



**5-A-DAY  
HIGH 5 PROGRAM  
IMPLEMENTATION MANUAL**





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## WELCOME TEAM!

**Thank you for your interest in offering the 5 A Day - High 5 or 5 FOR 5 programs in your district or school! High 5 and 5 FOR 5** are innovative programs to encourage students to eat more fruits and vegetables! The programs are designed for fourth and fifth grade students and each include a fun, eight-week classroom curriculum, food service changes, and family involvement. The goal of each classroom curriculum is to build students' skills and motivation for eating fruits and vegetables and to give students experience preparing and eating fruit and vegetables snacks in a supportive classroom environment. The curricula also incorporate student goal setting and tracking of their intake of fruits and vegetables at lunch over the eight-week curriculum period. The food service component links the school cafeteria to the classroom, making the cafeteria a "learning laboratory" for classroom activities. The food service component supports the curriculum by providing the food and materials for the classroom taste testing and by encouraging students to choose and eat fruits and vegetables at lunch. Students are offered more choices of fruits and vegetables at lunch, and fruits and vegetables are promoted using characters from the classroom curriculum. The family involvement component of the program provides information and activity packets that are sent home with students to do with their parents. This component encourages fruit and vegetable consumption at home and reinforces the classroom and food service components.

## PLAN AND IMPLEMENT

Implementing the **High 5** and/or the **5 FOR 5** programs will involve several steps. You may expect to spend time planning, recruiting and training teachers and food service staff, preparing and distributing materials, and supporting the program implementation. Once it has been taught, you'll want to evaluate your efforts and identify changes that need to be made before teaching the program again. **This manual will outline the steps and provide the materials you'll need to plan and implement these effective nutrition education programs.**

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**For more information, contact:**

Gretchen Taylor, MPH, RD  
Director, 5 A Day Power Plus Programs  
Minnesota Department of Health  
651-281-9818  
[Gretchen.taylor@health.state.mn.us](mailto:Gretchen.taylor@health.state.mn.us)



## TABLE OF CONTENTS

Steps to implementation and program materials are outlined in the following sections:

Section 1: Background and Rationale.....	7
Section 2: Planning and Recruitment.....	8
Section 3: Training.....	12
Section 4: Support and Follow-up .....	14
Section 5: Handouts .....	16
Section 6: High 5 Teacher Training.....	30
Section 7: High 5 Food Service Training.....	49
Section 8: 5 FOR 5 Teacher Training.....	55
Section 9: 5 FOR 5 Food Service Training.....	71

## Step One: Background and Rationale

Increasing consumption of fruits and vegetables to 5 or more servings a day is a national health promotion goal (1). Although fruits and vegetables are widely available, American children eat far fewer servings of fruits and vegetables than are needed every day for good health. Research shows that only 16% of children aged 6-11 years eat the recommended five servings daily (2). Eating a diet high in fruits and vegetables reduces the risk for future development of cancer, heart disease and stroke, the three leading causes of death in America. It also provides important nutrients need for growth and development, provides needed fiber, and helps students develop a low fat eating pattern. Improving the eating patterns of American children to include more fruits and vegetables is of critical importance.

**The Power Plus program** was developed and tested with grant funds provided by the National Cancer Institute to the Minnesota Department of Health and the University of Minnesota, School of Public Health as one of nine national research studies funded by NCI's **5 A Day for Better Health Program**. The research goal was to develop and test the effectiveness of a program aimed at increasing fruit and vegetable consumption among fourth and fifth grade children in public schools. The program was extensively tested in a randomized field trial of 20 elementary schools in St. Paul, Minnesota.

Program development was guided by social learning theory and prior research on changing children's eating behaviors. The program incorporates the elements that are known to be needed to produce eating behavior change (3). The program is focused on changing a specific eating behavior (eat five or more servings of fruits and vegetables daily) versus focusing on a board nutrition message (i.e. eat a healthy diet); it includes behavioral strategies to increase student's skills in incorporating more fruits and vegetables into their daily diet; and it is theoretically based. It also allows students adequate time and intensity of exposure to the 5 a day message and activities, and it allows student to track their progress towered their goal. Finally, it includes parental involvement and provides linkages to and support from the school cafeteria and broader community. It incorporates many elements of learning, including reading, writing, math, oral presentation and goal setting. After extensive testing, the program was shown to be effective in increasing fruit and vegetable consumption among elementary school children.

**The following handout provides information about the 5 A Day Power Plus - High 5 (fourth grade) and 5 FOR 5 (fifth grade) programs for encouraging children to eat more fruits and vegetables.**

### References

1. US Department of Health and Human Services. Healthy People 2010. Washington, DC: Government Printing Office, Public Health Service, 2000.
2. Krebs-Smith SM, Cook A, Subar A, Cleveland L, Friday J, Kahle LL, "Fruit and vegetable intakes of children and adolescents in the United States. Arch Pediatr Adolescent Med 1996; 150:81-86.
3. Contento I, Birch LL, Brunner YL, Lytle LA, Maloney SK, Olson CM, Swadener SS. The effectiveness of nutrition education and implications for nutrition education policy, programs and research: A review of research. J Nutr Educ 1995;27(6):298-311.
4. Perry CL, Bishop DB, Taylor G, Murray DM, Mays RW, Dudovitz BS, Smyth M, Story M. Changing fruit and vegetable consumption among children: the 5-A-Day Power Plus Program in Saint Paul, Minnesota. Am J Public Health 1998;88:603-609.

## **Step Two: Planning and Recruitment**

### **1. Identify who needs to be involved**

Because the High 5 and 5 FOR 5 programs have classroom curriculum and food service support components you'll want to form a planning team with members from your curriculum and food service programs. If you're working to implement the program at the district level, involved the Director of Curriculum and Director of Food Service (or their representatives) in planning with you.

- If you're offering the program at the school level, interested teachers and the school foods service manager will need to be involved.

### **2. Recruit participation of players and form a partnership**

Prior to bringing people together to plan for the program you'll want to review the curriculum manual and become familiar with the whichever program you'll be offering. Review sample materials in this packet as a starting point. Make sure you are clear about the program's benefits and how it helps address student achievement of your state or district's educational and health standards or nutrition education needs. If necessary, seek appropriate administrative approval.

### **3. Create a budget**

It costs approximately \$8-10 per student to offer the High 5 program, including costs for producing the teacher, student and family materials and for food for the classroom taste testing. Snack preparation sessions. If you school or district wants to offer additional choices of fruits and vegetables on the cafeteria line there may be additional costs.

Some districts or schools allow students to take an additional serving of fruits and vegetables as part of the school lunch during program implementation or on an ongoing basis. For example, instead of allowing students to choose two or three servings of fruits and vegetables at lunch, they may choose three or four servings at lunch daily. Work with your district or school food service representative to decide if there are resources to cover this cost.

If you need to reduce costs, you may consider reducing the number of classroom taste testings/snack preparation sessions from eight to a minimum of four, although tasting is a very popular and important component of the program. If needed, consider other ways you might reduce program costs, such as having program materials copied and assembled in-house (rather than at a copy center), or having teachers pick up materials at training (rather than having them delivered to schools).

- Identify or seek financial resources needed to offer the program in your district or school. Then identify the number of classrooms you can support.

### **4. Develop a timeline**

You'll want to plan ahead and allow time for each implementation step. Use the enclosed timeline to help you with your planning.



It works well to offer the program during February and March, which allows teachers time to get the school year underway and allows planners time for producing material, training teachers, etc. If possible, inform teachers at the end of the school year prior to the year in which it will be offered, so they can incorporate the program into their planning for the coming year.

## **5. Plan for evaluation and documentation**

It is important to identify how you will evaluate the success of your program implementation in order to report to your district or school administrators or to funding agencies, and to plan for future implementation. You may decide to track the number of participating schools, teachers and students in order to document the number of students reached. You may want to track the number of servings of fruits and vegetables that students take from the cafeteria line pre- and post-program, as a proxy measure for servings eaten.

You may want to ask participating teachers and food service staff to evaluate their experience by completing a short survey form or by participating in focus groups or interviews.

You may want to ask teachers to document the number of sessions that they taught and the number of students who met the fruit and vegetable consumption goal. Sample evaluation materials in this packet may be helpful.

If resources to support the program are obtained from an outside funding agency, they may have specific evaluation requirements. Be sure to consider these in your evaluation planning.

## **6. Recruit teachers to teach the curriculum**

Plan your strategy and timeline for recruiting teachers. Identify roles and responsibilities. Who will be responsible for each step?

- Design and mail your recruitment letter and materials. Be sure to give teachers a date by which to respond with their decision to teach the program.
- Once they've responded, develop a database listing participating teachers and their school, principal, and food service manager so you'll have information ready for communications.
- Send letters to participating teachers confirming their participation.

## **7. Plan the teacher training**

Teachers like the convenience of having training offered at their school. If possible, schedule a time for all the teachers in a school to attend training together.

If it's not possible to hold training at each school, consider having training sessions in a location that is convenient for teachers from several schools to attend together.

In addition to teachers, you may want to consider inviting district or school decision makers to attend training. This conveys their support for the program and provides them with a more concrete understanding of the program and its benefits to students and schools.

- Review training materials and identify the length of the training session you'll offer. We have found that a full day, (5-6 hour) training is optimal, in order to "walk through" each of the sessions with teachers, including the snack preparation activities. If it is not possible to have a full day training, at least 2 ½ hours is needed to train teachers.
- Decide who to invite to training. Consider inviting the food service manager to attend teacher training, which helps support the formation of a team approach to program implementation.
- Decide who will provide the training. Which member or members of your team will present?
- Make training arrangements. Order the room, AV equipment, and food you'll need for training. Identify if the training location has space for storing curriculum materials if they will be delivered to the training location and distributed at the training.
- Order food for the training sessions. You may want to consider serving the foods at the training sessions that students will prepare and taste in the classroom taste testing. This allows teachers, food service staff and others to try the items and become familiar with them prior to introducing them in the classroom.
- Develop a policy about teacher attendance at training. Decide how you will handle teachers who do not attend training. Is training mandatory or elective? Will make-up sessions be made available?
- If materials are distributed at training, how will you handle any teacher materials that aren't picked up at training?

## **8. Invite teachers to training**

Communicate with teachers about training dates, locations and policies.

- Ask teachers to let you know the training session they plan to attend.
- Prepare a list of teachers you expect at each training session
- Prepare a teachers sign-in sheet to document their attendance.

## **9. Involve food service staff in planning**

Make sure that all food service staff members who will contribute to the implementation of the project are informed and supportive. Food service supervisors who will coordinate any part of the implementation should be involved in planning decisions.

## **10. Plan for the food service staff training**

Identify the training dates, times and places for participating food service staff persons.

Prepare training packets.

Identify who will conduct the training and if it will be done at the same time or separate from the teacher training. A member of your planning team may conduct the training.

Identify if the training will be held at each school, in school clusters, or at a central location.

Determine who should be invited to attend training and send letters of invitation.

- At least the foods service manager at each participating school should attend, but it's helpful to have all foods service staff from a school participate in training if possible so they are familiar with the program and their role in its implementation.

## **11. Decide specifics of taste test sessions**

Review the High 5 curriculum manual to understand how the taste testing sessions fit into the curriculum. Review the Introduction page 3, and session 1 page 7 in the curriculum manual. Review the requisition forms in the Food service section of the manual.

- Identify dates for the classroom taste testing sessions, which are feasible for food service and teachers.
- Identify fruits and vegetables to use for the classroom taste testing. You may use those listed in the manual, or you may consider using others. If you use others, consider using those that are low in cost and are not labor intensive to prepare, yet may be less familiar to students. Be sure to project costs based on seasonal variations in fruit and vegetable prices.
- Determine if production of foods for classroom snacks/taste testing will be in individual or bulk servings. Use your projected labor cost as an indicator in decision making.
- Determine how the foods for the snacks will be delivered to the school kitchen and/or to the classrooms.
- Identify any equipment or materials that may need to be purchased for the taste testing sessions. You may want to purchase plastic boxes that will be used to ship food for taste testing sessions from the location in which food is prepared to schools. Identify any equipment that will be needed to go into each classroom taste testing box, for example, serving utensils, squeeze bottles for dip, plastic covered bowls to store food in if it will be served "family style", etc.
- Determine how many taste testing servings will be sent to each classroom. You may want to identify a standard classroom size and use the standard for all participating classrooms.
- Identify how teachers will communicate with food service to order the food. Review the requisition forms in the Food service section of the curriculum manual and modify if needed.

## **12. Maintain documentation records**

Keep track of how much food was ordered, produced and delivered.

## **Step Three: Training**

### **1. Order, or copy, program materials**

Determine how many students, classrooms, and schools will be participating in the program. If you have multiple classrooms, it may be simpler to have printers print an average number of materials per classroom instead of the exact number of materials for each classroom.

- Develop copy specifications for producing the curriculum manual and student and parent materials. Use the enclosed form to help you.
- Identify options for getting materials copied, assembled, and delivered. You may want to consider creating a box for each teacher's materials with hanging files labeled for each session and the student and parent materials organized by session within the box. This allows teachers to have everything ready to teach each week.
- Once you decide how you'd like materials assembled, identify methods for collating and delivering program materials to training sites. Do you have the staff on site to put the materials together? Can your printer or copy center collate and assemble the materials for you? Is there space available to temporarily store the materials prior to the training sessions?
- Seek copy, assembly and delivery estimates and place the order.

### **2. Prepare for teacher training and food service staff training.**

- Make sure teachers will have the curriculum materials at the training sessions. Bring or deliver the curriculum manuals and the boxes with student and parent materials to the training sessions, or arrange to have them delivered to participating schools prior to training to allow teachers time to review them. If you're delivered to schools, ask teachers to bring curriculum materials to the training session.
- Confirm training arrangements. Confirm that you have made arrangements for every thing needed for training, including food for participants, audiovisual and any other needed equipment, a list of participating teachers, and a sign-in sheet.
- Prepare to conduct the training. Review sample training materials.
- Prepare training packets if needed.
- Communicate with training participants. Call or send a reminder letter, fax or email message to teachers and food service managers with training dates, location, time and details. Remind them to confirm their attendance.

### **3. Conduct teacher and food service manager training sessions**

Greet and introduce participants and orient them to the High 5 program.

- Have participants sign in to document their attendance at training.
- Review training purpose and overview of the training session.
- Provide program background and rationale; refer to national/state health standards.

Provide program training (see training materials provided.)

- Review teacher responsibilities
- Review food service responsibilities
- Review curriculum materials and timeline
- Review evaluation plans and document needed
- Allow time for questions

Evaluate the training session(s).

- Ask participants to complete a training evaluation form.
- Review evaluation results and meet with other planners or presenters to discuss the training and make any needed modifications.

Communicate with any teachers who were signed up to participate but didn't attend training.

- Once teacher training is complete, contact any teachers who did not attend training and implement your policy regarding missed training sessions. (You may want to allow teachers to pick up their materials and have a short orientation to the program on a specified date. Or, you may decide that teachers who don't attend training cannot teach the program. There may be other options to respond to this situation.
- Make a plan for storing any unused materials.

## **Step Four: Support and Follow-Up**

### **1. Communicate with teachers just before the program starts**

Contact teachers the week before the program is to begin in the schools to make sure they're ready to teach the program, and to answer any last minute questions.

Encourage teachers to read through their curriculum manual in preparation for teaching Session 1, which is the most complicated session of the curriculum.

### **2. If possible, visit the classrooms to see how it's going**

It's helpful to visit classrooms and cafeterias while the curriculum is being taught to see how it's going and to show your interest.

You may want to take some pictures of children doing the various aspects of the program (working in groups, doing role plays, preparing and tasting fruits and vegetables, tracking their consumption). These are helpful if you put together a slide presentation about the program for principals, school board members, or other decision makers or funders. If you take pictures, make sure that the school has signed parent consent for photograph forms on file for the children you photograph.

- During week five or six of program implementation send teachers a letter about program wrap up. Include one or more copies of the certifications of achievement they will give students who reach the program fruit and vegetable consumption goal. Include a program evaluation form and ask teachers to complete and return it. You may find it beneficial to provide a self-addressed stamped envelope for returning evaluation forms.
- Send or distribute program evaluation forms to food service staff and request a return.
- Talk to teachers and food service staff to see if there is anything they need or would like to have done differently next time the program is offered.

### **3. Thank teachers and food service staff members**

To follow up after program implementation, send participating teachers and food service staff members a thank you letter for their participation. You may want to consider sending a copy of this letter to the school principal for their information and files. Let participants know if the program will be offered next year (if the decision has been made) and what you'd like them to do with their curriculum manual and any left over program materials.

### **4. Evaluate High 5 program implementation**

Compile evaluation results

- Evaluation results will provide information on participant response to the program. They will also provide information on how many students reached the goal of eating 85 servings of fruits and vegetables over the eight-week program period. This kind of data may be helpful in making

decisions about offering the program again, changes that need to be made, etc.

Follow up on any participant comments as needed.

- Report program evaluation results to planners, funders and decision makers. You may want to put together a report of the program implementation experience, and include the compiled evaluation results. You could also create a presentation using pictures from the program, along with comments from teachers and students, evaluation results, etc. This kind of presentation is helpful in seeking support and sharing results with others.

## **5. Celebrate and plan for next year!**

Meet with program planners to review the implementation experience and to discuss offering the program again.

- Identify resources to offer the program in the coming year
- Discuss evaluation results with planners and identify any changes needed
- Identify any other participants that should be included in the planning process
- You may want to schedule a lunch or dinner together to celebrate your accomplishments!

## **High 5 Program Implementation Manual Handouts**

### **Background and Rationale**

5 A Day Power Plus Program Overview

5 a Day Power Plus Program Handout

### **Planning and Recruitment**

Sample Time Line for High 5 Program Implementation

High 5 Session Overview

### **Training**

High 5 Copying Guide for Teacher Manuals

High 5 Copying Guide for Student and Home Materials

Teacher's Notes

Next Steps for Teachers

Student Certificate of Achievement

High 5 Stationery



## 5 A Day Power Plus Program Overview

### *Why is it important for children to eat more fruits and vegetables?*

Eating habits are formed and consolidated in childhood. Studies show that American children eat too much fat and too few fruits, vegetables and other fiber-containing foods. Eating a diet that is high in fat and low in fruit and vegetables increases risk for cancer, heart disease, obesity, and other chronic diseases and conditions. The long-term impact of poor eating habits on health is similar to that of smoking. **Eating more fruits and vegetables is a national health goal and one of the most important things to do to improve overall health.**

### *Who developed the 5 A Day Power Plus program?*

**5 A Day Power Plus, including the High 5 and 5 FOR 5 programs** were developed and tested in 20 schools in St. Paul, Minnesota by experienced health curriculum writers and researchers at the University of Minnesota and the Minnesota Department of Health. The program was tested in a four year, randomized intervention trial, as part of the National Cancer Institute's 5 a Day for Better Health research initiative. After extensive testing the program was shown to be effective in increasing students' fruit and vegetable consumption! Children that participated in the **High 5** program as fourth graders and the **5 FOR 5** program as fifth graders ate, on average, significantly more servings fruit and vegetable throughout the day than students in comparison schools that did not participate. **As a result of participating, students learned ways to develop the habit of eating fruits and vegetables every day!** This habit will serve them throughout their lives.

### *How do High 5 and 5 FOR 5 help change behaviors?*

The **High 5** and **5 FOR 5** programs include all elements of successful nutrition education programs. Research shows that the most effective nutrition education programs are those that focus on changing a specific behavior (such as eating more fruits and vegetables) versus those whose goal is to teach children nutrition knowledge (such as learning that vitamin C prevents scurvy).

Other elements of successful nutrition education programs are that they are of sufficient time and intensity (more than one or two lessons), that they include skill-building lessons based on behavior-change theory, that they include a family component, and that they create a supportive school environment (such as making it easy to choose and eat fruits and vegetables in school lunch). **High 5** and **5 FOR 5** include all the elements of a successful nutrition program. They also integrate reading, writing, math and presentation skills, and count as a health unit within most school districts' elementary school guidelines.

### *What are examples of the activities?*

The **High 5** and **5 FOR 5** programs each include an eight week classroom curriculum which includes weekly lessons to build skills and form habits related to eating fruits and vegetables. The students form teams, read a weekly comic or story, compete with other students to eat more fruits and vegetables at lunch, and do fun group activities in class to increase their skills for choosing and eating fruits and vegetables. In addition, there are activities and materials for the family and school cafeteria as well, to support the students as they make changes.

### *How much time does it take?*

Based on teachers who have taught this program, classroom lessons and activities take about 30-45 minutes per week for the eight-week program. Additionally, in-class food preparation and tasting takes about 30 - 45 minutes per week for eight weeks as well. Everything needed to teach the program is included in the teacher manual.



Top Banana



Coach  
Grow Jackson



The Green  
Machine



Go Go Grape



The Juicester



Blue Magoo



Cool Cat



Big Red



Greater Tater

## What is the 5 A Day POWER PLUS Program?

5 A Day POWER PLUS is an innovative program to encourage students to eat more fruits and vegetables! The program targets fourth and fifth grade students, using a fun, eight-week curriculum, food service, and family involvement program. Program components include:

- The *High 5* fourth-grade and *5 FOR 5* fifth-grade classroom curricula include eight weekly lessons to build skills and form habits for eating fruits and vegetables. Students form teams, read a weekly comic or story, compete with other students to eat more fruits and vegetables at lunch, and do fun group activities in class to increase their skills for choosing and eating fruits and vegetables.
- The home materials provide weekly newsletters and short, fun activities for parents and students to do at home. Completing these activities provides students with an additional way to increase their fruit and veggie scores!
- Weekly classroom snacks and taste testing or food preparation activities increase students' exposure to fruits and vegetables and build food preparation skills.
- Promotions in the school cafeteria increase choice, availability, and appeal of fruits and vegetables.

### **Sample Time Line for High 5 Program Implementation**

Spring	Meet with district or school representatives to confirm participation and identify players, roles and work plan
Summer	Develop food service plan with food service staff contact Develop materials production plan with curriculum contact Develop plan for training Identify evaluation objectives and modify/develop evaluation tools
September	Develop plan for recruiting teachers Identify teacher and food service training dates
October	Recruit teachers to teach High 5 Plan teacher training Confirm teacher participation and communicate training dates Provide materials specifications and time line to production staff
November	Produce teacher and student materials Plan food service staff training Inform food service staff about the program and training dates
December	Develop plan for training Identify evaluation objectives and modify/develop evaluation tools
January	All materials printed and any student incentives ordered Produce training materials Communicate regarding training details Conduct teacher and food service staff training sessions Provide program materials to teachers and food service staff
Feb - March	Implement High 5 over an eight-week period Respond to teacher questions/needs
April	Evaluate program Document teacher and student participation Report results and celebrate successes Start new planning cycle

**5 A Day-High 5 Program  
Session Overview**

<b>Session</b>	<b>Lesson</b>	<b>Weekly Student Materials*</b>	<b>8 Snacks</b>	<b>5 Home Highlights</b>
Session 1	Find Your Flyer Puzzle	1 Flyer Puzzle Piece/team	Cooked broccoli with cheese sauce	No Home Materials
Session 2	Lunch Letters	1 Piece of Stationary/student 1 Postcard/team	Fruit salad with yogurt pudding dip	Home Highlights #1
Session 3	Cooking up Combos	1 Combos Direction Sheet/team	Pineapple Fruit Salsa with Tortilla Chips	Home Highlights #2
Session 4	Food in a Flash	1 Flyer Note/team 1 Coach's Kitchen Directions Sheet/team	Raw broccoli and cauliflower with dip	Home Highlights #3
Session 5	Training for 5-A-Day	1 Goal Worksheet/student	Mini baked potatoes with topping	Home Highlights #4
Session 6	Making a Play	1 Role Play Directions Sheet/team or per pair of students	Raw jicama and pea pods with dip	Home Highlights #5
Session 7	Goal Checks, 5-A-Day Fans	1 Ad Project Directions Sheet/team	Fruit kabobs with dip	No Home Materials
Session 8	Planning a Victory Party	1 Victory Party Directions Sheet/team 1 Grand Tally Worksheet/team	Fruit juice with mineral water, and baby carrots with dip	No Home Materials

**Instructions for Teacher's Manual (for 115 copies)**

<b>Section</b>	<b>Teachers Materials</b>	<b>Total Copies</b>	<b>Suggested paper color</b>
Cover	Front Page for binder (1-sided)	115	65# gamma green
1 <sup>st</sup> page	Front Page for binder, 2 pages (1→2 sided)	115 (3-hole punch)	65# gamma green
Acknowledgements/ Introduction	8 pages (1→2 sided)	115 copies of each page (920 copies on 460 pages) (3-hole punch)	20# white
Session One- Lesson Plan	14 pages (1→2 sided); 2 sheets are blank)	115 copies of each page (1610 copies on 805 pages) 3-hole punch)	20# white
Session One- Student materials	23 pages (1-sided)	115 copies of each page (2645 copies) (3-hole punch)	20# white
Session Two- Lesson Plan	10 pages (1→2 sided); 2 sheets are blank)	115 copies of each page (1150 copies on 575 pages) (3-hole punch)	20# white
Session Two- Student materials	7 pages (1-sided)	115 copies of each page (805 copies) (3-hole punch)	20# white
Session Three- Lesson Plan	10 pages (1→2 sided); 2 sheets are blank)	115 copies of each page (1150 copies on 575 pages) (3-hole punch)	20# white
Session Three- Student materials	5 sides on 5 sheets	115 copies of each page (575 copies) (3-hole punch)	20# white
Session Four- Lesson Plan	10 sides on 5 sheets (2 sheets are blank)	115 copies of each page (1150 copies on 575 pages) (3-hole punch)	20# white
Session Four- Student materials	8 pages (1-sided)	115 copies of each page (1150 copies on 575 pages) (3-hole punch)	20# white
Session Five- Lesson Plan	10 pages (1→2 sided); 2 sheets are blank)	115 copies of each page (1150 copies on 575 pages) (3-hole punch)	
Session Five- Student materials	6 pages (1-sided)	115 copies of each page (690 copies) (3-hole punch)	20# white

<b>Section</b>	<b>Teachers Materials</b>	<b>Total Copies</b>	<b>Suggested paper color</b>
Session Six- Lesson Plan	8 pages (1→2 sided)	115 copies of each page (920 copies on 460 pages) (3-hole punch)	20# white
Session Six- Student materials	10 pages (1-sided)	115 copies of each page (1150 copies) (3-hole punch)	20# white
Session Seven- Lesson Plan	8 pages (1→2 sided)	115 copies of each page (920 copies on 460 pages) (3-hole punch)	20# white
Session Seven- Student materials	4 pages (1-sided)	115 copies of each page (460 copies) (3-hole punch)	20# white
Session Eight Lesson Plan	10 pages (1→2 sided); 2 sheets are blank)	115 copies of each page (1150 copies on 575 pages) (3-hole punch)	20# white
Session Eight Student materials	8 pages (1→2 sided)	115 copies of each page (920 copies on 460 pages) (3-hole punch)	20# white
Recipes	6 pages (1-sided)	115 copies of each page (1035 copies) (3-hole punch)	20# white
Family Component	20 pages (1-sided)	115 copies of each page (2300 copies) (3-hole punch)	20# white

115 white binders with clear plastic sleeve on cover (cover inserted here)

10 number dividers for 115 binders (rest of the pages need to be divided in the appropriate section)

### High 5 Program Copying of Student Materials (for 115 classrooms, 30 students/classroom)

Session 1 Part A	A. High 5 Flyers Comic 1 (1→2-sided on 11x17) fold B. Flyer Puzzle Pieces (8: 1-sided) C. High 5 Scoreboards (8: 1-sided)	1 per student 1 for each team 1 for each team	20# green 90# index in buff 60# astro yellow
Session 1; Part B	A.		
Session 2 Part A	A. Comic 3 (1→2-sided) B. Stationary (1-sided)	1 per student 1 per student	20# goldenrod 20# white
Session 2; Part B	A. Flyer postcards (2 jobs: 1→2-sided) – cut in 4 pieces	8 cards per class	110# index white
Session 3 Part A	A. Comic 3 (1→2-sided) B. Combos Direction (1-sided) C. Fruit & Veggie Cards (2 jobs: 1→2-sided) – No Cutting	1 per student 1 for each team 1 of each per class	20# blue 20# white fruit: 65# solar yellow; veggie 65# gamma green
Session 3; Part B	A.		
Session 4 Part A	A. Comic 4 (1→2-sided) B. Flyer notes (2: 1-sided) C. Coach's Kitchen Directions (1→2-sided on 11x17) fold	1 per student 1 set per class 1 for each team	20# orchid 20# canary 11X17, 60# white
Session 4; Part B			
Session 5 Part a	A. Comic 5 (1→2-sided) B. Goal Worksheets (1→2-sided)	1 per student 1 per student	20# tangerine 20# white
Session 5; Part B	A.		
Session 6 Part a	A. Comic 6 (1→2-sided) B. Play Directions (8: 1-sided)	1 per student 1 per team	20# green 20# white
Session 6; Part B			
Session 7 Part a	A. Comic 7 (1→2-sided) B. Ad Project Direction (1-sided)	1 per student 1 per team	20# goldenrod 20# white
Session 7; Part B	A.		
Session 8 Part a	A. Comic 8 (1→2-sided on 11x17) fold B. Party Directions	1 per student 1 per team	20# pink 20# white
Session 8; Part B	A. Grand tally worksheets	1 per team	20# white
Home Highlights	Letter Week 1 (1→2 sided) Letter Week 2 (1→2 sided) Letter Week 3 (1→2 sided) Letter Week 4 (1→2 sided) Letter Week 5 (1→2 sided)	1 per student 1 per student 1 per student 1 per student 1 per student	20# green
Home	A. Poster 1 (1-sided) B. Poster 2 (1-sided) C. Poster 3 (1-sided) D. Poster 4 (1-sided) E. Poster 5 (1-sided)	1 per student 1 per student 1 per student 1 per student 1 per student	20# ivory
Recipes	A. Recipe (1→2 sided)	1 per student	20# ivory
	B. High 5 scorecards, 4/pg (1→2 sided)	4 cards per student	110# index green, cut in 4 pieces

## **High 5 Program Teacher's Notes**

### **Session 1**

A picture of the completed "Find Your Flyer" puzzle is provided in your materials. You may want to tape this to the area where teams will hang their pieces to help them know where their piece fits to make the puzzle complete.

The materials box may not include transparencies. If you'd like to make a transparency, the hard copy is provided in your teacher's manual.

You may want to think early in the week about how you'll handle the free throws for the team with the highest average points on Friday.

### **Session 2**

School lunch menus will be provided by the Food Service Department to use with the Session 2 "Lunch Letters" activity.

You only need to distribute one postcard per team.

Send parent materials home this week.

### **Session 3**

You will need to cut up the fruit and vegetable cards in advance of this week's activity, and put them in a bag or envelope for selection by each team. Put all fruit cards in one bag and all vegetable cards in another.

### **Session 4**

Cut and hand out the note from each Flyer to their team members, or give the team the page containing their note. Each team also receives one copy of the Coach's Kitchen Direction Sheet.

### **Session 5**

A printed worksheet is provided for each student to provide an example for completing the activity.

This week's taste testing will be fruit kabobs with strawberry yogurt dip.

### **Session 6**

The role-play activity should be done in teams or pairs, with each team or pair getting one role-play scenario to develop.

### **Session 7**

There are enough ad direction sheets for each team.



## **Session 8**

The activity this week focuses on planning a "Victory Celebration" that includes fruits and vegetables. The directions in the manual state there will be a victory party. Encourage your students to plan the party based on the lesson this week and have students bring in and prepare fruits and vegetables for the celebration.

Before distributing the Directions Sheet for the "Planning our Victory Party" activity you will need to make a check mark on the worksheet for each team indicating the location for which they will plan the celebration (i.e. park, zoo, beach, etc.)

### **Home Highlights**

Home Highlights are sent for five consecutive weeks starting week 2. Snack recipes for students should be in your materials box. Send both pages of recipes home with the Home Highlights in week 6, or send them home alone in weeks 7 or 8.

You may order the Dole nutrition education materials to send home with the first Home Highlights during week 2, or at any time subsequently. Dole materials are available free to teachers from the following website:

<http://www.dole5aday.com/Teachers/ClassroomResources/Materials/OrderForm.jsp>

## **5 A Day - High 5 Program: Next Steps for Teachers**

**High 5 Program dates:** \_\_\_\_\_ through \_\_\_\_\_

### **Before the program begins:**

1) Mark program dates on your calendar. Plan for one class period of 30-40 minutes each week plus the four to eight weekly taste tests. Taste tests take about 30-40 minutes.

2) Verify that you have received all the materials. (Teacher's material box should include teacher's manual, student materials and family materials)

3) Review curriculum introduction and lesson plans in teacher manual

- Pay particular attention to "Goal Setting and Incentives" in the introduction. Decide how to handle the beanbag toss.
- Incentives will be discussed at training

4) Check dates for taste tests that have been negotiated with your school or district food service.

Please cancel with your school's FS Manager if you are unable to offer a taste test on a scheduled day due to field trips, etc.

5) A month before the program starts, meet with your school food service manager to verify:

- Number of snacks needed for students, teachers and aides if the number is different from what you submitted as the number of participating students. Instructions for picking up food and materials for taste tests in your school.
- Foods on lunch menu that count as fruit or vegetable servings.

6) During the program, remember to:

- Have students wash their hands before each taste test.
- Have students record the number of servings of fruits and vegetables they ate at school lunch daily.
- Have students complete the team competition weekly.
- Send Home Highlights and family materials home with students in weeks 2 through 6.
- Have fun!!

7) At the end of the program:

- Award Certificates and/or other incentives to students who earn 85 points in 8 weeks.
- Reward incentives to the team(s) with the greatest number of points.
- Complete the evaluation forms and return as indicated on the form

**Certificate of Achievement**  
for completing the 5 A Day High 5 Program



This certifies that

---

has successfully achieved the goal of eating 85 servings of  
fruits and vegetables at school lunch over a eight-week period.

Congratulations on your important accomplishment!  
Keep eating 5 A Day!

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#

## **HIGH 5 CURRICULUM TRAINING**

The following training outline is for a full day training (approximately 5- 6 hours with a lunch break). This optimal training would allow for the participants to do all of the curriculum activities, which would prepare them for teaching the curriculum in the classroom. If it is not possible to have a full day training it is suggested that trainers review the following with participants:

Introduction

Curriculum Overview

Manual Overview

All of the activities in Session One, Part A and Part B

All of the activities in Session Two, Part A and Part B

All of the activities in Session Five Part A

Activity One in Session Six, Part A

Taste testing of any foods students will be tasting or preparing in class

Session Eight, Part B

Family Component

Snack Preparation and Taste Testing (Food Service requests and requirements)

Each session is outlined below along with materials needed to train participants on that session. It is suggested that participants actually do the activities as they would be done in their classrooms. This allows them to have a clear understanding of how the activities are done and how they would best be implemented in individual classrooms. Materials needed to train participants in this way are given at the beginning of each session as it is outlined below as well as any preparation that should be done ahead of time. In addition to those materials that are listed it is suggested that each participant be provided with the following:

Name tag

Pen /pencil

Highlighter marker

It is important for participants to taste and prepare all taste testing and snack preparation food items so that they can decide on the implementation procedure that will work best for them in their classrooms. This may be done at one time during the training or as the preparation and tasting activities come up in the training.

## **TRAINING LOCATION**

If possible the training should take place in a space that allows for small group activities. Proximity to a kitchen facility is also suggested due to the taste testing and snack preparation activities.

## **BEFORE THE TRAINING**

1. Prepare all activity materials, for example cutting out cards, etc.
2. Obtain school lunch menus and make copies as needed for Sessions Two and Seven.
3. Prepare or arrange for preparation of taste testing food and snack preparation items.
4. Arrange for a speaker or trainer to present the rationale for the program if needed. This could be a nutritionist or health educator. Your state or local health department, local college or

university may have speakers available.

5. Arrange for a school food service representative to explain the procedure for ordering, picking up and returning food supplies for taste testing from your school or district food service.

## **INTRODUCTION**

1. Welcome the participants.
2. Point out food and beverages if available and location of restrooms.
3. Give all participants and trainers the opportunity to introduce themselves.
4. Provide a rationale for the program and the daily consumption of at least 5 fruits and vegetables. (This could be presented by a nutritionist, health educator, or other health expert.)

## **CURRICULUM OVERVIEW**

1. Explain the objectives of the curriculum (see introduction section of teacher's manual)
2. Explain key components of curriculum:
  - High 5 Flyers
  - Classroom Activities
  - Team Competition
  - Taste Testing/Snack Preparation
  - Family component
3. Explain the expected implementation schedule if necessary, for example twice a week for eight weeks or completion of the program by a specific date.

## **DISTRIBUTE TEACHER'S MANUALS TO PARTICIPANTS**

### **MANUAL OVERVIEW**

1. Tell participants to write their names on their manuals.
2. Explain the organization of the teacher's manual by pointing out:
3. Introduction section
4. Eight sessions, each session is divided into two parts (approximately 40 minutes each).
5. First page of each session contains an outline for that part of the session.
6. Part A is classroom activities to build students' skills for eating more fruits and vegetables.
7. Part B is taste testing or snack preparation.
8. Master copies of all handouts and transparencies are at the end of each session.
9. Copies of the materials for the parent component are in a separate section of the manual.
10. Copies of the food requisitions and recipes are in a separate section of the manual.

**Trainer's note:** Explain that they will now be going through the activities in the sessions. They will be doing the activities as if they are fourth graders so they can see how the activities are done and can think about how they will be implemented in their own classrooms.

## SESSION ONE

Materials: HIGH 5 Flyers Comic 1 ( 1 per person)  
Flyer Puzzle Pieces  
HIGH 5 Scorecards ( 1 per person)  
HIGH 5 Scoreboards 1-8  
HIGH 5 Basket and Bean Bags or Nerf Ball

### SESSION ONE

#### Part A

##### Activity One

1. Model introducing the program to the participants in the same way that they would introduce it to their students.
2. Distribute copies of the first comic and have teachers take turns reading the parts aloud.

##### Activity Two

1. Point out the note at the beginning of this activity. Remind teachers that they should divide the students into eight small groups ahead of time so they will not have to take class time to figure this out. The students will work in these small groups throughout the program so it is important to group students who can work together if possible.
2. Divide the participants into small groups (depending on the number of participants it may not be appropriate to have eight small groups).
3. Using the directions in the manual lead the participants in this activity.

##### Activity Three

1. Distribute a HIGH 5 Scorecard to each participant and explain it using Transparency 1.
2. Instruct participants to write in the fruits and vegetables they ate yesterday for lunch.
3. Distribute a HIGH 5 Scoreboard to each small group. Instruct participants to fill it in now using the names of the people in their small group.

**Trainer's note:** It is important that teachers fill in the scorecards and scoreboards so that they have a clear understanding of how the competition works and what the students will do in their classroom.

Point out the “Reminders” section of the session and the “Suggestions for Rewards” for the competition. It is strongly suggested that all students who earn a specified number of points be rewarded in addition to the team reward for the winning team/s.

Ask if there are any questions about the scoreboards, scorecards, or competition.



## SESSION ONE

### Part B

#### Activity One

1. Point out the note at the beginning of the activity.
2. Remind participants that students should wash their hands with soap and water before any tasting or snack preparation activities. If necessary, students should receive a separate lesson on correct hand washing.
3. Participants will need to make arrangements for the food items and supplies with their school Food Service. Sample food requisitions are included in the last session of the teacher's manual.
4. Allow participants to taste the **Cooked broccoli with cheese sauce** now or at another time in the training.

**Trainer's note:** If possible find out how participants will arrange for food and supplies at their school. Make any adjustments to the food requisitions given or provide new ones if needed and available from the individual schools.

If there is a small number of trainees it might be possible to have them taste the foods as they are talked about in each session. If not, decide on a time during the training when they can taste all of the foods they will be tasting in the classroom for sessions 1-6.

#### Activity Two

1. Tell participants to take a minute and fill in their scorecard as if they had been filling it in all week. Each participant should now have a completed scorecard so they can do this activity.
2. Instruct participants to fill in their team scoreboards and do the free throws according to the directions in the manual. It is important that they all do this activity so they have a clear understanding of how this will work in their classroom. (Although it will take longer now to have participants do this activity they will not need to do it again when you talk about future sessions.)
3. Remind participants that each week students will receive a new scorecard and each week is a new weekly competition. They should also continue to remind students that even if their team did not win the weekly competition they can still reach their individual goal for the program.
4. Point out the reminder at the end of the session.
5. Point out the copies of the materials at the end of the session.

## SESSION TWO

Materials: HIGH 5 Flyers Comic 2 ( 1 per person)  
HIGH 5 Stationery ( 1 per small group)  
School Lunch Menus ( 1 per small group)  
Home Highlights #1  
HIGH 5 Basket and Bean Bags or Nerf Ball  
Flyer Postcards 1-8 ( 1 per Small Group)

## SESSION TWO

### Part A

#### Activity One

1. Point out this activity as a way to problem solve with the class to help students eat more fruits and vegetables.

#### Activity Two

1. Remind participants that there will be a new comic in every Part A of a session. The comics set the topic for the session.
2. Distribute High Five Flyers Comic 2 to each participant. Explain that they can have the comic read aloud in a number of ways:
  - Teacher reads comic and students follow along
  - Teacher assigns roles and students read their parts
  - Teacher chooses one child to begin and a new student reads every new speech.
  - It is up to the teacher to decide how they want the comic to be read aloud.
3. Choose one of these methods and read the comic aloud.

**Trainer's note:** Each time there is a comic to read during the training, model a different method of reading it aloud.

#### Activity Three

1. Lead the activity as it is written in the manual. Participants may work in pairs or their small groups, whichever works best for the size of the group. Provide blank stationery and a school lunch menu for groups to use.
2. Call on a few groups to read their letters, as time permits.

## SESSION TWO

### Part B

#### Activity One

1. Point out the note at the beginning of the activity.
2. Remind participants that students should wash their hands with soap and water before any tasting or snack preparation activities
3. Participants will need to make arrangements for the food items and supplies with their school Food Service. Sample food requisitions are included in the last session of the teacher's manual.
4. Allow participants to taste the **Fruit Salad with Yogurt Pudding Dip** now or at another time in the training.

#### Activity Two

1. Distribute one High Five Home Highlights 1 to each participant.
2. Point out the master copies in their manual.
3. Model explaining the Home Highlights materials as it is written in the manual.
4. Point out the note at the end of the activity. Students should be encouraged to participate with a parent, however if a parent is not available they can find another adult such as a relative, baby sitter or neighbor to do it with them.

#### Activity Three

1. Remind participants that this is the same activity that was done at the end of Session One.
2. Briefly go over the activity.
3. Hand out the postcards to each group as described in this activity. Call on a few of the groups to read their postcards aloud to the group.
4. Point out the copies of the other materials at the end of the session.

## **SESSION THREE**

Materials:     HIGH 5 Flyers Comic 3 ( 1 per person)  
                    Count Up the Combos (1 per small group)  
                    Fruit and Veggie Cards cut and placed in bags  
                    Home Highlights #2  
                    HIGH 5 Basket and Bean Bags or Nerf Ball

### **SESSION THREE**

#### **Part A**

##### Activity One

1. Lead the brief discussion as it is written in the activity.

##### Activity Two

1. Distribute one High Five Flyers Comic 3 to each participant.
2. Choose a method to have the comic read aloud.
3. Ask the discussion question.

##### Activity Three

1. Cut the fruit and vegetable cards ahead of time and put them in the bags.
2. Point out the note at the beginning of this activity.
3. Lead the group in the activity as it is written in the manual.

## SESSION THREE

### Part B

#### Activity One

1. Point out the note at the beginning of the activity.
2. Remind participants that students should wash their hands with soap and water before any tasting or snack preparation activities
3. Participants will need to make arrangements for the food items and supplies with their school Food Service. Sample food requisitions are included in the last session of the teacher's manual.
4. Allow participants to taste the **Pineapple Salsa with Tortilla Chips** now or at another time in the training.

#### Activity Two

1. Distribute one High Five Home Highlights 2 to each participant.
2. Point out the master copies in their manual.
3. Model explaining the Home Highlights materials as it is written in the manual.
4. Students should be encouraged to participate with a parent, however if a parent is not available they can find another adult such as a relative, baby sitter or neighbor to do it with them.

#### Activity Three

1. Remind participants that this is the same activity that was done at the end of Session One.
2. Ask if there are any questions about this.
3. Point out the copies of the materials at the end of the session.

## **SESSION FOUR**

Materials: HIGH 5 Flyers Comic 4 ( 1 per person)  
HIGH 5 Flyer Notes 1-8 (1 per small group)  
Coach's Kitchen ( 1 per small group)  
Coach's Kitchen Directions (1 per small group)  
Cool Ideas from the Cooks (1 per small group)  
Home Highlights #3  
HIGH 5 Basket and Bean Bags or Nerf Ball

### **SESSION FOUR**

#### **Part A**

##### Activity One

1. Remind participants that students will still be marking their scorecards every day after lunch.
2. Lead a brief discussion as written in the manual.

##### Activity Two

1. Distribute one High Five Flyers Comic 4 to each participant.
2. Choose a method to have the comic read aloud.
3. Ask the discussion question.

##### Activity Three

1. Lead the participants in this activity as it is written in the manual.
2. Remind them that they can only use the foods that are available in the Coach's Kitchen when they do this activity.

## SESSION FOUR

### Part B

#### Activity One

1. Point out the note at the beginning of the activity.
2. Remind participants that students should wash their hands with soap and water before any tasting or snack preparation activities
3. Participants will need to make arrangements for the food items and supplies with their school Food Service. Sample food requisitions are included in the last session of the teacher's manual.
4. Allow participants to taste the **Raw Broccoli and Cauliflower with Dip** now or at another time in the training.

#### Activity Two

1. Distribute one High Five Home Highlights 3 to each participant.
2. Point out the master copies in their manual.
3. Model explaining the Home Highlights materials as it is written in the manual.
4. Students should be encouraged to participate with a parent, however if a parent is not available they can find another adult such as a relative, baby sitter or neighbor to do it with them.

#### Activity Three

1. Remind participants that this is the same activity that has been done at the end of each session.
2. Briefly go over the activity.
3. Point out the copies of the materials at the end of the session.

## **SESSION FIVE**

Materials: HIGH 5 Flyers Comic 5 (1 per person)  
HIGH 5 Flyer Notes 1-8 (1 per small group)  
It's a HIGH 5 Goal (1 per person)  
Home Highlights #4  
HIGH 5 Basket and Bean Bags or Nerf Ball

### **SESSION FIVE**

#### **Part A**

##### Activity One

1. Remind participants that students will still be marking their scorecards every day after lunch.
2. Point out the discussion question.

##### Activity Two

1. Distribute one High Five Flyers Comic 5 to each participant.
2. Choose a method to have the comic read aloud.
3. Ask the discussion question.

##### Activity Three

1. Lead the participants in this activity as it is written in the manual.
2. Explain that they should also set a goal in the classroom with their students and try to reach their goal.
3. Emphasize that they will need to monitor the goal setting so that students are setting realistic goals that they can meet.



## SESSION FIVE

### Part B

#### Activity One

1. Point out the note at the beginning of the activity.
2. Remind participants that students should wash their hands with soap and water before any tasting or snack preparation activities.
3. Participants will need to make arrangements for the food items and supplies with their school Food Service. Sample food requisitions are included in the last session of the teacher's manual.
4. Allow participants to taste the **Mini Baked Potatoes with Tater Tops** now or at another time in the training.

#### Activity Two

1. Distribute one High Five Home Highlights 4 to each participant.
2. Point out the master copies in their manual.
3. Model explaining the Home Highlights materials as it is written in the manual.
4. Students should be encouraged to participate with a parent, however if a parent is not available they can find another adult such as a relative, baby sitter or neighbor to do it with them.

#### Activity Three

1. Remind participants that this is the same activity that has been done at the end of each session.
2. Briefly go over the activity.
3. Point out the copies of the materials at the end of the session.

## SESSION SIX

Materials: HIGH 5 Flyers Comic 6 ( 1 per person)  
Make a Play for More Fruits or Veggies 1-8 (1 per small group)  
Home Highlights #5  
HIGH 5 Basket and Bean Bags or Nerf Ball

## SESSION SIX

### Part A

#### Activity One

1. Remind participants that students will still be marking their scorecards every day after lunch.
2. Explain that this is when students will check in with their goal-setting partners.
3. Lead the activity as it is written in the manual. Tell the participants to pretend they have achieved or not achieved their goal.
4. Remind participants to encourage students who did not reach their goal to keep on trying.
5. Point out that students who achieve their goal earn an extra 5 points on their scoreboard. They can add these now or at another time. Students who reach their goal later can still earn the 5 points and should be encouraged to do so.

#### Activity Two

1. Distribute one High Five Flyers Comic 6 to each participant.
2. Choose a method to have the comic read aloud.
3. Ask the discussion question.

#### Activity Three

1. Lead the participants in this activity as it is written in the manual.
2. Explain that children cannot increase their consumption of fruits and vegetables at home if it is not available. Learning how to ask for fruits and vegetables and having the confidence to do so can make a difference.
3. There are eight different role plays so more than one pair will have the same situation, however they will need to remind their students that they will all do it differently.
4. Teachers might want to model one of the role plays for the class before they begin.
5. Videotaping the role plays can be very effective and could be played at a parent event at school.

## SESSION SIX

### Part B

#### Activity One

1. Point out the note at the beginning of the activity.
2. Remind participants that students should wash their hands with soap and water before any tasting or snack preparation activities.
3. Participants will need to make arrangements for the food items and supplies with their school Food Service. Sample food requisitions are included in the last session of the teacher's manual.
4. Allow participants to taste the **Raw Jicama or Rutabaga and Pea Pods with Dip** now or at another time in the training.

#### Activity Two

1. Distribute one High Five Home Highlights 5 to each participant.
2. Point out the master copies in their manual.
3. Model explaining the Home Highlights materials as it is written in the manual.
4. Students should be encouraged to participate with a parent, however if a parent is not available they can find another adult such as a relative, baby sitter or neighbor to do it with them.

#### Activity Three

1. Remind participants that this is the same activity that has been done at the end of each session.
2. Briefly go over the activity.
3. Point out the copies of the materials at the end of the session.

## SESSION SEVEN

Materials: HIGH 5 Flyers Comic 7 ( 1 per person)  
And Now a Word About Fruits and Veggies Directions (1 per small group)  
School Lunch Menu (1 per small group)  
HIGH 5 Basket and Bean Bags or Nerf Ball  
Snack Preparation Recipe 1 (1 per person)

## SESSION SEVEN

### Part A

#### Activity One

1. Remind participants that students will still be marking their scorecards every day after lunch.
2. Explain that this is when students have another opportunity to check in with their goal-setting partners if they did not achieve their goal last week.
3. Briefly review the activity. If there are still students who have not reached their goal they should come to you when they have reached it so they can have their goal sheet signed by their partner. Continue to encourage students who did not reach their goal to keep on trying.
4. Point out that students who achieve their goal earn an extra 5 points on their scoreboard. They can add these now or at another time. Students who reach their goal later can still earn the 5 points and should be encouraged to do so.

#### Activity Two

1. Distribute one High Five Flyers Comic 7 to each participant.
2. Choose a method to have the comic read aloud.
3. Ask the discussion question.

#### Activity Three

1. Lead the participants in this activity as it is written in the manual.
2. Give participants a sample school lunch menu to use. When they do this in their classrooms they will use their own school lunch menus.

## SESSION SEVEN

### Part B

#### Activity One

1. Point out the note at the beginning of the activity.
2. Remind participants that students should wash their hands with soap and water before any tasting or snack preparation activities.
3. Participants will need to make arrangements for the food items and supplies with their school Food Service. Sample food requisitions are included in the last session of the teacher's manual.
4. Allow participants to prepare their own the **Fruit Kabobs with Strawberry Yogurt Dip** now or at another time in the training. This snack and the snack from Session 8 could be prepared at the same time.
5. Give each participant a copy of the recipe to use. Point out the bottom portion of the recipe where they and their students can write what they thought about the snack they prepared.
6. It is important that participants actually prepare their own snacks so they can see how it is done and think about how they will do it in their own classrooms.

#### Activity Two

1. This is a reminder to students to do the Home Highlights Activities at home if they have not already done so.

#### Activity Three

1. Remind participants that this is the same activity that has been done at the end of each session.
2. Briefly go over the activity.
3. Point out the copies of the materials at the end of the session.

## **SESSION EIGHT**

Materials:     HIGH 5 Flyers Comic 8 ( 1 per person)  
                 Planning Our HIGH 5 Victory Party Directions (1 per small group)  
                 HIGH 5 Basket and Bean Bags or Nerf Ball  
                 Sample Completed Scoreboards (1 per small group)  
                 Grand Tally Worksheet (1 per person)  
                 Snack Preparation Recipe 2 (1 per person)

### **SESSION EIGHT**

#### **Part A**

##### Activity One

1. Remind participants that students will still be marking their scorecards every day after lunch.  
This is the last week of the competition.
2. Point out the discussion question.

##### Activity Two

1. Distribute one High Five Flyers Comic 8 to each participant.
2. Choose a method to have the comic read aloud.
3. Ask the discussion question.

##### Activity Three

1. Lead the participants in this activity as it is written in the manual.
2. Remind participants to emphasize to their students that the amount of food that they plan for the party/event should be realistic.

## SESSION EIGHT

### Part B

#### Activity One

1. Point out the note at the beginning of the activity.
2. Remind participants that students should wash their hands with soap and water before any tasting or snack preparation activities
3. Participants will need to make arrangements for the food items and supplies with their school Food Service. Sample food requisitions are included in the last session of the teacher's manual.
4. Allow participants to prepare their own **Party Snack** (beverage and dip) now or at another time in the training. This snack and the snack from Session 7 could be prepared at the same time.
5. Give each participant a copy of the recipe to use. Point out the bottom portion of the recipe where they and their students can write what they thought about the snack they prepared.
6. It is important that participants actually prepare their own snacks so they can see how it is done and think about how they will do it in their own classrooms.

#### Activity Two

1. Remind participants that this is the same activity that has been done at the end of each session.
2. Briefly go over the activity.
3. Distribute sample completed scoreboards for participants to use for the Grand Tally.
4. Explain how to use the Grand Tally worksheet using Transparency #4 and allowing time for the participants to complete the worksheet.
5. Point out that this is also the time when students will figure out their own personal point totals.
6. Point out the copies of the materials at the end of the session.

## **FAMILY COMPONENT**

1. Point out the Family Component section of the manual.
2. Explain that these HIGH 5 Home Highlights materials are to be copied and distributed during the program as is designated in the sessions.
3. Each High Five Home Highlights consists of a two page (or one page that is two-sided) information sheet for parents and a High Five flyers poster with hidden fruits and vegetables for students to find.
4. The recipes should be sent home with the final Home Highlights in Session 6B.
5. Point out the “Suggested Incentives” and resource information.

## **SNACK PREPARATION AND TASTE TESTING**

1. Point out the sample food requisitions in the manual. Provide food requisitions used by the participants’ food service if available.
2. The samples in the manual show approximate amounts of food and supplies needed for each snack and tasting activity.
3. Explain the procedure requested by the school food service for the tasting and preparation activities. If possible have a representative from the school food service present this information and answer questions.

## **CLOSING**

1. Explain any other school or logistical information concerning the implementation of the curriculum.
2. Answer any questions.
3. Thank the participants for attending the training.



## High 5 Food Service Training

The following training outline is for a one-hour training for food service managers and staff to implement the food service component of the High 5 curriculum when the program is offered in 4<sup>th</sup> grade classrooms.

**Materials needed:** training folder, containing:

- Meeting agenda
- High 5 Program overview
- Food Service Guidelines
- Requisition form for classroom taste testing (from curriculum manual)
- Paper and pencil for note taking

If possible, arrange with the food service manager to have fruit juice, water, and a fruit or vegetable tray for participants to eat before or during the meeting.

### Training Outline

1. Welcome and introductions. Welcome participants and thank them for attending the training session. As part of introductions, you could ask participants to tell others their favorite fruit or vegetable.

Tell participants:

- You are going to be learning about a very exciting program that has been proven effective in helping children eat more fruits and vegetables in school lunch.
  - You are the experts in promoting healthy eating in school lunch. A part of today's training will be devoted to sharing ideas about how to make the program work in your school.
2. Review the meeting agenda. Tell participants: At the end of the training you will understand the High 5 program. You will learn how to work with the teachers in your school over the coming eight weeks to offer the High 5 to the fourth grade students.
  3. Review the background and rationale for the program. Provide background for the High 5 program, including the importance of eating 5 fruits and vegetables daily. You may want to arrange to have a speaker from your local health department, university or college, or dietetic association to give a short rationale for eating fruits and vegetables for good health.
  4. Review the High 5 program overview. Inform participants that the program includes an eight-week classroom curriculum with links to the school food service, family, and the food industry. The food service component allows the school cafeteria to support what children will be learning in class and at home.
  5. Review the Food Service Guidelines.
  6. Review Next Steps for Food Service handout, answer questions, discuss as needed.

## **High 5 Food Service Guidelines**

### **Offer choices of fruits and vegetables at school lunch**

- Offer a fresh and a canned fruit daily
- Offer a fresh vegetable when a hot vegetable is served
- Offer fruit as an alternate choice for dessert

### **Make fruits and vegetables look appealing**

- Choose seasonal fruits and vegetables
- Use color and shape contrast
- Serve fruits and vegetables in clear plastic or other attractive serving containers

### **Encourage students to choose fruits and vegetables**

- Verbally encourage students to take fruits and vegetables from the line
- Place fruits and vegetables first on the line

### **Promote fruits and vegetables**

- Consider serving fruits and vegetables first on the tray line
- Use the point of purchase materials provided by the High 5 program
- Use your creativity to draw attention to the fruits and vegetables served

## **5 a Day - High 5 Program**

### **Presentation for School Food Service Managers and Staff Members**

Good afternoon! I'm \_\_\_\_\_, I work at \_\_\_\_\_, and I'm very happy to be here to talk with you today about the 5 a Day High 5 program! Thanks for being here today after a busy day at school! I'm looking forward to getting to know each of you better as we work together to bring this exciting health program to the 4th grade students in your schools.

Our reason for being here, as you know, is to help you prepare to support the 5 a Day High 5 program in your school. The program will be offered to \_\_ (number) classrooms in your district starting \_\_\_\_\_ (date), with all food and curriculum materials provided by the district food services and curriculum departments!

My purpose today is to give you

- A brief overview of the program
- Information you'll need to work with teachers to offer this program in your school
- Program dates and specific information about what to do in the coming week, and
- What to do when the program starts

Before we get started, let's do introductions so we can get to know you and you can know us better.

How many of you have seen the 5 a Day logo?

The 5 a Day **High 5** program was developed through a research project funded by a four-year grant from National Cancer Institute as part of the **5 a Day for Better Health Program's** research initiative.

The goal of the research study was to develop and test the effectiveness of a curriculum aimed at increasing consumption of fruits and vegetables (f/v) among 4th and 5th grade students. The program was tested through collaboration between the Minnesota Department of Health, the University of Minnesota, and the St. Paul Public Schools, a large, public school district in Minnesota.

The program includes four components: a classroom curriculum, family involvement, food service support, and industry involvement.

The classroom component is an 8-week curriculum with 30 - 45 minute lessons each week. Each week also includes a taste testing activity that takes about 30 minutes.

The curriculum is built around f/v characters that serve as role models for eating f/v. Students form teams of four, each team has a fruit/vegetable character mascot.

The weekly activity is introduced by a comic, which lays out the problem, for example: "I'd like to eat more fruits and vegetables but how do I fit them all in?"

Students read the comic aloud, and then work in teams to solve the problem.

Each week students have a taste testing in class

- **All food is prepared in the district kitchen and shipped to school, or made in the school kitchen**
- Students pick up box with everything in it that's needed
- Students learn new ways to prepare common f/v or are exposed to f/v they haven't had before. Peers are models for eating fruits and vegetables
- Students and teachers really like this component
- All food for the taste testing will be provided by your school or district food service department

In addition to the classroom lessons and taste testing activities, students set a goal to eat 85 svgs of fruits and vegetables at lunch over the 8-week period. Students keep track of the number of servings they eat each day and each team tallies their average servings eaten each week. The team with highest points receives recognition each week, and the members of the team with the highest average at the end of the eight-week curriculum receive special recognition or a reward.

We know it's important to reward students for reaching their goal, whether materially or with recognition. In the research phase of the project, students who attained the goal were rewarded with High 5 T-shirts. Sometimes funds are available through the school PTA or other sources for incentives of this kind. Your state's 5 a Day Coalition partners may be able to help you obtain rewards for students who reach their goal. If you aren't able to obtain rewards by working with your partners you may provide teachers with ideas for other rewards, like certificates, or extra computer time, etc.

To provide support for students' efforts to eat more fruits and vegetables, weekly materials are sent home to parents to help them offer more fruits and vegetables to their children.

All teachers, student and parent materials will be provided, copied and ready to go for your teachers by the district/school curriculum department.

Your critical role is to provide a supportive environment for eating f/v through school lunch.

In the research phase of the program, more choices of f/v were offered on the cafeteria line, so that each day student could choose from a fresh or canned fruit and a cooked or fresh vegetable, to increase the likelihood that students would see and choose something they like. If this is possible in your school, we encourage you to offer students additional f/v choices.

If resources are limited, or if your school serves pre-packed meals, expanding choice may not be possible. We do want you promote fruit and vegetables on your cafeteria line using point of purchase signs with the characters from the curriculum on them. We will provide you with the point of purchase materials for your school today. We ask that you take them back and laminate them or put them in acrylic frames so they'll last longer in your school. These go on the serving line. They help students make the connection to the classroom program and remind them to eat fruits and vegetables!

The food service program also plays a critical role in serving as the receiving point for the food the students will prepare and taste in their classrooms. You will need to work with teachers to identify the time that they plan to conduct the taste testing activity in their classroom each week, and to make arrangements for them to have students pick up their taste testing box, etc. You'll also need to make

room in your refrigerator to store the taste-testing box until it is picked up.

Students who have already participated have loved the program, and we think your students will too!

Students who have participated in this program have said things like:

"I learned about eating good food. I ate stuff I never thought I would try and know I will grow up in a healthy way." Danielle

"I tried broccoli and my mouth felt clean. I tried apricot for the first time and I liked it." Xiong

Teacher response has also been very positive. Here are some things teachers who have taught the program have said:

"I want to teach this again!"

"The kids had so much fun!"

"The students are still eating more fruits and vegetables!"

Extensive evaluation of the program shows it is effective in increasing fruit and vegetable consumption. Results indicate that students who participated in the curriculum:

- Reached the goal of eating 5 fruits and vegetables a day
- Ate more fruits and vegetables at school lunch
- Ate more fruit over a 24-hour period

Than the students who didn't participate in the program

Because of the success of the program, your district has decided to offer the program to \_\_\_ classrooms, affecting about \_\_\_ students, over the next weeks.

We're very pleased that we will be working with you to bring this effective and exciting program to your students and schools.

Questions?

If not, let's spend a few minutes talking about adding additional servings of fruits and vegetables at lunch, and how you will work with teachers on the logistics of the taste testing/snack preparation activities.

## **5 A Day - High 5 Program**

### **Next Steps for Food Service Managers**

**High 5 Program dates:** \_\_\_\_\_ through \_\_\_\_\_

#### **Before the program begins:**

- 1) Prepare for the taste tests. Managers will be responsible for receiving and storing packages until the teachers need them that day.
  - Teachers will cancel if they are unable to offer a taste test on a scheduled day due to field trips, etc.
- 2) Before the program starts meet with or talk to each participating teacher. If possible ask teachers to tell you about any problems with taste testings that occur while the program is offered. Report any problems to your district or school program coordinator.
- 3) With teachers, decide:
  - Who will get taste tests to the classroom. Often 1-2 students can pick them up.
  - What time of the day they will pick up the taste tests
  - What will be done with any unused items after class if there are absences that day?

Remind teachers about the importance of hand washing before taste testing and answer questions about foods on the lunch menu that count as fruit or vegetables. You may want to check with teachers to see if you could observe one or two lessons being taught, if time permits.

#### **During the program, remember to:**

- Encourage students to eat fruits and vegetables every day!
- Display any posters promoting fruits and vegetables each week,
- Be available for delivery of taste tests from the district or school kitchen and for students who come to pick them up for their class.
- Talk to teachers about how the program is going and report any food problems to your coordinator.
- Have fun!!

#### **At the end of the program:**

- Ask teachers how the program went and if they have any comments about the taste tests.
- Talk with your program coordinator to help evaluate how the program was received in your school.

## **5 FOR 5 CURRICULUM TRAINING**

The following training outline is for a full day training (approximately 5- 6 hours with a lunch break). This optimal training would allow for the participants to do all of the curriculum activities which would prepare them for teaching the curriculum in the classroom. If it is not possible to have a full day training it is suggested that trainers review the following with participants:

Introduction

Curriculum Overview

Manual Overview

All of the activities in Session One, Part A and Part B

All of the activities in Session Two, Part A and Part B

All of the activities in Session Three, Part A

Session Four, Part A – Activity One

Session Five, Part A – Activity Four

Session Six, Part B – Activities Three and Four

5 FOR 5PLUS Session One, Part A and Part B – Activity Two

5 FOR 5PLUS Session Two, Part B – Activity Two

Preparation and tasting any foods they will be preparing in the classroom

Family Component

Snack Preparation and Taste Testing (Food Service requests and requirements)

Each session is outlined below along with materials needed to train participants on that session. It is suggested that participants actually do the activities as they would be done in their classrooms. This allows them to have a clear understanding of how the activities are done and how they would best be implemented in individual classrooms. Materials needed to train participants in this way are given at the beginning of each session as it is outlined below as well as any preparation that should be done ahead of time. In addition to those materials that are listed it is suggested that each participant be provided with the following:

Name tag

Pen /pencil

Highlighter marker

It is important for participants to taste and prepare all taste testing and snack preparation food items so that they can decide on the implementation procedure that will work best for them in their classrooms. This may be done at one time during the training or as the preparation and tasting activities come up in the training.

## **TRAINING LOCATION**

If possible the training should take place in a space that allows for small group activities. Proximity to a kitchen facility is also suggested due to the taste testing and snack preparation activities.

## **BEFORE THE TRAINING**

1. Prepare all activity materials, for example, cut out cards, etc.
2. Prepare or arrange for preparation of food for taste testing and snack preparation activities.
3. Purchase or make a ring toss game.
4. Arrange for a speaker or trainer to present the rationale for the program if needed. This could be a nutritionist or health educator. Your state or local health department, local college or university may have speakers available.
5. Arrange for a school food service representative to explain the procedure for ordering, picking up and returning food supplies for taste testing from your school or district food service.

## **INTRODUCTION**

1. Welcome the participants.
2. Point out food and beverages if available and location of restrooms.
3. Give all participants and trainers the opportunity to introduce themselves.
4. Provide a rationale for the program and the daily consumption of at least 5 fruits and vegetables. (This could be presented by a nutritionist, health educator or other health expert.)
5. Provide a brief overview of the fourth grade HIGH 5 Program if students participated in this program as fourth graders.

## **CURRICULUM OVERVIEW**

1. Explain the objectives of the curriculum (see introduction section of teacher's manual)
2. Explain key components of curriculum:
  - 5 FOR 5 Adventure Story
  - Classroom Activities
  - Team Competition
  - Snack Preparation and Tasting
  - Family Component
3. Explain the two program sections of the curriculum:
  - 5 FOR 5 -- Six two-part classroom sessions
  - 5 FOR 5 PLUS -- Two two-part booster sessions which could be implemented later in the school year.
4. Explain the expectation of the implementation schedule if necessary, for example twice a week for eight weeks or completion of the program by a specific date.



## **DISTRIBUTE TEACHER'S MANUALS TO PARTICIPANTS**

### **MANUAL OVERVIEW**

1. Tell participants to write their names on their manuals.
2. Explain the organization of the teacher's manual by pointing out:
  - Introduction section
  - Eight sessions (six sessions in 5 FOR 5 and two sessions in 5 FOR 5 PLUS), each session is divided into two parts (approximately 40-45 minutes each)
  - First page of each session contains an outline for that part of the session.
  - Part A is classroom activities
  - Part B (for most sessions) is taste testing or snack preparation
  - Copies of all handouts and transparencies are at the end of each session
3. Copies of the food requisitions and recipes are in a separate section of the manual after the classroom sessions.
4. Copies of the family component are in the last section of the manual.

**Trainer's note:** Explain that they will now be going through the activities in the sessions. They will be doing the activities as if they are fifth graders so they can see how the activities are done and can think about how they will be implemented in their own classrooms.

## SESSION ONE

Materials: 5 FOR 5 Adventure Story (Introduction and Adventure One) (1 per person)  
5 FOR 5 Fact Sheets  
5 FOR 5 Scorecards (1 per person)  
5 FOR 5 Scoreboards 1-6  
5 FOR 5 Pledge Sheet (1)  
Map or globe  
Food Guide Pyramid handouts  
Please Pass The Pyramid- Breakfast, Lunch Dinner Directions  
Ring Toss Game

## SESSION ONE

### Part A

#### Activity One

1. Model introducing the program to the participants in the same way that they would introduce it to their students. If the students did not participate in HIGH 5 in fourth grade they should begin with the last two questions in Activity One, B.

#### Activity Two

1. Distribute copies of the Introduction for the 5 FOR 5 Adventure story. Explain that every week they will read a new installment of this mystery adventure story. In this first session there is an installment of the story in both Part A and Part B, however in the following sessions there will only be a story installment in Part A. These stories will introduce the topic of the classroom activity. The manual mentions the use of audio tapes for students to listen to and follow along. These tapes are not available. In the classroom teachers may choose how they want the stories to be read aloud, either by calling on students to take turns or reading it to the students as they follow along. Choose one of these methods for the Introduction to the Adventure Story.
2. After each story installment there are two or three discussion questions. Using the discussion questions briefly discuss the introduction story with the participants.

#### Activity Three

1. Point out the note at the beginning of this activity. Remind teachers that they should divide the students into six small groups ahead of time so they will not have to take class time to figure this out. The students will work in these small groups throughout the program so it is important to put students together who can work together if possible.
2. Divide the participants into small groups (depending on the number of participants it may not be appropriate to have six small groups). Assign each group one of the six countries. These groups will be considered teams.
3. Using the directions in the manual lead the participants in this activity.

4. Point out the optional item (#4 in D of this activity). Explain that teachers might want to have students do more in depth geography or social studies work as part of this unit, such as drawing the flag of their assigned country or making a poster.
5. Point out the optional item (#5 in D of this activity). Show the United States Fact Sheet and explain that they might want to show this to students as an example of how to complete their fact sheets. This is included at the end of the session in their manual.

#### Activity Four

1. Distribute a 5 FOR 5 Scorecard to each participant and explain it using
2. Transparency 1. If students participated in HIGH 5 they will have experience using the scorecards, scoreboards, etc.
3. Instruct participants to write in the fruits and vegetables they ate yesterday for lunch.
4. Distribute a 5 FOR 5 Scoreboard to each small group. Instruct participants to fill it in now using the names of the people in their small group.
5. Distribute a 5 FOR 5 Pledge Sheet to each participant. Explain that students will sign this to pledge that they will be honest on their scorecards.

**Trainer's note:** It is important that teachers fill in the scorecards and scoreboards so that they have a clear understanding of how the competition works and what the students will do in their classroom.

It is strongly suggested that all students who earn a specified number of points be rewarded in addition to the team reward for the winning team/s. Rewards could be prizes, extra choice time, recess or computer time. Teachers can determine their own rewards.

Ask if there are any questions about the scoreboards, scorecards, or competition.

## **SESSION ONE**

### **Part B**

#### Activity One

1. This is a brief review of the last session.

#### Activity Two

1. Distribute Adventure Story One and have participants take turns reading the story or read it out loud as they follow along.
2. Model asking the Egypt group to give information about their country.
3. Point out the discussion questions.

#### Activity Three

1. Briefly model the discussion of the food guide pyramid. The main purpose of this discussion is to make sure that students know which foods belong to each group.
2. Using transparency 2 explain the activity.
3. Distribute a Pass the Pyramid Directions sheet to each small group.
4. Remind them that during the activity they are passing the directions sheet from one person to another in their small group.

#### Activity Four

1. Tell participants to take a minute and fill in their scorecard as if they had been filling it in all week. Each participant should now have a completed scorecard so they can do this activity.
2. Instruct participants to fill in their team scoreboards and do the ring toss according to the directions in the manual. It is important that they all do this activity so they have a clear understanding of how this will work in their classroom. (Although it will take longer now to have participants do this activity they will not need to do it again when you talk about it in future sessions.)
3. Remind participants that each week students will receive a new scorecard and each week a new weekly competition begins. They should also continue to remind students that even if their team did not win the weekly competition that week they can still reach their individual goal for the program.
4. Point out the reminder at the end of the session.
5. Point out the copies of all the materials at the end of the session.

## **SESSION TWO**

Materials: 5 FOR 5 Adventure Story Two ( 1 per person)  
Marie's Calendar Directions ( 1 per small group)  
Snack Recipe 1  
Home Snack Pack 1  
Ring Toss Game

### **SESSION TWO**

#### **Part A**

##### Activity One

1. Remind participants that students will be filling out their scorecards every day after lunch.
2. Point out the discussion questions as a review.

##### Activity Two

1. Distribute Adventure Story Two and have participants take turns reading the story or read it out loud as they follow along .
2. Model asking the France group to give information about their country.
3. Point out the discussion questions.

##### Activity Three

1. Lead the activity as it is written in the manual. Participants may work in pairs or their small groups, whichever works best for the size of the group.
2. Distribute Marie's Calendar directions sheet to each group.
3. Call on a few groups to read the breakfasts they created, as time permits.

## SESSION TWO

### Part B

#### Activity One

1. Point out the note at the beginning of the activity.
2. Remind participants that students should wash their hands with soap and water before any tasting or snack preparation activities.
3. Participants will need to make arrangements for the food items and supplies with their school Food Service. Sample food requisitions are included in the Food Service Requisitions section of the teacher's manual.
4. Allow participants to prepare and taste the **Apple Delight: apple slices with peanut butter and crisp rice cereal** now or at another time in the training.
5. Distribute Snack Recipe 1 when participants prepare and eat the snack.
6. Point out the section at the bottom where students can write what they thought about the snack.

**Trainer's note:** If possible find out how participants will arrange for food and supplies at their school. Make any adjustments to the food requisitions given or provide new ones if needed and available from the individual schools.

If there is a small number of trainees it might be possible to have them prepare and taste the foods as they are talked about in each session; if not, decide on a time during the training when they can taste all of the foods they will be preparing and tasting in the classroom for the program.

#### Activity Two

1. Model explaining the Snack Packs as described in the manual.
2. Explain the procedure for participants to obtain the snack pack contents.
3. Explain the return cards and the reward system that will be used for these participants.
4. Point out the note in the activity. Students should be encouraged to participate with a parent, however if a parent is not available they can find another adult such as a relative, baby sitter or neighbor to do it with them.

#### Activity Three

1. Remind participants that this is the same activity that was done at the end of Session One.
2. Briefly go over the activity.
3. Point out the copies of materials at the end of the session.

## **SESSION THREE**

Materials: 5 FOR 5 Adventure Story Three( 1 per person)  
Pack That Snack Directions (1 per small group)  
Go for the Goal #1 worksheet (1 per person)  
Snack Recipe 2  
Home Snack Pack 2  
Ring Toss Game

## **SESSION THREE**

### **Part A**

#### Activity One

1. Point out the discussion questions.

#### Activity Two

1. Distribute Adventure Story Three and have participants take turns reading the story or read it out loud as they follow along .
2. Model asking the Peru group to give information about their country.
3. Point out the discussion questions.

#### Activity Three

1. Distribute a Pack That Snack directions sheet to each team.
2. Point out the note at the beginning of this activity.
3. Lead the group in the activity as it is written in the manual.

#### Activity Four

1. Explain the goal setting activity as it is written in the manual using Transparency #3.
2. Distribute a Go For the Goal #1 sheet to each participant and have them fill in a goal.
3. Remind participants to make sure their students set realistic goals they can actually meet.
4. Participants should set a goal along with the students in the class to role model setting a goal and reaching it.

## SESSION THREE

### Part B

#### Activity One

1. Point out the note at the beginning of the activity.
2. Remind participants that students should wash their hands with soap and water before any tasting or snack preparation activities
3. Participants will need to make arrangements for the food items and supplies with their school Food Service. Sample food requisitions are included in the last session of the teacher's manual.
4. Allow participants to prepare and taste the **Super Snackers: carrots and green pepper with some different kinds of dip** now or at another time in the training.
5. Distribute Snack Recipe 2 when participants prepare and eat the snack.
6. Point out the section at the bottom where students can write what they thought about the snack.

#### Activity Two

1. Model explaining the Snack Packs as described in the manual.
2. Explain the procedure for participants to obtain the snack pack contents.
3. Explain the return cards and the reward system that will be used for these participants.

#### Activity Three

1. Remind participants that this is the same activity that was done at the end of Session One.
2. Ask if there are any questions about this.

#### Activity Four

1. Model the distribution of rewards as it is written in the manual. Show the rewards that are available or suggest possible rewards.
2. Point out the copies of materials at the end of the session.



## **SESSION FOUR**

Materials:     5 FOR 5 Adventure Story Four ( 1 per person)  
                    Go for the Goal #1 worksheet (1 per person)  
                    Ad Power Handout (1 per small group)  
                    Just Juice Directions ( 1 per small group)  
                    Snack Recipe 3  
                    Ring Toss Game

### **SESSION FOUR**

#### **Part A**

##### Activity One

1. Remind participants that students will still be marking their scorecards every day after lunch.
2. Explain that this is when students will check their goal-setting.
3. Lead the activity as it is written in the manual. Tell the participants to pretend they have achieved or not achieved their goal.
4. Remind participants to encourage students who did not reach their goal to keep on trying.
5. Point out that students who achieve their goal earn an extra 5 points on their scoreboard. They can add these now or at another time. Students who reach their goal later can still earn the 5 points and should be encouraged to do so.

##### Activity Two

1. Distribute Adventure Story Four and have participants take turns reading the story or read it out loud as they follow along.
2. Model asking the New Zealand group to give information about their country.
3. Point out the discussion questions.

##### Activity Three

1. Lead the participants in this activity as it is written in the manual.
2. It is helpful to bring in samples of juice and fruit drink containers to show participants the labels. Encourage them to do this for their students.

## SESSION FOUR

### Part B

#### Activity One

1. Point out the note at the beginning of the activity.
2. Remind participants that students should wash their hands with soap and water before any tasting or snack preparation activities.
3. Participants will need to make arrangements for the food items and supplies with their school Food Service. Sample food requisitions are included in the last session of the teacher's manual.
4. Allow participants to prepare and taste **Power Sticks: celery sticks with peanut butter and raisins** now or at another time in the training.
5. Distribute Snack Recipe 3 when participants prepare and eat the snack.
6. Point out the section at the bottom where students can write what they thought about the snack.

#### Activity Two

1. Model explaining the Snack Packs as described in the manual.
2. Explain the procedure for participants to obtain the snack pack contents.
3. Explain the return cards and the reward system that will be used for these participants.

#### Activity Three

1. Remind participants that this is the same activity that has been done at the end of each session.
2. Briefly go over the activity.

#### Activity Four

1. Explain activity as it is written in the manual. Include the rewards that will be used by the participants.
2. Point out the copies of materials at the end of the session.

## **SESSION FIVE**

Materials: 5 FOR 5 Adventure Story Five (1 per person)  
Veggies Make the Meal Directions (1 per small group)  
Go for the Goal #2 worksheet (1 per person)  
Snack Recipe 4  
Ring Toss Game

### **SESSION FIVE**

#### **Part A**

##### Activity One

1. Remind participants that students will still be marking their scorecards every day after lunch.
2. This is another chance for students to record that they have reached their goal. Lead the activity as it is written in the manual. Tell the participants to pretend they have achieved or not achieved their goal.
3. Remind participants to encourage students who did not reach their goal to keep on trying.
4. Point out that students who achieve their goal earn an extra 5 points on their scoreboard. They can add these now or at another time. Students who reach their goal later can still earn the 5 points and should be encouraged to do so.

##### Activity Two

1. Distribute Adventure Story Five and have participants take turns reading the story or read it out loud as they follow along.
2. Model asking the China group to give information about their country.
3. Point out the discussion questions.

##### Activity Three

1. Lead the activity as it is written in the manual.
2. Distribute one Veggies Make the Meal directions sheet to each small group.

##### Activity Four

1. Explain the goal setting activity as it is written in the manual using Transparency #5.
2. Distribute a Go For the Goal #2 sheet to each participant and have them fill in a goal.
3. Remind participants to make sure their students set realistic goals they can actually meet.
4. Participants should set a goal along with the students in the class to role model setting a goal and reaching it.

## SESSION FIVE

### Part B

#### Activity One

1. Point out the note at the beginning of the activity.
2. Remind participants that students should wash their hands with soap and water before any tasting or snack preparation activities.
3. Participants will need to make arrangements for the food items and supplies with their school Food Service. Sample food requisitions are included in the last session of the teacher's manual.
4. Allow participants to prepare and taste **Fruit Crunch: canned peaches with crumbled low-fat granola bar on top** now or at another time in the training.
5. Distribute Snack Recipe 4 when participants prepare and eat the snack.
6. Point out the section at the bottom where students can write what they thought about the snack.

#### Activity Two

1. Model explaining the Snack Packs as described in the manual.
2. Explain the procedure for participants to obtain the snack pack contents.
3. Explain the return cards and the reward system that will be used for these participants.

#### Activity Three

1. Remind participants that this is the same activity that has been done at the end of each session.
2. Briefly go over the activity.
3. Point out the copies of materials at the end of the session.

## SESSION SIX

Materials: 5 FOR 5 Adventure Story Six and Epilogue t (1 per person)  
Hurdle Helpers Directions (1 per small group)  
Hurdle Helper Cards  
Snack Recipe 5  
Ring Toss Game  
Grand Tally Directions (1 per person)  
Sample Completed Scoreboards

### SESSION SIX

#### PART A

##### Activity One

1. Remind participants that students will still be marking their scorecards every day after lunch.
2. Explain that this is when students will check their second goal-setting.
3. Lead the activity as it is written in the manual. Tell the participants to pretend they have achieved or not achieved their goal.
4. Remind participants to encourage students who did not reach their goal to keep on trying.
5. Point out that students who achieve their goal earn an extra 5 points on their scoreboard. They can add these now or at another time. Students who reach their goal later can still earn the 5 points and should be encouraged to do so.

##### Activity Two

1. Distribute Adventure Story Six and have participants take turns reading the story or read it out loud as they follow along.
2. Model asking the Tanzania group to give information about their country.
3. Point out the discussion questions.

##### Activity Three

1. Cut out the Hurdle Cards before this activity and remind the participants that they will need to do this also.
2. Call on two participants to role model the activity as an example for the rest of the group. Suggest that participants do this in their classes.
3. Lead the activity as it is written in the manual.

## SESSION SIX

### Part B

#### Activity One

1. Point out the note at the beginning of the activity.
2. Remind participants that students should wash their hands with soap and water before any tasting or snack preparation activities
3. Participants will need to make arrangements for the food items and supplies with their school Food Service. Sample food requisitions are included in the last session of the teacher's manual.
4. Allow participants to prepare and taste **Juice Jam: three different kinds of juices** now or at another time in the training.
5. Distribute Snack Recipe 5 when participants prepare and eat the snack.
6. Point out the section at the bottom where students can write what they thought about the snack.

#### Activity Two

1. If Home Snack Pack return cards were collected for a classroom drawing that would occur in this session.

#### Activity Three

1. Remind participants that this is the same activity that has been done at the end of each session.
2. Briefly go over the activity.
3. Distribute sample completed scoreboards for participants to use for the Grand Tally.
4. Explain how to use the Grand Tally worksheet using Transparency #6 and allowing time for the participants to complete the worksheet.
5. Point out that this is also the time when students will figure out their own personal point totals.
6. At this time rewards should be given out for the winning team and all individuals who reached their individual goal.
7. Point out the materials at the end of the session.

#### Activity Four

1. Distribute the Epilogue to the Adventure Story and have participants take turns reading the story or read it out loud as they follow along.
2. Point out the discussion questions.
3. Model the summary of this part of the program as it is written in the manual.

## **5 FOR 5 Curriculum Food Service Training**

The following training outline is for a one-hour training for food service managers and staff to implement the food service component of the 5 FOR 5 curriculum when the program is offered in 5<sup>th</sup> grade classrooms.

**Materials needed:** training folder, containing:

- Meeting agenda
- Food Service Guidelines
- Requisition form for classroom taste testing (from curriculum manual)
- Paper and pencil for note taking

If possible, arrange with the food service manager to have fruit juice, water, and a fruit or vegetable tray for participants to eat before or during the meeting.

### **Training Outline**

1. Welcome and introductions. Welcome participants and thank them for attending the training session. As part of introductions, you could ask participants to tell others their favorite fruit or vegetable.

Tell participants:

- You are going to be learning about a very exciting program that has been proven effective in helping children eat more fruits and vegetables in school lunch.
- You are the experts in promoting healthy eating in school lunch. A part of today's training will be devoted to sharing ideas about how to make the program work in your school.

2. Review the meeting agenda

Tell participants:

- At the end of the training you will understand the 5 FOR 5 program. You will learn how to work with the teachers in your school over the coming eight weeks to offer the 5 FOR 5 to the fifth grade students.

3. Review the background and rationale for the program. Provide background for the 5 FOR 5 program, including the importance of eating 5 fruits and vegetables daily. You may want to arrange to have a speaker from your local health department, university or college, or dietetic association to give a short rationale for eating fruits and vegetables for good health.
4. Provide an overview of the 5 FOR 5 program. Inform participants that the program includes an eight-week classroom curriculum with links to the school food service, family, and the food industry. The food service component allows the school cafeteria to support what children will be learning in class and at home.

5. Review the Food Service Guidelines.
6. Review Next Steps for Food Service handout.
7. Answer questions, have discussions as needed.



## **5 FOR 5 Curriculum Food Service Guidelines**

### **Offer choices of fruits and vegetables at school lunch**

- Offer a fresh and a canned fruit daily
- Offer a fresh vegetable when a hot vegetable is served
- Offer fruit as an alternate choice for dessert

### **Make fruits and vegetables look appealing**

- Choose seasonal fruits and vegetables
- Use color and shape contrast
- Serve fruits and vegetables in clear containers

### **Encourage students to choose fruits and vegetables**

- Verbally encourage students to take fruits and vegetables from the line
- Place fruits and vegetables first on the line

### **Promote fruits and vegetables**

- Use the point of purchase materials provided by the High 5 program
- Use your creativity to draw attention to the fruits and vegetables served

## **5 FOR 5 Program**

### **Presentation for School Food Service Managers and Staff Members**

Good afternoon! I'm \_\_\_\_, I'm a \_\_ at \_\_ working in \_\_\_\_, and I'm very happy to be here to talk with you today about the 5 a Day 5 FOR 5 program! Thanks for being here today after a busy day at school! I'm looking forward to getting to know each of you better as we work together to bring this exciting health program to the 4th grade students in your schools.

Our reason for being here, as you know, is to help you prepare to support the 5 a Day 5 FOR 5 program in your school. The program will be offered to \_\_ (number) classrooms in your district starting \_\_\_\_ (date), with all food and curriculum materials provided by the district food services and curriculum departments!

My purpose today is to give you

- A brief overview of the program
- Information you'll need to work with teachers to offer this program in your school
- Program dates and specific information about what to do in the coming week, and
- What to do when the program starts

Before we get started, let's do introductions so we can get to know you and you can know us better.

How many of you have seen the 5 a Day logo?

The 5 a Day **5 FOR 5** program was developed through a research project funded by a four-year grant from National Cancer Institute as part of the **5 a Day for Better Health Program's** research initiative.

The goal of the research study was to develop and test the effectiveness of a curriculum aimed at increasing consumption of fruits and vegetables (f/v) among 4<sup>th</sup> and 5th grade students. The program was tested through collaboration between the Minnesota Department of Health, the University of Minnesota, and the St. Paul Public Schools, a large, public school district in Minnesota.

The program includes four components: a classroom curriculum, family involvement, food service support, and industry involvement.

The classroom component is an 8-week curriculum with 30 - 45 minute lessons each week. Each week also includes a taste testing activity that takes about 30 minutes.

The curriculum is built around f/v characters that serve as role models for eating f/v. Students form teams of four, each team has a fruit/vegetable character mascot.

The weekly activity is introduced by an adventure story. The characters in the story are searching for missing fruits and vegetables; their weekly adventure takes them around the world.

Students read each week's story aloud, and then work in teams to solve the problem presented in the story.

Most weeks students have a taste testing in class

- **All food is prepared in the district kitchen and shipped to school, or made in the school kitchen**
- Students pick up box with everything in it that's needed
- Students learn new ways to prepare common f/v or are exposed to f/v they haven't had before. Peers are models for eating fruits and vegetables
- Students and teachers really like this component
- All food for the taste testing will be provided by your school or district food service department

The food service program plays a critical role in serving as the receiving point for the food the students will prepare and taste in their classrooms. You will need to work with teachers to identify the time that they plan to conduct the taste testing activity in their classroom each week, and to make arrangements for them to have students pick up their taste testing box, etc. You'll also need to make room in your refrigerator to store the taste-testing box until it is picked up.

Your role is also to provide a supportive environment for eating f/v through school lunch.

In the research phase of the program, more choices of f/v were offered on the cafeteria line, so that each day student could choose from a fresh or canned fruit and a cooked or fresh vegetable, to increase the likelihood that students would see and choose something they like. If this is possible in your school, we encourage you to offer students additional f/v choices.

If resources are limited, or if your school serves pre-packed meals, expanding choice may not be possible. We do want you promote fruit and vegetables on your cafeteria line using point of purchase signs with the characters from the curriculum on them. We will provide you with the point of purchase materials for your school today. We ask that you take them back and laminate them or put them in acrylic frames so they'll last longer in your school. These go on the serving line. They help students make the connection to the classroom program and remind them to eat fruits and vegetables!

Students who have already participated have loved the program, and we think your students will too!

**5 A Day - 5 FOR 5 Program**  
**Next Steps for Food Service Managers**

**5 FOR 5 Program dates:** \_\_\_\_\_ through \_\_\_\_\_

**Before the program begins:**

- 1) Prepare for the taste tests. Managers will be responsible for receiving and storing packages until the teachers need them that day.
  - Teachers will cancel if they are unable to offer a taste test on a scheduled day due to field trips, etc.
- 2) Before the program starts meet with or talk to each participating teacher. If possible ask teachers to tell you about any problems with taste testings that occur while the program is offered. Report any problems to your district or school program coordinator.
- 3) With teachers, decide:
  - Who will get taste tests to the classroom. Often 1-2 students can pick them up.
  - What time of the day they will pick up the taste tests
  - What will be done with any unused items after class if there are absences that day?

Remind teachers about the importance of hand washing before taste testing and answer questions about foods on the lunch menu that count as fruit or vegetables. You may want to check with teachers to see if you could observe one or two lessons being taught, if time permits.

**During the program, remember to:**

- Encourage students to eat fruits and vegetables every day!
- Display any posters promoting fruits and vegetables each week,
- Be available for delivery of taste tests from the district or school kitchen and for students who come to pick them up for their class.
- Talk to teachers about how the program is going and report any food problems to your coordinator.
- Have fun!!

**At the end of the program:**

- Ask teachers how the program went and if they have any comments about the taste tests.
- Talk with your program coordinator to help evaluate how the program was received in your school.