

A School-Based Curriculum

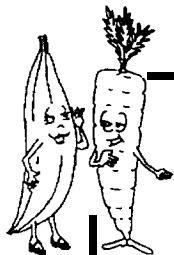
To Help

Fifth Grade Students

Eat More Fruits and Vegetables



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Gimme 5 Project
U.T. - M.D. Anderson Cancer Center
1991, revised 1994, 1995



Acknowledgements

The "Gimme 5" curriculum is the result of the efforts of many professionals from several organizations. The contributing organizations and professionals include:

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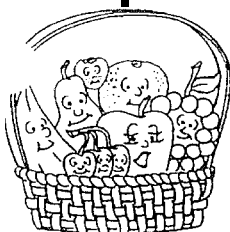
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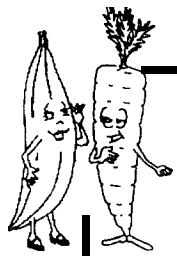
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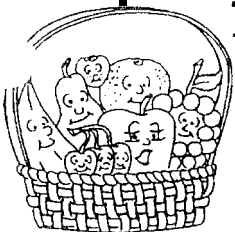
Teacher Overview

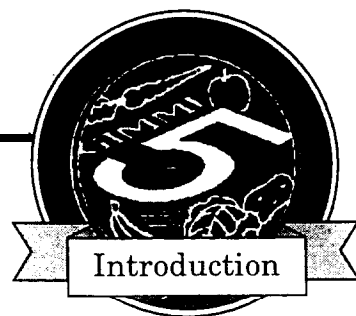
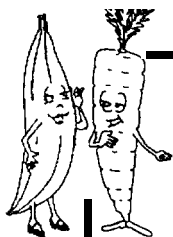
Welcome to the 5th grade Gimme 5 program! The theme for the fifth grade is "The Fun of Eating Fruits & Veggies (F&V)". Each week, students focus on various F&V activities as a part of the curriculum.

Through a series of hands-on activities, students will learn and discuss ways to increase their consumption of fruits & vegetables. They will set goals to eat more fruits & vegetables for breakfast, lunch, snack and dinner. Students will practice asking for more fruits & vegetables at home and learn a problem solving rap to help them reach their goals. One session each week will include the preparation and/or tasting of fruit & vegetable snacks. These will be provided by your food service staff. Students will also develop their own personal plan to increase the number of fruits & vegetables they eat every day, gradually building toward the goal of eating at least five servings of different fruits & vegetables every day. The 5th grade program culminates in a classroom Gimme 5 Awards Ceremony in which students receive a certificate for completing the program.

Because parents play a vital role in providing the foods that children eat, parents will receive an issue of the Gimme 5 Daily each week and a series of three videotapes. The newsletter informs parents about the Gimme 5 classroom activities and provides tips and recipes to increase fruits & vegetables in meals and snacks at home. The videotapes demonstrate ways to add fruits & veggies to meals and highlights the **GIMME 5** curriculum activities.

Many teachers and students have told us how much they have enjoyed the Gimme 5 program! We know that you and your students will enjoy it, too!





GIMME 5 Curriculum Introduction

The goal of the Gimme 5 nutrition education curriculum for 4th and 5th grade students is to:

Improve the health of children and their families by increasing their daily consumption of fruits and vegetables.

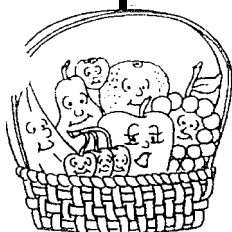
The 4th grade curriculum emphasized increasing vegetable consumption; this 5th grade curriculum emphasizes increasing fruit & vegetable consumption.

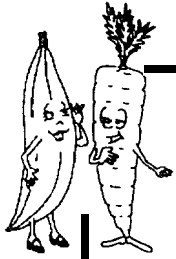
The U.S. Department of Health and Human Services recommends that everyone (both children and adults) eat at least 5 servings of different fruits and vegetables (F&V) every day. F&V are important sources of nutrients such as vitamins, minerals, dietary fiber and complex carbohydrates, which are important for the growth and health of children. F&V are also low in fat, saturated fat, cholesterol and sodium, and therefore help prevent chronic disease in adult years. By developing healthy eating habits at an early age, children will live healthier lives now and in the future.

Although there has been a national goal to increase consumption of F&V to 5 to 9 servings per person per day, children's actual intake is only 2-3 servings. Since dietary habits begin in childhood, schools provide an important institution in which to help change the dietary practices of children.

The "Gimme 5" title identifies the goal of eating at least five servings of F&V per day. The title may not be grammatically correct, but it reflects how the term is usually pronounced and provides a humorous, playful approach to a serious subject matter which children often resist.

Since dietary behaviors enhance growth and development, and can predispose toward chronic illness, this curriculum attempts to **change dietary behaviors**. A series of focus group discussions with 4th and 5th grade students, their parents, teachers and school food service employees revealed that many children liked fruits,





..... **Introduction (cont.)**

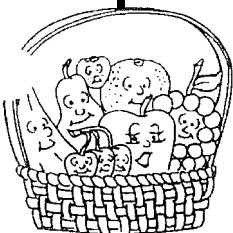
but few liked vegetables. Increasing children's preference for fruits and vegetables is therefore an important aspect of this curriculum.

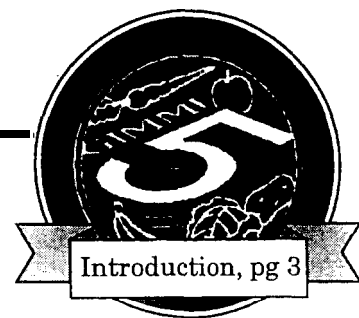
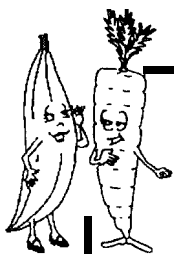
No one, neither children nor adults, will eat foods very often if they do not like them. We all learn to like or not like certain foods. This curriculum tries to help children like fruits & vegetables in several ways:

- repeatedly exposing students to F&V, especially prepared in ways we know they are likely to like
- emphasizing that there are many kinds of F&V and that children can find lots of different ways to prepare them so that they taste good
- having children talk to people who are important to them (e.g. parents, relatives) about what F&V they like and how they like them prepared
- hearing their teacher say what they like about F&V
- seeing other people eating and enjoying F&V (e.g. in class taste testing)
- by incorporating fun activities so the children associate eating F&V with fun
- having children talk in class about the tasty, fun and positive aspects of eating F&V, and
- having children receive applause and positive reinforcement for reaching their F&V goals.

If nutrition education is going to help children eat better, we have to help children learn to like fruits & vegetables!

Focus groups we conducted revealed that F&V were frequently not available in the student's home, or were not available in a form easily accessible to children (e.g. peeled and sliced in a glass of water or baggie on the front shelf in the refrigerator), and many children were responsible for preparing their own meals. To address these issues, the curriculum emphasizes diet-related skills of how to ask parents for or otherwise get more F&V into the home; include more F&V into usual meals; ask to increase the accessibility of F&V; prepare simple and nutritious recipes with F&V; set dietary change goals; monitor and assess goal achievement; problem solve





..... **Introduction (cont.)**

when goals are not met; and decide what foods are best for them. We also found that parents are gatekeepers for foods coming into their homes and that parents generally don't purchase or prepare foods which they themselves do not like. If F&V which children like are not in the home, there's little chance the children will eat them. To address these issues, we have designed a set of activities dealing with "asking behaviors". In particular, the children practice the following:

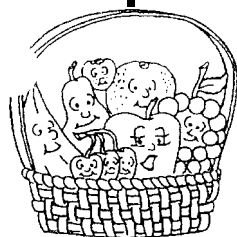
- asking for more F&V (especially ones they like) in particular meals
- putting F&V they like on the grocery shopping list
- offering to help their families shop for F&V
- asking for F&V to be cut up or ready to eat and in the front of the refrigerator for snacks, especially after school
- going shopping for F&V, and helping pick them out
- asking to go to fast food restaurants that offer a larger selection of F&V, and
- selecting F&V they like at fast food restaurants.

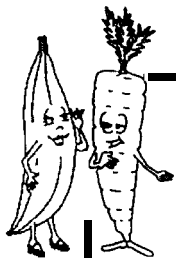
Increasing availability and accessibility of fruits & vegetables that children like at home should enable them to eat more.

Because of the latch key phenomenon, many children are becoming more responsible for making their own meals. GIMME 5 therefore attempts to help train children to be able to make fast, simple, safe and tasty (FaSST) fruit & vegetable recipes they like. We do this by:

- having FaSST recipes prepared in the classrooms (these work best when the children prepare the recipes themselves)
- offering recipes in the newsletters and encouraging the parents to supervise their child making the recipe.

Thus we are helping children develop practical food preparation skills which would have immediate benefit for their health. The "GIMME 5 Daily" newsletter and videotapes to parents, as well as several activities in this curriculum, are designed to get the parents excited about "Gimme 5" and give them reasons and skills for increasing F&V at home. Involving parents in this program can overcome many of the barriers to successful behavior change in the children.





..... **Introduction (cont.)**

People who have better "self-control skills" are more successful in making changes in their lives. These self-control skills include:

- setting goals for a behavior change
 - early goals should be simple and easy to assure success
 - later goals should be more challenging, but success should be highly likely
- monitoring behaviors by keeping a record of what they eat
- rewarding oneself for achieving one's goals
- using problem solving skills so if the person does not reach a goal initially, they can figure out what went wrong and decide how to increase their chance of reaching their goal the next time

This curriculum encourages self-control skills by:

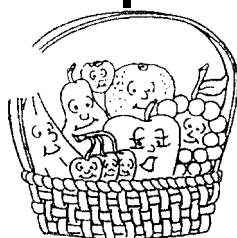
- having the children set three goals for adding more F&V to their diet
- having the children keep a diet record to monitor the achievement of the last goal
- rewarding the children for goal attainment by the teacher saying positive things and having all the children applaud
- introducing a rap for simple problem solving skills

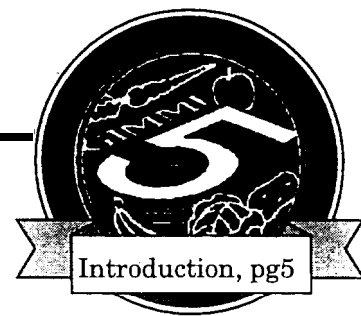
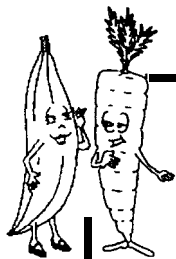
The problem solving rap can be used to help students deal with other problem situations as well.

For the curriculum to encourage self-control, it is critical that teachers include these activities in their classes. Doing so should enable the students to apply the self-control and problem solving skills to other issues in their life. The teacher can help students identify just how this can be done.

Teachers have enormous influence on their students. Part of this influence comes from role modeling. Teachers can have a positive influence on their students dietary behavior by:

- identifying what F&V they like and the ways in which they like them prepared



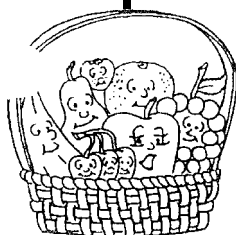


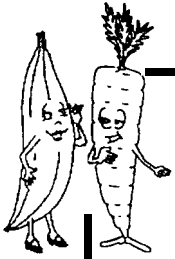
Introduction (cont.)

- eating F&V at the taste testings in the classroom and in the school cafeteria, and reporting how much they enjoyed the foods
- filling out goal sheets for increasing F&V for themselves
- sharing with the students when the goals were achieved, and what they liked about the F&V
- sharing that they didn't like as many F&V when they were younger, but as they matured, they like more and more F&V

An important issue is what counts as a fruit or vegetable. For example, is a potato chip a vegetable? Does a slice of apple pie count as a fruit? Is a single slice of carrot a serving of vegetable? The "Gimme 5" program defines fruits and vegetables as follows:

- foods from plant sources cultivated for U.S. human consumption, including legumes, but excluding high fat items such as avocados, seeds, nuts and peanuts;
- in their original form (or without other added food items), either raw or fresh, cooked, frozen, dried, or canned; or their juice;
- with one serving equal to a typical or usual serving or helping (such as 1/2 cup) as opposed to only one bite or one small spoonful;
- with the following items excluded (because they do not contain adequate amounts of fruits or vegetables);
 - fruit pies, cobblers, crisps, etc.
 - fruit roll-ups and "pieces"
 - french fried onion rings
 - pot pies and quiches
 - chocolate, carob, or yogurt-coated raisins
 - pizzas
 - potato chips
 - fruit-flavored drinks (like Kool-Aid® and Hi-C®) and most punches





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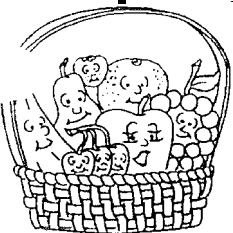
An important issue in this program is honesty. The students will be setting goals for behavior change and self-reporting whether they reach their goals. Since small incentives will be provided to all those reaching their goals, there may be an incentive to not tell the truth about whether a goal has been achieved. This poses a dilemma for teachers. You do not want to be secret police, yet you cannot condone obvious lying, or the children may lie and not engage in the proposed activities. In general, we will assume that children are honest until proven otherwise. We propose a multipart approach to honesty in this project:

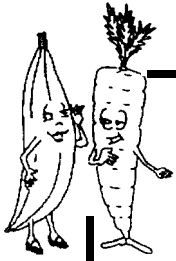
1. We will encourage honesty and emphasize each child's responsibility to be honest when self-reporting the completion of their tasks.
2. Where incentives are involved, we will allow multiple days to enable a child to achieve a goal. If they haven't reached the goal, they can tell the truth that they haven't reached it and still have an opportunity to do it and get the reward.

Despite these procedures, you may encounter a case of a child reporting reaching their goal despite substantial evidence to the contrary. We believe that you should not give an incentive to a child who is obviously lying because what the other children will learn is that you really don't have to participate in school tasks, you can just lie about them. We believe that you need to take the child aside (not in front of the classroom, in order to avoid embarrassment) and:

- a. stress the importance of honesty in all dealings,
- b. stress that the child has multiple chances to achieve the incentive,
- c. share with the child why you believe they are not telling the truth (no other students should be present at this time); and
- d. allow the child to change his report.

If the child recants, it is important to verbally reward or reinforce the new truthfulness (instead of punishing the recanted lying). If the child maintains the accuracy of self-report and has a reasonable explanation, you should accept the self-report. If the child maintains the accuracy of self-report, but has no good explanation for the opposing information, you may need to investigate a bit further, including contacting other





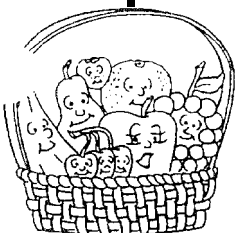
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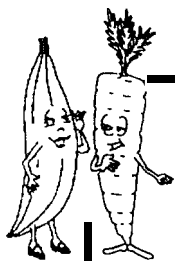
students, parents, etc., before giving credit for self-report. While no penalty should be applied to someone lying (except their not getting a check for achieving their goal), children found to be truthful should be recognized as such to the class during the checking of their goal attainment.

This curriculum was written to take 45 minutes per session, the maximum amount of time usually allowed for a single subject at one time. Many of the activities are fun and could take a lot more time, if allowed to. Some teachers may allow more time for the activities they like or those they feel comfortable with, therefore not leaving enough time for the other activities. It is important to do all the activities. Very clear guidelines for the time allotted for each activity are included in the curriculum. Please try to keep within these times! While it is important that all children report on their activities at some time in class, it is not necessary that all children report on all activities each time they are done. Select children to report their activities so that all children get to report once or twice across the twelve sessions. As you come to the end of an allotted time period, wrap the activity up and tell the children who didn't get a chance to report that they will get a chance next time.

Finally, learning is most likely to occur when it is fun. Much effort has been spent to create activities that will be enjoyable for both students and teachers. We know that you and your students will have as much fun implementing these activities as we did developing them!

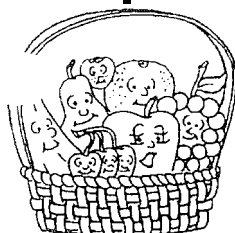
We want to make this the best possible nutrition education curriculum for 5th grade students. Please complete the session evaluation and return them to us in the self-addressed envelope. If you have any other ideas how to improve "Gimme 5", please call Colleen Doyle at 727-4374. We would love to hear from you!

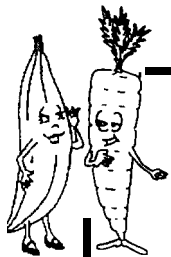




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GIMME 5 Schedule
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Week 1	Session 1 Session 2 Video #1	GIMMF 5 - That's What We Say! Fruits & Veggies? . . . No Problem! (in Class Taste Testing) "Jump Start Your Day With Fruits"
Week 2	Session 3 Session 4	Start Your Day . . . The Fruitful Way! The Salad Jesse Raspberry Show! (in Class Taste Testing)
Week 3	Session 5 Session 6 Video #2	The Task Is To Ask! Your Favorite Fruits & Veggies! (in Class Recipe Preparation) "Fruit Snackin' "
Week 4	Session 7 Session 8	Snack Attack! Eat It Up, Write It Down! (in Class Recipe Preparation)
Week 5	Session 9 Session 10	Delicious Diary Discoveries! Fruits & Veggies, All Day Long! (in Class Recipe Preparation)
Week 6	Session 11 Video #3 Session 12	Produce Productions! "Rappin' It Up Wth Fruits & Veggies" At Least 5 A Day . . . Everyday! (in Class Taste Testing)





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GIMME 5 Fruit & Veggie Cafeteria Serving Suggestions

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Week 1 Pineapples, carrots, celery, apples

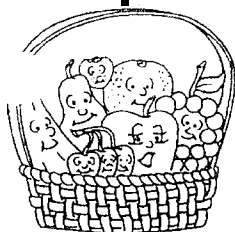
Week 2 Applesauce, potatoes, corn, onions

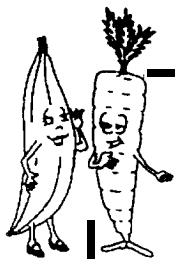
Week 3 Pears, peaches, apricots, dried fruits

Week 4 Pineapple juice, cucumbers

Week 5 Apples, pears, tomato juice, green onions, celery

Week 6 Oranges, apples, raisins, corn, tomatoes, red or
yellow peppers





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Teacher General Information
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Color Coding Scheme

Teacher classroom order form GREEN

In classroom preparation recipe HOT PINK

Food Service preparation recipe ORANGE

If you have any questions or concerns, please call:

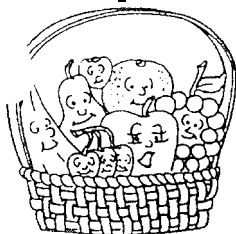


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5	“The Task Is To Ask”
6	“Your Favorite Fruit & Veggie!”
7	“Snack Attack!”
8	“Eat It Up, Write It Down!”
9	“Delicious Diary Discoveries”
10	“Fruits & Veggies, All Day Long”
11	“Produce Productions!”
12	“At Least 5 A Day... Everyday!”



Fifth Grade, Week One: "GIMME 5 - That's What We Say!"

BEHAVIORAL OBJECTIVES

Students will be able to:

1. State at least two positive reasons why they and other people like eating fruits and vegetables.
2. State at least four reasons why eating fruits and vegetables are important for their health.
3. Explain that health specialists recommend that children and adults eat at least two servings of fruits and three servings of vegetables for a total of at least five servings of different fruits and vegetables every day.
4. Take home their **GIMME 5 Daily, Number 1** family newsletter with the **Family Fun Activities #1**.



SESSION OUTLINE

Suggested Time	Activities	Visual Aids	Student Materials
35	1. Introduction to GIMME 5 F&V	Overhead Projector or Chalkboard Transparency #1	
10	2. Newsletter/Family Fun Activities & Summary	GIMME 5 F&V Team Chart	GIMME 5 Daily #1 GIMME 5 magnet

**45
Minutes**

ACTIVITY 1: INTRODUCTION/BRAINSTORMING (35 MINUTES TOTAL)

Purpose: To introduce students to the fifth grade GIMME 5 Fruits & Veggies program and to brainstorm the benefits of eating more fruits and vegetables.



(Section A. thru J. should take approximately 20 minutes of class time)

- A. Introduce this program by asking students to think about what their favorite vegetable is and why they like it. Ask for one student to tell everyone what their favorite vegetable is and why they like it (write the vegetable on the chalkboard).
- B. Ask all students who like that vegetable to raise their hands (record this number on the chalkboard if you like).
- C. Ask all students who **do not** like that vegetable to raise their hands (record this number on the chalkboard if you like).
- D. Ask one student who does not like the vegetable to give their reason why they do not like that vegetable. The student whose favorite vegetable is listed on the chalkboard must counter that student's negative statement with a positive reason for liking the vegetable. Emphasize the positive reasons.

(Example: A student says he doesn't like broccoli because it's "mushy". The first student could counter with a positive statement by saying that they should try the broccoli raw because it's crunchy and tastes great! Or, if the student's negative comment is that they don't like the taste of broccoli, the first student could counter with a positive statement of to try it with low fat ranch style dip or cheese sauce.)

(The teacher needs to reinforce the positive statements students make and guide this discussion to help them find reasons to like veggies in addition to possible new ways in which they could prepare veggies to eat.)

- E. Ask for another student to tell everyone what their favorite fruit is and why they like it (write the fruit on the chalkboard).

- F. Ask all students who like that fruit to raise their hands (record this number on the chalkboard if you like).
- G. Ask all students who do not like that fruit to raise their hands (record this number on the chalkboard if you like).
- H. Ask one student who does not like the fruit to give their reason why they do not like that fruit. The student whose favorite fruit is listed on the chalkboard must counter that student's negative statement with a positive reason for liking the fruit. Emphasize the positive reasons.

(Example: A student says he doesn't like bananas because they're "mushy". The first student could counter with a positive statement by saying that they should try selecting a banana when its peel is all yellow with no brown spots on it. This banana will be ripe but not mushy and taste great!)

(The teacher needs to reinforce the positive statements students make and guide this discussion to help them find reasons to like fruits in addition to possible new ways in which they could prepare fruits to eat.)

- I. Ask another student to name a vegetable they like and why they like it (record the vegetable on the board). Repeat "B-D" above eliciting both the positive and negative reasons for liking that vegetable from students. Emphasize the positive reasons.
- J. Ask another student to name a fruit they like and why they like it (record the fruit on the board). Repeat "F-H" above eliciting both the positive and negative reasons for liking that fruit from students. Emphasize the positive reasons.



(Sections K. thru T. should take approximately 15 minutes of class time.)

- K. Tell students you want to discuss the various reasons why people like fruits & vegetables and why they do not like them. Ask students for reasons why people like fruits & vegetables and list their responses on the chalkboard. *(Possible answers: healthy, taste good, juicy, colorful, fun to eat, etc.)*

- L. State that they have listed many reasons why people like to eat fruits & veggies and it is important that they eat fruits and veggies. One of these reasons is that fruits & veggies help them grow strong and healthy because:

STATE:

Fruits and Veggies have:

- Carbohydrates (for energy).
- Vitamin A (for your skin and eyes).
- Vitamin C (to help heal cuts and help prevent infections).
- Iron (for your blood cells).
- Calcium (for your bones, teeth, muscles, heart).
- Potassium (for fluid balance in your body; and for your heart, nervous system, and kidneys).
- Fiber (to help with digestion and to help protect us against some diseases such as some cancers).
- Fruits and veggies are
 - High in fiber
 - Low in fat
 - Low in sodium
 - Naturally sweet

- M. Ask students if they know how many servings of different fruits and veggies they should have every day. Write their answers on the overhead projector or chalkboard.

STATE:

Health specialists (such as the National Cancer Institute) recommend that all adults and children eat at least:

**Two servings of different fruits every day and
Three servings of different vegetables every day
For a total of at least
Five servings of different fruits and vegetables every day!**

N. Remind students that:

STATE:

- There are so many positive reasons for eating fruits and veggies, it is important for each of us to find the fruits and veggies that we like to eat and to eat them!
- No one will like every fruit and veggie, but everyone needs to find the fruits and veggies they like to eat.
- To add some variety to your favorite fruits and veggies try them prepared in different ways, like raw rather than cooked or vice versa; or try them with low fat dips or sauces.
- It's also a good idea to try new fruits and veggies. It's just like all the new cereals that come on the market - you don't know if you'll like them unless you try them. You won't know what new fruits or veggies you like unless you try them.
- You may need to try the same fruit or veggie more than once (*it may just not taste good to you the first time or you may have gotten a "bad" one from the store*), or try it prepared in a different way (*you may not like cooked broccoli/ carrots, but you'll eat them raw; you may not like plain spinach but you may like it cooked in vegetable lasagna.*).
- Since everyone's tastebuds change as they get older, you may also find that there are certain fruits and veggies that you used to dislike, but that now you like (or may like in the future). That's another reason to give fruits and veggies "another try"!

O. Ask students if they remember the **GIMME 5** program they participated in last year in fourth grade and the special **GIMME 5** rap they learned. Ask the class to recite the rap (see next page):

***GIMME 5* that's what I say,
At least five servings every day.**

**Make it five for you and me,
Fruits and veggies are the key!**

**Cooked or raw, frozen or canned,
Three veggies daily and I'll feel grand!**

(Optional) Ask all students to turn to their neighbor and say "**GIMME 5.**"

P. Announce that there is a new addition to the rap for this year's *GIMME 5* program, and display **Transparency #1**.

1. Ask the class to "rap" together the **GIMME 5 Fruit and Veggie Rap** with its additional lines:

***GIMME 5* that's what I say,
At least five servings every day.**

**Make it five for you and me,
Fruits and veggies are the key!**

**Cooked or raw, frozen or canned,
Three veggies daily and I'll feel grand!**

**Apples and bananas, peaches and kiwi,
Two fruits each day, the choice is easy!**

***GIMME 5!* Yes, every day,
Five fruits and veggies that's the way!**

**They taste so fine; they're fun to eat.
Fruits and veggies can't be beat!**

Q. Inform students that in this year's *GIMME 5* program they will form three **F&V Teams** that will compete to try to eat more fruits & vegetables. Divide the class into three teams, however is best for your classroom.

R. Explain that each team needs to come up with a "F&V" name for their team, for example, "Power Potatoes" or "Rad Raspberries".

- S. Give the students a few minutes (as time permits) to develop a name for their team. Write their team's name on their **GIMME 5 F&V Team** chart.
- T. Explain that they will have the opportunity to do a variety of Family Fun **Activities** in the **GIMME 5** newsletters. For completing these activities, they will earn points for their **F&V Team** towards a certificate during the last week at Session 12.

ACTIVITY 2: NEWSLETTER/FAMILY FUN ACTIVITIES & SUMMARY
(15 MINUTES TOTAL)

Purpose: To introduce students to this year's **GIMME 5 Daily, Number 1** family newsletter with the Family Fun Activities #1 and to briefly review the main points of this session.

- A. Inform students that this year's **GIMME 5** program includes another weekly newsletter to take home and share with their family.
- B. Distribute the **GIMME 5 Daily, Number 1** and quickly highlight the sections of this new issue.
- **Hey Parents - What's Up?** - The Outrageous Orange will tell your family what's going on each week in your **GIMME 5** class at school.
 - **Did You Know?** - Will help you select fresh fruits & veggies, like the ones that you will talk about and taste in class, at the grocery store.
 - **Food Guide Pyramid Pointers** - Each week this will focus on a section of the Food Guide Pyramid and how it fits into your and your family's diets. This week focuses on the bread, cereal, rice & pasta section. There is also a word puzzle for you to complete!
 - **GIMME 5 Parents Page with a recipe and the Fruit & Veggie Tips** - Gives you tips on how you can get more fruits & veggies into your diet.

C. Point out the **GIMME 5 Family Fun** section of the newsletter and the **GIMME 5 F&V Team** chart.

1. State that each week in the **GIMME 5 Family Fun Activities**, there are two special activities about fruits & veggies that they should do together with a parent and other members of their family. One activity will always be a recipe for them to make with their family. They will earn ten (10) points for each activity they complete and this will be added to their **F&V Team's** chart.
2. Explain that after they complete these activities with their parent, the student and their parent should sign and date the **GIMME 5 Family Fun Activities coupon** at the bottom of their newsletter, cut it out and return it to class to get their points. (If a parent is unable to participate, the student may do the activities with another adult.)
3. Tell students that they should try to complete the activities with their parent (or another adult) as soon as possible or before the **GIMME 5** class next week.
4. Stress that they should bring the signed coupon back to class, and show students where you want them to place them when they return them.



*(You may want to put a manila envelope labeled "Family Fun coupons" under the **F&V Team** chart, or designate a box or basket in your classroom where students should put their signed coupons when they return them.)*

- D. Explain to students that for each **GIMME 5 Family Fun Activity** they complete during the **GIMME 5** program, they will receive 10 points each for their **F&V Team**, and a certificate during the last session of the **GIMME 5** program.
- E. Urge students to be sure to take their newsletter home today and find some time this week to enjoy reading it together with their family (e.g. in the car on the way home, while their parent is fixing dinner or packing lunch for the next day) and doing the **Family Fun Activities #1** with their parent.
- F. Allow students time to put their newsletter in a place where they will remember to take it home. (Example: book bag or homework folder.)

G. Review that today they started ***GIMME 5***, a special fifth grade program about the fun, the importance and the benefits of eating at least:

**Two servings of different fruits and
Three servings of different veggies every day
For a total of at least
Five servings of different fruits and vegetables every day.**

H. Explain that they will be participating in fun, interesting activities that emphasize eating lots of different fruits & veggies during this year's ***GIMME 5*** classes, which will be two times a week for the next six weeks. Inform students when the next class will be.

I. Distribute a ***GIMME 5 magnet*** to every student.

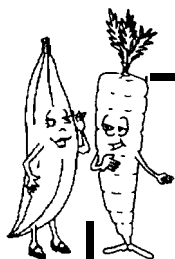
1. Explain that this is a special reminder of the ***GIMME 5*** program for the fifth grade that they began today.
2. Suggest that students use it to display their ***GIMME 5 DAILY*** on their refrigerator each week.



NOTE to TEACHER about session 2:

Preparations for the snack taste testing activity for session 2 include:

- Request food items and supplies from school food service three to four weeks prior to this session. (Use the GREEN "Fruit & Veggie Snack Order Form" at the end of session 4.)
- Check with your food service manager and staff first thing on the morning of the snack taste testing session to be sure everything is in order.
- Check any last minute arrangements for delivery of the food to your classroom.
- Arrange for cafeteria space if you are unable to implement these activities in your classroom.
- Schedule "room parents, volunteer, or teaching assistant" to assist you with these activities.
- (Optional-If your school food service is unable to provide you with the foods and ingredients necessary to prepare the recipes, ask your local grocery store to donate them).



GIMME 5

Fruit and Veggie Rap

GIMME 5 that's what I say,
At least five servings every day.

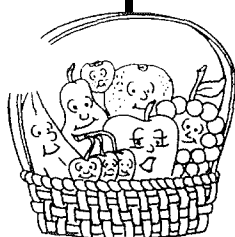
**Make it five for you and me,
Fruits and veggies are the key!**

**Cooked or raw, frozen or canned,
Three veggies daily and I'll feel grand!**

**Apples and bananas, peaches and kiwi,
Two fruits each day, the choice is easy!**

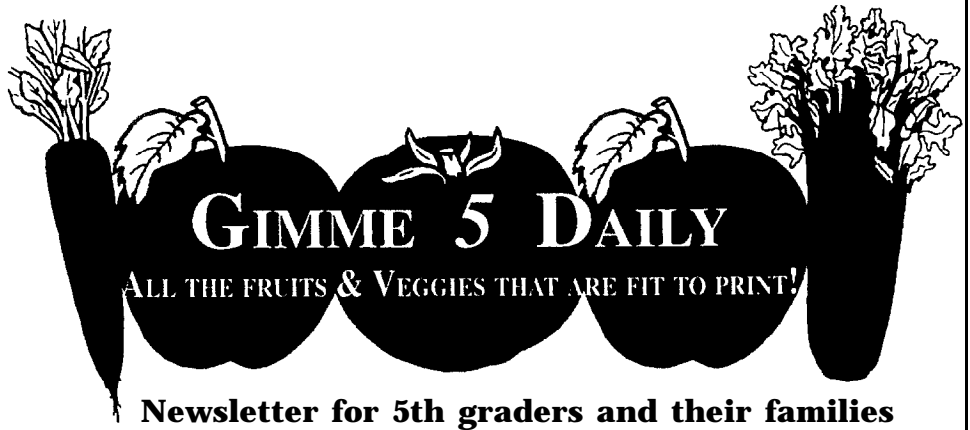
GIMME 5! Yes, every day,
Five fruits and veggies that's the way!

**They taste so fine; they're fun to eat.
Fruits and veggies can't be beat!**





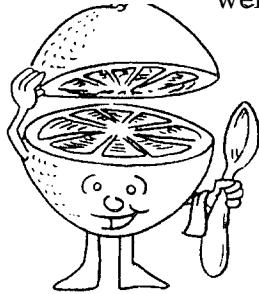
Number 1



Newsletter for 5th graders and their families

Hey Parents - What's Up?

Hi, I'm Outrageous Orange and I want to welcome you back to the **GIMME 5 F&V** program! Your fifth grader is participating in this program at school over the next six weeks. The **GIMME 5** program is funded by the National Institutes of Health in collaboration with Rollins



School of Public Health of Emory University. The National Cancer institute recommends that everyone eat at least five servings of different fruits and vegetables every day. And that's what the **GIMME 5** program is all about, eating at least five servings of fruits & vegetables every day!

Each week, you and your child will receive the **GIMME 5 Daily** newsletter containing lots of tips and Family Fun Activities to help your family learn to eat more fruits & vegetables. When your child completes the Family Fun **Activities**, both of you will sign **Family Fun** coupon and your child will take it back to class. For each activity they complete, they will be given 10 points for their F&V Team at school. At the end of the **GIMME 5** program, your child will receive a first, second or third place award based on their teams' total points.

Look for these activities on page 3 and complete them together!

We hope you and your family will enjoy this year's **GIMME 5 Daily!** Why not post it on your refrigerator with the **GIMME 5** magnet your child brought home with this newsletter!

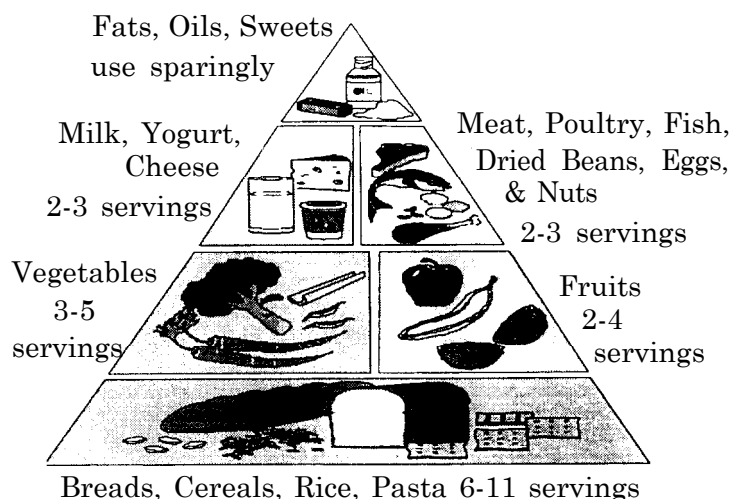
COMING THIS WEEK!

Andrew Lang from the Atlanta Hawks in "**Jumpstart Your Day With Fruit!**", the first video for this year's **GIMME 5** program. Complete the postcard enclosed with the video and have your child return it to school for a free drawing!

? Did You Know? ?

Kids go "ape" over bananas! Don't monkey around at the grocery store; choose bananas that are free from bruises and not quite a full yellow. Ripen on your kitchen counter at room temperature. When they're as ripe as your family likes them, store in the refrigerator; the skin will turn dark brown, but the banana will still be "a-peeling"!

Food Guide Pyramid Pointers



Healthy eating just got easier-by following the Food Guide Pyramid! Each of the 5 major food groups list what and how much your family should eat each day. Each group provides some-but not all-of the nutrients your family needs, so foods from each group are important to your family's good health!

Bread, Cereal, Rice & Pasta

(6-11 servings per day)

Calling all bread and pasta lovers! Kick up your heels and dance around the dining room; health professionals recommend that foods from this group provide the "bulk" of your diet. Low in fat and loaded with carbohydrates & fiber, these foods provide energy your family needs to keep working, studying and playing all day long.

What is a serving?

- 🍏 1 ounce of ready-to-eat cereal
- 🍏 1/2 cup of cooked cereal, rice or pasta
- 🍏 1 slice of bread or small roll
- 🍏 1/2 bun, bagel or English muffin

Healthy Habits

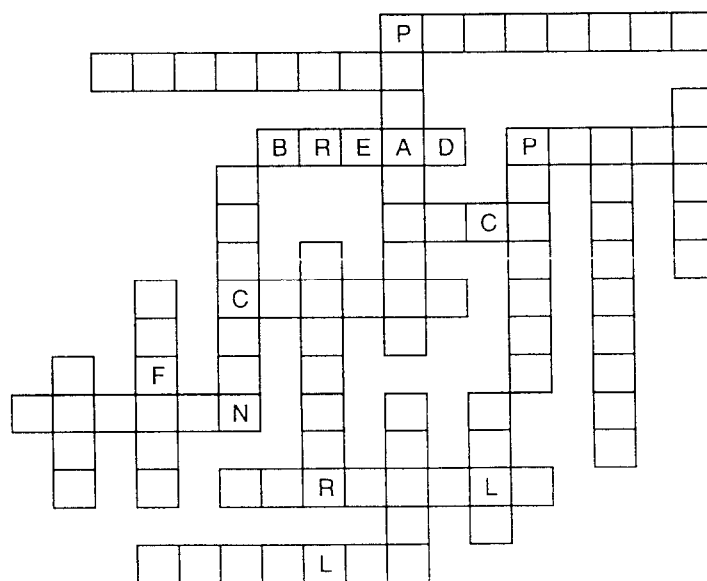
- 🍏 6-11 servings sounds like a lot, but try cereal & toast for breakfast, 2 slices of bread on a

sandwich at lunch, and 1 cup of pasta at dinner for a total of 6 servings!

- 🍏 Fill up on fiber by including whole grain products daily. Look for 100% whole grain flour as the first ingredient on labels.
- 🍏 Select low fat choices like bread, bagels and cereal. Baked goods like muffins, cakes and cookies count as part of this group but are usually high in fat and should be eaten less often.
- 🍏 Serve pasta & rice dishes as your main entree or add to soups, stews and casseroles.
- 🍏 Try to eat the foods from this group with no added fats, e.g. margarine or oil, for a delicious low fat, low calorie food.

Pyramid Puzzle!

Fill in the puzzle using the words below from the Breads, Cereals, Rice & Pasta Group!



- | | | |
|----------|-----------|-----------|
| bagel | muffin | pretzel |
| buns | noodles | rice |
| cereal | pancakes | roll |
| cracker | pasta | spaghetti |
| grits | pitabread | tortilla |
| macaroni | popcorn | waffle |

GIMME 5 Family Fun Activities

Hey kids! Here's your chance to earn points for your **F&V Team** at school! Each week you'll find **GIMME 5 Family Fun Activities** for you to do with your parent or another adult. You have one week to do the activities together. After you complete them, sign your name and have your parent (or other adult) sign theirs. Cut out the coupon below and return it to class. You earn 10 points for each completed activity!

This week's activities are:

1. Take a fruit & veggie inventory in your home and write down below all the fruits & veggies that you find. Don't forget to look in the cupboard, in the refrigerator or on the countertop. Then select a fruit and veggie you'd like to have at home to eat and add them to your family's shopping list. (10 points)
2. Make "Crispy Cheese Spuds" together for your family to eat for dinner. (10 points)



Hey parent! Your child will need your help to complete the **Family Fun Activities**. These homework activities are to help your child learn to like and eat more fruits and vegetables (F&V)! We know that if we like a food, we'll eat it more often.

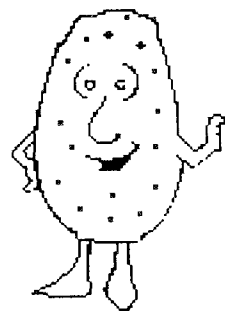
So how can you help your child? First, serve their favorite F&V more often. Second, prepare new F&V's in the same way you prepare your child's favorite F&V! It will look familiar and they may be more likely to try it! And they may like the new favorite fruit or veggie! Third, prepare their favorite F&V in different ways, using herbs and spices or a low fat sauce. Fourth, serve raw veggies more often. Many children like the "crunch", especially with their favorite lowfat dip.

Crispy Cheese Spuds

Makes 4 servings

You need:

- 2 medium potatoes (about 2/3 pound)
- 2 teaspoons oil (or use vegetable oil spray)
- 2 tablespoons grated Parmesan cheese
- Black pepper to taste



Directions:

1. Wash potatoes and then have an adult cut them in half lengthwise.
2. Brush or spray the cut potato surfaces with oil.
3. Sprinkle cheese over top of potatoes.
4. Place in an oven baking dish.
5. Ask an adult to help you bake the potatoes at 375 until they are done (about 30-45 minutes; use a fork to poke the potato - if it goes in easily, the potato is done).
6. Sprinkle with pepper if you want and serve immediately.



GIMME 5 Family Fun We did it!

#1

☐ We made "Crispy Cheese Spuds" (10 pts)

☐ Fruit & Veggie Inventory (10 pts)

Fruit & Veggies we have at home:

_____	_____
_____	_____
_____	_____

Fruit & Veggie we plan to buy and eat:

_____	_____
_____	_____
(child's signature)	(parent's signature)

GIMME 5 Parent Page

Each week you will find a recipe here that helps your family meet the goals of the Food Guide Pyramid (from page 2) and eat at least 5 servings of fruits and vegetables every day! This weeks recipe combines pasta with lots of fresh (or frozen) vegetables for a great dinner dish your family will love!

Pasta Primavera

Makes 4 servings

You need:

- 1 cup broccoli florets (fresh or frozen)
- 1 cup carrots, sliced (fresh or frozen)
- 1 cup mushrooms, sliced (fresh or canned)
- 1 cup chopped red pepper (fresh or frozen)
- 2 cups of cooked pasta of your choice (try some of the more unusual shapes!)

Sauce:

- 1 Tbsp. each flour, margarine
- 1 cup skim milk
- 1 tsp. each basil, oregano
- 1/8 tsp. black pepper
- 2 Tbsp. Parmesan cheese

Directions:

Steam vegetables in a saucepan or in the microwave until tender but crisp. Meanwhile, cook pasta according to the package directions. In a small saucepan, melt margarine; blend in flour. Gradually stir in milk and seasoning. (Do not add cheese at this time.) Cook over medium heat, stirring constantly, until sauce thickens. Remove from heat and stir in cheese. Pour sauce over vegetables. Drain pasta and add to the vegetables and sauce, mixing together.

An official 5 A Day recipe that provides 2 vegetable servings and 1 pasta serving from the Food Guide Pyramid.

Fruit & Veggie Tips

Eating at least two servings of fruit and three servings of veggies each day is a very important part of a healthy diet. Try seasoning your fruits and veggies the low fat way with herbs, spices, juices or flavored vinegars!

Gimme 5...To Trim The Fat

"Lowfat", "Light", "Fat-free"! These words are everywhere. But what's it all about? Check out these reasons to season your diet with less fat.

- 🍏 Eating less high fat foods leaves more room to fill up on fruit, vegetables, whole grain breads and cereals, and lowfat dairy products.
- 🍏 A lowfat diet that contains lots of fruits and vegetables may reduce your risk of certain cancers, especially breast, colon and prostate.
- 🍏 If you're watching your weight, lowfat is the way to go! High fat diets typically are high calorie diets.
- 🍏 Eating less fat-especially the saturated fat in meats, dairy products and butter-may reduce your cholesterol level. And that means less risk of heart disease.
- 🍏 You'll feel better knowing you're doing the "light" thing for you and your family!

Que "Pasta"?

1. What's the name of the new program?

2. How many servings of breads, cereals, rice and pasta should a person eat every day?

3. How much cooked pasta equals one serving?

4. What are **Family Fun Activities**?



FIFTH GRADE, WEEK ONE:

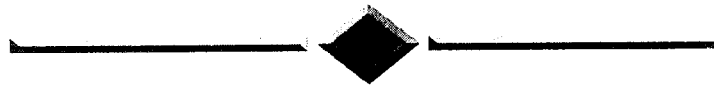
"FRUITS & VEGGIES?..."

No PROBLEM!"

BEHAVIORAL OBJECTIVES

Students will be able to:

1. Review the fun, the importance, and the benefits of eating at least five servings of different fruits and veggies every day.
2. Identify ways to ask for fruits to eat by problem solving ideas and completing the dialogue in the "comic capers".
3. Take home video #1, **"Jumpstart Your Day With Fruit!"**, to watch with their family.
4. Taste and evaluate a fruit & a veggie snack recipe in class.



SESSION OUTLINE

Suggested Time	Activities	Visual Aids	Student Materials
2	1. Review F&V Benefits	Overhead Projector Transparency #2	Worksheet 1 Student video copies
25	2. Problem Solving Comic Capers		
3	3. "Jumpstart Your Day With Fruit!" (video #1)		
15	4. Taste Testing	Snack Ingredients and Supplies	Fruit & Veggie Recipe Worksheets 2 & 3

45
Minutes

ACTIVITY 1: REVIEW OF F&V BENEFITS (2 MINUTES TOTAL)

Purpose: To review the importance of eating at least five servings of different fruits and vegetables every day.

- A. Review briefly that their fifth grade **GIMME 5** program will involve activities that emphasize the fun, the tastiness, the importance and the benefits of eating fruits and veggies.

EMPHASIZE:

- Who can tell me how many fruits and vegetables we should eat every day?
(At least three different veggie servings and at least two different fruit servings for a total of at least five different servings of fruits and veggies every day!)
- Why is this program called **GIMME 5**?
*(This program is called **GIMME 5** because everybody should eat at least five servings of different fruits and vegetables every day.)*
- Fruits and veggies are colorful, tasty, crunchy, juicy, and are easy and fun to eat!
- Fruits and veggies are high in fiber; low in fat, sodium, and sugar; and contain many vitamins and minerals that help your body grow healthy and strong.
- Remember that it is important for everybody to eat at least five servings of different fruits and veggies every day.

ACTIVITY 2: PROBLEM SOLVING COMIC CAPERS (25 MINUTES TOTAL)

Purpose: To have students practice their problem solving skills by brainstorming solutions and writing the dialogue for the last frames of the F&V comic capers.

A. Emphasize that one of the main reasons many people do not eat more fruits and veggies is that sometimes the fruit or veggie they would like to eat is not available or not accessible in a ready to eat form, like peeled and cut up carrot sticks in a baggie in the refrigerator.

1. Inform students that a solution to this problem may be to ask that the fruit or veggie they would like to have to eat be available or accessible to them.
2. Explain that there are many ways for students to eat more fruits or veggies every day. They can ask for a fruit or veggie, try a new fruit or veggie to eat, or reach a goal they set to eat more F&V. If they ask for a fruit or veggie, they must remember to be pleasant, positive and realistic when they ask.



NOTE to TEACHER about problem solving:

The problem solving rap "**Rap Up Your Problems**" is designed to help students learn and easily recall the steps to problem solving. Problem solving involves the following components:

1. Recognizing a problem exists.
2. Assessing why the problem occurred.
3. Generating multiple solutions for possibly solving the current problem.
4. Picking the solution that appears to be the best way to solve the current problem.
5. Trying out the new solution to solve the current problem.
6. Evaluating how this solution helped solve the current problem. If it did, great! Continue to use this way to accomplish the task. If it did not solve the problem, go back to the beginning of the "**Rap Up Your Problems**" and find another solution! Keep evaluating and trying different solutions until the problem is solved!

The key step in this process is #3. The more solutions the students generate, the more likely it is that they will find a reasonable and workable solution to their problem.

Please help the students think through the use of th! "**Rap Up Your Problems**" for reaching all of their goals they will be setting with this curriculum. Also encourage them to use it in other areas of their lives.

B. Present the "**Rap Up Your Problems**" rap on the next page to the students as a way to learn to solve various problems they may encounter as they try to reach their goals.

STATE:

- We are going to learn another rap today. If you didn't reach your goal or had problems reaching it, this rap will help you figure out the problems you had and what you can do about them to reach your goal,
- Let's look at the rap and repeat it together! (*Display Transparency #2*)

RAP UP YOUR PROBLEMS!

Here's the password to success,
Make a goal, then try your best.

If at first you don't succeed,
Here's the rap that you will need!

I'll analyze, I'll think a bit,
And figure out what didn't fit!

What else would work, now let me see,
There must be other ways for me!

I'll choose the best, I'll use my head.
I'll try a better way instead.

I'll make a plan, I know just how.
I'll reach my goal, I'm ready now!

- C. Discuss the meaning of each of the lines of the rap and how students can use it to help them solve their problems in reaching their goals.

ASK:

- What do you think the first two lines of the rap mean? (*They need to think over the reasons why they didn't reach their goal. What kind of problems are they having? Was the goal too difficult? What happened or didn't happen that kept them from reaching their goal?*)

ASK (continued):

- What do you think the next two lines (lines 3 & 4) mean? *(They need to think of as many different ways as they can to help them overcome their problems to enable them to reach their goal. The more ways they can list as possible solutions for reaching their goal, the more likely they will find a workable solution to their problems.)*
- What do you think lines 5 & 6 mean? *(They should analyze all the different ways they thought of to solve their problem and decide which one of these ways they now think will work the best for their situation.)*
- And finally, what do you think the last two lines mean? *(They now need to think of a very specific plan of action that uses the new way to reach their goal. They need to decide what they must do to make sure that their new way and plan will help them reach their goal or solve their problem. They must think of how they are going to make their new plan as precise as possible: WHAT will they do; WHEN will they do it; WHERE will they do it; HOW will they do it.)*
- Now, let's repeat all of the lines of the rap together and think about what the lines mean and how you can use this to help you solve your problems you encounter when you are trying to reach your goals.

RAP UP YOUR PROBLEMS!

Here's the password to success,
Make a goal, then try your best.

If at first you don't succeed,
Here's the rap that you will need!

I'll analyze, I'll think a bit,
And figure out what didn't fit!

What else would work, now let me see,
There must be other ways for me!

I'll choose the best, I'll use my head.
I'll try a better way instead.

I'll make a plan, I know just how.
I'll reach my goal, I'm ready now!

- D. Inform students that they will try using this special **"Rap Up Your Problems!"** rap to problem solve several situations in some F&V comic capers. They must figure out a way the kids in the cartoon capers could get a certain fruit or veggie they would like to eat.
- E. Distribute **WORKSHEET 1: F&V Comic Capers** and read the directions out loud.

STATE:

- Read the F&V comic capers. Each one is about someone who wants to eat a fruit or veggie that doesn't seem to be available. Using the **"Rap Up Your Problems"** rap, think about all the possible solutions to their problem and write them down below the comic caper strip.
- Decide which two of your solutions are the best ones and fill in the first bubble for the person in the comic caper with one of these solutions. Write in the words that they could say to ask for the fruit or veggie to eat or to suggest a way they may be able to get the fruit or veggie to eat.
- Fill in the second bubble for the person in the comic caper with another of your solutions you developed using the **"Rap Up Your Problems"** rap. Write in the words that they could say, using your solution, to ask for the fruit or veggie to eat or to suggest a way they may be able to get the fruit or veggie to eat.

- F. Emphasize that the F&V comic capers give situations that students their age may find themselves in and to think about what they would do in that situation.
1. Read the **Example** F&V comic caper out loud (or have a student read it), and point out the student's words asking for some fruit juice.
 2. Explain that after they read each F&V comic caper, they should brainstorm all the solutions they can think of to complete the story and write them down on the lines below the comic strips. Remind them to use the **"Rap Up Your Problems"** rap to help them generate lots of possible solutions to the problem in the F&V comic caper. They will end by choosing two of their best solutions and filling in what they think the student would say to ask for the fruit or veggie.

3. Point out the empty bubbles in the last frames of each **F&V Comic Capers**. This is where they will write their best two solutions and the words they think each student would say to ask for the fruit or veggie.
 4. **(OPTIONAL:** If they have time after completing the comic capers, they could try creating their own comic caper that has a student their age problem solving and then selecting a solution for asking for a certain fruit or veggie to eat.)
- G. Instruct students to now complete the F&V comic capers **(as time permits)**.
- H. Discuss each of the F&V comic capers by calling on students (or ask for volunteers) to read how they completed one of their comic strips or how they wrote their own.
1. Ask for comments from other students about some of the dialogue students suggested.
 - a. Was it positive?
 - b. Was it realistic?
 - c. Would this work with you in your family?



SUGGESTIONS FOR THE TEACHER ABOUT EACH COMIC CAPER:

Comic Caper #1

Tell him that purchasing fruit in season can be very inexpensive.
 Tell him that you have to be concerned about the best buy for your money.
 Tell him that you prefer fruit, even if it costs a little more.
 Tell him that fruits taste good.
 Offer to look at the food labels of other snack and compare it to fruit.

Comic Caper #2

Offer to make a veggie dish you learned in GIMME 5.
 Offer to prepare a veggie dish he would like.
 Tell him veggies taste good and are fun to eat.
 Offer his favorite veggie with low fat dip.
 Tell him veggies are good for his health.

Comic Caper #3

Ask to go to a fast food restaurant with a salad bar.
 Ask to go to a cafeteria that has lots of veggies.
 Ask for help in finding veggies on the menu.
 Ask to stay home and help prepare some veggies.
 Ask to bring veggies with you to eat with the burgers.



CONTINUED SUGGESTIONS FOR THE TEACHER ABOUT EACH COMIC CAPER:

Comic Caper #4

Ask if there is any other fruit you like available.
Ask dad to buy apples next time at the grocery store.
Offer to go to the grocery store and buy apples.
Ask to put apples on the shopping list.
Ask if there is any canned or frozen fruits available.

Comic Caper #5

Offer her some veggies and low fat dip from home.
Recognize how hard it can be to get your 5 A Day, but how good they taste!
Tell her how important it is for her health to get your 5 A Day.
Offer to ride home with her to get her a fruit or veggie snack.
Offer to go to the store with her to get a fruit or veggie snack.

Comic Caper #6

Offer to find some other fruit or veggie in the refrigerator.
Ask him what fruit or veggie he has a taste for today.
Tell him how great carrots and your low fat dip taste.
Tell him how good fruits and veggies taste on an empty stomach.
Look on the counter, in the cupboard or freezer for other canned or frozen fruits.

Comic Caper #7

Ask to buy fruits and veggies that are already cleaned, cut up and ready to serve.
Ask for fruits and veggies that you can eat raw with low fat dip.
Offer to make a quick GIMME 5 recipe.
Ask for your favorite veggie or fruit salad from the deli section.
Tell him how important it is to take a few extra minutes to get your 5 A Day.
Ask him to pick up a veggie dish from the take out on the way to the movies.

Comic Caper #8

Tell her that orange soda has no fruit juice, just lots of sugar.
Tell her that you should drink 100% fruit juices.
Tell her that orange juice tastes better than orange soda.
Tell her you like orange juice better and it helps you reach your 5 A Day.
Tell her you'd prefer to find another vending machine that has 100% fruit juice.

2. Explain that when **asking**, it is important to think about how you ask for something, and that what you ask for is appropriate for the situation you are in at the time.
3. Discuss **(as time permits)** the following questions that students should consider before asking for fruits or veggies to eat.

ASK:

- Who does the food shopping in your home?
- Do they use a shopping list or just go get what they think of at the time?
- Is there a special day each week or month for food shopping?
- Where is the shopping done? Are fruits and vegetables sold there?
- How do you think whoever does the food shopping would respond to the ways you thought of to ask for fruits and vegetables?

- I. Post the students' completed comic capers in the classroom or hallway.
- J. Allot a total of 25 minutes for this activity. It is not necessary to have all students report their responses to the comic capers. Ask students to report as time permits.

ACTIVITY 3: "JUMPSTART YOUR DAY WITH FRUIT!" VIDEO #1
(3 MINUTES TOTAL)

Purpose: To introduce video #1, "Jumpstart Your Day With Fruit!" to the students with their homework assignment to watch it with their family.

- A. Tell the students that today they will be receiving their own copy of this year's first videotape to take home to watch with their family.

STATE:

- Each of you will receive your own copy of three different videotapes that go along with the **GIMME 5** program. Today you will receive the first one.
- Andrew Lang of the Atlanta Hawks is the "VJ" and students and their parents from your school are part of the **GIMME 5** team!
- This videotape is called "**Jumpstart Your Day With Fruit!**". It will show you:
 - what's great about eating fruit
 - how to help meet your 5 A Day goal by including fruit at breakfast
 - how to ask for your favorite fruit in different situations
 - how to make Rad Fruit Sundaes!
- Take your videotape home today and watch it with your parent(s) and family this week. It will have several activities that you will be asked to do with your family.
- Inside the video case, you will find a postcard. After you watch the videotape, complete the questions on the postcard with your parents and bring it back to class. We will have a prize drawing from all the returned postcards from our school at the end of the program!
- During our next **GIMME 5** class, we will talk about what you watched on the videotape and how you can use the information you learned about eating fruits.

- B. Distribute a copy of video #1 "**Jumpstart Your Day With Fruit!**" to each student. Allow students time to put their videotape in a place where they will remember to take it home. (Example: book bag or homework folder.)
- C. Encourage students to watch "**Jumpstart Your Day With Fruit!**" with their family this week.

ACTIVITY 4: TASTE TESTING (15 MINUTES TOTAL)

Purpose: To taste and evaluate a fruit & a veggie snack recipe in class.



NOTE to TEACHER about this session:

Preparations for the taste testing activity for session 2 include:

- Check with your food service manager and staff first thing this morning to be sure everything is in order for today's taste testing session.
- Check any last minute arrangements for delivery of the food to your classroom.

A. Explain to students that today's session includes a very special activity.

STATE:

- Today we will taste a fruit & a veggie snack recipe in class.
(It is important for children to find the many different ways they like fruit & veggies, so always encourage the students to taste at least one bite of each fruit & veggie snack recipe.)
- Then you will write on your **WORKSHEETS 2 & 3: Fruit & Veggie Snack Recipes** whether or not you like them, why you did or did not like them, if you would make it again at home, and what changes you would make to the recipe.

(You may want to write the evaluation questions on the chalkboard during the taste testing.)

B. Arrange time now for students to prepare for the taste testing activity by **washing their hands with soap and water and drying them sanitarly.**

C. Arrange (or have "room parents, volunteer or teaching assistant" arrange) the recipes and utensils on a table or classroom countertop.

D. Explain the procedure you want students to use to get their taste testing sample.

E. Distribute **WORKSHEETS 2 & 3: Fruit and Veggie Snack Recipes.**

1. **(OPTIONAL)** Discuss the parts of a recipe (ingredients, amounts, directions, number of servings, etc.) as necessary. Answer any questions students may have about reading recipes.
2. Explain that fruits & veggies can be prepared in many different ways. Many people like the same fruits & veggies, but prepared in different ways. Everyone needs to find the many ways they like their fruits & veggies prepared. This is what the **GIMME 5** program is all about - learning to find ways you like to eat your fruits & veggies!

F. Taste the fruit & veggie recipes and ask students to answer the evaluation questions at the end of each Fruit & Veggie Snack Recipe Worksheet.

G. Discuss some of their evaluations of the recipes. (Maximum 5 minutes)

ASK:

- What did you like about the recipes?
- If you didn't like them, what would you change to make them better?

H. Encourage students to make at home the fruit and veggie snack recipes they prepared today.

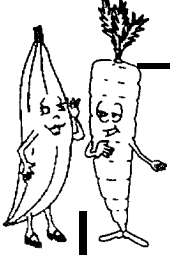
EMPHASIZE:

- These snack recipes taste good and are a fun way to enjoy eating more fruits & veggies!
- Fruits & veggies can be prepared in many different ways. During the **GIMME 5** program, we are trying to find a variety of ways that you and your family can enjoy fruits & veggies.

EMPHASIZE (continued):

- Ask your parent(s) to have cut up veggies in a glass or plastic bag and low fat dip already made in a container in the refrigerator for you when you come home from school for a snack, or to have various fresh or canned fruits available for you to eat.
- Try serving these fruit & veggie snack recipes to your friends or brothers and sisters after school, at parties, holiday get-togethers, family reunions, or anytime you need a great snack!

- I. Assign the clean up procedure that is most appropriate for your class.
- J. Review, during the clean up procedure, that this week they started the ***GIMME 5*** program which is all about the fun, the tastiness, the importance, and the benefits of eating at least five servings of different fruits and veggies every day.
- K. Remind students that their **Family Fun Activities #1** is due back by the next ***GIMME 5*** class next week, and give them the date of Session 3.



"Rap Up Your Problems!"



**Here's the password to success,
Make a goal, then try your best.**

**If you at first you don't succeed,
Here's a rap that you will need!**

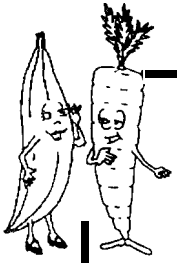
**I'll analyze, I'll think a bit,
And figure out what didn't fit!**

**What else would work, now let me see,
There must be other ways for me!**

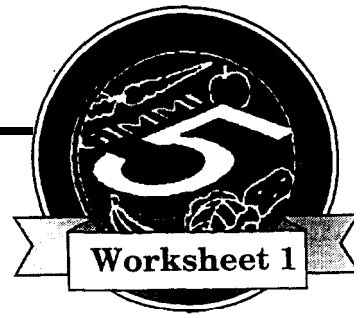
**I'll choose the best, I'll use my head,
I'll try a better way instead.**

**I'll make a plan, I know just how,
I'll reach my goal, I'm ready now!**



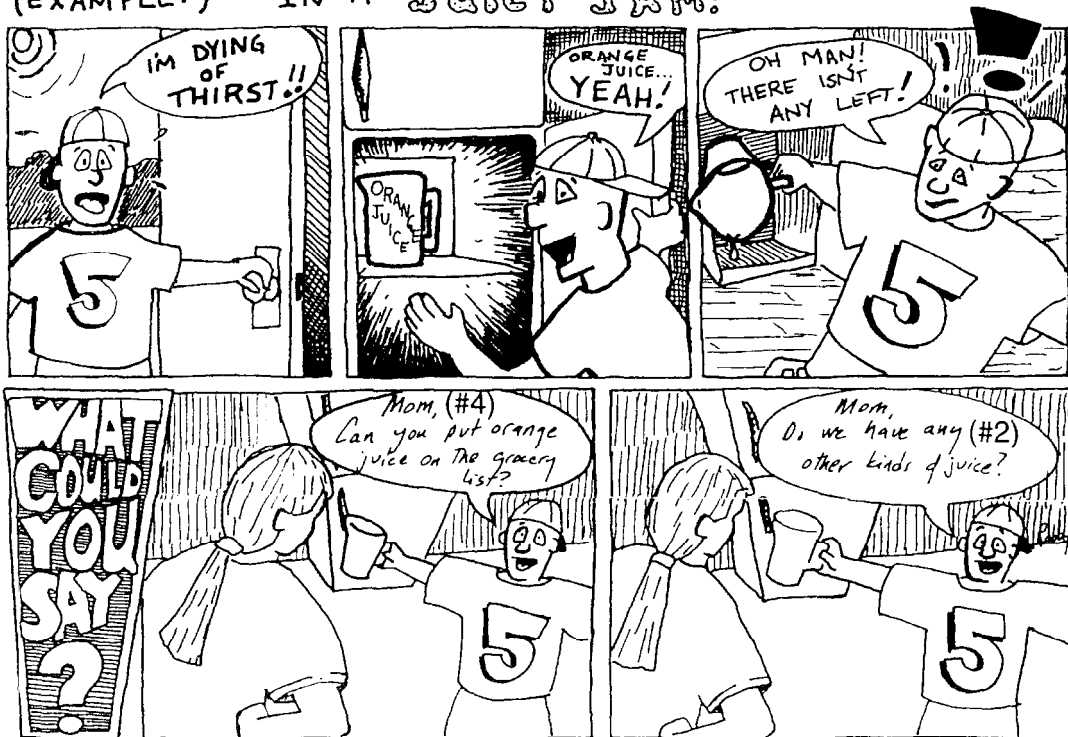


F&V Comic Capers!



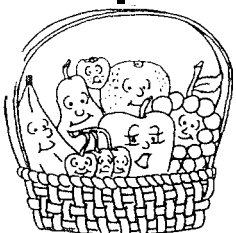
1. Read each comic strip. Each one is about a student who wants to eat a fruit or veggie that doesn't seem to be available.
2. Using the **"Rap Up Your Problems"** rap, list five different ways the student can solve the problem and write these solutions on the lines below each comic caper.
3. Choose your best two solutions and write in the empty bubbles the words for your solution that the student could say to get the fruit or veggie.

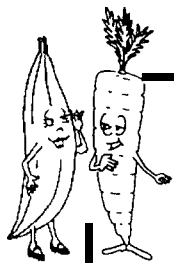
(EXAMPLE!) "IN A JUICY JAM!"



Possible solutions:

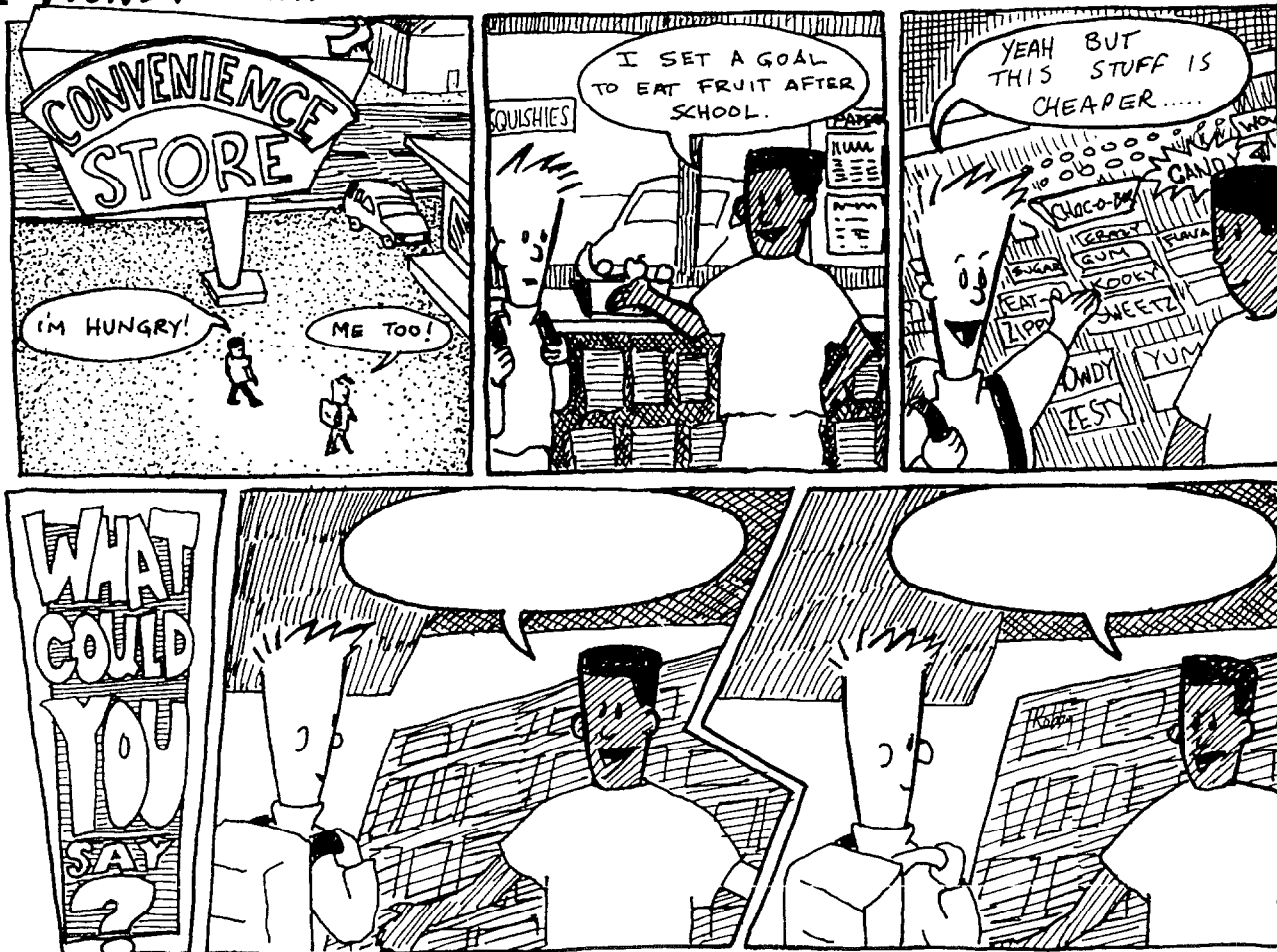
1. Spend your own money on orange juice at the local store
2. Ask for another kind of juice
3. Make a fresh pitcher of orange juice from the frozen can in the freezer
4. Ask to put orange juice on the grocery list
5. Offer to go to the store to buy some orange juice





F&V Comic Capers!

1 MONEY MATTERS

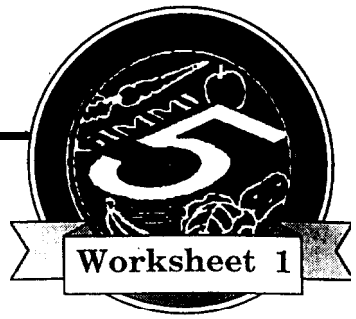
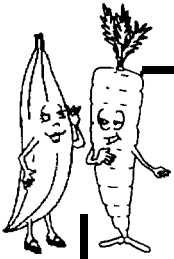


What are your five possible solutions for this Comic Caper?

1. _____
2. _____
3. _____
4. _____
5. _____

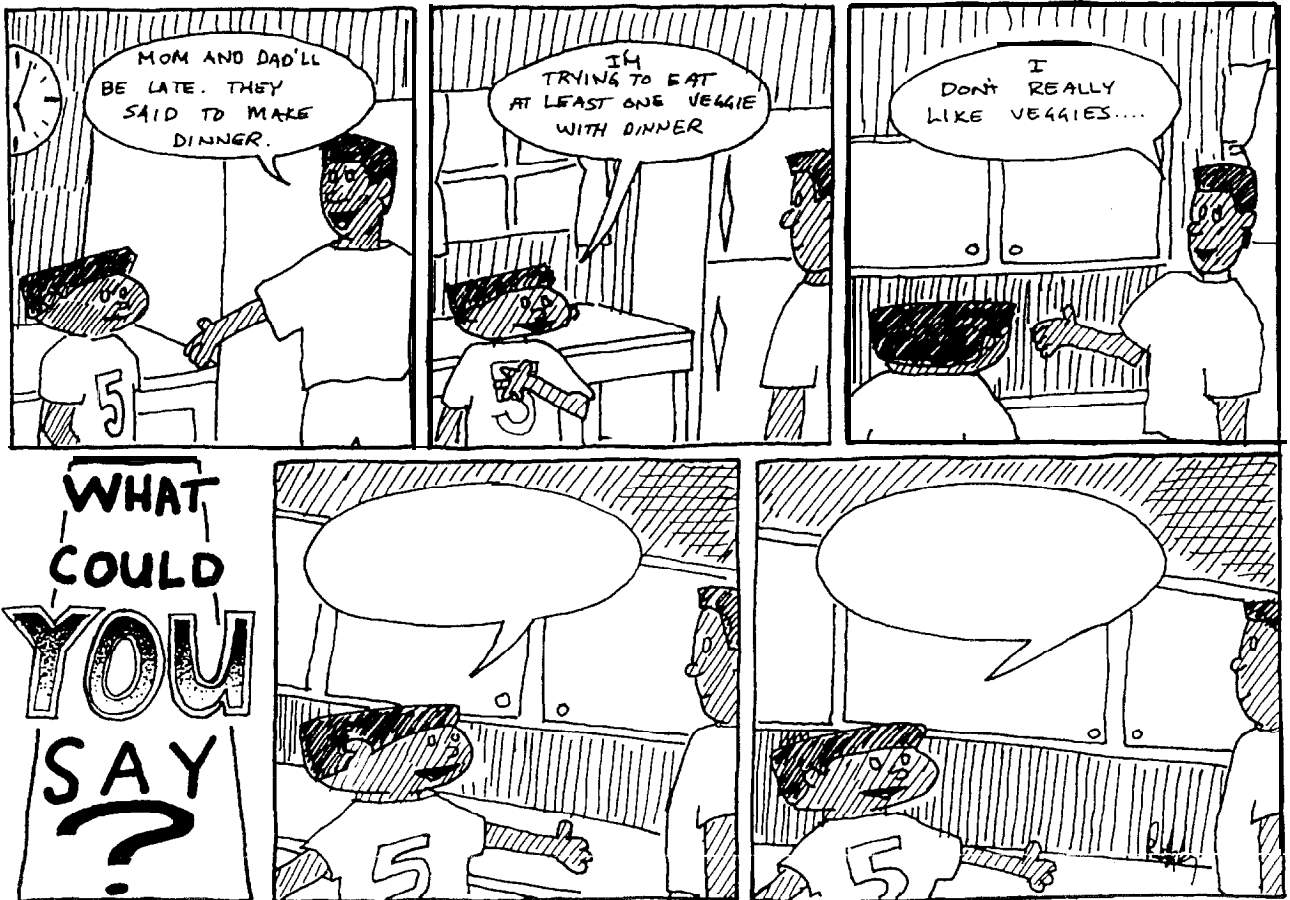
Choose your best two solutions and write them into the "bubbles" above!





F&V Comic Capers!

#2 THE DINNER DILEMMA

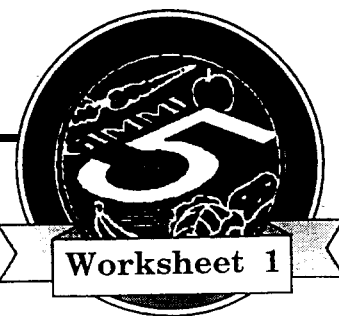
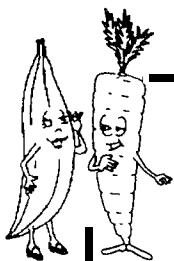


What are your five possible solutions for this Comic Caper?

1. _____
2. _____
3. _____
4. _____
5. _____

Choose your best two solutions and write them into the "bubbles" above!





F&V Comic Capers!

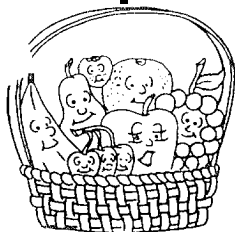
#3 FAST FOOD FINDS

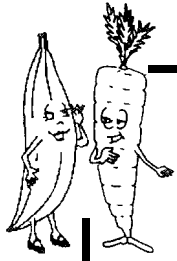


What are your five possible solutions for this Comic Caper?

1. _____
2. _____
3. _____
4. _____
5. _____

Choose your best two solutions and write them into the "bubbles" above!





F&V Comic Capers!

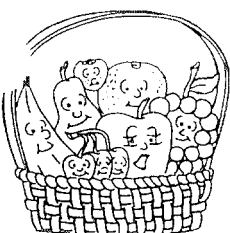
4 FRUIT BASKET BLUES

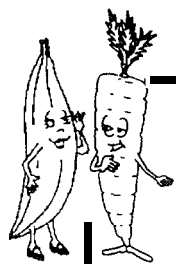


What are your five possible solutions for this Comic Caper?

1. _____
2. _____
3. _____
4. _____
5. _____

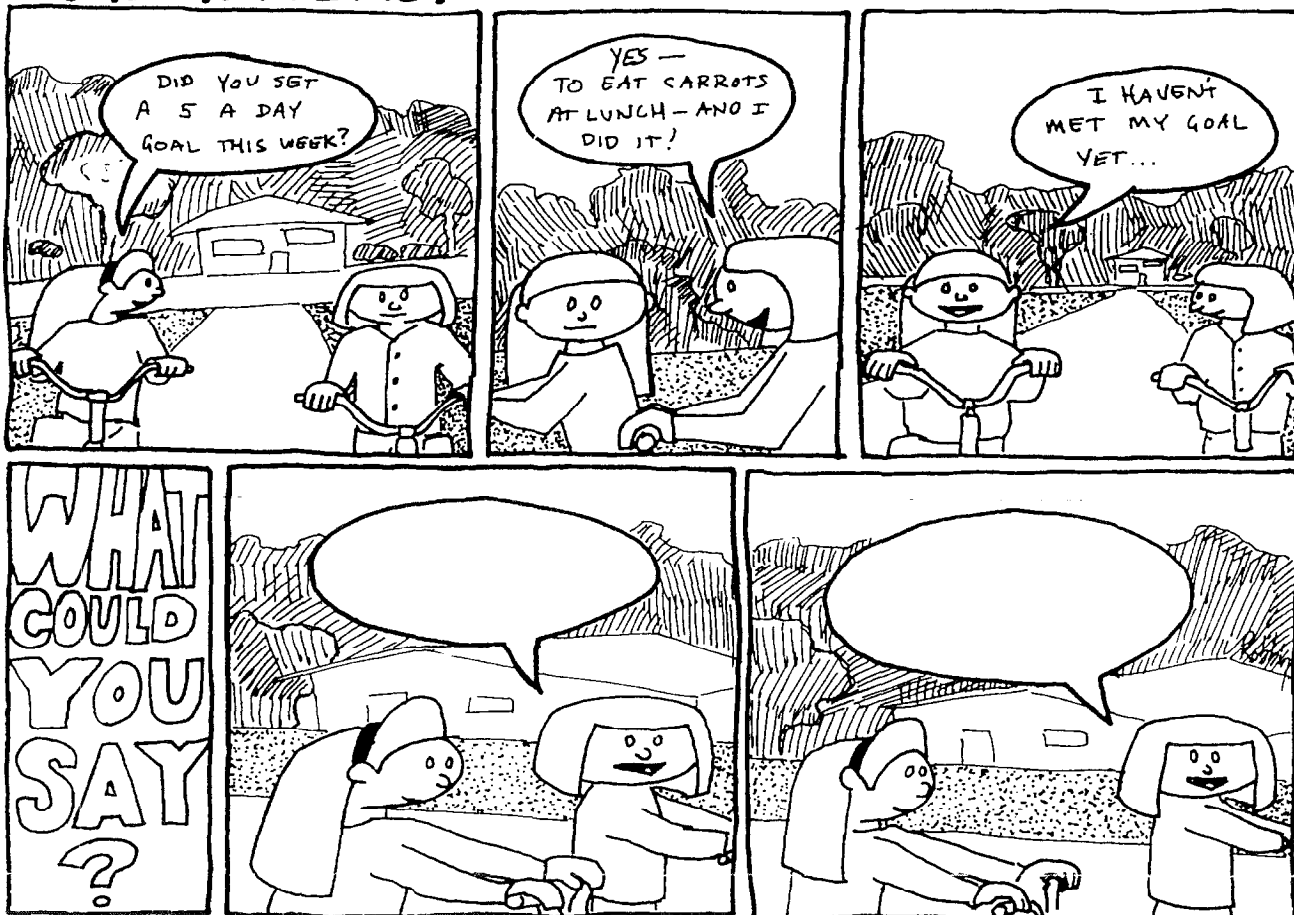
Choose your best two solutions and write them into the "bubbles" above!





F&V Comic Capers!

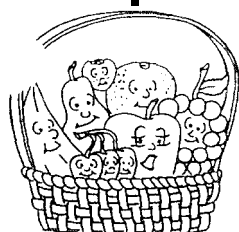
5 GOAL GETTERS!

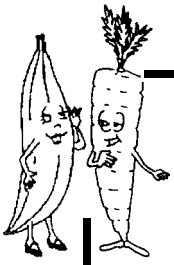


What are your five possible solutions for this Comic Caper?

1. _____
2. _____
3. _____
4. _____
5. _____

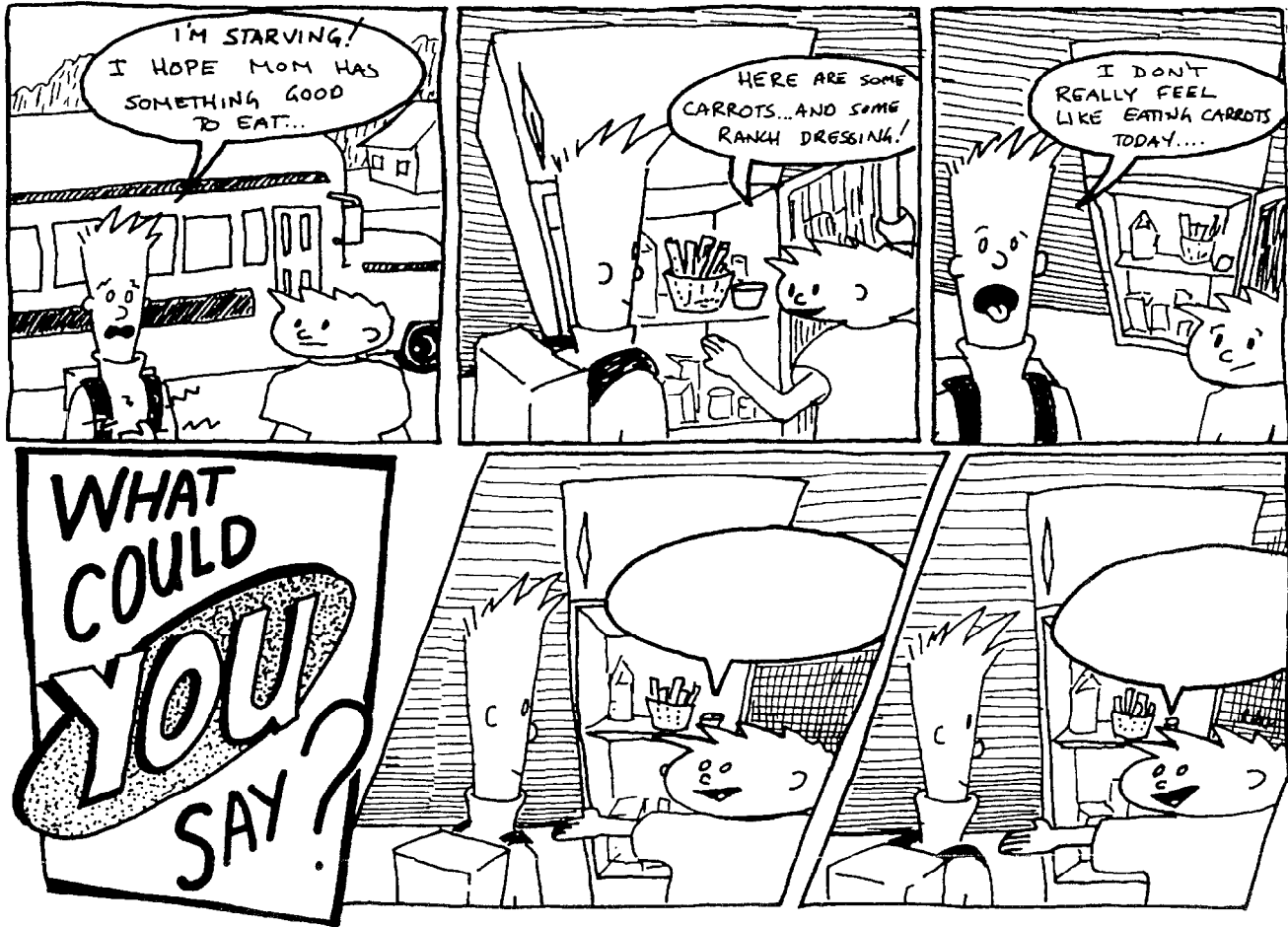
Choose your best two solutions and write them into the "bubbles" above!





F&V Comic Capers!

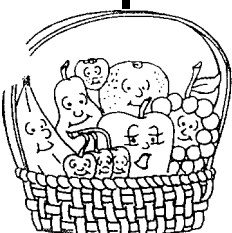
6 TASTEBUD TROUBLES!

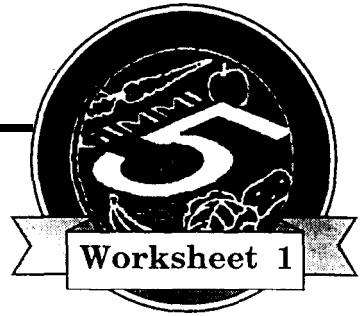
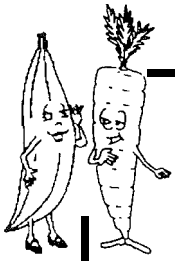


What are your five possible solutions for this Comic Caper?

1. _____
2. _____
3. _____
4. _____
5. _____

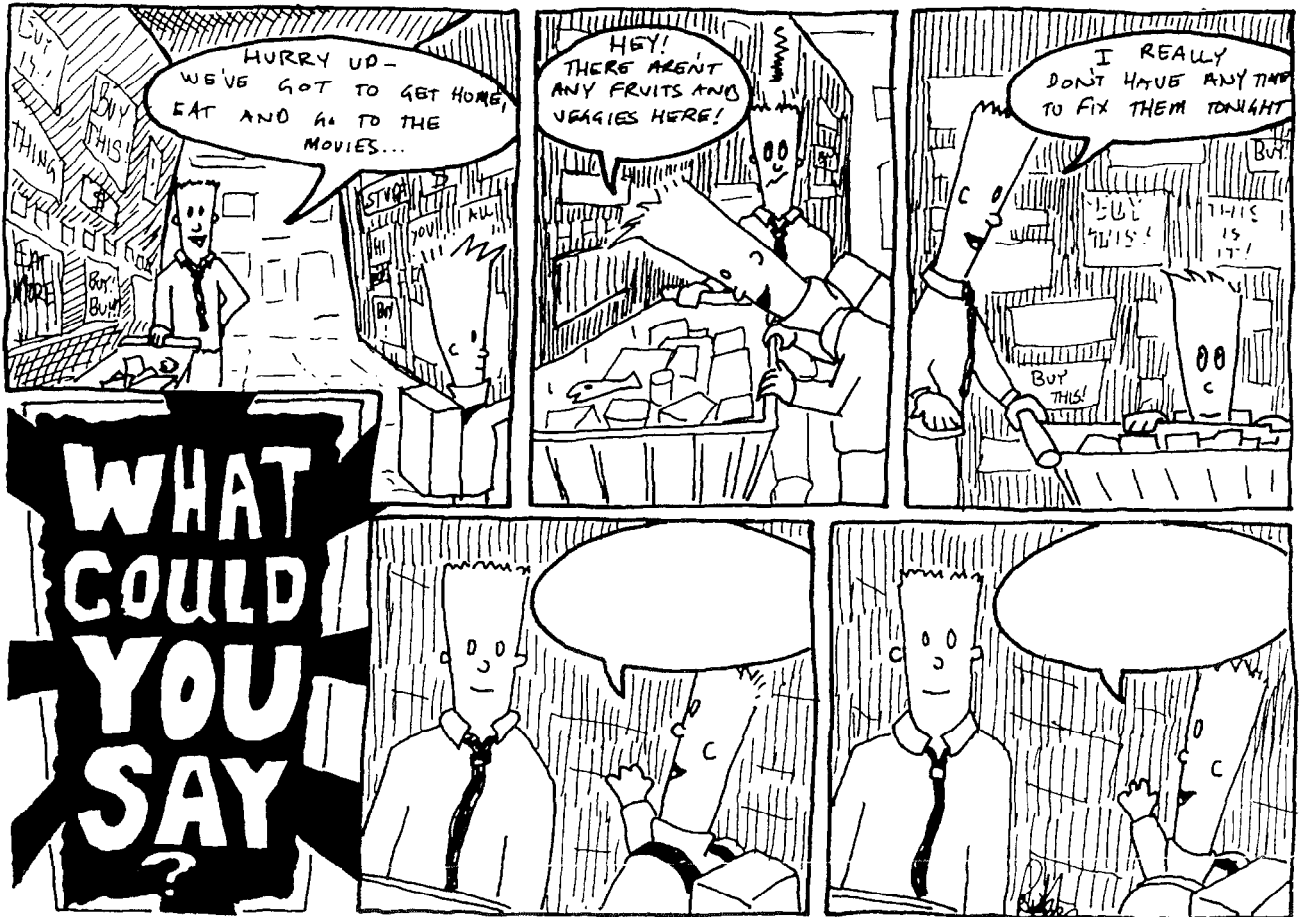
Choose your best two solutions and write them into the "bubbles" above!





F&V Comic Capers!

7 THE GROCERY CART

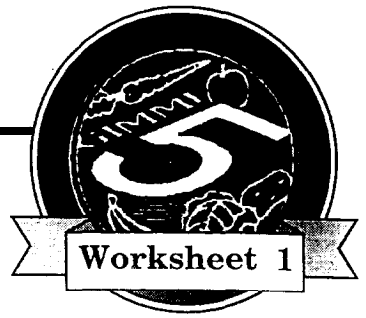
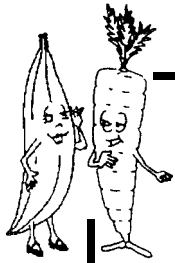


What are your five possible solutions for this Comic Caper?

1. _____
2. _____
3. _____
4. _____
5. _____

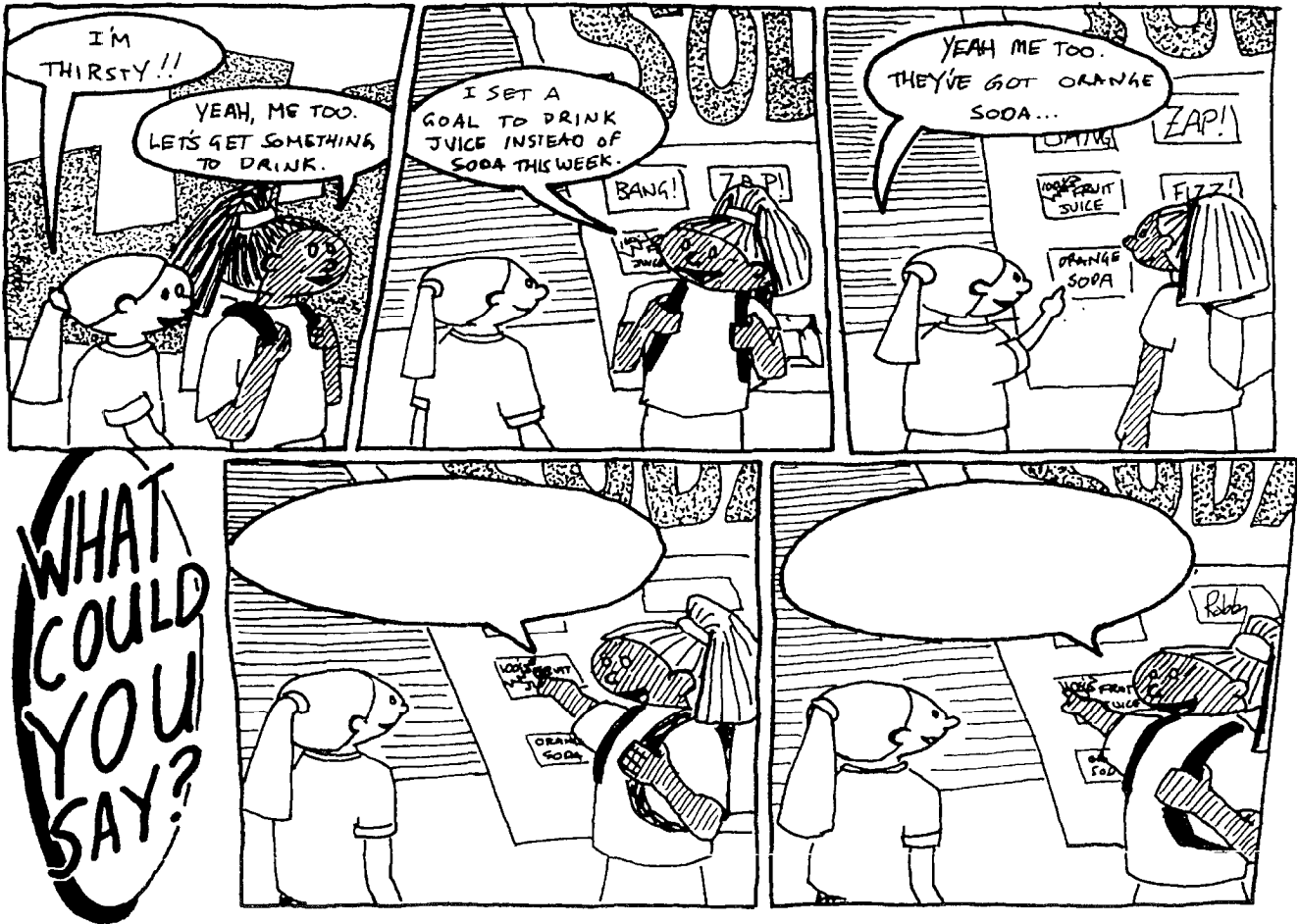
Choose your best two solutions and write them into the "bubbles" above!





F&V Comic Capers!

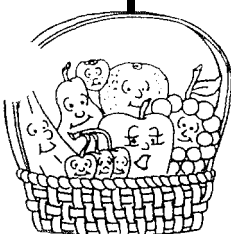
8 THINK BEFORE YOU DRINK!!

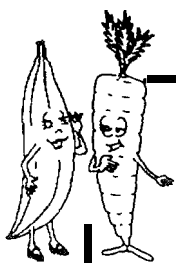


What are your five possible solutions for this Comic Caper?

1. _____
2. _____
3. _____
4. _____
5. _____

Choose your best two solutions and write them into the "bubbles" above!





Week 1, Session 2

Fruit & Veggie Recipe

Classroom Taste Testing

Food Service Recipe

Order Form

- Note to teachers:**
1. Turn this completed form in the week of _____ to your food service manager.
 2. If possible, try to schedule your class on the same day as the other 5th grade classes to make it easier for the food service staff to prepare the ingredients for the in classroom taste testings.
 3. If possible, try to make the recipes in your classroom as soon after the food service staff sends them to you to maintain the peak quality of the ingredients.

Recipes: Ring Around the Cinnamon

Fruited Carrot Salad

To: _____
(Food Service Manager and Personnel)

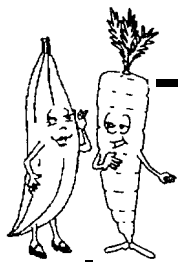
From: _____
(Teacher's Name)

(Room Number) (Number of Students)

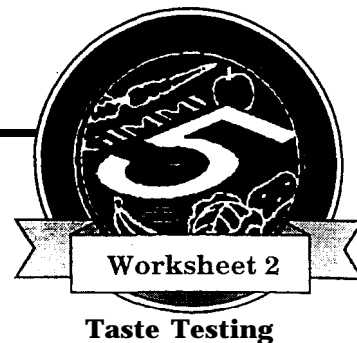
Today's Date: _____

Date Needed: _____
(Day of Week) (Date) (Time)





Name _____



Fruit Recipe

Ring Around the Cinnamon

You need:

- 1 - 16 oz. can pineapple slices, packed in its own juice
- 1/2 teaspoon cinnamon



Directions:

1. Drain the juice from the pineapple into a small saucepan.
2. Stir the cinnamon into the juice.
3. Add the pineapple slices to the juice in the saucepan. (The pineapple slices should be covered by the juice.)
4. Have an adult help you turn the stove top on high and carefully bring the mixture to a boil.
5. When it starts to boil, turn the heat to low and simmer for 10 minutes.
6. Serve the spiced pineapple slices hot or cold!

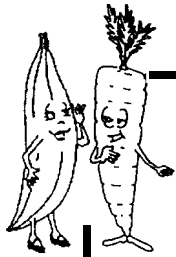
Makes 3 servings.

Did you like this recipe? _____

Why or why not? _____

Would you make it at home? _____





Name: _____



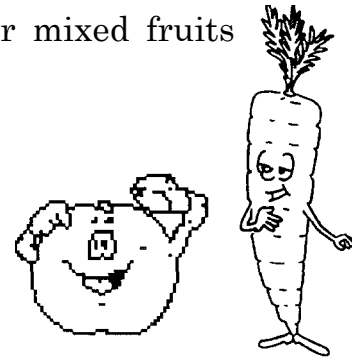
Veggie Recipe

Fruited Carrot Salad

adapted from a "California Fresh Carrot Advisory Board" 5 A Day recipe

You need:

- 1 - 16 oz. can unsweetened fruit cocktail or mixed fruits
- 2 cups grated carrots
- 2 cups chopped red apple
- 1 cup chopped celery
- 1/4 cup raisins
- 1/2 cup nonfat vanilla yogurt
- dash of cinnamon and nutmeg



Directions:

1. Drain canned fruit very well.
2. Combine canned fruit, carrots, apple, celery and raisins in a large bowl.
3. In another bowl, mix yogurt and spices together for a dressing.
4. Pour yogurt dressing over fruit mixture and mix well.
5. Chill for about 1 hour.
6. Spoon into bowls and serve.

Makes 6 servings.

Did you like this recipe? _____

Why or why not? _____

Would you make it at home? _____





FIFTH GRADE, WEEK Two:

"START YOUR DAY. . . THE FRUITFUL WAY"

BEHAVIORAL OBJECTIVES

Students will be able to:

1. Name and describe many ways to add fruits to their breakfast meal.
2. Set their first goal to eat a serving of fruit for breakfast by writing it down on their goal sheet #1.
3. Chart completion of their **Family Fun Activities #1**.
4. Take home their **GIMME 5 Daily, Number 2** family newsletter with the **Family Fun Activities #2**.



SESSION OUTLINE

Suggested Time	Activities	Visual Aids	Student Materials
20	1. Focus in on Breakfast	Overhead Projector Transparency #1	Breakfast Bites (cut up before class) Notebook Paper
20	2. Goal Setting #1	Transparency #3	Worksheet 4
5	3. Newsletter/Family Fun Activities	GIMME 5 F&V Team Chart	GIMME 5 Daily #2

**45
Minutes**

ACTIVITY 1: Focus IN ON BREAKFAST (20 MINUTES TOTAL)

Purpose: To have students name and describe as many ways as they can to add fruits to their breakfast.

- A. Introduce this class session by displaying **TRANSPARENCY #1**, and asking students to recite the **GIMME 5 Fruit & Veggie Rap**:

***GIMME 5* that's what I say,
At least five servings every day.**

**Make it five for you and me,
Fruits and veggies are the key!**

**Cooked or raw, frozen or canned,
Three veggies daily and I'll feel grand!**

**Apples and bananas, peaches and kiwi,
Two fruits each day, the choice is easy!**

***GIMME 5!* Yes, every day,
Five fruits and veggies that's the way!**

**They taste so fine; they're fun to eat.
Fruits and veggies can't be beat!**

- B. Ask students if they have their completed videotape postcards and collect them for the prize drawing at the end of the **GIMME 5** program.
- C. Ask students what they learned about fruit from their videotape "Jumpstart Your Day With Fruit!". The objectives were to learn:
- what's great about eating fruit
 - how to help meet your 5 A Day goal by including fruit at breakfast
 - how to ask for your favorite fruit in different situations
 - how to make Rad Fruit Sundaes!

D. Ask students to name fruits or fruit juices they eat for breakfast, and list some of these on the chalkboard or overhead projector.

E. Explain that they are going to get into groups and think of as many ways as they can to add fruits to breakfast. They will use the things they learned in the videotape "Jumpstart Your Day With Fruit!" to help them generate ideas.

(Optional: Have students work individually, or for those interested in a group competition, skip to Section "I" now for details.)

1. State that each group will get two **Breakfast Bites**.

2. Explain that they should read each situation and brainstorm as many ways as they can that fruits could be added to the **Breakfast Bite**. Then have a group recorder list their answers on notebook paper and be ready to report to the class. (For group competition activity, see "I".)

3. Read this **Breakfast Bite** as an example:

You like to eat cold cereal for breakfast. Sometimes, you even mix two or three different cereals together!

4. Ask for ways they can think of that fruits could be added to this breakfast.

5. List their suggestions on the chalkboard or overhead projector. (*Suggestions: Peel a banana and add it to their cereal; put some berries or dried fruit on their cereal; drink a glass of their favorite juice.*)

F. Divide the class into groups of 3 - 4 students.

1. Give each group two **Breakfast Bites**. (*See **Breakfast Bites** at end of this session.*)

2. Tell students they have 5 minutes to discuss their **Breakfast Bites** and have their group recorder list their answers on notebook paper.

G. Give students 5 minutes to finish their group work.

H. Choose one of the group recorders to read one of their group's **Breakfast Bites** to the class and report on all the ways they added fruits to that breakfast. (This entire activity is allotted only 20 minutes. It is not necessary to have all the groups report all their responses. Ask each group to report only one idea.)

1. List suggestions on the chalkboard or overhead projector.
2. Continue choosing groups until all have reported on at least one of their **Breakfast Bites**.
3. Continue listing suggestions (**as time permits**).

I. **Group Competition Directions** - Divide the class into groups of 3-4 students.

1. Tell the students you will read a situation and each group will have 30 seconds to come up with as many ways they can think of to add fruit to the breakfast. Their group recorder should write these suggestions down.
2. Read this **Breakfast Bite** as an example:
You like to eat cold cereal for breakfast. Sometimes, you even mix two or three different cereals together!
3. Ask for ways they can think of that fruits could be added to this breakfast.
4. Read each **Breakfast Bites** and give them the allotted 30 seconds for the groups to record their ideas.
5. Determine by show of hands which group has written down the most suggestions for each situation, and have that group read their suggestions to the class. (If time permits, have other groups add additional suggestions.)

J. Bring the class back together and discuss (**as time permits**) the lists of fruits given by each group, adding some of the suggestions below when appropriate:

Suggestions
<u>Serve fruits fresh or raw:</u>
Whole fresh fruit
Slices, wedges, or balls (scoops) of fruit
Freshly squeezed or frozen fruit juice
Cottage cheese or low fat yogurt with grated or chopped fruits
<u>Add fruits to family breakfast recipes:</u>
Fresh, canned or dried fruit to cold or hot cereal
Chopped fruit to pancake, waffle, muffin, or quick bread batters
<u>Try new recipes with fruits:</u>
Sliced or mashed fruit or applesauce instead of butter, jelly, or syrup on toast, pancakes, waffles and muffins.
Fresh fruit or juice blended with low fat yogurt or milk

ACTIVITY 2: GOAL SETTING #1 (20 MINUTES TOTAL)

Purpose: To have students set their first goal to eat a serving of fruit at breakfast by writing it down on their goal sheet #1.

- A. Explain to students that since they have identified so many different ways to add fruits for breakfast, now it's time for them to set their goal to eat a serving of a fruit at breakfast.
- B. Tell students that before they set their goal on **WORKSHEET 4** there is something important they need to remember:
1. Emphasize that it is important to know what a **serving** of a fruit is. A serving of fruit is:
 - 1 piece of regular fruit (e.g. apple, banana, nectarine, orange, peach, pear, plum)
 - 1/2 cup of canned or cut up fruit or small berries (e.g. blackberries, blueberries, raspberries, strawberries)
 - 1/4 cup dried fruit (e.g. raisins, apricots, dates, prunes)
 - 3/4 cup (6 oz.) 100% fruit juice
 2. Give below examples and discuss whether they would count as a fruit serving **(as time permits)**:
 - a. Slice of watermelon? **(yes)**
 - b. Spoonful of applesauce on yogurt? **(no)**
 - c. Whole apple? **(yes)**
 - d. Raspberry PopTart? **(no)**
 - e. Whole peeled banana? **(yes)**
 - f. Two or three slices of banana on cereal? **(no)**
 - g. Fried apple pie? **(no)**
 - h. Glass of orange juice? **(yes)**
 - i. Can of fruit-flavored punch (not 100% juice)? **(no)**
 3. Explain that there are some items that sound or maybe even look like servings of fruits, but they do not count because they contain:
 - a. Too much fat (e.g. **fruit pies, fritters, turnovers**).
 - b. Too little fruit (e.g. **fruit-flavored cereal or candy**).
 - c. Too much sugar and not enough fruit (e.g. **popsicles, fruit-flavored punch**).

- C. Display **TRANSPARENCY #3**. Point out that this is what their goal sheet will look like. They will use it to record the goal they set to eat a fruit for breakfast.

EXPLAIN:

- You “set a goal” to help you learn to do something you don’t usually do.
- You set this goal by writing it down:
 - 1) You will write on your goal sheet, "I, (their name) , set a goal to eat a serving of (what fruit) at breakfast. . ."
 - 2) And write when you will try to do it" . . . on Thursday morning."
- The goal you set today will be to eat a fruit at breakfast that you don’t usually eat at breakfast.
- After you complete all of the blanks on the form, sign your name that you will try to reach your goal this coming week.
- Take this goal sheet home with you today and share it with your parent so they can help you meet your goal.
- When you do reach your goal, you will check the “goal check” box at the bottom of the worksheet and write down the date you reached your goal.
- Bring your goal sheet back to the next **GIMME 5** class and we will check off that you have completed this goal on the **GIMME 5 F&V Goal Chart** next to your name. When you reach all three of your goals over the next six weeks, you will receive a **GIMME 5 prize** at the end of the program during Session 12.
- Goal setting can be a fun way to get yourself to try something you don’t usually do or to try something new. Remember to be as realistic as you can when you are setting your goal. Start out by setting an easy goal for you to reach.
- If you set a goal and don’t reach it when you said you would, that’s okay. You can always keep trying by using the **"Rap Up Your Problems!"** rap to help you find other solutions. When you are successful at reaching your goal, fill in your goal check box and bring your "Fruit for Breakfast" goal sheet back to the next class.
- Any questions?

- D. Display **TRANSPARENCY #3** and ask the class to help you set a goal for a pretend student "Will Eatafruit."



NOTE to TEACHER

Step "D" is very important to help students understand the concept of goal setting. If necessary, complete a second example with the students.

- E. Distribute **WORKSHEET 4: Fruit for Breakfast** and have them set their goal to eat a serving of fruit at breakfast by writing down their goal sheet.
1. Remind them to be sure to write down a serving of the fruit, and not just a bite or two.
 2. Explain that the **Date Due** is the next **GIMME 5** class, and give them the date of Session 4.
 3. Tell them to be sure to sign their name on the **My Signature** line after they set their goal.
 4. **(Teacher)** Make your own goal and read it to your class. It is very helpful for students to see their teachers setting and modeling the same kinds of goals and saying positive things about eating fruits & veggies.
- F. Announce to students that during the **GIMME 5** program they will be setting three fruit & veggie goals and everyone who reaches all **three** of their goals will receive a special **GIMME 5 prize** at the end of the program during Session 12.
- G. **(Optional)** Tell all students to turn to the classmate next to them and say "**GIMME 5**" for setting a goal to eat a serving of fruit for breakfast.

ACTIVITY 3: NEWSLETTER/FAMILY FUN ACTIVITIES (5 MINUTES TOTAL)

Purpose: To chart completion of their Family Fun Activities #1 and receive their *GIMME 5 Daily, Number 2* family newsletter with the Family Fun Activities #2.

- A. Point to the **GIMME 5 F&V Team** chart and ask all students who have returned their signed **GIMME 5 Daily Family Fun Activities #1** coupon to stand and receive their points for their **F&V Team**. *(They receive 10 points for preparing the recipe in the newsletter and 10 points for completing the second activity.)*
 1. **Congratulate** those students and ask for a round of applause.
 2. Remind those students who have not yet finished their **GIMME 5 Daily Family Fun Activities #1** that they should try to do so by using the "**Rap Up Your Problems!**" rap they learned in lesson #2.
 3. Encourage students who are having a problem finding the time to do the **Family Fun Activities** with their parents to see you so that you can help them figure out a way to do them. *(They could use the "**Rap Up Your Problems!**" rap here also to solve their problems.)*
- B. Distribute the **GIMME 5 Daily, Number 2** family newsletter and review the highlights.
- C. Point out the **GIMME 5 Family Fun Activities** section of the newsletter and the **GIMME 5 F&V Team** chart.
 1. State that this week in the **GIMME 5 Family Fun Activities**, there are two more activities that they should do together with a parent and other members of their family. They will earn ten (10) points for each activity they complete and this will be added to their **F&V Team's** chart towards winning a certificate the last week of the program.
 2. Explain that after they complete these activities with their parent, the student and their parent should sign and date the **GIMME 5 Family Fun Activities coupon** at the bottom of their newsletter, cut it out and return it to school to get their points for their **F&V Team**. (If a parent is unable to participate, the student may do the activities with another adult.)

3. Tell students that they should try to complete the activities with their parent as soon as possible or before the **GIMME 5** class next week.
 4. Stress that they should bring the signed activities coupon back to school, and show students where you want them to put the coupons. (Example: Large envelope or box labelled "**GIMME 5 Family Fun Activities Coupons.**")
- D. Inform students that at the end of the program the team with the most points will receive a first place certificate, the second team will receive a second place certificate and the third team will receive a third place certificate.
- E. Urge students to be sure to take their newsletter home today and find some time this week to enjoy reading it together with their family (in the car, while fixing dinner, while doing homework) and doing **GIMME 5 Family Fun Activities #2** with their parent.
- F. Allow students time to put their newsletter in a place where they'll remember to take it home. (Example: book bag or homework folder.)
- G. **Congratulate** students on all the fruit breakfast ideas that they suggested today.
- H. Remind students of the goal they set to eat a serving of a fruit for breakfast before the next **GIMME 5** class, and give them the date of Session 4.



NOTE to TEACHER about session 4:

Preparations for the snack taste testing activity for session 4 include:

- Request food items and supplies from school food service three to four weeks prior to this session. (Use the GREEN "Fruit & Veggie Snack Order Form" at the end of session 4.)
- Check with your food service manager and staff first thing on the morning of the snack taste testing session to be sure everything is in order.
- Check any last minute arrangements for delivery of the food to your classroom.
- Arrange for cafeteria space if you are unable to implement these activities in your classroom.
- Schedule "room parents, volunteer, or teaching assistant" to assist you with these activities.
- (Optional-If your school food service is unable to provide you with the foods and ingredients necessary to prepare the recipes, ask your local grocery store to donate them).

BREAKFAST BITES

E X A M P L E

You like to eat cold cereal for breakfast. Sometimes, you even mix two or three different cereals together.



Breakfast Bites

1

Your mother has told you that you can eat whatever you want for breakfast on Saturday, and that means you can even go out to eat if you want to!



Breakfast Bites

2

You are not a morning person and usually skip breakfast because you're barely awake. You always try to take something with you to eat on the way to school.



Breakfast Bites

3

You love popping frozen waffles in the toaster for breakfast, and usually top them with butter and maple syrup.



Breakfast Bites

4

Scrambled eggs and milk to drink are what you like to eat in the morning. Sometimes you'll make some toast or have a biscuit, too.



Breakfast Bites

5

You like eating yogurt at breakfast. Plain, vanilla or fruit-flavored, you'll eat any kind that's available.



Breakfast Bites

6

Hot cereal gets your day off to a good start. Your favorite is oatmeal and you usually sweeten it with brown sugar.



Breakfast Bites

7

You'd eat peanut butter morning, noon and night if you could - especially in the morning for breakfast.



Breakfast Bites

8

You don't really like eating breakfast, but you do get thirsty and wouldn't mind drinking your breakfast.



Breakfast Bites

9

You love cheese toast for breakfast - with any kind of cheese and any kind of toast.



Breakfast Bites

10

You overslept because you stayed up late to watch the basketball game last night. You are really hungry and need something for breakfast, but it's got to be fast and easy.



Breakfast Bites

11

You like foods that are crunchy and "wake up your mouth" in the morning.

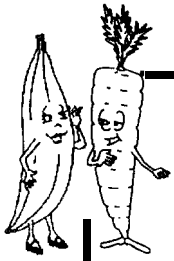
You like foods that are crunchy and "wake up your mouth" in the morning.

Breakfast Bites

12

You don't like to eat "typical" breakfast foods like cereal, eggs or pancakes. You'd rather have a sandwich, pizza or other leftovers.





Fruit for Breakfast

GIMME 5: Goal One

I, _____, set a goal to eat a
(print name)

serving of _____ at
(fruit I will try to eat)

breakfast on _____
(which day this week)

(my signature)

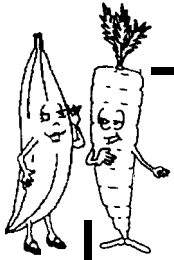


GOAL CHECK

I did it! I ate _____
(fruit)

on _____ at breakfast.
(which day)





Fruit for Breakfast

GIMME 5: Goal One

I, _____, set a goal to eat a
(print name)

serving of _____ at
(fruit I will try to eat)

breakfast on _____
(which day this week)

(my signature)



GOAL CHECK

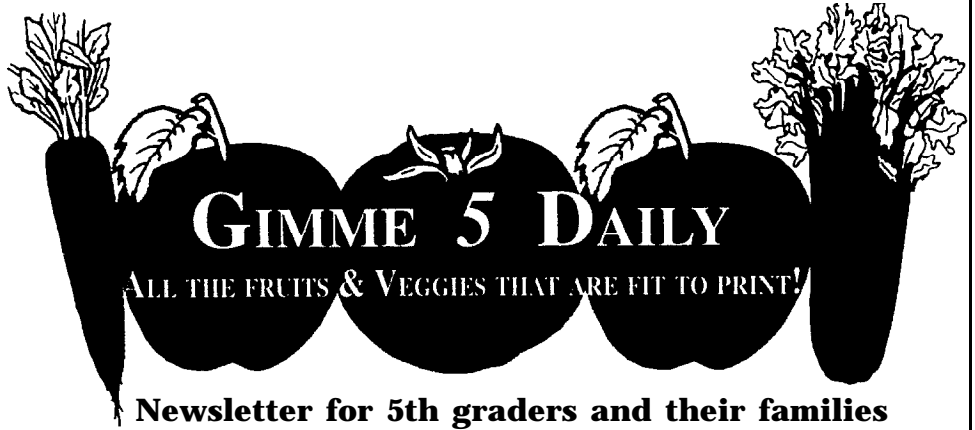
I did it! I ate _____
(fruit)

on _____ at breakfast.
(which day)





Number 2



Hey Parents - What's Up?

Outrageous Orange again! Last week was an exciting week with the beginning of the **GIMME**

5 Fruit & Veggie program

for your fifth grader! What fruits & veggies did they find during their home inventory? What fruit & veggie did they choose to buy and eat last week? Did they get a chance



to make the "Crispy Cheese Spuds"?

The **F&V** program continues this week! In class, your child will:

- 🍏 Learn a variety of ways to add more fruits to breakfast with the "Breakfast Bites" game.
- 🍏 Set a goal to eat a serving of fruit at breakfast.
- 🍏 Practice their problem solving skills on how to get more fruits & veggies into their diet. They will do this by role playing situations in a talk show format with "Salad Jesse Raspberry" as the TV host!
- 🍏 Taste and evaluate a fruit and a veggie recipe in class. They will then bring the recipes and their evaluations of them home for the entire family to enjoy!

Word Scramble

Unscramble these letters to find delicious fruit ideas for breakfast!

1. rnegao cjeui 3. ubelrebresi 5. annaba
2. wesbartesirr 4. futigaprer 6. sanisri

(Answers on bottom of page 2)

? Did You Know? ?

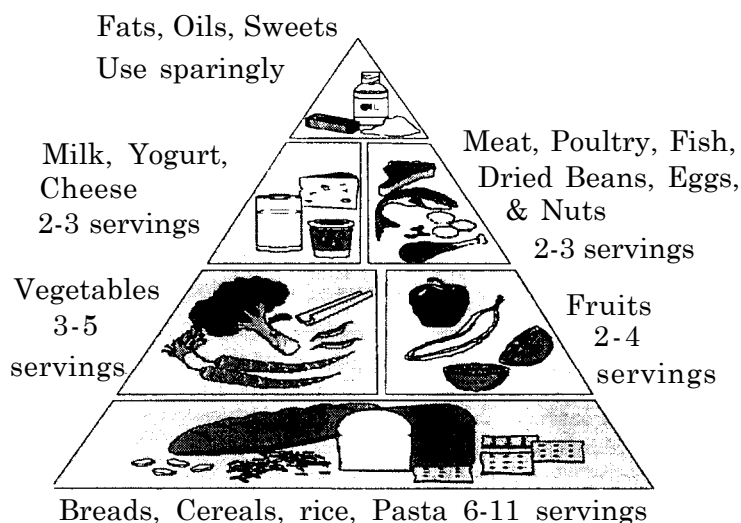
It's a breeze to choose peas - fresh, frozen or canned!

Fresh peas are sweetest and most flavorful when pods are bright green, fairly large and "snap" easily. Avoid pods that are highly speckled or yellowish; these are tough, not tender! Store fresh peas in the pod and refrigerate promptly to maintain their sweet flavor. Use as soon as possible to maintain taste.

Canned or frozen peas are great substitutes for fresh and can be used anytime, in any dish! Add peas to your favorite casserole or soup.

Pass the peas, please, and reach those 5 A Day goals!

Food Guide Pyramid Pointers



Vegetables

(3-5 servings per day)

Your mother was right-you need to eat your vegetables! But what she may not have told you was how good they can taste and that they are fun to eat! They add color, crunch and flavor to meals and snacks. And they are low in calories and fat and full of fiber, vitamins and minerals.

What is a serving?

- 🍏 1 cup of raw leafy vegetables (like lettuce)
- 🍏 1/2 cup of other vegetables, cooked or raw
- 🍏 3/4 cup vegetable juice

Healthy Habits

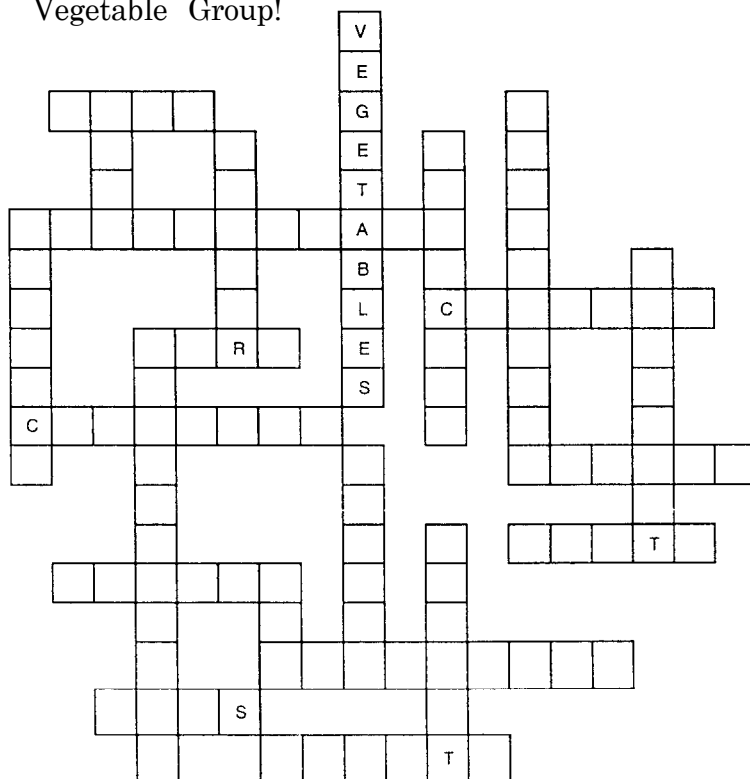
- 🍏 Eat a variety of vegetables every day! Vegetables come in many sizes, shapes, and colors, and they're fun to eat! Perk up your plate with colorful choices like dark green, yellow, orange and red veggies. In general, these are more nutritious for your family.
- 🍏 Choose cruciferous! Veggies like broccoli, cabbage, cauliflower and kale provide additional cancer fighting nutrients and taste great! Munch on these at least two times per

week.

- 🍏 Spread the word! Instead of flavoring your veggies with high fat butter or margarine, dress them up with lowfat herbs, spices or lemon juice! Their natural sweet and juicy flavor will come through!
- 🍏 Ask your children what veggies they like and prepare them their favorite way. When introducing a new veggie, prepare it in the same favorite way!

Pyramid Puzzle!

Fill in the puzzle using the words below from the Vegetable Group!



beets	cucumber	peas
broccoli	eggplant	pepper
cabbage	green beans	sweet potato
carrot	kale	spinach
cauliflower	mushrooms	squash
celery	okra	tomato
corn	onions	yam

Answers to Word Scramble on page 1:
 1. orange juice 2. strawberries 3. blueberries
 4. grapefruit 5. banana 6. raisins

GIMME 5 Family Fun Activities

Hey kids! Here's another chance to earn points for your **F&V Team** at school - just do these **GIMME 5 Family Fun Activities** with your parent or another adult. You have one week to do the activities together. After you complete them, sign your name and have your parent (or other adult) sign theirs on the coupon below. Then cut it out and return it to class. You earn 10 points for each activity you do!



This week's activities are:

1. Make "Pea In The Pod Sandwich" together for your family to eat as a snack or lunch one day this coming week. (10 points)
2. Go to the grocery store with your parent and pick out the fruit or fruit juice you selected for your breakfast goal this week . . . and don't forget to eat (or drink) it! (10 points)



GIMME 5 Family Fun
We did it!

#2



We made "Pea In The Pod Sandwich" (10 pts.)



We went to the grocery store and bought _____ for my fruit at breakfast goal. (10 pts.)

(child's signature)

(parent's signature)

Hey parent! We all know that children like to have fun! They can turn the ordinary into a side tickling, belly laughing situation just by

(continued at the top of the next column)

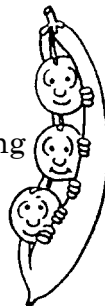
being themselves. But you ask, how can you make eating fruits and veggies fun? Easy! Involve your children in preparing snacks & meals for your family; that's what the recipes in these newsletters are all about. Also let your child's creativity take over when displaying the fruits and veggies on the serving plate. Inventing funny names for "old" recipes can also spark their interest. Special occasions are another time when food can be fun. Have your child help you select fruit and veggie recipes to prepare and serve on these occasions. Once they have a chance to add their "touch" to a recipe, they will proudly serve it to your family (and of course eat it, too!). And you may even have a new chef ready to help with those family meals!

Pea In The Pod Sandwich

Makes 2 servings

You need:

- 1 cup peas, frozen or canned
- 2 tablespoons chopped red onion
- 2 tablespoons nonfat ranch dressing
- 6 leaves of lettuce
- 1 pita pocket, cut in half



Directions:

1. Thaw frozen peas or open and drain the canned peas.
2. Have an adult chop the onions for you.
3. Place the peas and onions in a mixing bowl and add the ranch dressing. Mix well.
4. Wash and pat dry the lettuce leaves.
5. Have an adult cut the pita pocket in half. Line each pita half with 3 leaves of lettuce.
6. Fill each pita half with 1/2 of the peas, onion and ranch dressing mixture. Now you're ready to eat & enjoy!

GIMME 5 Parent Page

This week's recipe uses spaghetti squash (a vegetable!) instead of the usual spaghetti noodles! It's another easy way to get your family to try all those great vegetables available today to meet their 5 A Day goal!

Spaghetti Squash Spaghetti

Makes 4 servings

You need:

- 2 lb spaghetti squash (approx. 4 cups after cooking)
- 16 oz. jar low sodium spaghetti sauce
- 1 cup shredded carrot
- 1/2 cup shredded zucchini
- 1 tsp. each basil, oregano, chives, parsley & garlic powder
- 1/8 tsp. black. pepper

Directions:

To prepare spaghetti squash, cut the squash in half. Scoop out seeds. Place 2 inches of water in skillet or large saucepan; place both halves cut-side down in pan. Bring to boiling; reduce heat. Cover and simmer squash for 20-25 minutes (can be cooked in microwave in about 10 minutes). Remove squash and place in colander to drain and cool slightly. Meanwhile, add the rest of the ingredients to a saucepan. Stir and heat until the sauce is bubbling and hot. Remove from heat. Scrape and pull spaghetti squash from shell using a fork to rake the "strands" of the spaghetti squash from the sides. Add the spaghetti squash to the spaghetti sauce and toss until well mixed. Serve just like your usual spaghetti recipe!

An official "5 A Day" recipe that provides 2 vegetable servings from the Food Guide Pyramid.

Fruit & Veggie Tips

Use these tips to help your family eat more veggies. It's easier than you may think!

- Make raw veggies handy for snacks & meals by keeping a variety of cut-up fresh veggies in the refrigerator for everyone to grab. Keep low fat dips on hand, too!
- Add your favorite veggies to sandwiches and pizza (like spinach, tomato, squash, broccoli, green pepper, grated carrots, onion, sprouts). The possibilities are limited only by your imagination!
- Add veggies to main dish recipes such as:
 - shredded carrots or zucchini, and chopped broccoli to spaghetti sauce, meatloaf or lasagna
 - diced tomatoes, onion and peppers to nachos and omelettes
- Add veggies to side dish recipes such as:
 - chopped veggies to ricotta or cottage cheese, or plain yogurt
 - broccoli, cauliflower and red, yellow or green peppers to rice, pasta or potato salad
 - grated carrot to gelatin salads
 - chopped veggies (broccoli, carrots, onions, tomatoes all taste great) to baked potatoes (just like the restaurant "potato bars")!

Veggie Buying Tips:

- Buy veggies in season to get the best taste and deal. Ask the produce manager for tips and look for the 5 A Day recipes in your local produce section at the grocery store.
- For better tasting veggies, check for bruises, bad spots or any discoloration in the peel or skin and avoid these.
- Store in the vegetable drawer in the refrigerator and use most veggies within the week for freshest taste.

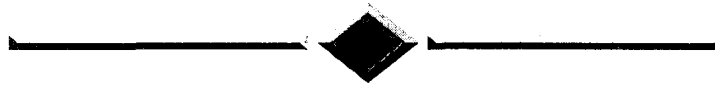


FIFTH GRADE, WEEK Two: "THE SALAD JESSE RASPBERRY SHOW!"

BEHAVIORAL OBJECTIVES

Students will be able to:

1. Congratulate themselves for reaching their first goal to eat a serving of fruit for breakfast.
2. In a talk show format, learn about problems other students their age have adding more fruits and veggies to their meals and snacks and discuss ways that these students may be able to overcome their problems.
3. Taste and evaluate a fruit & a veggie recipe in class.



SESSION OUTLINE

Suggested Time	Activities	Visual Aids	Student Materials
5	1. Goal Check #1	<i>GIMME 5</i> F&V Goal Chart Overhead Projector or Chalkboard Transparency #3	Worksheet 4 completed
25	2. Salad Jesse Raspberry Show		Salad Jesse Raspberry talk show questions
15	3. Taste Testing	Snack Ingredients and Supplies	Fruit & Veggie Recipe Worksheets 5 & 6

**45
Minutes**

ACTIVITY 1: GOAL CHECK #1 (5 MINUTES TOTAL)

Purpose: To recognize students for reaching their first goal to eat a serving of a fruit for breakfast.

- A. Instruct students to take out **WORKSHEET 4: Fruit for Breakfast**.
- B. Display **TRANSPARENCY #3** which has the top half completed from Session #3. Tell the class that "Will Eatafruit" did reach his goal to eat a serving of fruit for breakfast and it was sweet! Ask them to help you fill in the Goal Check part for "Will Eatafruit".
- C. Ask for a show of hands of how many reached their goal to eat a serving of fruit for breakfast.
- D. Call on students to name the fruits that they ate and list them on the chalkboard or overhead projector.

ASK:

- How did you like the fruit or fruit juice you had for breakfast?
- Was this different than what you usually have for breakfast?

- E. Display the **GIMME 5 F&V Goal** chart.

EXPLAIN:

- Remember each of you will be setting three goals during the **GIMME 5** program and for every goal you reach, you will receive a checkmark (*optional: sticker*) in that goal's column. Everyone who reaches all **three** goals during the **GIMME 5** program will receive a **GIMME 5 prize** during the last class, Session 12.

EXPLAIN (continued):

- Each of you who reached your first goal of eating a fruit for breakfast will get a checkmark (*optional: sticker*) in the **GOAL #1** column on this chart.
- Hand in your **WORKSHEET 4** and I will put a checkmark by your name in the **GOAL #1** column if you reached your goal.

(Optional: Have students come up one-by-one and show you their goal sheet and record their checkmark on the chart now, or let the students record their own check mark for you.)

- F. **(Teacher)** Record your own goal check now if you have chosen to participate with your students in the goal setting activities. Tell the students how you included a fruit for breakfast and how good it tasted to you.
- G. **Congratulate** all students who reached their **GOAL #1**. Tell those who reached their **GOAL #1** to give themselves a pat on the back while the rest of the class claps for them.
- H. Encourage students who did not reach their goal to **keep trying** by using the **"Rap Up Your Problems!"** rap. Remind them that they will earn their checkmark on the goal chart as soon as they reach their goal.

ACTIVITY 2: SALAD JESSE RASPBERRY F&V TALK SHOW (25 MINUTES TOTAL)

Purpose: To have students discuss, in a talk show format, the problems students their age have adding more fruits and vegetables to their meals and snacks, and suggest solutions that these students could use to overcome their problems.

- A. Introduce this activity by explaining to students that because they had so many great ways to ask for more fruits and veggies and solutions to add more fruits and vegetables to meals and snacks, you have just found a project for them!

EXPLAIN:

The "Salad Jesse Raspberry" talk show requested some students to go on TV to discuss the problems they are having trying to add more fruits and veggies to their meals and snacks! I just know that our class would be perfect for this assignment! I have some scenarios that she would like to discuss on an upcoming talk show and we need to come up with some great suggestions and solutions!

- B. Explain that they will get into four groups and each group will get a "Salad Jesse Raspberry" scenario. Each group (in turn) will come to the front of the classroom, become the talk show panel guests and read their scenario to the class. The rest of the students will ask questions about the problem, suggest ideas and the "guest panel" will discuss the possible ways to use the suggestions to solve their problem. You, the teacher, can act as "Salad Jesse Raspberry" directing questions and leading the group discussion. Allow about 5 minutes per guest panel.
- C. Stress that the guest panel and audience suggestions should give helpful, positive advice that students their age could really use to add more fruits and veggies to their meals and snacks.
- D. **(Optional)** Read the following talk show scenario as an example to the class (or skip to "F" to begin the first talk show panel):

A Salad Jesse Raspberry talk show scenario

Yesterday in school, students set a goal to try to eat more fruit for dinner. One student made a plan with his mom to have Jello made with sliced bananas and with fruit juice instead of water for dessert. Everything was going fine. He made the Jello after school and added the bananas. But when his family finished eating supper, his little brother took the Jello out of the refrigerator and dropped the whole bowl on the floor! There were Jello and banana slices everywhere! The floor was really a mess and so was their plan. It seems like even when you plan ahead it still doesn't go right! **Salad Jesse Raspberry asks: 'What's a possible way that the student could still reach his goal?'**

E. Discuss the situation and ask for possible solutions. (*e.g. other ways to add fruit - slice some fresh fruit that is on hand, or try a serving of canned or frozen fruit, make a fruit drink with fruit juice, frozen fruit and yogurt blended together!*) Emphasize the helpful suggestions and the positive comments given by everyone.

F. Divide the class into four groups students.

1. Distribute one **Salad Jesse Raspberry talk show scenario** to each group. (*See **Salad Jesse Raspberry talk show scenarios** at the end of this session.*)
2. Tell students each group will have a total of 5 minutes to be the guest panel at the front of the classroom.

G. Choose one of the panel groups to be first (or ask for a volunteer) and ask one member to read their **talk show scenario**. Have the class pose questions and suggestions for the guest panel to discuss. (*Each panel is allotted 5 minutes.*)

1. Discuss the audience's advice. Was the advice given helpful? Realistic? Appropriate? How did the panel members respond?
2. **(Optional)** For English class, have each group write about their scenario and the possible solutions that were discussed and which one they felt would be the best solution for their problem.

ACTIVITY 3: TASTE TESTING (15 MINUTES TOTAL)

Purpose: To taste and evaluate a fruit & a veggie recipe in class.



NOTE to TEACHER about this session:

Preparations for today's snack taste testing activity include:

- Check with your food service manager and staff first thing this morning to be sure everything is in order for today's snack taste testing session.
- Check any last minute arrangements for delivery of the food to your classroom.

- A. Explain to students that today's session includes tasting a fruit & a veggie recipe in class.

STATE:

- Today we will taste a fruit & a veggie recipe in class. *(It is important for children to find the many different ways they like fruits & veggies, so always encourage the students to taste at least one bite of each fruit & veggie recipe.)*
- Then you will write down on your **Fruit & Veggie Recipe Worksheets 5 & 6** whether or not you liked them, why you did or did not like them and if you would make them again at home or what changes would you make to the recipes.

- B. Arrange time for students to prepare for the taste testing activity by **washing their hands with soap and water and drying them sanitarilly.**
- C. Arrange (or have "room parents, volunteer or teaching assistant" arrange) the recipes and utensils at a table or classroom countertop.
- D. Explain the procedure you want students to use to get their taste testing sample.
- E. Distribute **WORKSHEETS 5 & 6: Fruit & Veggie Recipes** for the students to use to evaluate the fruit & veggie recipes.
- F. Taste the fruit & veggie recipes and ask students to answer the questions at the end of each worksheet.
- G. Discuss some of their evaluations of the recipes.

ASK:

- What did you like about the recipes?
- If you didn't like them, what would you change to make them better?

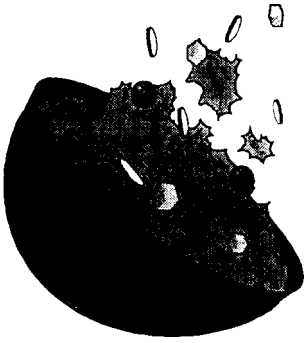
H. Encourage students to make at home the fruit & veggie recipes they tasted today.

EMPHASIZE:

- These snack recipes taste good and are a fun way to enjoy eating more fruits & veggies!
- Fruits & veggies can be prepared in many different ways. During the ***GIMME 5*** program, we are trying to find a variety of ways that you and your family can enjoy fruits & veggies.
- Try serving these fruit & veggie recipes to your friends or brothers and sisters after school, at parties, holiday get-togethers, family reunions, anytime you need a great snack!
- Ask your parent(s) to take you to the grocery store with them so you can help them select some of the various fruits and veggies available for you and your family to try to eat.

I. Assign the clean up procedure that is most appropriate for your class.

J. Remind students that their **Family Fun Activity #2** is due back by the ***GIMME 5*** class: next week, and give them the date of Session 5.

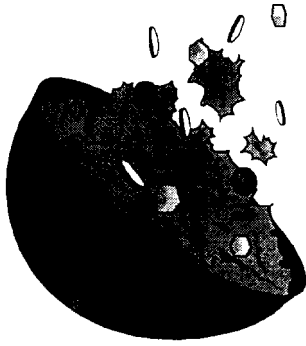


Dear Salad Jesse Raspberry,

Broccoli is my favorite veggie. When I went to the grocery store with my dad we bought a nice big bunch of broccoli to have with dinner. When we got home my mom said that Uncle Harvey was coming for dinner. Well, it turns out that Uncle Harvey loves string beans - so Mom made string beans instead of broccoli. I really wanted broccoli! Eating broccoli had been my goal for today and now I have to eat string beans. Life just isn't fair, is it? What can I do?

Possible Solutions:

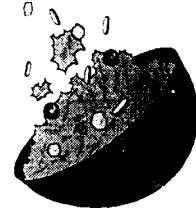
[illegible]



Dear Salad Jesse Raspberry,

I asked my mom to buy more peaches because I really like them. I know I would eat a peach after school if we just had them around. I knew she was going to the store on Wednesday after work, so I planned to have a peach for a snack on that day. Well, things weren't as peachy as they seemed! She forgot! I didn't reach my goal and I even requested the fruit! What can I do so that I don't blow it again?

Possible Solutions:

[illegible]

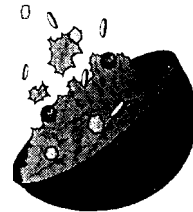


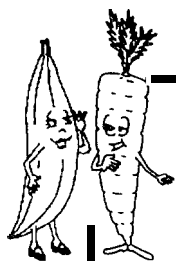
Dear Salad Jesse Raspberry,

Yesterday I went rollerskating at Rock and Roller Skating rink. I knew there were vending machines that had apples there.

So when I made a goal to have a fresh fruit snack I figured I could just get my fruit at the rink-wrong! I guess I wasn't the only one who had that idea because the machines were all out of apples. So I was ready to roll, but I lost my goal. Help!

Possible Solutions:

[illegible]



Week 2, Session 4 Fruit & Veggie Recipe Classroom Taste Testing Food Service Recipe Order Form

- Note to teachers:**
1. Turn this completed form in the week of _____ to your food service manager.
 2. If possible, try to schedule your class on the same day as the other 5th grade classes to make it easier for the food service staff to prepare the ingredients for the in classroom taste testings.
 3. If possible, try to make the recipes in your classroom as soon after the food service staff sends them to you to maintain the peak quality of the ingredients.

Recipes: Fruit-O Jell-O Cream of Corn-Potato Soup

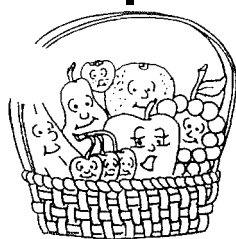
To: _____
(Food Service Manager and Personnel)

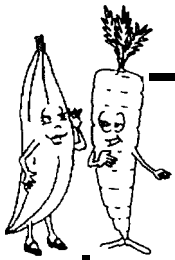
From: _____
(Teacher's Name)

(Room Number) (Number of Students)

Today's Date: _____

Date Needed: _____
(Day of Week) (Date) (Time)





Name: _____

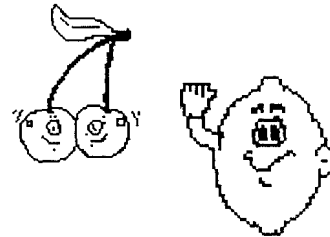


Fruit Recipe

Fruit-O Jell-O

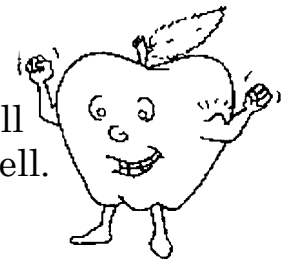
You need:

- 1 - 3 oz. box cherry jello
- 1 cup boiling apple juice
- 1 1/3 cups unsweetened applesauce
- 1 tablespoon lemon juice



Directions:

1. Pour the jello powder into a medium mixing bowl.
2. Have an adult help you boil the apple juice.
3. Pour the boiling apple juice into the jello and mix well
4. Stir in the lemon juice and the applesauce, mixing well.
5. Refrigerate for 3 hours or until firm.
6. Scoop into bowls and serve.



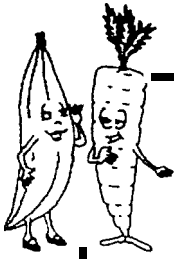
Makes 4 servings.

Did you like this recipe? _____

Why or why not? _____

Would you make it at home? _____





Name: _____



Taste Testing

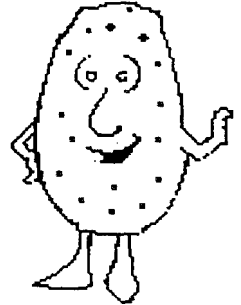
Veggie Recipe

Cream of Corn-Potato Soup

adapted from "Cooking Without Fat", 1992.

You need:

- 2 cups nonfat or low fat milk
- 2 cups fresh, canned or frozen corn (drain if canned)
- 1 cup diced potato (wash skin of potatoes carefully)
- 1/2 medium onion, quartered
- 1 tablespoon mustard (use regular, spicy & dijon)
- 1 teaspoon honey
- 2 teaspoons garlic powder
- 1/2 cup nonfat dry milk
- paprika (optional)



Directions:

1. Ask an adult to cut up the potatoes and onions for you.
2. Put all of the ingredients into a blender and put the lid on.
3. Blend until corn and potato are coarsely pureed.
4. Pour into saucepan and bring to a boil, stirring occasionally.
5. Reduce heat and simmer for 20 minutes or until potatoes are cooked and soup is thick and creamy.
6. Cover and refrigerate until cold.
7. Serve in bowls, sprinkle each serving with paprika for color.

Makes 6 servings.

Did you like this recipe? _____

Why or why not? _____

Would you make it at home? _____





Fifth Grade, Week Three: 'The Task Is To Ask!'

BEHAVIORAL OBJECTIVES

Students will be able to:

1. Practice asking that fruits and veggies be available to eat at home by role playing realistic situations.
2. Chart completion of their **Family Fun Activities #2**.
3. Take home their **GIMME 5 Daily, Number 3** family newsletter with the **Family Fun Activities #3**.



SESSION OUTLINE

Suggested Time	Activities	Visual Aids	Student Materials
40	1. The Task Is To Ask! Role Play	VCR/Camera (opt)	The Task Is To Ask! Cards (cut up before class) Worksheet 7
5	2. Newsletter/Family Fun Activities	GIMME 5 F&V Team Chart	GIMME 5 Daily #3

**45
Minutes**

ACTIVITY 1: THE TASK IS TO ASK! ROLE PLAY (40 MINUTES TOTAL)

Purpose: To have students practice asking that their favorite fruits and veggies be available to eat at home by role playing realistic situations.

- A. Introduce this class session by asking students to recite the official *GIMME 5 Fruit & Veggie Rap*:

***GIMME 5* that's what I say,
At least five servings every day.**

**Make it five for you and me,
Fruits and veggies are the key!**

**Cooked or raw, frozen or canned,
Three veggies daily and I'll feel grand!**

**Apples and bananas, peaches and kiwi,
Two fruits each day, the choice is easy!**

***GIMME 5!* Yes, every day,
Five fruits and veggies that's the way!**

**They taste so fine; they're fun to eat.
Fruits and veggies can't be beat!**

- B. Emphasize to students that one way for them to have the opportunity to eat more fruits & veggies is to remember to ask for them whenever possible.
1. Stress that when asking for something, it is always important that they be pleasant, positive and realistic.
 2. Inform students that they will get to practice asking for a fruit or veggie by participating in a role play.
- C. Ask if anyone can define role play.

STATE:

- It is a kind of play where you make up your own lines and act out what you might do in a certain situation.
- Role plays give you the special opportunity to practice a situation in class before you actually try it out for “real”.

D. Distribute **WORKSHEET 7: The Task Is To Ask! Role Play** and explain the role play directions on the worksheet.

STATE:

- I will divide the class into groups and assign each group a **The Task Is To Ask! Card** with a situation where a fruit or veggie is not available to you and you have to ask for it.
- You are to decide what kind of fruit or veggie to ask for and how you will do the asking.
- Your role play should include pleasant, positive and realistic asking, because that is the best way to ask for anything.
- Your role play should end with either the fruit or veggie you asked for being made available to you or with a specific plan to have the fruit or veggie made available to you at a specific time during the next week.

E. Divide the class into groups of 3 - 4 students.

1. Distribute one **The Task Is To Ask! Card** to each group. (*See "The Task Is To Ask!" Cards at the end of this session. They need to be cut apart before class*)
2. Encourage students to use their **WORKSHEET 7: The Task Is To Ask!** to help them plan their role play.
3. Inform them they have approximately 10 minutes to prepare for and practice their role play before presenting it in front of the class.

F. Allow students ten minutes and monitor groups as they prepare their role play.

G. Explain the role play presentations to the students.

1. Inform them that they should present their role play so that everyone in the class can see and hear it. Tell students to give a brief introduction of their role play by describing where it is taking place.
2. Emphasize that the rest of the class should listen carefully and not talk or discuss their own role play while other role plays are being presented.
3. Applaud for each group after they present their role play.
4. **(Optional)** Videotaping this activity can be a very effective learning tool.

H. Ask each group to present their role play. Discuss the role plays with the class **(as time permits)**. This activity is allotted 30 minutes. Determine how many minutes each group will have to present their role play. Allow for a 2-3 minute discussion at the end of each role play. You will need to carefully monitor the time so that each group gets several minutes to present their role play and then several minutes to discuss it with the class.

I. Discuss each role play and:

ASK:

- Was the asking polite? Positive?
- Was the situation realistic?
- Was the asking appropriate or “right” for the situation?
- Would the asking presented in the role play work with your family?

J. Continue until each group has presented (as time allows).

K. Congratulate students on their role plays.

ACTIVITY 2: NEWSLETTER/FAMILY FUN ACTIVITIES (5 MINUTES TOTAL)

Purpose: To chart completion of their Family Fun Activities #2 and to receive their *GIMME 5 Daily, Number 3* family newsletter with the Family Fun Activities #3.

- A. Point to the ***GIMME 5 F&V Team*** chart and ask all students who have completed their ***GIMME 5 Daily Family Fun Activities #2*** to stand and receive their points for their **F&V Team**.
 1. **Congratulate** those students and ask for a round of applause.
 2. Remind those students who have not yet finished their ***GIMME 5 Daily Family Activities #1 or #2*** that they should try to do so by using the "**Rap Up Your Problems!**" rap to help them reach a successful solution as soon as possible.
 3. Encourage students who are having a problem finding the time to do the activities with their parents to see you so that you can help them figure out a way to do them. (*They could use the "Rap Up Your Problems!" rap here also to solve their problems.*)
- B. Distribute the ***GIMME 5 Daily, Number 3*** and review the highlights.
- C. Point out the ***GIMME 5 Family Fun Activities*** of the newsletter and the ***GIMME 5 F&V Team*** chart.
 1. State that this week in the ***GIMME 5 Family Fun Activities***, there are two more activities that they should do together with a parent and other members of their family. They will earn ten (10) points for each activity they complete and this will be added to their **F&V Team's** chart towards winning a certificate the last week of the program.
 2. Explain that after they complete these activities with their parent, the student and their parent should sign and date the ***GIMME 5 Family Fun Activities coupon***, cut it out and return it to school to get their points for their **F&V Team**. (If a parent is unable to participate, the student may do the activities with another adult.)

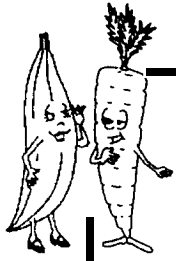
3. Tell students that they should try to complete the activities with their parent as soon as possible or before the **GIMME 5** class next week.
 4. Stress that they should bring the signed activities coupon back to school, and show students where you want them to put them. (Example: Large envelope or box labelled "**GIMME 5 Family Fun Activity Coupons.**")
- D. Inform students that at the end of the program the team with the most points will receive a first place certificate, the second team will receive a second place certificate and the third team will receive a third place certificate.
- E. Urge students to be sure to take their newsletter home today and find some time this week to enjoy reading it together with their family (in the car, while fixing dinner, while doing their homework) and doing the **GIMME 5 Family Fun Activities #3** with their parent.
- F. Allow students time to put their newsletter in a place where they'll remember to take it home. (Example: book bag or homework folder.)



NOTE to TEACHER about session 6:

Preparations for the snack preparation and taste testing activity for session 6 include:

- Request food items and supplies from school food service three to four weeks prior to this session. (Use the GREEN "Fruit & Veggie Snack Ingredient Order Form" at the end of session 6.)
- Check with your food service manager and staff first thing on the morning of the snack preparation and taste testing session to be sure everything is in order.
- Check any last minute arrangements for delivery of the food to your classroom.
- Arrange for cafeteria space if you are unable to implement these activities in your classroom.
- Schedule "room parents, volunteer, or teaching assistant" to assist you with these activities.
- (Optional-If your school food service is unable to provide you with the foods and ingredients necessary to prepare the recipes, ask your local grocery store to donate them).



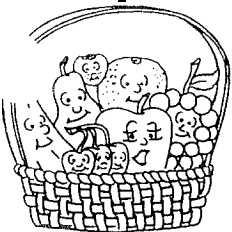
The Task Is To Ask!

Role Play

- ☐ Read the card assigned to your group.
- ☐ Decide on what kind of fruit or veggie you will try asking for:

- ☐ Set the scene in the first part of your role play and then decide who will try asking for the fruit or veggie.
- ☐ Your role play should include pleasant, positive and **realistic** asking.
- ☐ Your role play should end successfully with the fruit or veggie being made available to you or with a plan to have it available to you soon.
- ☐ Decide who will give a brief introduction of your role play to the class: _____
- ☐ Be sure to present your role play so that everyone in the class can see and hear it.

GOOD LUCK!



"The Task Is To Ask" Cards

Session 5

The Task Is To Ask!

You come home from school and you want your favorite veggie for a snack, but there isn't any right now.

The Task Is To Ask!

You just finished dinner with your family at your favorite fast food restaurant. You want fruit for dessert, but there isn't any on the menu.

The Task Is To Ask!

You're at the grocery store with one of your parents and you see a veggie that you'd like to try for lunch this weekend.

The Task Is To Ask!

One of your parents is writing out a shopping list for the grocery store and you remember that you ate the last of your favorite fruit yesterday.

"The Task Is To Ask" Cards

Session 5

The Task Is To Ask!

You set a goal in GIMME 5 to eat a certain fruit at breakfast, but you don't have any of that fruit at home right now.

The Task Is To Ask!

You're at home with a friend and you decide you want to have a low fat frozen yogurt topped with fresh fruit, but there isn't any fresh fruit in your house.

The Task Is To Ask!

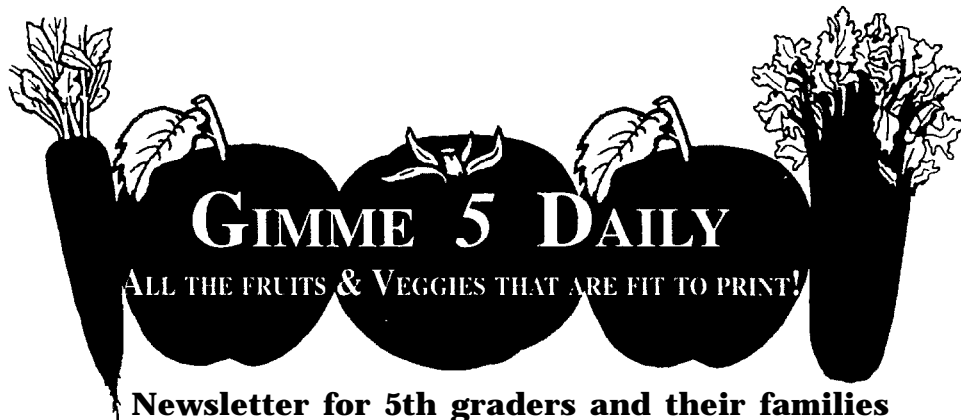
You're going on a field trip next week at school and you need to take along a bag lunch. You want to pack your favorite veggie with a low fat dip, but you don't have any of the ingredients for the dip or the veggie right now.

The Task Is To Ask!

Your family is planning the foods they want to pack for a picnic on Sunday, but nobody is mentioning fruit or veggies.

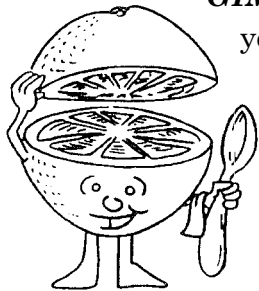


Number 3



Hey Parents - What's Up?

We had a great time during week 2 with the **GIMME 5 F&V** program! Did your child reach their goal to add a fruit to their breakfast? What fruit did they choose to eat? Did they bring home the two fruit & veggie recipes they taste tested last week in class? And did they get a chance to make the "Pea In The Pod Sandwich" for everyone at home? How was the Spaghetti Squash Spaghetti recipe?



Lots of exciting things continue to happen each week in your child's class, all focused on helping them learn to like and eat more fruits & veggies!

In class this week your child will:

- 🍏 Learn how to ask for their favorite fruits & veggies at home and at restaurants
- 🍏 Conduct in-class interviews to discover their classmates' favorite fruit & favorite veggie. (See Family **Fun Activities** this week; your child can earn 10 points by interviewing someone at home!)
- 🍏 Learn how to prepare, then taste and evaluate

a fruit & a veggie recipe in class. They will bring the recipes and their evaluation of them home for the entire family to enjoy.

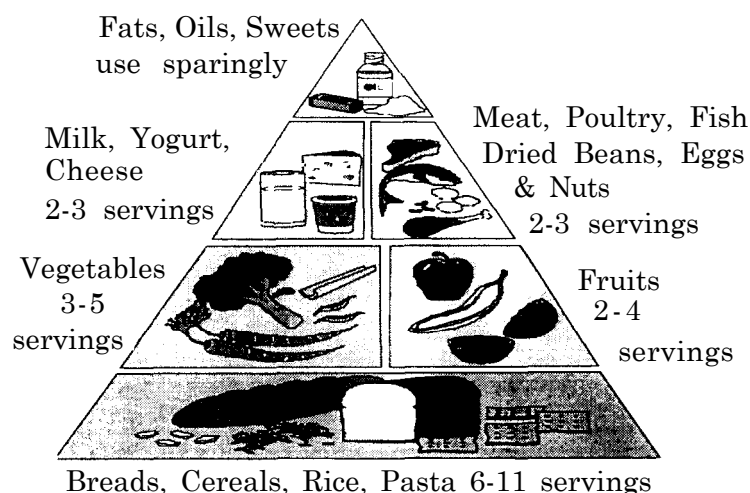
COMING THIS WEEK!

Andrew Lang from the Atlanta Hawks is backin "**Fruit Snackin'!**", the second video for this year's **GIMME 5** program. After watching it, complete the video postcard for a prize drawing at your child's school!

? Did You Know? ?

Luau's! Beaches! Sunshine! Even in winter! Just say "aloha" to pineapple! Sliced, in bits, chunks and crushed, there's sure to be a variety to please the whole family! When buying fresh pineapple, look for deep-green leaves. Contrary to popular belief, being able to pull them out easily is not a sure sign of good taste. Choose one that has a sweet fragrance, and enjoy as soon as possible for the best flavor. Experience the tropics without leaving home...treat yourself to pineapple!

Food Guide Pyramid Pointers



Fruits

(2-4 servings per day)

The ultimate "fast food"! Fresh, frozen and canned fruits are low in fat, high in nutrition and best of all - they are sweet and ready to eat in a flash!

What is a serving?

- 🍏 1 medium fruit (like banana, apple, peach, pear)
- 🍏 1/2 cup of cut-up, canned or cooked fruit
- 🍏 3/4 cup (6 oz.) of 100% fruit juice
- 🍏 1/4 cup of dried fruit (small handful of raisins, apricots, dates, prunes)

Healthy Habits

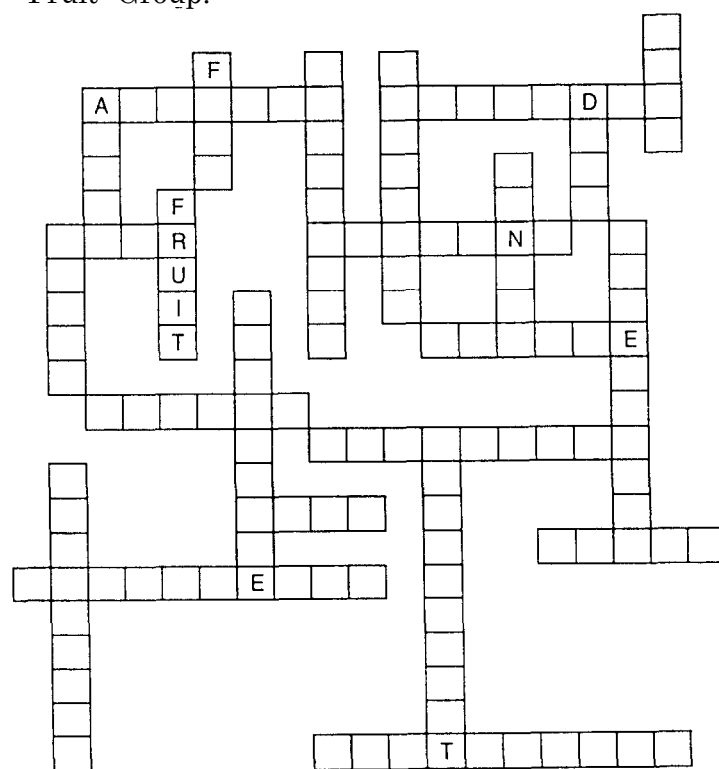
- 🍏 Choose fresh fruits in season to keep your taste buds and your wallet happy. Sliced bananas or apples, raisins and canned or frozen fruits are always available & can be added to lots of things!
- 🍏 When selecting frozen or canned fruits look for fruits packed in their own juice instead of in heavy syrup.
- 🍏 Choose fruits and juices high in Vitamin C. Try berries, melons and oranges, as well as

100% fruit juices fortified with Vitamin C.

- 🍏 Trying to fit in more fiber? Eat more whole fruits (and their edible peels!) instead of juices.
- 🍏 Look for some of the new, unusual fruits in season at your local farmer's market like kiwi, mango, papaya, passion fruit, starfruit and all the assorted melons from around the world. If you're unsure how to select the best fruits, ask the produce manager; they're the expert! And be sure to look for the 5 A Day recipes in the produce display area for new ideas!

Pyramid Puzzle!

Fill in the puzzle using the words below from the Fruit Group!



apple

figs

nectarine

raisins

GIMME 5 Family Fun Activities

Hey kids! Another chance to earn those points for your **F&V Team** at school! Just complete the **GIMME 5 Family Fun Activities** with your parent or another adult. You have one week to complete the activities together. After you complete them, sign your name and have your parent (or other adult) sign theirs to the coupon below. Then cut it out and return it to class. You earn 10 points for each one you do!

This week's activities are:

1. Make the "Fruit Kabobs" recipe together for your family to eat as a snack or for dessert. They are also great treats for a party. (10 points)
2. Interview a parent or other adult about their favorite fruit & veggie using your "Guess What My Favorite Fruit Is.." and "Guess What My Favorite Veggie Is.." sheets from class! (10 points)

Hey parents! Children learn by example. They learn by watching what adults close to them and their older siblings do everyday. So...o...o. .. is everyone eating their fruits & veggies?

If parents and other family members eat and enjoy plenty of fruits and veggies, more than likely their children will learn to eat and enjoy them, too! And if you are having trouble getting those fruits and veggies into your family's diet, the **GIMME 5** program is here to help! It's a great way to experiment with your children to find those F&V that your family likes! When it comes to fruits and veggies, the old saying "Do as I say, not as I do" doesn't work very well! It's more important to set a good example by eating your 5 A Day fruits and veggies, too!

Fruit Kabobs

Makes 3 servings

You will need:

- 1/2 cup grapes (green, red or purple)
- 1/2 cup apple, peach or nectarine chunks
- 1/2 cup pineapple chunks
- 1/2 cup lowfat vanilla yogurt
- 1 teaspoon brown sugar
- toothpicks or wooden skewers

Directions:

1. Remove grapes from stems; wash and dry them.
2. Have an adult cut up the apple, peach or nectarine into bite-size chunks.
3. Thread the fruit pieces onto the toothpicks or wooden skewers.
4. Mix together the lowfat vanilla yogurt and brown sugar in a bowl.
5. Serve the yogurt dip with the fruit kabobs and enjoy!



GIMME 5 Family Fun
We did it!

#3

☐ **We made "Fruit Kabobs"** (10 pts.)

☐ **I interviewed** _____

Their favorite fruit is: _____

Their favorite veggie is:
_____ (10 pts.)

(child's signature)

(parent's signature)

GIMME 5 Parent Page

This week's recipe is for that sweet treat at the end of a meal or the end of the day (or even for a quick breakfast treat!). It's quick, easy and it provides one fruit serving for your family! What a great way to help your family get their 5 A Day!

Microwave Fruit Crisp

(Makes 4-6 servings)

You will need:

- 1-16 oz. can drained sliced peaches
- 1-16 oz. can drained pear halves
- 1 cup (6oz.) pitted prunes, halved
- 1 tsp. grated orange peel
- 1/3 cup orange juice
- 1/2 tsp. cornstarch
- 1 1/2 cups low fat granola cereal

Directions:

In a small measuring cup, mix the orange juice and cornstarch together. In a 6-cup shallow microwave bowl, toss peaches, pears, prunes. Stir the orange juice and cornstarch and add to the fruit, mixing well. Top with the granola. Microwave on HIGH for 5 minutes. Let stand for 2 minutes. Spoon into bowls. Serve with low fat vanilla yogurt for an added treat.

An official 5 A Day recipe that provides one fruit serving and one cereal serving from the Food Guide Pyramid!

Fruit & Veggie Tips

Use these tips to add more fruit to your family's diet!

Serve fruits fresh or raw for a great dessert or snack!

- Whole fresh fruit
- Slices, wedges, or balls (scoops) of fruit
- Frozen or canned bits for an easy, convenient way to keep fruit on hand
- Freshly squeezed or frozen fruit juice for those thirsty "mouths"
- Low fat yogurt or cottage cheese with grated or chopped fruits

Add fruits to recipes!

- Fresh, canned or dried fruit to cold or hot cereal
- Chopped fruit to pancake, waffle, muffin or quick bread batters for an added treat
- Fresh fruit or juice blended with lowfat yogurt or milk for a thick, frosty dessert drink
- Dried fruit such as raisins to your main dish recipes for a delightful taste bud flavor burst
- Chopped apples in salad for a touch of sweetness without adding any salad dressing

Substitute:

- Sliced or mashed fruit or applesauce instead of butter, jelly, or syrup on toast, muffins, pancakes and waffles for a great low fat, low calorie spread or topping
- Finely chopped or shredded veggies in place of some of the meat in mixed dish recipes
- Pureed fresh fruit as a sauce in your chicken or fish recipes



FIFTH GRADE, WEEK THREE: "YOUR FAVORITE FRUITS & VEGGIES!"

BEHAVIORAL OBJECTIVES

Students will be able to:

1. Interview fellow classmates to learn what they like about their favorite fruits and veggies.
2. Take home video #2, "**Fruit Snackin'**", to watch with their family.
3. Prepare, taste and evaluate two fruit snack recipes in class.



SESSION OUTLINE

Suggested Time	Activities	Visual Aids	Student Materials
20	1. Favorite F&V Interviews		Worksheets 8 & 9
5	2. "Fruit Snackin' " (video #2)		Student video copies
20	3. Snack Preparation	Snack Ingredients and Supplies	Fruit Recipe Worksheets 10 & 11

**45
Minutes**

ACTIVITY 1: FAVORITE FRUIT & VEGGIE INTERVIEWS (20 MINUTES TOTAL)

Purpose: To have students interview fellow classmates to learn what they like about their favorite fruits & veggies.

- A. Explain that they are going to interview a classmate to learn all the things they like about their favorite fruit & veggie and then try to guess what their classmate's favorite fruit & veggie is.
- B. Distribute **WORKSHEET 8 & 9: I Guess Your Favorite Fruit Is... and I Guess Your Favorite Veggie Is...** Explain the directions and questions they are to ask each other in order to guess their favorite fruit and veggie.

READ THE DIRECTIONS:

Ask the person you are interviewing to first think of their favorite fruit/veggie and then secretly write it down on paper, fold the paper, and put it aside. Tell them you will ask them only yes and no questions to help you guess what their favorite fruit/veggie is.

- C. Divide the class into pairs (an "extra" student could be placed with one pair or paired with you), and instruct them to take turns investigating their partner's favorite fruit/veggie by asking them the yes and no questions on their worksheets about the fruit/veggie. Have them check their classmate's answers under "classmate #1" column.
 - 1. Stress that they should quietly interview each other so that they do not disturb the other interviews.
 - 2. Explain that they have only 10 minutes to conduct their interviews.
 - 3. **Optional** - Switch pairs after they complete the fruit investigations and create new interview pairs for the veggie worksheet.
- D. Bring the class come back together once the interviews are complete. Discuss their favorite fruits and veggies and some of the special things about them (**as time permits**).

- E. Remind students that one of their **Family Fun Activities** for this week is to take these worksheets home and to use them to interview someone in their family to guess what their favorite fruit and veggie is.

ACTIVITY 2: "FRUIT SNACKIN' " VIDEO #2 (5 MINUTES TOTAL)

Purpose: To introduce video #2, "Fruit Snackin' " to the students with their homework assignment to watch it with their family.

- A. Tell the students that today they will be receiving their own copy of this year's second videotape to take home to watch with their family.

STATE:

- Each of you will receive your own copy of three different videotapes that go along with the ***GIMME 5*** program. Today you will receive the second one.
- Andrew Lang of the Atlanta Hawks is the "VJ" and students and their parents from your school are part of the ***GIMME 5*** team!
- This videotape is called "**Fruit Snackin' "**. It will:
 - give you ideas for great tasting fruit snacks
 - give your parents tips for saving money on snacks
 - remind you that you can substitute ingredients in a recipe to include your favorite fruits
 - show you how to make the "Sticks and Stones" recipe
- Take your videotape home today and watch it with your parent(s) and family this week. It will have several activities for you to do with your family.
- After you watch the videotape, answer the questions on the postcard (inside the video case) with your parents. Bring the completed postcard back to class to enter it into the prize drawing at the end of the program.
- During our next ***GIMME 5*** class, we will talk about what you watched on the video and how you used the information you learned about eating veggies.

- B. Distribute a copy of video #2 "**Fruit Snackin'** " to each student. Allow students time to put their videotape in a place where they will remember to take it home. (Example: book bag or homework folder.)
- C. Encourage students to watch "**Fruit Snackin'** " with their family this week.

ACTIVITY 3: SNACK PREPARATION (20 MINUTES TOTAL)

Purpose: To prepare, taste and evaluate two fruit snack recipes in class.



NOTE to TEACHER about this session:

Preparations for today's snack preparation & taste testing activity include:

- Check with your food service manager and staff first thing this morning to be sure everything is in order for today's snack taste testing session.
- Check any last minute arrangements for delivery of the food to your classroom.

- A. Explain to students that today's session includes preparing and tasting two fruit snack recipes in class.

STATE:

- Today we will prepare two fruit snack recipes in class. *(It is important for children to find the many different ways they like fruits & veggies, so always encourage the students to taste at least one bite of each recipe.)*
- After we prepare the snacks, we'll get to taste them!
- Then you will write down on your **Fruit Snack Recipe Worksheets 10 & 11** whether or not you liked them and why you did or did not like them, if you would make them again at home, and what changes you would make to the recipes.

B. Arrange time now for students to prepare for the snack preparation activity by **washing their hands with soap and water and drying them sanitarilly.**

C. Distribute **WORKSHEETS 10 & 11: Fruit Snack Recipes.**

1. **(Optional)** Discuss the parts of a recipe (ingredients, amounts, directions, number of servings, etc.) as necessary. Answer any questions students may have about reading recipes.
2. Explain that fruits & veggies can be prepared in many different ways. Many people like the same fruits & veggies, but prepared in different ways. Everyone needs to find the many ways they like their fruits & veggies prepared. This is what the **GIMME 5** program is all about - learning to find ways you like to eat your fruits & veggies!

D. Explain the recipe preparation procedure that is most appropriate for your class. (This could be having you or your assistant prepare the recipes, one or two students prepare a recipe, or students working in a group to prepare the recipes.)



NOTE to TEACHER:

When you prepare the recipes, have some fun with it! Give yourself a "funny" chefs name, assume an accent and wear your **GIMME 5** apron during the recipe preparations.

E. Give students time to prepare and eat their snacks, and ask "room parents, volunteer, or teaching assistant" to help you by monitoring the recipe preparations and taste testings.

F. Taste the fruit recipes and ask students to answer the questions at the end of each worksheet.

G. Discuss some of their evaluations of the recipes.

ASK:

- What did you like about the recipes?
- If you didn't like them, what would you change to make them better?

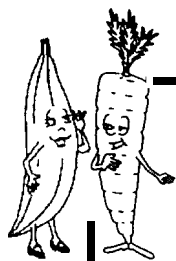
I. Encourage students to make at home the fruit recipes they tasted today.

EMPHASIZE:

- These snack recipes taste good and are a fun way to enjoy eating more fruits!
- Ask. your parent(s) to purchase the ingredients for these recipes next time they go to the grocery store. Then you can prepare the recipes from today for your family to taste!
- Fruits & veggies can be prepared in many different ways. During the ***GIMME 5*** program, we are trying to find a variety of ways that you and your family can enjoy fruits & veggies.
- Try serving these fruit and veggie snack recipes to your friends or brothers and sisters after school, at parties, holiday get-togethers, family reunions, anytime you need a great snack!

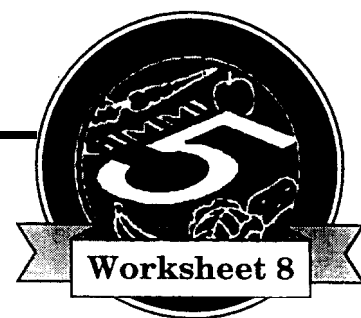
J. Assign the clean up procedure that is most appropriate for your class.

K. Remind students that their **Family Fun Activities #3** is due back by the ***GIMME 5*** class next week, and give them the date of Session 7.



I G u e s s Y o u r

F a v o r i t e F r u i t i s ...



Directions: Ask the person you are interviewing to think of their favorite fruit and then secretly write it down on paper, fold the paper, and put it aside. Tell them you will ask them the yes and no questions below to help you guess what the name of their favorite fruit is.

Questions:**Classmate**

Classmate

Adult #2

(name)

(name)

(name)

Is it crunchy?

☐ Yes ☐ No☐ Yes ☐ No☐ Yes ☐ No

Is it soft?

☐ Yes ☐ No☐ Yes ☐ No☐ Yes ☐ No

Is it juicy?

☐ Yes ☐ No☐ Yes ☐ No☐ Yes ☐ No

Do you eat the peels?

☐ Yes ☐ No☐ Yes ☐ No☐ Yes ☐ No

Is it made into juice?

☐ Yes ☐ No☐ Yes ☐ No☐ Yes ☐ No

Does it grow on trees?

☐ Yes ☐ No☐ Yes ☐ No☐ Yes ☐ NoDoes it take more than one
to make a serving?☐ Yes ☐ No☐ Yes ☐ No☐ Yes ☐ NoDo people often eat
it for snacks?☐ Yes ☐ No☐ Yes ☐ No☐ Yes ☐ NoDo people often eat
it for breakfast?☐ Yes ☐ No☐ Yes ☐ No☐ Yes ☐ No

Is it put on top of cereal?

☐ Yes ☐ No☐ Yes ☐ No☐ Yes ☐ No*I guess**your favorite fruit is:*

(fruit)

(fruit)

(fruit)

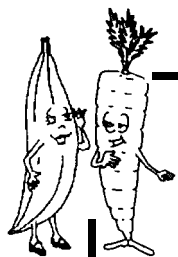
Correct answer:

(fruit)

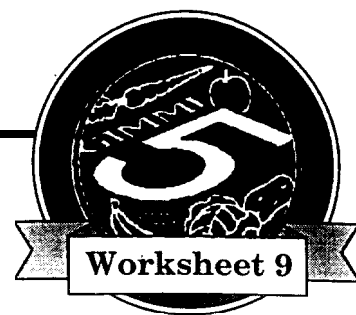
(fruit)

(fruit)





I Guess Your Favorite Veggie is ...



Directions: Ask the person you are interviewing to think of their favorite veggie and then secretly write it down on paper, fold the paper, and put it aside. Tell them you will ask them the yes and no questions below to help you guess what the name of their favorite veggie is.

Questions:

Classmate

Classmate

Adult #2

(name)

(name)

(name)

Is it crunchy?

☐ Yes ☐ No☐ Yes ☐ No☐ Yes ☐ No

Is it soft?

☐ Yes ☐ No☐ Yes ☐ No☐ Yes ☐ No

Is it juicy?

☐ Yes ☐ No☐ Yes ☐ No☐ Yes ☐ No

Do you eat the peels?

☐ Yes ☐ No☐ Yes ☐ No☐ Yes ☐ No

Is it made into juice?

☐ Yes ☐ No☐ Yes ☐ No☐ Yes ☐ No

Does it grow a bush?

☐ Yes ☐ No☐ Yes ☐ No☐ Yes ☐ NoDoes it take more than one
to make a serving?☐ Yes ☐ No☐ Yes ☐ No☐ Yes ☐ NoDo people often eat
it for snacks?☐ Yes ☐ No☐ Yes ☐ No☐ Yes ☐ NoDo people often eat
it for dinner?☐ Yes ☐ No☐ Yes ☐ No☐ Yes ☐ No

Can you eat it with dip?

☐ Yes ☐ No☐ Yes ☐ No☐ Yes ☐ No*I guess**your favorite veggie is:*

(veggie)

(veggie)

(veggie)

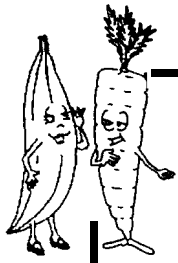
Correct answer:

(veggie)

(veggie)

(veggie)





Week 3, Session 6

Fruit & Veggie Snack

Classroom Preparation

Ingredients Order Form

- Note to teachers:**
1. Turn this completed form in the week of _____ to your food service manager.
 2. If possible, try to schedule your class on the same day as the other 5th grade classes to make it easier for the food service staff to prepare the ingredients for the in class-room recipe preparations.
 3. If possible, try to make the recipes in your classroom as soon after the food service staff sends them to you to maintain the peak quality of the ingredients.

Recipes: Rad Fruit Sundae

Sticks and Stones

To: _____

(Food Service Manager and Personnel)

From: _____

(Teacher's Name)

(Room Number) (Number of Students)

Today's Date: _____

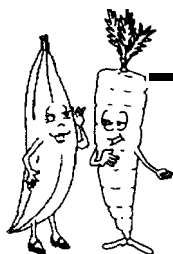
Date Needed: _____

(Day of Week)

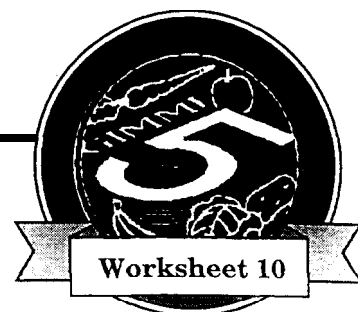
(Date)

(Time)





Name: _____



In Class Recipe

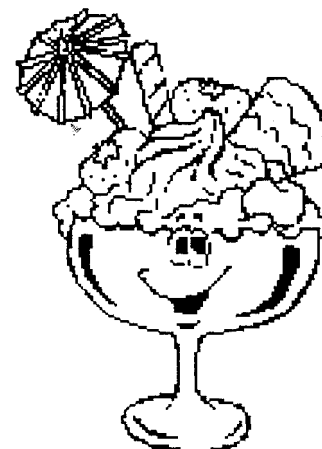
Fruit Snack Recipe

Rad Fruit Sundae

adapted from "5A Day Recipes", NCI/PBH, 1991.

You need:

- 20 oz. can unsweetened pineapple chunks
- 16 oz. can unsweetened pear halves
- 16 oz. can sliced, unsweetened peaches
- 16 oz. can unsweetened apricot halves
- 1 1/4 cups lemon or vanilla lowfat yogurt
- 1 cup granola (optional)



Directions:

1. Drain each can of fruit very well.
2. Cut the pears, peaches & apricots into bite-size pieces.
3. Mix the first five ingredients (fruits & yogurt) in a large mixing bowl
4. Spoon into five bowls.
5. Sprinkle granola over the top if you like.

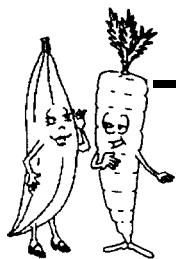
Makes 6 servings.

Did you like this recipe? _____

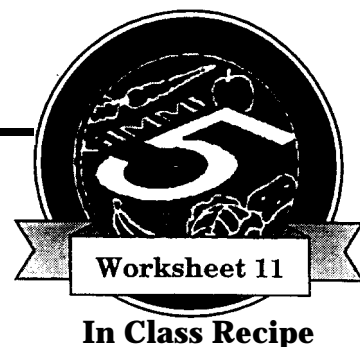
Why or why not? _____

Would you make it at home? _____





Name: _____

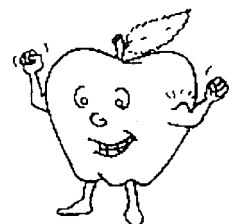


Fruit Snack Recipe

Sticks & Stones

You need:

- 1 cup Cheerios (or similar cereal)
- 1 cup small pretzels
- 1/2 cup raisins
- 1/2 cup other dried fruit
(like apricots, figs, dates, apples)



Directions:

1. Mix all of the above ingredients together in a mixing bowl.
2. Eat as a snack any time!
3. Store any leftovers in an air-tight container.

Makes 4 servings.

Did you like this recipe? _____

Why or why not? _____

Would you make it at home? _____





Fifth Grade, Week Four: "Snack Attack!"

BEHAVIORAL OBJECTIVES

Students will be able to:

1. Set their second goal to eat a fruit for a snack instead of another snack they often choose to eat.
2. Chart completion of their **Family Fun Activities #3**.
3. Take home their **GIMME 5 Daily, Number 4** family newsletter and **Family Fun Activities #4**.



SESSION OUTLINE

Suggested Time	Activities	Visual Aids	Student Materials
20	1. Fruit & Veggie Snack Attack!	Overhead Projector or Chalkboard	Fruit & Veggie Snack Attack Cards (cut up cards before class)
20	2. Goal Setting #2	Transparency #4	Worksheet 12
5	3. Newsletter/Family Fun Activities	GIMME 5 F&V Team Chart	GIMME 5 Daily #4

**45
Minutes**

ACTIVITY 1: FRUIT & VEGGIE SNACK ATTACK! (20 MINUTES TOTAL)

Purpose: To have students name and describe as many ways as they can that fruits and veggies can be prepared and eaten as snacks.

- A. Introduce this class session by asking students to recite the ***GIMME 5 Fruit & Veggie Rap:***

***GIMME 5 that's what I say,
At least five servings every day.***

***Make it five for you and me,
Fruits and veggies are the key!***

***Cooked or raw, frozen or canned,
Three veggies daily and I'll feel grand!***

***Apples and bananas, peaches and kiwi,
Two fruits each day, the choice is easy!***

***GIMME 5! Yes, every day,
Five fruits and veggies that's the way!***

***They taste so fine; they're fun to eat.
Fruits and veggies can't be beat!***

- B. Ask students if they have their completed video postcards and collect them for the prize drawing at the end of the program.
- C. Ask students what they learned about snacks from their "Fruit Snackin' " videotape. The objectives of the videotape were to:
- give you ideas for great tasting fruit snacks
 - give your parents tips for saving money on snacks
 - remind you that you can substitute ingredients in a recipe to include your favorite fruits
 - show you how to make the "Sticks and Stones" recipe

D. Tell students that today they will be using **Fruit & Veggie Snack Attack cards** and what they learned from their videotape to help them come up with as many ways as they can that certain fruits or veggies can be prepared and eaten as snacks.

1. Hold up the **“banana” Fruit & Veggie Snack Attack card** and ask for all the ways they can think of that a banana can be prepared and eaten as a snack.
2. List some of their suggestions on the overhead projector or chalkboard. (*Suggestions: Eat it whole, slice it and eat it with a low-fat fruit dip, freeze it first for a frosty treat, etc.*)

STATE:

- Many people like the same fruits & veggies, but prepared in different ways. Some people don't like cooked carrots, but like them raw. Some people like bananas all by themselves, and others like them on their cereal in the morning.
- Each of you has to find the best ways in which you like your fruits & veggies prepared.
- The more ways you can think of how your fruits & veggies might be prepared, the more ways you may find you like them!

E. Explain that they will get into groups and do this same activity with their own set of **Fruit & Veggie Snack Attack cards**. Divide the class into groups of 3 - 4 students (or divide the students up in the best way for **your** class). **(Optional:** Have students do this activity individually)

1. State that each group will get two cards and then give them two **Fruit & Veggie Snack Attack cards**. (*See Fruit & Veggie Snack Attack cards at the end of this session.*)
2. Explain that they should discuss each card, deciding all the ways that the fruit or veggie can be prepared and eaten as a snack. Have the students also think about how they like their favorite fruit or veggie prepared, and decide if they could prepare the fruit or veggie on their **Fruit & Veggie Snack Attack cards** that same way.

3. Explain that one student in each group should be designated as the "group recorder" and they will write down the group's ideas on a piece of paper.
 4. Inform students they have 5 minutes to discuss their cards and list their answers on a piece of paper.
- F. Give students 5 minutes to finish their group work.
- G. Choose one of the group recorders (or ask for a volunteer) to report to the class on all the ways their fruits and veggies could be prepared and eaten as a snack.
1. List suggestions on the overhead projector or chalkboard.
 2. Ask each group to report any new ways that the other groups have not already reported.
 3. Allow **5 minutes** for reporting. (If necessary to stay on time, pick groups to report that may not have reported during previous groups activities.)
- H. Discuss (**as time permits**) the lists of snacks given by each group. The discussion should emphasize finding ways in which each one of them might like to eat those fruits and veggies, or at least try them. It is not necessary to have all students report their responses. Be sure to call upon the students you didn't call upon today at sessions later in the curriculum.

ACTIVITY 2: GOAL SETTING #2 (20 MINUTES TOTAL)

Purpose: To have students set their second goal to eat a fruit for a snack instead of another non-fruit snack they often choose to eat by writing down the goal on their goal sheet.

A. Point to the **GIMME 5 Goal Chart**.

1. Ask if there are any more students who have now reached their **GOAL, #1**.

2. Collect those worksheets (or have the students come up so that you can record their checkmark on the chart now).
 3. **Congratulate** the students who have now reached their **GOAL #1** and ask them to stand and give themselves a pat on the back while the rest of the class claps for them.
- B. Encourage students who still have not reached **GOAL, #1** to keep trying by using the **"Rap Up Your Problems!"** rap to help them solve their problems.
- C. Explain to students that since they have identified so many different fruits snacks which they might like to try, it is now time for them to use their suggestions to set a goal for themselves to eat a fruit snack in the next week.
- D. Display **TRANSPARENCY #4: Fruit for Snacks** and point out that this is what their goal worksheet will look like. They will use it today to set their second goal to eat a fruit snack this week.

EXPLAIN:

- You “set a goal” to learn to do something you don’t usually do.
- You set this goal by writing it down:
 - 1) You will write on your goal sheet, "I, (their name) , set a goal to eat a serving of (what fruit) as a snack. . ."
 - 2) Instead of what you usually eat,". . .instead of potato chips . . ."
 - 3) And write when you will try to do it". . . on Thursday after school."
- The goal you set today should be to eat a fruit snack that you don’t usually eat.
- After you complete all of the blanks on the form, sign your name that you will try to reach your goal this week.
- When you do reach your goal, check the “goal check” box at the bottom of the worksheet and write down the date you reached your goal.

EXPLAIN (continued):

- Bring your goal sheet back to the next **GIMME 5** class and we will check off this goal on the **GIMME 5 Goal Chart** next to your name. When you reach all three of your goals over the next six weeks, you will receive a **GIMME 5 prize** at the end of the program during Session 12.
- Goal setting can be a fun way to get yourself to try something you don't usually do or to try something new. Remember to be as realistic as you can when you are setting your goal. Start out by setting an easy goal for you to reach.
- If you set a goal and don't reach it when you said you would, that's okay. You can always keep trying by using the **"Rap Up Your Problems"** rap to help you reach your goal. And then when you do reach your goal, fill in your goal check box and bring your "Fruit Snack" goal sheet back to the next class.
- Any questions?

E. Display **TRANSPARENCY #4** and ask the class to help you set a goal for the pretend student "Will Eatafruit."



NOTE to TEACHER:

Step "E" is very important to help students understand the concept of goal setting. If necessary, complete a second example with the students.

F. Give students **WORKSHEET 12: Fruit for Snacks** and have them set their goal to eat a fruit snack instead of another snack they often choose to eat.

1. Suggest that they may want to use one of the fruit snacks they just discussed in the "Fruit & Veggie Snack Attack" activity or a fruit snack from their videotape.
2. Remind them be sure to write down a **serving** of the fruit and not just a bite or two.

3. Explain that the **Date Due** is the next *GIMME 5* class, and give them the date of Session 8.
 4. Tell them to be sure to sign their name on the **My Signature** line after they set their goal.
 5. **(Optional)** Make your own goal and read it to your class.
- G. Remind students that during the *GIMME 5* program they will be setting three different goals and if they reach all 3 goals, they will receive a **GIMME 5 prize** during the last class, Session 12.
- H. **(Optional)** Tell all students to turn to the classmate next to them and say **“GIMME 5”** for setting a goal to eat a fruit snack instead of another snack they often choose to eat.

ACTIVITY 3: NEWSLETTER/FAMILY FUN ACTIVITIES (5 MINUTES TOTAL)

Purpose: To chart completion of their Family Fun Activities #3 and receive their *GIMME 5 Daily*, Number 4 family newsletter with the Family Fun Activities #4.

- A. Point to the *GIMME 5 F&V Team* charts.
1. Ask all students who have completed *GIMME 5 Daily Family Fun Activities #3* to stand and receive their points for their **F&V Team**.
 2. **Congratulate** those students and ask for a round of applause.
 3. Remind those students who have not yet finished their *GIMME 5 Daily Family activities #1, #2 or #3* that they should try to do so by using the **"Rap Up Your Problems!"** rap to help them reach a successful solution as soon as possible to earn their points for their **F&V Team**.

4. Encourage students who are having a problem finding the time to do the activity with their parents to see you so that you can help them figure out a way to do the activity. (*They could use the "Rap Up Your Problems!" rap here also to solve their problems.*)
- B. Distribute the **GIMME 5 Daily, Number 4** and review the highlights of the newsletter.
- C. Point out the **GIMME 5 Family Fun** column of the newsletter and the **GIMME 5 F&V Team** chart.
1. State that this week in the **GIMME 5 Family Fun** column, there are two more activities that they should do together with a parent and other members of their family. They will earn ten (10) points for each activity they complete and this will be added to their **F&V Team's** chart towards winning a certificate the last week of the program.
 2. Explain that after they complete these activities with their parent, the student and their parent should sign and date the **GIMME 5 Family Fun Activities coupon** at the bottom of their newsletter, cut it out and return it to school to get their points for their **F&V Team**. (If a parent is unable to participate, the student may do the activities with another adult.)
 3. Tell students that they should try to complete the activities with their parent as soon as possible or before the first **GIMME 5** class next week.
 4. Stress that they should bring the signed activities coupon back to school, and show students where you want them to put them. (Example: Large envelope or box labelled "**GIMME 5 Family Fun Activities Coupons.**")
- D. Urge students to be sure to take their newsletter home today and find some time this week to enjoy reading it together with their family and doing **GIMME 5 Family Fun Activities #4** with their parent.
- E. Allow students time to put their newsletter in a place where they'll remember to take it home. (Example: book bag or homework folder.)



NOTE to TEACHER about session 8:

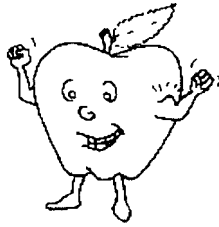
Preparations for the snack preparation and taste testing activity for session 8 include:

- Request food items and supplies from school food service three to four weeks prior to each session. (Use the GREEN "Fruit & Veggie Snack Ingredient Order Form" at the end of session 8.)
- Check with your food service manager and staff first thing on the morning of the snack preparation and taste testing session to be sure everything is in order.
- Check any last minute arrangements for delivery of the food to your classroom.
- Arrange for cafeteria space if you are unable to implement these activities in your classroom.
- Schedule "room parents, volunteer, or teaching assistant" to assist you with these activities.
- (Optional-If your school food service is unable to provide you with the foods and ingredients necessary to prepare the recipes, ask your local grocery store to donate them).

SNACK ATTACK FRUIT CARDS



Apple



Orange



Peach

Pear



Banana



Strawberries

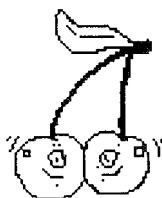


Grapes

Pineapple



Cherries



Kiwi



SNACK ATTACK VEGGIE CARDS



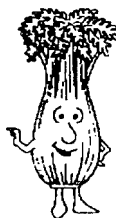
Cucumber



Cabbage



Carrots



Celery



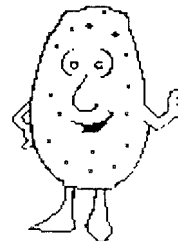
Tomato



Mushrooms



Pepper



Potato

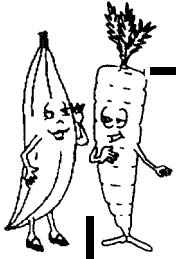


Peas



Squash





Fruit for Snacks

GIMME 5: Goal Two

I, _____ , set a goal to eat a
(print name)

serving of _____ as a snack
(fruit I will try to eat)

instead of _____
(snack I often eat at this time)

on _____
(which day this week and what time of day)

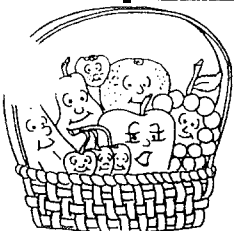
(my signature)

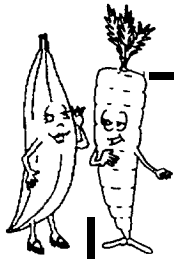


GOAL CHECK

I did it! I ate _____
(fruit)

on _____ .
(which day and at what time)





Fruit for Snacks

GIMME 5: Goal Two

I , _____, set a goal to eat a
(print name)

serving of _____ as a snack
(fruit I will try to eat)

instead of _____
(snack I often eat at this time)

on _____
(which day this week and what time of day)

(my signature)



GOAL CHECK

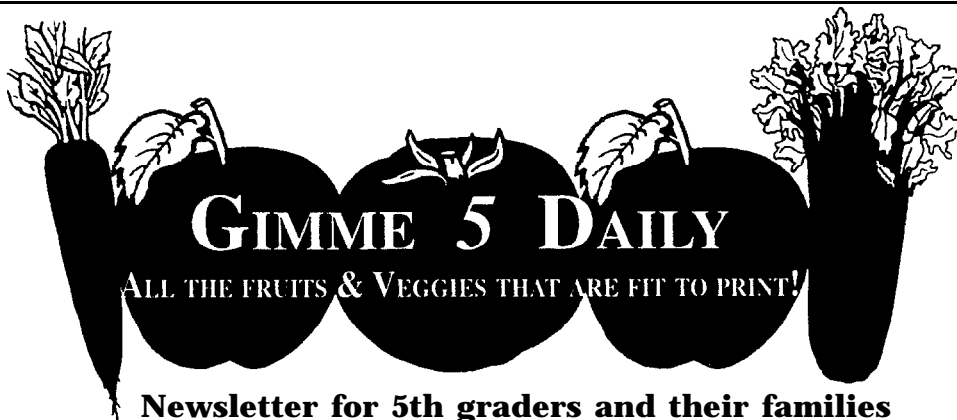
I did it! I ate _____
(fruit)

on _____
(which day and at what time)





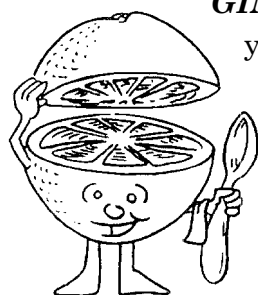
Number 4



Hey Parents - What's Up?

Outrageous Orange here with the continuing

GIMME 5 F&V program! Did



your fifth grader ask you to buy their favorite fruit & veggie? Were they able to guess what your favorite fruit & veggie was? Did they bring home the fruit & veggie recipes they taste tested in

class last week? And did they get a chance to make the "Fruit Kabobs" with you? What did your family think of the Microwave Fruit Crisp?

Lots of exciting things are happening in your child's class. Of course they are all focused on fun ways to learn to like and eat more fruits & veggies! This week your child will:

- 🍏 Set their second goal to eat a fruit for a snack instead of another snack they often choose to eat.
- 🍏 Record all the fruits & veggies that they eat for two days on their "The Search for My Fruits & Vegetables" worksheet.
- 🍏 Learn how to prepare, taste and evaluate a fruit & a veggie recipe in class. They will bring the recipes and their evaluation of them home for the entire family to enjoy.

Fruits & Veggies From Our Home State!

What fruits and veggies are grown in your state? Ask the produce manager at your local grocery store or look in a book. Try some of these home-grown fruits or veggies (if they are in season) this week!

Fruits and veggies grown in my state are:

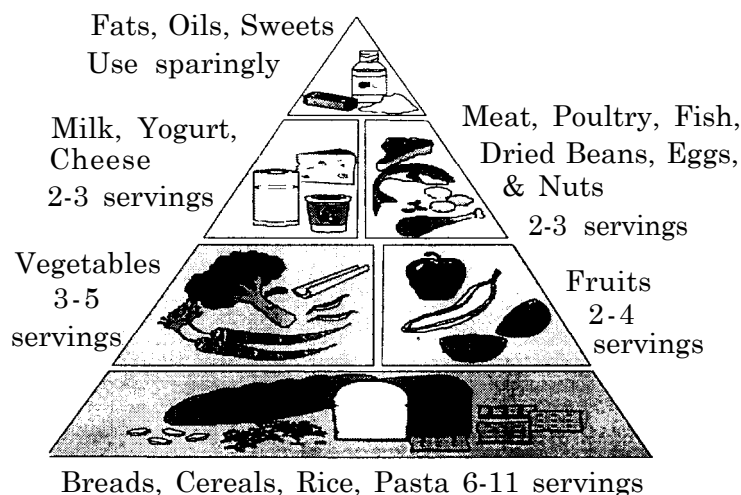
? Did You Know? ?

Those "cabbage patch" kids were really onto something! Not only can this good-for-you veggie be used in a variety of dishes (both cooked and raw), it may offer additional protection against certain types of cancer.

Whether you choose a green or red cabbage - there's no nutritional difference between them - choose heads that are solid and heavy for their size, with no discoloration. Store cabbage in your refrigerator's vegetable drawer to prevent it from wilting.

Take a lesson from the "cabbage patch" kids; eat more cabbage and get those 5 A Day!

Food Guide Pyramid Pointers



- 🍏 Make low fat yogurt more fun to eat by mixing sliced fruit into it for a delicious and nutritious treat. Or try making a smoothie! Mix low fat vanilla yogurt, skim or low fat milk and your favorite fruit in a blender, blending until smooth. Yum-m-m-m!
- 🍏 Please your palate and your waistline with reduced-fat cheeses. Try shredded nonfat cheeses in dip or casserole recipes.
- 🍏 Make your favorite veggie dips with fat-free or low fat yogurt for less fat and fewer calories.

Milk, Yogurt & Cheese

(2-3 servings per day)

Moo-ve on over to the dairy department to "bone" up on these calcium and protein rich foods! Your children need these foods for their growing bones and you need them to maintain your own healthy bones!

What is a serving?

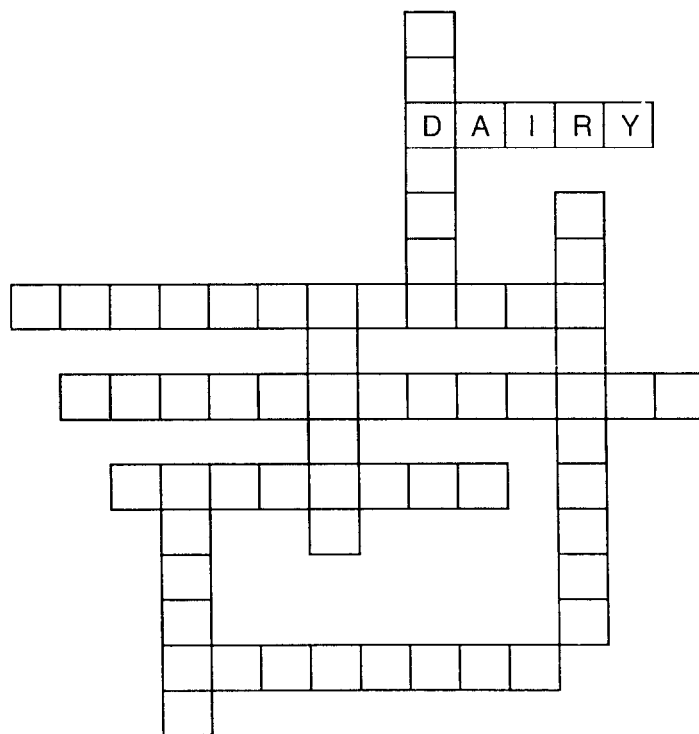
- 🍏 1 cup of milk or yogurt
- 🍏 1 1/2 ounces of natural cheese
- 🍏 2 ounces of processed cheese

Healthy Habits

- 🍏 Select low fat, or nonfat milk, cheeses and yogurts regularly. After age 2, every member of your family can enjoy lower fat (and lower calorie) products and still get the calcium and protein needed for growth and healthy bones!
- 🍏 Convinced your family won't like the taste of lower fat milk? Try mixing your regular milk with one that is lower in fat! Start out mixing them half and half, then gradually reduce the amount of your regular milk. Before you know it, you'll have them drinking low fat milk and asking for seconds!

Pyramid Puzzle!

Fill in the puzzle using the words below from the Milk, Yogurt & Cheese group!



buttermilk
cheese
cottage cheese
frozen yogurt

ice cream
pudding
skim milk
yogurt

GIMME 5 Family Fun Activities

Hey kids! Here's more **GIMME 5 Family Fun Activities** for you to do with your parent or another adult. Don't forget, you can earn more points for your **F&V Team**. After you complete the activities, sign your name and have your parent (or other adult) sign theirs to the coupon below. Then remember to cut it out and return it to class.

This week's activities are:

1. Make "Super Slaw" together for your family to eat for lunch or dinner. (10 points)
2. Go to the grocery store with your parent and purchase a fruit to help you meet your goal to eat a fruit for a snack this week. (10 points)



GIMME 5 Family Fun

We did it?

#4



We made "Super Slaw" (10 pts.)



We went to the grocery store and bought _____ to meet my fruit snack goal this week. (10 pts.)

(child's signature)

(parent's signature)

"Have It Around...They Will Eat It!"

Hey parents! When was the last time your child came home and asked for a fruit or veggie for a snack? This week? Did you happen to have that fruit or veggie on hand? A key factor in helping your children eat more fruits and veggies is to have their favorites available at home!

Keeping your child's favorite fruits and veggies available makes it easier to eat them, instead of high fat snack items, when they are hungry!

Another factor in helping your child eat more fruits and veggies is to make it easy for them to get. When was the last time your child came home from school, opened the refrigerator, took out a package of carrots, peeled and sliced them so they could have a snack? (Ha! Ha!) Having fruits and veggies that are pre-prepared and ready to eat when they come home makes it easier for them to grab them instead of a bag of chips. So think about keeping cut up veggies in a baggie or glass of water in the front of the refrigerator, ready for your hungry child (or family!). And help them make one of their low fat dip recipes to keep in the refrigerator, too! It will be an easy and tasty treat for everyone in the house!

Super Slaw

Makes 6 servings

You will need:

- 4 cups coleslaw mix (or shredded red, purple & green cabbages)
- 1 can mandarin oranges, drained
- 1 red apple, unpeeled, cored and diced
- 1/2 cup lowfat plain yogurt
- 1 tablespoon brown sugar

Directions:

1. Have an adult core and dice the apple.
2. Mix the coleslaw mix, orange pieces and diced apple together in a large mixing bowl.
3. In a small bowl, mix the yogurt and brown sugar together.
4. Add the yogurt mixture to the coleslaw mixture, stirring well.
5. Serve and enjoy!
6. Store the leftovers in the refrigerator.

GIMME 5 Parent Page

Get one dairy and one vegetable serving from this recipe - delicious and nutritious!

Vegetable Lasagna

Makes 9 servings

You will need:

- 1 lb. farmer's (or low fat cottage) cheese
- 1/2 lb. low fat ricotta cheese
- 2 egg whites
- 1 Tbsp. parsley
- 1 tsp. each of basil, oregano, garlic powder
- 8 oz. lasagna noodles, uncooked
- 1 finely chopped large onion
- 1 lb. sliced mushrooms
- 1 cup chopped zucchini
- 1 cup shredded carrots
- 1 cup chopped broccoli florettes
- 4 cups low sodium spaghetti sauce

Directions:

Mix farmer's & ricotta cheeses and egg whites together. Blend in spices. In a large pot of boiling water, cook lasagna noodles until tender (about 10 minutes). Remove noodles from pot, dip in cold water and drain on kitchen towel.. In heavy skillet, cook the vegetables on high for about 4-5 minutes, with no fat, stirring constantly. Remove from heat. Preheat oven to 375°. Combine the cheese mixture & vegetables. Spread 2 cups spaghetti sauce on the bottom of a 9x14 baking pan. Alternate layers of noodles and cheese/veggies, ending with a layer of noodles. Pour the rest of spaghetti sauce on top of the noodles. Bake, covered, for 1 hour. Uncover; bake 5 minutes more. Remove from oven cool for 10 minutes before cutting.

An official 5 A Day recipe that provides 1 milk, yogurt & cheese serving and 1 vegetable serving from the Food Guide Pyramid..

Fruit & Veggie Tips

Serve your family fresh fruits & veggies!

- Sliced fruit & veggies with low fat dip (try low fat or nonfat sour cream or yogurt) as a snack
- Steamed veggies with a flavored vinegar for a new taste
- Fresh fruit salad for a sweet dessert



Add fruits & veggies to your family's favorite recipes and dishes!

- Chopped fruit (like apples or raisins) to tuna or chicken salad
- Crushed pineapple and other fruits as toppings to make a dessert fruit pizza (Look for the recipe in week 6 of the **GIMME 5 Daily!** Be sure to use low fat or nonfat sour cream or yogurt as the base for your pizza.)
- Chopped fruit or veggies (like raisins & celery) to salad or coleslaw (See Super Slaw, page 3!)
- Grated zucchini to your low fat muffin recipe
- Grated carrots or chopped red peppers to other veggies for added color and taste
- Several spinach layers to your lasagna

Substitute fruits & veggies for other items!

- Sliced or pureed fruit such as bananas, strawberries or blueberries instead of jelly on peanut butter sandwiches
- Try one of the "all fruit" spreads instead of jam
- Carrots for a "crunch" instead of high fat croutons on salads
- Mushrooms, peppers & tomatoes instead of sausage & pepperoni to pizzas
- Fresh fruit for dessert instead of cake or fresh fruit over Angel Food cake (They are both low in fat, calories and taste great!)



FIFTH GRADE, WEEK FOUR: "EAT IT UP, WRITE IT DOWN!"

BEHAVIORAL OBJECTIVES

Students will be able to:

1. Congratulate themselves for reaching their second goal to eat a fruit for a snack instead of another snack they often choose to eat.
2. Begin recording the number of servings of fruits and veggies that they eat for the next two days by listing these foods on a food diary.
3. Prepare, taste and evaluate a fruit & a veggie recipe in class.



Suggested Time	Activities	Visual Aids	Student Materials
10	1. Goal Check #2	<i>GIMME 5</i> Goal Chart Overhead Projector or Chalkboard Transparency #4	Worksheet 12 completed
15	2. Fruit & Veggie Quest	Transparency #5	Worksheet 13
20	3. Snack Preparation	Snack Ingredients and Supplies	Fruit & Veggie Recipe Worksheets 14 & 15

**45
Minutes**

ACTIVITY 1: GOAL CHECK #2 (10 MINUTES TOTAL)

Purpose: To recognize students for reaching their second goal to eat a fruit for a snack instead of another snack they often choose to eat.

- A. Instruct students to take out **WORKSHEET 12: Fruit for Snacks**.
- B. Display **TRANSPARENCY #4** which has the top half completed from Session 7. Tell the class that "Will Eatafruit" did reach his goal and his fruit snack was sweet and juicy! Ask them to help you fill in the Goal Check part for "Will Eatafruit".
- C. Ask for a show of hands of how many reached their goal to eat a serving of a fruit as a snack instead of another snack they often eat.
- D. Call on a few students to name the fruit snack that they ate and why they liked to eat it.
1. List these fruit snacks on the overhead projector or chalkboard.
 2. Discuss some of the fruit snacks and why they like to eat them. Emphasize that everyone needs to find lots of ways in which they like to eat fruits.
- E. Point to the **GIMME 5 Goal Chart**.

EXPLAIN:

- Remember each of you will be setting three goals during the *GIMME 5* program and for every goal you reach, you will receive a checkmark (*optional: sticker*) in that goal's column. Everyone who reaches all **three** goals during the *GIMME 5* program will receive a **GIMME 5 prize** during the last class, Session 12.
- Each of you who reached this second fruit snack goal today will get a checkmark (*optional: sticker*) in the **GOAL #2** column on this chart.

EXPLAIN:

- Hand in your **WORKSHEET 12** and I will put a checkmark by your name in the **GOAL #2** column if you reached your goal.

(Optional: Have students come up one-by-one and show you their goal sheet and record their checkmark on the chart now, or let the students record their own check mark for you.)

- F. **(Teacher)** Record your own goal check now if you have chosen to participate with your students in the goal setting activities. Tell the students how your fruit snack was prepared and how good it tasted to you.
- G. Announce that everyone who reaches all **three** goals during the **GIMME 5** program will receive a **GIMME 5 prize** during the last week at Session 12.
- H. **Congratulate** all students who reached their **GOAL #2**, and tell these students to stand and give themselves a pat on the back while the rest of the class claps for them.
- I. Ask if there are any more students who have now reached their **GOAL #1** and collect those worksheets, and congratulate those students.
- J. Encourage students who did not reach their **GOAL #1 or 2** to keep trying by using the **"Rap Up Your Problems!"** rap to help them reach a successful solution to their goal. Remind them that they will earn their checkmark on the goal chart as soon as they reach their goal.

ACTIVITY 2: FRUIT & VEGGIE QUEST (20 MINUTES TOTAL)

Purpose: To have students determine the number of servings of fruits and veggies that they eat for the next two days by listing them in a food diary.

- A. Ask students how many fruits and veggies they should eat every day and discuss their answers.

EXPLAIN:

- Usually people don't think about how many servings of fruits or veggies they eat every day; they just eat them or they forget to eat them.
- If you want to try to eat more fruits and veggies, you need to determine how many you are eating now.
- By determining what fruits and veggies you are now eating, you may find other ways to help you eat more fruits and veggies.
- By determining when you are eating them, you can figure out other times you could eat them.

- B. Distribute **WORKSHEET 13: My Fruits and Veggies Diary**, and explain that this is an activity where they are to record:

1. **What** fruits and veggies they ate.
2. **How many** they ate.
3. **When** they ate them and whether it was at a meal or snack.
4. **Where** they ate them.

- C. Display **TRANSPARENCY #5** and ask students to follow along with you and fill in their own Fruits & Veggies Diary (**WORKSHEET 13**) as you fill in the transparency.

STATE: *(Fill in transparency as you state these directions to students.)*

- Write your name in the top right hand corner of your investigation report.
- Write today's date next to **DAY #1** on your Fruits & Veggies Diary worksheet.
- Look at the numbered lines under the titles: **Fruits & veggies I ate today;**
How many servings; When; and **Where.**
- These lines are where you write down: the names of all the fruits and veggies you eat today; how much or how many servings of them you eat; when you eat them; and where you eat them. *(Note: If necessary, review serving sizes in Session 3, page 5, Activity B).*
- For example: Let's say that for breakfast today I had a big glass of orange juice and a sliced banana on top of my cereal. On my worksheet I would write down on line #1:

Orange Juice under the Fruits & Veggies I Ate Today column.

One under the How Many Servings column.

Breakfast under the When column.

At home under the Where column.

- Then, I would write on line #2:

Banana under the Fruits and Veggies I Ate Today column.

One under the How Many Servings column.

Breakfast under the When column.

At home under the Where column.

- Now, think back over everything you have eaten so far today for breakfast, snacks and lunch *(if it is after lunch)* and list all of the fruits & veggies on your **WORKSHEET 13: My Fruits & Veggies Diary**. List the names of the fruits and veggies; write the how many servings you ate; write when you ate them; and write where you ate them.
- If your fruit or veggie was a snack, write down whether it was a morning, afternoon or evening snack.
- Don't forget to list the fruit and veggie juices you drank.

- D. Give students 5 minutes to fill in their worksheet. To be sure they understand your directions, monitor students' work as they fill in what they have eaten so far today.
- E. Inform students that they are to record all the fruits and veggies they eat the rest of today and tonight on their **WORKSHEET 13**.
- F. Instruct them to write tomorrow's date on the **DAY #2** line in the second box on their worksheet, and explain that they are to keep track of all the fruits and veggies they eat tomorrow by filling in this **DAY #2** box.

EMPHASIZE:

- You are recording what fruits and veggies you eat; how many servings you eat; when you eat them; and where you eat them.
- Remember to write down every fruit and veggie you eat today and tomorrow.
- You will need to fill in your Fruits & Veggies Diary for all the fruits and veggies you eat for the rest of today and all day tomorrow - for breakfast, lunch, dinner and all of your snacks during both days.
- You must keep your **WORKSHEET 13** at school, so remember to keep track of the fruits and veggies you eat away from school by listing them on notebook paper and then fill in your report when you are back in school.

- G. Inform students that they will need to finish their Fruits & Veggies Diary for a special activity they will do during the next **GIMME 5** class, and give them the date of Session 9.

ACTIVITY 3: SNACK PREPARATION AND TASTE TESTING (20 MINUTES TOTAL)

Purpose: To prepare, taste and evaluate a fruit & a veggie recipe in class.



NOTE to TEACHER about this session:

Preparations for today's snack taste testing activity include:

- Check with your food service manager and staff first thing this morning to be sure everything is in order for today's snack preparation and taste testing session.
- Check any last minute arrangements for delivery of the food to your classroom.

- A. Explain to students that today's session includes preparing and tasting a fruit & a veggie recipe in class.

STATE:

- Today we will prepare a fruit & a veggie recipe in class. *(It is important for children to find the many different ways they like fruits & veggies, so always encourage the students to at least taste one bite of each recipe.)*
- After we prepare the snacks, we'll get to taste them!
- Then you will write down on your **Fruit & Veggie Recipe Worksheets 14 & 15** whether or not you liked them and why.

- B. Arrange time now for students to prepare for the snack preparation and taste testing activity by **washing their hands with soap and water and drying them sanitarilly.**
- C. Arrange (or have "room parents, volunteer or teaching assistant" arrange) the recipes and utensils at a table or classroom countertop.
- D. Distribute **WORKSHEETS 14 & 15: Fruit & Veggie Snack Recipes.**

1. **(OPTIONAL:** Discuss the parts of a recipe (ingredients, amounts, directions, number of servings, etc.) as necessary. Answer any questions students may have about reading recipes.)
 2. Explain that fruits & veggies can be prepared in many different ways. Many people like the same fruits & veggies, but prepared in different ways. Everyone needs to find the many ways they like their fruits & veggies prepared. This is what the **GIMME 5** program is all about - learning to find ways you like to eat fruits & veggies!
- E. Explain the recipe preparation procedure that is most appropriate for your class. (This could be having you or your assistant prepare the recipes, one or two students prepare a recipe, or students working in a group to prepare the recipes.)



NOTE to TEACHER:

When you prepare the recipes, have some fun with it! Give yourself a "funny" chefs name, assume an accent and wear your **GIMME 5** apron during the recipe preparations.

- F. Give students time to prepare and eat their snacks, and ask “room parents, volunteer, or teaching assistant” to help you by monitoring the recipe preparations and taste testings.
- G. Instruct students to evaluate their snacks by answering the questions at the end of each. Fruit & Veggie Snack Recipe Worksheet.
- H. Discuss some of their evaluations of the recipes.

ASK:

- What did you like about the recipes?
- If you didn’t like them, what would you suggest to make them better?

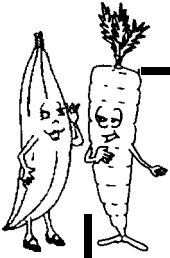
- I. Encourage students to make at home the fruit & veggie recipes they tasted today.

EMPHASIZE:

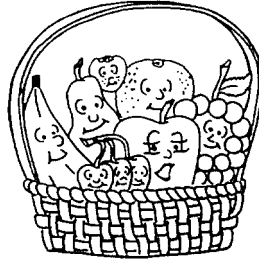
- These snack recipes taste good and are a fun way to enjoy eating more fruits & veggies!
- Fruits & veggies can be prepared in many different ways. During the ***GIMME 5*** program, we are trying to find a variety of ways that you and your family can enjoy fruits & veggies.
- Ask your parent(s) to purchase the ingredients for today's recipes so that you can make them at home for your family to try!
- Try serving these fruit & veggie recipes to your friends or brothers and sisters after school, at parties, holiday get-togethers, family reunions, anytime you need a great snack!

J. Assign the clean up procedure that is most appropriate for your class.

K. Remind students that their ***GIMME 5 Family Fun Activities #4*** is due back by the next ***GIMME 5*** class next week, and give them the date of Session 9.



My Fruits and Veggies Diary

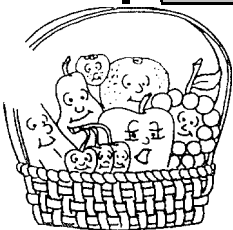


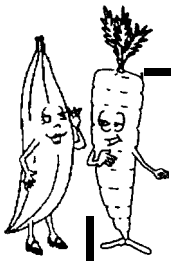
Day 1:			
Fruits and veggies I ate today	How many servings?	When? Breakfast/Lunch/Supper Snack: Morning/Afternoon/ Evening	Where?
1. _____			
2. _____			
3. _____			
4. _____			
5. _____			
6. _____			

Total number of servings:

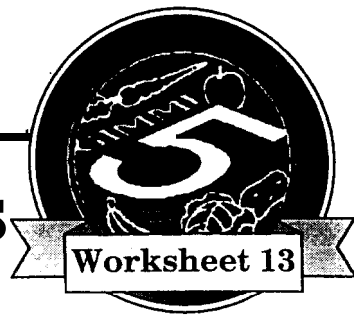
Day 2:			
Fruits and veggies I ate today	How many servings?	When? Breakfast/Lunch/Supper Snack: Morning/Afternoon/ Evening	Where?
1. _____			
2. _____			
3. _____			
4. _____			
5. _____			
6. _____			

Total number of servings:





My Fruits and Veggies Diary

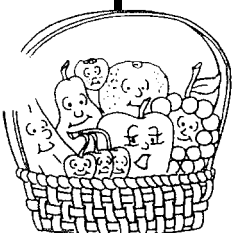


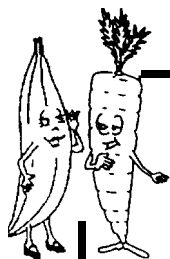
Day 1:			
Fruits and veggies I ate today	How many servings	When? Breakfast/Lunch/Supper Snack: Morning/Afternoon/ Evening	Where?
1. _____			
2. _____			
3. _____			
4. _____			
5. _____			
6. _____			

Total number of servings

Day 2:			
Fruits and veggies I ate today	How many servings	When? Breakfast/Lunch/Supper Snack: Morning/Afternoon/ Evening	Where?
1. _____			
2. _____			
3. _____			
4. _____			
5. _____			
6. _____			

Total number of servings





Week 4, Session 8

Fruit & Veggie Snack

Classroom Preparation

Ingredients Order Form

- Note to teachers:**
1. Turn this completed form in the week of _____ to your food service manager.
 2. If possible, try to schedule your class on the same day as the other 5th grade classes to make it easier for the food service staff to prepare the ingredients for the in class-room recipe preparations.
 3. If possible, try to make the recipes in your classroom as soon after the food service staff sends them to you to maintain the peak quality of the ingredients.

Recipes: Lucky Lime-Apple Quencher

Dippity Doo Dah Dip

To: _____
(Food Service Manager and Personnel)

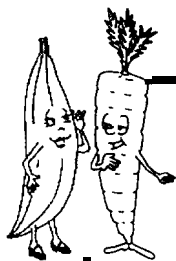
From: _____
(Teacher's Name)

(Room Number) (Number of Students)

Today's Date: _____

Date Needed: _____
(Day of Week) (Date) (Time)





Name: _____



In Class Recipe

Fruit Snack Recipe

Lucky Lime-Apple Quencher

You need:

- 3/4 cup pineapple juice
- 1/4 cup club soda
- 1 1/2 teaspoons lime juice
- 2 slices of lime



Directions:

1. Mix the first three ingredients in a pitcher or large glass.
2. Stir well.
3. Wash the lime under running water.
4. Have an adult slice the lime crosswise for you.
5. Pour over ice and float slices of lime on top.

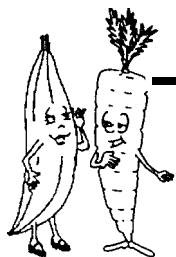
Makes 1 serving.

Did you like this recipe? _____

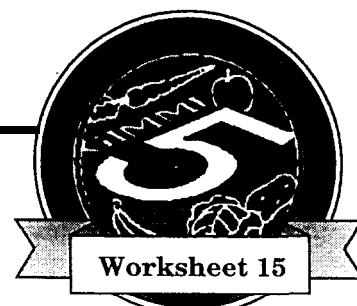
Why or why not? _____

Would you make it at home? _____





Name: _____



In Class Recipe

Veggie Snack Recipe

Dippity Doo Dah Dip

adapted from "Meals Without Squeals", 1991.

You need:

- 1/2 cup nonfat sour cream or plain yogurt
- 1/2 teaspoon dried parsley flakes
- 1/2 small garlic clove, pressed & finely chopped
(or 1/2 teaspoon of garlic powder)
- 1/4 teaspoon dried dill weed
- 1 medium-large cucumber, sliced



Directions:

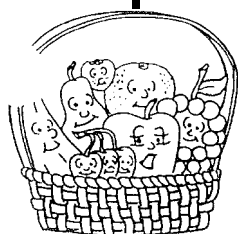
1. Mix the ingredients in a large mixing bowl.
2. Wash the cucumber under running water.
3. Have an adult slice the cucumber into thin circle slices.
4. Serve the sliced cucumber with the dip.
5. Put the leftovers in the refrigerator.

Makes 1/2 cup dip.

Did you like this recipe? _____

Why or why not? _____

Would you make it at home? _____



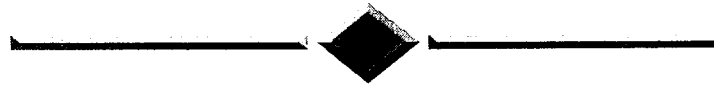


Fifth Grade, Week Five: "Delicious Diary Discoveries"

BEHAVIORAL OBJECTIVES

Students will be able to:

1. Report the number of servings of fruits and veggies that they ate and listed on their Fruits & Veggies Diary for two days.
2. Set their third goal to eat at least one more serving of a fruit on one day and at least one more serving of a veggie on another day this week.
3. Chart completion of their **Family Fun Activities #4**.
4. Take home their **GIMME 5 Daily, Number 5** family newsletter and **Family Fun Activities #5**.



SESSION OUTLINE

Suggested Time	Activities	Visual Aids	Student Materials
20	1. Fruit & Veggie Quest	Overhead Projector Transparency #1	Worksheet 13 completed
20	2. Goal Setting #3	Transparency #6	Worksheet 16
5	3. Newsletter/Family Fun Activities	GIMME 5 F&V Team Chart	GIMME 5 Daily #5

**45
Minutes**

ACTIVITY 1: FRUIT & VEGGIE QUEST (20 MINUTES TOTAL)

Purpose: To have students report the number of servings of fruits and veggies that they ate and recorded on their Fruits & Veggies Diary for the last 2 days.

- A. Introduce this class session by asking students to recite the ***GIMME 5 Fruit & Veggie Rap***:

GIMME 5 that's what I say,
At least five servings every day.

Make it five for you and me,
Fruits and veggies are the key!

Cooked or raw, frozen or canned,
Three veggies daily and I'll feel grand!

Apples and bananas, peaches and kiwi,
Two fruits each day, the choice is easy!

GIMME 5! Yes, every day,
Five fruits and veggies that's the way!

They taste so fine; they're fun to eat.
Fruits and veggies can't be beat!

- B. Review briefly that ***GIMME 5*** is all about eating fruits and veggies because they are tasty, colorful, easy and fun to eat; high in fiber; low in fat, sodium, and sugar; and contain many vitamins and minerals that help your body grow healthy and strong!
- C. Instruct students to take out their **WORKSHEET 13: My Fruits and Veggies Diary** and finish recording all the fruits and veggies they ate during two days last week, if they have not already completed this.
1. Ask students to count up the total number of servings of the fruits and veggies they listed each day and write each number in the boxes labelled **Total Number of Servings**.

2. Ask for a show of hands of how many ate at least one serving of a fruit or a veggie on one or both of the days? Two servings? Three servings? Four servings? Five servings? More than five servings?

D. Ask students how many servings of fruits and veggies they should eat every day.

Review:

- Health specialists recommend that children and adults eat at least 2 servings of different fruits and at least 3 servings of different veggies for a total of at least 5 servings of different fruits and veggies every day.
- Your ***GIMME 5*** class has included lots of activities that have explained all about the fun, importance, and benefits of eating at least 5 servings of different fruits and veggies every day.

ACTIVITY 2: GOAL SETTING #3 (20 MINUTES TOTAL)

Purpose: To have students set their third goal to eat at least one more serving of a fruit on one day and one more serving of a veggie on another day by writing it on their goal sheet #3.

- A. Explain that today they are going to use their **WORKSHEET 13: My Fruits & Veggies Diary**, to tell them how many servings of fruits and veggies they now eat each day and to give them ideas where they could add more servings every day.
 1. State that they will set their third goal to try to eat at least one more serving of a fruit one day during the next week and then at least one more serving of a veggie on another day.
 2. Give students the due date by when they should reach their goal.

- B. Display **TRANSPARENCY #6** and point out that they are now ready to set their **GOAL #3**.

EXPLAIN:

- You “set a goal” to learn to do something you don’t usually do.
- You set this goal by writing it down:
 - 1) You will write on your goal sheet, "I, (their name) , set a goal to eat at least one more serving of (what fruit) . . ."
 - 2) And write when you will try to do it". . . on Thursday. at (what meal)"
 - 3) And you will write on your goal sheet, "and at least one more serving of (what vegetable) . . ."
 - 4) And write when you will try to do it". . . on Thursday. at (what meal)"
- The goal you set today should be to eat at least one more serving of a fruit and one more serving of a veggie than what was on your Fruits & Veggies Diary.
- After you complete all of the blanks on the form, sign your name that you will try to reach your goal this week.
- When you do reach your goal, check the “goal check” box at the bottom of the worksheet and write down the date you reached your goal.
- Bring your goal sheet back to the next **GIMME 5** class and we will check off this goal on the **GIMME 5 Goal Chart** next to your name. When you reach all three of your goals, you will receive a **GIMME 5 prize** at the end of the program during Session 12.
- Goal setting can be a fun way to get yourself to try something you don’t usually do or to try something new. Remember to be as realistic as you can when you are setting your goal. Start out by setting an easy goal for you to reach.
- If you set a goal and don’t reach it when you said you would, that’s okay. You can always keep trying by using the **"Rap Up Your Problems!"** rap to help you. reach your goal. And when you do reach your goal, fill in your goal check box and bring your "Fruit & Veggie" goal sheet back to the next class.
- Any questions?

- C. Display **TRANSPARENCY #6** and ask the class to help you set a goal for the pretend student "Will Eatafruit".



NOTE to TEACHER:

Step "C" is very important to help students understand the concept of goal setting. If necessary, complete a second example with the students.

- D. Distribute **WORKSHEET 16: Fruits & Veggies 5 Every Day!** Give students time to set their goal to try to eat at least one more serving of a fruit one day in the next week and then at least one more serving of a veggie on another day.
1. Remind them to look at their **WORKSHEET 13: My Fruits & Veggies Diary** to give them ideas to what, when and where they could add servings of fruits and veggies.
 2. Discuss that an easy way to help them remember this is:
 - a. One for breakfast.
 - b. Two for lunch.
 - c. Two for supper.
 - d. One for snack.
 - e. Equals six and then they will have **more** than met their **GIMME 5** goal!
 3. Remind them to be sure to write down a serving of the fruit and a serving of the veggie and not just a bite or two.
 4. Explain that the **Date Due** is the next **GIMME 5** class and give them the date of Session 10.
 5. **(Teacher)** Make your own goal and read it to your class. It is very educational for students to see their teachers setting the same kinds of goals and saying positive things about eating fruits & veggies.
- E. Announce to students that they have now set three different goals during **GIMME 5**, and explain that everyone who reaches all **three** of their goals will receive a **GIMME 5 prize** during the last class, Session 12.
- F. **(Optional)** Tell all students to turn to the classmate next to them and say **"GIMME 5"** for setting their third goal to try to eat at least one more serving of a fruit on one day and then at least one more serving of a veggie another day.

ACTIVITY 3: NEWSLETR/FAMILY FUN ACTIVITIES (5 MINUTES TOTAL)

Purpose: To chart completion of their Family Fun Activities #4 and receive their GIMME 5 Daily, Number 5 family newsletter with the Family Fun Activities #5.

A. Point to the *GIMME 5 F&V Team* chart.

1. Ask all students who have completed *GIMME 5 Daily Family Fun Activities #4* to stand and receive their points for their **F&V Team**.
2. **Congratulate** those students and ask for a round of applause.
3. Remind those students who have not yet finished their *GIMME 5 Daily Family activities #1, #2, #3 or #4* that they should try to do so by using the "**Rap Up Your Problems!**" rap to help them reach a successful solution as soon as possible to earn their points for their **F&V Team**.
4. Encourage students who are having a problem finding the time to do the activities with their parents to see you so that you can help them figure out a way to do the activity. (*They could use the "Rap Up Your Problems!" rap here also to solve their problems.*)

B. Distribute the *GIMME 5 Daily, Number 5* and point out highlights in the newsletter.

C. Point out the *GIMME 5 Family Fun* section of the newsletter and the *GIMME 5 F&V Team* chart.

1. Remind them that this week in the *GIMME 5 Family Fun* column, there are two more activities that they should do together with a parent and other members of their family. They will earn ten (10) points for each activity they complete and this will be added to their **F&V Team's** chart towards winning a certificate the last week of the program.
2. Explain that after they complete these activities with their parent, the student and their parent should sign and date the *GIMME 5 Family Fun activities coupon* at the bottom of their newsletter, cut it out and return it to school to get their points for their **F&V Team**. (If a parent is unable to participate, the student may do the activities with another adult.)

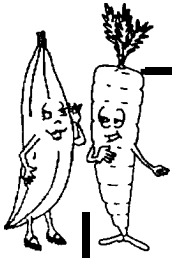
3. Tell students that they should try to complete the activities with their parent as soon as possible or before the first **GIMME 5** class next week.
 4. Stress that they should bring the signed activities coupon back to school, and show students where you want them to put them. (Example: Large envelope or box labelled "**GIMME 5 Family Fun Activity Coupons.**")
- D. Urge students to be sure to take their newsletter home today and find some time this week to enjoy reading it together with their family and doing **GIMME 5 Family Fun Activities #5** with their parent.
- E. Allow students time to put their newsletter in a place where they'll remember to take it home. (Example: book bag or homework folder.)



NOTE to TEACHER about session 10:

Preparations for the snack preparation and taste testing activity for session 10 include:

- Request food items and supplies from school food service three to four weeks prior to each session. (Use the GREEN "Fruit & Veggie Snack Ingredient Order Form" at the end of session 8.)
- Check with your food service manager and staff first thing on the morning of the snack preparation and taste testing session to be sure everything is in order.
- Check any last minute arrangements for delivery of the food to your classroom.
- Arrange for cafeteria space if you are unable to implement these activities in your classroom.
- Schedule "room parents, volunteer, or teaching assistant" to assist you with these activities.
- (Optional-If your school food service is unable to provide you with the foods and ingredients necessary to prepare the recipes, ask your local grocery store to donate them).



Fruits & Veggies 5 Every Day

GIMME 5: Goal Three

I, _____ set a goal to eat at least
(print name)

one more serving of _____ on _____
(fruit I will eat) (what day I will try to eat the fruit)

at _____ and to eat at least one more
(what meal or snack I will try to eat the fruit)

serving of _____ on _____
(veggie I will eat) (what day I will try to eat the veggie)

at _____
(what meal or snack I will try to eat the veggie)

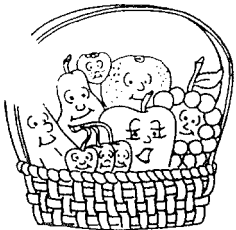
_____ (my signature)

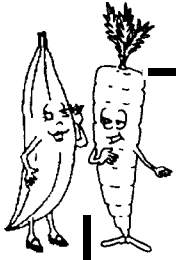


☐ GOAL CHECK

I did it! I ate one more serving of _____ on _____
(fruit I ate) (date)

I did it! I ate one more serving of _____ on _____
(vegetable I ate) (date)





Fruits & Veggies Every Day



GIMME 5: Goal Three

I, _____ set a goal to eat at least
(print name)

one more serving of _____ on _____
(fruit I will eat) (what day I will try to eat the fruit)

at _____ and to eat at least one more
(what meal or snack I will try to eat the fruit)

serving of _____ on _____
(veggie I will eat) (what day I will try to eat the veggie)

at _____
(what meal or snack I will try to eat the veggie)

_____ (my signature)

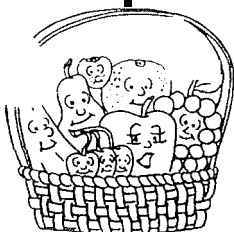


GOAL CHECK

I did it! I ate one more serving of _____ on _____
(fruit I ate) (date)

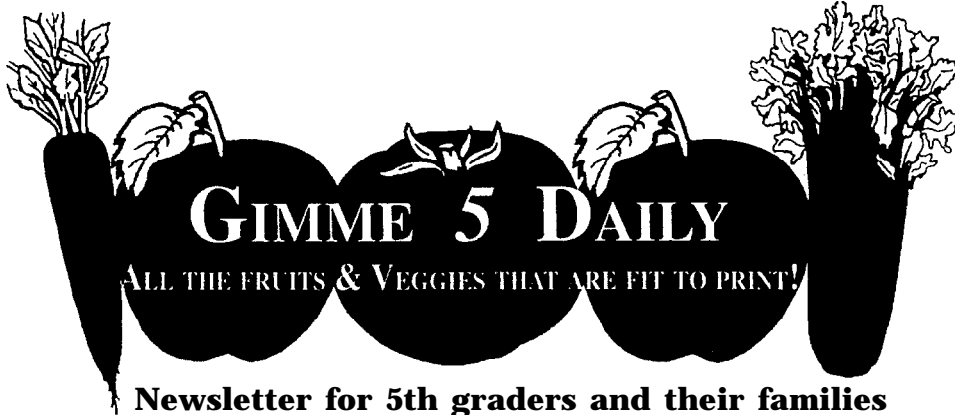
I did it! I ate one more serving of _____ on _____
(vegetable I ate) (date)

(my signature)





Number 5



Newsletter for 5th graders and their families

Hey Parents - What's Up?

I'm Outrageous Orange out to help kids eat fruits & veggies that they've never had before! It's the next to the last week for your 5th grader's **GIMME 5 F&V** program! They have been learning all about liking and eating more fruits & veggies and how to meet their goals to eat more! Have they been completing the **Family Fun Activities** with you? Have you had a chance to try any of the parent recipes? They're a great way to get the whole family eating fruits & veggies to meet that 5 A Day goal!



This week your child will:

- 🍏 Report how many fruits & veggies they ate for two days on their "The Search for My F&V" worksheet.
- 🍏 Set their third goal to eat one more veggie and one more fruit sometime this week.
- 🍏 Learn the marketing experts techniques to create television commercials to get people to buy products.
- 🍏 Create their own fruit or veggie "TV" commercial using these techniques.
- 🍏 Learn to prepare, then taste and evaluate a

fruit & a veggie snack recipe in class. They will bring the recipes and their evaluations of them home for the entire family to enjoy.

LAST ONE!

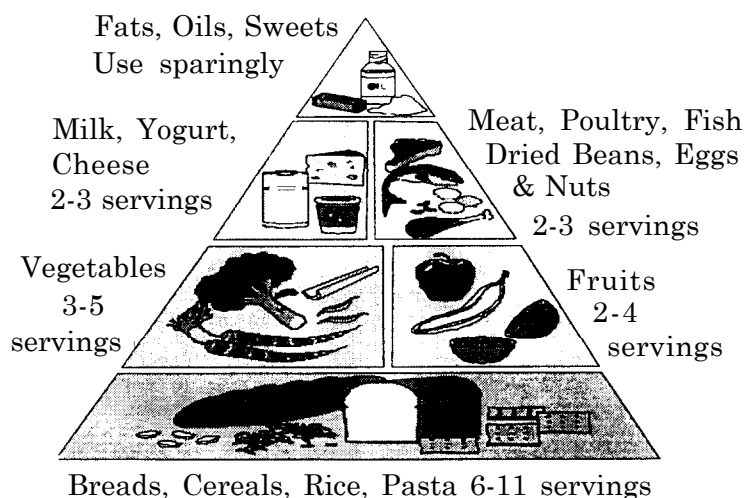
Andrew Lang from the Atlanta Hawks returns in **"Rappin' It Up With Fruits & Veggies"**, the final video for this year's **GIMME 5** program. Don't forget to complete the video postcard and have your child return it for the prize drawing!

? Did You Know? ?

"Orange" you glad . . .

Oh so juicy!
Ready to eat in a flash!
Available year round and makes a great snack!
No need to worry if the skin isn't bright orange; that's no indication of the ripeness or juiciness inside!
Get oranges that are heavy for their size; these are the juiciest!
Enjoy oranges whole, sectioned, sliced, wedged and juiced!
Store in the drawer of your refrigerator.

Food Guide Pyramid Pointers



- 🍏 Substitute dried beans in place of meat for dinner twice a week for a lower fat, higher fiber change of pace.
- 🍏 Enjoy incredible edible eggs three times per week to reduce fat and cholesterol. For healthier cookies and cakes, substitute 2 egg whites per egg when baking.
- 🍏 Store your nuts and seeds away for special occasions - their fat and calories add up quickly!

Meat, Poultry, Fish, Dried Beans, Eggs & Nuts

(2-3 servings per day)

Where's the beef? And why are dried beans, eggs and nuts in this category? All of these foods are a good source of protein for growing and repairing cells!

What is a serving?

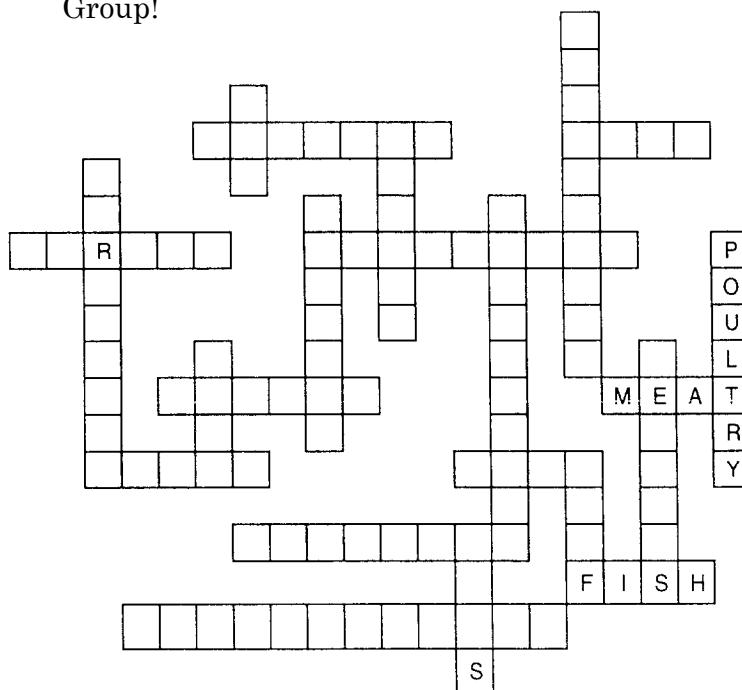
- 🍏 2-3 ounces of cooked lean meat, poultry, or fish (about the size of a deck of cards!)
- 🍏 1 cup of cooked dried beans
- 🍏 2 eggs
- 🍏 4 tablespoons of peanut butter

Healthy Habits

- 🍏 Choose lean cuts of meat; top or eye of round, top loin, tenderloin & sirloin are the leanest choices.
- 🍏 Pass the poultry please, but leave the skin behind. Cook your poultry with the skin on if you like, but remove it before you eat the meat for a lower fat meal.
- 🍏 Get hooked on fish! Red snapper, haddock, sole, sea bass, cod, trout, salmon and tuna make great healthy catches.

Pyramid Puzzle!

Fill in the puzzle using the words below from the Meat, Poultry, Fish, Dried Beans, Eggs & Nut Group!



baked beans	hamburger	red beans
beef	lamb	salmon
catfish	lentils	shrimp
chicken	nuts	steak
dried beans	peanut butter	turkey
eggs	pork chops	tuna
ham		

GIMME 5 Family Fun Activities

Hey kids! How are you doing earning those points for your **F&V Team** with the **GIMME 5 Family Fun Activities**? **You** have only two weeks left to do the activities and earn your points! Don't forget, after you complete the activities, sign your name and have your parent (or other adult) sign theirs to the coupon. Then return the coupon to class. You can still earn 10 points for each completed activity, even if it's from the last several weeks!

This week's activities are:

1. Make the "Calico Bean Salad" recipe together for your family to eat at lunch or dinner one day this week. Try it with any variety of beans you can find in the grocery store. See how many different combinations you and your family can create! (10 points)
2. Go to the grocery store with your parent and select a new veggie that you would like to try as a family! (10 points)



GIMME 5 Family Fun
We did it!

#5



We made the "Calico Bean Salad"
(10 pts.)



New veggie we bought at the grocery store and then tried at home:
(10 pts.)

(child's signature)

(parent's signature)

Hey parents! Ever hear your children say "Yuck!" as you serve them a new veggie? Don't get discouraged! Did you know that the more often someone is exposed to and tastes a food, the more likely they will begin to like and eat that food? Remember your grandmother or parent saying "Try it, you'll like it!"? It's true! So, keep serving those new veggies. Just be sure your children taste a bite each time and before you know it. . . they've added another veggie to their favorite list! P.S. This works with all kinds of other foods, too!

Calico Bean Salad

Makes 12 servings.

You will need:

2 cups each of 3 different kinds of beans
Try any one of the following combinations:

green, red kidney, & navy beans, **OR**
navy, red kidney, & garbanzo beans, **OR**
green, yellow wax, and pinto beans **OR**,
pick your 3 favorite beans & mix together!

1 cup no fat Catalina, French or Italian
dressing

1/8 teaspoon black pepper

Directions:

1. Drain beans if using canned and mix the three kinds together into a mixing bowl.
2. Mix the black pepper and dressing together.
3. Pour the dressing over the beans, mixing well.
4. Store in refrigerator until chilled.
5. Serve and enjoy!

(From the Nebraska Dry Bean Commission)

GIMME 5 Parent Page

Try this great stew recipe with lots of veggies! It'll warm you up on those cold winter days and you can make it on the weekend to heat up for a quick dinner during a busy week!

Chicken Stew Medley

Makes 8 servings.

You will need:

- 2 cans (15-16 oz.) stewed tomatoes
- 1 onion, chopped
- 2-3 medium carrots, sliced into rounds
- 1 green pepper, coarsely chopped
- 2 raw potatoes, diced
- 3 chicken breasts, deboned & without skin
- 2 cups water
- 1/2 tsp. black pepper
- 1 tsp. each rosemary, Italian seasoning, garlic powder
- 4 cups cooked rice, optional

Directions:

In a large soup pan, simmer chicken breasts in 2 cups of water. Add onion to chicken as it simmers. While they're cooking, slice other vegetables. When chicken is cooked, remove it and cut into chunks. Add the cut-up chicken, the other vegetables and the seasonings back to the simmering broth. Simmer for about 30 minutes or until the carrots and potatoes are done. You can add the rice to the entire batch of stew, or serve the rice with the stew spooned over it. This recipe can be served immediately or stored in refrigerator for a meal later in the week.

An official "5 A Day" recipe that provides a poultry serving, one vegetable serving and one rice serving from the Food Guide Pyramid.

Fruit & Veggie Tips

Use these tips to help your family drink beverages to help them meet their 5 A Day goal:

- Have 100% fruit juice available for them to drink instead of soft drinks, fruit-flavored drinks, tea, or coffee.
- Blend fruit juice with skim or low fat milk, low fat or nonfat yogurt, or buttermilk for a tasty treat.
- Blend fresh, canned, or frozen fruit with low fat milk and frozen fruit juice to make a surprise frosty treat.
- Whip up fruit and ice together in your blender for a quick refresher. Your entire family will enjoy it!
- Add club soda to your family's favorite fruit juice (mixing half and half) for a great "fizzy" drink like a soda pop, but with lots of good tasting 100% fruit juice!
- Try the low sodium V-8 or tomato juices as another tasty beverage treat.

"Where's the Meat?"

1. How many servings from the meat group should you eat each day? _____
2. What is one practice that will lower the fat in the meat you eat? _____
3. Name one fruit eaten by Andrew Lang in video #3. _____
4. What vegetable is high in fat and should be eaten only occasionally? _____
5. If you don't like the beans suggested in the Calico Bean Salad recipe, what can you do? _____
6. What could you substitute for the rice in the Chicken Stew Medley? _____



FIFTH GRADE, WEEK FIVE: "FRUITS & VEGGIES, ALL DAY LONG!"

BEHAVIORAL OBJECTIVES

Students will be able to:

1. Congratulate themselves for reaching their third goal to eat one more serving of a fruit and one more serving of a veggie this past week.
2. Discuss how they have used the **"Rap Up Your Problems"** rap to help them successfully reach their three *GIMME 5* goals.
3. Identify ways to use a "blueprint" to plan to include 5 servings of fruits & veggies in their meals to reach their goals.
4. Prepare, taste and evaluate a fruit & a veggie snack recipe in class.



SESSION OUTLINE

Suggested Time	Activities	Visual Aids	Student Materials
10	1. Goal Check #3 & "Rap Up Your Problems" review	<i>GIMME 5</i> Goal Chart Overhead Projector or Chalkboard Transparency # 2 & 6	Worksheet 16 completed
20	2. F&V Blueprint!	Transparency #7 & 8	Worksheet 17
15	3. Snack Preparation	Snack Ingredients and Supplies	Fruit & Veggie Recipe: Worksheets 18 & 19

**45
Minutes**

ACTIVITY 1: GOAL CHECK #3 (10 MINUTES TOTAL)

Purpose: To recognize students for reaching their third goal to eat one more serving of fruit and one more serving of a veggie this past week and to review how the "Rap Up Your Problems" rap can help them reach their goals.

- A. Instruct students to take out **WORKSHEET 16: Fruits and Veggies Every Day**.
- B. Display **TRANSPARENCY #6** which has the top two sections completed from Session #9. Tell the class that "Will Eatafruit" did reach his goal and really liked the fruit and veggie he ate. Ask them to help you fill in the Goal Check part for "Will Eatafruit".
- C. Ask for a show of hands of how many reached their goal to try to eat at least one more serving of a fruit on one day this week and at least one more serving of a veggie on another day this past week.
- D. Call on students to name the fruit and veggie that they ate. List these on the overhead projector or chalkboard and discuss them (**as time permits**).
- E. Display the **GIMME 5 Goal Chart**.

EXPLAIN:

- You have now set three goals during the **GIMME 5** program and for every goal you reach, you will receive a checkmark (*optional: sticker*) in that goal's column.
- Everyone who reached their third and final goal today will get a checkmark in the **GOAL #3** column on the chart.
- Hand in your **Worksheet #16** and I will put a checkmark by your name in the **GOAL #3** column if you reached your goal.

Optional: Have students one-by-one come up and show you their goal sheet and record their checkmark on the chart now.)

- F. **(Teacher)** Record your own goal check now if you have chosen to participate with your students in the goal setting activities.
- G. Announce that everyone who reaches all three goals during the **GIMME 5** program will receive a **GIMME 5 prize** during the last class, Session 12.
- H. Congratulate all students who reached their **GOAL #3**, and tell these students to stand and give themselves a pat on the back while the rest of the class claps for them.
- I. Ask if there are any more students who have now reached their **GOAL #1 and/or #2**; collect those worksheets and congratulate those students.
- J. Ask students for suggestions on what they could do if they have not reached one of their goals. Point out that this would be a great time to use the "**Rap Up Your Problems**" rap!
- K. Display **TRANSPARENCY #2** and ask students to recite the rap:

**Here's the password to success,
Make a goal, then try your best.**

**If at first you don't succeed,
Here's the rap that you will need!**

**I'll analyze, I'll think a bit,
And figure out what didn't fit!**

**What else would work, now let me see,
There must be other ways for me!**

**I'll choose the best, I'll use my head.
I'll try a better way instead.**

**I'll make a plan, I know just how.
I'll reach my goal, I'm ready now!**

- L. Encourage students who did not reach their **GOAL #1, #2 or #3** to keep trying by using this **"Rap Up Your Problems"** rap to help them develop a successful solution to reaching their goals. Remind them that they will earn their checkmark on the goal chart as soon as they reach their goals.
- M. Remind students that they need to keep up these changes they have made to eat more fruits & veggies.

ACTIVITY 2: FRUIT & VEGGIE BLUEPRINT! (20 MINUTES TOTAL)

Purpose: To have students learn how to use a 'blueprint' to plan 5 servings of fruits & veggies in their meals to reach their daily 5 A Day goal.

- A. Discuss with the students that reaching their 5 A Day goal can be easy if they make a plan. One way to make a plan is to use a "blueprint" to determine when they will eat fruits and veggies during the day. This is an easy way to plan for their goal to get five servings of fruits and veggies every day.
- B. Explain that today they will be working on a "blueprint" to help them decide when they plan to eat their fruits and veggies during the day.

STATE:

- There are many ways to get your five servings of fruits and veggies into your day.
- Each of you has your own way you like to eat. Some of you like a big breakfast to start your day, while others may be so rushed that you only have time to grab a quick bite. Others of you may like to eat snacks throughout the day. And still others may prefer to eat your biggest meal in the evening with your family.
- We have a "blueprint" that we will work with and fill in how each of you can work in your five servings of fruits and veggies each day.

- C. Display **TRANSPARENCY #7** and ask students to help you fill in the "blueprint" with the fruit and veggie servings they would eat at each meal to get their total of 5 servings for the day.
- D. Ask the students to think of the various ways they could distribute their fruit & veggie servings across each meal for a total of 5 servings for the day. (*Teacher, there are many more combinations that the students may come up with. The only restriction is that only one meal may have no fruits or veggies servings.*) Using the "blueprint" below as a guide, help the students fill in the "blueprint" with how many fruit and veggie servings they could eat at each meal to get their 5 servings a day.

Examples of Fruit & Veggie Servings at Meals

Breakfast	<u>2</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>2</u>
Lunch	<u>1</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>2</u>	<u>1</u>
Dinner	<u>1</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>2</u>
Snacks	<u>1</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	5	5	5	5	5	5	5

- E. Display **TRANSPARENCY #8**. Point out that each of the "blueprints" they developed could have a name that describes when that person likes to eat most of their fruit and veggie servings.

STATE:

- We could call the one who likes to eat two servings of fruits and veggies at breakfast, "Early Berry".
- The person who is into eating 2 servings of fruits and veggies at their main meal at lunchtime could be named "Midday Muncher".
- The evening meal kind of person who eats two of their fruit and veggie servings at dinner with their family could be "Dinner Duo".
- People who like to eat two of their fruits and veggies servings for morning and afternoon snacks could be "Snack Attacker".

STATE (continued):

- We will work together to determine how each of you would like to get your fruit and veggie servings into your meals. Then you can create your own name for your "Blueprint for F&V's!".

F. Instruct students that using these "blueprints", they can now plan what fruits and veggies they will eat at each meal.

STATE:

- Look at Early Berry who likes to eat most of their servings of fruits and veggies at breakfast. Let's plan exactly what they could have for each of their fruit and veggie servings at each meal.
- How many servings of veggies should *you* eat each day? (*At least 3 servings a day.*) How many servings of fruits should *you* eat each day? (*At least 2 servings a day.*) Think about these guidelines as you plan what fruits and veggies Early Berry will eat at each meal snack.
- At Breakfast, Early Berry will eat 2 servings of fruits and veggies. What two fruits or veggies could they select for their breakfast? (*List on the chalkboard the various fruits or veggies they come up with for breakfast. Some examples include: orange juice and strawberries on their cereal; fruit salad with two different kinds of fruits; veggie omelet and a banana; leftover veggie pizza and applejuice; oatmeal with frozen blueberries and raisins.*)
- At Lunch, Early Berry plans to have one serving of a fruit *or* veggie. What could they have from the school cafeteria? (*List on the chalkboard the various fruits or veggies they come up with for lunch. Use the school cafeteria lunch menu to select some examples.*)
- Early Berry decided to eat one serving of fruit or veggie for dinner. What would *you* suggest they have? (*List on the chalkboard the various fruits or veggies they come up with for dinner.*)
- Early Berry also plans to have a snack when they get home after school. What could they have to meet their one serving of a fruit or veggie?

- G. Explain since they came up with so many good ideas for Early Berry that now it's their turn to decide how they plan to eat their fruits and veggies throughout the day by creating a specific "blueprint" for two days for themselves.
- H. Distribute **WORKSHEET #17 - Fruits & Veggies Blueprint Challenge!** and tell the students to decide which "blueprint" best describes how they plan to eat their fruits and veggies. Have them fill in the numbers of their fruits and veggies servings next to each meal in the first column for their "blueprint". Instruct students to create their own name for their "blueprint".
- I. Instruct students to use their "blueprint" to write down what specific fruits and veggies they will eat at each meal for the next two days. Give them 3 minutes to work out a plan for themselves.
- J. Ask for volunteers to share which "blueprint" they chose, what they named their "blueprint" and what fruits and veggies they will eat to meet their plan.
- K. Congratulate all the students on filling out their "blueprint" with their plans of what fruits and veggies they could eat for the day.

ACTIVITY 3: SNACK PREPARATION (15 MINUTES TOTAL)

Purpose: To prepare, taste and evaluate a fruit & a veggie snack recipe in class.



NOTE to TEACHER about this session:

Preparations for today's snack preparation and taste testing activity include:

- Check with your food service manager and staff first thing this morning to be sure everything is in order for today's snack preparation and taste testing session.
- Check any last minute arrangements for delivery of the food to your classroom.

- A. Explain to students that today's session includes tasting a fruit & a veggie recipe in class.

STATE:

- Today we will prepare a fruit & a veggie recipe in class. *(It is important for children to find the many different ways they like fruits & veggies, so always encourage the students to taste at least one bite of each recipe.)*
- After we prepare the snacks, we'll get to taste them!
- Then you will write down on your **Fruit & Veggie Recipe Worksheets 18 & 19** whether or not you liked them and why.

- B. Arrange time now for students to prepare for the snack preparation and taste testing activity by **washing their hands with soap and water and drying them sanitarilly.**

- C. Arrange (or have "room parents, volunteer or teaching assistant" arrange) the recipes and utensils at a table or classroom countertop.

- D. Distribute **WORKSHEETS 18 & 19: Fruit & Veggie Snack Recipes.**

1. **(OPTIONAL:** Discuss the parts of a recipe (ingredients, amounts, directions, number of servings, etc.) as necessary. Answer any questions students may have about reading recipes.)
2. Explain that fruits & veggies can be prepared in many different ways. Many people like the same fruits & veggies, but prepared in different ways. Everyone needs to find the many ways they like their fruits & veggies prepared. This is what the **GIMME 5** program is all about - learning to find ways you like to eat fruits & veggies!

- E. Explain the recipe preparation procedure that is most appropriate for your class. (This could be having you or your assistant prepare the recipes, one or two students prepare a recipe, or students working in a group to prepare the recipes.)



NOTE to TEACHER

When you prepare the recipes, have some fun with it! Give yourself a "funny" chefs name, assume an accent and wear your **GIMME 5** apron during the recipe preparations.

- F. Give students time to prepare and eat their snacks, and ask “room parents, volunteer, or teaching assistant” to help you by monitoring the recipe preparations and taste testings.
- G. Instruct students to evaluate their snacks by answering the questions at the end of each Fruit & Veggie Snack Recipe Worksheets.
- H. Discuss some of their evaluations of the recipes.

ASK:

- What did you like about the recipes?
- If you didn’t like them, what would you suggest to make them better?

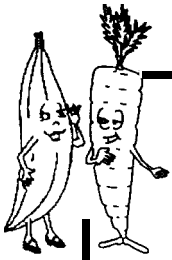
- I. Encourage students to make at home the fruit & veggie recipes they tasted today.

EMPHASIZE:

- These snack recipes taste good and are a fun way to enjoy eating more fruits & veggies!
- Fruits & veggies can be prepared in many different ways. During the **GIMME 5** program, we have been trying to find a variety of ways that you and your family can enjoy fruits & veggies.
- Try serving these fruit & veggie recipes to your friends or brothers and sisters after school, at parties, holiday get-togethers, family reunions, anytime you need a great snack!

J. Assign the clean up procedure that is most appropriate for your class.

K. Remind students that their **Family Fun Activities #5** is due back by the next ***GIMME 5*** class next week, and give them the date of Session 11.



Fruit & Veggie Blueprint Challenge!

Fill in the blanks with possible combinations of numbers of fruits and veggies you could eat at each meal to reach your 5 A Day!

Breakfast _____

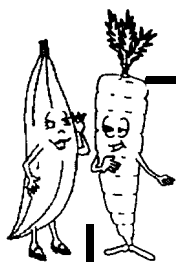
Lunch _____

Dinner _____

Snacks _____

TOTAL **5** **5** **5** **5** **5** **5** **5**



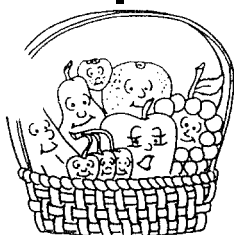


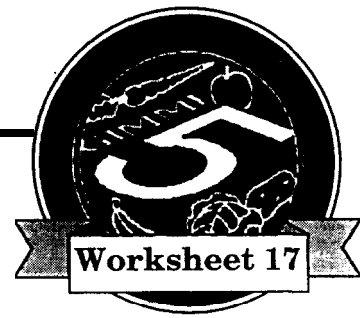
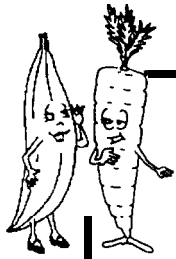
Fruit & Veggie



	Early Berry	Midday Muncher	Dinner Duo	Snack Attacker
Breakfast	<u>2</u>	<u>1</u>	<u>1</u>	<u>1</u>
Lunch	<u>1</u>	<u>2</u>	<u>1</u>	<u>1</u>
Dinner	<u>1</u>	<u>1</u>	<u>2</u>	<u>1</u>
Snacks	<u>1</u>	<u>1</u>	<u>1</u>	<u>2</u>
TOTAL	5	5	5	5

EAT FIVE
SERVINGS OF
FRUITS AND
VEGETABLES
A DAY





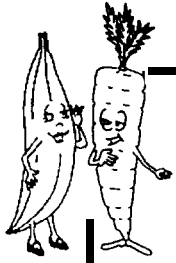
Fruit & Veggie Blueprint Challenge!

Fill in your personal blueprint with the number of fruit and veggie servings you plan to eat at each meal. Then create a name for your blueprint and write it on the line. Complete Day 1 and Day 2 by writing in the specific fruits and veggies you will eat at each meal to meet your "Blueprint Challenge"!

Your
Blueprint _____

		Day 1 F&V	Day 2 F&V
Breakfast	_____	_____	_____
Lunch	_____	_____	_____
Dinner	_____	_____	_____
Snacks	_____	_____	_____
TOTAL	5		





Week 5, Session 10

Fruit & Veggie Snack

Classroom Preparation

Ingredients Order Form

Note to teachers:

1. Turn this completed form in the week of _____ to your food service manager.
2. If possible, try to schedule your class on the same day as the other 5th grade classes to make it easier for the food service staff to prepare the ingredients for the in class-room recipe preparations.
3. If possible, try to make the recipes in your classroom as soon after the food service staff sends them to you to maintain the peak quality of the ingredients.

Recipes: Fruity Cream Dip

Snippy Sippy

To: _____

(Food Service Manager and Personnel)

From: _____

(Teacher's Name)

(Room Number) (Number of Students)

Today's Date: _____

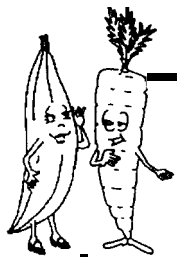
Date Needed: _____

(Day of Week)

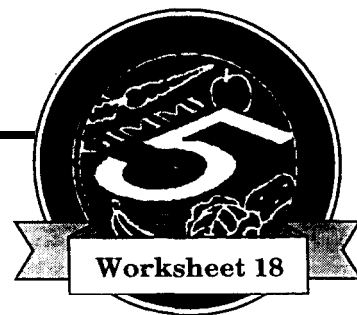
(Date)

(Time)





Name: _____



In Class Recipe

Fruit Snack Recipe

Fruity Cream Dip

You need:

- 4 oz. box instant vanilla pudding
- 2 cups skim or lowfat milk
- 1 cup (8 ounces) plain, low-fat yogurt
- sliced apples, bananas, pears



Directions:

1. Make the pudding according to the directions on the box using the skim or lowfat milk.
2. Refrigerate for 5-10 minutes.
3. Stir in yogurt just before serving.
4. Serve as a dip or topping with assorted fresh fruit (such as apple, pear, or banana slices).
5. Put the leftovers in the refrigerator.



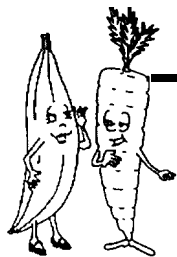
Makes about 6 - 1/2 cup servings of dip.

Did you like this recipe? _____

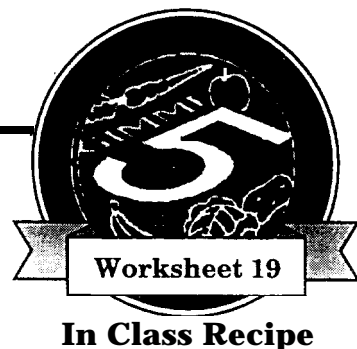
Why or why not? _____

Would you make it at home? _____





Name: _____

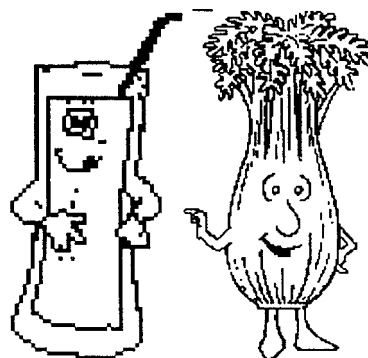


In Class Recipe

Snippy Sippy

You need:

- 2 cups low sodium tomato juice or V-8 juice
- 2 long stems of green onion tops
- 2 small leafy celery tops (optional)



Directions:

1. Pour tomato or V-8 juice into a cup or glass.
2. Wash and trim the green onion tops. Use the green tops as a straw for your drink!
3. Carefully put one of the green onion top "straws" into the juice and sip the juice through the green onion straw top.
4. Add the celery top to the juice for an additional fun flavor!
5. Eat both the celery and onion top when you finish the juice.

Makes 2 servings.

Did you like this recipe? _____

Why or why not? _____

Would you make it at home? _____





Fifth Grade, Week Six: "Produce Productions!"

BEHAVIORAL OBJECTIVE

Students will be able to:

1. Discuss how advertisers create television commercials to get people to buy or do something.
2. Create and present a 60 second television commercial, using an advertising technique, that promotes a fruit or veggie as a snack.
3. Take home video **#3, "Rappin' It Up With Fruits & Veggies!"**, to watch with their family.
4. Chart completion of their **Family Fun Activities #5**.
5. Take home their **GIMME 5 Daily, Number 6** family newsletter with the **Family Fun Activity #6**.



SESSION OUTLINE

Suggested Time	Activities	Visual Aids	Student Materials
35	1. F&V TV Commercial Productions	VCR/Camera (opt) Overhead Projector Transparency #9	Worksheet 20 Fruit & Veggie cards (cut up before class)
5	2. "Rappin' It Up With Fruits & Veggies" (video #3)		Student video copies
5	3. Newsletter/Family Fun Activities		GIMME 5 Daily #6

**45
Minutes**

ACTIVITY 1: FRUIT & VEGGIES TV COMMERCIALS (35 MINUTES TOTAL)

Purpose: To have students use advertising techniques to create a 60 second television commercial that promotes a fruit or veggie as a snack and then present their television commercial to their fellow classmates.

- A. Introduce this class session by asking students to recite the **GIMME 5 Fruit & Veggie Rap**:

**GIMME 5 that's what I say,
At least five servings every day.**

**Make it five for you and me,
Fruits and veggies are the key!**

**Cooked or raw, frozen or canned,
Three veggies daily and I'll feel grand!**

**Apples and bananas, peaches and kiwi,
Two fruits each day, the choice is easy!**

**GIMME 5! Yes, every day,
Five fruits and veggies that's the way!**

**They taste so fine; they're fun to eat.
Fruits and veggies can't be beat!**

- B. Explain that today they will be looking at how advertisers create television commercials to get people to buy or do something. They sometimes use words to create images. Some of the words you just used to describe the reasons to eat fruits and veggies could be some of the words advertisements use to try to persuade people to eat fruits and veggies. (*Define persuade: when a person or advertisement says things to make another person believe in the product.*) Words that are used to persuade people to eat fruits & veggies include:

- | | | |
|---------|------------|-----------------------|
| • Tasty | • Colorful | • Fun and easy to eat |
| • Juicy | • Crunchy | • Healthy |

- C. Ask the students for other words that they could use and write their ideas on a overhead projector or on the chalkboard.

D. Explain that advertisers use many ways to try to get people to buy something and that these ways are called **advertising techniques**.

E. Display **TRANSPARENCY #9** and review the three advertising techniques.

EXPLAIN:

- **Appeal to Health or Happiness:** words and pictures that try to persuade you to buy something because it can make you healthier or happier.
- **Appeal to Senses:** words and pictures that appeal to your senses and try to persuade you to buy something because it tastes good, looks good, sounds good or feels good.
- **Comparison:** words and pictures that try to persuade you to buy something by comparing two items to show why a certain item is the better choice of the two.

F. Emphasize that there are other advertising techniques, but these are three that are often used in television commercials.

1. Ask if anyone can think of food products that are advertised on television by using one of these techniques.

NOTE

NOTE to TEACHER:

It will be helpful if you can name examples of current food commercials to give as examples for each of these techniques. Some general suggestions:

Appeal to health or happiness: e.g. "It's the right thing to do." - Quaker Oatmeal; "Milk, it does a body good" - National Dairy Council.

Appeal to senses: e.g. "Mikey likes it!" - Life breakfast cereal; "Construction worker Coke break" - Coke soft drink

Comparison: e.g. "Dr. Pepper's comparison commercials" - Dr. Pepper soft drink

2. Discuss some of the advertisements suggested **(as time permits)**.
(Optional: Have students watch TV to look for fruit & veggie or other food commercials to identify what advertising techniques were used in the commercial. Also have students time the actual commercial's length to understand how quickly the advertisement occurs.)

G. Explain that many of the advertisements for food items on television are for snack foods that are often high in fat and salt and not very healthful.

STRESS:

- Wouldn't it be great if there were more television commercials that advertised all the good things about fruit and veggies.
- Advertisements for fruits and veggies could emphasize all the reasons why they make great snacks, taste good and are fun to eat!
- If only there were more television commercials for fruits and veggies, maybe then people would eat more fruit and veggies!

H. Explain that they will now get the opportunity to advertise a fruit and veggie by creating a 60 second television commercial to promote a fruit & veggie as a snack. Discuss that TV commercials are usually only 10-15 seconds, 30 seconds or 60 seconds long. Explain that their commercials should be no longer than 60 seconds in length.

I. Distribute **WORKSHEET 20: Brought to You By** and explain the directions of this advertising project.

EXPLAIN:

- I will divide the class into groups and each group will be assigned one of the advertising techniques listed at the top of the worksheet. **(Optional:** Have the students work individually.)

EXPLAIN (continued):

- Each group will draw one fruit and one veggie card. Your group will need to decide whether your TV commercial will emphasize the fruit or the veggie on *your* cards. (*If there is time, they can develop a second TV commercial for the other fruit or veggie card.*)
- Use the advertising technique assigned to you to create a 60 second TV commercial to promote your fruit or veggie as a great snack!
- Think about all the good things about the fruit or veggie on your cards that make them a great snack and be sure to emphasize those things in your TV commercial.
- You may use props in your commercial - like the real fruit and veggie or a picture of them. (*Teacher: If possible, have a basket of real or artificial fruit and veggies or various fruit and veggie pictures available in your classroom as possible props for your students.*)
- You may want to write a song, jingle or rap for your commercial that promotes your fruit or veggie and helps persuade people to eat them or want to at least try them. But remember, your entire TV commercial is only 60 seconds, so choose carefully!
- Decide on how your group will work together to present your 60 second TV commercial in front of your classmates today.

J. Divide the class into groups of 3 - 4 students (or have students work individually). Assign each group one of the advertising techniques listed at the top of **WORKSHEET 20** and have each group draw a **Fruit & Veggie Card**. (*See **Fruit & Veggie Cards** at the end of this session.*)

1. Inform students they have 10 minutes to prepare their 60 second television commercial.
2. Monitor student groups as they develop their TV commercials to keep them on task. Give them a "two minute" warning after they have been working for about 8 minutes.

- K. Bring the students back together after 10 minutes of preparing their fruit or veggie TV commercial.
- L. Call on the first group to present their 60 second fruit or veggie TV commercial to the class. **(Optional:** Videotaping can be a very effective component of this activity and the videotape can be shown to other classes.)
1. Ask for a round of applause at the end of each presentation.
 2. Discuss the students' fruit or veggie commercial presentation **(as time permits).**

ASK:

- Which advertising technique was used in their commercial? (*Display TRANSPARENCY #9 to help students.*)
- Name some of the qualities they used to promote their fruit or veggie as a great snack.
- Did their commercial make you want to buy the fruit or veggie for a snack? Why or why not?

- M. Continue giving each group an opportunity to present their 60 second TV commercial (for 25 - 30 minutes, as time permits). If not all groups finish their presentations during this time, there is time scheduled during the next session, Session 12, for the remaining groups to finish. (*If the groups finish all their presentations, you can have them present their second TV commercial they developed for their other fruit or veggie card.*)
- N. Congratulate all those students who presented their 60 TV commercials today, and encourage them to remember that fruits & veggies do make great snacks!
- O. Remind the rest of the groups that they will present their 60 second TV commercial during the next class. Give them the date of Session 12.

ACTIVITY 2: "RAPPIN' IT UP WITH FRUITS AND VEGGIES!" VIDEO #3
(5 MINUTES TOTAL)

Purpose: To introduce video #3, "Rappin' It Up With Fruits And Veggies!" to the students with their homework assignment to watch it with their family.

- A. Tell the students that today they will be receiving their own copy of this year's last videotape to take home to watch with their family.

STATE:

- Today you will receive your last videotape of the *GIMME 5* program.
- Andrew Lang of the Atlanta Hawks is the "VJ" and students and their parents from our school are part of the *GIMME 5* team on these videotapes!
- This videotape is called **"Rappin' It Up With Fruits And Veggies!"**. It will:
 - give you tips on asking for your favorite fruits and veggies
 - remind you to plan on eating at least one vegetable at dinner
 - show you how to make the recipe "Super Slaw"
 - give you tips for eating 5 A Day, even after *GIMME 5* ends!
- Take your videotape home today and watch it with your parent(s) and family this week. It will have several activities that you will be asked to do with your family.
- After you watch the videotape, complete the questions on the video postcard with your parent. Then bring the postcard back to class to enter it into the prize drawing at the end of the program!
- During our next *GIMME 5* class, we will talk about what you watched on the videotape and how you can use the information you learned about eating fruits and veggies.

- B. Distribute a copy of video #3 **"Rappin' It Up With Fruits And Veggies!"** to each student. Allow students time to put their videotape in a place where they will remember to take it home. (Example: book bag or homework folder.)

- C. Encourage students to watch "**Rappin' It Up With Fruits And Veggies!**" with their family this week.

ACTIVITY 3: NEWSLETTER/FAMILY FUN ACTIVITIES (5 MINUTES TOTAL)

Purpose: To chart completion of their Family Fun activities #5 and receive their GIMME 5 Daily, Number 6 family newsletter with the Family Fun Activity #6.

- A. Point to the *GIMME 5 F&V Team* Chart.

1. Ask. all students who have completed **GIMME 5 Daily Family Fun Activities #5** to stand and receive their points for their **F&V Team**.
2. **Congratulate** those students and ask for a round of applause.
3. Remind those students who have not yet finished their **GIMME 5 Daily Family Activities #1, #2, #3, #4 or #5** that they should try to do so by using the "**Rap Up Your Problems**" rap to help them solve the problems in completing their activities. Remind them as soon as they complete them to return them to earn their points for their **F&V Team**.
4. Encourage students who are having a problem finding the time to do the activities with their parents to see you so that you can help them figure out a way to do the activities. (*They could use the "Rap Up Your Problems!" rap here also to solve their problems.*)

- B. Distribute the **GIMME 5 Daily, Number 6** and point out the highlights included in the newsletter.

- C. Point out the **GIMME 5 Family Fun Activities** section of the newsletter and the **GIMME 5 F&V Team** chart.

1. State that this week in the **GIMME 5 Family Fun** column there is one last recipe activity that they should do together with a parent and other members of their family. They will earn ten (10) points for making this recipe and the points will be added to their **F&V Team's** chart towards winning a certificate at the last next class.

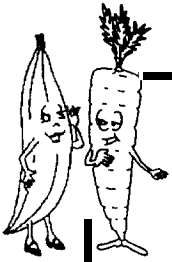
2. Explain that after they complete this activity with their parent, the student and their parent should sign and date the **GIMME 5 Family Fun activity coupon** at the bottom of their newsletter, cut it out and return it to school to get their points for their **F&V Team**. (If a parent is unable to participate, the student may do the activity with another adult.)
 3. Tell students that they should try to complete the activities with their parent by the next and last **GIMME 5** class.
 4. Stress that they should bring the signed activities coupon back to school, and show students where you want them to put them. (Example: Large envelope or box labelled "**GIMME 5 Family Fun Activities Coupon**.")
- D. Inform students that everyone who completes each of the **GIMME 5 Family Fun Activities** during the **GIMME 5** program will earn 10 points for their **F&V Team**. At the end of the program (next class session!) the team with the most points will receive the first place certificate, the second team will receive the second place certificate and the third team will receive the third place certificate.
- E. Urge students to be sure to take their newsletter home today and find some time this week to enjoy reading it together with their family and doing **GIMME 5 Family Fun Activity #6** with their parent.
- F. Allow students time to put their newsletter in a place where they'll remember to take it home. (Example: book bag or homework folder.)



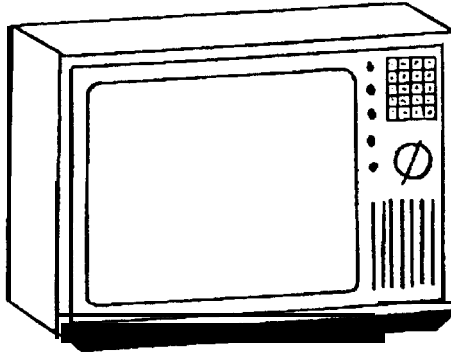
NOTE to TEACHER about session 12:

Preparations for the snack taste testing activity for session 12 include:

- Request food items and supplies from school food service three to four weeks prior to each session. (Use the GREEN "Fruit & Veggie Snack Ingredient Order Form" at the end of session 8.)
- Check with your food service manager and staff first thing on the morning of the snack taste testing session to be sure everything is in order.
- Check any last minute arrangements for delivery of the food to your classroom.
- Arrange for cafeteria space if you are unable to implement these activities in your classroom.
- Schedule "room parents, volunteer, or teaching assistant" to assist you with these activities.
- (Optional-If your school food service is unable to provide you with the foods and ingredients necessary to prepare the recipes, ask your local grocery store to donate them).



Advertisement Marketing Techniques



Appeal to health or happiness:

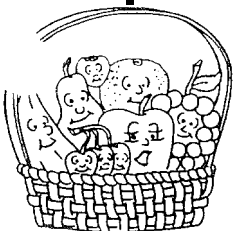
Words and pictures that try to persuade you to buy something because they say it will make you healthier or happier.

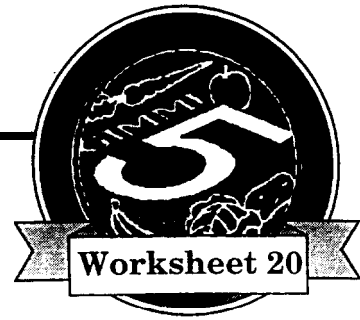
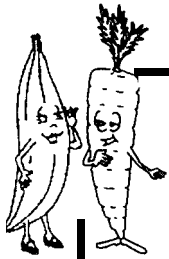
Appeal to senses:

Words and pictures that try to persuade you to buy something by appealing to your senses for example, saying that this product tastes good, smells good, looks good, sounds good or feels good.

Comparison:

Words and pictures that try to persuade you to buy something by comparing two items to show why their item is the better choice of the two.



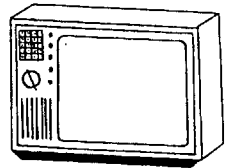


Brought to You by ...

A television commercial for _____
(Write the name of the fruit or veggie you will advertise)

The advertisement marketing technique you used to promote your fruit or veggie:

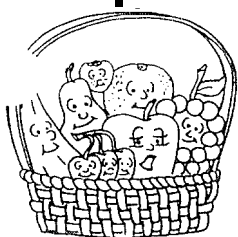
- ☐ **Appeal to health and happiness**
(it makes you healthier or happier)
- ☐ **Appeal to your senses**
(it tastes good, looks good, smells good, or feels good)
- ☐ **Comparison**
(it is the better choice)



What are all the good things about your fruit or veggie that make it a great snack:

What props will you use in your commercial (like the real fruit or a picture):

Write a song, jingle or rap for your commercial that promotes your fruit or veggie and helps persuade people to eat your it or want to at least try it:

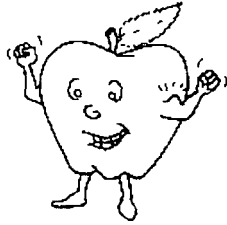


Each group will present their commercial to the entire class during the **GIMME 5** class.

SNACK ATTACK FRUIT CARDS



Apple



Orange



Peach



Pear



Banana



Strawberries



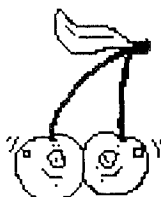
Grapes



Pineapple



Cherries



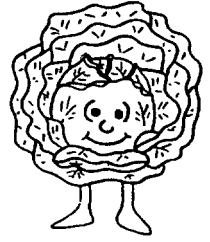
Kiwi



SNACK ATTACK VEGGIE CARDS



Cucumber



Cabbage



Carrots

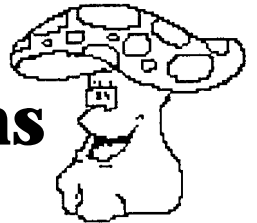


Celery

Tomato



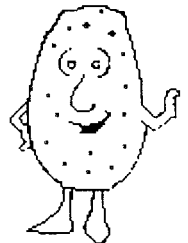
Mushrooms



Peppers



Potato



Peas

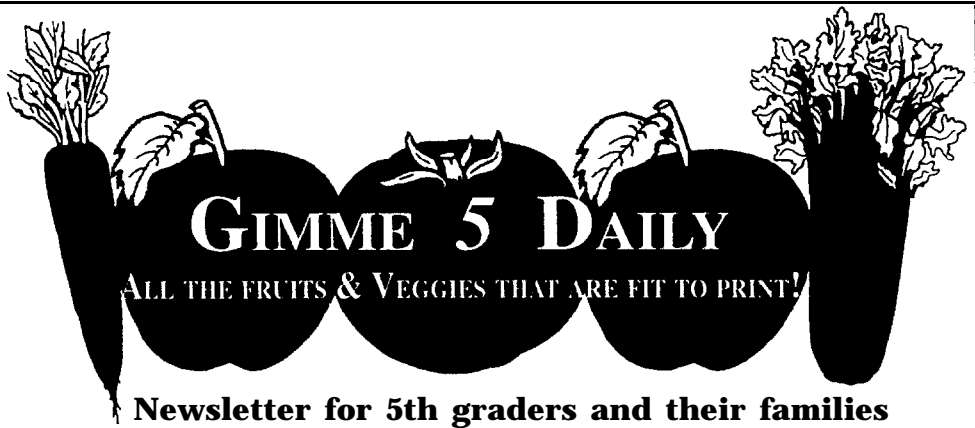


Squash





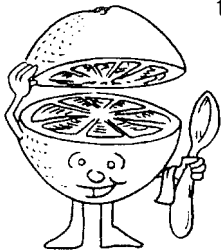
Number 6



Newsletter for 5th graders and their families

Hey Parents - What's Up?

Outrageous Orange leading for the parade to the **F&V Awards Ceremony**



this week! It's hard to believe that this is the last week for your 5th grader's **GIMME 5 F&V** program! They've been having a great time learning to like and eat more fruits &

veggies and how to meet their F&V goals! Have they been completing the **Family Fun Activities** with you? They're a great way to get your whole family eating more fruits & veggies! And how are the new recipes from the Parent's Page going over with your family "Try it, you'll like it!" And your child will continue to earn points for their team award this week for trying to eat more fruits & veggies!

This last week in the **GIMME 5** program your child will:

- 🍏 Present the fruit or veggie "TV" commercial their group developed to their classmates.
- 🍏 Receive their **F&V Team Award** for their efforts in completing the **GIMME 5 Family Fun Activities** with you during the past six weeks and trying to eat more fruits and veggies.

- 🍏 Receive their individual prize if they have reached all three of their **GIMME 5** goals during the past 6 weeks.
- 🍏 Taste and evaluate the final fruit & vegetable recipes in class. They will bring the recipes and their evaluations of them home for the entire family to enjoy.

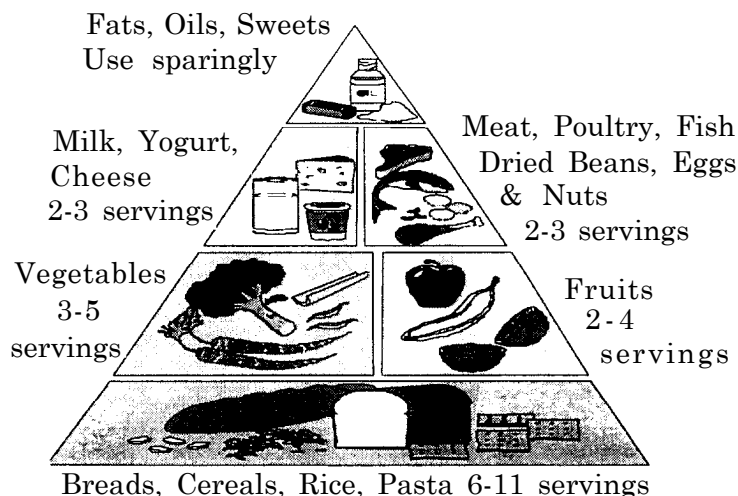
? Did You Know? ?

Acorn! Butternut! Spaghetti! Yellow crook neck! Zucchini! So much squash...so little time!

With all these varieties, you're sure to find one that will leave your family asking for more! "Soft shell" squashes, like zucchini and yellow squash, should be heavy for their size and tender. When choosing the "hard shell" squashes, like acorn, butternut and spaghetti, choose ones that have an intact shell with no soft spots. Store all squashes in the refrigerator and keep the "soft shell" ones in the vegetable drawer.

Get healthy...get squashed!

Food Guide Pyramid Pointers



- 🍏 Steam, bake and broil foods instead of frying.
- 🍏 Satisfy your sweet tooth with fruit instead of high fat cakes, cookies and candy. Try frozen bananas or grapes for a "cool" treat.
- 🍏 Top lowfat vanilla yogurt with raisins and sliced bananas for a great dessert!
- 🍏 When you can't resist having a "sweet", choose one of the new reduced fat ones!

Last Pyramid Puzzle!

Unscramble each word and then arrange the circled letters in the blanks below to make a saying for everyone!

CHEAP	__○__
SIFTUR	____○__
TREEWOMANL	__○__--○__
REAP	__○__
SEAP	____○
TRIPACO	-----○
TRIGPEARUF	-----○--○
TEGVSEALBE	○__-----○
EELCRY	__○__○__
VIFE	____○
HAPCINS	____○__
NEGREBAENS	○-----○
VINESRGS	__○__○-----
BATSRRYEW	-----○--○
STEAD	○__--
MYA	○__

Fats, Oils & Sweets

(Use sparingly)

Jack Sprat could eat no fat, but in limited amounts, you can! Some fat is necessary in your diet, but too much may contribute to heart disease, certain cancers and obesity. Sweets (like fat) contribute very few nutrients to our diets, and are frequently high in fat, as well. Enjoy better health by reducing the amount of fats and sweets your family eats and choosing foods from the other food groups more often.

What is a serving?

Serving sizes vary according to the food and the amount of fat and calories recommended for each person. In general, use all foods in this group in small amounts and infrequently.

Healthy Habits

- 🍏 Read the Nutrition Facts label. For low fat foods, look for products that have 3 grams of fat or less per 100 calories in a serving.
- 🍏 Use half the amount of high fat salad dressings, mayonnaise, oil, butter and margarine you usually use. And select lowfat and fat-free alternatives more often.

GIMME 5 Family Fun Activities

Hey kids! This is it! Your last chance to get 10 more points for your **F&V Team** at school! You have the rest of this week to complete this **GIMME 5 Family Fun Activity** with your parent or another adult. After you do the activity together, sign your name and have your parent (or other adult) sign theirs to the coupon and return it to class. You can earn 10 points for this last activity for your **F&V Team!**

This week's last activity is:

1. Make the "Colossal Pina Colada" recipe together for your family to eat as a snack or for dessert. (1.0 points)



GIMME 5 Family Fun
We did it!

#6



We made the "Colossal Pina Colada" (10 pts)

(child's signature)

(parent's signature)

Hey parent! It's hard to believe that it's been 6 weeks since the **GIMME 5 F&V** program started. We hope you have enjoyed the tips and information in this newsletter to help you serve your family more fruits and veggies. Sometimes it's not easy to get your family to try a new recipe, especially when the ingredients are not their favorites. Take a tip from your child's **GIMME 5** lessons: substitute! If there are ingredients that you know your family won't eat, try another one. The recipe may even taste better than the original one! Also remember to look at your favorite recipes. Can you make it a low fat recipe and add fruits or veggies to it?

Then you ask, how can I get my family to try these new recipes? Here are a few suggestions:

- Never use dessert as a bribe. Children are smart and seem to sense that if they have to eat something to get dessert, it must be "good for you, but taste BAD!"
- Instead, take the approach that your child has learned in the taste testings in class. Everyone must taste at least one bite of the recipe or food (every time it is served!).
- Remember, it may take repeated tries for them to learn to like a food or recipe.
- And be sure to keep their favorite fruits and veggies on hand for snacks when they are hungry!

Congratulations on joining the **GIMME 5 - 5A Day for Better Health team!** Keep eating those 5!

Colossal Pina Colada

Makes 2 servings

You will need:

- 2 cups unsweetened pineapple juice
- 2 cups skim or low fat milk
- 1 tablespoon vanilla extract
- 1 tablespoon coconut extract
- 1 tablespoon sugar
- 6 ice cubes
- Mint sprigs, optional

Directions:

1. Combine juice, milk, extracts and sugar into a blender.
2. Blend on high speed until frothy.
3. Add ice cubes and blend until they are crushed.
4. Pour into two tall glasses and garnish with mint leaves if they are available.

GIMME 5 Parent Page

This last recipe is the "ultimate" dessert. It's low in fat, has lots of fruit, but it's still delicious. Your family (and guests!) will gobble it up and ask for more!

Fruit Pizza Treat

Makes 8 servings

You will need:

- 1 package lowfat cookie dough
- 8 oz. nonfat cream cheese
- 12 oz. carton of lite whipped topping
- 16 oz. can sliced peaches, save juice
- 2 kiwis, sliced thinly
- 2 large bananas, sliced thinly
- 10 strawberries (use fresh or frozen)
- 1 tsp. cornstarch

Directions:

Roll out the lowfat cookie dough onto a round pizza sheet or cookie sheet. Bake according to package directions. While it is baking, drain the peaches, saving juice. Add the cornstarch to the juice and heat it on the stove, stirring constantly until it thickens; set aside to cool. Combine the nonfat cream cheese and the lite whipped topping. Spread the cream cheese/whipped topping mixture on the cooled cookie crust. Arrange the fruit in circles, starting with the strawberries in the center, then a circle of bananas, kiwis and peaches. Fill in as necessary to cover the entire cookie crust. Pour the cooled and thickened juice over the fruit to "seal" it. Refrigerate for 30 minutes (if your family can wait that long!). Serve and watch your family make it disappear!

This recipe provides a fruit serving from the Food Guide Pyramid.

Fruit & Veggie Tips

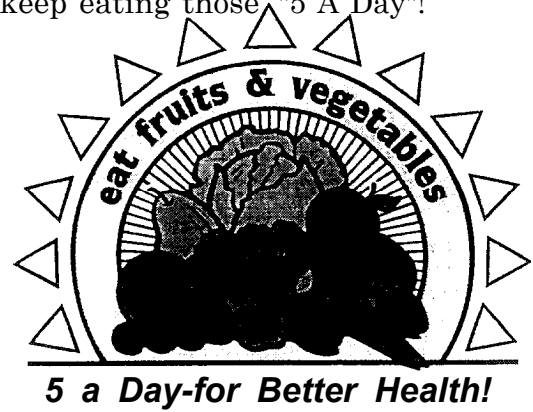
Getting Your 5 A Day!

The **GIMME 5** program is coming to an end this week. But that doesn't mean your child and your family should forget eating their 5 A Day! Now is the time for you and your child to think about how to continue the **GIMME 5 - 5A Day** idea all day long. Some people like to eat more fruits & veggies at lunch, while others prefer to eat them at breakfast or dinner. The best way, for everyone, is to eat them all day long!

There are many different ways of eating fruits and veggies across the meals of the day. Are you a "Early Berry" eater or a "Snack Attacker"? Each example is an easy way to help each member of your family eat their 5 servings every day.

	Early Berry	Midday Muncher	Dinner Duo	Snack Attacker
Breakfast	2	1	1	1
Lunch	1	2	1	1
Dinner	1	1	2	1
Snacks	1	1	1	2

Which of these suggestions best fits your family's lifestyle to get their "5 A Day"? Let them decide when they want to get their fruits and veggies. And keep eating those "5 A Day"!





FIFTH GRADE, WEEK SIX:

"AT LEAST 5 A DAY. . . EVERYDAY!"

BEHAVIORAL OBJECTIVES

Students will be able to:

1. Continue to present their 60 second television commercials that promotes a fruit or veggie as a great snack.
2. Taste and evaluate a fruit & a veggie recipe in class.
3. Receive a certificate for their **F&V Team's** winning participation in the **GIMME 5** program.
4. Receive their individual **GIMME 5 prize** for reaching all three of their **GIMME 5** goals.



SESSION OUTLINE

Suggested Time	Activities	Visual Aids	Student Materials
15	1. Presentations - F&V TV Commercial Productions	VCR/Camera (opt) Overhead Projector Transparency #9	Worksheet 20 completed
15	2. Taste Testing	Snack Ingredients and Supplies	Fruit & Veggie Recipe Worksheets 21 & 22
15	3. GIMME 5 Awards Ceremony	GIMME 5 F&V Team Chart GIMME 5 Goal Chart	GIMME 5 team award GIMME 5 individual prize

**45
Minutes**

ACTIVITY 1: PRESENTATIONS: FRUIT & VEGGIE ADS (15 MINUTES TOTAL)

Purpose: To have students continue to present their 60 second TV commercial that promotes their fruit or veggie for a snack.

- A. Remind students that during the *GIMME 5* class today, the last few groups will present their 60 second TV commercials that promotes a fruit or veggie as a great snack.
- B. Give students a couple of minutes to get ready to present their commercials.
- C. Call on one of the groups to present their 60 second TV commercial to the class. **(Optional** - Videotaping can be a very effective component of this activity and the videotape can be shown to other classes.)
 1. Ask for a round of applause at the end of each presentation.
 2. Discuss the students' fruit or veggie commercial presentation **(as time permits).**

ASK:

- Which advertising technique was used in this commercial? (*Display TRANSPARENCY #9 to help students.*)
- Name some of the qualities they used to promote their fruit or veggie as a great snack.
- Did their commercial make you want to buy the fruit or veggie for a snack? Why or why not?

- D. Continue until all of the groups have had an opportunity to present their fruit or veggie TV commercial.
- E. **(If time allows)** Ask the groups who created a second TV commercial to present it to the class. Discuss these TV commercials as you did with the others.

- F. Congratulate all the students who presented their fruit or veggie TV commercials and encourage everyone to remember that fruits & veggies do make great snacks!

ACTIVITY 2: TASTE TESTING (15 MINUTES TOTAL)

Purpose: To taste and evaluate a fruit & a veggie recipe in class.



NOTE to TEACHER about this session:

Preparations for today's snack taste testing activity include:

- Check with your food service manager and staff first thing this morning to be sure everything is in order for today's snack taste testing session.
- Check any last minute arrangements for delivery of the food to your classroom.

- A. Explain to students that today's session includes tasting a fruit & a veggie recipe in class.

STATE:

- Today we will taste a fruit & a veggie recipe in class. *(It is important for children to find the many different ways they like fruits & veggies, so always encourage the students to taste at least one bite of each recipe.)*
- Then you will write down on your Fruit & Veggie Recipe **Worksheets #21 & 22** whether or not you liked them and why.

- B. Arrange time now for students to prepare for the taste testing activity by **washing their hands with soap and water and drying them sanitarily.**

- C. Arrange (or have “room parents, volunteer or teaching assistant” arrange) the recipes and utensils at a table or classroom countertop.
- D. Explain the procedure you want students to use to get their taste testing sample.
- E. Distribute **WORKSHEETS 21 & 22: Fruit & Veggie Recipes** for the students to use to evaluate the fruit & veggie recipes.
- F. Taste the fruit & veggie recipes and ask students to answer the questions at the end of each worksheet on how they liked today’s sample and why.
- G. Discuss some of their evaluations of the recipes.

ASK:

- What did you like about the recipes?
- If you didn’t like them, what would you suggest to make them better?

- H. Encourage students to make at home the fruit & veggie recipes they tasted today.

EMPHASIZE:

- These snack recipes taste good and are a fun way to enjoy eating more fruits & veggies!
- Fruits & veggies can be prepared in many different ways. During the **GIMME 5** program, we have been trying to find a variety of ways that you and your family can enjoy fruits & veggies.
- What new ways have you found for eating your fruits and veggies?
- Try serving the fruit & veggie recipes we have prepared and tasted during the **GIMME 5** program to your friends or brothers and sisters after school, at parties, holiday get-togethers, family reunions, anytime you need a great fruit or veggie recipe!

- I. Assign the clean up procedure that is most appropriate for your class.

ACTIVITY 3: *GIMME 5* AWARDS CEREMONY (15 MINUTES TOTAL)

Purpose: To have students receive their F&V Team certificate for participation in the *GIMME 5* program and receive their individual *GIMME 5* prize for completing all three of their goals.

- A. Announce to students that today is the last day for the *GIMME 5* program! Their **F&V Team** will receive their ***GIMME 5* certificate** based on their team's points earned for completing their ***GIMME 5* Daily Family Fun Activities**.
- B. Give each team an **"Official F&V Scorecard"**. Have each **F&V Team** add up their team's total points from their **F&V Team Chart** and write their score down on their score card. When everyone is finished, have the teams line up and hold up their score card with their total points displayed.
- C. **Announce** the **first place** winning team (the team with the highest score from their **F&V Team Chart**), the **second place** winning team (the next highest score), and the **third place** winning team (the team with the third highest score).
- D. Announce the names of each team member and award them their corresponding certificate. Have a round of applause for each winning team! (**OPTIONS:** You can either let the students write in their own name and team name on their certificates or you can write in their names and their team name before this class if you have time and know each team's total points.)
- E. Congratulate all the winning teams for their participation in the *GIMME 5* program!

- F. Announce that in addition to the **F&V Team** certificates, all the students reaching their **three goals** they set during the *GIMME 5* program will now receive their **GIMME 5 prize**. Point to the *GIMME 5 Goal* chart.
1. Announce the names of the students who reached all **three** of their *GIMME 5* goals.
 2. Ask these students to come up to get their *GIMME 5 prize*.
 3. **Congratulate** each of these students and ask for a round of applause.
- G. Ask students if they have their video postcards completed and collect them for the prize drawing at the end of the program.
- H. Display **TRANSPARENCY #1** and ask students to recite the official *GIMME 5 Fruit & Veggie Rap* to remind them that this special program was all about how to eat at least two servings of fruit and three servings of vegetables every day, for a total of at least five servings of different vegetables and fruits every day:

GIMME 5 that's what I say,
At least five servings every day.

Make it five for you and me,
Fruits and veggies are the key!

Cooked or raw, frozen or canned,
Three veggies daily and I'll feel grand!

Apples and bananas, peaches and kiwi,
Two fruits each day, the choice is easy!

GIMME 5! Yes, every day,
Five fruits and veggies that's the way!

They taste so fine; they're fun to eat.
Fruits and veggies can't be beat!

- I. Display **TRANSPARENCY #2** and ask students to recite the official "**Rap Up Your Problems**" rap to remind them how to solve their problems when trying to reach their goal to eat at least two servings of fruit and three servings of veggies every day, for a total of at least five servings of different veggies and fruits every day:

**Here's the password to success,
Make a goal, then try your best.**

**If at first you don't succeed,
Here's the rap that you will need!**

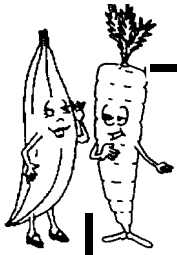
**I'll analyze, I'll think a bit,
And figure out what didn't fit!**

**What else would work, now let me see,
There must be other ways for me!**

**I'll choose the best, I'll use my head.
I'll try a better way instead.**

**I'll make a plan, I know just how.
I'll reach my goal, I'm ready now!**

- J. Remind students that this "**Rap Up Your Problems**" rap can be used to help them solve any kind of problems that they may have.
- K. **Congratulate** students on their participation and their cooperation in the **GIMME 5** program.
- L. Ask for a round of applause and tell students to turn to a student next to them and say "**GIMME 5.**"



Week 6, Session 12

Fruit & Veggie Recipe

Classroom Taste Testing

Food Service Recipe

Order Form

Note to teachers:

1. Turn this completed form in the week of _____ to your food service manager.
2. If possible, try to schedule your class on the same day as the other 5th grade classes to make it easier for the food service staff to prepare the ingredients for the in class-room recipe preparations.
3. If possible, try to make the recipes in your classroom as soon after the food service staff sends them to you to maintain the peak quality of the ingredients.

Recipes: Fruit 'n Nut Mix

Basil Corn Salad

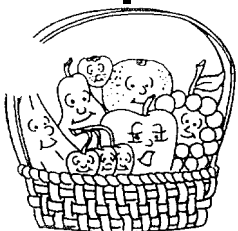
To: _____
(Food Service Manager and Personnel)

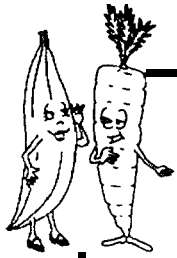
From: _____
(Teacher's Name)

(Room Number) (Number of Students)

Today's Date: _____

Date Needed: _____
(Day of Week) (Date) (Time)





Name: _____



Fruit Recipe

Fruit 'n Nut Mix

You need:

- 2 oranges, peeled and cut into bite-size pieces
- 1 red apple, unpeeled and cut into bite-size pieces
- 1/2 cup chopped celery
- 1/4 cup raisins
- 2 tablespoons brown sugar
- 1 tablespoon lemon juice
- 1/4 cup coarsely chopped nuts (try walnuts or pecans)

Directions:

1. Ask an adult to help you cut up the fruits, celery and nuts.
2. Mix all of the ingredients except the nuts in a large mixing bowl.
3. Cover with plastic wrap and refrigerate for 30 minutes.
4. Stir in the nuts just before serving.
5. Put the leftovers in the refrigerator.

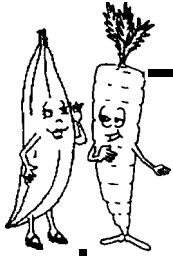
Makes 4 servings.

Did you like this recipe? _____

Why or why not? _____

Would you make it at home? _____





Name: _____



Veggie Recipe

Basil Corn Salad

adapted from "Cooking Light", 1992.

You need:

- 1 - 16 oz. package frozen corn
- 1/2 cup chopped red pepper
- 1/2 cup thinly sliced green onion
- 2 medium tomatoes, cut into bite-sized pieces (or 8 cherry tomatoes, quartered)
- 2 teaspoons dried basil (or 12 fresh basil leaves, chopped)
- 2 tablespoons raisins
- 1/2 cup nonfat French dressing

Directions:

1. Have an adult help you cut up the red pepper and onions.
2. In a medium bowl, combine the first six ingredients and mix well.
3. Pour the French dressing over the above mixture and mix together.
4. Serve immediately.

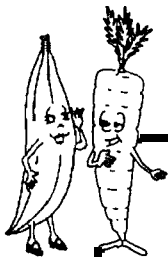
Makes 4 servings.

Did you like this recipe? _____

Why or why not? _____

Would you make it at home? _____





Official F&V Scorecard

F&V Team

Total Points

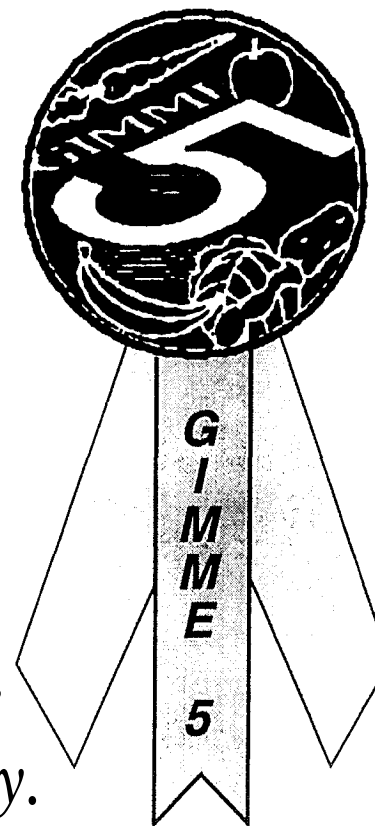




First Place AWARD

Presented to:

*for completing the 5th grade
GIMME 5 Program
and trying to eat at least 5 servings
different vegetable and fruits every day.*



(Date)

(Teacher)

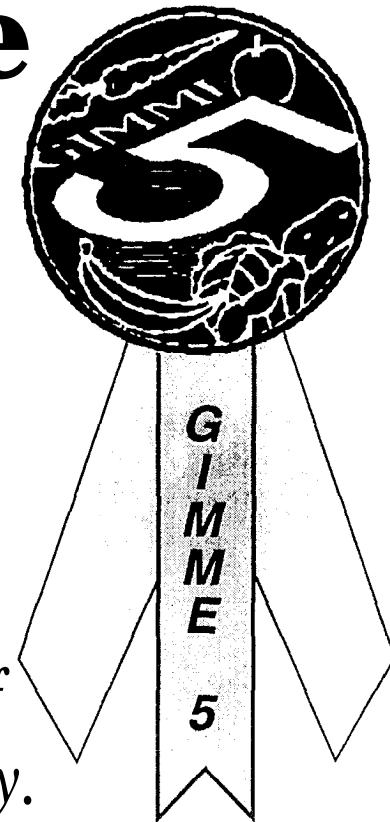
(School)

Second Place AWARD



Presented to:

*for completing the 5th grade
GIMME 5 Program
and trying to eat at least 5 servings of
different vegetable and fruits every day.*



(Date)

(Teacher)

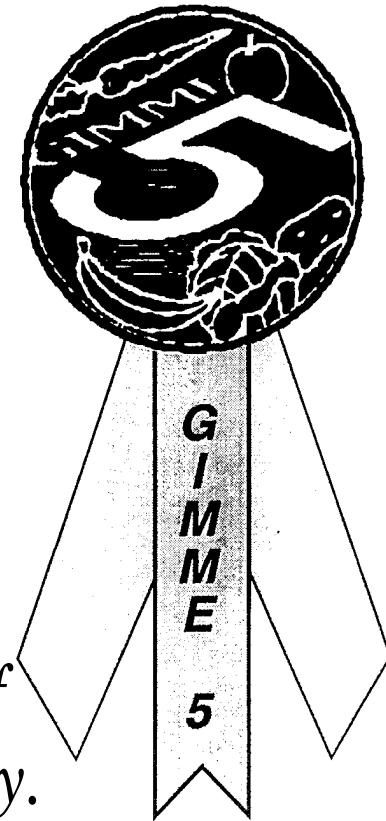
(School)

Third Place AWARD



Presented to:

*for completing the 5th grade
GIMME 5 Program
and trying to eat at least 5 servings of
different vegetable and fruits every day.*



(Date)

(Teacher)

(School)

GIMME 5 F&V Report Card

Student Name: _____ Grade: _____

School: _____ Teacher: _____

Family Fun Activities _____ / 110 total points

GIMME 5 Videotapes _____ / 30 total points

GIMME 5 Goals _____ / out of 3 total goals

FINAL GRADE: _____ / 143 total points which equals _____



GIMME 5 F&V Report Card

Student Name: _____ Grade: _____

School: _____ Teacher: _____

Family Fun Activities _____ / 110 total points

GIMME 5 Videotapes _____ / 30 total points

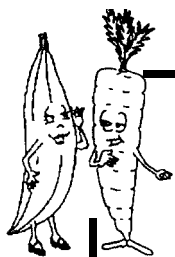
GIMME 5 Goals _____ / out of 3 total goals

FINAL GRADE: _____ / 143 total points which equals _____



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Food Service Overview

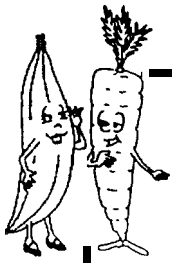
Welcome to the 5th grade Gimme 5 curriculum! The curriculum, which consists of twelve 45 minute sessions, will be taught by the fifth grade teachers in your school. The theme for the fifth grade students is "The Fun of Eating Fruits & Veggies (F&V)". Each week, students focus on various F&V activities as a part of the curriculum.

You and your staff have a very important role in helping the teachers implement the curriculum and getting students at your school to eat more fruits & veggies. Each week the students will be tasting different fruit & vegetable recipes. Research has found that the more children are exposed to different foods, the more likely it is that they will begin to like a food and eat it more often. We would therefore like to provide this kind of fun activity for the students. One session each week will include the preparation and/or tasting of two fruit & vegetable snacks. On Weeks 3, 4, and 5, we ask that you and your staff measure out the recipe ingredients into containers so that the teachers can prepare the recipes in their classrooms. On Weeks 1, 2, and 6, we would appreciate you and your staff completely preparing the two fruit & vegetable recipes to serve to the 5th grade students in their classrooms. This manual includes everything that you will need to complete these tasks, including copies of all of the recipes and the order forms that the 5th grade teachers will provide to you with the number of students and the dates and times they will need the food.

To enhance the students' classroom learning experience, we encourage you and your staff to include in your school lunch menu the various fruit & vegetables that the students will be talking about in their classrooms. We have included a suggested F&V sheet in the following pages

We hope that you and your staff enjoy working with the Gimme 5 program! Thank you in advance for your help!





GIMME 5 Curriculum Introduction

The goal of the Gimme 5 nutrition education curriculum for 4th and 5th grade students is to:

Improve the health of children and their families by increasing their daily consumption of fruits and vegetables.

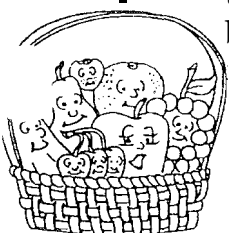
The 4th grade curriculum emphasized increasing vegetable consumption; this 5th grade curriculum emphasizes increasing fruit & vegetable consumption.

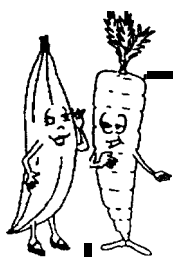
The U.S. Department of Health and Human Services recommends that everyone (both children and adults) eat at least 5 servings of different fruits and vegetables (F&V) every day. F&V are important sources of nutrients such as vitamins, minerals, dietary fiber and complex carbohydrates, which are important for the growth and health of children. F&V are also low in fat, saturated fat, cholesterol and sodium, and therefore help prevent chronic disease in adult years. By developing healthy eating habits at an early age, children will live healthier lives now and in the future.

Although there has been a national goal to increase consumption of F&V to 5 to 9 servings per person per day, children's actual intake is only 2-3 servings. Since dietary habits begin in childhood, schools provide an important institution in which to help change the dietary practices of children.

The "Gimme 5" title identifies the goal of eating at least five servings of F&V per day. The title may not be grammatically correct, but it reflects how the term is usually pronounced and provides a humorous, playful approach to a serious subject matter which children often resist.

Since dietary behaviors enhance growth and development, and can predispose toward chronic illness, this curriculum attempts to **change dietary behaviors**. A series of focus group discussions with 4th and 5th grade students, their parents, teachers and school food service employees revealed that many children liked fruits, but few liked vegetables. Increasing children's preference for fruits and vegetables is therefore an important aspect of this curriculum.





..... **Introduction (cont.)**

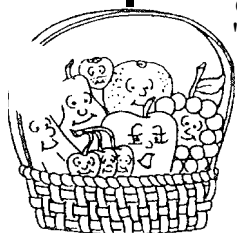
them. We all learn to like or not like certain foods. This curriculum tries to help children like fruits & vegetables in several ways:

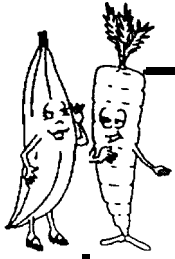
- repeatedly exposing students to F&V, especially prepared in ways we know they are likely to like
- emphasizing that there are many kinds of F&V and that children can find lots of different ways to prepare them so that they taste good
- having children talk to people who are important to them (e.g. parents, relatives) about what F&V they like and how they like them prepared
- hearing their teacher say what they like about F&V
- seeing other people eating and enjoying F&V (e.g. in class taste testing)
- by incorporating fun activities so the children associate eating F&V with fun
- having children talk in class about the tasty, fun and positive aspects of eating F&V, and
- having children receive applause and positive reinforcement for reaching their F&V goals.

If nutrition education is going to help children eat better, we have to help children learn to like fruits & vegetables!

Focus groups we conducted revealed that F&V were frequently not available in the student's home, or were not available in a form easily accessible to children (e.g. peeled and sliced in a glass of water or baggie on the front shelf in the refrigerator), and many children were responsible for preparing their own meals. To address these issues, the curriculum emphasizes diet-related skills of how to ask parents for or otherwise get more F&V into the home; include more F&V into usual meals; ask to increase the accessibility of F&V; prepare simple and nutritious recipes with F&V; set dietary change goals; monitor and assess goal achievement; problem solve when goals are not met; and decide what foods are best for them. We also found that parents are gatekeepers for foods coming into their homes and that parents generally don't purchase or prepare foods which they themselves do not like. If F&V which children like are not in the home, there's little chance the children will eat them. To address these issues, we have designed a set of activities dealing with "asking behaviors". In particular, the children practice the following:

- asking for more F&V (especially ones they like) in particular meals
- putting F&V they like on the grocery shopping list





Introduction (cont.)

- offering to help their families shop for F&V
- asking for F&V to be cut up or ready to eat and in the front of the refrigerator for snacks, especially after school
- going shopping for F&V, and helping pick them out
- asking to go to fast food restaurants that offer a larger selection of F&V, and
- selecting F&V they like at fast food restaurants.

Increasing availability and accessibility of fruits & vegetables that children like at home should enable them to eat more.

Because of the latch key phenomenon, many children are becoming more responsible for making their own meals. GIMME 5 therefore attempts to help train children to be able to make fast, simple, safe and tasty (FaSST) fruit & vegetable recipes they like. We do this by:

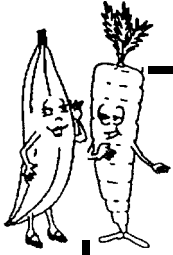
- having FaSST recipes prepared in the classrooms (these work best when the children prepare the recipes themselves)
- offering recipes in the newsletters and encouraging the parents to supervise their child making the recipe.

Thus we are helping children develop practical food preparation skills which would have immediate benefit for their health. The "GIMME 5 Daily" newsletter and videotapes to parents, as well as several activities in this curriculum, are designed to get the parents excited about "Gimme 5" and give them reasons and skills for increasing F&V at home. Involving parents in this program can overcome many of the barriers to successful behavior change in the children.

People who have better "self-control skills" are more successful in making changes in their lives. These self-control skills include:

- setting goals for a behavior change
 - early goals should be simple and easy to assure success
 - later goals should be more challenging, but success should be highly likely
- monitoring behaviors by keeping a record of what they eat
- rewarding oneself for achieving one's goals





..... **Introduction (cont.)**

- using problem solving skills so if the person does not reach a goal initially, they can figure out what went wrong and decide how to increase their chance of reaching their goal the next time

This curriculum encourages self-control skills by:

- having the children set three goals for adding more F&V to their diet
- having the children keep a diet record to monitor the achievement of the last goal
- rewarding the children for goal attainment by the teacher saying positive things and having all the children applaud
- introducing a mnemonic for simple problem solving skills

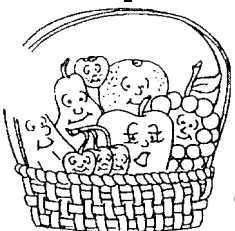
The problem solving mnemonic can be used to help students deal with other problem situations as well.

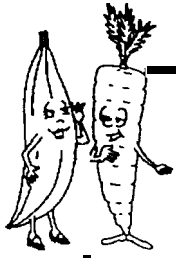
For the curriculum to encourage self-control, it is critical that teachers include these activities in their classes. Doing so should enable the students to apply the self-control and problem solving skills to other issues in their life. The teacher can help students identify just how this can be done.

Teachers have enormous influence on their students. Part of this influence comes from role modeling. Teachers can have a positive influence on their students dietary behavior by:

- identifying what F&V they like and the ways in which they like them prepared
- eating F&V at the taste testings in the classroom and in the school cafeteria, and reporting how much they enjoyed the foods
- filling out goal sheets for increasing F&V for themselves
- sharing with the students when the goals were achieved, and what they liked about the F&V
- sharing that they didn't like as many F&V when they were younger, but as they matured, they like more and more F&V

An important issue is what counts as a fruit or vegetable. For example, is a potato chip a vegetable? Does a slice of apple pie count as a fruit? Is a single slice of carrot a serving of vegetable? The "Gimme 5" program defines fruits and vegetables as follows:





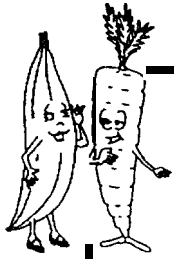
..... **Introduction (cont.)**

- foods from plant sources cultivated for U.S. human consumption, including legumes, but excluding high fat items such as avocados, seeds, nuts and peanuts;
- in their original form (or without other added food items), either raw or fresh, cooked, frozen, dried, or canned; or their juice;
- with one serving equal to a typical or usual serving or helping (such as 1/2 cup) as opposed to only one bite or one small spoonful;
- with the following items excluded (because they do not contain adequate amounts of fruits or vegetables);
 - fruit pies, cobblers, crisps, etc.
 - fruit roll-ups and "pieces"
 - french fried onion rings
 - pot pies and quiches
 - chocolate, carob, or yogurt-coated raisins
 - pizzas
 - potato chips
 - fruit-flavored drinks (like Kool-Aid® and Hi-C®) and most punches

An important issue in this program is honesty. The students will be setting goals for behavior change and self-reporting whether they reach their goals. Since small incentives will be provided to all those reaching their goals, there may be an incentive to not tell the truth about whether a goal has been achieved. This poses a dilemma for teachers. You do not want to be secret police, yet you cannot condone obvious lying, or the children may lie and not engage in the proposed activities. In general, we will assume that children are honest until proven otherwise. We propose a multipart approach to honesty in this project:

1. We will encourage honesty and emphasize each child's responsibility to be honest when self-reporting the completion of their tasks.
2. Where incentives are involved, we will allow multiple days to enable a child to achieve a goal. If they haven't reached the goal, they can tell the truth that they haven't reached it and still have an opportunity to do it and get the reward.





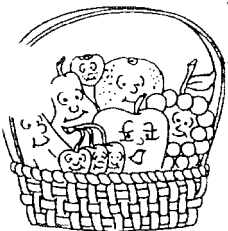
..... **Introduction (cont.)**

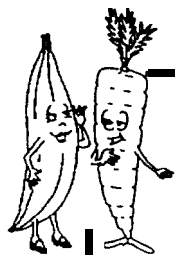
Despite these procedures, you may encounter a case of a child reporting reaching their goal despite substantial evidence to the contrary. We believe that you should not give an incentive to a child who is obviously lying because what the other children will learn is that you really don't have to participate in school tasks, you can just lie about them. We believe that you need to take the child aside (not in front of the classroom, in order to avoid embarrassment) and:

- a. stress the importance of honesty in all dealings,
- b. stress that the child has multiple chances to achieve the incentive,
- c. share with the child why you believe they are not telling the truth (no other students should be present at this time); and
- d. allow the child to change his report.

If the child recants, it is important to verbally reward or reinforce the new truthfulness' (instead of punishing the recanted lying). If the child maintains the accuracy of self-report and has a reasonable explanation, you should accept the self-report. If the child maintains the accuracy of self-report, but has no good explanation for the opposing information, you may need to investigate a bit further, including contacting other students, parents, etc., before giving credit for self-report. While no penalty should be applied to someone lying (except their not getting a check for achieving their goal), children found to be truthful should be recognized as such to the class during the checking of their goal attainment.

This curriculum was written to take 45 minutes per session, the maximum amount of time usually allowed for a single subject at one time. Many of the activities are fun and could take a lot more time, if allowed to. Some teachers may allow more time for the activities they like or those they feel comfortable with, therefore not leaving enough time for the other activities. It is important to do all the activities. Very clear guidelines for the time allotted for each activity are included in the curriculum. Please try to keep within these times! While it is important that all children report on their activities at some time in class, it is not necessary that all children report on all activities each time they are done. Select children to report their activities so that all children get to report once or twice across the twelve sessions. As you come to the end of an allotted time period, wrap the activity up and tell the children who didn't get a chance to report that they will get a chance next time.

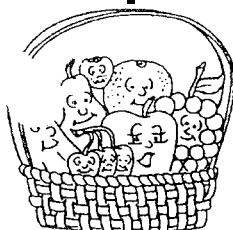


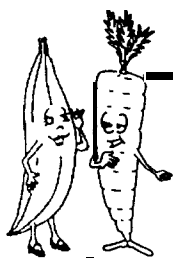


..... **Introduction (cont.)**

Finally, learning is most likely to occur when it is fun. Much effort has been spent to create activities that will be enjoyable for both students and teachers. We know that you and your students will have as much fun implementing these activities as we did develop-

We want to make this the best possible nutrition education curriculum for 5th grade students. Please complete the session evaluation and return them to us in the self-addressed envelope. If you have any other ideas how to improve "Gimme 5", please call Coleen Doyle at 727-4374. We would love to hear from you!



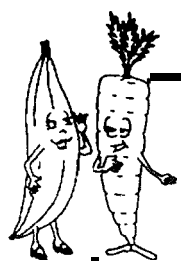


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GIMME 5 Schedule
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Week 1	Session 1 Session 2 Video #1	GIMME 5 - That's What We Say! Fruits & Veggies? . . . No Problem! (in Class Taste Testing) "Jump Start Your Day With Fruits"
Week 2	Session 3 Session 4	Start Your Day. . . The Fruitful Way! The Salad Jesse Raspberry Show! (in Class Taste Testing)
Week 3	Session 5 Session 6 Video #2	The Task Is To Ask! Your Favorite Fruits & Veggies! (in Class Recipe Preparation) "Fruit Snackin' "
Week 4	Session 7 Session 8	Snack Attack! Eat It Up, Write It Down! (in Class Recipe Preparation)
Week 5	Session 9 Session 10	Delicious Diary Discoveries! Fruits & Veggies, All Day Long! (in Class Recipe Preparation)
Week 6	Session 11 Video #3 Session 12	Produce Productions! "Rappin' It Up Wth Fruits & Veggies" At Least 5 A Day . . . Everyday! (in Class Taste Testing)





Food Service General Information



Color Coding Scheme

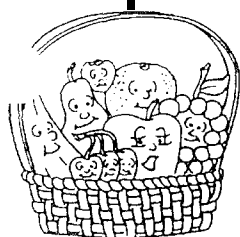
Teacher classroom order form GREEN

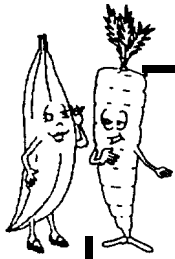
In classroom preparation recipe HOT PINK

Food Service preparation recipe ORANGE

Food and Supplies List to order YELLOW

If you have any questions or concerns, please call:





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GIMME 5 Fruit & Veggie Cafeteria Serving Suggestions

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Week 1 Pineapples, carrots, celery, apples

Week 2 Applesauce, potatoes, corn, onions

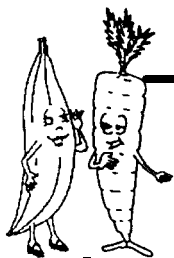
Week 3 Pears, peaches, apricots, dried fruits

Week 4 Pineapple juice, cucumbers

Week 5 Apples, pears, tomato juice, green onions, celery

Week 6 Oranges, apples, raisins, corn, tomatoes, red or yellow peppers





Classroom Taste Testing Food Service Recipe Order Form

Note to teachers:

1. Turn this completed form in the week of _____ to your food service manager.
2. If possible, try to schedule your class on the same day as the other 5th grade classes to make it easier for the food service staff to prepare the ingredients for the in class-room taste testings.
3. If possible, try to make the recipes in your classroom as soon after the food service staff sends them to you to maintain the peak quality of the ingredients.

Recipes:

Ring Around the Cinnamon Fruited Carrot Salad

To: _____

(Food Service Manager and Personnel)

From: _____

(Teacher's Name)

(Room Number) (Number of Students)

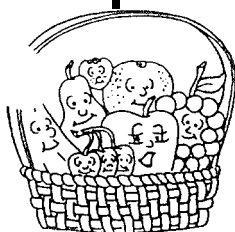
Today's Date: _____

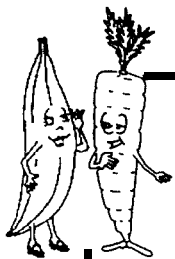
Date Needed: _____

(Day of Week)

(Date)

(Time)





Week 1, Session 2

Fruit & Veggie Snacks

Food and Supplies List

Amounts needed for each 5th grade classroom of 25-30 students:

Food Items:

pineapple chunks, unsweetened
cinnamon
fruit cocktail or mixed fruit
carrots, grated
red apples, chopped
celery, chopped
raisins
nonfat vanilla yogurt
cinnamon
nutmeg

Amounts:

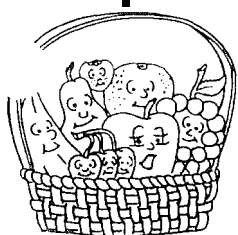
2 - 16 ounce cans
1 teaspoon
16 ounce can
2 cups
2 cups
1 cup
1/4 cup
1/2 cup
dash
dash

Paper Product Supplies:

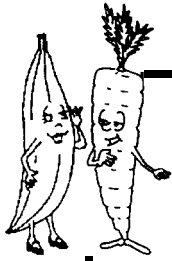
Paper plates, small
Paper napkins
Plastic spoons

Amounts:

2 per student/teacher
2 per student/teacher
1 per student/teacher



Thank You for all Your Help!!



Classroom Taste Testing Food Service Recipe

Note to

Food Service Staff

1. Your 5th grade teachers will turn in their order forms to you at least 3 weeks in advance.
2. The below recipe is enough for a class of 25-30 students to "sample". You will need to prepare one recipe for each of your 5th grade teachers to send to their classroom.
3. We have asked the 5th grade teachers to coordinate with each other which day they will conduct this class. We hope they all will be able to do it on the same day. This will make your job easier! If need be, talk to your 5th grade teachers to coordinate this.

Ring Around the Cinnamon

Ingredients for 25-30 students to taste test:

two 16 oz. can pineapple chunks, packed in its own juice

1 teaspoon cinnamon

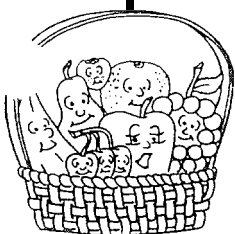
___ small paper plates (1 per student/teacher)

___ small plastic spoons (1 per student/teacher)

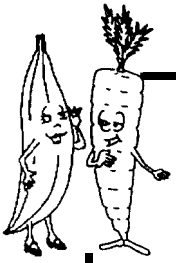
___ paper napkins (1 per student/teacher)

Food Service Personnel Directions:

1. Drain the pineapple juice into a saucepan.
2. Stir in cinnamon and pineapple chunks.
3. Bring the mixture to a boil and simmer for 10 minutes.
4. Pour the mixture into a serving container and cool slightly.
5. Cover the serving container with plastic wrap.
6. Arrange recipe in serving container and paper supplies on a tray for teacher's classroom.



Thank You for all Your Help!!



Classroom Taste Testing Food Service Recipe

Note to

Food Service Staff

1. Your 5th grade teachers will turn in their order forms to you at least 3 weeks in advance.
2. The below recipe is enough for a class of 25-30 students to "sample". You will need to prepare one recipe for each of your 5th grade teachers to send to their classroom.
3. We have asked the 5th grade teachers to coordinate with each other which day they will conduct this class. We hope they all will be able to do it on the same day. This will make your job easier! If need be, talk to your 5th grade teachers to coordinate this.

Fruited Carrot Salad

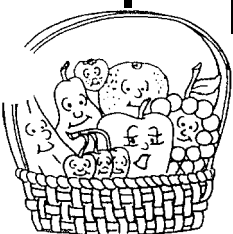
adapted from a "California Fresh Carrot Advisory Board" 5 A Day recipe

Ingredients needed for 25-30 students to taste test:

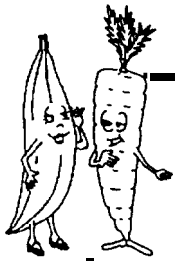
- 1 -16 oz. can unsweetened fruit cocktail or mixed fruits
- 2 cups grated fresh carrots
- 2 cups chopped red apple
- 1 cup chopped celery
- 1/4 cup raisins
- 1/2 cup nonfat vanilla yogurt
- dash of cinnamon and nutmeg
- ___ small plastic spoons (1 per student/teacher)
- ___ small paper plates (1 per student/teacher)
- ___ paper napkins (1 per student/teacher)

Food Service Personnel Directions:

1. Drain canned fruit very well.
2. Combine fruit with carrot, apple, celery and raisins.
3. Mix yogurt and spices together for a yogurt dressing.
4. Toss fruit with yogurt dressing.
5. Cover and chill for about 1 hour.
6. Place recipe on serving tray and paper products on tray for teacher's classroom.



Thank You for all Your Help!!



Week 2, Session 4

Fruit & Veggie Recipe

Classroom Taste Testing

Food Service Recipe

Order Form

- Note to teachers:**
1. Turn this completed form in the week of _____ to your food service manager.
 2. If possible, try to schedule your class on the same day as the other 5th grade classes to make it easier for the food service staff to prepare the ingredients for the in class-room taste testings.
 3. If possible, try to make the recipes in your classroom as soon after the food service staff sends them to you to maintain the peak quality of the ingredients.

Recipes: Fruit-O Jell-O

Cream of Corn-Potato Soup

To: _____
(Food Service Manager and Personnel)

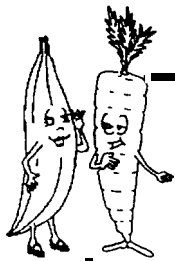
From: _____
(Teacher's Name)

(Room Number) (Number of Students)

Today's Date: _____

Date Needed: _____
(Day of Week) (Date) (Time)





Week 2, Session 4

Fruit & Veggie Recipes

Food and Supplies List

Amounts needed for each 5th grade classroom of 25-30 students:

Food Items:

cherry Jello mix
apple juice
applesauce, unsweetened
lemon juice
milk, low fat
corn, frozen or canned
potatoes, diced
onion, medium, quartered
mustard (regular, spicy or dijon)
honey
garlic powder
nonfat dry milk powder

Amounts:

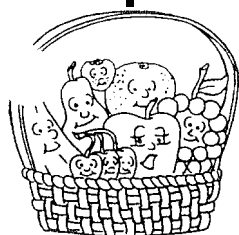
one 6 ounce box
16 ounces (2 cups)
2 $\frac{2}{3}$ cups
1 ounce (2 tablespoons)
2 cups
2 cups
1 cup
 $\frac{1}{2}$
1 tablespoon
1 teaspoon
2 teaspoons
 $\frac{1}{2}$ cup

Paper Product Supplies:

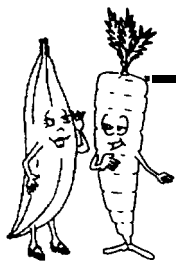
Paper plates, small
Paper cups, small
Paper napkins
Plastic spoons

Amounts:

1 per student/teacher
1 per student/teacher
2 per student/teacher
1 per student/teacher



Thank You for all Your Help!!



Fruit & Veggie Recipe Classroom Taste Testing Food Service Recipe

Note to

Food Service Staff

1. Your 5th grade teachers will turn in their order forms to you at least 3 weeks in advance.
2. The below recipe is enough for a class of 25-30 students to "sample". You will need to prepare one recipe for each of your 5th grade teachers to send to their classroom.
3. We have asked the 5th grade teachers to coordinate with each other which day they will conduct this class. We hope they all will be able to do it on the same day. This will make your job easier! If need be, talk to your 5th grade teachers to coordinate this.

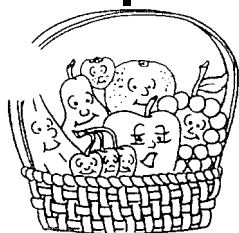
Fruit-O Jell-O

Ingredients for 25-30 students to taste test:

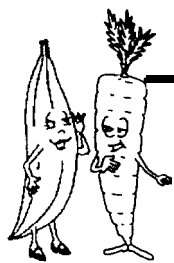
- one 6 oz. box cherry jello
- 16 oz. (2 cups) boiling apple juice
- 2 2/3 cups unsweetened applesauce
- 1 oz. (2 tablespoons) lemon juice
- _____ small paper plates (1 per student/teacher)
- _____ small plastic spoons (1 per student/teacher)
- _____ paper napkins (1 per student/teacher)

Food Service Personnel Directions:

1. Boil apple juice.
2. Stir boiling apple juice into cherry jello and mix well until all of jello is dissolved. (Do not add any cold water.)
3. Stir in lemon juice and applesauce, mixing well.
4. Cover with plastic wrap and refrigerate for 3 hours or until firm. (This can be made the day before the teachers need this item.)
5. Arrange recipe in serving container and paper supplies on a tray for teacher's classroom.



Thank You for all Your Help!!



Week 2, Session 4

Fruit & Veggie Recipe

Classroom Taste Testing

Food Service Recipe



Note to

Food Service Staff:

1. Your 5th grade teachers will turn in their order forms to you at least 3 weeks in advance.
2. The below recipe is enough for a class of 25-30 students to "sample". You will need to prepare one recipe for each of your 5th grade teachers to send to their classroom.
3. We have asked the 5th grade teachers to coordinate with each other which day they will conduct this class. We hope they all will be able to do it on the same day. This will make your job easier! If need be, talk to your 5th grade teachers to coordinate this.

Cream of Corn-Potato Soup

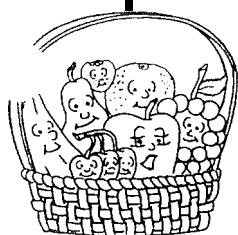
adapted from "Cooking Without Fat", 1992.

Ingredients needed for 25-30 students to taste test:

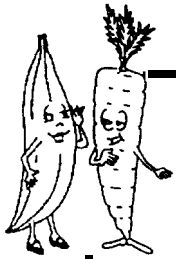
- 2 cups nonfat or low fat milk
- 2 cups fresh or frozen corn
- 1 cup diced potato (wash skin of potatoes first)
- 1/2 medium onion, quartered
- 1 tablespoon mustard (use regular, spicy or dijon)
- 1 teaspoon honey
- 2 teaspoons garlic powder
- 1/2 cup nonfat dry milk
- ___ small paper cups(1 per student/teacher)
- ___ small plastic spoons (1 per student/teacher)
- ___ paper napkins (1 per student/teacher)

Food Service Personnel Directions:

1. Puree all of the ingredients into a blender until corn and potato are coarsely pureed.
2. Pour into saucepan and bring to a boil, stirring occasionally.
3. Reduce heat and simmer for 20 minutes or until potatoes are cooked and soup is thick and creamy.
4. Cover and chill for at least 1 hour.
5. Arrange the recipe and paper products on tray for teacher's classroom.



Thank You for all Your Help!!



Week 3, Session 6 Fruit & Veggie Snack Classroom Preparation Ingredients Order Form

Note to teachers:

1. Turn this completed form in the week of _____ to your food service manager.
2. If possible, try to schedule your class on the same day as the other 5th grade classes to make it easier for the food service staff to prepare the ingredients for the in class-room recipe preparations.
3. If possible, try to make the recipes in your classroom as soon after the food service staff sends them to you to maintain the peak quality of the ingredients.

Recipes: Rad Fruit Sundae Sticks and Stones

To: _____

(Food Service Manager and Personnel)

From: _____

(Teacher's Name)

(Room Number)

(Number of Students)

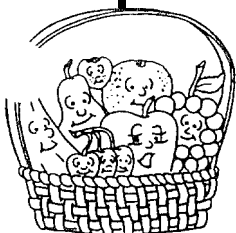
Today's Date: _____

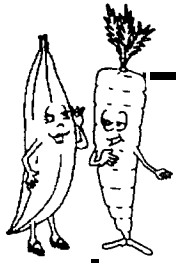
Date Needed: _____

(Day of Week)

(Date)

(Time)





Week 3, Session 6

Fruit & Veggie Snacks

Food and Supplies List

Amounts needed for each 5th grade classroom of 25-30 students:

Food Items:

pineapple chunks, unsweetened
pear halves, unsweetened
peach slices, unsweetened
apricot halves, unsweetened
yogurt, lemon or vanilla flavored,
low fat
granola (optional)
Cheerios (or similar cereal)
pretzels, small sticks or rings
raisins
other dried fruit (apricots, figs,
dates, apples)

Amounts:

20 ounce can
16 ounce can
16 ounce can
16 ounce can
1 1/4 cups (10 ounces)

1 cup
2 cups
2 cups
1 cup
1 cup

Paper Product Supplies:

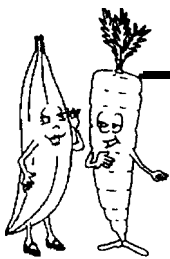
Paper cups, small
Paper plates, small
Plastic spoons, small
Paper napkins

Amounts:

1 per student/teacher
1 per student/teacher
1 per student/teacher
2 per student/teacher



Thank You for all Your Help!!



Classroom Preparation Ingredients List

- Note to Food Service Staff**
1. Your 5th grade teachers will turn in their order forms to you at least 3 weeks in advance.
 2. The below recipe ingredients are enough for a class of 25-30 students to "sample". You will need to prepare one set of the below ingredients for each of your 5th grade teachers to send to their classroom.
 3. We have asked the 5th grade teachers to coordinate with each other which day they will conduct this class. We hope they all will be able to do it on the same day. This will make your job easier! If need be, talk to your 5th grade teachers to coordinate this.

Rad Fruit Sundae

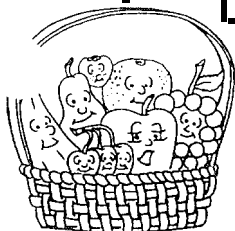
adapted from "5 A Day Recipes", NCI/PBH, 1991.

Ingredients needed for 25-30 students:

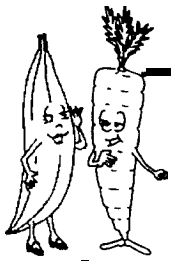
- 20 oz. can pineapple chunks
- 16 oz. can pear halves
- 16 oz. can sliced peaches
- 16 oz. can apricot halves
- 1 1/4 cups (10 oz.) lemon or vanilla lowfat yogurt
- 1 cup granola (optional)
- ___ small paper cups (1 per student/teacher)
- ___ small plastic spoons (1 per student/teacher)
- ___ paper napkins (1 per student/teacher)

Food Service Personnel Directions:

1. Drain each of the fruits.
2. Cut the pears, peaches & apricots into bite-size pieces.
3. Place each cut up fruit into its own container and cover each with plastic wrap.
4. Measure out the yogurt and granola, place each into its own container and cover with plastic wrap.
5. Place ingredients and paper products on tray for teacher's classroom.



Thank You for all Your Help!!



Week 3, Session 6

Fruit & Veggie Snack

Classroom Preparation

Food Service Recipe



Note to

Food Service Staff

1. Your 5th grade teachers will turn in their order forms to you at least 3 weeks in advance.
2. The below recipe is enough for a class of 25-30 students to "sample". You will need to prepare one recipe for each of your 5th grade teachers to send to their classroom.
3. We have asked the 5th grade teachers to coordinate with each other which day they will conduct this class. We hope they all will be able to do it on the same day. This will make your job easier! If need be, talk to your 5th grade teachers to coordinate this.

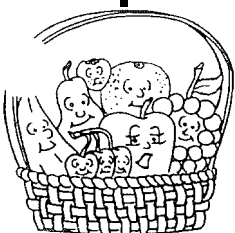
Sticks & Stones

Ingredients needed for 25-30 students:

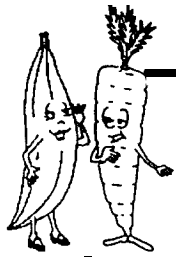
- 2 cups Cheerios (or similar cereal)
- 2 cups small pretzels
- 1 cup raisins
- 1 cup other dried fruit
- ___ (like apricots, figs, dates, apples)
- ___ small paper plates (1 per student/teacher)
- ___ paper napkins (1 per student/teacher)

Food Service Personnel Directions:

1. Measure out the above ingredients, place each into its own container and cover with plastic wrap.
2. Place ingredients and paper products on tray for teacher's classroom.



Thank You for all Your Help!!



Week 4, Session 8

Fruit & Veggie Snack

Classroom Preparation

Ingredients Order Form

Note to teachers:

1. Turn this completed form in the week of _____ to your food service manager.
2. If possible, try to schedule your class on the same day as the other 5th grade classes to make it easier for the food service staff to prepare the ingredients for the in class-room recipe preparations.
3. If possible, try to make the recipes in your classroom as soon after the food service staff sends them to you to maintain the peak quality of the ingredients.

Recipes: Lucky Lime-Apple Quencher

Dippity Doo Dah Dip

To: _____

(Food Service Manager and Personnel)

From: _____

(Teacher's Name)

(Room Number) (Number of Students)

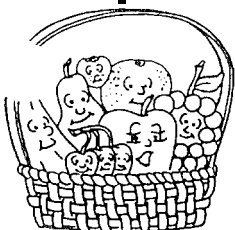
Today's Date: _____

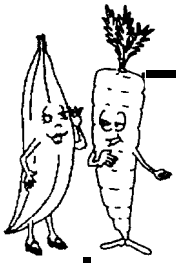
Date Needed: _____

(Day of Week)

(Date)

(Time)





Week 4, Session 8

Fruit & Veggie Snacks

Food and Supplies List

Amounts needed for each 5th grade classroom of 25-30 students:

Food Items:

pineapple juice, unsweetened
club soda
lime juice
lime, fresh
sour cream, nonfat
or yogurt, plain flavored, nonfat
dried parsley flakes
garlic powder
dried dill weed
cucumber, sliced

Amounts:

24 ounces
8 ounces
1 ounce
1
2 cups (16 ounces)

2 teaspoons
2 teaspoons
1 teaspoon
1 slice per student/teacher

Paper Product Supplies:

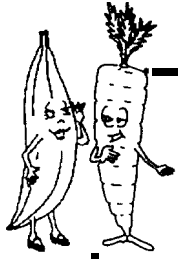
Paper cups, small
Paper plates, small
Paper napkins

Amounts:

1 per student/teacher
1 per student/teacher
2 per student/teacher



Thank You for all Your Help!!



Week 4, Session 8

Fruit & Veggie Snack

Classroom Preparation

Ingredients List



***Note to
Food Service Staff***

1. Your 5th grade teachers will turn in their order forms to you at least 3 weeks in advance.
2. The below recipe ingredients are enough for a class of 25-30 students to "sample". You will need to prepare one set of the below ingredients for & of your 5th grade teachers to send to their classroom.
3. We have asked the 5th grade teachers to coordinate with each other which day they will conduct this class. We hope they all will be able to do it on the same day. This will make your job easier! If need be, talk to your 5th grade teachers to coordinate this.

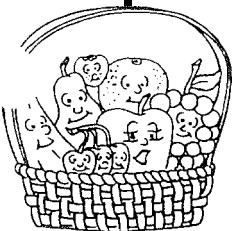
Lucky Lime-Apple Quencher

Ingredients for 25-30 student classroom:

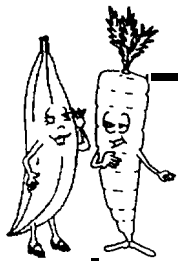
- 24 oz. pineapple juice
- 8 oz. club soda
- 1 oz. (2 tablespoons) lime juice
- 1 lime (cut into 7 thin slices, then quarter each slice)
- ___ small paper cups (1 per student/teacher)
- ___ paper napkins (1 per student/teacher)

Food Service Personnel Directions:

1. Measure out the pineapple juice, club soda and lime juice. Place each in its own container. Cover with plastic wrap.
2. Put the sliced and quartered lime slices in a container. Cover with plastic wrap.
3. Place all the ingredients and paper products onto a tray for teacher's classroom.



Thank You for all Your Help!!



Week 4, Session 8

Fruit & Veggie Snack

Classroom Preparation

Ingredients List



Note to

Food Service Staff

1. Your 5th grade teachers will turn in their order forms to you at least 3 weeks in advance.
2. The below recipe ingredients are enough for a class of 25-30 students to "sample". You will need to prepare one set of the below ingredients for & of your 5th grade teachers to send to their classroom.
3. We have asked the 5th grade teachers to coordinate with each other which day they will conduct this class. We hope they all will be able to do it on the same day. This will make your job easier! If need be, talk to your 5th grade teachers to coordinate this.

Dippity Doo Dah Dip

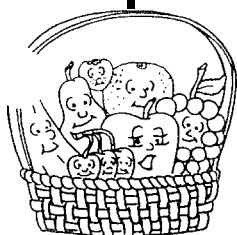
adapted from "Meals Without Squeals", 1991

Ingredients needed for 25-30 student classroom:

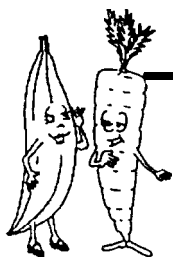
- 2 cups (16 oz.) nonfat sour cream or plain yogurt
- 2 teaspoons dried parsley flakes
- 2 teaspoons garlic powder
- 11 teaspoon dried dill weed
- ___ fresh cucumber slices (1 per student/teacher)
- ___ small paper plates (1 per student/teacher)
- ___ paper napkins (1 per student/teacher)

Food Service Personnel Directions:

1. Measure out the sour cream or yogurt, parsley, garlic powder and dill weed and put each into separate containers. Cover with plastic wrap.
2. Cut cucumber into slices (one each per student/teacher).
3. Arrange ingredients, cucumber slices and paper products on tray for teacher's classroom.



Thank You for all Your Help!!



Week 5, Session 10

Fruit & Veggie Snack

Classroom Preparation

Ingredients Order Form

Note to teachers:

1. Turn this completed form in the week of _____ to your food service manager.
2. If possible, try to schedule your class on the same day as the other 5th grade classes to make it easier for the food service staff to prepare the ingredients for the in class-room recipe preparations.
3. If possible, try to make the recipes in your classroom as soon after the food service staff sends them to you to maintain the peak quality of the ingredients.

Recipes: Fruity Cream Dip

Snippy Sippy

To: _____

(Food Service Manager and Personnel)

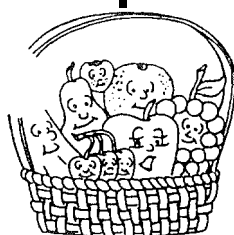
From: _____

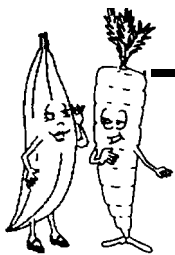
(Teacher's Name)

(Room Number) (Number of Students)

Today's Date: _____

Date Needed: _____
(Day of Week) (Date) (Time)





Week 5, Session 10

Fruit & Veggie Snacks

Food and Supplies List

Amounts needed for each 5th grade classroom of 25-30 students:

Food Items:

instant vanilla pudding mix
skim or lowfat milk
yogurt, plain flavored, lowfat
fresh apples
fresh pears
tomato juice or V-8 juice, low sodium
green onion tops

leafy celery tops

Amounts:

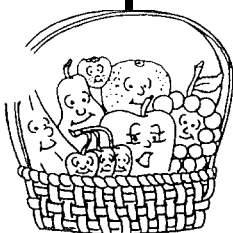
one 4 ounce box
16 ounces (2 cups)
1 cup (8 ounces)
4, each cut into 8 slices
4, each cut into 8 slices
32 ounces
1 green onion top "straw" per student/teacher
1 small leafy section per student/teacher (optional)

Paper Product Supplies:

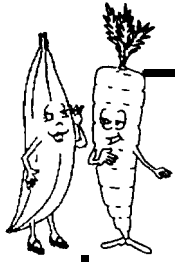
Paper cups, small
Paper plates, small
Paper napkins

Amounts:

1 per student/teacher
1 per student/teacher
2 per student/teacher



Thank You for all Your Help!!



Week 5, Session 10

Fruit & Veggie Snack

Classroom Preparation

Ingredients List



Note to Food Service Staff

1. Your 5th grade teachers will turn in their order forms to you at least 3 weeks in advance.
2. The below recipe ingredients are enough for a class of 25-30 students to "sample". You will need to prepare one set of the below ingredients for each of your 5th grade teachers to send to their classroom.
3. We have asked the 5th grade teachers to coordinate with each other which day they will conduct this class. We hope they all will be able to do it on the same day. This will make your job easier! If need be, talk to your 5th grade teachers to coordinate this.

Fruity Cream Dip!

Ingredients needed for 25-30 students:

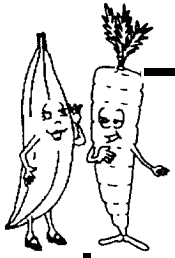
- 4 oz. box instant vanilla pudding
- 16 oz. (2 cups) skim or lowfat milk
- 1 cup (8 ounces) plain, low-fat yogurt
- ___ fresh apple slices (1 per student/teacher)
- ___ fresh pear slices (1 per student/teacher)
- ___ small paper plates (1 per student/teacher)
- ___ paper napkins (1 per student/teacher)

Food Service Personnel Directions:

1. Measure out milk and yogurt into individual containers. Cover with plastic wrap.
2. Cut apple and pear into slices (one each per student/teacher).
3. Arrange ingredients and paper products on a tray for teacher's classroom.



Thank You for all Your Help!!



Week 5, Session 10

Fruit & Veggie Snack

Classroom Preparation

Ingredients List



Note to

Food Service Staff

1. Your 5th grade teachers will turn in their order forms to you at least 3 weeks in advance.
2. The below recipe ingredients are enough for a class of 25-30 students to "sample". You will need to prepare one set of the below ingredients for each of your 5th grade teachers to send to their classroom.
3. We have asked the 5th grade teachers to coordinate with each other which day they will conduct this class. We hope they all will be able to do it on the same day. This will make your job easier! If need be, talk to your 5th grade teachers to coordinate this.

Snippy Sippy

Ingredients needed for 25-30 students:

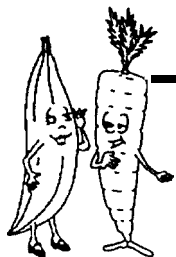
- 32 oz. low sodium tomato juice or V-8 juice
- ___ fresh stems of green onion (1 per student/teacher)
- ___ fresh leafy celery tops (1 per student/teacher)
- ___ small paper cups (1 per student/teacher)
- ___ paper napkins (1 per student/teacher)

Food Service Personnel Directions:

1. Measure out the tomato juice into a pitcher or container that the teacher can pour from. Cover with plastic wrap.
2. Cut tops off the green onions and celery and put the tops of each veggie onto plates. Cover with plastic wrap.
3. Arrange tomato juice, vegetable tops and paper products onto tray for teacher's classroom.



Thank You for all Your Help!!



Week 6, Session 12

Fruit & Veggie Recipe

Classroom Taste Testing

Food Service Recipe

Order Form

Note to teachers:

1. Turn this completed form in the week of _____ to your food service manager.
2. If possible, try to schedule your class on the same day as the other 5th grade classes to make it easier for the food service staff to prepare the ingredients for the in class-room recipe preparations.
3. If possible, try to make the recipes in your classroom as soon after the food service staff sends them to you to maintain the peak quality of the ingredients.

Recipes:

Fruit 'n Nut Mix

Basil Corn Salad

To: _____

(Food Service Manager and Personnel)

From: _____

(Teacher's Name)

(Room Number) (Number of Students)

Today's Date: _____

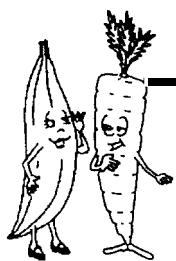
Date Needed: _____

(Day of Week)

(Date)

(Time)





Week 6, Session 12

Fruit & Veggie Recipes

Food and Supplies List

Amounts needed for each 5th grade classroom of 25-30 students:

Food Items:

oranges, fresh
apple, red
celery, fresh, chopped
raisins
brown sugar
lemon juice
nuts, any kind, chopped
corn, frozen or canned
sweet red pepper, chopped
green onions, thinly sliced
tomato, medium, chopped
basil, dried
raisins
nonfat French dressing

Amounts:

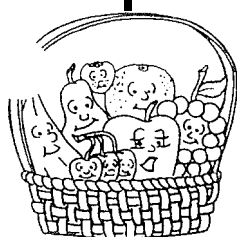
3 medium-large
1 1/2 large
3/4 cup
1/2 cup
3 tablespoons
1 1/2 tablespoons
1/2 cup
16 ounce package
1/2 cup
1/2 cup
1/2
2 teaspoons
2 tablespoons
1/2 cup

Paper Product Supplies:

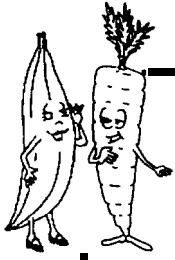
Paper plates, small
Paper napkins
Plastic spoons

Amounts:

2 per student/teacher
2 per student/teacher
1 per student/teacher



Thank You for all Your Help!!



Week 6, Session 12

Fruit & Veggie Recipe Classroom Taste Testing Food Service Recipe



Note to

Food Service Staff

1. Your 5th grade teachers will turn in their order forms to you at least 3 weeks in advance.
2. The below recipe is enough for a class of 25-30 students to "sample". You will need to prepare one recipe for each of your 5th grade teachers to send to their classroom.
3. We have asked the 5th grade teachers to coordinate with each other which day they will conduct this class. We hope they all will be able to do it on the same day. This will make your job easier! If need be, talk to your 5th grade teachers to coordinate this.

Fruit 'n Nut Mix

Ingredients needed for 25-30 students to taste test:

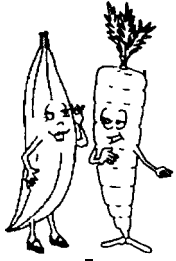
- 3 oranges, peeled and cut into bite-size pieces
- 1 1/2 red apples, unpeeled and cut into bite-size pieces
- 3/4 cup chopped celery
- 1/2 cup raisins
- 3 tablespoons brown sugar
- 1 1/2 tablespoons lemon juice
- 1/2 cup coarsely chopped nuts (try walnuts or pecans)
- ___ small plastic spoons (1 per student/teacher)
- ___ small paper plates(1 per student/teacher)
- ___ paper napkins (1 per student/teacher)

Directions:

1. Mix all of the ingredients together (except nuts) and place in a serving container. Cover with plastic wrap and refrigerate for 30 minutes.
2. Stir in nuts just before sending to the classrooms.
3. Arrange recipe in bowl and paper products on tray for teacher's classroom.



Thank You for all Your Help!!



Week 6, Session 12

Fruit & Veggie Recipe

Classroom Taste Testing

Food Service Recipe



Note to

Food Service Staff

1. Your 5th grade teachers will turn in their order forms to you at least 3 weeks in advance.
2. The below recipe is enough for a class of 25-30 students to "sample". You will need to prepare one recipe for each of your 45h grade teachers to send to their classroom.
3. We have asked the 5th grade teachers to coordinate with each other which day they will conduct this class. We hope they all will be able to do it on the same day. This will make your job easier! If need be, talk to your 5th grade teachers to coordinate this.

Basil Corn Salad

adapted from "Cooking Light", 1992.

Ingredients needed for 25-30 students to taste test:

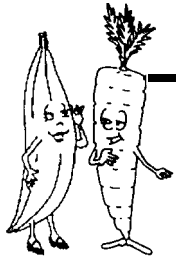
- 1-16 oz. package frozen corn
- 1/2 cup chopped red pepper
- 1/2 cup thinly sliced green onion
- 2 medium tomatoes, cut into bite-sized pieces (or 8 cherry tomatoes, quartered)
- 2 teaspoons dried basil (or 12 fresh basil leaves, chopped)
- 2 tablespoons raisins
- 1/2 cup nonfat French dressing
- ___ small plastic spoons (1 per student/teacher)
- ___ small paper plates (1 per student/teacher)
- ___ paper napkins (1 per student/teacher)

Food Service Personnel Directions:

1. In a medium bowl, combine the first six ingredients and mix well.
2. Pour the French dressing over the above mixture and mix together.
3. Immediately arrange recipe in serving container and paper products on tray for teacher's classroom.



Thank You for all Your Help!!



Name: _____



Fruit Recipe

Ring Around the Cinnamon

You need:

- 1- 16 oz. can pineapple slices, packed in its own juice
- 1/2 teaspoon cinnamon



Directions:

1. Drain the juice from the pineapple into a small saucepan.
2. Stir the cinnamon into the juice.
3. Add the pineapple slices to the juice in the saucepan. (The pineapple slices should be covered by the juice.)
4. Have an adult help you turn the stove top on high and carefully bring the mixture to a boil.
5. When it starts to boil, turn the heat to low and simmer for 10 minutes.
6. Serve the spiced pineapple slices hot or cold!

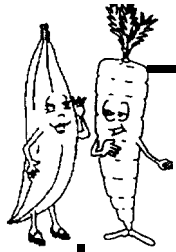
Makes 3 servings.

Did you like this recipe? _____

Why or why not? _____

Would you make it at home? _____





Name: _____



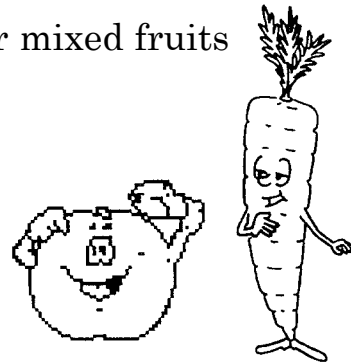
Veggie Recipe

Fruited Carrot Salad

adapted from a "California Fresh Carrot Advisory Board" 5 A Day recipe

You need:

- 1 - 16 oz. can unsweetened fruit cocktail or mixed fruits
- 2 cups grated carrots
- 2 cups chopped red apple
- 1 cup chopped celery
- 1/4 cup raisins
- 1/2 cup nonfat vanilla yogurt
- dash of cinnamon and nutmeg



Directions:

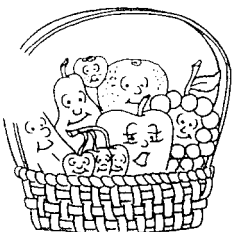
1. Drain canned fruit very well.
2. Combine canned fruit, carrots, apple, celery and raisins in a large bowl.
3. In another bowl, mix yogurt and spices together for a dressing.
4. Pour yogurt dressing over fruit mixture and mix well.
5. Chill for about 1 hour.
6. Spoon into bowls and serve.

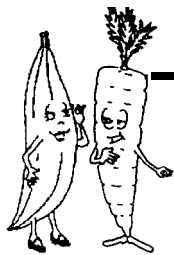
Makes 6 servings.

Did you like this recipe? _____

Why or why not? _____

Would you make it at home? _____





Name: _____



Fruit Recipe

Fruit-O Jell-O

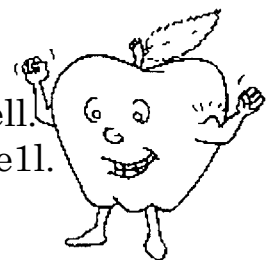
You need:

- 1 - 3 oz. box cherry jello
- 1 cup boiling apple juice
- 1 1/3 cups unsweetened applesauce
- 1 tablespoon lemon juice



Directions:

1. Pour the jello powder into a medium mixing bowl.
2. Have an adult help you boil the apple juice.
3. Pour the boiling apple juice into the jello and mix well.
4. Stir in the lemon juice and the applesauce, mixing well.
5. Refrigerate for 3 hours or until firm.
6. Scoop into bowls and serve.

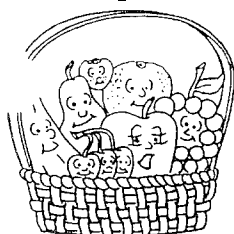


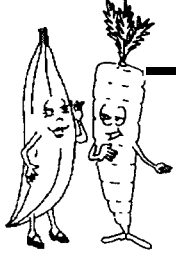
Makes 4 servings.

Did you like this recipe? _____

Why or why not? _____

Would you make it at home? _____





Name: _____



Taste Testing

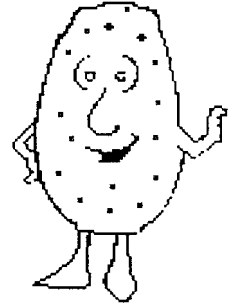
Veggie Recipe

Cream of Corn-Potato Soup

adapted from "Cooking Without Fat", 1992

You need:

- 2 cups nonfat or low fat milk
- 2 cups fresh, canned or frozen corn (drain if canned)
- 1 cup diced potato (wash skin of potatoes carefully)
- 1/2 medium onion, quartered
- 1 tablespoon mustard (use regular, spicy or dijon)
- 1 teaspoon honey
- 2 teaspoons garlic powder
- 1/2 cup nonfat dry milk
- paprika (optional)



Directions:

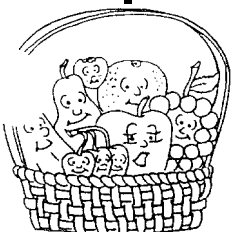
1. Ask an adult to cut up the potatoes and onions for you.
2. Put all of the ingredients into a blender and put the lid on.
3. Blend until corn and potato are coarsely pureed.
4. Pour into saucepan and bring to a boil, stirring occasionally.
5. Reduce heat and simmer for 20 minutes or until potatoes are cooked and soup is thick and creamy.
6. Cover and refrigerate until cold.
7. Serve in bowls, sprinkle each serving with paprika for color.

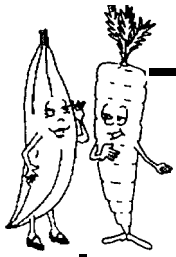
Makes 6 servings.

Did you like this recipe? _____

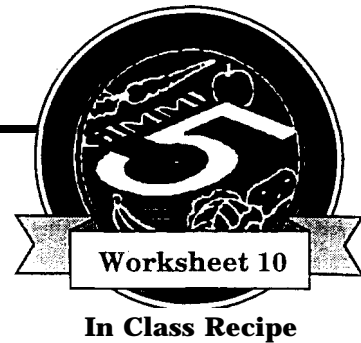
Why or why not? _____

Would you make it at home? _____





Name: _____



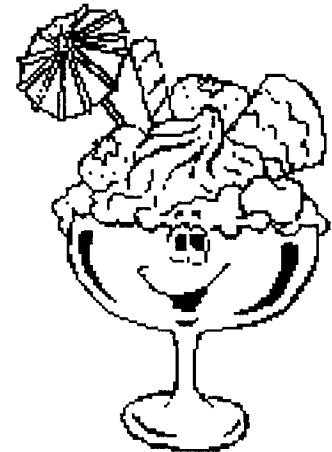
Fruit Snack Recipe

Rad Fruit Sundae

adapted from "5A Day Recipes", NCI/PBH, 1991.

You need:

- 20 oz. can unsweetened pineapple chunks
- 16 oz. can unsweetened pear halves
- 16 oz. can sliced, unsweetened peaches
- 16 oz. can unsweetened apricot halves
- 1 1/4 cups lemon or vanilla lowfat yogurt
- 1 cup granola (optional)



Directions:

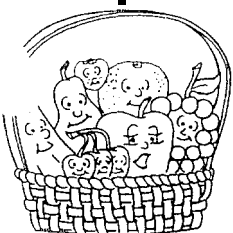
1. Drain each can of fruit very well.
2. Cut the pears, peaches & apricots into bite-size pieces.
3. Mix the first five ingredients (fruits & yogurt) in a large mixing bowl.
4. Spoon into five bowls.
5. Sprinkle granola over the top if you like.

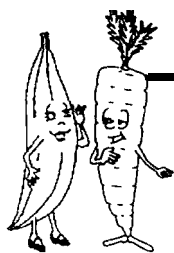
Makes 6 servings.

Did you like this recipe? _____

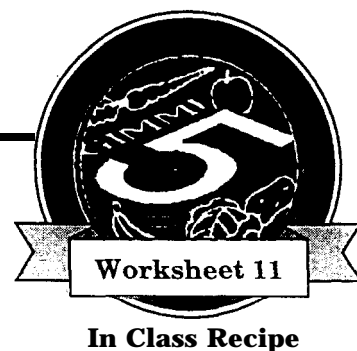
Why or why not? _____

Would you make it at home? _____





Name: _____

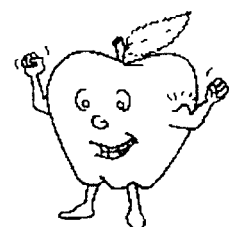


Fruit Snack Recipe

Sticks & Stones

You need:

- 1 cup Cheerios (or similar cereal)
- 1 cup small pretzels
- 1/2 cup raisins
- 1/2 cup other dried fruit
(like apricots, figs, dates, apples)



Directions:

1. Mix all of the above ingredients together in a mixing bowl.
2. Eat as a snack any time!
3. Store any leftovers in an air-tight container.

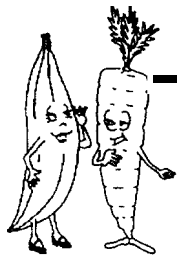
Makes 4 servings.

Did you like this recipe? _____

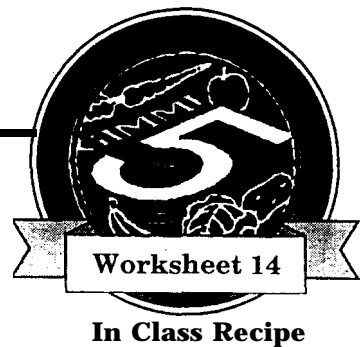
Why or why not? _____

Would you make it at home? _____





Name: _____



Fruit Snack Recipe

Lucky Lime-Apple Quencher

You need:

- 3/4 cup pineapple juice
- 1/4 cup club soda
- 1 1/2 teaspoons lime juice
- 2 slices of lime



Directions:

1. Mix the first three ingredients in a pitcher or large glass.
2. Stir well.
3. Wash the lime under running water.
4. Have an adult slice the lime crosswise for you.
5. Pour over ice and float slices of lime on top.

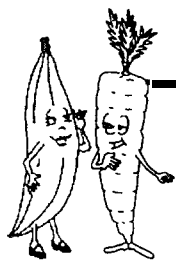
Makes 1 serving.

Did you like this recipe? _____

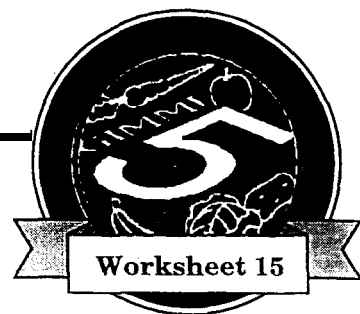
Why or why not? _____

Would you make it at home? _____





Name: _____



In Class Recipe

Veggie Snack Recipe

Dippity Doo Dah Dip

adapted from *"Meals Without Squeals"*, 1991.

You need:

- 1/2 cup nonfat sour cream or plain yogurt
- 1/2 teaspoon dried parsley flakes
- 1/2 small garlic clove, pressed & finely chopped
(or 1/2 teaspoon of garlic powder)
- 1/4 teaspoon dried dill weed
- 1 medium-large cucumber, sliced



Directions:

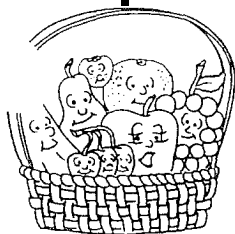
1. Mix the ingredients in a large mixing bowl.
2. Wash the cucumber under running water.
3. Have an adult slice the cucumber into thin circle slices.
4. Serve the sliced cucumber with the dip.
5. Put the leftovers in the refrigerator.

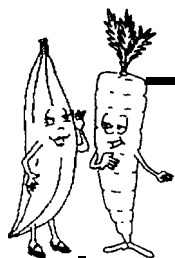
Makes 1/2 cup dip.

Did you like this recipe? _____

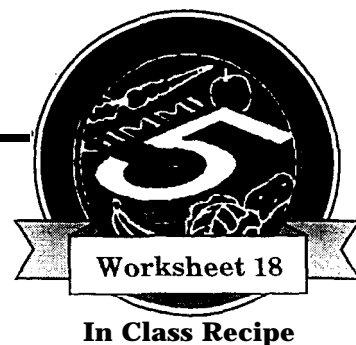
Why of why not? _____

Would you make it at home? _____





Name: _____



Fruit Snack Recipe

Fruity Cream Dip

You need:

- 4 oz. box instant vanilla pudding
- 2 cups skim or lowfat milk
- 1 cup (8 ounces) plain, low-fat yogurt
- sliced apples, bananas, pears



Directions:

1. Make the pudding according to the directions on the box using the skim or lowfat milk.
2. Refrigerate for 5-10 minutes.
3. Stir in yogurt just before serving.
4. Serve as a dip or topping with assorted fresh fruit (such as apple, pear, or banana slices).
5. Put the leftovers in the refrigerator.



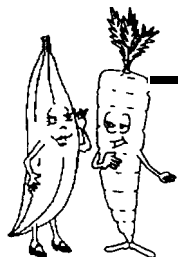
Makes about 6 - 1/2 cup servings of dip.

Did you like this recipe? _____

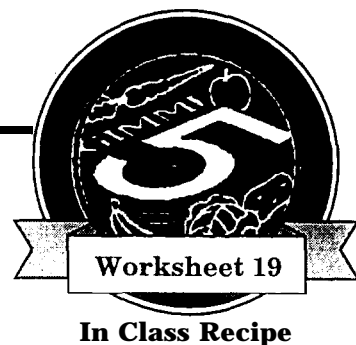
Why or why not? _____

Would you make it at home? _____





Name: _____



Veggie Snack Recipe

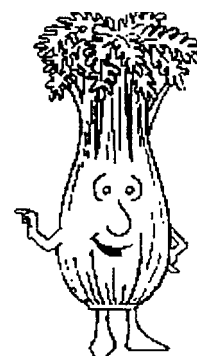
Snippy Sippy

You need:

- 2 cups low sodium tomato juice or V-8 juice
- 2 long stems of green onion tops
- 2 small leafy celery tops (optional)

Directions:

1. Pour tomato or V-8 juice into a cup or glass.
2. Wash and trim the green onion tops. Use the green tops as a straw for your drink!
3. Carefully put one of the green onion top "straws" into the juice and sip the juice through the green onion straw top.
4. Add the celery top to the juice for an additional fun flavor!
5. Eat both the celery and onion top when you finish the juice.



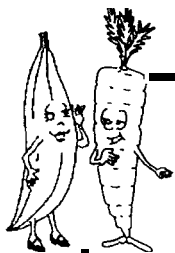
Makes 2 servings.

Did you like this recipe? _____

Why or why not? _____

Would you make it at home? _____





Name: _____



Fruit Recipe

Fruit 'n Nut Mix

You need:

- 2 oranges, peeled and cut into bite-size pieces
- 1 red apple, unpeeled and cut into bite-size pieces
- 1/2 cup chopped celery
- 1/4 cup raisins
- 2 tablespoons brown sugar
- 1 tablespoon lemon juice
- 1/4 cup coarsely chopped nuts (try walnuts or pecans)

Directions:

1. Ask an adult to help you cut up the fruits, celery and nuts.
2. Mix all of the ingredients except the nuts in a large mixing bowl.
3. Cover with plastic wrap and refrigerate for 30 minutes.
4. Stir in the nuts just before serving.
5. Put the leftovers in the refrigerator.

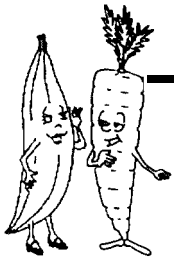
Makes 4 servings.

Did you like this recipe? _____

Why or why not? _____

Would you make it at home? _____





Name: _____



Veggie Recipe

Basil Corn Salad

adapted from "Cooking Light", 1992.

You need:

- 1 - 16 oz. package frozen corn
- 1/2 cup chopped red pepper
- 1/2 cup thinly sliced green onion
- 2 medium tomatoes, cut into bite-sized pieces (or 8 cherry tomatoes, quartered)
- 2 teaspoons dried basil (or 12 fresh basil leaves, chopped)
- 2 tablespoons raisins
- 1/2 cup nonfat French dressing

Directions:

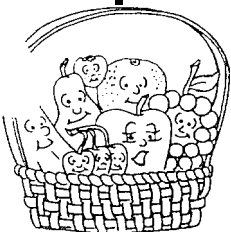
1. Have an adult help you cut up the red pepper and onions.
2. In a medium bowl, combine the first six ingredients and mix well.
3. Pour the French dressing over the above mixture and mix together.
4. Serve immediately.

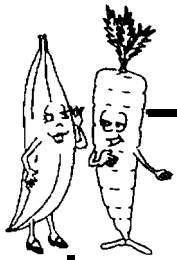
Makes 4 servings.

Did you like this recipe? _____

Why or why not? _____

Would you make it at home? _____



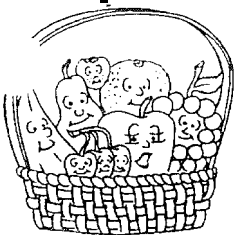


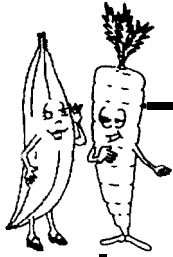
Optional Enrichment Activities



- 🍏 F&V Bulletin Board
- 🍏 F&V Mobile for classroom or cafeteria
- 🍏 Taste F&V while waiting in line in cafeteria
- 🍏 F&V cutup for math class (fractions)
- 🍏 F&V books in library (special display)
- 🍏 F&V songs in music class (use ones already developed or let students write words to current song melodies)
- 🍏 F&V history and geography
- 🍏 F&V for English:
 - 🍏 Write story about how their tastes changed and what F&V they like now that they didn't earlier
 - 🍏 Write poems about favorite F&V
 - 🍏 Write a story to convince a younger child to try F&V
 - 🍏 Write a script for F&V comic book
 - 🍏 Add adjectives to school menus to describe F&V
 - 🍏 Write letter to cafeteria staff on favorite ways to prepare F&V
- 🍏 Use raisins, dried fruits, small apples or other fruits instead of candy for student rewards
- 🍏 Class created F&V cookbook where each student submits recipes
- 🍏 F&V rap song contest
- 🍏 F&V poster contest
- 🍏 Make signs/posters to indicate F&V served each day in cafeteria
- 🍏 Ask cafeteria staff to provide lemon juice or flavored vinegar for kids to add to veggies
- 🍏 F&V party, each student brings an assigned F&V so class can make a fruit salad and a veggie salad
- 🍏 Announcements by students about F&V served each day

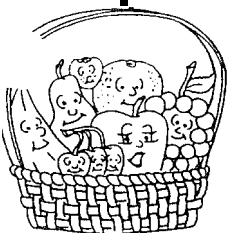
Announcements by principal for perfect F&V goal achievements

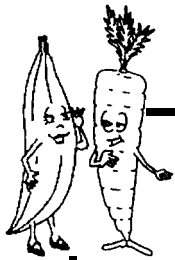




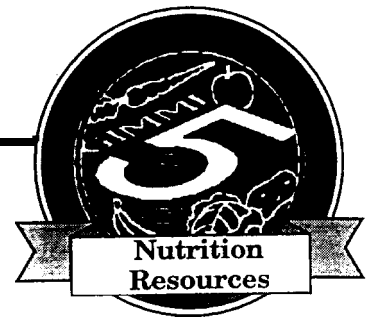
The *GIMME 5* Guide to Key Vitamins and Minerals Found in Fruits & Vegetables

Vitamin or Mineral	Fruit & Vegetable Sources	Major Functions
Calcium	Dark green leafy vegetables (collards, kale, mustard greens, turnip greens, spinach, Swiss chard, broccoli, dandelion)	Essential for structure & strength of bones and teeth Regulates heart beat, muscle action and nerve function Assists in blood clotting
Iron	Prune juice Leafy green vegetables Dried beans & peas Dried fruits	Needed to form hemoglobin which carries oxygen in the blood Increases resistance to infection
Potassium	Dried beans & peas Winter squash, potatoes, spinach, cantaloupe, watermelon, tomatoes, orange juice, banana, cauliflower	Needed for fluid balance Controls activity of heart, kidneys and nervous systems
Vitamin A	Dark green, orange and yellow fruit & vegetables such as carrots, cantaloupe, sweet potatoes, apricots, bok choy, chili pepper, winter squash NOTE: The body converts carotene (a pigment in yellow & green F&V) to Vitamin A	Growth, repair and maintenance of skin and mucous membranes (thus increases resistance to infection) Promotes healthy eye tissues & eye adaption in dim light
Vitamin C	Citrus fruits and juices, (e.g. orange, grapefruit), tomatoes, cabbage, potatoes, broccoli, strawberries, papaya, green pepper, cantaloupe, Brussel sprouts, watermelon, kiwi fruit, cauliflower, chili pepper	Forms cement-like substances (such as collagen) which hold body cells together (thus strengthens blood vessels, hastens healing of wounds and bones, and increases resistance to infections) Aids in utilization of iron





FOOD AND NUTRITION BOOKS FOR CHILDREN



The Adventures of Alice in Nutritionland. Larry Thill. North Highlands, CA: Impressive Publications, 1989, 31 p. (9 year olds+).

Let's Eat! True Kelley. E.P. Dutton, 1989.

The Milk Makers. Gail Gibbons. Aladdin Books, 1987.

Foodworks: Over 100 Science Activities and Fascinating Facts that Explore the Magic of Food. Linda Hendry. MA:Reading (Addison-Wesley Publ. Co.), 1987, 90 p.

Betty Crocker's Cookbook for Boys and Girls. NY:New York City (Golden Press), 1984, 94 p.

Healthy Snacks for Kids. Penny Warner, 1989.

This best seller offers new ideas for meals and snacks for children. Contains more than 200 recipes, including snacks, meals, desserts, drinks, lunch box fillers and freezer treats.

Eat The Right Stuff. Catherine Reef, 1993.

Describes good nutrition and its benefits and suggests ways for young people to improve their diet and control their weight.

Me and My Veggies. Isaac Whitlatch, 1987.

The author related his dislike for vegetables and reveals secret tactics used to survive the ordeal of eating them.

Your Body Fuel. Dorothy Baldwin, 1984.

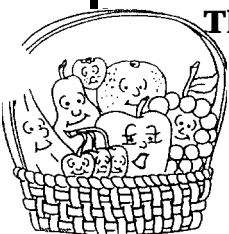
Describes how your body uses food fuels to make you grow and provide energy.

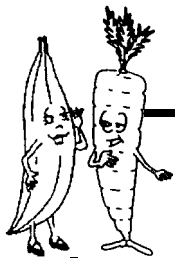
If It Weren't For Farmers. Allan Fowler, 1993.

Briefly describes some of the work that is done on different kinds of farms and the foods that are produced there.

The Plants We Eat. Millicent El Selsam, 1987.

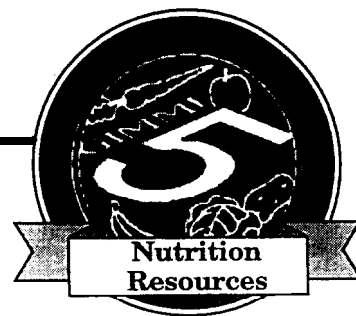
Discusses the history of how human life depends on plants. Roots, stems, leaves, flowers, fruits, and cereal grains are described.





FOOD AND NUTRITION BOOKS FOR CHILDREN

(CONTINUED)



Tasting. Henry Arthur Pluckrose, 1986.

Photos and simple text describes the tastes of different types of foods.

A Taste of China. Rox Denny, 1994.

Chinese food and culture is presented as part of a series of books called "Food around the world".

On a White Pebble Hill. Chyng-Feng Sun, 1994.

A young girl takes an imaginary journey through various foods on her family's dinner table, where noodle soup becomes a warm lake and a roast chicken becomes a golden mountain.

Cabbage Moon. Tim Chadwick, 1994.

Albert the rabbit doesn't like cabbage until he finds out what the moon is really made of. (Beginners)

Lunch. Denise Fleming, 1993.

A very hungry mouse eats a large lunch comprised of colorful foods.

Peas. Nicholas Heller, 1993.

After refusing to eat his peas, Lewis dreams that they get out of their bowl and go for a wild ride on his electric train. (Beginners)

Stop That Pickle. Peter Amour, 1993.

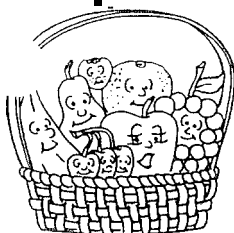
A pickle tries to escape being eaten by fleeing through the city streets pursued by a variety of other food items.

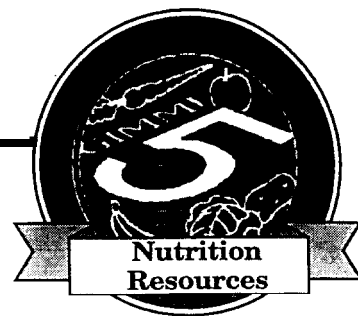
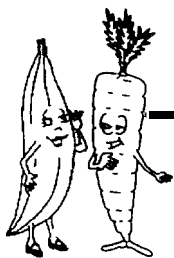
Family Dinner. Jane Cutler, 1993.

Great Uncle Bensen prepares exotic food dishes in order to lure Rachel's family to a communal meal.

Potluck. Anne Shelby, 1991.

Alpha & Betty have a potluck dinner and all their friends, from Action & Zelda, bring appropriate alphabetical food, from asparagus soup to zucchini casserole.





FOOD AND NUTRITION BOOKS FOR CHILDREN

(CONTINUED)

Alphabet Soup: A Feast of Letters. Scott Gustafon, 1990.

A host of animals from A to Z came to Otter's housewarming party bringing a wide variety of foods for his alphabetical soup.

Mr. Sugar Comes To Town. Harriet Rohmer and Cruz Gomez, 1989.

Mr. Sugar uses his truck of sweet goodies to lure Alicia and Alfredo away from nutritious foods, but Grandma Lupe is not fooled by him.

Muskrat, Muskrat Eat Your Peas. Sarah Wilson, 1989. (Beginners)

After Muskrat's family meticulously plants, waters, and harvests peas, Muskrat doesn't want any.

No Bean Sprouts Please. Constance Hizer, 1989.

Fourth grader, James, is resigned to his mother's healthy but boring lunches until he gets a very unusual lunch box on his birthday.

Fannie's Fruits. Leslie Kimmlman, 1989.

A little girl and her family operate a fruit and vegetable stand on the beach with the help of her dog, Fannie.

A Fruit and Vegetable Man. Roni Schotter, 1993.

Sum Ho first watches the artistic fruit and vegetable man, Ruby Rubenstein, at work, then he begins helping in the store. (Beginners)

Vegetable Garden. Douglas Florian, 1991.

A family plants a vegetable garden and helps it grow to a rich harvest.

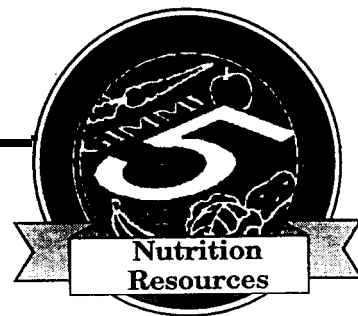
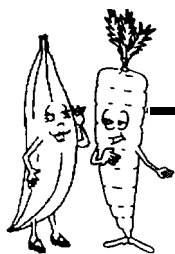
Toad Food and Measle Soup. Christine McDonnell, 1982.

The adventure of Leo in which he finds a lost dog, surprises the class on book report day, and survives his mother's experiments with vegetarian cooking. (Great for vegetarian families)

Green Eggs and Ham. Dr. Seuss. NY: Random House, 1960, 62 p. (4-8 year olds).

Sam pesters and pesters his friend until finally he agrees to try green eggs and ham - and finds out that he likes them!





FOOD AND NUTRITION BOOKS FOR CHILDREN

(CONTINUED)

The Berenstein Bears and Too Much Junk Food. Stan & Jan Berenstein. NY:Random House, 1985, 35 P. (4-8 year olds).

Mama Bear starts a campaign to convince her family they are eating too much junk food.

Cloudy with a Chance of Meatballs. Judi Barrett. NY:Aladdin Books (Macmillan Publ. Co.), 1978, 30 p. (4-8 year olds).

Grandpa tells a bedtime story about the tiny town of Chewandswallow where the sky supplied all of the food. The town was pleasant until the weather (and food) got out of control and eventually forced the townspeople to move.

Bread and Jam for Frances. Russell Hoban. NY:Harper & Row, 1964, 31 p. (4-8 year olds).

Frances is very fond of bread and jam, until she eats them meal after meal. She realizes that there are many other foods to try and like as well.

The Very Hungry Caterpillar 25th Anniversary Ed. Eric Carle, 1991.

Brilliant collages and inventively die-cut pages dramatically portray the metamorphosis of a small but appealing caterpillar into a colorful butterfly. Provides a very valuable nutrition lesson. (For the very young)

POEMS

Never Take a Pig To Lunch. Nadine Bernard Wescott, 1994

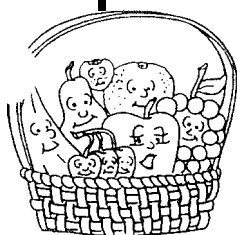
Poems and traditional rhymes about the fun of food and eating.

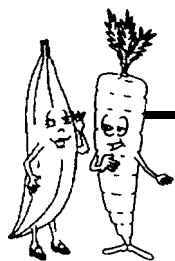
What's on the Menu. Bibbye S. Goldenstein, 1992.

A collection of poems about the tasty world of food from lumpy bumpy pickles to chunky chocolate cake.

Belly Laughs. Charles Kelly, 1990.

An illustrated collection of jokes and riddles with an emphasis on food.





CHILDREN'S COOKBOOKS

200 Rid-Tested Ways to Lower Fat in Your Child's Favorite Foods. Elaine Moquette-Magee, MPH, MS, RD, 1993.

Find out how to cut the fat in your kid's favorite foods and get away with it! Here's a collection of useful tips for reducing fat in the brand name and home-made foods kids love without changing flavor or nutritional value. Includes everything you need to know to get your child started on a lifetime of healthy eating.

Pretend Soup and Other Real Recipes: A Cookbook for Preschoolers & Up.

Mollie Katzen and Ann Henderson, 1994. Designed to enable young children to cook as independently as possible under the gentle guidance of an adult partner, this charming cookbook reverses the traditional roles of adult as main cook and child as a miniature sidekick.

Kids' Kitchen: Making Good Eating Great Fun For Kids! Barbara Storper, MS, RD, 1992.

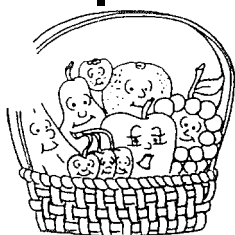
This enchanting cookbook/activity guide features children's favorite no-cook recipes (low fat, low sugar), reproducible recipe cards and a host of creative food activities.

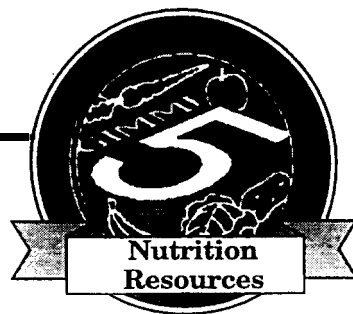
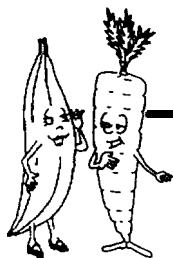
American Heart Association Kids' Cookbook: All Recipes Made by Real Kids in Real Kitchens. James Moller, 1993.

This lavishly illustrated cookbook teaches kids how to make their favorite foods-without much fat and cholesterol. Also provides safety tips, a glossary of cooking tools and terms, a guide to shopping and simple nutrition basics. Includes nutrient analyses. (For 8-12 year olds).

Kitchen Fun For Kids: Healthy Recipes and Nutrition Facts for 7-12 Year Old Cooks. Michael Jacobson, PhD, and Laura Hill, RD, 1991.

This easy to read and follow cookbook for 7-12 year olds offers recipes packed with nutritious ingredients. The recipes are low in fat; sugar and salt are kept to a minimum.





CHILDREN'S COOKBOOKS (CONTINUED)

The Joy of Snacks. Nancy Cooper, RD, 1991.

This edition contains a collection of over 200 recipes for children to prepare with adult help. It teaches children the basics of food and nutrition and to enjoy preparing nutritious food.

Kids Cooking: A Very Slightly Messy Manual. Jim McGuinness, 1987.

45 samples of kid-able to do kitchen crafts and cuisine. A cookbook for every kid equipped kitchen.

Blue Potatoes Orange Tomatoes. Rosalind Creasy: Sierra Club Children's Books., 1994.

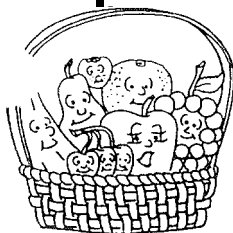
Perfect introduction into organic gardening with delicious, easy to make recipes for each featured fruit/vegetable.

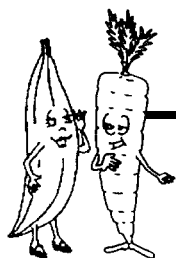
Eat, Think and Be Healthy! Paula K. Zellar and Michael F. Jackson, PhD, 1987.

Geared to 3-6 graders, this book has 56 fun-filled nutrition learning activities, ranging from tasting parties to evaluating ads.

Yo! Let's Eat! A Cookbook For Young Chefs. Pat Adams and Marc Jacobs, 1994.

Most of the recipes in this cookbook are favorites submitted by young cooks. Easy-to-follow recipes range from "School Lunch Bags and Snacks" to "Week-end Breakfasts" and "Easy Dinners".





Fruit & Vegetable Association Addresses

**American Celery Council**

P.O. Box 140067
Orlando, FL 32874-0067
(407) 894-2911

American Mushroom Institute

907 East Baltimore Pike
Kennett Square, PA 19348
(215) 388-7806

Asparagus Growers Association

4565 Quail Lakes Drive
Stockton, CA 95207

Bard Valley Medjool Date Growers

P.O. Box 937
Bard, CA 92222-9999
(619) 572-0524

Calavo Avocados

P.O. Box 26081
Santa Ana, CA 92799-6801
(714) 259-1166

California Apricot Advisory Board

1280 Broadway, Suite 107
Walnut Creek, CA 94595
(510) 937-3660

California Artichoke Advisory Board

P.O. Box 747
Castroville, CA 95102
(408) 633-4411

California Asparagus Commission

415 W. Foothill Blvd., Suite 102
Claremont, CA 91711
(714) 625-6306

California Avocado Commission

1251 East Dyer Rd, Suite 200
Santa Ana, CA 92705
(714) 558-6761

California Cantaloupe Advisory Board

531-D North Alta Ave.
Dinuba, CA 93618
(209) 591-5715

California Cling Peach Advisory Board

P.O. Box 7111
160 Spear Street, Suite 1330
San Francisco, CA 94120-7111
(415) 541-0100

California Date Admin. Committee

P.O. Box 1736
Indio, CA 92202-1736
(619) 347-4510

California Fig Advisory Board

3425 North First Street
Suite 109
Fresno, CA 93726-6819
(209) 445-5626

California Grape & Tree Fruit League

1540 E. Shaw., Suite 120
Fresno, CA 93710-8000
(209) 226-6330

California Kiwifruit Commission

1540 River Park Drive, Suite 110
Sacramento, CA 95815
(916) 929-5314

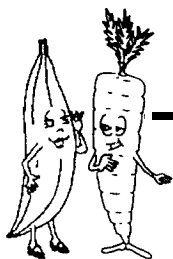
California Prune Board

P.O. Box 10157
Pleasanton, CA 94588-2706
(510) 734-0150

California Raisin Advisory Board

55 Union Street
San Francisco, CA 94111
(415) 984-6261





Fruit & Vegetable

Association Addresses



California Strawberry Advisory Board Post Office Box 269
Watsonville, CA 95077-0269
(408) 724-1301

California Table Grape Commission
2975 North Maroa
P.O. Box 5498
Fresno, CA 93755
(209) 224-4997

California Tomato Board
2017 N. Gateway Blvd, Suite 102
Fresno, CA 93727
(800) 827-0628

California Tree Fruit Agreement
P.O. Box 255627
Sacramento, CA 95865
(916) 483-9261

Cherry Marketing Institute
2220 University Park Drive, Suite 200
Okemos, MI 48864
(517) 347-0010

Chiquita Tropical Products, Co.
North America
Marketing Department
250 E. Fifth St.
Cincinnati, OH 45202
(513) 784-8065

Colorado Potato Administrative Committee
1305 Park Avenue
P.O. Box 348
Monte Vista, CO 81144
(719) 852-3322

Del Monte Fresh Produce Co.
P.O. Box 149222
Coral Gables, FL 33114-9222
(305) 520-8400

Dole Citrus
P.O. Box 11165
10,000 Ming Ave.
Bakersfield, CA 93311-1165
(805) 664-6120

Dole Dried Fruit & Nut Co.
7170 N. Financial Dr.
Fresno, CA 93720
(209) 449-6500

Dole Fresh Fruit Co.
P.O. Box 5132
Westlake Village, CA 91359-5132
(818) 879-6600

Dole Fresh Vegetable Co.
P.O. Box 1759
Salinas, CA 93902
(408) 422-8871

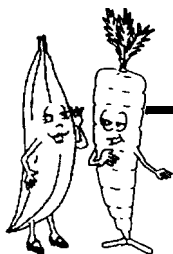
Dole Packaged Food Co.
P.O. Box 5500
Thousand Oaks, CA 91359-5500
(818) 874-4000

Driscoll Strawberry Associates, Inc.
P.O. Box 50045
Watsonville, CA 95077
(408) 726-3535

Florida Celery Exchange
P.O. Box 140067
Orlando, FL 32814-0067
(407) 894-2911

Florida Department of Citrus
1115 East Memorial Boulevard
P.O. Box 148
Lakeland, FL 33801
(813) 499-2500





Fruit & Vegetable

Association Addresses!

**Florida Lime & Avocado Admin. Committee**

P.O. Box 188
Homestead, FL 33090-0188
(305) 247-0848

Florida Strawberry Growers Assoc. Post

Office Box 2631
Plant City, FL 33564
(813) 752-6822

Florida Sweet Corn Exchange

P.O. Box 140155
Orlando, FL 32814-0155
(407) 894-1351

Florida Tomato Committee

P.O. Box 140635
Orlando, FL 32814
(407) 894-3071

Florida Watermelon Association

7100 Plantation Rd, Suite 4
Pensacola, FL 32504
(904) 476-8871

Georgia Peach Commission

328 Agriculture Bldg., Capital Square
Atlanta, GA 30334
(404) 656-3678

Georgia Sweet Potato Commission

328 Agriculture Bldg., Capital Square
Atlanta, GA 30334
(404) 656-3678

Gulf Citrus Growers Assoc.

P.O. Box 1319
La Belle, FL 33935
(813) 675-2180

Idaho Potato Commission

599 W. Bannock
P.O. Box 1068
Boise, ID 83701-1068
(208) 334-2350

International Apple Institute

6707 Old Dominion Dr., Suite 320
P.O. Box 1137
McLean, VA 22101
(703) 442-8850

International Banana Assoc., Inc.

1627 K Street, NW, Suite 910
Washington, DC 20006
(202) 223-1183

Leafy Greens Council

P.O. Box 76067
St. Paul, MN 55175-1067
(612) 222-3232

Louisiana Sweet Potato Commission

P.O. Box 113
Opelousas, LA 70571-0113
(318) 942-3689

**Mann Packing Co., Inc.
(broccoli)**

P.O. Box 690
Salinas, CA 93902-0690
(408) 757-8016

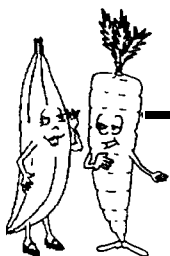
Michigan Asparagus Advisory Board

2133 University Park Dr, Suite 5
Okemos, MI 48864
(800) 642-4742

Monterey Mushrooms

P.O. Box 1990
Santa Cruz, CA 95061
(408) 475-1955





Fruit & Vegetable

Association Addresses

**National Onion Association**

510 Affiliated National Plaza
Greeley, CO 80631
(303) 353-5895

National Peach Council

Coloma, MI
(616) 468-8100

National Potato Board

c/o Ketchum Public Relations
55 Union Street
San Francisco, CA 94111
(415) 984-6206

National Potato Council

9085 E. Mineral Circle, Suite 155
Englewood, CO 80112
(303) 790-1141

National Watermelon Promotion Board

P.O. Box 140065
Orlando, FL 32814-0065
(407) 895-5100

North American Blueberry Council

190 Queen Anne North
Seattle, WA 98109-4924
(206) 285-5522

North American Mango Industry Assoc.

P.O. Box 4553
McAllen, TX 78502-4553
(512) 682-7004

North Carolina Sweet Potato Commission, Inc.

4008 Barrett Dr, Suite 201A
Raleigh, NC 27609
(919) 571-8370

Northwest Cherry Growers

1005 Tieton Drive
Yakima, WA 98902
(509) 453-4837

Ocean Spray Cranberries, Inc.

Fresh Cranberry Division
152 Bridge Street
Lakeville/Middleboro, MA 02346
(508) 947-4940

Oregon, Washington, California PEAR Bureau

813 S.W. Alder, Suite 601
Portland, OR 97205
(503) 223-8139

Pacific Coast Canned Pears

160 Spear Street, #1330
San Francisco, CA 94105
(415) 541-0451

Papaya Administrative Committee

1100 Ward Ave., Suite 860
Honolulu, HI 96814
(808) 533-3841

Pineapple Growers Assoc. of Hawaii

P.O. Box 200
Kunia, HI 96759
(808) 621-1220

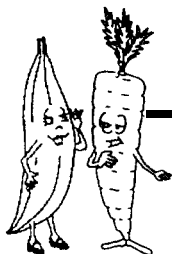
The Potato Board

1385 South Colorado Blvd., Suite 512
Denver, CO 80222
(303) 758-7783

Produce For Better Health Foundation

1500 Casco Mill Road
PO. Box 6035
Newark, DE 19714-6035
(302) 738-7100





Fruit & Vegetable Association Addresses

**South Carolina Peach Board**

P.O. Box 11280
Columbia, SC 29211
(803) 1253-4036

Sunkist Growers, Inc.

P.O. Box 7888
Van Nuys, CA 91409
(818) 986-4800

**Sun World International, Inc.
(peppers & watermelons)**

5544 California Ave.
P.O. Box 9910
Bakersfield, CA 93389
(805) 833-6460

Sweet Potato Council of the U.S.

P.O. Box 14
McHenry, MD 21541
(301) 287-9537

Texas Citrus Exchange

P.O. Box 793
Mission, TX 78572
(512) 585-8331

Texas Fresh Promotional Board

6912 W. Expressway 83
Harlingen, TX 78522-3701
(210) 423-0340

TexaSweat Citrus Advertising, Inc.

P.O. Box 2497
McAllen, TX 78502-2497
(210) 682-2861

Try-Foods International, Inc.

P.O. Drawer 2248
Apolka, FL 32704-2248
(800) 421-8871

United Fresh Fruit & Vegetables Assoc.

727 North Washington Street
Alexandria, VA 22314
(703) 836-3410

Washington Apple Commission

P.O. Box 18
2900 Euclid Ave.
Wenatchee, WA 98807-0018
(509) 663-9600

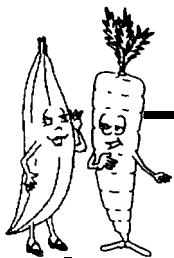
Washington Potato & Onion Commission

108 Interlake Road
Moses Lake, WA 98837
(509) 765-8845

Watermelon Promotion Board

P.O. Box 140065
Orlando, FL 32814-0065
(407) 895-5100





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Sample Letter
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To request fruit and vegetable magnets, posters, buttons, etc.

Dear (name of association),

I will be teaching a program called **GIMME 5** to my fifth grade class at (name of school) during the month(s) of (month & year), **GIMME 5** is a nutrition education program designed to improve the health of children and their families by increasing their daily consumption of fruits and vegetables. The program uses many fun and innovative activities. Students set goals to eat more fruits and vegetables for snacks, breakfast, dinner and when eating away from home. A weekly newsletter and a biweekly video are included to inform parents about the **GIMME 5** classroom activities as well as provide tips and recipes for increasing fruits and vegetables in meals and snacks both at home and away from home.

I am writing to see if you can provide (posters, buttons, magnets, stickers or whatever you need from them) for me to use as rewards for the students for reaching their goals to eat more fruits and vegetables. I have (number) students in my class. Thank you very much!

Sincerely,

(Your name)

