



## Lesson 8: Go Slow Whoa

### Nutrition Objectives:

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

### Supplies/Materials:

- 3 vegetable pictures (baked potato, mashed potatoes, French fries)
- 3 fruit picture cards (apple, applesauce, apple pie)
- Fruit and Vegetables: Make Healthy Choices handout (one for each student)
- Chart paper or whiteboard
- Red, green and yellow markers
- Tape
- Fruit and Veggie Icons worksheet (one for each student)
- Energy Code-Breaker worksheet (one for each student)

### Lesson:

**Ask**→ Did anyone try a new fruit or vegetable this week?

**Ask**→ What did you try?

**Ask**→ Did anyone see any ads for fruits and vegetables?

**Say**→ Today we are learning about how to make the healthiest choices when we eat fruits and vegetables. Fruits and vegetables are healthy foods unless something is added to them like sugar, salt, oil or butter which makes them not as healthy for your body.

### Go Slow Whoa

- Write the words “**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 you should eat **every day**. These are called “**go**” fruits. Think of a traffic light. When it’s green, you go. “Go” foods are going to make your body big and strong. Remember that they will help you go and grow.

**Ask**→ Who can name a “**go**” fruit you 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.*)

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

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

**Say**→ There are other fruits we call “**slow**” which you should only eat **sometimes** because they are not as healthy as the “go” fruits. There may be sugar added to them.

Think of a traffic light again. When it’s yellow, you need to slow down.

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

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

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

**Ask**→ Why? (*Apple pie has lots something called fat which is shortening, oil or butter added to it. It also has a lot of sugar. Apple pie is not as healthy for us, even though it is made out of apples.*)

**Say**→ “Whoa” is another word for stop. Think of a traffic light again. When it is red, you need to stop. We call these not-so-healthy foods “**whoa**” foods because we want to stop and think before we eat them. You should only eat “whoa” foods once in a while like if you are at a party or holiday celebration because they’re not good for your body to have all the time.

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

**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”*)

**Say**→ Now let’s talk about vegetables.

**Ask**→ Why are vegetables important for your body? (*Vegetables contain lots of important vitamins and minerals that keep us healthy and strong. They keep food moving through your body to help you go to the bathroom.*)

- 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 vegetables.

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

**Ask**→ What are some examples of “**go**” vegetables that we should we eat every day? (*green beans, broccoli, carrots, corn, celery, cucumbers, zucchini, tomatoes, peppers*)

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

**Ask**→ Which of these three vegetables would be the “**go**” or the healthiest vegetable? (*baked potato*).

- Tape the picture of the baked potato on the board or chart paper next to “**go.**”

**Say**→ We call some vegetables “**slow**” because we should only eat them **sometimes**.

**Ask**→ Which of these two is the “**slow**” vegetable? (*mashed potato*)

Why? (*When you prepare mashed potatoes, you add some butter, milk and salt to the potatoes.*)

- Tape the picture of mashed potatoes on the board or chart paper next to “**slow.**”

**Say**→ The French fries are a “**whoa**” vegetable which you should eat only **once in a while**.

**Ask**→ Why? (*French fries are fried in lots of oil and salt is added. The French fries are not as healthy for us, even though they are made out of potatoes. You should only eat “whoa” foods **once in a while** like on a special occasion.*)

- Tape the picture of the French fries on the board or chart paper next to “**whoa.**”

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**Ask**→ Can you think of another “go, slow and whoa vegetable? (*onions: raw = “go”, sautéed in oil = “slow” and onion rings which are fried in lots of oil and have a lot of salt added = “whoa”*)

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

- Distribute Fruit and Vegetables: Make Healthy Choices handout.
- Continue to ask questions about go, slow and whoa fruits and vegetables by looking at the pictures on the handout.

**Say**→ There are many different nutrients that your body needs to be healthy and strong. You can get these nutrients by eating a variety of different color fruits and vegetables every day. Remember that the “go” foods are the healthiest foods to eat every day. Also, try to eat at least 2 cups of fruit and 2 cups of veggies every day and fill half your plate with fruits and vegetables.

**Activity #1: Fruit and Veggie Icons:** Have the students complete the worksheet with a partner and review the answers with the class.

**Activity #2: Energy Code-Breaker (Curriculum Connection/Math/Problem Solving)**