

Information

- 3 Read this workbook and use it as a class resource. All work in this book is kept for your future reference. Do not submit these pages.
- 3 The course assignments can be found at the class website: **www.starstab.com** Once you are at this site go to “Enter your Classroom”.
- 3 Please be sure to go to the “Class Study Links” page. There you will find a variety of links set up to help you with your assignments. Many of these links are directly related to your assignments.
- 3 All assignments are turned in by e-mail to: **health@starstab.com** As you finish one assignment go directly on to the next one.
- 3 Remember; “No News is Good News” as you will only be notified if your assignments are incorrect or incomplete. So continue on at your own pace.

Maslow's Hierarchy of Needs

Define in your own words the following terms:

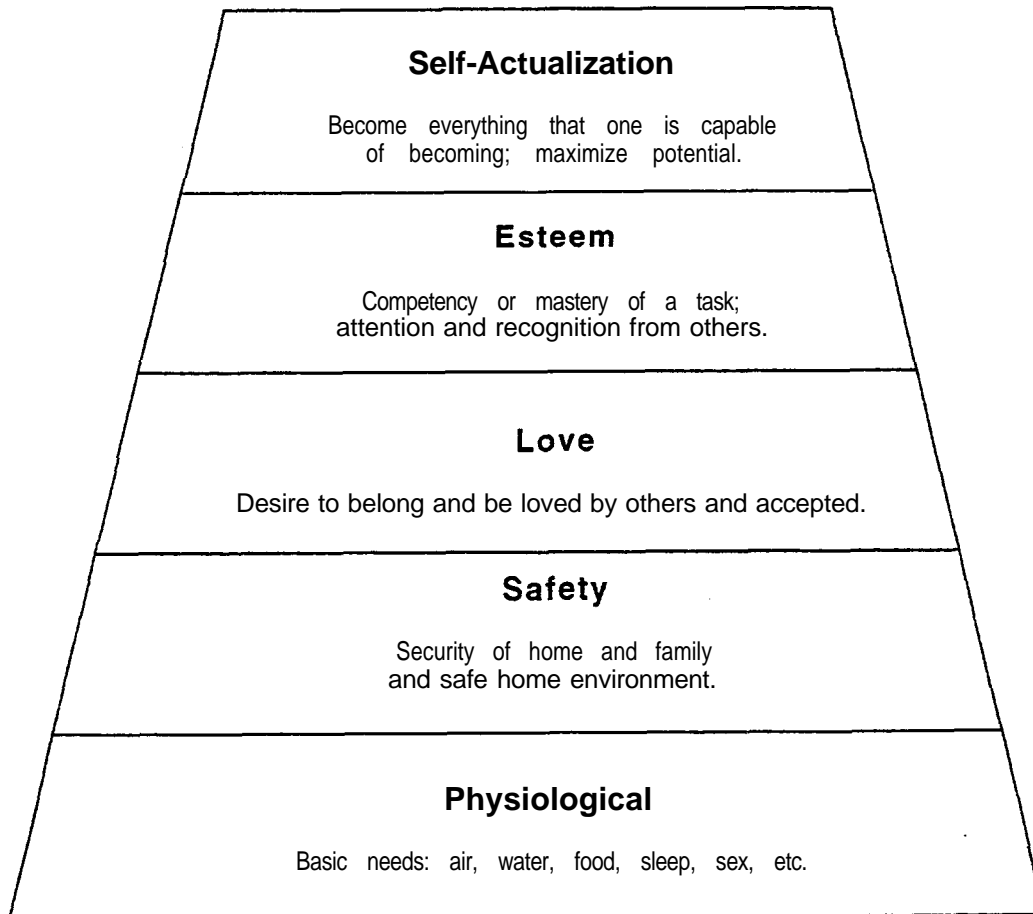
1. Functionally Absent
2. Physiological Needs
3. Safety Needs
4. Esteem Needs
5. Self Actualization Needs

Maslows theory is that every person must fulfill each lower level before advancing up to the next higher level. This process continues every day throughout life, the levels change with your daily experiences. What level would each of the following children be operating at? And explain why?

1. Rob - Arrives at your center most days very hungry, many days he is in dirty clothes and looks as if he has not bathed.
2. Sam - His parents are going through a divorce. Sam has asked you if he will ever see his Dad again.
3. Julie - She has just learned how to tie her shoe laces! She enjoys showing everyone around her how.
4. Sue - Often comes to your center crying that Mommy & Daddy were mad and hitting each other. She is afraid.
5. Randy - Plays on a soccer team and has been asked to be the coach's assistant, to help out with the other team members.

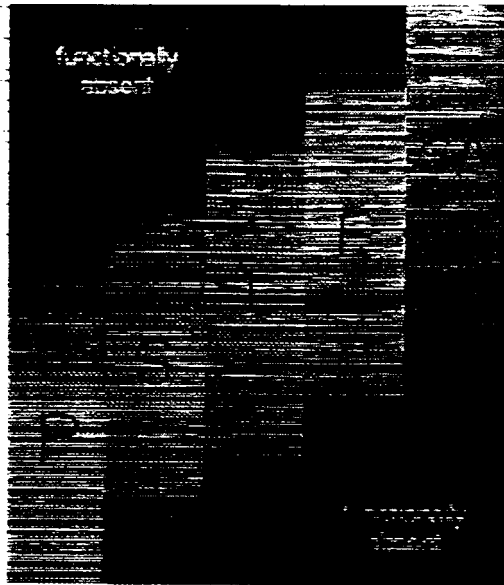


Maslow's Hierarchy of Needs





Until lower level is full, cannot move to next level.

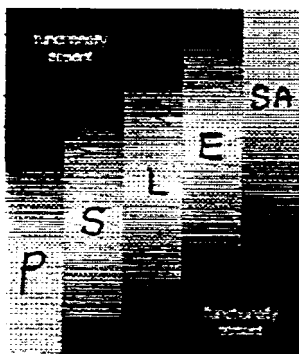
Maslow's Holistic Dynamic Needs Hierarchy



- P = Physiological**
- S = Safety**
- L = Belongingness and Love**
- E = Esteem**
- SA = Self-Actualization**

-  = **deficiency needs**
-  = **growth needs**

functionally absent refers either to a need that has been sufficiently gratified such that behaviour and resources are no longer primarily organized towards its fulfilment, or to needs which have not emerged yet, due to prepotent lower needs-being insufficiently gratified. Note that they are only *functionally* absent in that sense. Self-actualized folk still need to eat and drink, and children are capable of "growth-through-delight".



A person's level of gratification within this **hierarchically integrated** framework would be represented by a horizontal line across **all** needs, and growth would be represented by that horizontal line moving **upwards** through ah-needs.

NOTE: THE SCHEME MASLOW PROPOSES MIGHT BE REGARDED BY STATISTICIANS AS AN ORDINAL SCALE AND IS NOT READILY AMENABLE TO QUANTIFICATION. It's value is primarily heuristic, that is, this is the general idea, the overall shape. Maslow's theory is weak on exact points of transition. You can (and he does) for illustrative purposes speak of someone being 85% satisfied in physiological needs, for instance, but so far as I know there isn't a-test which provides a quantified measure-of gratification across needs.

Physiological Needs ~ Food, water, oxygen, etc. Anything the physical organism needs to survive. Very fundamental life or death needs. Perhaps because Maslow was well fed, he didn't spend a lot of time on these. "...it seems impossible as well as useless to make any list of fundamental physiological needs, for they can come to almost any number one might wish, depending on the degree of specificity of description." (MP 16).

Maslow's Hierarchy of Needs

Safety Needs ~ “If the physiological needs are relatively well gratified, there then emerges a new set of needs, which we may categorize roughly as the safety needs, (**security; stability; dependency; protection; freedom from fear, anxiety, and chaos; need for structure, order, law, and limits; strength in the protector; and so on**).” (MP 18, emphasis mine)

Belongingness and Love Needs ~ “If both the physiological and the safety needs are fairly well gratified, there will emerge the love and **affection and belongingness** needs, and the whole cycle already described will repeat itself with this new center. The love needs involve giving and receiving affection. When they are unsatisfied, a person will feel keenly the absence of friends, mate, or children. Such a person will hunger for relations with people in general ~ for a place in the group or family ~ and will strive with great intensity to achieve this goal. Attaining- such a place will matter more than anything else in the world and he or she may even forget that once, when hunger was foremost, love seemed **unreal, unnecessary, and unimportant**.- **Now the pangs of loneliness, ostracism; rejection, friendlessness, and rootlessness are preeminent.**” (MP 20)

Esteem Needs ~ “All -people in our society (with a few pathological exceptions). have a need or desire for a stable, firmly based, usually high evaluation of themselves, for self-respect or self-esteem and for the esteem of others. These needs may therefore be classified into **two subsidiary sets**. These are, **first, the desire for strength, achievement, adequacy, mastery and competence, confidence in the face of the world, and independence and freedom. Second, we have what- we may call the desire for reputation or prestige** (defining it as respect or esteem from other people), **status, fame and glory, dominance, recognition, attention, importance, dignity, or appreciation.**” (MP 21, emphases mine)

“Satisfaction of the self-esteem need leads to feelings of self-confidence, worth, strength, capability, and **adequacy**, of being useful and necessary in the world. But thwarting of these needs produces feelings of inferiority, of weakness, and of helplessness. ” (MP 21)

“The most stable **and** therefore most healthy. self-esteem is based on *deserved* respect from others rather than on external fame or celebrity and unwarranted adulation.” (MP 22, original emphasis)

Self-actualization Need ~ “Even if all these needs are satisfied, we may still **often** (if not always) expect that a new discontent and restlessness will soon develop, unless the individual is doing what *he* or she, **individually**, is fitted for. Musicians must make music, artists must paint; poets must write if they are to be ultimately at peace with themselves. What humans can be, they *must* be. They must be true to their own nature. This need **we may call self-actualization.** ” (MP 22, original emphases. See also MP chaps ii, 12, 13. Maslow later redefined self-actualization as a function of frequency of peak experiences).

WHAT KIDS NEED TO KNOW*

Emphasize food as it relates to Life today.

You will lose kids' attention faster than they can say "osteoporosis" if too much emphasis is placed on how proper nutrition prevents disease. If you succeed in reaching them with the good nutrition message today, their tomorrows will likely be healthier too.

Remind children that healthful food promotes achievement. In school or on the playing field, kids who eat well perform better and achieve higher levels of mastery. A nutritious diet fuels the body for learning, growth, sports, and play.

Well-nourished kids look better, too! Children who eat a balanced diet have bright, sparkly eyes, healthy skin, hair, and teeth, and bodies that look and feel great.

The message of good nutrition is summed up in the first six ***Dietary Guidelines for Americans***.

Adults and kids over the age of two are advised to eat from a wide selection of foods, emphasize grains, fruits and vegetables, moderate the amount of fat, sugar, and sodium they eat, and keep their weight in check. Simple advice that's often hard to put into practice!

Two important practical tools for meeting these guidelines are the *Food Guide Pyramid* and the *Nutrition Facts* food label. A "picture" of what a healthful diet looks like, the pyramid is especially useful as a teaching aid for children. The revised food label is a simplified, yet effective, device for analyzing foods and comparing their nutrient content.

Teach children to refuel their bodies!

Because of their smaller stomach capacity and tremendous energy needs, kids require frequent meals and snacks. Behavior problems at times are merely the result of an empty stomach.

Somehow, "snacking" has taken on a negative connotation in our society, perhaps because it is often linked with low-nutrient foods. Done right, snacks can and do make a big contribution to daily nutrition. Healthful snacks should mirror meals-emphasizing healthful foods, but in smaller quantities.

Breakfast is the meal most directly connected to school achievement. Kids who skip breakfast have shorter attention spans, do poorly in tasks requiring concentration, and even score lower on standard achievement tests.

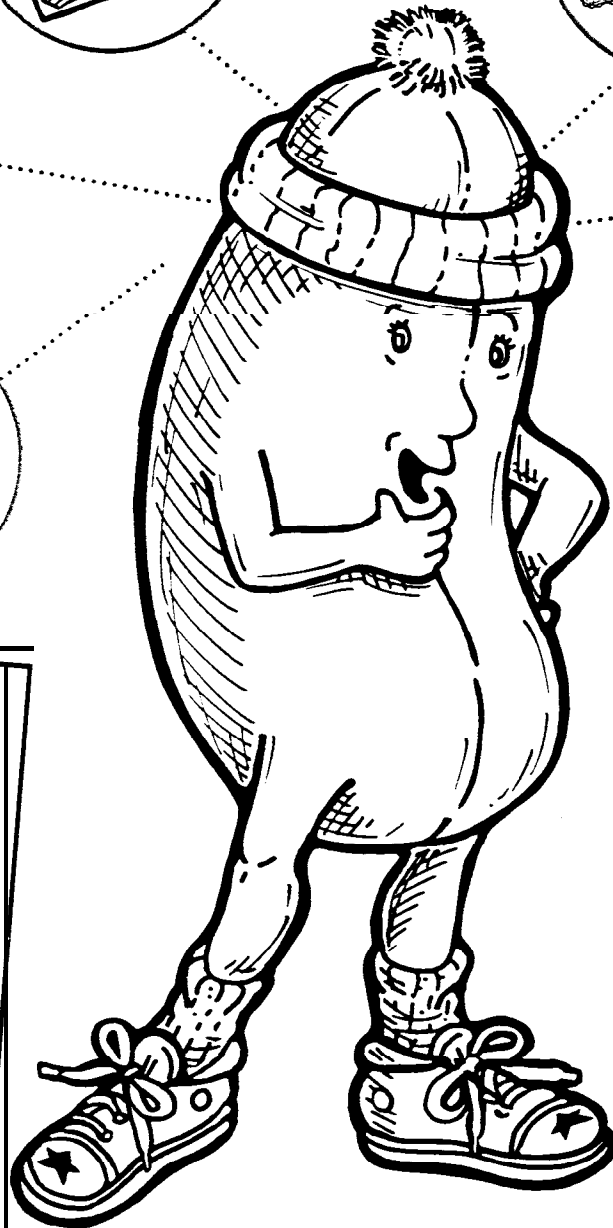
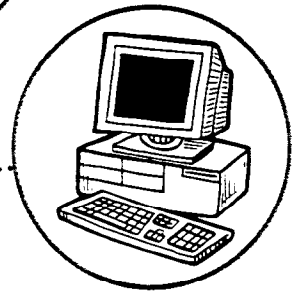
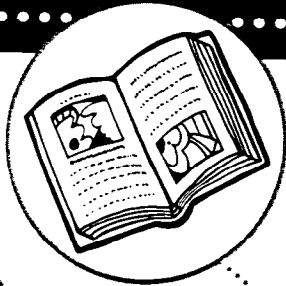
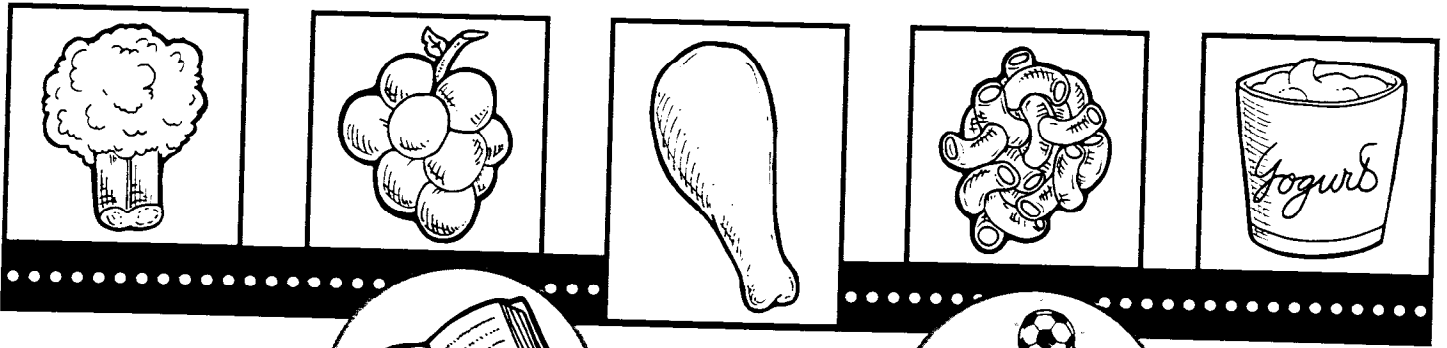
Young bodies need to move!

Nutrition studies show that the increasing problem of childhood obesity stems more from inactivity than overeating. An intricate balance exists between food and physical activity. A nutrition unit will be decidedly lacking if it fails to present the exercise part of the equation. Kids enjoy learning about nutrition when it is presented from a fitness perspective. Physical fitness should also be part of the daily classroom routine, especially in schools that limit PE to once or twice weekly.

Teach children to critically analyze the influences of the media.

If children are to resist the allure of the media, advertisements, and other societal influences, they must learn to identify the intent of the messages.

*Adapted from *How to Teach Nutrition to Kids*, pages 23-26



My Favorite Things-To-Do

1. _____
2. _____
3. _____
4. _____
5. _____

My Favorite Healthy Foods-to-eat

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Food Giver Me Energy

So I Can Do... **MY FAVORITE THINGS!** ... How About You? *

SERVING GUIDELINES

WHAT COUNTS AS ONE SERVING?

Breads, Cereals, Rice and Pasta

- 1 slice of bread
- 1/2 cup of cooked rice or pasta
- 1/2 cup of cooked cereal
- 1 cup of ready-to-eat cereal

Vegetables

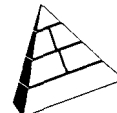
- 1/2 cup of chopped raw or cooked vegetables
- 1 cup of leafy raw vegetables

Fruits

- 1 piece of fruit or melon wedge
- 3/4 cup of juice
- 1/2 cup of canned fruit
- 1/4 cup of dried fruit

Milk, Yogurt and Cheese

- 1 cup of milk or yogurt
- 1-1/2 to 2 ounces of cheese



Heat, Poultry, Fish, Dry Beans, Eggs and Nuts

- 2-1/2 to 3 ounces of cooked lean meat, poultry or fish
- Count 1/2 cup of cooked beans, or 1 egg, or 2 tablespoons of peanut butter as 1 ounce of lean meat (about 1/3 serving)

Fats, Oils and Sweets

LIMIT CALORIES FROM THESE especially if you need to lose weight

NOTE: The amount you eat may be more than one serving. For example, a dinner portion of spaghetti would count as two or three servings of pasta.

Source: USDA/USDHHS

HOW MANY SERVINGS DO YOU NEED EACH DAY?



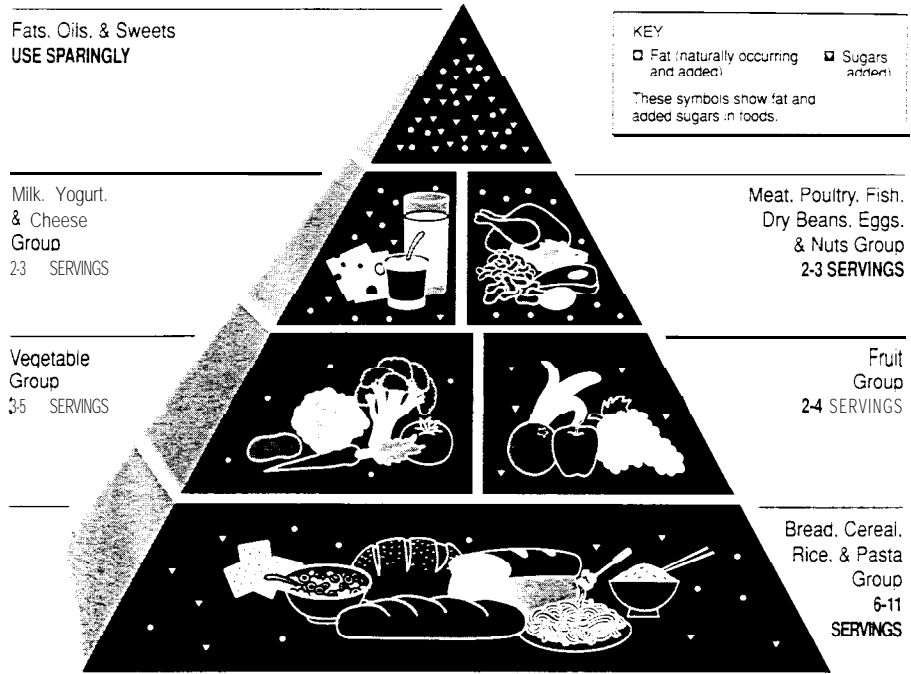
	Women & some older adults	Children, teen girls active women, most men	Teen boys & active men
Calorie level*	about 1,600	about 2,200	about 2,800
Bread group	6	9	11
Vegetable group	3	4	5
Fruit group	2	3	4
Milk group	**2-3	• *2-3	**2-3
Meat group	2, for a total of 5 ounces	2, for a total of 6 ounces	3, for a total of 7 ounces

**These are the calorie levels if you choose lowfat, lean foods from the 5 major food groups and use foods from the fats, oils and sweets group sparingly.*

***Women who are pregnant or breastfeeding, teenagers, and young adults to age 24 need 3 servings.*

Source: USDA/USDHHS

WORKSHEET #3 — THE FOOD GUIDE PYRAMID



Use the Food Guide Pyramid to help you eat right. Start at the base of the Pyramid with plenty of breads, cereals, rice and pasta. You need the most servings of these foods each day. They are naturally low in fat and provide protein and complex carbohydrates for energy. Add fruits and vegetables for vitamins and minerals. Finally, choose lower fat servings from the Milk group and the Meat group for protein, calcium and iron.

WHAT COUNTS AS A SERVING?

BREADS, CEREALS, RICE AND PASTA

- The amount you eat may be more than 1 serving.
A dinner portion of pasta would count as 2 or 3 servings.
- 1/2 cup of cooked pasta or rice
 - 1/2 cup of cooked cereal
 - 1 ounce of ready-to-eat cereal

MILK, YOGURT AND CHEESE

- 1 cup of milk or yogurt
- 1 1/2 to 2 ounces of cheese

VEGETABLES

- 1/2 cup of chopped raw or cooked vegetables
- 1 cup of raw, leafy vegetables

- 1 piece of fruit or melon wedge
- 3/4 cup of juice
- 1/2 cup of canned fruit
- 1/4 cup of dried fruit

MEAT, POULTRY, FISH, DRY BEANS, EGGS AND NUTS

- 2 1/2 to 3 ounces of cooked lean meat, poultry or fish
- 1/2 cup of cooked beans
- 1 egg
- 2 tablespoons of peanut butter

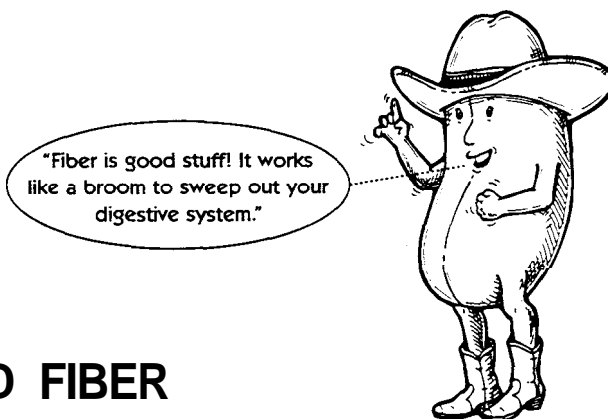
HOW MANY SERVINGS DO YOU NEED EACH DAY?

	Women and some older adults	Children, teenage girls, active women, most men	Teenage boys and active men	What's right for me 3
Calorie level	About 1500	About 2200	About 2800	
Bread group	6	9	11	—
Vegetable group	3	4	5	—
Fruit group	2	3	4	—
Milk group	2-3	2-3	2-3	—
Meat group	2, for a total of 5 oz.	2, for a total of 6 oz.	2, for a total of 7 oz.	—

LABEL LOGIC

I Ready-to-Eat Cereals

Name _____



SUGAR AND FIBER

The purpose of this exercise is to see what happens to the fiber content of breakfast cereal as the sugar content increases.

YOU WILL NEED:

A sweetened and unsweetened variety of the same type of cereal, such as Wheaties and Frosted Wheaties, Cheerios and Honey-Nut Cheerios, or Shredded Wheat and Frosted Mini-Wheats

DIRECTIONS:

Find the **Nutrition Facts** label panel on each box of cereal. Use the information to answer the questions that follow.

1. Which cereal has the most sugar in one serving? Which has the least?

2. Which cereal has the most fiber in one serving? Which has the least?

3. When extra sugar is added to a cereal, does the amount of fiber seem to increase or decrease? Why?

4. Do you think it is a good idea to add sugar to breakfast cereal? Why or why not?

ACTIVITY IDEA

YOU WILL NEED:

Table sugar, 1/4 teaspoon measuring spoon, colored plates, a variety of ready-to-eat cereal boxes

DIRECTIONS:

One-fourth teaspoon of sugar is equal to one gram of sugar. For each type of cereal, look at the label and find out how many grams of sugar are in one serving. Use the 1/4 teaspoon to measure the grams of sugar in each type of cereal. Display on a colored plate beside the box. Does the amount of sugar in some cereals surprise you?



PRE-/POST-TEST

Nutrition Labeling Test

Fill in the Blank

Read the hot dog ("frank") label and answer the following questions,

- 1 How many hot dogs equal one serving? _____
- 2 How many calories are in two hot dogs? _____
- 3 One serving of hot dogs provides what percent of recommended fat intake for a person eating a 2,000 calorie diet? _____
- 4 List the ingredient in the hot dog which is present in the largest amount by weight. _____
- 5 What foods would complement the nutrient value of the hot dog?

Multiple Choice

Circle the correct answer to the following questions about the new nutrition label.

- 6 Dietary recommendations for total fat, saturated fat, dietary fiber and protein are:
 - a. based on the number of calories a person eats
 - b. the same for all diets
 - c. only important to those people who have health problems
- 7 Adding the _____ of an individual nutrient for foods eaten in one day is a quick way to see if a person's daily diet is meeting nutrition recommendations for that nutrient.
 - a. grams
 - b. milligrams
 - c. % Daily Values
- 8 The serving sizes of similar food products are based on:
 - a. the amount customarily consumed
 - b. food manufacturer recommendations
 - c. the size of the package
- 9 Health claims are:
 - a. allowed on all foods
 - b. based on scientific research
 - c. often untrue
- 10 Fat content claims can:
 - a. help a person choose foods with less fat
 - b. only be listed on a package if a food meets strict government definitions
 - c. both a and b

Nutrition Facts

Serving Size: One Frank (45 g)
Servings Per Container: 10

Amount Per Serving		Calories from Fat 15
Calories 45	% Daily Value*	
Total Fat 1.5g	2%	
Saturated Fat 1g	5%	
Cholesterol 15mg	5%	
Sodium 430mg	18%	
Total Carbohydrate 2g	1%	
Dietary Fiber 0g	0%	
Sugars 2g		
Protein 5g		
Vitamin A 0%	• Vitamin C 8%	
Calcium 0%	• Iron 2%	

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories: 2000	2500
Total Fat	Less than 65g	80g
Sat Fat	Less than 20g	25g
Cholesterol	Less than 300mg	300mg
Sodium	Less than 2400mg	375g
Total Carbohydrate	300g	30g
Dietary Fiber	25g	

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

INGREDIENTS: BEEF AND PORK, WATER, HYDROLYZED VEGETABLE PROTEIN, BEEF BROTH, POTASSIUM LACTATE, SALT, CORN SYRUP, DEXTROSE, HYDROLYZED MILK PROTEIN, FLAVORING, SMOKE FLAVORING, ASCORBIC ACID (VITAMIN C), OLEORESIN OF PAPRIKA, SODIUM NITRITE.

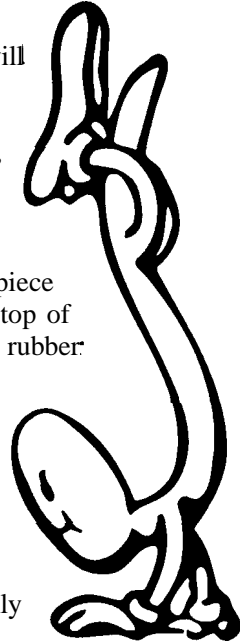
- 11 Which foods can be a part of a healthful diet?
 - a. only those foods that have nutrient content and health claims on the package
 - b. only those foods that have less than 30 percent of their calories from fat
 - c. all foods
- 12 Food additives:
 - a. often occur naturally in common foods
 - b. must pass safety tests
 - c. both a and b

Fun Page

Kid Tim

Here's how to **raise a little** sprout-lentil, that is. Children will enjoy helping with this.

1. Put $\frac{1}{4}$ cup washed, uncooked lentils in a clean, wide-mouthed quart jar.
2. Add 2 cups lukewarm water.
3. Put a cheesecloth or clean piece of nylon stocking over the top of the jar and secure it with a rubber band.
4. Let stand overnight.
5. Turn jar upside down and drain off all the water.
6. Turn jar on its side and shake so that lentils are separated and spread evenly along the side of the jar.
7. Put jar in cupboard or closet.
8. Once a day, hold jar under faucet and rinse sprouts in lukewarm water. Drain well, and shake sprouts along side of jar.
9. Seeds will sprout in 4-5 days.
10. Snip sprouts and enjoy in salads, soups, stews, and on sandwiches.



Kid Tips

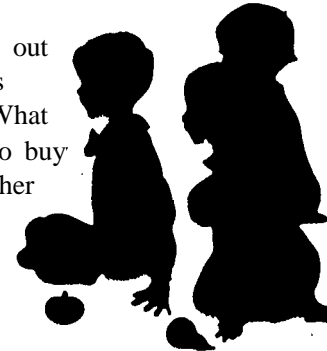
Kids and food go together like hats and heads-they were meant for each other!

Here are some fun, kid-tested activities to help your child learn about food and why it is important.

CRAFT: Have kids cut pictures of foods they think would make a good meal out of old magazines. Paste them on a paper plate or a blank piece of paper. Talk about why they chose the foods they did.

GAME: Play 'I am thinking of' using names of foods. For example, "I am thinking of a food that's round and red and sometimes green, and it makes a wonderful snack."

CHOICE: When making out your shopping list, let kids have some choices. Ask: What fruits would you like me to buy this week? Would you rather have chicken or meat loaf on Saturday night?



BE AN AD-BUSTER



A Closer look at Saturday Morning TV

Name _____

DIRECTIONS:

To complete this activity, you will watch at least one hour of Saturday morning programming on a commercial television network, such as ABC, CBS, NBC, Fox or Nickelodeon. Once you decide on the channel, do not switch networks until you have finished this assignment.

Network Watched _____ What Time Did You Start Watching? _____

Date Watched _____ What Time Did You Stop Watching? _____

Every time you see a food commercial, make a tally mark beside the category below that best describes the food advertised.

_____ Candy	_____ Corn chips, potato chips, or other fried snacks
_____ Pop	_____ Cakes, cookies, or pastries
_____ Sweetened beverages (not 100% fruit juice)	_____ Sweetened fruit snacks
_____ Sweetened cereal	_____ Other sweetened foods

FOOD GROUPS:

_____ Grain (breads, low-sugar cereals, waffles, pasta, rice)
_____ Fruit (fresh, frozen, or canned, 100% fruit juices)
_____ Vegetables (fresh, frozen, or canned, vegetable juices)
_____ Protein (meat, fish, chicken, beans, eggs, peanut butter)
_____ Dairy (milk, cheese, yogurt)

OTHERS:

_____ Combination Meals (examples: pizza, children's frozen dinners)
_____ Fast food restaurants
_____ Public Service Announcements promoting good nutrition

How many total food advertisements did you see during the time you watched? _____

How many of these were for foods that you consider nutritious? _____

How many of these were for foods that are not the most nutritious? _____

Do you think there should be more advertisements for healthy foods on television?

Why or why not? _____

WACKY SNACK 1

E Tortilla + Pizza = TORTIZZA!

Name _____

INGREDIENTS:

1 10" whole wheat flour tortilla

2 T. prepared pasta sauce

1/4 cup grated part-skim mozzarella cheese

1/4 cup chopped vegetables of your choice

(e.g. red pepper, mushrooms, onions, broccoli florets, grated carrots, diced tomatoes, olives, etc.)

DIRECTIONS:

Spread sauce evenly over tortilla. Add remaining ingredients and roll into a burrito-type shape.

Microwave on high for 1 minute.

Makes 1 serving



"A Wacky-Snack is when you mix two or more foods together and get a delicious snack with a funny name."

My Wacky Snack Recipe:

_____ + _____ = _____

INGREDIENTS:

DIRECTIONS:

WACKY SNACK 3

E Human + Banana = HUBANA!

Name _____

INGREDIENTS:

Banana

Peanut butter or reduced-fat cream cheese

Dried apricot half

Grated carrots (optional)

Raisins, dried cranberries, or other dried fruits of choice

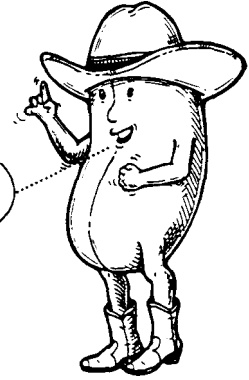
Shelled sunflower seeds

DIRECTIONS:

Peel banana half-way down. On the very top, place a dab of peanut butter or cream cheese and place the apricot half on top. This is the beret or hat. If you prefer, place grated carrots on the peanut butter for hair. Dab peanut butter on the banana where you want the eyes, nose, and mouth to go. Stick on sunflower seeds, raisins, dried cranberries, or other fruit to make the face. Say "Hi" to your hubana, take a picture if you wish, and then EAT!

Makes 1 serving

"A Wacky-Snack is when you mix two or more foods together and get a delicious snack with a funny name"



My Wacky Snack Recipe:

_____ + _____ = _____

INGREDIENTS:

DIRECTIONS:

RECIPES

Pineapple Cooler

Makes 2 quarts

Calories: 140 for 8 ounces

- 46-oz. can unsweetened pineapple juice
- 2 tbsp. lemon juice
- 6-oz. can frozen orange juice concentrate
- 10-oz. bottle club soda, chilled
- Mint sprigs (optional)

Mix juices and frozen orange juice concentrate. Chill. Add chilled club soda immediately before serving. Serve over ice in tall glasses with straws. Garnish each serving with a sprig of mint, if desired.

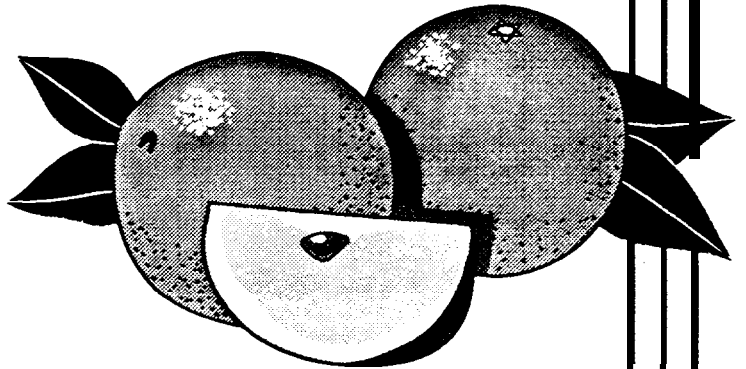
Orange Smoothie

Makes 6 servings, $\frac{3}{4}$ cup each

Calories: 115 per serving

- 6 oz. can frozen orange juice concentrate
- 1 cup milk
- 1 cup water
- $\frac{1}{4}$ cup sugar
- $\frac{1}{2}$ tsp. vanilla
- 10 ice cubes

Place all ingredients in a blender. Cover and blend until smooth. Serve immediately.



Peach or Apple Crisp

Makes 8 servings, $\frac{1}{2}$ cup each

Calories: 125 per servings

- 4-5 cups peaches or apples, peeled and sliced
- $\frac{1}{3}$ cup packed brown sugar
- $\frac{1}{4}$ cup flour
- $\frac{1}{2}$ cup oatmeal
- 1 teaspoon cinnamon
- $\frac{1}{4}$ cup margarine

Place sliced peaches or apples in a greased 8-inch square baking pan. Mix together sugar, flour, oatmeal, and cinnamon. Stir margarine into dry ingredients until crumbly. Sprinkle crumb mixture over fruit. Bake at 350 ° F for about 40 minutes or until fruit is tender and top browned

Feeling Good, Looking Good!

When you eat fruit you get:

Vitamin C for healthy teeth, gums, and skin

Vitamin A for smooth skin, healthy eyes, normal growth,
and possible protection from some forms of cancer

Fiber to keep you regular

Carbohydrates for glowing energy

No Fat for a slim, healthy body

Snacks

What Makes a Good Snack? It's nutritious. It's fun to eat. It looks and tastes good. It's quick, convenient, and easy to make. It's smaller than a regular meal. It's low in fat and sugar.

Children cannot go as long without food as adults. Since children don't eat a lot of food at any one meal, they often need some help between meals. A nutritious snack between meals can help meet preschoolers' need for food.

Snacks should not be eaten too close to the next meal or children will not be hungry for the foods served at mealtime.

Snack Foods to Make

Ants on a Log: Fill celery sticks with peanut butter and top with raisins.

Banana Split Salad: Slice banana lengthwise. Top with a scoop of cottage cheese. Pour fruit cocktail over the top.

Bunny Food: Combine grated carrots with raisins and a bit of honey and serve on crackers.

Fancy Sandwiches: Cut bread into shapes with cookie cutters and spread with favorite toppings.

Make-a-Face Sandwich: Cut bread into a circle. Spread with peanut butter. Make hair and eyes with raisins, carrots, apple slices, coconut, etc.

Party Mix: Mix 1 cup dry cereal and $\frac{1}{2}$ cup small pretzel sticks. Place on cookie sheet, sprinkle with parmesan cheese and $\frac{1}{4}$ cup melted butter. Bake at 250° for 30 minutes, stirring occasionally.

Recipes

Soft Pretzels

1 envelope yeast	1% cups warm water
1 teaspoon salt	1 tablespoon sugar
4 cups flour	2 tablespoons coarse salt, poppy seeds, or sesame seeds
1-2 eggs, beaten	

Soften yeast in water. Mix all remaining ingredients into it and knead it. Give each child a ball of dough to roll and twist into any shape. Alphabet letters are fun for new readers! Lay letters on greased cookie sheets. Brush with beaten egg, and sprinkle with coarse salt. Bake at 425° for 12-15 minutes.

Orange Delight

$\frac{1}{3}$ cup orange juice concentrate
 $\frac{1}{4}$ cup powdered milk
 $\frac{1}{2}$ mashed banana honey or sugar, to taste
 $\frac{3}{4}$ cup water
ice

Shake in a jar or mix in the blender. The more ice you add, the slushier the drink becomes.