



The Great Garden Face-Off

TIME

- Prep – 5 minutes
- Activity – 15-20 minutes

MATERIALS

- 4 cones or 2 long pieces of yarn/rope for marking the endlines, signifying the teams' "gardens"
- 1 long piece of yarn/rope for the center line
- *Alternative materials:* Use chalk to draw lines on the pavement

LINKS TO PHYSICAL EDUCATION MODEL

CONTENT STANDARDS

- 4th Grade – 1.3, 3.7, 4.4*, 4.8*, 5.5, 5.6
- 5th Grade – 1.3, 3.7, 4.1*, 4.11*, 5.7

**Addressed with the "Go Farther" activities.*

READY

Students are divided into a Fruit team and a Vegetable team. When the name of a fruit or vegetable is called out, the students on that team must run to their garden without being tagged by a member of the other team. This activity helps to reinforce the concepts in Power Survey (Activity 1, 4th & 5th Grade), Power Search (Activity 2, 4th Grade), and Power Scramble (Activity 2, 5th Grade) from the *School Idea & Resource Kits*.

SET

- Review the fruit and vegetable list on page 8.
- Review the rules of "safe" tagging: tag only between the waist and shoulders, no hitting or pushing.
- Establish two endlines about 20 paces apart. Mark a center line.

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. Examples of fruits and vegetables can be found on page 8. These are the simple definitions based on the 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 or carrots.
- The following are fruits by botanical definition, but we call them vegetables in the *Children's Power Play! Campaign*: avocados, cucumber, eggplant, green beans, peppers, pumpkin, squash, and tomatoes.

GO

1. Review the definitions of fruits and vegetables with your students.
2. Lead the students in playing The Great Garden Face-Off by using the following organization and teaching cues:

ORGANIZATION

- Pair students and have the two students decide who will be a Fruit and who will be a Vegetable.
- Have the Fruit and Vegetable groups face each other about 3 paces apart on a center line.
- Call out the names of fruits and vegetables using the list on page 8.
- To encourage careful listening, occasionally call out the name of a food from another food group (milk, crackers, eggs, etc.) instead of saying a fruit or vegetable.

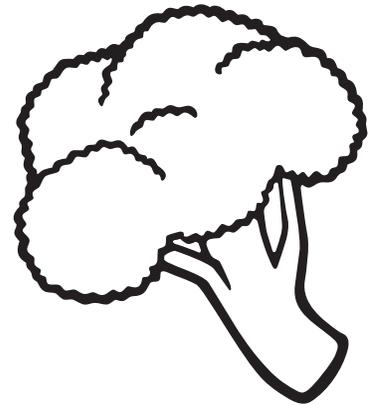
TEACHING CUES

- Today's game is called The Great Garden Face-Off!
- When I call out the name of a fruit, everyone on the Fruit team run back to your garden, which is the line behind you. Try not to be tagged by anyone from the Vegetable team!
- When I call out the name of a vegetable, everyone on the Vegetable team run back to your garden, which is the line behind you. Remember - try not to be tagged by anyone from the Fruit team!
- If someone from the other team tags you, you're now on their team. On the next turn, you'll have to help them try to tag the other team.
- We'll play for 15 (or 20) minutes, or until only one team is left.

GO FARTHER

- Take an occasional “challenge” break. To return to his/her original team after having been tagged, the student must name one nutrition fact related to the fruit or vegetable that was just called. Be sure to give each team an equal number of challenge breaks.
- Switch to a different locomotor skill to get to the endline, such as jumping, skipping, or galloping.
- Increase the distance between endlines as the students’ fitness improves.
- Use a taste testing activity from the *School Idea & Resource Kits’ Rate the Taste (Activity 7, 4th Grade)* or *You Be the Food Critic! (Activity 6, 5th Grade)* to conduct a taste test of fruits and vegetables. Ask the students to describe the differences and similarities between the fruits and vegetables they taste.
- Encourage students to name their favorite fruits and vegetables and add them to the list for future activities.
- Have students record their food consumption for one day and find ways to make healthier choices for snacks and meals.** Kids can use the journal activities from the *School Idea & Resource Kits (Activity 5, 4th Grade or 5th Grade)* to track the fruits and vegetables they eat.
- Encourage students to help family members make the shopping list and/or go to the market with their parents to select fruits and vegetables to bring home to eat!
- Have students measure and record their heart rate before, during, and after the activity.**

***Links to P.E. Model Content Standard.*



LIST OF FRUITS & VEGETABLES FOR THE GREAT GARDEN FACE-OFF GAME

FRUITS

Apple

Apricot

Banana

Blackberry

Blueberry

Cantaloupe

Cherry

Coconut

Cranberry

Currants

Casaba melon

Date

Dried fig

Dried plum

Elderberry

Feijoa

(pineapple
guava)

Fig

Grape

Grapefruit

Honeydew melon

Kiwano

(horned melon)

Kiwifruit

Lemon

Lime

Mango

Mandarin

Nectarine

Orange

Peach

Pear

Passion fruit

Papaya

Persimmon

Pineapple

Plum

Pomegranate

Quince

Raisin

Raspberry

Star fruit

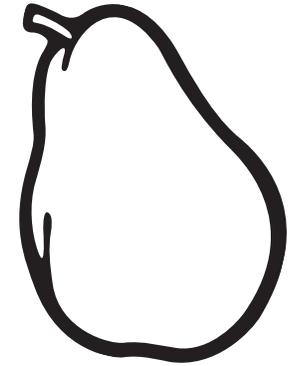
Strawberry

Tangerine

Tangelo

Ugli fruit

Watermelon



VEGETABLES

Artichoke

Asparagus

Alfalfa sprout

Arugula

Avocado

Beet

Broccoli

Broccoli rabe

Brussels sprout

Butternut squash

Bell pepper

Cabbage

Chinese cabbage (Napa, Bok choy)

Carrot

Cauliflower

Celery

Cucumber

Corn

Collard green

Daikon radish

Delicata squash

Endive

Eggplant

Fava bean

Fennel

Green bean

Green onion

Garlic

Ginger

Habañero pepper

Iceberg lettuce

Jalapeño pepper

Jicama

Kale

Lettuce

Leafy greens

Leeks

Mushroom

Onions

Okra

Parsnip

Peas

Pepper

Potato

Pumpkin

Rutabaga

Radish

Rhubarb

Radicchio

Spinach

Sweet potato

Squash

Shallot

Snow pea

Sugar snap pea

Turnip

Tomato

Vidalia onion

Water chestnut

Watercress

Yam

Yucca root

Zucchini



Items in bold are featured
in *Harvest of the Month*.



Fruit and Vegetable Code Breakers

TIME

- Prep – 5 minutes
- Activity – 15 minutes

MATERIALS

- Two-inch piece of masking tape or self-adhesive label for each student
- Pen or pencil for each student
- 5 cones or 3 long pieces of yarn/rope for marking the endlines and to designate “Mission Command”
- *Alternative materials:* Use chalk to draw lines on the pavement

LINKS TO PHYSICAL EDUCATION MODEL CONTENT STANDARDS

- 4th Grade – 1.3, 3.4
- 5th Grade – 1.3, 3.5

READY

Students ask yes or no questions to help them guess which fruit or vegetable is written on the label on their backs. This activity helps to reinforce the concepts in Power Search (Activity 2, 4th Grade) and Power Scramble (Activity 2, 5th Grade) from the *School Idea & Resource Kits*.

SET

- Cut masking tape into 2-inch pieces.
- Establish two endlines about 20 paces apart.
- Designate a “Mission Command” area several feet away from the activity area.

GO

1. Give each student a piece of masking tape or a label. Ask them to write down the name of a fruit or a vegetable that they learned about in class. Have them put the piece of tape on another student’s back (each student should have only one label on his/her back). Make sure the other student doesn’t see what is being taped to his/her back.
2. Lead the students in playing Fruit and Vegetable Code Breakers by using the organization and teaching cues on the following page.

ORGANIZATION

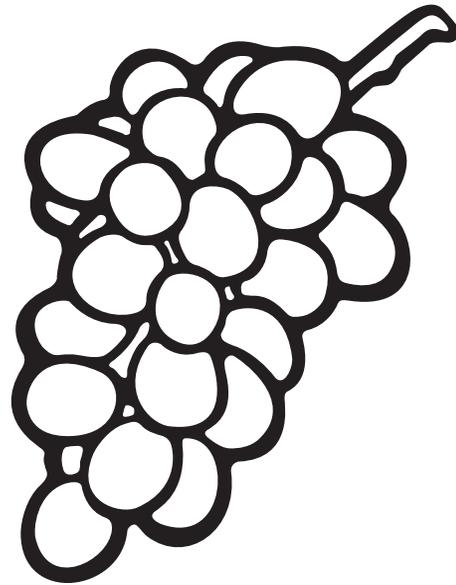
- Divide the class into two groups and have them line up on the endlines, facing each other.
- Assign group names, e.g. Team A and Team B or Team 1 and Team 2.
- Alternate calling out team names. As the game progresses, change the locomotor skill (jumping, skipping, walking lunges, etc.).
- Continue until the designated time period has expired, or all students have guessed their fruit or vegetable code names.
- Ask each student to share the name of their fruit or vegetable and one fact about it.
- Conclude the activity by encouraging students to try tasting one of the fruits or vegetables named in the game.

TEACHING CUES

- Welcome Secret Agents! Today's adventure is Fruit and Vegetable Code Breakers.
- Your mission is to discover the fruit or vegetable code name written on your back.
- When I call out your team name and say "Go," run to a person across from you on the other team. That person will be your informant.
- Show the person on the other team your back. Then ask one yes or no question that will help you figure out your fruit or vegetable code name. You might ask something like "Am I yellow?" or "Am I a strawberry?"
- After you have your answer, go back to your home base.
- Remember, you can only ask one question when it's your team's turn.
- When you've figured out your code name, walk over to "Mission Command" and do push-ups (tricep push-ups, crunches, jumping jacks, etc.) to get in shape for your next mission.
- We will play for 15 minutes, or until everyone has broken their fruit or vegetable code.

GO FARTHER

- Conduct this activity after the Power Scramble (Activity 2, 5th Grade) oral presentations in the *School Idea & Resource Kit*. Before the presentations, tell the students to listen carefully, because they'll soon be receiving a “top secret” assignment and the information in these reports will help them accomplish their mission.
- For extra silliness, tape the label on the students' foreheads instead of their backs.
- Encourage students to play Fruit and Vegetable Code Breakers at home with family and friends.





Flying Fruits and Veggies!

TIME

- Prep – 5 minutes
- Activity – 15 minutes

MATERIALS

- 1 flying disk (Frisbee™) per student or small group of students
- 10 hoops
- How Much Do I Need? activity sheet (Activity 3, 4th and 5th Grade) from the *School Idea & Resource Kits*
- *Alternative materials:* 1 bean bag, tennis ball, yarn ball, or scrunched up paper ball per student (or small group of students) and 10 shallow buckets or cut-down paper grocery bags
- *Power Up with Fruits and Vegetables* poster*, optional

LINKS TO PHYSICAL

EDUCATION MODEL

CONTENT STANDARDS

- 4th Grade – 1.8, 4.4, 5.3, 5.5
- 5th Grade – 1.5, 3.2, 5.1, 5.7

READY

Students throw flying disks into hoops to earn enough points to meet their fruit and vegetable goal. This activity helps to reinforce the concepts in How Much Do I Need? (Activity 3, 4th and 5th Grade) from the *School Idea & Resource Kits*.

SET

- Review the fruit and vegetable recommendations in How Much Do I Need? from the *School Idea & Resource Kits* (may also be downloaded from www.networkforahealthycalifornia.net/powerplay). In general, fourth and fifth grade students should eat 3 to 5 cups of fruits and vegetables every day.
- Scatter hoops on a large playing field/area.

GO

1. While still in the classroom, have each student determine the cups of fruits and vegetables he or she should eat every day. Use the charts in How Much Do I Need? from the *School Idea & Resource Kits*.
2. Help students figure out how many $\frac{1}{2}$ cups they need to eat to get to their total goal. For example, if a student should be eating 4 cups of fruits and vegetables a day, that equals eight $\frac{1}{2}$ cups. Remind students that $\frac{1}{2}$ cup is about the amount you can fit into one cupped hand. Use the *Power Up with Fruits and Vegetables* children's cups of fruits and vegetables poster to help them visualize the amounts.

*To receive a *Power Up with Fruits and Vegetables* poster from your Regional Coordinator, visit www.networkforahealthycalifornia.net/powerplay and click on "Regional Contacts" for coordinator information.

3. In the activity area, lead the students in playing Flying Fruits and Veggies! by using the following organization and teaching cues:

ORGANIZATION

- Line students up at least 10 paces from the nearest hoop.
- Demonstrate the proper way to toss the flying disk.
- For safety, all students throw and retrieve simultaneously. Say “TOSS!” to signal all students to toss their flying disks. Then, say a locomotor skill and “GO!” to signal them to retrieve their disks, such as “skipping, GO!”
- Continue until all students have met their fruit and vegetable goals (e.g., 8 successful throws to equal 4 cups). If some students need help, allow them to move closer to the hoop.
- If sharing a flying disk, students who are waiting for their turn should do simple exercises to stay active, such as arm circles, frog jumps, squats, jumping jacks, etc.
- Conclude the activity by reminding students to eat their recommended cups of fruits and vegetables every day.

TEACHING CUES

- Remember how many cups of fruits and vegetables you should eat every day? How many $\frac{1}{2}$ cups is that?
- Your goal is to earn points equal to your total fruit and vegetable goal.
- When I say “TOSS!,” everyone toss your flying disk toward any hoop. If it lands in the hoop, you’ve earned $\frac{1}{2}$ cup toward your total fruit and vegetable goal. You will keep track of your own score.
- After you toss, listen to hear HOW you’ll be going to pick up your flying disk. “If I say, “skip” you’ll skip over to your disk. If I say, “gallop” you’ll gallop over to your disk.”
- When I say, “GO!”, everyone go pick up your disk and then run back to this line.
- When you’ve earned enough $\frac{1}{2}$ cups to reach your fruit and vegetable goal, find a partner and practice tossing a disk back and forth to each other.
- We will play for 15 minutes or until we all reach our fruit and vegetable goal.

GO FARTHER

- Increase the distance of the hoops as students' skills improve.
- Encourage students and their families to track the number of cups of fruits and vegetables they eat for one week. Each family member can find his or her daily fruit and vegetable goals, as well as tips and resources to help reach those goals, at www.mypyramid.gov and www.cachampionsforchange.net.
- Have students record their food consumption for one day, then make a plan to include enough fruits and vegetables to meet their recommended intake. Try using Activity 5 from the 4th or 5th Grade *School Idea & Resource Kits*.





Harvest Hoop-la

TIME

- Prep – 5 minutes
- Activity – 20 minutes

MATERIALS

- At least 1 colored object for each student (such as a bean bag, yarn ball, scrunched up paper ball, or crayon). Use a variety of colors to represent the fruit and vegetable color groups: red, green, yellow/orange, purple/blue, and white/brown
- 5 hoops, buckets, or paper bags OR chalk to draw circles
- 4 cones for boundaries
- *Optional:* music or whistle

LINKS TO PHYSICAL EDUCATION MODEL CONTENT STANDARDS

- 4th Grade – 3.1, 3.7*, 4.4, 5.6
- 5th Grade – 1.3, 3.2, 4.1*, 4.5, 5.5, 5.7

**Addressed with the “Go Farther” activities.*

READY

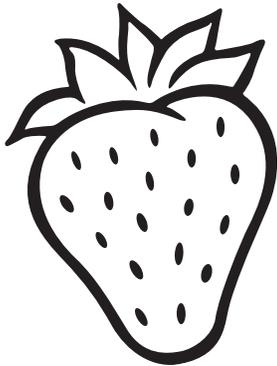
Students will gather/harvest objects representing a variety of colorful fruits and vegetables and place them in their hoop. This activity helps to reinforce the concepts in Fruit, Vegetable, and Power Play! Challenge (Activity 5) from the 5th grade *School Idea & Resource Kit*, and also can be used to enhance Power Search (Activity 2, 4th Grade) and Power Scramble (Activity 2, 5th Grade).

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.
- Scatter the hoops within the boundaries.
- Divide the bean bags (or designated objects) among the hoops, grouping each color together.

Go

1. Talk with students about the importance of eating a variety of colorful fruits and vegetables every day by explaining:
 - a. Fruits and vegetables contain phytochemicals, pronounced “fight-o-chemicals”, that help protect your health. Phytochemicals give fruits and vegetables their bright colors. They are sometimes called phytonutrients.
 - b. It is important to eat many different colors of fruits and vegetables every day to get all the vitamins and phytochemicals that your bodies need to be healthy.
2. Have students discuss and name fruits and vegetables that represent each color group (e.g., red—strawberries, cherries; green—broccoli, green beans; blue/purple—blueberries, eggplant; orange/yellow—carrots, sweet potatoes; white—cauliflower, onions). Note that fruits and vegetables are classified by the part you eat. For example, bananas are classified as “white,” because you don’t eat the yellow peel. A red apple still belongs to the red group, because you eat the red skin.
3. Lead the students in playing Harvest Hoop-la by using the organization and teaching cues on the following page.



ORGANIZATION

- Divide students into 5 groups and have each group stand behind a hoop.
- Begin with players walking if they did not warm-up previously.
- Game starts when you say “GO” or when music starts.
- Stop play by saying “STOP” or stopping the music.
- After the students are warmed up, switch the locomotor skill to running, jumping, hopping, skipping, or galloping.
- Conclude the game by asking each group of students to name one fruit or vegetable from each color group represented in their hoop. Remind them to eat a colorful variety of fruits and vegetables every day!

TEACHING CUES

- This game is called Harvest Hoop-la. The bean bags represent fruits and vegetables. Your goal is to get many different fruit and vegetable colors in your team’s hoop.
- When I say “GO,” everyone take one bean bag from your team’s hoop and place it in any other team’s hoop.
- Once you’ve dropped off the bean bag into a new hoop, move to another hoop, take a bean bag from there, and bring it back to your team’s hoop.
- Try to keep at least one of every color in your team’s hoop at all times.
- You may pick up only 1 bean bag at a time.
- Place the bean bag in your own hoop—no throwing or tossing.
- You cannot defend your hoop. You must leave it to get other bean bags.
- Watch where you’re going; avoid bumping into others. When I say “STOP,” we’ll see which teams harvested the best variety of fruit and vegetable colors!

GO FARTHER

- Talk to students about the importance of warming up before activity and cooling down afterwards.
- As fitness improves, increase the distance between hoops.
- For extra silliness and teamwork, have students link arms and move as a team.
- Make an art project, such as a poster or placemat, about the idea of eating a rainbow of colors.
- Visit a farmers' market to see and taste fresh, local, colorful fruits and vegetables.
- Encourage students to talk with their family members about their favorite fruits and vegetables from each color group.
- Have students make a daily meal plan using a variety of colorful fruits and vegetables using Activity 6, My Power Plan, from the 4th Grade *School Idea & Resource Kit*.**

**Links to P.E. Model Content Standard.





More or Less? Challenge

TIME

- Prep – 5 minutes
- Activity – 15-20 minutes

MATERIALS

- 4 cones or 2 long pieces of yarn/rope for marking a “start” and “finish” line

LINKS TO PHYSICAL

EDUCATION MODEL

CONTENT STANDARDS

- 4th Grade – 4.5*, 5.3, 5.4, 5.5
- 5th Grade – 1.3, 4.2*, 5.4, 5.7

**Addressed with the “Go Farther” activities.*

READY

Students decide whether most people should get “more” or “less” of a designated activity, food, or nutrient. This activity helps to reinforce the concepts in What’s on a Label? (Activity 8, 4th Grade and Activity 9, 5th Grade), Fruit, Vegetable, and Power Play! Journal (Activity 5, 4th Grade), and Fruit, Vegetable, and Power Play! Challenge (Activity 5, 5th Grade) from the *School Idea & Resource Kits*.

SET

- Use 2 cones or a piece of yarn to create a “start” line.
- Place 2 more cones or a piece of yarn approximately 20 paces from the “start” line to signal the “finish” line.

GO

1. Using What’s on a Label? (Activity 8, 4th Grade and Activity 9, 5th Grade) from the *School Idea & Resource Kits*, review with your students those nutrients that most people should probably **get more of** (i.e., eat enough of or do more often) and those that they should **get less of**.
2. Lead the students in playing More or Less by using the organization and teaching cues on the following page.

ORGANIZATION

- Have each student line up along the start line.
- As the game progresses, switch the locomotor skill (jumping, running, hopping, skipping, crawling, spinning, etc.).
- After each cue, tell the students if they should get “More” or “Less” of the item called and encourage them to explain why. Those students who chose incorrectly should move forward or backward, as appropriate.
- Conclude the activity by encouraging students to check the Nutrition Facts labels of the foods they eat and to share what they’ve learned with their family members.

TEACHING CUES

- I will read the name of a food, nutrient, or activity.
- Decide if you should eat more or less of that food or nutrient, or do more or less of that activity. Once you have made a choice of “More” or “Less,” you can’t change your mind.
- If you should get “More,” take two jumps (hop, skip, etc.) forward. Be careful not to jump into other students.
- If you should get “Less,” lunge (hop, skip, etc.) one step backward.
- You will complete the “More or Less” challenge when you cross the “finish” line.

GO FARTHER

- Create your own list of additional food or activity items. You may wish to visit www.mypyramid.gov to help you select food items.
- Discuss with students why the body needs water before, during, and after physical activity.**

***Links to P.E. Model Content Standard.*

MORE OR LESS? LIST

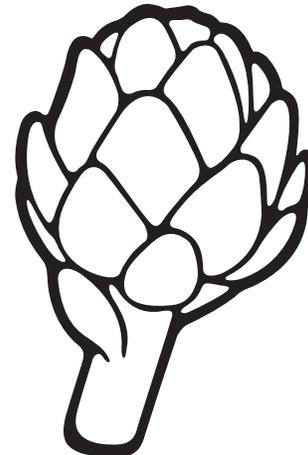
MORE

Apples	Riding your bike
Apricots	Salad
Broccoli	Squash
Cantaloupe	Strawberries
Carrots	Vitamin A
Fiber	Vitamin C
Green beans	Walking
Lowfat or nonfat milk	Water
Playing soccer	Zucchini

LESS

- Candy
- Chips
- Fat
- French fries
- Fruit punch
- Playing video games
- Sugar
- Soda
- Watching TV

See Activity 1 for a list of more fruits and vegetables.





High 5 Memory Challenge

TIME

- Prep – 10 minutes
- Activity – 10 minutes

MATERIALS

- Memory cards (1 set per group of 4 students)

LINKS TO PHYSICAL EDUCATION MODEL CONTENT STANDARDS

- 4th Grade – 4.3*, 5.1*, 5.3
- 5th Grade – 4.3*, 5.1*, 5.5

**Addressed with the “Go Farther” activities.*



READY

Students attempt to match up memory cards labeled with physical and nutrition education activities. This activity helps to reinforce the concepts in Making Better Choices (Activity 4, 4th Grade) and Power Choices (Activity 4, 5th Grade) from the *School Idea & Resource Kits*.

SET

- Using the master on page 27, create one set of memory cards for each group of 4 students. Use a different color paper for each set of cards.
- Review the proper form for push-ups (including modifications); see page 61.

GO

1. Demonstrate for your students the proper form for jumping jacks and push-ups, including modified forms of push-ups.
2. Explain to students that each card has both a picture and an activity on it. The pictures will help them match up the cards and give them possible ideas for the activity listed.
3. Lead the students in playing High 5 Memory Challenge using the organization and teaching cues on the following page.

ORGANIZATION

- Organize students into groups of 4.
- Hand out one set of memory cards to each group.
- Have students shuffle the cards and place them face down on a desk or on the ground in a 4 column by 4 row grid.
- Monitor students to ensure safety and proper technique.

TEACHING CUES

- When I call “GO,” the first person in your group will turn over two cards.
- If the two cards don’t match, your whole group does 10 jumping jacks. When you finish, turn the cards back over.
- If the two cards match, everyone in the group does the activity on the cards for 30 seconds, then gives each other a High 5. Set those two cards aside.
- Take turns trying to find matching cards.
- We will play for 10 minutes or until all the teams have matched all their cards.

GO FARTHER

- Have students create their own memory cards to reinforce other activities in the *School Idea & Resource Kit* or other subjects they are learning in your class.

- Have students develop a plan to incorporate more physical activity into their day.**

**Links to P.E. Model Content Standard.

MEMORY CARDS

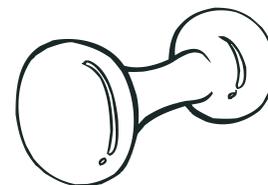
Name something active you can do with your friends instead of playing video games, then pretend to do that activity with your group.



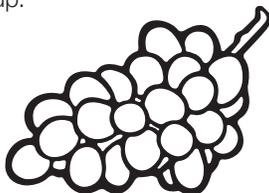
Name something active you can do with your friends instead of playing video games, then pretend to do that activity with your group.



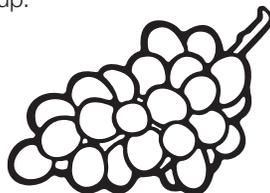
Name something active to do during a TV commercial. Count to 30 while your group acts it out.



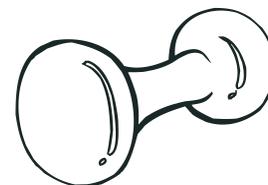
Name a fruit you can eat as a snack, then pretend to harvest it as a group.



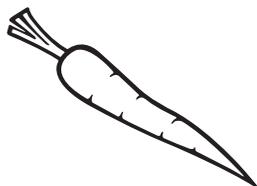
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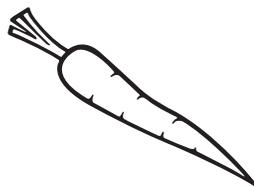
Name something active to do during a TV commercial. Count to 30 while your group acts it out.



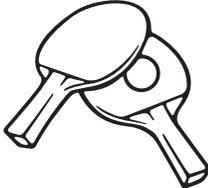
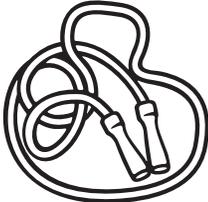
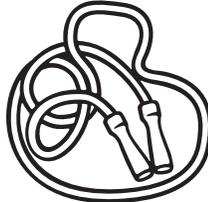
Name your favorite vegetable, then everyone spell it out using your arms and legs.



Name your favorite vegetable, then everyone spell it out using your arms and legs.



(Please Photocopy. Do not cut out.)

<p>Name one active thing you can do during recess. As a team, pretend to do the activity.</p> 	<p>Name one active thing you can do during recess. As a team, pretend to do the activity.</p> 	<p>Name a fruit, then everyone do push-ups while each person takes turns saying a different way to eat it.</p> 
<p>Name something active you can do indoors after school, then act it out with the group.</p> 	<p>Name something active you can do indoors after school, then act it out with the group.</p> 	<p>Name a fruit, then everyone do push-ups while each person takes turns saying a different way to eat it.</p> 
<p>Everyone pretend to jump rope while taking turns to name a favorite fruit or vegetable snack.</p> 	<p>Everyone pretend to jump rope while taking turns to name a favorite fruit or vegetable snack.</p> 	

(Please Photocopy. Do not cut out.)