

READY

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

SET

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

GO

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

Ask the children:

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

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

These are the simple definitions based on plant parts:

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

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

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

Power Bingo



TIME

- Prep — 15 minutes
- Activity — 30 minutes

MATERIALS

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



Power Bingo

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

MODIFICATIONS FOR YOUNGER CHILDREN

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

GO FARTHER

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

BRING IT HOME

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

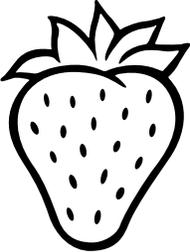
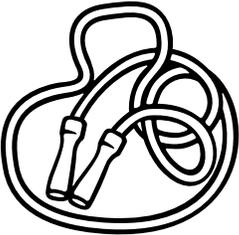
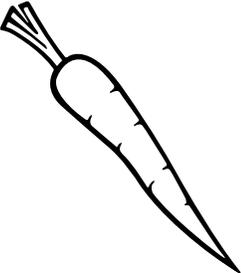
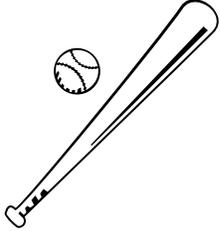
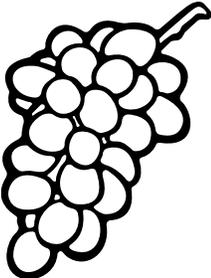
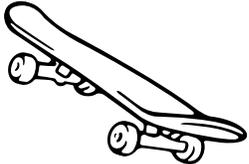
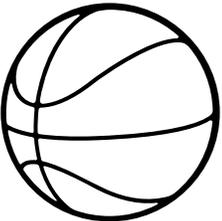
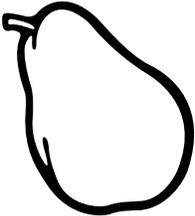
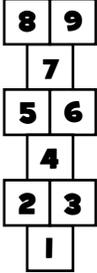
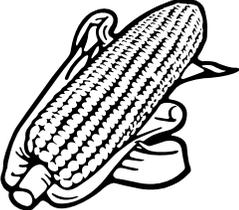
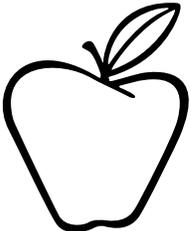


Power Bingo

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



Picture Bingo

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

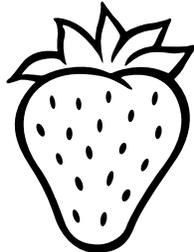
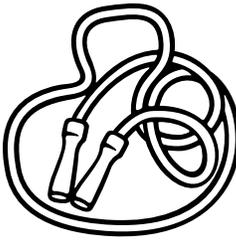
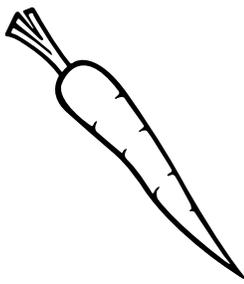
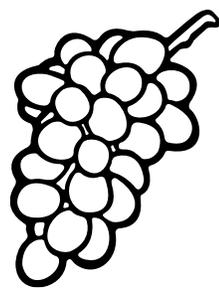
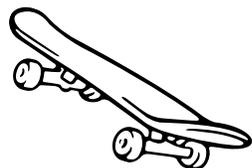
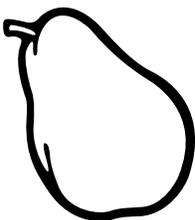
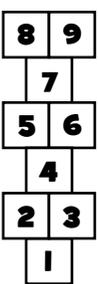
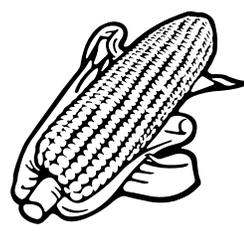
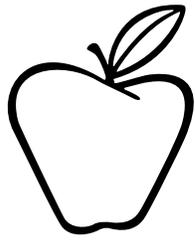


¡Bingo!

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



¡Bingo Energético!

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

READY

Children learn the recommended cups of fruits and vegetables and minutes of physical activity they should get every day. They also learn to estimate what cups and $\frac{1}{2}$ cups of fruits and vegetables look like.

SET

- Review Power Up!, Worksheet 2A; How Much Do I Need?, Worksheet 2B (Note: Worksheet 2B is gender specific); and Cups of Colorful Fruits and Vegetables, Worksheet 2C.
- Copy Worksheets 2A, 2B, and 2C for each child.
- Review Safe Food Handling Techniques on page 55.
- Prepare fruits and vegetables for demonstration. Remember to include fresh, frozen, canned, juiced, and dried fruits and vegetables. *Note:* limit the quantity of dried fruits and vegetables to $\frac{1}{4}$ cup and juice to $\frac{3}{4}$ cup. If real fruits and vegetables are not available, use measuring cups alone to demonstrate the amounts instead.
- *Optional:* Prepare fruits and vegetables for taste testing.

GO

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

How Much Do I Need?



TIME

- Prep — 15 minutes
- Activity — 45 minutes

MATERIALS

- Copy of one Power Up! worksheet for each child
- Copy of one How Much Do I Need? worksheet for each child
- Copy of one Cups of Colorful Fruits and Vegetables worksheet for each child
- Fruits and vegetables (fresh, frozen, canned, 100% juice, and dried) to demonstrate cup measurements
- Measuring cups (1-cup, $\frac{1}{2}$ -cup)
- Small plates and one 8-ounce (or larger) glass
- One baseball and one 6-ounce juice box
- *Optional:* Fruits and vegetables and serving supplies for taste testing
- *Optional:* Children's Power Play! Campaign cups of fruits and vegetables poster



How Much Do I Need?

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

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

5. Lead a discussion using the following questions:

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

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

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

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

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

GO FARTHER

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

BRING IT HOME

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

NOTE: To ease children's understanding of the *Dietary Guidelines*, some information in this *Kit* has been simplified. The USDA recommends that 1 cup of lettuce count as only $\frac{1}{2}$ cup of vegetables and that $\frac{1}{4}$ cup of dried fruit count as $\frac{1}{2}$ cup of fruit. In addition, the USDA's MyPyramid Web site provides specific examples of the cup measurements of various whole fruits and vegetables. For simplification, this *Kit* does not provide this level of detail and makes the more general recommendations shown on Worksheet 2C: Cups of Colorful Fruits & Vegetables. For more information on the USDA's recommendations, visit www.mypyramid.gov and go to Inside the Pyramid.



Power Up!

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

Eat Fruits and Vegetables Every Day!

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

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

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

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

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

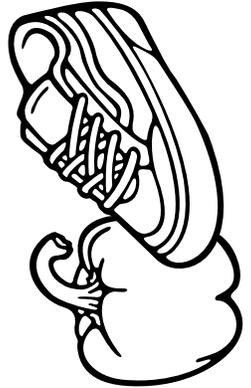
Fruits

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

Vegetables

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

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



Get Power Play Every Day!

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

Power play can:

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

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

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

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

Name _____

Date _____



How Much Do I Need?

BOY



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

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

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

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

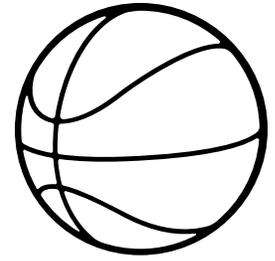
Your age	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
5	1½	1½	3
6	1½	2	3½
7	1½	2	3½
8	1½	2	3½
9	1½	2½	4
10	1½	2½	4
11	2	2½	4½
12	2	3	5

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

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



How Much Do I Need? GIRL



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

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

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

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

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

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

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



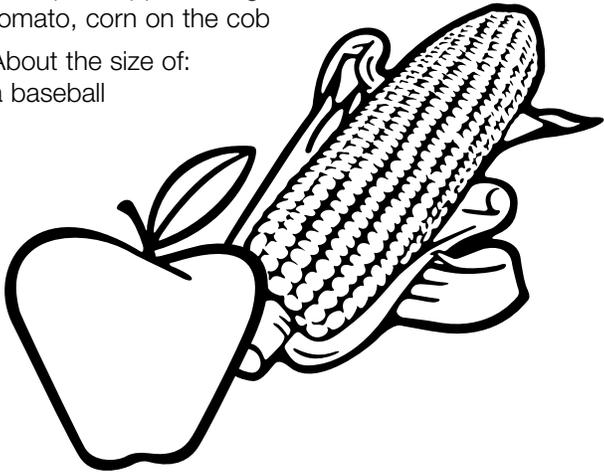
Cups of Colorful Fruits & Vegetables

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

1 whole fruit or vegetable = 1 cup

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

About the size of:
a baseball

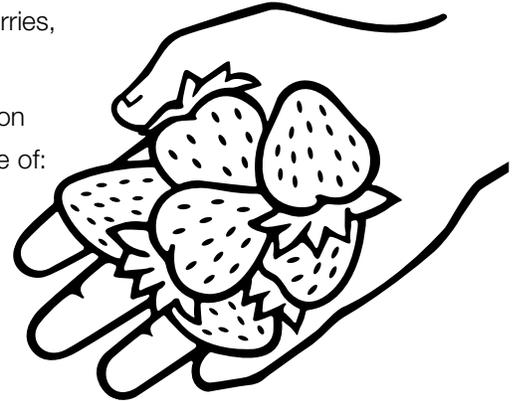


1 cupped handful of fresh, frozen, or canned* fruits or vegetables = 1/2 cup

*canned fruit packed in 100% juice

Examples: berries, baby carrots, broccoli, chopped melon

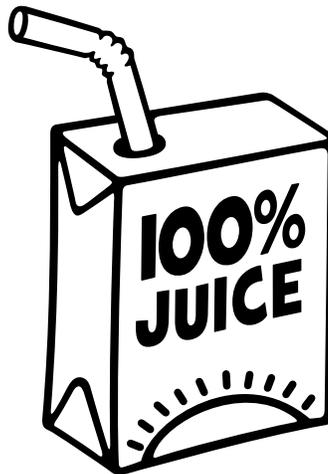
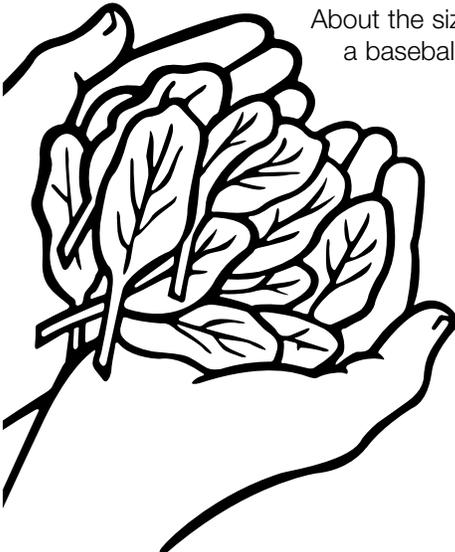
About the size of:
1/2 a baseball



2 cupped handfuls of raw, leafy greens = 1 cup

Examples: green salad, spinach

About the size of:
a baseball



1 juice box with 100% juice = 3/4 cup (6 ounces)

Examples: orange juice, apple juice, tomato juice

¡Ponte Fuerte!

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

Come Frutas y Vegetales Todos los Días

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

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

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

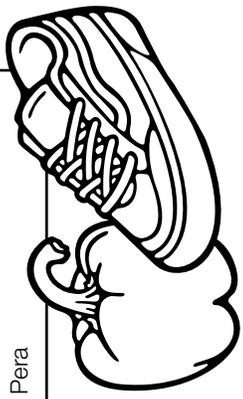
La Fibra ayuda a tu cuerpo a digerir la comida y te proteger de las enfermedades. También ayuda a sentirte satisfecho para que no comas demasiado.

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

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

Frutas	
Cereza	Pérsimo
Chabacano	Piña
Chirimoya	Plátano
Ciruela	Sandía
Dátil	Tangelo
Durazno	Toronja
Frambuesa	Uva
Fresa	Zarzamora
Granadilla	
Guayaba	
Higo	
Kiwi	

Vegetales	
Aguacate	Chirivía
Ajo	Col de
Aicahofa	Bruselas
Apio	Col Rizada
Berenjena	Coliflor
Berro	“Colinabo”
Betabel	Ejotes
“Bok Choy”	Escarola
Brócoli	Espárrago
Calabacín	Espinaca
Calabacita	Hojas Verdes
Calabaza	de Berza
Carnote	Hongo
Cebolla	Jícama
Chicharos	Lechuga
	Zanahoria



Jugar con Ganas Todos los Días!

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

“Jugar con ganas” puede:

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

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

¡Hay muchas maneras divertidas para jugar con ganas!

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



¿Cuánto Necesito? NIÑO



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

Normalmente “juego con ganas” menos de 30 minutos diarios.

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

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

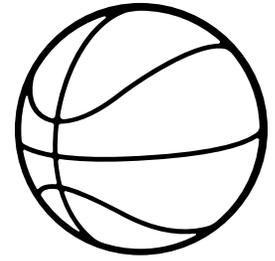
Tu edad	Tazas de frutas que necesitas comer cada día	Tazas de vegetales que necesitas comer cada día	Total de tazas de frutas y vegetales que necesitas comer cada día
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6	1½	2	3½
7	1½	2	3½
8	1½	2	3½
9	1½	2½	4
10	1½	2½	4
11	2	2½	4½
12	2	3	5

Normalmente “juego con ganas” más de 60 minutos diarios.

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



¿Cuánto Necesito? NIÑA



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

Normalmente “juego con ganas” menos de 30 minutos diarios.

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

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12	2	2½	4½

Normalmente “juego con ganas” más de 60 minutos diarios.

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8	1½	2½	4
9	1½	2½	4
10	2	2½	4½
11	2	2½	4½
12	2	3	5



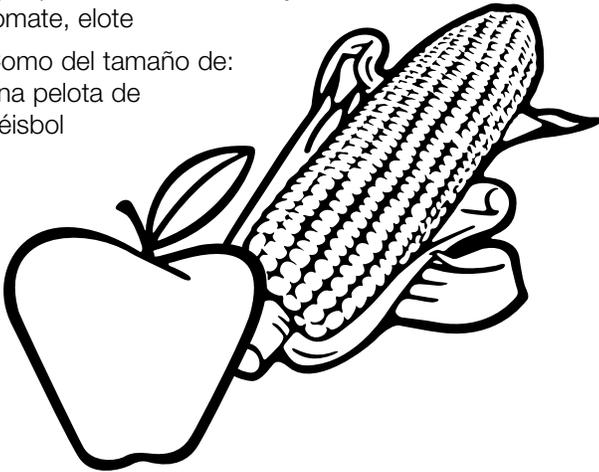
Tazas de Frutas y Vegetales de Colores

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

1 fruta o vegetal = 1 taza

Ejemplos: manzana, naranja, tomate, elote

Como del tamaño de:
una pelota de
béisbol

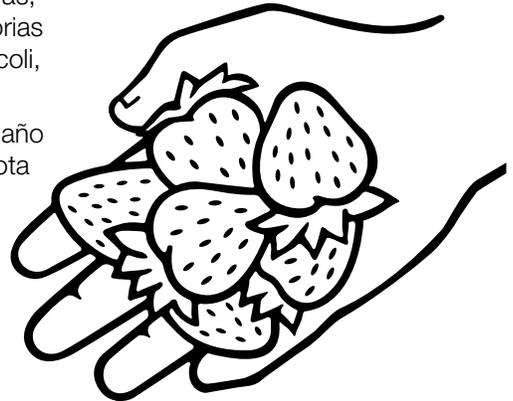


Una mano llena de frutas o vegetales frescos, congelados, o enlatados* = 1/2 taza

* fruta enlatada en jugo 100% natural

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

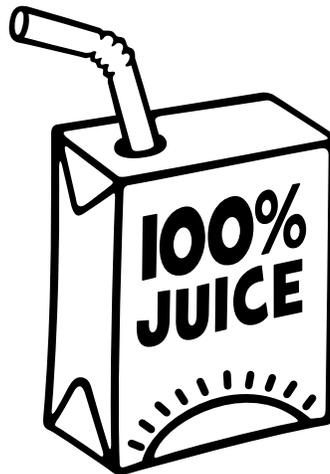
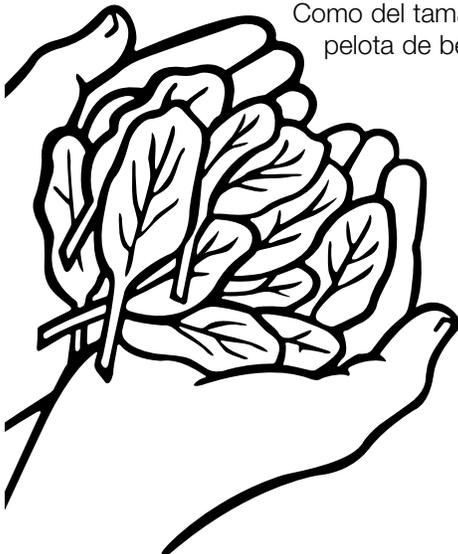
Como del tamaño de:
media pelota
de béisbol



2 manos llenas de hojas verdes crudas = 1 taza

Ejemplos: ensalada verde, espinaca

Como del tamaño de: una
pelota de béisbol



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

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

READY

Children learn warm-up exercises.

SET

- Review the activities and teaching cues in GO.

GO

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

Warm Up for Power



TIME

- Prep — 5 minutes
- Activity — 30 minutes

MATERIALS

- No materials are needed for this activity

ACTIVITY

TEACHING CUES

Head Circles

- Roll head from side to side, bringing chin down in front. Start by rolling your head to the left, then to the front, and then to the right.
- Never roll your head back sharply.

Arm Circles

- Start with your arms straight out to the side.
- Gently circle arms forward and then backward.

Trunk Twist

- Spread feet about shoulder width apart.
- Place your arms straight out to the side.
- Twist body slowly from side to side. Go as far as you can to one side, and then slowly twist as far as you can to the other side.

Knees Up (marching)

- Place hands on hips.
- March in place, lifting your knees until they are as high as your waist.

Low Squat

- Place your feet about shoulder width apart with your feet facing forward.
- Put your hands on hips.
- Bend your knees like you are going to sit down in a chair. Raise back up.



Warm Up for Power

GO FARTHER

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

BRING IT HOME

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

READY

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

SET

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

GO

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

ORGANIZATION

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

TEACHING CUES

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

Power Tag



TIME

- Prep — 5 minutes
- Activity — 30 minutes

MATERIALS

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



Power Tag

GO FARTHER

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

BRING IT HOME

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

READY

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

SET

- Review the Power Up! worksheet from Activity 2.

GO

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

ORGANIZATION

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

TEACHING CUES

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

Memory Ball



TIME

- Prep — 5 minutes
- Activity — 30 minutes

MATERIALS

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



Memory Ball

GO FARTHER

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

BRING IT HOME

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

READY

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

SET

- Review the Power Up! worksheet from Activity 2.

GO

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

Fruit and Vegetable Name Game



TIME

- Prep — 5 minutes
- Activity — 30 minutes

MATERIALS

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

MATERIALS FOR YOUNGER CHILDREN:

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



Fruit and Vegetable Name Game

Modifications for Younger Children

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

GO FARTHER

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

BRING IT HOME

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

READY

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

SET

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

GO

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

Rainbow Mysteries



TIME

- Prep — 10 minutes
- Activity — 30 minutes

MATERIALS

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



Rainbow Mysteries

10. Ask the children:

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

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

Modifications for Younger Children

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

GO FARTHER

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

BRING IT HOME

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



Rainbow Mysteries

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



Rainbow Mysteries

ANSWER KEY

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



Group Rainbow Mysteries

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



Group Rainbow Mysteries

ANSWER KEY

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



Los Misterios Del Arco Iris

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



Los Misterios Del Arco Iris

GUÍA DE RESPUESTAS

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



Misterios Del Arco Iris en Grupo

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



Misterios Del Arco Iris en Grupo

GUÍA DE RESPUESTAS

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

READY

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

SET

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

GO

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

ORGANIZATION

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

TEACHING CUES

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

Grab the Flag



TIME

- Prep — 5 minutes
- Activity — 30 minutes

MATERIALS

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



Grab the Flag

GO FARTHER

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

BRING IT HOME

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

READY

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

SET

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

GO

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

ORGANIZATION

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

TEACHING CUES

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

Color Tag



TIME

- Prep — 10 minutes
- Activity — 50 minutes

MATERIALS

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



Color Tag

GO FARTHER

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

BRING IT HOME

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

READY

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

SET

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

GO

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

Memory Movement



TIME

- Prep — 5 minutes
- Activity — 30 minutes

MATERIALS

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



Memory Movement

ORGANIZATION

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

TEACHING CUES

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

GO FARTHER

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

BRING IT HOME

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