



BRIGHT EYES AND THE GOOD FOOD GANG

Table of Contents

<u>Lesson</u>	<u>Title</u>	<u>Page</u>
Introduction	Bright Eyes and the Good Food Gang	1
Lesson 1	Bright Eyes Likes Many Foods	12
Lesson 2	Bright Eyes Likes Foods that Grow Underground	15
Lesson 3	Bright Eyes Likes Foods that Grow on Trees	19
Lesson 4	Bright Eyes Likes Animal Foods	24
Lesson 5	Bright Eyes Explores Vegetables	27
Lesson 6	Bright Eyes Likes Foods Made From Cereal Grain	30
Lesson 7	Bright Eyes Likes Foods Made From Peanuts	33

BUNNY BRIGHT EYES AND THE GOOD FOOD GANG

The goal of this project is to give 5 and 6 year-old children an opportunity to learn about food.

OBJECTIVES

The children will learn to recognize and identify a variety of foods.

They will become aware that regular eating of foods from the Basic Food Groups will help promote growth and good health.

The children will be given opportunities to be involved in food-related discussions and activities.

TEACHING TIPS

Steps to follow before each lesson

- Read through the lesson until you are familiar with it.
- Collect the materials listed at the beginning of each lesson.
- Choose either Option I (Snack Preparation) or Option II (Nutrition-Related Activities) to supplement the basic lesson. Collect the materials listed under the appropriate option. NOTE: If you choose Option I - Snack Preparation, the entire lesson will probably take longer to complete than if you choose Option II. Each lesson is designed to involve children in nutrition activities for 30 minutes to 1 hour.

Steps to follow during the lesson

- Actively involve the children by:
 - Asking each child questions about food and nutrition.
 - Allowing the children to demonstrate their nutrition knowledge through nutrition activities (food blocks, snack preparations and games).

Your County Extension Agent and/or 4-H Nutrition Staff members will be able to assist you with ideas and materials to teach the lessons. They will want to help you in any way possible.

- Holding a Bright Eyes look alike contest where students dress up and imitate Bright Eyes.
- Exploring color, size, shape and other characteristics of different foods. Use visual examples to reinforce concepts.
- Conducting a Bright Eyes play for family and friends.
- Having Bright Eyes ask nutrition questions.

Steps to follow after each lesson

- Use worksheets to reinforce concepts taught in the lesson. Be sure to give instructions on how and when to complete the worksheets. Most involve coloring or drawing--you may choose to use them for an educational arts and crafts activity later in the day.

Steps to follow when using Option I (Snack Preparation)
--

Snack preparation in the classroom is a good way to review or reinforce nutrition concepts. Involve the children as much as possible in snack preparation (ie: cutting vegetables, sectioning fruit, pouring milk, passing the cups, spoons and waxed paper squares). After the preparation is completed and the children are enjoying the snack, have Bright Eyes ask questions that relate to the snack foods. Some examples are:

- How does this food taste? (Sweet, sour, spicy, tart)
- How does the food feel in your mouth? (Crunchy, squishy, soft, hard, sticky, seedy, creamy)
- How do we get these foods? (Grows on trees, bushes, or plants, comes from animals.)
- Which food groups are these foods found in?
- Name some other foods that are in the same food group.
- Which vitamins or nutrients are found in each food? (Vitamin A, Vitamin C, Calcium)
- How do the vitamins or nutrients help us stay healthy? (Give us energy, help us see in dim light, help cuts and scratches heal.)
- How could you use these foods to make other snacks?
- Have you ever tried these foods at home?

Steps to follow when using Option II
(Nutrition Related Activities)

Food blocks are used throughout the Bright Eyes Lessons, particularly in Option II activities. Make blocks from squares of wood or paper boxes. The blocks should all be the same size.

Glue one Dairy Council food model or a brightly colored picture of a single food on each side of a block. Make 2 to 4 blocks to represent each of the Basic Food Groups. Make 2 blocks with pictures of "Sneaky Sugar" foods. Some ideas for foods to include that correspond to lessons are:

- Fruit and Vegetable Group. Carrots, raisins, broccoli, yams, oranges, apples, cabbage, beets, turnips, berries, grapefruit, orange juice.
- Bread and Cereal Group. Granola, oatmeal, rice, macaroni, waffles, pancakes, bread, crackers, muffins.
- Meat Group. Hamburger, pork chops, steak, meat loaf, eggs, peanuts, peanut butter, dried peas, dried beans, chicken, fish.
- Milk Group. Milk, cheese, yogurt, ice cream, pudding, cottage cheese, cream soups, custard.
- "Sneaky Sugar" Foods. Candy bars, donuts, maple bars, pop, hard candy, caramels, cotton candy.

Add other cultural foods of your area (ie: tortillas, cornbread, grits, shellfish).

Steps to follow to incorporate nutrition
education with other subjects.

For Mathematics: Give children an opportunity to play with measuring equipment. Provide water, rice, beans, cornmeal, etc. and measuring cups and spoons. When talking about measuring, use words such as full, empty, half, whole, more, less, how much, how many spoonfuls and cups, etc.

Food and growth go hand in hand. Put a measuring tape up in the classroom. Have the children measure themselves and read their height in inches.

For Science:

Compare the food needs of plants and animals with the food needs of children. All living things need food and water. What type of food do plants need? Do animals need? Do children need?

Explore how plants grow. Do plants need sunlight? Do they need air? How does water rise to the top of plants?

For Social Studies:

There are many foods which are representative of American ethnic groups or other countries. Introduce foods from different areas of the United States or different countries as you study them.

Bring examples of foods to class (ie: mangos, pomegranates, tortillas). Give children the opportunity to bring in special foods from home they would like to share.

Learn new stories, songs and dances. Many relate to planting, harvesting, preparing or eating foods and originate in specific geographic areas.

For Arts & Crafts:

Young children love to fingerpaint. You might ask them to paint some of their favorite foods or foods from a specific food group for Bright Eyes.

Help the children make Bright Eyes paper bag puppets. When they've done this have them make up a Bright Eyes story and use the puppets to act it out. Encourage the children to be creative and develop their own characters.

Gather old magazines or newspapers and have the children cut out food pictures, garden pictures, animal pictures, etc. How about making a mural or collage?

Make food shapes from play dough or clay. Use hardened shapes to make food mobiles.

BRIGHT EYES PUPPET

- Suggestions for the personality and style of Bright Eyes.
 - Bright Eyes is always cheerful.

- Bright Eyes is an authority on good eating habits.
- Bright Eyes treats each child as an important individual.
- Techniques for handling the puppet.
 - Practice with the puppet in front of a mirror and become familiar with it before you introduce Bright Eyes to the children.
 - When moving the puppet, remember that Bright Eyes is a "person" and should move like one.
 - The tendency of the puppeteer is to keep the puppet moving at all times; this isn't necessary. All movements need not be simultaneous. Puppets, like human actors, must be in character at all times. There are times when the puppet is most effective when he is just standing still.
 - It is a good idea for the puppet to talk and question the teacher as well as the children. Also, the teacher can answer the puppet as they look at one another.

DIRECTIONS FOR MAKING BRIGHT
EYES SOCK PUPPET

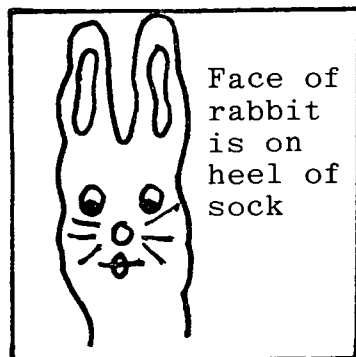


Diagram 1

Supplies needed: 1 white sock - size 7-8
 3 small white or pink buttons for nose and eyes
 Tissue paper, soft clean rags, or discarded nylon stockings for stuffing purposes
 1 pair of scissors
 Glue
 1 needle
 Thread for whiskers: heavy duty thread, embroidery thread, or multiple strands of sewing thread.
 1 piece of pink felt, size 2" x 3" minimum
 1 spool of white thread

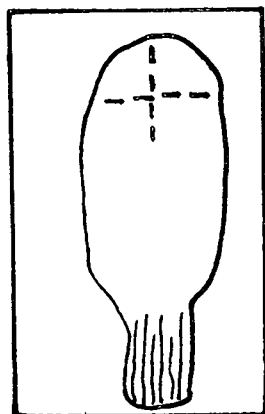


Diagram 2

Ears: Beginning at the middle of the toe area, cut the sock straight down the center about 3 inches (See Diag. 2). Turn the sock inside out and sew cut edges to form ears. Turn the sock right side out. Using the pattern in Diag. 3 as a guide cut felt for ears over center of ears formed by sock. Next glue or sew on the felt material over the center of each ear.

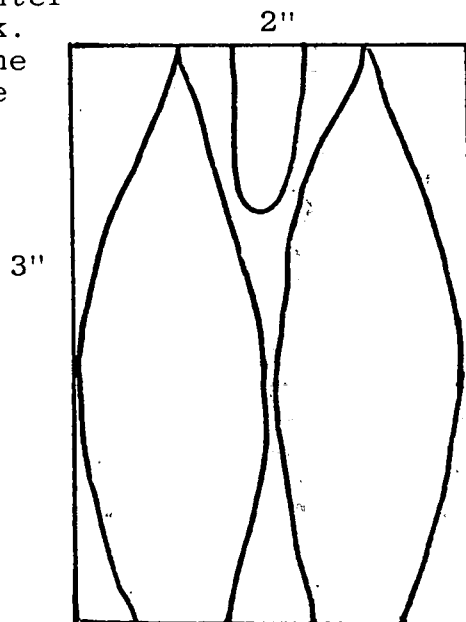


Diagram 3

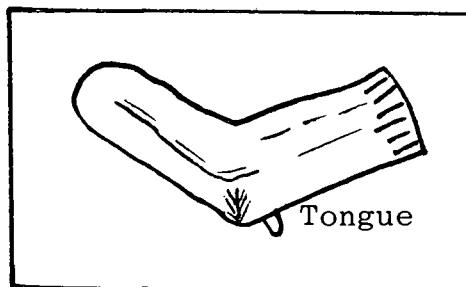


Diagram 4

TONGUE: Attach a felt tongue 1 to 1½ inches below the most rounded part of the heel by stitching only the top of the tongue in place as in Diagram 4.

MOUTH: To make movable lips, use 2-3 stitches to make a small tuck that brings most rounded part of the heel down to the top of the tongue. Position on the tuck about 1/2 to 3/4 inches to each side of the tongue

- NOSE: Locate placement of nose halfway between the base of the ears and the mouth. Sew on button or scrap of felt for nose.
- EYES: Locate eyes about 1" above nose. Sew on 2 buttons or scraps of felt for the eyes.
- WHISKERS: Draw 6 whiskers, 3 radiating out from each side of nose as in Diagram 1.
- STUFFING: Make ears firm by stuffing with crushed tissue paper, small pieces of soft, clean rags, or cut pieces of discarded nylon stockings. be used to hold stuffing up in ears but permit child's fingers to penetrate and move ears. Use a large piece of stuffing to give some shape to face.

DIRECTIONS FOR MAKING BRIGHT EYES FUR PUPPET

Materials needed to make Bright Eyes

Fake fur fabric: One piece of fabric 24 x 18 inches using brown gray or any appropriate rabbit color for body of puppet.

Pink material: One piece 4½ x 2½ inches for inner ear of puppet.

2 plastic eyes, 1" diameter

Felt tip pen

White craft glue

Embroidery floss in black, red and pink

6 pipe cleaners, black or brown

Thread to match fake fur fabric

Small amount of cotton batting or synthetic fiberfill.

Scrap of white felt; approximately 1 inch square

Sharp scissors

Tracing paper

Ruler

Sewing machine (or you may sew by hand)

Pins

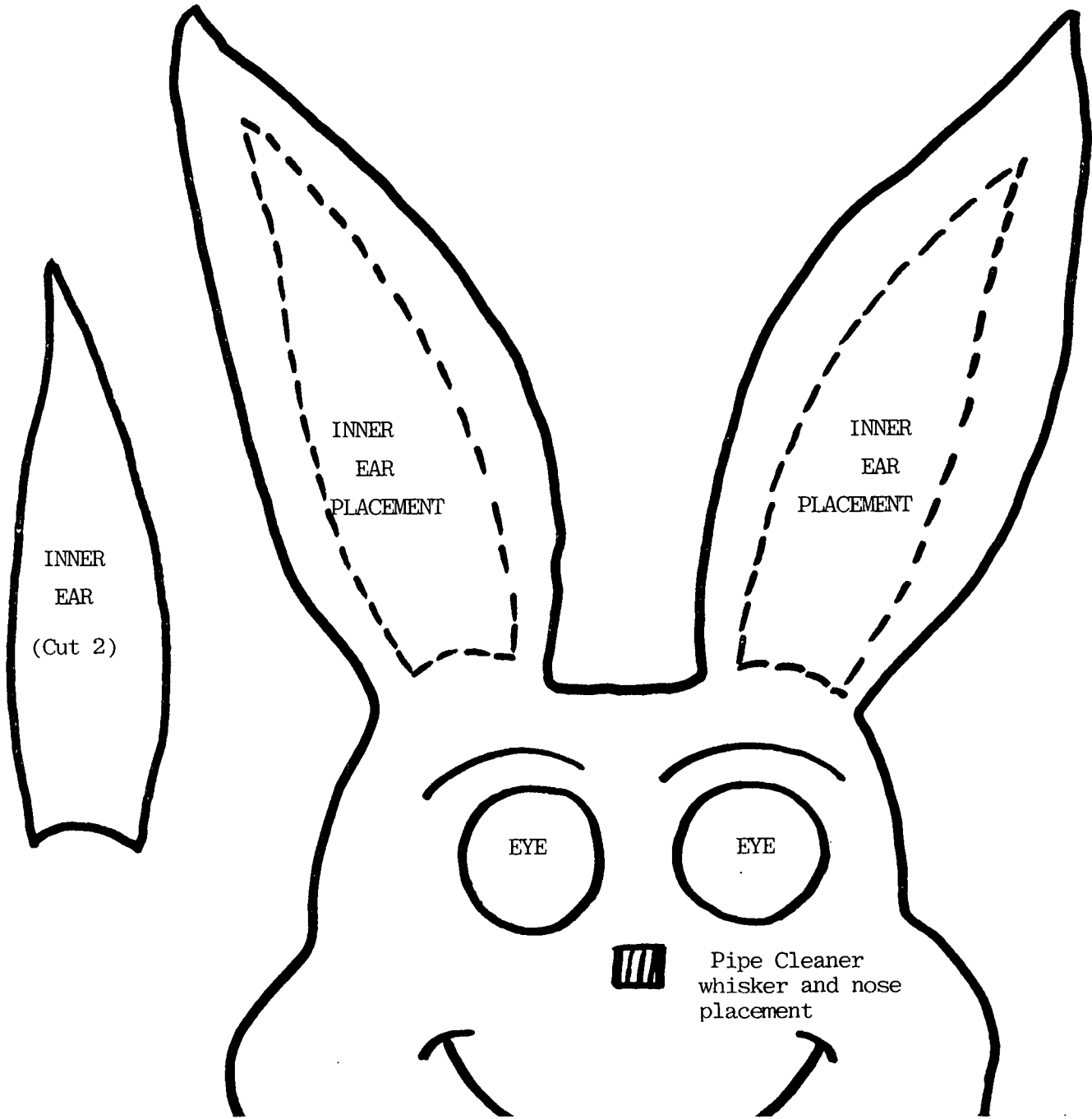
1. Make a tracing of the puppet body. Add 1/4 inch seam allowances to the traced pattern. Trace inner ear pattern piece but do not add seam allowances. (Use traced patterns to cut out the puppet body and inner ear, thus leaving original pattern pieces intact.
2. Pin pattern for puppet body to back side of fur (the side without fur) one layer of fabric at a time. Cut out one front and one back --reversing the pattern for the back so the pieces will match when placed wrong sides together. Pin pattern for inner ear to the back of the pink fur. Cut one left and one right--reversing the pattern

reversing the pattern so the shape of the inner ears will fit in front of the puppets' ears. (HINT: Trace pattern pieces onto the fabric with felt tip pens and then remove the pattern pieces before you cut out the pieces for more control.)

3. On puppet front (set aside back of puppet until later.)
 - a. Sew inner ears to the puppets' ears along dashed lines indicated on the pattern. Use hand overcast stitch or narrow machine zigzag.
 - b. Hand embroider the eyebrows with a chain stitch in black floss. Do the mouth with a chain stitch in red floss. Use the satin stitch and pink floss for the paw pads.
 - c. Cut two pieces of white felt for the teeth. Sew top of teeth to the mouth.
 - d. Glue on the plastic eyes. (HINT: with sharp scissors trim some of the fur where the eyes will be placed.)
 - e. Cut two 3 inch pieces of black pipe cleaner. Sew in place as indicated on the pattern with a tight satin stitch, in the center of the lengths of pipe cleaner for the nose and whiskers.
4. Lay puppet front to puppet back with WRONG side together with the fur facing out. Pin around the edges. Sew by hand or machine using 1/4 inch seams. Be sure to leave the bottom of the puppet open so your hand can be inserted!
5. To stiffen the ears cut pipe cleaners the length of each side of both ears. Measure from the base of the head to the tip of the ear. Lay the pipe cleaners in the seam allowance of the outer edge of the ear and overcast the edges to enclose the pipe cleaners.
6. All you need now is to put a small handful of batting into the puppets' head to give support.

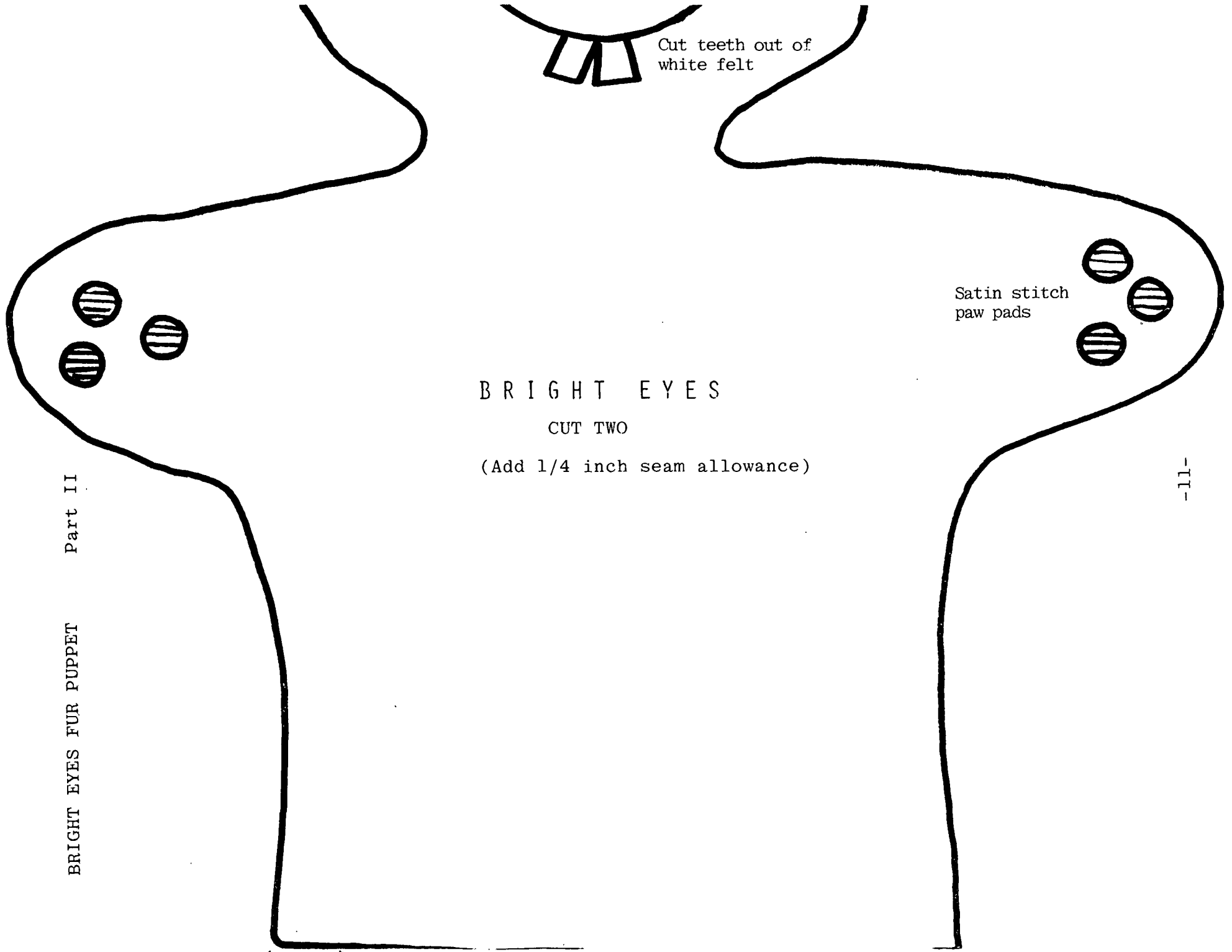
BRIGHT EYES is now ready to go!!

Pattern for Bright Eyes Fur puppet is on pages 9 and 11. Remove pages and place Part I and Part II together to trace pattern.





BRIGHT EYES FUR PUPPET Part II



Cut teeth out of white felt

Satin stitch paw pads

B R I G H T E Y E S

CUT TWO

(Add 1/4 inch seam allowance)

LESSON I - Bright Eyes Likes Many Foods

What the Children Should Learn

A variety of foods from the Basic Foods Groups will help them grow, have energy and be healthy.

Materials

Bright Eyes puppet, pictures of foods from the Basic Food Groups (be sure to include granola, peanuts, raisins, milk), student worksheets.

Option I - Snack Preparation (See Page 13)

Option II - Food Blocks Activity (See Page 13)

- Introduce Bright Eyes

- *Hi boys and girls. My name is Bright Eyes. I'm so glad to see you.*

- *I will be visiting your classroom for the next few weeks to tell you all about the foods I like to eat.*

- Describe Bright Eyes to the children:

- *He is a special friend who is full of fun and joy.*

- *He likes many foods and likes boys and girls who eat many different foods.*

- *He wants to learn about the foods that everyone in the class eats and enjoys.*

- Optional: Have Bright Eyes lead the children in singing the "Good Food Song" to the tune of "Mary Had a Little Lamb."

Bright Eyes likes so many foods.

many foods.

many foods.

Bright Eyes likes so many foods.

That's why he's big and strong.

- Help Bright Eyes hold up pictures of foods from each of the Basic Food Groups as he talks about the foods he likes to eat. (Substitute in other foods for examples if you wish.)

- *I like to eat a lot of different foods each day from the Basic Food Groups because they help me grow and stay healthy.*

- *Have you ever tried granola? Granola is a food from the Bread and Cereal Group. It gives me energy to play!*

LESSON 1

- Peanuts are found in the Meat Group. I like to pop them in my mouth and listen to them crunch! Meat Group foods taste good!
 - Raisins are a Fruit and Vegetable Group food. Can you name some other fruits or vegetables that are your favorite, Raisins are a favorite food of mine.
 - Milk, um-um, milk is good for my bones and teeth. It keeps them nice and strong. Let's chatter our teeth and listen to how strong they are! Milk is one food in the Milk Group.
- Involve the children in Option I or II activities.

OPTION I - SNACK PREPARATION

Food Supplies

1 pound granola
1 cup peanuts or peanut granules
1 cup raisins
15 one-half pint cartons of milk

Paper Supplies

30 5-ounce cups
30 plastic spoons

Procedure: Children mix peanuts and raisins with granola in their cups and add milk. See page 2 for examples of nutrition questions.

OPTION II - FOOD BLOCK ACTIVITIES

Materials: Fruit and Vegetable Group Food Block
Bread and Cereal Group Food Block
Meat Group Food Block
Milk Group Food Block
"Sneaky Sugar" Food Block

- Have Bright Eyes ask the children about three special words.
 - What happens when people, plants or animals grow? (They become bigger, stronger; they can do more activities.)
 - How do you feel when you're healthy? (Happy, good, ready to play, not sick or unhappy, strong and eager.)
 - What do you do with your energy? (Walk, run, hop, swing, laugh, have fun.)

LESSON 1

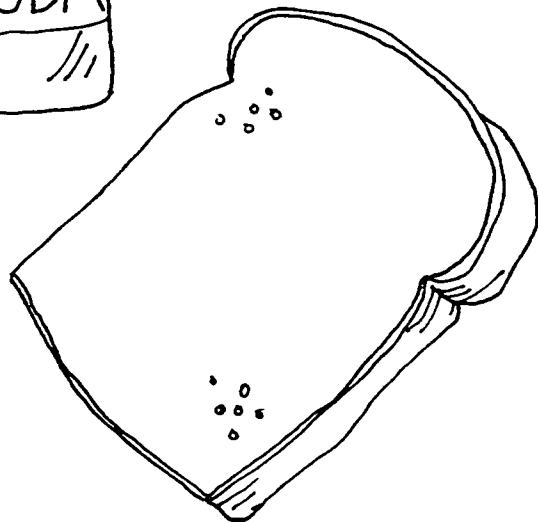
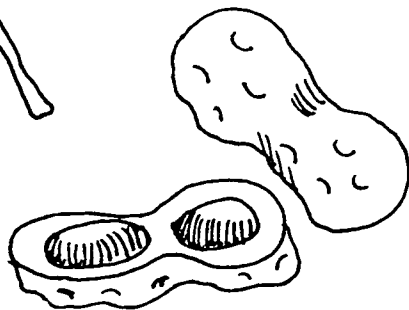
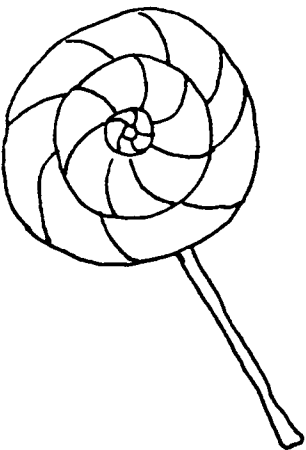
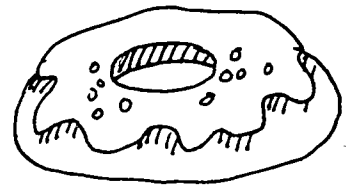
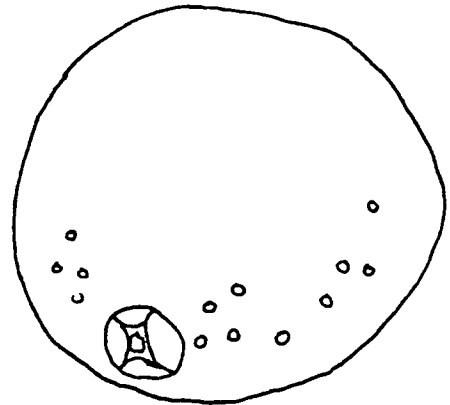
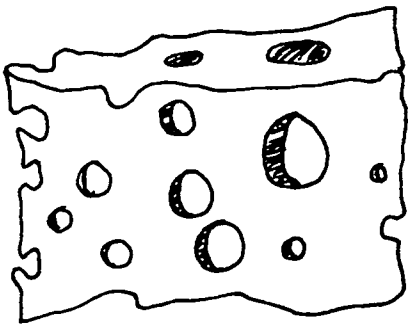
- Involve the children in food block activities with Bright Eyes. Bright Eyes could invite some children from the class to help him with the food blocks.
 - Have Bright Eyes hold up a Fruit and Vegetable Group food block and say, *These are some of my favorite foods from the Fruit and Vegetable food group. Can you tell me the names of these foods? Have you ever eaten these foods before?*
 - Have Bright Eyes hold up a food block from the other three food groups (Bread and Cereal Group, Milk Group, Meat Group) and ask similar questions.
 - Have Bright Eyes hold up a "Sneaky Sugar" food block and say, *These foods taste sweet and fill me up, but they won't help me grow and stay healthy like foods from the Basic Food Groups.*

- End the lesson with Bright Eyes giving the motto of the day and handing out worksheets:
 - *Remember, I like to eat many foods from the Basic Food Groups because they help me grow, have energy and be healthy!*
- Have Bright Eyes tell the children he is looking forward to seeing them next week.



★ Color the foods that will help Bright Eyes grow and have energy.

★ Cross out the foods that are not so good.



★ Draw the good foods that Bright Eyes is dreaming of



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LESSON II

- Introduce carrots as a root vegetable Bright Eyes likes to eat. Have Bright Eyes tell the children why he likes carrots.
 - Carrots are one of my favorite root vegetables. I like to eat them raw or cooked. When I eat a raw carrot, it tastes sweet and sounds crunchy when I chew. Have you eaten carrots? What other root vegetables have you tried?
 - Carrots are a pretty bright orange color, aren't they? Vegetables that are bright orange have lots of Vitamin A. Can you name some other orange colored vegetables? (Pumpkin, winter squash, yams)
 - The Vitamin A in carrots helps your skin stay smooth and helps you see well at night.
 - Involve the children in Option I or II activities.
-

OPTION I - SNACK PREPARATION

Food Supplies

3 large yams
3 large carrots
2 cups peanut butter

Paper Supplies

Vegetable peelers
Paring knives

Procedure: Assist children in washing, peeling and cutting vegetables into "dipping-size" pieces. Children dip their own vegetables into peanut butter. See page 2 for examples of nutrition questions

OPTION II - GROWING A CARROT PLANT

Materials: "How my Carrot Plant Grows" worksheet.
1 package carrot seeds
Soil in containers (containers must have drainage holes at
Water bottom)

- Plant carrot seeds
 - Give each child some carrot seeds and a container of soil.
 - Help the children plant seeds by digging 1/4" - 1/2" deep holes in the soil and sprinkling seeds in the holes.
 - Cover carrot seeds with soil and have the children dampen the soil with water.

LESSON II

Instructions for planting carrot seeds:

- Purchase carrot seeds, such as the Nantes variety.
- Collect tin cans in which to plant seeds. Use an empty #10 can for 3 children or a 303 can for each child.
- Fill with porous soil; it might need some sand mixed with loam. Water.
- Place the container in sunlight, and water enough to keep the soil moist.
- Seeds will start to sprout in 2 to 3 weeks.

- Have Bright Eyes discuss carrot seeds with the children:
 - *How big do you think your carrots will grow?*
 - *What will your parents say when you bring your carrots home?*
 - *What will carrots do for you?*
- Help Bright Eyes hand out the worksheets and review how a carrot plant grows.
- Option: Cut carrot off 1" - 2" from the top. Leave on 1/2" of the greens. Place cut carrot end in a dish of water and place in a window. New foliage will grow from the carrot!
- Ask the children to look at their handouts on "How a Carrot Plant Grows" and follow along as Bright Eyes talks. Have Bright Eyes tell the children about what a carrot plant needs to grow.
 - *All plants make their own food to grow.*
 - *The plant root takes up water and minerals from the soil.*
 - *The plant stem carries water and minerals to the leaves.*
 - *The leaves use water and minerals from the soil to make food for the carrot plant. The leaves also need sunlight to make plant food.*
 - *The stem carries the plant food made by the leaves back to the roots so the plant will grow.*

LESSON II

- End the lesson with Bright Eyes handing out the worksheets.
- Have Bright Eyes tell the children he is looking forward to seeing them next week.

BILLY PLANTS SOME CARROT SEEDS

Billy wanted a carrot. Billy knew he could buy a carrot at the store. He started to think. "There must be another way I can get a carrot. I am going to ask Mother, she knows a lot of things. Maybe she can tell me how I can get a nice bright orange carrot." Billy talked to Mother about it and she told him carrots grow in the soil. The orange carrot is in the ground and it has a bright green top that takes up the sun to help the carrot grow. Billy thought and thought and thought. "Gee, could I grow some carrots? Then I could have one every day; Mother says they have Vitamin A."

So Billy planted some carrot seeds. Mother helped him buy some carrot seeds at the local store. They put them in the ground where it was nice and warm and soft - he watered the ground and waited and waited for it to grow. Brother John saw Billy watching for the carrots to grow.

John said, "Aw Billy, those carrots won't grow."

But Billy knew they would. Grandpa said he thought they would grow.

Sister Sally looked at Billy and said, "Billy come and play--those carrots won't grow."

Billy was sure they would.

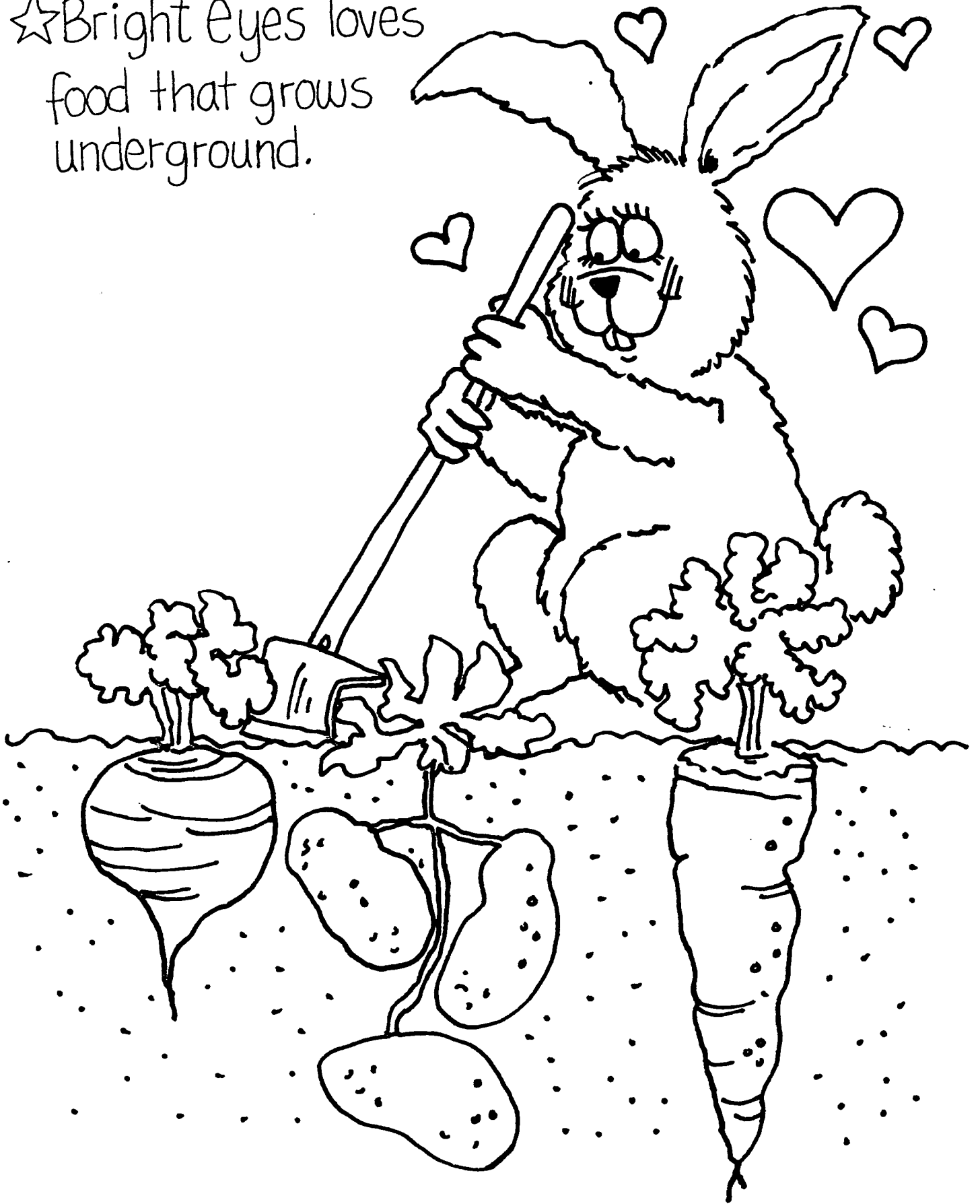
One morning Billy rushed out into the bright sunlight to see if his carrots were growing and sure enough, the green leaves were pushing through the ground. Billy knew they would grow. He looked at the green carrot leaves poking up through the ground and he sat down and said to himself, "I knew they would grow."

Billy watered his carrots and hoed the weeds in his garden. He watched the green carrot tops get bigger and bigger.

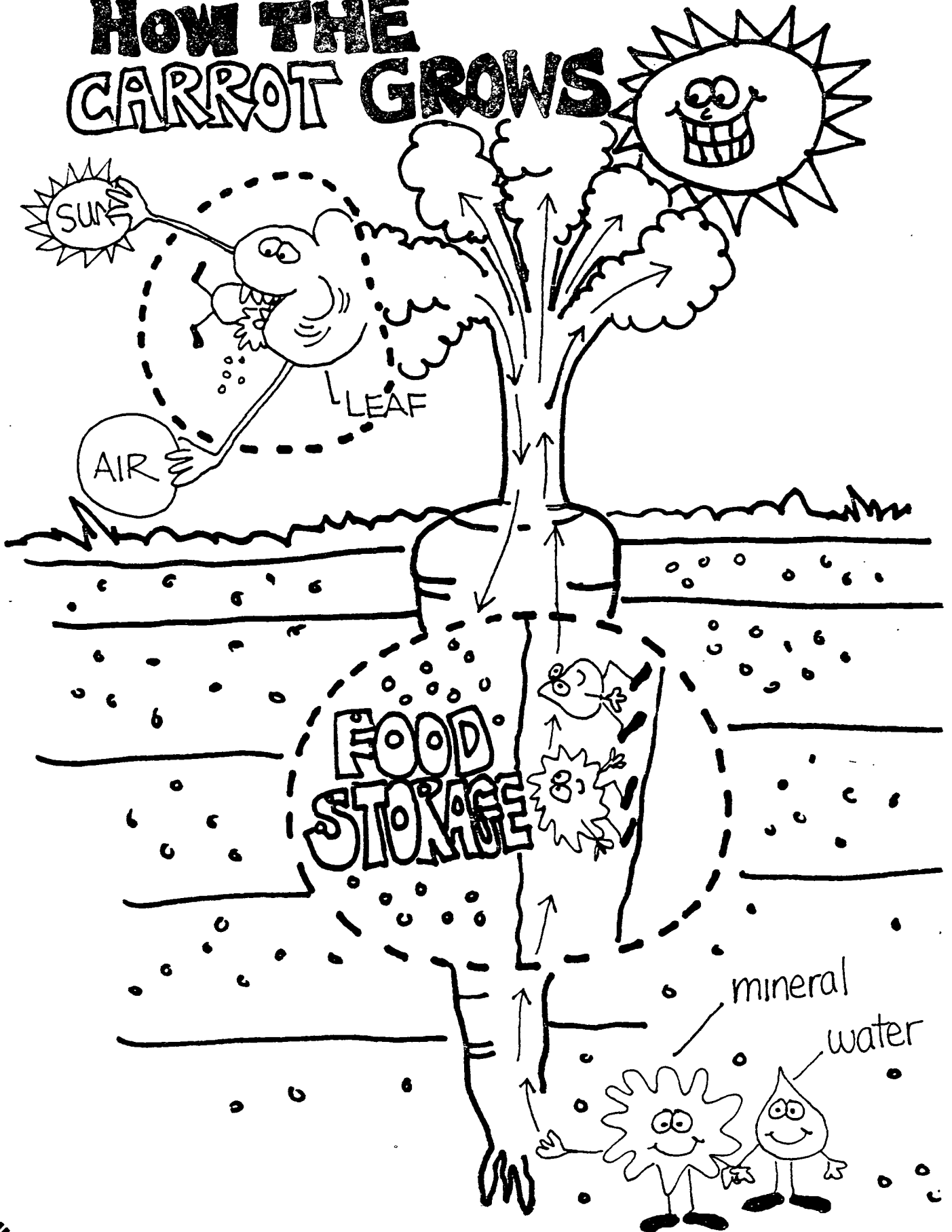
He called to Sally and John and ran to find Grandpa. "See my carrots have grown just like I knew they would."

Sally and Billy decided to pull a carrot and share it with Mother. They took hold of the green carrot top and pulled. They tried to pull the bright orange carrot out of the ground. And they did.

☆ Bright Eyes loves
food that grows
underground.



HOW THE CARROT GROWS



LESSON 3

- Can you name some other fruits that grow on trees? (Apples, peaches, grapefruit, nectarines, plums, lemons, limes, pears)
 - Where else do fruits grow? (On bushes--blueberries, currants; on vines--blackberries, strawberries, melons)
 - Have Bright Eyes talk more about oranges.
 - Oranges taste good! They are juicy and taste sweet.
 - Oranges help cuts and scratches heal. That's because they have lots of Vitamin C.
 - I like to eat oranges because they help me stay healthy!
 - What can you make with oranges? (Orange juice, orange smoothies, orange juice popsicles, fruit salad with oranges)
 - Have Bright Eyes ask the children more questions about fruits (choose one or more)
 - What are the colors, shapes (round, square, oblong, rectangle, triangle) and tastes (sweet, sour, etc.) of different fruits that grow on trees?
 - Name some fruits that have seeds inside. (Apples, oranges, peaches, lemons, etc.)
 - How do we get our fruit? (Sometimes we grow our own fruit at home. But most fruit is grown for us by farmers. Sometimes local farmers will let us pick fruit from their trees, bushes or vines. The fruit we buy at the grocery store is picked by workers or machines. After it is picked, the fruit is packed into boxes or crates and taken to the grocery store by truck. Sometimes fruit comes to us from other countries by ship, train, truck or plane.)
 - Involve the children in Option I or II activities.
-

OPTION I - SNACK PREPARATION

Food Supplies

6 oranges
4 grapefruit

Paper Supplies

Paring Knives

Procedure: Assist children in learning to slice oranges and grapefruit into wheels. See page 2 for examples of nutrition questions.

OPTION II - FOOD BLOCK ACTIVITIES AND/OR STORY

Materials: Two or three Fruit and Vegetable Group food blocks
and/or one apple and paring knife.

- Have Bright Eyes hold one of the food blocks. Ask a member of the class to help Bright Eyes find a fruit on the food block. Have Bright Eyes ask the helper (or the class) one or more of the following questions:

- *What is the name of the fruit?*
- *Which food group is this fruit found in?*
- *Where does this fruit grow? (On a tree, bush, vine, etc.)*
- *How have you eaten this fruit before? (By itself, in a salad, in a dessert, etc.)*
- *How does this fruit help you stay healthy? (Fills me up, gives me energy, helps heal cuts and scratches because it has Vitamin C, etc.)*

(Repeat this procedure with other class members, using different food blocks.)

- Story - "The Little Red House with No Doors and No Windows"

- Have Bright Eyes read the story to the children.
- After the story cut across the apple through the middle (not stem to blossom end) and show the children the star in the center.

THE LITTLE RED HOUSE WITH
NO DOORS AND NO WINDOWS

There was once upon a time a little boy who was tired of all his toys and tired of all his picture books and tired of all his play.

"What shall I do?" he asked his mother. And his mother, who always knew beautiful things for little boys to do, said:

"You will go on a journey and find a little red house with no doors and no windows and with a star inside."

Then the little boy's eyes grew big with wonder. "Which way shall I go?" he asked, "to find a little red house with no doors and no windows and a star inside?"

"Down the lane and past the farmer's house and over the hill," said his mother. "Come back as soon as you can and tell me all about your journey."

(continued)

Lesson 3

So the little boy put on his cap and his jacket and started out.

He had not walked very far down the lane when he came to a merry little girl dancing along in the sunshine. Her cheeks were like pink blossom petals and she was singing like a robin.

"Do you know where I shall find a little red house with no doors and no windows and a star inside?" the little boy asked her.

The little girl laughed, "Ask my father, the farmer," she said. "Perhaps he knows."

So the little boy went on until he came to a great brown barn where the farmer kept barrels of fat potatoes and baskets of yellow squashes and golden pumpkins. The farmer himself stood in the doorway looking out over the green pastures and yellow grain fields.

"Do you know where I shall find a little red house with no doors and no windows and a star inside?" asked the little boy of the farmer.

The farmer laughed, too. "I've lived a great many years and I've never seen one" he chuckled; "but ask Granny who lives at the foot of the hill. She knows how to make molasses taffy and popcorn balls and red mittens. Perhaps she can direct you."

So the little boy went on farther still, until he came to the Granny sitting in her pretty garden of herbs and marigolds. She was as wrinkled as a walnut and as smiling as the sunshine.

"Please, dear Granny," said the little boy, "Where shall I find a little red house with no doors and no windows and a star inside?"

The Granny was knitting a red mitten and when she heard the little boy's question she laughed so cheerily that the wool ball rolled out of her lap and down to the little pebbly path.

"I should like to find that little house myself," she chuckled. "It would be warm when the frosty nights came and the starlight would be prettier than a candle. But ask the wind who blows about so much and listens at all the chimneys. Perhaps the wind can direct you."

So the little boy took off his cap politely to the Granny and went on up the hill rather sorrowfully. He wondered if his mother, who usually knew almost everything that was to be known, had perhaps made a mistake.

The wind was coming down the hill as the little boy climbed up. As they met, the wind turned about and went along, singing, beside the little boy. It whistled in his ear and pushed him and dropped a pretty leaf into his hands.

"Oh Wind" asked the little boy, after they had gone along together quite a way,

(continued)

Lesson 3

"Can you help me to find a little red house with no doors and no windows and a star inside?"

The wind cannot speak in our words, but it went singing ahead of the little boy until it came to an orchard. There it climbed up in an apple tree and shook the branches. When the little boy caught up, there, at his feet, lay a great rosy apple.

The little boy picked up the apple. It was as much as his two hands could hold. It was as red as the sun had been able to paint it, and the thick brown stem stood up as straight as a chimney. But it had no doors and no windows. "Was there a star inside?"

"I wonder" thought the little boy. He took his jackknife from his pocket and cut the apple through the center. Oh how wonderful! There, inside the apple, lay a star holding brown seeds.

So the little boy called to the wind "Thank You" and the wind whistled back, "You're welcome."

Then the little boy ran home to his mother and gave her the apple.

"It is too wonderful to eat without looking at the star, isn't it?" he asked.

"Yes, indeed," answered his mother.

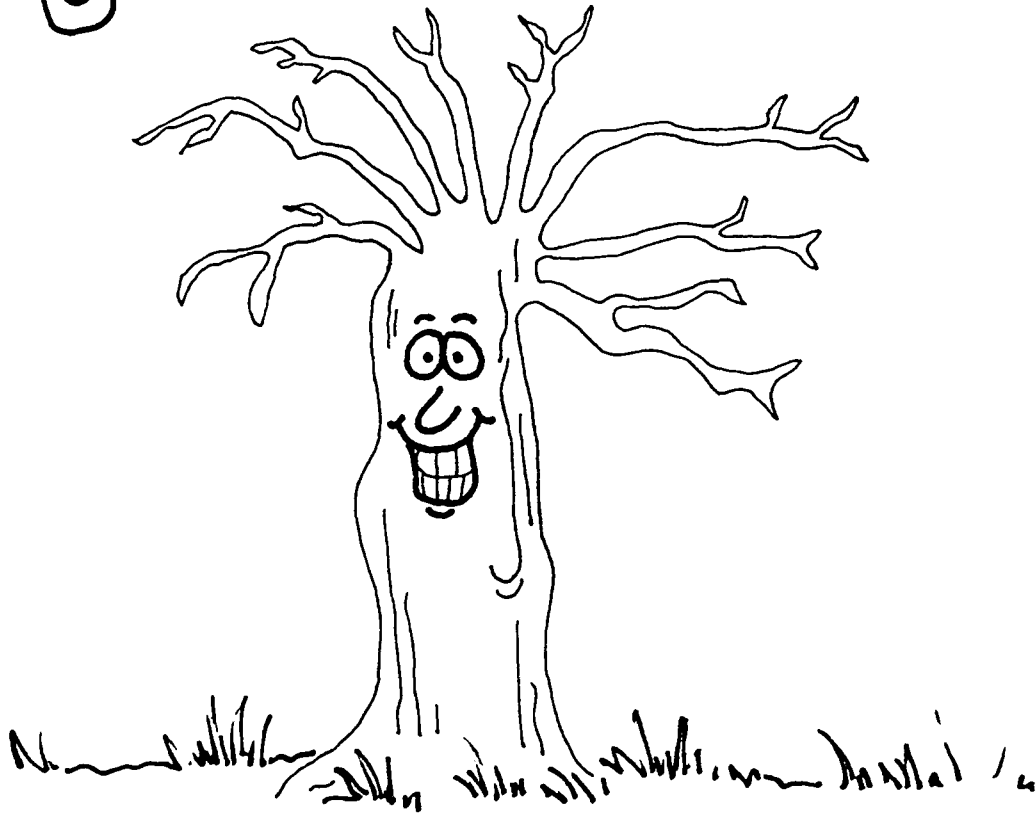
-
- End the lesson with Bright Eyes handing out the worksheets.
 - Have Bright Eyes tell the children he is looking forward to seeing them next week.

**I Am Packed with
Vitamin C!**

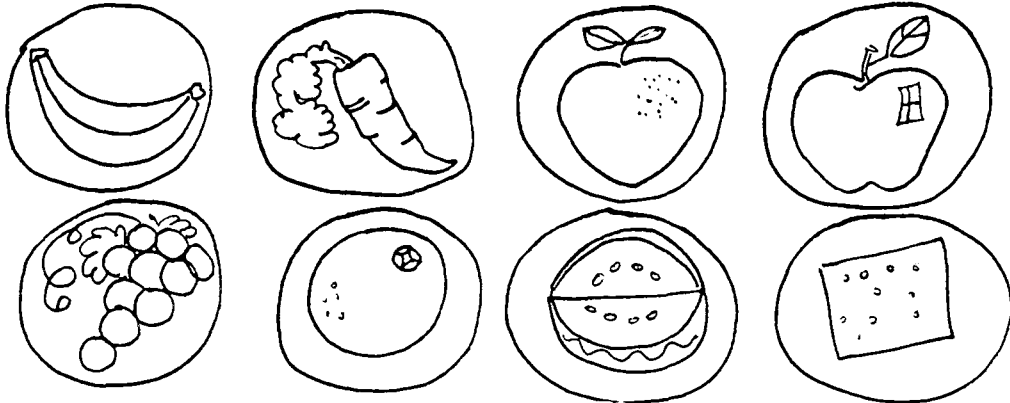


WHO AM I?

My Favorite Fruit Tree!



★ Color the foods that grow on trees.



★ Draw these foods on the tree.



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LESSON 4 - Bright Eyes Likes Animal Foods

What the Children Should Learn

Animals provide us with many foods that help us grow and stay healthy. Sometimes we eat meat, chicken, fish or eggs. These are Meat Group Foods. Some animals give us milk. Milk helps build strong bones, teeth, and muscles. Milk is a Milk Group Food.

Materials

Bright Eyes puppet, Meat Group Food block, Milk Group Food block, student worksheets.

Option I - Snack Preparation (See page 25)

Option II - "Animals that Give us Milk" Activity and/or Song - "Hi-Ho The Dairy Oh!" (See page 25)

- Have Bright Eyes help the children review the last lesson.
 - *Who can tell us what we did last time? (Learned about: foods that grow on trees from the Fruit and Vegetable Group; how we get our fruit; the shapes and sizes of different fruits)*
 - *What foods did Bright Eyes talk about last time? (Oranges and other fruits that grow on trees.)*
 - *What will oranges do for you? (Help heal cuts and scratches because they have lots of Vitamin C.)*
- Optional: Sing the "Good Foods Song."

*Bright Eyes drinks all his milk.
all his milk.
all his milk.
Bright Eyes drinks all his milk,
It helps to make him grow.*

- Have Bright Eyes introduce the lesson.
 - *I am healthy and growing because I eat many different foods.*
 - *Animals give me some of the foods I like to eat. (Have Bright Eyes hold up the Meat Group Food block and point to one or two foods that come from animals and say, "Raise your hand if you have tried this food before. Which animal gives us this food?")*
 - *I like to eat lots of different foods in the meat group. Can you name foods that are in the meat group? (Eggs, tuna fish, liver, bologna, ham, hot dogs, pork, hamburger, lamb, chicken, fish, beef)*
 - *Meat Group foods help us grow and have healthy red blood!*
 - *I eat two foods from the meat group every day to help me grow and feel good.*
- Have Bright Eyes hold up a Milk Group Food block and point to a glass of milk.

Lesson 4

- *I like to drink milk, especially when it's nice and cold!*
 - *Milk is another food that comes from animals.*
 - *Milk builds strong bones, teeth and muscles. Where are our teeth? Let's chatter our teeth! Where are your bones and muscles. (Have the children point to where their bones and muscles are in their bodies.)*
 - *Milk is found in the Milk Group. Can you name some other foods that are made from milk? (Cheese, ice cream, cottage cheese, yogurt) These foods are in the Milk Group, too!*
 - *I drink 3 glasses of milk each day to help keep my bones and teeth strong and healthy!*
- *Involve the children in Option I or II activities.*
-

OPTION I - SNACK PREPARATION

Food Supplies

15 one-half pint cartons of
milk (1 carton to 2 children)
1 quart berry yogurt

Paper Supplies

60 5-ounce cups
30 plastic spoons

Procedure: Children taste two different Milk Group foods. Let children serve themselves to yogurt (about 2 table-spoons each)

OPTION II - "ANIMALS THAT GIVE US MILK" ACTIVITY AND/OR SONG - "Hi-Ho The Dairy Oh"

Materials: Pictures of animals, including a cow and a goat.

- Have Bright Eyes show pictures of different animals to the children and ask these questions:
 - *Can you name this animal?*
 - *Does this animal give us milk to drink? (When you hold up the cow's picture, the children should be able to tell you this animal gives us milk. When you hold up the goat's picture, have Bright Eyes tell the children that many people drink goat's milk, too.)*
 - *How many of you have tried goat's milk?*
- Have Bright Eyes talk about the different animals that give milk to people in other countries around the world. (Hold up pictures of these animals if you can find them)
 - Buffalo: Asia (India, Pakistan); Africa (Egypt)
 - Reindeer: Artic lands
 - Sheep: Countries around the Mediterranean Sea (Greece)

Lesson 4

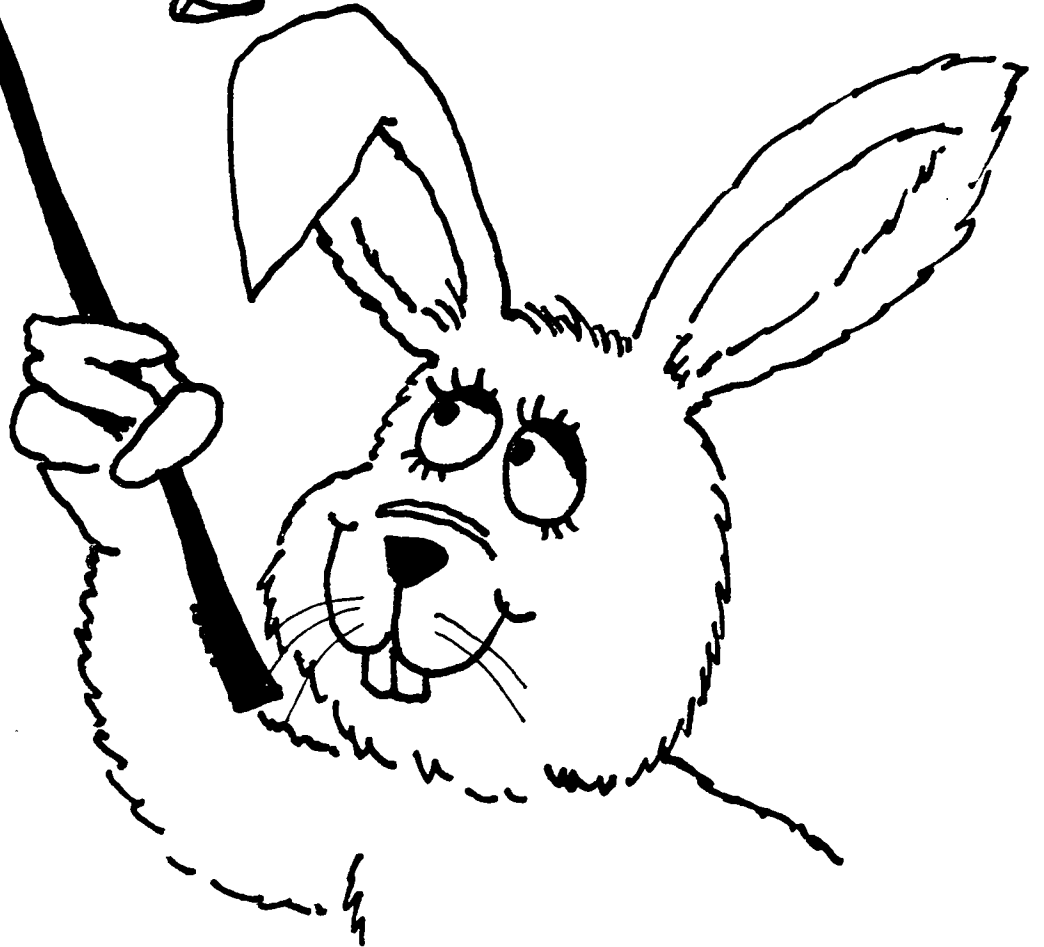
- Goats: Parts of Europe, villages in Greece
- Camels: Deserts of Africa and Asia
- Demonstrate how a cow is milked: Fold your hands, then turn the palms so they face the children. Thumbs should be jointed towards the floor. Have the children tug the thumbs to give the impression of milking a cow.
- Have Bright Eyes teach the class a new song about milk. Sing to the tune of "The Farmer in the Dell" Have the children act out the lyrics!

Hi-Ho the Dairy Oh!

1. *The farmer milks the cow,
the farmer milks the cow
Hi-Ho the dairy oh,
the farmer milks the cow*
2. *The trucks take the milk.....*
3. *The factory bottles the milk.....*
4. *To the grocery store it will go.....*
5. *We all drink the milk.....*
6. *Milk will make you strong.....*

-
- End the lesson with Bright Eyes handing out the worksheets.
 - Have Bright Eyes tell the children he is looking forward to seeing them next week.

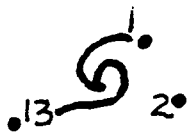
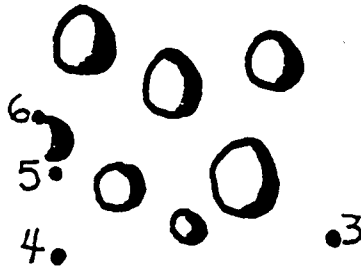
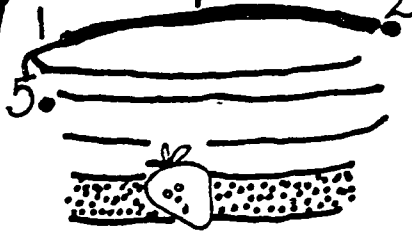
Milk comes from a COW



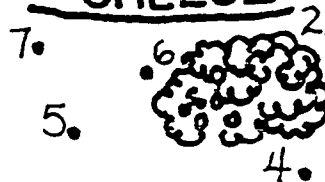
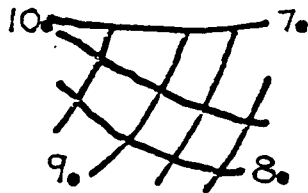


★ Bright Eyes likes these milk foods.
Connect the dots and color.

YOGURT



COTTAGE CHEESE



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LESSON 5 - Bright Eyes Explores Vegetable Plants

What the Children Should Learn

Different parts of plants are good to eat as vegetables. Cabbage is the leaf part of a vegetable plant. Cabbage leaves form into a cabbage head. The leaves can be either red or green. Cabbage has Vitamin C which helps heal cuts and scratches.

Materials

Bright Eyes puppet, student worksheets

Option I - Snack Preparation (See page 28)

Option II - Food Block Activity (See page 28)

- Have Bright Eyes review the last lesson.
 - *Which food groups did we talk about last time? (Meat Group, Milk Group)*
 - *What are some foods we eat from the Meat Group? (Beef, pork, lamb, chicken, fish, eggs)*
 - *Why should we eat meat group foods? (They help us grow and help us have healthy blood)*
 - *How many times should we eat meat group foods each day? (Two times every day)*
 - *What are some Milk Group foods? (Milk, cheese, yogurt, cottage cheese, ice cream)*
 - *Why should we drink milk? (It builds strong bones, teeth and muscles)*
 - *How many glasses of milk does Bright Eyes drink every day? (3 glasses)*
 - *Name some animals that give us milk to drink? (Cows, goats)*
- Optional: Sing the "Good Foods Song" and have Bright Eyes bounce.

*Bright Eyes eats his cabbage leaves
cabbage leaves
cabbage leaves
Bright Eyes eats his cabbage leaves
That's why he grows and grows.*

- Have Bright Eyes introduce the lesson:
 - *Different parts of plants are good to eat as vegetables. Do you remember talking about carrots? (What part of the plant is a carrot? (The root)*
 - *Another favorite vegetable of mine is cabbage. I like cabbage leaves! Cabbage is a vegetable leaf that tastes good raw or cooked. Cabbage leaves form into a head. What color is cabbage? (Either red or green)*

Lesson 5

- Cabbage keeps us healthy because it has Vitamin C and that helps cuts and scratches heal. Can you remember a fruit we talked about that also has lots of Vitamin C? (Oranges)
 - What other plants have vegetable leaves that we eat? (Spinach, chard, lettuce, beets)
 - Have Bright Eyes talk about other parts of plants that we eat as vegetables.
 - What are some vegetables stems that we eat? (Celery, asparagus)
 - Some vegetables are the flower part of the plant. Can you name some vegetable flowers that we eat? (Broccoli, cauliflower)
 - Some vegetables are the root part of the plant. These vegetables grow underground. Can you remember talking about foods that grow underground in Lesson 2? Can you name some root plants that are vegetables? (Carrots, potatoes, yams, sweet potatoes, radishes)
 - Have Bright Eyes tell the children that we also eat the seed part of some vegetable plants. Some vegetable seeds that we eat are peas, lima beans, snap beans and corn. Ask the children if they have eaten vegetable seeds before.
 - Involve the children in Option I or II activities.
-

OPTION I - SNACK PREPARATION

Food Supplies

1 medium red cabbage
1 medium green cabbage
1 quart cottage cheese, blended
until smooth with 2 envelopes
taco seasoning or salad dressing
mix

Paper Supplies

Large knife (for dividing
cabbage heads)
Paring knives
Spoons for portioning dip

Procedure: Assist children in learning to slice cabbage into "dipping size" pieces. Give each child a small portion of dip and a sample of both red and green cabbage to try with their dip. (See page 2 for examples of nutrition questions)

OPTION II - FOOD BLOCK ACTIVITY

Materials: 3 or 4 food blocks from each of the Basic Food Groups.

- Build a food block wall, using food blocks from the Basic Food Groups. Have Bright Eyes observe the procedure and then ask questions, pointing to different food blocks.
 - Why do we need to eat foods from all the Basic Food Groups each day? (Because it takes many different kinds of food to build a strong and healthy body.)

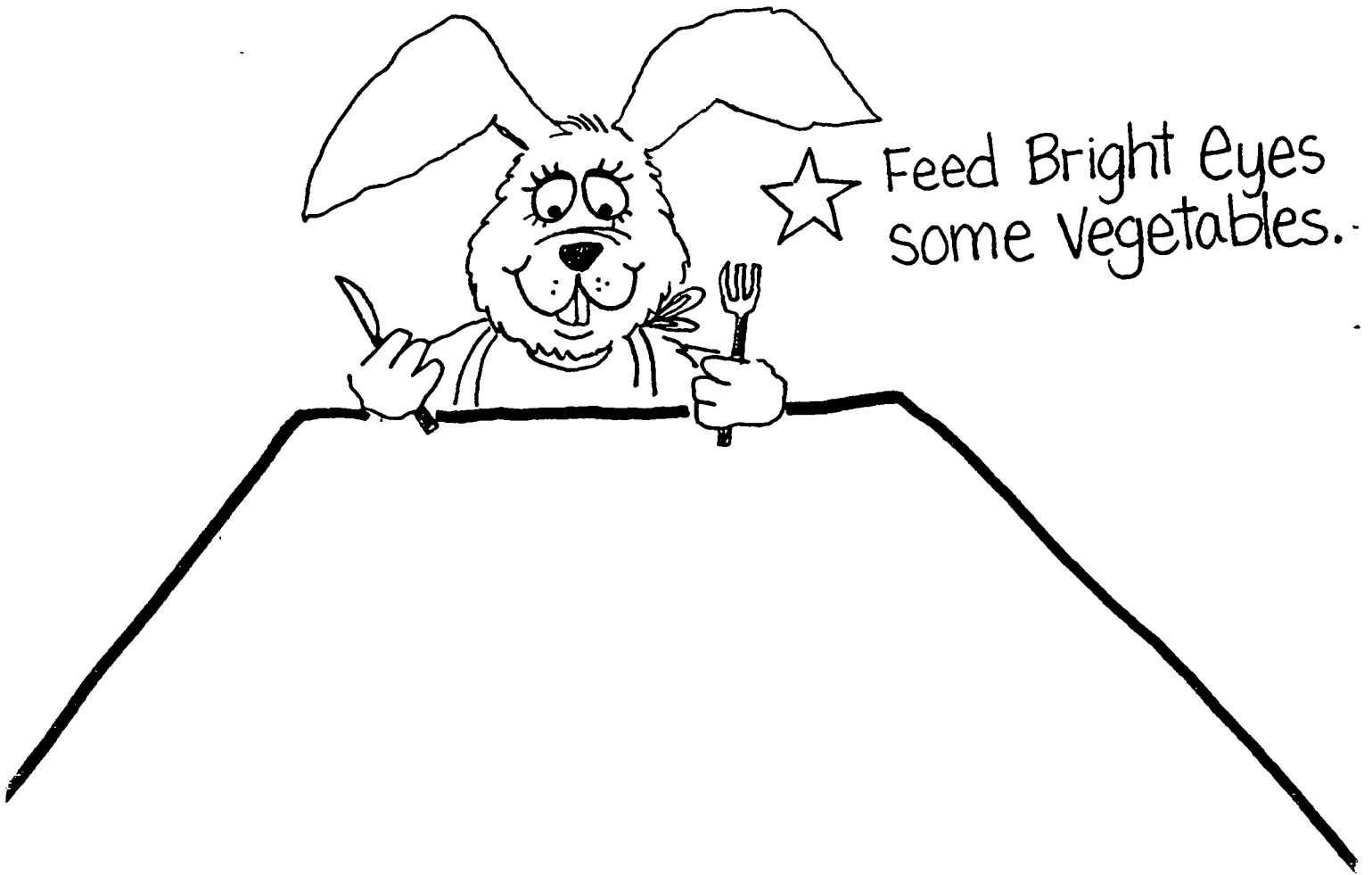
- Why do we need Milk Group foods? (Because milk and foods made from milk help build strong bones, teeth and muscles.)
 - How do Meat Group foods help our bodies? (They help all our body cells grow and stay healthy. Meat Group foods also help us have healthy red blood!)
 - Why do we need foods from the Bread and Cereal Group? (Breads and cereals give us energy to run and play and jump.)
 - Why do we need foods from the Fruit and Vegetable Group. (Many fruits and vegetables have lots of Vitamin A and Vitamin C. Vitamin A helps skin stay pretty and helps us see at night. Vitamin C helps heal cuts and scratches.)
 - Which one of these foods will Bright Eyes have with his dinner tonight? (Cabbage)
 - Why do we eat cabbage? (Because it tastes good and helps cuts and scratches heal.)
 - Can you name some other vegetables in the food block wall?
-

- End the lesson with Bright Eyes handing out the worksheets.
- Have Bright Eyes tell the children he is looking forward to seeing them next week.



**Bright Eyes
LOVES Vegetables!**





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LESSON 6 - Bright Eyes Likes Foods Made From Cereal Grains

What the Children Should Learn

We eat many foods made from cereal grains. Some cereal grains are wheat, oats, rye and rice. Dried grains can be ground up to make flour. The flour is used to make foods such as bread, macaroni, crackers and muffins. These foods are in the Bread and Cereal Group; they give us energy to run and play.

Materials

Bright Eyes puppet, student worksheets.
6 pictures of foods made from flour (ie: bread, crackers, muffins, waffles, pancakes, macaroni)
2 pictures of other Bread and Cereal Group foods not made from flour (ie: oatmeal, granola, rice, cold cereal)
2 pictures of Fruit and Vegetable Group foods.
2 pictures of Meat Group foods.
1 picture of "Sneaky Sugar" food (ie: candy bar, soft drink)

Option I - Snack Preparation (See page 31)

Option II - Picture Memory Game Activity and/or Identifying Grains Activity
(See page 32)

- Have Bright Eyes review the last lesson.
 - *Who can name some different parts of plants that we eat as vegetables? (leaves: cabbage, lettuce; stem: asparagus, celery; root: potatoes, carrots; flower: broccoli, cauliflower; seed: peas, corn)*
 - *Cabbage and many other vegetables help keep us healthy.*
 - *I like the crispy, crunchy taste of raw cabbage and it's good for me!*
- Optional: Sing the song "Yankee Doodle."

*Yankee Doodle went to town
A riding on a pony
Stuck a feather in his hat
and called him macaroni.*

- Have Bright Eyes introduce the lesson.
 - *I like to eat lots of different foods in the Bread and Cereal Group that are made from flour! What foods made from flour do you like to eat? (Bread, muffins, pancakes, waffles, etc.)*
 - *There are many different types of cereals called grains that are used to make foods in the Bread and Cereal Group.*
 - *Wheat is one grain that can be dried and ground up to make flour. How many of you have tried wheat bread before? (Have the children raise their hands). Wheat bread is made from wheat grain flour.*

Lesson 6

- How many of you have tried rye bread? (Have the children raise their hands.) Rye is another grain that can be dried and ground up to make flour. Rye bread is made from rye grain flour.
 - Sometimes dried grains are used to make other things besides flour. How many of you have eaten oatmeal before? (Have the children raise their hands). What grain is oatmeal made from? (Oats)
 - Have Bright Eyes give the children some examples of other dried grains or grain products that are used to make foods in the Bread and Cereal Group. (ie: shredded wheat from wheat; puffed rice from rice; cornmeal for cornbread or cornflakes from corn; barley cereal from barley.)
 - Have Bright Eyes play "What Doesn't Belong?" with the children.
 - Hold up pictures of bread, crackers, muffins and oatmeal. Out of the four pictures, which one is not made from flour? (Oatmeal is made from grain)
 - Hold up pictures of rice, macaroni, waffles and pancakes. Out of the four pictures, which one is not made from flour? (Rice--it is a grain)
 - Hold up pictures of bread, crackers, macaroni and cabbage. Out of the four pictures, which one is not in the Bread and Cereal Group? (Cabbage--it is found in the Fruit and Vegetable Group)
 - Hold up pictures of meat, carrots, milk and a candy bar. Out of the four pictures, which one is not from one of the Basic Food Groups? (Candy bar--it is a "Sneaky Sugar" food that fills me up but won't help me grow and stay healthy like foods from the Basic Food Groups!)
 - Involve the children in Option I or II activities.
-

OPTION I - SNACK PREPARATION

Food Supplies

2 types of crackers (2-4 crackers
per child)
2 types of cheese (1 lb. each)

Paper Supplies

Paring knives

Procedure: Assist children in slicing cheese into thin slices that will fit on the crackers. Have children form a smorgas-board line. Each child should try both types of cheese and crackers. (Note: Cheese may be sliced ahead to save time)

OPTION II - PICTURE MEMORY GAME ACTIVITY AND/OR IDENTIFYING GRAINS ACTIVITY

Materials: Picture Memory Game Activity

- 2 pictures of foods made from flour.
- 1 picture of a field of growing wheat, oats, barley (any grain).

Identifying Grains Activity

- Samples of the following grains: wheat, oats, barley, rice, rye; 5 bowls.
- Have Bright Eyes play a picture memory game with the children.
 - Hold up one picture of a food made from flour for a few seconds and then take it down. Have Bright Eyes ask the children to tell you something about the picture they just saw.

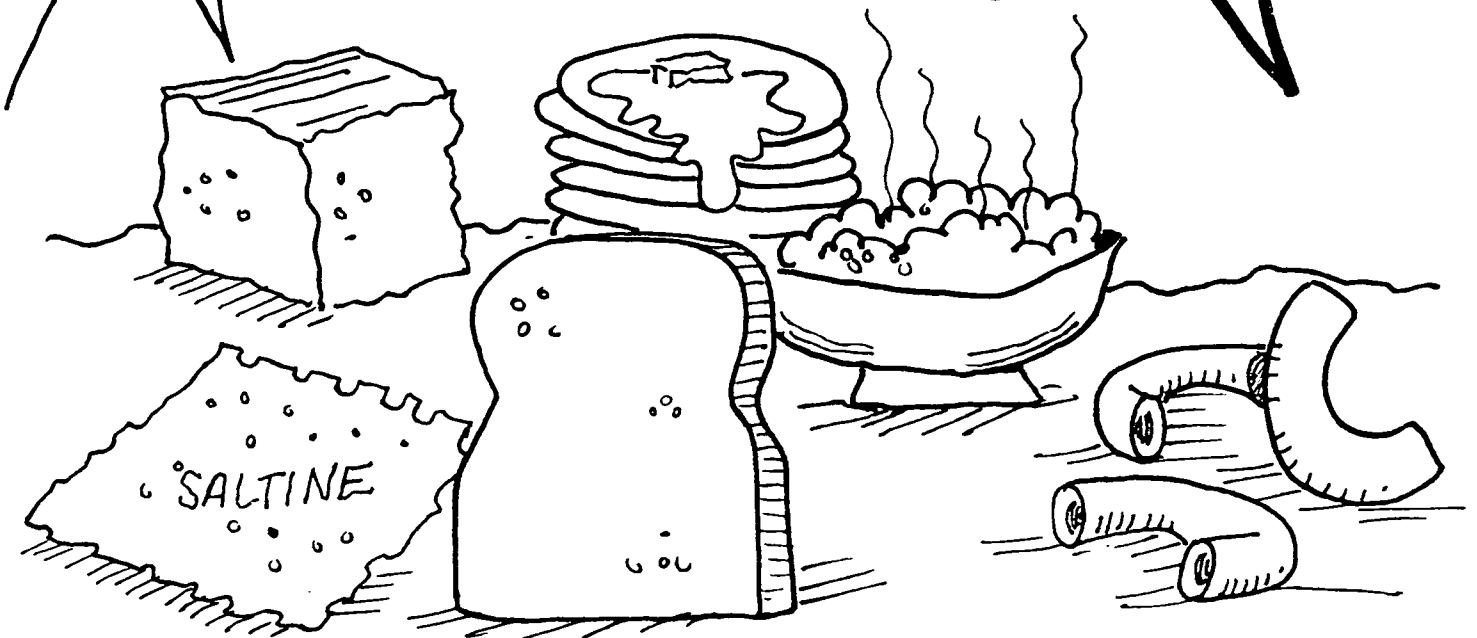
(Repeat this procedure with the other two pictures)
- Have Bright Eyes play an Identifying Grains Activity with the children.
 - Put each grain in a separate bowl. Have Bright Eyes ask the children to identify the different grains and name some foods they like to eat that are made from each grain. Encourage the children to feel each grain.
- Optional: Science-Related Idea-Seed View Jar
 - Cereal grains are actually the dried seeds of cultivated grasses. Show how wheat, oat and rye grain seeds grow in a seed view jar. Line a wide-mouthed jar with 2 or 3 thicknesses of paper towels. Put about 1" of water in the bottom of the glass and let the paper soak up the water. Then place seeds between the moist paper and the glass. To make sure the paper towel remains firmly against the glass, stuff crumpled wet paper towels into the center of the jar. Check every day to make sure the paper towel is moist--add water if necessary. Point out seed growth to the children every day.

-
- End the lesson with Bright Eyes handing out the worksheets.
 - Have Bright Eyes tell the children he is looking forward to seeing them next week.

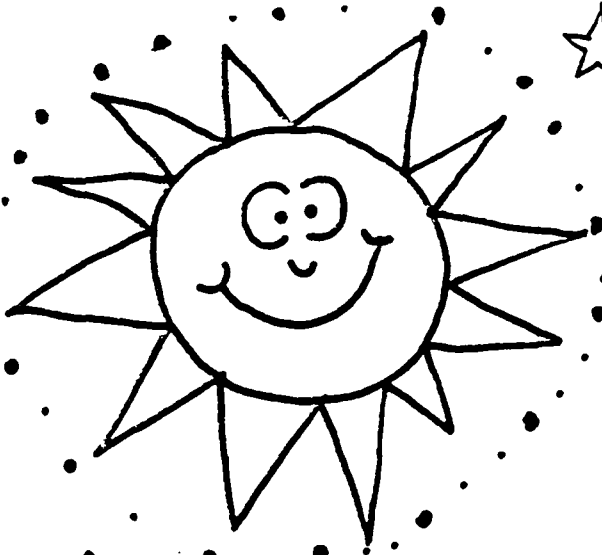
☆ Breads and Cereals give Bright Eyes...



ENERGY



☆ Fix Bright Eyes a good Breakfast!



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LESSON 7 - Bright Eyes Likes Foods Made from Peanuts

What the Children Should Learn

Peanuts are a Meat Group food. They are good to eat raw or roasted. Peanuts can be crushed and blended with oil to make peanut butter. Peanuts and peanut butter help us grow.

Materials

Bright Eyes puppet, student worksheets, map or globe of the world, two types of peanuts--raw and roasted in the shell (enough for each child to have one of each).

Option I - Snack Preparation (see page 34)

Option II - Charades (see page 35)

- Have Bright Eyes review the last lesson.
 - *Can you name some different grains? (Wheat, oats, rice, rye)*
 - *What food group are grains in? (Bread and Cereal Group)*
 - *What is macaroni made of? (A grain called wheat. The wheat is ground into flour and the flour is used to make macaroni)*
 - *What does macaroni do for us? (Gives us energy to run and play)*
 - *What foods have flour in them? (Bread, cereal, cookies, donuts, cakes, spaghetti, biscuits)*
 - *Can you name a hot cereal that we eat for breakfast and is made from oats? (Oatmeal)*
- Optional: Sing the Good Foods Song (have Bright Eyes lead the children)

*Bright Eyes eats his peanut butter
peanut butter
peanut butter*

*Bright Eyes eats his peanut butter
It helps to make him grow.*

- Have Bright Eyes introduce peanuts.
 - *What does a peanut look like? (Show children peanuts in a shell. Pass the peanuts out and have the children rattle them to hear the peanuts inside. Crack them and have Bright Eyes explain that these peanuts are roasted)*
 - *Raw peanuts are good to eat. Have you ever tried them? Raw peanuts taste and look different than roasted peanuts. (Give each child one raw peanut to taste.)*

Lesson 7

- Peanuts are in the meat group. Meat group foods help us grow and have healthy blood. What are some other meat group foods that come from plants? (Dry beans, split peas, lentils and nuts) What are some meat group foods that come from animals? (Eggs, fish, liver, ham, hot dogs, hamburger, lamb, chicken, pork, beef)
- Do you know how peanuts grow? (Peanuts grow underground off the roots of the peanut plant. A peanut plant looks like a bush.)
- One of my favorite foods made from peanuts is peanut butter! It has the pea-nuttiest taste--WOW!
- Peanut butter comes from peanuts. The peanuts are roasted and blended with oil to make peanut butter.
- What are some of your favorite ways of eating peanut butter? (Cookies, soup, stuffed in celery, as a dip for vegetables.)

o Involve the children in Option I or II activities.

OPTION I - SNACK PREPARATION

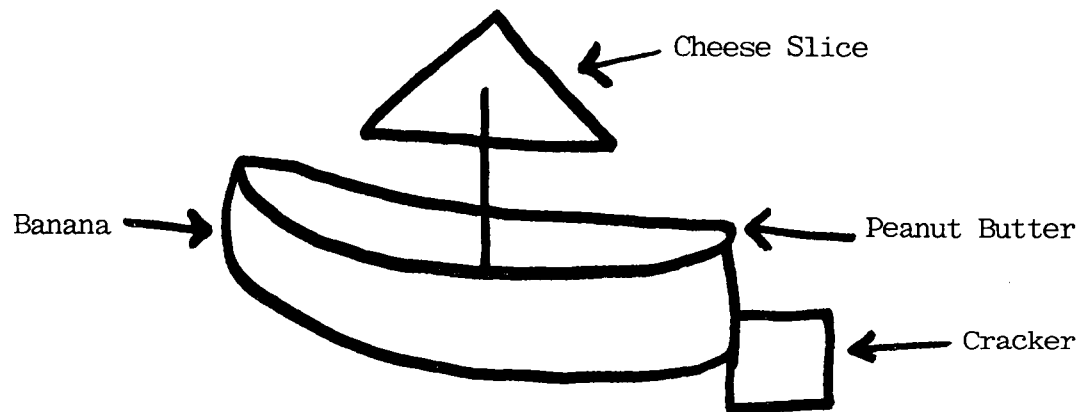
Food Supplies

- 15 bananas
- 2 cups peanut butter
- 15 cheese slices
- 30 crackers (saltines)

Paper Supplies

- 30 plastic knives
- 30 toothpicks
- 30 squares of waxed paper

Procedure: Assist children in making their own banana boats. Cut bananas in half. Each child gets one half. Peel bananas. Place on waxed paper square. Spread peanut butter on curved side to make the "deck." Cut cheese slice in half, diagonally, to form triangular sail. Each child gets one half. Push one toothpick end through cheese slice and the other into the banana for "sail." Push cracker into end of banana for "Rudder." Ask children the review questions listed in Option II while they are eating their boats.



OPTION II - 4-4-3-2 CHARADES

Procedure: Use charades as a way to review the nutrition concepts Bright Eyes has been teaching the children. Have Bright Eyes whisper instructions to the children on what he wants acted out. Then have each child take turns acting out the situation. Everyone else tries to guess what the "actor" is doing. The "actor" is not allowed to speak.

After the class guesses what the "actor" is doing, have Bright Eyes ask one or two nutrition review questions. (See below for examples.) Make up more questions of your own.

Charade

1. Make and eat a peanut butter sandwich.
2. Pour some milk into a glass. Then drink and enjoy.
3. Pretend you are a bunny like Bright Eyes eating a carrot.
4. Pick and peel an orange.

Review Questions

1. Which food group are peanuts found in? Which food group is bread found in?
2. Which food group is milk found in? How many glasses should we drink each day? (2 to 3)
3. Which food group are carrots found in? How do carrots help us stay healthy?

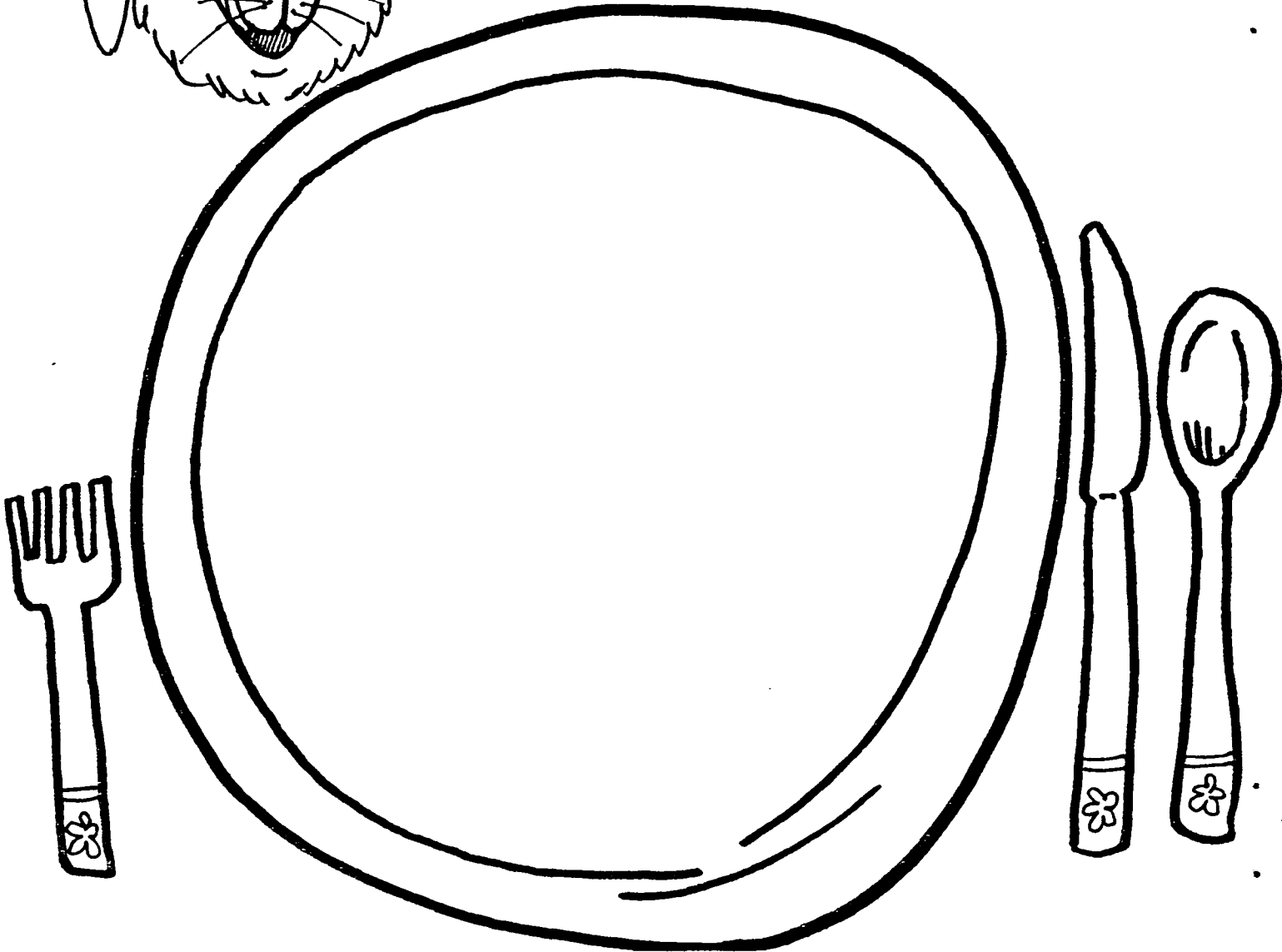
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- Have Bright Eyes hand out the student worksheets.
 - Have Bright Eyes say goodbye. Bright Eyes will visit the class often to see how everyone is eating.

☆ Bright Eyes Loves...





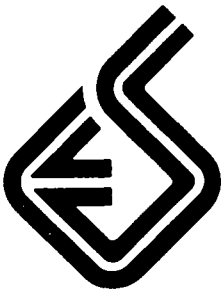
★ Fix a good dinner
for Bright Eyes.



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Bright Eyes and the Good Food Gang was revised by Janice Broome, Oregon State University Extension Agent, Lane County, Bill Boldt, Extension 4-H/EFNEP Youth Specialist, OSU, and Margaret Lewis, Extension Nutrition Specialist, OSU.

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