The Fresh **Fruit** and **Vegetable Program**

*Nutrition Curriculum*

5th Grade

This material was funded by USDA’s Supplemental Nutrition Assistance Program – SNAP. The Supplemental Nutrition Assistance Program (SNAP) provides nutrition assistance to people with low incomes. It can help you buy nutritious foods for a better diet. To find out more, contact your local DHS office, or call the URI SNAP-Ed nutrition program at 1-877-Food-URI (1-877-366-3874). USDA is an equal opportunity provider and employer.
University of Rhode Island SNAP-Ed Nutrition Education Program

Fresh Fruit and Vegetable Nutrition Curriculum

Introduction

University of Rhode Island SNAP-Ed staff offers and supports a variety of nutrition education programs in Rhode Island schools and communities. A primary example of this cooperative arrangement with schools is this nutrition education curriculum developed by SNAP-Ed and offered in conjunction with USDA’s Fresh Fruit and Vegetable Program (FFVP).

The goals of the Fresh Fruit and Vegetable Program are to:

- Increase children’s fruit and vegetable consumption.
- Expand the variety of fruits and vegetables that children are exposed to.
- Make a difference in children’s diets to impact their present and future health.
- Create healthier school environments by providing more nutritious food choices.

This program is an important catalyst for change in efforts to combat childhood obesity and to prevent the chronic diseases associated with obesity.

Each grade level (K-5) of the URI SNAP-Ed FFVP curriculum consists of 8 brief, flexible, interdisciplinary and developmentally appropriate nutrition lessons. This curriculum can be taught by classroom teachers, health teachers or school nurses. During staff development sessions led by SNAP-Ed, teachers receive binders which include lesson plans, activities, handouts, worksheets, curriculum connections and bilingual (English-Spanish) parent newsletters. For grades K-4, the curriculum includes one lesson pertaining to a nutrition-related children’s book. These books (and others) are donated to the school library and housed in the teachers’ reference section.

How to Use This Curriculum

The nutrition lessons are 10-15 minutes for grades K-2 and approximately 20-30 minutes for grades 3-5. An outline of the lessons is provided in the beginning of each binder. Materials
are flexible so teachers can combine lessons together or save parts for later. Most lessons contain activities and worksheets that students can complete individually, with a partner, or in a group. Curriculum connections to language arts, math, science and social studies are included. It is recommended that the bilingual parent letters (English/Spanish) that are provided in each lesson are sent home.

When students are receiving their USDA fruit or vegetable snack, teachers can make it a learning opportunity by utilizing these two provided resources:

1. **Fun Facts List** – This is a rhyme-based nutrition education activity for a comprehensive list of fruits and vegetables. We recommend that teachers locate the fruit or vegetable served that day on the list (pictures are provided) and read the pertinent Fun Fact rhyme to the class. The Fun Facts list can be found on our website at web.uri.edu/snaped/ffvp/

2. **The Color Chart** - The Color Chart teaches how different-colored fruits and vegetables help different parts of the body. If the fruit or vegetable is red, for example, teachers can refer to the nutrition message for red, read it aloud, then have the students repeat the phrase. The Color Chart is located in the front of this binder.

Thank you for your interest in the program and for helping your students develop lifelong healthy eating habits. If you have any questions about the curriculum, contact Paula J. Paolino, MAT, RD, LDN at (401) 277-5391 or paula_paolino@uri.edu.
University of Rhode Island SNAP-Ed Program
Fresh Fruit and Vegetable Nutrition Curriculum
Rhode Island Health Education Standards and Nutrition Instructional Outcomes

Fifth Grade

The lessons in this curriculum meet the following Rhode Island Health Education Standards and Nutrition Instructional Outcomes:

**Standard 1:** Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Students will demonstrate the ability to:

1.1 explain the relationship between good nutrition, prevention of disease and personal wellness.
   - healthy food choices, variety and moderation, major nutrients, where on MyPlate specific nutrients are found

1.3 explain how proper nutrition affects the interaction of body systems.

1.4a describe how family, peers and environment influence nutritional status and nutrition behaviors.
   - food choices

**Standard 3:** Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

3.1 explain the importance of assuming responsibility for eating behaviors

3.4 demonstrate nutrition strategies to improve or maintain personal and family health
   - food preparation

**Standard 4:** Students will analyze the influence of culture, media, technology and other factors on health.

4.1 describe the influence of cultural beliefs and cultural diversity with respect to nutritional differences and behaviors

4.2 analyze how positive and negative messages from media and other resources influence nutrition behaviors, such as the selection of food

**Standard 5:** Students will demonstrate the ability to use interpersonal communication skills to enhance health.

(continued)
5.2 demonstrate choosing healthy foods in a social context
5.3 communicate food preferences in a health-enhancing way

**Standard 6:** Students will demonstrate the ability to use goal setting and decision making skills to enhance health.

6.2 analyze how nutrition-related decisions are influenced by individuals, peers, family or community values
6.4 apply nutrition strategies to personal eating pattern to attain personal health goal
   • nutritional value of food

**Standard 7:** Students will demonstrate the ability to advocate for personal, family, community and environmental health.

7.4 influence and support others in making positive nutrition choices
7.5 work cooperatively when advocating for nutrition-related health issues concerning individuals, family and schools
Fresh Fruit & Vegetable Program Lesson Plans
5th Grade

Lesson 1: My Plate-Fruits and Vegetables
Lesson 2: Focus on Fruit
Lesson 3: Vary your Veggies
Lesson 4: Variety
Lesson 5: Plant Parts We Eat
Lesson 6: Family Foods
Lesson 7: Be Media Smart
Lesson 8: Go Slow Whoa
Lesson 1: My Plate- Fruit & Vegetables

Nutrition Objectives:
1. Students will be able to identify the food groups on the MyPlate poster.
2. Students will be able to state that half of his/her plate should be filled with fruits and vegetables.

Supplies/Materials:
- MyPlate poster with colored bands and pictures of food
- Make MyPlate Your Plate handout (one for each student)
- Paper
- Pens or pencils

Opening:
Say→ Today we are learning about the five food groups and MyPlate. We use MyPlate as a guide to help us eat more healthfully.

Activity #1: MyPlate poster and handout
Say→ Eating healthy foods helps people stay well and can prevent some chronic diseases later in life. All the different foods we eat fall into certain groups which are important for our bodies. There are five food groups that contain different types of healthy foods. We need to make sure we eat foods from these five food groups every day. Today we are learning about MyPlate and the five food groups.
Say→ Let’s take a closer look at the top part of this poster. MyPlate is used as a guide to show both adults and kids how to eat healthy foods.
Ask→ What do you notice about MyPlate? (It has 5 different food groups on it.)
Say→ Let’s find out where each food group is on MyPlate and talk about some foods that are in each of those groups:

Say→ Green is the vegetable group. Vegetables keep you growing strong.
Ask→ What are some of your favorite vegetables? (carrots, spinach, corn, kale, potatoes, etc.)
Say→ Red is the fruit group. Fruits help to keep you healthy.
Ask→ What are some of your favorite fruits? (apples, bananas, grapes, strawberries, kiwi, etc.)
Say→ Orange is the grains group. Grains give you energy so you can go to school and be active.
Ask→ What are some foods in the grains group? (cereal, bread, pasta, crackers, rice, etc.)
Say→ Purple is the protein group. Protein helps build strong muscles.
Ask→ What are some foods in the protein group? (meat, fish, chicken, turkey, beans, eggs, nuts and peanut butter)
Say→ Blue is the dairy group. Dairy foods contain milk which is important for strong bones and teeth.
Ask→ What are some foods in the dairy group? (milk, cheese, and yogurt)

Ask→ Why is it important to eat foods from all the 5 food groups every day? (to be healthy and help prevent getting a chronic disease in the future)
Ask→ What meal do you eat looks most like this plate? (dinner)

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Ask→ What food group does the green color represent?
Say→ The green section is the vegetable group. (Point to the green section.)
Ask→ What food group does the red color represent?
Say→ The red color is the fruit group. (Point to the red section.)
Ask→ How much of your plate is full if you combine fruits and vegetables? (one-half)
  • Have the students draw their favorite foods from each food group on the MyPlate handout.

Activity #2: How many fruits and vegetables can you think of?
  • Group the students in teams of two. Give them about 3 minutes to write down as many fruits and vegetables they can think of. Share the teams’ results.
  • Which team thought of the most? Does any team have a fruit or vegetable that no one else thought of?
  • Have students circle the fruits and vegetables on their lists that they have never tried. Put a star next to the fruits and vegetables they’re willing to try for the first time or try again.

Classroom Connections (English/Language Arts): Have students write a haiku about their favorite fruit or vegetable. Suggest describing its color, shape, texture, and taste! Refer to “Let’s Get Descriptive” in the front of the binder. (A haiku is a short poem arranged in three lines. The poem has a total of 17 syllables, in the pattern 5-7-5). Example:

**Apple**
Red, round, and shiny,
Considered nature’s toothbrush
  Refreshingly sweet
Lesson 2: Focus on Fruit

Nutrition Objectives:
1. Students will be able to identify five different types of fruit.
2. Students will be able to provide 2 examples of how to eat 2 cups of fruit each day.

Supplies/Materials:
- 6 Fruit picture cards
- Measuring cup
- My Fruit Diary worksheet
- What Counts as 1 Cup of Fruit? (reference sheet for teacher)

Opening:
Ask→ Let’s review. What are the five food groups? What food group is represented by each color?
Say→ Today we are learning about the amount of fruit you need to eat every day to be healthy.
Ask→ What color is the fruit group on the MyPlate poster? (red) Display the poster.
Ask→ How many cups of fruit do you think kids your age need to eat every day? (at least 2 cups)
Ask→ Why is it important to eat at least 2 cups of fruit every day? (Fruit contains vitamin C, which helps keep you from getting a cold. Fruit also keeps your teeth, gums, and bones strong and healthy.)

Activity #1: How much is a cup of fruit? Refer to “What Counts as 1 Cup of Fruit?” reference sheet.
- Show students the picture cards provided. Each card has an amount listed on it. Hold up the appropriate measuring cup to reinforce what the amount looks like. Examples:
  - 1 cup of fruit equals one piece of fruit like an apple, orange, or banana
  - 1 cup of fruit equals 1 cup of chopped fruit like fruit salad or fruit cocktail (packed in natural juice)
  - 1 cup of fruit equals 32 red seedless grapes
  - 1 cup of fruit equals ½ cup of dried fruit like raisins
  - 1 cup of fruit equals 8 fluid ounces of 100% fruit juice
  - 1 cup of fruit equals 2 small pieces of fruit like kiwi
  - ½ cup fruit received as a snack in school (You need 4 servings this size to equal 2 cups of fruit which you should eat every day.)
- Ask a student volunteer to show the class what their daily fruit intake (2 cups) should look like, using the food cards. Refer to My Favorite Fruits reference sheet for answers. Examples:
  - 2 kiwi and 1 cup 100% juice
  - 1 banana and ½ cup raisins
  - 32 red seedless grapes and 1 cup of chopped fruit (fruit salad)

Add-on: My Fruit Diary - Have students write down the fruit they eat for the next two days (starting with today), and estimate about how much they ate of each. Remind the students that all forms of fruit count: fresh, frozen, canned, dried and 100% fruit juice. Did they eat at least 2 cups each day?

Classroom Connections (Math): Have students bring in their Fruit Diaries. Add up the total amount of fruit eaten by the class in one day. What is the average amount of fruit eaten by each student?

Classroom Connections (English/Language Arts): Name That Fruit - Instruct the students to work with a partner or in a group to complete the worksheet. Share the answers with the class.
Lesson 3: Vary your Veggies

Nutrition Objectives:
1. Students will be able to identify five different types of vegetables.
2. Students will be able to provide 2 examples of how to eat 2 cups of vegetables every day.

Supplies/Materials:
- 6 Vegetable picture cards
- Measuring cup
- My Vegetable Diary worksheet
- What Counts as 1 Cup of Vegetables? (reference sheet for teacher)

Opening:
Say ➔ Today we are learning about the amount of vegetables you need to eat every day to be healthy.
Ask ➔ What color is the vegetable group on the MyPlate poster? (green) Display the poster.
Ask ➔ How many vegetables do you think kids your age need to eat every day? (at least 2 cups)
Ask ➔ Why is it important to eat at least 2 cups of vegetables every day? (Vegetables contain vitamins and minerals that keep us healthy and strong. They also contain fiber, which keeps food moving through your body so it helps you go to the bathroom.)

Activity #1: How much is a cup of vegetables? Refer to “What Counts as 1 Cup of Vegetables?”
- Show students the vegetable cards provided. Each card has an amount listed on it. Hold up the appropriate measuring cup to reinforce what the amount looks like. Examples:
  - 1 cup of vegetables equals 1 cup of raw or cooked vegetables like broccoli, corn, peas, cucumbers, green beans, mushrooms, tomatoes, peppers or zucchini
  - 1 cup of vegetables equals 1 large sweet potato
  - 1 cup of vegetables equals 12 baby carrots or 2 medium carrots
  - 1 cup of vegetables equals 1 cup of cooked beans and peas such as black, kidney, pinto, soy beans, black eyed peas, or split peas
  - 1 cup of vegetables equals 2 cups of raw leafy greens like lettuce and spinach
  - 1 cup of vegetables equals 8 fluid ounces of 100% tomato or vegetable juice
  - ½ cup vegetables received as a snack in school (You need 4 servings this size to equal 2 cups of vegetables which you should eat every day.)

Ask a student volunteer to show the class what their daily vegetable intake (2 cups) should look like, using the food cards. Refer to My Favorite Vegetables reference sheet for answers. Examples:
- 1 cup of green beans and 1 cup(8 fluid ounces) of 100% tomato or vegetable juice
- 2 cups of raw spinach and 1 large sweet potato
- 12 baby carrots and 1 cup of broccoli

Add-on: My Vegetable Diary - Have students write down the vegetables they eat for the next two days (starting with today) and estimate about how much they ate of each. Remind the students that all forms count: fresh, frozen, canned, dried, and 100% vegetable juice. Did they eat at least 2 cups each day?

Classroom Connections (Math): Have students bring in their Veggie Diaries. Add up the total amount of vegetables eaten by the class in one day. What is the average amount of vegetables eaten by each child?

Classroom Connections (English/Language Arts): Fruit and Veggie Fill Ins – Instruct the students to work with a partner or in a group to complete the worksheet. Share the answers with the class.
Lesson 4: Variety

Nutrition Objectives:
1. Students will learn how to choose a variety of fruit and vegetables.

Supplies/Materials:
- Catch a Rainbow Every Day! (one for teacher)
- Fruit and Veggie Variety worksheet (one for each student)
- Girl Jumping handout (one for each student)
- Fruit and Veggie Color Tracker (one for each student)
- MyPlate poster

Opening:
Say→ Today we are learning how to choose a variety of fruit and vegetables. Raise your hand if you have tried a new fruit or vegetable this week. Raise your hand if your dinner plate was half full of fruits and vegetables last night.
Ask→ How many of you have asked the person who cooks in your house to buy and/or prepare more fruits and vegetables?
Ask→ Who can explain what variety means? (different colors, shapes, sizes and types of food)
Ask→ Why is it important to eat a variety of foods? (Different fruits and veggies give our bodies different vitamins and minerals we need to grow strong and be healthy. We want to eat a variety of colorful fruit and veggies for healthy skin and eyes, a strong heart, strong muscles, a healthy stomach and to help our brains.

Activity #1: Fruit and Veggie Variety and Girl Jumping handouts
- Distribute both handouts. See the questions below to guide the students as they fill out the Fruit and Veggie Variety handout. Refer to the “Color Sheets” in the beginning of the binder or the MyPlate poster to brainstorm fruits and vegetables of each color.

Say→ A good way to get a variety of fruits and vegetables is to choose different colors each day. Each different color helps a different part of the body. Tell the students to think about a rainbow and show them the “Catch a Rainbow Every Day” sheet.

Ask→ What color fruits and vegetables keep your eyes healthy, your skin glowing, and helps to keep you from getting a cold? (yellow and orange)
Ask→ What are some examples of yellow and orange fruits and vegetables? (carrots, pineapple, cantaloupe, oranges, corn, sweet potatoes, tangerines, peppers)

Ask→ What color fruits and vegetables help to keep your muscles strong? (brown, tan and white)
Ask→ What are examples of brown, tan and white fruits or vegetables? (potatoes, bananas, pears, mushrooms)
- Note: Examples of white fruits and vegetables are those that are white on the inside like a banana, pear, or a potato, or those that are white inside and out like mushrooms.

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Ask→ What part of the body allows you to learn and remember? (brain)
Ask→ What color fruits and vegetables help your brain? (purple and blue)
Ask→ What are some examples of purple and blue foods? (blueberries, eggplant, grapes, and raisins)

Ask→ What color fruits and vegetables keeps your heart strong? (red)
Ask→ What are some red fruits and vegetables? (apples, peppers, cherries, strawberries, tomatoes)

Ask→ What color fruits and vegetables helps move food through your body for a healthy stomach? (green)
Ask→ What are some green fruits and vegetables? (kiwi, broccoli, asparagus, celery, grapes, lettuce)

Ask→ Do you think you are eating a variety of fruits and vegetables? Let’s find out:

Activity #2: Fruit and Veggie Color Tracker

- Distribute and read the directions on the bottom of the handout. After students fill it out:
  Ask→ Which of your rows have the fewest circles?
  Ask→ Are you eating other fruits and vegetables that are not pictured?
  Ask→ What fruits and veggies are you willing to eat to add more of the colors you are lacking in your diet?
  Ask→ Why is it important to eat a variety of different color fruits and vegetable every day? (They give your body different vitamins and minerals you need to be healthy and to help prevent chronic disease in the future.)
Lesson 5: Plant Parts We Eat

Nutrition Objectives:
1. Students will be able to identify the six different parts of the plant that we eat.

Supplies/Materials:
- Plant Parts We Eat worksheet (one for each student; it has six pictures)
- The Plants We Eat Reference List (one for teacher)

Opening:
Ask ➔ Who ate a lot of different colored fruits and vegetables yesterday and can tell us what you ate?
Say ➔ Today we are going to learn about the different parts of the plant that we eat.

Activity #1: Plant Parts
- Hand out the “Plant Parts We Eat” worksheet. Complete the worksheet with the students. Refer to the answer key and “The Plants We Eat Reference List.”

Ask ➔ What is the difference between a fruit and a vegetable?
Ask ➔ What are the different parts of a plant?
Say ➔ A plant is made up of a **root**, **stem**, **fruit**, **leaves**, **flowers**, and **seeds** (write these 6 words on the board).
  - **Root**: Holds the plant in place and takes in water and minerals from the soil.
  - **Stem**: Transports water, minerals, and sugar throughout the plant.
  - **Fruit**: Contains the seeds for the plant to reproduce.
  - **Leaves**: Produce food for the plant through photosynthesis.
  - **Flower**: Produces seeds so the plant can reproduce.
  - **Seed**: Contains everything needed to grow a new plant.

Ask ➔ Can anyone name the vegetable we eat when we eat the **leaves** of the plant? *(lettuce, spinach)*

Ask ➔ We eat the **root** of the plant when we eat this vegetable. What is it? *(carrots, radishes)*

Ask ➔ If you eat this vegetable you are eating the **stem** of the plant. What is it? *(celery, asparagus)*

Ask ➔ What vegetable are you eating when you are eating the **seeds** of the plant? *(corn, peas)*

Ask ➔ Who knows which vegetable we eat when we eat the **flowers** of the plant? *(broccoli, cauliflower)*

Ask ➔ We eat the **fruit** of the plant when we eat this vegetable. What is it? *(tomatoes, cucumbers)*

Add-on: Have students keep a list of all the fruit and vegetables they eat for a day. Have them name which plant part each food comes from.

Classroom Connections (Math): Kitchen Calculations - review the directions and measurement tables and instruct the students to complete the worksheet.

Add-on: Read and discuss the “You Are What You Eat” handout:
Ask ➔ Do you eat any of these foods? Which ones?
Ask ➔ Which of these foods do you think you could add to your diet?
Lesson 6: Family Foods

**Nutrition Objectives:**
1. Students will be able to identify 1 fruit and 1 vegetable that is important to their family’s diet.

**Supplies/Materials:**
- Family Foods worksheet (one for each pair of students)
- Fruit and Vegetable Pledge form (one for the entire class)

**Opening:**
Ask ➔ Who ate the root of a vegetable this week? What vegetable did you eat? *(carrot, potato)*
Ask ➔ Who ate the stem of a vegetable this week? What vegetable did you eat? *(celery, asparagus)*
Ask ➔ Who ate the seeds of a vegetable this week? What vegetable did you eat? *(corn, peas)*
Say ➔ Today we are learning about the different food traditions that your family has.
Ask ➔ Who has a special food that is part of your family’s culture?
Say ➔ What we eat is determined by many factors, including certain foods that come from the traditions of our family and our culture:
  - **Example #1:** Many families from Central and South America eat rice and beans almost every day.
  - **Example #2:** In Ethiopia, people do not eat with utensils—instead, they use spongy unleavened bread called *injera* (pronounced *in-jeer-ah*) to scoop up stews made of vegetables and lentils.
  - **Example #3:** Here in Rhode Island, many people drink coffee milk. In other parts of the United States, people usually drink only plain or chocolate milk.

**Activity #1: Family Foods Interview**
- Put students in pairs. Hand out one copy of the Family Foods worksheet per pair and have one student be the interviewer. The interviewer asks the other student the questions and records the answers.
- Repeat the interview activity, giving the other student a chance to be the interviewer
- Have students share their family’s favorite fruits and vegetables with the class.

Ask ➔ Now that you’ve learned about some special foods that are part of different cultures, who is ready to pledge to eat more fruits and vegetables and to convince their family to do the same? By signing your name on this certificate, you are making a promise to eat more fruits and vegetables and to try to persuade the members of your family to also eat more fruits and vegetables.

**Activity #2: Sign Pledge Form**
- Have the entire class sign the Pledge Form and hang it in a prominent place in the classroom. Refer to it periodically as a reminder to the children to eat more fruits and vegetables.

**Classroom Connections (Social Studies):** Have each student pick a different country and research the food traditions of its people. What fruit and vegetables do they eat in that culture?
Lesson 7: Be Media Smart

**Nutrition Objectives:**
1. Students will become aware of how the media can impact what they eat.

**Supplies/Materials:**
- Food Brand cards (for teacher)
- Top 10 Reasons to Eat More Fruits and Vegetables (reference sheet for the teacher)

**Opening:**
- Today we are learning about food advertising and how it can affect what you eat.

**Ask** ➔ What kinds of foods do you usually see ads for?
**Say** ➔ Most advertising money is spent to promote unhealthy foods like fast food, soda, sugary cereals, and candy. Most of these ads are aimed at children and teenagers.

**Activity #1: Food Brands**
- Food Brand cards are included with this lesson.
- Present the food pairs one at a time and ask students which food they would prefer to eat or drink - item A or item B? Tally the votes on the board and circle the winner.

**Ask** ➔ What do the A items have in common? *(They are all brand names with big advertising budgets. The B items are made by lesser known companies and have little or no advertising.)*

**Ask** ➔ Do you think the brand of a food affects what you eat? *(Most people are not even aware that they choose highly advertised foods more often than less advertised foods. Advertisers spend a lot of money to make you think their food is the best choice.)*

**Ask** ➔ Do you ever see advertising for fruit or vegetables? *(Very little money is spent on ads for healthy foods like fruits and vegetables because they are not owned by large companies the same way processed food products are.)*

**Ask** ➔ Do you think people would eat more fruit and vegetables if there was more advertising for them?

**Classroom Connections (Language Arts/Writing):** Continue the discussion about the power of persuasion and how businesses and organizations rely on market research and clever marketing tactics to entice consumers to purchase their products. Instruct the students to write a persuasive letter to their families encouraging them to eat more fruits and vegetables. Brainstorm a list of ideas with the students using the “Top 10 Reasons to Eat More Fruits and Vegetables” as a guide.

**Add-on #1: Create a Poster** - Have students create their own posters and catchy slogans that persuade their peers and the school staff to eat more fruits and vegetables. Display them in the school hallways. (Refer to the example.)

**Add-on #2: Add up the Ads** - Ask students to carry the worksheet around with them for one day and record all of the advertisements they see for food products. Remind them that we see ads on TV commercials, the internet, in movies, and on the radio. The next day, ask: *Did anyone see an ad for fruits or vegetables?*
Lesson 8: Go Slow Whoa

**Nutrition Objectives:**

1. Students will be able to name a fruit or vegetable they should eat every day, sometimes, or once in a while.

**Supplies/Materials:**

- MyPlate poster
- 3 vegetable pictures (baked potato, mashed potatoes, French fries)
- 3 fruit pictures (apple, applesauce, apple pie)
- Fruit and Vegetables: Make Healthy Choices handout (one for each student)
- Fruit & Veggie Icons worksheet (one for each student)
- tape

**Opening:**

*Say* Today we are learning how to make the healthiest choices when we eat fruits and vegetables. Refer to Fruits and Vegetables: Make Healthy Choices handout.

**Activity #1: Food Pictures Demonstration**

*Say* Fruits and vegetables are most healthy in their natural forms; the way you would get them right from a plant or a tree. We call these the “go” foods, which means that these are the healthiest fruits and vegetables because they contain a lot of vitamins and minerals that keep you healthy. You should eat them *every day*. Let’s talk about *fruits* first:

*Ask* What is an example of a “go” fruit? *(apple, strawberries, bananas, grapes, pears, etc.)*

*Say* “Slow” fruits are fruits that are naturally higher in sugar than the “go” fruits or have some sugar added. You can eat these *sometimes*. These include dried fruit or canned fruit packed in syrup.

*Say* “Whoa” fruits have lots of calories, added sugar and/or fat and not a lot of important nutrients your body needs like fiber and vitamins and minerals.

*Ask* What are some examples of “whoa” fruits that you should eat only *once in a while*? *(fruit pies like apple or blueberry pie, pastry and desserts with fruit in them and fruits packed in heavy syrup.)*

*Ask* Even though fruit is an ingredient in these foods, what is added when the food is prepared that makes it a “whoa”? *(sugar and fat such as butter, oil or shortening)*

- Show the children the 3 fruit pictures (apple, applesauce, and apple pie) and have them decide which is the “go”, “slow” and “whoa” example.
- Call on someone to tape the “go” fruit on the MyPlate poster.

*Ask* Can anyone think of another fruit that is an example of “go”, “slow” and “whoa”? *(go-fresh peach, slow- canned peaches in syrup, whoa- peach cobbler)*

*Say* Let’s talk about *vegetables* next. Show the children the three vegetable pictures. *(baked potato, mashed potatoes and French fries)*

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Ask Which one is the “go” food (baked potato), the “slow” food (mashed potatoes) and the “whoa” food? (French fries)

Ask Even though you begin with plain potatoes, what other ingredients are added when you prepare mashed potatoes that make it a “slow?” (salt and butter)

Ask Even though you begin with plain potatoes, what other ingredients are added when you prepare French fries that make it a “whoa?” (salt and they are fried in a lot of oil)

Ask Can anyone think of another vegetable that is an example of “go”, “slow” and “whoa?” (go- raw onions in salad, slow – onions sautéed in a small amount of oil, whoa – fried onion rings)
  • Call on someone to tape the healthiest example of a potato (baked) on the MyPlate poster.

Say Notice that ½ the plate is full of fruit & veggies. That means that at least half of your plate should be foods that come from plants, not animals.

Activity #2: Fruit and Veggie Icons: Complete with a partner and review the answers with the class.

Classroom Connection (Math/Problem Solving): Work with a partner to solve Energy Code-Breaker.