



# Fruits & Veggies—More Matters® Curriculum

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Arizona Nutrition Network



Introduction

Lesson 1

Lesson 2

Lesson 3

Lesson 3a

Lesson 4

Consumption Survey

Teacher Supplement

## **Introduction**

This is a revision of the 5 a Day Curriculum to the Fruits & Veggies-More Matters® Curriculum. There are four lessons with five objectives for each lesson. Separate lessons (3 or 3a) are written for a grocery store tour or a video produce tour. The Arizona Academic Standards that are addressed in each lesson are identified at the beginning of each lesson. Since these lessons are based on MyPyramid and Fruits & Veggies More Matters® the amount of fruits and vegetables can no longer be taught in servings or bites but need to be taught in cups. The comparison of cups to the size of a baseball is acceptable in Fruits & Veggies More Matters®. Baseballs for the lessons are not available at this time, however if you would like a picture of a real sized baseball, please contact Sue Zevan. Measuring cups will be provided as part of the updated items for teaching these new lessons.

A list of materials and teaching aids needed for teaching the classes is provided with information on where to obtain them. If you need help finding any materials or items, please contact Sue Zevan.

A Teacher Supplement has been developed which is to be given to each classroom teacher, preferably before the 4 lessons are started. The local agency is not responsible for doing any of the activities in the Teacher Supplement. It was developed for the classroom teacher to use if desired. This is in response to the teacher's evaluations in which they stated they would like some extra activities to do with their students to supplement the 4 lessons. There are spelling words, activity sheets and extra activities for each lesson. At the end of the 4 lessons there is a quiz for the classroom teacher to give the students which can then be used for a grade in Health if the teacher chooses to do so. The Teacher Supplements will be sent to each agency according to the number of classroom teachers identified. If you need more, please contact Sue Zevan.

A special thanks to all of you who contributed suggestions, assistance and support in the revision of this curriculum.

Sue Zevan, RD  
Arizona Nutrition Network  
Arizona Department of Health Services  
602-364-3323

# Fruits & Veggies–More Matters® Curriculum

## Lesson 1 – Fruits and Vegetables

### Lesson Overview

Students will learn that they need to eat more fruits and vegetables every day to stay healthy. Fruits and vegetables are plants that contain vitamin A, C, and fiber which help us stay healthy and decrease the risk of certain diseases like heart disease and cancer. They also help us maintain a healthy weight.

### Lesson Objectives

At the end of the class, students should be able to:

1. Recognize the Fruits & Veggies-More Matters® and MyPyramid for Kids Logos.
2. Identify the colors of the fruit and vegetable groups in MyPyramid for Kids.
3. Identify the recommended amount of fruits and vegetables to eat every day.
4. List eating more fruits and vegetables as a way to stay healthy.
5. Classify at least 10 fruits and vegetables into their respective food groups.

### Arizona Department of Education (ADE) Academic Standards

#### Health

Standard 1, 1CH-F1

Describe relationships between personal health behaviors (e.g., sleep, diet, fitness and personal hygiene) and individual well-being

Standard 3, 3HC-F1

Identify responsible health behaviors and compare them to risky/harmful behaviors (e.g., responsible: tooth brushing, exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs)

Standard 7, 7HC-F3

List a variety of ways to support others in making positive health choices (e.g., exercising, making healthy food choices, hand washing)

#### Mathematics

Strand 1, Concept 2, PO16

Add or subtract fractions with like denominators (halves, thirds, fourths, eighths and tenths) appropriate to grade level.

Strand 2, Concept 1, PO 2 (If teacher does the “Never Tried” Tally Sheet activity)

Construct a horizontal bar, vertical bar, pictograph, or tally chart with appropriate labels and title from organized data.

#### Writing

Strand 2, Concept 1 PO1

Express ideas that are clear and directly related to the topic. (If teacher uses essay activity)

## **Advance Preparation**

1. Make appointments with teachers to teach the class. Review ADE Academic Standards that will be covered during the lessons. Review Curriculum Overview for the 4 lessons. Give the teacher the Teacher Supplement before the classes start so the teacher has time to prepare any additional activities he/she might want to for all of the lessons.

2. Contact the School Food Service Supervisor to set up snacks for Lesson 3 and 4, if Lesson 3 is done in the classroom. Give Food Service at least two weeks notice prior to the lesson requiring a snack. Give Food Service Supervisor a copy of the Lunchroom Connection of the Teacher Supplement.

3. If you are doing a produce tour for Lesson 3, make arrangements with teacher and grocery store.

4. Decide on a signal you want to use for the classes to indicate to the students when you want them to be quiet or to get their attention, i.e. , bell, count, chant, raise hands. Use this signal throughout all lessons.

5. Somewhere in the lesson add some physical activity such as “Salad Groove” using the “Groovin’ Foods” CD. Have the kids do movements at their desk area such as dance moves, jumping jacks, knee lifts, hopping, twisting, preparing and tossing a salad. (song is 3 minutes) Share that in addition to eating healthy it is important to move our bodies to stay at a healthy weight. .

6. Handouts:

Students: Consumption Pre-surveys (for sampling of classes)

FVMM Pencils

Eat Fruits and Vegetables Any Time of the Day (ADHS Publication) English  
(order from [www.eatwellbewell.org](http://www.eatwellbewell.org))

Eat Fruits and Vegetables Any Time of the Day (ADHS Publication) Spanish  
(order from [www.eatwellbewell.org](http://www.eatwellbewell.org))

Parents: Fun Food News on Fruits and Vegetables (order from [www.eatwellbewell.org](http://www.eatwellbewell.org))

Teacher: Teacher Evaluation (pick up from teacher after lesson completed)

MyPyramid for Kids Poster

FVMM Dangler

Fruits & Veggies-More Matters® (FVMM) stickers (for students)

Dry Erase Board

## **Materials and Equipment**

Large laminated MyPyramid for Kids Poster

Fruits & Veggies-More Matters® Dangler

Discover the Power of Fruits and Vegetables Poster (optional)

Vitamin C Poster

Vitamin A Poster

Parts of the Plant Poster

Fruits and vegetable food models

Fruits and vegetable pictures

Rubber Chicken (optional)  
Rubber Skeleton  
Plastic Food Models  
Eat Fruits and Vegetables Any Time of the Day Posters  
Catch a Rainbow Every Day poster  
Measuring cups-1 cup and ½ cup  
What would you like to add? (Overheads and worksheet-optional)  
Fruits & Veggies-More Matters® Song Poster  
2 copies of Fruit and Vegetable Tally Sheet (Optional)  
Clipboard with a pencil  
“Groovin’ Foods” Music CD for physical activity  
CD Player  
Chalkboard or bring white easel paper, marker, and tape/ or your own dry erase board if needed.

## **Estimated Time**

45 minute class - 15 minutes for the consumption pre-survey (for those randomly selected to complete it) and 30 minutes for interactive discussion and activities.

## **Introduction**

Introduce yourself “I’m \_\_\_\_\_, a dietitian with \_\_\_\_\_County Department of Health Services and I am here today to share with you some important things for you to know and have some fun. How does that sound?”

*For sampling of students doing the consumption survey: “But first I need your help. Please get out your pencil and fill out a survey for me. This is not a test... in fact you don’t even have to put your name on it! I just want to know how you eat before we start.” Pass out the survey. Help them with the questions by reading the questions. Allow time to complete the survey, collect and label with the needed information. Turn in the completed surveys with the Cover Sheet to the Network epidemiologist, Shelley Kuklish.*

Review the signal you chose with the students to indicate when you want them to be quiet or to get their attention, i.e., bell, count, chant, raise hands.

## **Presentation**

“As a dietitian/nutritionist I’m concerned about you and your health. Now is the time you are deciding what foods you like. The kinds of foods you choose to eat most often can make a big difference on how healthy you will be as you get older. I want you to know now, while you are still growing, how important it is for you to make an effort to eat lots of fruits and vegetables every day.”

“Who has seen this poster before? (Show the My Pyramid for Kids poster.) MyPyramid for Kids teaches us about healthy eating and physical activity.” Review the food groups. It is the shape of a pyramid and the wider base stands for foods with little or no added fats or added sugars. These should be selected more often. For example, an apple is low in fat and has no added sugar. The narrower top area stands for foods high in fats and added sugars. These foods are for eating once in a while or “sometime foods”. For example, French fries are fried and high in fat. You should eat

them only once in a while.

Each food group is a different color. The orange group is the grain group and includes breads, tortillas, cereals, and rice. Eat whole grains such as oatmeal or whole wheat bread as much as possible from this group. The green group is vegetables and the red group is fruits. (we'll talk more about these in a minute). The yellow group is fats, oils and nuts. You can see it is very narrow which means we should use little of these. The blue group is milk and milk products including cheese, cottage cheese or yogurt. The purple group is meats and dried beans. It is important to have a variety of foods each day for good health. Notice that the kids on the poster are also playing ball, climbing stairs, riding bikes, and so on. That's because we need to eat healthy and get some physical activity daily to be healthy and stay at a healthy weight."

"Today we are going to talk about the red and green groups (fruits and vegetables) of the Pyramid because the more fruits and veggies we eat the healthier we will be. Scientists discovered the Power of Fruits and Vegetables (show Discover the Power of Fruits and Vegetables poster-optional). What kind of super Powers do you think Fruits and Vegetables have?" (Let a few students answer)

"We need to eat fruits and vegetables every day for good health. How many of you have seen this before?" (Show the Fruits & Veggies-More Matters® logo) Read it together. "Most people don't eat enough fruits and vegetables so this logo was designed to remind people to eat **more** fruits and vegetables to be healthy. Remember More Matters! What does it mean to you?"

**Why is it important to eat fruits and vegetables?** Eating fruits and vegetables helps us have healthier bodies. Kids who eat more fruits and vegetables have less chance of having cancer or heart disease as adults. Most fruits and vegetables are naturally low in fat and calories and do not contain cholesterol. This helps keep our hearts healthy. Fruits and vegetables also help fill us up so that we can maintain a healthy weight. They are great choices instead of choosing high calorie foods such as sweets and fried foods which may cause overweight.

### **What do fruits and vegetables have in them that we need to stay healthy?**

Try and get them to answer: Fruits and veggies have important nutrients to keep your body healthy. What are nutrients? Nutrients are good things in foods that help our bodies grow and keep them healthy. Vitamin A and Vitamin C and Fiber are examples of nutrients found in fruits and vegetables to help us stay healthy.

Write these on the chalk board or easel paper.

### **Hold up the Fruits & Veggies-More Matters® Logo - What colors are the fruits and vegetables?**

Allow time for kids to answer.

"It's important to eat a variety of colors of fruits and vegetables-red, dark green, yellow, blue, purple, white, and orange as they provide lots of different nutrients, good things for our bodies to stay healthy and grow. Choose all colors of fruits and vegetables so your plate looks like a rainbow."

(Hold up the Catch a Rainbow Every Day poster)

"Vitamins A & C are mainly found in fruits and vegetables and usually the darker the color the more vitamin A & C there is (compare lettuce to broccoli)" An easy way to pick fruits and vegetables with vitamin A or vitamin C is to remember the colors red, dark yellow/orange, and green. When a fruit or vegetable is cut open and the inside is red, yellow/orange or green, it

probably has vitamin A and C (red-tomato and watermelon; orange- cantaloupe, acorn squash and peaches; green-broccoli, greens and kiwifruit). Write a fruit and vegetable of each color on the chalkboard. Have students identify other fruits and vegetables and add them to the list.

**Can you name a fruit or vegetable that has lots of vitamin A?** Carrot, broccoli, cantaloupe .....

“It keeps our eyes and skin healthy and can help us see better especially at night. It also helps protect against infections. (Show Vitamin A poster. You can also mimic night vision goggles making an O with your fingers and put them over your eyes to stress Vitamin A helping see at night)

**Can you name a fruit or vegetable that has lots of vitamin C?**

Citrus, broccoli, kiwi, strawberries... “Vitamin C helps heal cuts and wounds and keeps our gums healthy. It does that by strengthening our immune system, the system that keeps our bodies healthy” (Show Vitamin C poster. You can also put one hand over the other arm to reinforce wound healing and Vitamin C).

**Where do we get our fruits and vegetables?**

“Most of the time, we have fruits and vegetables at home or at school. What kinds of fruits and vegetables do you eat at home?” Allow time for three to four children to answer. “What kinds of fruits and vegetables do you eat at school?” Allow time for three to four children to answer. “When you eat out at a restaurant or fast food place, it isn’t as easy to eat lots of fruits and vegetables. What kinds of fruits and vegetables are available at fast food places or restaurants?” Allow kids to answer. “Remember that juices should be 100% fruit juice. Why aren’t fruit drinks considered a juice? That’s right, they have a lot of added sugar. Why don’t we want to have all of our vegetables to be French Fries or potato chips? They are fried and not as healthy for our hearts. “

**Do you need to eat only fresh fruits and vegetables?**

No, all forms of fruits and vegetables count— fresh, frozen, canned, dried, and 100% juice. Give an example of each. What fruit snack is made from dried grapes? Raisins

**How many fruits and vegetables do you think people are eating?** “Most adults don’t come close to eating enough fruits and vegetables. Have three children stand up, and then have two sit down. Explain then that only one of every three adults is eating enough fruits and vegetables. (Or use numbers from your county specific survey).”

**How much fruits or vegetables should you eat each day?**

Pass out the “Eat Fruits and Vegetables Any Time of the Day” brochure. Open the brochure and girls look on the left page and boys look on the right page. The amount you need each day depends on if you are a boy or a girl and how old you are. (Use large poster of brochure)

Girls: Who can tell me how many cups of fruits a girl age 7 or 8 needs each day? Pause for girl’s answers. That’s right 1 cup.

Girls: Who can tell me how many cups of vegetables a girl age 7 or 8 needs each day? Pause for girl’s answers. That’s right 1 ½ cups.

Boys: Who can tell me how many cups of fruits a boy age 7 or 8 needs each day? Pause for boy’s answers. That’s right 1 ½ cups. Boys need a few more calories than girls at this age which is why they need more fruit than girls.



Boys: Who can tell me how many cups of vegetables a boy age 7 or 8 needs each day? Pause for boy's answers. That's right 1½ cups. (Use large posters so show equivalents for each age group and gender).

If you are older than eight you will need more fruits and vegetables. Can you eat too many fruits and vegetables? No, but remember that you also need to eat food from every food group each day for good health.

### **How much is ½ cup of a fruit or vegetable?**

Here is what 1/2 cup looks like. (Hold up the 1/2 cup measuring cup.)

We know that ½ plus ½ equals 1. So if I have 2 -1/2 cups (show ½ measuring cups) that equals 1 cup. ( show 1 cup measuring cup) On the board write:

$$\frac{1}{2} + \frac{1}{2} = 1$$

1/2 cup is the size of 1/2 baseball so for 1 cup of fruit it would look like 1 baseball.

Show fruit and vegetable food models to give the kids an idea of what ½ cup of fruit or vegetable looks like.

½ cup of fruits and vegetables also looks like this:

1 small piece of fruit

1/2 cup vegetables or fruit or beans

1 cup fresh leafy vegetables like spinach or lettuce because they are light and full of air

1/2 cup of 100% fruit juice

1/4 cup dried fruit (like raisins) because drying of the fruit takes the water out of them

Try to have some fruits or veggies at Breakfast, Lunch and Dinner. You could even eat some at snacks. It's a good idea to limit your fruit juice to just ½ cup per day. (**Add one of the activities at this point.**)

### **Now... about Fiber?**

Hold up fiber poster.

“Fiber helps our bodies function properly and fills us up. Fiber also helps protect us from cancer and heart disease. Fruits and vegetables and whole grains are good sources of fiber.”

### **But what is Fiber? What foods have Fiber?**

**Ask them to answer this riddle: I'm thinking of something that is alive, but it is not an animal - what is it?**

Answer: A Plant - Fruits, vegetables and grains are all PLANT FOODS.

Hold up Rubber Chicken. (optional)

**What holds up a chicken? Does it have fiber?** (No-comes from an animal)

Hold up Skeleton.

**What holds us humans up?... Fiber?** (No) “Bones hold us up! Otherwise we would just be muscle, fat and organs in a puddle on the floor.”

Hold up Orange.

**What holds this orange up? Is it fiber?** (Yes) “If I squeezed this orange what would I end up with? Orange juice and Orange Pulp which is the fiber” The fiber is what gives the orange its shape/structure.”

**Have students repeat “Plants have fiber, Animals do not”**

**Help the students to further understand where fiber comes from by using an illustration of a farm. The things that grow from the ground have fiber. The animals don’t have fiber (cows, chickens)**

**Fiber is found only in foods that come from PLANTS.**

“Fruits and vegetables come from plants. They are low in fat and do not contain cholesterol. Fruits and vegetables are a good source of vitamins and fiber. When you eat the amounts of fruits and vegetables you need each day you are getting the fiber you need to stay healthy and to protect you from cancer and heart disease. Fiber keeps food moving through the digestive tract (food tube). It helps keep us full to stay at a healthy weight.

Fruits are foods grown from the flower of the plant that can be eaten and it has a seed. Most of the foods we call fruits are grown on trees or woody vines.

Vegetables are plants grown for the part that can be eaten. The parts of the plant usually eaten as a vegetable are the leaf, stem, flower, fruit, seed, tuber, bulb or root. (Show plant poster)

Some foods like cucumbers, tomatoes, peppers and pumpkins are classified by science as fruits. However, we eat them as vegetables.”

**Activities (Choose from the five below)**

**1) Sort Fruit & Vegetable Model Cards**

- ◆ Split up into six groups and hand out a stack of fruit and vegetable cards.
- ◆ Ask them to work as a group and put **fruits in one pile** and **vegetables in another** (ask the teacher help check their piles). Check each group and give them a thumbs up when finished.
- OR
- ◆ Ask students to sort pictures by colors. Check each group and discuss.
- ◆ Pick up the pictures and mix up fruits and vegetables for the next class. (Use color sticker on the back of each set of pictures).

**2) Describe Fruits and Vegetables**

- ◆ Distribute a fruit and vegetable card to each student (pick the cards so you have the desired variety).
- ◆ Have each student stand up, give their name, tell the name of the food and whether it is a fruit or a vegetable, say one thing about the fruit or vegetable and then sit down. Collect the card from each student.
- OR
- ◆ Identify fruits and vegetables from the fruit and vegetable cards. Have each student stand up, give their name, tell the name of a food from the poster and whether it is a fruit or a vegetable, say one thing about the fruit or vegetable and then sit down.

### 3) Nutrition Adventure

“We are going on a nutrition adventure around Arizona with Bobby B. Well to discover the special nutritional powers found in fruits and vegetables. Bobby B has asked for your help to find the delicious fruits and veggies grown here and unleash their super powers. Everyone stand up, push in your chairs and **grab your bags** and let’s head out on our journey around the state.

#### Queen Creek:

First we start by walking to Queen Creek in search for peaches. We are **walking and walking...** now we have to **climb up** to the top of Camelback Mountain and **let’s run down the other side**. Watch out for the rattlesnake! We will have to **jump over it**. We finally arrive to Schnepf’s Farm. The peach trees are all full of peaches! Hurry **climb the trees** and **pick** the bright orange peaches. Let’s **take a bite!** Yum, this orange peach will help to strengthen our immune systems, because it is high in Vitamin C. All orange fruits and veggies will help strengthen our immune system. Don’t forget to **grab more for later**. Now let’s **climb down the tree**.

#### Yuma:

Next we are going to head to Yuma to pick some lettuce. **Let’s skip the whole way there**. Don’t forget to **get those knees up**. Whoa we need to **slow down** I can see the Colorado River ahead of us. **Dive in and swim across...do the front stroke and the back stroke**. Okay we made it across the river now I can see the dark green lettuce. **Start picking the lettuce. Try a bite**. Delicious! All dark green leafy vegetables will give us strong bones. **Show me your strong bones**.

#### Ajo:

Now we are on our way to Ajo. We can **jog our way there**. Lookout...there is a prickly pear cactus **let’s leap over it**. Make sure you leap up high enough. Whoa there are cacti everywhere. I guess we will have to **zigzag around them all. Zig and Zag**. There is the garlic let’s **start digging**. Got some! **Take a bite!** Phew this garlic gives us stinky breath; but will help us to fight off cancer. All white fruit and veggies will help to fight off cancer. **Fight off the cancer. Pack our bags full of garlic**.

#### Tucson:

Now we are off to Tucson for some grapes. Let’s **jump onto our horses and gallop** to the grapevines. Whoaaaaa.....slow down horse. **Jump down** from your horse. Let’s **crouch down and pluck the purple grapes** off the long windy vines. Purple fruits and veggies will help our memory. So don’t forget to **bring more back with us!**

#### Wilcox:

Let’s keep heading east to the apple orchards in Wilcox. I can see the orchid ahead of us let’s **start running. Stop!** I see a Gila Monster in front of us I think we should **tiptoe around it**. Look at all the trees they are covered with apples. This means we will have to **climb another tree**. Climb to the top **and grab down an apple. Take a big bite out of the apple**. Excellent! This red fruit will help us to have a healthy heart. Padump Padump. **Keep filling your bags with the apples**.

#### Prescott:

Let’s head out of Wilcox and onto Prescott. We will have to **hike** across the Mogollon Rim to find some yellow corn. The corn is just ahead of us now **let’s dance around the corn fields as we grab ears of corn**. This yellow corn will help improve our eyesight. **Use your binoculars to look around at the beautiful corn field. Load the rest of your bags with yummy yellow corn**.

#### Phoenix:

Now I think we have all our fruit and vegetables so let’s head back to Phoenix. We can **hop in our canoes and paddle down the Verde River to gets us back home**. Once we got back to our classroom we will review the superpowers we discovered on our journey.

1. We first went to Queen Creek to collect peaches. Peaches are high in Vitamin C. Who remembers how Vitamin C helps our body?

2. Next we went to Yuma to pick lettuce. Who remembers how green fruits and vegetables help our bodies (flex muscles for a hint)?
3. After Yuma we went to Ajo to dig up garlic. White fruits and vegetables help to fight what?
4. In Tucson we plucked grapes. How do purple fruits and vegetables help our bodies (tap your temple to give a hint)?
5. Next we went to the apple orchards in Wilcox. Red fruits and vegetables give us a healthy what (make a heart with your hand over your chest)?
6. The last place we traveled was to Prescott. We danced in the corn fields because yellow fruits and vegetables help these (point to our eyes).

Bobby B. wants you to know that when it comes to fruits and vegetables **More Matters**. We need to make sure we are eating a rainbow of fruits and vegetables to unleash their super powers to stay healthy and energetic. One color fruit or vegetable cannot do it all. It takes variety of color to get all the health promoting benefits. Your plate should look like a rainbow.”

#### **4) PRE-TALLY Fruits and Vegetables**

Assess whether or not students have tasted specific fruits and vegetables by having students perform actions listed below for EACH fruit or vegetable on the list. Before starting the activity, ask the teacher to take a count of hand raisers for each fruit or vegetable that is presented. Teacher will record results on Fruit and Vegetable Tally Sheet. After the teacher completes the tally sheet have teacher write in the figures again on a copy for them to keep and leave with the teacher along with fruit and vegetable of the month club teacher tip sheet. **NOTE:** The faster you go on this activity, the smoother it will go.

Hold up a food model or card of each fruit or vegetable on the list and ask students to:

- Raise their hand - if they have never tasted it before
- Rub their tummy - if they have tasted it and liked it
- Put fingers in their ears- if they have tasted it but did not like it

As the children respond to the food models or cards, have the teacher tally only the raised hands and record on the tally sheet. (Teacher can later use this as charting activity-math) Good job. Remember, you haven't finished growing and neither have your taste buds. As you get older, your taste buds will get more grown up. So keep trying different fruits and vegetables because your taste buds will start liking different tastes.”

#### **5) “What would you like to add?”**

Use the overheads and hand out “What Would You Like to Add” worksheets. Have the student draw in more fruits and vegetables. Using the second overhead show them what you would add.

#### **Performance/Evaluation Measures**

Raise hand to answer questions:

Question: What is the message we want you to remember when it comes to fruits and vegetables?

Answer: More Matters-the more fruits and vegetables we eat the healthier we will be. (hold More Matters dangler)?

Question: What is this logo? ” (show MyPyramid for Kids poster)

Answer: It's the MyPyramid for Kids® logo

- Question: Why do we want to eat different colored fruits and vegetables?  
Answer: They provide lots of different nutrients, good things for our bodies to stay healthy and grow.
- Question: What do we find in fruits and vegetables that are good for us?  
Answer: Vitamin A, Vitamin C, and fiber.
- Question: How does Vitamin A help our body?  
Answer: It keeps our eyes and skin healthy and can help us see better especially at night. It also helps protect against infections.
- Question: How does Vitamin C help our body?  
Answer: Vitamin C helps heal cuts and wounds and keeps our gums healthy.
- Question: How does Fiber help our body?  
Answer: Fiber helps our bodies function properly and fills us up. Fiber also helps protect us from cancer and heart disease.

Ask students to try one new fruit or vegetable during the week. Remember you don't need to eat the whole amount just try one bite. How will you know if you like it or not if you don't try it?

### **Summary/Closure**

Ask the students to finish reading the *Eat Fruits and Vegetables Any Time of the Day* brochure you gave them. Have them save their copy of the brochure to use in the rest of the classes you will be teaching. Ask them to tell their family how important it is to eat fruits and vegetables every day. Tell the class when you will be returning and that they'll be doing fun activities to learn more about fruits and vegetables. Close by singing the "FVMM Song. (Hold up poster-a copy of the song is also in the Teacher Supplement)

### **Home Connection**

Give Fun Food News on fruits and vegetables for students to take home to their families.

### **Follow-Up**

1. Remind teacher to give you the teacher evaluation.
2. Leave copy of Fruit and Vegetable Tally Sheet with the teacher to follow-up with students by encouraging students to try unfamiliar fruits and vegetables at school lunch, in classroom snacks or at home.
3. Give pencils and stickers to the teachers to hand out as incentives and keep the dangler and poster for the classroom. The dry erase board is for the teacher.



## **Fruit & Veggies More-Matters® Song** (Sing to the tune of the ABC Song)

Fruits and vegetables are very good for me!  
They have vitamins A and C.  
Plants have fiber,  
Animals do not.  
Fruits and vegetables,  
Eat them cold or hot.  
Fruits and vegetables are very good for me.  
I'll eat more each Day! (shout)  
How healthy I will be!

Words written by: Shirley Strembel, M.S., R.D.,  
Maricopa County Department of Health Services



**fruits & veggies**  
**more**  
**matters®**

## Pre-Survey - Fruit and Vegetable Tally Sheet “Never Tried”

School \_\_\_\_\_ Teacher \_\_\_\_\_ Number of Students \_\_\_\_\_ DATE \_\_\_\_\_

Please mark the number of students who have **never** tried these fruits & vegetables (students with hands raised).

### **Fruits**

- \_\_\_ Apple
- \_\_\_ Banana
- \_\_\_ Berries (Strawberries, Blueberries, Blackberries, etc.)
- \_\_\_ Cantaloupe
- \_\_\_ Grapefruit
- \_\_\_ Grapes
- \_\_\_ Orange
- \_\_\_ Honeydew Melon
- \_\_\_ Kiwifruit
- \_\_\_ Mangoes
- \_\_\_ Orange Juice
- \_\_\_ Peaches
- \_\_\_ Pears
- \_\_\_ Pineapple
- \_\_\_ Prunes
- \_\_\_ Raisins
- \_\_\_ Strawberries
- \_\_\_ Watermelon



# Vegetables

- \_\_\_ Beans, (Pinto, Black Beans, etc.)
- \_\_\_ Beans, Green
- \_\_\_ Broccoli
- \_\_\_ Cabbage
- \_\_\_ Carrots
- \_\_\_ Cauliflower
- \_\_\_ Corn
- \_\_\_ Lettuce (Iceberg, Romaine, Butter, etc.)
- \_\_\_ Peas
- \_\_\_ Peppers (Bell peppers- green and red, Chili peppers, etc).
- \_\_\_ Potato, Baked
- \_\_\_ Potato, Sweet
- \_\_\_ Salsa
- \_\_\_ Spinach
- \_\_\_ Squash, Winter (Acorn, Butternut)
- \_\_\_ Tomatoes
- \_\_\_ Zucchini

# What would you like to add?

Breakfast

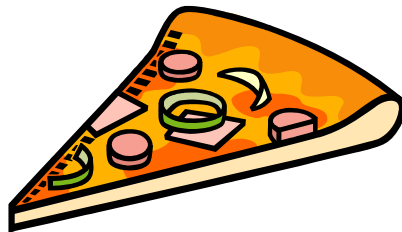


Lunch



Snack

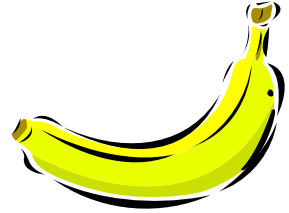
Dinner



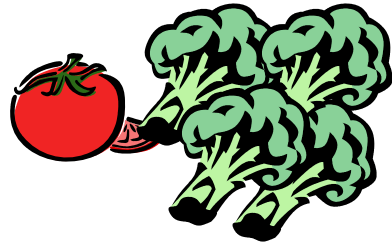
Snack

# What would you like to add?

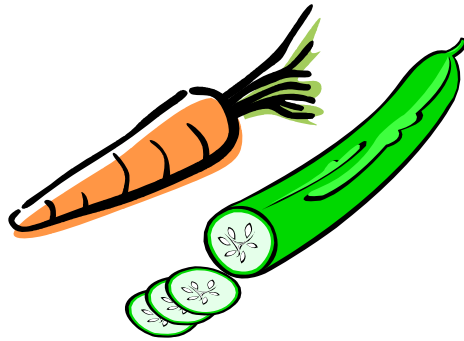
Breakfast



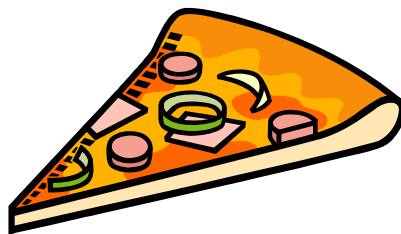
Lunch



Snack



Dinner



Snack





**Teacher Evaluation**  
**Lesson 1 – Fruits and Vegetables**

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Number of Students: \_\_\_\_\_

Number of Boys: \_\_\_\_\_ Number of Girls: \_\_\_\_\_

Number of Teachers, Volunteers, Others: \_\_\_\_\_

Men: \_\_\_\_\_ Women: \_\_\_\_\_

**Lesson Objectives**

At the end of the class, students should be able to:

1. Recognize the Fruits & Veggies-More Matters® and MyPyramid for Kids Logos.
2. Identify the colors of the fruit and vegetable groups in MyPyramid for Kids.
3. Identify the amount of fruits and vegetables to eat every day.
4. List eating more fruits and vegetables as a way to stay healthy.
5. Classify at least 10 fruits and vegetables into their respective food groups.

Please take time to give your response to the statements below and to add comments that will assist in evaluating and improving this class. Circle the one response that best indicates your opinion.

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1. This class met the objectives listed above.	1	2	3	4	5
2. The visual aids helped the students understand the concepts presented in the lesson.	1	2	3	4	5
3. The activities helped the students understand the lesson.	1	2	3	4	5
4. The class material was presented in a manner appropriate for the grade level.	1	2	3	4	5
5. The presenter was professional and prepared.	1	2	3	4	5
6. The overall quality of this class was excellent.	1	2	3	4	5

Suggestions for improvement:

Other comments: (use the back of the paper if needed)

# Vitamin



Arizona Nutrition Network



[eatwellbewell.org](http://eatwellbewell.org)

This material was funded by USDA's Food Stamp Program. The Food Stamp Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-800-352-8401. This institution is an equal opportunity provider and employer.

# Vitamin



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# How Much to Eat Every Day\*

Fruits and vegetables taste great...  
at every meal...  
for snacks...  
both raw and cooked.

Limit juice to 1/2 cup for 1-6 year olds  
and 1 cup for 7-13 year olds.

Fruits and vegetables may be dried,  
fresh, canned or frozen.



## Girls



Age	Fruit	Vegetables
2-3	1 cup	1 cup
4-8	1 cup	1 1/2 cups
9-13	1 1/2 cups	2 cups

\*MyPyramid.gov

Enjoy fruits and vegetables of different colors  
like red, green, purple, yellow, orange, and white.



 =   
1/2 baseball = 1/2 cup of fruit  
or vegetable

 =   
1 baseball = 1 cup of fruit  
or vegetable

## Boys

Age	Fruit	Vegetables
2-3	1 cup	1 cup
4-8	1 1/2 cups	1 1/2 cups
9-13	1 1/2 cups	2 1/2 cups

\*MyPyramid.gov



# **Fruit & Veggies More Matters<sup>®</sup> Song**

(Sing to the tune of the ABC Song)

**Fruits and vegetables are  
very good for me!**

**They have vitamins A and C.  
Plants have fiber,  
Animals do not.**

**Fruits and vegetables,  
Eat them cold or hot.**



Arizona Nutrition Network





# **Fruit & Veggies More Matters<sup>®</sup> Song**

(Sing to the tune of the ABC Song)

**Fruits and vegetables are  
very good for me.**

**I'll eat more each Day!  
(shout)**

**How healthy I will be!**

Words written by: Shirley Strembel, M.S., R.D.,  
Maricopa County Department of Health Services



Arizona Nutrition Network



## **Fruits & Veggies–More Matters® Curriculum**

### **Lesson 2 - Fabulous Fiber**

#### **Lesson Overview**

Students will learn about their digestive system. Fruits and vegetables provide fiber and by eating the amount they need each day, they lower their risk for cancer and heart disease. They will recognize what foods contain fiber.

#### **Lesson Objectives**

At the end of the class, students should be able to:

1. Identify fiber as the structural part of plants.
2. Recognize fruits, vegetables, dried beans and grains as sources of fiber.
3. Describe the digestive system (food tube) and how fiber moves through the digestive system.
4. Describe the function of fiber in the digestive system (food tube) as scrubbers/brushes.
5. Identify 2 reasons to drink water every day.

#### **Arizona Department of Education Academic Standards**

##### **Health**

Standard 1, 1CH-F3

Describe the basic structure and functions of the human body systems.

Standard 3, 3HC-F2

Identify personal health needs and strategies to maintain or improve one's well-being.

##### **Mathematics**

Strand 2, Concept 1, PO 2 (If teacher uses the graph activity)

Construct a horizontal bar, vertical bar, pictograph, or tally chart with appropriate labels and title from organized data.

Strand 2, Concept 1, PO 4

Add a column of numbers.

#### **Advance Preparation**

1. Decide on a signal you want to use for the classes to indicate to the students when you want them to be quiet or to get their attention, i.e., bell, count, chant, raise hands. Use this signal throughout all lessons.

2. Somewhere in the lesson add some physical activity such as “HipZooRahZoo” using the “Groovin’ Foods” CD. Have the kids do movements at their desk area such as dance moves, jumping jacks, knee lifts, hopping, twisting, mimicking drinking water, etc. (song is 4 minutes).

Share that, in addition to eating healthy, it is important to move our bodies to stay at a healthy weight.

### 3. Handouts:

Students: Produce Tour Invitation or school field trip permission slip

Parents: Fiber handout (need to copy, camera ready handout at end of lesson)

Teacher: Teacher evaluation  
Fruits & Veggies-More Matters® Stadium Cups (for students)  
Eat More Fruits & Veggies Toothbrushes (for students)  
More Matters Mouse Pad (for teachers)

## Materials and Equipment

Fiber Poster with Scrub Brush

Digestive System Poster

Digestive Torso (from learningresources.com, optional if preferred local agency must buy)

Parts of Plant Poster

Scrub Brush (local agency to provide)

Trailer Hose 20 feet long (local agency to provide)

Anatomy Apron

My Pyramid for Kids Poster (large)

Nylons with Plastic Golf Balls (*optional*)

Bean Samples--*Optional* (Five cans of beans will provide samples for 2-3 classrooms. Use a variety like kidney beans, garbanzo beans, black eyed peas, lima beans, black-eyed peas, etc. Serve in 1 ounce soufflé cup with lid – (you may be able to obtain from food service)

Bean Samples - Dry Beans in Plastic Bags (*Optional*)

Container of lemonade

Container of Apple Juice

Tooth Brush

Water Bottle

1 cup Measuring Cup

Fruits & Veggies-More Matters® Song Poster

Ingredients, plates for snack

Groovin' Foods Music CD for physical activity

CD player

Fruits & Veggies-More Matters® Song

Chalkboard or bring white easel paper, marker, and tape

Plastic Fruit and Vegetables models with fiber listed on them

## Materials, continued

26-36 Food Models with Name and Grams of Fiber (1 for each student)

Hamburger Patty = 0 grams/ 3 oz.	Grapes = 1 gram/.5 cup raw
Roast Beef = 0 grams/3 oz.	Green Onion = 0 gram/.5 cup raw
Pork Chop = 0 grams/3 oz.	Green Pepper = 1 gram/.5 cup raw
Cheese = 0 grams/1 oz.	Kiwi = 3 grams/.5 cup raw
Egg = 0 grams/each	Iceberg Lettuce = 1 gram/1 cup raw
100% Whole Wheat Bread = 2 grams/slice	Milk, 1% =0 grams/ 1 cup
White Bread = 1 gram/slice	Nectarine = 2 grams/ 1 medium
Hamburger Bun = 1 gram/bun	Onion = 1 gram/.5 cup cooked
Flour Tortilla = 0 gram/each	Orange = 3 grams/ 1 medium
Whole Wheat Tortilla = 2 grams/each	Peaches = 1 grams/.5 cup canned
Acorn Squash = 5 grams/.5 cup cooked	Pears = 2 grams/.5 cup canned
Apple = 5 grams/ large	Pineapple = 1 gram /.5 cup canned
Asparagus = 2 grams/.5 cup cooked	Pinto Beans = 7 grams/.5 cup cooked
Banana = 4 grams/large	Plums = 1 grams/.5 cup canned
Beets = 2 grams/.5 cup cooked	Baked Potato = 4 grams/1 medium
Broccoli = 2 grams/.5 cup cooked	Pumpkin = 4 grams/.5 cup cooked
Cabbage = 1 gram/.5 cup cooked	Strawberries = 2 grams/.5 cup raw
Cantaloupe = 1 gram/.5 cup cooked	Summer Squash = 1 grams/.5 cup cooked
Carrot = 2 grams/.5 cup cooked	Tomato = 1 gram/1 medium
Cauliflower = 1 gram/.5 cup cooked	Zucchini = 1 grams/.5 cup cooked
Celery = 1 gram/1 stalk or .5 cup, chopped raw	Raisins = 2 gram/.25 cup dried
Cereal, Toasted Oats = 1 gram/.5 cup	
Corn = 3 grams/.5 cup cooked	
Cucumber = 1 gram/ 1 cup raw	
Eggplant = 1 gram/.5 cup cooked	

(or use The Power of Choice labels)

## **Estimated Time**

45 minute class of interactive discussion and activities.

## **Introduction**

Introduce yourself “I’m \_\_\_\_\_, a dietitian/nutritionist with \_\_\_\_\_ County Department of Health Services.

*Review the signal you chose with the students to indicate when you want them to be quiet or to get their attention, i.e., bell, count, chant, raise hands.*

### **Presentation - Part I - Fiber:**

#### **Have you ever heard that to eat healthy you need to eat foods with fiber?**

This is true, we need to eat lots of fiber each day.

#### **What is fiber?**

“Remember when I was here the last time we talked about fiber and that it is found in all plant foods, especially fruits and vegetables.”

#### **Who can tell me how many cups of fruits and vegetables we need to eat every day to be healthy?**

Answers vary with age and gender. Choose kids from various ages and gender to answer. Today we are going to talk about fiber. “Fruit and vegetables come from different parts of the plant and are full of fiber.”

#### **How does fiber work?**

“Fiber works like a super scrubber and gives our digestive system (some call it the food tube) a workout as well as cleaning waste products out of our bodies!” (Hold up fiber poster with the picture of the scrub brush). Demonstrate how a hair brush takes out tangles, a scrub brush cleans counters, and tooth brushes clean our teeth. “Fiber works just like these brushes to keep our insides clean. If you don’t eat enough foods with fiber, you may have constipation. That is when food doesn’t move like it should through your body and you may get a stomach ache.”

#### **Who ate fruits or vegetables today?**

Pick three to four students to name one fruit or vegetable he/she ate during the day. Then ask the last one what do you think happened to that fruit/vegetable you ate today? Do you think it is somewhere in your body and still looks like a banana?- (of course not!)”

“Let’s see what happens to the food we eat...”

### **Digestion:**

Hold up Digestive System Poster (or digestive torso if preferred)

“This is our digestive tract (point to the mouth and follow it down to the bottom). Some might call it your “food tube”.

### **How long do you think your digestive tract is?**

(Have about five students make guesses)

Pull out blue 20 foot trailer hose. “Your food tube is 20 feet long, but mine is 30 feet because I’m an adult and I’m bigger than you. Of course it is NOT blue and it is NOT this big around. When we eat food it goes down our esophagus to our stomach.”

Digestion starts in the mouth. It is a process that breaks down our food into a form which our body can use to grow, to build muscle and bone and to keep us healthy. Ask- What do we do first when we take a bite of food - like an apple? We chew! In fact we have enzymes in our saliva (you might call it spit) that start breaking down food right away. We also need our teeth to help break the food up so the saliva works even better. Wouldn’t it hurt if we swallowed a piece of apple whole without chewing it first? You bet! When you swallow, your chewed food begins a trip down the digestive tract through a tube called the esophagus. Muscles surround the esophagus to help squeeze and push food into the stomach.

### **Do you know where your stomach is?**

“Make a fist with your left hand - which is about the size of our stomach when empty. Now take your right hand and place it over your heart. Now place your left fist where you think your stomach is. My stomach is right here (show it right under your heart and it is tipped slightly). That is why people call indigestion “heart burn” because it hurts in their stomach near their heart. Did you know that?” The stomach is a sack that receives food from the esophagus. The stomach makes digestive juices that help break down food into a thick liquid or paste.

### **Show blue trailer hose.**

“Your stomach works like a washing machine (go down about 1 foot on blue hose and tell them there would be a bulge there and churn the hose together as you are talking).The food is churned up and mixed with more enzymes (like adding soap to break down the dirt in clothes) to help to get the food ready for their trip into your intestines. After leaving the stomach, food enters the small intestine where the most important part of digestion process takes place. This is where the nutrients from the food (remember these are good things for our bodies to stay healthy) pass through the wall of the intestine and move into the blood. Your blood stream is like a super highway that travels all over your body delivering the nutrients to every cell in your body. When the nutrients leave the small intestines, what’s left? A liquid paste of undigested food. Just like you scrub the outside parts of your body when you take a shower or brush your teeth, fiber cleans the inside of your body. The leftover waste products are pushed into the large intestines (colon). This is where the fiber really goes to work (demonstrate with nylon hose showing how muscles contract to push waste products out and this process is called peristalsis). Show nylon hose and plastic golf balls (optional)

You need nutrients:

so you can breathe,  
so your heart can beat,  
so you can think.

Nutrients give you energy:  
so you can move your muscles,  
so you can stand, sit, play and even blink your eyes.

You need nutrients:  
so your hair can grow,  
so your nails can grow,  
so your bones can grow  
and you can be healthy!”

### **Anatomy Apron Activity:**

“Would you like to see what your body looks like inside? What your digestive looks like? Our organs (or inside parts) are called our anatomy and I have something special that can show us what they look like.” Ask one of the students to stand up to help you with the presentation. “I would like to show you what \_\_\_\_\_ (student’s name) looks like on the inside. It would be easy if he/she had a zipper under his/her shirt and we could just unzip his/her skin to take a peek inside but we don’t come with zippers. So, we can use this anatomy apron to see the organs we all have on the inside of each of us under our skin and bones.” (Place the anatomy apron on the student - let he/she know that you will show it to them too, afterwards). Velcro the heart, lungs, stomach and intestines onto the apron. (Remind them of what each of these organs do for us). Next place the liver above the stomach. “Your liver makes chemicals for digestion and also stores vitamins and minerals from the foods we eat until our bodies need them.” (Turn the student around and Velcro the kidneys onto the apron). “Our kidneys are important because they clean our blood. Blood flows through our kidneys and what is in our blood that our bodies can’t use is then sent out of our bodies. This is called urine (some call it pee) and that’s why we go to the bathroom. Aren’t our bodies amazing! It knows what we need and gets rid of what we don’t need.” (Take the apron off the student and show it to him/her).

### **Why is fiber important?**

“To prevent constipation and to decrease our risk of some cancers. Constipation means your body gets clogged and you can’t go to the bathroom and have a bowel movement (to make number two). Fiber also fills us up to maintain a healthy weight. In order to get the fiber we need every day, we need to eat plenty of fruits and vegetables.” (Point to the Fruits & Veggies-More Matters® dangler from Lesson 1.)

### **Water**

“There is something else that helps fiber clean our body. I have some questions for you first. If I were going to wash my hands would I take a dry bar of soap and start rubbing them together. What about washing my hair, would I take shampoo and rub it in my dry hair. No, I would need water it get it clean. You also need water to help water clean the inside of your body. We wash the outside of our body right, well we need to remember to wash the inside too with water. Did you know 50-70% of our bodies are made up of water? Water works with fiber to prevent constipation. “Along with eating the amount of fruits and vegetables you need everyday, it is important to drink plenty of water. Water is so important. It takes away your thirst, it cools your body, helps your body digest food, it helps carry nutrients around inside your body, it keeps your skin feeling soft and helps your muscles work.”

“It is really important for you to drink lots of water, especially in the Arizona heat!”

**Does anyone know how you can tell if you are drinking enough water?**

“One way you can tell is by looking at the color of your urine. Urine is a fancy word for ‘pee’. Although this may sound strange, it is very important. Our urine (pee) should be light in color like lemonade and shouldn’t smell very much (show bottle with lemonade-no brand name). Our urine (pee) should never be as dark as apple juice (show apple juice-no brand name) or smell strong.

Our families are so busy making sure we do our homework, brush our teeth and comb our hair, that they don’t always have time to make sure you are drinking enough water. Have any of your parents asked you what color your urine (pee) is lately? Probably not. But now that you know how important it is to drink water, it will be your responsibility to take care of your body and make sure you drink plenty of water throughout the day. What beverages would have a lot of water in them? Many fruits and vegetables are high in water content also. Which ones do you think might have a lot of water in them?” (give students time to answer, suggested fruits and vegetables = lettuce, watermelon, grapefruit, oranges, carrots and apples)

**Let’s all say together, “Anytime is water time!”**

“Remember, just like soap or shampoo needs water to get you clean, fiber needs water to work the best. “

**Where do we get fiber? Where does fiber come from?**

Hold up the My Pyramid for Kids Poster. “Do we get fiber from . . .” (start at the side and ask about each food group). “Fiber comes from plants.”

**How much fiber do you need?** “Kids your age need about 25 grams of fiber each day.” (Write it on the board)

**Is it hard for you to get that much fiber every day?** (Use the pyramid poster). “If you eat the amount of fruits & veggies you need each day, it really isn’t difficult to get enough fiber.” We can also get fiber from the grains group, esp. whole grains.



**Do meat, dairy, fat and oils have any fiber?** “No. They are not plant foods.

**Where do beans belong on the Pyramid?** “Beans are vegetables and are high in fiber and other nutrients. They are also with the beans, meat, eggs group on the Pyramid. This is because beans are high in protein. Do beans come from animals? Of course not. So what are they? High in fiber. You could say beans are a super food.”

“How many of you eat beans? What kinds of beans do you eat? How often? It is good to eat beans at least twice a week. Some of us eat beans just about every day. If you eat three cups of fruits and vegetables and each cup has about five grams of fiber (write on board  $3 \times 5 = 15$ ) - that is how many grams of fiber? 15 right! That’s over half of what you need each day. So... by eating your fruits and vegetables, some whole grains and including beans two or more times a week.... think of all the good fiber you are getting.”

“Are beans good right out of the can? Absolutely! And they are just as good for you as the beans you cook on the stove. When you eat your beans remember drink plenty of water.”

### **Activities (Choose from the four below)**

#### **1) Fiber Fun with Bucket of Food**

Walk down the aisles and hand each student a food model labeled with fiber content.

“Now students, hold the food in your hands and find out how much fiber is in the food.”

“Please respect these expensive food models and handle them gently.”

“Stand up if you have one-two grams, three- four grams, and five grams and above.” (do groups in turns, have sit down after their group is done)

Say to the zero fiber group: “and what do we have over here...foods with no fiber...”. Have each student hold up zero fiber content foods with nutritionist identifying foods while placing them back in the bucket. Repeat activity for fiber categories one-two grams, and three- four grams.

With 5 or more grams of fiber group, build up to beans . Call on the student with the beans last.

“WOW, did you know this amount of beans has 8 grams of fiber?” Collect food models. Add grams of fiber as you collect the food models.

#### **2) Fiber Fun - Count it Up!**

Walk down the aisle and hand each student a food model labeled with fiber content. Remind the students to be careful with the food models because they are expensive and other students need the chance to use them later.

Tell the students that children need at least 25 grams of fiber a day.

Plan a meal before the class using the food models to show how easy it is for children to get 25 grams of fiber per day. Try to think of more than one meal so that most or all of the children can participate. Call out the name of the food and have each child respond with the amount of fiber

in that food. Have students stand up in front of the class holding their food model and remain there until the meal is completed. If time permits, ask them questions about what else can be added to the meal.

Keep a tally on the board until you have a total of 25 grams. Have the children add the totals after each food model. Ask them how many more grams are needed to total 25 grams. (This helps with math). Continue with food models even if the total goes over 25. This will allow more students to participate). Discuss how children can make good food choices. Always include beans (or other high fiber foods as a “good” choice).

Example:

Banana (1/2 large)	2 grams
Cereal, Toasted Oats (1/2 cup)	1 gram
1% milk (1 cup)	0 grams
Whole Wheat Tortilla (1 each)	2 grams
Pinto Beans (1/2 cup)	7 grams
Apple	5 grams
1% milk	0 grams
Raisins (1/4 cup)	2 grams
Hamburger patty	0 grams
Cheese	0 grams
Hamburger Bun	1 gram
Lettuce (1 cup)	1 gram
Tomato (1 medium)	1 gram
Celery (2 stalks)	2 grams
Peaches (1/2 cup canned)	1 grams
1% milk (1 cup)	<u>0 grams</u>
Total	25 grams

Have students go back to their desks when you’ve finished adding the first meal. Repeat the activity for additional meals as time allows. Talk about all the foods that have five grams or more of fiber. Remind them to make good fiber choices.

### 3) Cafeteria Menu

Use the cafeteria menu and record choices on the blackboard until at least 25 grams of fiber is reached.

### 4) Taste the Beans!

### **Pass out cup of beans.**

“Did you know that if you don’t try different foods while you are young that most people don’t try them when they are older. Your taste buds aren’t grown up yet and now is the time you need to sample all kinds of foods especially fruits, vegetables and different kinds of beans. Let’s sample some beans right now!”

Tell the students to wait until everyone gets one. “Let’s try some beans and take a vote on which are your favorite.” (Pass out bean samples and ask if any one knows the bean song.) Explain that part of this song is not true, **the more beans you eat the less you toot!** “If you eat beans regularly your body gets used to them and you won’t get so gassy.”

Have the students all pick up the same bean with their fingers and taste it at the same time. Make yummmmm sounds. Take a vote as to which one they liked the best. “Are there any beans you tried today that you have never tried before? Are there some you would like to try?”

Show the empty bean cans and remind students they can eat beans right out of the can, the beans do not need to be cooked. Add some low-fat Italian dressing to beans from the can for a delicious bean salad.

*Instructor’s Note: Rinse beans well, chill overnight and keep well-chilled until ready to serve.*

### **Performance/Evaluation Measures**

Question: “What does fiber do in our bodies?”

Answer: “It cleans our digestive system or food tube.”

Question: “What foods have Fiber?”

Answer: “It’s in fruits and vegetables and whole grains!”

Question: “How many grams of fiber do kids need a day?”

Answer: “25 grams”

Question: “What do we drink that helps fiber clean our food tube?”

Answer: “Water”

### **Summary/Closure**

“Okay, what have we learned? What foods do not have fiber and what Pyramid group did they come from?”

Discuss animal food groups (meat and milk). “Remember that even though foods from the Milk and Meat and Beans groups do not have fiber, they do have many other important nutrients that make your bones strong and keep you healthy”.

Why is it important for you to drink plenty of water every day?

Mention the upcoming produce tour if you are going to do one at a grocery store. Hand out produce tour invitations or have the teacher hand out the school's field trip permission slips.

Sing the Fruits & Veggies-More Matters® Song. (hold up FVMM Song Poster)

Serve Rabbit Rolls Snack (optional)

Wrap shredded carrots and raisins in lettuce or spinach leaves.

### **Home Connection (activity or newsletter)**

Provide copy of fiber handout for parents.

### **Follow-Up**

1. Pick up evaluation from teacher.
2. Follow-up with teacher regarding scheduling the produce tour.
3. Give cups and toothbrushes to the teachers to hand out as incentives.
4. More Matters Mouse Pad is for the teacher.



## **Fruits & Veggies-More Matters® Song**

(Sing to the tune of the ABC Song)

Fruits and vegetables are very good for me!

They have vitamins A and C.

Plants have fiber,

Animals do not.

Fruits and vegetables,

Eat them cold or hot.

Fruits and vegetables are very good for me.

I'll eat more each day! (shout)

How healthy I will be!

Words written by: Shirley Strembel, M.S., R.D.,  
Maricopa County Department of Health Services



**Teacher Evaluation**  
**Lesson 2-Fabulous Fiber**

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Number of Students: \_\_\_\_\_

Number of Boys: \_\_\_\_\_ Number of Girls: \_\_\_\_\_

Number of Teachers, Volunteers, Others: \_\_\_\_\_

Men: \_\_\_\_\_ Women: \_\_\_\_\_

**Lesson Objectives**

At the end of the class, students should be able to:

1. Identify fiber as the structural part of plants.
2. Recognize fruits, vegetables, dried beans and grains as sources of fiber.
3. Describe the digestive system (food tube) and how fiber moves through the digestive system.
4. Describe the function of fiber in the digestive system (food tube) as scrubbers/brushes.
5. Identify 2 reasons to drink water every day.

Please take time to give your response to the statements below and to add comments that will assist in evaluating and improving this class. Circle the one response that best indicates your opinion.

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1. This class met the objectives listed above.	1	2	3	4	5
2. The visual aids helped the students understand the concepts presented in the lesson.	1	2	3	4	5
3. The activities helped the students understand the lesson.	1	2	3	4	5
4. The class material was presented in a manner appropriate for the grade level.	1	2	3	4	5
5. The presenter was professional and prepared.	1	2	3	4	5
6. The overall quality of this class was excellent.	1	2	3	4	5

Suggestions for improvement:

Other comments: (use the back of the paper if needed)



Dear Family Members,

Please come on a “**Fruits & Veggies-More Matters®**” field trip with your child!

**Place:**

**Date:**

**Time:**

(If you are riding the bus with your student please be at the school by 8:30 am)

On the “Fruits & Veggies-More Matters®” Produce Tour you and your child will:

- Learn about fruits and vegetables and how they help to keep us healthy.
- Taste healthy fruit and vegetable snacks.
- Find fruits and vegetables all over the grocery store.
- Every parent attending will have a chance to win a prize.

Come and enjoy this fun “Fruits & Veggies-More Matters®” Produce Tour!

*County Department of Public Health and School*

For more information please call \_\_\_\_\_ @

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Fill out this form, cut and return this part to the student’s teacher.

-----  
Produce Tour Reservation

Student’s Name \_\_\_\_\_

Number of Adults Attending \_\_\_\_\_

I give my child permission to go on this fieldtrip.

Signature \_\_\_\_\_



## Fruit and Vegetable Fiber List

Apple	Cooked Dried Beans:	Peaches
Artichoke	Lima, Pinto, Kidney,	Pears
Avocado	Split Peas, Lentils, Navy,	Peas
Baked Potato	Garbanzo	Pineapple
Banana	Corn	Prunes
Beet Greens	Dates	Raisins
Berries	Figs	Spinach
Broccoli	Grapefruit	Strawberries
Brussels Sprouts	Green Beans	Sweet Potatoes
Cabbage	Kiwi Fruit	Tangelos
Cactus Plant Leaves	Mango	Tangerines
Carrots	Nectarines	Winter Squash
Cauliflower	Oranges	
Cherries		

### **Important Tips about Fiber**

- Fiber cleans your digestive system and helps prevent constipation
- Fiber helps fill us up to keep a healthy weight
- Fiber can protect us from heart disease and cancer

***In addition to fruits and vegetables, whole grains and cereals provide a lot of fiber.***

This material was funded by USDA's Food Stamp Program. The Food Stamp Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-800-352-8401. This institution is an equal opportunity provider and employer.





## Lista de Frutas y Vegetales Ricos en Fibra

Aguacate	Espinacas	Nopales
Alcachofa	Frambuesas	Papa Cocida
Betabeles	Fresas	Pasas
Brócoli	Frijoles Secos; Cocidos:	Peras
Calabaza de Invierno	Habas, Pinto, Judías,	Piña
Camote	Chícharos Secos, Lentejas,	Plátano
Cerezas	Garbanzos	Kiwi
Chícharos	Higos	Repollo
Ciruelas Secas	Mango	Tangerinos
Col de Bruselas	Manzana	Toronja
Coliflor	Naranjas	Variedad de
Dátiles	Nectarinas	Hojas Verdes
Duraznos		Zanahorias
Ejotes		
Elote		

### **Datos Importantes sobre la Fibra**

- La fibra limpia el sistema digestivo y ayuda a prevenir el estreñimiento
- La fibra ayuda a llenarnos pronto y mantener un peso saludable
- La fibra nos puede proteger de enfermedades del corazón y cáncer,

***Además de las frutas y vegetales, los granos y los cereales enteros tienen mucha fibra.***

Este material se desarrolló con fondos proporcionados por el Programa de Cupones para Alimentos del Departamento de Agricultura de los EE.UU. (USDA para sus siglas en inglés). El Programa de Cupones para Alimentos ofrece asistencia relacionada a la nutrición para gente con bajos ingresos. Le puede ayudar a comprar comida nutritiva para una mejor dieta. Para más información, comuníquese al 1-800-352-8401. Esta institución brinda igualdad de oportunidades en el empleo y en los servicios que provee.

# Fiber



Arizona Nutrition Network



[eatwellbewell.org](http://eatwellbewell.org)

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## **Fruits & Veggies–More Matters® Curriculum**

### **Lesson 3 - Produce Tour**

#### **Lesson Overview**

Nutrition lessons come alive as students participate in a hands-on produce tour of a retail grocery store. Seeing, smelling and tasting fruits and vegetables from all over the world will help students learn more about serving sizes and how fruits and vegetables grow. Students will locate fruits and vegetables in all parts of the grocery store. Parents, teachers and teacher's aides are all encouraged to participate.

#### **Lesson Objectives**

Following the Produce Tour students should be able to:

1. Recognize where in the grocery store sources of fruits and vegetables are located.
2. Identify the recommended amount of fruits and vegetables to eat every day.
3. Identify salt/sodium, sugar, fiber and fat on a nutrition label.
4. Recognize fruits and vegetables that are good sources of vitamin A, vitamin C or fiber.
5. Taste a fruit and/or vegetable snack.

#### **Arizona Department of Education Academic Standards**

##### **Health**

Standard 1, 1CH-F1

Describe relationships between personal health behaviors (e.g., sleep, diet, fitness and personal hygiene) and individual well-being

Standard 3, 3HC-F1

Identify responsible health behaviors and compare them to risky/harmful behaviors (e.g., responsible: tooth brushing, exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs)

Standard 3, 3HC-F2

Identify personal health needs and strategies to maintain or improve one's well-being.

##### **Mathematics**

Strand 1, Concept 2, PO16

Add or subtract fractions with like denominators (halves, thirds, fourths, eighths and tenths) appropriate to grade level.

##### **Reading**

Strand 3, Concept 1, PO2

Locate facts in response to questions about expository text.

**Writing** (If teacher has students write thank you notes to grocery store)

Strand 3, Concept 3, PO2

Writing communications including thank you notes.

### **Advance Preparation**

1. Teacher calls program contact one day prior to the tour and provides the number of students and adults that will be attending the tour. Permission slips and transportation arrangements need to be coordinated with teacher.
2. Arrange for snack at the grocery store or at school.
3. Decide on a signal you want to use for the classes to indicate to the students when you want them to be quiet or to get their attention, i.e., bell, count, chant, raise hands. Use this signal throughout all lessons.

4. Handouts:

Students: Fruits and Veggies-More Matters® Stickers

All parents: Letter/invitation (colorful paper) given one week prior to the students for parents.

Fruits and Vegetables Fun Food News (order from [www.eatwellbewell.org](http://www.eatwellbewell.org))

Harvest Calendar (order from [www.eatwellbewell.org](http://www.eatwellbewell.org))

Parents that attend grocery store tour:

Parent evaluation

TASTE Bookmarks

Grocery List Note Pads

Teachers: Teacher evaluation

Grocery List Note Pads

Harvest Calendar (order from [www.eatwellbewell.org](http://www.eatwellbewell.org))

TASTE poster (for teacher)

TASTE Bookmarks (for students)

### **Materials Equipment**

Paper bags for each student to sit upon on the floor

Moist Towelettes

Stickers

Set of measuring cups

Vitamin A, Vitamin C and Fiber Posters

Parts of the Plant Poster

Nutrition Facts Label Poster

Food for Display

I Pledge Poster

Scavenger Hunt Cards

Fruits & Veggies-More Matters® Song Poster

Baby carrots (or other cut up vegetables) and low fat Ranch Dressing for snack\*  
Small cups or containers for vegetables and dressing\*  
Napkins\*  
Bag for trash\*  
\*Provided by grocery store

## **Estimated Time**

1 1/2 hours-includes travel time

## **Introduction**

As students arrive place a FFVM sticker on each student, adult and teacher. Have everyone take a seat on the paper bags on the floor.

“Welcome to \_\_\_\_\_ (name of store) I’m \_\_\_\_\_. We’re very happy all of you are visiting us, because today we’re going to learn about fruits and vegetables and nutrition. I love to talk about fruits and vegetables!”

*Review the signal you chose with the students to indicate when you want them to be quiet or to get their attention, i.e., bell, count, chant, raise hands.*

## **Presentation**

“Why do you think you are visiting the grocery store today? (Give students time to answer). We’re going to see what kinds of fruits and vegetables are in the store. If we eat lots of fruits and vegetables they will help keep us healthy. We’re going to start here in the produce section and see what they have. What is produce? It is fresh fruits and vegetables. Not all fruits and vegetables will be in the store because they are not in season. In season means the time of year when the fruit or vegetable is ready to be picked from the plant. But we don’t just have to eat fresh produce. All forms of fruits and vegetables are good for you including frozen, canned, dried, and 100% juice. We’ll see those in other parts of the grocery store.

“Let’s start by talking about how many cups of fruits and vegetables all of us should eat every day. Raise your hand if you think you should eat one cup of fruits and vegetables every day for good health.” (Leave time for students to think about it and give an answer).

“Raise your hand if you think you should eat two cups of fruit and vegetables every day!”

Remember that how much you need depends on your age and whether you are a boy or a girl. For instance, boys four to eight need 1 ½ cups of fruit and 1 ½ cups of vegetables while girls at the same age need 1 cup fruit and 1 ½ cups of vegetables.

Is it okay if you eat more than that? It certainly is. Remember the logo of our lessons.

“Ready? Repeat after me, “Fruits & Veggies-More Matters®”

## **Performance/ Evaluation Measures**

July 2008

- 3 -

In the *Eat Fruits and Vegetables* brochure that I gave you on the first lesson (show the brochure), you learned how many cups of fruits and vegetables you need to eat for good health. What does ½ cup or 1 cup of fruit or vegetables look like? (hold up 1 cup and ½ cup measuring cups) It also looks like what else? Right- 1 cup looks like a baseball. And ½ cups of fruits or vegetables look like ½ a baseball or 1 baseball cut in two.

½ cup of fruits and vegetables also looks like this:

- 1 small piece of fruit
- 1/2 cup vegetables or fruit or beans
- 1 cup fresh vegetables like spinach or lettuce
- 1/2 cup of 100% fruit juice
- 1/4 cup dried fruit (like raisins)

Hold up a basket of strawberries or any berries.

“Would this basket of berries be equal to ½ cup? No, it would be more.

Some foods are hard to fit in a measuring cup or are measured differently.

Hold up a small apple.

“Is this equal to ½ cup?” (Yes)

Hold up a head of lettuce or spinach.

“Which measuring cup would you fill with this to make ½ cup of vegetable?”

“For lettuce or spinach, we need to fill a one cup measuring cup because it is light and full of air.”

Hold up a box of raisins.

“Remember 1/4 cup of dried fruit is equal to ½ cup of fruit because drying the fruit takes the water out of them

### **Vitamins:**

What nutrients do fruits and vegetables contain?

Fruits and vegetables are good for our bodies because of the things they contain Vitamin A, Vitamin C and Fiber.”

.

Hold up Vitamin A and C posters.

“Vitamin A keeps our eyes and skin healthy and can help us see better especially at night. It also helps protect against infections.”

“Vitamin C helps heal cuts and wounds and keeps our gums healthy.”

“An easy way to remember to pick fruits and vegetables with vitamins A and C is to remember

some of the colors of a rainbow: red, yellow/orange and green. When you cut open fruits and vegetables that are red, orange or green inside, they contain vitamins A and C.”

“We also talked about fruits and vegetables having fiber in them. Why is eating fiber such a good thing? Fiber is the part of fruits and vegetables that is not digested so it travels through our digestive tract (food tube) so that we go to the bathroom regularly and it helps to prevent cancers. Fiber also helps to fill us up to keep our weight healthy.”

Show examples of different fruits and vegetables that are good sources of Vitamin A and C and fiber. Ask some students to identify the fruits and vegetables and which nutrients they contain.

**Review:**

“Fruits and vegetables are good sources of Vitamin A, Vitamin C and fiber.”

**Parts of the Plant:**

“Where do fruits and vegetables come from?” (They come from plants.)  
(Hold up plant poster.) Discuss the different parts of the plant: roots, stem, etc., and that we eat different parts of the plant.

Give examples of each part of the plant that we eat. For example:

- Cauliflower, Broccoli > flower
- Apple, Peach, Orange > fruit (surrounds the seeds)
- Spinach, Lettuce > leaves
- Celery, Asparagus > stem
- Sweet Potato, Carrot > root (grows underground)

“Many different fruits and vegetables are grown right here in Arizona. Did you know that? More than 100 different types and varieties of fruits and vegetables are grown in our state.” Show a fruit or vegetable grown in Arizona.

**Review:**

Hold up plant poster.

“Remember when we eat different fruits and vegetables we eat different parts of plants (point out parts on the poster).”

Have the teacher divide the class into groups according to how many adults there are present. Tour the produce section. Instruct the children NOT to handle the produce unless an adult gives it to them (avalanches can result if not careful!).

OR

For classes not going on scavenger hunt - Nutritionist conducts tour of the supermarket to show

canned, frozen and fresh fruit and vegetables.

### **Sugar, Fat and Salt/Sodium**

“There are many different ways to find fruits and vegetables in your store. Do any of you know where else you see fruits and vegetables?”

“While you are looking for fruits and vegetables in other areas of the store, make sure to **Spot the Block**. The block is a label called Nutrition Facts.”(Show a Nutrition Facts label poster) This is where you will find information on sugar, salt/sodium and fat in the fruit or vegetable. The “Block” shows us how much a serving is, how many calories a serving contains and how much of many nutrients our bodies need are in a serving. The Daily Value is how much we should have of a nutrient based on a 2,000 calorie diet. If foods have 20% of the Daily Value (DV) of a nutrient like Vitamin C it is a good source. When we are trying to eat less of the sugar, sodium and fat in foods, look on the label and try to choose foods that say 5% of the Daily Value (DV) which is low.

**Canned:** “What is added to canned fruit? Sugar. When selecting canned fruit, choose canned fruit that is low in sugar. It’s best to look for those that are canned in pure fruit juice. If you have some with syrup, rinse it under water to take the syrup off. What is added to canned vegetables? Salt. Explain that sodium is found in salt and often used in many canned or packaged products. Too much salt isn’t good for you. It is best to look for the canned vegetables with “no salt added” or 1/3 less salt” or “low in sodium” on the label.”

**Frozen:** “What is added to frozen vegetables? You can buy vegetables with all sorts of sauces added to them. The label on the box will tell you that cheese, butter, or a cream sauce was added. Be sure not to eat too many fats like butter and cheese. It is best to buy frozen vegetables that are packaged the same as they were when they were picked from the farm - by themselves. That way you can choose how you want to prepare them.

“What is added to frozen fruits?” Sugar. “Select frozen fruits without sugar added to them.” Look for frozen fruits, like strawberries that do not have sugar or syrup.”

“Frozen fruits and vegetables are the closest thing to fresh. Fruits and vegetables are usually frozen close to where the produce is harvested, locking in nutrients and freshness. Less salt and sugar is usually added to the fruits and vegetables compared to canned.”

**Juice:** “Remember, select juice that is 100% fruit juice.”

**Dried:** “Choose foods that are dried without added sugars. Brush your teeth or rinse your mouth after eating these because they tend to stick to your teeth.”

**Fried:** Some vegetables can be fried, such as: french fries from potatoes. Eat these less often because of the high fat content.”



## Scavenger Hunt

“Now, we are going to go on a scavenger hunt looking for fruits and vegetables.”

Divide up into same groups. Give each group a card with the items they are to find and send them with an adult. Encourage the adults in each group to read the ingredient list and the nutrition facts label with their small group. (Use cards shown below. Copy ready pages follow lesson)

100% vegetable juice 100% fruit juice Juice drink with added sugar	Canned green beans no salt added Canned green beans with salt
Canned peaches in juice Canned peaches in heavy syrup	Apple chips Corn chips Potato chips
Frozen strawberries Frozen strawberries in syrup	Frozen 100% fruit juice Frozen juice drink with added sugar

Each group will bring the items back to their seats and come up to the front for “show and tell.” Start with frozen foods first. Use “show and tell” to have the participants read the labels and compare those with sugar, salt/sodium, and fat to those without. (Presenter may read the labels and have the kids point to the healthiest choice). Have students return items to the shelf or

freezer. *If some students are finished ahead of others ask one of the parents or volunteers to read some of the Fruit and Vegetable Jokes from the Teacher Supplement, Lesson 1.*

## Review

“Choose juice that is 100% fruit juice with no sugar added.”

“Choose canned fruit with no sugar added to it.”

“Choose canned vegetables with no salt or less salt/sodium.”

“What will you tell your parents about frozen vegetables and fruits? Use plain frozen vegetables without added butter, cream sauce, or cheese and frozen fruit without sugar added.”

While children are touring the produce section or return from the scavenger hunt, pass out the vegetables with low fat ranch dressing.

Explain what they are about to eat.

Always remember to wash fruits and vegetables before you eat them and be sure to wash your hands before you eat. Since there is no sink here you can use this Moist Towelette to wash your hands.

Answer any questions resulting from walking around the produce section or from the

scavenger hunt.

Have students recite the Fruits & Veggies-More Matters® Pledge before eating their snack:  
(Hold up I Pledge Poster)

### **Fruits and Veggies-More Matters Pledge**

I pledge...  
I will try one fruit or vegetable  
that I have never tried before  
or  
I will try at least one fruit or vegetable  
that I do not like,  
But all I have to do is take one bite!

### **Performance/Evaluation Measures**

Question: “What does this mean (show the Fruits and Veggies-More Matters® logo)?”

Answer: “It’s the Fruits and Veggies-More Matters® logo encouraging us to eat fruits and vegetables.”

Question: “How many cups of fruits and vegetables do we need every day?”

Answer: “Varies according to age and whether you are a boy or girl.”

Question: “What is one way to protect yourself from heart disease and cancer and keep your weight healthy?”

Answer: “Eat more fruits and vegetables each day.”

Question: “Name three important things you find in fruits and vegetables.”

Answer: “Vitamin A, Vitamin C, and fiber.”

### **Summary/Closure**

“Today you have learned how much fruits and vegetables you need to eat each day. You’ve seen/touched fruits and vegetables that maybe you haven’t seen/touched before, and you learned about the parts of the plant that fruits and vegetables come from. You learned that many fruits and vegetables are grown right here in Arizona.

You also learned to “Spot the Block”, where salt/sodium, sugar and fat are found on Nutrition Facts labels. Be sure to ask your parents to offer you more fruits and vegetables everyday.

Close by singing the Fruits and Veggies-More Matters® song. (Hold up song poster)

## **Home Connection**

Provide Harvest Calendar and Fun Food News for all parents

Provide incentive items to parents that were on the field trip

## **Follow-Up**

1. Pick up completed evaluation from teacher.
2. Give teacher Harvest Calendars and to distribute to students and parents.
3. Grocery List Note Pads and TASTE posters are for teachers.
4. Provide the teacher an envelope for mailing the thank you notes to you. (Note: make copies of selected notes for program purposes and then mail them to the grocery store).

## **Lesson 3 - Fruits and Veggies More Matters Produce Tour**

### **Appendix A**

The following fruits and vegetables are listed as examples of produce that might be used for the Fruits and Veggies More Matters tour. Substitute “in-season” or items on special when appropriate:

#### **Display**

Fruit - apple/orange

Leaf - Spinach

Stem - Celery

Root - Onion

Flower - Broccoli

Orange - Sweet Potato/Carrots

Green - Broccoli

Red - Tomato/Red Pepper

#### **Serving Size**

Cantaloupe

2 kiwifruit

package of berries

1 package of dried beans

6 ounce can of fruit juice

raisins

#### **Tasting**

Ready-peeled carrots

cherry tomatoes

broccoli

low fat or fat free ranch dip

6 inch paper plates

aluminum baker's cup (to hold fruit samples)

Assorted (3-4 kinds) of in-season fruits such as: orange slices, strawberries, kiwifruit with skin, small box of raisins, banana sliced with skin



## Fruits and Veggies More Matters® Song (Sing to the tune of the ABC Song)

Fruits and vegetables are very good for me!  
They have vitamins A and C.  
Plants have fiber,  
Animals do not.  
Fruits and vegetables,  
Eat them cold or hot.  
Fruits and vegetables are very good for me.  
I'll eat more each day! (shout)  
How healthy I will be!

Words written by: Shirley Strembel, M.S., R.D., Maricopa  
County Department of Health Services



## Fruits and Veggies More Matters Pledge

I pledge...

I will try one fruit or vegetable  
that I have never tried before

or

I will try at least one fruit or vegetable  
that I do not like,  
But all I have to do is take one bite!



**Teacher Evaluation**

**Lesson 3 – Produce Tour**

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Number of Students: \_\_\_\_\_

Number of Boys: \_\_\_\_\_ Number of Girls: \_\_\_\_\_

Number of Teachers, Volunteers, Others: \_\_\_\_\_

Men: \_\_\_\_\_ Women: \_\_\_\_\_

**Lesson Objectives**

Following the Produce Tour or watching the Supermarket video, students should be able to:

1. Recognize where in the grocery store sources of fruits and vegetables are located
2. Identify the recommended amount of fruits and vegetables to eat every day.
3. Identify salt/sodium, sugar, fiber and fat on a nutrition label.
4. Recognize fruits and vegetables that are good sources of vitamin A, vitamin C or fiber.
5. Taste a fruit and/or vegetable snack.

Please take time to give your response to the statements below and to add comments that will assist in evaluating and improving this class. Circle the one response that best indicates your opinion.

	Strongly Disagree	Disagree	Some what Agree	Agree	Strongly Agree
1. This class met the objectives listed above.	1	2	3	4	5
2. The visual aids helped the students understand the concepts presented in the lesson.	1	2	3	4	5
3. The activities helped the students understand the lesson.	1	2	3	4	5
4. The class material was presented in a manner appropriate for the grade level.	1	2	3	4	5
5. The presenter was professional and prepared.	1	2	3	4	5
6. The overall quality of this class was excellent.	1	2	3	4	5

Suggestions for improvement:

Other comments: (use the back of the paper if needed)

## SCAVENGER HUNT CARDS

100% vegetable juice 100% fruit juice Juice drink with added sugar	Canned green beans no salt added Canned green beans with salt
Canned peaches in juice Canned peaches in heavy syrup	Apple chips Corn chips Potato chips
Frozen strawberries Frozen strawberries in syrup	Frozen 100% fruit juice Frozen juice drink with added sugar

100% vegetable juice 100% fruit juice Juice drink with added sugar	Canned green beans no salt added Canned green beans with salt
Canned peaches in juice Canned peaches in heavy syrup	Apple chips Corn chips Potato chips
Frozen strawberries Frozen strawberries in syrup	Frozen 100% fruit juice Frozen juice drink with added sugar

100% vegetable juice 100% fruit juice Juice drink with added sugar	Canned green beans no salt added Canned green beans with salt
Canned peaches in juice Canned peaches in heavy syrup	Apple chips Corn chips Potato chips
Frozen strawberries Frozen strawberries in syrup	Frozen 100% fruit juice Frozen juice drink with added sugar





## Fruits and Veggies More Matters® Pledge

I pledge...

I will try one fruit or vegetable  
that I have never tried before

or

I will try at least one fruit or  
vegetable

that I do not like,

But all I have to do  
is take one bite!



Arizona Nutrition Network



# Fruits & Veggies–More Matters® Curriculum

## Lesson 3a – Virtual Produce Tour

### Lesson Overview

Nutrition lessons come alive as students participate in a hands-on produce tour of a retail grocery store. Seeing, smelling and tasting fruits and vegetables from all over the world will help students learn more about serving sizes and how fruits and vegetables grow. A video or DVD showing students how to locate fruits and vegetables in all parts of the grocery store is used for those schools where a field trip is cost prohibitive.

### Lesson Objectives

Following the viewing of the Supermarket video, students should be able to:

1. Recognize where in the grocery store sources of fruits and vegetables are located
2. Identify the recommended amount of fruits and vegetables to eat every day.
3. Identify salt/sodium, sugar, fiber and fat on a nutrition label.
4. Recognize fruits and vegetables that are good sources of vitamin A, vitamin C or fiber.
5. Taste a fruit and/or vegetable snack.

### Arizona Department of Education Academic Standards

#### Health

Standard 1, 1CH-F1

Describe relationships between personal health behaviors (e.g., sleep, diet, fitness and personal hygiene) and individual well-being

Standard 3, 3HC-F1

Identify responsible health behaviors and compare them to risky/harmful behaviors (e.g., responsible: tooth brushing, exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs)

Standard 3, 3HC-F2

Identify personal health needs and strategies to maintain or improve one's well-being.

#### Mathematics

Strand 1, Concept 2, PO16

Add or subtract fractions with like denominators (halves, thirds, fourths, eighths and tenths) appropriate to grade level.

#### Reading

Strand 3, Concept 1, PO2

Locate facts in response to questions about expository text.

Writing (If teacher has students write thank you notes to grocery store)

Strand 3, Concept 3, PO2

Writing communications including thank you notes.

### Advance Preparation

July 2008

1. Arrange for snack at the school.
2. Arrange for a VCR or DVD player for classroom.
3. Decide on a signal you want to use for the classes to indicate to the students when you want them to be quiet or to get their attention, i.e., bell, count, chant, raise hands. Use this signal throughout all lessons.
4. Somewhere in the lesson add some physical activity such as Veggie Meringue using the “Groovin’ Foods” CD. Do different dance steps, turning around, waving arms up high, knee lifts, pulling vegetables from the garden, etc. (song is five minutes) Share that, in addition to eating healthy, it is important to move our bodies to stay at a healthy weight.

5. Handouts

Students: Fruits and Veggies-More Matters® Stickers

Parents: Fruits and Vegetables Fun Food News (order from [www.eatwellbewell.org](http://www.eatwellbewell.org))  
Harvest Calendar (order from [www.eatwellbewell.org](http://www.eatwellbewell.org))

Teachers: Teacher evaluation  
Grocery List Note Pads  
Harvest Calendar  
TASTE poster  
TASTE Bookmarks (for students)

## Materials Equipment

- Moist Towelettes
- Stickers
- Set of measuring cups
- Vitamin A, Vitamin C and Fiber Posters
- Scavenger Hunt Cards
- Signs of sections of grocery store
- Food Model cards or empty packages of foods
- Grocery Store Video or DVD
- Parts of the Plant Poster
- Nutrition Facts Label Poster
- Fruits & Veggies-More Matters® Song Poster
- I pledge poster
- Baby carrots (or other cut up vegetables) and low fat Ranch Dressing for snack\*
- Small cups or containers for vegetables and dressing\*
- Napkins\*
- Groovin’ Foods Music CD for physical activity (if time permits)
- CD Player

## Estimated Time

45 minutes (10 minutes for video)

## Introduction

“Hi, remember me? I’m \_\_\_\_\_ from \_\_\_\_\_. I’ve been talking with you about the importance of eating fruits and vegetables. Where do most of us get our fruits and vegetables from? (allow time for answers) That’s right, the grocery store.”

Review the signal you chose with the students to indicate when you want them to be quiet or to get their attention, i.e., bell, count, chant, raise hands.

## **Presentation**

“Today through the magic of TV we are going to a grocery store. We’re going to see what kinds of fruits and vegetables are in the store. If we eat lots of fruits and vegetables they will help keep us healthy. We’re going to start here in the produce section and see what they have. What is produce? It is fresh fruits and vegetables. Not all fruits and vegetables will be in the store because they are not in season. In season means the time of year when the fruit or vegetable is ready to be picked from the plant. But we don’t just have to eat fresh produce. All forms of fruits and vegetables are good for you including frozen, canned, dried, and 100% juice. We’ll see those in other parts of the grocery store.

Show video or DVD.

## **Performance/ Evaluation Measures**

In the *Eat Fruits and Vegetables* brochure that I gave you on the first lesson (show the brochure), you learned how many cups of fruits and vegetables you need to eat for good health. Then you circled that amount on your copy. Who can tell me how much fruits and vegetables they need to eat? (ask for a girl and boy volunteer and show brochure to compare what the child says) That’s right, you are an eight year old girl you need to eat 1 cup of fruit (hold up 1 cup measuring cup) and 1½ cups of vegetables (hold up 1 cup and ½ cup measuring cups). If you are an eight year old boy you need to eat 1½ cups of fruit and 1½ cup of vegetables (hold up 1 cup and ½ cup measuring cups). What does 1 cup of fruit or vegetables look like? That’s right- a baseball. And ½ cups of fruits or vegetables look like ½ a baseball or 1 baseball cut in two.

½ cup of fruits and vegetables also looks like this:

- 1 small piece of fruit
- 1/2 cup vegetables or fruit or beans
- 1 cup fresh vegetables like spinach or lettuce
- 1/2 cup of 100% fruit juice
- 1/4 cup dried fruit (like raisins)

Some foods are hard to fit in a measuring cup or are measured differently.

Hold up a small apple. (or food model or picture)

“Is this equal to ½ cup?” (Yes)

Hold up a head of lettuce or spinach (or food model or picture)

“Which measuring cup would you fill with this to make ½ cup of vegetable?”

“For lettuce or spinach, we need to fill a one cup measuring cup because it is light and full of air.”

Hold up a box of raisins. (or food model or picture)

“Remember 1/4 cup of dried fruit is equal to ½ cup of fruit because the drying of the fruit takes the water out of them.”

**Vitamins:**

“What nutrients do fruits and vegetables contain?”

Fruits and vegetables are good for our bodies because of the things they contain Vitamin A, Vitamin C and Fiber.” (Hold up vitamin A and C posters.)

“Vitamin A keeps our eyes and skin healthy and can help us see better especially at night. It also helps protect against infections.”

“Vitamin C helps heal cuts and wounds and keeps our gums healthy.”

“An easy way to remember to pick fruits and vegetables with vitamins A and C is to remember some of the colors of a rainbow: red, yellow/orange and green. When you cut open fruits and vegetables that are red, orange or green inside, they contain vitamins A and C.”

“We also talked about fruits and vegetables having fiber in them. Why is eating fiber such a good thing? Fiber is the part of fruits and vegetables that is not digested so it travels through our digestive tract (food tube) so that we go to the bathroom regularly and it helps to prevent cancers. Fiber also helps to fill us up to keep our weight healthy.

Show examples of different fruits and vegetables that are good sources of Vitamin A and C and fiber. Ask some students to identify the fruits and vegetables and which nutrients they contain.

**Review:**

“Fruits and vegetables are good sources of Vitamin A, Vitamin C and fiber.”

**Parts of the Plant:**

“Where do fruits and vegetables come from?” (They come from plants.)

Hold up plant poster. Discuss the different parts of the plant: roots, stem, etc., and that we eat different parts of the plant.

Give examples of each part of the plant that we eat. For example:

Cauliflower, Broccoli	>flower
Apple, Peach, Orange	> fruit (surrounds the seeds)
Spinach, Lettuce	> leaves
Celery, Asparagus	> stem
Sweet Potato, Carrot	> root (grows underground)

“Many different fruits and vegetables are grown right here in Arizona. Did you know that? More than 100 different types and varieties of fruits and vegetables are grown in our state. ” Show a fruit or vegetable grown in Arizona.

**Review:**

Hold up plant poster.

“Remember when we eat different fruits and vegetables we eat different parts of plants (point out parts on the poster).”

**Sugar, Fat and Salt/Sodium**

“There are many different ways to find fruits and vegetables in your store. Do any of you know where else you see fruits and vegetables?”

“While you are looking for fruits and vegetables in other areas of the store, make sure to *Spot the Block*. The block is a label called Nutrition Facts.”(Show a Nutrition Facts label poster) This is where you will find information on sugar, salt/sodium and fat in the fruit or vegetable. The “**Block**” shows us how much a serving is, how many calories a serving contains and how much of many nutrients our bodies need are in a serving. The Daily Value is how much we should have of a nutrient based on a 2,000 calorie diet. If foods have 20% of the Daily Value (DV) of a nutrient like Vitamin C it is a good source. When we are trying to eat less of the sugar, sodium and fat in foods, look on the label and try to choose foods that say 5% of the Daily Value (DV) which is low.

**Canned:** “What is added to canned fruit? Sugar. When selecting canned fruit, choose canned fruit that is low in sugar. It’s best to look for those that are canned in pure fruit juice. If you have some with syrup, rinse it under water to take the syrup off. What is added to canned vegetables? Salt. Explain that sodium is found in salt and often used in many canned or packaged products. Too much salt isn’t good for you. It is best to look for the canned vegetables with “no salt added” or 1/3 less salt” or “low in sodium” on the label.”

**Frozen:** “What is added to frozen vegetables? You can buy vegetables with all sorts of sauces added to them. The label on the box will tell you that cheese, butter, or a cream sauce was added. Be sure not to eat too many fats like butter and cheese. It is best to buy frozen vegetables that are packaged the same as they were when they were picked from the farm - by themselves. That way you can choose how you want to prepare them.

“What is added to frozen fruits?” Sugar. “Select frozen fruits without sugar added to them.”  
Look for frozen fruits, like strawberries that do not have sugar or syrup.”

“Frozen fruits and vegetables are the closest thing to fresh. Fruits and vegetables are usually frozen close to where the produce is harvested, locking in nutrients and freshness. Less salt and sugar is usually added to the fruits and vegetables compared to canned.”

**Juice:** “Remember, select juice that is 100% fruit juice.”

**Dried:** “Choose foods that are dried without added sugars. Brush your teeth or rinse your mouth after eating these because they tend to stick to your teeth.”

**Fried:** Some vegetables can be fried, such as: french fries from potatoes. Eat these less often because of the high fat content.

### **Scavenger Hunt**

“Now, we are going to go on a scavenger hunt looking for fruits and vegetables.”

Post signs around the classroom for the sections of the grocery store. Using food models cards or empty packages of foods, put these items in those sections for the students to find. Divide up into groups. Give each group a card with the items they are to find and have each group go to a section one at a time. Encourage the kids in each group to read the ingredient list and the nutrition facts label while they are waiting for the rest of the group. (Use cards shown below. Copy ready pages follow lesson)

100% vegetable juice 100% fruit juice Juice drink with added sugar	Canned green beans no salt added Canned green beans with salt
Canned peaches in juice Canned peaches in heavy syrup	Apple chips Corn chips Potato chips
Frozen strawberries Frozen strawberries in syrup	Frozen 100% fruit juice Frozen juice drink with added sugar

Each group will bring the items back to their seats and come up to the front for “show and tell.” Start with frozen foods first. Use “show and tell” to have the participants read the labels and compare those with sugar, salt/sodium, and fat to those without. (Presenter may read the labels and have the kids point to the healthiest choice). Have students leave items at the front of the room when finished.

### Review

“Choose juice that is 100% fruit juice with no sugar added.”

“Choose canned fruit with no sugar added to it.”

“Choose canned vegetables with no salt or less salt/sodium.”

“What will you tell your parents about frozen vegetables and fruits? Use plain frozen vegetables without added butter, cream sauce, or cheese and frozen fruit without sugar added.”

When the scavenger hunt is completed, pass out the vegetables with low fat ranch dressing.

Explain what they are about to eat.

Always remember to wash fruits and vegetables before you eat them and be sure to wash your hands before you eat. Since there is no sink here you can use this Moist Towelette to wash your hands.

Answer any questions resulting from walking around the produce section or from the scavenger hunt.

Have students recite the Fruits & Veggies-More Matters® Pledge before eating their snack.

(Hold up I Pledge Poster)

### Fruits and Veggies More Matters Pledge

I pledge...

I will try one fruit or vegetable  
that I have never tried before

or

I will try at least one fruit or vegetable  
that I do not like,

But all I have to do is take one bite!

### Performance/Evaluation Measures

Question: “What does this mean (show the Fruits and Veggies-More Matters® logo)?

Answer: “It’s the Fruits and Veggies More Matters® logo encouraging us to eat fruits and vegetables.”

Question: “How many cups of fruits and vegetables do we need every day?”

Answer: “Varies according to age and whether you are a boy or girl.”

Question: “What is one way to protect yourself from heart disease and cancer and keep your weight healthy?”

Answer: “Eat more fruits and vegetables each day.”

Question: “Name three important things you find in fruits and vegetables.”

Answer: “Vitamin A, Vitamin C, and fiber.”

### **Summary/Closure**

“Today you have learned how much fruits and vegetables you need to eat each day. You’ve seen/touched fruits and vegetables that maybe you haven’t seen/touched before, and you learned about the parts of the plant that fruits and vegetables come from. You learned that many fruits and vegetables are grown right here in Arizona. You also learned to “**Spot the Block**”, where salt/sodium, sugar and fat are found on Nutrition Facts labels. Be sure to ask your parents to offer you more fruits and vegetables every day.”

Close by singing the Fruits and Veggies-More Matters® song. (hold up song poster)

### **Home Connection**

Provide Harvest Calendar and Fun Food News for parents

### **Follow-Up**

1. Pick up completed evaluation from teacher.
2. Give teacher Harvest Calendars and Fun Food News to distribute to parents.
3. Grocery List Note Pads and TASTE posters are for teachers.



## **Lesson 3 - Fruits and Veggies More Matters Produce Tour**

### **Appendix A**

The following fruits and vegetables are listed as examples of produce that might be used for the Fruits and Veggies More Matters tour. Substitute “in-season” or items on special when appropriate:

#### **Display**

Fruit - apple/orange

Leaf - Spinach

Stem - Celery

Root - Onion

Flower - Broccoli

Orange - Sweet Potato/Carrots

Green - Broccoli

Red - Tomato/Red Pepper

#### **Serving Size**

Cantaloupe

2 kiwifruit

package of berries

1 package of dried beans

6 ounce can of fruit juice

raisins

#### **Tasting**

Ready-peeled carrots

cherry tomatoes

broccoli

low fat or fat free ranch dip

6 inch paper plates

aluminum baker's cup (to hold fruit samples)

Assorted (3-4 kinds) of in-season fruits such as: orange slices, strawberries, kiwifruit with skin, small box of raisins, banana sliced with skin



## Fruits and Veggies More Matters® Song (Sing to the tune of the ABC Song)

Fruits and vegetables are very good for me!  
They have vitamins A and C.  
Plants have fiber,  
Animals do not.  
Fruits and vegetables,  
Eat them cold or hot.  
Fruits and vegetables are very good for me.  
I'll eat more each day! (shout)  
How healthy I will be!

Words written by: Shirley Strembel, M.S., R.D., Maricopa  
County Department of Health Services



## Fruits and Veggies More Matters Pledge

I pledge...

I will try one fruit or vegetable  
that I have never tried before

or

I will try at least one fruit or vegetable  
that I do not like,  
But all I have to do is take one bite!



**Teacher Evaluation**  
**Lesson 3a –Virtual Produce Tour**

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Number of Students: \_\_\_\_\_

Number of Boys: \_\_\_\_\_ Number of Girls: \_\_\_\_\_

Number of Teachers, Volunteers, Others: \_\_\_\_\_

Men: \_\_\_\_\_ Women: \_\_\_\_\_

**Lesson Objectives**

Following the Produce Tour or watching the Supermarket video, students should be able to:

1. Recognize where in the grocery store sources of fruits and vegetables are located
2. Identify the recommended amount of fruits and vegetables to eat every day.
3. Identify salt/sodium, sugar, fiber and fat on a nutrition label.
4. Recognize fruits and vegetables that are good sources of vitamin A, vitamin C or fiber.
5. Taste a fruit and/or vegetable snack.

Please take time to give your response to the statements below and to add comments that will assist in evaluating and improving this class. Circle the one response that best indicates your opinion.

	Strongly Disagree	Disagree	Some what Agree	Agree	Strongly Agree
1. This class met the objectives listed above.	1	2	3	4	5
2. The visual aids helped the students understand the concepts presented in the lesson.	1	2	3	4	5
3. The activities helped the students understand the lesson.	1	2	3	4	5
4. The class material was presented in a manner appropriate for the grade level.	1	2	3	4	5
5. The presenter was professional and prepared.	1	2	3	4	5
6. The overall quality of this class was excellent.	1	2	3	4	5

Suggestions for improvement:

Other comments: (use the back of the paper if needed)

## SCAVENGER HUNT CARDS

100% vegetable juice 100% fruit juice Juice drink with added sugar	Canned green beans no salt added Canned green beans with salt
Canned peaches in juice Canned peaches in heavy syrup	Apple chips Corn chips Potato chips
Frozen strawberries Frozen strawberries in syrup	Frozen 100% fruit juice Frozen juice drink with added sugar

100% vegetable juice 100% fruit juice Juice drink with added sugar	Canned green beans no salt added Canned green beans with salt
Canned peaches in juice Canned peaches in heavy syrup	Apple chips Corn chips Potato chips
Frozen strawberries Frozen strawberries in syrup	Frozen 100% fruit juice Frozen juice drink with added sugar

100% vegetable juice 100% fruit juice Juice drink with added sugar	Canned green beans no salt added Canned green beans with salt
Canned peaches in juice Canned peaches in heavy syrup	Apple chips Corn chips Potato chips
Frozen strawberries Frozen strawberries in syrup	Frozen 100% fruit juice Frozen juice drink with added sugar



## Fruits and Veggies More Matters® Pledge

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or

I will try at least one fruit or  
vegetable

that I do not like,

But all I have to do  
is take one bite!



Arizona Nutrition Network



## **Fruits & Veggies–More Matters Curriculum**

### **Lesson 4 – Healthy Meals and Snacks**

#### **Lesson Overview**

Students will learn how to find fruits and vegetables at home and away. Activities include choosing fruit and vegetable snacks, selecting fruits and vegetables when eating away from home and sampling a fruit or vegetable snack.

#### **Lesson Objectives**

At the end of the class, students should be able to:

1. Identify fruit and vegetable snacks.
2. Create a recipe for a fruit or vegetable snack.
3. Choose a meal with at least two fruits and two vegetables.
4. Identify at least two fruits and/or two vegetables on their school cafeteria menu or the Fruits & Veggies-More Matters Café Menu.
5. Prepare and taste a fruit and/or vegetable snack.

#### **Arizona Department of Education Academic Standards**

##### **Health**

##### **STANDARD 3:**

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Students know and are able to do the following: Identify personal health needs and strategies to maintain or improve one's well-being.

#### **Advance Preparation**

1. Contact School Food Service Supervisor to set up ingredients for the snack giving at least 2 weeks notice prior to the lesson requiring a snack.
2. Decide on a signal you want to use for the classes to indicate to the students when you want them to be quiet or to get their attention ie bell, count, chant, raise hands. Use this signal throughout all lessons.
3. Somewhere in the lesson add some physical activity such as “Fruit Freeze” using the “Groovin’ Foods” CD. Have the kids follow directions of the song. (song is four minutes) Share that in addition to eating healthy it is important to move our bodies to stay at a healthy weight.

4. Handout:

- Students: Consumption Post-surveys (for sampling of classes)  
Wacky Snack Attack Handout Sheet (need to copy, camera ready copy at end of lesson)  
Certificates (need to copy, camera ready copy at end of lesson)  
The Arizona Produce Passport
- Parents: Parent Handout  
More Matters Magnet
- Teacher: Teacher evaluation  
More Matters Potholders  
More Matters Adhesive Note Pad (for students)  
More Matters Ruler (for students)  
Pencil Top Fruit Erasers  
Cool Fuel Cookbook (incentive for completing Arizona Produce Passport)

## **Materials and Equipment**

- Picture Pairs (1 fruit/vegetable and 1 other snack item)
- Find the Fruits & Veggies-More Matters Snacks
- Plate and Menu Display Boards (optional)
- Felt Display Board (optional)
- Fruits & Veggies-More Matters® Song Poster
- Food for Fruit or Veggie snack
- Plates, napkins, spoons, serving utensils, etc.
- Clipboard with pencil
- Groovin' Foods Music CD for physical activity
- CD player
- Chalkboard or bring white easel paper, marker and tape

## **Estimated Time**

45 minute class - 15 minutes for the post-survey (for those randomly selected to complete it) and 30 minutes interactive discussion and activities.

## **Introduction**

Introduce yourself "I'm \_\_\_\_\_, a dietitian/nutritionist with \_\_\_\_\_ County Department of Health Services."

*Review the signal you chose for the classes to indicate to the students when you want them to be quiet or to get their attention, i.e., bell, count, chant, raise hands.*

## **Presentation**

July 2008



“Now, do you **remember** how important it is for you to eat fruits and vegetables every day so you stay healthy and to prevent diseases? **Remember** how we talked about fruits and vegetables having lots of Vitamins A and C as well as lots of fiber? Who **remembers** why Vitamin A is important for us? Allow time for students to answer. That’s right for our eyes  
Who **remembers** why Vitamin C is important for us? Allow time for students to answer. That’s right vitamin C helps wounds like cuts and bruises heal and helps prevent infection. What are good sources of Vitamin A and C?

Do you also **remember** that fiber is the part of the plant that our bodies do not digest but it is important in keeping our intestines healthy? Who can tell me some foods high in fiber?

Pick a girl student and ask her age. Then ask her how many cups of fruits and vegetables she needs to eat each day. Show the poster from Lesson 1. Ask another girl from a different age group. Then ask her how many cups of fruits and vegetables she needs to eat each day. Show the poster from Lesson 1.

Pick a boy student and ask his age. Then ask him how many cups of fruits and vegetables he needs to eat each day. Show the poster from Lesson 1. Ask another boy from a different age group. Then ask him how many cups of fruits and vegetables she needs to eat each day. Show the poster from Lesson 1.

If you start healthy habits now, such as eating more fruits and vegetables it is more likely that you will keep these habits for your whole life!”

What kinds of fruits and vegetables do you have at home in your meals? What kinds of fruits and vegetables do you eat at school at lunch? What kinds of fruits and vegetables do fast food restaurants have? Remember that even though French fries are made from potatoes they are fried and are a “sometimes” food as they aren’t very good for our heart.

“Fruits, vegetables and 100% juices make especially good snacks. A snack is anything you eat in between your regular mealtimes. The best thing about fruits and vegetables is how easy they are to eat. Usually all that is needed is that they be washed and rinsed well or peeled with very little cutting or preparation involved. When you eat fruits and vegetables for snacks, it is easy to get the amount you need every day.”

Ask the children if they can think of the many reasons people give for not eating their fruits and vegetables. List the reasons on the board. Go through each reason and think of solutions with the class....i.e., too busy.....grab a banana and go, or an apple. After going through each reason, have the class give you snack ideas with fruits and vegetables. Help them think of cold and hot snack ideas. Write them on the board. What is a recipe? It’s a direction on how to make a food dish. Can you think of a recipe for a snack? Write 1-2 on the board.

### **Activities (Choose from the five below)**

July 2008

### **1) Find Fruit & Veggie More Matters Snacks**

Explain that it is easy to eat the amount of fruits and vegetables you need if you include fruits and vegetables when you eat snacks. Some snack foods may have very small amounts or no fruits and vegetables but have a lot of sugar and fat added. These “non-fruit and vegetable” snacks should NOT be counted as a fruit or vegetable. When counting up your cups of fruits and vegetables every day, be sure to only count snacks that contain a full cup of a “real” fruit or vegetable.

Hold up pairs of pictures or give out word pairs - one with a fruit and vegetable snack and one with a less healthy choice. Have students select the healthier from the two pictures. Describe healthier as “the one that gives you more fruits and vegetables”. Make the activity fast and fun - allow them to ask someone for assistance, ask “Is that your final answer?” Give praise for right choices.

Juice - Soda

Veggie Pizza - Pepperoni Pizza

Baked Potato - Potato Chips

Salsa - Onion Dip

Apple - Apple Tart

Orange - Fruit Roll up

Carrot Sticks – Ice Cream

Corn on the Cob - Corn Chips

Fruit Parfait - Hot Fudge Sundae

Bean Dip - Cheese Whiz

Strawberries - Brownies

### **2) Fruit & Veggie More Matters Pictionary**

Write the name of fruits and vegetables on index cards. Divide students into two teams. A player from the first team picks a card without showing to anyone else. The player has two minutes to draw pictures on the board to help his or her team guess what fruit or vegetable. If the team guesses correctly, they get three points and one bonus point if they can give a fact about the fruit or vegetable. If they don't guess correctly, the other team is allowed three guesses to win the points. Give high fives or small prizes to all that participate.

### 3) Wacky Snack Attack

A Wacky Snack is when you mix two or more foods together and get a delicious snack with a funny name. Sometimes you might use words other than the foods in the recipe. For example, here's a recipe for a HUBANA.

Human + Banana = Hubana

Ingredients:

Banana

reduced-fat cream cheese

dried apricot half

grated carrots (optional)

raisins, dried cranberries or other dried fruits of choice

Directions:

Peel banana half-way down. On the very top, place a dab of cream cheese and place the apricot half on top. This is the beret or hat. If you prefer place grated carrots on the cream cheese for hair. Dab reduced fat cream cheese on the banana where you want the eyes, nose and mouth to go. Stick on raisins, dried cranberries, or other fruit to make the face. Say "Hi" to your Hubana, take a picture if you wish and then EAT. Makes one serving.

(draw picture?)

Tell the students they will be writing a recipe that provides at least ½ cup of fruit or vegetable. Emphasize the importance of limiting fat and sugar content for healthy teeth and body. If computer resources are available, students may publish their recipes into a formal cookbook or enter them on a word processor.

Tell the students they will be writing their own Wacky Snack Attack recipe. Give the students the "Wacky Snack Attack" form. Review the parts of the recipe and assist students in developing their recipe.

Name of Recipe (combine two words for a "wacky" name)

List of Ingredients (use amounts and describe exactly)

Instructions (tell how to make it in words or draw a picture)

Number of Servings

*Wacky Snack attack activity adapted from: Evers, C.L.; How to Teach Nutrition To Kids: Hands-on Guide Filled With Delicious Learning; 24 Carrot Press; Tigard, OR.; 1998.*

### 4) What's on Your Plate?

Explain that it's easy to eat enough fruits and vegetables if you are sure to eat at least two fruits and vegetables at every meal. Many students say it's hard to eat fruits and vegetables, but today we're going to go looking for fruits and vegetables wherever you might go to eat. Can you name some fruits and vegetables that you find in your school cafeteria?

Select students to go to the menu board and pick a meal with no more than five items. Have the

student place the foods on the plate display board and tell how many cups of fruits and vegetables are in the meal.

### **5) Meal Planning with MyPyramid**

Come prepared with a felt blank MyPyramid and a felt place setting. Have food items divided into groups (breakfast, lunch, dinner and snack). Place all of the food items for that meal or snack on the MyPyramid in the appropriate groups. Have a student pick the food items (either at their chair or at the front of the class) to make a well-balanced meal with at least two of fruits or vegetables for each meal and one of fruit or vegetable for the snack. Once the student has picked the meal or snack, discuss if it is well-balanced or if there are any other “healthier alternatives” for the items they chose. Repeat with all the meals and the snack.

*Students can also help scrub work and eating surfaces before food activities begin.*

*Allow student to pick and choose what they taste in the classroom. Some students have food allergies and intolerances. Some students have religious beliefs or cultural food ways that limit food choices.*

### **Performance/Evaluation Measures**

Question - Name two snacks that you can make from fruits and vegetables.

Answer - Varies

Question - What two foods can you select from a fast food menu that contain a ½ cup of fruit or vegetable?

Answer - Varies

Question - What fruits and vegetables were served at breakfast or lunch today in your school cafeteria?

Answer - Varies

*For the sampling of students doing the consumption survey: I need your help before we have the snack today. I need you to get out your pencil and fill out a survey for me. This is not a test... in fact you don't even have to put your name on it! I just want to know how you eat before we start.” Pass out the survey. Help them with the questions by reading the questions. Allow time to complete the survey, collect and label with the needed information. Turn in the completed surveys with the Cover Sheet to the Network epidemiologist, Shelley Kuklish.*

### **Fruit & Veggie Snacks**

Prepare and serve a snack to the students using the fruits and vegetables that are in season. If possible, give the students a recipe of the snack or make it simple enough for them to fix it in class. If needed, hand out the Fruit and Veggie Word Search to keep kids busy while the snack is being prepared.

Some snack ideas for the students are:

Cut-up vegetables with low-fat ranch dip - carrots, broccoli, cucumbers, bell peppers (green, red, yellow), crookneck squash, snow peas, cherry tomatoes, celery, button mushrooms, etc.  
Bean dip with jicama, carrot and celery sticks  
Fresh strawberries and orange slices  
Fruit slices with low-fat yogurt dip  
Fruit and low-fat yogurt parfaits  
Fruit Smoothies

“Did you like your snack today? What did you like best about your snack? Will you ask your family to buy these foods so you can have this again?”

*Note to Instructor:*

*Allow plenty of time for students to wash their hands before handling food. You may want to teach them by making sure they use soap and warm water and count off the 20 seconds recommended for a good hand washing. Sing the Fruits & Veggies-More Matters song while they wash (takes about 20 seconds).*

*When using prewashed foods from the cafeteria, be sure to mention to students that they have already been scrubbed.*

## **Summary/Closure**

Pass out certificates. “Before I leave today I want to give you a special passport, “The Arizona Produce Passport”. It’s a special nutrition adventure that you can enjoy with your family and teacher. You’ll learn that many fruits and vegetables are grown in Arizona. When you go to the grocery store and try some of these fruits and vegetables, take the stickers off them before you wash and eat them. Then put them on the pages in your passport. When you are all finished, hand it in to your teacher and she will give you a special reward.” Thank the teacher and class for letting you come into their classroom to talk about **Fruit & Veggie-More Matters®**.

## **Home Connection**

Take home Wacky Snack recipes (if activity was done).

Provide parent handout.

Pass out Arizona Produce Passport.

## **Follow-Up**

1. Pick up completed evaluation from teacher.
2. Give teacher rulers and erasers for students.
3. More Matters Potholders and Adhesive Note Pads are for teachers.
4. Give teacher Cool Fuel Cookbook for rewards for students turning in completed Arizona Produce Passport.



## **Fruit & Veggies-More Matters® Song** (Sing to the tune of the ABC Song)

Fruits and vegetables are very good for me!  
They have vitamins A and C.  
Plants have fiber,  
Animals do not.  
Fruits and vegetables,  
Eat them cold or hot.  
Fruits and vegetables are very good for me.  
I'll eat more each Day! (shout)  
How healthy I will be!

Words written by: Shirley Strembel, M.S., R.D.,  
Maricopa County Department of Health Services



# Fruits & Veggies-More Matters Café Menu

## **Main Dishes**

Spaghetti  
Fried Chicken  
Chicken Nuggets  
Vegetable Pizza  
Hamburger  
Sub Sandwich  
Nachos  
Chili  
Bean Burrito  
Taco  
Tostada  
Salad Bar

## **Side Dishes**

Carrot Sticks  
Salad Bar  
Corn on the Cob  
Baked Potato  
French Fries  
Refried Beans  
Salsa  
Coleslaw  
Broccoli  
Celery Sticks

## **Desserts**

Chocolate Cake  
Fruit Parfait  
Frozen Yogurt  
Jello  
Apple  
Orange  
Grapes  
Cookies  
Strawberries  
Fruit Yogurt  
Pudding

## **Drinks**

Soda  
Milk Shake  
1% Milk  
1% Chocolate Milk  
Orange Juice  
Apple Juice  
Vegetable Juice

## **Breakfast**

Pancakes  
Waffles  
French Toast Sticks  
Cereal  
Canned Peaches  
Banana  
Orange Juice



**Teacher Evaluation**  
**Lesson 4 Healthy Meals and Snacks**

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Number of Students: \_\_\_\_\_

Number of Boys: \_\_\_\_\_ Number of Girls: \_\_\_\_\_

Number of Teachers, Volunteers, Others: \_\_\_\_\_

Men: \_\_\_\_\_ Women: \_\_\_\_\_

**Lesson Objectives**

At the end of the class, students should be able to:

1. Identify fruit and vegetable snacks.
2. Create a recipe for a fruit or vegetable snack.
3. Choose a meal with at least two fruits and two vegetables.
4. Identify at least two fruits and/or two vegetables on their school cafeteria menu or the Fruits & Veggies-More Matters Café Menu.
5. Prepare and taste a fruit and/or vegetable snack.

Please take time to give your response to the statements below and to add comments that will assist in evaluating and improving this class. Circle the one response that best indicates your opinion.

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1. This class met the objectives listed above.	1	2	3	4	5
2. The visual aids helped the students understand the concepts presented in the lesson.	1	2	3	4	5
3. The activities helped the students understand the lesson.	1	2	3	4	5
4. The class material was presented in a manner appropriate for the grade level.	1	2	3	4	5
5. The presenter was professional and prepared.	1	2	3	4	5
6. The overall quality of this class was excellent.	1	2	3	4	5

Suggestions for improvement:

Other comments: (use the back of the paper if needed)





# Certificate of Achievement

*Awarded to:*

---

*for*

*Learning how to eat more fruits and vegetables everyday!*



# Wacky Snack Attack Recipe:

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

**Ingredients:**

**Instructions:**

**Number of Servings:**

**Student's Name:**

# Find the Fruits & Veggies-More Matters Snacks

<b>Fruit Juice</b>	<b>Soda</b>
<b>Pepperoni Pizza</b>	<b>Veggie Pizza</b>
<b>Potato Chips</b>	<b>Baked Potato</b>
<b>Salsa</b>	<b>Onion Dip</b>
<b>Apple</b>	<b>Apple Tart</b>
<b>Fruit Roll Up</b>	<b>Orange</b>
<b>Ice Cream</b>	<b>Carrot Sticks</b>
<b>Corn on the Cob</b>	<b>Corn Chips</b>
<b>Fruit Parfait</b>	<b>Hot Fudge Sundae</b>
<b>Cheese Whiz</b>	<b>Bean Dip</b>
<b>Brownies</b>	<b>Strawberries</b>

Dear Parents,

Most children don't eat enough fruits and vegetables. Eating fruits and vegetable can help your child

- Grow and develop
- Stay at a healthy weight
- Reduce the risk of serious health problems later in life

You can help your child eat more fruits and vegetables. Try these ideas:

- Include fruits and vegetables in the meals and snacks that you prepare.
- Keep fruits and vegetables at home in easy to reach places.
- Ask your child to help you prepare the fruits and vegetables you'll be eating.
- Have your child eat school meals.
- Ask your child to tell you about the *Fruit and Veggies More Matters* activities that he/she is doing.
- Be a good role model. Let your child see you enjoying fruits and vegetables.
- With your child, go to the [www.eatwellbewell.org](http://www.eatwellbewell.org) web site to learn more about eating healthy.

Sincerely,

Arizona Nutrition Network



This material was funded by USDA's Food Stamp Program. The Food Stamp Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-800-352-8401. This institution is an equal opportunity provider and employer.

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Estimado Padre de Familia,

La mayoría de los niños no comen suficientes frutas y verduras. Comer frutas y verduras puede ayudar a que su hijo

- Crezca y se desarrolle mejor
- Mantenga un peso saludable
- Reduzca el riesgo de problemas de salud serios en su vida

Usted puede ayudar a que su hijo coma más frutas y verduras. Pruebe estas ideas:

- Incluya frutas y verduras en las comidas y bocadillos que prepara.
- Siempre tenga frutas y verduras en casa y en lugares fáciles de encontrar.
- Pídale a su hijo que le ayude a preparar las frutas y verduras que usted va a comer.
- Haga que su hijo coma las comidas de la escuela.
- Pídale a su hijo que le hable de las actividades *Frutas y Verduras Más es Importante* que está haciendo.
- Sea un buen ejemplo a seguir. Vea que su hijo disfruta de las frutas y verduras.
- Con su hijo, vaya al sitio de Internet [www.eatwellbewell.org](http://www.eatwellbewell.org) para aprender más sobre cómo comer saludablemente.

Atentamente,



Red de Nutrición de Arizona

Este material se desarrolló con fondos proporcionados por el Programa de Cupones para Alimentos del Departamento de Agricultura de los EE.UU. (USDA para sus siglas en inglés). El Programa de Cupones para Alimentos ofrece asistencia relacionada a la nutrición para gente con bajos ingresos. Le puede ayudar a comprar comida nutritiva para una mejor dieta. Para más información, comuníquese al 1-800-352-8401. Esta institución brinda igualdad de oportunidades en el empleo y en los servicios que provee.

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## TEACHER SUPPLEMENT

# Fruits & Veggies–More Matters® Curriculum

Arizona Department of Health Services  
Arizona Nutrition Network

July 2008

## INTRODUCTION

- The Fruits & Veggies More Matters® Curriculum is one in which an Arizona Nutrition Network dietitian teaches a series of four classes to encourage the consumption of fruits and vegetables for a healthy body.
- At the beginning of each lesson, the teacher will receive an evaluation to fill out and give to the dietitian at the end of each class.
- There are five objectives for each lesson. Each lesson lists which Arizona Department of Education Academic Standards are addressed in the lesson or in additional activities the teacher may wish to conduct.
- Each lesson has a list of spelling words and a variety of supplemental activities the teacher can use to supplement the lesson, having a complete unit at the end of the four lessons.
- A test on the unit is included in Lesson 4 to assess the student's comprehension and to use for a grade in Health.
- A sampling of students will fill out a consumption survey at the beginning of Lesson 1 and another consumption survey at the end of Lesson 4. This will help the Arizona Nutrition Network assess the impact the lessons have had on the student's eating behavior.
- Teachers are encouraged to coordinate the Lunch Room Connection in the supplement with the cafeteria supervisor.
- Additional resources are listed at the end of this supplement.

# Lesson 1 – Fruits and Vegetables

## Lesson Overview

Students will learn that they need to eat more fruits and vegetables every day to stay healthy. Fruits and vegetables are plants that contain vitamin A, C, and fiber which help us stay healthy and decrease the risk of certain diseases like heart disease and cancer.

## Lesson Objectives

At the end of the class, students should be able to:

1. Recognize the Fruits & Veggies More Matters® and MyPyramid for Kids Logos.
2. Identify the colors of the fruit and vegetable groups in MyPyramid for Kids.
3. Identify the recommended amount of fruits and vegetables to eat every day.
4. List eating more fruits and vegetables as a way to stay healthy.
5. Classify at least 10 fruits and vegetables into their respective food groups.

## Arizona Department of Education Academic Standards

### Health

#### Standard 1, ICH-F1

Describe relationships between personal health behaviors (e.g., sleep, diet, fitness and personal hygiene) and individual well-being

#### Standard 3, 3HC-F1

Identify responsible health behaviors and compare them to risky/harmful behaviors (e.g., responsible: tooth brushing, exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs)

#### Standard 7, 7HC-F3

List a variety of ways to support others in making positive health choices (e.g., exercising, making healthy food choices, hand washing)

### Mathematics

#### Strand 1, Concept 2, PO16

Add or subtract fractions with like denominators (halves, thirds, fourths, eighths and tenths) appropriate to grade level.

#### Strand 2, Concept 1, PO 2 (If teacher uses the “Never Tried” Tally Sheet activity)

Construct a horizontal bar, vertical bar, pictograph, or tally chart with appropriate labels and title from organized data.

### Writing

#### Strand 2, Concept 1 PO1

Express ideas that are clear and directly related to the topic. (If teacher uses essay activity)

July 2008



## Supplemental Activities

1. Give homework assignments relating to Fruits & Veggies More Matters® such as a survey of family member's favorite fruits and vegetables or an essay on reasons to eat fruits and vegetables.
2. Have students construct a horizontal bar, vertical bar, pictograph, or tally chart with appropriate labels and title from the "Never Tried" Talley Sheet. If the activity wasn't done in the class here is how to do the "Never Tried" activity.

### *PRE-TALLY Fruits and Vegetables*

Assess whether or not students have tasted specific fruits and vegetables by having students perform actions listed below for EACH fruit or vegetable on the list. Before starting the activity, ask the teacher to take a count of hand raisers for each fruit or vegetable that is presented. Teacher will record results on Fruit and Vegetable Tally Sheet. After the teacher completes the tally sheet have teacher write in the figures again on a copy for them to keep and leave with the teacher along with fruit and vegetable of the month club teacher tip sheet. **NOTE:** The faster you go on this activity, the smoother it will go.

Hold up a picture of each fruit or vegetable on the list and ask students to:

Raise their hand - if they have never tasted it before

Rub their tummy - if they have tasted it and liked it

Put fingers in their ears- if they have tasted it but did not like it

As the children respond to the food pictures, tally only the raised hands and record on the tally sheet. Remember, you haven't finished growing and neither have your taste buds. As you get older, your taste buds will get more grown up. So keep trying different fruits and vegetables because your taste buds will start liking different tastes."

3. Create a fruit and vegetable bulletin board. Have students cut out or color pictures of fruits and vegetables to display on the board. Examples might include favorite fruits and vegetables, new ones they would like to try, or fruits and vegetables their families serve at home.
4. Have a fruit and vegetable tasting party. Bring in unusual produce to sample. Create a graph showing the number of students who liked each item.
5. Have the class record their intake of fruits and vegetables using the Fruit and Vegetable Challenge Team Nutrition at [www.fns.usda.gov/tn](http://www.fns.usda.gov/tn)
6. Use the following script for a short interview with a couple of the kids playing the parts.  
**Script for Interview with Mr./Ms. Broccoli (the teacher might be willing to be Mr./Ms. Broccoli**

**Interviewer:** Boys and girls we have a special visitor with us today—Mr./Ms. Broccoli.

**Introduce Mr./Ms. Broccoli to each of the children – maybe shake their hand!**

**Interviewer:** Mr./Ms. Broccoli we understand that you are very healthy.

**Mr./Ms. Broccoli: (Looks very proud)** Oh yes – that is true, I am very healthy!

**Interviewer:** What makes you so healthy?

**Mr./Ms. Broccoli:** I have lots of vitamin A and vitamin C. Did you know that vitamin A helps me to have healthy eyes (**point to eyes**) and skin (**rub arms**)? Did you know that vitamin C helps me not get colds (**pretend to sneeze**)?

**Interviewer:** Mr./Ms. Broccoli please forgive me, but I’ve heard that some people (**look worried and lower voice**) don’t like you.

**Mr./Ms. Broccoli: (Dab eyes with a tissue. Sniffle and look tearfully)** Yes, I know there are people who don’t like me and it really hurts my feelings. They could at least give broccoli a little try every now and then until they do like me.

**Interviewer: (Pat Mr./Ms. Broccoli on the back)** Now, now Mr./Ms. Broccoli it’s okay! (**trying to cheer up Mr./Ms. Broccoli say**): Hey – how many wonderful ways are there to eat broccoli?

**Mr./Ms. Broccoli: (Starting to feel better)** Oh...broccoli can be eaten raw with dip or steamed with shredded cheese on top or even cooked in a casserole with chicken, mmmm—broccoli is very yummy!

**Interviewer:** Mr./Ms. Broccoli we want to thank you for visiting with us today. Let’s show Mr./Ms. Broccoli how much we like him/her by clapping! How else can we show her we like her? (**Encourage the children to say “by tasting and eating more broccoli!”**)

### **Lunch Room Connection**

1. Coordinate with the Food Service Supervisor to have a display of the Fruit & Veggies More Matters Logo or a MyPyramid for Kids poster on the bulletin board in the cafeteria.
2. Coordinate with the Food Service Supervisor to let the students post their Supplemental Activity #3 on the bulletin board in the cafeteria.

**Lesson 1**  
**Spelling Words**

1. baseball
2. breakfast
3. broccoli
4. cabbage
5. canned
6. cantaloupe
7. citrus
8. cooked
9. cup
10. dried
11. fresh
12. frozen
13. fruit
14. juice
15. salad
16. spinach
17. tomatoes
18. vegetable
19. vitamin
20. watermelon

# What's Different?

Find the thirteen differences between these two pictures.



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# What's Different?

Find the thirteen differences between these two pictures.



Answers: 1) Leaf veins added in the top left corner 2) broccoli behind the leaves on the left 3) snake around tree 4) one less leaf in bottom plant 5) rocks on lower right 6) different flower at tree base 7) butterfly on tree 8) added flower in bush next to tree 9) stripe on Bobby's hat 10) Bobby holding an orange instead of apple 11) Bobby holding a banana 12) cuff line added on Bobby's pant leg 13) shoe laces on Bobby's right foot

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# Fruit Jokes

Q: Why is it dangerous to be an apple?

A: They're always out on a limb.



Q: What is a navy officer's favorite fruit?

A: Naval oranges.

Q: What kind of an apple has a short temper?

A: A crab apple.



Q: What do young lemons learn in preschool?

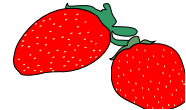
A: Nursery rinds.

Q: If an apple a day keeps the doctor away, what will an onion do?

A: Keep everyone away.

Q: Why aren't bananas ever lonely?

A: Because they come in bunches.



Q: Why did the orange stop when he was halfway across the street?

A: Because it ran out of juice.

Q: When is an apple nasty?

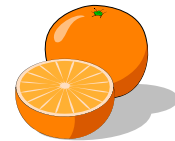
A: When he's rotten to the core.

Q: What fruit is always sad?

A: Blueberries.

Q: What did the apple skin say to the apple?

A: I've got you covered.



Q: How do grapes feel when it is sunny?

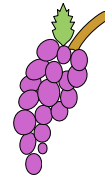
A: Vine and dandy

Q: How do you make a banana milkshake?

A: Jump out and yell "Boo" to the banana.

Q: Where do baby apes sleep?

A: In apricots.



# More Fruit Jokes

Q: Why was the fruit tree sad?

A: Because he was always getting picked on.

Q: What kinds of shoes are made out of banana skins?

A: Slippers

Customer: "Grocer, these bananas I bought on sale yesterday were green and hard to peel."

Grocer: "What did you expect at sale prices? Zippers in the peels?"

A little boy showed his teacher his drawing titled *America, the Beautiful*. In the center was an airplane covered with apples, pears, and bananas. "What is this?" the teacher asked, pointing to the airplane. "It's the fruited plane", the boy answered.

Q: What fruit will shock you if you touch it?

A: A current.

Q: What happens to grapes that worry too much?

A: They get all wrinkled and turn into raisins.

Q: What do you get when you cross a banana with a telephone book?

A: The Yellow Pages.



Q: How can you divide 6 apples among 7 people?

A: Make applesauce.

Q: Twelve pears hanging high, twelve men passing by, each took a pear and left eleven hanging there. How can this be? How can eleven pears be left?

A: 'Each' is a man's name!

Q: What do you give to a sick lemon?

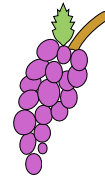
A: Lemon aid

Q: What are twins' favorite fruit?

A: Pears!

Q: What is purple and goes slam, slam, slam, slam?

A: A four-door grape.



# Vegetable Jokes

Q: How do you make a vegetable into a necklace?

A: String Beans

Q: How do you find a lost rabbit?

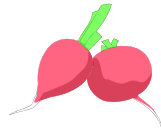
A: Easy. Make a noise like a carrot.

Q: When is music like vegetables?

A: When you have two beets.

Q: What is red and blushes?

A: An embarrassed tomato!



Q: What do you call an angry pea?

A: Grump-pea.

Q: You peel the outside, boil the inside, nibble on the sides, and throw what is left away. What am I?

A: Corn on the cob

Q: What is red and goes up and down?

A: A tomato in an elevator!

Q: What vegetable has a hard head?

A: A cabbage

Q: What did the little ear of corn call his dad?

A: Pop Corn.

Q: How do you make gold stew?

A: Add 14 carrots.



Q: What type of table can we eat?

A: A vege-table

Q: What was the name of the army officer who told bad jokes?

A: Colonel Corn



Q: How do you fix a cracked pumpkin?

A: With a pumpkin patch!

Q: Why is a pea small and green?

A: If it was large and red it would be a fire truck.

Q: What flower is white and barks?

A: Collie-flower



# More Vegetable Jokes



Q: Are carrots really good for your eyesight?  
A: Absolutely! Have you ever seen a rabbit wearing glasses?

Q: What do you call a 5 cent cucumber?  
A: A nickel pickle.

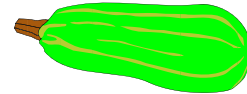


Q: What did the carrot say to the tomato?  
A: I don't know. I didn't even know carrots talked.

Q: What is small, round and giggles a lot?  
A: A tickled onion.

Mother: "Son, please go to the store and buy me some tomato paste."  
Son: "Why? Are the tomatoes broken?"

Q: If you throw a pumpkin into the air, what comes down?  
A: Squash



Q: What vegetable is always tired?  
A: A beet.

Q: Why shouldn't you tell secrets on the farm?  
A: Because the corn has ears, the potatoes have eyes, and the beans-talk.

Q: Why did the little boy bury eggplants in his backyard?  
A: He wanted to grow chickens.

Q: What happens when an ear of corn gets dandruff?  
A: It ends up as corn flakes.

Q: Who won the race- the cabbage or the tomato?  
A: The cabbage was a-head, but the tomato was trying hard to ketch-up.

Knock Knock  
Who's there?  
Beets!  
Beets who?  
Beets me!

Knock Knock  
Who's there?  
Chile!  
Chile who?  
Chile out tonight!



## **Fruit & Veggies More Matters Song**

(Sing to the tune of the ABC Song)

Fruits and vegetables are very good for me!

They have vitamins A and C.

Plants have fiber,

Animals do not.

Fruits and vegetables,

Eat them cold or hot.

Fruits and vegetables are very good for me.

I'll eat more each Day! (shout)

How healthy I will be!

Words written by: Shirley Strembel, M.S., R.D., Maricopa  
County Department of Health Services

# Lesson 2 - Fabulous Fiber

## Lesson Overview

Students will learn about their digestive system. Fruits and vegetables provide fiber and by eating more each day they lower their risk for cancer and heart disease. They will recognize what foods contain fiber.

## Lesson Objectives

At the end of the class, students should be able to:

1. Identify fiber as the structural part of plants.
2. Recognize fruits, vegetables, dried beans and grains as sources of fiber.
3. Describe the digestive system (food tube) and how fiber moves through the digestive system.
4. Describe the function of fiber in the digestive system (food tube) as scrubbers/brushes.
5. Identify 2 reasons to drink water every day.

## Arizona Department of Education Academic Standards

### Health

Standard 1, 1CH-F3

Describe the basic structure and functions of the human body systems.

Standard 3, 3HC-F2

Identify personal health needs and strategies to maintain or improve one's well-being.

### Mathematics

Strand 2, Concept 1, PO 2 (If teacher uses does the graph activity)

Construct a horizontal bar, vertical bar, pictograph, or tally chart with appropriate labels and title from organized data.

Strand 2, Concept 1, PO 4

Add a column of numbers.

## Supplemental Activities

1. Graph the number of fruits and vegetables served in the school cafeteria each day.
2. Have student keep a fruit and vegetable journal. Compare the number of fruits and vegetables eaten by different members of the class. Compare to the student's recommended intake.
3. Count high fiber foods on school lunch menus for one week.

## Lunch Room Connection

Coordinate with the Food Service Supervisor to make a High Fiber bulletin board to display in the school cafeteria.

## **Lesson 2**

### **Spelling Words**

1. animal
2. beans
3. cafeteria
4. colon
5. digestion
6. esophagus
7. fiber
8. grains
9. lunch
10. mineral
11. nutrient
12. orange
13. peristalsis
14. plant
15. pumpkin
16. scrubber
17. stomach
18. tortilla
19. urine
20. zucchini

# Fruit Scramble

Fruit is a great addition to any meal or snack. Unscramble the letters, then circle your favorite. See how many of your friends choose the same one.

1. LEPAP \_ \_ \_ \_ \_

2. RERCHY \_ \_ \_ \_ \_

3. TEAD \_ \_ \_ \_

4. GARONE \_ \_ \_ \_ \_

5. NABNAA \_ \_ \_ \_ \_

6. CEHAP \_ \_ \_ \_ \_

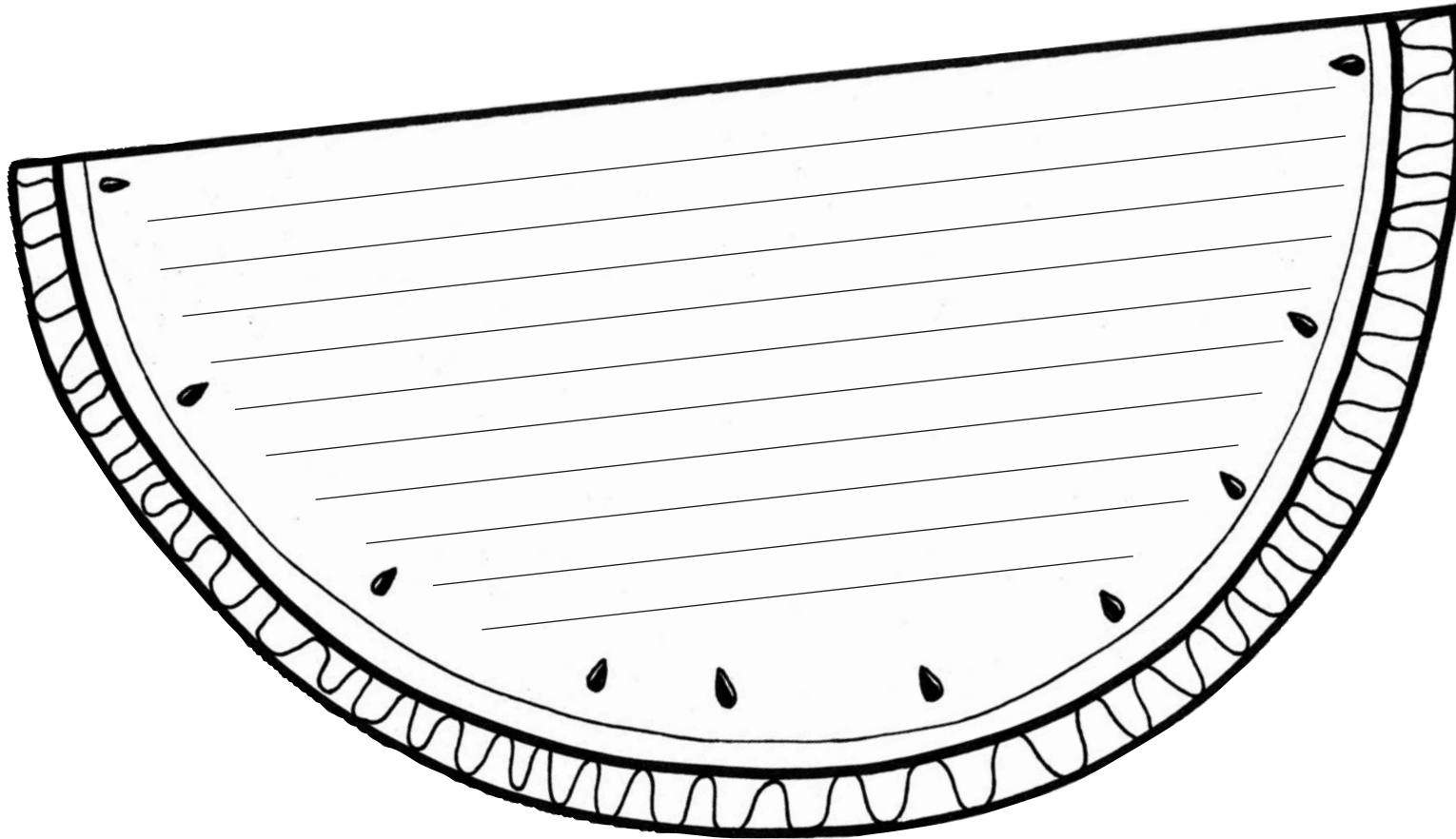
7. NERUP \_ \_ \_ \_

# Fruit Scramble Answers

1. Apple
2. Cherry
3. Date
4. Orange
5. Banana
6. Peach
7. Prune

# Watermelon Words Within Words

A watermelon is a big and heavy fruit and it's also a big word. It's so big that there are lots of words inside of it – 64 to be exact! How many words can you find? Mix and match any letters from "watermelon" to create the biggest list of words you can. Try to find words with three letters or more.

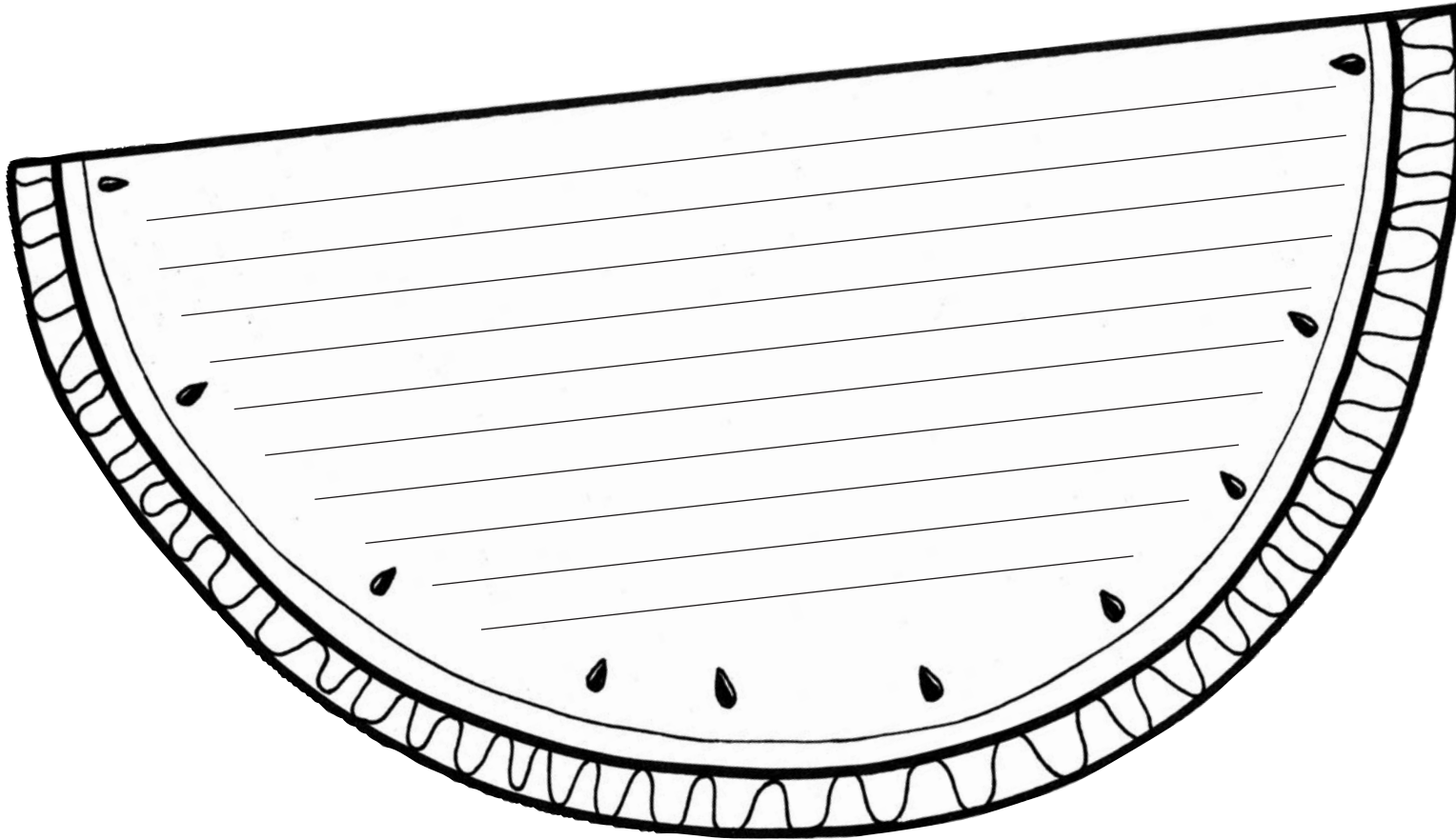


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# Watermelon Words Within Words

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Watermelon: water, melon, now, new, newt, name, normal, want, welt, wet, worm, warm, woe, low, lone, late, later, let, lawn, lent, lemon, law, row, roam, rot, raw, role, rate, rant, metal, male, meat, mate, mole, man, moat, mow, mower, meant, mean, melt, moan, me, moral, morale, team, tame, tamer, talon, town, ton, tone, tome, towel, toe, tore, torn, term, team, tar, tan, tea, owe, own

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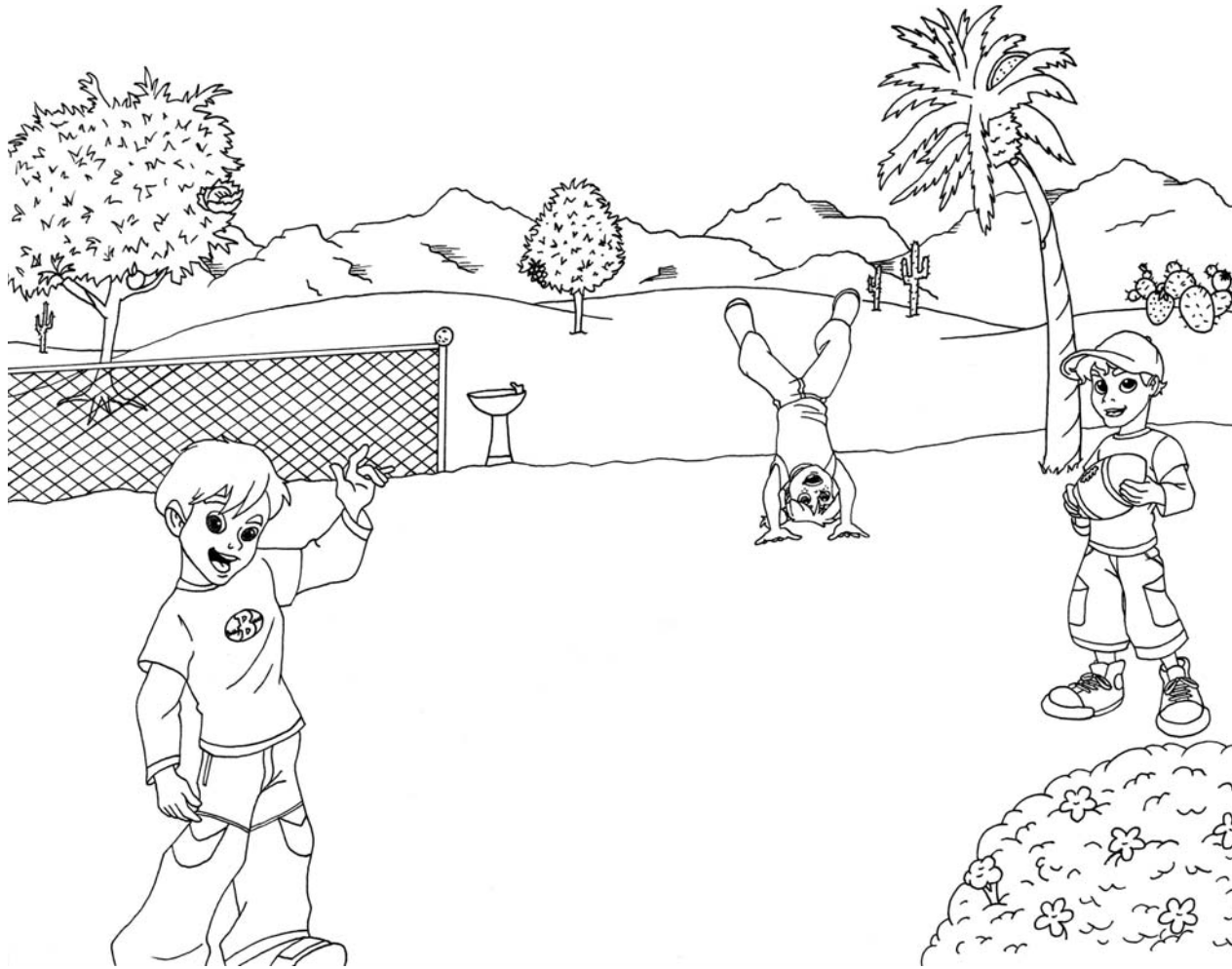




# Spot the Fruit and Veggies

Can you find the fruit and veggies  
hidden within the picture?

(Apple, Orange, Grapes, Broccoli, Carrot, Lettuce,  
Strawberry, Tomato, Watermelon & Banana.)



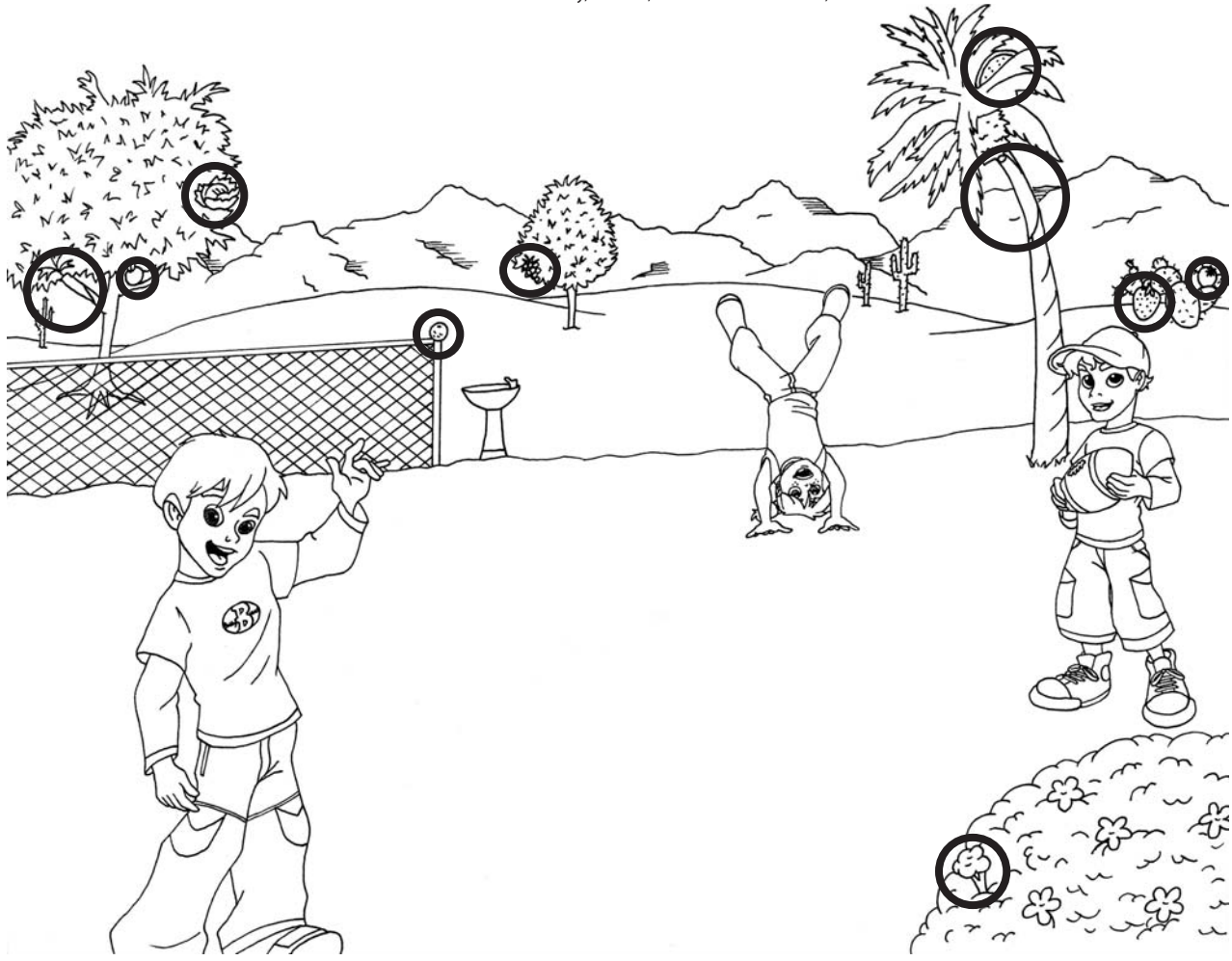
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# Spot the Fruit and Veggies

Can you find the fruit and veggies hidden within the picture?

(Apple, Orange, Grapes, Broccoli, Carrot, Lettuce, Strawberry, Tomato, Watermelon & Banana.)



Answers: Apple in the tree on the left, orange in the fence post, grapes in the back tree, broccoli in the front bush, carrot in the branch of the tree on the left, lettuce head in the leaves of tree on the left, strawberry in the cactus on the right, tomato in the cactus on the right, watermelon in the palm tree, banana in the palm tree

# **Lesson 3 - Produce Tour or Lesson 3 a – Virtual Produce Tour**

## **Lesson Overview**

Nutrition lessons come alive as students participate in a hands-on produce tour of a retail grocery store. (Lesson 3) Seeing, smelling and tasting fruits and vegetables from all over the world will help students learn more about serving sizes and how fruits and vegetables grow. Students will locate fruits and vegetables in all parts of the grocery store. Parents, teachers and teacher's aides are all encouraged to participate. A video of a similar experience is available for those schools where a field trip is cost prohibitive. (Lesson 3a)

## **Lesson Objectives**

Following the Produce Tour or watching the Supermarket video, students should be able to:

1. Recognize where in the grocery store sources of fruits and vegetables are located.
2. Identify the recommended amount of fruits and vegetables to eat every day.
3. Identify sodium, sugar, fiber and fat on a nutrition label.
4. Recognize fruits and vegetables that are good sources of vitamin A, vitamin C or fiber.
5. Taste a fruit and/or vegetable snack.

## **Arizona Department of Education Academic Standards**

### **Health**

Standard 1, 1CH-F1

Describe relationships between personal health behaviors (e.g., sleep, diet, fitness and personal hygiene) and individual well-being

Standard 3, 3HC-F1

Identify responsible health behaviors and compare them to risky/harmful behaviors (e.g., responsible: tooth brushing, exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs).

Standard 3, 3HC-F2

Identify personal health needs and strategies to maintain or improve one's well-being.

### **Mathematics**

Strand 1, Concept 2, PO16

Add or subtract fractions with like denominators (halves, thirds, fourths, eighths and tenths) appropriate to grade level.

### **Reading**

Strand 3, Concept 1, PO2

Locate facts in response to questions about expository text.

**Writing** (If teacher has students write thank you notes to grocery store or assigns a research project.)

Strand 3, Concept 3, PO2

Writing communications including thank you notes and research paper.

### **Supplemental Activities**

1. Ask students to write thank you notes thanking the manager of grocery store for the Fruits and Veggies More Matters® produce tour. Send the notes to the grocery store in the envelope provided.
2. Have students create their own fruit and vegetable word problems. Here's one to get the students started:
  - a. Jennifer loves Carrot and Raisin Sunshine salad. At lunch, she ate a salad that contained  $\frac{1}{2}$  cup shredded carrots,  $\frac{1}{4}$  cup raisins and 1 cup lettuce leaves. How many cups of fruits and vegetables did she get from the salad? (Answer,  $1 \frac{1}{2}$  cups)
3. Have the students develop a fruit and vegetable family grocery shopping list. Role play with students how to ask family members to include fruits and vegetables on their shopping lists.
4. Encourage students to draw pictures or write letters telling what they learned on the Fruits and Veggies More Matters produce tour.
5. Assign students a research project on a fruit or vegetable grown in Arizona. Have the student include where the fruit or vegetable is grown in the state, different types and varieties of the fruit or vegetable, nutrition information, other locations in the world where the fruit or vegetable is grown and suggested ways of preparing or serving the fruit or vegetable.
6. Coordinate with librarian to have a Fruits & Veggies More Matters® display in the library during National Nutrition Month in March. Include children's literature books that are related to fruits and vegetables.

### **Lunch Room Connection**

Create table decorations for a special "Fruit & Veggies More Matters®" meal in the school cafeteria.

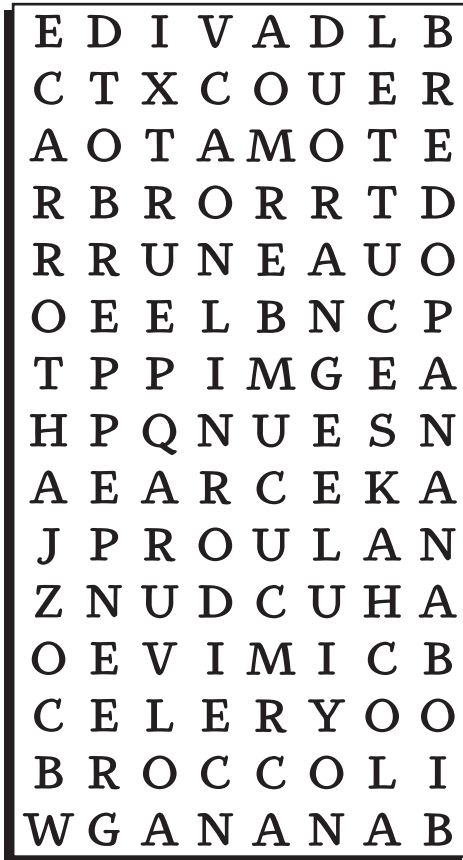
### **Lesson 3**

### **Spelling Words**

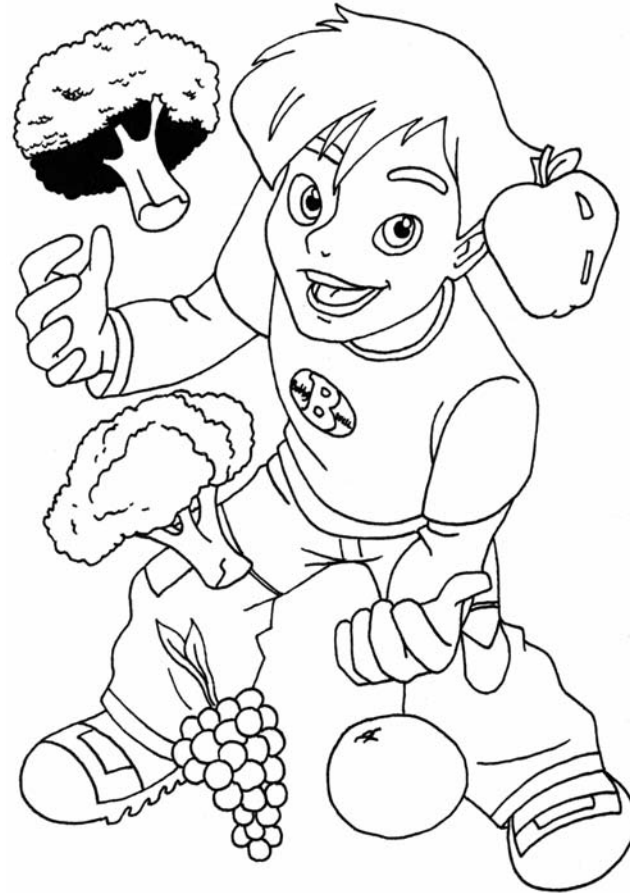
1. aisle
2. asparagus
3. cauliflower
4. cookbook
5. cucumber
6. flower
7. harvest
8. label
9. leaf
10. lettuce
11. onion
12. pledge
13. produce
14. recipe
15. root
16. sauce
17. squash
18. stem
19. supermarket
20. tour

# Fruit and Veggie Word Search

Can you find the following fruits and veggies? Words appear forwards, backwards, up, down and diagonally.



- APPLE
- BANANA
- CELERY
- BROCCOLI
- LETTUCE
- GREEN PEPPER
- TOMATO
- CUCUMBER
- ORANGE
- CORN
- CARROT

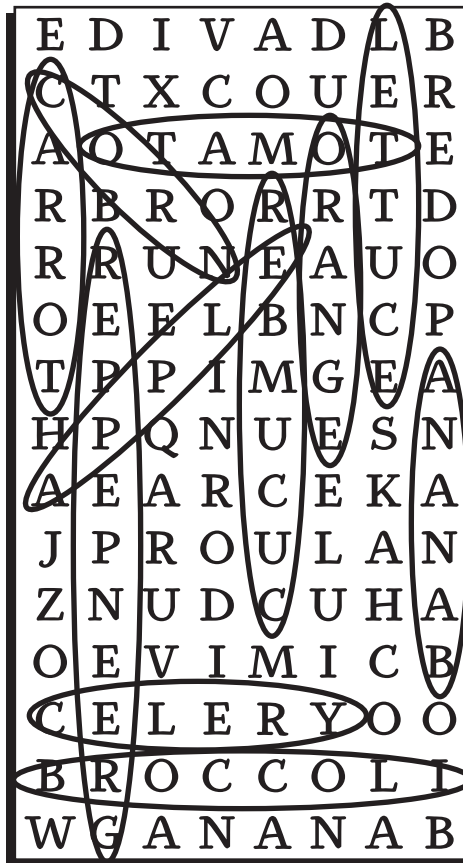


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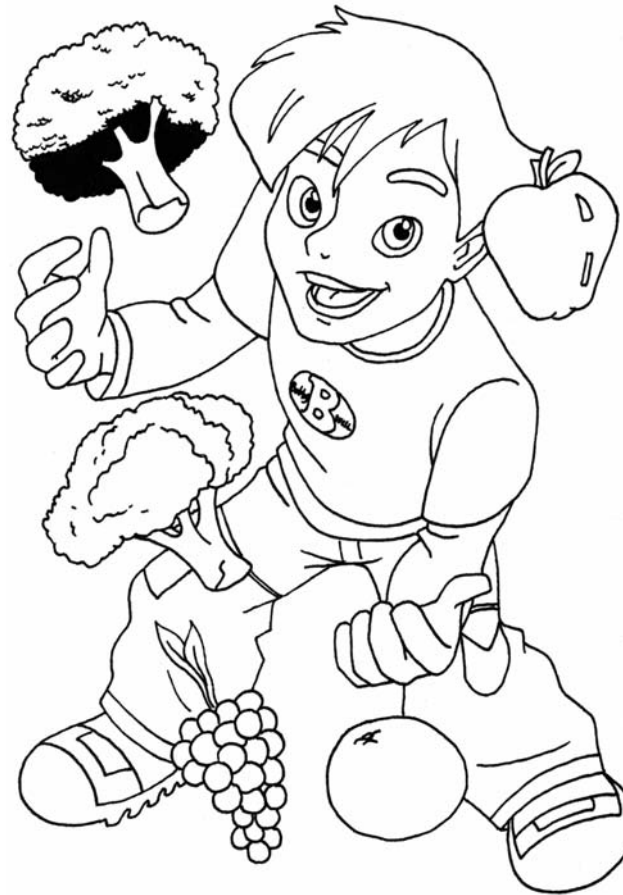


# Fruit and Veggie Word Search

Can you find the following fruits and veggies? Words appear forwards, backwards, up, down and diagonally.



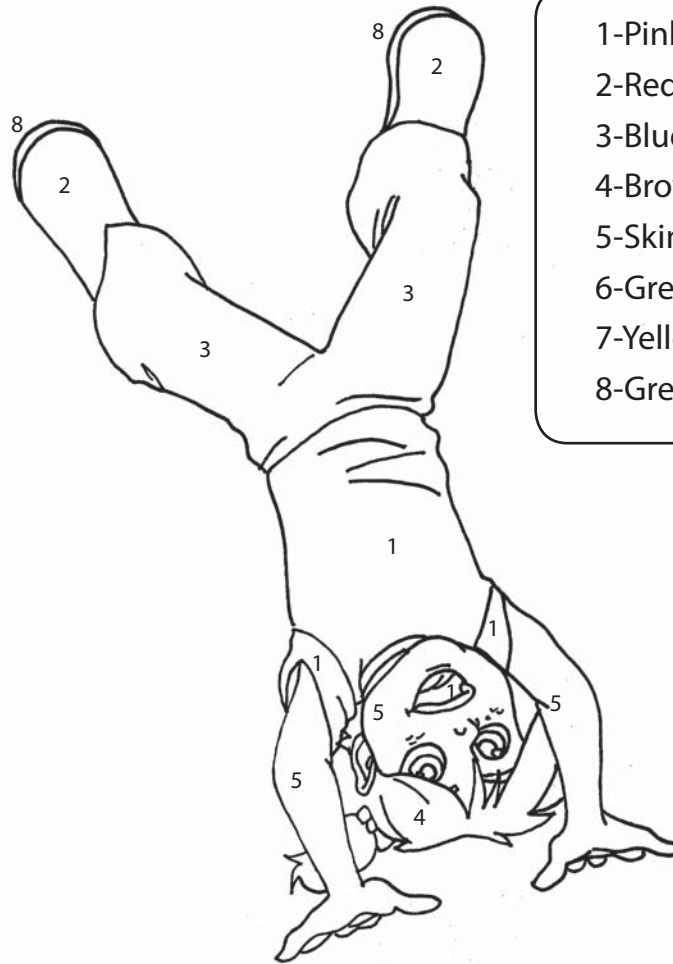
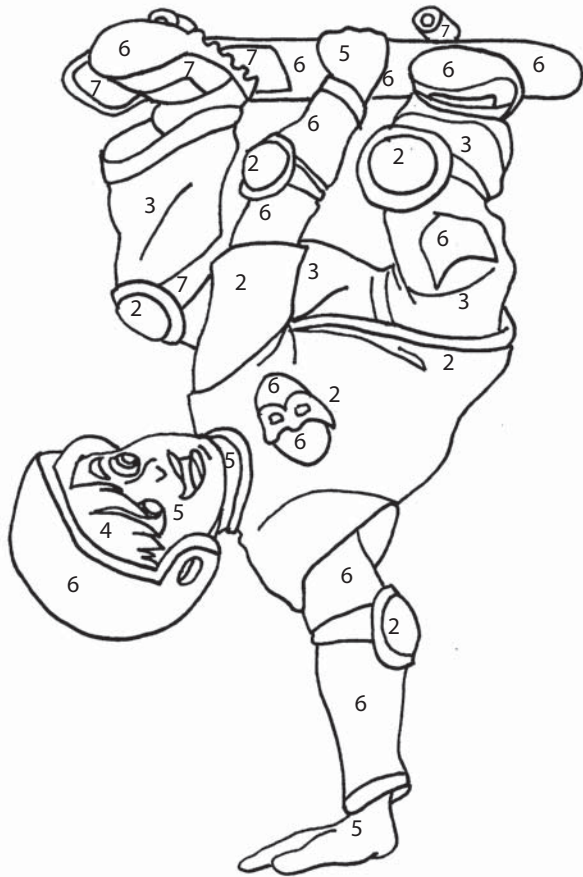
- APPLE
- BANANA
- CELERY
- BROCCOLI
- LETTUCE
- GREEN PEPPER
- TOMATO
- CUCUMBER
- ORANGE
- CORN
- CARROT



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# Color by Number



- 1-Pink
- 2-Red
- 3-Blue
- 4-Brown
- 5-Skin Color
- 6-Grey
- 7-Yellow
- 8-Green

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# Lesson 4 - Healthy Meals and Snacks

## Class Overview

Students will learn how to find fruits and vegetables at home and away. Activities include choosing fruit and vegetable snacks, selecting fruits and vegetables when eating away from home and sampling a fruit or vegetable snack.

## Lesson Objectives

At the end of the class, students should be able to:

1. Identify fruit and vegetable snacks.
2. Create a recipe for a fruit or vegetable snack.
3. Choose a meal with at least two fruits and two vegetables.
4. Identify at least two fruits and/or two vegetables on their school cafeteria menu for the week.
5. Prepare and taste a fruit and/or vegetable snack.

## Arizona Department of Education Academic Standards

### Health

Standard 1, 1CH-F3

Describe the basic structure and functions of the human body systems.

Standard 3, 3HC-F2

Identify personal health needs and strategies to maintain or improve one's well-being.

### Mathematics

Strand 2, Concept 1, PO 2 (If teacher uses the graph activity)

Construct a horizontal bar, vertical bar, pictograph, or tally chart with appropriate labels and title from organized data.

Strand 2, Concept 1, PO 4

Add a column of numbers.

## Supplemental Activities

1. Have students complete "The Arizona Produce Passport." When completed give cookbooks as a reward.
2. Graph the number of fruits and vegetables served in the school cafeteria each day.
3. Have student keep a fruit and vegetable journal. Compare the recommended amount the student should eat each day.
4. Count high fiber foods on school lunch menus for one week.

5. Make a class collage of fruit and vegetable pictures that are seeds, leaves, stems, roots and flowers.
6. Look over monthly school menu to see that every meal and snack has some fruit or vegetable. Count how many different fruits and vegetables are served in a month.
7. Conduct a “**Fruit & Veggie More Matters®**” or “MyPyramid for Kids” food drive for your local food bank.

### **Lunch Room Connection**

Coordinate with Food Service Supervisor to have a “tasting party” for new or unusual fruits or vegetables.

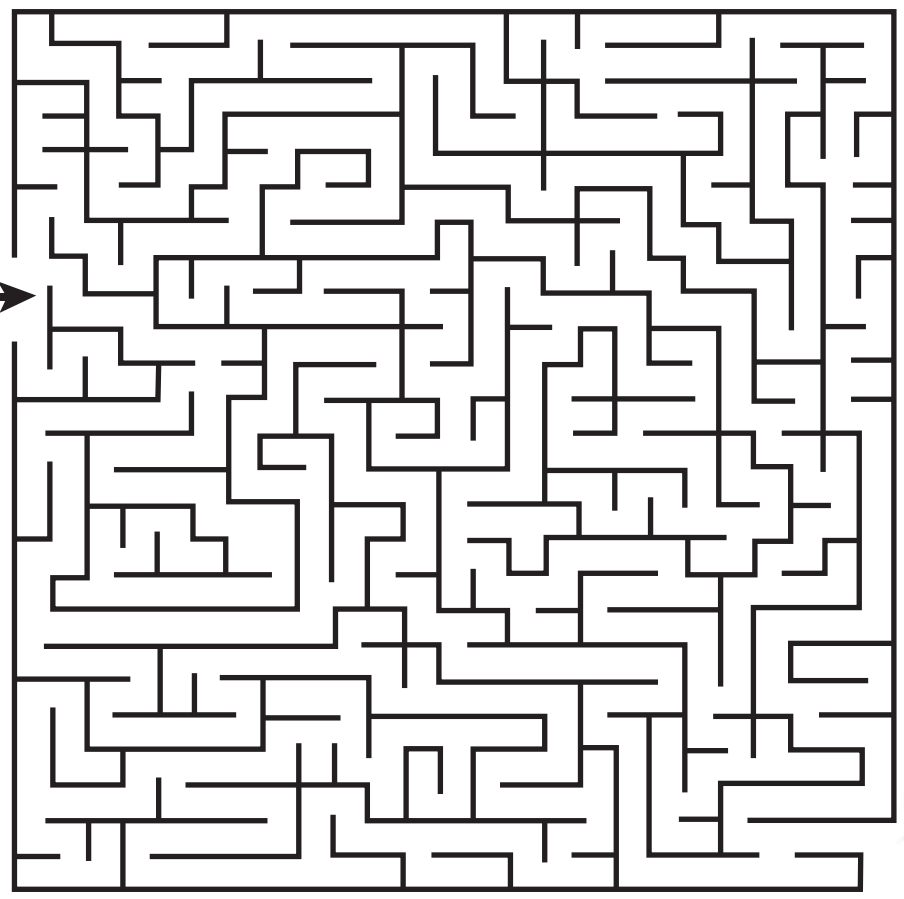
## **Lesson 4**

### **Spelling Words**

1. banana
2. carrot
3. celery
4. cereal
5. corn
6. easy
7. eraser
8. grapes
9. hard
10. healthy
11. home
12. mealtime
13. parfait
14. pizza
15. restaurant
16. snack
17. spaghetti
18. strawberry
19. wacky
20. yogurt

# Fruit and Veggie Maze

Help Bobby find the treasure chest full of delicious fruits and veggies.

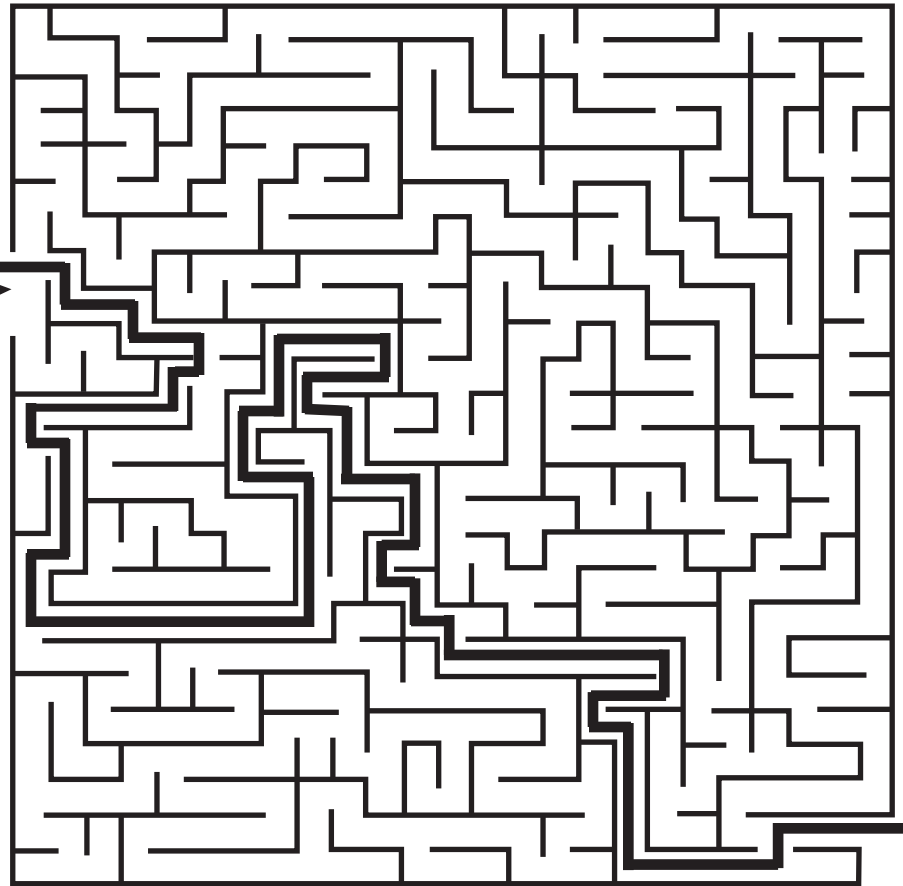


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# Fruit and Veggie Maze

Help Bobby find the treasure chest full of delicious fruits and veggies.



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### Fruits & Veggies More Matters® Quiz

1. What nutrients do fruits and vegetables contain that help keep us healthy?
  - a. Vitamin A
  - b. Vitamin C
  - c. Fiber
  - d. All of the above
  
2. If you are an 8 year old girl, how many cups of fruit should you eat each day?
  - a. 1 cup
  - b. 2 cups
  - c. ½ cup
  - d. 3 cups
  
3. Foods that have fiber in them come from:
  - a. plants
  - b. animals
  - c. cars
  - d. skeletons
  
4. What is digestion?
  - a. It is a process that breaks down food so my body can use it
  - b. It helps me chew my food
  - c. It is a fruit
  - d. It is a car.
  
5. Which of the following is an example of a healthy snack?
  - a. A whole bag of potato chips
  - b. A banana
  - c. A can of soda
  - d. A candy bar
  
6. Which of the following foods are good sources of fiber?
  - a. fruits
  - b. vegetables
  - c. whole grains
  - d. all of the above
  
7. Give an example of a snack you can make from a fruit or vegetable. \_\_\_\_\_
  
8. Where can you find fruits and vegetables at the grocery store?
  - a. the produce area
  - b. the candy aisle
  - c. the cereal aisle
  - d. the meat area
  
9. What does Fruits & Veggies More Matters® mean?
  - a. We need to eat more fruits and veggies every day
  - b. We need to eat fruits and veggies once a month
  - c. We need to eat fruits and veggies every 2 weeks
  - d. We need to eat fruits and veggies once a week
  
10. How many cups of vegetables should an 8 year old boy eat each day?
  - a. 1 ½ cups
  - b. 2 cups
  - c. ½ cup
  - d. 3 cups

## Fruits & Veggies More Matters® Quiz --Answer Sheet

1. What nutrients do fruits and vegetables contain that help keep us healthy?
  - a. Vitamin A
  - b. Vitamin C
  - c. Fiber
  - d. **All of the above**
2. How many cups of fruit should an 8 year old girl eat each day?
  - a. **1 cup**
  - b. 2 cups
  - c. ½ cup
  - d. 3 cups
3. Foods that have fiber in them come from:
  - a. **plants**
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4. What is digestion?
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  - d. A candy bar
6. Which of the following foods are good sources of fiber?
  - a. fruits
  - b. vegetables
  - c. whole grains
  - d. **all of the above**
7. Give an example of a snack you can make from a fruit or vegetable. **answers may vary**
8. Where can you find fruits and vegetables at the grocery store?
  - a. **the produce area**
  - b. the candy aisle
  - c. the cereal aisle
  - d. the meat area
9. What does Fruits & Veggies More Matters® mean?
  - a. **We need to eat more fruits and veggies every day**
  - b. We need to eat fruits and veggies once a month
  - c. We need to eat fruits and veggies every 2 weeks
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10. How many cups of vegetables should an 8 year old boy eat each day?
  - a. **1½ cups**
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  - c. ½ cup
  - d. 3 cups

## RESOURCES

Arizona Nutrition Network at [www.eatwellbewell.org](http://www.eatwellbewell.org)

Centers for Disease Control at [www.fruitsandveggiesmatter.gov](http://www.fruitsandveggiesmatter.gov)

MyPyramid for Kids at [www.myPyramid.gov](http://www.myPyramid.gov)

Produce for Better Health Foundation at [www.fruitsandveggiesmorematters.org](http://www.fruitsandveggiesmorematters.org)

Spot the Block at [www.cfsan.fda.gov/~dems/spotcaag.html](http://www.cfsan.fda.gov/~dems/spotcaag.html)

Team Nutrition at [www.fns.usda.gov/tn](http://www.fns.usda.gov/tn)

### **American Cancer Society, Southwest Division**

The American Cancer Society (ACS) is the nationwide community-based voluntary health organization dedicated to eliminating cancer as a major health problem by preventing cancer, saving lives and diminishing suffering from cancer through research, education, advocacy and service. ACS offers a wide variety of resources for students and curriculum materials for teachers. Health promotion topics include the promotion of healthy eating habits, prevention of tobacco use, and decreasing risks for skin cancer. To learn more about ACS programs and materials, contact: ACS, Southwest Division; 2929 East Thomas Road; Phoenix, AZ; 85016; (602) 224-0524.

### **American Heart Association, Desert/Mountain Affiliate**

The mission of the American Heart Association (AHA) is to reduce disability and death from cardiovascular disease and stroke. AHA offers materials and programs for all ages to promote heart-health. The Halle Heart Center in Tempe offers visitors of all ages hands-on activities, innovative exhibits and interactive experiences to learn about the risk factors of heart disease and stroke as well as the life-style choices to maintain a healthy heart. Special two-hour tours are available for fifth grade students; a one-hour tour is available for younger students. To learn more about AHA school programs and the Halle Heart Center, call AHA, Desert/Mountain Affiliate; 2929 South 48th Street; Tempe, AZ; 85282 (602) 414-5353.

### **University of Arizona Cooperative Extension**

The University of Arizona Cooperative Extension coordinates the summer Agricultural Institute. This five day course is available to all teachers. Teachers visit agricultural operations/businesses and receive a wide variety of teaching resources and classroom curriculum materials. A registration fee helps to pay for food, lodging and transportation. Three graduate credits are available through the University of Arizona at an additional course credit cost. For more information, contact: Monica Pastor, University of Arizona Cooperative Extension, 4341 East Broadway Road; Phoenix, AZ 85040-8807; Phone (602) 470-8086, ext. 317.