



# Ready, Set, Go!

## Stay Safe This Summer

Here are some simple rules for your children to live by this summer.

1. Always **CHECK FIRST** with your parents or the person in charge before you go anywhere or do anything.
2. Always **TAKE A FRIEND** when you play or go somewhere. It's safer and more fun.
3. Never accept anything from anyone without your parents' permission.



4. Never go into a public restroom by yourself.
5. If you feel lost, identify the safest place to go or person to ask for help in reuniting you with your family.

6. Never take a ride from someone without **CHECKING FIRST** with your parents.
7. Wear reflectors and protective clothing if your parents say you can play outside after dark.
8. Don't be afraid to say **NO** and **GET AWAY** from any situation that makes you feel uncomfortable or confused.



### Summer snacks

These snacks are healthy and will keep you cool during a hot summer day!

- Blend frozen fruit, juice, and ice for a frosty fruit smoothie.
- Dip cut fruit in yogurt for a sweet afternoon treat.
- Freeze 100% fruit juice in ice cube trays for mini-popsicles.

## Awesome Summer Activities

Here are some cool summer activities to do on those hot summer days:

1. Go to the beach and walk in the wet sand.
2. Do outdoor activities early in the morning or

late in the evening.

3. Go swimming (with adult supervision)
4. Splash in a local creek, lake, or river.
5. Run through the sprinklers!



6. Have a water balloon or water gun fight!

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# Rethink Your Drink!

## Keep your body hydrated this summer!



With all of the outdoor activities that you and your family may be doing this summer, it's important to

keep your body hydrated.

**Our bodies need water because water...**

- carries nutrients through the body.
- carries waste and toxins out of the body.
- helps control our body temperature.

Here are ways to keep your kids hydrated this summer....

- Keep plenty of water, milk, and other non-sugary drinks in the house.
- Reduce the amount of sugary juices and sodas they drink. Enjoy them only on occasion.
- Buy bottled water or a pitcher with a filter to make your tap water taste better.
- Add a lemon, lime, or orange, cucumber slice, or fresh mint to your water for added flavor with no

added sugar.

- Challenge your kids to see how many glasses of water they can drink a day, maybe even offer prizes.



### Summer Challenge: Soda Free Summer!!

This summer, challenge your children to see if they can be soda free.

Offer a prize at the end of the summer for the winners!

Here are some healthy drink alternatives to offer them:

- healthy smoothies
- homemade fruit slush
- homemade lemonade or iced tea
- cold milk

## Hidden Sugars in your Drinks



100% Fruit Juice  
6.75 oz  
1 serving

**6 teaspoons of sugar**

Drink only 1/2 cup (that's less than 1 juice box) each day.



Soda, Regular Size  
20 oz  
2.5 servings

**10 teaspoons of sugar**

Drink diet soda instead — or even better, drink water!



Sunny Delight  
16 oz  
2 servings

**15 teaspoons of sugar**

Instead of Sunny D or Capri Sun, choose water or a sports drink.

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# Carbohydrates-Simple and Complex

## Summary:

Grain products are staple foods and sources of simple and complex carbohydrates that provide energy for the body.

## Main Curriculum Tie:

Food And Nutrition I

[Standard 4 Objective 1](#)

Identify carbohydrates, their sources, and functions, and the importance of whole grains in the body.

## Materials:

## Web Sites

- [Foods & Nutrition 1](#)  
Visit the Foods & Nutrition 1 website.

## Background For Teachers:

Carbohydrates, the main nutrient in grain products in the orange section of MyPyramid, provide much of the fuel that keeps the body going, in much the same way that gasoline provides fuel to keep a car going.

Carbohydrates can be classified into categories.

CARBOHYDRATES are the body's most preferred source of energy. They make up, by far, the largest volume (60%) of our daily food. They are taken in the form of all foods made up of grain flour, cereals, pasta, potatoes and other vegetables, and also in the form of sugars contained in fruits, syrups, honey and candy, as well as in the pure crystalline form of our familiar table "sugar".

Carbohydrate is the element in our food which:

1. supplies the energy for the body's automatic activity and for the performance of our daily tasks. The more physical work we perform daily, the more carbohydrates we must proportionately consume.
2. plays a vital part in the digestion, assimilation (metabolism) and oxidation of protein and fat. If we take in more carbohydrate of any kind than is needed for immediate use the unused portion is stored in the liver or converted into fat and deposited in the tissues for future use.

Most carbohydrates come from foods of plant origin. The major simple carbohydrates or sugars are glucose, maltose, fructose, and sucrose which come from plants. Lactose is found in milk.

## FOOD SOURCES OF CARBOHYDRATE

We generally think of grains (Bread & Cereal group) as the only source of carbohydrates. In reality carbohydrates come from many other sources that also give us other essential nutrients. Carbohydrates come mainly from plant sources, although milk and many milk products contain some carbohydrates in the form of lactose. Some of the most important sources of carbohydrates are shown on FOOD FOR THOUGHT.

## SIMPLE CARBOHYDRATES

Simple carbohydrates are quick energy sources, but they do not usually supply any other nutrients or fiber.

**SUGARS** - Glucose is the major kind of simple sugar. Glucose is the basic source of energy for all living things. Glucose supplies the body with quick energy. It occurs naturally in some fruits and vegetables and is also produced in the body by breaking down other foods into glucose.

**Miniglossary of kCaloric Sweeteners**

**Sucrose:** commonly known as table sugar, beet sugar, or cane sugar. Sucrose occurs in many fruits and some vegetables.

**Fructose:** known as fruit sugar. Most plants contain fructose, especially fruits and saps.

**Glucose:** sometimes known as blood sugar, sometimes as grape sugar. Nearly all plant foods contain glucose.

**Maltose:** known as malt sugar. Found in grains.

**Lactose:** commonly known as milk sugar. It is the principal carbohydrate found in milk.

### **COMPLEX CARBOHYDRATES**

Complex carbohydrates often supply energy and other nutrients and fiber that the body needs. They are a better choice.

**STARCH** - in the body breaks down into simple sugars. The body has to break down all sugar/starch into glucose to use it. Starch supplies the body with long, sustained energy.

All starchy foods are plant foods. Seeds are the richest source; 70 percent of their weight is starch. Many human societies have a staple grain from which their people derive their food energy. In Canada, the United States, and Europe the staple grain is wheat. Rice is the staple grain of the Orient. Corn is the staple grain of much of South America and the southern United States. The staple grains of other peoples include millet, rye, barley, and oats. In each society a bread, meal, or flour is made from the grain and is then used for many purposes. These staple foods are the major source of food energy for people of the world. They support human activity and energy.

The second important source of starch is the bean and pea family. These include dry beans found at your local supermarket such as lima beans, pinto beans, kidney beans, black-eyed peas, chickpeas (garbanzo beans), and soybeans. These vegetables are about 40 percent starch by weight and also contain a substantial amount of protein.

The third major source of starch is the tubers, such as the potato, yam, and cassava. These serve as the primary starch sources in many non-Western societies.

**DIETARY FIBER** - which is found in plant cells. Because it is tough and stringy, it does not break down completely in the body. Fiber is essential for regulating the body. It is the non-digestible part of plants.

**SOME OF THE IMPORTANT SOURCES OF CARBOHYDRATES ARE:**

**SIMPLE CARBOHYDRATE:**

Sugar - fruit, fruit juice, table sugar, honey, soft drinks, and other sweets

**COMPLEX CARBOHYDRATE:**

Starch - bread, cereal, potatoes, pasta, rice, and legumes (dried peas and beans)

Fiber - bran, whole-grain foods, raw vegetables and fruit (especially the seeds and skins), legumes, nuts, seeds and popcorn

Instructional Procedures:

## LEARNING ACTIVITIES AND TEACHING STRATEGIES

### OPTION #1

Have the students take notes on [Carbohydrates, Part I](#) on the [SIX ESSENTIAL NUTRIENTS worksheet](#), or use [CARBOHYDRATES WORKSHEET](#).

When discussing the three types of carbohydrates include amounts needed in terms of grams. Tell students that a gram is the basic unit in the metric system of measurement equal to about 1/28th of an ounce and that a kilogram is 1000 grams. To help them visualize a gram use the following examples:

100 grams is (very roughly) the weight of:

- a half-cup portion of most vegetables
- a half-cup of liquids such as milk or juice

A teaspoon of any dry powder such as salt, sugar, or flour weighs (very roughly) 5 grams.

### OPTION #2

Using the previously generated list of foods that students have eaten during the past week have the students make lists of their ten favorite carbohydrate foods. Classify the foods as simple or complex carbohydrates. Use [CARBOHYDRATES - SIMPLE OR COMPLEX worksheet](#). Answer questions at bottom of chart.

VARIATION: To give them a more clear picture of their eating habits and those of their peers, have the students complete the CARBOHYDRATES - SIMPLE OR COMPLEX worksheet on their own personal eating habits and then complete a worksheet as a unit group. This will help them look at their own diets and also see the tendencies of their age group.

After completing worksheets discuss student's lists using the following items to guide discussion.

- Which list is longer?
- Make a generalization concerning the types of foods found in each list.
- Relate your findings to the Dietary Guidelines.
- How can the simple carbohydrates be increased and complex carbohydrates be decreased. (refer to FOOD FOR THOUGHT handout)
- Define complex carbohydrate and simple carbohydrate. (Have students record definitions on their NUTRIENT TERMS worksheet.)

NOTE TO TEACHER: To illustrate the difference between simple and complex carbohydrates, draw a bell curve on the board and have it represent the simple carbohydrate: quick high, quick low. Draw a horizontal line across the bell curve to represent complex carbohydrates: long sustained, over the long-haul, continuous energy supply.

### OPTION #3

NOTE: The research for Part A and Part B can be divided among the class members and done on one day with the market orders completed and turned in. This can then be a two-period activity.

#### PART A

Have students research cook books and choose recipes which represents the simple carbohydrate group. Analyze the recipes as to why they are in the simple carbohydrate group.

Have each unit prepare a different recipe and share product with the rest of the class. (see [SUGGESTED SIMPLE/COMPLEX RECIPES](#) or other recipes of choice)

#### PART B

Have students research cook books and choose recipes which represents the complex carbohydrate group. Analyze the recipes as to why they are in the complex carbohydrate group.

Have each unit prepare a different recipe and share product with the rest of the class. (see [SUGGESTED SIMPLE/COMPLEX RECIPES](#) or other recipes of choice)

NOTE TO TEACHER: This would be a good place to incorporate teaching some skills - e.g. leavening agents, types of batters (pour, drop, dough\_\_\_soft and roll). An example might be Eclair Shells:

leavening agent\_\_\_air

batter\_\_\_drop

carbohydrate\_\_\_complex

filling or frosting\_\_\_simple carbohydrate

### OPTION #4

As a BELL RINGER show the students a food can without a label. Ask them if they would eat the product in the can without knowing what was inside.

Have the students analyze several different cereal box or bread labels for their carbohydrate and fiber content. Guide the students to the idea that carbohydrates should be their major source of food energy. ([WHAT ARE YOUR SOURCES OF CARBOHYDRATES?](#))

NOTE TO TEACHER: This assignment uses the ability to read labels. Included here is some background information on LABELING LAWS. Each teacher should contact their Extension Agent for the latest information on LABELING LAWS. This information could be put on a poster for students to refer to.

According to law, all labels must state:

1. The common name of the product.
2. The name and address of the manufacturer, packer, or distributor.
3. The style, type, description of the product.
4. The net contents in terms of weight, measure, or count.
5. Any special information that affects people with health problems.
6. Presence of artificial color, flavor, or preservatives.
7. A list of ingredients in order of weight in the package. The ingredient of the largest amount is listed first.
8. Nutritional labeling must be done if the food has nutrients added or if it claims to be highly nutritious.

This information has to be prominently displayed, typically on the front of the package, and in ordinary words. On the front or side of the package, most products are required to state the ingredients, listed in descending order of predominance by weight. That is all there is to the required label, but if you know how to read the front

and side of a package you're already one step ahead of the naive general public. This is particularly true in regard to the ingredient list. Whatever is listed first is what the package contains the largest amount of.

If any nutrition information or claim is made on the label, (e.g. provides 9 essential vitamins and minerals) it must conform to the following format:

- serving or portion size
- serving or portions per container
- calorie content per serving
- protein grams per serving
- fat grams per serving
- protein, vitamins, and minerals as percentages of the United States RDA (Recommended Daily Allowance)

#### OPTION #5

Have the students do a [GRAINS AND CEREALS SHOPPING SURVEY](#) while working in groups. This could be done as a field trip, in class mock store set-up, homework assignment or text book research. After the data is collected, have students compare results. Discuss.

NOTE TO TEACHER: Consider making this option an extra credit assignment. Some students may be reluctant about doing a survey.

Group #1 will survey the cereal section of a super market to identify cereals from wheat and other grains.

Group #2 will survey the bread and bread products department and identify all breads and bread products made from wheat and all breads and bread products made from other grains.

Group #3 will survey the frozen food section and identify foods using wheat and/or grain products.

Group #4 will survey the "dry" foods section and identify the variety of foods (such as pasta) that contain wheat or other grains.

#### OPTION #6

Evaluate students' knowledge of carbohydrates and fiber with a [CARBOHYDRATE TEST](#).

#### Attachments

- [carbohydrates\\_worksheet.pdf](#)
- [carbohydrates\\_worksheet\\_key.pdf](#)
- [carbohydrates\\_simple\\_complex.pdf](#)
- [recipes.pdf](#)  
Suggested Simple/Complex Recipes
- [sources\\_of\\_carbohydrates.pdf](#)  
What Are Your Sources of Carbohydrates?
- [shopping\\_survey.pdf](#)  
Grains & Cereals Shopping Survey
- [carbohydrate\\_test.pdf](#)
- [carbohydrate\\_test\\_key.pdf](#)

Author:

[Utah LessonPlans](#)

Reference for Option #2

## CARBOHYDRATES - SIMPLE OR COMPLEX

Group names \_\_\_\_\_ Period \_\_\_\_ Assign #

Make a list of your ten favorite carbohydrate foods. Classify the foods as simple or complex carbohydrates by placing a check mark in the appropriate column.

Option: Use the HEALTHY HABIT DIARY as the source of foods eaten.

Foods eaten by class members during past week	Simple Carbo	Complex Carbo

Questions:

1. Did the class eat more foods high in simple carbohydrates or more foods high in complex carbohydrates?
2. Is this typical of the American diet?
3. Does it matter to us as individuals if we eat more simple or more complex carbohydrates? Why?

## CARBOHYDRATES WORKSHEET

Name \_\_\_\_\_ Period \_\_\_\_ Assign #

1. Carbohydrates make up the largest volume of our daily food. \_\_\_ % of our food should be from carbohydrates.
2. Carbohydrates are taken in the form of \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
3. Carbohydrate is the element of our food that supplies \_\_\_\_\_. Carbohydrates also play a vital part of the \_\_\_\_\_ process, and of the \_\_\_\_\_ and \_\_\_\_\_ of protein and fat.
5. If we take in more carbohydrate than is needed for energy, the unused portion is stored in the liver or the tissues as \_\_\_\_\_.
6. Carbohydrates come mainly from \_\_\_\_\_ sources, although milk and milk products contain some carbohydrates in the form of \_\_\_\_\_.
7. \_\_\_\_\_ carbohydrates are quick energy sources, but they usually do not supply any other nutrients or fiber.
8. \_\_\_\_\_ is the major kind of simple sugar. It is the basic source of energy for all living things.
9. \_\_\_\_\_: commonly known as table sugar, beet or cane. It occurs in many fruits and vegetables.
10. \_\_\_\_\_: known as fruit sugar. Most plants contain this sugar, especially fruits and saps.
11. \_\_\_\_\_: sometimes known as blood sugar, and sometimes as grape sugar. Nearly all plant foods contain this sugar.
12. \_\_\_\_\_: known as malt sugar, is found in grains.
13. \_\_\_\_\_: known as milk sugar, is found as the principal carbohydrate in milk.
14. \_\_\_\_\_ carbohydrates often supply energy and other nutrients and fiber that the body needs. They are a better choice.
15. \_\_\_\_\_ in the body breaks down simple sugars. The body has to break down all sugar and \_\_\_\_\_ into glucose to use it.
16. All starchy foods are plant foods, \_\_\_\_\_ are the richest source; 70% of their weight is starch.

Name \_\_\_\_\_ Period \_\_\_\_ Assign #

1. Carbohydrates make up the largest volume of our daily food. 60 % of our food should be from carbohydrates.
2. Carbohydrates are taken in the form of grains: cereals and pasta, fruit, vegetables: tubers, legumes, sugar.
3. Carbohydrate is the element of our food that supplies energy. Carbohydrates also play a vital part of the digestive process, and of the metabolism and oxidation of protein and fat.
4. If we take in more carbohydrate than is needed for energy, the unused portion is stored in the liver or the tissues as fat.
5. Carbohydrates come mainly from plant sources, although milk and milk products contain some carbohydrates in the form of lactose.
6. Simple carbohydrates are quick energy sources, but they usually do not supply any other nutrients or fiber.
7. Glucose is the major kind of simple sugar. It is the basic source of energy for all living things.
8. Sucrose: commonly known as table sugar, beet or cane. It occurs in many fruits and vegetables.
9. Fructose: known as fruit sugar. Most plants contain this sugar, especially fruits and saps.
10. Glucose: sometimes known as blood sugar, and sometimes as grape sugar. Nearly all plant foods contain this sugar.
11. Maltose: known as malt sugar, is found in grains.
12. Lactose: known as milk sugar, is found as the principal carbohydrate in milk.
13. Complex carbohydrates often supply energy and other nutrients and fiber that the body needs. They are a better choice.
14. Starch in the body breaks down simple sugars. The body has to break down all sugar and starch into glucose to use it.
15. All starchy foods are plant foods, seeds are the richest source; 70% of their weight is starch.

## WHAT ARE YOUR SOURCES OF CARBOHYDRATES?

Name \_\_\_\_\_ Period \_\_\_\_ Assign #

Read the labels on four different cereal boxes. List the cereal and complete the chart by listing the number of grams per **1 ounce** of cereal:

Summarize

NAME OF CEREAL	SIMPLE CARBS  (Sugar)	COMPLEX CARBS  (Other Carbohydrates)	Dietary Fiber			Total Carbohydrates		
	Grams	Grams	Grams	% Daily Value		Grams	% Daily Value	
				% w/ Cereal	% w/ Milk		% w/ Cereal	% w/ Milk

Answer the following:

1. Do all cereals contain the same amounts of carbohydrates and dietary fiber? Why or why not?
  
2. Why is it necessary to eat starch (complex carbohydrate)?
  
3. Why is it necessary to eat dietary fiber?

## GRAINS & CEREALS SHOPPING SURVEY

Name \_\_\_\_\_ Period \_\_\_\_\_ Assign # \_\_\_\_\_

GROUP # \_\_\_\_\_ ASSIGNMENT \_\_\_\_\_ DUE DATE \_\_\_\_\_

**DIRECTIONS:** Complete the survey according to instructions. Go to the grocery store and survey the various sections of the store to identify products made from wheat and other grains. Answer the questions at the end of the survey.

**ASSIGNMENT #1:** Group #1 will survey the cereal section of a super market to identify cereals from wheat from other grains.

Wheat (list cereals):

Other grains (list cereal and grain):

**ASSIGNMENT #2:** Group #2 will survey the bread and bread products department and identify all breads and bread products made from wheat and all breads and bread products made from other grains.

Wheat (list product):

Other grains (list product and grain):

**ASSIGNMENT #3:** Group #3 will survey the frozen food section and identify foods using wheat and/or grain products.

List product/food and grain used:

**ASSIGNMENT #4:** Group #4 will survey the "dry" foods section and identify the variety of foods (such as pasta) that contain wheat or other grains.

Wheat (list product):

Other grains (list product and grain):



## CARBOHYDRATE TEST

Name \_\_\_\_\_ Period \_\_\_\_ Assign #

1. Carbohydrates make up about 20% of our daily diet.
  - a. True
  - b. False
  
2. Name three foods that are high in carbohydrates.
  - a.
  - b.
  - c.
  
3. What happens to the excess carbohydrates eaten if not worked off with physical exercise?
  
4. Circle which of the following is not a type of sugar.
  - a. Glucose
  - b. Sucrose
  - c. Riboflavin
  - d. Maltose
  
5. Simple carbohydrates supply only quick energy.
  - a. True
  - b. False
  
6. Dietary fiber is one form of complex carbohydrate.
  - a. True
  - b. False
  
7. Name 3 examples of simple carbohydrates.
  - a.
  - b.
  - c.
  
8. Quick Breads belong to the \_\_\_\_\_ group in MyPyramid.
  
9. There are 2 types of quick breads, name them.
  - a.
  - b.
  
10. The purpose of flour in quick breads is to
  
11. The leavening agent in quick breads is called
12. The purpose of the leavening agent in quick breads is to
13. What is the purpose of liquid in quick breads?
  
14. What is the purpose of fat and sugar in quick breads?
15. What is the purpose of eggs in quick breads.

Name \_\_\_\_\_ Period \_\_\_\_ Assign #

1. Carbohydrates make up about 20% of our daily diet.
  - a. True
  - b. False
2. Name three foods that are high in carbohydrates.
  - a. pasta, cereal, potatoes, grain flour vegetables
  - b.
  - c.
3. What happens to the excess carbohydrates eaten if not worked off with physical exercise?  
turns to fat
4. Which of the following is not a type of sugar.
  - a. Glucose
  - b. Sucrose
  - c. Riboflavin
  - d. Maltose
5. Simple carbohydrates supply only quick energy.
  - a. True
  - b. False
6. Dietary fiber is one form of complex carbohydrate.
  - a. True
  - b. False
7. Name 3 examples of simple carbohydrates.
  - a. sugar, honey, soda pop, sweets
  - b.
  - c.
8. Quick Breads belongs to the bread/cereal group in MyPyramid.
9. There are 2 types of quick breads, name them.
  - a. Batters
  - b. Doughs
10. The purpose of flour in quick breads is to structure or body of the product
11. The leavening agent in quick breads is called baking powder and or baking soda
12. The purpose of the leavening agent in quick breads is to adds air to make product light and porous
13. What is the purpose of liquid in quick breads? Dissolves the dry ingredients to form batter or dough
14. What is the purpose of fat and sugar in quick breads? Sugar sweetens and helps fat produce tenderness
15. What is the purpose of eggs in quick breads. Color, texture and nutrients

## SUGGESTED SIMPLE/COMPLEX RECIPES

### PUMPKIN COOKIES

#### Ingredients For Cookies

3/4 cups brown sugar (packed)	1/2 tsp. cinnamon
1 1/4 cups all-purpose flour	1/4 tsp. nutmeg
1/4 cup shortening	1/4 tsp. salt
1 cups canned pumpkin	1/4 tsp. ginger
1 2/2 tsp. baking powder	1/2 cup raisins
1 egg	1/2 cup chopped pecans

- ☐ Preheat oven to 400°F. Chop pecans and set aside.
- ☐ Blend dry ingredients (flour, baking powder, salt and spices) in a medium size bowl.
- ☐ Cream sugar, shortening, eggs and pumpkin in a large bowl.
- ☐ Add dry ingredients to pumpkin mixture. Fold in raisins and pecans.
- ☐ Drop one heaping teaspoonful of batter at a time onto an ungreased cookie sheet.
- ☐ Bake for 10-12 minutes until lightly brown. Let cool before icing. Makes about 60 cookies.

#### Ingredients for Icing

1/3 of an 8 ounce package of cream cheese (room temperature)  
1 Tbsp. butter (room temperature)  
1 tsp. vanilla  
1 1/2 cups shifted confectioners' sugar  
1/3 cup chopped pecans

In a small bowl, beat in all the ingredients (except pecans). When mixture is smooth, fold in pecans. Spread a small amount of icing on each cookie.

### SPAGHETTI PIZZA CRUST

8 ounces cooked spaghetti noodles	
2 beaten eggs	1/2 cup milk
1/2 tsp. garlic salt	1/2 cup grated cheese

Mix together and place on cookie sheet. Bake at 400°F for 15 minutes. Top with sauce, cheese, etc. Bake at 400°F until crust is done and cheese is melted.

## FUDGE

1 3 oz. package cream cheese  
5 Tbsp. cocoa  
1 cup nuts, chopped

1/2 tsp. vanilla  
2 cups powdered sugar

Cream cheese and butter together until soft. Add powdered sugar, a little at a time. Add cocoa and mix well. Add vanilla and nuts. Pat into a buttered 8" roll. Refrigerate. Slice.

*The following recipes are courtesy of Carma Wadley, feature foods editor, Deseret News, Salt Lake City, Utah*

## APPLES PANCAKES

(Submitted by Trinka Evjen, Springville)

Approximate cost: \$1.81

Preparation time: 30 minutes Yield: 16 pancakes

Evaluation: Thick pancakes with delicious flavor; heavy and filling

2 cups Bisquick  
1/2 teaspoon cinnamon  
1 egg  
1 1/2 cups milk  
1 cup apples, shredded

Spicy Cider Sauce:  
1 cup sugar  
3 tablespoons Bisquick  
1/4 teaspoon nutmeg  
2 cups apple cider or juice  
2 tablespoons lemon juice  
1/4 cup butter or margarine

Mix Bisquick with cinnamon, egg and milk; beat until smooth. Stir in apple and cook pancakes.

For sauce, combine sugar, Bisquick, nutmeg and cinnamon; blend in cider and lemon juice. Cook, stirring constantly, until mixture thickens and boils. Boil and stir 1 minute; remove from heat and stir in margarine.

□ Two pancakes with 1/4 cup syrup contains about 344 calories; 11.7 gms fat; 482 mg sodium; 30 mg cholesterol.

\*\*\*\*\*

Resource for Option #3

## **PUFF PANCAKES**

(Submitted by Christy Carpenter, Beaver)

Approximate cost: \$.77

Preparation time: 5 minutes plus baking

Yield: About 6 servings

Evaluation: Easy recipe that uses ingredients that are readily available. Practical recipe that doesn't require careful monitoring during busy morning hours.

1/4 cup margarine

1 cup milk

6 eggs

1 cup flour

1/2 teaspoon salt

Melt butter in 9x13 inch pan. Beat milk and eggs together; add flour and salt. Pour into buttered pan. Bake at 450°F for 10-15 minutes. Serve with powdered sugar, fruit, jam or syrup.

□ Each pancake serving contains about 245 calories; 44.9 gm fat; 350 mg sodium, 216 mg cholesterol.

## Soft Drinks and School-Age Children

# Are All Soft Drinks Created Equal?

Soft drinks include soda, fruit-flavored and part-juice drinks and sports drinks. Advertisers often try to convince us that soft drinks other than soda are healthier choices. Take a look at the sugar content of these soft drinks and you be the judge. While some of the soft drinks may contain added vitamin C, calcium or other nutrients, it is not enough to offset the high sugar content of these drinks. Note that many soft drink containers have multiple servings despite the fact that they are marketed as single-serving containers. Information was obtained from the Nutrition Facts labels of individual soft drinks.

Soft Drink	Container Size (ounces)	Serving Size (ounces)	Servings/Container	Per Serving			Per Container		
				gm. sugar	tsp. sugar	calories	gm. sugar	tsp. sugar	calories
7-up	20	8	2.5	26.0	6.5	100	65.0	16.3	250
7-up	12	12	1	39.0	9.8	140	39.0	9.8	140
Capri Sun - Big Pouch (Dragonfruit)	11.25	11.25	1	44.0	11.0	170	44.0	11.0	170
Capri Sun (Orange)	6.75	6.75	1	25.0	6.3	100	25.0	6.3	100
Coca-Cola	20	8	2.5	27.0	6.8	100	67.5	16.9	250
Coca-Cola	12	12	1	39.0	9.8	140	39.0	9.8	140
Coca-Cola	10	10	1	33.0	8.3	120	33.0	8.3	120
Country Time Lemonade	20	8	2.5	24.0	6.0	90	60.0	15.0	225
Crush (Orange)	20	8	2.5	34.0	8.5	120	85.0	21.3	300
Dr. Pepper	20	8	2.5	27.0	6.8	100	67.5	16.9	250
Dr. Pepper	10	10	1	33.0	8.3	120	33.0	8.3	120
Fanta (Strawberry)	20	8	2.5	33.0	8.3	120	82.5	20.6	300
Fruitopia (Cherry Vanilla Groove)	20	8	2.5	29.0	7.3	110	72.5	18.1	275
Fruitworks (Strawberry Melon)	20	8	2.5	25.0	6.3	110	62.5	15.6	275
Gatorade Frost (Riptide Rush)	32	8	4	14.0	3.5	50	56.0	14.0	200
Gatorade Ice (Orange)	20	8	2.5	14.0	3.5	50	35.0	8.8	125
Hawaiian Punch	20	8	2.5	29.0	7.3	120	72.5	18.1	300
Hi-C Box (Strawberry Kiwi Kraze)	8	8	1	26.0	6.5	100	26.0	6.5	100
Lipton Brisk Iced Tea	20	8	2.5	22.0	5.5	80	55.0	13.8	200
Mello Yello	20	8	2.5	32.0	8.0	120	80.0	20.0	300
Mountain Dew	20	8	2.5	31.0	7.8	110	77.5	19.4	275
Mountain Dew	12	12	1	46.0	11.5	170	46.0	11.5	170
Nestea Lemon Iced Tea	20	8	2.5	22.0	5.5	80	55.0	13.8	200
Ocean Spray (Cran Grape)	16	8	2	40.0	10.0	160	80.0	20.0	320
Pepsi	20	8	2.5	27.0	6.8	100	67.5	16.9	250
Pepsi	12	12	1	41.0	10.3	150	41.0	10.3	150
Pepsi Blue	20	8	2.5	27.0	6.8	100	67.5	16.9	250
Pepsi Twist	20	8	2.5	27.0	6.8	100	67.5	16.9	250
Powerade (Fruit Punch)	32	8	4	15.0	3.8	70	60.0	15.0	280
Powerade (Fruit Punch)	20	8	2.5	15.0	3.8	70	37.5	9.4	175
Powerade (Arctic Shatter)	12	12	1	22.0	5.5	110	22.0	5.5	110
Snapple (Kiwi Strawberry)	16	8	2	26.0	6.5	110	52.0	13.0	220
Sprite	10	10	1	32.0	8.0	120	32.0	8.0	120
Sunkist (Orange)	20	8	2.5	35.0	8.8	130	87.5	21.9	325
Sunkist (Orange)	12	12	1	52.0	13.0	190	52.0	13.0	190
Sunny Delight (California Smooth Orange)	18.5	8	2.5	30.0	7.5	130	75.0	18.8	325
Tropicana (Cranberry Juice Cocktail)	16	8	2	34.0	8.5	140	68.0	17.0	280
Tropicana Twister (Kiwi Strawberry)	20	8	2.5	30.0	7.5	130	75.0	18.8	325
Vanilla Coke	20	8	2.5	28.0	7.0	100	70.0	17.5	250

# EATING SMART ON THE RUN



## Making Smart Drink Choices



### DRINK WATER

- Drink **six to eight** 8-ounce glasses of water each day
- Drink more water when it is very warm or you are more physically active
- Keep a water bottle handy in the car, at home, work or school
- Drink water before, during and after physical activity
- Encourage children to drink water

### DRINK MILK

- **Children 1-2 years:** 2 cups per day of whole milk
- **Children 2-8 years:** 2 cups per day of fat-free or low-fat milk
- **Children 9 years and older:** 3 cups per day of fat-free or low-fat milk
- **Adults:** 3 cups per day of fat-free or low-fat milk

- Enjoy milk with meals
- Enjoy milk on cereal
- Enjoy milk in hot beverages
- Enjoy yogurt to go
- Enjoy frozen yogurt
- Enjoy yogurt smoothies

### DRINK 100% JUICE

- **Infants:** No juice before 6 months. Off juice in a cup, not a bottle. Do not give juice at bedtime. Juice should be limited to no more than **4 ounces** a day.
- **Children ages 1-6:** Limit juice to **4 to 6 ounces** per day.
- **Children ages 7 to 18:** Limit juice to **8 to 12 ounces** per day.
- **Adults:** Select whole fruits—fresh, frozen, canned or dried—rather than juice to get enough fiber.

### DRINK FEWER REGULAR SOFT DRINKS

- Make them a sometimes drink.
- Drink smaller portions.
- Drink diet soft drinks or tea sweetened with low-calorie sweeteners.

