

• Eat 5 Fruits and Vegetables Every Day

**HIGH 5**



Fourth Grade Curriculum

# **HIGH 5 - Fourth Grade Curriculum**



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Minnesota Department of Health  
University of Minnesota  
1994

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## Introduction



# 5-a-Day Power Plus Project

## Background

Extensive research shows that eating patterns play a critical role in the development of several chronic diseases including heart disease, cancer, and stroke, and that changing eating patterns can help reduce these risks. People who eat four or more servings of fruits and vegetables a day have half the risk of developing cancer than do people who eat one or fewer servings daily. Because of this evidence, the National Cancer Institute has developed the 5-a-Day for Better Health Program, which bring the 5-a-Day message to Americans through the media, grocery stores, schools, worksites, and health programs.

The **5-a-Day Power Plus Project** is funded by a grant from the National Cancer Institute to the Minnesota Department of Health and the Division of Epidemiology at the University of Minnesota. The goal of this research project is to implement a school-based intervention for promoting increased consumption of fruits and vegetables among multi-cultural, urban elementary school children in order to reduce their risk of cancer. Twenty-four elementary schools from within one urban school district in St. Paul, Minnesota have been randomly assigned to intervention and reference conditions. The project will be implemented during the 1994 – 1996 school years. The intervention consists of four components: food service environmental changes, behavioral health curricula, family involvement, and industry support. The 5-a-Day Power Plus Project is designed to give fourth and fifth grade students the opportunity to practice eating more fruits and vegetables every day at school lunch and by food preparation and taste testing activities in the classroom.

## ***HIGH 5 – Fourth Grade Curriculum Overview***

The **HIGH 5** curriculum introduces a team of cartoon characters who help fourth graders learn about the importance and fun of eating fruits and vegetables. By reading weekly comics highlighting the adventures of these HIGH 5 Flyers and their coach, and through active participation in classroom activities including snack preparations and taste testing, students are encouraged to eat five fruits and vegetables every day.

## Curriculum Outcomes

1. Students will practice eating more fruits and vegetables every day at lunch at school.
2. Students will eat at least one more fruit or vegetable every day than they are eating at the beginning of this program.

## Curriculum Objectives

### Students will:

- Recognize why everyone should eat fruits and vegetables every day.
- Taste, evaluate, and promote fruits and vegetables served at school lunch.
- Prepare, eat, and evaluate fruit and vegetable snacks.
- Write letters encouraging people to try the fruits and vegetables served at school lunch.
- Identify different ways to add fruits and vegetables to meals and/or snacks.
- Set goals to eat more fruits and vegetables for snacks.
- Practice asking for more fruits and vegetables by preparing and performing a role play.
- Analyze how they could encourage students to eat fruits and vegetables at school lunch, and then create and present their promotional ideas to their classmates.
- Discuss and promote with family members the importance of eating fruits and vegetables every day.

## **Manual Organization**

The **HIGH 5** curriculum is divided into eight weekly sessions and each session includes two class periods of approximately 35 to 45 minutes.

This manual includes a detailed outline for teaching the activities included in each session. All questions and/or statements to be made directly to students are enclosed in boxes within the outline. To avoid gender-bias and multiple references to “his/her,” the word “**their**” is used throughout the manual for both singular and plural references.

Group activities are suggested throughout the curriculum, although students may participate in most activities individually or in pairs.

Student handouts needed for each session are included at the end of the session in which they are presented. Hard copies for making transparencies are also included. The use of transparencies is optional.

## **Session Organization**

Each of the eight weekly sessions are divided into two parts: Part A is the lesson and team activity, and Part B is the taste-testing or snack preparation activity. The taste tests (Part B) are independent of the lesson (Part A) for each week.

## **Taste Testing and Snack Preparation Activities**

Taste tests and snack preparation offer students opportunities to taste fruits and vegetables that are new or prepared in new ways, and provide peer support and role modeling for eating fruits and vegetables.

Use of taste testing and snack preparation is encouraged as an important part of the curriculum. The specific food items taste tested or the order in which they are offered do not affect the lesson in Part A. You may decide, in collaboration with your food service personnel, to change the foods served, or the number or order of the taste testings.

The weekly taste testing or snack preparation activities should be arranged with your school food service personnel several months prior to the beginning of the curriculum. Final details should be made at least four weeks before the first lesson. Originals of the recipes and order forms for the food items and supplies for these activities are included in the **SNACK PREPARATION** section along with more details about this component. The recipes are suggestions only; substitution of other fruit or vegetable recipes can be made.

## Goal Setting and Incentives

In accordance with social learning theory on which this curriculum is based, there are several opportunities for students to set goals and to receive positive reinforcement for achieving those goals. This positive reinforcement always includes social support, and several times during the curriculum optional tangible incentives (“rewards”) for achieving specific goals are suggested. Small rewards (i.e. pencils, pens, rulers, note pads, etc., if available) are intended to provide extra motivation to achieve the goals set; however, the real emphasis should be placed on the social support and on students feeling good about themselves for accomplishing their goals.

This curriculum includes a goal setting and reinforcement component to encourage children to eat fruits and vegetables every day for lunch at school. Students record the servings of fruits and vegetables eaten at lunch daily, with the goal of eating 85 servings (approximately 2 servings per day at lunch) over the 8-week period. Teams calculate their weekly scores, and the winning team is allowed to play a HIGH 5 game to earn up to three extra team points each week. You may use a waste basket or pail and bean bags or a small ball or koosh ball for this activity. Alternatively, you may decide with your students other methods for recognizing or regarding winning team members without using the bean bag toss activity.

Students who reach the goal of eating 85 servings at the end of the program can be rewarded with an individual incentive. Members of the team with the greatest number of points at the end of the program may also be rewarded for their success. If resources are available, incentives such as t-shirts, water bottles, notebooks, or gift certificates provided by a local grocery store, health clinic, or other business may be provided. Other ideas for rewarding students who achieve their goal are to plan a special field trip to a farmer’s market, produce company, farm, or orchard. Ideas for no-cost incentives could also be generated. Plans for incentives should be made prior to the start of the curriculum.

## Family Component

An integral part of the **HIGH 5** curriculum is the Home Highlights activity found in Sessions 2-6. It is important to enthusiastically promote participation in this family component by students and their parent/s. Parental involvement can reinforce student’s participation in this program and this can contribute to positive behavior change.

Copies of the materials in each of the five HIGH 5 Home Highlights are included in the FAMILY COMPONENT section of this manual. Artwork is also provided which can be copied onto a large envelope or folder for sending the Highlights home, should you choose to do so.

## Integration

The HIGH 5 curriculum provides many opportunities for integration into other subject areas. Throughout the lessons, students are asked to read and write, to calculate and analyze, to role play and present what they have learned. For example, students read aloud the weekly comics, write in the letter writing activity, use math skills for calculating their individual and team's weekly points for fruit and vegetables eaten at lunch, and make oral presentations as they share the results of team work.

<b>Session</b>	<b>8 Lessons</b>	<b>5 Home Highlights</b>	<b>8 Suggested Snacks</b>
1A	Find Your Flyer Puzzle		
1B		No home materials	Broccoli and Cheese
2A	Lunch letters		
2B		Highlights #1	Fruit Salad with Yogurt
3A	Cooking Up Combos		
3B		Highlights #2	Pinapple Salsa with Tortilla Chips
4A	Food in a Flash		
4B		Highlights #3	Raw Broccoli and Cauliflower with Dip
5A	Training for 5-a-Day		
5B		Highlights #4	Mini Baked Potatoes with Tater Tops
6A	Making a Play		
6B		Highlights #5	Raw Jicama and Pea Pods
7A	Goal Checks, 5-a-Day Fans	No home materials	
7B			Fruit Kabobs with Dip
8A	Planning a Victory Party	No home materials	
8B			Sparkling Soda and Baby Carrots with Dip

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## Notes

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## Session One



# Introduction of the Players

## Session 1: Part A – Outline

Approximate Time	Activities	Audio/Visual	Student Materials
10	1. Introduction		HIGH 5 Flyers Comic 1 Folders
15	2. Find Your Flyer		Flyer Puzzle Pieces
20	3. The Competition	Overhead Projector Transparency 1	HIGH 5 Scorecards HIGH 5 Scoreboards 1–8
<b>45 – 50 Minutes</b>			

### Activity 1: Introduction

- A. Introduce this class by announcing to students that they are about to begin something fun and exciting called **HIGH 5**, and state that it is a new program about the importance of eating fruits and vegetables every day.
1. Ask students to raise their hand if they eat **five fruits and vegetables every day**.
  2. Explain that since very few (if any) of them eat **five fruits and vegetables every day**, this program will help them work together with their classmates to figure out ways to eat more fruits and vegetables. If they already eat five, this program will help them maintain their healthy eating habits.

3. Remind students that eating five fruits and vegetables is actually the minimum of what is recommended. The National Cancer Institute recommends 5-9 servings of fruits and vegetables every day.

B. Distribute the **HIGH 5 FLYERS COMIC 1** to each student, read the comic aloud as the students follow along, or ask students to read the different parts.

C. Discuss the comic with students, as time permits.

**ASK:**

- Who are the HIGH 5 Flyers?
- Why are they looking for fourth graders?
- Why do you think this program is called **HIGH 5**?
- Why do you think everyone should eat five fruits and vegetables every day?

D. Summarize by saying that everyone should try to eat at least five fruits and vegetables every day.

**EMPHASIZE:**

- Fruits and vegetables contain vitamins, minerals, carbohydrates, and fiber.
- Eating fruits and vegetables gives you energy to do the things you like to do, helps your body grow strong and healthy, helps heal injuries and prevent infections, and may even prevent you from getting serious diseases such as some types of cancer.
- **The HIGH 5 program will include many interesting activities about all the important and fun reasons why everyone should eat five or more fruits and vegetables every day.**

**Optional:**

E. Distribute a **FOLDER** to each student, instruct them to place their first comic in it, and explain that they should keep all of their HIGH 5 handouts in this folder.

## Activity 2: Find Your Flyer



Prior to this activity, decide how you will divide your class into **eight small groups** of 3 – 4 students. These groups will be the HIGH 5 teams that will participate in the small group activities. Students should stay together in their assigned groups throughout the curriculum.

- A. Divide the class into small groups by reading the names of the students assigned to each group.
  1. Distribute one piece of the eight-piece **FIND YOUR FLYER PUZZLE** to each group.
  2. Instruct each team to **find and circle** the HIGH 5 Flyer in their puzzle piece. They may look again at the comic to see what the players look like, if necessary. **There are eight HIGH 5 players, but only one HIGH 5 Flyer is pictured in each puzzle piece.**
- B. Explain that after they find their HIGH 5 Flyer, each person in their group should take a turn at finding someone in the puzzle who could be eating a fruit or vegetable. They should then draw and write down the names of the fruits or vegetables on their puzzle piece.

### **EXAMPLE:**

- If there is a picture of someone having a picnic, what fruit or vegetable could that person be eating?
- If a student is riding on a school bus, what fruit or vegetable could that student be eating for an after school snack?

- C. After approximately 5 minutes, call on each team to report which HIGH 5 Flyer they found in their puzzle piece and to name some of the fruits and vegetables they decided that the people pictured in their puzzle piece could be eating.
- D. Collect each puzzle piece, tape it in order on the board or wall, and summarize by saying that they have just solved the puzzle of how to eat **many kinds of fruits and vegetables – in many ways – in many places – and at many times.**

*(See copy of completed puzzle picture at the end of this session.)*

- E. Announce to students that during this program each of their groups will be on the team of the HIGH 5 Flyer that they found in their puzzle piece.
1. Read the name of each HIGH 5 Flyer, and ask each player on that Flyer's team to stand or raise their hand so that everyone will know the players on each team.

### HIGH 5 Flyer Teams

Team 1: The Greater Tater	Team 5: The Green Machine
Team 2: The Juicester	Team 6: Top Banana
Team 3: Big Red	Team 7: Cool Cat
Team 4: GO GO Grape	Team 8: Blue Magoo

#### Optional:

2. Distribute an extra copy of their own puzzle piece to each student, and encourage them to take it home and play the game again with their parent/s. They might come up with even more new or different fruit and vegetable ideas.
- F. Explain that during the next eight weeks they will all be working together on HIGH 5 teams to help each other figure out ways to eat more fruits and vegetables every day.

### Activity 3: The Competition

- A. Explain that each week their teams will be competing with each other to see who can eat the most fruits and vegetables at lunch at school. They will keep track of all the fruits and vegetables they eat at lunch by listing the items on a scorecard.
- B. Distribute one **HIGH 5 SCORECARD** to each student, and instruct them to write their name on their scorecard and then tape the scorecard to one corner of their desk.

- C. Emphasize that every day when they return to their classroom after lunch, they should fill in their scorecard with the number and the names of the fruit and/or vegetable they ate at lunch that day.
- D. Project **TRANSPARENCY 1**, and go over the example listed on this sample scorecard.
1. Explain that **they should only write down the fruits and/or vegetables that they actually eat** – not just what they take on their school lunch tray or bring to school in their bag lunch.
  2. Tell students that they will earn **1 point for every serving** of fruit or vegetable they eat.
  3. Emphasize that they must eat the whole serving of the fruit or vegetable that is on their lunch tray or in their bag lunch in order to earn the points.
  4. Stress that **they can only earn points for the servings of fruits or vegetables that they eat from their own lunch tray or their own bag lunch**. They cannot count fruits or vegetables from a classmate’s lunch.
- E. Briefly discuss what a **“serving”** of a fruit or vegetable means, so that students understand that **just a bite of a fruit or a spoonful of a vegetable is NOT considered a “serving.”**
1. Ask if they think the following are serving sizes:
 

a. a medium-size apple or orange	<i>(yes: needs to be about 1/2 c.+)</i>
b. one or two 4" carrot sticks	<i>(no: needs to be about five + sticks)</i>
c. two or three grapes	<i>(no: needs to be about 8 +)</i>
d. two serving spoons filled with corn	<i>(yes: needs to be about 1/2 c.+)</i>
e. bits of green pepper on a pizza	<i>(no: needs to be about 1/2 c.+)</i>
f. two sips of juice	<i>(no: needs to be about 3/4 c.+)</i>
  2. Explain that a serving is the amount of fruit or vegetables on their plate (or juice in a glass or juice box) for lunch at school or for a meal at a restaurant.
  3. Obtain a school lunch menu from Food Service on which they have circled the foods that count as a serving of fruits and vegetables. Review the menu with students.
- F. Instruct students to fill in their scorecard now, if this class is after lunch.  
*(If this class is before lunch, be sure to have them fill in their scorecard after lunch.)*

1. Remind them that every day after lunch at school they should remember to record the number and names of the fruits and/or vegetables that they ate at lunch that day. A goal of two servings of fruits and vegetables each day or a total of 10 servings each week is suggested.
  2. Announce that every student who earns a total of at least **85 points** by the end of the program will receive their own special reward. Alternatively, the class can discuss and vote on special activities they might earn for achieving the goal. For example, extra physical education or computer time for a week might be given to those who earn these points.
- G. Distribute one **HIGH 5 SCOREBOARD** to each team, and instruct each student on the team to write their name on one of the lines below the word **PLAYERS**.
1. Explain that their scoreboard will be used to keep track of their team's points each week and every week there will be a new competition.
  2. Emphasize that the team that eats the most fruits and vegetables in one week will have a chance to earn more points for their team at the end of the week by playing a special HIGH 5 game, or to have special recognition or privileges that week .
  3. Announce that the team that earns the most points by the end of the program will earn a special reward for every player on their winning team.
  4. Answer any questions about the scorecards and/or scoreboards, as time permits.
- H. Collect all the scoreboards, and tape them on a wall in the classroom before Part B of the session.
- I. Conclude by reminding students that eating fruits and vegetables can be a lot of fun and that it is a great way to help their body stay strong and healthy, so they can do the things they like to do.

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## Reminders

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- If a student/s is absent, they may bring back a note from their parent verifying the number of servings of fruits and/or vegetables they ate that day at lunch.
- If a student/s is ill and cannot eat on the day they are absent, they may make up their servings of fruits and/or vegetables at one other meal and bring back a note from their parent verifying this.
- Be sure to check plans for food delivery for Session 1–B Taste Testing Activity with your Food Service Supervisor, if this is appropriate.

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## Suggestions for Rewards

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- For students who earn 85 points during the eight week program, plan a special field trip to a farmer's market, produce company, farm, or orchard.
- If available, offer incentives such as t-shirts, notebooks, or gift certificates provided by a local grocery store, clinic, or other business.
- Allow individuals on the winning team each week to have extra physical education or computer time.
- Put the names of the individuals of the winning team on the board and allow them to be first in the lunch line for a week or to make an announcement over the PA promoting fruits and vegetables in school lunch.

## Session 1: Part B – Outline

Approximate Time	Activities	Audio/Visual	Student Materials
20	1. Taste Testing*	Food Service Box	Bean Bags & Basket Or optional activity HIGH 5 Scorecards
15	2. HIGH 5 Free Throws		
<b>35 – 40 Minutes</b>	*See Snack Activities section of the manual		

### Activity 1: Taste Testing



Food items/supplies needed for this activity should be arranged with Food Service prior to this session.

You may want to arrange for “room parents” to assist you with the taste testing or the snack preparation activity each week.

- A. Plan time for students to wash their hands just prior to this activity.
  
- B. Allow some time for students to record on their scorecard all of the fruits and vegetables they ate today at lunch – if this class is after lunch.  
*(If this class is before lunch, be sure to have them fill in their scorecard after lunch.)*
  
- C. Introduce today’s class by explaining to students that during their second HIGH 5 class each week or on designated weeks, they will have the opportunity to either taste a sample of a fruit or vegetable snack or prepare a fruit or vegetable snack in class.
  
- D. Announce the snack they will be taste testing today. Suggested: **Cooked Broccoli with Cheese Sauce.**
  1. Emphasize that they should listen carefully as you explain the procedure for this taste testing activity that was arranged with your school’s Food Service.

2. State the procedure for this activity that is appropriate for your classroom.
- E. Give students time to get a sample of the item and eat it.
- F. Discuss students' reactions to today's snack, as time permits and encourage them to try it at home. Use the taste testing form included in the Snack Activities section of this manual.
- G. Explain the clean-up procedure appropriate for your classroom.

## **Activity 2: HIGH 5 Free Throws**

- A. Instruct students to add all the points on their scorecard and record that total in the box entitled **MY TOTAL POINTS THIS WEEK**.
- B. Tell the class to divide into their HIGH 5 teams, and explain that one member from each team should be designated as **scorekeeper of the week** and that student's job will be to figure out their team's **WEEK 1 TEAM SCORE**.  
Give the scorekeepers their directions.

**STATE:**

- Collect all of your team's scorecards.
- List each player's **TOTAL POINTS** on a piece of paper.
- Add all the total points together to get your team's total points.
- Divide your team's total points by the number of players on your team to get your team's **WEEKLY TEAM SCORE**.

- C. Allow time for scorekeepers to determine their Team Score, and then tell them to go to their team's **HIGH 5 SCOREBOARD** and list the total points for each of their players and then write in their team's **WEEKLY TEAM SCORE**.
1. Ask each team's scorekeeper to announce their team's Week 1 Team Score.

2. Determine this week's winning team/s.
  3. Tell the scorekeeper/s of the winning team/s to circle their winning score/s on their scoreboard/s.
- D. Explain that the team/s with the highest score will have a chance to do the special **HIGH 5 FREE THROWS** where they can earn bonus points for their team. All teams that tie for the highest Week 1 Team Score will have the opportunity to do the free throws.
- E. Show the class the **HIGH 5 BASKET & BEAN BAGS or NERF BALL**, and explain the directions.

**STATE:**

- Each winning team should choose one player on their team to do the free throws.
- That player will get **three free throws**, and their team will get **1 bonus point for every bean bag or ball they get into the basket**.

- F. Instruct the winning team/s to choose a player to do the free throws, and explain that if their team wins the weekly competition more than once, they must choose a new player on their team to do the free throws.
1. Call on the selected player for the winning team to throw the bean bags or balls into the basket three times.
  2. Instruct that team's scorekeeper to record on their scoreboard any bonus points earned by their player.
  3. Repeat the procedure if there are any other winning teams.
- G. Distribute one new **HIGH 5 SCORECARD** to each student, and instruct them to write their name on their scorecard and then tape the scorecard to one corner of their desk. Option: If scorecards are printed on both sides, turn over and use next week.
- H. Tell students that next week they will have another opportunity to compete for a chance to earn more team bonus points in the **HIGH 5 Free Throws** game.

1. Explain that each week is the beginning of a new competition but even if their team does not earn the winning score each week, students still have the chance to earn points for themselves by eating fruits and vegetables at lunch at school.
  2. Remind them that every student who earns at least **85 points** by the end of the program will receive a reward. Encourage them to eat two servings of fruits and vegetables each day for lunch.
- I. Conclude by stating that it is easy and fun to earn points for eating fruits and vegetables at lunch.

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### Reminders

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- If a student/s is absent on the day of the HIGH 5 Free Throws game, allow the team/s with the most points to do the free throws that day. Then when the absent student/s returns, record their score. If their team has a higher score than the team/s that won, schedule a time for their team to do the free throws for bonus points.

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**Notes**

# HIGH 5

# Flyers



COACH GROW JACKSON, THE COACH OF THE HIGH FIVE FLYERS TALKS TO THE TEAM...

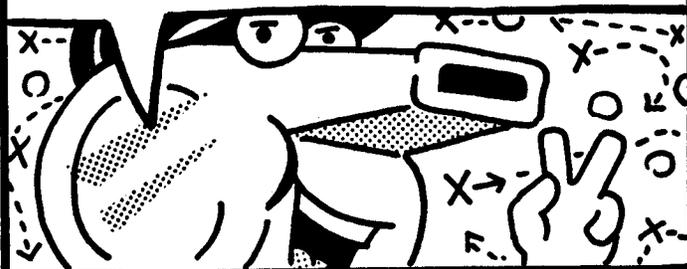
HEY LISTEN UP, NOW LISTEN HERE!  
WE'VE GOT TO GET READY  
FOR THE GAME OF THE YEAR!  
WE'VE GOT TO BE FIT, WE'VE GOT TO BE FINE.  
GOT TO SHOOT FROM INSIDE,  
GOT TO SHOOT FROM THE LINE...



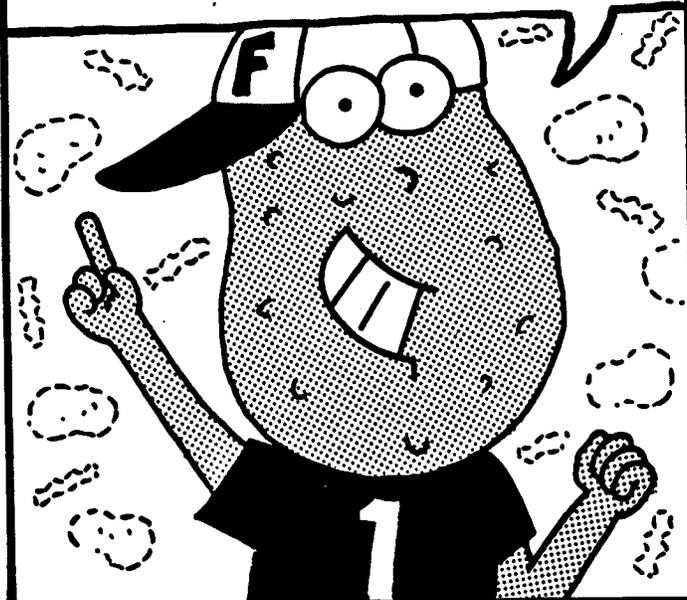
...GOT TO PLAY REAL HARD,  
GOT TO FEEL REAL GOOD,  
GOT TO EAT FRUITS AND VEGGIES  
LIKE WE KNOW WE SHOULD.



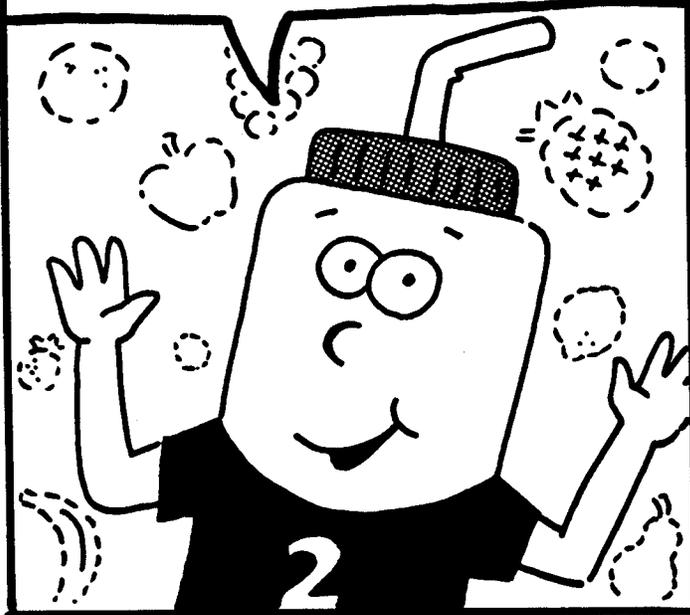
NOW LET'S COUNT OFF - LET'S PLAN THE PLAY.  
LET'S EAT FIVE FRUITS AND VEGGIES EVERY DAY!



I'M NUMBER ONE I'M THE GREATER TATER!  
I EAT BAKED POTATOES NOW AND  
OVEN FRIES LATER!



I'M NUMBER TWO, THE JUICESTER, THAT'S ME!  
I DRINK LOTS OF FRUIT JUICE AS YOU CAN SEE!



I'M NUMBER THREE, I'M CALLED BIG RED.  
I LIKE TOMATOES ON A SANDWICH  
RIGHT BELOW THE BREAD!



YO! NUMBER FOUR, GO GO GRAPE IS HERE,  
I MAKE BUNCHES OF GRAPES DISAPPEAR!



I'M NUMBER FIVE, I'M THE GREEN MACHINE.  
I EAT BROCCOLI LIKE YOU'VE NEVER SEEN.



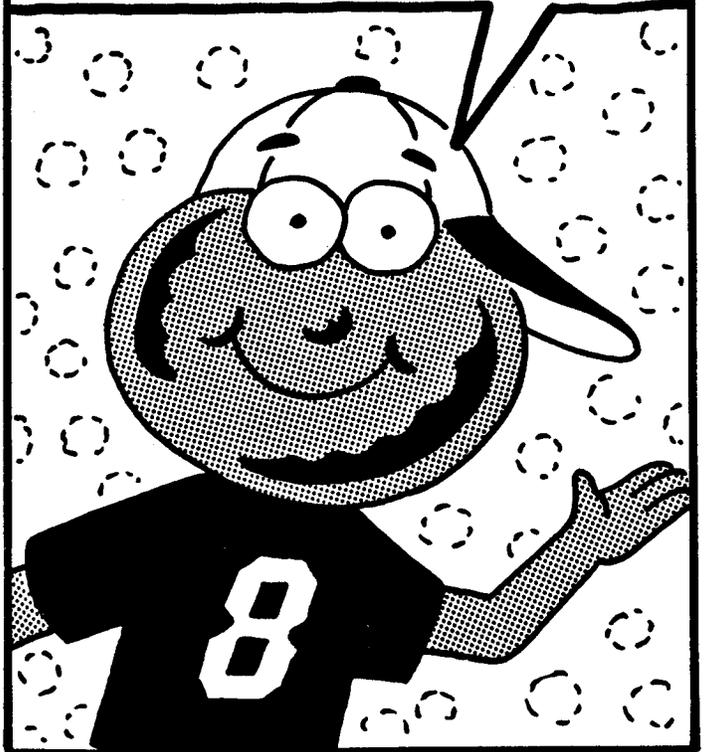
NUMBER SIX HERE, TOP BANANA'S THE NAME.  
I EAT A BANANA BEFORE EVERY GAME!



I'M NUMBER SEVEN, MAN, LIKE I'M COOL CAT.  
CAULIFLOWER WITH DIP, YEAH I LIKE IT LIKE THAT.



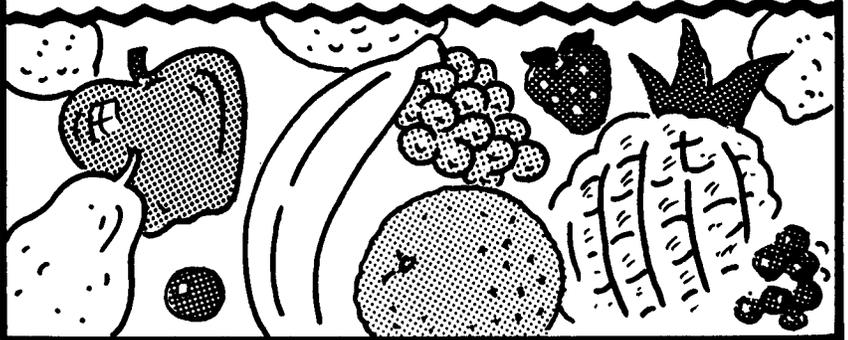
UH-HUH, I'M EIGHT, I'M THE BLUE MAGOO.  
I EAT BLUEBERRIES OH, YES I DO!



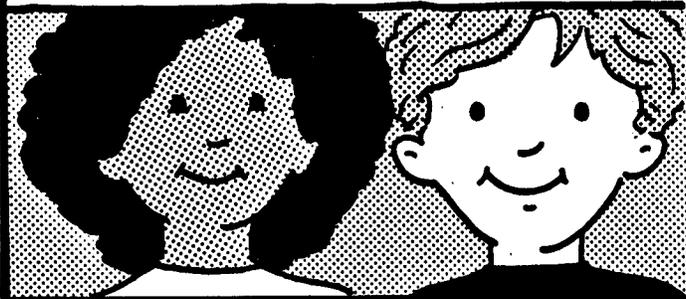
THAT'S THE HIGH 5 FLYERS.  
THAT'S MY TEAM.  
THEY EAT VEGGIES RAW  
OR COOKED WITH STEAM.



THEY EAT FRUITS THAT PEEL AND FRUITS THAT CRUNCH,  
FOR BREAKFAST, DINNER, SNACKS AND LUNCH.



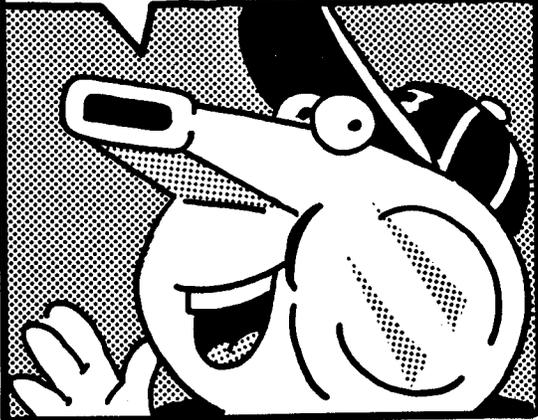
BUT YOU KNOW OUR TEAM IS NOT COMPLETE  
UNTIL EVERY FOURTH GRADER STARTS TO EAT...



...FIVE FRUITS AND VEGGIES EVERYDAY  
FOR ENERGY TO LEARN AND RUN AND PLAY.



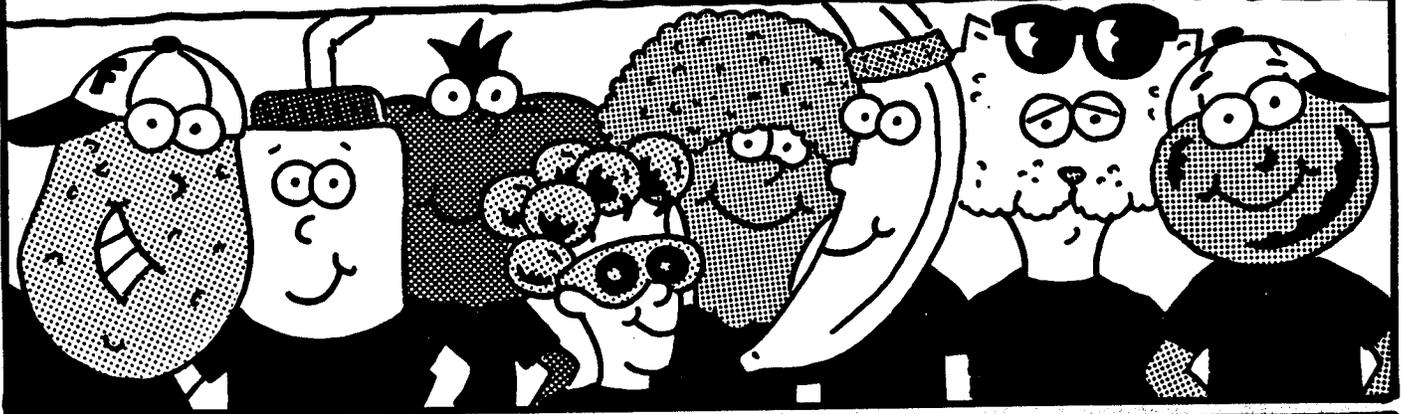
SO, HIGH 5 FLYERS,  
HERE'S THE PLAN,



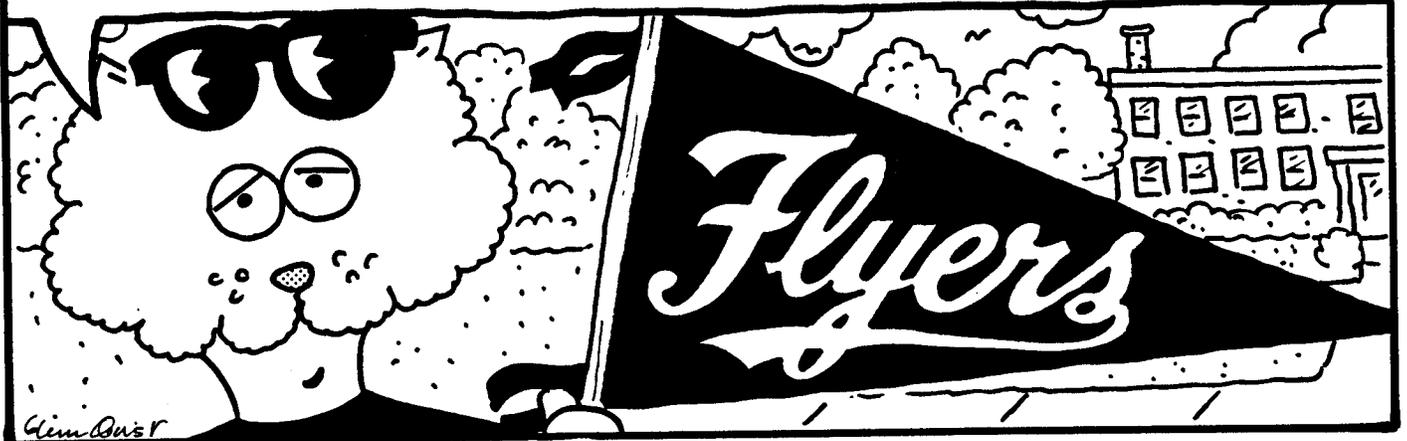
WE'LL FIND SOME FOURTH GRADERS AS FAST AS WE CAN.



EACH ONE OF YOU WILL START A TEAM RIGHT NOW - AND SHOW THOSE KIDS EXACTLY HOW  
TO EAT FIVE FRUITS AND VEGGIES EVERY DAY SO THEY'LL GROW BIG AND STRONG THE HIGH 5 WAY!



THAT'S A GREAT IDEA, AND YOU KNOW I'M COOL, TO FIND SOME FOURTH GRADERS LET'S FIND A SCHOOL.



SO THE HIGH 5 FLYERS LOOKED FOR A SCHOOL. THEY WERE LOOKING FOR SOME  
FOURTH GRADERS WHO WOULD JOIN THEIR TEAM TO EAT FIVE FRUITS AND VEGETABLES  
EVERY DAY. FINALLY, THEY FOUND A BUNCH OF FOURTH GRADERS AT YOUR SCHOOL!

**ARE YOU READY TO PLAY ON A HIGH 5 TEAM?!**



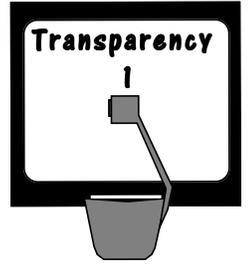
Week #: 1

Student: Vanessa

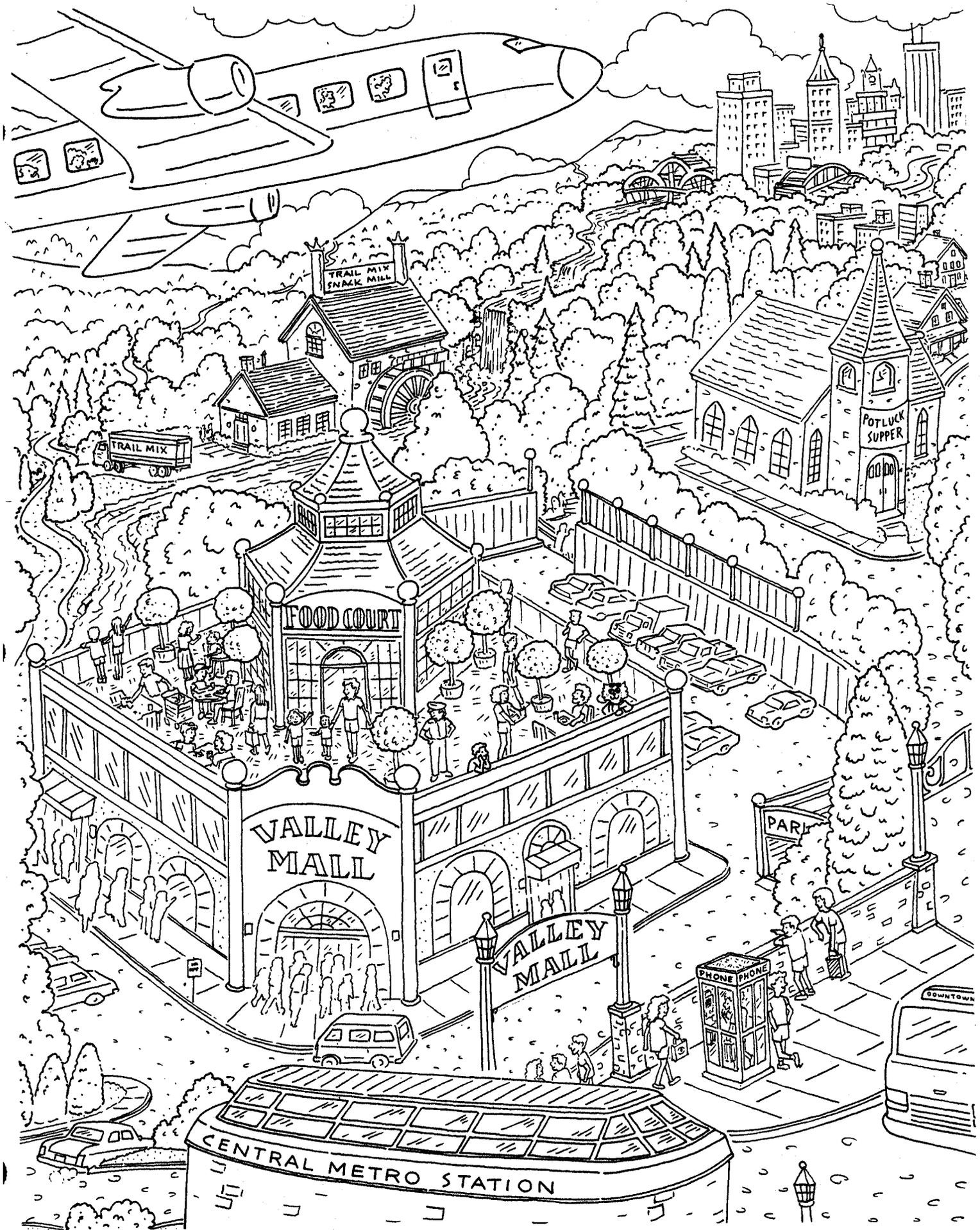
Teacher: \_\_\_\_\_

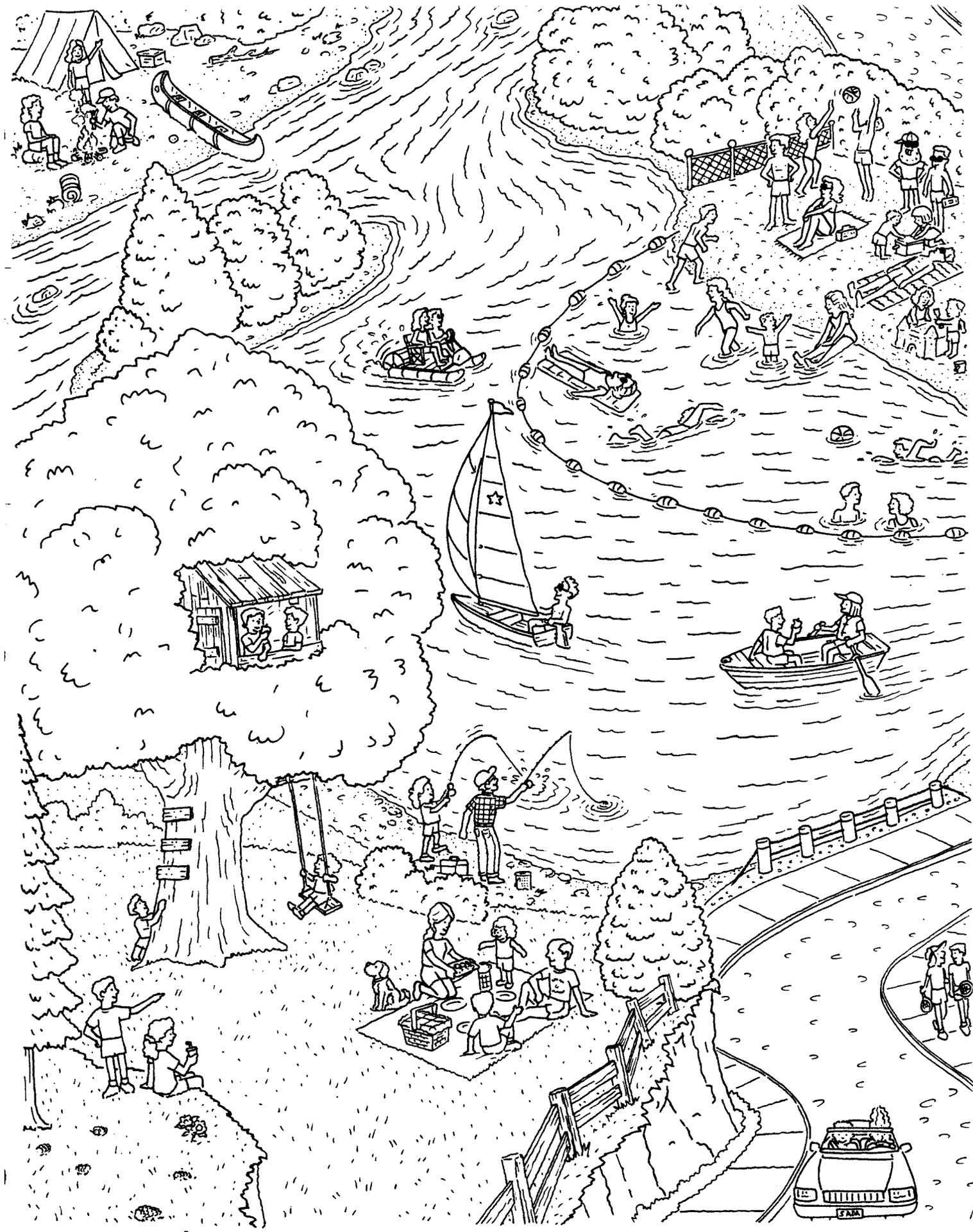
Days	Names of Fruits and Veggies I Ate for School Lunch	Number of Servings
Monday	<i>tossed salad</i>	2
Tuesday	<i>orange wedges</i>	2
Wednesday	<i>tater tots</i>	2
Thursday	<i>peas</i>	2
Friday	<i>applesauce</i>	2
<b>MY TOTAL POINTS THIS WEEK =</b>		<b>10</b>

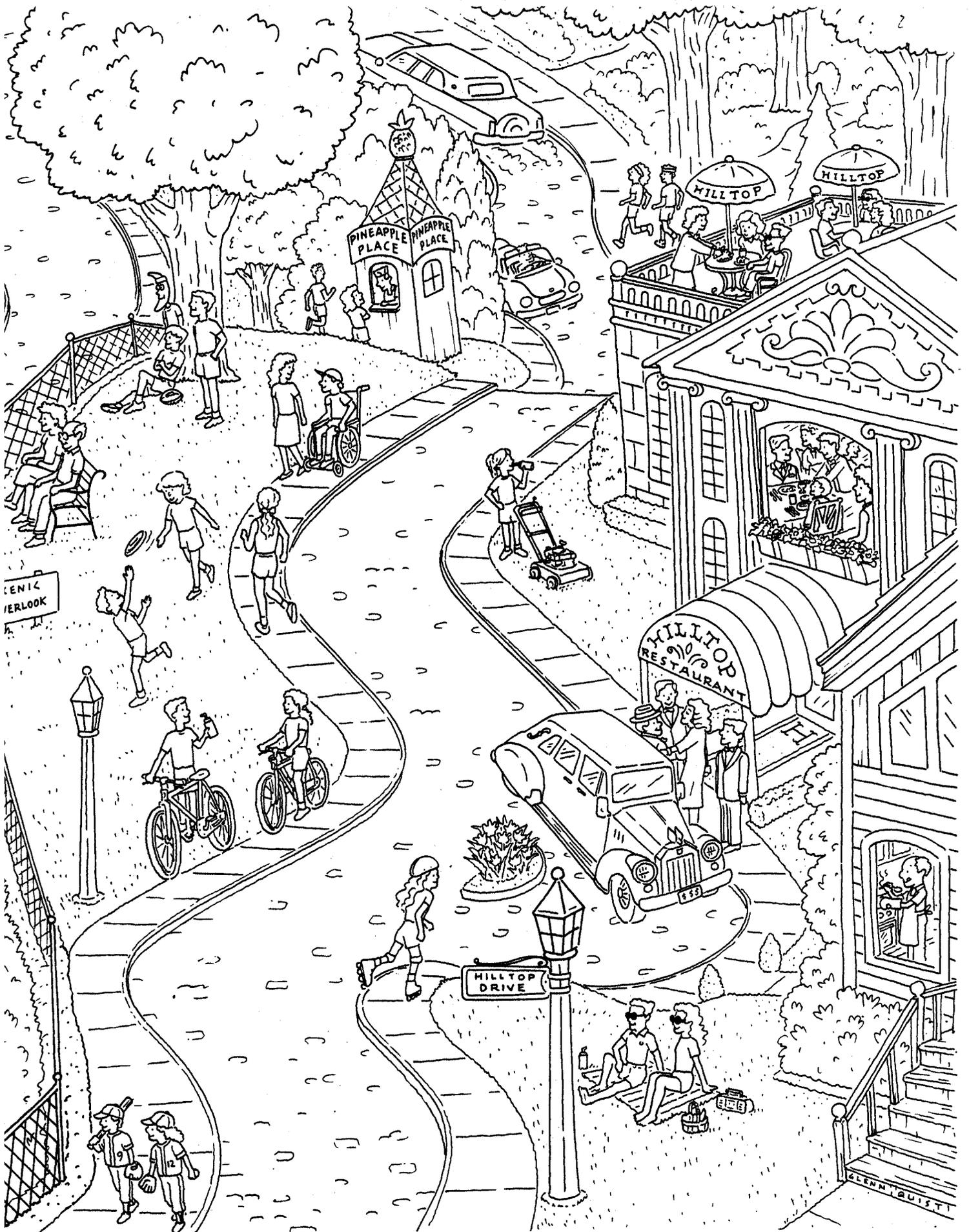
EXAMPLER

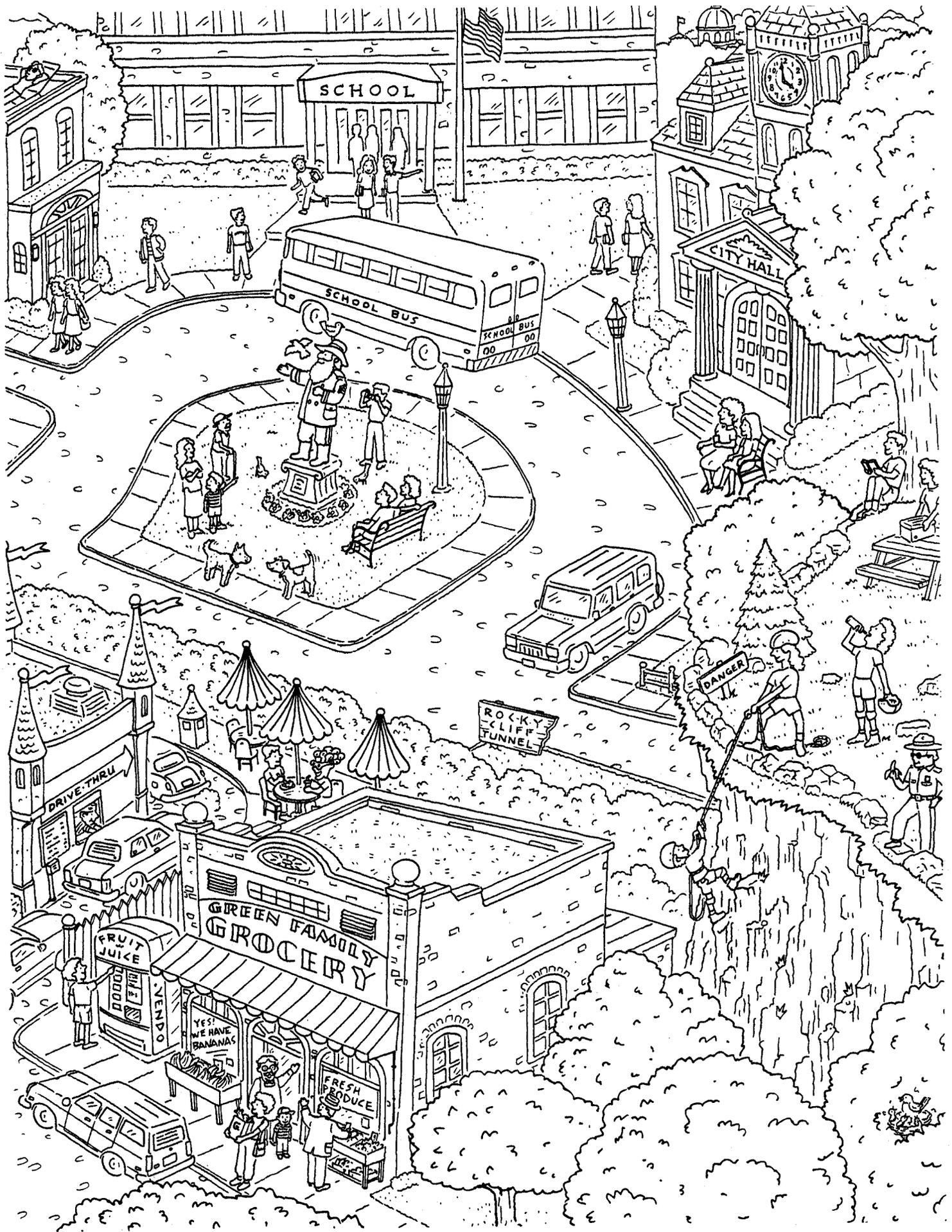


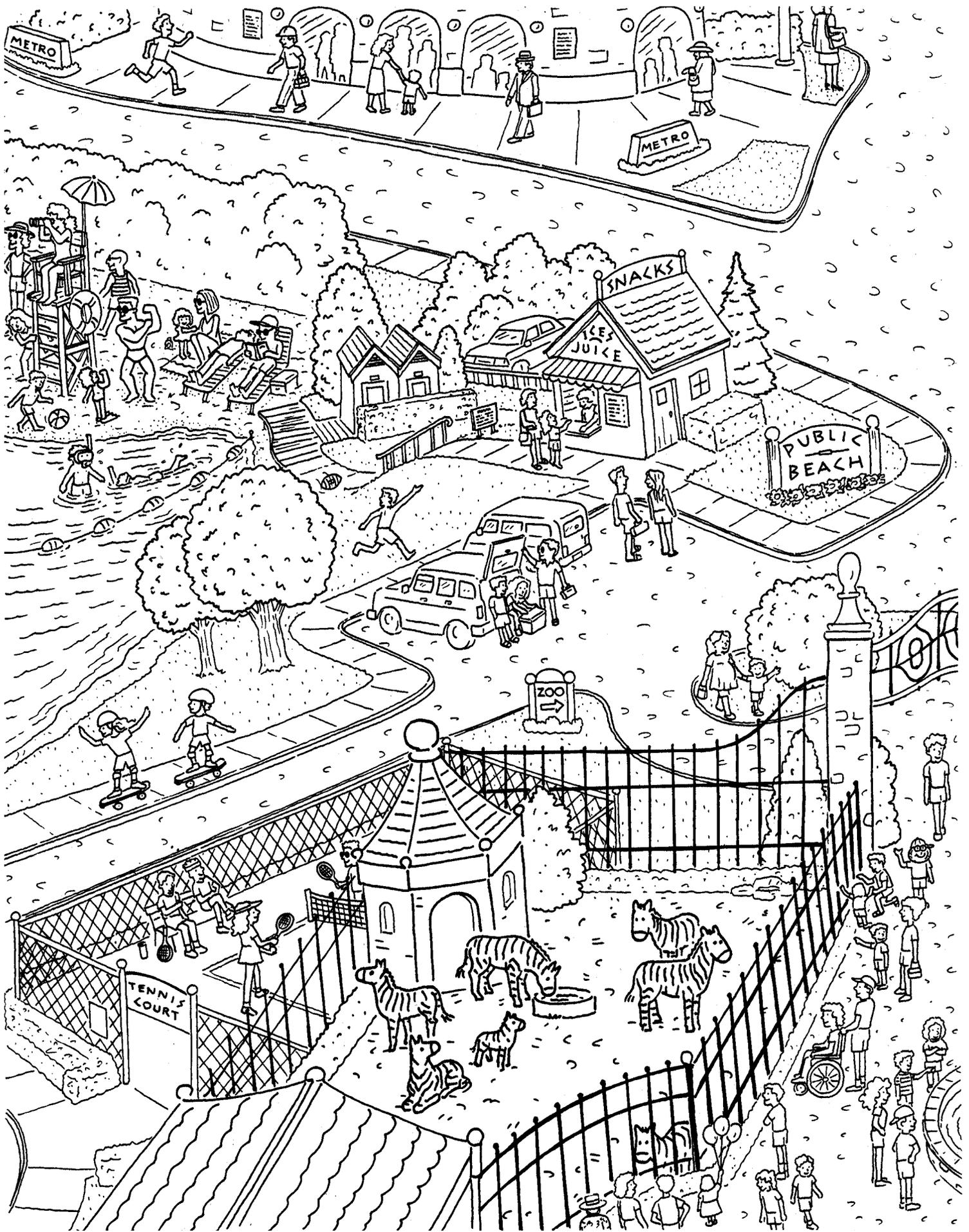






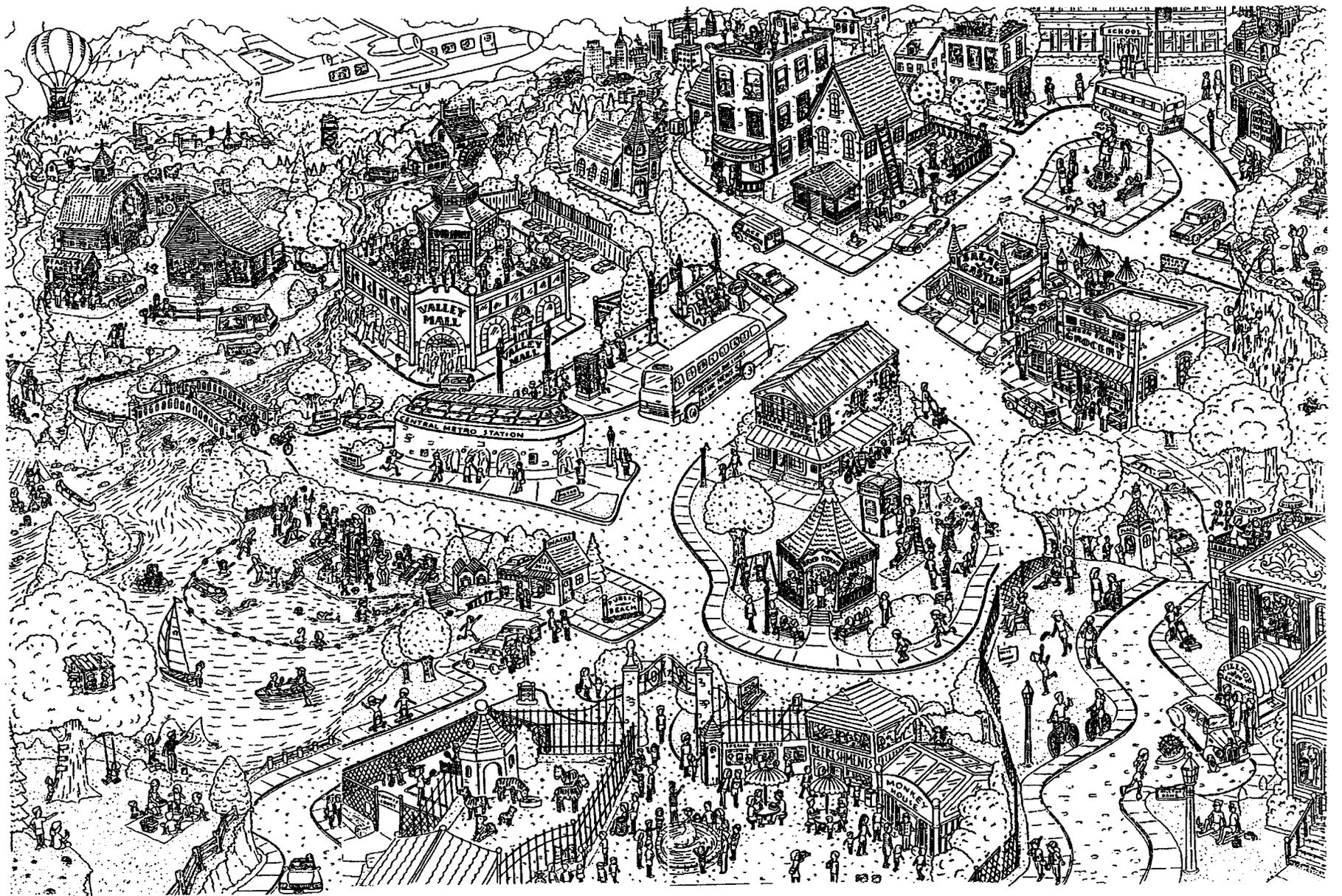














# Scoreboard



Points	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Goal	Players Total Points
1 _____										
2 _____										
3 _____										
4 _____										

Players

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

Totals:

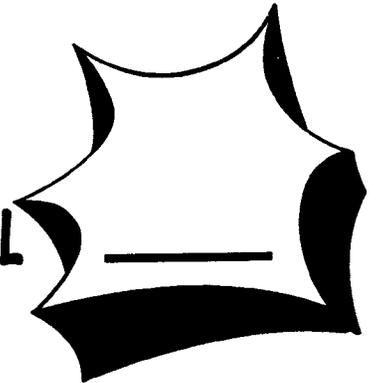
**Team's Weekly Average Score**  
 Team Points ÷ Number of Players

<input type="text"/>							
<input type="text"/>							

BONUS Points

# TEAM 1

## GRAND TOTAL SCORE





# Scoreboard

Players

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

Points	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Goal	Players Total Points

Totals:

Team's Weekly Average Score  
 $\frac{\text{Team Points}}{\text{Number of Players}}$

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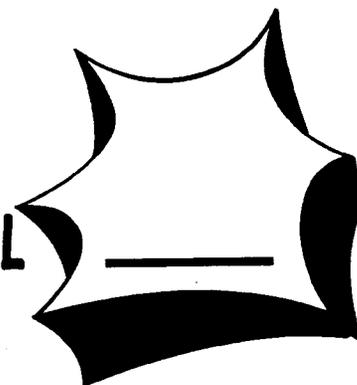
BONUS Points

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# TEAM 2

## GRAND TOTAL SCORE





Players

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

# Scoreboard

Points	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Goal	Players Total Points

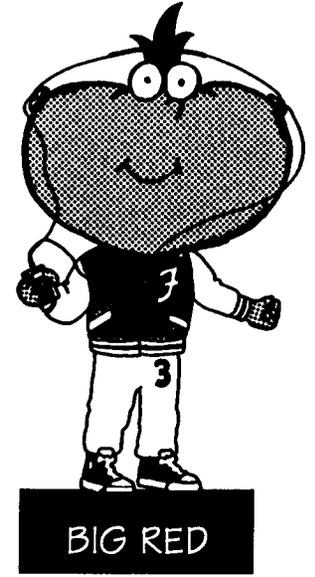
Totals:

**Team's Weekly Average Score**  
 Team Points ÷ Number of Players

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BONUS Points

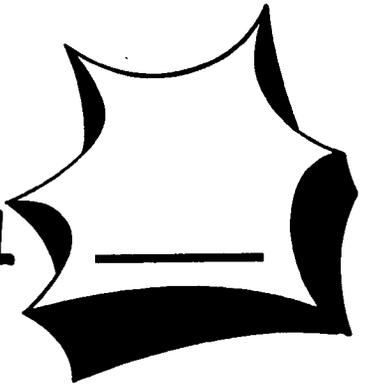
--	--	--	--	--	--	--	--



**BIG RED**

# TEAM 3

## GRAND TOTAL SCORE





Players

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

# Scoreboard

Points	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Goal	Players Total Points



Totals:

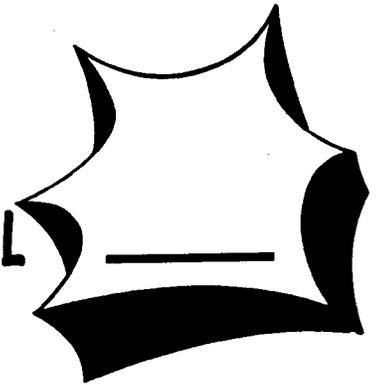
Team's Weekly Average Score  
 $\text{Team Points} \div \text{Number of Players}$

<input type="text"/>							
<input type="text"/>							

BONUS Points

# TEAM 4

## GRAND TOTAL SCORE





Players

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

# Scoreboard

Points	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Goal	Players Total Points



Totals:

Team's Weekly Average Score  
 $\text{Team Points} \div \text{Number of Players}$

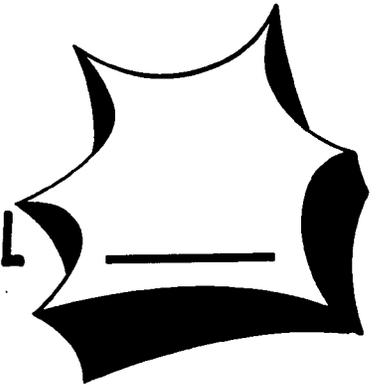
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BONUS Points

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# TEAM 5

## GRAND TOTAL SCORE



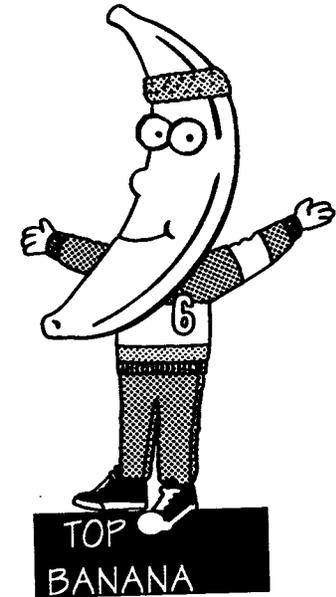
**HIGH 5**

Players

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

# Scoreboard

Points	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Goal	Players Total Points



Totals: \_\_\_\_\_

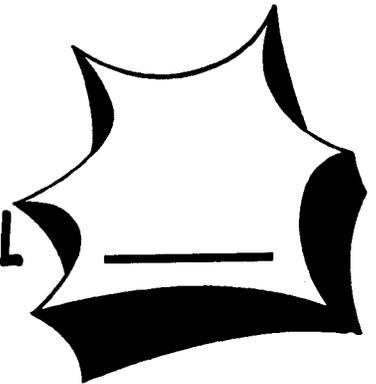
Team's Weekly Average Score  
Team Points ÷ Number of Players

<input type="text"/>								
<input type="text"/>								

BONUS Points

## TEAM 6

GRAND TOTAL  
SCORE





Players

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

# Scoreboard

Points	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Goal	Players Total Points



COOL CAT

Totals:

Team's Weekly Average Score  
 $\text{Team Points} \div \text{Number of Players}$

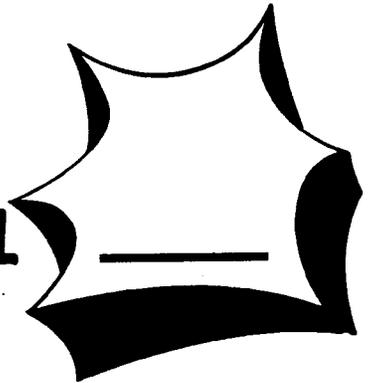
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BONUS Points

--	--	--	--	--	--	--	--

# TEAM 7

## GRAND TOTAL SCORE





Players

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

# Scoreboard

Points	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Goal	Players Total Points



Totals:

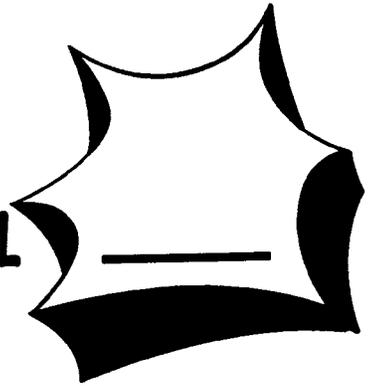
**Team's Weekly Average Score**  
 Team Points ÷ Number of Players

<input type="text"/>							
<input type="text"/>							

BONUS Points

## TEAM 8

## GRAND TOTAL SCORE



## Session Two



# Time Out for School Lunch

## Session 2: Part A – Outline

Approximate Time	Activities	Audio/Visual	Student Materials
5	1. Review		
5	2. HIGH 5 Flyers Comic		HIGH 5 Flyers Comic 2
25	3. Lunch Letters		HIGH 5 Stationery School Lunch Menus
<b>35 – 40 Minutes</b>			

### Activity 1: Review

- A. Allow some time for students to record on their scorecard all of the fruits and vegetables they ate today at lunch – if this class is after lunch.

*(If this class is before lunch, be sure to have them fill in their scorecard after lunch.)*

- B. Briefly discuss whether or not it was easy for students to eat more fruits and vegetables at lunch during the first week of the HIGH 5 program.

#### **ASK:**

- What are some of the problems you are having?
- Who can think of some ways to help solve these problems?

- C. Tell the class that their teams are doing a great job and this is now the beginning of a new week of competition.
- D. **Optional:** Choose one team to give a team hurrah or cheer to start the new week.

## Activity 2: HIGH 5 Flyers Comic

- A. Tell the class that they will now discover more about the HIGH 5 Flyers and the fourth grade teams they are starting.
- B. Distribute one **HIGH 5 FLYERS COMIC 2** to each student, read the comic aloud as the students follow along, or ask students to read the different parts.
- C. Discuss the comic with students, as time permits.

## Activity 3: Lunch Letters



Though this activity is designed for HIGH 5 teams, it can be done in pairs or individually by providing more handouts.

- A. Tell students to **pretend that the HIGH 5 players are real**, and instruct them to write a letter to their own team's HIGH 5 Flyer.

### STATE:

- **PRETEND** that your player could actually come to our school for lunch.
- Write a pretend letter inviting your player to come to school lunch some day during the next one or two weeks.
- Look at the school lunch menu and decide which day you think would be a great day for eating lots of fruits and vegetables.
- Be sure you include why the day you choose would be a good one for your player to have lunch with you.
- You will want to add why you think that they will enjoy the fruits and vegetables being served that day by explaining why you like them and think they taste good.

- B. Tell the class to divide into their HIGH 5 teams, and distribute one **HIGH 5 STATIONERY** sheet and the current **SCHOOL LUNCH MENU** to each team.
1. Instruct each team to choose someone to write down their letter.
  2. **Optional:** You may choose to take additional time now or during a writing class to discuss the parts of a friendly letter: heading, salutation, body, closing, and signature – and how to correctly include these parts in their letters to the HIGH 5 Flyers.
  3. Provide time for teams to write their letter.
  4. Call on each team to read their letter to the class, as time permits.
  5. Collect the letters, and pretend that you plan to mail them to the HIGH 5 Flyers.
- C. Conclude by emphasizing to students that their school lunch provides many fruits and vegetables that taste good and are good for them.

## Session 2: Part B – Outline

Approximate Time	Activities	Audio/Visual	Student Materials
15	1. Taste Testing if available	Food Service Box	
10	2. Home Highlights		Home Highlights #1
10	3. HIGH 5 Free Throws		Bean Bags & Basket Or optional activity  HIGH 5 Scorecards  Flyer Postcards 1–8
<b>35 – 40 Minutes</b>			

### Activity 1: Taste Testing



Food items/supplies needed for this activity should be arranged with Food Service prior to this session.

- A. Plan time for students to wash their hands just prior to this activity.
  
- B. Allow some time for students to record on their scorecard all of the fruits and vegetables they ate today at lunch – if this class is after lunch.  
*(If this class is before lunch, be sure to have them fill in their scorecard after lunch.)*
  
- C. Announce the snack they will be taste testing today. Suggested: **Fruit Salad with Yogurt Pudding Dip.**
  1. Emphasize that they should listen carefully as you review the procedure for this activity that was arranged with your school’s Food Service.
  2. State the procedure for this activity that is appropriate for your classroom.
  
- D. Give students time to get a sample of the item and eat it.

E. Discuss students' reactions to today's taste testing sample, as time permits and encourage them to try it at home.

F. Explain the clean-up procedure appropriate for your classroom.

## Activity 2: Home Highlights

A. Announce to the class that the HIGH 5 program includes a very special home program called **HIGH 5 HOME HIGHLIGHTS**.

### STATE:

- During the second HIGH 5 class each week you will receive a special HIGH 5 Home Highlights letter and packet of information that you should take home and share with your family.
- Each week's Home Highlights will include tips and activities about the importance of eating fruits and vegetables every day.
- Remember that it is just as important for the members of your family to eat five fruits and vegetables every day as it is for you. And you can help your family do that by sharing each HIGH 5 Home Highlights with them.

B. Distribute one **HIGH 5 HOME HIGHLIGHTS #1** to each student.

1. Instruct students to write their name on their Home Highlights #1.
2. Show the class each of the pages included in their first Home Highlights.

### EXPLAIN:

- **Poster:** Each week's Home Highlights contains a poster to put up on your refrigerator at home. The poster is filled with hidden fruits and vegetables for you to search for and an activity about the importance of eating fruits and vegetables.
- **Tip Sheet:** Each week's Home Highlights contains an information sheet for your parent/s that includes some tips and ideas to make eating more fruits and vegetables fun and easy for your whole family.
- **Flyers Comic 1:** Take the first comic home, so that you can share it with your family.



It is important to encourage students to participate with at least one parent or guardian; however if the parent or guardian is unable to participate, another adult may do this program with the student.

- C. Encourage students to participate in the HIGH 5 Home Highlights program by emphasizing that it will be a fun and enjoyable way for all of them and their families to try to eat more fruits and vegetables every day.

### **Activity 3: HIGH 5 Free Throws**

- A. Instruct students to add all the points on their scorecard and record that total in the box entitled **MY TOTAL POINTS THIS WEEK**.
- B. Tell the class to divide into their HIGH 5 teams and designate their team's **scorekeeper of the week** to figure out their team's WEEK 2 TEAM SCORE. Review directions for scorekeepers.

**STATE:**

- Collect all of your team's scorecards.
- List each player's TOTAL POINTS on a piece of paper.
- Add all the total points together to get your team's total points.
- Divide your team's total points by the number of players on your team to get your team's WEEKLY TEAM SCORE.

- C. Allow time for scorekeepers to determine their Team Score, and then tell them to go to their team's **HIGH 5 SCOREBOARD** and list the total points for each of their players and then write in their team's **WEEKLY TEAM SCORE**.
1. Ask each team's scorekeeper to announce their team's Week 2 Team Score.
  2. Determine this week's winning team/s.
  3. Tell the scorekeeper/s of the winning team/s to circle their winning score/s on their scoreboard/s.
- D. Remind students that the team/s with the highest score will get the chance to do the **HIGH 5 FREE THROWS** where they earn bonus points for their team. All teams that tie for the highest Week 2 Team Score will have the opportunity to do the free throws.

- E. Set up the HIGH 5 basket and the bean bags or balls, and review the directions, as needed.

**STATE:**

- Each winning team should choose one player on their team to do the free throws.
- That player will get three free throws, and their team will get **1 bonus point for every bean bag or ball they get into the basket.**

- F. Instruct the winning team/s to choose a player to do the free throws, and explain that if their team has won the weekly competition more than once, they must choose a new player on their team to do the free throws.

1. Call on the selected player for the winning team to throw the bean bags or ball into the basket three times.
2. Instruct that team's scorekeeper to record on their scoreboard any bonus points earned by their player.
3. Repeat the procedure if there are any other winning teams.

- G. Distribute one new **HIGH 5 SCORECARD** to each student, and instruct them to write their name on their scorecard and then tape the scorecard to one corner of their desk.

- H. Tell students that next week they will have another opportunity to compete for a chance to earn more team bonus points in the HIGH 5 Free Throws game.

1. Explain that each week is the beginning of a new competition but even if their team does not earn the winning score each week, students still have the chance to earn points for themselves by eating fruits and vegetables at lunch at school.
2. Remind them that every student who earns at least **85 points** by the end of the program will receive a reward.
3. State that it is easy and fun to earn points for eating fruits and vegetables at lunch.

- I. Conclude by **surprising** students with the special postcards from each of their HIGH 5 Flyers.
  1. Distribute the **HIGH 5 FLYER POSTCARDS** that are designated for each team.
  2. Call on a member of each team to read their Flyer's postcard to the class, as time permits.

---

**Notes**

# HIGH 5

# Flyers

2

THE HIGH 5 FLYERS FOUND LOTS OF FOURTH GRADERS AT YOUR SCHOOL. EACH PLAYER STARTED A NEW TEAM OF FOURTH GRADERS WHO WOULD EAT FIVE FRUITS AND VEGETABLES EVERY DAY. SOME OF THE KIDS WEREN'T SURE HOW THEY WOULD DO THAT.

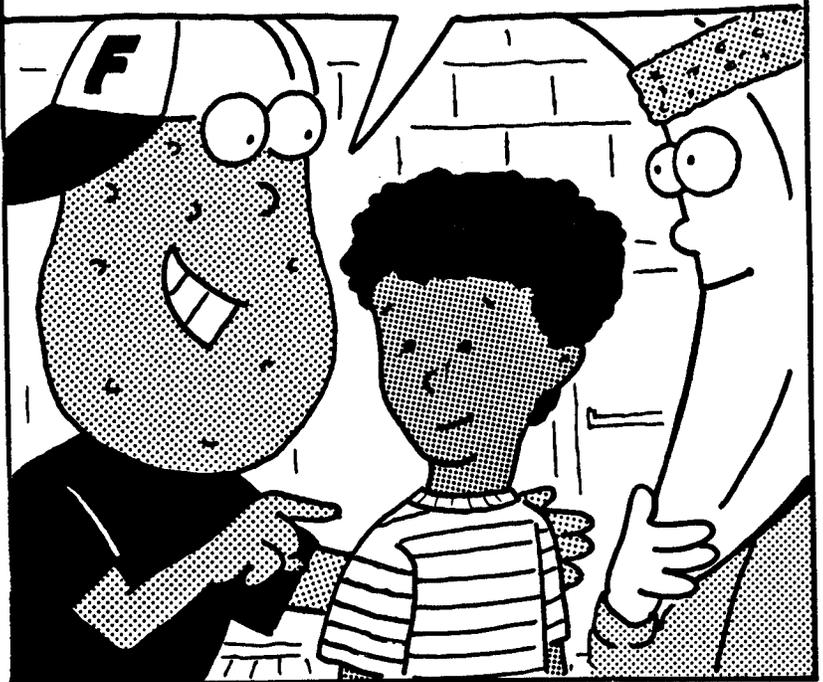
I'D LIKE TO EAT FIVE FRUITS AND VEGETABLES EVERY DAY, BUT HOW DO I FIT THEM ALL IN?



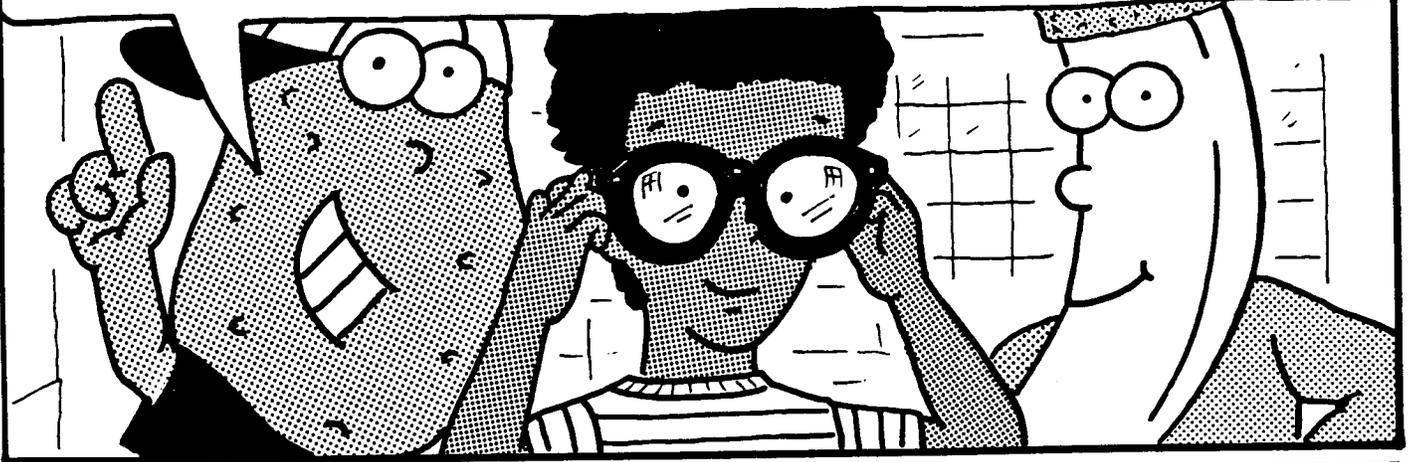
FIT THEM ALL IN? WHY POP MY PEEL! LISTEN KID, ARE YOU FOR REAL?!



EASY DOES IT, NOW TAKE IT FROM TATER, THAT'S A GOOD QUESTION FROM THIS FOURTH GRADER. YOU'LL FIND FRUITS AND VEGGIES, AS A RULE, RIGHT HERE IN THE LUNCHROOM AT YOUR SCHOOL.



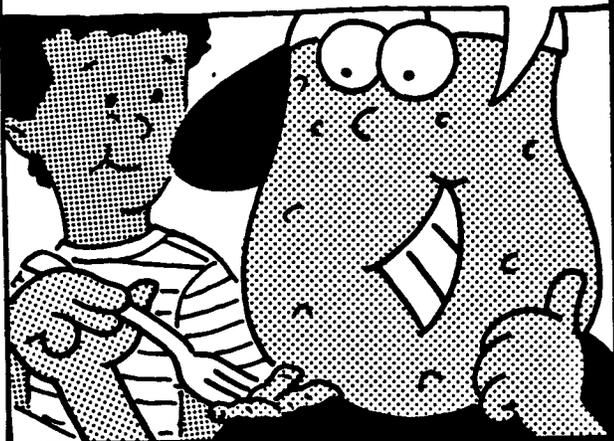
TAKE A GOOD LOOK AT YOUR SCHOOL LUNCH. YOU'LL FIND FRUITS AND VEGGIES BY THE BUNCH!  
TAKE A LOOK AT YOUR MENU AND YOU'LL FIND - FRUITS AND VEGGIES OF EVERY KIND.



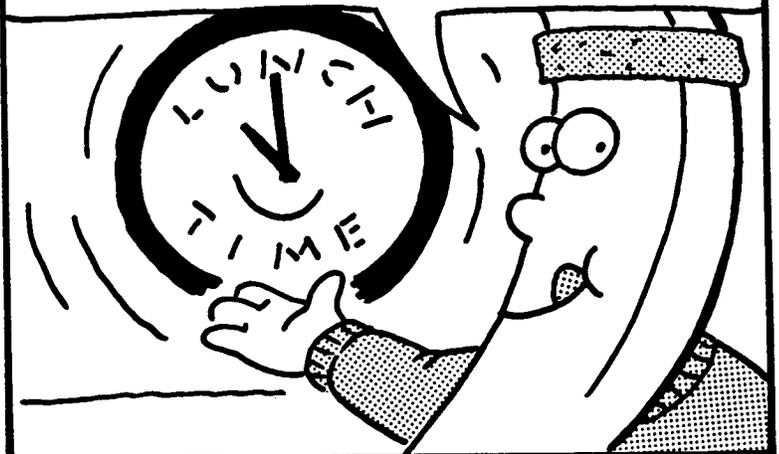
WOW! YOU'RE RIGHT! APPLES, BANANAS, BEANS, PEAS, CARROTS! I COULD EAT ONE FRUIT AND ONE VEGETABLE JUST AT LUNCH!



NOW YOU'VE GOT IT! NOW YOU KNOW!  
THE LUNCHROOM IS THE PLACE TO GO.



FOR FRUITS AND VEGGIES THAT TASTE GREAT!  
HEY! IT'S TIME FOR LUNCH! NOW I CAN'T WAIT!





Dear Greater Tater Team,

I received your letters and thanks a whole bunch.  
Your school sure serves a mighty fine lunch!

I'm sorry to say I can't get away,  
But I'm having my eyes tested that day.

So enjoy your fruits and your veggies, too.  
And at lunch time I'll think about you!

Your coach,  
*The Greater Tater*



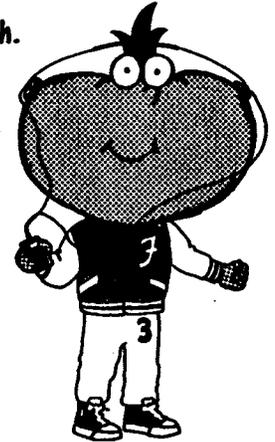
Dear Big Red Team,

I received your letters and thanks a whole bunch.  
Your school sure serves a mighty fine lunch!

I can't come that day because with a group,  
I'm getting together and making some soup.

So enjoy your fruits and your veggies, too.  
And at lunch time I'll think about you!

Your coach,  
*Big Red*



Dear Juicester Team,

I received your letters and thanks a great deal.  
I'm sure your school serves a mighty fine meal!

When I got your letter I said, "Aw -  
That's the day I'm getting a new straw."

So enjoy your fruits and your veggies, too.  
And at lunch time I'll think about you!

Your coach,  
*The Juicester*



Dear GO GO Grape Team,

I received your letters and thanks a great deal.  
I'm sure your school serves a mighty fine meal!

I'd like to have lunch but can't, you see  
It's on that day some raisins are visiting me.

So enjoy your fruits and your veggies, too.  
And at lunch time I'll think about you!

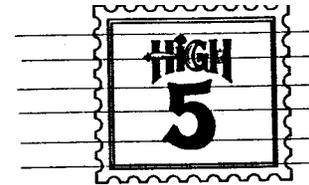
Your coach,  
*GO GO Grape*



Big Red  
**HIGH 5**  
*Flyers*



Greater Tater  
**HIGH 5**  
*Flyers*



Fourth Graders  
Big Red Team

Fourth Graders  
Greater Tater Team

Go Go Grape  
**HIGH 5**  
*Flyers*



Juicester  
**HIGH 5**  
*Flyers*



Fourth Graders  
Go Go Grape Team

Fourth Graders  
Juicester Team

Dear Green Machine Team,

I received your letters and thanks a whole bunch.  
Your school sure serves a mighty fine lunch!

I can't come that day and it makes me so sad.  
I'm going to visit BIG BROC - that's my dad.

So enjoy your fruits and your veggies, too.  
And at lunch time I'll think about you!

Your coach,  
*The Green Machine*



Dear Cool Cat Team,

I received your letters and thanks a whole bunch.  
Your school sure serves a mighty fine lunch!

I can't make it for lunch or even for classes  
You see my shades are broken and I need new glasses.

So enjoy your fruits and your veggies, too.  
And at lunch time I'll think about you!

Your coach,  
*Cool Cat*



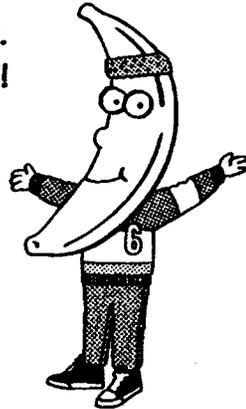
Dear Top Banana Team,

I received your letters and thanks a great deal.  
I'm sure your school serves a mighty fine meal!

That is the day bananas in my bunch  
All get together and go out for lunch.

So enjoy your fruits and your veggies, too.  
And at lunch time I'll think about you!

Your coach,  
*Top Banana*



Dear Blue Magoo Team,

I received your letters and thanks a great deal.  
I'm sure your school serves a mighty fine meal!

I'm sorry to say; oh, it makes me so blue.  
I'm busy that day and can't lunch with you.

So enjoy your fruits and your veggies, too.  
And at lunch time I'll think about you!

Your coach,  
*Blue Magoo*



Big Red  
**HIGH 5**  
*Flyers*



Greater Tater  
**HIGH 5**  
*Flyers*



Fourth Graders  
Big Red Team

Fourth Graders  
Greater Tater Team

Go Go Grape  
**HIGH 5**  
*Flyers*



Juicester  
**HIGH 5**  
*Flyers*



Fourth Graders  
Go Go Grape Team

Fourth Graders  
Juicester Team

## Session Three



# Adding Points with Fruits & Vegetables

## Session 3: Part A – Outline

Approximate Time	Activities	Audio/Visual	Student Materials
5	1. Review		
5	2. HIGH 5 Flyers Comic		HIGH 5 Flyers Comic 3
25	3. Cooking Up Combos		Combos Directions Fruit & Veggie Cards
<b>35 – 40 Minutes</b>			

### Activity 1: Review

- A. Allow some time for students to record on their scorecard all of the fruits and vegetables they ate today at lunch – if this class is after lunch.  
*(If this class is before lunch, be sure to have them fill in their scorecard after lunch.)*
- B. Briefly discuss that this week they will begin to figure out ways they can eat more fruits and vegetables away from school.

**ASK:**

- What are some of the fruits and vegetables you eat at home or other places away from school?
- When and where do you eat these fruits and vegetables?
- Name some other times and places you think you could eat more fruits and vegetables?

- C. Tell the class that their teams are doing a great job and this is now the beginning of a new week of competition.
- D. **Optional:** Choose one team to give a team hurrah or cheer to start the new week.

## **Activity 2: HIGH 5 Flyers Comic**

- A. Tell the class that they will now discover more about the HIGH 5 Flyers and their fourth grade teams.
- B. Distribute one **HIGH 5 FLYERS COMIC 3** to each student, read the comic aloud as the students follow along, or ask students to read different parts.
- C. Discuss the comic with students, as time permits.

**ASK:**

Can you think of some foods that contain fruits and vegetables, such as rice and beans or the blueberry muffins that Blue Magoo mentioned?

## Activity 3: Cooking Up Combos



Though this activity is designed for HIGH 5 teams, it can be done in pairs or individually by providing more handouts.

Prior to this activity, cut out the fruit and vegetable cards. Put all the vegetable cards in one bag and all the fruit cards in another bag. You may have to duplicate some of the fruit and vegetable cards if students do this activity individually.

- A. Tell the class they will now try to think of different ways to eat fruits and vegetables with other foods.

### **EXAMPLE:**

- You could add foods like peanut butter or dip to fruits and vegetables.
- You could add some vegetables to soup or pasta.
- You could add some sliced fruit to frozen yogurt.

- B. Tell the class to divide into their HIGH 5 teams, and distribute one **COUNT UP THE COMBOS** directions sheet to each team.
1. Ask each team to draw two cards from the bag of **FRUIT CARDS** and then two cards from the bag of **VEGGIE CARDS**.  
*(If students work in pairs or individually, have them choose one fruit and one vegetable card.)*
  2. Instruct teams to come up with as many different combinations as they can to eat the fruits they picked and then the vegetables they picked.
  3. Tell each team to choose someone to list their team's combinations on the directions sheet.
  4. Provide time for teams to work on this activity.
  5. Call on each team to report some of their fruit or vegetable combination ideas to the class, as time permits.
- C. Conclude by congratulating students on their ideas, and encourage them to try some of these fruit or vegetable combinations at home, if they can.

## Session 3: Part B – Outline

Approximate Time	Activities	Audio/Visual	Student Materials
15	1. Taste Testing, if available	Food Service Box	
10	2. Home Highlights		Home Highlights #2
10	3. HIGH 5 Free Throws		Bean Bags & Basket Or optional activity HIGH 5 Scorecards
<b>35 – 40 Minutes</b>			

### Activity 1: Taste Testing



Food items/supplies needed for this activity should be arranged with Food Service prior to this session.

- A. Plan time for students to wash their hands just prior to this activity.
  
- B. Allow some time for students to record on their scorecard all of the fruits and vegetables they ate today at lunch – if this class is after lunch.  
*(If this class is before lunch, be sure to have them fill in their scorecard after lunch.)*
  
- C. Announce the snack they will be taste testing today. Suggested: **Pineapple Salsa with Tortilla Chips**.
  1. Emphasize that they should listen carefully as you review the procedure for this activity that was arranged with your school’s Food Service.
  2. State the procedure for this activity that is appropriate for your classroom.
  
- D. Give students time to get a sample of the item and eat it.

- E. Discuss students' reactions to today's snack, as time permits and encourage them to try it at home.

**Optional:**

Assign a team/s to create a brief "radio advertisement" encouraging all students in the school to try a fruit or vegetable item served at school lunch and have them get permission to read the ad over the intercom system the morning of the day it is served in the cafeteria.

- F. Explain the clean-up procedure appropriate for your classroom.

## **Activity 2: Home Highlights**

- A. Ask for a show of hands of all students who did the activity at home. Congratulate those students.
- B. Encourage those students who have not shared Home Highlights #1 with their parent/s to try to do so as soon as possible.
  - 1. Remind them if their parent/s cannot participate with them, another adult – such as a relative, neighbor, or other caregiver – may go over the information with them.
  - 2. Arrange a time to talk privately to students who are having problems finding an adult to participate with them.
- D. Distribute one **HIGH 5 HOME HIGHLIGHTS #2** to each student.
  - 1. Stress that they should take the Home Highlights home, put the new poster on the refrigerator, and share the other information with their parent/s.
  - 2. Encourage students to participate in the HIGH 5 Home Highlights program by explaining that it is a fun and enjoyable way for all of them and their families to try to eat more fruits and vegetables every day.

### Activity 3: HIGH 5 Free Throws

- A. Instruct students to add all the points on their scorecard and record that total in the box entitled **MY TOTAL POINTS THIS WEEK**.
- B. Tell the class to divide into their HIGH 5 teams and designate their team's **scorekeeper of the week** to figure out their team's WEEK 3 TEAM SCORE. Review directions for scorekeepers.

**STATE:**

- Collect all of your team's scorecards.
- List each player's TOTAL POINTS on a piece of paper.
- Add all the total points together to get your team's total points.
- Divide your team's total points by the number of players on your team to get your team's WEEKLY TEAM SCORE.

- C. Allow time for scorekeepers to determine their Team Score, and then tell them to go to their team's **HIGH 5 SCOREBOARD** and list the total points for each of their players and then write in their team's **WEEKLY TEAM SCORE**.
1. Ask each team's scorekeeper to announce their team's Week 3 Team Score.
  2. Determine this week's winning team/s.
  3. Tell the scorekeeper/s of the winning team/s to circle their winning score/s on their scoreboard/s.
- D. Remind students that the team/s with the highest score will have a chance to do the **HIGH 5 FREE THROWS**, where they earn bonus points for their team. All teams that tie for the highest Week 3 Team Score will have the opportunity to do the free throws.
- E. Set up the HIGH 5 basket and the bean bags or balls, and review the directions, as needed.

**STATE:**

- Each winning team should choose one player on their team to do the free throws.
- That player will get three free throws, and their team will get **1 bonus point for every bean bag or ball they get into the basket.**

- F. Instruct the winning team/s to choose a player to do the free throws, and explain that if their team has won the weekly competition more than once, they must choose a new player on their team to do the free throws.
1. Call on the selected player for the winning team to throw the bean bags or balls into the basket three times.
  2. Instruct that team's scorekeeper to record on their scoreboard any bonus points earned by their player.
  3. Repeat the procedure if there are any other winning teams.
- G. Distribute one new **HIGH 5 SCORECARD** to each student, and instruct them to write their name on their scorecard and then tape the scorecard to one corner of their desk. Option: If printed on back, turn over and use next week.
- H. Conclude by telling students that next week they will have another opportunity to compete for a chance to earn more team bonus points in the HIGH 5 Free Throws game.
1. Explain that each week is the beginning of a new competition but even if their team does not earn the winning score each week, students still have the chance to earn points for themselves by eating fruits and vegetables at lunch at school.
  2. Remind them that every student who earns at least **85 points** by the end of the program will receive a reward.
  3. State that it is easy, fun, and delicious to earn points for eating fruits and vegetables at lunch.

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## Notes

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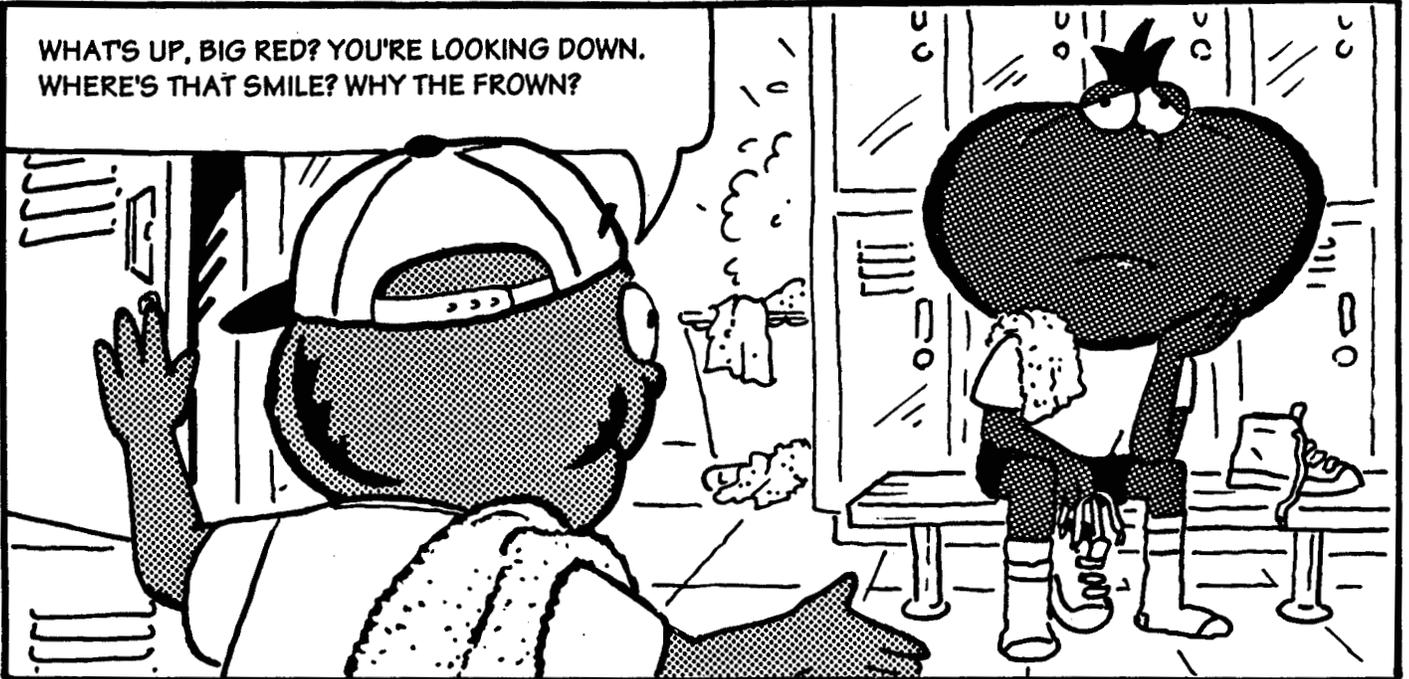
# HIGH 5

# Flyers

3

ONE DAY IN THE LOCKER ROOM, BLUE MAGOO NOTICED THAT BIG RED LOOKED SAD.

WHAT'S UP, BIG RED? YOU'RE LOOKING DOWN.  
WHERE'S THAT SMILE? WHY THE FROWN?



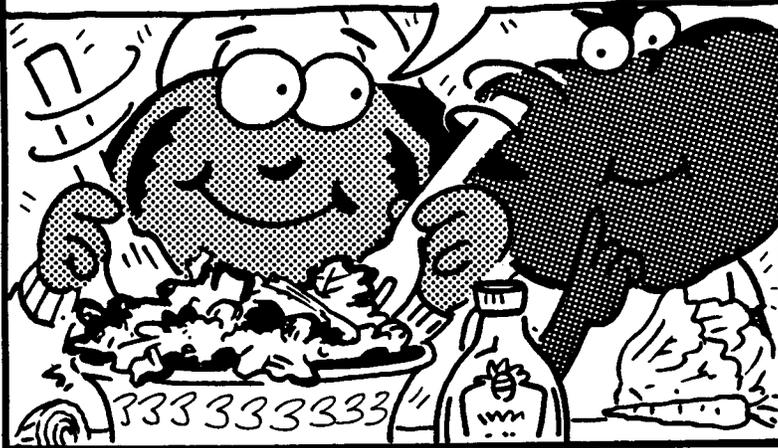
I LOVE FRUITS AND VEGGIES, BLUE MAGOO.  
I EAT THEM PLAIN AND SIMPLE, TOO.  
BUT EATING THEM PLAIN CAN GET SO BORING,  
ARE THERE SOME OTHER WAYS THAT I'M IGNORING?



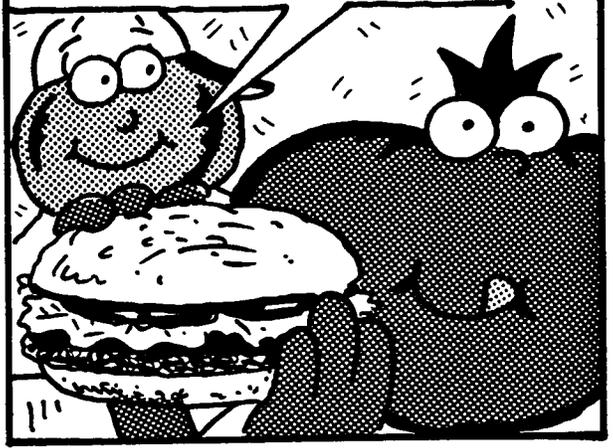
OH, RED I KNOW SOME EXCITING WAYS  
TO PUT FRUITS AND VEGGIES  
INTO ALL YOUR DAYS.



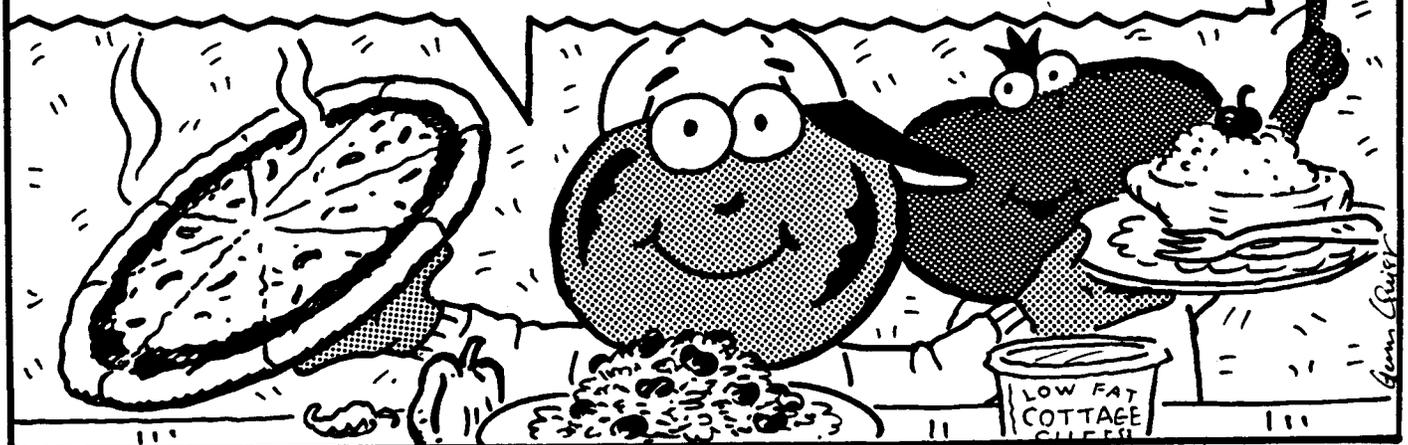
YOU CAN MIX UP VEGGIES IN A SALAD FOR FUN,



OR ADD LETTUCE AND TOMATO TO YOUR HAMBURGER BUN.



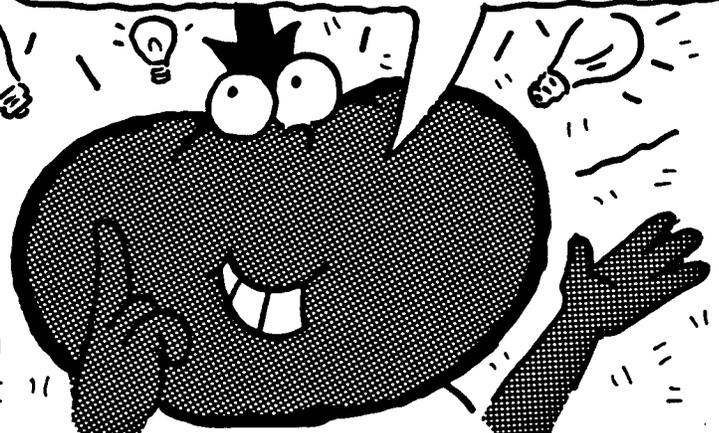
PUT PEPPERS ON A PIZZA, BEANS ON RICE, COTTAGE CHEESE ON PEARS IS REALLY NICE!



MUFFINS WITH BLUEBERRIES MIXED RIGHT IN - OH, NOW RED, I SEE YOU'VE GOT A GRIN!



YOU KNOW, BLUE, YOU KNOW MY FRIEND, I THINK THIS LIST COULD NEVER END. I'VE GOT SOME THOUGHTS NOW AND I'M JUST ITCHIN' TO GET BACK HOME AND INTO MY KITCHEN. I'LL TRY SOME BRAND NEW COMBINATIONS, I'LL MAKE SOME FRUIT AND VEGGIE SENSATIONS!



SO BIG RED AND BLUE MAGOO WENT BACK TO BIG RED'S HOME AND MADE SOME GREAT FOODS WITH FRUITS AND VEGETABLES. CAN YOU THINK OF SOME?



# Count Up the Combos



## Your Fruit Cards:

\_\_\_\_\_

Name of fruit

**HIGH  
5**

\_\_\_\_\_

Name of fruit

**HIGH  
5**

List all the different ways you can think of that you can eat these fruits:

*Example: Eat with a dip*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(Use the back of this sheet for more ideas.)

## Your Veggie Cards:

\_\_\_\_\_

Name of veggie

**HIGH  
5**

\_\_\_\_\_

Name of veggie

**HIGH  
5**

List all the different ways you can think of that you can eat these veggies:

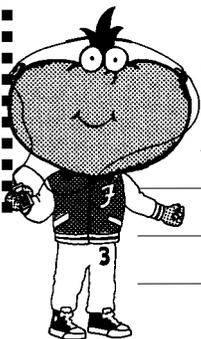
*Example: Add to soup*

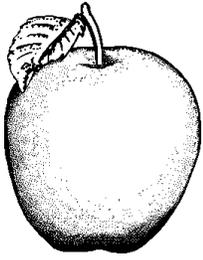
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

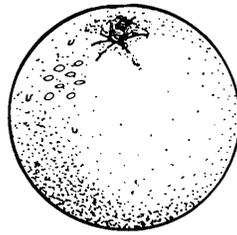
(Use the back of this sheet for more ideas.)





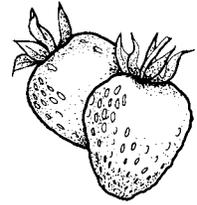
***Apple***

**HIGH  
5**



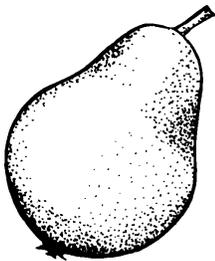
***Orange***

**HIGH  
5**



***Strawberries***

**HIGH  
5**



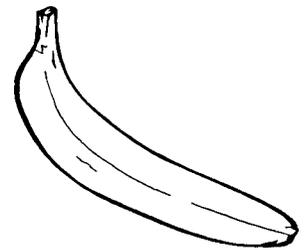
***Pear***

**HIGH  
5**



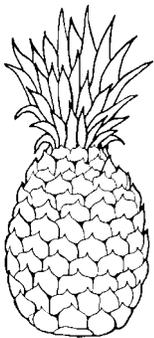
***Grapes***

**HIGH  
5**



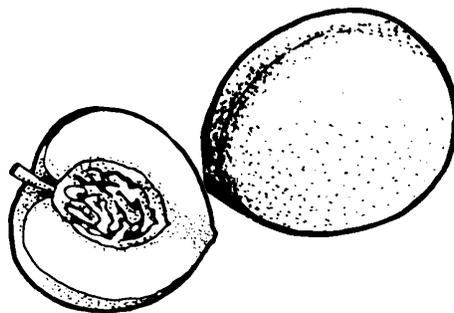
***Banana***

**HIGH  
5**



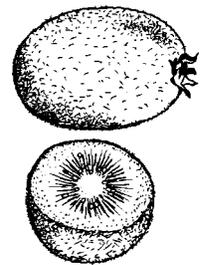
***Pineapple***

**HIGH  
5**



***Peach***

**HIGH  
5**



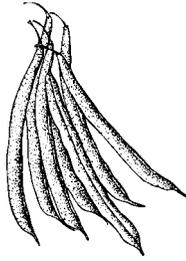
***Kiwi***

**HIGH  
5**



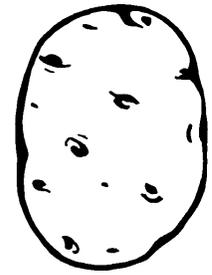
***Celery***

**HIGH**  
**5**



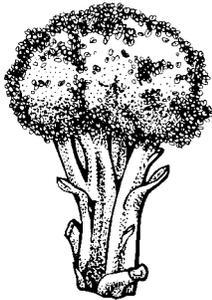
***Green Beans***

**HIGH**  
**5**



***Potato***

**HIGH**  
**5**



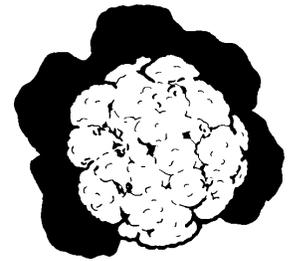
***Broccoli***

**HIGH**  
**5**



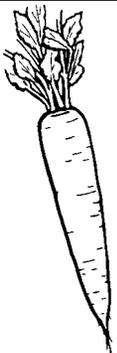
***Lettuce***

**HIGH**  
**5**



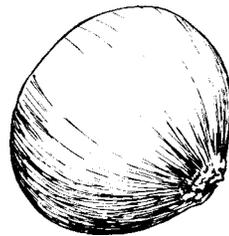
***Cauliflower***

**HIGH**  
**5**



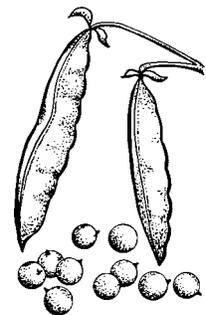
***Carrot***

**HIGH**  
**5**



***Onion***

**HIGH**  
**5**



***Peas***

**HIGH**  
**5**

## Session Four



# Fast & Easy Scrimmages

## Session 4: Part A – Outline

Approximate Time	Activities	Audio/Visual	Student Materials
5	1. Review		
5	2. HIGH 5 Flyers Comic		HIGH 5 Flyers Comic 4
25	3. Food in a Flash		Flyer Notes 1–8 Coach's Kitchen Directions
<b>35 – 40 Minutes</b>			

### Activity 1: Review

- A. Allow some time for students to record on their scorecard all of the fruits and vegetables they ate today at lunch – if this class is after lunch.

*(If this class is before lunch, be sure to have them fill in their scorecard after lunch.)*

- B. Remind students that last week they talked about eating fruits and vegetables with other foods or in other foods.

#### ASK:

- Has anyone eaten a fruit or vegetable with other foods this week or as part of another food?
- What were some of those fruits or vegetables?

- C. Tell the class that their teams continue to do a great job and this is now the beginning of a new week of competition.
- D. **Optional:** Choose one team to give a team hurrah or cheer to start the new week.

## Activity 2: HIGH 5 Flyers Comic

- A. Tell the class that they will now discover more about the HIGH 5 Flyers and their fourth grade teams.
- B. Distribute one **HIGH 5 FLYERS COMIC 4** to each student, read the comic aloud as the students follow along, or ask students to read the different parts.
- C. Discuss the comic with students, as time permits.

### ASK:

What do you think you might have prepared for a quick fruit or veggie snack if the Green Machine had come to your house?

## Activity 3: Food in a Flash



Though this activity is designed for HIGH 5 teams, it can be done in pairs or individually by providing more handouts.

- A. Announce that you have a special note from each of their HIGH 5 Flyers.
- B. Tell the class to divide into their HIGH 5 teams, and distribute the **HIGH 5 FLYER NOTE** that is designated for each team.
  - 1. Call on one member of each team to read their note aloud.
  - 2. Explain that each team is to think of one meal or snack that they could prepare for their Flyer that includes fruits and vegetables. They should imagine that they do not have much time, so they will only be able to use the foods they already have “in the Coach’s kitchen.”

- C. Distribute one **HIGH 5 COACH'S KITCHEN** directions sheet to each team, and explain that they should look “in the Coach’s kitchen” on this worksheet and see what foods are available for them to use.

**STATE:**

- You are to think of as many ways as you can to fix **one meal or snack** for your HIGH 5 player **that includes fruits and vegetables**.
- Remember that you must **consider what your HIGH 5 player requested** in their note to your team.
- You can **use only the foods that are available “in the Coach’s kitchen”** on your worksheet.

- D. Tell each team to choose someone to list the meals or snacks their team comes up with on the directions sheet.

1. Provide time for teams to work on this activity.
2. Monitor each team to **be sure that they are using both their Flyer’s note and their Coach’s Kitchen worksheet to determine what meal or snack foods they would prepare** for their Flyer and that they are being **realistic** about the foods they are including in that meal or snack.
3. Call on each team to report some of their meals or snacks to the class, as time permits.

- E. Conclude by congratulating students on the meals and snacks they came up with, and remind them to try to include fruits and vegetables in their own meals and snacks at home and school.

## Session 4: Part B – Outline

Approximate Time	Activities	Audio/Visual	Student Materials
15	1. Taste Testing, if available	Food Service Box	Home Highlights #3  Bean Bags & Basket Or optional activity HIGH 5 Scorecards
10	2. Home Highlights		
10	3. HIGH 5 Free Throws		
<b>35 – 40 Minutes</b>			

### Activity 1: Taste Testing



Food items/supplies needed for this activity should be arranged with Food Service prior to this session.

- A. Plan time for students to wash their hands just prior to this activity.
  
- B. Allow some time for students to record on their scorecard all of the fruits and vegetables they ate today at lunch – if this class is after lunch.  
*(If this class is before lunch, be sure to have them fill in their scorecard after lunch.)*
  
- C. Announce the snack they will be taste testing today. Suggestion: **Raw Broccoli and Cauliflower with Dip.**
  1. Emphasize that they should listen carefully as you review the procedure for this activity that was arranged with your school’s Food Service.
  2. State the procedure for this activity that is appropriate for your classroom.
  
- D. Give students time to get a sample of the item and eat it.

- E. Discuss students' reactions to today's taste testing recipe, as time permits and encourage them to try it at home.

**Optional:**

Assign a team/s to create a brief "radio advertisement" encouraging all students in the school to try a fruit or vegetable item served at school lunch, and have them get permission to read the ad over the intercom system the morning of the day it is served in the cafeteria.

- F. Explain the clean-up procedure appropriate for your classroom.

## **Activity 2: Home Highlights**

- A. Ask for a show of hands of all students who did the activity at home. Congratulate those students.
- B. Encourage those students who have not shared Home Highlights #2 (or Highlights #1) with their parent/s to do so as soon as possible.
  - 1. Remind them if their parent/s cannot participate with them, another adult – such as a relative, neighbor, or other caregiver – may go over the information with them.
  - 2. Arrange a time to talk privately to students who are having problems finding an adult to participate with them.
- C. Distribute one **HIGH 5 HOME HIGHLIGHTS #3** to each student.
  - 1. Stress that they should take the Home Highlights home, put the new poster on the refrigerator, and share the other information with their parent/s.
  - 2. Encourage students to participate in the HIGH 5 Home Highlights program by explaining that it is a fun and enjoyable way for all of them and their families to try to eat more fruits and vegetables every day.

### Activity 3: HIGH 5 Free Throws

- A. Instruct students to add all the points on their scorecard and record that total in the box entitled **MY TOTAL POINTS THIS WEEK**.
- B. Tell the class to divide into their HIGH 5 teams and designate their team's **scorekeeper of the week** to figure out their team's WEEK 4 TEAM SCORE. Review directions for scorekeepers.

**STATE:**

- Collect all of your team's scorecards.
- List each player's TOTAL POINTS on a piece of paper.
- Add all the total points together to get your team's total points.
- Divide your team's total points by the number of players on your team to get your team's WEEKLY TEAM SCORE.

- C. Allow time for scorekeepers to determine their Team Score, and then tell them to go to their team's **HIGH 5 SCOREBOARD** and list the total points for each of their players and then write in their team's **WEEKLY TEAM SCORE**.
1. Ask each team's scorekeeper to announce their team's Week 4 Team Score.
  2. Determine this week's winning team/s.
  3. Tell the scorekeeper/s of the winning team/s to circle their winning score/s on their scoreboard/s.
- D. Remind students that the team/s with the highest score will have a chance to do the **HIGH 5 FREE THROWS**, where they earn bonus points for their team. All teams that tie for the highest Week 4 Team Score will have the opportunity to do the free throws.
- E. Set up the HIGH 5 basket and the bean bags or balls, and review the directions, as needed.

**STATE:**

- Each winning team should choose one player on their team to do the free throws.
- That player will get three free throws, and their team will get **1 bonus point for every bean bag or ball they get into the basket.**

- F. Instruct the winning team/s to choose a player to do the free throws, and explain that if their team has won the weekly competition more than once, they must choose a new player on their team to do the free throws.
1. Call on the selected player for the winning team to throw the bean bags or balls into the basket three times.
  2. Instruct that team's scorekeeper to record on their scoreboard any bonus points earned by their player.
  3. Repeat the procedure if there are any other winning teams.
- G. Distribute one new **HIGH 5 SCORECARD** to each student, and instruct them to write their name on their scorecard and then tape the scorecard to one corner of their desk.
- H. Conclude by telling students that next week they will have another opportunity to compete for a chance to earn more team bonus points in the **HIGH 5 Free Throws** game.
1. Explain that each week is the beginning of a new competition but even if their team does not earn the winning score each week, students still have the chance to earn points for themselves by eating fruits and vegetables at lunch at school.
  2. Remind them that every student who earns at least **85 points** by the end of the program will receive a reward.
  3. State that it is easy, fun, and delicious to earn points for eating fruits and vegetables at lunch.

GO GO GRAPE HAD JUST FINISHED WATCHING THE BRADY BUNCH ON TV AND WAS GETTING READY TO GO OUTSIDE AND RUN WHEN THE TELEPHONE RANG.

HEY, GO GO GRAPE,  
WHAT DO YOU SAY?  
I'VE GOT A BALL,  
LET'S GO OUT AND PLAY!

SURE, GREEN MACHINE,  
COUNT ME IN,  
BUT DON'T BE SURPRISED  
IF YOU DON'T WIN!



THE GREEN MACHINE WENT TO GO GO GRAPE'S HOME TO PLAY BALL.

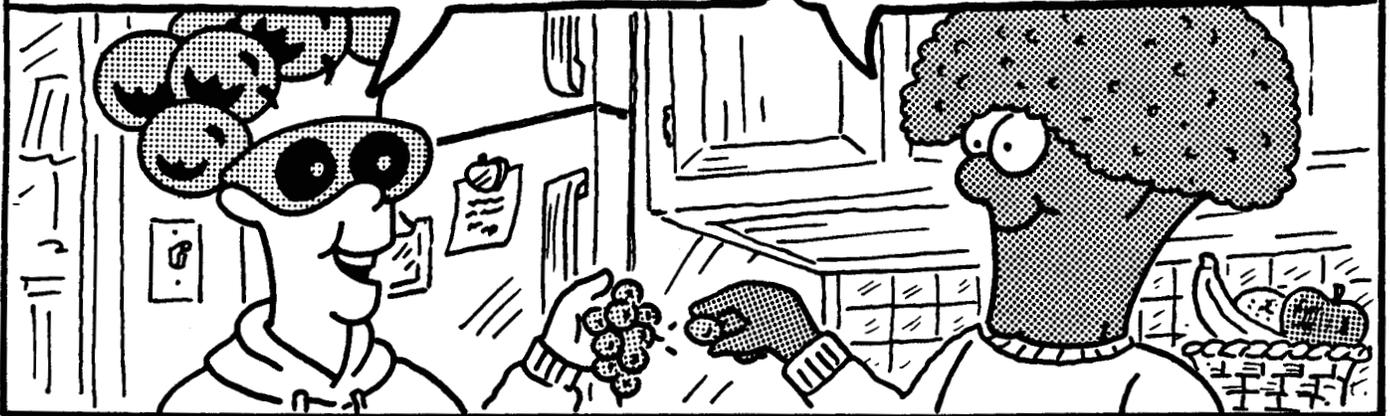
YOU KNOW, MY FRIEND, BEFORE WE PLAY,  
I'M FEELING HUNGRY IN A REALLY BIG WAY.  
DO YOU HAVE SOME VEGGIES I COULD EAT?  
OR A PIECE OF FRUIT THAT'S JUICY AND SWEET?

WELL, LET'S SEE, I MUST CONFESS  
I WASN'T PREPARED TO HAVE A GUEST.



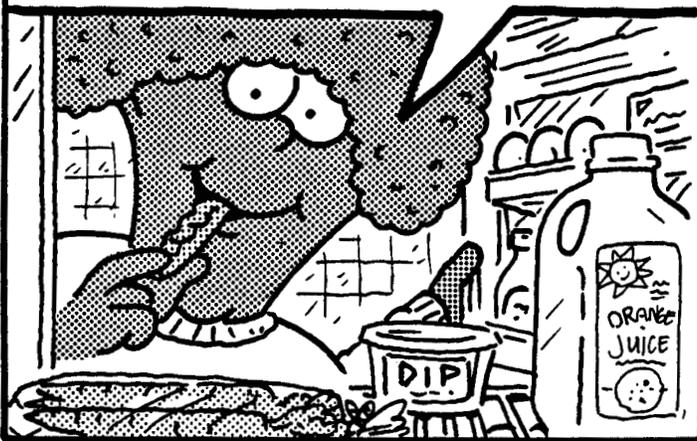
WE NEED SOMETHING FAST AND TASTY, TOO.  
HOW ABOUT SOME GRAPES, WOULD THOSE DO?

GRAPES ARE FAST AND EASY TOO,  
ANY FRESH FRUIT WOULD REALLY DO.



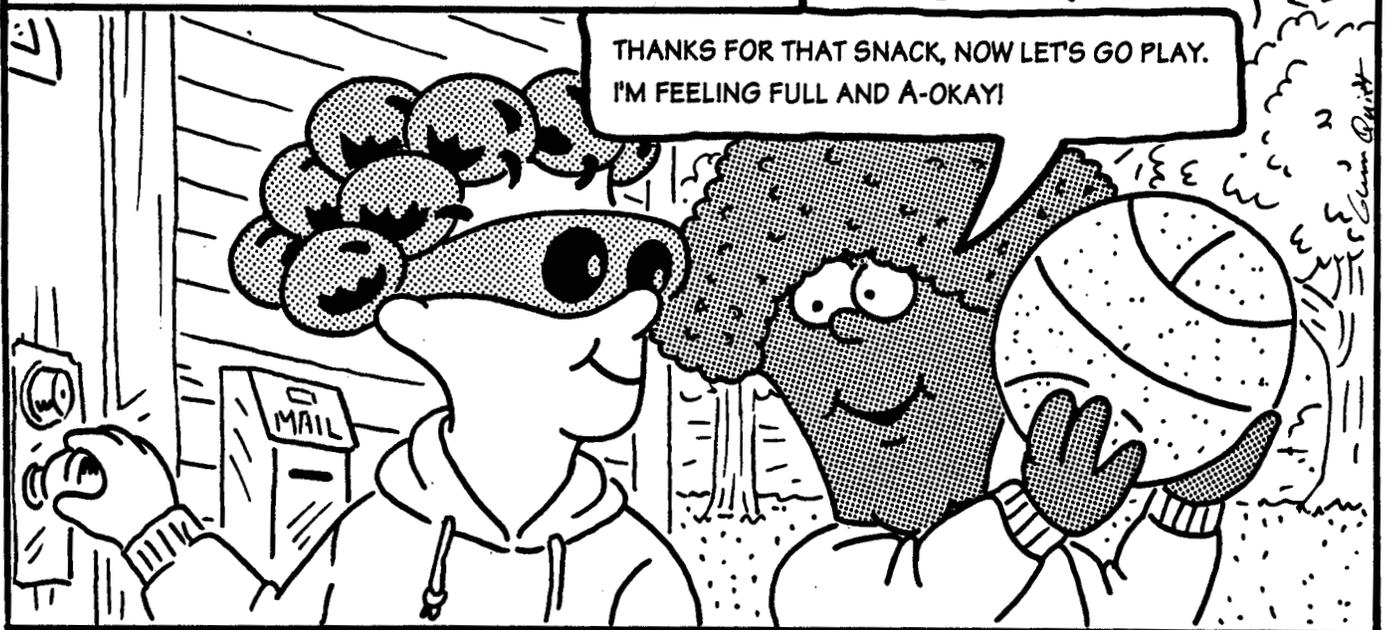
OR MAYBE SOME DIP ON A CARROT STICK-  
- IT'S SO CRUNCHY AND YOU CAN MAKE IT QUICK!

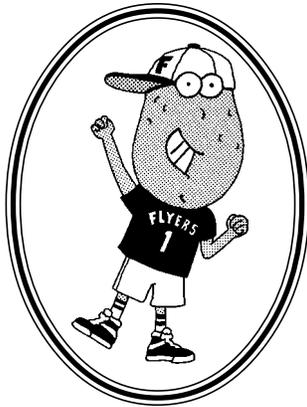
SURE, I'VE GOT CARROTS AND I'VE GOT DIP  
AND EVEN SOME APPLE JUICE WE COULD SIP!



THEY ATE THEIR SNACK AND THEN WENT OUT TO PLAY.

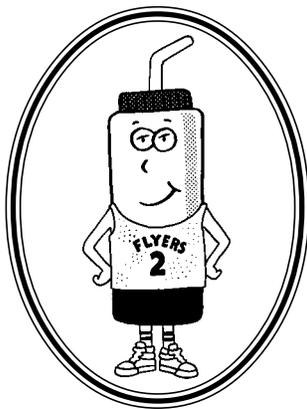
THANKS FOR THAT SNACK, NOW LET'S GO PLAY.  
I'M FEELING FULL AND A-OKAY!





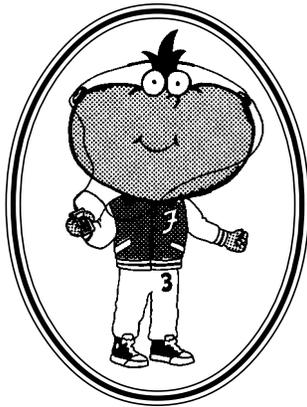
It's early in the morning. I'll meet you on the bus.  
Bring a breakfast snack for the two of us.

*The Greater Tater*



We played hard all day, now let's relax.  
And make us some fast and easy snacks.

*The Juicester*



It's nice outside -- let's go for a hike!  
Could you bring a lunch that you know I'd like?

*Big Red*

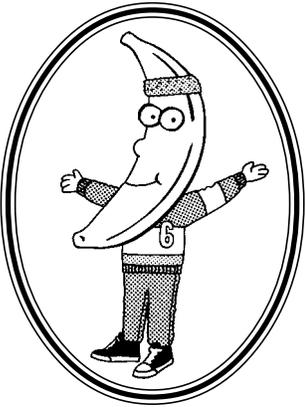


It's time for the game, but I've got a hunch  
Before I play I'm going to need some lunch.

*GOGO Grape*



School is out and I'm ready to play,  
Let's have a snack first, what do you say?  
*The Green Machine*



On my way to school, I'll stop by.  
Let's eat quick before the bus goes by.  
*Top Banana*



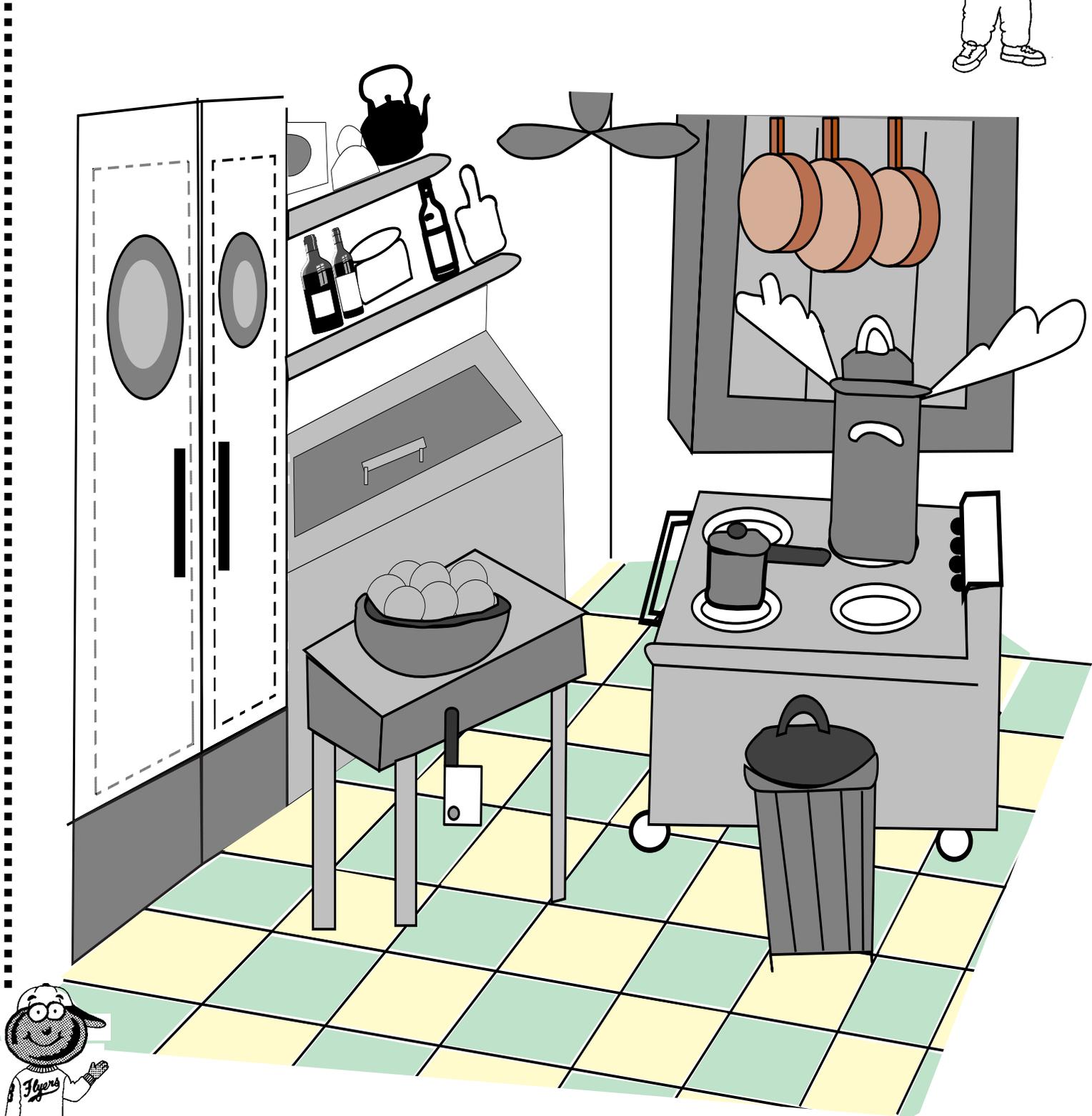
Our team won -- let's shout hooray!  
Make us a snack the HIGH 5 way!  
*Cool Cat*

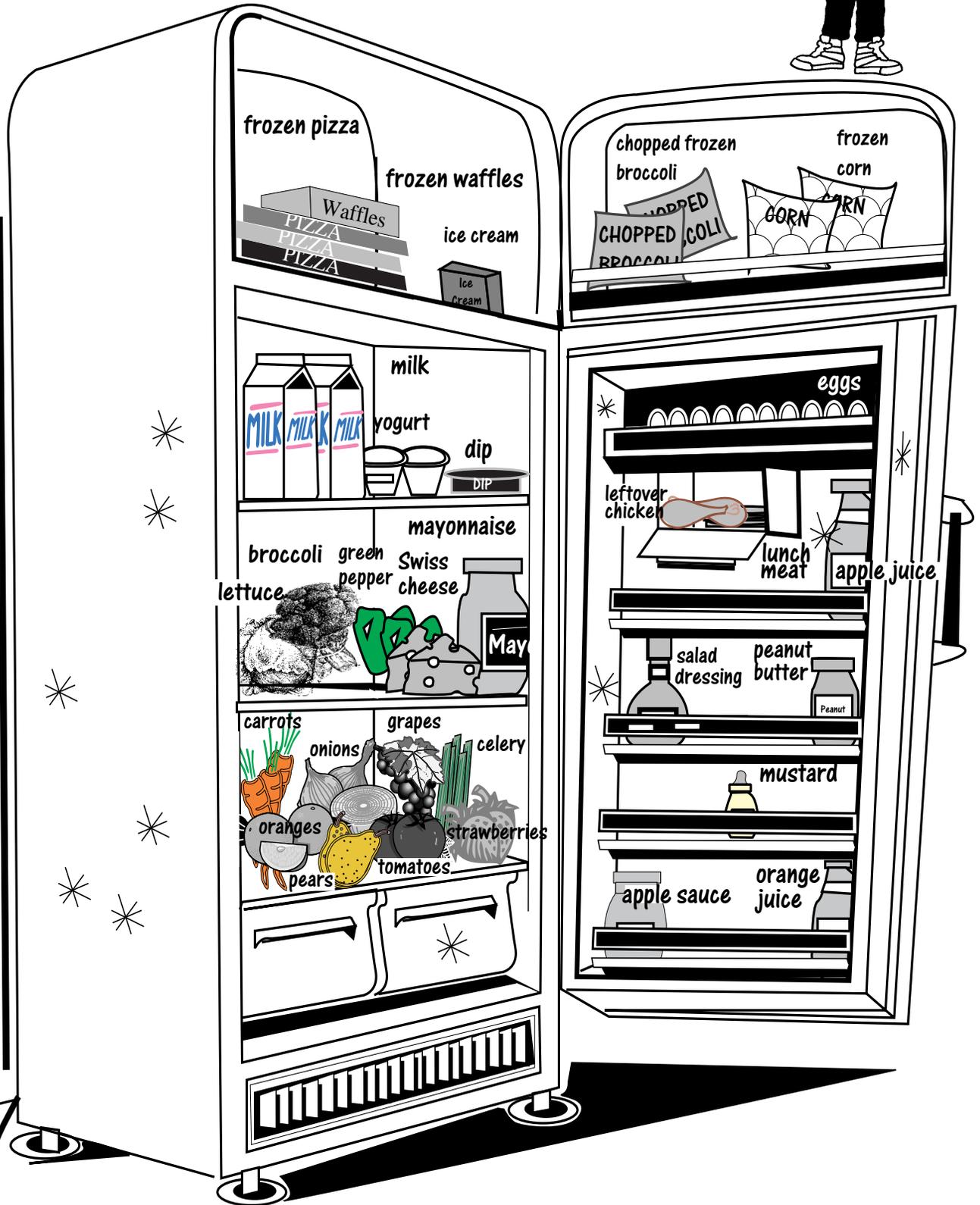


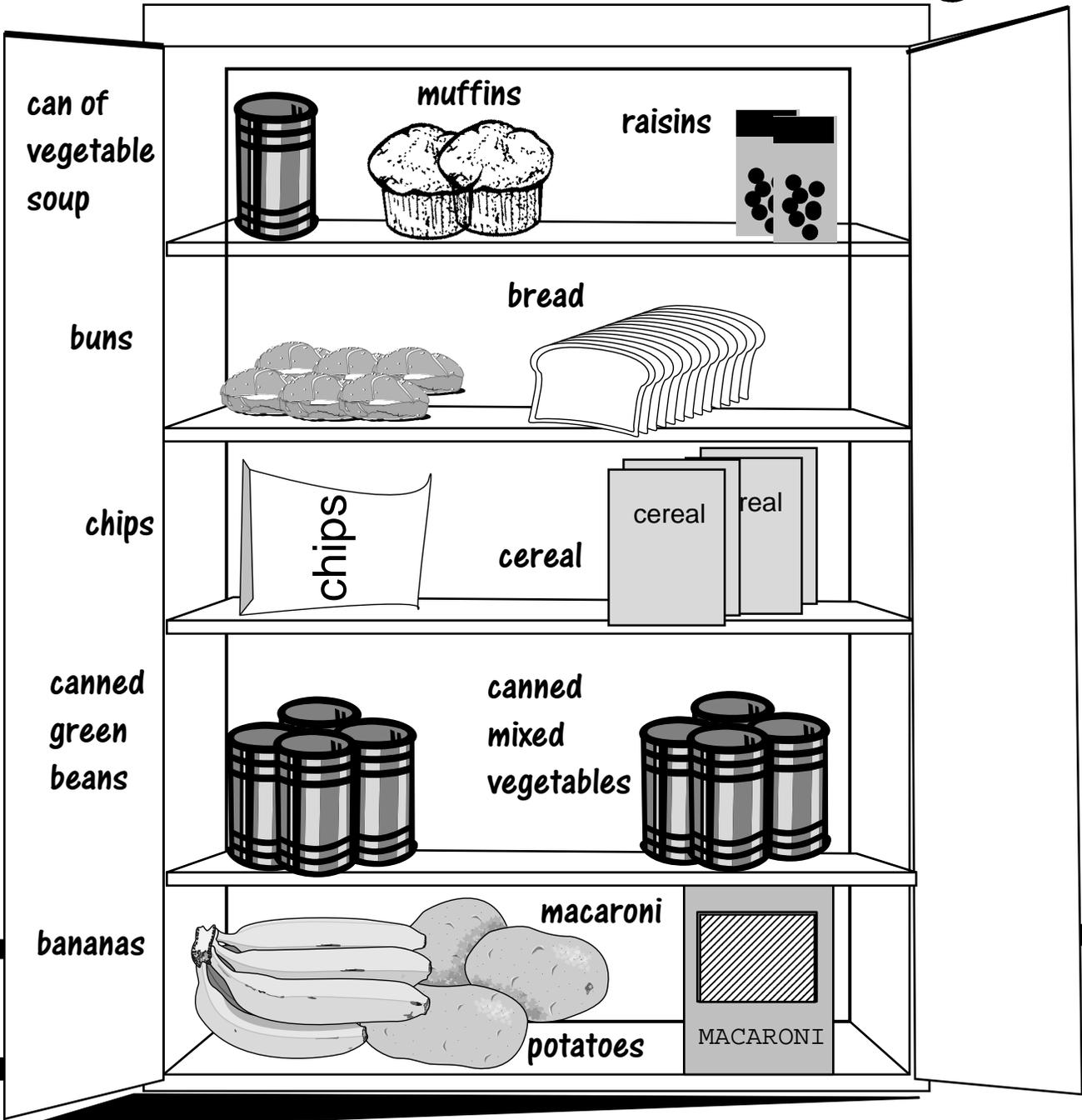
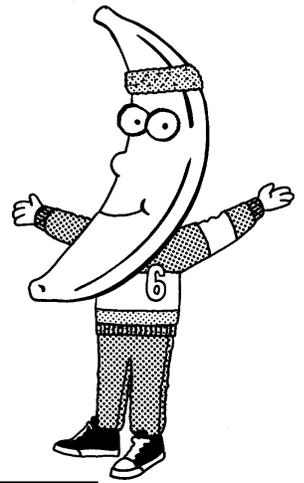
I'm hungry now, I worked hard at school.  
You'll make me a snack? Hey, that's cool!  
*Blue Magoo*



# Coach's Kitchen









## Session Five



# Strategies for 5-a-Day

## Session 5: Part A – Outline

Approximate Time	Activities	Audio/Visual	Student Materials
5	1. Review		
5	2. HIGH 5 Flyers Comic		HIGH 5 Flyers Comic 5
25	3. Training for 5-a-Day	Transparency 2 & 3	HIGH 5 Goal Worksheets
<b>35 – 40 Minutes</b>			

### Activity 1: Review

- A. Allow some time for students to record on their scorecard all of the fruits and vegetables they ate today at lunch – if this class is after lunch.  
*(If this class is before lunch, be sure to have them fill in their scorecard after lunch.)*
- B. Remind students that last week they talked about quick and easy ways to prepare and eat fruits and vegetables.

#### ASK:

- Did any of you eat a quick meal or snack at home that included a fruit or vegetable?
- What were some of those meals or snacks?

- C. Tell the class that their teams continue to do a great job and this is now the beginning of a new week of competition.
- D. **Optional:** Choose one team to give a team hurrah or cheer to start the new week.

## Activity 2: HIGH 5 Flyers Comic

- A. Tell the class that they will now discover more about the HIGH 5 Flyers and their fourth grade teams.
- B. Distribute one **HIGH 5 FLYERS COMIC 5** to each student, read the comic aloud as the students follow along, or ask students to read the different parts.
- C. Discuss the comic with students, as time permits.

### **ASK:**

What would be the best way for you to eat five fruits and vegetables every day?

## Activity 3: Training for 5-a-Day

- A. Tell the class that in order to plan how they could eat more fruits and vegetables every day they need to look at the foods they are eating now.
- B. Explain to students that they will work in pairs within their teams and take turns being each other's "trainer." **As a "trainer," they will help each other figure out ways they could eat more fruits and vegetables every day.**
- C. Distribute one **IT'S A HIGH 5 GOAL: TRAINING FOR 5-A-DAY** worksheet to each student, and explain that they will use this worksheet to ask each other some questions about what fruits and vegetables they eat and then set a goal on the back of the worksheet.

**STATE:**

- As partners you will take turns being the “trainer” and interview each other to help decide the best time for each of you to add another fruit or vegetable to what you already eat during the week.
- Each of you will then set a goal to try to eat at least one more fruit or vegetable at a certain meal or snack this week.
- During the first HIGH 5 class next week, we will check to see if everyone was able to achieve their goal, so be sure to leave the “GOAL CHECK” part of your worksheet blank until next week’s class.

- D. Project **TRANSPARENCY 2 and then 3**, and explain the examples listed on these sample pages of the worksheet.
- E. Assign students into pairs or let them choose their own partners.  
*(An extra student should be placed with a pair of students or paired with you.)*
1. Instruct one person from each pair to take their partner’s worksheet, ask them the questions on the front, and then circle their answers.
  2. Explain that they should then return the worksheet to their partner and help them to set their goal on the back of the worksheet.
  3. Remind students to be sure to sign their partner’s goals.
  4. Watch the time for the first interview, and tell students to switch when necessary so that there is enough time to finish both interviews.
  5. Collect all the worksheets, and explain that they will be returned next week.
- F. Announce that every student who achieves their goal will get to add **5 extra points** next week on their team’s HIGH 5 Scoreboard.
- G. Conclude by emphasizing to students that they should remember to achieve the goal they set today and – as a “trainer” – they should also encourage their partner to achieve the goal they set by the first HIGH 5 class next week. Give students the date of Session 6 – Part A.

## Session 5: Part B – Outline

Approximate Time	Activities	Audio/Visual	Student Materials
15	1. Taste Testing, if available	Food Service Box	
10	2. Home Highlights		Home Highlights #4
10	3. HIGH 5 Free Throws		Bean Bags & Basket Or optional activity HIGH 5 Scorecards
<b>35 – 40 Minutes</b>			

### Activity 1: Taste Testing



Food items/supplies needed for this activity should be arranged with Food Service prior to this session.

- A. Plan time for students to wash their hands just prior to this activity.
  
- B. Allow some time for students to record on their scorecard all of the fruits and vegetables they ate today at lunch – if this class is after lunch.  
*(If this class is before lunch, be sure to have them fill in their scorecard after lunch.)*
  
- C. Announce the snack they will be taste testing today. Suggested: **Mini Baked Potatoes with Tater Tops.**
  1. Emphasize that they should listen carefully as you review the procedure for this activity that was arranged with your school’s Food Service.
  2. State the procedure for this activity that is appropriate for your classroom.
  
- D. Give students time to get a sample of the item and eat it.

- E. Discuss students' reactions to today's taste testing recipe, as time permits and encourage them to try it at home.

**Optional:**

Assign a team/s to create a brief "radio advertisement" encouraging all students in the school to try a fruit or vegetable item served at school lunch, and have them get permission to read the ad over the intercom system the morning of the day that it is served in the cafeteria.

- F. Explain the clean-up procedure appropriate for your classroom.

## **Activity 2: Home Highlights**

- A. Ask for a show of hands of all students who did the activity at home. Congratulate those students.
- B. Encourage those students who have not shared Home Highlights #3 (or Highlights #1 and/or #2) with their parent/s to try to do so as soon as possible.
  - 1. Remind them if their parent/s cannot participate with them, another adult – such as a relative, neighbor, or other caregiver – may go over the information with them.
  - 2. Arrange a time to talk privately to students who are having problems finding an adult to participate with them.
- D. Distribute one **HIGH 5 HOME HIGHLIGHTS #4** to each student.
  - 1. Stress that they should take the Home Highlights home, put the new poster on the refrigerator, and share the other information with their parent/s.
  - 2. Encourage students to participate in the HIGH 5 Home Highlights program by explaining that it is a fun and enjoyable way for all of them and their families to try to eat more fruits and vegetables every day.

### Activity 3: HIGH 5 Free Throws

- A. Instruct students to add all the points on their scorecard and record that total in the box entitled **MY TOTAL POINTS THIS WEEK**.
- B. Tell the class to divide into their HIGH 5 teams and designate their team's **scorekeeper of the week** to figure out their team's WEEK 5 TEAM SCORE. Review directions for scorekeepers.

**STATE:**

- Collect all of your team's scorecards.
- List each player's TOTAL POINTS on a piece of paper.
- Add all the total points together to get your team's total points.
- Divide your team's total points by the number of players on your team to get your team's WEEKLY TEAM SCORE.

- C. Allow time for scorekeepers to determine their Team Score, and then tell them to go to their team's **HIGH 5 SCOREBOARD** and list the total points for each of their players and then write in their team's **WEEKLY TEAM SCORE**.
1. Ask each team's scorekeeper to announce their team's Week 5 Team Score.
  2. Determine this week's winning team/s.
  3. Tell the scorekeeper/s of the winning team/s to circle their winning score/s on their scoreboard/s.
- D. Remind students that the team/s with the highest score will have a chance to do the **HIGH 5 FREE THROWS**, where they earn bonus points for their team. All teams that tie for the highest Week 5 Team Score will have the opportunity to do the free throws.
- E. Set up the HIGH 5 basket and the bean bags or balls, and review the directions, as needed.

**STATE:**

- Each winning team should choose one player on their team to do the free throws.
- That player will get three free throws, and their team will get **1 bonus point for every bean bag they get into the basket.**

- F. Instruct the winning team/s to choose a player to do the free throws, and explain that if their team has won the weekly competition more than once, they must choose a new player on their team to do the free throws.
1. Call on the selected player for the winning team to throw the bean bags or balls into the basket three times.
  2. Instruct that team's scorekeeper to record on their scoreboard any bonus points earned by their player.
  3. Repeat the procedure if there are any other winning teams.
- G. Distribute one new **HIGH 5 SCORECARD** to each student, and instruct them to write their name on their scorecard and then tape the scorecard to one corner of their desk. Option: If printed on back, turn over and use next week.
- H. Tell students that next week they will have another opportunity to compete for a chance to earn more team bonus points in the **HIGH 5 Free Throws** game.
1. Explain that each week is the beginning of a new competition but even if their team does not earn the winning score each week, students still have the chance to earn points for themselves by eating fruits and vegetables at lunch at school.
  2. Remind them that every student who earns at least **85 points** by the end of the program will receive a reward.
  3. State that it is easy, fun, and delicious to earn points for eating fruits and vegetables at lunch.
- I. Conclude by emphasizing that every student who achieves the goal they set this week, will get to add **5 extra points** to their scoreboard during the next **HIGH 5** class. Give students the date of Session 6 – Part A.

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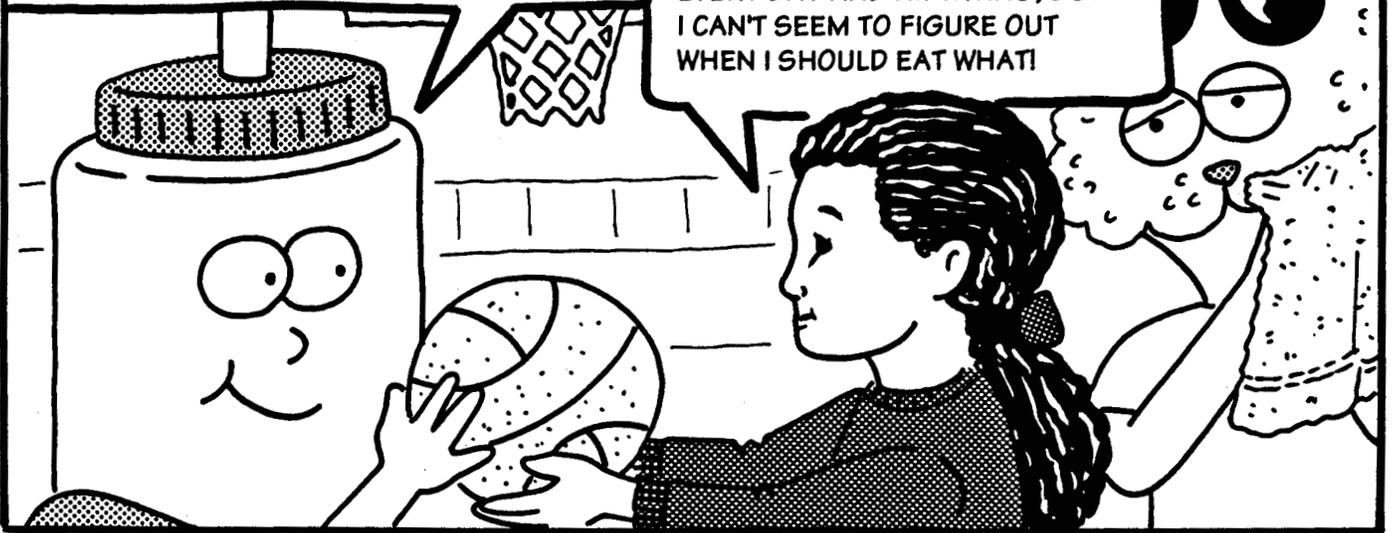
**Notes**

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ONE DAY, COOL CAT AND THE JUICESTER WERE PRACTICING AND A FOURTH GRADER CAME IN TO WATCH THEM.

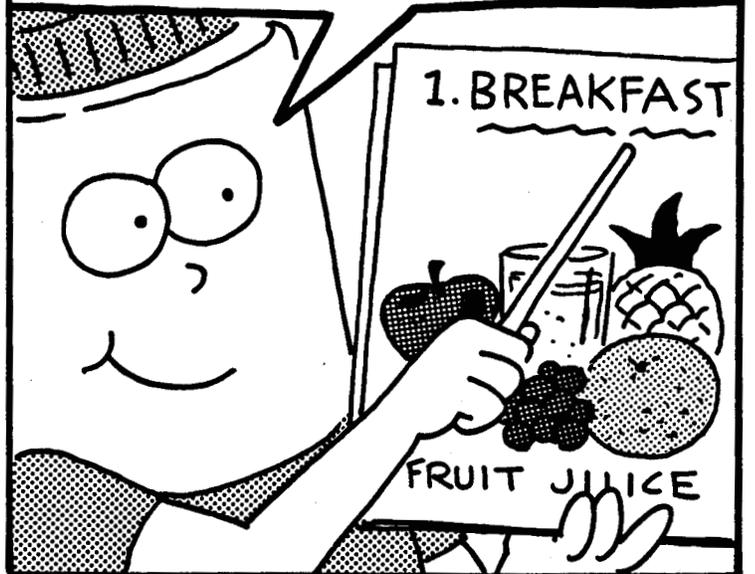
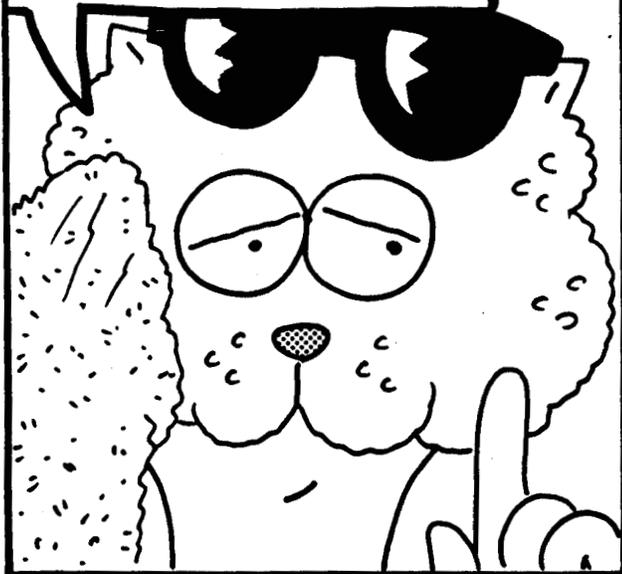
HEY! LOOK WHO'S HERE, WHY COME ON IN. TAKE THE BALL AND GIVE IT A SPIN!

I KNOW YOU BOTH EAT AT LEAST FIVE FRUITS AND VEGETABLES EVERY DAY AND I'M TRYING, BUT I CAN'T SEEM TO FIGURE OUT WHEN I SHOULD EAT WHAT!

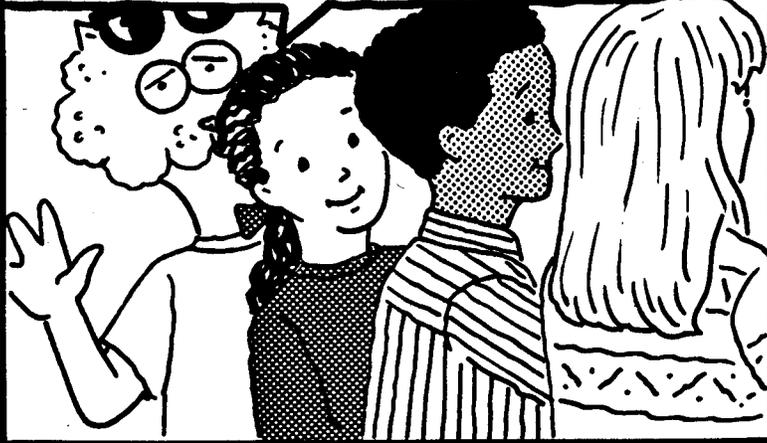


YOU CAME TO THE RIGHT PLACE, MAN OH, MAN. IF ANYONE CAN HELP YOU, COOL CAT CAN!

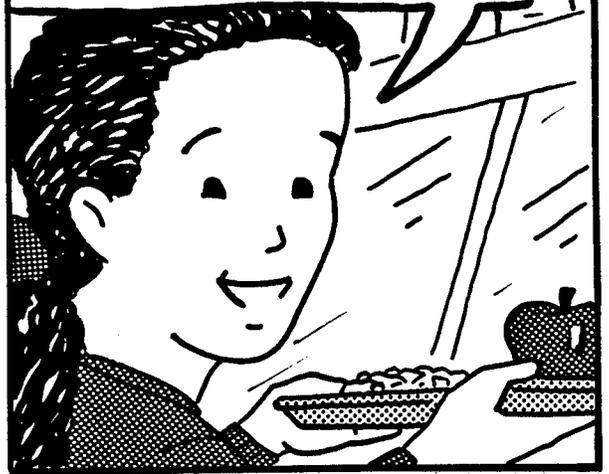
AND I CAN HELP YOU MAKE A PLAN. I'M THE JUICESTER SO YOU KNOW I CAN! LET'S START WITH BREAKFAST, THAT COMES FIRST. FRUIT JUICE WILL HELP YOU QUENCH YOUR THIRST.



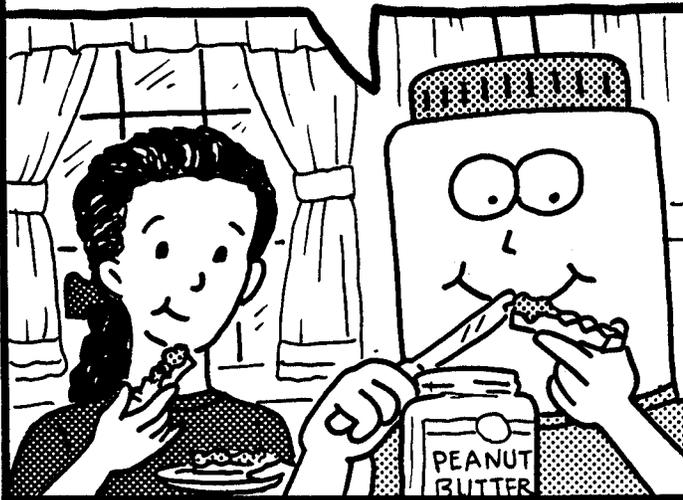
FOR A FRUIT AND VEGGIE YOU'LL DO FINE.  
JUST STEP INTO YOUR SCHOOL LUNCH LINE.



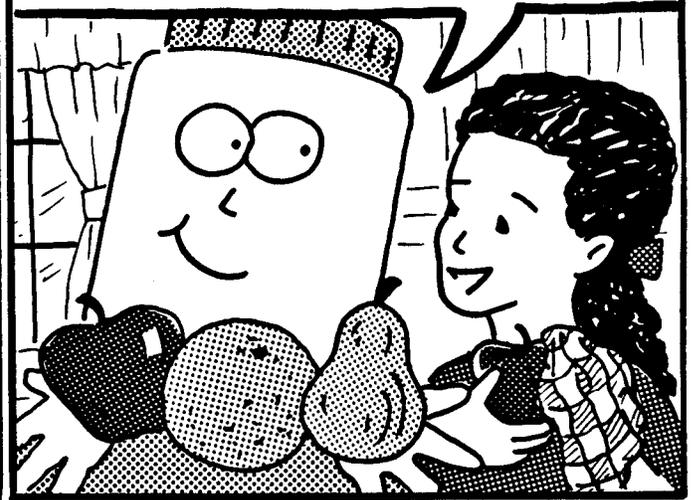
WOW! THAT'S THREE ALREADY!



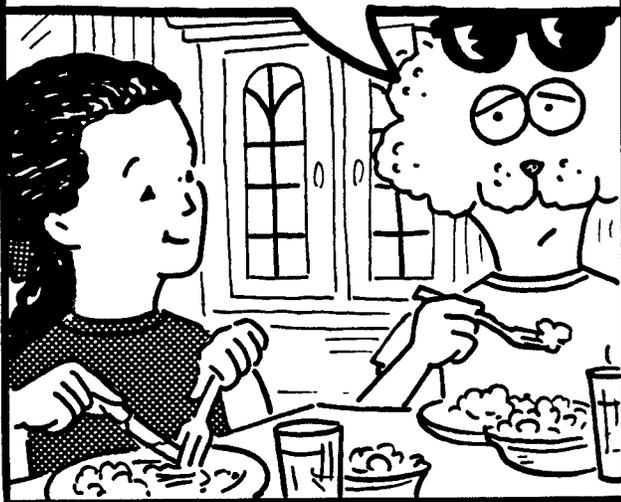
THEN FOR A SNACK WHEN SCHOOL IS DONE  
CARROTS AND PEANUT BUTTER IS LOTS OF FUN.



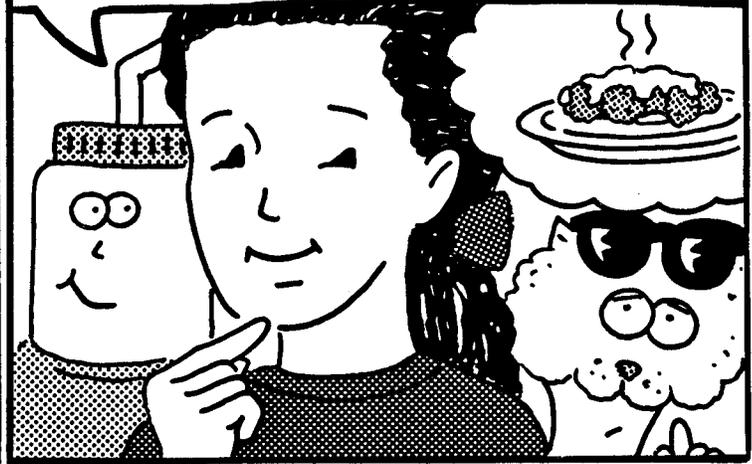
OR AN APPLE, ORANGE OR PEAR.  
NOW YOU'VE GOT FOUR - YOUR ALMOST THERE!



EAT ANOTHER VEGGIE WITH YOUR DINNER  
THEN YOU'LL BE A FIVE-A-DAY WINNER!

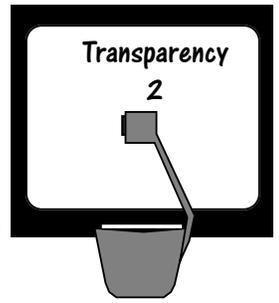


I COULD HAVE SOME BROCCOLI WITH CHEESE SAUCE  
FOR DINNER AND THAT WOULD BE MY FIFTH ONE!  
IT'S A LOT EASIER THAN I THOUGHT!





# It's a HIGH 5 Goal: Training for 5-a-Day



## Trainer's Interview

Your name: James A.

Give your worksheet to your trainer. He or she should ask you the following questions and then fill in your answers.

Name of your trainer: Cory J.

### Questions:

1. Do you usually eat fruit or vegetables for breakfast? (A glass of juice counts as a fruit.)

Fruit:  yes     no  
Veggie:  yes     no

2. Do you usually eat fruit or vegetables for lunch?

Fruit:  yes     no  
Veggie:  yes     no

3. Do you usually eat fruit or vegetables for dinner?

Fruit:  yes     no  
Veggie:  yes     no

4. Do you usually eat fruit or vegetables for a snack?

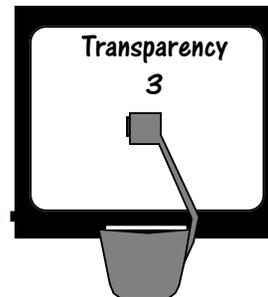
Fruit:  yes     no  
Veggie:  yes     no

Count the number of "yes" answers you circled. Write the number here:

4

If this number is less than 5, look at all the questions with "no" answers. Then decide what fruit or vegetable your partner could eat to turn one or more of the "no" answers into "yes" answers.

Return this worksheet to your partner and tell him or her to try to eat **one extra fruit or vegetable** this week by filling in the GOAL on the back of this worksheet.



# HIGH 5 Goal

I, James A., will try to eat more fruits and vegetables! This week I will try to eat carrot sticks for:

(✓ one meal)

- breakfast
- lunch
- dinner
- snack

James A.  
(your signature)

Cory Z.  
(your trainer's signature)

# HIGH 5 Goal Check

## I achieved my goal!

I ate carrot sticks for a snack  
(name of fruit or vegetable) (name of meal)  
on \_\_\_\_\_ .  
(date)

James A.  
(your signature)

Cory Z.  
(your trainer's signature)

# It's a HIGH 5 Goal: Training for 5-a-Day



## Trainer's Interview

Your name: \_\_\_\_\_

Give your worksheet to your trainer. He or she should ask you the following questions and then fill in your answers.

Name of your trainer: \_\_\_\_\_

### Questions:

1. Do you usually eat fruit or vegetables for breakfast? (A glass of juice counts as a fruit.)

**Fruit:**  yes  no

**Veggie:**  yes  no

2. Do you usually eat fruit or vegetables for lunch?

**Fruit:**  yes  no

**Veggie:**  yes  no

3. Do you usually eat fruit or vegetables for dinner?

**Fruit:**  yes  no

**Veggie:**  yes  no

4. Do you usually eat fruit or vegetables for a snack?

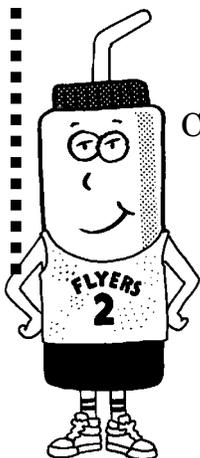
**Fruit:**  yes  no

**Veggie:**  yes  no

Count the number of "yes" answers you circled. Write the number here:

If this number is less than **5**, look at all the questions with "no" answers. Then decide what fruit or vegetable your partner could eat to turn one or more of the "no" answers into "yes" answers.

Return this worksheet to your partner and tell him or her to try to eat **one extra fruit or vegetable** this week by filling in the GOAL on the back of this worksheet.





# HIGH 5 Goal

I, \_\_\_\_\_, will try to eat more fruits and vegetables! This  
(your name)

week I will try to eat \_\_\_\_\_ for:

(name of fruit or vegetable)

(✓ one meal)

breakfast

lunch

dinner

snack

\_\_\_\_\_  
(your signature)

\_\_\_\_\_  
(your trainer's signature)

# HIGH 5 Goal Check

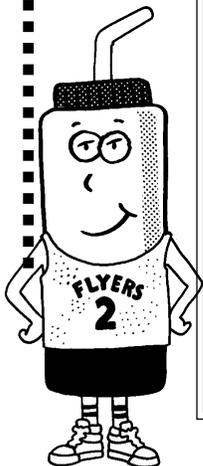
## I achieved my goal!

I ate \_\_\_\_\_ for \_\_\_\_\_  
(name of fruit or vegetable) (name of meal)

on \_\_\_\_\_ .  
(date)

\_\_\_\_\_  
(your signature)

\_\_\_\_\_  
(your trainer's signature)



## Session Six



# Making a Play for More Fruits & Vegetables

## Session 6: Part A – Outline

Approximate Time	Activities	Audio/Visual	Student Materials
10	1. Trainer's Goal Check		
5	2. HIGH 5 Flyers Comic		HIGH 5 Flyers Comic 6
20	3. Making a Play	(Opt.)VCR/Camera	Play Directions 1–8
<b>35 – 40 Minutes</b>			

### Activity 1: Trainer's Goal Check

- A. Allow some time for students to record on their scorecard all of the fruits and vegetables they ate today at lunch – if this class is after lunch.  
*(If this class is before lunch, be sure to have them fill in their scorecard after lunch.)*
- B. Tell the class that their teams continue to do a great job and this is now the beginning of a new week of competition.
- C. **Optional:** Choose one team to give a team hurrah or cheer to start the new week.

- D. Instruct students to divide into the pairs they were in last week when they set a goal to add at least one fruit or one vegetable to what they are already eating, and return the **IT'S A HIGH 5 GOAL: TRAINING FOR 5-A-DAY** worksheets to students.
1. Instruct trainers to take turns asking their partners if they achieved their goal.
  2. State that if they did achieve their goal, they should fill in the goal check and both partners should sign it.
  3. Explain that if either one did not achieve their goal, they should help think of how their partner could achieve it by next week.
- E. Ask the students who achieved their goal to stand.
1. Congratulate these students.
  2. **Optional:** Ask for a round of applause.
  3. Call on a few students to report on how they achieved their goal, as time permits.
  4. Allow time now or schedule another time for these students to record their extra **5 GOAL POINTS** for this week on their team's HIGH 5 Scoreboard.
- F. Ask the students who did not achieve their goal why they think they did not achieve it.
1. Call on the other students to try to help figure out ways these students can achieve their goal this week. Discuss, as time permits.
  2. Encourage students who did not achieve their goal to keep trying until they do.
  3. Collect the worksheets from all the students who did not achieve their goal, and explain that they will be returned next week.
  4. Remind them that if they achieve their goal they will get to add **5 extra points** next week on their team's HIGH 5 Scoreboard.

## Activity 2: HIGH 5 Flyers Comic

- A. Tell the class that they will now discover more about the HIGH 5 Flyers and their fourth grade teams.
- B. Distribute one **HIGH 5 FLYERS COMIC 6** to each student, read the comic aloud as the students follow along, or ask students to read the different parts.
- C. Discuss the comic with students, as time permits.

### ASK:

If there were some fruits or vegetables that you wanted at home what would you do to try to get them?

## Activity 3: Making a Play

- A. Announce to students that they will now get the chance to practice asking for more fruits and vegetables by being in a role play with one of their teammates.

### EXPLAIN:

- A role play is a kind of play where you make up your own lines and act out what you might do in a certain situation.
- By preparing for your role play, you and your teammates get the chance to think about how you might ask for more fruits and vegetables at home.
- By presenting your role play, you get the chance to actually practice asking for more fruits and vegetables in front of the class.

- B. Emphasize that they will work again in pairs within each team, and then give these directions.

### STATE:

- You and your partner should read the role play situation assigned to you.
- You will use this situation to help you create a role play about asking for more fruits and vegetables when you are away from school.
- You should read all of the role play directions.

**STATE:** (continued)

- You should quietly prepare and practice your role play so that you do not disturb the other groups.
- You will have the next 10 minutes to prepare for your role play, and then each pair will present their role play in front of the class.

- C. Tell the class to divide into their HIGH 5 teams, assign students into pairs (or let them choose their own partners), and distribute a different **MAKE A PLAY FOR MORE FRUITS OR VEGGIES** directions sheet to each team's set of partners.  
*(An extra student should be placed with a pair of students.)*
- D. Provide approximately 10 minutes for students to prepare their role play, and monitor pairs to be sure they understand this activity.
- E. Announce when it is time for the role play presentations.
1. Explain that one of the partners should briefly set the scene for each role play.
  2. Emphasize that they should remember to perform their role play so that everyone in the class can see and hear it.
  3. Stress that they should remember to be a polite audience and not talk while watching the role plays.
- F. **Optional:** Videotaping role plays can be very effective.
- G. Call on each set of partners to present their role play in front of the class.
1. Congratulate students at the end of each role play, and ask for applause from the class.
  2. Discuss the role plays, as time permits.
- H. Conclude by encouraging students to try to ask for more fruits and vegetables by using some of the ways that were presented today in their role plays.

## Session 6: Part B – Outline

Approximate Time	Activities	Audio/Visual	Student Materials
15	1. Taste Testing, if available	Food Service Box	
10	2. Home Highlights		Home Highlights #5
10	3. HIGH 5 Free Throws		Bean Bags & Basket Or optional activity HIGH 5 Scorecards
<b>35 – 40 Minutes</b>			

### Activity 1: Taste Testing



Food items/supplies needed for this activity should be arranged with Food Service prior to this session.

- A. Plan time for students to wash their hands just prior to this activity.
  
- B. Allow some time for students to record on their scorecard all of the fruits and vegetables they ate today at lunch – if this class is after lunch.  
*(If this class is before lunch, be sure to have them fill in their scorecard after lunch.)*
  
- C. Announce the snack they will be taste testing today. Suggestion: **Raw Jicama or Rutabaga and Pea Pods with Dip.**
  1. Emphasize that they should listen carefully as you review the procedure for this activity that was arranged with your school’s Food Service.
  2. State the procedure for this activity that is appropriate for your classroom.
  
- D. Give students time to get a sample of the item and eat it.

- E. Discuss students' reactions to today's snack, as time permits and encourage them to try it at home.

**Optional:**

Assign a team/s to create a brief "radio advertisement" encouraging all students in the school to try a fruit or vegetable item served at school lunch, and have them get permission to read the ad over the intercom system the morning of the day that it is served in the cafeteria.

- F. Explain the clean-up procedure appropriate for your classroom.

## **Activity 2: Home Highlights**

- A. Ask for a show of hands of all students who did the activity at home. Congratulate those students.
  
- B. Encourage those students who have not shared Home Highlights #4 (or any of the previous Highlights) with their parent/s to try to do so.
  - 1. Remind them if their parent/s cannot participate with them, another adult – such as a relative, neighbor, or other caregiver – may go over the information with them.
  
  - 2. Arrange a time to talk privately to students who are having problems finding an adult to participate with them.
  
- D. Distribute one **HIGH 5 HOME HIGHLIGHTS #5** to each student.
  - 1. Stress that they should take the Home Highlights home, put the new poster on the refrigerator, and share the other information with their parent/s.
  
  - 2. Encourage students to participate in the HIGH 5 Home Highlights program by explaining that it is a fun and enjoyable way for all of them and their families to try to eat more fruits and vegetables every day.

### Activity 3: HIGH 5 Free Throws

- A. Instruct students to add all the points on their scorecard and record that total in the box entitled MY TOTAL POINTS THIS WEEK.
- B. Tell the class to divide into their HIGH 5 teams and designate their team's **scorekeeper of the week** to figure out their team's WEEK 6 TEAM SCORE. Review directions for scorekeepers.

**STATE:**

- Collect all of your team's scorecards.
- List each player's TOTAL POINTS on a piece of paper.
- Add all the total points together to get your team's total points.
- Divide your team's total points by the number of players on your team to get your team's WEEKLY TEAM SCORE.

- C. Allow time for scorekeepers to determine their Team Score, and then tell them to go to their team's **HIGH 5 SCOREBOARD** and list the total points for each of their players and then write in their team's **WEEKLY TEAM SCORE**.
1. Ask each team's scorekeeper to announce their team's Week 6 Team Score.
  2. Determine this week's winning team/s.
  3. Tell the scorekeeper/s of the winning team/s to circle their winning score/s on their scoreboard/s.
- D. Remind students that the team/s with the highest score will have a chance to do the **HIGH 5 FREE THROWS**, where they earn bonus points for their team. All teams that tie for the highest Week 6 Team Score will have the opportunity to do the free throws.
- E. Set up the HIGH 5 basket and the bean bags or balls, and review the directions, as needed.

**STATE:**

- Each winning team should choose one player on their team to do the free throws.
- That player will get three free throws, and their team will get **1 bonus point for every bean bag or ball they get into the basket.**

- F. Instruct the winning team/s to choose a player to do the free throws, and explain that if their team has won the weekly competition more than once, they must choose a new player on their team to do the free throws.
1. Call on the selected player for the winning team to throw the bean bags or balls into the basket three times.
  2. Instruct that team's scorekeeper to record on their scoreboard any bonus points earned by their player.
  3. Repeat the procedure if there are any other winning teams.
- G. Distribute one new **HIGH 5 SCORECARD** to each student, and instruct them to write their name on their scorecard and then tape the scorecard to one corner of their desk.
- H. Tell students that next week they will have another opportunity to compete for a chance to earn more team bonus points in the HIGH 5 Free Throws game.
1. Explain that each week is the beginning of a new competition but even if their team does not earn the winning score each week, students still have the chance to earn points for themselves by eating fruits and vegetables at lunch at school.
  2. Remind them that every student who earns at least **85 points** by the end of the program will receive a reward.
  3. State that it is easy, fun, and delicious to earn points for eating fruits and vegetables at lunch.
- I. Conclude by encouraging those students who have not yet achieved their goal, to try to do so before the next HIGH 5 class, and remind them that if they achieve it they can add **5 extra points** to their scoreboard.

# Make a Play for More Fruits or Veggies

## Role Play 1



You are planning an after-school party with a friend and you want to serve fruits and veggies.

Partners: \_\_\_\_\_

\_\_\_\_\_

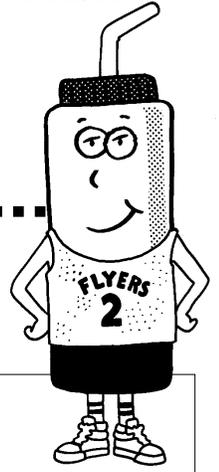
1. Practice asking for more fruits or vegetables away from school by doing a role play.
2. Plan your role play by using the assigned situation on this sheet.
3. Prepare and practice your role play quietly so that you don't disturb the other students.
4. Pick who will introduce your role play in front of the class.
5. Present your role play so that everyone in the class can see and hear it.



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\*  
**Good Luck!**  
\*  
\*

# Make a Play for More Fruits or Veggies

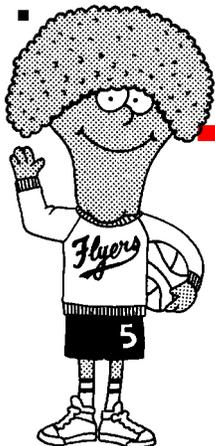
## Role Play 2



While walking home from school you start thinking about the big juicy apple you will eat when you get home; but when you get there, you find that there are no more apples in the refrigerator.

Partners: \_\_\_\_\_  
 \_\_\_\_\_

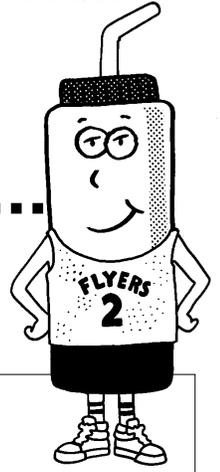
1. Practice asking for more fruits or vegetables away from school by creating a role play.
2. Plan your role play by using the assigned situation on this sheet.
3. Prepare and practice your role play quietly so that you don't disturb the other students.
4. Pick who will briefly introduce your role play in front of the class.
5. Present your role play so that everyone in the class can see and hear it.



\*  
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 \*  
**Good Luck!**  
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# Make a Play for More Fruits or Veggies

## Role Play 3



You would like to have a glass of orange juice for breakfast on weekends and during the summer, but there usually isn't any at home.

Partners: \_\_\_\_\_  
\_\_\_\_\_

1. Practice asking for more fruits or vegetables away from school by creating a role play.
2. Plan your role play by using the assigned situation on this sheet.
3. Prepare and practice your role play quietly so that you don't disturb the other students.
4. Pick who will briefly introduce your role play in front of the class.
5. Present your role play so that everyone in the class can see and hear it.



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\*  
**Good Luck!**  
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# Make a Play for More Fruits or Veggies

## Role Play 4

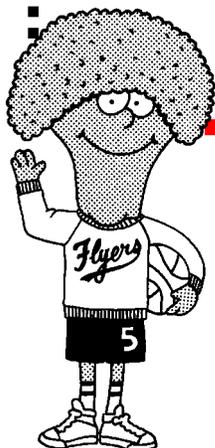


*You like to eat the corn in school lunch and you wish you could have it at home some time, but your parents don't ever serve it.*

Partners: \_\_\_\_\_

\_\_\_\_\_

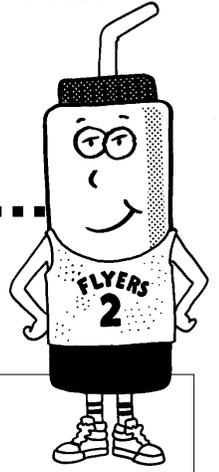
1. Practice asking for more fruits or vegetables away from school by creating a role play.
2. Plan your role play by using the assigned situation on this sheet.
3. Prepare and practice your role play quietly so that you don't disturb the other students.
4. Pick who will briefly introduce your role play in front of the class.
5. Present your role play so that everyone in the class can see and hear it.



\* \* \*  
**Good Luck!** \* \* \*  
 \* \* \*

# Make a Play for More Fruits or Veggies

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**Role Play 5**



*Your dad always says, "eat your broccoli," but you don't like it very much. You did eat it at school with cheese sauce and liked it that way. Maybe you could try it that way at home.*

Partners: \_\_\_\_\_  
 \_\_\_\_\_

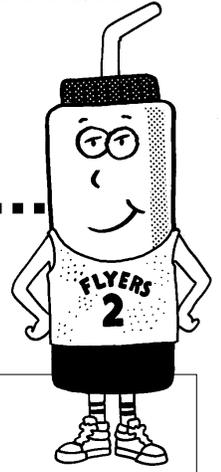
1. Practice asking for more fruits or vegetables away from school by creating a role play.
2. Plan your role play by using the assigned situation on this sheet.
3. Prepare and practice your role play quietly so that you don't disturb the other students.
4. Pick who will briefly introduce your role play in front of the class.
5. Present your role play so that everyone in the class can see and hear it.



\* \* \*  
**Good Luck!** \* \* \*  
 \* \* \*

# Make a Play for More Fruits or Veggies

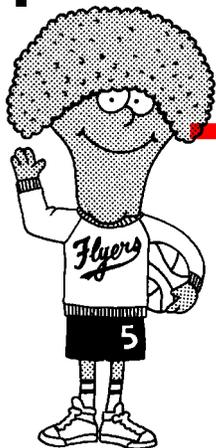
## Role Play 6



You are at the grocery store with one of your parents. You would like to eat more fruit for snacks, but your parents don't usually buy much fruit.

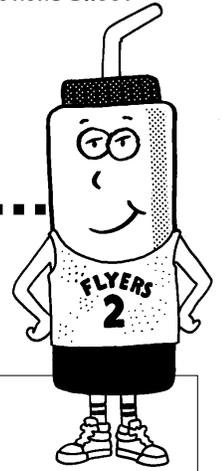
Partners: \_\_\_\_\_  
\_\_\_\_\_

1. Practice asking for more fruits or vegetables away from school by creating a role play.
2. Plan your role play by using the assigned situation on this sheet.
3. Prepare and practice your role play quietly so that you don't disturb the other students.
4. Pick who will briefly introduce your role play in front of the class.
5. Present your role play so that everyone in the class can see and hear it.



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**Good Luck!**  
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# Make a Play for More Fruits or Veggies



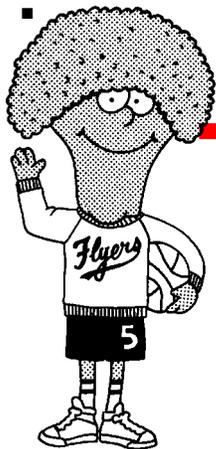
## Role Play 7

You were at a friend's home yesterday and had some canned pears for a snack. They tasted really good and you'd like to have some at your home, too.

Partners: \_\_\_\_\_

\_\_\_\_\_

1. Practice asking for more fruits or vegetables away from school by creating a role play.
2. Plan your role play by using the assigned situation on this sheet.
3. Prepare and practice your role play quietly so that you don't disturb the other students.
4. Pick who will briefly introduce your role play in front of the class.
5. Present your role play so that everyone in the class can see and hear it.



# Good Luck!



# Make a Play for More Fruits or Veggies

## Role Play 8



Your family is going out to eat at a fast food restaurant tonight. You think this time you will try a small salad with your dinner.

Partners: \_\_\_\_\_

\_\_\_\_\_

1. Practice asking for more fruits or vegetables away from school by creating a role play.
2. Plan your role play by using the assigned situation on this sheet.
3. Prepare and practice your role play quietly so that you don't disturb the other students.
4. Pick who will briefly introduce your role play in front of the class.
5. Present your role play so that everyone in the class can see and hear it.



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**Good Luck!**  
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## Session Seven



# And Now a Word from Our Sponsor

## Session 7: Part A – Outline

Approximate Time	Activities	Audio/Visual	Student Materials
5	1. Trainer's Goal Check		
5	2. HIGH 5 Flyers Comic		HIGH 5 Flyers Comic 7
25	3. 5-a-Day Fans	Poster Board/Markers (Opt.) VCR/Camera	Ad Project Directions School Lunch Menus
<b>35 – 40 Minutes</b>			

### Activity 1: Trainer's Goal Check

- A. Allow some time for students to record on their scorecard all of the fruits and vegetables they ate today at lunch – if this class is after lunch.  
*(If this class is before lunch, be sure to have them fill in their scorecard after lunch.)*
- B. Tell the class that their teams continue to do a great job and this is now the beginning of a new week of competition.
- C. **Optional:** Choose one team to give a team hurrah or cheer to start the new week.

- D. Return the **IT'S A HIGH 5 GOAL: TRAINING FOR 5-A-DAY** worksheet to those students who did not achieve their goal last week.
1. Explain that if they achieve their goal this week the players and trainers should fill in the goal check and both partners should sign it.
  2. State that if they did not achieve their goal, they should again help think of how their partner could achieve their goal as soon as possible.
- E. Ask the students who achieved their goal this week to stand.
1. Congratulate these students.
  2. **Optional:** Ask for a round of applause.
  3. Allow time now or schedule another time for these students to record their extra **5 GOAL POINTS** for this week on their team's HIGH 5 Scoreboard.
- F. Collect the worksheets from the students who are still trying to achieve their goal.
1. Encourage these students to keep trying until they do achieve their goal.
  2. Explain that when they do achieve it they should ask for their worksheet, so that they can fill in their goal check, sign it, and have their trainer sign it.
  3. Remind them that if they achieve their goal they will still get to add **5 extra points** next week on their team's HIGH 5 Scoreboard.

## **Activity 2: HIGH 5 Flyers Comic**

- A. Tell the class that they will now discover more about the HIGH 5 Flyers and their fourth grade teams.
- B. Distribute one **HIGH 5 FLYERS COMIC 7** to each student, read the comic aloud as the students follow along, or ask students to read the different parts.

C. Discuss the comic with students, as time permits.

**ASK:**

What kind of advertising do you think would help get kids to eat more fruits and vegetables every day?

### Activity 3: 5-a-Day Fans



This activity can be extended to include language arts, music, and art classes, as time permits.

A. Tell the class that since they have been playing on HIGH 5 teams for the past few weeks they are now getting to be experts on eating fruits and vegetables every day.

**ASK:**

- Why is it important to eat fruits and vegetables?
- Why is it fun to eat fruits and vegetables?

B. Announce that since they are “experts” they will now have a chance to prepare advertisements for fruit or vegetable items that will be served for school lunch during the next few days.

1. Emphasize that each of **their teams will come up with an ad for one of the fruit or vegetable items listed on the school lunch menu.**
2. Stress that the ads should promote how important, fun, and/or delicious it is to eat the fruit or vegetable item for school lunch.
3. Explain that each team is to create a poster or commercial encouraging all students in the school to eat the fruit or vegetable item for school lunch.

C. Tell the class to divide into their HIGH 5 teams, and distribute one **AND NOW A WORD ABOUT FRUITS & VEGGIES** directions sheet and the current **SCHOOL LUNCH MENU** to each team.

1. Instruct each team to choose someone to lead this activity and read aloud the information on the directions sheet.
  2. Provide poster supplies to assist teams with their project.
  3. Monitor each team to be sure they understand the directions.
  4. Schedule additional preparation classes prior to the presentations, as time permits.
- D. After the final preparation time, call on each team to present their ad project in front of the class.
1. Congratulate each team at the end of presentation, and ask for applause from the class.
  2. Discuss the ad projects, as time permits.
- E. **Optional:** Videotaping advertisements can be very effective. Students enjoy watching themselves present their ad projects and other classes would have the opportunity to view them.
- F. Display the ad posters throughout the school hallways and cafeteria, and schedule the “radio commercials” to be read over the school public address system the morning of the day that the fruit or vegetable items will be served for school lunch.

## Session 7: Part B – Outline

Approximate Time	Activities	Audio/Visual	Student Materials
15	1. Snack Preparation, if available	Food Service Box	Snack Recipe 1
10	2. Home Highlights		
10	3. HIGH 5 Free Throws		Bean Bags & Basket Or optional activity HIGH 5 Scorecards
<b>35 – 40 Minutes</b>			

### Activity 1: Snack Preparation



Food items/supplies needed for this activity should be arranged with Food Service prior to this session.

- A. Plan time for students to wash their hands just prior to this activity.
  
- B. Allow some time for students to record on their scorecard all of the fruits and vegetables they ate today at lunch – if this class is after lunch.  
*(If this class is before lunch, be sure to have them fill in their scorecard after lunch.)*
  
- C. Announce the snack they will prepare today. Suggestion: **Fruit Kabobs with Strawberry-Flavored Dip.**
  1. Emphasize that they should listen carefully as you explain the procedure for this snack preparation activity that was arranged with your school’s Food Service.
  
  2. State the procedure for this activity that is appropriate for your classroom.
  
- E. Give students time to prepare their own snack and eat it.
  1. Remind them to evaluate the snack after they finish eating it.

2. Discuss their reactions, as time permits.
  3. Encourage them to make this snack again at home, if they have the opportunity to do so.
- F. Explain the clean-up procedure appropriate for your classroom.

## **Activity 2: Home Highlights**

- A. Ask for a show of hands of all students who did the activity at home. Congratulate those students.
- B. Emphasize that those students who have not yet shared the Home Highlights 5 (or any of the previous Highlights) with their parent/s should do so.

## **Activity 3: HIGH 5 Free Throws**

- A. Instruct students to add all the points on their scorecard and record that total in the box entitled **MY TOTAL POINTS THIS WEEK**.
- B. Tell the class to divide into their HIGH 5 teams and designate their team's **scorekeeper of the week** to figure out their team's WEEK 7 TEAM SCORE. Review directions for scorekeepers.

### **STATE:**

- Collect all of your team's scorecards.
- List each player's TOTAL POINTS on a piece of paper.
- Add all the total points together to get your team's total points.
- Divide your team's total points by the number of players on your team to get your team's WEEKLY TEAM SCORE.

- C. Allow time for scorekeepers to determine their Team Score, and then tell them to go to their team's **HIGH 5 SCOREBOARD** and list the total points for each of their players and then write in their team's **WEEKLY TEAM SCORE**.

1. Ask each team's scorekeeper to announce their team's Week 7 Team Score.
  2. Determine this week's winning team/s.
  3. Tell the scorekeeper/s of the winning team/s to circle their winning score/s on their scoreboard/s.
- D. Remind students that the team/s with the highest score will have a chance to do the **HIGH 5 FREE THROWS**, where they earn bonus points for their team. All teams that tie for the highest Week 7 Team Score will have the opportunity to do the free throws.

- E. Set up the HIGH 5 basket and the bean bags or balls, and review the directions, as needed.

**STATE:**

- Each winning team should choose one player on their team to do the free throws.
- That player will get three free throws, and their team will get **1 bonus point for every bean bag or ball they get into the basket.**

- F. Instruct the winning team/s to choose a player to do the free throws, and explain that if their team has won the weekly competition more than once, they must choose a new player on their team to do the free throws.
1. Call on the selected player for the winning team to throw the bean bags or balls into the basket three times.
  2. Instruct that team's scorekeeper to record on their scoreboard any bonus points earned by their player.
  3. Repeat the procedure if there are any other winning teams.
- G. Distribute one new **HIGH 5 SCORECARD** to each student, and instruct them to write their name on their scorecard and then tape the scorecard to one corner of their desk. Option: If printed on back, turn over and use next week.
- H. Conclude by telling students that next week will be the last time they will compete for a chance to earn more team bonus points in the HIGH 5 Free Throws game.

1. Explain that even if their team does not earn the winning score during the last week, students still have the chance to earn points for themselves by eating fruits and vegetables at lunch at school.
2. Remind them that every student who earns at least **85 points** by the end of next week will receive a reward.
3. State that it is easy, fun, and delicious to earn points for eating fruits and vegetables at lunch.

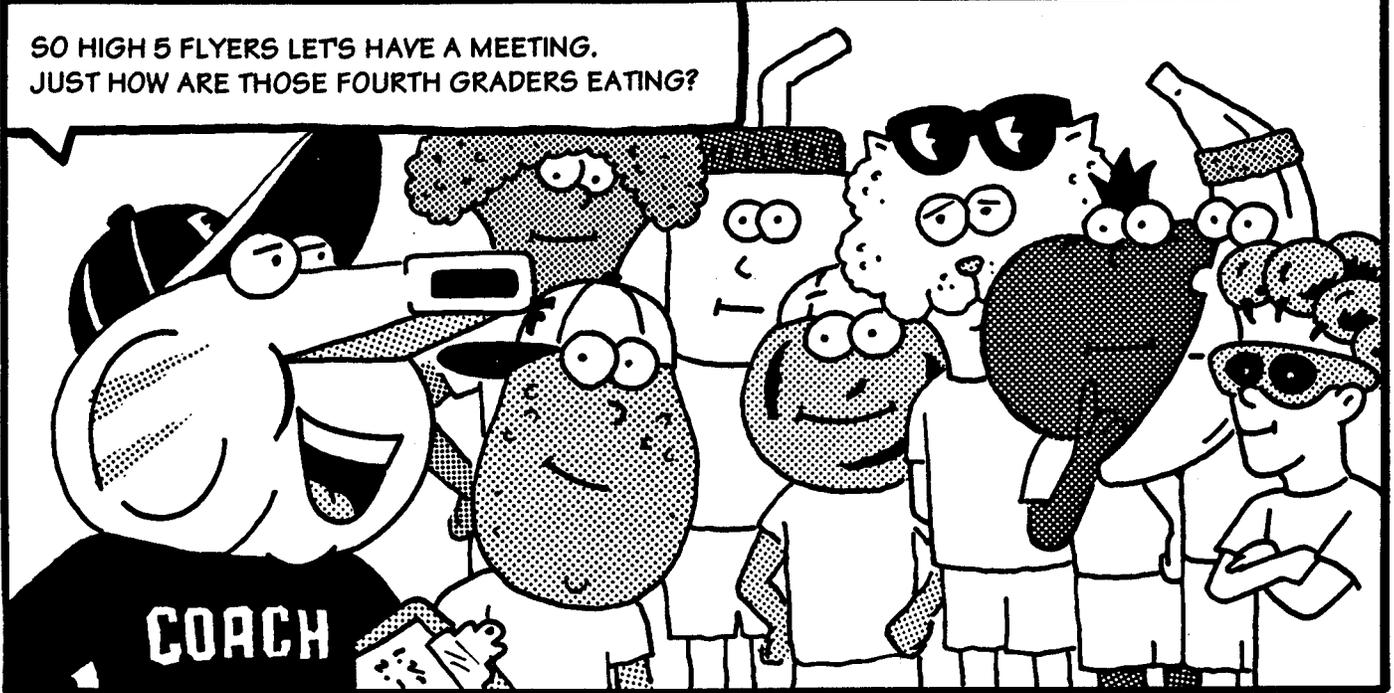
# HIGH 5

# Flyers

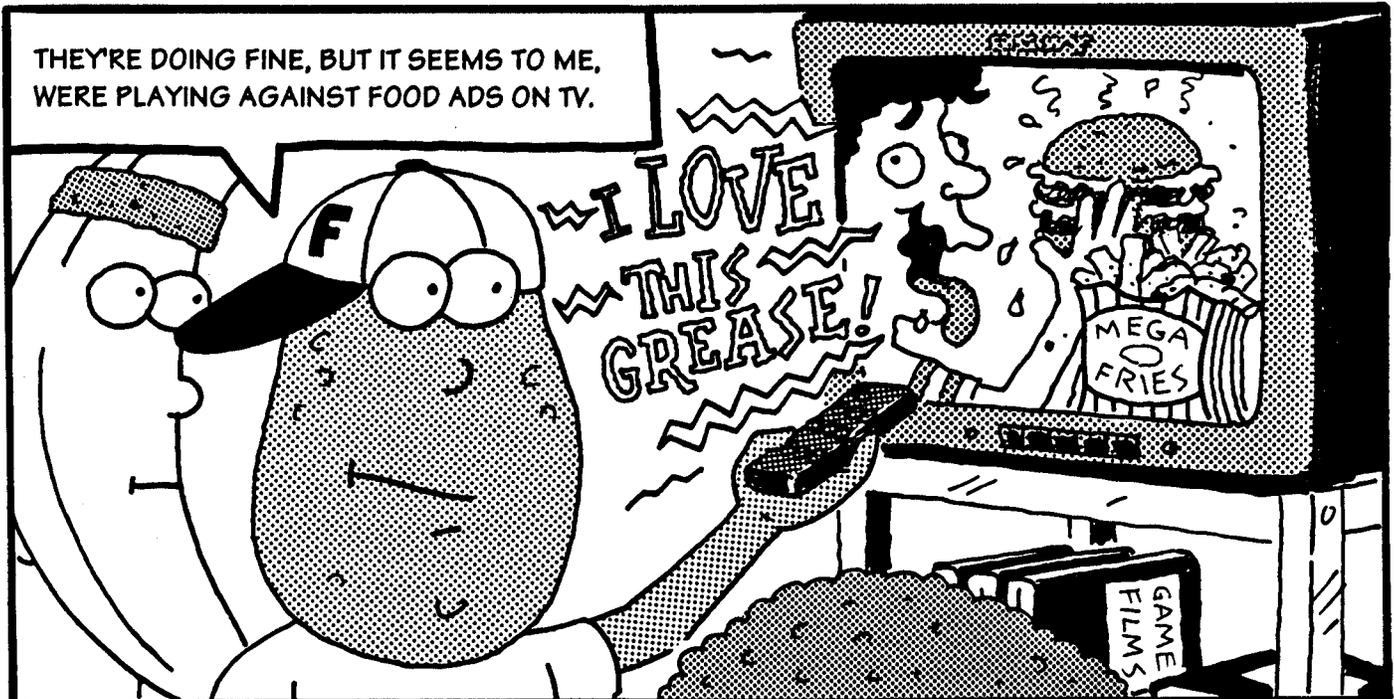
7

COACH GROW JACKSON WAS IN THE LOCKER ROOM WHEN THE HIGH 5 FLYERS CAME IN FOR PRACTICE. HE ASKED THE PLAYERS IF THEIR TEAMS OF FOURTH GRADERS WERE EATING MORE FRUITS AND VEGETABLES.

SO HIGH 5 FLYERS LET'S HAVE A MEETING. JUST HOW ARE THOSE FOURTH GRADERS EATING?



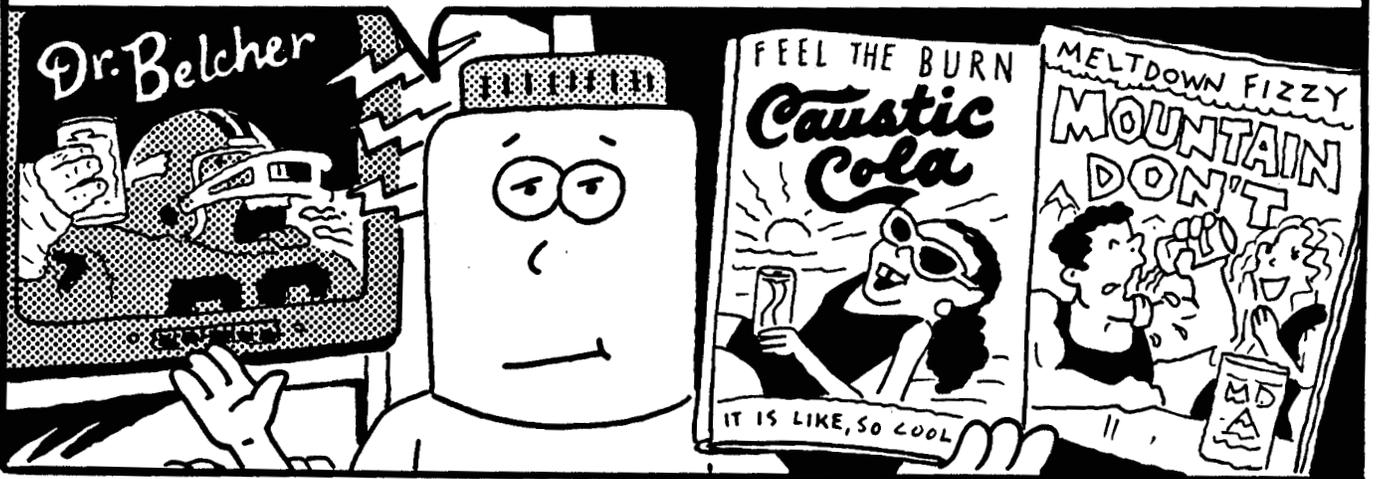
THEY'RE DOING FINE, BUT IT SEEMS TO ME, WERE PLAYING AGAINST FOOD ADS ON TV.



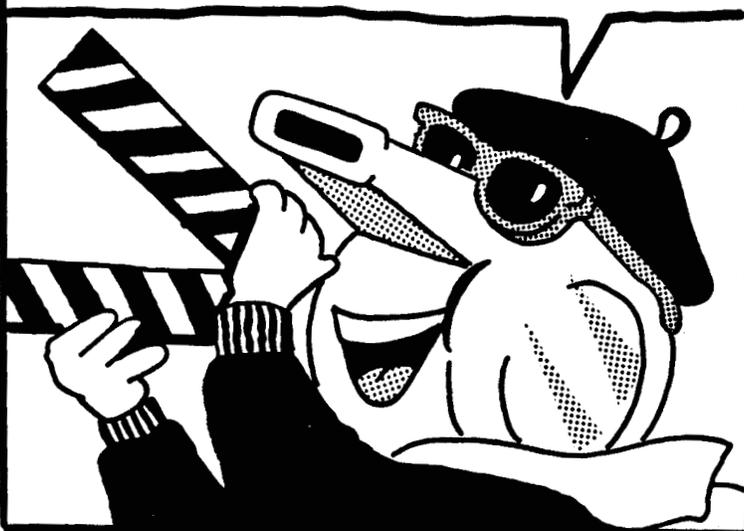
YOU KNOW ADS MAKE JUNK FOOD LOOK SO FINE,  
THEY USE LOTS OF FLASH AND A CATCHY LINE  
TO MAKE KIDS WHO ARE IN A SNACKING MOOD  
THINK THE ANSWER FOR THEM IS JUST JUNK FOOD.



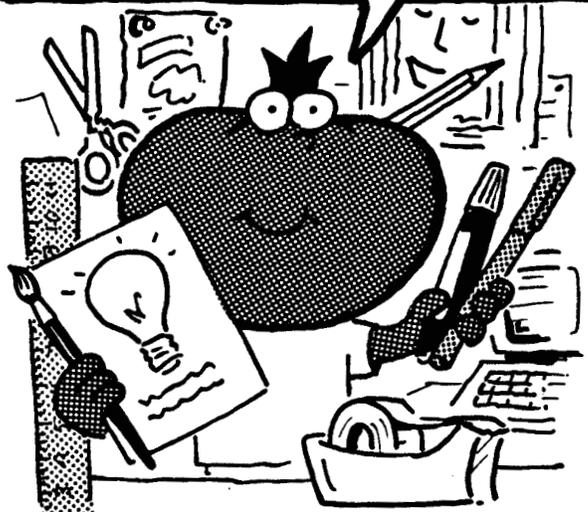
AND THE ADS FOR SODA POP MAKE THEM THINK - THAT IT'S THE ONLY COOL THING TO DRINK.



WELL, THEN I KNOW WHAT WE SHOULD DO  
LET'S MAKE AN AD FOR FRUITS AND VEGGIES, TOO!



THAT'S RIGHT, COACH, NOW YOU'RE COOL,  
THE KIDS CAN MAKE UP ADS AT SCHOOL!





# And Now a Word About Fruits & Veggies

## Ad Project



**Directions:** Create an ad or commercial for advertising one of the fruit or vegetable items listed on the school lunch menu.

Your ad or commercial must include how important, delicious, and/or fun it is to eat the fruit or vegetables in school lunch.

List some of the reasons you think that it is fun, important, and delicious to eat fruits and vegetables in school lunch.

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Check how your team will advertise the fruit or vegetable item you chose.

- Ad** displayed on a poster.
- Radio Ad** written down and then recorded on a cassette.
- Jingle, Song, or Rap** written on a poster.
- Other: \_\_\_\_\_

Include notes about your project here:

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Describe what each member of your team will do to help prepare and present your project.

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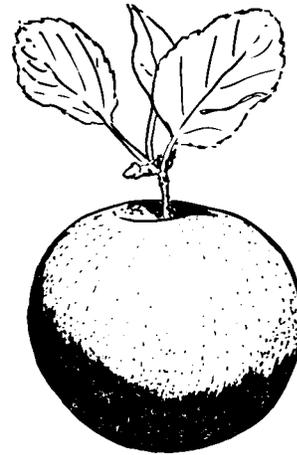
# Snack Preparation Recipe 1



## Apple Delight

### Ingredients:

- 3 apple slices
- 1 teaspoon peanut butter
- 1/4 cup crisp rice cereal
- Plate
- Napkin



### Directions:

1. Using your spoon, spread peanut butter on apple slices.
2. Roll the peanut butter apple slices in crisp rice cereal.
3. Enjoy!

Explain what you liked about this snack: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



Will you try to make this again at home?

Yes

No Why not? \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

## Session Eight



# Victory Celebration

## Session 8: Part A – Outline

Approximate Time	Activities	Audio/Visual	Student Materials
5	1. Review		
5	2. HIGH 5 Flyers Comic		HIGH 5 Flyers Comic 8
25	3. Planning a Victory Party		Party Directions
<b>35 – 40 Minutes</b>			

### Activity 1: Review

- A. Allow some time for students to record on their scorecard all of the fruits and vegetables they ate today at lunch – if this class is after lunch.  
*(If this class is before lunch, be sure to have them fill in their scorecard after lunch.)*
- B. Remind students that last week they talked about advertising and made their own ads for fruits and vegetables served in school.

#### ASK:

Has anyone noticed any ads for healthy foods since last week? What were they? Did they think they would get people to eat more healthy foods? Why?

- C. Tell the class that their teams are terrific and this is now the final week of competition.
- D. **Optional:** Choose one team to give a team hurrah or cheer to start this final week of the HIGH 5 program.

## Activity 2: HIGH 5 Flyers Comic

- A. Explain to the class that they will now discover more about the HIGH 5 Flyers and their fourth grade teams.
- B. Distribute one **HIGH 5 FLYERS COMIC 8** to each student, read the comic aloud as the students follow along, or ask students to read the different parts.
- C. Discuss the comic with students, as time permits.

### ASK:

- Have you ever been to a party where some kind of fruit or vegetable was served? If so, what was it?
- If you were giving a party, what kinds of fruits or vegetables would you serve?

## Activity 3: Planning a Victory Party



Though this activity is designed for HIGH 5 teams, it can be done in pairs or individually by providing more handouts.

- A. Tell the class that each of their teams deserves a victory celebration after working so hard to try to eat more fruits and vegetables.
1. Announce that each team will get a chance to plan a different kind of victory party.
  2. Explain that they must plan the food for the party and include at least one fruit and one vegetable on the menu. They can choose to have only fruits and vegetables or they can include other foods, but **their plan must include at least one fruit and one vegetable.**

- B. Tell the class to divide into their HIGH 5 teams, and distribute a different **PLANNING OUR HIGH 5 VICTORY PARTY** directions sheet to each team.
1. Instruct each team to choose someone on their team to lead this activity.
  2. Provide time for teams to work on this activity.
  3. Monitor each team to be sure that they are being **realistic** about the number of food items they are planning to serve at their party.
  4. Call on each team to report some of the foods they planned for their victory party.
- C. Congratulate students on the party foods they planned, and emphasize that fruits and vegetables are great foods to eat at parties with friends and family.
- D. Conclude by announcing to students that they will have their own victory celebration this week during their last HIGH 5 class. Give students the date of Session 8 – Part B.
1. Tell them that they will be preparing a little snack for their party.
  2. Explain that this will be the last day they will add up their scorecard to find out if they receive a reward for all the fruits and all the vegetables they have been eating at lunch.
  3. Emphasize that this will also be the last time their teams will add up their weekly scores to see who qualifies for the HIGH 5 Free Throws.
  4. State that this will be the class where they determine the HIGH 5 winning team.

## Session 8: Part B – Outline

Approximate Time	Activities	Audio/Visual	Student Materials
15	1. Snack Preparation, if available	Food Service Box	Snack Recipe 2
15	2. HIGH 5 Free Throws	Overhead Projector Transparency 4	Grand Tally Worksheets Bean Bags & Basket Or optional activity Student Rewards Team Awards
5	3. Program Summary		
<b>35 40 Minutes</b>			

### Activity 1: Snack Preparation



Food items/supplies needed for this activity should be arranged with Food Service prior to this session.

- A. Plan time for students to wash their hands just prior to this activity.
  
- B. Allow some time for students to record on their scorecard all of the fruits and vegetables they ate today at lunch – if this class is after lunch.  
*(If this class is before lunch, be sure to have them fill in their scorecard after lunch.)*
  
- C. Announce the snack they will prepare in celebration of their great participation in the HIGH 5 program. Suggestion: **Sparkling Soda & Baby Carrots with Dip.**
  1. Emphasize that they should listen carefully as you explain the procedure for this activity that was arranged with your school’s Food Service.
  2. Choose students and/or teams to assist in the preparation of the beverage and the dip according to the Recipe 2 handout.

D. Give students time to eat the snack.

1. Remind them to evaluate their snack.
2. Discuss their reactions, as time permits.
3. Encourage them to make this snack again at home, if they have the opportunity to do so.

E. Explain the clean-up procedure appropriate for your classroom.



Schedule a time to have your students write **thank you letters** to the food service staff, custodian, and any “room parents” who assisted with the taste testing or snack preparation activities during this program.

## Activity 2: HIGH 5 Free Throws

- A. Instruct students to add all the points on their scorecard and record that total in the box entitled **MY TOTAL POINTS THIS WEEK**.
- B. Tell the class to divide into their HIGH 5 teams and designate their team’s **scorekeeper of the week** to figure out their team’s WEEK 8 TEAM SCORE. Review directions for scorekeepers.

### STATE:

- Collect all of your team’s scorecards.
- List each player’s TOTAL POINTS on a piece of paper.
- Add all the total points together to get your team’s total points.
- Divide your team’s total points by the number of players on your team to get your team’s WEEKLY TEAM SCORE.

- C. Allow time for scorekeepers to determine their Team Score, and then tell them to take down their team’s **HIGH 5 SCOREBOARD** and list the total points for each of their players and write in their team’s **WEEKLY TEAM SCORE**.

1. Ask each team's scorekeeper to announce their team's Week 8 Team Score.
  2. Determine this week's winning team/s.
  3. Tell the scorekeeper/s of the winning team/s to circle their winning score/s on their scoreboard/s.
- D. Remind students that the team/s with the highest score will have a chance to do the **HIGH 5 FREE THROWS**, where they earn bonus points for their team. All teams that tie for the highest Week 8 Team Score will have the opportunity to do the free throws.
- E. Set up the free throws basket and the bean bags or balls, and review the directions, as needed.

**STATE:**

- Each winning team should choose one player on their team to do the free throws.
- That player will get three free throws, and their team will get **1 bonus point for every bean bag or ball they get into the basket.**

- F. Instruct the winning team/s to choose a player to do the free throws, and explain that if their team has won the weekly competition more than once, they must choose a new player on their team to do the free throws.
1. Call on the selected player for the winning team to throw the bean bags or balls into the basket three times.
  2. Instruct that team's scorekeeper to record on their scoreboard any bonus points earned by their player.
  3. Repeat the procedure if there are any other winning teams.
- G. Instruct students to get into their assigned HIGH 5 team and allow time for them to work together on their scoreboard to determine each student's total points for the program.

**STATE:**

Your total points are determined by adding up all the points each of you earned over the eight weeks of the program, including your goal points. Then, write your total points in the box entitled **PLAYER'S TOTAL POINTS**.

- H. Distribute one **GRAND TALLY** worksheet to each team and explain that they will now use this sheet and their scoreboard to determine their team's **GRAND TOTAL SCORE**.
- I. Project **TRANSPARENCY 4**, and explain how the students should work together to use the worksheet to help them determine their team's **GRAND TOTAL SCORE**.
1. Ask each team's **scorekeeper of the week** to fill in the worksheet as their team players work together to figure all of the totals, and then tell them to fill in their team's **GRAND TOTAL SCORE** on their scoreboard.
  2. Allow time for teams to complete their directions sheet.  
*(You may want to provide each student or pairs of students with a worksheet and use this activity as a math lesson.)*
- J. Ask all students who earned at least **85 PLAYER'S TOTAL POINTS** during the HIGH 5 program to stand.
1. Congratulate these students, and present each of them with their special HIGH 5 reward for eating lots of fruits and vegetables for lunch at school.
  2. Ask for a round of applause for these students.
- K. Ask each team's scorekeeper to announce their team's **GRAND TOTAL SCORE** for the program, and then determine the winning HIGH 5 team/s.
1. Ask the students on the winning team/s to stand.
  2. Congratulate these students, and present each of them with their special HIGH 5 award for being the winning team/s.
  3. Ask for applause for the winning team/s.

## Activity 3: Program Summary

A. Discuss these points about the HIGH 5 program, as time permits.

**EMPHASIZE:**

- Eating fruits and vegetables can help you grow strong and healthy and give you the energy to do the things you like to do.
- The HIGH 5 program, with its great HIGH 5 Flyers, included many interesting activities that helped you discover all the great things about eating five fruits and vegetables every day.
- Your school lunch provides many fruits and vegetables that taste good, are fun to eat, and are good for you.
- The **HIGH 5 HOME HIGHLIGHTS** program was a fun and enjoyable way for you and your family to try to eat more fruits and vegetables every day. And even though the home program is over, remind your family to continue eating fruits and vegetables every day.
- Continue to set goals to eat more fruits and vegetables until you are eating at least five fruits and vegetables every day.
- Ask for more fruits and vegetables by remembering some of the ways that were presented in the your role plays.
- Remember the ads you created that encouraged students to eat fruits and vegetables at school lunch, and try to continue to tell students and family members about the importance and fun of eating five fruits and vegetables every day.

B. Conclude by congratulating students on their participation in the HIGH 5 program, and ask for applause.

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**Notes**

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# HIGH 5

# Flyers

8

COACH GROW JACKSON AND THE HIGH 5 FLYERS WON THE FRUIT AND VEGGIE CHAMPIONSHIP! ALL OF THE PLAYERS ATE FIVE FRUITS AND VEGGIES EVERY DAY AND THEIR FOURTH GRADE TEAMS WERE WORKING HARD TO DO IT, TOO.

HIP HIP HOORAY, HIP HIP HOORAY!  
FIVE FRUITS AND VEGGIES EVERY DAY!  
HEY! HIGH 5 FLYERS YOU'VE DONE GREAT!  
AND NOW IT'S TIME TO CELEBRATE!



BEFORE WE PARTY, LET'S NOT FORGET  
ALL THE FOURTH GRADERS THAT WE MET!



THEY DID A GREAT JOB, I MUST SAY -  
THEY ATE FRUITS AND VEGGIES EVERY DAY.



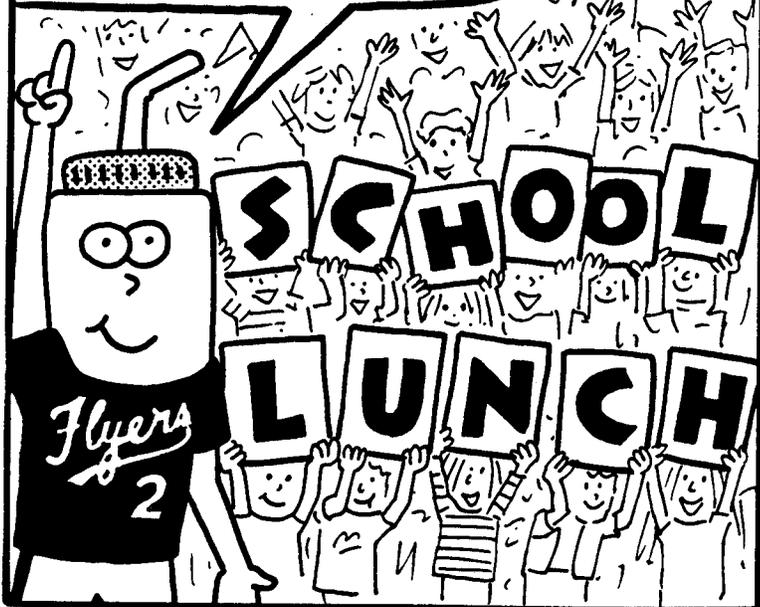
FOR A SNACK THAT'S EASY - AND SO QUICK  
THEY KNOW FRUITS AND VEGGIES DO THE TRICK.



THEY KNOW HOW TO HELP THEIR PARENTS SHOP.  
AND WHAT TO BUY AT THE PRODUCE STOP.



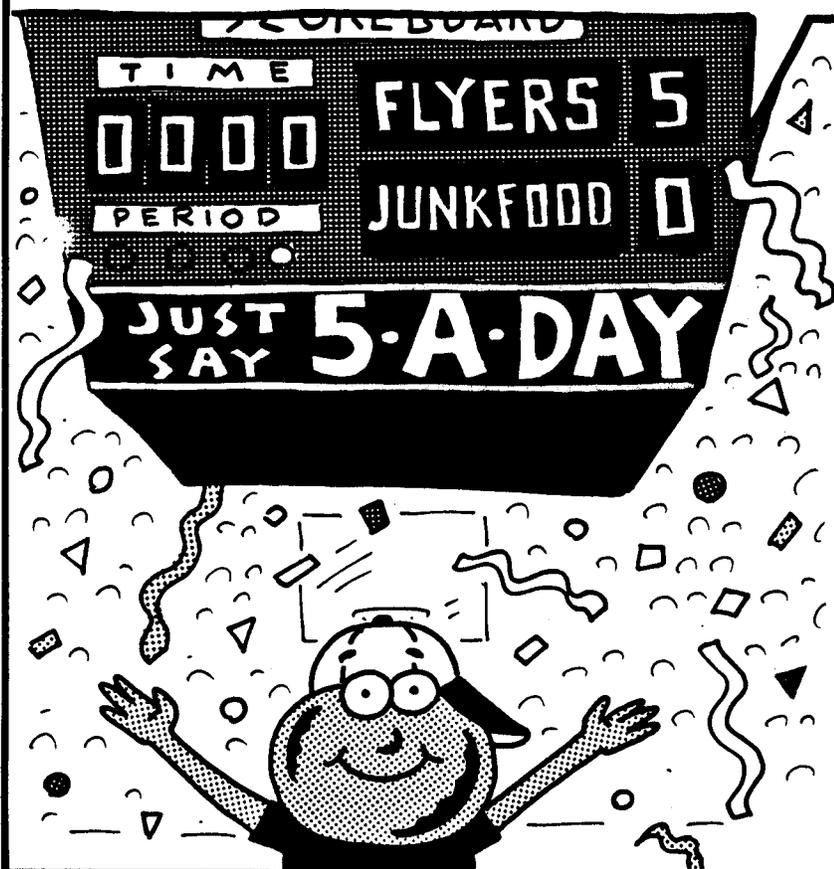
THEY LEARNED FRUITS AND VEGGIES ARE SO COOL, YOU CAN FIND THEM IN LUNCH AT YOUR SCHOOL.



THEY PUT FRUITS AND VEGGIES WITH OTHER FOODS TO FIT THEIR TASTES AND THEIR MOODS.



THEY MADE ADS ABOUT 5-A-DAY. LOTS OF KIDS HEARD WHAT THEY HAD TO SAY.



THEY MADE SOME SNACKS THAT THEY LIKED A LOT. THEY TASTED FOODS BOTH COLD AND HOT!

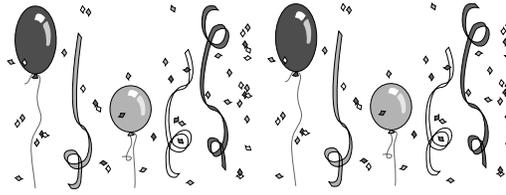


THOSE KIDS ARE FRUIT AND VEGGIE FINE.  
THEY CAN BE ON ANY TEAM OF MINE.  
LET'S HAVE A PARTY HERE TODAY!  
WITH FRUITS AND VEGGIES-THATS THE WAY!





# Planning Our <sup>HIGH</sup> 5 Victory Party



Pretend your team's party will be at:

(Your teacher will ✓ the party place assigned to your team.)

- Park
- School cafeteria
- Zoo
- Beach
- Classroom
- Mall
- Fast food restaurant
- Home of a student on your team

List all the food and beverages you would serve at your party.

You must serve at least: **one fruit or fruit recipe**  
*and*  
**one vegetable or vegetable recipe**



## Our 5 Victory Menu

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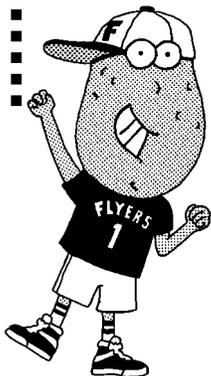
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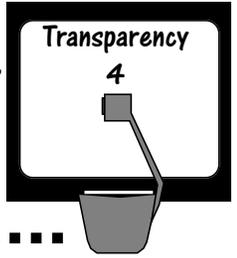
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# Grand Tally

Your team should use this worksheet and your scoreboard to find out your team's GRAND TOTAL SCORE.

- Write the name of each player and their total points on the line below.



	<i>Players</i>	<i>Total Points</i>
1.	<u>Angela</u>	<u>95</u>
2.	<u>Cory</u>	<u>98</u>
3.	<u>James</u>	<u>90</u>
4.	<u>Vanessa</u>	<u>87</u>

- Add together the total points of each player on your team. Write that number here. This number will be the subtotal.

**370**  
subtotal

- Divide the subtotal by the number of players on your team.

$$\boxed{370} \div 4 = \boxed{92-1/2}$$

subtotal
number of players
8 week team total

- Add all of the bonus points your team earned to the 8 week team total.

$$\boxed{92-1/2} + \textcircled{3} = \text{★} \frac{95-1/2}{\text{GRAND TOTAL SCORE}} \text{★}$$

8 week team total
bonus points

- Write the grand total score on your team's scoreboard.



# Grand Tally



Your team should use this worksheet and your scoreboard to find out your team's GRAND TOTAL SCORE.

- Write the name of each player and their total points on the line below.



	<i>Players</i>	<i>Total Points</i>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

- Add together the total points of each player on your team.

Write that number here.

This number will be the subtotal.



*subtotal*

- Divide the subtotal by the number of players on your team.

*subtotal*

÷

\_\_\_\_\_

*number of players*

=

*8 week team total*

- Add all of the bonus points your team earned to the 8 week team total.

*8 week team total*

+

*bonus points*

=



- Write the grand total score on your team's scoreboard.



# Snack Preparation Recipe 2



## Party Snack

### Beverage:

Mix equal amounts of fruit juice and mineral water or sparkling water.  
Serve on ice.

### Dip:

- 1 - .4 oz. envelope of Hidden Valley Ranch Dressing Mix
- 1 - 8 oz. low-fat plain yogurt or sour cream

Mix together and refrigerate.

Serve with raw veggies.

Explain what you liked about this snack: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Will you try to make this again at home?

Yes

No Why not? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



# Family Component

This section contains copies of the materials for each of the five HIGH 5 Home Highlights. Home Highlights start in Session 2B and continue weekly through Session 6B.

You may choose to staple or clip the materials together each week. Also encourage the students to share their individual copy of the High 5 Flyers comics each week with their family.

A copy of each of the eight snack recipes from this curriculum are included with the final Home Highlights in Session 6B. They are included only in the last Home Highlight so that students discuss them with their family *after* they have tried most of them. Even if you did not taste these particular recipes in your class, students may enjoy preparing and tasting these snacks at home.

Artwork is also provided which can be copied onto a large envelope or folder for sending the Highlights home, should you choose to do so. This page of artwork can be identified by the picture of a large house, the High 5 Flyers and a space for the name of the student and teacher at the bottom of the page.

**Continued on next page.**

### **Suggested Incentive**

The following incentives have been used successfully with the High 5 Program. If these or similar items are available through your school, parent organization or supporting businesses in your community, you may wish to include them.

<b>Session</b>	<b>Suggested Incentive</b>
1B	No home materials
2B	Refrigerator magnet *
3B	High 5 pencil* or Dole refrigerator kit scoreboard**
4B	5 a Day Bookmark*
5B	Pen
6B	Dole Kid's Cookbook** or other Kids Fruit and Vegetable Recipes
7B	No home materials
8B	T-shirt for students who earn 85 points in 8 weeks  Water bottle or beach safe for all students on Team with highest average score in 8 weeks

### **To Purchase Incentives**

\* ... Try Foods International, Inc. markets 5 a Day -related literature, stickers, pencils and other incentives. For ordering information call (800) 421-8871.

These materials are available for purchase from the Dole Food Company. Prices as of 12/96 are 26 cents per cookbook and 42 cents for each Refrigerator Kit. To order call Dole Food Company at (800) 766-7201.

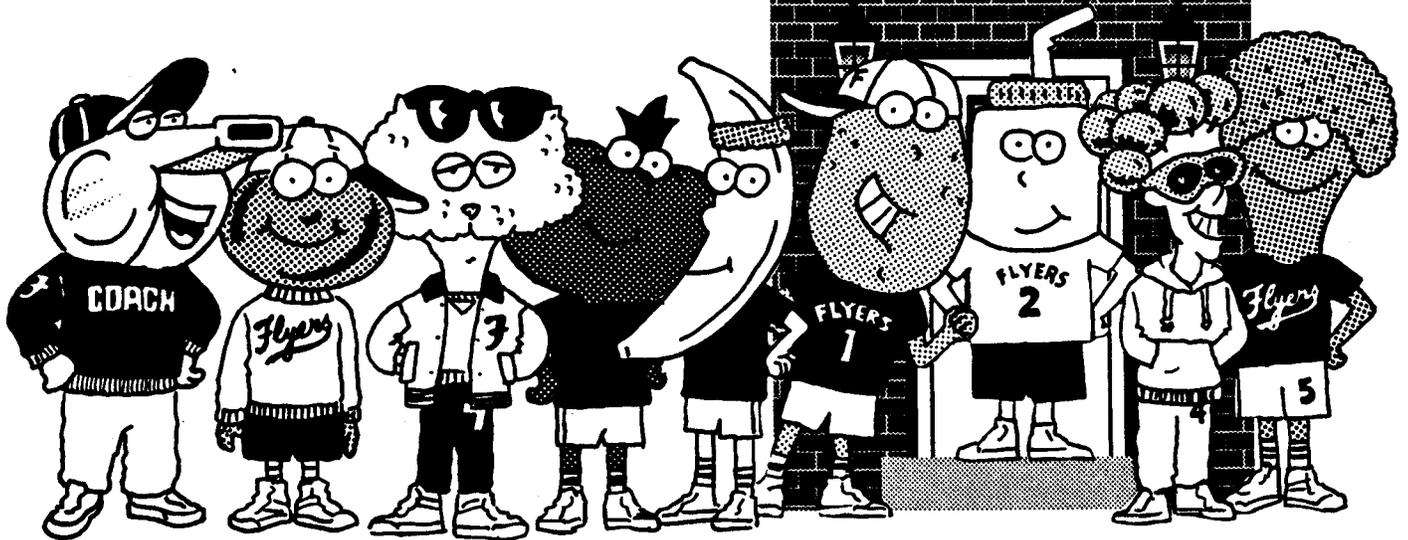
### **Additional Resources**

Remline Corporation markets 5 a Day -related apparel, pens and other incentives. For ordering information call (800) 555-6115.

The Cancer Information Service is the public's link to cancer information from the National Cancer Institute. For current resource literature and hand-outs, call 1-800-4-CANCER.

# HIGH 5

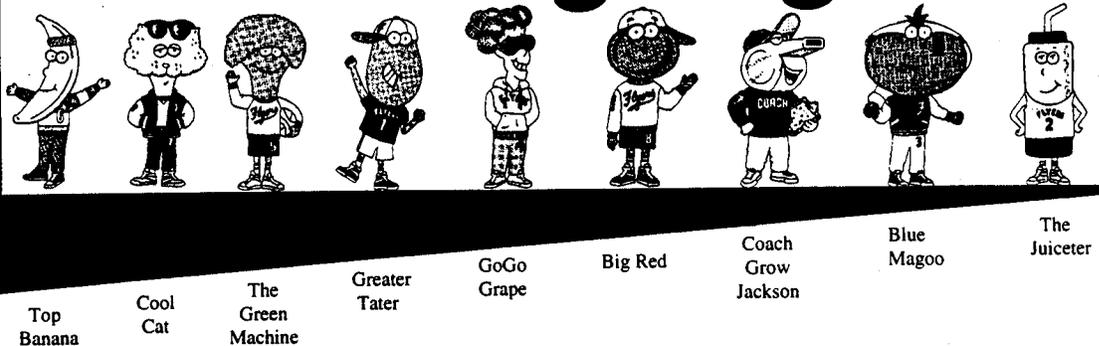
## Home Highlights



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



# Home Highlights



Top  
Banana

Cool  
Cat

The  
Green  
Machine

Greater  
Tater

GoGo  
Grape

Big Red

Coach  
Grow  
Jackson

Blue  
Magoo

The  
Juiceter

## Welcome to HIGH 5 Home Highlights!

**HIGH 5 Home Highlights** is special information that your 4th grader will bring home each week for the next five weeks. It is part of the **HIGH 5** program in which your child is participating in school. This program was developed through a grant from the National Cancer Institute. It encourages everyone to eat at least five fruits and vegetables every day.

Research has shown that eating a diet high in fruits and vegetables can reduce the risk of getting some kinds of cancer and other serious diseases.

Each week your 4th grader will bring home a **poster** to put up on your refrigerator. The poster is filled with hidden fruits and vegetables for your 4th grader to discover and will serve as a fun reminder for your family to try eating more fruits and vegetables this week. Use a magnet to hang the posters on your refrigerator each week.

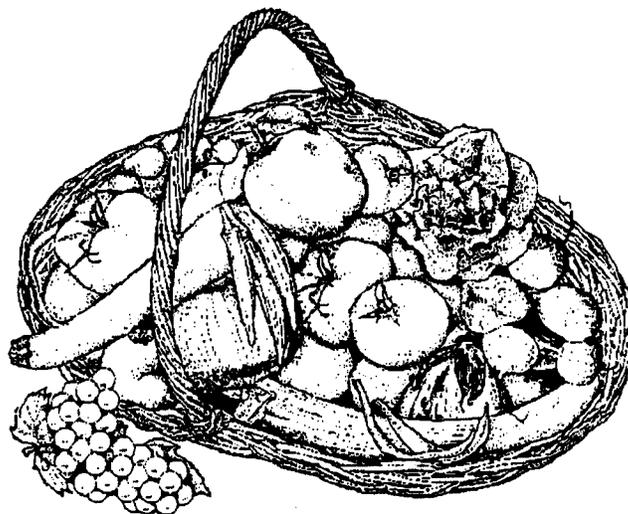
You'll also find a **newsletter** for parents with some tips and ideas to make eating more fruits and vegetables fun and easy for your whole family.

Your 4th grader may be preparing and taste-testing fruit and vegetable recipes in his/her classroom during the eight-week

**HIGH 5** program. If so, you'll find these and other **recipes** in Home Highlights #5.

Look for additional upcoming Home Highlights! We hope you will be part of the **HIGH 5** Home Highlights program. Parents, if you are unable to participate in this program, your child can share the information with another adult.

**We hope this program will become a  
HIGHLIGHT in your home!**





**If They  
Don't  
Like It,  
They Won't  
Eat It!**

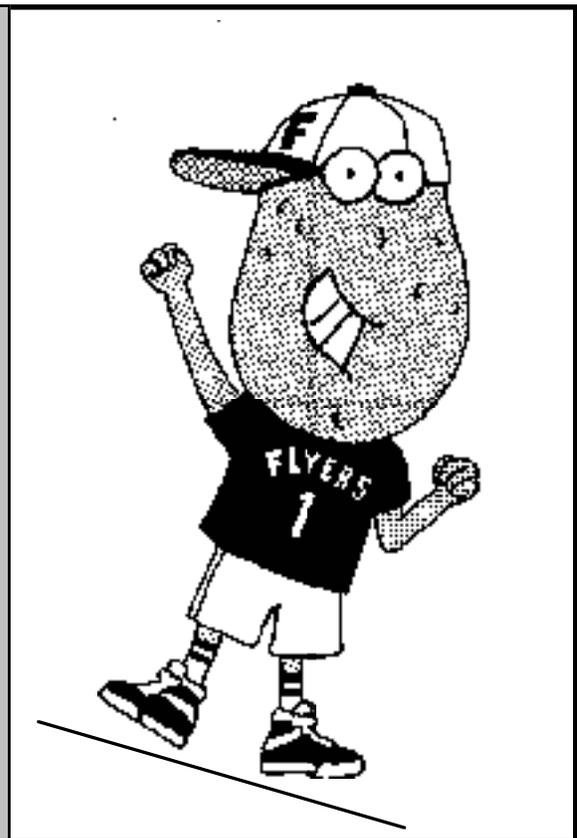
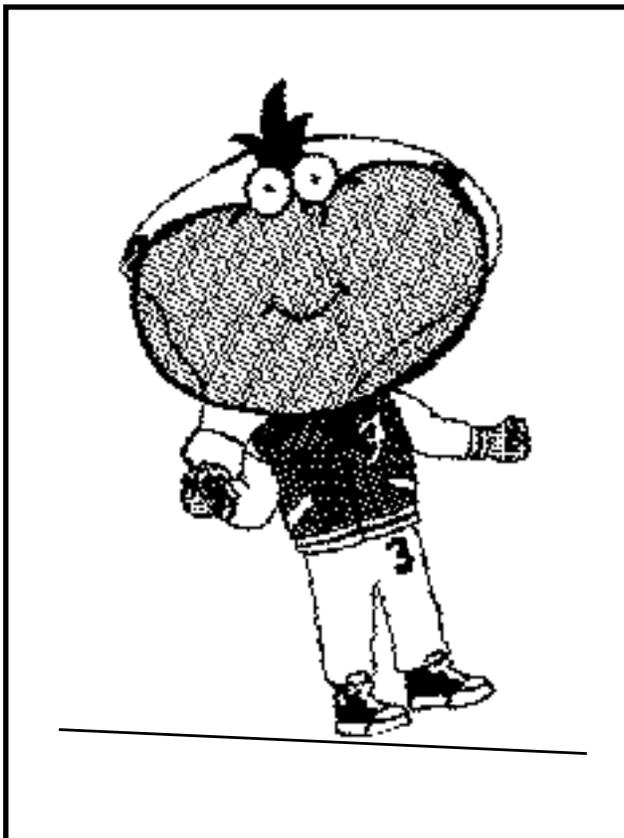
Parents often comment that they just can't get their kids to eat vegetables. Often kids -- and grownups -- have strong likes and dislikes when it comes to food. So be sure you know your family's favorites and try serving them more often. They may have tasted a fruit or vegetable in school or with a friend that they liked a lot and never mentioned it.

This week, ask the people in your family about their favorite fruits and vegetables or ways of serving them. Try a family favorite each week!

## **Make Every Dinner a 5-A-Day Winner!**

Start a new routine in your home. Make sure that you serve at least one vegetable with every evening meal. Frozen and canned vegetables are usually just as healthy for you as fresh ones, so it's easy to have some on hand for those days when there isn't much time for meal preparation.

**Hooray for  
High 5  
Home Highlights !**






**I can Dribble, I can Run,**
  

**I can Dunk and Slam!**
  
**I'm a Fruit and Veggie Lover,**  
**That's what I am!**




Can you find 5 hidden fruits and 5 hidden vegetables in this picture?  
 Circle them and eat one for **LUNCH** this week!

CORN • PEAS • BEANS • BROCCOLI • CARROTS • PINEAPPLE • STRAWBERRY • APPLE • PEAR • FRUIT COCKTAIL





# Home Highlights



#2

Top  
Banana

Cool  
Cat

The  
Green  
Machine

Greater  
Tater

GoGo  
Grape

Big Red

Coach  
Grow  
Jackson

Blue  
Magoo

The  
Juiceter

## Sneak of the Week

Some parents say that their kids won't eat anything that they even think is a fruit or vegetable. One trick is not to tell them. There are lots of great tasting ways to sneak fruits and vegetables into main dishes, side dishes, and even desserts. Mixing fruits and vegetables with other foods is a great way to get your 5-a-day! Here are some helpful hints:



Add vegetables to soups, pasta, casseroles, or stews.



Add chopped apples, pears, blueberries, or raisins to muffins.



Mix dried fruits such as apples, raisins, bananas, or apricots into pancake batter.



Mix finely chopped or mashed, cooked vegetables into meatloaf or meatballs.



Add finely chopped vegetables (carrots, zucchini, celery, parsnips) to spaghetti sauce or lasagna.



Top ice cream or frozen yogurt with bananas, strawberries, or other fresh or frozen fruit.



Add chopped fruit, mandarin oranges, or celery to tuna or chicken salad.

## Real Meals Have Fruit

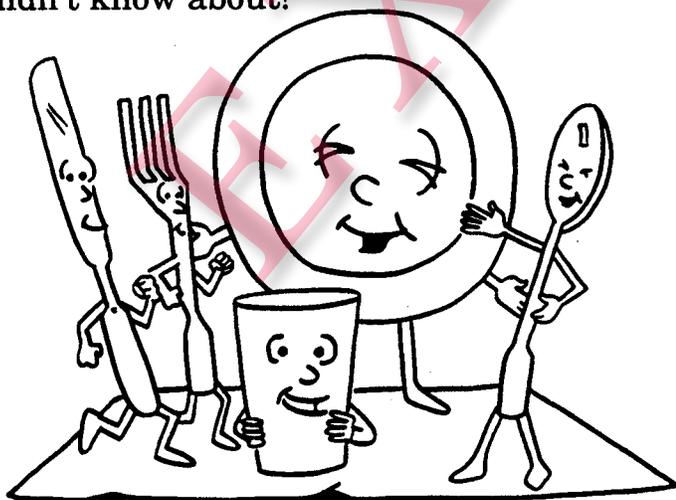


Get into the routine of serving fruit or fruit juice at every meal. Fresh fruit tastes great; but if you don't have it on hand, remember that fruit juice and sauces, such as applesauce, are terrific ways to get more fruit into your day. Canned fruit in its own juice is a favorite among kids, especially peaches, pears, and fruit cocktail.

By including fruit in every meal, you'll get your family in the habit of eating more fruit every day. They won't think a meal is complete without it!

## Mention the Menu

Every month your child's school food service puts out a menu. Take a few minutes to look at the menu with your child. Talk about their favorite fruits and vegetables and when they are being served. You might find some new favorites that you didn't know about!



## Glad You Asked That!

Your 4th grader has been working hard learning how to eat more fruits and vegetables in the *HIGH 5* program. Don't forget to ask him/her about it. They may be taste-testing a new fruit or vegetable item in class and be preparing some easy kid-tested snacks that you can prepare at home too.



As part of the *HIGH 5* program, your 4th grader is on a *HIGH 5* Flyer team. Each team member is trying to earn points for their team by eating fruits and vegetables at lunch. There are lots of opportunities to eat fruits and vegetables in the school lunch; however, if your child brings their lunch, you can help them to earn points for their team by including fruits and vegetables in their lunch.

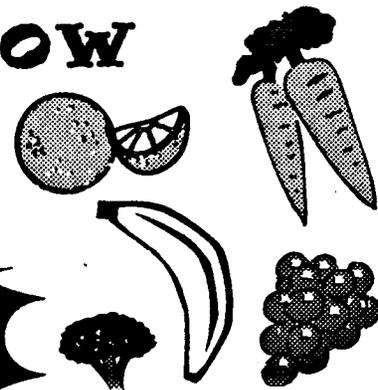
Ask your 4th grader if they are tasting fruits and vegetables in class and how their team is doing this week!



# In the Cold and in the Snow Fruits and Veggies are the Way to Go!

Can you find 5 hidden fruits and 5 hidden vegetables in this picture?  
Circle them and eat one for a **SNACK** this week!

APPLE • BANANA • PEAR • ORANGE • GRAPES • CARROTS • CELERY • BROCCOLI • CAULIFLOWER • BELL PEPPER





Top  
Banana

Cool  
Cat

The  
Green  
Machine

Greater  
Tater

GoGo  
Grape

Big Red

Coach  
Grow  
Jackson

Blue  
Magoo

The  
Juiceter

## Nice and Easy Does It !



Eating five fruits and vegetables every day doesn't have to be hard or time consuming. It can be as easy as taking an apple along to school or work or adding some carrot sticks to your lunch box. Many canned fruits are now available in small lunch pack-sized servings. These make great snacks and desserts.

A fruit snack is a great substitute for a candy bar snack which is high in fat and sugar. It's better for your wallet, too! Pound for pound, fruit is a lot less expensive than candy. For example, a two-ounce Snickers candy bar costs 50 cents each or \$4 per pound! Bananas only cost about 49 cents per pound. Potato chips cost \$2.09 for a one-pound bag while a ten pound bag of potatoes costs only \$1.99. It only takes two or three potatoes to make a whole bag of chips!

## Here are some more tips to make eating fruits and vegetables nice and easy!



Save cooking time and serve raw vegetables with meals. Carrot sticks, broccoli, and peppers taste great with dip!



Wash and cut fresh vegetables, such as carrots, celery, jicama, and broccoli. Wrap them in plastic and they'll stay fresh for days in the refrigerator!



Keep frozen fruit on hand to use as toppings for yogurt, frozen yogurt, or ice cream, cereal, pancakes, and waffles.



Freeze pitted Bing cherries, grapes, and bananas and eat them for a cool treat.



Keep bags of frozen vegetables in your freezer. They'll last for months and you'll always have some on hand. Stock up on supermarket specials and coupon items!



Take along a small bag of dried fruit for a snack or have it available as an after-school snack.



Use a vegetable steamer or microwave to cook vegetables quickly.

## **Something Cold, Something New**

When is the last time you really took a look at the produce department in your local grocery store? There are lots of new pre-packaged and cut vegetables to make serving them as easy as opening a bag or container. Unusual or exotic fruits and vegetables are becoming more common all the time. After all, it wasn't that long ago that no one in this country had even heard of kiwi fruits.

Take your 4th grader along with you to the store and let him/her pick out a fruit or vegetable that looks fun to eat. Try it at

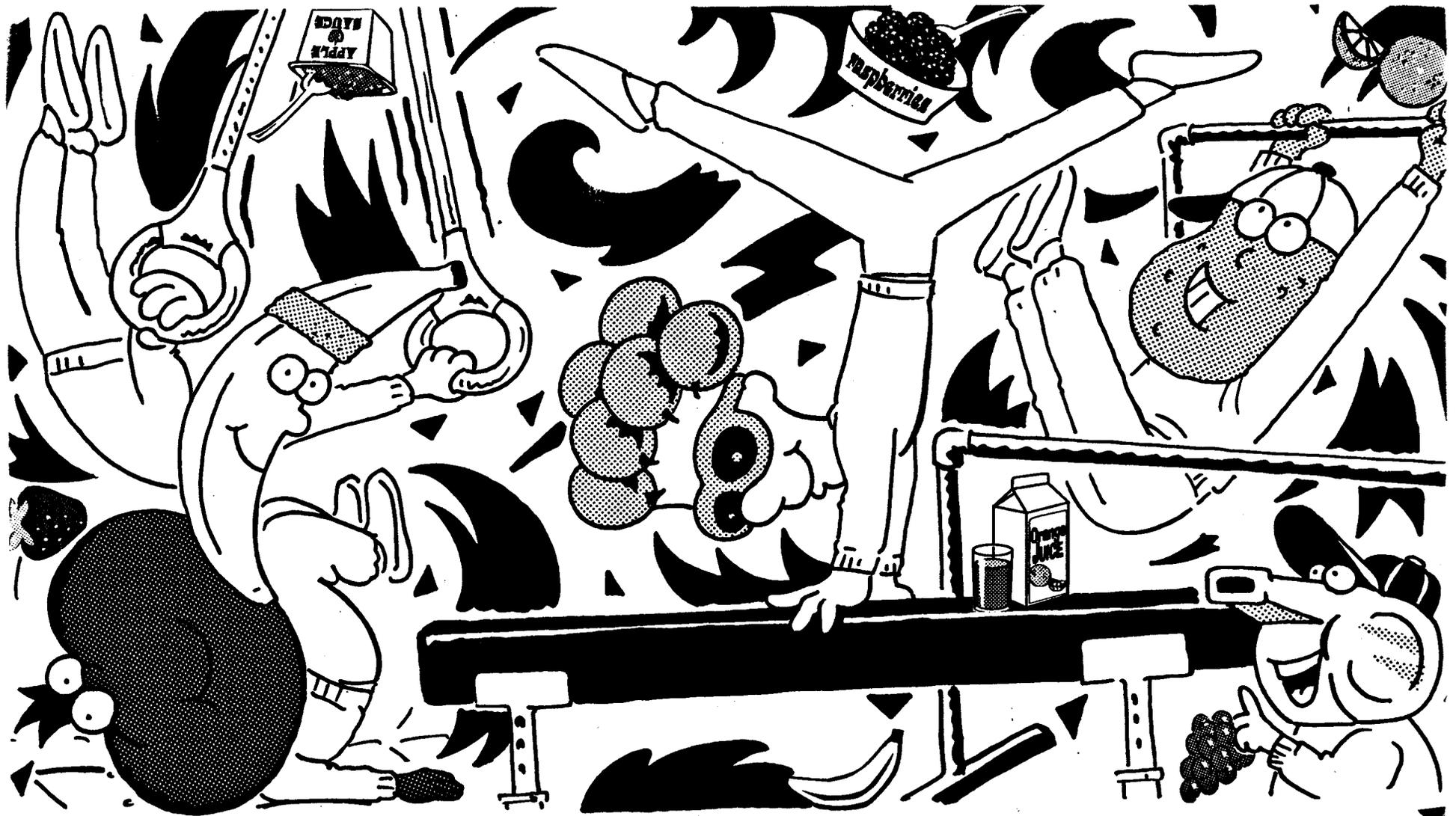


home! If you don't know how to serve it, ask someone in the produce department at the store.

## **The Wave of the Future**

Microwaving fruits and vegetables is an easy and quick way to prepare them. The National Cancer Institute has provided five tips for microwaving produce successfully:

1. For even cooking, cut into same-size pieces.
2. Stir, rearrange foods, or rotate a half turn, halfway through cooking.
3. Loosely cover foods so that steam can escape (use wax paper, plastic wrap).
4. Use a fork to pierce whole, unpeeled vegetables or fruits (like potatoes, yams, or apples) to keep them from bursting while cooking.
5. Let fruits and vegetables stand 3 - 5 minutes after microwaving to allow them to finish cooking.



**Whether You're Tumbling  
or Up on a Bar  
Fruits and Veggies  
will make You a Star!**

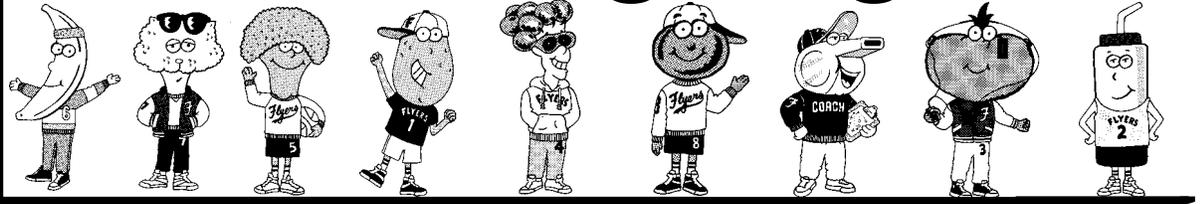


Can you find 5 hidden fruits  
and 5 hidden vegetables in  
this picture? Circle them  
and eat one for  
**BREAKFAST** this week!

BANANA • ORANGE JUICE • STRAWBERRY  
GRAPES • RASPBERRIES • APPLESAUCE • ORANGE



# Home Highlights



#4

Top  
Banana

Cool  
Cat

The  
Green  
Machine

Greater  
Tater

GoGo  
Grape

Big Red

Coach  
Grow  
Jackson

Blue  
Magoo

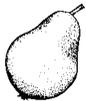
The  
Juiceter

## The Real Appeal

You probably try to get your children to eat more fruits and vegetables because you know they're an important part of a healthy diet. However, when we ask kids why they eat certain foods, they usually say "because they taste good" or "they're crunchy or fun to eat." It's often not enough to just serve fruits and vegetables to kids. It's also important to make these foods appealing to them. Don't worry, this

doesn't mean you have to make creative designs out of tomatoes and cucumbers -- it can be as simple as cutting an apple into slices, which are easier to eat, or sectioning an orange.

Making fruits and vegetables "kid friendly" is often the key to getting your child to eat more fruits and vegetables. Here are some tips to help you:



Cut up fruits such as pears, apples, peaches, or nectarines. Kids find eating slices more fun and easier to handle than whole pieces of fruit.



Serve crunchy foods such as carrots and celery with dips or peanut butter. Kids enjoy the crunch and the dipping!



Add cheese sauces to cooked vegetables such as broccoli or cauliflower.



Cut vegetables in different shapes, such as crinkle cut potatoes or carrots.



Cut raw vegetables in small pieces, slices, or sticks that are easy for kids to handle.



Mix juice concentrate with sparkling water for a juice spritzer.

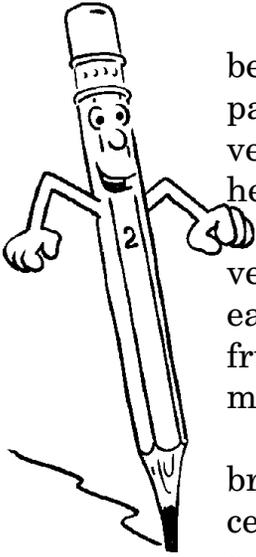


Use fruit toppings on cakes, ice cream, and frozen yogurt.



Make toothpick fruit kabobs using fresh or canned fruit and cubes of low-fat cheese.

## Who Knows Where or When?



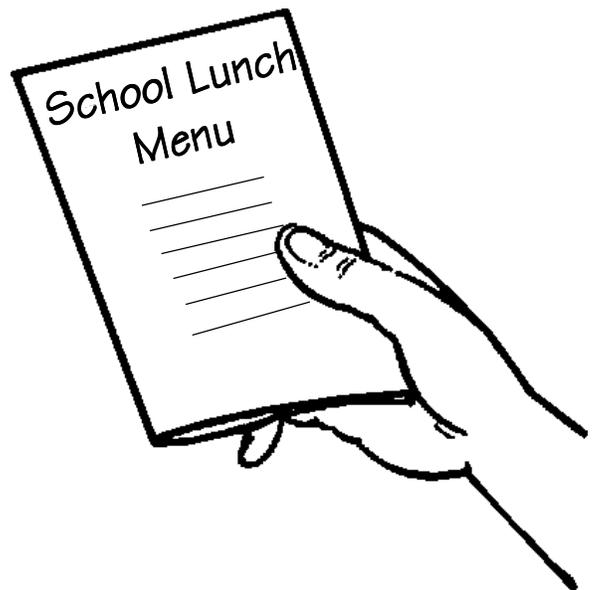
This week in school, as part of the *HIGH 5* program, your 4th grader will be setting a goal to eat more fruits and vegetables. He/she will do this with a partner and together they will look at when they usually eat fruits and vegetables and when they could eat more of them. Help your child reach the goal he/she set.

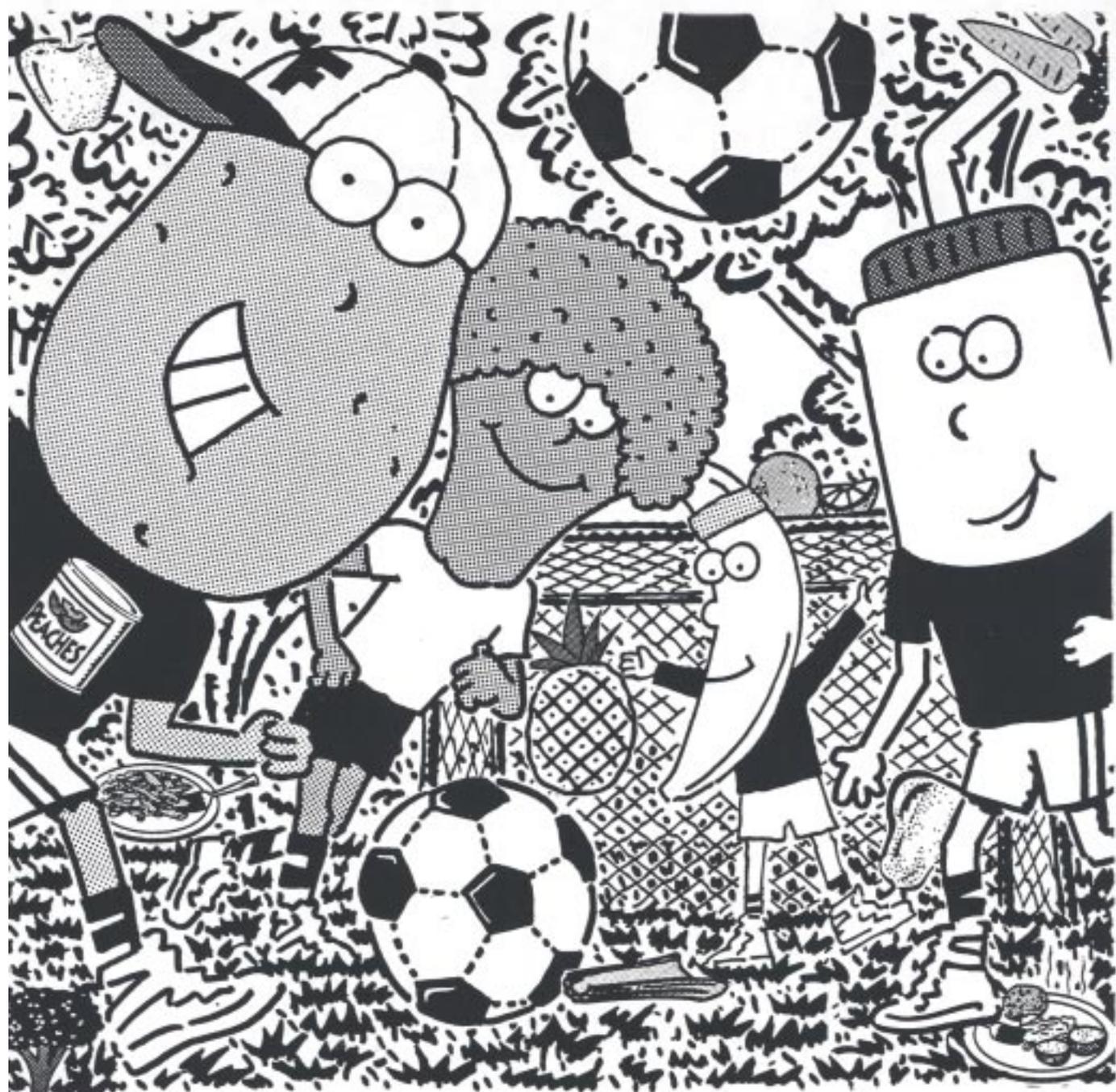
One way to help your child achieve his/her goal of eating more fruits and vegetables is to set a goal for yourself. You can work together to help each other eat healthier. Think about your own eating habits. When do you usually eat fruits and vegetables? When could you eat one more serving of vegetables or one more piece of fruit?

Most people find it easy to eat one or one and one-half servings of fruit at breakfast by drinking fruit juice and having some fresh fruit with yogurt or cereal. Eating one fruit and one vegetable with lunch, such as carrot sticks and a pear or a small salad and some applesauce, gets your total up to at least three servings. Fresh fruit or raw veggies and dip make great snacks! Be sure to eat a vegetable and a fruit with your evening meal and it all adds up to ***5-a-day!***

## The Menu Makes It!

Don't forget to take a look at the school lunch menu with your 4th grader. He/she may be able to add more fruits and vegetables to each day just by eating more of what is being served in school lunch and school breakfast. Be sure to ask how his/her *HIGH 5* team is doing at school. This might be a good opportunity to help your 4th grader earn more team points by encouraging him/her to eat more fruits and vegetables.





**If You Like to Run and  
You Like to Kick  
Make Fruits and Veggies  
Your First Pick!**

Can you find 5 hidden fruits and 5 hidden vegetables in this picture?  
Circle them and eat them ANYTIME this week!

PEAR • ORANGE • APPLE • CANNED PEACHES • PINEAPPLE • CELERY • BROCCOLI • POTATO • CARROT • BEANS





# Home Highlights



#5

Top  
Banana

Cool  
Cat

The  
Green  
Machine

Greater  
Tater

GoGo  
Grape

Big Red

Coach  
Grow  
Jackson

Blue  
Magoo

The  
Juiceter

## There's No Place Like Home

Both parents and children tell us that they would eat more fruits and vegetables if they just had more of them around. Parents often complain that fresh fruits and vegetables are expensive and go to waste if they don't get eaten right away. It's important to remember that there are many ways to eat fruits and vegetables and that canned and frozen fruits

and vegetables usually provide the same benefits as fresh ones.

Another way to make fruits and vegetables more accessible is to keep them ready-to-eat in your refrigerator. Here are some more tips to help you make fruits and vegetables easily available in your home:



Buy enough fruits and vegetables to put one or two pieces in school and work lunches every day.



Wash fruit like apples, pears, peaches, and grapes when you get home from the store. Then they'll be ready to eat whenever you want them.



Clean and cut salad ingredients ahead of time so that you only have to toss them together when you're preparing a meal.



Keep crunchy veggies, such as carrots and celery sticks, washed and cut in plastic containers, or plastic wrap in the refrigerator so they're ready when you want a quick snack.



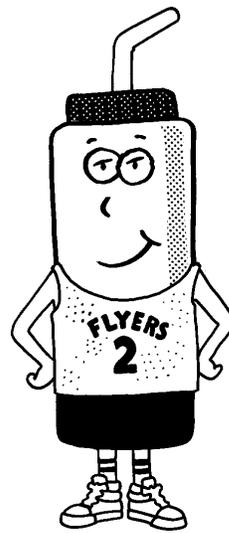
Buy snack-size or single-serving size cans or packages of fruit or dried fruit for snacks.



Stock up on frozen fruits and vegetables so you'll always have some on hand.

## You Asked For It!

This week in school, your 4th grader will be role playing how to ask for more fruits and vegetables at home or when going out to eat. You can help them by listening to their requests and encouraging them to be a part of choosing fruits and vegetables for your family. Students will be encouraged to ask parents and friends in a realistic and polite manner.



## Turn on the Juice

An easy way to put more fruits and vegetables into your diet is to drink more juice. Vending machines for fruit juice are often found right next to those for pop and candy. Juice boxes and cans are available in grocery stores and convenience stores. It's easy to keep a juice box or can in your car or bring them along on outings for the kids. You can also freeze fruit juices in ice cube trays for the kids. Juices make terrific thirst quenchers for the whole family!

## If At First You Don't Succeed . . .

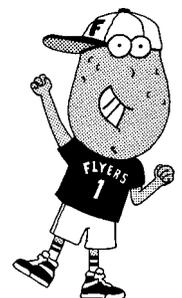
So now that you've tried new recipes and tips to get your 4th grader to eat more fruits and vegetables, what if they don't? If they still say "yuck" to every fruit or vegetable, don't despair, but do keep offering them. Ellyn Satter, the noted author and dietician, writes about the "feeding relationship" between parent and child. According to Satter, it is the parent's responsibility to choose

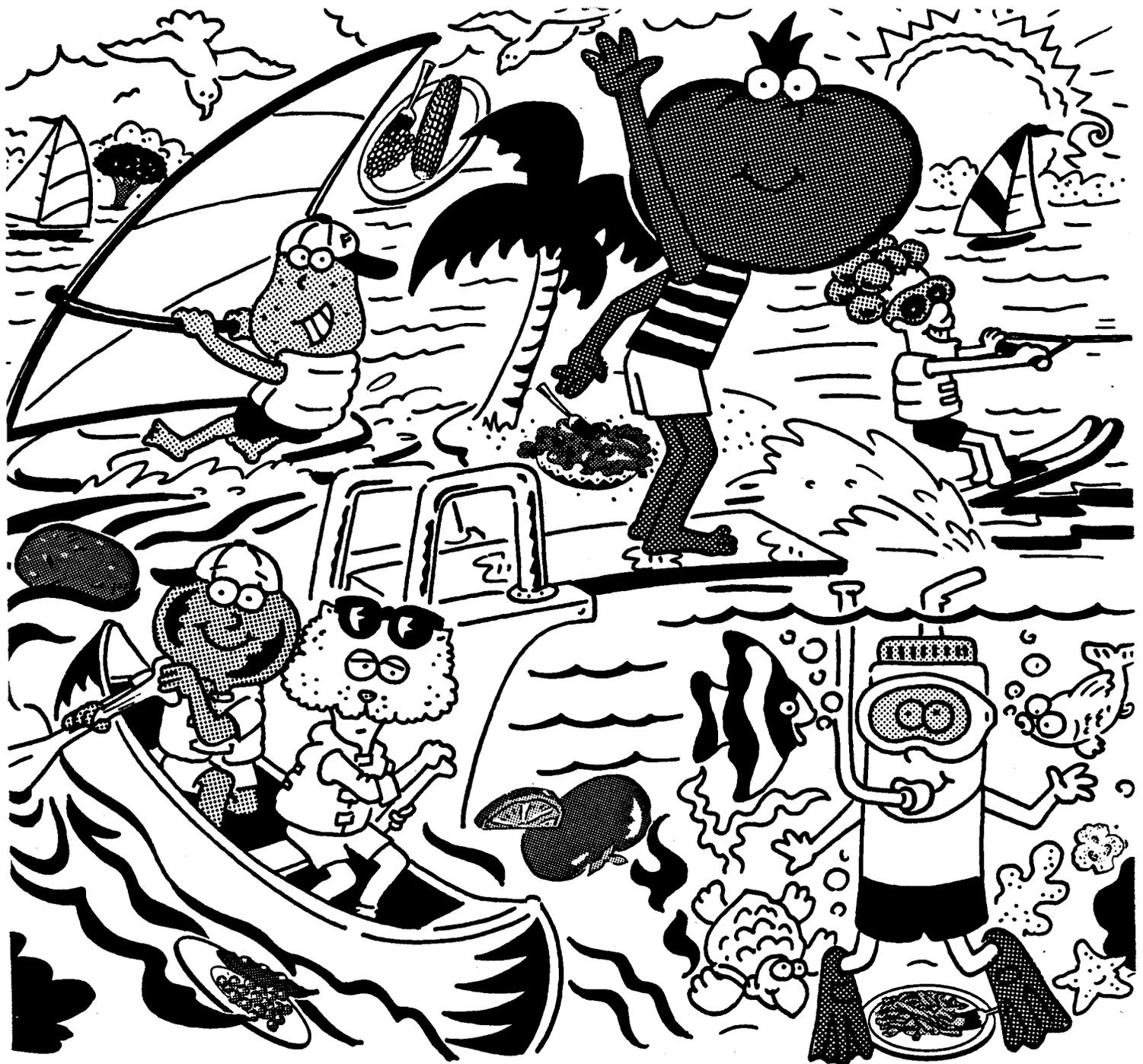
and prepare food and make meal times pleasant and regular. The child is responsible for what and how much they eat. So it's important to keep offering fruits and vegetables, but not to blame yourself if your child won't eat them. After all, you never know when you actually might hear your child say, "Please pass the broccoli."

## Happy Highlights

This is the final issue of *HIGH 5 Home Highlights*. We hope you've enjoyed them. We also hope the refrigerator posters have been a fun reminder for your family to eat more fruits and

vegetables. And don't forget your school food service program provides great tasting fruits and vegetables every day at lunch and breakfast.

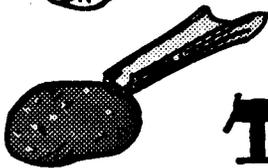
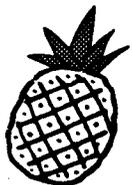




**Whether You're Dry  
or whether You're Wet!  
Fruits and Veggies  
Taste Great, You bet!**

**Can you find 5 hidden fruits and 5 hidden vegetables in this picture?  
Circle them and eat one for SUPPER this week!**

**CORN • PEAS • BROCCOLI • SALAD • GREEN BEANS • POTATO • CAULIFLOWER • TOMATO**



### Broccoli with Cheese Sauce

#### Ingredients:

1 large bunch of broccoli

#### Cheese sauce:

2 Tbsp. margarine

2 Tbsp. flour

1 cup milk

1 cup shredded cheese



Wash broccoli and cut into 1-2 inch flowerettes. Steam broccoli in microwave or on the stove. Prepare cheese sauce, stir together margarine and flour over heat. Add milk slowly, stirring constantly. Add shredded cheese to thickened mixture. Add pepper to taste and pour over the top of the broccoli.

### Fruit Salad with Yogurt Pudding Dip

#### Yogurt Pudding Dip:

2 cups milk

1 (3-1/2 oz.) package of vanilla instant pudding

1 (8 oz.) carton of low-fat vanilla-flavored yogurt.

Combine milk, yogurt, and pudding mix in mixing bowl. With a wire whisk or electric mixer at lowest speed, beat until blended (1-2 minutes). Cover and refrigerate.

*Fruit Salad:* 1 (17 oz.) can apricot halves, drained

1 (20 oz.) can pineapple chunks, drained

1 cup seedless green grapes, halved

1 cup seedless red grapes, halved

1 kiwi, peeled, sliced



Cut apricot halves in half. In a bowl, layer half the apricots, half the green grapes, half the pineapple, and half the red grapes. Repeat layers. Refrigerate.

### Raw Broccoli and Cauliflower with Dip

#### Ingredients:

1 bunch of broccoli

1 head of cauliflower

Low-fat ranch-style dressing

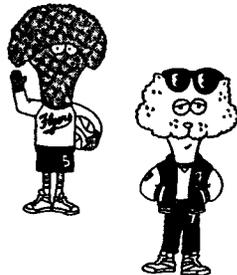
or

#### Low-fat dip:

1 cup plain low-fat yogurt

1 tsp. dill weed

1 tsp. garlic powder



Wash broccoli and cauliflower and break into 1-2 inch flowerette pieces. Serve with low-fat ranch-style dressing or your favorite dressing, or try the low-fat dip.

### Pineapple Salsa

#### Ingredients:

1 1/2 cups fresh pineapple or canned, crushed pineapple

1 Tbsp. cilantro, chopped

1 Tbsp. fresh lime juice

1 Tbsp. sugar

1 tsp. ginger, fresh, minced

Freshly ground black pepper, to taste.



Stir all the ingredients together, cover and chill until ready to serve. Keeps for 2 days.

**Serving suggestion:** Serve with tortilla chips or baked chicken.

Yield: 1 1/2 cups

### Baked Potato with Tator Tops

**Ingredients:**  
6 potatoes



Scrub potatoes. Make 2 shallow slits in the middle of the potato. Bake in 350° oven until done, 30-60 minutes, depending on the size of the potato.

Top potato with Tator Tops:

Ranch dressing, low-fat sour cream, or taco sauce.

**Serving suggestion:** Cut baked potato in half and melt shredded cheddar cheese over the top.

### Jicama and Pea Pods with Dip



**Ingredients:**

1 Jicama  
1/2 lb. fresh pea pods

**Low-fat vegetable dip:**

1 cup plain low-fat yogurt  
1 tsp. finely chopped onion  
1/2 tsp. garlic powder  
1/2 tsp. dill weed

(or use your favorite low-fat dressing as a dip)

Peel jicama and slice into 3-inch sticks. Wash pea pods. Mix ingredients for low-fat vegetable dip. Arrange on a plate and serve with this low-fat dip or your favorite dressing.

### Fruit Kabobs

**Ingredients:**

6 slices, pieces, or chunks of fruit  
1 piece of cheese  
3 round toothpicks  
1 spoonful yogurt dip



Cut cheese into 3 pieces about the same size. Put 2 pieces of fruit and 1 piece of cheese on each toothpick. Dip into yogurt. Enjoy!

### Party Snack

**Beverage**

Fruit juice  
Mineral water or sparkling water

Mix equal amounts of fruit juice and mineral water or sparkling water. Serve on ice.



**Dip**

1 (.4 oz.) envelope of Hidden Valley Ranch Dressing Mix  
1 (8 oz.) low-fat plain yogurt or sour cream

Mix together and refrigerate.

Serve with raw veggies.



Food I Ate or Drank (Filled out by child)	Description of Food (Filled out by parent or child)	Where did you eat this food? Check one			
		At home <input type="checkbox"/>	At school <input type="checkbox"/>	Restaurant <input type="checkbox"/>	Other <input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## 5-A-Day Power Plus Program

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

**Name:** \_\_\_\_\_

**5-A-Day ID:** \_\_\_\_\_

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

# **Snack Preparation**

A list of the food items and supplies for each of the snacks suggested in Sessions 1-8 are included in this section. These forms can be used as requisition forms if materials can be ordered through the food service in your school. However, please check with the Food Service Supervisor or Manager in your school at the beginning of the program for instructions specific to your school.

Session 1 – B



# Taste Testing Activity

## Cooked Broccoli with Cheese Sauce

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

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

Teacher: \_\_\_\_\_ Room # \_\_\_\_\_

### Ingredients/Supplies

The Food Service will prepare a HIGH 5 Taste Testing Box which will include:

Items	Amounts
Cooked broccoli with cheese sauce	Pan of 34 – 1 broccoli spear/serving
Serving spoons	2
Small paper boats	34
Plastic forks	34
Napkins	34
Small garbage bag	1



Give this return slip to your Food Service Supervisor the day before you need the broccoli with cheese sauce taste testing box:

---

Food Service Supervisor: \_\_\_\_\_

FYI: I will pick up the cooked broccoli with cheese sauce  
for my class at \_\_\_\_\_ a.m. on \_\_\_\_\_

Teacher: \_\_\_\_\_ Room # \_\_\_\_\_

Session 2 – B



# Taste Testing Activity

## Fruit Salad with Yogurt Pudding Dip

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

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

Teacher: \_\_\_\_\_ Room # \_\_\_\_\_

### Ingredients/Supplies

The Food Service will prepare a HIGH 5 Taste Testing Box which will include:

Items	Amounts
Fruit salad	Container of 34 – 1/4 cup/serving
Yogurt pudding dip	2-1/2 cups – 1 T/serving
Serving spoons	2
Small paper boats	34
Plastic forks	34
Napkins	34
Small garbage bag	1



**HIGH 5 teachers should arrange a time with their school's Food Service Supervisor to pick up and return their own boxes to the kitchen.**

Session 3 – B



# Taste Testing Activity

## Pineapple Fruit Salsa with Tortilla Chips

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

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

Teacher: \_\_\_\_\_ Room # \_\_\_\_\_

### Ingredients/Supplies

The Food Service will prepare a HIGH 5 Taste Testing Box which will include:

Items	Amounts
Pineapple fruit salsa	Container of 34 – 1/4 cup/serving
Tortilla chips	Container of 34 – 3 chips/serving
Small paper boats	34
2 oz. spoodle	2
Tong	1
Napkins	34
Small garbage bag	1



**HIGH 5 teachers should arrange a time with their school's Food Service Supervisor to pick up and return their own boxes to the kitchen.**

Session 4 – B



# Taste Testing Activity

## Raw Broccoli & Cauliflower with Dip

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

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

Teacher: \_\_\_\_\_ Room # \_\_\_\_\_

### Ingredients/Supplies

The Food Service will prepare a HIGH 5 Taste Testing Box which will include:

Items	Amounts
Raw broccoli	34 pieces in serving container
Raw cauliflower	34 pieces in serving container
Dip	16 oz. in squeeze bottle
Serving tongs	2
Small paper plates	34
Napkins	34
Small garbage bag	1



**HIGH 5 teachers should arrange a time with their school's Food Service Supervisor to pick up and return their own boxes to the kitchen.**

Session 5 – B



# Taste Testing Activity

## Mini-Baked Potatoes with Tater Tops

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

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

Teacher: \_\_\_\_\_ Room # \_\_\_\_\_

### Ingredients/Supplies

The Food Service will prepare a HIGH 5 Taste Testing Box which will include:

Items	Amounts
Mini-baked potatoes	Pan of 34 potatoes
Ranch dressing	16 oz. in squeeze bottle
Low-fat sour cream	12 oz. carton
Teaspoons	2
Small paper boats	34
Plastic forks	34
Napkins	34
Small garbage bag	1



Give this return slip to your Food Service Supervisor the day before you need the mini-baked potatoes with tater tops taste testing box:

---

Food Service Supervisor: \_\_\_\_\_

FYI: I will pick up the mini-baked potatoes with tater tops  
for my class at \_\_\_\_\_ a.m. on \_\_\_\_\_

Teacher: \_\_\_\_\_ Room # \_\_\_\_\_

Session 6 – B



# Taste Testing Activity

## Raw Jicama and Pea Pods with Dip

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

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

Teacher: \_\_\_\_\_ Room # \_\_\_\_\_

### Ingredients/Supplies

The Food Service will prepare a HIGH 5 Taste Testing Box which will include:

Items	Amounts
Raw jicama sticks	34 servings in serving container
Raw pea pods	34 pea pods in serving container
Dip	16 oz. squeeze bottle
Serving tongs	2
Small paper plates	34
Plastic forks	34
Napkins	34
Small garbage bag	1



**HIGH 5 teachers should arrange a time with their school's Food Service Supervisor to pick up and return their own boxes to the kitchen.**

## Session 7 – B



# Snack Preparation Activity

## Fruit Kabobs with Dip

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

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

Teacher: \_\_\_\_\_ Room # \_\_\_\_\_

### Ingredients/Supplies

The Food Service will prepare a HIGH 5 Taste Testing Box which will include:

Items	Amounts
Fruit Chunks: Choice #1	Container of 34 – 3 chunks/serving
Fruit Chunks: Choice #2	Container of 34 – 3 chunks/serving
Cheese: Mozz. or American	34 – 1/2" x 2" pieces
Strawberry flavored yogurt dip	2-1/2 cups – 1 T/serving
Tablespoons	2
Round toothpicks	102
Small paper plates	34
Plastic knife	34
Napkins	34
Small garbage bag	1



**HIGH 5 teachers should arrange a time with their school's Food Service Supervisor to pick up and return their own boxes to the kitchen.**

Session 8 – B



# Snack Preparation Activity

## Fruit Juice with Mineral Water

## Baby Carrots with Dip

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

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

Teacher: \_\_\_\_\_ Room # \_\_\_\_\_

### Ingredients/Supplies

The Food Service will prepare a HIGH 5 Taste Testing Box which will include:

Items	Amounts
Fruit Juice (orange, pineapple, or grape)	64 fl. oz.
Mineral water	64 fl. oz.
Baby carrots	Container of 34 – 3 carrots/serving
Hidden Valley dry dressing mix	3 pkg.
Low-fat plain yogurt	3 – 8 oz. containers
Pitcher for mixing beverages	1
Containers for mixing dip	3
5 oz. paper cups	34
Small paper boats	34
Tablespoons	3
Napkins	34
Small garbage bag	1



**HIGH 5 teachers should arrange a time with their school's Food Service Supervisor to pick up and return their own boxes to the kitchen.**

**Broccoli with  
Cheese Sauce**

**Ingredients:**

- 1 large bunch of broccoli
- Cheese sauce:
  - 2 Tbsp. margarine
  - 2 Tbsp. flour
  - 1 cup milk
  - 1 cup shredded cheese



Wash broccoli and cut into 1-2 inch flowerettes. Steam broccoli in microwave or on the cook top of the range. Prepare cheese sauce, stir together margarine and flour over heat. Add milk slowly, stirring constantly. Add shredded cheese to thickened mixture. Add pepper to taste and pour over the top of the broccoli.

**Broccoli with  
Cheese Sauce**

**Ingredients:**

- 1 large bunch of broccoli
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  - 2 Tbsp. flour
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**Fruit Salad with  
Yogurt Pudding Dip**

*Yogurt Pudding Dip:*

- 2 cups milk
- 1 (3-1/2 oz.) package of vanilla instant pudding
- 1 (8 ounce) carton of low-fat vanilla-flavored yogurt

Combine milk, yogurt, and pudding mix in mixing bowl. With a wire whisk or electric mixer at lowest speed, beat until blended (1-2 minutes). Cover and refrigerate.

*Fruit Salad:*

- 1 (17 oz) can apricot halves, drained
- 1 (20 oz) can pineapple chunks, drained
- 1 cup seedless green grapes, halved
- 1 cup seedless red grapes, halved
- 1 kiwi, peeled, sliced.



Cut apricot halves in half. In a bowl, layer half the apricots, half the green grapes, half the pineapple, and half the red grapes. Repeat layers. Refrigerate.

**Fruit Salad with  
Yogurt Pudding Dip**

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Cut apricot halves in half. In a bowl, layer half the apricots, half the green grapes, half the pineapple, and half the red grapes. Repeat layers. Refrigerate.

### Pineapple Salsa

#### Ingredients:

1 1/2 cups fresh pineapple or canned, crushed pineapple  
1 Tbsp. cilantro, chopped  
1 Tbsp. fresh lime juice  
1 Tbsp. sugar  
1 tsp. ginger, fresh, minced  
Freshly ground black pepper, to taste.



Stir all the ingredients together, cover and chill until ready to serve. Keeps for two days.

**Serving suggestions:** Serve with tortilla chips or baked chicken.

Yield: 1 1/2 cups

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**Serving suggestions:** Serve with tortilla chips or baked chicken.

Yield: 1 1/2 cups

**Raw Broccoli and Cauliflower with Dip**

**Ingredients:**

- 1 bunch of broccoli
- 1 head of cauliflower
- Low-fat ranch-style dressing
- or

**Low-fat dip:**

- 1 cup plain low-fat yogurt
- 1 tsp. dill weed
- 1 tsp. garlic powder

Wash broccoli and cauliflower and break into 1-2 inch flowerette pieces. Serve with low-fat ranch style dressing or your favorite dressing, or try the low-fat dip..



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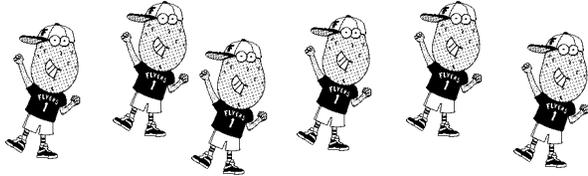
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### Baked Potato with Tator Tops

#### Ingredients:

6 potatoes



Scrub potatoes. Make 2 shallow slits in the middle of the potato. Bake in 350° oven until done, 30-60 minutes, depending on the size of the potato.

Top potato with Tator Tops:

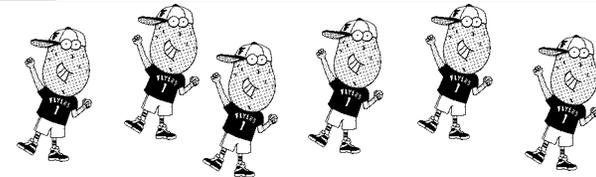
Ranch dressing or low-fat sour cream, or taco sauce.

**Serving suggestion:** Cut baked potato in half and melt shredded cheddar cheese over the top.

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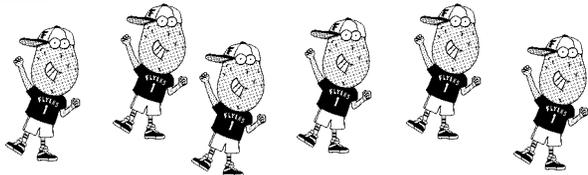
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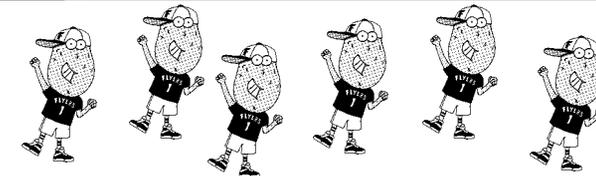
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**Serving suggestion:** Cut baked potato in half and melt shredded cheddar cheese over the top.

**Jicama and  
Pea Pods with Dip**



**Ingredients:**

1 Jicama  
1/2 lb. fresh pea pods

**Low-fat vegetable dip:**

1 cup plain low-fat yogurt  
1 tsp. finely chopped onion  
1/2 tsp. garlic powder  
1/2 tsp. dill weed

(or use your favorite low-fat dressing as a dip)

Peel jicama and slice into 3-inch sticks. Wash pea pods. Mix ingredients for low-fat vegetable dip. Arrange on a plate and serve this favorite low-fat dip or your favorite dressing.

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Pea Pods with Dip**



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**Low-fat vegetable dip:**

1 cup plain low-fat yogurt  
1 tsp. finely chopped onion  
1/2 tsp. garlic powder  
1/2 tsp. dill weed

(or use your favorite low-fat dressing as a dip)

Peel jicama and slice into 3-inch sticks. Wash pea pods. Mix ingredients for low-fat vegetable dip. Arrange on a plate and serve this favorite low-fat dip or your favorite dressing.

**Jicama and  
Pea Pods with Dip**



**Ingredients:**

1 Jicama  
1/2 lb. fresh pea pods

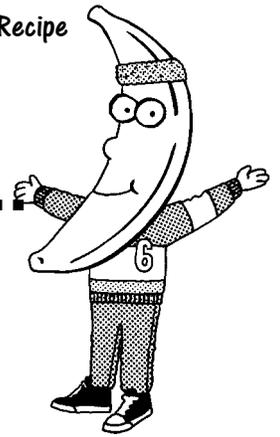
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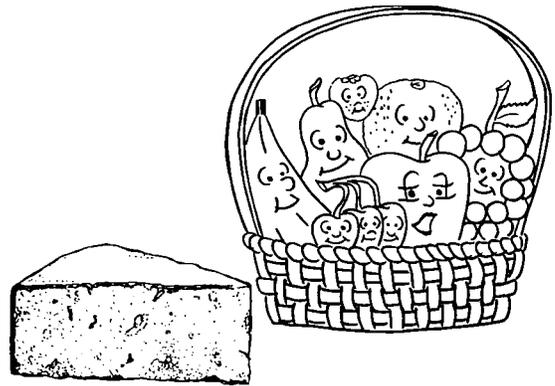
# Snack Preparation Recipe 1



## Fruit Kabobs

### Ingredients:

- 6 slices, pieces, or chunks of fruit
- 1 piece of cheese
- 3 round toothpicks
- 1 spoonful yogurt dip



### Directions:

1. Cut cheese into 3 pieces about the same size.
2. Put 2 pieces of fruit and 1 piece of cheese on each toothpick.
3. Dip into yogurt.
4. Enjoy!

Explain what you liked about this snack: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Will you try to make this again at home?

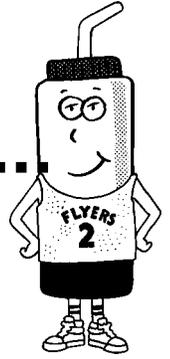
Yes

No Why not? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



# Snack Preparation Recipe 2



## Party Snack

### Beverage:

Mix equal amounts of fruit juice and mineral water or sparkling water.  
Serve on ice.

### Dip:

- 1 - .4 oz. envelope of Hidden Valley Ranch Dressing Mix
- 1 - 8 oz. low-fat plain yogurt or sour cream

Mix together and refrigerate.

Serve with raw veggies.

Explain what you liked about this snack: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Will you try to make this again at home?

Yes

No Why not? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_





# Home Highlights



#1

Top  
Banana

Cool  
Cat

The  
Green  
Machine

Greater  
Tater

GoGo  
Grape

Big Red

Coach  
Grow  
Jackson

Blue  
Magoo

The  
Juiceter

## Welcome to *HIGH 5 Home Highlights!*

**HIGH 5 Home Highlights** is special information that your 4th grader will bring home each week for the next five weeks. It is part of the *HIGH 5* program in which your child is participating in school. This program was developed through a grant from the National Cancer Institute. It encourages everyone to eat at least five fruits and vegetables every day.

Research has shown that eating a diet high in fruits and vegetables can reduce the risk of getting some kinds of cancer and other serious diseases.

Each week your 4th grader will bring home a **poster** to put up on your refrigerator. The poster is filled with hidden fruits and vegetables for your 4th grader to discover and will serve as a fun reminder for your family to try eating more fruits and vegetables this week. Use a magnet to hang the posters on your refrigerator each week.

You'll also find a **newsletter** for parents with some tips and ideas to make eating more fruits and vegetables fun and easy for your whole family.

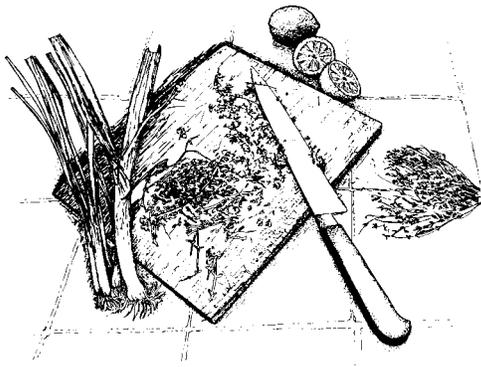
Your 4th grader may be preparing and taste-testing fruit and vegetable recipes in his/her classroom during the eight-week

*HIGH 5* program. If so, you'll find these and other **recipes** in Home Highlights #5.

Look for additional upcoming Home Highlights! We hope you will be part of the *HIGH 5* Home Highlights program. Parents, if you are unable to participate in this program, your child can share the information with another adult.

**We hope this program will become a  
*HIGHLIGHT* in your home!**





**If They  
Don't  
Like It,  
They Won't  
Eat It!**

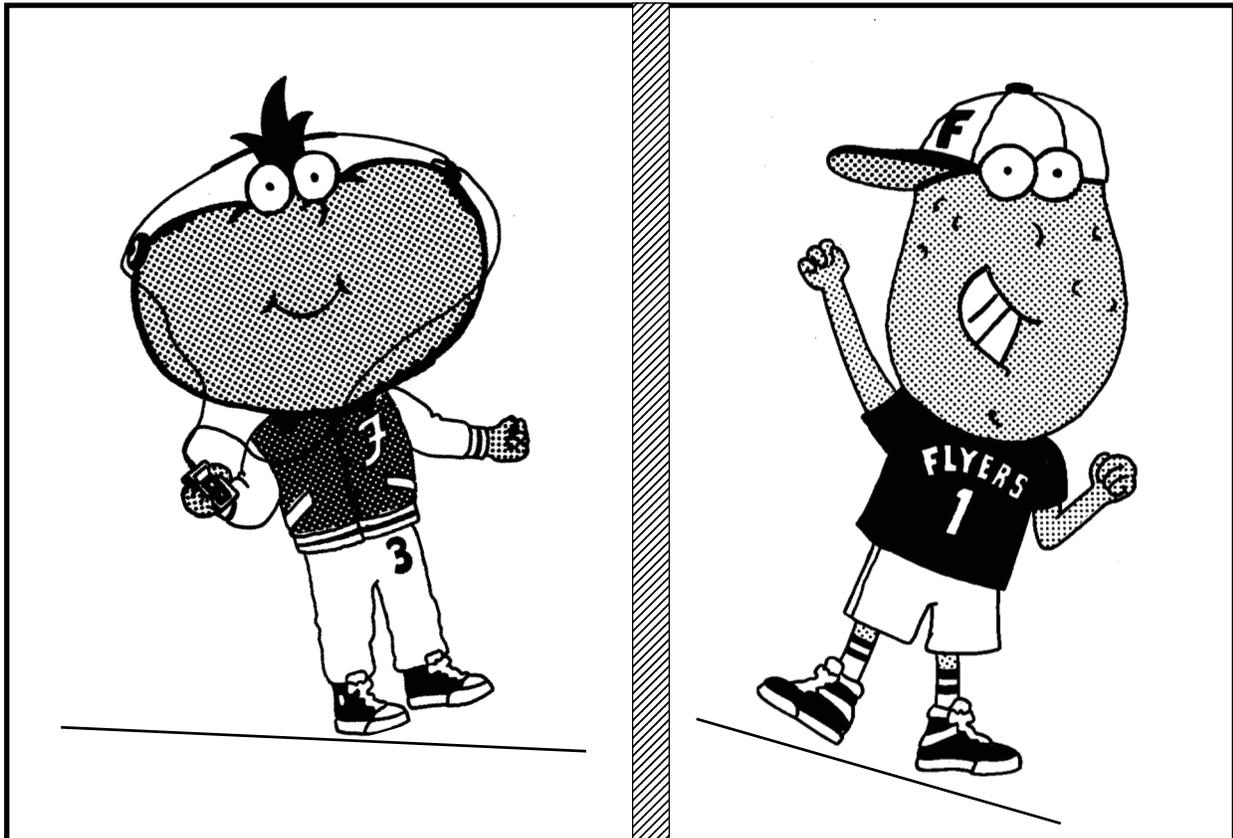
Parents often comment that they just can't get their kids to eat vegetables. Often kids -- and grownups -- have strong likes and dislikes when it comes to food. So be sure you know your family's favorites and try serving them more often. They may have tasted a fruit or vegetable in school or with a friend that they liked a lot and never mentioned it.

This week, ask the people in your family about their favorite fruits and vegetables or ways of serving them. Try a family favorite each week!

## **Make Every Dinner a 5-A-Day Winner!**

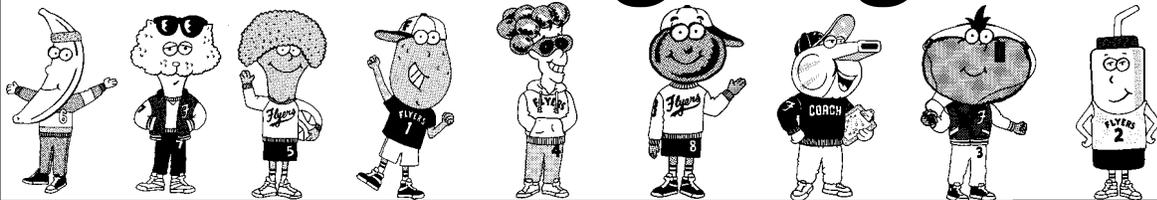
Start a new routine in your home. Make sure that you serve at least one vegetable with every evening meal. Frozen and canned vegetables are usually just as healthy for you as fresh ones, so it's easy to have some on hand for those days when there isn't much time for meal preparation.

**Hooray for  
High 5  
Home Highlights!**





# Home Highlights



#2

Top  
Banana

Cool  
Cat

The  
Green  
Machine

Greater  
Tater

GoGo  
Grape

Big Red

Coach  
Grow  
Jackson

Blue  
Magoo

The  
Juiceter

## Sneak of the Week

Some parents say that their kids won't eat anything that they even think is a fruit or vegetable. One trick is not to tell them. There are lots of great tasting ways to sneak fruits and vegetables into main dishes, side dishes, and even desserts. Mixing fruits and vegetables with other foods is a great way to get your 5-a-day! Here are some helpful hints:



Add vegetables to soups, pasta, casseroles, or stews.



Add chopped apples, pears, blueberries, or raisins to muffins.



Mix dried fruits such as apples, raisins, bananas, or apricots into pancake batter.



Mix finely chopped or mashed, cooked vegetables into meatloaf or meatballs.



Add finely chopped vegetables (carrots, zucchini, celery, parsnips) to spaghetti sauce or lasagna.



Top ice cream or frozen yogurt with bananas, strawberries, or other fresh or frozen fruit.



Add chopped fruit, mandarin oranges, or celery to tuna or chicken salad.

## Real Meals Have Fruit

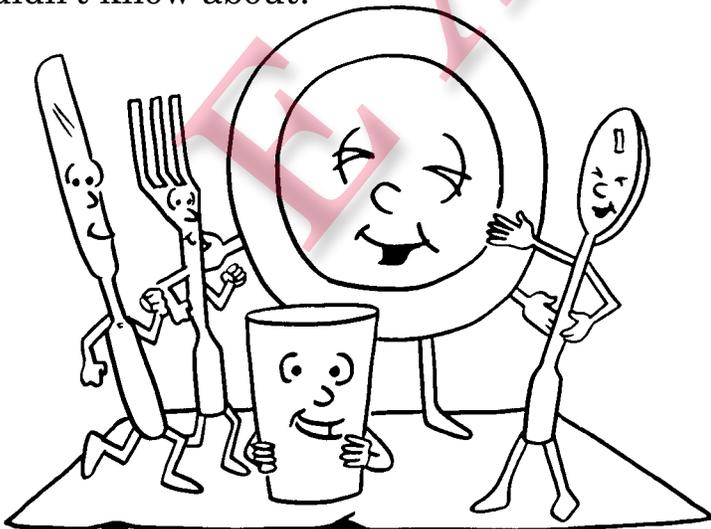


Get into the routine of serving fruit or fruit juice at every meal. Fresh fruit tastes great; but if you don't have it on hand, remember that fruit juice and sauces, such as applesauce, are terrific ways to get more fruit into your day. Canned fruit in its own juice is a favorite among kids, especially peaches, pears, and fruit cocktail.

By including fruit in every meal, you'll get your family in the habit of eating more fruit every day. They won't think a meal is complete without it!

## Mention the Menu

Every month your child's school food service puts out a menu. Take a few minutes to look at the menu with your child. Talk about their favorite fruits and vegetables and when they are being served. You might find some new favorites that you didn't know about!



## Glad You Asked That!

Your 4th grader has been working hard learning how to eat more fruits and vegetables in the *HIGH 5* program. Don't forget to ask him/her about it. They may be taste-testing a new fruit or vegetable item in class and be preparing some easy kid-tested snacks that you can prepare at home too.



As part of the *HIGH 5* program, your 4th grader is on a *HIGH 5* Flyer team. Each team member is trying to earn points for their team by eating fruits and vegetables at lunch. There are lots of opportunities to eat fruits and vegetables in the school lunch; however, if your child brings their lunch, you can help them to earn points for their team by including fruits and vegetables in their lunch.

Ask your 4th grader if they are tasting fruits and vegetables in class and how their team is doing this week!



# Home Highlights



## #3

Top  
Banana

Cool  
Cat

The  
Green  
Machine

Greater  
Tater

GoGo  
Grape

Big Red

Coach  
Grow  
Jackson

Blue  
Magoo

The  
Juiceter

## Nice and Easy Does It !



Eating five fruits and vegetables every day doesn't have to be hard or time consuming. It can be as easy as taking an apple along to school or work or adding some carrot sticks to your lunch box. Many canned fruits are now available in small lunch pack-sized servings. These make great snacks and desserts.

A fruit snack is a great substitute for a candy bar snack which is high in fat and sugar. It's better for your wallet, too! Pound for pound, fruit is a lot less expensive than candy. For example, a two-ounce Snickers candy bar costs 50 cents each or \$4 per pound! Bananas only cost about 49 cents per pound. Potato chips cost \$2.09 for a one-pound bag while a ten pound bag of potatoes costs only \$1.99. It only takes two or three potatoes to make a whole bag of chips!

### Here are some more tips to make eating fruits and vegetables nice and easy!



Save cooking time and serve raw vegetables with meals. Carrot sticks, broccoli, and peppers taste great with dip!



Wash and cut fresh vegetables, such as carrots, celery, jicama, and broccoli. Wrap them in plastic and they'll stay fresh for days in the refrigerator!



Keep frozen fruit on hand to use as toppings for yogurt, frozen yogurt, or ice cream, cereal, pancakes, and waffles.



Freeze pitted Bing cherries, grapes, and bananas and eat them for a cool treat.



Keep bags of frozen vegetables in your freezer. They'll last for months and you'll always have some on hand. Stock up on supermarket specials and coupon items!



Take along a small bag of dried fruit for a snack or have it available as an after-school snack.



Use a vegetable steamer or microwave to cook vegetables quickly.

## Something Cold, Something New

When is the last time you really took a look at the produce department in your local grocery store? There are lots of new pre-packaged and cut vegetables to make serving them as easy as opening a bag or container. Unusual or exotic fruits and vegetables are becoming more common all the time. After all, it wasn't that long ago that no one in this country had even heard of kiwi fruits.

Take your 4th grader along with you to the store and let him/her pick out a fruit or vegetable that looks fun to eat. Try it at



home! If you don't know how to serve it, ask someone in the produce department at the store.

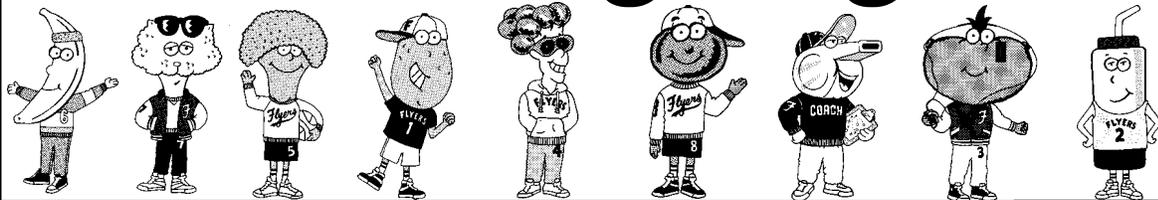
## The Wave of the Future

Microwaving fruits and vegetables is an easy and quick way to prepare them. The National Cancer Institute has provided five tips for microwaving produce successfully:

1. For even cooking, cut into same-size pieces.
2. Stir, rearrange foods, or rotate a half turn, halfway through cooking.
3. Loosely cover foods so that steam can escape (use wax paper, plastic wrap).
4. Use a fork to pierce whole, unpeeled vegetables or fruits (like potatoes, yams, or apples) to keep them from bursting while cooking.
5. Let fruits and vegetables stand 3 - 5 minutes after microwaving to allow them to finish cooking.



# Home Highlights



## #4

Top  
Banana

Cool  
Cat

The  
Green  
Machine

Greater  
Tater

GoGo  
Grape

Big Red

Coach  
Grow  
Jackson

Blue  
Magoo

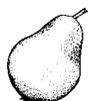
The  
Juiceter

## The Real Appeal

You probably try to get your children to eat more fruits and vegetables because you know they're an important part of a healthy diet. However, when we ask kids why they eat certain foods, they usually say "because they taste good" or "they're crunchy or fun to eat." It's often not enough to just serve fruits and vegetables to kids. It's also important to make these foods appealing to them. Don't worry, this

doesn't mean you have to make creative designs out of tomatoes and cucumbers -- it can be as simple as cutting an apple into slices, which are easier to eat, or sectioning an orange.

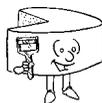
Making fruits and vegetables "kid friendly" is often the key to getting your child to eat more fruits and vegetables. Here are some tips to help you:



Cut up fruits such as pears, apples, peaches, or nectarines. Kids find eating slices more fun and easier to handle than whole pieces of fruit.



Serve crunchy foods such as carrots and celery with dips or peanut butter. Kids enjoy the crunch and the dipping!



Add cheese sauces to cooked vegetables such as broccoli or cauliflower.



Cut vegetables in different shapes, such as crinkle cut potatoes or carrots.



Cut raw vegetables in small pieces, slices, or sticks that are easy for kids to handle.



Mix juice concentrate with sparkling water for a juice spritzer.

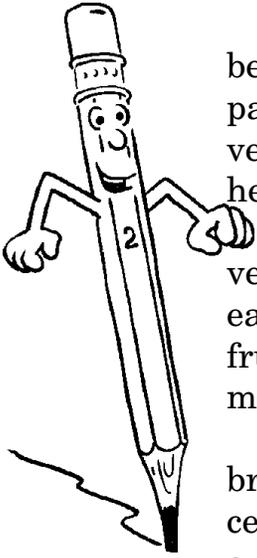


Use fruit toppings on cakes, ice cream, and frozen yogurt.



Make toothpick fruit kabobs using fresh or canned fruit and cubes of low-fat cheese.

## Who Knows Where or When?



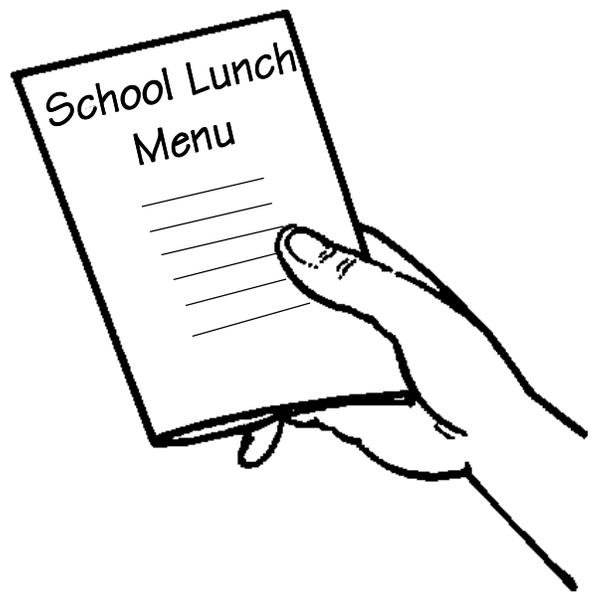
This week in school, as part of the *HIGH 5* program, your 4th grader will be setting a goal to eat more fruits and vegetables. He/she will do this with a partner and together they will look at when they usually eat fruits and vegetables and when they could eat more of them. Help your child reach the goal he/she set.

One way to help your child achieve his/her goal of eating more fruits and vegetables is to set a goal for yourself. You can work together to help each other eat healthier. Think about your own eating habits. When do you usually eat fruits and vegetables? When could you eat one more serving of vegetables or one more piece of fruit?

Most people find it easy to eat one or one and one-half servings of fruit at breakfast by drinking fruit juice and having some fresh fruit with yogurt or cereal. Eating one fruit and one vegetable with lunch, such as carrot sticks and a pear or a small salad and some applesauce, gets your total up to at least three servings. Fresh fruit or raw veggies and dip make great snacks! Be sure to eat a vegetable and a fruit with your evening meal and it all adds up to **5-a-day!**

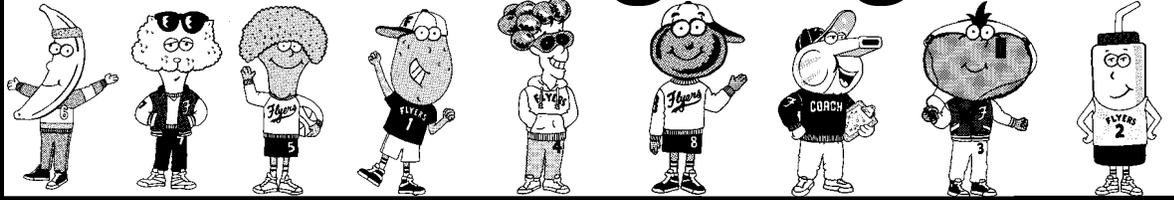
## The Menu Makes It!

Don't forget to take a look at the school lunch menu with your 4th grader. He/she may be able to add more fruits and vegetables to each day just by eating more of what is being served in school lunch and school breakfast. Be sure to ask how his/her *HIGH 5* team is doing at school. This might be a good opportunity to help your 4th grader earn more team points by encouraging him/her to eat more fruits and vegetables.





# Home Highlights



#5

Top  
Banana

Cool  
Cat

The  
Green  
Machine

Greater  
Tater

GoGo  
Grape

Big Red

Coach  
Grow  
Jackson

Blue  
Magoo

The  
Juiceter

## There's No Place Like Home

Both parents and children tell us that they would eat more fruits and vegetables if they just had more of them around. Parents often complain that fresh fruits and vegetables are expensive and go to waste if they don't get eaten right away. It's important to remember that there are many ways to eat fruits and vegetables and that canned and frozen fruits

and vegetables usually provide the same benefits as fresh ones.

Another way to make fruits and vegetables more accessible is to keep them ready-to-eat in your refrigerator. Here are some more tips to help you make fruits and vegetables easily available in your home:



Buy enough fruits and vegetables to put one or two pieces in school and work lunches every day.



Wash fruit like apples, pears, peaches, and grapes when you get home from the store. Then they'll be ready to eat whenever you want them.



Clean and cut salad ingredients ahead of time so that you only have to toss them together when you're preparing a meal.



Keep crunchy veggies, such as carrots and celery sticks, washed and cut in plastic containers, or plastic wrap in the refrigerator so they're ready when you want a quick snack.



Buy snack-size or single-serving size cans or packages of fruit or dried fruit for snacks.



Stock up on frozen fruits and vegetables so you'll always have some on hand.

## You Asked For It!

This week in school, your 4th grader will be role playing how to ask for more fruits and vegetables at home or when going out to eat. You can help them by listening to their requests and encouraging them to be a part of choosing fruits and vegetables for your family. Students will be encouraged to ask parents and friends in a realistic and polite manner.



## Turn on the Juice

An easy way to put more fruits and vegetables into your diet is to drink more juice. Vending machines for fruit juice are often found right next to those for pop and candy. Juice boxes and cans are available in grocery stores and convenience stores. It's easy to keep a juice box or can in your car or bring them along on outings for the kids. You can also freeze fruit juices in ice cube trays for the kids. Juices make terrific thirst quenchers for the whole family!

## If At First You Don't Succeed . . .

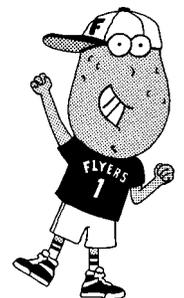
So now that you've tried new recipes and tips to get your 4th grader to eat more fruits and vegetables, what if they don't? If they still say "yuck" to every fruit or vegetable, don't despair, but do keep offering them. Ellyn Satter, the noted author and dietician, writes about the "feeding relationship" between parent and child. According to Satter, it is the parent's responsibility to choose

and prepare food and make meal times pleasant and regular. The child is responsible for what and how much they eat. So it's important to keep offering fruits and vegetables, but not to blame yourself if your child won't eat them. After all, you never know when you actually might hear your child say, "Please pass the broccoli."

## Happy Highlights

This is the final issue of *HIGH 5 Home Highlights*. We hope you've enjoyed them. We also hope the refrigerator posters have been a fun reminder for your family to eat more fruits and

vegetables. And don't forget your school food service program provides great tasting fruits and vegetables every day at lunch and breakfast.







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