Fruits and Vegetables
*Fruits and Vegetables Rock!*
*Grades 5 – 8 Girls’ Club*

**I. Nutrition Education Goal & Objective:**

Goal 1: Students will comprehend concepts consistent with USDA guidance related to eating and physical activity for good health.

Objective: As a result of Pennsylvania’s SNAP-Ed plan, students will know, understand, analyze, and apply concepts, as developmentally appropriate, that are consistent with USDA guidance about the benefits of:

1. Eat a variety of whole grain products, fruits and vegetables, low fat milk, and calcium-rich foods for meals and/or snacks.

Goal 2: Students will apply skills consistent with USDA guidance related to eating and physical activity for good health.

Objective: As a result of Pennsylvania’s SNAP-Ed plan, students will be able to:

1. Assess personal health practices.
2. Develop a goal to adopt, maintain, or improve a personal health practice.

**II. Pennsylvania Educational Standards:**

A. 11.3 Food Science and Nutrition
B. 1.6 Speaking andListening
C. 10.1 Concepts of Health
D. 10.2 Healthful Living

**III. Outcomes**

A. Students will describe the importance of fruit and vegetables in their diet and its relationship to health.
B. Students will list a variety of fruits and vegetables.
C. Students will demonstrate recipe understanding by preparing and tasting a healthy snack.

**IV. Materials**

A. Puzzle Pieces icebreaker set, fruit and/or vegetables
B. Visual: *MyPlate/MyPlate for Kids* poster
C. Handouts: *Power Play Journal, K. G Coyote’s Physical Activity Chart, Go for Color* race sheets (optional prize)
D. Job cards and container to draw them out of
E. Taste testing ingredients: frozen sliced strawberries (thawed), crushed pineapple, light vanilla yogurt, low fat granola
V. Procedure
   A. Introductory:
      1. Icebreaker: Puzzle Pieces
         a. Give each student one piece of one puzzle.
         b. Explain that each person has a piece to one puzzle and tell them how many total puzzles there are.
         c. Ask students to find the other girls in the class that have the pieces to complete their puzzle/picture.
         d. Once all pieces are found, the puzzle should be assembled correctly
         e. A prize can be given to the students who complete their puzzle first
         f. For an added challenge, give each student a few pieces of different puzzles
      2. Welcome
         a. Tell girls how great it is to see them and meet again in this club.
         b. Ask for a volunteer to summarize what happened last week for anyone who is new to the club.
         c. Remind the girls of the goal set last week. How many tried to reach this goal? How many were successful? Why was it easy or hard to do? Encourage girls to keep trying to reach the goal if they didn’t do it last week, changing it a bit if that is helpful.
         d. If the girls forgot about this task, try to challenge them to do it again the next week as this is an easy way to remind you to move around more.
         e. Today we will be talking about fruits and vegetables and why they are an important part of the diet.
      3. Discussion – What counts?
         a. Begin by naming some fruits.
         b. Look at the MyPlate poster to see what fits into the fruit food group
         c. Point out that fresh/raw fruits, 100% juice, dried, canned, and frozen all count as a fruit in this group.
         d. Now, let’s name some vegetables.
         e. Look at the MyPlate poster to see what fits into the vegetable food group
         f. Point out that fresh/raw vegetables, 100% juice, canned, and frozen all count as a vegetable in this group.
         g. Brainstorm about ways the girls eat vegetables and fruits for snacks and meals.
      4. Why do we need to eat fruits and vegetables?
a. Ask for ideas about what nutrients fruits and vegetables have that make
them important to our health.

b. Give hints to elicit nutrients like Vitamin C, Vitamin A, and fiber.
Discuss why each are important
i. Vitamin C – prevents illnesses and helps us heal
ii. Vitamin A – good for our eyes, can also help skin
iii. Fiber – good for our hearts and digestive tract
iv. Also contain nutrients that help us grow properly and that may help us
prevent certain diseases, like cancer
v. Discuss things fruits and vegetables do not have that makes them
healthy (no cholesterol or saturated fat, very few calories). Too many
calories and too much unhealthy fat can lead to weight gain and heart
disease.

5. How much do we need to eat each day?
   a. Look at MyPlate. We should fill half of our plate with fruits and
vegetables.
      i. How much fruit should we have each day? (2 cups)
      ii. How much vegetables should we have each day? (2.5 cups)
   b. What does 1 cup look like? (look at a food model or explain that it is the
size of a whole fist)
   c. We should try to fill half our plates with fruits and vegetables every day,
and we should do this “the color way.”
      i. There are five color groups: Red, blue/purple, orange/yellow, white,
and green.
      ii. Each of these color groups have different nutrients that make us
healthy so it is important to make sure we get some of each and
don’t leave any colors out.

B. Developmental:
   1. Activity 1 – Go for Color Race
      a. Use the Color Race sheets to name as many fruits and vegetables as you
can think of in each color group.
      b. You will have 1 minute to do this.
      c. The winner (person with the most) can receive a prize, be first to have
snack, or can help prepare snack.
      d. Clarifications:
         i. Remind students that fruits and vegetables are different colors on the
outside and the inside. Make up your own rule about this. Either the
students can only use outside colors, inside colors, or can put a fruit
or vegetable in two categories if it has both (Example, can the
student put banana in white and yellow?).
         ii. Some fruits and vegetables come in different color varieties. Make a
ruling on this as well (Example, can the student put apple in red,
yellow, and green?).

   2. Activity 2 - What Color is Your Plate?
a. Distribute one paper plate to each participant.
b. Place a basket or plate of construction paper squares in center of table or workspace.
c. Ask participants to think about what they ate for dinner last night (or the last meal they can remember)
d. Students should choose squares to represent the colors of the foods they consumed the prior evening. For instance, pork chops and mashed potatoes would be represented by a brown square and a white square. Be sure to include dessert and drinks also.
e. Optional: students can write the name of the food or drink they ate on the square and mount it on the plate.
f. Ask the participants to remove any squares which represent “junk foods”, such as chips, fruit drinks, soda, candy or cake. Are there any foods left?
g. Now look at the colors remaining on the plate, especially those that represent fruits and vegetables. The colors remaining can help provide a guide for evaluating their fruit/vegetable intake. The more color, the better.
h. Trade suggestions on how to improve the fruit/vegetable intake at that meal.

C. Concluding
   1. Participant Recognition Awards
      a. Since this is the last club, recognize each girl with the following:
         i. Certificate
         ii. Recipe book imprinted with club name on front
   2. Complete final goal setting sheet to give the girls something to strive for now that the club has ended. Girls should keep making goals to remember to eat healthy and move more.
   3. Also distribute Power Play Journal and K. G Coyote’s Physical Activity Chart. Challenge the girls to use these to keep track of their intake and physical activity.
   4. Distribute the reinforcement, read the message and/or explain why they are getting the reinforcement.
   5. Distribute Caregiver Newsletter.
   6. Thank girls for coming and stress what a wonderful experience it has been for you, their educator. Remind them to keep eating healthy and moving more.

D. Taste Testing: Fruit and Yogurt Parfaits
   1. Give out job cards to divide preparation tasks.
   2. Students are to wash hands or use antibacterial wipes/gel if no sink is available.
   3. Distribute gloves to preparation helpers.
   4. Prepare fruit and yogurt parfaits by layering the ingredients into a cup.
   5. Sit down, slow down, savor and enjoy!
   6. While eating, talk about ways to include fruits in the diet this week.
   7. Everyone should help clean up by putting things in trash bag and cleaning up any spills or dropped food.
JOB CARDS FOR SNACK PREPARATION

(cut out and place in container to be drawn at random)

<table>
<thead>
<tr>
<th>1. Spread out the tablecloth</th>
<th>2. Arrange the cups, spoons and napkins in piles on the serving table</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Open the yogurt container. Add a serving spoon and become the yogurt scooper. Put 1 scoop into each cup.</td>
<td>4. Open the strawberry container. Add a serving spoon and become the berry scooper. Put 1 scoop into each cup on top of the yogurt.</td>
</tr>
<tr>
<td>5. Open the pineapple container. Add a serving spoon and become the pineapple scooper. Put 1 scoop into each cup.</td>
<td>6. Open the granola container. Add a serving spoon and become the granola scooper. Top the parfaits with one scoop of granola.</td>
</tr>
<tr>
<td>7. You are the clean up patrol. Help collect garbage and make sure there are no spills or dropped food.</td>
<td></td>
</tr>
</tbody>
</table>

Funded by the Pennsylvania (PA) Department of Human Services (DHS) through PA Nutrition Education Tracks, a part of USDA’s Supplemental Nutrition Assistance Program (SNAP). To find out how SNAP can help you buy healthy foods, contact the DHS toll-free Helpline at 800-692-7462 or 215-430-0556. USDA is an equal opportunity provider and employer.
K. G COYOTE'S PHYSICAL ACTIVITY CHART

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>XXX</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Tuesday</td>
<td>XXX</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Wednesday</td>
<td>X</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Thursday</td>
<td>XXXXXX</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Friday</td>
<td>XXXXXX</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Saturday</td>
<td>XXXXXXX</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Sunday</td>
<td>XXXXX</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>345 minutes or 5 1/4 hours</td>
</tr>
</tbody>
</table>

Make sure you are bending and stretching every day.
Run, skip, jump or walk as much as you can.
Take the stairs or take the dog for a walk.

Remember - keep your body moving to be healthy and fit!
Fruit, Vegetable, and Power Play! Journal

For 2 days, write down the fruits and vegetables you eat. Then write down what kind of physical activity you do. Use the first chart to track how many cups of fruits and vegetables you eat. Use the second chart to track how many minutes of physical activity you get.

FRUIT AND VEGETABLE JOURNAL

Fruits and vegetables I ate:
Day 1:

Day 2:

<table>
<thead>
<tr>
<th></th>
<th>Breakfast</th>
<th>Lunch</th>
<th>Dinner</th>
<th>Snacks</th>
<th>TOTAL CUPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Fruits:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vegetables:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td>Fruits:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vegetables:</td>
<td></td>
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</tbody>
</table>

PHYSICAL ACTIVITY JOURNAL

Physical activity I did:
Day 1:

Day 2:

<table>
<thead>
<tr>
<th></th>
<th>Before School</th>
<th>During School</th>
<th>After School</th>
<th>TOTAL MINUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td></td>
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What is physical activity?

Physical activity is a game, sport, exercise, or other action that involves moving your body, especially one that makes your heart beat faster. You can also call this power play.

- Moderate physical activity gets you up and moving and makes your heart beat faster.
- Vigorous physical activity makes you breathe hard and sweat.

Network for a Healthy California—Children’s Power Play Campaign

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Go For Color!

Name as many fruits as you can in each color group.

<table>
<thead>
<tr>
<th></th>
<th>Red</th>
<th>Yellow &amp; Orange</th>
<th>Blue &amp; Purple</th>
<th>Green</th>
<th>White</th>
</tr>
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<tbody>
<tr>
<td></td>
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