buys.

Today at child care your child learned why it is important to eat colorful fruits each day. Fruit provides vitamins and fiber and is low in fat and salt. Fresh fruits are tasty fast foods. Choose fresh, frozen or canned fruit to get the best deal for your money. They learn from watching you. Eat fruit and your children will too. Try to make half your plate fruits and vegetables.

### Homemade Applesauce

Yield: 4 cups

Serves: 8 adults

#### Ingredients

5 medium apples (one and a half pounds)  
1/2 teaspoon cinnamon  
1/2 cup water  
brown sugar (optional).



#### Steps

1. **Wash the apples.**
2. \*Peel, core, and quarter the apples.
3. **Cut the apples into small sections (children may do this using a butter knife).**
4. **In a medium pot, combine the apples, cinnamon and water.**
5. Cover pot, and cook apples over medium heat until they come to a boil. Then simmer over low heat until the apples test tender when you stick them with a fork, about 20-30 minutes. Stir the apples a few times; adding more water if they cook dry.
6. Beat the tender cooked apples smooth with a spoon.
7. Serve applesauce warm or cold with a sprinkle of brown sugar if desired.
8. **Enjoy!**

#### Have your child help you do the bold steps.

\*If you have a food mill, cook the apples without peeling them until tender and put them through the food mill.

# I Enjoyed Fruit This Week!



**C**olorful Fruits are Good for Me!



	Mon	Tue	Wed	Thu	Fri	Sat	Sun
1							
2							
3							
4							
5							

**Directions:** Help your child put a sticker (or draw a smiley face 😊) in a box each time a fruit is eaten. Remind your child that it is good to eat different colored fruits each day.

This material was funded by USDA's Supplemental Nutrition Assistance Program-SNAP. The SNAP program, formerly known as the Food Stamp Program (FSP) in New York, provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact: 1-800-342-3009 or go to: [myBenefits.ny.gov](http://myBenefits.ny.gov).

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# PÁGINAS PARA LOS PADRES

## Frutas sabrosas



### Consejos para disfrutar más las frutas

1. Ofrezcale frutas de diferentes colores durante las comidas principales y los refrigerios.
2. Lleve siempre frutas con usted. Coloque manzanas, naranjas o bananas en una bolsa para comer como refrigerio.
3. Cocinen juntos. Enséñele a su hijo a pelar bananas, a majarlas y a cortarlas en rodajas.
4. Pele una naranja, sepárela en gajos y sumérgalos en yogur de vainilla de bajo contenido graso.
5. Visite algún huerto y recoja un par de manzanas para comer y disfrutar en casa.
6. Compre fruta de estación. Busque en las tiendas las ofertas de productos de estación.

**Hoy en la guardería su hijo aprendió por qué es importante comer cada día diversas frutas de distintos colores.** Las frutas proporcionan vitaminas y fibras y tienen bajo contenido de grasa y sal. Las frutas frescas son ricas comidas rápidas. Escoja frutas frescas, congeladas o en lata para aprovechar al máximo su dinero. Ellos aprenden observándola a usted. Si come frutas, sus niños también lo harán. Intente completar la mitad de sus platos de comidas con frutas y verduras.

### Puré de manzanas casero

Rendimiento: 4 tazas

Porciones: 8

#### Ingredientes

5 manzanas medianas (dos libras y media)  
1/2 cucharadita de canela  
1/2 taza de agua  
azúcar moreno (opcional).



#### Pasos

1. **Lave las manzanas.**
2. \*Pele, quite el corazón y parta en cuartos las manzanas.
3. **Corte las manzanas en pequeños trozos (los niños pueden hacerlo con un cuchillo de untar mantequilla).**
4. **En una olla mediana, mezcle las manzanas, la canela y el agua.**
5. Tape la olla y cocine las manzanas a fuego medio hasta que rompa el hervor. A continuación, hierva a fuego lento hasta que las manzanas estén tiernas al pincharlas con un tenedor, entre 20 y 30 minutos. Revuelva las manzanas varias veces; añadiendo más agua si se secan.
6. Machaque con una cuchara las manzanas cocidas tiernas hasta hacer un puré.
7. Sirva el puré de manzanas frío o caliente con un poquito de azúcar por encima si se desea.
8. **¡Buen provecho!**

**Haga participar a su hijo en la preparación de los pasos que aparecen en letra negrita.**

\*Si tiene un procesador de alimentos, cocine las manzanas sin pelarlas hasta que estén tiernas y páselas por el procesador.

# ¡Disfruté de las frutas esta semana!



¡Las frutas coloridas me hacen bien!



	Lun.	Mar.	Miér.	Jue.	Vie.	Sáb.	Dom.
1							
2							
3							
4							
5							

**Instrucciones:** Ayude a su hijo a poner una pegatina (o a que dibuje una carita sonriente ☺) en las casillas cada vez que consuma una fruta. Recuerde a su hijo que es bueno comer frutas de distintos colores todos los días.

Este material ha sido financiado por el Departamento de Agricultura de Estados Unidos – Programa de Asistencia Nutricional Suplementaria (SNAP, por sus siglas en inglés). El programa SNAP, antiguamente conocido en Nueva York como el Programa de Cupones para Alimentos, suministra asistencia de nutrición a personas de bajos ingresos para que compren alimentos nutritivos y tengan una mejor dieta. Si desea más información, marque el 1-800-342-3009, o ingrese al sitio web: [myBenefits.ny.gov](http://myBenefits.ny.gov). El Departamento de Agricultura de Estados Unidos es un suministrador y empleador que ofrece igualdad de oportunidades.

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# Fruit Kabob

Yield: 8 kabobs

Serves: 8 children

## Ingredients:

1 bunch of grapes

1 package of blueberries

3 bananas

## Steps:

1. **Wash all fruit. Place blueberries in a bowl.**
2. Cut each banana into 3 or 4 pieces leaving the peel on. **Peel and cut banana using a plastic knife and place into a bowl.**
3. **Cut grapes into two pieces using a plastic knife and place into a bowl.**
4. **Place fruits onto plastic or wooden coffee stirrers.**
5. **Enjoy!**

**Note:** You can use other fruits instead. If you choose harder vegetables, please cook them so they will be soft enough to put onto the coffee stirrer. If you purchase canned fruit, make sure to buy the fruit canned in natural 100% juice.

Have your child help you do the **bold steps**.

Recipe adapted from the NYSDOH CACFP EWP/HCSS Curriculum





# Pincho de frutas

Rinde: 8 pinchos

Para: 8 niños

## Ingredientes:

1 racimo de uvas

1 paquete de arándanos azules (blueberries)

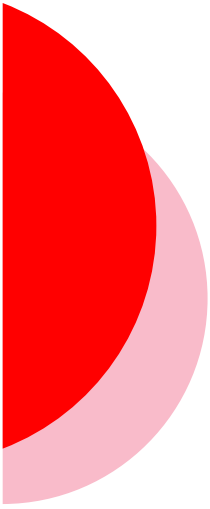
3 bananas

## Pasos:

1. **Lava todas las frutas. Pon los arándanos en un tazón.**
2. Corta cada banana en 3 ó 4 trozos sin quitarles la cáscara. **Pela y corta las bananas con un cuchillo de plástico y colócalas en un tazón.**
3. **Corta las uvas en dos con un cuchillo de plástico y colócalas en un tazón.**
4. **Atraviesa las frutas en palillos largos de plástico o madera.**
5. **¡Disfrútalos!**

Nota: Puedes usar otras frutas. Si compras fruta enlatada, asegúrate de comprar fruta enlatada en jugo 100% natural.

Pídele a tu hijo que te ayude a realizar los pasos que están en **letra negrita**.



# Flavorful Fruit

## Making Fruit Fun — Adult Lesson

### Goal

---

To increase knowledge and awareness of the importance of eating more fruits, especially a colorful variety, every day as part of a healthful and flavorful diet.

### Objectives

---

Adults will be able to:

- Explain why fruit is a good choice for their family.
- Name one way to add colorful fruit to their family’s diet without increasing the cost.
- Describe how to purchase, store and safely prepare at least one new fruit they could serve at home.

### Supplies

---

- *Flavorful Fruit Key Points Posters* (key points are also noted in **bold** in the lesson)
- *Flavorful Fruit Adult Activity Cards* (activities also noted on page 54)
- One copy per participant of the Fruit Salad Recipe (page 55) and Flavorful Fruit Parent Pages (pages 45 and 46)
- Ingredients for Fruit Salad Recipe (page 55)
- Food gloves, colander, cutting boards or paper plates, knives, serving bowls, child-sized tongs or serving spoons
- Small clear plastic cups, bowls, spoons, napkins (one per participant)

### Success Corner:

*“My daughter now likes kiwi –  
she would never taste it  
before the nutrition classes in school.”*

## Preparation

1. Display the *Flavorful Fruit Key Points Posters* in a place where all participants can see them.
2. Review the *Flavorful Fruit Adult Activity Cards* or Activity Sheet (page 54).
3. Wash all fruits thoroughly and put in the refrigerator until class.

## Introduction

- Welcome the participants to the class.
- Tell the participants today's topic is fruit.
- Ask the participants to share with a partner what fruits they serve to their children. Invite volunteers to share responses with the group.

## Discussion/Activity

1. Tell the participants that you are going to play a game. Tell them you will say a statement; if it is true, they should stand up and if it is false, they should stay seated.
2. Read a *Flavorful Fruit Adult Activity Card*. Wait for participants to stand or sit. Read the answer. Invite participants to discuss with a partner or the group. Repeat with all of the *Flavorful Fruit Adult Activity Cards*.
3. Be sure to discuss key points from the *Flavorful Fruit Key Points Posters* (either during the Activity or the Food Experience):
  - **Serve and eat colorful fruits every day.** Adults should eat 2 cups of colorful fruit per day. Children should eat at least 1 – 1½ cups of colorful fruit per day. One cup of fruit is about the size of a woman's fist. **Fruit is high in nutrients and fiber, low in calories and tastes good.**
  - **Fresh, frozen, canned and dried fruit are all healthy choices.** When buying canned fruit, purchase fruit in 100% juice (not in syrup). If you cannot find fruit in 100% juice, pour fruit into a colander and rinse with water until the water runs clear.
  - **Choose whole fruit instead of juice. If serving juice, serve no more than 6 ounces of 100% juice per day.** Too much juice can lead to obesity, cavities and digestive problems for children.
  - **Adding fruit to your meals and snacks does not have to cost extra money.**
    - Purchase whole fruits and chop them yourself.
    - Purchase store brands rather than more expensive brand name items.
    - Look for weekly deals on all types of vegetables—fresh, frozen and canned.
    - Buy fruits in season for the best price.
    - Check the unit price to determine which package size is the best buy.
    - Explore your local farmers market for seasonal vegetables at a lower cost.
    - Plan a weekly menu and make a shopping list.
    - Find out more about how to enroll in or use Supplemental Nutrition Assistance Program (SNAP) at [myBenefits.ny.gov](http://myBenefits.ny.gov) or 800-342-3009.

## Food Experience\*

1. Ask the participants to wash their hands with soap and water. Remind them that they should always wash their hands before eating or cooking.
2. Pass out the Fruit Salad Recipe (page 55) and review steps with the participants.
  - Explain that their children may help with the **bold steps** when they prepare this at home. Be sure to cut grapes in half lengthwise before serving to preschool children.
3. Distribute food gloves. Ask for volunteers to help prepare the recipe. See Fruit Salad Recipe (page 55).
4. Instruct the participants to take a sample of each fruit they would like to try as they make their own fruit salad. Explain that serving foods in separate bowls and allowing a child to build their own meal is a great way to encourage children to try new foods. Offer the participants low-fat yogurt as a dressing. Tell them the dressing is also a great way to encourage children to try new foods, like fruits.
5. Discuss the recipe with the group:
  - What did you enjoy about the salad?
  - How would you make the recipe at home?
6. Ask the participants to share and make suggestions of other ways to serve fruits to children. Suggestions might include:
  - Fruit kabobs
  - Make fruit faces
  - Cook fruit like apples and pears
  - Make a fruit smoothie

Other Flavorful Fruit Recipes:  
Apple Cinnamon Wrap and Roll (page 143)  
Banana Oatmeal Muffins (page 149)  
Carrot Pineapple Salad (page 21)

## Closing

- Invite participants to answer these closing questions:
  - What was your favorite part of the class?
  - What is one way you will add colorful fruit to your family's diet this week?
- Pass out Flavorful Fruit Parent Pages (pages 45 and 46) to all participants.
- Remind them of the next class day, time and topic.

## Resources

- Produce for Better Health Fruits and Veggies More Matters [fruitsandveggiesmorematters.org](http://fruitsandveggiesmorematters.org)
- United States Department of Agriculture Choose My Plate [choosemyplate.gov](http://choosemyplate.gov)
- Eat Well Play Hard in Child Care Settings Curriculum  
Child and Adult Care Food Program, New York State Health Department  
[www.health.ny.gov/prevention/nutrition/cacfp/ewphccs\\_curriculum/index.htm](http://www.health.ny.gov/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm)
- Hunger Solutions New York Nutrition Outreach and Education Program (*offers free and confidential services to connect hungry New Yorkers with nutrition assistance programs*)  
[hungersolutionsny.org/index.php/info/noep-center/foodhelpny](http://hungersolutionsny.org/index.php/info/noep-center/foodhelpny)

# Flavorful Fruit

## Adult Activity Sheet

### Directions:

1. Tell the participants that you are going to play a game. Tell them you will say a statement; if it is true, they should stand up and if it is false, they should stay seated.
2. Read the first statement below. Wait for participants to stand or sit. Read the answer.
3. Invite participants to discuss with a partner or the group. Repeat with all of the statements below.

True or False: The best place to store ripe fruit is on the countertop.

**False.** The refrigerator is the best place to store ripe fruit (except bananas).

True or False: You should wash fresh fruit before eating, even if it will be peeled.

**True.** Always rinse fruit under cold running water before eating to remove germs and contaminants, even if it will be peeled.

True or False: My child is too young to help in the kitchen.

**False.** Your 3 or 4 year old child can help with simple tasks such as ripping lettuce, setting the table, cutting soft fruit and vegetables with a plastic knife and stirring food. Helping in the kitchen encourages children to try new foods, builds self-confidence and helps with science and math learning.

True or False: Apples always turn brown when you cut them—no matter what.

**False.** You can stop apples from turning brown by adding something acidic to them. Vinegar, lemon juice, pineapple juice work great. This also works for pears and bananas.

True or False: Adults and children only need to eat one fruit per day.

**False.** Adults should eat 2 cups of colorful fruit per day. Children should eat at least 1 - 1 ½ cups of colorful fruit per day. One cup is about the size of a woman's fist. **Fresh, frozen, canned, and dried are all healthy choices.** When buying canned fruit purchase fruit in 100% juice (not in syrup). If you cannot find fruit in 100% juice, pour fruit into a colander and rinse with water until the water runs clear.

True or False: Eating a variety of colorful fruits is best for your health.

**True. Serve and eat a variety of colorful fruit every day. Fruit is high in nutrients and fiber, low in calories, and tastes good.** Encourage your child to create a rainbow on their plate.

True or False: 100% orange juice is a better choice than a real orange.

**False. Choose whole fruit instead of juice.** You will get more fiber and feel fuller from eating the whole fruit. **If serving juice, serve no more than 6 ounces of 100% juice per day.** Too much juice can lead to obesity, cavities, and digestive problems for children.

True or False: Buying fruit in season and canned fruit in 100% juice saves money.

**True. Adding fruit to your meals and snacks does not have to cost extra money.** To save money on fruit: purchase whole fruits and chop them yourself; purchase store brands rather than more expensive brand name items; look for weekly deals on all types of vegetables—fresh, frozen and canned; buy fruits in season for the best price; check the unit price to determine which package size is the best buy; explore your local farmers market for seasonal vegetables at a lower cost; plan a weekly menu and make a shopping list; and find out more about how to enroll in or use Supplemental Nutrition Assistance Program (SNAP) at [myBenefits.ny.gov](http://myBenefits.ny.gov) or 800-342-3009.

## Fruit Salad

Yield: 4 cups

Serves: 8 adults

### Ingredients

- 1 apple
- 1 orange
- 1 banana
- 1/4 pound seedless grapes
- 1/2 20-ounce can pineapple chunks
- 1/2 cup low-fat yogurt.

### Steps

1. **Wash fresh fruits.**
2. **Peel and slice bananas and place in serving bowl. A child can do this with a butter knife.**
3. **Peel and chop oranges and place in serving bowl.**
4. Core and chop apples and **place in serving bowl.**
5. Cut grapes in half and **place in serving bowl.**
6. **Drain pineapple in strainer (reserve juice), and place in serving bowl. Enjoy the extra pineapple chunks later!**
7. **Pour reserved pineapple juice on apples and bananas to prevent browning.**
8. **Place yogurt in a serving bowl.**
9. **Each person should then create a salad by selecting and spooning the fruits they desired to eat into a salad bowl.**
10. **Top the fruit salad with yogurt as a salad dressing if desired.**
11. **Enjoy!**

**Have your child help you do the bold steps.**



## Ensalada de frutas

Rendimiento: 4 tazas

Porciones: 8

### Ingredientes

- 1 manzana
- 1 naranja
- 1 banana
- 1/4 libra de uvas sin semilla
- 1 lata de 20 onzas de trozos de piña
- 1/2 de taza de yogur de bajo contenido graso.

### Pasos

1. **Lave las frutas frescas.**
2. **Pele las bananas, córtelas en rodajas y colóquelas en un bol para servir. Esto lo puede hacer un niño con un cuchillo de mesa.**
3. **Pele y pique las naranjas y póngalas en el bol para servir.**
4. **Quite el corazón a las manzanas, píquelas y póngalas en el bol para servir.**
5. **Corte las uvas por la mitad y colóquelas en el bol para servir.**
6. **Escurra el jugo de la piña en un colador (guárdelo), e incorpore la piña al bol para servir. ¡Coma el resto de los trozos de piña más tarde!**
7. **Sobre las bananas y las manzanas vierta el jugo de piña que separó, para evitar que se oxiden y se tornen oscuras.**
8. **Coloque el yogur en un bol para servir.**
9. **Cada persona debe entonces escoger y servirse de las frutas que desee comer y crear una ensalada en su propio bol.**
10. **Si lo desea, puede echar yogur sobre la ensalada como aderezo o decoración.**
11. **¡Buen provecho!**

**Haga participar a su hijo en la preparación de los pasos que aparecen en letra negrita.**



# Fitness is Fun

## Animal Boogie – Child Lesson

### Goal

---

To increase knowledge and awareness of physical activity and why it's important for good health.

### Objectives

---

Children will be able to:

- Describe why physical activity is important.
- Define physical activity (i.e. running vs. sitting).

### Supplies

---

- *Movement Cards*
- *Animal Boogie* by Debbie Harter (alternate book options listed on page 59)
- CD Player
- Small cups (one per child)
- Pitcher
- Copies of the Fitness is Fun Parent Pages (pages 61 and 62) to send home to parents/caregivers

### Success Corner:

*“The children love doing the Animal Boogie and ask to do it every day!”*

## Preparation

---

1. Review the key points in **bold** below.
2. Review the *Movement Cards* and book *Animal Boogie* by Debbie Harter. Listen to the accompanying CD.
3. Refrigerate a pitcher of water.

## Introduction

---

- Let the class know they will be learning about physical activity today.
- Ask the class: What is your favorite way to move your body?

## Discussion/Activity\*

---

1. Explain to the children why physical activity is good for them. Physical activity is also called exercise. Exercise means moving your body. **Daily physical activity can make you feel good, give you more energy to play and keep you healthy.**
  - Ask the children what ways they get physical activity. Ask the children to demonstrate the physical activity they name.
  - Show *Movement Cards* and ask children, “Is this exercise?” **Some ways to get physical activity are: dancing, running, jumping, hula hooping, playing tag, etc.**
  - Explain to the class that **physical activity is NOT watching TV, sitting, or playing video and computer games.** You can show a picture of a child sitting in front of the TV and ask the class if this child is being active and moving their body.
  - Explain to the class that **being physical active every day can make you feel good, give you more energy and keep you healthy.** Tell the class that they **can tell if they are exercising if they are breathing hard or sweating.**
2. Tell the class you are going to read them a story that will teach them how to do the animal boogie. Read the book *Animal Boogie* by Debbie Harter to the children.
  - Pause on each page to allow the children to name the animal before you turn the page and reveal the answer.
  - Pause on each page that identifies the animal’s name and demonstrate the movement with the class.
3. When you finish reading the story, explain to the children that they will now dance the Animal Boogie as it is sung (Play CD selection #2. You can also play selection #3 – free dance).
4. When they are done dancing, discuss with the children how they feel: hot, sweaty and breathing hard. Explain that this is how exercising makes one feel. Have the children feel their heartbeat. Explain that this is their heart’s way of saying ‘thank you’.
5. Provide a glass of water, explaining that **water is great to drink when you’re thirsty.**

## Closing

---

- Summarize the key points in **bold**.
- Check children's understanding of objectives. Ask the class:
  - to name three types of physical activity.
  - why physical activity is important (*daily physical activity can make you feel good, give you more energy and keep you healthy*).
  - which physical activity they will try this week at home.
- Have children take home the Fitness is Fun Parent Pages (pages 61 and 62).

## Resources

---

- *From Head to Toes* by Eric Carle (HarperCollins, 1997)
- *ABC's of Yoga* by Teresa Anne Power and Kathleen Rietz (Stafford House, 2009)
- *Active Play* by Diane Kraft (Active Play Books, 2008)
- National Association for Sport and Physical Education  
[aahperd.org/naspe/standards/nationalGuidelines/ActiveStart.cfm](http://aahperd.org/naspe/standards/nationalGuidelines/ActiveStart.cfm)
- Let's Move Child Care [healthykidshealthyfuture.org/activities/what.html](http://healthykidshealthyfuture.org/activities/what.html)
- Active Play! By Diane H Craft and Craig L Smith [activeplaybooks.com](http://activeplaybooks.com)
- Eat Well Play Hard in Child Care Settings Curriculum  
Child and Adult Care Food Program, New York State Health Department  
[www.health.ny.gov/prevention/nutrition/cacfp/ewphccs\\_curriculum/index.htm](http://www.health.ny.gov/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm)



# PARENT PAGES

## Fitness is Fun



### Play Actively Every Day!

1. Lead by example. Be active yourself.
2. Make play time a family time. Walk, run, and play with your child.
3. Indoor activities you can do with your preschooler:
  - Have a parade and march through the house.
  - Go on a treasure hunt.
  - Play “Hide-and-Seek.”
  - Turn on some lively music and dance.
4. Outdoor activities you can do with your preschooler:
  - Go on family walks.
  - Play games in the yard or park.
  - Walk to a playground and play.
5. Help your child get enough sleep. Children need sleep to learn, grow and play.

Today at child care your child learned why being active is important to good health. Moving and being active helps your child stay healthy and grow strong. Children love to move! Children also sleep better when they have been active. Drink water instead of sugary drinks when you are thirsty after being active.

### Strawberry Yogurt Popsicles

Yield: 12 popsicles

Serves: 12 adults

#### Ingredients

- 2 cups low-fat vanilla yogurt
- 2 cups chopped fresh or frozen strawberries.

#### Steps

1. **Get out the following supplies: 12 3-ounce paper cups, 12 wooden sticks and a roll of tin foil.**
2. **Combine yogurt and strawberries. Mix well.**
3. **Fill cups with mixture.** Cover cups with plastic wrap or tin foil.
4. **Insert a wooden stick through the plastic wrap or tin foil.**
5. Freeze popsicles.
6. Gently tear away paper cup from frozen yogurt popsicle before eating.
7. Supervise children while eating the popsicles, and throw away the sticks after eating.
8. **Enjoy!**

**Have your child help you do the bold steps.**

Adapted from [Tickle Your Appetite](#).



# Fitness is Fun



Children love to climb, crawl, run, jump, swing, tumble, twist, stretch, and peddle. Try these tips to help your child enjoy active play time:

- ➔ **Take it outside.** Bring your child outside every day to play. Children are more active when they play outside.
- ➔ **Play lively music.** Children and grown-ups find it hard to resist dancing when lively music is playing.
- ➔ **Have things on hand for your child to play with.** Toys that encourage your child don't have to cost any money. How many of these "toys" do you have around your house?
  - Plastic coffee can lids (Frisbee™)
  - Crunched newspaper balls (to toss and kick)
  - Rolled up socks and a laundry basket (for tossing games)
  - Bandanas or dish towel (dance streamers)
  - Toilet paper or paper towel tubes (bowling pins)

## **Activity Scoreboard**

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
<b>Outdoors Play</b>							
<b>Indoors Play</b>							

**Directions:** Draw a smiley face 😊 in each box for every day your child enjoyed active free time outdoors and indoors.

This material was funded by USDA's Supplemental Assistance Program-SNAP. The SNAP program, formerly known as the Food Stamp Program (FSP) in New York, provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact: 1-800-342-3009 or go to: [myBenefits.ny.gov](http://myBenefits.ny.gov).

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# PÁGINAS PARA LOS PADRES

## Estar en forma es divertido



### Juegue activamente todos los días

1. Haga lo que dice. Lleve una vida activa.
2. Haga del tiempo de juegos un momento familiar. Camine, corra y juegue con su hijo.
3. Actividades que puede hacer dentro del hogar con su niño en edad preescolar:
  - Planear un desfile y caminar dentro del hogar
  - Jugar a la búsqueda del tesoro
  - Jugar a las escondidas
  - Poner música alegre y bailar.
4. Actividades que puede hacer al aire libre con su niño en edad preescolar:
  - Salir a caminar en familia
  - Jugar en el jardín o en un parque
  - Ir caminando hasta un área de juegos (columpios, toboganes, etc.) y jugar juntos
5. Ayude a su hijo a dormir lo suficiente. Los niños necesitan dormir bien para aprender, crecer y jugar.
6. Para ver más ideas, vaya a <http://www.choosemyplate.gov>

**Hoy en la guardería su hijo aprendió por qué es importante para la buena salud mantenerse activo.**

Llevar una vida activa y estar en movimiento ayuda a su hijo a crecer sano y fuerte. A los niños les encanta moverse. Los niños también duermen mejor cuando han estado activos. Es importante tomar agua en lugar de bebidas con azúcar.

## Paletas heladas de yogur de fresa

Rendimiento: 12 paletas

Porciones: 12

### Ingredientes

2 tazas de yogur de vainilla de bajo contenido graso  
2 tazas de fresas frescas o congeladas en trozos.

### Pasos

1. **Saque los siguientes ingredientes: 12 moldes de papel de 3 onzas, 12 palitos de madera y un rollo de papel aluminio.**
2. **Mezcle el yogur y las fresas. Mezcle todo bien.**
3. **Llene los moldes con la mezcla.** Cubra los moldes con película de plástico o papel aluminio.
4. **Introduzca un palito a través del plástico o papel aluminio.**
5. Congele las paletas.
6. Separe con cuidado el molde de papel de la paleta helada de yogur antes de comerla.
7. Supervise a los niños mientras comen paletas heladas y tire los palitos cuando terminen.
8. **¡Buen provecho!**

**Haga participar a su hijo en la preparación de los pasos que aparecen en letra negrita.**

Adaptado de [Tickle Your Appetite](#).



# Estar en forma es divertido



A la mayoría de los niños les encanta treparse, gatear, correr, saltar, hamacarse, caerse, enroscarse, estirarse y pedalear. Pruebe estos consejos para lograr que su hijo disfrute jugar activamente:

- ➔ **Hágalo al aire libre.** Haga que su hijo salga todos los días a jugar. Los niños son más activos cuando están al aire libre.
- ➔ **Ponga música divertida.** Es difícil que los niños y adultos se resistan a bailar cuando escuchan música divertida.
- ➔ **Déjeles a mano las cosas para que sus hijos puedan jugar.** Los juguetes que animan a su hijo no tienen que costar dinero. ¿Cuántos de estos “juguetes” tiene por la casa?
  - Tapas de latas de café (Frisbee™)
  - Pelotas de papel de periódico triturado (para lanzar y patear)
  - Medias enrolladas y un canasto de ropa sucia (para juegos de lanzamiento)
  - Bandanas o paños de cocina (serpentina de baile)
  - Papel higiénico o tubos de toallas de papel (bolos)



## Tabla de actividades



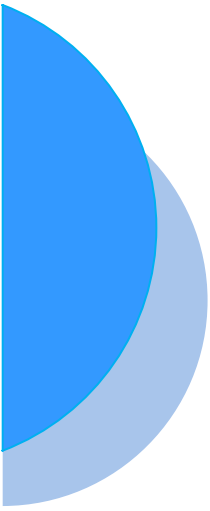
	Lun	Mar	Miér	Jue	Vie	Sáb	Dom
Juegos al aire libre							
Juegos en interiores							

**Instrucciones:** Dibuje una cara sonriente 😊 en la casilla correspondiente por cada día que su hijo disfrutó jugar activamente.

Información adaptada del Programa “Eat Well Play Hard” (Coma bien y juegue con ganas) para guarderías en el hogar.

Este material ha sido financiado por el Departamento de Agricultura de Estados Unidos – Programa de Asistencia Nutricional Suplementaria (SNAP, por sus siglas en inglés). El programa SNAP, antiguamente conocido en Nueva York como el Programa de Cupones para Alimentos, suministra asistencia de nutrición a personas de bajos ingresos para que compren alimentos nutritivos y tengan una mejor dieta. Si desea más información, marque el 1-800-342-3009, o ingrese al sitio web: [myBenefits.ny.gov](http://myBenefits.ny.gov). El Departamento de Agricultura de Estados Unidos es un suministrador y empleador que ofrece igualdad de oportunidades.

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# Fitness is Fun

## Let's Move – Adult Lesson

### Goal

---

To increase knowledge and awareness of the health benefits of physical activity, current physical activity recommendations and age-appropriate physical activities.

### Objectives

---

Adults will be able to:

- Name at least one health benefit of physical activity and active play.
- Define current physical activity recommendations for adults and children.
- Name at least two indoor and outdoor age-appropriate activities for their 3 to 4 year-old child.

### Supplies

---

- ***Fitness is Fun Key Points Posters*** (key points are also noted in **bold** in the lesson)
- One copy per participant of the Dancing Spinner Handout (page 68) and the Fitness is Fun Parent Pages (pages 61 and 62)
- Construction paper or paper plates, small paper clips, rubber bands, pencils (one per participant)
- Glue
- Scissors
- Dancing music for Dancing Spinner activity (optional)
- Pitcher for water

### Success Corner:

***“It was so helpful to have other parents give me ideas about activities. Sometimes I am not sure what to do with my son. I now have a list of things to do, and he loves them.”***

## Preparation

---

1. Display the *Fitness is Fun Key Points Posters* in a place where all participants can see them.
2. Create a “dancing spinner” as a completed example.

## Introduction

---

- Welcome the participants to the class.
- Tell the participants today’s topic is physical activity.
- Ask the participants to share with a partner ways they are physically active with their child. Invite volunteers to share responses with the group.

## Discussion/Activity

---

1. Tell the participants that the purpose of today’s activity is to learn how to be more active both indoors and outdoors with their children. Explain to the participants that active play helps develop muscle groups, motor skills and helps children prepare for school.
2. Ask participants to find a partner and share their child’s favorite way to be active. Invite participants to share their discussion with the group. Offer these ideas if they are not mentioned:
  - Indoor and outdoor chores: make the bed, sweep, dust, pick up toys, rake leaves or shovel snow
  - Indoor activities: dance to music, play catch with a yarn ball or beanbag, act out a story, act like animals or play hide and seek
  - Outdoor activities: take walks, pretend to march in a parade, play at the park or playground, play in the snow or ride a bike or scooter
3. Discuss key points from the *Fitness is Fun Key Points Posters*:
  - **Physical activity helps maintain a healthy weight, improves sleep, increases energy and boosts self-esteem.** Children and adults who move more feel better. Physical activity helps develop muscle groups, motor skills and helps children prepare for school.
  - **Adults should get 2 1/2 hours (150 minutes) of moderate exercise (such as brisk walking) per week or 1 1/4 hour (75 minutes) of vigorous exercise (such as jogging) per week.**
  - **Children should get 2 hours of physical activity every day.** Take walks, kick a ball, walk a dog, dance to music, just get moving. All indoor and outdoor chores count. Make the bed, sweep, dust or shovel with your child.
  - **Make moving fun! Get the whole family involved.** Children are more likely to be physically active if the whole family is involved. Plan family active playtime every day. Dancing, running, jumping, walking, hula hooping and playing tag are all fun. Just make sure that you are moving.

## Fitness Experience

---

1. Distribute the Dancing Spinner Handout (page 68) and supplies. Tell the participants they will be creating a “dancing spinner” that can be used indoors to encourage physical activity.
2. Discuss the directions on the handout and guide the participants through the steps to make the “dancing spinner.” Show completed spinner as an example. Explain to the participants that using the “dancing spinner” is one way to help your child reach the activity recommendations for preschool children of **2 hours of physical activity each day**.
3. Once the “dancing spinners” are made, encourage the participants to test them. Ask for a volunteer to spin first. Play music while each person takes a spin. Hold the pencil horizontally, Spin the plate and call out what movement the paper clip lands on. If the paper clip is too loose, move the rubber band closer to the back of the Spinner. Invite participants to perform the movement for 30 seconds. Spin again and keep moving!
4. Serve cold water to the participants. Remind participants that the best beverage after physical activity is water. Children and adults should have access to water after physical activity and avoid sugar sweetened beverages (like sports drinks), which add calories.
5. Ask the participants to share and make suggestions of other fun ways to be active with children. Suggestions might include:
  - Take a family walk after dinner
  - Have a family dance time
  - Play a game of hide-and-seek

## Closing

---

- Invite participants to answer these closing questions:
  - What was your favorite thing about the class?
  - What is one physical activity you will try with your child this week?
- Pass out Fitness is Fun Parent Pages (pages 61 and 62) to all participants.
- Remind participants of the next class day, time and topic.

## Resources

---

- National Association for Sport and Physical Education  
[aahperd.org/naspe/standards/nationalGuidelines/ActiveStart.cfm](http://aahperd.org/naspe/standards/nationalGuidelines/ActiveStart.cfm)
- Let’s Move Child Care [healthykidshealthyfuture.org/activities/what.html](http://healthykidshealthyfuture.org/activities/what.html)
- Active Play! By Diane H. Craft and Craig L. Smith [activeplaybooks.com](http://activeplaybooks.com)
- Eat Well Play Hard in Child Care Settings Curriculum  
Child and Adult Care Food Program, New York State Health Department  
[www.health.ny.gov/prevention/nutrition/cacfp/ewphccs\\_curriculum/index.htm](http://www.health.ny.gov/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm)
- Hunger Solutions New York Nutrition Outreach and Education Program (*offers free and confidential services to connect hungry New Yorkers with nutrition assistance programs*)  
[hungersolutionsny.org/index.php/info/noep-center/foodhelpny](http://hungersolutionsny.org/index.php/info/noep-center/foodhelpny)

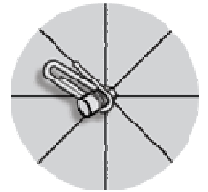
# Dancing Spinner Game

## Instructions

1. Cut Dancing Spinner Wheel and glue to construction paper or paper plate.
2. Poke a hole in the middle of the Spinner and place pencil with eraser side on top in the hole.
3. Attach a paper clip to the eraser end of the pencil near the metal on the top of the Spinner.
4. Wrap rubber band on the pencil on the bottom side of the Spinner.

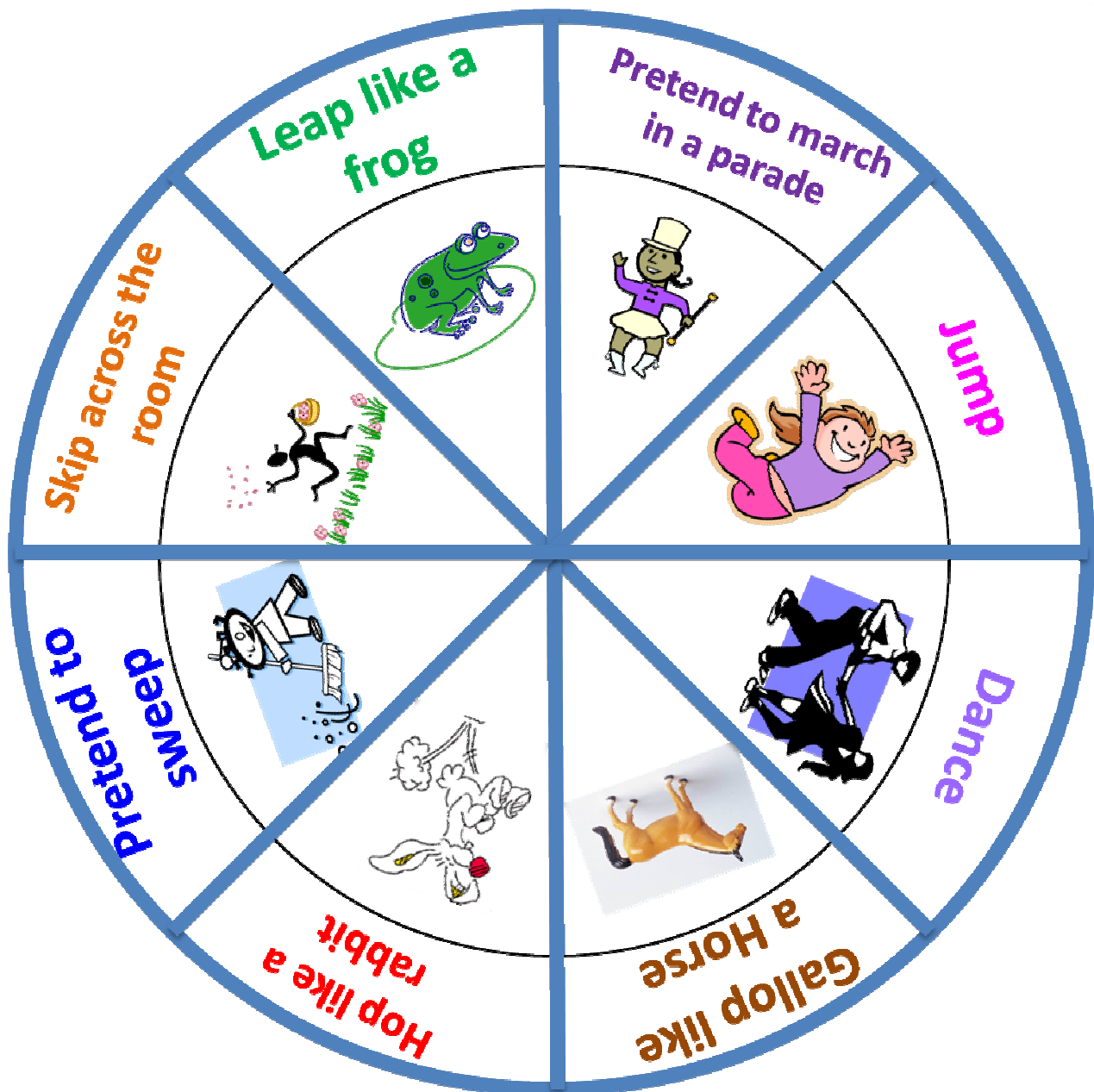
## Supplies

- One copy per participant of Dancing Spinner Wheel (below)
- Construction paper or paper plate, pencil, rubber band and small paper clip (one per participant)
- Glue and Scissors
- Fun music playing in the background (optional)



## To Play the Dancing Spinner Game

Hold the pencil horizontally, spin the plate and call out what movement the paper clip lands on. If the paper clip is too loose, move the rubber band closer to the back of the Spinner. Perform the movement for 30 seconds. Spin again and keep moving!







# Dairylicious

## All About Milk — Child Lesson

### Goal

---

To increase knowledge and awareness of both the health benefits of dairy, especially related to building strong teeth and bones, and other dietary sources (in addition to milk).

### Objectives

---

Children will be able to:

- Identify at least two sources of dairy.
- Understand the importance of dairy in relation to strong teeth and bones.

### Supplies

---

- *Cooking Rules Posters*
- Pictures of low-fat dairy foods including milk, yogurt, cheese and cottage cheese
- Ingredients for Smoothie Recipe (page 77)
- Hand blender with pitcher or mixing bowl (or blender), liquid measuring cup, measuring cups, food gloves (for teacher)
- Small cups, napkins (one per child)
- Pictures of cows or dairy farm (optional)
- Copies of the Dairylicious Parent Pages (pages 73 and 74) and Smoothie Recipe (page 77) to send home to parents/caregivers
- **Optional:** For a Child and Adult Care Food Program (CACFP) creditable snack, prepare enough smoothie for each child to have a  $\frac{3}{4}$  cup portion. This counts as fruit and meat alternative components to meet the CACFP Healthy Child Meal Pattern. Water must be served with a snack if no beverage is provided. Note: recipe on page 63 yields four  $\frac{3}{4}$  cup servings.

### Success Corner:

*“A little girl in my class went home and asked her mom to buy the ingredients to make the strawberry smoothie.”*

## Preparation

1. Review the key points in **bold** below.
2. Review and display the pictures of low-fat dairy foods where all of the children can see them.
3. Display the *Cooking Rules Posters*.

## Introduction

- Let the class know that today they will be learning about dairy. Explain that **dairy foods are made from milk and include cottage cheese, cheddar cheese, and yogurt**.
- Ask the class: What do we know about milk?

## Discussion/Activity

1. Show the children the pictures of low-fat dairy foods. Ask the class to name each type of dairy food.
2. Tell the class that **milk comes from cows**. Discuss where cows live and how the milk gets from the farm to our homes. Show pictures of cows or a dairy farm (optional).
3. Tell the class that eating **dairy foods will build strong bones and teeth**.

## Food Experience\*

1. Tell the class to put on their “chef hats” because they are going to be “chefs” who make smoothies (page 77).
2. Have the children wash their hands with soap and water. Remind them that they should always wash their hands before eating or cooking. Review cooking rules using the *Cooking Rules Posters*.
3. Show the class the ingredients used to make smoothies and pass out cups and napkins.
4. Put the bananas, frozen fruit, yogurt and skim or 1% milk into the pitcher or mixing bowl. As you use ingredients, talk about them with the children. Discuss color, shape and smell. Count out the pieces of fruit as they are put into the pitcher or blender. Have children help with as much as they can.
5. Place hand blender into the pitcher or mixing bowl and blend for about 1 minute or until the mixture is smooth. Ask the children to watch the color change as the smoothie is blended.
6. Pour the smoothie into cups and give one to each child. Encourage each child to smell the smoothie. Taste the smoothie together as a class. Discuss how the smoothie smells and tastes.

**Other Low-fat Dairylicious Recipes:**  
Cottage Cheese Dip (page 163)  
Easy No-Bake Mac and Cheese (page 167)



## Closing

---

- Summarize the key points in **bold**.
- Check children's understanding of objectives. Ask the class:
  - why dairy foods are good for us (*helps make bones and teeth strong, helps us grow healthy and strong*).
  - which dairy product they will eat at home.
- Remind the children they should eat dairy every day.
- Have children take home Dairylicious Parent Pages (pages 73 and 74) and Smoothie Recipe (page 77).

## Resources

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- *Milk from Cow to Carton* by Aliko (Collins, 1992)
- *What's for Lunch? Milk* by Claire Llewellyn (Franklin Watts, 1998)
- United States Department of Agriculture Choose My Plate  
[choosemyplate.gov](http://choosemyplate.gov)



# PARENT PAGES

## Dairylicious



### Tips to Enjoy Low-Fat Dairy

1. Top wheat crackers with low-fat mozzarella cheese.
2. Make cheesy veggies for your family.
3. Try low-fat cottage cheese with canned fruit.
4. Pour low-fat milk over frozen berries for a cool snack.
5. Choose cheese with less fat. Look for “low-fat” or “reduced-fat” on the label.
6. When recipes call for sour cream, use plain yogurt instead.
7. Use fat-free evaporated milk instead of cream.

**Today at child care your child learned about dairy products and why they are important.** Milk, cheese, and yogurt contain calcium and vitamin D, which children need for strong bones and teeth. Help your child grow strong. Switch to fat-free or low-fat (1%) milk for children 2 years or older. They learn from watching you. Drink milk and your children will too. You need 3 cups and your child needs 2 cups of dairy products each day.

### Cheesy Veggies

Yield: 4 cups  
Serves: 8 adults



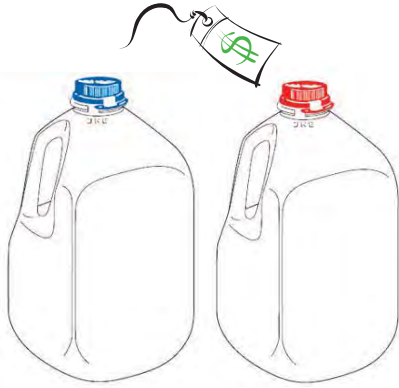
#### Ingredients

4 cups chopped vegetables (such as broccoli or cauliflower)  
1 tablespoon flour  
1 cup low-fat milk  
dash of pepper  
4 ounces shredded low-fat sharp cheddar cheese (1 cup).

#### Steps

1. Cook vegetables until tender and set aside.
2. **Using a fork, blend flour into low-fat milk until flour can no longer be seen and there are no lumps.**
3. Heat milk and flour mixture in a pan over medium heat, stirring constantly, until it begins to bubble.
4. Continue cooking and stirring until sauce thickens, about 1-2 minutes.
5. Reduce heat to low and add pepper and shredded cheese.
6. Stir until cheese melts.
7. Remove from heat and pour over the cooked vegetables.
8. **Enjoy!**

**Have your child help you do the bold steps.**



# Milk Cost Comparison

The next time you go shopping, take this chart along with you and write down the milk prices.

Type of Milk	Cost of One Gallon
Whole	
Reduced-Fat (2%)	
Low-Fat (1%)	
Fat-Free (Skim)	

## Lose the Fat—Keep the Nutrients at No Extra Cost!

Low-fat (1%) or fat-free milk gives you all of the protein, calcium and vitamin D that 2% and whole milk provide, with less fat and calories. And low-fat (1%) or fat-free milk usually costs the same or less than 2% or whole milk.

This material was funded by USDA's Supplemental Assistance Program-SNAP. The SNAP program, formerly known as the Food Stamp Program (FSP) in New York, provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact: 1-800-342-3009 or go to: [myBenefits.ny.gov](http://myBenefits.ny.gov).

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# PÁGINAS PARA LOS PADRES

## Lácteos deliciosos



### Consejos para disfrutar los lácteos de bajo contenido graso

1. Cubra galletas de trigo con mozzarella de bajo contenido graso.
2. Haga **verduras con queso** para su familia.
3. Pruebe el requesón con frutas en lata.
4. Vierta leche de bajo contenido graso sobre fresas congeladas para hacer un refrigerio genial.
5. Elija los quesos con menor contenido graso. Busque productos cuyas etiquetas digan “low-fat” (semidescremado) o “reduced-fat” (reducido en grasa).
6. Si una receta lleva crema agria (sour cream), reemplácela con yogur natural.
7. Reemplace la crema con leche descremada condensada (evaporated milk).

**Hoy en la guardería su hijo aprendió qué son y por qué son importantes los productos lácteos de bajo contenido graso.** La leche, el queso y el yogur contienen calcio y vitamina D, nutrientes que los niños necesitan para tener huesos y dientes fuertes. Ayude a su hijo a crecer fuerte. Use leche descremada o semidescremada (1% de contenido graso) para los niños mayores a 2 años. Ellos aprenden observándola a usted. Si toma leche, sus niños también lo harán. Usted necesita 3 tazas diarias de productos lácteos y su hijo 2.

### Verduras con queso



Rendimiento: 4 tazas  
Porciones: 8

#### Ingredientes

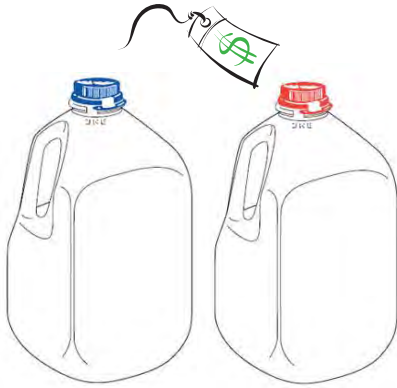
4 tazas de verduras picadas (como brócoli o coliflor)  
1 cucharada de harina  
1 taza de leche de bajo contenido graso  
una pizca de pimienta  
4 onzas de queso cheddar fuerte de bajo contenido graso desmenuzado (1 taza).

#### Pasos

1. Cocine las verduras hasta que estén tiernas y resérvelas.
2. **Con un tenedor, mezcle la harina y la leche de bajo contenido graso en un bol pequeño hasta que no pueda verse la harina y no haya grumos.**
3. Caliente la mezcla de leche y harina en una olla sobre fuego medio, revolviendo constantemente hasta que empiece a hacer burbujas.
4. Continúe cocinando y revolviendo hasta que la salsa espese, alrededor de 1 a 2 minutos.
5. Baje el fuego a mínimo y agregue la pimienta y el queso desmenuzado.
6. Revuelva hasta que se derrita el queso.
7. Retire del fuego y vierta sobre las verduras cocidas.
8. **¡Buen provecho!**

**Haga participar a su hijo en la preparación de los pasos que aparecen en letra negrita.**





# Comparación de precios de la leche

La próxima vez que vaya de compras, lleve consigo esta tabla y apunte los precios de la leche.

Tipo de leche	Costo de un galón
Entera	
Reducida en grasa (2%)	
Semidescremada (1%)	
Sin grasa (descremada)	

**¡Elimine la grasa y conserve los nutrientes sin gasto adicional!**

La leche semidescremada (1%) o descremada aporta la misma proteína, calcio y vitamina D que la de 2% o que la leche entera, pero con menos grasa y menos calorías. Y estos tipos de leche normalmente cuestan lo mismo o menos que la del 2% o que la leche entera.

Este material ha sido financiado por el Departamento de Agricultura de Estados Unidos – Programa de Asistencia Nutricional Suplementaria (SNAP, por sus siglas en inglés). El programa SNAP, antiguamente conocido en Nueva York como el Programa de Cupones para Alimentos, suministra asistencia de nutrición a personas de bajos ingresos para que compren alimentos nutritivos y tengan una mejor dieta. Si desea más información, marque el 1-800-342-3009, o ingrese al sitio web: [myBenefits.ny.gov](http://myBenefits.ny.gov). El Departamento de Agricultura de Estados Unidos es un suministrador y empleador que ofrece igualdad de oportunidades.

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## Smoothies

Yield: 24 ounces

Serves: 4 adults

### Ingredients

- 1 small ripe banana
- 1 cup frozen fruit (blueberries, strawberries, etc.)
- 1 8-ounce carton low-fat yogurt (vanilla or fruited)
- 3/4 cup low-fat (1% or less) milk.

### Steps

1. **Peel banana. Using cutting boards and butter knife, cut banana into 1-inch chunks. Place the banana chunks into the blender.**
2. Measure the frozen fruit and milk needed.
3. **Put the measured fruit, yogurt and milk into the blender with the bananas.**
4. Cover the blender, and blend on high speed for about 1 minute or until the mixture is smooth.
5. Pour smoothie into cups, and **enjoy!**

**Have your child help you do the bold steps.**

## Batido de frutas

Rendimiento: 24 onzas

Porciones: 4

### Ingredientes

- 1 banana pequeña madura
- 1 taza de frutas congeladas (arándanos, fresas, etc.)
- 1 tarro de 8 onzas de yogur de bajo contenido graso (de vainilla o con frutas)
- 3/4 taza de leche de bajo contenido graso (1% o menos).

### Pasos

1. **Pele la banana. Con un cuchillo de mesa corte la banana en pedazos de 1 pulgada. Eche los pedazos de banana en la licuadora.**
2. Mida las frutas congeladas y la leche que necesita.
3. **Eche las frutas, el yogur y la leche en la licuadora, junto con la banana.**
4. Tape la licuadora y licue en alta velocidad por 1 minuto o hasta que la mezcla esté suave.
5. Vierta la mezcla en copas y ¡buen provecho!

**Haga participar a su hijo en la preparación de los pasos que aparecen en letra negrita cursiva.**



# Dairylicious

## 1% or Less — Adult Lesson

### Goal

---

- To increase knowledge and understanding of the health benefits of dairy, especially related to the growth of children’s bones and the development of teeth.
- To reinforce the importance of low-fat dairy for health.

### Objectives

---

Adults will be able to:

- Name at least one benefit of eating low-fat dairy in relation to their family’s health.
- Identify at least one way to incorporate low-fat dairy into their family’s diet without adding cost.
- Describe how to safely store and serve low-fat dairy products.

### Supplies

---

- *Dairylicious Key Points Posters* (key points are also noted in **bold** in the lesson)
- Pictures of low-fat dairy foods including milk, yogurt, cheese, and cottage-cheese
- 1% and 2% milk for milk tasting activity
- Copies of the Dairylicious Parent Pages (pages 73 and 74) and Smoothies Recipe (page 77)
- Ingredients for Smoothie Recipe (page 77)
- Cutting board, knife, hand blender and pitcher or mixing bowl (or blender), liquid measuring cup, measuring cups, food gloves
- Small cups (three per participant), napkins (one per participant)

### Success Corner:

*“Many parents were surprised that  
1% and 2% milk tasted  
and cost the same!”*

## Preparation

---

1. Display the *Dairylicious Key Points Posters* in a place where all participants can see them.
2. Review and display the pictures of low-fat dairy foods on the table.
3. Pour 1% milk and 2% milk into cups ahead of time. Mark cups with 2% milk with a symbol to tell apart from the cups with 1% milk. Keep refrigerated until class.

## Introduction

---

- Welcome the participants to the class.
- Tell the participants that today's topic is dairy. Explain that **dairy foods are made from milk and include milk, yogurt, cheese and cottage cheese.**
- Ask the participants to share with a partner what dairy foods they serve to their children. Invite volunteers to share responses with the group.

## Discussion/Activity

---

1. Tell the participants you are going to ask each of them to try two different types of milk in a blind taste test.
2. Have participants taste a small cup of very cold 1% milk and then 2% milk. Ask them to guess which type of milk they are drinking after each taste. After they guess, tell them the correct answers.
3. Use the labels\* on each of the milk cartons to discuss how 1% and 2% milk are different and the same. Discuss that 2% milk has *more* calories and fat, but the same calcium, vitamin D and protein. Remind participants that the children at the center receive 1% milk and it is the healthier option.
4. Discuss key points from the *Dairylicious Key Points Posters*:
  - **Milk, yogurt, cheese and cottage cheese are examples of dairy foods.**
  - **1% or fat-free dairy foods contain as much calcium, vitamin D and protein as higher-fat dairy foods.** Calcium and vitamin D are important for strong bones and teeth, and protein is important for growth.
  - **All healthy people over age 2 should consume 1% or fat-free dairy foods.** Children should drink or eat 2 cups of low-fat dairy each day. Adults should drink or eat 3 cups of low-fat dairy each day. All schools and child care centers in New York City are required to serve 1% milk or fat-free milk.
  - **There is no difference in cost or taste between 1% and 2% milk.** Try it out and make the switch to low-fat milk. Purchase store brands rather than more expensive brand name items, check unit price to determine which container size is the best buy, and find out more about how to enroll in or use Supplemental Nutrition Assistance Program (SNAP) at [myBenefits.ny.gov](http://myBenefits.ny.gov) or 800-342-3009.

\*If real milk is not available, use pictures of milk containers or empty milk containers and discuss the Dairylicious Key Points.

## Food Experience\*

---

1. Ask the participants to wash their hands with soap and water. Remind them that they should always wash their hands before eating or cooking.
2. Pass out the Smoothies Recipe (page 77) and review steps with the participants.
  - Explain that their child may help with the **bold steps** when they prepare this at home.
3. Distribute food gloves. Ask for volunteers to help prepare the recipe. See Smoothies Recipe (page 77).
4. Pour smoothies into cups and distribute one to each participant. Encourage each participant to taste the smoothie.
5. Discuss the recipe with the group:
  - What did you enjoy about the smoothie?
  - How would you make the recipe at home?
6. Ask the participants to share and make suggestions of other ways to serve low-fat dairy foods to children. Suggestions might include:
  - Eat a low-fat yogurt with whole-grain cereal sprinkled on top.
  - Freeze yogurt to take on the go and eat it as it defrosts.
  - Add low-fat cheese to vegetables.
  - Drink a cup of 1% milk as a snack.

### Other low-fat Dairylicious Recipes:

- Cottage Cheese Dip (page 163)
- Easy No-Bake Mac and Cheese (page 167)
- Crustless Spinach Pie (page 165)

## Closing

---

- Invite participants to answer these closing questions:
  - What was your favorite part of the class?
  - What is one dairy product you will try this week with your child?
- Pass out Dairylicious Parent Pages (pages 73 and 74) to all participants.
- Remind them of the next class day, time and topic.

## Resources

---

- United States Department of Agriculture Choose My Plate:  
[choosemyplate.gov](http://choosemyplate.gov)
- Hunger Solutions New York Nutrition Outreach and Education Program (*offers free and confidential services to connect hungry New Yorkers with nutrition assistance programs*)  
[hungersolutionsny.org/index.php/info/noep-center/foodhelpny](http://hungersolutionsny.org/index.php/info/noep-center/foodhelpny)





# Smart Snacking

## Healthy Snacks — Child Lesson

### Goal

---

To increase knowledge and awareness of the importance of eating nutritious snacks.

### Objectives

---

Children will be able to:

- State one reason why it is important to eat healthy snacks.
- Name one new healthy snack they will try.

### Supplies

---

- *Cooking Rules Posters*
- Pictures of healthy snacks (see page 84 for suggestions)
- Ingredients for Banana Sundae Recipe (page 91)
- Serving bowls, child-sized tongs or serving spoons, food gloves (for teacher)
- Plates, plastic knives, bowls, napkins, spoons (one per child)
- Copies of the Smart Snacking Parent Pages (pages 87 and 88) and Banana Sundae Recipe (page 91) to send home to parents/caregivers
- **Optional:** For a Child and Adult Care Food Program (CACFP) creditable snack, provide enough bananas and low-fat yogurt for each child to have ½ cup portion of fruit and ¼ cup of low-fat yogurt to meet the CACFP Healthy Child Meal Pattern. Water must be served with a snack if no beverage is provided. Note: recipe on page 91 yields 2 servings.

### Success Corner:

*“The 3-year olds made the banana sundaes. The parents asked for the lesson to do the same recipe with their children at home.”*

## Preparation

---

1. Review the key points in **bold** below.
2. Review and display the pictures of healthy snacks in a place where all of the children can see them.
3. Prepare food for the Banana Sundae Recipe (page 91).
  - Wash bananas, dry and cut into desired number of pieces (keep peel on).
  - Spoon yogurt into a serving bowl with a serving spoon.
  - Spoon cereal into a serving bowl with a serving spoon.
  - Refrigerate yogurt until class.
4. Display the *Cooking Rules Posters*.

## Introduction

---

- Let the class know that they'll be learning about healthy snacks today.
- Ask the class: What is the name of a healthy food you like to eat for snack?

## Discussion/Activity

---

1. Ask the class to help you describe a healthy snack. Explain that a **healthy snack is not a meal, but rather something small we eat in between meals so as not to get too hungry**. Snacks can include combinations of fruits, vegetables, low-fat dairy foods and whole grains. Examples are: apple and peanut butter; fresh vegetables with salsa or dip; whole-grain crackers with low-fat cheese; carrots and hummus; low-fat yogurt and fruit; low-fat milk and applesauce; peanut butter, banana and whole-wheat bread.
2. Tell the class **healthy snacks help our bodies grow strong and give us energy to play**.
3. Tell the class **healthy snacks taste good**.
4. Display the pictures of healthy snacks. Ask the class to name each snack.
5. Ask the class if they have tried any of the snacks on the cards and let them know these are examples of healthy snacks.
6. Ask the class how they feel about trying new snacks. Encourage the children to try the snacks they'll be making in class.

## Food Experience\*

---

1. Tell the class to put on their “chef hats” because they are going to be “chefs” who make banana sundaes (page 91).
2. Have the children wash their hands with soap and water. Remind them that they should always wash their hands before eating or cooking. Review cooking rules using the *Cooking Rules Posters*.

3. Tell the class that banana sundaes are a healthy snack because they have fruit, low-fat yogurt and whole grain cereal in them.
4. Pass out plates, plastic knives, bowls, napkins and spoons. Give each child one piece of a banana.
5. Show the class how to prepare the banana: peel it, slice it on the plate using the plastic knife, and spoon the pieces into the bowl. Encourage children to prepare their bananas.
6. Let children serve themselves yogurt and cereal. Encourage them to place a few spoonfuls of each on the banana.
7. Encourage the children to taste their banana sundaes. Discuss how it tastes as a group.

**Other Smart Snacking Recipes:**

Chick Pea Dip (page 157)

Carrot Confetti Salad (page 153)

Mini Pizzas (page 139)

## Closing

- Summarize the key points in **bold**.
- Check children's understanding of objectives. Ask the class:
  - why it is important to eat healthy snacks (*healthy snacks help our bodies grow strong and give us energy to play*).
  - what healthy snacks they will try this week.
- Have children take home Smart Snacking Parent Pages (pages 87 and 88) and Banana Sundae Recipe (page 91).

## Resources

- Nibbles for Health: Nutrition Newsletters for Parents of Young Children, United States Department of Agriculture [fns.usda.gov/tn/resources/nibbles.html](https://fns.usda.gov/tn/resources/nibbles.html)
- United States Department of Agriculture Choose My Plate [choosemyplate.gov](https://choosemyplate.gov)



# PARENT PAGES

## Smart Snacking



### Hearty Snack Ideas

1. 1/4 cup vanilla low-fat yogurt with 1/4 cup apple slices
2. 10 thin wheat crackers with peanut butter
3. 1/2 cup toasted oat cereal with 1/2 cup low-fat (1% or less) milk
4. 1/2 tuna or egg salad sandwich and 1/2 cup water
5. 1/2 toasted English muffin with peanut butter
6. 1/4 cup crunchy snack mix (recipe on this page) with 1/2 cup low-fat (1% or less) milk
7. 1/4 cup low-fat cottage cheese with 1/4 cup fruit cocktail
8. 1/2 whole-wheat tortilla with 1/4 cup bean spread

Today at child care your child learned why it is important to eat healthy snacks. Small children need snacks because they get hungry between meals. Healthy snacks will help them grow strong. They learn from watching you. Eat healthy snacks and your child will too. Save money by making your own snack mix using the easy recipe below.

### Snack Mix

Yield: 4 cups

Serves: 8 adults

#### Ingredients

- 1 cup toasted oat cereal
- 1 cup wheat square cereal
- 1 cup reduced-fat cheese crackers
- 1 cup fun-shaped mini pretzels.

#### Steps

1. **Pour cereals, crackers and pretzels into a medium bowl.**
2. **Stir.**
3. **Enjoy!**

Note: You may put this snack into small plastic bags to carry when traveling.

**Have your child help you do the bold steps.**

# Tips and Shopping List

## Ways to Save Money When Shopping:

- Look at grocery ads to see what is on sale.
- Plan your meals and snacks around weekly specials.
- Make a shopping list and stick to it!
- Don't shop when you are hungry.
- Buy whole fruit and vegetables, and cut or shred them yourself.
- When fresh cost too much, buy frozen or canned fruit and vegetables.
- Buy frozen juice and mix with water instead of bottled juice.



-----Use this handy list to jot down what you need to buy-----

## Shopping List

Breads, Cereals, and Crackers	Fruits / Juice	Vegetables	Milk, Cheese, Yogurt, and Eggs
Pasta, Rice, and Noodles	Canned Beans, Fish, and Peanut Butter	Chicken, Turkey, and Fish	Beef and Pork
Baking Supplies	Paper Products	Other	Other

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# PÁGINAS PARA LOS PADRES

## Refrigerios sensatos



### Ideas para preparar refrigerios saludables

1. 1/4 taza de yogur de vainilla de bajo contenido graso y 1/4 taza de manzana en trozos
2. 10 galletas de trigo integral con mantequilla de maní
3. 1/2 taza de avena tostada con 1/2 taza de leche de bajo contenido graso (1% o menos)
4. 1/2 sándwich de atún o ensalada de huevo y 1/2 taza de agua
5. 1/2 panecillo inglés (English muffin) tostado con mantequilla de maní
6. 1/4 taza de mezcla crocante para refrigerios (ver receta en esta página) con 1/2 taza de leche semidescremada (1% o menos)
7. 1/4 taza de requesón con 1/4 taza de cóctel de frutas
8. 1/2 tortilla de harina integral con 1/4 taza de salpicado de frijoles

Hoy en la guardería su hijo aprendió por qué es importante comer refrigerios sanos. Los niños pequeños necesitan comer refrigerios porque suelen tener hambre entre las comidas. Los refrigerios saludables los ayudan a crecer fuertes y sanos. Ellos aprenden observándola a usted. Si elige refrigerios sanos, sus niños también lo harán. Ahorre dinero preparando su propia mezcla de refrigerios con la sencilla receta siguiente.

### Mezcla de bocadillos

Rendimiento: 4 tazas

Porciones: 8

#### Ingredientes

- 1 taza de cereal de avena tostada
- 1 taza de cereal de trigo en cuadraditos
- 1 taza de galletas de queso con contenido graso reducido
- 1 taza de mini pretzels con formas divertidas

#### Pasos

1. **Vierta los cereales, las galletas y los pretzels en un bol mediano.**
2. **Revuelva.**
3. **¡Buen provecho!**

Nota: Usted puede colocar este bocadillo en bolsas de plástico para llevar.

**Haga participar a su hijo en la preparación de los pasos que aparecen en letra negra.**



# Consejos y lista de compras

## *Ideas para ahorrar dinero cuando va de compras:*

- Mire los avisos del almacén para ver qué productos están de oferta.
- Planifique sus comidas y refrigerios con los especiales de la semana.
- ¡Haga una lista de compras y sígala!
- No compre con hambre.
- Compre frutas y verduras enteras, y córtelas o desmenúcelas usted mismo.
- Cuando los productos frescos son muy caros, compre frutas y verduras congeladas o en lata.
- Compre jugos congelados y mézclelos con agua, en lugar de jugos en botella.
- Compre productos de la marca de la tienda, en lugar de productos de marcas comerciales.



..... Use esta práctica lista para apuntar lo que debe comprar. ....

## Lista de compras

<b>Panes, cereales y galletas</b> <hr/> <hr/> <hr/> <hr/>	<b>Frutas/Jugos</b> <hr/> <hr/> <hr/> <hr/>	<b>Verduras</b> <hr/> <hr/> <hr/> <hr/>	<b>Leche, queso, yogur y huevos</b> <hr/> <hr/> <hr/> <hr/>
<b>Pasta, arroz y tallarines</b> <hr/> <hr/> <hr/> <hr/>	<b>Frijoles, pescado y mantequilla de maní en lata</b> <hr/> <hr/> <hr/> <hr/>	<b>Pollo, pavo y pescado</b> <hr/> <hr/> <hr/> <hr/>	<b>Carne de res y de cerdo</b> <hr/> <hr/> <hr/> <hr/>
<b>Productos para hornear</b> <hr/> <hr/> <hr/> <hr/>	<b>Productos de papel</b> <hr/> <hr/> <hr/> <hr/>	<b>Otros</b> <hr/> <hr/> <hr/> <hr/>	<b>Otros</b> <hr/> <hr/> <hr/> <hr/>

Este material ha sido financiado por el Departamento de Agricultura de Estados Unidos – Programa de Asistencia Nutricional Suplementaria (SNAP, por sus siglas en inglés). El programa SNAP, antiguamente conocido en Nueva York como el Programa de Cupones para Alimentos, suministra asistencia de nutrición a personas de bajos ingresos para que compren alimentos nutritivos y tengan una mejor dieta. Si desea más información, marque el 1-800-342-3009, o ingrese al sitio web: [myBenefits.ny.gov](http://myBenefits.ny.gov). El Departamento de Agricultura de Estados Unidos es un suministrador y empleador que ofrece igualdad de oportunidades.

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# Banana Sundae

Yield: 2 sundaes

Serves: 2 children

## Ingredients:

1 banana

$\frac{1}{2}$  cup vanilla low-fat yogurt

$\frac{1}{2}$  cup whole grain cereal

## Steps:

1. **Wash bananas.** Cut banana into 2 pieces.
2. **Peel banana, cut into slices with a plastic knife and place into a cup or bowl.**
3. **Place cereal in a plastic food storage bag and crush using a rolling pin or hands.**
4. **Spoon  $\frac{1}{4}$  cup of the yogurt and  $\frac{1}{4}$  cup cereal over the banana.**
5. **Enjoy!**

**Note:** You can use other fruit instead of banana including strawberries, peaches, nectarines or blueberries.

Have your child help you do the **bold steps**.

# Sundae de Banana

Rendimiento: 2 sundaes

Para: 2 niños

## Ingredientes:

1 banana (o cualquier otra fruta fresca como fresas, duraznos or arándano azul)

1/2 taza de yogur de vanilla bajo en grasa

1/2 taza de cereal integral

## Pasos:

1. **Lave las bananas.** Corte la banana en 2 pedazos.
2. **Pele los pedazos de banana, córtelos en rodajas utilizando un cuchillo de plástico y colóquelos en una taza o recipiente.**
3. **Coloque el cereal en una bolsa de plástico resellable y machúquelo utilizando un rodillo o sus manos.**
4. **Rocíe 1/4 de taza del yogur sobre las bananas.**
5. **Rocíe 1/4 del cereal machucado sobre las bananas.**
6. **Disfrute!**

Pídale a su niño que le ayude con los pasos **escritos en negrita**.



# Smart Snacking

## Offering Healthy Snacks — Adult Lesson

### Goal

---

To increase knowledge and awareness of the importance of providing nutritious snacks to children.

### Objectives

---

Adults will:

- State one reason to provide nutritious snacks to children.
- Name one smart snacking tip that promotes good health.
- Identify one healthy snack they will offer at home.

### Supplies

---

- *Smart Snacking Key Points Posters* (key points are also noted in **bold** in the lesson)
- *Healthy Snacking Adult Activity Cards* (activities also noted on page 96)
- One copy per participant of the Smart Snacking Parent Pages (pages 87 and 88) and Banana Sundae Recipe (page 91)
- Ingredients for Banana Sundae Recipe (page 91)
- Food gloves
- Cutting board, knife (for teacher)
- Serving bowls, serving spoons
- Plates, plastic knives, bowls, napkins, spoons (one per participant)

### Success Corner:

*“We had parents come to the school and ask for the banana sundae recipe because their children loved it so much!”*

## Preparation

---

1. Review the *Healthy Snacking Adult Activity Cards* or Activity Sheet (page 96).
2. Display the *Smart Snacking Key Points Posters* in a place where all participants can see them.

## Introduction

---

- Welcome the participants to the class.
- Tell the participants today's topic is smart snacking.
- Ask the participants to share with a partner what healthy snacks they serve to their children. Invite volunteers to share responses with the group.

## Discussion/Activity

---

1. Tell the participants you are going to play a game. Tell them you will say a statement. If it is true, they should stand up. If it is false, they should sit down.
2. Read the statement on a *Smart Snacking Adult Activity Card*. Ask participants to stand or sit according to directions above. Invite participants to discuss with a partner why they choose true or false. Read the answer. Invite participants to share discussions with the group. Repeat using the remaining *Smart Snacking Adult Activity Cards*.
3. Be sure to discuss key points from the *Smart Snacking Key Points Posters*:
  - **Healthy snacks provide important vitamins, minerals and fiber.** Include fruits, vegetables and low-fat dairy in your snacks. Snacks help children's bodies grow strong and give them energy to play.
  - **Eat healthy snacks with your child.** Be a role model – if your child sees you eating healthy snacks, they will too!
  - **Offer small healthy snack portions at regular times each day.** Offer healthy snacks at least 1 ½ hours before meals. Children do best with four to six small meals per day because they have small stomachs.
  - **Do not offer a snack to calm a child or reward behavior.** Avoid using food to reward, comfort or punish children. It promotes unhealthy relationships with food. Food should be used only to prevent hunger. Use non-food items and words to help calm or reward a child.

## Food Experience\*

---

1. Ask the participants to wash their hands with soap and water. Remind them that they should always wash their hands before eating or cooking.
2. Pass out the Banana Sundae Recipe (page 91) and review steps with the participants.
  - Explain that their children may help with the **bold steps** when they prepare this at home.

3. Distribute food gloves. Ask for volunteers to prepare the Banana Sundae Recipe (page 91).
4. Encourage each participant to make and taste the banana sundae. Explain that children can make these too.
5. Discuss the banana sundae with the participants by asking:
  - What did you enjoy about the banana sundae?
  - How would you make the recipe at home?
6. Discuss money saving tips:
  - Purchase whole fruits and vegetables.
  - Purchase store brands rather than more expensive brand name items.
  - Look for weekly deals on all types of fruit and vegetables—fresh, frozen and canned.
  - Buy fruits and vegetables in season for the best price.
  - Find out more about how to enroll in or use Supplemental Nutrition Assistance Program (SNAP) at [myBenefits.ny.gov](http://myBenefits.ny.gov) or 800-342-3009.
7. Ask the participants to share and make suggestions of other ways to serve healthy snacks to children. Suggestions might include:
  - Fruit and a piece of low-fat cheese
  - Make veggie and/or fruit faces or kabobs
  - Use dips such as low-fat yogurt with fruit or hummus with vegetable strips
  - Spread apple slices with a thin layer of peanut butter

#### Other Smart Snacking Recipes:

Chick Pea Dip (page 157)

Carrot Confetti Salad (page 153)

## Closing

- Invite participants to answer these closing questions:
  - What was your favorite thing about the class?
  - What is one healthy snack you will offer your child this week?
- Pass out Smart Snacking Parent Pages (pages 87 and 88) to all participants.
- Remind participants of the next class day, time and topic.

## Resources

- *We Like to Eat Well* by Elyse April (Hohm Press, 2007)
- Nibbles for Health: Nutrition Newsletters for Parents of Young Children, United States Department of Agriculture [fns.usda.gov/tn/resources/nibbles.html](http://fns.usda.gov/tn/resources/nibbles.html)
- United States Department of Agriculture Choose My Plate [choosemyplate.gov/](http://choosemyplate.gov/)
- Hunger Solutions New York Nutrition Outreach and Education Program (*offers free and confidential services to connect hungry New Yorkers with nutrition assistance programs*) [hungersolutionsny.org/index.php/info/noep-center/foodhelpny](http://hungersolutionsny.org/index.php/info/noep-center/foodhelpny)





# Smart Snacking

## Adult Activity Sheet

### Directions:

1. Tell the participants that you are going to play a game. Tell them you will say a statement. If it is true, they should stand up. If it is false, they should stay seated.
2. Read a statement below. Ask participants to stand or sit according to directions above. Invite participants to discuss with a partner why they choose true or false. Read the answer. Invite participants to share discussions with the group. Repeat using the remaining statements.

True or False: Children only need to eat 3 times per day.

**False.** Children have small stomachs and may need to eat more than three times in a day. Eating 4-6 healthy meals and snacks each day helps children get all the nutrients they need.

True or False: Snacks help children get the vitamins, minerals and other nutrients they need to grow and stay healthy.

**True. Healthy snacks provide important vitamins, minerals and fiber. Eat healthy snacks with your child.** Snacks are a perfect time to give your child fruits, vegetables and low-fat dairy foods.

True or False: Potato chips have more nutrients and less salt and fat than baked whole-grain crackers.

**False.** Potato chips have fat and salt but not many of the nutrients your child needs. Many baked whole-grain crackers have less fat and salt but more fiber. Pair them with low-fat cheese and fruit for a well balanced snack.

True or False: Food should be used to calm a child or reward them for good behavior.

**False. Do not offer a snack to calm or reward behavior.** Food should only be used to prevent hunger. Use non-food items or words to help calm or reward a child.

True or False: Snacks should be served 1 ½ hours before a meal.

**True. Offer small healthy snack portions at regular times each day.** To help ensure your child will be hungry for dinner, snacks should be served no less than 1 ½ hours before the meal.

True or False: Soda is the best beverage for children.

**False.** Water or low-fat milk is the best beverage for children. Soda has lots of sugar, no nutrients and empty calories.



# Growing Goodness

## Growing Vegetable Soup – Child Lesson

### Goal

---

To increase knowledge and awareness of how and where fruits and vegetables grow.

### Objectives

---

Children will:

- Explain that farmers grow fruits and vegetables.
- Name two locally grown fruits.
- Name two locally grown vegetables.

### Supplies

---

- *Cooking Rules Posters*
- *Growing Vegetable Soup* by Lois Ehlert (alternate book options listed on page 99)
- Pictures of various fruits and vegetables (see page 98 for suggestions)
- Vegetable samples from *Growing Vegetable Soup* by Lois Ehlert such as a corn, baby carrots (sliced lengthwise to prevent choking), sugar snap peas, green beans or tomatoes. Have enough cut-up vegetables for each child to taste plus a whole sample of each vegetable to pass around.
- Cutting board, knife, food gloves (for teacher)
- Serving bowls, child-size tongs or serving spoons
- Plates, napkins, plastic knives (one per child)
- Copies of the Growing Goodness Parent Pages (pages 101 and 102) and Quick and Tasty Veggie Soup Recipe (page 105) to send home to parents/caregivers
- **Optional:** For a Child and Adult Care Food Program (CACFP) creditable snack, prepare enough vegetables for each child to have a ½ cup portion and serve an additional component such as 3 whole-grain crackers to meet the CACFP Healthy Child Meal Pattern. Water must be served with a snack if no beverage is provided.

### Success Corner:

*“The children are now asking their parents to buy more vegetables, and the parents are asking for recipes!”*

## Preparation

---

1. Review the key points in **bold** below.
2. Review the book *Growing Vegetable Soup* by Lois Ehlert and pick examples of vegetables from the book to taste in class.
3. Review and display the pictures of various fruits and vegetables where all of the children can see them.
4. Wash and cut up vegetable samples for tasting. Put prepared vegetables in serving bowls with child-sized tongs or serving spoons. Cover and store in the refrigerator until class.
  - If possible, leave one of each vegetable whole for demonstration. If not possible, use the pictures of various vegetables.
  - Suggested: leave soft vegetables for children to cut on their own with a plastic knife.
5. Display the *Cooking Rules Posters*.

**Teacher note:** If you would like to make vegetable soup for the children to taste, use the Quick and Tasty Veggie Soup Recipe (page 105). You can make it with the children or before class.

## Introduction

---

- Let the class know that they will be learning how and where fruits and vegetables grow.
- Ask the class: Where do fruits and vegetables come from?

## Discussion/Activity\*

---

1. Ask the class if they have ever been to a farm or visited a garden. Ask them what they might see in a garden or on a farm, and what might grow there. Use pictures of fruits and vegetables for examples.
2. Read the book *Growing Vegetable Soup* to the children and talk about the steps involved in growing and harvesting vegetables.
3. Explain that farmers grow the vegetables we see at the store. Explain that **fruits and vegetables grow in a garden or on a farm. They are plants, which start out as a seed and need water (rain), sun and soil to grow.**
4. Once fruits and vegetables are fully grown, **they are driven to stores and farmers' markets where we buy them.**
5. Explain that fruits and vegetables come in all colors.
  - **Tell the class that eating a variety of colorful fruits and vegetables helps our bodies grow and be healthy.**
6. Discuss some of the vegetables and fruits that grow in New York State.
  - Vegetables: broccoli, cabbage, carrots, cauliflower, corn, cucumbers, onions, pumpkins, snap beans, squash, tomatoes
  - Fruits: apples, blackberries, blueberries, cantaloupes, cherries, grapes, peaches, pears, plums, raspberries, strawberries, watermelons

## Food Experience\*

1. Tell the class to put on their “chef hats” because they are going to be “chefs” who taste some vegetables.
2. Have the children wash their hands with soap and water. Remind them that they should always wash their hands before eating or cooking. Review cooking rules using the *Cooking Rules Posters*.
3. Pass out plates, napkins, knives and pass around the serving bowls of pre-cut vegetables. Ask each child to take one or two of each vegetable and place them on his or her plate using a child-sized tongs or serving spoon.
4. Encourage the children to taste the vegetables on their plate. Taste the vegetables together as a class and discuss how they taste.

### Other Growing Goodness Recipes:

Scalloped Potatoes (page 177)

Baked Squash (page 147)

Roasted Herb Potatoes (page 175)

## Closing

- Summarize the key points in **bold**.
- Check children’s understanding of objectives. Ask the class:
  - where fruits and vegetables grow.
  - why they should eat fruits and vegetables every day (*eating a variety of colorful fruits and vegetables helps our bodies grow and be healthy*).
  - which New York State fruit or vegetables they would like to eat at home.
- Have children take home the Growing Goodness Parent Pages (pages 101 and 102) and Quick and Tasty Vegetable Soup Recipe (page 105).

## Resources

- *Plants on My Plate* by National Geographic (Rigby Educational Publishers, 2003)
- *Corn* by Gail Gibbons (Holiday House, 2009)
- *The Pumpkin Book* by Gail Gibbons (Holiday House, 2000)
- *Vegetables* by Robin Nelson (Lerner Publications Company, 2003)
- New York State Fruit and Vegetable Harvest Calendar  
<http://www.agriculture.ny.gov/HarvestCalendar.html>
- Eat Well Play Hard in Child Care Settings Curriculum  
Child and Adult Care Food Program, New York State Health Department  
[www.health.ny.gov/prevention/nutrition/cacfp/ewphccs\\_curriculum/index.htm](http://www.health.ny.gov/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm)



# PARENT PAGES

## Growing Goodness



### Ways To Learn About Fruits & Vegetables

1. Children learn about fruit and vegetables they help grow and harvest.
2. Grow your own vegetables in a garden or in pots.
3. Work together. Join a neighborhood garden.
4. Visit an apple orchard or a pumpkin patch. Let them pick their own.
5. Offer colorful fruit and vegetables to your child. Talk about the colors, shapes, taste and feel.
6. Make half your plate fruits and vegetables.

**Today at child care your child learned about how fruits and vegetables grow.** Your child also learned that eating fruits and vegetables helps their bodies grow. Help your child learn about fruits and vegetables. Visit a Farmer's Market or produce section of the store. Let your child be a "produce picker." Help them pick fruits and vegetables at the store.

### Baked Zucchini Squash

Yield: 4 cups

Serves: 4 adults

#### Ingredients

2 medium zucchini squash  
1/2 cup low-fat sour cream  
1/4 teaspoon salt  
1/8 teaspoon pepper  
1/8 teaspoon garlic powder  
3 tablespoons grated Parmesan cheese  
1/4 cup dried bread crumbs.

#### Steps

1. Preheat oven to 375 degrees.
2. **Wash the squash, and drain in a colander.**
3. **Place each squash on the cutting board. Cut off the ends, and discard.**
4. Slice each squash into 1/2-inch circles. **Place cut squash in a 1-quart mixing bowl.**
5. **Add sour cream, salt, pepper, and garlic powder to the squash. Mix well.**
6. Pour the squash mixture into a 1-quart casserole dish. **Smooth out to fill the bottom of the dish.**
7. **Sprinkle the Parmesan cheese over the squash evenly. Then top with bread crumbs.**
8. Bake for 30 minutes.
9. **Enjoy!**

**Have your child help you do the bold steps.**

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# Growing a Container Garden

## What You Need:

- Empty milk carton
- Cup to water with
- Old spoon to dig with
- Seeds
- Dirt
- Fertilizer

## Easy Food for Children to Grow from Seeds:

- Collard greens
- Green beans
- Lettuce
- Radishes
- Spinach



## Steps to Grow a Container Garden:

1. Cut one side off the milk carton.
2. Make a small hole in the bottom of each carton to allow water to drain.
3. Cover this hole with a flat stone to keep the dirt in.
4. Fill the carton with dirt almost to the top.
5. Dig holes for the seeds.
6. Place a seed in each hole, and gently pat the soil over each seed.
7. Water lightly to keep the dirt damp.
8. Place the container in a sunny location.
9. Once they sprout, pull out plants that are too close together. This will give the remaining plants more room to grow.
10. Remove any weeds that grow.
11. Follow the directions on the package to fertilize the dirt.

Adapted from [Nibbles for Health](#).

This material was funded by USDA's Supplemental Nutrition Assistance Program-SNAP. The SNAP program, formerly known as the Food Stamp Program (FSP) in New York, provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact: 1-800-342-3009 or go to: [myBenefits.ny.gov](http://myBenefits.ny.gov).

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# PÁGINAS PARA LOS PADRES

## Plantando Salud



### Formas de aprender sobre frutas y verduras

1. Los niños aprenden mucho de las frutas y verduras que ayudan a plantar y cosechar.
2. Plante sus propias verduras en su huerto o en macetas.
3. Trabajen juntos. Únanse a una huerta en el vecindario.
4. Visiten un huerto de manzanas o de calabazas. Deje que su hijo elija lo que quiere comer.
5. Ofrézcale frutas y verduras de diferentes colores. Hablen sobre los colores, las formas y las texturas.
6. Complete la mitad de sus platos de comidas con frutas y verduras.

**Hoy en la guardería su hijo aprendió cómo crecen las frutas y las verduras.** Su hijo también aprendió que comer frutas y verduras ayuda a que su cuerpo crezca. Enséñele a su hijo diferentes cosas sobre las frutas y las verduras. Visite el mercado de productos agrícolas o la sección de producción en las tiendas. Deje que su hijo sea un “recolector de frutas y verduras”. Ayúdelo a escoger frutas y verduras en la tienda.

### Calabacines al horno

Rendimiento: 4 tazas

Porciones: 4

#### Ingredientes

- 2 calabacines medianos
- 1/2 taza de crema agria de bajo contenido graso
- 1/4 cucharadita de sal
- 1/8 cucharadita de pimienta
- 1/8 cucharadita de ajo en polvo
- 3 cucharadas de queso parmesano rallado
- 1/4 taza de migas de pan rallado



#### Pasos

1. Precaliente el horno a 375° F.
2. **Lave los calabacines y escúrralos en un colador.**
3. **Coloque los calabacines sobre una tabla de cortar.** Corte los extremos y **deséchelos.**
4. Corte los calabacines en rodajas de 1/2 pulgada. **Coloque los calabacines cortados en un bol para mezclar ingredientes de 1 cuarto de galón.**
5. **Añada a los calabacines la crema agria, la sal, la pimienta y el ajo en polvo. Mezcle todo bien.**
6. Vierta la mezcla de calabacines en una fuente de horno de 1 cuarto de galón. **Extienda bien para cubrir el fondo de la fuente.**
7. **Espolvoree el queso parmesano por encima de los calabacines de forma uniforme. Después cúbralos con pan rallado.**
8. Hornee durante 30 minutos.
9. **¡Buen provecho!**

**Haga participar a su hijo en la preparación de los pasos que aparecen en letra negrita.**

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# Cómo plantar verduras en recipientes

## Necesitará:

- Un envase de leche vacío
- Una taza para regar
- Una cuchara vieja para cavar
- Semillas
- Tierra
- Fertilizante



## Alimentos que los niños pueden cultivar fácilmente desde semillas:

- Col rizada
- Habichuelas verdes (vainitas)
- Lechuga
- Rábanos
- Espinaca

## Pasos para cultivar verduras en recipientes:

1. Corte uno de los lados del envase de leche.
2. Haga un pequeño hoyo en el extremo inferior de cada envase para permitir que drene el agua.
3. Cubra este hoyo con una piedra plana para mantener la tierra dentro del envase.
4. Llene de tierra el envase casi hasta arriba.
5. Haga hoyos para las semillas.
6. Coloque una semilla en cada hoyo y presione suavemente la tierra sobre ella.
7. Riegue con poca agua para mantener la tierra húmeda.
8. Coloque el recipiente en un lugar soleado.
9. Una vez que broten, saque las plantas que están demasiado cerca de las demás. Esto les dará a las plantas restantes más lugar para que crezcan.
10. Quite las malas hierbas.
11. Siga las instrucciones del envase para fertilizar la tierra.

Adaptado de: [Nibbles for Health](#).

Este material ha sido financiado por el Departamento de Agricultura de Estados Unidos – Programa de Asistencia Nutricional Suplementaria (SNAP, por sus siglas en inglés). El programa SNAP, antiguamente conocido en Nueva York como el Programa de Cupones para Alimentos, suministra asistencia de nutrición a personas de bajos ingresos para que compren alimentos nutritivos y tengan una mejor dieta. Si desea más información, marque el 1-800-342-3009, o ingrese al sitio web: [myBenefits.ny.gov](http://myBenefits.ny.gov). El Departamento de Agricultura de Estados Unidos es un suministrador y empleador que ofrece igualdad de oportunidades.

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## Quick and Tasty Veggie Soup

Yield: 8 cups

Serves: 8 adults

### Ingredients

- 7 cups low-sodium chicken broth
- 1 14-ounce can diced tomatoes
- 1 teaspoon dried basil
- 1/2 teaspoon onion powder
- 3/4 cup dry macaroni
- 3 cups frozen mixed vegetables
- 1/2 teaspoon salt
- 1/8 teaspoon pepper.

### Steps

- Combine chicken broth, diced tomatoes, basil, onion powder, salt and pepper in a large pan.**
- Bring to a simmer and add macaroni and frozen vegetables.
- Cook for 8 minutes and then remove from heat.
- Let soup sit for 5 minutes and then serve.
- Enjoy!**

**Have your child help you do the bold steps.**

This adapted recipe appears courtesy of Produce for Better Health Foundation and can be found at [www.fruitsandveggiesmorematters.org](http://www.fruitsandveggiesmorematters.org).

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## Sopa de verduras rápida y sabrosa

Rendimiento: 8 tazas

Porciones: 8

### Ingredientes

- 7 tazas de caldo de pollo con bajo contenido de sodio
- 1 lata de 14 onzas de tomates cortados en cubitos
- 1 cucharadita de albahaca seca
- 1/2 cucharadita de cebolla en polvo
- 3/4 taza de macarrones secos
- 3 tazas de verduras mixtas congeladas
- 1/2 cucharadita de sal
- 1/8 cucharadita de pimienta.

### Pasos

1. **Mezcle el caldo de pollo, los tomates cortados en cubitos, la albahaca, la cebolla en polvo, la sal y la pimienta en una cacerola grande.**
2. Deje que se cocine a fuego lento y añada los macarrones y las verduras congeladas.
3. Cocine durante 8 minutos y retire del fuego.
4. Deje que la sopa repose durante 5 minutos y sírvala.
5. **¡Buen provecho!**

**Haga participar a su hijo en la preparación de los pasos que aparecen en letra negrita.**

Esta receta adaptada se publica por cortesía de la Fundación Produce for Better Health y puede encontrarse en [www.fruitsandveggiemore.com](http://www.fruitsandveggiemore.com).

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# Growing Goodness

## Local Produce — Adult Lesson

### Goal

---

To increase knowledge and awareness of locally grown produce and the benefits of eating fruits and vegetables.

### Objectives

---

Adults will be able to:

- Name four locally grown fruits and vegetables.
- Name one location to purchase locally grown fruits and vegetables.
- Describe one benefit of eating locally grown produce.
- Demonstrate how to handle local produce safely.

### Supplies

---

- ***Growing Goodness Key Points Posters*** (key points are also noted in **bold** in the lesson)
- ***Growing Goodness Adult Activity Cards*** (activities also noted on page 110)
- One copy per participant of the Broccoli and Black Bean Quesadilla Recipe (page 111) and Growing Goodness Parent Pages (pages 101 and 102)
- Ingredients for Broccoli and Black Bean Quesadilla Recipe (page 111)
- Serving bowls, colander, waxed paper or a plate, cutting board or paper plates, knives, measuring cups, measuring spoons, electric skillet, grater, spatula, serving spoons, food gloves
- Plates, forks, knives, napkins (one per participant)

### Success Corner:

***“Since the training, we (the teachers) now go to the local farmers’ market so we not only buy healthy produce, but we walk more.”***



## Preparation

1. Display the *Growing Goodness Key Points Posters* in a place where all participants can see them.
2. Review the *Growing Goodness Adult Activity Cards* or Activity Sheet (page 110).
3. Wash, chop and cook broccoli ahead of class.
4. Set up electric skillet in a safe cooking area.

## Introduction

- Welcome the participants to the class.
- Tell the participants today's topic is locally-grown fruits and vegetables.
- Ask the participants to share with a partner what locally-grown fruits and vegetables they buy. Invite volunteers to share responses with the group.

## Discussion/Activity

1. Pass out the *Growing Goodness Activity Cards* and ask for volunteers to read a question out loud. Have participants share their answers with a partner. Invite volunteers to read the answer on the card and discuss as a group.
2. Continue this activity, using the remaining *Growing Goodness Activity Cards*.
3. Be sure to discuss key points from *Growing Goodness Key Points Posters* :
  - **Eat colorful fruits and vegetables every day.** Children and adults need to eat a lot of colorful vegetables each day for improved health and growth. Adults should eat at least 2 ½ cups of vegetables and 2 cups of fruit each day. Children should eat at least 1 ½ cups of vegetables and 1 – 1 ½ cups of fruit each day.
  - **Buy fresh vegetables and fruits in season for the best quality and price.** When a fruit or vegetable is in season, it tastes fresher and costs less.
  - **Many fruits and vegetables are grown in New York State. Find them at New York City farmers' markets, which accept EBT cards.** Produce grown in New York State includes: apples, blueberries, broccoli, cantaloupes, corn, cucumbers, grapes, squash and tomatoes. Be creative with recipes: if one vegetable or fruit ingredient is expensive, substitute another one. Find out more about how to enroll in or use Supplemental Nutrition Assistance Program (SNAP) at [myBenefits.ny.gov](http://myBenefits.ny.gov) or 800-342-3009.
  - **Wash all produce under cold, running water before eating.** This is important even if the fruit or vegetable will be peeled or cooked. Washing helps remove clinging soil, germs and pesticides.





## Food Experience\*

1. Ask the participants to wash their hands with soap and water. Remind them that they should always wash their hands before eating or cooking.
2. Pass out the Broccoli and Black Bean Quesadilla Recipe (page 111) and review steps with the participants.
  - Explain that their children may help with the **bold steps** when they prepare this at home.
3. Distribute food gloves. Ask for volunteers to help prepare the recipe. See Broccoli and Black Bean Quesadilla Recipe (page 111).
4. Give one ½ quesadilla to each participant to taste.
5. Discuss the quesadilla with the participants by asking:
  - What did you enjoy about the quesadilla?
  - How would you make the recipe at home?
6. Ask the participants to share and make suggestions of other ways to serve fresh and locally-grown produce to children. Suggestions might include:
  - Fresh fruits and vegetables with low-fat dip
  - Quesadillas with low-fat cheese and chopped vegetables
  - Soup or stews
  - Fruit or veggie faces

### Other Growing Goodness Recipes:

- Baked Kale Frittata (page 145)
- Baked Squash (page 147)
- Mediterranean Squash Stew (page 171)
- Portuguese Kale Soup (page 173)

## Closing

- Invite participants to answer these closing questions:
  - What was your favorite thing about the class?
  - What is one local fruit or vegetable you will buy and serve your child this week?
- Pass out Growing Goodness Parent Pages (pages 101 and 102) to all participants.
- Remind participants of the next class day, time and topic.

## Resources

- Produce for Better Health Fruits and Veggies More Matters [fruitsandveggiesmorematters.org](http://fruitsandveggiesmorematters.org)
- United States Department of Agriculture Choose My Plate [choosemyplate.gov](http://choosemyplate.gov)
- Eat Well Play Hard in Child Care Settings Curriculum  
Child and Adult Care Food Program, New York State Health Department  
[www.health.ny.gov/prevention/nutrition/cacfp/ewphccs\\_curriculum/index.htm](http://www.health.ny.gov/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm)
- New York State Fruit and Vegetable Harvest Calendar  
<http://www.agriculture.ny.gov/HarvestCalendar.html>
- Hunger Solutions New York Nutrition Outreach and Education Program (*offers free and confidential services to connect hungry New Yorkers with nutrition assistance programs*)  
[hungersolutionsny.org/index.php/info/noep-center/foodhelpny](http://hungersolutionsny.org/index.php/info/noep-center/foodhelpny)

# Growing Goodness

## Adult Activity Sheet

### Directions:

1. Make a copy of this sheet. Cut the sheet so each question is on a different strip of paper. Ask the participants to find a partner. Distribute one question to each set of partners.
2. Ask for partners to read the question on the strip of paper out loud. Ask participants to share their own answers with their partners. Invite participants to read the 'Additional Information' and discuss as a group. Repeat with all statements.

Which fruits and vegetables do you purchase that are grown in New York? Hint: you may have seen them at a local farmers' market.

Additional Information:

- **Many fruits & vegetables are grown in New York State. Find them at New York City farmers' markets, which accept EBT cards.**
- Produce grown in new York State includes: fruits such as apples, blackberries, blueberries, cantaloupes, cherries, grapes, peaches, plums, raspberries, strawberries and vegetables such as broccoli, cabbage, carrots, cauliflower, corn, cucumbers, onion, pumpkins, snap peas, squash, tomatoes
- Remember, **eat colorful fruits and vegetables every day.** Children and adults need to eat a lot of colorful fruits and vegetables each day for improved health and growth. Adults should eat at least 2 1/2 cups of vegetables and 2 cups of fruit each day. Children should eat at least 1 1/2 cups of vegetables and 1-1 1/2 cups of fruit each day.

What are ways that you save money when buying fruits and vegetables?

Additional Information:

- **Buy fresh vegetables and fruits in season for the best quality and price.** When you buy fresh produce in season the price, taste and quality are better.
- Explore your local farmers' market for seasonal produce at lower cost.
- Be creative with recipes: if one vegetable or fruit ingredient is expensive, substitute another one.
- Find out more about how to enroll in or use Supplemental Nutrition Assistance Program (SNAP) at [myBenefits.ny.gov](http://myBenefits.ny.gov) or 800-342-3009.

How do you safely prepare fruits and vegetables at home?

Additional Information:

- Using the same cutting board for meats and vegetables is not safe. Do not chop produce on a cutting board that was used to chop meat, fish or poultry. If you only have one cutting board, make sure to wash the cutting board in hot, soapy water before using it for produce.
- **Wash all fresh produce under cold, running water before eating.** This is important even if the fruit or vegetable will be peeled or cooked. Washing helps remove cling soil, germs and pesticides.
- Wash hands thoroughly before cooking or eating and whenever they become contaminated. Encourage your child to wash their hands when coming in from outside and before a meal.

Where do you buy local produce?

Additional Information:

- To search for a farmers' market near you, visit [nyc.gov](http://nyc.gov) (keywords: farmer's markets).
- The NYC Department of Health and Mental Hygiene offers Health Bucks at participating farmer's markets (for every \$5 EBT purchase, you will get \$2 back to use at the farmer's market). To learn more, visit [nyc.gov](http://nyc.gov) (keyword: Health Bucks).

## Broccoli and Black Bean Quesadilla

Yield: 4 8-inch tortillas

Serves: 8 adults

### Ingredients

- 1 cup cooked black beans
- 1/4 cup salsa
- 4 ounces shredded low-fat cheddar cheese (1 cup)
- 1 cup cooked broccoli
- 1 tablespoon vegetable oil
- 4 8-inch tortillas.

### Steps

1. In a large mixing bowl, mash beans.
2. Drain salsa and **add to beans.**
3. Shred cheese onto waxed paper and **add to beans.**
4. **Wash** and chop broccoli. **Add chopped broccoli to beans.**
5. Heat oil in frying pan on medium.
6. **Lay tortilla flat on plate.** Fill half of tortilla with 1/4 of bean mixture.
7. **Fold other half of tortilla over mixture.**
8. Placed folded tortilla in pan and cook 3-4 minutes or until lightly browned.
9. Flip and cook second side in the same manner.
10. Remove from pan and cut in half.
11. Repeat with remaining tortillas.
12. **Enjoy!**

**Have your child help you do the bold steps.**

Adapted from Get Fresh At Your Farmers Market produced by Cornell Cooperative Extension and Division of Nutritional Sciences, NYS Colleges of Human Ecology and Agriculture and Life Sciences, Cornell University; NYS Department of Agriculture and Markets; and NYS Department of Health. Funded by the Food and Nutrition Service, U.S. Department of Agriculture, Grant Number 59-3798-8-501. Reprinted with permission.

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# Quesadilla de brócoli y frijoles negros

Rendimiento: 4 tortillas de 8 pulgadas

Porciones: 8

## Ingredientes

- 1 taza de frijoles negros cocidos
- 1/4 taza de salsa
- 4 onzas de queso cheddar de bajo contenido graso desmenuzado (1 taza)
- 1 taza de brócoli cocido
- 1 cucharada de aceite vegetal
- 4 tortillas de 8 pulgadas.

## Pasos

1. En un bol grande, pise los frijoles.
2. Cuele la salsa y **agréguela a los frijoles.**
3. Desmenuce el queso en papel encerado y **agréguelo a los frijoles.**
4. **Lave y pique el brócoli. Agregue el brócoli picado a los frijoles.**
5. Caliente el aceite en una sartén de freír, a fuego medio.
6. **Coloque la tortilla plana en una bandeja.** Llene la mitad de la tortilla con 1/4 de la mezcla de frijoles.
7. **Doble la otra mitad de la tortilla sobre la mezcla.**
8. Coloque la tortilla doblada en una sartén y cocine de 3 a 4 minutos, o hasta que esté ligeramente dorada.
9. Déla vuelta y cocine el otro lado del mismo modo.
10. Retire de la sartén y córtela por la mitad.
11. Repita este procedimiento con el resto de las tortillas.
12. **¡Buen provecho!**

**Haga participar a su hijo en la preparación de los pasos que aparecen en letra negrita.**

Adaptado de Get Fresh At Your Farmers Market producido por Cornell Cooperative Extension y la División de Ciencias de la Nutrición, Facultades de Ecología Humana y Agricultura y Ciencias Biológicas de NYS, Cornell University, Departamento de Agricultura y Mercados del estado de Nueva York, y Departamento de Salud del estado de Nueva York. Financiado por el Servicio de Alimentos y Nutrición, Departamento de Agricultura de los EE. UU., Subsidio Número 59-3798-8-501. Reimpreso con autorización.

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# Choose Your Fun

## Fun Activities – Child Lesson

### Goal

---

To increase knowledge and awareness of the importance of choosing healthy activities and reducing screen time.

### Objectives

---

Children will:

- Give one reason why reducing screen time is good for them.
- Name two activities they can do in place of screen time.

### Supplies

---

- *Cooking Rules Posters*
- *Movement Cards*
- One copy per participant of Choose Your Fun Activity Handout (page 116), crayons or markers
- Ingredients for Snack Kabobs Recipe (page 121)
- Serving bowls, child-sized tongs or serving spoons
- Cutting board, knife, food gloves (for teacher)
- Paper plates, napkins, plastic knives, wooden or plastic coffee stirrers (one per child)
- Copies of the Choose Your Fun Parent Pages (page 117 and 118) and Snack Kabob Recipe (page 121) to send home to parents/caregivers
- **Optional:** For a Child and Adult Care Food Program (CACFP) creditable snack, prepare enough for each child to have 1 snack kabob (½ cup portion of vegetables and ½ oz. of low-fat cheese) to meet the CACFP Healthy Child Meal Pattern. Water must be served with a snack if no beverage is provided.

### Success Corner:

*“After the class about screen time, my daughter told me, “No more TV”. I had to ask her teacher to give her permission to watch a little TV.”*

## Preparation

---

1. Review key points in **bold** below.
2. Review the Choose Your Fun Activity Handout (page 116).
3. Review the *Movement Cards*. Think of other options children may do instead of watching TV and movies or playing videogames.
4. Cut the block of low-fat cheese into bite-sized pieces and put them in a sealed zippered bag or bowl. Refrigerate until class.
5. Wash vegetables. Cut vegetables into bite-sized pieces and put them (along with any vegetables not needing to be cut) in individual serving bowls with child-sized tongs or serving spoons. Cover and refrigerator until class.
  - If possible, leave one of each vegetable whole for demonstration. If not possible, use pictures of various vegetables.
  - Suggested: leave soft vegetables for children to cut on their own with a plastic knife.
6. Display the *Cooking Rules Posters*.

## Introduction

---

- Let the class know that they will be learning about things to do instead of watching TV and movies or playing video games.
- Ask the class: What do you like to do when you go home instead of watching TV and movies or playing video games?

## Discussion/Activity

---

1. Tell the class that **screen time means time watching TV and movies, and playing video and computer games**. Tell the class that **screen time limits the time they could be playing or doing other fun activities like cooking**.
2. Discuss some of the other things the class likes to do instead of screen time. Tell the class that these activities make your mind and body strong, and help you learn better. Show *Movement Cards* or pictures of alternatives to screen time to help stimulate discussion.
3. Explain to the class that **when they watch TV or play videogames, they are not making their mind and bodies stronger**.
4. Give out the Choose Your Fun Activity Handout (page 116). Pass out markers or crayons and invite the children to draw a picture of one activity they would like to do in place of screen time.

### There are many great alternatives to screen time, such as:

- listening to music and singing
- reading and looking at books
- drawing and painting
- playing games
- helping cook
- dancing and moving our bodies
- yoga
- swimming
- riding a scooter or bike
- playing outside
- playing basketball, hula-hoop, hopscotch, soccer or freeze-tag

## Food Experience\*

---

1. Tell the class to put on their “chef hats” because they are going to be “chefs” who make snack kabobs (page 121). Tell the class that cooking is a great activity to do instead of screen time.
2. Have the children wash their hands with soap and water. Remind them that they should always wash their hands before eating or cooking. Review cooking rules using the *Cooking Rules Posters*.
3. Demonstrate how to cut soft vegetables with a plastic knife (if applicable) and make a kabob by putting vegetables and low-fat cheese pieces onto a coffee stirrer.
4. Pass out plates, napkins, coffee stirrers, plastic knives and pass the serving bowls of pre-cut vegetables and low-fat cheese. Ask each child to take two pieces of each type of vegetable and two pieces of low-fat cheese and place them on their plate using child-sized tongs or serving spoons.
5. Encourage each child to create their own kabob. Have the class count how many pieces of vegetables they have on their kabob. Discuss colors, shapes and smells of the vegetables and low-fat cheese.
6. Taste the snack kabobs together as a class. Discuss how the vegetables and low-fat cheese taste.

### Other Choose Your Fun Recipes:

- Cinnamon French Toast (page 161)
- Tuna Salad in Pita Pockets (page 129)

## Closing

---

- Summarize the key points in **bold**.
- Check children’s understanding of objectives. Ask the class:
  - why reducing screen time is good for them.
  - to name two activities they can do in place of screen time (*looking at books, listening to music, drawing, playing games, helping cook, playing outside, dancing and singing*).
  - which new activity they will try at home.
- Have children take home the Choose Your Fun Parent Pages (pages 117 and 118) and Snack Kabob Recipe (page 121).

## Resources

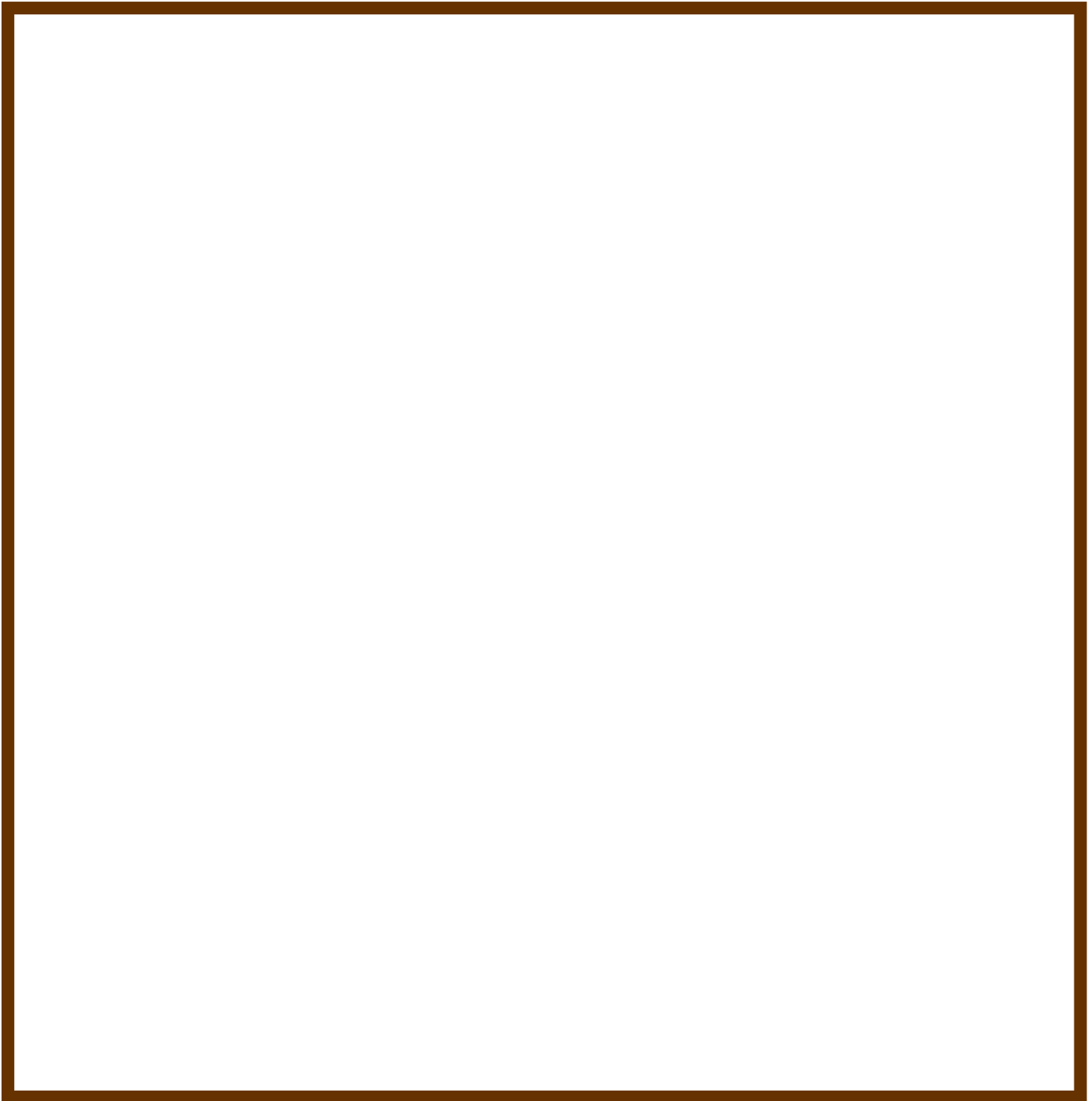
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- Let’s Move Reduce Screen Time and Get Active  
[letsmove.gov/reduce-screen-time-and-get-active](http://letsmove.gov/reduce-screen-time-and-get-active)
- Eat Well Play Hard in Child Care Settings Curriculum  
Child and Adult Care Food Program, New York State Health Department  
<http://www.agriculture.ny.gov/HarvestCalendar.html>



# Choose Your Fun

**Instead of watching TV, I like to:**



**Child's Name:** \_\_\_\_\_

# PARENT PAGES

Choose Your Fun



## Ways to Reduce Screen Time!

1. Make mealtime a family time. Turn off the TV during meals.
2. Cook together and make memories with your child.
3. Use the chart on the second page to keep track of fun activities.
4. After 30 minutes of sitting, have your child play actively.
5. Quiet time is best before naps or bed. Read your child a bedtime story.
6. Help your child get enough sleep. Make your child's bedroom quiet, dark and not too warm.

**Today at child care your child learned why it is important to turn off the TV and be active instead.** Doctors recommend children watch no more than one to two hours of quality TV and videos each day. Active playtime helps children grow and develop! Make this chicken noodle soup for supper, and play with your child while it cooks.

## Chicken Noodle Soup

Yield: 10 cups

Serves: 8 adults

### Ingredients

1 cup chopped onions  
1 cup chopped carrots  
1 cup chopped celery  
1 clove minced garlic  
2 teaspoons vegetable oil  
1/2 teaspoon flour  
1/2 teaspoon poultry seasoning  
6 cups fat-free chicken broth  
4 cups diced potatoes  
2 cups diced, skinless cooked chicken  
3 cups uncooked wide noodles  
1 cup fat-free evaporated milk.

### Steps

1. Brown onions, carrots, celery and garlic in oil in skillet.
2. **Stir flour and poultry seasoning together in small bowl.**
3. Blend flour/seasoning mixture into the browned vegetables. Pour into the slow cooker.
4. **Pour broth, potatoes and chicken into the slow cooker.** Stir, and cook on low for 5-6 hours or until the potatoes are soft.
5. Add noodles and evaporated milk. Cook until noodles are tender, approximately 20 minutes. Do not bring to a boil after milk is added.
6. **Enjoy!**

**Have your child help you do the bold steps.**

Adapted from Fix-It and Forget-It Lightly and reprinted with permission.

**Parents,**

Instead of watching TV, plan fun activities to do with your child. Spending time with your child creates closer bonds and lifelong memories.



# What We Did Instead of TV

Mon	Tue	Wed	Thu	Fri	Sat	Sun

**Directions:** Help your child put a sticker (or draw a smiley face 😊) in the top box when they choose a fun activity instead of TV. Have your child draw a picture in the lower box of the activity chosen.

Adapted from [Fit5Kids](#).

This material was funded by USDA's Supplemental Assistance Program-SNAP. The SNAP program, formerly known as the Food Stamp Program (FSP) in New York, provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact: 1-800-342-3009 or go to: [myBenefits.ny.gov](http://myBenefits.ny.gov).

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# PÁGINAS PARA LOS PADRES

¡Elija cómo divertirse!



## ¡Ideas para reducir el tiempo de inactividad!

1. Haga de la comida un momento de reunión familiar. Apague la tele durante las comidas.
2. Cocinen juntos; creen momentos para recordar.
3. Use la tabla en la segunda página para registrar las actividades divertidas.
4. No deje que pasen más de 30 minutos de inactividad; jueguen activamente.
5. Se recomiendan actividades y ambientes tranquilos antes de la siesta o de ir a dormir. Léale a su hijo un cuento antes de dormir.
6. Ayude a su hijo a dormir lo suficiente. A la noche, el dormitorio de su hijo debe ser un lugar silencioso, oscuro y no debe ser un lugar muy caliente.

**Hoy en la guardería su hijo aprendió por qué es importante apagar la televisión y hacer actividades físicas.** Los médicos recomiendan que los niños pasen una o dos horas como máximo mirando programas de TV apropiados o con videojuegos. ¡Los juegos activos ayudan a los niños a crecer y a desarrollarse! Hagan juntos esta sopa de fideos para cenar y jueguen mientras la preparan

## Sopa de pollo y tallarines

Rendimiento: 10 tazas

Porciones: 8

### Ingredientes

- 1 taza de cebolla picada
- 1 taza de zanahorias picadas
- 1 taza de apio picado
- 1 diente de ajo machacado
- 2 cucharaditas de aceite vegetal
- 1/2 cucharadita de harina
- 1/2 cucharadita de condimento de ave
- 6 tazas de caldo de pollo desgrasado
- 4 tazas de papas cortadas en cubitos
- 2 tazas de pollo sin piel cortado en cubitos
- 3 tazas de tallarines anchos crudos
- 1 taza de leche evaporada descremada.

### Pasos

1. Saltee las cebollas, las zanahorias, el apio y el ajo en aceite en una sartén.
2. **Mezcle la harina y el condimento de ave en un bol pequeño.**
3. Añada la mezcla de harina y condimento a las verduras salteadas. Échela en una olla eléctrica de cocción lenta.
4. **Eche el caldo, las papas y el pollo en la olla eléctrica de cocción lenta.** Mezcle y cocine a baja temperatura durante 5-6 horas o hasta que las papas estén tiernas.
5. Añada los tallarines y la leche evaporada. Cocine hasta que los tallarines estén tiernos, aproximadamente 20 minutos. No deje que hierva una vez añadida la leche.
6. **¡Buen provecho!**

**Haga participar a su hijo en la preparación de los pasos que aparecen en letra negrita.**

Adaptado de [Fix-It and Forget-It Lightly](#) y reimpresso con autorización.

## Estimados padres:

En lugar de ver la televisión, planifique otras actividades que pueda pasar tiempo con su hijo crea vínculos más fuertes y recuerdos para toda la vida.

# Lo que hicimos en lugar de ver TV



Dom.	Lun.	Mar.	Miér.	Jue.	Vie.	Sáb.

**Instrucciones:** Ayude a su hijo a colocar una pegatina (o dibujar una carita sonriente 😊) en la casilla superior cuando elija una actividad divertida en lugar de ver la TV. Haga que su hijo dibuje la actividad favorita que haya elegido en la casilla inferior.

Adaptado de [Fit5Kids](#).

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# Snack Kabob

Yield: 8 kabobs

Serves: 8 children

## Ingredients

- 1 package of grape tomatoes
- 1 cucumber
- 1 yellow zucchini
- 1 green pepper
- 1 - 8 oz package of low-fat or part-skim cheese (cheddar, mozzarella or swiss)

## Steps

1. **Wash all vegetables.** De-seed green pepper. Peel cucumber. Cut pepper, cucumber, zucchini into bite sized pieces and place each into a separate bowl.
2. **Cut grape tomatoes into two pieces using a plastic knife and place into a bowl.**
3. **Cut cheese into bite-sized pieces.**
4. **Place vegetables and cheese onto wooden coffee stirrers.**
5. **Enjoy!**

**Note:** You can use other vegetables instead. If you choose harder vegetables, cook them so they will be soft enough to put onto the coffee stirrer.

Have your child help you do the **bold steps**.



# Pincho para refrigerio

Rinde: 8 pinchos

Para: 8 adultos

## Ingredientes

- 1 paquete de tomates tipo “uva”
- 1 pepino
- 1 calabacín amarillo
- 1 pimiento verde
- 1 paquete de 8 onzas de queso bajo en grasa o parcialmente descremado (tipo cheddar, mozzarella o suizo)

## Pasos

1. **Lava todos los vegetales.** Quítale las semillas al pimiento verde. Pela el pepino. Corta el pimiento, el pepino y el calabacín en pedacitos y colócalos en tazones separados.
2. **Corta los tomates tipo “uva” en dos trozos con un cuchillo de plástico y colócalos en un tazón.**
3. **Corta el queso en pedacitos.**
4. **Atraviesa los vegetales y las frutas en palillos largos de madera.**
5. **¡Disfrútalo!**

**Nota:** Puedes usar otros vegetales. Si eliges vegetales más duros, cocínalos para que estén lo suficientemente blandos como para ponerlos en palillos.

**Pídele a tu hijo que te ayude a realizar los pasos que están en letra negrita.**



# Choose Your Fun

## Healthy Activities for Children — Adult Lesson

### Goal

---

To increase knowledge and awareness of the importance of helping children choose healthy activities and reducing screen time.

### Objectives

---

Adults will:

- Name one reason reducing screen time is good for families.
- Name two activities that their children can do in place of screen time.
- Name one new activity they will encourage their child to try in place of screen time.

### Supplies

---

- ***Choose Your Fun Key Points Posters*** (key points are also noted in **bold** in the lesson)
- ***Choose Your Fun Adult Activity Cards*** (activities also noted on page 127)
- One copy per participant of the Tuna Salad in Pita Pockets Recipe (page 129) and Choose Your Fun Parent Pages (pages 117 and 118)
- Ingredients for Tuna Salad in Pita Pockets Recipe (page 127)
- Mixing bowls, cutting boards, knives, mixing spoon, can opener, measuring cups, measuring spoons, colander, large serving spoon
- Serving bowls, small serving spoons, food gloves
- Paper plates, napkins (one per participant)

### Success Corner:

***“The tuna salad pita pockets  
are now a favorite lunch  
on Saturdays at our house!”***

## Preparation

---

1. Display the *Choose Your Fun Key Points Posters* in a place where all participants can see them.
2. Review the *Choose Your Fun Adult Activity Cards* or Activity Sheet (page 127).
3. Wash all produce and store in the refrigerator until class.

## Introduction

---

- Welcome the participants to the class.
- Tell the participants today's topic is choosing healthy activities and reducing screen time. Explain that screen time means watching TV and movies, and playing video and computer games.
- Ask the participants to share with a partner all the different types of screens (such as TV, phones, computer, etc.) their child sees and calculate how much total screen time their child is getting in a week. Invite volunteers to share responses with the group.

## Discussion/Activity

---

1. Ask the participants to find a partner. Pass out the *Choose Your Fun Adult Activity Cards* to each pair. (You may have to make copies of the cards.) Ask participants to choose a question to discuss with their partner.
2. Ask for volunteers to read the questions aloud on the card to the entire group. Invite participants to share responses with the group.
3. Be sure to discuss the key points from *Choose Your Fun Key Points Posters* :
  - **Children should be physically active for 2 hours every day.** Help your child to be active: talk about exercise; plan family walks after dinner; put on music and dance together; play ball, tag, soccer or hide-and-seek; and/or ride bikes together.
  - **Pediatricians recommend less than 2 hours of screen time per day for children over the age of 2 and no screen time for under 2.** Screen time includes watching TV and movies, as well as playing video and computer games. Great alternatives to screen time include looking at and reading books, helping cook, listening to music, drawing, playing games, playing outside, dancing and singing.
  - **Screen time (watching TV and playing video and computer games) can decrease active play, creativity and interaction with others, and can lead to overweight and obesity.** Even if the TV is on in the background and the children are not watching it, they are more likely to be overweight. Cooking together with your child is a great alternative to screen time and encourages learning.
  - **Children who eat or snack while watching TV often overeat.** When their attention is elsewhere, children (and adults) are likely to eat more than if served food at the table. Children who watch too much TV are also more likely to eat the foods they see advertised in commercials, which are often high-calorie and/or high-fat choices.

## Food Experience\*

---

1. Ask the participants to wash their hands with soap and water. Remind them that they should always wash their hands before eating or cooking.
2. Pass out the Tuna Salad in Pita Pockets Recipe (page 129) and review steps with the participants.
  - Explain that their children may help with the **bold steps** when they prepare this at home. Remind participants that cooking with their child is a great alternative to screen time and encourages the development of fine motor, science and math skills.
3. Distribute food gloves. Ask for volunteers to help prepare the recipe. See Tuna Salad in Pita Pockets Recipe (page 129).
4. Discuss the recipe with the group.
  - What did you enjoy about the tuna salad?
  - How would you make the recipe at home?
5. Discuss money saving tips:
  - Purchase whole vegetables and chop or shred them rather than those already chopped or shredded.
  - Purchase store brands rather than more expensive brand name items.
  - Look for weekly deals on all types of fruit and vegetables—fresh, frozen and canned.
  - Buy fruits and vegetables in season for the best price.
  - Plan a weekly menu and make a shopping list.
  - Check the unit price to determine which package size is the best buy.
  - Find out more about how to enroll in or use Supplemental Nutrition Assistance Program (SNAP) at [myBenefits.ny.gov](http://myBenefits.ny.gov) or 800-342-3009
6. Ask the participants to share and make suggestions of other activities their children can do (other than screen time). Suggestions might include:
  - Helping cook
  - Listening to music and singing
  - Reading and looking at books
  - Drawing and painting
  - Playing games
  - Dancing and moving our bodies

### Other Choose Your Fun Recipes:

Apple Cinnamon Wrap and Roll (page 143)

Banana Oatmeal Muffins (page 149)

Cinnamon French Toast (page 161)

## Closing

---

- Invite participants to answer these closing questions:
  - What was your favorite thing about the class?
  - What is one new activity you will encourage your child to try in place of screen time?
- Pass out Choose Your Fun Parent Pages (pages 117 and 118) to all participants.
- Remind participants of the next class day, time and topic.

## Resources

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- Let's Move Reduce Screen Time and Get Active  
[letsmove.gov/reduce-screen-time-and-get-active](https://letsmove.gov/reduce-screen-time-and-get-active)
- Eat Well Play Hard in Child Care Settings Curriculum  
Child and Adult Care Food Program, New York State Health Department  
[www.health.ny.gov/prevention/nutrition/cacfp/ewphccs\\_curriculum/index.htm](http://www.health.ny.gov/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm)
- Hunger Solutions New York Nutrition Outreach and Education Program (*offers free and confidential services to connect hungry New Yorkers with nutrition assistance programs*)  
[hungersolutionsny.org/index.php/info/noep-center/foodhelpny](http://hungersolutionsny.org/index.php/info/noep-center/foodhelpny)



# Choose Your Fun

## Adult Activity Sheet

### Directions:

1. Write the questions below on a piece of poster paper and display where all participants can see it (or read each question aloud to the group).
2. Ask the participants to find a partner discuss a question from the poster.
3. Invite participants to share responses with the group.

### Question:

**What do you notice about how your child acts when getting a lot of screen time?**

#### Be sure to discuss:

- Screen time includes watching TV and movies, as well as playing video and computer games. **Screen time can:**
  - decrease active play, creativity and interaction with others
  - lead to overweight and obesity
- **Children who eat or snack while watching TV often overeat.**
  - When their attention is elsewhere, children (and adults) are likely to eat more than if served food at the table.
  - Children who watch too much TV are also more likely to eat the food they see advertised in commercials, which are often high-calorie and/or high-fat choices.
  - Even if the TV is on in the background and the children are not watching it, they are more likely to be overweight.
- **Pediatricians recommend no more than 1-2 hours of screen time per day for children over the age of 2 and no screen time for under 2.**

### Question:

**What are some alternatives to watching TV or playing computer and video games?**

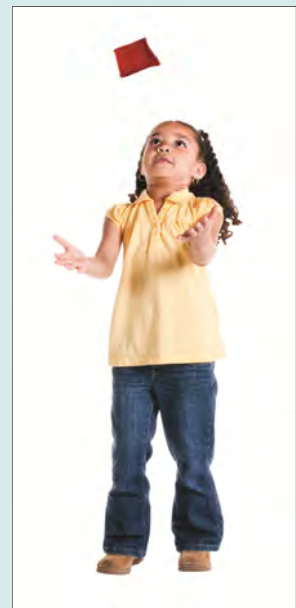
#### Be sure to discuss:

- **Children should be physically active for 2 hours every day.** Help your child to be active: talk about exercise; plan family walks after dinner; put on music and dance together; play ball, tag, soccer, or hide-and-see; and /or ride bikes together.

**There are many great alternatives to screen time, such as:**

- listening to music and singing
- reading and looking at books
- drawing and painting
- playing games
- helping cook\*
- dancing, yoga, and moving our bodies
- swimming
- riding a scooter or bike
- playing outside
- playing basketball, hula-hoop, hop scotch, soccer or freeze-tag

\*Cooking together with your child encourages learning.





## Tuna Salad in Pita Pockets

Yield: 1 cup tuna salad

Serves: 2 adults

### Ingredients

- 4 lettuce leaves
- 1/2 stalk chopped celery (2 tablespoons)
- 1 tomato
- 1/8 medium chopped onion (2 tablespoons)
- 1 6½-ounce can water-packed tuna
- 2 tablespoons low-fat mayonnaise
- dash of black pepper
- 2 whole-wheat pita bread rounds.

### Steps

1. **Wash and drain lettuce. Wash celery and tomato.**
2. Cut onion in half. Cut ends and **discard. Peel onion.** Chop onion.
3. Chop celery, and slice the tomato.
4. **Mix tuna, mayo, chopped celery and onion.**
5. **Add a dash of black pepper to taste and mix well.**
6. Cut pita bread in half crosswise.
7. **Line pita pockets with lettuce and sliced tomato.**
8. **Spoon tuna mixture into lined pita bread pocket.**
9. **Enjoy!**

**Have your child help you do the bold steps.**

## Ensalada de atún en bolsillos de pan Pita

Rendimiento: 1 taza de ensalada de atún

Porciones: 2

### Ingredientes

- 4 hojas de lechuga
- 1/2 tallo de apio picado (2 cucharadas)
- 1 tomate
- 1/8 de una cebolla mediana picada (2 cucharadas)
- 1 lata de 6½ onzas de atún al natural
- 2 cucharadas de mayonesa con bajo contenido de grasa
- una pizca de pimienta negra
- 2 panes Pita integrales

### Pasos

1. **Lave la lechuga y escúrrala. Lave el apio y el tomate.**
2. Corte la cebolla a la mitad. Corte los extremos y **deséchelos. Pele la cebolla.** Pique la cebolla.
3. Pique el apio y corte el tomate en rodajas.
4. **Mezcle el atún, la mayonesa, el apio y la cebolla picados.**
5. **Agregue una pizca de pimienta negra y mezcle bien.**
6. Corte diagonalmente el pan Pita en dos mitades.
7. **Forre los bolsillos de pan Pita con lechuga y las rodajas de tomate.**
8. **Con una cuchara, rellene los bolsillos de pan Pita con la mezcla de atún.**
9. **¡Buen provecho!**

**Haga participar a su hijo en la preparación de los pasos que aparecen en letra negrita.**



# Cooking with Children

## Cooking Fun – Child and Adult Lesson

### Goal

---

To increase knowledge and awareness of food safety, as well as a child's role in cooking.

### Objectives

---

#### Adult participants will be able to:

- Identify at least one food safety practice.
- Identify at least one reason why involving children in cooking is beneficial.
- Identify one skill 3 and 4 year-old children can perform in the kitchen.

#### Child participants will be able to:

- Understand they should wash their hands with soap and water before cooking and eating.
- Identify one way they can help in the kitchen.

### Supplies

---

- *Cooking with Children Key Points Posters* (key points are also noted in **bold** in the lesson)
- *Cooking Rules Posters* (cooking rules are also noted on page 4)
- Ingredients for Mini Pizza Recipe (page 139) — if an oven is not available, select another recipe as suggested on the following page
- Oven, baking sheets, cutting boards, knives, food gloves (for adults), spoons, measuring spoons, grater, serving bowls and child-sized tongs or serving spoons, aluminum foil and marker
- Paper plates, napkins, forks, plastic knives (one per participant)
- Copies of the Cooking with Children Parent Pages (pages 135 and 136) and Mini Pizza Recipe (page 139) to send home with parents/caregivers and to use in class
- **Optional:** For a Child and Adult Care Food Program (CACFP) creditable snack, prepare enough pizzas for each child to have ½ of an English muffin portion and serve an additional component such as ½ cup of fruit to meet the CACFP Healthy Child Meal Pattern. Water must be served with a snack if no beverage is provided.

#### Success Corner:

*“At first I wasn’t sure about having my kids help me in the kitchen, but now I really enjoy spending this time with them because I know they are learning new skills that will last their whole life.”*

## Preparation

1. Review the key points in **bold** below.
2. Review the chart on the back of the Cooking With Children Parent Pages– Cooking Skills Develop with Practice Over Time (page 136).
3. Wash produce thoroughly. Keep refrigerated until just before class.
4. Pre-heat oven to 400 degrees just before class.
5. Display the *Cooking with Children Key Points Posters* and the *Cooking Rules Posters*.

## Introduction

- Let the class know that they will be learning about cooking with children today.
- Ask the children: What is one way you help in the kitchen?
- Ask the adult participants to share with a partner ways their child helps them in the kitchen. Invite volunteers to share responses with the group.

## Food Experience\*

1. Tell the children and adults to put on their “chef hats” because they are going to be “chefs” who make mini pizzas (page 139).
2. Have all participants wash their hands with soap and water. Remind them that they should always wash their hands before eating or cooking. Review cooking rules using the *Cooking Rules Posters*.
3. Ask for volunteers to help prepare the recipe. See Mini Pizza Recipe (page 139). Pass out plates, napkins, plastic knives and forks (one per participant).
4. Let each participant build a pizza.
5. Place aluminum foil on a baking sheet. Ask participants to place their pizzas on the foil and write their names on the foil next to their pizza. Cook pizzas in the oven.

### Other Cooking With Children Recipes:

Cinnamon French Toast (page 161)  
Fruit Kabobs (page 49)  
Tuna Salad in Pita Pockets (page 129)

## Discussion/Activity\*

1. While pizzas are cooking, explain to the participants that:
  - Pizza is an easy main course that the whole family will enjoy.
  - Making pizza at home is a healthier choice than eating pizza at a restaurant because:
    - it is lower in fat because we use low-fat cheese;
    - it is lower in sodium because we use less sauce or use homemade sauce;
    - it is lower in calories because it is a smaller portion than pizza from a restaurant; and
    - healthy vegetables can be added as toppings.

2. Distribute the Cooking with Children Parent Pages (pages 135 and 136) and discuss the back page—Cooking Skills Develop with Practice Over Time (page 136). Explain that the chart shows some of the cooking skills that children can master over time. Encourage families to have children try new tasks at home. Ask what other tasks are missing (*mixing muffin batter, slicing bananas and strawberries for cereal, tearing lettuce for salad*).
3. Be sure to discuss key points from the ***Cooking with Children Key Points Posters*** (either during the Activity or the Food Experience):
  - **Cooking builds self-esteem, confidence and independence.** It is important to include children in planning and preparing meals. Kitchen tasks give your child a chance to measure, count and see food change. This is early math and science learning.
  - **Cooking with your child creates close bonds and helps your child try new foods.** Bond with your child by cooking and eating together. Involving children in preparing healthy foods also makes them more likely to try them.
  - **Children can perform simple tasks in the kitchen.** They can wash vegetables and fruits, set the table, tear lettuce, cut soft food with a plastic knife and mix ingredients.
  - **Food safety is important. Wash hands** thoroughly when working with food. **Use a separate cutting board for raw meat.**, if possible. Always wash the cutting board with hot, soapy water before it is used for other foods. **Keep hot foods hot and cold foods cold.** Refrigerate cold foods or place in a cooler with ice or frozen ice packs. Serve hot foods hot and then store leftovers in the refrigerator. If food has been left out on the counter for more than two hours, dispose of the food – it is no longer safe to eat.
4. Taste the mini pizzas together as a class. Ask the participants:
  - What did they enjoy about the mini pizza?
  - How they would make the recipe at home?
5. Discuss money saving tips:
  - Purchase whole vegetables and chop or shred them rather than those already chopped or shredded.
  - Purchase store brands rather than more expensive brand name items.
  - Look for weekly deals on all types of fruit and vegetables—fresh, frozen and canned.
  - Buy fruits and vegetables in season for the best price.
  - Plan a weekly menu and make a shopping list.
  - Check the unit price to determine which package size is the best buy.
  - Find out more about how to enroll in or use Supplemental Nutrition Assistance Program (SNAP) at [myBenefits.ny.gov](http://myBenefits.ny.gov) or 800-342-3009.
6. Ask the participants to share and make suggestions of other recipes or foods to make with their child. Suggestions might include:
  - Low-fat yogurt and cereal fruit sundaes
  - Banana Oatmeal muffins
  - Fruit kabobs
  - Vegetable omelet

## Closing

- Summarize the key points in **bold**.
- Check understanding of objectives:
  - Invite the participants (both adults and children) to answer these closing questions:
    - What was your favorite thing about the class?
    - What is one kitchen skill you will try with your child this week.?

## Resources

- *DK Children's Cookbook* by Katherine Ibbs, pp. 16, 17 (DK Publishing, 2004)
- *Everything Cooking for Kids Cookbook* by Ronni Litz Julien, MS RD/LDN, pp. 48, 174, 184, 208 (Adams Media, 2010)
- *Kids Cook 1-2-3* by Rozanne Gold; Illustrated by Sara Pinto, pp. 56, 57, 75 (Bloomsbury USA Children Books, 2006)
- *Mommy and Me Cookbook* by Annabel Karmel, pp. 22, 24, 44, 45 (DK Children 2005)
- *Someone's in the Kitchen with Mommy* by Elaine Magee, MPH, RD, pp. 3, 15, 20, 21, 31, 32, 102 (McGraw-Hill, 1997)
- Eat Well Play Hard in Child Care Settings Curriculum  
Child and Adult Care Food Program, New York State Health Department  
[www.health.ny.gov/prevention/nutrition/cacfp/ewphccs\\_curriculum/index.htm](http://www.health.ny.gov/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm)
- Hunger Solutions New York Nutrition Outreach and Education Program (*offers free and confidential services to connect hungry New Yorkers with nutrition assistance programs*)  
[hungersolutionsny.org/index.php/info/noep-center/foodhelpny](http://hungersolutionsny.org/index.php/info/noep-center/foodhelpny)





# PARENT PAGES

## Cooking With Children



### Tips for Safe Cooking with Children

1. Keep your child safe by watching them carefully.
2. Make sure your child washes their hands before helping.
3. Food safety:
  - Keep raw and cooked foods apart.
  - Keep cold food cold in the refrigerator.
  - Cook food until done, and keep hot food hot.
4. Let your child help you clean up.
5. Praise and thank your child for helping.

**Today at child care parents and children did a cooking project together. Cook together.** Make meals and memories together. It's a lesson they'll use for life. Your child will have fun helping you in the kitchen and will want to taste the foods that you cook together! Let your child help you prepare the recipe below.

### Chicken Tenders

Yield: 5 cups

Serves: 8 adults

#### Ingredients

- 1/2 medium chopped onion (1/2 cup)
- 1 small chopped red pepper (1/2 cup) (optional)
- 1 1/2 pounds boneless, skinless chicken
- 1/2 cup seasoned bread crumbs
- 2 teaspoons vegetable oil
- 10 3/4-ounce can low-fat cream of chicken soup
- 1 cup low-fat (1% or less) milk
- 1 cup frozen or canned peas.

#### Steps

1. Cut ends off onion half. **Peel onion and throw away ends and skin.** Chop onions into small pieces.
2. **Wash red pepper.** Cut pepper open, and remove stem and seeds. **Throw away stem and seeds.** Chop pepper into small pieces.
3. Rinse chicken under running water. Then slice chicken into 1/2-inch strips.
4. **Add bread crumbs to a plastic bag.** Add chicken strips to the bag, and **shake to coat chicken with the crumbs.**
5. Heat oil in a large frying pan on medium heat. Add chopped onion and pepper and cook for 2 minutes.
6. Add chicken to the frying pan. Cook for 3 to 5 minutes to brown chicken.
7. Add cream of chicken soup and low-fat milk to the frying pan, and stir well.
8. Add peas to the frying pan. Cover and cook on low heat for 10 minutes to finish cooking the chicken.
9. Serve over cooked rice or noodles. **Enjoy!**

**Have your child help you do the bold steps.**

# Let's Cook Together!



2 Years	3 Years	4-5 Years
Rinse and scrub vegetables or fruits	All that a 2-year-old can do plus: Add ingredients	All that a 3-year-old can do plus: Crack eggs
Tear lettuce or greens	Name and count foods	Peel hard cooked eggs
Snap green beans	Stir	Peel and mash bananas
Break cauliflower	Spread peanut butter and other soft spreads	Cut soft fruit with a plastic knife (Only adults should use sharp knives)
Make "faces" out of pieces of fruits and vegetables	Pour liquids (not hot)	Measure liquids with help
	Knead and shape dough	Help measure dry ingredients
	Add toppings to a pizza	Set the table

As preschoolers grow, they are able to help out with different tasks in the kitchen. While the following suggestions are typical, children may develop these skills at different ages.

**Directions:** Put a check (✓) in the box beside each task that your child already does. And use the additional ideas to encourage your child to try a new task.

This material was funded by USDA's Supplemental Nutrition Assistance Program-SNAP. The SNAP program, formerly known as the Food Stamp Program (FSP) in New York, provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact: 1-800-342-3009 or go to: [myBenefits.ny.gov](http://myBenefits.ny.gov).

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# PÁGINAS PARA LOS PADRES

## Cocinar con los niños



### Consejos para cocinar con los niños de forma segura

1. Cuide la seguridad de su hijo observándolo atentamente.
2. Asegúrese siempre que su hijo se haya lavado las manos antes de ayudar en la cocina.
3. Seguridad de los alimentos:
  - Separe los alimentos crudos de los ya cocinados.
  - Conserve los alimentos fríos dentro del refrigerador.
  - Cocine los alimentos hasta que estén bien cocidos y mantenga los alimentos calientes bien calientes.
4. Permita que su hijo ayude a limpiar.
5. Elogie y agradezca a su hijo por ayudarla.

**Hoy en la guardería, padres e hijos prepararon juntos una comida. Cocinen juntos.** Creen juntos comidas y buenos recuerdos. Es una lección de vida que siempre llevarán con ellos. ¡Su hijo disfrutará ayudándole en la cocina y querrá probar los alimentos que preparen juntos! Deje que su hijo le ayude a preparar la receta que sigue para la cena.

### Bocadillos de pollo

Rendimiento: 5 tazas

Porciones: 8

#### Ingredientes

- 1/2 cebolla mediana picada (1/2 taza)
- 1 pimiento rojo pequeño picado (1/2 taza) (opcional)
- 1 1/2 libras de pollo deshuesado y sin piel
- 1/2 taza de migas de pan saborizadas
- 2 cucharaditas de aceite vegetal
- 10 latas de sopa crema de pollo de 3/4 de onza
- 1 taza de leche de bajo contenido graso (1% o menos)
- 1 taza de guisantes congelados o en lata.

#### Pasos

1. Corte los extremos de la media cebolla. **Pele la cebolla y deseche los extremos y la cáscara.** Corte las cebollas en pequeños trozos.
2. **Lave el pimiento rojo.** Abra el pimiento y retire el tallo y las semillas. **Deseche el tallo y las semillas.** Corte las cebollas en pequeños trozos.
3. Lave el pollo bajo el chorro de agua. Luego, corte el pollo en tiras de 1/2 pulgada.
4. **Coloque las migas de pan en una bolsa de plástico.** Coloque las tiras de pollo en la bolsa, y **agite para cubrir el pollo con las migas.**
5. Caliente el aceite en una sartén de freír grande, a fuego medio. Añada la cebolla y el pimiento picados, y cocine durante 2 minutos.
6. Añada el pollo en la sartén. Cocine de 3 a 5 minutos para dorar el pollo.
7. Añada la sopa crema de pollo y la leche con bajo contenido graso en la sartén y revuelva bien.
8. Añada los guisantes en la sartén. Tape y cocine a fuego mínimo durante 10 minutos para terminar de cocinar el pollo.
9. Sirva sobre arroz o tallarines cocidos. **¡Buen provecho!**

**Haga participar a su hijo en la preparación de los pasos que aparecen en letra negrita.**

# ¡Cocinemos juntos!



2 años		3 años		4 a 5 años	
		Todo lo que un niño de 2 años puede hacer y además:		Todo lo que un niño de 3 años puede hacer y además:	
Lavar y enjuagar frutas y verduras		Agregar ingredientes		Romper huevos	
Separar hojas de lechuga o verduras de hojas verdes		Nombrar y contar los alimentos		Pelar huevos duros	
Partir las habichuelas verdes (vainitas)		Revolver		Pelar bananas y majarlas	
Partir coliflor		Untar mantequilla de maní y otros productos suaves para untar		Cortar frutas blandas con un cuchillo de plástico (solo los mayores pueden usar cuchillos filosos)	
Armar "caras" con trozos de frutas y verduras		Verter líquidos (fríos)		Medir líquidos (con ayuda)	
		Amasar y darle forma a la masa		Ayudar a medir ingredientes secos	
		Agregar elementos para cubrir pizzas		Poner la mesa	

A medida que crecen los niños de edad preescolar, pueden ayudar con otras tareas en la cocina. Estas sugerencias son sugerencias clásicas, pero los niños pueden desarrollar estas habilidades en diferentes etapas de vida.

**Instrucciones:** Marque la casilla (✓) que está debajo de cada tarea que su hijo ya sepa hacer. Y use las ideas adicionales para animarlo a probar nuevas tareas.

Este material ha sido financiado por el Departamento de Agricultura de Estados Unidos – Programa de Asistencia Nutricional Suplementaria (SNAP, por sus siglas en inglés). El programa SNAP, antiguamente conocido en Nueva York como el Programa de Cupones para Alimentos, suministra asistencia de nutrición a personas de bajos ingresos para que compren alimentos nutritivos y tengan una mejor dieta. Si desea más información, marque el 1-800-342-3009, o ingrese al sitio web: [myBenefits.ny.gov](http://myBenefits.ny.gov). El Departamento de Agricultura de Estados Unidos es un suministrador y empleador que ofrece igualdad de oportunidades.

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## Mini Pizza

Yield: 6 mini pizzas

Serves: 3 adults

### Ingredients

- 1/4 chopped green pepper (2 tablespoons)
- 1/8 chopped medium onion (2 tablespoons)
- 4 ounces low-fat mozzarella cheese
- 3 whole-wheat English muffins
- 3/4 cup tomato sauce.

### Steps

1. Preheat oven to 400 degrees.
2. **Wash the green pepper.** Remove stem and seeds, and chop into small pieces.
3. Place onion on the cutting board, and carefully cut off the ends. Cut the onion in half. **Remove the skin and discard with the ends.** Chop the onion into small pieces.
4. Shred cheese onto wax paper, and set aside.
5. **Place muffin halves on baking sheet.**
6. **Spoon 2 tablespoons tomato sauce on each muffin half.**
7. **Top with chopped peppers and onions as desired.**
8. **Sprinkle each pizza with approximately 3 tablespoons shredded cheese.**
9. Place baking sheet in the oven, and bake for 15 minutes.
10. Remove from the oven and enjoy!

**Have your child help you do the bold steps.**



## Pizzas en miniatura

Rendimiento: 6 pizzas en miniatura

Porciones: 3

### Ingredientes

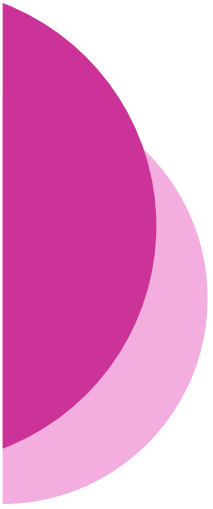
- 1/4 de pimiento verde picado (2 cucharadas)
- 1/8 de cebolla mediana picada (2 cucharadas)
- 4 onzas de queso mozzarella de bajo contenido graso
- 3 panecillos ingleses integrales
- 3/4 taza de salsa de tomate.

### Pasos

1. Precaliente el horno a 400° F.
2. **Lave el pimiento verde.** Deseche el tallo y las semillas y píquelo en pedazos pequeños.
3. Ponga la cebolla sobre la tabla de cortar y córtela los extremos con cuidado. Corte la cebolla a la mitad. **Quítele la cáscara y deséchela también.** Pique la cebolla en pedazos pequeños.
4. Desmenuce queso sobre un pedazo de papel encerado y déjelo a un lado.
5. **Coloque las mitades de los panecillos ingleses en una chapa de hornear.**
6. **Eche 2 cucharadas de salsa de tomate en cada mitad de panecillo.**
7. **Écheles encima cuanto pimiento y cebolla picados desee.**
8. **Salpique cada pizza con aproximadamente 3 cucharadas de queso desmenuzado.**
9. Coloque la chapa en el horno y hornee durante 15 minutos.
10. Retire la chapa del horno y ¡buen provecho!

**Haga participar a su hijo en la preparación de los pasos que aparecen en letra negrita.**





# Additional Recipes

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## Apple Cinnamon Wrap and Roll

Yield: 4 6-inch wraps

Serves: 8 adults

### Ingredients

3 tablespoons sugar  
1 teaspoon cinnamon  
3 teaspoons vegetable oil

2 medium chopped apples (2 cups)  
1/3 cup low-fat vanilla yogurt  
4 6-inch flour tortillas.

### Steps

1. **Mix sugar and cinnamon in small bowl.**
2. Pour 1 teaspoon vegetable oil in small saucer.
3. **Wash** and chop apples. Place in medium bowl.
4. Add yogurt to apples. **Stir to combine.**
5. **Lay tortilla flat on plate.** Use fingers to lightly coat top side with oil. Sprinkle with a spoonful of cinnamon sugar.
6. Flip tortilla so un-oiled side is up. Fill half of tortilla with 1/4 of apple mixture.
7. **Fold other half of tortilla over mixture.**
8. Heat 2 teaspoons of vegetable oil in skillet on medium.
9. Place folded tortilla in pan and cook about 1 minute or until lightly browned.
10. Flip and cook second side in the same manner.
11. Remove from pan and cut in half.
12. Repeat with remaining tortillas.
13. **Enjoy.**

**Have your child help you do the bold steps.**

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## Arrollado de manzana y canela

Rendimiento: 4 arrollados de 6 pulgadas

Porciones: 8

### Ingredientes

3 cucharadas de azúcar  
1 cucharadita de canela  
3 cucharaditas de aceite vegetal

2 manzanas medianas picadas (2 tazas)  
1/3 de taza de yogur de vainilla de bajo contenido  
graso  
4 tortillas de 6 pulgadas

### Pasos

1. **Mezcle el azúcar y la canela en un bol pequeño.**
2. Coloque 1 cucharadita de aceite vegetal en un platillo.
3. **Lave** y pique las manzanas. Colóquelas en un bol mediano.
4. Agregue el yogur a las manzanas. **Revuelva para mezclar bien.**
5. **Coloque la tortilla plana en un plato.** Use los dedos para cubrir ligeramente el extremo superior con aceite. Rocíe con una cucharada de azúcar con canela.
6. Dé vuelta la tortilla para que el lado sin aceite quede boca arriba. Llene la mitad de la tortilla con 1/4 de la mezcla de manzanas.
7. **Doble la otra mitad de la tortilla sobre la mezcla.**
8. Caliente 2 cucharaditas de aceite vegetal en una sartén a fuego medio.
9. Coloque la tortilla doblada en una fuente y cocine alrededor de 1 minuto, o hasta que esté ligeramente dorada.
10. Déla vuelta y cocine el otro lado del mismo modo.
11. Retire de la sartén y córtela a la mitad.
12. Repita este procedimiento con el resto de las tortillas.
13. **¡Buen provecho!**

**Haga participar a su hijo en la preparación de los pasos que aparecen en letra negra cursiva.**

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## Baked Kale Frittata

Yield: 9" round

Serves: 4 adults

### Ingredients

- vegetable cooking spray
- 1 bunch chopped kale (3 cups)
- 1 medium chopped onion (1 cup)
- 1 tablespoon vegetable oil
- 1/4 cup water
- 6 eggs
- 1/2 cup low-fat (1% or less) milk
- 2 ounces shredded low-fat cheddar cheese (1/2 cup)
- 1/2 teaspoon salt
- 1/4 teaspoon pepper.

### Steps

1. Preheat oven to 375 degrees.
2. Coat 9" round baking pan with vegetable cooking spray.
3. **Wash and drain kale using colander.** Remove stems. Chop kale. **(A child could help tear leaves in pieces instead of chopping.)**
4. Cut onion in half. Cut ends and **discard. Peel onion.** Chop onion.
5. Heat oil in large frying pan on medium heat. Add onion. Cook for 3 to 5 minutes, until onions are soft.
6. Stir in kale and water. Cover and cook 5 minutes. Remove pan from heat and allow mixture to cool.
7. Shred cheese onto a piece of wax paper.
8. In large bowl combine eggs, **milk, cheese, salt and pepper. Blend in kale mixture.**
9. Pour mixture into prepared 9" round baking pan and bake for 25 minutes.
10. Remove from oven and let set for 2 to 3 minutes.
11. Slice into wedges and **enjoy!**

**Have your child help you do the bold steps.**

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## Frittata de col rizada al horno

Rendimiento: un molde redondo de 9"

Porciones: 4

### Ingredientes

- |                                       |  |
|---------------------------------------|--|
| aceite vegetal en aerosol             |  |
| 1 ramo de col rizada picada (3 tazas) |  |
| 1 cebolla mediana picada (1 taza)     |  |
| 1 cucharada de aceite vegetal         |  |
| 1/4 taza de agua                      |  |
| 6 huevos                              |  |
|                                       | 1/2 taza de leche de bajo contenido graso (1% o menos)                     |
|                                       | 2 onzas de queso cheddar de bajo contenido graso desmenuzado (1/2 de taza) |
|                                       | 1/2 cucharadita de sal   |
|                                       | 1/4 cucharadita de pimienta.   |

### Pasos

1. Precaliente el horno a 375° F.
2. Rocíe el molde redondo de 9" con el aceite vegetal.
3. **Lave y escurra la col en un colador.** Descarte los tallos. Pique la col. **(El niño podría ayudar a arrancar las hojas en vez de picar.)**
4. Corte la cebolla a la mitad. Corte los extremos y **deséchelos. Pele la cebolla.** Pique la cebolla.
5. Caliente el aceite en una sartén de freír grande, a fuego medio. Agregue la cebolla. Cocine de 3 a 5 minutos, hasta que las cebollas estén tiernas.
6. Agregue la col y el agua, y revuélva. Tape la sartén y cocine durante 5 minutos. Retire la sartén del fuego y deje que la mezcla se enfríe.
7. Desmenuce el queso sobre un pedazo de papel encerado.
8. En un recipiente grande, mezcle los huevos, **la leche, el queso, la sal y la pimienta. Incorpore la mezcla de col.**
9. Vierta la mezcla en el molde redondo de 9" preparado y hornee durante 25 minutos.
10. Retire del horno y déjelo asentarse por 2 ó 3 minutos.
11. Córtele en cuñas y **¡buen provecho!**

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## Baked Squash

Yield: 4 servings

Serves: 4 adults

### Ingredients

vegetable cooking spray  
1 butternut or acorn squash  
pinch of salt  
2 tablespoons margarine  
2 tablespoons brown sugar  
1 teaspoon cinnamon  
1/4 teaspoon ginger.

### Steps

1. Preheat the oven to 400 degrees.
2. Cover baking sheet with foil and coat foil with vegetable cooking spray.
3. **Wash the squash.**
4. Cut the squash in half lengthwise on the cutting board.
5. **Scoop out the seeds and strings.** Cut in 1/2-inch slices.
6. **Place the squash on the baking sheet.**
7. Sprinkle with salt.
8. Melt margarine. Add brown sugar, cinnamon and ginger.
9. Spread margarine mixture on squash.
10. Bake 20 to 25 minutes or until tender.
11. **Enjoy!**

**Have your child help you do the bold steps.**

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## Calabaza horneada

Rendimiento: 4 tazas

Porciones: 4

### Ingredientes

- aceite vegetal en aerosol
- 1 calabacita o zapallo pequeño
- 1 pizca de sal
- 2 cucharadas de margarina
- 2 cucharadas de azúcar moreno
- 1 cucharadita de canela
- 1/4 cucharadita de jengibre.

### Pasos

1. Precaliente el horno a 400 grados.
2. Cubra la chapa de hornear con papel aluminio y cubra el aluminio con aceite vegetal en aerosol.
3. **Lave la calabacita.**
4. Corte la calabacita por la mitad a lo largo sobre la tabla de cortar.
5. **Sáquele las semillas y las hilachas.** Córtele en rebanadas de 1/2 pulgada.
6. **Coloque la calabacita en la chapa de hornear.**
7. Salela.
8. Derrita la margarina. Añada el azúcar moreno, la canela y el jengibre.
9. Unte la mezcla de margarina sobre la calabacita.
10. Hornee de 20 a 25 minutos o hasta que esté tierna.
11. **¡Buen provecho!**

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## Banana Oatmeal Muffins

Yield: 10 muffins

Serves: 10 adults

### Ingredients

- 2-3 mashed ripe bananas (1 cup)
- 2 tablespoons vegetable oil
- 1 large egg
- 1/4 cup low-fat milk
- 1 teaspoon vanilla extract
- 3/4 cup flour
- 3/4 cup quick-cooking oatmeal
- 1/4 cup sugar
- 1 tablespoon baking powder
- 1 teaspoon cinnamon
- 1/4 teaspoon salt
- vegetable cooking spray.

### Steps

1. Preheat oven to 350 degrees.
2. Spray 10 muffin cups with cooking spray.
3. **Peel bananas and place them in a medium-size bowl.**
4. **Mash bananas with a fork.**
5. Add vegetable oil, egg, low-fat milk and vanilla to the mashed banana and mix well.
6. **Add flour, oats, sugar, baking powder, cinnamon and salt to the banana mixture.**
7. Mix quickly and lightly. Do not beat. The batter will be lumpy.
8. Spoon about 1/4 cup of batter into each muffin cup.
9. Bake for 12 to 15 minutes. Insert a wooden pick in the center of a muffin. If it comes out dry, the muffin is done.
10. Run a butter knife around the outside edge of each muffin to loosen, and lift out.
11. **Enjoy.**

**Have your child help you do the bold steps.**

## Panecillos de avena y banana

Rendimiento: 10 panecillos

Porciones: 10

### Ingredientes

- 2-3 bananas maduras pisadas (1 taza)
- 2 cucharadas de aceite vegetal
- 1 huevo grande
- 1/4 taza de leche de bajo contenido graso
- 1 cucharadita de extracto de vainilla
- 3/4 taza de harina
- 3/4 taza de avena de cocción rápida
- 1/4 taza de azúcar
- 1 cucharada de polvo para hornear
- 1 cucharadita de canela
- 1/4 cucharadita de sal
- aceite vegetal en aerosol.

### Pasos

1. Precaliente el horno a 350° F.
2. Rocíe 10 moldes para panecillos con aceite en aerosol.
3. **Pele las bananas y colóquelas en un bol mediano.**
4. **Pise las bananas con un tenedor.**
5. Añada el aceite vegetal, el huevo, la leche de bajo contenido graso y la vainilla a la banana pisada, y mezcle bien.
6. **Agregue la harina, la avena, el azúcar, el polvo para hornear, la canela y la sal a la mezcla de bananas.**
7. Mezcle rápida y ligeramente. No bata. Si bate, se formarán grumos.
8. Coloque alrededor de 1/4 taza de la mezcla en cada molde para panecillo con una cuchara.
9. Hornee de 12 a 15 minutos. Inserte un mondadientes en el centro del panecillo. Si al retirarlo está seco, el panecillo está listo.
10. Use un cuchillo de untar mantequilla para separar el borde externo de cada panecillo y retire el panecillo levantándolo.
11. **¡Buen provecho!**

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## Broccoli Stir-Fry

Yield: 3/4 cup stir-fry over 1/2 cup rice

Serves: 4 adults

### Ingredients

- 1 cup water
- 1 bouillon cube
- 3 cups chopped broccoli
- 1 large chopped onion (1 cup)
- 2 teaspoons cornstarch
- 2 teaspoons hot mustard
- 2 teaspoons duck sauce
- 2 teaspoons soy sauce
- 1/2 teaspoon garlic powder
- 1 tablespoon vegetable oil
- 2 cups cooked rice.

### Steps

1. Boil water and add bouillon cube. Stir to dissolve and set aside to cool.
2. **Wash** and chop broccoli.
3. Cut onion in half. Cut ends and **discard. Peel onion.** Chop onion.
4. To make sauce: combine 1 tablespoon bouillon water with cornstarch in small cup. Pour cornstarch water back into bouillon water. Stir in hot mustard, duck sauce, soy sauce and garlic powder.
5. Heat oil in frying pan on medium. Add broccoli and onion. Stir-fry 3 to 5 minutes or until broccoli is tender.
6. Add sauce. Stir until mixture boils and thickens.
7. Serve broccoli over rice.
8. **Enjoy!**

**Have your child help you do the bold steps.**

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## Revuelto de brócoli

Rendimiento: 3/4 taza de revuelto sobre 1/2 taza de arroz

Porciones: 4

### Ingredientes

- 1 taza de agua
- 1 cubo de caldo
- 3 tazas de brócoli picado
- 1 cebolla grande picada (1 taza)
- 2 cucharaditas de almidón de maíz
- 2 cucharaditas de mostaza picante

- 2 cucharaditas de salsa agridulce (duck sauce)
- 2 cucharaditas de salsa de soja
- 1/2 cucharadita de ajo en polvo
- 1 cucharada de aceite vegetal
- 2 tazas de arroz cocido.

### Pasos

1. Hierva el agua y agregue el cubo de caldo. Revuelva hasta disolverlo y retírelo del fuego para que se enfríe.
2. **Lave** y pique el brócoli.
3. Corte la cebolla por la mitad. Corte los extremos y **deséchelos. Pele la cebolla.** Pique la cebolla.
4. Para hacer la salsa: mezcle 1 cucharada del caldo con el almidón de maíz en una taza pequeña. Vierta esta preparación en el caldo. Revuelva mientras agrega la mostaza, la salsa agridulce (duck sauce), la salsa de soja y el ajo en polvo.
5. Caliente el aceite en una sartén de freír, a fuego medio. Agregue el brócoli y la cebolla. Revuelva entre 3 y 5 minutos o hasta que el brócoli esté tierno.
6. Agregue la salsa. Revuelva hasta que la mezcla hierva y se espese.
7. Sirva el brócoli sobre arroz.
8. **¡Buen provecho!**

**Haga participar a su hijo en la preparación de los pasos que aparecen en letra negra.**

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## Carrot Confetti Salad

Yield: 3 cups

Serves: 6 adults

### Ingredients

- 3 large grated carrots (2 cups)
- 1/2 small shredded red cabbage (1 cup)
- 2 tablespoons vinegar
- 2 tablespoons vegetable oil
- 1/2 teaspoon sugar
- 1/2 teaspoon dry mustard
- 1/4 teaspoon salt
- dash of pepper.

### Steps

1. Peel and shred carrots.
2. **Wash cabbage and drain in colander.** Shred cabbage.
3. **In large bowl, combine carrots and cabbage.**
4. **In small bowl, combine remaining ingredients to make dressing.**
5. **Mix dressing with carrots and cabbage.**
6. **Enjoy!**

**Have your child help you do the bold steps.**

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## Ensalada confeti de zanahoria

Rendimiento: 3 tazas

Porciones: 6

### Ingredientes

- 3 zanahorias grandes ralladas (2 tazas)
- 1/2 col roja pequeña desmenuzada (1 taza)
- 2 cucharadas de vinagre
- 2 cucharadas de aceite vegetal
- 1/2 cucharadita de azúcar
- 1/2 cucharadita de mostaza seca
- 1/4 cucharadita de sal
- Una pizca de pimienta.

### Pasos

1. Pele y ralle las zanahorias.
2. **Lave la col y escúrrala en un colador.** Desmenuce la col.
3. **En un bol grande, mezcle las zanahorias y la col.**
4. **En un bol pequeño, mezcle los ingredientes restantes para preparar el aderezo.**
5. **Mezcle el aderezo con las zanahorias y la col.**
6. **¡Buen provecho!**

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## Carrot Spice Muffins

Yield: 12 muffins

Serves: 12 adults

### Ingredients

vegetable cooking spray  
2 large shredded carrots (1 1/2 cups)  
2 eggs  
1/2 cup applesauce  
2/3 cup sugar  
1 teaspoon vanilla

2 tablespoons vegetable oil  
1 cup flour  
1 teaspoon baking soda  
1/2 teaspoon salt  
1 tablespoon cinnamon  
1/2 cup raisins.

### Steps

1. Preheat oven to 350 degrees. Coat 12 muffin cups with vegetable cooking spray or line with paper baking cups.
2. Peel and shred carrots.
3. In large bowl, combine eggs, **applesauce, sugar, vanilla and oil; mix until well blended.**
4. In small bowl, **combine flour, baking soda, salt and cinnamon.**
5. **Slowly stir the dry ingredients into the applesauce mixture until just blended.**
6. **Stir in carrots and raisins.**
7. Divide batter among muffin cups, filling each about 2/3 full.
8. Bake 25 minutes or until lightly browned.
9. Let cool 5 minutes. Remove muffins from muffin cups.
10. Cool completely and **enjoy!**

**Have your child help you do the bold steps.**

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# Panecillos de zanahoria aromáticos

Rendimiento: 12 panecillos

Porciones: 12

## Ingredientes

aceite vegetal en aerosol  
2 zanahorias grandes trituradas (2 1/2 tazas)  
2 huevos  
1/2 taza de compota de manzanas  
2/3 de taza de azúcar  
1 cucharadita de vainilla

2 cucharadas de aceite vegetal  
1 taza de harina  
1 cucharadita de bicarbonato de sodio  
1/2 cucharadita de sal  
1 cucharada de canela  
1/2 taza de uvas pasas.

## Pasos

1. Precaliente el horno a 350° F. Rocíe 12 moldes para panecillos con el aceite en aerosol o fórrelos con moldes para hornear hechos de papel.
2. Pele y triture las zanahorias.
3. En un recipiente grande mezcle los huevos, **la compota de manzanas, el azúcar, la vainilla y el aceite hasta que estén bien unidos.**
4. En un recipiente pequeño, **mezcle la harina, el bicarbonato de sodio, la sal y la canela.**
5. **Agregue poco a poco los ingredientes secos a la mezcla de compota de manzanas hasta unirlos.**
6. **Agregue las zanahorias y las pasas, y revuelva.**
7. Divida la mezcla por partes iguales y viértala en los moldes para panecillos hasta que cada uno esté lleno a 2/3 de su capacidad.
8. Hornee durante 25 minutos o hasta que estén ligeramente dorados.
9. Deje enfriar por 5 minutos. Retire los panecillos de los moldes.
10. Enfríelos por completo y **¡buen provecho!**

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## Chick Pea Dip

Yield: 1 ½ cups

Serves: 6 adults

### Ingredients

fresh vegetables of choice:

- broccoli
- carrots
- celery
- green beans
- green pepper
- zucchini

- 1 16-ounce can chick peas
- 1 tablespoon lemon juice
- 2 tablespoons low-fat mayonnaise
- 1/4 teaspoon garlic powder.

### Steps

1. **Wash the fresh vegetables.**
2. Cut carrots and celery into 3" sticks.
3. Break broccoli into florets.
4. Arrange vegetables on serving plate.
5. **Drain chick peas in colander over bowl** and save liquid.
6. **Put chick peas, 1/3 cup liquid, lemon juice, mayonnaise and garlic powder into a blender.**
7. Blend until desired consistency is reached, slowly adding more liquid if needed.
8. Put dip into a serving bowl.
9. **Dip vegetables into dip and enjoy!**

**Have your child help you do the bold steps.**

## Salsa fría de guisantes

Rendimiento: 1 ½ tazas

Porciones: 6

### Ingredientes

verduras frescas de su elección:

- brócoli
- zanahorias
- apio
- habichuelas verdes (chauchas)
- pimientos verdes
- calabacín

- 1 lata de guisantes de 16 onzas
- 1 cucharada de jugo de limón
- 2 cucharadas de mayonesa con bajo contenido de grasa
- 1/4 cucharadita de ajo en polvo.

### Pasos

1. **Lave las verduras frescas.**
2. Corte las zanahorias y el apio en palitos de 3".
3. Rompa el brócoli en sus ramilletes.
4. Acomode las verduras en una bandeja para servir.
5. **Cuele los guisantes sobre un bol y reserve el líquido.**
6. **Coloque los guisantes, 1/3 taza del líquido, el jugo de limón, la mayonesa y el ajo en polvo en una licuadora.**
7. Licue hasta alcanzar la consistencia deseada, agregando más líquido lentamente si es necesario.
8. Coloque la salsa fría en un bol para servir.
9. **Sumerja las verduras en la salsa fría y ¡buen provecho!**

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## Chicken Curry

Yield: 4 cups

Serves: 4 adults

### Ingredients

- 2 medium chopped onions (2 cups)
- 2 cloves garlic
- 2 pounds boneless, skinless chicken
- vegetable cooking spray
- 1 1/2 cups chicken stock
- 1 teaspoon red pepper flakes
- 1 tablespoon curry powder
- 2 large chopped tomatoes (2 cups)
- 1/3 cup peanut butter
- 1/2 cup plain low-fat yogurt (optional).

### Steps

1. Cut onions in half. Cut ends and **discard**. **Peel onions**. Chop onion into small pieces and set aside.
2. Peel garlic and chop into very small pieces. Set aside.
3. Cut chicken into 1-inch cubes.
4. Spray large frying pan with vegetable cooking spray.
5. Add chicken to pan and cook over medium heat until it is browned on all sides.
6. Place browned chicken into a large pot.
7. Cook the chopped onion over low heat in the frying pan used to cook the chicken until it is lightly browned.
8. Stir 1/2 cup of chicken stock into the browned onions, and pour this mixture in the pot with the chicken.
9. Add the garlic, red pepper flakes and curry powder to the chicken in the pot.
10. Cover pot, and simmer over low heat until the chicken is completely cooked.
11. Add tomatoes, peanut butter and remaining 1 cup of chicken stock to the pot.
12. Cover pot again and cook over low heat for 15 minutes more.
13. Stir in yogurt and serve over cooked rice.
14. **Enjoy!**

**Have your child help you do the bold steps.**

**Allergy Alert: This recipe is not appropriate for those with a peanut allergy.**

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## Pollo al curry

Rendimiento: 4 tazas

Porciones: 4

### Ingredientes

2 cebollas medianas picadas (2 tazas)  
2 dientes de ajo  
2 libras de pollo deshuesado y sin piel  
aceite vegetal en aerosol  
1 1/2 tazas de caldo de pollo

1 cucharadita de ají molido  
1 cucharadita de curry en polvo  
2 tomates grandes picados (2 tazas)  
1/3 de taza de mantequilla de maní  
1/2 taza de yogur natural con bajo contenido graso (opcional).

### Pasos

1. Corte las cebollas por la mitad. Corte los extremos y **deséchelos. Pele las cebollas** en trozos pequeños y resérvelas.
2. Pele el ajo y córtelo en trozos muy pequeños. Resérvelo.
3. Corte el pollo en cubos de una pulgada.
4. Rocíe una sartén para freír grande con aceite vegetal en aerosol.
5. Añada el pollo en la sartén y cocine a fuego medio hasta que se haya dorado de todos lados.
6. Coloque el pollo dorado en una cacerola grande.
7. Cocine las cebollas picadas a fuego bajo en la sartén que usó para cocinar el pollo hasta que se doren ligeramente.
8. Añada 1/2 taza de caldo de pollo a las cebollas doradas mientras revuelve, y vierta esta mezcla en la cacerola con el pollo.
9. Añada el ajo, el ají molido y el curry en polvo al pollo que está en la cacerola.
10. Tape la cacerola, y deje cocer a fuego bajo hasta que el pollo esté completamente cocido.
11. Añada los tomates, la mantequilla de maní y la taza de caldo de pollo restante a la cacerola.
12. Vuelva a tapar la cacerola y cocine a fuego bajo durante otros 15 minutos.
13. Añada el yogur revolviéndolo, y sirva sobre arroz cocido.
14. **¡Buen provecho!**

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**Advertencia sobre alergias: las personas alérgicas a los maníes no deben consumir esta receta.**

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## Cinnamon French Toast

Yield: 8 slices

Serves: 4 adults

### Ingredients

seasonal fresh fruit  
4 eggs  
1/3 cup low-fat (1% or less) milk  
1/2 teaspoon cinnamon  
1 teaspoon vanilla extract (optional)  
8 slices whole-grain bread  
vegetable cooking spray.

### Steps

1. **Wash fresh fruit** and slice as a topping for the French toast.
2. Preheat griddle on medium-low heat.
3. Break eggs into mixing bowl.
4. **Add milk, cinnamon (and vanilla, if desired) to mixing bowl with eggs; mix well with fork.**
5. **Dunk bread into egg/milk mixture;** make sure all of the bread is covered.
6. Spray the griddle with cooking spray.
7. Place bread on the griddle and cook for 3 to 4 minutes or until lightly browned. Then flip the French toast over and cook on the other side for 3 to 4 minutes or until lightly browned.
8. Place French toast on plate and **top with prepared fresh fruit if desired.**
9. **Enjoy!**

**Have your child help you do the bold steps.**

Adapted from [Tickle Your Appetite](#).

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## Torreas con canela

Rendimiento: 8 torreas

Porciones: 4

### Ingredientes

fruta fresca de la estación  
4 huevos  
1/3 taza de leche de bajo contenido graso (1% o menos)  
1/2 cucharadita de canela  
1 cucharadita de extracto de vainilla (opcional)  
8 rebanadas de pan integral  
aceite vegetal en aerosol.

### Pasos

1. **Lave la fruta fresca** y córtela en pedazos para decorar las torreas.
2. Precaliente la plancha de cocinar a fuego entre medio y bajo.
3. Rompa los huevos en un recipiente para mezclar.
4. **Agregue la leche, la canela (y la vainilla, si lo desea) a los huevos y mezcle bien con un tenedor.**
5. **Sumerja el pan en la mezcla de huevos y leche;** asegúrese de que todo el pan quede cubierto.
6. Rocíe la plancha con el aceite en aerosol.
7. Coloque el pan en la plancha y cocine de 3 a 4 minutos, o hasta que esté ligeramente dorado. Voltee la torreja y cocine el otro lado, de 3 a 4 minutos o hasta que esté ligeramente dorada.
8. Sirva la torreja en un plato y, **si lo desea, adorne con la fruta fresca preparada.**
9. **¡Buen provecho!**

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Adaptado de [Tickle Your Appetite](#)

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## Cottage Cheese Dip

Yield: 1 cup

Serves: 5 adults

### Ingredients

- 1 cup low-fat cottage cheese
- 1/4 teaspoon dried dill or parsley
- 1/4 teaspoon onion powder
- 1/8 teaspoon garlic powder
- 1 pinch black pepper
- fresh vegetables of choice:
  - broccoli
  - carrots
  - celery
  - green pepper
  - green beans.

### Steps

1. **Place first 5 ingredients in a blender** and mix only until smooth, about 1-2 minutes. Note: over-mixing will result in a dip that is too thin.
2. Pour the mixture into a small bowl. Cover with plastic wrap and **place into the refrigerator.**
3. While the dip is chilling, **wash the fresh vegetables.**
4. Cut the carrots, celery, green pepper and green beans into small sticks.
5. Break broccoli into florets.
6. **Dip vegetables in chilled dip and enjoy!**

**Have your child help you do the bold steps.**

Adaptation of Cottage Cheese Dip recipe from [Healthy Cooking for Kids](#) by Michael Jacobsen, Ph.D., and Laura Hill, R.D. Copyright 1991 by Center for Science in the Public Interest. Reprinted by permission of Henry Holt and Company, LLC.

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## Salsa fría de requesón

Rendimiento: 1 taza

Porciones: 5

### Ingredientes

- 1 taza de requesón de bajo contenido graso
- 1/4 cucharadita de eneldo o perejil seco
- 1 cucharadita de cebolla en polvo
- 1/8 cucharadita de ajo en polvo
- 1 pizca de pimienta negra
- verduras frescas de su elección:
  - brócoli
  - zanahorias
  - apio
  - pimientos verdes
  - habichuelas verdes (chauchas).

### Pasos

1. **Coloque los primeros 5 ingredientes en una licuadora** y mézclelos sólo hasta que estén uniformes, alrededor de 1 a 2 minutos. Nota: Si los mezcla en exceso, la salsa fría será demasiado líquida.
2. Vierta la mezcla en un bol pequeño. Tape el bol con papel plástico y **colóquelo en el refrigerador**.
3. Mientras la salsa fría se está enfriando, **lave las verduras frescas**.
4. Corte las zanahorias, el apio, el pimiento verde y las habichuelas verdes (chauchas) en palitos.
5. Rompa el brócoli en sus ramilletes.
6. **Sumerja las verduras en la salsa fría y ¡buen provecho!**

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Adaptación de la receta de salsa fría de requesón de [Healthy Cooking for Kids](#) de Michael Jacobsen, Ph.D., y Laura Hill, R.D.

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## Crustless Spinach Pie

Yield: 9"x13" pan

Serves: 6 adults

### Ingredients

vegetable cooking spray  
4 cups chopped fresh spinach or 1 10-ounce box frozen spinach, thawed  
3 eggs  
1 cup flour  
1 cup low-fat (1% or less) milk  
1/8 teaspoon garlic powder  
1 teaspoon baking powder  
12 ounces low-fat shredded cheddar cheese (3 cups).

### Steps

1. Preheat oven to 350 degrees.
2. Spray 9"x13" baking pan with cooking spray.
3. **Wash and drain the spinach.** Chop the spinach. If frozen spinach is used, thaw and drain.
4. **Beat eggs well with fork. Mix in the flour, milk, garlic powder and baking powder.**
5. **Stir in cheese and spinach.** Pour mixture into the pan.
6. Bake for 35 minutes or until lightly browned.
7. **Enjoy!**

**Have your child help you do the bold steps.**

Adapted from [Tickle Your Appetite](#).



## Pastel de espinaca sin corteza

Rendimiento: un recipiente cuadrado de 9"x 13"    Porciones: 6

### Ingredientes

aceite vegetal en aerosol  
4 tazas de espinaca fresca picada o 1 caja de 10 onzas de espinaca, ya descongelada  
3 huevos  
1 taza de harina  
1 taza de leche de bajo contenido graso (1% o menos)  
1/8 cucharadita de ajo en polvo  
1 cucharadita de polvo para hornear  
12 onzas de queso cheddar de bajo contenido graso desmenuzado (3 tazas).

### Pasos

1. Precaliente el horno a 350° F.
2. Rocíe el molde de 9"x 13" con el aceite en aerosol.
3. **Lave la espinaca y escúrrala.** Pique la espinaca. Si la espinaca está congelada, descongélala y escúrrala.
4. **Bata bien los huevos con un tenedor. Agrégueles la harina, la leche, el ajo en polvo y el polvo para hornear.**
5. **Agregue el queso y la espinaca.** Vierta la mezcla en el molde.
6. Hornee durante 35 minutos o hasta que esté ligeramente dorado.
7. **¡Buen provecho!**

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Adaptado de [Tickle Your Appetite](#).

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## Easy No-Bake Mac and Cheese

Yield: 4 cups

Serves: 4 adults

### Ingredients

- 1/2 pound uncooked macaroni (2 cups)
- 1 1/2 cups low-fat (1% or less) milk
- 2 tablespoons flour
- dash of pepper
- 8 ounces shredded low-fat sharp cheddar cheese (2 cups).

### Steps

1. Follow package directions to cook macaroni.
2. **Using a fork, blend flour and low-fat milk in a small mixing bowl until flour can no longer be seen and there are no lumps.**
3. Heat milk and flour mixture in a saucepan over medium heat, stirring constantly, until it begins to bubble.
4. Continue cooking and stirring until sauce thickens, about 1-2 minutes.
5. Reduce heat to low and add pepper and shredded cheese.
6. Stir until cheese melts. Remove from heat.
7. Stir cheese sauce and cooked macaroni together until blended.
8. **Enjoy!**

**Have your child help you do the bold steps.**

## Macarrones con queso, fáciles y sin hornear

Rendimiento: 4 tazas

Porciones: 4

### Ingredientes

- 1/2 libra de macarrones tipo ceditos sin cocinar (2 tazas)
- 1 1/2 tazas de leche de bajo contenido graso (1% o menos)
- 2 cucharadas de harina
- una pizca de pimienta
- 8 onzas de queso cheddar fuerte de bajo contenido graso desmenuzado (2 tazas).

### Pasos

1. Siga las instrucciones del envase para cocinar los macarrones.
2. **Con un tenedor, mezcle la harina y la leche de bajo contenido graso en un bol pequeño hasta que no pueda verse la harina y no haya grumos.**
3. Caliente la mezcla de leche y harina en una olla sobre fuego medio, revolviendo constantemente hasta que empiece a hacer burbujas.
4. Continúe cocinando y revolviendo hasta que la salsa espese, alrededor de 1 a 2 minutos.
5. Baje el fuego al mínimo y agregue la pimienta y el queso desmenuzado.
6. Revuelva hasta que se derrita el queso. Retire del fuego.
7. Revuelva la salsa de queso y los macarrones cocidos hasta que se mezclen.
8. **¡Buen provecho!**

**Haga participar a su hijo en la preparación de los pasos que aparecen en letra *negrita cursiva*.**

## Hot Pot Cabbage and Meatballs

Yield: 6 cups

Serves: 6 adults

### Ingredients

#### Meatballs

1/4 medium chopped onion (1/4 cup)  
1/2 pound lean ground beef or turkey  
1/2 cup dry breadcrumbs  
1 egg  
1/4 cup low-fat (1% or less) milk  
1/2 teaspoon salt  
dash of pepper.

#### Hot Pot Cabbage

1 large chopped cabbage (4 cups)  
2 cloves minced garlic  
1/2 medium chopped onion (1/2 cup)  
2 teaspoons vegetable oil  
1/2 cup water  
1/2 cup vinegar  
1/4 cup sugar  
1 15-ounce can diced tomatoes (1 3/4 cups)  
1 teaspoon dry mustard  
1/2 teaspoon salt  
1/2 teaspoon pepper  
1/4 teaspoon hot sauce (optional).

### Steps for Making Meatballs

1. Preheat oven to 400 degrees.
2. Cut onion in half. Cut ends and **discard. Peel onion.** Chop onion.
3. Place all ingredients in a large bowl (**children may add onion, breadcrumbs, low-fat milk, salt and pepper**).
4. Mix thoroughly.
5. Form 8 to 10 meatballs and place on baking sheet.
6. Bake 20 minutes, until well done.

### Steps for Making Hot Pot Cabbage

1. **Wash** and chop cabbage. Mince garlic.
2. Cut onion in half. Cut ends and **discard. Peel onion.** Chop onion.
3. Heat oil in large pot over medium heat. Add garlic and onion, and cook 3 to 5 minutes.
4. Add remaining ingredients, except cabbage. Increase heat and bring mixture to boil.
5. Stir in cabbage and cook 5 minutes.
6. To serve, add cooked meatballs to cabbage mixture.

### 7. Enjoy!

### Have your child help you do the bold steps.

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# Guiso de col y albóndigas

Rendimiento: 6 tazas

Porciones: 6

## Ingredientes

### Albóndigas

- 1/4 cebolla mediana picada (1/4 taza)
- 1/2 libra de carne magra de ternera o de pavo molida
- 1/2 taza de migas de pan rallado
- 1 huevo
- 1/4 taza de leche de bajo contenido graso (1% o menos)
- 1/2 cucharadita de sal
- una pizca de pimienta

### Guiso de col

- 1 col grande cortada (4 tazas)
- 2 dientes de ajo machacado
- 1/2 cebolla mediana picada (1/2 taza)
- 2 cucharaditas de aceite vegetal
- 1/2 taza de agua
- 1/2 de taza de vinagre
- 1/4 taza de azúcar
- 1 lata de 15 onzas de tomates picados (1 3/4 tazas)
- 1 cucharadita de mostaza seca
- 1/2 cucharadita de sal
- 1/2 cucharadita de pimienta
- 1/4 cucharadita de salsa picante (opcional)

## Instrucciones para hacer las albóndigas

1. Precaliente el horno a 400° F.
2. Corte la cebolla a la mitad. Corte los extremos y **deséchelos. Pele la cebolla.** Pique la cebolla.
3. Ponga todos los ingredientes en un recipiente grande (**los niños pueden agregar la cebolla, las migas de pan, la leche de bajo contenido graso, la sal y la pimienta**).
4. Mezcle bien.
5. Haga 8 ó 10 albóndigas y colóquelas en una chapa de hornear.
6. Hornee durante 20 minutos o hasta que estén bien cocinadas.

## Instrucciones para preparar el guiso de col

1. **Lave** y pique la col. Machaque el ajo.
2. Corte la cebolla a la mitad. Corte los extremos y **deséchelos. Pele la cebolla.** Pique la cebolla.
3. En una cacerola grande caliente el aceite a fuego medio. Agregue el ajo y la cebolla, y cocine de 3 a 5 minutos.
4. Agregue el resto de los ingredientes, excepto la col. Suba la temperatura y espere a que la mezcla hierva.
5. Agregue la col, revuelva y cocine durante 5 minutos.
6. Para servir, agregue al guiso de col las albóndigas cocinadas.
7. **¡Buen provecho!**

**Haga participar a su hijo en la preparación de los pasos que aparecen en letra negrita.**

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## Mediterranean Squash Stew

Yield: 8 cups

Serves: 5 adults

### Ingredients

- 1/2 cubed butternut squash (3 cups)
- 2 cups chopped spinach
- 1/2 medium chopped onion (1/2 cup)
- 2 cloves garlic
- 1-3/4 cups diced tomatoes
- 1 tablespoon lemon juice
- 1 tablespoon brown sugar
- 1 teaspoon mustard
- 1 teaspoon oregano
- 1 teaspoon salt
- 2 teaspoons vegetable oil
- 2 cups cooked rice.

### Steps

1. **Wash the squash.**
2. Cut the squash in half lengthwise on the cutting board.
3. **Scoop out the seeds and strings.**
4. Peel squash and cut into 1/2-inch cubes.
5. Wash and chop spinach.
6. Cut onion in half. Cut ends and **discard. Peel onion.** Chop half of the onion and mince garlic.
7. To make sauce: **combine** tomatoes, lemon juice, brown sugar, mustard, oregano and salt in medium bowl.
8. Heat oil in frying pan on medium. Add onion and garlic. Saute 3 minutes or until garlic is soft.
9. Stir in squash and sauce. Cover pan, increase heat to medium-high and cook 15 minutes or until squash is tender.
10. Add rice and spinach. Cover and cook another 5 minutes.
11. **Enjoy!**

**Have your child help you do the bold steps.**

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## Guiso mediterráneo de calabaza

Rendimiento: 8 tazas

Porciones: 5

### Ingredientes

- 1/2 calabacita cortada en cubitos (3 tazas)
- 2 tazas de espinaca picada
- 1/2 cebolla mediana picada (1/2 taza)
- 2 dientes de ajo
- 1 3/4 tazas de tomates cortados en cubitos
- 1 cucharada de jugo de limón
- 1 cucharada de azúcar moreno

- 1 cucharadita de mostaza
- 1 cucharadita de orégano
- 1 cucharadita de sal
- 2 cucharaditas de aceite vegetal
- 2 tazas de arroz cocido.

### Pasos

1. **Lave la calabacita.**
2. Corte la calabacita por la mitad a lo largo sobre la tabla de cortar.
3. **Sáquele las semillas y las hilachas.**
4. Pele la calabacita y córtela en cubos de 1/2 pulgada.
5. Lave y pique la espinaca.
6. Corte la cebolla a la mitad. Corte los extremos y **deséchelos. Pele la cebolla.** Corte la mitad de la cebolla y machaque el ajo.
7. Para hacer la salsa: **mezcle** los tomates, el jugo de limón, el azúcar moreno, la mostaza, el orégano y la sal en un bol mediano.
8. Caliente el aceite en una sartén de freír, a fuego medio. Agregue la cebolla y el ajo. Saltee durante 3 minutos o hasta que el ajo esté tierno.
9. Revuelva mientras agrega la calabacita y la salsa. Tape la sartén, aumente el fuego hasta medio-alto y cocine durante 15 minutos o hasta que la calabacita esté tierna.
10. Añada el arroz y la espinaca. Tape y cocine durante otros 5 minutos.
11. **¡Buen provecho!**

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## Portuguese Kale Soup

Yield: 9 cups

Serves: 6 adults

### Ingredients

- 1 medium chopped onion (1 cup)
- 1 clove minced garlic
- 1 sliced carrot (1/2 cup)
- 1 tablespoon vegetable oil
- 8 cups water
- 2 chicken bouillon cubes
- 1/4 teaspoon hot pepper flakes (optional)
- 1 pound cubed potatoes (3 cups)
- 1 large bunch chopped kale (4 cups)
- 1/4 pound sliced low-fat turkey kielbasa sausage (1 cup)
- 1/4 teaspoon pepper.

### Steps

1. Cut onion in half. Cut ends and **discard**. **Peel onion**. Chop onion. Mince garlic. Peel and slice carrot.
2. Heat oil in large pot over medium heat. Add onion, garlic, and carrots. Cook for 10 minutes.
3. Add water, bouillon and hot pepper flakes. Cover and bring to boil.
4. **Wash** and peel potatoes. Cut into 1/2-inch cubes.
5. Add potatoes to boiling water. Cover and cook 10 minutes.
6. **Wash kale**, remove tough stems and chop finely. **(A child could help tear leaves in pieces instead of chopping.)** Slice sausage.
7. Add kale and sausage to soup. Cook uncovered 5 minutes.
8. Add pepper to taste.
9. **Enjoy!**

**Have your child help you do the bold steps.**

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## Sopa de col rizada a la portuguesa

Rendimiento: 9 tazas

Porciones: 6

### Ingredientes

1 cebolla mediana picada (1 taza)  
1 diente de ajo machacado  
1 zanahoria en rodajas (1/2 taza)  
1 cucharada de aceite vegetal  
8 tazas de agua

2 cubitos de caldo de pollo  
1/4 de cucharadita de aji molido (opcional)  
1 libra de papas cortadas en cubitos (3 tazas)  
1 col rizada grande picada (4 tazas)  
1/4 de libra de salchicha de pavo de bajo contenido  
graso tipo kielbasa (1 taza)  
1/4 de cucharadita de pimienta.

### Pasos:

1. Corte la cebolla a la mitad. Corte los extremos y **deséchelos. Pele la cebolla.** Machaque el ajo. Pele la zanahoria y córtela en rodajas.
2. En una cacerola grande caliente el aceite a fuego medio. Agregue la cebolla, el ajo y las zanahorias. Cocine durante 10 minutos.
3. Agregue el agua, el caldo de pollo y el aji molido. Tápela y espere a que hierva.
4. **Lave** y pele las papas. Córtelas en cubitos de 1/2 pulgada.
5. Agregue las papas al agua hirviendo. Tape la cacerola y cocine durante 10 minutos.
6. **Lave la col**, quítele los tallos duros y píquela muy finito. **(El niño podría ayudar a arrancar las hojas en vez de picar.)** Corte la salchicha en rodajas.
7. Agregue la col y la salchicha a la sopa. Cocine destapado durante 5 minutos.
8. Agregue pimienta a gusto.
9. **¡Buen provecho!**

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## Roasted Herb Potatoes

Yield: 3 cups

Serves: 4 adults

### Ingredients

vegetable cooking spray  
1 pound cubed potatoes (3 cups)  
2 teaspoons vegetable oil  
1/2 teaspoon rosemary  
1/2 teaspoon salt.

### Steps

1. Preheat oven to 450 degrees. Coat baking sheet with vegetable cooking spray.
2. **Wash potatoes.** Cut into 1/2-inch cubes and **place in large bowl.**
3. **Combine oil, rosemary and salt in a small bowl. Pour this mixture over potatoes, stirring to coat evenly.**
4. **Spread potatoes onto baking sheet.**
5. Bake 25 to 30 minutes or until lightly browned.
6. **Enjoy!**

**Have your child help you do the bold steps.**

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## Papas asadas con hierbas aromáticas

Rendimiento: 3 tazas

Porciones: 4

### Ingredientes

- aceite vegetal en aerosol
- 1 libra de papas cortadas en cubitos (3 tazas)
- 2 cucharaditas de aceite vegetal
- 1/2 cucharadita de romero
- 1/2 cucharadita de sal.

### Pasos

1. Precaliente el horno a 450° F. Rocíe una chapa de hornear con el aceite vegetal en aerosol.
2. **Lave las papas.** Córtelas en cubitos de 1/2 pulgada y **échelas en un bol grande.**
3. **Mezcle el aceite, el romero y la sal en un bol pequeño. Vierta esta mezcla sobre las papas y revuelva para que todas queden bien impregnadas de ella.**
4. **Coloque las papas en la chapa de hornear.**
5. Hornéelas de 25 a 30 minutos o hasta que estén ligeramente doradas.
6. **¡Buen provecho!**

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## Scalloped Potatoes

Yield: 4 cups

Serves: 4 adults

### Ingredients

vegetable cooking spray  
1 pound sliced potatoes (3 cups)  
1 medium sliced onion (1 cup)  
1 ounce shredded low-fat cheddar cheese (1/4 cup)  
1/2 teaspoon oregano  
1/2 teaspoon salt  
1/4 teaspoon pepper  
1/2 cup low-fat (1% or less) milk.

### Steps

1. Preheat oven to 375 degrees. Coat a 2-quart baking dish with vegetable cooking spray.
2. **Wash**, peel and slice potatoes.
3. Cut onion in half. Cut ends and **discard**. **Peel onion**. Chop onion.
4. Shred cheese onto waxed paper.
5. **Combine oregano, salt and pepper in small dish**.
6. **Place half of potatoes in baking dish. Spread onions over potatoes**. Sprinkle with half the seasoning mixture. **Layer remaining potatoes on top**.
7. **Add milk, remaining seasoning and cheese**.
8. Cover and bake 50 minutes.
9. Change oven setting to broil, and broil uncovered until evenly browned.
10. **Enjoy!**

**Have your child help you do the bold steps.**

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## Papas al gratén

Rendimiento: 4 tazas

Porciones: 4

### Ingredientes

aceite vegetal en aerosol  
1 libra de papas cortadas en rebanadas (3 tazas)  
1 cebolla mediana cortada en rebanadas (1 taza)  
1 onza de queso cheddar de bajo contenido graso desmenuzado (1/4 de taza)

1/2 cucharadita de orégano  
1/2 cucharadita de sal  
1/4 de cucharadita de pimienta  
1/2 taza de leche de bajo contenido graso (1% o menos).

### Pasos

1. Precaliente el horno a 375° F. Rocíe con el aceite un molde para hornear de poco menos de 2 litros.
2. **Lave las papas**, pélelas y córtelas en rebanadas.
3. Corte la cebolla a la mitad. Corte los extremos y **deséchelos. Pele la cebolla.** Pique la cebolla.
4. Desmenuce el queso sobre un pedazo de papel encerado.
5. **En un plato pequeño mezcle el orégano, la sal y la pimienta.**
6. **Coloque la mitad de las papas en el molde de hornear. Extienda las cebollas encima de las papas.** Sazone con la mitad de la mezcla de especias. **Coloque el resto de las papas en una capa superior.**
7. **Añada la leche, el resto de las especias y el queso.**
8. Tape y hornee durante 50 minutos.
9. Cambie los controles del horno para asar a la parrilla, destape el molde y hornee destapado hasta que las papas se doren de manera uniforme.
10. **¡Buen provecho!**

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## Thai Cabbage Noodles

Yield: 6 cups

Serves: 6 adults

### Ingredients

- 8 ounces linguini
- 1 large sliced cabbage (4 cups)
- 1/4 cup soy sauce
- 1/4 cup orange juice
- 1/4 cup water
- 1/4 cup vinegar
- 3 tablespoons sugar
- 1/4 cup peanut butter
- 1 teaspoon dried ginger
- 1/4 teaspoon hot pepper flakes (optional).

### Steps

1. Cook and drain linguini.
2. **Wash cabbage.** Thinly slice cabbage.
3. In large pot, over medium-high heat, combine all ingredients except linguini and cabbage. Stir until mixture boils.
4. Add cabbage to the pot. Cook and stir about 5 minutes or until cabbage softens.
5. To serve, stir linguini into cabbage mixture
6. **Enjoy!**

**Have your child help you do the bold steps.**

**Allergy Alert: This recipe is not appropriate for those with a peanut allergy.**

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## Fideos con col al estilo tailandés

Rendimiento: 6 tazas

Porciones: 6

### Ingredientes

8 onzas de lingüini  
1 col grande cortada (4 tazas)  
1/4 de taza de salsa de soja  
1/4 de taza de jugo de naranja  
1/4 de taza de agua

1/4 de taza de vinagre  
3 cucharadas de azúcar  
1/4 de taza de mantequilla de maní  
1 cucharadita de jengibre seco  
1/4 de cucharadita de pimienta picante en hojuelas (opcional).

### Pasos

1. Cocine y escurra los lingüini.
2. **Lave la col.** Corte la col en trozos muy finos.
3. En una olla grande mezcle todos los ingredientes, excepto los lingüini y la col, y cocine a fuego medio-alto. Revuelva hasta que la mezcla hierva.
4. Agregue la col en la olla. Cocine y revuelva durante 5 minutos o hasta que la col se ablande.
5. Antes de servir, agregue los lingüini a la mezcla y revuelva.
6. **¡Buen provecho!**

**Haga participar a su hijo en la preparación de los pasos que aparecen en letra negra.**

**Advertencia sobre alergias: las personas alérgicas a los maníes no deben consumir esta receta.**

Adaptado de Get Fresh At Your Farmers Market producido por Cornell Cooperative Extension y la División de Ciencias de la Nutrición, Facultades de Ecología Humana y Agricultura y Ciencias Biológicas de NYS, Cornell University, Departamento de Agricultura y Mercados del estado de Nueva York, y Departamento de Salud del estado de Nueva York. Financiado por el Servicio de Alimentos y Nutrición, Departamento de Agricultura de los EE. UU., Subsidio Número 59-3798-8-501. Reimpreso con autorización.

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## Veggie Rice Pilaf

Yield: 4 cups

Serves: 6 adults

### Ingredients

- 1/2 chopped carrot (1/4 cup)
- 1 stalk chopped celery (1/3 cup)
- 1/2 chopped green pepper (1/4 cup)
- 1/2 medium chopped onion (1/2 cup)
- 2 cups chicken broth
- 1 tablespoon margarine
- 1 cup rice
- 1/4 teaspoon black pepper.

### Steps

1. Preheat oven to 350 degrees.
2. **Wash carrots, celery and green peppers. Discard inedible portions**, and chop edible portions.
3. Cut onion in half and remove ends. **Peel one half of the onion**, and chop this half.
4. Bring broth to a boil in saucepan.
5. Combine boiling broth and margarine in 1-quart casserole dish, and stir until melted.
6. Stir in rice, chopped vegetables, and black pepper.
7. Cover and bake at 350 degrees for 35 minutes or until rice is tender and liquid is absorbed.
8. Remove from oven and let stand, covered, for 5 minutes. Fluff with fork, and serve.
9. **Enjoy!**

**Have your child help you do the bold steps.**

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## Arroz Pilaf con verduras

Rendimiento: 4 tazas

Porciones: 6

### Ingredientes

- 1/2 zanahoria picada (1/4 taza)
- 1 tallo de apio picado (1/3 taza)
- 1/2 pimiento verde picado (1/4 taza)
- 1/2 cebolla mediana picada (1/2 taza)
- 2 tazas de caldo de pollo
- 1 cucharada de margarina
- 1 taza de arroz
- 1/4 de cucharadita de pimienta negra.

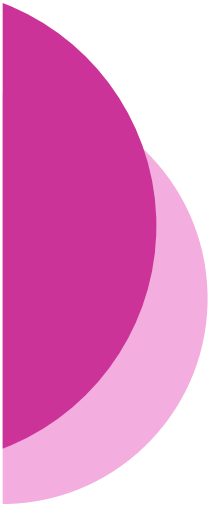
### Pasos

1. Precaliente el horno a 350° F.
2. **Lave las zanahorias, el apio y el pimiento verde. Deseche cualquier parte que no sea comestible y pique las que sí lo son.**
3. Corte la cebolla por la mitad y descarte los extremos. **Pele una mitad de la cebolla** y píquela.
4. En una cacerola, haga hervir el caldo de pollo.
5. Vierta el caldo hirviendo y la margarina en un recipiente de 1 cuarto de galón para estofado, y revuélva hasta que la margarina se derrita.
6. Agregue el arroz, las verduras picadas y la pimienta negra.
7. Tápelos y hornéelos a 350° F durante 35 minutos o hasta que el arroz esté tierno y haya absorbido todo el líquido.
8. Retire del horno y déjelo reposar tapado durante 5 minutos. Revuélva con un tenedor y sírvalo.
9. **¡Buen provecho!**

**Haga participar a su hijo en la preparación de los pasos que aparecen en letra negrita.**

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# Cooking Rules Posters

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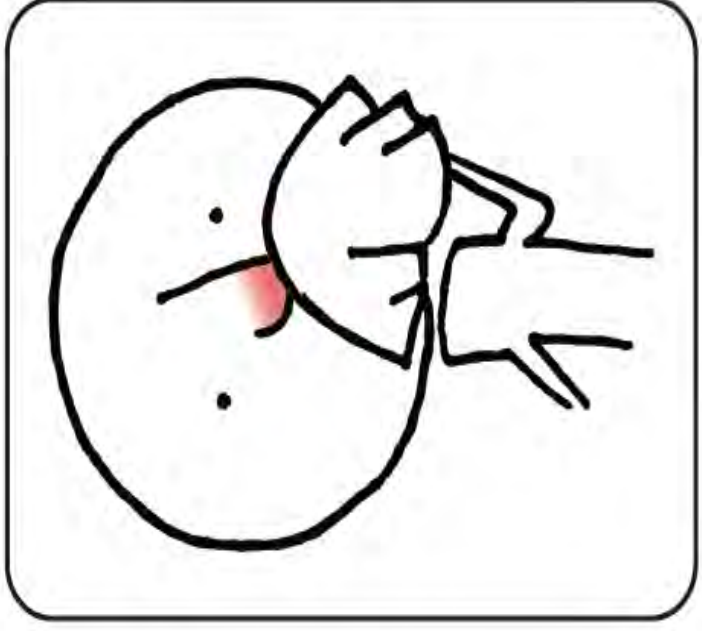
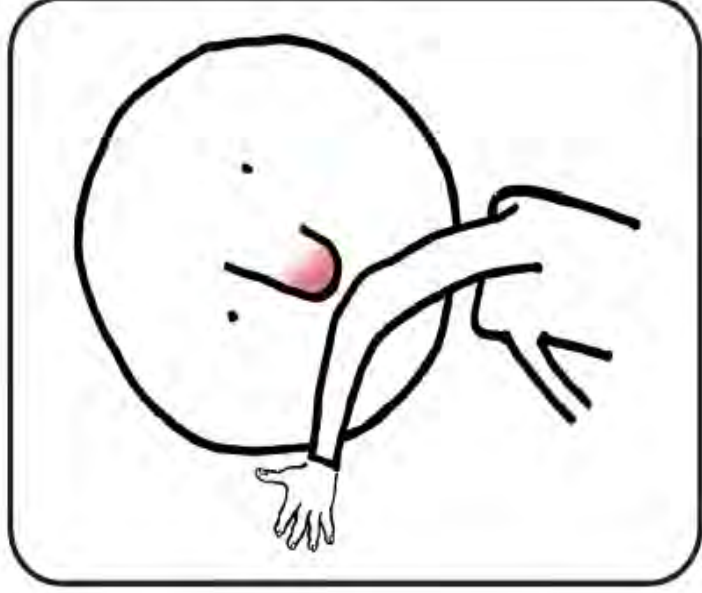


# Cooking Rules

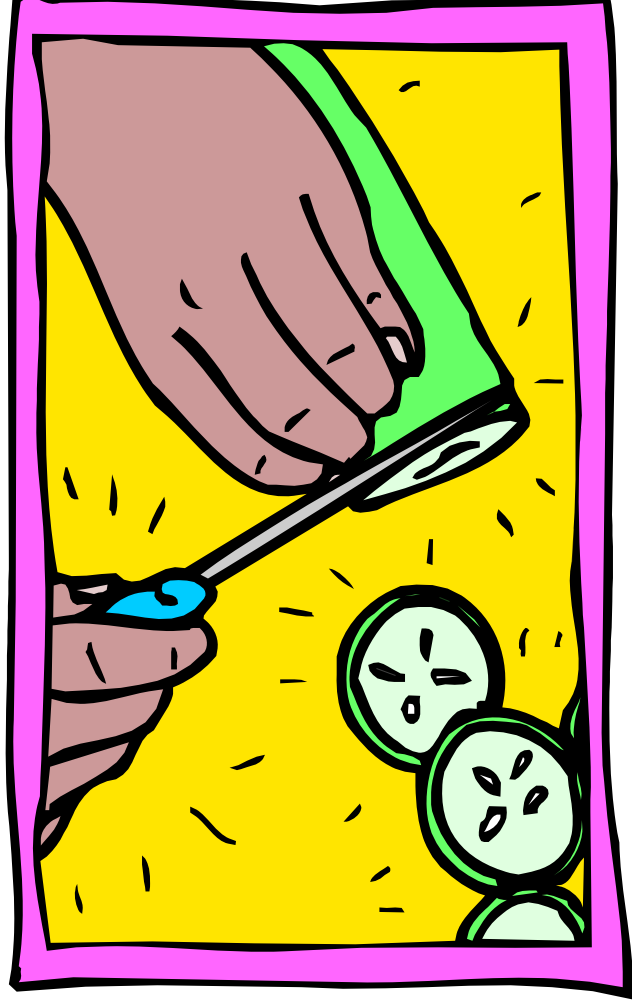
# Always wash hands.



Cough and sneeze into  
your elbow or a tissue!

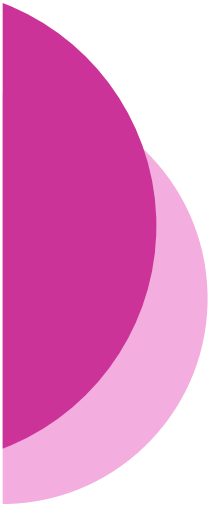


**Knives are for  
cutting only.**



Don't  
lick  
serving  
spoons!





# Key Points Posters

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# Food Mood

# Alimentos y estados de ánimo

Cook and eat  
together as a family.  
If you eat healthy,  
your children will  
learn to eat healthy.

Cocine y aliméntese  
en familia. Si usted se  
alimenta saludablemente,  
sus hijos aprenderán a  
alimentarse de la misma  
manera.

Serve your family  
healthy foods.  
Let your children  
decide what and how  
much to eat.

Sírvalle a su familia  
alimentos saludables.

Deje que sus hijos  
decidan qué y cómo  
comer.



**It can take time for  
children to like  
new foods.  
Patience works  
better than pressure.**

**Puede llevar tiempo  
para que a los niños  
les gusten nuevos  
alimentos. Es mejor  
ser paciente que  
presionarlos.**

**Provide regularly  
scheduled  
meals and snacks.**

**Proporcione comidas  
y refrigerios a un  
mismo horario.**

# Vary Your Veggies

# Coma Verduras Variadas



Serve and eat  
colorful vegetables  
every day.

Sirva y coma verduras  
de diversos colores  
todos los días.

Fresh, frozen, canned  
and dried vegetables  
are all healthy  
choices.

Las verduras frescas,  
enlatadas, congeladas  
y secas son todas  
elecciones saludables.

Adding vegetables to  
meals and snacks  
does not have to cost  
extra money.

**Agregar verduras a las comidas y a los refrigerios no deben ser un costo extra.**

**It is normal for  
young children  
to be choosy eaters.**



**Es normal que los  
niños sean  
complicados con la  
comida.**

# Flavorful Fruit

# Frutas sabrosas

Serve and eat fruit  
every day.

- High in nutrients and fiber
- Low in calories

# Sirva y coma frutas todos los días.

- Ricas en nutrientes y fibras
- Bajas en calorías

Fresh, frozen, canned  
and dried fruit are all  
healthy choices.

Las frutas frescas,  
enlatadas, congeladas  
y secas son todas  
elecciones saludables.



- Choose whole fruits instead of juice.
- If serving juice, serve no more than 6 oz. of 100% juice per day.

- Elija la fruta entera en lugar del jugo.
- Si sirve jugo, que no sean más de 6 onzas de jugo de fruta 100% por día.

Adding fruit to your  
meals and snacks  
does not have to cost  
extra money.

**Agregar frutas a las  
comidas y a los  
refrigerios no deben  
ser un costo extra.**

# Fitness is Fun

# Hacer ejercicios es divertido

# Physical activity:

- Helps maintain a healthy weight
- Improves sleep
- Increases energy
- Boosts self esteem



# La actividad física:

- Ayuda a mantener un peso saludable
- Mejora el sueño
- Aumenta la energía
- Aumenta la autoestima

# Physical Activity- Adults

- 2 ½ hours of moderate exercise, such as brisk walking, per week
- or*
- 1 ¼ hours of vigorous exercise, such as jogging, per week.

# Actividad física: adultos

- 2 horas y media de ejercicio moderado semanal, como por ejemplo una caminata rápida
- 1 hora y 15 minutos de ejercicios enérgicos semanales, como por ejemplo trotar.

Children should get  
2 hours of physical  
activity every day.

**Los niños deben  
hacer 2 horas diarias  
de actividad física.**

**Make moving fun!  
Get the whole family  
involved.**

**¡Moverse es divertido!  
Haga participar  
a toda la familia.**



# Dairylicious

# Lácteos deliciosos

Lácteos deliciosos

Departamento de Salud y Salud Mental de la Ciudad de Nueva York

# Dairy Foods

- Milk
- Yogurt
- Cheese
- Cottage cheese

# Productos lácteos

- Leche
- Yogur
- Queso
- Requesón

1% and fat-free  
dairy foods contain as  
much calcium, vitamin D  
and protein as higher-  
fat dairy foods.

Los lácteos sin grasa y de 1% de leche contienen la misma cantidad de calcio, vitamina D y proteínas que los lácteos de alto contenido graso.

All healthy people  
over age 2 should  
consume 1% or  
fat-free dairy foods.



Todas las personas  
saludables mayores de  
2 años deben consumir  
lácteos al 1% o sin  
grasa.

There is no difference  
in cost or taste  
between  
1% and 2% milk.

**No hay diferencia  
de costo entre  
la leche de  
1% y 2%.**

# Smart Snacking

# Refrigerios apropiados

Refrigerios apropiados

Departamento de Salud y Salud Mental de la Ciudad de Nueva York

Healthy snacks  
provide important  
vitamins, minerals  
and fiber.

**Los refrigerios  
saludables  
proporcionan  
vitaminas, minerales  
y fibras importantes.**

**Eat healthy snacks  
with your child.**



# Coma refrigerios saludables con su hijo.

Offer small healthy  
snack portions at  
regular times  
each day.

Ofrézcale porciones  
pequeñas de  
refrigerios saludables  
en el mismo horario  
todos los días.

**Do not offer a snack  
to calm a child or  
reward behavior.**

**No le ofrezca al niño  
un refrigerio para  
tranquilizarlo o para  
premiar su  
comportamiento.**

# Growing Goodness

# Aumento del valor nutritivo

Eat colorful  
fruits and vegetables  
every day.



Coma frutas y  
verduras de  
diversos colores  
todos los días.

Buy fresh vegetables  
and fruits in season  
for the best price  
and quality.

Compre frutas y  
verduras frescas de la  
estación que tienen  
mejor precio y  
calidad.

- Many fruits and vegetables are grown in New York State.
- Find them at farmers' markets, which accept EBT cards.

- Muchas frutas y verduras se cultivan en el Estado de Nueva York.
- Se encuentran en los mercados de productos agrícolas, que aceptan tarjetas EBT (transferencias electrónicas de beneficios).

**Wash all produce  
under cold, running  
water before eating.**

Lave todos los  
productos con agua  
corriente fría antes  
de consumirlos.

# Choose Your Fun



# Elija cómo divertirse

Elija cómo divertirse

Departamento de Salud y Salud Mental de la Ciudad de Nueva York

Children should be  
physically active  
for 2 hours every day.

Los niños deben  
realizar 2 horas  
diarias de actividad  
física.

# Screen time\* can:

- Decrease active play, creativity and interaction.
- Lead to overweight and obesity.

\* watching TV and playing video and computer games

# El tiempo frente a la pantalla\* puede:

- Disminuir el juego activo, la creatividad y la interacción.
- Conduce al sobrepeso y la obesidad.

\* mirar la TV y jugar videojuegos y juegos en la computadora

# Pediatricians recommend:

- Less than 2 hours of screen time per day for children over the age of 2
- No screen time for children under 2

# Los pediatras recomiendan:

- Menos de 2 horas diarias frente a una pantalla para niños mayores de 2 años
- Prohibir que los niños menores de 2 años permanezcan frente a una pantalla

Children who eat or  
snack while watching  
TV often overeat.



Los niños que comen  
o toman un refrigerio  
mientras miran la  
TV a menudo comen  
de más.

# Cooking with Children

# Cocinar con los niños

Cocinar con los niños

Departamento de Salud y Salud Mental de la Ciudad de Nueva York

**Cooking builds  
self-esteem,  
confidence and  
independence.**

**Cocinar ayuda al  
autoestima, confianza  
e independencia.**

**Cooking with your  
child creates close  
bonds and helps your  
child try new foods.**

**Cocinar con sus hijos  
crea lazos cercanos  
y contribuye a que su  
hijo pruebe alimentos  
nuevos.**

**Children can  
perform simple tasks  
in the kitchen.**



**Los niños pueden  
realizar tareas  
simples en la cocina.**

# Food safety is important:

- Wash hands
- Use a separate cutting board for raw meat
- Keep hot foods hot and cold foods cold

# La seguridad de los alimentos es importante:

- Lávese las manos
- Use una tabla de cortar diferente para la carne cruda
- Mantenga calientes los alimentos calientes y fríos los alimentos fríos

