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Welcome

to the second annual edition of “Eat Smart. Play Hard. Together.” In its sixth year, this collaborative effort of the North Dakota State University Extension Service and Bison Athletics is a statewide educational program that makes use of role models. Our Web site (www.ndsu.edu/eatsmart) features a video; Facebook presence; and links for parents, children, singles/couples and educators. We also host a 4-H club recognition program, poster contests, public service announcements featuring athletes, classroom lessons with information for kids and newsletters for parents.

We thank our colleagues from North Dakota State University for sharing their expertise in this magazine. We thank our sponsors for their help in bringing these educational messages to thousands of children and families throughout North Dakota. We thank you, our readers, for picking up a copy. We hope you enjoy it and learn something new.

-Julie Garden-Robinson, Ph.D., L.R.D.
Food and Nutrition Specialist
NDSU Extension Service

-Troy Goergen
Associate Athletic Director
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- Eat at least 3 ounces of whole-grain bread, cereal, crackers, rice or pasta every day
- Look for "whole" before the grain name on the list of ingredients

Gardening With Kids: A Win-Win Opportunity

Ardith Brunt, Ph.D., L.R.D., Associate Professor
Department of Health, Nutrition and Exercise Sciences, NDSU

Do you want to spend some good-quality time with your children? Do you want your child to eat more vegetables?

If you answer yes to both of these questions, you should consider planting a garden. Children and adults love watching plants grow and finally produce a crop. This provides an opportunity for you and your child to enjoy doing an ongoing activity together. This activity doesn’t take too much time, either, because checking plant/crop progress is easy for you and your child. Vegetables grown and eaten fresh from the garden just taste SO much better.

Small gardens need not take much time or space. A flower bed-sized garden can produce many crops. You won’t need too many veggies to start. Perhaps a small 12- by 12-inch bed each for radishes, lettuce and carrots may be big enough for you.

Be sure not to plant too many seeds in that small space. As the plants grow, they need adequate space to produce a crop. If seeds are planted too close together, they will produce a lot of foliage with very little vegetable.

Depending on the soil temperature, seeds usually need about 10 days to germinate before leaves start to appear. So be patient. Adding one tomato plant in the corner of your garden will allow your vegetable production to last throughout the summer. And finally, if you don’t mind a vine plant, consider planting cucumber seeds.

If this looks like a bit more than you want to try, consider planting a cherry tomato plant in a big flower pot. Children love to help here, too. Set the pot on the patio or close to the front door. That way, checking the progress of your plant will be easy for you.

Since pots are small, watering and weeding are quick. In August, you will have tasty cherry tomatoes. If you want vegetables before August, then plant radishes or lettuce in other pots. Lettuce and radishes grow quickly and usually are ready to eat in June. Check the seed package for the number of days needed before the vegetables are ready. Cucumbers also grow well in big pots.

But what does gardening have to do with children eating vegetables? Research shows that children who plant and care for a garden are more likely to eat the vegetables grown in that garden. The more participation in growing and preparing vegetables, the more likely the child will eat that food. In fact, some children raid the garden. Just be sure to have them rinse the vegetables in cold running water.
Betsey and I have been square foot gardeners since we moved to Fargo in 1985. Square foot gardening (SFG) caught Betsey’s attention while we were living in a trailer park in Tucson, Ariz. She declared back then that once we settled down somewhere, SFG would become a way of life for us, and indeed it has. Our kids, being just toddlers then, showed increasing interest in what their parents were up to and actually got involved in the planting, insect control, weeding and harvesting.

Why this form of gardening rather than the conventional? The two major reasons to pursue SFG techniques are saving space and maximizing production. In addition, Americans are increasingly concerned about their food supply, and this is one of the ways to alleviate that concern because the quality and quantity of food is directly controlled by the gardener.

The SFG concept is an adaptation of some gardening practices that became popular in France known as “French intensive gardening.” This is where the envelope of plant proximity is pushed to the maximum by employing techniques known as succession planting and interplanting, resulting in very high yields for the space occupied. In America, this method of gardening was picked up and popularized as square foot gardening. SFG was developed by Mel Bartholomew, a retired engineer who wrote the book on the subject.

What SFG Embodies

Both the French intensive gardening and SFG concepts embrace excellent soil preparation. This requires a lot of work initially to do it right, but once the initial workup is completed, it becomes “easy gardening” for every year thereafter. Native soil is completely removed and replaced with “designer soil,” or the native soil is double dug and undergoes a major modification. The intent is to maximize a good air/water balance in the soil root zone profile to eliminate any physical barrier to root development. The typical 6-inch loosened soil depth is not sufficient; 10 to 12 inches are recommended.
To accomplish this well-aerated and rich soil structure, copious amounts of compost, well-decomposed barnyard manure, sand, weathered sawdust and vermiculite can be added. Depending on what is available locally, work with various materials in differing combinations to achieve the drainage and nutrient characteristics desired. Work initially in small batches and test for drainage. Have a sample of the mixture sent to the NDSU Soil Testing Lab for nutrient analysis and physical characterization.

Or if you want to operate by guessing, take at least three components (more would be better) and mix them in approximately equal proportions by volume. For example, equal proportions of sand, peat and soil might provide the basic initial characteristics desired. Add to that some well-composted barnyard manure, weathered sawdust or compost of your own making to further enhance the soil’s ability to produce superior vegetable crops. Don’t be hidebound by book recipes that will cause greater than necessary expense in getting the SFG established. Try to use local resources and the results will be satisfactory.

Once established, SFG beds require little additional work, with their main limiting factors in producing high yields being sunlight and water. Because the beds are densely planted, they are effectively interplanted, so plant spacing is important. A strong recommendation is to grow plants of similar height next to each other. The truly devoted square foot gardener will harvest early maturing crops, such as lettuce, radishes and spinach, and have a transplant of a later-maturing crop to put in place. Melons, cucumbers and tomatoes would be good succession crops.

Assuming you have selected the right location for the garden to get a full day of direct sunlight (six to eight hours), the next consideration is the need for water. Be vigilant about providing water on a regularly scheduled basis, using a drip or soaker hose when needed to wet the entire root zone with each irrigation cycle.

**Establishing the Beds**

The SFG book recommends that bed sizes be 16 square feet (4 feet by 4 feet) and delineated with boards that will allow the gardener to walk between the beds and reach in from all sides to get to the crop without stepping on the highly cultivated soil. Some square foot gardeners have made squares by using 1- by 12-inch boards, securing them on edge and placing them where the sun shines, water can be delivered and the designer soil brought in. No digging needed!

Some modifications can be made to suit the location and intent of the gardener; for example, beds can be 4 by 8 feet, 2 by 4 feet, 3 by 3 feet, 1 by 1 foot and so on. Raised beds also are recommended to make reaching the vegetables easier and to act as a buffer against flooding rain events.
They can be elevated slightly or to the point where
the gardener can stand or push a wheelchair right
up to the edge and work on planting, cultivating and
harvesting. Be creative in your SFG layout.

Note the absence of any recommendation for using
heavy, motorized tillers. Being all done with hand
tools, the SFG lends itself to involving everyone in
the family in gardening. Our daughter and son got
involved in our SFG projects starting when they were
toddlers, and now as young adults, are pursuing their
own approach to SFG tactics. It provides good, easy
exercise, giving the gardener fresh air and sunshine
to enjoy, and a minimum amount of weeding – which
is essentially none after the Fourth of July due to the
density of planting. And harvesting vegetables is an
easy undertaking that is not dreaded due to the ease
of getting to the crops, and the produce tastes deli-
cious.

Since the gardener has easy control over this limited
space, pesticides, either conventional or organic
forms, are not necessary. Insects can be picked off

and plants showing disease symptoms can
be removed, so the harvested crop is pesti-
cide free. From age 4 to 94, SFG can provide
healthy exercise, good nutrition and lifelong
satisfaction.

Spacing Examples for SFG

- One plant per square foot: broccoli, cabbage, cauliflower, corn, eggplant, peppers, tomatoes
- Four plants per square foot, 6-inch spacing: lettuce, Swiss chard, marigolds
- Nine plants per square foot, 4-inch spacing: bush beans, spinach, beets
- Sixteen plants per square foot, 3-inch spacing: carrots, radishes, onions

The above schematics show the final spacing of
plants in a typical SFG setting. With transplants
such as tomatoes and cabbage, thinning will not be
needed; with lettuce, carrots and beets, thinning is
needed to get the plants the right density for proper
development. Shop the market for coated seed –
carrots, for example – to get the spacing right the
first time and bypass thinning after emergence.

Betsey has developed a teaching/planting guide
with 1-foot squares of high-impact plastic cut and
then drilled with each of the spacing squares as
shown above.
An added bonus with SFG is the ease of providing protection from a late-spring cold snap or damage to a maturing crop of tomatoes from an early fall frost. Geotextile coverings can be cut easily to fit over the 4- by 4-foot squares that make application and removal quite easy. These simple coverings allow for air, sunlight and water to reach the crops and provide protection down to approximately 28 degrees Fahrenheit.

**SFG couldn’t be easier**

This, followed by this,

then a grid can be added like this, and the crop planted.

**End-of-season Care**

Once the last harvest is made, remove the spent plants, turn the soil over and add any soil amendments that might be needed based on either a soil test or simple observation from the season’s harvest. Usually the addition of peat, compost or any well-weathered organic material can be incorporated so the garden is ready for planting early the following spring.

Reference: ”All New Square Foot Gardening” by Mel Bartholomew, Cool Springs Press, Franklin, Tenn.

For more information about gardening and food preservation, visit www.ag.ndsu.edu/extension and follow the links.

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Time with a child is time well spent.

For more information about parenting and 4-H, visit www.ag.ndsu.edu/family and www.ndsu.edu/4h

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**Vary your veggies**

- Eat more dark green veggies
- Eat more orange veggies
- Eat more dry beans and peas

Eating Disorders and Disordered Eating: What Are the Differences?

Beth Blodgett Salafia, Ph.D., Assistant Professor
Department of Human Development and Family Science, NDSU
Eating disorders and disordered eating are increasing rapidly among children, adolescents and young adults. However, we have ways to recognize these disorders and ways to get help.

What is an eating disorder?

Eating disorders involve extreme eating behaviors, such as eating too much or too little. Eating disorders include anorexia nervosa, bulimia nervosa, binge eating disorder and obesity.

Anorexia is described as self-starvation with a loss of about 15 percent of body weight and an intense fear of becoming fat. Most people suffering from anorexia believe they are fat, even when they are not. Bulimia often is characterized by bingeing (eating large amounts of food) and purging (throwing up) as well as a strong fear of becoming fat. Binge eating disorder is slightly different from bulimia in that only bingeing behaviors are present, meaning that individuals tend to eat large amounts of food quickly. Obesity is when a person weighs 20 percent or more above the body weight that is typical for his or her age and size.

Eating disorders are particularly common among adolescents and young adults between the ages of 10 and 25. Although eating disorders are more common among girls than boys, between 5 and 15 percent of anorexia and bulimia cases are boys and approximately 35 to 40 percent of binge eating disorder cases are boys. Girls and boys are equally likely to be obese, with rates of obesity nearly tripling in the past 30 years.

Eating disorders often do not have one single cause. They may be a result of a number of environmental or genetic factors. Some research suggests that eating disorders can run in families or involve a chemical problem in the brain. Other research points to psychological components, such as low self-esteem, depression, anxiety or perceived lack of control over personal matters. Eating disorders also may be the result of social influences, including parents, friends and the news media. Parents and friends should avoid teasing about weight, promoting the thin ideal body type, discussing dieting and providing unhealthy food options. If you suspect that someone you know or love has an eating disorder, getting that person help immediately is essential.

What is disordered eating?

Disordered eating is any irregular or unhealthy eating behavior and attitude. It is a precursor for eating disorders, meaning that disordered eating patterns can lead to a full-blown eating disorder. Therefore, recognizing the signs of disordered eating and encouraging healthy eating and body image is important.

Disordered eating may include body image dissatisfaction, dieting behaviors, excessive exercising and fat talk (making statements to others such as “I look fat in these clothes” or “I am so fat”). Sadly, the majority of girls and young women report being dissatisfied with their bodies, engaging in dieting and talking to their friends about being fat. Boys and young men also often report dissatisfaction with their bodies and tend to want to become more muscular.

If you suspect that someone you know or love has symptoms of disordered eating, make sure this person makes good food choices, maintains a positive body image and exercises in a healthy manner.

For information about eating disorders, visit the National Eating Disorders Association Web site: www.nationaleatingdisorders.org.
My daughter loves to cook and I’d like to get her involved in 4-H. When I was growing up on a farm, I used to be in 4-H food projects. Are there still food projects?

4-H has a number of food and nutrition projects available for your daughter. She can learn about healthy food selection, smart food purchasing, food safety, food preparation, food preservation, and careers and foods around the world. If she is interested in baking, she can develop her skills necessary to produce a wide variety of baked products, developing skills in measuring, mixing and learning the importance of bread in the diet. North Dakota even has a Baking Boot Camp at Western 4-H Camp. Your daughter can come and learn a wide variety of baking skills that she can use for a lifetime. Campers will go beyond baking and learn some basic fundamental and safety elements of meal preparation as well as learn camp songs, roast marshmallows around the campfire, play games, go swimming and try out the slip n slide.

For more information, visit www.ndsu.edu/4h/ or contact your local Extension Service office.

Sharon Query, Ph.D.
4-H Youth Development Specialist
Center for 4-H Youth Development
NDSU Extension Service

My nephew, Nick, has a peanut allergy, so he cannot have peanut butter. Is food allergy the same as food intolerance? What would be some alternate snacks for him?

No, food allergy is not the same as food intolerance. Food allergy involves immune responses to food protein. Immunoglobulin E (immune cells) reacts with harmless food protein and induces immune responses immediately or within two hours of exposure to food protein. The severity of allergic reactions to food can be mild or it can be life threatening. Food intolerance is an adverse reaction to food that does not involve immune responses.

Nick may experience the following symptoms after eating, inhaling or touching peanut butter or any other peanut-containing food products:

- Itching, swelling and/or irritation (lips, inside mouth, throat)
- Nausea
- Narrowing of an airway or wheezing
- Vomiting
- Hives
- Cramps
- Low blood pressure
- Diarrhea
- Abnormal heart beat
- Difficulty breathing

To avoid allergic reactions to peanuts, food label reading is very important. Avoid the following ingredients or food products:

- Peanuts, peanut oils, peanut butter, peanut powder, peanut flower, peanut flakes, undisclosed sources of nuts, oil, shortening or nut butter
- Artificial nuts
- Arachis oil (another name of peanut oil)
- Mandelonas (peanuts soaked in almond flavoring)

The following foods often contain peanuts:

- African or Asian dishes (Chinese, Indonesian, Mexican, Thai and Vietnamese dishes)
- Ground or mixed nuts
- Baked cookies, pastries
- Granola bars, energy bars
- Chocolate candies

Try these alternative healthy snack ideas for Nick:

- Fresh cut-up fruits, baby carrots, celery stalks dipped in yogurt or with low-fat cream cheese
- Ready-to-eat cereal and dried fruit mixes for on-the-go snacks
- Banana-strawberry smoothie (blend banana and frozen strawberries with low-fat milk or fruit juice)
- Mini tuna or egg salad sandwich on a dinner roll

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Every year, I seem to put on more weight. I am 5 feet 8 inches tall and today’s weight was 204 pounds. I feel miserable. Every Monday morning, I start a new diet. I try so hard, but by Tuesday at noon, I am so hungry that I eat everything in sight. I have tried the Acai Berry Diet, Atkins, South Beach, Fit for Life, Cabbage Soup Diet and probably several more than I can’t remember right now. I even looked at the Tapeworm Diet but am nervous about trying it. I feel awful about myself; my clothes are too tight. My husband doesn’t say anything, but he sure raises his eyebrows a lot! Am I destined to be obese the rest of my life? What can I do?

First, you made a good choice by not trying the tapeworm diet. Many people try almost anything in a desperate attempt to lose extra pounds. Ingesting tapeworms is not only a radical method but also an extremely dangerous one. Fad diets are popular and alluring because of their quick promises with little effort and huge results. Of course, we know that these are not long-term cures and that most of the weight lost quickly returns just as fast.

The best way to lose and maintain a weight loss is by decreasing calories and increasing exercise. Think of a balance scale where the amount of calories we eat must equal the amount we burn to maintain a healthy body weight. Today, food is everywhere. I recently heard the term “toxic food environment.” Wherever we turn, we seem to have high-calorie, high-fat foods from which to choose. When did we start requiring ranch dressing with our fresh vegetables or fruit dip? And we sure haven’t seen a decrease in obesity rates with all the low-fat and no-fat food products on the market. About 10 years ago, I started noticing portion sizes were increasing. Our portion sizes have gotten huge. My husband and I share most restaurant meals, but many of them could feed a family of three or four with one menu choice. And we are all getting used to the bigger portions. “Portion distortion” is a new term defining not only our increased food portion sizes but indicating our serving dishes (plates, cups, glasses) are much larger than they were 20 years ago. Even our furniture has gotten bigger. I still use my aunts’ kitchen table from 1935. The table measures 36 by 48 inches and has four chairs with it.

For a more permanent weight loss, try the following tips from the National Weight Control Registry (NWCR). The NWCR was established in 1994 to identify the characteristics of individuals who have succeeded at long-term weight loss. The NWCR is tracking more than 5,000 individuals who have lost significant amounts of weight. The people being studied are successful dieters who have lost a minimum of 30 pounds and maintained that weight loss for more than one year. Recommendations from their success include:

- 78 percent eat breakfast every day.
- Most report maintaining a low-calorie, low-fat diet.
- 75 percent weigh themselves at least once a week.
- 62 percent watch less than 10 hours of TV per week.
- 90 percent exercise, on average, about one hour per day, with the most frequently reported form of activity being walking.

So there is no magic potion or quick weight loss cures. The old saying that “if it sounds too good to be true, then it probably is” should be followed. To be successful with your weight loss goals, you should:

- Reduce your calorie intake by 500 to 1,000 calories per day to provide a weight loss of 1 to 2 pounds per week.
- Reduce portion sizes, which is not only an important weight loss strategy but also critical for weight loss maintenance.
- Increase your exercise to include 60 to 90 minutes of moderate to vigorous intensity activity on most days of the week.

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As we move forward into the second decade of a new century, the importance of individual fitness and healthy nutrition is at an all-time high. Regular exercise and sound nutrition have been validated by extensive research to be cornerstones of physical well-being, stress reduction and healthy living.

Among the variety of resources available to individuals and families on these vital aspects of healthy family living, I’d like to focus awareness on help from an unexpected resource — fathers.

I often claim that fathers are the most important and underutilized resource in America today to strengthen families and improve family health and well-being.

How can men take steps to promote family health through fitness, nutrition and family togetherness?

Parents have a few “family keys” they can use to help their family function well and move toward healthy family living. Perhaps the most important family key is family meal times. This article provides several “family keys” that fathers and father figures can use to further family health and be a positive influence in the physical well-being of family members.

**Make family meal times a central priority in how your family functions, connects with each other and promotes healthy family living.**

- Arrange work schedules, if possible, so each family member can come together for an arranged family meal time four or more times a week. Such consistency takes planning and dedication. For men, this means leaving work regularly at a reasonable time, being at home with family members and taking an active part in meal preparation and support.

- Make meal time a genuine family time without other distractions. Men can put aside their own distractions (newspaper, TV, etc.) and assist children or others to focus on being together and communicating. Listen, ask questions and engage each other in positive conversations. Make sure that meal time is family fun time, not family fight time (leave disagreements for other times).

- Model a positive example of healthy nutrition at meal time by watching portion sizes and eating a variety of healthy foods (grains, vegetables, fruits, proteins, etc.).

**Set personal guidelines for regular exercise efforts and healthy nutrition practices that can serve as a positive example to other family members.**

- Fatherhood is leadership, and it is the most important kind of leadership. Be willing to assume this responsibility among family members by establishing your own exercise program and staying actively engaged in physical activities (walking, biking, swimming, hiking, etc.).

- Children and other family members are encouraged in what to eat and how to eat by the example that adults set in family life. As a father, be a positive example by learning about nutrition, eating in a healthy manner and avoiding unhealthy substances or using them in moderation only (alcohol, tobacco, etc.).

**Support other family members in their efforts to learn about healthy living, make healthy choices and improve their own health habits.**

- Support from other family members, especially from a spouse or father, can make all the difference for family members who are trying to improve their own healthy living practices. For example, men can give positive support and encouragement to weight loss efforts, healthy eating or exercise programs that family members pursue. Also, avoid criticism or put-downs of a family member’s efforts to eat more healthfully or exercise regularly.

- Engage with a child, spouse or other family member in learning about healthy eating options and
exercise options. Study together, ask questions and support children in school projects that may teach them about healthy living. Select two or three healthy living practices that you’d like to pursue together at home (for example, drink more water daily, walk 20 minutes a day).

- Be positive and encouraging instead of discouraging or dismissive about body size, physical image or activity levels. Men have a big influence, especially on boys and girls at home, by what they say and encourage regarding healthy living.

**Pursue with family members an active lifestyle that involves healthy nutrition, physical activity and positive lifestyle choices.**

- We live in an increasingly sedentary world where we communicate via cell phone or electronic networks and observe activities rather than participate in them. Limit “screen time” (computer or television) in the home and disconnect from electronic activities for a substantial portion of each day, focusing instead on direct family interactions and activities.

- Fathers like to play, and active play is one of the best ingredients for family fitness and fun. Get involved in family activities that involve play and physical effort, such as hide-and-seek, tag, basketball, swimming, hiking or any other meaningful physical activity.

Men occasionally may need to change habits or focus on more healthy living efforts regarding exercise or nutrition, but they can have a big influence on the direction of family health and well-being. These family keys can enable men, fathers especially, to be the positive influence that their children and other family members need as they learn a positive and healthy lifestyle.
We all have heard about the heart benefits of exercise, but according to the Healthy North Dakota 2010 (2005) progress report, only about half of us actually get the recommended 30 minutes five times per week. Reasons behind the results vary, but for those who do get out and find activity, oftentimes they are seeking to improve or maintain their health, find a new challenge in their lives, or possibly find a means to improve good-quality time with family members.

**Exercise Helps Your Brain**

A new study has shown that regular, nonstrenuous physical activity, such as walking, can reduce the risk for certain types of dementia, along with heart disease and other illnesses. A recent study involving 749 men and women aged 65 and older found that physical activity was associated with a decreased risk for dementia. Specifically, regular walking was associated with a 73 percent risk reduction for certain types of dementia.

The researchers have found that walking may overcome some of the lack of oxygen available to the brain that's often associated with aging due to closing blood vessels. Walking can be a great activity for conversation or family time together, plus it can improve physical health.

Although walking can be inclusive, challenging at a quick pace and fun, others have sought a more vigorous form of physical activity: running. 5K races are increasing in popularity at all ages. Never run a mile in your life? Doesn't matter. This writer started at age 35 and continues on at age 46, averaging five to six races per year.

Getting into a 5K program requires not only increased physical activity (for example, running, walking, other forms of cross-training), but also changed eating habits, especially if you are carrying around a few extra pounds. The No. 1 cause of disability in the United States is osteoarthritis, and the No. 1 risk factor for this disease is being overweight. With extra weight, one must be especially cautious to prevent joint damage. Whatever your physical condition, a 5K program is available for you.

What just about everyone needs, though, is a new, good pair of running shoes; not cross trainers, running shoes. They generally have more padding meant for concrete and hard surfaces. Think of good shoes as a good set of tires to keep you on the road.

Next, you’ll want to assess your current fitness. You may want to check with your family doctor if you think you are overweight before you even consider a program. If you are not sure if you are at a healthy weight, get an assessment from a personal trainer at the gym or from a licensed, registered dietitian. They will assess your body composition or body leanness/fatness to see if you are within normal
range (16 to 28 percent for women, 5 to 15 percent for men under age 55). Once you know your baseline information, you can establish one of three goals for your new fitness program: (1) lose weight while exercising, (2) maintain weight while exercising or (3) gain weight, or muscle, while exercising. With all three goals, 5K events are for you.

5K races are good for that person who needs a reason to stick to a program. You need not be competitive; runners who compete in 5Ks often are more “laid back” and just there to finish the race. Once you get to know your normal time, you can line up to run with those closest to your level (toward the front if your name is Usain Bolt or you run a race under 20 minutes; toward the back if you run a race in more than 30 minutes; in between, in the words of Forest Gump, well, you know, in between). Also, walking the entire race usually is acceptable. Fast walkers have been known to finish before some runners.

### SPECIAL FOODS? SPECIAL DRINKS?

As a general rule of thumb, if we exercise for one hour or less, we don’t need foods or drinks while exercising. In fact, having to stop for a drink may slow us down or even make us feel sluggish while trying to exercise. Exceptions include very hot, humid weather, but even then, races often are held with the sunrise to avoid dehydration issues. The use of “goos,” gels, special glucose beans and drinks is targeted toward those running longer distances and amounts of time, such as half marathons, “two-a-days” (training twice in one day or running/biking/swimming all in one day) or training for greater than one hour per day. Stick to a well-balanced diet with plenty of water and other hydrating foods and beverages.

### PROTEIN, CARBS AND FAT

No matter what your body composition or weight goals are, most people starting a new exercise program or stepping up their current exercise program need at least 1 gram (g) of protein per kilogram (kg) of body weight. This is easy to calculate: Find your weight in pounds and divide by 2.2. This is your weight in kilograms and also the number of grams of protein you need per day. The recommended daily allowance for protein (0.8 g protein per kg) is less than this, but the slight increase is due to wear and tear on muscles during training.

You also can use the kilogram formula to figure out how many grams of carbohydrate you need per day. In training (exercising for an upcoming event or training to increase physical fitness), most people need 6 to 10 g of carbohydrate (CHO) per kg. When you are in the lower training ranges (for example, running one to two more miles more per day than normal for you), your number is probably about 6 g of CHO per kg. If you are training for a marathon and running up to 20 miles per day, you need closer to 10 g of CHO per kg (or even more).

Fat grams should make up the remainder of your calories. Fat calories should make up no more than one-third, or 30 percent, of overall calories; fat calories should make up at least 20 percent of overall calories.

If this is more information than you’d care to calculate every day, that is normal. These are just benchmarks. If you want to check every so often, simply enter your food intake using the user-friendly USDA Dietary Guidelines Web site, www.mypyramid.gov, and you can get an idea if you are close to your calorie, protein, carbohydrate and fat goals.

### EXAMPLE OF DAILY INTAKE GUIDELINES:

**Weight:** 150 pounds ÷ 2.2. = 68 kg  
**Protein (g):** 68 kg x 1g/kg = 68 g protein  
**Carbohydrate (g):** 68 kg x 6 g/kg = 408 g carbohydrate  
**Calories from protein:**  
68 g protein x 4 calories/gram of protein = 272 calories  
**Calories from carbohydrate:**  
408 g carbohydrate x 4 calories/gram of carbohydrate = 1,632 calories  
**Total calories from protein and carbohydrate:** 272 + 1,632 = 1,904  
**Fat:** According to the USDA Dietary Food Guidelines, most individuals need about 5 teaspoons of fat per day. Keep your fat intake at moderate levels.
Going out for dinner as a family is always a tricky endeavor: where to go that is kid friendly and what to order so you are not spending a fortune on things you think they won’t eat are often deterrents to exploring new foods. But having someone else cook and clean is nice. Then, what you find is the proverbial children’s menu: chicken fingers, corn-dogs, cheeseburgers with a hefty side of french fries and a soda pop (or maybe some neon-colored drink in a fancy cup that the kids can take home). Sound familiar, unimaginative and unhealthy?

Here are some things to ponder so you can get the most from your dining experience. Eating out can indeed be a culinary thrill for both you and your children.

- Share an entrée or order a couple of appetizers for the children as their meal.
- Set rules about what is an acceptable beverage. Sweetened beverages are pitfalls because they fill your children up and offer little nutrition. 
  - If you order soda for your children, the server might offer free refills. Don’t accept!
  - If you order soda or a carbonated beverage, have it come with the meal so the children avoid filling up on empty soda calories.
- Stick to noncaffeinated soda drinks. (In my family, the only time my kids drink soda is when we go out, but they also will order milk instead if I ask them to.)
- Have the server bring all of the food together rather than the children’s food first. You don’t want the children to rush you when your food arrives, leading to indigestion.
- Offer your children tastes of the food you are eating, but don’t entice them with bribes; rather ask them gently. Some children need several attempts at trying a food before they say outright they like it.

Dining out is a great way to socialize your children and teach them manners (saying “please” and “thank you,” ordering for themselves and sitting nicely for a period of time). You can alleviate some of the before-the-food-comes fidgetiness by bringing crayons and paper, playing word games or just plain talking.

Think about introducing new foods to your children through the culinary experiences they have at an early age. Enjoying different types of foods is a learned skill gained through experience. Repeatedly exposing children to new and different types of foods helps them learn how to explore their world. So, enjoy a variety of dining experiences with your children; they surely will benefit in the long run.
How did you do? If you “never” plan your meals and shopping trips, you could be making more impulse buys and not getting as much nutrition for your dollar.

Most people recognize the value of eating together as a family. For example, children who eat with their families tend to do better in school, engage in less risky behavior such as smoking and drinking alcohol, eat a healthier diet and are less likely to be overweight.

Despite all these benefits, busy schedules can make putting family meal times into practice a challenge. Remember that family meals can occur at any time of the day or any place. Try having breakfast together more often, or enjoy a snack together. To make family meal times work, get your family involved with planning, preparation and cleanup.
Try this meal-planning activity:

1. Pick up a copy of the weekly sale ads for a local grocery store. Refer to the ads as you continue the activity. Divide a piece of paper into three columns using a ruler/pencil or fold it in thirds.
2. In one column, list seven or more of your family’s favorite main dish items.
3. In the second column, list several vegetables and fruits your family consistently enjoys.
4. In the third column, list the types of grains (breads, rice, pasta) your family enjoys. Include whole-grain options, such as whole-wheat bread and pasta.
5. Look at the items in your columns and list seven menus on the back of the piece of paper. For example, for a dinner menu, include a main dish, vegetable, fruit, bread and milk.

Before you go shopping:

- **Check what foods you have on hand.** Plan menus according to your “inventory” in your cupboards, refrigerator and freezer.
- **Read the sales ads.** Seasonal fruits and vegetables often are featured and can be at their best quality and price.
- **Write a grocery list.** When you write down the food items you need, you can cut down on trips to the grocery store. This saves you time and could save you money on gas, too. When you buy only foods on your list, you will be able to estimate the amount of money you spend and avoid impulse buys.

At home:

Be sure to write the date of purchase on the foods you buy and arrange your cupboards “first in, first out.” In other words, place the oldest foods in the front so you use them first. Group similar foods together.

At the store:

- **Use coupons wisely.** Using coupons can save you money. Use coupons only to purchase foods you were planning to buy anyway. Sort coupons by food category and be aware of the expiration dates on the coupons.
- **Keep food safety in mind.**
  - **Produce:** Inspect fruits and vegetables and avoid those that are bruised or damaged.
  - **Meats:** Avoid cross-contamination. Put meat packages in a plastic bag (where available) in your cart. Keep meat packages separate from ready-to-eat foods to avoid cross-contamination.
  - **Milk, dairy, meat and frozen items:** Shop for these items last so they are not in room temperature for an extended amount of time. If you travel a distance for groceries, bring a cooler filled with ice to transport perishable foods (such as milk, meat) on warm days.
  - **Eggs:** Open the carton. Be sure the eggs are not cracked.

Do You Know What the Dates Mean?

- **Sell-by date:** Stores should pull items from the shelves if they are not sold by this date. The products are still good for a while if they’re stored properly at home.
- **Use-by date:** Food is guaranteed to be at high quality until this date. Although the foods are still safe to consume after the date, these items may have lower quality.
- **Expiration date:** Consume food or beverage by this date or throw it.

More Information:

For five weeks of menu plans, recipes and other information, visit [www.ndsu.edu/eatsmart](http://www.ndsu.edu/eatsmart) and click on “For Parents/Caregivers,” then “Now Serving Handout Series.” Check out the food safety information at [www.ag.ndsu.edu/pubs/foodsafety.html](http://www.ag.ndsu.edu/pubs/foodsafety.html).

For example, publication FN-579 is a food storage guide.
Parties do not have to be costly to be fun. The recent recession has many people looking for ways to save money while maintaining their quality of life. You can make some very wise decisions about birthday parties and holiday celebrations that can save you big bucks and result in big fun, too. Saving money and hosting a fun party does require planning and preparation. If you have children, they can help make lots of decisions and even plan the party themselves with your help. A good place to start is with how much money you have budgeted for the party. Determine this amount and stick to it, making decisions that allow you to stay within your budget.

You may want to choose a party theme that will help you choose decorations, supplies and games. If your celebration is a holiday party, the theme may be an easy decision.

Once you have chosen a theme, consider what decorations you already have on hand. For example, if you choose an animal theme, do you have any stuffed animals that could be used for decorations? If you have a reading theme, you could decorate with books.

You can create your own decorations with art supplies and materials you already have on hand. Kids love to be creative.

The activities that you plan can be related to the theme, such as a stuffed animal scavenger hunt or writing and acting out your own story. If you keep your guests entertained with activities, your party will be fun.

Food is also a consideration for your party. You can choose healthful snacks or meals that don’t have to cost a lot. Here is a menu idea for a party:

**Sample Menu**

- Sloppy Joes on whole-wheat buns*
- Baked chips
- Applesauce or frozen mixed fruit
- Carrots and celery sticks (with low-fat dip)
- Chocolate fat-free milk**
- Homemade fruit punch***

**Cost-saving Tips**

- *Buns can be purchased at bread outlet stores to save money.
- **Make your own chocolate milk with low-fat (skim or 1%) milk and add chocolate syrup to save on added sugar and money.
- *** Use 100% juice and add ginger ale
Healthy Eating Tips

For more recipes, including many for a slow cooker, see the 2009 Eat Smart. Play Hard. Together magazine posted at www.ndsu.edu/eatsmart.

The North Dakota 5 + 5 Communities Program and North Dakota Department of Health sponsored the Get Smart North Dakota! Fruits & Veggies – More Matters Tip Contest in 2008. The tips show that North Dakota families are including more fruits and vegetables in meals and snacks by using canned, frozen, dried or 100 percent juice, in addition to fresh. These tips work for North Dakotans. Give them a try.

■ Maria R. of Napoleon begins shopping in the produce section, choosing a variety of colors and products in season and on sale.

■ At snack time, Rita L. of McVille serves apples with popcorn. She finds that the refreshing apples replace the sodas that many people drink while eating popcorn.

■ For breakfast, Ann F. of Bismarck makes fruit smoothies for her kids. To help make sure that fruit is on hand and ready to use, she buys or picks blueberries and strawberries fresh in the summer and freezes them in convenient 1-cup packages.

■ To help her young son make smart choices, Lisa D. of Cogswell keeps her refrigerator snack drawer stocked with 100 percent juice boxes, raisins, apples, oranges and peeled carrots. With these foods right at eye level and ready to eat, her son helps himself for his morning and afternoon snacks.

■ Amy E. of Fargo balances family dinners, even pizza, by serving fruits and vegetables with each meal.

■ Denise B. of Parshall sets out a bowl of cut-up apples, peeled oranges, grapes or carrots when her family is home. Denise also packs these foods on ice in an insulated cooler when the family is out boating in the summer.

Portion Size

Size up your portions with these visual clues. As shown, one-half of a baseball is the same size as ½ cup of mashed potatoes.

<table>
<thead>
<tr>
<th>Visual Clue</th>
<th>Portion size</th>
</tr>
</thead>
<tbody>
<tr>
<td>½ baseball</td>
<td>½ cup of mashed potatoes</td>
</tr>
<tr>
<td>large egg OR golf ball</td>
<td>¼ cup of dried cranberries</td>
</tr>
<tr>
<td>pingpong ball</td>
<td>2 tablespoons of peanut butter</td>
</tr>
<tr>
<td>check book</td>
<td>3 ounces of fish</td>
</tr>
<tr>
<td>card deck</td>
<td>3 ounces of meat or poultry</td>
</tr>
<tr>
<td>6 dice</td>
<td>1½ ounces of natural cheese (cheddar, Swiss)</td>
</tr>
<tr>
<td>thumb tip</td>
<td>1 teaspoon of margarine or butter</td>
</tr>
</tbody>
</table>
Banana Rolls (Serves 12)
6 bananas
6 Tbsp. peanut butter or sunflower seed butter
¼ c. coconut
¼ c. rice cereal

Peel and cut bananas in half. Spread with peanut butter. Roll in coconut and rice cereal. Serve immediately or chill until served.
Per serving: 110 calories, 5 g fat, 17 g carbohydrate, 2 g fiber, 50 mg sodium

Graham Cracker Faces (Serves two)
1 graham cracker
2 Tbsp. peanut butter/sunflower seed butter
Decorations: raisins, seeds, nuts, cereal, coconut, marshmallows or fruit pieces. Break each graham cracker into two squares. Spread 1 Tbsp. peanut butter on each square. Make funny faces with toppings of child’s choice.
Per serving (without extra toppings): 120 calories, 9 g fat, 9 g carbohydrate, 1 g fiber, 125 mg sodium

Strawberry Banana Cooler (Serves four)
2 c. unsweetened orange juice
1/2 c. whole frozen strawberries
1 banana (sliced)
4 ice cubes

In a blender, combine all ingredients and blend until smooth.
Per serving: 90 calories, 0 g fat, 21 g carbohydrate, 1 g fiber, 5 mg sodium

Fruit Kabobs
Cut a variety of fruit — apple, banana, orange sections, pineapple chunks, seedless grapes, strawberries, cherries, peaches, melons, etc. — into bite-size pieces. Place on long toothpicks, skewers or plastic straws.

Nutrition varies. Per ½ cup of grapes: 30 calories, 0 g fat, 8 g carbohydrate, 0 g fiber, 0 mg sodium

Fruit-cicles
Bunch of seedless grapes or blueberries
Toothpicks
Plates

Wash grapes or blueberries. Put a toothpick in each one. Place them on a plate and put in the freezer for about two hours. Take them out and enjoy.
NOTE: For young children, cut the grapes and fruit into smaller pieces so they do not pose a choking hazard.

Salsa and Cheese Tortilla Sticks
Corn tortillas
Low-fat mozzarella cheese sticks
Salsa

Wrap the corn tortillas around the cheese sticks. Dip the wraps into the salsa and enjoy!
Per serving: 160 calories, 7 g fat, 15 g carbohydrate, 1 g fiber, 220 mg sodium

Vegetable Dip (Serves eight)
1 c. cottage cheese
1 c. low-fat plain yogurt
1-ounce package ranch-style dressing mix

Put ingredients in a blender. Blend on medium speed for about 30 seconds or until mixture is smooth. Serve with assorted vegetables.
Per serving: 120 calories, 1 g fat, 5 g carbohydrate, 0 g fiber, 530 mg sodium
Fruit Dip  (Serves eight)

2 c. low-fat sour cream
1-oz. package sugar-free instant vanilla pudding mix
¼ c. fat-free milk
4 tsp. lemon juice

Whisk together all ingredients until well-blended. Serve with assorted fruit.

Per serving: 100 calories, 5 g fat, 8 g carbohydrate, 0 g fiber, 200 mg sodium

Farmland Flax Cookies  (Makes 64 cookies)

1¼ c. butter
1 c. plus 2 Tbsp. granulated sugar
1½ c. lightly packed brown sugar
2 c. whole flax seed
3 large eggs
1 tsp. vanilla
3 c. plus 2 Tbsp. all-purpose flour
1¾ tsp. baking soda
3 c. oatmeal (dry)

In a bowl, cream butter and sugars; add flax seed. In another bowl, beat eggs and vanilla together. Combine with flax mixture. Sift together the flour and soda. Mix in oatmeal and combine with other ingredients. Form dough into four (1½-inch) round logs. Place in freezer and chill. Preheat oven to 350 F.

Slice into ¼-inch medallions. Place on baking sheet leaving about 2 inches between cookies. Bake 13 to 15 minutes.

Remove from sheet and cool.

Per cookie: 130 calories, 6 g fat, 16 g carbohydrate, 2 g fiber, 60 mg sodium

Source: Recipe courtesy of Sheri Coleman, Ameriflax

Nutrition Note: To reduce sodium content in recipes, try low-sodium versions of ingredients when available or omit the added salt.

Main Dishes

Wild West Beef Hash  (Serves four)

1 lb. extra lean ground beef
3 c. frozen potatoes O’Brien
(or substitute refrigerated diced potatoes)
Salt and pepper
1 jar (15 to 16 oz.) prepared thick-and-chunky salsa
1 c. frozen corn
¼ c. chopped fresh cilantro
1 c. shredded reduced-fat cheddar cheese or Mexican cheese blend

Toppings: Reduced-fat dairy sour cream, chopped fresh cilantro, lime wedges (optional)

Spray large nonstick skillet with cooking spray; heat over medium heat until hot. Add potatoes; cook 10 to 12 minutes or until lightly browned, stirring occasionally. Remove from skillet. Keep warm. Brown ground beef in same skillet over medium heat eight to 10 minutes or until beef is not pink, breaking up into ¾-inch crumbles. Remove drippings. Season beef with salt and pepper as desired. Stir in salsa, corn and ¼ c. cilantro; cook five minutes or until heated through (to an internal temperature of 160 F), stirring occasionally. Stir in potatoes; sprinkle with cheese. Cook one to two minutes or until heated through and cheese is melted. Serve with toppings, if desired.

Per serving: 340 calories, 11 g fat, 32 g carbohydrate, 6 g fiber, 1070 mg sodium

Recipe courtesy of Nancy Jo Bateman, North Dakota Beef Commission.
Confetti Quesadillas (Serves six)

2 c. fat-free plain yogurt  
1 c. finely minced cilantro  
1 tsp. cumin  
12 soft corn tortillas  
1 c. (4 oz.) shredded reduced-fat Monterey Jack cheese  
1 c. (4 oz.) shredded reduced-fat Colby cheese  
½ c. fresh corn kernels or black beans  
½ c. coarsely chopped cilantro  
1 red bell pepper, finely minced  
1 jalapeno pepper, finely minced

Line a large strainer with a coffee filter or paper towel and place over a mixing bowl. Pour in yogurt and let sit until some of the liquid has drained away and yogurt is the consistency of sour cream. Transfer to a small mixing bowl. Stir in cilantro and cumin.

Preheat large skillet over low heat. Line up six tortillas. Divide cheese, corn, cilantro and peppers among tortillas, then cover each with a second tortilla. Place a tortilla on dry skillet or grill and warm until cheese is melted and tortilla is slightly golden. Flip and cook other side until golden. Cut into wedges and serve. Repeat with remaining quesadillas. Serve each wedge with a dollop of cilantro yogurt dip.

Per serving: 300 calories, 9 g fat, 39 g carbohydrate, 3 g fiber, 440 mg sodium


Cowboy Caviar (Serves 12 as a side dish)

½ onion, chopped  
1 green bell pepper, chopped  
½ yellow pepper, chopped  
½ sweet red pepper, chopped  
1 bunch green onion, chopped  
2 jalapeno peppers, chopped OR 1 can green chilies  
1 Tbsp. minced garlic  
1 pint cherry tomatoes, quartered  
1 (8 oz.) bottle zesty Italian dressing  
1 (15 oz.) can black beans, drained  
1 (15 oz.) can black-eyed peas, drained  
1 can chick peas, drained  
½ tsp. ground coriander  
1 bunch chopped fresh cilantro

In a large bowl, mix together onion, green pepper, yellow pepper, sweet red pepper, green onions, jalapeno peppers, garlic, cherry tomatoes, zesty Italian dressing, black beans, black-eyed peas, chick peas and coriander. Cover and chill in refrigerator approximately two hours. Toss with desired amount of cilantro and serve.

Per 1-c. serving: 170 calories, 8 g fat, 19 g carbohydrate, 5 g fiber, 590 mg sodium

This also can be used as a dip with baked chips or whole-grain crackers and could serve approximately 24 people as an appetizer.

Recipe courtesy of Kaye Effertz, Northern Pulse Growers Association.

Have leftovers? If you do not plan to eat leftovers in the next few days, freeze them in meal-sized portions to enjoy later.
**Tamale Pie** (Serves eight)

1 lb. extra lean ground beef  
1 c. masa harina or cornmeal  
½ tsp. baking soda  
½ tsp. salt  
2 eggs  
1 c. cream-style corn  
¼ c. oil  
¾ c. buttermilk  
1½ c. (6 oz.) shredded cheddar cheese  
1 4-oz. can green chilies  
1 large onion, chopped fine  
1 can (15 to 16 oz.) chili beans  
1½ tsp. chili powder  
1 8-oz. can tomato sauce  
½ c. raisins, optional

Preheat oven to 350 F. Grease a 12-cup muffin tin and gently press the bread into the prepared muffin cups. Brush inside of each slice of bread with melted margarine and cook in the oven until slightly browned. Break a small egg into each bread cup and bake for 10 minutes or until the egg is set.

**Per serving:** 310 calories, 24 g fat, 13 g carbohydrate, 1 g fiber, 420 mg sodium

*Tip:* Try whole-grain bread or other types of bread to add variety.

For a tasty family breakfast, serve with orange juice, yogurt and sliced bananas.

Recipe courtesy of Sheri Coleman, Northern Canola Growers Association

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**Bread Cup Eggs** (Serves six)

Canola oil to prepare pans  
12 slices bread*, crusts removed  
1 (4-oz.) stick canola margarine, melted  
12 small eggs

Preheat oven to 350 F. Grease a 12-cup muffin tin and gently press the bread into the prepared muffin cups. Brush inside of each slice of bread with melted margarine and cook in the oven until slightly browned. Break a small egg into each bread cup and bake for 10 minutes or until the egg is set.

**Per serving:** 310 calories, 24 g fat, 13 g carbohydrate, 1 g fiber, 420 mg sodium

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**Slow Cooker Pulled Pork** (Serves eight)

1 small pork tenderloin (approximately 2 lb.)  
1 packet onion soup mix (such as Lipton brand)  
¾ c. water

If frozen, thaw pork loin in the refrigerator or microwave oven. Cut pork loin into three or four chunks and then place all ingredients in a slow cooker. Turn slow cooker on high for six hours. Pork should reach an internal temperature of 160 F. Pull apart meat with a fork after four to five hours. This recipe is good on a wheat bun with barbeque sauce, tomato slices, zucchini slices or cucumber slices.

**Per serving:** 150 calories, 4 g fat, 3 g carbohydrate, 460 mg sodium

Recipe courtesy of Lynne Bigwood, Northarvest Bean Growers Association
When you have an infant or toddler, having fun with your baby may seem like child’s play. But playtime actually is vital to babies’ physical, cognitive and social development. Play can be any activity that you enjoy with your child or that your child enjoys alone. These early play activities involve a lot of learning and set a foundation for later play and exercise.

Because your baby is growing and changing so quickly, the best types of play activities will be changing quickly, too. During the earliest period of life, the newborn period, infants typically don’t play at all. However, within just a few weeks, you’ll notice your baby exploring his or her own body movements, repeatedly kicking his or her legs and moving his or her arms. These repetitive movements are enjoyable for babies and are one of the earliest forms of play. Soon your baby will realize that when he or she kicks or moves his or her arms, he or she can affect things around him or her.

As your baby gets older, he or she will become more interested in playing with and learning about toys and other items in his or her world. This period of life is all about discovery, so even things that may seem mundane to you can be fascinating to your tot. This is a great time to show your baby the different uses for objects. Starting around 8 months (and often earlier), babies become fascinated by cause and effect. Your baby will love having you show him or her that things with wheels roll down ramps or that pressing a doorbell results in a sound.

Later, during toddlerhood, the social aspects of play will become more important. During this period, learning the basics of relationships, such as sharing and turn taking, becomes central. However, guiding these social play interactions is up to you because toddlers still are learning.

Parents can enjoy many activities with their infant or toddler. Here are some tips for getting the most out of playtime.

**Playtime Tips**

- **Keep it simple.** Because your baby still is learning about how the world works, some of the best activities for this age group are those that involve exploring what things do. Toys don’t need to be costly or covered in bells and whistles. A box of fabric scraps with sewn edges, plastic mirrors and stackable boxes can be just as fun and educational as expensive toys.

- **Keep it safe.** Carefully consider the toys or other items you give to your baby. Objects that disassemble or have small pieces that can break off are a dangerous choking hazard. Even stuffed animals can be hazardous for infants or toddlers if the animals have small plastic eyes or noses. Paying attention to the play environment also is important. Watch out for sharp edges and corners.
● **Play at his or her level literally.** Don’t be afraid to get down on the floor to play. Not only will you be able to see the world from your child’s perspective, the up-close eye contact will strengthen your relationship with your toddler and let him or her know that he or she is important to you.

● **Play at your level.** Make regular exercise (especially fun exercise) a part of your life and include your youngster in your activities as much as you can. Although your toddler may not be able to run a marathon, get your child involved in the activities you enjoy early. You may have to think creatively to find ways to make your favorite exercise activities fun for your toddler, but it’s worth it. When you play with your baby, you build a special relationship with your child. As your baby grows older, he or she will not only see the value and fun in exercise but will be involved in an activity that you can share together.

● **Pay attention to body language.** Infants don’t have the ability to tell you when they’ve had enough. Even toddlers whose vocabulary is rapidly expanding have a difficult time verbalizing or even recognizing when they need a break. If your infant is avoiding your eye contact or your toddler is getting cranky, take those cues as a sign that you may need to switch activities or have some rest time.

● **Focus on the fundamentals of taking turns and sharing.** Sometimes what you do isn’t as important as how you do it. Even very young infants learn about taking turns when you play with them. Try taking turns making silly faces.

● **Avoid TV or videos.** While videos can be a useful distraction if you need a few minutes to finish a task or get a breather during a stressful day, watching videos doesn’t count as play and doesn’t do much to encourage development.

Video use with infants and toddlers should be kept to a minimum. Why not try pulling out the serving-spoon drawer and letting your baby do some exploring instead?

● **Get physical.** Some of the very best activities for infants and toddlers involve nothing more than their body. Dancing, for example, is a fun way for toddlers to use up some of what seems like an endless supply of energy. At the same time, they’ll be learning about their body (heads, shoulders, knees and toes) as well as exploring and practicing movements.

● **Most importantly, keep it fun.** If both you and your baby aren’t truly having fun, change what you are doing. Sometimes figuring out what types of activities are best for you both takes awhile.
**When Are Children Ready for Organized Sports?**

Debra Habedank, M.S., Director  
Center for Child Development, NDSU

If you’ve ever watched a group of 4- or 5-year-olds playing soccer or tee ball, you’ve probably seen a player or two stray away to pick flowers, do somersaults or watch a plane pass overhead. Such behavior is typical for children of this age because they usually are not ready for organized sports.

Somewhere between the ages of 6 and 7, most children develop the mental capacity to understand rules and focus on the game for more than a few minutes. They become more capable of working together as a team and gain the maturity necessary to deal with defeat. But prior to this point in development, most young children are just not ready to play an organized sport.

Pediatricians also have concerns about sports injuries to children. Ask your child’s doctor about the risks of a specific sport and whether your child is physically ready to play.

Give some thought to your child’s emotional development as well. Children vary widely in personality and emotional maturity, and you know your child better than anyone. Involvement in organized sports before the child is developmentally ready can hurt your child’s self-esteem and self-confidence. Waiting a few years allows your child time to develop the physical, mental and emotional capacities necessary to play team sports.

Meanwhile, many activities at school and home lay the groundwork for team play. Schools frequently plan cooperative activities and projects in which children work together, such as preparing a meal, making a mural or designing a block city.

At home, parents can make a point of involving their children in tasks in which cooperation is key, even simple two-person jobs such as folding a sheet or using a dustpan. When kids hear, “Good team work, guys!” or “We finished so quickly because everyone helped!” they see the value of working together.

As a parent of a young child, ask yourself these questions before enrolling your child in organized sports:

- Will practice include a balance of structured activity and free play? The American Academy of Pediatrics recommends 15 to 20 minutes of structured activity combined with 30 minutes of free play.
- Does the coach emphasize safety, learning and fun (“Everyone plays. Everyone is a winner.”)?
- Is the coach trained in first aid and CPR?
- Will the children get plenty of water breaks to avoid dehydration, especially in hot weather?
- Do children warm up their muscles at the beginning and then cool down during practice?
- Does the coach physically show the children what to do instead of just giving verbal instructions?
- Will the coach encourage your child rather than yell (because yelling takes the fun out of the game and will not make a child learn faster or play better)?

**References:**
“Good team work, guys!”
We are planning to get a dog. We have two children in elementary school. We have a large backyard and live in a neighborhood with walking trails. How should you decide on the type of dog to adopt?

Picking an appropriate dog for your family depends a lot on the “personality” of your family.

Are you and your children “dog” people? Do you like dogs? What type of dog do you like? Are you and your children confident in handling a large dog, medium-sized dog or small dog? Do you like to go on walks? Is a dog park available?

Outwalking a medium to large dog is just about impossible for a person. The larger the dog, the more exercise it should get unless you want an overweight and understimulated dog. Dogs can cause quite a bit of wear and tear on a yard, so is a pristine yard important to you or is the companionship of a dog more important to you?

The real question is: What type of dog can you maintain control of? Veterinarians who are experts in animals and handling animals become uncomfortable when clients cannot control their dog, large or small. Well-mannered dogs are a joy to their owners and everyone around them. Ill-mannered or out-of-control dogs cause stress in relationships, animals and humans. At worst, ill-mannered dogs are dangerous.

Before getting a dog, try one on for size. Spend some time with the type of dog you are interested in having. Pay close attention to the personality of the dog. Many good dogs are available. The most important aspect of enjoying a family dog is getting one that fits the personality of your family.

Charles Stoltenow, D.V.M., Extension Veterinarian
Department of Animal Sciences, NDSU

Sports are so competitive. I’m trying to find some noncompetitive activities for my son to encourage him to be active throughout his life. Do you have any ideas?

That is a great question! Competitive activities do have benefits for some (not all) children; however, not every child enjoys competitive activities. Whether a competitive or noncompetitive activity, helping children develop, improve and refine gross motor skills, physical strength, social skills and self-esteem is important.

Teaching a lasting set of life skills and activities is more likely to influence children later in life. Some general lifelong activities include, but are not limited to, biking, hiking, kayaking, canoeing, swimming, archery, karate, running, walking, in-line skating, paintball, fishing, horseback riding, youth camps developed by fitness facilities, resistance training and group fitness classes (for example, yoga, kickboxing, aerobics, Pilates).

Another activity that is increasing in popularity is called Geocaching (pronounced: geo-cashing). According to the official Web site, Geocaching is a high-tech treasure hunting game played throughout the world by adventure seekers equipped with global positioning system devices. The basic idea is to locate hidden containers, called geocaches, outdoors and then share your experiences online. Geocaching is enjoyed by people from all age groups, with a strong sense of community and support for the environment. For more information on Geocaching, visit the official Web site, www.geocaching.com/.

Regardless of the activity, research shows that active children are more likely to be active adults; therefore, getting kids active early in life is imperative.

Kristen Hetland, Ph.D., Assistant Professor, Department of Health, Nutrition and Exercise Sciences, NDSU

My daughter gets very upset when her team loses a game. How can I help her roll with the wins and the losses?

Competition can be both good and bad, and a certain amount of maturity is required to handle it. Children who are tee ball age may not be developmentally ready to handle competitive situations. The focus at this level should be on developing skills, having fun and exhibiting good sportsmanship. Oftentimes, children still continue to focus on winning and losing.

As you try to figure out what is motivating your daughter to be so upset, take a close look at how the coaches/parents are responding to the situation. Our society is extremely achievement focused, and many parents/coaches pressure their children at early ages to win and be the best at all costs.

If adults in your daughter’s life are doing this, they may need to back off a little. Your daughter should try hard so she can feel proud of herself; but if she doesn’t win, she needs to accept the loss, learn from her mistakes and have a good attitude about trying again.

Help her learn to balance the satisfaction of playing a game with the aspiration of winning. This may take several conversations, with you pointing out examples when others are too competitive or out of line. As parents and coaches, you are responsible for communicating what is and is not an acceptable response. Modeling the behavior you expect is the most positive and productive way to change her behavior.

Joe Deutsch, Ph.D., Assistant Professor
Department of Health, Nutrition and Exercise Sciences, NDSU

Should kids perform resistance (weight) training?

Absolutely! Youth can gain many benefits from performing a properly designed and supervised resistance training program. The benefits include increased bone mineral density, increased strength, improved sports performance, weight control, enhanced self-esteem and a reduced risk of injuries.

Despite all the benefits, some people still believe youth should not be involved in resistance training. This belief usually is due to worry about the kids getting injured while resistance training. The main concern is damage to the growth plates of bones.

Although any physical activity carries some risk, the rate of injuries while resistance training is much lower than the risk from many common sports that young people participate in, such as football, hockey, basketball and soccer. In fact, resistance training leads to increased strength of not only the muscles but also the bones, ligaments and tendons, thus reducing the risk of injury during sports participation. The majority of the few injuries that occur during resistance training usually are due to improper and unsupervised resistance training, which results in improper technique, using too much weight and dropping or walking into weights.

When thinking about resistance or weight training, most people think of machines, dumbbells, barbells and weight plates. However, resistance can be provided by a youth’s own body weight. For many kids, using their own body weight, such as during push-ups and pull-ups, will provide enough resistance. If weight plates or dumbbells are being used as resistance, youth should use a weight with which they can complete six to 15 repetitions. Resistance training can be completed by youth two to three days per week on nonconsecutive days.

The youth’s maturity, interest and enthusiasm should be taken into consideration when getting a young person started with resistance training. Resistance training is a lifetime activity; therefore, it should be fun so that youth will want to continue the activity throughout their life. The benefits will lead to an improved quality of life for decades to come.

Bryan Christensen, Ph.D., Associate Professor
Department of Health, Nutrition and Exercise Sciences, NDSU
My 13-year-old daughter wants to participate in a 5K run with me. Neither of us has run more than one mile at a time. How should we prepare?

You have a number of things to consider when preparing for your first 5K. Some key questions are: Do you want to run the entire distance (as opposed to taking periodic walking breaks)? Do you want to achieve a certain time? How much time do you have to train? How long until the actual event?

The ideal length of time to prepare for a 5K is no less than 12 weeks, three to five days each week. If you can run one mile, we will use that as your starting point. Assuming that running a mile takes you about 12 minutes, you can anticipate a 5K time of 30 to 40 minutes. (Five kilometers is 3.125 miles; 12 minutes times 3.125 miles is 37.5 minutes.)

If possible, you may want to do some or all of your training at the time of day you will be running the race. Some people find that training in the evenings, then being prepared for an 8 a.m. race, is quite challenging.

For an event of this duration, special hydration needs usually are not necessary unless you live somewhere particularly hot and humid. Otherwise, drinking water before and after each training session is sufficient. You do not need to use any type of “energy” food during a training session or the race.

So, for a weekly plan, the idea is to gradually increase the total amount of time running, using one-minute walking breaks throughout. Most people will find that on the day of the race, given the excitement and adrenaline, completing the entire distance without walking will be quite possible.

A word of caution, however, is that most novice racers start out far too quickly, which can make the last mile quite a challenge. During your training sessions, make sure to run an even pace throughout, which should help on race day. A heart rate monitor, although not necessary, can be a good tool to keep you from starting too quickly. Use the monitor during all of your training runs to get a good sense of what your heart rate should be normally during a run. Then on race day, make sure not to exceed this, especially in the first mile.

Gary Liguori, Ph.D. Assistant Professor
Department of Health, Nutrition and Exercise Sciences, NDSU

Here is a weekly plan to prepare for the race:

- **Weeks one and two** - total running time: 15 minutes (three to five times each week); (run three minutes, walk one minute) x 5
- **Weeks three and four** - total running time: 20 minutes (three to five times each week); (run five minutes, walk one minute) x 4
- **Weeks five and six** - total running time: 24 minutes (three to five times each week); (run eight minutes, walk one minute) x 3
- **Weeks seven and eight** - total running time: 30 minutes (three to five times each week); (run 10 minutes, walk one minute) x 3
- **Weeks nine and 10** - total running time: 30 minutes (three to five times each week); (run 15 minutes, walk one minute) x 2
- **Weeks 11 and 12** - total running time: 40 minutes (three to five times each week); (run 20 minutes, walk one minute) x 2; no running for two days prior to race
We live next to a park with some old playground equipment. I’m wondering if it’s safe for my kids to play on. What should I look for?

This is a very good question for every parent to ask. A safety review of the playground area by an adult often can prevent a trip to the hospital emergency room.

The most important part of the playground area to evaluate is the surface under the equipment. Almost eight of every 10 playground-related injuries are caused by falls. The surface should be at least 9 to 12 inches of loose material. Wood chips, pea gravel and sand are commonly used materials. However, sand and other materials can compact and lose their energy-absorbing properties. Some playgrounds now use shredded rubber or poured soft surfaces.

The one important detail to be concerned about is the surface onto which children could fall from the equipment. The surface is designed to use shock-absorbing materials and prevent or minimize injury when a fall occurs, but children’s active play often can displace this portion of the surface area. The surface material should be redistributed to the fall areas regularly.

In addition to falls, parents should examine their child’s clothing for strings that can cause a child to become entangled on a bolt that may be too long or in a joint in the equipment.

Entrapments, impalement and tripping hazards also are potential hazards and should be reviewed. Generally, the safety of the design of the equipment improves if the equipment was purchased from and installed by a reputable contractor and has been updated.

Community residents should contact their park board or school if they are concerned about a public playground’s safety. Upgrading playground equipment and site always is a positive community activity and source of community pride.

Further information on playground safety can be found at: www.ag.ndsu.edu/pubs/yf/fitness/fn1374color.pdf.

Thomas C. Barnhart, Ph.D., Professor
Department of Health, Nutrition and Exercise Sciences, NDSU
Go lean with protein

• Choose low-fat or lean meats and poultry
• Bake it, broil it or grill it
• Vary your choices — with more fish, beans, peas, nuts and seeds


Focus on fruits

• Eat a variety of fruit
• Choose fresh, frozen, canned or dried fruit
• Go easy on fruit juices

For good health, kids need at least 60 minutes of physical activity every day; adults need at least 30 minutes a day.

For more information, go to www.mypyramid.gov.

Success is possible with dedication to training hard and eating healthy. Eating healthy will give you the energy and power to achieve your goals, so eat smart and play hard!

Heather Zander, women’s track

Eating right gives me the edge I need to succeed in the classroom and on the court! If you want to play hard and become the best you can be, start living a healthy lifestyle now and you will reap the rewards for years to come!

Abby Plucker, women’s basketball

Eating healthy is a commitment and also is that first step to competing at your highest level.

Freddy Coleman, men’s basketball

Fueling your body with the right foods provides you with the energy you need to be successful each and every day.

Cyrus Lemon, football

I definitely was able to see improvements in my training on the court and in the classroom by making smarter and healthier food choices. I had a lot more energy, and my body felt better, too! Eat smart and play hard! Go Bison!

Kelly Lopez, volleyball

In order to perform your best on and off the playing field, it is important to get the right nutrition in your diet. Eating smart will give you more energy to be game ready.

Cydney Hasselberg, women’s golf

Eat Smart, Play Hard is the slogan to live by, being a Division I collegiate athlete. Being successful on and off the field is a must when trying to be your best for yourself, your team and your school. Food is one of the most important tools to be all you can be. Eating a balanced diet of fresh fruits, vegetables and, most importantly, good carbohydrates is key to fueling you up for the competition.

Lorraine Thompson, soccer

Be active for life!
keep encouragement positive
remember to laugh
step into their shoes
notice and praise progress
show excitement
Parents Can Help Youth Develop Sportsmanship

Bradford Strand, Ph.D., Professor
Department of Health, Nutrition and Exercise Sciences, NDSU

Every year, more than 50 million children in the U.S. participate in some type of organized sport, and more than 7 million participate in interscholastic sports.

Many accept the idea that participation in organized sports provides benefits and attributes such as moral development, good citizenship, leadership skills, fewer behavior problems and improved self-image. For this reason, athletic participation is highly esteemed in the U.S., and many believe, or want to believe, that sports teaches values and fosters good character and the many good lessons learned in sports will last a lifetime. However, as athletes compete to make the team and eventually earn college scholarships, “winning at all costs” becomes commonplace and athletes display poor sportsmanship and gamesmanship during athletic contests, changing the concept of “sports builds character” to “sports builds characters.” Coaches, the news media, college and professional athletes, peers and parents all influence children and their beliefs regarding sportsmanship. Below are five actions parents should take to help their young athletes develop and display good sportsmanship.

■ Keep Encouragement Positive

All parents and guardians of children should strive to deliver a greater percentage of positive than negative remarks and comments. Some experts suggest that for every critical or corrective remark, parents should provide three or four encouraging remarks and “pats on the back.”

Many sports parents focus too much on criticism, constantly correcting their children and showing them what they believe is the “right” way to do something instead of just letting their children enjoy the thrill of playing. Teaching skills certainly is OK, but parents must remember that children learn better from positive than negative criticism. Parents also need to remember that put-downs, insults, comparisons and sarcastic remarks have no place in their interactions with their children. Words such as “loser” or “clumsy” can be devastating to young children who are learning the various aspects of playing sports.

When parents focus on positive interactions with their sports-playing children, they help their youngsters see themselves as winners, regardless of athletic skills or team standings. Parents must minimize criticism and seize every opportunity to smother their children with encouragement and positives so that when inevitable disappointments or mistakes occur in a game or practice, the children will have the self-confidence to handle them.

■ Remember to Laugh

All parents and guardians of youth league players need to make sure their sports-playing children see the lighter side of sports and not get weighted down with self-imposed pressure. Parents must try to prevent their children from placing too much pressure on themselves and help them keep their sports experience as light and humorous as they can. Parents need to remind themselves and their children that life goes on after youth sports. Parents who take the whole youth sports experience too seriously convey this seriousness to their children, which then is transferred into undue pressure on their children.
Step Into Their Shoes

All parents and guardians must remember that their children are just children, not small adults. Some parents have trouble remembering what being a child was like and get so wrapped up in the youth sports experience that they lose sight of what it is all about, which should be the children. If parents really want to make youth sports a positive experience, they must make the effort to let their children be children and remember to view youth sports through the eyes of children.

Parents also must remember that youth sports is not about winning, losing and standings, but rather it is about young children who are learning to play with other children, have fun and to take turns, and develop new skills. It is also about children learning to handle defeat, mistakes, pain, fear and disappointment, supported by understanding parents.

Notice and Praise Progress

All parents and guardians should help their children notice progress in themselves at every practice and game. When parents call attention to their children’s progress, the children themselves will begin to notice and monitor their own progress. Too many children focus on their failures, rather than their successes, and are too preoccupied with comparing themselves to other athletes who they think are “better” than they are. Parents need to concentrate on every small step of progress with their children, getting their children to do the same.

Show Excitement

All parents and guardians should be enthusiastic in their encouragement and calm in their corrections. Parents need to make a “big deal” when giving encouragement and praise for positives and progress, and they must try to be calm when correcting mistakes.

When parents remain calm and try to help their children learn from their mistakes, their children are not as likely to be afraid of making mistakes. Youngsters need to feel assured that making mistakes is OK and to view mistakes as steppingstones for growth, rather than as examples of failure.

While parents praise their children’s deeds, performances and efforts, they most importantly need to stress to their children that they are “good” kids who are “loved,” regardless of wins or losses and the presence or absence of athletic skills.

Many parents and guardians live vicariously through their children, get too wrapped up in their children’s sporting experiences and have unrealistic expectations of their children. Unfortunately, children struggle to meet those expectations, often falling short and feeling bad. Too many parents believe that if their child makes an error, it reflects on them as parents, and if their child loses, they somehow feel that they lost.

In addition, too many parents tend to get too preoccupied with standings, playoffs, tournaments, all-star teams, etc., forgetting that their children care more about playing the game than the end product. Because parents sometimes are too concerned with the end product, they take losses harder than their children.

Parents must not lose sight of what youth sports is all about and work hard to keep sports fun for their children because those are the times we all want them to remember. Sports should offer parents an opportunity to give unqualified, uncensored and absolute approval to their child just for participating in an activity.
The Family Nutrition Program (FNP) and Expanded Food and Nutrition Education Program (EFNEP) help limited-resource families stay healthy by teaching participants how to get the best nutrition for their food dollar and teaching food safety practices that keep food safe.

This material was partially funded by USDA’s Supplemental Nutrition Assistance Program. The Supplemental Nutrition Assistance Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact your county Social Services office or call (800) 755-2716.
Enjoy an Affordable, Active Family Vacation

Kara Wolfe, Ph.D., Associate Professor
Department of Apparel, Design and Hospitality Management, NDSU

Affordable and active are relative terms, so what might be affordable to one family may not be to another. While hiking five miles may be considered a vigorous activity for some family members, it could be too easy for some or too difficult for others.

Family vacations are helpful and practical activities because they can keep us mentally healthy and improve our work performance. Many studies have shown that vacations help you relax and recharge your batteries. Vacations can build stronger relationships (as in the old saying, “Families that play together stay together”) and they can provide learning opportunities (which might help us be more creative at work or help children in school).

Family vacations do not have to be elaborate, expensive or a long distance from home to be fun and memorable. Here are a few ideas to consider when planning your next getaway:

Assess your family’s interests. For instance, would you and your children be more interested in hiking, biking, horseback riding, canoeing or fishing? Or, for a winter getaway, consider snowmobiling, dog sledding, snow shoeing or skiing. If those ideas don’t appeal to your family’s interests, consider a vacation planned around indoor activities, such as bowling, ice skating and window shopping at a mall or local downtown shops.

Set a budget. How much can you afford to spend for the entire trip? Then divide that number by the approximate number of days you will be on your getaway. This will help you decide how far away you can go and the type of accommodations and activities that fit into your budget. Family interests and a budget will help you decide if you should camp at a state park for about $10/night or spend $100/night for a hotel with a water park.
Research ideas and get your kids involved.
This could include a trip to the library. Some great books, including “Dakotas Off the Beaten Path” by Robin McMacken, are available. Of course, many Web sites, such as www.familytravelguides.com, www.ndtourism.com and www.travelocity.com, can help you make vacation plans.

State tourism Web sites also can provide ideas. For example, www.exploreminnesota.com has a link, “Family Fun,” which allows you to put in your ZIP code and search for activities five to 50 miles from home. The North Dakota Tourism Web site, www.ndtourism.com/, has a link to educational activities, including paleontological digs. Your kids could be the star of the class when the teacher asks, “What did you do on your summer vacation?” and they respond with, “I studied 60 million-year-old dinosaur fossils.” A trip like this could be supplemented with a trip to the Dakota Dinosaur Museum or the North Dakota Heritage Center. You can find more ideas from the “Free things to do” list also on the Web site.

If dinosaurs aren’t your thing, this region has great state and national parks, such as the Theodore Roosevelt National Park, Lake Metigoshe State Park or Lake Itasca (which features the headwaters of the Mississippi River). If you’re looking for a treasure hunt, try Geocaching (www.geocaching.com/), which is a useful way to engage children and adult minds and keep them physically active. No matter what their interest, get the kids involved by helping plan a getaway; they will be more interested in the upcoming trip.

Here are two more suggestions:

After finalizing the destination and activities, plan for the travel. Find stops along the way to break up the drive. Stop every couple of hours so everyone can walk around and stretch. Stops can be at historic sites along the way or a chance to take family photos with Salem Sue in Salem, N.D., or the metal sculptures along the Enchanted Highway. Also, pack snacks and possibly a picnic lunch to save money. Don’t forget to pack activities, such as travel games or pencils and paper, for kids to entertain themselves in the car. Have a list of games the kids can play (such as “I Spy” or the alphabet game) to keep them focused on fun rather than on the stress of riding in the car.

Have fun! Don’t rush through an activity just to move on to the next one. Plan some down time to enjoy the company and relax.
- NOW PLAYING -

Eat Smart. Play Hard.

Thundar’s New Game Plan

Starring

THUNDAR

★★★★★

Two thumbs up!!

VOTED BEST PICTURE!

Action-packed!

Great family entertainment!

www.ndsu.edu/eatsmart

Click on “Thundar’s New Game Plan” video link
Your MyPyramid Internet Mission: What’s Your MyPyramid Plan?

1. Check with a parent first (or have a parent join you).

2. Go to www.mypyramid.gov.

3. Click on “MyPyramid Plan.”

4. Enter your age, whether you are a boy or girl, weight, height and the minutes of physical activity you get. (If you are 8 years old or younger, you will not have to enter your weight and height.)

5. Click Submit and print your plan or fill in these boxes:

   - **Grains**
     - ounces
   - **Vegetables**
     - cups
   - **Fruits**
     - cups
   - **Milk**
     - cups
   - **Meat and Beans**
     - ounces

   How are you doing? Are you eating the recommended fruits and vegetables?

6. Repeat this mission with your parent or caregiver to find his/her plan.

7. Try playing “MyPyramid Blast Off.”

For more fun nutrition games, visit www.ndsu.edu/eatsmart. Click on “For Kids.”
**MyPyramid WORD SEARCH**

Y G R A I N S D W V  
F T M T B R R O E T  
F O I Y A A B G H R  
R R X V H E E B E A  
J X U Y I T M B A M  
T W A I A T E D L S  
K L D B T A C I T T  
P E L E N S H A H A  
U E G S K L I M Q E  
S N O I T I R T U N

Can you find these words?
- ACTIVITY
- BEANS
- EAT SMART
- FRUITS
- GRAINS
- HEALTH
- MEAT
- MILK
- NUTRITION
- PLAY HARD
- VEGETABLES

Answers on page 50

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**WORD SCRAMBLE - WHOLE GRAINS**

Grab Some Grains! Unscramble the words and place the correct spelling in the boxes. Copy the letters from the numbered boxes into the boxes at the bottom of the page with the same numbers to decode the hidden message.

NRAB

PCNROPO

NRBOW ICER

LEISUM

EKAWTBHCU

HOEWL TEWAH ABDER

TEAMALO

LEWOH NIAGR YABELR

Where Are the Milk Group Foods?

There are 22 foods from the milk group hidden in this picture. Can you find them all?

**Where Are the**

**Milk Group Foods?**

**“MOOS” You Can Use**

Getting your milk group foods is as easy as breakfast, lunch, and dinner! Start your day off with a bowl of your favorite cereal with a cup of milk. Munch sticks of string cheese at lunch. For a snack, have a cup of lowfat yogurt. Yum!

**Milk It!**

Try mixing it with milk for a dairy-licious drink! Stir in your favorite flavor like chocolate or strawberry. Or, mix up lowfat milk with fat-free pudding and add your favorite fruits for an extra kick!

**DID YOU KNOW?**

Being strong isn’t just about having big muscles… you have to have strong bones, too! Two out of three kids aren’t getting the calcium they need.


FRUIT AND VEGGIE Scramble

1. Rasgpusaa ___________________
2. Lwtaremeno ___________________
3. Rytrerswbr ___________________
4. Irbcocol ___________________
5. Sgprea ___________________
6. Hpace ___________________
7. Nroc ___________________
8. Cuetelt ___________________
9. Elnipaep ___________________
10. Lecyer ___________________
11. Nnabaa ___________________
12. Doacova ___________________


FRUIT AND VEGGIE Scramble

Answers on page 50
Crack the Secret Code

Use your detective skills and the code at the right to complete the sentences below:

For each line of the quiz, pictures should spell out the answer, with spaces below for children to write in the correct word. See example below.

1. Eat more FRUITS, VEGETABLES and whole grains.
2. Eat foods lower in solid rich.
3. Get your CALCIUM-rich FOODS.
4. Be PHYSICALLY ACTIVE.

Answers: 1. Eat more FRUITS, VEGETABLES, and whole grains. 2. Eat foods lower in solid rich. 3. Get your CALCIUM-rich FOODS. 4. Be PHYSICALLY ACTIVE.

Eat a variety of foods.
A balanced diet is one that includes all the food groups. In other words, have foods from every group, every day.

Stay hydrated.
No matter what type of physical activity you do, you always should be sure to drink plenty of water before you start, during the activity and after you’re done, even if you don’t feel thirsty.

Grow a salsa garden and make your own salsa. For more information, see "From the Garden to the Table: Salsa!" at www.ag.ndsu.edu/pubs/yf/foods/fn584w.htm

Snack smart.
Snacks can help provide the food energy you need for growth and play. Have a fruit smoothie or banana rolls! See the recipes on page 24.

Did you know? Popcorn is a whole-grain snack. For a tasty, spicy snack, try mixing 4 cups of popped popcorn, 1 tablespoon of melted margarine, 1 teaspoon of chili powder and a dash of garlic powder.

Why are basketball players such messy eaters? Because they dribble.

Why did the tomato turn red?
Because he saw the salad dressing.

Why did the orange stop in the middle of the road?
Because she ran out of juice.

What happens when you tell an egg a joke? It cracks up.

What do you call tired popcorn? Pooped-corn.

Why did the cook get arrested?
Because he beat up an egg.

Make time for breakfast every day. When choosing breakfast, aim for variety. Following the MyPyramid guidelines when eating meals will give you a great assortment of healthier food options.

Did you know?
Popcorn is a whole-grain snack. For a tasty, spicy snack, try mixing 4 cups of popped popcorn, 1 tablespoon of melted margarine, 1 teaspoon of chili powder and a dash of garlic powder.

Why did the tomato turn red?
Because he saw the salad dressing.

Why did the orange stop in the middle of the road?
Because she ran out of juice.

Get the fiber bonus. Have whole fruit more often than fruit juice.

Eat a variety of foods.
A balanced diet is one that includes all the food groups. In other words, have foods from every group, every day.

Stay hydrated.
No matter what type of physical activity you do, you always should be sure to drink plenty of water before you start, during the activity and after you’re done, even if you don’t feel thirsty.

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www.ndsu.edu/eatsmart • NDSU Extension Service • 2010-2011 Edition
## Word Scramble – page 46

<table>
<thead>
<tr>
<th>NRAB</th>
<th>bran</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCNROPO</td>
<td>popcorn</td>
<td>10</td>
</tr>
<tr>
<td>NRROW ICER</td>
<td>brown rice</td>
<td>13</td>
</tr>
<tr>
<td>LEISUM</td>
<td>muesli</td>
<td>12</td>
</tr>
<tr>
<td>EKAWTBCU</td>
<td>buckwheat</td>
<td>2</td>
</tr>
<tr>
<td>HOEY] TWAY{ABER</td>
<td>whole wheat bread</td>
<td>3</td>
</tr>
<tr>
<td>TEAMALO</td>
<td>oatmeal</td>
<td>8</td>
</tr>
<tr>
<td>LEWO] NIAG] YABELR</td>
<td>whole grain barley</td>
<td>9</td>
</tr>
</tbody>
</table>

**eat whole grains**

1 2 3 4 5 6 7 8 9 10 11 12 13 14

## Where Are the Milk Group Foods? page 47

There are 22 foods from the milk group hidden in this picture. Can you find them all?

**BE A DAIRY DETECTIVE**

- Color in all the milk, cheese, and yogurt you can find.
- Score bonus points if you know what eating milk group foods everyday can do for you.

**“MOO!” YOU CAN USE**

- Getting your milk group foods is as easy as breakfast, lunch, and dinner! Start your day off with a bowl of your favorite cereal with a cup of milk. Munch sticks of string cheese at lunch. For a snack, have a cup of lowfat yogurt. Yum!

- Try mixing it with milk for a dairylicious drink! Stir in your favorite flavor like chocolate or strawberry. Or, mix up lowfat milk with fat-free pudding and add your favorite fruits for an extra kick!

- Being strong isn’t just about having big muscles...you have to have strong bones, too! Two out of three kids aren’t getting the calcium they need.

**“MOO!” YOU CAN USE**

- Visit a dairy farm. Be a dairy detective. Find out how milk is made. Meet the animals that make it. See where it goes after the farm.

**WHERE ARE THE MILK GROUP FOODS?**

- American Cheese Slice
- Cheese Cube
- String Cheese
- Milk Bottle
- Cheese Wheels
- Glass of Milk
- Yogurt cups
- Frozen Yogurt Pops
- Milk Gallon

**“MOO!” YOU CAN USE**

- Did you know?
  - Being strong isn’t just about having big muscles...you have to have strong bones, too! Two out of three kids aren’t getting the calcium they need.
  - Visit a dairy farm. Be a dairy detective. Find out how milk is made. Meet the animals that make it. See where it goes after the farm.

---

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>Make family time an active time. Go for a family walk</td>
</tr>
<tr>
<td>Monday</td>
<td>Eat an orange fruit or vegetable</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Walk up and down a flight of stairs three times</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Make a smoothie with lowfat or fat-free milk or yogurt and fruit</td>
</tr>
<tr>
<td>Thursday</td>
<td>Try to balance on one foot</td>
</tr>
<tr>
<td>Friday</td>
<td>Eat a dark green vegetable</td>
</tr>
<tr>
<td>Saturday</td>
<td>Eat breakfast together as a family</td>
</tr>
<tr>
<td></td>
<td>Cook something together</td>
</tr>
<tr>
<td></td>
<td>Play outside</td>
</tr>
<tr>
<td></td>
<td>Eat a raw fruit or vegetable</td>
</tr>
<tr>
<td></td>
<td>Read the food label of two cereal boxes and compare</td>
</tr>
<tr>
<td></td>
<td>Keep track of the number of foods you eat from MyPyramid</td>
</tr>
</tbody>
</table>

Food and Activity Calendar

Option: Use stickers for each activity completed. One color for adults, a different color for a child.

Eat Smart.
Play Hard.
Together

MyPyramid.gov
www.ndsu.edu/eatsmart