



Children's Power Play! Campaign

# Teacher's Guide School Idea & Resource Kit

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

# POWER PLAY



*Children's Power Play! Campaign*

# School Idea & Resource Kit

for Fifth Grade Teachers  
Helping Students Power Up with  
Fruits, Vegetables, and Physical Activity



This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663.

For important nutrition information, visit [www.CaChampionsForChange.net](http://www.CaChampionsForChange.net).

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4th Edition

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# ACKNOWLEDGEMENTS

The *School Idea & Resource Kit (Kit)* was developed through the efforts of many people. The *Nutrition Education and Obesity Prevention Branch—Children’s Power Play! Campaign (Campaign)* wishes to recognize the following staff and partners for their review and input at the time the *Kit* was developed: Desiree Backman, DrPH, MS, RD, Linda Prescott, RD, and Gil Sisneros, MPH from the California Department of Public Health and Jan Lewis, MA, RD and Helen Magnuson, MPH, RD from the California Department of Education, Nutrition Services Division.

The *Campaign* thanks the following representatives from the *Children’s Power Play! Campaign* regional lead agencies:

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Content development and pilot testing coordination was provided by the following independent consultants:

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(contract #1005980)

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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)* inspires and 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* was developed in collaboration with the California Department of Education and California Department of Food and Agriculture.

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](http://www.cdph.ca.gov/programs/NEOPB/Pages/PowerPlayResources.aspx). A variety of materials are also available to order at-cost from the *Nutrition Education and Obesity Prevention Branch* online catalog at [www.championsforchangematerials.net](http://www.championsforchangematerials.net).

## **Overview of the *School Idea & Resource Kit***

You’ve probably noticed that kids today are more likely to be overweight, eat unhealthy foods, and be inactive. This may impact how ready they are to learn or how they feel about themselves. You can help change that! The *School Idea & Resource Kit (Kit)* helps you become a Champion for Change in your school. Using the *Kit*, you can make a positive impact on your students’ health while teaching your core academic subjects. The *Kit* features 10 activities focused on fruits, vegetables, and physical activity. The activities are linked with California Common Core Content Standards and California’s Content Standards in English-Language Arts, Mathematics, and Health (see page 3–10). They align with the California Department of Education’s Nutrition Competencies for California’s Children. The *Kit* has been evaluated and proven to improve kids’ knowledge, skills, and confidence related to fruits, vegetables, and physical activity.

The *Campaign* offers both a fourth-grade and a fifth-grade *Kit*. The two *Kits* are designed to complement one another, with the fifth-grade *Kit* introducing new concepts while reinforcing the concepts in the fourth-grade *Kit*. Other materials available to schools include student workbooks, *Power Up for Learning: A physical activity supplement to the School Idea & Resource Kits*, the *Children’s Power Play! Campaign’s* parent brochure, *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 Classroom on page 6 to learn how you can support the health of your students through your words and actions.

# USING THE KIT

The *School Idea & Resource Kit* activities are in a consistent, easy-to-follow format. The *Kit* is designed with basic, fundamental activities at the beginning and more advanced activities at the end. The *Kit* includes individual, small group, and classroom activities. You can use the Go Farther ideas to extend the activities to the cafeteria, the entire school, students' homes, and the community. You're encouraged to complete all 10 activities with your students to empower them with the knowledge, skills, and confidence to develop lifelong healthy habits.

Each activity contains the following sections:

- **Learning Objectives**—what your students will have learned after completing the activity
- **Links to Content Standards**—the California Content Standards that are supported with the activity
- **Prep Time**—the average amount of time needed to prepare for the activity
- **Activity Time**—the average amount of time needed to conduct the activity with your students
- **Materials**—the materials you will need to conduct the activity (excluding Go Farther ideas)
- **READY**—a brief overview of the activity
- **SET**—what you need to do before conducting the activity with your students
- **GO**—easy-to-follow directions for conducting the activity
- **GO FARTHER**—possibilities for expanding the activity
- **Activity Notes** (if appropriate)—background information for the activity and tips for conducting the activity

Student workbooks are available to eligible schools so that reproduction of the activity worksheets is not necessary. Both English- and Spanish-language worksheets are also included in the *Kit*. To receive additional student workbooks for the new school year, contact your Local Health Department or visit our Web site at [www.cdph.ca.gov/programs/NEOPB/Pages/PowerPlayResources.aspx](http://www.cdph.ca.gov/programs/NEOPB/Pages/PowerPlayResources.aspx).

## Are you...

**READY** to help your students become healthier and more energized?

**SET** for added fun and learning in your classroom?

Then...

**GO for it!**

# 5<sup>th</sup> Grade *Power Play!* School Idea & Resource Kit

## Links to Common Core and Content Standards

	Common Core Standards						Content Standards	
	English Language Arts			Mathematics			Visual & Performing Arts	Health Education
Activity	Speaking & Listening	Reading Informational Text	Writing	Number & Operations in Base Ten	Numbers & Fractions	Measurement & Data	Mathematical Practice	
1. Power Survey	●			**		●		●
2. Power Scramble	●	●						● **
3. How Much Do I Need?				●	●			● **
4. Making Better Choices	●							● **
5. Fruit, Vegetable, and <i>Power Play!</i> Challenge		●	●					●
6. You Be the Food Critic!								●
7. The Power of Advertising	●	●	●					● **
8. What's on a Label?		● **	**	●			●	●
9. Plan a Power Meal	● **							● **
10. I Have Power!	●		**					●

● *Power Play!* Activities

\*\* Addressed with Go Farther ideas



For CallFresh information, call 1-877-847-3663. Funded by USDA SNAP-Ed, an equal opportunity provider and employer. Visit [www.CaChampionsForChange.net](http://www.CaChampionsForChange.net) for healthy tips.

**5<sup>th</sup> Grade Power Play! School Idea & Resource Kit  
Links to California Common Core and Content Standards**

<b>Subject Area</b>	<b>Strands</b>	<b>Common Core Standards</b>	<b>Content Standards</b>	<b>Power Play! Activity</b>
<b>Language Arts</b>	Speaking & Listening	SL.5.1c, SL.5.3, SL.5.4	1.0, 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 2.0, 2.2, **2.0, **2.2	1, 2, 4, 7, 9, 10
	Reading: Informational Text	RI.5.7, RI.5.8, RI.5.10	2.0, 2.1, 2.2, 2.3, 2.4	2, 5, 7, 8
	Writing	W.5.1, W.5.2.a-e, W.5.4	1.0, 1.1, 1.2, 1.3, **1.0, **1.2, **1.3	5, 7, 8, 10
<b>Math</b>	Number & Operations in Base Ten	5.NBT, 5.NBT.B.6, 5.NBT.B.7	1.0, 1.2, 2.0, 2.1, 2.2, **1.0, **1.2	1, 3, 8
	Number & Operations—Fractions	5.NF.A.1	2.0, 2.3	3
	Measurement & Data	5.MD, ★6.SP.4, ★6.SP.5a	1.0, 1.2	1
	Mathematical Practice	MP1	1.0, 1.1, 1.2	3, 8
<b>Visual Arts</b>	Creative Expression		2.0, 2.6, 2.7, **2.0, **2.6, **2.7	2-4, 7, 9, 10
	Nutrition & Physical Activity		1.0-1.2, 1.5, 1.6, 1.8, 1.9, 1.11, **1.6	1-10
<b>Health</b>			2.0-2.3, **2.2	4, 7, 9, 10
			3.0, 3.2	3, 8
			4.0, 4.1	4, 7, 9,
			5.0-5.3	1, 4, 5, 8, 9
			6.0-6.2, **6.1, **6.2	4, 5
			7.0-7.4, **7.1, **7.4	3, 5, 6
			8.0, 8.1, **8.1	3, 4, 6, 7, 9, 10

\*\* Addressed with Go Farther ideas

★ Concept addressed in 6<sup>th</sup> grade standards

☐ These subject areas currently do not have Common Core standards.

**5<sup>th</sup> Grade Power Play! School Idea & Resource Kit  
Links to California Common Core Standards**

Subject Area	Strands	Standards	Power Play! Activity
Language Arts	Speaking & Listening	SL.5.1c, SL.5.3, SL.5.4, **SL5.4	1, 2, 4, 7, 9, 10
	Reading: Informational Text	RI.5.7, RI.5.8, RI.5.10	2, 5, 7, 8
	Writing	W.5.1, W.5.2.a-e, W.5.4, **W.5.1, **W.5.2.a-e	5, 7, 8, 10
Math	Number & Operations in Base Ten	5.NBT, 5.NBT.B.6, 5.NBT.B.7, **5.NBT.B.7	1, 3, 8
	Number & Operations—Fractions	5.NF.A.1	3
	Measurement & Data	5.MD, ★6.SP.4, ★6.SP.5a	1
	Mathematical Practice	MP1	3, 8
	Creative Expression	2.0, 2.6, 2.7, **2.0, **2.6, **2.7	2-4, 7, 9, 10
Visual Arts Health	Nutrition & Physical Activity	1.0-1.2, 1.5, 1.6, 1.8, 1.9, 1.11, **1.6	1-10
		2.0-2.3, **2.2	4, 7, 9, 10
		3.0, 3.2	3, 8
		4.0, 4.1	4, 7, 9
		5.0-5.3	1, 4, 5, 8, 9
		6.0-6.2, **6.1, **6.2	4, 5
		7.0-7.4, **7.1, **7.4	3, 5, 6
		8.0, 8.1, **8.1	3, 4, 6, 7, 9, 10
		8.0, 8.1, **8.1	3, 4, 6, 7, 9, 10

\*\* Addressed with Go Farther ideas

★ Concept addressed in 6<sup>th</sup> grade standards

☐ These subject areas currently do not have Common Core standards.

## 5<sup>th</sup> Grade Power Play! School Idea & Resource Kit Links to Language Arts Common Core Standards

<b>Common Core Language Arts Standards</b>		<b>Power Play! Activity</b>
<b>Speaking &amp; Listening</b>	SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	1, 4, 9, 10
	SL.5.3 Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.	1, 7, 10
	SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	1, 2, 4, 7, 10, **9
<b>Reading: Informational Text</b>	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	7, 8
	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	2, 7, 8
	RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	2, 5, 7, 8
<b>Writing</b>	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	5, 7, **8
	W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	7, **10
	W.5.4 Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	5

\*\* Addressed with Go Farther ideas

## 5<sup>th</sup> Grade Power Play! School Idea & Resource Kit Links to Math Common Core Standards

Common Core Math Standards		Power Play! Activity
<b>Number &amp; Operations in Base Ten</b>	5.NBT Perform operations with multi-digit whole numbers and with decimals to hundredths.	8
	5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	3, 8
	5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	3, 8, **1
<b>Number &amp; Operations—Fractions</b>	5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.	3
<b>Measurement &amp; Data</b>	5.MD Represent and interpret data ★6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots. ★6.SP.5 Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations.	1
<b>Mathematical Practice</b>	MP1 Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary.	3, 8

\*\* Addressed with Go Farther ideas

★ Concept addressed in 6<sup>th</sup> grade standards

## 5<sup>th</sup> Grade Power Play! School Idea & Resource Kit Links to Visual and Performing Arts Standards

Visual Arts Standards		Power Play! Activity
<b>Strand Creative Expression</b>	2.0 Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.	**2, **3, **4, **7, **9, **10
	2.6 Use perspective in an original work of art to create a real or imaginary scene.	9, **2, **3, **4, **7
	2.7 Communicate values, opinions, or personal insights through an original work of art.	**3, **4, **7, **9

\*\* Addressed with Go Farther ideas

## 5<sup>th</sup> Grade Power Play! School Idea & Resource Kit Links to California Health Standards

Standards	Nutrition & Physical Activity Strands	Power Play! Activity
<b>1. Essential Concepts</b>	1.1.N Describe the food groups, including recommended portions to eat from each food group.	1, 3, 5, 7, 9
	1.2.N Identify key components of the “Nutrition Facts” labels.	8
	1.5.N Describe safe food handling and preparation practices.	6
	1.6.N Differentiate between more-nutritious and less-nutritious beverages and snacks.	8, 9, **3
	1.8.N Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines.	5, 7, 9
	1.9.N Explain how good health is influenced by healthy eating and being physically active.	1, 2, 3, 4, 5, 7
<b>2. Analyzing Influences</b>	1.11.N Identify physical, academic, mental, and social benefits of regular physical activity.	1, 5, 7
	2.1.N Describe internal and external influences that affect food choices and physical activity.	4, 7, 10
	2.2.N Recognize that family and cultural influences affect food choices.	4, 10, **9
<b>3. Accessing Valid Information</b>	2.3.N Describe the influence of advertising and marketing techniques on food and beverage choices.	4, 7
	3.1.N Locate age-appropriate guidelines for eating and physical activity.	3
	3.2.N Interpret information provided on food labels.	8
<b>4. Interpersonal Communication</b>	4.1.N Use communication skills to deal effectively with influences from peers and media regarding food choices and physical activity.	4, 7, 9
<b>5. Decision Making</b>	5.1.N Use a decision-making process to identify healthy foods for meals and snacks.	4, 5, 8, 9
	5.2.N Use a decision-making process to determine activities that increase physical fitness.	4, 5
	5.3.N Compare personal eating and physical activity patterns with current age-appropriate guidelines.	1, 5
<b>6. Goal Setting</b>	6.1.N Monitor personal progress toward a nutritional goal.	5, **4
	6.2.N Monitor personal progress toward a physical activity goal.	5, **4

\*\* Addressed with Go Farther ideas

<b>7. Practicing Health-Enhancing Behaviors</b>	7.1.N Identify ways to choose healthy snacks based on current research-based guidelines.	5, **3
	7.2.N Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage practices.	6
	7.3.N Demonstrate the ability to balance food intake and physical activity.	5
	7.4.N Demonstrate the ability to assess personal physical activity levels.	5, **3
<b>8. Health Promotion</b>	8.1.N Encourage and promote healthy eating and increased physical activity opportunities at school and in the community.	4, 6, 7, 10, **3, **9

\*\* Addressed with Go Farther ideas

# 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 students! 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](http://www.health.gov/dietaryguidelines) and [www.choosemyplate.gov](http://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:

- Do a minimum of 150 minutes of moderate-intensity aerobic activity a week.
- 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, hypertension, 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.

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Adapted from: "Finding Your Way to a Healthier You: Based on the *Dietary Guidelines for Americans*," U.S. Department of Health and Human Services, U.S. Department of Agriculture; available at [www.health.gov/dietaryguidelines](http://www.health.gov/dietaryguidelines) and *2008 Physical Activity Guidelines for Americans*, U.S. Department of Health and Human Services; available at [www.health.gov/paguidelines](http://www.health.gov/paguidelines).

## Consider These Facts

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

- In California, 9- to 11-year-old children eat an average of 3.0 servings or 2.2 cups of fruits and vegetables on a typical school day, significantly below recommended consumption levels (3-5 cups of fruits and vegetables).<sup>1</sup>
- More than half (55 percent) of California's 9- to 11-year-old children fail to meet the daily physical activity guideline (60 minutes or more of moderate and vigorous physical activity).<sup>2</sup>
- Fewer than one in three (28.5 percent) California fifth graders achieved the Healthy Fitness Zone in all six areas measured by the 2007-2008 California Physical Fitness Test.<sup>3</sup>

### 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 obesity, anemia, and susceptibility to lead poisoning.<sup>4</sup>

- Children engaged in daily physical education show a more positive attitude toward school as compared to their counterparts who do not.<sup>5</sup>
- Obesity rates have doubled for children and tripled among adolescents over the last two decades and continue to rise.<sup>6</sup> In California, the rise in overweight among 9- to 11-year-old children parallels the national trend, increasing from 15 percent in 1999 to 22 percent in 2005.<sup>7,8</sup>
- Obesity increases the risk of high blood cholesterol, high blood pressure, asthma, and type 2 diabetes while still in childhood.<sup>9</sup>

### 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.<sup>10,11</sup>
- Physical activity tends to decline with age, with the steepest decline between the ages of 13 and 18.<sup>12</sup>

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<sup>1</sup> California Department of Public Health. (2007). California Children's Healthy Eating and Exercise Practices Survey: 2005 Data Tables (Table 2 & 2a). Retrieved February 6, 2009 from <http://www.cdph.ca.gov/programs/NEOPB/Pages/2005CalCHEEPSDataTables.aspx>

<sup>2</sup> California Department of Public Health. (2007). California Children's Healthy Eating and Exercise Practices Survey: 2005 Data Tables (Table 54). Retrieved February 6, 2009 from <http://www.cdph.ca.gov/programs/NEOPB/Pages/2005CalCHEEPSDataTables.aspx>

<sup>3</sup> California Department of Education. (2009). 2007-2008 California Physical Fitness Report. Retrieved August 26, 2009 from <http://www.cde.ca.gov/ta/tg/pft/results.asp>

<sup>4</sup> 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.

<sup>5</sup> Pollatschek J.L. & O'Hagen F.J. (1989, September). An investigation of the psycho-physical influences of a quality daily physical education programme. *Health Education Research*, 4, 341-350.

<sup>6</sup> National Center for Health Statistics. Health, United States, 2006: With chartbook on trends in the health of Americans. (Table 74). Hyattsville, MD: 2006.

<sup>7</sup> Keihner A, Foerster S, Sugerman S, Oppen M, Hudes M. A Special Report on Policy Implications from the 1999 California Children's Healthy Eating and Exercise Practices Survey. Sacramento, CA. Available at <http://www.cdph.ca.gov/programs/NEOPB/documents/cpns-reu-policyreport72502.pdf>. The California Endowment; 2002.

<sup>8</sup> California Department of Public Health. (2007). California Children's Healthy Eating and Exercise Practices Survey: 2005 Data Tables (Table 66). Retrieved February 6, 2009 from <http://www.cdph.ca.gov/programs/NEOPB/Pages/2005CalCHEEPSDataTables.aspx>

<sup>9</sup> 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.

<sup>10</sup> Whitaker, R.C., Wright, J.A., Pepe, M.S., Seidel, K.D., & Dietz, W.H. (1997). Predicting obesity in young adulthood from childhood and parental obesity. *The New England Journal of Medicine*, 337, 869-873.

<sup>11</sup> Dietz, W.H. (1998). Childhood weight affects adult morbidity and mortality. *The Journal of Nutrition*, 128, 411S-414S.

<sup>12</sup> 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 CLASSROOM

Many of a child's waking hours are spent at school in the classroom. What better place to encourage children to eat more healthfully and be more physically active! Healthful eating and physical activity help children stay energized and ready to learn. In addition to teaching your students about the importance of eating fruits and vegetables and being physically active, you can create a classroom that supports these behaviors.

Here's how to create a healthy classroom:

- **Inspire your students with your words and actions.** Let your students see you enjoying fruits and vegetables by eating lunch with them. Bring fruits and vegetables in your lunch and for snacks. Consider trying the school lunch and encourage your students to try it. Let your students see you participate in physical activities at school or talk about physical activities you participate in outside of school. Before students head out for recess, encourage them to do something physically active.
- **Create a classroom healthy snack and celebration policy.** At the beginning of the school year, create a healthy snack and celebration policy with the students. Be sure to provide a copy of the classroom policy to students to take home to their parents. For healthy snack ideas, see the Power Choices Activity Notes.
- **Use classroom 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 recess or physical education (P.E.) time as a form of discipline.
- **Create a classroom that moves.** Provide opportunities for physical activity throughout the day. Movement facilitates improved attention and focused learning in the class. Take a two-minute activity break between lessons and have students lead the break with stretches, or play a popular dance song and let students dance. Join in and participate with the students. Offer physical education on a daily basis. Be sure that your P.E. lessons keep your students active and moving at least half of the time.
- **Do a scan of your classroom 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 classroom that could be considered an advertisement, especially those that promote unhealthy products.
- **Be an advocate for a healthier school environment.** Work with other teachers, school administrators, school staff, parents, and students to establish an advisory council that focuses on creating a healthy school nutrition and physical activity environment. The advisory council can use existing tools, such as the CDC's School Health Index (<http://apps.nccd.cdc.gov/shi/>) and the USDA's Changing the Scene ([www.fns.usda.gov/tn/Healthy/changing.html](http://www.fns.usda.gov/tn/Healthy/changing.html)) to assess the school's current environment and work toward healthy changes.

## LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Define “fruit,” “vegetable,” and “physical activity.”
- State the recommended cups of fruits and vegetables children should be eating and the recommended minutes of physical activity they should engage in every day.
- Identify and graph the current nutrition and physical activity related habits and attitudes of the class.

## Links to Common Core Standards California Content Standards (PAGE 3-10)

### READY

Students work in groups of 6-7, using a worksheet to survey each other about their nutrition and physical activity related habits and attitudes. When group surveys are completed, students work as a class to quantify the results using pie charts. Then students analyze the results to make an informal assessment of where they are in relation to the fruit and vegetable and physical activity recommendations.

### SET

- Review Power Survey, Worksheet 1.
- Draw nine blank pie charts on the board. Divide each pie chart into sections so there is one section for each student in the class. Label each pie chart (e.g., Q1. Stronger bones & teeth, Q2. Physically active after school, etc.)

# Power Survey



### TIME

- Prep — 10 minutes
- Activity — 50 minutes

### MATERIALS

- Student workbooks

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.

- Physical activity is a game, sport, exercise, or other action that involves moving your body, especially when it makes your heart beat faster. The *Children's Power Play! Campaign* calls this “power play.”



# Power Survey

## GO

### 1. Review survey process.

- Explain to students that this activity will help them learn more about their own and their classmates' nutrition and physical activity related habits and attitudes.
- Briefly discuss the basic definitions of fruit, vegetable, and physical activity.
- Tell your students that kids their age should eat 3 to 5 cups of fruits and vegetables and get at least 60 minutes of physical activity every day.
- Create small groups of 6–7 students.
- Direct students to turn to Power Survey, Worksheet 1 in their workbooks. Review the directions at the top of the worksheet.

### 2. Students survey classmates.

- Allow students about 10 minutes to conduct the surveys in their groups. When students have completed the survey, ask the *Recorder* to add the number of “yes” answers for each question.

### 3. Chart student responses.

- Have each *Recorder* report the number of “yes” answers for each question and fill in the appropriate number of pie wedges on that question's chart.
- Complete one pie chart for each of the nine questions.

### 4. Discuss students' findings.

- When the pie charts are completed, review the results with the class. Then lead a discussion based on the pie charts.
  - According to the chart, do most of you eat fruits and vegetables for snacks (Q4)? Why or why not?
  - According to the chart, do most of you think eating 3 to 5 cups of fruits and vegetables every day is easy (Q5)? Why or why not?
  - According to the chart, do most of you like the taste of a lot of different fruits and vegetables (Q6)? Why or why not?
  - According to the chart, do most of you usually do something physically active after school (Q2)? Why or why not?

- According to the chart, do most of you think it's easy to get at least 60 minutes of physical activity every day (Q8)? Why or why not?
- Conclude the activity by explaining that in the upcoming weeks students will be learning new ways to eat more fruits and vegetables and to get at least 60 minutes of physical activity every day. They also will be discussing why both are important. You may want to revisit this activity at a later date and compare the results with today's results. Be sure to save these results, so that you can compare them when you repeat the activity later.

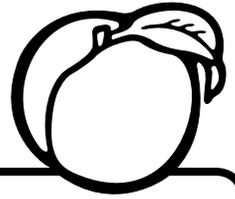
## GO FARTHER

- Have students calculate percentages for each pie chart.
- Students can use the survey questions with another class, create new charts of the responses, and compare their class charts with the charts for the other class.
- Students can also use the survey questions with family members and begin a discussion at home of why eating fruits and vegetables and getting at least 60 minutes of physical activity every day is important.
- If you have access to computers, show students how to create pie charts on the computer.



# Power Survey

- Pick one person in your group to be the *Surveyor*—the one who asks the questions.
- Pick someone else to be the *Recorder*—the one who keeps track of the answers.
- The *Surveyor* reads each question out loud. For each question, ask everyone in the group to raise their hands if they want to answer “yes.” Don’t forget to include the *Surveyor* and the *Recorder*. The *Surveyor* counts the number of hands that are raised.
- The *Recorder* writes the number of “yes” answers in the question’s box.
- Example: The *Surveyor* asks, “Do you eat fruits and vegetables for snacks?” Four students raise their hands to say “yes.” The *Recorder* writes “4” in that question’s box.



**1** Do you think eating fruits and vegetables can help give you stronger bones and teeth?

**2** Do you usually do something physically active after school?

**3** Do you think fruits and vegetables can help make you stronger?

**4** Do you eat fruits and vegetables for snacks?

**5** Do you think eating 3 to 5 cups of fruits and vegetables every day is easy?

**6** Do you like the taste of a lot of different fruits and vegetables?

**7** Do you think being physically active can help you pay attention in school?

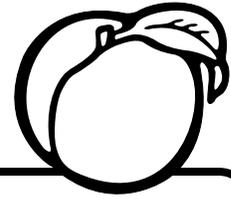
**8** Do you think it’s easy to get at least 60 minutes of physical activity every day?

**9** Do you think physical activity can help you feel more energetic?



# Encuesta de Poder

- Selecciona una persona en tu grupo que sea el *Encuestador*—el que hace las preguntas.
- Selecciona a alguien que sea el *Contador*—el que mantiene el récord de las respuestas.
- El *Encuestador* lee cada pregunta a voz alta. Para cada pregunta, pide que todos los del grupo levanten la mano si desean contestar “sí”. No olviden de incluir al *Encuestador* y al *Contador*. El *Encuestador* cuenta el número de manos que se han levantado.
- El *Contador* escribe el número de respuestas “sí” en el cuadro de la pregunta.
- Por ejemplo: El *Encuestador* pregunta, “¿Comiste frutas y vegetales en tus bocadillos?” Cuatro estudiantes levantan la mano para indicar que “sí”. El *Contador* escribe “4” en el cuadro de esa pregunta.



<b>1</b> ¿Crees que comer frutas y vegetales te ayuda a tener huesos y dientes más fuertes?	<b>2</b> ¿Haces regularmente alguna actividad física cuando sales de la escuela?	<b>3</b> ¿Crees que las frutas y vegetales te ayudan a ser más fuerte?
<b>4</b> ¿Comiste frutas y vegetales en tus bocadillos?	<b>5</b> ¿Crees que es fácil comer de 3 a 5 tazas de frutas y vegetales al día?	<b>6</b> ¿Te gusta el sabor de muchas frutas y vegetales diferentes?
<b>7</b> ¿Crees que el ser físicamente activo te puede ayudar a estar más atento en la escuela?	<b>8</b> ¿Crees que es fácil hacer 60 minutos diarios de actividad física?	<b>9</b> ¿Crees que la actividad física te ayuda a sentirte con más energía?

## LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Name at least 5 different fruits and vegetables.
- Describe key characteristics and health benefits of at least one fruit or vegetable.
- Locate credible information about fruits and vegetables using a variety of sources.
- Create and present an oral report about their findings.

## Links to Common Core Standards California Content Standards (PAGE 3-10)

### READY

Students complete a word scramble activity. Working in small groups, they research and present an oral report about one of the fruits or vegetables identified.

### SET

- Review the Activity Notes.
- Review Power Scramble, Worksheet 2A and Presentation Power, Worksheet 2B.
- Gather information resources in your classroom. See the Activity Notes for resource ideas.
- If Internet access is available, check out the Web sites listed in the Activity Notes and select those that are most appropriate for your students to use. List these Web sites on the board.

# Power Scramble



### TIME

- Prep — 15 minutes
- Activity — 50 minutes

### MATERIALS

- Student workbooks
- Resources for student research (e.g., encyclopedias, library books, Internet access)



# Power Scramble

## GO

### 1. Review Power Scramble process.

- Explain to students that this activity will help them become familiar with a variety of fruits and vegetables.
- Have them turn to Power Scramble, Worksheet 2A in their workbooks. Review the directions at the top of the worksheet with the students. For more advanced students, you may want to suggest that they cover the word list and try to complete the scrambles without it.

### 2. Students complete Power Scramble.

- Allow students about 5-8 minutes to complete the Power Scramble.

### 3. Discuss student findings.

- Lead a discussion of the words in the Power Scramble.
  - Have you heard of all the fruits and vegetables on the list?
  - Which are new to you?
  - Are there foods on the list that you enjoy and eat often?

### 4. Explain the oral report process.

- Break the class into groups of 4–5 students and have each group count off into “1” or “2.” All the 1s will report on a fruit; all 2s will report on a vegetable.
- Assign each group one fruit or one vegetable from the Power Scramble list. Make sure each group is researching a different item.
- Explain that each group will present a brief oral report (2 or 3 minutes) about their fruit or vegetable.
- Have students find Presentation Power, Worksheet 2B in their workbooks. Review the questions on the worksheet with students.

### 5. Discuss sources of information for oral reports.

- Point out the list of Web sites on the board and any other resources in the classroom for their reports.
- If students will have homework time to complete their research, discuss ideas about how to find more information about the subjects for their reports outside of the classroom. (Suggestions may include:
  - a book in the library, a parent or teacher, a member of the school child nutrition staff, a Web site, a doctor or dietitian, a supermarket produce manager, a farmer, a chef, etc.)

### 6. Groups prepare oral reports.

- Allow students class time to prepare for their oral reports, using the Presentation Power worksheet. It should take 15-20 minutes to complete.

### 7. Groups present reports.

- Have each group present its brief oral report to the class and answer questions.

## GO FARTHER

- Encourage students to interview older friends or family members to gather information about the fruit or vegetable they have chosen for their oral report.
- Have students create an art project featuring their fruit or vegetable or illustrate their report using images of fruits and vegetables from magazines.
- Take a field trip to a local supermarket, farmers’ market, or farm, or invite a guest speaker to teach students more about the fruits and vegetables in the Power Scramble. Guest speakers may include a farmer, farmers’ market manager, master gardener, dietitian, supermarket produce manager, chef, or your school child nutrition director.
- Conduct a taste testing of some of the fruits and vegetables in the Power Scramble.



# Activity Notes: Power Scramble

While researching for their reports, students may learn the following facts about different fruits and vegetables:

## Acorn Squash:

- Vegetable (or fruit, see page 7)
- Shaped like an acorn with a hard blackish-green, orange, or yellow skin; yellow-orange flesh inside
- Excellent source of fiber, vitamin A, and vitamin C and good source of calcium
- Grown in California, Florida, Michigan, and Georgia

## Apricot:

- Fruit
- Peach, yellow or orange-colored round fruit with hard pit in middle
- Grown in California, New Zealand, and Turkey
- Excellent source of vitamin A

## Bell Pepper:

- Vegetable (or fruit, see page 7)
- Shiny green, red, yellow, orange, purple, or brown (depending on variety) in firm bell-shape
- Grown in California, Florida, and New Jersey
- Excellent source of vitamin C

## Blueberry:

- Fruit
- Dark blue or purplish-black-colored, small, round fruit
- Grown in Canada, Chile, Michigan, North Carolina, New Jersey, and Oregon
- Good source of vitamin C and fiber

## Cabbage:

- Vegetable
- Light green or reddish-purple depending on variety and round
- Grown in California, Canada, Florida, New York, and Texas
- Excellent source of vitamin C

## Cauliflower:

- Vegetable
- Compact white curds in round shape with green leaves on bottom
- Grown in California and Canada
- Excellent source of vitamin C and good source of folate

## Eggplant:

- Vegetable (or fruit, see page 7)
- Bell shape, firm, shiny, dark purple on the outside and cream-colored on the inside
- Grown in California, Florida, Georgia, Mexico, and Japan
- Source of fiber

## Nectarine:

- Fruit
- Yellow, orange, peach and reddish-colored and round
- Grown in California, Chile, and Washington
- Good source of vitamin C

## Resources

The following resources may help students with their oral reports. If students do not have Internet access, you may wish to download and print information from the Web sites listed below for students to use. Please note that some of the sources listed below are affiliated with for-profit companies. Their inclusion does not imply an endorsement by the *Children's Power Play! Campaign*.

Be sure to check out each Web site for its appropriateness for your students.

[www.harvestofthemonth.cdph.ca.gov](http://www.harvestofthemonth.cdph.ca.gov)  
[www.fruitsandveggiesmorematters.org](http://www.fruitsandveggiesmorematters.org)  
[www.califapricot.com](http://www.califapricot.com)  
[www.calraisins.org](http://www.calraisins.org)  
[www.crfg.org](http://www.crfg.org)  
[www.fruitsandveggiesmatter.gov/month/index.html](http://www.fruitsandveggiesmatter.gov/month/index.html)  
[www.cfaitc.org/Commodity/Commodity.php](http://www.cfaitc.org/Commodity/Commodity.php)

[www.dole5aday.com/html/kids/nutrition%20database.html](http://www.dole5aday.com/html/kids/nutrition%20database.html)  
[www.eatcaliforniafruit.com](http://www.eatcaliforniafruit.com)  
[www.leafy-greens.org](http://www.leafy-greens.org)  
[www.ncsweetpotatoes.com](http://www.ncsweetpotatoes.com)  
[www.red-raspberry.org](http://www.red-raspberry.org)  
[www.thefruitpages.com](http://www.thefruitpages.com)  
[www.watermelon.org](http://www.watermelon.org)  
[www.wildblueberries.com](http://www.wildblueberries.com)

Review the resources listed in the Appendix for other useful Web sites.



# Activity Notes: Power Scramble

## Papaya:

- Fruit
- Green oval-shaped fruit that turns to yellowish-orange when ripe
- Grown mostly in Mexico and Hawaii
- Excellent source of vitamin C and good source of folate and fiber

## Pineapple:

- Fruit
- Hard greenish-brown shell with spikes and green crown leaves/ yellow flesh on the inside
- Grown in Hawaii, Costa Rica, Honduras, and Mexico
- Excellent source of vitamin C

## Raisins:

- Fruit (made from grapes)
- Look like either dried green, golden, or purple grapes
- Grown in California; the San Joaquin Valley is the world's largest producer
- Source of potassium and iron

## Raspberry:

- Fruit
- Small, bumpy round berries in pinkish-purple, red, black, or golden color (depending on variety)
- Grown in California, Chile, and Canada
- Excellent source of fiber and vitamin C

## Spinach:

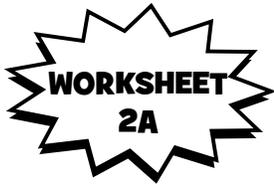
- Vegetable
- Dark green leaves
- In North America, spinach is grown primarily in California and Mexico
- Excellent source of vitamin A, vitamin C, folate, and iron and good source of fiber

## Sweet Potato:

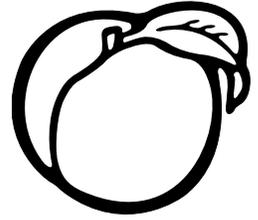
- Vegetable, not to be confused with the yam
- Pink/red/brown-colored and oblong
- Grown in Louisiana and North Carolina
- Excellent source of vitamin A and vitamin C and good source of fiber and potassium

## Watermelon:

- Fruit
- Large, oval-shaped fruit with dark and light green stripes on outside and pink flesh inside with black or tan seeds
- In the U.S. watermelon is grown mostly in California, Florida, Georgia, South Carolina, and Texas
- Excellent source of vitamin A and vitamin C



# Power Scramble



Rearrange the letters in each word to form the name of a fruit or vegetable. Write each word on the line next to the scrambled word. You can use the word list for help.

- 1 aelpepnip \_\_\_\_\_
- 2 rulerebyb \_\_\_\_\_
- 3 ganeptlg \_\_\_\_\_
- 4 yasebrpr \_\_\_\_\_
- 5 focawrullie \_\_\_\_\_
- 6 lebl erppe \_\_\_\_\_
- 7 etews otpto \_\_\_\_\_
- 8 nalemrewot \_\_\_\_\_
- 9 yaappa \_\_\_\_\_
- 10 tinancere \_\_\_\_\_
- 11 beabacg \_\_\_\_\_
- 12 cipotar \_\_\_\_\_
- 13 craon ahsqus \_\_\_\_\_
- 14 shpacin \_\_\_\_\_
- 15 ransisi \_\_\_\_\_

## WORD LIST

acorn squash

apricot

bell pepper

blueberry

cabbage

cauliflower

eggplant

nectarine

papaya

pineapple

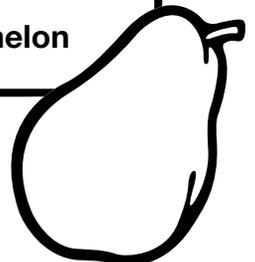
raisins

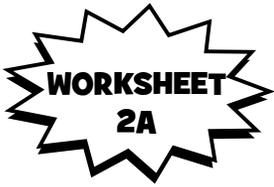
raspberry

spinach

sweet potato

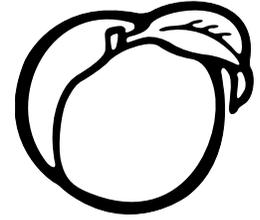
watermelon





# Power Scramble

## ANSWER KEY



Rearrange the letters in each word to form the name of a fruit or vegetable. Write each word on the line next to the scrambled word. You can use the word list for help.

### WORD LIST

acorn squash

apricot

bell pepper

blueberry

cabbage

cauliflower

eggplant

nectarine

papaya

pineapple

raisins

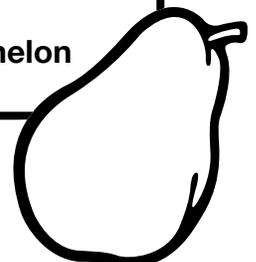
raspberry

spinach

sweet potato

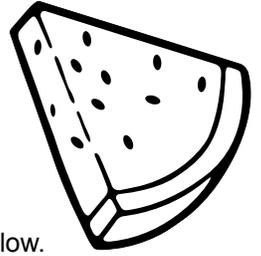
watermelon

- 1 aelpepnip \_\_\_\_\_ *pineapple*
- 2 rulerebyb \_\_\_\_\_ *blueberry*
- 3 ganeptlg \_\_\_\_\_ *eggplant*
- 4 yasebrpr \_\_\_\_\_ *raspberry*
- 5 focawrullie \_\_\_\_\_ *cauliflower*
- 6 lebl erpppe \_\_\_\_\_ *bell pepper*
- 7 etews otptoa \_\_\_\_\_ *sweet potato*
- 8 nalemwrot \_\_\_\_\_ *watermelon*
- 9 yaappa \_\_\_\_\_ *papaya*
- 10 tinancere \_\_\_\_\_ *nectarine*
- 11 beabacg \_\_\_\_\_ *cabbage*
- 12 cipotar \_\_\_\_\_ *apricot*
- 13 craon ahsqus \_\_\_\_\_ *acorn squash*
- 14 shpacin \_\_\_\_\_ *spinach*
- 15 ransisi \_\_\_\_\_ *raisins*





# Presentation Power



Prepare a short oral report about your fruit or vegetable that answers the questions below. If you can, show a picture of the fruit or vegetable or bring the real fruit or vegetable to show the class.

**1** What is the name of the fruit or vegetable? \_\_\_\_\_

**2** Is it a fruit or vegetable? \_\_\_\_\_

**3** What does the fruit or vegetable look like?  
Describe its color on the inside and outside, its shape, and its size.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4** Does it grow in the United States? Where? \_\_\_\_\_

**5** What is in this fruit or vegetable that makes it good for you?  
Are there vitamins found in it? If yes, what are they?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**6** What are some ways that you can eat this fruit or vegetable?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# ¡Buscando con Ganas!

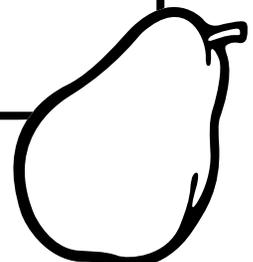


Acomoda las letras para formar el nombre de una fruta o vegetal. Escribe cada palabra en la línea junto a las letras desorganizadas. Puedes ayudarte con la lista de palabras.

- 1 aiñp \_\_\_\_\_
- 2 aorsm lzeusa \_\_\_\_\_
- 3 nbjreeena \_\_\_\_\_
- 4 aasufembr \_\_\_\_\_
- 5 llfoicro \_\_\_\_\_
- 6 enimpótn \_\_\_\_\_
- 7 ecoatm \_\_\_\_\_
- 8 aísadn \_\_\_\_\_
- 9 yaappa \_\_\_\_\_
- 10 tinancare \_\_\_\_\_
- 11 llorope \_\_\_\_\_
- 12 oanacbcha \_\_\_\_\_
- 13 ialyaotcche \_\_\_\_\_
- 14 neicpsasa \_\_\_\_\_
- 15 ssapa \_\_\_\_\_

## PALABRAS

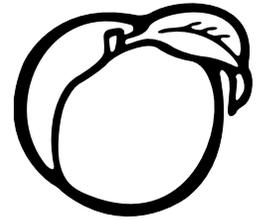
- berenjena
- camote
- chabacano
- chilacayote
- coliflor
- espinacas
- frambuesa
- moras azules
- nectarina
- papaya
- pasas
- pimentón
- piña
- repollo
- sandía





# ¡Buscando con Ganas!

## GUÍA DE RESPUESTAS

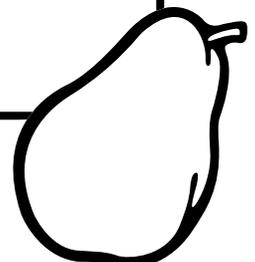


Acomoda las letras para formar el nombre de una fruta o vegetal. Escribe cada palabra en la línea junto a las letras desorganizadas. Puedes ayudarte con la lista de palabras.

- 1 aiñp       *piña*
- 2 aorsm lzeusa       *moras azules*
- 3 nbjreeena       *berenjena*
- 4 aasufembr       *frambuesa*
- 5 llfoicro       *coliflor*
- 6 enimpótn       *pimentón*
- 7 ecoatm       *camote*
- 8 aísadn       *sandía*
- 9 yaappa       *papaya*
- 10 tinancare       *nectarina*
- 11 llorope       *repollo*
- 12 oanacbcha       *chabacano*
- 13 ialyaotcche       *chilacayote*
- 14 neicpsasa       *espinacas*
- 15 ssapa       *pasas*

### PALABRAS

- berenjena
- camote
- chabacano
- chilacayote
- coliflor
- espinacas
- frambuesa
- moras azules
- nectarina
- papaya
- pasas
- pimentón
- piña
- repollo
- sandía





# Reporte de Investigación



Prepara un informe oral corto sobre tu fruta o vegetal que conteste las preguntas de abajo. Si puedes, muestra una foto de la fruta o vegetal o trae la fruta o vegetal para enseñarla en clase.

**1**

¿Cómo se llama la fruta o vegetal? \_\_\_\_\_

**2**

¿Es fruta o vegetal? \_\_\_\_\_

**3**

¿Cómo se ve la fruta o vegetal?  
Describe su color por dentro y por fuera, su forma y su tamaño.

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**4**

¿Crece en los Estados Unidos? ¿En dónde? \_\_\_\_\_

**5**

¿Qué contiene esta fruta o vegetal que lo hacen bueno para tí? ¿Tiene vitaminas?  
Si tiene vitaminas, ¿cuáles son?

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**6**

¿Cuáles son algunas maneras que puedes comer esta fruta o vegetal?

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## LEARNING OBJECTIVES

After completing this activity, students will be able to:

- State the recommended cups of fruits and vegetables they should be eating and the recommended minutes of physical activity they should engage in every day.
- Recognize how different quantities of fruits and vegetables add up to the recommended daily amounts.
- Determine number of cups of fruits and vegetables and minutes of physical activity by solving math problems.

## Links to Common Core Standards California Content Standards (PAGE 3-10)

### READY

Students watch a demonstration to show different amounts of fruits and vegetables (e.g.,  $\frac{1}{2}$  cup, 1 cup, etc.) and discuss information about daily fruit and vegetable and physical activity recommendations. Then they complete a math worksheet with addition, subtraction, multiplication, and division problems related to cups of fruits and vegetables and minutes of physical activity.

### SET

- Review How Much Do I Need?, Worksheet 3A (**Note:** Worksheet 3A is gender specific); Cups of Colorful Fruits and Vegetables, Worksheet 3B; and Power Play! Math, Worksheet 3C.
- 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  $\frac{1}{4}$  cup and juice to  $\frac{3}{4}$  cup. If real fruits and vegetables are not available, use measuring cups alone to demonstrate the amounts instead. You may want to work with your school child nutrition department to prepare for the demonstration or to obtain measuring cups.

# How Much Do I Need?



### TIME

- Prep — 15 minutes
- Activity — 50 minutes

### MATERIALS

- Student workbooks
- A variety of fruits and vegetables (fresh, frozen, canned, or dried) and measuring cups for demonstration. Obtain these from your school child nutrition department or call your local supermarket or farmers' market to request a produce donation.

**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  $\frac{1}{2}$  cup of vegetables and that  $\frac{1}{4}$  cup of dried fruit count as  $\frac{1}{2}$  cup of fruit. In addition, the USDA's MyPyramid 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 3B: Cups of Colorful Fruits & Vegetables. For more information on the USDA's recommendations, visit [www.myplate.gov](http://www.myplate.gov)



# How Much Do I Need?

## GO

### 1. Students identify the number of cups of fruits and vegetables they need every day.

- Have the students turn to How Much Do I Need?, Worksheet 3A in their workbooks. Review the information together. Explain that children their age should eat 3 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 students use Worksheet 3A to determine how many cups of fruits and vegetables they need every day. **Note:** most 9- to 11-year-old children get 30 to 60 minutes or more than 60 minutes of physical activity every day. When determining the number of cups of fruits and vegetables, these categories should be used.

### 2. Students state number of cups of fruits and vegetables.

- Ask students the following questions:
  - According to Worksheet 3A, how many cups of fruits should you eat every day?
  - According to Worksheet 3A, how many cups of vegetables should you eat every day?
  - According to Worksheet 3A, how many total cups of fruits and vegetables should you eat every day?
  - Does eating the recommended cups of fruits and vegetables sound easy or hard? Why?

### 3. Demonstrate different amounts of fruits and vegetables as measured by cups.

- Ask students the following questions:
  - How big is ½ cup of fruit?
  - How big is 1 cup of vegetables?
- Have the students turn to Cups of Colorful Fruits and Vegetables, Worksheet 3B in their workbooks. Review the information together. Explain that different quantities of fruits and vegetables can add up to the recommended 3 to 5 cups that they need every day for good health.
- 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. Remind the students that not all juice drinks are 100% juice and that they should go easy on the amount of juice they drink each day.
- Use student 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. Direct students to the back cover of their student workbooks for another visual of this.
- Ask the students:
  - As you were watching the demonstration, did you guess the right amount of fruits and vegetables? Were your guesses too big, too small, or just about right?
  - Now that you can recognize what cups and ½ cups look like, does eating 3 to 5 cups of fruits and vegetables every day seem easier or harder? Why?

# How Much Do I Need?

ACTIVITY

3

## 4. Discuss the need for physical activity.

- Ask students the following questions and do not correct their responses.
  - How many minutes of physical activity should you get every day?
  - What counts as physical activity?
  - If you aren't physically active every day, why aren't you?
  - What makes you want to or not want to be physically active?
- Explain to students that children should be physically active for 60 minutes every day. Ask the students if this is more or less than they expected.
- Emphasize that 60 minutes is the total time that children should be active every day and that they can add up the different things they do every day. They don't have to do all the activity at one time, but they should try to be active for at least 10 minutes at a time to get a total of at least 60 minutes every day.
- Discuss the variety of activities that constitute physical activity, including active forms of play, and review the definitions of moderate and vigorous physical activity:
  - Moderate physical activities get you up and moving and make your heart beat faster (e.g., walking, biking, taking the stairs, raking leaves, walking the dog).
  - Vigorous physical activities make you breathe hard and sweat (e.g., running, jogging, dancing, jumping rope, playing soccer, or playing basketball).
- Explain to students that they should try to get some type of vigorous physical activity every day.

## 5. Students complete math activity.

- Have students turn to Power Play! Math, Worksheet 3C in their workbooks. Review the directions at the top of the worksheet with students.
- Allow students approximately 20 minutes to complete the worksheet.

## 6. Discuss student work.

- When students are done, review the answers as a class. Then lead a discussion and ask the students:
  - What have you learned about the amount of fruits and vegetables you need every day for good health?
  - Will this information change the amount of fruits and vegetables that you eat every day?
  - What have you learned about physical activity?
  - Will this information change the amount of activity that you get every day?

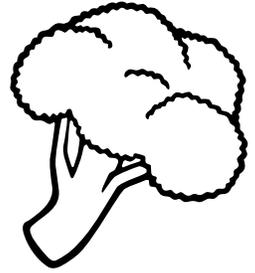
## GO FARTHER

- Have students color their Cups of Colorful Fruits and Vegetables worksheets and take them home to place on their refrigerators.
- Encourage students to count the number of cups of fruits and vegetables they get when they eat the school lunch.
- Help reinforce what your students have learned about physical activity during your physical education time. Ask students if they think the activity they are doing is moderate or vigorous physical activity. Use a stop watch to track the amount of time that the students are active. After the activity, ask the students to estimate how much time they were moderately or vigorously active and compare it with the actual time.
- Invite the school child nutrition director or a child nutrition staff member to visit the class during this activity. He or she can talk with the children about the fruits and vegetables that are included in the school meals and how eating the school lunch can help them meet their daily nutritional goals.
- Bring in samples of juices and juice drinks to help students learn to identify 100% juices. Many drinks that children think are juice have only a small percentage of juice and a lot of added sugar. Students can learn to check the labels to find the percentage of juice in a drink.





# How Much Do I Need? BOY



## 9-year-old boy

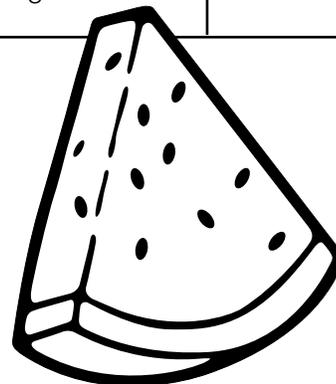
Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	2	3½
30 to 60 minutes	1½	2½	4
More than 60 minutes	2	2½	4½

## 10-year-old boy

Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	2	3½
30 to 60 minutes	1½	2½	4
More than 60 minutes	2	3	5

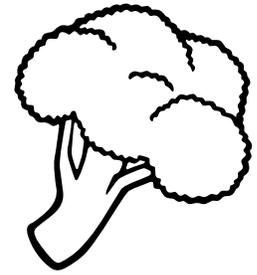
## 11-year-old boy

Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	2½	4
30 to 60 minutes	2	2½	4½
More than 60 minutes	2	3	5





# How Much Do I Need? GIRL



## 9-year-old girl

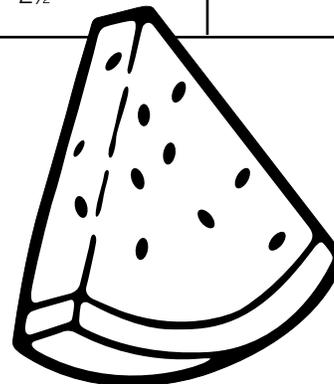
Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	1½	3
30 to 60 minutes	1½	2	3½
More than 60 minutes	1½	2½	4

## 10-year-old girl

Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	1½	3
30 to 60 minutes	1½	2½	4
More than 60 minutes	2	2½	4½

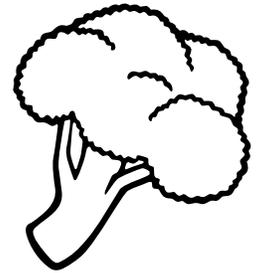
## 11-year-old girl

Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	2	3½
30 to 60 minutes	1½	2½	4
More than 60 minutes	2	2½	4½





# ¿Cuánto Necesito? NIÑO



## Niño de 9 años de edad

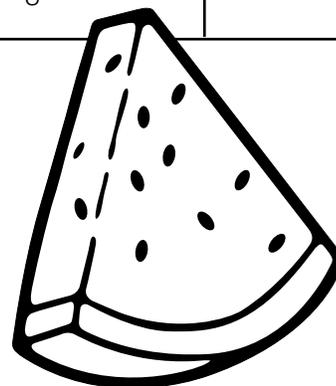
Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	2	3½
30 a 60 minutos	1½	2½	4
Más de 60 minutos	2	2½	4½

## Niño de 10 años de edad

Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	2	3½
30 a 60 minutos	1½	2½	4
Más de 60 minutos	2	3	5

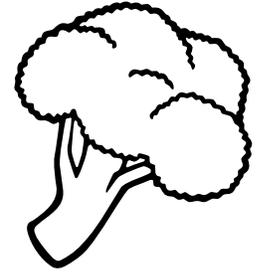
## Niño de 11 años de edad

Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	2½	4
30 a 60 minutos	2	2½	4½
Más de 60 minutos	2	3	5





# ¿Cuánto Necesito? NIÑA



## Niña de 9 años de edad

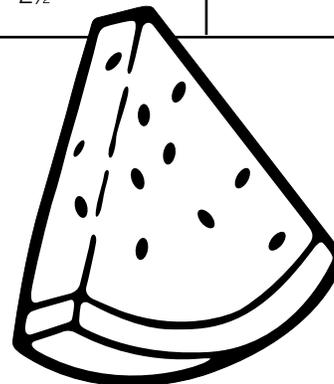
Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	1½	3
30 a 60 minutos	1½	2	3½
Más de 60 minutos	1½	2½	4

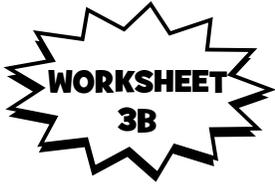
## Niña de 10 años de edad

Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	1½	3
30 a 60 minutos	1½	2½	4
Más de 60 minutos	2	2½	4½

## Niña de 11 años de edad

Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	2	3½
30 a 60 minutos	1½	2½	4
Más de 60 minutos	2	2½	4½





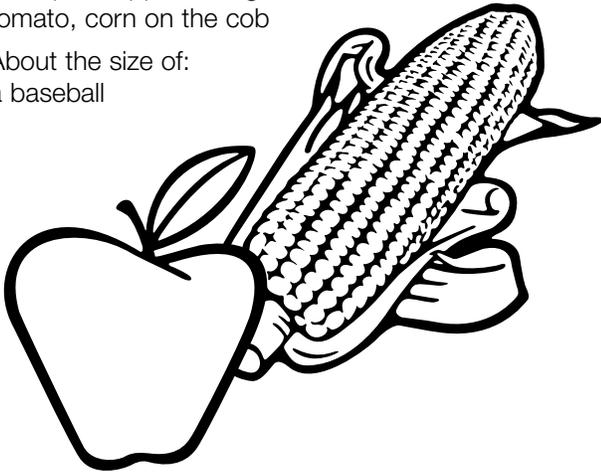
# Cups of Colorful Fruits & Vegetables

Want to stay healthy and have lots of energy? Use Worksheet 3A 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

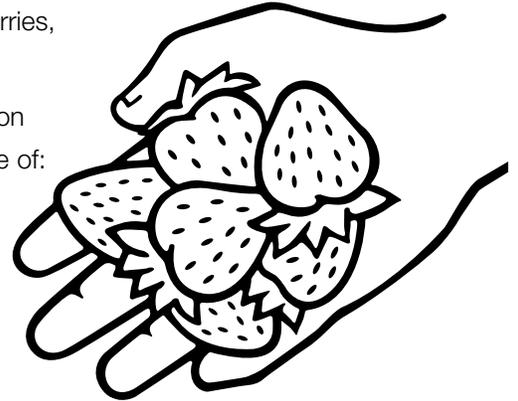


## 1 cupped handful of fresh, frozen, or canned\* fruits or vegetables = 1/2 cup

\*canned fruit packed in 100% juice

Examples: berries, baby carrots, broccoli, chopped melon

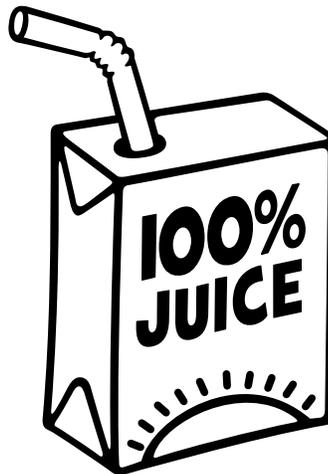
About the size of:  
1/2 a baseball



## 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 = 3/4 cup (6 ounces)

Examples: orange juice, apple juice, tomato juice

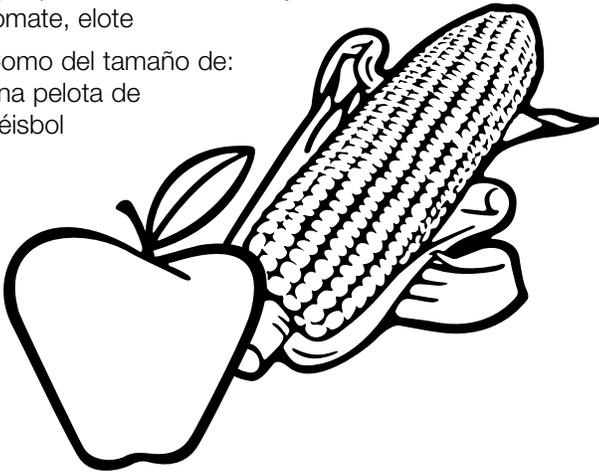
# Tazas de Frutas y Vegetales de Colores

¿Quieres mantenerte sano y tener mucha energía? Usa la Hoja de Trabajo 3A 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

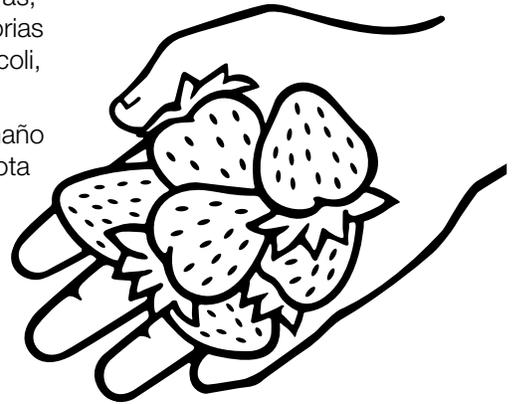


## **Una mano llena de frutas o vegetales frescos, congelados, o enlatados\* = 1/2 taza**

\* fruta enlatada en jugo 100% natural

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

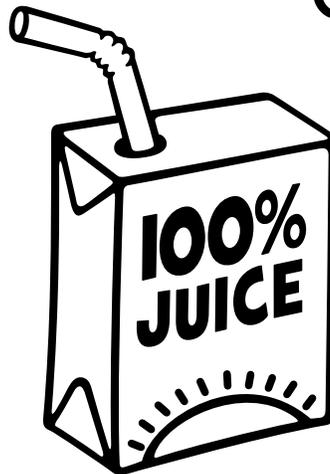
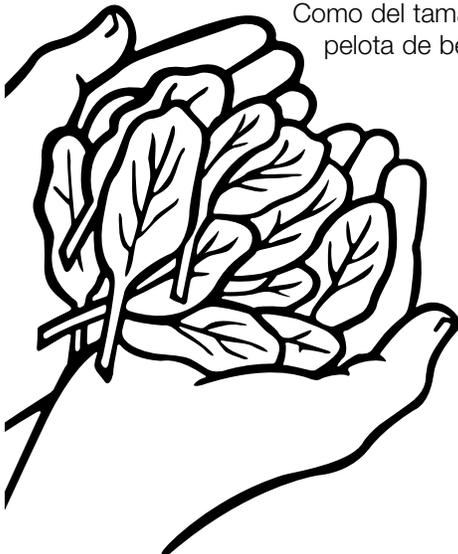
Como del tamaño de: media pelota de béisbol



## **2 manos llenas de hojas verdes crudas = 1 taza**

Ejemplos: ensalada verde, espinaca

Como del tamaño de: una pelota de béisbol

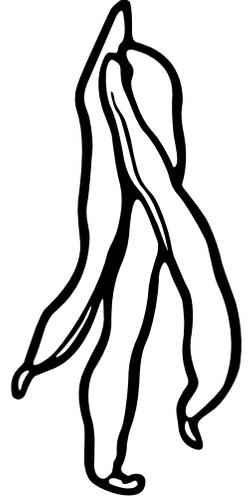


## **1 caja de jugo 100% natural = 3/4 taza (6 onzas)**

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



# Power Play! Math



Solve the math problems below. Use Cups of Colorful Fruits and Vegetables, Worksheet 3B for help. If you use an equation to solve the problem, write it down.

**1** 1 cupped handful of baby carrots = \_\_\_\_\_ cup(s)

**2** 2 whole peaches = \_\_\_\_\_ cup(s)

**3** Justin has 1 cup of chopped cantaloupe. He is 11 years old and active for more than 60 minutes every day. How many more cups of fruit does Justin need to eat today?

**4** It takes Ana 15 minutes to ride her bike from home to the park entrance and 10 more minutes to ride her bike around the park back to the entrance. If Ana rides to the park, through the park, and then back home, how many minutes of physical activity did she get?

**5** Jessica gets 2 cups of strawberries at a picnic. She gives  $\frac{1}{4}$  cup to Rebecca and  $\frac{1}{2}$  cup to Abby. How many cups of fruit does Jessica have left?

**6** Latisha makes a smoothie with 2 cups of strawberries, 1 cup of pear slices,  $\frac{1}{4}$  cup of plain yogurt, and  $\frac{1}{2}$  cup of milk. How many cups of fruit does Latisha have in her smoothie?

If Latisha splits her smoothie in half with her friend, how many cups of fruit does Latisha have left?

7

It takes Carlos 20 minutes to walk to school. At the end of the day, he walks back home. How many minutes of physical activity does Carlos get on these walks each school day?

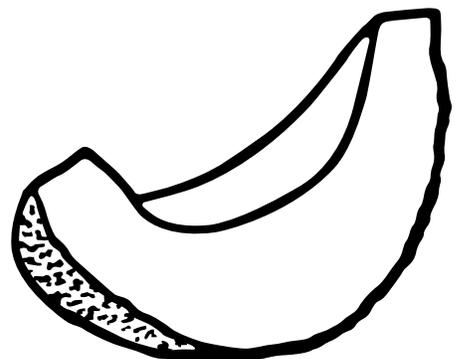
Carlos needs to get at least 60 minutes of physical activity every day. Use a fraction to show how many of the total minutes of physical activity he needs every day come from his walks. Use the simplest fraction possible.

8

Kristin is 9 years old and is active for less than 30 minutes every day. She eats  $\frac{1}{2}$  cup of baby carrots with her lunch. Later, she eats  $\frac{1}{2}$  cup of green beans with dinner. How many cups of vegetables has she eaten?

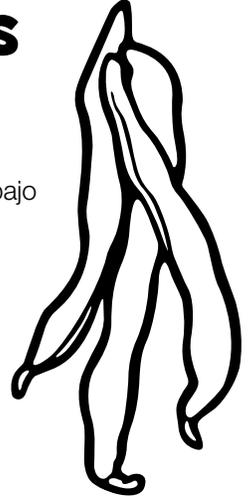
What percentage of Kristin's daily fruit and vegetable requirement does this equal?

How do you write this percentage as a decimal?





# ¡Jugando con Ganas a las Matemáticas!



Resuelve los siguientes problemas matemáticos. Para ayudarte, utiliza las Hojas de Trabajo ¿Cuánto Necesito? y Tazas de Frutas y Vegetales de Colores. Si haces alguna cuenta para resolver el problema, escríbela abajo del problema.

**1**

1 mano llena de zanahorias miniatura = \_\_\_\_\_ taza(s)

**2**

2 duraznos enteros = \_\_\_\_\_ tazas(s)

**3**

Agustín tiene una taza de pedacitos de melón. Agustín tiene 11 años de edad y se mantiene activo por más de 60 minutos al día. ¿Cuántas tazas más de frutas tiene que comer Agustín el día de hoy?

**4**

Ana tarda 15 minutos llegar de su casa a la entrada del parque manejando su bicicleta, y tarda 10 minutos más en darle la vuelta al parque y llegar de nuevo a la entrada. Si Ana maneja su bicicleta de su casa al parque, le da la vuelta al parque y regresa a su casa, ¿cuántos minutos de actividad física hizo Ana?

**5**

Jessica lleva 2 tazas de fresas a un día de campo. Jessica le da  $\frac{1}{4}$  taza de fresas a Rebeca y  $\frac{1}{2}$  taza a Abby. ¿Cuántas tazas de fruta le quedaron a Jessica?

**6**

Leticia hace un licuado con 2 tazas de fresas, 1 taza de peras en rebanadas,  $\frac{1}{4}$  taza de yogur natural y  $\frac{1}{2}$  taza de leche. ¿Cuántas tazas de fruta tiene Leticia en su licuado?

Si Leticia comparte la mitad de su licuado con su amiga, ¿cuántas porciones de fruta le quedan a Leticia?

7

Carlos tarda 20 minutos en caminar a la escuela. Por la tarde, Carlos camina de regreso a casa.  
¿Cuántos minutos de actividad física hizo Carlos durante esas caminatas cada día de clases?

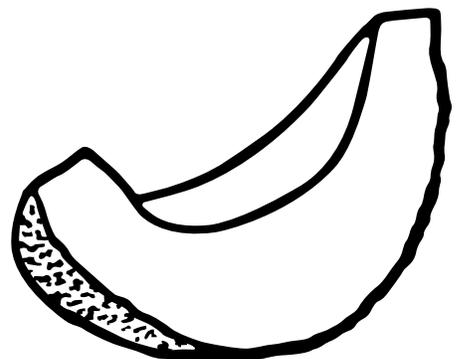
Carlos necesita tener por lo menos 60 minutos de actividad física cada día. Usa una fracción para mostrar cuantos minutos de ese total de actividad física hace Carlos como resultado de sus caminatas. Simplifica la fracción al más bajo denominador.

8

Cristina tiene 9 años de edad y se mantiene activa por menos de 30 minutos diarios. Ella come  $\frac{1}{2}$  taza de zanahorias miniatura a la hora del lonche. Después Cristina se come  $\frac{1}{2}$  taza de ejotes en la cena.  
¿Cuántas tazas de vegetales se ha comido Cristina?

¿A que porcentaje de los requerimientos diarios de frutas y vegetales equivale?

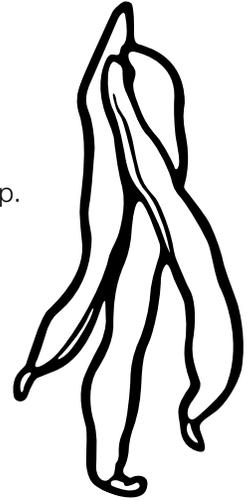
¿Cómo escribes este porcentaje como decimal?





# Power Play! Math

## ANSWER KEY



Solve the math problems below. Use Cups of Colorful Fruits and Vegetables, Worksheet 3B for help. If you use an equation to solve the problem, write it down.

**1** 1 cupped handful of baby carrots =  $\frac{1}{2}$  cup(s)

**2** 2 whole peaches = **2** cup(s)

**3** Justin has 1 cup of chopped cantaloupe. He is 11 years old and active for more than 60 minutes every day. How many more cups of fruit does Justin need to eat today?  
**2 cups (recommendation) – 1 cup = 1 cup of fruit left**

**4** It takes Ana 15 minutes to ride her bike from home to the park entrance and 10 more minutes to ride her bike around the park back to the entrance. If Ana rides to the park, through the park, and then back home, how many minutes of physical activity did she get?  
**15 minutes + 10 minutes + 15 minutes = 40 minutes**

**5** Jessica gets 2 cups of strawberries at a picnic. She gives  $\frac{1}{4}$  cup to Rebecca and  $\frac{1}{2}$  cup to Abby. How many cups of fruit does Jessica have left?  
**2 cups –  $\frac{3}{4}$  cup =  $1\frac{1}{4}$  cup left**

**6** Latisha makes a smoothie with 2 cups of strawberries, 1 cup of pear slices,  $\frac{1}{4}$  cup of plain yogurt, and  $\frac{1}{2}$  cup of milk. How many cups of fruit does Latisha have in her smoothie?  
**2 cups of strawberries + 1 cup of pear slices = 3 cups**  
If Latisha splits her smoothie in half with her friend, how many cups of fruit does Latisha have left?  
**3 cups  $\div$  2 = 1.5 cups**

**7** It takes Carlos 20 minutes to walk to school. At the end of the day, he walks back home. How many minutes of physical activity does Carlos get on these walks each school day?  
**20 minutes walking to school + 20 minutes walking home from school = 40 minutes**  
Carlos needs to get at least 60 minutes of physical activity every day. Use a fraction to show how many of the total minutes of physical activity he needs every day come from his walks. Use the simplest fraction possible.  
**40 minutes/60 minutes = 40/60 = 4/6 = 2/3**

**8** Kristin is 9 years old and is active for less than 30 minutes every day. She eats  $\frac{1}{2}$  cup of baby carrots with her lunch. Later, she eats  $\frac{1}{2}$  cup of green beans with dinner. How many cups of vegetables has she eaten?  
 **$\frac{1}{2}$  cup +  $\frac{1}{2}$  cup = 1 cup**  
What percentage of Kristin's daily fruit and vegetable requirement does this equal?  
**1 cup out of 3 cups =  $\frac{1}{3}$  or 33.3%**  
How do you write this percentage as a decimal?  
**33.3% = .333**



# ¡Jugando con Ganas a las Matemáticas!

## GUÍA DE RESPUESTAS

Resuelve los siguientes problemas matemáticos. Para ayudarte, utiliza las Hojas de Trabajo ¿Cuánto Necesito? y Tazas de Frutas y Vegetales de Colores. Si haces alguna cuenta para resolver el problema, escríbela abajo del problema.



**1** 1 mano llena de zanahorias miniatura =  $\frac{1}{2}$  taza(s)

**2** 2 duraznos enteros = **2** tazas(s)

**3** Agustín tiene una taza de pedacitos de melón. Agustín tiene 11 años de edad y se mantiene activo por más de 60 minutos al día. ¿Cuántas tazas más de frutas tiene que comer Agustín el día de hoy?  
**2 tazas (recomendadas) – 1 taza = 1 taza de fruta tiene que comer**

**4** Ana tarda 15 minutos llegar de su casa a la entrada del parque manejando su bicicleta, y tarda 10 minutos más en darle la vuelta al parque y llegar de nuevo a la entrada. Si Ana maneja su bicicleta de su casa al parque, le da la vuelta al parque y regresa a su casa, ¿cuántos minutos de actividad física hizo Ana?  
**15 minutos + 10 minutos + 15 minutos = 40 minutos**

**5** Jessica lleva 2 tazas de fresas a un día de campo. Jessica le da  $\frac{1}{4}$  taza de fresas a Rebeca y  $\frac{1}{2}$  taza a Abby. ¿Cuántas tazas de fruta le quedaron a Jessica?  
**2 tazas –  $\frac{3}{4}$  taza =  $1\frac{1}{4}$  tazas le quedaron**

**6** Leticia hace un licuado con 2 tazas de fresas, 1 taza de peras en rebanadas,  $\frac{1}{4}$  taza de yogur natural y  $\frac{1}{2}$  taza de leche. ¿Cuántas tazas de fruta tiene Leticia en su licuado?  
**2 tazas de fresas + 1 taza de peras en rebanadas = 3 tazas**  
Si Leticia comparte la mitad de su licuado con su amiga, ¿cuántas porciones de fruta le quedan a Leticia?  
**6 porciones ÷ 2 = 3 porciones**

**7** Carlos tarda 20 minutos en caminar a la escuela. Por la tarde, Carlos camina de regreso a casa. ¿Cuántos minutos de actividad física hizo Carlos durante esas caminatas cada día de clases?  
**20 minutos en caminar a la escuela + 20 minutos en caminar a la casa de la escuela = 40 minutos**  
Carlos necesita tener por lo menos 60 minutos de actividad física cada día. Usa una fracción para mostrar cuantos minutos de ese total de actividad física hace Carlos como resultado de sus caminatas. Simplifica la fracción al más bajo denominador.  
**40 minutos/60 minutos =  $\frac{40}{60}$  =  $\frac{4}{6}$  =  $\frac{2}{3}$**

**8** Cristina tiene 9 años de edad y se mantiene activa por menos de 30 minutos diarios. Ella come  $\frac{1}{2}$  taza de zanahorias miniatura a la hora del lonche. Después Cristina se come  $\frac{1}{2}$  taza de ejotes en la cena. ¿Cuántas tazas de vegetales se ha comido Cristina?  
 **$\frac{1}{2}$  taza +  $\frac{1}{2}$  taza = 1 taza**  
¿A que porcentaje de los requerimientos diarios de frutas y vegetales equivale?  
**1 taza de 3 taza =  $\frac{1}{3}$  o 33.3%**  
¿Cómo escribes este porcentaje como decimal?  
**33.3% = .333**

## LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Identify their breakfast eating habits and television viewing habits.
- Name at least 5 ways to include fruits and vegetables to create a healthy, appealing breakfast.
- Name at least 5 enjoyable ways to increase their levels of physical activity.
- Communicate clearly the factors that influence their nutrition and television viewing habits.

## Links to Common Core Standards California Content Standards (PAGE 3-10)

### READY

Students discuss foods they currently eat for breakfast and their television viewing habits, and analyze the influences on both. Based on this information, students brainstorm ways to make breakfast healthier, as well as alternatives to watching television.

### SET

- Review the Activity Notes.
- Review the Making Better Breakfast Choices worksheet (Worksheet 4A) and the Making Better Activity Choices worksheet (Worksheet 4B).

### GO

#### 1. Discuss students' breakfast habits.

- Explain to students that this activity will help them examine their current breakfast eating habits and consider more healthy options. Ask students the following questions:
  - What do you think of when you hear the word *breakfast*?
  - Do you usually eat breakfast? If so, when do you eat it?
  - Is it important to eat breakfast? Why or why not?
  - How are breakfast foods different from foods you eat during other meals?
  - What are some of your favorite breakfast foods?
  - Are your favorite breakfast foods healthy?
  - Do you ever eat fruits and vegetables as part of your breakfast? Why or why not?
  - What does it mean “to influence” someone or something?
- Tell students that to influence means *to have an effect on*. Possible influences can include: family, friends, culture, marketing, emotions, knowledge, setting, food availability, taste, ease of preparation, etc.
- Have students turn to Making Better Breakfast Choices, Worksheet 4A in their workbooks. Give students about 5 minutes to complete the influences section of the worksheet.
- Ask students to share some of their answers from the worksheet.

# Making Better Choices



### TIME

- Prep — 10 minutes
- Activity — 50 minutes

### MATERIALS

- Student workbooks



# Making Better Choices

## 2. Create a class healthy breakfast list.

- Explain that both fruits and vegetables can be part of a tasty, easy, and healthy breakfast.
- Brainstorm ways to include fruits and vegetables with breakfast. Try to list at least 15 ideas on the board. Which of these ideas are good for a busy school day and which are better for weekends?
- Give students a few minutes to list their personal favorite healthy breakfasts that include fruits and vegetables in the space provided on Worksheet 4A. Encourage them to include family and cultural favorites.
- After students complete their worksheets, ask them if they have any other ideas they would like to add to the list on the board.
- Have the class vote on their 5 favorite healthy breakfasts that include fruits and vegetables. Use the results to create a class healthy breakfast list.

## 3. Discuss students' television viewing habits.

- Explain to students that this activity will help them examine their current television viewing habits and consider more healthy options. Ask students the following questions:
  - How much television do you usually watch every day? (If students have trouble estimating, suggest they think about the programs they watch—how long they are and how many of them they watch every day—and add them up.)
  - What do you think would be a healthy amount of television to watch every day? (The American Academy of Pediatrics recommends no more than 1 to 2 hours of quality television and videos or DVDs a day.)
  - Why might doctors say that you should spend less time watching television? (Possible responses include: it keeps you from being active, there are ads for unhealthy foods, you may snack more while watching television, etc.)
- Have students turn to Making Better Activity Choices, Worksheet 4B in their workbooks. Give them 5 minutes to complete the influences section of the worksheet.
- Ask students to share some of their answers from the worksheet.

## 4. Create a class healthy activity options list.

- Brainstorm healthy things students could do instead of watching television. Write the ideas on the board. Try to list at least 10.
- Brainstorm things students could do to make TV watching less unhealthy. Write the ideas on the board. Try to list at least 10.
- Give students a few minutes to list their personal favorite healthy activities in the space provided on Worksheet 4B. Encourage them to include family or cultural favorites.
- After students complete their worksheets, ask them if they have any other activities they would like to add to the list on the board.
- Have the class vote on their 5 favorite healthy activity choices. Use the results to create a class healthy activities list.

## GO FARTHER

- Encourage students to take home their Making Better Choices worksheets and share them with their families. Students may wish to work with other family members to create a “Family Favorites” list that can be kept on the refrigerator or in another prominent place.
- Keep the list of favorite healthy breakfast and healthy activities on display in the classroom. Each month survey the students to see if they have tried any of the healthy breakfast items or activities on the lists. Create a new favorites list every month.
- If your school offers a breakfast program, encourage your students to participate and to select healthy fruit and vegetable options.
- Share your class list of favorite breakfast options with the school child nutrition department.
- Ask for student volunteers to demonstrate some healthy activities that could be done while watching TV or during commercial breaks. These activities also may be good for short activity breaks during the school day.
- Use physical education time to try some of the healthy activity options and encourage students to try them during recess as well.
- Encourage your students to participate in the TV-Turnoff Network’s TV-Turnoff week, an event that occurs during the last full week in April each year. For more information, visit [www.tvturnoff.net](http://www.tvturnoff.net).



# Activity Notes:

## Making Better Choices

### Here are some ideas for your class healthy breakfast list:

- Fruit kabobs with pineapple, bananas, grapes, and berries
- Lowfat granola or another healthy cereal topped with fruit (e.g., strawberries, banana, blueberries, or raspberries)
- Toasted whole grain bread or bagel topped with fruit spread
- Graham crackers dipped in applesauce
- Apple slices with peanut butter
- Applesauce or other fruit cups (packed in fruit juice, not syrup)
- Lowfat yogurt topped with fresh fruit and lowfat granola
- Waffles or pancakes topped with fresh fruit
- Bowl of fresh fruit (e.g., cantaloupe, grapes, strawberries, honeydew, and watermelon)
- Oatmeal with apples, bananas, raisins, or any other fruit
- An omelet with vegetables (e.g., peppers, mushrooms, tomatoes, onions, spinach, and broccoli)
- Fruit smoothie made with bananas, strawberries, or another favorite fruit
- Add a glass of 100% fruit juice (e.g., apple, orange, or grape) to breakfast
- For more ideas and breakfast recipes, visit

[www.cachampionsforchange.net](http://www.cachampionsforchange.net) or  
[www.fruitsandveggiesmorematters.org](http://www.fruitsandveggiesmorematters.org)

### Here are some ideas for your class healthy activities list:

- Go for a walk, bike ride, or skate
- Go to the park to play on the equipment, use the courts, or play games on the grass
- Walk a pet
- Join an activity club like the YMCA, 4H, Scouts, or Boys & Girls Club
- Take lessons in a physical activity you are interested in
- Join a team through the local parks and recreation department
- Dance to your favorite songs
- Do some household chores (e.g., vacuuming, raking leaves, mowing the lawn, cleaning your room)
- Go outside with a friend and play tag, toss a Frisbee, or play something else that's active
- Step on and off a stool 50 times
- Fly a kite or play hopscotch
- Dribble a ball
- For more ideas, visit

[www.Take10.net](http://www.Take10.net)

### Here are some ideas for making TV watching healthier:

- Do a stretch routine while you watch TV
- Exercise during commercial breaks—try push-ups, stomach crunches, and lunges
- Avoid snacking while you watch TV
- Make a healthy snack of chopped veggies and lowfat dip
- Snack on fresh fruit
- Drink water instead of higher-calorie drinks
- Don't watch TV for long periods of time — after your favorite show is over, turn off the TV and get active!
- March in place or do jumping jacks while you watch
- Help clean up the room while you watch TV
- If you have space, jump rope during commercial breaks (if there isn't space in the house, go outside during the commercials)



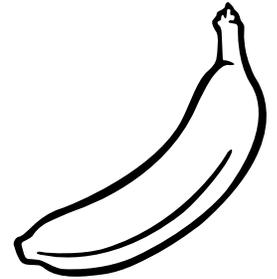


# Making Better Breakfast Choices

## Influences

Complete each of the sentences below. Then explain your answer in more detail.

*Example: One thing that makes it easier for me to eat a healthy breakfast is having fresh fruit at home. My mom always buys fresh fruit, washes it, and keeps it in a bowl on the counter.*



One thing that makes it easier for me to eat a healthy breakfast is:

One thing that makes it harder for me to eat a healthy breakfast is:

How can you change one of things that makes it harder for you to eat a healthy breakfast?

## Top 5 Favorite Fruit and Vegetable Breakfast Ideas

List your personal favorite fruit and vegetable breakfast ideas below.

- 1** \_\_\_\_\_
- 2** \_\_\_\_\_
- 3** \_\_\_\_\_
- 4** \_\_\_\_\_
- 5** \_\_\_\_\_



# Making Better Activity Choices

## Influences

Complete each of the sentences below. Then explain your answer in more detail.

*Example: One thing that makes it easier for me to watch less TV is having a place to play basketball. I live near a park, and I can ride my bike there after school or on the weekend to shoot hoops with my friends.*



One thing that makes it easier for me to watch less TV is:

One thing that makes it harder for me to watch less TV is:

How can you change one of the things that makes it harder for you to watch less TV?

## Top 5 Favorite Healthy Activity Ideas

List your personal favorite healthy physical activities below.

- 1** \_\_\_\_\_
- 2** \_\_\_\_\_
- 3** \_\_\_\_\_
- 4** \_\_\_\_\_
- 5** \_\_\_\_\_



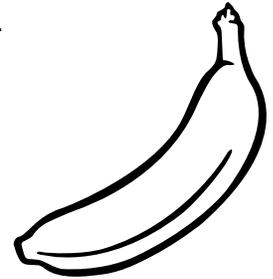
# Como Hacer Mejores Selecciones para el Desayuno

## Influencias

Completa cada una de las siguientes frases. Luego explica tu respuesta con más detalle.

*Ejemplo: Tener fruta fresca en casa me facilita el comer un desayuno saludable.  
Mi mamá siempre compra fruta fresca, la lava y la mantiene en un tazón sobre la mesa.*

Algo que me facilita el comer un desayuno saludable es:



Algo que me hace más difícil el comer un desayuno saludable es:

¿Cómo puedes cambiar una de las cosas que te hace más difícil el comer un desayuno saludable?

## Las 5 Ideas Sobre de Desayunos Favoritos con Frutas y Vegetales

Escribe abajo tus ideas sobre tus desayunos favoritos con frutas y vegetales.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



# Como Hacer Mejores Selecciones para el Desayuno

## Influencias

Completa cada una de las siguientes frases. Luego explica tu respuesta con más detalle.

*Ejemplo: Algo que hace más fácil ver menos televisión es tener un lugar en donde jugar básquetbol. Yo vivo cerca de un parque y puedo ir ahí en mi bicicleta después de la escuela o los fines de semana para jugar un poco de básquet con mis amigos.*



Una cosa que me facilita ver menos televisión es:

Una cosa que me dificulta más ver menos televisión es:

¿Cómo puedes cambiar una de las cosas que te dificulta más ver menos televisión?

## Las 5 Ideas sobre Actividades Físicas Saludables Favoritas

Escribe abajo tus actividades físicas saludables favoritas.

- 1** \_\_\_\_\_
- 2** \_\_\_\_\_
- 3** \_\_\_\_\_
- 4** \_\_\_\_\_
- 5** \_\_\_\_\_

## LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Name at least 3 benefits of eating 3 to 5 cups of fruits and vegetables every day and 3 benefits of being physically active for at least 60 minutes every day.
- Identify their current fruit and vegetable intake and level of physical activity.
- Set goals for improving fruit and vegetable intake and level of physical activity, and assess progress toward goals.
- Write a short composition about their findings.

## Links to Common Core Standards California Content Standards (PAGE 3-10)

### READY

Students record how many cups of fruits and vegetables they eat and how many minutes they are physically active for two days. Then they analyze their journals and set personal goals to eat more fruits and vegetables and/or increase their physical activity as needed. Students then record their fruit and vegetable intake and minutes of physical activity for two more days and write a short composition about their goal-setting experience.

### SET

- Review the following:
  - How Much Do I Need?, Worksheet 3A;
  - Cups of Colorful Fruits and Vegetables, Worksheet 3B;
  - Get the Power!, Worksheet 5A;
  - Fruit, Vegetable, and Power Play! Challenge: Journal 1, Worksheet 5B; and
  - Fruit, Vegetable, and Power Play! Challenge: Journal 2, Worksheet 5C

# Fruit, Vegetable, and Power Play! Challenge



### TIME

- Prep — 15 minutes
- Activity —
  - Day 1: Go, Steps 1 and 2 (50 minutes)
  - Days 2-3: Go, Step 3 (10 minutes a day in class and at home)
  - Day 4: Go, Steps 4 and 5 (50 minutes)
  - Days 5-6: Go, Step 6 (10 minutes a day in class and at home)
  - Day 7: Go, Step 7 (50 minutes)

### MATERIALS

- Student workbooks



# Fruit, Vegetable, and Power Play! Challenge

## GO

### 1. Discuss Get the Power!, Worksheet 5A (Day 1).

- Ask the students the following questions and do not correct their responses.
  - Why is it important to eat 3 to 5 cups of fruits and vegetables every day? How does it help your health?
  - Why is it important to get at least 60 minutes of physical activity every day? How does it help your health?
- Have students turn to Get the Power!, Worksheet 5A in their workbooks. Review the information together about the health benefits of eating fruits and vegetables and being physically active.

### 2. Explain the journal process (Day 1).

- Review How Much Do I Need?, Worksheet 3A, so that each student knows how many cups of fruits and vegetables he/she needs every day for good health.
- Review Cups of Colorful Fruits and Vegetables, Worksheet 3B, so that students know common measures of fruits and vegetables.
- Review examples of moderate and vigorous physical activity:
  - Moderate physical activities get you up and moving and make your heart beat faster (e.g., walking, biking, taking the stairs, raking leaves, walking the dog).
  - Vigorous physical activities make you breathe hard and sweat (e.g., running, jogging, dancing, jumping rope, playing soccer, playing basketball).
- Have students turn to Fruit, Vegetable, and Power Play! Challenge: Journal 1, Worksheet 5B in their workbooks. Review the directions at the top of the worksheet.

### 3. Students record in their journals (Days 2 and 3).

- Give students class time each day to record what they have eaten and what physical activity they have done. Allow about 5 minutes each morning for students to record what they ate before school and 5 minutes each afternoon to record what they ate for lunch and snacks while at school. The fruits and vegetables children eat and the physical activity they get in the afternoon and evening should be recorded at home.
- Have students start the journal the day after you introduce the activity.
- Ask students to bring their journals to class on the third day.

### 4. Students analyze their journals (Day 4).

- Bring students' attention back to the journals they completed earlier. Using the information they learned from the Get the Power! worksheet, have students analyze their journals. Ask students:
  - Did you eat the recommended cups of fruit on either day?
  - Did you eat the recommended cups of vegetables on either day?
  - If you did not meet the fruit and vegetable goal, what benefits are you missing?
  - Did you get at least 60 minutes of physical activity on either day? If you did not, what benefits are you missing?
  - What did you eat more often, fruits or vegetables?
  - Which fruits and vegetables did you eat most often?
  - What types of activities did you do?
  - What are some reasons you might want to eat more fruits and vegetables?
  - What are some reasons you might want to get more physical activity?

# Fruit, Vegetable, and Power Play! Challenge



## 5. Students set personal goals (Day 4).

- Explain that students will set personal goals to meet the fruit and vegetable and physical activity requirements they are not meeting now. Discuss the following:
  - A goal is something that you want to accomplish.
  - A goal should be as specific as possible. For example, instead of writing, “I will get more exercise,” students should write, “I will ride my bike to school every day instead of getting a ride.” Instead of writing, “I will eat more fruit,” students should write, “I will add sliced fruit to my breakfast cereal every morning.”
- Have students turn to Fruit, Vegetable, and Power Play! Challenge: Journal 2, Worksheet 5B in their workbooks. Review the directions.
- Allow students 5-10 minutes to write in their personal goals on the worksheet.
- Ask students to share their goals with the class.

## 6. Students record in their journals (Days 5 and 6).

- Repeat the journal process as described in Step 3.

## 7. Students review progress toward goals (Day 6).

- Have students review and analyze their journals in light of their personal goals. Then have students write a short composition that answers the following questions:
  - What were my goals?
  - Did I reach my goals?
  - If my goals were not achieved, why not?  
What challenges did I face?
  - If my goals were achieved, how were they achieved?  
What helped me?
  - If my goals were achieved, what benefits did I gain?
  - Am I going to continue with the goals I set?
  - Will I add new goals? If so, what?

## GO FARTHER

- Make extra copies of the journal worksheets for students to use later in the year.
- Create classroom charts where students can record their fruit and vegetable consumption and physical activity. You can use the charts to show whether the class is increasing its fruit and vegetable consumption and physical activity levels over time.
- Encourage students to take their journals and their compositions home to share with their family members.



# Get the Power!

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!

You should eat 3 to 5 cups of colorful fruits and vegetables every day. Fruits and vegetables are high in fiber and low in fat and sugar. They also have important vitamins.

### Why do I need fiber?

Eating foods that are high in fiber protects you from diseases. It also helps you feel full so you don't eat too much. You get fiber from plant foods like fruits, vegetables, beans, whole grain breads, and cereals.

### Why should I limit fat and sugar?

Eating too many foods that are high in fat can give you serious health problems when you are older. Fruits and vegetables have very little fat. Toppings like butter, salad dressing, and cheese can be high in fat. If you use toppings or dips with your fruits and vegetables, try to use just a little and make them low in fat.

If you eat foods with a lot of refined sugar, you will probably eat fewer healthy foods. Fruits and vegetables have natural sugar in them. Try to eat fruit without a lot of sugar added to it. For example, drink 100% fruit juice without added sugar.

### Why are vitamins important?

#### Vitamin A

Vitamin A helps you grow and helps your eyesight and skin. It also helps keep you from getting sick. Fruits and vegetables have a lot of vitamin A. Look for fruits and vegetables that are dark yellow, orange, or dark green and leafy.

### Try these for vitamin A

apricot, cantaloupe, carrot, collard greens, chili pepper, leaf lettuce, mango, spinach, sweet potato, tomato, and watermelon

#### Vitamin C

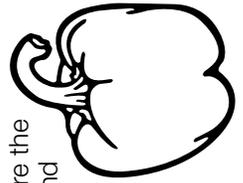
Vitamin C helps your body stay strong. It prevents infections and heals cuts. It is also good for healthy bones, teeth, skin, and blood vessels. Most of the vitamin C we get comes from fruits and vegetables.

### Try these for vitamin C

bell pepper, broccoli, Brussels sprouts, cabbage, cantaloupe, cauliflower, grapes, honeydew melon, jicama, kiwifruit, okra, orange, papaya, plum, strawberry, summer squash, tangerine, tomato, and watermelon

### Why should I eat a rainbow of colors?

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.



## Get 60 Minutes of Power Play Every Day!

You should get at least 60 minutes of physical activity every day. You can add up the different things you do during the day. Try to be active for at least 10 minutes at a time. Remember to get moderate and vigorous physical activity every day. Being physically active has many benefits!

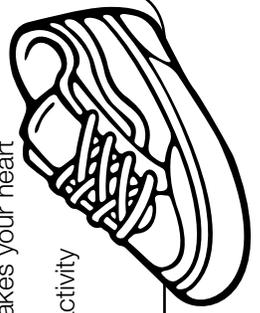
### Physical activity can:

- 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
- Give you something fun to do with friends and family

### What is physical activity?

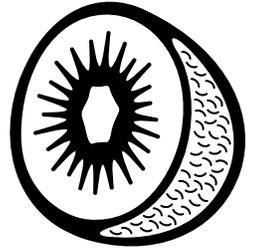
Physical activity is a game, sport, exercise, or other action that involves moving your body, especially one that makes your heart beat faster. You can also call this power play.

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





# Fruit, Vegetable, and Power Play! Challenge: Journal I



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

## FRUIT AND VEGETABLE JOURNAL

Fruits and vegetables I ate:

Day 1: \_\_\_\_\_

\_\_\_\_\_

Day 2: \_\_\_\_\_

\_\_\_\_\_

	Cups at Breakfast	Cups at Lunch	Cups at Dinner	Cups at Snacks	TOTAL CUPS
Day 1	Fruits: _____ Vegetables: _____				
Day 2	Fruits: _____ Vegetables: _____				

## PHYSICAL ACTIVITY JOURNAL

Physical activity I did:

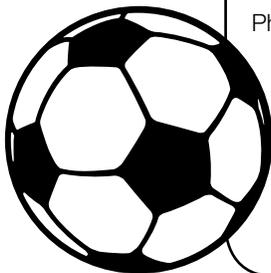
Day 1: \_\_\_\_\_

\_\_\_\_\_

Day 2: \_\_\_\_\_

\_\_\_\_\_

	Minutes Before School	Minutes During School	Minutes After School	TOTAL MINUTES
Day 1				
Day 2				



### What is physical activity?

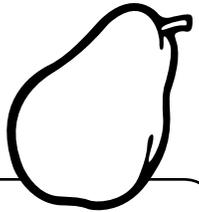
Physical activity is a game, sport, exercise, or other action that involves moving your body, especially one that makes your heart beat faster. You can also call this power play.

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

Name \_\_\_\_\_ Date \_\_\_\_\_



# Fruit, Vegetable, and Power Play! Challenge: Journal 2



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

**My fruit and vegetable goal is:**

## FRUIT AND VEGETABLE JOURNAL

Fruits and vegetables I ate:

Day 1: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Day 2: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

	Cups at Breakfast	Cups at Lunch	Cups at Dinner	Cups at Snacks	TOTAL CUPS
Day 1	Fruits: _____ Vegetables: _____				
Day 2	Fruits: _____ Vegetables: _____				

**My physical activity goal is:**

## PHYSICAL ACTIVITY JOURNAL

Physical activity I did:

Day 1: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Day 2: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

	Minutes Before School	Minutes During School	Minutes After School	TOTAL MINUTES
Day 1				
Day 2				

# ¡Gana el Poder!

¿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!

Tú debes comer de 3 a 5 tazas de frutas y vegetales cada día. Las frutas y los vegetales contienen mucha fibra y son bajos en grasa y azúcar. También tienen vitaminas importantes.

### ¿Por qué necesito fibra?

El comer alimentos que son altos en fibra te protege de las enfermedades. También te ayuda a sentirte satisfecho para que no comas demasiado. Tú puedes recibir fibra de plantas comestibles como las frutas, los vegetales, frijoles, panes integrales, y cereales.

### ¿Por qué debo limitar la grasa y el azúcar?

El comer muchos alimentos que son altos en grasa te puede ocasionar problemas serios de salud cuando seas mayor. Las frutas y los vegetales tienen muy poca grasa. Las cubiertas como la mantequilla, los aderezos para ensaladas, y el queso pueden ser altos en grasa. Si utilizas cubiertas o salsas con tus frutas y vegetales, trata de usar poco y que sean bajos en grasa.

Si comes alimentos con mucha azúcar refinada, probablemente comes menos alimentos saludables. Las frutas y los vegetales tienen pequeñas cantidades de azúcar natural en ellas. Trata de comer fruta que no tengan mucha azúcar agregada. Por ejemplo, toma jugo que sea 100% de fruta sin azúcar adicional.

### ¿Por qué son importantes las vitaminas?

#### Vitamina A

La vitamina A te ayuda a crecer y ayuda a tu vista y a tu piel. También evita que te enfermes. Las frutas y vegetales tienen mucha vitamina A. Busca las frutas y vegetales que son amarillo oscuro, anaranjados, o verde oscuro y con hojas.

### Para recibir vitamina A, come:

albaracoque, camotes, chabacanos, chiles, espinacas, hojas de lechuga, hojas verdes de berza, mangos, melón, tomate, sandía, y zanahoria

#### Vitamina C

La vitamina C ayuda a tu cuerpo a mantenerse fuerte. Previene infecciones, y sana las heridas. También es buena para mantener saludables los huesos, dientes, la piel, y los vasos sanguíneos. La mayoría de la vitamina C que obtenemos proviene de las frutas y los vegetales.

### Para recibir vitamina C, come:

brócoli, calabacitas, ciruela, coles de Bruselas, coliflor, fresa, jicama, kiwi, mandarina, melón, melón blanco, naranja, papaya, pimentón, quimbombó, repollo, tomate, uvas, y sandía

### ¿Por qué debo comer un arco iris de colores?

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. Los nutrientes son las cosas que contiene la comida que te ayudan a vivir y a crecer. Existen muchos diferentes fitonutrientes en las frutas y en los vegetales. Trata de comer frutas y vegetales de todos los grupos de colores—rojo, verde, amarillo/anaranjado, azul/morado y blanco.

## ¡Juega con Ganas 60 Minutos Cada Día!

Tú debes hacer por lo menos 60 minutos de actividad física cada día. Tú puedes sumar todas las diferentes actividades físicas que haces durante el día. Trata de estar activo por lo menos 10 minutos a la vez. Recuerda tener actividad física moderada y vigorosa cada día. ¡El mantenerte activo tiene muchos beneficios!

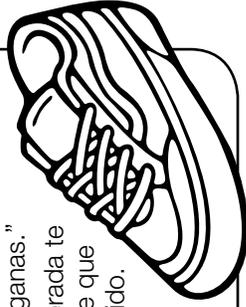
### La actividad física puede:

- Ayudar a que no te enfermes
- Ayudarte a prestar atención en la escuela
- Hacerte sentir mejor de ti mismo
- Tener huesos y músculos saludables para mantenerte fuerte
- Ayudarte con el balance y la coordinación
- Ayudarte a sentirte con más energía
- Ayudarte a mantener un peso saludable
- Ayudarte a relajarte
- Ayudarte a conocer nuevos amigos
- Hacer que tus amigos, familiares y tú tengan algo divertido que hacer

### ¿Qué es actividad física?

Actividad física es un juego, deporte, ejercicio o alguna otra acción que hace mover tu cuerpo, especialmente las que hacen latir tu corazón más rápido. A esto también le puedes llamar "jugar con ganas."

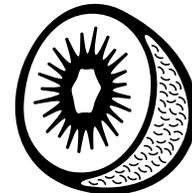
- La actividad física moderada te levanta, te mueve y hace que tu corazón lata más rápido.
- La actividad física vigorosa te hace respirar hondo y sudar.





# El Reto de Frutas, Vegetales, y ¡A Jugar con Ganas!, Diario I

Escribe las frutas y vegetales que comes durante dos días. Luego escribe qué tipo de actividad física haces. Usa el primer cuadro para contar cuantas tazas de frutas y vegetales te comes. Utiliza el segundo cuadro para contar cuantos minutos de actividad física haces.



## DIARIO DE FRUTAS Y VEGETALES

Frutas y vegetales que comí:

Día 1: \_\_\_\_\_  
 \_\_\_\_\_

Día 2: \_\_\_\_\_  
 \_\_\_\_\_

	Tazas en el Desayuno	Tazas en el Almuerzo	Tazas en la Cena	Tazas por Bocadillos	TOTAL DE TAZAS
Día 1	Frutas: _____ Vegetales: _____				
Día 2	Frutas: _____ Vegetales: _____				

## DIARIO DE ACTIVIDAD FÍSICA

Actividad física de hice:

Día 1: \_\_\_\_\_  
 \_\_\_\_\_

Día 2: \_\_\_\_\_  
 \_\_\_\_\_

	Minutos Antes de la Escuela	Minutos Durante la Escuela	Minutos Después de la Escuela	TOTAL DE MINUTOS
Día 1				
Día 2				



### ¿Qué es actividad física?

Actividad física es un juego, deporte, ejercicio o alguna otra acción que hace mover tu cuerpo, especialmente las que hacen latir tu corazón más rápido. A esto también le puedes llamar “jugar con ganas.”

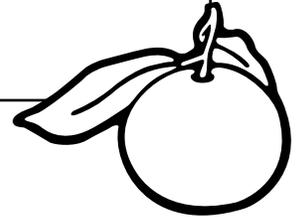
- La actividad física moderada te levanta, te mueve y hace que tu corazón lata más rápido.
- La actividad física vigorosa te hace respirar hondo y sudar.



# El Reto de Frutas, Vegetales, y ¡A Jugar con Ganas!, Diario 2

Escribe tus metas de las frutas y vegetales y de actividades físicas abajo. Escribe las frutas y vegetales que comes durante dos días. Luego escribe qué tipo de actividad física haces. Usa el primer cuadro para contar cuántas tazas de frutas y vegetales te comes. Utiliza el segundo cuadro para contar cuántos minutos de actividad física haces.

**Mi meta de frutas y vegetales es:**



## DIARIO DE FRUTAS Y VEGETALES

Frutas y vegetales que comí:

Día 1: \_\_\_\_\_

\_\_\_\_\_

Día 2: \_\_\_\_\_

\_\_\_\_\_

	Tazas en el Desayuno	Tazas en el Almuerzo	Tazas en la Cena	Tazas por Bocadillos	TOTAL DE TAZAS
<b>Día 1</b>	Frutas: _____ Vegetales: _____				
<b>Día 2</b>	Frutas: _____ Vegetales: _____				

**Mi meta de actividad física es:**

## DIARIO DE ACTIVIDAD FÍSICA

Actividad física de hice:

Día 1: \_\_\_\_\_

\_\_\_\_\_

Día 2: \_\_\_\_\_

\_\_\_\_\_

	Minutos Antes de la Escuela	Minutos Durante la Escuela	Minutos Después de la Escuela	TOTAL DE MINUTOS
<b>Día 1</b>				
<b>Día 2</b>				

## LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Identify characteristics of fruits and vegetables that they find appealing.
- Name at least one fruit or vegetable that they would like to eat again in the future.
- Use adjectives in a persuasive letter to describe the characteristics of at least 3 fruits and vegetables.

## Links to Common Core Standards California Content Standards (PAGE 3-10)

### READY

Students sample an array of fruits and/or vegetables, one at a time, using safe food handling techniques. After each sample is tasted, students rate the food and then use adjectives to describe the food. Lastly, students write a persuasive letter to a friend encouraging him/her to try a certain fruit or vegetable.

### SET

- Review the Activity Notes.
- Review *You Be the Food Critic!*, Worksheet 6.
- Prepare fruits and vegetables for tasting by peeling and cutting into bite-sized pieces close to serving time, so that they stay fresh. Follow safe food handling techniques (see Activity Notes). You may want to work with your school child nutrition department to prepare the samples for tasting.
- If students are tasting both fruits and vegetables, prepare one cup or plate of vegetables and one cup or plate of fruits for each student.
- Have cups and water available for students to drink while tasting.
- Be sure students have access to soap, water, and paper towels to wash their hands before eating. As an alternative, provide each student with a cleansing wipe.
- Ask your school child nutrition director to attend the taste testing so that he/she may learn about the students' fruit and vegetable preferences.

### GO

#### 1. Introduce the activity.

- Introduce the concept of variety to students. Ask them:
  - Do you eat many different kinds of food each day?
  - Do you eat many different fruits and vegetables each day?
  - Do you like to try new fruits and vegetables? Why or why not?
  - Is it important to eat different fruits and vegetables? Why?

# You Be the Food Critic!



### TIME

- Prep — 20 minutes (may vary)
- Activity — 50 minutes

### MATERIALS

- Student workbooks
- Taste testing supplies, such as serving containers (two 4-ounce cups or plates per student), napkins, tasting forks and/or spoons
- Cup of water for each student
- Cleaning supplies, such as sponges, detergent, etc.
- A variety of fruits and vegetables for tasting, including fresh, frozen, canned, or dried products. Obtain these from your school child nutrition department or call your local grocer or farmers' market to request a produce donation (see Appendix for a sample donation request letter).
- Thesaurus

**Caution:** Whenever you are serving food to students, you should check for food allergies.



# You Be the Food Critic!

- Explain to students that they will taste several different fruits and vegetables. They may get to taste some fruits or vegetables they haven't tried before.

## 2. Brainstorm words to describe fruits and vegetables.

- As a class, review the definition of an adjective and brainstorm adjectives that may be used to describe the fruits and vegetables they taste. (*Examples may include how they taste, look, smell, or their texture: sweet, sour, juicy, tart, crisp, crunchy, mushy, tangy, bitter, and ripe.*) Write the adjectives on the board.
- Ask students if they know what a *synonym* is. Explain that a synonym is a word that means the same thing as another word.
- Write the following examples on the board:
  - happy/joyful
  - fast/speedy
  - big/large

## 3. Introduce the food tasting activity.

- Have students wash their hands with soap and water and clean the areas in which they will taste the food.
- Talk with your students about the steps 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 washed before they were opened.
- Set some ground rules for your tasting activity. Ask students 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.
- Have students turn in their workbooks to You Be the Food Critic!, Worksheet 6. Review the directions at the top of the worksheet with students.
- Explain that students cannot use the same adjective over and over to describe the foods, but will need to come up with synonyms.
- If you have a thesaurus available, point it out as a resource the students can use.
- Tell the students which fruits and vegetables they will taste today.

- Distribute one cup/plate of vegetables and one cup/plate of fruits to each student.
- Distribute one cup of water to each student.
- Allow 20 minutes for students to taste the items and fill out the You Be the Food Critic! worksheet.

## 4. Review the results.

- Lead a class discussion about the students' experiences.
  - Did you try a fruit or vegetable you had never tasted before?
  - Were you surprised by the way this item tasted?
  - Will you eat this item more often in the future? Why or why not?
  - Do you usually have fruits and vegetables that you like at home?
  - Will you ask your parents to buy any of the fruits and vegetables that we tasted today? Why or why not?
  - What did we do to make sure that the food we tasted today was safe?

## 5. Students write a persuasive letter.

- Ask students to write a persuasive letter to a friend, encouraging him/her to try a certain fruit or vegetable.
- Tell the students that each letter should contain a header with the date, an inside address, salutation, body, and closing.
- Remind students to use as many adjectives as they can in their work.

## GO FARTHER

- Were there certain fruits or vegetables that students particularly enjoyed? Have students write a letter to the school child nutrition director, after-school program, or a parent to ask that they serve the fruit or vegetable.
- Invite a school child nutrition staff member, chef, or a high school culinary arts class to conduct a food preparation demonstration for your class.
- If your school has a garden, conduct a tasting with fresh fruits and vegetables from the garden.
- Ask students to write a persuasive letter to the family shopper to encourage him/her to buy the student's favorite fruit or vegetable.
- Encourage students to take their You Be the Food Critic! rating sheets home to share with their families.



# Activity Notes: You Be the Food Critic!

**Try to conduct the tasting using fruits and vegetables that will be new to your students. 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.)

Be sure to check with your school child nutrition department ahead of time to request food tasting samples.

To keep the cost down, purchase fruits and vegetables that are in season.



# Safe Food Handling Techniques

## 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.
- When using a blender, keep the lid on. Turn the blender off before you put any utensils inside the blender container.

**For more information on food safety, visit [www.foodsafety.gov](http://www.foodsafety.gov).**



# You Be the Food Critic!

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.

## 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: \_\_\_\_\_

\_\_\_\_\_

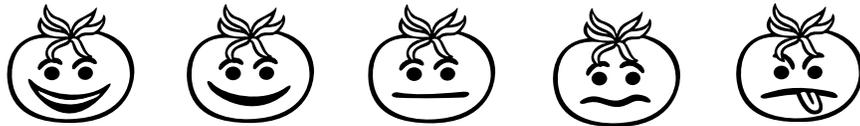


**Sample 5**

Name of this food: \_\_\_\_\_

Adjectives for this food: \_\_\_\_\_

\_\_\_\_\_



**Sample 6**

Name of this food: \_\_\_\_\_

Adjectives for this food: \_\_\_\_\_

\_\_\_\_\_





# ¡Tu Eres el Calificador de Alimentos!

¿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.

## Muestra 1

Nombre de este alimento: \_\_\_\_\_

Adjetivos para este alimento: \_\_\_\_\_

\_\_\_\_\_



## Muestra 2

Nombre de este alimento: \_\_\_\_\_

Adjetivos para este alimento: \_\_\_\_\_

\_\_\_\_\_



## Muestra 3

Nombre de este alimento: \_\_\_\_\_

Adjetivos para este alimento: \_\_\_\_\_

\_\_\_\_\_



**Muestra 4**

Nombre de este alimento: \_\_\_\_\_

Adjetivos para este alimento: \_\_\_\_\_

\_\_\_\_\_



**Muestra 5**

Nombre de este alimento: \_\_\_\_\_

Adjetivos para este alimento: \_\_\_\_\_

\_\_\_\_\_



**Muestra 6**

Nombre de este alimento: \_\_\_\_\_

Adjetivos para este alimento: \_\_\_\_\_

\_\_\_\_\_



## LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Name at least 3 techniques used in advertising.
- Name at least 3 “pros” to eating 3 to 5 cups of fruits and vegetables every day and 3 “pros” to being physically active for at least 60 minutes every day.
- Name at least 3 “cons” to eating 3 to 5 cups of fruits and vegetables every day and 3 “cons” to being physically active for at least 60 minutes every day.
- Write a persuasive advertisement.

## Links to Common Core Standards California Content Standards (PAGE 3-10)

### READY

Students recall advertisements that they have seen or heard. They use information about advertising techniques to analyze the ads’ appeal. As a class, students brainstorm the benefits of eating fruits and vegetables and being physically active, and the barriers to doing so. Students then work in small groups to create outlines for advertisements that promote eating 3 to 5 cups of fruits and vegetables or being physically active for at least 60 minutes every day. Students present their outlines to the class.

### SET

- Review The Power of Advertising, Worksheet 7A, and Creating Power Ads, Worksheet 7B.
- 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. You may also wish to ask students to bring in advertisements for discussion.

### GO

#### 1. Students recall food advertisements.

- Explain to students that this activity will help them learn more about how advertising affects their choices.
- Give the students a few minutes to recall food advertisements from print, radio, or television.
- Ask students to share examples of their favorite advertisements. The ads could be for any product. List at least 10 examples on the board. Use your sample ads to get started.
- Ask students, “What makes you remember these ads?”

# The Power of Advertising



### TIME

- Prep — 10 minutes
- Activity — 50 minutes

### MATERIALS

- Student workbooks
- Advertisements from television, radio, magazines, and/or newspapers



# The Power of Advertising

## 2. Discuss advertising techniques.

- Have students turn to The Power of Advertising, Worksheet 7A in their workbooks.
- Allow students five minutes to read the material or read it as a class.
- Review the advertising examples on the board and the sample advertisements. Ask the students if these advertisements use any of the tricks listed on The Power of Advertising worksheet.

## 3. Discuss fruits and vegetables and physical activity.

- Tell students that they are going to create their own advertisements that persuade their friends to eat 3 to 5 cups of fruits and vegetables and be physically active for at least 60 minutes every day.
- Explain that in order to create persuasive ads, students need to identify the Pros and Cons of eating fruits and vegetables and being physically active.
- Draw a line down the middle of the board. On one side, write “Why it’s good to eat fruits and vegetables (Pros).” On the other side, write “Keeps people from eating fruits and vegetables (Cons).”
- Brainstorm a list for each category. Possible answers may include:
  - Pros: make you healthy, make you strong, have lots of vitamins, keep you from getting sick, etc.
  - Cons: don’t like the taste, too hard to prepare, too expensive, no one else eats them, etc.
- Do the same for physical activity—“Why it’s good to be physically active (Pros),” and “Keeps people from being physically active (Cons).” Brainstorm a list for each category. Possible answers may include:
  - Pros: keeps me from getting sick, makes me look better, makes me strong, gives me energy, helps me handle stress, etc.
  - Cons: no place to be physically active, not safe to be outside, don’t have the money, not enough time, etc.
- Discuss the lists briefly. Ask students to suggest some ways to help them eat fruits and vegetables and be physically active.

## 4. Students create advertisement outlines.

- Divide the class into advertising teams of 3-4 students. Each team should pick one topic to work on:
  - Promote eating 3 to 5 cups of fruits and vegetables every day
  - Promote getting at least 60 minutes of physical activity (power play) every day
  - Promote a particular fruit or vegetable
  - Promote a type of physical activity
- Tell students to use one or more of the advertising techniques from The Power of Advertising worksheet. Ads can be written (print), performed (television), or spoken (radio). Ads should address the Pros to fruit and vegetable consumption and being physically active. The ad may also address the Cons by turning them into Pros (e.g., Not enough time to eat healthy? What could be easier than eating an apple?)
- Have the students turn to Creating Power Ads, Worksheet 7B. Review the sheet together. Allow 15-20 minutes for groups to complete the worksheet.
- When students are done, ask them to share their outlines with the rest of the class.

## GO FARTHER

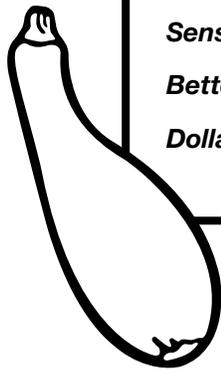
- Have the students fully create their ads (written, performed, or spoken). Place print ads around the school and in the community. Find out if you can record radio ads and have them played on the school’s public address system or a local radio station.
- Contact your school child nutrition director to find out which fruits and vegetables will be served in the cafeteria in the coming weeks and offer to create ads to promote them. The ads can be used on the school menu and in the cafeteria.
- Ask each student to track the food advertisements that appear in watching 1 hour of television. After several days, hold a discussion:
  - How many ads did you see?
  - How many of the ads that you saw were for healthy foods, fruits and vegetables, and/or physical activity?
  - Was one advertising technique used more than others?
  - What are your reactions to what you have learned?



# The Power of Advertising

Did you know that most kids see over 10,000 food advertisements every year? Most of those advertisements are for snacks, sweets, and soft drinks. Advertisers want you to buy their products or ask your parents to buy them for you.

They have many ways to try to get kids to buy or ask for their products. You might want to try some of these when you create your advertisement.



**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.

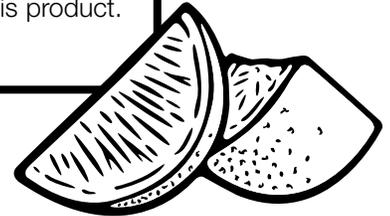
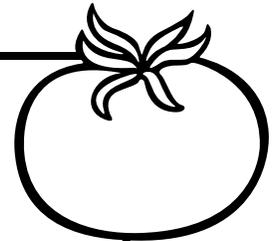
**Wannabe Appeal:** “wannabe” means “I want to be.” The product promises to make you be the way you want, like stronger, healthier, richer, more popular, or happier.

**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.





# El Poder de la Publicidad

¿Sabías que la mayoría de chicos y chicas ven más de 10,000 anuncios de comida cada año? La mayoría de esos comerciales son para bocadillos, dulces y refrescos? Los comerciantes quieren que compres sus productos o que pidas a tus padres que te los compren.

Ellos tienen muchas maneras para tratar que los chicos y chicas compren o pidan sus productos. Tú podrías usar algunas de esas formas para crear tu publicidad.

**Canción/Lema:** una canción o una frase que ayuda a recordar un producto.

**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.

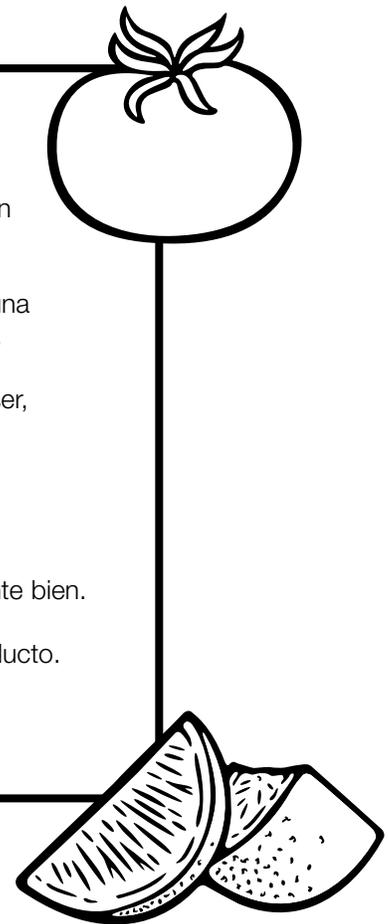
**Querer Parecerse a:** el producto promete hacerte como tú quieres ser, ya sea más fuerte, saludable, rico o rica, más popular o más feliz.

**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.

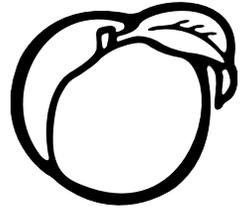
**Mejor que:** este producto es mejor que otras marcas del mismo producto.

**Poder del Dólar:** tú puedes ahorrar dinero o recibir algo gratis si compras este producto.





# Creating Your Power Ads



What are you trying to sell?

- \_\_\_\_\_ Eat 3 to 5 cups of fruits and vegetables every day
- \_\_\_\_\_ Get at least 60 minutes of physical activity (power play) every day
- \_\_\_\_\_ A fruit: \_\_\_\_\_
- \_\_\_\_\_ A vegetable: \_\_\_\_\_
- \_\_\_\_\_ A type of physical activity: \_\_\_\_\_



Who are you selling it to (teens, parents, younger children, etc.)?



What are some of the good things about it?



What keeps people from eating it or doing it?



What might change their minds?



What will your advertisement be?

- \_\_\_\_\_ Print ad (magazine, newspaper, billboard, etc.)
- \_\_\_\_\_ Television ad
- \_\_\_\_\_ Radio ad

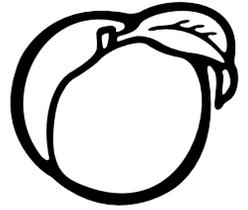


Which of the ideas from The Power of Advertising (Worksheet 7A) do you want to use in your advertisement?





# Crea tus Propios Anuncios



**1** ¿Qué estás tratando de vender?

\_\_\_\_\_ Come de 3 a 5 tazas de frutas y vegetales cada día

\_\_\_\_\_ Haz al menos 60 minutos de actividad física (jugar con ganas) cada día

\_\_\_\_\_ Una fruta: \_\_\_\_\_

\_\_\_\_\_ Un vegetal: \_\_\_\_\_

\_\_\_\_\_ Un tipo de actividad física: \_\_\_\_\_

**2** ¿A quién se lo estás tratando de vender (jóvenes, padres, niños más chicos, etc.)?

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

**4** ¿Qué evita que las personas lo coman o lo hagan?

**5** ¿Qué podría hacerlos cambiar de opinión?

**6** ¿Cómo serán tus anuncios?

\_\_\_\_\_ Impresos (revista, periódico, rótulo etc.)

\_\_\_\_\_ Anuncio de televisión

\_\_\_\_\_ Anuncio de radio

**7** ¿Cuáles ideas de El Poder de la Publicidad (Hoja de Trabajo 7A) quieres usar en tus anuncios?



## LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Identify the key components of food Nutrition Facts labels.
- Compare and contrast Nutrition Facts of different foods.
- Identify the healthiest food choice among several alternatives.
- Solve math problems about nutrient values.

## Links to Common Core Standards California Content Standards (PAGE 3-10)

### READY

Students read and discuss the Nutrition Facts labels for several different products. Then students complete a math worksheet with addition, subtraction, multiplication, and division problems related to the Nutrition Facts labels.

### SET

- Review What's on a Label?, Worksheet 8A and Nutrition Numbers, Worksheet 8B.

# What's on a Label?



### TIME

- Prep — 10 minutes
- Activity — 50 minutes

### MATERIALS

- Student workbooks



# What's on a Label?

## GO

### 1. Introduce Nutrition Facts labels.

- Explain to students that this activity will help them read and understand nutrition information on Nutrition Facts labels. Ask students:
  - How do you know what ingredients are in a packaged food?
  - How do you know how many calories are in a packaged food?
  - If you don't know what's in a certain food, how can you make smart choices about what to eat?
- Explain that Nutrition Facts labels are one good way to know more about the foods you eat. Nutrition information on fresh produce can be found posted in the produce department of a grocery store or obtained by asking a produce person. Another source for produce nutrition information is Harvest of the Month at [www.harvestofthemonth.cdph.ca.gov](http://www.harvestofthemonth.cdph.ca.gov). To obtain nutrition information for other foods, visit [www.nutri-facts.com](http://www.nutri-facts.com).

### 2. Review the information on Nutrition Facts labels.

- Have students turn to What's on a Label?, Worksheet 8A in their workbooks. Review the information together.

### 3. Students complete math activity.

- Have students turn to Nutrition Numbers, Worksheet 8B in their workbooks. Review the directions at the top of the worksheet with students.
- Give students 20 minutes to complete the problems, using the What's on a Label? page for reference.
- When students are done, review the answers as a class.

### 4. Discuss the importance of Nutrition Facts labels.

- Discuss what students have learned about Nutrition Facts labels.
  - Will you use these labels in the future to help you decide what to eat? Why or why not?
  - The next time you have a snack, will you think about what you just learned?
  - Do you think you will choose a different snack than you normally would? Why or why not?

## GO FARTHER

- Ask the students to check the Nutrition Facts labels of snack foods they have at home. Compare the nutrients of 3 or 4 foods. Which is highest in calories? Lowest in calories? Highest and lowest in fat? Highest and lowest in fiber? Highest and lowest in sugar?
- In California, many chain restaurants are now required to provide nutrition information about their menu items. Bring in menus and nutrition information from some of your students' favorite restaurants. Help them compare the information with the Nutrition Facts Label and use it to choose healthier menu items.
- Have students make a grocery list of 3 healthy snack foods they would like to ask their family to buy next time they shop.
- Assign students to conduct research about nutrient values of specific foods on the two Web sites you have previewed ([www.harvestofthemonth.cdph.ca.gov](http://www.harvestofthemonth.cdph.ca.gov) and [www.nutri-facts.com](http://www.nutri-facts.com)).
- Invite your school child nutrition director or a dietitian to talk with your class about Nutrition Facts labels.

# What's on a Label?

The Nutrition Facts label tells you about the food inside the package.

## How many servings are you eating?

All information on the label is for one serving. Sometimes the serving size shown is much smaller than most people eat at one time.

Calories are a measure of how much energy you get from food. The amount of calories you need depends on your size and how active you are. The more you move, the more food energy (calories) you need.

Eating too much of these nutrients can cause health problems when you get older.

Eating enough of these nutrients can help you stay healthy.

Amount per serving		
<b>Calories</b>	25	Calories from fat 0
		<b>% Daily Value*</b>
<b>Total Fat</b>	0g	<b>0%</b>
Saturated Fat	0g	<b>0%</b>
Trans Fat	0g	
<b>Cholesterol</b>	0mg	<b>0%</b>
<b>Sodium</b>	20mg	<b>1%</b>
<b>Total Carbohydrates</b>	4g	<b>1%</b>
Dietary Fiber	2g	<b>8%</b>
Sugars	1g	
<b>Protein</b>	2g	
Vitamin A	20%	Vitamin C 50%
Calcium	2%	Iron 2%

\*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## How do you know if a food is HIGH or LOW in a certain nutrient?

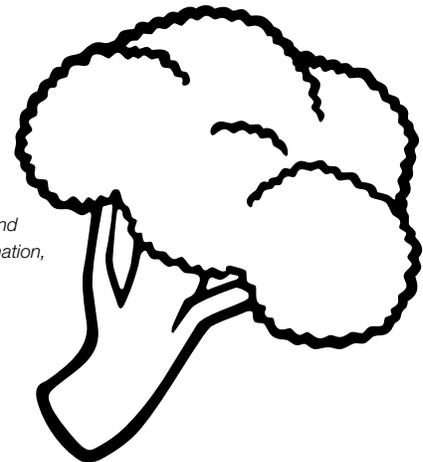
**LOW** is when a nutrient for one serving has 5% Daily Value or less.

**HIGH** is when a nutrient for one serving has 20% Daily Value or more.

% Daily Value tells you if there is a lot or a little of a nutrient in a serving of food. It shows how much of the nutrient you will get from eating one serving of this food compared with how much you should get in one day.

**Get LESS**  
5% or less is low  
20% or more is high

**Get ENOUGH**  
5% or less is low  
20% or more is high



Adapted from "The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions, A Leader's Guide," a publication of the U.S. Department of Agriculture Food & Nutrition Service and the U.S. Department of Health and Human Services Food & Drug Administration. For more information, visit the USDA's Team Nutrition Web site at [www.fns.usda.gov/tn](http://www.fns.usda.gov/tn) under the Educators icon.

# Sample Nutrition Facts Labels

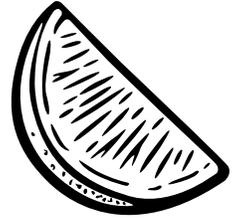
Orange	
<b>Nutrition Facts</b>	
Serving Size 1 medium orange (131g) Servings Per Container 1	
<b>Amount per serving</b>	
<b>Calories</b> 60	Calories from fat 0
	<b>% Daily Value*</b>
<b>Total Fat</b> 0g	<b>0%</b>
Saturated Fat 0g	<b>0%</b>
Trans Fat 0g	
<b>Cholesterol</b> 0mg	<b>0%</b>
<b>Sodium</b> 0mg	<b>0%</b>
<b>Total Carbohydrates</b> 15g	<b>5%</b>
Dietary Fiber 3g	<b>13%</b>
Sugars 12g	
<b>Protein</b> 1g	
Vitamin A 6% • Vitamin C 120%	
Calcium 6% • Iron 0%	
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.	

Potato Chips (“Big Grab” bag)	
<b>Nutrition Facts</b>	
Serving Size 1 oz (28g) Servings Per Container 3	
<b>Amount per serving</b>	
<b>Calories</b> 150	Calories from fat 90
	<b>% Daily Value*</b>
<b>Total Fat</b> 10g	<b>15%</b>
Saturated Fat 3g	<b>15%</b>
Trans Fat 0g	
<b>Cholesterol</b> 0mg	<b>0%</b>
<b>Sodium</b> 170mg	<b>7%</b>
<b>Total Carbohydrates</b> 15g	<b>5%</b>
Dietary Fiber 1g	<b>5%</b>
Sugars 0g	
<b>Protein</b> 2g	
Vitamin A 0% • Vitamin C 15%	
Calcium 0% • Iron 2%	
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.	

Fruit Roll-Ups	
<b>Nutrition Facts</b>	
Serving Size 1 roll (14g) Servings Per Container 10	
<b>Amount per serving</b>	
<b>Calories</b> 50	Calories from fat 5
	<b>% Daily Value*</b>
<b>Total Fat</b> 1g	<b>0%</b>
Saturated Fat 0g	<b>0%</b>
Trans Fat 0g	
<b>Cholesterol</b> 0mg	<b>0%</b>
<b>Sodium</b> 55mg	<b>0%</b>
<b>Total Carbohydrates</b> 12g	<b>3%</b>
Dietary Fiber 0g	<b>13%</b>
Sugars 7g	
<b>Protein</b> 0g	
Vitamin A 0% • Vitamin C 25%	
Calcium 0% • Iron 0%	
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.	

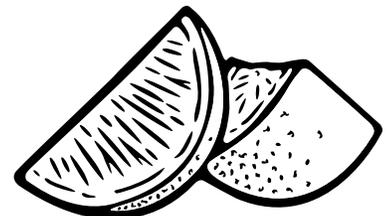


# Nutrition Numbers



Complete the math problems below. Use the What's on a Label? worksheet for the information you need. If you use an equation to answer the question, write it down.

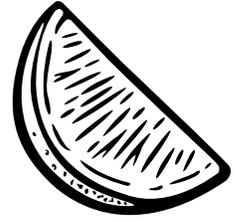
- 1** Which of the 3 snack items (orange, fruit roll-up, or potato chips) has the most calories in each serving?
- 2** Which of the 3 snack items has the least amount of fat in each serving?
- 3** How many servings of each item would you have to eat to get at least 100% of the daily value of vitamin C?  
Orange: \_\_\_\_\_ Fruit roll-up: \_\_\_\_\_ Potato chips: \_\_\_\_\_
- 4** If you want to eat less sodium, which food is the best choice?
- 5** If you eat one serving of potato chips and one fruit roll-up, how many grams of fiber have you had?  
What percent daily value of fiber have you had?
- 6** If you ate the whole bag of potato chips, what percent daily value of fat would you have eaten?  
Express this percentage as a fraction of the total daily value of fat. Use the simplest fraction possible.
- 7** What fraction of the daily value of vitamin C have you had if you eat 2 servings of fruit roll-ups?
- 8** Which food is the best choice for a healthy snack? Why?





# Nutrition Numbers

## ANSWER KEY



Complete the math problems below. Use the What's on a Label? worksheet for the information you need. If you use an equation to answer the question, write it down.

**1**

Which of the 3 snack items (orange, fruit roll-up, or potato chips) has the most calories in each serving?  
**Potato chips have the most calories in each serving – 150**

**2**

Which of the 3 snack items has the least amount of fat in each serving?  
**Oranges have the least amount of fat in each serving – 0 grams**

**3**

How many servings of each item would you have to eat to get 100% of the daily value of vitamin C?  
**Orange: 1 serving**  
**Fruit roll-up: 4 servings ( $100 \div 25 = 4$ )**  
**Potato chips: 7 servings ( $100 \div 15 = 6.66$ , rounded up to 7)**

**4**

If you want to eat less sodium, which food is the best choice?  
**Oranges have the least sodium – 0 grams**

**5**

If you eat one serving of potato chips and one fruit roll-up, how many grams of fiber have you had?  
**1 gram + 0 grams = 1 gram**

What percent daily value of fiber have you had?  
**5% + 0% = 5% of the daily recommended value**

**6**

If you ate the whole bag of potato chips, what percent daily value of fat would you have eaten?  
**15% x 3 = 45% of the daily recommended amount of fat**

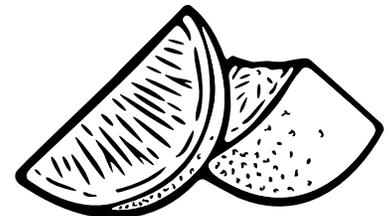
Express this percentage as a fraction of the total daily value of fat. Use the simplest fraction possible.  
**45/100 = 9/20**

**7**

What fraction of the daily value of vitamin C have you had if you eat 2 servings of fruit roll-ups?  
**25% in each serving x 2 servings = 50% of the daily value of vitamin C**  
**50% = 50/100 = 1/2**

**8**

Which food is the best choice for a healthy snack? Why?  
**The orange is the best choice for a healthy snack.**  
**It has the most vitamin C and fiber, but the least sodium and fat.**





# ¿Qué hay en una Etiqueta?

La etiqueta de Información de Nutrición te dice lo que contiene la comida dentro del paquete.

## ¿Cuántas porciones estás comiendo?

Toda información en la etiqueta es para una porción. A veces el tamaño de la porción es mucho más pequeño de lo que regularmente se come.

Las calorías miden cuánta energía obtienes de los alimentos. La cantidad de calorías que necesitas dependen de tu tamaño y de lo activo que eres. Entre más te mueves, más energía alimenticia (calorías) necesitas.

El comer demasiados de estos nutrientes, te puede causar problemas cuando crezcas.

El comer suficientes de estos nutrientes te puede ayudar a mantenerte saludable.

Cantidad por porción	
<b>Calorías</b> 25	Calorías de grasa 0
<b>Total de Grasa</b> 0g	<b>% de Valor Diario*</b>
Grasa saturada 0g	0%
Ácidos Grasos Trans 0g	0%
<b>Colesterol</b> 0mg	1%
<b>Sodio</b> 20mg	1%
<b>Total de Carbohidratos</b> 4g	8%
Fibra 2g	
Azúcar 1g	
<b>Proteína</b> 2g	
Vitamina A 20%	Vitamina C 50%
Calcio 2%	Hierro 2%

\*Porcentaje de Valores Diarios están basados en una dieta de 2,000 calorías. Tus valores diarios pueden ser más altos o bajos dependiendo de tus necesidades de calorías.

## ¿Cómo sabes si un alimento es ALTO o BAJO en algún nutriente?

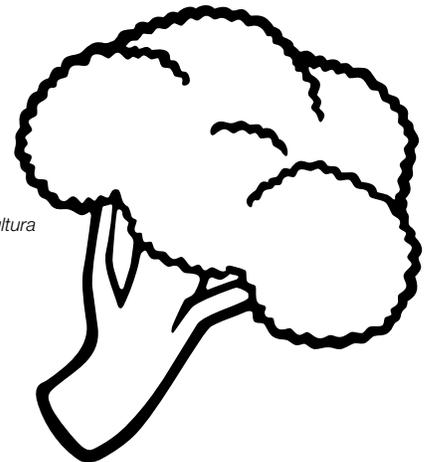
**BAJO** es cuando el nutriente de una porción tiene un Valor Diario de 5% o menor.

**ALTO** es cuando el nutriente de una porción tiene un Valor Diario de 20% o mayor.

% del Valor Diario te dice si hay mucho o muy poco nutriente en una porción de alimento. Demuestra la cantidad del nutriente que recibirás al comer una porción de este alimento en comparación con la cantidad que debes recibir en un día.

**Recibe MENOS**  
5% o menos es bajo  
20% o más es alto

**Recibe SUFICIENTE**  
5% o menos es bajo  
20% o más es alto



Adaptado de "The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions, A Leader's Guide," una publicación del Servicio de Alimentos y Nutrición del Departamento de Agricultura de Estados Unidos y la Administración de Alimentos y Medicamentos del Departamento de Salud y Servicios Humanos de Estados Unidos. Para más información, visita la página de Internet del Equipo de Nutrición de USDA en [www.fns.usda.gov/tn](http://www.fns.usda.gov/tn) bajo el icono de Educators.

# Ejemplos de Información en Etiquetas Nutritivas

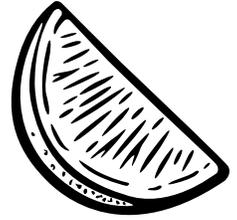
Naranja	
<b>Información Nutricional</b>	
Tamaño de la Porción 1 taza (131g)	
Porciones en cada envase 1	
<b>Cantidad por porción</b>	
<b>Calorías</b> 60	Calorías de grasa 0
	<b>% de Valor Diario*</b>
<b>Total de Grasa</b> 0g	<b>0%</b>
Grasa Saturada 0g	<b>0%</b>
Ácidos Grasos Trans 0g	
<b>Colesterol</b> 0mg	<b>0%</b>
<b>Sodio</b> 0mg	<b>0%</b>
<b>Total de Carbohidratos</b> 15g	<b>5%</b>
Fibra Dietética 3g	<b>13%</b>
Azúcar 12g	
<b>Proteína</b> 1g	
Vitamina A 6%	• Vitamina C 120%
Calcio 6%	• Hierro 0%
*Porcentaje de Valores Diario están basados en una dieta de 2,000 calorías. Tus valores diarios pueden ser más altos o bajos dependiendo de tus necesidades de calorías.	

Papitas Fritas (tamaño "Big Grab")	
<b>Información Nutricional</b>	
Tamaño de la Porción 1 oz (28g)	
Porciones en cada envase 3	
<b>Cantidad por porción</b>	
<b>Calorías</b> 150	Calorías de grasa 90
	<b>% de Valor Diario*</b>
<b>Total de Grasa</b> 10g	<b>15%</b>
Grasa Saturada 3g	<b>15%</b>
Ácidos Grasos Trans 0g	
<b>Colesterol</b> 0mg	<b>0%</b>
<b>Sodio</b> 170mg	<b>7%</b>
<b>Total de Carbohidratos</b> 15g	<b>5%</b>
Fibra Dietética 1g	<b>5%</b>
Azúcar 0g	
<b>Proteína</b> 2g	
Vitamina A 0%	• Vitamina C 15%
Calcio 0%	• Hierro 2%
*Porcentaje de Valores Diario están basados en una dieta de 2,000 calorías. Tus valores diarios pueden ser más altos o bajos dependiendo de tus necesidades de calorías.	

Rollos de Fruta	
<b>Información Nutricional</b>	
Tamaño de la Porción 1 rollo (14g)	
Porciones en cada envase 10	
<b>Cantidad por porción</b>	
<b>Calorías</b> 50	Calorías de grasa 5
	<b>% de Valor Diario*</b>
<b>Total de Grasa</b> 1g	<b>0%</b>
Grasa Saturada 0g	<b>0%</b>
Ácidos Grasos Trans 0g	
<b>Colesterol</b> 0mg	<b>0%</b>
<b>Sodio</b> 55mg	<b>0%</b>
<b>Total de Carbohidratos</b> 12g	<b>5%</b>
Fibra Dietética 0g	<b>13%</b>
Azúcar 7g	
<b>Proteína</b> 0g	
Vitamina A 0%	• Vitamina C 25%
Calcio 0%	• Hierro 0%
*Porcentaje de Valores Diario están basados en una dieta de 2,000 calorías. Tus valores diarios pueden ser más altos o bajos dependiendo de tus necesidades de calorías.	



# Cuentas de Nutrición



Contesta los siguientes problemas matemáticos. Para obtener la información que necesitas, usa la Hoja de Trabajo ¿Qué hay en una Etiqueta? Si haces una cuenta para contestar la pregunta, escríbela.

**1** ¿Cuál de los 3 bocadillos (naranja, rollo de fruta, o papitas fritas) tiene más calorías por porción?

**2** ¿Cuál de los 3 bocadillos tiene la menor cantidad de grasa por porción?

**3** ¿Cuántas porciones de cada alimento tendrías que comer para recibir por lo menos el 100% del valor diario de vitamina C?

Naranja: \_\_\_\_\_ Rollos de Fruta: \_\_\_\_\_ Papitas Fritas: \_\_\_\_\_

**4** Si quieres comer menos sodio, ¿qué alimento escogerías?

**5** Si te comes una porción de papitas fritas y un rollo de fruta, ¿cuántos gramos de fibra has comido?

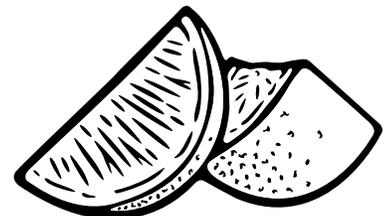
¿Qué porcentaje del valor diario de fibra has comido?

**6** Si te comes toda la bolsa de papitas fritas, ¿qué porcentaje del valor diario de grasa te has comido?

Escribe en fracciones el porcentaje del total del valor diario de grasa. Simplifica la fracción hasta el más bajo denominador posible.

**7** ¿Qué fracción del total del valor diario de vitamina C habrás comido si comes 2 porciones de rollos de fruta?

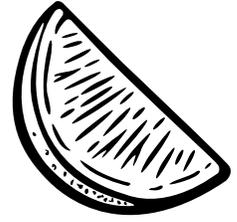
**8** ¿Qué alimento es la mejor selección para un bocadillo saludable? ¿Por qué?





# Cuentas de Nutrición

## GUÍA DE RESPUESTAS



Contesta los siguientes problemas matemáticos. Para obtener la información que necesitas, usa la Hoja de Trabajo ¿Qué hay en una Etiqueta? Si haces una cuenta para contestar la pregunta, escríbela.

**1** ¿Cuál de los 3 bocadillos (naranja, rollo de fruta, o papitas fritas) tiene más calorías por porción?  
**Las papitas fritas tienen más calorías en cada porción – 150**

**2** ¿Cuál de los 3 bocadillos tiene la menor cantidad de grasa por porción?  
**Las naranjas tienen la menor cantidad de grasa en cada porción – 0 gramos**

**3** ¿Cuántas porciones de cada alimento tendrías que comer para recibir por lo menos el 100% del valor diario de vitamina C?  
**Naranja: 1 porción**  
**Rollos de Fruta: 4 porciones ( $100 \div 25 = 4$ )**  
**Papitas Fritas: 7 porciones ( $100 \div 15 = 6.66$ , redondeado a 7)**

**4** Si quieres comer menos sodio, ¿qué alimento escogerías?  
**Las naranjas tienen menos sodio – 0 gramos**

**5** Si te comes una porción de papitas fritas y un rollo de fruta, ¿cuántos gramos de fibra has comido?  
**1 gramo + 0 gramos = 1 gramo**

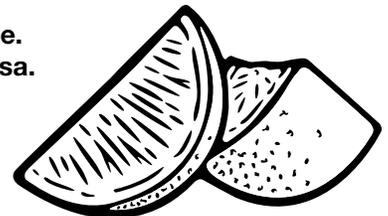
¿Qué porcentaje del valor diario de fibra has comido?  
**5% + 0% = 5% del valor diario recomendado**

**6** Si te comes toda la bolsa de papitas fritas, ¿qué porcentaje del valor diario de grasa te has comido?  
**15% x 3 = 45% de la cantidad de grasa recomendada diariamente**

Escribe en fracciones el porcentaje del total del valor diario de grasa. Simplifica la fracción hasta el más bajo denominador posible.  
**45/100 = 9/20**

**7** ¿Qué fracción del total del valor diario de vitamina C habrás comido si comes 2 porciones de rollos de fruta?  
**25% en cada porción x 2 porciones = 50% del valor diario de vitamina C**  
**50% = 50/100 = 1/2**

**8** ¿Qué alimento es la mejor selección para un bocadillo saludable? ¿Por qué?  
**La naranja es la mejor selección para comer un bocadillo saludable.**  
**Es el que contiene más vitamina C y fibra, pero menos sodio y grasa.**



## LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Plan a healthy meal that includes fruits and vegetables.
- Identify at least 3 recipes or dishes that include fruits or vegetables as a main ingredient.
- Write an appealing meal description.

## Links to Common Core Standards California Content Standards (PAGE 3-10)

### READY

Working in small groups, students plan a healthy meal that includes fruits and vegetables. Then they write and design a persuasive flyer with appealing descriptions of the meal.

### SET

- Review Plan a Power Meal, Worksheet 9.
- Gather menus from a variety of restaurants and cookbooks or recipes that students can refer to when planning their meals and creating their flyers.

### GO

#### 1. Introduce the activity.

- Explain to students that this activity will help them plan a delicious and healthy meal, using the information they have learned about eating fruits and vegetables.
- Review student learning with a discussion of the following questions:
  - How many cups of fruits and vegetables should you eat every day?
  - What do you need to think about when planning a meal?  
(Answers may include: having enough fruits and vegetables, vitamins, and fiber; limiting fat, sugar, salt, and calories, etc.)
  - Is it important to eat different fruits and vegetables? Why?
- Discuss foods that have fruits and vegetables in them, such as spaghetti with tomato sauce, pizza with toppings like onions, bell peppers, mushrooms, etc. Ask students to think of other foods they eat that have fruits and vegetables in them.

# Plan a Power Meal



### TIME

- Prep — 10 minutes
- Activity — 50 minutes

### MATERIALS

- Student workbooks
- Menus and cookbooks or recipes
- Drawing paper
- Crayons, markers, and/or colored pencils



# Plan a Power Meal

## 2. Students plan meals.

- Have students turn to Plan a Power Meal, Worksheet 9 in their workbooks. Review the directions at the top of the worksheet with students.
- Create groups of 4–5 students. Assign each group a type of meal to plan—breakfast, lunch, or dinner—so a variety of meals can be planned and discussed.
- Remind students that their meals should limit unhealthy items such as added fat and sugar.
- Allow groups about 10 minutes to plan their meals.

## 3. Discuss the meal plans.

- Have each group present its meal plan to the class.
- Lead a class discussion about the meal plans.
  - Does the meal include one or more cups of fruits or vegetables?
  - Did some items include fruits and vegetables together with other items (e.g., tomato sauce on pasta)?
  - Is the meal low in fat and sugar?
  - Would you say this meal is healthy?
  - Would you eat this meal?

## 4. Students design flyers.

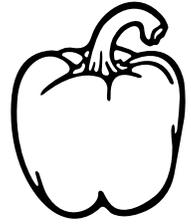
- Give each group a piece of paper and crayons, colored markers, or pencils.
- Tell groups to write and design a flyer with appealing descriptions of their meals, like they would see on a restaurant menu.
- Share sample menus as examples.
- Guide student work with the following questions:
  - What words make you want to eat a certain food? (Remind students of the adjectives they used in Activity 6: You Be the Food Critic! *Answers may include: fresh, spicy, hot, lowfat, healthy, yummy, delicious, homemade, etc.*)
  - What other techniques can you use on your flyer to make your meal sound appealing? (Remind students of advertising techniques they learned in Activity 7: The Power of Advertising. *Answers may include: an attractive image of the meal, an attractive person or people eating the meal, an endorsement by someone, etc.*)

## GO FARTHER

- Have groups present their flyers to the class.
- Compile the meal plans and/or flyers into a class booklet. Students can bring recipes from home to be included in the booklet. Use images from the menus to illustrate the booklet. Booklets with recipes can be sold as a school fundraiser.
- Have students research which fruits and vegetables are grown in or near their community and create a menu that includes them.
- Encourage students to take their meal plans and flyers home and share them with their families. Students can ask their families about special family recipes that could be added to the meal.
- Invite your school child nutrition director to work with your class to plan a meal that will be served in the cafeteria. Your students will learn what it takes to plan a school meal and will have the pride of seeing their meal served to the school's students.



# Plan a Power Meal



Use this worksheet to plan a meal with your group. Be sure to include healthy foods that are low in fat and sugar.

**1** What meal are you planning?

\_\_\_\_\_ Breakfast

\_\_\_\_\_ Lunch

\_\_\_\_\_ Dinner

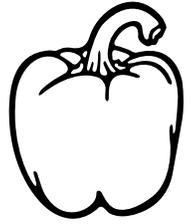
**2** Decide which foods you will include in your meal. Write them down.  
**Foods to include:**

**3** List the main ingredients for each dish.  
Put a star by the ones that are fruits and vegetables.





# Planea una Comida con ¡Ganas!



Usa esta hoja de trabajo para planear una comida con tu grupo. Asegura incluir alimentos saludables bajos en grasa y en azúcar.



¿Qué comida estás planeando?

\_\_\_\_\_ Desayuno

\_\_\_\_\_ Almuerzo

\_\_\_\_\_ Cena



Decide que alimentos incluirás en tu comida. Escríbelos.

**Alimentos que incluirás:**



Escribe una lista de los ingredientes principales de cada platillo.

Pon una estrella junto a todos los que son frutas y vegetales.



## LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Name at least 3 barriers to eating more fruits and vegetables at school and at least 3 barriers to being more physically active at school.
- Identify strategies to reduce or eliminate barriers to eating fruits and vegetables and being physically active at school.
- Develop a specific strategy to reduce or eliminate one barrier to eating fruits and vegetables or being physically active at school.

## Links to Common Core Standards California Content Standards (PAGE 3-10)

### READY

As a class, students list barriers to fruit and vegetable consumption and physical activity, particularly at school. Students then brainstorm solutions and identify opportunities for healthy changes at school.

### SET

- Review I Have Power!, Worksheet 10.

### GO

#### 1. Discuss barriers.

- Discuss with students the definition and concept of a “barrier” (something that prevents you from making progress, going ahead, taking action).
- Tell students that they are going to be talking about the barriers that keep people from eating more fruits and vegetables and getting more physical activity. Barriers may include cost, availability, likes and dislikes, etc.
- Ask students to give reasons they don’t always eat more fruits and vegetables when they are at school. Write their answers on the board. Use prompts such as:
  - Are fruits and vegetables available at school (cafeteria, snack bar, student store)?
  - Do they have the kinds of fruits and vegetables that you like?
  - Do they offer a lot of choices of fruits and vegetables every day?
  - Do you like the way the fruits and vegetables taste? Could they be prepared a different way to make them taste better?
  - Are you allowed to eat snacks during the school day?

# I Have Power!



### TIME

- Prep — 10 minutes
- Activity — 50 minutes

### MATERIALS

- Student workbooks



# I Have Power!

- Ask students why they don't always get enough physical activity when they are at school, and write their answers on the board. Use prompts such as:
  - Are you physically active during recess? Why or why not?
  - Are there things you can do here at school to be physically active before school starts or after it ends?
  - Do you have P.E. classes? What do you do during P.E.? How often do you have P.E.? How many minutes are you physically active during P.E.?
  - What other chances do you have to be physically active during the school day?
- Explain that all the reasons they have listed for not eating fruits and vegetables or being active are barriers.

## 2. Discuss solutions.

- As a class, brainstorm solutions or ways to overcome the barriers to eating fruits and vegetables and write these on the board next to the barriers. For example, they could ask the cafeteria to offer a variety of fresh fruits and vegetables, a salad bar, etc.; they could ask for a school policy requiring food at special events or fundraisers to be healthy.
- Do the same thing with the list for barriers to getting enough physical activity. For example, students could ask for after-school practice in various sports; organized physical activities at recess; more balls or other equipment for activity at recess and lunchtime; creation of a walking club, etc.

## 3. Students complete worksheet.

- Have students turn to I Have Power!, Worksheet 10 in their workbooks and review the directions together. Students can work individually or in pairs to complete the questions.
- Give students 10-12 minutes to complete the worksheet.

## 4. Discuss ideas for healthy changes at school.

- When the students have completed the I Have Power! worksheet, lead a discussion to share ideas for change. Write ideas on the board.
  - What were some of your ideas for changes that would help you eat more fruits and vegetables at school?
    - Why do you want this change?
    - Who could help make this change?
  - What were some of your ideas for changes that would provide opportunities for more physical activity? Write the ideas on the board.
    - Why do you want this change?
    - Who could help make this change?
  - Ask students if there are any healthy changes that could be made in the classroom.
  - Ask the students if there are any healthy classroom changes on the board that they would like to adopt as a healthy classroom policy. If so, adopt a healthy classroom policy.

## GO FARTHER

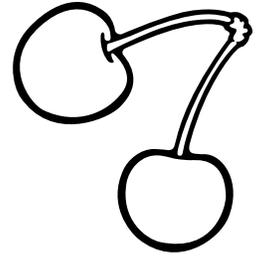
- Work with your class to help them advocate for one of the changes they have identified. Ask students to write letters to a decision-maker that has the power to make the change they are seeking.
- Invite the person to whom the letters were written to come to the class to talk with the students about their ideas.

Name \_\_\_\_\_

Date \_\_\_\_\_



# I Have Power!

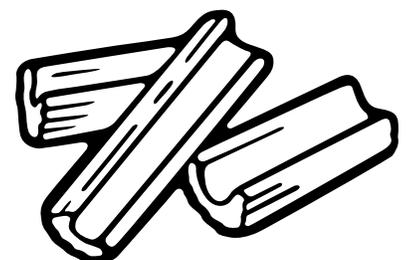


**1** Write down one change at school that would make it easier for you to eat more fruits and vegetables.

**2** Write down one idea for how to make that change.

**3** List two reasons you are asking for that change.

**4** Who is in charge of making the change you want to see?  
Is it the principal, the school child nutrition director, your teacher, or someone else?





Write down one change at school that would make it easier for you to get more physical activity.



Write down one idea for how to make that change.

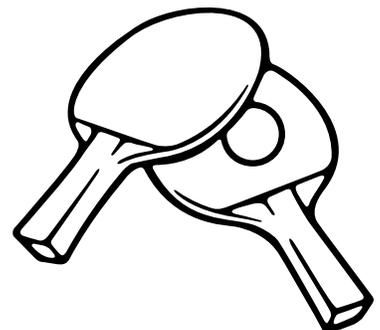


List two reasons you are asking for that change.



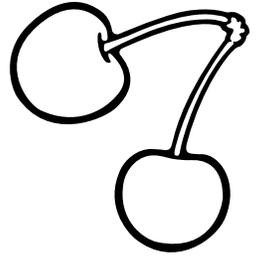
Who is in charge of making the change you want to see?

Is it the principal, the school child nutrition director, your teacher, or someone else?





# ¡Yo Tengo El Poder!

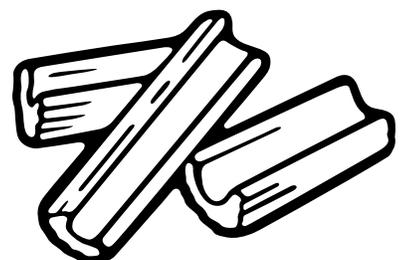


**1** Escribe cuál cambio en tu escuela te haría más fácil comer más frutas y vegetales.

**2** Escribe una idea de cómo podría hacerse ese cambio.

**3** Da dos razones por las que pides ese cambio.

**4** ¿Quién está a cargo del cambio que quieres ver? ¿Es el director de la escuela, el director de la nutrición escolar, tu maestro o alguien más?



**5**

Escribe cuál cambio en tu escuela te haría más fácil tener más actividad física.

**6**

Escribe una idea de cómo podría hacerse ese cambio.

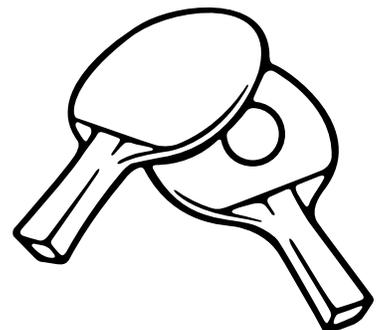
**7**

Da dos razones por las que pides ese cambio.

**8**

¿Quién está a cargo del cambio que quieres ver?

¿Es el director de la escuela, el director de la nutrición escolar, tu maestro o alguien más?



# Appendix



# Master List of Materials

To complete all ten activities in this *Kit*, you will need the following materials:

- Student workbooks (Activities 1-10)
- Resources for student research and reference, such as encyclopedias, library books, Internet access, thesaurus, etc. (Activities 2 and 6)
- Measuring cups (Activity 3)
- Variety of fruits and vegetables for demonstration and tasting (fresh, frozen, canned, dried, and juiced) (Activities 3 and 6)
- Supplies for conducting taste testings, including serving containers (cups, bowls, and plates), napkins, tasting forks and/or spoons, food preparation equipment (knives, cutting boards, etc.) and cleaning supplies (sponges, dish detergent, etc.) (Activity 6)
- Sample advertisements from television, radio, magazines, or newspapers (Activity 7)
- Art supplies, including drawing paper and crayons, markers, or colored pencils (Activity 9)
- Sample restaurant menus, cookbooks, and recipes (Activity 9)

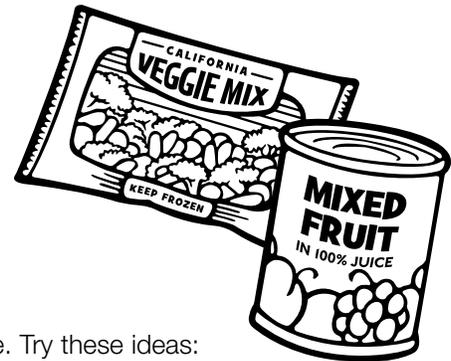


## Dear Parents,

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 3 to 5 cups 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.



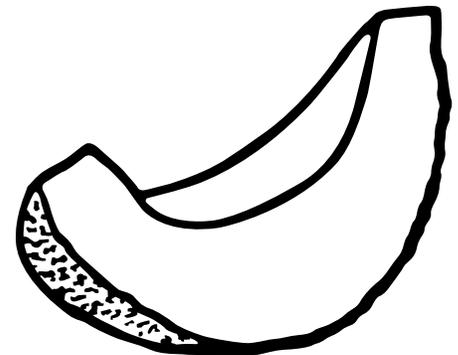
You can help your child eat more fruits and vegetables and be more active. Try these ideas:

- 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 California Food Stamp 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](http://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](http://www.cachampionsforchange.net)**.

**Thank you for helping your child get the power!**

Sincerely,



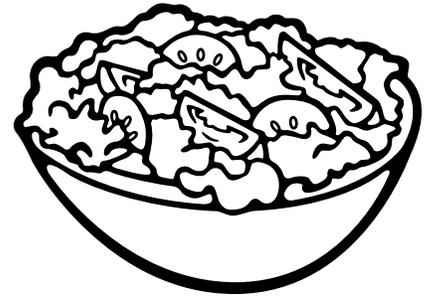


## Estimados Padres de Familia,

¡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*. Esta *Campaña* estimula a los niños a que coman de 3 a 5 tazas 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.



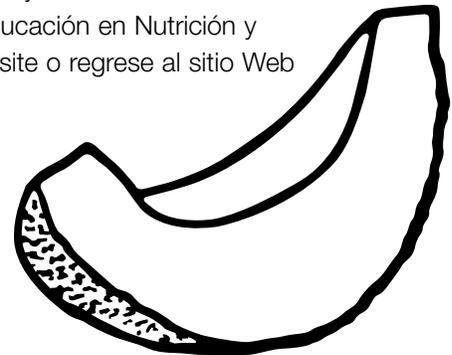
Usted puede ayudar a su hijo(a) a comer más frutas y vegetales y a mantenerse más activos. Aquí tiene algunas ideas:

- 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 Cupones para Alimentos 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) cuáles son las actividades de la *Campaña para Niños* que está 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](http://www.choosemyplate.gov)** 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? Para obtener información llame la Rama de Educación en Nutrición y Prevención de la Obesidad al 1-888-328-3483. Para información nutricional, visite o regrese al sitio Web **[www.CampeonesDelCambio.net](http://www.CampeonesDelCambio.net)**.

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

Atentamente,





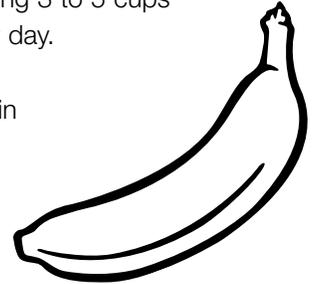
Dear \_\_\_\_\_,

Our organization is partnering with the *Nutrition Education and Obesity Prevention Branch—Children’s Power Play! Campaign* to teach children about the importance of eating 3 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: \_\_\_\_\_

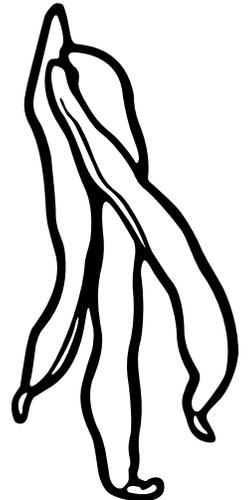
Organization Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Phone and Best Times: \_\_\_\_\_

E-mail: \_\_\_\_\_



**Thank you for your help in keeping our children healthy.**

Sincerely,



# Field Trip and Guest Speaker Ideas

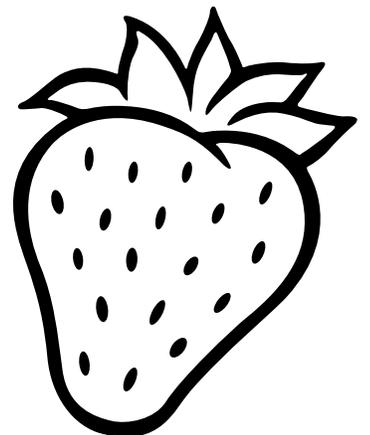
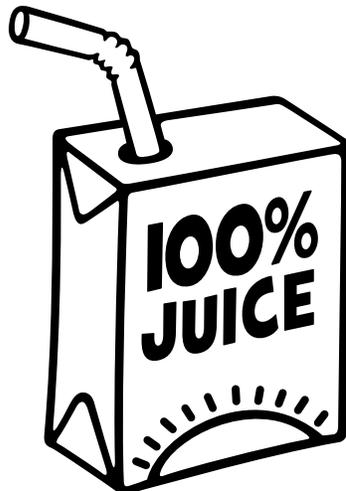
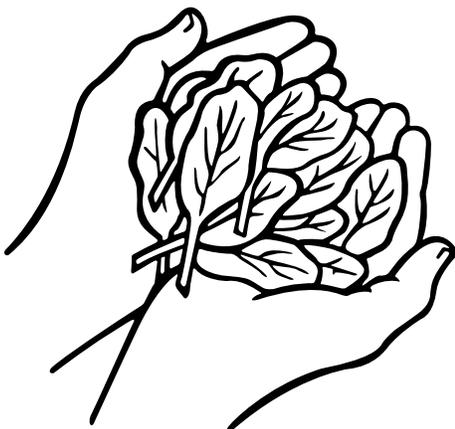
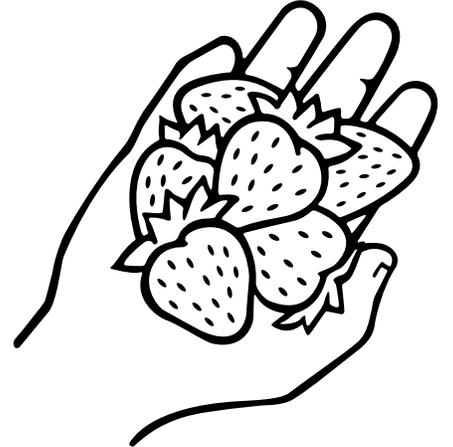
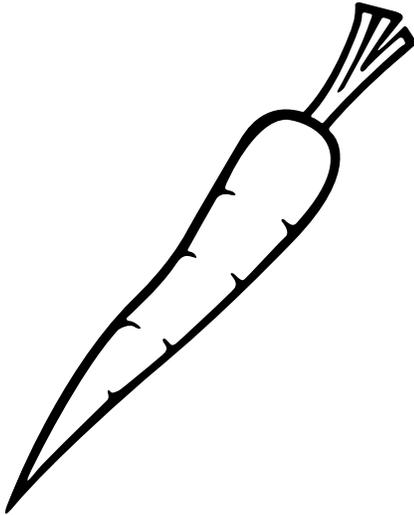
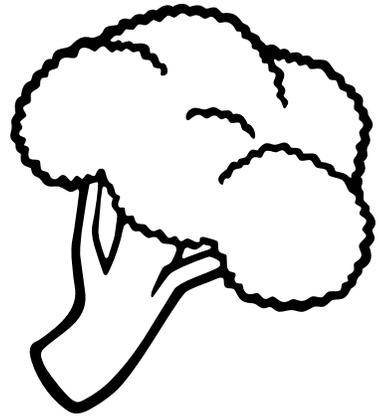
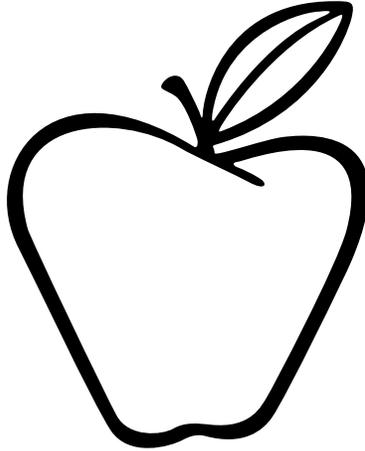
**Field trips are a great way to extend learning. Ideas for field trips include:**

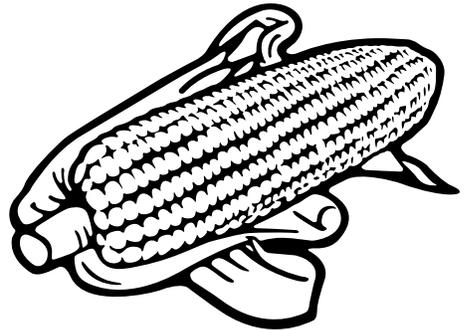
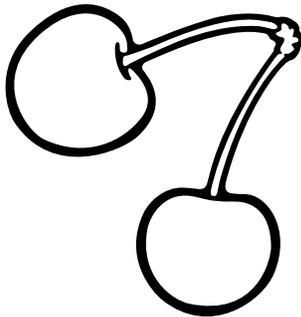
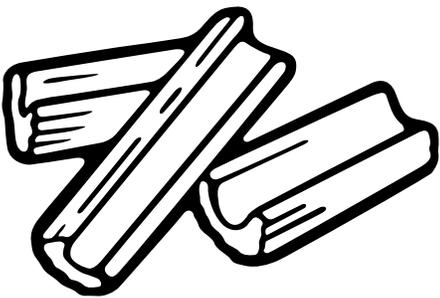
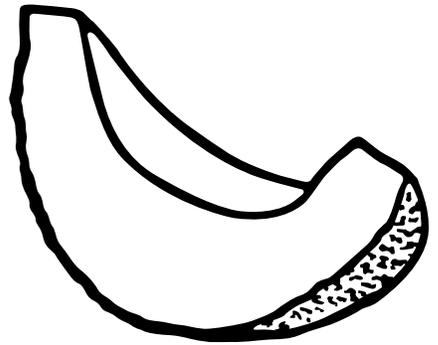
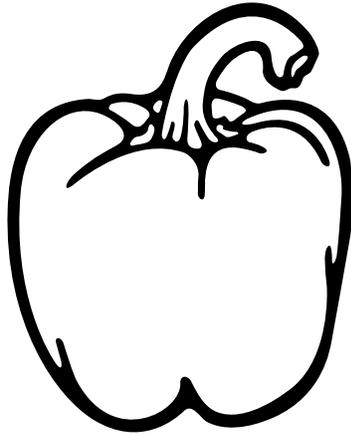
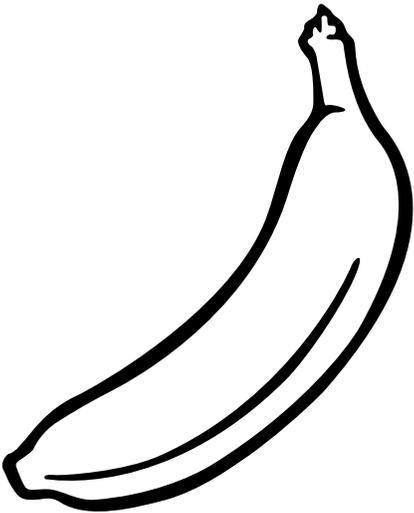
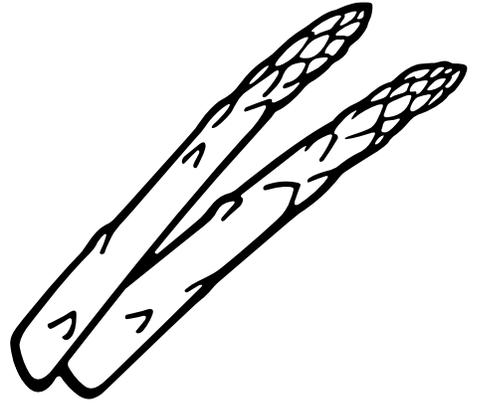
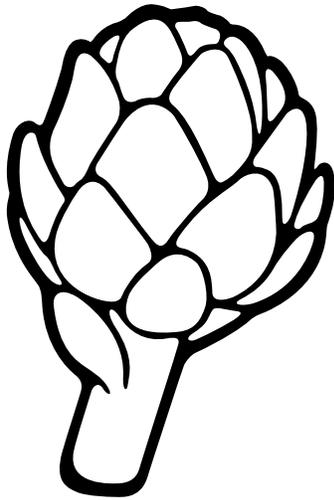
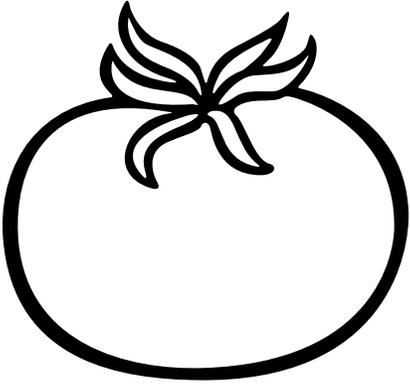
- Visit a local farm to learn about how fruits and vegetables are grown.
- Visit a local school or community garden.
- Tour a restaurant or school food service kitchen. The chef, manager, or child nutrition director should be able to speak to the children about nutrition.
- Contact a local supermarket or farmers' market to request a tour.
- 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.
- Visit a nearby state park and go on a hike with an experienced park guide.
- Tour a local fitness club. The club's manager should be able to speak to the children about fitness and safety.

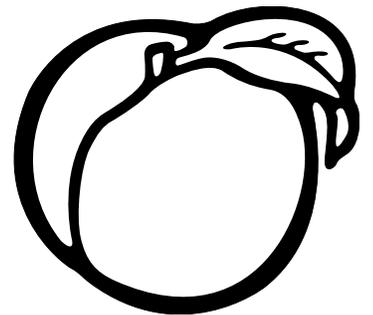
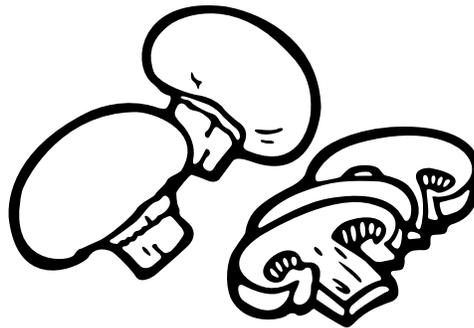
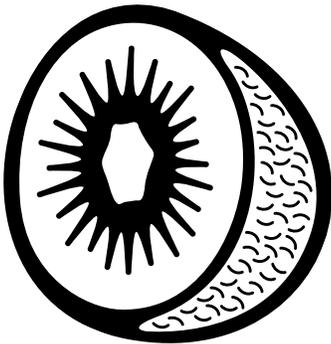
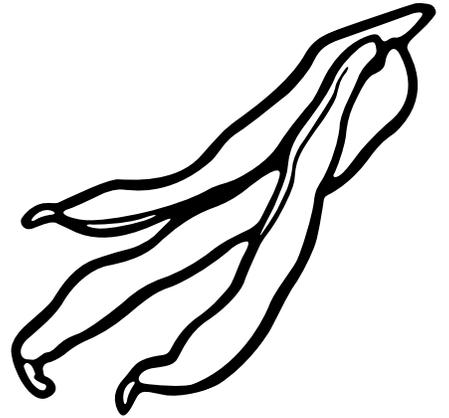
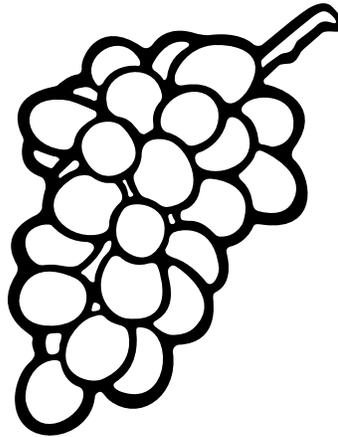
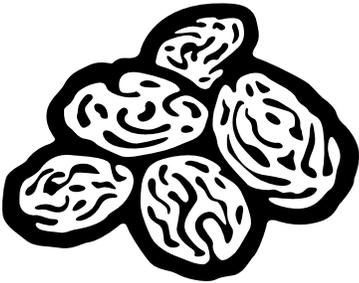
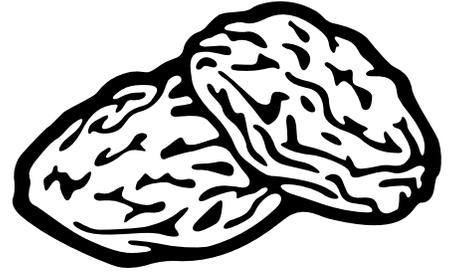
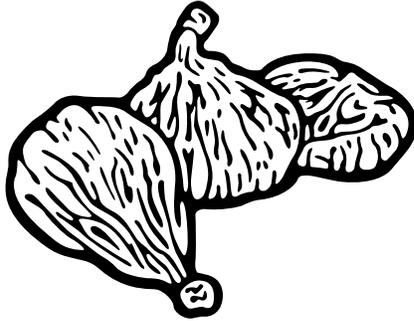
**If field trips are not possible, consider holding an on-site “field trip” by inviting a guest to speak to your class. Parents may also be able to participate or may have connections with possible speakers. Consider contacting:**

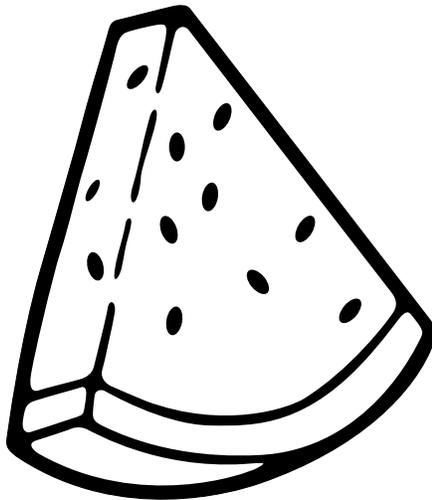
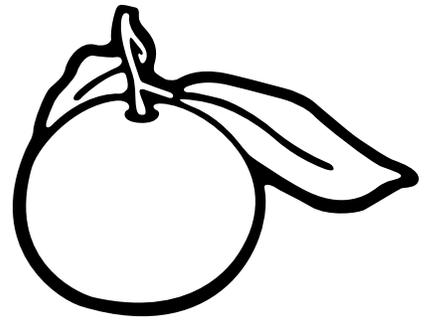
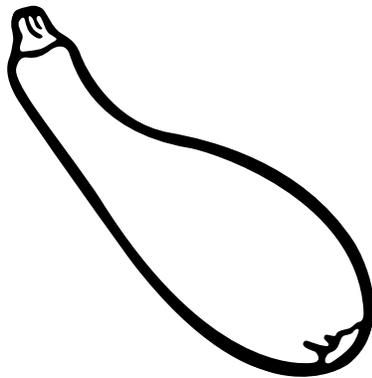
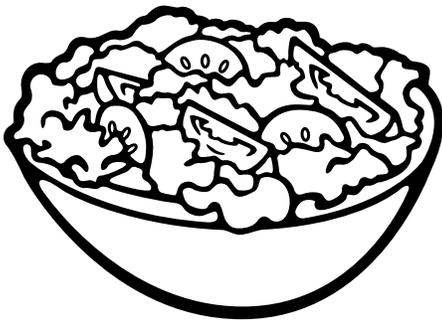
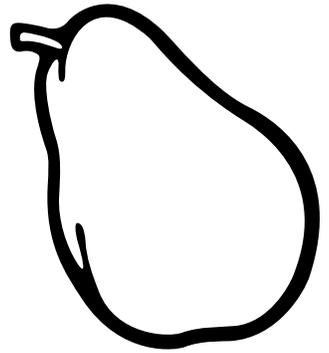
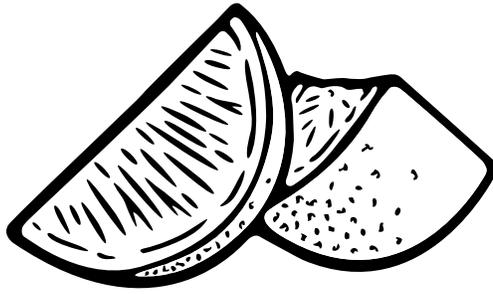
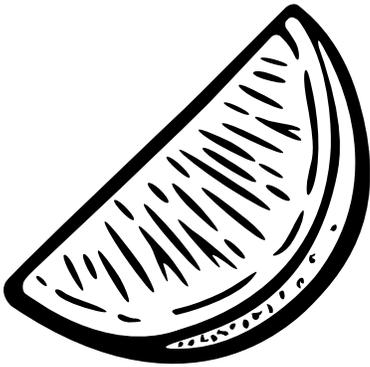
- School child nutrition director
- Local chef or restaurant manager
- Farmers' market manager
- Produce manager of a grocery store
- Farmer
- Local gardeners or gardening societies
- Agricultural organizations, such as farm cooperatives and commodity associations
- Agriculture & Natural Resources departments at local colleges and universities
- Local 4-H Clubs
- Local University of California Cooperative Extension office
- Academy of Nutrition and Dietetics Foundation (visit [www.eatrightfoundation.org](http://www.eatrightfoundation.org))
- A local high school where students are studying nutrition or culinary arts

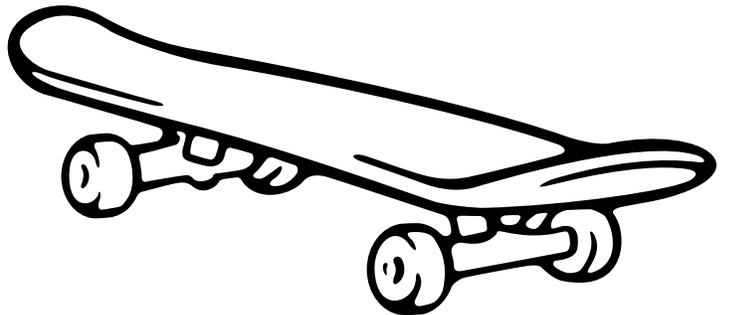
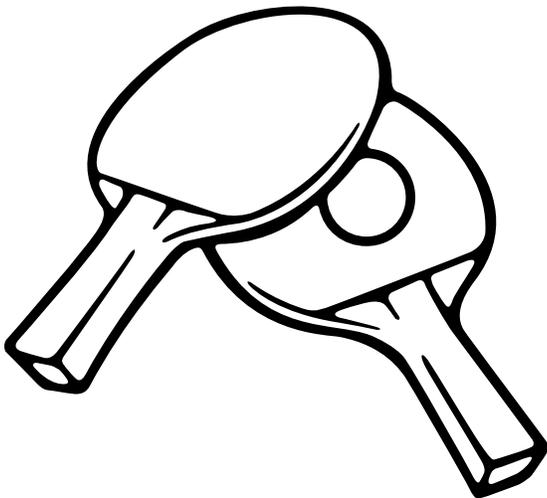
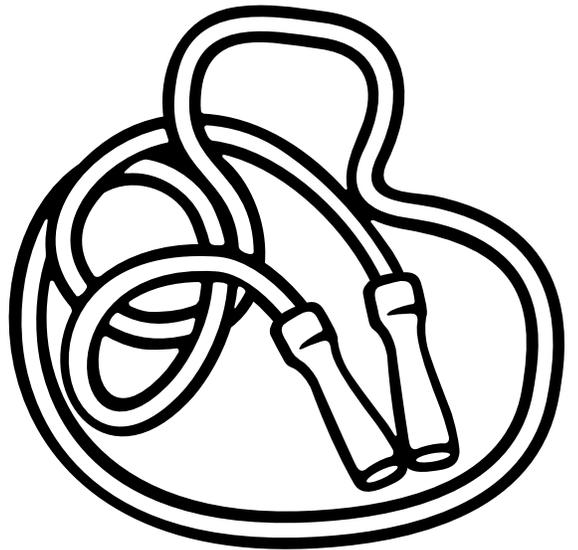
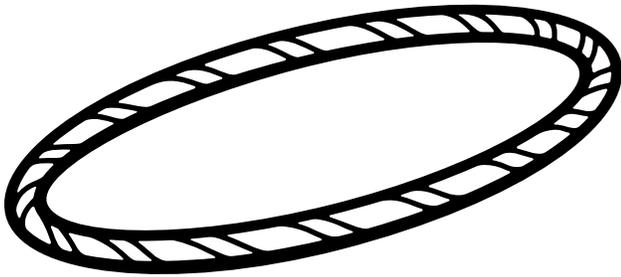
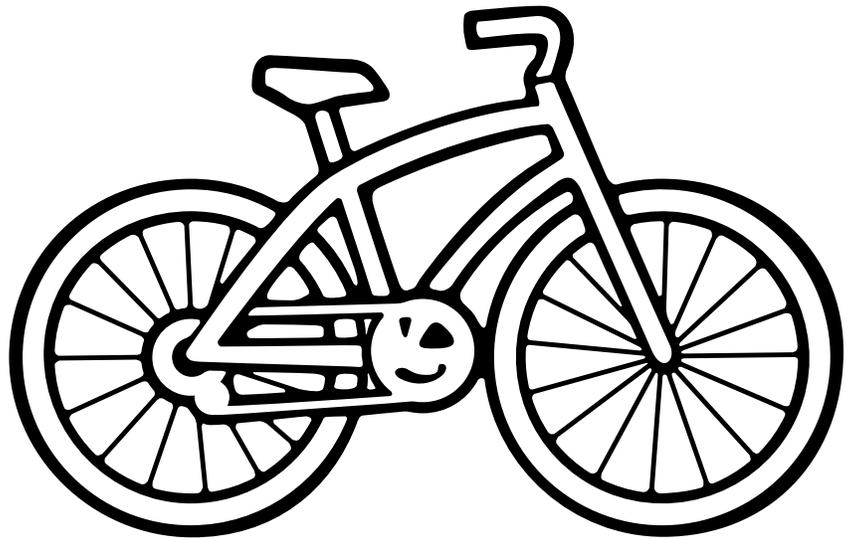
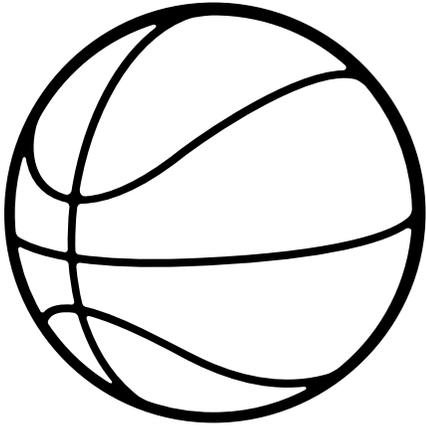
**POWER  
PLAY**

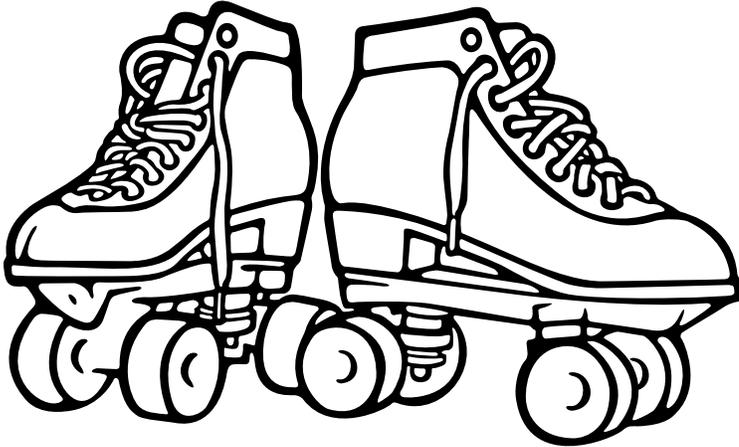
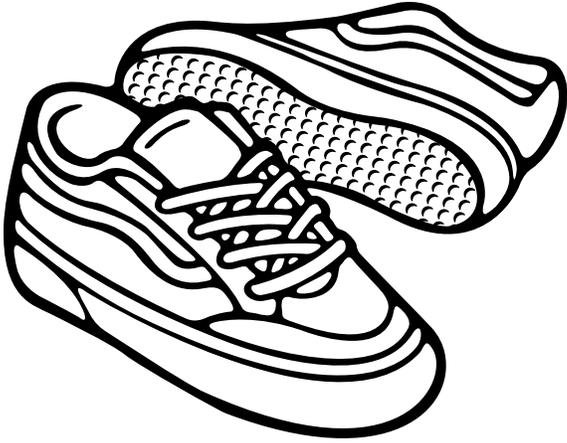


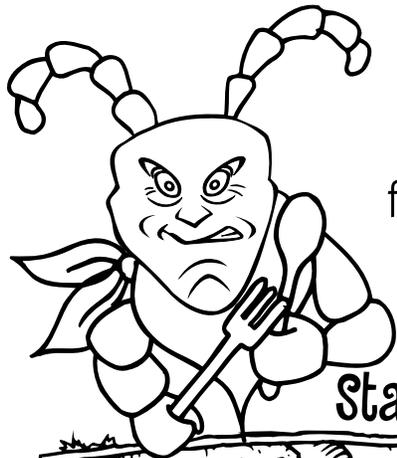






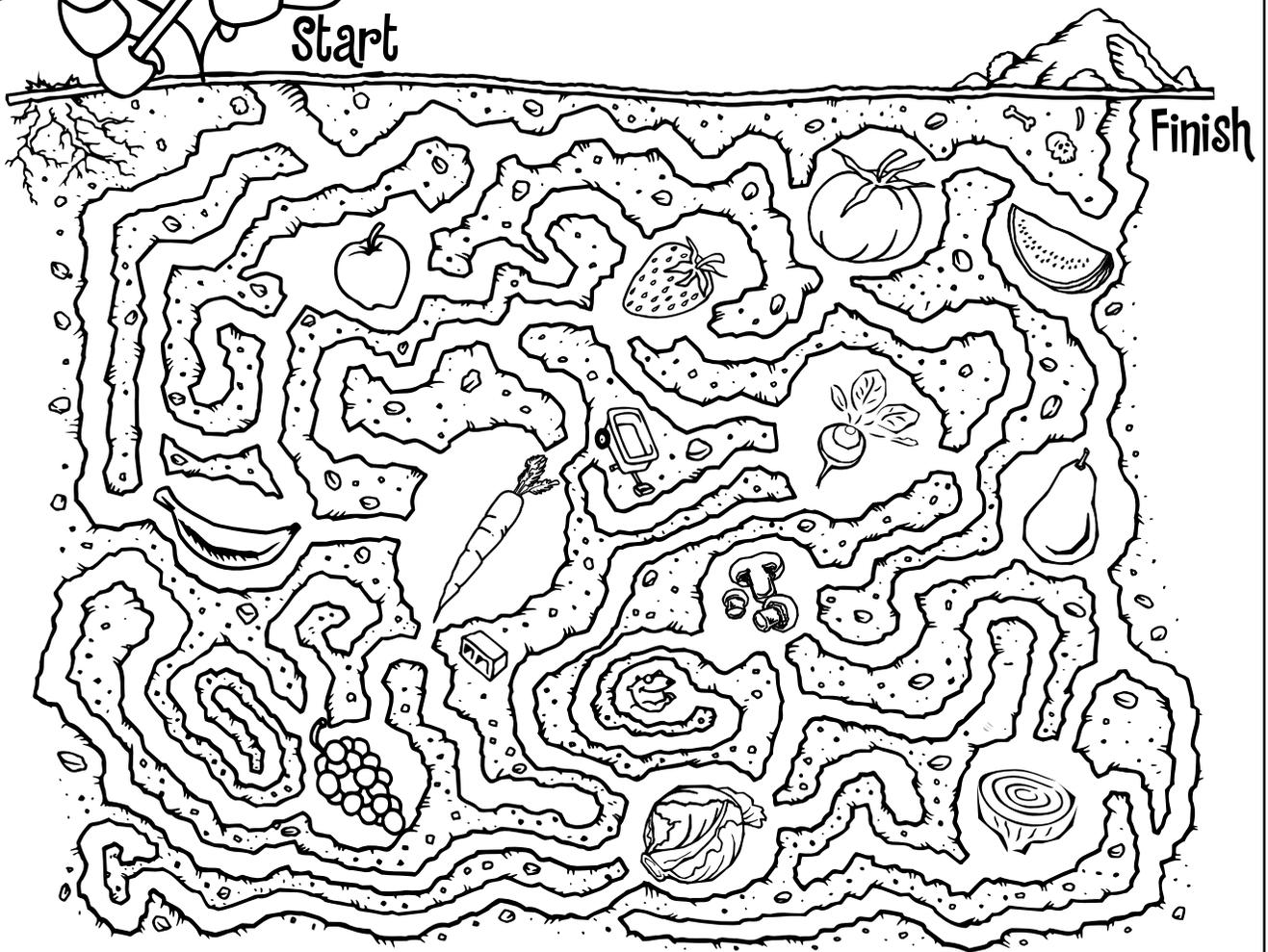


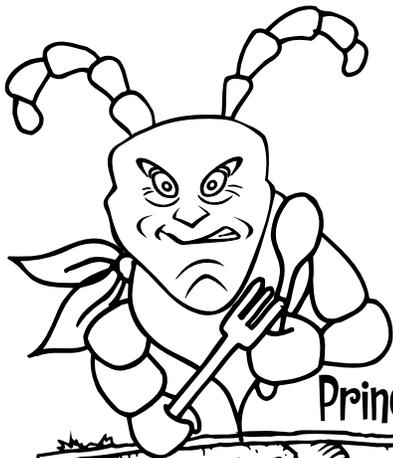




# ANT EATERS

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.

Principio

Fin



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



ON  
 OFF

*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!

A	B	C
D	E	F
G	H	I

J	
K	M
L	

N	O	P
Q	R	S
T	U	V

W	
X	Z
Y	

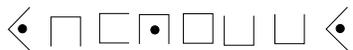
*Here is a sample to get you started.*

  
 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 código. Use las letras en código para deletrear los nombres de las frutas y vegetales. Luego haga juego con las frutas y vegetales con pistas más abajo.

A	B	C
CH	D	E
F	G	H

J	I	L
	K	

LL	M	N
Ń	O	P
Q	R	RR

	S	
T		U
	U	

W	X
Y	Z

Aquí esta una muestra para comenzar.

^ v Δ v  
K I W I

A. > □ U ∙ > E

\_\_\_\_\_

B. < ∙ □ ∙ □ ∙

\_\_\_\_\_

C. ^ < ∙ v

\_\_\_\_\_

D. ∙ □ v □

\_\_\_\_\_

E. U ∙ L ▽ ∙ L ∙

\_\_\_\_\_

F. ▽ ∙ L ∙ □ □ v ∙

\_\_\_\_\_

## 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.

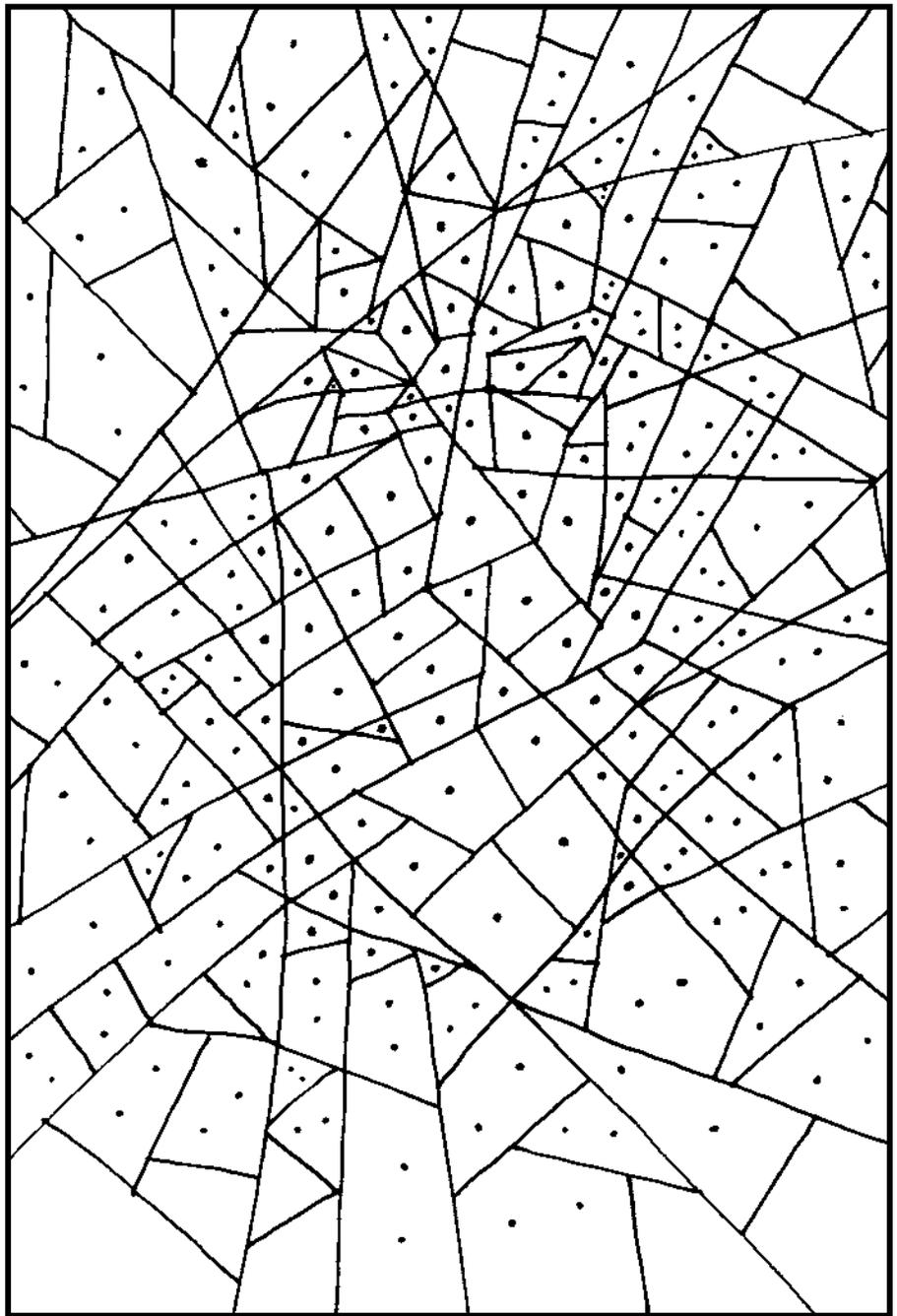
\_\_\_\_\_ Parece vegetal de color rojo, pero no es vegetal, es fruta.

\_\_\_\_\_ California produce más de éstos que cualquier otro estado.

\_\_\_\_\_ Este vegetal se deletrea igual que a tu papá y el papa.

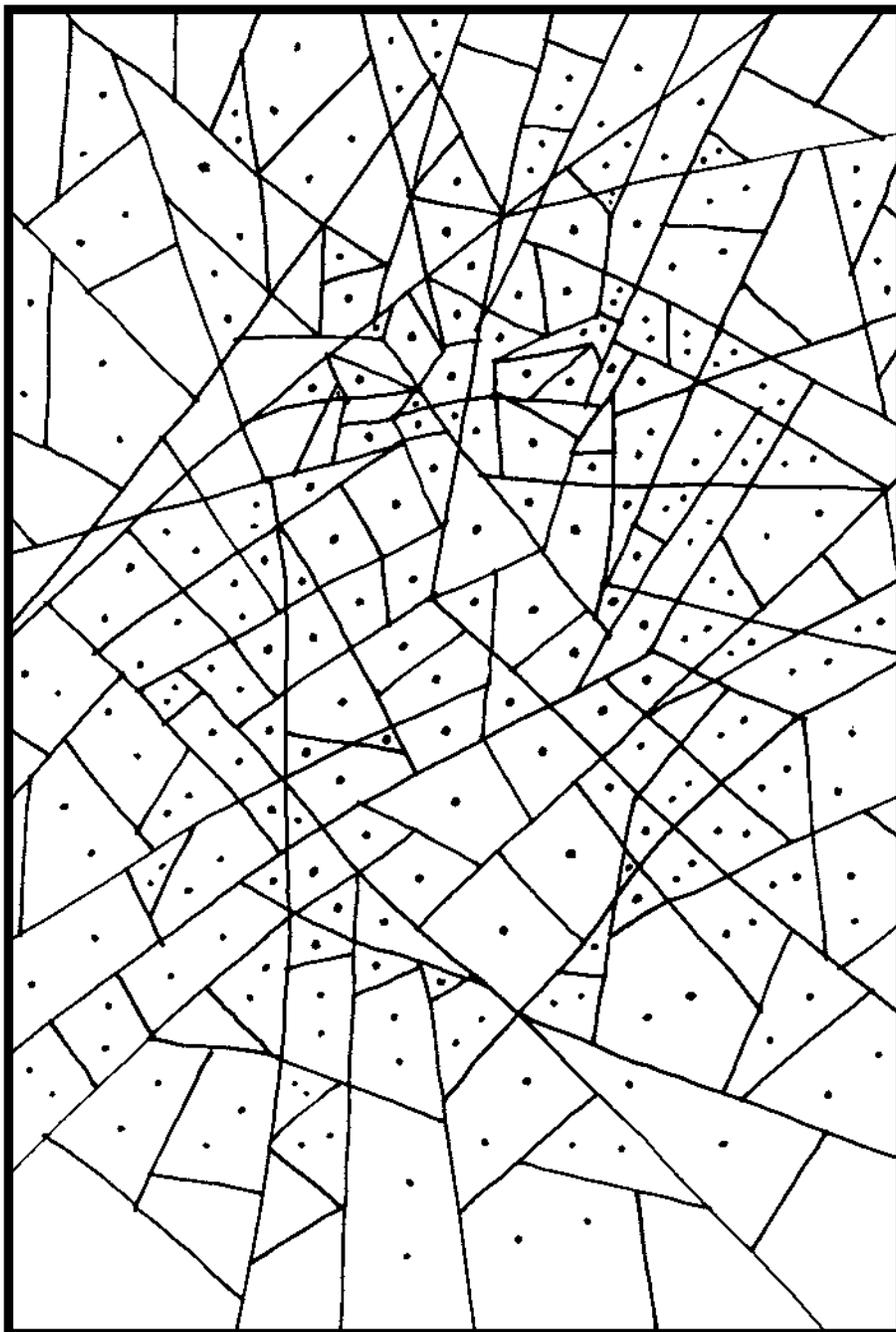
# LOTS O' DOTS!

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.

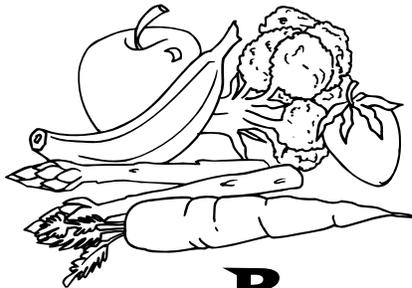


# PICTURE THIS!

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**



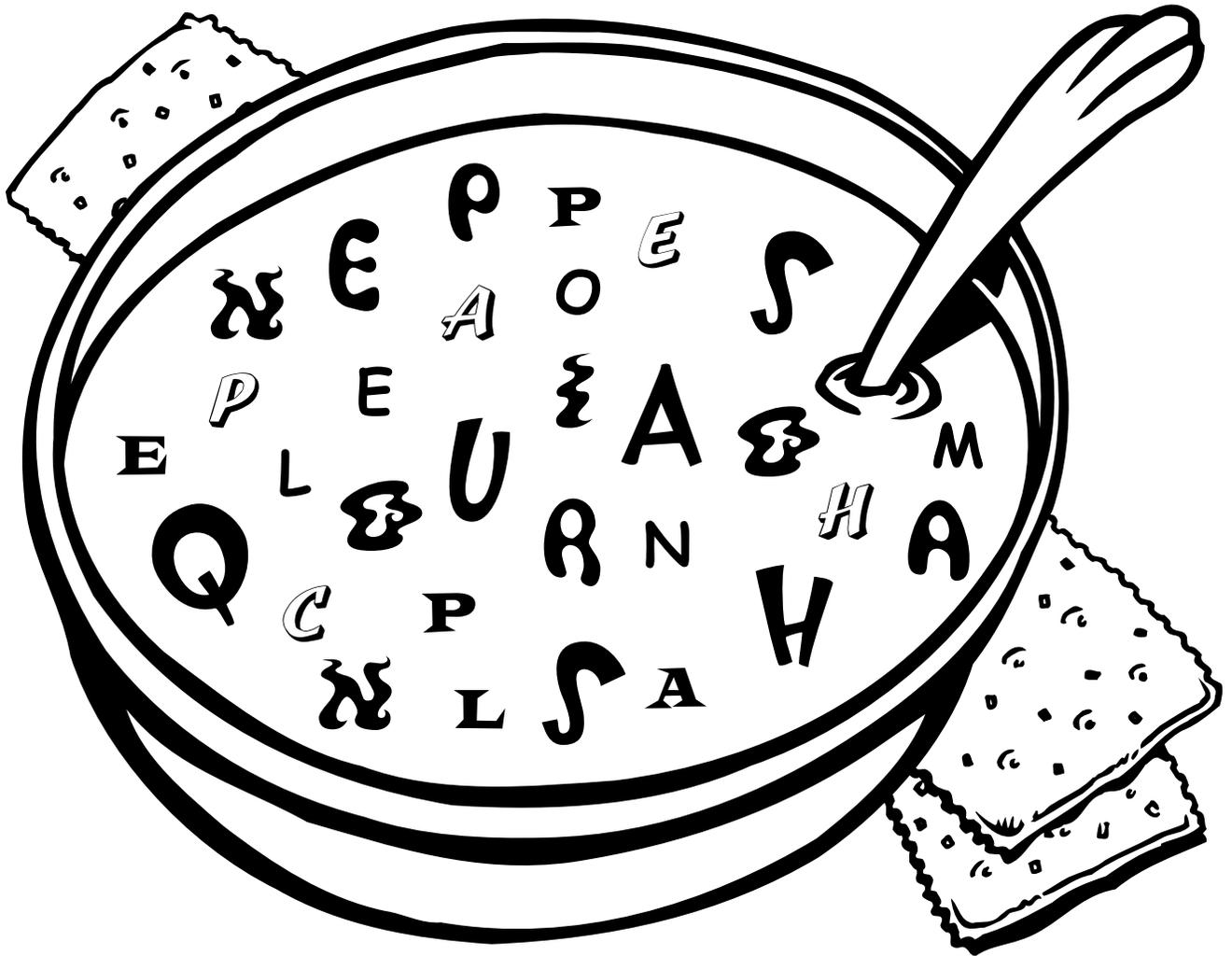
**H**



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

## February

- American Heart Month (American Heart Association, [www.americanheart.org](http://www.americanheart.org))
- National Canned Food Month (Canned Food Alliance, [www.mealtime.org](http://www.mealtime.org))
- National Cherry Month (Cherry Marketing Institute, [www.cherrymkt.org](http://www.cherrymkt.org))
- National Girls and Women in Sports Day (Women’s Sports Foundation, [www.womenssportsfoundation.org](http://www.womenssportsfoundation.org))
- National Grapefruit Month (Texas Sweet Citrus Marketing, [www.texasweet.com](http://www.texasweet.com))
- Potato Lover’s Month (National Potato Promotion Board, [www.healthypotato.com](http://www.healthypotato.com) and [www.uspotatoes.com](http://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](http://www.agday.org))

- National Artichoke Hearts Day-March 16th (California Artichoke Advisory Board, [www.artichokes.org](http://www.artichokes.org))
- National Frozen Food Month (National Frozen & Refrigerated Foods Association, [www.nfraweb.org](http://www.nfraweb.org) and [www.easyhomemeals.com](http://www.easyhomemeals.com))
- National Nutrition Month (Academy of Nutrition and Dietetics Foundation, [www.eatrightfoundation.org](http://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](http://www.asfsa.org))
- Peach Blossom Day – March 3rd

## April

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

- National Playground Safety Week (National Program for Playground Safety ([www.playgroundsafety.org](http://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](http://www.lensaunders.com/aces))
- Food Allergy Awareness Week (Food Allergy & Anaphylaxis Network, [www.foodallergy.org](http://www.foodallergy.org))
- Hunger Action Day (California Hunger Action Coalition, [www.hungeraction.net](http://www.hungeraction.net))
- National Asparagus Month (Michigan Asparagus Advisory Board, [www.asparagus.org](http://www.asparagus.org))
- National Bike Month (League of American Bicyclists, [www.bikeleague.org](http://www.bikeleague.org))
- National Drinking Water Week – 1st full week of the month (U.S. Environmental Protection Agency, [www.epa.gov/safewater](http://www.epa.gov/safewater))
- National Employee Health & Fitness Day – 3rd Wednesday in May (National Association for Health & Fitness, [www.physicalfitness.org](http://www.physicalfitness.org))
- National Physical Education and Sports Week (American Alliance for Health, Physical Education, Recreation, and Dance, [www.aahperd.org](http://www.aahperd.org))
- National Physical Fitness and Sports Month (President's Council on Physical Fitness and Sports, [www.fitness.gov](http://www.fitness.gov))
- National Raisin Week (California Raisins, [www.raisins.org](http://www.raisins.org))
- National Running and Fitness Week (American Running Association, [www.americanrunning.org](http://www.americanrunning.org))
- National School Nurses Day (National Association of School Nurses, [www.nasn.org](http://www.nasn.org))
- National Strawberry Month (California Strawberry Advisory Board, [www.calstrawberry.com](http://www.calstrawberry.com))
- Teacher Appreciation Month–Tuesday of the first full week (National Education Association, [www.nea.org](http://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](http://www.nof.org)))

## June

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

## July

- July Belongs to Blueberries Month (North American Blueberry Council, [www.blueberry.org](http://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](http://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](http://www.ams.usda.gov/farmersmarkets))
- National Golf Month
- National Kids Day – 1st Sunday of the month ([www.kids.org](http://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](http://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](http://www.usapple.org); Washington Apple Educational Foundation, [www.waef.org](http://www.waef.org))

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

## October

- Child Health Month (American Academy of Pediatric, [www.aap.org/advocacy.html](http://www.aap.org/advocacy.html))
- Health Literacy Month ([www.healthliteracymonth.com](http://www.healthliteracymonth.com))
- Healthy Lung Month (American Lung Association, [www.lungusa.org](http://www.lungusa.org))
- National 4-H Week (National 4-H Council, [www.4-h.org](http://www.4-h.org))
- National Apple Month – celebrated September to November (U.S. Apple Association, [www.usapple.org](http://www.usapple.org); Washington Apple Educational Foundation, [www.waef.org](http://www.waef.org))
- National Child Health Day (Maternal and Child Health Bureau, [www.mchb.hrsa.gov](http://www.mchb.hrsa.gov))
- National Cranberry Month (Cranberry Marketing Committee, [www.uscranberries.com](http://www.uscranberries.com))
- National Family Health Month (American Academy of Family Physicians, [www.aafp.org](http://www.aafp.org))
- National Health Education Week (National Center for Health Education, [www.nche.org](http://www.nche.org))
- National Noisy Munching Day – October 5th
- National Pickled Pepper Month
- National Roller Skating Month (International Roller Skating Association, [www.rollerskating.org](http://www.rollerskating.org))
- National School Lunch Week (School Nutrition Association, formerly American School Food Service Association, [www.asfsa.org](http://www.asfsa.org))

- National Spinach Lovers Month
- Walk to School Day ([www.walktoschool-usa.org](http://www.walktoschool-usa.org) and [www.cawalktoschool.com](http://www.cawalktoschool.com))
- World Food Day (National Committee for World Food Day, [www.worldfoodayusa.org](http://www.worldfoodayusa.org) and Food Agriculture Organization of the United Nations, [www.fao.org](http://www.fao.org))
- World Teachers Day – October 5th
- World Vegetarian Day – Oct. 1st ([www.worldvegetarianday.org](http://www.worldvegetarianday.org))
- Kids Care Week ([www.kidscare.org](http://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](http://www.asahp.org))
- National Clean Out Your Refrigerator Day – November 15th
- National Diabetes Month (American Diabetes Association, [www.diabetes.org](http://www.diabetes.org))
- National Fig Week (California Fig Advisory Board, [www.californiafigs.com](http://www.californiafigs.com))
- National Apple Month – celebrated September to November (U.S. Apple Association, [www.usapple.org](http://www.usapple.org); Washington Apple Educational Foundation, [www.waef.org](http://www.waef.org))
- National Split Pea Soup Month (USA Dry Pea & Lentil Council)
- National Family Week ([www.nationalfamilyweek.org](http://www.nationalfamilyweek.org))
- National Farm-City Week
- Universal Children’s Day
- National Pomegranate Month (California Pomegranates, [www.pomegranates.org](http://www.pomegranates.org))

## December

- National Hand Washing Awareness Week ([www.henrythehand.com](http://www.henrythehand.com))
- National Stress Free Family Holiday Month
- California Kiwifruit Day ([www.kiwifruit.org](http://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](http://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](http://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](http://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](http://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.cdffa.ca.gov](http://www.cdffa.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.cdc.ca.gov/programs/neopb/Pages/default.aspx](http://www.cdc.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](http://www.californiaprojectlean.org)

*California Safe Routes to School Initiative*  
Phone: 916-552-9939  
[www.cdph.ca.gov/HealthInfo/injviosaf/Pages/SafeRoutesToSchool.aspx](http://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](http://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](http://www.cdc.gov/nccdphp/dnpa)

*Division of Adolescent and School Health (DASH)*  
[www.cdc.gov/healthyYouth/](http://www.cdc.gov/healthyYouth/)

*BAM! Body and Mind  
(for children ages 9-13)*  
[www.bam.gov](http://www.bam.gov)

*Fruits and Veggies More Matters*  
[www.fruitsandveggiesmatter.gov](http://www.fruitsandveggiesmatter.gov)

*“VERB” Youth Media Campaign  
(promoting physical & pro-social activity)*  
[www.cdc.gov/youthcampaign](http://www.cdc.gov/youthcampaign)

### FoodSafety.gov

Gateway to Government Food Safety Information  
[www.foodsafety.gov](http://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](http://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](http://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](mailto:pcpfs@osophs.dhhs.gov)  
[www.fitness.gov](http://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](mailto:teamnutrition@fns.usda.gov)  
[www.fns.usda.gov/tr/](http://www.fns.usda.gov/tr/)

*Center for Nutrition Policy and Promotion*  
3101 Park Center Drive, 10th Floor  
Alexandria, VA 22302-1594  
[www.cnpp.usda.gov](http://www.cnpp.usda.gov)  
[www.mypyramid.gov](http://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](http://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](mailto: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](http://www.americanmushroom.org)

**Apricot Producers of California**

P.O. Box 974  
Turlock, CA 95381  
Phone: 209-632-9777  
[www.apricotproducers.com](http://www.apricotproducers.com)

**California Apple Commission**

770 East Shaw, Suite 220  
Fresno, CA 93710  
Phone: 559-225-3000  
[www.calapple.org](http://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](http://www.artichokes.org)

**California Asparagus Commission**

1331 E. Barbara Worth Drive  
Holtville, CA 92250  
Phone: 209-474-7581  
[www.calasparagus.com](http://www.calasparagus.com)

**California Avocado Commission**

38 Discovery, Suite 150  
Irvine, CA 92618  
Phone: 949-341-1955  
[www.avocado.org](http://www.avocado.org)

**California Certified Organic Farmers**

2155 Delaware Ave, Suite 150  
Santa Cruz, CA 95060  
Phone: 831-423-2263  
[www.ccof.org](http://www.ccof.org)

**California Cling Peach Board**

531-D North Alta Avenue  
Dinuba, CA 93618  
Phone: 559-595-1425  
[www.calclingpeach.com](http://www.calclingpeach.com)

**California Date Administrative  
Committee**

P.O. Box 1736  
Indio, CA 92202  
Phone: 760-347-4510  
[www.datesaregreat.com](http://www.datesaregreat.com)

**California Dried Plum Board**

P.O. Box 348180  
Sacramento, CA 95834  
Phone: 916-565-6232  
[www.californiadriedplums.org](http://www.californiadriedplums.org)

**California Federation of Certified  
Farmers' Markets**

P.O. Box 1813  
Davis, CA 95617  
Phone: 530-753-9999  
[www.cafarmersmarkets.com](http://www.cafarmersmarkets.com)

**California Fig Advisory Board**

7395 N Palm Bluffs, Suite 106  
Fresno, CA 93711  
Phone: 559-440-5400  
[www.californiafigs.com](http://www.californiafigs.com)

**California Fresh Apricot Council**

19 Sherwood Court  
San Francisco, CA 94127  
Phone: 415-584-4063  
[www.califapricot.com](http://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](http://www.kiwifruit.org)

**California Pear Advisory Board**

1521 "I" Street  
Sacramento, CA 95814  
Phone: 916-441-0432  
[www.calpear.com](http://www.calpear.com)

**California Raisin Marketing Board**

3445 North First Street, Suite 101  
Fresno, CA 93726  
Phone: 559-248-0287  
[www.calraisins.org](http://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](http://www.crfg.org)

**California Strawberry Advisory Board**

P.O. Box 269  
Watsonville, CA 95077  
Phone: 831-724-1301  
[www.calstrawberry.com](http://www.calstrawberry.com)

**California Table Grape Commission**

392 W. Fallbrook, Suite 101  
Fresno, CA 93711-6150  
Phone: 559-447-8350  
[www.freshcaliforniagrapes.com](http://www.freshcaliforniagrapes.com)

**California Tomato Growers  
Association**

2300 River Plaza Drive, Suite 100  
Sacramento, CA 95833  
Phone: 916-925-0225  
[www.ctga.org](http://www.ctga.org)

**California Tree Fruit Agreement**

P.O. Box 968  
Reedley, CA 93654-0968  
Phone: 559-638-8260  
[www.eatcaliforniafruit.com](http://www.eatcaliforniafruit.com)

**Cherry Marketing Institute**

P.O. Box 30285  
Lansing, MI 48909  
[www.choosecherries.com](http://www.choosecherries.com)

**Dairy Council of California**

1101 National Drive, Suite B  
Sacramento, CA 95834  
Phone: 916-263-3560  
[www.dairycouncilofca.org](http://www.dairycouncilofca.org)

**Florida Department of Citrus**

P.O. Box 148  
Lakeland, FL 33802-0148  
Phone: 863-499-2500  
[www.floridajuice.com](http://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.farmentoschool.org

California Farm to School Network  
www.cafarmentoschool.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!