

# Healthy Habits!

**A Leader's Guide  
to Helping Children  
Reduce the Risk of Cancer**

4-H Youth Development  
Children, Youth and Family Programs  
Michigan State University Extension

Department of Family and Child Ecology  
College of Human Ecology  
Michigan State University

Institute for Managed Care  
College of Human Medicine  
Michigan State University

Outreach Partnerships  
University Outreach  
Michigan State University



4-H 1597

# Healthy Habits!

## A Leader's Guide to Helping Children Reduce the Risk of Cancer

<b>Contents</b>	<b>Page</b>
Welcome to <i>Healthy Habits!</i> .....	1
The Themes of <i>Healthy Habits</i> .....	2
Children, Health and Learning: Things to Consider .....	3
Developmental Tasks for School-Aged Children .....	3
What We Know About How Children Learn .....	3
What We Know About Children and Health .....	4
Guiding Principles for Positive Youth Development .....	5
Making Learning Experiential .....	5
Using the <i>Healthy Habits</i> Materials .....	7
The Components of <i>Healthy Habits</i> .....	7
Don't Forget the Snacks! .....	7
Using <i>Healthy Habits</i> in a Variety of Youth Settings .....	8
Celebrating the Group's Learning .....	8
Other Helpful Resources .....	10
<i>Healthy Habits</i> for Good Nutrition .....	11
Leader Background Information .....	11
Nutrition "Key Ideas" Poster .....	11
Activity: Food Groups Superstars! .....	12
Activity: Crazy Combos .....	26
Family Letter .....	30
<i>Healthy Habits</i> for Good Physical Activity .....	31
Leader Background Information .....	31
Physical Activity "Key Ideas" Poster .....	32
Activity: Moving to Action .....	33
Family Letter .....	40
<i>Healthy Habits</i> for Tobacco Use Prevention .....	41
Leader Background Information .....	41
Tobacco Use Prevention "Key Ideas" Poster .....	43
Activity: Going With the (Air) Flow! .....	44
Activity: Don't Let Your Health Go Up in Smoke! .....	48
Activity: Say NOPE to Smoke .....	51
Family Letter .....	53
<i>Healthy Habits</i> for Sun Protection .....	54
Leader Background Information .....	54
Sun Protection "Key Ideas" .....	55
Activity: The Case of the Invisible Rays .....	56
Activity: Slip, Slap, Slop! .....	60
Family Letter .....	63
Snackin' Healthy Recipes .....	64
Strawberry Yogurt Swirl .....	64
Magical Fruit Salad .....	65
Delightful Dip .....	66
Crunchy Munchies .....	67
Cabbage and Carrot Salad .....	69

# Acknowledgments

The following people provided input into the development of this guide:

Barbara Ames, Ph.D., Professor, Department of Family and Child Ecology, Michigan State University

Patricia Farrell, Ph.D., Specialist, University Outreach, Michigan State University

John Haubenstricker, Ph.D., Professor, Institute for the Study of Youth Sports, Michigan State University

Natasha Kendal, M.A., Graduate Assistant, Wexford Community School Project, Michigan State University

Grace Kreulen, Ph.D., Assistant Professor, College of Nursing, Michigan State University

Cynthia B. Mark, Ph.D., Program Leader, 4-H Youth Development

Rebecca McKee, Editor, 4-H Youth Development

Ann Mellen, M.S., R.D., Health Educator, Wexford Community School Project, Michigan State University

Janet R. Olsen, Associate Program Leader for Curriculum Development, 4-H Youth Development

Helen Truchan, M.S., Health Consultant

The research for this project was supported by a grant from the Michigan Department of Community Health.

Web production costs were generously supported by Blue Cross Blue Shield of Michigan and Blue Care Network.

## A 4-H Youth Development Book

The name "4-H" and the emblem consisting of a four-leaf clover with stem and the letter "H" on each leaflet are protected under Title 18 U.S.C. 707.

HEALTHY HABITS! A LEADER'S GUIDE TO HELPING CHILDREN REDUCE THE RISK OF CANCER.

Copyright © 2003 by the Michigan State University Board of Trustees. These materials may be copied for purposes of 4-H programs and other nonprofit educational groups. The handouts in this publication are designed to be photocopied for nonprofit educational purposes only. 4-H Youth Development grants permission to 4-H programs and other nonprofit educational groups to reproduce these masters.

Printed in the United States of America on recycled paper. For information, address 4-H Youth Development, Michigan State University Extension, 160 Agriculture Hall, East Lansing, MI 48824-1039.

**MICHIGAN STATE**  
**UNIVERSITY**  
**EXTENSION**

MSU is an affirmative-action, equal-opportunity employer. Michigan State University Extension programs and materials are open to all without regard to race, color, national origin, gender, gender identity, religion, age, height, weight, disability, political beliefs, sexual orientation, marital status, family status or veteran status. Issued in furtherance of MSU Extension work, acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Thomas G. Coon, Director, MSU Extension, East Lansing, MI 48824. This information is for educational purposes only. Reference to commercial products or trade names does not imply endorsement by MSU Extension or bias against those not mentioned. The name 4-H and the emblem consisting of a four-leaf clover with stem and the "H" on each leaflet are protected under Title 18 U.S.C. 707.

Welcome to

# Healthy Habits!

People who work with and care about children are concerned about the positive development of these young people. Our goal is to help kids to be healthy, happy and productive in terms of their physical development, cognitive (or thinking) development, emotional development and social development.

*Healthy Habits! A Leader's Guide to Helping Children Reduce the Risk of Cancer* is designed for adults to work with children aged

safety. These include eating more fruits, vegetables and grains; limiting high-fat foods; increasing physical activity; avoiding tobacco products and second-hand smoke; and reducing excessive exposure to the sun. *These areas are important because they represent lifestyle behaviors where changes can reduce cancer risk!*

Kids often hear the term “cancer,” but they don’t necessarily link their day-to-day behaviors with a

both improve their overall health and reduce their risks of developing cancer at later ages.

While cancer risk reduction and the development of healthy habits are the goals of the *Healthy Habits* program, each lesson focuses on developing a healthy lifestyle that will result in immediate improvements in children’s health *and* also reduce their long-term cancer risk. For this reason, the activities stress a variety of benefits that will result if children understand and adopt these practices.

This guide features learning activities that are designed for parents, volunteers, professionals and others to use with children in educational settings and programs that take place outside of school time. These nonformal educational programs can include after-school programs, 4-H clubs, Boys and Girls Clubs, or sports teams. These kinds of settings often include children of varying ages and grade levels learning and playing together. **The *Healthy Habits* activities are designed primarily for children aged 7 to 9,** but they can easily be adapted for younger children (aged 5 and 6) and older kids (aged 10 to 12). While the activities work best with groups of five to ten children and one leader, they can also be used with larger groups.

***Young children can benefit tremendously from learning accurate health information and practices early on that will both improve their overall health and reduce their risks of developing cancer at later ages.***

5 to 12 to help them develop healthier lifestyles that will improve their overall health and reduce their risk of developing various kinds of cancers in the future. Studies have shown that many cancer deaths can be prevented through simple lifestyle changes related to nutrition, physical activity, tobacco use and secondhand smoke, and sun

greater risk of developing cancer in the future. It’s important to keep in mind that habits—both healthy and otherwise—are established early in life, and re-learning behaviors is much harder than learning them properly the first time. Young children can benefit tremendously from learning accurate health information and practices early on that will

## The Themes of *Healthy Habits*

This guide focuses on four theme areas designed to build and enhance the health habits of children. Each of these themes includes several **healthy awareness** focuses that can lead to **healthy actions**:

Theme	Concepts for Building Healthy Awareness	Concepts for Building Healthy Actions
Healthy Habits for Good Nutrition	<ul style="list-style-type: none"> <li>• Foods fuel growth and health.</li> <li>• People need to eat a variety of foods every day from the different food groups.</li> <li>• Fruits and vegetables are superstars in the food world.</li> <li>• Fruits and vegetables contain vitamins, minerals and fiber that help keep people healthy.</li> </ul>	To stay healthy, I will eat a variety of fruits and vegetables every day.
Healthy Habits for Physical Fitness	<ul style="list-style-type: none"> <li>• Physical activity keeps people strong and healthy.</li> <li>• Physical activity builds strength and increases flexibility.</li> <li>• Physical activity increases endurance and helps the heart and lungs work better.</li> </ul>	To stay healthy, I will do a variety of physical activities at least three times a week.
Healthy Habits for Tobacco Use Prevention	<ul style="list-style-type: none"> <li>• Tobacco products contain tars and other substances that are harmful to lungs.</li> <li>• People can say “no” if someone offers them a cigarette or other tobacco product.</li> <li>• People can take steps to avoid secondhand smoke.</li> </ul>	To stay healthy, I will not smoke or use tobacco products, and I will avoid secondhand smoke.
Healthy Habits for Sun Protection	<ul style="list-style-type: none"> <li>• Ultraviolet (UV) light from the sun has a strong effect on the body.</li> <li>• During the sun’s peak hours of 10 a.m. to 3 p.m., people can protect their skin by:               <ul style="list-style-type: none"> <li>– Playing in shaded areas.</li> <li>– Wearing sunglasses and wide-brim hats and covering up with clothing.</li> <li>– Using sunscreen with an SPF (Sun Protection Factor) of 15 or more.</li> </ul> </li> </ul>	To stay healthy, I will protect myself when I am in the sun from 10 a.m. to 3 p.m. by wearing sunscreen, a long-sleeved shirt, a hat and sunglasses.

## Children, Health and Learning:

# Things to Consider

**H**eady Habits was designed with children's developmental characteristics in mind. When you use the *Healthy Habits* activities, you'll be helping the kids develop good health habits and practice skills related to their development.

### Developmental Tasks for School-Aged Children

What does it mean for children to move successfully through the ages of 5 to 12? Child development experts agree that there are certain *developmental tasks* or "jobs" that children should accomplish for optimal development. All of these tasks relate to the different areas in which kids are developing: physical, cognitive, social and emotional. When we see that they are doing well at these tasks, we consider them to be developing successfully.

To develop successfully in the years between 5 and 12, children need to learn to:

- Gather information about who they are and what they can do.
- Develop a better understanding of how to get along with others.
- Understand that rules are necessary to make groups work.
- Act in ways that respect themselves and others.
- Improve their physical abilities.
- Use language to share ideas and influence others.

- Find new ways to get information and to solve problems.
- Read, write and use numbers.

While these are general statements about children in this age group, it's important to remember that children don't all develop at the same rate. What's "normal" for one child may not describe another child's behavior. Individual differences play a big role in how children behave and what they like to do. Sometimes children's development is uneven. For example, while physically they may look older than others who are the same age, they may be behind their peers in their social skills. Furthermore, kids are influenced by the people with whom they spend their time (their family, their friends, people at their school and others within their community) and the various settings where these people are found.

If you'd like to learn more about children's development, refer to sources such as *Ages and Stages of Child and Youth Development: A Guide for 4-H Leaders* (NCR292), by Jeanne Karns and Judith A. Myers-Walls, Department of Child Development and Family Studies, Lafayette, IN: Purdue University. You can find this bulletin on the World Wide Web at: <http://www.agcom.purdue.edu/AgCom/Pubs/NCR/NCR-292.html>.

### What We Know About How Children Learn

Learning and having fun are important elements for effective out-of-school activities for children. Although we often think of learning as a cognitive or thinking skill, it really involves the whole child. As you work with your group on *Healthy Habits* activities, keep these ideas in mind:

- **Children are active learners.** This means they're both physically active and active in seeking out experiences. They learn from hands-on experiences that involve all their senses. The *Healthy Habits* activities are designed around an experiential learning model that encourages active learning. (See pages 5–6 for more information on experiential learning.)
- **Children's learning is influenced by development and maturation.** Kids in this age range (especially those aged 5 to 8) are concrete, here-and-now thinkers, and they enjoy activities that are within their ability to master. They want challenge, but don't want to feel frustrated because the task is too difficult. Try to simplify, maintain or expand your activities in response to the level of understanding the children demonstrate. To help you adapt the *Healthy Habits* activities, each activity contains suggestions for simplifying and

extending it to meet the needs of your group.

- **Children’s learning is affected by the environment.** The environment where your group meets can either enhance or detract from a child’s ability to learn. Create a setting in which kids feel safe and secure, and where you treat them with warmth, respect and caring.
- **Children learn through physical experience, social interaction and reflection.** From their direct experiences (seeing, listening, smelling, tasting and touching), children find out what things are like, how they work and how they relate to one another. They combine these observations with more complex thinking, like seeing patterns, interpreting and drawing conclusions about what

receive. They decide if their thinking and actions are “right” or “wrong” and adjust their actions accordingly.

It is also important for kids (and adults, too) to “think about their thinking”—to reflect on what they know and how they figured it out. You can guide the children to make connections between what they know now and where they want to go. This helps them to make connections between ideas and gives them clues for doing similar things in the future.

- **Children’s learning styles differ.** Everyone has a preferred way of taking in information and processing it. The *Healthy Habits* activities offer experiences related to different ways of learning by developing children’s problem-solving and

ones. When they play, children are learning to develop rules and get along with others. It’s important to offer time for recreation and play when your group meets.

- **Children’s learning is influenced by early attitudes and perceptions.** When children are learning new information, they’re also developing attitudes toward learning. Attitudes are the ways of reacting that people develop toward various situations in their lives, and this is especially relevant for the topic of health.

## What We Know About Children and Health

- Children learn health-related behaviors by watching adults and by observing the world around them. The media have a tremendous influence on children’s thinking about what is healthy and what is not. Children watch thousands of commercials every year, and a vast majority of these spots advertise foods that are high in fat, sugar or salt. In magazine ads, tobacco companies present images of smoking as cool and fun. As a concerned adult, you can teach kids critical thinking skills and help them avoid both media and peer pressure.
- Parents and care givers are powerful role models for children. Involving them in a health-related program will increase the chance of the program’s success. For example, by age 7 or 8, most children make snack choices, and parents and others can support children’s healthy choices.
- It’s very important to be sensitive to the fact that some of the

*...kids are influenced by the people with whom they spend their time (their family, their friends, people at their school and others within their community) and the various settings where these people are found.*

happens. These conclusions either add to kids’ existing ideas or cause them to adjust their thinking.

Children are also influenced by the people in their lives—especially the adults who are important to them such as parents, relatives, teachers and youth leaders. As children interact with other people in their lives, they make decisions about themselves and their actions based on the reactions they

thinking skills, by providing opportunities to gain self-knowledge, and by having children work in groups to develop social interaction skills.

- **Children learn through play.** Play is so important that it has been described as children’s work. All areas of development are enhanced through children’s play activities. Play is the primary way children gather and process new information, learn new skills and practice old

adults in children's lives will have habits that are not healthy and are actually harmful to themselves and others. Let kids know that many people developed habits such as smoking before they knew the habits were harmful. Changing these behaviors as an adult is not easy. All adults want children to be healthy, and that is why we are so concerned about them developing healthy behaviors right from the start.

- Cigarettes and other tobacco products contain tars and other substances that are harmful to lungs. More than 4,000 chemical compounds have been identified in tobacco smoke, and at least 43 are known to cause cancer in humans or animals (*Cancer Facts and Figures*, American Cancer Society, 1999).
- The earlier a smoker begins to smoke, the less success he or she will have in quitting (*Cancer Facts and Figures*, American Cancer Society, 1999).
- Early exposure to harmful environmental elements has serious lifelong implications. Did you know that most of a person's exposure to the sun's harmful rays occurs before the age of 18? (*Sun Safety for Kids*, The Sun Wise School Program, United States Environmental Protection Agency, 2000). Similarly, exposure to second-hand smoke can increase children's risk of chronic cough, asthma, allergies, middle-ear disease and reduced lung function (*First Hand Facts on Secondhand Smoke*, Michigan Department of Community Health). Thus, the earlier we teach children how to protect themselves, the healthier they can be.

## Guiding Principles for Positive Youth Development

As you work with your group, strive to build the following principles into the learning environment and experiences that you create:

- **Give your group members opportunities to develop positive relationships with adults and peers.** These kinds of sustained relationships play a critical role in nurturing the positive development of young people.
- **Help the children in your group feel physically and emotionally safe.** They will learn more and participate more fully when they feel both physically and emotionally safe. Help provide a structured yet flexible environment that encourages honesty, trust and respect within the group.
- **Help children be actively engaged in their own development.** Give them opportunities to think about their "selves" both now and in the future.
- **Help children actively participate in their own learning.** Provide opportunities for your children to choose learning topics they're interested in. Try to include activities that take into account a variety of learning styles.
- **Help children develop skills that will help them succeed.** Provide "hands-on" educational opportunities that relate to a variety of life skills, including decision-making, problem-solving, critical thinking and many more.
- **Help children recognize, understand and appreciate multiculturalism.** Provide opportunities for the group to explore their own cultural backgrounds and to interact with others from diverse backgrounds.
- **Help children grow and contribute as citizens through service and leadership.** Allow them opportunities to create significant roles to play so they can carry out and recognize their contributions to the group and their community.

- Some of the hardest habits to break are those of the sedentary lifestyle and consumption of less-than-nutritious food on a regular basis. The food groups most frequently missed by American children are fruits and vegetables. Children need our knowledgeable and consistent guidance to grow into strong and healthy adults (*Feel the Get Up and Glow*, U.S. Department of Health and Human Services,

National Cancer Institute, PBH Publication No. 44050).

### Making Learning Experiential

The *Healthy Habits* materials are designed to help children "learn by doing." The activities give them the opportunity to think about and practice healthy life skills. This is accomplished by having the children go through



the “Do—Reflect—Apply” steps of experiential learning:

**Do:**

- The children do or experience an activity. This could involve making something, playing a game or solving a problem.

**Reflect:**

- Next, the children share what they think happened in the experience. They think about what they did, how it felt,

whether it was easy or difficult, and more.

- They also process or analyze the experience by reflecting on the problems or issues that came up for them.

**Apply:**

- Next, they generalize the experience by connecting it to real-world examples. This is the “so what?” portion of experiential learning.

- And finally, they apply what they’ve learned by thinking about it in terms of new situations that might happen now or in the future.

Each *Healthy Habits* activity is designed around this experiential learning model. The “Talking It Over” section of each activity suggests questions you can ask to help the children complete the learning cycle for a particular activity.



Help Kids “Learn By Doing”: The Experiential Learning Model

Using the

# Healthy Habits

Materials

## The Components of Healthy Habits

Each of the four *Healthy Habits* theme areas includes the following components:

- **Leader Background Information**—This section includes any background information related to the theme’s content (such as nutrition) that would be helpful for you to know as you use the activities with children. The section sometimes includes definitions of words that the kids may not be familiar with.
- **“Key Ideas” Poster Information**—This section presents the key ideas explored in each theme’s activities. This includes both the **healthy awareness** concepts and the **healthy actions** concepts. When exploring each theme area with your group, transfer these key ideas to a poster (or better yet, enlist a couple of children to do it for you) so you can display the ideas as your group experiences the activities.
- **Learning Activities**—Each of the activities includes the following components:
  - **Objectives**—Lists the specific learning objectives the activity is designed to teach.

- **Materials**—Lists the materials you’ll need for the activity, including any materials that need to be photocopied for your group.
- **Time**—Gives an estimate of how long the activity will take. Keep in mind that the times listed are based on a group size of five to ten children.
- **Procedure**—Spells out the specific steps for carrying out the activity. Note that most activities include steps to accomplish before your group meets and steps for doing the actual activity with the group.
- **Talking It Over**—Suggests questions to ask the group so that they can reflect on what happened and make some connections to their everyday lives.
- **Adapting the Activity for Younger Children**—Suggests ways to adapt the activity if your group includes younger children aged 5 to 6.
- **Adapting the Activity for Older Children**—Suggests ways to adapt the activity if your group includes older children aged 10 to 12.
- **Support Materials**—Many activities include support materials (such as handouts or game supplies) that

need to be photocopied for the group.

- **Family Letter**—This letter is designed to tell parents and other family members about the *Healthy Habits* project. One letter is provided for each section of *Healthy Habits*, and each lists the health awareness and healthy actions concepts the children are exploring. You can customize the letter by filling in the blanks and by adding any information unique to your group in the “Special Notes” section.

## Don’t Forget the Snacks!

Taking a snack break during a meeting gives kids the chance to rest their minds and socialize while they participate in a positive and rewarding activity—healthy snacking! Teaching children to prepare healthy snacks is an excellent way for them to learn more about nutrition and good eating habits in a relaxed and fun setting. Several examples of healthy snack recipes are included on pages 64–70 of this guide. These recipes, which can be reproduced and distributed to your group members, are from *Snackin’ Healthy*, a curriculum produced by Michigan 4-H Youth Development. For more information on the *Snackin’ Healthy*

leader's guide or member's packet, contact your county MSU Extension office.

**Important!** Don't forget to teach children about the importance of hand washing before preparing or eating food!

## Using *Healthy Habits* in a Variety of Youth Settings

Whether you're a 4-H volunteer, an afterschool program staff member, a Scout leader or a coach, you'll find that you can either use *Healthy Habits* as a "stand-alone" curriculum, or you can blend *Healthy Habits* activities with other kinds of recreational and learning activities. Following are some examples that may spark other ideas for using *Healthy Habits* with your group:

- **Using *Healthy Habits* in a related 4-H project setting:** If you're a 4-H leader who is working with a group of children on a project such as foods and nutrition, fitness, health or self-awareness, *Healthy Habits* is a natural addition to the group's learning topics. Work with your group to see where you could build the four theme areas into the ongoing project. You might also want to enlist the assistance of two or three older 4-H'ers to help coordinate the *Healthy Habits* activities with the group.
- **Using *Healthy Habits* with other 4-H project clubs or 4-H community clubs:** If you're a 4-H leader who works with young people on other kinds of projects or as part of a 4-H community club, look for opportunities to build in *Healthy Habits* activities as a special addition to the group's meetings. For example, October is Family Health

Month, and you and several of the older kids in your group may want to use *Healthy Habits* to offer a special series of activities focusing on health.

- **Using *Healthy Habits* in an afterschool program:** If you're a staff member or a volunteer at an afterschool program, *Healthy Habits* makes a fine addition of activities to do with your group. You could offer a one-week journey into healthy habits or your group could explore this topic one afternoon a week for several weeks.
- **Using *Healthy Habits* with a recreation program:** The focus of *Healthy Habits* fits very nicely with the goals of recreation programs, which typically use competitive sports or organized games to enhance the well-being of the youth participants. As a coach or a recreation leader, you could build in some of the *Healthy Habits* activities as a way to extend the health aspect of your group's learning.
- **Using *Healthy Habits* as a community service project for older teens:** Having teens take responsibility for teaching the activities to younger children is a great way for teens to learn about the topic, be role models for younger youth, and demonstrate and enhance their own teaching and leadership skills. They also experience the world of work by trying out a job—teaching!

## Celebrating the Group's Learning

At the end of each meeting, be sure to save some time to ask the children about the learning experience. Ask questions like the following:

- Was our meeting fun for you? What parts were the most fun?

- Did you learn new things? Name one.
- Since we started exploring *Healthy Habits*, have you told anyone at home about what we've been doing? Who did you tell? What was their reaction?
- Can you share one healthy habit you learned this week that you'll try to put into action? Describe how you plan to do this.

Besides getting ongoing feedback from the children to assess their learning, involve them in planning a *Healthy Habits* Family Celebration Event at the end of the project. Besides serving healthy snacks during this event, you and the children may want to design posters or displays for the four *Healthy Habits* theme areas, or you could have an exhibition for posters that show how the children are putting the **healthy actions** into practice:

- I eat a variety of fruit and vegetables every day.
- I do a variety of physical activities at least three times a week.
- I do not smoke or use tobacco products, and I avoid second-hand smoke.
- I protect myself when I am in the sun from 10 a.m. to 3 p.m.

You could also design a quiz game that the children could take part in while their family members serve as the "studio audience." Following are the types of questions you could include in a quiz game:

- What are the most popular physical activities for the children in our group?
- Where are the places where you would get the most reflected UV rays?
- What are some ways to protect your skin from the sun's UV rays?

- What are four ways to avoid cigarette smoke if someone is smoking in a car?
- What are five ways to avoid cigarette smoke if someone is smoking in your house?
- What specific things does physical activity do to help your body?

- What are the food groups in a meal with cheese pizza and apple juice?
- What are the five basic food groups?

Another way to celebrate the end of the *Healthy Habits* project is to design a certificate that you can

present to the children to recognize them for taking part in these learning experiences.

# Other Helpful Resources

To supplement or extend the *Healthy Habits* activities, you may want to contact local health care professionals or organizations for additional materials, props or guest speakers. Another way to involve the local community is to invite businesses and companies to participate as volunteers in an activity or donate materials for activities. This gives them an opportunity to advertise their business while making a difference in the lives and health of children in their communities. You may also want to invite parents and grandparents, older siblings and other community members to help with demonstrations, setup or cleanup.

The following organizations provide valuable information that can supplement activities in this guide.

#### **American Alliance for Health, Physical Education, Recreation and Dance**

AAHPERD, 1900 Association Dr., Reston, VA 20191-1598, phone (800) 213-7193 [www.aahperd.org/](http://www.aahperd.org/)

#### **American Cancer Society**

Contact the National Cancer Information Center by phone at (800) ACS-2345 [www.cancer.org](http://www.cancer.org)

#### **American Dietetic Association**

Headquarters, 216 W. Jackson Blvd., Chicago, IL 60606-6995, phone (312) 899-0040 [www.eatright.org](http://www.eatright.org)

#### **FDA Center for Food Safety and Applied Nutrition**

CFSAN, 200 C Street SW, Washington, DC 20204, phone (888) SAFEFOOD <http://vm.cfsan.fda.gov/>

#### **FitnessLink**

53 Buttermilk Bridge Rd., Washington, NJ 07882-4300, phone (908) 689-8726 [www.fitnesslink.com](http://www.fitnesslink.com)

#### **5-a-Day Program**

c/o National Cancer Institute, Building 31, Room 10A03, 31 Center Drive, MSC 2580, Bethesda, MD 20892-2580, phone (301) 435-3848 <http://5aday.nci.nih.gov/>

#### **Food and Nutrition Information Center**

phone (301) 504-5719 [www.nal.usda.gov/fnic](http://www.nal.usda.gov/fnic)

#### **4-H Youth Development**

Michigan State University Extension, 160 Agriculture Hall, East Lansing, MI 48824-1039, phone (517) 432-7575 [www.msue.msu.edu/msue/cyf/youth/index.html](http://www.msue.msu.edu/msue/cyf/youth/index.html)

#### **Michigan Fitness Foundation**

P.O. Box 27187, Lansing, MI 48909, phone (800) 434-8642 [www.michiganfitness.org](http://www.michiganfitness.org)

#### **Michigan Model for Comprehensive School Health Education**

Educational Materials Center, 139 Combined Services Building, Central Michigan University, Mt. Pleasant, MI 48859, phone (800) 214-8961 [www.emc.cmich.edu/mm](http://www.emc.cmich.edu/mm)

#### **President's Council on Physical Fitness and Sports**

PCPFS, Department W, 200 Independence Ave., SW, Room 738-H, Washington, DC, 20201-0004, phone (202) 690-9000 [www.fitness.gov](http://www.fitness.gov)

#### **U.S. Centers for Disease Control and Prevention, Division of Adolescent and School Health**

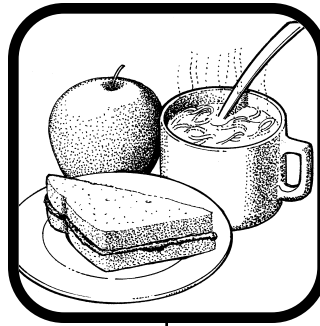
[www.cdc.gov/nccdphp/dash](http://www.cdc.gov/nccdphp/dash)

#### **USDA's Team Nutrition**

3101 Park Center Drive, Room 632, Alexandria, VA 22302, phone (703) 305-1624 [www.fns.usda.gov/tn](http://www.fns.usda.gov/tn)

# Healthy Habits

## for Good Nutrition



The information in this section is designed to help the children in your group improve their awareness of good nutrition and give them hints for putting good nutrition into practice. The section includes leader background content for you to review, information for a “Key Ideas” poster, two activities to use with your group (each of which includes time for a healthy snack), and a “Family Letter” that you can customize and share with the kids’ families.

### Leader Background Information

Following are key points for you to review and keep in mind as you explore healthy nutrition with your group:

- Fruits and vegetables are low in fat and high in vitamins and fiber. Scientists know that people who eat many fruits and vegetables have a decreased chance of developing certain kinds of cancer. There is some evidence that the vitamins and fiber in fruits and vegetables play a role in cancer prevention. Yet we know many children eat very few fruits and vegetables and that lifelong eating habits are established during childhood. In fact, the food groups most frequently missed by American children are fruits and vegetables.
- Some studies indicate that children do not eat fruits and vegetables because they do not “like” them. Actually, kids may have never tasted them. Sometimes it’s because they don’t see others in their family eating these foods. Another reason

is that children are shy of new foods and if they don’t eat fruits or vegetables regularly, they may not select them at restaurants, school or home. This is why the fun recipes in this section or simple samples of fruits and vegetables are important parts of these activities.

The goal of these activities is to introduce children to new fruits and vegetables and to reinforce their use in children’s daily diets.

### Nutrition “Key Ideas” Poster

Following is a listing of the **healthy awareness** concepts and the **healthy action** concepts related to nutrition that are explored in this section. Transfer these key ideas to a poster (or better yet, enlist a couple of children to do it for you) so you can display the ideas as your group experiences the activities.

#### **Healthy Nutrition Awareness:**

- Food fuels growth and health.
- People need to eat a variety of foods every day from the different food groups.
- Fruits and vegetables are superstars in the food world.
- Fruits and vegetables contain vitamins, minerals and fiber that keep people healthy.

#### **Healthy Nutrition Action:**

To stay healthy, I will eat a variety of fruits and vegetables every day.

## ACTIVITY: Food Groups Superstars!

### Objectives:

This activity is designed to help children:

- Identify the food groups for a variety of common foods.
- Learn about the variety in fruits and vegetables and taste several examples.
- Begin to understand that healthy food choices can help reduce the risk of cancer and that fruits and vegetables play a special role in this.

### Materials:

- Nutrition “Key Ideas” poster
- Six paper grocery bags
- Food group pictures (see page 15)
- Assortment of plastic food items (about 20 to 30 total; these can be found in a store’s children’s toy section)
- Clean, empty food containers
- Basket or bag large enough to hold plastic food items
- Snack supplies
- Magazines with food pictures (seed catalogs or food magazines work well)—one or two per child
- Scissors—one pair per child
- Glue sticks—one per child
- Construction paper—one sheet per child
- Picture of the Food Guide Pyramid (see page 16)—one per child
- Other materials may be needed for adapting the activity for younger or older children (see directions near the end of the “Procedure” section of this activity)

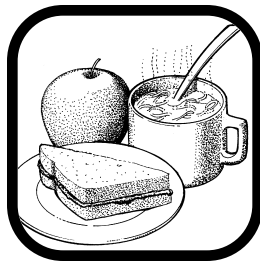
### Time:

30–40 minutes

### Procedure:

#### **Before the meeting:**

1. Make the nutrition “Key Ideas” poster and display it in your meeting space where the children can easily see it.
2. Make food group grocery bags by gathering six paper grocery bags and gluing a food group picture to each bag.



3. Place the plastic food items in the large basket or extra grocery bag.
4. Choose a snack that includes fruits or vegetables and gather the ingredients and any supplies needed. In addition to the recipes included on pages 64–70 of this guide, here are some other ideas to consider:

- Offer an assortment of fresh fruits, including some unusual fruits like star fruit or kiwi, along with old favorites.
- Layer fruit with pudding in paper cups.
- Provide fruit and yogurt topped with a crunchy cereal.
- Make a fruit dip by mixing two tablespoons of frozen orange juice concentrate into a cup of vanilla pudding. Serve with fresh fruit or fruit kabobs.

5. Gather the other supplies (magazines, scissors, glue, construction paper and copies of the Food Guide Pyramid).

#### **During the meeting:**

1. Have the children sit where they can see the nutrition “Key Ideas” poster. Ask for a volunteer to read each of the following “Healthy Nutrition Awareness” statements and ask the group if they know why each statement is important:
  - Food fuels growth and health.
  - People need to eat a variety of foods every day from the different food groups.
  - Fruits and vegetables are superstars in the food world.
  - Fruits and vegetables contain vitamins, minerals and fiber that keep people healthy.Use the children’s responses to gauge what they already know about healthy nutrition choices.
2. Give a copy of the Food Guide Pyramid to each child in your group and ask how many know about the food pyramid. Review the food groups briefly with some simple statements like the following:
  - Fruits and vegetables help heal cuts, help people see in the dark and help prevent diseases such as cancer.
  - Bread, cereal, rice and pasta give us energy to play and fiber to stay healthy.

## ACTIVITY: Food Groups Superstars!

- Milk, yogurt and cheese help build strong bones and teeth.
  - Meat, eggs and peanut butter help build muscles.
  - Sweets and fats provide calories in the food pyramid.
3. Point out the recommended number of servings listed on their pyramid and tell the children that each food group has a number of servings that are needed each day (for example, we need two to four servings of fruits each day).
  4. Place the empty food group grocery bags on a table where all the children can see them and ask how many children go to the grocery store with their parents. Tell them that they will be going on a special shopping trip today. Tell them that each bag represents one of the food groups, and they are going to figure out where different foods belong.
  5. Select a plastic food item from the bag or basket and ask the children which food group bag it belongs in. Let each child match at least one plastic food item to the correct food group bag. Be sure all children have a chance to participate.
  6. Next, give each child a pair of scissors, a glue stick and a couple of the magazines. Ask them to find pictures of foods in the magazines, cut them out and then glue them to the bag that represents the food group to which each picture belongs. Encourage the children to look for a variety of food pictures and help those who select pictures that represent more than one food group.
  7. Have the children clean up their supplies and wash their hands so they can experience a healthy snack. Provide the snack you've prepared or enlist the help of the children to help prepare the snack.

### Talking It Over:

While the children are eating their snack, ask them the following questions to complete the experiential learning cycle. Use the nutrition "Key Ideas" poster to emphasize the key points of this section.

1. What are your favorite fruits and vegetables? How often should you eat these to help you stay healthy?
2. What new fruit or vegetable did you learn about? Can you think of ways you could use this fruit or

vegetable in your daily food choices? (One example might be to include it in their school lunches or after-school snacks.)

3. What foods choices did you have for lunch yesterday? Can you match these to the food groups?
4. Can you think of a goal you could have for eating fruits and vegetables? (Ask the children to look at the "Healthy Nutrition Action" statement on the poster: *To stay healthy, I will eat a variety of fruits and vegetables every day.*)
5. Why is it important for your food choices to include fruits and vegetables? (Point out that scientists know that people who eat many fruits and vegetable have a decreased chance of getting sick with certain kinds of cancer. This is because of the vitamins and fiber that are found in fruits and vegetables.)

### Adapting the Activity for Younger Children:

- Instead of using the food items in the shopping activity, use the plastic food items to play "Food Group Hot Potato." Have the children sit in a circle and have one start by selecting a food item. Have the group pass the item around the circle while you say "Hot potato, hot potato, hot potato, hot." Repeat this chant three or four times and then say, "Hot potato, hot potato, hot potato, stop!" At this point, the child holding the food item must place it in the correct grocery bag.
- Play "Food Group Bingo." Make copies of the game card on page 17 (one copy on card stock for each player) and a copy of the food pictures on page 18 (again, copy onto card stock if possible). Cut the food pictures apart and place them face down in the center of the playing area. Have each child choose a food picture and place it on the correct food group name on his or her game card. Continue this around the circle so that each child has several turns until someone has a complete row and can declare "Bingo!"
- Play the "Food Groups Memory Game" by making a deck of cards using the masters provided on pages 19–24 (copy these pages onto card stock if possible). Shuffle the cards and place them face down on the playing area. Have the children take turns turning over two cards. If those cards are from the same food group (note that they don't need to be the exact same foods),



## ACTIVITY: Food Groups Superstars!

the player can keep them as a match and continue his or her turn by turning two more cards. Once a player turns over two cards that do not match, the next player takes a turn. Continue until all the cards are matched. The winner is the player with the most matches.

### Adapting the Activity for Older Children:

- Play the “Food Group Card Game” with groups of three to five players. Purchase two decks of cards with the same pictures on the back. Make two copies of the food pictures on pages 19–24, cut them apart and glue the pictures to the number side of the cards. The object is for a player to win by having a set of cards from each food group. Start by reviewing the minimum and maximum number of servings that we should eat each day from each of the food groups. Deal seven cards to each player. Place the remaining cards in a draw pile in the center of the table. Have the children arrange the cards in their hand by food groups. If they have at least the minimum number of servings from a food group, they can place those cards face up on the table in front of them. Take turns by beginning with the player to the left of the dealer. On each turn, a player can either:
  - Lay down any completed food groups in his or her hand.

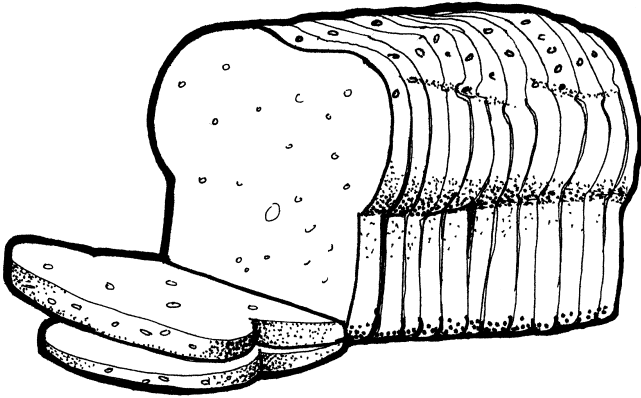
- Ask another player for any foods from a group. If the player has any food cards from that food group, he or she has to give one to the player who asked. If he or she does not have any cards from the food group, the player who asked draws a card from the extra card pile in the center. If the player draws a card from a food group that he or she has already placed on the table, the player can add it to that food group if he or she has less than the maximum number of servings for that group. For example, if a player places two fruit cards on the table, he or she can still add another fruit. However, once he or she has four fruits on the table, no more can be added.

- If a player lays down all of his or her cards, he or she can draw five more cards at the end of the turn.

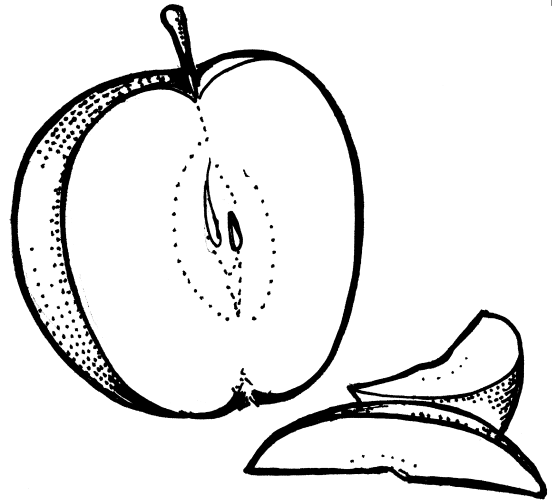
The next player takes a turn and the play continues until someone has laid down sets of cards from all the food groups.

- Read the verses of the “Food Group Mystery Rhyme” (see page 25) to the group to review the food groups. After each verse have the children decide what food group is being referred to. After they’ve determined the food groups, they can practice the rhyme as a total group (you can distribute copies of the rhyme if desired).

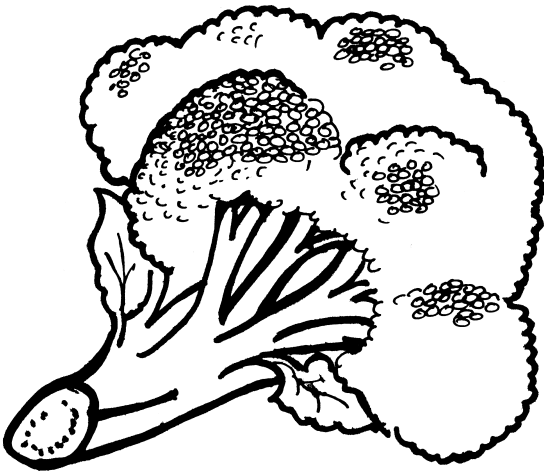
# FOOD GROUPS



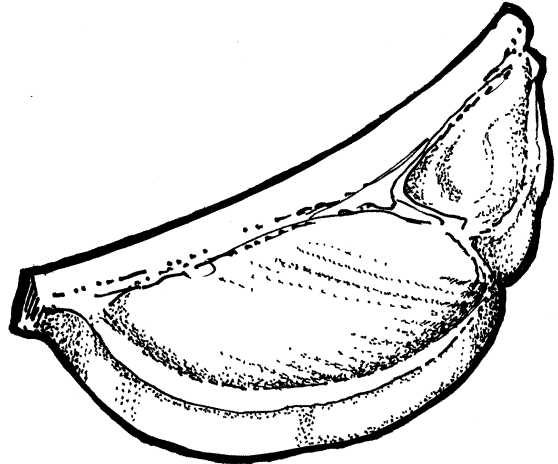
Bread, Cereal, Rice and Pasta Group



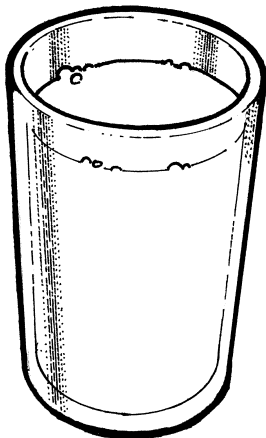
Fruit Group



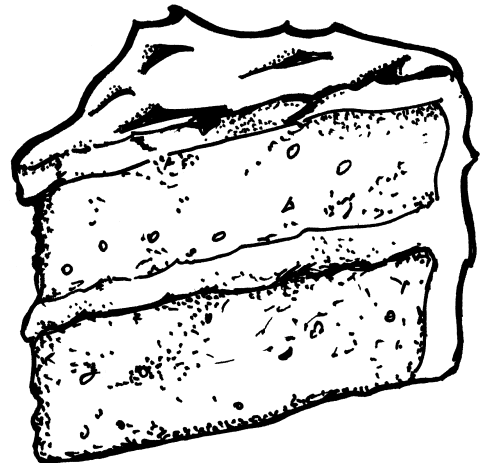
Vegetable Group



Meat, Poultry, Fish, Dry Beans, Eggs and Nuts Group



Milk, Yogurt and Cheese Group



Fats, Oils and Sweets Group

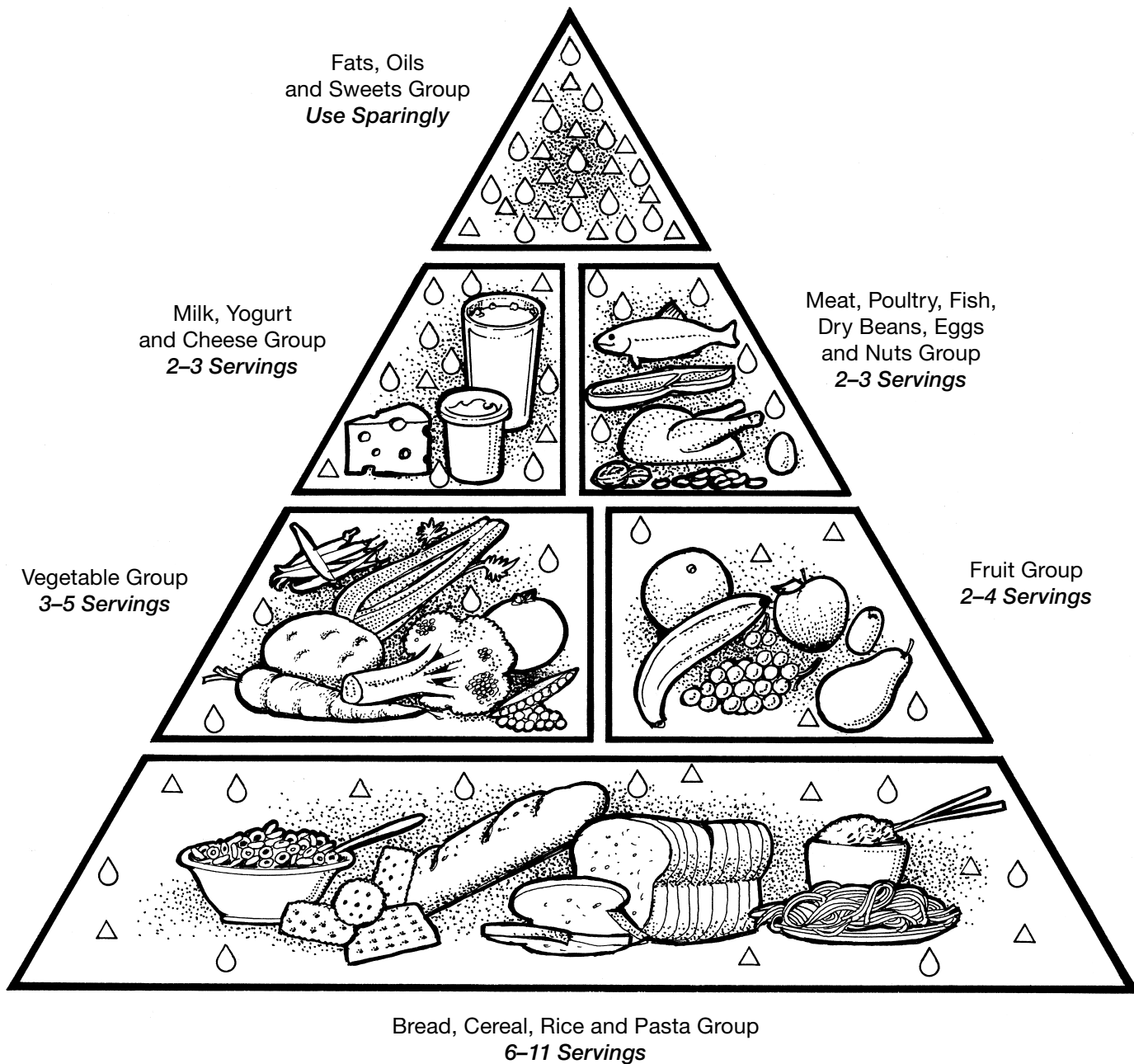
# FOOD GUIDE PYRAMID

## KEY

◊ Fat (naturally occurring and added)

△ Sugars (added)

*These symbols show fat and added sugars in foods.*



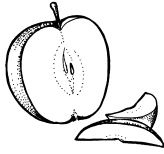

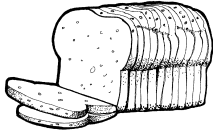


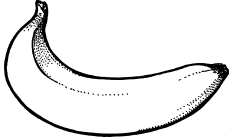
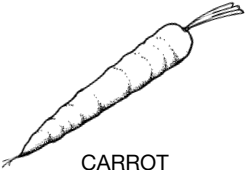

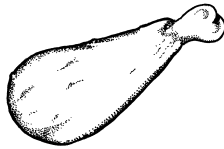




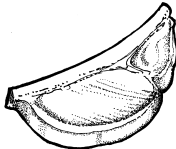

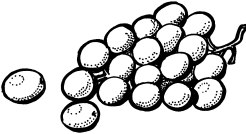
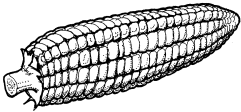
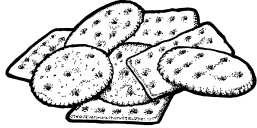
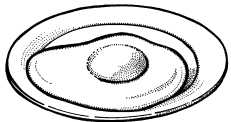

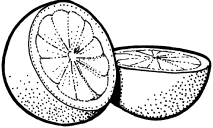



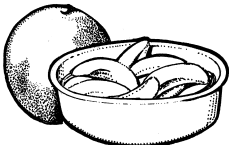




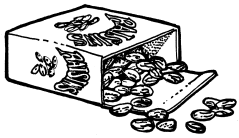

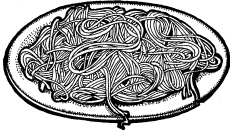


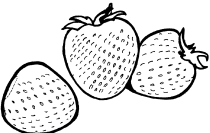
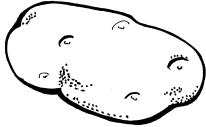
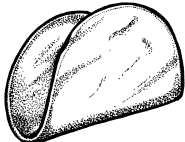


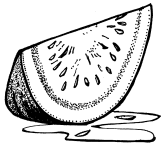

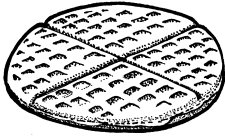
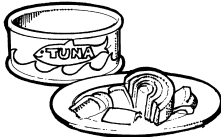

**Source:** Food and Nutrition Information Center, National Agricultural Library, Agricultural Research Service, United States Department of Agriculture

## FOOD GROUP BINGO

Milk Group	Vegetable Group	Grain Group	Milk Group	Fruit Group
Vegetable Group	Meat Group	Milk Group	Meat Group	Grain Group
Milk Group	Vegetable Group	Grain Group	Fruit Group	Meat Group
Fruit Group	Meat Group	Grain Group	Fruit Group	Vegetable Group
Grain Group	Fruit Group	Milk Group	Vegetable Group	Meat Group

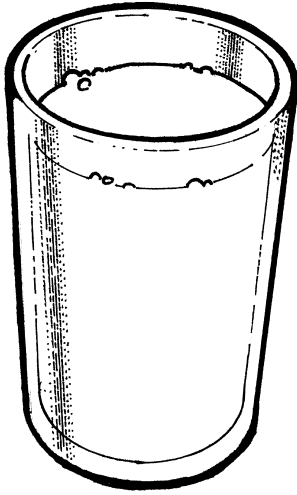
# BINGO FOODS

Reproduce this page and cut the pictures apart.

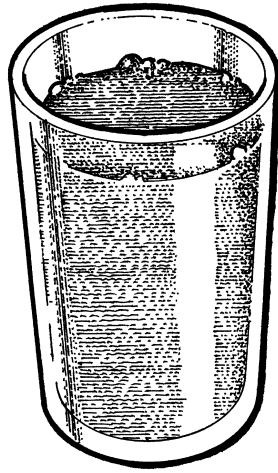
FRUIT GROUP	VEGETABLE GROUP	GRAIN GROUP	MEAT GROUP	MILK GROUP
 APPLE	 BROCCOLI	 BREAD	 DRIED BEANS	 AMERICAN CHEESE
 BANANA	 CARROT	 HAMBURGER BUN	 CHICKEN LEG	 CHOCOLATE MILK
 FRUIT COCKTAIL	 CELERY	 CEREAL	 PORK CHOP	 FROZEN YOGURT
 GRAPES	 CORN	 CRACKERS	 EGG	 ICE CREAM
 ORANGE	 GREEN BEANS	 MUFFIN	 HAMBURGER	 WHITE MILK
 PEACHES	 MUSHROOMS	 RICE	 HOT DOG	 MILKSHAKE
 RAISINS	 PEAS	 SPAGHETTI NOODLES	 PEANUT BUTTER	 PUDDING
 STRAWBERRIES	 POTATO	 TACO SHELL	 REFRIED BEANS	 STRING CHEESE
 WATERMELON	 LETTUCE SALAD	 WAFFLE	 TUNA	 YOGURT

# FOOD GROUP MEMORY GAME

Milk Group Cards / *Reproduce this page and cut the cards apart.*



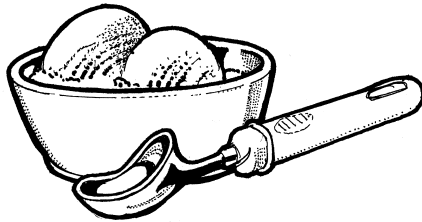
White Milk



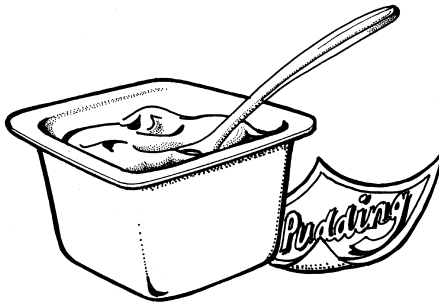
Chocolate Milk



Yogurt



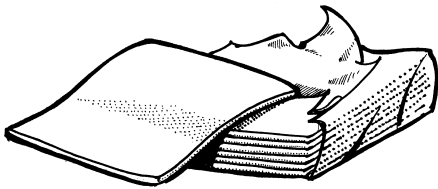
Ice Cream



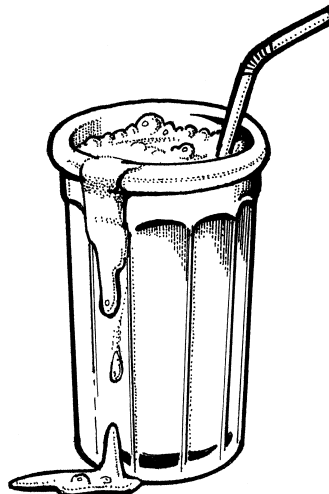
Pudding



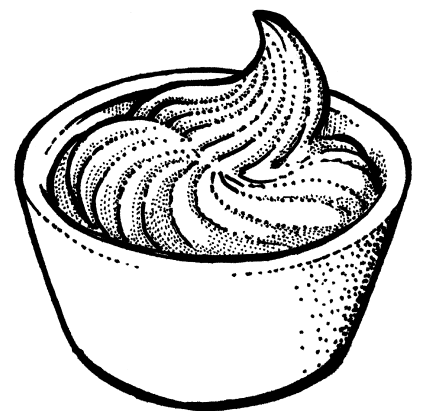
String Cheese



American Cheese



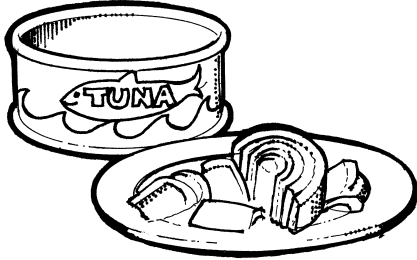
Milkshake



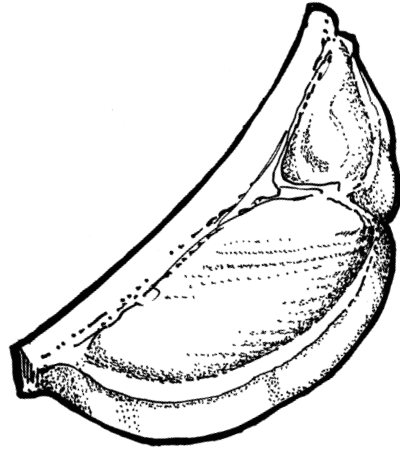
Frozen Yogurt

# FOOD GROUP MEMORY GAME

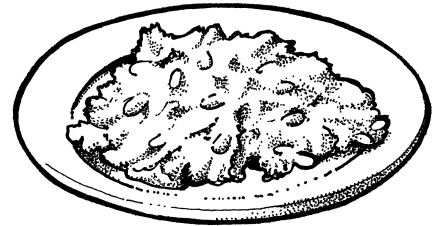
Meat Group Cards / *Reproduce this page and cut the cards apart.*



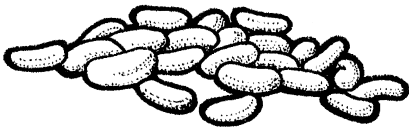
Tuna



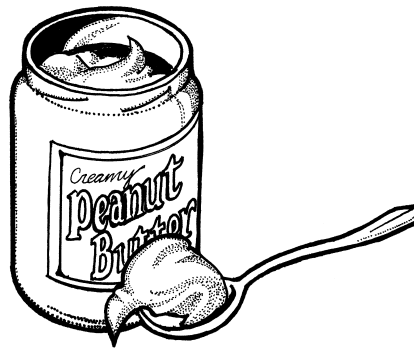
Pork Chop



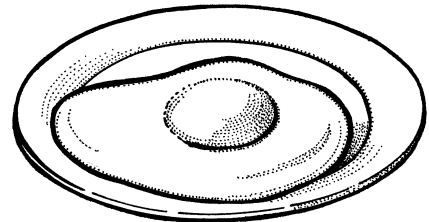
Refried Beans



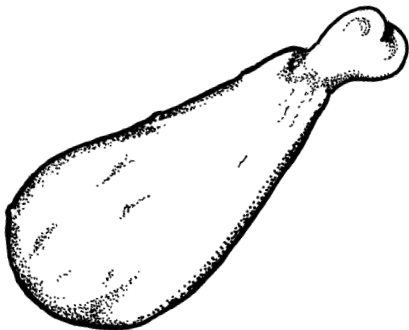
Dried Beans



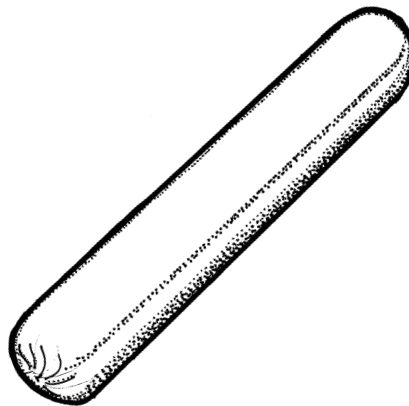
Peanut Butter



Egg



Chicken Leg



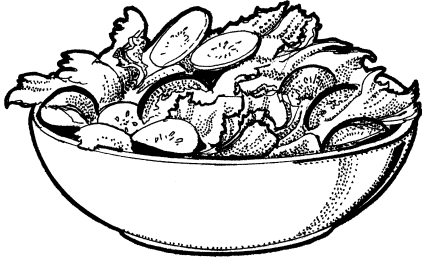
Hot Dog



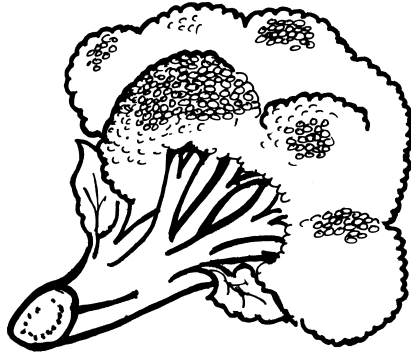
Hamburger

# FOOD GROUP MEMORY GAME

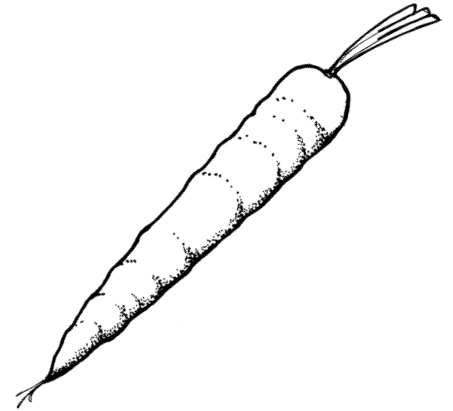
Vegetable Group Cards / *Reproduce this page and cut the cards apart.*



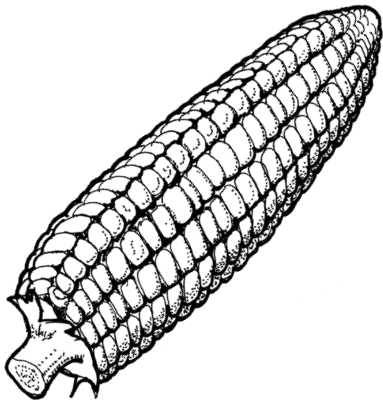
Lettuce Salad



Broccoli



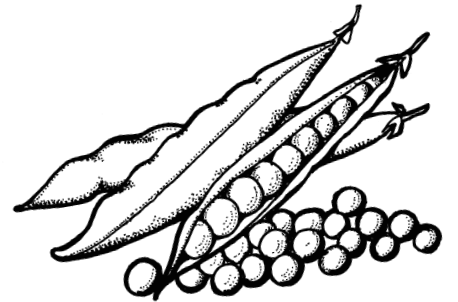
Carrot



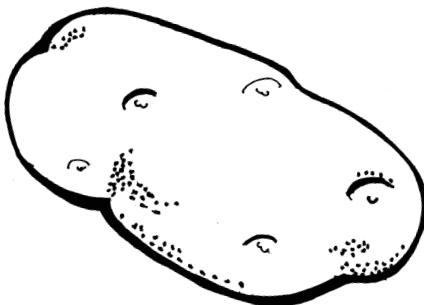
Corn



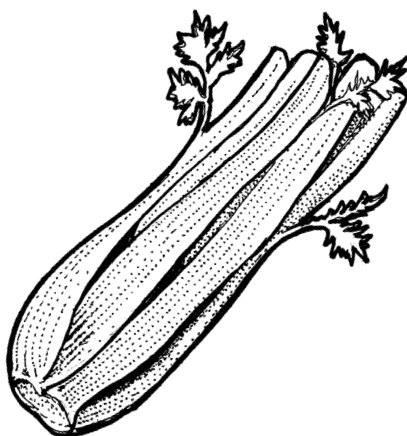
Green Beans



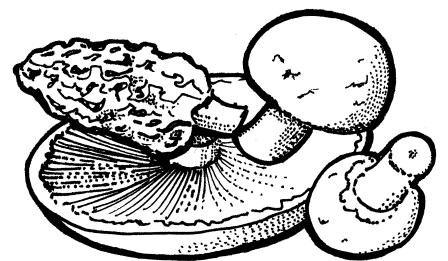
Peas



Potato



Celery

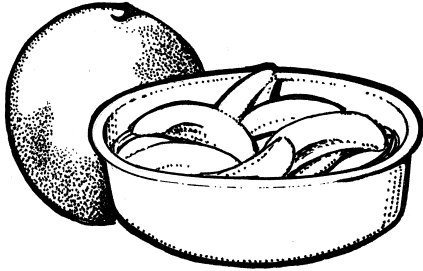


Mushrooms

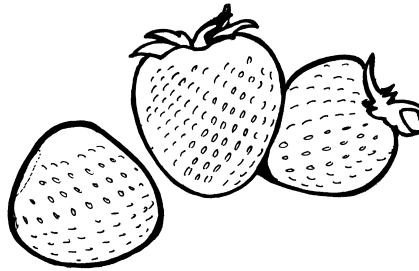


# FOOD GROUP MEMORY GAME

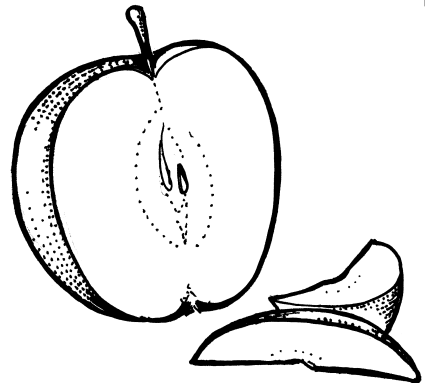
Fruit Group Cards / *Reproduce this page and cut the cards apart.*



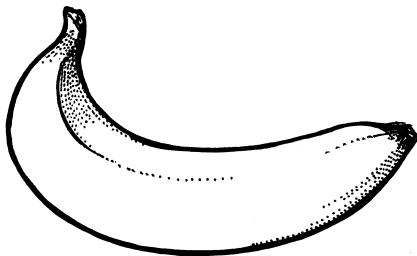
Peaches



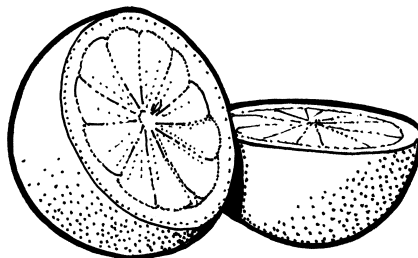
Strawberries



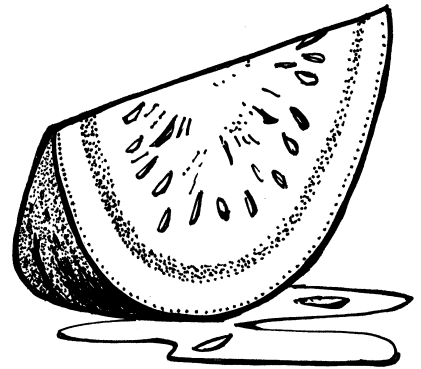
Apple



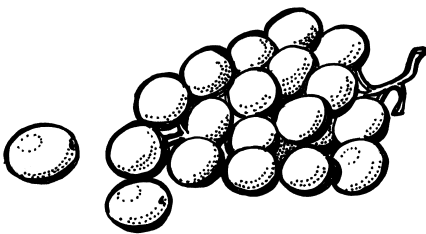
Banana



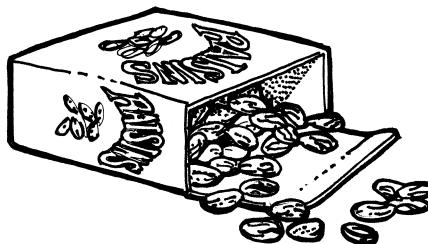
Orange



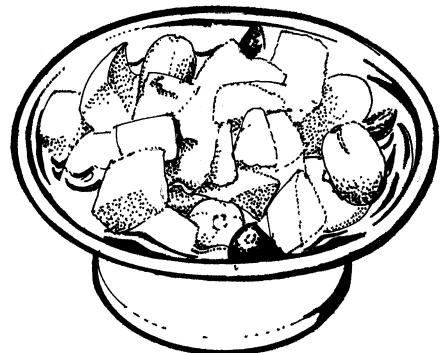
Watermelon



Grapes



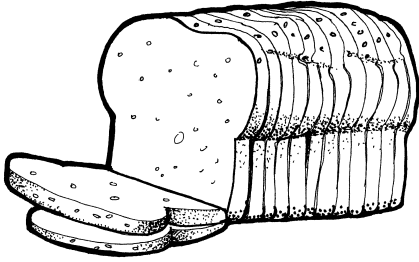
Raisins



Fruit Cocktail

# FOOD GROUP MEMORY GAME

Grain Group Cards / *Reproduce this page and cut the cards apart.*



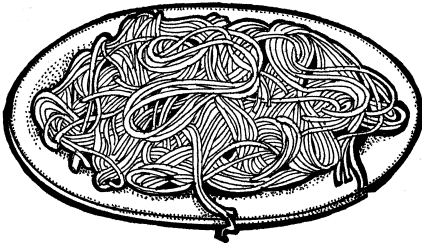
Bread



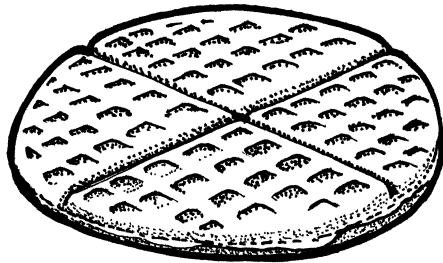
Cereal



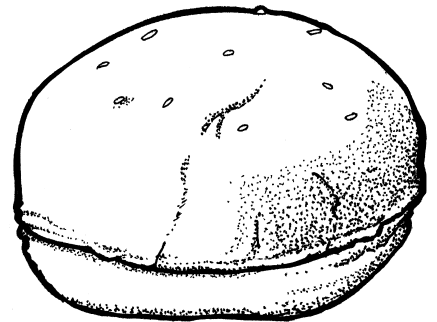
Muffin



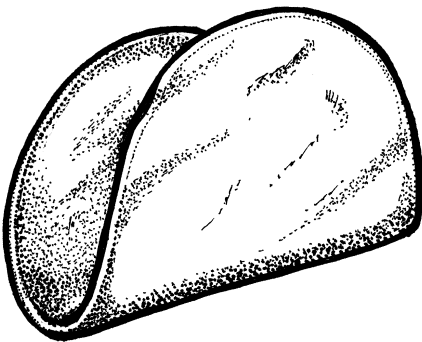
Spaghetti Noodles



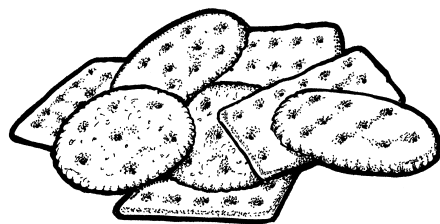
Waffle



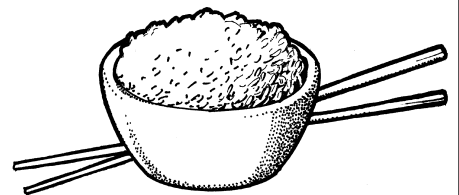
Hamburger Bun



Taco Shell



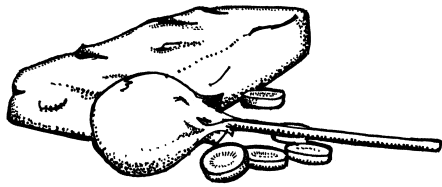
Crackers



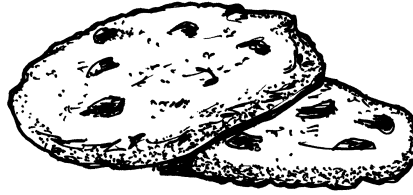
Rice

# FOOD GROUP MEMORY GAME

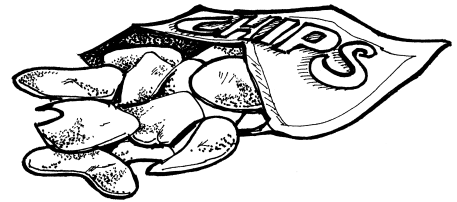
"Others" Group Cards / Reproduce this page and cut the cards apart.



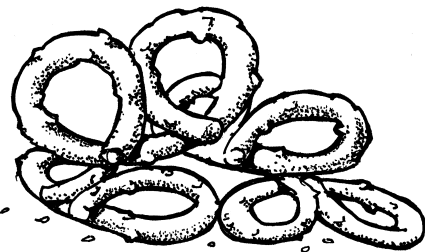
Candy



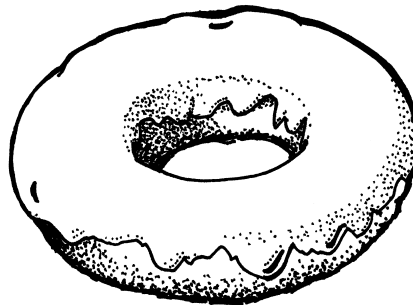
Cookies



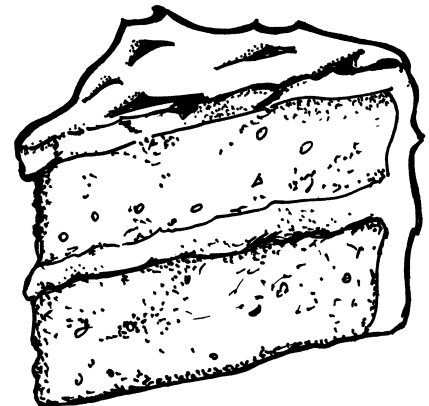
Potato Chips



Pretzels



Doughnut



Cake



Soft Drink



Mustard



Jelly

## FOOD GROUP MYSTERY RHYME

Now listen kids to what we say,  
These are the foods we eat every day.  
We are a food group tried and true.  
We are the foods that are healthy for you.  
To get enough energy to work and play,  
Try 6 to 11 servings every day!

What group am I? (*Bread, cereal, rice and pasta group*)

Now listen, kids, to what we say,  
These are the foods we eat every day.  
We are a food group tried and true.  
We are the foods that are healthy for you.  
For nice strong bones and strong teeth, too,  
Try 3 to 4 servings and don't say, "moo!"

What group am I? (*Milk, yogurt and cheese group*)

Now listen kids to what we say,  
These are the foods we eat every day.  
We are a food group tried and true.  
We are the foods that are healthy for you.  
For muscles strong and growing tall, too,  
Try 2 to 3 servings. Hurray for you!

What group am I? (*Meat, poultry, fish, dry beans and nuts group*)

Now listen kids to what we say,  
These are the foods we eat every day.  
We are a food group tried and true.  
We are the foods that are healthy for you.  
To see in the dark and heal cuts, too,  
Try 2 to 4 servings and don't be blue!

What group am I? (*Fruit group*)

Now listen kids to what we say,  
These are the foods we eat every day.  
We are a food group tried and true.  
We are the foods that are healthy for you.  
To have nice skin and fight colds or flu,  
Try 3 to 5 servings; it's the smart thing to do!

What group am I? (*Vegetable group*)

Now listen kids to what we say,  
These are the foods we eat every day.  
We are a food group tried and true.  
We are the foods that are healthy for you.  
Eat us sparingly and you'll be healthy, too!

What group am I? (*Fats, oils and sweets group*)

## ACTIVITY: Crazy Combos!

### Objectives:

This activity is designed to help children:

- List a variety of fruits and vegetables.
- Understand the importance of eating fruits and vegetables to stay healthy.
- Learn how to make snacks from fruits and vegetables.

### Materials:

- Nutrition “Key Ideas” poster
- Assorted fruits and vegetables
- Paring knives
- Bowls
- One “Combo Creator” handout for each child (see page 29)
- 26 pieces of 8½- by 11-inch posterboard or plain paper for alphabet cards
- Markers
- Napkins or paper towels
- Crayons and pencils
- Newspaper supermarket ads or magazine food ads
- Scissors—one pair per child
- Glue sticks—one per child
- Other materials may be needed for adapting the activity for younger or older children (see directions near the end of the “Procedure” section of this activity)

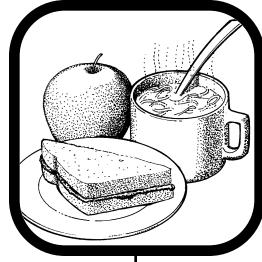
### Time:

30–45 minutes (this activity may easily be extended to two meetings)

### Procedure:

#### Before the meeting:

1. Purchase or get donations of a variety of fruits and vegetables. Be sure to include some unusual kinds of fruits and vegetables that your group might not be familiar with.
2. If your group includes mostly younger children, you will need to cut the fruits and vegetables into pieces before the meeting. Place each kind in a different bowl or container. If your group includes mostly older children, you can ask them to help cut up the fruits and vegetables during the meeting.



3. Make a copy of the “Combo Creator” for each child (see page 29).
4. Use the markers and the 26 pieces of posterboard or plain paper to create large alphabet cards. Write each letter of the alphabet clearly at the top of each card.
5. Display the nutrition “Key Ideas” poster where your group members will be able to see it during the meeting.

#### During the meeting:

1. Have the children sit where they can see the nutrition “Key Ideas” poster. Review the concepts from the last meeting by asking for a volunteer to read each of the “Healthy Nutrition Awareness” statements and having the children give their reasons why each statement is important:

- Food fuels growth and health.
- People need to eat a variety of foods every day from the different food groups.
- Fruits and vegetables are superstars in the food world.
- Fruits and vegetables contain vitamins, minerals and fiber that keep people healthy.

Remind the group that fruits and vegetables help heal cuts, help us see in the dark, and help prevent diseases such as cancer. Tell them that fruits and vegetables contain vitamins and minerals such as Vitamin C, Vitamin A and others, and have fiber and other chemicals that help their bodies prevent diseases. Mention that raw fruits and vegetables have the most of these helpful chemicals. The problem is that many of us forget to include fruits and vegetables in our meals!

2. Tell the group that they are going to create ways to add more fruits and vegetables to their diets by becoming “Combo Creators.” Ask children what they think a “Combo Creator” does. Draw on their knowledge of what “combo” means at fast food restaurants to help them develop a definition. Make sure they recognize that a “Combo Creator” puts two or more foods together that complement each other and that taste good.
3. Ask the children what their favorite fruits and vegetables are. To help them think about different types of fruits and vegetables, have them sample the various fruits and vegetables you’ve provided. *Make sure they wash their hands first!*

## ACTIVITY: Crazy Combos!

As the children are sampling each kind of fruit or vegetable, encourage them to think about how they could combine it with other fruits and vegetables as a snack food.

4. Give each child a copy of the “Combo Creator” handout and have them draw a picture of the most creative healthy snack combination they can think of (this could be a fruit-fruit combination, a vegetable-vegetable combination or a fruit-vegetable combination). Ask them to come up with a name for their combo. An example might be a grape and grapefruit sour bowl. When the children have finished their creations, have them share them with the whole group.
5. Give the children one, two or three pieces of the alphabet posterboard or paper. Vary the number of sheets according to the ages of your group or the number of children in the group. Ask each child to list on the poster the names of fruits and vegetables that begin with the letter. (For example, “A” could include apple and artichoke.) Tell the children to draw pictures of these fruits and vegetables on their poster or have them cut pictures from ads in newspapers or magazines and paste them to the posters. They can also add descriptive words next to the fruit or vegetable such as “crunchy” for celery or “juicy” for orange.
6. When everyone has finished, display the posters around the room and have children look at them to think about new ways to put together a snack combo. Have the children think about taste, texture, color and ease of preparation when creating a new combo.
7. If you have time, have the children try putting some of the combo creations together using real fruits and vegetables. Let others sample their products and see what they think about the new combo creations.

### Talking It Over:

While the children are tasting their snack combinations, ask them the following questions to complete the experiential learning cycle. Use the nutrition “Key Ideas” poster to emphasize the key points of this section.

1. What fruits and vegetables were new to you? What did these new foods taste like? Were you surprised that you liked some of the new foods? Why or why not?
2. What did you learn about trying new foods?
3. What combos would you like to try at home? How would you describe these combos so that others in your family will want to try them as well?
4. Why do you think that some people eat a lot of vegetables and fruits and others don’t?
5. Do all countries have the same fruits and vegetables? Why or why not? (*Point out that the kinds of fruits and vegetables vary around the world. This is because different kinds of fruits and vegetables grow in different kinds of climates. For example, banana trees grow in areas that have a very warm climate year-round, while apple trees are able to flourish in climates that have harsh winters.*)
6. Can you think of a goal you could have for eating fruits and vegetables? (*Ask the children to look at the “Healthy Nutrition Action” statement on the poster: To stay healthy, I will eat a variety of fruits and vegetables every day.*)
7. Why is it important for your food choices to include fruits and vegetables? (*Remind the group that scientists know that people who eat many fruits and vegetable have a decreased chance of getting sick with certain kinds of cancer. This is because of the vitamins and fiber that are found in fruits and vegetables.*)

### Adapting the Activity for Younger Children:

- Read *Stone Soup: An Old Tale* (written and illustrated by Marcia Brown, Aladdin Paperbacks, 1987) to your group. This classic children’s book is based on an old French folk tale about three soldiers who try to convince the members of a small village to provide them with some food. By making “stone soup” out of stones and water, the soldiers trick the villagers into having a village-wide feast. Use the story to explore the importance of a variety of vegetables in our daily diets.
- Have the children build a city out of cut-up fruits and vegetables and empty milk cartons. For example, a post office could be made from bananas to help “slide” letters along their way, and oranges could be used to make a gas station because juicy oranges “fuel” our bodies.
- Take the group to a grocery store to visit the produce department to look for new kinds of fruits and vegetables.

## ACTIVITY: Crazy Combos!

### Adapting the Activity for Older Children:

- Have the group create menus for a fruit and vegetable fast food restaurant. Have them come up with a name and logo for the restaurant and draw pictures to use in ads inviting people to try their new restaurant.
- Bring in menus from different types of local restaurants (make sure to include fast food restaurants). Have the children examine the menus to see how many vegetables and fruits are included in the meals. Look at the nutritional value in their favorite choices. Have the children brainstorm how they could make their favorite meals

healthier. Encourage the children to follow these rules while brainstorming:

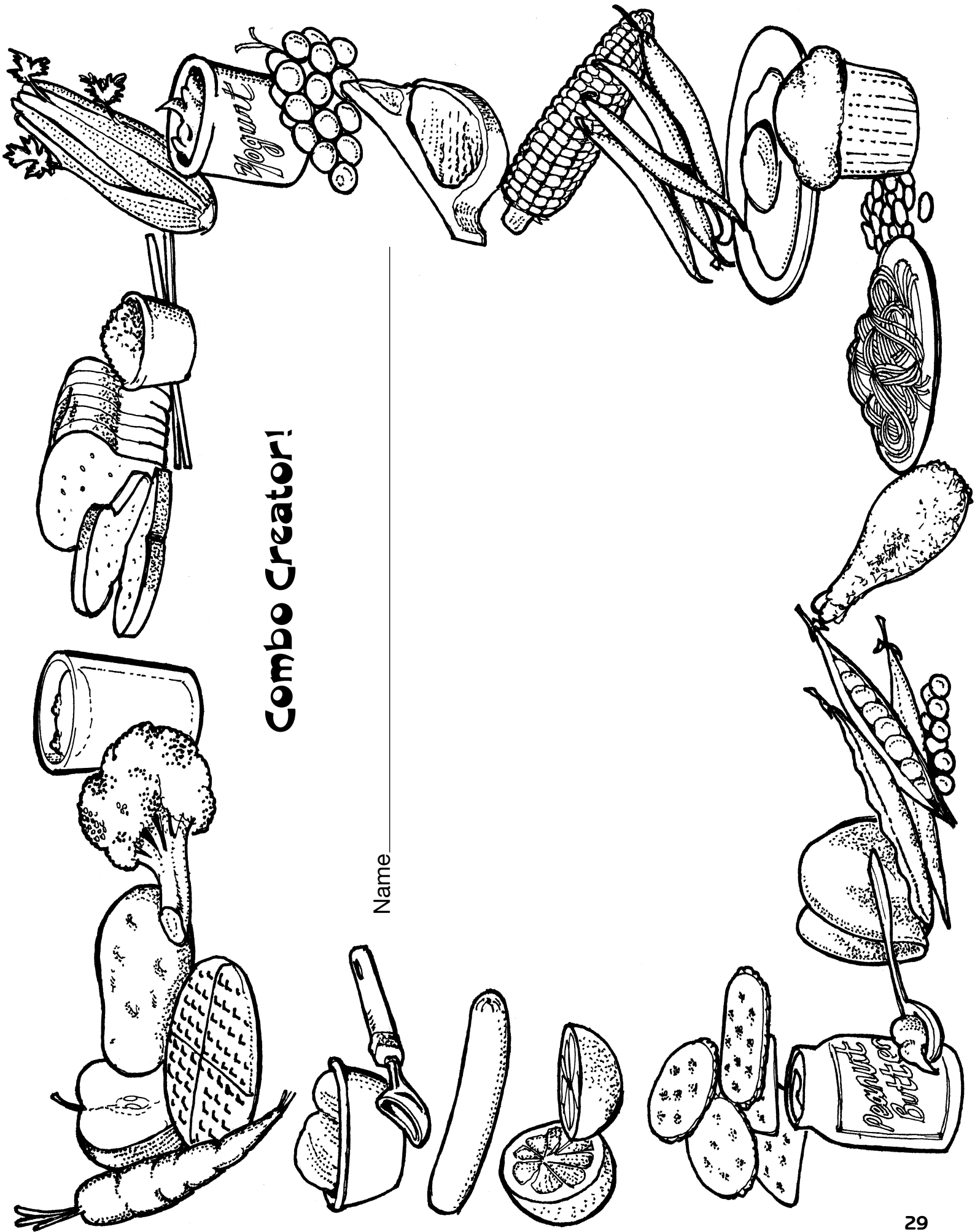
**Rule 1:** Do not judge ideas!

**Rule 2:** It's okay to be far-out.

**Rule 3:** Think of as many ideas as you can.

**Rule 4:** Piggyback on someone else's ideas.

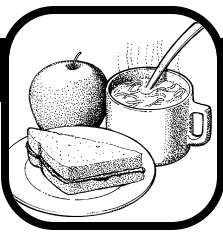
- Have the group create a Harvest Calendar Timeline for a year. Have them indicate on the timeline when various fruits and vegetables are planted and harvested in the local climate. Help the children understand the seasonality of vegetables and fruits and think about how we get fruits and vegetables that are out of season.



# Combo Creator!

Name \_\_\_\_\_





# Healthy Habits Family Letter

Date: \_\_\_\_\_

Dear Families:

During the next few weeks, the children in the \_\_\_\_\_ group will be exploring *Healthy Habits*, a program designed to help children practice behaviors that will reinforce a healthy lifestyle and reduce the risk of cancer in their future. We will start learning about "Healthy Habits for Good Nutrition" by exploring nutrition and the importance of fruits and vegetables in our daily diets. Studies show that children generally do not have enough fruits and vegetables in their diets. Often it is because children are shy of new foods and reluctant to try them.

The "Healthy Habits for Good Nutrition" activities are designed to do the following with the group:

**Build your child's understanding and awareness of these concepts:**

- Food fuels growth and health.
- People need to eat a variety of foods every day from the different food groups.
- Fruits and vegetables are superstars in the food world.
- Fruits and vegetables contain vitamins, minerals and fiber that keep people healthy.

**Help your child put the concepts into action with the following action statement:**

- To stay healthy, I will eat a variety of fruits and vegetables every day.

Through the activities, we hope to reinforce children's good health habits learned at home and in school. By starting early, children will have reduced risk of developing various diseases, including cancer, in the future.

In the next few weeks, we may ask your child to bring supplies to our group meetings. We will also be contacting people in the community to assist with the project. If you are interested, we would really appreciate your support. This is an important way for your children to find out they can make a difference in their own health and the health of others.

If you have any questions or are willing to help, please contact me at this phone number:

\_\_\_\_\_

Thanks for your support.

Sincerely,

**Special Notes:**

# Healthy Habits

## for Good Physical Activity



The information in this section is designed to help the children in your group improve their awareness of the need for physical fitness and give them hints for making physical activity part of their everyday life. This section includes leader background content for you to review, information for a “Key Ideas” poster, one activity to use with your group (which includes time for a healthy snack), and a “Family Letter” that you can customize and share with the kids’ families.

### Leader Background Information

Following are key points for you to review and keep in mind as you explore good physical activity with your group:

- Everyone needs to be active every day to stay healthy. Being physically fit means having the energy and strength to perform daily activities vigorously and alertly without getting run down. When you are physically fit, your heart, lungs and muscles are strong, and your body is firm and flexible. Your body weight relative to your height (also called Body Mass Index) is within a healthy and desirable range.
- Studies show that 60 percent of the nation’s children get exercise less than three times per week, and more than 35 percent of our adult population is overweight. Participation in all types of physical activities declines strikingly as age or grade in school increases. Encouraging a physically active lifestyle at an early age helps set behavior patterns for later years.
- Research on reasons why children and adolescents participate in physical activity has identified three motives. First, young people want to develop and demonstrate physical competence. Second, kids want to use their participation in

physical activities to gain social acceptance and support. This involves friendship, peer group acceptance and approval, reinforcement and encouragement by significant adults such as leaders, parents or coaches. Finally,

kids care about fun and enjoyment, which are likely to attract young people to a physical fitness activity and decrease the appeal of alternative negative activities. (Source: *Research Digest: Motivating Kids in Physical Activity*, President’s Council on Physical Fitness and Sports, September 2000.)

- Different kinds of physical activities build strength, flexibility and endurance.
  - **Strength** is how much force you can exert with your muscles. This can be measured by seeing how much weight you can hold in place (this is called static strength), how much weight you can move (dynamic strength), or how fast you can move a weight (power). This weight can refer to your own body weight or special equipment such as a barbell or strength training machine. **Caution:** Before using special weight equipment, you should always involve someone who is knowledgeable about strength training! When you’ve built your strength, you’re less likely to injure your muscles. Hard jobs become easier and you’ll do better in sports, games and other activities.
  - **Flexibility** means that you can move your muscles and joints through their full range of motion. Stretching exercises increase flexibility. Seeing how close you can come to touching or reaching beyond your toes is one measure of flexibility. When your muscles are flexible, you can reach, bend and stretch more easily. You are less likely to injure your muscles and joints. Stretching helps decrease tension and stress.

- **Endurance** is the ability to keep moving for long periods of time. There are two types of endurance. Cardiorespiratory endurance means that your heart and lungs are able to supply your muscles with lots of oxygen and nutrients. Aerobic exercises like running, walking and cycling build endurance in your heart and lungs. Muscular endurance means that your muscles are strong enough to move for long periods of time. Exercises such as push-ups, leg raises and curl-ups build muscular endurance and strength. A high level of endurance allows you to have more energy and play harder and longer during sports and games. When your heart and lungs are in good shape, you're healthier and less likely to develop some forms of disease. Aerobic exercises can also burn extra calories and help keep your weight under control.
- In addition to providing physical benefits, being physically active also affects people's mental health by reducing stress and giving them a sense of well-being.

## **Physical Activity "Key Ideas" Poster**

Following is a listing of the **healthy awareness** concepts and the **healthy action** concepts related to physical fitness that are explored in this section. Transfer these key ideas to a poster (or better yet, enlist a couple of children to do it for you) so you can display the ideas as your group experiences the activities.

### ***Healthy Physical Activity Awareness:***

- Physical activity keeps people strong and healthy.
- Physical activity builds strength and increases flexibility.
- Physical activity increases endurance and helps the heart and lungs work better.

### ***Healthy Physical Activity Action:***

To stay healthy, I will do a variety of physical activities at least three times a week.

## ACTIVITY: Moving to Action

### Objectives:

This activity is designed to help children:

- Distinguish between behaviors that are physically active and inactive.
- Identify the benefits of being active.

### Materials:

- Physical activity “Key Ideas” poster
- Sample pictures of active and inactive people (see page 38)
- Scissors
- Magazines that include lots of people pictures
- Large paper or newsprint
- Markers
- “Sit and Reach Rating Card” (see page 39)—two or three copies on heavy paper
- Masking tape
- Mats (if doing activities indoors)
- Cones or flags (optional)
- Large index cards or paper—one card or sheet per child
- Pencils
- Snack supplies
- Other materials may be needed for adapting the activity for younger or older children (see directions near the end of the “Procedure” section of this activity)

### Time:

30–40 minutes

### Procedure:

#### **Before the meeting:**

1. Make the physical activity “Key Ideas” poster and display it in your meeting space where the children can easily see it.
2. Make a copy of page 38, which shows pictures of people being active and inactive. Cut the page into two individual pictures.
3. Find additional pictures from magazines that show examples of people being active and inactive. Cut them out.
4. Prepare for the three fitness stations, which are adapted from fitness assessments used by the



President’s Council on Physical Fitness and Sports.

- **Station 1: Sit and Reach**—Make a sign for this station. Make two or three copies of the “Sit and Reach Rating Card” on page 39. If possible, copy the card onto index or other heavy paper stock. Use masking tape to affix the cards in one part of your meeting area. Place them about 5 feet apart.

- **Station 2: Curl-Ups**—Make a sign for this station. If you’re doing the activity indoors, try to find a couple of mats that the kids can lie on when doing the curl-ups.
- **Station 3: Running**—Make a sign for this station. Locate an area for the station with 100 to 150 feet of straight running room. Use items such as cones or flags to clearly mark both ends of this distance.

5. If you have a large group of children, you might want to identify other adults or older teens to help at each fitness station.
6. Gather any supplies you need for the meeting snack, along with any other supplies you need (such as index cards for the kids).

#### **During the meeting:**

1. Sit in a circle with the children and show them the pictures of people being active and inactive. Ask them to tell which people are being active. Ask them to share their ideas of how being physically active affects people’s health. Point to the physical activity “Key Ideas” poster. Ask for a volunteer to read each of the following “Healthy Physical Activity Awareness” statements and ask the group if they know why each statement is important:
  - Physical activity keeps people strong and healthy.
  - Physical activity builds strength and increases flexibility.
  - Physical activity increases endurance and helps the heart and lungs work better.

Use the children’s responses to gauge what they already know about healthy physical activity choices. If any of the children aren’t familiar with the terms “strength,” “flexibility” and “endurance,” make sure you define them for the group (strength is how much force you can exert with

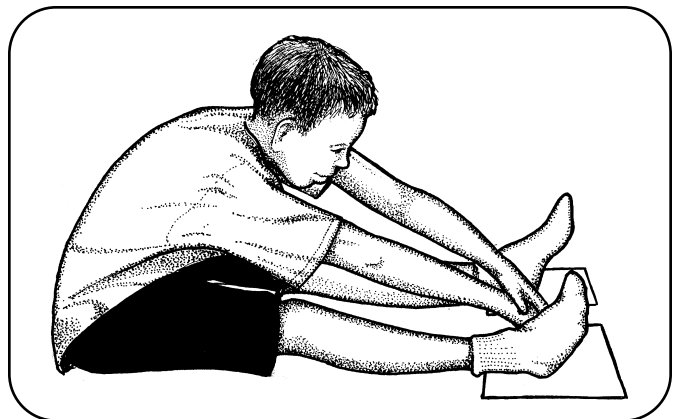
## ACTIVITY: Moving to Action

your muscles, flexibility means that you can move your muscles and joints through their full range of motion, and endurance is your ability to keep moving for long periods of time).

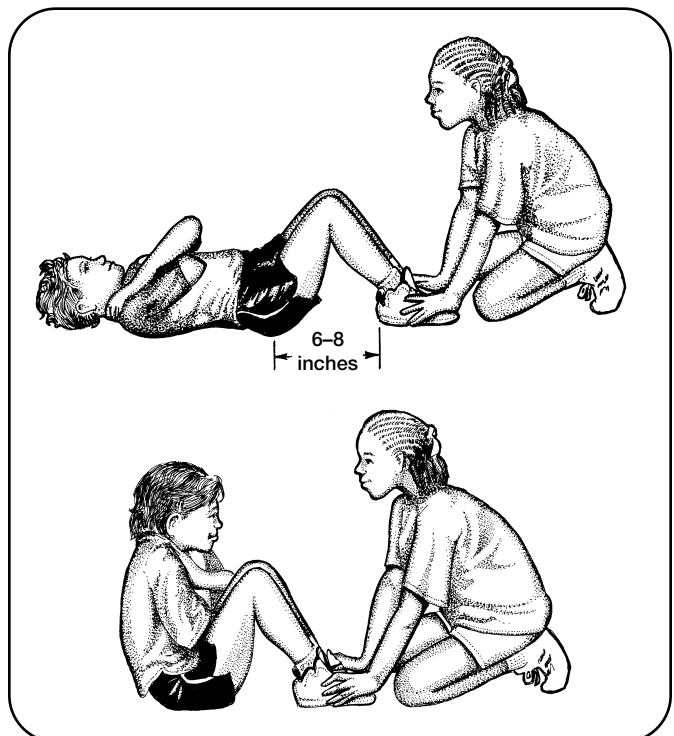
2. Show the active pictures again and ask the group to think of the benefits people get from the different activities. Point out that not all activities give the same benefits. Have the children choose which activities increase strength, endurance and flexibility. Keep in mind that some activities can increase one, two or all three of these areas at one time.
3. Ask the children to think about the ways they use to keep active. List their responses on the left side of a large sheet of paper or newsprint. Examples of their ideas might be running, playing soccer, roller skating or skating on in-line skates (rollerblading), skate boarding, playing on the jungle gym during recess, swimming, walking their dog, playing basketball or jogging. After you've listed all their ideas, go back through the list and ask the group to identify whether each activity builds strength, flexibility or endurance.
4. Invite the children to explore their own physical fitness by taking part in the three fitness stations. Give each child a pencil and a large index card or sheet of paper to use as a scorecard. Have them write their names on the cards, along with these headings: Station 1, Station 2, Station 3, Station 1. Rotate the children through the three fitness stations, having everyone start at Station 1: Sit and Reach. Have them repeat the Sit and Reach station at the end (since they'll be a little more flexible at that point). Have them use their index cards to mark the results at each station. You may want to set a time limit on each station to make sure that everyone rotates through the stations quickly.

- **Station 1: Sit and Reach**—This station is designed to measure the flexibility of the lower back and hamstrings. Have the children sit with their heels on the heel line marked in the middle of the "Sit and Reach Rating Cards" you have taped to the ground. Have the kids then reach forward with their hands as far as they can and record the furthest number where their fingers reach. Encourage the children to reach slowly rather than to bounce while they stretch.
- **Station 2: Curl-Ups**—This station is designed to measure abdominal strength and endurance.

Have the children work in pairs and have one child lie on his or her back with knees bent and feet flat on the ground or the mat 6 to 8 inches from the buttocks. With the arms crossed and in contact with the chest, the child should curl forward beginning with the head and then shoulders until the arms touch the thighs. He or she should then return to the mat and repeat the motion. Meanwhile, the partner should kneel at the end of the child's legs and hold down his or her feet. **Note:** Children who cannot do a curl-up can count the number of times they can curl their shoulders off the mat.



Sit and Reach



Curl-Ups

## ACTIVITY: Moving to Action

Have the children record the number of curl-ups on their index card.

- **Station 3: Running**—This station is designed to measure endurance. Have the children run back and forth from the beginning to the end of the distance you’ve marked off. They should continue until they feel tired. Their score is the number of times they’ve gone up and back, and they should record this figure on their index card.
  - **Station 1: Sit and Reach**—Have the children repeat this station.
5. Have the children wash their hands so they can experience a healthy snack. Provide the snack you’ve prepared or enlist the help of the kids to prepare the snack.

### Talking It Over:

While the children are eating their snack, ask them the following questions to complete the experiential learning cycle. Use the physical activity “Key Ideas” poster to emphasize the key points of this section.

1. Which of the fitness stations measured your flexibility? Which measured your strength? Which measured your endurance? (*Station 1 measured flexibility, Station 2 measured abdominal strength and endurance, and Station 3 measured endurance.*)
2. Did all of you get the same scores at the stations? (*It’s likely that there were some differences among the children.*) Why were your scores different? (*Just as people have different body shapes and sizes, they also have different abilities when it comes to flexibility, strength and endurance. However, people do have one thing in common: everyone can work on improving his or her flexibility, strength and endurance.*)
3. What are some of the fitness activities you did over the past week? Which of these activities could improve your flexibility, strength or endurance?
4. Can you think of a goal you could have for healthy physical activity? (*Ask the children to look at the “Healthy Physical Activity Action” statement on the poster: To stay healthy, I will do a variety of physical activities at least three times a week.*)
5. Why is it important to include physical activity in your life? (*When you are physically fit, your heart, lungs and muscles are strong, and your body is*

*firm and flexible. Being physically active also contributes to good mental health.*)

### Adapting the Activity for Younger Children:

- Instead of doing the fitness stations, have the children sing and do the motions for the “Head and Shoulders Song”:

*Head, shoulders, knees and toes, knees and toes.*

*Head and shoulders, knees and toes,  
knees and toes,*

*And eyes and ears and mouth and nose.*

*Head and shoulders, knees and toes,  
knees and toes.*

Have the group sing the song through several times, getting faster each time. Then sing it through twice, getting slower each time. Finish with one time through very fast.

- Do a variation on “Follow the Leader” by doing a walking activity where each child gets to lead the group on a walk. The leader can vary the walking by doing things like jumping, putting hands in air while walking, taking large steps, taking small steps or hopping on one foot.
- Find pictures of a variety of animals from sources like *National Geographic* magazine. Provide the pictures to your group and ask each child to choose an animal and give it a name. Ask the kids to think about and demonstrate how each animal stays physically active. For example, “Freddie the Fish” swims and keeps his body moving in the water by wriggling back and forth. “Beatrice the Bee” continuously moves her wings as she flies from flower to flower.
- Play movement games such as “Automobiles” or “Back to Back”:
  - **Automobiles:** This game is designed to help kids control their body movements in response to visual cues provided by different colors. You’ll need three colored cards (red, yellow and green) that are large enough for the group to see easily. You’ll also need to create a large “traffic circle” by using masking tape or cones. Have the children space themselves out on the circle. Explain that the colored cards stand for different actions: green means go, yellow means move slowly with caution, and red means stop. Ask the children to pretend to be car drivers and to stop or go in response to the cards. Indicate the

## ACTIVITY: Moving to Action

direction in which they must all go. When the card is green, they can move swiftly around the circle and they are allowed to pass each other—on the outside only and without touching. When the card is yellow, they must slow down to a cautious walk. When the card is red, they must stop within two steps. If anyone takes more than two steps to stop or falls down or touches another driver, he or she must take his or her car into the garage in the center of the circle for repairs (this timeout should last one turn). Tell the group that the goal is for everyone to stay on the road without being sent to the garage. You can vary the game by changing the driving direction or by having the kids use other locomotion skills such as jumping, skipping or hopping on one foot. You can also replace the visual cues with sound cues (such as drum beats, bells or music), and you can have the children take turns as the “traffic director.” Continue the game long enough for the children to get a good workout.

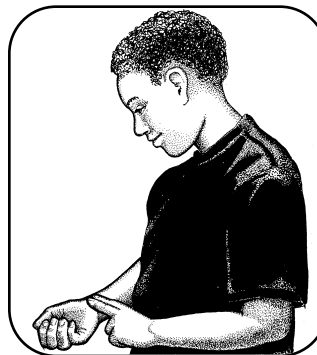
- **Back-to-Back:** This game is designed to help the children use a variety of locomotion skills. The objective is for the kids to find a partner when a command is called (such as “back-to-back”) and assume that position with the partner. Tell the children to move freely in the area you’ve chosen for the game area (this should be a large open area where they can move about freely). On the call “back-to-back,” everyone should move quickly to find a partner to stand back-to-back with. Continue the game by giving a variety of commands (such as “shoulder-to-shoulder,” “head-to-head” or “toe-to-toe”). Tell the children that they should be sure to locate a new partner each time until they’ve partnered with everyone. You can vary this game by having the children move about in different ways (walking, running, skipping, hopping) and by having the children take turns giving the commands.

### Adapting the Activity for Older Children:

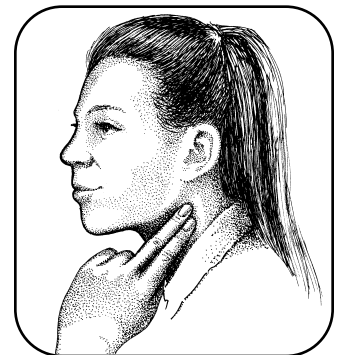
- Have the children set physical activity goals and keep track of what they accomplish in a week or over several weeks. Encourage them to include walking as a part of their routine and to keep a journal of how far they walk each day so

they can determine the total distance of their walking activity.

- Teach children how to take their pulse when they are at rest and during exercise. Tell them that the pulse represents the beating of the heart. Doctors and nurses use a stethoscope to listen to our hearts during physical examinations to determine our heart rate, but we can use our fingers to determine our heart or pulse rate. Here are two ways to have the children take their resting pulse. Make sure the children have been resting for several minutes to identify the resting rate:
  - Take your **radial pulse**. Place your pointer finger and middle finger of your right or left hand in the groove in the wrist that lies beneath the thumb of your other hand. Move your fingers back and forth gently until you feel a slight pulsation. This is your radial artery. Don’t press too hard! When I say “go,” keep track of the number of pulses you feel. (*Wait for 30 seconds between “go” and “stop.”*) When I say “stop,” remember the number of pulses. Now, let’s multiply that number by two to get your heart rate. For example, if your number was 50, then multiply that by two to get a heart rate of 100.
  - Take your **carotid pulse**. The carotid arteries supply blood to your head and neck. You can feel the carotid pulse by placing your right pointer finger and middle finger alongside the right outer edge below your jaw (the left hand and side can also be used). Find the slight pulsation and, again, don’t press too hard. When I say “go,” keep track of the number of pulses you feel. (*Wait for 30 seconds between “go” and “stop.”*) When I say “stop,” remember the number of pulses. Again, let’s multiply that number by two to get your heart rate.



Taking a radial pulse



Taking a carotid pulse

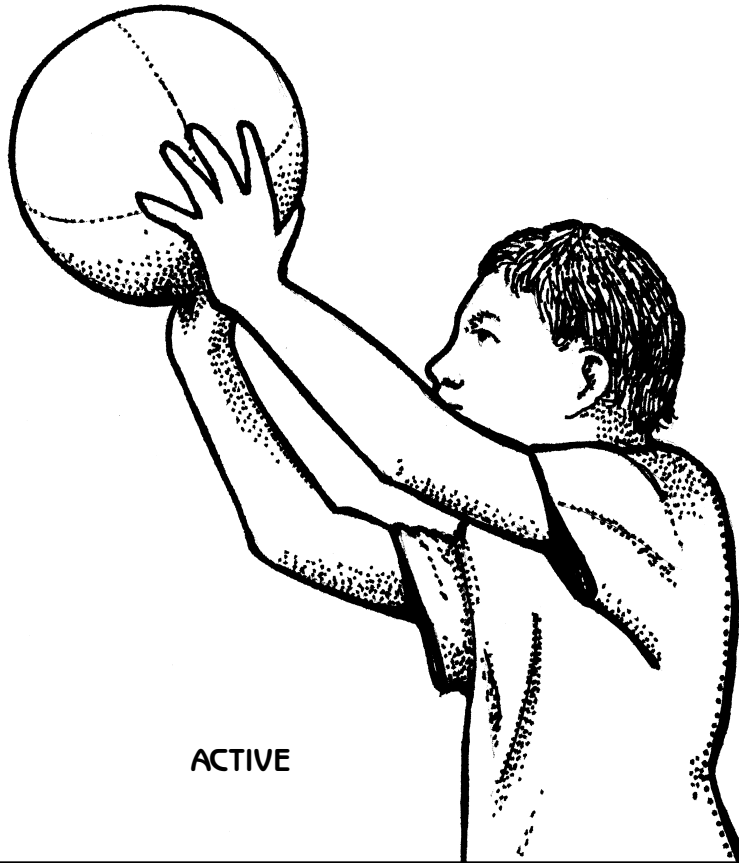
## ACTIVITY: Moving to Action

Now have the children do a physical activity for several minutes (such as a game or the fitness stations included in the activity) and then repeat the two techniques for determining their pulse. The rates they get should be quite a bit higher than their resting heart rates. Tell the children that their heart rates are higher than adults' heart rates and may run around 100 or so at rest and up to 200 or greater with physical exertion.

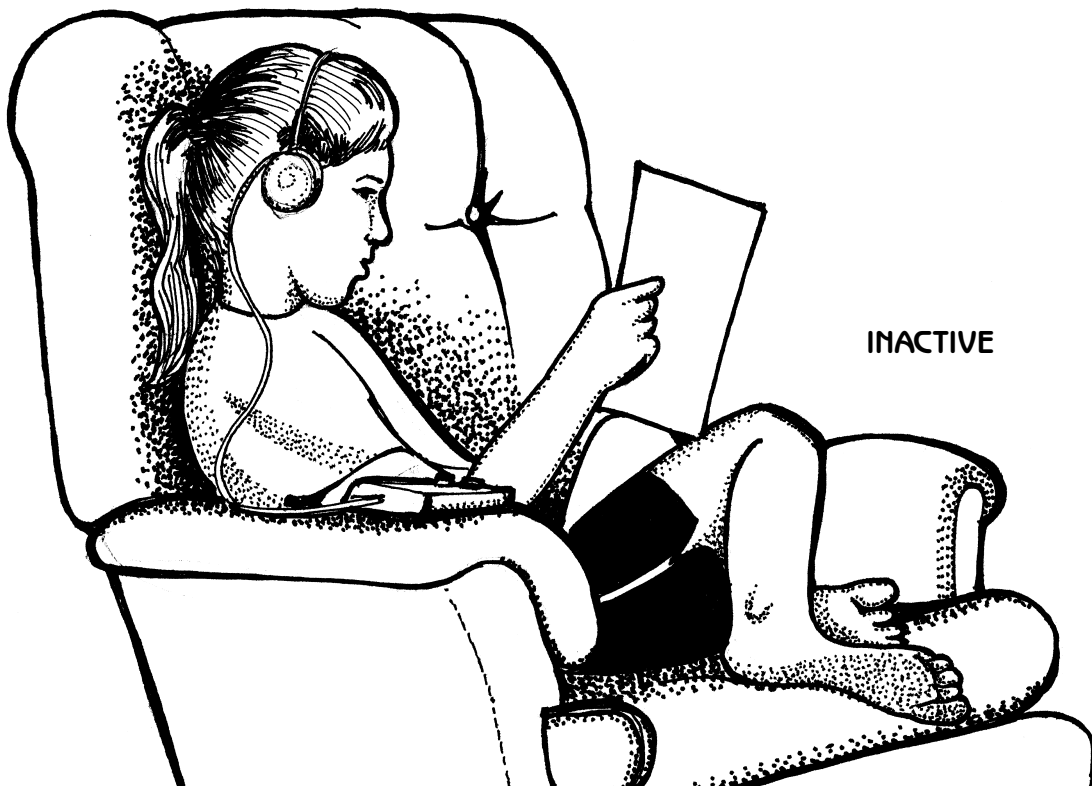
- Have the group create plans for a playground that's designed to help children stay active. Take a field trip to a local playground to explore the kinds of activities available and to spark new ideas.
- Invite local high school or college athletes to speak to your group about how they stay physically active. Take the group on a visit to the speakers' athletic practice sessions or events.



# EXAMPLES OF ACTIVE AND INACTIVE PEOPLE



ACTIVE



INACTIVE

# SIT AND REACH RATING CARD

## How Far Can You Reach?

*Put your heels on the zeros and see how far your fingers can reach.*

10	
9	
8	
7	
6	
5	
4	
3	
2	
1	
0000000000000000	0000000000000000
-1	
-2	
-3	



## Physical Activity Family Letter

Date: \_\_\_\_\_

Dear Families:

During the next few weeks, the children in the \_\_\_\_\_ group will be exploring *Healthy Habits*, a program designed to help children practice behaviors that will reinforce a healthy lifestyle and reduce the risk of cancer in their future. We are now learning about "Healthy Habits for Good Physical Activity" by exploring the importance of building physical activity into our daily activities. Studies show that 60 percent of the nation's children get exercise less than three times per week, and more than 35 percent of our adult population is overweight. Encouraging a physically active lifestyle at an early age—and one that features activities that build strength, flexibility and endurance—helps set behavior patterns for later years. The "Healthy Habits for Good Physical Activity" activities are designed to do the following with the group:

**Build your child's understanding and awareness of these concepts:**

- Physical activity keeps people strong and healthy.
- Physical activity builds strength and increases flexibility.
- Physical activity increases endurance and helps the heart and lungs work better.

**Help your child put the concepts into action with the following action statement:**

- To stay healthy, I will do a variety of physical activities at least three times a week.

Through the activities, we hope to reinforce children's good health habits learned at home and in school. By starting early, children will have reduced risk of developing various diseases, including cancer, in the future.

In the next few weeks, we may ask your child to bring supplies to our group meetings. We will also be contacting people in the community to assist with the project. If you are interested, we would really appreciate your support. This is an important way for your children to find out they can make a difference in their own health and the health of others.

If you have any questions or are willing to help, please contact me at this phone number:  
\_\_\_\_\_

Thanks for your support.

Sincerely,

**Special Notes:**

# Healthy Habits

## for Tobacco Use Prevention

The information in this section is designed to help the children in your group improve their awareness of the harm that can be caused by using tobacco products or by being around secondhand smoke and to give them hints for avoiding tobacco and smoke.

This section includes leader background content for you to review, information for a “Key Ideas” poster, three activities to use with your group (which include time for healthy snacks), and a “Family Letter” that you can customize and share with the kids’ families.

### Leader Background Information

Following are key points for you to review and keep in mind as you explore tobacco use prevention with your group:

- Smoking causes cancers of the mouth, throat and lungs, and contributes to many other cancers. It also causes heart disease, harms unborn babies and can cause premature births. When people smoke, carbon monoxide takes the place of oxygen in the blood cells, and this can make smokers feel tired and out-of-breath. Tar from the inhaled smoke clogs the hair-like fibers called *cilia* that line the airways (bronchial tubes), reducing their ability to move dirt and germs out of the lungs. It also irritates the linings of the nose, throat and lungs. This is why smokers have more coughs, colds and other lung diseases than nonsmokers do. Parts of the respiratory system touched by tar often develop abnormal cells, which can become cancer.
- Environmental tobacco smoke (ETS) is a combination of sidestream smoke and secondhand smoke. Sidestream smoke comes from the burning end of the tobacco product. Secondhand smoke is



smoke that is exhaled by a smoker. Nonsmokers who breathe the smoke from other people’s cigarettes breathe in most of the same chemicals as smokers. These toxic chemicals include:

- Carbon monoxide (also found in car exhaust)
- Ammonia (also found in household cleaners)
- Arsenic (also found in rat poison)
- Nicotine (also found in some pesticides)
- Benzene chemical solvent (known to cause cancer)
- Formaldehyde (also used to preserve lab animals)
- Nonsmokers who live with smokers have much higher rates of lung cancer than other nonsmokers. ETS increases the number of childhood cases of bronchitis, pneumonia, asthma, middle ear infections and other respiratory infections. It causes coughing, eye irritation, headaches, and smelly clothes and hair.
- To understand the effects of smoking and ETS, it’s helpful to have a good understanding of the breathing process. The diaphragm, a muscle just below the lungs, expands and contracts. This changes the size of the chest cavity and allows air in or pushes air out of the lungs. When we inhale or breathe in, air enters the body through the nose and mouth and travels down the throat and nasal passage to the windpipe or trachea. Little hairs in the throat and nose trap particles of dust in the air before they enter the trachea. The inside walls of the trachea are lined with little hair-like cells called *cilia*. The membranes of the *cilia* trap dirt and germs in mucus. The *cilia* move the mucus out of the trachea.

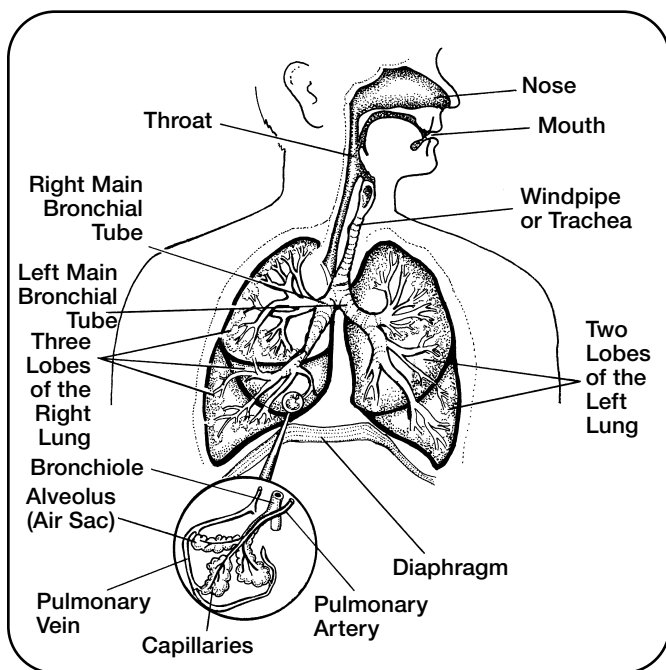
Lungs are like an upside-down tree. The windpipe or trachea is the trunk, which divides into branches

and twigs. The two branches are called bronchi. These are also lined with mucus and cilia, which continue to clean the air. These divide into the twigs or bronchioles. At the end of the twigs are tiny balloon-like air sacs called alveoli. The amount of air that alveoli balloons can contain is called lung capacity.

Oxygen in the air passes through the thin walls of the air sacs and through the thin walls of tiny blood vessels into the blood stream. Blood cells carry the oxygen from the lungs to the heart. The heart pumps the oxygen-rich blood to all body cells, which need it to do their jobs and to multiply. Then these same blood cells carry waste and carbon dioxide away from body cells back to the heart, which pumps them back through the lungs. Carbon dioxide passes back through the walls of the blood vessels and through the walls of the alveoli into the lungs. Air with carbon dioxide is pushed out of the lungs by the diaphragm. It passes up through the windpipe, through the mouth and nose and out of the body when we exhale or breathe out.

(Adapted from *Do It Yourself, Making Health Choices*, American Cancer Society, 1994.)

- Smokeless tobacco, or spit tobacco, comes in two forms. One is **chewing tobacco**, a **loose-leaf tobacco** that the user puts in a wad inside the cheek. The person chewing the tobacco will usually spit out the tobacco juices and saliva



**Respiratory System**

when they build up in the mouth. The second form of smokeless tobacco is **snuff**. This is a **finely ground tobacco** that is generally placed between the cheek and gum. Snuff also causes juices and saliva that are spit out after they build up in the mouth. In smokeless tobacco, the amount of nicotine absorbed in the body is two to three times the amount delivered by a cigarette, and it stays in the bloodstream for a longer period of time. Smokeless tobacco contains at least 28 cancer-causing chemicals.

- Sooner or later most children will be offered a cigarette or asked to do something else they know they shouldn't do and don't want to do. Many times children agree to the harmful behaviors because they don't want to lose their friends or don't know how to comfortably say "no." Research tells us that people who practice saying "no" are better able to stand up for themselves and say "no" when confronted in a real situation. Use the activities in this section to help children develop a way to say "no" that is comfortable for them and allows them to keep their friends. Children need to realize that saying "no" is an everyday communication skill that both children and adults need.
- **It's very important to be sensitive to the fact that some of the children's parents or other family members might be smokers or use other tobacco products.** You should use the "Healthy Habits Tobacco Use Prevention Family Letter" (see page 53) to inform parents ahead of time that you are going to be working with the children on understanding the risks of tobacco use and on exposure to secondhand smoke. Explain to the children that many people started smoking before they knew all the harmful effects of tobacco. It is very hard for people to quit and that's why many people are still smoking or using other tobacco products even though they would like to stop. That is also why the best idea is never to start.
- Some helpful vocabulary words for this section include:
  - **Trachea:** The passageway that allows air into the lungs
  - **Bronchi/bronchioles:** The smaller passageways that allow air into the alveoli
  - **Alveoli:** The small air sacs where oxygen enters the blood stream and carbon dioxide leaves the blood

- **Diaphragm:** An involuntary muscle that controls breathing
- **Nasal passage:** The passage that allows air into the body beginning at the nose
- **Cilia:** The small moveable hairlike structures that sweep dust and dirt back out of the lungs
- **Oxygen:** The part of air that is needed by the body to change food into energy
- **Carbon dioxide:** A waste product that leaves the blood through the air sacs and is exhaled out the lungs

## **Tobacco Use Prevention “Key Ideas” Poster**

Following is a listing of the **healthy awareness** concepts and the **healthy action** concepts related

to tobacco use prevention that are explored in this section. Transfer these key ideas to a poster (or better yet, enlist a couple of children to do it for you) so you can display the ideas as your group experiences the activities.

### ***Healthy Tobacco Use Prevention Awareness:***

- Tobacco products contain tars and other substances that are harmful to lungs.
- People can say “no” when someone offers them a cigarette or other tobacco product.
- People can take steps to avoid secondhand smoke.

### ***Healthy Tobacco Use Prevention Action:***

To stay healthy, I will not smoke or use tobacco products, and I will avoid secondhand smoke.

## ACTIVITY: Going with the (Air) Flow!

### Objectives:

This activity is designed to help children:

- Identify the main parts of the respiratory system.
- Begin to understand how their lungs work.



- Other materials may be needed for adapting the activity for younger or older children (see directions near the end of the “Procedure” section of this activity)

### Materials:

- Tobacco use prevention “Key Ideas” poster
- Masking tape
- “Respiratory System” coloring handout (see page 47)—one per child
- Poster of respiratory system (use the “Respiratory System Handout” as a model to draw a large version or enlarge it on a photocopy machine; you can also check with a teacher supply store to see if they have a poster of this system)
- Lung model materials—gather enough for one model per child; following are the materials needed for one model:
  - Clear 24 oz. (or larger) plastic bottle with twist-off cap
  - Two straws that bend near one end
  - 15 inches of electrical tape
  - Modeling clay (about the size of a Ping-Pong® ball)
  - Three balloons (two small-sized and one medium-sized)
  - One rubber band
  - Gallon-sized food storage plastic bag
- Scissors
- Red, blue and yellow crayons—so each child has all three colors
- Snack supplies

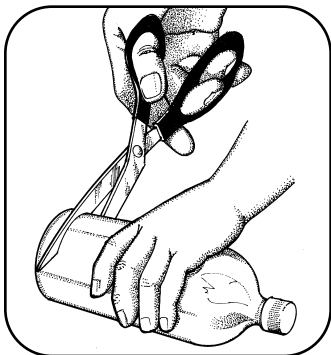
### Time:

50–60 minutes

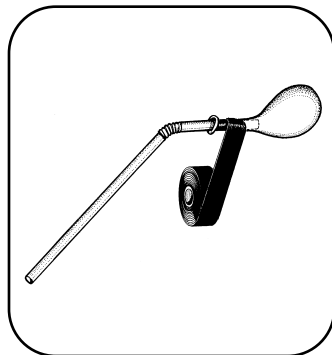
### Procedure:

#### Before the meeting:

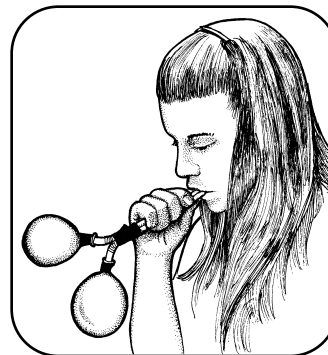
1. Make the tobacco use prevention “Key Ideas” poster and display it in your meeting space where the children can easily see it.
2. Duplicate the “Respiratory System” coloring handout and prepare the “Respiratory System” poster.
3. Gather and prepare the materials for the lung models and make one model following the directions listed below:
  - **Step 1.** Use scissors to cut the bottom of the plastic bottle. Discard the twist-off cap and the bottom piece of the bottle.
  - **Step 2.** Use a piece of electrical tape to tape one of the small balloons to the flexible end of one of the straws. Repeat with the second small balloon and straw.
  - **Step 3.** Tape the two straws together about three inches down from their open ends and blow into the straws (both at the same time) to make sure the balloons inflate.
  - **Step 4.** Place the straws into the bottom end of the bottle so that the straw ends go up through the bottle neck. Wrap the clay around the top of the bottle where the straws protrude to make an air-tight seal.



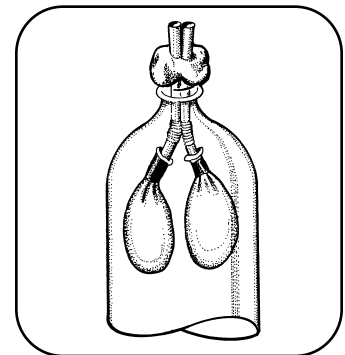
Step One



Step Two



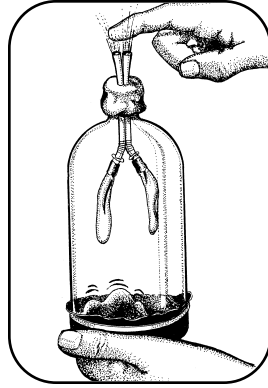
Step Three



Step Four

## ACTIVITY: Going with the (Air) Flow!

- **Step 5.** Cut open the larger balloon and stretch it tightly over the open bottom of the bottle. Wrap the rubber band around it to secure it to the bottle. Leave a little slack in the balloon so it can be pushed up and pulled down to imitate the action of the diaphragm.



**Step Five**

Use the scissors to cut the bottoms off all the plastic bottles that the kids will be using, then separate the clay into balls and package all the materials for individual models into the plastic bags.

### **During the meeting:**

1. Sit in a circle with the children and point to the tobacco use prevention “Key Ideas” poster. Ask for a volunteer to read each of the following “Healthy Tobacco Use Prevention Awareness” statements and ask the group if they know why each statement is important:
  - Tobacco products contain tars and other substances that are harmful to lungs.
  - People can say “no” when someone offers them a cigarette or other tobacco product.
  - People can take steps to avoid second-hand smoke.

Use the children’s responses to gauge what they already know about tobacco use prevention.
2. Ask the children to take several deep breaths. Ask them what happens inside their body when they take a deep breath. Ask them what happens to their breathing when they are playing hard. They will probably say things like they breathe hard or faster. Explain that breathing is what keeps us alive because the air we breathe brings oxygen into our bodies, and oxygen is needed to turn the food we eat into energy. In addition, one of the waste products from that breathing process is carbon dioxide, which is exhaled from the body when we breathe out. Tell them that they’re going to explore how our lungs work.
3. Show the lung poster to the group and point out the parts of the respiratory system. Distribute the “Respiratory System” coloring sheet and the

crayons, and ask the kids to color the different parts as indicated. (It’s helpful to have a colored-in sample available to show younger children.) When the group is finished coloring, review the parts of the respiratory system that they have colored.

4. Show the sample lung model to the group and demonstrate how it works:

*When you blow up a balloon, you blow air into the rubber balloon. (Demonstrate by blowing into a balloon.) There are little air sacs in your lungs that are like balloons. However, you don’t have someone to blow into your lungs—or bring it into your lungs—each time you breathe. Instead, with your lungs, you blow the air in by inhaling. The two balloons in this model are like the air sacs in your lungs. Instead of blowing through the straws to make the balloons expand, we can pull down on this rubber at the bottom of the bottle. Watch what happens to the balloons. (Pull down on the rubber. The two balloons in the bottle should “inhale” or expand. Then release the rubber and the balloons should “exhale” or contract.) Look at your picture of the respiratory system. The straws are like your throat and the tubes going into your lungs. The balloons are like the little air sacs in your lungs. The rubber at the bottom is like the diaphragm muscle right under your lungs. That muscle is what helps your lungs take in air.*

5. Distribute the lung model supplies to the children and help them build their lung models.
6. After the children have finished and tried out their models, ask them to find the parts of the model that represent the trachea, the airways or bronchi, and the air sacs or alveoli. Explain that there are other parts of the respiratory system, but they’ve just constructed the main parts.
7. If you have time, adapt the “Head and Shoulders Song” by having the kids add “lungs” to the words and motions:

*Head, shoulders, knees and toes,  
knees and toes.*

*Head, shoulders, knees and toes,  
knees and toes,*

*And eyes and ears and mouth  
and nose and lungs.*

(Take a big breath here.)

*Head, shoulders, knees and toes,  
knees and toes.*



## ACTIVITY: Going with the (Air) Flow!

Have the group sing the song through several times, getting faster each time. Then sing it through twice, getting slower each time. Finish with one time through very fast.

8. Have the children wash their hands so they can experience a healthy snack. Provide the snack you've prepared or enlist the help of the kids to prepare the snack.

### Talking It Over:

While the children are eating their snack, ask them the following questions to complete the experiential learning cycle. Use the tobacco use prevention "Key Ideas" poster to emphasize the key points of this section.

1. Why are your lungs important? *(Through inhaling, lungs take oxygen into our bodies. Oxygen is the "fuel" that our bodies need to function. Through exhaling, lungs remove carbon dioxide from our bodies, which helps relieve our bodies of waste.)*
2. What are the main parts of our respiratory system? *(The main parts include the nose, mouth, trachea, bronchi, alveoli, lungs and diaphragm.)*
3. Can you think of anything that's harmful to our lungs? *(Answers might include smoking cigarettes, inhaling secondhand smoke, air pollution and certain chemicals.)*

## AMAZING FACT!

*If the lungs of an adult were spread out with a steamroller to a super thin one-cell thickness, they would cover a tennis court!*

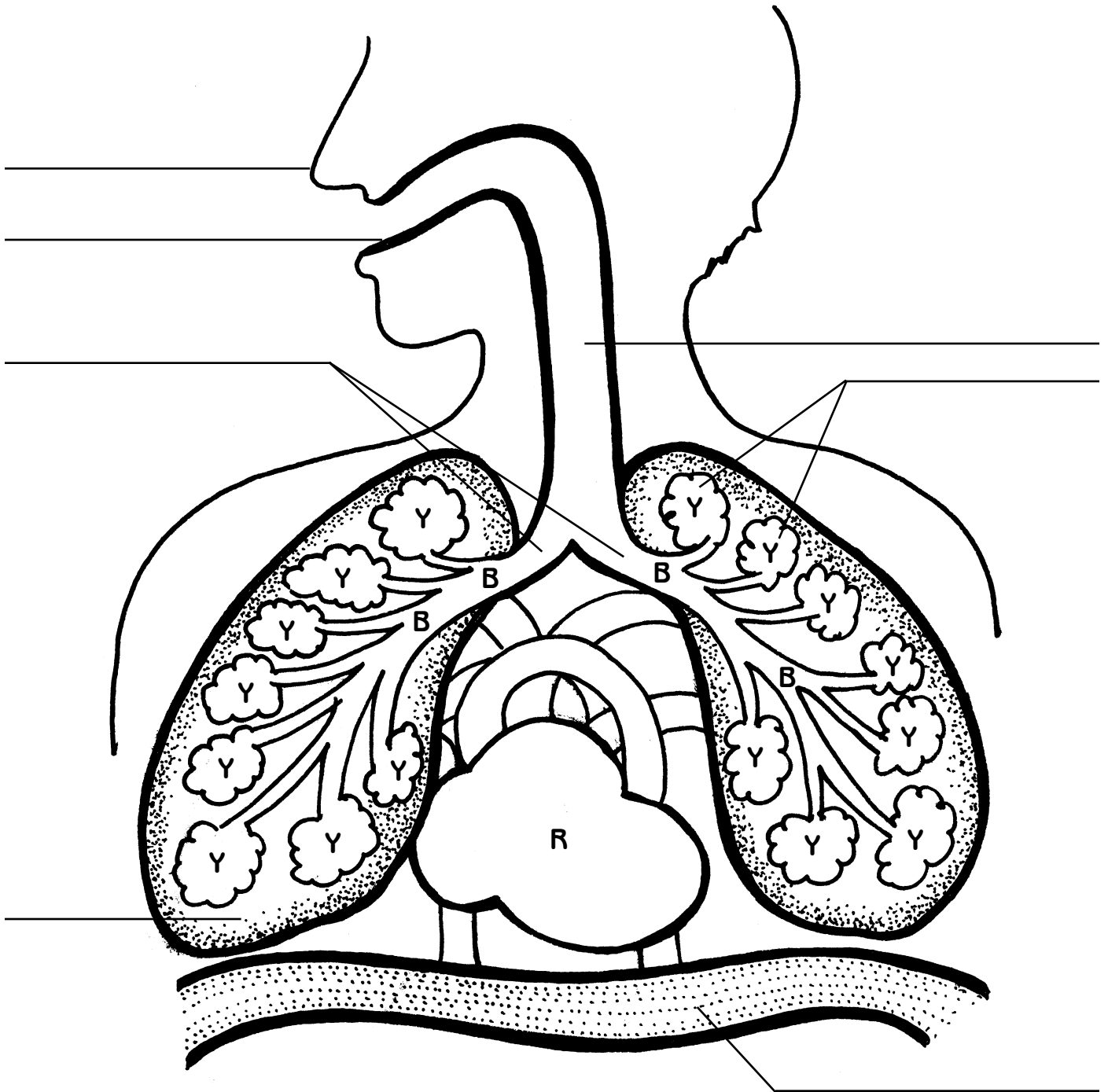
### Adapting the Activity for Younger Children:

- Instead of having the children make lung models, provide several sample models that they can play with.

### Adapting the Activity for Older Children:

- Eliminate the "Head and Shoulders Song."
- Arrange for children to demonstrate their lung models to another group of children or to a group of adults. Have them also demonstrate the models at a science or health fair.

# RESPIRATORY SYSTEM HANDOUT



Color the diagram as follows:

- Bronchi—Blue (B)
- Alveoli—Yellow (Y)
- Heart—Red (R)

Label these parts of the respiratory system: nose, mouth, trachea, diaphragm, alveoli, bronchi

## ACTIVITY: Don't Let Your Health Go Up in Smoke!

### Objectives:

This activity is designed to help children:

- Understand that smoking tobacco and smokeless tobacco contain chemicals that are harmful to the body.
- Recognize secondhand smoke as something harmful to lungs.
- Identify ways to protect lungs from second-hand smoke.

### Materials:

- Tobacco use prevention “Key Ideas” poster
- Respiratory poster from the “Going With the (Air) Flow” activity
- Masking tape
- Lung model from the “Going With the (Air) Flow” activity
- Clear glass or plastic jar (with at least a 24-ounce capacity) with cover
- Measuring cup
- Water
- Two cigarettes
- Newsprint or other large paper
- Marker
- Two-story dollhouse (use an actual dollhouse or create a model of a house using a cardboard box)
- Toy car
- Paper
- Crayons
- Snack supplies
- Other materials may be needed for adapting the activity for younger and older children (see directions near the end of the “Procedure” section of this activity)

### Time:

30–40 minutes

### Procedure:

#### **Before the meeting:**

1. Put three cups of water in the jar. Unwrap two cigarettes and put the tobacco in the water. Cover and shake the jar, and let it sit overnight before your meeting.



2. Make sure the tobacco use prevention “Key Ideas” poster is displayed in the meeting space where the children can easily see it. Also display the poster of the respiratory system that was used in the “Going With the (Air) Flow” activity.
3. Gather the other materials needed.

#### **During the meeting:**

1. Sit in a circle with the children and introduce the activity by showing one of the lung models from the “Going With the (Air) Flow” activity. Ask the children if they remember what they learned from that activity. If they don't bring it up, remind them about the importance of the lungs and the other parts of the respiratory system. Ask the kids if they remember some of the things they thought of that are harmful to the respiratory system. One of the things they'll mention is smoking. Tell the group that just being around smoke can hurt your lungs and that they're going to do an activity that explores ways they can keep their lungs safe when they're around people who smoke.
2. Show the children the jar you prepared and ask them what they think is in the water. (The children may want to handle the jar, so be sure to tell them to keep the lid on it.) Explain that chemicals contained in cigarettes are coming out in the water. If a person were smoking cigarettes or using smokeless tobacco, these chemicals would be coming out in their body. (Do a stop-action with your group here and be sure that all the kids are familiar with smokeless tobacco. Use the information from the “Leader Background Information” section to give them a quick explanation of both spit and snuff tobacco.) Explain that the chemicals are harmful to the body because they cause diseases such as cancer and can clog the trachea, bronchi and alveoli.
3. Ask the kids to brainstorm a list of all the places where people cannot smoke. Remind them of the rules of brainstorming:
  - Rule 1:** Do not judge ideas!
  - Rule 2:** It's okay to be far-out.
  - Rule 3:** Think of as many ideas as you can.
  - Rule 4:** Piggyback on someone else's ideas. Record the group's answers on newsprint.

## ACTIVITY: Don't Let Your Health Go Up in Smoke!

4. Ask the group to brainstorm a list of the places where people can smoke. Record the answers on the newsprint.
5. Show the model of the dollhouse and ask the kids to imagine that they're in a room on the first floor where someone is smoking. Ask them to come up with ideas for ways they could protect their lungs from the secondhand smoke. Possible responses might include going outside, leaving the room, opening a window, turning on a fan or asking the person to stop smoking.
6. Show the toy car to the group and ask them to imagine that they are riding in the car with someone who is smoking. Ask them to come up with ideas for ways they could protect their lungs from the secondhand smoke. Possible responses might include rolling down the window, turning on the car's ventilation system or asking the person to stop smoking.
7. Have children practice politely asking people not to smoke around them. Ask them to find a partner and practice asking one another out loud. Remind them to include the word "please" and to politely tell the other person why they are asking him or her not to smoke ("I would appreciate it if you would please not smoke because it hurts my lungs" or "Would you please not smoke because it makes me cough?") Have the children share their best requests with the entire group.
8. Ask the children to design a clean air sign that they could display in a room or car. They might include something like the following on their sign:  
My lungs have to last a lifetime—clean air only, please!  
Living zone—no smoking, please!  
Have the kids share their signs with the group.
9. Have the children wash their hands so they can experience a healthy snack. Provide the snack you've prepared or enlist the help of the kids to prepare the snack.

### REMINDER!

***Be sensitive to the fact that some of the children's parents or other family members might be smokers or use other tobacco products. Explain to the children that many people started smoking or using other tobacco products before they knew all the harmful effects. It is very hard for people to quit and that's why many people are still smoking or using other tobacco products even though they would like to stop. That is also why the best idea is never to start.***

### Talking It Over:

While the children are eating their snack, ask them the following questions to complete the experiential learning cycle. Use the tobacco use prevention "Key Ideas" poster to emphasize the key points of this section.

1. Why is smoking tobacco and using spit tobacco harmful to our bodies? (*Tobacco contains chemicals that are harmful to the body because they cause diseases such as cancer and can clog the trachea, bronchi and alveoli.*)
2. What are some ways you can use to avoid secondhand smoke in a building or in a car? (*Possible responses might include going outside, leaving the room, opening a window, turning on a fan or ventilation system, or politely asking the person to stop smoking.*)
3. Many places like schools and office buildings ban smoking. Can you think of other places where smoking should be banned?
4. What might you say to a friend who is thinking about smoking or chewing tobacco? (*Possible responses might include "I would appreciate it if you would please not smoke because the smoke can not only hurt your lungs, it can hurt mine as well" or "Please don't use chewing tobacco because it can be really harmful to your body."*)

## ACTIVITY: Don't Let Your Health Go Up in Smoke!

### Adapting the Activity for Younger Children:

- Focus on either the house or car setting for the brainstorming activity.
- Instead of having the children make individual signs, have the group work together to create a large poster of reasons why secondhand smoke is harmful.

### Adapting the Activity for Older Children:

- Compare the lung model from the “Going With the (Air) Flow” activity with a lung model made using waxed paper at the end of the straws instead of balloons. Tell the children that this model represents the respiratory system of a smoker because the waxed paper doesn't

expand and contract as easily as the balloon. The elasticity is gone and the diaphragm is not easily able to pull air into the lungs.

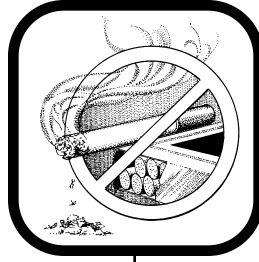
- For a more graphic demonstration using the cigarette water, pour the water from one jar into another using several layers of cheesecloth over the opening of the first jar. Ask the kids to describe what is happening. Note that the cheesecloth will retain some of the discoloration, but some will remain in the water and run through to the second jar. Point out that this is what happens with tobacco in the body. Some of it stays in the body and causes damage, and some of it contaminates the air around the smoker.
- Invite a local legislator, city official or health department worker to the meeting to talk about the smoke-free policies in your area.

## ACTIVITY: Say NOPE to Smoke

### Objectives:

This activity is designed to help children:

- Practice saying “no” in comfortable words when they are offered a cigarette or anything harmful.
- Learn a four-step process for saying “no.”



### Materials:

- Tobacco use prevention “Key Ideas” poster
- Respiratory poster from the “Going With the (Air) Flow” activity
- Masking tape
- Newsprint or other large paper
- Markers
- 3- by 5-inch index cards in different colors—provide several cards per child
- Crayons
- String
- Paper punch
- Stapler
- Snack supplies
- Other materials may be needed for adapting the activities for younger or older children (see directions near the end of the “Procedure” section of this activity)

### Time:

25–30 minutes

### Procedure:

#### **Before the meeting:**

1. Make sure the tobacco use prevention “Key Ideas” poster is displayed in the meeting space where the children can easily see it. Also display the poster of the respiratory system that was used in the “Going With the (Air) Flow” activity.
2. Create the four-step “NOPE” poster by writing the following on a sheet of newsprint or other large paper:

#### **NOPE:**

**No**—Say “No.”

**Outcome**—Tell why.

**Plan**—Plan another idea.

**Exit**—Leave the area.

3. Create the helpful hints poster by writing the following on a sheet of newsprint or other large paper:

#### **Hints for saying NOPE:**

**Be firm!**

**Be friendly!**

**Be factual!**

**Be final!**

4. Gather the other materials needed.

#### **During the meeting:**

1. Sit in a circle with the children and point to the poster of the respiratory system. Ask if they can remember how tobacco affects our health. If they don’t bring it up, remind them that tobacco contains chemicals that are harmful to the body because they cause diseases such as cancer and can clog the trachea, bronchi and alveoli. Also remind them that the smoke from tobacco can harm both the person who is using it and people who are nearby.
2. Ask the children what they have learned about tobacco from their parents, friends and others. Accept all the children’s answers as long as they are factual. Ask them why they think people smoke if there are so many harmful things about it. Why do people think it’s cool?
3. Ask the group how they say “no” when someone asks them to try something they think is harmful. After they’ve shared their examples, tell them they’re going to learn a four-step way to say “no.” Point to the poster you’ve created and explain the four NOPE steps:

#### **NOPE:**

**No**—Say “No.” (Tell the kids to say “no” politely, firmly and clearly.)

**Outcome**—Tell why. (Tell the kids to give an example like “it’s bad for my health and it smells.”)

**Plan**—Plan another idea. (Think of something else to do like riding bikes or watching videos.)

**Exit**—Leave the area. (Don’t stay where the activity is taking place.)

4. Use the other poster you made to give the children some tips for putting “NOPE” into action.

#### **Hints for saying NOPE:**

**Be firm!** (Tell the kids to say “no” and mean it.)

**Be friendly!** (Tell the kids they can say “no” and still keep their friends.)

## ACTIVITY: Say NOPE to Smoke

**Be factual!** (Tell the kids they should give a reason for their “no.”)

**Be final!** (Tell the kids not to argue with people and to walk away if needed.)

5. Have the children work in pairs and have one pretend to offer the other a cookie so the other can practice using the NOPE response. Then have them switch roles so the other one can practice NOPE. (Note that the children should offer a pretend cookie rather than a pretend cigarette. This avoids putting them in the position of role-playing someone who is trying to get someone else to smoke.)
6. Distribute the index cards and crayons to the children and ask them to create their own NOPE booklet or NOPE necklace. Staple the booklets together and punch the necklace cards and string them into a necklace. Ask the children to share their creations with the group.
7. Have the children wash their hands so they can experience a healthy snack. Provide the snack you’ve prepared or enlist the help of the kids to prepare the snack.

### Talking It Over:

While the children are eating their snack, ask them the following questions to complete the experiential learning cycle. Use the tobacco use prevention “Key Ideas” poster to emphasize the key points of this section.

1. Is it hard to say “no”? Why or why not? (*One response might be that we are sometimes afraid to say “no” to our friends because of what they might think of us.*)
2. Can you think of other situations you might be in where you would want to use the NOPE steps? (*Examples might be when someone asks you to go someplace that’s not safe or when someone offers you food that’s not healthy for you.*)

3. Can you think of situations where you’ve heard adults saying “no”?
4. Who are people you could talk to for advice about situations where you need to say “no”? (*The children might mention parents, older brothers or sisters, friends, a teacher or a 4-H leader.*)
5. Can you think of a goal you could have for avoiding tobacco? (*Ask the children to look at the “Healthy Tobacco Use Prevention Action” statement on the poster: To stay healthy, I will not smoke or use tobacco products, and I will avoid secondhand smoke.*)

### Adapting the Activity for Younger Children:

- Teach the group the following rap adapted from the Smoke-Free Class of 2000 (a joint project of the American Lung Association and the American Cancer Society).

*When you choose to smoke  
Here’s what you do  
Your teeth turn yellow  
And you smell like a zoo  
And sooner or later, you’re gonna get sick.  
You’ll cough a lot and your heart won’t tick!  
So you can choose to smoke  
Or choose to be free,  
It’s up to you and it’s up to me.*

### Adapting the Activity for Older Children:

- Have the children design a poster showing ways to say “no” or create a storybook for preschoolers on when they should say “no.”
- Have the group interview adults to find out ways they use to say “no.”
- Invite teens to talk to the group to share ways they use to say “no.”



## Tobacco Use Prevention Family Letter

Date: \_\_\_\_\_

Dear Families:

During the next few weeks, the children in the \_\_\_\_\_ group will be exploring *Healthy Habits*, a program designed to help children practice behaviors that will reinforce a healthy lifestyle and reduce the risk of cancer in their future. We are now learning about "Healthy Habits for Tobacco Use Prevention" by exploring the harm that can be caused by using tobacco products or by being around secondhand smoke and by practicing ways to avoid tobacco and smoke. By learning why they should avoid smoking and smokeless tobacco and by learning ways to say "no" to these products, children can learn healthy behavior patterns that they can use throughout their lives.

The "Healthy Habits for Tobacco Use Prevention" activities are designed to do the following with the group:

**Build your child's understanding and awareness of these concepts:**

- Tobacco products contain tars and other substances that are harmful to lungs.
- People can say "no" when someone offers them a cigarette or other tobacco product.
- People can take steps to avoid secondhand smoke.

**Help your child put the concepts into action with the following action statement:**

- To stay healthy, I will not smoke or use tobacco products, and I will avoid secondhand smoke. Through the activities, we hope to reinforce children's good health habits learned at home and in school. By starting early, children will have reduced risk of developing various diseases, including cancer, in the future.

In the next few weeks, we may ask your child to bring supplies to our group meetings. We will also be contacting people in the community to assist with the project. If you are interested, we would really appreciate your support. This is an important way for your children to find out they can make a difference in their own health and the health of others.

If you have any questions or are willing to help, please contact me at this phone number:  
\_\_\_\_\_  
Thanks for your support.

Sincerely,

**Special Notes:**



# Healthy Habits

## for Sun Protection



The information in this section is designed to help the children in your group improve their awareness of the harm that can be caused by excessive sun exposure and to give them hints for protecting themselves from too much exposure. This section includes leader background content for you to review, information for a “Key Ideas” poster, two activities to use with your group (which include time for healthy snacks), and a “Family Letter” that you can customize and share with the kids’ families.

### Leader Background Information

Following are key points for you to review and keep in mind as you explore sun protection with your group:

- The sun provides light and warms the earth, which is necessary for living things. The sun gives out many kinds of radiation, which can be seen as light or felt as heat. Ultraviolet (UV) light is invisible to humans and has a very strong effect on the body. When UV rays reach the earth, they put people at risk. The amount of UV light that reaches the earth changes with the season, altitude, time of day and other factors. All this exposure can cause serious problems such as early wrinkling of the skin, skin cancer and other skin disorders, cataracts and breaking down of the immune system. Currently, one in five Americans develop skin cancer during their lifetime, and cataracts cause 58 percent of blindness worldwide.
- Since UV exposure builds throughout a lifetime, it is important to protect and educate children at an early age. Children spend lots of time outdoors playing. While some exposure to sunlight can be enjoyable and healthy, too much can be danger-

ous. Children are particularly at risk since most of an average person’s lifetime sun overexposure occurs before the age of 18. The good news is that UV-related health effects are largely preventable by starting sun protection practices early and using them consistently. Adults can play a major role in protecting children by teaching sun safety behaviors.

- A simple way to explain skin cancer to children is that it begins when cells in the upper layers of skin are damaged by the sun’s UV rays and begin to grow too quickly. These cells may start spreading and can cause serious health problems if not detected early.
- Some key strategies are recommended for preventing overexposure by the sun. These include increasing people’s awareness of the damage that can be caused by overexposure and building healthy habits of protecting skin, especially during the sun’s peak hours of 10 a.m. to 3 p.m. This protection can be accomplished by encouraging people to stay in shaded areas; to wear sunglasses, wide-brim hats and clothing that covers skin; and to use sunscreen with an SPF (Sun Protection Factor) of 15 or more.
- Some helpful vocabulary words for this section include:
  - **Melanoma:** Melanoma, the most serious form of skin cancer, is also one of the fastest growing types of cancer in the United States. Many dermatologists believe there may be a link between childhood sunburns and melanoma later in life. Melanoma cases in this country have more than doubled in the past two decades, and the rise is expected to continue.
  - **Nonmelanoma skin cancers:** Nonmelanoma skin cancers are less deadly than melanomas.

Nevertheless, if left untreated, they can spread and cause disfigurement and more serious health problems. More than 1.2 million Americans developed nonmelanoma skin cancer in 2000, and more than 1,900 died from the disease. There are two primary types of nonmelanoma skin cancers:

- **Basal cell carcinomas** are the most common type of skin cancer tumors. They usually appear as small, fleshy bumps or nodules on the head and neck, but they can occur on other skin areas. Basal cell carcinoma grows slowly and rarely spreads to other parts of the body. It can, however, penetrate to the bone and cause considerable damage.
- **Squamous cell carcinomas** are tumors that may appear as nodules or as red, scaly patches. This cancer can develop into large masses and spread to other parts of the body.

These two cancers have a cure rate as high as 95 percent if detected and treated early. The key is to watch for signs and seek medical treatment.

Taken from the EPA Sunwise web site:  
[www.epa.gov/sunwise/](http://www.epa.gov/sunwise/)

## Sun Protection “Key Ideas” Poster

Following is a listing of the **healthy awareness** concepts and the **healthy action** concepts related to sun protection that are explored in this section. Transfer these key ideas to a poster (or better yet, enlist a couple of children to do it for you) so you can display the ideas as your group experiences the activities.

### **Healthy Sun Protection Awareness:**

- Ultraviolet (UV) light from the sun has a strong effect on the body.
- During the sun’s peak hours of 10 a.m. to 3 p.m., people can protect their skin by:
  - Playing in shaded areas.
  - Wearing sunglasses and wide-brim hats and covering up with clothing.
  - Using sunscreen with an SPF (Sun Protection Factor) of 15 or more.

### **Healthy Sun Protection Action:**

To stay healthy, I will protect myself when I am in the sun from 10 a.m. to 3 p.m. by wearing sunscreen, a long-sleeved shirt, a hat and sunglasses.

## ACTIVITY: The Case of the Invisible Rays

### Objectives:

This activity is designed to help children:

- Gain an understanding of ultraviolet (UV) light.
- Understand the dangers of exposure to excess UV light.
- Know the time and places of highest UV exposure.

### Materials:

- Sun protection “Key Ideas” poster
- Posterboard or large paper
- Marker
- Masking tape
- UV index cards—see ordering information below
- “UV Record Sheet” (see page 59)—one per child
- Pencils—one per child
- Snack supplies
- Other materials may be needed for adapting the activity for younger or older children (see directions near the end of the “Procedure” section of this activity)

### Time:

30–35 minutes

### Procedure:

#### Before the meeting:

1. Make the sun protection “Key Ideas” poster and display it in your meeting space where the children can easily see it.
2. Order UV index cards. These small reusable cards measure UV light and may be available at science education supply stores. Another source for ordering is the South Seas Trading Company ([www.mauui.net/~southskyuvcard2.html](http://www.mauui.net/~southskyuvcard2.html)). If possible, get one card for each child in your group. If this is too expensive, try to get enough cards for your kids to use in small groups (one card per group).
3. Gather the other supplies needed.

#### During the meeting:

1. Have the children sit where they can see the sun protection “Key Ideas” poster. Ask for a volunteer to read each of the following “Healthy Sun

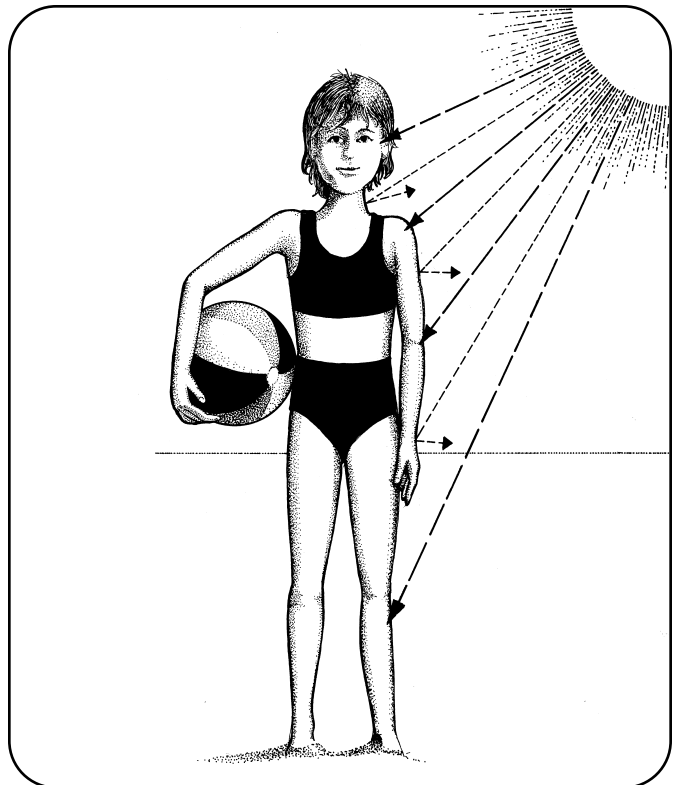


Protection Awareness” statements and ask the group if they know why each statement is important:

- Ultraviolet (UV) light from the sun has a strong effect on the body.
- During the sun’s peak hours of 10 a.m. to 3 p.m., people can protect their skin by:
  - Playing in shaded areas.
  - Wearing sunglasses and wide-brim hats and covering up with clothing.
  - Using sunscreen with an SPF (Sun Protection Factor) of 15 or more.

Use the children’s responses to gauge what they already know about healthy sun protection choices.

2. Draw a simple poster that shows a person standing in the sunlight. Indicate that some of the light rays (visible light) bounces off the skin, while other rays (UV rays) are absorbed into the skin.



Sample Poster

Explain to the group that ultraviolet (UV) light is invisible rays from the sun that are very powerful and that can be very harmful to humans. Ask if anyone has ever had a sunburn. Explain that UV light causes sunburn and that it can also

## ACTIVITY: The Case of the Invisible Rays

result in wrinkles and skin cancer. Skin cancer begins when cells in the upper layers of skin are damaged by the sun's UV rays and begin to grow too quickly. These cells may start spreading and can cause serious health problems if not detected early. Melanoma is one kind of skin cancer. Point out that even if people don't get a sunburn, their skin can still be damaged by UV light, and mention that UV rays can damage all skin colors.

3. Tell the group that they're going to try to solve "The Case of the Invisible Rays." Give each child a UV index card, a copy of the "UV Record Sheet" and a pencil. (If you were only able to get a few copies of the UV index cards, divide the children into small groups and have them work together.) Demonstrate the way to use the index card by following the manufacturer's directions for timing the card exposure. Have the children measure the UV index in your meeting room. Unless you are near a window that receives direct sunlight, the color strip on the card should not change color under the indoor lights and should show an index of zero.
4. Take the group outdoors and have them identify three places where they can measure the UV index. Encourage them to identify a variety of places including a sunny spot, a partly sunny spot and a shady area. Have them measure the UV index in the three places and record the index level on their "UV Record Sheet." Keep in mind that it may take a few minutes between each reading so the card re-measures accurately.
5. Have the group return to the meeting room and wash their hands so they can experience a healthy snack. Provide the snack you've prepared or enlist the help of the kids to prepare the snack.

### Talking It Over:

While the children are eating their snack, ask them the following questions to complete the experiential learning cycle. Use the sun protection "Key Ideas" poster to emphasize the key points of this section.

1. Do you remember what "UV" stands for? (*UV stands for ultraviolet rays. Another way to think about UV rays is "invisible rays."*) How can UV rays affect people? (*Exposure to UV rays can cause sunburn, wrinkling and other skin damage including skin cancer.*) Does a person need

to be sunburned in order for UV rays to cause damage? (*No, repeated and long-term exposure to UV rays can cause damage as well.*)

2. Which of the places we visited outdoors had the highest UV rating? Why was this? Which place showed the lowest UV rating? Why was this? (*The highest UV rating should have occurred at the place with the most direct sunlight. Point out, however, that UV rays can be measured even in shady locations.*) Why did the indoor rating show zero UV rays? (*There's no indoor source of sunlight.*)
3. Where are other places you would expect to find UV rays? (*Examples might include their backyards, a local park, the beach, a parking lot, the school playground and the bus stop.*) Do we find UV rays only in the summer? (*No, UV rays are present year-round.*)
4. What time of day is it most important to protect yourself against the harmful rays of the sun? (*People should take extra efforts to protect themselves between 10 a.m. and 3 p.m., when the rays are the strongest.*)
5. What are some ways you can protect yourselves from UV rays? (*You can cover up with clothing, wear hats and sunglasses, play in shaded areas and wear sunscreen.*)

### Adapting the Activity for Younger Children:

- Have the group work together to read the UV index cards and record their readings on a group poster.
- Have the group measure only three sites: indoors, a sunny location and a shady location.
- Have the group use dark color construction paper to demonstrate the power of the sun. Leave pieces of paper in the sun for varying times to see how it affects the color of paper.

### Adapting the Activity for Older Children:

- Have the group measure the rays in the four locations and then have them measure UV rays that are reflected off of sand, water, pavement and grass. If you don't have a nearby location of sand and water, you can put some sand on a Styrofoam plate and some water on a second

## ACTIVITY: The Case of the Invisible Rays

plate. Use a ruler to hold the UV card six inches from the surfaces. Hold the UV card face down and measure the UV index over each surface. Compare the results of sand, water, pavement and grass. Point out that sand and water typically reflect more UV rays and this is why it's so easy to get badly sunburned at the beach.

- Have the group measure UV rays at different times of the day. On a sunny day for example, they could record UV rays early in the morning and at noon and in the evening. Have them compare the results. Stress to the group that the sun is most harmful during the time from 10 a.m. to 3 p.m.



## UV Record Sheet

Use this sheet to show the ultraviolet (UV) light rating for three different places.  
Be sure to describe what each place is like  
(is it open and sunny, full of trees or buildings and partly sunny or totally in the shade?).

<p><b>First place:</b> Describe this place:</p> <p>What is the UV rating?</p>	<p><b>Second place:</b> Describe this place:</p> <p>What is the UV rating?</p>	<p><b>Third place:</b> Describe this place:</p> <p>What is the UV rating?</p>
---	--	---

## ACTIVITY: Slip, Slap, Slop!

### Objectives:

This activity is designed to help children:

- Learn ways to protect their skin from the sun.
- Understand the meaning of SPF numbers on sunscreen lotions.



### Materials:

- Sun protection “Key Ideas” poster
- Masking tape
- Posterboard or other large paper—one sheet per child
- Markers, crayons, stamps, stickers, etc.
- Hats
- Long-sleeved shirts
- Examples of sunscreen (with an SPF of 15 and higher)
- Snack supplies
- Other materials may be needed for adapting the activity for younger or older children (see directions near the end of the “Procedure” section of this activity)

### Time:

30–35 minutes

### Procedure:

#### **Before the meeting:**

1. Make the sun protection “Key Ideas” poster and display it in your meeting space where the children can easily see it.
2. Gather the supplies needed, including any props to help you explain the concepts.

#### **During the meeting:**

1. Have the children sit in a circle and ask them to list some of the positive effects of the sun. Examples of answers include that it warms the earth, allows plants to grow, and provides a source of light and heat. Have the children look at the sun protection “Key Ideas” poster. Ask for a volunteer to read each of the following “Healthy Sun Protection Awareness” statements and ask the group if they know why each statement is important:
  - Ultraviolet (UV) light from the sun has a strong effect on the body.

- During the sun’s peak hours of 10 a.m. to 3 p.m., people can protect their skin by:

- Playing in shaded areas.
- Wearing sunglasses and wide-brim hats and covering up with clothing.
- Using sunscreen with an SPF (Sun Protection Factor) of 15 or more.

Use the children’s responses to gauge what they already know about healthy sun protection choices.

2. Remind the group that too much of anything can be a problem. Ask them what happens when they are in the sun too long. Children understand sunburn and may want to talk about a time that they or a family member had a sunburn. Tell them that their skin protects their bodies from lots of things, including too much sun. Sometimes, however, the sun’s rays are too powerful and can cause skin cancer. Explain that skin cancer begins when cells in the upper layers of your skin are damaged by the sun’s UV rays and begin to grow too quickly. These cells may start spreading and can cause serious health problems if not detected early.

3. Invite the group to explore ways to protect their skin from UV rays. Begin by explaining the “Slip, Slap, Slop” process advocated by the American Cancer Society. Use a shirt, hat and bottle of sunscreen to illustrate the process:

**Slip** on a shirt!

**Slap** on a hat!

**Slop** on sun protection!

4. Ask the children how they think each of the items would protect their bodies from harmful rays. Ask for volunteers to use the props as they explain.
5. Show two sunscreens with different sun protection factors. Ask if anyone knows what “SPF” stands for and why one SPF number is higher than the other. Explain that an SPF of 15 is the minimum rating for sun safety.
6. Distribute poster-making supplies and ask each child to make a poster that shows the “Slip, Slap, Slop” message and tells why people would want to follow this advice.
7. Have the children share their completed posters with the group.

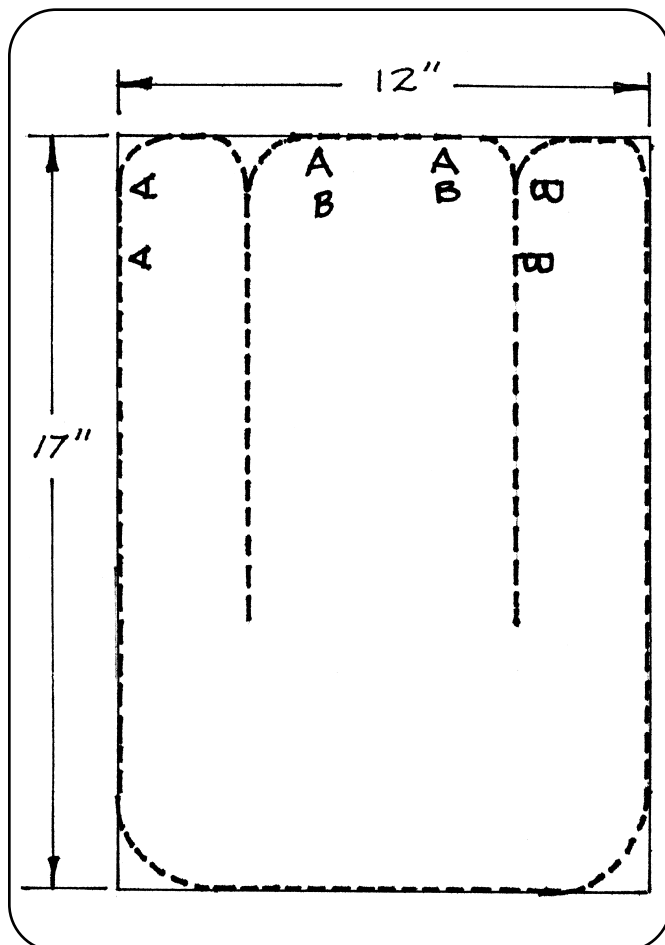
## ACTIVITY: Slip, Slap, Slop!

8. Have the group wash their hands so they can experience a healthy snack. Provide the snack you've prepared or enlist the help of the kids to prepare the snack.

### Talking It Over:

While the children are eating their snack, ask them the following questions to complete the experiential learning cycle. Use the sun protection "Key Ideas" poster to emphasize the key points of this section.

1. How can too much exposure to the sun be harmful? (*Overexposure can cause sunburn, wrinkling and other skin damage including skin cancer.*)
2. What can you do to protect your skin from too much exposure? (*You can remember that the sun's peak hours are between 10 a.m. and 3 p.m. During this time, you can cover up with clothing, wear hats and sunglasses, play in shaded areas and wear sunscreen.*)



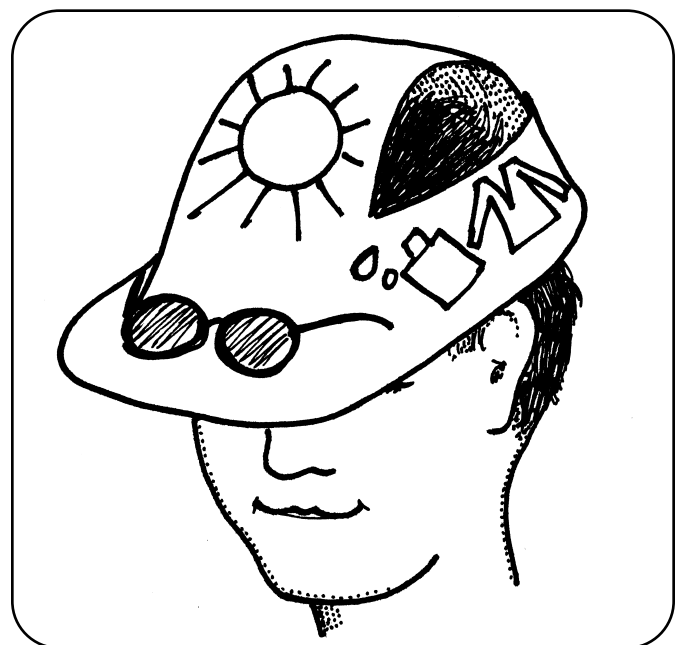
Sun Hat Pattern

3. Can you think of jobs where people work in the sun? (*Examples include farmers, construction workers, lifeguards, postal workers and park rangers.*) What are some ways these people use to protect their skin from too much sun exposure? (*They cover up with clothing and wear hats and sunglasses. They also drink plenty of fluids.*)
4. Can you think of a goal you could have for healthy sun protection? (*Ask the children to look at the "Healthy Sun Protection Action" statement on the poster: To stay healthy, I will protect myself when I am in the sun from 10 a.m. to 3 p.m. by wearing sunscreen, a long-sleeved shirt, a hat and sunglasses.*)

### Adapting the Activity for Younger Children:

- Instead of doing posters, have the children make sun protection hats that "advertise" ways they can protect themselves from the sun. Do this by using a pattern similar to the one at the bottom left of the page on cardboard stock or used manila folders.

Have the children cut out the hats and use crayons and markers to decorate them with their ideas for sun protection. Then use a stapler to put the hats together by stapling the "A's" together and the "B's" together. Have the group model their creations.



Decorated Hat



## ACTIVITY: Slip, Slap, Slop!

- Have the group work together to create a group mural showing ways people can protect themselves from harmful rays.

### **Adapting the Activity for Older Children:**

- Have the group compare the protection provided by sunscreens of different SPF levels. To do this, use UV index cards (for information on obtaining these cards, refer to “The Case of the Invisible Rays” activity on page 56). Place the UV cards inside a stiff piece of clear plastic (such as a plastic badge holder) and spread one of the sunscreens over the plastic. Place the card in the sun and measure the UV index. Repeat with a sunscreen having a different SPF and have the group compare the results.
- Have the group compare the protection effectiveness of an old bottle of sunscreen and a new bottle. Note that it’s best to use the same brand of sunscreen and that you should use an “old” bottle that’s at least two years old since the effectiveness of sunscreen drops significantly at that point. Follow the procedures outlined above for the UV index card, using the old sunscreen on the card first and the new sunscreen second. Have the group compare the results.



## Sun Protection Family Letter

Date: \_\_\_\_\_

Dear Families:

During the next few weeks, the children in the \_\_\_\_\_ group will be exploring *Healthy Habits*, a program designed to help children practice behaviors that will reinforce a healthy lifestyle and reduce the risk of cancer in their future. We are now learning about "Healthy Habits for Sun Protection" by exploring the harm that can be caused by sun exposure and ways they can protect themselves from too much exposure. Overexposure to harmful rays can cause serious problems such as early wrinkling of the skin, skin cancer and other skin disorders, cataracts, and breaking down of the immune system. Currently, one in five Americans develop skin cancer during their lifetime, and cataracts cause 58 percent of blindness worldwide. Since UV exposure builds throughout a lifetime, it is important to protect and educate children at an early age. Children are particularly at risk since most of an average person's lifetime sun overexposure occurs before the age of 18. The good news is that UV-related health effects are largely preventable by starting sun protection practices early and using them consistently. Using these practices early can help set behavior patterns that will last throughout life!

The "Healthy Habits for Sun Protection Prevention" activities are designed to do the following with the group:

**Build your child's understanding and awareness of these concepts:**

- Ultraviolet (UV) light from the sun has a strong effect on the body.
- During the sun's peak hours of 10 a.m. to 3 p.m., people can protect their skin by:
  - Playing in shaded areas.
  - Wearing sunglasses and wide-brim hats and covering up with clothing.
  - Using sunscreen with an SPF (Sun Protection Factor) of 15 or more.

**Help your child put the concepts into action with the following action statement:**

- To stay healthy, I will protect myself when I am in the sun from 10 a.m. to 3 p.m. by wearing sunscreen, a long-sleeved shirt, a hat and sunglasses.

Through the activities, we hope to reinforce children's good health habits learned at home and in school. By starting early, children will have reduced risk of developing various diseases, including cancer, in the future.

In the next few weeks, we may ask your child to bring supplies to our group meetings. We will also be contacting people in the community to assist with the project. If you are interested, we would really appreciate your support. This is an important way for your children to find out they can make a difference in their own health and the health of others.

If you have any questions or are willing to help, please contact me at this phone number:  
\_\_\_\_\_

Thanks for your support.  
Sincerely,

**Special Notes:**



# Strawberry Yogurt Swirl

(Makes three 4-ounce servings)

Strawberry Yogurt Swirl is good for you. It will give you calcium for strong bones and teeth. It will give you other nutrients too. This recipe makes a great frozen summertime treat!

## You need:

- ½ cup sliced strawberries (half of a thawed 10-ounce package of frozen strawberries)
- ¼ cup orange juice
- 1 scoop vanilla ice cream, softened
- ½ cup plain yogurt (half of an 8-ounce carton). Vanilla or strawberry yogurt could be used, but these are higher in calories than plain yogurt.

## Equipment:

- spoon
- measuring cups—dry and liquid
- 16-ounce cup with tight-fitting lid or pint jar with tight-fitting lid
- ice cream scoop
- 3 glasses for tasting

1. Put the strawberries and orange juice in the cup or jar.
2. Cover with the lid. Shake briskly for about 30 seconds.
3. Uncover. Add the ice cream and yogurt.

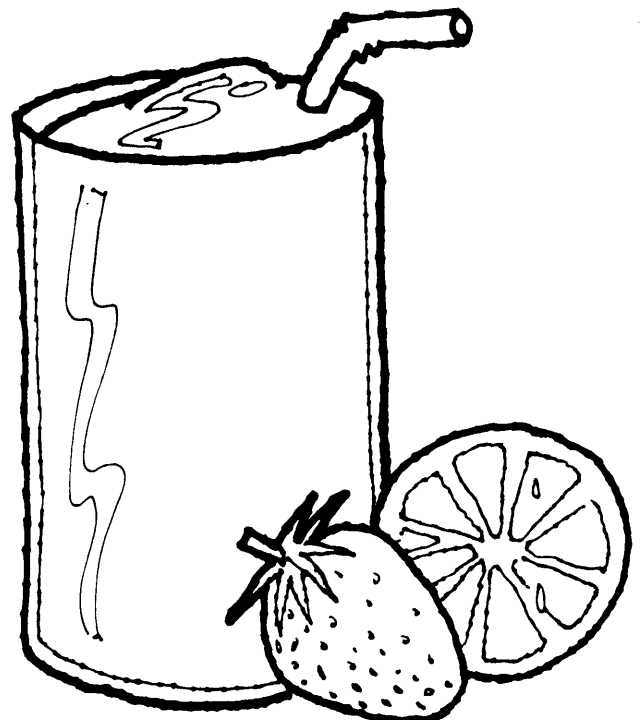
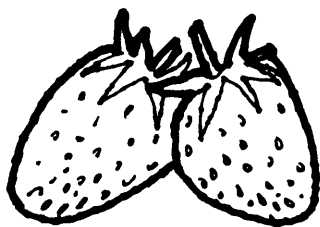
4. Cover with the lid. Shake briskly again for about one minute or until the ice cream and yogurt are well mixed. (**Hint:** A blender can be used instead of the cup for a smoother drink.)
5. Pour into a glass and enjoy!

## Tip:

Read all of the recipe before you start to fix the food. Make sure you have all the ingredients and equipment you need.

## Skills to Use:

Measure solids  
Measure liquids  
Shake or blend





# Magical Fruit Salad

(makes 15 servings)

Magical Fruit Salad is good for you. It will give you vitamin C to help cuts and bruises heal. It also has calcium for strong bones and teeth.

## You need:

- one 20-ounce can pineapple chunks in natural juice
- ½ pound seedless grapes (use purple grapes for extra color)
- 2 bananas
- 1¾ cups milk
- 1 small package (3½ ounces) **instant** lemon or vanilla pudding mix

## Equipment:

- can opener
- sieve
- large bowl
- paper towel
- table knife
- cutting board
- measuring cup—liquid
- spoon for mixing

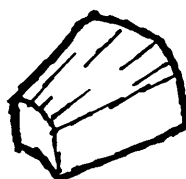
1. Open the can of pineapple chunks.
2. Use the sieve to drain the pineapple chunks. Put the chunks in the bowl. Save the juice to drink later if you wish.
3. Rinse the grapes and pat them dry with a paper towel. Add the grapes to the bowl.
4. Peel the bananas and cut into bite-sized pieces. Add to the bowl.
5. Pour the milk over the fruit.
6. While slowly stirring the fruit mixture, sprinkle in the pudding mix.
7. Let the mixture stand 5 minutes to set.
8. Eat your Magical Fruit Salad. This salad is best if eaten as soon as it is ready.

## Helpful Hint:

Any combination of fresh, frozen or canned fruits can be used. You may wish to serve the fruit salad in ice cream cone cups for a take-along treat.

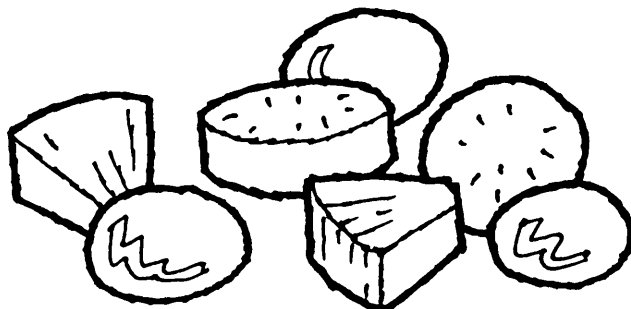
## Skills to Use:

Open cans and drain contents  
Wash fruit  
Slice fruit  
Measure liquids  
Mix  
Monitor time



## Be Safe!

Always wash fresh fruits like the grapes before using them. Wash vegetables too!





# Delightful Dip

(makes 1¼ cups)

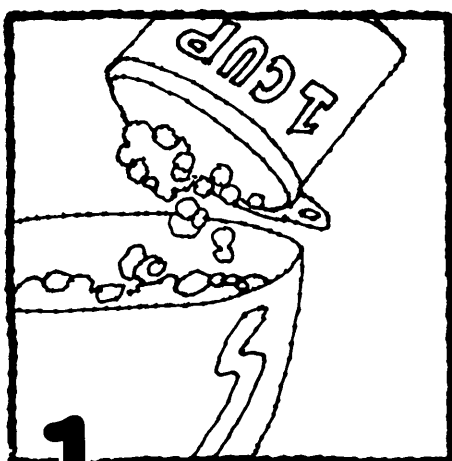
Delightful Dip is good for you. It will give you calcium for strong bones and teeth. It will give you other nutrients too.

## You need:

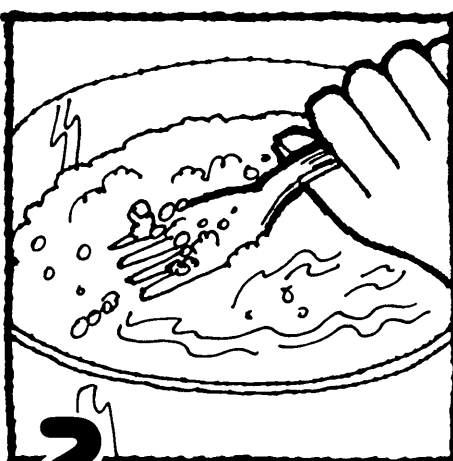
- 1 cup cream-style cottage cheese
- ¼ cup mayonnaise
- 2 tablespoons milk
- 1 teaspoon dried dill weed
- 1 teaspoon minced dried onion

## Equipment:

- measuring cups—dry
- small bowl
- fork
- measuring spoons
- spoon for stirring



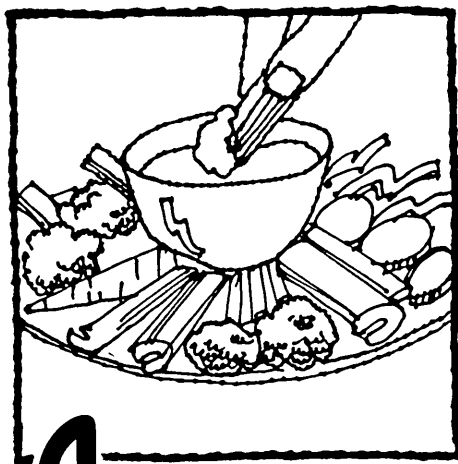
**1.** Put the cottage cheese in the bowl.



**2.** Mash it with a fork until it is fairly smooth.



**3.** Add the mayonnaise, milk, dill weed and dried onion. Stir. (**Hint:** Use a blender to make a smoother dip.)



**4.** Serve with fresh Crunchy Munchy vegetable dippers.



### Be Safe!

If you use a blender, be sure to keep the blender cord away from water when it is plugged in. This is true for all electric appliances such as toasters and mixers.

### Skills to Use:

Measure  
Mash or blend  
Mix





# Crunchy Munchies

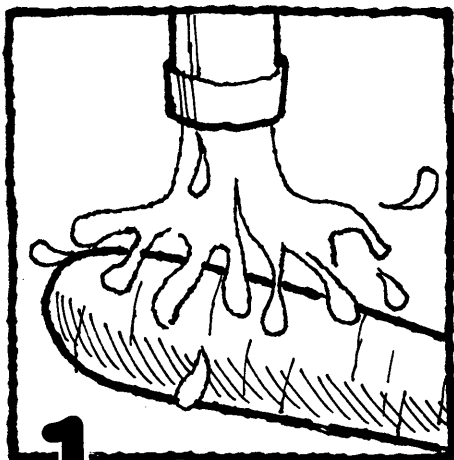
Crunchy Munchies are good for you! They will give you vitamin A to help you see in dim light and keep your mouth and throat healthy. They will also give you vitamin C to help cuts and bruises heal.

### You need:

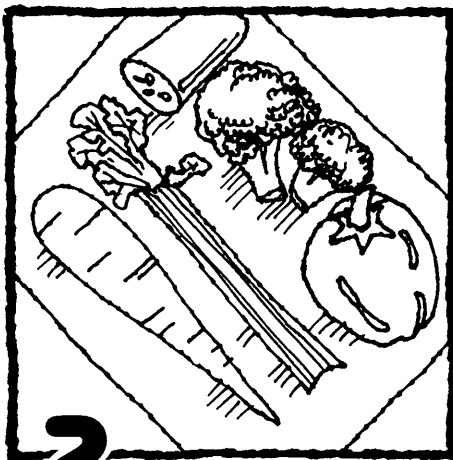
- Assorted vegetables such as celery, cauliflower, cucumbers, zucchini, green peppers, broccoli or carrots

### Equipment:

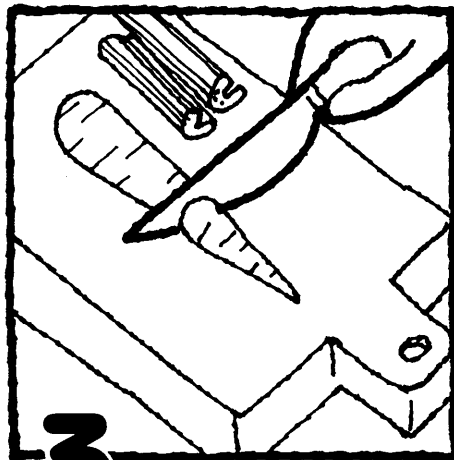
- paper towels
- vegetable peeler
- knife
- cutting board
- fork
- serving tray



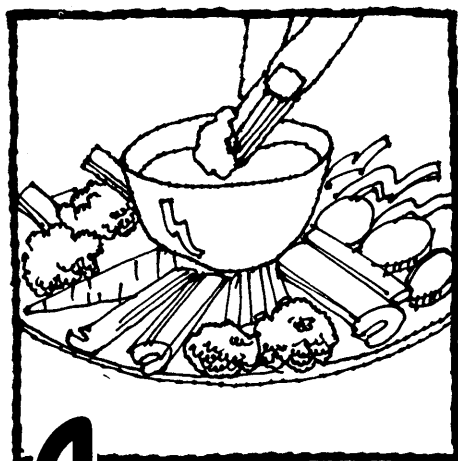
**1.** Rinse the vegetables in cold water.



**2.** Drain on paper towels.



**3.** Prepare vegetables for serving. Have an adult help you use a knife. Be sure to use a cutting board too. Turn this sheet over to find out how to prepare different kinds of vegetables.



**4.** Put the prepared vegetables on a serving tray. Serve with Delightful Dip.



### Be Safe!

Wash knives separately from other dishes so you do not accidentally cut yourself.

### Skills to Use:

- Wash vegetables
- Peel vegetables
- Slice vegetables

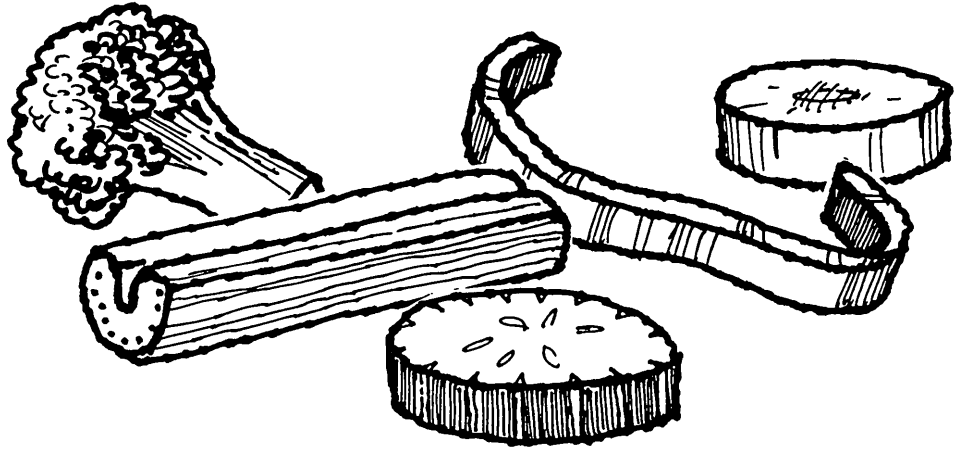
OVER



- Cut celery into 3-inch pieces.
- Break cauliflower into bite-sized pieces.
- To make fancy cucumber slices, cut a small slice off both ends of the cucumber. Throw away the end slices. Run a fork down the cucumber from end to end and press hard enough to break the skin. Make this design all the way around the

- cucumber. Cut the cucumber into thin slices. You can also do this with zucchini.
- Remove the stem and seeds from the green pepper. Cut the green pepper into slices.
- Break the broccoli into bite-sized pieces.
- Peel the carrots. Cut into “coins” or use a vegetable peeler to make carrot curls.

**Note to parents:** This may be your child’s first try at using a sharp knife to cut. Be sure to supervise carefully. Carrots may be especially difficult for your child to cut. You can show your child how to use a vegetable peeler to peel the carrots by scraping away from his or her hand, but you may have to do the cutting.





# Cabbage and Carrot Salad

(makes 11 servings, ½ cup each)

Cabbage and Carrot Salad is good for you! It will give you vitamin A to help you see in dim light and keep your mouth and throat healthy. It will also give you vitamin C to help cuts and bruises heal.

## You need:

- ½ head medium-sized cabbage
- 2 carrots
- ½ green pepper
- ¼ onion
- ¼ teaspoon salt
- ¾ cup mayonnaise or salad dressing

## Equipment:

- paper towel
- knife
- cutting board
- medium-sized bowl
- vegetable peeler
- grater
- measuring spoons
- measuring cups—dry
- spoon for stirring

**1.** Remove the outer leaves of the cabbage. Rinse the cabbage and let the water drain off it on a paper towel for a few minutes.

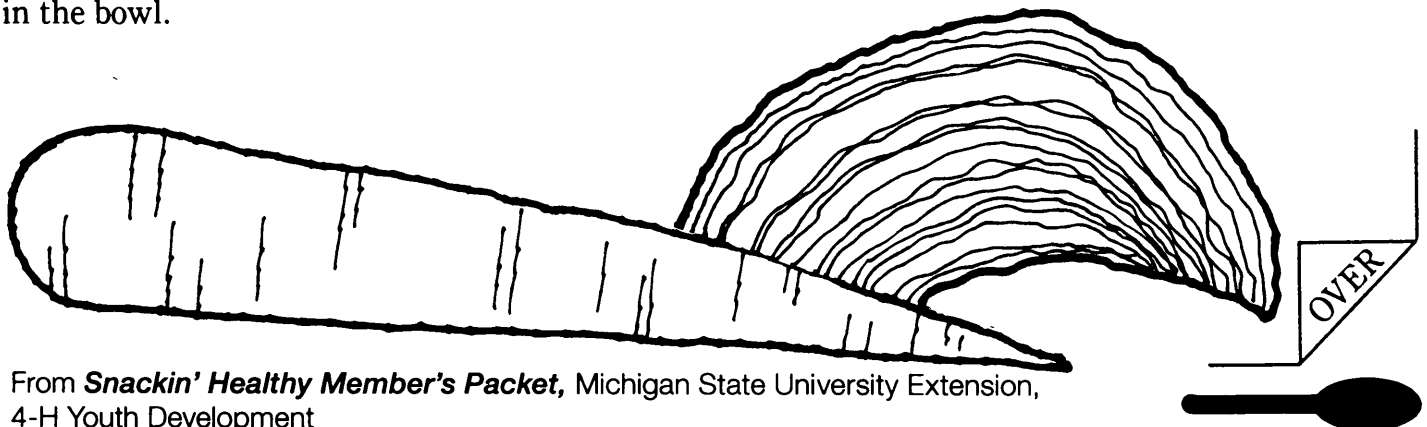
**2.** Cut the half-head of cabbage into four pieces. Firm cabbages are hard to cut. Have an adult help you. Cut out the core section from each piece and throw it away.

**3.** Chop the cabbage pieces using the knife and cutting board. Put the chopped cabbage in the bowl.

**4.** Peel the carrots with the vegetable peeler. Always scrape away from you. Rinse the carrots and cut off a small part of each end.

**5.** Shred the carrots using the grater. Be careful when using the grater so you don't cut your fingers. Stop when you have a 1-inch piece of carrot left. It's hard to grate a small piece. Carefully chop this piece with a knife.

**6.** Add the grated carrots to the bowl.





**7.** Wash the green pepper and remove the seeds. Cut it into small pieces and add them to the bowl.

**8.** Peel, rinse and finely chop the onion. Add it to the bowl.

**9.** Lightly mix the vegetables in the bowl.

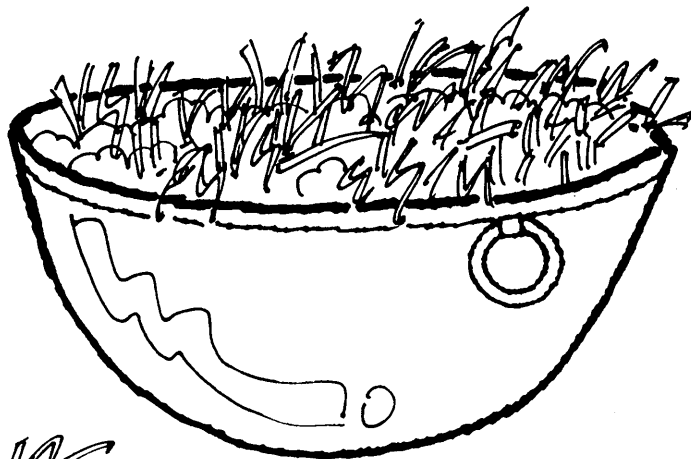
**10.** Add the salt and mayonnaise. Mix well and serve.

**Tip:**

It helps to clean up dishes and messes as you go along. This makes clean-up at the end much quicker!

**Skills to Use:**

Wash vegetables  
Cut  
Chop  
Grate  
Peel  
Measure solids  
Mix



*M M R*