

HEALTHY HABITS, TOO



Lesson 5:
Pick Up on Produce —
**FRUITS AND
VEGGIES**



**TRIPLE
PLAY**
a game plan for the mind, body and soul



FACILITATING THE LESSON

PROGRAM OVERVIEW

This program contains the background information, step-by-step plans and handouts you need to teach sessions and conduct activities on 10 topics. Sessions are designed for four age groups: 6-to-9-year-olds, 10-to-12-year-olds, 13-to-15-year-olds and 16-to-18-year-olds.

Generally, each lesson and activity takes about 30 minutes for 6-to-9-year-olds and about 45 minutes for older youth. You can shorten or lengthen the time frame according to the needs and interests of your group.

LESSON FORMAT

Each lesson includes tools to make it easier for you to teach youth about the topic.

- **Objectives.** Each session is designed to meet specific objectives for each age group.
- **Materials.** Materials needed to conduct the activity are listed at the start of each session.
- **Resources and Handouts.** A listing of resources and handouts details the materials you need to prepare for and facilitate the lesson (all necessary resources and handouts follow immediately after the lesson directions).
- **Advance Preparation.** Steps for preparation are detailed at the start of each lesson.
- **Key Teaching Points.** To guide you in teaching youth about the topic, each lesson summarizes key points, the important lessons youth will take away from the session. Adapt the level of detail you provide to the age and learning level of the group.
- **Leading the Activity.** Step-by-step guidelines are included for leading the activity.
 - *Warm-up Exercise* — To promote physical activity during each session, lead the kids in at least one warm-up exercise and review the benefits of physical activity. Choose an idea from the Get-Moving Exercises list (on [page 16](#) of this Implementation Manual), come up with your own idea or ask kids to think of creative ways to get moving.
 - *Introduction* — Each lesson provides step-by-step instructions to help you prepare for and conduct the lesson. It is a good idea to read the lesson carefully a few days in advance, so you will have time to prepare.
 - *Group Learning Activity* — The group learning activity is the core of each session, the time when youth practice, develop or demonstrate what they have learned. The activities are age-appropriate and designed to be fun while reinforcing key concepts.
 - *Individual Application* — Brief application activities follow the group activity, giving youth a chance to apply learning in their own lives. They also promote small steps toward adopting healthy habits.
 - *Snack Time* — During snack time, youth share new learning and insights.
 - *Take-home Challenges* — At the end of each session, you will find suggested challenges for participants to do at home before the next meeting. These challenges reinforce what members have learned about healthy eating and physical activity.

- **Additional Resources.** Additional websites are listed at the end of each lesson for finding more information on the lesson's topic.

LEADING THE ACTIVITIES

Before an Activity. You will have more success if you do the following before each lesson:

- **Review the Activity.** Review the activities and become familiar with the issues yourself, including key terms used.
- **Prepare Youth.** Before beginning the activities with youth, you may want to spend a few minutes telling them what they will be doing and why, asking questions to see how much they already know and introducing key terms in language they understand.
- **Gather Materials.** Be sure all materials are available before beginning each activity.

During an Activity. While conducting the activities/lessons, be sure to:

- **Establish Ground Rules.** Make it clear which behaviors will be acceptable and which behaviors will not be acceptable by setting ground rules and reinforcing them as necessary.
- **Be Patient.** Keep in mind that some activities will be difficult for some youth and easy for others. Encourage, challenge and support youth, but do not push them.
- **Take Advantage of Learning Opportunities.** Be ready for the "teachable moment" and use it to further understanding of the concepts.

After an Activity. At the end of each activity or session, it is a good idea to do the following:

- **Provide Closure.** Give youth a chance to reflect on what they have learned after each activity and discussion.
- **Evaluate the Activity.** Consider whether the objective of the activity was accomplished, and try to understand why it was or was not.

RESPONDING TO DIFFERENT AGE GROUPS

Activities in this Resource Guide are geared specifically to youth in the targeted age group. You may, however, want to divide the group of 6- to 9-year-olds, for example, into two smaller age groups. Because there is such a difference in interest, reading level and maturity between a 6-year-old and a 9-year-old, having two groups may be more effective. With the youngest children (6-year-olds), you will have to assist with reading, simplify the language you use and eliminate terms they may not understand.

Youth in the 10- to 12-year-old group present a challenge, especially when it comes to working in groups. This is a time when youth in this age group are developing identity, so peer influences are particularly strong. They may be reluctant to share personal experiences, attitudes or feelings. Give them time to get comfortable and encourage them to speak, but do not force them if they are reluctant.

Youth in the 13-to-15 and 16-to-18-year-old group respond well to performance-based activities such as drama, dance, video, music and anything that involves use of computers.

LESSON FOR YOUTH AGES 6 TO 9 YEARS

LESSON OVERVIEW

Children make brown-paper-bag puppets to depict fruits and vegetables in different color groups, then take turns using clues to guess which fruit or vegetable each child represents.

ESTIMATED TIME: 30 minutes

OBJECTIVES

1. Remember and identify fruits and vegetables by color.
2. Know the recommended servings of fruits and vegetables.
3. Understand what fruits and vegetables do for the body.
4. Explore ways to eat more fruits and vegetables daily.

MATERIALS

- Flip chart and markers
- Scissors
- Paper bags (small, lunch-size, one for each youth)
- Markers and other art supplies
- Pens or pencils

RESOURCES AND HANDOUTS

- MyPlate Graphic (page 216)
- Red Fruits and Veggies (page 217)
- Orange and Yellow Fruits and Veggies (page 218 - page 219)
- Green Fruits and Veggies (page 220)
- White Fruits and Veggies (page 221)
- Blue and Purple Fruits and Veggies (page 222)
- What's My Vine? (page 223)
- Fruit and Veggie Color Wheel (page 225)
- Fruit and Veggie Tracker (page 226)

ADVANCE PREPARATION

1. Visit [Add More Vegetables to Your Day](#) and [Focus on Fruits](#) on USDA's ChooseMyPlate.gov website for tips and strategies on increasing fruit and vegetable consumption.
2. Copy the resources describing the five color groupings for fruits and vegetables (several copies so children can pass them around and see the different fruits and vegetables).
3. Copy **What's My Vine?** strips and cut apart.
4. Copy **Fruit and Veggie Tracker**, one for each youth.
5. List the following fruits and vegetables on the flip chart (by color grouping): strawberry, tomato (red); orange, pineapple, corn (orange/yellow); lime, green peas (green); banana, onion (white); raisin, eggplant, blueberry (blue/purple).
6. Select a snack to serve during the session wrap-up.

KEY TEACHING POINTS

- It is important to eat as many different colors of fruits and veggies as possible.
- Different colored fruits and veggies help different parts of the body stay healthy.
- Kids their age need about 1½ cups of vegetables and 1½ cups of fruit every day.¹

LEADING THE ACTIVITY

I. GET-MOVING EXERCISES

Select a Get-Moving Exercise from the list (on [page 16](#) in the Implementation Manual) and keep group members moving for 10 minutes. Tell the group that kids need to do some physical activity for 60 minutes every day and that this exercise is one example of what they can do.

II. INTRODUCTION

1. Begin by asking, "What do you know about fruits and vegetables? What do you want to know about fruits and vegetables?"
2. Refer to the **MyPlate Graphic** and tell youth that this session focuses on the green group — vegetables — and the red group — fruits.
3. Tell youth that fruits and veggies provide nutrients our bodies need to stay healthy.
4. Show the group the **Fruit and Veggie Color Wheel**. Point out that the phrase "eating a rainbow" of fruits and vegetables is a good way to remember to eat as many different colored of fruits and veggies as possible.
5. Ask youth why they think the different colors are important. Explain that the colors are a clue to different vitamins and other good things included. By eating different colored fruits and veggies, they are making sure to get all these different nutrients.
6. Refer to **Red Fruits and Veggies** and ask youth which of these fruits and veggies they have tried and which they like. Point out that red fruit and veggies are important to the body because they keep our hearts, our kidneys and our skin healthy. Give a few examples: apples are good for the heart, and cranberries are good for the kidneys.

7. Refer to **Orange and Yellow Fruits and Veggies** and ask youth which of these fruits and veggies they have tried and which they like. Say that orange and yellow fruit are important to the body because they keep our eyes, our skin and our teeth and gums healthy. Remind youth that carrots are especially good for the eyes.
8. Refer to **Green Fruits and Veggies** and ask youth which of the examples of these fruits and veggies they have tried and which they like. Say that green fruit and veggies are good because they make our hearts and blood circulation work well — and they keep our eyes, bones and teeth healthy.
9. Refer to **White Fruits and Veggies** and ask youth which of the examples of these fruits and veggies they have tried and which they like. Say that white fruit and veggies fight illness and keep our hearts healthy.
10. Refer to **Blue/Purple Fruits and Veggies** and ask youth which of the examples of these fruits and veggies they have tried and which they like. Say that blue/purple fruit and veggies are so important because they make our hearts stronger, help our kidneys work better and help us remember better.
11. Tell youth that the amount of fruits and vegetables to eat every day varies, depending on age, gender and how much physical activity we get.
12. Say that kids in their age group (6 to 9 years) need about 1½ cups of vegetables and 1½ cups of fruit every day. Remind youth about portion sizes. Ask if anyone remembers from the measuring activity what these amounts look like.
13. Point out to the group that fruits and vegetables are a great option for snacks because they are nutritious, easy to fix and taste great.

III. GROUP LEARNING ACTIVITY — WHAT'S MY VINE?

1. Draw the group's attention to the items you have listed on the flip chart.
2. Tell them that they are going to make puppets to represent these fruits and vegetables in the different color groups.
3. Distribute brown paper bags and invite youth to volunteer for one of the fruits or vegetables you have listed. Continue until everyone has a different fruit or vegetable.
4. Encourage youth to decorate their puppets in any way they want. When youth have finished the puppets, give **What's My Vine?** strips to the appropriate puppeteers.
5. Tell group members that they are going to read a hint out loud, and the rest of the group members will guess which fruit or vegetable their puppet represents. (If younger children are not able to read, you can read the hints for them.)
6. Point out to the children that they should not say the name of the fruit or vegetable, but just read the hint about it underneath the name.
7. Group the colors together and have children take turns telling the large group about their fruits or vegetables and how they are good for the body.
8. End by asking, "What did you learn about fruits and vegetables?"

IV. INDIVIDUAL APPLICATION

1. Ask youth to jot down the names of fruits and veggies they eat regularly.
2. Invite them to identify one new fruit and one new veggie they would like to try.

V. SNACK TIME

1. Instruct group members to wash their hands.
2. Serve the snack you have selected for today.
3. While youth are snacking, ask them to share what they remember most from today's activity.

VI. TAKE-HOME CHALLENGES

Challenge group members to do one of these activities before you meet again.

1. Ask a family member to buy a new fruit or vegetable they would like to try.
2. For one week, keep track of how many fruits and vegetables they eat each day (distribute copies of **Fruit and Veggie Tracker**).

ADDITIONAL RESOURCES

- Visit USDA's ChooseMyPlate.gov website to learn more about fruit and veggies, including portion sizes, how much to eat and health benefits.
- See [Kid Friendly Veggies and Fruits](#) on the ChooseMyPlate.gov website for help in motivating young kids to choose more nutritious foods.
- ChooseMyPlate.gov also has a [Video Gallery](#) with videos submitted by users with ideas for adding fruits and veggies to the diet without spending a lot of money.
- Visit the [Fruits and Veggies More Matters®](#) website for more information on benefits, portion sizes, recipes and a personal calculator to find out how many fruit and veggies are needed.

CLEANLINESS AND FOOD ALLERGIES

Instruct group members to wash their hands with hot, soapy water for about 20 seconds to remove germs before snack time or handling food.

Before distributing food, ask whether anyone is allergic to ingredients in today's snack. The major food allergens are milk, eggs, fish, shellfish, nuts, wheat, peanuts and soybeans.

LESSON FOR YOUTH AGES 10 TO 12 YEARS

LESSON OVERVIEW

Youth compete in teams, with players taking turns identifying a “mystery” fruit or vegetable by placing their hands inside a shoe box.

ESTIMATED TIME: 30 minutes

OBJECTIVES

1. Recognize the importance of eating fruits and vegetables within each color group.
2. Recognize the importance of eating fruit and vegetables every day.
3. Understand that fruits and vegetables come in various forms.
4. Understand fruits and vegetables as a nutritious snack option.
5. Explore ways to eat more fruits and vegetables daily.

MATERIALS

- Shoebox
- Tube sock
- Scissors
- Masking tape
- Pens or pencils
- Fruits and vegetables in various colors and sizes (one of each): cherry, strawberry, tomato, red apple, red pepper, lemon, apricot, orange, squash, carrot, sweet potato, banana, cauliflower, artichoke, mushroom, grape, lime, cucumber, celery, blueberry, blackberry, raisin, eggplant

RESOURCES AND HANDOUTS

- MyPlate Graphic (page 216)
- Red Fruits and Veggies (page 217)
- Orange and Yellow Fruits and Veggies (page 218 - page 219)
- Green Fruits and Veggies (page 220)
- White Fruits and Veggies (page 221)
- Blue and Purple Fruits and Veggies (page 222)
- Fruit and Veggie Color Wheel (page 225)
- Fruit and Veggie Tracker (page 226)

ADVANCE PREPARATION

1. Visit [Add More Vegetables to Your Day](#) and [Focus on Fruits](#) on USDA's ChooseMyPlate.gov website for tips and strategies on increasing fruit and vegetable consumption.
2. Copy the resources describing the five color groupings for fruits and vegetables (several copies so children can pass them around and see the different fruits and vegetables).
3. Cut a hole in the end of the shoebox large enough for members to place their hand inside. Cut the toe out of the tube sock and place on the inside of the box, attaching the hole of the sock to the hole in the box.
4. Copy **Fruit and Veggie Tracker**, one for each youth.
5. Select a snack to serve during the session wrap-up.

KEY TEACHING POINTS

- It is important to eat as many different colors of fruits and veggies as possible.
- Different colored fruits and veggies help different parts of the body stay healthy.
- Kids their age need about 2 to 2½ cups of vegetables and 1½ cups of fruit every day.²

LEADING THE ACTIVITY

I. GET-MOVING EXERCISES

Select a Get-Moving Exercise from the list (on [page 16](#) in the Implementation Manual) and keep group members moving for 10 minutes. Tell the group that kids need to do some physical activity for 60 minutes every day and that this exercise is one example of what they can do.

II. INTRODUCTION

1. Begin by asking, "What do you know about fruits and vegetables? What do you want to know about fruits and vegetables?"
2. Refer to the **MyPlate Graphic** and tell youth that this session focuses on the green group — vegetables — and the red group--fruits.
3. Tell youth that fruits and veggies provide nutrients our bodies need to stay healthy.
4. Show the group the **Fruit and Veggie Color Wheel**. Point out that the phrase "eating a rainbow" or fruits and vegetables is a good way to remember to eat as many different colored of fruits and veggies as possible.
5. Ask youth why they think the different colors are important. Explain that the colors are a clue to different vitamins and other good things included. By eating different colored fruits and veggies, they are making sure to get all these different nutrients.
6. Refer to **Red Fruits and Veggies** and ask youth which of these fruits and veggies they have tried and which they like. Point out that red fruit and veggies are important to the body because they keep our hearts, our kidneys and our skin healthy. Give a few examples: apples are good for the heart and cranberries are good for the kidneys.
7. Refer to **Orange and Yellow Fruits and Veggies** and ask youth which of these fruits and veggies they have tried and which they like. Say that orange and yellow fruit are important to the body because they keep our eyes, our skin and our teeth and gums healthy. Remind youth that carrots are especially good for the eyes.

8. Refer to **Green Fruits and Veggies** and ask youth which of the examples of these fruits and veggies they have tried and which they like. Say that green fruit and veggies are good because they make our hearts and blood circulation work well — and they keep our eyes, bones and teeth healthy.
9. Refer to **White Fruits and Veggies** and ask youth which of the examples of these fruits and veggies they have tried and which they like. Say that white fruit and veggies fight illness and keep our hearts healthy.
10. Refer to **Blue/Purple Fruits and Veggies** and ask youth which of the examples of these fruits and veggies they have tried and which they like. Say that blue/purple fruit and veggies are so important because they make our hearts stronger, help our kidneys work better and help us remember better.
11. Tell youth that the amount of fruits and vegetables to eat every day varies, depending on age, gender and how much physical activity we get.
12. Say that kids in their age group (9 to 12 years) need about 2 to 2½ cups of vegetables and 1½ cups of fruit every day.
13. Remind youth about portion sizes. Ask whether anyone remembers which everyday object is about the same size as ½ cup of vegetables or fruit (a computer mouse).
14. Point out to the group that fruits and vegetables are a great option for snacks because they are nutritious, easy to fix and taste great.

III. GROUP LEARNING ACTIVITY — NAME THAT FRUIT OR VEGGIE

1. Divide the large group into two teams.
2. Explain the rules of the game:
 - You will place a different fruit/vegetable into the box for each round (without youth seeing what it is).
 - Teams will take turns identifying the “mystery” fruits/vegetables by placing their hand inside the box.
 - If the player can identify the fruit/vegetable correctly, that team gets a point. If the player cannot identify it correctly, the other team gets a chance.
 - Team members can earn bonus points by saying the color group the fruit or vegetable belongs to and how it is good for the body.
 - You will keep score, and the team with the most points wins.
3. End by asking, “What did you learn about fruits and vegetables?”

IV. INDIVIDUAL APPLICATION

1. Ask youth to jot down the names of fruits and veggies they eat regularly.
2. Invite them to identify one new fruit and one new veggie they would like to try.

V. SNACK TIME

1. Instruct group members to wash their hands.
2. Serve the snack you have selected for today.
3. While youth are snacking, ask them to share what they remember most from today’s activity.

VI. TAKE-HOME CHALLENGES

Challenge group members to do one of these activities before you meet again.

1. Ask a family member to buy a new fruit or vegetable they would like to try.
2. For one week, keep track of how many fruits and vegetables they eat each day (distribute copies of **Fruit and Veggie Tracker**).

ADDITIONAL RESOURCES

- Visit USDA's ChooseMyPlate.gov website to learn more about fruit and veggies, including portion sizes, how much to eat and health benefits.
- See [Kid Friendly Veggies and Fruits](#) on the ChooseMyPlate.gov website for help in motivating young kids to choose more nutritious foods.
- ChooseMyPlate.gov also has a [Video Gallery](#) with videos submitted by users with ideas for adding fruits and veggies to the diet without spending a lot of money.
- Visit the [Fruits and Veggies More Matters®](#) website for more information on benefits, portion sizes, recipes and a personal calculator to find out how many fruit and veggies are needed.

CLEANLINESS AND FOOD ALLERGIES

Instruct group members to wash their hands with hot, soapy water for about 20 seconds to remove germs before snack time or handling food.

Before distributing food, ask whether anyone is allergic to ingredients in today's snack. The major food allergens are milk, eggs, fish, shellfish, nuts, wheat, peanuts and soybeans.

LESSON FOR YOUTH AGES 13 TO 15 YEARS

LESSON OVERVIEW

Youth play a board game similar to “Clue” that helps them recognize the different colors of fruits and vegetables and what they do for the body.

ESTIMATED TIME: 45 minutes

OBJECTIVES

1. Identify the benefit of eating fruits and vegetables within each color group.
2. Recognize the importance of eating fruit and vegetables every day.
3. Understand fruits and vegetables as a nutritious snack option.
4. Explore ways to eat more fruits and vegetables daily.

MATERIALS

- Heavy card stock
- Glue stick
- Scissors
- Cardboard
- Pens or pencils
- Small items to use as game board markers (paper clips, coins, stones, checkers, etc.)

RESOURCES AND HANDOUTS

- MyPlate Graphic (page 216)
- Red Fruits and Veggies (page 217)
- Orange and Yellow Fruits and Veggies (page 218 - page 219)
- Green Fruits and Veggies (page 220)
- White Fruits and Veggies (page 221)
- Blue and Purple Fruits and Veggies (page 222)
- What Fruit and Veggies Do for the Body (page 227)
- Get a Clue! Game Board (page 228)
- Get a Clue! Game Cards (page 229)
- Get a Clue! Scorecards (page 232)
- Fruit and Veggie Color Wheel (page 225)
- Fruit and Veggie Tracker (page 226)

ADVANCE PREPARATION

1. Visit [Add More Vegetables to Your Day](#) and [Focus on Fruits](#) on USDA's ChooseMyPlate.gov website for tips and strategies on increasing fruit and vegetable consumption.
2. Copy **Get a Clue! Game Board** onto heavy card stock, cut out and glue onto cardboard. Make several boards, one for each team.
3. Copy **Get a Clue! Game Cards** onto heavy card stock and cut apart (one set per team).
4. Copy **Get a Clue! Scorecards** (one per team).
5. Copy **What Fruits and Veggies Do for the Body** (one per team).
6. Copy **Fruit and Veggie Tracker**, one for each youth.
7. Copy the resources describing the five color groupings for fruits and vegetables (one per team).
8. Select a snack to serve during the session wrap-up.

KEY TEACHING POINTS

- It is important to eat as many different colors of fruits and veggies as possible.
- Different colored fruits and veggies help different parts of the body stay healthy.
- Kids their age need about 2½ to 3 cups of vegetables and 1½ to 2 cups of fruit every day.³

LEADING THE ACTIVITY

I. GET-MOVING EXERCISES

Select a Get-Moving Exercise from the list (on [page 16](#) in the Implementation Manual) and keep group members moving for 10 minutes. Tell the group that kids need to do some physical activity for 60 minutes every day and that this exercise is one example of what they can do.

II. INTRODUCTION

1. Begin by asking, "What do you know about fruits and vegetables? What do you want to know about fruits and vegetables?"
2. Refer to the **MyPlate Graphic** and tell youth that this session focuses on the green group — vegetables — and the red group--fruits. Remind youth that fruits and vegetables provide many of the nutrients our bodies need to stay healthy.
3. Show the group the **Fruit and Veggie Color Wheel**. Point out that the phrase "eating a rainbow" or fruits and vegetables is a good way to remember to eat as many different colored of fruits and veggies as possible.
4. Ask youth why they think the different colors are important. Explain that the colors are a clue to different vitamins and other good things included. By eating different colored fruits and veggies, they are making sure to get all these different nutrients.
5. Ask youth for examples of red fruits and veggies they have tried and like. Say that these red fruit and veggies contain nutrients that are important because they:
 - keep the heart healthy and make sure blood pressure is regulated (apples are especially good for the heart);
 - are good for the kidneys (cranberries are especially good for the kidneys);
 - prevent certain types of cancer; and

- reduce damage to the skin from the sun and make wounds heal faster.
6. Invite youth to give examples of orange fruits and veggies they have tried and like. Say that these orange and yellow fruit and veggies contain Vitamin A, Vitamin C and other nutrients that are so important to the body because they:
 - make our vision stronger (carrots are especially good for the eyes);
 - keep skin healthy, help heal cuts on the skin, protect against infection; and
 - keep teeth and gums healthy.
 7. Ask youth for examples of green fruits and veggies they have tried and like. Say that these green fruit and veggies contain Vitamin B, Vitamin C and other minerals and nutrients that are so important to the body because they:
 - lower blood pressure and are good for circulation;
 - prevent cancer;
 - strengthen vision and prevent eye problems; and
 - maintain strong bones and teeth.
 8. Invite youth to give examples of white fruits and veggies they have tried and like. Point out that these white fruit and veggies contain Vitamin B, Vitamin C, and other minerals and nutrients that are so important to the body because they:
 - fight bacteria and virus in the body;
 - prevent heart disease and keep the heart healthy; and
 - strengthen the immune system and prevent certain types of cancer.
 9. Ask youth for examples of blue fruits and veggies they have tried and like. Say that these blue/purple fruit and veggies contain Vitamin B, Vitamin C, and other minerals and nutrients that are so important to the body because they:
 - are good for the heart, improving blood circulation and preventing heart disease;
 - have anti-aging properties; and
 - help memory function and kidney function.
 10. Tell youth that the amount of fruits and vegetables to eat every day varies, depending on age, gender and how much physical activity we get. Point out that teens in their age group (13 to 15 years) need about 2½ to 3 cups of vegetables and 1½ to 2 cups of fruit every day.
 11. Remind youth about portion sizes. Ask whether anyone remembers which everyday object is about the same size as ½ cup of vegetables or fruit (a computer mouse).
 12. Point out to the group that fruits and vegetables are a great option for snacks because they are nutritious, easy to fix and taste great.

III. GROUP LEARNING ACTIVITY — GET A CLUE!

1. Divide the large group into several teams of four players each.
2. Say they are going to play a fun board game similar to “Clue” that will help them recognize different colors of fruits and vegetables and what they do for the body.
3. Give each team a **Get a Clue! Game Board**, a set of **Game Cards** and a **Scorecard**. Allow team members to choose which markers they want to use for the game.

4. Explain the rules:
 - The first player chooses a **Get a Clue! Game Card** from the deck and follows the directions on the card. Cards direct players how many spaces to move or instructs them to go directly to a specific room. Players can move into a room even if they do not need to use all the spaces the card has given them.
 - Once in the room, a player must name a fruit or vegetable in that color group and say one good thing it does for the body.
 - If the player answers correctly, he checks off that color on the **Scorecard**.
 - The next player does the same thing, and players keep moving around the board.
 - If a player is instructed to go (or opts to go) into the Mystery Room, he or she can choose any color vegetable — whichever he or she is missing.
 - Give each team the set of resources describing the five color groupings for fruits and vegetables and a copy of **What Fruit and Veggies Do for the Body**. A player may use them, but if so, he or she must stay in that color room for an extra turn.
 - The first player to check off each color on the **Scorecard** is the winner.
5. End by asking, “What did you learn about fruits and vegetables?”

IV. INDIVIDUAL APPLICATION

1. Ask youth to jot down the names of fruits and veggies they eat regularly.
2. Invite them to identify one new fruit and one new veggie they would like to try.

V. SNACK TIME

1. Instruct group members to wash their hands.
2. Serve the snack you have selected for today.
3. While youth are snacking, ask them to share what they remember most from today’s activity.

VI. TAKE-HOME CHALLENGES

Challenge group members to do one of these activities before you meet again.

1. Ask a family member to buy a new fruit or vegetable they would like to try.
2. For one week, keep track of how many fruits and vegetables they eat each day (distribute copies of **Fruit and Veggie Tracker**).

ADDITIONAL RESOURCES

- Visit USDA's ChooseMyPlate.gov website to learn more about fruit and veggies, including portion sizes, how much to eat and health benefits.
- ChooseMyPlate.gov also has a [Video Gallery](#) with videos submitted by users with ideas for adding fruits and veggies to the diet without spending a lot of money.
- Visit the [Fruits and Veggies More Matters®](#) website for more information on benefits, portion sizes, recipes and a personal calculator to find out how many fruit and veggies are needed.

CLEANLINESS AND FOOD ALLERGIES

Instruct group members to wash their hands with hot, soapy water for about 20 seconds to remove germs before snack time or handling food.

Before distributing food, ask whether anyone is allergic to ingredients in today's snack. The major food allergens are milk, eggs, fish, shellfish, nuts, wheat, peanuts and soybeans.

LESSON FOR YOUTH AGES 16 TO 18 YEARS

LESSON OVERVIEW

Teens work in small teams to collaborate on creating an advertising campaign (a school cafeteria poster, TV ad, jingle or skit) for eating more fruits and vegetables.

ESTIMATED TIME: 45 minutes

OBJECTIVES

1. Know the nutritional value of fruits and vegetables.
2. Identify the benefit of eating fruits and vegetables within each color group.
3. Recognize the importance of eating fruit and vegetables every day.
4. Understand fruits and vegetables as a nutritious snack option.
5. Explore ways to eat more fruits and vegetables daily.

MATERIALS

- Flip chart and markers
- Art materials
- Pens or pencils
- Paper

RESOURCES AND HANDOUTS

- MyPlate Graphic ([page 216](#))
- Red Fruits and Veggies ([page 217](#))
- Orange and Yellow Fruits and Veggies ([page 218](#) - [page 219](#))
- Green Fruits and Veggies ([page 220](#))
- White Fruits and Veggies ([page 221](#))
- Blue and Purple Fruits and Veggies ([page 222](#))
- What Fruits and Veggies Do for the Body ([page 227](#))
- Fruit and Veggie Color Wheel ([page 225](#))
- Fruit and Veggie Tracker ([page 226](#))

ADVANCE PREPARATION

1. Visit [Add More Vegetables to Your Day](#) and [Focus on Fruits](#) on USDA's ChooseMyPlate.gov website for tips and strategies on increasing fruit and vegetable consumption.
2. Copy **What Fruit and Veggies Do for the Body** (one per team).
3. Copy **Fruit and Veggie Tracker**, one for each youth.
4. Copy the resources describing the five color groupings for fruits and vegetables (one per team).
5. Select a snack to serve during the session wrap-up.

KEY TEACHING POINTS

- It is important to eat as many different colors of fruits and veggies as possible.
- Different colored fruits and veggies help different parts of the body stay healthy.
- Kids their age need about 2½ to 3 cups of vegetables and 1½ to 2 cups of fruit every day.⁴

LEADING THE ACTIVITY

I. GET-MOVING EXERCISES

Select a Get-Moving Exercise from the list (on [page 16](#) in the Implementation Manual) and keep group members moving for 10 minutes. Tell the group that kids need to do some physical activity for 60 minutes every day and that this exercise is one example of what they can do.

II. INTRODUCTION

1. Begin by asking, "What do you know about fruits and vegetables? What do you want to know about fruits and vegetables?"
2. Refer to the **MyPlate Graphic** and tell youth that this session focuses on the green group — vegetables — and the red group — fruits. Remind youth that fruits and vegetables provide many of the nutrients our bodies need to stay healthy.
3. Show the group the **Fruit and Veggie Color Wheel**. Point out that the phrase "eating a rainbow" or fruits and vegetables is a good way to remember to eat as many different colored of fruits and veggies as possible.
4. Ask youth why they think the different colors are important. Explain that the colors are a clue to different vitamins and other good things included. By eating different colored fruits and veggies, they are making sure to get all these different nutrients.
5. Ask youth for examples of red fruits and veggies they have tried and like. Say that these red fruit and veggies contain nutrients that are important because they:
 - keep the heart healthy and make sure blood pressure is regulated (apples are especially good for the heart);
 - are good for the kidneys (cranberries are especially good for the kidneys);
 - prevent certain types of cancer; and
 - reduce damage to the skin from the sun and make wounds heal faster.

6. Invite youth to give examples of orange fruits and veggies they have tried and like. Say that these orange and yellow fruit and veggies contain Vitamin A, Vitamin C and other nutrients that are so important to the body because they:
 - make our vision stronger (carrots are especially good for the eyes);
 - keep skin healthy, help heal cuts on the skin, protect against infection; and
 - keep teeth and gums healthy.
7. Ask youth for examples of green fruits and veggies they have tried and like. Say that these green fruit and veggies contain Vitamin B, Vitamin C and other minerals and nutrients that are so important to the body because they:
 - lower blood pressure and are good for circulation;
 - prevent cancer;
 - strengthen vision and prevent eye problems; and
 - maintain strong bones and teeth.
8. Invite youth to give examples of white fruits and veggies they have tried and like. Point out that these white fruit and veggies contain Vitamin B, Vitamin C and other minerals and nutrients that are so important to the body because they:
 - fight bacteria and virus in the body;
 - prevent heart disease and keep the heart healthy; and
 - strengthen the immune system and prevent certain types of cancer.
9. Ask youth for examples of blue fruits and veggies they have tried and like. Say that these blue/purple fruit and veggies contain Vitamin B, Vitamin C and other minerals and nutrients that are so important to the body because they:
 - are good for the heart, improving blood circulation and preventing heart disease;
 - have anti-aging properties; and
 - help memory function and kidney function.
10. Tell youth that the amount of fruits and vegetables to eat every day varies, depending on age, gender and how much physical activity we get. Say that teens in their age group (16 to 18 years) need about 2½ to 3 cups of vegetables and 1½ to 2 cups of fruit every day.
11. Remind youth about portion sizes. Ask whether anyone remembers which everyday object is about the same size as ½ cup of vegetables or fruit (a computer mouse).
12. Point out to the group that fruits and vegetables are a great option for snacks because they are nutritious, easy to fix and taste great.

III. GROUP LEARNING ACTIVITY — FRUIT AND VEGGIE MARKETEERS

1. Divide the large group into several smaller teams.
2. Instruct youth to collaborate on creating an ad campaign for eating more fruits and vegetables. Explain that their “ad” can be in the form of a school cafeteria poster, a TV ad, a jingle, a skit — anything they like — as long as it conveys the benefits of eating fruits and vegetables.
3. Distribute flip chart pages and markers.
4. Encourage youth to be as creative as possible. Refer them to the handouts for help. (If Internet access is available, direct them to USDA’s ChooseMyPlate.gov website for more information and ideas to get them started.)

5. After all teams have completed their ads, invite each team to share it with the group.
6. End by asking, “What did you learn about fruits and vegetables?”

IV. INDIVIDUAL APPLICATION

1. Ask youth to jot down the names of fruits and veggies they eat regularly.
2. Invite them to identify one new fruit and one new veggie they would like to try.

V. SNACK TIME

1. Instruct group members to wash their hands.
2. Serve the snack you have selected for today.
3. While youth are snacking, ask them to share what they remember most from today’s activity.

VI. TAKE-HOME CHALLENGES

Challenge group members to do one of these activities before you meet again:

1. Ask a family member to buy a new fruit or vegetable they would like to try.
2. For one week, keep track of how many fruits and vegetables they eat each day (distribute copies of **Fruit and Veggie Tracker**).

ADDITIONAL RESOURCES

- Visit USDA’s ChooseMyPlate.gov website to learn more about fruit and veggies, including portion sizes, how much to eat and health benefits.
- ChooseMyPlate.gov also has a [Video Gallery](#) with videos submitted by users with ideas for adding fruits and veggies to the diet without spending a lot of money.
- Visit the [Fruits and Veggies More Matters®](#) website for more information on benefits, portion sizes, recipes and a personal calculator to find out how many fruit and veggies are needed.

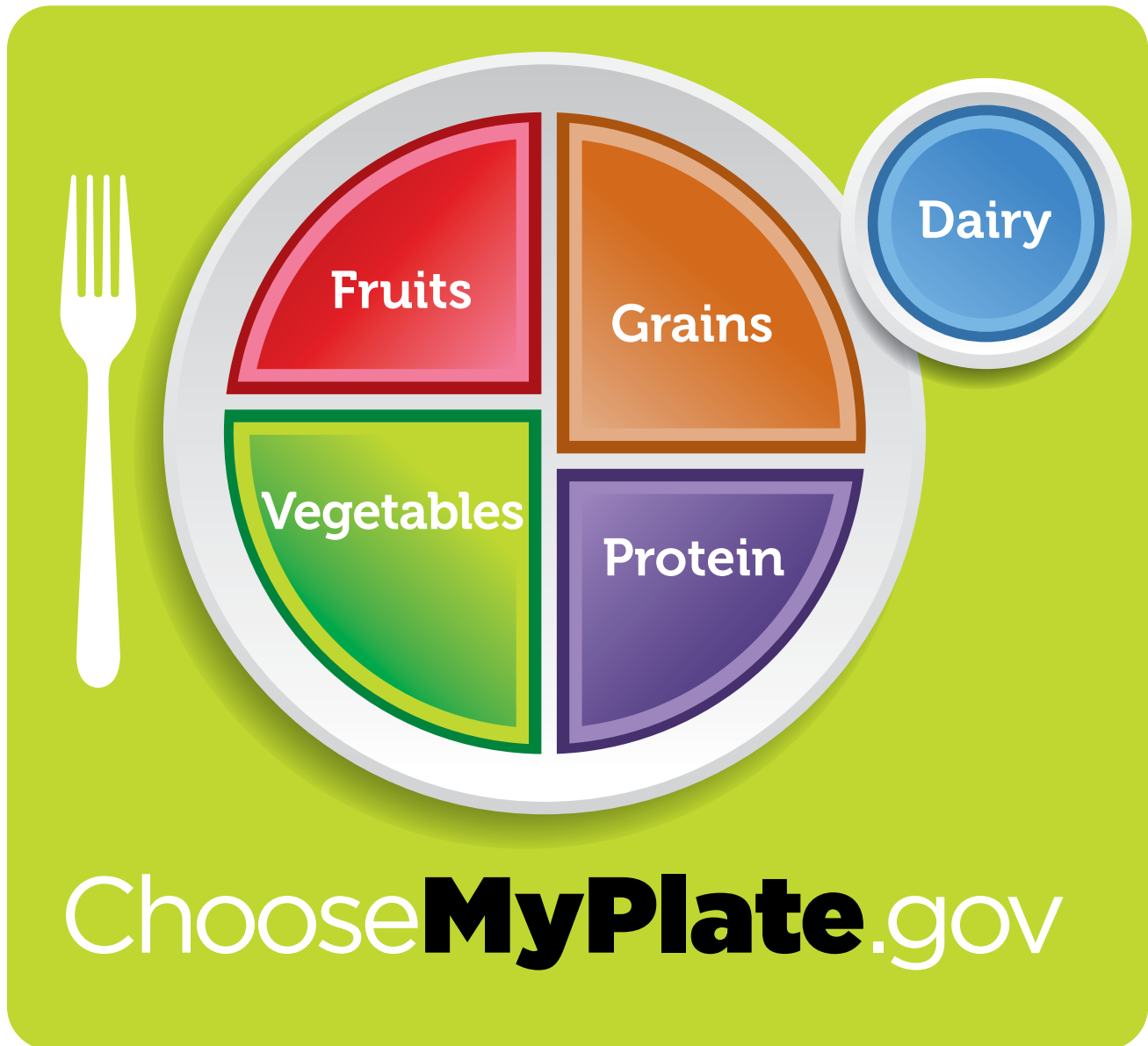
CLEANLINESS AND FOOD ALLERGIES

Instruct group members to wash their hands with hot, soapy water for about 20 seconds to remove germs before snack time or handling food.

Before distributing food, ask whether anyone is allergic to ingredients in today’s snack. The major food allergens are milk, eggs, fish, shellfish, nuts, wheat, peanuts and soybeans.

RESOURCES AND HANDOUTS

MYPLATE GRAPHIC



Source: ChooseMyPlate.gov, http://www.choosemyplate.gov/images/MyPlateImages/JPG/myplate_green.jpg.

RED FRUITS AND VEGGIES

Red fruits and veggies are good for keeping your heart, your kidneys and your skin healthy.



Red Apples



Blood Oranges



Cranberries



Red Grapes



Pomegranate



Strawberries



Watermelon



Red Peppers



Radishes



Red Onions



Red Potatoes



Tomatoes

ORANGE FRUITS AND VEGGIES

Orange and yellow fruits and veggies are good for keeping your eyes, your skin and your teeth and gums healthy.

**Cantaloupe****Mango****Nectarines****Oranges****Papaya****Peaches****Persimmons****Tangerines****Butternut Squash****Carrots****Pumpkin****Sweet Potatoes**

YELLOW FRUITS AND VEGGIES

Orange and yellow fruits and veggies are good for keeping your eyes, your skin and your teeth and gums healthy.

**Yellow Apples****Yellow Kiwi****Lemons****Yellow Pears****Pineapple****Yellow Beets****Yellow Peppers****Yellow Potatoes****Summer Squash****Yellow Corn****Yellow Tomatoes****Winter Squash/
Acorn Squash**

GREEN FRUITS AND VEGGIES

Green fruits and veggies make your heart and blood circulation work better — and keep your eyes, bones and teeth healthy.

**Green Apples****Green Grapes****Limes****Broccoli****Green Beans****Cabbage****Celery****Cucumber****Okra****Green Pepper****Sugar Snap Peas****Zucchini**

WHITE FRUITS AND VEGGIES

White fruits and veggies are good for fighting illness and keeping your heart healthy.



Bananas



White Pear



Dates



Cauliflower



Garlic



Ginger



Kohlrabi



Mushrooms



Onions



Parsnips



Potatoes



Shallots

BLUE AND PURPLE FRUITS AND VEGGIES

Blue and purple fruits and veggies make your heart stronger, help your kidneys work better and help you remember better.

**Blackberries****Blueberries****Black Currants****Figs****Purple Grapes****Plums****Raisins****Purple Cabbage****Eggplant****Purple Carrots****Purple Pepper****Purple Potatoes**

WHAT'S MY VINE?

STRAWBERRY

I am a red fruit. I have seeds on the outside. I'm sweet and taste great in cereal.
I'm good for keeping hearts, kidneys and skin healthy.

WHO AM I?

TOMATO

I am a red veggie. I'm plump and soft and often in salads and on sandwiches.
I'm good for keeping hearts, kidneys and skin healthy.

WHO AM I?

ORANGE

I am an orange fruit. Peel my thick skin and I'm a pre-sliced treat.
Squeeze me into a glass for a nutritious morning juice.
I'm good for keeping eyes, skin, teeth and gums healthy.

WHO AM I?

PINEAPPLE

I am a yellow fruit. I have a tough skin with pointy edges and big green leaves
on my head. Slice me and I look like a flat yellow donut.
I'm good for keeping eyes, skin, teeth and gums healthy.

WHO AM I?

CORN

I am a yellow veggie. I have a leafy coat, and I love to show up at summer picnics.
I also pop up at movie theatres a lot.
I'm good for keeping eyes, skin, teeth and gums healthy.

WHO AM I?

LIME

I am a green fruit. I look like my cousin, the lemon, only a lot greener.
I taste great in pies, in water and even plain.
I'm good for keeping the heart, eyes, bones and teeth healthy.

WHO AM I?

WHAT'S MY VINE?

GREEN PEAS

I am a green veggie. I'm small and round and live in a hard green case.

I hang around with my buddy the carrot a lot.

I'm good for keeping the heart, eyes, bones and teeth healthy.

WHO AM I?

BANANA

I'm a white fruit, but I have a yellow coat that peels open.

I'm great in cereal, and monkeys love me.

I'm good for fighting illness and keeping the heart healthy.

WHO AM I?

ONION

I am a white veggie. I have skin like paper, I'm crunchy, and I'll make you cry.

I taste great on hot dogs and in salads.

I'm good for fighting illness and keeping the heart healthy.

WHO AM I?

RAISIN

I am a purple fruit. I'm small and wrinkled and used to be a grape.

I'm great in cereal, pancakes or right from the box.

I'm good for helping the heart, the kidneys and memory.

WHO AM I?

EGGPLANT

I am a purple veggie. Sometimes I look like a long purple balloon.

I taste great fried, in salads and even in lasagna.

I'm good for helping the heart, the kidneys and memory.

WHO AM I?

BLUEBERRY

I am a blue fruit. I'm small and round and dark blue.

I can turn your tongue blue, and I'm great in jelly, jam and cereals.

I'm good for helping the heart, the kidneys and memory.

WHO AM I?

FRUIT AND VEGGIE COLOR WHEEL

Goodness Grows in Living Color !

All Foods Can Fit! **Color + Variety = A Healthy Diet.**

No single food is better than another. They all work together in **synergy**.

When food digests, **synergy** happens as two or more nutrients combine to do what neither could do as well by itself. Colorful fruits and vegetables contain essential vitamins, minerals, fiber, antioxidants and phytonutrients that work together to make this **nutritional synergy**.

They naturally protect and maintain our bodies and are found in varying amounts in each food. Put 5 or more colors & flavors on your plate everyday!



Courtesy of The NC Department of Agriculture & Consumer Services
www.ncdamarkets.org

Source: Goodness Grows in Living Color! North Carolina Dept. of Agriculture and Consumer Services website,
www.osp.state.nc.us/Support/Wellness/synergycolorwheel.pdf.

FRUIT AND VEGGIE TRACKER

For one week, keep track of how many fruits and veggies you eat. Shoot for eating five a day, trying new ones you have not eaten before and include choices from all color groups.

| Day | Fruit | Veggie | Color Group |
|------------------|-------|--------|-------------|
| Sunday | | | |
| | | | |
| | | | |
| Monday | | | |
| | | | |
| | | | |
| Tuesday | | | |
| | | | |
| | | | |
| Wednesday | | | |
| | | | |
| | | | |
| Thursday | | | |
| | | | |
| | | | |
| Friday | | | |
| | | | |
| | | | |
| Saturday | | | |
| | | | |
| | | | |

WHAT FRUITS AND VEGGIES DO FOR THE BODY

Red Fruits and Veggies

- keep the heart healthy and make sure blood pressure is regulated;
- are good for the kidneys (especially cranberries);
- prevent certain types of cancer; and
- reduce damage to the skin from the sun and make wounds heal faster.

Orange and Yellow Fruits and Veggies

- make vision stronger (carrots are especially good for the eyes);
- keep skin healthy, help heal cuts on the skin and protect against infection; and
- keep teeth and gums healthy.

Green Fruits and Veggies

- lower blood pressure and are good for circulation;
- prevent cancer;
- strengthen vision and prevent eye problems; and
- maintain strong bones and teeth.

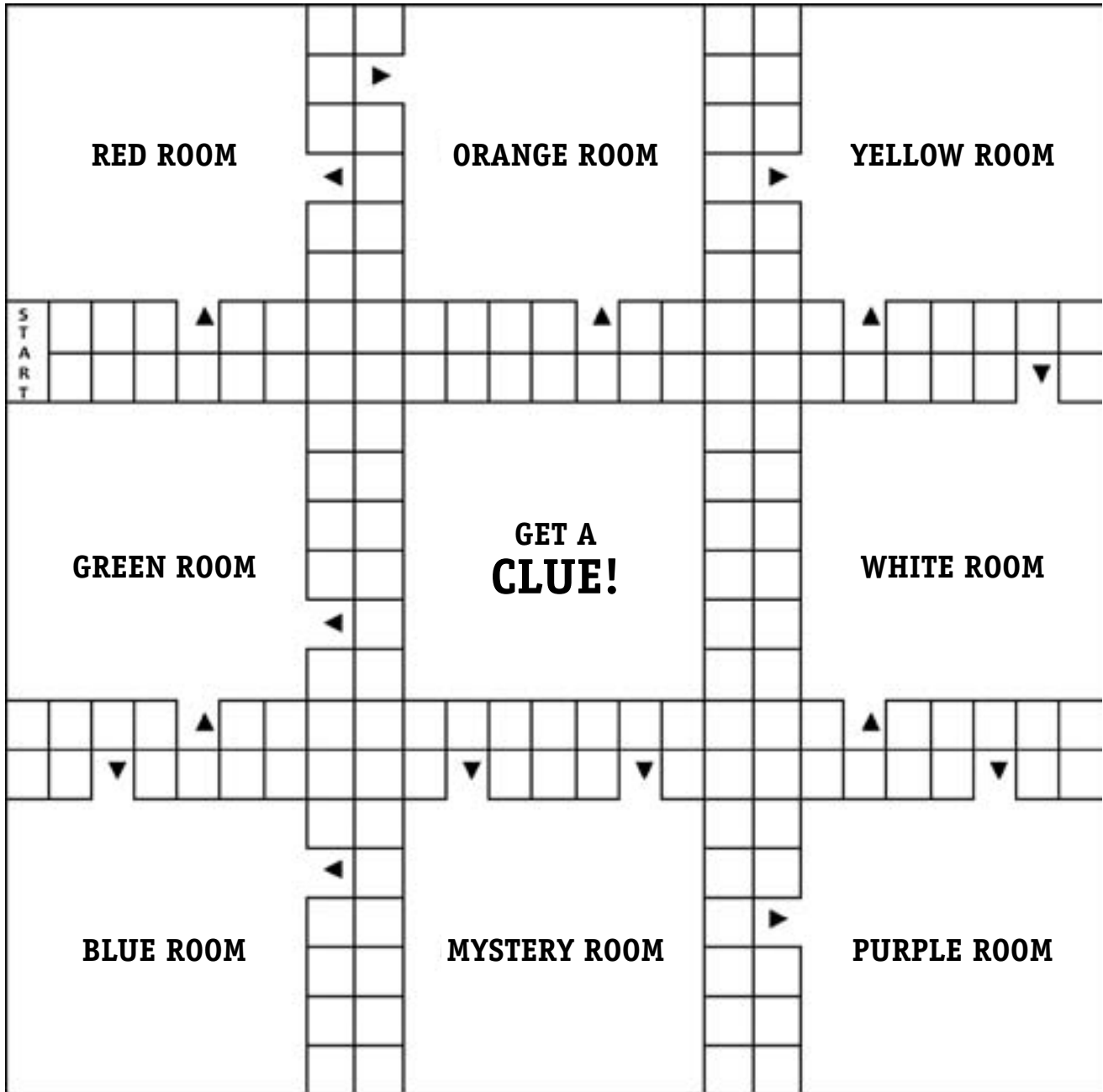
White Fruits and Veggies

- fight bacteria and virus in the body;
- prevent heart disease and keep the heart healthy;
- strengthen the immune system and prevent certain types of cancer.

Blue/Purple Fruits and Veggies

- are good for the heart, improving blood circulation and preventing heart disease;
- have anti-aging properties; and
- help memory function and kidney function.

GET A CLUE! GAME BOARD



GET A CLUE! GAME CARDS

| | | |
|---|---|---|
| Go directly to the RED ROOM | Go directly to the RED ROOM | Go directly to the RED ROOM |
| Go directly to the ORANGE ROOM | Go directly to the ORANGE ROOM | Go directly to the ORANGE ROOM |
| Go directly to the YELLOW ROOM | Go directly to the YELLOW ROOM | Go directly to the YELLOW ROOM |
| Go directly to the GREEN ROOM | Go directly to the GREEN ROOM | Go directly to the GREEN ROOM |
| Go directly to the WHITE ROOM | Go directly to the WHITE ROOM | Go directly to the WHITE ROOM |
| Go directly to the PURPLE ROOM | Go directly to the PURPLE ROOM | Go directly to the PURPLE ROOM |

GET A CLUE! GAME CARDS

| | | |
|---|--|---|
| Go directly to the BLUE ROOM | Go directly to the BLUE ROOM | Go directly to the BLUE ROOM |
| Go directly to the MYSTERY ROOM | Go directly to the MYSTERY ROOM | Go directly to the MYSTERY ROOM |
| BONUS Go to any room | BONUS Go to any room | BONUS Go to any room |
| BONUS Go to any room | BONUS Go to any room | BONUS Go to any room |
| FREE PASS Move from Blue Room to Yellow Room (save this card) | FREE PASS Move from Purple Room to Red Room (save this card) | FREE PASS Move from White Room to Green Room (save this card) |
| FREE PASS Move from Yellow Room to Blue Room (save this card) | FREE PASS Move from Red Room to Purple Room (save this card) | FREE PASS Move from Green Room to White Room (save this card) |

GET A CLUE! GAME CARDS

| | | |
|--------------------------|--------------------------|--------------------------|
| Move two spaces | Move two spaces | Move three spaces |
| Move three spaces | Move four spaces | Move four spaces |
| Move five spaces | Move five spaces | Move six spaces |
| Move six spaces | Move seven spaces | Move seven spaces |
| Move eight spaces | Move eight spaces | Move eight spaces |
| Move nine spaces | Move nine spaces | Move nine spaces |

GET A CLUE! SCORECARD

After each player reaches a different room and correctly names a fruit or vegetable in that color grouping (and something good it does for the body), check off the appropriate color.

| | Player #1 | Player #2 | Player #3 | Player #4 |
|---------------|-----------|-----------|-----------|-----------|
| Red | | | | |
| Orange/Yellow | | | | |
| Green | | | | |
| White | | | | |
| Blue/Purple | | | | |

NOTES