Children's Power Play! Campaign

Community Youth Organization Idea & Resource Kit

Helping Students Power Up with
Fruits, Vegetables, and Physical Activity

Children's Power Play! Campaign

Community Youth Organization

Idea & Resource Kit

For Youth Leaders Working with
Elementary-Age Children

The *Nutrition Education and Obesity Prevention Branch—Children's Power Play! Campaign* is led by the California Department of Public Health in cooperation with the National Fruit and Vegetable Alliance.

The *Nutrition Education and Obesity Prevention Branch—Children's Power Play! Campaign* partners with the California Department of Education, the California Department of Food and Agriculture, the American Cancer Society, and other agencies concerned with children's health.

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denotes a physically active game or activity

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INTRODUCTION

About the *Children's Power Play! Campaign*

The *Nutrition Education and Obesity Prevention Branch—Children's Power Play! Campaign (Campaign)* empowers California's low-income 9- to 11-year-old children to eat 3 to 5 cups of fruits and vegetables and get at least 60 minutes of physical activity every day. This statewide social marketing initiative is led by the California Department of Public Health's *Nutrition Education and Obesity Prevention Branch* to improve children's short-term health and reduce their long-term risk of serious health problems like obesity, type 2 diabetes, heart disease, hypertension, and certain types of cancer.

The *Campaign's* components include educational lessons in school classrooms and community youth organizations; promotional activities in schools, youth organizations, and the community; and media and public relations activities in the community. Organizations based outside California and those that do not serve children from low-income families can download the *Idea & Resource Kits* by visiting **www.cdph.ca.gov/programs/NEOPB/Pages/PowerPlayResources.aspx**.

Overview of the *Community Youth Organization Idea & Resource Kit*

You've probably noticed that kids today are more likely to be overweight, eat unhealthy foods, and be inactive. You can help change that! The *Community Youth Organization Idea & Resource Kit (Kit)* helps you become a Champion for Change in your youth organization. Using the *Kit*, you can make a positive impact on children's health, whether you're in an afterschool program, summer program, club, faith-based youth program, or other organization that brings children together outside school hours.

The *Kit* features 20 activities focused on fruits, vegetables, and physical activity. The *Kit* may be used with elementary-age children and includes both classroom-style lessons and physically active games. The activities align with the California Health Education Content Standards for California Schools (see page 3) and the California Department of Education's Nutrition Competencies for California's Children. Other materials available to community youth organizations include the *Children's Power Play! Campaign* parent brochure, the *Kids…Get Cookin'!* cookbook, posters, *Harvest of the Month*, Rethink your Drink, and more.

You do not need to be a nutrition expert to use the *Kit*. Simply review the background information and, if necessary, take advantage of the additional resources referred to in the Appendix. Before you begin using the *Kit*'s activities, take a look at the tips in Create a Healthy Youth Organization on page 6 to learn how you can support the health of your participants through your words and actions.

USING THE KIT

The *Community Youth Organization Idea & Resource Kit* (*Kit)* activities are in an easy-to-follow format. The first activities focus on introducing children to fruits, vegetables, and physical activity. As you progress through the *Kit*, the activities build upon one another to improve children's knowledge and skills and help them think about how they can eat more fruits and vegetables and be more physically active. The activities in the *Kit* include both classroom-style lessons and physically-active games that reinforce those lessons.

Each activity in the *Kit* contains the following sections:

- **Prep Time—**the average amount of time needed to prepare for the activity
- **Activity Time—**the average amount of time needed to complete the activity with the children
- **Materials—**a list of the materials required to complete the activity
- **READY—**a brief overview of the activity
- **SET—**what you need to do before conducting the activity with the children
- **GO—**easy-to-follow directions for conducting the activity (physically active games include a simple table showing you the activity's organization in the left column and providing easy teaching cues in the right column)
- **GO FARTHER—**possibilities for expanding the activity
- **BRING IT HOME—**possibilities for expanding the activity into the home and community

NOTE:
All activities were designed for use with children of mixed ages, from 5-11 years old, with older children helping younger children when necessary. Some activities include modified directions for those who work with younger children, ages 5-8 years old. See **Modifications for Younger Children** in the GO section of select activities.

Are you…

READY to help the children you serve become healthier and more energized?

SET for added fun and learning in your program?

Then…

GO for it!

LINKS TO CALIFORNIA HEALTH EDUCATION CONTENT STANDARDS

Complete Content Standards are available on the California Department of Education Web site at **www.cde.ca.gov/be/st/ss/index.asp**.

ACTIVITY	4TH GRADE CONTENT STANDARDS	5TH GRADE CONTENT STANDARDS
1. Power Bingo	**Nutrition and Physical Activity 1.0,** 1.2	**Nutrition and Physical Activity 1.0,** 1.1, **5.0**, 5.3
2. How Much Do I Need?	**Nutrition and Physical Activity 1.0**, 1.1, 1.2, 1.3, 1.7, 1.8, **6.1, **6.2	**Nutrition and Physical Activity 1.0**, 1.1, 1.3, 1.9, **3.0**, 3.1, **5.0**, 5.3
3. Warm Up for Power	**Nutrition and Physical Activity 7.0,** 7.4, ***8.1	
4. Power Tag		
5. Memory Ball		
6. Fruit and Vegetable Name Game	**Nutrition and Physical Activity 1.0**, 1.2, **6.0**, 6.1, ***4.1	**Nutrition and Physical Activity 1.0**, 1.1
7. Rainbow Mysteries	**Nutrition and Physical Activity 1.0**, 1.1, **7.0**, 7.1, **6.1	
8. Grab the Flag		
9. Color Tag		
10. Memory Movement		
11. Fixin' Fruits & Veggies	**Nutrition and Physical Activity 1.0**, 1.1, **4.0**, 4.1, **5.0**, 5.1, **7.0**, 7.1, 7.2,**7.3, **8.1	**Nutrition and Physical Activity 1.0**, 1.6, **5.0**, 5.1, **7.0**, 7.1, **7.0**, **8.1
12. Grow Your Own	**Nutrition and Physical Activity 7.0**, 7.1	
13. Taste It!	**Nutrition and Physical Activity 1.0**, 1.4, **7.0**, 7.1, 7.2	**Nutrition and Physical Activity 1.0**, 1.5, **7.0**, 7.2
14. Advertising Power	**Nutrition and Physical Activity 1.0**, 1.2, **2.0**, 2.1, 2.2, 2.3, **8.0**, 8.1	**Nutrition and Physical Activity 1.0**, 1.1, **2.0**, 2.1, 2.3, **4.0**, 4.1, **8.1
15. Movin' and Groovin'	**Nutrition and Physical Activity** **8.1	**Nutrition and Physical Activity** **8.1
16. Powerful Art	**Nutrition and Physical Activity 1.0**, 1.2, 1.3, **8.1	**Nutrition and Physical Activity 1.0**, 1.2, 1.9, **8.1
17. Field Trip Power	**Nutrition and Physical Activity 1.0**, 1.3, 1.4, 1.6, **7.0**, 7.1, **2.3, **4.1	**Nutrition and Physical Activity 1.0**, 1.5, **7.0**, 7.1, 7.2, 7.3, **2.1, **4.1
18. Power Up Challenge	**Nutrition and Physical Activity 1.0**, 1.1, 1.2, 1.3, 1.7, 1.8, **5.0**, 5.1, 5.2, **6.0**, 6.1, 6.2, **7.0**, 7.1, 7.2, 7.3, 7.4, ***8.1	**Nutrition and Physical Activity 1.0**, 1.1, 1.8, 1.9, **5.0**, 5.1, 5.2, 5.3, **7.0**, 7.3, 7.4, **6.1, **6.2
19. Hoop Challenge		
20. Fitness Circuit Challenge	**Nutrition and Physical Activity** ***8.1	**Nutrition and Physical Activity** ***6.2

**Addressed with Go Farther ideas

***Addressed with Bring It Home ideas

denotes a physically active game or activity

BACKGROUND

The Basics of Nutrition and Physical Activity

You don't need to be an expert to convey the importance of eating healthfully and being physically active to your participants! Here are a few basics that will give you a general understanding of these concepts as they relate to both adults and children. This overview will help you to be more comfortable conducting nutrition education and physical activity lessons. To learn more about the 2010 *Dietary Guidelines for Americans* and find ways to make healthy food and physical activity choices, go to **www.health.gov/dietaryguidelines** and **www.choosemyplate.gov**.

The food and physical activity choices you make every day affect your health—how you feel today, tomorrow, and in the future. The science-based 2010 *Dietary Guidelines for Americans* highlight how to make smart choices from every food group, get the most nutrition out of your calories, and find your balance between food and physical activity. The best way to give your body the balanced nutrition it needs is by eating a variety of nutrient-packed foods every day and staying within your daily calorie needs. A healthy eating plan is one that:

- Emphasizes fruits, vegetables, whole grains, and fat free or lowfat milk and milk products.
- Includes lean meats, poultry, fish, beans, eggs, and nuts.
- Is low in saturated fats, trans fats, cholesterol, salt (sodium), and added sugars.

Regular physical activity is important for your overall health and fitness, and helps you manage your body weight. Here are a few physical activity recommendations that pave the way to a healthier you:

- Adults should do a minimum of 150 minutes of moderate intensity aerobic activity a week.
- Adults should also do muscle strengthening activities on two or more days a week.
- Increasing the intensity or the amount of time that you are physically active can have even greater health benefits and may be needed to manage body weight.
- Children and teenagers should be physically active for at least 60 minutes every day.

A healthy, balanced diet that includes plenty of fruits and vegetables and regular physical activity are major investments in your life. In fact, healthy eating and physical activity may reduce your risk of many serious health problems like obesity, type 2 diabetes, osteoporosis, heart disease, hypertension, and certain types of cancer, and increase your chances for a longer life.

The Importance of Fruits and Vegetables

Fruits and vegetables give you many of the nutrients that you need for good health: vitamins, minerals, dietary fiber, water, and healthy phytochemicals. Some are sources of vitamin A, while others are rich in vitamin C, folate, or potassium. Almost all fruits and vegetables are naturally low in fat and calories, and none have cholesterol, making them a sensible part of your daily meals and snacks.

For children, fruits and vegetables are sources of nutrients that are essential for growth and development, such as vitamin A, vitamin C, folate, and dietary fiber. By establishing the habit of eating fruits and vegetables early in life, children can get a head start in reducing their future risk of serious health problems, especially obesity, type 2 diabetes, heart disease, stroke, and certain types of cancer.

The Importance of Physical Activity

Physical activity helps you feel good, be more productive, and sleep better. Physical activity is also good for your health. It helps you achieve and maintain fitness and lowers your chronic disease risk. Children and adolescents benefit from activity, too. It is recommended that they get at least 60 minutes of moderate to vigorous physical activity every day.

Regular physical activity in childhood and adolescence builds strength and endurance, helps build healthy bones and muscles, helps manage weight, reduces anxiety and depression, and improves blood pressure and cholesterol levels. Positive experiences with physical activity at a young age help lay the foundation for being regularly active throughout life.

U.S. Department of Agriculture and U.S. Department of Health and Human Services. Dietary Guidelines for Americans, 2010. 7th Edition, Washington, DC: U.S. Government Printing Office, December 2010 available at http://www.cnpp.usda.gov/sites/default/files/dietary_guidelines_for_americans/PolicyDoc.pdf and 2008 Physical Activity Guidelines for Americans , U.S. Department of Health and human Services; available at http://health.gov/paguidelines/guidelines/chapter2.aspx

Consider These Facts

Children are not eating enough fruits and vegetables or engaging in enough physical activity.

- In California, fewer than 42 percent of 9- to 11-year-old children eat the recommended amount of five or more daily servings of fruits and vegetables.[1]
- When asked about the past week, fewer than 30% of California's 9- to 11-year-old children said that they got at least 60 minutes of physical activity each day.[2]
- Only about a quarter of California fifth graders (26.4%) achieved the Healthy Fitness Zone in all six areas measured by the 2015 California Physical Fitness Test.[3]

Poor nutrition and low levels of physical activity have significant consequences among children.

- Inadequate nutrition and poor diet are major causes of impaired cognitive development, are associated with poor educational performance among low-income children, and also contribute to, anemia, and susceptibility to lead poisoning.[4]
- Regular physical activity makes it less likely risk factors for chronic diseases will develop and more likely that children will remain healthy as adults.[5]
- The national prevalence of obesity is 17.9% among children aged 6–11 and 19.4% among adolescents aged 12–19.[6] In California, 11.8% of children ages 2 to 11 are overweight for their age. Among teens, 17.2% are overweight and 15.5% are obese.[7]
- Obesity increases the risk of high blood cholesterol, high blood pressure, and type 2 diabetes while still in childhood.[8]

Establishing healthy eating and activity habits in childhood can help prevent problems in adulthood.

- About half of overweight children or teens will be obese in adulthood.[9]
- Physical activity tends to decline with age, with the steepest decline between the ages of 13 and 18.[10]

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[1] UCLA Center for Health Policy Research (2012). Eat five or more servings of fruits & vegetables. *Ask CHIS* [Data file]. Retrieved November 30, 2015 from http://ask.chis.ucla.edu

[2] UCLA Center for Health Policy Research (2012).Number of days physically active at least one hour (past week). *Ask CHIS* [Data file]. Retrieved November 30, 2015 from http://ask.chis.ucla.edu

[3] California Department of Education. (2015). News release #15-85. Retrieved November 30, 2015 from http://www.cde.ca.gov/nr/ne/yr15/yr15rel85.asp

[4] Center on Hunger, Poverty and Nutrition Policy. (1998). *Statement on the link between nutrition and cognitive development in children 1998* (4th edition). Medford, Mass: Tufts University, School of Nutrition.

[5] U.S. Department of Agriculture and U.S. Department of Health and Human Services. Physical Activity guidelines for Americans 2008, Chapter 3 Washington, DC: U.S. Government Printing Office, available at http://health.gov/paguidelines/guidelines/chapter3.aspx

[6] National Center for Health Statistics (2015). *Health, United States, 2014: In brief.* Hyattsville, MD: Centers for Disease Control and Prevention.

[7] Nutrition Education and Obesity Prevention Branch (2015). *County profiles: California.* Sacramento, CA: California Department of Public Health.

[8] U.S. Department of Health and Human Services (2001). *The Surgeon General's Call to Action to Prevent and Decrease Overweight and Obesity*. Rockville, MD: U.S. Department of Health and Human Services, Public Health Service, Office of the Surgeon General.

[9] Dietz, W.H. (1998). Childhood weight affects adult morbidity and mortality. The Journal of Nutrition, 128, 411S-414S.

[10] Sallis JF. Age-related decline in physical activity: a synthesis of human and animal studies. Med Sci Sports Exerc, 2000 Sep; 32 (9): 1598-600.

Create a Healthy Youth Organization

Healthful eating and physical activity can improve children's overall health, as well as their energy levels, self-esteem, and behavior. In addition to using this *Kit* to teach children about the importance of eating fruits and vegetables and being physically active, you can create a youth organization that supports these behaviors and helps children put their newfound knowledge into practice.

Here's how to maintain a healthy youth organization:

- **Inspire children with your words and actions.** Let children see your staff enjoying fruits and vegetables. Encourage staff to bring healthy fruits and vegetables for meals and snacks. Also, let the children see your staff participate in physical activities at the youth organization and encourage them to talk about physical activities they participate in outside of the youth organization. Encourage children to do something physically active during their outdoor time.

- **Create a healthy snack and celebration policy.** Create a healthy snack and celebration policy with the children. Be sure to provide a copy of the policy to your participants to take home to their parents.

- **Use rewards and discipline that support health.** Avoid using any kind of food as a reward, especially foods with low nutritional value. As an alternative, you may wish to provide incentives or rewards that promote physical activity. Don't withhold physical activity as a form of discipline.

- **Create a youth organization that moves.** Provide opportunities for physical activity throughout the day. Movement facilitates improved attention and focused learning, so that children are better behaved during other activities. Take activity breaks during sedentary activities and have children lead the break with stretches, or play a popular dance song and let the children dance. Encourage staff to join in and participate with them. Offer many opportunities for active play during the day.

- **Do a scan of your environment to be sure it supports healthy eating and physical activity.** Remove any posters, bulletin boards, or objects that promote unhealthy eating or sedentary behaviors (e.g., TV watching, video games). Put up posters, bulletin boards, and other images promoting fruit and vegetable consumption and physical activity. Avoid any objects in your environment that could be considered an advertisement, especially those that promote unhealthy products.

- **Reconsider the food that is available at your site.** If you have food and/or beverage vending machines, be sure that *at least* half of the products are healthy (e.g., water, 100% juices, dried fruit, lowfat snacks, etc.) and be sure that the items are offered in reasonable serving sizes. Make sure that healthy food and beverages are as affordable as less healthy ones and consider making the machines available only at certain times of day. For more ideas about healthy vending machines, see the Appendix. If you serve meals and snacks, add fruits and vegetables to your menu and limit less healthy offerings. Consider participating in the USDA meal and snack programs to help you afford healthy offerings (visit **www.fns.usda.gov/fns/** for more information). For healthy meal and snack ideas, visit **www.healthymeals.nal.usda.gov**.

Power Bingo

ACTIVITY 1

READY

Children learn about each other's nutrition and physical activity habits through a bingo-style game.

SET

- Review Power Bingo, Worksheet 1A and Picture Bingo, Worksheet 1B.
- Copy one Power Bingo worksheet for each child. Copy the Picture Bingo worksheet for younger children.
- Decide whether you will play Bingo until a child gets a blackout (all squares filled in) or for a set amount of time.
- Decide how many boxes one child will be allowed to sign on the same Bingo sheet. For large groups, each child should sign only once on another child's sheet.

GO

1. Review the definitions of fruits, vegetables, and power play. Ask the children:
   - What is the difference between a fruit and a vegetable?
   - What do you think power play means?

Deciding whether something is a fruit or a vegetable can be tricky, since they can be defined by their botanical parts or their common culinary usage. This explains why a tomato is technically a fruit (it has seeds), but is usually thought of as a vegetable.

These are the simple definitions based on plant parts:

- A fruit is the part of a plant that you can eat that contains seeds, such as an apple, pear, or strawberry.
- A vegetable is the stem, leaf, or root of a plant that you can eat, such as lettuce, carrots, or asparagus.

The following are fruits by botanical definition, but we call them vegetables in the *Children's Power Play! Campaign*: tomatoes, avocados, pumpkin, squash, cucumber, green beans, peppers, and eggplant.

- Power Play is a game, sport, exercise, or other action that involves moving your body, especially when it makes your heart beat faster. This is also called physical activity.

TIME

- Prep — 15 minutes
- Activity — 30 minutes

MATERIALS

- Copy of one Power Bingo worksheet for each child (Picture Bingo worksheets for younger children)
- A pencil or pen for each child

ACTIVITY 1 Power Bingo

2. Give each child a Power Bingo sheet and a pen or pencil and explain how to play the game.
   - The object of the game is to ask other children to sign a box on your Bingo sheet that says something true about them. Give the children an example: "If you ask me to sign a square on your Bingo sheet, I might sign *I play on a sports team*, because I am on a soccer team." Let them know how many boxes one child can sign on each sheet.
   - Let the children know whether you are playing blackout or playing for a set time period. If you are playing for a set time period, give children 10 minutes to get as many boxes signed as possible.
   - Let the children move freely and slowly about the area to get their Bingo sheets signed.
3. When one child has completed a blackout or time is up, ask the children:
   - How many of you have at least five boxes signed? Did anyone get at least 10 boxes signed? at least 15 signed? 20? All 25?
4. For each question, ask how many children could have signed in that square. Record this information on a board or paper visible to the children. Then, ask the children:
   - Which questions can no one sign? …very few sign? Why do you think that is?
   - How do you think you are doing with eating fruits and vegetables?
   - How do you think you are doing with getting power play every day?
   - How could you do better?
   - If we played this game again, which new boxes would you like to be able to sign?
5. Conclude the activity by encouraging the children to eat 2½ to 5 cups of fruits and vegetables and get at least 60 minutes of power play every day.

MODIFICATIONS FOR YOUNGER CHILDREN

1. After reviewing the definitions of fruits, vegetables, and power play, provide each child with a Picture Bingo worksheet.
2. Explain to the children that they should ask their friends to put their initials (or an X) in the square of a fruit, vegetable, or power play their friend has tried. Give the children 10 minutes to work on this.
3. When time is up, ask each child to count the number of boxes that they have marked.
4. Then, lead a discussion with the group as described above.

GO FARTHER

- Give extra Power Bingo worksheets to the children and ask them to mark every box that says something true about them. Save the Bingo sheets. After some time, complete the activity again. Have the children compare their answers to see if they were able to mark off more boxes than last time.
- Have children create their own Bingo worksheets with different questions.

BRING IT HOME

- Send extra Power Bingo worksheets home with the children for them to play with their families.
- Encourage children to talk with their families about the boxes they would like to be able to sign. Ask them to enlist their families' help in meeting their goals.

Name _____ Date _____

WORKSHEET IA

Power Bingo

I think fruits and vegetables give me energy _____	I tried a new fruit last month _____	I like to eat vegetables with dinner _____	I play on a sports team _____	I have eaten a mango _____
I have eaten kiwifruit _____	I tried a new vegetable last month _____	I get power play with my family _____	I ate a yellow or orange fruit or vegetable yesterday _____	I think eating 2½ to 5 cups of fruits and vegetables every day is easy _____
I think that power play helps me feel more energetic _____	I have eaten spinach _____	FREE POWER PLAY SPACE	I had a glass of 100% juice yesterday _____	I tried a new kind of power play last month _____
I ate a green fruit or vegetable yesterday _____	I have helped fix a fruit, vegetable, or salad for dinner _____	I have asked my parents to buy my favorite fruits or vegetables _____	I have eaten broccoli _____	I have helped grow fruits or vegetables _____
I have eaten peppers _____	I ate a red fruit or vegetable yesterday _____	I get power play when I am not at school _____	I like to eat fruits and vegetables as snacks _____	I think getting at least 60 minutes of power play every day is easy _____

Name _____ Date _____

WORKSHEET 1B

Picture Bingo

Soccer	Strawberry	Jump Rope	Carrot	Baseball
Broccoli	Roller Skate	FREE SPACE POWER PLAY	Grapes	Skateboard
Basketball	Pear	Hopscotch	Corn	Apple

Nombre _____ Fecha _____

HOJA DE TRABAJO IA

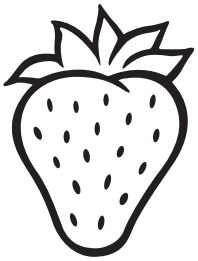
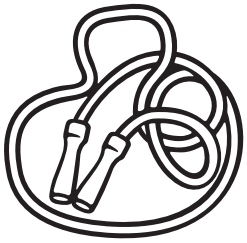
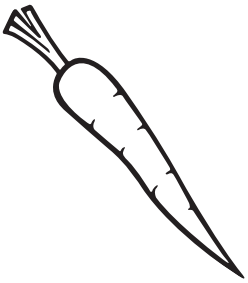
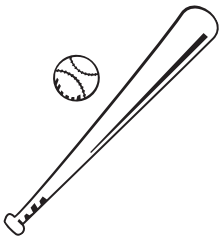
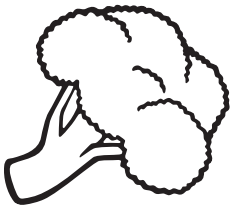
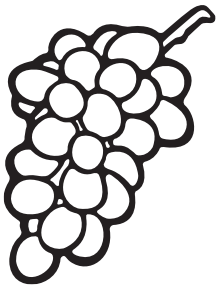
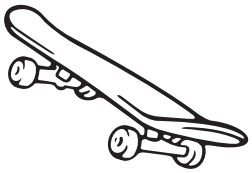
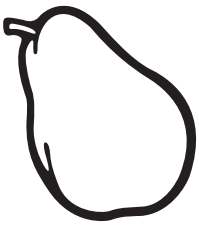
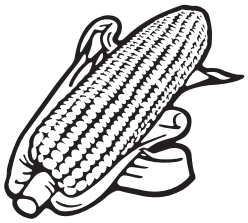
¡Bingo!

Creo que las frutas y vegetales me dan energía _____	Me comí una fruta nueva el mes pasado _____	Me gusta comer vegetales con la cena _____	Juego en un equipo deportivo _____	He comido mango _____
He comido kiwis _____	Comí un vegetal nuevo el mes pasado _____	Juego con ganas con mi familia _____	Ayer comí un vegetal o una fruta anaranjada o amarilla _____	Creo que comer de 2½ a 5 tazas de frutas y vegetales cada día es fácil _____
Creo que jugar con ganas me ayuda a sentirme con más energía _____	He comido espinaca _____	ESPACIA POWER PLAY LIBRE	Tome un vaso de 100% jugo ayer _____	El mes pasado intenté una nueva forma de "*jugar con ganas*" _____
Comí una nueva fruta o vegetal ayer _____	He ayudado a preparar una fruta, vegetal o ensalada para la cena _____	Pedí a mis padres que me compran mi vegetal favorito _____	He comido brócoli _____	He ayudado a cultivar frutas o vegetales _____
He comido chiles _____	Ayer comí una fruta o vegetal rojo _____	Yo "*juego con ganas*" cuando no estoy en la escuela _____	Me gusta comer frutas o vegetales como bocadillo _____	Creo que "*juego con ganas*" 60 minutos cada día es fácil _____

Nombre _____ Fecha _____

HOJA DE TRABAJO IB

¡Bingo Energético!

Futból _____	 Fresa _____	 Saltar la Cuerda _____	 Zanahoria _____	 Béisbol _____
 Brócoli _____	Patinaje _____	ESPACIO LIBRE POWER PLAY	 Uvas _____	 Patineta _____
Basquetból _____	 Pera _____	Rayuela _____	 Maíz _____	Manzana _____

How Much Do I Need?

ACTIVITY 2

READY

Children learn the recommended cups of fruits and vegetables and minutes of physical activity they should get every day. They also learn to estimate what cups and ½ cups of fruits and vegetables look like.

SET

- Review Power Up!, Worksheet 2A; How Much Do I Need?, Worksheet 2B (Note: Worksheet 2B is gender specific); and Cups of Colorful Fruits and Vegetables, Worksheet 2C.
- Copy Worksheets 2A, 2B, and 2C for each child.
- Review Safe Food Handling Techniques on page 55.
- Prepare fruits and vegetables for demonstration. Remember to include fresh, frozen, canned, juiced, and dried fruits and vegetables. *Note:* limit the quantity of dried fruits and vegetables to ¼ cup and juice to ¾ cup. If real fruits and vegetables are not available, use measuring cups alone to demonstrate the amounts instead.
- *Optional:* Prepare fruits and vegetables for taste testing.

GO

1. Using the Power Up! worksheet, briefly discuss the importance of eating 2½ to 5 cups of fruits and vegetables every day.
2. Help children identify the number of cups of fruits and vegetables they need every day.
   - Give each child a copy of How Much Do I Need?, Worksheet 2B and review it together. Explain that children in elementary school should eat 2½ to 5 cups of fruits and vegetables every day. Also explain that the number of cups of fruits and vegetables that each child needs is based upon their age, gender, and physical activity level. For example, a 10-year-old girl who is physically active for 30 to 60 minutes each day should eat 1½ cups of fruits and 2½ cups of vegetables every day.
   - Have the children use the worksheet to determine how many cups of fruits and vegetables they need every day. Remind them to look at the top of the page to find out whether that page is for boys or girls. Next, have them look at the chart that matches the amount of power play they usually get every day. Most children probably get 30 to 60 minutes or more than 60 minutes of power play every day. When they have located the right chart, the children will find their age in the left column to find out how many cups of fruits and cups of vegetables they should eat every day.
3. Give each child a copy of Cups of Colorful Fruits and Vegetables, Worksheet 2C. Review the information together. If available, also show them the Cups of Fruits and Vegetables poster.

TIME

- Prep — 15 minutes
- Activity — 45 minutes

MATERIALS

- Copy of one Power Up! worksheet for each child
- Copy of one How Much Do I Need? worksheet for each child
- Copy of one Cups of Colorful Fruits and Vegetables worksheet for each child
- Fruits and vegetables (fresh, frozen, canned, 100% juice, and dried) to demonstrate cup measurements
- Measuring cups (1-cup, ½-cup)
- Small plates and one 8-ounce (or larger) glass
- One baseball and one 6-ounce juice box
- *Optional:* Fruits and vegetables and serving supplies for taste testing
- *Optional: Children's Power Play! Campaign* cups of fruits and vegetables poster

ACTIVITY 2 How Much Do I Need?

4. Demonstrate different amounts of fruits and vegetables as measured by cups.
   - Ask the children the following questions:
     - How big is ½ cup of fruit?
     - How big is 1 cup of vegetables?
   - Demonstrate different amounts of fruits and vegetables using measuring cups and cupped hands. Also show several examples of whole pieces of fruits and vegetables that are about the size of a baseball (about 3" in diameter). Point out that fresh, frozen, canned, dried, and juiced fruits and vegetables all count. Show the children a 6-ounce juice box and tell them that it equals about ¾ cup of juice. Then pour the juice into a glass to show them. Remind the children that not all juice drinks are 100% juice and that they should go easy on the amount of juice they drink each day.
   - Use volunteers to show how ½ cup of fruits or vegetables fits into one cupped hand and 1 cup of raw, leafy greens fits into two cupped hands.
5. Lead a discussion using the following questions:
   - Now that you can recognize what cups and ½ cups look like, does eating the recommended cups of fruits and vegetables every day seem easier or harder? Why?
   - Will what you've learned today change the amount of fruits and vegetables that you eat every day? Why or why not?
6. Using the Power Up! worksheet, briefly discuss the importance of getting at least 60 minutes of power play every day.
7. Lead a discussion about physical activity by asking children the following questions:
   - Do you think getting 60 minutes of power play every day is easy? Why or why not?
   - Do you think you have to do 60 minutes of power play all at once, or can you add up all the power play you get in a day? (*Leader hint: It's OK to add it up through the day, just shoot for at least 10 minutes of power play at a time.*)
   - Do you get power play every day? If not, why not? If so, how do you like to get your power play? How can you try to get more power play?
8. *Optional:* Conclude the activity by having a taste testing of the same kinds of fruits and vegetables that you used in your demonstration. See Activity 13: Taste It! for ideas on doing a taste testing.

GO FARTHER

- Ask the children to decide which fruits and vegetables they would like to eat tomorrow, and have them draw a picture of them. Remind children that their pictures should include the amount of fruits and vegetables they are supposed to eat each day.
- Ask the children to decide what they would like to do tomorrow to get their 60 minutes of power play, and have them draw a picture of themselves doing the activity(ies).

BRING IT HOME

- Send the Power Up! worksheet home with the children to share with their families.
- Send the Cups of Colorful Fruits and Vegetables worksheet home with children to share with the person who prepares most of their meals.
- Send home copies of the *Children's Power Play! Campaign's* parent brochure and ask the children to keep track of the fruits and vegetables they eat with their families.

NOTE: To ease children's understanding of the *Dietary Guidelines*, some information in this *Kit* has been simplified. The USDA recommends that 1 cup of lettuce count as only ½ cup of vegetables and that ¼ cup of dried fruit count as ½ cup of fruit. In addition, the USDA's MyPlate Web site provides specific examples of the cup measurements of various whole fruits and vegetables. For simplification, this *Kit* does not provide this level of detail and makes the more general recommendations shown on Worksheet 2C: Cups of Colorful Fruits & Vegetables. For more information on the USDA's recommendations, visit **www.choosemyplate.gov** and go to Inside the Pyramid.

WORKSHEET 2A

Power Up!

Do you want to grow and stay healthy? Do you want more energy to do well in school and sports?

Eat Fruits and Vegetables Every Day!

Kids in elementary school should eat 2½ to 5 cups of fruits and vegetables every day. They have important vitamins and minerals that your bodies need. They help you grow and stay healthy. Fruits and vegetables give you extra energy to do well in school and sports. Fruits and vegetables have vitamin A, vitamin C, and fiber.

Vitamin A helps your body grow, helps your eyesight, and helps you have healthy skin. It also helps keep you from getting sick.

Vitamin C helps your body stay strong. It heals cuts and helps you avoid infections. It is also good for healthy bones, teeth, and skin.

Fiber helps your body digest food and helps protect you from disease. It also helps you feel full so you do not eat too much.

Eat a Rainbow of Colors! Did you know that the same things that give a plant its color can also help keep you healthy? Fruits and vegetables have many colorful **phytonutrients** (also called phytochemicals). Phyto means plant in Greek. Nutrients are the things in food that help you live and grow. There are many different phytonutrients in fruits and vegetables. Try fruits and vegetables from all the color groups—red, green, yellow/orange, blue/purple, and white.

Look at all the colorful fruits and vegetables you can choose!

Fruits

Apple
Apricot
Banana
Blackberry
Blueberry
Cantaloupe
Cherimoya
Cherry
Date
Fig
Grape
Grapefruit
Guava
Honeydew
Kiwifruit
Kumquat
Lemon
Lime
Mandarin
Mango
Nectarine
Orange
Papaya
Passion Fruit
Peach
Pear
Persimmon
Pineapple
Plum
Raisins
Raspberry
Strawberry
Tangelo
Watermelon

Vegetables

Artichoke
Asparagus
Avocado
Beet
Bok Choy
Broccoli
Brussels Sprouts
Cabbage
Cactus Leaves
Carrot
Cauliflower
Celery
Collard Greens
Corn
Cucumber
Eggplant
Endive
Garlic
Green Beans
Jicama
Kale
Kohlrabi
Leek
Lettuce
Mushroom
Okra
Onion
Parsnip
Peas
Pepper
Potato
Pumpkin
Radicchio
Radish
Rhubarb
Rutabaga
Spinach
Squash
Sweet Potato
Tomato
Turnip
Watercress
Yam
Zucchini

Get Power Play Every Day!

Kids should get at least 60 minutes of power play every day. Power play is a game, sport, exercise, or other action that gets your body moving. Power play is also called physical activity.

Power play can:

- Help keep you from getting sick
- Help you pay attention in school
- Make you feel better about yourself
- Build healthy bones and muscles to keep you strong
- Help you with balance and coordination
- Help you feel more energetic
- Help you keep a healthy weight
- Help you relax
- Help you meet new friends
- Gives you something fun to do with friends and family

Your power play should be moderate or vigorous activities. *Moderate* activities get you up and moving and make your heart beat faster. *Vigorous* activities make you breathe hard and sweat. Try to get at least 10 minutes of power play at a time. All of your power play should add up to at least 60 minutes every day.

There are a lot of fun ways to get your power play!

Aerobics
Baseball or Softball
Basketball
Biking
Climbing Stairs
Dancing
Flag Football
Four Square
Gardening
Gymnastics
Hiking
Hopscotch
Inline Skating or Ice Skating
Jumping Jacks
Jumping Rope
Kickball
Martial Arts
Playing Catch
Playing on the Bars
Raking Leaves
Running or Jogging
Skateboarding
Soccer
Swimming
Tag
Tennis
Tetherball
Tossing a Flying Disk (like a Frisbee®)
Volleyball
Walking
Wallball or Handball
Weight Training

Name _____ Date _____

WORKSHEET 2B

How Much Do I Need?
BOY

Find the chart that shows how much power play you usually get every day. Then look at the row with your age. It will tell you how many cups of fruits and vegetables you should eat every day.

I usually get less than 30 minutes of power play every day.

Your age	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
5	1	1½	2½
6	1½	1½	3
7	1½	1½	3
8	1½	1½	3
9	1½	2	3½
10	1½	2	3½
11	1½	2½	4
12	1½	2½	4

I usually get 30 to 60 minutes of power play every day.

Your age	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
5	1½	1½	3
6	1½	2	3½
7	1½	2	3½
8	1½	2	3½
9	1½	2½	4
10	1½	2½	4
11	2	2½	4½
12	2	3	5

I usually get more than 60 minutes of power play every day.

Your age	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
5	1½	2	3½
6	1½	2½	4
7	1½	2½	4
8	2	2½	4½
9	2	2½	4½
10	2	3	5
11	2	3	5
12	2	3	5

Name _____ Date _____

WORKSHEET 2B

How Much Do I Need? GIRL

Find the chart that shows how much power play you usually get every day. Then look at the row with your age. It will tell you how many cups of fruits and vegetables you should eat every day.

I usually get less than 30 minutes of power play every day.

Your age	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
5	1	1½	2½
6	1	1½	2½
7	1	1½	2½
8	1½	1½	3
9	1½	1½	3
10	1½	1½	3
11	1½	2	3½
12	1½	2	3½

I usually get 30 to 60 minutes of power play every day.

Your age	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
5	1½	1½	3
6	1½	1½	3
7	1½	2	3½
8	1½	2	3½
9	1½	2	3½
10	1½	2½	4
11	1½	2½	4
12	2	2½	4½

I usually get more than 60 minutes of power play every day.

Your age	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
5	1½	2	3½
6	1½	2	3½
7	1½	2½	4
8	1½	2½	4
9	1½	2½	4
10	2	2½	4½
11	2	2½	4½
12	2	3	5

WORKSHEET 2C

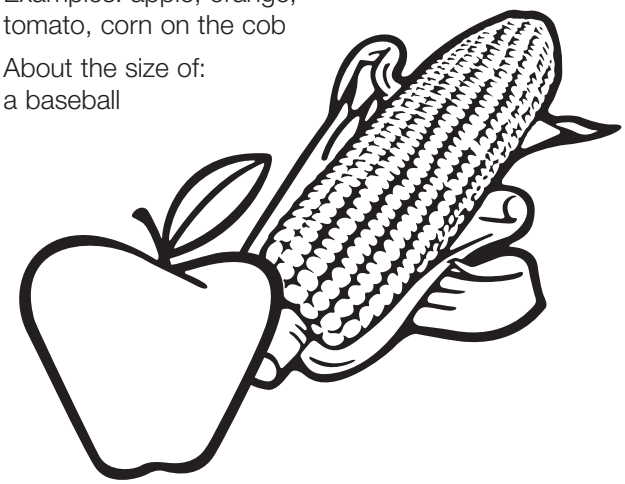
Cups of Colorful Fruits & Vegetables

Want to stay healthy and have lots of energy? Use Worksheet 2B to find out how many cups of fruits and vegetables you should eat every day. Then add up your cups to meet your goal. How do you know how many cups you are eating? Use these tips to help you.

1 whole fruit or vegetable = 1 cup

Examples: apple, orange, tomato, corn on the cob

About the size of: a baseball

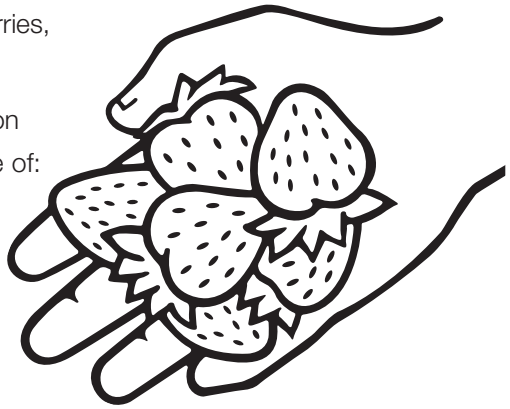


1 cupped handful of fresh, frozen, or canned* fruits or vegetables = ½ cup

*canned fruit packed in 100% juice

Examples: berries, baby carrots, broccoli, chopped melon

About the size of: ½ a baseball



2 cupped handfuls of raw, leafy greens = 1 cup

Examples: green salad, spinach

About the size of: a baseball

1 juice box with 100% juice = ¾ cup (6 ounces)

Examples: orange juice, apple juice, tomato juice

HOJA DE TRABAJO 2A

¡Ponte Fuerte!

¿Quieres crecer y mantenerte sano? ¿Quieres tener más energía para tener un buen desempeño en la escuela y en los deportes?

Come Frutas y Vegetales Todos los Días

Los niños de primaria deben comer de 2½ a 5 tazas de frutas y vegetales cada día. Las frutas y vegetales contienen vitaminas importantes y minerales que tu cuerpo necesita. Te ayudan a crecer y a mantenerte saludable. Las frutas y vegetales te dan energía extra para utilizarla en la escuela y en los deportes. Las frutas y vegetales contienen vitamina A, vitamina C y fibra.

La Vitamina A te ayuda a crecer, a tu vista, y a mantener tu piel sana. También te ayuda a que estés saludable.

La Vitamina C ayuda a tu cuerpo a mantenerse fuerte. Sana las heridas y te ayuda a evitar infecciones. También es buena para mantener saludables los huesos, los dientes, la piel y los vasos sanguíneos.

La Fibra ayuda a tu cuerpo a digerir la comida y te proteger de las enfermedades. También ayuda a sentirte satisfecho para que no comas demasiado.

¡Come un Arco Iris de Colores! ¿Sabías que las mismas cosas que dan color a las plantas también ayudan a que te mantengas saludable? Las frutas y los vegetales tienen muchos fitonutrientes (también conocidos como fitoquímicos). Fito significa planta. Nutrientes son las sustancias en los alimentos que te ayudan a vivir y a crecer. Existen muchos diferentes fitonutrientes en las frutas y los vegetales. Trata de comer frutas y vegetales de todos los grupos de colores – rojo, verde, amarillo/anaranjado, azul/morado, y blanco.

¡Aquí tienes todas las coloridas frutas y vegetales que puedes escoger!

Frutas

Cereza
Chabacano
Chirimoya
Ciruela
Dátil
Durazno
Frambuesa
Fresa
Granadilla
Guayaba
Higo
Kiwi
Lima
Limón
Mandarina
Mango
Manzana
Melón
Moras Azules
Naranja
Nectarina
Papaya
Pasas
Pera
Pérsimo
Piña
Plátano
Sandía
Tangelo
Toronja
Uva
Zarzamora

Vegetales

Aguacate
Ajo
Alcachofa
Apio
Berenjena
Berro
Betabel
"Bok Choy"
Brócoli
Calabacín
Calabacita
Calabaza
Camote
Cebolla
Chícharos
Chirivía
Col de Bruselas
Col Rizada
Coliflor
"Colinabo"
Ejotes
Escarola
Espárrago
Espinaca
Hojas Verdes de Berza
Hongo
Jícama
Lechuga
Maíz
Nabo
Nabo Sueco
Nopal
Papa
Pepino
Pimentón
Puerro
Quimbombó
Rábano
Radicchio
Repollo
Ruibarbo
Tomate
Zanahoria

Jugar con Ganas Todos los Días!

Los niños y jóvenes deben participar por lo menos en 60 minutos diarios de jugar con ganas. Jugar con ganas puede ser un juego, deporte, ejercicio, o algún otro tipo de acción que mantiene tu cuerpo en movimiento. Jugar con ganas también es llamado actividad física.

"Jugar con ganas" puede:

- Ayudar a que no te enfermes
- Ayudarte a que prestes atención en la escuela
- Hacerte sentir mejor de ti mismo
- Desarrolla huesos y músculos saludables para mantenerte fuerte
- Ayudarte con tu balance y la coordinación
- Ayudarte a sentirte con más energía
- Ayudarte a mantener un peso saludable
- Ayudarte a relajar
- Ayudarte a conocer nuevos amigos
- Darte algo divertido para hacer con tu familia y amigos

Para jugar con ganas debes desarrollar actividades moderadas o vigorosas. Las actividades moderadas hacen que te levantes, que te muevas y hacen latir tu corazón rápidamente. Las actividades vigorosas te hacen respirar fuertemente y sudar. Trata de estar activo por lo menos 10 minutos a la vez. Todas tus actividades de jugar con ganas deben de sumar por lo menos 60 minutos diarios.

¡Hay muchas maneras divertidas para jugar con ganas!

Aeróbicos
Artes Marciales
Aventar un disco volador (como un Frisbee®)
Baile
Basquetból
Béisbol
Caminar
Ciclismo
Correr o Trotar
Excursionismo
Fisioculturismo
Fútbol americano con banderas
"Four Square"
Fútbol
Gimnasia
Jardinería
Jugar a la Pelota
Jugar en las Barras
"Jumping Jacks"
Limpiar las hojas
Natación
Patear el Balón
Patinaje sobre ruedas o sobre hielo
Patinete
Pillapilla
Rayuela
Rebote
Saltar la Cuerda
Subir escalones
Tenis
"Tetherball"
Voleibol

Nombre _____ Fecha _____

HOJA DE TRABAJO 2B

¿Cuánto Necesito? NIÑO

Busca la tabla que indica cuanto ejercicio ("juego con ganas") haces cada día. Luego, mira la línea que lleva su edad. Sigue la línea a la derecha con el dedo, y encuentra cuantas tazas de frutas y vegetales que debes comer cada día.

Normalmente "juego con ganas" menos de 30 minutos diarios.

Tu edad	Tazas de frutas que necesitas comer cada día	Tazas de vegetales que necesitas comer cada día	Total de tazas de frutas y vegetales que necesitas comer cada día
5	1	1½	2½
6	1½	1½	3
7	1½	1½	3
8	1½	1½	3
9	1½	2	3½
10	1½	2	3½
11	1½	2½	4
12	1½	2½	4

Normalmente "juego con ganas" de 30 a 60 minutos diarios.

Tu edad	Tazas de frutas que necesitas comer cada día	Tazas de vegetales que necesitas comer cada día	Total de tazas de frutas y vegetales que necesitas comer cada día
5	1½	1½	3
6	1½	2	3½
7	1½	2	3½
8	1½	2	3½
9	1½	2½	4
10	1½	2½	4
11	2	2½	4½
12	2	3	5

Normalmente "juego con ganas" más de 60 minutos diarios.

Tu edad	Tazas de frutas que necesitas comer cada día	Tazas de vegetales que necesitas comer cada día	Total de tazas de frutas y vegetales que necesitas comer cada día
5	1½	2	3½
6	1½	2½	4
7	1½	2½	4
8	2	2½	4½
9	2	2½	4½
10	2	3	5
11	2	3	5
12	2	3	5

Nombre _____ Fecha _____

HOJA DE TRABAJO 2B

¿Cuánto Necesito?
NIÑA

Busca la tabla que indica cuanto ejercicio ("juego con ganas") haces cada día. Luego, mira la línea que lleva su edad. Sigue la línea a la derecha con el dedo, y encuentra cuantas tazas de frutas y vegetales que debes comer cada día.

Normalmente "juego con ganas" menos de 30 minutos diarios.

Tu edad	Tazas de frutas que necesitas comer cada día	Tazas de vegetales que necesitas comer cada día	Total de tazas de frutas y vegetales que necesitas comer cada día
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7	1	1½	2½
8	1½	1½	3
9	1½	1½	3
10	1½	1½	3
11	1½	2	3½
12	1½	2	3½

Normalmente "juego con ganas" de 30 a 60 minutos diarios.

Tu edad	Tazas de frutas que necesitas comer cada día	Tazas de vegetales que necesitas comer cada día	Total de tazas de frutas y vegetales que necesitas comer cada día
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8	1½	2	3½
9	1½	2	3½
10	1½	2½	4
11	1½	2½	4
12	2	2½	4½

Normalmente "juego con ganas" más de 60 minutos diarios.

Tu edad	Tazas de frutas que necesitas comer cada día	Tazas de vegetales que necesitas comer cada día	Total de tazas de frutas y vegetales que necesitas comer cada día
5	1½	2	3½
6	1½	2	3½
7	1½	2½	4
8	1½	2½	4
9	1½	2½	4
10	2	2½	4½
11	2	2½	4½
12	2	3	5

HOJA DE TRABAJO 2C

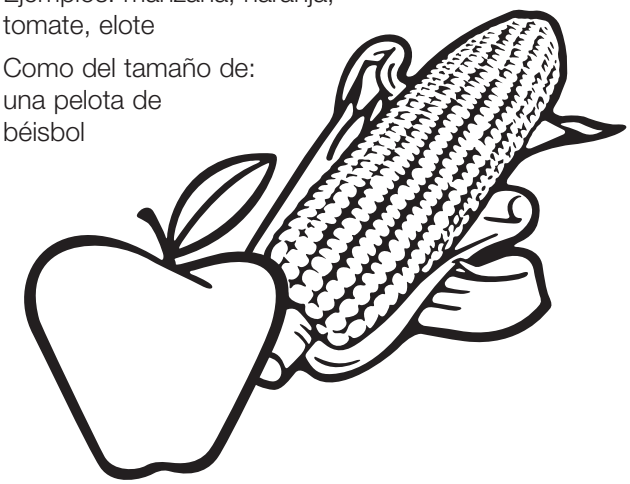
Tazas de Frutas y Vegetales de Colores

¿Quieres mantenerte sano y tener mucha energía? Usa la Hoja de Trabajo 2B para saber cuantas tazas de frutas y vegetales debes de comer cada día. Luego suma las tazas de frutas y vegetales que debes comer cada día. Luego agrega las tazas que necesitas para llegar a tu meta. ¿Cómo puedes saber cuantas tazas estas comiendo? Usa estas ideas para ayudarte.

1 fruta o vegetal = 1 taza

Ejemplos: manzana, naranja, tomate, elote

Como del tamaño de: una pelota de béisbol

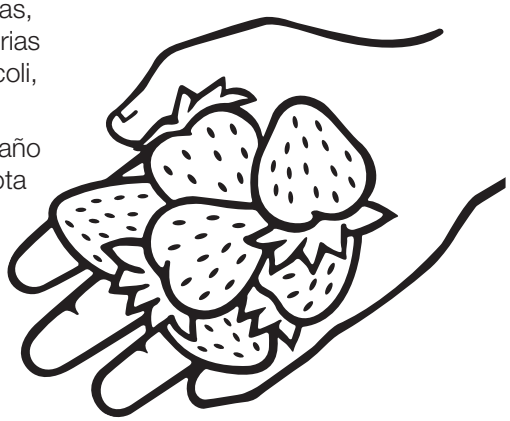


Una mano llena de frutas o vegetales frescos, congelados, o enlatados* = ½ taza

* fruta enlatada en jugo 100% natural

Ejemplos: moras, fresas, zanahorias miniatura, brócoli, melón picado

Como del tamaño de: media pelota de béisbol



2 manos llenas de hojas verdes crudas = 1 taza

Ejemplos: ensalada verde, espinaca

Como del tamaño de: una pelota de béisbol

1 caja de jugo 100% natural = ¾ taza (6 onzas)

Ejemplos: jugo de naranja, jugo de manzana, jugo de tomate

Warm Up for Power

ACTIVITY 3

READY

Children learn warm-up exercises.

SET

- Review the activities and teaching cues in GO.

GO

1. Ask the children the following questions:
   - Do any of you warm up your body before you play sports or do other activities?
   - Why is it important to warm up your body?
2. Explain to the children that warming up helps prepare your body for action by raising the temperature of your body and making your muscles more flexible. Warming up helps your body work more efficiently and helps prevent injuries.
3. Organize the group in squads, a circle, a semi-circle, or scattered within boundaries. Lead children through the six Warm Up for Power exercises below, doing 8-10 repetitions of each.

TIME

- Prep — 5 minutes
- Activity — 30 minutes

MATERIALS

- No materials are needed for this activity

ACTIVITY	TEACHING CUES
Neutral Spine	It is important to maintain good posture to avoid injuring your back during physical activity. The natural curves (neutral position) in your back help protect your spine during physical activity. To find your neutral spine position: • Place your hands on top of your hips with fingers in the front and thumbs in the back. Using your hands and low back muscles, rotate your hips forward and downward, this is a forward pelvic tilt. • Rotate your hips backward as far as possible; this is a reverse tilt. • Do the pelvic tilts in each direction a few times noting the most comfortable spot between front and back. The most comfortable spot will be the balance point and places your pelvis in your neutral spine position.
Neck Stretches	Sitting or standing in the neutral spine position, slowly tilt the left ear toward the left shoulder until a stretch is felt. Hold for 15 seconds. • Raise the head back to the start position and stop. • Tilt the right ear toward the right shoulder until a mild stretch is felt. Hold this position for 15 seconds. From the start position drop the chin toward the chest and hold for 15 seconds, return to start position.
Arm Circles	Start with your arms straight out to the side and parallel to the floor. • Gently circle arms forward in small circles about six inches in diameter for 15 seconds. • Repeat in a reverse motion. • Arm circles can be done with arms extended to the sides and parallel to the floor or extended to the front and parallel to the floor. • Arm circles should not be done in circles that go over the head.

Trunk Rotation	To be done by supervising adult with experience. • Have participants stand with feet shoulder width apart and knees slightly bent. Participants will place hands on their hips and look straight ahead. • Participants will place hands on hips and will slowly rotate the upper body, pivoting at the hips, to the left. Participants should not rotate further than 45 degrees. • Hold for 15 seconds and return to the start position. Do not swing through the start position to the right. • From the start position, turn to the right pivoting from the hips not more than 45 degrees, hold for 15 seconds and return to the start position.
Knees Up (marching)	Starting standing in the neutral spine position. • Have participants start with lifting the heel and toe of one foot off the floor and then the other, no need to bring the knee to the waist at the start. • Continue for 30 seconds. • After 30 seconds instruct participants to start bringing their knees higher. The goal will be to march with the knees reaching the height of their hips for one minute. • March in place for 3 to 5 minutes marching faster toward the end.
Forward Lunge	In the standing position, find the neutral spine posture. • Start with feet shoulder width apart and hands on the waist. • Extend the right leg out in front a bit farther than the length of a normal walking stride. • Lean forward and bend the extended leg to approximately 90 degrees or so the thigh is parallel with the floor. The knee should not go past the front toe and the back should be in the neutral position. • Pause for a three count, avoid bouncing or twisting in the lunge position keeping the front foot flat on the floor. • Press off the extended leg and raise your body back to the start position. • Repeat with the other leg.

ACTIVITY 3

Warm Up for Power

GO FARTHER

- While you warm up, play music with an up-beat tempo.
- Play a game of “Simon Says” by calling out Warm Up for Power exercises.

BRING IT HOME

- Encourage children to try these Warm Up for Power exercises at home before power play and to teach family members or friends the Warm Up for Power exercises.

Power Tag

ACTIVITY 4

READY

Children try to avoid being tagged by squatting and saying the name of a fruit, vegetable, or type of power play.

SET

- Establish a play space (20 x 20 paces) using cones or other boundary markers. Place the markers at the four corners of the play space to designate boundaries.
- Review the Power Up! worksheet from Activity 2.
- You may wish to separate younger children (5-8 years old) from older children and have them play a separate game of Power Tag.

GO

1. Review the fruits, vegetables, and power play ideas listed on the Power Up! worksheet with the children.
2. Lead the children in playing Power Tag by using the organization and teaching cues below.

ORGANIZATION

- Have children scatter within the designated play area.
- Choose one out of every five players to be "It" by giving them a safe tagging item (e.g., bean bag or foam ball).
- Game starts with a whistle blow, the start of music, or when you say "Go!"
- Stop the game by blowing the whistle, stopping the music, or saying "Stop!"
- Start the game again using a new category, such as vegetables, fruits and vegetables of a certain color, or different kinds of power play.

TEACHING CUES

- Tag softly between the waist and shoulders.
- There are no tag backs and no throwing the tagging item.
- When the whistle blows, walk quickly within the play area.
- You are safe if you stop, squat, and say the name of a fruit. You must say a different fruit every time.
- If you are tagged, you become "It" and should take the tagging item to tag others.
- Stop playing when the whistle blows again.

TIME

- Prep — 5 minutes
- Activity — 30 minutes

MATERIALS

- One safe tagging item (e.g., bean bag or foam ball) for every 5 children
- *Optional:* Four cones for boundaries
- *Optional:* Whistle or music

ACTIVITY 4 Power Tag

GO FARTHER

- Once all are warmed up by fast-walking, change the movement to skipping, galloping, or running.
- Use Activity 3: Warm Up for Power before beginning this game. Ask the children if they remember why it is important to warm up.

BRING IT HOME

- Encourage children to be active at home. Children can choose and perform a favorite sport or family activity mentioned in Power Tag.

Memory Ball

ACTIVITY 5

READY

In small groups, children name a fruit, vegetable, or type of power play as they toss the ball to another child.

SET

- Review the Power Up! worksheet from Activity 2.

GO

1. Review the fruits, vegetables, and power play ideas listed on the Power Up! worksheet with the children.
2. Lead the children in playing Memory Ball by using the organization and teaching cues below.

ORGANIZATION

- Create groups of 4-6 children of similar ages and give each group a ball or other safe object to toss. You may wish to have younger children sit in a circle and roll the ball to one another.
- Game starts with a whistle blow, the start of music, or when you say "Go!"
- Stop play by blowing the whistle, stopping the music, or saying "Stop!"
- Praise groups that are working together well.
- Start the game again using a new category, such as vegetables, fruits and vegetables of a certain color, types of power play, types of moderate power play, or types of vigorous power play.
- Praise groups that line up, pass the ball, and return to their circles quickly.

TEACHING CUES

- Form a circle with your group.
- When the whistle blows, toss the ball to someone across the circle from you.
- Remember who passes the ball to you, and who you pass the ball to.
- When you toss the ball, name a fruit that hasn't already been named.
- Hands up ready to receive a pass!
- Don't take your eyes off the ball!
- Everyone freeze!
- Quickly line up behind the person with the ball.
- Jog forward in a snake pathway.
- As you jog, pass the ball overhead until it gets to the end of the line.
- When the last person in line gets the ball, shout out "We've got the power!"
- Get back into your circles for another round.
- New category! This time name a _____ when you toss the ball.
- Remember to keep tossing the ball to the same person.

TIME

- Prep — 5 minutes
- Activity — 30 minutes

MATERIALS

- One ball (or other safe object) for every 4-6 children
- *Optional:* Whistle or music

ACTIVITY 5 Memory Ball

GO FARTHER

- Ask children to create other passing techniques (e.g., under the leg, turn around one time, bounce three times, etc.).
- Add a ball to each group. Continue adding balls one at a time for "Group Juggling."

BRING IT HOME

- Encourage children to teach Memory Ball to their families. This may be a good indoor game for children to play with siblings and friends.

Fruit and Vegetable Name Game

ACTIVITY 6

TIME

- Prep — 5 minutes
- Activity — 30 minutes

MATERIALS

- Paper and a pencil or pen for each group
- Flip chart, white board, or butcher paper and marker

MATERIALS FOR YOUNGER CHILDREN:

- Pictures of fruits and vegetables (see clip art in Appendix)
- Colored markers, crayons, or colored pencils

READY

Children name as many fruits and vegetables as they can, and discuss each fruit or vegetable, its characteristics, and how it can be prepared.

SET

- Review the Power Up! worksheet from Activity 2.

GO

1. Create groups of 4-6 children. Include a range of ages in each group.
2. Give each group a piece of paper and a pencil or pen. Ask the group to choose one child to record. (This should be someone who writes fast.)
3. Explain that groups have 5 minutes to list as many fruits and vegetables as they can. Tell the group that they do not have to worry about spelling the fruits and vegetables correctly.
4. When time is up, ask each group how many fruits and vegetables they listed.
5. Ask the group that listed the most fruits and vegetables to read its list, and write the items on a flip chart, white board, or butcher paper.
6. Ask the remaining groups to name any fruits or vegetables their groups listed that have not yet been mentioned. Add these to the master list.
7. For each item on the master list, ask children:
   - Is this a fruit or vegetable? (If necessary, review definitions from Activity 1: Power Bingo)
   - How many of you have heard of it before?
   - How many have tasted or eaten it?
   - Now let's use our senses. Sight: What does this fruit/vegetable look like? What color is it? Touch: How does it feel? Taste: How does it taste? Smell: What does it smell like?
   - What are some ways to prepare the fruit/vegetable to eat?
8. When all fruits and vegetables from the master list have been discussed, refer to the Power Up! worksheet and name any fruits and vegetables that were not mentioned. For each item, ask the same questions as above.
9. Encourage children to choose a new fruit or vegetable from the list that they will try to eat during the next week.
10. Conclude the activity by reviewing the importance of eating the recommended cups of fruits and vegetables every day.

ACTIVITY 6 Fruit and Vegetable Name Game

Modifications for Younger Children

1. With children in one group, hold up pictures of fruits and vegetables and ask:
   - What is the name of this?
   - Is it a fruit or a vegetable? (See Activity 1 for simple definitions of fruits and vegetables.)
   - What color is it?
   - Who has eaten this?
   - What does it taste like?
   - What does it feel like?
2. Tell children it is important for everyone to eat enough fruits and vegetables every day.
3. Ask them to pick a fruit and a vegetable to eat tomorrow or to ask for the next time the family goes food shopping.
4. Give each child a sheet with pictures of fruits and vegetables on it (see Appendix). The children can color the fruits and vegetables with the correct colors.

GO FARTHER

- Collect grocery store produce advertisements. Have the children cut out pictures of the fruits and vegetables and glue each one to an index card or piece of cardboard. On the back, they should paste or write the name of the fruit or vegetable. The cards can be used to remind children of different fruits and vegetables before playing Power Tag, Memory Ball, Grab the Flag, Color Tag, Memory Movement, and Hoop Challenge.
- Bring in some of the fruits and vegetables that were not as familiar to children so they can see and taste them.

BRING IT HOME

- Give a copy of the Power Up! worksheet to each child to take home. The children can ask their family members how many fruits and vegetables they are familiar with.
- Have each child make a fruit or vegetable card (see Go Farther above) showing an item that he or she would like to try. The children can then bring the cards home to remind them to ask for the fruit or vegetable before the family's next shopping trip.

Rainbow Mysteries

ACTIVITY 1

READY

Children complete fruit and vegetable riddles and place fruits and vegetables in the appropriate color group.

SET

- Copy one Rainbow Mysteries worksheet for each pair of children.
- *Optional:* Gather fruits and vegetables (or pictures of them) to use as extra clues.

GO

1. Ask the children to think about their favorite fruits and vegetables and what colors they are.
2. Ask the children, "Did you know that eating different colors of fruits and vegetables can be good for you?"
3. Discuss the importance of eating different colors of fruits and vegetables every day by explaining the following:
   - Fruits and vegetables have colorful plant nutrients called phytonutrients (also called phytochemicals) that help our bodies fight disease. "Phyto" means plant in Greek. Nutrients are the things in food that help you live and grow. Phytonutrients help give a plant its color.
   - It is important to eat many different colors of fruits and vegetables to help get all the different phytonutrients and vitamins that our bodies need to be healthy.
   - There are five color groups of fruits and vegetables: blue/purple, red, orange/yellow, green, and white.
4. Ask the children which color group they think a banana would belong to. They may be surprised to learn that it belongs to the white group, not the yellow, because you don't eat the yellow peel. How about a red apple? It still belongs to the red group, because you eat the red skin.
5. Ask the children to name a few fruits or vegetables from each color group.
6. Have each child pick a partner. If the group includes children of mixed ages, partners should be different ages.
7. Hand out one Rainbow Mysteries worksheet and a pencil or pen to each pair.
8. Give them 10 minutes to complete as many of the riddles as they can.
9. When the time is up, go over the answers with the group.

TIME

- Prep — 10 minutes
- Activity — 30 minutes

MATERIALS

- Copy of one Rainbow Mysteries worksheet for each pair of children
- A pencil or pen for each pair
- *Optional:* Fruits and vegetables (or pictures of them) to use as extra clues

ACTIVITY 7 Rainbow Mysteries

10. Ask the children:
    - What were the colors of the fruits and vegetables in the Rainbow Mysteries? (Compare their responses with the colors listed on the answer key and tell them about any other colors that they missed.)
    - Were there any fruits or vegetables that you have never heard of?
    - Are there any new fruits or vegetables that you would like to try?
11. Conclude the activity by encouraging children to try eating at least one fruit or vegetable from each of the five color groups during the next week.

Modifications for Younger Children

1. Instead of having younger children work in pairs, gather them together in a circle. Read each riddle from the Group Rainbow Mysteries worksheet aloud and let the children work together to get the answer.
2. Ask the children:
    - What color were the fruits and vegetables in the Rainbow Mysteries?
    - Were there any fruits or vegetables that you have never heard of?
    - Are there any new fruits or vegetables that you would like to try?
3. Conclude the activity by encouraging the children to try eating three different colors of fruits and vegetables during the next week.

GO FARTHER

- Ask children to make up their own Rainbow Mysteries. Put the new riddles into a hat or box, and have each child pick one out. Take turns reading Rainbow Mysteries out loud for the group to answer.
- Post the day's snack using a Rainbow Mystery. If the children want to know the day's snack, they have to solve the mystery.
- Have the children draw a rainbow and place pictures or write the names of fruits or vegetables in their appropriate color. As an alternative, have the children write the name of each fruit or vegetable that they eat during the week in its appropriate color of the rainbow.
- Play Activity 9: Color Tag with the children after they learn about the fruit and vegetable color groups.

BRING IT HOME

- Send Rainbow Mysteries worksheets home with the children to share with their families.

Name _____ Date _____

WORKSHEET 7A

Rainbow Mysteries

1. I'm a big, oval fruit that is green on the outside. On the inside, I'm usually red with black seeds. I have lots of vitamin C and vitamin A. What am I? _____

2. I'm a vegetable that is good for your eyesight. I grow under the ground. Usually I'm orange, but I can be purple too! What am I? _____

3. I'm a vegetable that is great in tacos, on hamburgers, or in spaghetti sauce, but sometimes I can make you cry. What am I? _____

4. Before I became a box of raisins, I was a bunch of _____

5. I'm yellow on the outside. The letter A is in my name three times. My potassium can help your muscles work better. What am I? _____

6. I look like a little fuzzy, oval shaped ball. You can cut me in half and eat my green insides with a spoon. I have lots of vitamin C. What fruit am I? _____

7. I'm a crunchy vegetable, with lots of vitamin C and fiber. My cousin is the cauliflower. Some kids think I look like a little, green tree. What am I? _____

8. I'm usually red when I'm ripe. People like to use me to make spaghetti sauce and pizza sauce. What am I? _____

9. I'm a small fruit that comes in a rainbow of colors—blue, red, purple, and sometimes even yellow and green. I have a pit inside me. I rhyme with hum. What fruit am I? _____

10. I'm a yellow-orange vegetable with strings on the inside. When I'm cooked, you can scrape out my insides and eat me like spaghetti. What am I? _____

11. I'm a melon that is orange on the inside. My vitamin A can help keep you from getting sick. What am I? _____

12. I'm a leafy green vegetable with lots of vitamin A and vitamin C. Eating me can help keep your skin healthy. One cartoon character thinks I make him strong. What am I? _____

13. I'm a tropical fruit. My name is "the opposite of woman" plus "the opposite of stop." I have lots of vitamin A. What am I? _____

14. I'm a fruit that is juicy and yellow on the inside. I'm not an apple, but I have "apple" in my name. I grow in Hawaii and have lots of vitamin C. What am I? _____

15. When there is one of me, my name makes it sound like there are two. I'm a fruit that grows on a tree. Eating me is a good way to get vitamin C and fiber. What am I? _____

WORKSHEET 7A

Rainbow Mysteries

ANSWER KEY

1. I'm a big, oval fruit that is green on the outside. On the inside, I'm usually red with black seeds. I have lots of vitamin C and vitamin A. What am I? **WATERMELON (red or yellow)**

2. I'm a vegetable that is good for your eyesight. I grow under the ground. Usually I'm orange, but I can be purple too! What am I? **CARROT (orange or purple)**

3. I'm a vegetable that is great in tacos, on hamburgers, or in spaghetti sauce, but sometimes I can make you cry. What am I? **ONION (white, red, or green)**

4. Before I became a box of raisins, I was a bunch of **GRAPES (green, purple, or red).**

5. I'm yellow on the outside. The letter A is in my name three times. My potassium can help your muscles work better. What am I? **BANANA (white)**

6. I look like a little fuzzy, oval shaped ball. You can cut me in half and eat my green insides with a spoon. I have lots of vitamin C. What fruit am I? **KIWIFRUIT (green)**

7. I'm a crunchy vegetable, with lots of vitamin C and fiber. My cousin is the cauliflower. Some kids think I look like a little, green tree. What am I? **BROCCOLI (green)**

8. I'm usually red when I'm ripe. People like to use me to make spaghetti sauce and pizza sauce. What am I? **TOMATO (red, yellow, or green)**

9. I'm a small fruit that comes in a rainbow of colors—blue, red, purple, and sometimes even yellow and green. I have a pit inside me. I rhyme with hum. What fruit am I? **PLUM (blue, red, purple, yellow, or green)**

10. I'm a yellow-orange vegetable with strings on the inside. When I'm cooked, you can scrape out my insides and eat me like spaghetti. What am I? **SPAGHETTI SQUASH (yellow/orange)**

11. I'm a melon that is orange on the inside. My vitamin A can help keep you from getting sick. What am I? **CANTALOUPE (orange)**

12. I'm a leafy green vegetable with lots of vitamin A and vitamin C. Eating me can help keep your skin healthy. One cartoon character thinks I make him strong. What am I? **SPINACH (green)**

13. I'm a tropical fruit. My name is "the opposite of woman" plus "the opposite of stop." I have lots of vitamin A. What am I? **MANGO (orange)**

14. I'm a fruit that is juicy and yellow on the inside. I'm not an apple, but I have "apple" in my name. I grow in Hawaii and have lots of vitamin C. What am I? **PINEAPPLE (yellow)**

15. When there is one of me, my name makes it sound like there are two. I'm a fruit that grows on a tree. Eating me is a good way to get vitamin C and fiber. What am I? **PEAR (white, yellow, green, or red)**

WORKSHEET 7B

Group Rainbow Mysteries

1. I'm a big, round fruit that is green on the outside. On the inside, I'm usually red with black seeds. People like to eat me at picnics. I have lots of vitamin C and vitamin A. What am I? _____

2. I'm a vegetable that is good for your eyesight. I grow under the ground. Usually I'm orange and pointy with green leaves. Rabbits like me. What am I? _____

3. I'm a vegetable that is great in tacos, on hamburgers, or in spaghetti sauce. When you chop me, I might make you cry. What am I? _____

4. Before I became a box of raisins, I was a bunch of _____. I rhyme with apes.

5. I'm yellow on the outside. The letter A is in my name three times. My potassium can help your muscles work better. You peel my skin off to eat me. What am I? _____

6. I'm a crunchy vegetable, with lots of vitamin C and fiber. My cousin is the cauliflower. Some kids think I look like a little, green tree. What am I? _____

7. I'm usually red when I'm ripe. People use me to make spaghetti sauce and pizza sauce. What am I? _____

8. I'm juicy and yellow on the inside, and my outside is hard and spiky. I'm not an apple, but I have "apple" in my name. I grow in Hawaii and have lots of vitamin C. What am I? _____

WORKSHEET 7B

Group Rainbow Mysteries

ANSWER KEY

1. I'm a big, round fruit that is green on the outside. On the inside, I'm usually red with black seeds. People like to eat me at picnics. I have lots of vitamin C and vitamin A. What am I? **WATERMELON (red or yellow)**

2. I'm a vegetable that is good for your eyesight. I grow under the ground. Usually I'm orange and pointy with green leaves. Rabbits like me. What am I? **CARROT (orange or purple)**

3. I'm a vegetable that is great in tacos, on hamburgers, or in spaghetti sauce. When you chop me, I might make you cry. What am I? **ONION (white, red, or green)**

4. Before I became a box of raisins, I was a bunch of **GRAPES (green, purple, or red).** I rhyme with apes.

5. I'm yellow on the outside. The letter A is in my name three times. My potassium can help your muscles work better. You peel my skin off to eat me. What am I? **BANANA (white)**

6. I'm a crunchy vegetable, with lots of vitamin C and fiber. My cousin is the cauliflower. Some kids think I look like a little, green tree. What am I? **BROCCOLI (green)**

7. I'm usually red when I'm ripe. People use me to make spaghetti sauce and pizza sauce. What am I? **TOMATO (red, yellow, or green)**

8. I'm juicy and yellow on the inside, and my outside is hard and spiky. I'm not an apple, but I have "apple" in my name. I grow in Hawaii and have lots of vitamin C. What am I? **PINEAPPLE (yellow)**

Nombre _____ **Fecha** _____

HOJA DE TRABAJO 7A

Los Misterios Del Arco Iris

1. Soy una fruta grande y ovalada, verde por fuera. Por dentro, normalmente soy roja con semillas negras. Yo tengo mucha vitamina C y vitamina A. ¿Qué soy? _____

2. Soy un vegetal que es bueno para los ojos. Yo crezco debajo de la tierra. ¡Normalmente soy anaranjado, pero puedo ser morado también! ¿Qué soy? _____

3. Soy un vegetal que va muy bien con los tacos, las hamburguesas, o en la salsa para el espagueti, pero a veces te puedo hacer llorar. ¿Qué soy? _____

4. Antes de convertirme en una caja de pasas yo era un montón de _____

5. Yo soy amarillo por afuera. Para comerme me tienes que quitar la cáscara. Mi potasio ayuda a que los músculos trabajen mejor. ¿Qué soy? _____

6. Parezco pelotita ovalada y velluda. Me puedes partir por la mitad y comer con una cuchara la parte verde que llevo dentro. Tengo mucha vitamina C. ¿Qué soy? _____

7. Soy un vegetal crujiente con mucha vitamina C y fibra. Soy primo de la coliflor. Algunos niños dicen que parezco un arbolito verde. ¿Qué soy? _____

8. Normalmente soy rojo cuando estoy maduro. La gente me usa para preparar salsa para espagueti y salsa para pizza. ¿Qué soy? _____

9. Soy una fruta pequeña que viene en un arco iris de colores—azul, rojo, morado, y a veces amarillo y verde. Tengo un hueso adentro. Mi nombre rima con abuela. ¿Qué fruta soy? _____

10. Soy un vegetal amarillo-anaranjado con cuerdas por dentro. Cuando estoy cocido, puedes sacarme lo que tengo adentro y comerme como espagueti. ¿Qué soy? _____

11. Soy un melón color anaranjado por dentro. Mi vitamina A puede ayudar a que no te enfermes. ¿Qué soy? _____

12. Soy un vegetal con hojas y mucha vitamina A y vitamina C. El comerme puede ayudarte a tener una piel saludable. Un personaje de las caricaturas piensa que yo lo hago fuerte. ¿Qué soy? _____

13. Soy una fruta tropical. Soy amarillo-anaranjado por dentro y tengo un hueso grande. Mi nombre rima con tango y tengo mucha vitamina A. ¿Qué soy? _____

14. Soy una fruta jugosa y amarilla por dentro. No soy una niña pero mi nombre tiene algunas de las mismas letras. Yo crezco en Hawai y tengo mucha vitamina C. ¿Qué soy? _____

15. Soy una fruta que crece en un árbol. Mi nombre tiene solo 4 letras y empieza con la letra P. Si me comes recibirás vitamina C y fibra. ¿Qué soy? _____

HOJA DE TRABAJO 7A

Los Misterios Del Arco Iris

GUÍA DE RESPUESTAS

1. Soy una fruta grande y ovalada, verde por fuera. Por dentro, normalmente soy roja con semillas negras. Yo tengo mucha vitamina C y vitamina A. ¿Quién soy? **Sandía (roja o amarilla)**

2. Soy un vegetal que es bueno para los ojos. Yo crezco debajo de la tierra. ¡Normalmente soy anaranjado, pero puedo ser morado también! ¿Quién soy? **Zanahoria (anaranjada o morada)**

3. Soy un vegetal que va muy bien con los tacos, las hamburguesas, o en la salsa para el espagueti, pero a veces te puedo hacer llorar. ¿Quién soy? **Cebolla (blanca, roja, o verde)**

4. Antes de convertirme en una caja de pasas yo era un montón de **Uvas (verdes, moradas o rojas)**.

5. Soy amarillo por afuera. Para comerme me tienes que quitar la cáscara. Mi potasio ayuda a que los músculos trabajen mejor. ¿Qué soy? **Plátano (blanco)**

6. Yo parezco una pelotita ovalada y velluda. Me puedes partir por la mitad y comer con una cuchara la parte verde que llevo dentro. Tengo mucha vitamina C. ¿Quién soy? **Kiwi (verde)**

7. Soy un vegetal crujiente con mucha vitamina C y fibra. Soy primo de la coliflor. Algunos niños dicen que parezco un arbolito verde. ¿Qué soy? **Brócoli (verde)**

8. Normalmente soy rojo cuando estoy maduro. La gente me usa para preparar salsa para espagueti y salsa para pizza. ¿Qué soy? **Tomate (rojo, amarillo, o verde)**

9. Soy una fruta pequeña que viene en un arco iris de colores—azul, rojo, morado, y a veces amarillo y verde. Tengo un hueso adentro. Mi nombre rima con abuela. ¿Qué fruta soy? **Ciruela (azul, roja, morada, amarilla o verde)**

10. Soy un vegetal amarillo-anaranjado con cuerdas por dentro. Cuando estoy cocido, puedes sacarme lo que tengo adentro y comerme como espagueti. ¿Qué soy? **Calabaza Espagueti (amarilla/anaranjada)**

11. Soy un melón color anaranjado por dentro. Mi vitamina A puede ayudar a que no te enfermes. ¿Qué soy? **Melón Cantalupo (anaranjado)**

12. Soy un vegetal con hojas y mucha vitamina A y vitamina C. El comerme puede ayudarte a tener una piel saludable. Un personaje de las caricaturas piensa que yo lo hago fuerte. ¿Qué soy? **Espinaca (verde)**

13. Soy una fruta tropical. Soy amarillo-anaranjado por dentro y tengo un hueso grande. Mi nombre rima con tango y tengo mucha vitamina A. ¿Qué soy? **Mango (anaranjado)**

14. Soy una fruta jugosa y amarilla por dentro. No soy una niña pero mi nombre tiene algunas de las mismas letras. Yo crezco en Hawai y tengo mucha vitamina C. ¿Qué soy? **Piña (amarilla)**

15. Soy una fruta que crece en un árbol. Mi nombre tiene solo 4 letras y empieza con la letra P. Si me comes recibirás vitamina C y fibra. ¿Qué soy? **Pera (blanca, amarilla, verde, o roja)**

HOJA DE TRABAJO 7B

Misterios Del Arco Iris en Grupo

1. Soy una fruta grande y ovalada, verde por fuera. Por dentro, normalmente soy roja con semillas negras. A la gente le gusta comerme en los días de campo. Yo tengo mucha vitamina C y vitamina A. ¿Qué soy? _____

2. Soy un vegetal que es bueno para los ojos. Yo crezco debajo de la tierra. ¡Normalmente soy anaranjado, delgado y largo! Les gusto a los conejos. ¿Qué soy? _____

3. Soy un vegetal que va muy bien en los tacos, las hamburguesas, o en la salsa para el espagueti. Cuando me parten te puedo hacer llorar. ¿Qué soy? _____

4. Antes de convertirme en una caja de pasas yo era un montón de _____. Mi nombre rima con pumas.

5. Yo soy amarillo por afuera. Mi potasio ayuda a que los músculos trabajen mejor. Para comerme tienes que pelar mi cáscara. ¿Qué soy? _____

6. Soy un vegetal crujiente con mucha vitamina C y fibra. Soy primo de la coliflor. Algunos niños dicen que parezco un arbolito verde. ¿Qué soy? _____

7. Normalmente soy rojo cuando estoy maduro. La gente me usa para preparar salsa para espagueti y salsa para pizza. ¿Qué soy? _____

8. Soy una fruta jugosa y amarilla por dentro. No soy una niña pero mi nombre tiene algunas de las mismas letras. Yo crezco en Hawai y tengo mucha vitamina C. ¿Qué soy? _____

HOJA DE TRABAJO 7B

Misterios Del Arco Iris en Grupo

GUÍA DE RESPUESTAS

1. Soy una fruta grande y ovalada, verde por fuera. Por dentro, normalmente soy roja con semillas negras. A la gente le gusta comerme en los días de campo. Yo tengo mucha vitamina C y vitamina A. ¿Qué soy? **Sandía (roja o verde)**

2. Soy un vegetal que es bueno para los ojos. Yo crezco debajo de la tierra. ¡Normalmente soy anaranjado, delgado y largo! Les gusto a los conejos. ¿Qué soy? **Zanahoria (anaranjada o morada)**

3. Soy un vegetal que va muy bien en los tacos, las hamburguesas, o en la salsa para el espagueti. Cuando me parten te puedo hacer llorar. ¿Qué soy? **Cebolla (blanca, roja, o verde)**

4. Antes de convertirme en una caja de pasas yo era un montón de **Uvas (verdes, moradas o rojas)**. Mi nombre rima con pumas.

5. Yo soy amarillo por afuera. Mi potasio ayuda a que los músculos trabajen mejor. Para comerme tienes que pelarme mi cáscara. ¿Qué soy? **Plátano (blanco)**

6. Soy un vegetal crujiente con mucha vitamina C y fibra. Soy primo de la coliflor. Algunos niños dicen que parezco un arbolito verde. ¿Qué soy? **Brócoli (verde)**

7. Normalmente soy color rojo cuando estoy maduro. La gente me usa para preparar salsa para espagueti y salsa para pizza. ¿Qué soy? **Tomate (rojo, amarillo, o verde)**

8. Soy una fruta jugosa y amarilla por dentro. No soy una niña pero mi nombre tiene algunas de las mismas letras. Yo crezco en Hawai y tengo mucha vitamina C. ¿Qué soy? **Piña (amarilla)**

Grab the Flag

ACTIVITY 8

READY

Children try to grab flags from one another. Those who have had their flags pulled must name one fruit or vegetable or one type of power play to rejoin the activity.

SET

- Establish a play space (20 x 20 paces) using cones or other boundary markers. Place the markers at the four corners of the play space to designate boundaries.
- You may wish to separate younger children (5-8 years old) from older children and have them play a separate game of Grab the Flag.

GO

1. Lead the children in playing Grab the Flag by using the organization and teaching cues below.

ORGANIZATION

- Give a flag to each child.
- Game starts with a whistle blow, the start of music, or when you say "Go!"
- Every 3 minutes, stop the game by blowing the whistle, stopping the music, or saying "Stop!"
- Call upon younger children first to make it easier for them to name a different fruit or vegetable.
- Play the game until there is no one left standing—when no one can think of the name of a fruit or vegetable that has not already been named. As an alternative, play for a designated period of time.
- If time allows, change the category from fruits and vegetables to types of power play and continue the game.

TEACHING CUES

- Tuck your flag in at your hip (belt, waist band, pocket).
- Make sure that most of the flag is still showing and that it's not too tight.
- When the whistle blows, walk quickly in the play area.
- Try to pull other people's flags off and drop the flag to the ground.
- If your flag gets pulled, kneel down beside it.
- Freeze when the whistle blows again.
- If you are kneeling, you must say the name of a fruit or vegetable to get back in the game.
- Your fruit or vegetable must be one that hasn't already been named.
- If you can't think of a new fruit or vegetable, you must keep kneeling.
- How many different fruits and vegetables do you think we named today?

TIME

- Prep — 5 minutes
- Activity — 30 minutes

MATERIALS

- One flag (e.g., kerchief, scarf, rag, piece of cloth, flag football flag, colored tissue streamer) for each child
- *Optional:* Four cones for boundaries
- *Optional:* Whistle or music

ACTIVITY 8 Grab the Flag

GO FARTHER

- Use Activity 3: Warm Up for Power before beginning this game. Ask the children if they remember why it is important to warm up.
- Once everyone is all warmed up by fast-walking, change the movement to skipping, galloping, or running.

BRING IT HOME

- Children can play Grab the Flag with family members or friends.

Color Tag

ACTIVITY 9

READY

Children move from one color station to another while avoiding being tagged. The color stations are safe zones where children cannot be tagged.

SET

- Establish a play space (20 x 20 paces) using cones or other boundary markers. Place the markers at the four corners of the play space to designate boundaries.
- Set up five color stations to represent different fruit and vegetable color groups — blue/purple, red, green, orange/yellow, and white.
- You may wish to separate younger children (5-8 years old) from older children and have them play a separate game of Color Tag.

GO

1. Lead the children in playing Color Tag by using the organization and teaching cues below.

ORGANIZATION

- Have children scatter around the designated play space, between color stations, but not standing in them.
- Choose 1 out of every 6-7 children as a tagger. Give each tagger a ball or other safe tagging item.
- You may want to set a limit on how many children can be in a station at the same time.
- Game starts with a whistle blow, the start of music, or when you say "Go!"
- Stop the game by blowing the whistle twice, stopping the music, or saying "Stop!"

TEACHING CUES

- Who can show us a safe way to tag someone?
- Remember to tag between the waist and shoulders.
- There are no tag backs and no throwing the tagging item.
- When the whistle blows, walk quickly in the play area.
- Don't let yourself get tagged by anyone.
- The color stations are safe zones where you can't be tagged.
- If you get tagged, take the tagging item and try to tag other kids.
- If you hear the whistle, its time to leave your color station.
- Freeze when you hear me blow the whistle twice.
- If you are not already at a color station, walk quickly to the nearest station.
- To end the game, name one fruit or vegetable that belongs in that color group.

TIME

- Prep — 10 minutes
- Activity — 50 minutes

MATERIALS

- Materials for making 5 different color stations in blue/purple, red, green, orange/yellow, and white. Try colored hula hoops, colored chalk circles drawn on pavement, colored paper taped to the ground, colored flags posted on the wall, colored string or ribbon, etc.
- One safe tagging item (e.g., bean bag or foam ball) for every 6-7 children
- *Optional:* 4 cones for boundaries
- *Optional:* Whistle or music

ACTIVITY 9 Color Tag

GO FARTHER

- Use Activity 3: Warm Up for Power before beginning this game. Ask the children if they remember why it is important to warm up.
- Once everyone is warmed up by fast-walking, change the movement every few rounds to skipping, galloping, hopping on one foot, etc.
- Have children name a fruit or vegetable of that particular color when entering a color station.

BRING IT HOME

- Ask children to teach Color Tag to friends in their neighborhood or to family members.
- Children can share what they've learned about the 5 fruit and vegetable color groups with their families.

Memory Movement

ACTIVITY 10

READY

Children name fruits and vegetables while being led through various physical activity movements.

SET

- Establish a play space (20 x 20 paces) using cones or other boundary markers. Place the markers at the 4 corners of the play space to designate boundaries.

GO

1. Lead the children in playing Memory Movement by using the organization and teaching cues on the next page.

TIME

- Prep — 5 minutes
- Activity — 30 minutes

MATERIALS

- *Optional:* 4 cones for boundaries
- *Optional:* Whistle or music

ACTIVITY 10

Memory Movement

ORGANIZATION

- Start the game by blowing the whistle, starting music, or by saying "Go!"
- Stop the game by blowing the whistle, stopping the music, or saying "Stop!"
- Call on one child to share his/her fruit or vegetable name. Then, develop a physical activity movement to go with that name. Call on younger children first. Movements may include: touching the ground, turning around, jumping high, marching in place, doing a jumping jack, touching their toes, etc.
- Continue the activity, adding more fruits/vegetables and movements, until time is up. Each time, have the children walk quickly around the play area before teaching them the next movement.
- Children do the new movement, but before they continue walking, they must name the fruits or vegetables that were called previously, and do the movements associated with them. For example:
  - Apple—touch the ground
  - Carrot—jump high, Apple—touch the ground
  - Pear—march in place, Carrot—jump high, Apple—touch the ground
  - Cucumber—touch your toes, Pear—march in place, Carrot—jump high, Apple—touch the ground

TEACHING CUES

- This game is a lot like *Simon Says*.
- When you hear the whistle blow, walk quickly in the play area without touching each other.
- When you hear the whistle again, stop where you are and think of the name of a fruit or vegetable.
- Raise your hand to be called on. If I call on you, you will tell us the name of your fruit or vegetable.
- I'm going to teach you a movement to go with the fruit or vegetable.
- Let's all do the movement together.
- Now, let's start walking again.
- When the whistle blows again, we'll add another fruit or vegetable and a movement.
- Let's put them all together now.

GO FARTHER

- Increase physical activity by having the children jog, skip, or gallop instead of walking within the boundaries.
- After the children have learned the activity, ask for volunteers to create new movements.
- When the activity is complete, have the children gather around and talk about the fruits and vegetables that they named in the activity. Have they eaten these fruits and vegetables before? Which are their favorites?

BRING IT HOME

- Children can play Memory Movement at home by themselves or with family or friends, making up their own movements and naming different fruits and vegetables to go with each movement.

Fixin' Fruits & Veggies

ACTIVITY II

READY

Children brainstorm ways of preparing fruits and vegetables.

SET

- Place names of different fruits and vegetables in a hat or box. Suggested fruits and vegetables include apples, broccoli, carrots, celery, corn, cucumbers, grapes, lettuce, potatoes, peaches, peas, strawberries, and tomatoes.

GO

1. Create groups of 4-6 children. Include a range of ages in each group.
2. Give each group a piece of paper and a pencil or pen. Ask the group to choose one child to record. (This should be someone who writes fast.)
3. Have each group pick the name of a fruit or vegetable out of a hat or box.
4. Give each group 5 minutes to come up with as many different ways as they can to prepare the fruit or vegetable they picked, either for a snack or as part of a meal. Before beginning, give the following example:
   Banana—plain, on cereal, in a milk shake, in a yogurt and fruit smoothie, on a sandwich with peanut butter, with a yogurt dip, in banana bread or banana muffins, in an ice cream banana split
5. When time is up, ask each group:
   - Which fruit or vegetable did your group have?
   - Is it a fruit or vegetable?
   - How many different ways did you come up with to prepare your fruit/vegetable?
6. Next, ask each group to circle those preparation ideas that they think are the healthiest. Discuss some things that the children should think about when they are deciding if something is healthy. Does it have a lot of vitamins? Is there a lot of fiber in the item? Does it have a lot of added fat or added sugar? Using the banana example, ask the children which they think is healthier, a plain banana or an ice cream banana split. The ice cream banana split has added fat and sugar, so it's probably less healthy than a plain banana.
7. Ask each group to share their preparation ideas, and share which they think are the healthiest.
8. After each group presents, ask if anyone has other preparation ideas for that fruit or vegetable.
9. Ask the children to vote for their favorite healthy preparation idea for a fruit and for a vegetable.
10. Conclude the activity by encouraging the children to share their favorite healthy preparation ideas with their families and to ask their families if they have any other ideas.

TIME

- Prep — 10 minutes
- Activity — 30 minutes

MATERIALS

- Paper and a pencil or pen for each group
- Small pieces of paper and a hat or box

MATERIALS FOR YOUNGER CHILDREN

- Pictures of fruits and vegetables (see clip art in Appendix)

ACTIVITY 11 Fixin' Fruits & Veggies

Modifications for Younger Children

1. With all children in one group, point to pictures of different fruits and vegetables and ask the children:
   - What is this?
   - Is it a fruit or vegetable?
   - Can anyone tell me a way to prepare this fruit or vegetable for eating? Share the following as an example before beginning:
     - Banana—plain, on cereal, in a milk shake, in a yogurt and fruit smoothie, on a sandwich with peanut butter, with a yogurt dip, in banana bread or banana muffins, in an ice cream banana split
   - As a group, circle those ideas that seem to be the healthiest. Discuss some things that the children should think about when they are deciding if something is healthy. Does it have a lot of vitamins? Does it have a lot of added fat or added sugar? Using the banana example, ask children which they think is healthier, a plain banana or an ice cream banana split. The ice cream banana split has added fat and sugar, so it's probably less healthy than a plain banana.
   - Ask the children to vote for their favorite healthy preparation idea for a fruit and their favorite healthy preparation idea for a vegetable.
2. Conclude the activity by encouraging the children to share what they have learned with their families and to ask their families if they have any other ideas.

GO FARTHER

- In the following weeks, prepare one of the favorite vegetables or fruits as a snack. You may wish to use the rating form from Activity 13: Taste It!
- Have children gather healthy fruit and vegetable recipes using the internet or their families as resources. Use the recipes to create a cookbook.
- Encourage children to submit drawings with their recipes. Younger children can draw or color fruits and vegetables to accompany recipes.
- Celebrate the completion of the cookbook by selecting an assortment of the recipes to be prepared for snacks in the coming weeks.
- Make copies of the cookbook and provide to each family or sell it as a fundraiser. (Be sure to check for copyright issues if the recipes are from the Internet or cookbooks.)

BRING IT HOME

- Ask the children to talk with their families about family recipes that include fruits and vegetables, and collect them for the cookbook. They also can create a family fruit and vegetable cookbook with the information they obtain.
- Send a completed cookbook home with each child.

Grow Your Own

ACTIVITY 12

READY

Children learn how to grow vegetables by planting seeds or seedlings and learning how to care for them.

SET

- Review Grow Your Own: Helpful Hints for Leaders.
- Gather enough materials for each child to grow his or her own vegetable.
- Make at least one hole in the bottom of each container to drain excess water when plants are watered.
- Create a set of supplies for each child, including a container, a starter or seeds, a small bag of potting soil, and supplies for making a marker.
- Have water available for children to add after they have planted their starters or seeds.
- As an alternative, you may do this activity in small groups, where one child transplants, one adds the soil, one makes the identifying marker, and one waters the plant, or you may set up work stations for each step of the planting process.

GO

1. Lead a discussion before beginning the actual gardening activity.
   - How many of you have planted your own garden before or helped someone plant a garden?
   - What types of plants did you grow? Did you grow any fruits or vegetables?
   - What can you tell the others about gardening?
2. Discuss with the children the kind of plant (vegetable) they will be growing, how long each plant should take to grow, and any special care instructions for the plant that will be grown (e.g., frequency of watering, full sun, shade, etc).
3. Demonstrate how to transplant their starters. Try to bring a fully-grown plant so that the children can see what their starters or seeds will look like after growing.
4. Give one set of planting supplies (container, starter/seeds, and potting soil) to each child.
5. Help the children transplant their starters. Tell the children to add extra potting soil and to water the plant when they are finished. Ask the older children to help the younger children when they are finished with their own transplanting.

TIME

- Prep — 10 minutes
- Activity — 30 minutes

MATERIALS

- One vegetable starter kit (seedling) per child (seeds can also be used)
- One bottom half of a half-gallon milk carton or two-liter plastic soda bottle or one Styrofoam cup (about 4 inches in height) per child
- Potting soil
- Water
- Pencils
- Sticks (tongue-depressor, Popsicle stick, emery board, straw)
- Scissors
- Glue
- Crayons, markers, colored pencils
- Paper
- Vegetable clip art (see Appendix)

ACTIVITY 11 Grow Your Own

6. Distribute supplies for making markers to the children and let them create identifying markers for their plants.
   - Use the vegetable clip art (see Appendix) to help children make their markers. You can make copies of the clip art for children to cut out, color, and glue on the stick. They also can trace the shapes from the clip art onto paper, cut them out, color them, and glue them on the sticks.
   - On the identifying marker, children should write the name of the vegetable, instructions for care, and how long it should take the plant to grow. As an alternative, create instruction cards in advance to hand out to the children.
   - When finished, children can insert the finished marker into the soil next to their plants.
7. Lead a discussion with the following questions:
   - How can we help our plants grow?
   - When our plants finish growing, what will we be able to make with the vegetables that we planted today?
   - What are some good things about growing your own vegetables?
8. Conclude the activity by reminding the children to water their plants when recommended and, if necessary, to move their plants to a larger container when it grows bigger.

GO FARTHER

- Ask a farmers' market manager, local grower, or master gardener to talk to the children about gardening or farming.
- Have the children keep a weekly diary that includes both writing and illustrations of when they water their plant and their plant's growth. You can create a science project by having children track the plants' care and growth.
- Take a field trip to a local garden or farm.
- Harvest the vegetables and taste them. Have children describe the taste.
- Create and eat a salad or other dish with the vegetables and a healthy dressing.

BRING IT HOME

- Invite caregivers to the gardening activity.
- When their plants have outgrown the containers, allow the children to take them home and transplant them in their families' gardens, a larger container at home, or a community garden.
- Encourage the children to visit a local garden or farm with their families and share the experience.

ACTIVITY 12

Grow Your Own
Helpful Hints for Leaders

Materials

There are many different ways to get the supplies you will need for the gardening activity:

- Ask for donations from local farmers, businesses, and/or parents.
- Have children save and bring in their pennies to pay for the gardening supplies.
- Have children collect returnable containers and save the deposit fees to pay for gardening supplies.
- Contact garden centers, local nurseries, and seed companies for out-of-season materials and discounted supplies.
- Hold a fundraiser to raise funds to pay for gardening supplies.
- Visit **www.kidsgardening.com** for grant information and other resources.

Starters vs. Seeds

Starter plants (seedlings) are ideal because they will harvest much faster and they are easier to handle. A seedling is a 2- to 3-inch plant grown from seeds by an experienced farmer. However, if they are not available, seeds can be used. Vegetables usually take time to grow from seeds. Be sure to use seeds that are quick-germinating and large enough for children to handle easily. Seeds that grow quickly are radish, zucchini, pumpkins, carrots, lettuce, peas, broccoli, corn, green beans, and potatoes.

Some vegetables (e.g., cauliflower, clover, garlic, onion, cabbage, radish) can be picked as sprouts and eaten soon after planting.

Gardening Fun

Many garden vegetables are now available in unusual colors and sizes, such as speckled/purple beans, yellow pear tomatoes, purple carrots, and miniature cucumbers. Children may find it more exciting and fun to grow these unique varieties of their favorite vegetables.

Watering

Most plants need an average of one inch of water every week. Plants should be watered earlier in the day, so the sun can help dry off any water left on the plant. If you see a plant drooping, be sure to water it, because some plants wilt and do not recover if they are dry.

Every container must have one or more holes in the bottom to drain off excess water. Too much water sitting in the bottom of a container will rot the plant's roots.

More Information on Gardening

For more information and resources related to gardening with children, you may wish to visit the following Web sites:

- Califonia School Garden Network, **www.csgn.org**
- National Gardening Association, **www.kidsgardening.com**
- California Department of Education Educational Resources Catalog, **www.cde.ca.gov/re/pn/rc/**
- Junior Master Gardener program, University Cooperative Extension, **www.jmgkids.us**
- California Foundation for Agriculture in the Classroom, **www.cfaitc.org**

Taste It!

ACTIVITY 13

READY

Children taste a variety of fruits and/or vegetables with healthy dips.

SET

- Check with children and parents about food allergies.
- Review Safe Food Handling Techniques on page 55.
- Copy one Rate the Taste worksheet for each child.
- Prepare fruits and vegetables into bite-sized pieces close to serving time, so that they stay fresh. (Hint: Purchasing pre-cut fruits and vegetables can reduce prep time, but may increase costs.)
- Place a variety of vegetables on a small plate for each child. Do the same for the fruits on a separate plate. Be sure to add familiar and favorite selections in with new, less familiar selections to encourage the tasting of these nutritious fruits and vegetables. As an alternative to raw vegetables, you may want to blanch some vegetables by putting them in boiling water for about one minute, removing them, and rinsing them quickly with cold water.
- Place a tablespoon of lowfat/nonfat salad dressing on the side of the vegetables and a tablespoon of lowfat/nonfat vanilla yogurt on the side of the fruit.
- If appropriate, promote this special Taste It! event to parents and community members.

GO

1. Have the children wash their hands with soap and water and clean the areas in which they will taste the food. If soap and water are unavailable, provide children with antibacterial wipes and ask them to thoroughly clean their hands before you begin.
2. Share with the children the steps that you took to make sure the food they are tasting is safe to eat. Explain that the fresh fruits and vegetables were washed with water, even those that are peeled, and the tops of the canned items were rinsed before they were opened.
3. Set some ground rules for your tasting activity. Ask the children not to make any negative comments or faces if they taste something they don't like. Give them permission to quietly and politely remove food from their mouths into a napkin. This encourages children to try new foods without fear.
4. Tell the children which fruits and vegetables they will taste today. Ask them if they have tried any of them before.
5. Distribute one plate of vegetables and one plate of fruits to each child. Give each child a Rate the Taste worksheet and a pencil or pen.
6. Encourage the children to try each fruit and vegetable without dip before they try it with dip. Remind them that using dips can add calories and fat. They should limit dips, use small portions of dip, and try to use dips that are low in sugar and fat.

TIME

- Prep — 25 minutes (may vary depending upon number and type of samples)
- Activity — 35 minutes

MATERIALS

- Raw vegetables and fruits, such as:
  - Vegetables: bell peppers (red, green, and yellow), broccoli, carrots, cauliflower, celery, jicama, radish, or zucchini
  - Fruits: apples, bananas, kiwifruit, mangos, nectarines, papayas, pears, plums, strawberries, or watermelon
- Lowfat/nonfat salad dressing
- Lowfat/nonfat vanilla yogurt
- Two small plates per child
- Napkins
- Tablespoons for dips
- Copy of one Rate the Taste worksheet for each child
- A pencil or pen for each child

ACTIVITY 13 Taste It!

7. Ask the children to complete the Rate the Taste worksheet. Older children can use adjectives to describe each item.
8. After the tasting is complete, lead a discussion asking the children the following questions:
   - Which vegetable was your favorite?
   - Which fruit was your favorite?
   - Would anyone like to share the adjectives they wrote about their favorite fruit or vegetable?
   - Were there any fruits or vegetables that you liked more than you thought you would? Why?
   - Which of the fruits and vegetables that we tasted today do you eat at home?
   - Are there any fruits and vegetables that you tasted today that you are going to ask for at home now?
9. Conclude the activity by encouraging the children to ask for their favorite fruits and vegetables at home.

GO FARTHER

- Have older children prepare taste tests of similar fruits and vegetables for others in the organization.
- Have children taste test blindfolded and guess what they are tasting.
- Have children draw a picture of their favorite fruit and vegetable that they tasted.
- Brainstorm different healthy toppings or dips that could be used with fruits and vegetables.

BRING IT HOME

- Ask children to share their Rate the Taste worksheets with family members.
- Have children take home their drawings to share with their families.

Try to conduct the tasting using fruits and vegetables that will be new to the children. The activity will be more exciting if there are new and colorful options such as:

- Artichokes
- Avocados
- Asparagus
- Bok choy
- Cantaloupe
- Dried fruit (dried peaches or dried apricots)
- Eggplant
- Figs
- Grapefruit
- Melon (cantaloupe, honeydew)
- Jicama
- Kiwifruit
- Kumquats
- Lychee
- Mango
- Red cabbage
- Papaya
- Passion fruit
- Pears
- Persimmon
- Quince
- Radishes
- Bell peppers (red, green, and yellow)
- Rhubarb
- Rutabaga
- Squash (spaghetti, summer, and winter)
- Sugar snap peas
- Sweet potatoes
- Tamarind
- Water chestnuts
- Watermelon
- Zucchini

You have several options for the taste test:

- Taste the same fruit or vegetable prepared several different ways (e.g., a steamed/microwaved vegetable and a raw vegetable)
- Taste many different types of a fruit or vegetable (e.g., samples of green peppers, red peppers, and yellow peppers, or different varieties of apples)
- Provide different dips for fruits and vegetables (e.g., lowfat salad dressing with vegetables and lowfat yogurt with fruits)
- Taste fruits and vegetables that are all the same color (e.g., green: avocados, kiwifruit, peas, broccoli, etc.)

To keep the cost down, purchase fruits and vegetables that are in season. You also can request donations from a local grocer, farmers' market, produce grower, produce distributor, or restaurant. See the Appendix for a sample donation request letter.

ACTIVITY 13 Safe Food Handling Techniques

Cooking and preparing foods are great ways to have fun, but play it safe and follow these simple safety tips.

General Food Safety

There are four simple keys to making sure that your food is safe from harmful bacteria:

- *Clean:* Always wash your hands, utensils, and surfaces with hot, soapy water before and after preparing food.
- *Separate:* Keep raw meat, poultry, and seafood separate from other foods when they are stored and when you are preparing them.
- *Cook:* Be sure to cook food for a long enough time and at a high enough temperature to kill harmful bacteria.
- *Chill:* Put prepared foods and leftovers into the refrigerator or freezer as soon as possible. Don't defrost foods at room temperature. Thaw them in the refrigerator, under cold running water, or in the microwave.

Fruit and Vegetable Safety

- Rinse all fruits and vegetables with water, even if you don't eat the outside of the fruit or vegetable (such as bananas, cantaloupe, or oranges). If necessary, use a small vegetable brush to remove surface dirt. Before opening them, rinse the tops of the cans when using canned fruits and vegetables.
- Try to cut away damaged or bruised areas of fruits and vegetables.
- Use juices that have been pasteurized or treated to kill harmful bacteria. Pasteurized juices can be found in refrigerated sections of stores. Treated juices can be kept on the shelf in stores and are in juice boxes, bottles, and cans. Unpasteurized or untreated juice should have a warning label that says, "This product has not been pasteurized and therefore may contain harmful bacteria that can cause serious illness in children, the elderly, and persons with weakened immune systems."

Cooking Safety

- Always use clean, dry oven mitts whenever you use the oven.
- When cooking on the stove, make sure pot handles are turned away from the front of the stove so the pots are not accidentally bumped or knocked off.
- When uncovering a pot on the stove or a container from the microwave, open the lid away from you to let the steam out.
- Always turn the sharp edge of a knife or vegetable peeler away from you as you use it (use caution when handling a cheese grater, too). Keep your finger tips away from the sharp edge of the knife when cutting.
- Use a cutting board when you chop or slice ingredients.
- Keep the lid on when using a blender. Turn the blender off before you put any utensils inside the blender container.

For more information on food safety, visit www.foodsafety.gov.

Name _____ Date _____

WORKSHEET 13

Rate the Taste

Did you like the fruits and vegetables that you tasted? Write adjectives to describe how the food tasted, looked, smelled, and felt. Do not use the same adjective more than two times. Then circle or color the picture that shows how much you liked each food. When you are done, write a paragraph about your favorite fruit or vegetable. Use the adjectives to describe how it tasted, looked, smelled, and felt.

Sample 1

Name of this food: _____

Adjectives for this food: _____ _____ _____

_____ _____ _____

Sample 2

Name of this food: _____

Adjectives for this food: _____ _____ _____

_____ _____ _____

Sample 3

Name of this food: _____

Adjectives for this food: _____ _____ _____

_____ _____ _____

Sample 4

Name of this food: _____

Adjectives for this food: _____ _____ _____

_____ _____ _____

Sample 5

Name of this food: _____

Adjectives for this food: _____ _____ _____

_____ _____ _____

Sample 6

Name of this food: _____

Adjectives for this food: _____ _____ _____

_____ _____ _____

My favorite fruit or vegetable: _____

_____

_____

_____

_____

_____

_____

_____

_____

Nombre _____ **Fecha** _____

HOJA DE TRABAJO 13

Califica el Sabor

¿Te gustan las frutas y los vegetales que has probado? Escribe los adjetivos que describen como saben, como se ven, como huelen y como se sienten. No uses el mismo adjetivo más de dos veces. Luego encierra en un círculo o pinta el dibujo que describa cuánto te gustó cada alimento. Cuando has terminado, escribe un párrafo sobre tu fruta o vegetal favorito. Usa los adjetivos para describir cómo te supo, cómo se veía, cómo olía y cómo se sentía.

Muestra 1

Nombre de este alimento: _____

Adjectivos para este alimento: _____ _____ _____

_____ _____ _____

Muestra 2

Nombre de este alimento: _____ _____ _____

Adjectivos para este alimento: _____ _____ _____

_____ _____ _____

Muestra 3

Nombre de este alimento: _____ _____ _____

Adjectivos para este alimento: _____ _____ _____

_____ _____ _____

Muestra 4

Nombre de este alimento: _____

Adjectivos para este alimento: _____ _____ _____

_____ _____ _____

Muestra 5

Nombre de este alimento: _____

Adjectivos para este alimento: _____ _____ _____

_____ _____ _____

Muestra 6

Nombre de este alimento: _____

Adjectivos para este alimento: _____ _____ _____

_____ _____ _____

Mi fruta o vegetal favorito: _____

_____

_____

_____

_____

_____

_____

_____

_____

Advertising Power

ACTIVITY 14

READY

Children learn about advertising techniques, then write creative jingles or slogans that promote eating fruits and vegetables or getting more power play.

SET

- Review the Advertising Power worksheet.
- Copy one Advertising Power worksheet for each group.
- Create a videotape or audiotape with advertisements from television or radio, or bring in magazines and/or newspaper ads to aid in the discussion of advertising techniques. Look for ads that use the techniques discussed in the Advertising Power worksheet.

GO

1. Talk with the children about advertising. Ask them the following:
   - What is an advertisement?
   - Where can you find advertisements? *(Television, radio, magazines, newspapers, billboards, buses, bus stops, sports scoreboards, product packages, etc.)*
   - How many advertisements do you think people usually see or hear in one day? *(The average person sees and hears hundreds of ads every day.)*
   - What kinds of things do you think are advertised to kids the most? *(Products often advertised to children include sweetened cereals, candy, fast food, and toys.)*
   - Do you think advertisements change the way that you think or act? Do they convince you to buy something? *(Studies have shown that children who see an ad for a snack ask for that snack more than children who have never seen the ad.)*
2. Using the Advertising Power worksheet, briefly discuss advertising techniques. Show the sample advertisements that you prepared to aid in your discussion.
3. For each advertising technique, ask the children to provide an example. Write the examples on a flip chart, chalk board, or butcher paper. Products often advertised to children include sweetened cereals, candy, fast food, and toys. Children will most likely remember ads from these categories.
4. Discuss the following questions:
   - What is your favorite advertisement? What is it that you like best about it?
   - What is your favorite advertisement for food? What is it that you like best about it?
   - What makes a good advertisement for someone your age?
   - Do you remember seeing advertisements for fruits or vegetables?
   - Do you remember seeing advertisements encouraging power play?

TIME

- Prep — 10 minutes
- Activity — 30 minutes

MATERIALS

- Flip chart, chalk board, or butcher paper and marker
- Copy of one Advertising Power worksheet for each group
- Advertisements from television, radio, magazines, and/or newspapers
- Pencils or pens for each group
- Paper for writing for each group

ACTIVITY 14 Advertising Power

5. After the discussion, divide the children into advertising teams of 3-4 children. Each team should pick one of the following topics and develop a slogan, jingle, or advertisement to promote it to their friends.
   - Eat 2½ to 5 cups of fruits and vegetables every day
   - Get 60 minutes of power play every day
   - A fruit
   - A vegetable
6. Review the Advertising Power worksheet with the children. Each group should answer the questions on the Advertising Power worksheet before developing the slogan, jingle, or advertisement.
7. Give the children time to develop their slogans, jingles, or advertisements.
8. Have each group present its slogan, jingle, or advertisement to the rest of the group.
9. Conclude the activity by telling the children that when they see or hear ads, they should think about these things:
   - What is the advertisement selling?
   - Who are they selling the product to?
   - What advertising technique is being used?
   - Is the ad believable?
   - Are they telling the truth?

Modifications for Younger Children

1. Briefly discuss advertising using the following questions:
   - What is an advertisement?
   - How can you tell the difference between an advertisement and a television show?
   - Have you seen ads on TV?
   - What is your favorite advertisement? What is it that you like best about it?
   - Have you seen advertisements for fruits and vegetables? If so, what have you seen?
   - Have you seen advertisements promoting power play (physical activity)? If so, what have you seen?
   - What is your favorite advertisement for food? What is it that you like best about it?
2. Review why its important to eat 2½ to 5 cups of fruits and vegetables every day. Also review what "get 60 minutes of power play every day" means—to be active for a total of 60 minutes or one hour a day (not all at once, but when you add up all the time that you are active during the day). Review what power play means. Power play is a game, sport, exercise or other action that involves moving your body.
3. As a group, make up a slogan or jingle about fruits and vegetables or power play that sells the idea to their friends. Sing the jingle.

GO FARTHER

- Each team can develop variations on their ad or slogan/jingle to suit different audiences such as parents, friends, teachers at school, grandparents, etc.
- Each advertising team can develop a full advertisement that uses the slogan or jingle they have created.
- Plan a talent show for children to showcase their slogans or jingles with movement (see Activity 15: Movin' and Groovin'). Invite parents and community members. Serve fruits and vegetables as appetizers.
- Check out the Don't Buy It: Get Media Smart Web site sponsored by PBS at **http://pbskids.org/dontbuyit/**. This site and others can help children become more media literate.

BRING IT HOME

- Send home the Advertising Power sheet for children to share with their families.
- Encourage children to share their slogan or jingle with their families and friends.
- In the next week, ask each child to track the food advertisements that appear in 1 hour of television, or all the advertising messages that they see in one day. Ask them to record what was advertised, a brief description of each ad, and the time of day each ad appeared. Hold a discussion when the children are together again. How many ads did they see? Who was the ad talking to? How many of the ads promoted healthy foods and/or physical activity? Was one advertising technique used more than others? What are their reactions to what they have learned?

Name _____ Date _____

WORKSHEET 14

Advertising Power

1. What are you trying to sell? _____

2. Who are you selling it to? _____

3. What are some of the good things about it? _____

_____

_____

4. Why wouldn't people want to eat it or do it? _____

_____

_____

_____

5. What might change their minds? _____

_____

_____

Circle the ideas from numbers 3, 4, and 5 that you want to use when you create your slogan, jingle, or advertisement.

Advertisers have many ways to try to get kids to buy their products. You might want to try some of these.

Jingle/Slogan: a song or phrase that helps you remember a product.

Cartoon Characters: an animated character that promotes a product.

Star Power: a celebrity (like a movie star, a model, a football player) who says he or she uses the product.

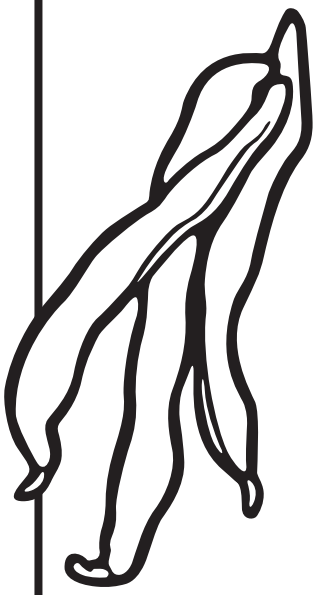
Wannabe Appeal: "wannabe" means "I want to be." The product promises to make you be the way you want, like stronger, healthier, richer, more popular, or happier.

Latest Greatest: everybody loves it and wants it. Don't be left out!

Sensory Appeal: it tastes good, looks good, smells good, or feels good.

Better Than: this product is better than other brands of the same product.

Dollar Power: you will save money or get something free if you buy this product.



Nombre _____ Fecha _____

HOJA DE TRABAJO 14

El Poder de la Publicidad

1. ¿Qué estás tratando de vender? _____

2. ¿A quién se lo estás tratando de vender? _____

3. ¿Cuáles son algunas de sus cosas buenas que tiene? _____

_____

_____

4. ¿Por qué la gente no lo come o no lo hace? _____

_____

_____

_____

5. ¿Qué podría hacerles cambiar de opinión? _____

_____

_____

Circle the ideas from numbers 3, 4, and 5 that you want to use when you create your slogan, jingle, or advertisement.

Los anunciantes utilizan muchas maneras para impulsar a los niños a comprar sus productos. Tú puedes utilizar algunas de éstas maneras.

Personajes de Caricaturas: un personaje animado que promueve un producto.

El poder de una Estrella: una celebridad (como un artista de cine, una modelo, un jugador de fútbol) quien dice que él o ella usa el producto.

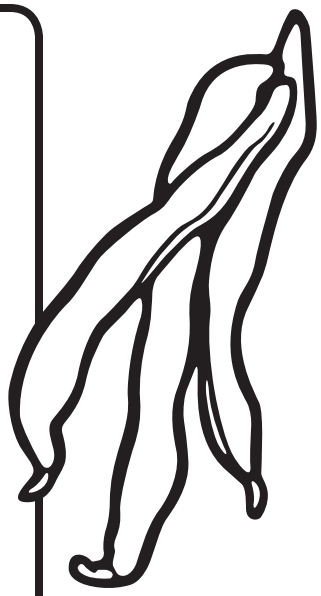
Apelar al querer ser: El producto promete hacerte como tú quieres ser, ya sea más fuerte, saludable, rico o rica, más popular o más felíz.

Lo más nuevo y grandioso: todos lo quieren y lo desean. ¡No te quedes atrás!

Apelar a tus sentidos: si sabe bien, se ve bien huele bien, o se siente bien.

Mejor que: Este producto es mejor que otras marcas del mismo producto.

Poder del Dolár: tú puedes ahorrar dinero o recibir algo gratuitamente si compras este producto.



Movin' and Groovin'

ACTIVITY 15

READY

Children arrange movement to the advertising jingle or slogan that they developed in Activity 14: Advertising Power to promote eating more fruits and vegetables or getting more power play.

SET

- Gather all available supplies for children to use.

GO

1. Make all the supplies available for children to use.
2. Lead the children in Movin' and Groovin' by using the organization and teaching cues below.

ORGANIZATION	TEACHING CUES
• Children will work with the same advertising team with whom they created their jingle or slogan in Activity 14. • Lead a brief discussion with the children. • After giving instructions, ask each group to move to a different area to work. • Allow the groups time to create their movements. • Ask for groups to volunteer to demonstrate their jingle/ slogan and movements to everyone.	• Today we are going to be Movin' and Groovin'! • Get into the same groups that you created your advertising jingle or slogan with. • What advertisements have you seen with movement in them? • What types of movement have you seen? • Your task now is to add movement to your jingle or slogan. • You can choose dancing, demonstrating a sport or exercise, or anything else that would get your heart beating faster. • You can use any of the supplies we have here. Use your creativity, too!

TIME

- Prep — 20 minutes
- Activity — 30 minutes

MATERIALS

Materials will vary depending on the movements arranged by the children. Suggestions include:

- Jump ropes
- Music
- Balls
- Jingles and/or slogans developed in Activity 14: Advertising Power

ACTIVITY 15

Movin' and Groovin'

GO FARTHER

- Videotape each group's presentation of its slogan or jingle with movement.
- Share the videotape at community meetings and/or with the local cable TV station. You will need written parent permission before putting the videotape on television.
- Plan a talent show for children to showcase their slogans or jingles with movement. Invite parents and community members and serve fruits and vegetables as appetizers.

BRING IT HOME

- Encourage children to share their slogans or jingles with movement with their families and friends.
- Encourage children to create new slogans or jingles with movement with family members and friends.

Powerful Art

ACTIVITY 16

READY

Children create art projects that illustrate what they have learned from the *Children's Power Play! Campaign* activities and bring their art projects home to share with their families.

SET

- Gather all available art supplies for children to use.

GO

1. Set out the art supplies.
2. Instruct the children that they are to work independently to create an art project (collage, drawing, painting, poster, clay, paper mache) that illustrates what they have learned about fruits and vegetables and power play, such as:
   - Why elementary school kids should eat 2½ to 5 cups of fruits and vegetables every day.
   - Why kids should get at least 60 minutes of power play every day.
   - Why kids should eat fruits and vegetables of many different colors.
   - How to eat your recommended cups of fruits and vegetables every day.
   - How to get at least 60 minutes of power play every day.
   - Different ways to prepare fruits and vegetables.
   - How to grow your own fruits and vegetables.
   - Your favorite fruit or vegetable (good for younger children).
3. Tell the children that they can use any of the art supplies available.
4. When children have finished their art projects, have each child present his or her art project to the group.
5. Ask the children to take their art projects home to share with their families.

GO FARTHER

- Ask a local grocery store or restaurant that serves fruits and vegetables to display the artwork.
- Ask a local newspaper to feature some of the artwork.

BRING IT HOME

- Plan an art exhibit. Have children create a flyer with details about the exhibit and distribute it to their families and friends. Serve fruits and/or vegetables at the exhibit. Send the artwork home with children after the exhibit.

TIME

- Prep — 10 minutes
- Activity — 30 minutes

MATERIALS

- One sheet of plain paper for each child
- Crayons, markers, and/or colored pencils
- *Optional:* Other art supplies, such as scissors, glue, colored paper, paints, clay, chalk, poster board, fruit or vegetable containers or baskets, magazines

Field Trip Power

ACTIVITY 17

TIME

- Prep — varies
- Activity — varies

MATERIALS

- Materials will vary dependign upon the field trip.

READY

Children learn about the availability of fruits and vegetables and/or opportunities for power play in their community.

SET

- Research field trip opportunities in and around your community. Examples include:
  - Visit a local farm to learn about the growing process.
  - Visit a local community garden.
  - Tour a restaurant or school food service kitchen. The chef, manager, or food service director will be able to speak to the children about nutrition.
  - Contact a local supermarket or farmers' market to request a tour (see Market Sleuth, Worksheet 17A).
  - Visit a local food production company, such as a fruit or vegetable cannery or packer.*
  - Visit a nearby culinary institute.*
  - Take a walking trip to a nearby convenience store or restaurant to investigate their fruit and vegetable selections (see Fruit and Veggie Sleuth, Worksheet 17B).*
  - Visit a nearby state park and go on a hike with an experienced park guide.
  - Tour a local fitness club. The club's manager will be able to speak to the children about fitness and safety.*
  - Attend a local sports event.
  - Visit a local farm that has horseback riding.
  - Visit a nearby public lake or beach, where children can swim, participate in water sports, or play Frisbee or volleyball.*
  - Visit a local school that has a garden.

  **These field trip suggestions may be more appropriate for older children.*

- Make all field trip arrangements.
  - Parental permission slips
  - Transportation
  - Supervision/parent volunteers
  - Arrangements with field trip site

ACTIVITY 17

Field Trip Power

- If field trips are not possible, consider holding an on-site "field trip" by inviting a guest to speak to the children. You can share the 5 Power Pointers for Presentations with guest speakers. Parents may also be able to participate or may have connections with possible speakers. Consider contacting:
  - Local chef or restaurant manager
  - Farmers' market manager
  - Produce manager of a grocery store
  - Farmer
  - Local gardeners or gardening societies
  - Agricultural organizations, such as farm cooperatives and commodity associations
  - Agriculture & Natural Resources departments at local colleges and universities
  - Local 4-H Clubs
  - University of California Cooperative Extension office
  - Academy of Nutrition and Dietetics (**www.eatright.org**)
  - A local high school where students are studying nutrition or culinary arts

GO

1. Discuss with the children the importance of safe and considerate behavior while out in the community.
2. If possible, walk to your field trip location.
3. Pack a healthy fruit or vegetable snack, such as dried fruit, trail mix, grapes, or veggie sticks.
4. If you are taking a physical activity-related field trip, lead a discussion with the children about the importance of eating healthy snacks and staying hydrated during physical activity. Ask the children the following questions:
   - What types of fruits and vegetables make good snacks?
   - Which fruits and vegetables are easy to eat "on-the-go"?
   - How can fruits and vegetables help you get more water in your body? Which fruits and vegetables do you think would be the best for this?
   - Why else might you want to eat fruits and vegetables either before, during, or after power play?
5. Have a great trip!

GO FARTHER

- If you are walking to your field trip location, conduct a walkability or bikeability assessment on the way. For more information, visit **www.walktoschool.org** and **www.cawalktoschool.com**.
- Ask the children to write about their field trip observations and experiences.
  - What two new things did you learn?
  - Did you see or taste any new fruits or vegetables?
  - Did you do a new activity?
  - What questions do you still have?
- Have the children make a thank you card or letter for the host of the field trip or guest speaker. The card can include some of their observations and experiences from their write up.
- Have the children complete the Fruit and Veggie Sleuth sheet and then:
  - Compare several stores or restaurants using the sheet to see who has more fruits and vegetables on the menu or shelf.
  - Write a letter to the manager of one of the stores or restaurants asking for more fruits and vegetables on the menu or shelf.

BRING IT HOME

- A field trip is the perfect opportunity to involve parents/caregivers. Some may have excellent trip ideas and connections and some may wish to chaperone.
- Send home the Fruit and Veggie Sleuth worksheet and/or Market Sleuth worksheet and have the children complete it in their own homes. Share their results with their families.

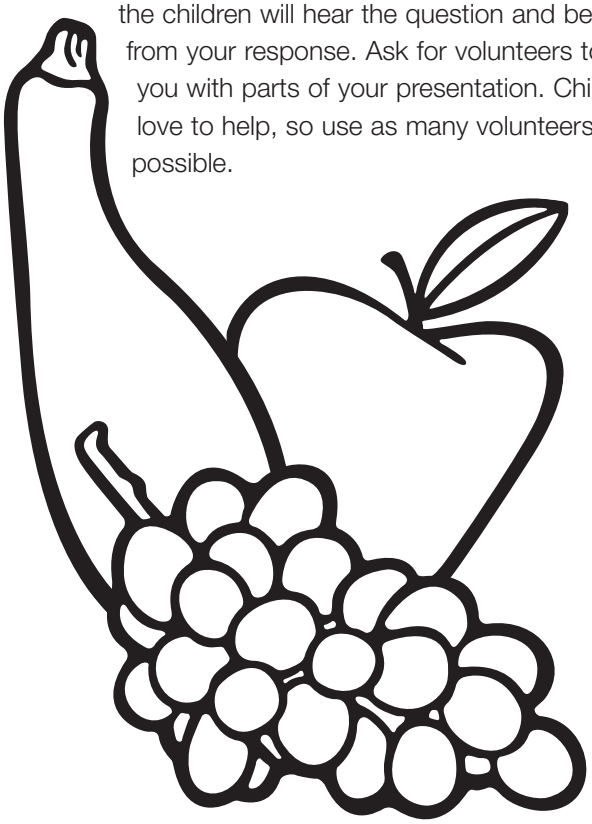
5 Power Pointers for Presenters

1 Explain what you're doing and why.

For example, if you are preparing fruits and vegetables, talk about safe food preparation and sanitation practices (how to clean, cut, slice, peel, etc.). Give interesting facts about the fruits and vegetables (how it is grown, where it is grown, and during what season it grows best). Or, if you are demonstrating a physical activity, talk about safety issues, equipment, and suggested clothing. Give interesting facts about the physical activity (who invented it, how many years people have been doing it, what time of year is best for the physical activity, etc.). Remember, you're talking to children, so you may have to define some words and/or explain what you're doing in more detail than you would with adults.

2 Keep the children involved.

Make eye contact with the children frequently. Ask questions to get them involved and thinking. Also, ask for questions from the audience. Repeat the questions so all the children will hear the question and benefit from your response. Ask for volunteers to help you with parts of your presentation. Children love to help, so use as many volunteers as possible.



3 Talk about yourself.

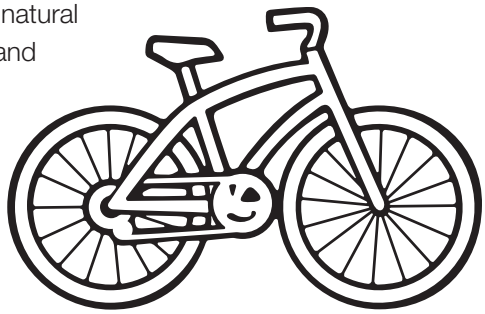
Tell children about your life as a chef, restaurant manager, produce manager, farmer, yoga instructor, etc. Tell them about your favorite fruits and vegetables or physical activities. Talk about your favorite things to do and eat when you were their age.

4 Give children powerful reasons to eat fruits and vegetables and/or get more physical activity.

Use information from the Power Up! worksheet from Activity 2 to help children understand how fruits and vegetables and physical activity can give them energy and keep them healthy.

5 Have fun!

Children have a natural interest in food and physical activity, so relax and enjoy yourself.



Name _____ Date _____

WORKSHEET 17A

Market Sleuth

Can you sleuth-out the answers to this market scavenger hunt? You can do this activity with a friend or family member.

1. Fruits and vegetables come in all different shapes, sizes, colors, and textures (how they feel).

   Write the names of some fruits and vegetables that are:

   Orange: _____

   Fuzzy: _____

   Red: _____

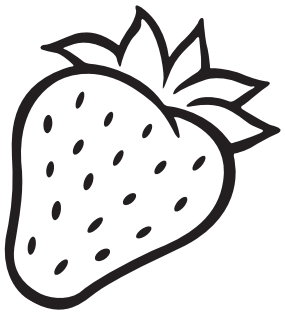
   Purple: _____

   Bigger than your fist: _____

   Smaller than a ping pong ball: _____

   Long and skinny: _____

   Round: _____



2. Name three fruits or vegetables that you have to peel before you eat.

   _____

3. Find a fruit that you have never seen or heard of. Draw a picture of the fruit on the back of the paper.

   What is its name? _____

   What color is it? _____

   How does it smell? _____

   How does it feel? _____

4. Find a vegetable that you have never seen or heard of. Draw a picture of the vegetable on the back of the paper.

   What is its name? _____

   What color is it? _____

   How does it smell? _____

   How does it feel? _____

5. Write down the name of one fruit and one vegetable that you would like to taste some day.

   Fruit: _____ Vegetable: _____

Nombre _____ Fecha _____

HOJA DE TRABAJO 17A

Detective del Mercado

¿Puedes encontrar las respuestas a esta búsqueda de artículos de mercado? Puedes invitar a un amigo o familiar a participar contigo.

1. Las frutas y los vegetales son de diferentes formas, tamaños, colores y texturas (como se sienten).

   Escribe los nombres de algunas frutas y vegetales que son:

   Anaranjados: _____

   Velludos: _____

   Rojos: _____

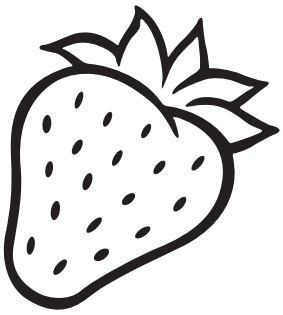
   Morados: _____

   Más grandes que tu puño: _____

   Más chicos que una pelota de ping pong: _____

   Largos y delgados: _____

   Redondos: _____



2. Nombra tres frutas y vegetales que tienes que pelar antes de comer.

   _____

3. Encuentra una fruta que nunca habías visto u oído mencionar. Dibuja esa fruta del otro lado de esta página.

   ¿Cómo se llama? _____

   ¿De qué color es? _____

   ¿Cómo huele? _____

   ¿Cómo se siente? _____

4. Encuentra un vegetal que nunca habías oído mencionar. Dibuja ese vegetal del otro lado de ésta página.

   ¿Cómo se llama? _____

   ¿De qué color es? _____

   ¿Cómo huele? _____

   ¿Cómo se siente? _____

5. Escribe el nombre de una fruta y un vegetal que te gustaría probar algún día.

   Fruta: _____ Vegetal: _____

Name _____ Date _____

WORKSHEET 17B

Fruit and Veggie Sleuth

Where can you find fruits and vegetables in your community? Your mission is to investigate a convenience store or restaurant to find ways to help you eat more fruits and vegetables.

1. Date of visit:_____

2. Name of convenience store or restaurant:_____

3. I found the following items (*Hint:* Some fruits and vegetables may be hidden, like lettuce, tomato, and onion a grilled chicken sandwich.):

   Juices (100% juice):_____

   Fresh fruits:_____

   Fresh vegetables:_____

   Fruit products (canned, frozen, or dried):_____

   Vegetable products (canned, frozen, or dried):_____

4. This store or restaurant carries a lot of fruits and vegetables. (Circle one) *True* *False*

5. The fruits and vegetables I think they should start selling are:

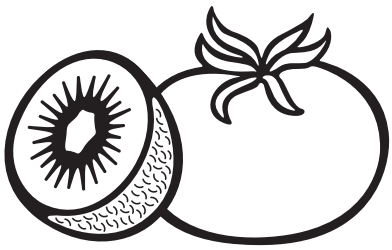
   _____

   _____

   _____

   _____

   _____



Nombre _____ Fecha _____

HOJA DE TRABAJO 17B

El Detective de Frutas y Vegetales

¿En dónde puedes encontrar frutas y vegetales en tu comunidad? Tu misión es investigar una tienda o un restaurante para encontrar nuevas maneras de comer más frutas y vegetales.

1. Fecha de visita: _____ _____

2. Nombre de tienda o restaurante: _____ _____

3. Encontré los siguientes artículos (Consejo: Algunas frutas y vegetales pueden estar escondidas, como lechuga, tomate, y cebolla en un sándwich de pollo asado.):

   Jugos (100% jugo natural)_____ _____

   Frutas Frescas: _____ _____

   Vegetales Frescos: _____ _____

   Frutas (enlatadas, congeladas o secas): _____

   Vegetales (enlatados, congelados, o secos): _____

4. Esta tienda o restaurante tiene muchos frutas y vegetales (Marque uno) *Cierto* *Falso*

5. Las frutas y los vegetales que pienso que deben vender son:

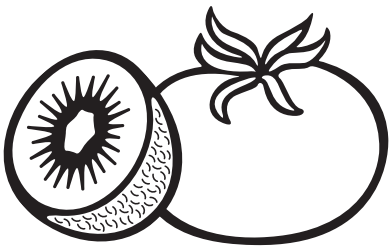
   _____

   _____

   _____

   _____

   _____



Power Up Challenge

ACTIVITY 18

READY

Children set personal goals to eat more fruits and vegetables and get more power play.

SET

- Review the Power Up worksheet from Activity 2.
- Review the Cups of Colorful Fruits and Vegetables worksheet from Activity 2.

GO

1. Review the following information with the children:
   - The importance of eating 2½ to 5 cups of fruits and vegetables and getting at least 60 minutes of power play every day.
   - What power play means and what moderate and vigorous activity mean.
   - What a cup or ½ cup of fruits or vegetables looks like.
   - Which important vitamins can be found in fruits and vegetables and why it's important to eat many different colors of fruits and vegetables.
   - Different ways to prepare and eat fruits and vegetables (e.g., boiled, baked, steamed, or raw).
2. Ask the children:
   - Are you already eating the right number of cups of fruits and vegetables every day? Do you eat enough vegetables every day? Do you eat enough fruits every day?
   - Are you already eating many different colors of fruits and vegetables every day?
   - Are you getting at least 60 minutes of power play every day? Is some of your power play vigorous—does it get your heart beating faster, make you breathe hard, and make you sweat?
3. Ask the children:
   - Think about ways that you can do better. Do you need to eat more fruit, eat more vegetables, eat more colors of fruits and vegetables, get more minutes of power play, get more power play that makes your heart beat faster and makes you breathe hard?
   - What change can you make to help you do better?
4. Ask if anyone is willing to share his or her response.
5. Provide each child with a plain piece of paper and a pencil or pen.
6. Explain that a goal is something that you want to accomplish, and that a goal should be as specific as possible. It should answer the following five questions, called "the 5 Ws of goal setting":
   - WHO is working on the goal?
   - WHAT are you going to do?
   - WHEN are you going to do it?
   - WHERE are you going to do it?
   - WHY do you want to do it?

TIME

- Prep — 5 minutes
- Activity — 40 minutes

MATERIALS

- Paper and a pencil or pen for each child

MATERIALS FOR YOUNGER CHILDREN

- Drawing paper for each child
- Crayons, markers or colored pencils

ACTIVITY 18 Power Up Challenge

For example, instead of writing, "I will get 60 minutes of power play every day," children should write, "I will go for a 30 minute bike ride 3 times every week in the park to help me feel more energetic." Instead of writing, "I will eat enough fruits and vegetables every day," children should write "I will eat the fruits and vegetables served with my lunch at school every day so that I can get the vitamins I need."

7. Tell the children to write their own goal statement using the 5 Ws for the healthy change they are going to make.
8. Ask if anyone is willing to share his or her goal statement.
9. Conclude the activity by encouraging the children to follow through with the goal that they set.

Modifications for Younger Children

1. With the children all in one group, ask the following questions:
   - How many of you had a fruit or vegetable for breakfast today? What kinds of fruits or vegetables did you eat for breakfast?
   - How many of you had a fruit or vegetable for a snack today? What kinds of fruits or vegetables did you eat for snack today?
   - How many of you had a fruit or a vegetable with lunch today? What kinds of fruits or vegetables did you eat with lunch today?
   - Have you done any power play today (e.g., walked or rode a bike here or to school, played an active game at recess)? If so, what did you do? About how long did you do it?
2. Remind the children that it is important for everyone to eat the recommended cups of fruits and vegetables and get at least 60 minutes of power play every day.
3. Distribute paper and crayons, markers, or colored pencils.
4. Ask the children, "Where do you need to do better? Do you need to…
   - eat more fruits?"
   - eat more vegetables?"
   - get more minutes of power play?"
5. Ask the children, "How can you…
   - eat more fruits?" (Answers may include: eat fruit for a snack, drink juice with breakfast, etc.)
   - eat more vegetables?" (Answers may include: eat the vegetables I get with school lunch, eat my vegetables at dinner, etc.)
   - get more minutes of power play?" (Answers may include: jump rope, play tag with friends at recess, etc.)
6. Tell the children to pick one thing they will do tomorrow from the list below.
   - Eat more fruits
   - Eat more vegetables
   - Get more minutes of power play
7. Tell the children to draw a picture of themselves doing that one thing.
8. Ask if anyone is willing to share his or her picture.
9. Conclude the activity by encouraging the children to follow through with the goal they set.

GO FARTHER

- Have the children draw pictures to illustrate their goals. Suggest that they place the picture of their goal where they will see it every day.
- Have the children create a one-week journal to keep track of their fruit and vegetable intake and minutes of power play each day.

BRING IT HOME

- Encourage the children to take their goals home to share and monitor with their families.
- Encourage the children to make a journal for a family member or friend.

Hoop Challenge

ACTIVITY 19

READY

In small groups, children try to move a hula hoop around the circle from one person to the next while linking hands and not letting go.

SET

- No special set up is needed for this activity.

GO

1. Lead the children in Hoop Challenge by using the organization and teaching cues below.

ORGANIZATION

- Create groups of 4-6 children of similar ages.
- When the groups are ready, give a hoop to one child in each group.
- Start the game by blowing the whistle, starting music, or by saying "Go!"
- Stop the game every few minutes to have the children change the direction the hoop is moving or change to a new category, such as fruits or types of power play.

TEACHING CUES

- The object of the game is to see how quickly you can move the hoop around your circle. The challenge is, you can't use your hands!
- Make a circle, then link hands. When your group is ready, you will get a hoop.
- Place the hoop over one person's wrist so it dangles like a bracelet.
- When the whistle blows, move the hoop around your circle by stepping and ducking through it. Don't let go of your hands!
- Say the name of a different vegetable every time the hoop passes over you.
- Bend, twist, turn! Talk to each other and work together!

TIME

- Prep — 10 minutes
- Activity — 30 minutes

MATERIALS

- One hula hoop for each group
- *Optional:* Whistle or music

ACTIVITY 19

Hoop Challenge

GO FARTHER

- Make the game more challenging by timing each group to see how long it takes them to pass the hoop around the circle two times, and/or how many times the group can move the hoop around the circle in one minute. Have groups repeat and strive for a personal best record.
- Add another hoop to the circle to have two hoops going at the same time.
- Have children stand in a straight line linking hands. Move the hoops from the front of the line to the back of the line, while not letting go of each others' hands.

BRING IT HOME

- If children have a hula hoop at home, they can play Hoop Challenge with family or friends.

Fitness Circuit Challenge

ACTIVITY 20

READY

Children move through fitness stations and learn easy fitness exercises that they can do anywhere with minimal supplies.

SET

- Prepare fitness stations to allow enough space for each activity. A cone may be used to mark each fitness station. Fitness stations should rotate in order—cardio, strength, flexibility. Three to six fitness stations are suggested. Types of fitness stations include: cardio—jumping jacks, jumping rope, jogging in place; strength—push-ups, Sit-ups in neutral spine; flexibility—forward lunges, touching toes, rotating touching toes.

Sit-ups in neutral spine	See page 23 for details on neutral spine. • Lie on the floor in the neutral spine position • Place the hands in a cross position on your chest • Tighten and use your stomach muscles to lift your head 3 to 4 inches off the floor and pause for 3 seconds. Remember to keep the head back and not to tuck your chin into your chest, this will help keep the neutral position. Slowly lower your head and shoulders back to the floor for one full repetition.

- At each fitness station, display a sign with the name and picture (if necessary) of the fitness station on it; for example, CARDIO—Jumping Jacks.
- Provide any necessary supplies at each fitness station.

GO

1. Lead the children in Fitness Circuit Challenge by using the organization and teaching cues (see page 81).

TIME

- Prep — 10 minutes
- Activity — 30 minutes

MATERIALS

- Supplies will vary depending on which fitness stations are used
- Signs for each station identifying the activity the children will do
- *Optional:* One cone for each station
- *Optional:* Whistle or music
- *Optional:* Stop watch

ORGANIZATION

- Create small groups of 4-6 children (mixed ages). Or, you may lead all children in each fitness circuit as one large group.
- Assign each group to a fitness station.
- Demonstrate each fitness station for the children.
- Signal each group to start at its station by blowing a whistle, starting music, or saying "Go!"
- Start with 30 seconds at each station and increase time as fitness improves. Allow about 15 seconds for groups to rotate.
- Continue rotations until all the children have completed all the fitness stations.
- Before finishing the activity, lead a brief discussion.

TEACHING CUES

- When you hear the whistle blow, start the activity at your fitness station. Keep going until you hear the whistle blow again.
- Move your group to the next fitness station, going in a clockwise direction.
- Listen for the whistle to know when to start and stop at each station.
- We will keep going until you've made it through all the stations.
- How many of you think you could do these activities at home?
- When could you do these activities?
- Could you try these while you're watching TV?

ACTIVITY 20

Fitness Circuit Challenge

GO FARTHER

- Create a sheet that students can use to record their progress at each station.
- Vary the movement in between the fitness stations—walking, jogging, skipping, hopping, etc.
- As an alternative to rotating after a specific period of time, have the children rotate after they have completed an activity a specific number of times (e.g., five times, ten times).

BRING IT HOME

- Encourage children to teach other family members how to do the Fitness Circuit Challenge activities at home.
- Encourage children to create a fitness journal. They can keep track of how many times they can do each different activity.

Appendix

Master List of Materials

To complete all 20 activities in this *Kit*, you will need the following materials (excludes optional items):

- Copy machine and paper to copy handouts (Activities 1, 2, 7, 13, and 14)
- Writing instruments for children: pencils or pens (Activities 1, 6, 7, 11, 13, 14, and 18)
- Plain paper, index cards, or other materials to write on (Activities 6, 11, 14, 16, 18, and 20)
- Chalkboard and chalk, flip chart and markers, or butcher paper and markers (Activities 6 and 14)
- Art supplies: colored markers, crayons, colored chalk, colored pencils, colored paper, scissors, glue, and sticks (tongue depressors, Popsicle sticks, emery boards, or straws) (Activities 6, 9, 12, 16, and 18)
- Food: variety of fruits and vegetables for demonstrations and tastings (may be fresh, frozen, canned, or dried), lowfat/nonfat dips (salad dressing and vanilla yogurt) (Activities 2 and 13)
- Demonstration supplies: measuring cups (1-cup, ½-cup), plates, one 8-ounce or larger glass, one baseball, and one 6-ounce juice box (Activities 2 and 13)
- Pictures of fruits and vegetables (for younger children only) (Activities 6 and 11)
- A hat or small box (Activity 11)
- Gardening supplies: Milk cartons, 2-liter plastic soda bottles, or Styrofoam cups for planting; vegetable starters or seeds; potting soil; and water (Activity 12)
- Taste testing supplies: serving containers (cups, bowls, plates), forks or spoons, napkins, and measuring cups (Activity 13)
- Sample advertisements from television, radio, and magazines or newspapers (Activity 14)
- Physical activity supplies/equipment: Flags, such as kerchiefs, scarves, rags, pieces of cloth, flag football flags, or colored tissue streamers (Activity 8), safe tagging and tossing items, such as foam balls or bean bags (Activities 4 and 5), and hula hoops (Activity 19)

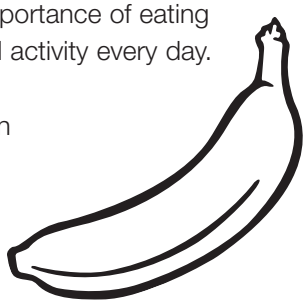
CDPH
California Department of
PublicHealth

CHAMPIONS for CHANGE™

POWER PLAY

Dear _____,

Our organization is partnering with the *Nutrition Education and Obesity Prevention Branch—Children's Power Play! Campaign* to teach elementary-age children about the importance of eating 2½ to 5 cups of fruits and vegetables and getting at least 60 minutes of physical activity every day.



We would greatly appreciate it if you could donate some resources to assist us in educating our children about these important health behaviors.

We are especially interested in the following:

_____

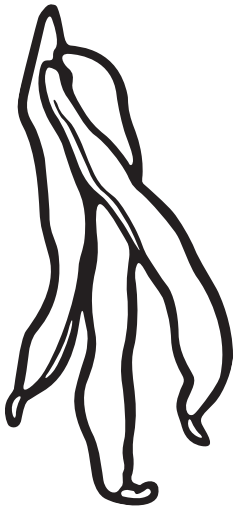
_____

_____

_____

_____

You can reach me at:



Name: _____

Organization Name: _____

Address: _____

_____

City, State, Zip: _____

Phone and Best Times: _____

E-mail: _____

Thank you for your help in keeping our children healthy.

Sincerely,

Dear Parents,

We want to help your child get the power! That's why we are working with the *Nutrition Education and Obesity Prevention Branch—Children's Power Play! Campaign (Campaign).* This *Campaign* encourages children to eat the recommended amount of fruits and vegetables and get at least 60 minutes of physical activity every day.

Most children don't eat enough fruits and vegetables or get the physical activity they need every day. Eating fruits and vegetables and being active can help your child

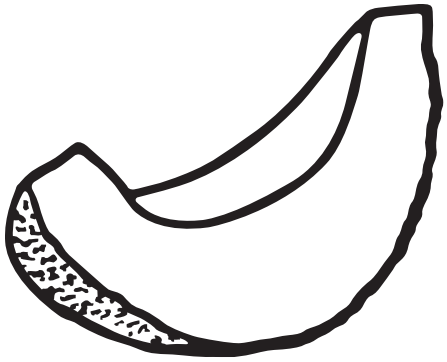
- grow and develop;
- have more energy to learn and play;
- stay at a healthy weight; and
- reduce the risk of serious health problems later in life.

You can help your child eat more fruits and vegetables and be more active. Try these ideas:

- Include fruits and vegetables in the meals and snacks that you prepare.
- Keep fruits and vegetables at home in easy to reach places.
- Ask your child to help you prepare the fruits and vegetables you'll be eating.
- Have your child eat school meals. Find out if your child qualifies for free or reduced-price meals by contacting the school.
- Learn more about the CalFresh Program by calling 1-877-847-3663. This program can help you buy healthy foods like fruits and vegetables.
- Be active with your child every day. Walks are a great way to be active together.
- Limit the amount of time your child spends watching television and playing video games.
- Help your child find physical activities that he/she enjoys.
- Ask your child to tell you about the *Children's Power Play! Campaign* activities that he/she is doing.
- Be a good role model. Let your child see you enjoying fruits and vegetables and physical activity.
- With your child, go to the **www.choosemyplate.gov** Web site to learn more about eating a healthy diet and being physically active.

Would you like more information about how to eat more fruits and vegetables and be physically active every day? Call the *Nutrition Education and Obesity Prevention Branch* at 1-888-328-3483 or visit the Web site at **www.cachampionsforchange.net**.

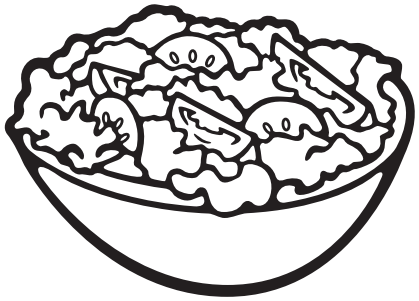
Thank you for helping your child get the power!



Sincerely,

Estimados Padres de Familia,

¡Nosotros queremos ayudar a que su hijo(a) tenga el poder! Es por eso que estamos trabajando con la *Rama de Educación en Nutrición y Prevención de la Obesidad—Campaña para Niños (Campaña)*. Esta *Campaña* estimula a los niños a comer las cantidades recomendadas de frutas y vegetales y que hagan por lo menos 60 minutos de actividad física al día.



La mayor parte de los niños no comen suficientes frutas y vegetales ni hacen la cantidad de ejercicio diario que necesitan. Comer frutas y vegetales y mantenerse activo puede ayudar a su hijo(a) a:

- crecer y desarrollarse;
- tener más energía para aprender y jugar;
- mantener un peso saludable, y
- reducir el riesgo de tener, en el transcurso de su vida, problemas serios de salud.

Usted puede ayudar a su hijo(a) a comer más frutas y vegetales y a mantenerse más activos. Aquí tiene algunas ideas:

- Incluya frutas y vegetales en las comidas y en los bocadillos que les prepare.
- Tenga las frutas y los vegetales en lugares fáciles de alcanzar.
- Pida a su hijo(a) que le ayude a preparar los alimentos de frutas y vegetales que van a comer.
- Haga que su hijo(a) coma las comidas de la escuela. Llame por teléfono a la escuela para ver si su hijo(a) califica para obtener alimentos gratuitos o a bajo costo.
- Obtenga informes sobre el programa de Estampillas para Comida llamando al 1-877-847-3663. Este programa le puede ayudar a comprar alimentos saludables como frutas y vegetales.
- Haga, junto con su hijo(a) actividad física diaria. Caminar es una excelente forma de hacer ejercicio juntos.
- Disminuya el tiempo que su hijo(a) pasa viendo la televisión o jugando juegos de video.
- Ayude a su hijo(a) a encontrar las actividades físicas que más les gusten.
- Pregunte a su hijo(a) cuales son las actividades de la *Campaña para Niños* que esta haciendo.
- Enseñe con el ejemplo. Hágale saber a su hijo(a) que usted le gusta comer frutas y vegetales y que disfruta haciendo actividades físicas.
- Revise con su hijo el sitio de Internet **www.choosemyplate.gov/multilanguage-spanish** para aprender más sobre como llevar una dieta saludable y mantenerse activo.

¿Le gustaría obtener más información sobre como comer más frutas y vegetales y mantenerse físicamente activo diariamente? Llame a la *Rama de Educación en Nutrición y Prevención de la Obesidad* al 1-888-328-3483.

¡Gracias por ayudarle a su hijo(a) a tener el poder!

Atentamente,

Creating Healthier Vending Machines

If your site has vending machines, you can make simple changes to help your participants make healthier choices.

- Adopt the food and beverage standards described below;
- Restrict access to vending machines; and
- Eliminate advertising of unhealthy foods and beverages on the front of vending machines.

Vending Machine Food Standards

Minimum Nutrition Standards

At least 50 percent of foods served in vending machines should meet the following nutrition standards:

1. Have no more than 35 percent of its calories from total fat (not including nuts and seeds).[1]
2. Have no more than 10 percent of its calories from saturated fat.[1]
3. Have no more than 35 percent sugar by weight (not including fruits or vegetables).[1]

Additional Recommended Nutrition Standards

At least 50 percent of foods served in vending machines should meet the following nutrition standards:

1. Have no more than 360 milligrams (mg) of sodium per serving.[2]
2. Contain at least 2 grams (g) of dietary fiber per serving.
3. When a standard becomes available, limit trans fats.[3]

Pricing/Placement Standards

1. Food items meeting the above nutrition standards should be sold at a price that is equivalent to or lower than the price of the remaining items within the vending machine that do not meet these nutrition standards.
2. Food items meeting the mandatory/recommended nutrition standards should be placed at eye level.

Vending Machine Beverage Standards

Minimum Nutrition Standards

At least 50 percent of beverage vending machine offerings must include:

1. Beverages that contain 100 percent fruit or vegetable juice with no added sweeteners.[1]
2. Water.[1]
3. Nonfat or 1% lowfat milk.[1]
4. Beverages that are limited to a portion size no greater than 12 ounces (no limit on water).

Note: If juices are available in smaller-sized portions (6 ounces), they would be preferred.[4]

Additional Recommended Nutrition Standards

1. Adopt the standards required of California elementary schools through the California Obesity Prevention Act of 2003. The law allows only the following beverages to be sold in elementary schools: milk, water, 100% juice or juice drinks with more than 50% juice.

Pricing/Placement Standards

1. Beverages meeting the mandatory/recommended nutrition standards should be sold at a price that is equivalent to or lower than the price of the remaining beverages within the vending machine that do not meet these nutrition standards.
2. Beverages meeting the mandatory/recommended nutrition standards should be placed at eye level.

---

1 SB 19 Standard
2 FDA definition for "healthy" food label claim
3 IOM report entitled "Dietary Reference Intakes: Guiding Principles for Nutrition Labeling and Fortification"
4 SB 19 School Nutrition Consensus Panel

Healthy Vending Machine Options

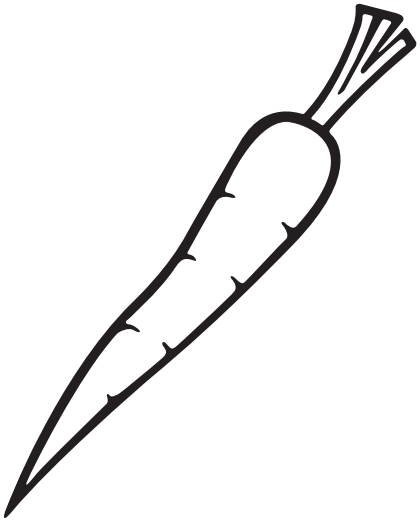
Non-Refrigerated Healthy Vending Machine Options

- Canned fruit cups
- Dried fruits, such as raisins, apricots, and apples
- Pretzels
- Baked chips
- Lowfat popcorn
- Whole grain crackers
- Lowfat granola bars
- Lowfat, whole grain cereals
- Lowfat, whole grain cereal bars
- Trail mix
- Graham crackers
- Animal crackers
- Plain and salted nuts
- 100% fruit leather
- Fig bars
- Salsa with baked tortilla chips

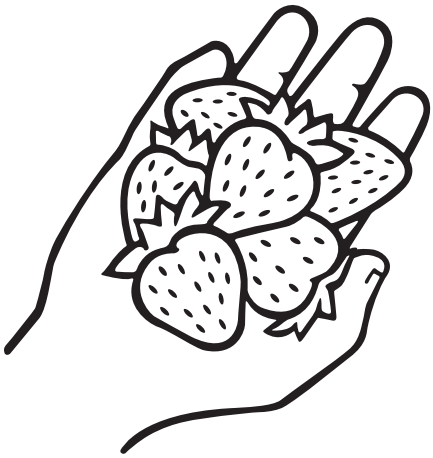
Refrigerated/Frozen Healthy Vending Machine Options

- Vegetables, such as baby carrots, broccoli florets, and celery sticks
- Fresh fruit salads
- Fresh vegetable salads with lowfat or fat free dressing
- Packaged fruit slices (such as sliced apples)
- Nonfat yogurt
- Nonfat cottage cheese
- Sandwiches made with vegetables and/or lean meats on whole grain bread
- Frozen 100% fruit bars
- Water
- 100% fruit juice
- 100% vegetable juice
- Nonfat or 1% lowfat milk

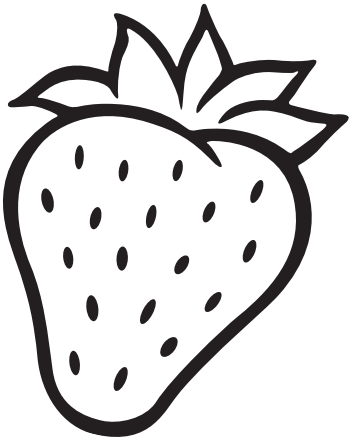
POWER
PLAY

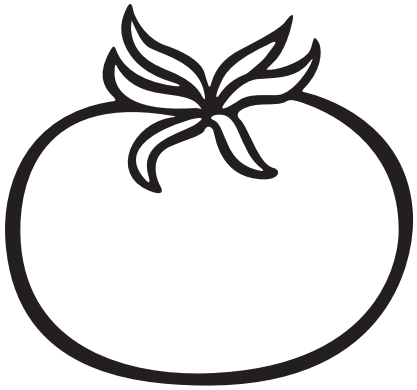
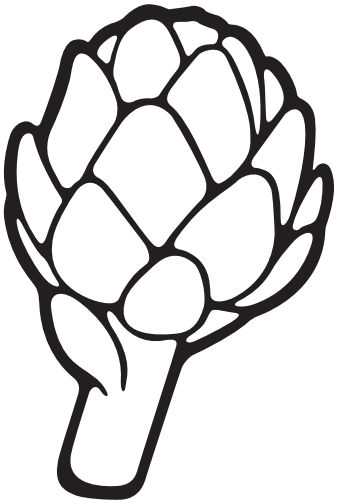
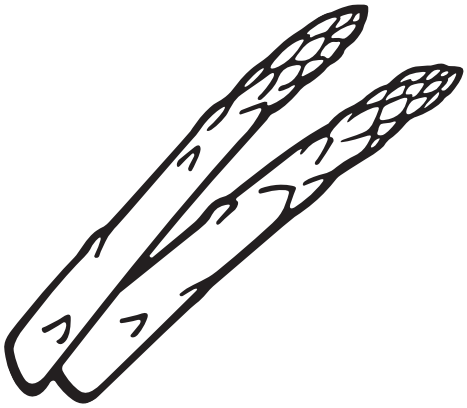
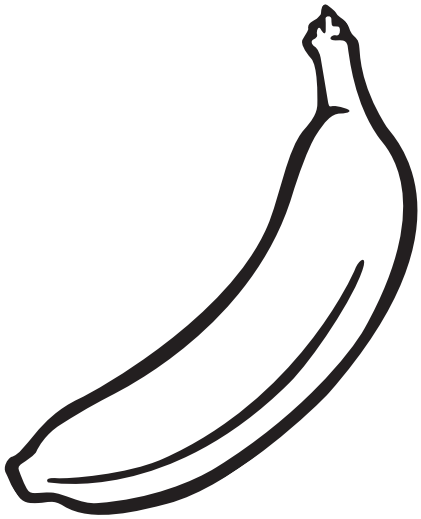
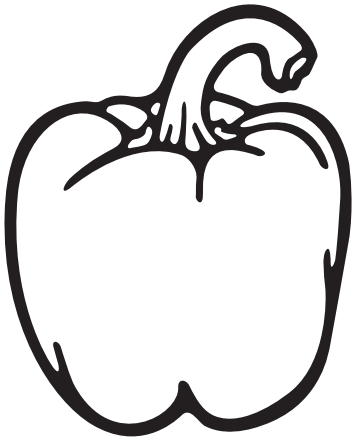
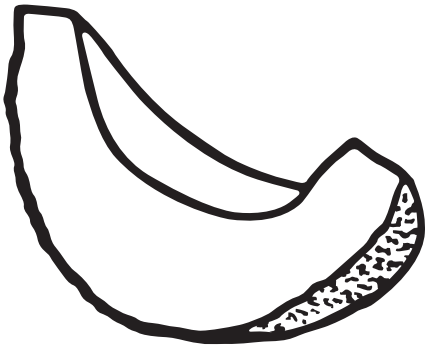
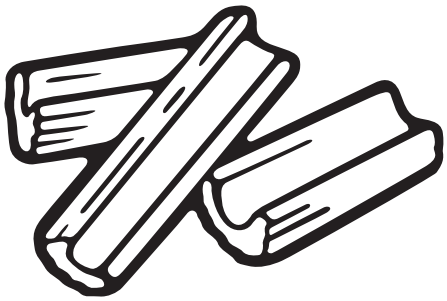
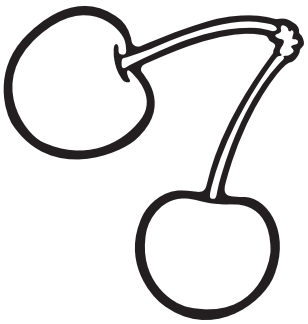
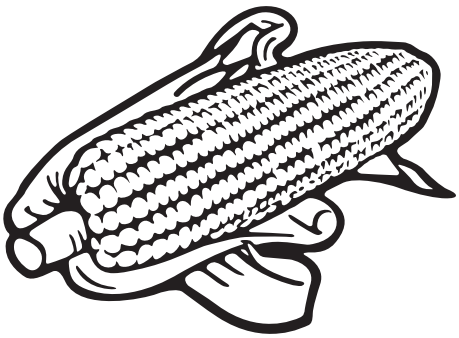


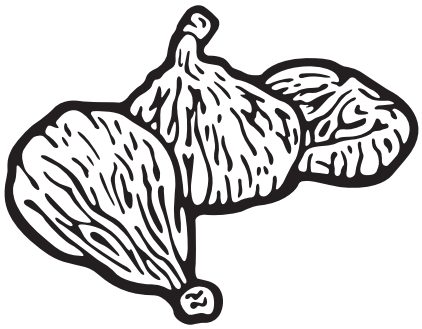
CALIFORNIA
VEGGIE MIX
KEEP FROZEN

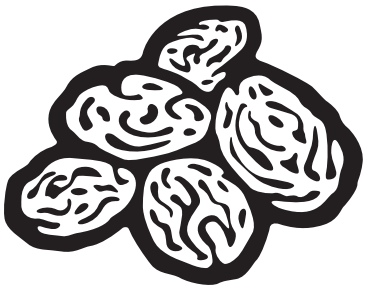
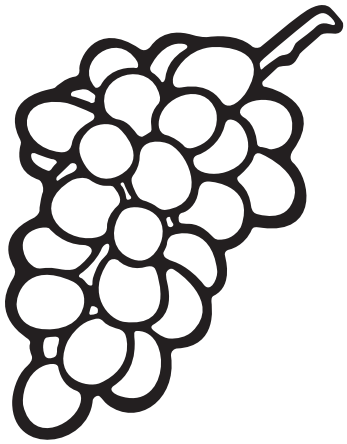
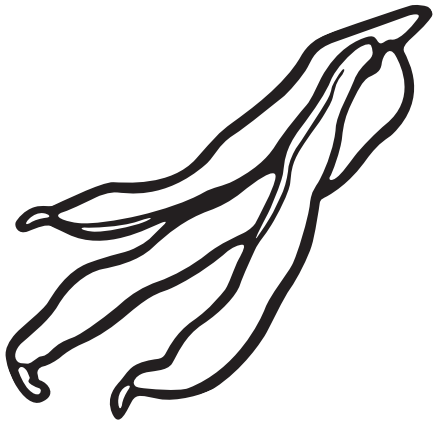
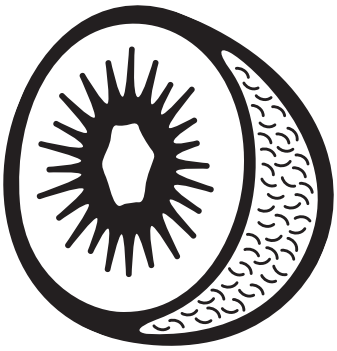
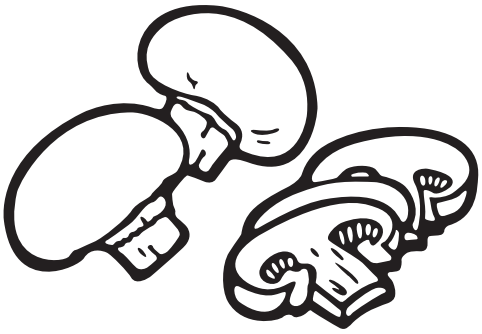
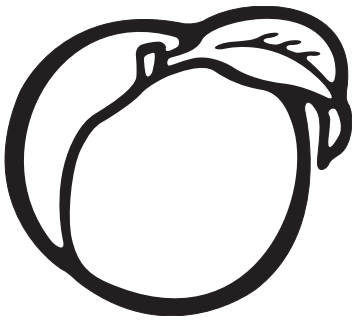


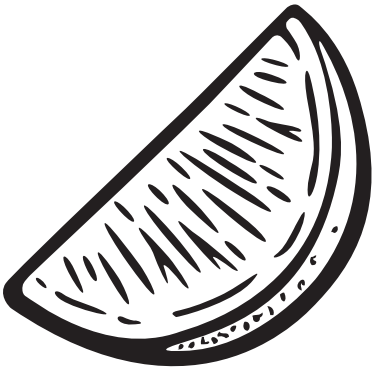
100%
JUICE

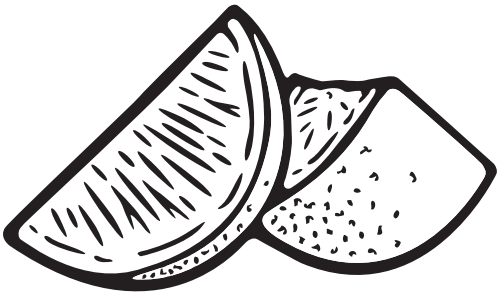


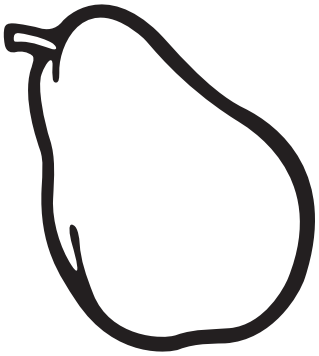










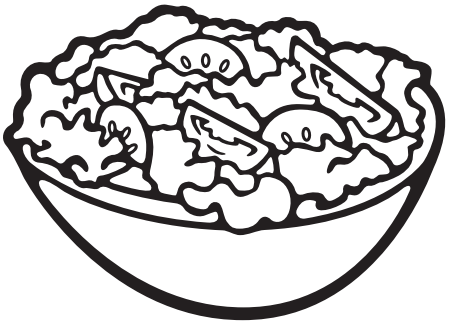


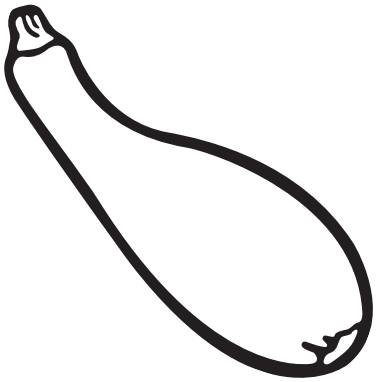







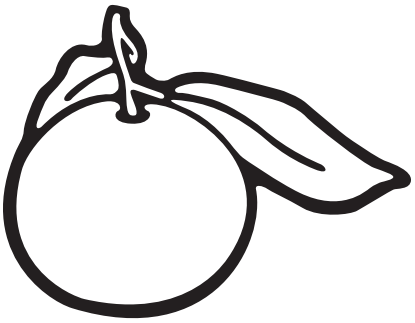


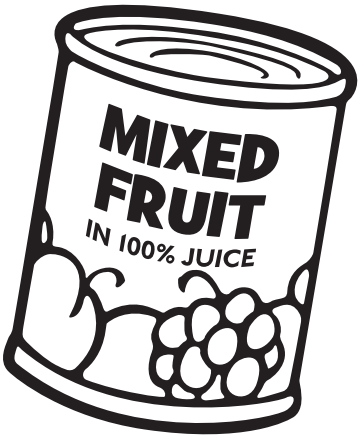


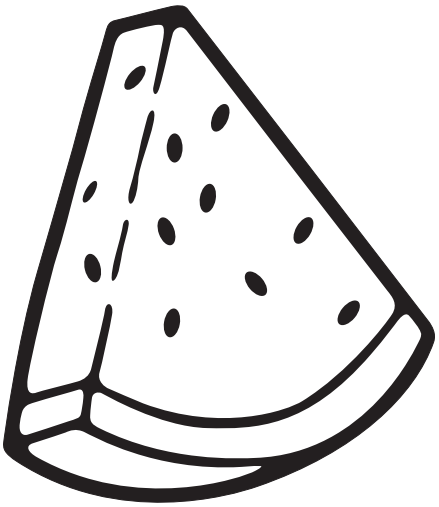


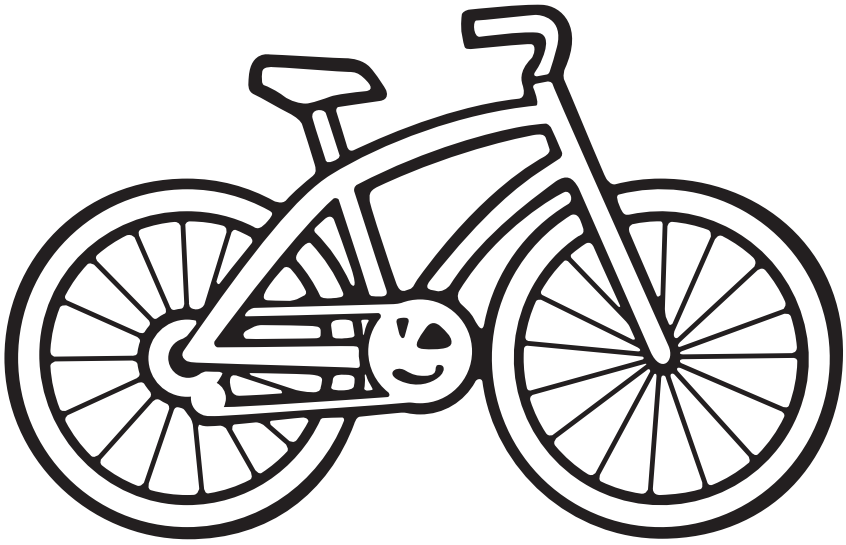


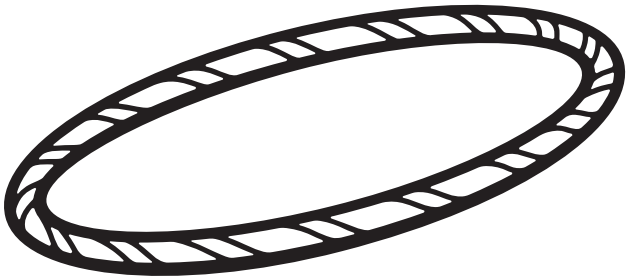


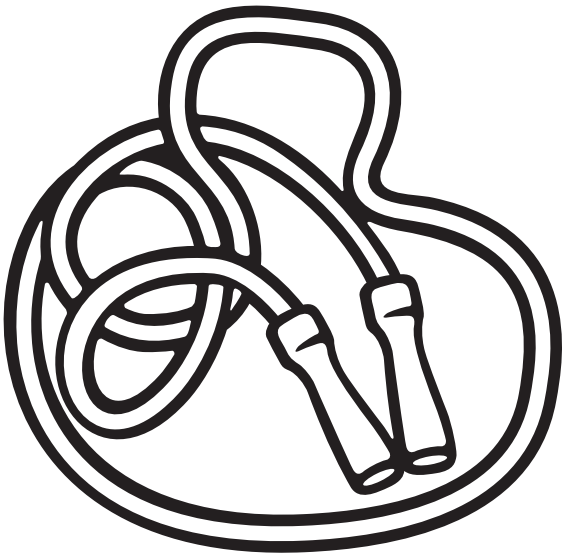


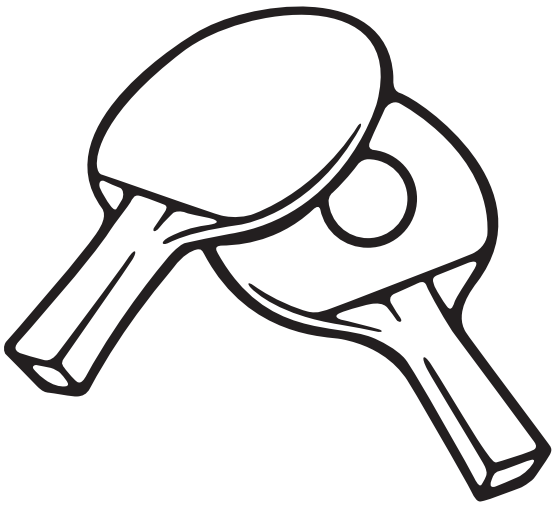

MIXED
FRUIT
IN 100% JUICE

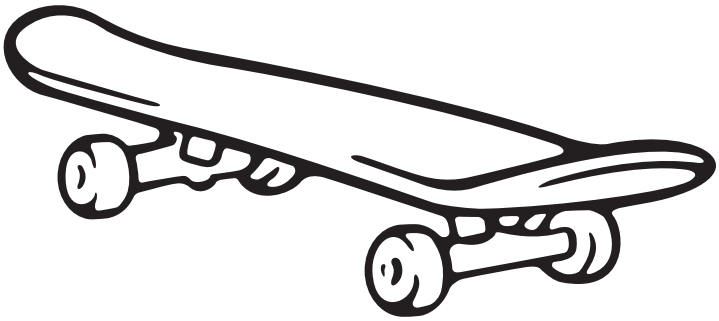






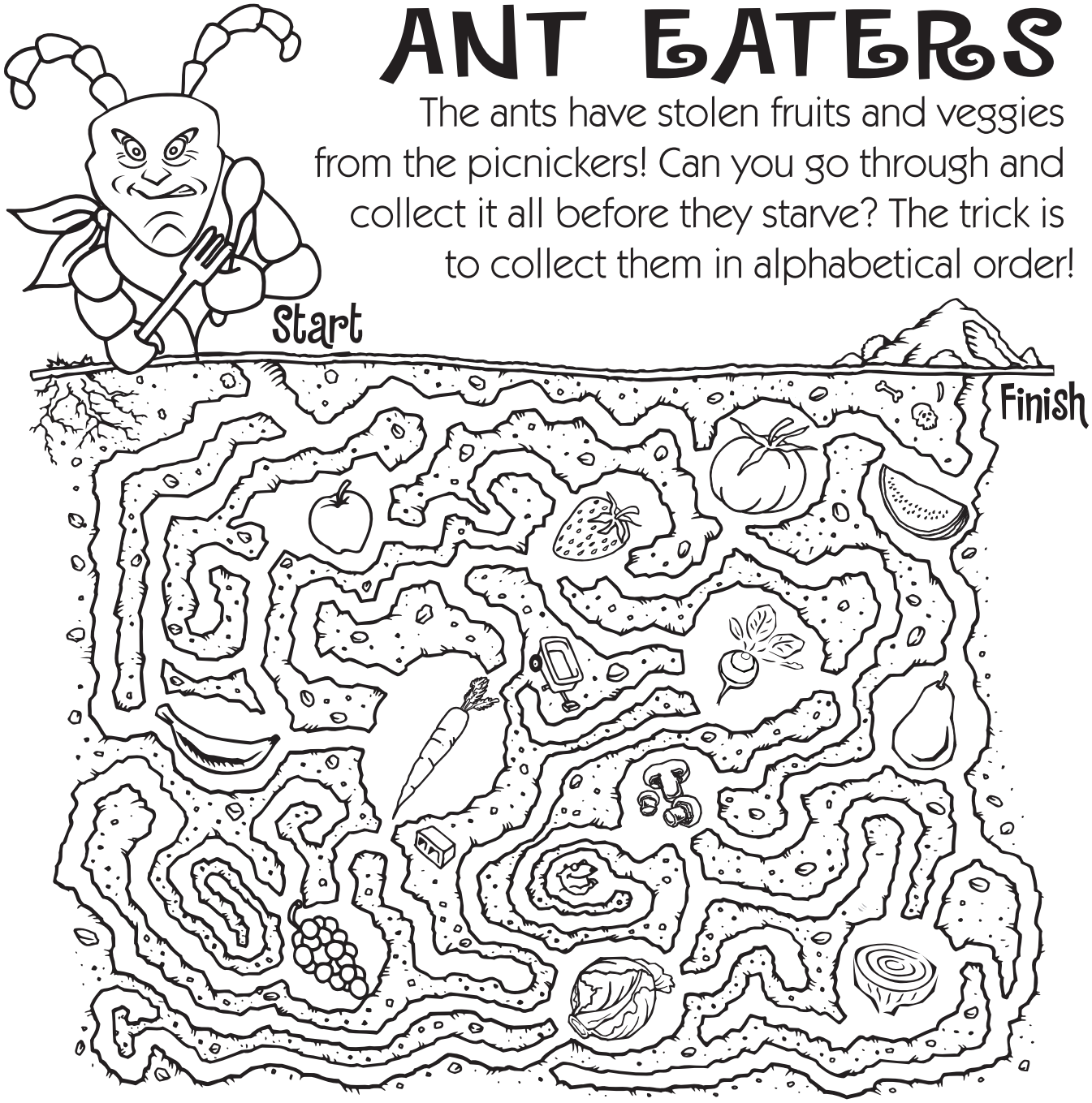






ANT EATERS

The ants have stolen fruits and veggies from the picnickers! Can you go through and collect it all before they starve? The trick is to collect them in alphabetical order!



HORMIGAS TRAVIESAS

¡Las hormigas robaron las frutas y los vegetales de una familia que salió al parque! ¿Puedes entrar al hormiguero y juntarlos antes de que la familia se muera de hambre? El truco es juntarlas en orden alfabético.

ENERGY CODE-BREAKER

N	H 2	S 1	I 15
A	Z 9	O	U 4
F 11	P 5	J 6	E
G	R	B 13	D 3

In less than 5 minutes this germ will destroy the world unless *you stop him. Usually you* have no problem saving the world, *but today you feel like you're* coming down with a cold. *What do you do? Use* your "Energy Code-Breaker".

The numbers in all the rows, columns, and diagonals have to add up to 30. Can you put in the missing numbers? Once you've done that correctly, use the letters above each number to fill in the blanks below to reveal which fruit will help prevent the cold and give you the energy to save the world!

___	___	___	___	___	___
10	14	7	12	0	8

LA CLAVE DE ENERGÍA

S	H 2	N 1	I 15
E	Z 9	F	U 4
O 11	P 5	J 6	S
A	R	B 13	D 3

En menos de 5 minutos este germen puede destruir el mundo a *menos que lo detengas.* Normalmente no tienes problemas para *salvar al mundo pero hoy* sientes que estás decayendo debido a un *resfriado. ¿Qué puedes hacer*? ¡Reanimate con la clave de energía!.

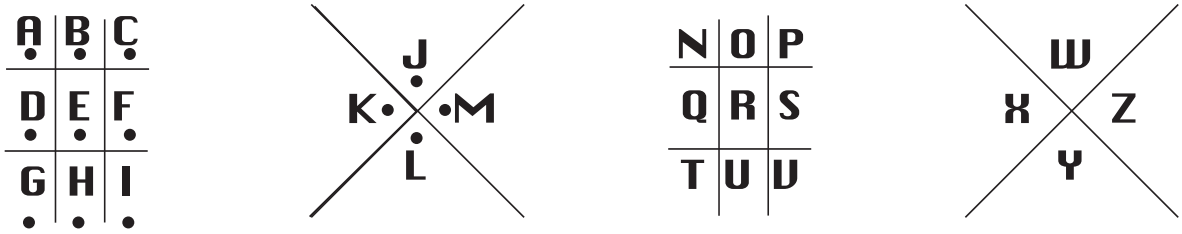
Los números de las filas, columnas y diagonales tienen que sumar 30. ¿Puedes poner los números que hacen falta? Una vez que lo hayas hecho correctamente, usa las letras arriba de cada número para llenar los espacios en blanco a continuación para mostrar cuál fruta te ayudará a prevenir el resfriado y darte la energía que necesitas, ¡para salvar al mundo!

____ ____ ____ ____ ____ ____

10 14 7 12 0 8

FRUIT & VEGGIE ICONS

Below is a coded language. Use the code to spell out the fruit and vegetable names. Then match the fruits and vegetables with the clues at the bottom!



Here is a sample to get you started. K I W I

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

Clues

sample This fruit is green, has black seeds and needs to shave.

_____ This fruit is red, purple or green, with or without seeds.

_____ This vegetable is orange and grows underground.

_____ Over 7,000 varieties of this fruit are grown around the world.

_____ This red vegetable isn't a vegetable, it's a fruit.

_____ This vegetable isn't a vegetable either, it's a fungus.

_____ This vegetable used to be called an earth pear.

ADIVINANZAS DE FRUTAS Y VEGETALES

Abajo hay letras que están en codigo. Use las letras en codigo para deletrear los nombres de las frutas y vegetales. Luego haga juego con las frutas y vegetales con pistas más abajo.

Aqui esta una muestra para comenzar.

A.

_____

B.

_____

C.

_____

D.

_____

E.

_____

F.

_____

Pistas

Muestra **Es verde por dentro y tiene semillas negras.**

_____ **Esta fruta es roja, morada o verde, con o sin semillas.**

_____ **Este vegetal es de color anaranjado y crece en la tierra.**

_____ **Más de 7,000 variedades de esta fruta se producen en todo el mundo.**

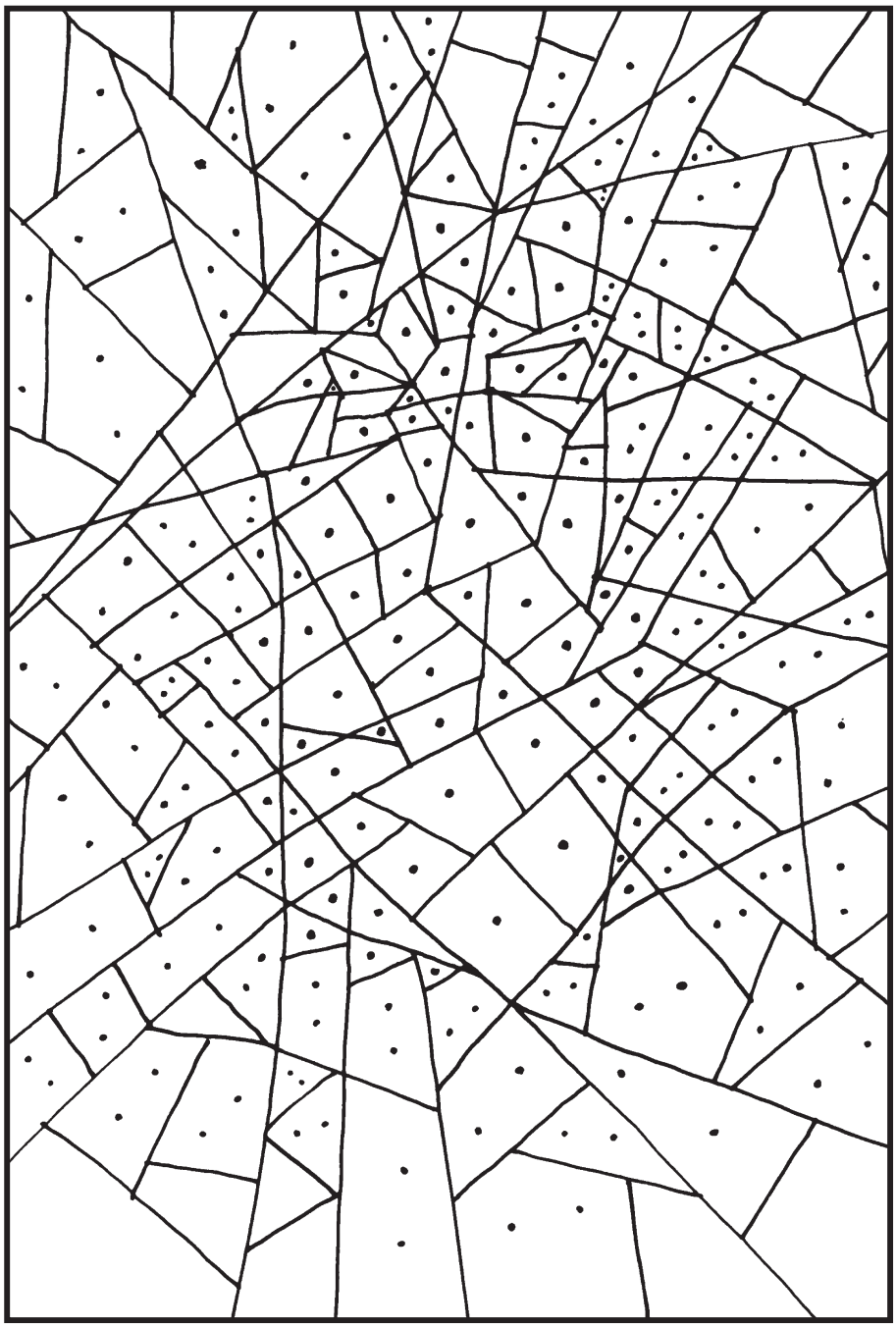
_____ **Parece vegetal de color rojo, pero no es vegetal, es fruta.**

_____ **California produce más de éstos que cualquier otro estado.**

_____ **Este vegetal se deletrea igual que a tu papá y el papa.**

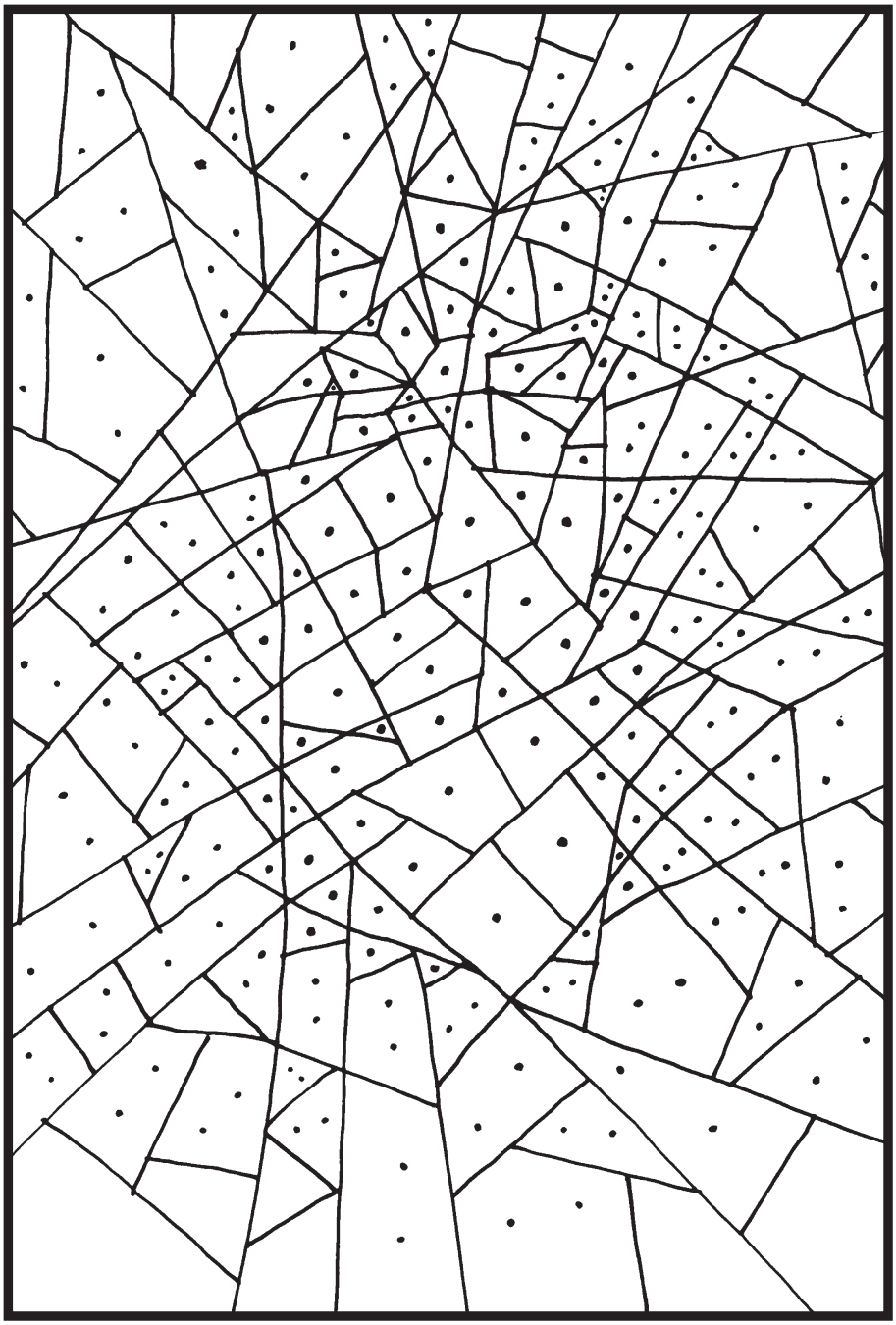
LOTS O' DOTS!

Fill in all the shapes with only one dot in them to discover what popular fruit grows in Hawaii.



¡MONTONES DE PUNTOS!

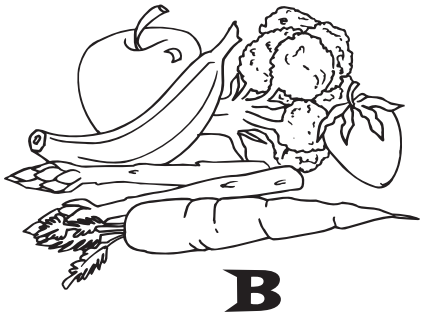
Encuentra todas las formas con un solo punto para descubrir qué fruta muy popular crece en Hawai.



PICTURE THIS!

Which two pictures are exactly the same?

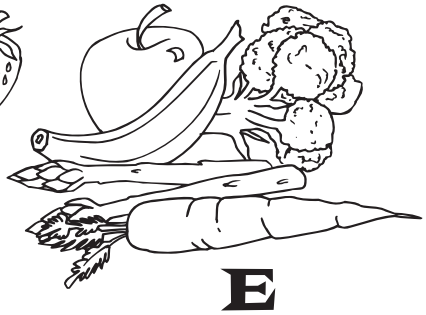
A



B

C

D



E

F

G

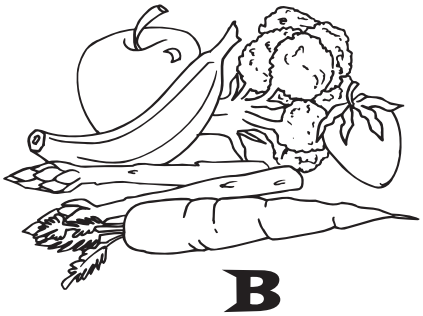
H

I

¡FÍJATE!

¿Cuáles dos figuras son iguales?

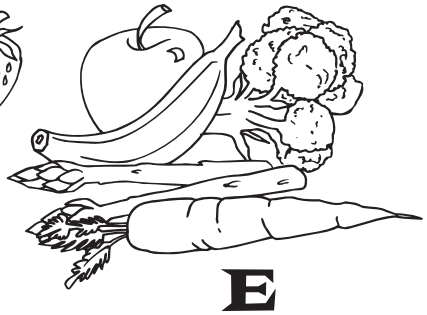
A



B

C

D



E

F

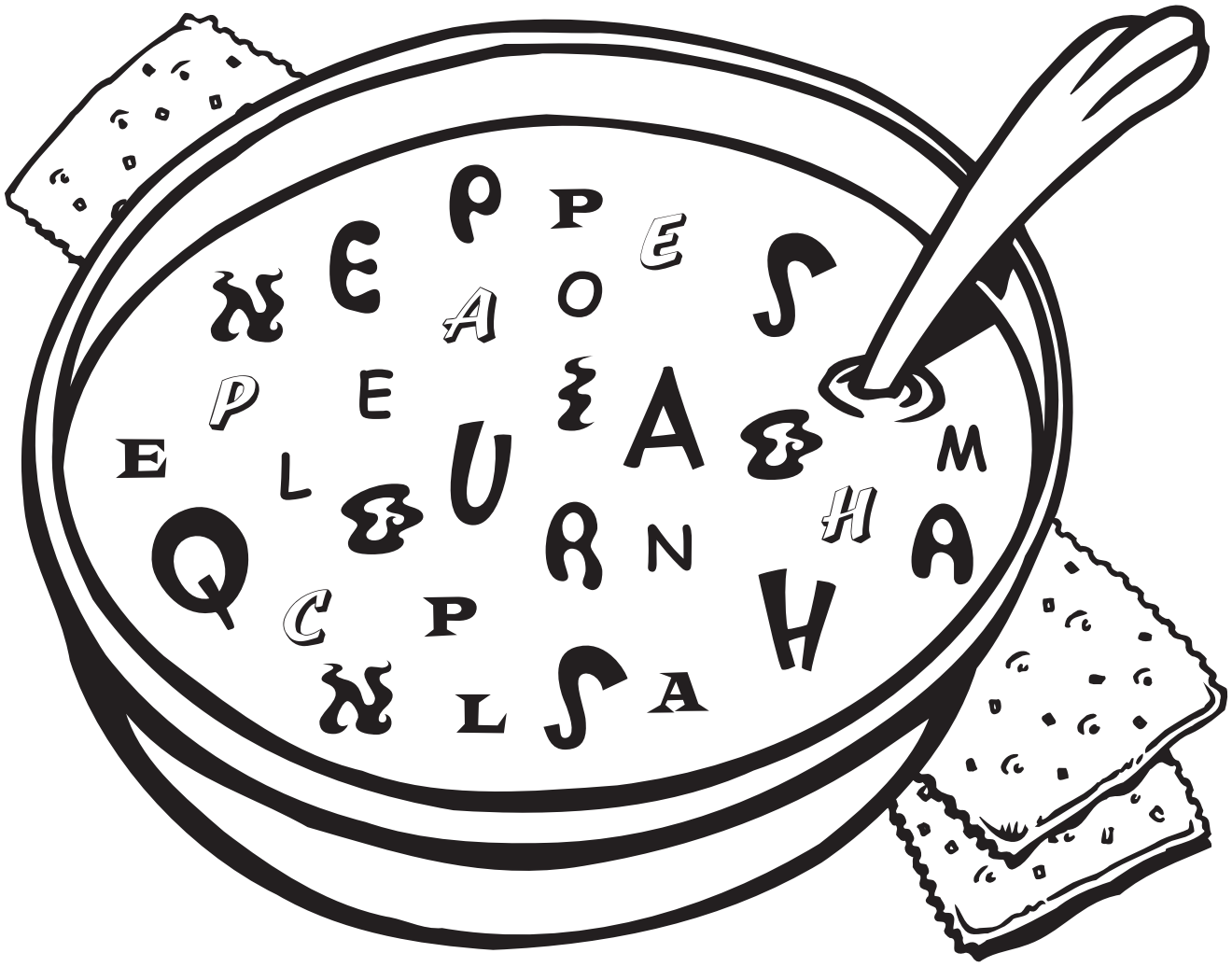
G

H

I

ALPHABET SOUP

This strange soup is made from six different fruits & veggies. Find each style of letters that are the same. Unscramble them to identify the ingredients.



SOPA DE LETRAS

Esta sopa tan extraña está hecha de cinco frutas y vegetales diferentes. Busca todos los estilos de letras que sean iguales. Ponlas en orden para identificar los ingredientes.

Calendar of Healthy Eating and Physical Activity Events

You may wish to plan activities to celebrate the following events related to nutrition, fruits and vegetables, and physical activity. While the events below may be sponsored by for-profit companies, their inclusion is for informational purposes only and does not constitute an endorsement by the *Nutrition Education and Obesity Prevention Branch—Children's Power Play! Campaign.*

January

- Healthy Weight Week (Healthy Weight Journal, www.healthyweight.net and www.healthyweightnetwork.com)
- National Apricot Day-January 9th (Apricot Producers of California, www.apricotproducers.com)
- National Fiber Focus Month
- National Fresh Squeezed Orange Juice Week (Florida Department of Citrus, www.floridajuice.com)
- California Dried Plum Digestive Health Month (California Dried Plum Board, www.californiadriedplums.org)
- National Soup Month
- Family Fit Lifestyle Month

February

- American Heart Month (American Heart Association, www.americanheart.org)
- National Canned Food Month (Canned Food Alliance, www.mealtime.org)
- National Cherry Month (Cherry Marketing Institute, www.cherrymkt.org)
- National Girls and Women in Sports Day (Women's Sports Foundation, www.womenssportsfoundation.org)
- National Grapefruit Month (Texas Sweet Citrus Marketing, www.texasweet.com)
- Potato Lover's Month (National Potato Promotion Board, www.healthypotato.com and www.uspotatoes.com)
- Pride in Food Service Week (Dietary Managers Association)

March

- Johnny Appleseed Day-March 11th (also celebrated on September 26th)
- National Agriculture Day-1st day of spring (Agricultural Council of America, www.agday.org)
- National Artichoke Hearts Day-March 16th (California Artichoke Advisory Board, www.artichokes.org)
- National Frozen Food Month (National Frozen & Refrigerated Foods Association, www.nfraweb.org and www.easyhomemeals.com)
- National Nutrition Month (Academy of Nutrition and Dietetics Foundation, www. eatrightfoundation.org)
- National Oranges and Lemons Day – March 31st
- National School Breakfast Week (School Nutrition Association, formerly American School Food Service Association, www.asfsa.org)
- Peach Blossom Day – March 3rd

April

- Fresh Florida Tomato Month (Florida Tomato Committee, www.floridatomatoes.org; California Tomato Commission, www.tomato.org)
- Golfers Day – April 10th (American Junior Golf Association, www.ajga.org)
- National Cancer Control Month (American Cancer Society, www.cancer.org)
- National Garden Month (National Gardening Association, www.garden.org)
- National Public Health Week – 1st full week of the month (American Public Health Association, www.apha.org)
- National TV-Turnoff Week – 3rd full week of the month (Center for Screen-time Awareness, www.screentime.org)
- National Youth Sports Safety Month (National Youth Sports Safety Foundation, www.nyssf.org)
- Walk America (March for Babies, www.marchforbabies.org)
- World Health Day (World Health Organization, www.who.int)
- YMCA Healthy Kids Day (YMCA of the USA, www.ymca.net)

- National Playground Safety Week (National Program for Playground Safety (www.playgroundsafety.org)
- National Dance Week

May

- All Children Exercise Simultaneously – 1st Wednesday in May at 10:00 a.m. local time (Project ACES, www.lensaunders.com/aces)
- Food Allergy Awareness Week (Food Allergy & Anaphylaxis Network, www.foodallergy.org)
- Hunger Action Day (California Hunger Action Coalition, www.hungeraction.net)
- National Asparagus Month (Michigan Asparagus Advisory Board, www.asparagus.org)
- National Bike Month (League of American Bicyclists, www.bikeleague.org)
- National Drinking Water Week – 1st full week of the month (U.S. Environmental Protection Agency, www.epa.gov/safewater)
- National Employee Health & Fitness Day – 3rd Wednesday in May (National Association for Health & Fitness, www.physicalfitness.org)
- National Physical Education and Sports Week (American Alliance for Health, Physical Education, Recreation, and Dance, www.aahperd.org)
- National Physical Fitness and Sports Month (President's Council on Physical Fitness and Sports, www.fitness.gov)
- National Raisin Week (California Raisins, www.raisins.org)
- National Running and Fitness Week (American Running Association, www.americanrunning.org)
- National School Nurses Day (National Association of School Nurses, www.nasn.org)
- National Strawberry Month (California Strawberry Advisory Board, www.calstrawberry.com)
- Teacher Appreciation Month-Tuesday of the first full week (National Education Association, www.nea.org)
- National Salad Month
- National Tennis Month
- National Child Nutrition Employee Appreciation Week
- National Osteoporosis Awareness and Prevention Month (National Osteoporosis Foundation (www.nof.org)

June

- National Fresh Fruits and Vegetables Month (United Fresh Produce Association, www.unitedfresh.org)
- National Men's Health Week (www.menshealthmonth.org/week)
- National Papaya Month-also celebrated in September (Jamaica Papaya Growers Association, www.exportjamaica.org/papaya)
- Stand for Children Day (Stand for Children, www.stand.org)

July

- July Belongs to Blueberries Month (North American Blueberry Council, www.blueberry.org)
- National Peach Month – also celebrated in August
- National Salad Week – 4th week in July
- National Tennis Month
- National Tug of War Tournament Day
- Therapeutic Recreation Week (National Recreation and Parks Association, www.active.com/outdoors)
- Father-Daughter Take a Walk Together Day

August

- Farmers' Market Week (Agriculture Marketing Service at the USDA, www.ams.usda.gov/farmersmarkets)
- National Golf Month
- National Kids Day – 1st Sunday of the month (www.kids.org)
- National Watermelon Day

September

- Family Health and Fitness Days USA – last Saturday in September (Health Information Resource Center, www.fitnessday.com/family)
- Latino Health Awareness Month (*Nutrition Education and Obesity Prevention Branch—Latino Campaign*, http://www.cdph.ca.gov/programs/NEOPB/Pages/HealthEquityInterventions.aspx)
- National Apple Month – celebrated September to November (U.S. Apple Association, www.usapple.org; Washington Apple Educational Foundation, www.waef.org)

- National Food Safety Education Month (Government Food Safety Information, www.foodsafety.gov and National Restaurant Association Educational Foundation, www.nraef.org)
- National Mushroom Month (Mushroom Council, www.mushroomcouncil.com)
- National Papaya Month – also celebrated in June (Jamaica Papaya Growers Association, www.exportjamaica.org/papaya)
- World Heart Day (www.worldheart.org)
- Family Day (www.casafamilyday.org/familyday/)
- National Fruits and Vegetables Month
- National Potato Month (National Potato Promotion Board, www.healthypotato.com and www.uspotatoes.com)

October

- Child Health Month (American Academy of Pediatric, www.aap.org/advocacy.html)
- Health Literacy Month (www.healthliteracymonth.com)
- Healthy Lung Month (American Lung Association, www.lungusa.org)
- National 4-H Week (National 4-H Council, www.4-h.org)
- National Apple Month – celebrated September to November (U.S. Apple Association, www.usapple.org; Washington Apple Educational Foundation, www.waef.org)
- National Child Health Day (Maternal and Child Health Bureau, www.mchb.hrsa.gov)
- National Cranberry Month (Cranberry Marketing Committee, www.uscranberries.com)
- National Family Health Month (American Academy of Family Physicians, www.aafp.org)
- National Health Education Week (National Center for Health Education, www.nche.org)
- National Noisy Munching Day – October 5th
- National Pickled Pepper Month
- National Roller Skating Month (International Roller Skating Association, www.rollerskating.org)
- National School Lunch Week (School Nutrition Association, formerly American School Food Service Association, www.asfsa.org)
- National Spinach Lovers Month
- Walk to School Day (www.walktoschool-usa.org and www.cawalktoschool.com)
- World Food Day (National Committee for World Food Day, www.worldfooddayusa.org and Food Agriculture Organization of the United Nations, www.fao.org)
- World Teachers Day – October 5th
- World Vegetarian Day – Oct. 1st (www.worldvegetarianday.org)
- Kids Care Week (www.kidscare.org)
- National Food Bank
- National Color Day
- Eat Better, Eat Together Month
- National Kids Goal Setting Week

November

- National Allied Health Week (Association of Schools of Allied Health Professionals, www.asahp.org)
- National Clean Out Your Refrigerator Day – November 15th
- National Diabetes Month (American Diabetes Association, www.diabetes.org)
- National Fig Week (California Fig Advisory Board, www.californiafigs.com)
- National Apple Month – celebrated September to November (U.S. Apple Association, www.usapple.org; Washington Apple Educational Foundation, www.waef.org)
- National Split Pea Soup Month (USA Dry Pea & Lentil Council)
- National Family Week (www.nationalfamilyweek.org)
- National Farm-City Week
- Universal Children's Day
- National Pomegranate Month (California Pomegranates, www.pomegranates.org)

December

- National Hand Washing Awareness Week (www.henrythehand.com)
- National Stress Free Family Holiday Month
- California Kiwifruit Day (www.kiwifruit.org)

Organizations and Web Sites Related to Nutrition and Physical Activity

GOVERNMENTAL AGENCIES AND PROGRAMS

Action for Healthy Kids
4711 West Golf Road Suite 625
Skokie, IL 60076
www.actionforhealthykids.org

After School Physical Activity
(free materials and activities)
San Diego County Office of Education
6401 Linda Vista Road
San Diego, CA 92111-7399
Phone: 858-292-3500
www.afterschoolpa.com

California Department of Education
Nutrition Services Division
1430 N Street
Sacramento, CA 95814
Phone: 800-952-5609
Fax: 916-445-4842
www.cde.ca.gov/re/di/or/division.asp?id=nsd

Bureau of Publications, Sales Unit
P.O. Box 271
Sacramento, CA 95812-0271
Phone: 916-445-1260
www.cde.ca.gov/re

California Department of Food and Agriculture
Office of Public Affairs
1220 N Street, Suite A454
Sacramento, CA 95814
Phone: 916-654-0462
www.cdfa.ca.gov

California Department of Public Health
Nutrition Education and Obesity Prevention Branch
California Department of Public Health
Cancer Prevention and Nutrition Section
P.O. Box 997377, MS 7204
Sacramento, CA 95899-7377
Phone: 888-328-3483
www.www.cdph.ca.gov/programs/neopb/Pages/default.aspx

California Project LEAN (Leaders Encouraging Activity and Nutrition)
California Department of Public Health
P.O. Box 997413, MS 7211
Sacramento, CA 95899-7413
Phone: 916-552-9907
Fax: 916-552-9909
www.californiaprojectlean.org

California Safe Routes to School Initiative
Phone: 916-552-9939
www.cdph.ca.gov/HealthInfo/injviosaf/Pages/SafeRoutestoSchool.aspx

California Healthy Kids Resource Center
313 W. Winton Ave., Room 176
Hayward, CA 94544
Phone: 888-318-8188 or 510-670-4583
Fax: 510-670-4582
www.californiahealthykids.org

Centers for Disease Control and Prevention
Division of Nutrition & Physical Activity
National Center for Chronic Disease Prevention and Health Promotion
4770 Buford Highway, NE, MS/K-24
Atlanta, GA 30341-3717
Phone: 770-488-5820
Fax: 770-488-5473
www.cdc.gov/nccdphp/dnpa

Division of Adolescent and School Health (DASH)
www.cdc.gov/healthyYouth/

BAM! Body and Mind
(for children ages 9-13)
www.bam.gov

Fruits and Veggies More Matters
www.fruitsandveggiesmatter.gov

"VERB" Youth Media Campaign
(promoting physical & pro-social activity)
www.cdc.gov/youthcampaign

FoodSafety.gov
Gateway to Government Food Safety Information
www.foodsafety.gov

National Cancer Institute
Division of Cancer Control and Population Sciences
National Cancer Institute
6130 Executive Boulevard
Executive Plaza North, Room 6134
Rockville, MD 20852
Phone: 301-594-6776
Fax: 301-594-6787
www.cancer.gov

Nutrition.gov
Provides access to all online federal government information on nutrition, healthy eating, physical activity and food safety.
www.nutrition.gov

President's Council on Physical Fitness and Sports
Dept. W
200 Independence Avenue SW
Room 738-H
Washington, DC 20201-0004
Phone: 202-690-9000
Email: pcpfs@osophs.dhhs.gov
www.fitness.gov

United States Department of Agriculture
Team Nutrition
3101 Park Center Drive, Room 632
Alexandria, VA 22302
Phone: 703-305-1624
Email: teamnutrition@fns.usda.gov
www.fns.usda.gov/tn/

Center for Nutrition Policy and Promotion
3101 Park Center Drive, 10th Floor
Alexandria, VA 22302-1594
www.cnpp.usda.gov
www.mypyramid.gov

Food and Nutrition Information Center
Agricultural Research Service, USDA
National Agricultural Library, Room 105
10301 Baltimore Avenue
Beltsville, MD 20705-2351
Phone: 301-504-5719
www.nal.usda.gov/fnic

University of California Agriculture and Natural Resources

California 4-H Youth Development Program
University of California
DANR Building, One Shields Avenue
Davis, CA 95616-8575
Phone: 530-754-8518
Fax: 530-754-8541
Email: fourhstateofc@ucdavis.edu
http://fourh.ucdavis.edu/

Expanded Food & Nutrition Education Program
UC Davis, Rm 3135 Meyer Hall,
1 Shields Avenue
Davis, CA 95616-5270
Phone: 530-754-8698
Fax: 530-752-7588
http://efnep.ucdavis.edu/

Master Gardener Program
Cooperative Extension-Glenn County
821 E. South Street
Orland, CA 95963
Phone: 530-865-1154
Fax: 530-754-8540
http://camastergardeners.ucdavis.edu

GROWERS' ASSOCIATIONS AND COMMISSIONS

American Mushroom Institute
1 Massachusetts Avenue, NW, Suite 800
Washington, DC 20001
Phone: 202-842-4344
www.americanmushroom.org

Apricot Producers of California
P.O. Box 974
Turlock, CA 95381
Phone: 209-632-9777
www.apricotproducers.com

California Apple Commission
770 East Shaw, Suite 220
Fresno, CA 93710
Phone: 559-225-3000
www.calapple.org

California Artichoke Advisory Board
P.O. Box 747, 10341 Merritt Street, Ste. 3
Castroville, CA 95012
Phone: 831-633-4411
www.artichokes.org

California Asparagus Commission
1331 E. Barbara Worth Drive
Holtville, CA 92250
Phone: 209-474-7581
www.calasparagus.com

California Avocado Commission
38 Discovery, Suite 150
Irvine, CA 92618
Phone: 949-341-1955
www.avocado.org

California Certified Organic Farmers
2155 Delaware Ave, Suite 150
Santa Cruz, CA 95060
Phone: 831-423-2263
www.ccof.org

California Cling Peach Board
531-D North Alta Avenue
Dinuba, CA 93618
Phone: 559-595-1425
www.calclingpeach.com

California Date Administrative Committee
P.O. Box 1736
Indio, CA 92202
Phone: 760-347-4510
www.datesaregreat.com

California Dried Plum Board
P.O. Box 348180
Sacramento, CA 95834
Phone: 916-565-6232
www.californiadriedplums.org

California Federation of Certified Farmers' Markets
P.O. Box 1813
Davis, CA 95617
Phone: 530-753-9999
www.cafarmersmarkets.com

California Fig Advisory Board
7395 N Palm Bluffs, Suite 106
Fresno, CA 93711
Phone: 559-440-5400
www.californiafigs.com

California Fresh Apricot Council
19 Sherwood Court
San Francisco, CA 94127
Phone: 415-584-4063
www.califapricot.com

California Fresh Carrot Advisory Board
531 North Alta Avenue
Dinuba, CA 93618
Phone: 559-591-5675

California Kiwifruit Commission
1521 "I" Street
Sacramento, CA 95814
Phone: 916-441-0678
www.kiwifruit.org

California Pear Advisory Board
1521 "I" Street
Sacramento, CA 95814
Phone: 916-441-0432
www.calpear.com

California Raisin Marketing Board
3445 North First Street, Suite 101
Fresno, CA 93726
Phone: 559-248-0287
www.calraisins.org

California Rare Fruit Growers, Inc.
The Fullerton Arboretum, CSUF
ATTN: CA Rare Fruit Growers, Inc.
P.O. Box 6850
Fullerton, CA 92834-6850
www.crfg.org

California Strawberry Advisory Board
P.O. Box 269
Watsonville, CA 95077
Phone: 831-724-1301
www.calstrawberry.com

California Table Grape Commission
392 W. Fallbrook, Suite 101
Fresno, CA 93711-6150
Phone: 559-447-8350
www.freshcaliforniagrapes.com

California Tomato Growers Association
2300 River Plaza Drive, Suite 100
Sacramento, CA 95833
Phone: 916-925-0225
www.ctga.org

California Tree Fruit Agreement
P.O. Box 968
Reedley, CA 93654-0968
Phone: 559-638-8260
www.eatcaliforniafruit.com

Cherry Marketing Institute
P.O. Box 30285
Lansing, MI 48909
www.choosecherries.com

Dairy Council of California
1101 National Drive, Suite B
Sacramento, CA 95834
Phone: 916-263-3560
www.dairycouncilofca.org

Florida Department of Citrus
P.O. Box 148
Lakeland, FL 33802-0148
Phone: 863-499-2500
www.floridajuice.com

Fresh Produce & Floral Council
16700 Valley View Ave, Suite 130
La Miranda, CA 90638
Phone: 714-739-0177
www.fpfc.org

Leafy Greens Council
33 Pheasant Lane
St. Paul, MN 55127
Phone: 651-484-7270
www.leafy-greens.org

Mushroom Council
2880 Zanker Road, Suite 203
San Jose, CA 95134
Phone: 408-432-7210
www.mushroomcouncil.com

National Onion Association
822 7th Street, Suite 510
Greely, CO 80631
Phone: 970-353-5895
www.onions-usa.org

National Watermelon Promotion Board
3501 Quadrangle Blvd., Suite 321
Orlando, FL 32817
Phone: 407-657-0261
www.watermelon.org

North Carolina Sweet Potato Commission
1327 North Bright Leaf Blvd., Suite H
Smithfield, NC 27577
Phone: 919-989-7323
www.ncsweetpotatoes.com

Pear Bureau Institute
4382 SE International Way, STE A
Milwaukie, OR 97222-4635
Phone: 503-652-9720
www.usapears.com

Produce Marketing Association
1500 Casho Mill Road
Newark, DE 19714-6036
Phone: 302-738-7100
www.pma.com

Sweet Potato Council of California
P.O. Box 366
Livingston, CA 95334
www.cayam.com

Washington Apple Commission
2900 Euclid Ave
P.O. Box 18
Wenatchee, WA 98807-0018
Phone: 509-663-9600
www.bestapples.com

Washington Apple Education Foundation
P.O. Box 3720
Wenatchee, WA 98807
Phone: 509-663-7713
www.waef.org

Washington Red Raspberry Commission
1796 Front St.
Lynden, WA 98264
Phone: 360-354-8767
www.red-raspberry.org

Washington State Potato Commission
108 Interlake Road
Moses Lake, WA 98837
Phone: 509-765-8845
www.potatoes.com

Western Growers Association
P.O. Box 2130
Newport Beach, CA 92658
Phone: 949-863-1000
www.wga.com and
www.producepedia.com

Wild Blueberry Association of North America
P.O. Box 100
Old Town, ME 04468
Phone: 207-570-3535
www.wildblueberries.com

HEALTH ADVOCACY ORGANIZATIONS AND FOUNDATIONS

American Cancer Society
Check telephone listings for local chapter
Phone: 800-ACS-2345
www.cancer.org

American Community Gardening Association
c/o Franklin Park Conservatory
1777 East Broad Street
Columbus, OH 43203
Phone: 877-ASK-ACGA
www.communitygarden.org

American Diabetes Association National Call Center
1701 North Beauregard Street
Alexandria, VA 22311
Phone: 800-342-2383
www.diabetes.org

American Heart Association
Check telephone listings for local chapter
Phone: 800-AHA-USA-1
www.americanheart.org and
www.justmove.org

American School Health Association
P.O. Box 708
Kent, OH 44240
Phone: 330-678-1601
www.ashaweb.org

Bright Futures
Georgetown University
Box 571272
Washington, DC 20057-1272
Phone: 202-784-9772
Fax: 202-784-9777
E-mail: Brightfutures@ncemch.org
www.brightfutures.org

California Adolescent Nutrition and Fitness Program
2140 Shattuck Avenue, Suite 610
Berkeley, CA 94704
Phone: 510-644-1533
www.canfit.org

California Association for Health, Physical Education, Recreation, and Dance
1501 El Camino Avenue, Suite 3
Sacramento, CA 95815-2748
Phone: 800-499-3596 or 916-922-3596
www.cahperd.org and www.aahperd.org

California Food Policy Advocates
436 14th St. Ste. 1220
Oakland, CA 94612
Phone: 510-433-1122
www.cfpa.net

California Foundation for Agriculture in the Classroom
2300 River Plaza Dr.
Sacramento, CA 95833-3293
Phone: 800-700-AITC
www.cfaitc.org

California Park and Recreation Society
7971 Freeport Blvd.
Sacramento, CA 95832-9701
Phone: 916-665-2777
www.cprs.org

California School Garden Network
17620 Fitch Street
Irvine, CA 92614
Phone: 949-885-2272
www.csgn.org

California School Nutrition Association
210 N. Glenoaks Blvd. Ste C
Burbank, CA 91502
Phone: 818-842-3040
www.calsna.org

The Center for Health and Health Care in Schools
2121 K Street NW, Suite 250
Washington, DC 20037
Phone: 202-466-3396
Fax: 202-466-3467
www.healthinschools.org

Center for Health Improvement
1330 21st Street, Suite 100
Sacramento, CA 95814
Phone: 916-930-9200
www.centerforhealthimprovement.org

Center for Science in the Public Interest
1875 Connecticut Ave., N.W., Suite 300
Washington, DC 20009
Phone: 202-332-9110
E-mail: cspi@cspinet.org
www.cspinet.org or
www.smart-mouth.org

Governor's Council on Physical Fitness and Sports
Phone: 310-867-2951
Email: info@calgovcouncil.org
www.calgovcouncil.org

National Farm to School Network
Center for Food and Justice, UEPI
Occidental College
1600 Campus Road, MS-M1
Los Angeles, CA 90041
Phone: 323-341-5095
Fax: 323-258-2917
www.farmtoschool.org

California Farm to School Network
www.cafarmtoschool.org

School Nutrition Association
700 South Washington Street, Suite 300
Alexandria, VA 22314
Phone: 703-739-3900
www.schoolnutrition.org

Sports, Play, and Active Recreation for Kids (SPARK)
438 Camino Del Rio South, Suite 110
San Diego, CA 92108
Phone: (800) SPARK PE
Fax: (619) 293-7992
E-mail: spark@sparkpe.org
www.sparkpe.org

Society for Nutrition Education
7150 Winton Drive, Suite 300
Indianapolis, IN 46260
Phone: 800-235-6690
www.sne.org

Strategic Alliance for Healthy Food and Activity Environments
c/o Prevention Institute
265 29th Street
Oakland, CA 94611
Phone: 510-444-7738
www.preventioninstitute.org/sa

FOOD INDUSTRY AND MARKETING GROUPS

The list below includes for-profit organizations. Their inclusion in this list is for informational purposes only and does not constitute an endorsement by the *Nutrition Education and Obesity Prevention Branch—Children's Power Play! Campaign*.

American Frozen Food Institute
2000 Corporate Ridge, Suite 1000
McLean, VA 22102
Phone: 703-821-0770
www.affi.com

Dole Food Company, Inc.
PO Box 5700
Thousand Oaks, CA 91359-5700
Phone: 800-356-3111
www.dole.com

Food Marketing Institute
2345 Crystal Drive, Suite 800
Arlington, VA 22202
Phone: 202-452-8444
www.fmi.org

General Mills Foundation
P.O. Box 9452
Minneapolis, MN 55440
Phone: 800-248-7310
www.generalmills.com/corporate/

Mann Packing Company, Inc.
P.O. Box 690
Salinas, CA 93902
Phone: 800-285-1002
www.broccoli.com

Melissa's/World Variety Produce
P.O. Box 2117
Los Angeles, CA 90021
Phone: 800-588-0151
www.melissas.com

Monterey Mushroom, Inc.
260 Westgate Drive
Watsonville, CA 95076
Phone: 800-333-MUSH
www.montereymushrooms.com

National Frozen & Refrigerated Foods Association
P.O. Box 6069
Harrisburg, PA 17112
Phone: 717-657-8601
www.nfraweb.org

Ocean Spray Cranberries, Inc.
One Ocean Spray Drive
Lakeville-Middleboro, MA 02349
Phone: 508-946-1000
www.oceanspray.com

Pfyffer Associates Brussels Sprouts
2611 Mission Street
Santa Cruz, CA 95060
Phone: 831-423-8572
www.brussels-sprouts.com

Produce for Better Health Foundation
5431 Limestone Rd.
Wilmington, DE 19808
Phone: 302-235-2329
www.fruitsandveggiesmorematters.org

Sunkist Growers, Inc.
P.O. Box 7888
Van Nuys, CA 91409
Phone: 818-986-4800
www.sunkist.com

Nutrition Education and Obesity Prevention Branch—

Children's Power Play! Campaign

Eat Healthy. Be Active. Have Fun!

CDPH California Department of PublicHealth

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