

Ohio 4-H Cloverbud Kit

A teaching tool for Ohio 4-H Volunteers

Funded by the Ohio 4-H Foundation



4-H Cloverbuds
OHIO STATE UNIVERSITY EXTENSION

Food Fun

Ohio 4-H Cloverbud Kit

Notebook Sections:

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- written by Damon Lesjack & Ashley Randall (from the Ohio 4-H Cloverbud Curriculum Series II)	
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Funding Source:

Funding for this kit was provided by a generous grant from the Ohio 4-H Foundation.

February 2006



List of Kit Contents



Section 1

Food Fun Kit Contents

When you return the kit to the Extension Office,
please make sure the following items are in the kit
for the next 4-H Volunteer.

Teacher's Notebook

MyPyramid Poster

Food Bingo Game

Bon Appetit (music CD)

Eating the Alphabet (children's book)

Food Model Cards

Five Lunch Bags

Placemat

Completed 4-H Cloverbud Kit Evaluation



4-H Cloverbuds

OHIO STATE UNIVERSITY EXTENSION

Kit Evaluation



Section 2

4-H Cloverbud Kit Evaluation



This is an observational instrument designed to measure the influence of the 4-H Cloverbud Kit on children who have actively participated in the use of this kit.

Please fill in the blanks or circle the appropriate response.

- County: _____
- Number of children represented in this evaluation: _____
- Circle which 4-H Cloverbud Kit was utilized:
FOOD FUN THE SCIENCE OF SOUND OUR COUNTRY
- Circle the number of meetings/times the children was involved with this 4-H Cloverbud Kit:
1 2 3 4 5 6 or more
- Was it beneficial for you to have the 4-H Cloverbud Kit for conducting 4-H Cloverbud activities?
____ YES ____ NO.
If YES, why, if NO why not? _____

- How can the 4-H Cloverbud Kit be improved? _____

- Person completing this form: _____
- Number of years as a 4-H Cloverbud Volunteer: _____
Developed by Scott D. Scheer, Ph.D.,
State 4-H Extension Specialist, The Ohio State University
2/2006

Instructions: For each item, circle a number that represents the children who exhibit/experience the listed behavior/setting as result of their involvement with the 4-H Cloverbud Kit.
Use the scale 0 = None of the children to 4 = All of the children.

<i>Because of using this 4-H Cloverbud Kit, I observed the 4-H Cloverbud children:</i>	<u><i>Circle One</i></u>				<i>All of the children</i>
	<i>None of the children</i>				
Gained subject matter knowledge (children expressed (verbal and non-verbal) knowledge related to the subject matter content of their 4-H Cloverbud kit involvement)	0	1	2	3	4
Improved in getting along with others (children were able to share, communicate, and make friends with other peers in the 4-H Cloverbud group)	0	1	2	3	4
Increased decision-making skills (children able to make decisions in regard to activity input and interaction with peers and adult leaders)	0	1	2	3	4
Experienced positive relationships with caring adults (children learning and developing in an adult leader-directed environment; a positive learning environment that is caring, supportive and fun)	0	1	2	3	4
Experienced opportunities for mastery/competence (children able to be creative with use of kit subject areas; utilizing the experiential learning cycle through the activities as children experience, share, process, and generalize)	0	1	2	3	4
Experienced an emotionally and physically safe environment (meeting the needs of children at where they are emotionally, physically, socially, and cognitively by using the kits in a safe setting; low ratio of children to adults at about 6 to 1)	0	1	2	3	4
Experienced opportunities for engagement of learning (fun, positive experiences for children; providing activities from the kit that interest the children; being a nurturing role model, enthusiastic, and sensitive)	0	1	2	3	4

**Please return to your County Extension Office
with the 4-H Cloverbud Kit**

Food Fun Lesson

From Ohio 4-H Cloverbud Curriculum – Series 2



Section 3

MyPyramid Activities



Section 4

Meet the Five Food Groups

Synopsis:

Students are introduced to the Five Food Groups and review the foods in each group.

Activity Objectives

Students will be able to:

- Identify the Five Food Groups and foods within each group
- Identify foods in the 'Others' category

Material and Advance Prep:

- A food, food picture or food package from each food group - Milk, Meat, Fruit, Vegetable and Grain- and the 'Others' category
- Print and duplicate the [Eat the Five Food Group Way!® handout](#) (PDF, 1 per student)
- Write the names of different foods pictured on the Eat the Five Food Group Way!® handout on slips of paper so there is 1 for each student. Try to have the same number of slips for each food group and the 'Others' category.

Note: To make this activity more challenging, include foods not pictured on the handout.

What to Do:

1. Begin by asking students to raise their hands if they've heard of the food groups.
Ask:
 - How many food groups are there?
 - What are they? (List on chalkboard - Milk, Meat, Fruit, Vegetable and Grain.)
2. Explain that you have brought in some things today to help students learn the names of the food groups and what foods are included in them. Show students the 6 foods, food packages or pictures.
3. Distribute slips of paper to students. Ask them to look at their slip of paper but not to show it to anyone else.
4. Distribute the Eat the Five Food Group Way!® handout. Beginning with the Milk Group, have students identify which food/food package represents the Milk Group. Have them identify other foods in the Milk Group depicted on the Eat the Five Food Group Way handout. Discuss:

- What do foods from the Milk Group have in common? (They come from a cow; they are milk or made with milk.)
 - Why don't eggs belong in the Milk Group? (They come from a chicken, not from a cow.)
5. Ask students who have a slip paper with a Milk Group food to raise their hand and name their food.
 6. Follow the same procedure to introduce the other food groups:
 - Name the food group.
 - Have students select the food/food package that represents the group and identify foods from the group depicted on the Eat the Five Food Group Way!® the handout.
 - Discuss characteristics that foods in each group have in common.
 - After you discuss each food group, have students who have a slip with the name of the group being discussed raise their hands and name their foods.
 7. When you're finished discussing the Five Food Groups, have any children who still have a slip of paper raise their hands and name their foods. Write the food names on the chalkboard and show students the remaining food package. Ask students what the foods listed on the board have in common. Explain:
 - Foods like soft drinks, chips, cookies, candy and other sweets are 'Others' foods. Have students identify any 'Others' category foods that are not listed on the chalkboard.
 - 'Others' foods aren't bad. They just don't help our bodies stay healthy.
 - It's okay to eat 'Others' foods but most of the foods we eat for meals and snacks should be from the nutritious Five Food Groups.
 8. Close the activity by having students complete one of the following activities in the blank star next to each food group on the Eat the Five Food Group Way!® handout:
 - Draw or write your favorite food from each food group.
 - Draw or write a food from each food group that is not shown in the picture.
 - Draw or write a food from each food group that would be a good snack.
 - Draw or write a food from each food group that starts with the same letter as your name.

When students are done, compare answers.

Optional: Have students color their handout at home and bring it back to school. Keep it in a special "Five Food Group" folder to use with other lessons.

Food Group Simon Says

Synopsis:

Students practice classifying foods into the Five Food Groups in a fun game of "Simon Says."

Activity Objectives

Students will be able to:

- Classify foods into the Five Food Groups
- Practice listening skills
- Use negative and positive attributes to classify foods into Food Groups

Material and Advance Prep:

- Print and duplicate the [Eat the Five Food Group Way!® handout](#) (1 per student)
- Hole puncher
- 8 1/2 x11-inch piece of construction paper with holes in the upper corners of each sheet of paper and (PDF, 1 per student)
- String or ribbon cut into 24-inch lengths (1 per student)
- Crayons or markers for students

What to Do:

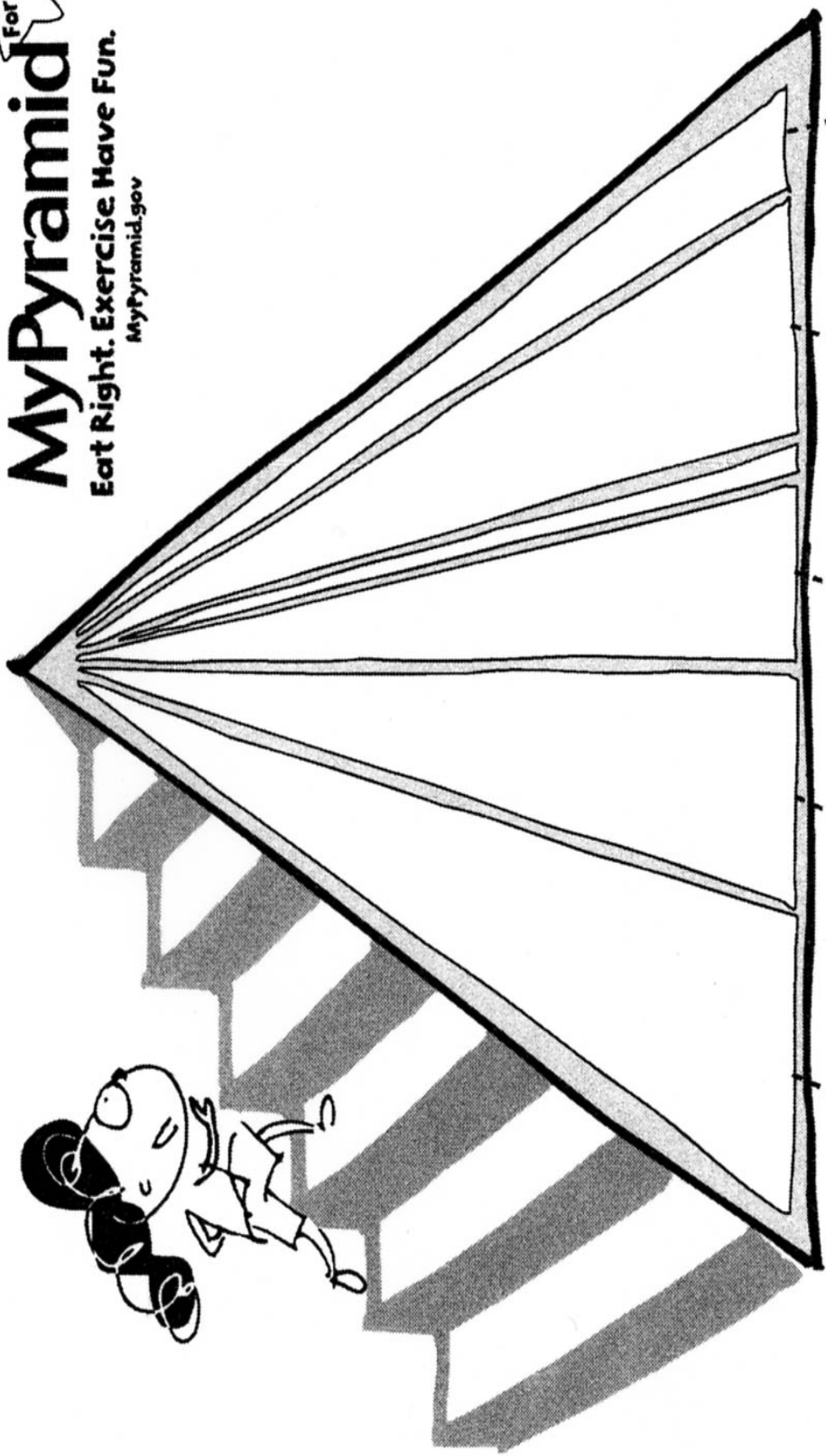
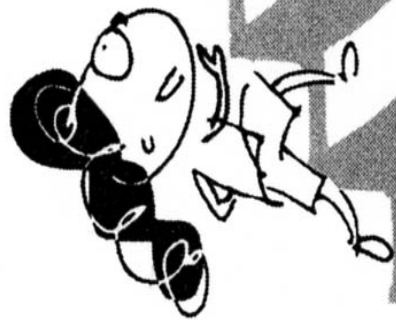
1. Introduce or review the Five Food Groups using the Eat the Five Food Group Way!® handout.
2. Distribute a sheet of construction paper to each student. Assign or let each student pick one food on the handout. Have students write the name of the food on their paper and draw a picture of the food.
3. Help students attach the string or ribbon to their sheets and hang them around their necks with the picture facing out. Have students write the name of their food and draw a picture of it on their paper.
4. Before beginning the game, have students create a title (or alliterative name) for their food then have them introduce their food and its food group. For example, "I'm Sir Cheese and I'm in the Milk Group" or "I'm Ethel Egg and I'm in the Meat Group."
5. Play "Simon Says." Use directions such as Simon Says:
 - All Milk Group foods put their hands on their heads.
 - Anyone who has a Fruit Group food take one step forward.
 - If you're not a Meat Group food, clap your hands.

- If you're not in the Grain Group, twirl around three times.

As in the regular "Simon Says" game, students who do not follow the correct directions are "out" of the game for this round.

6. Also include some directions without "Simon Says," such as: Milk Group foods raise your hands. Students who do not respond must sit down because "Simon Says" did not precede the direction.
7. The last student standing wins the round.

For Kids
MyPyramid
Eat Right. Exercise Have Fun.
MyPyramid.gov



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What Belongs, What Doesn't

Synopsis:

Students practice classifying foods into food groups by identifying one food in a set of four that "doesn't belong" and explaining why.

Activity Objectives

Students will be able to:

- Use critical thinking skills to determine which food does not belong in a given group of foods

Material and Advance Prep:

- Print and duplicate **Eat the Five Food Group Way!®** handout (1 per student)

What to Do:

1. Open the activity by asking students to name the Five Groups. As a brief review, have students name 4 to 5 foods from each group, using the Eat the Five Food Group Way!® handout as a reference.
 2. Name sets of 4 foods. Three of the foods in the set should belong to the same food group and the fourth should not. Begin with these examples, then create your own.
 3. Ask students to listen to all 4 foods and raise their hands when they know which food "doesn't belong." Also ask students to explain why the food does not belong.
- Yogurt, American cheese, **carrots**, milk
 - Turkey, **potato chips**, pork chop, hamburger
 - **Grapefruit**, crackers, rye bread, dinner roll
 - Orange juice, **soft drink**, apple juice, banana
 - **French fries**, fried chicken, fish sticks, fried egg
 - Frozen yogurt, buttermilk, 2% reduced fat milk, **milk chocolate candy bar**
 - Orange, fruit cocktail, **muffin**, cantaloupe
 - Celery, coleslaw, **Cheddar cheese**, lettuce
 - Apple, strawberries, banana, **squash**
 - Corn on the cob, **corn flakes**, spinach, salad
 - Chocolate milk, chocolate pudding, **chocolate cake**, chocolate milkshake
 - Peanut butter, shrimp, **raisins**, sunflower seeds

- Fried egg, hard cooked egg, scrambled egg, **egg noodles**
- **Whole wheat bread**, mashed potatoes, cauliflower, zucchini
- Pancake, English muffin, tortilla, **cookie**
- Peach, **potato**, pear, pineapple
- Mozzarella cheese, cottage cheese, **oatmeal**, frozen yogurt
- Green beans, green pepper, green peas, **green grapes**
- Waffle, **watermelon**, white bread, rice
- Biscuit, bagel, **broccoli**, bran flakes

Optional: If you have Dairy Council Food Models, give a Food Model to each student. Select four students at a time - three with Food Models from the same food group and a fourth from a different group - to show their foods. Have students identify the food that doesn't belong and explain why it does not belong.

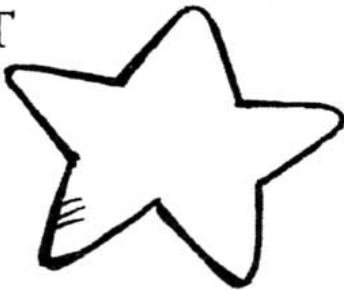
EAT THE FIVE FOOD GROUP WAY!

Every day eat foods from each of the Five Food Groups.

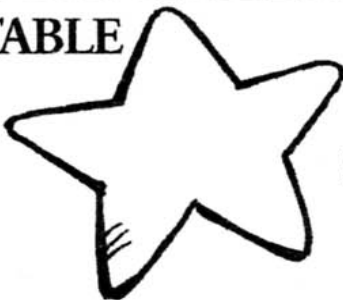
MILK
Group



MEAT
Group



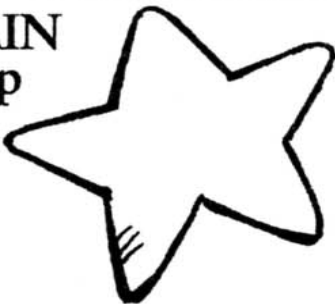
VEGETABLE
Group



FRUIT
Group



GRAIN
Group



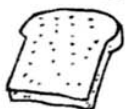
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Name: _____

MyPyramid FOR KIDS

Eat Smart with *MyPyramid for Kids*

Draw a **circle** around the foods that are in the **Grain Group**.



Slice of bread



Baked potato



Popcorn



Pasta (bowtie)

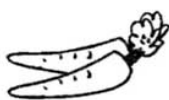


Cereal



Candy bar

Draw a **rectangle** around the foods that are in the **Vegetable Group**.



Carrots



Spinach



Grapes



Pasta (macaroni)



Broccoli



Swiss cheese

Draw a **square** around the foods that are in the **Fruit Group**.



Corn



Orange juice



Apple



Banana



Strawberries



Muffin

Draw a **triangle** around the foods that are in the **Milk Group**.



1% Milk



Yogurt



Egg



American cheese



Cookies



Orange juice

Draw an **oval** around the foods that are in the **Meat and Beans Group**.



Peanut butter



Egg



Beans



Chicken



Pork chop

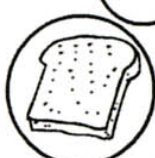


Fish



Eat Smart with *MyPyramid for Kids*

Draw a **circle** around the foods that are in the **Grain Group**.



Slice of bread



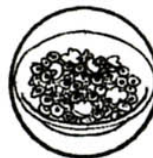
Baked potato



Popcorn



Pasta (bowtie)

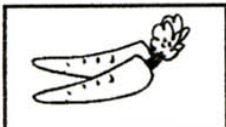


Cereal



Candy bar

Draw a **rectangle** around the foods that are in the **Vegetable Group**.



Carrots



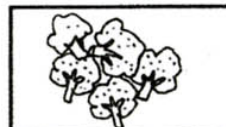
Spinach



Grapes



Pasta (macaroni)



Broccoli



Swiss cheese

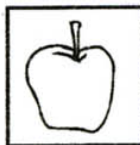
Draw a **square** around the foods that are in the **Fruit Group**.



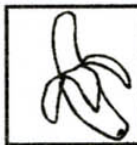
Corn



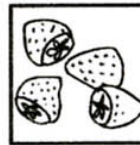
Orange juice



Apple



Banana



Strawberries



Muffin

Draw a **triangle** around the foods that are in the **Milk Group**.



1% Milk



Yogurt



Egg



American cheese



Cookies



Orange juice

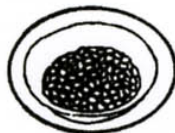
Draw an **oval** around the foods that are in the **Meat and Beans Group**.



Peanut butter



Egg



Beans



Chicken



Pork chop



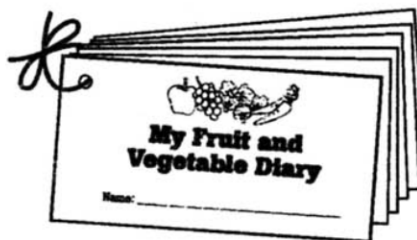
Fish



Name: _____

Make a Fruit and Vegetable Diary

1. Cut out the pages on the dotted lines.
2. Put them in the correct order.
3. Have your teacher make a hole through the circle.
4. Tie the pages together.
5. Draw or write the fruits and vegetables you eat.
6. How many fruits and vegetables did you eat each day?



My Fruit and Vegetable Diary

Name: _____

MONDAY

Fruits

Vegetables

TUESDAY

Fruits

Vegetables

WEDNESDAY

Fruits

Vegetables

THURSDAY

Fruits

Vegetables

FRIDAY

Fruits

Vegetables



Name: _____

MyPyramid FOR KIDS

Grocery Store Treasure Hunt



Grains

Most people need to eat more whole-grain foods. Breakfast cereals are an easy way to add whole grains to your diet. Look for some cereals that have one of these words as the first ingredient: oatmeal, whole-grain corn, whole oats, whole wheat.

The color of the bread does not mean it is whole-grain. Bread can be brown because of molasses or other added ingredients. Read the label to see if it's made with a whole grain. Foods labeled with the words "multi-grain," "stone-ground," "100% wheat," "cracked wheat," "seven-grain," or "bran" are usually *not* whole-grain products.



Vegetables

Look for some dark green or orange vegetables such as broccoli, spinach, romaine lettuce, carrots, sweet potatoes, and pumpkin. Most kids (and adults) don't get enough of these.



Fruits

Choose one fruit you've never tried but would like to try. When buying fruit drinks, find one that is 100% fruit juice. It's a good idea to offer your child whole fruits more often than 100% fruit juice.



Milk

Kids need the calcium from milk and milk products every day to build strong bones. Help your child choose a calcium-rich food to eat for a snack such as fat-free yogurt, lowfat cheese and cottage cheese, or 1% or fat-free milk.

Meat and Beans

Look at all the kinds of foods in the meat and beans group. Then find some different types of dry beans. These are good sources of protein.



Dear Parents:

We have been learning about nutrition and MyPyramid for Kids in our class. You can help your child learn more about the foods your family enjoys. Take this sheet along with you the next time you go to the supermarket and have your child look for foods in each food group. If you have access to the Internet, you can learn more about MyPyramid at MyPyramid.gov.

Make this a fun treasure hunt and a memorable activity for your child.

Signed,

Your Child's Teacher

Food Model Activities

Food Models can be purchased from National Dairy Council at
www.nationaldairycouncil.org Or by calling 1-800-426-8271



Section 5

Food Model Go Fish

Activity Synopsis

Students practice categorizing foods into food groups with the familiar game of 'Go Fish' that uses food models as cards.

Activity Outcome

Students will be able to:

- Categorize foods into the Five Food Groups

Materials and Advance Prep

- **Assorted Food Models** (for primary students only use Five Food Group foods, not 'Others' or Combination Foods)
- Optional: Mount each food model on same-size cards

What To Do

1. Deal 7 Food Models to each student.
2. Place the remaining deck of models upside down in the center of the table. If participants have 2 foods from a food group or category, they can put them down as a pair.
3. In turn, each participant asks the player to the right for all of the foods they have from a specific food group. For example, player A might say to player B, 'Give me all of your Milk Group foods.' If player B has a food from the Milk Group, player B must turn it over. If not, player A is told to 'Go Fish' and draws a card from the deck of Food Models.
4. Play continues until a player has no more Food Models. The player with the most food models wins.

Food Model Mobiles

Activity Synopsis

Participants work in teams of two to three to create mobiles that represent a day's intake or other criterion, such as healthy snacks, Milk Group foods, breakfast foods, etc.

Activity Outcome

Students will be able to:

- Select Food Models (or food packages) that represent a day's food intake or other criterion set by the instructor.

Materials and Advance Prep

- Coat hangers - 1 per group
- String or ribbon
- Optional: Short dowels or sticks
- Scissors
- Hole punch or tape

What To Do

1. Divide participants into groups of 2 to 3.
2. Have each group create a mobile that represents a day's food intake. See the Eat the Five Food Group Way!™ chart for the servings that children need daily from each food group. Or choose a theme such as breakfast, nutritious beverages, healthy snacks, strong bones, etc.
3. Have each group select Food Models/food packages for their mobile and work together to assemble it so that it balances.
4. Display mobiles in the classroom, cafeteria or hallways.

Fishing for Foods Game

Activity Synopsis

Students 'go fishing' and practice identifying and categorizing foods into the Five Food Groups.

Materials and Advance Prep

- A variety of Five Food Group Food Models (omit Combination Foods or 'Others')
- Paper clips
- Ruler or dowel
- Magnet
- String
- Attach a paper clip to each food model
- Attach string to dowel or ruler and tie a magnet to the string
- Optional: Small plastic or inflatable wading pool

Activity Outcome

Participants will be able to:

- Identify a food and the food group to which it belongs

What To Do

1. Give each student a chance to fish until a Food Model is caught. If the student can correctly name the food and its food group, the Food Model can be kept.
2. The participant with the most Food Models wins.

Food Group Concentration

Activity Synopsis

Students try to get Food Models for their team by matching food group pairs.

Activity Outcome

Students will be able to:

- Decide whether each set of Food Models belongs to the same food group

Materials and Advance Prep

- Large bulletin board
- Push pins
- 42 5-inch squares of paper numbered 1 through 42
- Select 42 food models - 6 from each of the Five Food Groups, Combination Foods and 'Others'
- Randomly mount the Food Models on a bulletin board.
- Cover each Food Model with a square of paper

What To Do

1. Divide participants into two teams, Team A and Team B.
2. Have the first player from Team A call out two numbers. Uncover the foods with those numbers.
 - If the foods are from the same food group, for example cheese and yogurt, the team receives the two Food Models.
 - If the foods are from different food groups, the foods are covered again.
3. Switch teams and have the first player from Team B call out two numbers.
4. Continue play until all the foods are matched.
5. The team with the most Food Models wins.

Brown Bagging it

Activity Synopsis

Using their knowledge of the Five Food Groups, participants modify a meal represented by an assortment of Food Models in a lunch bag. This activity can be varied depending on the interests and needs of your groups.

Activity Outcome

Participants will be able to:

- Modify a meal to include foods from the Five Food Groups

Materials and Advance Prep

- Select Food Models for Step 1
- Place 5 to 7 Food Models in each bag. Use foods from only four food groups plus and additional food or two (Do not use Combination Foods for this activity.) For example, milk, celery sticks, baby carrots, an apple, peanut butter, 2 slices of whole wheat bread and potato chips.

What To Do

1. Explain that the first step in eating a nutritious diet is to select foods from the Five Food Groups. Review the:

- Foods included in each food group.
- The key nutrient supplied by each food group.

2. Tell participants that an easy rule of thumb for selecting a nutritious meal is to eat 2 vegetables and at least 1 food from each of the other food groups.

3. Distribute a lunch bag to each participant. Tell them that each bag is missing a food from one of the food groups. Have participants decide which food group they are missing and exchange foods with each other until they have foods from all Five Food Groups.

4. Check for understanding by asking participants to hold up all foods in their bag from the Milk Group, Grain Group, etc.

Additional Resources



Section 6

Place Mat Activity:

Ask each Cloverbud to design, color, and cut out his/her own place setting (plate, glass, silverware, and napkin.)

Show the Cloverbuds the properly set table diagram on the next page.

Ask the Cloverbuds to set the place mat provided using the dishes they have designed.

Eating the Alphabet by Lois Ehlert

Read the book together with the Cloverbuds.

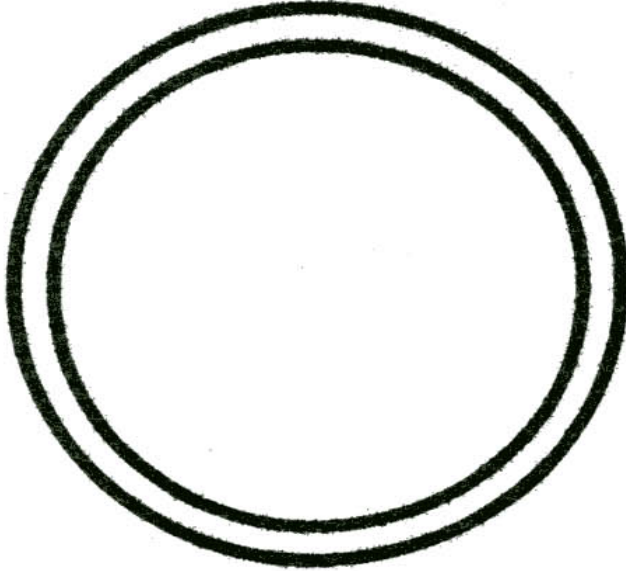
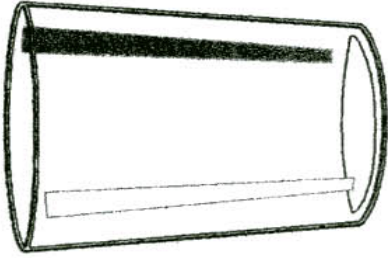
Discuss with the children the many different kinds of fruits and vegetables. Which have they tasted? Which are their favorites? Least favorites? Why is it important to eat all different colors of fruits and vegetables? (Different colors mean different nutrients.)

Bon Appetit Musical Food Fun CD

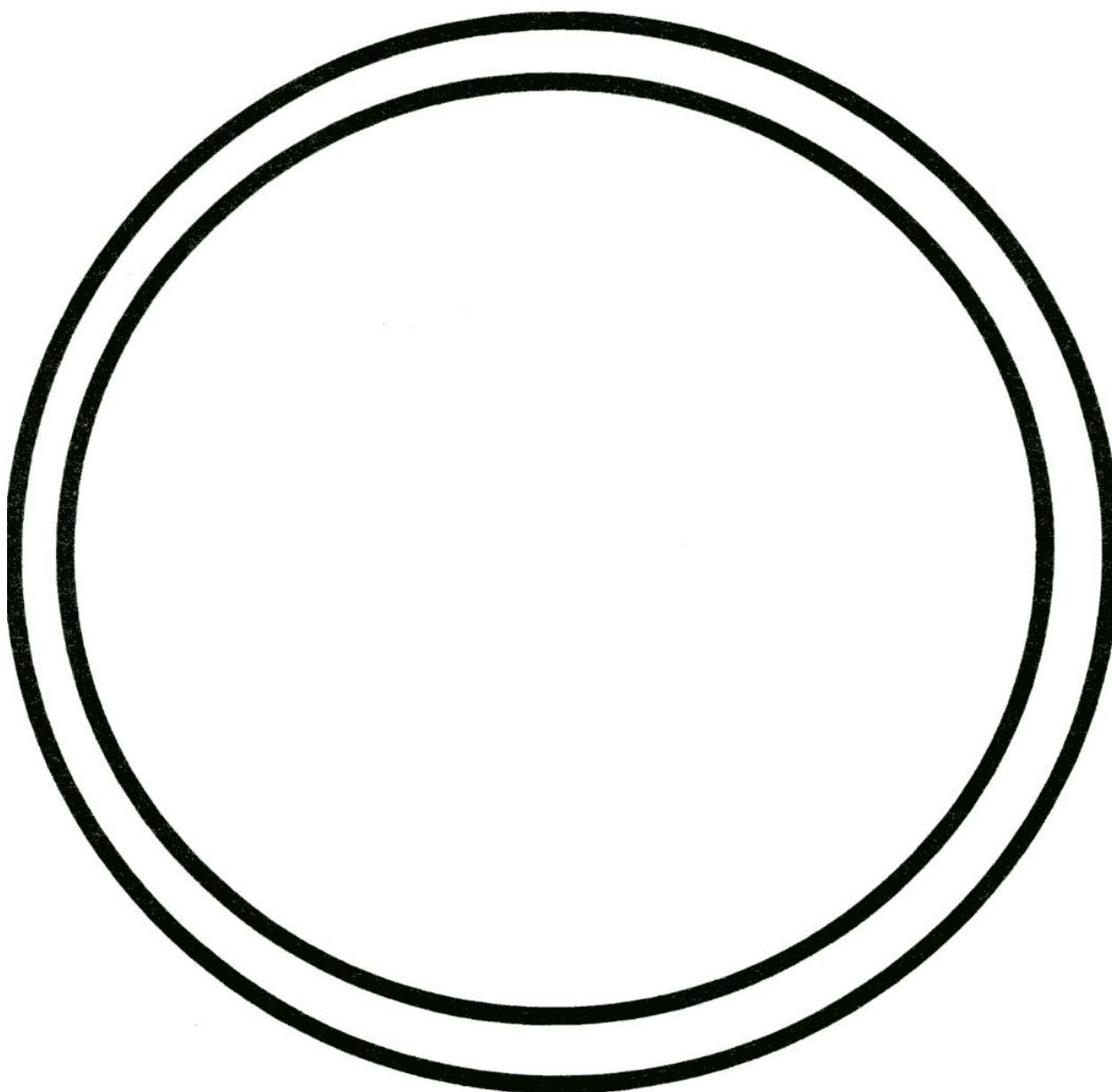
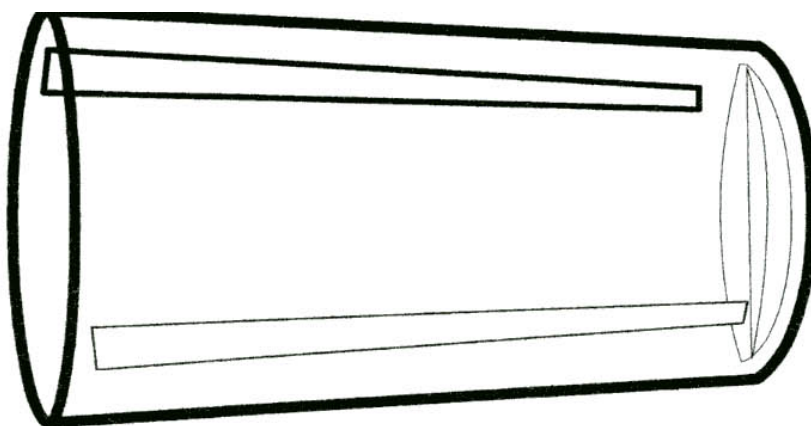
Listen to the songs on the CD as background music or choose a favorite and teach it to the Cloverbuds.

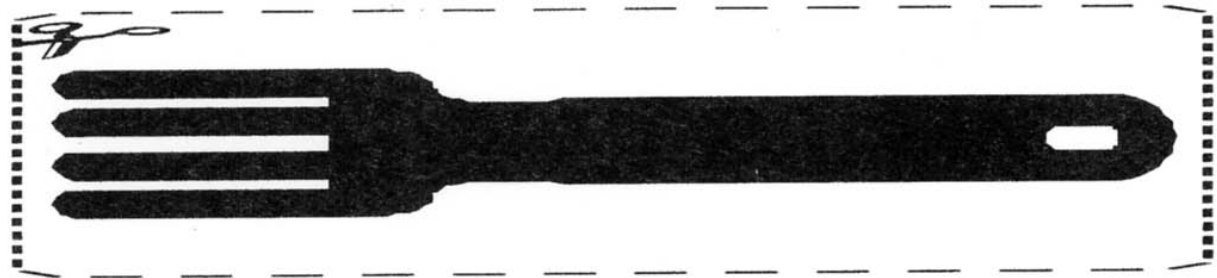
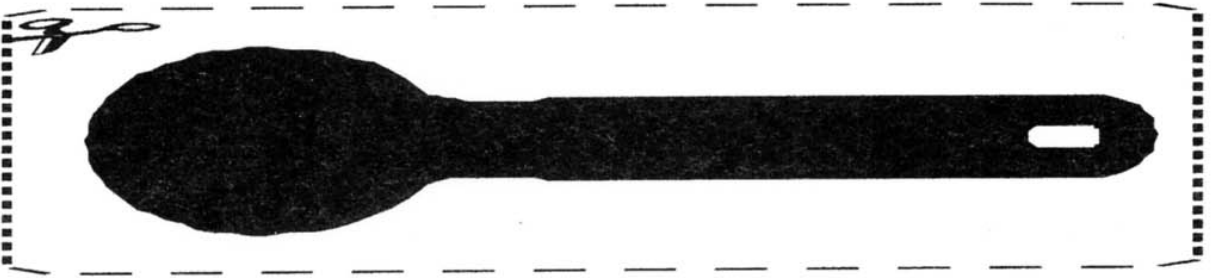
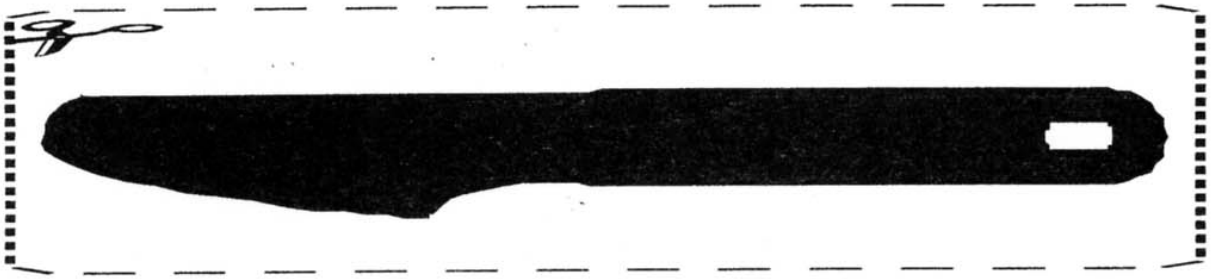
Food Bingo Game

Play Food Bingo with the Cloverbuds. Because non-competitiveness is stressed in all Cloverbud activities, play as a group and play until everyone goes Bingo.



Casual





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Snack Ideas for Cloverbud Groups

Honey Milk Balls

- 1/2 cup honey
- 1/2 cup peanut butter
- 1 cup nonfat dry milk
- 1 cup uncooked quick oats (not instant or regular)

Measure 1/2 cup honey and 1/2 cup peanut butter into a bowl. Add 1 cup nonfat dry milk and 1 cup oatmeal and stir to mix. Use spoon to divide the mixture into 24 balls on a sheet of waxed paper or a clean plate. Shape each spoonful into a round ball between your hands. Place balls on a plate to serve. Tastes great along with a cold glass of milk.

Source: Keys for Kids - Childrens' Workbook, © 1985 by The Ohio State University.

Trail Mix

- 2 cups crispy cereal squares (combine flavors- corn, rice, etc...)
- 1 cup "O" shaped cereal
- 1 cup raisins
- 1 cup nuts
- 1 cup pretzel sticks

Put all food in a bowl. Toss until mixed. Eat and enjoy. You may add dried fruit, chocolate chips, candy coated chocolate pieces, and/or popcorn.

Source: Hoover, C. (1995) Super Youth. Ohio State University Extension, Perry and Morgan Counties.

Tortilla Sandwich

- 1 flour tortilla, warmed
- 1/4 cup refried beans, heated
- 2 Tbsp. grated cheddar cheese
- 2 Tbsp. shredded lettuce
- 2 Tbsp. chopped tomato
- 1 Tbsp. taco sauce (optional)
- 1 Tbsp. sour cream (optional)

Spread refried beans evenly over tortilla. Top with remaining ingredients. Fold tortilla in half and then roll up sideways. Makes 1 serving.

Source: Joyce Shriner, Extension Educator, Family & Consumer Sciences, Ohio State University Extension, Hocking County, Ohio

Ice Cream in a Bag

1 Tbsp. sugar
1/2 c. milk
1/4 tsp. vanilla
6 Tbsp. salt
Ice
2 sealable food storage bags (1-quart size-1-gallon size)

Place sugar, vanilla and milk in the small plastic bag. Place the small bag inside the large bag. Put salt and ice in the large bag. Close the large bag. Make sure there are no holes in the bags. Shake the bags for approximately 15 minutes or until the mixture becomes thick or hard like ice cream. Eat and enjoy!

Source: "Dairy Promotion Quarterly", Spring 1999, American Dairy Assoc. & Dairy Council Mid East.

Pumpkin Dessert

1 cup cold milk
1 small package instant vanilla pudding
1/2 tsp. pumpkin pie spice
1 cup canned pumpkin
graham cracker or vanilla wafers (optional)

Pour the milk in a mixing bowl. Add the other ingredients. Blend with a wire whisk or an electric mixer on the lowest speed for two minutes. Pour into dessert dishes. If desired, top with graham cracker or vanilla wafer crumbs before serving.

Source: Joyce Shriner, Extension Educator, Family & Consumer Sciences, Ohio State University Extension, Hocking County, Ohio

Apple Smoothies

2 cups applesauce
1 cup apple cider
1 cup orange juice
2 tablespoons maple syrup
1/2 teaspoon nutmeg
1/2 teaspoon cinnamon

Combine all ingredients in blender; blend until smooth. Pour into glasses and serve.

Source: The Market Bulletin, Fall 2002, West Virginia Department of Agriculture

Monkey Bread

1 Tube of refrigerator biscuits
1 Tbsp. Brown Sugar
1/2 tsp. Cinnamon
1 oz. Mini-chocolate morsels
1 tsp. Margarine

Preheat oven to 350°F. Take biscuits out of tubes. Combine cinnamon and brown sugar in a separate bowl; add chocolate morsels. Toss biscuits in the cinnamon mixture and coat all pieces evenly. Melt margarine in an oblong baking dish or bundt pan. Add biscuits to pan. Bake for 15 minutes or until the top starts to brown and the biscuits are done. Let cool five minutes. Invert onto a serving plate.

Source: Snackin' Smart. Ohio Department of Education. Page 25.

Fresh Fruit Trifle

Fresh Fruit (Strawberries, Peaches, Blueberries, or your favorite)
Fruit Flavored Low or No Fat Yogurt (Strawberry, Peach, Blueberry, or your favorite)
Angel Food Cake - cut in small cubes
Wide mouth clear plastic cups (approximately 8 ounce size)

Wash fruit. Slice the fruit, if needed. Put a layer of fresh fruit in the cup. Add a layer of angel food cake cubes. Then, add a layer of yogurt. Top with a slice of fresh fruit.

Source: Joyce Shriner, Extension Educator, Family & Consumer Sciences, Ohio State University Extension, Hocking County, Ohio

Apple Boats

6 apples
1 c. peanut butter (chunky)
1/4 c. raisins
1/2 c. peanuts, chopped
1/2 c. crisp rice cereal
Cheese slices

Cut apples in half and remove cores; leave hollow for the peanut butter mixture. Mix peanut butter with peanuts, cereal and raisins. Spoon into the prepared apples. Cut into slices for small children. Make sails with triangles of cheese.

Source: Purdue University Cooperative Extension Service. HE-631, Page 84.

Strawberry Yogurt Popsicles

2 cups fresh (chopped) or frozen strawberries
2 cups lowfat vanilla yogurt
12 small paper cups
12 wooden sticks

Combine strawberries and yogurt. Mix well. Fill cups with mixture. Cover cups with plastic wrap or tin foil. Insert a stick through the plastic wrap or tin foil. Freeze popsicles until firm. Gently tear away the paper cup from the popsicle before eating. Makes 12 servings. Supervise children while eating popsicles and throw away sticks after eating.

Source: Tickle Your Appetite - A WIC/Team Nutrition Educator's Kit for Children.

Orangeade Cooler

2 cups unsweetened orange juice
1 cup unsweetened pineapple juice
1 Tbsp. lemon juice
3 Tbsp. sugar
6 ice cubes

Put all ingredients in a blender. Blend for 5 seconds. Makes about 3 cups.

Source: Joyce Shriner, Extension Educator, Family & Consumer Sciences, Ohio State University Extension, Hocking County, Ohio

Quesadillas

1/2 c. Cheddar cheese, grated
1/2 c. American cheese, grated
3 Large whole wheat flour tortillas
2 tsp. margarine, melted

Mix the cheeses. Cut the tortillas in half. Spoon one tablespoon of cheese mixture onto each tortilla half. Roll the tortilla like a burrito and brush it with margarine. Bake at 350°F for five to seven minutes. Serve immediately.

Makes six servings. Serving size = 1 Quesadilla

Source Snackin' Smart, Ohio Department of Education, 1996, p. 52.

Chocolate Pretzels

Ingredients

1 bag mini pretzels
1 package chocolate candy kisses
1 package M&M's

Cover a baking sheet with mini pretzels. Place a chocolate kiss on the center of each pretzel. Bake in a 250 degree oven for 2-3 minutes until the chocolate is softened. Remove the baking sheet from the oven. Immediately place an M&M on top of the chocolate kiss and push down to spread the softened chocolate. Refrigerate for 5-10 minutes or until the chocolate is firm. Serve immediately or store in an airtight container.

Source: Myra Grove, former FNP Program Assistant, Coshocton County.

Submitted by: Cheryl Goodrich, FNP Program Assistant, OSU Extension, Monroe County

Peanut Butter Spiders

2 round crackers
2 tsp creamy peanut butter
8 small pretzel sticks
2 raisins

Make a cracker sandwich with the peanut butter and crackers. Insert the pretzel "legs" into the filling. With dabs of peanut butter, place raisin "eyes" on top of the cracker sandwich. Serves 1.

Noah's Ark

Celery sticks
Peanut butter
Animal crackers

Fill celery sticks with peanut butter. Stand an animal cracker (or two) in peanut butter.

Apple Smilies

Apples
Peanut Butter
Miniature Marshmallows

Spread one side of each apple slice with peanut butter. Place 3 – 4 marshmallows on top of peanut butter on one apple slice. Top with another apple slice, peanut butter side down. Squeeze gently. One apple makes 8-10 smiles.