



Lesson 5: Fruit- Go Slow Whoa

Nutrition Objective:

1. Students will be able to identify a “go” fruit, a “slow” fruit, and a “whoa” fruit.

Supplies/Materials:

- My Plate poster
- 3 fruit pictures (apple, applesauce, apple pie)
- Fruit &Vegetables: Make Healthy Choices (one for each student; **save for Lesson 6**)
- Chart paper or whiteboard
- Red, green and yellow markers
- A Variety of Fruits and Veggies Each Day....girl jumping handout (reference for teacher)
- Fruit Fun Talk worksheet (one for each student)

Lesson:

Ask→ Has anyone tried a new fruit or vegetable this week?

Say→ Let’s review what we learned last time.

- Refer to the girl jumping handout and review how all the colors help different parts of the body.

Say→ Today we are learning more about the fruit group and how to make the healthiest choices when we eat fruit.

- Display the MyPlate poster

Ask→ Are all the foods in all the food groups healthy? (*no*)

Say→ Let’s talk more about fruit.

Ask→ Why is fruit important for your body? (*Fruits contain vitamin C, which helps to protect you from getting a cold. Fruit also keeps our teeth, gums and bones strong and healthy. In addition, fruit contains fiber which keeps food moving through your body so it helps you go to the bathroom.*)

Ask→ How many cups of fruit do you need every day? (*at least 2 cups*)

Activity#1: Go Slow Whoa

- Write the word “**go**” in green, “**slow**” in yellow and “**whoa**” in red in a column on the board or chart paper. Display the 3 pictures of fruit.

Say→ In the fruit group, there are healthy fruits we should eat **every day**. These are called “**go**” fruits.

Ask→ Who can name a “**go**” fruit we should eat every day? (*orange, kiwi, apple, banana*)

Ask→ Why are these healthy fruits? (*They are in their natural form; the way you would get them right from a plant or a tree. Nothing has been added to the fruit like sugar or fat such as butter.*)

Ask→ Which of these three fruits would be the “**go**” fruit or the healthiest fruit? (*the apple*)

(continued)

- Display the picture of the apple on the board or chart paper next to **“go.”**

Say→ There are other fruits we call **“slow”** because we should only eat them **sometimes**.

Ask→ Which of these two is the **“slow”** fruit? (*applesauce*) Why? (*It has sugar added to it.*)

- Display the picture of applesauce on the board or chart paper next to **“slow.”**

Say→ The apple pie is a **“whoa”** fruit which you should eat only **once in a while**.

Ask→ Why? (*Apple pie has lots of fat and sugar added to it. It is not as healthy for us, even though it is made out of apples. We should only eat “whoa” foods once in a while.*)

- Display the picture of the apple pie on the board or chart paper next to **“whoa.”**

Ask→ How can you remember **“go”**, **“slow”**, and **“whoa?”** (*It’s like the colors of a stoplight.*)

- Distribute Fruit and Vegetables: Make Healthy Choices handout. **Ask the children to save it for Lesson 6.**

Ask→ Can you think of another example of a “go, slow and whoa” fruit? (*peach: raw = “go”, canned peaches packed in syrup = “slow” and peach pie or peach cobbler = “whoa”*)

- Review the handout and continue to ask questions re: go, slow and whoa fruits.

Activity #2: Fruit Fun Talk worksheet (Curriculum Connection/Language Arts) Have the students work with a partner to complete the worksheet. Review the answers with the class.