

# **Make Every Class an Event!!**

Ideas to liven up nutrition education classes

Utah WIC Program  
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# With a little imagination, you can Make Every Class an Event!

## Holding Classes Without Using Lectures, Pamphlets or Videos

- **Crafts**  
Make something (e.g.--pottery, puppets, painting, refrigerator magnets) and interrelate it with the topic.  
Give it to a participant as a prize to take home.
- **Use Fortune Cookies**  
Acrylic fortune cookies are available by mail order (see end of booklet for ordering information).  
Fill the cookie with different nutrition messages individual to the class.
- **Plant a Garden**  
One WIC clinic in Texas had moms plant gardens in old tires.  
Plant seeds in individual Dixie cups. Tie activity to nutrition.
- **Teach Canning**  
Several Utah WIC Clinics ask their moms to bring in one jar for canning.  
The clinic provides the vegetables/fruit to can with.  
They then teach clients how to can.
- **Hold Cooking Classes**  
E.g. "Cooking Classes for Klutzes"  
E.g. "Using Those Beans"
- **Field Trip to the Grocery Store**  
If not to a real store, design a fake grocery store in the clinic with grocery props, empty boxes of WIC foods--to teach familiarization with WIC foods, etc.
- **Taste Tests**  
Explore new foods with taste testing.
- **Promote Nutrition Education in Unexpected Locations!**  
Attach nutrition messages to the floor, bathroom, bathroom stall door, ceiling, on toys, windows, light fixtures, light on/off switches and so on.

- **Projective Techniques (good for focus groups)**

Take a topic and add a twist:

“If breastfeeding were a restaurant, what kind would it be?”

“If breastfeeding were like a car, what kind would it be?”

- **Nutrition “Stations”**

Have a nutrition clue at each station related to a mystery nutrition message.

Make it a mystery and not just “5 a day”

- **Hold Special Food Theme Days**  
 E.g. Horseradish Day  
 E.g. Bean Day  
 E.g. Swiss Cheese Day  
 E.g. Oatmeal Day
- **Have a “Word of the Day” Day**  
 Whichever client says the word gets a prize.  
 To make it even more fun, have the word be an “off the wall” word!
- **Nutrition Storytelling**  
 Each client tells a part of that day’s chosen “nutrition story.”
- **Prizes**  
 Reward clients for participating.
- **Videos**  
 Actually make a nutrition video with clients as the stars, or the interviewed, or the hostesses, or the interviewer.
- **Nutrition Bulletin Boards**  
 Have participants create a bulletin board.  
 Put their own picture in its corner as the creative artists’ signatures!
- **Nutrition Graffiti Board**  
 Anything with a nutrition **zing** goes!
- **Nutrition Skits**  
 Have clients make up a nutrition skit and present it.
- **Nutrition “Talk Shows”**  
 Imitate David Letterman’s “Top 10” list  
 Dress like Oprah or Fergie and talk about weight loss
- **Nutrition Rap Songs**  
 Works well with teenagers
- **Display Comfort Foods**  
 E.g. Cinnamon water heated in microwave  
 E.g. The aroma of fresh baked bread (if anyone has a breadmaker...)  
 E.g. Heat up chicken noodle soup for its aroma, not necessarily for eating

- **Develop Classes That Use all Of the Senses**  
Tasting, feeling, smelling, hearing (*music*)

## Ideas for Props

Use these ideas or come up with your own. Be adventurous! Anything goes!

- **Look for the Unusual in Unusual Places**  
Inexpensive props from MacFrugals, TJ Maxx, All A Dollar, etc.
- **Fake Glasses--“*Miracle Weight Loss Glasses*”**  
Get those flimsy “sunglasses” from the eye doctor  
Buy 3-D glasses from a party or hobby or game or costume store
- **A Bell Without The Ringer**  
This illustrates how postpartum women take care of the outside but not the inside.
- **A Large Diamond Ring**  
It could symbolize that breastfeeding is a priceless gift, shows social status (movie stars do it) *or*  
It could symbolize that nutritional foods are valuable
- **A Cowbell**  
Dress like a cow and tell how frustrating it is because everyone is breastfeeding and no one is using formula
- **A Blue Ribbon**  
Have clients share something they are doing that is terrific and give them a blue ribbon for it!

## Ideas to Use with Kids

- **To teach about calcium and strong bones:**  
Soak a chicken bone in vinegar for 2 weeks.  
It becomes bendable.  
Using this bone as an example, talk about calcium and how it **strengthens** bones!
- **Create a fishing pond for children:**  
Use a paint stirrer with a hole drilled in the end.  
Run a string through the hole and tie a magnet on the other end.  
Paste pictures of food to cardboard or other hard surface.  
Put magnets on the food pictures.  
Buy a cheap child's swimming pool or make a circle on the floor as the pond with yarn or string or even paper.  
Let them go fishing!
- **Make a Mystery or Treasure Box:**  
Take an oatmeal box and cover it with material or contact paper.  
Take a sock and cut off the end.  
Sew the sock to one end of the box.  
Fill the box with items to stimulate discussion about nutrition.  
Let kids reach in and see what it feels like, etc.
- **Make a pyramid** out of different colored materials (not felt).  
Put it on the floor.  
Have kids put food pictures in the correct spots on the pyramid.
- **Make a book:**  
Cut paper or cardboard squares in the same size as sealable bags.  
Glue pictures of food on these squares and place in the sealable bags.  
String the bags neatly together on one string and use as a book!

## Making puppets

- **Use a coat hanger:**  
Oval it out.  
Straighten out the hanger hook and use this as the puppet handle.  
Cover the oval part with pantyhose and glue faces on.  
The faces could be made of anything.  
Make it fun!! Different!!  
For e.g.--Use felt, buttons, seeds, dried peas or beans, different pieces and kinds of material, noodles, macaroni, rice, yarn, glitter, colored markers, old ties or bows, lace, netting, feathers, old hair clips, pieces of candy etc.
- **Use a garden glove:**  
Make each finger a different nutritional character.  
For e.g.--Mr. Carrot, Little Missy Green Bean, Toodles Tomato, Freddy Fingerfood
- **Decorate a paper sack**  
Use the bottom as the mouth opening and closing.
- **Decorate a Styrofoam container** (i.e. a "to go" box)  
Cut holes in back and use your fingers as arms and legs.
- **Decorate Popsicle sticks**
- **Decorate socks**

## Serving Size Demonstrations

- **Ping pong ball** = 2 T peanut butter
- **Tennis ball** = 1 cup
- **Place measured amounts** of beans or rice in netting to show different size cups
- **Make butter pats** out of sponge for fat display

- **Glue sugar cubes together.**

Place the number of sugar cubes contained in the food *next to the actual food* ( i.e.--the number of sugar cubes in a candy bar, can of pop, ice cream etc.)

## Games

- **FOODO**  
Plays like and follows *BINGO* rules
- **Five-A Day Bingo**--see end of booklet for ordering information
- **Pyramid Power**--game based on the Food Guide Pyramid--see end of booklet for descriptions and ordering information
- **Assorted games from “Yummy Designs”**--see end of booklet for descriptions and ordering information
- **Assorted games and materials from “Bright Ideas”**--see end of booklet for descriptions and ordering information
- **Shadow Pictures**  
Use shadows of different foods to make a matching game

## Food Demonstrations

- **Make peanut butter**  
Use blender and peanuts
- **Make butter**  
Use whipping cream and shake = butter

## Mobiles

- **Use paper plates creatively**  
Glue food pictures on the plates with a unifying nutrition message.  
Glue or tie plates to string.  
Attach all to a hanger.
- **Stick mobiles**  
Use real containers (i.e. --empty milk cartons, cereal boxes, tuna cans, etc.) or 3D foods.  
Glue to string or yarn  
Attach to a stick or piece of wood.

## Books and Music

- **Make a “Peek a Boo” Food Book:**  
Velcro food pictures in a book that can be taken in and out.
- **Music:**  
Use as background.  
Sing-along  
Rap with teens, etc.

## Other Helpful Ideas

- **Re-useable poster board:**  
Laminate poster board to write on over and over.
- **Make an easel:**  
Fold poster board in half.  
Cut on a diagonal leaving an edge.  
Laminate.  
A corner of a box also works well.

**Make a “Class Announcement!” board:**

Use in the waiting room to announce the “coming attraction” (i.e.--the coming class):

Blow up a picture of a dinosaur or any other amusing or colorful and eye-catching figure/picture.

Laminate this picture and have **it** hold the actual class announcement board.

Laminate the class announcement board as well, for use over and over.

## Add Some Logic to Your Labels!

- Keep it simple. There's no need to provide lengthy definitions or mathematical calculations.
- Limit your presentation to two or three simple messages at a time. Use messages that focus on behavior, e.g., "Use the % Daily Value – it helps you know if a product is high or low in a nutrient."
- Avoid videos that try to teach consumers the nitty gritty of how to read a label.
- Use real labels. Try to collect samples of WIC foods as well as other items that are common in the diet of our client. Better yet – get your clients to help you collect labels! Come up with some sort of game or door prize to motivate them to bring labels into the clinic.
- As you go through a generic label, have people follow along on the label they're holding. Call on people that have particular products to read the % DV of fat, saturated fat, etc.
- To explain % DV, relate it to money ("one hundred dollars to spend on fat for the day").
- Tell people about the 5% rule of thumb: if a food has less than 5% of the daily value for a nutrient, then it's low in that particular nutrient.
- Have folks compare labels from similar foods and make a choice (ex: different types of salty crunchy snack things, different type lunchmeats, different type cookies.)
- Create a "Read Those Labels!" bulletin board display that changes every 1-2 months. Each time, focus on just one aspect of the label. For example, one month could feature a display on the descriptors found on the front of food packages. The next month could focus on how the label tells us about the fat content in a food.
- Go to the grocery store – the possibilities are endless! For example you could have a Label Scavenger Hunt where participants locate foods that are high in a certain nutrient.
- Do a class on milk. Use labels and related activities (taste tests) to compare lowfat, whole and skim and chocolate milk.

- Blow up a label, mount it, and cut it apart. Put it together as you talk about it. Have them guess what food it is from as you talk about it.

## **Add Some Pizzazz to Your Pyramids!**

### **Ice breakers**

1. If you were a food, what would you be?
2. What was the last food you ate?
3. If a magic genie granted you an endless supply of any food you wanted, what would you choose?

### **Pyramid Food demos**

1. Simple combination foods like English muffin pizzas or soft tacos
2. Trail mix using pyramid portions of breakfast cereals, dried fruit, veggies, etc.
3. Cut and smell
4. Fat demonstration - Clean bottle of oil and fill with apple juice. Talk about fat in diet and measure out tablespoons of fat in the diet you are reviewing. At the end, pick up the glass and “drink the fat.”

### **Lesson and Activity ideas**

1. Focus on just a single food group – for example, do a “Bottom of the Pyramid” class. As an icebreaker, have class write down all the foods that they’ve had so far that day from the food group. Use actual foods for visuals. Do activities that focus on variety, serving sizes and lowfat choices within the food group.
2. Talk about the concept of “Pyramid Meal Planning” and have participant plan the evening meal.
3. Have participants write down what they ate the day before. Then have them assess their own diet according to the pyramid.
4. Hand out copies of a blank pyramid. As you present the pyramid, have people write or draw their favorite foods in each group (or the foods they’ve eaten.)

### **Ideas for Kids (or those who are young at heart!)**

1. Have everyone draw a picture of a food (the last food they ate, their favorite food, etc.). As you go through the pyramid, incorporate their foods into your discussion.
2. Have them “act out” a food or the qualities of a food or pretend that they’re eating a food.
3. Pyramid Hats!
4. Bingo
5. Pyramid twister!
6. Pyramid relay race
7. Pyramid rap!

# Teaching Tips, Tricks, and Techniques

## Domains of Learning

1. Use the taxonomies to ensure that your objectives are not limited to the lowest levels or only the cognitive domain (eg. recall of facts).
2. Clients need to be able to plan their menus using the guidelines and think their diet is important enough to their health to follow it. Employees need to know and value new procedures if they are going to practice them regularly.
3. Objectives help you choose the content of instruction.

## Examples from Each Domain

At levels of the **cognitive domain**, the learner is able to:

Knowledge:	List foods available by voucher
Comprehension:	Explain (verbally or in writing) why certain foods are included on the voucher list.
Application:	Plan meals for the day to include adequate calcium for a pregnant (or lactating) woman
Synthesis:	Explain the role of folic acid in the body accurately to a friend
Evaluation: magazine	Evaluate a nutrition article from a woman's

At levels of the **affective domain**, the learner is able to:

Receiving:	Listen to instructions on prenatal nutrition
Responding:	Read nutrition materials with interest and ask questions
Valuing:	Consciously select nutritious foods at the grocery store
Characterization:	Consistently select a nutritious diet

At the levels of the **psychomotor domain**, the learner is able to:

Perception:	Recognize a need to learn how to use the blender (food processor, etc.)
Guided Response:	Practice the steps in using the blender under supervision

Mechanism: Use the food processor properly  
Complex Overt Response: Demonstrate assembling the food processor  
efficiently and without error  
Adaptation/Organization: Use food processor efficiently in new but similar  
situations

Adapted from Betsy B. Hollie and Richard J. Celebrese, Communication and  
Education Skills: The Dietitian's Guide Second Edition 1991, pp 181-192.

## Matching Technique to Outcome

Type of Outcome	Appropriate Techniques
Knowledge	Lecture, TV, dialogue, panel Movie, slides, audio tape, reading
Skills	Role play, games, cases, non-verbal Exercise, skill practice, drill, coaching
Attitudes	Experience-sharing discussion, role plan Games, non-verbal, group-centered discussion

## Cartoons

### Uses for cartoons:

- Ice breaker
- Introduction of a topic
- Preassessment/evaluation

### Advantages of cartoons:

- Creates student interest
- Helps the non- or slow reader to be involved
- Uses something that the students are familiar with
- Stimulates group interaction
- Makes learning more enjoyable

### Disadvantages:

- Must be cautious about oversimplification, stereotyping, bias, misrepresentation, and strong emotional charge
- Some cartoons are timely and cannot be filed for future use
- Require skillful use:
  - Must not be overused
  - Point of the cartoon must be easy to recognize
  - Should pertain to the subject

### Ways of using cartoons in the classroom:

- Written or oral discussion of cartoons
- Students write in captions for a cartoon
- Students may create their own cartoon

- Media forms:  
Illustrated lectures, bulletin boards, flip charts, posters, overhead projectors, opaque projectors, and slides

# Chalk Talk

## What is it?

- Chalk talk is a way to present concepts using chalk

## When can it be used?

- To emphasize a point
- To tell a story using sight and sound
- To heighten and maintain interest

## How do you use it?

- Keep it simple using the fewest lines possible
- Use white or colored chalk, or a large notepad and a magic marker
- Vary line width by using the side of the chalk
- Stand to the side when drawing
- After each drawing stand aside so the audience can see what has been done
- Use plain printing that is large enough for the audience to see

## Why is this a good method to teach with?

- You do not have to be artistic
- It requires more than just listening from the audience
- It is very versatile
- Catches the learners attention
- Learner can see as well as hear what is being taught

## Methods of use:

- Projector
- Grid
- Cartoons
- Hidden drawings
- Poster
- Computer

# Circular Response

## **Definition:**

Circular response is a teaching method designed to encourage each group member to participate. Group members sit in one large circle and give opinions or comments in turn around the circle.

## **Preparation:**

- Plan topic and leading questions for discussion
- Arrange seats in a circle
- Select someone to act as a recorder
- Choose a way of limiting response time:
  - Have an envelope full of different number of beans for each student; they can say one word for every bean.
  - Each person has a piece of string wrapped around their finger; they can talk for as long as it takes to unwrap the string off their finger.
  - Divide the group into smaller groups.
  - Ask the question and throw a bean bag to a person for a response; then the person will throw the bean bag to someone else who has not responded previously.
  - Limit response time from 1/2 to 1 minute.

## **Procedure:**

- Seat the group in a circle
- Topic is introduced (should be controversial)
- Begin discussion with the person on the leader's right
- Proceed around the circle with comments
- Group members may pass if desired
- Leader may interject a new question or idea if the topic gets dull
- Keep the response moving fast to prevent boredom
- After the topic has been adequately discussed, have the recorder summarize the main points

## **Advantages:**

- Encourages everyone to participate
- Prevents monopoly of the discussion by a few people

## **Disadvantages:**

- May exhaust problem before the end of the circle if the group is very large or if the problem is too narrow.
- May stifle spontaneous contributions by some members.

## **Uses:**

- To introduce a topic or unit
- To review a topic
- Preassessment
- Evaluation
- To encourage participation of every member

## Example and Non-Example

This teaching method is also known as **concept attainment or inductive teaching**. It is a process of learning where students determine what feature or attributes of the environment are relevant for grouping into categories.

This teacher provides references or examples and non-examples and the responsibility is on the learner to draw conclusions and form categories.

### Method:

#### Teacher:

- Show good examples
- Show non-examples and
- Discuss together using key words and concepts

#### Student:

- Draw conclusions or form concepts
- Eliminate some former conclusions  
form new concepts

### When to be used:

- Introduction
- Preassessment
- Teaching a concept
- Evaluation

### How to be used:

- Written activity
- Role playing
- Oral
- In groups
- As a test – individually

### Suggestions for use:

- Persons, countries, titles
- Sounds, processes, odors, etc.
- Problems solving – puzzles, riddles, math problems, formulas, diagrams, pictures, drawings, word definitions, hypotheses, equipment, symbols

Remember the **example** and **non-example** is in the lower area of the cone of learning experiences because it uses so many of the students' senses and is close to the actual experience.

### Use with ***inductive reasoning*** (from specific to general):

- Application of idea

- Categorize
- Define
- Puzzle
- Search different avenues for same thing (cotton, wool, lines, fork)
- Creative exercise

# Graffiti

## Definition:

This method gives individuals an opportunity to express their feelings about an idea, concept, picture, object(s) or happening(s) by writing “on the wall.” The designation comes from the word graffiti, which means “words or phrases written on public sidewalks or the walls of buildings.” It provides an opportunity for expression of ideas, thoughts, and feelings in a non-threatening manner.

## Procedure:

- Identify the concept to be developed. The concept should be one that permits new insights and learning to be discovered through responses on the “feeling” level.
- Identify a relevant stimulus to which class members respond. The stimulus can be an object, a picture, a vignette, or an open-ended sentence.
- Obtain the necessary materials:
  - Response sheets – butcher paper, newsprint, posters, cardboard, or chalkboard. If incomplete sentences are being used, they should be written on the response sheets.
  - collect objects, pictures, displays, or vignettes if these are being used rather than incomplete sentences
  - writing tools – felt tip pens, ball points, crayons, chalk, or pencils
- Arrangement. Attach the response sheets to the wall or place them next to the source of stimulus or have them ready for circulation through the group. If objects, pictures, displays, vignettes are used, these objects should be arranged in locations where it is convenient for the students to see and to write their responses.
- Introduce class members to the stimulus and instruct them about the procedure to be used in responding. After students view the stimulus, they write their first reactions on the response sheets provided.
- Lead discussion centered on written comments. This can be accomplished through a variety of approaches (e.g., divide into small groups and give each group one or more of the response sheets and request that they identify the main ideas. The small groups can then present their ideas to the total group and the teacher can then lead a general discussion on the values, feelings, ideas, and other pertinent information that has been identified.)

It is important to respond to students in a positive manner. Use the contributions given to build bridges to the concepts and objectives of the learning experience.

# Interview

Interviews are generally used to find out how people think and feel regarding a particular situation, or how and why they follow certain procedures.

## **Types of interviews:**

- Job interviews
- Educational purposes
- Family purposes

## **Advantages of interviews:**

- Helps to introduce a new subject
- Gives an alternative method to teach
- Inexpensive
- Gets students involved

## **Disadvantages of interviews:**

- Requires preparation
- Rely on the interviewee

## **Guidelines:**

- Decide what you want to accomplish
- Know the person you are interviewing
- Find out personal information about the interviewee before the interview
- Help the person to feel at ease and ready to talk
- Start the interview with a pleasing introduction
- Be open minded
- Your statements should stimulate new ideas
- Allow enough time
- Keep control of the interview
- Dress appropriately
- Keep a pleasant friendly attitude throughout the interview
- Be attentive to interviewee
- Express thanks and appreciation for the interview
- Summarize the interview for the conclusion

## Music as a Teaching Tool

*Most educators feel that they will not need to teach music in their situation. They fail to see that the really fine teachers can use music to make all subjects seem alive.*

*-Marjorie Kemper*

### **Music teaches through:**

- Rhythm
- Words
- Story-telling
- Illustrating an idea

### **Ways to use music:**

- Create a mood
- Tell a story
- Emphasize a theme
- Introduce a topic (example: "Food, Glorious Food!")
- Teach a concept
- Add interest to a possibly uninteresting subject
- Catch attention
- Serve as a background

### **Advantages of using music:**

- Makes the lesson memorable
- Adds interest
- Combines sensory stimuli (hearing, seeing)
- Rhythm helps memory

### **Effective use of music depends on:**

- Choice of music
- How it is related to topic
- Appropriateness of teaching method

*"Probably no method encourages students to give more attention to the subject at hand than music does. Sometimes it is the words, sometimes the rhythm, sometimes the change of pace, but always music tells a story to attentive ears."*

## Non-Oral Teaching

The purpose of non-oral teaching is that as the teacher is “forced” to reduce his dependence on work symbols, he/she relies on the referent itself and on student involvement to produce learning.

### Principles of non-oral teaching:

- The teacher teaches a single concept without orally communicating to the students. He/she may communicate in any other way.
- Teachers usually must plan well, using more media, a greater variety of methods and following the learning sequence closely, when faced with the necessity of teaching without communicating orally with students.
- The teacher realizes that telling is not necessarily teaching.
- Students may talk to the teacher or to each other.
- Students frequently interact more effectively, respond more often, show more interest, and become more personally involved in the lesson when faced with the realization that the teacher will not speak. Learners realize that they have the responsibility for the progress of the lesson.
- More learning often occurs when the teacher does more than talk.
- The teacher is able, in one way or another, to ascertain how much learning occurred.

### Resources:

Signs	Games	Pantomime	Projector
Posters	Slide Show	Charades	Tape recording
Cartoons	Blackboard	Role playing	Light variations

### Ideas for using Non-Oral Teaching in Dietetics:

- Employee inservice meetings
- Teaching a subject that is already familiar
- Teaching groups of adults or children in an out-patient setting.

This is a good attention-getter. Use it to add variety and interest, especially when the subject could otherwise be considered dry.

# Phillips “66” Discussion Method

Developed by J. Donald Phillips

## What is it?

Six minute discussion in groups of six people.

## Why use it?

- Encourage group discussion in large groups
- Increase number of possible solutions to a problem/issue
- Allow new ideas to be discovered, combined, or modified

## Where to use it?

- Large group situations – auditoriums, lecture halls, large classrooms (suggestion: when in rows have three in front, group with three behind)
- Can be modified for smaller groups

## How to use it:

- Creating groups
  - Divide large groups into smaller groups of six people
  - Form groups with as little movement as possible
  - Select group leader according to a criterion such as age, profession, hometown, birthday, etc.
- Stating Problem or Issue
  - Be concise and clear
  - Clarify if necessary
  - Stimulate group to want to solve problem/issue
  - Aim for a specific, single –statement answer
- Discussing Solutions
  - Allow exactly six minutes for group discussion
  - Encourage each group member to participate
  - Encourage free-flow of thought – no censorship
- Reporting Ideas
  - Group leaders report for their group
  - Group leader presents the group’s best solution
  - Group leaders can report from their group area or be asked to come to the front

# Result Demonstration

## Characteristics:

- Should be held in a place where there is controversy.
- The demonstration should not attempt to discover a new truth, but rather to prove the work of these discoveries already made by research.
- Compare the results of two or more practices when possible. It is desirable to compare the results of an old and common practice with the results of a new and improved practice.
- Have demonstration of sufficient size and value to command respect.
- Keep definite and detailed records or histories.
- Allow time for discussion.
- Conclude with a handout summary if possible.

## Use results:

- Use material from result demonstration in connection with meetings, newsletters, pictures, radio talks, and exhibits.
- Analyze the reasons for success or failure and use the results for teaching purposes.
- Provide for follow-up.
- You must know your subject matter.

## Advantages:

- Establishes confidence in new or different techniques.
- Saves time for student.
- Adds interest to lecture.
- Helps students get familiarized with the steps in the procedure.

## Disadvantages:

- Is not an actual “hands-on” experience.
- Takes extra time for demonstrator.

## Miscellaneous:

- A local person may conduct the demonstration – he/she should be a member of the community
- A plan should be given to the local person to follow.
- The demonstration should have adequate publicity.

## **Nutritious Books For Young Readers**

### **The Berenstain Bears and Too Much Junk Food**

by Stan & Jan Berenstain (Random House, New York, 1985) Ages 4-7

Even the Berenstain Bears can get into the habit of eating too many sweets and goodies, but Mama Bear succeeds in convincing the family that they are eating too much junk food. Her campaign includes a family trip to Dr. Grizzly, who presents a slide show about "Good Food for Healthy Bodies". The four food groups and an exercise program for the family is emphasized.

### **Blueberries for Sal**

by Robert McCloskey (Viking Press, New York, 1948) Ages 1-6

This delightful, classic book teaches the benefits of storing fruits for the winter through a fun story of little Sal who changes places with a baby bear in the blueberry patch. It portrays the idea of food storage (by people and bears) in a clever way, easily understood by children.

### **Bread and Jam for Francis**

by Russell Hoban (Harper and Row, New York, 1964)  
Ages Preschool-early elementary

Parents will identify with Mr. and Mrs. Badger, whose daughter, Frances, is on a food jag of bread and jam. She doesn't want to try anything new, no matter how enticing. Story and illustrations are delightful, charming, and fun to read.

### **Watch Out for the Chicken Feet in Your Soup**

by Tomie de Paola (Prentice-Hall, Inc., 1974) Ages 2-6

This book deals with the concept of being a good eater. The principles of breadmaking are also presented in simplified terms and a bread recipe is provided. The large print and limited text makes this a delightful book.

### **Monster and the Surprise Cookie**

(Bowman Publishing Co., 1976) Ages 4-6

This book is an adventure in make cookies for a party. Monster and a friend create their own cookie - a monster cookie. This is a fun introduction to a creative cookie making activity.



### **Growing Vegetable Soup**

by Lois Ehlert (Tien Wau Press, Singapore, 1987) Ages 2-5

An absolutely delightful story that illustrates the necessary tools, conditions and work process to grow many varieties of vegetables for soup. And the same process can be repeated for next year! The minimal text and wonderful pictures encourage interchange with the listener or reader. A recipe is included.

### **Happy, Healthy Pooh Book**

by Walt Disney (Golden Book-Western Publishing Co., 1977) Ages 3-7

Children will enjoy learning the fun rules for a happy, healthy lifestyle presented in this Walt Disney book. They will learn, along with Winnie the Pooh and his friends, the importance of eating properly, brushing their teeth, taking a bath, and exercising. When it comes to eating, Winnie specifically learns about good things to have for breakfast and what can happen if he eats too much.

### **Mrs. Pig's Bulk Buy**

by Mary Rayner (Atheneum, an Alladdin Book, 1981) Ages 5-8

The little pigs put ketchup on every food until one day Mrs. Pig decides to make ketchup the only course at every meal. The importance of consuming a variety of foods is presented in a refreshing, enjoyable format. After reading this book, children will undoubtedly decrease their consumption of ketchup, if only to avoid turning pink like the little pigs.

### **Oliver's Vegetables**

by Vivian French Ages 3-6

With a bit of help from his grandfather, Oliver soon discovers that life exists beyond French fries. This fresh and funny book, with immensely appealing artwork, will delight young readers. It may also get them to eat their spinach.

## **Cookbooks for Kids**

### **Cooking Art: Easy Edible Art for Young Children**

by MaryAnn F. Kohl and Jean Potter Ages 3-8

Have you ever eaten a potato ghost? A cantaloupe canoe? A banana snake or a star biscuit? Kids create edible masterpieces and love serving them to friends and family. Child-readable icons make choosing recipes and following steps easy.

### **Healthy Snacks for Kids**

by Penny Warner

Nutrition can be fun! Busy caregivers with hungry kids to feed will love these recipes. This book has incorporated the Food Guide Pyramid, sensible strategies for snacking, easy-to-make dishes and whimsical recipe names into innovative recipes for snacks, drinks, frozen treats, breakfasts, lunches and dinners.

### **The Kids' Multicultural Cookbook: Food & Fun Around the World**

by Deanna F. Cook - Ages 4-10

With this cookbook, kids whip up multicultural dishes and meet real children from Asia, Europe, Africa, the Americas, and the South Pacific.

### **Pretend Soup**

by Mollie Katzen and Ann Henderson - Ages 3-8

Recipes designed to inspire an early appreciation for creative, wholesome food. Pictorial versions of each recipe help the young cook understand and delight in the process. Just consider all that can be explored in the kitchen: counting, reading readiness, science awareness, self-confidence, patience, and food literacy.

### **Kids' Cookbook**

American Heart Association - Ages 8-12

Kids love to cook, and this cookbook helps parents get them going in the kitchen and start them off on a good heart-healthy diet of foods they like most.

## Nutrition Education Materials

**Acrylic Cookies** 1-800-my-fortune (1-800-693-678863)

**Pyramid Power**--is a game that promotes healthy eating based on the Food Guide Pyramid. 1-402-441-7180

**Yummy Designs**--is a company that has developed myriad of nutrition education materials for children. Phone/fax: 1-509-525-2072

Yummy Design Items:

1. Fruit/vegetable mylar balloons
2. Fruit/vegetable bean bags
3. Assorted fruit/vegetable activity and story booklets (6 titles)
4. Fruit/vegetable coloring/activity workbooks (3 titles)
5. Fruit/vegetable puppets--3 designs
6. Fruit/vegetable--card game and board
7. Food Pyramid Puppets
8. Food Pyramid Lessons and Activities
9. Food Pyramid Lotto Game
10. Yummy Fruit and Vegetable Game
11. Fruit and Vegetable Activity and Game Packet

**Spanish Food Guide Pyramids** Nebraska Beef Council  
P.O. Box 2108  
Kearney, NE 68848

**FDA's "The Food Label and You-Check It Out" video**  
1-202-861-0500

**Magnatrackers** 1-800-585-1126  
Five assorted food magnets with nutrition messages

**Native American Food Poster and Pamphlets**  
1-509-865-2102 ext. 325

**Bright Ideas Nutrition Education Materials** "Shaking up what nutrition education materials do and how they look and sound." 1-413-584-4485

**Five-A-Day BINGO** 1-406-238-7854; 1-406-444-2672

**Soul Food Pyramid** 1-407-345-7999

**Nutrition and the Preschool Child** Video series designed for feeding the preschool child. Colorado State University 1-303-491-7334

**The Healthy Kitchen** A Spanish/English nutrition education kit which contains 5 nutrition education topics including The Food Guide Pyramid, Making Fun Foods for Kids, Modifying Recipes and Meals, Food Safety and Making Food Dollars Last. Developed by the Colorado State University Cooperative Extension.  
1-970-491-6198.

**Nasco** Nutrition teaching aids including food models, videos, books, and more  
1-800-558-9595

**Nutrition Activities for Preschoolers** Preschoolers will enjoy the activities in this book - all related to typical learning activities - blocks, books, pretend play, science and math, art, music and so on - as well as meal and snack times. A special feature of the book is a training manual for teachers which outlines a staff workshop for using the book to create awareness of good health habits.

**How to Teach Nutrition to Kids** by Connie L. Evers, 24 Carrot Press, Tigard, OR, 1995. This is a wonderful resource written by a registered dietitian, and it features lots of kid-tested, teacher endorsed ideas and activities along with an extensive resource list.

**FDA Consumer Magazine** To subscribe: make \$15.00 check payable to the Superintendent of Documents and mail it to: New Orders, Superintendent of Documents, P.O. Box 371954, Pittsburgh PA 15250-7954.

**Food and Nutrition Information Center Index of Food and Nutrition Internet Resources**, <http://www.nal.usda.gov/fnic/fnic-etexts.html>

**“Fun”tastic Nutrition Ideas, Innovative Techniques for Secondary Students** by Monica Dixon and Kathy Glovka, Pineapple Appeal, Owatonna, MN.

**Teaching Patients with Low Literacy Skills**, Cecelia C. Doak, Leonard G. Doak and Jane H. Root, 2nd ed. J.B. Lippincott Co., Philadelphia, 1996.

**A Kick in the Seat of the Pants** by Roger Von Oech, Harper & Row, Publishers, Inc., New York, NY, 1986. A fun book to get you thinking beyond your brains usual boundaries!

**The New Food Label - There's Something in it for Everybody**, U.S. Food & Drug Administration and International Food Information Council Foundation, IFIC, Washington, D.C., 1994. Designed for classroom use, for teens. Lots of good information and ideas. To order, send a \$5.00 check or money order payable to the International Food Information Council Foundation and mail to: IFIC Foundation, 1100 Connecticut Ave., N.W., Suite 430, Washington DC 20036.

**200 Ways to Lower the Fat in Your Child's Favorite Foods** Elaine Moquette-Magee, CHROMIMED Publishing, Minneapolis, MN, 1993. Written by a RD in an easy-to-read, entertaining manner, with lots of practical ideas, includes some recipes.

**MVE TV - The Channel for Moderation, Variety and Exercise** (video)  
National Livestock and Meat Board, 444 North Michigan Ave.,  
Chicago, IL 60611-9909 1-800-368-3138, 1994.

**Red Riding Hood and the Well-fed Wolf** (video)  
Churchill Media, 12210 Nebraska Ave., LA, CA, 90025-3600  
1-800-334-7830 or 310-207-6600, FAX 310-207-1330  
The ugly wolf dressed up in Grandma's clothes faces Red and her talking foods!