Lesson 2 at a Glance

Play Active Opening Games – 10 minutes

Bridge from Lesson 1 – 3 minutes

Anchor – 5 minutes:
  • Veggies and fruits of many descriptions

Add – 10 minutes
  • Introduce MyPlate and focus on making half of every plate vegetables and fruits
  • Eat a variety of vegetables and fruits, especially dark green, red and orange vegetables, and legumes.
  • Eat 5 half-cup servings of vegetables + 3 half-cup servings of fruit a day

Apply – 15 minutes
  • Groups use food cards to create healthy plates for breakfast, lunch, dinner, and snack, to get 5 vegetable servings and 3 fruit servings for the day.

Away – 5 minutes
  • From choices you’ve seen, choose one way you can add more vegetables and fruit to your day.

Bridge to Lesson 3 – 2 minutes

Play Active Closing Games – 10 minutes

Food Prep – 10-20 minutes
### Materials and Supplies to Gather

<table>
<thead>
<tr>
<th>Handouts</th>
<th>Visual Aids</th>
<th>Posters</th>
<th>Teaching Supplies</th>
<th>Cooking Equipment</th>
<th>Ingredients</th>
<th>Game Supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-1 Family Newsletter: Color Your Plate</td>
<td>2-V-1 Veggie and Fruit Descriptors</td>
<td>1-2 Lesson 1 Take a Healthy Step Goal-Setting (to use in Bridge from Lesson 1)</td>
<td>Nametags, attendance sheet, pencils for children to write their goals at end of lesson.</td>
<td>Colorful Black Bean Salad</td>
<td>2 15-oz cans black beans</td>
<td></td>
</tr>
<tr>
<td>2-V-1 Veggie and Fruit Descriptors</td>
<td>2-V-2 Station Instructions: Make Every Meal a Healthy Plate!</td>
<td>2-1/6-1 MyPlate (Also used in Lesson 6)</td>
<td>Markers, newsprint</td>
<td>Can opener</td>
<td>2 cups corn (1 15-oz can or 12 oz frozen)</td>
<td></td>
</tr>
<tr>
<td>1 copy, onto cardstock or laminate; cut apart</td>
<td>4 copies (1 per station); laminate for future lessons or insert in plastic sleeve</td>
<td>Also print 8.5x11 copies for easier viewing, 1 per 2-3 children. Print onto cardstock, insert in plastic sleeves.</td>
<td>Dairy Council Food Model Cards, sorted according to suggested lists on next page: These come as a set of 200 punch-out color photos representing the actual serving size of common foods. Order from your state or regional Dairy Association, or see CHFFF website for ordering information.</td>
<td>Large bowl, stirring spoon</td>
<td>1 15-oz can diced tomatoes</td>
<td></td>
</tr>
<tr>
<td>1 copy per child, back-to-back</td>
<td>2-2 Try More of These!</td>
<td>For Add: 1 cup salad greens, ½ cup chopped carrots, ½ cup garbanzo beans, two ½ cup examples of other vegetables such as green pepper or cucumber. Use real food to use later in the salad with Low-Fat Ranch Dressing, or use food cards. Also 1½ cups fruit using real food or food cards.</td>
<td>Paper plates: 4 sets of 4 plates each, labeled Breakfast, Lunch, Dinner, Snack (Optional: use smaller plate for Snack)</td>
<td>Bowls, spoons (1 per child); serve with whole grain tortillas or tortilla chips, optional</td>
<td>1 4-oz can chopped green chilies, or 1 tsp chili powder</td>
<td></td>
</tr>
<tr>
<td>2-V-2 Station Instructions: Make Every Meal a Healthy Plate!</td>
<td>2-3 Take a Healthy Step Goal-Setting</td>
<td>Also print 8.5x11 copies for easier viewing, 1 per 2-3 children. Print onto cardstock, insert in plastic sleeves.</td>
<td>Low Fat Ranch Dressing for Salad</td>
<td>Colorful Black Bean Salad for 12</td>
<td>3 T lime juice</td>
<td></td>
</tr>
<tr>
<td>1 copy, onto cardstock or laminate; cut apart</td>
<td>2 copies (1 per station); laminate for future lessons or insert in plastic sleeve</td>
<td>Also print 8.5x11 copies for easier viewing, 1 per 2-3 children. Print onto cardstock, insert in plastic sleeves.</td>
<td>Small bowl, whisk or stirring spoon</td>
<td>2 T olive or canola oil</td>
<td>2 T lime juice</td>
<td></td>
</tr>
<tr>
<td>4 copies (1 per station); laminate for future lessons or insert in plastic sleeve</td>
<td>2-2 Try More of These!</td>
<td>Also print 8.5x11 copies for easier viewing, 1 per 2-3 children. Print onto cardstock, insert in plastic sleeves.</td>
<td>Salad on which to serve dressing</td>
<td>½ tsp salt, pepper to taste</td>
<td>1 T olive or canola oil</td>
<td></td>
</tr>
<tr>
<td>2 copies (1 per station); laminate for future lessons or insert in plastic sleeve</td>
<td>2-2 Try More of These!</td>
<td>Also print 8.5x11 copies for easier viewing, 1 per 2-3 children. Print onto cardstock, insert in plastic sleeves.</td>
<td>Small bowls or plates, forks (1 per child)</td>
<td>1 red or green bell pepper (optional)</td>
<td>½ tsp salt, pepper to taste</td>
<td></td>
</tr>
<tr>
<td>4 copies (1 per station); laminate for future lessons or insert in plastic sleeve</td>
<td>2-2 Try More of These!</td>
<td>Also print 8.5x11 copies for easier viewing, 1 per 2-3 children. Print onto cardstock, insert in plastic sleeves.</td>
<td>Low Fat Ranch Dressing for Salad, for 16</td>
<td>1 avocado (optional)</td>
<td>1 red or green bell pepper (optional)</td>
<td></td>
</tr>
<tr>
<td>2 copies (1 per station); laminate for future lessons or insert in plastic sleeve</td>
<td>2-2 Try More of These!</td>
<td>Also print 8.5x11 copies for easier viewing, 1 per 2-3 children. Print onto cardstock, insert in plastic sleeves.</td>
<td>1 cup non-fat or low-fat plain Greek yogurt</td>
<td>Low Fat Ranch Dressing for Salad, for 16</td>
<td>1 avocado (optional)</td>
<td></td>
</tr>
<tr>
<td>2 copies (1 per station); laminate for future lessons or insert in plastic sleeve</td>
<td>2-2 Try More of These!</td>
<td>Also print 8.5x11 copies for easier viewing, 1 per 2-3 children. Print onto cardstock, insert in plastic sleeves.</td>
<td>½ cup reduced-fat mayonnaise</td>
<td>1 cup non-fat or low-fat plain Greek yogurt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 copies (1 per station); laminate for future lessons or insert in plastic sleeve</td>
<td>2-2 Try More of These!</td>
<td>Also print 8.5x11 copies for easier viewing, 1 per 2-3 children. Print onto cardstock, insert in plastic sleeves.</td>
<td>½ cup fat-free or 1% milk</td>
<td>½ cup reduced-fat mayonnaise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 copies (1 per station); laminate for future lessons or insert in plastic sleeve</td>
<td>2-2 Try More of These!</td>
<td>Also print 8.5x11 copies for easier viewing, 1 per 2-3 children. Print onto cardstock, insert in plastic sleeves.</td>
<td>Half a 1-oz packet ranch salad dressing mix (not dip mix)</td>
<td>Half a 1-oz packet ranch salad dressing mix (not dip mix)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 copies (1 per station); laminate for future lessons or insert in plastic sleeve</td>
<td>2-2 Try More of These!</td>
<td>Also print 8.5x11 copies for easier viewing, 1 per 2-3 children. Print onto cardstock, insert in plastic sleeves.</td>
<td>One or more large round balloons (at least 9 inch) per 2-3 children, blown up but not tight</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2 copies (1 per station); laminate for future lessons or insert in plastic sleeve</td>
<td>2-2 Try More of These!</td>
<td>Also print 8.5x11 copies for easier viewing, 1 per 2-3 children. Print onto cardstock, insert in plastic sleeves.</td>
<td>Lively music (e.g., Shake It Up! CD, see Resources in Introduction) and music player (optional)</td>
<td>Lively music (e.g., Shake It Up! CD, see Resources in Introduction) and music player (optional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 copies (1 per station); laminate for future lessons or insert in plastic sleeve</td>
<td>2-2 Try More of These!</td>
<td>Also print 8.5x11 copies for easier viewing, 1 per 2-3 children. Print onto cardstock, insert in plastic sleeves.</td>
<td>Soft toss-able toys that are easy to catch</td>
<td>Soft toss-able toys that are easy to catch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 copies (1 per station); laminate for future lessons or insert in plastic sleeve</td>
<td>2-2 Try More of These!</td>
<td>Also print 8.5x11 copies for easier viewing, 1 per 2-3 children. Print onto cardstock, insert in plastic sleeves.</td>
<td>Tagging balls (see Active Games Tips, in Games Appendix)</td>
<td>Tagging balls (see Active Games Tips, in Games Appendix)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 copies (1 per station); laminate for future lessons or insert in plastic sleeve</td>
<td>2-2 Try More of These!</td>
<td>Also print 8.5x11 copies for easier viewing, 1 per 2-3 children. Print onto cardstock, insert in plastic sleeves.</td>
<td>Boundary markers such as cones, furniture, or lines on floor</td>
<td>Boundary markers such as cones, furniture, or lines on floor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 copies (1 per station); laminate for future lessons or insert in plastic sleeve</td>
<td>2-2 Try More of These!</td>
<td>Also print 8.5x11 copies for easier viewing, 1 per 2-3 children. Print onto cardstock, insert in plastic sleeves.</td>
<td>10 cones or markers (boxes, milk cartons, etc.)</td>
<td>10 cones or markers (boxes, milk cartons, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 copies (1 per station); laminate for future lessons or insert in plastic sleeve</td>
<td>2-2 Try More of These!</td>
<td>Also print 8.5x11 copies for easier viewing, 1 per 2-3 children. Print onto cardstock, insert in plastic sleeves.</td>
<td>Under the Cone Activity Cards and Team Sequence Cards (Games Appendix; make 1 copy of each, cut apart and laminate)</td>
<td>Under the Cone Activity Cards and Team Sequence Cards (Games Appendix; make 1 copy of each, cut apart and laminate)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Materials and Supplies to Gather (continued)

For Apply: **Meal and Vegetable/Fruit Sorting for Dairy Council Food Model Cards**
Sort cards into these 4 sets. At each station, place meal items on each of the 4 plates along with a pile of veg/fruits.

### Set 1

<table>
<thead>
<tr>
<th>Breakfast:</th>
<th>Oatmeal</th>
<th>Vegetables</th>
<th>Fruits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch:</td>
<td>Peanut butter and jelly sandwich</td>
<td>1. Corn on the cob</td>
<td>1. Raisins</td>
</tr>
<tr>
<td>Snack:</td>
<td>Snack Crackers</td>
<td>2. Celery</td>
<td>2. Fruit Cocktail</td>
</tr>
<tr>
<td></td>
<td>Muenster Cheese</td>
<td>3. Green pepper</td>
<td>3. Orange</td>
</tr>
<tr>
<td>Dinner:</td>
<td>Taco</td>
<td>4. Tossed salad</td>
<td>4. Grapes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Black beans</td>
<td>5. Grapefruit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Zucchini</td>
<td></td>
</tr>
</tbody>
</table>

### Set 2

<table>
<thead>
<tr>
<th>Breakfast:</th>
<th>Granola</th>
<th>Vegetables</th>
<th>Fruits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch:</td>
<td>Submarine sandwich</td>
<td>1. Cabbage</td>
<td></td>
</tr>
<tr>
<td>Snack:</td>
<td>Pretzels</td>
<td>2. Green beans</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Squeezable yogurt</td>
<td>3. Baby carrots</td>
<td></td>
</tr>
<tr>
<td>Dinner:</td>
<td>Macaroni and cheese</td>
<td>4. Winter squash</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Lettuce</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Lentils</td>
<td></td>
</tr>
</tbody>
</table>

### Set 3

<table>
<thead>
<tr>
<th>Breakfast:</th>
<th>Bagel Cheddar cheese</th>
<th>Vegetables</th>
<th>Fruits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch:</td>
<td>Burrito</td>
<td>1. Corn</td>
<td>1. Applesauce</td>
</tr>
<tr>
<td>Snack:</td>
<td>Granola bar Walnuts</td>
<td>2. Baked potato</td>
<td>2. Strawberries</td>
</tr>
<tr>
<td>Dinner:</td>
<td>Cheeseburger</td>
<td>3. Tomato</td>
<td>3. Pineapple</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Spinach</td>
<td>4. Blueberries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Navy beans</td>
<td>5. Dried apricots</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Cauliflower</td>
<td></td>
</tr>
</tbody>
</table>

### Set 4

<table>
<thead>
<tr>
<th>Breakfast:</th>
<th>Scrambled egg Whole wheat bread</th>
<th>Vegetables</th>
<th>Fruits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4. Tomato juice</td>
<td>4. Kiwi fruit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Baked beans</td>
<td>5. Pear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Green peas</td>
<td></td>
</tr>
</tbody>
</table>
Background: Why eat more vegetables and fruits?

High Nutrient Value
Vegetables and fruits are high in many nutrients, including important vitamins, minerals, fiber, and disease-preventing factors called phyto-nutrients. They are also low in fat and calories.

Prevent Disease
Diets rich in vegetables and fruits lower your risk for heart disease, high blood pressure, stroke, and some types of cancer, and also help with weight maintenance. A healthy weight helps prevent these diseases and diabetes too.

How Much Do We Need?
Federal guidance recommends 2½ cups of vegetables and 1½ cups of fruit per day for children aged 9-13 (based on typical 1800 calories/day for this age group), and more for adults. This translates to 5 half-cup servings of vegetables and 3 half-cup servings of fruit per day. (See ChooseMyPlate.gov for more detail.)

Most Americans don’t eat enough!
Unfortunately, most Americans eat less than half the recommended amount of vegetables and fruit, and less than one in four 6-11 year olds eat even 5 vegetables and fruits a day.

Fill half your plate with vegetables and fruits
An easy way to think about how many vegetables and fruits to eat is to fill half your plate with vegetables and fruit, with about a quarter plate each for protein and for grains, plus milk or dairy. See ChooseMyPlate.gov for more information.

Vary Your Veggies!
Vegetables can be grouped into 5 nutrient-based categories: dark green (e.g., broccoli, spinach, leafy lettuce), red and orange (e.g., tomatoes, red pepper, carrots, winter squash, sweet potato), legumes (e.g., pinto, kidney – also in the protein group), starchy (e.g., corn, potatoes, peas), and other (e.g., tomatoes, cucumbers, green peppers, etc.). Each group is good for your health in a different way, so it’s important to eat some from each group every week, especially the first three groups.

Let children try vegetables many times, but don’t push
Children may need to taste, be offered, or see others eating vegetables many times before they learn to like them. Pressuring or forcing children to eat vegetables may actually cause them to reject them more. The more variety of vegetables children are offered, the more likely they are to choose one of them.

Focus on Fruits
Fruits are naturally sweet. Although juice is an easy way to get fruit, it lacks fiber and other benefits of whole fruit. So it’s best to mostly eat whole fruit or pieces of fruit rather than juice.

Vegetables and fruits don’t have to be fresh to be healthy
Frozen, dried and canned fruits and vegetables are all nutritious, often cost less than fresh, and are easier to keep on hand. Drain canned fruit and vegetables well and throw liquid away.

What Counts as a Half-Cup Serving?
The vegetable and fruit food cards used in this lesson are each equivalent to a standard ½ cup serving. Note that for salad or other raw leafy greens, 1 cup is considered a half-cup equivalent, and for dried fruit, ¼ cup is considered a half-cup equivalent. See ChooseMyPlate.gov for more detail.
Encourage Great Group Behavior during Lesson 2!

For Younger Ages

- Shorten the Add:
  - Focus MyPlate discussion on the vegetable and fruit half rather than on all food groups.
  - Briefly review why vegetables are healthy and the important vegetables to eat more of in Poster 2-2: Eat More of These!
  - Show the amount of vegetables and fruits to eat each day as you introduce the Apply plate activity.

For Older Ages

- Enrich the discussion by including optional bullets in green boxes.

During Active Games:

- Remind yourself of children’s names. Ask them to wear nametags.
- Spend more time playing than explaining! Encourage adults to join in for good role modeling!

Bridge from Lesson 1:

- Use the goals that children set at the end of Lesson 1 to connect previous learning to Lesson 2.

During the Anchor:

- If kids can’t think of fruits and vegetables to match the descriptors, suggest some yourself and keep it moving! If short on time, this is where to cut – just do 3-4 descriptors.

During the Add:

- Consider using real vegetables for visual aids as you discuss the vegetable categories, choosing vegetables to use in the salad to go with the Ranch dressing recipe. Otherwise, use food cards to demonstrate 5 servings of vegetables and 3 of fruit.
- For a big group, split up the tasks within each team. Have pairs or trios take on planning each meal instead of the whole team planning for all four.
- Circulate among groups so you can help children remember to choose vegetables and fruits for every meal and snack.
- Plan how you’ll collect each group’s food cards and sort for the next lesson. Add a colored dot for each set and/or tape lists on envelopes to make sorting easier next time.

During the Away:

- Briefly re-state the main message of the lesson so it’s the last thing kids hear.

Bridge to Lesson 3:

- Give a very quick preview of the next lesson, tying the topic to the lesson you just taught.

During Food Prep:

- Remember hand washing and safety!
- Involve kids in snack preparation, but do not have them use knives unless you are trained in how to teach knife safety and have the time to do so.
### 2-1 Balloon-a-Pallooza

**Equipment**
- 1 large round balloon (at least 9 inch) per 2-3 children, blown up but not tight
- Lively music and music player (optional), additional balloons (optional)

**Set Up**
- Have children form teams of 2-3 and spread out in the space
- Give each team a balloon – after explaining what you want them to do

**How to Play**
Say,
- I will give each team one balloon.
- When I say go (or start the music), toss your balloon in the air and try to keep it there – as a team – as long as you can.
- Take turns bopping the balloon up in the air; try not to hit it twice in a row.
- If your balloon touches the floor, quickly get it back in the air!

**Up the Challenge**
- Have children count the number of times they bop the balloon in one minute.
- Give 2 balloons to each team.
- Have teams hold hands and hit the balloon only with their joined hands, elbows, heads, or feet.
- Have teams keep the balloon in the air using only elbows, only feet, only knees, etc.

### 2-2 Fruit and Veggie Toss

**Equipment**
Soft toss-able toys that are easy for children to catch (see Active Games Tips)

**Set Up**
- Group stands in a circle (or two circles if group is large)

**How to Play**
Say,
- Everyone think of a vegetable or fruit.
- When you get the toy (or other tossable), say the name of a vegetable or fruit before you toss it to someone else.
- You can toss to anyone. Try to include everyone.
- Try to think of as many different veggies and fruits as you can, but it’s okay if you repeat something someone else has already said.

**Up the Challenge**
- Add a second, third, or fourth toy
- Designate one toy for veggies, and a second for fruits

**In a Small Space**
- Ask children to pass rather than toss the toy
- Use a balloon instead of a toy to avoid knocking over items

**Source**
The Lesson

Opening Active Games: 10 minutes

• Play the games “Balloon-a-Palooza” and “Fruit and Veggie Toss” with the children.

Bridge from Lesson 1: 3 minutes

Say,
• Who remembers what we learned about healthy drinks last week?
• What did we call drinks with a lot of sugar? Right! “Stop Drinks” because they aren’t healthy!
• What were some “Slow Drinks?” Right. Flavored milk and 100% fruit juices to just drink in small amounts because they have lots of nutrients, but also have lots of sugar and calories.
• What are some drinks that are healthy – the drinks we called “Go Drinks?” That’s right! We need low-fat milk and water every day!
• Who’d like to tell us about a healthy step you took to choose healthier drinks this past week?
  • Show Poster 1-3 and read Healthy Step goals children may have chosen from Lesson 1.

Say,
• Last week we made some healthy drinks with fruit. Today we will talk about vegetables and fruits.

Anchor: 5 minutes

• Put cut-up small descriptor slips from Visual Aid 2-V-1 into a hat, bowl, or envelope.
• Ask children to sit in a circle.
Say,

- In our game, we just named lots of different vegetables and fruits that are delicious and healthy.
- Now let’s play another game to help us think about what makes each vegetable and fruit special.

- Reach into the hat or envelope and pull out a descriptor.
- Tell the children what the slip says, and ask them to name some different vegetables and fruits that fit that description.
- Continue to play until children have named a variety of vegetables and fruits (or just do a few if limited time).
- Keep it fast-paced by moving on after only a few ideas for each descriptive slip.

Add: 10 minutes

Say,

- How many of you have seen “MyPlate”?

- Show Poster 2-1 of MyPlate.
- Also pass out 8.5x11 inch versions of this poster, 1 per 2-3 children, for easier viewing.
- Point to each food group as you help children think of examples for each – see next page.
Say,

- MyPlate shows us the healthy way to eat every day by including foods from five different food groups – Vegetables, Fruits, Grains, Protein, and Dairy.
- We already talked about some fruits and vegetables and we’ll go back to those groups again. First, let’s see what we know about the other groups.
- Let’s start with Grains. What are some examples of foods in the Grains Group?

  - Be ready to help children think of Grains Group examples such as: bread, rice, noodles, cereal, crackers, etc.

Say,

- How about the Protein Group?

  - Protein Group examples: chicken, meat, fish, eggs, beans like kidney beans, nuts, seeds, and soy products like tofu.

Say,

- And the Dairy Group?

  - Dairy Group examples: milk, cheese, yogurt

Say,

- MyPlate helps us know what to eat – and it also helps us see how much of each food group we need.

  - Point out that some groups take more space on MyPlate because we need more of some groups, like vegetables, to be healthy.
Say,

• Look now at the two groups we started talking about today – Vegetables and Fruits. What do you notice about how much of the plate these two groups fill together?
• Right! Vegetables and Fruits make up half of MyPlate – and to be as healthy as we can, that’s what our plates should look like every time we eat!

Optional: Ask children to share a few vegetables and fruits they like that could help fill up half their plate.

Say,

• Let’s talk about why it’s important to eat lots of vegetables and fruits. What ideas do you have?

Let kids respond about why vegetables and fruits are important.
• Sum up by saying the following:

Say,

• Vegetables and fruits are packed with vitamins, minerals and fiber that keep us healthy – and help us avoid some really serious diseases like cancer and heart disease.
• Vegetables and fruits help us to grow strong, have healthy skin and hair, and do our best when we play and learn.
• And they’re fun and colorful to eat, for both meals and snacks.

Say,

• As we saw in our game, vegetables and fruits come in lots of different colors!
• To be most healthy, it’s important to ‘color your plate’ with lots of different colored vegetables and fruits.
• There are three groups of vegetables that are especially healthy – dark green vegetables, red and orange vegetables, and beans and peas.
• Hold up Poster 2-2, Try More of These!

Say,

• **Dark green vegetables** are an especially healthy color to include in our meals and snacks.

• What dark green vegetables do you see here?

• Point to the “Dark Green Vegetables” part of Poster 2-2.

• Help children name some of the dark green vegetables shown, such as: Romaine and other dark green leaf lettuce, broccoli, kale, Swiss chard, turnip greens, collard greens, and spinach.
  - Explain that iceberg lettuce is NOT in this group - it is light green and has few nutrients.
  - Stick to the items pictured. For example, green beans and zucchini are not in this group.

• Show them a dark green vegetable, using a food card or ideally real food, e.g., 1 cup of the leaf lettuce that will later go in the salad for the Ranch Dressing recipe.

• (Note: 1 cup of raw leafy greens counts as a ½ cup, so if you show 1 cup of these here, then a ½ cup example from the red/orange group, a ½ cup example from the beans/peas group, and two ½ cup examples of other vegetables as you discuss them, you’ll end up showing the total 2½ cups that is recommended per day.)
Say,

- **Red and Orange vegetables** are also especially healthy. What are some red and orange vegetables?

  - Point to the “Red and Orange Vegetables” part of Poster 2-2.
  - Help children name the red and orange vegetables shown: tomatoes, red peppers, carrots, winter squashes (butternut, acorn, pumpkin), and sweet potatoes. (again, stick to those pictured)
  - Show them a half-cup equivalent of an orange or red vegetable, using a food card or ideally real food, e.g., ½ cup chopped carrots for salad for the Ranch Dressing recipe.

Say,

- The other especially important group is **beans and peas**, like kidney beans, baked beans, and refried beans.
- What are some other kinds of beans like these?

  - Point to the “Beans and Peas” part of Poster 2-2.
  - Help children think of other legumes such as chickpeas (garbanzo beans), black beans, lentils, navy beans, black-eyed peas, split peas, etc.
  - Clarify that green beans and green peas are NOT in this group.
  - Show them a half-cup equivalent of legumes, using a food card or ideally real food, e.g., ½ cup garbanzo beans for the salad for the Ranch Dressing recipe.

Say,

- Beans and peas are special. In addition to being in the Vegetable Group, they are also in the Protein Group because they are high in protein.

  - For an older group, share that the reason legumes (dried beans and peas) are in both the vegetable and protein groups is because they share characteristics of vegetables (high fiber and similar nutrients) and are also high in protein.
Say,

- So it’s important to eat dark green vegetables, red and orange vegetables, and beans and peas each week or as often as you can.
- There are lots of other vegetables that are also healthy and that can help you make half your plate vegetables and fruits.
- What are some other vegetables we have not named yet?

- Help children think of other vegetables such as green pepper, cucumber, cabbage, peas, corn, potatoes, or cauliflower.
- Be sure to include frozen and canned as well as fresh to emphasize that all forms of vegetables are healthy and count toward their half-plate.
- Show children two more half-cup equivalents of vegetables (not in the 3 categories above), using a food card or ideally real food, e.g., ½ cup green pepper and ½ cup cucumber for the salad for the Ranch Dressing recipe.
- You should now have shown them five half-cup equivalents of vegetables, which is the amount they should eat each day, as discussed next.

Say,

- So there are lots of different vegetables!
- It’s important to eat lots of different kinds each week because different kinds of veggies are good for you in different ways.
- It’s also important to eat enough vegetables and fruits.
- To be healthy and prevent diseases like cancer and heart disease, we need to eat 2½ cups of vegetables and 1½ cups of fruit every day!

- To demonstrate what 2½ cups of vegetables look like, show children the 5 half-cup equivalent servings of veggies or food cards you just used while introducing the vegetable categories above. If you used real food, mix the veggies together in a clear container to make salad.
- Then use real food or food cards to show what 1½ cups of fruit looks like.
Say,

• Since we don’t usually measure what we eat, we’re going to use these food cards to help us see what this recommended amount looks like.

• Show 5 vegetable and 3 fruit food cards as you explain.

Say,

• Each vegetable and fruit card shows us a half-cup serving. So that means 5 vegetable cards add up to the recommended 2½ cups of vegetables we need, and 3 fruit cards add up to the recommended 1½ cups of fruit.

Apply: 15 minutes

Say,

• We’ll use these food cards now to help you create healthy meals and snacks for your day!

• Ask children to get into up to 4 groups. (Limit to no more than 4 groups for one set of food model cards to have enough cards per group.)
• At each station, set up four paper plates, labeled breakfast, lunch, dinner, and snack.
• Pre-set the main dish food cards on each plate according to suggestions on supply list.
• Place a variety of vegetables and fruits at each station according to suggestions on supply list.
• Place Visual Aid 2-V-2 Station Instructions at each station.
Say,

- Your group’s goal is to use the food pictures you have to create three meals and 1 snack that include **5 vegetables cards and 3 fruit cards for your whole day**.
- Try to make each plate half vegetables and fruits – and something you’d really eat as a meal.
- Remember that variety is also important – include lots of fruits and veggies to make your plates colorful!

Say,

- Circulate to help groups add **5 vegetable cards and 3 fruit cards** to the main dishes on their 4 plates.

Say,

- As your group gets all four plates done, add up your vegetables and fruits. Did you include 5 vegetable cards and 3 fruit cards so you’d get 2½ cups of vegetables and 1½ cups of fruit?

Say,

- When most groups have completed the task, ask children to display their day’s food choices and have them circulate through the room to notice ways that other groups chose to include 2½ cups of vegetables (5 cards) and 1½ cups of fruit (3 cards) in their days’ meals and snacks.
- Then gather the group back together and congratulate them on their Healthy Plates.

Say,

- What surprised you?
- Did you have to include at least one vegetable or fruit in each meal and snack to get enough?
- Is about half of each plate vegetables and fruits?
Say,

- What is missing from these meals? What are some healthy drinks you could add?
- That’s right. As we learned last time, healthy drinks to include every day are low-fat milk and water.

  • Optional: Point to the “dairy” circle on the MyPlate poster.

Away and Goal-Setting: 5 minutes

Say,

- What surprised you about the activity we just did?
- How many vegetables and fruits did you need at each meal and at the snack to fill half your plate and get the recommended amount for the day?

- Pass out Handout 2-1 Family Newsletter and direct children to the goal box at the top of the first page.
- Pass out pens or pencils for the children to choose a goal to work on before the next lesson.
- Read the goal ideas on Poster 2-3 Take a Healthy Step.
- Be prepared to suggest other alternative goals such as:
  - Eat a dark green vegetable at least once a week.
  - Eat a red or orange vegetable at least once a week.
  - Eat beans like pinto beans at least once a week.
Say,

- Choose one healthy step you can take to add more vegetables and fruits to each day in the coming week, and share your plan with your neighbor.
- Remember that eating lots of different vegetables and fruits adds color and flavor, gives you healthy hair and skin, and helps you be strong and play hard.
- And remember to especially eat lots of dark green, red and orange vegetables, and beans like pinto and kidney!

Bridge to Lesson 3: 2 minutes

Say,

- Vegetables and fruits don’t usually come with a label, but many other foods do.
- Next week we’ll learn how we can use the Nutrition Facts Label on food packages to choose healthier foods.

Closing Active Games: 10 minutes

- Play the games “Under the Cone Scavenger Hunt” and “Double Tag” with the children.

Food Prep: 10-20 minutes

- Prepare Colorful Black Bean Salad or salad with Low-Fat Ranch Dressing with the children.
- Offer them samples to eat as a snack.
- Remind children to take the Family Newsletters home to share with their parents.
**Colorful Black Bean Salad**

**Ingredients**
- 2 15-ounce cans black beans, drained
- 2 cups corn, drained (1 15-ounce can or 12 ounces frozen)
- 1 15-ounce can diced tomatoes
- 1 4-ounce can chopped green chilies, drained, or 1 teaspoon chili powder
- ¼ cup finely chopped onion
- 3 Tablespoons lime juice
- 2 Tablespoons olive or canola oil
- ½ teaspoon salt, pepper to taste
- 1 red or green bell pepper, chopped, optional
- 1 avocado, chopped, optional

**Instructions**
1. Mix black beans, corn, tomatoes, chilies, onion, and optional bell pepper in a large bowl.
2. Add lime juice, oil, salt and pepper; toss gently to combine.
3. Add optional avocado just before serving.
4. Serve alone, over rice or quinoa, or with whole grain tortillas or tortilla chips.

**Yield:** About 12 servings

**Source:** Adapted from http://snacktheplanet.blogspot.com

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**Low-Fat Ranch Dressing for Salad**

**Ingredients**
- 1 cup non-fat or low-fat plain Greek yogurt*
- ½ cup reduced-fat mayonnaise
- ½ cup fat-free or 1% milk
- Half a 1-ounce packet ranch salad dressing mix (not dip mix)

**Instructions**
1. Whisk all ingredients in a small bowl until blended.
2. Pour dressing over salad or let children add their own.
3. For salad, toss dark salad greens (romaine, leaf lettuce, and/or spinach - not iceberg) with raw veggies such as carrots, chickpeas, tomatoes, or cucumber.

**Yield:** About 16 servings dressing

*Can use plain yogurt, reduced-fat sour cream, or a mixture instead.
Lesson 2: Eat More Vegetables and Fruits

2-3 Under the Cone Scavenger Hunt

**Equipment**
- 10 cones or markers (boxes, milk cartons, etc.),
- 1 set Under the Cone Activity Cards (from Games Appendix, 4 sets provided)
- 1 Team Sequence Card per team (from Games Appendix, 4 provided)

**Set Up**
- Place 1 Under the Cone Activity Card randomly under 8 of 10 cones scattered around the room
- Divide children into up to 4 teams of 2-6 children each

**How to Play**
Say,
- Here is your Team Sequence Card. (Give one card to each team)
- As a team, find the first activity on your list on a card under one of these cones and do the activity. Leave the card for the next group.
- Then look under cones until you find the second activity on your list and do it. Keep looking under cones till you find and do all the activities on your Team Sequence Card in order. Not every cone has a card under it!
- When you’re done, sit as a team here. (Point out where they can sit.)

**Up the Challenge**
- Challenge teams to think of their own activity to do for bonus points.

**Source**
Adapted from *Jump Into Food and Fitness* Lesson 3, Michigan State University Extension, 2006.

Lesson 2: Eat More Vegetables and Fruits

2-4 Double Tag

**Equipment**
- Boundary markers (lines on a gym floor, cones, etc.); tagging balls

**Set Up**
- Create 2 adjacent spaces about 20x20 feet in area.
- Divide children into 2 groups, half in each space.
- Designate 1 child to be “It” in each space. Give each “It” a tagging ball.

**How to Play**
Say,
- Each of our “Its” will try to tag the kids in their space.
- If you’re not “It,” you must stay within the boundaries of your space.
- But if you get tagged, then you go to the other space. (Demonstrate by moving from one space to the other.)
- If you’re “It,” you’ll try to empty your space by tagging others.
- When I say “Freeze!” everyone will stop and the last person tagged in each space will become our new “Its.” Ready? Go!

**For Young Children**
- Play regular tag with all in Space 1, having those who get tagged go to Space 2.
- Repeat regular tag with a new “It” in Space 2; have all tagged go to Space 1.
- Then introduce rules above, designate 2 new “Its,” and play.

**Source**
Used with permission from the CATCH program, licensed by Flaghouse Inc and the Board of Regents, University of California at San Diego.
Find these Activity and Team Sequence Cards in the Games Appendix.

### Under the Cone Scavenger Hunt Activity Cards

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Spin in a circle while singing</td>
<td>&quot;Mary had a Little Lamb&quot; three times</td>
</tr>
<tr>
<td>Do 5 cartwheels OR March in place while counting to 30</td>
<td></td>
</tr>
<tr>
<td>Do 10 Jumping Jacks</td>
<td></td>
</tr>
<tr>
<td>Each elbow to opposite knee, 15 times</td>
<td></td>
</tr>
<tr>
<td>Do big arm circles: 10 forward, 10 backward</td>
<td></td>
</tr>
<tr>
<td>Gallop for 15 seconds. Count seconds as &quot;1 vegetable, 2 vegetable...&quot;</td>
<td></td>
</tr>
<tr>
<td>Do &quot;goofy dancing&quot; while singing &quot;Happy Birthday&quot; to the person with the closest birthday</td>
<td></td>
</tr>
<tr>
<td>Skip around the outside of the room while waving your arms above your heads</td>
<td></td>
</tr>
</tbody>
</table>

### Under the Cone Team Sequence Cards

#### Under the Cone Scavenger Hunt Team 1

1. Elbow-to-knee
2. Skip
3. Cartwheels or March
4. Goofy dancing
5. Gallop
6. Arm circles
7. Spin
8. Jumping jacks

#### Under the Cone Scavenger Hunt Team 2

1. Goofy dancing
2. Gallop
3. Jumping jacks
4. Arm circles
5. Elbow-to-knee
6. Spin
7. Skip
8. Cartwheels or March

#### Under the Cone Scavenger Hunt Team 3

1. Skip
2. Gallop
3. Elbow-to-knee
4. Jumping jacks
5. Spin
6. Goofy dancing
7. Cartwheels or March
8. Arm circles

#### Under the Cone Scavenger Hunt Team 4

1. Arm circles
2. Spin
3. Skip
4. Cartwheels or March
5. Jumping jacks
6. Elbow-to-knee
7. Gallop
8. Goofy dancing
Color Your Plate!

Eat More Vegetables and Fruits!
Eating more vegetables and fruits may lower your risk for heart disease, stroke, and cancer, and help with weight control. Fill half your plate with vegetables and fruits to get the recommended 2½ cups of vegetables and 1½ cups of fruit per day for children aged 9-13 (more for adults). To help your family eat more:

- Include at least one vegetable or fruit at every meal and snack.
- Serve dark green, red and orange vegetables, and beans like pinto and kidney – these are especially healthy!
- Use frozen, canned (drained), dried, and fresh - all are healthy!
- Let children try vegetables many times, but don’t push or they are more likely to say no.
- Keep ready-to-eat veggies and fruits available where your kids can help themselves!
- Eat lots of veggies yourself! It’s the best way to get your kids to eat them too!
- Make them kid-friendly and watch them disappear - veggies with dip, apples slices, etc!

Colorful Black Bean Salad

Ingredients

- 2 15-ounce. cans black beans, drained
- 2 cups corn, drained (1 15-ounce can or 12 ounces frozen)
- 1 15-ounce can diced tomatoes
- 1 4-ounce can chopped green chilies, drained, or 1 teaspoon chili powder
- ½ cup finely chopped onion
- 3 Tablespoons lime juice
- 2 Tablespoons olive or canola oil
- ½ teaspoon salt, pepper to taste
- 1 red or green bell pepper, chopped, optional
- 1 avocado, chopped, optional

Instructions

1. Mix black beans, corn, tomatoes, chilies, onion, and optional bell pepper in a large bowl.
2. Add lime juice, oil, salt and pepper; toss gently to combine.
3. Add optional avocado just before serving.
4. Serve alone or with rice, quinoa, whole grain tortillas, or tortilla chips.

Yield: About 12 servings

Source: Adapted from http://snacktheplanet.blogspot.com

Nutrition Facts

<table>
<thead>
<tr>
<th>Serving Size</th>
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| * Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

20% calories from fat. Nutrition facts using frozen corn, chili powder, olive oil, green bell pepper, and no avocado.
Choose Healthy Family Activities!

When your children are active, they’re ready to learn and live fully in good health! You know that encouraging your kids to be active will help them grow strong and be ready for anything. They’ll just think it’s fun – especially when you play along with them! Here are a couple ways to help your kids be active.

**Balloon-a-Palooza**
Blow up a balloon and you’ve got instant fun! Take turns bopping it up in the air and see how long you can keep it there! Count the number of times you can bop it in one minute. Sit on the floor and keep the balloon in the air with your feet! And when it’s hot outside, try tossing some water balloons for cheap, refreshing fun!

**Fruit and Vegetable Toss**
Help your kids get familiar with the names of vegetables and fruits with this variation of playing catch. Before you toss the ball each time, name a vegetable or fruit. Try to name as many different kinds as possible! Include some dark green, red and orange vegetables, and beans like pinto and kidney!

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**Low-Fat Ranch Dressing for Salad**

**Ingredients**
- 1 cup non-fat or low-fat plain Greek yogurt*
- ½ cup reduced-fat mayonnaise
- ½ cup fat-free or 1% milk
- Half a 1-ounce packet ranch salad dressing mix (not dip mix)

**Instructions**
1. Whisk all ingredients in a small bowl until blended.
2. Pour dressing over salad or let children add their own.
3. For salad, toss dark salad greens (romaine, leaf lettuce, and/or spinach - not iceberg) with raw veggies such as carrots, chickpeas, tomatoes, or cucumber.

**Yield:** About 16 servings dressing

*Can use plain yogurt, reduced-fat sour cream, or a mixture instead.

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**Nutrition Facts**

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<td>* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.</td>
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30% calories from fat
Nutrition facts using non-fat Greek yogurt and fat-free milk.

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