

The Original Fast Foods: Fruits & Vegetables

WIN Kids Curriculum for 5th and 6th grade

Designed for classrooms, community youth groups, and other educational settings



Lesson Objectives

- Understand the health benefits eating more fruits and vegetables.
- Learn ways to eat more fruits and vegetables.
- Increase fruit and vegetable consumption and monitor progress.



Wellness IN (WIN) the Rockies Principles

- Follow MyPyramid.
- Take pleasure in eating.
- Honor the gift of food.

Health Standards



Content Area - Nutrition and Dietary Behavior

National Health Standards 1 (concepts), 3 (behaviors), 6 (decision making), 7 (advocacy)

Wyoming Health Content and Performance Standards 1, 3, 6 and 7

Montana Health Enhancement Content Standards 1, 5 and 7

Idaho Grade 5 Health Performance Standards 941 and 942

Idaho Grade 6 Health Performance Standards 951 and 952

Note: Suggested standards can be met depending upon lesson components selected and assessed. Potential assessment tools are designated with a ✓.



Approximate Length

- 2 class sessions, 30 minutes each
 - First session: Original Fast Foods, Color Your World
 - Second session: Identification, Give it a Try



As many as nine in ten kids ages 6 to 11 do not meet the 5-a-day recommendation.

-Get Up & Grow

Materials and Preparation

Handouts (1 per student):

Go for Five

WIN the Home: Give it a Try

WIN the Rockies Fruit and Veggie Poster (display on wall)

Paper plates or cardboard/poster board circles about 9" in diameter

Marker, crayons, other decorating supplies

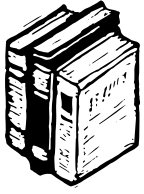
String, tacks, tape

Measuring cups or actual food to show serving sizes

Fruit and Vegetable ID Sheets and/or rubber food models, food samples or other models

Fruits and vegetables for *Taste Tests*, optional (be aware of possible/potential food allergies)





Background for Educator

The health benefits of fruits and vegetables have been widely studied and broadly publicized. People who eat plenty of fruits and vegetables are healthier and less likely to develop chronic diseases.

In addition to decreasing risk for heart disease, hypertension, diabetes and many other diseases, research suggests that consuming at least five fruits and vegetables each day could prevent as many as 20 percent of all cancers. Fruits and vegetables provide fiber, vitamins, minerals and phytochemicals.

Phytochemicals are non-nutrient, natural substances found only in plants. They are present in very small amounts yet are protective in a number of ways. For example, they act as antioxidants and anticarcinogens and, in some cases, they enhance immune function. Antioxidants and anticarcinogens help protect the body's cells from damage – potentially stopping cancer even before it starts.

Despite the exciting research findings about fruits and vegetables, studies indicate only 10 to 20 percent of children ages 6 to 11 actually eat 5 fruits and vegetables daily! While intake data can vary due to factors like time of year, and how potatoes and juices are counted, the message is clear: most of our children are not eating enough fruits and vegetables.

Including fruits or vegetables at every meal is one way to eat 5 – or even more – servings a day. Eating a variety of these healthful foods provides an array of protective nutrients and phytochemicals. Some common nutrients are fiber, vitamins A and C, B vitamins, iron, calcium, folate and potassium. Deep orange and dark green and leafy vegetables are great choices. Citrus fruits are high in vitamin C. Juice does count towards the goal, but it is easy to drink too much juice and the juicing process removes some nutrients, so most servings should come from less processed or whole fruits and vegetables.

One method for making permanent behavior changes is to set and monitor goals. In this lesson, students are encouraged to set attainable goals for eating more fruits and vegetables. The process of tracking, monitoring, adjusting and ultimately achieving these goals is a valuable life skill for any kind of behavior change. For some, having extrinsic rewards can help when the behavior is first being mastered. In time, the desired behavior becomes a lifelong habit with the reward of improved long-term health.

The classroom environment can play a key role in reinforcing the importance of fruits and vegetables. Consider role-modeling your dietary habits in the classroom by having a fresh fruit or vegetable snack on your desk. If you have classroom snacks, encourage fruits and vegetables. For celebration events, include fruit kebobs or a vegetable tray. Try dried fruit for special treats rather than candy.



Lesson Script: Session One

Fruits and Veggies – the Original Fast Foods

1. What is your favorite vegetable? (*Call on a few students to share.*)
What is your favorite fruit? (*Call on a few students to share.*)

2. (*Refer to the Fruit and Veggie poster.*) This poster says, “Fruits and Veggies – the original fast foods.” Why would we call them fast foods? (*Discuss.*)

They are convenient – handy size, can be eaten fresh.

They can be eaten on the go – grab an apple on your way out the door.

They can be prepared quickly – wash and eat or peel and eat!

They provide quick energy – carbohydrates for our bodies.

They can be prepared quickly in a pan (stir-fried) or microwave (steamed).

3. Fruits and vegetables contain many nutrients, that’s why they are called nutrient-dense. A nutrient-dense food is one that has lots of nutrients like vitamins and minerals in comparison to its calories. A food that is not nutrient dense (also called an empty calorie food) provides calories with very few vitamins or minerals.

4. Different fruits and vegetables have different amounts and types of vitamins and minerals. That is why eating a variety is very important. Some of the most common nutrients found in fruits and vegetables are the following:

fiber – especially in whole fruits or vegetables as fiber is highly concentrated in the skin

vitamin A – especially in deep orange foods like carrots, cantaloupe and sweet potatoes

vitamin C – especially in citrus fruits like oranges and grapefruits; also kiwifruit and strawberries

B vitamins, iron, calcium, folate and potassium

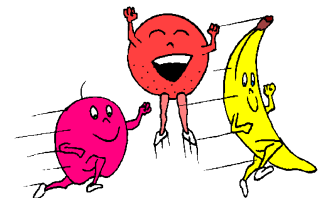
These nutrients improve health and reduce risks for some types of cancers, heart disease and other diseases. It is recommended we eat at least five fruits and vegetables every day.

Color Your World with Fruits and Vegetables

1. Each person has one fruit or vegetable to learn more about.

(*Assign a fruit or vegetable to each student, use the identification list and the taste test list for ideas.*) Name your fruit or vegetable, for

example, Annie Apple or Tasty Tomato. Fruits and vegetables are so colorful, we are going to decorate our room!



2. (*Distribute plates or cardboard/posterboard circles and decorating supplies.*) On one side of the circle write the name of your fruit or vegetable and draw it in the center. Use bright colors!

3. Around the edges of the circle, write words describing your new pal. For example words or phrases to describe a strawberry could include the following: red, juicy, sweet, seeds on the outside, cool, green top, can grow wild, yummy.

4. Turn the plate or circle over and draw a line down the center. On one half, list different ways can you think of to eat this food. For example, ways to eat green peas could include the following: fresh, steamed, added to soup, with lettuce in a cold salad, added to stew, tossed in a casserole.
5. On the other half of the circle, list at least 3 nutrients found in this fruit or vegetable. *(Note: If you have Internet access, a kid-friendly web site is www.dole5aday.com. This site has a **Reference Center** in the kids section with preparation and nutrition information, plus interactive games and family contracts. Another site with nutritional information is <http://uhhealthsmart.com>. Go to **Tools and Quizzes** and choose a section under **diet and nutrition**. This site has more fruits and vegetables but does not include preparation.)*
6. Once your plates/circles are completed, introduce your colorful pal to the class and share what you learned. ✓
7. Let's go outside and see just how fast your new pals can move. *(Take a physical activity break for a "Frisbee contest" with the plates/circles.)*
8. Punch a hole in your circle and attach a string. Hang these colorful friends from the ceiling, desk corners, bulletin boards, and/or walls.



Lesson Script: Session Two

Fruits and Vegetable Identification

1. There are many different kinds of fruits and vegetables. Let's see how many you recognize and can spell. ✓ *(Use the enclosed identification card and/or rubber food models, real food samples or cardboard models. The key below matches the identification card. **Note:** rubber food models for zucchini and chili peppers are not currently available.)*

- | | | | |
|-----------------|---------------------|-------------------|---------------|
| 1 - peaches | 9 - tomatoes | 17 - bell peppers | 25 - celery |
| 2 - carrots | 10 - watermelon | 18 - apples | 26 - pears |
| 3 - peas | 11 - asparagus | 19 - strawberries | 27 - apricots |
| 4 - grapefruit | 12 - potatoes | 20 - blueberries | 28 - oranges |
| 5 - raspberries | 13 - chili peppers | 21 - kiwifruit | 29 - broccoli |
| 6 - banana | 14 - pineapple | 22 - raisins | 30 - plums |
| 7 - zucchini | 15 - corn | 23 - green beans | 31 - grapes |
| 8 - cantaloupe | 16 - sweet potatoes | 24 - cauliflower | 32 - spinach |

Give it a Try: Go for 5

1. In our last session we learned about fruits and vegetables and how important they are for good health. The recommendation is to eat at least 5-A-Day. Over the next several weeks, we are going to record current behaviors, set goals, and monitor our progress. *(Distribute **Go for Five** handout.)*

2. The first week, mark down each time you eat a fruit or vegetable. Remember to limit fruit juice to no more than once a day.
3. Set a reward for yourself when you reach 5-A-Day. (*Students may need assistance in ideas for rewards. Parents may be able to help. Or provide opportunities for rewards with activity breaks or a class fruit and vegetable party.*) Do we want to set a class goal?
4. (*End of week one.*) Review the **Go for Five** handout. How many fruits and vegetables did you eat each day? Set a goal for week 2. Make it a goal you can reach. For example: increase your number of servings by 1 each day.
5. (*In following weeks, facilitate discussion on progress and on monitoring and revising goals. ✓ Encourage all improvement. You may offer rewards or incentives for weekly progress. For those who have not met their goals, brainstorm ideas to increase consumption.*)



WIN the Home: Give it a Try

Distribute **WIN the Home: Give it a Try** handout. Encourage students to work with their families to identify items on the checklist (or they can add their own) for eating more fruits and vegetables. These can be posted on refrigerators as a constant reminder.

Please note: pilot testing of lessons has determined that WIN the Home activities are most successful when students have time over a weekend to complete them, when a follow-up is conducted in class, and when students receive credit for completion.



WIN the Community: Public Service Announcements

Media sources are used to sell products and services but they also can inform and educate. Have students write radio Public Service Announcements to teach others about fruits and vegetables. ✓ Contact a local radio station to see if they will allow students to record their messages to air on the station. An employee may be willing to teach the basics of writing PSAs and provide an educational tour of their facility.

If the radio station is not an option, consider sharing these messages through the school address system, at youth group meetings, as announcements at senior citizens centers, or as a program for local civic groups. Written PSAs can be shared via newspapers and organizational newsletters or on scrolling television bulletin boards.



Additional Ideas

➤ **Taste Tests** - Obtain some less common fruits and vegetables. Discuss what they are and how they can be eaten, and offer samples. Some ideas are papaya, kohlrabi, avocado, jicama, tomatillo, artichoke, turnip, star fruit, figs, eggplant, blue potatoes.

- **Produce Expert** - Invite the produce manager from a grocery store to teach students how to select produce. Investigate produce that grow or could grow in your area.
- **Colorful Party** - Have each student bring a fruit or vegetable.
Chop and throw vegetables in a pot to make soup or slice for a cold veggie tray.
Slice the fruits for a big fruit salad.



Sources and Materials

American Institute for Cancer Research. *The New American Plate*. Booklet. April, 2000.

California Department of Health Services. *5 A Day Power Play: Help Kids Eat More Fruits and Vegetables*. Brochure. 1999.

Hyson, Dianne. *The Health Benefits of Fruits and Vegetables: Scientific Overview for Health Professionals*. Review of literature from 1999 to 2001. Produce for Better Health Foundation, 2002.

Krebs-Smith, SM, et al. "Fruit and vegetable intakes of children and adolescents in the United States." *Archives of Pediatrics and Adolescent Medicine*. 159 (1996): 81-86.

National Institute of Child Health and Human Development and National Dairy Council. *Get Up & Grow*. Educational flyer. 2000.

A copy of the WIN the Rockies Fruit and Veggie poster can be downloaded at <www.uwyo.edu/wintherockies>.

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