**Summer Snacks Lesson Guide**

**Week 1**

**Day 1: PB & Carrots**

* Set out bags of carrots and jars of peanut butter along with plates/bowls and spoons for serving
* Have each child select 12 baby carrots and serve themselves 2 Tbsp of peanut butter
* Explain that peanut butter belongs to the protein food group. As this is the first day, it’s a good time to introduce them to MyPlate. Explain that it is a guide for healthy eating and that we need foods from the protein group to give us energy and help our muscles become strong.
	+ If you are using the OrganWise Guys curriculum, this is a good time to introduce Madame Muscle.
	+ This is also an opportunity to talk about serving size. Explain that even healthy foods can be bad for us if we eat too much of them. That’s why we need to control our portions. The healthy portion of peanut butter is 2 Tbsp, about the size of a golf ball. If you have a golf ball, bring it out and let the kids compare it to their servings of peanut butter. This is equivalent to 1 oz of protein. We need a total of about 6 oz of protein every day.
	+ If you have a MyPlate poster on site, bring it out for snack time. You can also find printable posters and pictures at choosemyplate.gov.

**Day 2: Fruit Kabobs**

* Have older campers open the pineapple and rinse it. Have others wash strawberries and remove leaves, have another group wash the grapes.
* Set out each fruit in separate bowls with skewers on the side.
* Have all kids go through in assembly line fashion and create their kabobs, encourage them to try all of the fruits. Serve milk on the side.
* Use this snack as an opportunity to talk about the fruits food group. Refer to MyPlate and explain that you can eat fruits fresh, frozen, or canned. You should always try to choose options without added sugar, this means for instance choosing that canned in 100% juice.
	+ If you are using the OrganWise curriculum, this is a good time to talk about PeriStolic and how fruits are a great source of fiber. There are many books and games with this curriculum that talk about fruits, fiber, and eating a variety of colors.

**Day 3: Hummus**

* Have older kids open and drain the chickpeas. Then let any child help measure and pour the rest of the ingredients into the food processor. Set the hummus out in a large bowl or two and let the children spread it onto their tortillas.
* Explain what hummus is based on the definition in the cookbook.
	+ Talk about how hummus is made from chick peas, which are a protein food. Beans are high-protein foods that are high in nutrients, they are good options for vegetarians. Explain what vegetarianism is. Ask the kids if any of them are vegetarians.
	+ Tell the kids that vegetarianism can be a very healthy lifestyle because vegetarians usually get less fat, and eat lots of healthy fruits and vegetables. Explain though that getting protein from beans and nuts is very important in this diet, and that it’s still important to avoid “eat less foods” like chips and candy.

**Day 4: Fruit Pops**

* **Make these in the morning, freeze, and then serve in the afternoon!**
* Use this snack to teach the children how to read a recipe. Then explain how make more servings by multiplying a recipe. You should be able to get about 4 servings per blender. Let the kids measure their own ingredients, put them in the blender, and press the buttons to run it.
* Put names on the cups and freeze for about 6 hours till afternoon snack time.

**Day 5: Lettuce Wraps**

* Let campers help tear off lettuce leaves, wash and then pat dry with paper towels. You can have each student do their own, or have a handful prepare this for the whole group.
* Place lettuce leaves and lunchmeat on table and let the kids go through in assembly line fashion and make their own wraps.
* For a lesson, you can talk about vegetables. Discuss the importance of “eating the rainbow,” there’s lots of material on this in the OrganWise and 4-H curriculums. This can also be a time to introduce phytonutrients, which are stressed in the books within the OrganWise Gardening Kit.
	+ Look for games to play before or after snack time that get kids moving as they think of names of vegetables or recall vegetable facts.
	+ This could also lead into a tour of your site’s garden, or a field trip to another’s.

**Week 2**

**Day 1: Fish Bowl Trail Mix**

* Let each student measure out their ingredients according to the recipe and make their own cup of trail mix.
* Instead of talking about nutrition for a change, you can use this time to educate about fishing and the outdoors. Start by pointing out the Goldfish in the trail mix and then ask your outdoor experts to lead a discussion about fishing, maybe even bringing fishing poles to show the kids and explaining where they can go fishing in Lincoln.

**Day 2: Ham Rollups**

* Let older students use a knife to cut the cheese and an apple slicer to cut the apples. Then set out the supplies on a table and let all campers construct their rollups in assembly line fashion. Serve milk on the side.
* Take this time to talk about food safety. Ingredients like ham, cheese, and milk have to be kept cold right up until you’re ready to serve them. Explain that if these foods are not kept cold, bad bacteria can grow that can make us sick. For this reason it’s important to keep cold foods cold and hot foods hot.
	+ You can also explain that good hand washing is an important part of food safety. If we don’t wash our hands before handling food, then we can get bad bacteria on to it.
	+ Use the experiment with soap, water, cinnamon, and oil within the 4-H curriculum to show kids the importance of washing with soap and water. This is a good time to point out the posters on good hand washing that should be above sinks in your building.

**Day 3: Cucumber Hors D’oeuvres**

* Let older children wash and cut the cucumbers. Place cut cucumbers and crackers on table and let all campers make their own hors d’oeuvres.
* This snack is a good time to talk to the kids about some dining vocabulary. Explain that hors d’oeuvres is a French word and that usually in the U.S. we call foods like this appetizers. They are small portions of food that come before a main meal.
	+ You could take this opportunity to talk to the kids about good table manners. Explain that if they were at a fancy restaurant that served many courses: hor d’oeuvres, soup, salad, main course, and dessert that they would want to be as polite as possible. Here are some important manners to teach young children:
		- Come to the table with clean hands and face.
		- Put your napkin on your lap.
		- Start eating when everyone else does – or when given the OK to start.
		- Stay seated and sit up straight.
		- Keep elbows (and other body parts!) off the table while eating.
		- Chew with your mouth closed and don’t talk until you’ve swallowed.
		- Don’t make bad comments about the food.
		- Say “Please pass the ---” instead of reaching.
		- Chat with everyone at the table.
		- Don’t make rude noises like burping or slurping.
		- Ask to be excused when finished.
		- Thank your host or whoever prepared the meal.
		- Offer to help clear the table.

**Day 4: Apples and Cheese**

* Let older children cut the apples and cheese. Then place these on the table and let everyone serve themselves.
* This is a good opportunity to talk about the dairy group. Pull out your MyPlate poster once again and have the kids tell you which foods are included in the dairy group.
	+ For the dairy group, it’s important to communicate that we should make low-fat choices. Explain that low fat choices are skim or 1%. Some choices that are “eat less foods” from the dairy group include butter, ice cream, and cream cheese. Using the OrganWise curriculum, find the Wisercise game that talks about eat more and eat less foods. Quiz the kids with foods from the dairy group. This should be an active game to play right after the snack.

**Day 5: S’mores Pops**

* **Start this snack ahead of time so pops have 10-15 minutes to chill in the freezer!**
* Select a couple of children to be in charge of putting graham crackers into bags and crushing them. Then, pour graham crackers onto a shallow plate. Then place all ingredients on table and let kids peel their own bananas, insert popsicle sticks, dip them in yogurt and then roll them in graham crackers and chocolate chips. Then, freeze on plates or cookie sheets.
* While the pops freeze, talk to the kids about small changes for healthier eating.
	+ Explain that the bananas in these s’mores have lots of fiber, B vitamins, and potassium, nutrients our bodies need to be healthy. This is a much higher nutritional value than normal s’mores made with marshmallows and lots of chocolate. There is also less added sugar. Bananas are an “eat more food” while marshmallows and chocolate are “eat less foods.” Notice we still used a little chocolate for our pops, but it was *less.*
	+ Bananas are a good healthy snack you can take on the go. Using the OrganWise guys curriculum, play the “What Snack Did You Pack” Wisercise game with the kids to decide which snacks are eat more and which are eat less.

**Week 3**

**Day 1: Cheese and Crackers**

* Let older children cut cheese, then set cheese slices and crackers on table and let everyone assemble their own snacks.
* Use this snack to lead into an OrganWise lesson about Calci M. Bone. Show campers this OrganWise guy and explain that she needs dairy foods and exercise to be strong. Read any book in the OrganWise curriculum that talks about Calci, and watch some videos about her on the OrganWise website.

**Day 2: Caterpillar Skewers**

* Have one group of children pull grapes off the bunch and wash them as well as the tomatoes. Separate all ingredients into 3 or 4 groups and place on separate tables. Split all campers into groups and let one staff member explain how to make the skewers to each group, letting children assemble their own skewers.
* Use this lesson to have your outdoor specialists talk to the kids about the life cycle of caterpillars and butterflies.
	+ Read the book *The Very Hungry Caterpillar*

**Day 3: Funny Face**

* Separate bagels into halves. Place on table with peanut butter and raisint
* For a lesson, talk about the importance of whole grains. You can explain that we can identify whole grains in the store by looking for the whole grain stamp (see cookbook). Explain that we should try to make half our grains whole, and that usually whole grain choices are brown instead of white (think bread, tortillas, and rice).
	+ This is another chance to talk about fiber.
	+ This could also be an opportunity to talk about reading food labels. You can bring some examples of some products that are whole grain and some that are not. Ask the kids to find the whole grain stamp, look for the words whole grain, see how much fiber there is in a serving, and look in the ingredients list for words like “whole oats, whole wheat flour, etc.”

**Day 4: Banana Burritos**

* Place ingredients on table and let every child make their burrito in as assembly line fashion.
* Explain that both bananas and whole wheat tortillas are high in fiber. There are lots of lessons on fiber in the OrganWise curriculum, use some of these books, games, and videos to help the kids learn about the importance of fiber and where it comes from.

**Day 5: Easy Energy Bites**

* Separate the children into groups of 16 and let each group make their own recipe. Make sure they wash their hands thoroughly first, and then let them form their own energy balls.
* Talk about how these energy bites are very similar to the energy bars and granola bars you find in the store, but they have less preservatives and cost much less to make.
	+ Explain to kids that their families can actually save lots of money by cooking at home. It doesn’t have to be expensive to eat healthy!
		- Use the visuals here: <http://www.sparkpeople.com/blog/blog.asp?post=what_20_will_buy_at_the_drivethru_and_at_the_supermarket>
		- You can even print off the pictures, hide the numbers, and have kids guess the prices of each picture (like The Price is Right).