Fixin' Fruits & Veggies

ACTIVITY 11

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.

TIME

- Prep — 10 minutes
- Activity — 30 minutes

MATERIALS

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

MATERIALS FOR YOUNGER CHILDREN

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

ACTIVITY 11 Fixin' Fruits & Veggies

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.

Modifications for Younger Children

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

GO FARTHER

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

BRING IT HOME

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

Grow Your Own

ACTIVITY 12

READY

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

SET

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

GO

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

TIME

- Prep — 20 minutes
- Activity — 30 minutes

MATERIALS

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

ACTIVITY 12 Grow Your Own

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

GO FARTHER

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

BRING IT HOME

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

ACTIVITY 12

Grow Your Own Helpful Hints for Leaders

Materials

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

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

Starters vs. Seeds

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

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

Gardening Fun

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

Watering

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

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

More Information on Gardening

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

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

Taste It!

ACTIVITY 13

READY

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

SET

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

GO

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

TIME

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

MATERIALS

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

ACTIVITY 13 Taste It!

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

GO FARTHER

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

BRING IT HOME

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

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

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

You have several options for the taste test:

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

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

ACTIVITY 13 Safe Food Handling Techniques

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

General Food Safety

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

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

Fruit and Vegetable Safety

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

Cooking Safety

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

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

Name _____ Date _____

WORKSHEET 13

Rate the Taste

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

Sample 1

Name of this food: _____

Adjectives for this food: _____ _____ _____

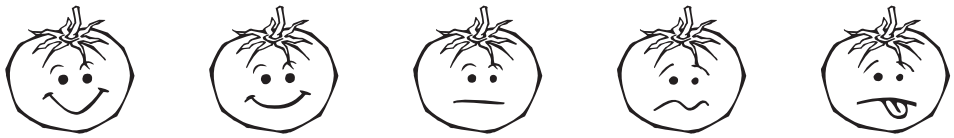
_____ _____ _____

Sample 2

Name of this food: _____

Adjectives for this food: _____ _____ _____

_____ _____ _____



Sample 3

Name of this food: _____

Adjectives for this food: _____ _____ _____

_____ _____ _____

Sample 4

Name of this food: _____

Adjectives for this food: _____ _____ _____

Sample 5

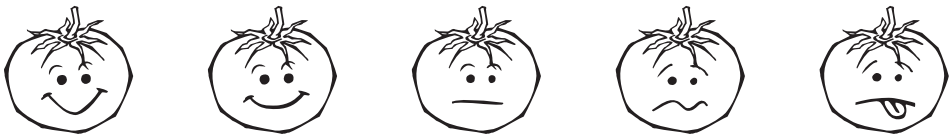
Name of this food: _____ _____ _____

Adjectives for this food: _____ _____ _____

Sample 6

Name of this food: _____ _____ _____

Adjectives for this food: _____ _____ _____



My favorite fruit or vegetable: _____

_____

_____

_____

_____

_____

_____

_____

_____

Nombre _____ **Fecha** _____

HOJA DE TRABAJO 13

Califica el Sabor

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

Muestra 1

Nombre de este alimento: _____

Adjectivos para este alimento: _____ _____ _____

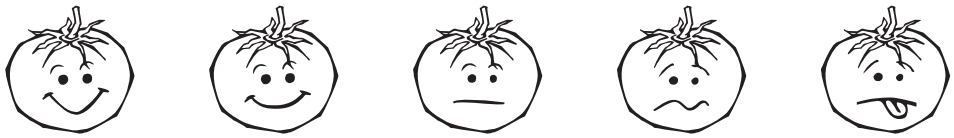
_____ _____ _____

Muestra 2

Nombre de este alimento: _____

Adjectivos para este alimento: _____ _____ _____

_____ _____ _____



Muestra 3

Nombre de este alimento: _____

Adjectivos para este alimento: _____ _____ _____

_____ _____ _____

Muestra 4

Nombre de este alimento: _____

Adjectivos para este alimento: _____ _____ _____

_____ _____ _____

Muestra 5

Nombre de este alimento: _____

Adjectivos para este alimento: _____ _____ _____

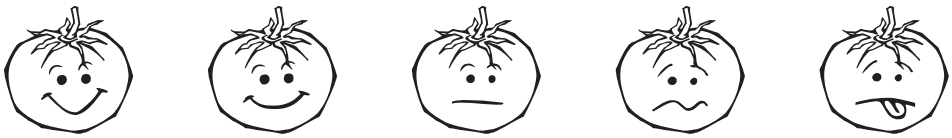
_____ _____ _____

Muestra 6

Nombre de este alimento: _____

Adjectivos para este alimento: _____ _____ _____

_____ _____ _____



Mi fruta o vegetal favorito: _____

_____

_____

_____

_____

_____

_____

_____

_____

Advertising Power

READY

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

SET

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

GO

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

TIME

- Prep — 10 minutes
- Activity — 30 minutes

MATERIALS

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

ACTIVITY 14 Advertising Power

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

Modifications for Younger Children

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

GO FARTHER

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

BRING IT HOME

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

Name _____ Date _____

WORKSHEET 14

Advertising Power

1. What are you trying to sell? _____

2. Who are you selling it to? _____

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

_____

_____

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

_____

_____

5. What might change their minds? _____

_____

_____

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

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

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

Cartoon Characters: an animated character that promotes a product.

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

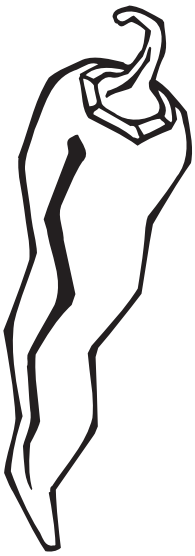
Wannabe Appeal: "wannabe" means "I want to be." The product promises to make you be the way you want, like stronger, healthier, richer, more popular, or happier.

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

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

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

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



Nombre _____ Fecha _____

HOJA DE TRABAJO 14

El Poder de la Publicidad

1. ¿Qué estás tratando de vender? _____

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

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

_____

_____

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

_____

_____

5. ¿Qué podría hacerles cambiar de opinión? _____

_____

_____

Haz un círculo alrededor de las ideas en los números 3, 4, y 5 que quieres utilizar para crear tu lema, tu canción o publicidad.

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

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

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

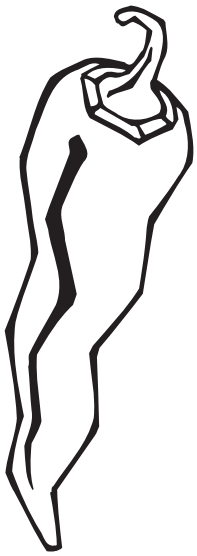
Apelar al querer ser: El producto promete hacerte como tú quieres ser, ya sea más fuerte, saludable, rico o rica, más popular o más felíz.

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

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

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

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



Movin' and Groovin'

ACTIVITY 15

READY

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

SET

- Gather all available supplies for children to use.

GO

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

ORGANIZATION

- 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!

TIME

- Prep — 20 minutes
- Activity — 30 minutes

MATERIALS

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

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

ACTIVITY 15 Movin' and Groovin'

GO FARTHER

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

BRING IT HOME

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

Powerful Art

ACTIVITY 16

READY

Children create art projects that illustrate what they have learned from the *5 a Day—Power Play! Campaign* activities and bring their art projects home to share with their families.

SET

- Gather all available art supplies for children to use.

GO

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

GO FARTHER

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

BRING IT HOME

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

TIME

- Prep — 10 minutes
- Activity — 30 minutes

MATERIALS

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

Field Trip Power

ACTIVITY 17

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

TIME

- Prep — varies
- Activity — varies

MATERIALS

- Materials will vary depending upon the field trip

ACTIVITY 17 Field Trip Power

- If field trips are not possible, consider holding an on-site "field trip" by inviting a guest to speak to the children. You can share the 5 Power Pointers for Presentations with guest speakers. Parents may also be able to participate or may have connections with possible speakers. Consider contacting:
  - Local chef or restaurant manager
  - Farmers' market manager
  - Produce manager of a grocery store
  - Farmer
  - Local gardeners or gardening societies
  - Agricultural organizations, such as farm cooperatives and commodity associations
  - Agriculture & Natural Resources departments at local colleges and universities
  - Local 4-H Clubs
  - University of California Cooperative Extension office
  - American Dietetic Association (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.
- Ask the children to write about their field trip observations and experiences.
  - What two new things did you learn?
  - Did you see or taste any new fruits or vegetables?
  - Did you do a new activity?
  - What questions do you still have?
- Have the children make a thank you card or letter for the host of the field trip or guest speaker. The card can include some of their observations and experiences from their write up.
- Have the children complete the Fruit and Veggie Sleuth sheet and then:
  - Compare several stores or restaurants using the sheet to see who has more fruits and vegetables on the menu or shelf.
  - Write a letter to the manager of one of the stores or restaurants asking for more fruits and vegetables on the menu or shelf.

BRING IT HOME

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

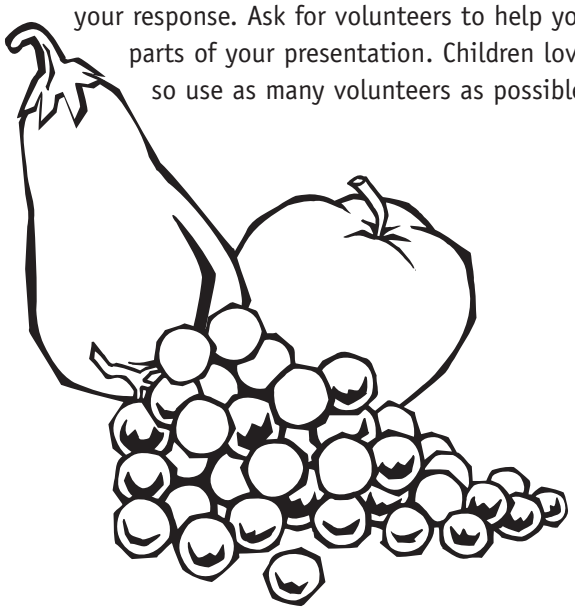
5 Power Pointers for Presenters

1 Explain what you're doing and why.

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

2 Keep the children involved.

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



3 Talk about yourself.

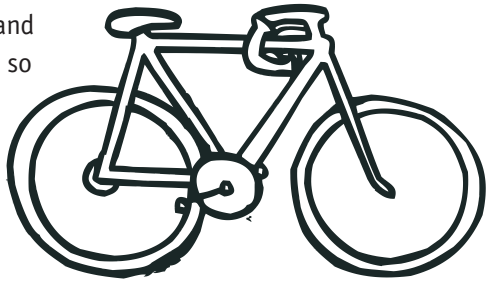
Tell children about your life as a chef, restaurant manager, produce manager, farmer, yoga instructor, etc. Tell them about your favorite fruits and vegetables or physical activities. Talk about your favorite things to do and eat when you were their age.

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

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

5 Have fun!

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



Name _____ Date _____

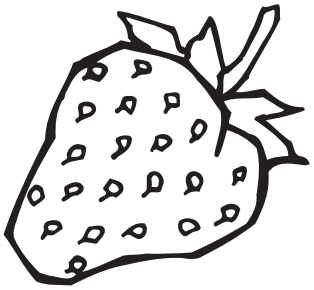
WORKSHEET 17A

Market Sleuth

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

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

Write the names of some fruits and vegetables that are:



Orange: _____

Fuzzy: _____

Red: _____

Purple: _____

Bigger than your fist: _____

Smaller than a ping pong ball: _____

Long and skinny: _____

Round: _____

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

_____ _____ _____

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

What is its name? _____

What color is it? _____

How does it smell? _____

How does it feel? _____

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

What is its name? _____

What color is it? _____

How does it smell? _____

How does it feel? _____

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

Fruit: _____ Vegetable: _____

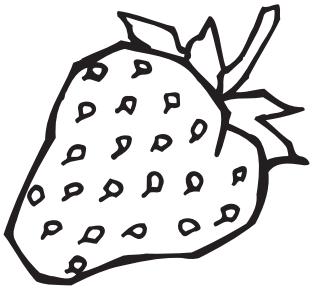
Nombre _____ Fecha _____

HOJA DE TRABAJO 17A

Detective del Mercado

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

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



Anaranjados: _____

Velludos: _____

Rojos: _____

Morados: _____

Más grandes que tu puño: _____

Más chicos que una pelota de ping pong: _____

Largos y delgados: _____

Redondos: _____

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

_____ _____ _____

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

¿Cómo se llama? _____

¿De qué color es? _____

¿Cómo huele? _____

¿Cómo se siente? _____

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

¿Cómo se llama? _____

¿De qué color es? _____

¿Cómo huele? _____

¿Cómo se siente? _____

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

Fruta: _____ Vegetal: _____

Name _____ Date _____

WORKSHEET 17B

Fruit and Veggie Sleuth

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

1. Date of visit: _____

2. Name of convenience store or restaurant: _____

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

   Juices (100% juice): _____

   Fresh fruits: _____

   Fresh vegetables: _____

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

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

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

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

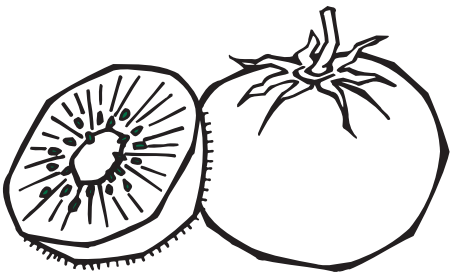
   _____

   _____

   _____

   _____

   _____



Nombre _____ Fecha _____

HOJA DE TRABAJO 17B

El Detective de Frutas y Vegetales

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

1. Fecha de visita: _____

2. Nombre de tienda o restaurante: _____

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

   Jugos (100% jugo natural) _____

   Frutas Frescas: _____

   Vegetales Frescos: _____

   Frutas (enlatadas, congeladas o secas): _____

   Vegetales (enlatados, congelados, o secos): _____

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

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

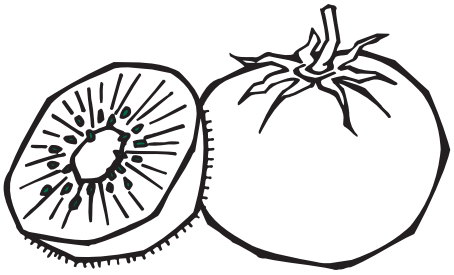
   _____

   _____

   _____

   _____

   _____



Power Up Challenge

ACTIVITY 18

READY

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

SET

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

GO

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

TIME

- Prep — 5 minutes
- Activity — 40 minutes

MATERIALS

- Paper and a pencil or pen for each child

MATERIALS FOR YOUNGER CHILDREN

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

ACTIVITY 18 Power Up Challenge

For example, instead of writing, "I will get 60 minutes of power play every day," children should write, "I will go for a 30 minute bike ride 3 times every week in the park to help give me more energy." 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. For a sample journal, see the *5 a Day—Power Play! Campaign's* parent brochure.

BRING IT HOME

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

Hoop Challenge

ACTIVITY 19

READY

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

SET

- No special set up is needed for this activity.

GO

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

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

TIME

- Prep — 10 minutes
- Activity — 30 minutes

MATERIALS

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

ACTIVITY 19 Hoop Challenge

GO FARTHER

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

BRING IT HOME

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

Fitness Circuit Challenge

ACTIVITY 20

READY

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

SET

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

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?

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

ACTIVITY 20 Fitness Circuit Challenge

GO FARTHER

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

BRING IT HOME

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