



# Supplemental Events and Activities Guide



**NC STATE** EXTENSION

# STEPS TO HEALTH

## Supplemental Events and Activities Guide

Steps to Health can support NC State Extension educators conducting one-time events or activities in settings such as elementary schools, early childcare and education sites, food pantries, farmers markets, food retail venues, health clinics, or worksites. In order to receive Steps to Health support, the event/activity must serve one of the identified purposes, meet eligibility requirements, and follow the steps outlined in this guide.

**Steps to Health campus staff are available to assist with confirming eligibility or event planning, as needed.**

### PURPOSE

Steps to Health participation in any event or activity must fall into one or more of the following categories:

- Establishes relationships for future Steps to Health direct education, action planning, or PSE initiatives
- Connects to on-going Steps to Health direct education at a site
- Serves as an opportunity to recruit for Steps to Health direct education programs
- Relates to an action step from one of Steps to Health's PSE assessments

### ELIGIBILITY

The following locations are automatically eligible for Steps to Health support: SNAP or TANF office, food pantries, USDA Summer Meal Program sites, Head Start centers, Work First, or public housing.

Any other Steps to Health Supplemental Event or Activity must take place at a site that meets at least one of the following SNAP-Ed eligibility criteria:

- 50% or more of youth participants receive free/reduced school lunch
- Located within a qualifying census tract
- Site eligibility letter that confirms that 50% or more participants are SNAP-eligible

*For events that are county-wide or include multiple schools, confirm SNAP-Ed eligibility requirements in order for Steps to Health to participate.*

# Getting Started

## HAVE YOU...

- looked at the organization's calendar of events
- attended leadership meetings
- engaged with site participants



## Establish a relationship with the planning committee or site leadership

Schools, organizations, and other sites often have scheduled events that are appropriate for Steps to Health collaboration. Inquire with site leadership about upcoming opportunities. Completing one of the Steps to Health assessments and action planning with the organization/site can help identify ways in which a Steps to Health Educator can partner with the site.

In addition to participating in day-of activities, Steps to Health Educators should also take part in planning committees or assist site leadership in event coordination in order to encourage an overall theme of health and wellness. For example, if other food will be provided at the event, Steps to Health Educators should seek opportunities to advocate for nutrition to be considered during the planning stages, including the choice of refreshments, fundraisers, and other vendors or sponsors.

## Identify Steps to Health's Involvement

Once the purpose and eligibility are established, Steps to Health can provide a supplemental event or activity with a partner site or organization in a variety of ways, including providing a taste test or teaching a mini-lesson.

### Taste Tests/Food Demonstration

If a taste test is conducted, it should serve one of the following purposes:

- Promote available healthy foods
- Highlight or test new healthy foods
- Promote the use of surplus foods
- Promote local or seasonal produce
- Support schools that participate in USDA's Fresh Fruit & Vegetable Program

### Mini-Lesson

Mini-lessons are 5–10 minute educational interactions. These lessons may be particularly appropriate when participants move through stations such as at a STEM night, meet the teachers event, PTA meeting, elementary graduation, health fair, field day, mobile health clinic, or food bank event.

Content can come from one of the following:

- Any nutrition or physical activity component from Steps to Health curriculum: Color Me Healthy for SNAP-Ed, 2nd, 3rd, 4th, Kids Club, Take Control, Harvest of the Month teacher mini-lessons\*
- Other Steps to Health mini-lessons found in the appendix section of this guide

*If other SNAP-Ed agencies are involved with the event/activity, check with Steps to Health campus staff to prevent duplication.*

\*On our website: [ncstepstohealth.ces.ncsu.edu](http://ncstepstohealth.ces.ncsu.edu)

# Planning for the Event/Activity: A Checklist for Educators

**Understanding your target audience is key. Consider:**

- Age
- Language
- Culture
- Literacy
- Cooking skills
- Available resources including cooking equipment

**Confirm in advance with the planning committee or site manager:**

- ☐ Target audience
- ☐ Number of anticipated participants
- ☐ Physical location and space/set-up of the school event/activity
- ☐ Date and time of event/activity, including set-up/tear down time

**How will Steps to Health be involved with the event/activity?**

- ☐ Taste Test/Food Demonstration
- ☐ Mini-lesson

**Have you thought through logistics?**

- ☐ Time with each participant
- ☐ Set-up and display
- ☐ Traffic flow
- ☐ Prep time
- ☐ Other local partners, such as local farmers, Health Department, or other Extension agents
- ☐ Extra help, such as teacher, parent, Extension staff, local college student, or site volunteer

**How will you brand Steps to Health at the event/activity?**

- ☐ Extension name tag
- ☐ Steps to Health handout
- ☐ Informational display board
- ☐ STH or Extension t-shirt or apron
- ☐ STH or Extension tablecloth
- ☐ STH or Extension pop-up banner

**What supplies are needed?**

- ☐ See suggested list of supplies (page 8).

**What handouts or recipe cards are you using?**

- ☐ See list of approved handouts and recipe cards (page 15).

**How will you evaluate the event/activity?**

- ☐ See reporting requirements (page 10).

# Taste Test Guidelines

Don't forget food safety! Consult other Extension food safety resources for comprehensive food safety guidelines.

Be aware of common food allergies: milk, eggs, peanuts, tree nuts, soy, wheat, fish.

A taste test is not always needed or appropriate.

If a taste test is conducted consider the following:

- Choose a food or recipe from the recommended Steps to Health handouts.
- Taste tests do not have to be a "full" recipe.
  - Fruits and vegetables can be offered raw.
  - Common fruits and vegetables like strawberries should be incorporated into a simple recipe for new ways to consume these foods.
  - For taste tests highlighting simple foods, such as low-fat milk or whole grain bread, use a creative game or activity to engage participants.

## Foods should be:

- Accessible to and affordable for participants
- Nutritious (Remember to check nutrition labels for fat, sodium, and added sugar.)
- In alignment with the Dietary Guidelines for Americans
- Prepared with limited use of special equipment
- Relatively quick to prepare
- Simple
- Good-tasting

## Consider:

- Who is the audience?
- What are some food and health concerns of the anticipated participants?
- What is the organization's primary goal for improving health and wellness?
- Have there been any taste tests or cooking demonstrations done before? If so, were they successful?
- Are there foods that the anticipated participants are unfamiliar with that the organization provides?
- What foods are regularly available?

## Presentation is important!

- Use serving containers that are the appropriate size so that the sample size looks appealing and attractive.
- Keep serving area neat. Provide trash receptacle and hand sanitizer for participants.

## Purchasing Supplies

Steps to Health or the partner organization can pay for or provide the food and paper supplies. If financial support from STH is needed, use your Steps to Health grocery store account and submit receipts within 2 weeks after the event following Steps to Health purchasing and reimbursement protocol. Please include an STH grocery label and categorize the receipt as one of the following: Retail, Food Pantry, Farmers Market, or Schoolwide. The amount per participant is up to \$0.25 for food and paper supplies.



# Make Your Own Bits and Bites Card

(or use one from the Steps to Health website)

## Option 1: Recipe card

- Must use the template
- Use a recipe from trusted source and cite the source on the template (USDA Mixing Bowl, EFNEP, other food bank recipes).

## Option 2: Sampling individual foods (not a recipe)

- Use the template to list creative ways to use it as a substitute or add-on. Example: add to oatmeal, serve over pasta
- Share simple prep or storage tips.

### Option 1 Sample

#### **BITS and BITES**

##### **Turkey, Sweet Potato & Kidney Bean Chili** Serves 6

- 1 pound sweet potato, about 2 medium
- 1 large onion
- 1/4 cup canola oil
- 1/4 cup tomato paste
- 2 Tbs. chili powder
- 1 package ground turkey (16-20 oz.)
- 2 (15-oz.) cans kidney beans (optional pinto or black beans)
- 3/4 tsp. salt

1. Prepare your ingredients: peel and chop the sweet potato into small, half-inch chunks; chop the onion.
2. In a large pot over medium heat, saute the onion in the oil until it is lightly browned, about 5 minutes.
3. Stir in the tomato paste and cook for 2 minutes, stirring often.
4. Stir in the chili powder and cook for 30 seconds.
5. Add the turkey and 2 cups of water.
6. Cook and break up the turkey into small pieces.
7. Add the potatoes and simmer until tender, about 15 minutes.
8. Rinse beans
9. Stir in the beans with their liquid.
10. Season with salt and more chili powder to taste.

SOURCE: [capitalareafoodbank.org/recipes](http://capitalareafoodbank.org/recipes)

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This material was funded by USDA's Supplemental Nutrition Assistance Program-SNAP-Ed.

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### Option 2 Sample

#### **BITS and BITES**

##### **Dried Figs**

##### *Chop them UP!*

- Replace half chocolate chips with same amount of figs in cookies.
- Substitute figs in oatmeal raisin cookies.
- Mix with nuts and pretzels for a healthy trail mix.
- Sprinkle on top of a cream cheese toast or a bagel.
- Add to smoothies.
- Toss on top of oatmeal, cereal, yogurt, or salad.

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Writable file available at [ncstepstohealth.ces.ncsu.edu](http://ncstepstohealth.ces.ncsu.edu)

# Display Board Requirements

Display board components are available on our NC State Extension website: [ncstepstohealth.ces.ncsu.edu](http://ncstepstohealth.ces.ncsu.edu).

Check out the Appendix for a list of handouts!

When used, a display board should be colorful, professional, and feature the following:

- Steps to Health and NC State Extension Logo
- Steps to Health description
- SNAP-Ed non-discrimination clause
- Nutrition or physical activity messaging
- Examples of the handouts



# Supply Checklist

Use this list to assist with planning. This list is a guide for supplies. Not all supplies may be needed.

## Taste Test Preparation Supplies

- ☐ Apron
- ☐ Can opener
- ☐ Cooler
- ☐ Crockpot
- ☐ Paper towels
- ☐ Disposable gloves
- ☐ Extension cord
- ☐ Folding table
- ☐ Ice Packs
- ☐ Potholders
- ☐ Serving utensils
- ☐ Skillet
- ☐ Storage containers
- ☐ Tablecloth and cover
- ☐ Foil or plastic wrap

## Taste Test Supplies

- ☐ Food
- ☐ Cups
- ☐ Napkins
- ☐ Plates
- ☐ Utensils

## Steps to Health Branding items

- ☐ Extension name tag
- ☐ STH or Extension t-shirt
- ☐ STH or Extension tablecloth
- ☐ STH or Extension pop-up banner
- ☐ Informational display board

## Materials for Participants

- ☐ Handouts/Recipe Cards
- ☐ Participation Stickers or other Educational Extenders
- ☐ Photo Release Forms

Do not  
give away  
*Steps to Health*  
cookbooks,  
water bottles,  
or *We Like to Eat*  
booklets!

**NOTE:** Talk with the STH campus office for information on the availability of specific items. At least two weeks notice is required if supplies will need to be shipped from STH for your event.



# Go and Do!

If the organizer has approved photography, be sure to have a signed Steps to Health photo release for all faces that are included in photos.  
*See Appendix.*

If at a school event, consider giving handouts to parents or the teachers to go home in book bags.

## Delivery

### Presentation tips

- Be engaging. Welcome participants, smile, be enthusiastic, ask participants about their experiences or familiarity with the event/activity theme.
- Give suggestions or ideas relevant to the home application of your demonstration or exhibit:
  - alternative equipment/ingredients
  - simple ways to be more physically active
- At taste tests:
  - Provide information on storage/shelf life.
  - Show and explain pre-prepped ingredients.
- Ask for feedback.

### Photo and Media Release Form

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#### PHOTO AND MEDIA RELEASE

I, the undersigned, hereby authorize North Carolina State University and the North Carolina Cooperative Extension Service to use photographs, video or audio, which I have voluntarily allowed to be taken by University representatives. I understand that such use may include but shall not be limited to publications, slide shows, newspaper articles, websites, social media (including but not limited to Facebook, YouTube, Twitter, Instagram) or displays.

I hereby waive the right to which I or my heirs may otherwise be entitled by law to assert against the University on account of injury sustained by my reputation arising from causes of action including but not limited to libel, slander, defamation of character and invasion of privacy as a result of such publications and hereby release the University from any liability on account of such injury.

I fully understand the comprehensive nature of this release and voluntarily consent to sign it.

Print Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

For Minors Only

Name of Minor(s) \_\_\_\_\_

(Please Print)

Parent/Legal Guardian \_\_\_\_\_

(Please Print)

Signed \_\_\_\_\_ Date \_\_\_\_\_

Parent or Legal Guardian

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**Steps to Health**  
Supplemental Nutrition Assistance  
Program Education (SNAP-Ed)



# Supplemental Events and Activities Guide

## APPENDIX

# Supplemental Events and Activities Examples

## School

Smith Elementary participates in the **USDA Fresh Fruit and Vegetable Program**. The Steps to Health Educator partners with the Child Nutrition Manager to coordinate the distribution of the apple NC Harvest of the Month handouts when apples are distributed for snack. Educators can then encourage teachers to also do the Educator Page of the apple NC Harvest of the Month. The Educator reports how many *NC Harvest of the Month Apple* parent handouts were distributed.

The **cafeteria** at Smith Elementary wants to host a taste test of a new menu item—steamed cauliflower. The Steps to Health Educator would support the sampling of the new menu item by being present to encourage students to try the item. The *Kids Club Vegetables Are Go Foods!* parent handout should be distributed.

The school is hosting a **STEM** night. The Steps to Health Educator has been invited to host a booth to engage students and parents with matching fruits or vegetables to the various plant parts. Participants then sample 2–3 fruits or vegetables that were in the activity. Participants receive a sticker and the *3rd Grade More Fruits and Vegetables* parent handout.

The school is hosting a **Field Day** for parents and students. The Educator suggests that she can host a station at the event and can assist with the planning of the event. During the planning committee the Educator suggests selling water and fruit instead of chips and soda as a fundraiser and contacts a local farm to donate strawberries for the school to sell at the event. Using the Kids Club lesson 1 on physical activity, the Educator teaches lesson 1 and engages the students in physical activity. Each student receives a sticker for participation. *Kids Club Let's Get Moving* parent handout is given to the teachers for the students to take home to their parents.

## Community

After conversations with the Nutrition Educator, the **corner store** owner is willing to try stocking a small quantity of low-fat milk. Use signage and a taste test to help promote this new product and distribute the 2nd grade *Discover Delicious Dairy* handout. Consider setting up a display featuring other available healthy products that pair with milk, such as whole grain cereal or oatmeal, and berries. Create a fun game as a way to engage customers: Ask customers what type of milk they generally purchase and why. Allow customers to taste unlabeled samples of milk with various fat contents. See if they are able to identify each type of milk. Since many customers will be unable to do this correctly, educate customers on the benefits of consuming low-fat dairy and encourage the purchase of milk with a lower fat content.

The local **food pantry** just received a large donation of spaghetti squash. The pantry wants to make sure clients know how to prepare spaghetti squash so they are more likely to make it at home. The Educator can provide a demonstration of how to prepare spaghetti squash (show it whole, sliced open, and then cooked) and include a simple tasting, such as spaghetti squash with marinara sauce. The Educator creates a Bits and Bites template with tips on preparing spaghetti squash.

# Handout List

Steps to Health can provide bulk quantities of the color handouts below, with at least 1 week notice. Those available in Spanish are noted with an asterisk (\*).

## Harvest of the Month\*

HOTM *Apple*  
HOTM *Blueberries*  
HOTM *Broccoli*  
HOTM *Cabbage*  
HOTM *Cooked Greens*  
HOTM *Melons*  
HOTM *Peaches*  
HOTM *Strawberries*  
HOTM *Sweet Potato*  
HOTM *Tomato*  
HOTM *Winter Squash*  
HOTM *Zucchini*

## 2nd Grade\*

Session 1 *Feeding Your Family:*  
*MyPlate Pizza*

Session 2 *Fix it Safe:*  
*Oven Baked Chicken Nuggets*

Session 3 *MyPlate: No Recipe*

Session 4 *Strong Heart:*  
*Chili with Red Beans*

Session 5 *A Rainbow of Fruits and Vegetables:*  
*Peanut Vegetable Stir-Fry*

Session 6 *Refresh and Rehydrate with Water!:*  
*Infused Water*

Session 7 *Discover Delicious Dairy:*  
*Fruit Smoothie*

Session 8 *Brake for Breakfast:*  
*Apple Cinnamon Oatmeal*

Session 9 *Eating Smart at Home:*  
*Grilled Chicken Wrap*

## Steps to Health Bits and Bites Cards

Check out our website for cards previously developed.

[ncstepstohealth.ces.ncsu.edu](http://ncstepstohealth.ces.ncsu.edu)

## 3rd Grade\*

Session 1 *Feeding Your Family:*  
*MyPlate Pizza*

Session 2 *MyPlate: No Recipe*

Session 3 *Choosing More Fruits and Vegetables:*  
*Peanut Vegetable Stir-Fry*

Session 4 *Check the Facts:*  
*Fruit Smoothie*

Session 5 *Making Smart Drink Choices:*  
*Infused Water*

Session 6 *Activities to Remember:*  
*Sandwich Wraps*

Session 7 *Wholesome Whole Grains:*  
*Apple Cinnamon Oatmeal*

Session 8 *Smart Start with Breakfast:*  
*Breakfast Banana Splits*

Session 9 *Snack Attack!:*  
*Various Snack Ideas*

## Kids Club\*

*Let's Get Moving!*  
*Less Screen Time—More Fun!*  
*Fruits Are Go Foods!*  
*Vegetables Are Go Foods!*

## Pittsburgh Food Bank

*Apple Glazed Stir-fry*  
*Best Ever Home Fries*  
*Ratatouille*  
*Tuscan Bean Soup*  
*Homemade Vegetable Stock*  
*Stuffed Cabbage Soup*  
*Corn and Apple Skillet*  
*Oatmeal with Ripe Fruit*  
*How Long Do Fruits and Vegetables Last?*  
*How to Save Fruits and Vegetables for Future Meals*

# BITS and BITES

Writable file available  
at [ncstepstohealth.ces.ncsu.edu](http://ncstepstohealth.ces.ncsu.edu)

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# Oxidation

## AUDIENCE

Youth, parents

## TIME

10 minutes

## SUGGESTED USE

Mini lesson at a STEM event

## TASTE TEST

Taste test incorporated into the lesson. Allow participants to taste both apples.

## OBJECTIVE

Participants will be able to explain why fruits and vegetables turn brown when bruised or cut.

## PREPARATION

- Peel and cut up apples so that each participant can have 1 small piece of the following:
  - Put 1/2 of the apples in a food-safe container, covering the apple with water
  - Put 1/2 of the apples in a food-safe container, coating the apples with lemon
- Buy 1 example bag of pre-cut up apples from the grocery store.
- Buy 1 example apple. Cut and leave exposed to air.
- If providing the apples as taste test, bring toothpicks or a spoon to the event.
- Provide participants the 3rd Grade Lesson 3 *Choosing More Fruits and Vegetables* Handout
- Provide stickers for participants who tried the taste test.

## DISPLAY BOARD EXAMPLE

Make half your plate **fruits and vegetables**



Vegetables	Fruits	Grains	Protein	Dairy
Broccoli, carrots, green beans, peas, spinach, sweet potatoes, tomatoes, zucchini	Apples, bananas, grapes, lemons, oranges, pears, strawberries	Brown rice, whole wheat bread, oatmeal, quinoa	Chicken, beef, pork, fish, tofu, turkey	Cheese, milk, yogurt, ice cream



**What is Steps to Health?**  
Steps to Health is NC State University's SNAP-Ed program through NC Cooperative Extension.

**What is SNAP-Ed?**  
The Supplemental Nutrition Program-Education (SNAP-Ed) serves limited resource families across NC. SNAP-Ed is funded by the United States Department of Agriculture through the NC Department of Health and Human Services, Division of Social Services.

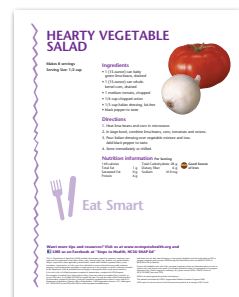
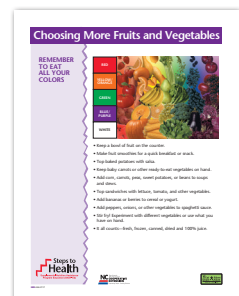
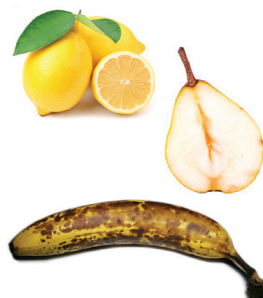
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Can I eat this?



Let's experiment with oxidation!





## TALKING POINTS

Ask participants why an apple turns brown when it is cut open.

*Show the cut apple.*

Inform participants that when an apple is cut or the skin is broken with bruising, the inside flesh of the apple is exposed to or comes into contact with air or oxygen.

A chemical reaction called oxidation occurs when the enzymes inside of the apple are exposed to air.

When you see a brown apple, you know that oxidation has occurred.

Tell participants that all fruits and vegetables go through oxidation but some fruits and vegetables are more quickly affected by cutting or bruising.

Ask participants if they can name the fruits or vegetables that go through oxidation quickly.

*mushroom, banana, apple, pear, potato, avocado, and peach*

*Point to the cut apples in water.*

Ask participants why they think the apples soaking in water are less brown than the ones exposed to air.

Tell participants that putting the fruit in water can further protect the apple from the oxygen in the air.

*Point to the cut apples in lemon juice.*

Ask participants why they think the apples in lemon juice are less brown than the ones soaking in water or exposed to the air.

Inform participants that coating apples with lemon juice slows down the oxidation or the browning process.

Lemon juice has ascorbic acid (vitamin C) which creates a stronger protective barrier between the cut apple and the oxygen in the air. Other liquids with Vitamin C can help too.

Ask participants to name other liquids they could soak apples in that have vitamin C that could prevent oxidation or browning. *Apple juice, orange juice*

Allow participants to try both the water and lemon soaked apples.

Other than a slight lemon flavor/smell, ask participants if there is any taste, texture, or smell difference.

There should not be and it's okay to eat brown or slightly bruised fruits and vegetables.

Distribute stickers and the 3rd Grade Lesson 3 *Choosing More Fruits and Vegetables* Handout.

## AFTER THE EVENT/ACTIVITY

Complete the Summary Report. Submit the Summary Report and any receipts to Steps to Health within 2 weeks.

# How Do We Taste?

## AUDIENCE

Parents, youth, adults

## TIME

10 minutes

## SUGGESTED USE

Mini lesson at a STEM event

## TASTE TEST

Taste test incorporated into the lesson.

## OBJECTIVES

- Participants will be able to identify that the sense of smell has a greater effect on taste perception than taste buds.
- Participants will be able to identify that taste buds are located in different regions of the tongue.

## PREPARATION

- Peel and cut up apples and potatoes, store in separate containers, and cover with water. Cut enough for each participant to have 1 small piece of apple and potato.
- Bring toothpicks or a spoon to the event.
- Provide stickers for participants who tried the taste test.

## DISPLAY BOARD EXAMPLE

### Make half your plate fruits and vegetables

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### How do we taste?

Let's experiment!

### Choosing More Fruits and Vegetables

REMEMBER TO EAT ALL YOUR COLORS!

### HEARTY VEGETABLE SALAD

Make a healthy eating plan!

## TALKING POINTS

Ask participants, "How do we taste food?" Allow participants to answer.

Inform participants that they can test their theory. Have each participant close their eyes, pinch their nose shut with one hand and hold out their other hand.

Hand one piece of potato to each participant without telling the participant. Tell the participants to slowly chew the piece of food and notice what it tastes like.

Is it sour, bitter, sweet, or salty?

Where on their tongue is each of these tastes stronger?

What food do they think it is?

Repeat steps with the apple.

Inform participants that most (75%) of what we perceive as taste in our mouths is due to our sense of smell not our sense of taste.

*Point to the board with the diagrams:*

Normally, when we put a food or drink in our mouth, small odor particles travel up the nasal passageway

to our olfactory receptors at the top of our nasal cavity. These receptor cells give our brain additional information that helps determine the characteristics of the food or drink we are consuming. If we plug our nose or have a cold then this pathway is blocked and we primarily rely on our tongue's taste buds. Without the additional, very powerful, olfactory messengers to pass information to our brains most of our food and drinks will taste the same (bland)!

Our tongue helps us taste, but mostly it is our nose. Our taste buds, located on our tongue, can detect sweet, sour, bitter and salty foods.

Distribute stickers and the 3rd Grade Lesson 3 *Choosing More Fruits and Vegetables* Handout.

## AFTER THE EVENT/ACTIVITY

Complete the Summary Report. Submit the Summary Report and any receipts to Steps to Health within 2 weeks.

# Rethink Your Drink

## AUDIENCE

Parents, youth, adults

## TIME

5 minutes

## SUGGESTED USE

Mini lesson at a STEM event, health fair, mobile clinic

## TASTE TEST

Sample flavor-infused waters.

## OBJECTIVE

Participants will be able to identify which beverages have the highest amounts of added sugar.

## PREPARATION

- Purchase one individual (16–20 oz.) bottle of each of the following: soda, water, fruit drink, sports drink, 100% fruit juice, low-fat milk
- Purchase 6 storage baggies. Number each baggie.
- For each beverage, count out the number of teaspoons of added sugar from the beverage and put in a baggie. To calculate teaspoons of sugar, take the total grams of sugar in the bottle from the Nutrition Facts Panel and divide by 4.
- **NOTE:** Water, milk, and 100% fruit juice do not contain added sugars and would have no sugar in their corresponding baggie.
- Make note which drink corresponds to which baggie of sugar.
- Provide *Making Smart Drink Choices* Handouts from 3rd Grade Lesson 5.
- Provide stickers for participants who tried the taste test.

## DISPLAY BOARD EXAMPLE

### Tips for drinking more water!

- Cut up lemon, oranges, or lime wedges.
- Slice cucumbers.
- Freeze 100% fruit juice in ice cube trays.
- Drop in mint leaves.
- Add a splash of 100% fruit juice.
- Try seltzer or club soda.



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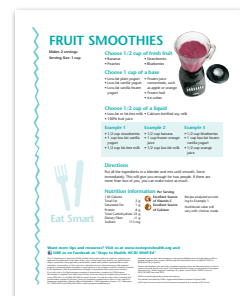
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### Re-Think Your Drink!

### Play the game!

### Can you guess the amount of added sugar in drink?



## TALKING POINTS

Ask participants to match the added sugar amounts in the numbered baggies with each beverage.

Show participants a food label and point to the ingredients list. The ingredients list is where they can find if the food contains added sugar.

Allow participants to look at the ingredients list of the fruit juice, soda, and sports drink. Note to participants that sugar is in the ingredients list, which helps us determine if sugar was added, which we want to limit.

Point out to participants that beverages like water, low-fat milk, and 100% juice are the healthiest choices for us to drink and they do not contain added sugars. They do contain a lot of vitamins and minerals that our bodies need.

Tell participants to look at the water, low-fat milk, and 100% juice nutrition facts labels. These beverages may have grams of sugar but there is no sugar in the ingredients list.

If participants ask, the recommended limits on added sugar intake is:

Men: 9 teaspoons or 36 grams

Women: 6 teaspoons or 25 grams

If participants ask, all of the following are names for added sugar that maybe seen on a food label: Brown sugar, corn sweetener, corn syrup, fruit juice concentrates, high-fructose corn syrup, honey, invert sugar, malt sugar, molasses, raw sugar, sugar, syrup.

## TASTE TEST

Have 2 different infused waters for participants to taste.

Suggestions: lemon, lime, cantaloupe, strawberries, mint, cucumber

For enhanced flavor, add to 1 cup of fruit to the gallon of water the night before the taste test.

Chill overnight.

Provide 2-3 ounces of each type of flavored water to each participant.

Distribute stickers and the 3rd Grade Lesson 5 *Making Smart Drink Choices* Handout.

Point out to participants that on the back of the handout is another healthy drink option—Fruit Smoothies!

## AFTER THE EVENT/ACTIVITY

Complete the Summary Report. Submit the Summary Report and any receipts to Steps to Health within 2 weeks.

# Plant Parts

## AUDIENCE

Youth, parents

## TIME

10 minutes

## SUGGESTED USE

Mini lesson at a STEM event

## TASTE TEST

Taste Test is incorporated into the lesson. Participants will taste fruits and vegetables that represent the various plant parts.

## OBJECTIVE

Participants will be able to list the parts of a plant, their function, and edible plant parts.

## PREPARATION

- Print plant parts as separate words. These will be used as pieces for the board. Provide tape, Velcro, or thumb tacks depending on the type of display board you have.
- Choose 3–5 fruits or vegetables that each represent a different plant part. Amount to purchase is dependent on what produce is purchased.
- Buy napkins or small plates.
- Example Taste Test sample-size portion = half of a radish, 1 stem of asparagus, 1 small cauliflower, 1 sugar snap pea
- Provide stickers for participants who tried the taste test.

## DISPLAY BOARD EXAMPLE

### Make half your plate fruits and vegetables



Vegetables	Fruits	Grains	Protein	Dairy
Asparagus, artichoke, avocado, bean sprouts, bell pepper, broccoli, Brussels sprouts, cabbage, cauliflower, carrot, corn, cucumber, eggplant, green beans, green peas, kale, lentils, mushroom, onion, okra, potato, radish, spinach, squash, sweet potato, tomato, turnip, watermelon, zucchini	Apple, apricot, banana, blueberry, cantaloupe, cherry, citrus, kiwi, lemon, lime, mango, orange, peach, pear, pineapple, plum, pomegranate, raspberry, strawberry, tangerine, watermelon	Bread, cereal, pasta, rice, whole grain, whole wheat, wild rice	Beef, chicken, fish, pork, turkey, vegetarian, tofu	Cheese, milk, yogurt



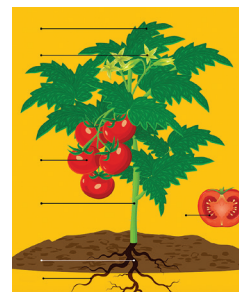
**What is Steps to Health?**  
Steps to Health is NC State University's SNAP-Ed program through NC Cooperative Extension.

**What is SNAP-Ed?**  
The Supplemental Nutrition Program-Education (SNAP-Ed) serves limited resource families across NC. SNAP-Ed is funded by the United States Department of Agriculture through the NC Department of Health and Human Services, Division of Social Services.

**NC STATE** EXTENSION

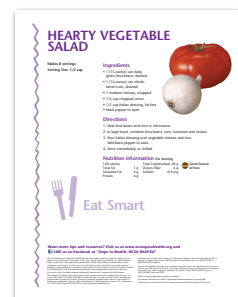
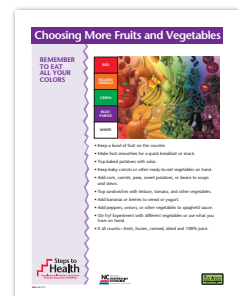
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### Match the plant parts



#### Match the Plant Part with the Function

Gives the plant stability	<b>Stems</b>	Absorbs water and other nutrients from the soil
Unborn plants	<b>Flowers</b>	
Makes the seeds and fruit	<b>Fruits</b>	Moves water from the soil to throughout the plant
Uses the sun to create plant food	<b>Roots</b>	Produces the seeds
Anchors the plant in the soil	<b>Leaves</b>	
	<b>Seeds</b>	





## TALKING POINTS

Ask participants to match the plant parts with the diagram. Then ask participants to match the plant part with their function.

Review the following with participants:

The roots anchor and stabilize or hold the plant in the soil. Water and nutrients from the soil are absorbed through the roots.

Stems support leaves, flowers, and fruit. The water and nutrients absorbed by the roots travel up the stems to other parts of the plant. The stem or stalk also helps stabilize or prevents the plant from falling over.

Inform participants that after the stem grows, leaves develop. The leaves use the sun to create food for the plant which is transported to the roots and the fruits.

Ask participants if they know what the flower of the plant does. The flower of a plant makes seeds and fruit.

Inform participants that the fruit of the plant is where the seeds are stored.

Seeds can then grow into a new plant.

Distribute stickers and the 3rd Grade Lesson 3 *Choosing More Fruits and Vegetables* Handout.

## AFTER THE EVENT/ACTIVITY

Complete the Summary Report. Submit the Summary Report and any receipts to Steps to Health within 2 weeks.

## OPTIONAL TASTE TEST PLAN PARTS

ROOTS	STEMS	LEAVES	FLOWERS	FRUITS	SEEDS
Parsnips Radishes Carrots (consider purple or yellow) Beets Rutabaga Jicama	Asparagus Celery Rhubarb	Turnip Greens Cabbage Napa Cabbage Bok Choy Kale Collard Greens Leek Endive Brussels sprouts	Artichoke Broccoli Cauliflower	Acorn Avocado Squash Eggplant Cucumber Melons Orange Tangerine Grapefruit Berries Pears Apples Cherries Peaches Kiwi	Sunflower seeds Sugar snap peas Snow peas Lima beans Butter beans Kidney beans

## PHOTO AND MEDIA RELEASE

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I fully understand the comprehensive nature of this release and voluntarily consent to sign it.

Print Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

For Minors Only

Name of Minor(s) \_\_\_\_\_  
(Please Print)

Parent/Legal Guardian \_\_\_\_\_  
(Please Print)

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Parent or Legal Guardian