



Children's Power Play! Campaign

# Community Youth Organization Idea & Resource Kit

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

# POWER PLAY





*Children's Power Play! Campaign*

# Community Youth Organization Idea & Resource Kit

For Youth Leaders Working with  
Elementary-Age Children



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

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

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[www.cdph.ca.gov/programs/NEOPB/Pages/PowerPlayResources.aspx](http://www.cdph.ca.gov/programs/NEOPB/Pages/PowerPlayResources.aspx)



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 denotes a physically active game or activity

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# INTRODUCTION

## **About the *Children's Power Play! Campaign***

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

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

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

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

brings children together outside school hours.

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

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

# USING THE KIT

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

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

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

## NOTE:

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

## Are you...

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

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

Then...

## GO for it!

# LINKS TO CALIFORNIA HEALTH EDUCATION CONTENT STANDARDS

Complete Content Standards are available on the California Department of Education Web site at [www.cde.ca.gov/be/st/ss/index.asp](http://www.cde.ca.gov/be/st/ss/index.asp).

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

\*\*Addressed with Go Farther ideas

\*\*\*Addressed with Bring It Home ideas

 denotes a physically active game or activity

# BACKGROUND

## The Basics of Nutrition and Physical Activity

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

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

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

## The Importance of Fruits and Vegetables

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

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

## The Importance of Physical Activity

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

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

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U.S. Department of Agriculture and U.S. Department of Health and Human Services. *Dietary Guidelines for Americans*, 2010. 7th Edition, Washington, DC: U.S. Government Printing Office, December 2010 available at [http://www.cnpp.usda.gov/sites/default/files/dietary\\_guidelines\\_for\\_americans/PolicyDoc.pdf](http://www.cnpp.usda.gov/sites/default/files/dietary_guidelines_for_americans/PolicyDoc.pdf) and 2008 *Physical Activity Guidelines for Americans*, U.S. Department of Health and Human Services; available at <http://health.gov/paguidelines/guidelines/chapter2.aspx>

## Consider These Facts

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

- In California, fewer than 42 percent of 9- to 11-year-old children eat the recommended amount of five or more daily servings of fruits and vegetables.<sup>1</sup>
- When asked about the past week, fewer than 30% of California's 9- to 11-year-old children said that they got at least 60 minutes of physical activity each day.<sup>2</sup>
- Only about a quarter of California fifth graders (26.4%) achieved the Healthy Fitness Zone in all six areas measured by the 2015 California Physical Fitness Test.<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, anemia, and susceptibility to lead poisoning.<sup>4</sup>
- Regular physical activity makes it less likely risk factors for chronic diseases will develop and more likely that children will remain healthy as adults.<sup>5</sup>

- The national prevalence of obesity is 17.9% among children aged 6–11 and 19.4% among adolescents aged 12–19.<sup>6</sup> In California, 11.8% of children ages 2 to 11 are overweight for their age. Among teens, 17.2% are overweight and 15.5% are obese.<sup>7</sup>
- Obesity increases the risk of high blood cholesterol, high blood pressure, and type 2 diabetes while still in childhood.<sup>8</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>9</sup>
- Physical activity tends to decline with age, with the steepest decline between the ages of 13 and 18.<sup>10</sup>

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

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

<sup>3</sup> California Department of Education. (2015). News release #15-85. Retrieved November 30, 2015 from <http://www.cde.ca.gov/nr/ne/yr15/yr15rel85.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> U.S. Department of Agriculture and U.S. Department of Health and Human Services. Physical Activity guidelines for Americans 2008, Chapter 3 Washington, DC: U.S. Government Printing Office, available at <http://health.gov/paguidelines/guidelines/chapter3.aspx>

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

<sup>7</sup> Nutrition Education and Obesity Prevention Branch (2015). *County profiles: California*. Sacramento, CA: California Department of Public Health.

<sup>8</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>9</sup> Dietz, W.H. (1998). Childhood weight affects adult morbidity and mortality. *The Journal of Nutrition*, 128, 411S-414S.

<sup>10</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 YOUTH ORGANIZATION

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

## Here's how to maintain a healthy youth organization:

- **Inspire children with your words and actions.** Let children see your staff enjoying fruits and vegetables. Encourage staff to bring healthy fruits and vegetables for meals and snacks. Also, let the children see your staff participate in physical activities at the youth organization and encourage them to talk about physical activities they participate in outside of the youth organization. Encourage children to do something physically active during their outdoor time.
- **Create a healthy snack and celebration policy.** Create a healthy snack and celebration policy with the children. Be sure to provide a copy of the policy to your participants to take home to their parents.
- **Use rewards and discipline that support health.** Avoid using any kind of food as a reward, especially foods with low nutritional value. As an alternative, you may wish to provide incentives or rewards that promote physical activity. Don't withhold physical activity as a form of discipline.
- **Create a youth organization that moves.** Provide opportunities for physical activity throughout the day. Movement facilitates improved attention and focused learning, so that children are better behaved during other activities. Take activity breaks during sedentary activities and have children lead the break with stretches, or play a popular dance song and let the children dance. Encourage staff to join in and participate with them. Offer many opportunities for active play during the day.
- **Do a scan of your environment to be sure it supports healthy eating and physical activity.** Remove any posters, bulletin boards, or objects that promote unhealthy eating or sedentary behaviors (e.g., TV watching, video games). Put up posters, bulletin boards, and other images promoting fruit and vegetable consumption and physical activity. Avoid any objects in your environment that could be considered an advertisement, especially those that promote unhealthy products.
- **Reconsider the food that is available at your site.** If you have food and/or beverage vending machines, be sure that *at least* half of the products are healthy (e.g., water, 100% juices, dried fruit, lowfat snacks, etc.) and be sure that the items are offered in reasonable serving sizes. Make sure that healthy food and beverages are as affordable as less healthy ones and consider making the machines available only at certain times of day. For more ideas about healthy vending machines, see the Appendix. If you serve meals and snacks, add fruits and vegetables to your menu and limit less healthy offerings. Consider participating in the USDA meal and snack programs to help you afford healthy offerings (visit [www.fns.usda.gov/fns/](http://www.fns.usda.gov/fns/) for more information). For healthy meal and snack ideas, visit [www.healthymeals.nal.usda.gov](http://www.healthymeals.nal.usda.gov).

## READY

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

## SET

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

## GO

1. Review the definitions of fruits, vegetables, and power play.

Ask the children:

- What is the difference between a fruit and a vegetable?
- What do you think power play means?

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

These are the simple definitions based on plant parts:

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

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

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

# Power Bingo



## TIME

- Prep — 15 minutes
- Activity — 30 minutes

## MATERIALS

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



# Power Bingo

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

## MODIFICATIONS FOR YOUNGER CHILDREN

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

## GO FARTHER

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

## BRING IT HOME

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

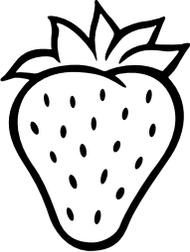
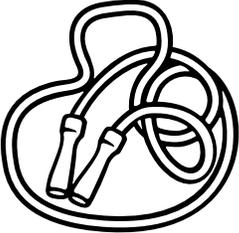
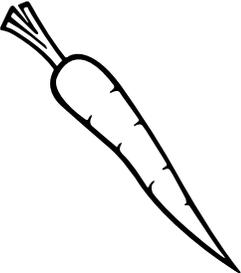
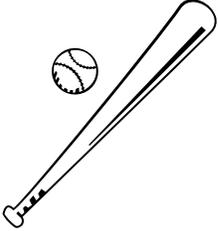
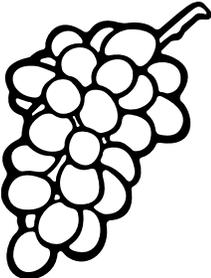
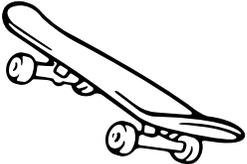
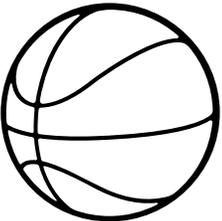
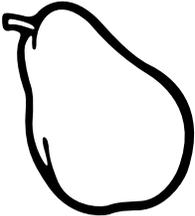
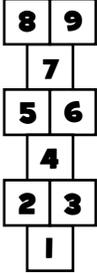
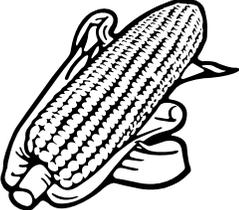
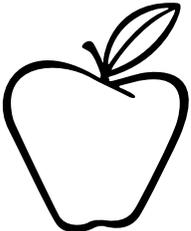


# Power Bingo

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



# Picture Bingo

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

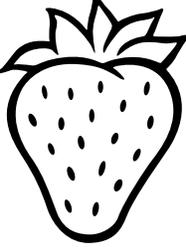
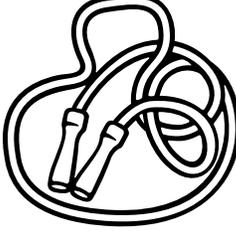
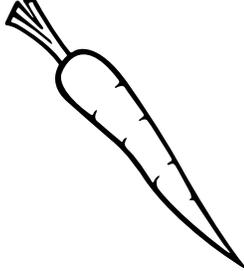
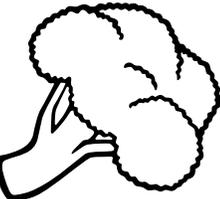
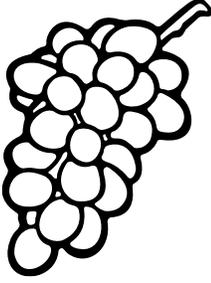
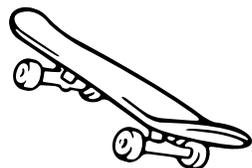
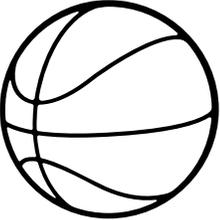
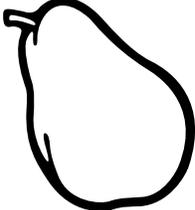
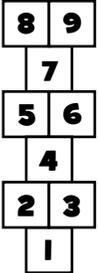
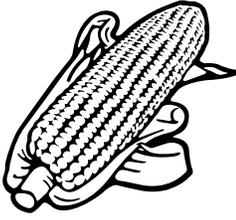
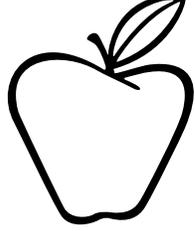


# ¡Bingo!

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



# ¡Bingo Energético!

 <b>Futból</b> _____	 <b>Fresa</b> _____	 <b>Saltar la Cuerda</b> _____	 <b>Zanahoria</b> _____	 <b>Béisbol</b> _____
 <b>Brócoli</b> _____	 <b>Patinaje</b> _____	<b>ESPACIO LIBRE</b> 	 <b>Uvas</b> _____	 <b>Patineta</b> _____
 <b>Basquetból</b> _____	 <b>Pera</b> _____	 <b>Rayuela</b> _____	 <b>Elote</b> _____	 <b>Manzana</b> _____

## READY

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

## SET

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

## GO

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

# How Much Do I Need?



## TIME

- Prep — 15 minutes
- Activity — 45 minutes

## MATERIALS

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



# How Much Do I Need?

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

- Ask the children the following questions:
  - How big is  $\frac{1}{2}$  cup of fruit?
  - How big is 1 cup of vegetables?
- Demonstrate different amounts of fruits and vegetables using measuring cups and cupped hands. Also show several examples of whole pieces of fruits and vegetables that are about the size of a baseball (about 3" in diameter). Point out that fresh, frozen, canned, dried, and juiced fruits and vegetables all count. Show the children a 6-ounce juice box and tell them that it equals about  $\frac{3}{4}$  cup of juice. Then pour the juice into a glass to show them. Remind the children that not all juice drinks are 100% juice and that they should go easy on the amount of juice they drink each day.
- Use volunteers to show how  $\frac{1}{2}$  cup of fruits or vegetables fits into one cupped hand and 1 cup of raw, leafy greens fits into two cupped hands.

5. Lead a discussion using the following questions:

- Now that you can recognize what cups and  $\frac{1}{2}$  cups look like, does eating the recommended cups of fruits and vegetables every day seem easier or harder? Why?
- Will what you've learned today change the amount of fruits and vegetables that you eat every day? Why or why not?

6. Using the Power Up! worksheet, briefly discuss the importance of getting at least 60 minutes of power play every day.

7. Lead a discussion about physical activity by asking children the following questions:

- Do you think getting 60 minutes of power play every day is easy? Why or why not?
- Do you think you have to do 60 minutes of power play all at once, or can you add up all the power play you get in a day? (*Leader hint: It's OK to add it up through the day, just shoot for at least 10 minutes of power play at a time.*)
- Do you get power play every day? If not, why not? If so, how do you like to get your power play? How can you try to get more power play?

8. *Optional:* Conclude the activity by having a taste testing of the same kinds of fruits and vegetables that you used in your demonstration. See Activity 13: Taste It! for ideas on doing a taste testing.

## GO FARTHER

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

## BRING IT HOME

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

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



# Power Up!

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

## Eat Fruits and Vegetables Every Day!

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

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

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

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

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

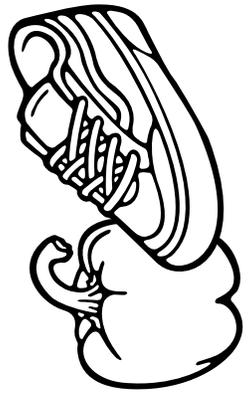
### Fruits

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

### Vegetables

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

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



## Get Power Play Every Day!

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

### Power play can:

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

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

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

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

Name \_\_\_\_\_

Date \_\_\_\_\_



# How Much Do I Need?

## BOY



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

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

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

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

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

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

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



# How Much Do I Need? GIRL



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

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

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

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

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

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

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



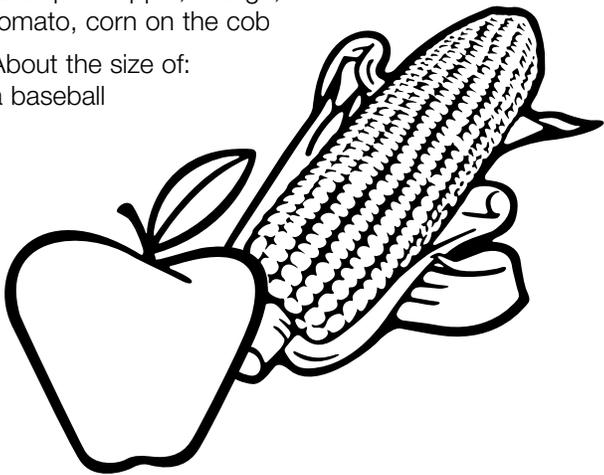
# Cups of Colorful Fruits & Vegetables

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

## 1 whole fruit or vegetable = 1 cup

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

About the size of:  
a baseball

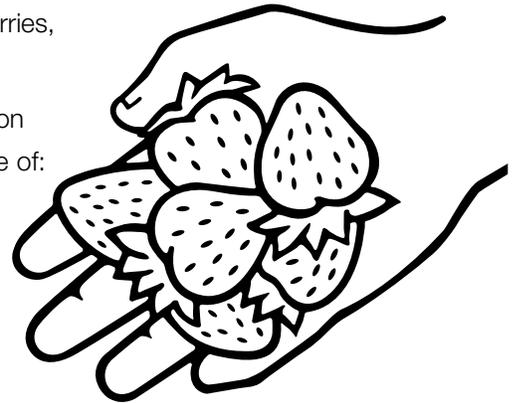


## 1 cupped handful of fresh, frozen, or canned\* fruits or vegetables = 1/2 cup

\*canned fruit packed in 100% juice

Examples: berries, baby carrots, broccoli, chopped melon

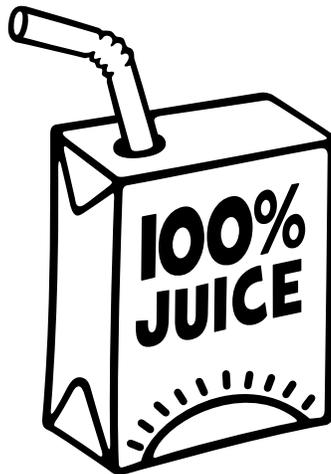
About the size of:  
1/2 a baseball



## 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

# ¡Ponte Fuerte!

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

## Come Frutas y Verduras Todos los Días

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

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

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

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

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

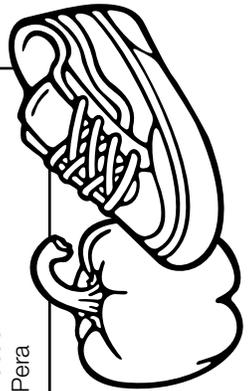
¡Aquí tienes todas las coloridas frutas y vegetales que puedes escoger!

### Frutas

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

### Verduras

Aguacate	Chirivía	Elote
Ajo	Col de Bruselas	Nabo
Aicachofa	Col Rizada	Nabo Sueco
Berenjena	Coliflor	Papa
Berro	“Collinabo”	Pepino
Betabel	Ejotes	Pimentón
“Bok Choy”	Escarola	Puerro
Brócoli	Espárrago	Quimbombó
Calabacín	Espinaca	Rábano
Calabacita	Hojas Verdes	Radichio
Carnote	de Berza	Repollo
Cebolla	Hongo	Ruibarbo
Chicharos	Jicama	Tomate
	Lechuga	Zanahoria



## Jugar con Ganas Todos los Días!

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

### “Jugar con ganas” puede:

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

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

**¡Hay muchas maneras divertidas para jugar con ganas!**

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



# ¿Cuánto Necesito? NIÑO



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

**Normalmente “juego con ganas” menos de 30 minutos diario.**

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

**Normalmente “juego con ganas” de 30 a 60 minutos diario.**

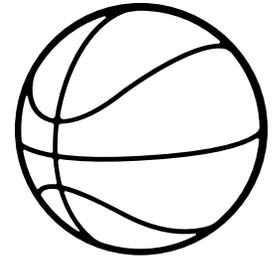
Edad	Tazas de frutas que necesitas comer diario	Tazas de vegetales que necesitas comer diario	Total de tazas de frutas y vegetales que necesitas comer diario
5	1½	1½	3
6	1½	2	3½
7	1½	2	3½
8	1½	2	3½
9	1½	2½	4
10	1½	2½	4
11	2	2½	4½
12	2	3	5

**Normalmente “juego con ganas” más de 60 minutos diario.**

Edad	Tazas de frutas que necesitas comer diario	Tazas de vegetales que necesitas comer diario	Total de tazas de frutas y verdura que necesitas comer diario
5	1½	2	3½
6	1½	2½	4
7	1½	2½	4
8	2	2½	4½
9	2	2½	4½
10	2	3	5
11	2	3	5
12	2	3	5



# ¿Cuánto Necesito? NIÑA



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

**Normalmente “juego con ganas” menos de 30 minutos diario.**

Edad	Tazas de frutas que necesitas comer diario	Tazas de verdura que necesitas comer diario	Total de tazas de frutas y verdura que necesitas comer diario
5	1	1½	2½
6	1	1½	2½
7	1	1½	2½
8	1½	1½	3
9	1½	1½	3
10	1½	1½	3
11	1½	2	3½
12	1½	2	3½

**Normalmente “juego con ganas” de 30 a 60 minutos diario.**

Edad	Tazas de frutas que necesitas comer diario	Tazas de verdura que necesitas comer diario	Total de tazas de frutas y verdura que necesitas comer diario
5	1½	1½	3
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8	1½	2	3½
9	1½	2	3½
10	1½	2½	4
11	1½	2½	4
12	2	2½	4½

**Normalmente “juego con ganas” más de 60 minutos diario.**

Edad	Tazas de frutas que necesitas comer diario	Tazas de verdura que necesitas comer diario	Total de tazas de frutas y verdura que necesitas comer diario
5	1½	2	3½
6	1½	2	3½
7	1½	2½	4
8	1½	2½	4
9	1½	2½	4
10	2	2½	4½
11	2	2½	4½
12	2	3	5



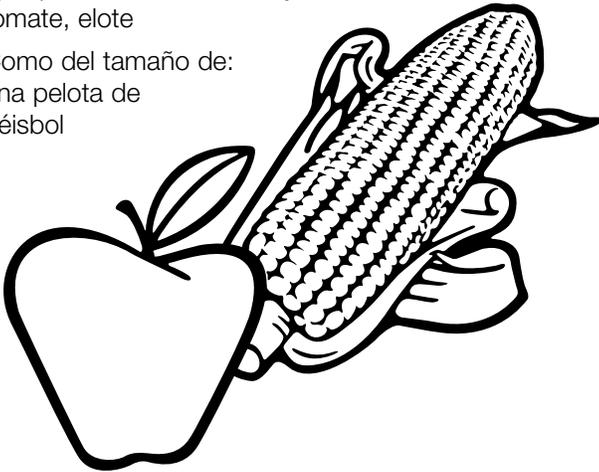
# Tazas de Frutas y Verdura de Colores

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

## Una fruta o verdura = Una taza

Ejemplos: manzana, naranja, tomate, elote

Como del tamaño de: una pelota de béisbol

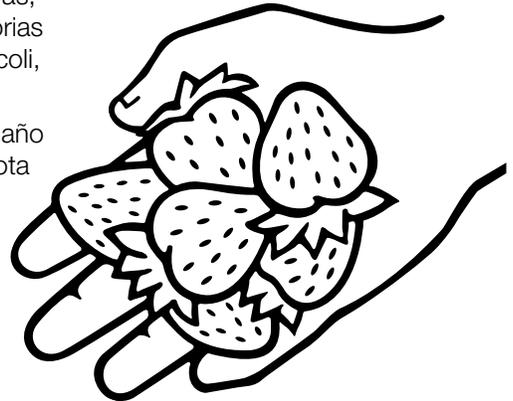


## Una mano llena de frutas o verdura frescos, congelados, o enlatados = 1/2 taza

\* 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 verduras de hojas verdes = 1 taza

Ejemplos: verduras de hoja verde oscura 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

## READY

Children learn warm-up exercises.

## SET

- Review the activities and teaching cues in GO.

## GO

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

# Warm Up for Power



### TIME

- Prep — 5 minutes
- Activity — 30 minutes

### MATERIALS

- No materials are needed for this activity

### ACTIVITY

### TEACHING CUES

#### Neutral Spine

It is important to maintain good posture to avoid injuring your back during physical activity. The natural curves (neutral position) in your back help protect your spine during physical activity.

To find your neutral spine position:

- Place your hands on top of your hips with fingers in the front and thumbs in the back. Using your hands and low back muscles, rotate your hips forward and downward, this is a forward pelvic tilt.
- Rotate your hips backward as far as possible; this is a reverse tilt.
- Do the pelvic tilts in each direction a few times noting the most comfortable spot between front and back. The most comfortable spot will be the balance point and places your pelvis in your neutral spine position.

#### Neck Stretches

Sitting or standing in the neutral spine position, slowly tilt the left ear toward the left shoulder until a stretch is felt. Hold for 15 seconds.

- Raise the head back to the start position and stop.
- Tilt the right ear toward the right shoulder until a mild stretch is felt. Hold this position for 15 seconds. From the start position drop the chin toward the chest and hold for 15 seconds, return to start position.

#### Arm Circles

Start with your arms straight out to the side and parallel to the floor.

- Gently circle arms forward in small circles about six inches in diameter for 15 seconds.
- Repeat in a reverse motion.
- Arm circles can be done with arms extended to the sides and parallel to the floor or extended to the front and parallel to the floor.
- Arm circles should not be done in circles that go over the head.

<b>Trunk Rotation</b>	<p>To be done by supervising adult with experience.</p> <ul style="list-style-type: none"> <li>• Have participants stand with feet shoulder width apart and knees slightly bent. Participants will place hands on their hips and look straight ahead.</li> <li>• Participants will place hands on hips and will slowly rotate the upper body, pivoting at the hips, to the left. Participants should not rotate further than 45 degrees.</li> <li>• Hold for 15 seconds and return to the start position. Do not swing through the start position to the right.</li> <li>• From the start position, turn to the right pivoting from the hips not more than 45 degrees, hold for 15 seconds and return to the start position.</li> </ul>
<b>Knees Up (marching)</b>	<p>Starting standing in the neutral spine position.</p> <ul style="list-style-type: none"> <li>• Have participants start with lifting the heel and toe of one foot off the floor and then the other, no need to bring the knee to the waist at the start.</li> <li>• Continue for 30 seconds.</li> <li>• After 30 seconds instruct participants to start bringing their knees higher. The goal will be to march with the knees reaching the height of their hips for one minute.</li> <li>• March in place for 3 to 5 minutes marching faster toward the end.</li> </ul>
<b>Forward Lunge</b>	<p>In the standing position, find the neutral spine posture.</p> <ul style="list-style-type: none"> <li>• Start with feet shoulder width apart and hands on the waist.</li> <li>• Extend the right leg out in front a bit farther than the length of a normal walking stride.</li> <li>• Lean forward and bend the extended leg to approximately 90 degrees or so the thigh is parallel with the floor. The knee should not go past the front toe and the back should be in the neutral position.</li> <li>• Pause for a three count, avoid bouncing or twisting in the lunge position keeping the front foot flat on the floor.</li> <li>• Press off the extended leg and raise your body back to the start position.</li> <li>• Repeat with the other leg.</li> </ul>



# Warm Up for Power

## GO FARTHER

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

## BRING IT HOME

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

## READY

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

## SET

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

## GO

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

### ORGANIZATION

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

### TEACHING CUES

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

# Power Tag



### TIME

- Prep — 5 minutes
- Activity — 30 minutes

### MATERIALS

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



# Power Tag

## GO FARTHER

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

## BRING IT HOME

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

## READY

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

## SET

- Review the Power Up! worksheet from Activity 2.

## GO

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

### ORGANIZATION

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

### TEACHING CUES

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

# Memory Ball



### TIME

- Prep — 5 minutes
- Activity — 30 minutes

### MATERIALS

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



# Memory Ball

## GO FARTHER

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

## BRING IT HOME

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

## READY

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

## SET

- Review the Power Up! worksheet from Activity 2.

## GO

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

# Fruit and Vegetable Name Game



## TIME

- Prep — 5 minutes
- Activity — 30 minutes

## MATERIALS

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

## MATERIALS FOR YOUNGER CHILDREN:

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



# Fruit and Vegetable Name Game

## Modifications for Younger Children

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

## GO FARTHER

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

## BRING IT HOME

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

## READY

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

## SET

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

## GO

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

# Rainbow Mysteries



## TIME

- Prep — 10 minutes
- Activity — 30 minutes

## MATERIALS

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



# Rainbow Mysteries

10. Ask the children:

- What were the colors of the fruits and vegetables in the Rainbow Mysteries? (Compare their responses with the colors listed on the answer key and tell them about any other colors that they missed.)
- Were there any fruits or vegetables that you have never heard of?
- Are there any new fruits or vegetables that you would like to try?

11. Conclude the activity by encouraging children to try eating at least one fruit or vegetable from each of the five color groups during the next week.

## Modifications for Younger Children

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

## GO FARTHER

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

## BRING IT HOME

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



# Rainbow Mysteries

- 1** I'm a big, oval fruit that is green on the outside. On the inside, I'm usually red with black seeds. I have lots of vitamin C and vitamin A. What am I? \_\_\_\_\_
- 2** I'm a vegetable that is good for your eyesight. I grow under the ground. Usually I'm orange, but I can be purple too! What am I? \_\_\_\_\_
- 3** I'm a vegetable that is great in tacos, on hamburgers, or in spaghetti sauce, but sometimes I can make you cry. What am I? \_\_\_\_\_
- 4** Before I became a box of raisins, I was a bunch of \_\_\_\_\_
- 5** I'm yellow on the outside. The letter A is in my name three times. My potassium can help your muscles work better. What am I? \_\_\_\_\_
- 6** I look like a little fuzzy, oval shaped ball. You can cut me in half and eat my green insides with a spoon. I have lots of vitamin C. What fruit am I? \_\_\_\_\_
- 7** I'm a crunchy vegetable, with lots of vitamin C and fiber. My cousin is the cauliflower. Some kids think I look like a little, green tree. What am I? \_\_\_\_\_
- 8** I'm usually red when I'm ripe. People like to use me to make spaghetti sauce and pizza sauce. What am I? \_\_\_\_\_
- 9** I'm a small fruit that comes in a rainbow of colors—blue, red, purple, and sometimes even yellow and green. I have a pit inside me. I rhyme with hum. What fruit am I? \_\_\_\_\_
- 10** I'm a yellow-orange vegetable with strings on the inside. When I'm cooked, you can scrape out my insides and eat me like spaghetti. What am I? \_\_\_\_\_
- 11** I'm a melon that is orange on the inside. My vitamin A can help keep you from getting sick. What am I? \_\_\_\_\_
- 12** I'm a leafy green vegetable with lots of vitamin A and vitamin C. Eating me can help keep your skin healthy. One cartoon character thinks I make him strong. What am I? \_\_\_\_\_
- 13** I'm a tropical fruit. My name is "the opposite of woman" plus "the opposite of stop." I have lots of vitamin A. What am I? \_\_\_\_\_
- 14** I'm a fruit that is juicy and yellow on the inside. I'm not an apple, but I have "apple" in my name. I grow in Hawaii and have lots of vitamin C. What am I? \_\_\_\_\_
- 15** When there is one of me, my name makes it sound like there are two. I'm a fruit that grows on a tree. Eating me is a good way to get vitamin C and fiber. What am I? \_\_\_\_\_



# Rainbow Mysteries

## ANSWER KEY

- 1** I'm a big, oval fruit that is green on the outside. On the inside, I'm usually red with black seeds. I have lots of vitamin C and vitamin A. What am I? **WATERMELON (red or yellow)**
- 2** I'm a vegetable that is good for your eyesight. I grow under the ground. Usually I'm orange, but I can be purple too! What am I? **CARROT (orange or purple)**
- 3** I'm a vegetable that is great in tacos, on hamburgers, or in spaghetti sauce, but sometimes I can make you cry. What am I? **ONION (white, red, or green)**
- 4** Before I became a box of raisins, I was a bunch of **GRAPES (green, purple, or red)**.
- 5** I'm yellow on the outside. The letter A is in my name three times. My potassium can help your muscles work better. What am I? **BANANA (white)**
- 6** I look like a little fuzzy, oval shaped ball. You can cut me in half and eat my green insides with a spoon. I have lots of vitamin C. What fruit am I? **KIWIFRUIT (green)**
- 7** I'm a crunchy vegetable, with lots of vitamin C and fiber. My cousin is the cauliflower. Some kids think I look like a little, green tree. What am I? **BROCCOLI (green)**
- 8** I'm usually red when I'm ripe. People like to use me to make spaghetti sauce and pizza sauce. What am I? **TOMATO (red, yellow, or green)**
- 9** I'm a small fruit that comes in a rainbow of colors—blue, red, purple, and sometimes even yellow and green. I have a pit inside me. I rhyme with hum. What fruit am I? **PLUM (blue, red, purple, yellow, or green)**
- 10** I'm a yellow-orange vegetable with strings on the inside. When I'm cooked, you can scrape out my insides and eat me like spaghetti. What am I? **SPAGHETTI SQUASH (yellow/orange)**
- 11** I'm a melon that is orange on the inside. My vitamin A can help keep you from getting sick. What am I? **CANTALOUPE (orange)**
- 12** I'm a leafy green vegetable with lots of vitamin A and vitamin C. Eating me can help keep your skin healthy. One cartoon character thinks I make him strong. What am I? **SPINACH (green)**
- 13** I'm a tropical fruit. My name is “the opposite of woman” plus “the opposite of stop.” I have lots of vitamin A. What am I? **MANGO (orange)**
- 14** I'm a fruit that is juicy and yellow on the inside. I'm not an apple, but I have “apple” in my name. I grow in Hawaii and have lots of vitamin C. What am I? **PINEAPPLE (yellow)**
- 15** When there is one of me, my name makes it sound like there are two. I'm a fruit that grows on a tree. Eating me is a good way to get vitamin C and fiber. What am I? **PEAR (white, yellow, green, or red)**



# Group Rainbow Mysteries

- 1** I'm a big, round fruit that is green on the outside. On the inside, I'm usually red with black seeds. People like to eat me at picnics. I have lots of vitamin C and vitamin A. What am I? \_\_\_\_\_
- 2** I'm a vegetable that is good for your eyesight. I grow under the ground. Usually I'm orange and pointy with green leaves. Rabbits like me. What am I? \_\_\_\_\_
- 3** I'm a vegetable that is great in tacos, on hamburgers, or in spaghetti sauce. When you chop me, I might make you cry. What am I? \_\_\_\_\_
- 4** Before I became a box of raisins, I was a bunch of \_\_\_\_\_. I rhyme with apes.
- 5** I'm yellow on the outside. The letter A is in my name three times. My potassium can help your muscles work better. You peel my skin off to eat me. What am I? \_\_\_\_\_
- 6** I'm a crunchy vegetable, with lots of vitamin C and fiber. My cousin is the cauliflower. Some kids think I look like a little, green tree. What am I? \_\_\_\_\_
- 7** I'm usually red when I'm ripe. People use me to make spaghetti sauce and pizza sauce. What am I? \_\_\_\_\_
- 8** I'm juicy and yellow on the inside, and my outside is hard and spiky. I'm not an apple, but I have "apple" in my name. I grow in Hawaii and have lots of vitamin C. What am I? \_\_\_\_\_



# Group Rainbow Mysteries

## ANSWER KEY

- 1** I'm a big, round fruit that is green on the outside. On the inside, I'm usually red with black seeds. People like to eat me at picnics. I have lots of vitamin C and vitamin A. What am I? **WATERMELON (red or yellow)**
- 2** I'm a vegetable that is good for your eyesight. I grow under the ground. Usually I'm orange and pointy with green leaves. Rabbits like me. What am I? **CARROT (orange or purple)**
- 3** I'm a vegetable that is great in tacos, on hamburgers, or in spaghetti sauce. When you chop me, I might make you cry. What am I? **ONION (white, red, or green)**
- 4** Before I became a box of raisins, I was a bunch of **GRAPES (green, purple, or red)**. I rhyme with apes.
- 5** I'm yellow on the outside. The letter A is in my name three times. My potassium can help your muscles work better. You peel my skin off to eat me. What am I? **BANANA (white)**
- 6** I'm a crunchy vegetable, with lots of vitamin C and fiber. My cousin is the cauliflower. Some kids think I look like a little, green tree. What am I? **BROCCOLI (green)**
- 7** I'm usually red when I'm ripe. People use me to make spaghetti sauce and pizza sauce. What am I? **TOMATO (red, yellow, or green)**
- 8** I'm juicy and yellow on the inside, and my outside is hard and spiky. I'm not an apple, but I have "apple" in my name. I grow in Hawaii and have lots of vitamin C. What am I? **PINEAPPLE (yellow)**



# Los Misterios Del Arco Iris

- 1** Soy una fruta grande y ovalada, verde por fuera. Por dentro, normalmente soy roja con semillas negras. Yo tengo mucha vitamina C y vitamina A. ¿Qué soy? \_\_\_\_\_
- 2** Soy un verdura que es bueno para los ojos. Yo crezco debajo de la tierra. ¡Normalmente soy anaranjado, pero puedo ser morado también! ¿Qué soy? \_\_\_\_\_
- 3** Soy un verdura que va muy bien con los tacos, las hamburguesas, o en la salsa para el espagueti, pero a veces te puedo hacer llorar. ¿Qué soy? \_\_\_\_\_
- 4** Antes de convertirme en una caja de pasas yo era un montón de \_\_\_\_\_
- 5** Yo soy amarillo por afuera. Para comerme me tienes que quitar la cáscara. Mi potasio ayuda a que los músculos trabajen mejor. ¿Qué soy? \_\_\_\_\_
- 6** Parezco pelotita ovalada y velluda. Me puedes partir por la mitad y comer con una cuchara la parte verde que llevo dentro. Tengo mucha vitamina C. ¿Qué soy? \_\_\_\_\_
- 7** Soy un verdura crujiente con mucha vitamina C y fibra. Soy primo de la coliflor. Algunos niños dicen que parezco un arbolito verde. ¿Qué soy? \_\_\_\_\_
- 8** Normalmente soy rojo cuando estoy maduro. La gente me usa para preparar salsa para espagueti y salsa para pizza. ¿Qué soy? \_\_\_\_\_
- 9** Soy una fruta pequeña que viene en un arco iris de colores—azul, rojo, morado, y a veces amarillo y verde. Tengo un hueso adentro. Mi nombre rima con abuela. ¿Qué fruta soy? \_\_\_\_\_
- 10** Soy un vegetal amarillo-anaranjado con cuerdas por dentro. Cuando estoy cocido, puedes sacarme lo que tengo adentro y comerme como espagueti. ¿Qué soy? \_\_\_\_\_
- 11** Soy un melón color anaranjado por dentro. Mi vitamina A puede ayudar a que no te enfermes. ¿Qué soy? \_\_\_\_\_
- 12** Soy un vegetal con hojas y mucha vitamina A y vitamina C. El comerme puede ayudarte a tener una piel saludable. Un personaje de las caricaturas piensa que yo lo hago fuerte. ¿Qué soy? \_\_\_\_\_
- 13** Soy una fruta tropical. Soy amarillo-anaranjado por dentro y tengo un hueso grande. Mi nombre rima con tango y tengo mucha vitamina A. ¿Qué soy? \_\_\_\_\_
- 14** Soy una fruta jugosa y amarilla por dentro. No soy una niña pero mi nombre tiene algunas de las mismas letras. Yo crezco en Hawái y tengo mucha vitamina C. ¿Qué soy? \_\_\_\_\_
- 15** Soy una fruta que crece en un árbol. Mi nombre tiene solo 4 letras y empieza con la letra P. Si me comes recibirás vitamina C y fibra. ¿Qué soy? \_\_\_\_\_



# Los Misterios Del Arco Iris

## GUÍA DE RESPUESTAS

- 1** Soy una fruta grande y ovalada, verde por fuera. Por dentro, normalmente soy roja con semillas negras. Yo tengo mucha vitamina C y vitamina A. ¿Quién soy? **Sandía (roja o amarilla)**
- 2** Soy un vegetal que es bueno para los ojos. Yo crezco debajo de la tierra. ¡Normalmente soy anaranjado, pero puedo ser morado también! ¿Quién soy? **Zanahoria (anaranjada o morada)**
- 3** Soy un vegetal que va muy bien con los tacos, las hamburguesas, o en la salsa para el espagueti, pero a veces te puedo hacer llorar. ¿Quién soy? **Cebolla (blanca, roja, o verde)**
- 4** Antes de convertirme en una caja de pasas yo era un montón de **Uvas (verdes, moradas o rojas)**.
- 5** Soy amarillo por afuera. Para comerme me tienes que quitar la cáscara. Mi potasio ayuda a que los músculos trabajen mejor. ¿Qué soy? **Plátano (blanco)**
- 6** Yo parezco una pelotita ovalada y velluda. Me puedes partir por la mitad y comer con una cuchara la parte verde que llevo dentro. Tengo mucha vitamina C. ¿Quién soy? **Kiwi (verde)**
- 7** Soy un vegetal crujiente con mucha vitamina C y fibra. Soy primo de la coliflor. Algunos niños dicen que parezco un arbolito verde. ¿Qué soy? **Brócoli (verde)**
- 8** Normalmente soy rojo cuando estoy maduro. La gente me usa para preparar salsa para espagueti y salsa para pizza. ¿Qué soy? **Tomate (rojo, amarillo, o verde)**
- 9** Soy una fruta pequeña que viene en un arco iris de colores—azul, rojo, morado, y a veces amarillo y verde. Tengo un hueso adentro. Mi nombre rima con abuela. ¿Qué fruta soy? **Ciruela (azul, roja, morada, amarilla o verde)**
- 10** Soy un vegetal amarillo-anaranjado con cuerdas por dentro. Cuando estoy cocido, puedes sacarme lo que tengo adentro y comerme como espagueti. ¿Qué soy? **Calabaza Espagueti (amarilla/anaranjada)**
- 11** Soy un melón color anaranjado por dentro. Mi vitamina A puede ayudar a que no te enfermes. ¿Qué soy? **Melón (anaranjado)**
- 12** Soy un vegetal con hojas y mucha vitamina A y vitamina C. El comerme puede ayudarte a tener una piel saludable. Un personaje de las caricaturas piensa que yo lo hago fuerte. ¿Qué soy? **Espinaca (verde)**
- 13** Soy una fruta tropical. Soy amarillo-anaranjado por dentro y tengo un hueso grande. Mi nombre rima con tango y tengo mucha vitamina A. ¿Qué soy? **Mango (anaranjado)**
- 14** Soy una fruta jugosa y amarilla por dentro. No soy una niña pero mi nombre tiene algunas de las mismas letras. Yo crezco en Hawai y tengo mucha vitamina C. ¿Qué soy? **Piña (amarilla)**
- 15** Soy una fruta que crece en un árbol. Mi nombre tiene solo 4 letras y empieza con la letra P. Si me comes recibirás vitamina C y fibra. ¿Qué soy? **Pera (blanca, amarilla, verde, o roja)**



# Misterios Del Arco Iris en Grupo

- 1** Soy una fruta grande y ovalada, verde por fuera. Por dentro, normalmente soy roja con semillas negras. A la gente le gusta comerme en los días de campo. Yo tengo mucha vitamina C y vitamina A. ¿Qué soy? \_\_\_\_\_
- 2** Soy un verdura que es bueno para los ojos. Yo crezco debajo de la tierra. ¡Normalmente soy anaranjado, delgado y largo! Les gusto a los conejos. ¿Qué soy? \_\_\_\_\_
- 3** Soy un verdura que va muy bien en los tacos, las hamburguesas, o en la salsa para el espagueti. Cuando me parten te puedo hacer llorar. ¿Qué soy? \_\_\_\_\_
- 4** Antes de convertirme en una caja de pasas yo era un montón de \_\_\_\_\_. Mi nombre rima con pumas.
- 5** Yo soy amarillo por afuera. Mi potasio ayuda a que los músculos trabajen mejor. Para comerme tienes que pelar mi cáscara. ¿Qué soy? \_\_\_\_\_
- 6** Soy un verdura crujiente con mucha vitamina C y fibra. Soy primo de la coliflor. Algunos niños dicen que parezco un arbolito verde. ¿Qué soy? \_\_\_\_\_
- 7** Normalmente soy rojo cuando estoy maduro. La gente me usa para preparar salsa para espagueti y salsa para pizza. ¿Qué soy? \_\_\_\_\_
- 8** Soy una fruta jugosa y amarilla por dentro. No soy una niña pero mi nombre tiene algunas de las mismas letras. Yo crezco en Hawai y tengo mucha vitamina C. ¿Qué soy? \_\_\_\_\_



# Misterios Del Arco Iris en Grupo

## GUÍA DE RESPUESTAS

- 1** Soy una fruta grande y ovalada, verde por fuera. Por dentro, normalmente soy roja con semillas negras. A la gente le gusta comerme en los días de campo. Yo tengo mucha vitamina C y vitamina A. ¿Qué soy? **Sandía (roja o verde)**
- 2** Soy un verdura que es bueno para los ojos. Yo crezco debajo de la tierra. ¡Normalmente soy anaranjado, delgado y largo! Les gusto a los conejos. ¿Qué soy? **Zanahoria (anaranjada o morada)**
- 3** Soy un verdura que va muy bien en los tacos, las hamburguesas, o en la salsa para el espagueti. Cuando me parten te puedo hacer llorar. ¿Qué soy? **Cebolla (blanca, roja, o verde)**
- 4** Antes de convertirme en una caja de pasas yo era un montón de **Uvas (verdes, moradas o rojas)**. Mi nombre rima con pumas.
- 5** Yo soy amarillo por afuera. Mi potasio ayuda a que los músculos trabajen mejor. Para comerme tienes que pelarme mi cáscara. ¿Qué soy? **Plátano (blanco)**
- 6** Soy un vegetal crujiente con mucha vitamina C y fibra. Soy primo de la coliflor. Algunos niños dicen que parezco un arbolito verde. ¿Qué soy? **Brócoli (verde)**
- 7** Normalmente soy color rojo cuando estoy maduro. La gente me usa para preparar salsa para espagueti y salsa para pizza. ¿Qué soy? **Tomate (rojo, amarillo, o verde)**
- 8** Soy una fruta jugosa y amarilla por dentro. No soy una niña pero mi nombre tiene algunas de las mismas letras. Yo crezco en Hawai y tengo mucha vitamina C. ¿Qué soy? **Piña (amarilla)**

## READY

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

## SET

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

## GO

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

### ORGANIZATION

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

### TEACHING CUES

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

# Grab the Flag



### TIME

- Prep — 5 minutes
- Activity — 30 minutes

### MATERIALS

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



# Grab the Flag

## GO FARTHER

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

## BRING IT HOME

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

## READY

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

## SET

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

## GO

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

### ORGANIZATION

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

### TEACHING CUES

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

# Color Tag



### TIME

- Prep — 10 minutes
- Activity — 50 minutes

### MATERIALS

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



# Color Tag

## GO FARTHER

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

## BRING IT HOME

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

## READY

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

## SET

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

## GO

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

# Memory Movement



### TIME

- Prep — 5 minutes
- Activity — 30 minutes

### MATERIALS

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



# Memory Movement

## ORGANIZATION

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

## TEACHING CUES

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

## GO FARTHER

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

## BRING IT HOME

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

## READY

Children brainstorm ways of preparing fruits and vegetables.

## SET

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

## GO

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

# Fixin' Fruits & Veggies



## TIME

- Prep — 10 minutes
- Activity — 30 minutes

## MATERIALS

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

## MATERIALS FOR YOUNGER CHILDREN

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



# Fixin' Fruits & Veggies

## Modifications for Younger Children

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

## GO FARTHER

- In the following weeks, prepare one of the favorite vegetables or fruits as a snack. You may wish to use the rating form from Activity 13: Taste It!

- Have children gather healthy fruit and vegetable recipes using the internet or their families as resources. Use the recipes to create a cookbook.
- Encourage children to submit drawings with their recipes. Younger children can draw or color fruits and vegetables to accompany recipes.
- Celebrate the completion of the cookbook by selecting an assortment of the recipes to be prepared for snacks in the coming weeks.
- Make copies of the cookbook and provide to each family or sell it as a fundraiser. (Be sure to check for copyright issues if the recipes are from the Internet or cookbooks.)

## BRING IT HOME

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

## READY

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

## SET

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

## GO

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

# Grow Your Own



### TIME

- Prep — 10 minutes
- Activity — 30 minutes

### MATERIALS

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



# Grow Your Own

6. Distribute supplies for making markers to the children and let them create identifying markers for their plants.

- Use the vegetable clip art (see Appendix) to help children make their markers. You can make copies of the clip art for children to cut out, color, and glue on the stick. They also can trace the shapes from the clip art onto paper, cut them out, color them, and glue them on the sticks.
- On the identifying marker, children should write the name of the vegetable, instructions for care, and how long it should take the plant to grow. As an alternative, create instruction cards in advance to hand out to the children.
- When finished, children can insert the finished marker into the soil next to their plants.

7. Lead a discussion with the following questions:

- How can we help our plants grow?
- When our plants finish growing, what will we be able to make with the vegetables that we planted today?
- What are some good things about growing your own vegetables?

8. Conclude the activity by reminding the children to water their plants when recommended and, if necessary, to move their plants to a larger container when it grows bigger.

## GO FARTHER

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

## BRING IT HOME

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



# Grow Your Own Helpful Hints for Leaders

## Materials

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

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

## Starters vs. Seeds

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

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

## Gardening Fun

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

## Watering

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

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

## More Information on Gardening

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

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



## READY

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

## SET

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

## GO

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

# Taste It!



## TIME

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

## MATERIALS

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



## Taste It!

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

### GO FARTHER

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

### BRING IT HOME

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

**Try to conduct the tasting using fruits and vegetables that will be new to the children.**

**The activity will be more exciting if there are new and colorful options such as:**

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

**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 fruits and vegetables that are all the same color (e.g., green: avocados, kiwifruit, peas, broccoli, etc.)

- 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)

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



# Safe Food Handling Techniques

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

## General Food Safety

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

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

## Fruit and Vegetable Safety

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

## Cooking Safety

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

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





# Rate the Taste

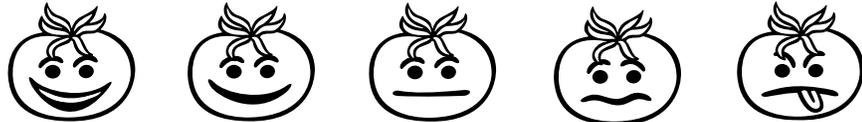
Did you like the fruits and vegetables that you tasted? Write adjectives to describe how the food tasted, looked, smelled, and felt. Do not use the same adjective more than two times. Then circle or color the picture that shows how much you liked each food. When you are done, write a paragraph about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

## Sample 1

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

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

\_\_\_\_\_



## Sample 2

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

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

\_\_\_\_\_



## Sample 3

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

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

\_\_\_\_\_



**Sample 4**

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

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

\_\_\_\_\_



**Sample 5**

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

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

\_\_\_\_\_



**Sample 6**

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

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

\_\_\_\_\_



**My favorite fruit or vegetable:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Califica el Sabor

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

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

\_\_\_\_\_



**Mi fruta o verdura favorito:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## READY

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

## SET

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

## GO

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

# Advertising Power



## TIME

- Prep — 10 minutes
- Activity — 30 minutes

## MATERIALS

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



# Advertising Power

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

## Modifications for Younger Children

- Briefly discuss advertising using the following questions:
  - What is an advertisement?
  - How can you tell the difference between an advertisement and a television show?
  - Have you seen ads on TV?
  - What is your favorite advertisement? What is it that you like best about it?
  - Have you seen advertisements for fruits and vegetables? If so, what have you seen?
  - Have you seen advertisements promoting power play (physical activity)? If so, what have you seen?
  - What is your favorite advertisement for food? What is it that you like best about it?

- Review why it's important to eat 2½ to 5 cups of fruits and vegetables every day. Also review what “get 60 minutes of power play every day” means—to be active for a total of 60 minutes or one hour a day (not all at once, but when you add up all the time that you are active during the day). Review what power play means. Power play is a game, sport, exercise or other action that involves moving your body.
- As a group, make up a slogan or jingle about fruits and vegetables or power play that sells the idea to their friends. Sing the jingle.

## GO FARTHER

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

## BRING IT HOME

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



# Advertising Power

- 1** What are you trying to sell? \_\_\_\_\_
- 2** Who are you selling it to? \_\_\_\_\_
- 3** What are some of the good things about it? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 4** Why wouldn't people want to eat it or do it? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 5** What might change their minds? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

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

**Cartoon Characters:** an animated character that promotes a product.

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

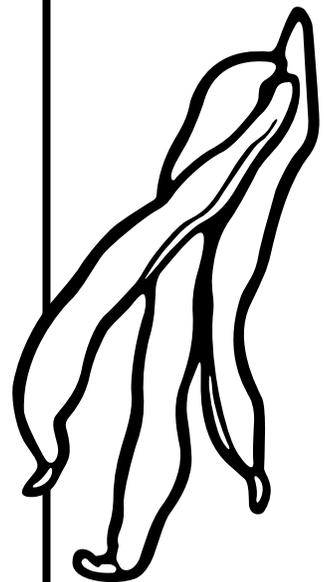
**Wannabe Appeal:** “wannabe” means “I want to be.” The product promises to make you be the way you want, like stronger, healthier, richer, more popular, or happier.

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

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

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

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





# El Poder de la Publicidad

**1** ¿Qué estás tratando de vender? \_\_\_\_\_

**2** ¿A quién se lo vendes? \_\_\_\_\_

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

\_\_\_\_\_

**4** ¿Por qué la gente no lo come o no lo hace? \_\_\_\_\_

\_\_\_\_\_

**5** ¿Qué podría hacerles cambiar de opinión? \_\_\_\_\_

\_\_\_\_\_

Use un círculo usando las ideas de números 3, 4, y 5 para la creación de su lema publicitario.

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

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

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

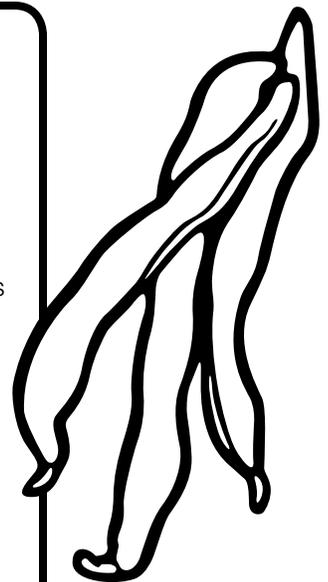
**Apelar al querer ser:** El producto promete hacerte como tú quieres ser, ya sea más fuerte, saludable, rico o rica, más popular o más feliz.

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



## READY

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

## SET

- Gather all available supplies for children to use.

## GO

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

### ORGANIZATION

- Children will work with the same advertising team with whom they created their jingle or slogan in Activity 14.
- Lead a brief discussion with the children.
- After giving instructions, ask each group to move to a different area to work.
- Allow the groups time to create their movements.
- Ask for groups to volunteer to demonstrate their jingle/slogan and movements to everyone.

### TEACHING CUES

- Today we are going to be Movin' and Groovin'!
- Get into the same groups that you created your advertising jingle or slogan with.
- What advertisements have you seen with movement in them?
- What types of movement have you seen?
- Your task now is to add movement to your jingle or slogan.
- You can choose dancing, demonstrating a sport or exercise, or anything else that would get your heart beating faster.
- You can use any of the supplies we have here. Use your creativity, too!

# Movin' and Groovin'



### TIME

- Prep — 20 minutes
- Activity — 30 minutes

### MATERIALS

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

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



# Movin' and Groovin'

## GO FARTHER

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

## BRING IT HOME

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

## READY

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

## SET

- Gather all available art supplies for children to use.

## GO

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

## GO FARTHER

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

## BRING IT HOME

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

# Powerful Art



### TIME

- Prep — 10 minutes
- Activity — 30 minutes

### MATERIALS

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



## READY

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

## SET

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

# Field Trip Power



## TIME

- Prep — varies
- Activity — varies

## MATERIALS

- Materials will vary dependign upon the field trip.



# Field Trip Power

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

## GO

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

## GO FARTHER

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

## BRING IT HOME

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

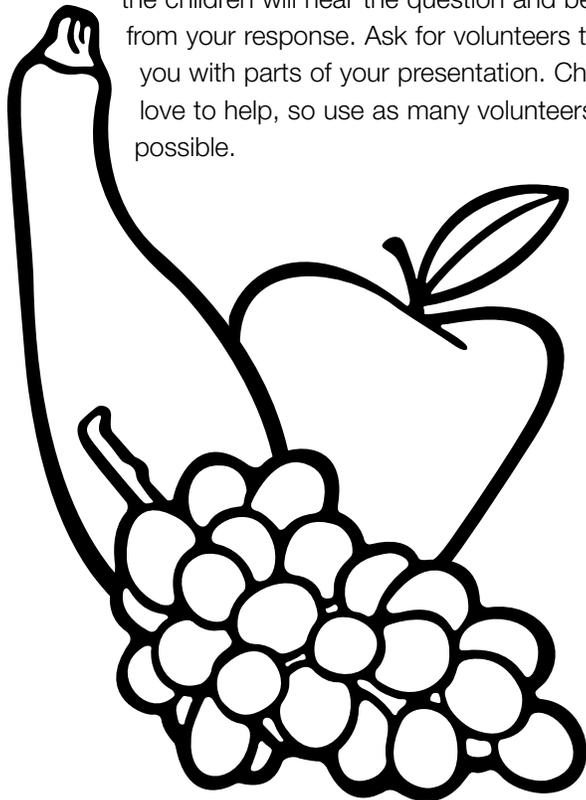
# 5 Power Pointers for Presenters

## **1** Explain what you're doing and why.

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

## **2** Keep the children involved.

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



## **3** Talk about yourself.

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

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

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

## **5** Have fun!

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







# Market Sleuth

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

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

Write the names of some fruits and vegetables that are:

Orange: \_\_\_\_\_

Fuzzy: \_\_\_\_\_

Red: \_\_\_\_\_

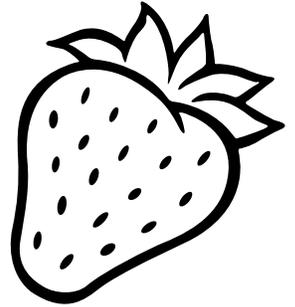
Purple: \_\_\_\_\_

Bigger than your fist: \_\_\_\_\_

Smaller than a ping pong ball: \_\_\_\_\_

Long and skinny: \_\_\_\_\_

Round: \_\_\_\_\_



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

\_\_\_\_\_

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

What is its name? \_\_\_\_\_

What color is it? \_\_\_\_\_

How does it smell? \_\_\_\_\_

How does it feel? \_\_\_\_\_

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

What is its name? \_\_\_\_\_

What color is it? \_\_\_\_\_

How does it smell? \_\_\_\_\_

How does it feel? \_\_\_\_\_

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

Fruit: \_\_\_\_\_ Vegetable: \_\_\_\_\_



# Detective del Mercado

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

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

Escribe los nombres de algunas frutas y vegetales que son:

Anaranjados: \_\_\_\_\_

Velloso: \_\_\_\_\_

Rojos: \_\_\_\_\_

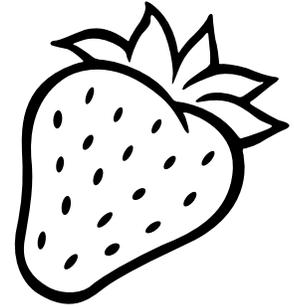
Morados: \_\_\_\_\_

Más grandes que tu puño: \_\_\_\_\_

Más chicos que una pelota de ping pong: \_\_\_\_\_

Largos y delgados: \_\_\_\_\_

Redondos: \_\_\_\_\_



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

\_\_\_\_\_

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

¿Cómo se llama? \_\_\_\_\_

¿De qué color es? \_\_\_\_\_

¿Cómo huele? \_\_\_\_\_

¿Cómo se siente? \_\_\_\_\_

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

¿Cómo se llama? \_\_\_\_\_

¿De qué color es? \_\_\_\_\_

¿Cómo huele? \_\_\_\_\_

¿Cómo se siente? \_\_\_\_\_

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

Fruta: \_\_\_\_\_ Verduras: \_\_\_\_\_



# Fruit and Veggie Sleuth

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

**1** Date of visit: \_\_\_\_\_

**2** Name of convenience store or restaurant: \_\_\_\_\_

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

Juices (100% juice): \_\_\_\_\_

Fresh fruits: \_\_\_\_\_

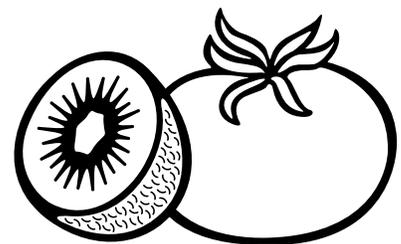
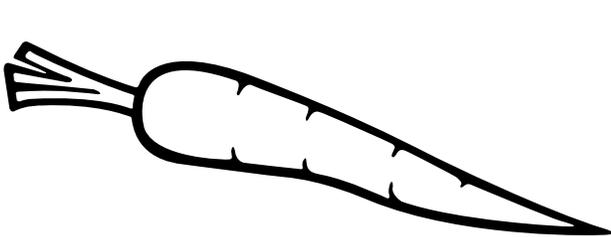
Fresh vegetables: \_\_\_\_\_

Fruit products (canned, frozen, or dried): \_\_\_\_\_

Vegetable products (canned, frozen, or dried): \_\_\_\_\_

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

**5** The fruits and vegetables I think they should start selling are:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# El Detective de Frutas y Vegetales

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

**1** Fecha de visita: \_\_\_\_\_

**2** Nombre de tienda o restaurante: \_\_\_\_\_

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

Jugos (100% jugo natural) \_\_\_\_\_

Frutas Frescas: \_\_\_\_\_

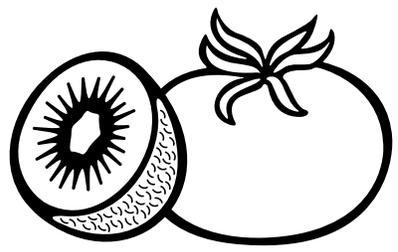
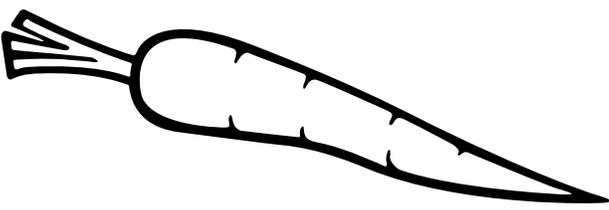
Verdura Frescas: \_\_\_\_\_

Frutas (enlatadas, congeladas o secas): \_\_\_\_\_

Verdura (enlatados, congelados, o secos): \_\_\_\_\_

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

**5** Las frutas y los verdura que pienso que deben vender son:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## READY

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

## SET

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

## GO

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

# Power Up Challenge



### TIME

- Prep — 5 minutes
- Activity — 40 minutes

### MATERIALS

- Paper and a pencil or pen for each child

### MATERIALS FOR YOUNGER CHILDREN

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



# Power Up Challenge

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

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

## Modifications for Younger Children

1. With the children all in one group, ask the following questions:
  - How many of you had a fruit or vegetable for breakfast today? What kinds of fruits or vegetables did you eat for breakfast?
  - How many of you had a fruit or vegetable for a snack today? What kinds of fruits or vegetables did you eat for snack today?
  - How many of you had a fruit or a vegetable with lunch today? What kinds of fruits or vegetables did you eat with lunch today?
  - Have you done any power play today (e.g., walked or rode a bike here or to school, played an active game at recess)? If so, what did you do? About how long did you do it?
2. Remind the children that it is important for everyone to eat the recommended cups of fruits and vegetables and get at least 60 minutes of power play every day.
3. Distribute paper and crayons, markers, or colored pencils.
4. Ask the children, “Where do you need to do better? Do you need to...
  - eat more fruits?”
  - eat more vegetables?”
  - get more minutes of power play?”

5. Ask the children, “How can you...
  - eat more fruits?” (Answers may include: eat fruit for a snack, drink juice with breakfast, etc.)
  - eat more vegetables?” (Answers may include: eat the vegetables I get with school lunch, eat my vegetables at dinner, etc.)
  - get more minutes of power play?” (Answers may include: jump rope, play tag with friends at recess, etc.)
6. Tell the children to pick one thing they will do tomorrow from the list below.
  - Eat more fruits
  - Eat more vegetables
  - Get more minutes of power play
7. Tell the children to draw a picture of themselves doing that one thing.
8. Ask if anyone is willing to share his or her picture.
9. Conclude the activity by encouraging the children to follow through with the goal they set.

## GO FARTHER

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

## BRING IT HOME

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

## READY

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

## SET

- No special set up is needed for this activity.

## GO

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

### ORGANIZATION

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

### TEACHING CUES

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

# Hoop Challenge



### TIME

- Prep — 10 minutes
- Activity — 30 minutes

### MATERIALS

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



# Hoop Challenge

## GO FARTHER

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

## BRING IT HOME

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

## READY

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

## SET

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

### Sit-ups in neutral spine

See page 23 for details on neutral spine.

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

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

## GO

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

# Fitness Circuit Challenge



### TIME

- Prep — 10 minutes
- Activity — 30 minutes

### MATERIALS

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

## ORGANIZATION

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

## TEACHING CUES

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



# Fitness Circuit Challenge

## GO FARTHER

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

## BRING IT HOME

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

# Appendix





# Master List of Materials

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

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



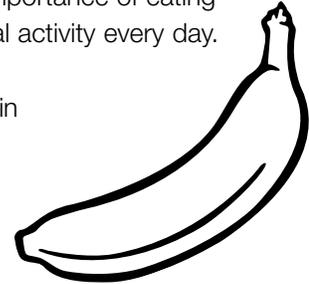
Dear \_\_\_\_\_,

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

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

We are especially interested in the following:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



You can reach me at:

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

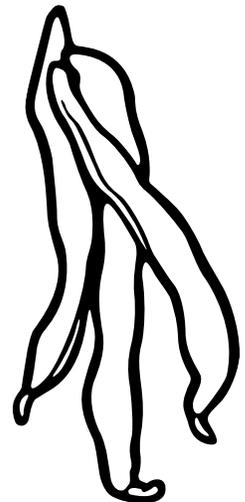
Organization Name: \_\_\_\_\_

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

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

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

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



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

Sincerely,



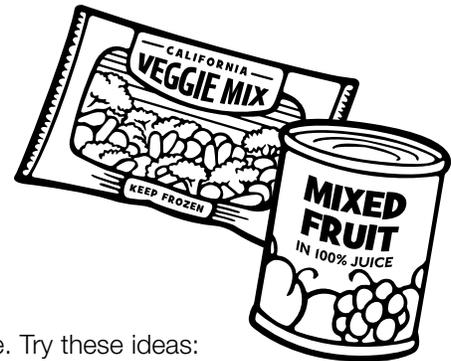


## Dear Parents,

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

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

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



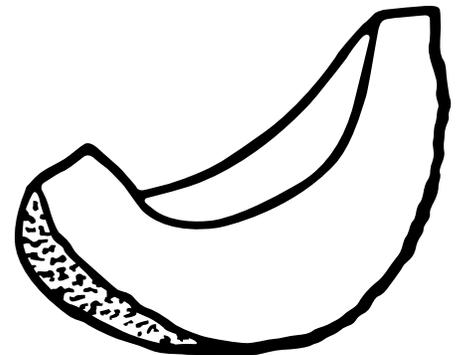
You can help your child eat more fruits and vegetables and be more active. Try these ideas:

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



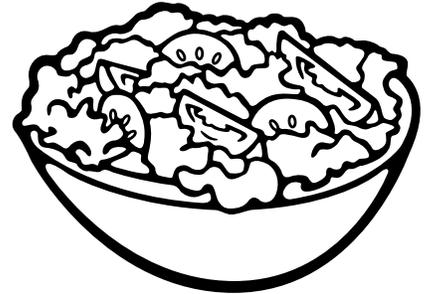


## Estimados Padres de Familia,

¡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 (Campaña)*. Esta *Campaña* estimula a los niños a comer las cantidades recomendadas de frutas y vegetales y que hagan por lo menos 60 minutos de actividad física al día.

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

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



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

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

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

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

Atentamente,



# Creating Healthier Vending Machines

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

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

## Vending Machine Food Standards

### Minimum Nutrition Standards

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

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

### Additional Recommended Nutrition Standards

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

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

### Pricing/Placement Standards

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

## Vending Machine Beverage Standards

### Minimum Nutrition Standards

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

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

*Note: If juices are available in smaller-sized portions (6 ounces), they would be preferred.<sup>4</sup>*

### Additional Recommended Nutrition Standards

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

### Pricing/Placement Standards

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

---

1 SB 19 Standard

2 FDA definition for “healthy” food label claim

3 IOM report entitled “Dietary Reference Intakes: Guiding Principles for Nutrition Labeling and Fortification”

4 SB 19 School Nutrition Consensus Panel

## **Healthy Vending Machine Options**

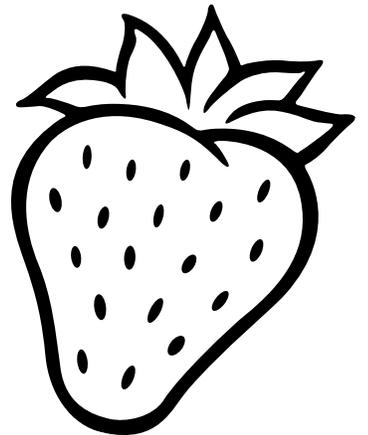
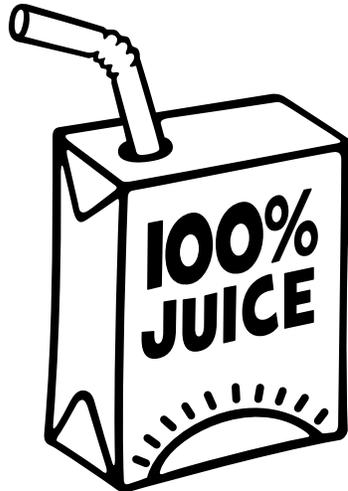
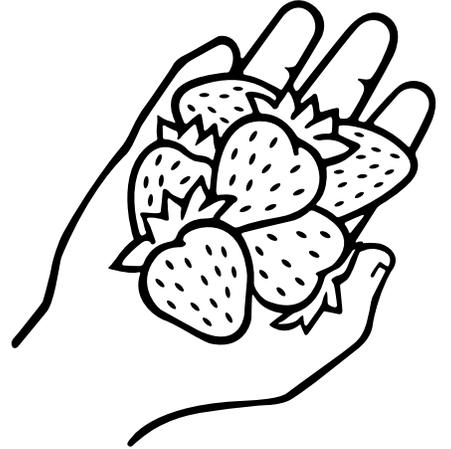
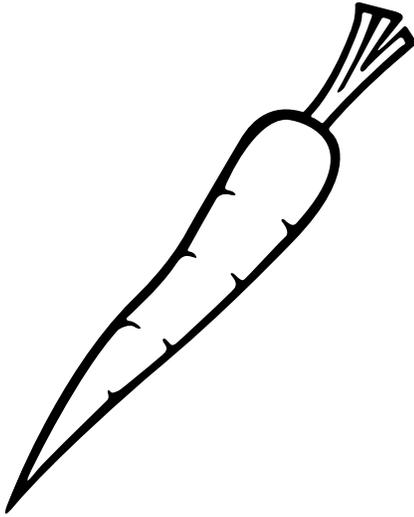
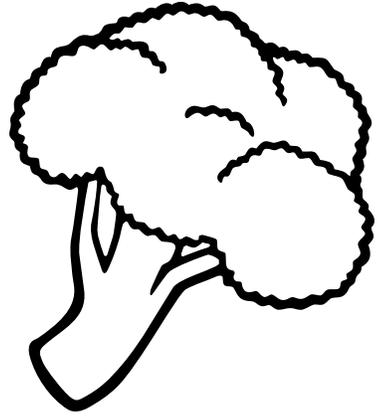
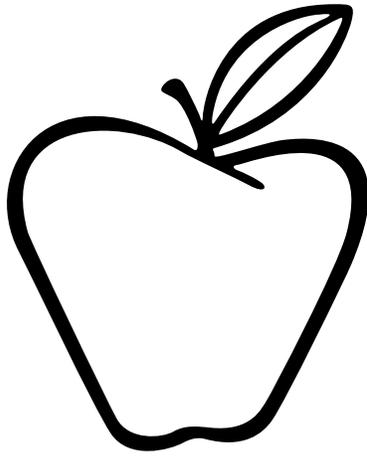
### ***Non-Refrigerated Healthy Vending Machine Options***

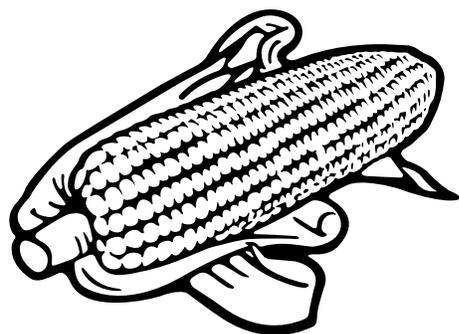
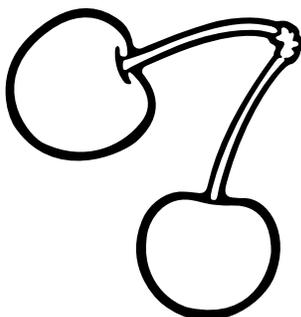
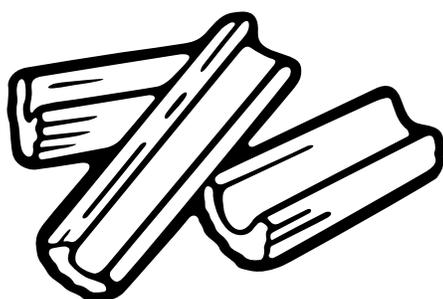
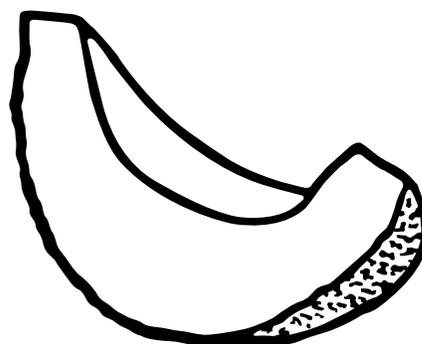
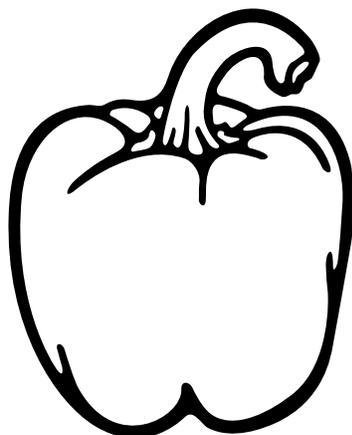
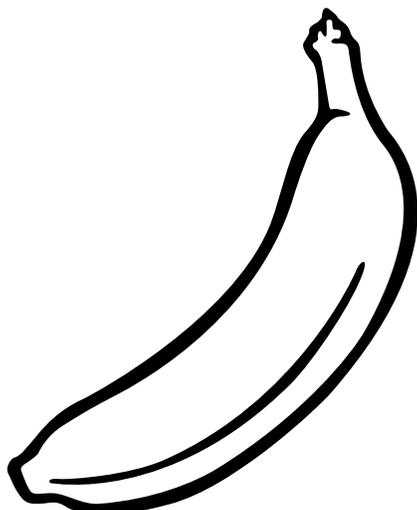
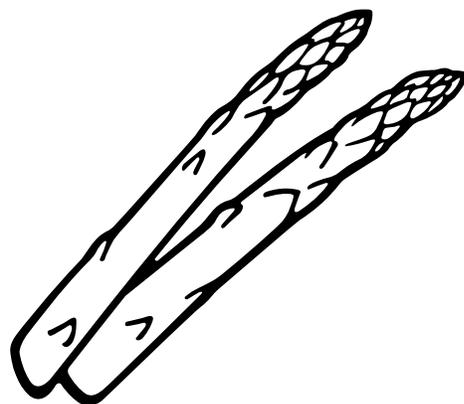
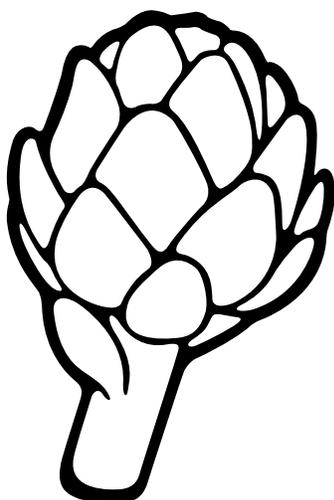
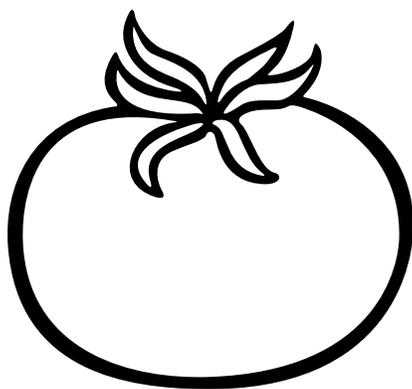
- Canned fruit cups
- Dried fruits, such as raisins, apricots, and apples
- Pretzels
- Baked chips
- Lowfat popcorn
- Whole grain crackers
- Lowfat granola bars
- Lowfat, whole grain cereals
- Lowfat, whole grain cereal bars
- Trail mix
- Graham crackers
- Animal crackers
- Plain and salted nuts
- 100%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

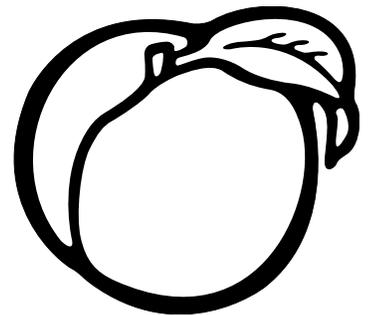
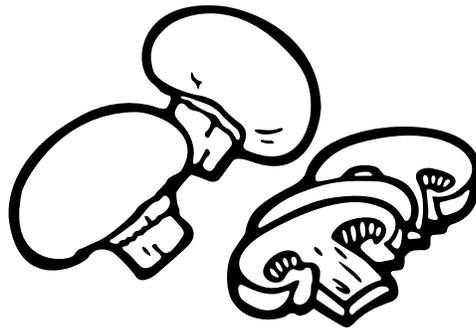
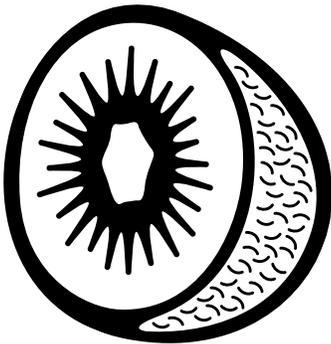
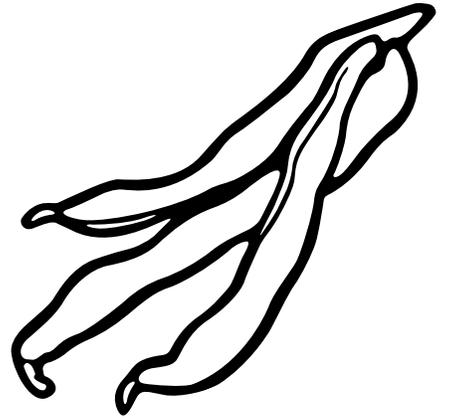
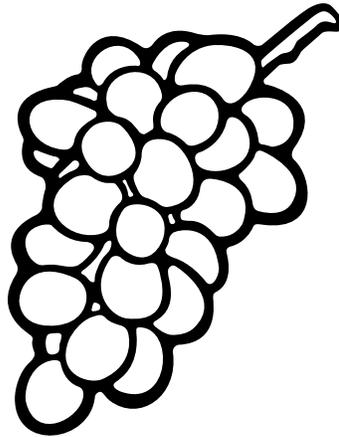
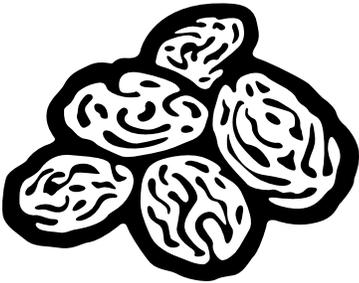
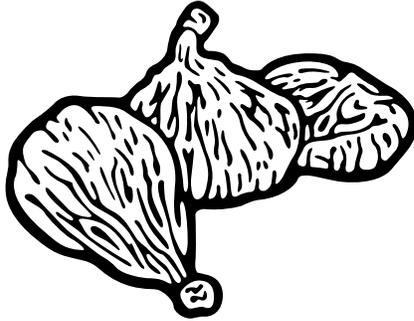
### ***Refrigerated/Frozen Healthy Vending Machine Options***

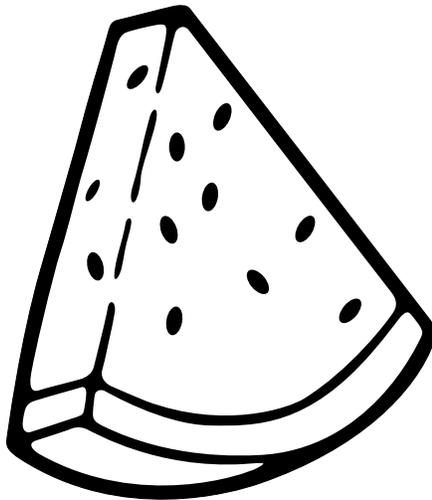
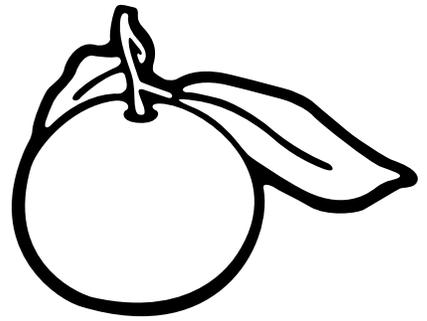
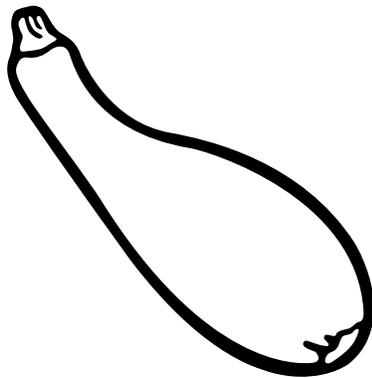
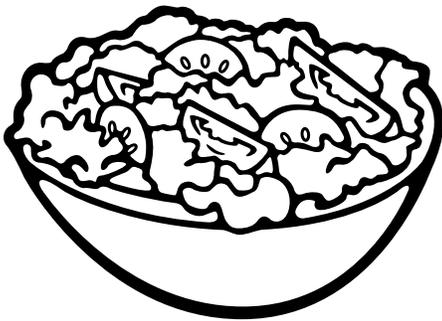
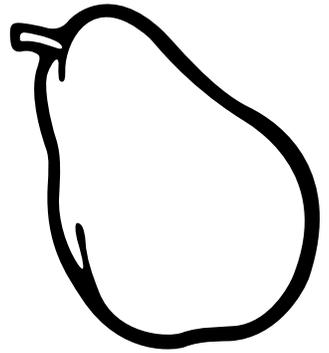
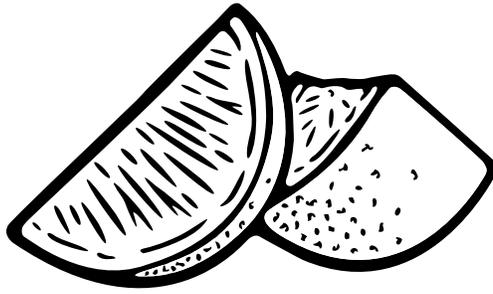
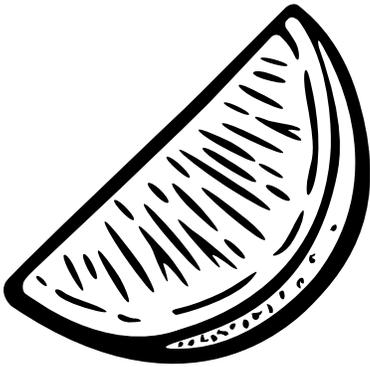
- Vegetables, such as baby carrots, broccoli florets, and celery sticks
- Fresh fruit salads
- Fresh vegetable salads with lowfat or fat free dressing
- Packaged fruit slices (such as sliced apples)
- Nonfat yogurt
- Nonfat cottage cheese
- Sandwiches made with vegetables and/or lean meats on whole grain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

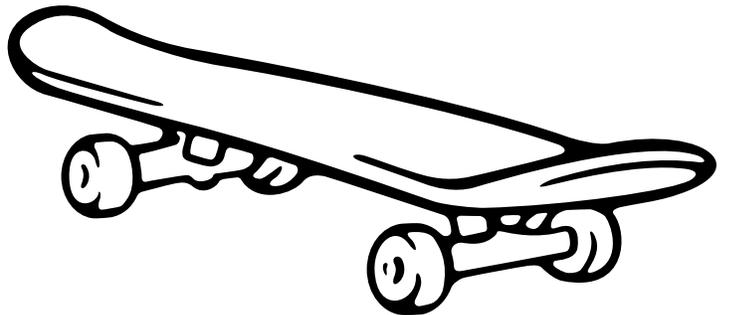
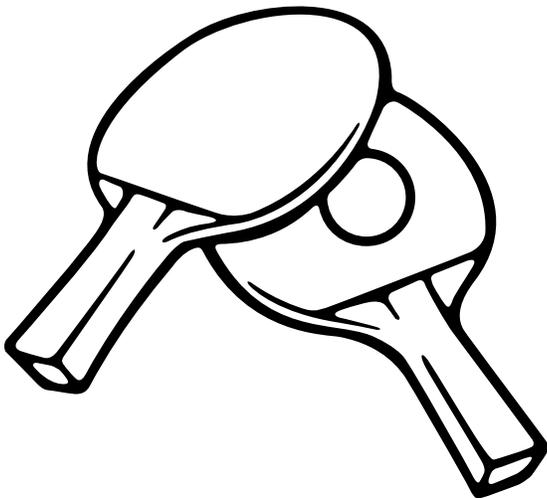
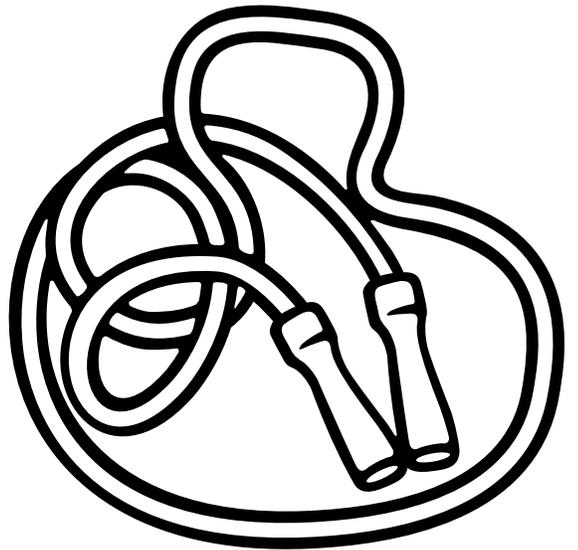
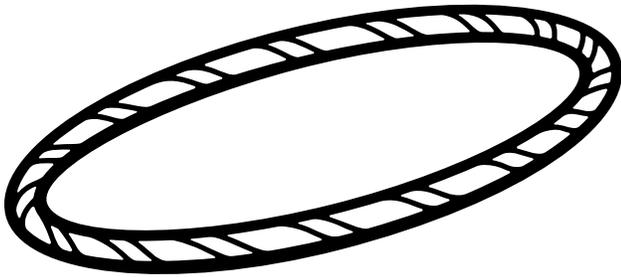
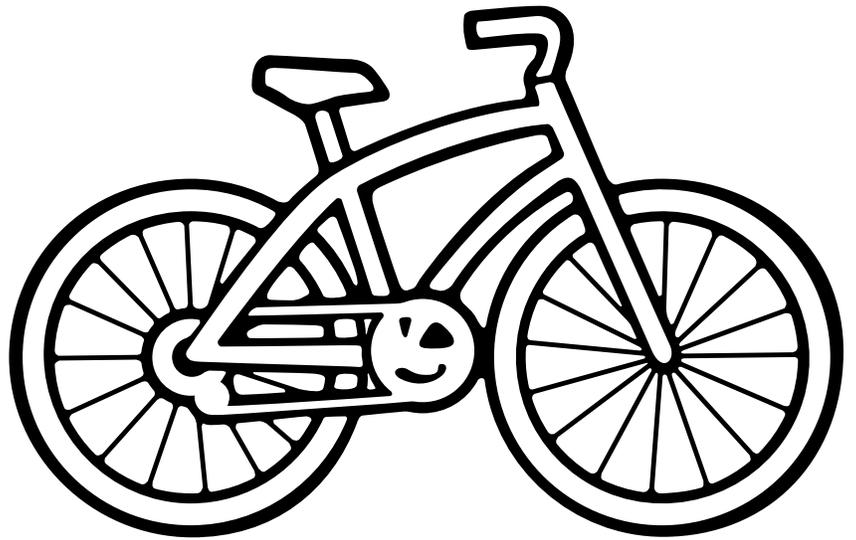
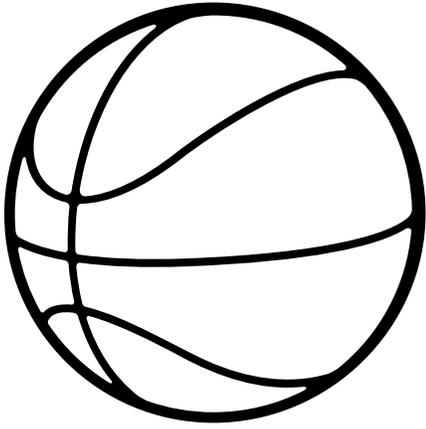
**POWER  
PLAY**

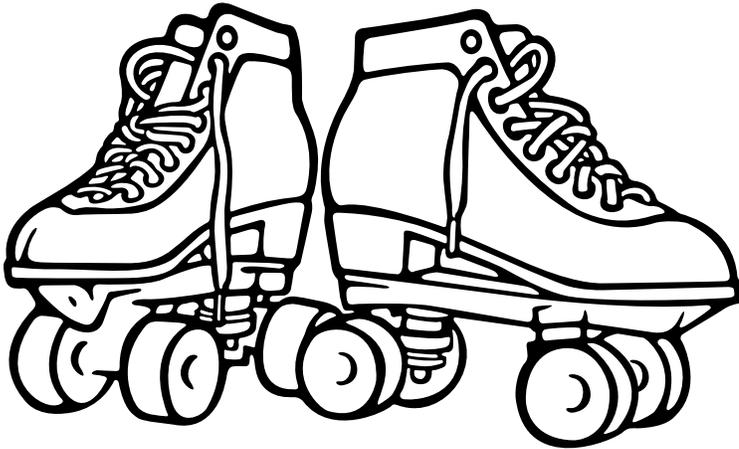


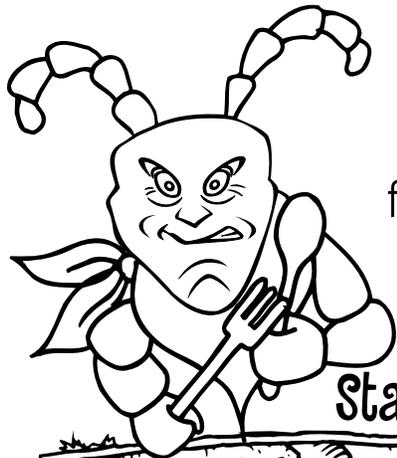








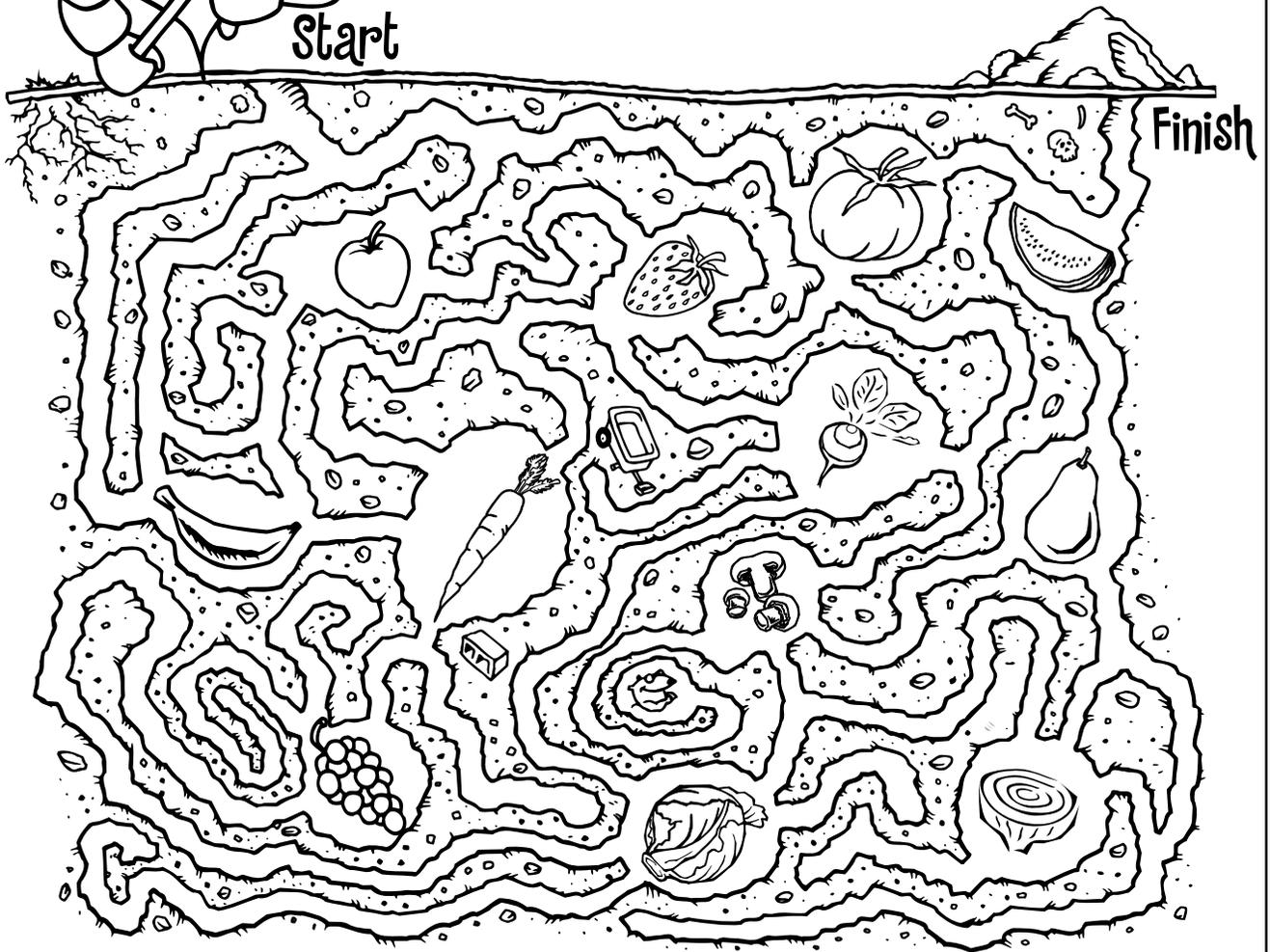




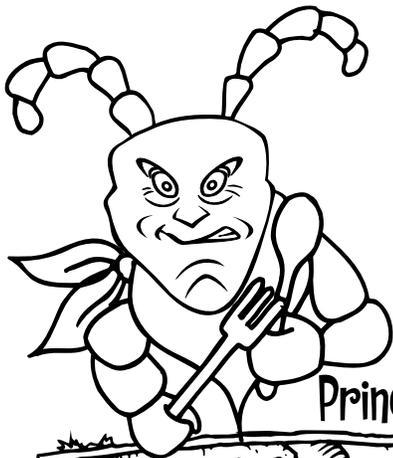
# ANT EATERS

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!

Start



Finish



# 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



ON  
 OFF  
 ^  
 v

*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

^

v

*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 decaendo 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
Z	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 J > E

B. < J C J C J

C. ^ < J v

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

D. J C v □

E. U J L ▽ J L J

F. ▽ J L J J □ ▽ J

\_\_\_\_\_

\_\_\_\_\_

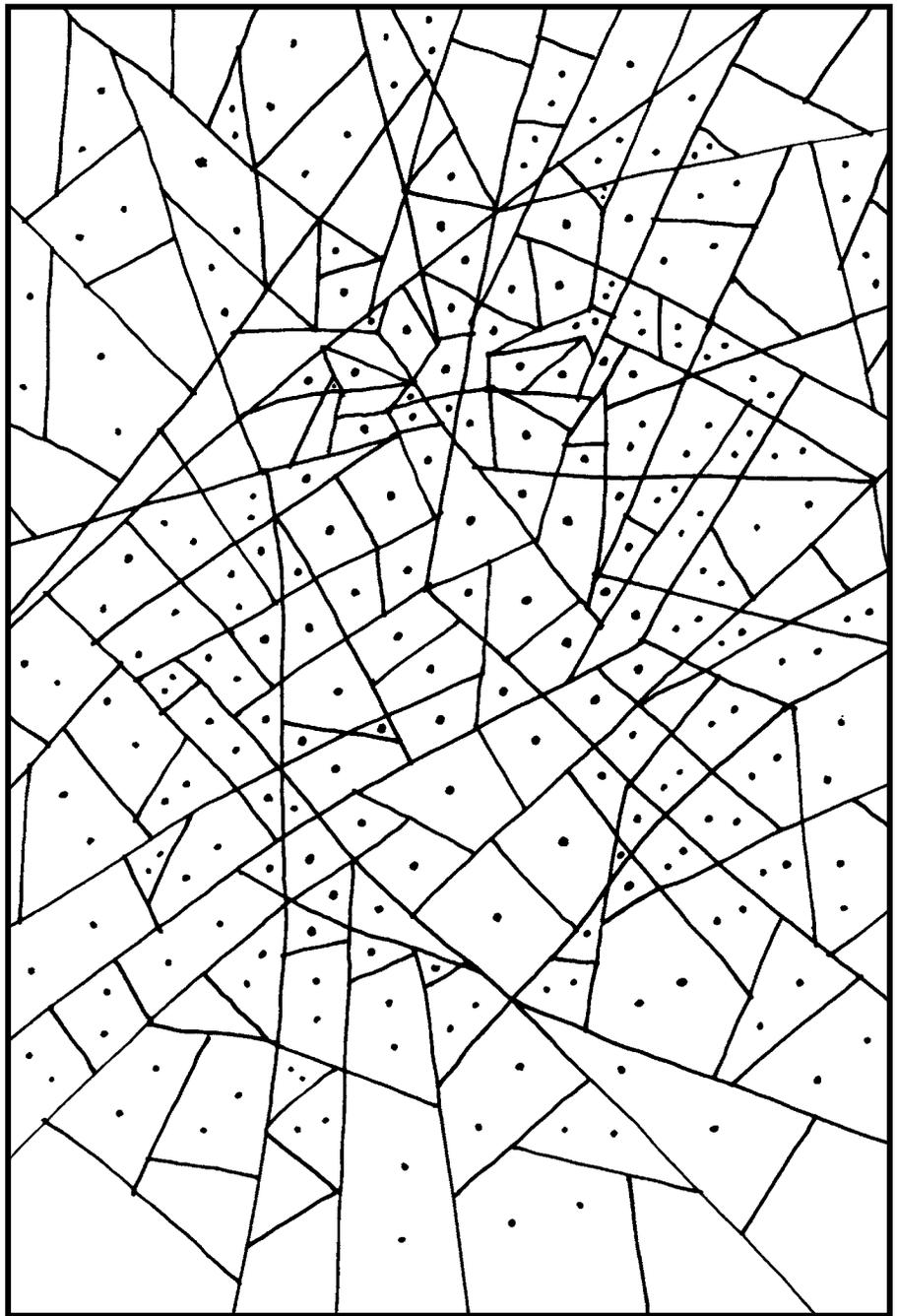
\_\_\_\_\_

**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.

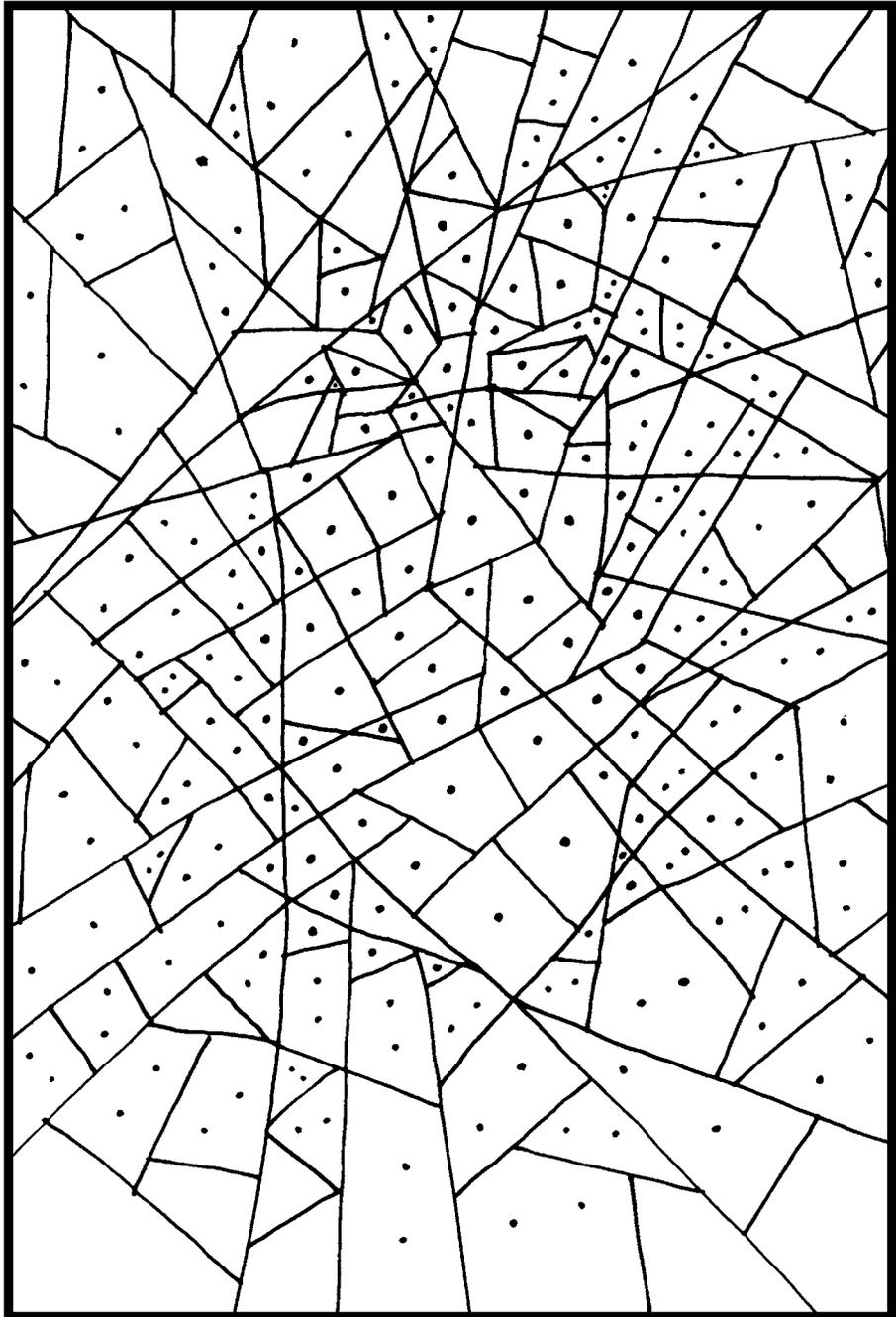
# LOTS O' DOTS!

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**



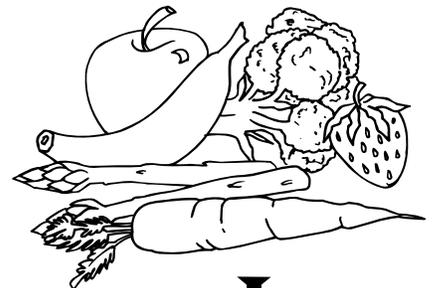
**F**



**G**



**H**



**I**

# ¡FÍJATE!

¿Cuáles dos figuras son iguales?



**A**



**B**



**C**



**D**



**E**



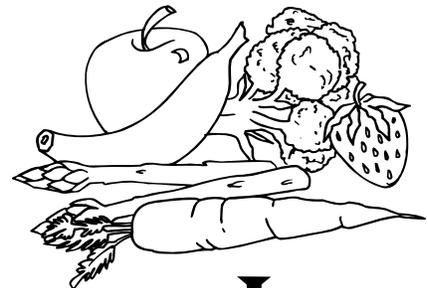
**F**



**G**



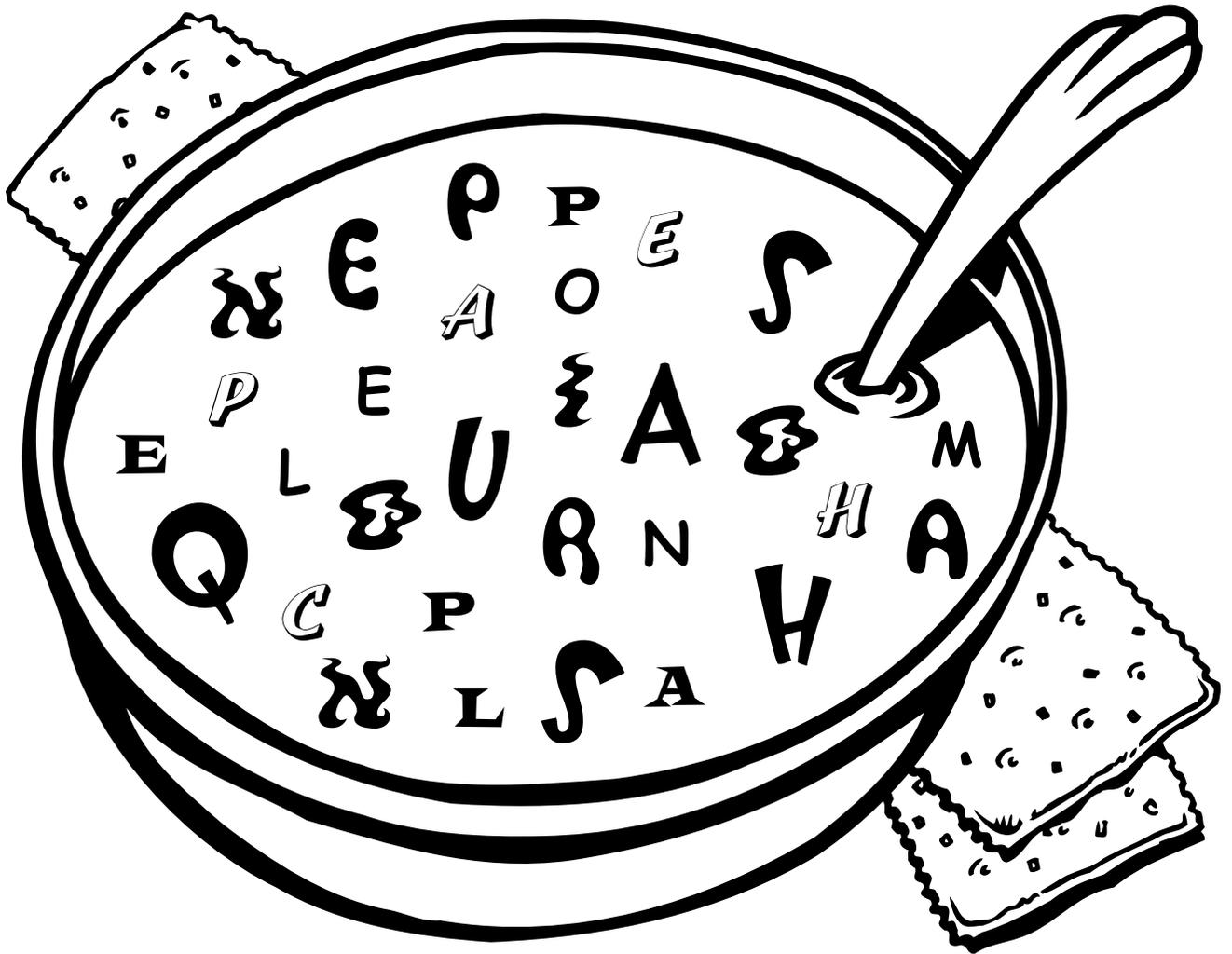
**H**



**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.floridajuce.com](http://www.floridajuce.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/tn/](http://www.fns.usda.gov/tn/)

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

**Fresh Produce & Floral Council**

16700 Valley View Ave, Suite 130  
 La Miranda, CA 90638  
 Phone: 714-739-0177  
[www.fpfc.org](http://www.fpfc.org)

**Leafy Greens Council**

33 Pheasant Lane  
 St. Paul, MN 55127  
 Phone: 651-484-7270  
[www.leafy-greens.org](http://www.leafy-greens.org)

**Mushroom Council**

2880 Zanker Road, Suite 203  
 San Jose, CA 95134  
 Phone: 408-432-7210  
[www.mushroomcouncil.com](http://www.mushroomcouncil.com)

**National Onion Association**

822 7th Street, Suite 510  
 Greeley, CO 80631  
 Phone: 970-353-5895  
[www.onions-usa.org](http://www.onions-usa.org)

**National Watermelon Promotion Board**

3501 Quadrangle Blvd., Suite 321  
 Orlando, FL 32817  
 Phone: 407-657-0261  
[www.watermelon.org](http://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](http://www.ncsweetpotatoes.com)

**Pear Bureau Institute**

4382 SE International Way, STE A  
 Milwaukie, OR 97222-4635  
 Phone: 503-652-9720  
[www.usapears.com](http://www.usapears.com)

**Produce Marketing Association**

1500 Casho Mill Road  
 Newark, DE 19714-6036  
 Phone: 302-738-7100  
[www.pma.com](http://www.pma.com)

**Sweet Potato Council of California**

P.O. Box 366  
 Livingston, CA 95334  
[www.cayam.com](http://www.cayam.com)

**Washington Apple Commission**

2900 Euclid Ave  
 P.O. Box 18  
 Wenatchee, WA 98807-0018  
 Phone: 509-663-9600  
[www.bestapples.com](http://www.bestapples.com)

**Washington Apple Education Foundation**

P.O. Box 3720  
 Wenatchee, WA 98807  
 Phone: 509-663-7713  
[www.waef.org](http://www.waef.org)

**Washington Red Raspberry Commission**

1796 Front St.  
 Lynden, WA 98264  
 Phone: 360-354-8767  
[www.red-raspberry.org](http://www.red-raspberry.org)

**Washington State Potato Commission**

108 Interlake Road  
 Moses Lake, WA 98837  
 Phone: 509-765-8845  
[www.potatoes.com](http://www.potatoes.com)

**Western Growers Association**

P.O. Box 2130  
 Newport Beach, CA 92658  
 Phone: 949-863-1000  
[www.wga.com](http://www.wga.com) and  
[www.producepedia.com](http://www.producepedia.com)

**Wild Blueberry Association of North America**

P.O. Box 100  
 Old Town, ME 04468  
 Phone: 207-570-3535  
[www.wildblueberries.com](http://www.wildblueberries.com)

## HEALTH ADVOCACY ORGANIZATIONS AND FOUNDATIONS

**American Cancer Society**

Check telephone listings for local chapter  
 Phone: 800-ACS-2345  
[www.cancer.org](http://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](http://www.communitygarden.org)

**American Diabetes Association National Call Center**

1701 North Beauregard Street  
 Alexandria, VA 22311  
 Phone: 800-342-2383  
[www.diabetes.org](http://www.diabetes.org)

**American Heart Association**

Check telephone listings for local chapter  
 Phone: 800-AHA-USA-1  
[www.americanheart.org](http://www.americanheart.org) and  
[www.justmove.org](http://www.justmove.org)

**American School Health Association**

P.O. Box 708  
 Kent, OH 44240  
 Phone: 330-678-1601  
[www.ashaweb.org](http://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](mailto:Brightfutures@ncemch.org)  
[www.brightfutures.org](http://www.brightfutures.org)

**California Adolescent Nutrition and Fitness Program**

2140 Shattuck Avenue, Suite 610  
 Berkeley, CA 94704  
 Phone: 510-644-1533  
[www.canfit.org](http://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](http://www.cahperd.org) and [www.aahperd.org](http://www.aahperd.org)

**California Food Policy Advocates**

436 14th St. Ste. 1220  
 Oakland, CA 94612  
 Phone: 510-433-1122  
[www.cfpa.net](http://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](http://www.cfaitc.org)

**California Park and Recreation Society**

7971 Freeport Blvd.  
 Sacramento, CA 95832-9701  
 Phone: 916-665-2777  
[www.cprs.org](http://www.cprs.org)

**California School Garden Network**

17620 Fitch Street  
 Irvine, CA 92614  
 Phone: 949-885-2272  
[www.csgn.org](http://www.csgn.org)

**California School Nutrition Association**

210 N. Glenoaks Blvd. Ste C  
 Burbank, CA 91502  
 Phone: 818-842-3040  
[www.calsna.org](http://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



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Eat Healthy. Be Active. Have Fun!