

LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Identify at least 5 fruits and vegetables that are grown in California.
- Identify at least 3 meal or snack items that include fruits or vegetables as a main ingredient.
- Write a plan for a day's meals and snacks that includes 3 to 5 cups of fruits and vegetables.

LINKS TO CONTENT STANDARDS

- Listening and Speaking Strategies 1.0
Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

READY

Working individually, students plan meals and snacks for one day, making sure to include 3 to 5 cups of fruits and vegetables.

SET

- Review the Activity Notes.
- Review My Power Plan, Worksheet 6.
- Review How Much Do I Need?, Worksheet 3A.

GO

1. Introduce the activity.

- Explain to students that this activity will help them make a plan to eat 3 to 5 cups of fruits and vegetables in one day.
- Ask students to review How Much Do I Need?, Worksheet 3A, so that each student knows how many cups of fruits and vegetables he/she needs every day for good health.
- Ask students to review their own results from the Fruit & Vegetable and Power Play! Journal activity (Activity 5), so that they can remember the areas they need to improve.
- Lead a discussion:
 - How many of you think it's easy to eat 3 to 5 cups of fruits and vegetables every day?
 - How many of you ate the right number of fruits and vegetables yesterday?
 - If you did not eat enough fruits and vegetables yesterday, why not?
 - Is it important to eat 3 to 5 cups of fruits and vegetables every day? Why?

My Power Plan



TIME

- Prep — 10 minutes
- Activity — 50 minutes

MATERIALS

- Student workbooks



My Power Plan

2. Discuss meal planning and California-grown fruits and vegetables.

- Tell students that they can meet their fruit and vegetable goal by adding a fruit and/or vegetable to every meal and by eating fruits and vegetables as snacks.
- Discuss foods that have fruits and vegetables in them, such as spaghetti with tomato sauce and pizza with toppings like onions, peppers, and mushrooms. Ask students to think of other foods they eat that have fruits and vegetables in them. Also discuss foods that they like that could have fruits or vegetables added to them.
- Ask students if they know which fruits and vegetables are grown in California. Help them generate a list of California grown fruits and vegetables. Write these items on the board.

3. Students complete worksheet.

- Have students turn to My Power Plan, Worksheet 6 in their workbooks. Review the directions at the top of the worksheet with students.
- Remind students that their meals and snacks should limit less healthy items, such as those with added fat and sugar.
- Allow students about 10-15 minutes to complete their plans.

4. Discuss the student plans.

- Lead a class discussion about the plans.
 - What are some of the ideas you came up with to include fruits and vegetables with breakfast?
 - What about lunch?
 - What about dinner?
 - What about snacks?
 - Was it easy or hard to plan a day that includes 3 to 5 cups of fruits and vegetables?
 - Did anyone include fruits and vegetables that are grown in California? If yes, which ones?
 - After listening to your classmates' ideas, did anyone get more ideas that they can use?

GO FARTHER

- Find out which fruits and vegetables are grown in or near your community. If students in your school live near fields or orchards, ask them if they know what is grown there and where they can obtain this local produce. Consider taking a field trip to a local farm to see how fruits and vegetables are grown or to a local farmers' market. As an alternative, invite a farmer or farmers' market manager to visit your classroom.
- After students learn which fruits and vegetables grow well in their area, they may wish to plant a garden or container garden.
- Encourage students to take their plans home to share with their families. They may want to find out about special family recipes or cultural dishes that they could have included in their plans.
- Have students develop a Power Plan to get 60 minutes of physical activity in a day.



Activity Notes: My Power Plan

There are over 350 different agricultural products that are California grown! Some of the fruits and vegetables are:

- Apples
- Apricots
- Artichokes
- Arugula
- Asparagus
- Avocados
- Beets
- Blackberries
- Blueberries
- Bok choy
- Boysenberries
- Broccoli
- Brussels sprouts
- Cabbage
- Cantaloupe
- Carrots
- Casaba melon
- Cauliflower
- Celery
- Cherimoya
- Cherries
- Chives
- Collard greens
- Corn
- Cucumbers
- Dates
- Eggplant
- Figs
- Garlic
- Grapefruit
- Grapes (and raisins)
- Green beans
- Guava
- Honeydew melon
- Jicama
- Kale
- Kiwifruit
- Kohlrabi
- Kumquat
- Leeks
- Lemons
- Lettuce
- Limes
- Mango
- Mushrooms
- Mustard greens
- Nectarine
- Okra
- Onions
- Oranges
- Papaya
- Passion fruit
- Peaches
- Pears
- Peas
- Peppers
- Plums
- Potatoes
- Prunes
- Pumpkins
- Quince
- Radishes
- Raspberries
- Rhubarb
- Spinach
- Squash (12 varieties)
- Strawberries
- Swiss chard
- Sweet potatoes
- Tangelos
- Tangerines
- Tomatillos
- Tomatoes
- Turnips
- Watermelon
- Yams
- Zucchini



My Power Plan

Use this worksheet to plan a day of meals and snacks. Your goal is to include the number of cups of fruits and vegetables during the day that are right for you. Review How Much Do I Need?, Worksheet 3A to know how many cups of fruits and vegetables you need for your plan. Under each meal and snack, list all the foods that you would eat. Remember to include at least one fruit or vegetable with each meal. You do not have to plan all 3 snacks.

When you finish your plan, circle the foods that are fruits and vegetables or have fruits and vegetables in them. Put a star next to the fruits and vegetables that you think are grown in California.

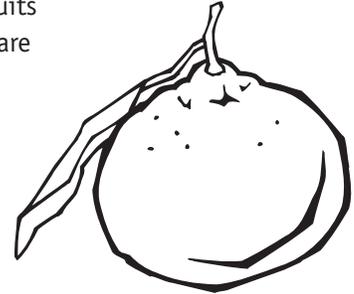
Meals

Breakfast:

Lunch:

Dinner:

Snacks



Morning Snack:

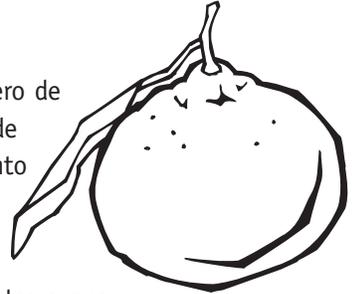
Afternoon Snack:

Evening Snack:



Mi Plan de Poder

Usa esta hoja de trabajo para planear un día de alimentos y bocadillos. Tu meta es incluir el número de tazas de frutas y vegetales que son adecuadas para ti. Revisa la sección ¿Cuánto Necesito?, Hoja de Trabajo 3A para saber cuantas tazas de frutas y vegetales necesitas para tu plan. Bajo cada alimento y bocadillo, escribe todas las comidas que comerías. Recuerda incluir por lo menos una fruta o vegetal con cada alimento. No tienes que planear todos los tres bocadillos.



Quando termines tu plan, encierra en un círculo alrededor de los alimentos que son frutas y vegetales o que contienen frutas y vegetales. Pon una estrella junto a las frutas y vegetales que creas que se cultivan en California.

Alimentos

Desayuno:

Almuerzo:

Cena:

Bocadillos

Bocadillo de la Mañana:

Bocadillo de la Tarde:

Bocadillo del Anochecer:

LEARNING OBJECTIVES

After completing this activity, students will be able to:

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

LINKS TO CONTENT STANDARDS

- Word Analysis, Fluency and Systematic Vocabulary Development 1.0
Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
- Writing Applications (Genres and Their Characteristics) 2.0
Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

READY

Students sample an array of fruits and/or vegetables, one at a time, using safe food handling techniques. After each sample is tasted, each student rates the food and then uses adjectives to describe the food. Lastly, students write a one-paragraph description of the fruit or vegetable they liked best using the adjectives that they used to describe it.

SET

- Review the Activity Notes.
- Review Rate the Taste, Worksheet 7.
- Prepare fruits and vegetables for tasting by peeling and cutting into bite-sized pieces close to serving time, so that they stay fresh. Follow Safe Food Handling Techniques (see Activity Notes). You may want to work with your school food service department to prepare the samples for tasting.
- If students are tasting both fruits and vegetables, prepare one cup or plate of vegetables and one cup or plate of fruits for each student.
- Have cups and water available for students to drink while tasting.
- Be sure students have access to soap, water, and paper towels to wash their hands before eating. As an alternative, provide each student with a cleansing wipe.
- Ask your school food service director to attend the taste testing so that she/he may learn about the students' fruit and vegetable preferences.

Rate the Taste



TIME

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

MATERIALS

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

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



Rate the Taste

GO

1. Introduce the activity.

- Introduce the concept of variety to students. Ask them:
 - Do you eat many different kinds of food each day?
 - Do you eat many different fruits and vegetables each day?
 - Do you like to try new fruits or vegetables? Why or why not?
 - Is it important to eat different fruits and vegetables? Why?
- Explain to students that in this activity they will taste several different fruits and vegetables. They may get to taste some fruits or vegetables they haven't tried before.

2. Brainstorm words to describe fruits and vegetables.

- As a class, review the definition of an adjective and brainstorm adjectives that may be used to describe the fruits and vegetables they taste. (*Examples may include how they taste, look, smell, or their texture: sweet, sour, juicy, tart, crisp, crunchy, mushy, tangy, bitter, ripe.*) Write the adjectives on the board.

3. Introduce the food tasting activity.

- Have students wash their hands with soap and water and clean the areas in which they will taste the food.
- Talk with your students about the steps you took to make sure the food they are tasting is safe to eat. Explain that the fresh fruits and vegetables were washed with water, even those that are peeled, and the tops of the canned items were washed before they were opened.
- Set some ground rules for your tasting activity. Ask students not to make any negative comments or faces if they taste something they don't like. Give them permission to quietly and politely remove food from their mouths into a napkin. This encourages children to try new foods without fear.
- Have students turn to Rate the Taste, Worksheet 7 in their workbooks. Review the directions at the top of the worksheet.
- Explain that students cannot use the same adjective over and over to describe the foods, but will need to come up with different adjectives.

- If you have a thesaurus available, point it out as a resource the students can use.
- Tell the students which fruits and vegetables they will taste today.
- Distribute one cup/plate of vegetables and one cup/plate of fruits to each student.
- Distribute one cup of water to each student.
- Allow 20 minutes for students to taste the items and fill out the Rate the Taste worksheet.

4. Review the results.

- Lead a class discussion about the students' experiences.
 - Did you try a fruit or vegetable you had never tasted before?
 - Were you surprised by the way it tasted?
 - Will you eat this fruit or vegetable more often in the future? Why or why not?
 - Do you usually have fruits and vegetables that you like at home?
 - Will you ask your parents to buy any of the fruits and vegetables that we tasted today? Why or why not?
 - What did we do to make sure that the food we tasted today was safe to eat?
- Ask students to write a one-paragraph description of the fruit or vegetable they liked best, using as many adjectives as they can to describe its taste, smell, and texture.

GO FARTHER

- Were there certain fruits or vegetables that students particularly enjoyed? Have students write a letter to the food service director to ask that these foods be added to the school menu.
- Invite a school food service staff member, chef, or a high school culinary arts class to conduct a food preparation demonstration for your class.
- If your school has a garden, conduct a tasting with fresh fruits and vegetables from the garden.
- Encourage the students to take their rating sheets home to share with their families. If you prepared a recipe, make copies available for those children that want to try making it at home.



Activity Notes: Rate the Taste

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

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

You have several options for the taste test:

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

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

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



Safe Food Handling Techniques

General Food Safety

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

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

Fruit and Vegetable Safety

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

Cooking Safety

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

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



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

Muestra 1

Nombre de este alimento: _____

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: _____

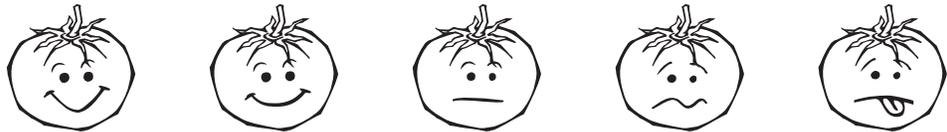
Adjetivos para este alimento: _____



Muestra 6

Nombre de este alimento: _____

Adjetivos para este alimento: _____



Mi fruta o vegetal favorito: _____

LEARNING OBJECTIVES

After completing this activity, students will be able to:

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

LINKS TO CONTENT STANDARDS

- Listening and Speaking Strategies 1.0
Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
- Writing Strategies 1.0
Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process.
- Reading Comprehension 2.0
Students read and understand grade-level appropriate material. They draw upon a variety of comprehension strategies as needed.

READY

Students discuss advertising slogans they’ve seen or heard. As a class, students brainstorm the benefits of eating fruits and vegetables and being physically active, and the barriers to doing so. Students then work in small groups to write and present creative jingles or slogans that promote eating 3 to 5 cups of fruits and vegetables or being physically active for at least 60 minutes every day.

SET

- Review The Power of Advertising, Worksheet 8.
- Create a videotape or audiotape with advertisements from television or radio, or bring in magazines and/or newspaper ads to aid in the discussion of advertising techniques. You may also wish to ask students to bring in advertisements for discussion.

GO

1. Students brainstorm advertising slogans.

- Explain to students that this activity will help them learn more about how advertising affects their choices. Ask students if they know what a “slogan” is (a phrase, motto, tag line, or catchword that is associated with a specific brand).
- Ask students to share examples of their favorite slogans. The slogans

The Power of Advertising



TIME

- Prep — 10 minutes
- Activity — 50 minutes

MATERIALS

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



The Power of Advertising

could be for any product. List at least 10 examples on the board. Use your sample ads to get started.

- Ask the students, “What makes you remember these slogans?”

2. Discuss advertising techniques.

- Have students turn to The Power of Advertising, Worksheet 8 in their workbooks.
- Allow students five minutes to read the material or read it as a class.
- Review the slogans written on the board and the sample ads. Ask the students if these advertisements use any of the tricks listed on the worksheet.

3. Discuss fruits and vegetables and physical activity.

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

4. Students write their own slogans.

- Divide the class into advertising teams of 3-4 students.
- Assign each group a topic for their slogan:
 - Promote eating 3 to 5 cups of fruits and vegetables every day
 - Promote being physically active (getting power play) for at least 60 minutes every day
 - Promote a particular fruit or vegetable
 - Promote a type of physical activity
- Tell students to create slogans that will sell their topic to their classmates or other friends. Slogans should address the Pros to fruit and vegetable consumption and being physically active and/or address the Cons, by turning them into Pros. (e.g., “Easy to carry, easy to peel, a banana is the perfect meal.”)
- Allow 15-20 minutes for the groups to work.
- When students are done, ask them to share their work with the rest of the class.

GO FARTHER

- Contact your school food service director to find out which fruits and vegetables will be served in the cafeteria in the coming weeks and offer to create slogans to promote them. The slogans can be used on the school menu, posters, bulletin boards, etc.
- Have students develop variations on their slogans to suit different audiences: parents, teachers, grandparents, etc.
- Ask each student to track the food advertisements that appear in watching 1 hour of television. After several days, hold a discussion:
 - How many ads did you see?
 - How many of the ads that you saw were for healthy foods, fruits and vegetables, and/or physical activity?
 - Was one advertising technique used more than others?
 - What are your reactions to what you have learned?
- Ask students to look for all of the different kinds of advertisements that are used to help sell products. Tell students that they see ads on television and hear them on the radio, but advertising is all around us. Several days later, hold a discussion:
 - Where did you see ads?
 - Did you see ads on the way to school (billboards, bus ads, etc.)?
 - Are there ads at school (vending machines, signs, etc.)?



The Power of Advertising

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 What keeps people from eating it or doing 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.

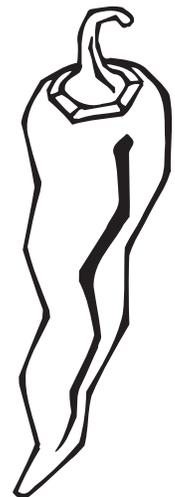
Wannabe Appeal: "wannabe" means "I want to be." The product promises to make you be the way you want, like stronger, healthier, richer, more popular, or happier.

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 estás tratando de vender? _____
- 3 ¿Cuáles son algunas de sus cosas buenas que tiene? _____

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

- 5 ¿Qué podría hacerles cambiar de opinión? _____

Encierra en un círculo las ideas en los números 3, 4, y 5 que quieres utilizar para crear tu lema, tu canción o anuncio.

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

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

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

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

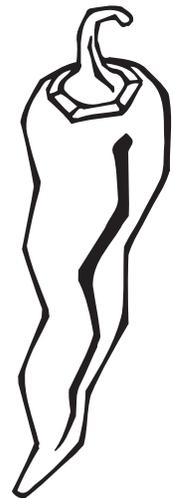
Querer parecerse a: el producto promete hacerte como tú quieres ser, ya sea más fuerte, saludable, rico o rica, más popular o más feliz.

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

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

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

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



LEARNING OBJECTIVES

After completing this activity, students will be able to:

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

LINKS TO CONTENT STANDARDS

- Number Sense 2.0
Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals.
- Number Sense 3.0
Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationship among the operations.
- Reading Comprehension 2.0
Students read and understand grade-level appropriate material. They draw upon a variety of comprehension strategies as needed.
- Mathematical Reasoning 1.0
Students make decisions about how to approach problems.

READY

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

SET

- Review What's on a Label?, Worksheet 9A; Nutrition Numbers, Worksheet 9B; and Get the Power!, Worksheet 5A.

GO

1. Introduce Nutrition Facts labels.

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

What's on a Label?



TIME

- Prep — 10 minutes
- Activity — 50 minutes

MATERIALS

- Student workbooks



What's on a Label?

2. Review the information on Nutrition Facts labels.

- Have students turn to *What's on a Label?*, Worksheet 9A in their workbooks. Review the information together. To remind students about the benefits of fiber and vitamins, as well as the reasons they should limit fat and sugar, refer back to Worksheet 5A: *Get the Power!*

3. Students complete math activity.

- Have students turn to *Nutrition Numbers*, Worksheet 9B in their workbooks. Review the directions at the top of the worksheet with students.
- Give students 20 minutes to complete the problems, using the *What's on a Label?* page and the sample Nutrition Facts labels for reference.
- When students are done, review the answers as a class.

4. Discuss the importance of Nutrition Facts labels.

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

GO FARTHER

- Ask the students to check the Nutrition Facts labels of snack foods they have at home. Make a list of 3 or 4 foods and compare them in terms of nutrition. Which is highest in calories? Lowest in calories? Highest and lowest in fat? Highest and lowest in fiber? Highest and lowest in sugar?
- Have students make a grocery list of 3 healthy snack foods they would like to ask their family to buy the next time they shop.
- Assign students to conduct research about nutrient values of specific foods using the Internet. You may wish to refer them to www.nutri-facts.com and *Fruit and Vegetable of the Month* at www.cdc.gov after you have reviewed the sites to ensure they are appropriate for your students.
- If you would like to teach your students more about Nutrition Facts labels, download “The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions, A Leader’s Guide” from the U.S. Department of Agriculture’s Team Nutrition Web site at www.fns.usda.gov/tn under the Educators icon.

What's on a Label?



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

How many servings are you eating?

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

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

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

Eating enough of these nutrients can help you stay healthy.

Broccoli, raw	
Nutrition Facts	
Serving Size ½ cup (82g)	
Servings Per Container 1	
Amount per serving	
Calories 25	Calories from fat 0
	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 20mg	1%
Total Carbohydrates 4g	1%
Dietary Fiber 2g	8%
Sugars 1g	
Protein 2g	
Vitamin A 20% • Vitamin C 50% Calcium 2% • Iron 2%	

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

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

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

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

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

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

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



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

Sample Nutrition Facts Labels

Strawberries, raw

Nutrition Facts

Serving Size 1 cup (144g)

Servings Per Container 2

Amount per serving

Calories 45 **Calories from fat** 0

	% Daily Value*
Total Fat 0g	0%

Saturated Fat 0g	0%
------------------	-----------

<i>Trans</i> Fat 0g	
---------------------	--

Cholesterol 0mg	0%
------------------------	-----------

Sodium 0mg	0%
-------------------	-----------

Total Carbohydrates 10g	3%
--------------------------------	-----------

Dietary Fiber 3g	13%
------------------	------------

Sugars 8g	
-----------	--

Protein 1g

Vitamin A 0% • Vitamin C 140%

Calcium 2% • Iron 4%

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

Potato Chips ("Big Grab" bag)

Nutrition Facts

Serving Size 1 oz (28g)

Servings Per Container 3

Amount per serving

Calories 150 **Calories from fat** 90

	% Daily Value*
Total Fat 10g	15%

Saturated Fat 3g	15%
------------------	------------

<i>Trans</i> Fat 0g	
---------------------	--

Cholesterol 0mg	0%
------------------------	-----------

Sodium 170mg	7%
---------------------	-----------

Total Carbohydrates 15g	5%
--------------------------------	-----------

Dietary Fiber 1g	5%
------------------	-----------

Sugars 0g	
-----------	--

Protein 2g

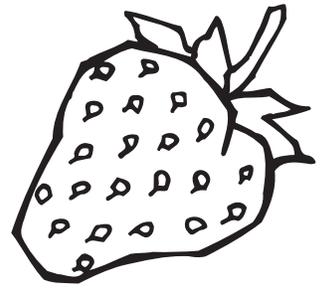
Vitamin A 0% • Vitamin C 15%

Calcium 0% • Iron 2%

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



Nutrition Numbers



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

1 If you eat 2 servings of potato chips, how many calories have you eaten?

2 If you eat 2 servings of strawberries, how many calories have you eaten?

3 If you eat 2 servings of strawberries, how much fat have you eaten?

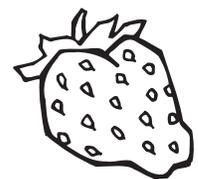
4 If you eat 2 servings of potato chips, how much fat have you eaten?

5 How many servings of potato chips would you have to eat to get at least 100% of the daily value of vitamin C?
If you ate that many servings, how many calories would you have eaten?

6 How many servings of strawberries would you have to eat to get at least 100% of the daily value of vitamin C?
If you ate that many servings, how many calories would you have eaten?

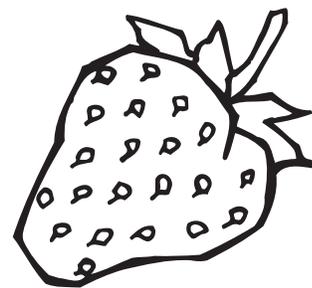
7 If you want to eat less sodium, which food is a better choice?

8 Which of these foods do you think would be the healthier choice for a snack? Why?



Nutrition Numbers

ANSWER KEY



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

1

If you eat 2 servings of potato chips, how many calories have you eaten?

If you eat 2 servings of potato chips, you have eaten 300 calories ($150 + 150 = 300$).

2

If you eat 2 servings of strawberries, how many calories have you eaten?

If you eat 2 servings of strawberries, you have eaten 90 calories ($45 + 45 = 90$).

3

If you eat 2 servings of strawberries, how much fat have you eaten?

If you eat 2 servings of strawberries, you have eaten 0 grams of fat ($0 + 0 = 0$).

4

If you eat 2 servings of potato chips, how much fat have you eaten?

If you eat 2 servings of potato chips, you have eaten 20 grams of fat ($10 + 10 = 20$ grams).

5

How many servings of potato chips would you have to eat to get at least 100% of the daily value of vitamin C? If you ate that many servings, how many calories would you have eaten?

You would need 7 servings of potato chips to reach 100% of the daily value of vitamin C ($100 \div 15 = 6.66$ servings, rounded up to 7 servings). If you eat 7 servings of potato chips, and each serving has 150 calories, that means you would have eaten 1,050 calories ($7 \times 150 = 1,050$).

6

How many servings of strawberries would you have to eat to get at least 100% of the daily value of vitamin C? If you ate that many servings, how many calories would you have eaten?

You would need only 1 serving of strawberries to reach 100% of the daily value of vitamin C. You would have eaten 45 calories.

7

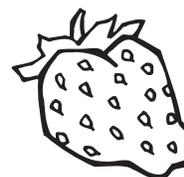
If you want to eat less sodium, which food is a better choice?

If you want to eat less sodium, strawberries are a better choice than potato chips (0 milligrams per serving compared to 180 milligrams).

8

Which of these foods do you think would be the healthier choice for a snack? Why?

Strawberries would be a healthier snack. Strawberries have fewer calories and fat and more vitamins than potato chips. Potato chips don't have very many nutrients and have more calories and fat.



¿Qué hay en una Etiqueta?



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

¿Cuántas porciones estás comiendo?

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

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

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

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

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

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

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

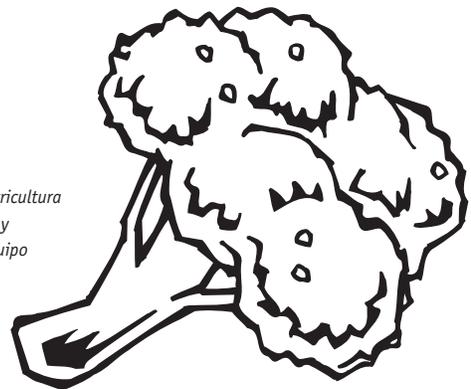
BAJO es cuando el nutriente de una porción tiene un Valor Diario de 5% o menor.

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

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

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

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



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

Ejemplos de Información en Etiquetas Nutrivas

Fresas, crudos

Información Nutricional

Tamaño de la Porción 1 taza (144g)

Porciones en cada envase 2

Cantidad por porción

Calorías 45 **Calorías de grasa** 0

% de Valor Dairio*

Total de Grasa 0g **0%**

Grasa Saturada 0g **0%**

Ácidos Grasos *Trans* 0g

Colesterol 0mg **0%**

Sodio 0mg **0%**

Total de Carbohidratos 10g **5%**

Fibra Dietética 3g **13%**

Azúcar 8g

Proteína 1g

Vitamina A 0% • Vitamina C 140%

Calcio 2% • Hierro 4%

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

Papitas Fritas (tamaño "Big Grab")

Información Nutricional

Tamaño de la Porción 1 oz (28g)

Porciones en cada envase 3

Cantidad por porción

Calorías 150 **Calorías de grasa** 90

% de Valor Dairio*

Total de Grasa 10g **15%**

Grasa Saturada 3g **15%**

Ácidos Grasos *Trans* 0g

Colesterol 0mg **0%**

Sodio 170mg **7%**

Total de Carbohidratos 15g **5%**

Fibra Dietética 1g **5%**

Azúcar 0g

Proteína 2g

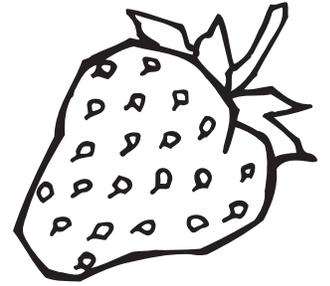
Vitamina A 0% • Vitamina C 15%

Calcio 0% • Hierro 2%

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

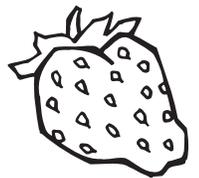


Cuentas de Nutrición



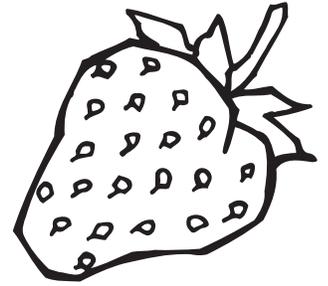
Contesta los problemas matemáticos. Para la información que necesitas usa la Hoja de Trabajo ¿Qué hay en una Etiqueta? Si haces una cuenta para resolver el problema, escríbela.

- 1** ¿Cuántas calorías has comido si comes 2 porciones de papitas fritas?
- 2** ¿Cuántas calorías has comido si comes 2 porciones de fresas?
- 3** ¿Cuánta grasa has comido si comes 2 porciones de fresas?
- 4** ¿Cuánta grasa has comido si comes 2 porciones de papitas fritas?
- 5** ¿Cuántas porciones de papitas fritas tendrías que comer para recibir por lo menos el 100% del valor diario de vitamina C? ¿Cuántas calorías comerías si comieras todas esas porciones?
- 6** ¿Cuántas porciones de fresas tendrías que comer para recibir por lo menos el 100% del valor diario de vitamina C? ¿Cuántas calorías comerías si comieras todas esas porciones?
- 7** ¿Cuál es la mejor comida si quieres comer menos sodio?
- 8** ¿Cuál de estas comidas crees que sería un bocadillo más saludable? ¿Por qué?



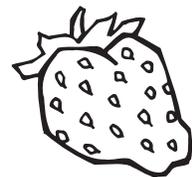
Cuentas de Nutrición

GUÍA DE RESPUESTAS



Contesta los problemas matemáticos. Para la información que necesitas usa la Hoja de Trabajo ¿Qué hay en una Etiqueta? Si haces una cuenta para resolver el problema, escríbela.

- 1** ¿Cuántas calorías has comido si comes 2 porciones de papitas fritas?
Si comes 2 porciones de papitas fritas, has comido 300 calorías ($150 + 150 = 300$).
- 2** ¿Cuántas calorías has comido si comes 2 porciones de fresas?
Si has comido 2 porciones de fresas, has comido 90 calorías ($45 + 45 = 90$).
- 3** ¿Cuánta grasa has comido si comes 2 porciones de fresas?
Si has comido 2 porciones de fresas, has comido 0 gramos de grasa ($0 + 0 = 0$).
- 4** ¿Cuánta grasa has comido si comes 2 porciones de papitas fritas?
Si comes 2 porciones de papitas fritas, has comido 20 gramos de grasa ($10 + 10 = 20$ gramos).
- 5** ¿Cuántas porciones de papitas fritas te tendrías que comer para recibir por lo menos el 100% del valor diario de vitamina C? ¿Cuántas calorías comerías si comieras todas esas porciones?
Necesitarías comer 7 porciones de papitas fritas para llegar al 100% del valor diario de vitamina C ($100 \div 15 = 6.66$ porciones, redondeado a 7 porciones). Si comes 7 porciones de papitas fritas, y cada porción tiene 150 calorías, eso significa que has comido 1,050 calorías ($7 \times 150 = 1,050$).
- 6** ¿Cuántas porciones de fresas tendrías que comer para recibir por lo menos el 100% del valor diario de vitamina C? ¿Cuántas calorías comerías si te comieras todas esas porciones?
Necesitarías sólo 1 porción de fresas para llegar al 100% del valor diario de vitamina C. Te habrías comido 45 calorías.
- 7** ¿Cuál es la mejor comida si quieres comer menos sodio?
Si quieres comer menos sodio, las fresas son una mejor selección que las papitas fritas (0 miligramos por porción comparado con 180 miligramos).
- 8** ¿Cuál de estas comidas crees que sería un bocadillo más saludable? ¿Por qué?
Las fresas serían un bocadillo más saludable. Las fresas tienen menos calorías y grasa y tienen más vitaminas que las papitas fritas. Las papitas fritas no tienen muchos nutrientes y tienen más calorías y grasa.



LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Name at least 3 barriers to eating more fruits and vegetables at home.
- Name at least 3 barriers to being more physically active at home.
- Identify strategies to reduce or eliminate barriers to eating fruits and vegetables and being physically active at home.

LINKS TO CONTENT STANDARDS

- Listening and Speaking Strategies 1.0
Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
- Speaking Applications (Genres and Their Characteristics) 2.0
Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

READY

As a class, students list barriers to fruit and vegetable consumption and physical activity, particularly in the home environment. Using scenarios provided, students brainstorm ways to advocate respectfully for healthier choices.

SET

- Review Healthier Please!, Worksheet 10.

GO

1. Discuss barriers.

- Discuss with students the definition and concept of a “barrier” (something that prevents you from making progress, going ahead, taking action). Ask them for examples of barriers, like a door, fence, roadblock, wall, chain across a driveway.
- Tell students that they are going to be talking about the barriers that keep people from eating more fruits and vegetables and getting more physical activity. Barriers may include cost, availability, etc.

Healthier Please!

ACTIVITY
10

TIME

- Prep — 10 minutes
- Activity — 50 minutes

MATERIALS

- Student workbooks



Healthier Please!

- Ask students to give reasons they don't always eat enough fruits and vegetables when they are not at school, and write their answers on the board. Use prompts such as:
 - Do you like the way fruits and vegetables taste? (If not, this is a barrier.)
 - Do you have fruits and vegetables available at home?
 - Could you ask for more fruits and vegetables at home?
 - How easy is it to get fruits and vegetables?
 - Do others in your family like fruits and vegetables?
- Ask students why they don't always get enough physical activity when they are not at school, and write their answers on the board. Use prompts such as:
 - What else do you have to do when you get home?
 - What do you like to do at home?
 - Does anyone else in your family like to be physically active?
 - How easy is it to get physical activity outside after school?
- Explain that all the reasons they have listed for not eating fruits and vegetables or being active are barriers.

2. Students develop and present scenarios.

- Have students turn to Healthier Please!, Worksheet 10 in their workbooks. Review the directions together.
- Talk briefly about the importance of using respectful words and tone of voice when asking for changes. Ask them to come up with ground rules, such as:
 - Use a pleasant tone of voice.
 - Use positive body language.
 - Say "please" and "thank you."
 - No put-downs.
- Divide the class into groups of 3-4 students, and assign each group a scene from the worksheet.
- Give students 15 minutes to discuss the barriers in the scene and how they would resolve the situation in their scene.
- Have each group present their solution to the class and read any dialogue they have written. Compare solutions that different groups developed.

GO FARTHER

- Ask the students to pick a situation that is likely to happen in their own homes and have them draw a three- or four-panel cartoon to illustrate how they could ask for changes in a respectful way. Encourage students to take their cartoons home to share.
- Encourage students to use what they learned today at home and to report their successes back to the class.

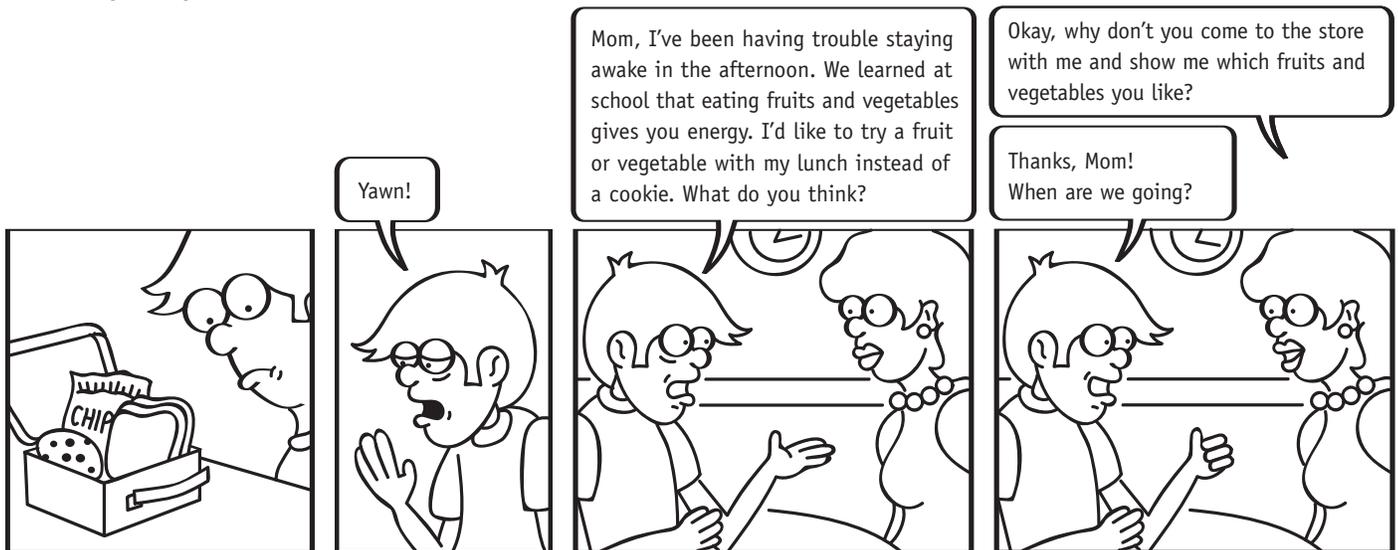


Healthier Please!



Read your group's scene. Talk about the scene with your group. What keeps the person in the scene from eating more fruits and vegetables or getting more physical activity? As a group, decide what you would say and do. Write it down. Remember to be respectful.

Example: On most days, your lunch has a ham and cheese sandwich, a small bag of potato chips, and a cookie. You usually start to feel sleepy after lunch. You know that a healthier lunch would give you more energy. What do you say and do?



SCENE 1

It is a sunny Saturday afternoon. Everyone in your family is watching television. You want everyone to go outside and enjoy some physical activity. What could you say and do to get them to go outside with you?

SCENE 2

You just got home from school and you really want a fruit or vegetable for a snack. You look in the refrigerator, the cupboard, and on the counter. There are no fruits or vegetables. What could you say and do so there are healthy snacks for you to eat after school?

SCENE 3

It's a busy school morning at your house. Your mom says, "We're out of milk, and I don't have time to cook you anything. We'll stop at the fast food place on the way to school—let's go!" You wanted something healthy, like a fruit smoothie, that would give you energy. What could you say and do so you have a healthy breakfast this morning? What could you say and do so there is something healthy for breakfast at home in the future?

SCENE 4

You really want to spend some time being physically active when you get home from school. Your parents want you to work on your homework right after school. When you finish your homework, it will be dark outside. What could you say or do so you can get some physical activity after school?



¡Más Saludable por Favor!



Lee la escena a tu grupo. Discute la escena con tu grupo. ¿Por qué la persona de la escena no come más frutas y vegetales o hace más actividad física? Entre todo el grupo decidan lo que debieran decir y hacer. Escríbanlo. Recuerden ser respetuosos.

Ejemplo: La mayoría de los días tienes en tu almuerzo un sándwich de jamón y queso, una pequeña bolsa de papitas fritas, y una galleta. Normalmente te empieza a dar sueño después de comer. Tú sabes que un almuerzo más saludable te daría más energía. ¿Qué debes decir y hacer?



ESCENA 1

Es una soleada tarde de sábado. Toda tu familia está viendo televisión. Tú quieres que todos salgan y disfruten de alguna actividad física. ¿Qué podrías decir y hacer para convencerlos que vayan afuera contigo?

ESCENA 2

Acabas de llegar a casa de la escuela y quieres comer una fruta o vegetal de bocadillo. Ves en el refrigerador, en la alacena y en el mostrador. No hay frutas o vegetales. ¿Qué podrías decir y hacer para que haya bocadillos más saludables que puedas comer después de la escuela?

ESCENA 3

Es una agitada mañana en tu casa antes de ir a la escuela. Tu mamá dice, "No tenemos leche, y no tengo tiempo de cocinarles algo. Rumbo a la escuela pasamos al restaurante de comida rápida—¡Vámonos!" Tú quieres algo saludable, como un licuado de fruta, que te dé energía. ¿Qué podrías decir y hacer para poder tener un desayuno saludable esta mañana? ¿Qué podrías decir y hacer para que en el futuro haya algo saludable que desayunar en tu hogar?

ESCENA 4

Tú quieres hacer actividades físicas cuando llegas a casa de la escuela. Tus padres quieren que hagas tu tarea justo después de que llegaste de la escuela. Cuando terminas tu tarea, estará oscuro afuera. ¿Qué puedes hacer o decir para que puedas hacer actividades físicas después de la escuela?