

**Processed-Free America  
Healthy Kids Nutrition Class Program  
Program FAQ's**

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- 1. Please describe your program. Include a description of the purpose, objectives and day-today activities of the program. Include supporting documents such as program flyers.***

Processed-Free America organizes the dissemination of its Healthy Kids Nutrition Class Program, which was created by the organization's founder, organic chemist and nutritionist Dee McCaffrey, who lost 100 pounds and has kept it off for over 20 years. The objective of this four-week program (across four one-hour sessions) is to acquaint the children with real whole foods, the categories of different foods, and the taste, aesthetics, and nutritive value of plant-based foods. They also learn about kitchen safety and the importance of good hygiene as it relates to food preparation.

Fruits and vegetables are purchased fresh for each class to be used in each lesson plan. Lesson topics include label reading, whole grains vs. processed grains, healthy sweeteners vs. refined sugars, vitamins and the corresponding colors of foods they exist in and which parts of the body those vitamins are needed for, healthy fats vs. unhealthy fats, and hands on food preparation. Using fresh whole foods, the children learn to make a fruit tart, a no-bake cookie, a vibrantly colored salad and an easy salad dressing. Each child keeps a Food Journal with class handouts, art work, and recipes for each week's lessons (please see attached program description, portions of the child's food journal, and pictures of the program in action). The lesson plans are age-appropriate activities for students typical to after school programs like Boys and Girls Clubs (ages 7-12). Parents are invited and encouraged to help with any aspect of the curriculum. Children take their completed journals home to share with their parents at the end of the program.

With Processed-Free America's program, youth not only receive hands-on exposure and instruction for healthy eating, but with the journal component youth have the opportunity to share their experience with members at home.

This component of the program will hopefully result in members sharing their experience and knowledge gained with parents, siblings or whoever else is in the household and they will be inspired to seriously consider food options as well. Also, as youth are educated on these topics, it is our hope that this will continue into their teen and adulthood enough to inspire them to commit to the lifestyle and promote with others.

This program has become one of the popular programs at the Boys and Girls Clubs where it is administered because of the food component. It is also well-received by parents because of the health aspect.

From the vantage point of Vic Cordes, Branch Executive of the Tempe Boys and Girls Club Ladmo Branch in Arizona:

“It is the committed volunteers who make this program successful. The adult volunteers are caring and have a genuine interest in educating participants on healthy food choices. Their interaction with youth is fostering and positive. During class safety precautions strictly adhered to with the use of sharp utensils and cooking process. Safety aspects involving cooking—hot stoves, sharp knives, hot food—are presented in the program as well due to the notion that much of the youth probably are alone at home at some point during a work week for their parents and youth may actually have to cook on their own. Recognition is a component since all the children are provided with congratulations (i.e. “way to go”) stickers at the end of each class.”

***2. Describe how you determined the effectiveness of the program. What specific tools did you use to assess effectiveness? What were the results?***

Effectiveness of the program up to this point has been determined strictly by feedback from participants and their parent as well as a Pre-Survey and Post-Survey given to each child participating in the class. In our most recent surveys, after four one-hour classes over a four-week period, the results showed a positive improvement in 30% of the children’s responses. The Pre-Survey and the Post-Survey ask the children the same question (list your three favorite foods) to show improvement in the child’s attitude and preference toward healthier foods.



# Healthy Kids Nutrition Class Descriptions

This exciting 4-week series teaches children about food,  
nutrition, and kitchen safety.

Each session will integrate nutrition activities, hands-on food preparation, and of course eating! The objective of the series is to acquaint students with the fundamentals of preparing foods, kitchen safety and hygiene, the taste, aesthetics, and nutritive value of plant-based whole foods. Each student keeps a journal in which he or she records vocabulary words, nutritional information, observations, and recipes.



## Session 1:

**Label Reading, Whole Grains vs. Processed Grains, Healthy Sweeteners vs. Refined Sugars, Making a Raw Fruit Tart**

Students learn about whole grains through the examination of breakfast cereals. Hands-on interaction with a variety of whole grains allows students to identify whole versus processed grains. The difference between refined sugars and natural sweeteners is also discussed. Students prepare and eat a raw fruit tart.



## Session 2:

**Vitamins and Minerals, "Food as Art" Project**

Students learn the names of the basic vitamins, the parts of the body that benefit from each vitamin, and the colors of the foods that are sources of each vitamin. Students get to make an art project that incorporate the colorful foods they learned about in this session, then they get to eat their art!

## Healthy Kids Nutrition Class Description (continued)



### **Session 3:**

#### **Hand-Washing Hygiene, Knife Safety, Stove Safety, Salad Preparation**

The importance of hand washing to kill germs prior to handling food is demonstrated as students learn proper hand-washing techniques. The use of "germ juice," a non-toxic liquid that reveals a bright yellow glowing effect under a black light, allows students to see traces of simulated germs not cleaned properly. Students learn safety in the kitchen and how to conduct themselves around a hot stove. And they learn how to safely handle a kitchen knife. Practice with cutting and chopping different vegetables and fruits to use for creating a healthy salad allows them to review the lessons learned in previous sessions. They also get to eat their salad creations!



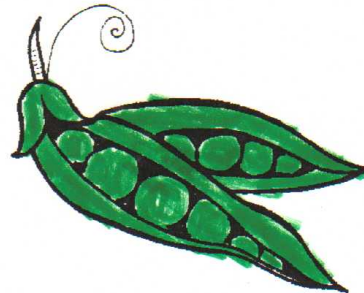
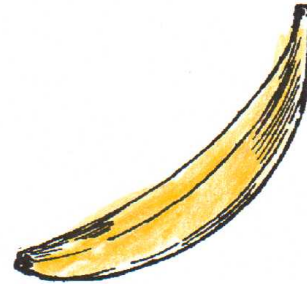
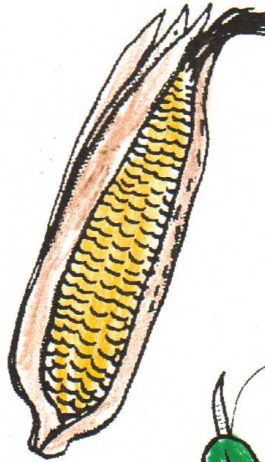
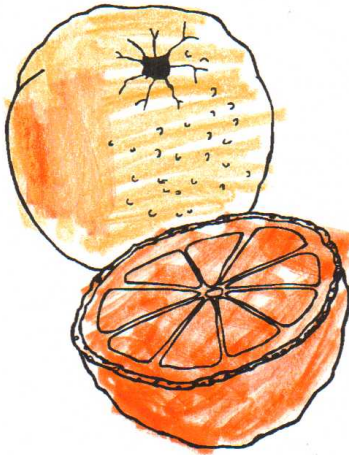
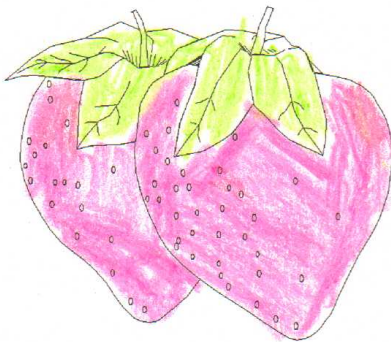
### **Session 4:**

#### **Good Fats vs. Bad Fats, No Bake Peanut Butter Cookies**

Students learn the difference between a good fat and a bad fat, and why trans-fats are not healthy. Students get to touch and feel different types of fats and oils to understand how fats behave in the body. Emphasis on plant sources of protein to prevent eating too much fat from animal proteins. Review of topics learned thus far add to the experience of creating a no-bake cookie from healthy fats and protein.

# Healthy Kids Nutrition Class Food Journal

NAME: \_\_\_\_\_



# VITAMINS

PROCESSED-FREE  
AMERICA



# A

COLORS OF FOODS THAT  
CONTAIN THIS VITAMIN:



RED

YELLOW

ORANGE

GREEN

PURPLE

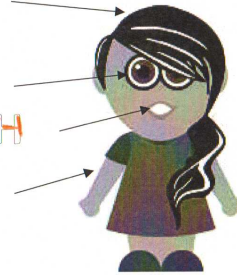
PARTS OF THE BODY THIS  
VITAMIN IS GOOD FOR:

HAIR

EYES

TEETH

SKIN



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Processed-Free America

www.processedfreeamerica.org  
888-322-9442

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# VITAMINS



# B

COLORS OF FOODS THAT  
CONTAIN THIS VITAMIN:



BROWN

GREEN



PARTS OF THE BODY THIS  
VITAMIN IS GOOD FOR:

BRAIN

NERVOUS SYSTEM



BONES



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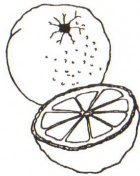
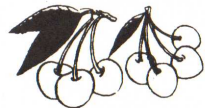
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# VITAMINS



# C



COLORS OF FOODS THAT CONTAIN THIS VITAMIN:

**RED**  
**YELLOW**  
**ORANGE**  
**GREEN**  
**PURPLE**

(SAME COLORS AS VITAMIN A)

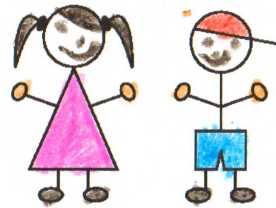
EAT VITAMIN C FOODS RAW

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del 10 10

PARTS OF THE BODY THIS VITAMIN IS GOOD FOR:

**WHOLE**  
**BODY**



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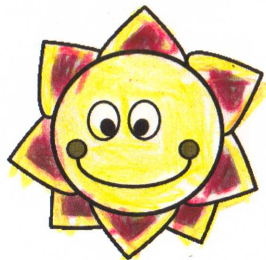
# VITAMINS



**D**  
*Grill Grill*

WE CAN ONLY GET THIS VITAMIN WHEN THE SUN SHINES ON OUR SKIN.

THAT'S WHY WE HAVE TO PLAY OUTSIDE!!



PART OF THE BODY THIS VITAMIN IS GOOD FOR:

**BONES**



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## Session 2 – Fruits and Vegetables

1. Write down the two parts of a fruit:

- A. Peel
- B. Seed

2. Write down four types of vegetables:

- A. Stem
- B. Leaf
- C. Root
- D. Bulb

3. Write down your favorite fruit.

Sour Apple

4. List the vitamin(s) that your body receives when you eat your favorite fruit.

A C B E

5. Write down your favorite vegetable.

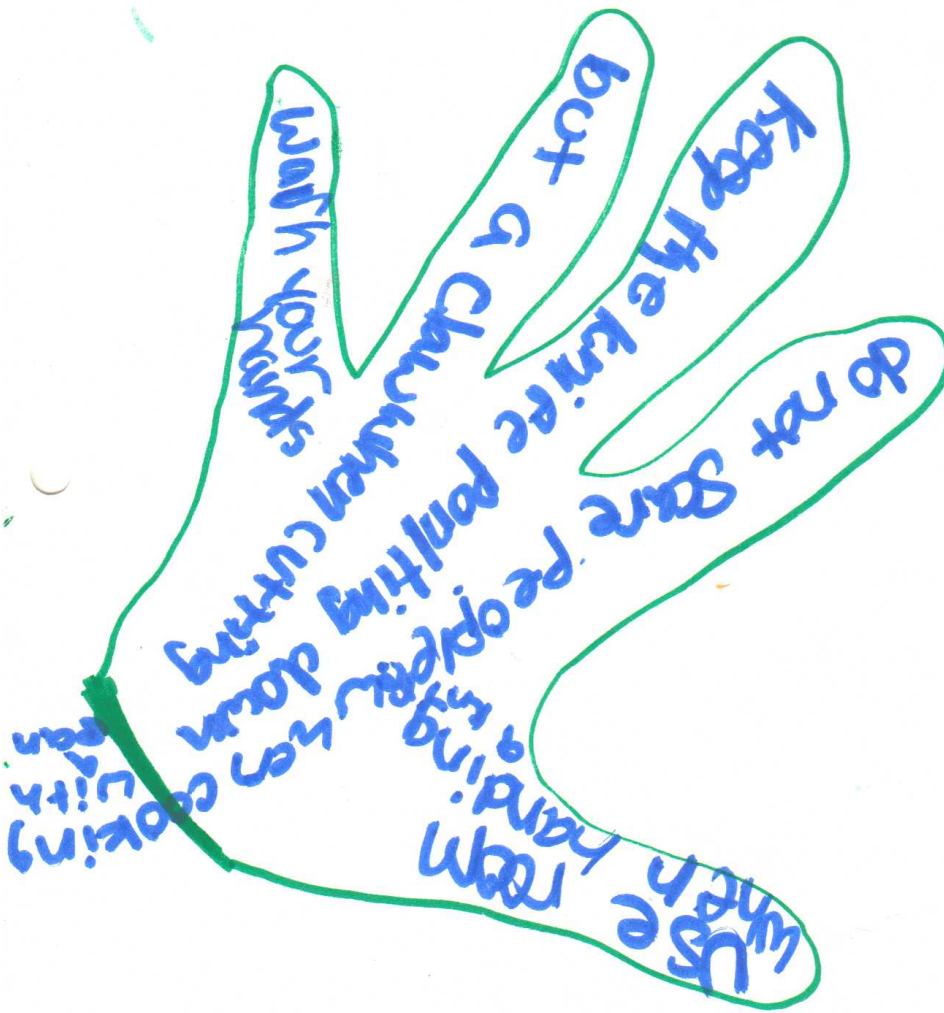
greenbean / Spinach

6. List the vitamin(s) that your body receives when you eat your favorite vegetable.

A C B E

Week 3 – Safety and Hygiene:

Trace one hand and write a safety reminder on each finger.



## Session 4 – Fats and Review

1. Name one healthy fat that you learned about in today's class.

Coconut  
Avacodo  
Nuts  
Oliveoil

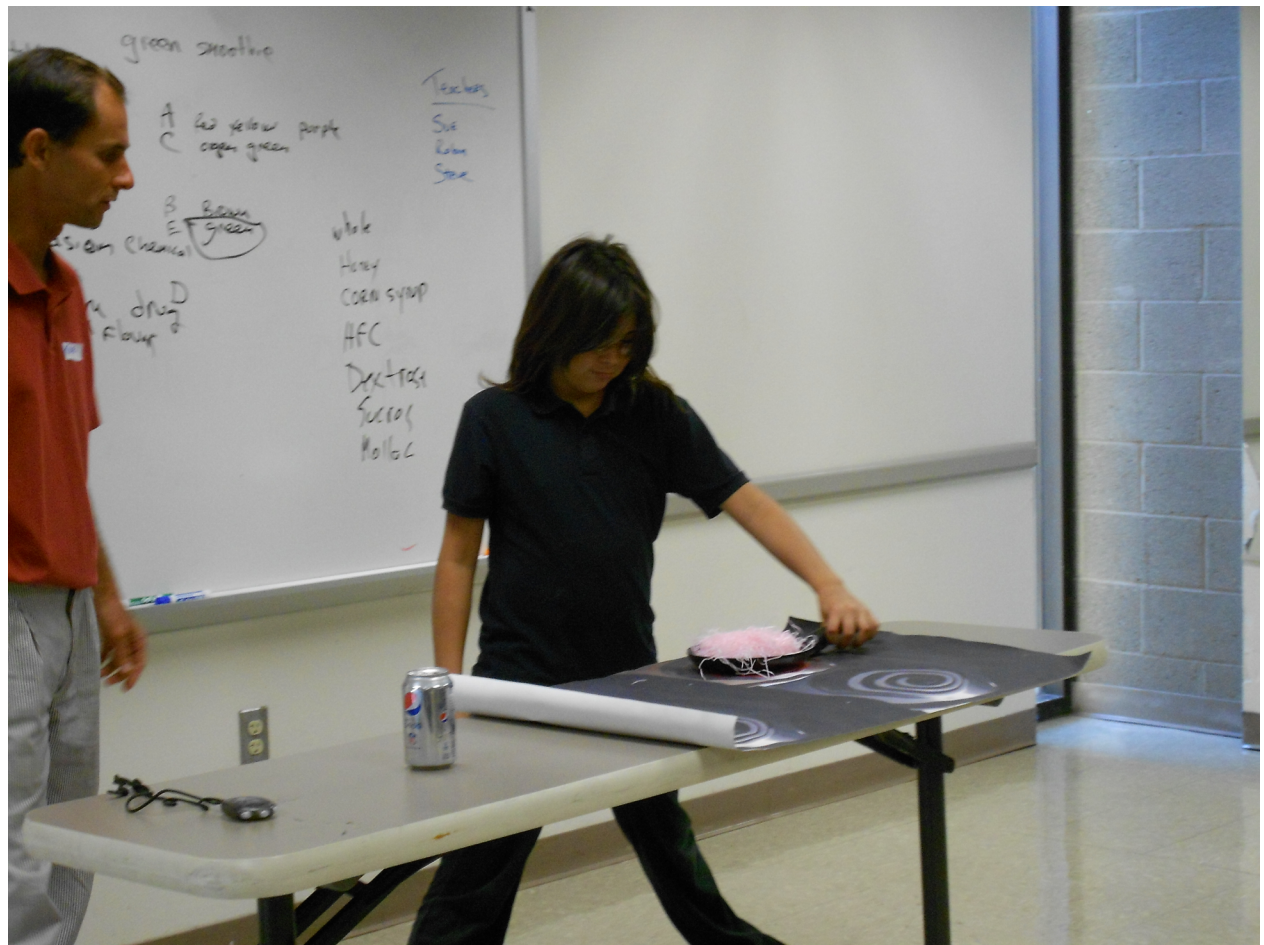
2. Write down or draw what you enjoyed most during this food class.

We enjoyed when Steve was teaching us about fats.

3. Write down one new food or nutrition related fact that you learned in the class.

I Learned good fats bad fats ugly fats and hydrogenated  
I Learned that all food fats good for you































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