

GRADE 4

NUTRITION

NUTRITION

GRADE: 4

LESSON: 1

THEME: FOOD CLASSIFICATION

CONCEPT: FOODS ARE CLASSIFIED INTO FOUR FOOD GROUPS ON THE BASIS OF NUTRIENT CONTENT

- PREPARATION:
1. Invite a mother with a newborn to come to class
 2. Prepare cards with the names of one major nutrient for half the students, and with functions for the other half (Activity Sheet N30)
 3. Materials for experiments, 4 adults to help
 4. Prepare a class set of My Observations worksheet (Activity Sheet N31)
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VOCABULARY: nutrients, vitamins, minerals, protein, carbohydrates

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify six major nutrients found in foods and their functions	Students: 1. Explain what nutrients are.	Background information: Page N45 to N50 Prior to allowing students to eat food in class, teachers should check with parents to find out if any students have food allergies. Ask a mother with a new baby to come and feed her baby in class (or show a picture of a mother feeding her baby). Ask students what the baby is doing and why. When students respond that the baby is drinking milk/formula so that s/he will live and grow and so that s/he won't be hungry ask them if the baby could live and grow on water, or pop, or juice? Students will know that babies can only live on milk/formula and not on any other liquid.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES												
	<p>2. State the results of eating foods high in nutrients.</p>	<p>Explain to students that the milk/formula contains things that the baby needs to grow, be healthy, and have energy. These things are called nutrients. Explain that milk/formula is healthy for a baby because it contains all the nutrients s/he needs. Children and adults need a variety of foods to make sure they get all the nutrients they need.</p> <p>In earlier grades students identified foods which belong to one of the four food groups as being nutritious or healthy.</p> <p>Ask them to give examples of nutritious/healthy foods. Record their responses.</p> <ul style="list-style-type: none"> - milk - apples - bannock - fish - etc. <p>Explain that these foods contain a lot of nutrients. Make a chart as illustrated.</p> <table border="1" data-bbox="978 959 2018 1222"> <thead> <tr> <th data-bbox="978 959 1226 1036">Nutrients Make Us...</th> <th data-bbox="1226 959 1738 1036">Why?</th> <th data-bbox="1738 959 2018 1036"></th> </tr> </thead> <tbody> <tr> <td data-bbox="978 1036 1226 1112">Grow</td> <td data-bbox="1226 1036 1738 1112">They build muscles, bones and other tissues.</td> <td data-bbox="1738 1036 2018 1112"></td> </tr> <tr> <td data-bbox="978 1112 1226 1149">Glow</td> <td data-bbox="1226 1112 1738 1149">They make us feel and look healthy.</td> <td data-bbox="1738 1112 2018 1149"></td> </tr> <tr> <td data-bbox="978 1149 1226 1222">Go</td> <td data-bbox="1226 1149 1738 1222">They give us energy to work and play.</td> <td data-bbox="1738 1149 2018 1222"></td> </tr> </tbody> </table> <p>Have students orally practise the sentence pattern.</p> <p>Nutrients make us (<u>go</u>) because (<u>they give us energy to work and play</u>).</p>	Nutrients Make Us...	Why?		Grow	They build muscles, bones and other tissues.		Glow	They make us feel and look healthy.		Go	They give us energy to work and play.	
Nutrients Make Us...	Why?													
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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES												
	<p>3. Learn and sing "Grow, Glow and Go"</p> <p>4. Describe the six major nutrients and their importance.</p> <p>5. Play the Match Up game.</p>	<p>Grow, Glow, Go Grow, glow, go Grow, glow, go Your nutrients will really show. You'll grow like a mushroom, Glow with healthy skin, And go, go, go around the gym. (Tune: This Old Man) Barbara Hall</p> <p>Display the chart from Student Activity 2. Add an extra column as shown.</p> <table border="1" data-bbox="1066 737 2016 1073"> <thead> <tr> <th data-bbox="1066 737 1253 813">Nutrients Make Us</th> <th data-bbox="1253 737 1696 813">Why?</th> <th data-bbox="1696 737 2016 813">Nutrients</th> </tr> </thead> <tbody> <tr> <td data-bbox="1066 813 1253 889">Grow</td> <td data-bbox="1253 813 1696 889">They build muscles, bones, and other tissues.</td> <td data-bbox="1696 813 2016 889">Protein</td> </tr> <tr> <td data-bbox="1066 889 1253 966">Glow</td> <td data-bbox="1253 889 1696 966">They make us feel and look healthy.</td> <td data-bbox="1696 889 2016 966">Minerals Vitamins</td> </tr> <tr> <td data-bbox="1066 966 1253 1073">Go</td> <td data-bbox="1253 966 1696 1073">They give us energy to work and play.</td> <td data-bbox="1696 966 2016 1073">Carbohydrates Fats Water</td> </tr> </tbody> </table> <p>The sixth nutrient is <i>water</i> which keeps the body temperature steady and keeps us from drying out.</p> <p>Refer to Activity Sheet N30. Give half of the students nutrient cards. Give the other half the functions cards. Students have to find their partner by asking questions. e.g., Do you build muscles? Do you give us energy?</p>	Nutrients Make Us	Why?	Nutrients	Grow	They build muscles, bones, and other tissues.	Protein	Glow	They make us feel and look healthy.	Minerals Vitamins	Go	They give us energy to work and play.	Carbohydrates Fats Water
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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) test for the presence of major nutrients in the four food groups	<p>6. Observe a demonstration that tests for the presence of protein.</p> <p>7. Test for the presence of fats in food.</p> <p>8. Observe a demonstration test for the presence of carbohydrates that are high in sugars.</p>	<p>When students find their partners have them make (and say) a sentence from their two cards. Play the game several times.</p> <p>Refer to Activity Sheet N31. Student Activities 6 through 9 will best be conducted using stations. You will need the assistance of four adults or senior students but students will then be able to participate more fully in the experiments in small groups.</p> <p>The teacher should demonstrate testing for protein.</p> <p>Materials: test tubes or jars, eye dropper, concentrated Nitric Acid (HN03), diluted egg white, diluted gelatin, milk, chicken bouillon, distilled water, other liquids if desired.</p> <p>Procedure: Put each liquid in a test tube or jar and label it accordingly. To each, add 5 to 10 drops of concentrated HN03 (caution: HN03 is corrosive). A yellow colour indicates the presence of protein.</p> <p>Record observations.</p> <p>Divide the class into pairs or small groups.</p> <p>Materials: squares of brown paper, lard, margarine, cheese, chocolate bar, potato.</p> <p>Procedure: Rub lard or margarine on the brown paper. Hold up to the light to observe. Test the other foods in the same way. Compare.</p> <p>Fats will leave a translucent spot on the brown paper. Record observations.</p> <p>The teacher demonstrates testing for carbohydrates that are high in sugar.</p> <p>Materials: Benedict's solution, test tubes, test tube holders, candle, matches, corn syrup, sugar water, cola, chocolate bar, potato, apple, cheese.</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>9. Test for the presence of carbohydrates that are high in starch.</p> <p>10. Observe a demonstration for the presence of minerals.</p> <p>11. Test for the presence of water.</p>	<p>Procedure: Place 4 or 5 drops of Benedict's solution in the test tube and add a mixture of corn syrup and water. Heat over the candle. Observe for colour change. Foods that have sugar present turn the solution from blue to orange. Test other foods in the same way. Compare. Record observations.</p> <p>Divide class into pairs or small groups. Materials: measuring spoons, paper cups, water, iodine, eye droppers, cornstarch, bannock, soda crackers, - macaroni, potato, apple. Procedure: Mix a small amount of cornstarch and water. Add a few drops of iodine. Observe for colour change. Foods that have starch present will turn the mixture purple. Test other foods in the same way. Compare. Record observations.</p> <p>The teacher demonstrates testing for minerals. Materials: foil, tongs, candle, matches, food: lettuce, spinach, dandelion leaves. (*Use very small samples.) Procedure: Place a small piece of food on the foil. Heat the sample over the candle until the food is completely burned. Observe for gray ash that indicated the presence of minerals. Test other foods in the same way. Compare. Record observations.</p> <p>Divide class into pairs or small groups. Materials: scales, foods: lettuce, seaweed, apple, grape, cheese. Procedure: Weigh each food and record its mass. Place each food in a warm place for 2 - 4 days. Weigh the foods again after the time period. Compare. Record observations. Water loss is indicated by loss of weight (mass) (the food is drying out).</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>12. List foods that are rich in each nutrient.</p>	<p>Refer to Activity Sheet N31. Have students complete the activity sheet as each experiment is conducted.</p>

MATCH UP

Nutrient cards

protein

carbohydrates

fats

minerals

vitamins

water

Function cards

builds and mends muscles and other tissues

give us energy for work and play

give us energy for work and play

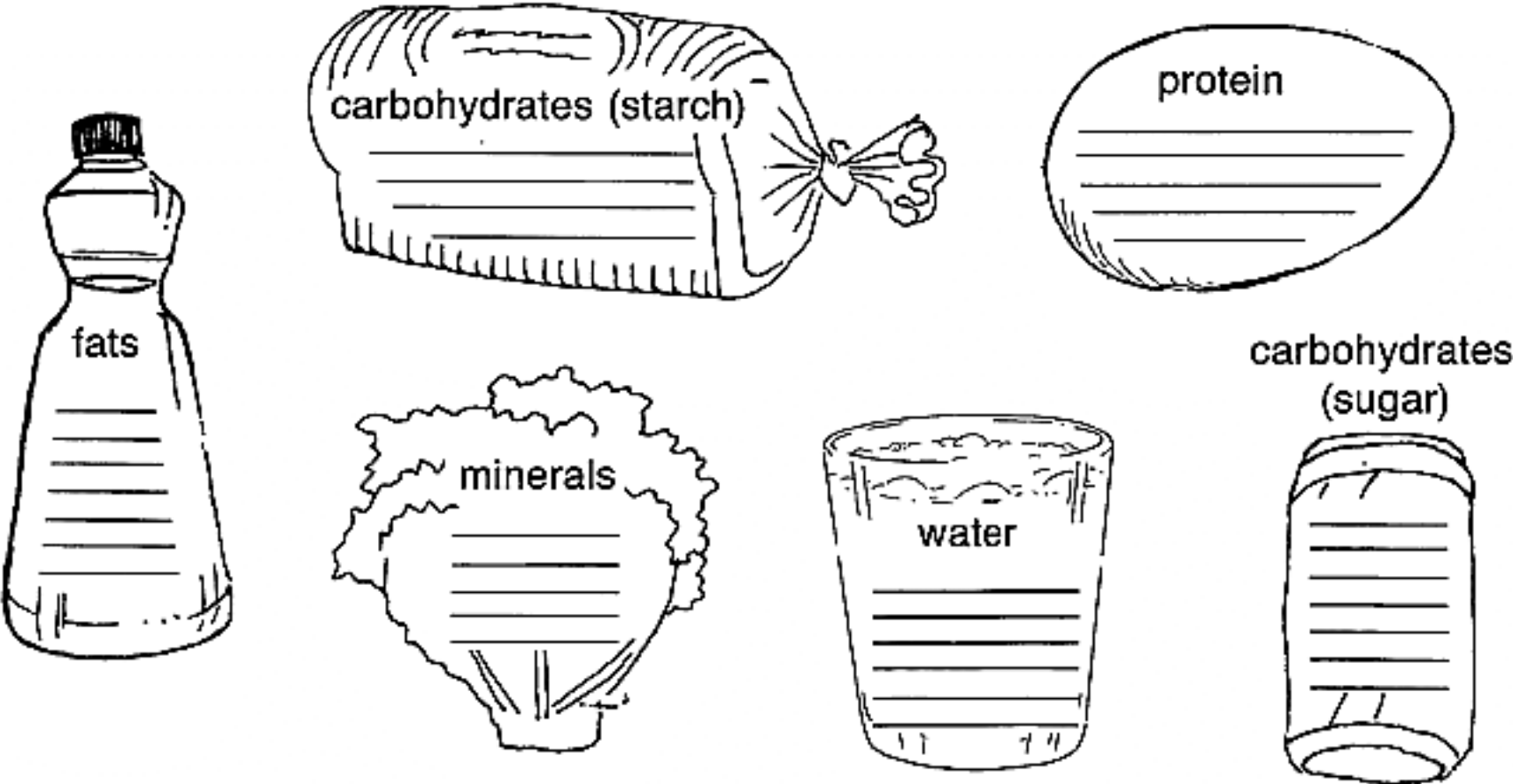
keep the body healthy

keep the body healthy

keeps body temperature steady and stops the body from drying out

MY OBSERVATIONS

As you are doing the experiments list some foods which contain each nutrient.



NUTRITION

GRADE: 4

LESSON: 2

THEME: FOOD CLASSIFICATION

CONCEPT: FOODS ARE CLASSIFIED INTO FOUR FOOD GROUPS ON THE BASIS OF NUTRIENT CONTENT

PREPARATION: 1. Completed My Observations worksheet (Activity Sheet N31) from Lesson 1
2. Prepare a class set of Protein Rich Foods and Fatty Rich Foods worksheets (Activity Sheets N32A and N32C, Teacher Answer Guide N32B and N32D)

VOCABULARY: protein rich foods, carbohydrate rich foods, etc.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES					
Students will be able to: i) identify a variety of foods which are excellent sources of major nutrients	Students: 1. List foods that are rich in the six major nutrients.	Background information: Page N45 to N50; N58 to N66 Make a large experience chart with the following headings:					
		protein	carbo- hydrates	fats	minerals	vitamins	water

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES																																																																														
	<p>2. Complete the Protein Rich Foods worksheet.</p> <p>3. Identify foods which are rich in carbohydrates.</p>	<p>Ask students to refer to Activity Sheet N31 and to give examples of food rich in protein, carbohydrates, fats, minerals and water. Write these on the chart. Complete the chart by 'showing a variety of food samples and pictures of foods. Students identify which nutrient column each belongs in. For example:</p> <table border="1" data-bbox="1066 516 2020 959"> <thead> <tr> <th>protein</th> <th>carbohydrates</th> <th>fats</th> <th>minerals</th> <th>vitamins</th> <th>water</th> </tr> </thead> <tbody> <tr> <td>fish</td> <td>cereals</td> <td>lard</td> <td>liver</td> <td>carrots</td> <td>juices</td> </tr> <tr> <td>birds</td> <td>bread</td> <td>margarine</td> <td>pork</td> <td>squash</td> <td>lettuce</td> </tr> <tr> <td>meat</td> <td>bannock</td> <td>oil</td> <td>eggs</td> <td>pumpkin</td> <td>soups</td> </tr> <tr> <td>milk</td> <td>pasta</td> <td>mayonnaise</td> <td>green</td> <td>broccoli</td> <td>water</td> </tr> <tr> <td>cheese</td> <td>macaroni</td> <td>butter</td> <td>leafy</td> <td>apples</td> <td>broth</td> </tr> <tr> <td>peanut</td> <td>(*high fibre</td> <td>cream cheese</td> <td>vegetables</td> <td>oranges</td> <td></td> </tr> <tr> <td>butter</td> <td>contents</td> <td>sour cream</td> <td>milk</td> <td>cranberries</td> <td></td> </tr> <tr> <td></td> <td>recommended</td> <td></td> <td>cheese</td> <td>cabbage</td> <td></td> </tr> <tr> <td></td> <td>i.e. whole</td> <td></td> <td>fish soup</td> <td></td> <td></td> </tr> <tr> <td></td> <td>grain foods)</td> <td></td> <td>bones</td> <td></td> <td></td> </tr> <tr> <td></td> <td>fresh fruits</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>and vegetables</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Refer to Activity Sheet N32A. Refer to Activity Sheet N32B for answers.</p> <p>Call out a list of foods. Whenever students hear the name of a food rich in carbohydrates, they have to stand up. If it's not rich in carbohydrates, they sit down. List might include:</p> <ul style="list-style-type: none"> - apple - bread (c) - cheese - chicken leg - macaroni (c) - bannock (c) - banana - milk - spaghetti (c) - fish - porridge (c) - meat 	protein	carbohydrates	fats	minerals	vitamins	water	fish	cereals	lard	liver	carrots	juices	birds	bread	margarine	pork	squash	lettuce	meat	bannock	oil	eggs	pumpkin	soups	milk	pasta	mayonnaise	green	broccoli	water	cheese	macaroni	butter	leafy	apples	broth	peanut	(*high fibre	cream cheese	vegetables	oranges		butter	contents	sour cream	milk	cranberries			recommended		cheese	cabbage			i.e. whole		fish soup				grain foods)		bones				fresh fruits						and vegetables				
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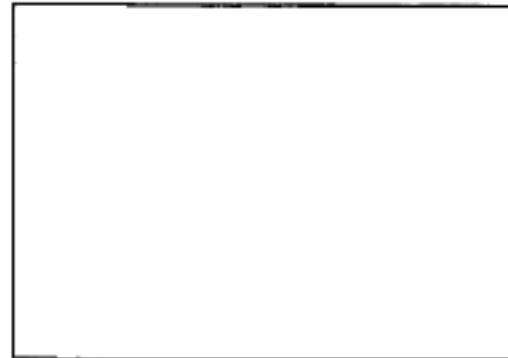
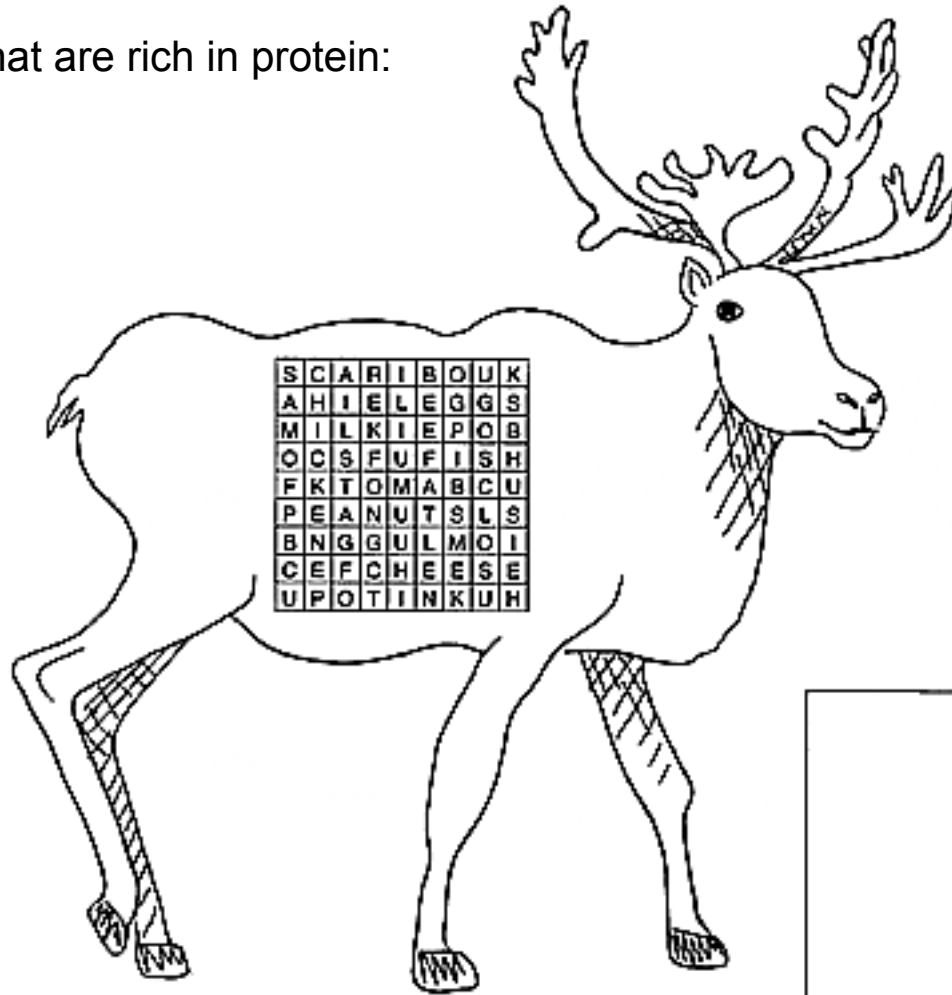
OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	4. Complete the Fatty Rich Foods worksheet.	Refer to Activity Sheet-N32C. Refer to Activity Sheet N32D for answers.

PROTEIN RICH FOODS

Circle these foods that are rich in protein:

eggs
 chicken
 peanuts
 caribou

cheese
 fish
 milk
 beef



Draw a picture of your favourite food that has protein in it.

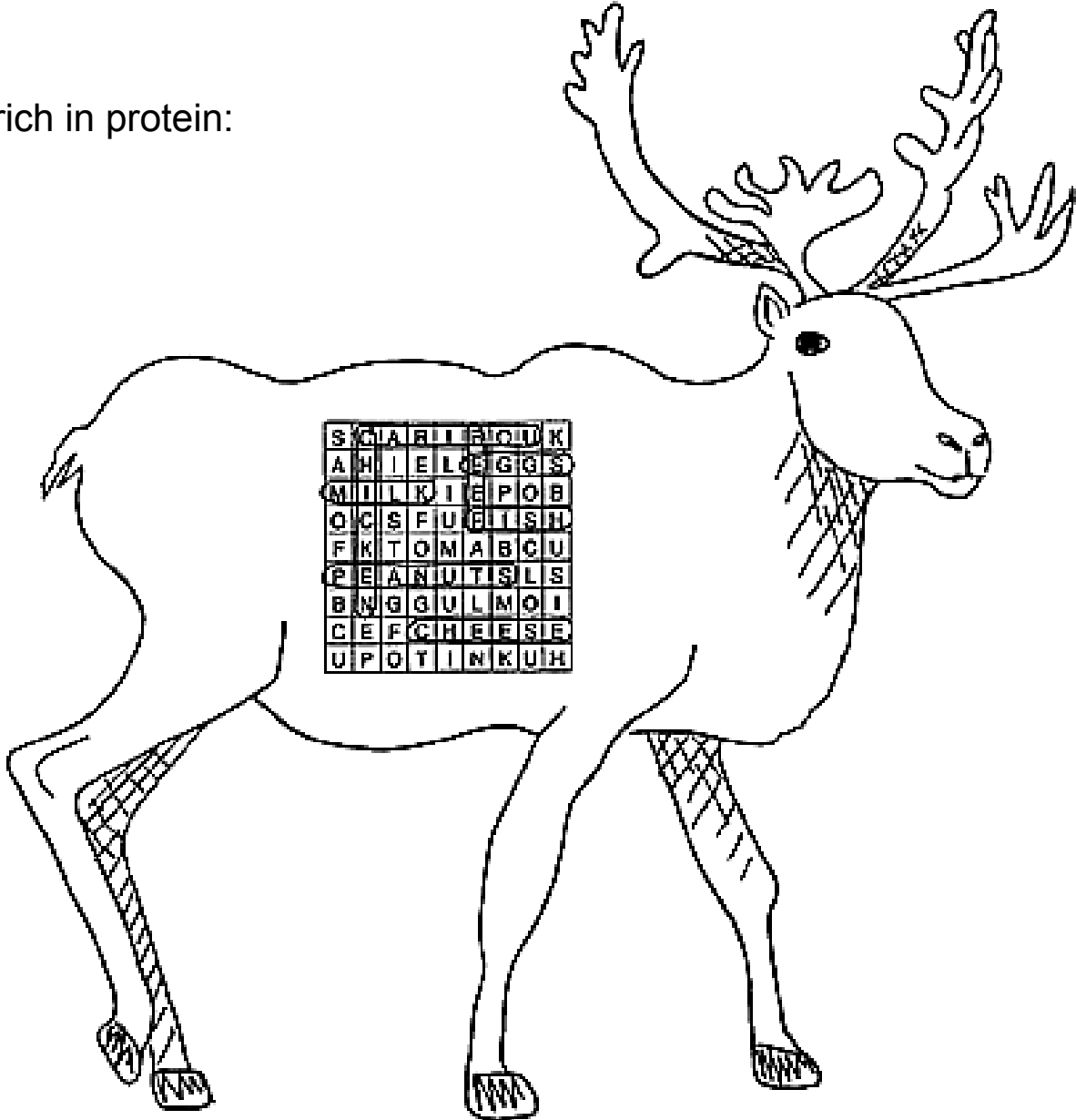
PROTEIN RICH FOODS

(Teacher Answer Guide)

Circle these foods that are rich in protein:

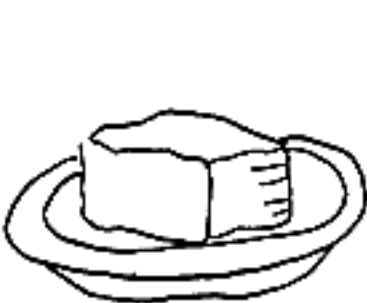
- eggs
- chicken
- peanuts
- caribou

- cheese
- fish
- milk
- beef



FATTY RICH FOODS

Look at these foods. Circle the foods that are rich in fats.



margarine



bacon



oil



butter



cereal



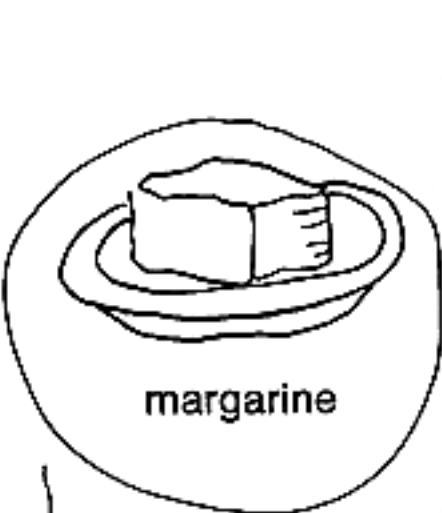
potato chips



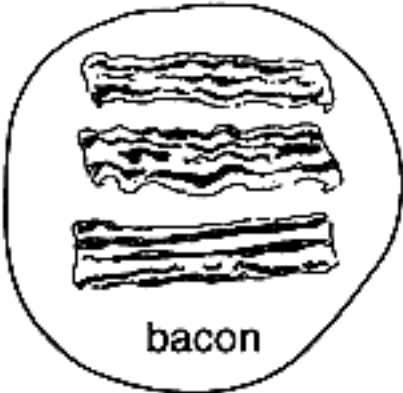
pears

FATTY RICH FOODS

(Teacher Answer Guide)



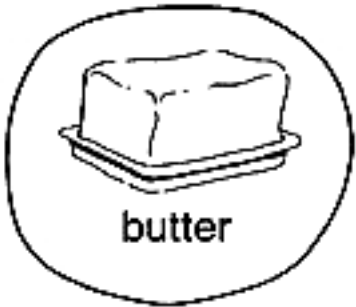
margarine



bacon



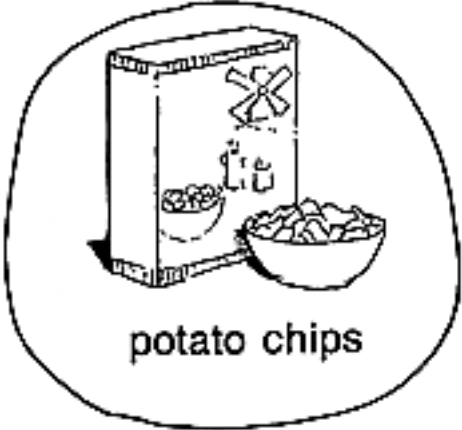
oil



butter



cereal



potato chips



pears

NUTRITION

GRADE: 4

LESSON: 3

THEME: FOOD CLASSIFICATION

CONCEPT: NUTRITIOUS SNACKS ARE HIGH IN NUTRIENT CONTENT AND LOW IN SUGAR, SALT AND FAT

PREPARATION:

1. Prepare a class set of Rate Our Snacks worksheet (Activity Sheet N33)
2. Sticky chocolate bar, apple or bannock, knife
3. Ingredients and equipment to prepare a nutritious snack for Student Activity 5

VOCABULARY: nutritious, non-nutritious

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) classify a variety of snacks as nutritious or non-nutritious	Students: 1. Make a list of favourite snack foods	Background information: Page N53 to N57 Snacks are foods eaten at times other than the three main meals. Snack foods may be nutritious or non-nutritious and are generally ready-to-eat or easily prepared. The concept of snacking varies greatly between families and cultures. In some cases food will always be available for continuous snacking between main meals. In others a snack might be one food item eaten after school. Brainstorm with students what their favourite snacks are. Make a list on the chalk board.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>2. Distinguish between nutritious and non-nutritious snacks.</p> <p>3. Observe a demonstration of how sticky foods cling to the teeth.</p> <p>4. Complete the Rate Our Snacks worksheet.</p> <p>5. Choose, prepare and eat a healthy snack.</p>	<p>The following criteria should be used for identifying nutritious snacks: The food:</p> <ul style="list-style-type: none"> - belongs to one of the food groups (high in nutrients) - is low in sugar - is low in fat - is low in salt - is non-sticky (dentally safe) <p>Non-nutritious snacks are usually foods which:</p> <ul style="list-style-type: none"> - do not belong to one of the food groups - are high in sugar - are high in salt - are high in fat <p>Cut a sticky chocolate bar with a knife. These foods stick to the knife as they do to the teeth. Contrast this example by slicing an apple and bannock with a knife. Sticky foods cling to the teeth and cause tooth decay.</p> <p>Refer to Activity Sheet N33. For each snack listed in Activity 1, have students rate it according to the different criteria. Then decide if the snack is nutritious or non-nutritious. Review and discuss with the whole class.</p> <p>Select one nutritious snack from the list prepared in Student Activity 1. Prepare it with the class, and enjoy!</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) explain how nutritious snacks contribute to health	6. Explain how nutritious snacks contribute to health.	<p>Because a nutritious snack belongs to one or more food groups, nutritious snacks contribute to health. They make us:</p> <p>Grow - by building strong bones and teeth (milk and milk substitutes)</p> <p>Grow - by building and repairing muscles and tissues (meat, fish, birds and eggs)</p> <p>Glow - by helping keep the body, skin and eyes healthy (fruits and vegetables)</p> <p>Go - by providing energy for play and work (bannock, bread and cereals)</p>

RATE OUR SNACKS

Write down all the favourite snacks which the class listed. Write which food group (if any) each belongs to. Decide if they are sticky, sugary, salty or fatty and put a check mark. Then decide if it is nutritious or non-nutritious (the first one is done for you).

Favourite Snacks	Food Group	Sticky	Sugary	Salty	Fatty	Nutritious or Non-nutritious
1. Potato chips	none			✓	✓	non-nutritious

List five nutritious snacks. _____

NUTRITION

GRADE: 4

LESSON: 4

THEME: FOOD SELECTION

CONCEPT: VARIOUS FACTORS AFFECT FOOD CHOICES

PREPARATION: 1. Samples of different kinds of foods
2. Prepare a class set of the Food Choices worksheet (Activity Sheet N34)

VOCABULARY: customs, advertising, available, transport, packaging, convenience

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) describe some factors that affect food choices	Students: 1. Choose one food from a variety of foods.	Background information: Page - Have a variety of different kinds of foods available (including some unfamiliar foods) and have students choose one that they would like to try. Have them explain why they selected that one. Answers will probably include: <ul style="list-style-type: none">- because they like the taste of that particular food- because they don't like the taste of others- because they liked the look of it, etc.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>4. Play What Food Am I?</p>	<p>Divide students into small groups. One student in each group thinks of a food and says, "I am from the (Bannock, Bread and Cereal Group)." The other students have to identify the food by asking up to 10 questions from the factors that affect food choices list developed in Student Activity 2; e.g.,</p> <ul style="list-style-type: none"> - Are you for special occasions? No - Are you expensive? No - Are you a convenience food? Yes - Are you a traditional food? Yes - Are you for sale at the store? Yes - Are you pilot biscuits? Yes <p>Students take turns thinking of and guessing foods.</p>

FOOD CHOICES

1. Name two foods you like: _____
2. Describe a family custom which relates to food: _____
3. Name one food which your whole family likes: _____
4. Name one food which your whole family dislikes: _____
5. Name a food you eat on a special occasion: _____
6. Name a food which you have seen advertised on TV or in a magazine you would like to buy: _____
7. Name a food you can't get in your community: _____
8. Name a fresh food you can't get in winter: _____
9. Name a food you can hunt or trap only at certain seasons: _____
10. Attach a label or package which you think looks nice and would make you buy the food: _____
11. Name a convenience food you like: _____
12. Name a food you like which takes a long time to prepare: _____

NUTRITION

GRADE: 4

LESSON: 5

THEME: FOOD APPRECIATION

CONCEPT: A WILLINGNESS TO TASTE NUTRITIOUS SNACKS PROMOTES FOOD APPRECIATION AND HEALTH

- PREPARATION:
1. Ingredients for nutritious snacks
 2. Prepare a class set of Nutritious Snack recipes or write out on individual cards (Activity Sheet N35)
 3. Materials for mobile or collage (labels, drawings, etc.)
 4. Prepare a class set of The Baby Prune song (Activity Sheet N36)
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VOCABULARY: customs, advertising, available, transport, packaging, convenience

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) prepare nutritious snacks	Students: 1. Prepare a peanut butter-banana milkshake. 2. Prepare fruit flavoured popsicles. 3. Prepare a vegetable dip and vegetables.	Background information: Page N53 to N57 Refer to Activity Sheet N35. Divide class into small groups. Students can either prepare enough just for their own group to taste and then proceed to a different snack, or else each group can prepare enough for the class to taste. Refer to Activity Sheet N35. Refer to Activity Sheet N35.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES					
ii) demonstrate a willingness to taste nutritious snacks	4. Prepare stuffed celery and stuffed prunes. 5. Prepare trail mix. 6. Participate in a Nutritious Snack Party. 7. Describe the nutritious snacks.	Refer to Activity Sheet N35. Refer to Activity Sheet N35. Prepare five snack stations and have students sample the nutritious snacks. At each snack station, have a sheet of flip chart paper. As students taste each snack, they have to write down one word to describe it, e.g.. <table border="1" data-bbox="1325 703 1671 889" style="margin-left: auto; margin-right: auto;"> <tr><td>milk shake</td></tr> <tr><td>smooth</td></tr> <tr><td>creamy</td></tr> <tr><td>delicious</td></tr> <tr><td>yukky!</td></tr> </table> Review with the whole class.	milk shake	smooth	creamy	delicious	yukky!
milk shake							
smooth							
creamy							
delicious							
yukky!							
iii) state the importance of nutritious snacks	8. Learn and sing "The Baby Prune" song. 9. List reasons for eating nutritious snack foods.	Refer to Activity Sheet N36. Reinforce the importance of developing habits of eating snack foods that belong to a food group. These foods supply energy and nutrients for a healthy body, i.e., Grow, Glow and Go.					

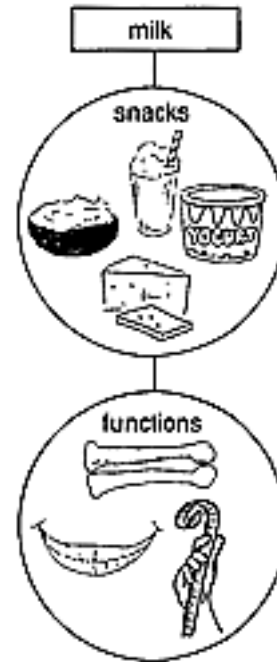
OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

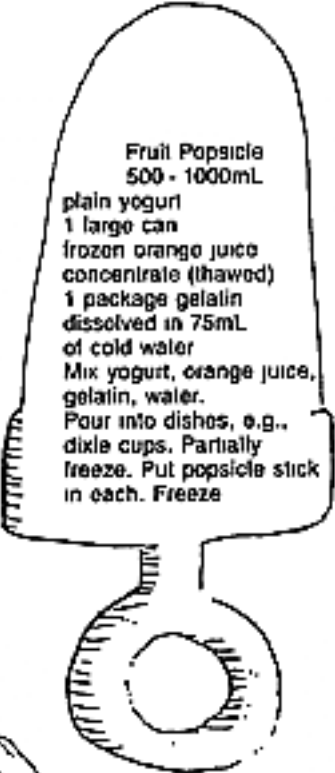
10. Make a mobile/collage of nutritious snacks from each food group.

Divide the class into four groups. Have each group take one of the food groups and make a mobile/collage of nutritious snacks and their functions for that food group. Students can use labels, packages, drawings, recipes, etc.

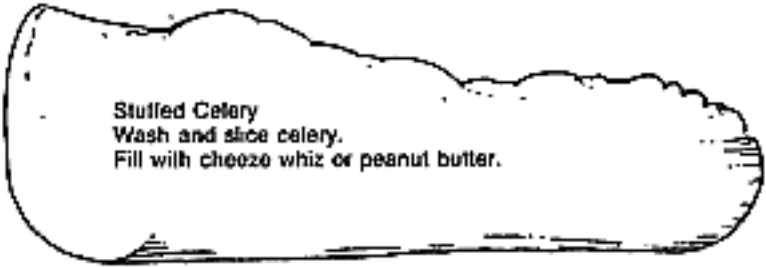


Display mobiles or collages in the classroom.

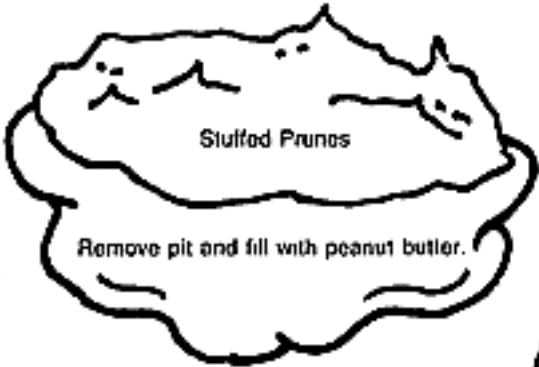
NUTRITIOUS SNACK RECIPES



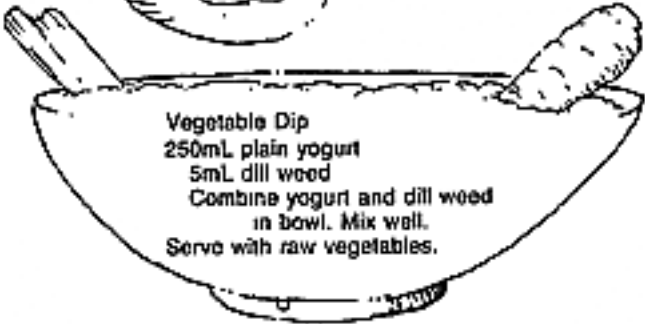
Fruit Popsicle
 500 - 1000mL
 plain yogurt
 1 large can
 frozen orange juice
 concentrate (thawed)
 1 package gelatin
 dissolved in 75mL
 of cold water
 Mix yogurt, orange juice,
 gelatin, water.
 Pour into dishes, e.g.,
 Dixie cups. Partially
 freeze. Put popsicle stick
 in each. Freeze



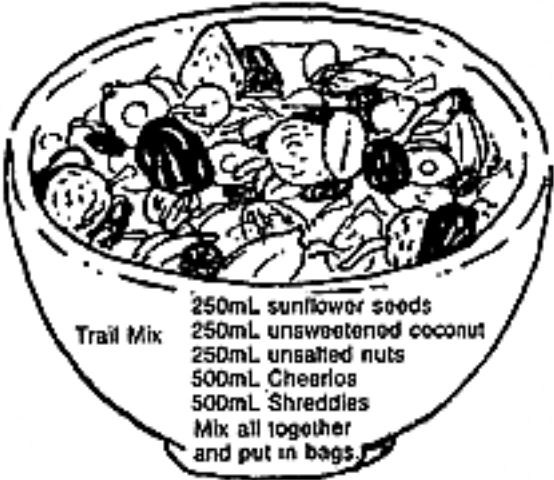
Stuffed Celery
 Wash and slice celery.
 Fill with cheese whiz or peanut butter.



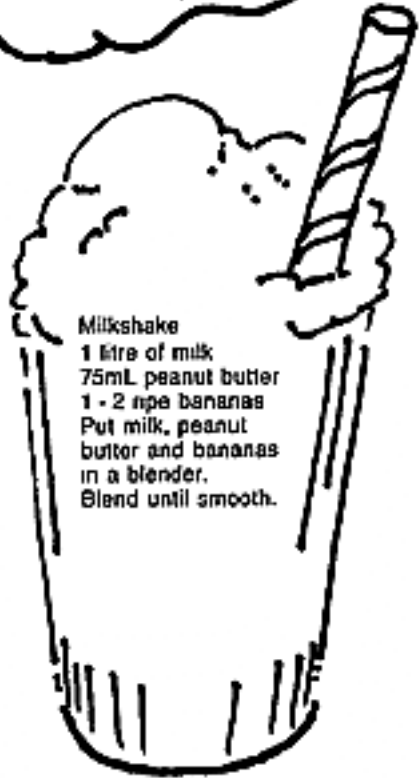
Stuffed Prunes
 Remove pit and fill with peanut butter.



Vegetable Dip
 250mL plain yogurt
 5mL dill weed
 Combine yogurt and dill weed
 in bowl. Mix well.
 Serve with raw vegetables.



Trail Mix
 250mL sunflower seeds
 250mL unsweetened coconut
 250mL unsalted nuts
 500mL Cheerios
 500mL Shreddies
 Mix all together
 and put in bags.



Milkshake
 1 litre of milk
 75mL peanut butter
 1 - 2 ripe bananas
 Put milk, peanut
 butter and bananas
 in a blender.
 Blend until smooth.

THE BABY PRUNE

No matter how young a prune may be
He's always full of wrinkles.
A baby prune is like his dad
But he's not wrinkled quite as bad.
We have wrinkles on our face
But a prune has wrinkles every place!
No matter how young a prune may be
He's always full of wrinkles.

Same song, second verse,
A little bit louder
And a little bit worse.

Reprinted from "Kids Can Cook"

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