



TRANSFORM COMMUNITIES
CHANGE KIDS' LIVES

NUTRITION

HEALTHY CHOICES,
HEALTHY CHILDREN



Part of the Healthy Lifestyles Program
sponsored by Niagara Cares

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INTRODUCTION

ABOUT THE CAL RIPKEN, SR. FOUNDATION

During his 37-year career with the Baltimore Orioles organization, Cal Ripken, Sr. taught the basics of the game and life to players big and small. After he passed away, his sons and Major League Baseball players Cal and Bill recognized that not every child is lucky enough to have such a great mentor and role model. In this spirit, the Ripken family started the Cal Ripken, Sr. Foundation, a national 501(c)(3) nonprofit organization, in 2001.

By teaching kids how to make positive choices no matter what life throws at them, the Cal Ripken, Sr. Foundation strives to help underserved youth fulfill their potential and become healthy, self-sufficient, successful adults.

ABOUT *HEALTHY CHOICES,* *HEALTHY CHILDREN*

With the support of community-based organizations, the Cal Ripken, Sr. Foundation provides programs, resources, training, and support across the country that directly impact the lives of at-risk youth. A primary component of this support is the *Healthy Choices, Healthy Children* (HCHC) program – a comprehensive life skills curriculum that provides youth development professionals and mentors with a vehicle to begin meaningful conversations with kids who need it the most.

Through discussions about the choices they make today and the consequences that follow tomorrow, combined with activities demonstrating these lessons, youth learn to make productive decisions for their futures.

INTRODUCTION

THE GUIDING PRINCIPLES OF THE FOUNDATION

Cal Ripken, Sr. was a player, coach, and manager in the Baltimore Orioles organization for nearly four decades. He developed great players and, more importantly, great people through his style of coaching. No matter what you are teaching, you can use these four key ideas as your guide.

Keep it simple

Lessons on the field and in life are best learned when presented in a simple manner. Teach the basics and keep standards high.

Explain why

By helping kids understand the connections between everyday decisions and real-life outcomes, we can help them make smarter choices which guide their futures.

Celebrate the individual

When kids are encouraged to be themselves, respected for their opinion, and asked to share it, they are more likely to have a higher self-esteem and a better feeling of self-worth.

Make it fun

If kids aren't paying attention or participating, how much are they learning? Whether it's using a game to teach a concept or motivating kids with a little friendly competition, keeping kids engaged is essential.

Want to hear Bill Ripken explain the guiding principles of the Foundation? Go to [RipkenFoundation.org](https://www.ripkenfoundation.org) and sign up for a free account today!

INTRODUCTION

KEEPING KIDS ENGAGED

Here are some tips to help you structure activities that keep kids engaged, excited, and coming back:

- Have a plan
- Keep activities structured
- Use visual tools (diagrams, cones, props, etc.)
- Provide feedback
- Encourage, encourage, encourage
- Set parameters and stick to them
- Assign groups/teams
- If you use captains, be sure to rotate them often
- Set achievable goals
- Use short time increments
- Rotate activities frequently
- Let kids have input in the activities they like best
- Stay consistent and create routine
- Affirm kids when they do well



NOTES

INTRODUCTION

GETTING STARTED

NUTRITION LESSONS

WRAP UP

GETTING STARTED

GETTING STARTED WITH HEALTHY CHOICES, HEALTHY CHILDREN: NUTRITION

Healthy Choices, Healthy Children has, and always will be, a vehicle to help young people make smart decisions on their path towards a productive adulthood. Included in these decisions is the choice to live an active, healthy lifestyle.

HCHC: Nutrition is simply a tool to begin a discussion about nutrition. We recognize not every kid (or adult) has the same access to nutritional foods. However, every kid should have the same opportunity to learn available options so that they can begin to take control of choices in their lives.

Nutrition can be an incredibly complex topic, but using this curriculum, we hope to introduce youth to the subject in an approachable manner that is easy for any mentor to implement.

This curriculum is broken into seven chapters with accompanying youth worksheets. The chapters are as follows:

Lesson 1: MyPlate and the Five Basic Food Groups

Lesson 2: Nutrients

Lesson 3: Proper Portions

Lesson 4: Nutrition Facts

Lesson 5: Healthy Habits

Lesson 6: Dining Healthy

Lesson 7: Food & Kitchen Safety

Youth worksheets and lesson materials are available for download in the resource portal at www.RipkenFoundation.org/resource-portal

GETTING STARTED

MATERIALS LIST

General Materials

- *HCHC: Nutrition* Resources
- Paper
- Markers, pens, pencils
- Masking tape
- Plastic cups
- Various sports balls (football, baseball tennis ball)
- Cones or spot markers
- Measuring cups
- Dice
- CD or DVD
- Chart paper/flip chart
- Blenders
- Glo Germ and Blacklight (Kits available at www.glogerm.com)
- Plastic knives
- Paper plates

Foods

- Trail Mix or popcorn
- Bagels
- Smoothie Ingredients (see page 46)
- Bananas

Things to Collect/Consider Before Implementation

- Fresh food
- Nutrition labels
- Worksheets found at ripkenfoundation.org/resource-portal
- Clean, preferably unused fast food containers
- Menus from local fast food or popular restaurants in your area

GETTING STARTED

PROGRAM IMPLEMENTATION

No two program sites will implement this curriculum the same way. This is perfectly fine and encouraged! *HCHC: Nutrition* is written as a vehicle to deliver this information to youth but can be used as it best fits your program. Here are some tips for using this curriculum with your organization:

- Plan for a physical activity before or after the lesson. Use *HCHC: Fitness* for ideas of group activities to get kids moving.
- No kitchen needed! Just because the lessons revolve around food does not limit teaching to a kitchen. Use the space available to you. Just make sure there is an opportunity for youth to wash their hands before eating any foods and ensure any surface that comes in contact with food is clean.
- If you are able to – provide a snack!
 - Encourage youth to try new foods – provide healthy snacks, if possible, and try to bring in foods not readily-available to them.
 - Switch it up! It can be easy to buy the same thing over and over again, but try to rotate the snacks you provide.
 - If time allows, involve the youth in preparing the snacks. Have them prepare snack mix, slice apples, pour water, etc. Get them involved in the process and they will be even more enthusiastic about what they're eating.
 - Keep it healthy. This is, after all, a curriculum about making healthy choices, so avoid the chips and sugary drinks to set everyone up for success from the start.
- Check for allergies! Make sure all food you provide is safe for your participants. If a suggested food is an issue, substitute something that is safe for all kids to eat and encounter (as some allergies are airborne or activated via contact).

GETTING STARTED

CONNECTING WITH RESOURCES

When teaching youth about nutrition and healthy eating, some organizations face challenges purchasing food and finding the right mentors. Many funding sources do not allow the purchase of refreshments for one reason or another, making it difficult to purchase food items in general. And often mentors do not feel qualified to teach what seems to be a complex topic. Any mentor can run this program with the information in this book. Here are some tips for finding external resources:

- Partner with a local food pantry or food bank. Some provide resources for teaching nutrition and healthy eating with youth.
- Contact grocery stores in your area. Ask for donations and provide information on the program.
- Find a local culinary school or community college to find potential mentors.
- Have a local farmers market? Make connections with vendors and organizers for potential food donors, as well as mentors or guest speakers.
- Check your funding requirements. Some funding sources allow you to purchase food for educational purposes. Check your paperwork to see if this is the case.

NUTRITION LESSONS

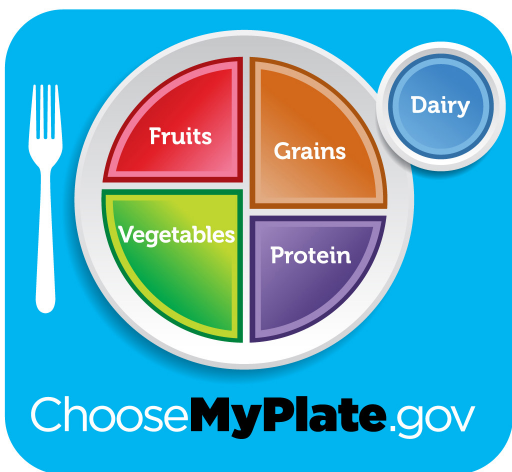
LESSON 1: **MYPLATE & THE FIVE BASIC FOOD GROUPS**

Overview:

Fitness and nutrition are very important to our overall health. If kids learn about nutrition from an early age, they will be able to make healthy food choices that will benefit them their entire life. In this activity, we will learn about the different food groups and MyPlate guidelines established by the U.S. Department of Agriculture (USDA) to meet nutritional needs for each meal. Life revolves around choices. Nutritional education and successful healthy eating habits are determined by kids' ability to make those healthy choices.

Objectives:

- To guide kids in understanding the effects of food decisions they make on a daily basis.
- To gain a better understanding of daily nutritional guidelines and balancing meals with the five food groups.



NUTRITION LESSONS

LESSON 1 WARM-UP: **FOOD LOG**

Time: 15 Minutes

Materials:

- Pens or pencils
- *HCHC: Nutrition* Yesterday's Food Worksheet (one per person)

Instructions:

1. Share with kids that we are going to start a nutrition unit with a focus on our personal eating habits. What do we generally eat and drink each day?
2. Give each kid a copy of the Chapter 1 warm-up sheet from *HCHC: Nutrition Resources*
3. Have kids record what they've had to eat and drink in the past 24 hours for breakfast, lunch, dinner, and snacks or write down what they would typically eat and drink in a day.
4. After kids have finished journaling, have them answer the question:
 - Do you consider yourself a healthy eater? Why or why not?
5. Once everyone has finished, choose a few kids to share their response to the question, and reasoning behind their answer.



NUTRITION LESSONS

LESSON 1, ACTIVITY 1: **FOOD GROUP SORT**

Time: 30 Minutes

Materials:

- HCHC: Nutrition MyPlate Diagram (one per group)
- Food Picture Cards

Set Up Guidance:

- The food picture cards will have to be cut out ahead of time.

Instructions

Activity A

1. Show the MyPlate diagram printout worksheet. Then, introduce the five food group headings that are on MyPlate while saying the following:
 - Vegetables are shown in green on the MyPlate diagram. When eating well-balanced meals, eat a serving of vegetables that fill the largest section on MyPlate. Vegetables come in a variety of colors and provide many vitamins and minerals for good health.
 - Fruits are often compared to vegetables since they also provide vitamins and minerals. Fruits are shown as the red section of MyPlate. This section is smaller than the green vegetable section, but together they fill half of MyPlate.
 - The orange section of MyPlate is healthy grains. Eat whole grains as a fiber-rich food source instead of refined or processed grains. Refined grains have less fiber and nutrients due to the way they are treated when being made.
 - The purple section of the MyPlate diagram is for protein foods. Foods high in protein help the body build, maintain, and repair tissue (especially muscle).

NUTRITION LESSONS

LESSON 1, ACTIVITY 1: **FOOD GROUP SORT**

- Dairy is shown in blue on the upper right section of MyPlate. Dairy products are rich in calcium and vitamin D which are essential nutrients for building strong bones. Choose low-fat milk, yogurt, and cheese as dairy choices.
2. Split up kids into groups of three to four. Pass out food picture cards to each group.
 3. Have groups work together to sort the foods into the five food groups categories.
 4. Once all groups are finished, have them come together and review answers.

Activity B

1. Have kids review their Food Log, and sort what they have eaten into the five categories.

Closing

Once they are finished, have them share with a partner and answer the following questions:

- Did you eat foods from each of the five food groups?
- Were there any of the five groups missing?
- What food groups do they need to include more or less of?

NUTRITION LESSONS

LESSON 1, ACTIVITY 2: **MYPLATE MEALS**

Time: 30 Minutes

Materials

- Magazines with pictures of food (optional)
- Paper
- Markers
- Pencils
- *HCHC: Nutrition* MyPlate Meals Worksheet (one per person)

Instructions

1. Have youth partner up in groups of three to four.
2. Using *HCHC: Nutrition* MyPlate Meals Worksheet, the group will work together to create a MyPlate meal for either breakfast, lunch, or dinner. The MyPlate meal can be created with magazine clippings, sketches, or by labeling the food.
3. Give groups 15 to 20 minutes to create their meals.
4. After 15 to 20 minutes, bring everyone back together. Have each group present their meal and how it complies with MyPlate guidelines. Ask kids to listen for a meal they would be interested in making and trying. You can also ask if this is a meal anyone has not yet tried.



NUTRITION LESSONS

LESSON 1, ACTIVITY 2: **MYPLATE MEALS**

Closing

Our days get busy and if we don't plan our menus or think before we eat, we can find ourselves reaching for foods that are quick and easy, but might not be healthy.

- Have everyone partner up.
- Once everyone has a partner, ask them to discuss one of the following questions. Allow two minutes, then ask the second question.
 - How can you apply what you learned from the MyPlate activity to your daily eating?
 - What is one healthy meal suggestion by a team that you would like to try?

TAKE HOME CHALLENGE

Remember what you learned from the MyPlate activity. Keep a food journal documenting what you eat in a day over the course of a week. You can provide each kid with a *HCHC: Nutrition: Nutrition Food Log Worksheet* for them to use.

NUTRITION LESSONS

LESSON 2: **NUTRIENTS**

Healthy eating is an important part of living a healthy lifestyle. Good nutrition means your body gets all of the nutrients, vitamins, and minerals it needs. The nutrients from food consumed are essential to the human body. In this activity, kids will learn about some important nutrients found in food.

Objectives

- To develop an understanding of the nutrients from foods and what they provide to our body.
- To learn about the nutrients found in a variety of different foods.



NUTRITION LESSONS

LESSON 2, WARM UP: **CUP STACKING RELAY**

Time: 15 Minutes

Materials

- 5 sets of 3 cups
- Masking tape
- Markers

Set-Up Guidance

- Establish a starting line and racing lane for each team.
- Place each set of three cups in a stack at an established spot for each group. Make sure groups know which stack they are using.

Instructions

1. Bring everyone together in a circle. Demonstrate making a pyramid using three cups, then taking the pyramid down into one stack. Participants will have to do this when it is their turn.
2. Next, break participants into five groups and assign a food group to each team. If the groups are uneven, designate one member from each smaller group to go twice.
3. Have group members get in a line. On "go," the lead runner will run to their set of cups to stack and unstack. Once they have completed the pyramid, they run back to the start line and high five the next person on their team. Once a runner has completed the stacking, they sit down. When the last runner from each team crosses the start line, their team yells out their food group, ie VEGETABLES! The fastest team wins.

Variation

Stack 3, 6, or 12 cups

Run the relay for a set amount of time.

NUTRITION LESSONS

LESSON 2, ACTIVITY 1: **NUTRIENT HUNT**

Time: 30 Minutes

Materials

- Nutrients Cards
- Tape
- *HCHC: Nutrition: Nutrient Note Taking Worksheet* (one per person)

Set-Up Guidance

- Hang up the Nutrition Cards in different locations around the room.

Instructions

1. Tell kids that they are going to go on a “Nutrient Hunt” to gather information on different nutrients. For this activity, provide each kid with a Nutrient Note Taking sheet from the *HCHC: Nutrition Resources*, and a pen or pencil. They will fill in the blanks on the Note Taking sheet. They can work alone or in small groups.
2. The information they need is in the room on the Nutrient Cards. Tell them to look around, use the pictures, unscramble the words, and find out facts about nutrients. When they are finished find a place to sit down.
3. Allow 30 minutes, then bring everyone back together to go over the answers.

Closing

Have participants turn to someone sitting close to them, and share two facts that they learned.

NUTRITION LESSONS

LESSON 2, ACTIVITY 2: **QUIZ NUTRIENT TRADE**

Time: 30 Minutes

Materials

- Questions & Answer Cards

Set-Up Guidance

- Cut out the cards.

Instructions

1. Provide each child with a Question & Answer Card. Hold up and show kids that one side of the card has a question and the other side provides the answer. Mentors will need to model the next step.
2. Partner A holds up the flashcard to show Partner B the question. Partner B answers. Partner A praises if correct and helps if incorrect and provides the correct answer. They switch roles and Partner B asks Partner A, the next question.
3. Once finished, partners switch cards and find a new partner. The process continues for an allotted amount of time, or kids have had an opportunity to interact with every flashcard.

Closing

Have kids come together in a large circle and discuss what are some foods that they are going to try and eat more of because of the nutrients the food provides.

TAKE HOME CHALLENGE

Choose one or two of the foods suggested to try to eat more of because of the nutrients provided. List the choices in your journal. At the end of each day, take notice if you included more of the nutrients in your diet.

NUTRITION LESSONS

LESSON 3: PROPER PORTIONS

One of the largest, but easiest ways kids and adults can practice healthy eating is by being mindful of their portion sizes. Eating correct portions helps people make sure they are getting the correct number of servings for each type of food. Eating too little or too much of any particular food group has its downfalls. Some days we all will eat more than we intend or less than we intend but being mindful of a correct portion helps us be healthier. In this activity kids will learn different ways to measure portion sizes.

The general recommended daily amounts for the five major food groups are as follows:

- Grains (6 ounces daily)
- Vegetables (2-2.5 cups daily)
- Fruit (1.5-2 cups daily)
- Dairy (3 cups daily)
- Protein (5-5.5 ounces daily)

*Try to limit fats, oils, and sweets to as few as possible. The other five groups allow us to get enough fats and sugars throughout the day.

IMPORTANT

These are general serving recommendations for kids ages 9 to 14. The actual amount of food consumed on a daily basis depends on your age, gender, size, and the amount of exercise a kid gets each day.

To get a free personalized nutrition plan, track foods, and physical activities, and gain tips for healthier choices, use the MyPlate: Super Tracker tool located here:

www.choosemyplate.gov/supertracker-tools.html

NUTRITION LESSONS

LESSON 3: **PROPER PORTIONS**

Objectives

- To gain an understanding of the difference between serving and portion size.
- To apply knowledge of serving size when serving portions.

Vocabulary

- Portion - the amount of a food selected by an individual to eat at one time.
- Serving Size - a set amount of food listed on a Nutrition label



NUTRITION LESSONS

LESSON 3, WARM UP: **FOOD TEAM TOSS**

Time: 15 Minutes

Materials

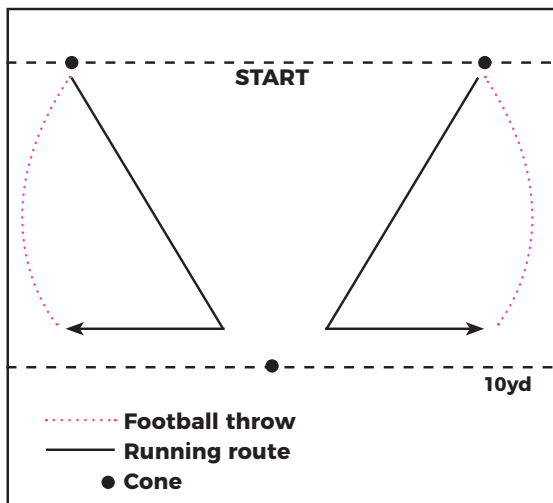
- Football or other ball
- 2 cones or spot markers

Set-Up Guidance

- Set up the cones as shown in the diagram.

Instructions

1. Split kids up into two teams. Have them line up in single file lines (one on the right side and one on the left).
2. Have one mentor serve as quarterback for each team.
3. Each kid runs the route one at a time. Go through the whole team four times.
4. The quarterback throws the ball to each kid at the end of the 10-yard route naming a food group.
5. The kid responds back with a food from the food group called out while trying to catch the ball.
6. The team with most catches after four rounds wins!



NUTRITION LESSONS

LESSON 3, ACTIVITY 1: **PORTION MEASUREMENTS**

Time: 30 Minutes

Materials

- CD or DVD
- Baseball
- Tennis ball
- 4 dice
- Deck of cards
- Variety of measuring cups
- Foods (cereal, trail mix, popped popcorn)
- Large bagel
- *HCHC: Nutrition: Portion Size Worksheets* (one per person)

Set-Up Guidance

- Set up three to four stations with measuring cups, bowls, and food in an area with counters or tables. Also, be aware of any potential food allergies kids under your supervision may have. Trail Mix could be substituted with Chex Mix or pretzels.

Instructions

1. Have kids gather in a circle. Share with them that you will be asking a question. If they answer “yes” to the question, go to the left side of the room. If they answer “no”, go to the right side of the room.
2. Explain to the group the difference in portions and servings. A serving is the suggested amount of food to consume at one time. A portion is the amount of food you actually eat. Ideally your portion sizes match a serving.
3. Next, hold up a bagel. Ask kids if the bagel looks like a serving size portion. Walk around the circle allowing everyone an opportunity to look closely at the bagel.
4. Once kids have chosen their side, ask one participant on each side to justify their answer.
5. Mentor will then share with kids that the bagel they are holding is actually more than a serving size. A serving size is one ounce or one fourth of a large bagel. Ask the group to raise their hand if they only eat one fourth of a bagel at a time.

NUTRITION LESSONS

LESSON 3, ACTIVITY 1: **PORTION MEASUREMENTS**

6. Allow kids to read over the *HCHC: Nutrition: Portion Size Worksheets*. Once they are finished, hold up one measurement visual at a time. Start with the CD, the visual for grains. Ask kids to share anything that surprised them about the portion size measurement for grains. Then continue with the baseball-vegetables, tennis ball- fruit, four dice-dairy and a deck of cards-protein.
7. Share with kids that they will be measuring out different food items. Start with the cereal. Choose one or more kids to pour the amount of cereal they would typically take into a bowl. Then, measure the serving size that is listed on the nutrition label using the cereal from the first bowl. Pour it into a second bowl. Does the first bowl still have cereal? What have you learned about your portion size? Did the portion the kid poured match the suggested serving size? Repeat with the popped popcorn.
8. Next, have kids measure out the recommended serving size of trail mix. Mentor will ask: Is this the amount of trail mix you would normally take to eat at one time? If you normally take more, approximately how many servings do you take as one portion?

Closing

Ask kids to write down some of their observations or thoughts about serving and portion size on their worksheets.



NUTRITION LESSONS

LESSON 3, ACTIVITY 1: **PORTION MEASUREMENTS**

Now before we talk any more about portions, let's ask ourselves a very important question:

Just how much is a “serving” of each type of food?

Not all of us have food scales or measuring cups on hand every time we eat. But here are some ways that everyone can be sure they are getting the right number of servings from each food group every day!

GRAINS

(Eat about 6 ounces a day)

One ounce of grains = One regular sized slice of bread

One regular sized slice is about the size of a CD and as thick as your finger!



A sandwich made with two slices of regular bread equals two ounces from the grain group—that's a third of what you should get in a day!

If you're used to eating really big or thick bread slices, they might be two ounces per slice or four ounces per sandwich. Four ounces out of a daily six—that's two thirds of your grains!

Remember, one giant muffin you get at the bakery might be three ounces or more, so that's half your daily grains, just on breakfast, and you've still got lunch and dinner to think about!

Here are some more examples of one serving of grains:

- 1/2 cup of oatmeal or other hot cereal
- About 1 cup of dry cereal
- 1/2 cup of cooked pasta or rice
- 1/2 of an English muffin

NUTRITION LESSONS

LESSON 3, ACTIVITY 1: PORTION MEASUREMENTS

VEGETABLES

(Eat about 2 to 2.5 cups a day)

**One serving or one cup of vegetables = one
baseball**

One serving or one potato = one computer mouse



An important point to know is that raw leafy green vegetables, like lettuce and spinach, two cups only count as one serving. However, these leafy greens are packed with important nutrients and can be used to make delicious meals and salads!

Here are some more examples of one serving of vegetables:

- 1 cup of most raw or cooked vegetables or vegetable juice
- 2 medium carrots or a dozen baby carrots
- 1 large sweet potato or 1 medium white potato

FRUIT

(Eat about 1.5 - 2 cups a day)

One serving or one cup of fruit = one tennis ball



Lots of fruits contain vitamins and natural sugars, which gives them their super sweet taste!

NUTRITION LESSONS

LESSON 3, ACTIVITY 1: PORTION MEASUREMENTS

Here are some more examples of one serving of fruit:

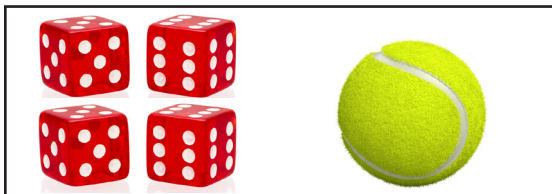
- 1 medium apple
- 1 cup of fruit cocktail
- 1 large banana
- 1 cup of applesauce

DAIRY & MILK

(Eat about 3 cups a day)

One serving or one cup of cheese = four dice

One serving or one cup of milk/yogurt = one tennis ball



Often times with dairy products such as milk, yogurt, and cheeses, low-fat or non-fat options are available. These lower fat dairy products provide important nutrients such as calcium without the negatives of added sugar or empty calories.

Here are some more examples of one serving of dairy:

- 1 cup of milk
- 1 cup of yogurt (a regular 8 ounce container)
- 1.5 ounces of natural cheese (like cheddar or Swiss)
- 2 slices cheese

NUTRITION LESSONS

LESSON 3, ACTIVITY 1: PORTION MEASUREMENTS

PROTEIN

**Meat and Beans: (Eat about 5 to 5.5 ounces a day)
One serving or one ounce of meat/beans = 1/3 to
1/2 a deck of cards**



Here are some more examples of one serving of protein:

- 1 ounce of cooked lean meat, poultry, or fish
- 1/4 cup of cooked dry beans or 1/4 cup of tofu
- 1 slice sandwich turkey
- 1 egg
- 1 tablespoon of peanut butter
- 1/2 ounce of nuts or seeds

It can be easier than you think to eat the recommended daily amount of protein or even to eat too much. Here are some common foods to give you a better idea of just how much protein is in each item:

- 1 small steak = 3.5 to 4 ounces
- 1 small chicken breast = 3 ounces
- 1 small lean hamburger = 2 to 3 ounces
- 1 can tuna = 3 to 4 ounces
- 1 salmon steak = 4 to 6 ounces
- 1 cup split pea or bean soup = 2 ounces
- 1 soy burger = 2 ounces

Remember: A lot of foods you eat will contain servings from more than one food group.

NUTRITION LESSONS

LESSON 3, ACTIVITY 2: **PORTION SIZE GAME**

Time: 30 Minutes

Set-Up Guidance

- Designate one corner/area of the room as “yes/true”, and another as “no/false”.

Instructions

1. Bring everyone together. Tell kids that you will be asking ten questions about portion size. If they think the answer is “yes/true”, tell them to go to the “yes/true” part of the room. If they think the answer is “no/false”, tell them to move to the “no/false” part of the room.
2. When the group is ready, ask the following questions. Allow a minute for kids to decide which corner they want to go to, then discuss. The answers are in parentheses after each question. Be sure not to read the answer!

Is this a correct serving size or not?

1. Is a dozen baby carrots a serving size or not?
(Yes)
 - *A serving size of baby carrots is typically 3 oz. or a dozen carrots.
2. Is a medium size order of fast food french fries a serving size or not?
(No)
 - *A serving size is 2 to 3 oz. which is typically a small order of fries.
3. Is a typical fast food slice of pizza a serving size or not?
(No)
 - Most fast food chains sliced pizza is larger than a serving size.
4. Is a small apple a serving size?
(Yes)
5. Is a soda/pop in a can a serving size?
(No)
 - A serving size of pop is 8 oz., and a can of soda is usually 12 oz.

NUTRITION LESSONS

LESSON 3, ACTIVITY 2: **PORTION SIZE GAME**

6. Is having a hamburger at a restaurant a serving size?
(No)
 - Most restaurant hamburgers are more than a serving size.
7. Is a typical ice cream cone a serving size?
(No)
 - A serving of ice cream is only a ½ cup. A pint of ice cream is 4 servings!
8. Is a serving size of potato chips 1 oz. (13 to 16 chips)?
(Yes)
 - Now, think about that the next time you grab a bag of chips. Do you usually eat just 13 chips?
9. Is having 16 wheat crackers a serving size?
(Yes)
 - Think about getting a bowl and counting them out verses eating out of the box.

Closing

- Have kids partner up.
- Have partners discuss the following questions:
 - How many questions did you answer correctly?
 - What did you learn about portion size?
 - How does portion size differ from serving size?
 - How can you apply the learning from today to your daily life?
- Choose a few different participants to share their responses out loud.

TAKE HOME CHALLENGE

- Measure portion sizes at one or more meals. In your Nutrition Journal respond to the following:
 - Is the measured portion size the same as you would normally take, more or less?
- Bring a nutrition label from a food item for the next session.

NUTRITION LESSONS

LESSON 4: NUTRITION FACTS

Overview

Nutrition Labels provide us information about the daily value of nutrients in food. The body needs the correct components of nutrients to function properly and grow. In this activity, kids will use information from food labels to learn about food ingredients, serving size, and calories.

*Note: Food labels are based on an adult's nutrition requirements. A kid's nutritional needs may require more or less than 2,000 calories a day based on age, gender, and activity level.

Objectives

- To interpret and understand the components of a nutrition label.
- Use food labels to compare the nutrients of different foods.



NUTRITION LESSONS

LESSON 4, WARM UP: **FOOD QUIZ RELAY DRILL**

Time: 15 Minutes

Materials

Two cones or designated spots

Set-Up Guidance

- Set up cones roughly 10 to 15 yards apart.

Instructions

1. Split the kids into two even groups. Have them line up in single file lines behind one cone.
2. Have one mentor at the start cone, and one mentor at the other cone prepared with questions to ask kids.
3. Kids will run from the start cone to the other cone. Once they get there, the mentor will ask a question. Make questions age-appropriate or all from the same category. For example, name one of the five food groups, or what foods are in the dairy group?" Make sure questions have multiple answers.
4. Each kid sprints one at a time from the start to the other cone and must correctly answer the question before returning to the start cone where they will give a high-five to the next kid.

NUTRITION LESSONS

LESSON 4, ACTIVITY 1: **READING A NUTRITION LABEL**

Time: 30 Minutes

Materials

- *HCHC: Nutrition: Color Coded Nutrition Label Worksheet* (one per group)
- *HCHC: Nutrition: Nutrition Facts Worksheets* (one per person)
- Collected or printed Nutrition Labels

Set-Up Guidance

- Display collected/printed nutrition labels on a table.

Instructions

1. Have kids form groups of three to four. Pass out one copy of the *HCHC: Nutrition: Nutrition Facts Worksheets* for each kid, and one copy of the *HCHC: Nutrition: Color Coded Nutrition Label Worksheet* per group. Tell kids that they will be learning to read a nutrition label. Each team should discuss what information each colored section of the nutrition label provides.

Answers:

- serving size and servings per container
 - calories per serving
 - sodium, fat, cholesterol
 - daily value percentages of sodium
 - daily value of percentages of vitamins and minerals
2. For the next part of the activity, ask teams to choose three to four Nutrition Fact Labels. Mentor will have kids rank the labels from the least amount of a nutrient to the greatest amount of a nutrient on their worksheet.
 - Calories
 - Sodium
 - Carbohydrates
 - Protein
 - Vitamins
 - Iron

NUTRITION LESSONS

LESSON 4, ACTIVITY 1: **READING A NUTRITION LABEL**

3. Last, kids will decide as a team using the information from the nutrition label which food is the healthiest. This label will be used for the next activity. Help the groups by reminding them to consider all parts of the label, not just calories or a specific nutrient, when determining if a food is healthy or not.

Closing

Have kids form a circle and ask them to raise their hand and share facts that can be found in a Nutrition Label.



NUTRITION LESSONS

LESSON 4, ACTIVITY 2: **NUTRITION FACTS**

Time: 30 Minutes

Materials

- *HCHC: Nutrition:* Nutrition Facts Worksheets
- Pencils
- Markers
- Paper (one piece per person)
- Nutrition Label (from previous activity)

Instructions

1. Kids will take the nutrition label for the food they thought was the healthiest and work together with their team to complete the Nutrition Label Sheet.
2. Allow kids enough time to work.
3. When kids are finished, have each team stand up and share findings from the Nutrition Label Sheet for their product. Do they believe this is a healthy food or unhealthy?

Closing

- Pass out a sheet of paper to each kid. Ask each kid to write down next steps for what they will do with this new information.
- Once completed, have kids form a large circle and crumple up their next steps into a "snowball." The mentor will say, "snowball fight" and kids will have twenty seconds to toss, catch, and toss again as many snowballs at each other as they can. Mentor will signal stop. Each person picks up a snowball. The snowball doesn't have to be their own. Have the group read the snowball they picked up. Ask the group if anyone would like to share what their snowball says. After they read their snowball out loud, ask them what they think of that plan for the new information.

TAKE HOME CHALLENGE

Have kids look at labels of products at home and record interesting things discovered about foods they eat regularly in the Nutrition Journal. Bring in examples for the next session.

NUTRITION LESSONS

LESSON 5: **HEALTHY HABITS**

Overview

Habits are hard to break once formed, therefore, the earlier kids start building healthy habits, the easier it is to maintain them throughout life. A healthy lifestyle consists of eating balanced meals, regular exercise, drinking plenty of water, as well as daily routines such as brushing your teeth, getting enough sleep, and limiting screen time. This activity teaches the importance of incorporating fitness and good nutrition into a daily schedule. Nutrition and fitness are essential parts of a child's life because they are the building blocks for growth and development.

Objectives

- To develop an understanding of the importance of a healthy lifestyle which includes nutrition and fitness.
- To create a personal daily schedule that focuses on healthy eating and exercise.



NUTRITION LESSONS

LESSON 5, WARM UP: **FOOD RACE**

Time: 10 to 15 minutes

Materials

- Cone
- Ball

Set-Up Guidance

- The following activity can be done indoors or outdoors. If completed indoors make sure there is enough space for kids to move without running into anything.

Instructions

1. Split the group into two even teams. Have Team One line up on one barrier (wall, fence, cones, painted line, etc.) and have Team Two line up across from them on another barrier.
2. Assign each player on Team One a different food item. Then, assign each player on Team Two the same food items so each player has a partner with a matching food item on Team One. Finally, place a ball on top of a cone or line exactly in the middle of both teams.
3. The game begins when you call out one of the assigned food items. The players that were assigned that food item will run out to the cone, retrieve the ball, and try to return it back to their side before their counterpart on the other team can tag them. If they return the ball before being tagged, that team gets a point. If they are tagged, the point is awarded to the other team.

Examples of possible foods: yogurt, cheese, squash, kale, mangos, raisins, beans, almonds, eggs, oatmeal, bread

Add On:

- Call out more than one food item. The players can work together with their teammates by passing the ball back and forth to avoid being tagged.
- Call out an entire food group. For example, if you yell out “dairy items,” the players have to recognize that their assigned food is a dairy item, then go out and try and score points for their team.

NUTRITION LESSONS

LESSON 5, ACTIVITY 1: **SMART SCHEDULE**

Time: 30 minutes

Materials

- Large sheets of paper/chart paper
- pen/pencils
- *HCHC: Nutrition: Healthy Habits Worksheet* (one per person)

Instructions

1. In a large group have kids share what “healthy habits” they participate in on a daily basis.
2. Write their responses down on a large sheet of paper.
Examples of possible responses: brushing teeth, showering, sleeping, changing clothes, eating, drinking plenty of water, work, physical activity, etc.
3. Then, have kids list other habits they participate in on a daily basis.
Examples may include screen time (television, computer, video games, phone), snacking on junk food late at night, staying up late, going to school, hanging out with friends, etc.
4. Next, ask kids to work individually to create an ideal schedule which includes at least 30 minutes of fitness time. If kids are having trouble brainstorming, have them think of an activity they have wanted to try or are passionate about to include. Kids can write down their *HCHC: Nutrition: Healthy Habits Worksheet*

NUTRITION LESSONS

LESSON 5, ACTIVITY 1: **SMART SCHEDULE**

5. Ask kids to set a short-term goal that can be started now to help them follow their ideal schedule. Have kids write down their short-term goal on their *HCHC: Nutrition: Healthy Habits Worksheet*.
6. Tell kids to keep track of the days they met their goal on the tracking log to share the next time.

Optional: Mentors could provide a “reward” for kids that met their short-term goal.

Closing

Have kids share their individual goals in small groups of three to four. Ask if anyone is willing to share with the larger group.

NUTRITION LESSONS

LESSON 5, ACTIVITY 2: **CONE STACK RELAY**

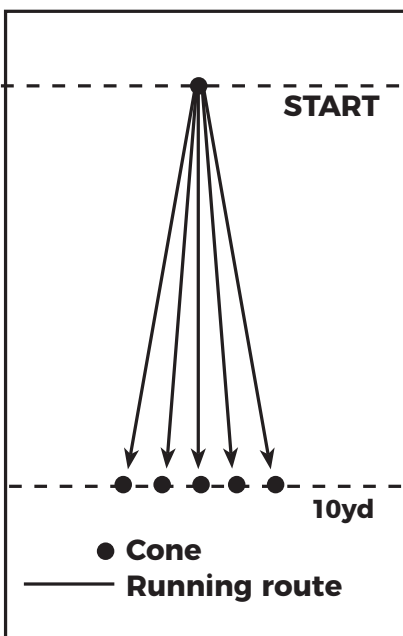
Time: 30 minutes

Materials

- 5 cones
- Timer

Set-Up Guidance

- This is a group challenge. The mentor will time each team as they complete.
- Set five cones in a line approximately 10 yards away from a starting cone (See diagram)



Instructions

1. Split up kids into teams of five or less. If there are four kids on a team, one can go twice.
2. Kids must sprint from the start cone and grab one of the five cones.

NUTRITION LESSONS

LESSON 5, ACTIVITY 2: **CONE STACK RELAY**

3. Once the kid has the cone in hand, they sprint back to the starting line and stack the new cone on top of the start cone. The next person is able to go as soon as the cone is stacked. Fastest time WINS!

Alternate Versions:

- Use fewer cones and have one kid collect all cones one at a time, reset, and repeat until all kids have a chance.
- Have teams first stack the cones, then unstack and place into a line as they were initially set-up

Closing

Ask kids to think about the goals they set. Have them choose a word or phrase that will help them focus on their healthy habits and goals. This should be a word that will encourage or motivate them. Examples: "You've got this." "You can do it!" "Don't give up." Have kids write their word/phrase on their *HCHC: Nutrition: Healthy Habits Worksheet*. Then have participants form a circle. Choose one person to start by sharing their word/phrase, and the reason they chose it. Continue until everyone has had an opportunity to share.

TAKE HOME ACTIVITY

Throughout the next week review your Healthy Habits worksheets. Have you met your individual goal? At the end of the week, count up the days your goal was met. Take time to celebrate your success. Think about continuing with the same goal, or adding another short-term goal.

NUTRITION LESSONS

LESSON 6: **DINING HEALTHY**

Overview

Many associate eating healthy with homemade food or bringing their own food with them everywhere they go. Eating in restaurants can be healthy when they offer healthy options and display the nutritional value of foods on their menus. In this activity, kids will discuss healthy food substitutions that they are able to create at home and order when dining out.

Objectives

- To develop a better understanding of food nutrition and apply this knowledge when preparing and cooking meals.
- To discover healthier options and substitutions to make when dining out.

*Note: A resource from the U.S. Department of Veterans Affairs titled *Fast Food Alternatives* provides some additional information, and good talking points to use with the group. Find this handout along with other *HCHC: Nutrition: Resources* on the resource portal at www.RipkenFoundation.org/resource-portal



NUTRITION LESSONS

LESSON 6, WARM UP: **HEALTHY CHECK-IN**

Time: 10 to 15 Minutes

Set-Up Guidance

- Have all the players line up in the middle of two barriers (walls, fences, cones, painted lines, etc.) Designate one of the barriers as the healthy side and the other barrier as the less healthy side.

Instructions

1. Before starting the warm up, check in with kids to find out how many of them made their short-term goal from the previous lesson. Then ask, how many are still working towards their goal? Have the group recognize these individuals by giving a round of applause.
2. Ask kids how often they typically eat out in one week. Have kids raise their hand(s) holding up a finger for each time they eat out in one week.

The Game

- The game will begin when you yell out a restaurant food item. The players will then decide whether the food item is a healthy or less healthy choice. Once they've decided, they have to run and touch the appropriate barrier.
- If the players run to the wrong barrier or are the last one to get to the appropriate one, they are eliminated. Continue this process until there is one player left.

Possible Foods: potato chips, baked potato, chips, juice, side of fruit, white toast, wheat toast, oatmeal, pancakes, side of broccoli, mashed potatoes, macaroni and cheese, side salad, potato salad, coleslaw

NUTRITION LESSONS

LESSON 6, ACTIVITY 1: **DINING OUT HEALTHY**

Time: 30 Minutes

Materials

- Menus from a variety of fast food restaurants
- Chart paper (one per group)
- Pencils/pens/markers

Set-Up Guidance

- The mentor will need to pull a few popular fast food restaurant menus from the internet, or collect them ahead of time. Try and find menus that include calorie counts. Have the kids select a meal they would realistically eat and consider healthy. The meal should include one drink, one entrée, and one side item.
- Keep the kids focused on the big picture, that is, choosing healthy sides like veggies, fruit, and whole grains when possible. Additionally, focus on avoiding fatty toppings/dressings like mayonnaise and “special sauces,” when simple seasonings will help improve a meal.
- Here are some other healthier substitutions and considerations:
 - Grilled instead of fried meats
 - Whole grain breads and rolls
 - Fresh fruit
 - Limit white and cheese sauces
 - Avoid fried chicken and fish
 - Limit French fries and onion rings
 - Don’t ask for “extra cheese”
 - Choose water instead of soda or juice
 - Eat only one serving (unless it’s vegetables)
- This activity can be completed individually or in small groups of four to five.

NUTRITION LESSONS

LESSON 6, ACTIVITY 1: **DINING OUT HEALTHY**

Instructions

1. Share with participants that in this next activity they will be combining all of the previous learning about eating healthy. Have kids work individually or form groups of four to five.
2. Kids will work individually or in groups to find a meal that aligns with learning from MyPlate, portion size, and nutritional value. The challenge is that the meal must include a beverage, entrée, and a side item costing \$10 or less.
3. On chart paper have kids write down the name of the restaurant, meal they have selected, price, and as much nutritional information as possible to show how it meets their learning from MyPlate, portion size, and nutritional value.

Closing

Once all meals are complete, display charts around the room. Have kids do a gallery walk around the room to review all the different menu options and information. Allow time for questions and discussion following activity.

NUTRITION LESSONS

LESSON 6, ACTIVITY 2: **SUPER SWAP**

Time: 30 Minutes

Materials

- Blender
- Smoothie recipes (optional)
- Variety of smoothie ingredients
- Small cups

Set-Up Guidance

- The first part of the following activity will be a large group discussion. Have kids sit on the floor in a circle or in chairs. Also, be aware of any potential food allergies kids under your supervision may have. (Lactaid milk is an option for those kids who can't drink cow's milk.)
- You need to purchase a variety of fruits and vegetables to make smoothies. Suggested foods: strawberries, blueberries, blackberries, raspberries, spinach, sweet potatoes, bananas, beet, broccoli, carrots, apple, pumpkin, peas, oats, avocado, pineapple, pear, mango, celery, tomato, water, milk, almondmilk, apple juice,

Instructions

Activity A

1. Bring the group together for a large group discussion. Share with kids that during the Dining Out Healthy activity they made healthy lunch choices based on their learning from MyPlate, portion size, and nutrition labels. While it may be challenging to substitute healthy ingredients for everything, each individual can start out by making little switches.
2. Mentor will name a food item and the kids will think of what food it could replace for a Super Swap. See the list on the next page for possible ideas.
3. Ask participants for any other Super Swaps they have made or heard about and would be interested in trying.

NUTRITION LESSONS

LESSON 6, ACTIVITY 2: **SUPER SWAP**

Choose this food.

water
baked chips
squash noodles
brown rice
riced cauliflower
avocado (spread)
grilled foods

Loose this food.

pop or juice
potato chips
spaghetti noodles
white rice
mashed potatoes
mayo for sandwiches
deep fried foods

Activity B-Smoothies

1. Make small groups of five to six kids. Tell them they are going to be making a smoothie. Share the ingredients list available for smoothies. The challenge is that they must include at least one veggie in their recipe.
2. Have kids taste test their smoothie, and discuss the following questions:
 - a. Would you try this recipe again at home?
 - b. Would you add or change any of the ingredients?

Closing

Have kids break into new groups of five to six and create a jingle, song, rhyme or cheer that supports the concept of healthy eating. If time allows have each group share, or pair up groups to share with each other.

TAKE HOME ACTIVITY

Look back at the Nutrition Journal and create your favorite meal using the healthier choices. Write down some possible substitutions. Provide a *HCHC: Nutrition: Healthy Substitutions Worksheet* for them to use.

NUTRITION LESSONS

LESSON 7: **FOOD & KITCHEN SAFETY**

Overview

Germs live all around us. These tiny organisms can get into our bodies and make us sick when we don't use proper hygiene. Every object and surface we touch is likely to have been touched by a person or object that has germs. Most germs thrive in warm moist areas and have the potential to give us colds, flu, stomach bugs etc. One of the most vulnerable places to spread germs is in the kitchen. In this lesson, we will be discussing how germs spread, the importance of handwashing, cleaning surfaces, and culinary safety to protect our health.

Objective

- To inform kids about the importance of proper handwashing to help prevent illnesses from being spread.
- Kids will apply what they have learned about proper hygiene while learning about knife safety to prepare a healthy snack.



NUTRITION LESSONS

LESSON 7, WARM UP: **BALL TOSS**

Time: 10 to 15 Minutes

Materials

- Ball(s)
- Timer (optional)

Instructions

1. To start, have the whole group form a large circle. The first player begins the game with a ball in their hand. The player picks a healthy food they have learned about and says it out loud to the group. The player then tosses the ball to another player in the circle (not next to them) and the second player announces their healthy food. Ask the kids to remember their partner's food and who they threw the ball to. Once a player passes the ball, have them place their hand on their head.
2. The process continues until everyone in the circle has had the ball only once and the last player has tossed the ball back to the first player who started with it.
3. At this point, the players should remember who their partner is that tossed the ball to them and who they threw to after. The players should also know what foods those partners chose.

NUTRITION LESSONS

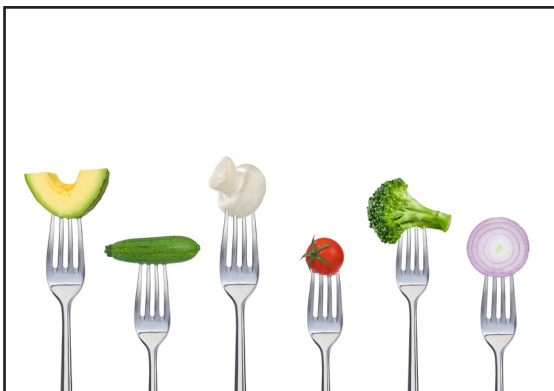
LESSON 7, WARM UP: **BALL TOSS**

The Game

- Once the players know the order and their partner's healthy food, the relay can begin. The timer starts when the first player tosses the ball to their partner and yells their partner's healthy food.
- After that, the players want to see how fast they can pass the ball in order while announcing their partner's healthy food until everyone has touched the ball once and the last player has passed the ball back to the first player.

Variations

- If you have a larger group, split them up into two circles and have them race against each other.
- Once the circles(s) get the hang of the order, have them do it in reverse.



NUTRITION LESSONS

LESSON 7, ACTIVITY 1: **HAND WASHING BASICS**

Time: 30 Minutes

Materials

- Warm water/access to a sink and soap
- Paper towels
- Glo Germ and blacklight

Set-Up Guidance

This activity will need to be completed in an area with multiple sinks. You will need to make sure the sinks have warm running water, soap, and there are plenty of paper towels available.

Instructions

1. To start bring kids together for a large group discussion. Ask kids to think about the Ball Toss game and how everyone touched the ball. Then, ask students to imagine if the ball was their food, and chefs touched their food without making sure their hands were clean.

Discuss the following questions:

- How are germs spread?
- Have you ever gotten ill after you were around other sick people?
- Do you think you are a good hand washer?

Share with kids that they are going to be participating in a germ simulation to gain a better understanding of how germs are spread and the importance of proper hand hygiene.

2. Place a quarter-size amount of Glo Germ into the palm of each kids hand. Have them rub the gel into their hands like they would lotion, making sure to include the back of their hands and between their fingers.
3. After they are finished, use a blacklight to view the glow. The glow represents germs on their hands.

NUTRITION LESSONS

LESSON 7, ACTIVITY 1: **HAND WASHING BASICS**

4. Next, have kids wash hands the way they would normally. Once finished, ask for any volunteers willing to use the blacklight to view any remaining glow.

The most common areas that are missed when handwashing are thumbs, nail beds and between fingers.

5. Review the recommended way to wash hands:

Use warm water, soap, and scrub for 20 seconds making sure to include the backs of hands, nail beds, and between fingers. Twenty seconds can be the time it takes to sing the “Happy Birthday” song twice or a favorite song lyric. Have kids think of a song to sing, or chorus from their favorite song.

6. Put another quarter-size amount of Glo Germ on kids hands, and rub all over their hands once kids. Then, have kids wash hands again the recommended way. After they have finished, recheck with the blacklight.

Closing

- Have kids pair up and discuss the following questions:
 - Did you notice any difference from the first handwashing to the second?
 - When are good times to wash your hands?
Possible answers: before handling or eating food, after using the bathroom, after playing with pets or animals, and after being around people who are sick
 - How will you apply this new learning to your daily life?
- Choose a few volunteers to share their responses out loud with the group.

NUTRITION LESSONS

LESSON 7, ACTIVITY 1: **HAND WASHING BASICS**

TAKE HOME ACTIVITY

Choose one or both of the following activities.

Option A

Ask someone at home how they safely cook and prepare food and where they learned these skills? Then, share with them one thing they learned about kitchen safety.

Option B

Conduct a “growing germs” experiment by taking three pieces of bread. Label a ziplock as control and place the first piece of bread inside the bag. Take a second piece of bread and touch it with your hands, breathe, or cough on it. Put the second piece of bread in a bag labeled contact. Finally, take a piece of bread and use it to wipe a counter or table. Put it in a bag labeled surface. Keep in a dark warm location. Write down your prediction in the Nutrition Journal. Observe daily and record your findings in your journal. After one week do a final observation, and safely discard the baggies

Were you surprised by the results? Why? How does the “growing germs” experiment reinforce good handwashing practices?

WRAP UP

HEALTHY SNACK RECIPES

Healthy snacking is very important for children because snacking on nutritious food can keep their energy levels high and minds alert (great for school). To keep the energy high, look for foods with complex carbohydrates like whole grain breads and cereals and combine them with protein-rich snacks like peanut butter or cheese. Limit foods with simple carbohydrates like candy, cookies, and soda. These and similar items are mostly sugar and will not provide long-term nutrition or energy.

Moderation is the key to healthy snacking! Kids who eat regular meals and healthy snacks are less likely to overeat.

Ideas:

- Trail mix
- Baked snack chips and salsa
- Vegetables with ranch dip or hummus
- Peanut butter with celery, apples, bananas, etc.
- Low-fat microwave popcorn
- Scrambled eggs



WRAP UP

HEALTHY SNACK RECIPES

Try some of these easy-to-make recipes for fun food preparation activities:

Note to instructors: Be sure to have adequate supervision for kids when using kitchen utensils and appliances. Also, be aware of any potential food allergies kids under your supervision may have.

AFTER SCHOOL BITE-SIZE TURKEY WRAPS

Ingredients:

- 8" wheat tortilla
- 2 oz. of turkey
- 1 tablespoon of whipped cream cheese, mustard, or light ranch dressing

Make:

1. Place your wrap on a cutting board or a flat surface.
2. Spread cream cheese, dressing, or mustard on the wrap and then add the turkey.
3. Roll the stuffed wrap into a tight roll.
4. Cut the roll into 8-10 pieces (each piece should be about 2 inches wide).

YOGURT PARFAIT (use clear plastic cups)

Ingredients:

- 1 cup low-fat vanilla yogurt or vanilla pudding
- Fresh fruit (sliced bananas, sliced strawberries, sliced apples, raisins)
- Graham cracker crumbs (crushed in a plastic zipper bag)

Make:

1. Fill your cup about halfway with yogurt.
2. Fill the rest of your glass with sliced fruit of your choice. Use a spoon to mix together.
3. Drizzle graham cracker crumbs on top.

WRAP UP

HEALTHY SNACK RECIPES

PITA PIZZAS

Ingredients:

- 1 whole grain pita
- Cheese slices or shredded cheese (mozzarella or cheddar)
- Tomato slices or pizza sauce

Make:

1. Place your pita on the plate.
2. Add the cheese slices and tomatoes to the pita.
3. Put the plate inside the microwave and close the door. Set the microwave for 20 to 30 seconds. (Please stay with kids while they are using a microwave, so they do not burn themselves when they remove the pizza.)
4. Cut the pizza into four slices!

PEANUT BUTTER BOATS

Ingredients:

- Celery sticks
- Peanut butter
- Raisins

Make:

1. Wash the celery and use a knife to cut it into four pieces (about five inches long) on the cutting board.
2. Spread peanut butter on the celery sticks.
3. Add raisins and it is ready to serve!



WRAP UP

HEALTHY SNACK RECIPES

BANANA WRAPS

Ingredients:

- 8" wheat tortilla
- 2 tablespoons of peanut butter
- 1 banana

Make:

1. Place your wrap on a cutting board or a flat surface.
2. Spread peanut butter on the wrap and then add the banana.
3. Roll the stuffed wrap into a tight roll. Eat the wrap just like a hot dog, only this is more nutritious!

CARAMEL APPLES

Ingredients:

- 1 apple
- 2 caramels

Make:

1. Melt a few unwrapped caramels in a microwave-safe bowl (roughly 30 seconds in the microwave).
2. Core and slice an apple into large wedges.
3. Dip the tip of the apple wedge into the melted caramel, then bite, and enjoy!

WRAP UP

REINFORCING THE LESSONS

"Perfect practice makes perfect." – Cal Ripken, Sr.

Much like anything in life, nutritional education and practicing healthy eating habits revolves around kids' ability to make choices. And while every person has the choice to strive for a healthy lifestyle, it is up to us as adults, coaches, mentors, and teachers to lead the way.

There is no definite way to ensure that kids will always follow healthy eating guidelines or always select the most nutritious option available when it comes to snacks and mealtimes. But with positive mentor reinforcement, the concept of moderation when eating is something that kids can control, regardless of their available choices.

Remember, nutrition can be a delicate and very dynamic topic. Every person's and every kid's body is going to need different amounts of nutrients and respond uniquely to different types of foods. No two bodies are the same, but every kid can have a basic understanding of nutrition and making healthy eating choices. It starts with you, so set the tone and make it fun!



WRAP UP

RESOURCES

In addition to [RipkenFoundation.org](https://www.ripkenfoundation.org), here are some resources that might be helpful in your work with youth.

[choosemyplate.gov](https://www.choosemyplate.gov)

[nutrition.gov](https://www.nutrition.gov)

[eatright.org](https://www.eatright.org)

[cookingmatters.org](https://www.cookingmatters.org)

[whatscooking.fns.usda.gov](https://www.whatscooking.fns.usda.gov)

Acknowledgements

A special thank you to Sue James, MS, RD, LDN (Pinnacle Health & Wellness) for guiding the nutritional content found within *HCHC: Nutrition*.

Sue A. James, MS, RD, LDN is president of Pinnacle Health & Wellness, a consulting firm that provides health, wellness, and sports nutrition programming to individuals, businesses, and organizations. James received her MS degree in nutrition with a focus in sports nutrition from Georgia State University and her BS in nutrition from Purdue University.

Pinnacle Health & Wellness website:
[pinnacle4health.com](https://www.pinnacle4health.com)

WRAP UP

CONNECT WITH US

You are on the front lines, empowering kids in your community each and every day. You're there through life's challenges, just as Cal Ripken, Sr. was for his kids and his players: teaching them how to make the best of every situation, leading by example, and encouraging them to reach their full potential in life.

At the Cal Ripken, Sr. Foundation, we see our role as supporting you in this shared mission.

Visit our Resource Portal Section for more free activity resources.

Visit our website RipkenFoundation.org to learn more.

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**The Cal Ripken, Sr. Foundation helps
build character and teach critical life
lessons to at-risk young people living in
America's most distressed communities.**



TRANSFORM COMMUNITIES
CHANGE KIDS' LIVES

RipkenFoundation.org