

,THE EFFECT OF A HANDS-ON APPROACH TO
TEACHING NUTRITION WITH KINDERGARTEN STUDENTS,

MASTERS PROJECT

Submitted to the School of Education,
University of Dayton, in Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by

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School of Education
UNIVERSITY OF DAYTON

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APPROVED BY:

Official Advisor

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CHAPTER I INTRODUCTION TO THE PROBLEM

Statement of the Problem

According to the U.S. Department of Agriculture, the general level of health in the United States is not as high as it should be (Smith and Justice, 1979). Millions of Americans practice poor nutritional habits. Obesity, heart disease, and dental problems head the list of problems for people living in the United States. In an affluent country such as the United States, poor nutrition is more often due to poor eating habits than to a lack of food (Geddes as cited in Lee, 1984).

Good nutritional practices can be regarded as preventative medicine and are essential for the future success of our nation. This is especially true for children. It is imperative that children learn and practice proper nutritional habits. The attitudes, values, and behaviors related to food play an important part in a child's growth, development, and ability to learn (Dairy Council, 1987).

Many children enter school with limited knowledge or understanding of proper nutrition and how it relates to health and well being. There is a need to promote a better understanding of the necessity of nutrition and its effect on growth and development.

The purpose of this research study is to measure the influence of a student nutrition education program on kindergarten students. Specifically, the research attempted to determine if knowledge of nutrition increases through cooking in the classroom.

Student Interest

A kindergarten program does many excellent things for children. It guides five-year-olds through their development and provides them with an important opportunity for social interaction and certainly can be considered a bridge between home and school (Caril & Ricard, 1979).

Cooking in the classroom helps bridge the gap between home and school. Traditionally parents and teachers had thought of school and home as two separate environments. Today, many teachers are taking a more natural approach to learning. They can see the value of letting children learn in a setting much like the one at home.

Cooking in the classroom gave young children the opportunity to be actively involved in the learning process. Through use of wholesome foods and familiar materials in a classroom setting, a purpose was set for learning.

Nutrition education makes important contributions to the total education of a young child. Activities involving food are concrete, personal, and include important criteria for successful learning experiences. Learning activities related to food can lead to development of habits, attitudes and practices which last throughout a lifetime.

The implementation of an extensive "hands-on" nutrition education program with kindergarten students will develop further knowledge of nutrition and will overlap into other areas of the curriculum. For example, math and reading skills will develop as children read recipes and measure ingredients.

Motor skills will develop through activities in handling food as the children scrub, peel, grate, pour, mix, and shake (Hertzler, 1989). Food handling teaches young children lifetime social skills, such as taking responsibility, making decisions, getting along, (talking,

listening and taking turns). The children will learn vocabulary about food and nutritious food as they make choices and prepare meals (Hertzler, 1989).

Scope of Project

The researcher studied the effects of a "hands on" method of nutrition education with kindergarten students. Specifically the objective is to see if knowledge of nutrition increased through cooking in the classroom. This was a whole language approach to nutrition education. The cooking activities were incorporated into weekly language arts activities. A cookbook/handbook is included in the appendix.

Hypothesis

As measured by a pre-test and post-test, there will be no significant differences between kindergarten students who are exposed to a "hands-on" approach to nutrition education and those who learn from the adopted health curriculum.

Definition of Terms

The term "cooking" can be misunderstood if taken in the adult sense. Adults may think of early projects dealing with food as pre-cooking experiences. Activities such as tasting fresh fruit, comparing two kinds of cheese, or pouring juice are considered cooking experiences to young children. The term cooking is justified because children associate these appropriate activities with cooking at their level (Ferreira, 1979).

Assumptions and Limitations

The researcher assumes that this project will be expensive in nature, and that funding is a limitation for the classroom teacher who does not have additional money available to cover the cost of food and materials. Therefore, the parents were involved to a great extent. The

parents were asked to volunteer and to donate cooking ingredients, materials, and equipment. The parents provided the support since no funding was available.

Proper adult supervision is a limit for the teacher who does not have a classroom aide or parent volunteer. In this project, the researcher used trained parent volunteers to assist in the classroom during cooking activities.

The researcher also realizes that the classroom teacher can not solve all the nutrition and health problems children are faced with today. Parents must ultimately take an interest in providing a proper diet for their children.

CHAPTER II

REVIEW OF RELATED LITERATURE

Nutrition education in the United States is being influenced by a social change in the family structure of the 1990's. The increasing of dual career and single parent families are resulting in more mothers working outside the home.

Research by Kirk and Gillespie (1990) has shown that working outside the home affects how mothers allocate their time, organize their households, and how they make food choices for their families. The 1990 study also showed that women related successful motherhood directly to the reactions of family members to food. Women in this study were found to cook to meet family food preferences hoping to elicit approval and tended to sacrifice good nutrition for positive family interaction (Pinkstaff and Wilkinson, as cited in Kirk and Gillespie, 1990).

The mothers surveyed expressed a sense of guilt because they did not spend enough time with their families. The women felt as though they were neglecting their children by:

1. not being available after school to monitor their children's eating habits.
2. not spending time cooking with their children.
3. not taking the time to shop for nutritious foods.
4. not taking time to plan menus.

Many of the mothers reporting using food, especially sweets to make up for not being available and as a substitute for their time.

With the increasing number of mothers working outside the home, more and more children are finding themselves in "self care" situations (Althoff, 1989). These children are increasingly becoming responsible for food selection and preparation of meals for themselves and others.

A program designed to meet the needs of such children was piloted by 4-H leaders of Wilkin County, Minnesota, in October, 1986. The program, "Kids in the Kitchen," gave children the opportunity to learn about proper nutrition and food preparation. These children were also taught skills such as measuring, pouring, mixing, along with peeling and cleaning of fruits and vegetables. Results of this program indicated that 90 percent of the children spent additional time cooking following the class. Thirty percent of these parents reported positive changes in snack habits of their children. The children tended to eat more fruits and vegetables and the parents indicated a reduction in the consumption of sweets (Althoff, 1989).

Countries with a high standard of living and those which are underdeveloped share the common problem of poor childhood nutrition. Malnutrition is more often due to poor eating habits than a lack of food (Geddes, as cited in Lee, 1984).

Poor diet does exist in the United States. Food such as candy, cake, soda, and chips are a major part of American diets. "Over-consumption malnutrition" is a coined phrase for these low nutritional foods (Charlton-Seifert, J. and Stratton, B., 1982). A person is affected both mentally and physically by their nutritional habits (King, 1983). Also, it has been noted that children with behavior problems have been linked to the over consumption of foods containing sugar (Smith, 1976).

The role of good dietary practices affects a child's growth and development. Eating habits and attitudes towards food are established when we are very young. Unless children are taught proper nutrition habits, they may develop poor attitudes towards nutritionally good foods. Since fewer and fewer families are eating together and parents are not supervising childrens' food intake (Hansen, as cited in Lee, 1984) children are falling into poor eating habits.

The impact of the media has greatly influenced buying and eating habits. Children are the victims of outside influences as they try to make good decisions about the food they eat. A study by Gussow and Brown examined food advertising during the 1970s. The study found that advertising during childrens' program did not promote good health or eating habits (Contugna, 1988). In 1987, Nancy Contugna, Dr. P. H., R. D., at the University of Delaware updated the earlier study. She videotaped twelve hours of childrens' Saturday morning television programs. Of the 225 television commercials broadcast, 71 percent were on food products, and 80 percent of those were advertisements for foods of low nutritional value. It was found that the advertisements continued to encourage poor eating habits, and that very little change has occurred over the last decade in television advertising directed toward young children.

The amount of television watched by American children is estimated at 26 hours a week, according to a 1985 to a Nielsen Company study. On a yearly basis this amounts to more time than a child spends in school (Contuga, 1988). Children are bombarded with ads for fast foods, high sugar cereal, frozen dinners, and canned deserts. This excessive television viewing has been linked to poor health habits, such as snacking between meals on non-nutritious foods and attempts to influence parents' choices of food purchases. Finally, a 1986 study by Dietz and Gortmaker even shows a casual link between television viewing and child obesity (Contuga, 1988).

Close parental guidance is an influencing factor in proper nutrition education. A study using three-and-a-half year olds and their mothers was done to investigate the relationship between pre-schoolers' knowledge and attitudes toward nutrition and the types of messages that their parents gave them about nutrition (Anliker, Laus, Samonds and Beal, 1990). It was found that there was a positive relationship between the amount of information communicated

to pre-school children concerning nutrition concepts and the awareness and levels of knowledge in the children.

While children at this age may not fully understand the causal reasoning behind healthy food choices, it was found that they did have the ability to group foods, recognize food transformation, and to make judgements related to food values. Although this study was done with a small sampling of the total U.S. population, 104 while upper middle class families, it is still a good indicator of the role parents play in influencing a child's nutrition attitude.

To summarize, the need of proper nutritional education should be part of the elementary school's curriculum. The changes in the modern family unit, and the abundance of exposure to the media pose a strong influence on young children today. If parents and teachers work together this situation can be improved. Between home and school nutrition education can help educate children toward proper nutritional habits and help them form lasting attitudes toward dietary practices.

Chapter III DESCRIPTION OF THE PROJECT PROCEDURES

Subjects

The research was conducted with 19 kindergarten students of various abilities. These students were compared to one other classroom of 19 kindergarten students of similar ability and IQ, who were not exposed to the "hands-on" nutrition education program. (Control Group). They learned nutrition concepts from the adopted health curriculum. Both the control group and the experimental group had the same kindergarten teacher. The experimental group was specifically selected because a reliable parent volunteer was available to assist with weekly activities.

Data Collection

Both kindergarten classes were given an eight question pre-test in January of 1992 to determine their basic knowledge of nutrition. A final post-test was given in May of 1992, and the results were compared by appropriate statistical analysis. Scores for the pre- and post- test are shown in Chapter IV.

Description of Treatment

The researcher is a kindergarten teacher at H. V. Bear School in Miamisburg, Ohio. There are two half-day kindergarten classes in the building. The researcher teaches both the A.M. and the P.M. sections. To investigate the potential for educating young children about nutrition, a program of nutrition education was integrated into the curriculum of the P.M. class.

The A.M. section (Control Group) followed only the adopted health curriculum and no special emphasis was put on formal instruction of nutrition or foods.

The P.M. section participated in the study (Experimental Group). Weekly hands on cooking activities were conducted from January through May. In addition to weekly cooking activities there were bulletin boards, film strips, games, and puppets which were used to help the children become familiar with the names of foods and identify the four food groups.

General goals for the program were developed to effectively research the nutrition program. These goals were designed to be practical and also meet the district adopted health course of study. The goals were:

1. To create awareness that food helps the body grow, stay healthy, and provide energy.
2. To recognize that food can take different forms.
3. To education parents on proper nutrition.
4. To provide children with opportunities to prepare food by following simple rules of cleanliness and safety.
5. To provide children with opportunities for tasting a variety of foods.

The National Dairy Council kit FOOD-EARLY CHOICES provided the conceptual basis for the curriculum to be tested in this research. These five goals were designed to be met by the students. Through hands-on experiences the students were given many opportunities to internalize the concept. Many of the cooking activities were done in small groups and can be used with children of different developmental levels. Age-appropriate curriculum materials were used to provide meaningful experiences for the children.

To implement the program, the school year was divided into weekly units. Each week the unit was developed around a different letter of the alphabet. The children were immersed in a whole language approach of reading stories, recipes,

writing and cooking activities all centered around the particular letter of the week.

The "hands-on" cooking experiences took place once a week on Thursday afternoons. On Mondays several children were sent home with a letter asking parents to donate ingredients or cooking supplies to be brought in for "Cooking Day." The children began to look forward to the beginning of each week in anticipation of the new "letter of the week" and were always asking, "What are we going to cook?" By asking for donations from the parents, they too became involved in the cooking activities.

The recipes were written out in rebus on large chart paper. Each cooking experience began with a shared reading of the recipe. After several weeks the researcher noticed children beginning to read the recipes on their own. Although many of the kindergarten students could not formally read, they were able to read the rebus charts with amazing accuracy.

The weekly cooking activity was related to the letter of the week, story read, and art activity. For example, while teaching the letter "P", the students made "Pigs in a Blanket." (See rebus recipe for "Pigs in a Blanket" in the appendix/cookbook.) "Pigs in a Blanket" are hotdogs wrapped in cheese and a crescent roll. The children were able to make them independently, with only minimal help from an adult to operate the oven. During this week several versions of The Three Little Pigs were read. Science and language arts activities included making pig puppets, acting out the story, and learning about foods that come from pigs.

Treatment of the Thursday cooking activity began the second week in January, 1992 and concluded the last week of May, 1992. Ideally the cooking activities would begin in the fall when the alphabet is first being taught. Due to the shortage of time, the researcher was only able to conduct 13 cooking experiences.

These cooking experiences provided a variety of opportunities to teach the children about nutrition. The parents of these children received a copy of the weekly cooking activity and recipe for the purpose of educating them on good nutrition.

Many pre-school and kindergarten classrooms incorporate cooking into the curriculum. A handbook\cookbook of ideas is included as part of this project. "Cooking Through the Alphabet" will be organized into 26 cooking activities, one for each letter of the alphabet. The purpose of the cookbook is to combine teaching of language arts, readiness skills, and nutrition education through hands-on cooking activities.

CHAPTER IV FINDINGS

To preserve the anonymity of the students, the data only indicates first names of the students. A.M. class (Control) followed the regular classroom program/curriculum with no emphasis on nutrition or foods. P.M. class (Experimental) had the hands-on experiences with cooking and foods.

A pre-test (See appendix) was designed and administered to both the experimental and control groups in January, 1992. The post-test was administered to both groups in May, 1992. Scores for the pre- and post-tests are shown by classes on the next pages.

Gains or losses are shown as a plus or minus. No change is indicated by a zero.

A visual examination of the scores indicates that all but one student in the experimental group (P.M. class) made gains between pre- and post-test scores. In the control group (A.M. class) five children had losses from the pre- and post-test scores, five stayed the same, and nine made gains. The data shows that the control group had more knowledge of nutrition concepts when pre-tested in January. (74 points - control group versus 62 points - experimental group).

The final results were exciting, the students in the experimental group made gains of 51 points for a total score of 113. The control group also made gains but their post-test score showed a gain of only 8 points for a total score of 83.

Pre- and Post-Test Scores

Nutrition Concepts

AM class - control group
 PM class - experimental group

AM class - control group

<u>Names</u>	<u>pre-test</u>	<u>post-test</u>	<u>differential</u>
Jamie	3	2	-1
Wesley	3	4	+1
Samuel	1	3	+2
Shalen	4	5	+1
Erin	6	7	+1
Christopher	5	4	-1
A.J.	5	5	0
Zachary	3	6	+3
Lee	5	5	0
Danny	6	5	-1
Cody	2	4	+2
Travis	2	2	0
Leah	5	5	0
Eric	3	4	+1
Krista	4	5	+1
Nat	3	3	0
Kristen	4	2	-2
Skyler	1	3	+2
Nicki	7	6	-1

PM class - experimental group

<u>Names</u>	<u>pre-test</u>	<u>post-test</u>	<u>differential</u>
Melissa	5	7	+2
B.J.	3	4	+1
Adam	4	7	+3
Don	4	3	-1
Jennifer	1	5	+4
Dusty	3	4	+1
Kristina	2	8	+6
Andy	6	7	+1
Miranda	3	5	+2
Nate	5	8	+3
Ta Shawna	2	5	+3
Johnny	2	5	+3
Holly	4	6	+2
Mandy	5	8	+3
Matthew	3	5	+2
Christopher	4	8	+4
Tracy	2	7	+5
David	1	7	+6
Jesse	3	4	+1

CHAPTER V
SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

Millions of American practice poor nutritional habits. In an affluent country such as the United States, poor nutrition in children and adults is largely due to poor eating habits rather than a lack of food.

The increasing number of dual career and single parent families have brought about a major social change in our society. The research indicates that more and more children are finding themselves in "self-care" situations (Althoff, 1989). These children are increasingly becoming responsible for food selection and meal preparation and with limited knowledge of good nutrition.

It imperative that children learn and practice proper nutritional habits. There is a need to promote a better understanding of the necessity of nutrition and its effects on growth and development.

After reviewing the current literature, the researcher concluded that this was a significant problem that needed to be addressed. The researcher proposed a study designed to see if students who participated in "hands-on" cooking experiences in the classroom would increase their knowledge of nutrition. The proposed study involved two kindergarten classrooms at Harris V. Bear School in Miamisburg, Ohio. The two classes were assumed to have equivalent backgrounds and I.Q. A pre-test was given to both kindergarten classes in January, 1992 to determine the level of knowledge of nutrition concepts. The researcher then began weekly cooking experiences with only the P.M. class. The A.M. class did not have any "hands-on" cooking experiences. They learned from the adopted health curriculum. The P.M. class was selected because a trained parent volunteer was available to assist with activities.

The cooking lessons were coordinated to go along with the teaching of the alphabet. Each week a different letter was taught and the cooking activity would relate to the letter of the week. A complete list of 26 rebus recipes can be found in the appendix.

Conclusion

The pre-test was administered in January of 1992. The same test was given again at the end of May. (See appendix for pre- and post-test). The parent volunteers administered the pre- and post-tests.

Scores for the pre- and post-tests are shown by classes in Chapter IV. Gains or losses are shown as a plus or minus. No change in pre- and post-test scores are show with a zero.

A visual examination of the scores indicates that all but one student in the experimental group made gains. In the control group, five children had gains, five had losses, and nine stayed the same from the time of pre- to post-testing.

Bases on the results of the post-tests, the hypothesis was proven wrong. All but one student who was exposed to the hands-on nutrition education program made significant gains in their knowledge of nutrition.

The researcher hypothesized there would be no gains made by the experimental group when compared to the control group. The final results were exciting. The experimental group gained a total of 51 points from the pre- to post-test. The control group only gained 6 points.

Recommendations

The results of this study were extremely positive. The results were positive for children, parents, administrators, and the teacher who participated in this research project. This "hands-on" approach to nutrition education will be continued at Harris V. Bear School and will be recommended

to other classroom teachers who are not presently using this type program.

The cookbook (in the appendix) was designed in hopes that other educators would get involved in cooking with their students.

This was the second study of its kind done in the Dayton area. Research done in 1990 by two first grade classrooms at E.J. Brown (Dayton Public Schools) had similar positive results. It is the hope of the researcher that more teachers will get involved and replicate this research with other groups of kindergarten students to help add to the validity of this current study.

Proper supervision of cooking activities can be a limit to a classroom teacher. It is highly recommended that a trained parent or community volunteer be on hand during "hands-on" activities. This enables the teacher and children to have enjoyable and meaningful experiences with food and materials.

Funding for this project can also be a limitation for many classroom teachers. The researcher recommends the teacher work with the building principal, parent teacher organizations, or apply for a grant to get the needed assistance. In this project, the researcher relied mainly on parent donations and received some funding through the building principal.

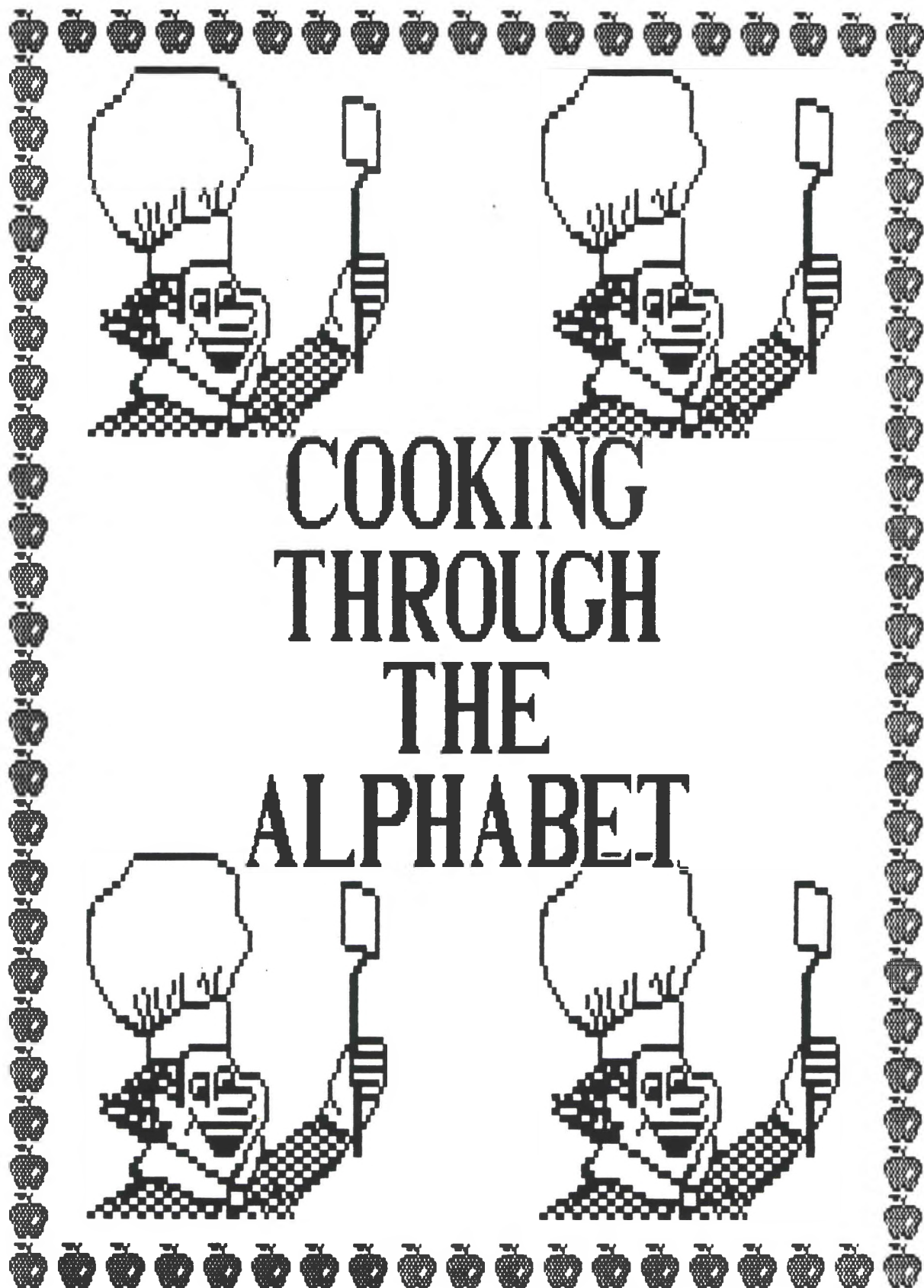
Cooking with children can be a wonderful and rewarding experience for all involved. The researcher feels that proper organization of materials, volunteers, and children can lead to successful experiences for all parties involved.

APPENDIX

PRE/POST TEST ON NUTRITION CONCEPTS - GRADES K-2

Directions: Circle letter (a, b, or c) to show the best possible answer.

1. A carrot is a:
 - a. fruit
 - b. vegetable
 - c. meat
2. The best thing I could eat for breakfast is:
 - a. peanut butter toast
 - b. piece of meat
 - c. candy bar
3. Butter comes from:
 - a. cow
 - b. pig
 - c. supermarket
4. What everything needs to live is:
 - a. house
 - b. to be warm
 - c. food
5. The best dessert is:
 - a. cake
 - b. apple
 - c. meat
6. A lemon is a:
 - a. fruit
 - b. vegetable
 - c. meat
7. Foods can be:
 - a. fresh
 - b. frozen
 - c. both
8. Which food belongs in the groups with bread?
 - a. milk
 - b. cereal
 - c. butter



COOKING THROUGH THE ALPHABET





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Cooking Day
is
Thursday



Dear Parents,

We will be making
_____ this week and
need _____

We would be grateful if you
could help us by providing
part of the ingredients!

* Please drop it off to us
on or before _____.

Thank you,

Mrs. Creager









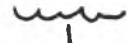



Applesauce

23

apples 

water 

sugar  or brown sugar 

1. Peel the skin off all the apples.
2. Cut  the apples into small pieces.
3. Put the pieces  of apple in a  bowl of water.
4. Put all apples in a  pan of  water to cook.
5. Add sugar to taste. 
6. Cook until the apples are soft.
7. Mash the apples. 
8. Serve and eat! 

Letter: Aa



2.

Butterfly

24

You need:



celery 

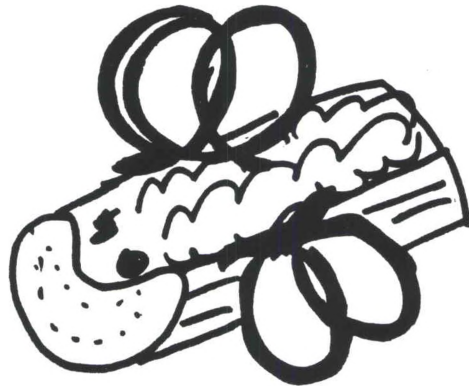
2 pretzels ♀♀

2 raisins

cheese spread 





knife 








1. Spread cheese on celery. 
2. Put on 2 raisins. 
3. Put on 2 pretzels. ♀♀
4. Eat before it flys away! 😊

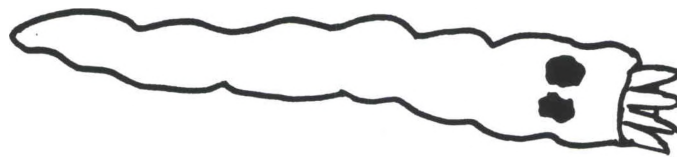


Crocodile Carrots

25

- 1 carrot 
- 2 raisins 
- 1  peanut butter
-  almonds

1. Clean and peel the .
2. Ask a grown up to cut mouth. .
3. Count 2 .
4. Glue the eyes on with . .
5. Glue the teeth on with .
6. Eat ! 

















Letter: Cc

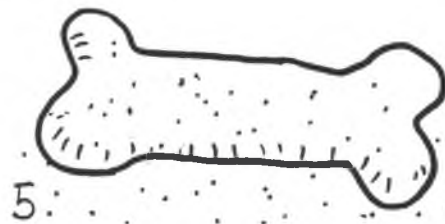


Dog Bones



- 2 cups peanut butter  
- 2 cups dry milk  
- 4 Tablespoons honey  
- 6 Tablespoons graham cracker crumbs, finely crushed 

1. Mix in a bowl: peanut butter 
dry milk 
2. Add honey.    mix well!
3. Divide dough into 24 balls. 
4. Mold each into shape of .
5. Sprinkle graham crackers on both sides.
6. Eat!



Elephant

27

You need:







1 slice bread 

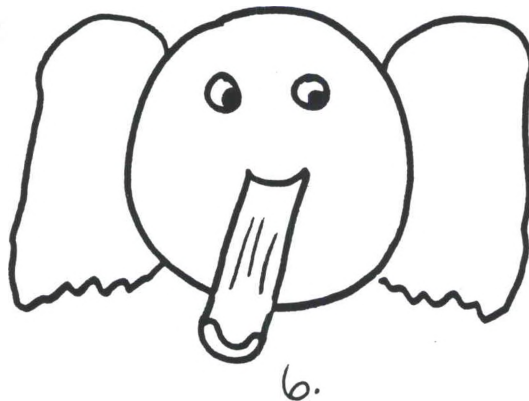
1 slice chicken 

lettuce 

1 stalk celery 

1 black olive 



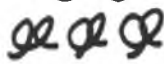







1. Take 1 piece of bread. 
2. Take 1 slice chicken. 
3. Take 2 lettuce leaves. 
4. Take 1 stalk celery. 
5. Take 2 sliced olives. 
6. Make an elephant face.
7. Eat the elephant! 



Letter: Ee

Farm Food

"Chicken Feed"

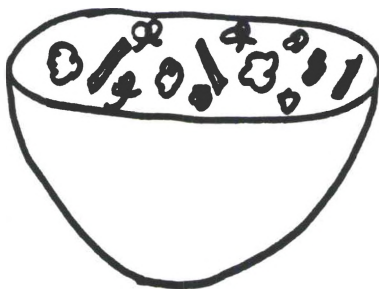
- | | | |
|-----------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| 3 cups cheerios |  |  |
| 1 cup pretzels |  |  |
| 1 cup pretzels |  |  |
| 1 cup raisins |  |  |
| 1 cup popcorn |  |  |

1. Mix all ingredients together in a bowl.



2. Serve in individual cups.

3. Eat! 😊





Green Grub

29

You need:

1 slice wheat bread




cream cheese 

1 shamrock cookie cutter

fork  bowl 

green food coloring 

knife 

1. Use the  to whip the cream cheese.
2. Add 6 drops of .
3. Mix and blend.
4. Cut shamrock out of bread.
5. Spread on "green cheese."
6. Eat! 

Letter: Gg
St. Patrick's Day

♥ "Heart-y" Eggs ♥

30

For one serving:





♥ cookie cutter

0 1 egg

☐ 1 slice of bread

▭ butter

♫ salt
♫ pepper

1. Cut ♥ in the bread. 
2. Break egg into bowl. 
3. Place butter in pan. 
4. Brown both sides of bread.
5. Pour egg into the ♥. 
6. Cook until the egg is done.
7. Remove and eat! 😊



9.

Letter: Hh
The theme for
the week is
Valentines Day
and hearts.

Insects

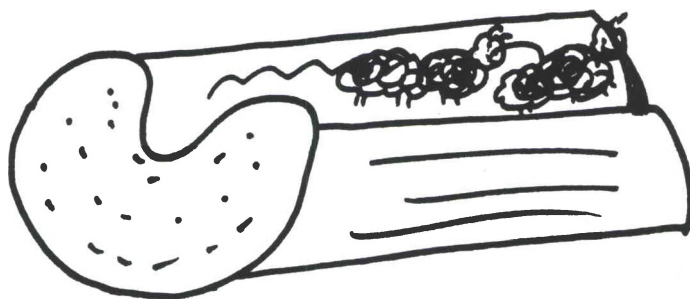
 on a 



1. Put the  of  on the 

2. Put the  on the 

3. Eat! 😊

















Letter: I i or A a

Jam Sandwiches

32

For one serving:

- 1 slice bread 
- 2  jam  
- 7 raisins       

1. Cut the bread. 
2. Spread jam on $\frac{1}{2}$. 
3. Put on 7 raisins. 
4. Put on the other $\frac{1}{2}$ of bread to make a sandwich.
5. Eat! 😊

Letter: Jj

This cooking activity goes along with the book: The Giant Jam Sandwich.


Kabobs


You need:

apples 

bananas 

cheese 

toothpicks or skewers 

knife 

Directions:







1. Cut the fruit into small pieces.
2. Cut the cheese into small pieces.
3. Put the fruit and cheese on the skewers. (Make a pattern)

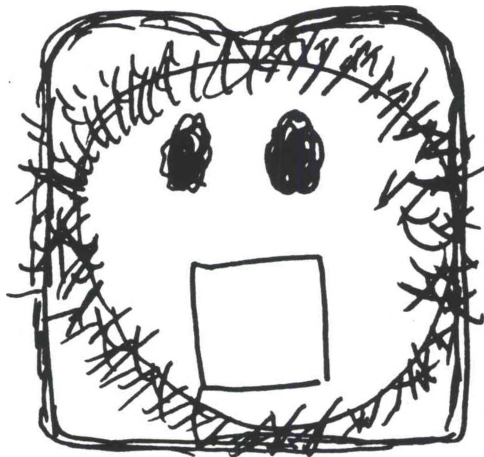
4. Eat ! 

Letter: Kk

Lion Sandwich

34

1. Take 1 piece of bread. 
2. Take 1 piece of bologna. 
3. Take 2 raisins. 
4. Take 1 piece of cheese. 
5. Take some cheese. 
6. Make a lion face.
7. Eat the lion! 



Letter: L l

This cooking activity goes along with the book: The Lion and the Mouse.

Merry Mouse Muffins

35





You need:

Unfrosted muffins or cupcakes 

1 vanilla wafer 

3 raisins 

red licorice 

1. Start with a muffin. 
2. Break a vanilla wafer in half and insert for ears. 
3. Use 3  for the eyes and nose. 
4. Make a tiny tail out of red licorice.
5. Eat him before he scurries away!



m-m-m-m


Nachos

36








1 can cheddar cheese soup 

$\frac{1}{2}$ cup milk  

 bowl

 - microwave

 - corn chips

1. Put the  and  in a .
2. Put the  in the  for 2 minutes. Stir. Repeat until  is melted.
3. Pour the sauce over .
4. Eat!

Octopus

For one serving:





2 crackers 

peanut butter 

2 raisins 

8 Chinese noodles

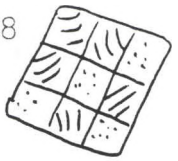
Directions:

1. Spread peanut butter on 2 crackers. 
2. Make a sandwich with the crackers. 
3. Place 8 noodles in peanut butter. 
4. Put 2 raisins on top for eyes.
5. Eat! 



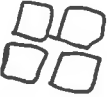
Letter: Oo













Pigs in a Blanket ³⁸



$\frac{1}{2}$ biscuit 

$\frac{1}{2}$ hot dog 

$\frac{1}{4}$ slice of cheese 

1. Cut  in to .
2. Cut  in to .
3. Cut  in to .
4. Wrap  around  and .
5. Put  on a .
6. Bake for 10 minutes at 350°.
7. Eat ! 

Letter: Pp

This cooking activity goes along with The Three Little Pigs.

Q - Crackers.

39

You need:

round crackers ○○

peanut butter 🥫


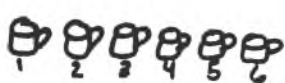
raisins ◊

1. Spread peanut butter on crackers. ○🔪
2. Put on raisins in shape of ◊.
3. Eat !







Rice Krispy Treats

40














- 1 stick butter 
- 1 10½ oz. bag marshmallows
- 6 Cups Rice Krispy Cereal 

Directions:


1. Melt butter in saucepan. 
2. Add marshmallows. Stir till well blended and melted. 
3. Remove from heat. Add 6 cups cereal, toss until well coated.
4. Press mixture into greased ^(9x13") pan. 
5. Cool, cut into squares. 
6. Eat ! 😊

Letter: Rr

Sugar Cookies (Christmas)⁴¹

- 1 Cup butter shortening 
- 1 Cup sugar 
- 2 eggs 
- 2½ cups sifted flour   
- ½ teaspoon baking soda  
- 2 teaspoons vanilla   
- 1 teaspoon salt  

1. Mix ingredients together in large bowl. 

2. Drop rounded teaspoon on greased cookie sheet. 

3. Sprinkle on colored sugar. 

4. Bake 8 to 10 minutes in oven at 375°. 

5. Take cookies out of oven and let them cool.

6. Eat ! 😊

Letter: S


Teddy Bear Toast

42

1 piece bread 

cinnamon 







1 cookie cutter 

sugar 

butter 

toaster

knife 

1. Press the cookie cutter into the .
2. Toast the bread. 
3. Spread  on top. 
4. Sprinkle mixed  and .
5. Eat!







Un - Cooked Candy

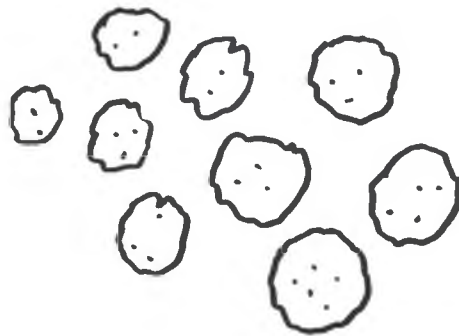
43

$\frac{2}{3}$ Cup chunk-style peanut butter

$\frac{1}{3}$ Cup honey

1 Cup instant nonfat dry milk powder

1. Mix peanut butter and honey. 
2. Stir in powder milk. Work with hands. 
3. Chill for several hours. 
4. Shape into teaspoon size balls. 
5. Chill until firm.
6. Eat!



Very Vegetable Soup

44


Ingredients:

1 potato 

corn 


celery 

carrots 

green beans 

onion 

mixed vegetables 

chicken broth 

salt 

Directions:

1. Put all the vegetables into the pot. 

2. Put in the chicken  broth and salt. 


3. Cook.

4. Serve in cups. 

5. Eat!

Wagon

You need :

Celery 

carrots 

toothpicks 

knife 

1. Get 1 stalk celery. 

2. Cut 5 

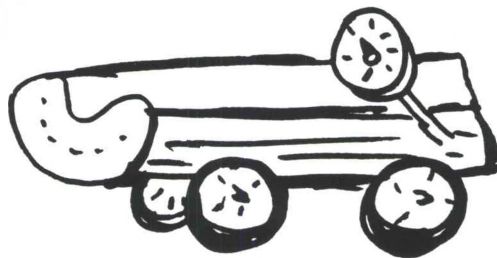
3. Count 3 

4. Make a steering wheel 

5. Push  through 

6. Push on wheels. 









7. Eat ! 













X Marks the Spot

46

You need:

- 3 envelopes Knox unflavored gelatin   
- 1 large package lemon jello 
- $\frac{1}{2}$ cup sugar 
- 1 cup cold water 
- 2 cups hot water  

Directions:





1. Mix together - 3 envelopes Knox.   
 - 1 cup cold water 
2. Mix together. lemon jello 
 - $\frac{1}{2}$ cup sugar 
 - 2 cups hot water  
3. Mix all together in a large bowl. 
4. Pour into 9x13 baking pan. 
5. Refrigerate, till set.
6. Cut with  cookie cutter.
7. Eat !

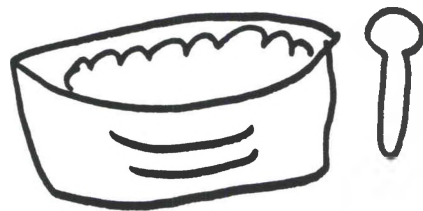
Yellow Yummy Pudding 47

You need:

2 boxes lemon pudding  

4 cups milk    

1. Put 2 boxes pudding in a bowl.
2. Add 4 cups cold milk.    
3. Mix 2 minutes at medium speed using an electric mixer.
4. Pour into dessert dishes !!
5. Chill and enjoy! 😊



Zebra

You need:

1 slice pumpernickle or rye bread. 

1 sliced black olive 

$\frac{1}{2}$ cherry 

cream cheese  and knife 

4" cookie cutter 

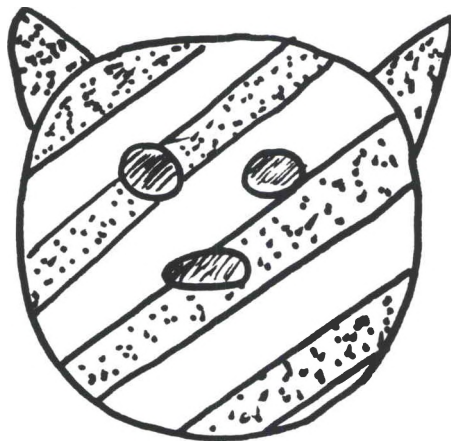
1. Cut the bread. 

2. Spread on cream cheese. 

3. Put on eyes and nose.

4. Put on ears.

5. Eat!



Letter: Zz

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