Children’s Power Play! Campaign

School Idea & Resource Kit

Helping Students Power Up with Fruits, Vegetables, and Physical Activity
Children’s Power Play! Campaign

School Idea & Resource Kit

for Fourth Grade Teachers

Helping Students Power Up with

Fruits, Vegetables, and Physical Activity

The Network for a Healthy California—Children’s Power Play! Campaign is led by the California Department of Public Health in cooperation with the National Fruit and Vegetable Alliance.

The Network for a Healthy California—Children’s Power Play! Campaign partners with the California Department of Education, the California Department of Food and Agriculture, the American Cancer Society, and other agencies concerned with children’s health.

This material was produced by the California Department of Public Health, Network for a Healthy California, with funding from the USDA Supplemental Nutrition Assistance Program (formerly the Food Stamp Program). These institutions are equal opportunity providers and employers. In California, food stamps provide assistance to low-income households and can help buy nutritious foods for better health. For food stamp information, call 877-847-3663. For important nutrition information, visit www.cachampionsforchange.net.

California Department of Public Health
Network for a Healthy California—
Children’s Power Play! Campaign
P.O. Box 997377, MS 7204
Sacramento, CA 95899-7377
1-888-328-3483

www.networkforahealthycalifornia.net/powerplay

3rd Edition
©2009 Public Health Institute
May be duplicated for educational purposes only.
ACKNOWLEDGEMENTS

The School Idea & Resource Kit (Kit) was developed through the efforts of many people. The Network for a Healthy California—Children’s Power Play! Campaign (Campaign) wishes to recognize the following staff and partners for their review and input at the time the Kit was developed: Desiree Backman, DrPH, MS, RD, Linda Prescott, RD, and Gil Sisneros, MPH from the California Department of Public Health and Jan Lewis, MA, RD and Helen Magnuson, MPH, RD from the California Department of Education, Nutrition Services Division.

The Campaign thanks the following representatives from the Children’s Power Play! Campaign regional lead agencies:

Susan Donohue  
University of California Cooperative Extension, Butte County

Connie En  
Community Action Partnership of Orange County

Leah Haynes  
University of California Cooperative Extension, Ventura County

Susan Tietz  
Riverside County Department of Public Health

Susan Zielieniewicz  
University of California Cooperative Extension, Alameda County

Content development and pilot testing coordination was provided by the following independent consultants:

Health & Education Communication Consultants, Berkeley  
(contract #1005980)  
Lisa Hunter, PhD, President, Project Co-Director  
Joy A. Osterhout, MS, CHES, Senior Research Associate,  
Project Co-Director  
Jessica Bowen, Project Assistant  
Susan Giarratano Russell, EdD, CHES, Curriculum and  
Evaluation Consultant

ToucanEd Publications, Soquel  
Kathleen Middleton, MS, CHES, Publisher and Director  
Netha Thacker, Senior Editor  
Tara Leonard, Editor

SPARK: Sports, Play & Active Recreation for Kids, San Diego  
Julie Frank, CHES, Project Coordinator  
B.J. Williston, MEd, Physical Education Specialist

A special thanks to the fourth grade teachers who participated in the pilot testing:

Sammy Rodriguez  
Matthew J. Brletic Elementary  
Parlier Unified School District

Betty Sanders  
Shackelford Elementary  
Modesto City Unified  
School District

Qeona Hamilton  
Bright Elementary  
Los Angeles Unified School District

Chau To  
Burnett Elementary  
Long Beach Unified School District

Sarah Ault  
Skylark Elementary  
Garden Grove Unified  
School District

Suzanne Iwai  
Bryant Elementary  
Garden Grove Unified  
School District

Staci Ross-Morrison  
Garfield Elementary  
Oakland Unified School District

Bill Betten  
Dana Elementary  
Lucia Mar Unified School District (Nipomo)

Kelley Pellegri  
EP Foster Elementary  
Ventura Unified School District

Phil Irving  
Hedrick Elementary  
El Centro Elementary School  
District

Mindy Phillips  
Miguel Hidalgo Elementary  
Brawley Elementary School District

Cathy Ellenwood  
Woodlake Elementary  
North Sacramento Elementary  
School District

Susan Lugo  
Anderson School  
Dixon Unified School District

Jeff Williams  
Mariposa Elementary  
Ontario-Montclair School  
District

Debra Phenicie  
Redwood Valley Elementary  
Ukiah Unified School District (Redwood Valley)

Joni Derickson  
Oak Manor Elementary  
Ukiah Unified School District
# TABLE OF CONTENTS

**Introduction**  
About the *Children’s Power Play! Campaign* .................................................. 1  
Overview of the *School Idea & Resource Kit* .................................................. 1

**Using the Kit** .................................................................................................. 2

**Links to California Content Standards** .......................................................... 3

**Background**  
The Basics of Nutrition and Physical Activity .................................................. 4  
The Importance of Fruits and Vegetables ............................................................. 4  
The Importance of Physical Activity ................................................................. 4  
Consider these Facts ......................................................................................... 5

**Create a Healthy Classroom** .................................................................. 6

**Activities**  
1. Power Survey .............................................................................................. 7  
2. Power Search .............................................................................................. 11  
3. How Much Do I Need? ..................................................................................... 23  
4. Power Choices ............................................................................................. 39  
5. Fruit, Vegetable, and Power Play! Journal .................................................. 45  
6. My Power Plan ............................................................................................. 51  
7. Rate the Taste ............................................................................................. 57  
8. The Power of Advertising ............................................................................... 65  
9. What’s on a Label? ......................................................................................... 69  
10. Healthier Please! .......................................................................................... 79

**Appendix**  
Master List of Materials .................................................................................. 84  
Parent Letter Introducing the *Children’s Power Play! Campaign* ....................... 85  
Sample Letter Requesting Classroom Resources ................................................ 87  
Field Trip and Guest Speaker Ideas .................................................................. 88  
Clip Art ....................................................................................................... 89  
Puzzles and Games ......................................................................................... 95  
Calendar of Healthy Eating and Physical Activity Events .................................. 107  
Organizations and Web Sites Related to Nutrition and Physical Activity .......... 111
INTRODUCTION

About the Children’s Power Play! Campaign
The Network for a Healthy California—Children’s Power Play! Campaign (Campaign) inspires and empowers California’s low-income 9- to 11-year-old children to eat 3 to 5 cups of fruits and vegetables and get at least 60 minutes of physical activity every day. This statewide social marketing initiative is led by the California Department of Public Health’s Network for a Healthy California to improve children’s short-term health and reduce their long-term risk of serious health problems like obesity, type 2 diabetes, heart disease, hypertension, and certain types of cancer. The Campaign was developed in collaboration with the California Department of Education and California Department of Food and Agriculture.

The Campaign’s components include educational lessons in school classrooms and community youth organizations; promotional activities in schools, youth organizations, and the community; and media and public relations activities in the community. These activities are implemented through the 11 Regional Networks for a Healthy California (Regional Networks). The Regional Networks offer free training, support, and materials to eligible local organizations and help bring together agencies and resources within the region. Find your Regional Network by visiting www.networkforahealthycalifornia.net/rn. Organizations based outside California and those that do not serve children from low-income families can download the Idea & Resource Kits by visiting www.networkforahealthycalifornia.net/powerplay. A variety of materials are also available to order at-cost from the Network for a Healthy California’s online catalog at www.championsforchangematerials.net.

Overview of the School Idea & Resource Kit
You’ve probably noticed that kids today are more likely to be overweight, eat unhealthy foods, and be inactive. This may impact how ready they are to learn or how they feel about themselves. You can help change that! The School Idea & Resource Kit (Kit) helps you become a Champion for Change in your school. Using the Kit, you can make a positive impact on your students’ health while teaching your core academic subjects. The Kit features 10 activities focused on fruits, vegetables, and physical activity. The activities are linked with California’s Content Standards in English-Language Arts, Mathematics, and Health (see page 3). They align with the California Department of Education’s Nutrition Competencies for California’s Children. The Kit has been evaluated and proven to improve kids’ knowledge, skills, and confidence related to fruits, vegetables, and physical activity.

The Campaign offers both a fourth-grade and a fifth-grade Kit. The two Kits are designed to complement one another, with the fifth-grade Kit introducing new concepts while reinforcing the concepts in the fourth-grade Kit. Other materials available to schools include student workbooks, Power Up for Learning: A physical activity supplement to the School Idea & Resource Kits, the Children’s Power Play! Campaign’s parent brochure, Kids…Get Cookin!’ cookbook, posters, Harvest of the Month, and more.

You do not need to be a nutrition expert to use the Kit. Simply review the background information and, if necessary, take advantage of the additional resources referred to in the Appendix. Before you begin using the Kit’s activities, take a look at the tips in Create a Healthy Classroom on page 6 to learn how you can support the health of your students through your words and actions.
The School Idea & Resource Kit activities are in a consistent, easy-to-follow format. The Kit is designed with basic, fundamental activities at the beginning and more advanced activities at the end. The Kit includes individual, small group, and classroom activities. You can use the Go Farther ideas to extend the activities to the cafeteria, the entire school, students’ homes, and the community. You’re encouraged to complete all 10 activities with your students to empower them with the knowledge, skills, and confidence to develop lifelong healthy habits.

Each activity contains the following sections:

- **Learning Objectives**—what your students will have learned after completing the activity
- **Links to Content Standards**—the California Content Standards that are supported with the activity
- **Prep Time**—the average amount of time needed to prepare for the activity
- **Activity Time**—the average amount of time needed to conduct the activity with your students
- **Materials**—the materials you will need to conduct the activity (excluding Go Farther ideas)
- **READY**—a brief overview of the activity
- **SET**—what you need to do before conducting the activity with your students
- **GO**—easy-to-follow directions for conducting the activity
- **GO FARTHER**—possibilities for expanding the activity
- **Activity Notes** (if appropriate)—background information for the activity and tips for conducting the activity

Student workbooks are available to eligible schools so that reproduction of the activity worksheets is not necessary. Both English- and Spanish-language worksheets are also included in the Kit. To receive additional student workbooks for the new school year, contact your local Children’s Power Play! Campaign representative. Visit our Web site at [www.networkforahealthycaifornia.net/powerplay](http://www.networkforahealthycaifornia.net/powerplay) for contact information.

Are you...

- READY to help your students become healthier and more energized?
- SET for added fun and learning in your classroom?

Then…

GO for it!
## ACTIVITY | LINKS TO CONTENT STANDARDS
---|---
1. Power Survey | Statistics, Data Analysis, and Probability 1.0, 1.1  
| &nbsp; | Listening and Speaking Strategies 1.0, 1.1, 1.2  
| &nbsp; | Nutrition and Physical Activity 1.0, 1.2, **1.3**
2. Power Search | Reading Comprehension 2.0, 2.2  
| &nbsp; | Writing Strategies 1.0, 1.5, 1.6, 1.7, 1.8  
| &nbsp; | Writing Applications 2.0, 2.3  
| &nbsp; | Nutrition and Physical Activity 3.0, 3.1, **7.1**  
| &nbsp; | **Depending on field trip or speaker, Life Sciences 3b, 3c  
| &nbsp; | **Visual Arts: Creative Expression 2.0, 2.6, 2.7, 2.8**
3. How Much Do I Need? | Number Sense 1.0, 1.6  
| &nbsp; | Algebra and Functions 1.0, 1.1  
| &nbsp; | Mathematical Reasoning 1.0, 1.1  
| &nbsp; | Nutrition and Physical Activity 1.0, 1.2, 1.3, 1.7, 1.8, **7.2, **7.4  
| &nbsp; | **Science: Investigation and Experimentation 6b  
| &nbsp; | **Visual Arts: Creative Expression 2.0, 2.6, 2.7, 2.8**
4. Power Choices | Listening and Speaking Strategies 1.0, 1.1  
| &nbsp; | Nutrition and Physical Activity 1.0, 1.3, 1.8, 2.0, 2.3, 6.0, 6.1, 6.2, 7.0, 7.1, **4.1, **7.4, **8.1  
| &nbsp; | **Visual Arts: Creative Expression 2.0, 2.6, 2.7, 2.8**
5. Fruit, Vegetable, and Power Play! Journal | Reading Comprehension 2.0, 2.2  
| &nbsp; | Writing Strategies 1.0, 1.2  
| &nbsp; | Nutrition and Physical Activity 1.0, 1.2, 1.3, 1.7, 6.0, 6.1, 6.2, 7.0, 7.1
6. My Power Plan | Listening and Speaking Strategies 1.0, 1.1  
| &nbsp; | Nutrition and Physical Activity 1.0, 1.2, 1.3, 5.0, 5.1, 6.0, 6.1, 7.0, 7.1, **3.1, **5.2, **6.2, **7.4  
| &nbsp; | **Depending on the field trip or speaker, Life Sciences 3b**
7. Rate the Taste | Word Analysis, Fluency and Systematic Vocabulary Development 1.0, 1.5  
| &nbsp; | Writing Applications 2.0, 2.1  
| &nbsp; | Nutrition and Physical Activity 1.0, 1.4, 4.0, 4.1, 7.0, 7.1
8. The Power of Advertising | Listening and Speaking Strategies 1.0, 1.1, 1.8, 1.10  
| &nbsp; | Writing Strategies 1.0, 1.1  
| &nbsp; | Reading Comprehension 2.0, 2.2  
| &nbsp; | Nutrition and Physical Activity 1.0, 1.2, 1.3, 1.7, 2.0, 2.1, 2.2, 2.3, 8.0, 8.1  
| &nbsp; | **Visual Arts: Creative Expression 2.6, 2.7, 2.8**
9. What's on a Label? | Number Sense 2.0, 2.2, 3.0, 3.1, 3.2, 3.4  
| &nbsp; | Reading Comprehension 2.0, 2.2  
| &nbsp; | Mathematical Reasoning 1.0, 1.1  
| &nbsp; | Nutrition and Physical Activity 1.0, 1.1, 3.0, 3.1, 3.2, 5.0, 5.1, 7.0, 7.1, 7.2, **4.1, **6.1  
| &nbsp; | **Writing 1.0, 1.5, 1.6, 1.7, 1.8**
10. Healthier Please! | Listening and Speaking Strategies 1.0, 1.1, 1.2  
| &nbsp; | Speaking Applications 2.0, 2.1  
| &nbsp; | Nutrition and Physical Activity 2.0, 2.1, 2.3, 4.0, 4.1, 7.0, 7.1, 7.2, 8.0, 8.1  
| &nbsp; | **Visual Arts: Creative Expression 2.0**

**Addressed with Go Farther ideas**
The Basics of Nutrition and Physical Activity
You don’t need to be an expert to convey the importance of eating healthfully and being physically active to your students! Here are a few basics that will give you a general understanding of these concepts as they relate to both adults and children. This overview will help you to be more comfortable conducting nutrition education and physical activity lessons. To learn more about the 2005 Dietary Guidelines for Americans and find ways to make healthy food and physical activity choices, go to www.health.gov/dietaryguidelines and www.mypyramid.gov.

The food and physical activity choices you make every day affect your health—how you feel today, tomorrow, and in the future. The science-based 2005 Dietary Guidelines for Americans highlight how to make smart choices from every food group, get the most nutrition out of your calories, and find your balance between food and physical activity. The best way to give your body the balanced nutrition it needs is by eating a variety of nutrient-packed foods every day and staying within your daily calorie needs. A healthy eating plan is one that:

- Emphasizes fruits, vegetables, whole grains, and fat free or lowfat milk and milk products.
- Includes lean meats, poultry, fish, beans, eggs, and nuts.
- Is low in saturated fats, trans fats, cholesterol, salt (sodium), and added sugars.

Regular physical activity is important for your overall health and fitness, and helps you manage your body weight. Here are a few physical activity recommendations that pave the way to a healthier you:

- Do a minimum of 150 minutes of moderate-intensity aerobic activity a week.
- Also do muscle strengthening activities on two or more days a week.
- Increasing the intensity or the amount of time that you are physically active can have even greater health benefits and may be needed to manage body weight.
- Children and teenagers should be physically active for at least 60 minutes every day.

A healthy, balanced diet that includes plenty of fruits and vegetables and regular physical activity are major investments in your life. In fact, healthy eating and physical activity may reduce your risk of many serious health problems like obesity, type 2 diabetes, osteoporosis, heart disease, hypertension, and certain types of cancer, and increase your chances for a longer life.

The Importance of Fruits and Vegetables
Fruits and vegetables give you many of the nutrients that you need for good health: vitamins, minerals, dietary fiber, water, and healthy phytochemicals. Some are sources of vitamin A, while others are rich in vitamin C, folate, or potassium. Almost all fruits and vegetables are naturally low in fat and calories, and none have cholesterol, making them a sensible part of your daily meals and snacks.

For children, fruits and vegetables are sources of nutrients that are essential for growth and development, such as vitamin A, vitamin C, folate, and dietary fiber. By establishing the habit of eating fruits and vegetables early in life, children can get a head start in reducing their future risk of serious health problems, especially obesity, type 2 diabetes, heart disease, stroke, and certain types of cancer.

The Importance of Physical Activity
Physical activity helps you feel good, be more productive, and sleep better. Physical activity is also good for your health. It helps you achieve and maintain fitness and lowers your chronic disease risk. Children and adolescents benefit from activity, too. It is recommended that they get at least 60 minutes of moderate to vigorous physical activity every day.

Regular physical activity in childhood and adolescence builds strength and endurance, helps build healthy bones and muscles, helps manage weight, reduces anxiety and depression, and improves blood pressure and cholesterol levels. Positive experiences with physical activity at a young age help lay the foundation for being regularly active throughout life.

Consider These Facts

Children are not eating enough fruits and vegetables or engaging in enough physical activity.

- In California, 9- to 11-year-old children eat an average of 3.0 servings or 2.2 cups of fruits and vegetables on a typical school day, significantly below recommended consumption levels (3-5 cups of fruits and vegetables).
- More than half (55 percent) of California’s 9- to 11-year-old children fail to meet the daily physical activity guideline (60 minutes or more of moderate and vigorous physical activity).
- Fewer than one in three (28.5 percent) California fifth graders achieved the Healthy Fitness Zone in all six areas measured by the 2007-2008 California Physical Fitness Test.

Poor nutrition and low levels of physical activity have significant consequences among children.

- Inadequate nutrition and poor diet are major causes of impaired cognitive development, are associated with poor educational performance among low-income children, and also contribute to obesity, anemia, and susceptibility to lead poisoning.
- Children engaged in daily physical education show a more positive attitude toward school as compared to their counterparts who do not.
- Obesity rates have doubled for children and tripled among adolescents over the last two decades and continue to rise. In California, the rise in overweight among 9- to 11-year-old children parallels the national trend, increasing from 15 percent in 1999 to 22 percent in 2005.
- Obesity increases the risk of high blood cholesterol, high blood pressure, asthma, and type 2 diabetes while still in childhood.

Establishing healthy eating and activity habits in childhood can help prevent problems in adulthood.

- About half of overweight children or teens will be obese in adulthood.
- Physical activity tends to decline with age, with the steepest decline between the ages of 13 and 18.

CREATE A HEALTHY CLASSROOM

Many of a child’s waking hours are spent at school in the classroom. What better place to encourage children to eat more healthfully and be more physically active! Healthful eating and physical activity help children stay energized and ready to learn. In addition to teaching your students about the importance of eating fruits and vegetables and being physically active, you can create a classroom that supports these behaviors.

Here’s how to create a healthy classroom:

- **Inspire your students with your words and actions.** Let your students see you enjoying fruits and vegetables by eating lunch with them. Bring fruits and vegetables in your lunch and for snacks. Consider trying the school lunch and encourage your students to try it. Let your students see you participate in physical activities at school or talk about physical activities you participate in outside of school. Before students head out for recess, encourage them to do something physically active.

- **Create a classroom healthy snack and celebration policy.** At the beginning of the school year, create a healthy snack and celebration policy with the students. Be sure to provide a copy of the classroom policy to students to take home to their parents. For healthy snack ideas, see the Power Choices Activity Notes.

- **Use classroom rewards and discipline that support health.** Avoid using any kind of food as a reward, especially foods with low nutritional value. As an alternative, you may wish to provide incentives or rewards that promote physical activity. Don’t withhold recess or physical education (P.E.) time as a form of discipline.

- **Create a classroom that moves.** Provide opportunities for physical activity throughout the day. Movement facilitates improved attention and focused learning in the class. Take a two-minute activity break between lessons and have students lead the break with stretches, or play a popular dance song and let students dance. Join in and participate with the students. Offer physical education on a daily basis. Be sure that your P.E. lessons keep your students active and moving at least half of the time.

- **Do a scan of your classroom to be sure it supports healthy eating and physical activity.** Remove any posters, bulletin boards, or objects that promote unhealthy eating or sedentary behaviors (e.g., TV watching, video games). Put up posters, bulletin boards, and other images promoting fruit and vegetable consumption and physical activity. Avoid any objects in your classroom that could be considered an advertisement, especially those that promote unhealthy products.

- **Be an advocate for a healthier school environment.** Work with other teachers, school administrators, school staff, parents, and students to establish an advisory council that focuses on creating a healthy school nutrition and physical activity environment. The advisory council can use existing tools, such as the CDC’s School Health Index (http://apps.nccd.cdc.gov/shi/) and the USDA’s Changing the Scene (www.fns.usda.gov/tn/Healthy/changing.html) to assess the school’s current environment and work toward healthy changes.
LEARNING OBJECTIVES
After completing this activity, students will be able to:
• Define “fruit,” “vegetable,” and “physical activity.”
• State the recommended cups of fruits and vegetables children should be eating and the recommended minutes of physical activity they should engage in every day.
• Identify and graph the current nutrition and physical activity related habits and attitudes of the class.

LINKS TO CONTENT STANDARDS
• Statistics, Data Analysis, and Probability 1.0
• Listening and Speaking Strategies 1.0
• Nutrition and Physical Activity 1.0

READY
Working in small groups, students survey one another about their nutrition and physical activity related habits and attitudes. Then students work as a class to graph and analyze the results.

SET
• Review Power Survey, Worksheet 1.
• Create a blank graph on the board. Title the vertical axis “# of Yes Answers.” On the horizontal axis, create a space for each question from the survey, as shown below.

Power Survey

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

These are the simple definitions based on plant parts:
• A fruit is the part of a plant that you can eat that contains seeds, such as an apple, pear, or strawberry.
• A vegetable is the stem, leaf, or root of a plant that you can eat, such as lettuce, carrots, or asparagus.

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

• Physical activity is a game, sport, exercise, or other action that involves moving your body, especially when it makes your heart beat faster. The Children’s Power Play! Campaign calls this “power play.”
1. Review survey process.
   • Explain to students that this activity will help them learn more about their own and their classmates’ nutrition and physical activity related habits and attitudes.
   • Briefly discuss the basic definitions of fruit, vegetable, and physical activity on the previous page.
   • Tell your students that children their age should eat 3 to 5 cups of fruits and vegetables and get at least 60 minutes of physical activity every day.
   • Create small groups of 6-7 students.
   • Ask students to turn to the Power Survey activity on Worksheet 1 of their workbooks. Review the directions at the top of the worksheet with students.

2. Students survey classmates.
   • Allow students about 10 minutes to conduct the surveys in their groups. When students have completed the survey, ask the Recorder to add the number of “yes” answers for each question.

3. Chart student responses.
   • Have each Recorder report the number of “yes” answers for each question. Add each group’s findings together to come up with a total number of “yes” answers for each question.
   • Complete the graph that you prepared on the board using this data.

4. Discuss students’ findings.
   • When the graph is completed, review the results. Then lead a discussion.
     • According to the graph, do most of you think that eating 3 to 5 cups of fruits and vegetables every day can help you do better in school (Q9)? Why or why not?
     • According to the graph, were most of you physically active during your last recess (Q2)? Why or why not?
     • According to the graph, do most of you think being physically active for at least 60 minutes every day is easy (Q4)? Why or why not?
     • Conclude the activity by explaining that in the upcoming weeks students will be learning new ways to eat more fruits and vegetables and get more physical activity every day and why both are important.
     • You may want to revisit this activity at a later date and compare the results with today’s results. Be sure to save these results, so that you can compare them when you repeat the activity later.

GO FARTHER
   • Students can use the survey questions with another class, create a new graph of the responses, and compare their class graph with the graph for the other class.
   • Students can use the survey questions with family members and begin a discussion at home of why eating 3 to 5 cups of fruits and vegetables and getting at least 60 minutes of physical activity every day is important.
   • If you have access to computers, show students how to create bar graphs on the computer.
   • As an alternative to creating a bar graph, think of creative new ways to show the results of your class survey. For example, you may wish to create a “human bar graph” by having the children line up on the playground as “yes” or “no” responses. You also may wish to use stackable objects or paper clips to create a three-dimensional graph.
Power Survey

- Pick one person in your group to be the Surveyor—the one who asks the questions.
- Pick someone else to be the Recorder—the one who keeps track of the answers.
- The Surveyor reads each question out loud. For each question, ask everyone in the group to raise their hands if they want to answer “yes.” Don’t forget to include the Surveyor and the Recorder. The Surveyor counts the number of hands that are raised.
- The Recorder writes the number of “yes” answers in the question’s box.
- Example: The Surveyor asks, “Did you try a new fruit or vegetable last month?” Four students raise their hands to say “yes.” The Recorder writes “4” in that question’s box.

1. Did you try a new fruit or vegetable last month?
2. Were you physically active during your last recess?
3. Do you think fruits and vegetables give you energy?
4. Do you think it’s easy to get at least 60 minutes of physical activity every day?
5. Do you think being physically active can help you pay attention in school?
6. Have you ever asked your parents to buy your favorite fruits or vegetables?
7. Did you try a new physical activity last month?
8. Do you think eating 3 to 5 cups of fruits and vegetables every day is easy?
9. Do you think eating 3 to 5 cups of fruits and vegetables every day can help you do better in school?
Encuesta de Poder

- Selecciona una persona en tu grupo que sea el Encuestador—el que hace las preguntas.
- Selecciona a alguien que sea el Contador—el que mantiene el récord de las respuestas.
- El Encuestador lee cada pregunta a voz alta. Para cada pregunta, pide que todos los del grupo levanten la mano si desean contestar “sí”. No olviden de incluir al Encuestador y al Contador. El Encuestador cuenta el número de manos que se han levantado.
- El Contador escribe el número de respuestas “sí” en el cuadro de la pregunta.
- Por ejemplo: El Encuestador pregunta, “¿Probaste una nueva fruta o vegetal el mes pasado?”
   Cuatro estudiantes levantan la mano para indicar que “sí”. El Contador escribe “4” en el cuadro de esa pregunta.

1. ¿Probaste una nueva fruta o vegetal el mes pasado?
2. ¿Estuviste activo físicamente durante tu último recreo?
3. ¿Crees que las frutas y vegetales te dan energía?
4. ¿Crees que es fácil hacer al menos 60 minutos de actividad física cada día?
5. ¿Crees que el estar físicamente activo te puede ayudar a poner atención en la escuela?
6. ¿Alguna vez has pedido a tus padres que te compren tu fruta o vegetal favorito?
7. ¿Intentaste una nueva actividad física el mes pasado?
8. ¿Crees que es fácil comer de 3 a 5 tazas de frutas y vegetales cada día?
9. ¿Crees que comer de 3 a 5 tazas de frutas y vegetales cada día te ayudan a tener más éxito en la escuela?
LEARNING OBJECTIVES
After completing this activity, students will be able to:
• Name at least 5 different fruits and vegetables.
• Describe key characteristics and health benefits of at least one fruit or vegetable.
• Locate credible information about fruits and vegetables using a variety of sources.
• Write a composition about their findings.

LINKS TO CONTENT STANDARDS
• Reading Comprehension 2.0
• Writing Strategies 1.0
• Writing Applications (Genres and Their Characteristics) 2.0
• Nutrition and Physical Activity 3.0

READY
Students complete a word search activity, then individually research and write a brief report about one of the fruits or vegetables identified in the word search.

SET
• Review the Activity Notes.
• Review Power Search, Worksheet 2A and Power Research Report, Worksheet 2B. Decide whether you would like to simplify the report by having your students answer only questions 1-5.
• Gather information resources in your classroom. See the Activity Notes for resource ideas.
• If Internet access is available, check out the Web sites listed in the Activity Notes and select those that are most appropriate for your students to use. List these Web sites on the board.
1. **Review Power Search process.**
   - Explain to students that this activity will help them become familiar with a variety of fruits and vegetables.
   - Have them turn to Power Search, Worksheet 2A in their workbooks. Review the directions at the top of the worksheet with the students.

2. **Students complete Power Search.**
   - Allow students about 10 minutes to complete the Power Search.

3. **Discuss student findings.**
   - Lead a discussion of the words in the Power Search.
   - Have you heard of all of the fruits and vegetables on the list?
   - Which are new to you?
   - Are there foods on the list that you enjoy and eat often?

4. **Explain the report process.**
   - Ask each student to pick one fruit or vegetable from the Power Search. Encourage them to choose a fruit or vegetable that is new to them.
   - Explain that each student will write a brief report (2-3 paragraphs) about his/her chosen food.
   - Have students find Power Research Report, Worksheet 2B in their workbooks. Review the questions on the worksheet with students. Let students know whether they should answer all of the questions or only questions 1-5.

5. **Discuss sources of information for reports.**
   - Point out the list of Web sites on the board and any other resources in the classroom for their reports.
   - If students will have homework time to complete their research, discuss ideas about how to find more information about the subjects for their reports outside of the classroom. Suggestions may include a book in the library, parent, teacher, school child nutrition staff, Web site, doctor, dietitian, supermarket produce manager, farmer, chef, etc.

6. **Students complete their reports.**
   - Allow students class time to complete their research reports, or assign them as homework. The report should take 20-30 minutes to complete. Time will vary depending upon whether the students complete all questions or only questions 1-5.

**GO FARThER**
- Link this activity to your science curriculum by having students identify the botanical parts of the plants they are learning about (e.g., fruits, roots, stems, leaves).
- Encourage students to interview older friends or family members to gather information about the fruit or vegetable they have chosen for their research report.
- Have students create an art project featuring their fruit or vegetable or illustrate their report using images of fruits and vegetables from magazines.
- Take a field trip to a local supermarket, farmers’ market, or farm, or invite a guest speaker to teach students more about the fruits and vegetables in the Power Search. Guest speakers may include a farmer, farmers’ market manager, master gardener, dietitian, supermarket produce manager, chef, or your school’s child nutrition director.
- Conduct a taste testing of some of the fruits and vegetables in the Power Search. Ask your school child nutrition department if they can assist with obtaining fruits and vegetables for tasting.
- Instead of choosing report topics only from the Power Search list, encourage students to choose a fruit or vegetable that is more culturally relevant for them. The other students will have an opportunity to learn about a new fruit or vegetable and to learn something about another culture.
Activity Notes: Power Search

While researching for their reports, students may learn the following facts about different fruits and vegetables:

**Artichoke:**
- Vegetable
- Green, looks like a flower bud
- Almost 100% of artichokes grown in the U.S. are grown in California, primarily in Monterey, Riverside, Imperial, Santa Barbara, Ventura, and Orange counties.
- Good source of vitamin C, fiber, and folate

**Asparagus:**
- Vegetable
- Green spear-like stalks with buds on each end
- Asparagus is grown mostly in California and Washington. In California, it grows primarily in San Joaquin, Imperial, Monterey, and Santa Barbara counties.
- Excellent source of folate and good source of vitamin A and vitamin C

**Avocado:**
- Vegetable (or Fruit, see page 7)
- Dark green, leather-like on the outside, shaped like an oval
- 95% of avocados grown in the U.S. are grown in California, primarily in San Diego, Riverside, Orange, Los Angeles, Ventura, Santa Barbara, San Luis Obispo, Tulare, and Kern counties.
- Good source of fiber

**Broccoli:**
- Vegetable
- Green, flower-like with thick stem
- 98% of broccoli grown in the U.S. is grown in California, primarily in Imperial, Riverside, Ventura, Santa Barbara, San Luis Obispo, Monterey, San Benito, Santa Cruz, Fresno, Kern, Stanislaus, and Tulare counties.
- Excellent source of vitamin C, folate, and fiber
- Good source of vitamin A and potassium

**Brussels Sprouts:**
- Vegetable
- Look like tiny green cabbages or heads of lettuce
- Brussels sprouts are grown in California primarily in Monterey and Santa Cruz counties.
- Excellent source of vitamin C and good source of folate and fiber

---

**Resources**

The following resources may help students with their research reports. If students do not have Internet access, you may wish to download and print information from the Web sites listed below for students to use. Please note that some of the sources listed below are affiliated with for-profit companies. Their inclusion does not imply an endorsement by the *Children’s Power Play! Campaign.*

Be sure to check out each Web site for its appropriateness for your students.

- [www.harvestofthemonth.com](http://www.harvestofthemonth.com)
- [www.fruitsandveggiesmorematters.org](http://www.fruitsandveggiesmorematters.org)
- [www.artichokes.org](http://www.artichokes.org)
- [www.avocado.org](http://www.avocado.org)
- [www.broccol.com](http://www.broccol.com)
- [www.brussels-sprouts.com](http://www.brussels-sprouts.com)
- [www.calasparagus.com](http://www.calasparagus.com)
- [www.californiafigs.com](http://www.californiafigs.com)
- [www.calpear.com](http://www.calpear.com)
- [www.calstrawberry.com](http://www.calstrawberry.com)
- [www.kiwi.org](http://www.kiwi.org)
- [www.leafy-greens.org](http://www.leafy-greens.org)
- [www.tablegrape.com](http://www.tablegrape.com)
- [www.tomato.org](http://www.tomato.org)
- [www.producepedia.com](http://www.producepedia.com)

Review the resources listed in the Appendix for other useful Web sites.
Activity Notes: Power Search

Cantaloupe:
• Fruit
• Rough, tan ball on outside, with smooth and juicy orange-colored center
• Cantaloupe is grown primarily in California, Arizona, and Texas. In California, it grows primarily in Merced, San Joaquin, and Stanislaus counties and the Imperial, Coachella, and Pal Verde valleys.
• Excellent source of vitamin A and vitamin C and good source of folate

Carrots:
• Vegetable
• Long, orange-colored vegetable with green leaves at the top
• Grown in California, Canada, and Mexico. In California, carrots grow primarily in Kern, San Luis Obispo, Imperial, Riverside, Los Angeles, and Monterey counties.
• Excellent source of vitamin A and good source of vitamin C

Celery:
• Vegetable
• Tall, pale-green stalks with leaves
• Grown in California, Florida, and Michigan. In California, celery grows primarily in Monterey, San Benito, San Luis Obispo, Santa Barbara, Santa Cruz, and Ventura counties.
• Good source of vitamin C

Fig:
• Fruit
• Green or black, soft-skinned, shaped like a tear drop
• California is the 2nd leading producer of figs in the world. In California, figs grow primarily in Fresno, Madera, and Merced counties.
• Good source of fiber

Grapes:
• Fruit
• Small, round, and light green, purple, or reddish in color
• Grown in California, Canada, Chile, and Mexico. In California, grapes are grown primarily in Southern San Joaquin Valley and Coachella Valley.
• Excellent source of vitamin C

Kiwi fruit:
• Fruit
• Light brown, fuzzy, and round
• Largest producers are New Zealand and California. In California, kiwi fruit is grown primarily in Butte, Sutter, Yuba, Fresno, Kings, Tulare, and Kern counties.
• Excellent source of vitamin C and good source of fiber and potassium

Lettuce:
• Vegetable
• Green or purple and leafy; different varieties include Boston, Bibb, Iceberg, Romaine, etc.
• The U.S. is the 2nd largest producer worldwide, after China. In California, lettuce is grown primarily in Monterey, San Benito, Santa Barbara, San Luis Obispo, and Santa Cruz counties.
• Leaf lettuce is an excellent source of vitamin A

Pear:
• Fruit
• Yellow or green, sometimes reddish
• Varieties include Anjou, Bartlett, Bosc, Red Bartlett, etc.
• Pears are grown in California, primarily in Sacramento, Yolo, Solano, San Joaquin, Mendocino, Lake, Yuba, and Sutter counties.
• Excellent source of vitamin C and good source of fiber

Strawberries:
• Fruit
• Small, heart-shaped red fruit with seeds on the outside
• Grown in California, Florida, and Mexico. In California, strawberries are grown primarily in Santa Cruz, Santa Clara, Monterey, San Luis Obispo, Santa Barbara, Ventura, Orange, Los Angeles, San Diego, Riverside, Fresno, and Merced counties.
• Excellent source of vitamin C and folate and good source of fiber

Tomato:
• Vegetable (or Fruit, see page 7)
• Red, green, and yellow with shiny skin
• California is the 2nd largest tomato producer in the U.S. after Florida. In California, tomatoes are grown primarily in San Joaquin, Stanislaus, and Merced counties.
• Excellent source of vitamin C and vitamin A and good source of potassium
Power Search

Find each word on the list and circle it. Words can be spelled across, down, or diagonally.

artichoke  asparagus  avocado
broccoli   Brussels sprouts  cantaloupe
carrots    celery           fig
grapes     kiwifruit        lettuce
pear       strawberries      tomato
Find each word on the list and circle it. Words can be spelled across, down, or diagonally.

artichoke  asparagus  avocado
broccoli  Brussels sprouts  cantaloupe
carrots  celery  fig
grapes  kiwifruit  lettuce
pear  strawberries  tomato
Pick a fruit or vegetable from the Power Search list. Write a short report about your fruit or vegetable that answers the questions below. You can write on the back of the page if you need more space.

1. What is the name of the fruit or vegetable?
2. Is it a fruit or vegetable?
3. What does the fruit or vegetable look like? Describe its color on the inside and outside, its shape, and its size.
4. Does it grow in California? Where?
5. What is in this fruit or vegetable that makes it good for you? Are there vitamins in it? What are they?
6. Have you ever eaten this fruit or vegetable? Why or why not?
7. If you have not eaten this fruit or vegetable, do you think you will eat it now that you have learned more about it? Why or why not?
8. What are some ways that you can eat this fruit or vegetable?
¡Buscando con Ganas!

Encuentra cada palabra en la lista y encierra en un círculo alrededor de cada una. Las palabras pueden deletrearse en cualquier sentido – para arriba, abajo, hacia adelante, hacia atrás, o diagonalmente.

alcachofa
brócoli
zanahorias
uvas
pera
espárrago
col de Bruselas
apio
kiwi
fresas
aguacate
melón de castilla
higo
lechuga
tomate

Red para una California Saludable—Campaña para Niños
¡Buscando con Ganas!
GUÍA DE RESPUESTAS

Encuentra cada palabra en la lista y encierra en un círculo alrededor de cada una. Las palabras pueden deletrearse en cualquier sentido – para arriba, abajo, hacia adelante, hacia atrás, o diagonalmente.

alcachofa  espárrago  aguacate
brócoli  col de Bruselas  melón de castilla
zanahorias  apio  higo
uvas  kiwi  lechuga
tapa  fresas  tomate
Seleccione una fruta o vegetal de la lista ¡Buscando con Ganas! Escribe un informe corto sobre tu fruta o vegetal que conteste las siguientes preguntas. Puedes usar la parte de atrás de esta página si necesitas más espacio.

1. ¿Cómo se llama la fruta o vegetal?
2. ¿Es fruta o vegetal?
3. ¿Cómo se ve la fruta o vegetal? Describe su color por dentro y por fuera, su forma y su tamaño.
4. ¿Crecen en California? ¿En dónde?
5. ¿Qué contiene esta fruta o vegetal que es bueno para ti? ¿Tiene vitaminas? ¿Cuáles son?
6. ¿Alguna vez has comido esta fruta o vegetal? ¿Por qué o por qué no?
7. ¿Si no has comido esta fruta o vegetal, crees que la comerás ahora que sabes más acerca de ella? ¿Por qué o por qué no?
8. ¿Cuáles son algunas maneras que puedes comer esta fruta o vegetal?
LEARNING OBJECTIVES
After completing this activity, students will be able to:
• State the recommended cups of fruits and vegetables they should be eating and the recommended minutes of physical activity they should engage in every day.
• Recognize how different quantities of fruits and vegetables add up to the recommended daily amounts.
• Determine number of cups of fruits and vegetables and minutes of physical activity by solving math problems.

LINKS TO CONTENT STANDARDS
• Number Sense 1.0
• Algebra and Functions 1.0
• Mathematical Reasoning 1.0
• Nutrition and Physical Activity 1.0

READY
Students watch a demonstration to show different amounts of fruits and vegetables (e.g., 1/2 cup, 1 cup, etc.) and discuss information about daily fruit and vegetable and physical activity recommendations. Then they complete a math worksheet with addition, subtraction, multiplication, and division problems related to cups of fruits and vegetables and minutes of physical activity.

SET
• Review How Much Do I Need?, Worksheet 3A (Note: Worksheet 3A is gender specific); Cups of Colorful Fruits and Vegetables, Worksheet 3B; and Power Play! Math, Worksheet 3C.
• Prepare fruits and vegetables for demonstration. Remember to include fresh, frozen, canned, juiced, and dried fruits and vegetables. Note: limit the quantity of dried fruits and vegetables to 1/4 cup and juice to 3/4 cup. If real fruits and vegetables are not available, use measuring cups alone to demonstrate the amounts instead. You may want to work with your school child nutrition department to prepare for the demonstration or to obtain measuring cups.

How Much Do I Need?

TIME
• Prep — 15 minutes
• Activity — 50 minutes

MATERIALS
• Student workbooks
• A variety of fruits and vegetables (fresh, frozen, canned, or dried) and measuring cups for demonstration. Obtain these from your school child nutrition department or call your local supermarket or farmers’ market to request a produce donation (see Appendix for sample donation request letter).

Note: To ease children’s understanding of the Dietary Guidelines, some information in this Kit has been simplified. The USDA recommends that 1 cup of lettuce count as only 1/2 cup of vegetables and that 1/4 cup of dried fruit count as 1/2 cup of fruit. In addition, the USDA’s MyPyramid Web site provides specific examples of the cup measurements of various whole fruits and vegetables. For simplification, this Kit does not provide this level of detail and makes the more general recommendations shown on Worksheet 3B: Cups of Colorful Fruits & Vegetables. For more information on the USDA’s recommendations, visit www.mypyramid.gov and go to Inside the Pyramid.
GO

1. Students identify the number of cups of fruits and vegetables they need every day.
   • Have the students turn to How Much Do I Need?, Worksheet 3A in their workbooks. Review the information together. Explain that children their age should eat 3 to 5 cups of fruits and vegetables every day. Also explain that the number of cups of fruits and vegetables that each child needs is based upon their age, gender, and physical activity level. For example, a 10-year-old girl who is physically active for 30 to 60 minutes each day should eat 1 1⁄2 cups of fruits and 2 1⁄2 cups of vegetables every day.
   • Have the students use Worksheet 3A to determine how many cups of fruits and vegetables they need every day. **Note:** most 9- to 11-year-old children get 30 to 60 minutes or more than 60 minutes of physical activity every day. When determining the number of cups of fruits and vegetables, these categories should be used.

2. Students state number of cups of fruits and vegetables.
   • Ask students the following questions:
     • According to Worksheet 3A, how many cups of fruits should you eat every day?
     • According to Worksheet 3A, how many cups of vegetables should you eat every day?
     • According to Worksheet 3A, how many total cups of fruits and vegetables should you eat every day?
     • Does eating the recommended cups of fruits and vegetables sound easy or hard? Why?

3. Demonstrate different amounts of fruits and vegetables as measured by cups.
   • Ask students the following questions:
     • How big is 1⁄2 cup of fruit?
     • How big is 1 cup of vegetables?
   • Have the students turn to Cups of Colorful Fruits and Vegetables, Worksheet 3B in their workbooks. Review the information together. Explain that different quantities of fruits and vegetables can add up to the recommended 3 to 5 cups that they need every day for good health.
   • Demonstrate different amounts of fruits and vegetables using measuring cups and cupped hands. Also show several examples of whole pieces of fruits and vegetables that are about the size of a baseball (about 3” in diameter). Point out that fresh, frozen, canned, dried, and juiced fruits and vegetables all count. Remind the students that not all juice drinks are 100% juice and that they should go easy on the amount of juice they drink each day.
   • Use student volunteers to show how 1⁄2 cup of fruits or vegetables fits into one cupped hand and 1 cup of raw, leafy greens fits into two cupped hands. Direct students to the back cover of their student workbooks for another visual of this.
   • Ask the students:
     • As you were watching the demonstration, did you guess the right amount of fruits and vegetables? Were your guesses too big, too small, or just about right?
     • Now that you can recognize what cups and 1⁄2 cups look like, does eating 3 to 5 cups of fruits and vegetables every day seem easier or harder? Why?
4. Discuss the need for physical activity.
   - Ask students the following questions and do not correct their responses.
   - How many minutes of physical activity should you get every day?
   - What counts as physical activity?
   - If you aren’t physically active every day, why aren’t you?
   - What makes you want to or not want to be physically active?
   - Explain to students that children should be physically active for at least 60 minutes every day. Ask the students if this is more or less than they expected.
   - Emphasize that 60 minutes is the total time that children should be active every day and that they can add up the different things they do every day. They don’t have to do all the activity at one time, but they should try to be active for at least 10 minutes at a time to get a total of at least 60 minutes every day.
   - Discuss the variety of activities that constitute physical activity, including active forms of play, and review the definitions of moderate and vigorous physical activity:
     - **Moderate physical activities** get you up and moving and make your heart beat faster (e.g., walking, biking, taking the stairs, raking leaves, walking the dog).
     - **Vigorous physical activities** make you breathe hard and sweat (e.g., running, jogging, dancing, jumping rope, playing soccer, or playing basketball).
   - Explain to students that they should try to get some type of vigorous physical activity every day.

5. Students complete math activity.
   - Have students turn to Power Play! Math, Worksheet 3C in their workbooks. Review the directions at the top of the worksheet with students.
   - Allow students approximately 20 minutes to complete the worksheet.

6. Discuss student work.
   - When students are done, review the answers as a class. Then lead a discussion and ask the students:
     - What have you learned about the amount of fruits and vegetables you need every day for good health?
     - Will this information change the amount of fruits and vegetables that you eat every day?
     - What have you learned about physical activity?
     - Will this information change the amount of activity that you get every day?

GO FARTHER
   - Have students color their Cups of Colorful Fruits and Vegetables worksheets and take them home to place on their refrigerators.
   - Help reinforce what your students have learned about physical activity during your physical education time. Ask students if they think the activity they are doing is moderate or vigorous physical activity. Use a stop watch to track the amount of time that the students are active. After the activity, ask the students to estimate how much time they were moderately or vigorously active and compare it with the actual time.
   - Invite the school child nutrition director or a child nutrition staff member to visit the class during this activity. He or she can talk with the children about the fruits and vegetables that are included in the school meals and how eating the school lunch can help them meet their daily nutritional goals.
   - Bring in samples of juices and juice drinks to help students learn to identify 100% juices. Many drinks that children think are juice have only a small percentage of juice and a lot of added sugar. Students can learn to check the labels to find the percentage of juice in a drink.
# How Much Do I Need? BOY

## 9-year-old boy

<table>
<thead>
<tr>
<th>Minutes of Physical Activity</th>
<th>Cups of Fruits You Need Each Day</th>
<th>Cups of Vegetables You Need Each Day</th>
<th>Total Cups of Fruits and Vegetables You Need Each Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 30 minutes</td>
<td>$1\frac{1}{2}$</td>
<td>2</td>
<td>$3\frac{1}{2}$</td>
</tr>
<tr>
<td>30 to 60 minutes</td>
<td>$1\frac{1}{2}$</td>
<td>$2\frac{1}{2}$</td>
<td>4</td>
</tr>
<tr>
<td>More than 60 minutes</td>
<td>2</td>
<td>$2\frac{1}{2}$</td>
<td>4</td>
</tr>
</tbody>
</table>

## 10-year-old boy

<table>
<thead>
<tr>
<th>Minutes of Physical Activity</th>
<th>Cups of Fruits You Need Each Day</th>
<th>Cups of Vegetables You Need Each Day</th>
<th>Total Cups of Fruits and Vegetables You Need Each Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 30 minutes</td>
<td>$1\frac{1}{2}$</td>
<td>2</td>
<td>$3\frac{1}{2}$</td>
</tr>
<tr>
<td>30 to 60 minutes</td>
<td>$1\frac{1}{2}$</td>
<td>$2\frac{1}{2}$</td>
<td>4</td>
</tr>
<tr>
<td>More than 60 minutes</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

## 11-year-old boy

<table>
<thead>
<tr>
<th>Minutes of Physical Activity</th>
<th>Cups of Fruits You Need Each Day</th>
<th>Cups of Vegetables You Need Each Day</th>
<th>Total Cups of Fruits and Vegetables You Need Each Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 30 minutes</td>
<td>$1\frac{1}{2}$</td>
<td>$2\frac{1}{2}$</td>
<td>4</td>
</tr>
<tr>
<td>30 to 60 minutes</td>
<td>2</td>
<td>$2\frac{1}{2}$</td>
<td>4</td>
</tr>
<tr>
<td>More than 60 minutes</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

Network for a Healthy California—Children’s Power Play! Campaign
## How Much Do I Need?

### GIRL

#### 9-year-old girl

<table>
<thead>
<tr>
<th>Minutes of Physical Activity</th>
<th>Cups of Fruits You Need Each Day</th>
<th>Cups of Vegetables You Need Each Day</th>
<th>Total Cups of Fruits and Vegetables You Need Each Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 30 minutes</td>
<td>1½</td>
<td>1½</td>
<td>3</td>
</tr>
<tr>
<td>30 to 60 minutes</td>
<td>1½</td>
<td>2</td>
<td>3½</td>
</tr>
<tr>
<td>More than 60 minutes</td>
<td>1½</td>
<td>2½</td>
<td>4</td>
</tr>
</tbody>
</table>

#### 10-year-old girl

<table>
<thead>
<tr>
<th>Minutes of Physical Activity</th>
<th>Cups of Fruits You Need Each Day</th>
<th>Cups of Vegetables You Need Each Day</th>
<th>Total Cups of Fruits and Vegetables You Need Each Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 30 minutes</td>
<td>1½</td>
<td>1½</td>
<td>3</td>
</tr>
<tr>
<td>30 to 60 minutes</td>
<td>1½</td>
<td>2½</td>
<td>4</td>
</tr>
<tr>
<td>More than 60 minutes</td>
<td>2</td>
<td>2½</td>
<td>4½</td>
</tr>
</tbody>
</table>

#### 11-year-old girl

<table>
<thead>
<tr>
<th>Minutes of Physical Activity</th>
<th>Cups of Fruits You Need Each Day</th>
<th>Cups of Vegetables You Need Each Day</th>
<th>Total Cups of Fruits and Vegetables You Need Each Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 30 minutes</td>
<td>1½</td>
<td>2</td>
<td>3½</td>
</tr>
<tr>
<td>30 to 60 minutes</td>
<td>1½</td>
<td>2½</td>
<td>4</td>
</tr>
<tr>
<td>More than 60 minutes</td>
<td>2</td>
<td>2½</td>
<td>4½</td>
</tr>
</tbody>
</table>

---

*Network for a Healthy California—Children's Power Play! Campaign*
## ¿Cuánto Necesito? NIÑO

### Niño de 9 años de edad

<table>
<thead>
<tr>
<th>Minutos de Actividad Física</th>
<th>Tazas de Frutas que Necesitas Cada Día</th>
<th>Tazas de Vegetales que Necesitas Cada Día</th>
<th>Total de Tazas de Frutas y Vegetales que Necesitas Cada Día</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menos de 30 minutos</td>
<td>1½</td>
<td>2</td>
<td>3½</td>
</tr>
<tr>
<td>30 a 60 minutos</td>
<td>1½</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Más de 60 minutos</td>
<td>2</td>
<td>2</td>
<td>4½</td>
</tr>
</tbody>
</table>

### Niño de 10 años de edad

<table>
<thead>
<tr>
<th>Minutos de Actividad Física</th>
<th>Tazas de Frutas que Necesitas Cada Día</th>
<th>Tazas de Vegetales que Necesitas Cada Día</th>
<th>Total de Tazas de Frutas y Vegetales que Necesitas Cada Día</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menos de 30 minutos</td>
<td>1½</td>
<td>2</td>
<td>3½</td>
</tr>
<tr>
<td>30 a 60 minutos</td>
<td>1½</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Más de 60 minutos</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

### Niño de 11 años de edad

<table>
<thead>
<tr>
<th>Minutos de Actividad Física</th>
<th>Tazas de Frutas que Necesitas Cada Día</th>
<th>Tazas de Vegetales que Necesitas Cada Día</th>
<th>Total de Tazas de Frutas y Vegetales que Necesitas Cada Día</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menos de 30 minutos</td>
<td>1½</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>30 a 60 minutos</td>
<td>2</td>
<td>2</td>
<td>4½</td>
</tr>
<tr>
<td>Más de 60 minutos</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>
# ¿Cuánto Necesito? NIÑA

## Niña de 9 años de edad

<table>
<thead>
<tr>
<th>Minutos de Actividad Física</th>
<th>Tazas de Frutas que Necesitas Cada Día</th>
<th>Tazas de Vegetales que Necesitas Cada Día</th>
<th>Total de Tazas de Frutas y Vegetales que Necesitas Cada Día</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menos de 30 minutos</td>
<td>1½</td>
<td>1½</td>
<td>3</td>
</tr>
<tr>
<td>30 a 60 minutos</td>
<td>1½</td>
<td>2</td>
<td>3½</td>
</tr>
<tr>
<td>Más de 60 minutos</td>
<td>1½</td>
<td>2½</td>
<td>4</td>
</tr>
</tbody>
</table>

## Niña de 10 años de edad

<table>
<thead>
<tr>
<th>Minutos de Actividad Física</th>
<th>Tazas de Frutas que Necesitas Cada Día</th>
<th>Tazas de Vegetales que Necesitas Cada Día</th>
<th>Total de Tazas de Frutas y Vegetales que Necesitas Cada Día</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menos de 30 minutos</td>
<td>1½</td>
<td>1½</td>
<td>3</td>
</tr>
<tr>
<td>30 a 60 minutos</td>
<td>1½</td>
<td>2½</td>
<td>4</td>
</tr>
<tr>
<td>Más de 60 minutos</td>
<td>2</td>
<td>2½</td>
<td>4½</td>
</tr>
</tbody>
</table>

## Niña de 11 años de edad

<table>
<thead>
<tr>
<th>Minutos de Actividad Física</th>
<th>Tazas de Frutas que Necesitas Cada Día</th>
<th>Tazas de Vegetales que Necesitas Cada Día</th>
<th>Total de Tazas de Frutas y Vegetales que Necesitas Cada Día</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menos de 30 minutos</td>
<td>1½</td>
<td>2</td>
<td>3½</td>
</tr>
<tr>
<td>30 a 60 minutos</td>
<td>1½</td>
<td>2½</td>
<td>4</td>
</tr>
<tr>
<td>Más de 60 minutos</td>
<td>2</td>
<td>2½</td>
<td>4½</td>
</tr>
</tbody>
</table>
Cups of Colorful Fruits & Vegetables

Want to stay healthy and have lots of energy? Use Worksheet 3A to find out how many cups of fruits and vegetables you should eat every day. Then add up your cups to meet your goal. How do you know how many cups you are eating? Use these tips to help you.

1 whole fruit or vegetable = 1 cup
Examples: apple, orange, tomato, corn on the cob
About the size of:
a baseball

2 cupped handfuls of raw, leafy greens = 1 cup
Examples: green salad, spinach
About the size of:
a baseball

1 cupped handful of fresh, frozen, or canned* fruits or vegetables = ½ cup
*canned fruit packed in 100% juice
Examples: berries, baby carrots, broccoli, chopped melon
About the size of:
½ a baseball

1 juice box with 100% juice = ⅔ cup (6 ounces)
Examples: orange juice, apple juice, tomato juice
¿Quieres mantenerte sano y tener mucha energía? Usa la Hoja de Trabajo 3A para saber cuantas tazas de frutas y vegetales debes de comer cada día. Luego suma las tazas de frutas y vegetales que debes comer cada día. Luego agrega las tazas que necesitas para llegar a tu meta. ¿Cómo puedes saber cuantas tazas estas comiendo? Usa estas ideas para ayudarte.

1 fruta o vegetal = 1 taza

Ejemplos: manzana, naranja, tomate, elote
Como del tamaño de: una pelota de béisbol

Una mano llena de frutas o vegetales frescos, congelados, o enlatados* = ½ taza

* fruta enlatada en jugo 100% natural
Ejemplos: moras, fresas, zanahorias miniatura, brócoli, melón picado
Como del tamaño de: media pelota de béisbol

2 manos llenas de hojas verdes crudas = 1 taza

Ejemplos: ensalada verde, espinaca
Como del tamaño de: una pelota de béisbol

1 caja de jugo 100% natural = ¾ taza (6 onzas)
Ejemplos: jugo de naranja, jugo de manzana, jugo de tomate
Solve the math problems below. Use the How Much Do I Need? and Cups of Colorful Fruits and Vegetables worksheets for help. If you use an equation to solve the problem, write it down.

1. 2 cupped handfuls of lettuce = ____________ cup(s)

2. 1 cupped handful of strawberries = ____________ cup(s)

3. 2 whole apples = ____________ cup(s)

4. It takes Jorge 15 minutes to walk to school. At the end of the day, he walks home. How many minutes of physical activity does Jorge get on these walks each day?

5. How many more minutes of physical activity does he need each school day?

6. Jade makes a fruit smoothie for herself and two friends. She uses 1 large banana, 1 cup of 100% apple juice, \( \frac{3}{4} \) cup of lowfat yogurt, and 1 cup of strawberries. How many cups of fruit are in each smoothie?

7. Ben plays soccer with his friends for two hours. How many minutes of physical activity does he get? How many more minutes does he need today?
Andre has eaten $\frac{1}{2}$ cup of peaches, $\frac{1}{2}$ cup of strawberries, and $\frac{1}{2}$ cup of grapes today. He is 10 years old and is usually active for more than 60 minutes every day. How many more cups of fruit does Andre need to eat today?

Paul ate one cupped handful of baby carrots as a snack. How many cups of vegetables did he eat? Write the amount as a fraction and a decimal.

It takes Susan 6 minutes to ride her bike around the block. How many times does she need to go around the block to get her daily amount of physical activity? Write an equation to help you solve the problem.

Sara ate a salad that had 1 cup of lettuce, $\frac{1}{4}$ cup of sliced cucumbers, and $\frac{1}{4}$ cup of chopped tomato. Sara is 10 years old and is active for 30 to 60 minutes every day. Did she get enough vegetables today from her salad? How much more does she need?
¡Jugando con Ganas a las Matemáticas!

Resuelve los problemas de matemáticas que se presentan a continuación. Usa las Hojas de Trabajo ¿Cuánto Necesito? y Tazas de Frutas y Vegetales de Colores para que te ayudes. Si haces alguna cuenta para resolver el problema, escríbela abajo del problema.

1. 2 manos llenas de lechuga = _____________ taza(s)

2. 1 taza llena de fresas = _____________ taza(s)

3. 2 manzanas enteras = _____________ taza(s)

4. A Jorge le toma 15 minutos caminar a la escuela. Al final del día, Jorge camina de regreso a casa. ¿Cuántos minutos de actividad física hace Jorge en esas caminatas diarias?

¿Cuántos minutos más de actividad física tiene que hacer en cada día que va a la escuela?

5. Jade hace un licuado de frutas para ella y dos amigos. Ella usa un plátano grande, 1 taza de jugo de manzana 100% natural, ¾ taza de yogur, y 1 taza de fresas. ¿Cuántas tazas de fruta hay en cada licuado?

6. Benjamín juega fútbol con sus amigos por dos horas. ¿Cuántos minutos de actividad física hace? ¿Cuanto minutos más necesita el día de hoy?
Andrés se comió hoy ½ taza de duraznos, ½ taza de fresas, y ½ taza de uvas. Andrés tiene 10 años de edad y generalmente se mantiene activo por más de 60 minutos al día. ¿Cuántas tazas más de frutas tiene que comer Andrés hoy?

Pablo se comió hoy una mano llena de zanahorias miniatura como bocadillo. ¿Cuántas tazas de vegetales se comió? Escribe la cantidad como fracción y como decimal.

A Susana le toma 6 minutos andar en su bicicleta alrededor de la cuadra. ¿Cuántas vueltas necesita darle a la cuadra para tener la cantidad diaria de ejercicio que necesita? Haz una cuenta para ayudarte a resolver el problema.

Sara se comió una ensalada que tenía 1 taza de lechuga, ¼ taza de pepinos rebanados, y ¼ taza de tomate picado. Sara tiene 10 años de edad y se mantiene activa de 30 a 60 minutos diarios. ¿Comió Sara la cantidad necesaria de vegetales para el día de hoy? ¿Cuánto más necesita?
Solve the math problems below. Use the How Much Do I Need? and Cups of Colorful Fruits and Vegetables worksheets for help. If you use an equation to solve the problem, write it down.

1. 2 cupped handfuls of lettuce = _____1____ cup(s)
2. 1 cupped handful of strawberries = _____½____ cup(s)
3. 2 whole apples = ______2____ cup(s)
4. It takes Jorge 15 minutes to walk to school. At the end of the day, he walks home. How many minutes of physical activity does Jorge get on these walks each day?
   
   \[ 15 + 15 = 30 \text{ minutes OR } 15 \times 2 = 30 \text{ minutes} \]

   How many more minutes of physical activity does he need each school day?
   
   \[ 60 - 30 = \text{ at least } 30 \text{ more minutes each day} \]

5. Jade makes a fruit smoothie for herself and two friends. She uses 1 large banana, 1 cup of 100% apple juice, ¾ cup of lowfat yogurt, and 1 cup of strawberries. How many cups of fruit are in each smoothie?
   
   \[ 1 + 1 + 1 = 3 \text{ total cups of smoothie} \]
   
   \[ 3 \text{ cups } ÷ 3 \text{ friends} = 1 \text{ cup for each friend's smoothie} \]

6. Ben plays soccer with his friends for two hours. How many minutes of physical activity does he get? How many more minutes does he need today?
   
   \[ 1 \text{ hour} = 60 \text{ minutes} \]
   
   \[ 60 \text{ minutes } \times 2 \text{ hours} = 120 \text{ minutes} \]
   
   Ben got 120 minutes of physical activity today.
   
   How many more minutes does he need today? \[ \text{Zero} \]

7. Andre has eaten ½ cup of peaches, ½ cup of strawberries, and ½ cup of grapes today. He is 10 years old and is usually active for more than 60 minutes every day. How many more cups of fruit does Andre need to eat today?
   
   \[ \frac{1}{2} + \frac{1}{2} + \frac{1}{2} = \frac{3}{2} = 1\frac{1}{2} \text{ cups of fruit Andre has eaten today} \]
   
   Andre needs to eat 2 cups of fruit today.
   
   \[ 2 - 1\frac{1}{2} = \frac{1}{2} \text{ cup more fruit that Andre needs to eat today} \]

8. Paul ate one cupped handful of baby carrots as a snack. How many cups of vegetables did he eat? Write the amount as a fraction and a decimal.
   
   \[ 1 \text{ cupped handful} = \frac{1}{2} \text{ cup} = 0.5 \text{ cups} \]

9. It takes Susan 6 minutes to ride her bike around the block. How many times does she need to go around the block to get her daily amount of physical activity? Write an equation to help you solve the problem.
   
   \[ 6 \times _____ = 60 \]
   
   \[ _____ = 60 ÷ 6 = 10 \]
   
   Susan needs to go around the block 10 times to get her minimum amount of physical activity.

10. Sara ate a salad that had 1 cup of lettuce, ¼ cup of sliced cucumbers, and ¼ cup of chopped tomato. Sara is 10 years old and is active for 30 to 60 minutes every day. Did she get enough vegetables today from her salad?
    
    \[ 1 + \frac{1}{4} + \frac{1}{4} = 1\frac{1}{4} = 1\frac{1}{4} \text{ cups she ate today} \]
    
    \[ 2\frac{1}{2} - 1\frac{1}{2} = 1 \text{ Sara needs 1 more cup of vegetables today} \]
¡Jugando con Ganas a las Matematicas!
GUÍA DE RESPUESTAS

Resuelve los siguientes problemas matemáticos. Utiliza la Hoja de Trabajo ¿Cuánto Necesito? y Tazas de Frutas y Vegetales de Colores para ayudarte. Si haces una cuenta para resolver el problema, escribela abajo.

2 manos llenas de lechuga = _____1_______ taza(s)
1 mano llena de fresas = _____½_______ taza(s)
2 manzanas enteras = _____2_______ tazas(s)

A Jorge le toma 15 minutos caminar a la escuela. Al final del día, Jorge camina de regreso a casa. ¿Cuántos minutos de actividad física hace Jorge en esas caminatas diarias?

15 + 15 = 30 minutos, o 15 x 2 = 30 minutos
¿Cuántos minutos más de actividad física tiene que hacer en cada día que va a la escuela?
60 – 30 = por lo menos 30 minutos diarios más

Jade hace un licuado de frutas para ella y dos amigos. Ella usa un plátano grande, una taza de jugo de manzana 100% natural, ¾ taza de yogur, y 1 taza de fresas. ¿Cuántas tazas de fruta hay en cada licuado?

1 + 1 + 1 = 3 tazas en total en el licuado
3 tazas ÷ 3 amigos = 1 taza para cada amigo

Benjamín juega fútbol con sus amigos por dos horas. ¿Cuántos minutos de actividad física hace?

1 hora = 60 minutos
60 minutos x 2 = 120 minutos
Benjamín hizo ahora 120 minutos de actividad física
¿Cuántos minutos más necesita el día de hoy? Cero

Andrés se comió hoy ½ taza de duraznos, ½ taza de fresas, y ½ taza de uvas. Andrés tiene 10 años de edad y generalmente se mantiene activo por más de 60 minutos al día. ¿Cuántas tazas más de frutas tiene que comer Andrés hoy?

½ + ½ + ½ = ¾ = 1½ tazas de fruta comió Andrés el día de hoy
Andrés necesita comer hoy 2 tazas de fruta
2 - 1 ½ = ½ taza de fruta más necesita comer Andrés hoy

Pablo se comió hoy una mano llena de zanahorias miniatura como bocadillo. ¿Cuántas tazas más de vegetales se comió? Escribe la cantidad como fracción y como decimal.

1 mano llena = ½ taza = 0.5 taza

A Susana le toma 6 minutos andar en su bicicleta alrededor de la cuadra. ¿Cuántas vueltas necesita darle a la cuadra para tener la cantidad diaria de ejercicio que necesita? Haz una cuenta para ayudarte a resolver el problema.

6 x _____ = 60
_____ = 60 ÷ 6 = 10
Susana necesita darle la vuelta a la cuadra 10 veces para hacer la cantidad mínima de actividad física

Sara se comió una ensalada que tenía 1 taza de lechuga, ¼ taza de pepinos rebanados, y ¼ taza de tomate picado. Sara tiene 10 años de edad y se mantiene activa de 30 a 60 minutos diarios. ¿Comió Sara la cantidad necesaria de vegetales necesarios para el día de hoy?

1 + ¼ + ¼ = 1¾ = 1½ tazas comió hoy
2½ - 1 ½ = 1 Sara necesita 1 taza más de vegetales el día de hoy
LEARNING OBJECTIVES
After completing this activity, students will be able to:
- Identify the common characteristics of their favorite snacks and favorite physical activities.
- Name at least 5 ways to use fruits and vegetables to create healthy, appealing snacks.
- Name at least 5 enjoyable ways to increase their levels of physical activity.
- Communicate clearly their favorite fruits, vegetables, and activities.

LINKS TO CONTENT STANDARDS
- Listening and Speaking Strategies 1.0
- Nutrition and Physical Activity 1.0, 2.0, 6.0, 7.0

READY
Students discuss snacks they currently eat and types of physical activity they participate in, within the context of “likes and dislikes.” Based on this information, students brainstorm ways to make snacking healthier and to be more physically active throughout the day.

SET
- Review the Activity Notes.
- Invite your school’s child nutrition director to participate in this activity, so that she/he may learn about the students’ fruit and vegetable preferences.

GO
1. Discuss students’ snack habits.
- Explain to students that this activity will help them examine their current snack habits and consider more healthy options. Ask students the following questions:
  - What do you think of when you hear the word snack?
  - How are snack foods different from foods you eat during a regular meal?
  - Why do you eat snacks? (Answers may include: I’m hungry, snacks give me energy, snack foods taste good, etc.)
  - What do you like about your favorite snack food(s)? (Answers may include: taste, easy to get, easy to fix, all my friends eat/drink it, the ads are cool, etc.)
  - Do you like to eat different types of snacks at different times of day? In different places? With different people?
  - Are your favorite snack foods healthy for you? Why or why not?
  - Do you ever eat fruits and vegetables as part of a snack? Why or why not?
  - What snacks can you get here at school? Are they healthy?

TIME
- Prep — 10 minutes
- Activity — 50 minutes

MATERIALS
- Student workbooks
2. Create a class list of healthy snacks.
   • Brainstorm ways to use fruits and vegetables to create snacks. Write the answers on the board. Try to list at least 10 ideas for fruit snacks and 10 ideas for vegetable snacks. If the class has trouble coming up with ideas, refer to the Activity Notes.
   • Direct students to turn to Power Choices, Worksheet 4 in their workbooks. Give them a few minutes to list their personal favorite fruit snacks and vegetable snacks on the worksheet.
   • After students complete their worksheets, ask them if they have any other snacks they would like to add to the list on the board. Encourage them to share ideas that are unique to their own cultures.
   • Have the class vote on their 5 favorite choices. Use the results to create a class list of healthy snacks. A copy of the Power Choices worksheet can be used to create the class favorites list.

3. Discuss students’ physical activity habits.
   • Explain to students that this activity will help them examine their current physical activity habits and consider more options. Ask students the following questions:
     • What is your favorite kind of physical activity?
     • When do you usually do this activity?
     • What do you like about this activity? (Answers may include: it’s fun, I do it with my friends, I like being outside, it makes me feel strong, etc.)
     • Are you physically active during the school day?
     • What are some of the reasons you aren’t more physically active during the school day?
     • What are some new things you could do at recess or during P.E. that will keep you moving and get your heart rate up? (Answers may include: find a friend or a group of people to walk or run with during recess, play a game with a friend or a group of people, avoid activities with long lines, etc.)

4. Create a class list of physical activity options.
   • Brainstorm ways students can add physical activity to their day (before school, during school, after school, and on the weekends). Write the answers on the board. Try to list at least 20 ideas.
   • Direct students to turn to the same Power Choices worksheet in their workbooks. Give them a few minutes to list their personal favorite physical activities on the worksheet.
   • After students complete their worksheets, ask them if they have any other activities they would like to add to the list on the board.
   • Have the class vote on their 5 favorite physical activity choices. Try to include activities that can be done during P.E. or recess. Use the results to create a class list of physical activity options. A copy of the Power Choices worksheet can be used to create the class favorites list.

GO FARTHER
   • Ask for volunteers to demonstrate some of the physical activity ideas for the class.
   • Encourage students to take home their Power Choices worksheet and share it with their families. Students may wish to work with other family members to create a “Family Favorites” list that can be kept on the refrigerator or in another prominent place.
   • Keep the list or an illustrated poster of favorite fruit and vegetable snacks and favorite physical activities on display in the classroom. Each month, survey the students to see if they have tried any of the snacks or the activities on the lists.
   • Serve one or more of the class favorites as a class snack.
   • Provide a copy of your class favorites list to the school child nutrition director.
   • Grow one of the class favorites in a container garden in class or in the school garden, or encourage students to plant their favorites in a container or garden at home.
   • As students head out to recess, encourage them to be active. Students can check their personal favorites list or the class favorites list for ideas.
   • During physical education, help your students find ways to make their favorite recess or P.E. activities more active. For example, if your students like to talk with friends during recess, encourage them to walk and talk.
   • Encourage students to participate in National Physical Fitness and Sports Month in May (www.fitness.gov) and Walk to School Day/Week in October (www.cawalktoschool.com).
Activity Notes: Power Choices

Here are some ideas for your healthy snack list:

- Chunks of avocado, cucumber, or cooked sweet potato
- Frozen fruit kabobs with pineapple, bananas, grapes, and berries
- Chopped raw veggies and lowfat dip, lowfat cream cheese, or peanut butter
- Toasted whole grain breads or crackers with fruit spread
- Graham crackers dipped in applesauce
- Apple slices with peanut butter
- Applesauce with no added sugar or fruit cups packed in fruit juice
- Dried fruit
- Frozen fruit bars made with 100% fruit juice
- Lowfat yogurt with fresh fruit and granola on top
- Celery with peanut butter and raisins (“ants on a log”)
- Hummus slices or jicama with lime juice and chili powder
- Salsa made with tomatoes, onions, corn, and cilantro, served with baked tortilla chips
- Salsa made with kiwifruit, tangerines, jicama, yellow or red peppers, and cilantro
- Veggie wrap (tortilla) stuffed with cucumbers, zucchini, carrots, and onions
- Rice cakes with peanut butter and bananas
- Cottage cheese with fruit
- Fruit smoothie made with bananas, strawberries, or another favorite fruit
- Fruit salad made with cantaloupe, grapes, strawberries, honeydew, watermelon, and other fruit

For more ideas and snack recipes, check out the Children’s Power Play! Campaign’s Kids…Get Cookin’! cookbook or visit www.cachampionsforchange.net and www.fruitsandveggiesmorematters.org for more recipes.

Here are some ideas for your physical activity list:

**Before school:**
- Walk, bike, or skate to school
- Walk a pet
- Do some chores (e.g., vacuuming, raking leaves, cleaning your room)
- Do a stretch routine
- Do 10 push-ups and 10 sit-ups

**During school:**
- Play activities and games during recess (e.g., basketball, soccer, jump rope, tag, kickball)
- Find a friend to walk or jog with during recess

**After school:**
- All those listed in “before and during school”
- Join an activity club
- Take lessons in an activity you are interested in
- Join a team
- Go to the park with a friend and play
- Play catch with a friend
- Toss a Frisbee with a friend
- Go on a bike ride
- Skate
- Go for a walk with a family member or friend
- Turn on some music and dance
- If you’re by yourself, try jumping rope, kicking a kick sack or foot bag, or practicing your sports skills, like dribbling and shooting a basketball

**Weekends:**
- All those listed in “before and after school”
- Go on a family bike ride, walk, hike, or trip to the park
- Take up a new sport
- Walk to your destination instead of catching a ride
- Gather a group of friends to play hide and seek, touch football, tag, soccer, or another fun game
List your favorite fruit snacks, vegetable snacks, and physical activities below.

**Top 5 Favorite Fruit Snacks**

1. 
2. 
3. 
4. 
5. 

**Top 5 Favorite Vegetable Snacks**

1. 
2. 
3. 
4. 
5. 

**Top 5 Favorite Physical Activities**

1. 
2. 
3. 
4. 
5.
Decisiones de Poder

Haz una lista de tus bocadillos de frutas, bocadillos de vegetales y actividades físicas favoritas.

5 Bocadillos de Frutas Favoritas

1. 
2. 
3. 
4. 
5. 

5 Bocadillos de Vegetales Favoritos

1. 
2. 
3. 
4. 
5. 

5 Actividades Físicas Favoritas

1. 
2. 
3. 
4. 
5.
LEARNING OBJECTIVES
After completing this activity, students will be able to:
• Name at least 3 benefits of eating 3 to 5 cups of fruits and vegetables every day and 3 benefits of being physically active for at least 60 minutes every day.
• Identify their current fruit and vegetable intake and level of physical activity.
• Write a short composition about their findings.

LINKS TO CONTENT STANDARDS
• Reading Comprehension 2.0
• Writing Strategies 1.0
• Nutrition and Physical Activity 1.0, 6.0, 7.0

READY
Students record how many cups of fruits and vegetables they eat and how many minutes they are physically active for two days. Students analyze their journals using the fruit and vegetable and physical activity recommendations and Get the Power!, Worksheet 5A. Then they write a short composition about areas needing improvement.

SET
• Review the following worksheets:
  • How Much Do I Need?, Worksheet 3A;
  • Cups of Colorful Fruits and Vegetables, Worksheet 3B;
  • Get the Power!, Worksheet 5A; and
  • Fruit, Vegetable, and Power Play! Journal, Worksheet 5B.

GO
1. Discuss Get the Power!, Worksheet 5A (Day 1).
• Ask the students the following questions and do not correct their responses.
  • Why is it important to eat 3 to 5 cups of fruits and vegetables every day?
  • How does it help your health?
  • Why is it important to get at least 60 minutes of physical activity every day?
  • How does it help your health?
• Have students turn to Get the Power!, Worksheet 5A in their workbooks. Review the information together about the health benefits of eating fruits and vegetables and being physically active.
2. Explain the journal process (Day 1).
   • Review How Much Do I Need?, Worksheet 3A, so that each student knows how many cups of fruits and vegetables he/she needs every day for good health.
   • Review Cups of Colorful Fruits and Vegetables, Worksheet 3B, so that students know common measures of fruits and vegetables.
   • Review examples of moderate and vigorous physical activity:
     • Moderate physical activities get you up and moving and make your heart beat faster (e.g., walking, biking, taking the stairs, raking leaves, walking the dog).
     • Vigorous physical activities make you breathe hard and sweat (e.g., running, jogging, dancing, jumping rope, playing soccer, playing basketball).
   • Have students turn to Fruit, Vegetable, and Power Play! Journal, Worksheet 5B in their workbooks. Review the directions at the top of the worksheet.

3. Students record in their journals (Days 2 and 3).
   • Give students class time each day to record what they have eaten and what physical activity they have done. Allow about 5 minutes each morning for students to record what they ate before school and 5 minutes each afternoon to record what they ate for lunch and snacks while at school. The fruits and vegetables children eat and the physical activity they get in the afternoon and evening should be recorded at home.
   • Have students start the journal the day after you introduce the activity.
   • Direct students to bring their journals to class on the third day.

4. Students analyze their journals (Day 4).
   • Bring students’ attention back to the journals they completed earlier. Using the information they learned from the Get the Power! worksheet, have students analyze their journals. Ask students:
     • Did you eat the recommended cups of fruit on either day?
     • Did you eat the recommended cups of vegetables on either day?
     • If you did not meet the fruit and vegetable goal, what benefits are you missing?
     • What did you eat more often, fruits or vegetables?
     • Which fruits and vegetables did you eat most often?
     • What are some reasons you might want to eat more fruits and vegetables?
     • Did you get at least 60 minutes of physical activity on either day?
     • What types of activities did you do?
     • What are some reasons you might want to get more physical activity?
   • Ask students to identify at least one area for improvement and have them write a short composition that describes what they need to improve, what they can do to improve, and what benefits they will get if they meet their goal to improve. Students may decide that they need to:
     • Eat more fruits
     • Eat more vegetables
     • Eat a greater variety of fruits and vegetables
     • Get more physical activity
     • Get more vigorous physical activity

GO FARTHER
• Encourage students to take their journals and their compositions home to share with their family members.
• Repeat the journal activity later in the school year to help students assess their progress.
Get the Power!

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

Eat Fruits and Vegetables Every Day!

You should eat 3 to 5 cups of colorful fruits and vegetables every day. Fruits and vegetables are high in fiber and low in fat and sugar. They also have important vitamins.

Why do I need fiber?
Eating foods that are high in fiber protects you from diseases. It also helps you feel full so you don’t eat too much. You get fiber from plant foods like fruits, vegetables, beans, whole grain breads, and cereals.

Why should I limit fat and sugar?
Eating too many foods that are high in fat can give you serious health problems when you are older. Fruits and vegetables have very little fat. Toppings like butter, salad dressing, and cheese can be high in fat. If you use toppings or dips with your fruits and vegetables, try to use just a little and make them low in fat.

If you eat foods with a lot of refined sugar, you will probably eat fewer healthy foods. Fruits and vegetables have natural sugar in them. Try to eat fruit without a lot of sugar added to it. For example, drink 100% fruit juice without added sugar.

Why should I eat a rainbow of colors?
The same things that give a plant its color can also help keep you healthy. Fruits and vegetables have many colorful phytonutrients (also called phytochemicals). Phyto means plant in Greek. Nutrients are the things in food that help you live and grow. There are many different phytonutrients in fruits and vegetables. Try fruits and vegetables from all the color groups—red, green, yellow/orange, blue/purple, and white.

Why are vitamins important?

Vitamin A
Vitamin A helps you grow and helps your eyesight and skin. It also helps keep you from getting sick. Fruits and vegetables have a lot of vitamin A. Look for fruits and vegetables that are dark yellow, orange, or dark green and leafy.

Try these for vitamin A
apricot, cantaloupe, carrot, collard greens, chili pepper, leaf lettuce, mango, spinach, sweet potato, tomato, and watermelon

Vitamin C
Vitamin C helps your body stay strong. It prevents infections and heals cuts. It is also good for healthy bones, teeth, skin, and blood vessels. Most of the vitamin C we get comes from fruits and vegetables.

Try these for vitamin C
bell pepper, broccoli, Brussels sprouts, cabbage, cantaloupe, cauliflower, grapes, honeydew melon, jicama, kiwifruit, okra, orange, papaya, plum, strawberry, summer squash, tangerine, tomato, and watermelon

Get 60 Minutes of Power Play Every Day!

You should get at least 60 minutes of physical activity every day. You can add up the different things you do during the day. Try to be active for at least 10 minutes at a time. Remember to get moderate and vigorous physical activity every day. Being physically active has many benefits!

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

What is physical activity?
Physical activity is a game, sport, exercise, or other action that involves moving your body, especially one that makes your heart beat faster. You can also call this power play.
• Moderate physical activity gets you up and moving and makes your heart beat faster.
• Vigorous physical activity makes you breathe hard and sweat.
¡Gana el Poder!

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

¡Come Frutas y Vegetales Todos los Días!
Tú debes comer de 3 a 5 tazas de frutas y vegetales cada día. Las frutas y los vegetales contienen mucha fibra y son bajos en grasa y azúcar. También tienen vitaminas importantes.

¿Por qué necesito fibra?
El comer alimentos que son altos en fibra te protege de las enfermedades. También te ayuda a sentirte satisfecho para que no comas demasiado. Tú puedes recibir fibra de plantas comestibles como las frutas, los vegetales, frijoles, panes integrales, y cereales.

¿Por qué debo limitar la grasa y el azúcar?
El comer muchos alimentos que son altos en grasa te puede ocasionar problemas serios de salud cuando seas mayor. Las frutas y los vegetales tienen muy poca grasa. Las cubiertas como la mantequilla, los aderezos para ensaladas, y el queso pueden ser altos en grasa. Si utilizas cubiertas o salsas con tus frutas y vegetales, trata de usar poco y que sean bajos en grasa.

Si comes alimentos con mucha azúcar refinada, probablemente comes menos alimentos saludables. Las frutas y los vegetales tienen pequeñas cantidades de azúcar natural en ellas. Trata de comer fruta que no tengan mucha azúcar agregada. Por ejemplo, toma jugo que sea 100% de fruta sin azúcar adicional.

¿Por qué debo comer un arco iris de colores?
Las mismas cosas que dan color a las plantas también ayudan a que te mantengas saludable. Las frutas y los vegetales tienen muchos fitonutrientes (también conocidos como fitoquímicos). Fito significa planta. Los nutrientes son las cosas que contiene la comida que te ayudan a vivir y a crecer. Existen muchos diferentes fitonutrientes en las frutas y en los vegetales. Trata de comer frutas y vegetales de todos los grupos de colores—rojo, verde, amarillo/anaranjado, azul/morado y blanco.

¿Por qué son importantes las vitaminas?
Vitamina A
La vitamina A te ayuda a crecer y ayuda a tu vista y a tu piel. También evita que te enfermes. Las frutas y vegetales tienen mucha vitamina A. Busca las frutas y vegetales que son amarillo oscuro, anaranjados, o verde oscuro y con hojas.

Para recibir vitamina A, come:
albaricoque, camotes, chabacanos, chiles, espinacas, hojas de lechuga, hojas verdes de berza, mangos, melón, tomate, sandía, y zanahoria

Vitamina C
La vitamina C ayuda a tu cuerpo a mantenerse fuerte. Previene infecciones, y sana las heridas. También es buena para mantener saludables los huesos, dientes, la piel, y los vasos sanguíneos. La mayoría de la vitamina C que obtenemos proviene de las frutas y los vegetales.

Para recibir vitamina C, come:
brócoli, calabacitas, ciruela, coles de Bruselas, coliflor, fresa, jícama, kiwi, mandarina, melón, melón blanco, naranja, papaya, pimentón, quimbombó, repollo, tomate, uvas, y sandía

¡Juega con Ganas 60 Minutos Cada Día!
Tú debes hacer por lo menos 60 minutos de actividad física cada día. Tú puedes sumar todas las diferentes actividades físicas que haces durante el día. Trata de estar activo por lo menos 10 minutos a la vez. Recuerda tener actividad física moderada y vigorosa cada día. ¡El mantenerte activo tiene muchos beneficios!

La actividad física puede:
• Ayudar a que no te enfermes
• Ayudarte a prestar atención en la escuela
• Hacerse sentir mejor de ti mismo
• Tener huesos y músculos saludables para mantenerte fuerte
• Ayudarte con el balance y la coordinación
• Ayudarte a sentirte con más energía
• Ayudarte a mantener un peso saludable
• Ayudarte a relajarte
• Ayudarte a conocer nuevos amigos
• Hacer que tus amigos, familiares y tú tengan algo divertido que hacer

¿Qué es actividad física?
Actividad física es un juego, deporte, ejercicio o alguna otra acción que hace mover tu cuerpo, especialmente las que hacen latir tu corazón más rápido. A esto también le puedes llamar “jugar con ganas.”

• La actividad física moderada te levanta, te mueve y hace que tu corazón lata más rápido.
• La actividad física vigorosa te hace respirar hondo y sudar.
Fruit, Vegetable, and Power Play! Journal

For 2 days, write down the fruits and vegetables you eat. Then write down what kind of physical activity you do. Use the first chart to track how many cups of fruits and vegetables you eat. Use the second chart to track how many minutes of physical activity you get.

**FRUIT AND VEGETABLE JOURNAL**

Fruits and vegetables I ate:

Day 1: 

Day 2:

<table>
<thead>
<tr>
<th>Day</th>
<th>Cups at Breakfast</th>
<th>Cups at Lunch</th>
<th>Cups at Dinner</th>
<th>Cups at Snacks</th>
<th>TOTAL CUPS</th>
</tr>
</thead>
</table>

**PHYSICAL ACTIVITY JOURNAL**

Physical activity I did:

Day 1: 

Day 2:

<table>
<thead>
<tr>
<th>Day</th>
<th>Minutes Before School</th>
<th>Minutes During School</th>
<th>Minutes After School</th>
<th>TOTAL MINUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What is physical activity?

Physical activity is a game, sport, exercise, or other action that involves moving your body, especially one that makes your heart beat faster. You can also call this power play.

- Moderate physical activity gets you up and moving and makes your heart beat faster.
- Vigorous physical activity makes you breathe hard and sweat.
Escribe las frutas y vegetales que comes durante dos días. Luego escribe qué tipo de actividad física haces. Usa el primer cuadro para contar cuantas tazas de frutas y vegetales te comes. Utiliza el segundo cuadro para contar cuantos minutos de actividad física haces.

**DIARIO DE FRUTAS Y VEGETALES**

<table>
<thead>
<tr>
<th>Frutas y vegetales que comí:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Día 1:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Día 2:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Día 1</th>
<th>Tazas en el Desayuno</th>
<th>Tazas en el Almuerzo</th>
<th>Tazas en la Cena</th>
<th>Tazas por Bocadillos</th>
<th>TOTAL DE TAZAS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frutas: _____</td>
<td>Frutas: _____</td>
<td>Frutas: _____</td>
<td>Frutas: _____</td>
<td>Frutas: _____</td>
</tr>
<tr>
<td></td>
<td>Vegetales: _____</td>
<td>Vegetales: _____</td>
<td>Vegetales: _____</td>
<td>Vegetales: _____</td>
<td>Vegetales: _____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Día 2</th>
<th>Tazas en el Desayuno</th>
<th>Tazas en el Almuerzo</th>
<th>Tazas en la Cena</th>
<th>Tazas por Bocadillos</th>
<th>TOTAL DE TAZAS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frutas: _____</td>
<td>Frutas: _____</td>
<td>Frutas: _____</td>
<td>Frutas: _____</td>
<td>Frutas: _____</td>
</tr>
<tr>
<td></td>
<td>Vegetales: _____</td>
<td>Vegetales: _____</td>
<td>Vegetales: _____</td>
<td>Vegetales: _____</td>
<td>Vegetales: _____</td>
</tr>
</tbody>
</table>

**DIARIO DE ACTIVIDAD FÍSICA**

<table>
<thead>
<tr>
<th>Actividad física de hice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Día 1:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Día 2:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Día 1</th>
<th>Minutos Antes de la Escuela</th>
<th>Minutos Durante la Escuela</th>
<th>Minutos Después de la Escuela</th>
<th>TOTAL DE MINUTOS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Día 2</th>
<th>Minutos Antes de la Escuela</th>
<th>Minutos Durante la Escuela</th>
<th>Minutos Después de la Escuela</th>
<th>TOTAL DE MINUTOS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¿Qué es actividad física?

Actividad física es un juego, deporte, ejercicio o alguna otra acción que hace mover tu cuerpo, especialmente las que hacen latir tu corazón más rápido. A esto también le puedes llamar “jugar con ganas.”

- La actividad física moderada te levanta, te mueve y hace que tu corazón lata más rápido.
- La actividad física vigorosa te hace respirar hondo y sudar.
LEARNING OBJECTIVES

After completing this activity, students will be able to:
• Identify at least 5 fruits and vegetables that are grown in California.
• Identify at least 3 meal or snack items that include fruits or vegetables as a main ingredient.
• Write a plan for a day’s meals and snacks that includes 3 to 5 cups of fruits and vegetables.

LINKS TO CONTENT STANDARDS

• Listening and Speaking Strategies 1.0
• Nutrition and Physical Activity 1.0, 5.0, 6.0, 7.0

READY

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

SET

• Review the Activity Notes.
• Review How Much Do I Need?, Worksheet 3A.

GO

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

TIME

• Prep — 10 minutes
• Activity — 50 minutes

MATERIALS

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

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

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

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

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

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

Visit www.harvestofthemonth.com for more information and activity ideas related to California grown seasonal produce.
My Power Plan

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

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

### Meals

**Breakfast:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Lunch:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Dinner:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

### Snacks

**Morning Snack:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Afternoon Snack:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Evening Snack:**

________________________________________________________________________

________________________________________________________________________

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

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

<table>
<thead>
<tr>
<th>Alimentos</th>
<th>Bocadillos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desayuno:</td>
<td>Bocadillo de la Mañana:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Almuerzo:</td>
<td>Bocadillo de la Tarde:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Cena:</td>
<td>Bocadillo del Anochecer:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LEARNING OBJECTIVES

After completing this activity, students will be able to:
• Identify characteristics of fruits and vegetables that they find appealing.
• Name at least one fruit or vegetable that they would like to eat again in the future.
• Use adjectives to describe the characteristics of at least 3 fruits and vegetables.

LINKS TO CONTENT STANDARDS
• Word Analysis, Fluency and Systematic Vocabulary Development 1.0
• Writing Applications (Genres and Their Characteristics) 2.0
• Nutrition and Physical Activity 1.0, 4.0, 7.0

READY

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

SET

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

Rate the Taste

TIME
• Prep — 20 minutes (may vary)
• Activity — 50 minutes

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

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

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

3. Introduce the food tasting activity.
   - Have students wash their hands with soap and water and clean the areas in which they will taste the food.
   - Talk with your students about the steps you took to make sure the food they are tasting is safe to eat. Explain that the fresh fruits and vegetables were washed with water, even those that are peeled, and the tops of the canned items were washed before they were opened.
   - Set some ground rules for your tasting activity. Ask students not to make any negative comments or faces if they taste something they don’t like. Give them permission to quietly and politely remove food from their mouths into a napkin. This encourages children to try new foods without fear.
   - Have students turn to Rate the Taste, Worksheet 7 in their workbooks. Review the directions at the top of the worksheet.
   - Explain that students cannot use the same adjective over and over to describe the foods, but will need to come up with different adjectives.
   - If you have a thesaurus available, point it out as a resource the students can use.
   - Tell the students which fruits and vegetables they will taste today.
   - Distribute one cup/plate of vegetables and one cup/plate of fruits to each student.
   - Distribute one cup of water to each student.
   - Allow 20 minutes for students to taste the items and fill out the Rate the Taste worksheet.

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

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

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

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

You have several options for the taste test:

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

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

To keep the cost down, purchase fruits and vegetables that are in season.
**General Food Safety**

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

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

**Fruit and Vegetable Safety**

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

**Cooking Safety**

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

For more information on food safety, visit [www.foodsafety.gov](http://www.foodsafety.gov).
Rate the Taste

Did you like the fruits and vegetables that you tasted? Write adjectives to describe how the food tasted, looked, smelled, and felt. Do not use the same adjective more than two times. Then circle or color the picture that shows how much you liked each food. When you are done, write a paragraph about your favorite fruit or vegetable. Use the adjectives to describe how it tasted, looked, smelled, and felt.

Sample 1
Name of this food: ________________________________________________________________
Adjectives for this food: ________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Sample 2
Name of this food: ________________________________________________________________
Adjectives for this food: ________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Sample 3
Name of this food: ________________________________________________________________
Adjectives for this food: ________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Network for a Healthy California—Children’s Power Play! Campaign
Sample 4
Name of this food: ____________________________________________
Adjectives for this food: ____________________ ____________________ ____________________

Sample 5
Name of this food: ____________________________________________
Adjectives for this food: ____________________ ____________________ ____________________

Sample 6
Name of this food: ____________________________________________
Adjectives for this food: ____________________ ____________________ ____________________

My favorite fruit or vegetable: ____________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Network for a Healthy California—Children’s Power Play! Campaign
Califica el Sabor

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

Muestra 1
Nombre de este alimento: __________________________________________
Adjetivos para este alimento: __________________________________________

Muestra 2
Nombre de este alimento: __________________________________________
Adjetivos para este alimento: __________________________________________

Muestra 3
Nombre de este alimento: __________________________________________
Adjetivos para este alimento: __________________________________________

Red para una California Saludable—Campaña para Niños
Muestra 4
Nombre de este alimento: ____________________________________________
Adjetivos para este alimento: ____________________ ____________________ ____________________

Muestra 5
Nombre de este alimento: ____________________________________________
Adjetivos para este alimento: ____________________ ____________________ ____________________

Muestra 6
Nombre de este alimento: ____________________________________________
Adjetivos para este alimento: ____________________ ____________________ ____________________

Mi fruta o vegetal favorito:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
LEARNING OBJECTIVES

After completing this activity, students will be able to:

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

LINKS TO CONTENT STANDARDS

• Listening and Speaking Strategies 1.0
• Writing Strategies 1.0
• Reading Comprehension 2.0
• Nutrition and Physical Activity 1.0, 2.0, 8.0

READY

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

SET

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

GO

1. Students brainstorm advertising slogans.
• Explain to students that this activity will help them learn more about how advertising affects their choices. Ask students if they know what a “slogan” is (a phrase, motto, tag line, or catchword that is associated with a specific brand).
• Ask students to share examples of their favorite slogans. The slogans could be for any product. List at least 10 examples on the board. Use your sample ads to get started.
• Ask the students, “What makes you remember these slogans?”

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

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

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

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

1. What are you trying to sell? ____________________________________________________________

2. Who are you selling it to? ____________________________________________________________

3. What are some of the good things about it? __________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________

4. What keeps people from eating it or doing it? ______________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________

5. What might change their minds? __________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________

Circle the ideas from numbers 3, 4, and 5 that you want to use when you create your slogan, jingle, or advertisement.

Advertisers have many ways to try to get kids to buy their products. You might want to try some of these.

- **Jingle/Slogan**: a song or phrase that helps you remember a product.
- **Cartoon Characters**: an animated character that promotes a product.
- **Star Power**: a celebrity (like a movie star, a model, a football player) who says he or she uses the product.
- **Wannabe Appeal**: "wannabe" means "I want to be." The product promises to make you be the way you want, like stronger, healthier, richer, more popular, or happier.
- **Latest Greatest**: everybody loves it and wants it. Don’t be left out!
- **Sensory Appeal**: it tastes good, looks good, smells good, or feels good.
- **Better Than**: this product is better than other brands of the same product.
- **Dollar Power**: you will save money or get something free if you buy this product.

Network for a Healthy California—Children’s Power Play! Campaign
El Poder de la Publicidad

1. ¿Qué estás tratando de vender? _____________________________________________________________

2. ¿A quién se lo estás tratando de vender? _____________________________________________________

3. ¿Cuáles son algunas de sus cosas buenas que tiene? ____________________________________________

4. ¿Qué evita que las personas lo coman o lo hagan? _____________________________________________

5. ¿Qué podría hacerles cambiar de opinión? ____________________________________________________

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

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

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

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

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

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

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

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

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

**Poder del Dólar:** tú puedes ahorrar dinero o recibir algo gratis si compras este producto.
LEARNING OBJECTIVES
After completing this activity, students will be able to:
• Identify the key components of food Nutrition Facts labels.
• Compare and contrast Nutrition Facts of different foods.
• Identify the healthiest food choice among several alternatives.
• Solve math problems about nutrient values.

LINKS TO CONTENT STANDARDS
• Number Sense 2.0, 3.0
• Reading Comprehension 2.0
• Mathematical Reasoning 1.0
• Nutrition and Physical Activity 1.0, 3.0, 5.0, 7.0

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

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

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

TIME
• Prep — 10 minutes
• Activity — 50 minutes

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

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

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

---

**GO FARther**

- Ask the students to check the Nutrition Facts labels of snack foods they have at home. Make a list of 3 or 4 foods and compare them in terms of nutrition. Which is highest in calories? Lowest in calories? Highest and lowest in fat? Highest and lowest in fiber? Highest and lowest in sugar?
- In California, many chain restaurants are now required to provide nutrition information about their menu items. Bring in menus and nutrition information from some of your students’ favorite restaurants. Help them compare the information with the Nutrition Facts Label and use it to choose healthier menu items.
- Have students make a grocery list of 3 healthy snack foods they would like to ask their family to buy the next time they shop.
- Assign students to conduct research about nutrient values of specific foods using the Internet. You may wish to refer them to [www.nutri-facts.com](http://www.nutri-facts.com) and Harvest of the Month at [www.harvestofthemonth.com](http://www.harvestofthemonth.com) after you have reviewed the sites to ensure they are appropriate for your students.
The Nutrition Facts label tells you about the food inside the package.

**Broccoli, raw**

<table>
<thead>
<tr>
<th>Nutrition Facts</th>
<th>Amount per serving</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Serving Size</strong></td>
<td>½ cup (82g)</td>
</tr>
<tr>
<td><strong>Servings Per Container</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Calories</strong></td>
<td>25</td>
</tr>
<tr>
<td><strong>Calories from fat</strong></td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total Fat</strong></td>
<td>0g</td>
</tr>
<tr>
<td><strong>Saturated Fat</strong></td>
<td>0g</td>
</tr>
<tr>
<td><strong>Trans Fat</strong></td>
<td>0g</td>
</tr>
<tr>
<td><strong>Cholesterol</strong></td>
<td>0mg</td>
</tr>
<tr>
<td><strong>Sodium</strong></td>
<td>20mg</td>
</tr>
<tr>
<td><strong>Total Carbohydrates</strong></td>
<td>4g</td>
</tr>
<tr>
<td><strong>Dietary Fiber</strong></td>
<td>2g</td>
</tr>
<tr>
<td><strong>Sugars</strong></td>
<td>1g</td>
</tr>
<tr>
<td><strong>Protein</strong></td>
<td>2g</td>
</tr>
<tr>
<td><strong>Vitamin A</strong></td>
<td>20%</td>
</tr>
<tr>
<td><strong>Vitamin C</strong></td>
<td>50%</td>
</tr>
<tr>
<td><strong>Calcium</strong></td>
<td>2%</td>
</tr>
<tr>
<td><strong>Iron</strong></td>
<td>2%</td>
</tr>
</tbody>
</table>

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

**How many servings are you eating?**

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

- **Calories** are a measure of how much energy you get from food. The amount of calories you need depends on your size and how active you are. The more you move, the more food energy (calories) you need.
- Eating too much of these nutrients can cause health problems when you get older.
- Eating enough of these nutrients can help you stay healthy.

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

- **LOW** is when a nutrient for one serving has 5% Daily Value or less.
- **HIGH** is when a nutrient for one serving has 20% Daily Value or more.

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

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

### Sample Nutrition Facts Labels

#### Strawberries, raw

**Nutrition Facts**

<table>
<thead>
<tr>
<th>Amount per serving</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calories</strong></td>
<td>45</td>
<td><strong>Calories from fat</strong></td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total Fat</strong></td>
<td>0g</td>
<td><strong>Saturated Fat</strong></td>
<td>0g</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Trans Fat</strong></td>
<td>0g</td>
<td><strong>Cholesterol</strong></td>
<td>0mg</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Sodium</strong></td>
<td>0mg</td>
<td><strong>Total Carbohydrates</strong></td>
<td>10g</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Dietary Fiber</strong></td>
<td>3g</td>
<td><strong>Sugars</strong></td>
<td>8g</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Protein</strong></td>
<td>1g</td>
<td><strong>Vitamin A</strong></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Vitamin C</strong></td>
<td>140%</td>
<td><strong>Calcium</strong></td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Iron</strong></td>
<td>4%</td>
<td><strong>Vitamin C</strong></td>
<td>140%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Calcium</strong></td>
<td>2%</td>
<td><strong>Iron</strong></td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

#### Potato Chips (“Big Grab” bag)

**Nutrition Facts**

<table>
<thead>
<tr>
<th>Amount per serving</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calories</strong></td>
<td>150</td>
<td><strong>Calories from fat</strong></td>
<td>90</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total Fat</strong></td>
<td>10g</td>
<td><strong>Saturated Fat</strong></td>
<td>3g</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Trans Fat</strong></td>
<td>0g</td>
<td><strong>Cholesterol</strong></td>
<td>0mg</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Sodium</strong></td>
<td>170mg</td>
<td><strong>Total Carbohydrates</strong></td>
<td>15g</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Dietary Fiber</strong></td>
<td>1g</td>
<td><strong>Sugars</strong></td>
<td>0g</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Protein</strong></td>
<td>2g</td>
<td><strong>Vitamin A</strong></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Calcium</strong></td>
<td>0%</td>
<td><strong>Vitamin C</strong></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Iron</strong></td>
<td>2%</td>
<td><strong>Calcium</strong></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.
Complete the math problems. Use the What’s on a Label? worksheet for the information you need. If you use an equation to answer the question, write it down.

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

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

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

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

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

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

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

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

ANSWER KEY

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

1. If you eat 2 servings of potato chips, how many calories have you eaten?
   If you eat 2 servings of potato chips, you have eaten 300 calories (150 + 150 = 300).

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

3. If you eat 2 servings of strawberries, how much fat have you eaten?
   If you eat 2 servings of strawberries, you have eaten 0 grams of fat (0 + 0 = 0).

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

5. How many servings of potato chips would you have to eat to get at least 100% of the daily value of vitamin C?
   If you ate that many servings, how many calories would you have eaten?
   You would need 7 servings of potato chips to reach 100% of the daily value of vitamin C
   (100 ÷ 15 = 6.66 servings, rounded up to 7 servings). If you eat 7 servings of potato chips, and each serving has 150 calories, that means you would have eaten 1,050 calories (7 x 150 = 1,050).

6. How many servings of strawberries would you have to eat to get at least 100% of the daily value of vitamin C?
   If you ate that many servings, how many calories would you have eaten?
   You would need only 1 serving of strawberries to reach 100% of the daily value of vitamin C.
   You would have eaten 45 calories.

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

8. Which of these foods do you think would be the healthier choice for a snack? Why?
   Strawberries would be a healthier snack. Strawberries have fewer calories and fat and more vitamins than potato chips. Potato chips don’t have very many nutrients and have more calories and fat.
La etiqueta de Información de Nutrición te dice lo que contiene la comida dentro del paquete.

¿Qué hay en una Etiqueta?

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

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

¿Cuántas porciones estás comiendo?
Toda información en la etiqueta es para una porción. A veces el tamaño de la porción es mucho más pequeño de lo que regularmente se come.

¿Cómo sabes si un alimento es ALTO o BAJO en algún nutriente?
BAJO es cuando el nutriente de una porción tiene un Valor Diario de 5% o menor.
ALTO es cuando el nutriente de una porción tiene un Valor Diario de 20% o mayor.

¿Qué hay en una etiqueta?
La etiqueta de Información de Nutrición te dice lo que contiene la comida dentro del paquete.

Brócoli, crudo

Información Nutricional
Tamaño de Porción ½ taza (82g)
Porciones pr Paquete 1

<table>
<thead>
<tr>
<th>Nutriente</th>
<th>Cantidad por Porción</th>
<th>% de Valor Diario*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calorías</td>
<td>25</td>
<td>0%</td>
</tr>
<tr>
<td>Total de Grasa</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Grasa saturada</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Ácidos Grasos Trans</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Colesterol</td>
<td>0mg</td>
<td>1%</td>
</tr>
<tr>
<td>Sodio</td>
<td>20mg</td>
<td>1%</td>
</tr>
<tr>
<td>Total de Carbohidratos</td>
<td>4g</td>
<td>8%</td>
</tr>
<tr>
<td>Fibra</td>
<td>2g</td>
<td></td>
</tr>
<tr>
<td>Azúcar</td>
<td>1g</td>
<td></td>
</tr>
<tr>
<td>Proteína</td>
<td>2g</td>
<td></td>
</tr>
<tr>
<td>Vitamina A</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Vitamina C</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Calcio</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Hierro</td>
<td>2%</td>
<td></td>
</tr>
</tbody>
</table>

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

## Ejemplos de Información en Etiquetas Nutrivas

### Fresas, crudos

<table>
<thead>
<tr>
<th>Información Nutricional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tamaño de la Porción</strong>: 1 taza (144g)</td>
</tr>
<tr>
<td><strong>Porciones en cada envase</strong>: 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cantidad por porción</th>
<th>Calorías</th>
<th>Calorías de grasa</th>
<th>% de Valor Diario*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calorías</strong></td>
<td>45</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total de Grasa</strong></td>
<td>0g</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td><strong>Grasa Saturada</strong></td>
<td>0g</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td><strong>Ácidos Grasos Trans</strong></td>
<td>0g</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Colesterol</strong></td>
<td>0mg</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td><strong>Sodio</strong></td>
<td>0mg</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td><strong>Total de Carbohidratos</strong></td>
<td>10g</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td><strong>Fibra Dietética</strong></td>
<td>3g</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td><strong>Azúcar</strong></td>
<td>8g</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Proteína</strong></td>
<td>1g</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Vitamina A 0% • Vitamina C 140%
Calcio 2% • Hierro 4%

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

### Papitas Fritas (tamaño “Big Grab”)

<table>
<thead>
<tr>
<th>Información Nutricional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tamaño de la Porción</strong>: 1 oz (28g)</td>
</tr>
<tr>
<td><strong>Porciones en cada envase</strong>: 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cantidad por porción</th>
<th>Calorías</th>
<th>Calorías de grasa</th>
<th>% de Valor Diario*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calorías</strong></td>
<td>150</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td><strong>Total de Grasa</strong></td>
<td>10g</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td><strong>Grasa Saturada</strong></td>
<td>3g</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td><strong>Ácidos Grasos Trans</strong></td>
<td>0g</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Colesterol</strong></td>
<td>0mg</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td><strong>Sodio</strong></td>
<td>170mg</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td><strong>Total de Carbohidratos</strong></td>
<td>15g</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td><strong>Fibra Dietética</strong></td>
<td>1g</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td><strong>Azúcar</strong></td>
<td>0g</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Proteína</strong></td>
<td>2g</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Vitamina A 0% • Vitamina C 15%
Calcio 0% • Hierro 2%

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

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

1. ¿Cuántas calorías has comido si comes 2 porciones de papitas fritas?

2. ¿Cuántas calorías has comido si comes 2 porciones de fresas?

3. ¿Cuánta grasa has comido si comes 2 porciones de fresas?

4. ¿Cuánta grasa has comido si comes 2 porciones de papitas fritas?

5. ¿Cuántas porciones de papitas fritas tendrías que comer para recibir por lo menos el 100% del valor diario de vitamina C? ¿Cuántas calorías comerías si comieras todas esas porciones?

6. ¿Cuántas porciones de fresas tendrías que comer para recibir por lo menos el 100% del valor diario de vitamina C? ¿Cuántas calorías comerías si comieras todas esas porciones?

7. ¿Cuál es la mejor comida si quieres comer menos sodio?

8. ¿Cuál de estas comidas crees que sería un bocadillo más saludable? ¿Por qué?
Contesta los problemas matemáticos. Para la información que necesitas usa la Hoja de Trabajo

¿Qué hay en una Etiqueta? Si haces una cuenta para resolver el problema, escríbela.

1. ¿Cuántas calorías has comido si comes 2 porciones de papitas fritas?
   Si comes 2 porciones de papitas fritas, has comido 300 calorías (150 + 150 = 300).

2. ¿Cuántas calorías has comido si comes 2 porciones de fresas?
   Si has comido 2 porciones de fresas, has comido 90 calorías (45 + 45 = 90).

3. ¿Cuánta grasa has comido si comes 2 porciones de fresas?
   Si has comido 2 porciones de fresas, has comido 0 gramos de grasa (0 + 0 = 0).

4. ¿Cuánta grasa has comido si comes 2 porciones de papitas fritas?
   Si comes 2 porciones de papitas fritas, has comido 20 gramos de grasa (10 + 10 = 20 gramos).

5. ¿Cuántas porciones de papitas fritas te tendrías que comer para recibir por lo menos el 100% del valor diario de vitamina C? ¿Cuántas calorías comerías si comieras todas esas porciones?
   Necesitarías comer 7 porciones de papitas fritas para llegar al 100% del valor diario de vitamina C (100 ÷ 15 = 6.66 porciones, redondeado a 7 porciones). Si comes 7 porciones de papitas fritas, y cada porción tiene 150 calorias, eso significa que has comido 1,050 calorías (7 x 150 = 1,050).

6. ¿Cuántas porciones de fresas tendrías que comer para recibir por lo menos el 100% del valor diario de vitamina C? ¿Cuántas calorías comerías si te comieras todas esas porciones?
   Necesitarías sólo 1 porción de fresas para llegar al 100% del valor diario de vitamina C.
   Te habrías comido 45 calorías.

7. ¿Cuál es la mejor comida si quieres comer menos sodio?
   Si quieres comer menos sodio, las fresas son una mejor selección que las papitas fritas (0 miligramos por porción comparado con 180 miligramos).

8. ¿Cuál de estas comidas crees que sería un bocadillo más saludable? ¿Por qué?
   Las fresas serían un bocadillo más saludable. Las fresas tienen menos calorías y grasa y tienen más vitaminas que las papitas fritas. Las papitas fritas no tienen muchos nutrientes y tienen más calorías y grasa.
**LEARNING OBJECTIVES**

After completing this activity, students will be able to:

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

**LINKS TO CONTENT STANDARDS**

- Listening and Speaking Strategies 1.0
- Speaking Applications (Genres and Their Characteristics) 2.0
- Nutrition and Physical Activity 2.0, 4.0, 7.0, 8.0

**READY**

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

**SET**

- Review Healthier Please!, Worksheet 10.

**GO**

1. **Discuss barriers.**
   - Discuss with students the definition and concept of a “barrier” (something that prevents you from making progress, going ahead, taking action). Ask them for examples of barriers, like a door, fence, roadblock, wall, chain across a driveway.
   - Tell students that they are going to be talking about the barriers that keep people from eating more fruits and vegetables and getting more physical activity. Barriers may include cost, availability, etc.
   - Ask students to give reasons they don’t always eat enough fruits and vegetables when they are not at school, and write their answers on the board. Use prompts such as:
     - Do you like the way fruits and vegetables taste? (If not, this is a barrier.)
     - Do you have fruits and vegetables available at home?
     - Could you ask for more fruits and vegetables at home?
     - How easy is it to get fruits and vegetables?
     - Do others in your family like fruits and vegetables?
• Ask students why they don’t always get enough physical activity when they are not at school, and write their answers on the board. Use prompts such as:
  • What else do you have to do when you get home?
  • What do you like to do at home?
  • Does anyone else in your family like to be physically active?
  • How easy is it to get physical activity outside after school?

• Explain that all the reasons they have listed for not eating fruits and vegetables or being active are barriers.

2. **Students develop and present scenarios.**

• Have students turn to Healthier Please!, Worksheet 10 in their workbooks. Review the directions together.

• Talk briefly about the importance of using respectful words and tone of voice when asking for changes. Ask them to come up with ground rules, such as:
  • Use a pleasant tone of voice.
  • Use positive body language.
  • Say “please” and “thank you.”
  • No put-downs.

• Divide the class into groups of 3-4 students, and assign each group a scene from the worksheet.

• Give students 15 minutes to discuss the barriers in the scene and how they would resolve the situation in their scene.

• Have each group present their solution to the class and read any dialogue they have written. Compare solutions that different groups developed.

**GO FARThER**

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

• Encourage students to use what they learned today at home and to report their successes back to the class.
Read your group’s scene. Talk about the scene with your group. What keeps the person in the scene from eating more fruits and vegetables or getting more physical activity? As a group, decide what you would say and do. Write it down. Remember to be respectful.

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

SCENE 1
It is a sunny Saturday afternoon. Everyone in your family is watching television. You want everyone to go outside and enjoy some physical activity. What could you say and do to get them to go outside with you?

SCENE 2
You just got home from school and you really want a fruit or vegetable for a snack. You look in the refrigerator, the cupboard, and on the counter. There are no fruits or vegetables. What could you say and do so there are healthy snacks for you to eat after school?

SCENE 3
It’s a busy school morning at your house. Your mom says, “We’re out of milk, and I don’t have time to cook you anything. We’ll stop at the fast food place on the way to school—let’s go!” You wanted something healthy, like a fruit smoothie, that would give you energy. What could you say and do so you have a healthy breakfast this morning? What could you say and do so there is something healthy for breakfast at home in the future?

SCENE 4
You really want to spend some time being physically active when you get home from school. Your parents want you to work on your homework right after school. When you finish your homework, it will be dark outside. What could you say or do so you can get some physical activity after school?
Lee la escena a tu grupo. Discute la escena con tu grupo. ¿Por qué la persona de la escena no come más frutas y vegetales o hace más actividad física? Entre todo el grupo decidan lo que debieran decir y hacer. Escribanlo. Recuerden ser respetuosos.

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

ESCENA 1
Es una soleada tarde de sábado. Toda tu familia está viendo televisión. Tú quieres que todos salgan y disfruten de alguna actividad física. ¿Qué podrías decir y hacer para convencerlos que vayan afuera contigo?

ESCENA 2
Acabas de llegar a casa de la escuela y quieres comer una fruta o vegetal de bocadillo. Ves en el refrigerador, en la alacena y en el mostrador. No hay frutas o vegetales. ¿Qué podrías decir y hacer para que haya bocadillos más saludables que puedas comer después de la escuela?

ESCENA 3
Es una agitada mañana en tu casa antes de ir a la escuela. Tu mamá dice, “No tenemos leche, y no tengo tiempo de cocinarles algo. Rumbo a la escuela pasamos al restaurante de comida rápida—¡Vámonos!” Tú quieres algo saludable, como un licuado de fruta, que te dé energía. ¿Qué podrías decir y hacer para poder tener un desayuno saludable esta mañana? ¿Qué podrías decir y hacer para que en el futuro haya algo saludable que desayunar en tu hogar?

ESCENA 4
Tú quieres hacer actividades físicas cuando llegas a casa de la escuela. Tus padres quieren que hagas tu tarea justo después de que llegaste de la escuela. Cuando terminas tu tarea, estará oscuro afuera. ¿Qué puedes hacer o decir para que puedas hacer actividades físicas después de la escuela?
Appendix
Master List of Materials

To complete all ten activities in this Kit, you will need the following materials:

- Student workbooks (Activities 1-10)
- Resources for student research and reference, such as encyclopedias, library books, Internet access, thesaurus, etc. (Activities 2 and 7)
- Measuring cups (Activity 3)
- Variety of fruits and vegetables for demonstration and tasting (fresh, frozen, canned, dried, and juiced) (Activities 3 and 7)
- Supplies for conducting taste testings, including serving containers (cups, bowls, and plates), napkins, tasting forks and/or spoons, food preparation equipment (knives, cutting boards, etc.) and cleaning supplies (sponges, dish detergent, etc.) (Activity 7)
- Sample advertisements from television, radio, magazines, or newspapers (Activity 8)
Dear Parents,

We want to help your child get the power! That’s why we are working with the Network for a Healthy California—Children’s Power Play! Campaign (Campaign). This Campaign encourages children to eat 3 to 5 cups of fruits and vegetables and get at least 60 minutes of physical activity every day.

Most children don’t eat enough fruits and vegetables or get the physical activity they need every day. Eating fruits and vegetables and being active can help your child
• grow and develop;
• have more energy to learn and play;
• stay at a healthy weight; and
• reduce the risk of serious health problems later in life.

You can help your child eat more fruits and vegetables and be more active. 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. Find out if your child qualifies for free or reduced-price meals by contacting the school.
• Learn more about the California Food Stamp Program by calling 1-877-847-3663. This program can help you buy healthy foods like fruits and vegetables.
• Be active with your child every day. Walks are a great way to be active together.
• Limit the amount of time your child spends watching television and playing video games.
• Help your child find physical activities that he/she enjoys.
• Ask your child to tell you about the Children’s Power Play! Campaign activities that he/she is doing.
• Be a good role model. Let your child see you enjoying fruits and vegetables and physical activity.
• With your child, go to the www.mypyramid.gov Web site to learn more about eating a healthy diet and being physically active.

Would you like more information about how to eat more fruits and vegetables and be physically active every day? Call the Network for a Healthy California at 1-888-328-3483 or visit the Web site at www.cachampionsforchange.net.

Thank you for helping your child get the power!

Sincerely,
Estimados Padres de Familia,

¡Nosotros queremos ayudar a que su hijo(a) tenga el poder! Es por eso que estamos trabajando con la Red para una California Saludable—Campaña para Niños (Campaña). Esta Campaña estimula a los niños a que coman de 3 a 5 tazas de frutas y vegetales y que hagan por lo menos 60 minutos de actividad física al día.

La mayor parte de los niños no comen suficientes frutas y vegetales ni hacen la cantidad de ejercicio diario que necesitan. Comer frutas y vegetales y mantenerse activo puede ayudar a su hijo(a) a:
• crecer y desarrollarse;
• tener más energía para aprender y jugar;
• mantener un peso saludable, y
• reducir el riesgo de tener, en el transcurso de su vida, problemas serios de salud.

Usted puede ayudar a su hijo(a) a comer más frutas y vegetales y a mantenerse más activos. Aquí tiene algunas ideas:
• Incluya frutas y vegetales en las comidas y en los bocadillos que les prepare.
• Tenga las frutas y los vegetales en lugares fáciles de alcanzar.
• Pida a su hijo(a) que le ayude a preparar los alimentos de frutas y vegetales que van a comer.
• Haga que su hijo(a) coma las comidas de la escuela. Llame por teléfono a la escuela para ver si su hijo(a) califica para obtener alimentos gratuitos o a bajo costo.
• Obtenga informes sobre el Programa de Cupones para Alimentos a llamando al 1-877-847-3663. Este programa le puede ayudar a comprar alimentos saludables como frutas y vegetales.
• Haga, junto con su hijo(a) actividad física diaria. Caminar es una excelente forma de hacer ejercicio juntos.
• Disminuya el tiempo que su hijo(a) pasa viendo la televisión o jugando juegos de video.
• Ayude a su hijo(a) a encontrar las actividades físicas que más les gusten.
• Pregunte a su hijo(a) cuales son las actividades de la Campaña para Niños que esta haciendo.
• Enseñe con el ejemplo. Hágale saber a su hijo(a) que usted le gusta comer frutas y vegetales y que disfruta haciendo actividades físicas.
• Revise con su hijo el sitio de Internet www.mipiramide.gov para aprender más sobre como llevar una dieta saludable y mantenerse activo.

¿Le gustaría obtener más información sobre como comer más frutas y vegetales y mantenerse físicamente activo diariamente? Llame la Red para una California Saludable al 1-888-328-3483.

¡Gracias por ayudarle a su hija(a) a tener el poder!

Atentamente,
Dear ____________________________________________________,

Our organization is partnering with the Network for a Healthy California—Children’s Power Play! Campaign to teach children about the importance of eating 3 to 5 cups of fruits and vegetables and getting at least 60 minutes of physical activity every day.

We would greatly appreciate it if you could donate some resources to assist us in educating our children about these important health behaviors.

We are especially interested in the following:

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

You can reach me at:

Name:  __________________________________________________________________
Organization Name:  _______________________________________________________
Address: _________________________________________________________________
_________________________________________________________________________
City, State, Zip: ___________________________________________________________
Phone and Best Times:  ____________________________________________________
E-mail: ___________________________________________________________________

Thank you for your help in keeping our children healthy.

Sincerely,
Field trips are a great way to extend learning. Ideas for field trips include:

- Visit a local farm to learn about how fruits and vegetables are grown.
- Visit a local school or community garden.
- Tour a restaurant or school food service kitchen. The chef, manager, or child nutrition director should be able to speak to the children about nutrition.
- Contact a local supermarket or farmers’ market to request a tour.
- Visit a local food production company, such as a fruit or vegetable cannery or packer.
- Visit a nearby culinary institute.
- Take a walking trip to a nearby convenience store or restaurant to investigate their fruit and vegetable selections.
- Visit a nearby state park and go on a hike with an experienced park guide.
- Tour a local fitness club. The club’s manager should be able to speak to the children about fitness and safety.

If field trips are not possible, consider holding an on-site “field trip” by inviting a guest to speak to your class. Parents may also be able to participate or may have connections with possible speakers. Consider contacting:

- School child nutrition director
- Local chef or restaurant manager
- Farmers’ market manager
- Produce manager of a grocery store
- Farmer
- Local gardeners or gardening societies
- Agricultural organizations, such as farm cooperatives and commodity associations
- Agriculture & Natural Resources departments at local colleges and universities
- Local 4-H Clubs
- Local University of California Cooperative Extension office
- American Dietetic Association (visit www.eatright.org)
- A local high school where students are studying nutrition or culinary arts
ANT EATERS

The ants have stolen fruits and veggies from the picnickers! Can you go through and collect it all before they starve? The trick is to collect them in alphabetical order!
HORMIGAS TRAVIESAS

¡Las hormigas robaron las frutas y los vegetales de una familia que salió al parque! ¿Puedes entrar al hormiguero y juntarlos antes de que la familia se muera de hambre? El truco es juntarlas en orden alfabético.
In less than 5 minutes this germ will destroy the world unless you stop him. Usually you have no problem saving the world, but today you feel like you’re coming down with a cold. What do you do? Use your “Energy Code-Breaker.”

The numbers in all the rows, columns, and diagonals have to add up to 30. Can you put in the missing numbers? Once you’ve done that correctly, use the letters above each number to fill in the blanks below to reveal which fruit will help prevent the cold and give you the energy to save the world!

10  14  7  12  0  8
En menos de 5 minutos este germén puede destruir el mundo a menos que lo detengas. Normalmente no tienes problemas para salvar al mundo pero hoy sientes que estás decayendo debido a un resfriado. ¿Qué puedes hacer? ¡Reanímatelo con la clave de energía!

Los números de las filas, columnas y diagonales tienen que sumar 30. ¿Puedes poner los números que hacen falta? Una vez que lo hayas hecho correctamente, usa las letras arriba de cada número para llenar los espacios en blanco a continuación para mostrar cuál fruta te ayudará a prevenir el resfriado y darte la energía que necesitas, ¡para salvar al mundo!

10  14  7  12  0  8
FRUIT & VEGGIE ICONS

Below is a coded language. Use the code to spell out the fruit and vegetable names. Then match the fruits and vegetables with the clues at the bottom!

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>J</td>
<td>K</td>
<td>L</td>
<td>M</td>
<td>N</td>
<td>O</td>
<td>P</td>
<td>Q</td>
<td>R</td>
</tr>
<tr>
<td>S</td>
<td>T</td>
<td>U</td>
<td>V</td>
<td>W</td>
<td>X</td>
<td>Y</td>
<td>Z</td>
<td></td>
</tr>
</tbody>
</table>

Here is a sample to get you started.

KIWI

A. ทนุจุณณ A. ทนุจุณณ A. ทนุจุณณ

B. ทนุจุณณ B. ทนุจุณณ B. ทนุจุณณ

C. ทนุจุณณ C. ทนุจุณณ C. ทนุจุณณ

D. ทนุจุณณ D. ทนุจุณณ D. ทนุจุณณ

E. ทนุจุณณ E. ทนุจุณณ E. ทนุจุณณ

F. ทนุจุณณ F. ทนุจุณณ F. ทนุจุณณ

Clues

Sample: This fruit is green, has black seeds and needs to be shaved.

___ This fruit is red, purple or green, with or without seeds.

___ This vegetable is orange and grows underground.

___ Over 7,000 varieties of this fruit are grown around the world.

___ This red vegetable isn’t a vegetable, it’s a fruit.

___ This vegetable isn’t a vegetable either, it’s a fungus.

___ This vegetable used to be called an earth pear.
ADIVINANZAS DE FRUTAS Y VEGETALES

Abajo hay letras que están en código. Use las letras en código para deletrear los nombres de las frutas y vegetales. Luego haga juego con las frutas y vegetales con pistas más abajo.

A. G O O L  E

B. C C

C. C C

D. J E V O

E. U J L P L J

F. A L J E R O N Y J

Pistas  Muestra  Es verde por dentro y tiene semillas negras.

____ Esta fruta es roja, morada o verde, con o sin semillas.

____ Este vegetal es de color anaranjado y crece en la tierra.

____ Más de 7,000 variedades de esta fruta se producen en todo el mundo.

____ Parece vegetal de color rojo, pero no es vegetal, es fruta.

____ California produce más de éstos que cualquier otro estado.

____ Este vegetal se deletrea igual que a tu papá y el papa.
LOTS O' DOTS!

Fill in all the shapes with only one dot in them to discover what popular fruit grows in Hawaii.
¡Montones de Puntos!

Encuentra todas las formas con un solo punto para descubrir qué fruta muy popular crece en Hawai.
PICTURE THIS!

Which two pictures are exactly the same?

A  B  C
D  E  F
G  H  I
¡FÍJATE!
¿Cuáles dos figuras son iguales?

A  B  C
D  E  F
G  H  I
ALPHABET SOUP

This strange soup is made from six different fruits & veggies. Find each style of letters that are the same. Unscramble them to identify the ingredients.
SOPA DE LETRAS
Esta sopa tan extraña está hecha de cinco frutas y vegetales diferentes. Busca todos los estilos de letras que sean iguales. Ponlas en orden para identificar los ingredientes.
Calendar of Healthy Eating and Physical Activity Events

You may wish to plan activities to celebrate the following events related to nutrition, fruits and vegetables, and physical activity. While the events below may be sponsored by for-profit companies, their inclusion is for informational purposes only and does not constitute an endorsement by the Network for a Healthy California—Children’s Power Play! Campaign.

January
- National Fiber Focus Month
- National Fresh Squeezed Orange Juice Week (Florida Department of Citrus, www.floridajuice.com)
- California Dried Plum Digestive Health Month (California Dried Plum Board, www.californiadriedplums.org)
- National Soup Month
- Family Fit Lifestyle Month
- National Artichoke Hearts Day-March 16th (California Artichoke Advisory Board, www.artichokes.org)
- National Nutrition Month (American Dietetic Association, www.eatright.org)
- National Oranges and Lemons Day – March 31st
- National School Breakfast Week (School Nutrition Association, formerly American School Food Service Association, www.asfsa.org)
- Peach Blossom Day – March 3rd

February
- American Heart Month (American Heart Association, www.americanheart.org)
- National Canned Food Month (Canned Food Alliance, www.mealtime.org)
- National Cherry Month (Cherry Marketing Institute, www.cherrymkt.org)
- National Grapefruit Month (Texas Sweet Citrus Marketing, www.texasweet.com)
- Potato Lover’s Month (National Potato Promotion Board, www.healthypotato.com and www.uspotatoes.com)
- Pride in Food Service Week (Dietary Managers Association)

March
- Johnny Appleseed Day-March 11th (also celebrated on September 26th)
- National Agriculture Day-1st day of spring (Agricultural Council of America, www.agday.org)
- Fresh Florida Tomato Month (Florida Tomato Committee, www.floridatomatoes.org; California Tomato Commission, www.tomato.org)
- Golfers Day – April 10th (American Junior Golf Association, www.ajga.org)
- National Cancer Control Month (American Cancer Society, www.cancer.org)
- National Garden Month (National Gardening Association, www.garden.org)
- National Public Health Week – 1st full week of the month (American Public Health Association, www.apha.org)
- National TV-Turnoff Week – 3rd full week of the month (Center for Screen-time Awareness, www.screentime.org)
- Walk America (March for Babies, www.marchforbabies.org)
- YMCA Healthy Kids Day (YMCA of the USA, www.ymca.net)
• National Playground Safety Week (National Program for Playground Safety, www.playgroundsafety.org)
• National Dance Week

**May**
• All Children Exercise Simultaneously – 1st Wednesday in May at 10:00 a.m. local time (Project ACES, www.lensaunders.com/aces)
• Food Allergy Awareness Week (Food Allergy & Anaphylaxis Network, www.foodallergy.org)
• Hunger Action Day (California Hunger Action Coalition, www.hungeraction.net)
• National Asparagus Month (Michigan Asparagus Advisory Board, www.asparagus.org)
• National Bike Month (League of American Bicyclists, www.bikeleague.org)
• National Drinking Water Week – 1st full week of the month (U.S. Environmental Protection Agency, www.epa.gov/safewater)
• National Employee Health & Fitness Day – 3rd Wednesday in May (National Association for Health & Fitness, www.physicalfitness.org)
• National Physical Fitness and Sports Month (President’s Council on Physical Fitness and Sports, www.fitness.gov)
• National Raisin Week (California Raisins, www.raisins.org)
• National Running and Fitness Week (American Running Association, www.americanrunning.org)
• National School Nurses Day (National Association of School Nurses, www.nASN.org)
• National Strawberry Month (California Strawberry Advisory Board, www.calstrawberry.com)
• Teacher Appreciation Month-Tuesday of the first full week (National Education Association, www.nea.org)
• National Salad Month
• National Tennis Month
• National Child Nutrition Employee Appreciation Week
• National Osteoporosis Awareness and Prevention Month (National Osteoporosis Foundation, www.nof.org)

**June**
• National Fresh Fruits and Vegetables Month (United Fresh Produce Association, www.unitedfresh.org)
• National Men’s Health Week (www.menshealthmonth.org/week)
• National Papaya Month—also celebrated in September (Jamaica Papaya Growers Association, www.exportjamaica.org/papaya)
• Stand for Children Day (Stand for Children, www.stand.org)

**July**
• July Belongs to Blueberries Month (North American Blueberry Council, www.blueberry.org)
• National Peach Month—also celebrated in August
• National Salad Week – 4th week in July
• National Tennis Month
• National Tug of War Tournament Day
• Therapeutic Recreation Week (National Recreation and Parks Association, www.active.com/outdoors)
• Father-Daughter Take a Walk Together Day

**August**
• Farmers’ Market Week (Agriculture Marketing Service at the USDA, www.ams.usda.gov/farmersmarkets)
• National Golf Month
• National Kids Day – 1st Sunday of the month (www.kids.org)
• National Watermelon Day

**September**
• Family Health and Fitness Days USA – last Saturday in September (Health Information Resource Center, www.fitnessday.com/family)
• Latino Health Awareness Month (Network for a Healthy California—Latino Campaign, www.networkforhealthyca.org/latino)
- National Mushroom Month (Mushroom Council, www.mushroomcouncil.com)
- National Papaya Month – also celebrated in June (Jamaica Papaya Growers Association, www.exportjamaica.org/papaya)
- World Heart Day (www.worldheart.org)
- Family Day (www.casafamilyday.org/familyday/)
- National Fruits and Vegetables Month
- Health Literacy Month (www.healthliteracymonth.com)
- Healthy Lung Month (American Lung Association, www.lungusa.org)
- National 4-H Week (National 4-H Council, www.4-h.org)
- National Cranberry Month (Cranberry Marketing Committee, www.uscranberries.com)
- National Health Education Week (National Center for Health Education, www.nche.org)
- National Noisy Munching Day – October 5th
- National Pickled Pepper Month
- National Roller Skating Month (International Roller Skating Association, www.rollerskating.org)
- National School Lunch Week (School Nutrition Association, formerly American School Food Service Association, www.asfsa.org)
- National Spinach Lovers Month
- Walk to School Day (www.walktoschool-usa.org and www.cwalktoschool.com)
- World Teachers Day – October 5th
- World Vegetarian Day – Oct. 1st (www.worldvegetarianday.org)
- Kids Care Week (www.kidscare.org)
- National Food Bank
- National Color Day
- Eat Better, Eat Together Month
- National Kids Goal Setting Week

**October**

- Child Health Month (American Academy of Pediatric, www.aap.org/advocacy.html)
- Health Literacy Month (www.healthliteracymonth.com)
- Healthy Lung Month (American Lung Association, www.lungusa.org)
- National 4-H Week (National 4-H Council, www.4-h.org)
- National Cranberry Month (Cranberry Marketing Committee, www.uscranberries.com)
- National Health Education Week (National Center for Health Education, www.nche.org)
- National Noisy Munching Day – October 5th
- National Pickled Pepper Month
- National Roller Skating Month (International Roller Skating Association, www.rollerskating.org)
- National School Lunch Week (School Nutrition Association, formerly American School Food Service Association, www.asfsa.org)
- National Spinach Lovers Month
- Walk to School Day (www.walktoschool-usa.org and www.cwalktoschool.com)
- World Teachers Day – October 5th
- World Vegetarian Day – Oct. 1st (www.worldvegetarianday.org)
- Kids Care Week (www.kidscare.org)
- National Food Bank
- National Color Day
- Eat Better, Eat Together Month
- National Kids Goal Setting Week

**November**

- National Allied Health Week (Association of Schools of Allied Health Professionals, www.asaahp.org)
- National Clean Out Your Refrigerator Day – November 15th
- National Fig Week (California Fig Advisory Board, www.californiafigs.com)
- National Split Pea Soup Month (USA Dry Pea & Lentil Council)
- National Family Week (www.nationalfamilyweek.org)
- National Farm-City Week
- Universal Children's Day
- National Pomegranate Month (California Pomegranates, www.pomegranates.org)

**December**

- National Hand Washing Awareness Week (www.henrythehand.com)
- National Stress Free Family Holiday Month
- California Kiwifruit Day (www.kiwifruit.org)
Organizations and Web Sites Related to Nutrition and Physical Activity

GOVERNMENTAL AGENCIES AND PROGRAMS

Action for Healthy Kids
4711 West Golf Road Suite 625
Skokie, IL 60076
www.actionforhealthykids.org

After School Physical Activity
(free materials and activities)
San Diego County Office of Education
6401 Linda Vista Road
San Diego, CA 92111-7399
Phone: 858-292-3500
www.afterschoolpa.com

California Department of Education
Nutrition Services Division
1430 N Street
Sacramento, CA 95814
Phone: 800-952-5609
Fax: 916-445-4842
www.cde.ca.gov/re/di/or/division.asp?id=nsd

SHAPE California (Shaping Health as Partners in Education)
Nutrition Services Division
www.cde.ca.gov/ls/nu/he/shape.asp

Bureau of Publications, Sales Unit
P.O. Box 271
Sacramento, CA 95812-0271
Phone: 916-445-1260
www.cde.ca.gov/re

California Department of Food and Agriculture
Office of Public Affairs
1220 N Street, Suite A454
Sacramento, CA 95814
Phone: 916-654-0462
www.cdfa.ca.gov

California Project LEAN (Leaders Encouraging Activity and Nutrition)
California Department of Public Health
P.O. Box 997413, MS 7211
Sacramento, CA 95899-7413
Phone: 916-552-9907
Fax: 916-552-9909
www.californiaprojectlean.org

California Safe Routes to School Initiative
Phone: 916-552-9939
www.cdphe.ca.gov/HealthInfo/injviosaf/Pages/SafeRoutesToSchool.aspx

California Healthy Kids Resource Center
313 W. Winton Ave., Room 176
Hayward, CA 94544
Phone: 888-318-8188 or 510-670-4583
Fax: 510-670-4582
www.californiahealthykids.org

Centers for Disease Control and Prevention
Division of Nutrition & Physical Activity
4770 Buford Highway, NE, MS/K-24
Atlanta, GA 30341-3717
Phone: 770-488-5820
Fax: 770-488-5473
www.cdc.gov/nccdphp/dnpa

Division of Adolescent and School Health (DASH)
www.cdc.gov/health/Youth/

BAM! Body and Mind
(for children ages 9-13)
www.bam.gov

Fruits and Veggies More Matters
www.fruitsandveggiesmatter.gov

“VERB” Youth Media Campaign
(promoting physical & pro-social activity)
www.cdc.gov/youthcampaign

FoodSafety.gov
Gateway to Government Food Safety Information
www.foodsafety.gov

National Cancer Institute
Division of Cancer Control and Population Sciences
6130 Executive Boulevard
Executive Plaza North, Room 6134
Rockville, MD 20852
Phone: 301-594-6776
Fax: 301-594-6787
www.cancer.gov

Nutrition.gov
Provides access to all online federal government information on nutrition, healthy eating, physical activity and food safety.
www.nutrition.gov

President’s Council on Physical Fitness and Sports
Dept. W
200 Independence Avenue SW
Room 738-H
Washington, DC 20201-0004
Phone: 202-690-9000
Email: pcpfs@osophs.dhhs.gov
www.fitness.gov

United States Department of Agriculture
Team Nutrition
3101 Park Center Drive, Room 632
Alexandria, VA 22302
Phone: 703-305-1624
Email: teamnutrition@fns.usda.gov
www.frns.usda.gov/trn/

Center for Nutrition Policy and Promotion
3101 Park Center Drive, 10th Floor
Alexandria, VA 22302-1594
www.cnpp.usda.gov
www.mypyramid.gov

Food and Nutrition Information Center
Agricultural Research Service, USDA
National Agricultural Library, Room 105
10301 Baltimore Avenue
Beltsville, MD 20705-2351
Phone: 301-504-5719
www.nal.usda.gov/fnic

Network for a Healthy California—Children’s Power Play! Campaign
School Idea & Resource Kit: 4th grade edition 111
University of California
Agriculture and Natural Resources
California 4-H Youth Development Program
University of California,
DANR Building, One Shields Avenue
Davis, CA 95616-8575
Phone: 530-754-8518
Fax: 530-754-8541
Email: fourhstateofc@ucdavis.edu
http://fourh.ucdavis.edu/

Expanded Food & Nutrition Education Program
UC Davis, Rm 3135 Meyer Hall,
1 Shields Avenue
Davis, CA 95616-5270
Phone: 530-754-8698
Fax: 530-752-7588
http://efnep.ucdavis.edu

Master Gardener Program
Cooperative Extension- Glenn County
821 E. South Street
Orland, CA 95963
Phone: 530-865-1154
Fax: 530-754-8540
http://camastergardeners.ucdavis.edu

Growers’ Associations and Commissions

American Mushroom Institute
1 Massachusetts Avenue, NW, Suite 800
Washington, DC 20001
Phone: 202-842-4344
www.americanmushroom.org

Apricot Producers of California
P.O. Box 974
Turlock, CA 95381
Phone: 209-632-9777
www.apricotproducers.com

California Apple Commission
770 East Shaw, Suite 220
Fresno, CA 93710
Phone: 559-225-3000
www.calapple.org

California Artichoke Advisory Board
P.O. Box 747, 10341 Merritt Street, Ste. 3
Castrovile, CA 95012
Phone: 831-633-4411
www.artichokes.org

California Asparagus Commission
1331 E. Barbara Worth Drive
Holtville, CA 92250
Phone: 209-474-7581
www.calasparagus.com

California Avocado Commission
38 Discovery, Suite 150
Irvine, CA 92618
Phone: 949-341-1955
www.avocado.org

California Certified Organic Farmers
2155 Delaware Ave, Suite 150
Santa Cruz, CA 95060
Phone: 831-423-2263
www.cocf.org

California Cling Peach Board
531-D North Alta Avenue
Dinuba, CA 93618
Phone: 559-595-1425
www.calclingpeach.com

California Date Administrative Committee
P.O. Box 1736
Indio, CA 92202
Phone: 760-347-4510
www.datesaregreat.com

California Dried Plum Board
P.O. Box 348180
Sacramento, CA 95834
Phone: 916-565-6232
www.californiadriedplums.org

California Federation of Certified Farmers’ Markets
P.O. Box 1813
Davis, CA 95617
Phone: 530-753-9999
www.cafarmersmarkets.com

California Fig Advisory Board
7395 N Palm Bluffs, Suite 106
Fresno, CA 93711
Phone: 559-440-5400
www.californiafigs.com

California Fresh Apricot Council
19 Sherwood Court
San Francisco, CA 94127
Phone: 415-584-4063
www.califapricot.com

California Fresh Carrot Advisory Board
531 North Alta Avenue
Dinuba, CA 93618
Phone: 559-591-5675

California Kiwifruit Commission
1521 "I" Street
Sacramento, CA 95814
Phone: 916-441-0678
www.kiwifruit.org

California Pear Advisory Board
1521 "I" Street
Sacramento, CA 95814
Phone: 916-441-0432
www.calpear.com

California Raisin Marketing Board
3445 North First Street, Suite 101
Fresno, CA 93726
Phone: 559-248-0287
www.calraisins.org

California Rare Fruit Growers, Inc.
The Fullerton Arboretum, CSUF
ATTN: CA Rare Fruit Growers, Inc.
P.O. Box 6850
Fullerton, CA 92834-6850
www.crfg.org

California Strawberry Advisory Board
P.O. Box 269
Watsonville, CA 95077
Phone: 831-724-1301
www.calstrawberry.com

California Table Grape Commission
392 W. Fallbrook, Suite 101
Fresno, CA 93711-6150
Phone: 559-447-8350
www.freshcaliforniagrapes.com

California Tomato Growers Association
2300 River Plaza Drive, Suite 100
Sacramento, CA 95833
Phone: 916-925-0225
www.ctga.org

California Tree Fruit Agreement
P.O. Box 968
Reedley, CA 93654-0968
Phone: 559-638-8260
www.eatcaliforniafruit.com

Cherry Marketing Institute
P.O. Box 30285
Lansing, MI 48909
www.choosecherries.com

Dairy Council of California
1101 National Drive, Suite B
Sacramento, CA 95834
Phone: 916-263-3560
www.dairycouncilofca.org

Florida Department of Citrus
P.O. Box 148
Lakeland, FL 33802-0148
Phone: 863-499-2500
www.floridajuice.com
Washington Apple Education Foundation
P.O. Box 3720
Wenatchee, WA 98807
Phone: 509-663-7713
www.waef.org

Washington Red Raspberry Commission
1796 Front St.
Lynden, WA 98264
Phone: 360-354-8767
www.red-raspberry.org

Western Growers Association
P.O. Box 2130
Newport Beach, CA 92658
Phone: 949-863-1000
www.wga.com and www.producepedia.com

Wild Blueberry Association of North America
P.O. Box 100
Old Town, ME 04468
Phone: 207-570-3535
www.wildblueberries.com

Health Advocacy Organizations and Foundations

American Cancer Society
Check telephone listings for local chapter
Phone: 800-ACS-2345
www.cancer.org

American Community Gardening Association
c/o Franklin Park Conservatory
1777 East Broad Street
Columbus, OH 43203
Phone: 614-444-4899
www.communitygarden.org

American Diabetes Association
National Call Center
1701 North Beauregard Street
Alexandria, VA 22311
Phone: 800-342-2383
www.diabetes.org

American Heart Association
Check telephone listings for local chapter
Phone: 800-AHA-USA-1
www.americanheart.org and www.justmove.org
### FOOD INDUSTRY AND MARKETING GROUPS

The list below includes for-profit organizations. Their inclusion in this list is for informational purposes only and does not constitute an endorsement by the Network for a Healthy California—Children’s Power Play! Campaign.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Address</th>
<th>Phone</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Frozen Food Institute</td>
<td>2000 Corporate Ridge, Suite 100</td>
<td>703-821-0770</td>
<td><a href="http://www.affi.com">www.affi.com</a></td>
</tr>
<tr>
<td>Dole Food Company, Inc.</td>
<td>PO Box 5700</td>
<td>800-356-3111</td>
<td><a href="http://www.dole.com">www.dole.com</a></td>
</tr>
<tr>
<td>Food Marketing Institute</td>
<td>2345 Crystal Drive, Suite 800</td>
<td>202-452-8444</td>
<td><a href="http://www.fmi.org">www.fmi.org</a></td>
</tr>
<tr>
<td>General Mills Foundation</td>
<td>P.O. Box 9452</td>
<td>800-248-7310</td>
<td><a href="http://www.generalmills.com/corporate/">www.generalmills.com/corporate/</a></td>
</tr>
<tr>
<td>Mann Packing Company, Inc.</td>
<td>P.O. Box 690</td>
<td>800-285-1002</td>
<td><a href="http://www.broccoli.com">www.broccoli.com</a></td>
</tr>
<tr>
<td>Melissa’s/World Variety Produce</td>
<td>P.O. Box 2117</td>
<td>800-588-0151</td>
<td><a href="http://www.melissas.com">www.melissas.com</a></td>
</tr>
<tr>
<td>Monterey Mushroom, Inc.</td>
<td>260 Westgate Drive</td>
<td>800-333-MUSH</td>
<td><a href="http://www.montereymushrooms.com">www.montereymushrooms.com</a></td>
</tr>
<tr>
<td>National Frozen &amp; Refrigerated Foods Association</td>
<td>P.O. Box 6069</td>
<td>717-657-8601</td>
<td><a href="http://www.nfraweb.org">www.nfraweb.org</a></td>
</tr>
<tr>
<td>Ocean Spray Cranberries, Inc.</td>
<td>One Ocean Spray Drive</td>
<td>508-946-1000</td>
<td><a href="http://www.oceanspray.com">www.oceanspray.com</a></td>
</tr>
<tr>
<td>Produce for Better Health Foundation</td>
<td>5431 Limestone Rd.</td>
<td>302-235-2329</td>
<td><a href="http://www.fruitsandveggiesmorematters.org">www.fruitsandveggiesmorematters.org</a></td>
</tr>
<tr>
<td>Sunkist Growers, Inc.</td>
<td>P.O. Box 7888</td>
<td>818-986-4800</td>
<td><a href="http://www.sunkist.com">www.sunkist.com</a></td>
</tr>
</tbody>
</table>
Network for a Healthy California—
Children’s Power Play! Campaign

Eat Healthy. Be Active. Have Fun!