Eat Smart. Play Hard. TOGETHER
2016-2017 Edition

Make meals FUN
Tame a Snack Attack!

KIDS AND sports
Stay active as a family
Try our recipes!

FREE Activities for Kids

www.ndsu.edu/eatsmart

NDSU EXTENSION SERVICE
Time flies! More than a decade has passed since I approached the former Bison athletic director with a “wild idea” at church one Sunday about involving Bison athletes in nutrition and fitness outreach. Fortunately, he liked the idea. In collaboration with Troy Goergen, senior associate athletic director, “Eat Smart. Play Hard. Together” was launched in 2005. A popular poster featuring NDSU Bison student athletes led to billboards, contests, videos and visits from athletes to local schools.

“Eat Smart. Play Hard. Together” has become the slogan for our statewide educational program that local Extension offices offer for children and parents. We reach thousands of children and families every year with nutrition and fitness education.

You may have heard a North Dakota child talking about participating in “On the Move to Better Health” or “Banking on Strong Bones.” More than 25,000 elementary-age children throughout North Dakota have been part of those two classroom programs.

This is our fifth issue of a magazine, which wouldn’t be possible without a lot of help from many sources. Thank you to my colleagues at NDSU for sharing their expertise in the articles in this issue. You will find everything from kitchen design ideas to ways to disconnect children from technology and get more exercise. Check out the ideas to make more family meals a reality, and see if you have a green thumb by trying the gardening tips. We also have some tasty recipes to try!

We thank our sponsors for providing ongoing support, and we thank you for picking up a copy of this magazine. We hope you enjoy it!

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

2015-2016 Sponsors
We acknowledge the support of our sponsors to help us implement statewide nutrition education programs for children.

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Click on “Magazine survey 2016.” Enter “eatsmart” as the password.
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Do you want your family to eat more healthfully, but money and time are tight?

The Family Nutrition Program (FNP) and Expanded Food and Nutrition Education Program (EFNEP) can teach you about feeding yourself and your children in healthful, low-cost and delicious ways.

EFNEP and FNP educators across the state offer fun, interactive programs about nutrition, meal planning, food safety and stretching your food dollar.

Contact your local NDSU Extension Service office to find out about programs in your area and if you are eligible for our free classes.

Learn more at www.ag.ndsu.edu/foodwise.

Vary your veggies.

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

ChooseMyPlate.gov

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"I remember when the whistle blew in our town at 6 p.m. If you weren’t washed up and at the table by then, there would be trouble! Our mother always made meat, potatoes, a vegetable and bread. We loved having company because only then would she make dessert."
– grandmother to seven children

“We have a full schedule: three kids in activities most nights and traveling for sports or music on the weekends. We’re lucky to have two meals a week all together.”
– father of three children

“If meals were more fun, I would show up more often to eat with the family.”
– high school junior

“IF MEALS WERE MORE FUN”

Sean Brotherson, Ph.D., Professor and Extension Family Science Specialist and Kim Bushaw, M.S., Extension Family Science Specialist, Department of Human Development and Family Sciences, NDSU
Careful planning is one part of the solution to match schedules and meals. Breakfast is a meal. If work or activities are keeping everyone from the dinner table in the evening, make breakfast your shared meal of the day. Provide nutritious and delicious food options and sparkling conversation to start everyone’s day in a positive way. Recite a fun fact, ask a playful question or play soft background music. Planning ahead includes making sure everyone goes to bed early enough to make it for the most important meal of the day.

Some families are starting their dinner hour with a brisk family walk to “let off steam” from their day and show their kids a new kind of “happy hour” – exercise! Next, everyone tall enough to see over the counter helps with meal prep. Again, a good dose of planning is needed to have helpers in the kitchen. Healthy appetizers of raw fruit, vegetables, cheese and nuts can be offered to give everyone time to assemble at home for the dinner meal.

Involving everyone in your household in some creative thinking around your family’s weekly schedule. Perhaps Mondays, Wednesdays and Saturdays are shared breakfast days and Tuesdays, Thursdays, Fridays and Sundays are shared dinner meals. Children also can help in the menu planning and division of tasks. Write down what you collectively decide about schedules and menus and post them in the kitchen each week. If family meals aren’t fun at your house, find out why. Conversation always should be pleasant in the kitchen and at the table to encourage a good turnout at every meal.

Family meals offer a cornucopia of good outcomes for family members, but how can we make it happen? Here are a few key ideas:

- Shared mealtimes with family members seem to be going the way of the dinosaur for many American households. Children’s extracurricular schedules, parents working all hours, the intrusion of technology on mealtimes—all of these and other obstacles seem to interfere with shared family meals. At times, wrangling shared meals back into the family schedule almost seems an impossible task, yet clever parents are bringing back the family table.

When parents read the research and realize that children who regularly eat meals with their families earn higher grades in school, have larger vocabularies and better communication skills, and make more nutritious food choices, who wouldn’t make time for all those benefits? Additionally, children who eat family meals are less likely to be depressed, have an eating disorder or engage in other types of risky behaviors.
Buying Athletic Shoes for Children

Linda Manikowske, Ph.D., Associate Professor
Department of Apparel, Design and Hospitality Management, NDSU
Is buying expensive, brand-name athletic shoes necessary for children to participate in sports activities?

Selecting the right athletic footwear for children under 12 isn’t always easy. You have many points to consider, not the least of which is your budget. Children outgrow their shoes quickly at this age and fit is very important. Shoes that don’t fit properly can cause pain and discomfort that can affect athletic performance, and cause injuries and foot problems that can persist throughout life.

Shoes are available for different types of sports, such as running, soccer and basketball, but consider what the child will be doing the most. Materials are important, too. Leather, suede or canvas are more breathable than synthetic materials. However, new developments in materials are allowing shoes to be very lightweight while still providing good support and breathability.

Here are some tips for a successful shopping experience:

- Choose a store where a professional can measure your child’s foot.
- Shop at the end of the day or after a sporting event, when your child’s feet are at their largest.
- When fitting, be sure your child is wearing the specific socks he or she will wear with the shoes.
- Check for fit in the heel area because slipping causes blisters.
- Allow for time to walk around the store, and expect the shoes to be comfortable right away.
- After the shoes are removed, check for any areas of redness or irritation on the child’s feet.
- Communicate with the child about how the shoes feel, remembering that young children may not be able to tell you details, only that their feet hurt.
Candy, cookies, chips and cake are among the snacks kids choose most frequently, according to a U.S. Department of Agriculture survey.

Calories can add up quickly from some snacks and beverages. For example, one can of soda pop has up to 170 calories, and a candy bar has about 250 calories. Neither option is rich in nutrients to support the needs of growing kids.

Snack time is the perfect opportunity to fill some “nutrition gaps” with well-chosen snacks. Consider providing more fruits and vegetables as snacks. Getting kids to eat fruits and vegetables can be challenging sometimes, so make snack time fun. For example, try serving veggies with low-fat dip or providing a variety of cut-up fruits and veggies and letting your kids create kabobs. If your kids are preschoolers, you may need to help them.

Don’t be surprised if you are attempting to get your child to try a new fruit, vegetable or other nutritious food and he or she doesn’t like it. You may need to offer your child a new food 10 to 15 times before he or she will eat it, according to nutrition researchers.

Invite kids into the kitchen to help you. They’re more likely to eat foods they’ve had a hand in preparing. They’ll also learn what portion sizes look like and be better able to make smart food choices.

Keep safety in mind, too. Remind children to wash their hands before preparing a snack and before eating. Children under age 5 are at risk of choking on food or other objects, so always supervise young children while they are eating. Also remind them to chew food thoroughly, take small bites and eat slowly.

**Try These Tips:**
- Plan snacks with your child so you buy nutritious foods he or she likes and will eat.
- Involve your child in grocery shopping by letting him or her pick out one new fruit, vegetable or other nutritious food each time you shop.
- Keep baggies of cut-up fruits and veggies in the fridge for a grab-and-go snack.
- Prepare snacks the night before so they are ready when you need them.
Here are some ideas for creative snacks for kids, but adults might enjoy them, too. You can find more information at www.choosemyplate.gov and many more kid-friendly recipes at www.ndsu.edu/eatsmart.

- **Smoothie creations:** Blend fat-free or low-fat yogurt or milk with fruit pieces and crushed ice. Use fresh, frozen and/or canned fruits. Try bananas, berries, peaches and/or pineapple. If you use frozen fruit, you won’t need ice.

- **Delicious dippers:** Whip up a quick veggie dip with low-fat or fat-free plain yogurt with herbs or garlic. Serve with raw veggies such as broccoli, carrots, peppers and cauliflower.

- **Caterpillar kabobs:** Assemble chunks of melons, apples, oranges and pears on skewers. Alternatively, use vegetables such as zucchini, cucumber, squash, sweet peppers or tomatoes.

- **Personalized pizzas:** Use whole-wheat English muffins, bagels or pita bread as the crust. Top with tomato sauce or pizza sauce, shredded cheese and your favorite veggie toppings.

- **Fruity peanut butterfly:** Start with carrot sticks or celery for the body. Attach wings made of thinly sliced apples with peanut butter and decorate with halved grapes or dried fruit.

- **Frosty fruits:** Put fresh fruits such as melon chunks in the freezer. Make popsicles by inserting sticks into peeled bananas and freezing.

- **Bugs on a log:** Use celery, cucumber or carrot sticks as the log and add peanut butter. Top with dried fruit such as raisins or cranberries.

- **Homemade trail mix:** Use your favorite whole-grain cereal plus nuts and dried fruits, such as unsalted peanuts, cashews, walnuts or sunflower seeds mixed with dried apples, pineapple, cherries, apricots or raisins.
The Multipurpose Kitchen

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Providing a kitchen design that supports the many activities of a busy family provides a much-needed location for families to come together and reconnect at the end of a long day.
Families are busier than ever, and finding time to fit everything into an already packed family schedule can be tricky at times.

More often than not, families are negotiating a schedule full of after-school activities, homework and meal preparation, so homes are being designed to be better-equipped to support this new family lifestyle.

One specific location in the home that truly has evolved is the kitchen. Designing your family kitchen to be a multipurpose space has the potential to make the kitchen the “hub” of your home and a place to come together as a family.

Here are some ways to do that:

- **The kitchen island** – The increased use of islands in residential kitchens is an excellent example of how furniture placement or built-in cabinetry can contribute to a multipurpose design solution. Designing for more than one activity can lead to a space that adapts and morphs to the needs of the users at any given time.

  An effective kitchen island can come in many forms. Determining the many activities that might happen at a kitchen island is the first step to designing an island that will function well for your family. Parents often are preparing meals and assisting with homework simultaneously. Providing an island that allows a child to work on homework closer to where the parent is during meal preparation or cleanup lowers stress levels and provides an opportunity for more impromptu conversations beyond homework.

  Islands can be designed to have more accessible seating solutions for older individuals and smaller children, such as banquette seating connected to the backside of an island with a table, an attached table that is a standard table height with chairs, or a lower counter height instead of the higher, more typical counter height.

- **Family organization stations** – The key to managing extracurricular activities, social and work events, and homework is to have a dedicated space for organization. The kitchen is an ideal location for an organization station. Having a family calendar, places to post RSVPs or invitations to upcoming events, hooks for coats and a charging station for electronic devices in the kitchen allows for easy access at the start and end of every day.

  Cubbies or slots can be used for a variety of organizational needs, including homework to be completed, backpacks, mail and bills. A family organization station can be as simple as one cabinet dedicated to the family calendar or as complex as an entire wall of built-in cabinetry fully equipped with everything from storage cubbies to benches. The incorporation of an organization station allows children to gain an understanding of the benefits of being organized and responsible individuals.

- **Incorporating technology** – We can’t discuss a multipurpose kitchen without including ways to incorporate technology into the space. Small modifications to a kitchen can make it more user friendly for the technologically advanced family. Rails mounted directly under wall cabinets have the potential to include stands for portable media players (iPods), cellphones or charging stations.

- **Small sitting areas and adjacent family rooms** – These spaces might include more comfortable lounge furniture, desk(s) for studying or even a television. Family rooms often are considered to be separate rooms; however, proximity to the kitchen blurs the lines between where one room begins and the other ends.

  Having a comfortable, dedicated space for the family included in the kitchen design, that is, a small nook with two larger lounge chairs or an area placed by a window, allows for intimate family conversations to happen between a couple of members of the family and for families to be close but still have the necessary space to work or relax.
Should My Child Specialize in One Sport?

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

Many parents and guardians question whether their child or children should specialize in one sport (sport specialization) or participate in multiple sports (sports diversification). This is an important question and has great impact on families and family dynamics.

Today’s World of Youth Sports

In today’s world of youth sports, the pressure to be an elite player in a particular sport is enticing, and many young athletes are beginning to focus on only one sport at a young age in hopes of future success (for example, college scholarships). In fact, many parents are forcing their children to specialize at a young age. Gone are the times of just “playing in the backyard.”

Today, young athletes often go from organized play to individual training sessions to travel leagues to the school for practice and back to some form of league play. The repetitive amount of psychological and physical stress on the athletes often results in injury, burnout and outright quitting the sport.

Concerns About Sport Specialization

Overuse injuries as a result of overtraining account for 50 percent of all injuries in middle and high school athletes. Psychological problems that occur during specialization include loss of interest, decreased focus and elevated depression caused by the stress that comes with the day-to-day commitment. Sport specialization requires year-round dedication with a huge time commitment to that one sport.

Sport psychologists have determined that a lack of fun and enjoyment is the No. 1 reason why most youth leave organized sport. The time demand of sport specialization requires more and more practice and games, with less and less time for family, friends and freedom outside of sports. Playing the same sport every day for long periods of time, no matter how much one loves it, is a recipe for mental fatigue and burnout.

Future Success

Many parents and players believe that early sport specialization leads to a college athletic scholarship. In reality, many college coaches prefer to recruit multisport athletes. One reason why multisport athletes are successful is the variety of experiences they have been exposed to in all the various athletic events in which they participated. The different types of equipment, skills, rules and approaches of each game make each sport uniquely fun in developing better, all-around athletes.

In fairness, however, one must consider the amount of time spent (training volume) in sport specialization or sport diversification. An athlete playing one sport might practice two hours a day, while an athlete playing two sports in a season might practice up to four hours a day. In this case, arguing that sport diversification is any better than sport specialization in terms of time spent in training is difficult, and, in fact, it actually might be worse.
In our society, we constantly are bombarded with messages telling us to try this diet, lose weight, don’t eat that food, be skinnier, be healthier, etc. Our children are exposed to many of the same messages we are.

Thus, parents need to be aware of their own attitudes and behaviors, as well as how to talk healthfully about their bodies. As a parent, what you do can affect how your children think and feel about their bodies. Here are some helpful tips on how to communicate nonverbally and verbally with your children.

**Approach and Moderate**

Many diets encourage you to lose weight by limiting your intake of “bad” foods. This leads to a behavior called avoidance. Instead, think about eating food in a healthful way, or what is called “approach.” If you approach healthful foods, instead of avoiding unhealthful foods, you are more likely to develop healthful overall eating habits.

One example of an “approach” strategy is to try to incorporate more fruits and vegetables into your meals. But remember to listen to your body. Entirely avoiding certain foods, even those such as chocolate, is not a good idea.

Avoiding certain foods, especially ones that you are craving, actually leads to eating more of that food later than you would have originally. You can let yourself have the occasional treat; moderation is key to a well-balanced, healthful lifestyle.

The good news is, not only will this behavior make you healthier, but it will help your child have healthier behaviors toward food, too. Children tend to model the actions of their parents. When you focus on eating healthful foods, your child is more likely to do the same.
Be Kind to Yourself and Others

Never make comments about other people’s weight, whether teasing or not. Any teasing about weight is bad because it gives unnecessary and often negative attention to an individual’s body.

Similarly, do not engage in “fat talk” about your own body. Fat talk is when you make negative comments to others about your body, such as, “I look fat in these jeans” or “I am so fat.” When you make comments such as these, whether directly to your children or not, children hear them, think about them and often later engage in similar commentary with their friends. Be careful what you say to your partner, friends or other family members – children hear everything!

Therefore, engaging in positive talk about yourself is essential. If you find that refraining from commenting about your body is hard to do, focus on what your body can do, not what it can’t.

For example, you could be a very fast runner, which means your legs are very strong and help you run fast. Positive talk such as this will help you love your body and all of the wonderful things it allows you to do. If you love your body, you can help your child love his/her body, too.

Discuss, Discuss, Discuss!

As a parent, you can do only so much to prevent your child from being exposed to conversations about weight and dieting, and images of thinness and muscularity. So one way to take a hands-on approach is to use any of the experiences your child has as an opportunity for you to talk to him/her. The media, in particular, provide a great opportunity for discussion.

In the media, individuals often are presented in an unrealistic way. For example, girls and women are portrayed as extremely thin, and boys and men are shown as being extremely muscular. These portrayals are called the “thin ideal” and the “muscular ideal” because they serve as indicators of how we are “supposed” to look.

In reality, these images are completely unrealistic and unattainable. For example, in magazines, the photos of nearly all models are altered electronically, meaning that computers are being used to make certain body parts, such as the stomach, arms and legs, smaller or a different shape.

What is important is to realize that although the images presented in the media are unrealistic, children can and do make comparisons with models and movie stars. When children are unable to look like the images they see, their feelings about their own bodies and themselves in general can be affected negatively. Thus, talk to your child about what he/she sees and encourage him/her to understand that the images seen are not realistic and are not healthy.
Parents often are challenged by today’s “digital natives” (children who have grown up using technology such as computers and mobile devices) and their numerous opportunities to be “plugged in.”

A survey of 2,600 children by the Common Sense Media Group found that tweens (ages 8 to 12) spend an average of 4½ hours a day with screen-based media, while teens (ages 13 to 18) report more than 6½ hours a day. Parents should employ purposeful screen use, modeling and boundary strategies to develop tech-savvy children with healthy habits.

While screen time is associated with increased obesity and decreased sleep in children, what may be more important is to examine screen use. Why are your children using technology devices? Are the devices used for education? Entertainment? Socializing? Why are we allowing or encouraging device access? Are we using devices as baby sitters or to pacify a fussy child?

Purposeful screen use may yield benefits if it requires two-way interaction between the child and the device, resulting in increased brain activity. Oftentimes, devices such as televisions are centered on one-way communication in which the child is a passive recipient of content. Parents need to critically examine the content and how their children engage with it prior to its use. Numerous “educational” apps are available to download, but many lack purposeful interaction.

Modeling is very powerful. As you fully engage in face-to-face conversations, rather than texting, you teach your child appropriate device use and etiquette. Other adults in your child’s life also should model appropriate practices. For example, schools that make use of active indoor recess kits during inclement weather show that technology devices do not need to be the default option during free time.

One way parents can develop healthy habits is to establish technology boundaries by designating tech-free zones in the home (such as bedrooms and the dinner table) and implementing time limits for recreational device use.

Bob, the screen time manager for televisions, allows parents to create personalized limits for each child. The Lockwork app for Android smartphones can limit internet use while maintaining the phone’s calling functions. Parental controls on PC and Apple computers also are available to limit recreational time.

Children will need technology skills to succeed in the 21st century. However, remember that they also need other skills, such as interpersonal skills and creativity, to be successful. Parents play a crucial role in the development of both.
Balancing 21st Century Skills and Healthy Habits

Jenny Linker, Ph.D., Assistant Professor, Department of Health, Nutrition and Exercise Sciences, NDSU
Breast-feeding
**Questions Answered**

Elizabeth Hilliard, M.S., R.D., Assistant Professor of Practice  
Department of Health, Nutrition and Exercise Sciences, NDSU

**Why should I consider breast-feeding my baby?**  
Breast milk, or human milk, is made by your body to meet the needs of your baby. Your body will put just the right type and amount of calories, protein, fat, vitamins and minerals into your breast milk. You can think of it as custom baby milk.

**Will breast-feeding help keep my baby healthy?**  
Yes! Breast milk has proteins called immunoglobulins that help your baby get sick less often. Babies who are breast-fed tend to have fewer incidents of ear infections, diarrhea, pneumonia, wheezing, bronchitis, meningitis, and other bacterial and viral infections. Breast-fed babies are also less likely to die from Sudden Infant Death Syndrome. Breast-feeding may help babies grow into healthy adults. It also may help prevent adult obesity, diabetes, asthma, eczema, colitis and some types of cancer.

**Will breast-feeding help keep me healthy?**  
Yes! Breast-feeding will help your uterus return to its normal size after the baby is born. Breast-feeding may help you lose your pregnancy weight, too. If you had difficulty with low iron in your blood during pregnancy, breast-feeding may help your body build iron stores by delaying the return of your period. Breast-feeding may have some long-term benefits as well. It may protect you from developing ovarian and breast cancer, and having bone fractures later in life.

**What food should I eat while breast-feeding?**  
You can eat the same foods you ate while you were pregnant. A healthful, balanced diet including lots of fruits and vegetables, whole grains, at least three servings of low-fat dairy per day and lean meats will help your body make breast milk. You also should drink about 12 cups of water per day so your body has enough water to make milk. You likely will be more hungry and thirsty, so if you listen to your body, you should have no trouble getting what you need. You even can have a cup of coffee or an occasional soft drink, too. However, if you notice your baby is fussy or not sleeping well, you might want to change to a decaffeinated variety.

**Does my baby need any other foods or drinks besides breast milk?**  
For the first six months, breast milk is the only food or drink your baby needs. At 6 months of age, breast milk still should be the main food in your baby’s diet, but you can add infant cereal and other simple baby foods. You can start giving a few ounces of water at 6 months, too. Between 6 and 12 months, your baby should take breast milk, along with other baby foods and finger foods. At 12 months (one year), babies can start drinking whole cow’s milk. However, breast-feeding can continue and still will provide health benefits past 12 months. The American Academy of Pediatrics encourages breast-feeding for 12 months and beyond if it suits mother and baby.
Be Sun Savvy

- Limit sun exposure between 10 a.m. and 4 p.m.
- Wear hats, shirts and other protective clothing.
- Apply sunscreen before going outside. Reapply every two hours.

Visit www.ag.ndsu.edu/food and click on the food preservation tab to learn more.

Here’s How to Preserve Just About Any Kind of Food

Get your calcium-rich foods.

- Go low-fat or fat-free
- If you don’t or can’t consume milk, choose lactose-free products or other calcium sources

Visit www.ag.ndsu.edu/food and click on the food preservation tab to learn more.
Wash Your Hands!
Protect Your Family From Germs!

Wash your hands for at least 20 seconds before you begin preparing food and after any activity that could contaminate your hands.

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**Safe Cooking Temperatures**
as measured with a food thermometer

<table>
<thead>
<tr>
<th>Internal Temperature</th>
<th>Ground Meat and Meat Mixtures</th>
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<tbody>
<tr>
<td></td>
<td>Beef, veal, lamb, pork</td>
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<tr>
<td></td>
<td>Chicken, turkey</td>
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<td>160 F</td>
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<table>
<thead>
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<th>Fresh Beef, Veal, Lamb</th>
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<tr>
<td>- medium-rare</td>
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<tr>
<td>- medium</td>
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<td>- well-done</td>
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<tr>
<td>145 F*</td>
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<td>160 F</td>
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<td>170 F</td>
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<table>
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<tr>
<td>160 F</td>
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<td>170 F</td>
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</tbody>
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| Ham |
| Fresh (raw) |
| Precooked (to reheat) |
| 160 F |
| 140 F |

| Poultry |
| 165 F |

| Eggs and Egg Dishes |
| Eggs |
| Egg dishes |

Cook until yolk and white are firm
| 160 F |

| Seafood |
| Fin fish |
| 145 F |
| or flesh is opaque and separates easily with fork |
| 160 F |

| Shrimp, lobster and crabs |
| Flesh pearly and opaque |
| 160 F |

| Clams, oysters and mussels |
| Shells open during cooking |
| Milky white or opaque and firm |

| Scallops |
| 165 F |

| Leftovers and casseroles |
| 165 F |

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**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>
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<tbody>
<tr>
<td>½ baseball</td>
<td>½ cup of mashed potatoes</td>
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<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>checkbook</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>

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Source: U.S. Department of Agriculture
Whole-wheat Mini Pumpkin Muffins

1¾ c. whole-wheat flour
1 tsp. baking powder
1 tsp. baking soda
½ tsp. salt
1 tsp. cinnamon
1 tsp. pumpkin pie spice
2 large eggs, room temperature
½ c. brown sugar, lightly packed
1 c. pumpkin puree
½ c. unsalted butter, melted
1 tsp. vanilla extract
½ c. milk
½ c. mini chocolate chips

Preheat oven to 350 F. Grease muffin tins; set aside. In a large bowl, whisk the flour, baking powder, baking soda, salt, cinnamon and pumpkin pie spice together; set aside. In another large bowl, whisk eggs, brown sugar, pumpkin, melted butter, vanilla and milk together until combined. Gradually add the dry ingredients to the wet ingredients. Stir to combine. Fold in mini chocolate chips. Fill muffin cups three-fourths full. Bake for 12 to 14 minutes or until a toothpick inserted in the center comes out clean. Cool slightly and serve.

Makes 36 servings. Each serving has 60 calories, 3 g fat, 1 g protein, 9 g carbohydrate, 1 g fiber and 90 mg sodium.

Fiesta Taco Pizza

1 lb. lean ground beef
2 Tbsp. taco seasoning
1 (10-oz.) can refrigerated pizza dough
1 (16-oz.) can fat-free refried beans
2 c. cheddar cheese, shredded
2 Roma tomatoes, chopped
¼ c. black olives, sliced
4 green onions, chopped

Preheat oven to 375 F. Brown ground beef and add taco seasoning. Drain grease. Unroll pizza dough on ungreased cookie sheet. Spread dough over the bottom of pan and up the sides. Bake dough for eight to 10 minutes or until lightly golden brown. Remove from oven. Microwave refried beans in a microwave-safe bowl for one minute. Spread over the crust. Top with the ground beef mixture. Sprinkle with cheese and then top with tomatoes, black olives and green onions. Return pizza to the oven and bake for five to seven minutes or until cheese is melted.

Makes 12 servings. Each serving has 250 calories, 8 g fat, 21 g protein, 23 g carbohydrate, 4 g fiber and 560 mg sodium.
Orange Dream Creamsicles

½ c. vanilla soy milk (or regular milk)
¼ c. frozen orange juice concentrate

In a blender, blend soy milk and orange juice concentrate together. Place in Popsicle molds and freeze.

Makes four servings. Each serving has 45 calories, 0.5 g fat, 1 g protein, 9 g carbohydrate, 0 g fiber and 15 mg sodium.

Potato Hedgehogs

4 medium russet potatoes
2 Tbsp. canola oil
1 Tbsp. ranch seasoning
Handful raisins

Preheat oven to 425 F. Wash and dry potatoes. Leaving one-fourth of the potato uncut (to form the head), use a knife to make cuts lengthwise along the potato about two-thirds of the way deep. Turn potato and make cuts two-thirds of the way deep. You should have a checkerboard pattern. Repeat process with remaining potatoes. Mix oil and seasoning in a bowl. Brush each potato with the oil mixture. Bake for 45 minutes or until potatoes are tender. The cuts should separate slightly to form the hedgehog’s prickles. Allow to cool for a few minutes. Using a small knife, cut two crosses on the head portion for eyes. Put the raisins into each cross. Serve immediately.

Makes four servings. Each serving has 250 calories, 7 g fat, 5 g protein, 43 g carbohydrate, 4 g fiber and 15 mg sodium.

Vanilla Yogurt Berry Grahams

4 graham cracker sheets
½ c. vanilla yogurt
1 c. strawberries, sliced
½ c. blueberries

Break graham cracker sheets in half. On each half, top with 1 tablespoon yogurt, strawberry slices and blueberries. Serve immediately.

Makes four servings. Each serving has 45 calories, 0.5 g fat, 2 g protein, 9 g carbohydrate, 1 g fiber and 35 mg sodium.
Waffle Bowl Parfait

10 waffle bowls
3 c. strawberries, sliced
2 c. grapes, sliced in half
2 c. blueberries
1 (16-oz.) container nonfat vanilla Greek yogurt
3 Tbsp. + 1 tsp. melted chocolate chips

Prepare fruit as directed, then mix the grapes and blueberries gently in a bowl. Pour 1 teaspoon melted chocolate on the bottom of each bowl, let cool. Cover the chocolate bottom with sliced strawberries. Place ½ c. yogurt over strawberries. Top the yogurt with about ½ c. mixed fruit. Chill in the freezer for half an hour or serve right away.

Makes 10 servings. Each one-bowl serving has 170 calories, 2.5 grams (g) fat, 5 g protein, 33 g carbohydrate, 3 g fiber and 30 milligrams sodium.

Veggie Hummus Cups

1 (14.5-oz.) can chickpeas, drained and rinsed
4 Tbsp. tahini
¼ c. lemon juice
3 cloves garlic
1 tsp. salt
Vegetables of choice (peppers, carrots, celery, etc.)

Puree peas in blender or food processor. Add remaining ingredients except for vegetables and blend until smooth. The final product should be thick and smooth. Serve with colorful vegetables.

Makes 12 servings. Each serving of hummus has 70 calories, 3 g fat, 3 g protein, 8 g carbohydrate, 2 g fiber and 200 milligrams sodium.

Here’s a way to add some nutrition to a birthday party treat!

Chocolate Zucchini Cupcakes

¾ c. brown sugar
¼ c. vegetable oil
2 eggs
1 ¼ c. nonfat or low-fat milk
2 tsp. vanilla extract
2 c. whole-wheat flour
½ c. unsweetened cocoa powder
4 tsp. baking powder
¼ tsp. salt
1 c. zucchini, pureed
1 c. semisweet chocolate chips
Frosting of your choice, optional

Preheat oven to 375 F. Place cupcake cups in muffin tin and set aside. In a large bowl, whisk sugar, oil, eggs, milk and vanilla. In a separate medium bowl, combine flour, cocoa, baking powder and salt. Fold this mixture into liquid mixture. Then fold in zucchini and chocolate chips. Pour batter evenly throughout cupcake cups, each about half full. Bake for about 30 minutes. To test readiness, poke one cupcake in the center with a toothpick. If it comes out of the batter clean, the cupcakes should be ready. Let cool for 10 minutes on cooling rack and top with your favorite frosting and sprinkles as desired. Serve within one to two days for freshness.

Makes about 30 servings. Each cupcake has 110 calories, 4.5 g fat, 3 g protein, 18 g carbohydrate, 2 g fiber and 105 milligrams sodium.
The latest dietary recommendations seem to be easing off on “low-fat” foods and now they’re more about using healthy fats in moderation. What are some changes that I can make to eat more heart healthy?

Yes, this is correct. The U.S. Department of Agriculture’s Dietary Guidelines for Americans and American Heart Association guidelines agree that healthy fats should be part of a balanced diet. However, if used in excess, sources of saturated fat should be replaced primarily with unsaturated fat, particularly polyunsaturated fatty acids.

Meanwhile, trans fat should be avoided because trans fat is suspected of raising LDL (the “bad”) cholesterol and lower HDL (the “good”) cholesterol.

In layman terms, eat more liquid type oily fats such as oily salad dressing, fatty fish, muffins made with canola oil, entrees and side dishes prepared with oil, and nut butter sandwiches on whole-grain bread, and enjoy a handful of nuts such as pecans, walnuts, filberts and pistachios as part of a balanced diet.

Avoid any “fat free” processed food that contains hydrogenated vegetable oil (trans fat) as an ingredient (you must read the ingredient declaration on the label to decipher the nutrition facts). Limit animal-based foods that contain higher amounts of saturated fat such as cheese, especially processed cheese, fatty meats, butter, poultry skin and butter-based baked items.

“Low fat” or “fat free” salad dressing often are loaded with sugar, sodium and other added ingredients, so read the label. Make traditional recipes more healthful by using “better” fat sources in place of saturated fat sources. One example is substituting fresh avocado for half of the yolks in deviled eggs. It’s great for St. Patrick’s Day!

Sherri N. Stastny, Ph.D., R.D., C.S.S.D., L.R.D., Associate Professor, Health, Nutrition and Exercise Sciences, NDSU
My kids don’t eat enough vegetables. I have heard that gardening can help, so I would like to get my child involved in gardening. Are there any programs in North Dakota that teach kids about gardening?”

Children who grow their own food are more likely to eat vegetables. They also develop healthful eating habits that they’ll follow throughout their lives.

The NDSU Extension Service offers the Junior Master Gardener Program. It provides grants and educational materials for youth groups interested in starting a gardening project. Possibilities include establishing a school garden, arboretum or conservation planting; building raised garden beds for senior citizens; growing vegetables and donating them to local food pantries; constructing memorials to honor fallen soldiers; and doing beautification projects at schools and parks or along streets.

The grants can be used to buy gardening supplies, such as hand tools, soil, seed, plants and containers, as well as Junior Master Gardener or other gardening books and other educational supplies.

Visit www.ag.ndsu.edu/jrmastergardener for more information.

Todd Weinmann, M.S., Extension Agent,
NDSU Extension Service, Cass County

My kids are in several sports, so we spend a lot of time sitting and watching them at games. Do you have ideas to help us stay active as a family so my wife and I also stay in shape?

Staying active as a family is very important, and it can help turn physically active children into physically active adults.

One of the easiest ways to stay active as a family is to ride a bicycle or go for a walk. Whether it is to a game (such as baseball) or to the neighborhood park, families can ride or walk together and enjoy the weather while getting their exercise.

While at the park, families can engage in many enjoyable activities such as swinging on the swings or tossing a football back and forth in an open-grass area. Other more structured lifelong outdoor activities that can involve miles of exciting exercise include golfing and snowshoeing.

Did you know that playing the average nine-hole golf course involves four miles of walking? While a four-mile family walk may seem daunting, a family trip to the nine-hole golf course may be a lot of fun.

In a colder climate such as we have, parents often look for ideas to keep their children active during the winter months. You could take your family to the local family-friendly fitness facility for everything from an indoor playground to swimming or just shooting baskets.

You also can dress warmly and get adventurous by taking the family sledding, ice skating or cross-country skiing.

Exercise doesn’t always have to involve hard work, either. In fact, simply building a snowman is a great way for families to exercise together.

These are all fun family activities that require minimal equipment, get families the exercise they need and, just as importantly, build memories for a lifetime.

Joe Deutsch, Ph.D., Associate Professor,
Department of Health, Nutrition and Exercise Sciences,
NDSU
My child was just diagnosed with Type II diabetes. I thought only adults can get that disease. Do you have any tips for me and my family?

Yes, you are right. Type II diabetes was considered “adult onset diabetes” in the past because it mostly was seen in the adults, not in children. However, more and more children have been diagnosed with Type II diabetes. That is because overweight and obesity can cause Type II diabetes.

As you might already know, the number of overweight or obese children has increased drastically in the last decade. As we become overweight and obese, our body isn’t as able to use insulin (insulin is a hormone regulating blood sugar levels).

As we gain weight, fat increases around the organs in the body. Increased fat interferes with blood sugar uptake by the muscles or other organs, which leads to high sugar levels in the blood. Thus, maintaining a healthy weight or losing weight if your child is overweight or obese is important.

- **Maintain a healthy body weight.**
  Although about 5 to 10 percent of weight loss will help lower or better control blood sugar levels, do not restrict your child’s food intake too much. Restricting food intake too much will affect your child’s normal growth and development. Try to avoid or prevent excessive weight gain in your child rather than focusing too much on weight loss.

- **Monitor blood sugar levels regularly.**
  Monitoring your child’s blood sugar level is important, so develop a regular schedule for blood sugar level checkups, such as before each mealtime and bed time, and before and after exercise.

- **Know the amount of your child’s carbohydrate intake.**
  Keep track of your child’s carbohydrate intake. Spread out carbohydrate such as starchy food, including bread, cookies, cakes, potatoes, milk and ice cream, throughout the day. You may schedule an appointment with a registered dietitian to learn about carbohydrate counting and distribution among meals and snacks for better control of your child’s blood sugar levels.

A healthy lifestyle, including healthful eating and increased physical activity, will help maintain a healthy weight and blood sugar control.

The 2015 Dietary Guidelines for Americans laid out a healthy eating pattern that will be helpful in regulating your child’s diabetes and promoting your family’s good health.

A healthful eating pattern includes:
- A variety of vegetables from all of the subgroups – dark green, red and orange, legumes (beans and peas), starchy and other
- Fruits, especially whole fruits
- Grains, at least half of which are whole grains
- Fat-free or low-fat dairy, including milk, yogurt, cheese and/or fortified soy beverages
- A variety of protein foods, including seafood, lean meats and poultry, eggs, legumes (beans and peas), nuts, seeds and soy products
- Oils

A healthful eating pattern limits:
- Saturated and trans fats, added sugars and sodium

Lastly, the Choose MyPlate website, www.choosemyplate.gov/kids, has fun games, activity sheets, videos, songs and much more for your child and information for parents to learn about a healthy lifestyle.

Yeong Rhee, Ph.D., Professor and Interim Head, Department of Health, Nutrition and Exercise Sciences, NDSU
How do I interest my young child in gardening?

Start early! When my daughter was a toddler, I created a rainbow garden using annual bedding plants to teach her the names of colors.

Along the sidewalk leading to the front door, I planted masses of bedding plants in red, orange, yellow, green, blue and purple. Every day, we would admire the plants and their colors. Before the end of summer, she knew her colors.

Bedding plants come in multiple colors. A few suggestions are given below. For a more aesthetic planting, choose varieties that have similar heights. Admittedly, finding a true blue bedding plant is hard to do.

The rainbow garden was so successful that I decided to expand our gardening efforts the next summer. We planted an herb sensory garden in containers that she could explore. Chubby fingers felt the silky texture of silvery sage leaves. She admired delicate purple lavender blossoms and red-leafed basil. Oregano and rosemary leaves were torn apart and sniffed.

While she enjoyed all the plants, two exceptionally aromatic plants were her favorites. A mint plant that smelled like chocolate mint absolutely captivated her. In addition, she loved lemon thyme, which makes a fantastic pesto for chicken or fish. Every day after daycare, she would spend a few minutes exploring her personal sensory garden and it was her way of unwinding after a day filled with preschool activities.

My daughter is in grade school now, but we still plant a container herb garden every spring. It is our rite of spring, and I still buy mint plants for her.

When I can tear her away from her friends, we also plant a vegetable garden. While she doesn’t volunteer to weed the garden, she is an enthusiastic harvester of lettuce, tomatoes and peapods. Yes, I still need to remind her to eat her vegetables, but I am encouraged that her gardening experience makes her more adventurous in trying new foods.

So many children spend their time in front of the television or some other electronic device. Entice them away from their “screens” with gardening time. A recent study found that the average child can identify more than 1,000 corporate logos but fewer than a dozen plants.

Parents, grandparents and teachers: Expose your children to gardening. You will be preserving an important part of our heritage.

Esther E. McGinnis, Ph.D., Horticulture Specialist, Department of Plant Sciences, NDSU
**Make at least half your grains whole.**

- 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

ChooseMyPlate.gov

**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

ChooseMyPlate.gov

**Focus on fruits.**

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

ChooseMyPlate.gov

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

Questions and Answers About Federal Food Assistance Programs

Ashley Gehl, Graduate Assistant, and Ardith Brunt, Ph.D., R.D., Associate Professor, Department of Health, Nutrition and Exercise Sciences, NDSU

Do you struggle with getting enough food to feed yourself and/or your family? If so, there are resources available to help you in getting nutritious food. Two options are WIC or SNAP, both of which are federal food assistance programs.

What is WIC?

WIC is the Special Supplemental Nutrition Program for Women, Infants and Children. WIC serves pregnant and breastfeeding moms, women who have had a baby in the past six months, infants and children up to age 5 who have an eligible income. Other caregivers such as fathers, step-parents, grandparents and foster parents may apply for children under age five living in their household.

WIC provides checks for healthy foods like milk, cereal, fresh fruits and vegetables, whole wheat bread, eggs, peanut butter, cheese, yogurt, and beans. The checks are used at local grocery stores. WIC nutritionists offer practical and useful nutrition information including breastfeeding support and education. WIC also provides referrals to other community programs.

How do you know if you meet WIC eligibility requirements?

To qualify for WIC, total gross household income must be less than 185% of the US Government Guidelines. For example, a family of three can earn $3,149 per month (before taxes and deductions, pregnant women count as two). Participation in Medical Assistance or SNAP (Food Stamps) may also qualify the family.

To learn more about eligibility requirements, visit the ND WIC website (www.ndhealth.gov/wic/) and use the Prescreening Tool. To apply, call your local WIC office. A listing of local WIC offices can be found at www.ndhealth.gov/wic/WICsites.pdf.

What is SNAP?

Another program you might want to check out is the Supplemental Nutrition Assistance Program/SNAP, formerly known as Food Stamps. SNAP is the nation’s largest federal nutrition assistance program. It assists single people and families with little income to buy food. To apply, contact your local Social Services Department. Eligibility will be calculated based on your family income, resources, deductions, employment and immigrant status. For example, for a household of five, the net monthly income must be $2368 or lower. Net income is figured by subtracting allowable deductions from the household gross income.

To find out if you are eligible, go to the SNAP webpage (www.fns.usda.gov/snap/supplemental-nutrition-assistance-program-snap) and complete the pre-screening tool (https://www.snap-step1.usda.gov/fns/).

How do you use the SNAP benefits?

SNAP benefits are offered through an electronic benefit transfer or EBT card for people to use when purchasing food items at the local grocery store or some farmers markets.

If getting enough food is difficult, look into these programs for some help in purchasing healthy foods. Check out www.fns.usda.gov for more information.
Considerable research details the negative effects of sport specialization and the many benefits of being a diverse athlete playing multiple sports.

If parents decide that sport specialization is right for their child, they must consider the total number of hours in practice, games and travel; the frequency and duration of time away from the sport; the time away from family and friends; the stress of meeting parent expectations; and the financial commitment. Most experts recommend delaying sport specialization until the middle teen years so that children have the opportunity to experience a variety of sports and are better able to handle the workload and stress of specializing in a single sport.

Experts recommended that children participate in a minimum of 60 minutes of moderate to vigorous activity every day. This activity may be in the form of general play, recess, physical activity classes or organized sports. In addition to the physical benefits of activity, participating in activity helps children develop problem-solving skills, builds self-confidence, teaches teamwork, and improves mental and emotional health.

While participating in recreation and sports activities offers tremendous benefits, the potential exists for injury to occur. The Centers for Disease Control and Prevention reports a significant increase in injuries directly related to participating in youth sports in the last 10 years. As parents, we want our children to be active and participate in sports, but we also want them to be safe.
### Pre-participation (sports physical)
This should be completed prior to beginning the activity. This exam determines if your child is ready to play. It also screens for potential medical conditions or problems that could affect participation.

### Physical condition
Athletes should be in the appropriate physical condition for their sport or activity. Proper training should include warmup and stretching, cardiovascular training and strength training that is age-appropriate.

### Equipment
Athletes always should wear the appropriate equipment and protective gear for their sport. Equipment should fit properly, be in good condition and never be modified from its intended use.

### Rules of the sport
Athletes, coaches and parents need to be aware of and follow the rules for participating in a given sport (for example, guidelines for youth pitchers).

### Nutrition
Athletes need to eat a healthful, balanced diet that includes adequate hydration before, during and after the activity.

### Variety
Young athletes should be encouraged to participate in a variety of activities. This will help prevent overuse injuries from repetitive stress on certain areas of the body.

### Rest
Adequate rest and recovery are essential for optimal performance.

### Pain
Young athletes should avoid activity when pain or injury are present. All injuries should be examined by a qualified healthcare provider. Even minor injuries, when left untreated, can develop into more serious conditions.

### Emergency Action Plan (EAP)
Every team or organization should have a written emergency action plan in the event an emergency situation occurs. EAPs should be reviewed by administrators, athletic trainers, coaches and local emergency medical service personnel. All coaches should be trained in first aid and CPR.

### Fun
Participating in youth sports should be fun for your child. Sports participation has many positive aspects to focus on other than the outcome of the game.

For more information about sport safety, visit the STOP Sport Injuries website at www.stopsportsinjuries.org.
What’s your favorite vegetable?

Color the vegetables. Then use the circles below to track how many vegetables you eat during the week.

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
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.

Eat a ____________ of foods

1. Eat more ____________

and whole grains

2. Eat foods lower in solid ____________

3. Get your ____________ rich ____________

4. Be ____________ ____________

Answers: 1. FRUITS, VEGETABLES; 2. FAT; 3. CALCIUM, FOODS; 4. PHYSICALLY ACTIVE

Code:

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

Adapted from Team Up At Home Team Nutrition Activity Book
MyPlate Maze

and help her find foods from each food group on the way to MyPlate for Kids.

Lead the pal from MyPlate through the maze and help her find foods from each food group on the way to MyPlate for Kids.

Answer on page 42

Find your balance between food and physical activity.

ChooseMyPlate.gov

Adapted from Team Up At Home Team Nutrition Activity Book

www.gobison.com
Make Half of Your Grains Whole

Whole grains contain the entire grain kernel: the bran, germ, and endosperm.

**Whole grain kernel**

<table>
<thead>
<tr>
<th>Bran</th>
<th>Endosperm</th>
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</thead>
<tbody>
<tr>
<td>&quot;Outer shell&quot; protects seed Fiber, B-vitamins, trace minerals</td>
<td>Provides energy Carbohydrates, protein</td>
</tr>
</tbody>
</table>

**Germ**

Nourishment for the seed Antioxidants, vitamin E, B-vitamins

**Some Examples of Whole Grains:**
- brown rice
- buckwheat
- bulgur (cracked wheat)
- oatmeal
- popcorn
- whole-wheat cereal
- muesli
- whole-grain barley
- whole-grain cornmeal
- whole rye
- whole-wheat bread
- whole-wheat crackers
- whole-wheat pasta
- whole-wheat sandwich buns and rolls
- whole-wheat tortillas
- wild rice
- whole cornmeal
- shredded wheat cereal

**Whole Grain Tips—Check the ones you already do:**

- Choose a whole grain, such as oatmeal, when you have hot cereal.
- Read the label on a cereal box to find the word “whole” listed with the first ingredient.
- For a change, try brown rice or whole-wheat pasta.
- When baking, substitute whole-wheat or oat flour for at least half of the flour in a recipe.
- Eat whole-grain crackers.
- Serve and eat whole grains every day with meals or as snacks. Popcorn, a whole grain, can be a healthy snack.

Adapted from Team Up At Home, Team Nutrition Activity Book

www.ndsu.edu/eatsmart • NDSU Extension Service • 2016-2017 Edition
Garden Word Scramble

Can you unscramble the garden words below? Then use the boxed in letters to solve the mystery phrase.

1. RGWO   __   __   __
2. RTWEA   __   __   __   __
3. EDESS   __   __   __   __
4. RAEK   __   __   __
5. RUPEN   __   __   __   __
6. LSIO   __   __   __
7. ANTLP   __   __   __   __
8. OLVEGS   __   __   __   __   __
9. EIVN   __   __   __
10. MEST   __   __   __
11. FLEOWR   __   __   __   __
12. NHINSUSE   __   __   __   __   __   __

Mystery Phrase:

Bill has worked in his garden all morning.

Eat Smart. Play Hard.

Reorder the letters in the words *Eat Smart. Play Hard*. Write each newly created word on the lines below. Create words that are four or more letters long.

Answer:

**MyPlate Maze**

Lead the lady from MyPlate through the maze and help her find foods from each food group on the way to MyPlate for Kids.

Answers for MyPlate Crossword Puzzle:

- PLATE
- O
- FRUIT
- O
- OL
- OT
- V
- N
- DRE
- U
- YOGURT
- B
- EE
- S
- E
- E
- CARROTS
- FAT
- AN
- A
- BREADS
- L
- O
- CHEESE
- F
- GUIDE
- RICE
- LG
- MG
- GS
- SES
- PASTA
- LT
Why shouldn't you tell a secret on a farm? Because the potatoes have eyes and the corn has ears!

Why did the fungi leave the party? There wasn't mushroom.

What cheese surrounds a medieval castle? Mozzarella.

What is a vampire's favorite fruit? A neck-tarine!

Why was the cucumber mad? Because it was in a pickle!

What do you give to a sick lemon? Lemon aid!

Why did the grape stop in the middle of the road? Because he ran out of juice.

Did you hear the plum joke? It was pitiful.

He wanted peas on earth.

Why did the man pour veggies all over the world? He wanted peas on earth.

Choose MyPlate.gov

EAT SMART. PLAY HARD.

www.ndsu.edu/eatsmart