

Summer Food Toolkit

Created by:



*Mobilizing Communities to
Motivate Kids' Healthy Habits*

Let's Move
Pittsburgh



The Summer Food Activity Toolkit was created to facilitate educational activities at Summer Food Service sites. In doing so, we hope these activities will increase youth participation at meal sites and engage youth to continually return to that site. The Summer Food Activity Toolkit was developed by United Way of Southwestern Pennsylvania's fitUnited, Let's Move Pittsburgh, and Allegheny County Health Department. The curriculum outlines activities for nutrition education, physical activity, and safety. We hope Summer Food site volunteers will utilize these activities with the youth they serve at their feeding site.

If your site was able to utilize the Summer Food Curriculum, we would appreciate your help. If you can please complete [this short survey](#), we appreciate any feedback you are able to provide.

If you have any questions or concerns regarding the curriculum, please contact Kristi Burry, fitUnited Director, at Kristi.Burry@unitedwayswpa.org.

Agencies involved:

United Way's fitUnited: United Way's fitUnited works with adults and youth-serving organizations to provide them the tools and resources they need to promote healthy living among youth in their care, as well as identifying areas of need and creating solutions to address those needs. fitUnited works to mobilize and motivate the community to increase physical activity and nutrition for youth from birth to age 12 in Allegheny County.

Let's Move Pittsburgh: Let's Move Pittsburgh — modeled after First Lady Michelle Obama's national *Let's Move!* campaign to raise awareness about the benefits of healthy foods, increased exercise and decreased screen time — is a program of Phipps and a collaborative effort to improve the health of children in southwestern Pennsylvania. Engaging communities with an interest in and a capacity for making a difference, Let's Move Pittsburgh ultimately seeks to better understand childhood health issues, and then tackle them with a unified approach that anyone can follow to meet a common goal.

Live Well Allegheny: *Live Well Allegheny* is our county's initiative to improve the health and wellness of Allegheny County residents. The campaign brings together communities, schools, workplaces, restaurants, and community partners to improve the physical health and general well-being of our community. *Live Well Allegheny* believes that we can be the healthiest county in the nation by increasing healthy eating, increasing physical activity, and decreasing tobacco consumption.

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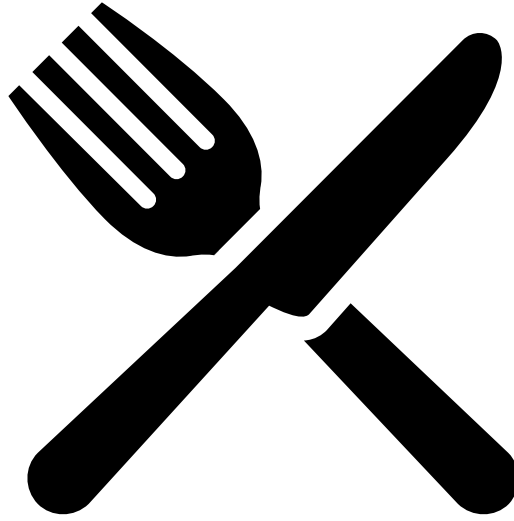
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Nutrition



Food Group Relay Race
Healthy vs. Unhealthy Beverages
Eat the Rainbow
Head Chef
Cook Off Craze Mad Libs
Food Label Competition
Understanding Fiber and Whole Grains
Where does it grow?

Food Group Relay Race

Learning Objective: Have youth learn food groups and identify food items to the correct food group.

Supplies:

- Food group name cards
- Food item cards

Directions:

1. Mark the start line. Place food group name cards on the floor or tape to wall about twenty feet from the start line.
2. Divide children into two teams. Youth should stand with their team in a single file line.
3. Split food item cards evenly among the teams. Food item cards should be placed in a pile at the front of each line.
4. Each child will pick up a card and speed walk to the food group name signs. They will place their food item card on the appropriate food group name and speed walk back to their line. Once back, the next child can go.
5. Repeat until one team has gone through their entire food card pile.
6. Review the food item cards in each pile to make sure they are correct. If one is not correct, ask youth which food group it should go in.
7. If space is limited, have youth sit in a circle and pass around the food cards around the circle. When a staff member says “stop”, choose a youth to show their card. The youth should then say which food group the card should go in.
 - a. Another option is to assign youth into pairs. Have each pair separate food cards in terms of their food groups. The first team to finish wins. Staff should check that the food cards are in the correct food group.



oatmeal



bagel



crackers



muffin



popcorn



rice



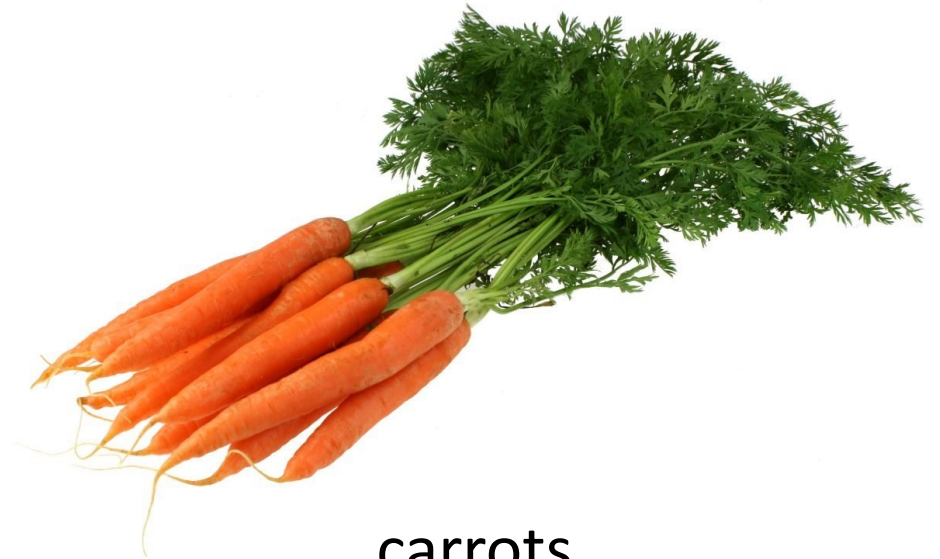
pasta



bread



broccoli



carrots



celery



cherry tomatoes



peppers



squash



green beans



lettuce



apple



berries



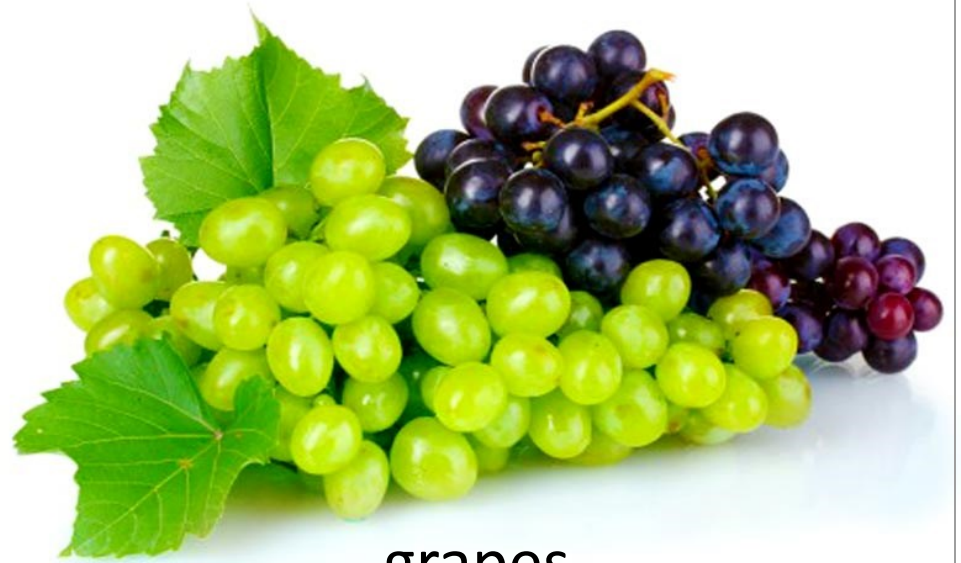
bananas



orange



kiwi



grapes



peach



watermelon



fish



chicken



deli meat



eggs



nuts



peanut butter



tofu



red meat



milk



yogurt



string cheese



cottage cheese



ice cream



cheese



frozen yogurt

DAIRY

FRUITS

VEGETABLES

PROTEIN

GRAINS

Healthy vs. Unhealthy Beverages

Learning Objective: Understanding the difference between a healthy and unhealthy beverage (i.e. what makes a beverage unhealthy; sugar content, calories, fat content, etc.)

Materials:

- Beverage images
- Optional: stickers/pencils for prizes
- Something to form a starting line (tape, string, rope, etc.)

Instructions:

1. Mix beverage cards so they are out of order.
2. Designate two areas with a sign that says “Healthy” and “Unhealthy”
3. Have youth pick a beverage card and place it in either the “Healthy” or “Unhealthy” sign.
4. If the youth gets the incorrect answer, explain why the beverage is healthy or unhealthy. For example, Coke or Pepsi has a high sugar content, which can make your body have a lot of energy all at once and then make your body feel tired after the sugar leaves your system.

Answer Key:

Unhealthy (Drink rarely): Explain to youth that these drinks are very high in sugar and have little nutritional value.

Coca-Cola

Mountain-Dew

Gatorade

Sometimes (Drink occasionally): Explain to youth that these drinks are OK to drink occasionally. Juice and chocolate milk can have a decent amount of sugar in them that would not be beneficial to have in excess. If drinking juice, it is always better to have fresh squeezed or sugar-free.

Chocolate Milk

Orange Juice

Apple Juice

Always: Explain to youth that these options are better to drink than the rest of the drink cards. Water rehydrates the body and is natural. Plain milk helps build strong bones and gives the body necessary nutrients to function.

Water

Plain Milk



Water



Chocolate Milk



Plain Milk



Orange Juice



Apple Juice



Coca-Cola



Mountain Dew



Gatorade

Eat the Rainbow

Learning Objective: Encourage youth to eat the rainbow.

Materials:

- Worksheets for each team
- Master list
- Stop watch
- Optional: stickers/pencils for prizes

Instructions:

1. Discuss the importance of eating the rainbow.
 - a. Eating the rainbow creates a balanced diet full of all of the vitamins and nutrients that our body needs to thrive!
2. Introduce the game:
 - a. Each team will get a worksheet, they will choose one person to write down everyone's answers, and then when you say, "go!" they will work together to write down as many foods for each of the color categories that they can think of.
3. Make sure to remind the youth that spelling does NOT count! 😊
4. Divide the youth into two teams, pass out the materials and a pencil, and then announce the start of the game! Give each team ten minutes.
5. At the end of the round, have each team take turns sharing what they wrote for each color.
6. Congratulate both teams for doing such a great job!

WHITE

YELLOW/ORANGE

RED

GREEN

BLUE/PURPLE

EAT A RAINBOW

WHITE

Bananas
Brown pears
Cauliflower
Dates
Garlic
Ginger
Jerusalem
artichoke
Jicama
Kohlrabi
Mushrooms
Onions
Parsnips
Potatoes
Shallots
Turnips
White Corn
White
nectarines
White peaches

YELLOW ORANGE

Apricots
Butternut
squash
Cantaloupe
Gooseberries
Carrots
Golden
kiwifruit
Grapefruit
Lemon
Mangoes
Nectarines
Oranges
Papayas
Peaches
Persimmons
Pineapples
Pumpkin
Rutabagas
Sweet corn
Sweet potatoes
Tangerines
Yellow apples
Yellow beets
Yellow figs
Yellow pears
Yellow peppers
Yellow potatoes
Yellow squash
Yellow
tomatoes
Yellow
watermelon
Yellow winter
squash

RED

Beets
Blood oranges
Cherries
Cranberries
Guava
Papaya
Pink grapefruit
Pomegranates
Radicchio
Radishes
Raspberries
Red apples
Red bell
peppers
Red chili
peppers
Red grapes
Red onions
Red pears
Red peppers
Red potatoes
Rhubarb
Strawberries
Tomatoes
Watermelon

GREEN

Artichokes
Arugula
Asparagus
Avocados
Broccoflower
Broccoli
Broccoli rabe
Brussel sprouts
Celery
Chayote
squash
Chinese
cabbage
Cucumbers
Endive
Green apples
Green beans
Green cabbage
Green grapes
Green onion
Green pears
Green peppers
Honeydew
Kiwifruit
Leafy greens
Leeks
Lettuce
Limes
Okra
Peas
Snow Peas
Spinach
Sugar snap
peas
Watercress
Zucchini

BLUE PURPLE

Black currants
Black salsify
Blackberries
Blueberries
Dried plums
Eggplant
Elderberries
Grapes
Plums
Pomegranates
Prunes
Purple Belgian
endive
Purple Potatoes
Purple
asparagus
Purple cabbage
Purple carrots
Purple figs
Purple grapes
Purple peppers
Raisins

Head Chef

Learning Objective: Youth make smart food choices to develop healthy meals.

Materials:

- Chef worksheets
- Sheet protectors (optional)
- Dry erase markers & erasers (optional)

Directions:

1. Place youth Chef worksheet in plastic sheet protector. This allows the worksheet to be used more than once.
2. In this activity, the youth is a chef at a restaurant tasked with putting together three meals-breakfast, lunch, and dinner. Food items for each meal are listed in columns. Youth will use a dry erase marker to circle the contents for each meal. Every meal should contain one food item from each of the five food groups-fruits, vegetables, grains, protein, and dairy.
3. The adult is a food critic that rates how healthy the menu is. Each food item has an assigned point value on a scale of 0-3, with zero being least nutritious and 3 being most nutritious. The points from breakfast, lunch and dinner should add up to at least 15 points for the menu to be considered a healthy menu.
4. Once the youth completes their menu, the adult will tell the youth the point values for the items selected, help the youth add up the points and determine if their menu reached 15 points. The adult and youth will review the menu created and talk about what food items on the menu are healthier options than other.
5. Adult and youth will create a new menu, selecting healthier options until they create a healthy menu that achieves 15 points or more. Adult and youth may choose to share out their menu if the facilitator allows.

Chef Mentee



You are a chef at a restaurant, and you must plan 3 new, healthy meals to put on the menu! Each meal should contain at least one item from every food group. The food critic will score how healthy your meals are by assigning points to each food item. If your menu scores 15 points or more, you've created a healthy menu!

Breakfast	Lunch	Dinner
Banana Canned Pineapple Peaches Strawberries 100% Orange Juice Tomato Juice Raisin Bran Toasted Oat Cereal Lucky Charms French Toast Whole Grain Pancakes Bacon Lean Sausage Ham Eggs Fat Free Milk 2% Milk Chocolate Milk Water	Mixed Fruit Apple Grape Juice Green Beans Spinach Salad Tomatoes Lettuce Hamburger 6" Meatball Sub Turkey & Cheese Sandwich Bean & Cheese Burrito Low Fat Yogurt String Cheese Animal Crackers Hot Cheetos Wheat Roll Iced Tea Fat Free Milk Water	Corn on the Cob Mashed Sweet Potatoes Vegetable Soup Broccoli Apple Grapes Meatloaf Salmon Fried Chicken Beans & Rice Cheese Pizza Wild Rice Whole Grain Pasta Wheat Roll Brownie Fruit Smoothie Soda Fat Free Milk Water
Breakfast Points	Lunch Points	Dinner Points
Total Points: (Add Breakfast + Lunch + Dinner Points)		
If your menu scored 15 points or more, you made a healthy menu!		

Chef Mentee



You are a chef at a restaurant, and you must plan 3 new, healthy meals to put on the menu! Each meal should contain at least one item from every food group. The food critic will score how healthy your meals are by assigning points to each food item. If your menu scores 15 points or more, you've created a healthy menu!

Breakfast	Lunch	Dinner
Banana (3) Canned Pineapple (3) Peaches (3) Strawberries (3) 100% Orange Juice (2) Tomato Juice (3) Raisin Bran (3) Toasted Oat Cereal (2) Lucky Charms (0) French Toast (1) Whole Grain Pancakes (3) Bacon (1) Lean Sausage (2) Ham (2) Eggs (3) Fat Free Milk (3) 2% Milk (3) Chocolate Milk (2) Water (3)	Mixed Fruit (3) Apple (3) Grape Juice (2) Green Beans (3) Spinach Salad (3) Tomatoes (3) Lettuce (3) Hamburger (2) 6" Meatball Sub (2) Turkey & Cheese Sandwich (3) Bean & Cheese Burrito (3) Low Fat Yogurt (3) String Cheese (2) Animal Crackers (0) Hot Cheetos (0) Wheat Roll (3) Iced Tea (0) Fat Free Milk (3) Water (3)	Corn on the Cob (3) Mashed Sweet Potatoes (3) Vegetable Soup (3) Broccoli (3) Apple (3) Grapes (3) Meatloaf (2) Salmon (3) Fried Chicken (1) Beans & Rice (3) Cheese Pizza (1) Wild Rice (3) Whole Grain Pasta (3) Wheat Roll (3) Brownie (0) Fruit Smoothie (1) Soda (0) Fat Free Milk (3) Water (3)
Breakfast Points	Lunch Points	Dinner Points
Total Points: (Add Breakfast + Lunch + Dinner Points)		
If your menu scored 15 points or more, you made a healthy menu!		

Cook Off Craze Mad Libs

Learning Objective: Youth fill in parts of a story with random words.

Materials:

- Cook Off Craze worksheet
- Pens or pencils

Directions:

1. Have each youth complete the Cook Off Craze worksheet. Follow instructions according to worksheet.
2. Have youth share out the story they created.



MyPlate Word Blanks

"Cook-Off Craze"

How to play: Fold the paper in half so that the story is hidden. Read the Word Blanks below and fill in a word for each one. Match the numbered words from your word list with numbered blanks in the story. When you've finished, read your funny story out loud! You can also play with friends by writing down their choices for the word list, adding their words to the story, and then reading their special story to them.

WORD LIST

- | | |
|----------------------------------|-----------------------------------|
| 1. Noun: _____ | 10. Orange/red vegetable: _____ |
| 2. Your name: _____ | 11. Grain food: _____ |
| 3. Friend's name: _____ | 12. Lean protein food: _____ |
| 4. Verb (ending in "ing"): _____ | 13. Dairy food: _____ |
| 5. Verb (ending in "ing"): _____ | 14. Noun (plural): _____ |
| 6. Green vegetable: _____ | 15. Adjective: _____ |
| 7. Noun (plural): _____ | 16. Fruit: _____ |
| 8. Noun (plural): _____ | 17. Verb (ending in "ing"): _____ |
| 9. Color: _____ | 18. Verb (past tense): _____ |

----- Fold Here -----

"Cook-Off Craze"

It was the end of the school year, and summer was just around the corner. It was almost time for the annual (1) _____ County School End-of-Year Cook-Off! (2) _____ and (3) _____ entered themselves in the cook-off. They knew they had a good chance of winning if they used fresh veggies from Grandma and Grandpa's garden — the secret to their recipe! They were ready to start (4) _____!

Once they got the pot of water (5) _____, they began adding the ingredients. While (2) _____ chopped up the (6) _____, (3) _____ washed the (7) _____. (8) _____ and (9) _____ cabbage were next. After this, they threw in some grated (10) _____, going crazy with all of their yummy fresh veggies! Making sure they didn't forget some grains, they added some whole wheat (11) _____, and for protein power, chopped (12) _____. For a finishing touch, they sprinkled some low-fat (13) _____ on top. Voilà! Summer Garden Soup!

The day of the cook-off finally arrived and they were ready. The event was a huge success! At the end of the day, it came time for the group of (14) _____ to announce the winners. After Runner-Up went to a (15) _____ (16) _____ frozen yogurt, (2) _____ and (3) _____ were (17) _____ their breath. "And first place, with the highest score, goes to (2) _____ and (3) _____'s Summer Garden Soup!!!" They were so happy that they (18) _____ all day long!



Word Blank #1

Food-Label Competition

Learning objective: Youth learn how to identify important nutrient components (salt, sugar, fat) on a nutrition label.

Materials:

- Several printed nutrition labels from popular packaged foods
- Highlighters, markers or colored pencils

Directions:

1. Explain that a nutrition label is a sticker on the back of processed food products that shows the serving size, calorie information, ingredients, and the amounts of salt, sugar, fat, and other nutrients in the product. Show a few examples.
2. Give the youth a few different nutrition labels from popular packaged foods, and have them either work together or compete against each other individually or in groups to identify nutritional information from the labels. Focus on salt, sugar, unsaturated, and saturated fats.
 - a. Unsaturated fat: the healthier type of fat, which is liquid at room temperature (examples: olive oil, avocados, fish)
 - b. Saturated fat: considered to be a less-healthy fat, known to raise cholesterol - this type of fat is solid at room temperature (examples: butter, whole milk, cheese)
3. Have the youth share-out which products they think are healthier, and why.



Ingredients: Whole Corn, Vegetable Oil (Sunflower, Canola, and/or Corn Oil), Maltodextrin (Made From Corn), Salt, Cheddar Cheese (Milk, Cheese Cultures, Salt, Enzymes), Whey, Monosodium Glutamate, Buttermilk, Romano Cheese (Part-Skim Cow's Milk, Cheese Cultures, Salt, Enzymes), Whey Protein Concentrate, Onion Powder, Corn Flour, Natural and Artificial Flavor, Dextrose, Tomato Powder, Lactose, Spices, Artificial Color (Including Yellow 6, Yellow 5, and Red 40), Lactic Acid, Citric Acid, Sugar, Garlic Powder, Skim Milk, Red and Green Bell Pepper Powder, Disodium Inosinate, and Disodium Guanylate.

CONTAINS MILK INGREDIENTS.

Nutrition Facts

Serving Size 1 oz (28g/About 11 chips)

Amount Per Serving	
Calories 140	Calories from Fat 70
% Daily Value*	
Total Fat 8g	12%
Saturated Fat 1g	6%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 210mg	9%
Total Carbohydrate 16g	5%
Dietary Fiber 1g	4%
Sugars 0g	
Protein 2g	
Vitamin A 2%	Vitamin C 0%
Calcium 0%	Iron 0%
Thiamin 2%	Vitamin B6 2%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

General Mills

NATURALLY FLAVORED **Honey Nut Cheerios**

first ingredient **WHOLE GRAIN OATS**

Gluten Free

Sweetened Whole Grain Oat Cereal with Real Honey & Natural Almond Flavor

NO ARTIFICIAL FLAVORS
NO ARTIFICIAL COLORS

THREE GRAMS OF SOLUBLE FIBER DAILY FROM WHOLE GRAIN OAT PEBBLES. LIKE HONEY NUT CHEERIOS® CEREAL, IN A DIET LOW IN SATURATED FAT AND CHOLESTEROL, MAY REDUCE THE RISK OF HEART DISEASE. HONEY NUT CHEERIOS CEREAL PROVIDES 25 GRAMS PER SERVING.

Nutrition Facts

Serving Size 1/2 cup (28g)
Servings Per Container about 17

Amount Per Serving	Honey Nut Cheerios	with 1% cup skim milk
Calories	110	150
Calories from Fat	15	15
% Daily Value**		
Total Fat 1.5g*	2%	2%
Saturated Fat 0g	0%	0%
Trans Fat 0g		
Polyunsaturated Fat 0.5g		
Monounsaturated Fat 0.5g		
Cholesterol 0mg	0%	1%
Sodium 160mg	7%	9%
Potassium 115mg	3%	9%
Total Carbohydrate 22g	7%	9%
Dietary Fiber 2g	8%	8%
Soluble Fiber less than 1g		
Sugars 9g		
Other Carbohydrate 11g		
Protein 2g		
Vitamin A	10%	15%
Vitamin C	10%	10%
Calcium	10%	25%
Iron	25%	25%
Vitamin D	10%	25%
Thiamin	25%	30%
Riboflavin	25%	35%
Niacin	25%	25%
Vitamin B6	25%	25%
Folic Acid	50%	50%
Vitamin B12	25%	35%
Phosphorus	8%	20%
Magnesium	6%	10%
Zinc	25%	30%

* Amount in cereal. A serving of cereal plus skim milk provides 1.5g total fat, less than 5mg cholesterol, 220mg sodium, 300mg potassium, 22g total carbohydrate (15g sugars, 12g other carbohydrate), and 7g protein.

**Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Potassium		3,500mg	3,500mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Ingredients: Whole Grain Oats, Sugar, Oat Bran, Corn Starch, Honey, Brown Sugar Syrup, Salt, Tripotassium Phosphate, Rice Bran Oil and/or Canola Oil, Natural Almond Flavor, Vitamin E (mixed tocopherols) Added to Preserve Freshness.

Vitamins and Minerals: Calcium Carbonate, Zinc and Iron (mineral nutrients), Vitamin C (sodium ascorbate), A B Vitamin (niacinamide), Vitamin B6 (pyridoxine hydrochloride), Vitamin B12 (cyanocobalamin), Vitamin B1 (thiamin mononitrate), Vitamin A (palmitate), A B Vitamin (folic acid), Vitamin B12, Vitamin D3.

CONTAINS ALMOND INGREDIENTS.

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Exchange: 1½ Starch
Based on Academy of Nutrition and Dietetics and American Diabetes Association criteria
This package is sold by weight, not by volume. You can be assured of proper weight even though some settling of contents normally occurs during shipment and handling.

F 3860022109 SSG 3572469109



Ingredients: Potatoes, Vegetable Oil (Sunflower, Corn and/or Canola Oil), and Salt.

Nutrition Facts

Serving Size 1 oz (28g/About 15 chips)

Amount Per Serving	
Calories 160	Calories from Fat 90
% Daily Value*	
Total Fat 10g	16%
Saturated Fat 1.5g	8%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 170mg	7%
Potassium 350mg	10%
Total Carbohydrate 15g	5%
Dietary Fiber 1g	5%
Sugars less than 1g	
Protein 2g	
Vitamin A 0%	Vitamin C 10%
Calcium 0%	Iron 2%
Vitamin E 6%	Thiamin 4%
Niacin 6%	Vitamin B ₆ 10%
Magnesium 4%	Zinc 2%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Potassium		3,500mg	3,500mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4



Nutrition Facts

Serving Size 1 Bottle (591 mL)

Amount Per Serving	
Calories 130	
% Daily Value*	
Total Fat 0g	0%
Sodium 270mg	11%
Potassium 75mg	2%
Total Carbohydrate 34g	11%
Sugars 34g	
Protein 0g	

Not a significant source of calories from fat, saturated fat, trans fat, cholesterol, dietary fiber, vitamin A, vitamin C, calcium, and iron.

*Percent Daily Values are based on a 2,000 calorie diet.

WATER, SUGAR, DEXTROSE, CITRIC ACID, NATURAL FLAVOR, SALT, SODIUM CITRATE, MONOPOTASSIUM PHOSPHATE, MODIFIED FOOD STARCH, GLYCEROL ESTER OF ROSIN, BLUE 1

Last updated on October 27, 2014.

Chef Solus Food Label Guide



Food labels can seem confusing but if we break them up into blocks, you will see they are actually very easy to use! All the blocks work together to help you pick smart foods that will keep you healthy and feeling great!

Start with the **Serving Size**. All the numbers are based on one serving size. The package might actually contain several servings. This is very important information that will help you with portion control.

Start at the top!



The **Servings Per Container** tells you how many servings in that package. Some foods are low in calories and fat if you have only one serving. But if you eat more than one serving, then calories and fat can really add up! See how many servings this label shows - 2 servings!

Calories: This tells you how much energy you will get from one serving of this food. If you don't use up that energy, it gets stored as fat.

Calories from Fat:

This tells you how much energy of that food comes from fat. Your heart likes foods lower in fat.

Total Fat is the amount of all the different kinds of fat in one serving. Your body needs some fat. Avoid foods high in saturated fats and look for zero Trans fats. These fats are not good for your heart.

Cholesterol and sodium (salt) tells you how much of that nutrient is in one serving. Pick foods that are low in cholesterol and sodium. Look for 5% or less!

Nutrition Facts

Serving Size 1 cup (228g)
Servings Per Container 2

Amount Per Serving

Calories 250 **Calories From Fat** 110

% Daily Value

Total Fat 12g	18%
Saturated Fat 3g	15%
Trans Fat 3g	
Cholesterol 30mg	10%
Sodium 470mg	20%
Total Carbohydrate 81g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

The **% (Percent) Daily Value (DV)** is a number on the label given in percentages. These percentages are the amount of a certain nutrient that a person will eat in one serving. (based on 2000 calorie diet)

Fiber: This tells you how much fiber is in one serving. Fiber helps your food move through your body easily. Foods with 4 grams or more is high in fiber and good for you!

Sugars is the total amount of natural sugar and added sugar that is in the one serving. Our body does not need too much sugar. Sugar can add a lot of calories that we don't need.

Protein is very important because it is the building blocks for all cells. Read carefully. High protein foods can be high in fat.

Vitamin Section:

See if these foods are high in vitamins. Vitamins help your body stay healthy. 20% or more is high and makes your body very happy!

Understanding Fiber and Whole Grains

Learning objective: To explain what fiber is, why it's important, and how to easily get fiber in your diet.

Materials:

- 10-20 example food cards

Directions:

1. Define fiber and its importance: "Fiber is a natural part of plant foods and it helps keep your body's system clean and running smoothly. It comes from things like the skin and seeds of fruits and vegetables, or the outer kernel of a piece of rice."
(<http://www.kidzworld.com/article/5056-nutrition-fiber>)
2. Have youth sort foods they believe have high fiber and foods with low fiber into two groups, then have them share out with each other and review their choices/correct any errors.
3. Optional: have the youth do the same activity with the different food items from their summer meal that day.

High fiber foods:



Brown rice



Leafy greens



Beans



Oatmeal

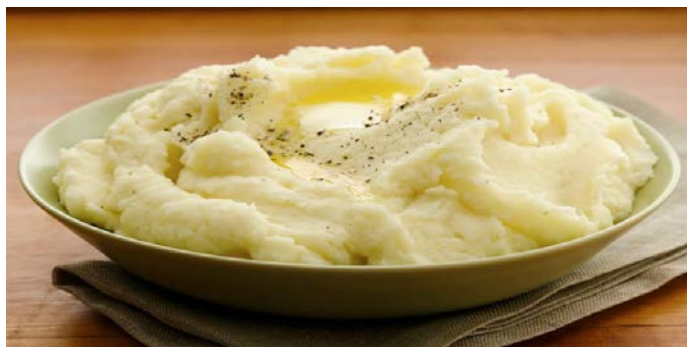
Other high-fiber ideas:

Whole grain bread, avocado, lentils, chickpeas, whole grain tortilla chips, apples, pears, carrots, green peas

Low-fiber foods:



White bread



Mashed potatoes (without skin)



White rice



White pasta

Other low-fiber foods:

Refined cereals, processed and packaged foods, cheese, yogurt, milk

Where does it grow?

Learning objective: To explain the different kinds of plants that the fruits and vegetables we eat grow on.

Materials:

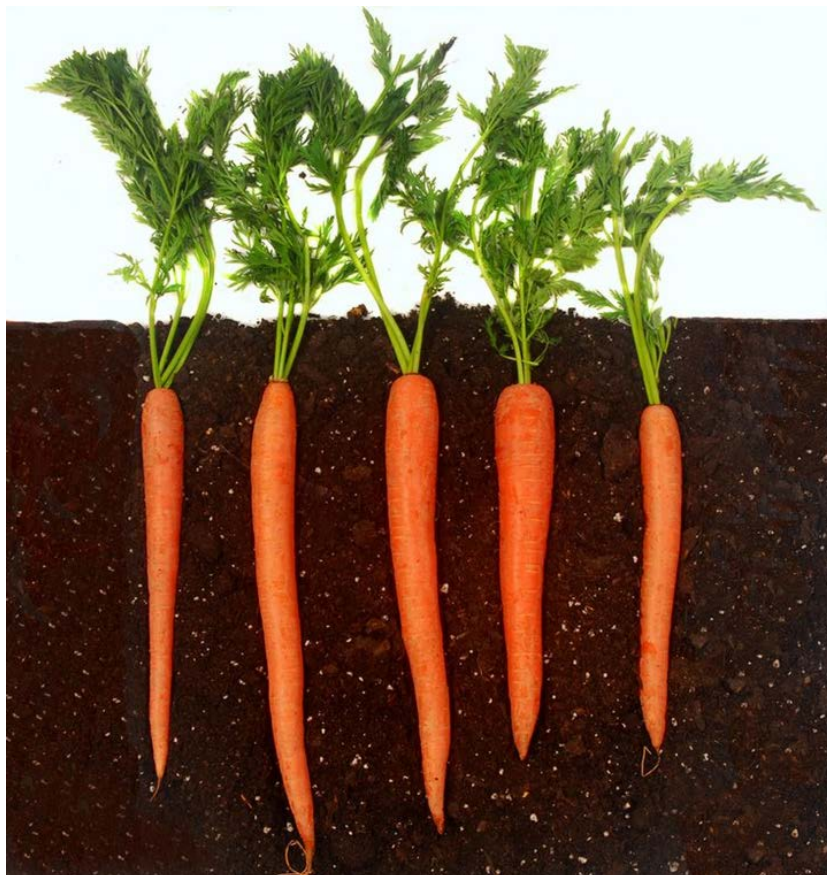
- Assorted images of fruits/veggies and the plants they grow on

Directions

1. Explain that today you will be talking about different fruits and vegetables, and where these things come from.
2. Ask the youth to name some of their favorite fruits and vegetables.
3. Explain to the group that you are going to show them a picture of a fruit or vegetable, and they are going to guess what kind of plant they grow on (i.e. a tree, a bush, a vine, etc.) – after they have guessed, show them the reverse side with the picture of the plant.
 - a. Optional: If the group/individual that you call on gets the question right, they get to choose an exercise (i.e. jumping jacks) they want to do. If they get it wrong, the instructor gets to select the exercise. Have the entire group do the exercises together, counting out loud.
4. Go through each of the fruits and veggies, doing an exercise after each comparison.
 - a. Optional: Go through the same fruit and vegetable images and ask students to guess which country or state they grow in, and what seasons they grow in!



From France
Grown in California and Florida
Season: April to June



From Europe and Asia

Grown in California, Texas, Washington, Michigan, Florida, Colorado and Wisconsin

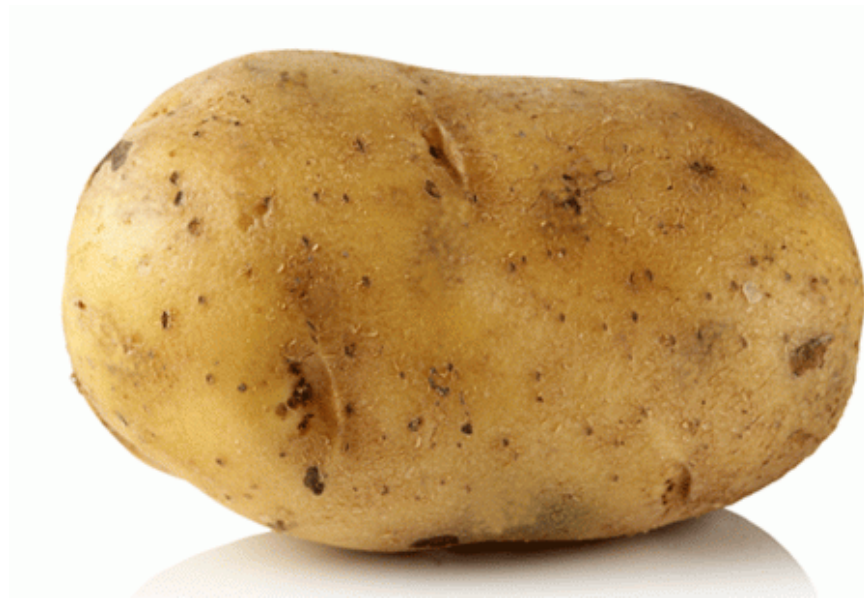
Season: Spring, Fall and Winter



From Africa

Grown in Georgia, Florida, Texas, Arizona

Season: Summer Months



From Peru
Grown Idaho, Washington, Wisconsin
Season: Winter Months



From Asia
Grown in Washington, New York, Pennsylvania
Season: Winter Months

Physical Activity



Power Up Charades
Introduction to a New Sport
Follow the Leader
Make Your Own Fitness Dice
Bike Signing Drill
Fitness Trail Cards
Heart Rate
60 Second Challenge

Power Up Charades

Learning Objective: Youth explore alternative activities to screen time.

Materials:

- Charade cards

Instructions:

1. Tell youth that they will be playing charades to learn about fun activities they can do instead of watching TV, playing video games, or surfing the Internet.
2. Split youth into small groups (4-5 people) or have everyone participate together.
3. Each youth will act out the activity on their charade card while others in their group try to guess what activity the youth is acting out. Each youth will get one minute to act out their charade card.
4. If the activity is not correctly guessed within one minute, the youth actor will tell the rest of the group what the activity was supposed to be. Then, the next youth will act out their charade card for the rest of the group to guess.
5. When all of the charade cards have been used, youth will have the option to make up a charade for the group to guess.



running



walk the dog



arts & crafts



dance



baseball



rake the yard



cook dinner



call grandparents



roller blade



go hiking



paint a picture



basketball



jump rope



volleyball



ride your bike



visit the park



play a board game



fold laundry



play an instrument



talk with friends



write a story



sing



read a book



go swimming



play soccer



vacuum



wash dishes



do homework

Introduction to a New Sport

Learning Objective: Introduce youth to different sports that athletes participate in during the Summer Olympics

Materials:

- Tape for:
 - Long jump
 - Triple jump
 - Shot Put (tennis ball) circle
- Tennis balls for shot put
- Tape measure
- Rubber band or bean bag
- Magazines wrapped in paper
- 2 large paper plates
- Dried beans
- Tape
- Small paper plates
- Ribbon
- Art supplies
- Scissors
- Balloon

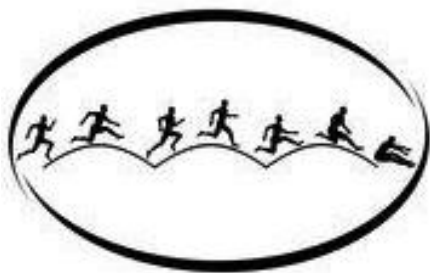
Instructions:

1. Introduce and explain the activities.
2. Explain to youth what each station is and what they will be doing.
3. Choose which station you would like to complete and set-up accordingly.
 - Shot-put: The shot put is a track and field event involving "throwing"/"putting" a heavy spherical object—the *shot*—as far as possible. This action will be mimicked by youth. If possible, staff can approve the use of small, soft balls or rolled up paper to practice with an object.
 - Javelin: The javelin throw is a track and field event where the javelin, a spear about 8 ft 2 inches in length, is thrown. The javelin thrower gains momentum by running a specific distance. This action will be mimicked by youth.
 - Balance Beam: This is used by gymnasts to practice their balance. Gymnasts can complete flips and jumps on the balance beam. Tape a straight line, have youth practice their balance by walking a straight line. Youth can also hop or leap down straight line.

- Balloon Volleyball: See how long they can keep the balloon in the air
 - Medal Station: Creating medals; youth will decorate medals and staff will assist with making ribbons to to around neck
 - Triple Jump: Students will take three long strides and jump as far as they can. Measure the distance the youth jumped.
 - Long Jump: Students will measure how far they can jump from a starting point.
4. Have youth rotate through the stations at their leisure or guided depending on size of the group.
5. Optional: measure the results of the events and make it into a mini-competition!

Triple Jump:

- One line of tape for starting point of jump
- The starting line indicates the point where the individual must begin their three phases of the jump: the step, hop and jump, all of which are done on one leg



Long Jump:

- One line of tape for starting point of jump
- Youth must jump from behind tape line



Shot Put:

- Circle of tape about 5 feet in diameter
- Youth must throw from within tape



Follow the Leader

Learning Objective: Test youth listening skills while getting them moving!

Materials: None

Instructions:

1. This game is for 5 or more players and should be played outside or in an open area.
2. To play, pick one youth to be the leader. Everyone else forms two even teams.
3. The leader stands at one end of the playing field and the two teams stand on the other end. If you have limited space, have youth stand in front of the group or have youth form a circle and have one youth stand in the middle.
4. When the leader calls out commands, like "hop on one foot," "crab crawl," or "skip," the first players in line must do what the leader says. If space is limited, have youth complete commands such as "put your hand on your head", "put your hand on your nose", etc.
5. If the leader says, "freeze," players must stop in their tracks and listen for the next command. As soon as a player returns to the starting line, the next player in line goes. If space is limited, skip this step.
6. The first team to finish wins.

Bike Signing Drill

Learning Objective: Teach youth the proper way to use hand signals while riding their bike. This is also a great drill to practice your left and rights.

Materials:

- Bike safety template

Instructions:

1. Using the worksheet on the next page, the lead volunteer should explain to youth why bike safety is important and demonstrate the bike signals for turning and stopping.
2. Have youth line up in a straight line.
3. After youth are in a straight line, have each person put their hands on the person's shoulders in front of them, creating a long line.
4. The lead volunteer will say commands from the attached worksheet. Youth must raise their left or right hand to make the appropriate bike signal.



Hand Signals

So far, you may have only been a passenger or pedestrian, but it is important to let other drivers know if you are stopping or turning. Now that you are driving your first vehicle (your bicycle), it's time to learn some of the rules of the road for communicating with other road users. This handout discusses how to let other road users know that you intend to turn or stop. While drivers of motorized vehicles use their blinkers or backup lights to communicate, as a driver of a bicycle, you will do this with hand signals.

Front View

Hand Signal

Back View



Left Turn

Extend your left arm out sideways with all fingers extended or use your index finger to point left.



Right Turn

Extend your left arm out sideways bent at a 90-degree angle at the elbow joint, hand pointing upward and the palm of hand facing forward.



Alternative Right Turn

Extend your right arm out straight with all fingers extended or use your index finger to point right.



Stopping or Slowing

Extend your left arm or right arm sideways and bend your arm at a 90-degree angle at the elbow joint, hand pointing downwards and the palm of your hand facing backwards.



Fitness Trail Cards

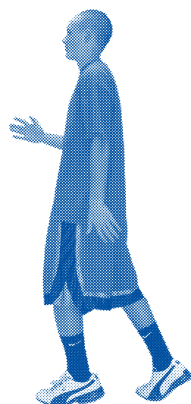
Learning Objective: Have youth follow along the fitness trail cards to get active!

Materials:

- Fitness Trail Cards

Instructions:

1. Have youth stand in a circle.
2. Each youth can pick one or two fitness trail cards.
3. Have youth look at their chosen card and explain or demonstrate the exercise.
Assist youth as needed.
4. The group should complete the given exercise.
5. Go around the circle until each youth has presented a card.



Tippy

TOE WALK

Lift heels and walk on the balls and toes of your feet.



Heel

KICKS

Start with a light jog. Pull the heel of the lower leg up to and bounce off the buttock.



Knee

RAISE

Stand tall, lift one knee up towards the chest and hold.
Alternate knees.



BASIC

Lunges

Step forward with right leg. Land softly on heel then forefoot. Lower body by flexing knee and hip of front leg until front knee is at 90 degrees. Return to original standing position by extending hip and knee of forward leg. *Repeat by alternating lunge with opposite leg.*



Heel WALKS

Lift toes and balls of the feet and walk only on your heels.



Quad STRETCH

Start in a normal standing position. Bend one knee and raise the foot towards the buttock. Slightly flex the standing leg so the knees are together (but not touching). Hold the front of the raised foot and pull the heel towards the buttock. *Alternate legs.*



March IN PLACE

Lift knees high and exaggerate the arm swing.



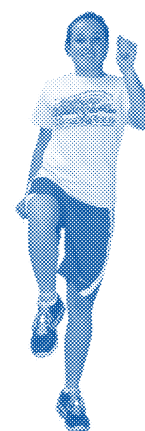
Carioca

Stay on the balls of your feet with your hips in a low semi-squat position. Begin by twisting your hips and crossing one leg in front of the other, bring your trail leg through and cross your lead leg behind the trail leg. Your shoulders remain square.



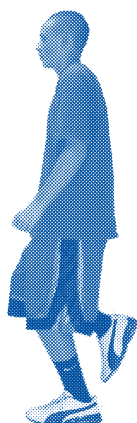
REVERSE Lunges

Facing forward, step one foot back about 18 to 24 inches. Immediately bend the knees and lower onto the front leg, allowing the back knee to come close to the ground. Keep the weight on the front heel and chest upright. Push back up with the back foot. *Return to the standing position.*



Skip

Start on right foot: step, hop, lift up left knee and swing right arm. Left foot: step, hop, lift up right knee and swing left arm.



HOP on one leg

Take off on one foot and land on the same foot multiple times.



HAMSTRING Stretch

Stand with one leg just in front of the other. Bend the back knee and rest your weight on the back leg. Tilt the hips forwards as if sticking your bum in the air! *Hold for a count of 30.*



DEFENSIVE Stance

Arms up, elbows bent, knees bent, buttocks low.



Dribble IN PLACE

To dribble, push the ball down by spreading the fingers and flexing the wrist. Keep legs flexed and back straight.

Jump SHOT

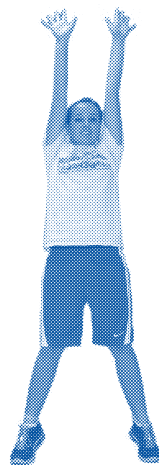


Pretend to hold the ball with one hand under the ball and the other on the side. Jump straight up. Release the ball before the top of your jump, forcing the ball up and forward with one hand. Follow through like you are reaching into a cookie jar on the top shelf.



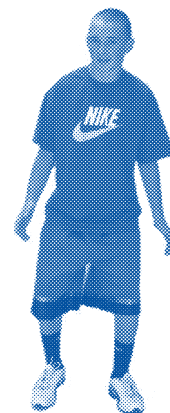
SPEED Dribble

Pretend to push the ball down by spreading the fingers and flexing the wrist in double time. Keep legs flexed and back straight.



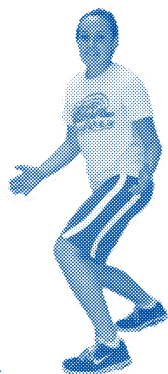
360 TURN AND Dunk

Jump up with hands overhead, spin in the air and slam the ball down through the hoop.



QUICK Feet

Start with feet shoulder-width apart and knees bent in defensive position. Pick up and put down feet as quickly as possible.



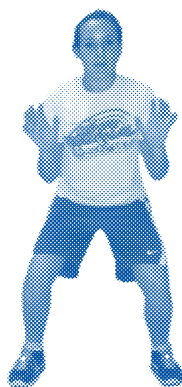
QUARTER Turns

While performing "quick feet," jump slightly and rotate both feet to the right, return to center. Quick feet, jump slightly and land with both feet rotated to the left.



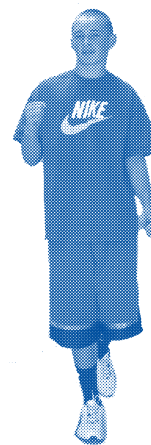
SIDE Slides

Start in defensive position. Step towards the left with the left foot; follow by bringing the right foot closer to the left foot. *Repeat.* Step towards the right with the right foot; follow by bringing the left foot closer to the right foot. *Repeat.*

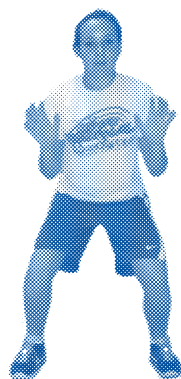


SQUAT Jumps

Start with feet shoulder width apart. Squat down (sit back) with arms extended. Explode up and reach up. Land softly on both feet. *Repeat.*

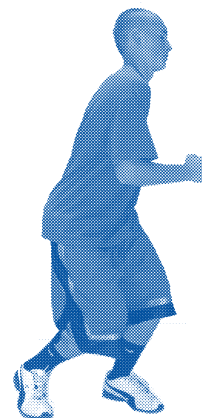


JOG IN PLACE



Squats

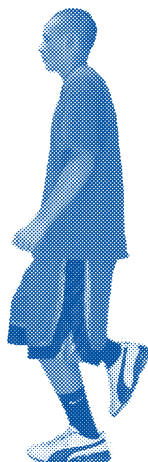
Start with feet shoulder width apart. Extend arms in front of the chest. Sit back and down, keeping the knees behind the toes. Contract the gluteal and hamstring muscles to begin extending the legs. Fully extend the legs until you're back to standing position.



JUMP AND Twist

Jump up and rotate body. Land softly on the balls of the feet.

LINE Drill



With toes on line, step over, over, back, back. Repeat 30 times. Switch to lead with the other foot. Repeat 30 times. With one foot in front of the line and the other behind, jump and switch feet (scissors). Repeat 30 times and switch lead foot. With both feet parallel, jump over and back. Repeat 30 times.

Heart Rate

Learning Objective: Youth will use their multiplication skills, practice collecting data and making conclusions, and learn the correlation between exercise and a healthy lifestyle.

Materials:

- Stopwatch
- Pens or pencils
- Heart Monitor Math worksheet

Instructions:

1. Distribute a Heart Monitor Math worksheet to each youth.
2. Tell the group that they will be using different formulas to measure their heart rates. Explain why it is important to know how to measure your heart rate (good exercise level, good health, avoid overexertion, etc.) and let them know the normal resting heart rate for children, which is 70-100 beats per minute for ages 6 – 15.
 - a. Raising your heart rate during exercise provides a variety of short- and long-term health and fitness benefits. A trained athlete can have a healthy resting heart rate of as low as 40 beats per minute. Each individual beat represents one contraction of the heart, which pushes blood out into the body under pressure. Although the average heart rate is sufficient for normal tasks such as walking or sitting, the body quickly speeds up the heart during exercise. This increase helps improve physical stamina and, in turn, build muscle.
3. Discuss the proper way to complete jumping jacks and squats and how to march.
4. Have youth complete the physical activities on the worksheet and determine their heart rates after each activity by finding their pulse and using the math indicated on the worksheet.
5. Once all activities are completed, have youth answer the questions at the end of the worksheet.
6. Discuss what happens to the body when the heart rate gets elevated and why it is important to make exercise an important part of every day.

Name:

Date:

Heart Monitor Math:

1. Determine your resting heart rate:
 - a. Number of beats in 10 seconds:
 - b. Number of beats in 1 minute
 - c. Calculate: (number of beats in 10 seconds x 6):
2. Determine your heart rate after marching in place
 - a. March in place; after 2 minutes, determine your heart rate:
 - b. Number of beats in 15 seconds:
 - c. Calculate: Number of beats in 1 minute (number of beats in 15 seconds x 4):
3. Determine your heart rate after performing squats
 - a. Perform squats; after 2 minutes, determine your heart rate:
 - b. Number of beats in 20 seconds:
 - c. Calculate: Number of beats in 1 minute (number of beats in 20 seconds x 3):
4. Determine your heart rate after performing jumping jacks
 - a. Perform jumping jacks; after 2 minutes, determine your heart rate:
 - b. Number of beats in 30 seconds:
 - c. Calculate: Number of beats in 1 minute (number of beats in 30 seconds x 2):

Questions:

1. Which activity gave you the highest heart rate?
2. Why did that activity give you the highest heart rate?
3. Which exercise do you think is best for improving your physical condition?
4. What other exercises would be good for improving your health on a daily basis?

60 Second Challenge

Learning Objective: Youth will predict how many repetitions of a physical activity they can perform in 60 seconds and then use percentage calculations to compare their predictions with their actual results.

Materials:

- Stopwatches/ Timing device
- 60 Second Showdown worksheet

Instructions:

1. Youth will choose five physical activity challenges from a list and predict how many repetitions of each activity they can complete properly in 60 seconds.
2. Before the youth begin, the lead volunteer will explain that this is not a race and it is important to focus on the form of the activity, rather than just on the speed.
3. Also, a challenge is personal to you – youth should base their goals on their current level of performance and not on anyone else's performance. It takes time to see significant changes in performance.
4. Youth will then perform the activity and record the actual number of repetitions completed in 60 seconds.
5. Once all five activities have been completed and the data for each activity is recorded, youth will calculate what percentage of their predicted number of repetitions they actually completed (e.g. prediction = 15 jumping jacks, actual = 25 jumping jacks gives a percentage of 166%).
6. Youth will use this data to create a goal for each of their five chosen activities.
7. Over the course of six weeks, youth can perform these activities during classroom activity breaks before re-testing in another 60 second showdown.
8. Youth will again calculate the percentage increase (or decrease) for each activity.

60 Second Showdown Worksheet

Student Name:

Dates:

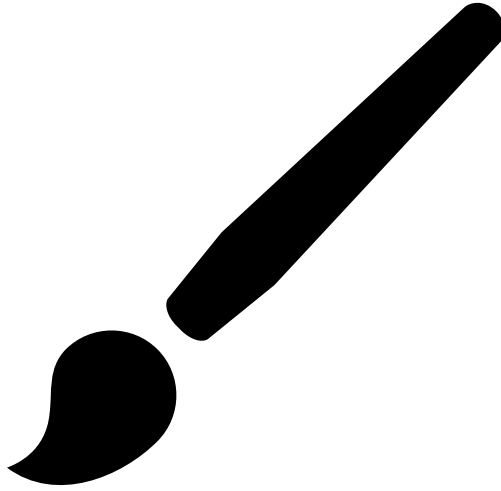
Directions:

1. Choose five activities from the list below.
2. Predict how many repetitions of each activity you can complete in 60 seconds
3. Perform each activity for 60 seconds - record your results
4. Calculate the percentage of your prediction achieved for each activity
5. Set a goal (six week timeline)

Activity Choices:

Jumping jacks	Sit ups/ crunches	Star jumps	Push ups
Hops	High skips	Tuck jumps	Mountain climbers (hold a plank position, alternate bringing each leg up and under your body as if running up a mountain)
Lunges	Squats	Jump squats	Plank jacks (hold a plank position, perform jumping jack movements with the legs)
Crab walk	Bear walk	Leap from side to side	Chair dips

Crafts



Screen-Free Activities
Screen Time Tracker
Caterpillar to Butterfly
Hiking Activity
Build a Pittsburgh Bridge
Make Your Own Farmer's Market Bag
Draw Your Favorite Healthy Meal
Fruit Coloring Page
Vegetable Coloring Page
I Tried Something New Coloring Page

Screen-Free Activities

Learning Objective: For youth to brainstorm fun screen-free activities.

Materials:

- Worksheets
- Crayons, colored pencils, and/or markers

Instructions:

1. Introduce the concept of screen-time (how much time a youth spends in front of a computer, tv screen, iPad, etc.). Ask a youth to volunteer to define what screen time means. Explain why this time should be limited (takes away from time spent outside, time with family, and time with friends).
2. Ask youth to raise their hands and share their favorite screen-free activities.
3. Pass out the worksheets, and encourage the youth to draw themselves doing their favorite screen-free activity.
4. Ask youth volunteers to present their drawings to the group.

When I'm Screen Free I Can...

unplug and play, imagine, create, explore, and spend time with family and friends

read
observe
search
with my eyes

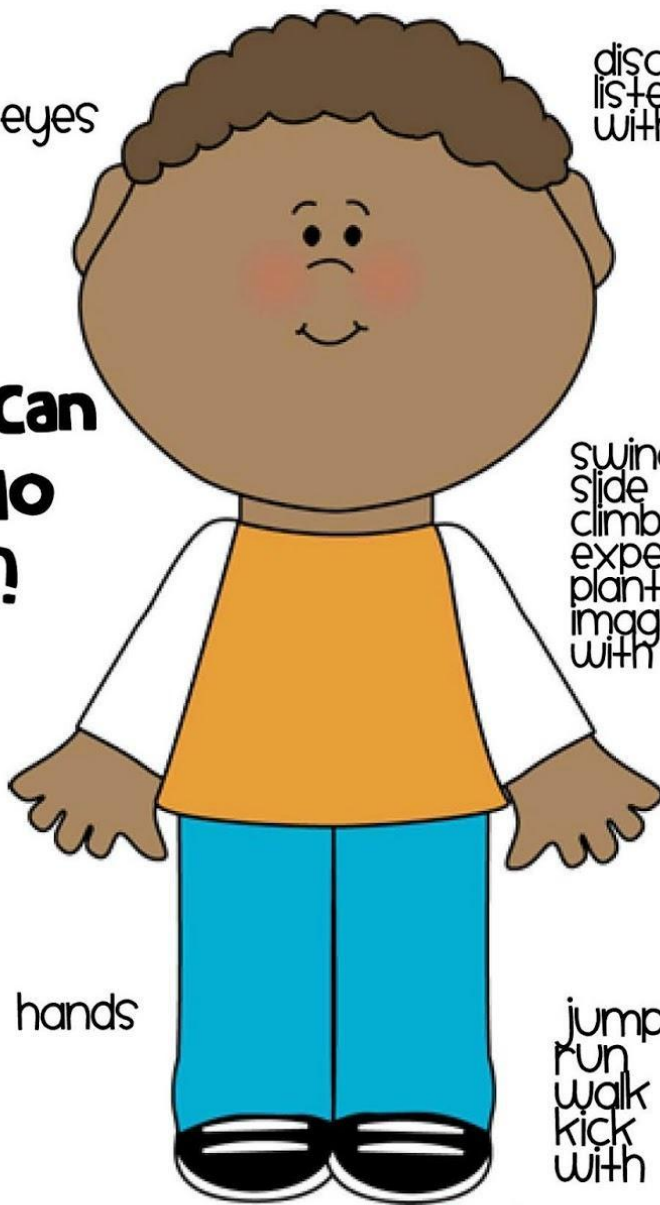
discover
listen
with my ears

**What Can
you do
today?**

swing
slide
climb
experience
plant
imagine
with my body

write
paint
clean
draw
cook
throw
dig
explore
with my hands

jump
run
walk
kick
with my feet



MyCuteGraphics

The Educators' Spin On It

Name: _____

Draw your favorite screen-free
activity!



Screen Time Tracker

Learning Objective: Discover how many hours youth spend on screen time activities.

Materials:

- Screen Time Log (attached)
- Pens or Pencils

Instructions:

1. Describe what “screen time” means and what each of the screen time categories mean (TV, video games, computer, hand-held device).
2. Ask youth to think about how many hours each day they use those devices. Have them record these numbers on their worksheet.
3. Have youth add up the total number of hours each day they spend on screen time. You may need to assist with recording and adding these numbers.
4. Explain that screen time takes away play time, which can make us less active and feel unhealthy.
5. Ask youth what other activities they can do instead of watching TV, playing video games, using a computer or using hand-held devices. Have youth list activities under their screen time tracker.
6. Challenge youth to give up TV, video games, the computer or their hand-held device for one week

Screen Time Tracker

How many hours each day do you spend on watching TV or movies, playing video games, using a computer or using a hand-held device like your cell phone?

Day of the Week	TV or Movies	Video Games	Hand-held Devices	Computer	Totals
Sunday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					

What are other ways you can spend your time besides watching TV, playing video games, using a computer, or using your cell phone? List as many activities below as you can!

Challenge! Give up watching TV, playing video games, using a computer or using your cell phone for one week. Do you think you can do it?

Caterpillar to Butterfly

Learning Objective: Learn how a caterpillar turns into a butterfly.

Materials:

- Dark green cardstock
- Light green cardstock
- Red cardstock
- Purple cardstock
- Glue sticks
- Youth safe scissors (depends on age group at your site)

Instructions:

- 1) Explain to youth how caterpillars grow into a butterfly: A butterfly has four stages in its life cycle. Source for the following information can be found [here](#).
 - a) Eggs: A butterfly starts life as a very small, round, oval or cylindrical egg. The egg shape depends on the type of butterfly that laid the egg. Butterfly eggs are usually laid on the leaves of plants
 - b) Caterpillar: When the egg hatches, the caterpillar will start his work and eat the leaf they were born onto. This is really important because the mother butterfly needs to lay her eggs on the type of leaf the caterpillar will eat – each caterpillar type likes only certain types of leaves. Since they are tiny and can not travel to a new plant, the caterpillar needs to hatch on the kind of leaf it wants to eat.
 - c) Cocoon (pupa): As soon as a caterpillar is done growing and they have reached their full length/weight, they form themselves into a pupa, also known as a chrysalis. From the outside of the pupa, it looks as if the caterpillar may just be resting, but the inside is where all of the action is. Inside of the pupa, the caterpillar is rapidly changing. Within the chrysalis the old body parts of the caterpillar are undergoing a remarkable transformation, called ‘metamorphosis,’ to become the beautiful parts that make up the butterfly that will emerge.
 - d) Butterfly: When the butterfly first emerges from the chrysalis, both of the wings are going to be soft and folded against its body. As soon as the butterfly has rested after coming out of the chrysalis, it will pump blood into the wings in order to get them working and flapping – then they get to fly. Usually within a three or four-hour period, the butterfly will master flying and will search for a mate in order to reproduce.
- 2) Each stage is different and has a different goal. A butterfly becoming an adult is called metamorphosis. The life cycle process can take a month to a year. It depends on the type of butterfly. For more information, visit [National Geographic](#)

Kids.

- 3) Lay out all the parts for the caterpillar finger puppet and butterfly. Use scissors and glue sticks to assemble.

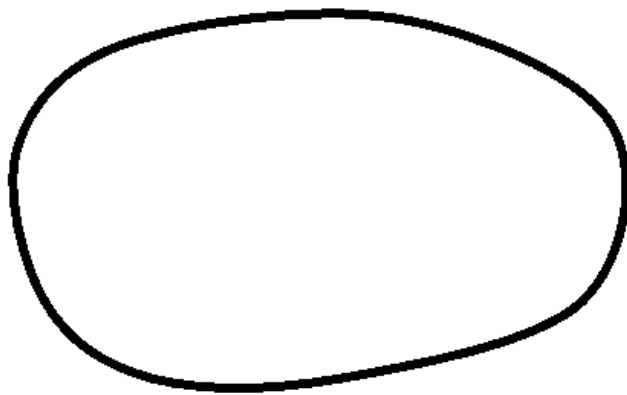
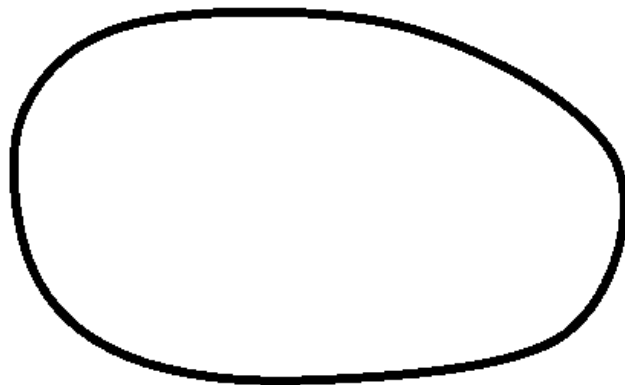
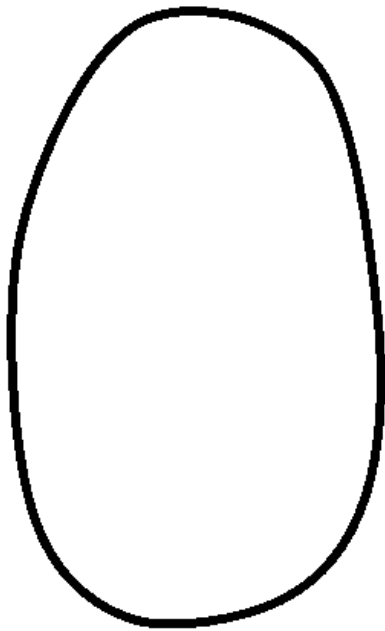
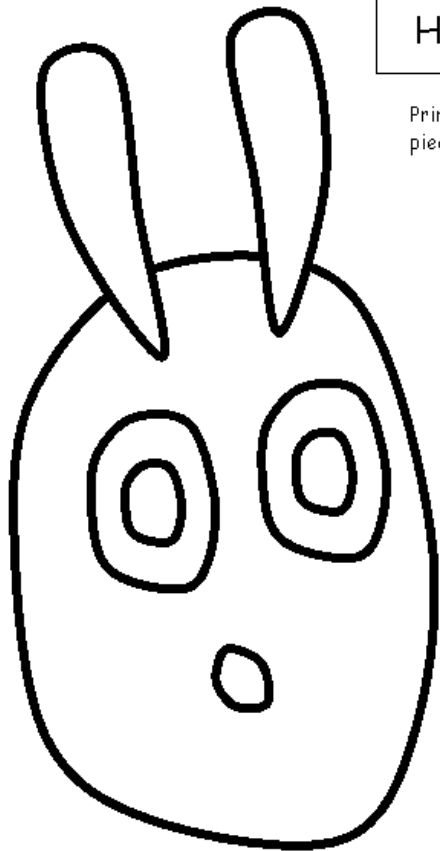
Note: If have older youth at your site you can have them cut out all the corresponding parts.

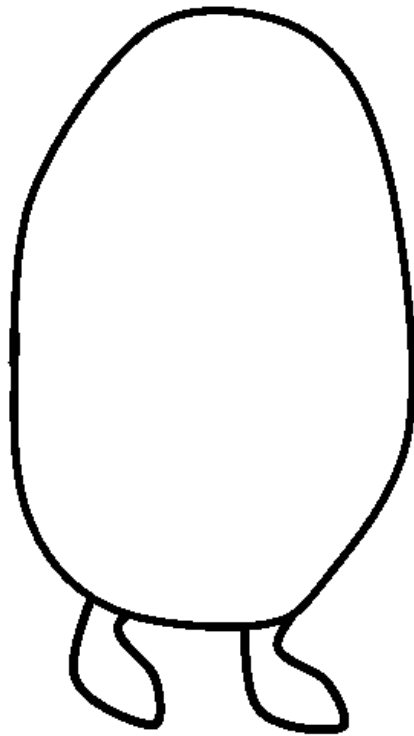
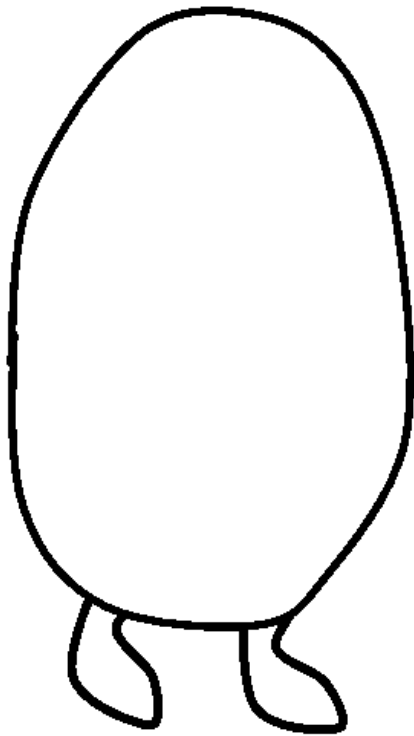
- 4) Assist youth with gluing caterpillar together and gluing butterfly life cycle to a piece of paper.
- 5) Have youth talk about a time they have seen a caterpillar or butterfly.

Hungry Caterpillar Cut and Paste

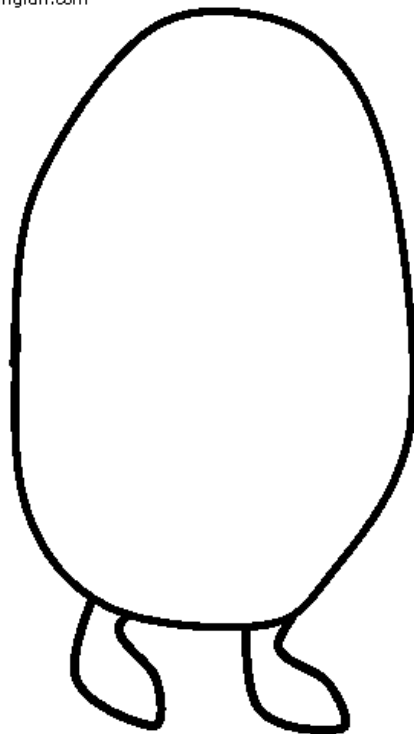
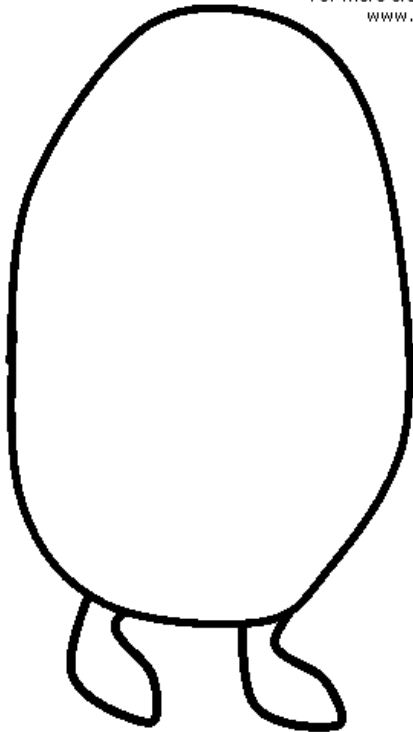
Print the pages below. Have the children color and cut the pieces out assemble to make a caterpillar.

For more creative learning ideas check out
www.makinglearningfun.com

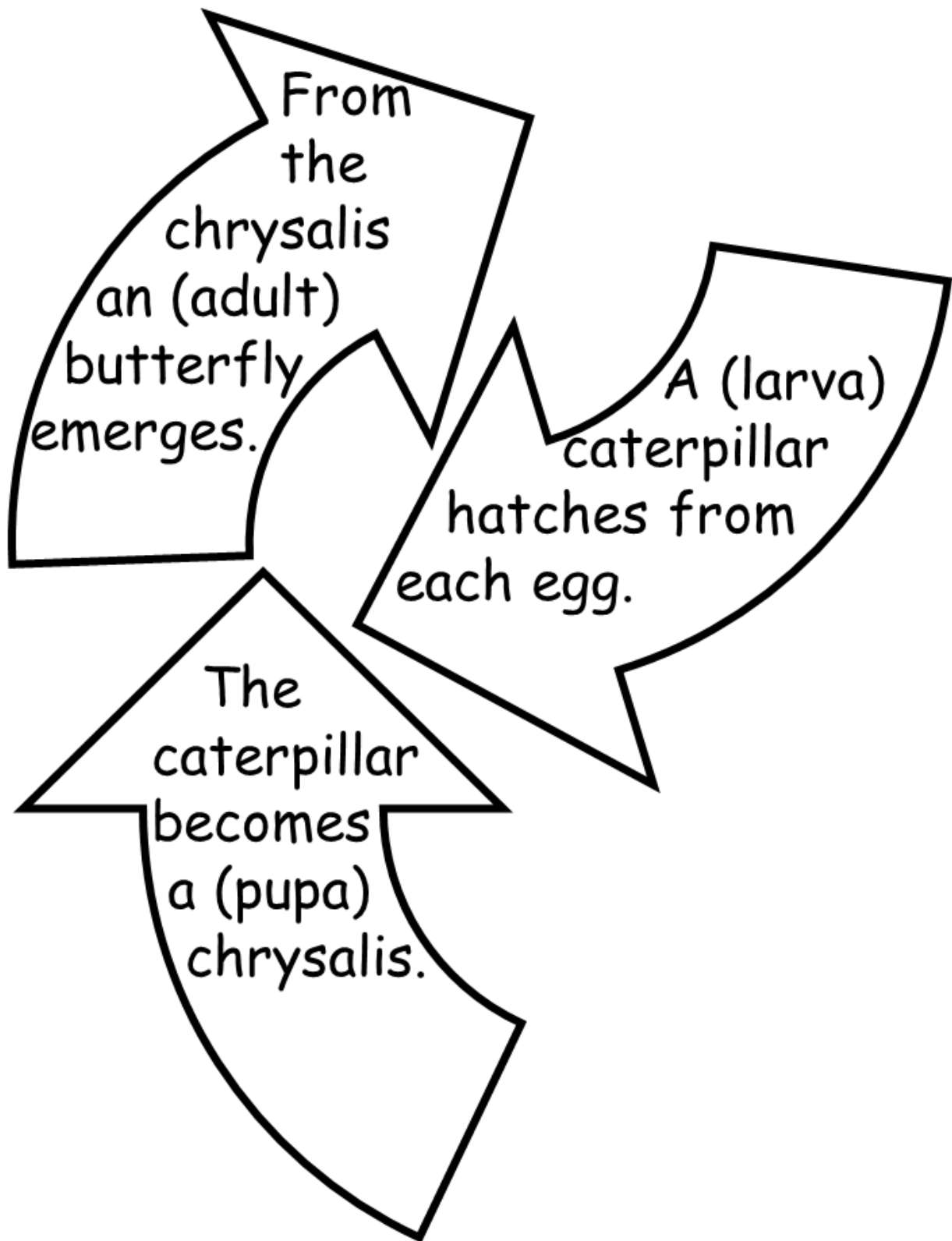


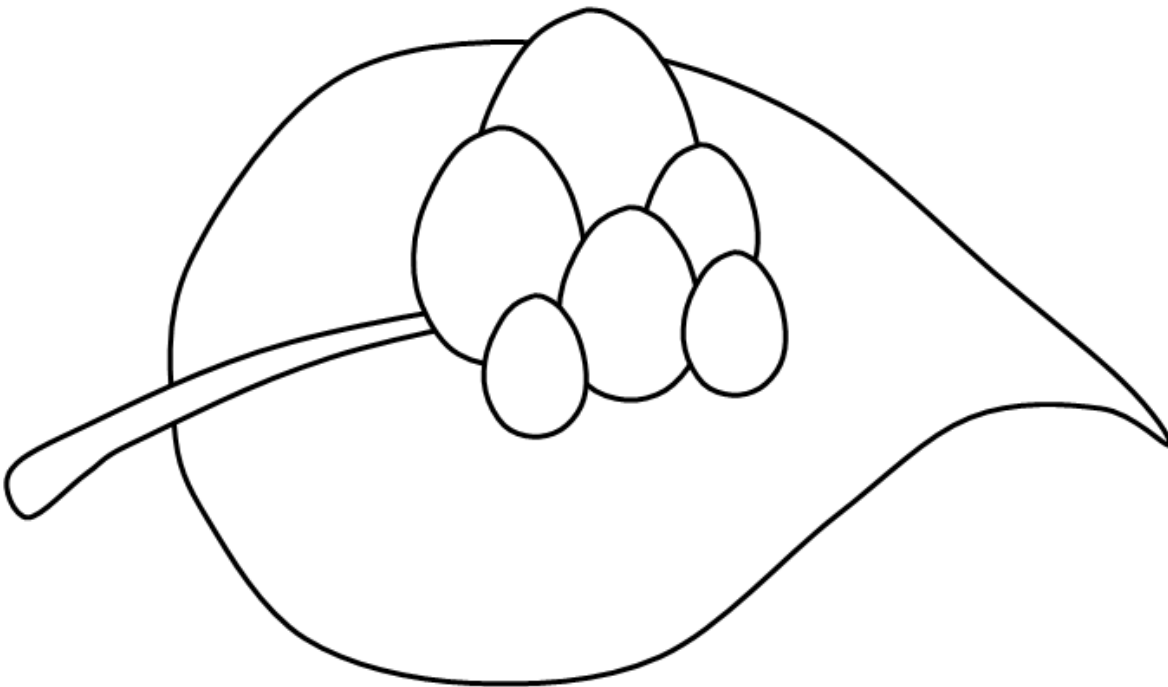
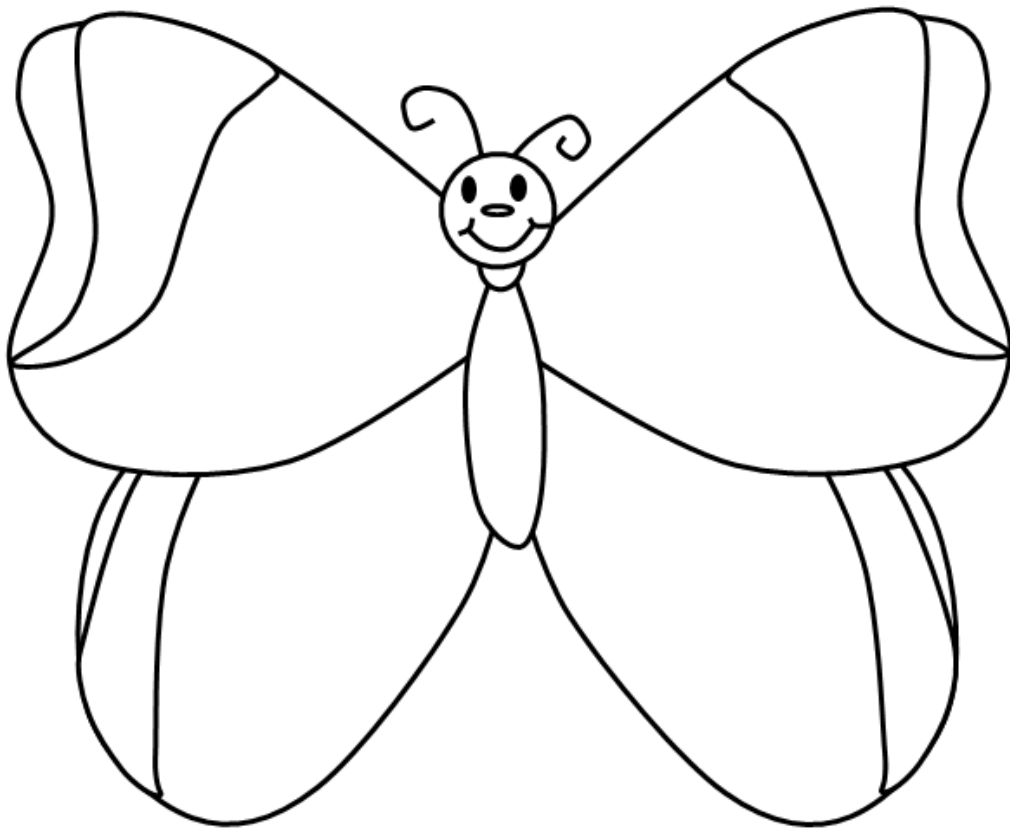


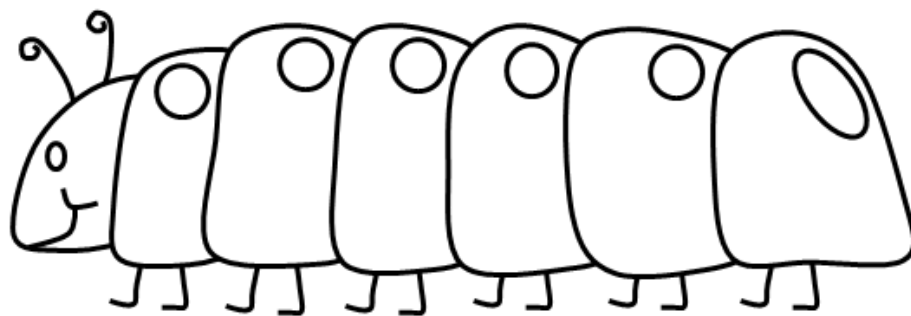
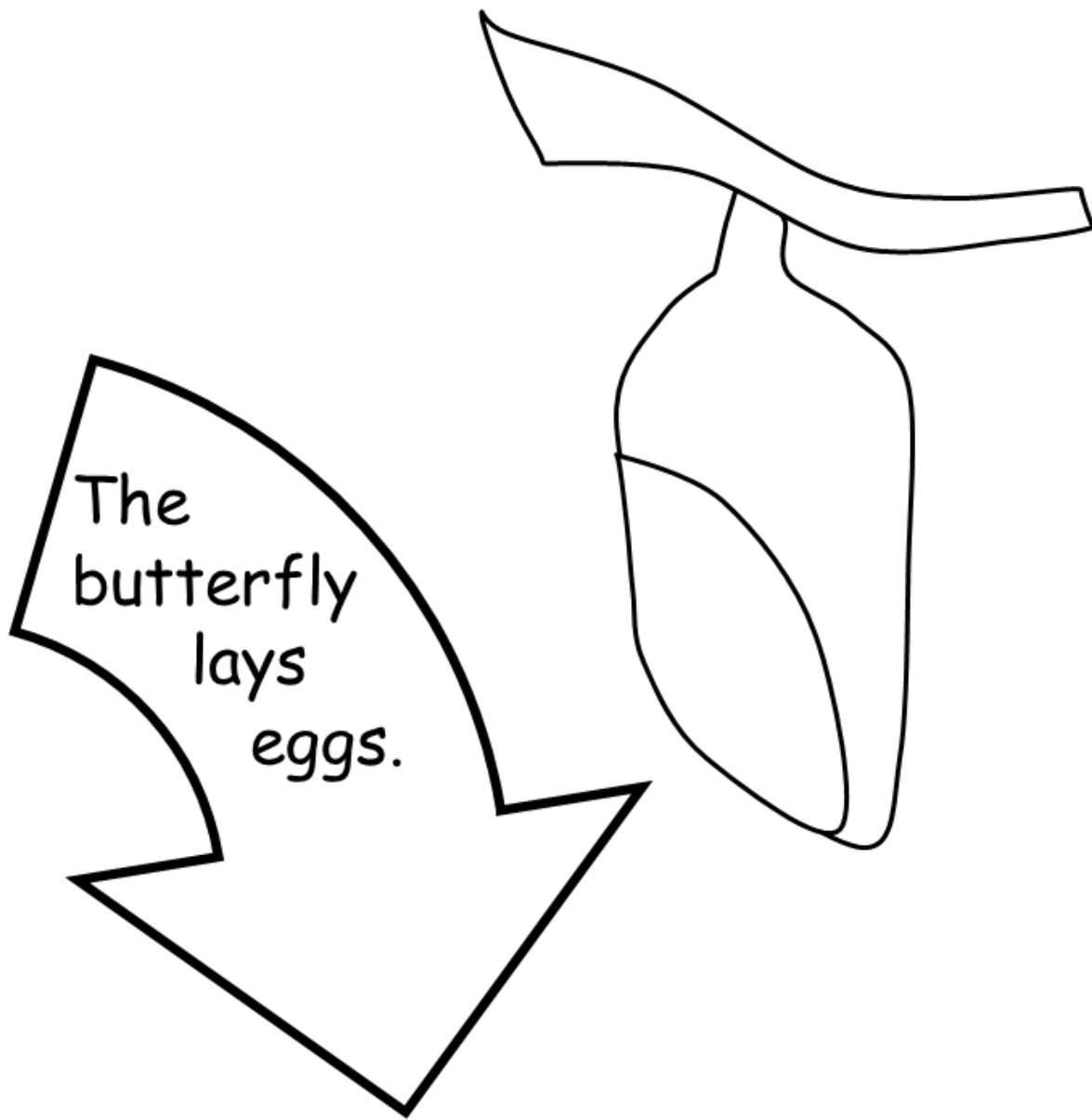
For more creative learning ideas check out
www.makinglearningfun.com











Hiking Activity

Learning Objective: Youth create and follow maps of hiking trails around the summer feeding site

Materials:

- Plain paper
- Coloring supplies

Instructions:

1. Have youth work in small groups (2-3 people) to create a map of the Summer Food site. If the site is an outdoor site, maps should depict a trail through the outdoor space of the Summer Food site. If the site is an indoor site, trails should be around the various tables, furniture and space available indoors.
2. On the map, youth will draw out a hiking trail that others can follow to hike around the Summer Food site.
3. Groups exchange maps and follow trails other groups have mapped out.
4. Have youth gather together. Choose a few youth to share their story about the trail that they followed. What did they like best about the trail they followed? How was the trail they followed different than the trail they created?
5. Congratulate youth on a job well done.

Build a Pittsburgh Bridge

Learning Objective: Create bridge to reflect Pittsburgh landscape

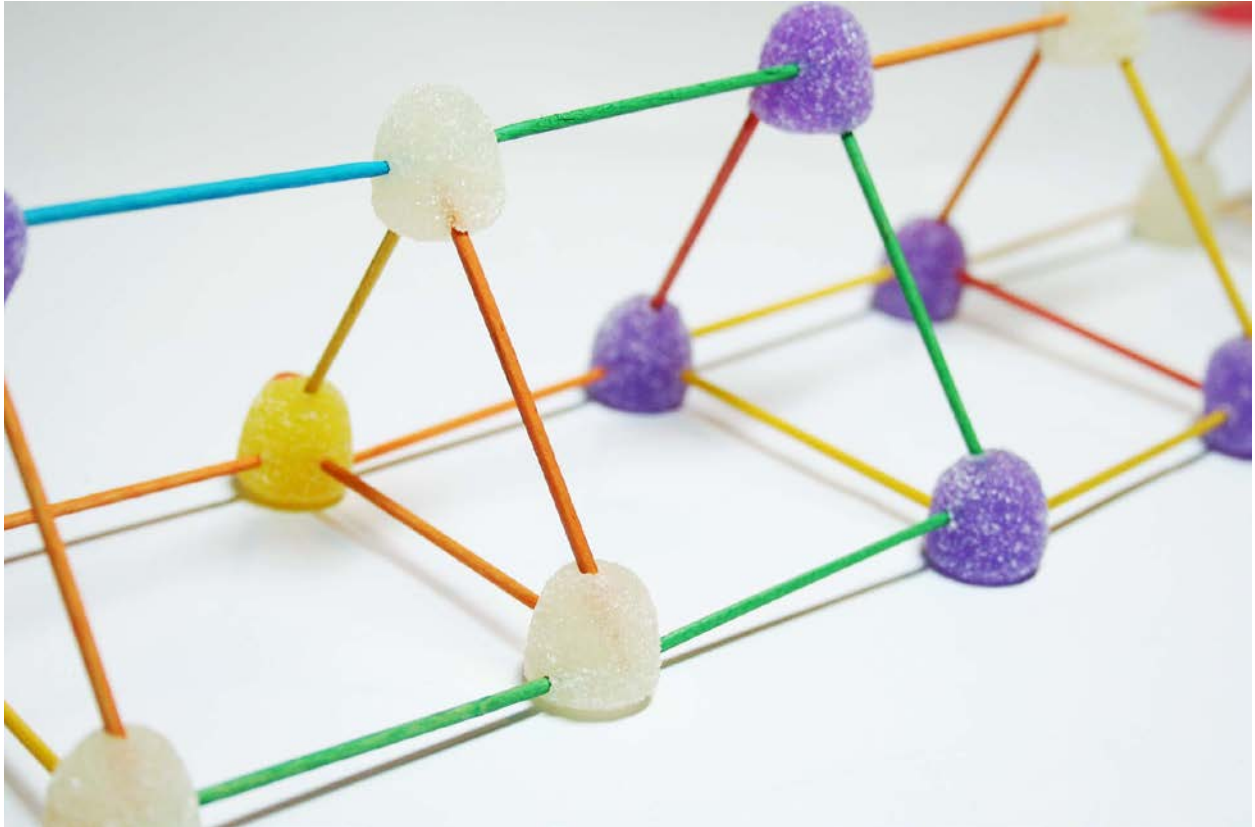
Materials:

- Bags of mini marshmallows or gumdrops
- Long or short tooth picks

Instructions:

1. Demonstrate how to create bridge pieces by sticking toothpick ends into marshmallows or gumdrops.
2. Instruct youth to create their own bridge.
3. If desired, youth can test their bridges by putting various objects of different weight onto the bridge to see how much the bridge can hold.

Example:



Make Your Own Farmers Market Bag

Learning Objective: Grocery shopping at your local market or farmer's market is a great way to get fresh, seasonal foods.

Materials:

- Old t-shirts
- Kid-friendly scissors
- Fabric markers

Instructions:

1. Before you begin, have youth prepare t-shirts.
 1. Cut sleeves off t-shirts and then cut t-shirts in half vertically/long-wise
 2. Cut neckline off of t-shirt
 3. Cut hem off of the bottom of the t-shirt
4. Explain to the youth what a farmer's market is. A farmer's market has vendors who are farmers around Pittsburgh and come to sell food at the farmer's market. Since the food is grown close to Pittsburgh, the food is fresher and more flavorful. Fruits and vegetables sold at farmers markets are always in season.
5. Line up the bottom of the t-shirt so front and back are the same length. Cut bottom of t-shirt into strips.
6. Tie strips from the front and back of the t-shirt in two knots. Continue until all strips are tied.
7. Bag can either be left to have fringe on the bottom or be flipped inside out to hide fringe.
8. Have the youth decorate the bag with markers.
9. Explain to the youth that this bag is to take with them to their local farmer's market or grocery store.

Draw Your Favorite Healthy Meal

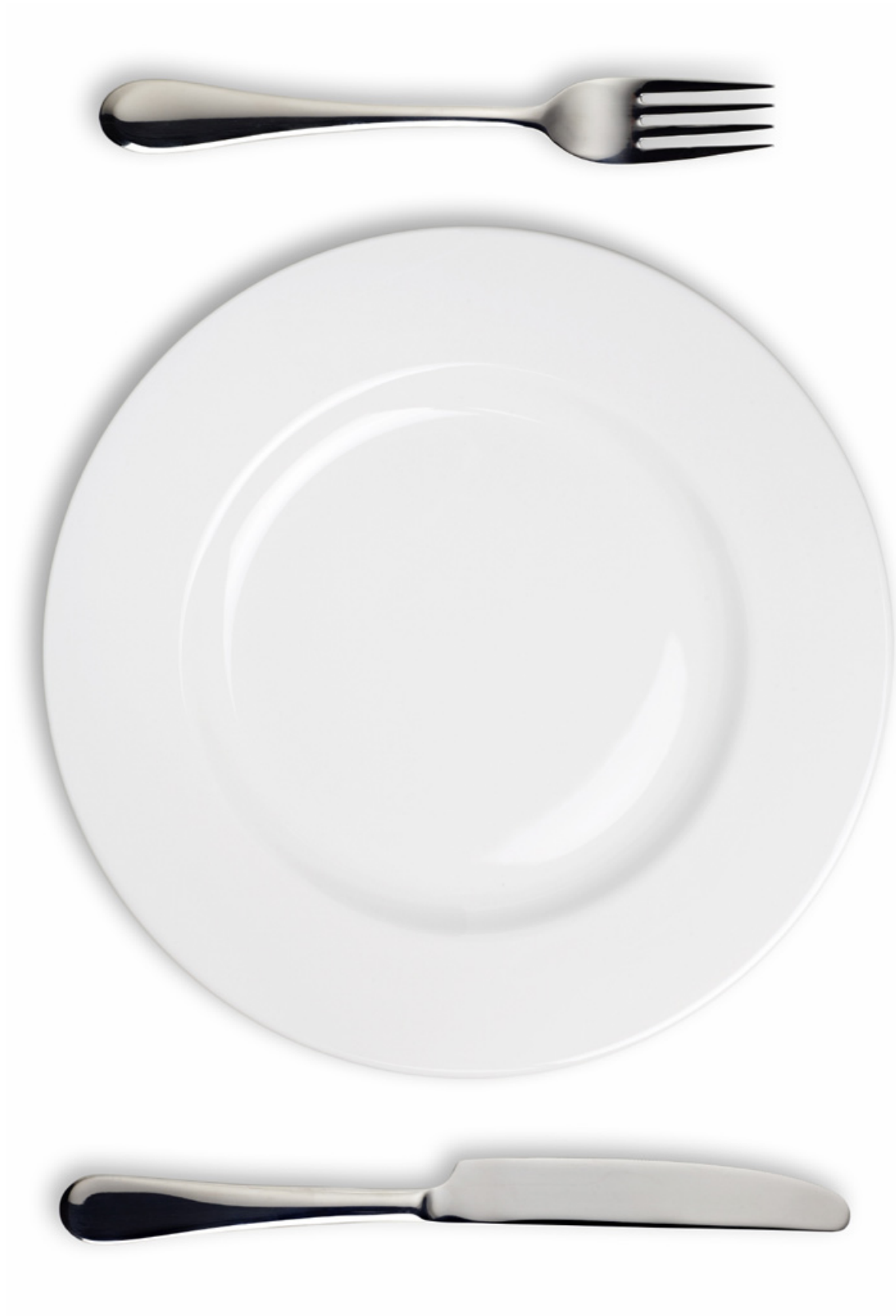
Learning objective: To have youth brainstorm and draw a favorite, healthy meal.

Materials:

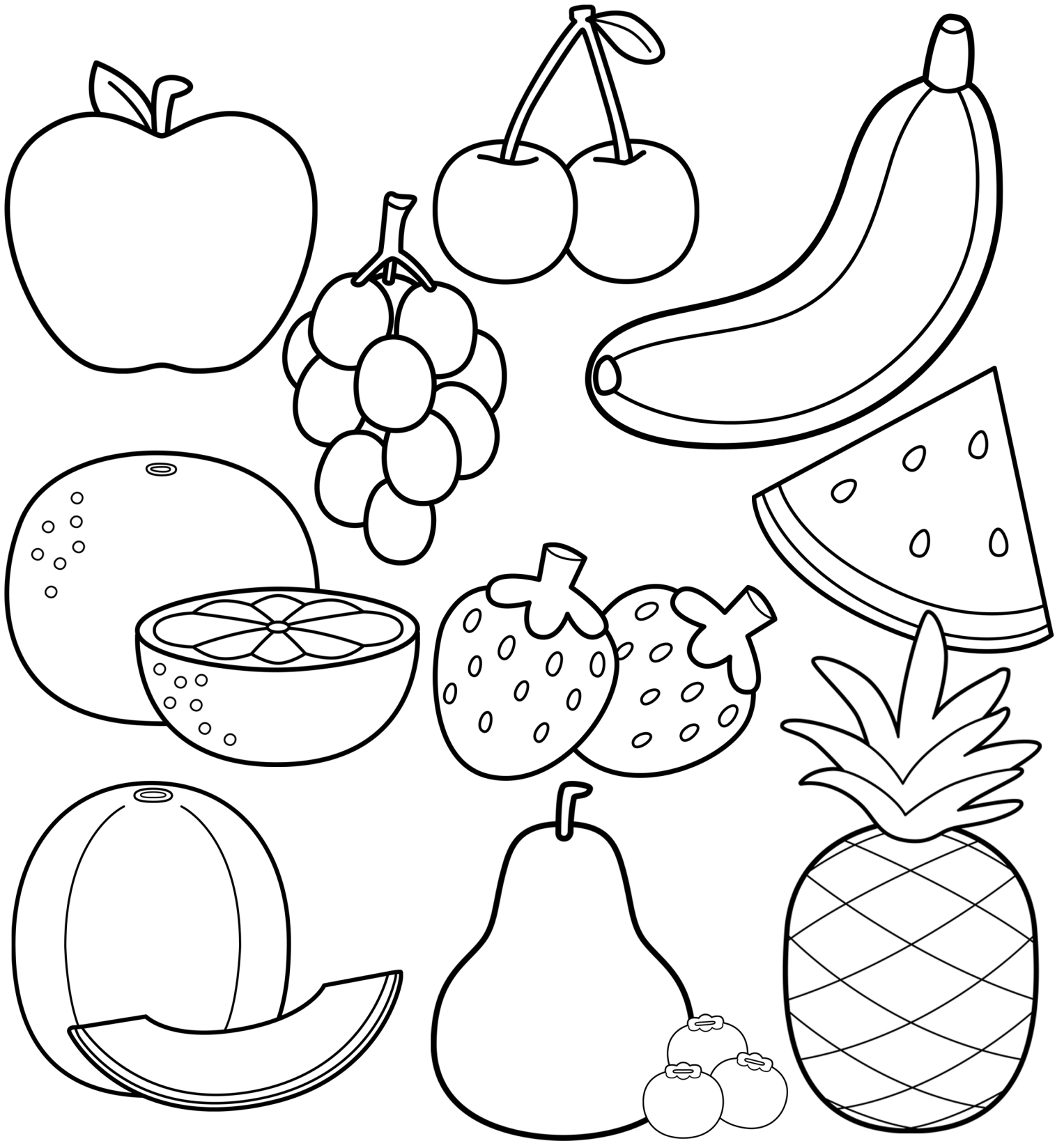
- Meal plate coloring sheets (below)
- Markers, colored pencils, crayons, etc.

Directions:

1. Pass out coloring sheets and instruct the youth to think of their favorite healthy meal and then draw their meal on the plate.
2. Have the youth share out their favorite meals.

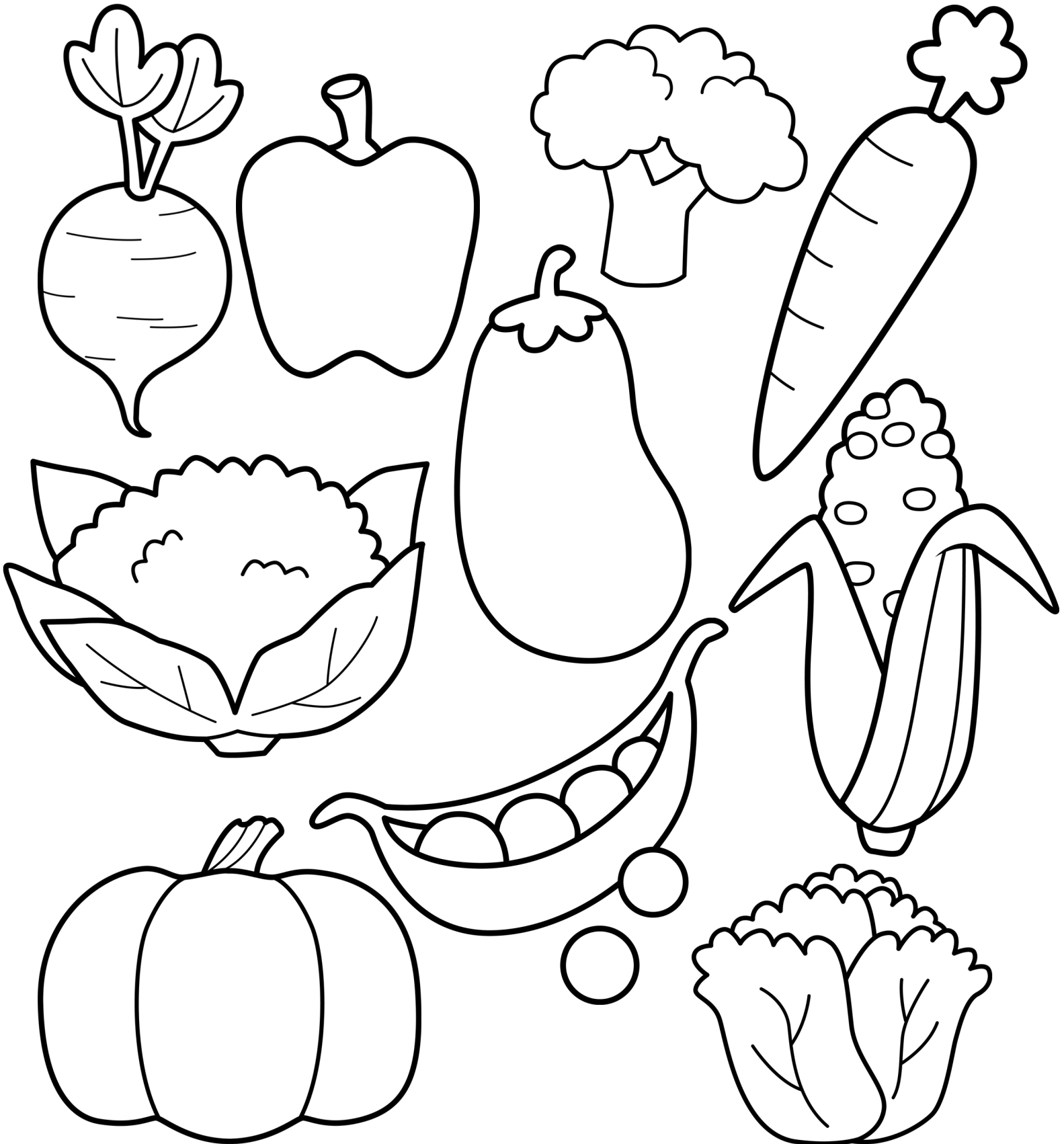


WHAT'S YOUR



FAVORITE FRUIT?


























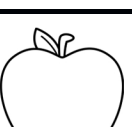






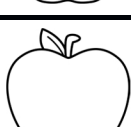
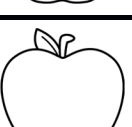
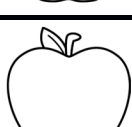
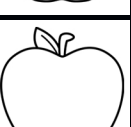
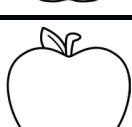
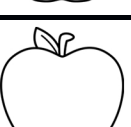
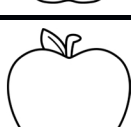
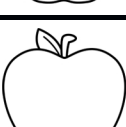
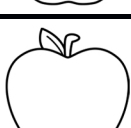
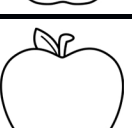
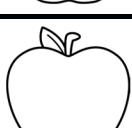
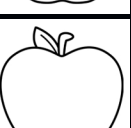
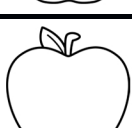
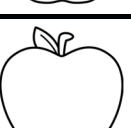
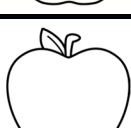
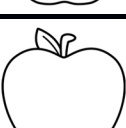
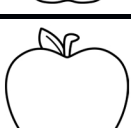
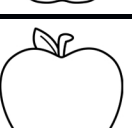
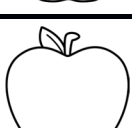
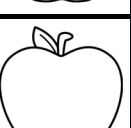
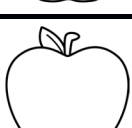
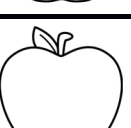
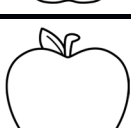
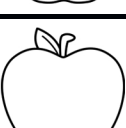
VEGETABLES



KEEP YOU HEALTHY!



NAME: _____ MONTH: _____

MONDAY								
TUESDAY								
WEDNESDAY								
THURSDAY								
FRIDAY								
SATURDAY								
SUNDAY								

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Try _____ new foods to earn a special reward!

Puzzles



MyPlate Protein Maze
Food to Table Maze
Chef Solus Breakfast Crossword Puzzle
Chef Solus Fiber Crossword Puzzle
Chef Solus Lunch Crossword Puzzle
MyPlate Crossword Puzzle
MyPlate Grocery Store Bingo
Word Scramble (Lunch)
Word Scramble (Whole Grains)
Active Every Day Color & Word Search
Have Fun with Fruits & Vegetables Word Search
Cooking with Kids Kitchen Fun Word Search
Eating with Color Word Search (Blue & Purple)
Eating with Color Word Search (Green)
Eating with Color Word Search (Red)
Eating with Color Word Search (Orange)
Eating with Color Word Search (White)
Eating with Color Word Search (Yellow)
Home Safety Challenge
Home Safety Challenge Answer Key
Fire Escape Plan
Learn the Safe Way Word Search

My Plate Protein Maze

Chef Solus caught a fish today and now he needs to store it with the other proteins.

Can you help Chef Solus find his way through the maze?





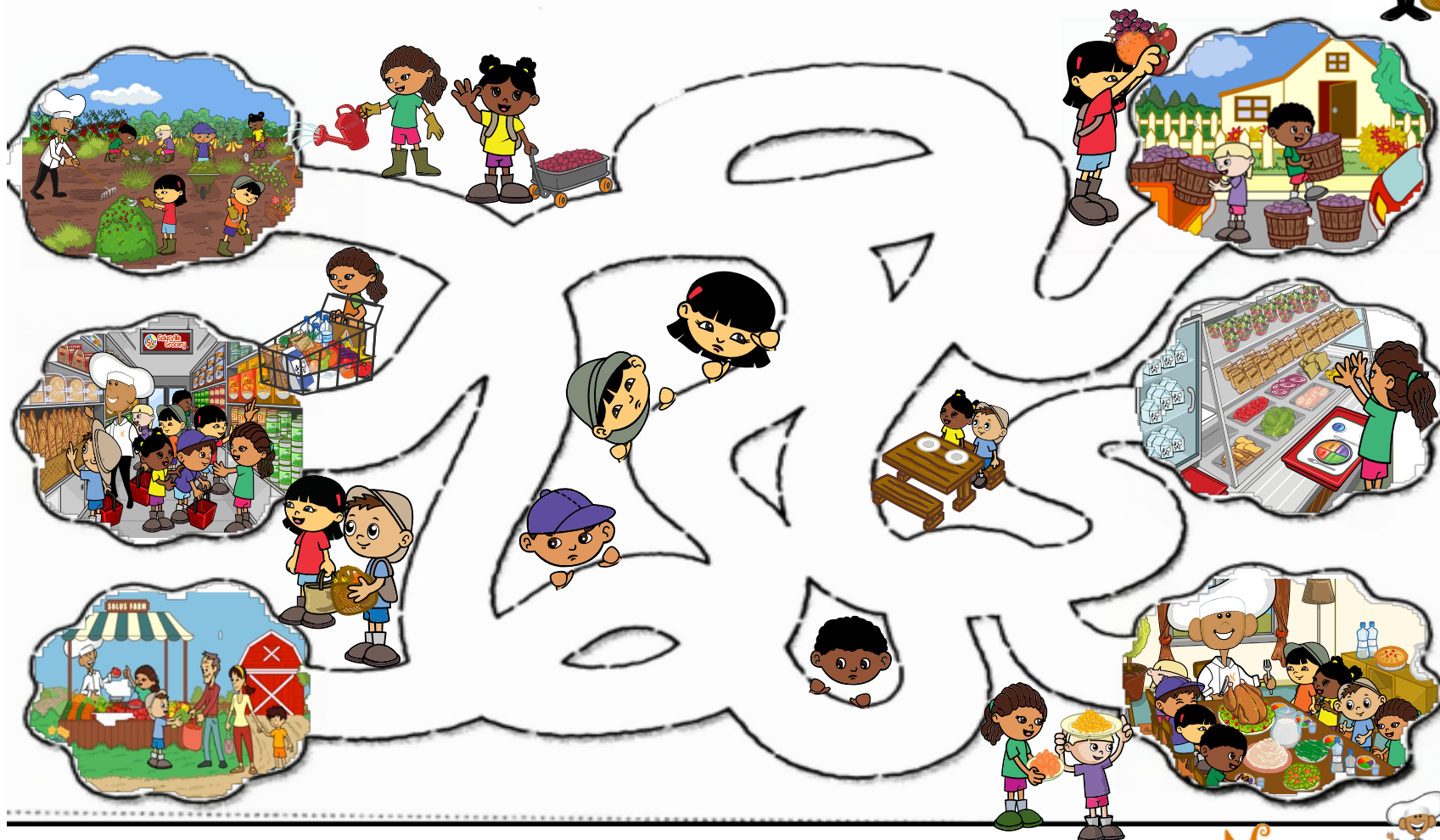
Food to Table Maze



There are 3 different ways that food travels to find it's way to the Explorers!

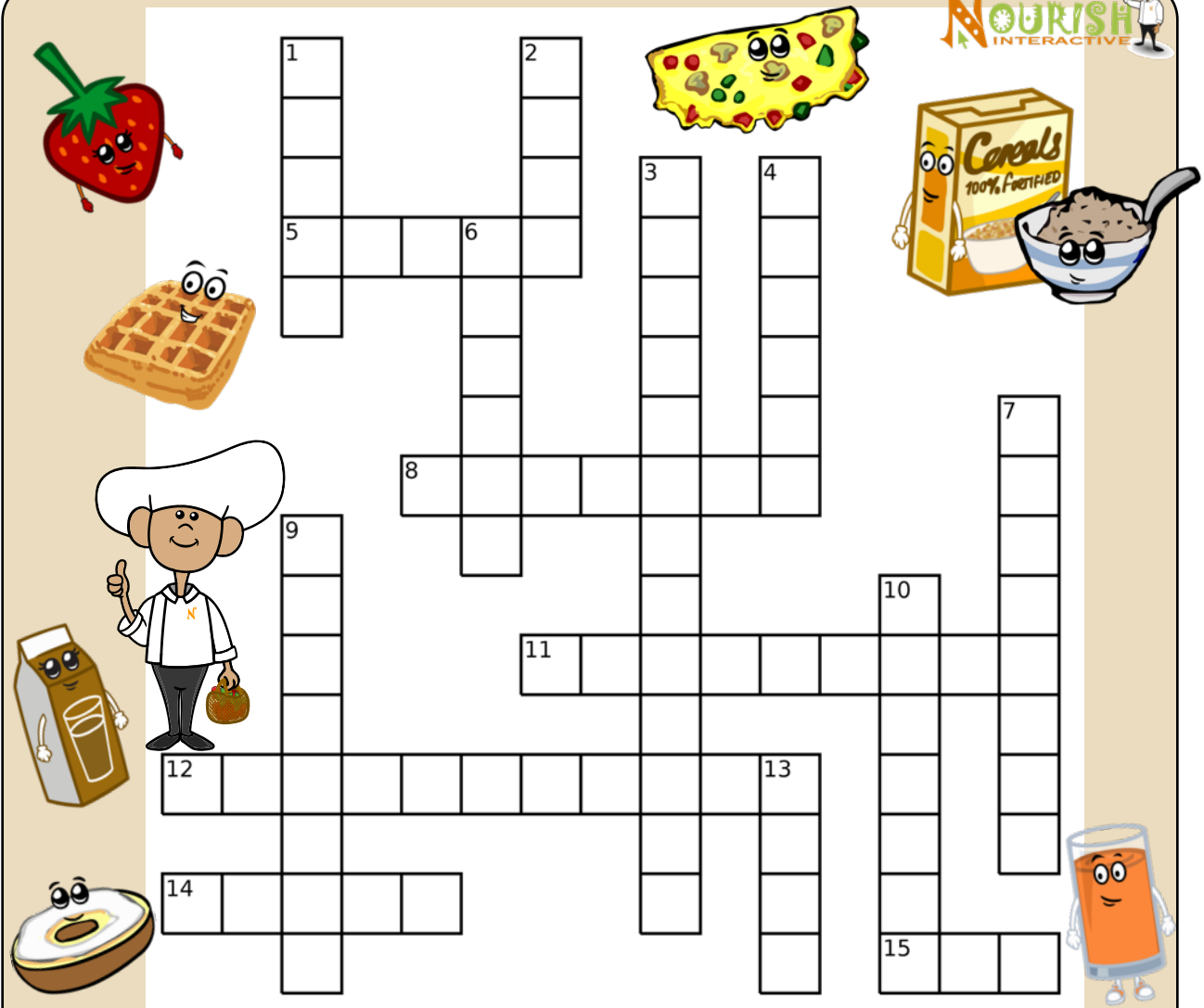
- 1) Chef Solus grows fruits and vegetables on the Solus Farms and brings it home.
- 2) Chef Solus brings food from the Solus' Farmer's Market to their dinner table.
- 3) Chef Solus sells his produce to the Grocery Store where the school cafeteria serves for lunch.

Draw a line to show the different paths the food travels to reach the Explorers.



Chef Solus Breakfast Crossword Puzzle

NOURISH
INTERACTIVE



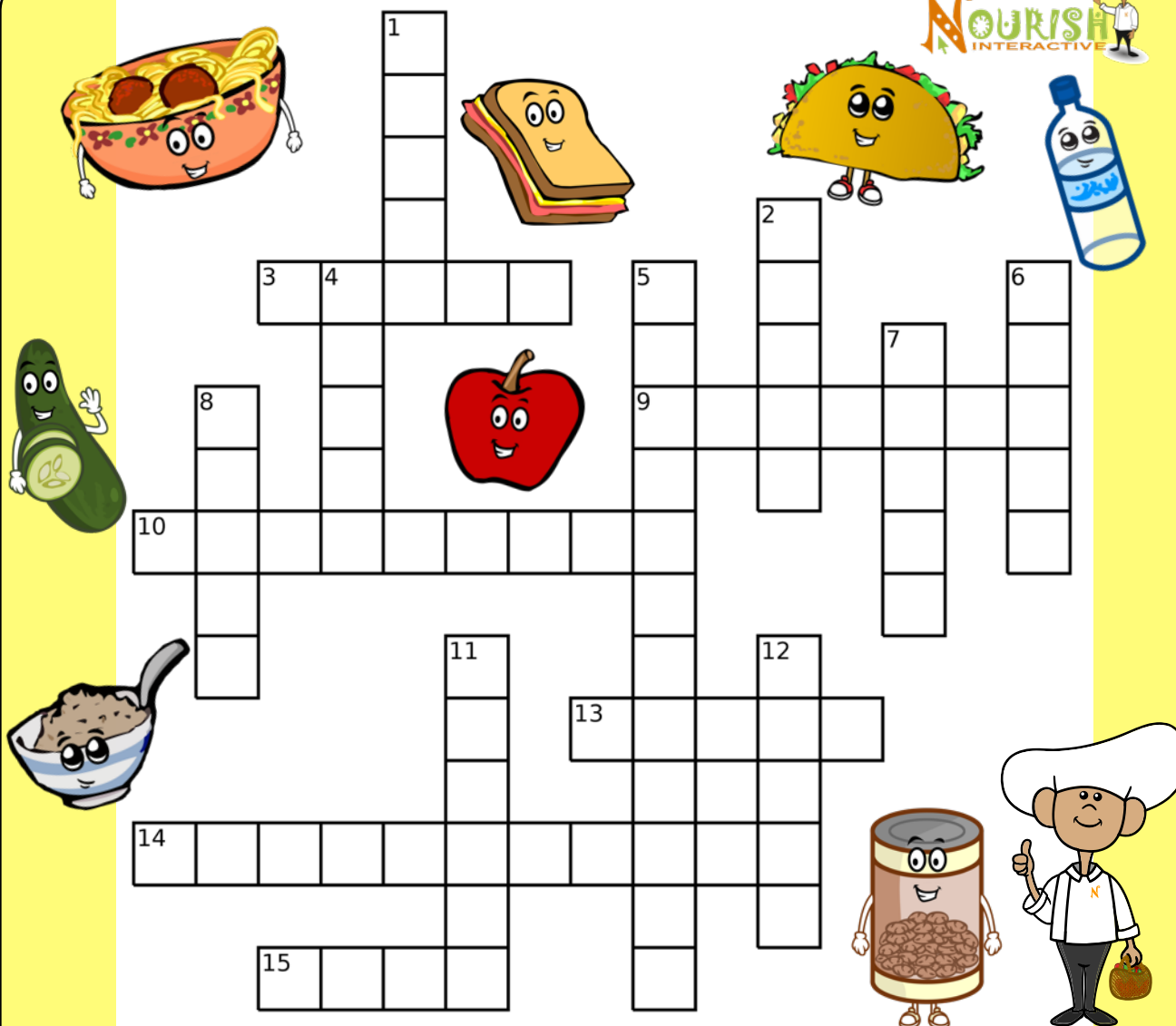
Across

- 5 The small meal after breakfast and before lunch
8 Belgium _____ with strawberries
11 This meal helps you do great in school
12 This fruit juice has vitamin C
14 Put cream cheese or peanut butter on this
15 Ome____ with mushrooms and cheese

Down

- 1 French _____ or pancakes
2 This taste great with whole grain cereal
3 This comes from a cow but its not white
4 Home fries or hash _____
6 Some kids like to eat this without milk.
7 Bananas, strawberries and yogurt mixed together to make a _____
9 Mickey Mouse shaped _____ with eggs
10 Eat this warm with milk, raisins, and brown sugar.
13 Scrambled, poached and fried _____

Chef Solus Fiber Crossword Puzzle



Across

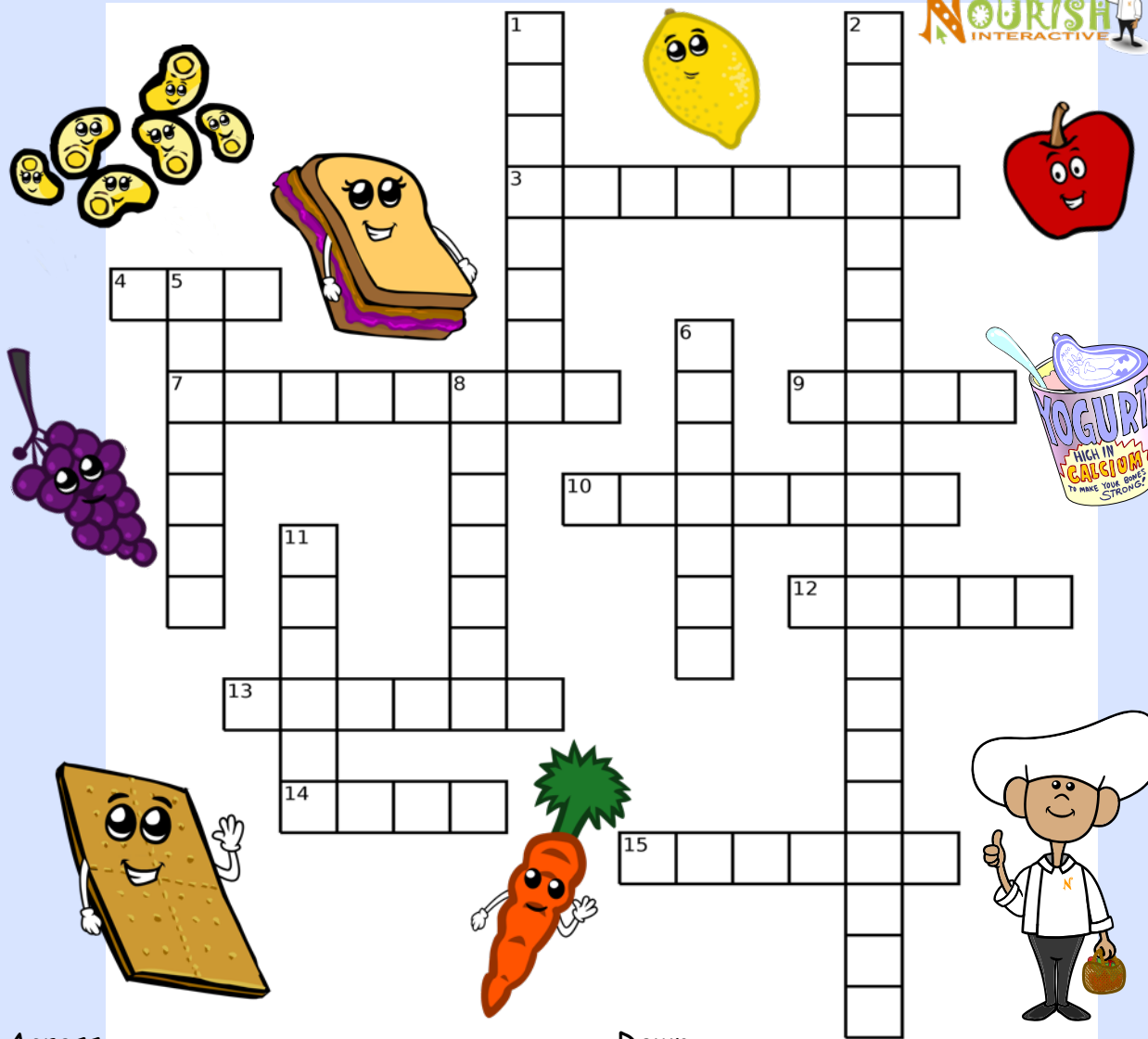
- 3 H₂O is the chemical symbol for _____
- 9 This is high in fiber and taste great with milk and raisins for breakfast
- 10 Veggie is short for _____
- 13 The tomato is not a vegetable, instead it is a _____
- A drink that is the color of the grains group
- 15 High fiber foods (fruits and veggies) make your stomach feel _____

Down

- 1 Bread's main ingredient
- 2 Spaghetti and penne are types of _____
- 4 Red and delicious is my favorite type of _____
- 5 Cherrios and Kix have this; same goes for whole wheat bread.
- 6 Chef _____
- 7 Chicken, rice and _____ make a great taco; They are high in fiber too.
- 8 A sandwich needs two pieces of whole grain _____
- 11 What do most kids eat for breakfast?
- 12 Oatmeal and beans are high in _____

Chef Solus Lunch Crossword Puzzle

NOURISH
INTERACTIVE



Across

- 3 Lemon juice on top of sliced apples help prevent ____
- 4 You need an ____ pack in your lunch box (burrr)
- 7 Besides your backpack, make sure you have your ____
- 9 Trail mix usually contains these
- 10 Ranch dressing is a good dip for ____
- 12 Many kids don't like the ____ on bread
- 13 Crackers and ____ is a good side dish
- 14 Your bones gets strong when drinking this
- 15 These small sweet fruit can be green, red or black

Down

- 1 Hummus is a dip made of this bean
- 2 A very popular kid's sandwich
- 5 Milk contains this mineral to make bones strong
- 6 This container will keep your pasta warm at school
- 8 Vanilla yogurt goes good with fresh blue ____
- 11 This cracker rhymes with Sam

MyPlate Crossword Puzzle

Use the words from MyPlate to help you complete this puzzle.

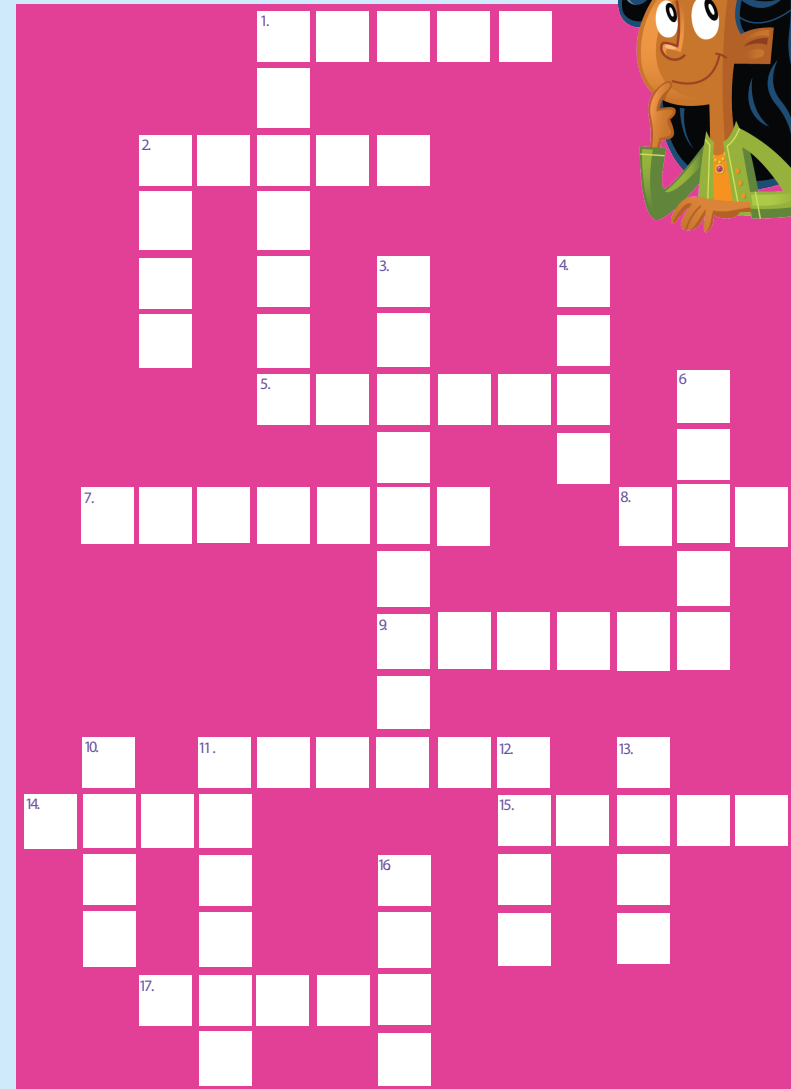


Across

1. Use the My _____ as a guide.
2. Apples, oranges, and bananas fit into this food group.
5. This sweet, smooth food comes in many different flavors and is a great way to get calcium for your bones.
7. _____ are an orange vegetable.
8. Try fat-free or low _____ foods when you can.
9. Use whole-grain _____ for your sandwiches.
11. Cheddar, swiss, mozzarella, monterey jack are examples.
14. Fits into the grains group of MyPlate. Goes great with stir-fry.
15. MyPlate is a _____ to help you eat a variety of foods for a healthy body.
17. Spaghetti is a type of _____.

Down

1. Chicken and turkey are examples of _____.
2. Eat a variety of _____ from all of the groups.
3. Broccoli and green beans are examples of a _____.
4. These are a great source of protein and can be mixed with cereal and dried fruit for an "on-the-go" snack.
6. Pinto, kidney, black, refried – there are lots of different kinds and they can be eaten lots of different ways.
10. Vegetable or olive _____ are often used for cooking and are part of a healthful diet.
11. This makes a quick and easy "ready-to-eat" breakfast with fruit and milk.
12. You can hard-boil, scramble, fry, or poach these, or eat them as an omelet. How do you like your _____?
13. Salmon and trout are examples of _____.
16. Lean _____ is an excellent source of protein, iron, and zinc.



MYPLATE GROCERY STORE BINGO

Circle foods you see in the grocery store. If you find 5 in a row, yell MyPlate Bingo!

Fruits	Vegetables	Grains	Protein	Dairy
<p>Apple</p>	<p>Avocado</p>	<p>Bread</p>	<p>Beans</p>	<p>Milk</p>
<p>Blueberries</p>	<p>Broccoli</p>	<p>Cereal</p>	<p>Chicken</p>	<p>Cottage Cheese</p>
<p>Cantaloupe</p>	<p>Corn</p>	<p>Free Space</p>	<p>Eggs</p>	<p>Soy Milk</p>
<p>Grapes</p>	<p>Sweet Potato</p>	<p>Popcorn</p>	<p>Peanut Butter</p>	<p>Cheese</p>
<p>Orange</p>	<p>Tomatoes</p>	<p>Rice</p>	<p>Tuna Fish</p>	<p>Yogurt</p>

ChooseMyPlate.gov/Families

INFORMATION FOR ADULTS

With a variety of sights and smells, grocery shopping can be an exciting activity for kids. It can also be a little stressful for adults trying to buy groceries while keeping children entertained. MyPlate Grocery Store Bingo is a fun and educational activity that will focus the attention of your little ones while also allowing you to get your shopping done. That's what we like to call a **"MyPlate, MyWin!"**

AGES: 5 & UP

While most appropriate for elementary school-aged children, this activity can be modified for other ages.

- For older children, consider giving them their own shopping list so they can help you shop.
- For younger children, ask them to find foods of various colors and shapes.

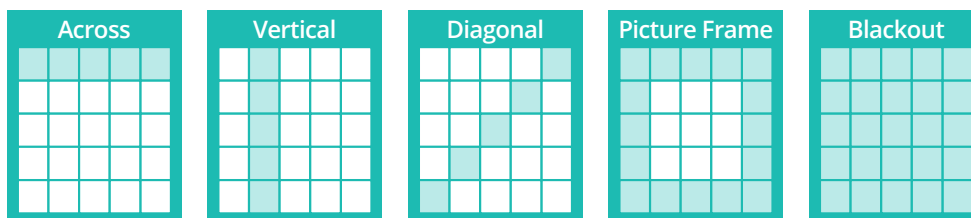
INSTRUCTIONS:

- Print off the bingo cards for kids accompanying you on a grocery shopping trip.
- Give them a pen or pencil and let them circle foods they see in the store while you shop.
- Explain that we need foods from all five food groups.
- Explain that fresh, frozen, and canned varieties all count.



TIPS:

- You can use this bingo card multiple times. In addition to the traditional style of bingo where you try to get five across, five vertical, or five diagonal, kids can also play picture frame where they try to find all of the foods on the perimeter of the card or black out where they try to find every food on the card.



- If you have more than one child with you, kids can either compete against one another—whoever finds five in a row first wins—or work together as a team. This can be especially helpful if you have an older child that can help a younger child.
- Consider offering a prize for completing the bingo sheet. For example, take a family trip to the park or go for a bike ride together.

Lunch - Word Scramble

Unscramble each word. Then place the numbered letters into the matching boxes below.

HWLEO WATHE


SERSCCE

	3	12		17	

TEARW

	4			19

GAHMAR CRKEACRS




WICHASND

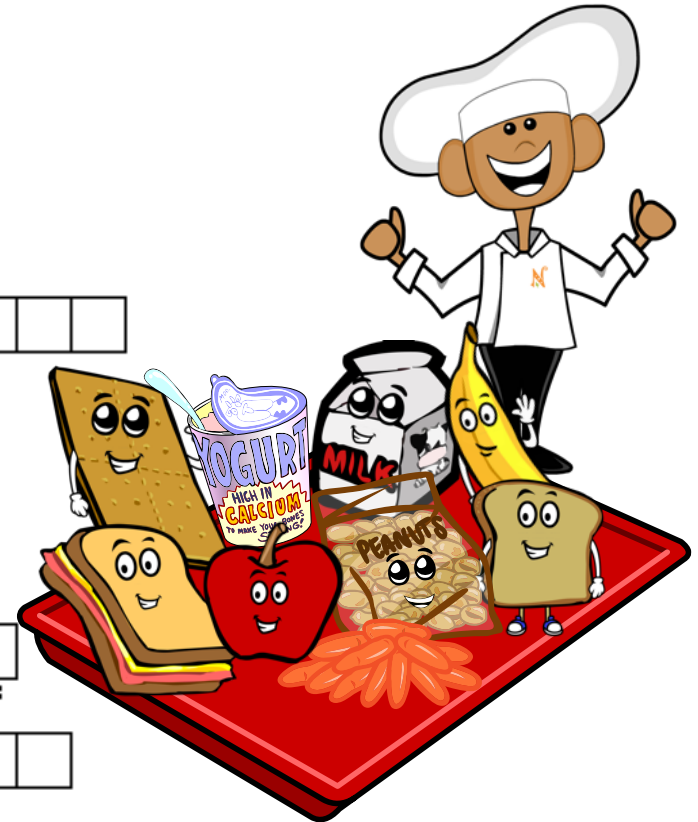
IHLKL

A horizontal number line is shown, divided into four equal segments by three vertical tick marks. The number 5 is written below the third tick mark from the left.

COTRAR SCKIST

WOL TAF RYUTGO





1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	P	17	18	19	B	20	21	22	23
													24	25	26	P								

WORD SCRAMBLE-WHOLE GRAINS

Grab Some Grains!

Unscramble the words and place the correct spelling in the boxes. Copy the letters from the numbered boxes into the

boxes at the bottom of the page with the same number to decode the hidden message.

PCNROPO

--	--	--	--	--	--	--

10

NRBOW ICER

--	--	--	--	--	--	--	--	--

13

12

LEISUM

--	--	--	--	--	--

14

EKAWTBHCU

--	--	--	--	--	--	--	--	--

2

HOEWL TEWAH ABDER

--	--	--	--	--

4

--	--	--	--	--

11

3

--	--	--	--	--

8

TEAMALO

--	--	--	--	--	--	--

6

7

LEWOH NIAGR YABELR

--	--	--	--	--

5

--	--	--	--	--

9

--	--	--	--	--	--

1

--	--	--

1 2 3

--	--	--	--	--

4 5 6 7 8

--	--	--	--	--	--	--

9 10 11 12 13 14

Adapted from

Team Up At Home Team Nutrition Activity Book

Answer key: popcorn, brown rice, muesli, buckwheat
whole wheat bread, oatmeal, whole grain barley

Be Active Every Day for at Least 60 minutes
and you will be a 'Move-It" Kid!



After kicking the football, explorers like to throw it. Color this picture.



Explorers eat healthy foods so they have energy to be active, play and have lots of fun.
Can you find the words hidden in this puzzle?

Y	D	E	V	O	M	J	P	N	G	ACTIVE FUN JUMP RUN BICYCLE MOVE WALK DANCE
I	G	E	C	J	Y	E	Y	I	J	
D	M	A	Z	P	C	P	M	U	J	
E	R	M	P	V	Z	J	M	Z	F	
A	B	I	C	Y	C	L	E	I	X	
A	C	T	I	V	E	R	C	T	A	
J	L	P	E	F	U	N	N	H	N	
W	A	L	K	P	Y	C	A	P	U	
L	M	Q	R	R	B	G	D	M	R	
C	L	F	Q	J	I	I	W	X	Y	

Have Fun With Fruits and Vegetables



Find the hidden fruits and vegetables in the puzzle. Words can read up, down or across, from left to right or right to left.

Find:

Apple
Banana
Broccoli
Carrots
Celery
Eggplant
Grapes
Kiwi
Orange
Papaya
Pear
Peas
Squash
Yams

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

Fruit and Vegetable Goals

Name a fruit you would like to try:

How will you eat this fruit?
(On cereal, as a snack, for dessert, with dinner or on pancakes.)

Name a vegetable you would like to try:

How will you eat this vegetable? (As a snack, with dip, or for lunch.)



Adapted from

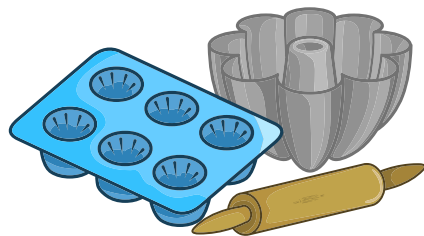
Team Up At Home Team Nutrition Activity Book



Cooking with Kids Kitchen Fun Word search



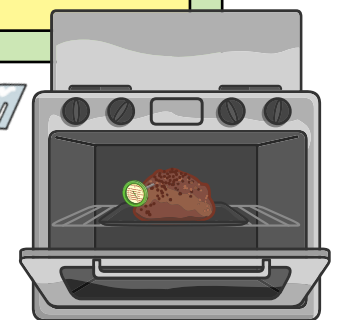
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O	I	X	S	D	H	O	N	E	O	C	C	O	T	Y
B	N	S	Q	A	O	F	N	T	G	G	C	W	A	T
M	A	N	F	K	O	D	J	N	V	N	G	L	P	E
R	M	K	I	E	E	T	I	V	Y	I	V	G	S	F
Y	D	N	I	R	H	R	O	S	R	N	W	G	G	A
Z	G	P	I	N	U	C	N	R	D	O	U	W	F	S
W	B	F	W	S	G	F	J	E	P	S	H	A	G	D
A	W	I	A	F	N	D	G	T	H	A	M	Y	G	O
S	V	E	Z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



TOASTER
ROLLER
BAKING
REFRIGERATOR
SPATULA

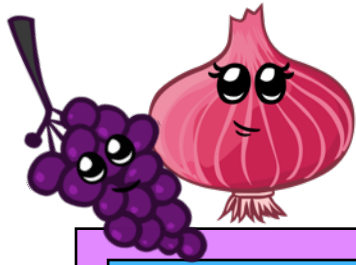
COOKING
MEASURING CUPS
FOOD SAFETY
CHEF
RECIPES

SEASONING
BOWL
KITCHEN
BLENDER
STOVE



Visit www.ChefSolus.com for free kids' nutrition games, interactive word puzzles and fun healthy cooking activities!

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Eating with Color Word Search Puzzle!

Find the Blue and Purple Foods

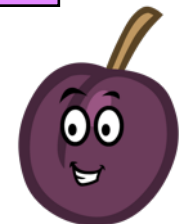
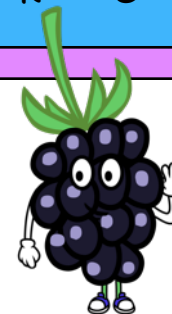


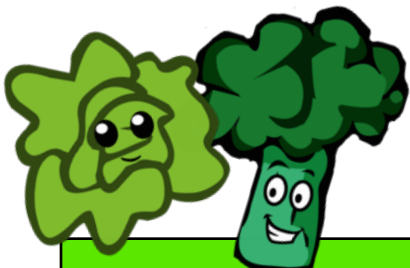
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S	B	I	E	G	G	P	L	A	N	T	W	P	I	P
J	B	L	N	W	X	N	K	F	T	F	A	L	W	P
W	E	E	A	P	R	F	W	H	H	R	E	I	E	N
W	M	I	E	C	V	W	V	X	G	H	C	D	W	A
B	B	S	Z	T	K	Z	W	S	N	I	S	I	A	R
X	A	C	Y	K	S	B	G	H	C	W	C	D	Z	A
R	W	B	L	U	E	B	E	R	R	I	E	S	S	X
Y	B	U	L	J	N	D	Y	R	A	V	J	D	C	N
W	G	C	M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



BLUEBERRIES
GRAPES
BLACKBERRIES
PLUMS

RAISINS
EGGPLANT
BEETS
RADISHES



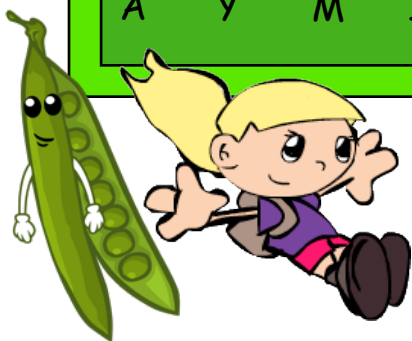


Eating with Color Word Search Puzzle!

Find the Green Foods

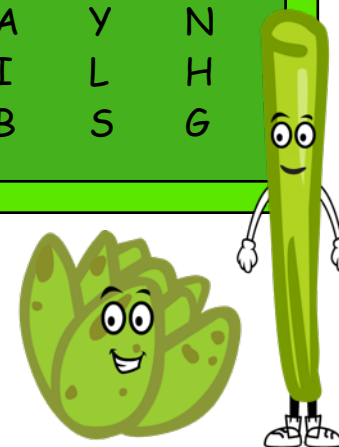


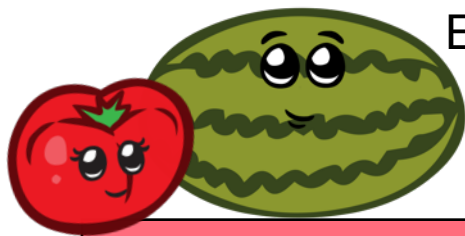
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J	N	I	C	F	P	N	H	B	R	O	Q	W	I	A
U	K	L	Q	I	I	P	Y	T	J	G	Z	M	S	Z
Q	O	X	N	E	H	V	I	S	I	X	N	P	J	I
X	S	A	S	G	S	C	Y	U	H	Q	A	R	L	W
T	C	H	D	S	H	C	R	E	C	R	V	O	R	I
H	Z	T	E	O	E	N	G	N	A	T	C	H	N	K
I	Q	J	K	L	O	A	M	G	J	C	L	D	U	N
J	I	E	E	E	B	V	U	S	O	E	C	C	Q	C
I	E	R	S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



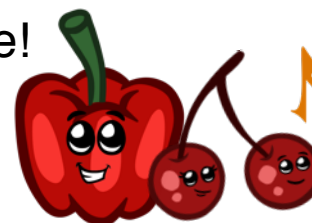
LETTUCE
CABBAGE
CELERY
LIME
PEAS

BROCCOLI
KIWI
SPINACH
ASPARAGUS
ARTICHOKE





Eating with Color Word Search Puzzle! Find the Red Foods

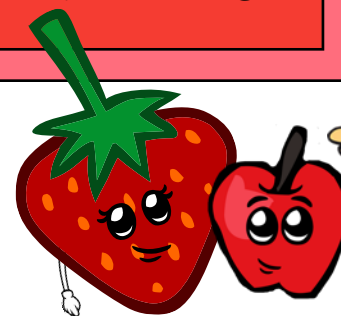


D	Q	S	M	V	T	L	Z	F	M	G	K	K	O	I
X	R	F	L	Y	R	R	E	B	P	S	A	R	J	R
R	E	I	F	I	F	N	R	G	I	C	Z	E	T	S
O	P	P	I	T	X	K	U	F	R	S	T	O	S	E
B	P	A	A	P	P	L	E	A	H	A	M	L	Z	I
Y	E	J	Q	O	E	N	N	O	N	A	P	N	G	R
R	P	H	Q	E	T	B	G	A	T	E	G	O	X	R
R	L	L	J	G	E	U	R	O	X	Y	E	L	X	E
E	L	I	D	R	A	G	D	L	W	U	J	E	T	H
B	E	M	R	V	E	V	Z	R	T	A	E	M	I	C
W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



TOMATO
RED BELL PEPPER
APPLE
CHERRIES
RASPBERRY

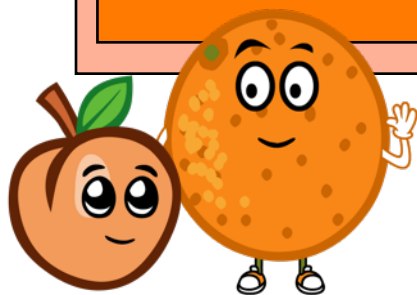
STRAWBERRY
CRANBERRY
POMEGRANATE
GUAVA
WATERMELON





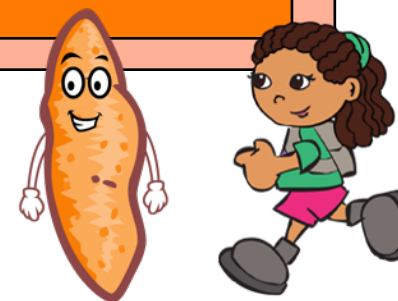
Eating with Color Word Search Puzzle!

Find the Orange Foods



CANTALOUPE
PAPAYA
MANGO
CARROTS
PEACH

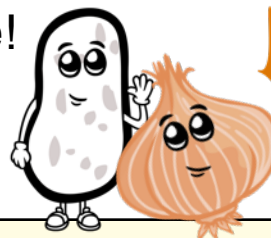
PUMPKINS
SQUASH
APRICOTE
SWEET POTATO
ORANGES



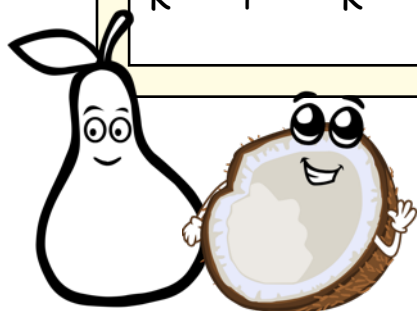


Eating with Color Word Search Puzzle!

Find the White Foods



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



ONIONS
TURNIPS
CAULIFLOWER
POTATO

MUSHROOM
GARLIC
WHITE PEACH





Eating with Color Word Search Puzzle!

Find the Yellow Foods

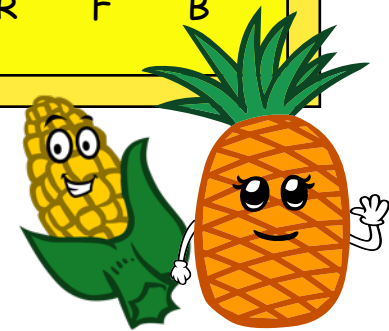


V	Q	D	J	V	K	F	X	S	W	P	G	H	N	Y
C	H	Z	P	B	S	A	Y	J	G	K	F	N	O	P
G	E	T	I	U	S	E	N	I	R	A	T	C	E	N
O	T	F	I	K	P	H	K	K	M	B	C	E	W	Y
U	H	S	A	U	Q	S	W	O	L	L	E	Y	E	H
P	A	B	Q	Q	R	C	E	Q	I	X	I	L	T	D
I	I	A	B	M	F	F	G	X	E	L	L	Q	W	A
E	O	N	E	X	X	M	E	J	Y	O	E	F	K	W
C	A	A	E	W	V	L	S	P	W	X	W	M	S	R
E	M	N	J	A	S	L	T	P	A	N	L	U	O	L
I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



BANANA
PINEAPPLE
CORN
LEMON

YELLOW SQUASH
GRAPEFRUIT
NECTARINES
YELLOW PEPPER

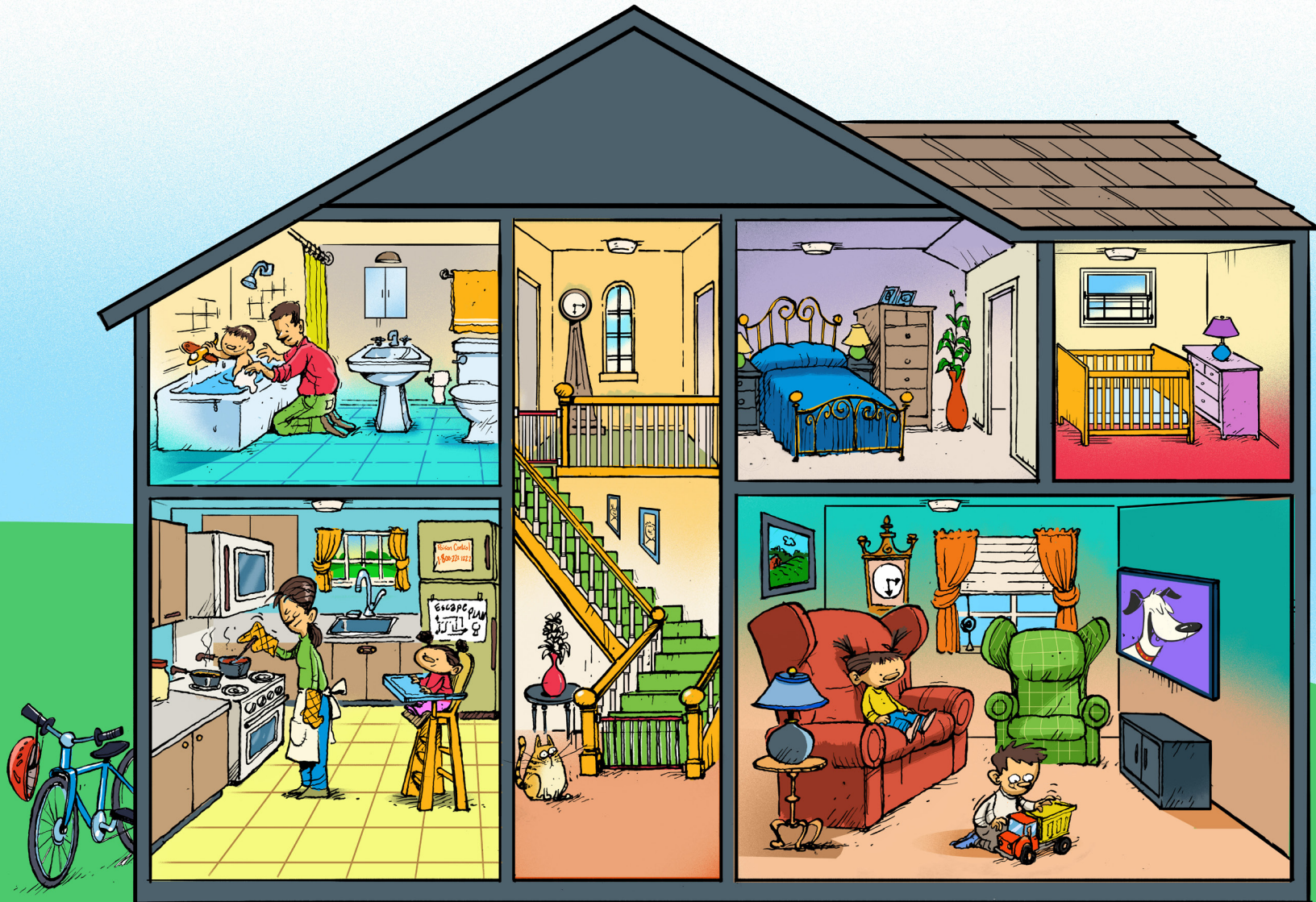


Home Safety Challenge



What's NOT safe?

Home Safety Challenge



What's safe?



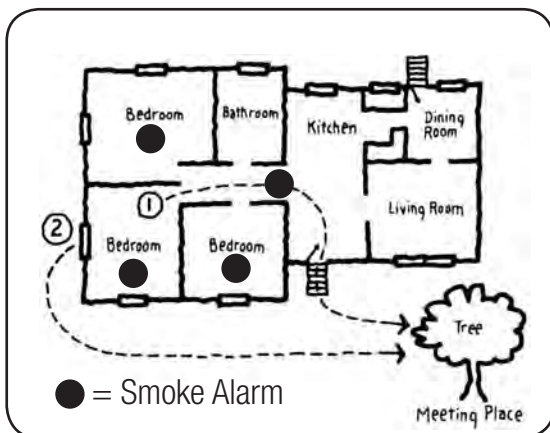
Answer Key and Safety Messages

ROOM	RISKS IN UNSAFE HOUSE	SAFETY MESSAGES
Bathroom	Child left unattended in the tub	Always supervise children in and around water without being distracted.
	Medicine left on bathroom sink	Put all medicine and vitamins out of reach and out of sight of children, even if you take it every day.
Hallways and Stairs	No smoke detectors in downstairs or upstairs hallways	Make sure there is a working smoke alarm on every level of your home, especially near sleeping areas. Test the alarms every month.
	No gates at top or bottom of stairs	Use approved safety gates at the tops and bottoms of stairs, and attach them to the wall, if possible.
Parent/Caregiver Bedroom	No smoke detector	Make sure there is a working smoke alarm on every level of your home, especially near sleeping areas. Test the alarms every month.
Nursery/Child's Bedroom	Soft bedding and toys in crib	Make sure babies sleep on their backs and in their own crib. Keep cribs clear of soft bedding and toys.
	No smoke detector	Make sure there is a working smoke alarm on every level of your home, especially near sleeping areas. Test the alarms every month.
	No window guard	Properly install window guards or stops to help prevent falls from windows.
Kitchen	Mom holding baby while cooking	Don't carry or hold a child while cooking. It's better to put your child in a high chair where you can still see them.
	Mom cooking on front burners of stove with pot handles turned outward	Cook on the back burners of the stove and keep pot handles turned away from the edge.
	Cleaning solutions left under the sink, within reach of children	Household cleaning products should be stored out of children's reach and sight. Use cabinet locks on low cabinets.
	No Poison Help number posted (refrigerator)	Save the Poison Help number in your phone, and post the number in a place where it can easily be seen: 1-800-222-1222. (Ask caregivers to save this number in their phones before leaving the station.)
	No fire escape plan posted (refrigerator)	Create and practice a fire escape plan with your family. Know two ways out of every room in case of fire.
	No smoke detector	Make sure there is a working smoke alarm on every level of your home, especially near sleeping areas. Test the alarms every month. Some smoke detectors are specially designed for kitchens to prevent false alarms.
Living room	TV placed on furniture and not mounted	Mount flat-panel TVs to the wall. Use brackets, braces or wall straps to secure unstable or top-heavy furniture to the wall.
	Cords of window blinds	Keeping cords and strings out of children's reach, including those attached to window blinds (use a window cord wind up, cord winder, etc.).
	No smoke detector	Make sure there is a working smoke alarm on every level of your home, especially near sleeping areas. Test the alarms every month.
Outside	No helmet with bicycle	Make sure your child has the right size helmet and wears it every time when riding, skating or scooting.

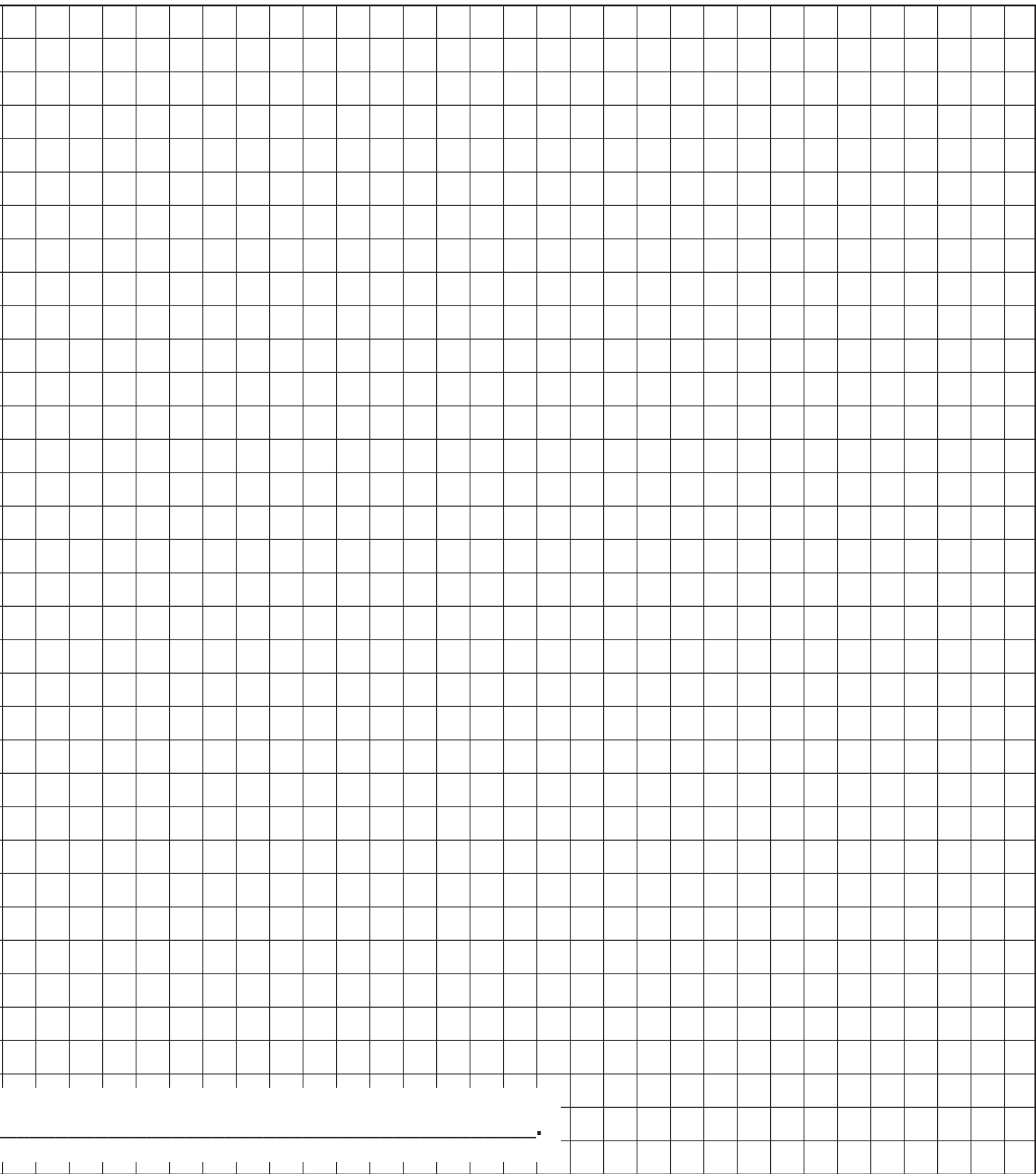


Fire Escape Plan

- Step 1:** Get your family together and draw a floor plan of your home, marking all windows, doors and smoke alarms. Make sure a grownup will help each child wake up and get to safety.
- Step 2:** Show two ways out of each room in case your main route is blocked by smoke or flames. Make sure windows can be opened easily.
- Step 3:** Agree on an outside meeting place where everyone will wait for the fire department.
- Step 4:** Install smoke alarms in or near every sleeping area and on each level of your home. If possible, make them interconnected so if one alarm sounds, they all go off at once. Test them once a month so you know they're working.
- Step 5:** Practice your plan at least twice a year.
- Step 6:** If your smoke alarm sounds, get out fast! And once out, stay out - don't go back inside for any reason!



OUR MEETING PLACE IS _____



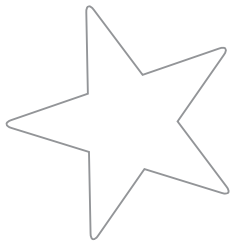


Learn the Safe Way

Activity 4: Grades 2 and 3

Below are some safety tips to help you become a Safety Star. The bold words are hidden in the word search. Find the hidden words and circle them.

1. House cleaners and medicine should be kept in **locked** cabinets.
2. Wear a personal flotation device while learning to **swim** and never swim without a grownup watching.
3. Always tell a grownup about a **safety** danger. Never try to fix it yourself.
4. **Hot water** and liquids can cause serious burns.
5. Always stay at least **three** feet away from a stove.
6. If you find matches or a lighter, do not touch them. Tell a **grownup**.
7. Eat your **food** slowly to avoid choking.
8. Toys, clothes, and **bookbags** should be put away so no one trips over them.
9. Never take **medicine** or vitamins without a trusted grownup's permission.
10. Learn your address and phone number and all **emergency** phone numbers.



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

