



**A School-Based Curriculum**

**To Help**

**Fourth Grade Students**

**Eat More Fruits and Vegetables**



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Gimme 5 Project  
Emory University School of Public Health  
1991, revised 1994



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

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## ..... **Teacher Overview** .....

**W**elcome to the 4th grade Gimme 5 program. The theme to help the fourth grade students learn to like and eat vegetables is "Veggie Olympics". Each week, students focus on various Veggie Olympics activities as a part of the curriculum. We will be working with your food service manager and staff to ask them to include the various vegetables discussed each week on the school lunch menu.

**T**hrough a series of activities, students will learn and discuss ways to increase their intake of vegetables. They will set goals to eat more vegetables for snacks, lunch, dinner and when eating away from home. Students will practice asking for more vegetables at home and learn a problem solving rap to help reach their goals. One session each week will include the preparation and/or tasting of vegetable snacks. These will be provided by your food service staff. Students will also develop their own personal plan to increase the number of vegetables they eat every day, gradually building toward the goal of eating at least five servings of different fruits and vegetables every day. The 4th grade program culminates in a classroom *GIMME 5* Awards Ceremony in which students receive a certificate for completing the program.

**B**ecause parents play a vital role in providing the foods that children eat, parents will receive an issue of the *GIMME 5 Daily* each week. Each child and their family will also receive a series of three videos. These newsletters and videos inform parents about the *GIMME 5* classroom activities as well as provide tips and recipes to increase vegetables in meals and snacks at home and away from the home.

**W**e know that you and your students will enjoy the *GIMME 5* program!





## Introduction

**T**he Goal of the Gimme 5 nutrition education curriculum for 4th and 5th grade students is to:

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

The 4th grade curriculum deals with increasing vegetable consumption and the 5th grade curriculum with increasing fruit and vegetable consumption.

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

**A**lthough there has been a national goal to increase consumption of F&V to 5 or more servings per person per day, actual intake has lagged behind at only 2-3 servings. Since dietary habits begin in childhood, schools provide an important institution in which to help change the dietary practices of children.

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

**S**ince dietary behaviors enhance growth and development, and predispose toward chronic illness, this curriculum attempts to **change dietary behaviors**. A series of focus group discussions with 4th and 5th grade students, their parents, teachers and school food service workers revealed that many children liked fruits, but few liked vegetables. Increasing children's desire for fruits and vegetables is therefore an important aspect of this curriculum.





## ..... Introduction con't .....

**N**o one, neither children nor adults, will eat foods very often if they do not like them. We all learn to like or not like certain foods. This curriculum tries to help children like vegetables in several ways:

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

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

**F**ocus groups we conducted revealed that F&V were frequently not available in the home, and that many children were responsible for preparing their own meals. To address these issues, the curriculum emphasizes diet-related skills of how to ask parents for or otherwise get more F&V into the home; include more F&V into usual meals; prepare simple and nutritious recipes with F&V; set dietary change goals; monitor and assess goal achievement; problem solve goal attainment failure; and decide what foods are best for them. We also found that parents are gatekeepers for foods coming into their homes and that they generally don't purchase or prepare foods which they themselves did not like as children. If fruits & veggies which children like are not in the home, there's little chance the children will eat them. To address these issues, we have designed a set of activities dealing with "asking behaviors". In particular, the children practice the following:

- asking for more veggies in particular meals, especially veggies they like
- asking for veggies to be cut up or ready to eat and in the front of the refrigerator for snacks, especially after school
- putting veggies they like on the grocery shopping list
- offering to help their families shop for veggies





## Introduction con't.

- going shopping for veggies, and helping pick them out
- asking to go to fast food restaurants that offer a larger selection of veggies, and
- selecting veggies they like at fast food restaurants.

Increasing availability of veggies that children like at home should enable them to eat more.

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

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

Thus we are helping children develop practical food preparation skills which would have immediate benefit for their health. A newsletter to parents and several activities have been included in this curriculum to get the parents excited about "Gimme 5" and give them reasons and skills for increasing F&V at home. Attempting to involve parents in this program can overcome many of the barriers to successful behavior change in the children.

**P**eople who have better "self-control skills" are more able to make changes in their lives. These self-control skills include:

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





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**T**his curriculum encourages self-control skills by:

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

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

**T**eachers have enormous influence on their students. Part of this influence comes from role modeling. Teachers can have a positive influence on their students' dietary behavior by:

- identifying what vegetables they like and the ways in which they like them prepared
- filling out goal sheets for increasing veggies themselves
- sharing with the students when the goals were achieved, and what they liked about the veggies
- sharing that they didn't like as many veggies when they were younger, but as they matured, they like more and more veggies
- eating veggies at the taste testings in the classroom and in the school cafeteria.

**A**n important issue is what counts as a vegetable. For example, is a potato chip a vegetable? Is a single slice of carrot a serving of vegetable? The "Gimme 5" program defines vegetables as follows:

- foods from plant sources cultivated for U.S. human consumption, including legumes, but excluding grains, seeds, nuts and peanuts;
- in their original form (or without other added food items), either raw or fresh, cooked, frozen, dried, or canned, or their juice;
- with one serving equal to a typical or usual serving or helping (such as 1/2 cup) as opposed to only one bite or one small spoonful;





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- with the following items excluded (because they do not contain adequate

french fries and french fried onion rings  
pot pies and quiches  
chocolate, carob, or yogurt-coated raisins  
pizzas  
potato chips

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

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

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

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





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**I**f the child recants, it is important to verbally reward or reinforce the new truthfulness (instead of punishing the recanted lying). If the child maintains the accuracy of self-report and has a reasonable explanation, you should accept the self-report. If the child maintains the accuracy of self-report, but has no good explanation for the opposing information, you may need to investigate a bit further, including contacting other students, parents, etc., before giving credit for self-report. While no penalty should be applied to someone lying (except their not getting a check for achieving their goal), children found to be truthful should be recognized as such to the class during the checking of their goal attainment.

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

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

**W**e want to make this the best possible nutrition education curriculum for 4th grade students. If you have any ideas to make "GIMME 5" better, please call Colleen Doyle at 727-4374 or Janice C. Baranowski at 727-8087. We would love to hear from you!





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**General Information**  
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## **Color Coding Scheme**

Teacher classroom order form . . . . . GREEN

In classroom preparation recipe . . . . . HOT PINK

Food Service Personnel prepared recipe . . . ORANGE

If you have any questions or concerns, please call:

Colleen Doyle at 727-4374

Janice Baranowski at 727-8087



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# Fourth Grade, Week One: "Let the Veggie Olympics Begin!"

## BEHAVIORAL OBJECTIVES

Students will be able to:

1. State at least four reasons why eating vegetables and fruits is important for their health.
2. Name and describe the many vegetables that are eaten by many people.
3. Explain that doctors and other health specialists believe that all children and adults should eat at least five servings of different fruits and vegetables every day.
4. Take home their *GIMME 5 Daily, Number 1* family newsletter with the **Family Fun #1** activities.



## SESSION OUTLINE

Suggested Time	Activities	Visual Aids	Student Materials
25	1. Introduction to <i>GIMME 5</i> and the "Veggie Olympics"	Overhead Projector or Chalkboard <b>Transparency #1 Olympic Scoreboard</b>	
15	2. Newsletter/ Family Fun Activities	<i>GIMME 5 Goal Post</i>	<i>GIMME 5 Daily #1</i>
5	3. Summary		<i>GIMME 5</i> magnet

**45 - 50  
Minutes**



**ACTIVITY 1: INTRODUCTION - GIMME VEGGIE OLYMPICS**  
(25 MINUTES TOTAL)

**Purpose:** To introduce students to the *GIMME 5* program by thinking about the "Olympics" and what veggies and fruits the Olympics athletes would eat, and then discuss how these veggies and fruits are tasty, crunchy, juicy, colorful, healthy, and fun to eat!

A. Introduce the *GIMME 5* program by telling the students that today they are going to begin a new program called ***GIMME 5 Veggie Olympics*** which is all about eating veggies! Ask all students to turn to their neighbor and say "*GIMME 5*" and give the "high five" sign for the new program.

**NOTE to TEACHER:**

In general children do not like veggies as much as they like fruits and it is difficult to get children to eat veggies. This fourth grade curriculum uses a "**Veggie Olympics**" theme and focuses on helping children eat more veggies by emphasizing that eating veggies can be fun and tasty!

**EXPLAIN:**

- This year we will look at how eating veggies can be fun and tasty. So let's talk about veggies today!
- What veggies do you think Olympic athletes need to eat to be able to perform their sport for the gold medal? (*Spend a few minutes writing the veggies the students name on the chalkboard and then discussing all the different kinds of veggies that the students name.*)
- Why would Olympic athletes or anyone want to eat veggies?
- Veggies are:
  - High in fiber
  - Low in sodium
  - Low in fat
  - Naturally sweet & tasty
- Veggies have all these nutrients and are good for Olympic athletes and children:
  - Carbohydrates (for energy).
  - Vitamin A (for your skin and eyes).
  - Vitamin C (to help cuts heal and help prevent infections).
  - Iron (for your blood cells).
  - Calcium (for your bones, teeth, muscles, heart).
  - Potassium (for your heart, nerves, and kidneys).
  - Fiber (to help with digestion and protect us against some diseases).

## EXPLAIN (continued)

- Veggies also taste good, are fun and easy to eat, and are crunchy, juicy and colorful.
- Olympic athletes all over the world like and eat lots of different kinds of veggies.
- What veggie do you like to eat and how do you like it prepared?  
(Let the student name their favorite veggies while you write them on the chalkboard.)
- Everyone likes veggies in different ways. The **GIMME 5** program will help each of you to find ways that you like veggies best. We will be doing during the next six weeks of the **GIMME 5** program.
- There are so many reasons to eat veggies! Can you think of any more?  
(Write any additional reasons students suggest on the chalkboard.)

B. Ask students if they can guess how many servings of veggies and fruits they should have every day. Write their guesses on the overhead projector or chalkboard.

### STATE:

- Health specialists (such as the National Cancer Institute) recommend that adults and children should eat:

**At least three servings of different veggies every day!**  
**And a total of at least five servings of different veggies and fruits everyday!**

- The new Food Guide Pyramid also shows you that everyone should eat at least 3 servings of veggies every day.

C. Inform students that for this year's **GIMME 5 Veggie Olympics** program, they will compete like the Olympic athletes to win a "Gold", "Silver" or "Bronze" medal award certificate by learning to eat more veggies!

D. Explain that they will have a variety of activities in a weekly **GIMME 5 Daily** family newsletter. For completing each of these activities, they will earn 10 points for their **Olympic Team** towards the "Gold", "Silver" or "Bronze" medal award certificate during the last week at Session 12.

## EXPLAIN (continued)

- Veggies also taste good, are fun and easy to eat, and are crunchy, juicy and colorful.
- Olympic athletes all over the world like and eat lots of different kinds of veggies.
- What veggie do you like to eat and how do you like it prepared?  
*(Let the student name their favorite veggies while you write them on the chalkboard.)*
- Everyone likes veggies in different ways. The **GIMME 5** program will help each of you to find ways that you like veggies best. We will be doing during the next six weeks of the **GIMME 5** program.
- There are so many reasons to eat veggies! Can you think of any more?  
*(Write any additional reasons students suggest on the chalkboard.)*

- B. Ask students if they can guess how many servings of veggies and fruits they should have every day. Write their guesses on the overhead projector or chalkboard.

### STATE:

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- The new Food Guide Pyramid also shows you that everyone should eat at least 3 servings of veggies every day.

- C. Inform students that for this year's **GIMME 5 Veggie Olympics** program, they will compete like the Olympic athletes to win a "Gold", "Silver" or "Bronze" medal award certificate by learning to eat more veggies!
- D. Explain that they will have a variety of activities in a weekly **GIMME 5 Daily** family newsletter. For completing each of these activities, they will earn 10 points for their **Olympic Team** towards the "Gold", "Silver" or "Bronze" medal award certificate during the last week at Session 12.

- E. Divide the class into three teams in a way that is best for your classroom.
- F. Explain that each **Olympic Team** needs to come up with an "Olympic" veggie name for their team, e.g. "Power Peas" or "Mighty Mushrooms".
- G. Give the students a few minutes (as time permits) to develop a name for their team.
- H. Show the students the **GIMME 5 Olympic Scoreboard** and write their team's name on a **GIMME 5 Olympic Scoreboard**. These three scoreboard should be posted somewhere in the classroom so that the students can see how each team is doing during the **six** weeks of the **GIMME 5 Veggie Olympics** program.
- I. Announce to students that you have a fun way for them to remember their new **GIMME 5 Veggie Olympics** program called the **GIMME 5 Fruit & Veggie Rap**, and display **Transparency #1**.

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

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

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

1. Ask the class to "rap it out" together.

- J. Ask all students to turn to their neighbor and say "**GIMME 5**" and give the "high five" sign for the new **GIMME 5 Veggie Olympics** program.

## **ACTIVITY 2: NEWSLETTER/FAMILY FUN ACTIVITIES (15 MINUTES TOTAL)**

**Purpose:** To introduce students to their **GIMME 5 Daily, Number 1** family newsletter with the special **Family Fun** activities.

- A. Inform students that the **GIMME 5 Veggie Olympics** program will include a weekly newsletter that they should take home and share with their family. Each issue will have **Family Fun activities** that they and their families should do together. For each activity they complete they will earn 10 points for their **Olympic Team** towards winning the "Gold" medal certificate at the end of the **GIMME 5** program. Today they will receive their first issue.

- B. Distribute the **GIMME 5 Daily, Number 1** and point out the sections of this first issue.

**EXPLAIN:**

- **What's Happening** column - The Power Peas will tell your family what's going on each week in your **GIMME 5 Veggie Olympics** class at school.
- **Food Guide Pyramid** column - Each week this will focus on a section of the Food Guide Pyramid and how it fits into your and your family's diets.
- **Did You Know** column - Will help you select fresh veggies, like the ones that you talked about in class and tasted in the recipes, at the grocery store.
- **Veggie Olympic Tips** - Gives you tips on how you can get more veggies into your diet.
- **Recipe Box** - Will feature a new recipe for you and your family to prepare and taste. You will receive 10 points for making the recipe, just check it off on your **GIMME 5 Family Fun activity card** and return it to school.
- **GIMME 5 Family Fun activity** - Will have two activities that you can do with your family. One activity is to prepare the recipe in the recipe box. The other is an activity related to eating more veggies. You can earn 10 points for your **Olympic Team** for each activity by filling out your **GIMME 5 Family Fun activity square** and returning it to school.

- C. Point out the **GIMME 5 Family Fun** section of the newsletter and the **GIMME 5 Olympic Team** chart you posted earlier.
1. State that each week in the **GIMME 5 Family Fun** column, there are special activities that they do together with a parent and other members of their family. They will earn ten (10) points for each activity they complete for their **Olympic Team's Olympic Scoreboard** towards winning the Olympic "Gold" medal certificate the last week of the program.
  2. Explain that after they complete this activity with their parent, the student and their parent should sign the **GIMME 5 Family Fun activity square** at the bottom of their newsletter, cut it out and return it to school to get their points for their **Olympic Team**. (If a parent is unable to participate, the student may do the activity with another adult.)
  3. Tell students that they should try to complete these activities with their parent as soon as possible or before the first **GIMME 5 Veggie Olympics** class next week.

4. Stress that they should bring the signed activity square back to school, and show students where you want them to put them. (Example: Large envelope or box labelled "**GIMME 5 Family Fun Activity Squares.**")
- D. Remind students that everyone who completes their **GIMME 5 Family Fun Activities** during the **GIMME 5** program will receive 10 points for each one for their **Olympic Team's Olympic Scoreboard**. They earn these points to help their team win the Olympic "Gold" medal the last week of the program.
- E. Urge students to be sure to take their newsletter home today and find some time this week to enjoy reading it together with their family and doing **GIMME 5 Family Fun #1** with their parent.
- F. Allow students time to put their newsletter in a place where they'll remember to take it home. (Example: book bag or homework folder.)

**ACTIVITY 3: SUMMARY** (5 MINUTES TOTAL)

**Purpose: To briefly review the main points of this session.**

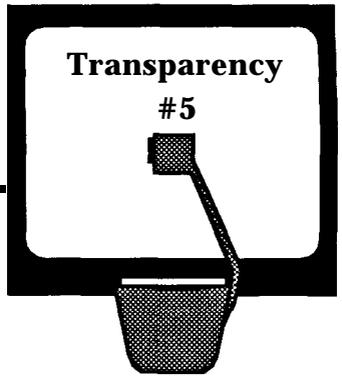
- A. Review that today they began a great new program, **GIMME 5 Veggie Olympics**, about the fun, the importance, and the benefits of eating at least three servings of different veggies every day.
- B. Explain that they will be participating in the **GIMME 5 Veggie Olympics** program two times a week over the next six weeks, and inform students when the next class will be.
- C. **(Optional)** Distribute a **GIMME 5 magnet** to every student.
1. Explain that this is a special reminder of the new **GIMME 5** program they began today.
  2. Suggest that students take it home, put it on their refrigerator, and use it to display the **GIMME 5 Daily** that they take home each week.



**NOTE to TEACHER about session 2:**

Preparations for the snack preparation and taste testing activity for session '2 include:

- Request food items and supplies from school food service three to four weeks prior to each session. (Use the GREEN "Veggie Snack Ingredient Order Form" at the end of session 2.)
- Check with your food service manager and staff first thing on the morning of the snack preparation and/or taste testing session to be sure everything is in order.
- Check any last minute arrangements for delivery of the food to your classroom.
- Arrange for cafeteria space if you are unable to implement these activities in your classroom.
- Schedule "room parents, volunteer, or teaching assistant" to assist you with these activities.
- (Optional-If your school food service is unable to provide you with the foods and ingredients necessary to prepare the recipes, ask your local grocery store to donate them).



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

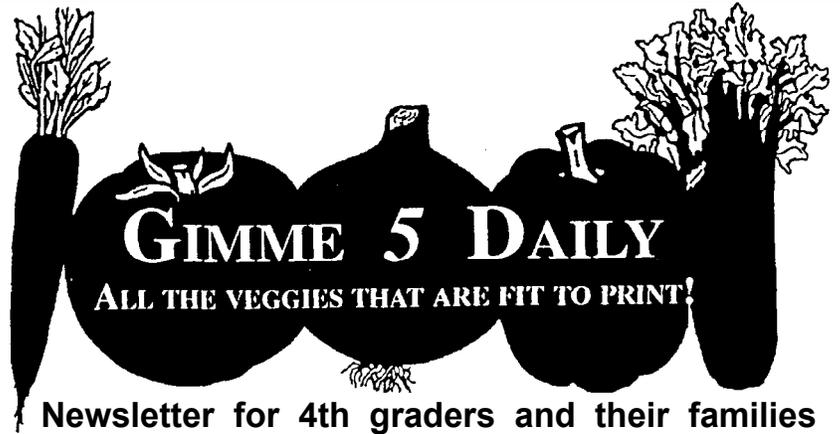
**Make it five for you and me,  
Fruits and veggies are the key!**

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





Number 1



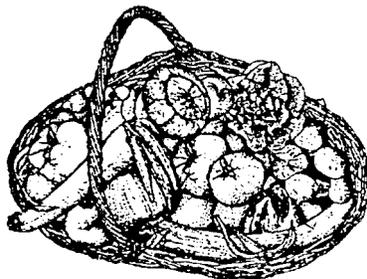
## What's Happening?

We're the Power Peas and we want to welcome you to the **GIMME 5 Veggie Olympics!** Your fourth grader is participating in this program at school over the next six weeks. The program is funded by the National Institutes of Health along with Emory University School of Public Health. The **GIMME 5** 4th grade program focuses on eating at least three different vegetables every day. Recommendations are that everyone should eat at least five servings of different fruits & vegetables every day.



Each week, you and your child will receive the **GIMME 5 Daily** newsletter containing lots of tips and **Family Fun activities** to help your family eat more vegetables. When your child completes the **Family Fun activities**, both of you should sign the **Family Fun square** and your child should take the square back to class. For each activity they complete, 10 points will be awarded to your child's **Olympic Team** at school. At the end of the **GIMME 5** program, your child will receive a gold, silver or bronze medal certificate based on their team's total points. Look for these activities and complete them together!

In this week's **GIMME 5 Daily**, you'll find out how you can help your family learn to eat more vegetables every day. There is an easy and fun vegetable recipe for you to make with your child and activities for you to do at home. We hope you and your family will enjoy this year's **GIMME 5 Daily!** Why not post it on your refrigerator with your **GIMME 5** magnet!



## Food Guide Pyramid

Healthy eating just got easier by following the Food Guide Pyramid! It gives you tips on what kinds and amounts of food from the five major food groups your family should eat each day. Each food group provides some-but not all-of the nutrients your family needs, so foods from each group are important to your family's good health!

Tune to your **GIMME 5 Daily** each week as we guide you through steps to healthy eating. See how many food packages you already have at home that show the Food Guide Pyramid!

(continued on back page)

## ? Did You Know? ?

Parents! Students! Lend us your "ears"! You don't have to live on a farm to enjoy the sweet taste of corn; just look in the frozen food section at your grocery store. You'll find a variety of sweet-tasting corn to please your family and perk up your soups, salads and side dishes.

Freezer full? Find your way through the "maize" of corn in the canned food aisle. Frozen or canned corn are great alternatives to fresh corn-on-the-cob during winter months. To pick fresh corn during the summer, peel the husk back slightly to reveal the kernels. They should be large enough to leave no spaces between them and firm enough to puncture easily when you press your fingernail into the kernel. The kernels should go to the tip, with no missing rows. For the best tasting corn, the sooner you use it, the sweeter it will be! If you must store it, keep it in the vegetable drawer in the refrigerator. Enjoy the sweet taste of corn year round-wherever you are!

# Food Guide Pyramid (cont)

## Bread, Cereal, Rice & Pasta

(6-11 servings per day)

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

### What is a serving?

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

### Healthy Habits

- 🍷 6-11 servings sounds like a lot, but try cereal & toast for breakfast, 2 slices of bread on a sandwich at lunch and 1 cup of pasta at dinner. This quickly adds up to 6 servings!
- 🍷 Fill up on fiber by including whole grain products daily. Look for 100% whole grain flour as the first ingredient on labels.
- 🍷 Select lowfat choices like bread, bagels and cereal; baked goods like muffins, cakes and cookies count as part of this group but are higher in fat.
- 🍷 Serve pasta & rice dishes as your main entree or add to soups, stews and casseroles.

## Pancho Pinto Dip

makes 5 servings

(from the "Team Up with Veggies" video)

You will need:

- 16 oz. can pinto beans, drained (save liquid: 1/2 tomato, chopped (or 1/2 cup canned tomatoes, drained)
- 1 teaspoon cumin
- 1 teaspoon garlic powder
- 1 teaspoon lime juice, optional

Directions:

1. Carefully open the can of beans and drain the liquid into a bowl. Set aside.
2. Pour all of the ingredients (except the bean liquid) into a blender.
3. Blend together, adding the bean liquid if necessary to get it to mix. (If you don't have a blender, mash all of the ingredients together in a bowl, mixing well.)
4. Pour into a bowl.
5. Serve with lowfat tortilla chips, pita bread and fresh, vegetable sticks.

# Veggie Olympic Tips

Each week this section will give your family ideas about how to eat more vegetables every day. However, eating at least three servings of vegetables every day is just one very important part of healthy diet. You'll find out more about healthy eating in the Food Guide Pyramid section.

## GIMME 5 Family Fun

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



This week's activities are:

1. Take a veggie inventory in your house and write down below all the veggies that you can find. Don't forget to look in the cupboard, in the refrigerator or on the countertop. Then select two other veggies you'd like to have at home to eat and ask to add them to your family's shopping list. (10 points)
2. Make "Pancho Pinto Dip" together for your family to eat with fresh vegetables as a snack. (10 points)



## GIMME 5 Family Fun

# #1

### We did it?

- We made "Pancho Pinto Dip" (10 pts.)
- Veggie Inventory (10 pts.)

**Veggies we have at home**

**Veggie plan to buy and eat this week**

(child signature)

(parent signature)



# Fourth Grade, Week One: "Team Up With Veggies!"

## BEHAVIORAL OBJECTIVES

Students will be able to:

1. Recite the *GIMME 5 Fruit & Veggie rap*.
2. Prepare, taste and evaluate two vegetable snack recipes in the classroom.
3. Take home video #1, "**Team Up With Veggies**", to watch with their family.



## SESSION OUTLINE

Suggested Time	Activities	Visual Aids	Student Materials
5	1. <i>GIMME 5</i> rap	Overhead Projector <b>Transparency #1</b>	
25	2. Snack Preparation	Snack Ingredients and Supplies	Veggie Snack Recipe <b>Worksheets 1 &amp; 2</b>
10	3. "Team Up With Veggies" (video #1)		Student video copies
3	4. Summary		

**45 - 50  
Minutes**



**ACTIVITY 1: INTRODUCTION: GIMME 5 Fruit & Veggie Rap**

(5 MINUTES TOTAL)

**Purpose:** To reinforce the beginning of the GIMME 5 Veggie Olympics program by reciting the GIMME 5 Fruit & Veggie rap.

- A. Display **Transparency #1** and introduce this class session by asking students to recite the official **GIMME 5 Fruit & Veggie Rap** that they learned during the first class session.

**GIMME 5 that's what I say,  
At least five servings every day.  
Make it five for you and me,  
Fruits and veggies are the key!  
Cooked or raw, frozen or canned,  
Three veggies daily and I'll feel grand!**

**ACTIVITY 2: SNACK PREPARATION (25 MINUTES TOTAL)**

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

**NOTE to TEACHER about this session:**

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

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

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

**STATE:**

- Today we will prepare two veggie snack recipes in class.
- After we prepare the snacks, we'll get to taste them!  
*(It is important for children to find the many different ways they like veggies, so always encourage the students to at least taste one bite of each veggie snack recipe.)*
- Then you will write down on your **Veggie Snack Recipe Worksheets 1 & 2** whether or not you liked them and why.



- B. Stress that it is important that they listen carefully to all of your directions today and to give you their complete attention.
- C. Arrange time now for students to prepare for the snack preparation activity by **washing their hands with soap and water and drying them sanitarilly.**
- D. Arrange (or have “room parents, volunteer, or teaching assistant” arrange) the recipe’s food items and utensils on a table or classroom countertop.
- E. Distribute **Veggie Snack Recipe Worksheets 1 & 2** and choose students (or ask for volunteers) to read the recipe out loud.
  1. Discuss the parts of a recipe (ingredients, amounts, directions, number of servings, etc.) as necessary.
  2. Answer any questions students may have about reading recipes.
  3. Explain veggies can be prepared in many different ways. Different people like the same veggies prepared in different ways. Everyone needs to find the many ways in which they like veggies prepared. That is what the **GIMME 5 Veggie Olympics** program is all about - learning to find ways you like to eat veggies!
- F. Explain the recipe preparation procedure that is most appropriate for your class. (This could be having you or your assistant prepare the recipes, one or two students prepare a recipe, or students working in groups to prepare the recipes.)

**NOTE to TEACHER:**

- A major purpose of this activity is for the students to learn how to make veggie recipes on their own. If you prepare the recipe, demonstrate each step and talk about what you are doing.
- Also, if you prepare the recipes, have some fun with it! Give yourself a "funny" chefs name and wear your **GIMME 5** apron during the recipe preparations.

- G. Give students time to prepare and eat their snacks, and ask “room parents, volunteer, or teaching assistant ” to help you by monitoring the recipe preparations and taste testings.
- H. Instruct students to evaluate their snacks by answering the questions at the end of each Veggie Snack Recipe Worksheet. *(Be sure to taste the recipe yourself and say nice things about it with a smile!)*
- I. Discuss some of their evaluations of the recipes. *(Maximum 5 minutes)*

**ASK:**

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

J. Encourage students to make at home (with permission, of course) the veggie snack recipes they prepared today.

**EMPHASIZE:**

- These snack recipes taste good and are a fun way to enjoy eating more veggies!
- Veggies can be prepared in many different ways. During the *GIMME 5* program, we will be trying to find the ways that you and your family can enjoy veggies.
- Ask your parent(s) to have cut up veggies in a glass or plastic bag and the dip already made in a container in the refrigerator for you when you come home from school for a snack.
- Try serving these veggie snack recipes to your friends or brothers and sisters after school, at parties, holiday get-togethers, family reunions, or anytime you need a great snack!

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

**ACTIVITY 3: "TEAM UP WITH VEGGIES" VIDEO #1 (10 MINUTES TOTAL)**

**Purpose:** To introduce the videos to the students with their homework assignment to watch it with their family.

A. Tell the students that today they will be receiving their own copy of a videotape to take home to watch with their family.

**STATE:**

- Each of you will receive your own copy of three different videotapes that go along with the *GIMME 5* program. Today you will receive the first one.

(continued next page)

**STATE (continued):**

- Andrew Lang of the Atlanta Hawks is the "VJ" and children and their parents from your school are part of the *GIMME 5* team!
- This videotape is called "**Team Up With Veggies**". It will show you:
  - what's great about eating veggies
  - what a serving size of veggies is
  - what kind of veggies you can eat for snacks
  - how your parents can help you with your snacks by having fresh veggies cut up and ready in the refrigerator for you after school
  - how to make Black-Eyed Peanut Butter Dip (which we made today)
- Take your videotape home today and watch it with your parent(s) and family this week. It will have several activities that you will be asked to do with your family.
- During our next *GIMME 5* class, we will talk about what you watched on the video and how you used the information you learned about eating veggies.

- B. Hand out a copy of video #1 "**Team Up With Veggies**" to each student. Allow students time to put their videotape in a place where they will remember to take it home. (Example: Book bag or homework folder.)
- C. Encourage students to watch "**Team Up With Veggies**" with their family this week.

**ACTIVITY 4: SUMMARY (3 MINUTES TOTAL)**

**Purpose:** To review the *GIMME 5 Daily Family Fun activities* that are due next week and that the main point of this new program is eating more veggies!

- A. Remind students that their *GIMME 5 Family Fun activities #1* is due back by the next *GIMME 5* class, and give them the date of Session 3.
- B. Review that this week they began a great new program called *GIMME 5 - Veggie Olympics* which is all about the good taste, the fun, the importance, and the benefits of eating at least three servings of different veggies every day. State that the program will continue next week.



# Week 1, Session 2

## Veggie Snack

### Classroom Preparation

### Ingredients Order Form

- Note to teachers:*
1. Turn this completed form in the week of to your food service manager.
  2. If possible, try to schedule your class on -the same day as the other 4th grade classes to make it easier for the food service staff to prepare the ingredient;; for the in class-room recipe preparations.
  3. If possible, try to make the recipes in your classroom as soon after the food service staff sends them to you to maintain the peak quality of the ingredients.

## Recipes:    **Blackeyed Peanut Butter Dip**

## **Pizza Dip**

To: \_\_\_\_\_

(Food Service Management and Personnel)

From: \_\_\_\_\_

(Teacher name)

\_\_\_\_\_

(Room Number)

(Number of Students)

Today's Date: \_\_\_\_\_

Date Needed: \_\_\_\_\_

(Day of Week)

(Date)

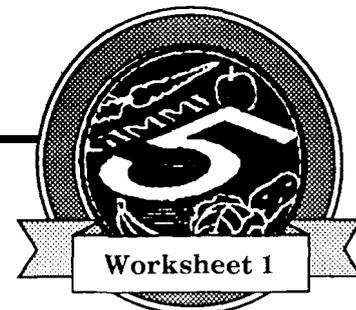
(Time)





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

Session 2



Worksheet 1

In Class Recipe

# Veggies Snack Recipe

## Blackeyed Peanut Butter Dip

*You need:*

- 1/2 cup peanut butter
- 1 cup unsweetened applesauce
- 1/2 teaspoon cinnamon
- 1 cup raisins



*Direction:*

1. Put the peanut butter in a medium bowl.
2. Carefully stir in the applesauce and cinnamon.
3. Stir in raisins.
4. Serve with carrot and celery sticks.
5. Put the leftovers in the refrigerator.



Makes about 2 1/2 cups of dip.

Did you like this recipe? \_\_\_\_\_

Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Would you make it at home? \_\_\_\_\_

\_\_\_\_\_





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

Session 2



Worksheet 2

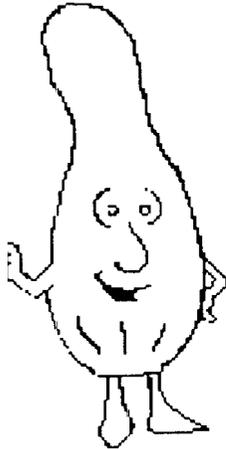
In Class Recipe

# Veggie Snack Recipe

## Pizza Dip

*You need:*

- 1 cup pizza sauce (from a jar or can)
- 1/4 cup plain non-fat yogurt



*Directions:*

1. Empty the pizza sauce (from the jar or can) into a medium bowl.
2. Carefully stir the yogurt into the pizza sauce.
3. Serve with yellow squash and green pepper strips.
4. Put the leftovers in the refrigerator.

Makes about 1 1/4 cups of dip.



Did you like this recipe? \_\_\_\_\_

Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Would you make it at home? \_\_\_\_\_

\_\_\_\_\_





# Fourth Grade, Week Two: "Veggie Snack Attack!"

## BEHAVIORAL OBJECTIVES

Students will be able to:

1. Describe different ways to prepare and eat veggies as snacks.
2. Set their first goal to eat a veggie snack instead of another snack by writing down their goal on the "Veggie Snack" goal sheet.
3. Chart completion of their *GIMME 5 Daily Family Fun #1* activities.
4. Take home their *GIMME 5 Daily, Number 2* family newsletter with the **Family Fun #2** activities.



## SESSION OUTLINE

Suggested Time	Activities	Visual Aids	Student Materials
3	1. <i>GIMME 5 rap</i>	Overhead Projector <b>Transparency #1</b>	
15	2. Snack Attack Ideas	Chalkboard Notebook Paper	Veggie Snack Attack Cards (cut up before class)
25	3. Goal Setting #1	<b>Transparency #2</b>	<b>Worksheet #3</b>
5	4. Newsletter/Family Fun Activities	<i>GIMME 5 Goal Post</i> chart and <b>Olympic Scoreboard</b>	<i>GIMME 5 Daily #2</i>

**45 - 50  
Minutes**



**ACTIVITY 1: GIMME 5 Fruit & Veggie Rap** (3 MINUTES TOTAL)

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

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

***GIMME 5 that's what I say,  
At least five servings every day.  
Make it five for you and me,  
Fruits and veggies are the key!  
Cooked or raw, frozen or canned,  
Three veggies daily and I'll feel grand!***

B. Briefly review the purpose of *GIMME 5*.

**EMPHASIZE:**

- Why is it called *GIMME 5*?  
*(This program is called GIMME 5 because everybody should eat at least five servings of different veggies and fruits every day.)*
- Why should we eat veggies and fruits?  
*(Emphasize they taste good, are crunchy, juicy & colorful, and are fun and easy to eat; and they contain lots of vitamins, minerals, & fiber which can make you strong and fit like an Olympic athlete.)*
- How many veggie servings should you have each day?  
*(At least three servings of veggies each day.)*
- How could you get three veggie servings each day?  
*(It's easy! One for lunch, one for a snack, and one for dinner OR one for lunch, 2 for dinner OR 2 for lunch, 1 for snack. There are lots of ways, not just the ones listed here!)*

**ACTIVITY 2: VEGGIE SNACK ATTACK IDEAS** (15 MINUTES TOTAL)

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



**NOTE to TEACHER:**

Snacks are times when children are often allowed to choose what they eat. Emphasizing veggies for snacks will enable children to easily increase their veggie consumption.

- A. Ask students if they got a chance to watch their 1st video, "**Team Up With Veggies**". Ask for several suggestions that the video gave about eating veggies as snacks.
- B. Tell them that today they will be using what they learned in the video and some "**Veggie Snack Attack Cards**" to help them come up with as many ways as they can that certain veggies can be prepared as snacks.
1. Hold up the "**carrot**" **Veggie Snack Attack Card** and ask for all the ways they can think of that a carrot can be eaten as a snack.
  2. List some of their suggestions on the overhead projector or chalkboard.  
(*Suggestions: Eat it whole, slice it and eat it with a lowfat dip, etc.*)

**STATE:**

- Different people like the same veggies prepared in different ways.
- Each of you has to find the ways in which you like veggies prepared the best.
- The more ways you can think of how veggies might be prepared, the more ways you may find you like them.

- B. Explain that they will get into groups (**Optional: Have students do this activity individually**) and do this same thing with their own set of **Veggie Snack Attack Cards**. Divide the class into groups of 3 - 4 students (or divide the students up in the best way for your class).
1. State that each group will get two cards and then give each group two **Veggie Snack Attack Cards**.  
(*See "Veggie Snack Attack Cards" pages at the end of this session.*)
  2. Tell them that some of the other groups may have the same cards as they do, but that's okay since everyone should think up as many different ways as possible to eat veggies as snacks.
  3. Explain that they should discuss each card, deciding all the ways that the veggie can be eaten as a snack. Have the students also think about how they like their favorite veggie prepared, and see if they could prepare the veggies on their "Veggie Snack Attack Cards" that way.

4. Explain that one student in each group should write down the group's ideas on a piece of paper. This person is the "group recorder".
  5. Inform students they have 5 minutes to discuss their cards and list their answers on a piece of paper.
- C. Give students the 5 minutes to finish their group work.
- D. Choose one of the group recorders (or ask for a volunteer) to report to the class on all the ways their veggies could be eaten as a snack.
1. List suggestions on the overhead projector or chalkboard.
  2. Ask each group to report any new ways that the other groups have not already reported.
  3. Allow only 5 minutes for reporting. (If necessary to stay on time, pick groups to report that may not have reported during previous groups activities.)
- E. Discuss (**as time permits, up to 15 minutes for entire section**) the lists of snacks given by each group, adding some of the following suggestions where appropriate. The discussion should emphasize finding ways in which each one of them might like to eat those veggies, or at least try them.

<b>Suggestions</b>	
<u>Serve veggies fresh or raw:</u>	<u>Try new recipes with veggies</u>
Sliced veggies with or without dip	Veggie kabob (bite-sized pieces on a long toothpick)
Veggie slices with cheese cubes and crackers	Dip recipes with raw veggies
<u>Add veggies to family snack recipes:</u>	Check your <b>GIMME 5 Daily</b> for tasty recipes!
Grated carrots to muffins or oatmeal cookies	<u>Substitute veggies for other snacks</u>
Refried beans (mashed in their own juice without added fat or lard) and/or diced tomatoes to nachos	Raw veggies instead of chips
	Raw veggies with low-fat dips

**ACTIVITY 3: GOAL SETTING #1 (25 MINUTES TOTAL)**

**Purpose:** To have students set their first goal to eat a veggie snack instead of another snack they often choose to eat by filling in a goal sheet.

- A. Explain to students that since they have identified so many different veggie snacks which they might like to try, it is now time for them to use their suggestions to set a goal for themselves to eat a veggie snack in the next week.



B. Remind the students that their video #1 **"Team Up With Veggies"** from last week also talked about goal setting and veggie serving sizes. Tell students that before they set their first goal, they need to review veggie serving sizes.

1. Give examples of and discuss some "servings" (as time permits):
  - a. Half cup of corn? (yes)
  - b. Mushrooms on a regular pizza? (no)
  - c. Green peppers on Mama Mia Pizza? (yes, recipe in this week's newsletter)
  - d. A spoonful of peas? (no)
  - e. Whole carrot? (yes)
  - f. Onions on a hamburger? (no)
  - g. Tomato, lettuce and onion on a hamburger? (yes)
2. Explain that there are some items that "sound" or maybe even "look" like a serving of veggies, but they do not count as a veggie because they contain:
  - a. Too much fat and/or
  - b. Too little veggie.
  - c. **Examples include: potato chips**  
**deep-fried veggies: French fries, onion rings,**  
**tator tots, hash browns**  
**carrot cake**  
**sweet potato pie**  
**pumpkin pie**

C. Using **Transparency #2: Goal 1 - Veggie Snacks**, point out that this is what their goal worksheet will look like. They will use it today to set their first goal to eat a veggie snack this week.

**EXPLAIN:**

- You "set a goal" to learn to do something you don't usually do.
- You set this goal by writing it down:
  - 1) You will write on your goal sheet, "I, (their name) , set a goal to eat a serving of (what veggie) as a snack. . ."
  - 2) Instead of what you usually eat, ". . . instead of eating potato chips . . ."
  - 3) And write when you will try to do it ". . . on Thursday after School ."
- The goal you set today should be to eat a veggie snack that you don't usually eat.

(continued on next page)



**EXPLAIN (continued):**

- After you complete all of the blanks on the form, sign your name that you will try to reach your goal this week.
- When you do reach your goal, check the “goal check” box at the bottom of the worksheet and write down the date you reached your goal.
- Bring your goal sheet back to the next *GIMME 5* class and we will check off this goal on the *GIMME 5 Goal Post* next to your name. When you reach all three of your goals over the next six weeks, you will receive a *GIMME 5 prize* at the end of the program during Session 12.
- Goal setting can be a fun way to get yourself to try something you don’t usually do or to try something new. Remember when you are setting your first goal, start out by setting a goal that will be an easy one for you to reach this first time.
- If you set a goal and don’t reach it when you said you would, that’s “OK”. You can always keep trying and then when you do reach your goal, fill in your goal check box and bring your "Veggie Snack" goal sheet back to the next class.
- Any questions?

D. Display **Transparency #2** and ask the class to help you set a goal for a pretend student "Anita Veggie." Complete the top part of the transparency with help from the class.

.....  
• **NOTE to TEACHER:** .....  
• Step "D" is very important to help students understand the concept of goal setting. If necessary, .....  
• complete a second example with the students in which you set a goal for yourself. ....  
.....

E. Give students **Worksheet 3** and have them set their own goal to eat a veggie snack, **instead of another kind of snack** they often choose to eat after school. Have them write down their goal on **Worksheet 3**.

1. Remind them to write down something they like or would like to try.
2. Remind them to be sure to write down a **servings** of their veggie snack and not just a bite or two.
3. Explain that the **Date Due** is the next *GIMME 5* class, and give them the date of Session 4.

4. Tell them to be sure to sign their name on the **My Signature** line after they set their goal as a sign of their commitment to work on that goal.
  5. **(Teacher)** Make your own goal and read it to your class. It is very educational for students to see their teachers setting the same kinds of goals and saying positive things about eating veggies.
- F. Announce to students that during the *GIMME 5* program they will be setting three veggie goals and everyone who reaches all **three** of their goals will receive a special *GIMME 5* **prize** at the end of the program during Session 12.
- G. **(Optional)** Tell all students to turn to the classmate next to them and say “*GIMME 5*” and give the "high five" hand sign for setting a goal to eat a veggie snack.

**ACTIVITY 4: NEWSLETTER / FAMILY FUN ACTIVITIES (5 MINUTES TOTAL)**

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

- A. Point now to the *GIMME 5* **Olympic Scoreboard**.
1. Ask all students who have returned their signed *GIMME 5* Family Fun #1 square to stand and receive their points for their **Olympic Team**. *(They can receive 10 points for preparing the recipe in the newsletter and 10 points for completing the Home Veggie Inventory.)*
  2. **Congratulate** those students and ask for a round of applause.
  3. Remind those students who have not yet finished their *GIMME 5* Family Fun #1 activities that they should try to do so as soon as possible.
  4. Encourage students who are having a problem finding the time to do the **Family Fun** activities with their parents to see you so that you can help them figure out a way to do them.
- B. Distribute the *GIMME 5* Daily, Number 2 family newsletter and point out the information included in the newsletter.

**STATE:**

- **What’s Happening** column - The Power Peas will tell your family what’s going on each week in your *GIMME 5* class at school.

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## STATE (continued):

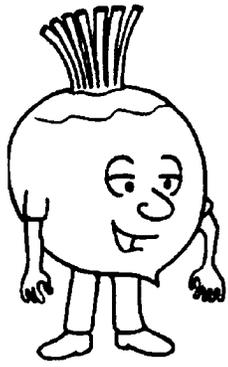
- **Food Guide Pyramid** column - Each week this will focus on a section of the Food Guide Pyramid and how it fits into your and your family's diets.
- **Did You Know** column - Will help you select fresh veggies that you talked about in class and tasted in the recipes at the grocery store.
- **Veggie Olympic Tips** - Gives you tips on how you can get more veggies into your diet.
- **Recipe Box** - Will feature a new recipe for you and your family to prepare and taste. You will receive 10 points for making the recipe; just check it off on your **GIMME 5 Family Fun activities square**.
- **GIMME 5 Family Fun activities** - Will have two activities that you can do with your family and earn points for your **Olympic Team** at school. One activity is to prepare the recipe in the recipe box. The other is to go to your favorite grocery store, buy your favorite veggie, get a grocery sack and bring it all home. Then draw a picture on the bag of you picking out your favorite veggie on one side and you eating your favorite veggie on the other side. Once you have completed this, bring it to class for the ten points. (*Display their decorated bags in classroom or in the school hallways.*)

1. Remind students that everyone who completes their **GIMME 5 Family Fun Activities** during the **GIMME 5** program will receive 10 points for each one for their **Olympic Team's Olympic Scoreboard** They earn these points to help their team win the Olympic "Gold" medal certificate the last week of the program.
2. Allow students time to put their **GIMME 5 Daily** family newsletter in a place where they will remember to take it home. (Example: Book bag or homework folder.)

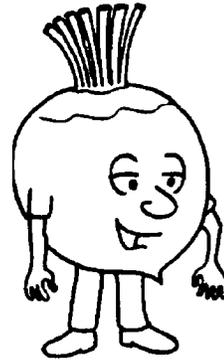
**NOTE to TEACHER about session 4:**

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

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



**turnip**



**turnip**

Snack Cards Session 3

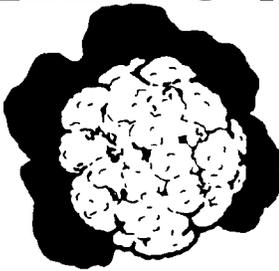


**cucumber**

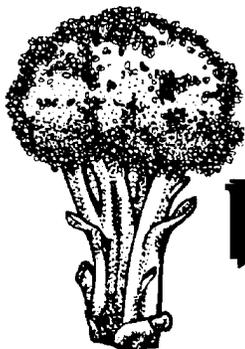
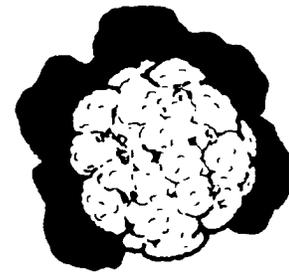


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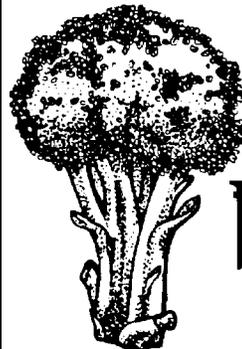
**cauliflower**



**cauliflower**



**broccoli**



**broccoli**

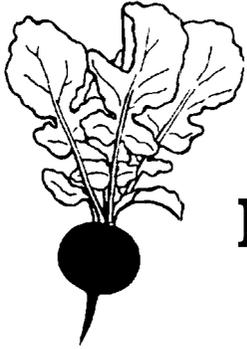


**cabbage**

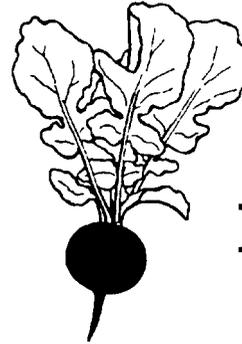


**cabbage**

Snack Cards Session 3



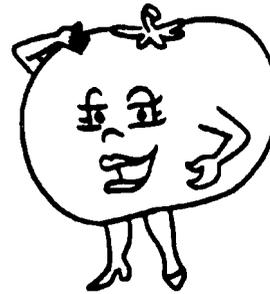
**radish**



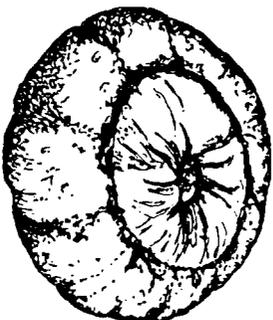
**radish**



**tomato**



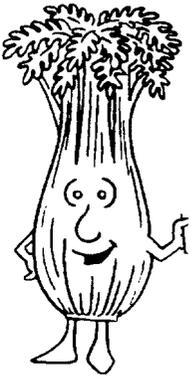
**tomato**



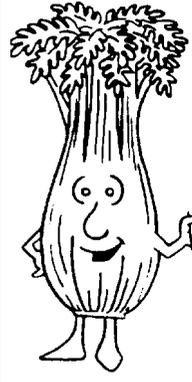
**squash**



**squash**

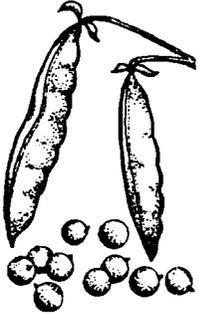


**celery**

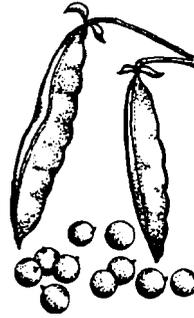


**celery**

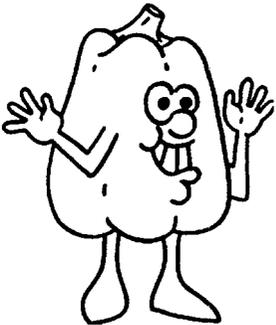
Snack Cards Session 3



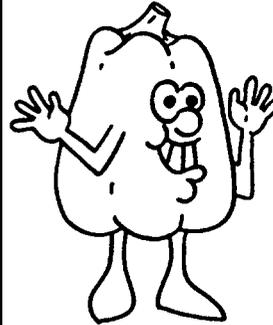
**peas**



**peas**

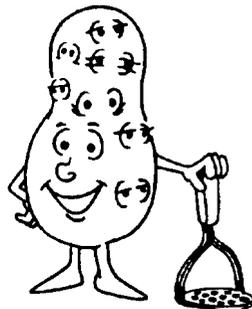


**pepper**

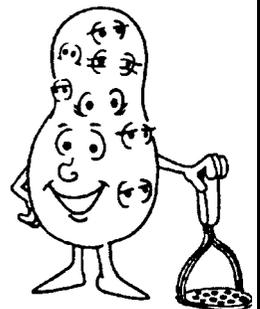


**pepper**

**potato**



**potato**





**green  
beans**



**green  
beans**

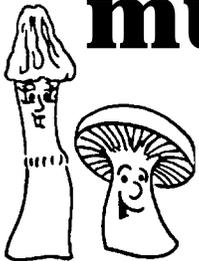
Snack Cards | Session 3



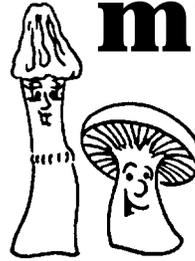
**lettuce**



**lettuce**



**mushroom**



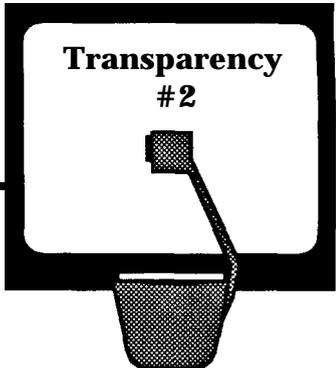
**mushroom**



**carrots**



**carrots**



# Veggie Snacks

## *GIMME 5: Goal One*

I, \_\_\_\_\_ set a goal to eat a  
(print name)

serving of \_\_\_\_\_ as a snack  
(veggie I will try to eat)

instead of \_\_\_\_\_  
(snack I often eat at this time)

on \_\_\_\_\_ .  
(which day this week and what time of day)

\_\_\_\_\_  
(my signature)

  **GOAL CHECK**

I did it! I ate \_\_\_\_\_  
(veggie)

on \_\_\_\_\_ .  
(which day and at what time)





# Veggie Snacks

## GIMME 5: Goal One

I, \_\_\_\_\_ , set a goal to eat a  
(print name)

serving of \_\_\_\_\_ as a snack  
(veggie I will try to eat)

instead of \_\_\_\_\_  
(snack I often eat at this time)

on \_\_\_\_\_ .  
(which day this week and what time of day)

\_\_\_\_\_  
(my signature)



## GOAL CHECK

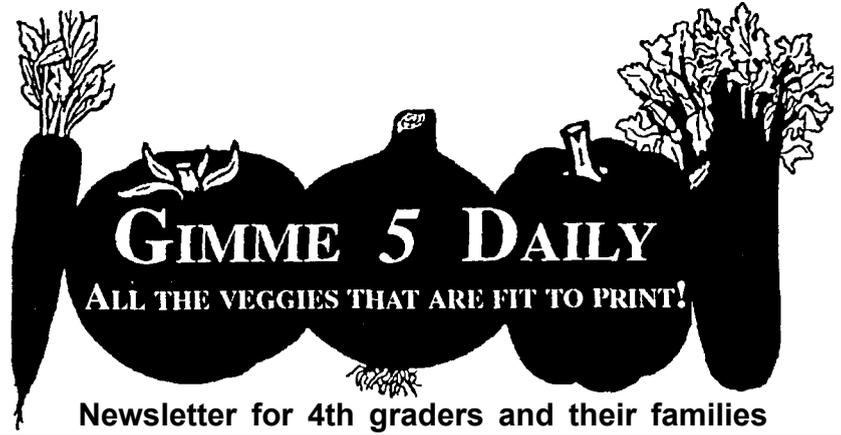
I did it! I ate \_\_\_\_\_  
(veggie)

on \_\_\_\_\_ .  
(which day and at what time)





Number 2



Newsletter for 4th graders and their families

## What's Happening?

Hi! Power Peas again! Last week was an exciting week with the beginning of the **GIMME 5 Veggie Olympics** for your fourth grader. What did they find when they did the Veggie Inventory? What veggies did they pick to eat last week? Did they make the "Pancho Pinto Dip"? Everyone also got "Team Up With Veggies", the first of three **GIMME 5** videotapes. Aren't Andrew Lang and the **GIMME 5** Team members great! They gave lots of ways to eat 3 veggies each day and they made it look so fun and easy!



The **Veggie Olympics** continues this week. In class your child will:

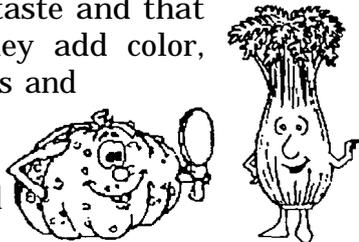
- Learn about all kinds of veggies they can eat as snacks by using a set of Veggie Olympic Snack Cards. (Ask your child about these cards!)
- Set a goal to eat a veggie snack instead of their usual snack after school.
- Taste-test two new veggie recipes in class and bring the recipes and their evaluations of them home.

## Food Guide Pyramid

### Vegetables

(3-5 servings per day)

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



## Food Guide Pyramid (con't)

### What is a serving?

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

### Healthy Habits

- Eat a variety of veggies every day! They come in so many sizes, shapes, and colors! (And they're fun to eat and even fun to arrange on your plate.)
- Perk up your plate with colorful choices like dark green, yellow, orange and red veggies. In general these are more nutritious for your family.
- Choose cruciferous! Veggies like broccoli, cabbage, cauliflower & kale provide additional cancer fighting nutrients and taste great! Munch on these at least two times per week.
- Spread the word! Instead of using butter or margarine on your veggies, try herbs, spices or lemon juice!



## ? Did You Know? ?

You say "potato", I say... way to go! Packed with nutrition, potatoes are convenient, economical and delicious!

To spot the perfect spud, look for potatoes that are firm, relatively smooth, and free from cuts and bruises. Avoid any that are greenish in color or have sprouts.

Store your potatoes in a cool and dry place, out of the refrigerator and away from light.

Baked or broiled, steamed or boiled, potatoes can't be beat!

# Veggie Olympic Tips

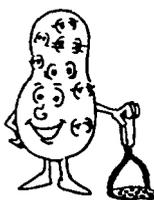
Use these tips to make sensational veggie this week!

## Serve veggies raw!

- Keep cut up veggies (like carrots, celery, green peppers) in a glass of water or a plastic bag in the refrigerator for those after school munchies!
- Eat sliced veggies plain or with lowfat dip (use fat-fat sour cream, yogurt or ranch style dressing) as a base for your dressing.
- Try veggie slices (like cucumbers, yellow squash) with lowfat cheese cubes on crackers.

## Try new recipes!

- Veggie kabob (bite-sized pieces on a long toothpick).
- Mash your potatoes with the skins still on them and use skim milk.
- For added flavor for cookedveggies, use your favorite herbs or spices (like basil, garlic powder, pepper) rather than butter or margarine.
- Make the dip recipes you made in class last week.
- Try the **GIMME 5 Fries** below!



# Veggie Olympic Tips (con't.)

## Add veggies to family snack recipes!

- Grated carrots to lowfat muffins or oatmeal cookies, spaghetti sauces, chili, stew, soup.
- Lowfat or fat-free refried beans with dice tomatoes to lowfat tortilla chips to make nachos.

## Substitute veggies for other snacks!

- Raw veggies with dip instead of chips.
- Carrots or celery with a little peanut butter.

# GIMME 5 Family Fun

Hey kids! Another chance to earn points for your **Olympic Team** at school! You have one week to complete the **GIMME 5 Family Fun activities** below with your parent or another adult. After you complete them, sign your name and have your parent (or other adult) sign theirs. Cut out the square below and return it to class. You earn 10 points for each completed activity!



## This week's activities are:

1. Make the "GIMME 5 Fries" recipe together for your family to eat as a snack or for dinner. (10 point)
2. Go to the grocery store with your *parent* and purchase your favorite veggie. Have the grocery sacker give you a paper bag for later. When you get home, draw a picture of yourself picking out your favorite veggie on one side of the bag! On the other side, draw a picture of you eating your favorite veggie. Bring your decorated bag back to school to post your bag in your classroom! (10 points)



## GIMME 5 Fries

(a low fat way to have those french fries!)

### You will need:

- 1 potato for each person
- Non-cook cooking spray (such as PAM Spray)
- Salt or other seasoning (try Mrs. Dash)

### Directions:

1. Preheat oven to 425 degrees.
2. Wash potato (do not peel!).
3. Have an adult, older brother or sister cut each potato into French fry strips.
4. Spray a large cookie sheet or baking pan with the non-stick spray.
5. Arrange the potato strips in a single layer on a cookie sheet or baking pan.
6. Spray the potato strips very lightly with non-stick spray.
7. Bake for 15-20 minutes or until brown on top. Carefully turn the strips over with a spatula and bake another 15-20 minutes or until brown and tender.
8. Serve hot and enjoy the taste of fat-free fries!



## GIMME 5 FamilyFun #2

We did it!

- We made the "GIMME 5 Fries"
- I bought my favorite veggie, drew a picture of me picking it out and eating it on the paper bag, and returned it class.

(child's signature)

(parent's signature)



# Fourth Grade, Week Two: "Return of the Veggie Snack Attack!"

## BEHAVIORAL OBJECTIVES

Students will be able to:

1. Recite *GIMME 5 Fruit & Veggie Rap*.
2. Congratulate themselves for reaching their first goal to eat a veggie snack instead of another snack after school.
3. Taste and evaluate two veggie recipes in class.



## SESSION OUTLINE

Suggested Time	Activities	Visual Aids	Student Materials
3	1. <i>GIMME 5 rap</i>	<b>Transparency #1</b>	completed <b>Worksheet 3</b>
20	2. Goal Check #1	<i>GIMME 5 Goal Post</i> chart Overhead Projector or Chalkboard <b>Transparency #2</b>	
20	3. Taste Testing	Snack Items and Supplies	Veggie Recipes <b>Worksheet 4 &amp; 5</b>
2	4. Summary		

**45 - 50  
Minutes**





# Fourth Grade, Week Two: "Return of the Veggie Snack Attack!"

## BEHAVIORAL OBJECTIVES

Students will be able to:

1. Recite *GIMME 5 Fruit & Veggie Rap*.
2. Congratulate themselves for reaching their first goal to eat a veggie snack instead of another snack after school.
3. Taste and evaluate two veggie recipes in class.



## SESSION OUTLINE

Suggested Time	Activities	Visual Aids	Student Materials
3	1. <i>GIMME 5 rap</i>	<b>Transparency #1</b>	completed <b>Worksheet 3</b>
20	2. Goal Check #1	<i>GIMME 5 Goal Post</i> chart Overhead Projector or Chalkboard <b>Transparency #2</b>	
20	3. Taste Testing	Snack Items and Supplies	Veggie Recipes <b>Worksheet 4 &amp; 5</b>
2	4. Summary		

**45 - 50  
Minutes**



## **ACTIVITY 1: INTRODUCTION: *GIMME 5* Fruit & Veggie Rap**

(3 MINUTES TOTAL)

**Purpose:** To reinforce the beginning of the *GIMME 5* program by reciting the rap.

- A. Display **Transparency #1** and introduce this session by asking students to recite the official *GIMME 5 Fruit & Veggie Rap* that they learned during the first class session.

*GIMME 5* that's what I say,  
At least five servings every day.  
Make it five for you and me,  
Fruits and veggies are the key!  
Cooked or raw, frozen or canned,  
Three veggies daily and I'll feel grand!

## **ACTIVITY 2: GOAL CHECK #1 (20 MINUTES TOTAL)**

**Purpose:** To recognize students for reaching their first goal to eat a veggie snack instead of another snack.

- A. Instruct students to take out their **Worksheet 3: Goal #1 - Veggie Snacks**.
- B. Display **Transparency #2** which has the top half completed from Session 3. Tell the class that "Anita Veggie" did reach her goal and the veggie snack tasted good to her. Ask them to help you fill in the goal check box.
- C. Ask for a show of hands of how many reached their goal to eat a serving of a veggie snack instead of another snack they often eat after school.
- D. Call on a few students to name the veggie snack that they ate and why they liked to eat it.
1. List these snack foods on the overhead projector or chalkboard.
  2. Discuss some of the snacks and why they like to eat them. Emphasize that everyone needs to find ways in which they like to eat veggies.



**EMPHASIZE (continued):**

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

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

**ACTIVITY 4: SUMMARY (2 MINUTES TOTAL)**

**Purpose:** To briefly review the main point of this session's goal check and **GIMME 5 Daily Family Fun activities.**

- A. Congratulate all students who reached their first goal and remind those students who did not reach their goal to keep trying.
- B. Remind students that their **GIMME 5 Family Fun #2** activities are due back by the next **GIMME 5** class, and give them the date of Session 5.



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

- Note to teachers:*
1. Turn this completed form in the week of \_\_\_\_\_ to your food service manager.
  2. If possible, try to schedule your class on the same day as the other 4th grade classes to make it easier for the food service staff to prepare the ingredients for the in class-room recipe preparations.
  3. If possible, try to make the recipes in your classroom as soon after the food service staff sends them to you to maintain the peak quality of the ingredients.

**Recipes: Refried Beans**  
**Succotash Splash**

To: \_\_\_\_\_

(Food Service Manager and Personnel)

From: \_\_\_\_\_

(Teacher's Name)

\_\_\_\_\_  
 (Room Number) (Number of Students)

Today's Date: \_\_\_\_\_

Date Needed: \_\_\_\_\_

(Day of Week)

(Date)

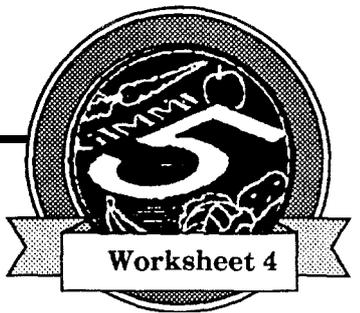
(Time)





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

Session 4



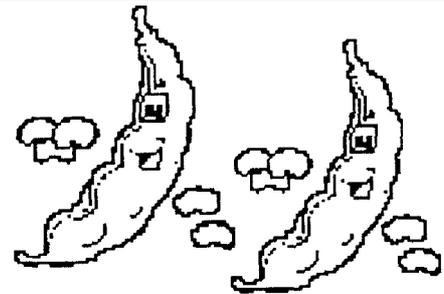
Taste Testing

# Veggie Recipe

## Refried Beans

### *You need:*

- 1 can (16 ounces) pinto beans
- 1/4 teaspoon onion powder
- 1/4 teaspoon garlic powder
- 1/8 teaspoon black pepper



### *Directions:*

1. Drain the juice from the beans into a bowl.
2. Put the beans into a pot.
3. Pour about half of the juice back over the beans, and add the spices.
4. Use a potato masher to carefully mash the beans. (You may use a fork. or large spoon if you don't have a potato masher.)
5. Mash in more of the leftover juice until the beans are as thick or thin as you like.
6. Heat over low heat, stirring often.
7. Serve with low fat tortilla chips.

Makes 3 servings.

Did you like this recipe? \_\_\_\_\_

Why or why not? \_\_\_\_\_

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

Would you make it at home? \_\_\_\_\_

\_\_\_\_\_





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

Session 4



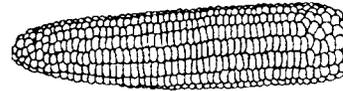
Taste Testing

# Veggie Recipe

## Succotash Splash

### *You need:*

- 1 package frozen (or one 16 oz. can) whole kernel corn
- 1 package frozen (or one 16 oz. can) green lima beans



### *Directions:*

1. Heat each vegetable according to the directions on the container.
2. Mix the corn and the green lima beans together before serving.
3. Season with black pepper, if desired.

Makes 6 to 8 servings.

Did you like this recipe? \_\_\_\_\_

Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Would you make it at home? \_\_\_\_\_

\_\_\_\_\_





# Fourth Grade, Week Three: "Fast Food Veggie Tour"

## BEHAVIORAL OBJECTIVES

Students will be able to:

1. Name and describe ways of adding vegetables to a meal at fast food restaurants.
2. Chart completion of their *GIMME 5 Family Fun #2* activities.
3. Take home their *GIMME 5 Daily, Number 3* family newsletter with the **Family Fun #3** activities.



## SESSION OUTLINE

Suggested Time	Activities	Visual Aids	Student Materials
35	1. Fast Food Veggie Tour	Overhead Projector <b>Transparencies 3-7</b>	Fast Food Menus # 1 - #6 Piece of Paper
10	2. Newsletter/Family Fun Activities	<i>GIMME5-</i> <b>Olympic Scoreboard</b>	<i>GIMME5 Daily #3</i>

**45 - 50  
Minutes**



## ACTIVITY 1: FAST FOOD VEGGIE TOUR (35 MINUTES TOTAL)

**Purpose:** To have students name and describe ways either to add veggies to their meal at a fast food restaurant or to substitute veggies for another food item they often choose to eat at a fast food restaurant.

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

***GIMME 5 that's what I say,  
At least five servings every day.  
Make it five for you and me,  
Fruits and veggies are the key!  
Cooked or raw, frozen or canned,  
Three veggies daily and I'll feel grand!***

- B. Inform students that since they have been thinking, talking about and asking for veggie snacks at home, it is now time to talk about getting some veggies they like when they are "eating away from home."
1. Call on students (or ask for volunteers) to identify some places where they eat away from home.
  2. List their suggestions on the overhead projector or chalkboard.  
*(Possible answers: school cafeteria; relative's house; friend's house; picnic; restaurant; convenience store; snack bar at park; beach; amusement park; county fair)*
- C. Explain that since a popular place for many people to eat away from home is at a fast food restaurant, they are now going to think about what they often choose to eat at a fast food restaurant.
- D. Distribute a fast food menu to each student.  
*(See example **Fast Food Menus #1 - #5** at the end of this session.)*

### EXPLAIN:

- Read through all the food choices on your fast food menu.
- Check the food items you would order for a dinner meal when you eat at this kind of fast food restaurant.
- Select food items you would like to choose if you were eating at this kind of fast food restaurant. *(If your students are picking unusual amounts of food, you may want to limit their "purchases" to a set price.)*

E. Give students time to write down their fast food choices.

F. Display **Transparency #3: Sergeant Sander's Chicken Shack.**

1. Ask at least two students with this menu to read out loud the food items they usually choose for a meal when eating at this type of fast food restaurant.
2. Have other students with this menu identify all the veggies on the menu.
3. Which of these veggies do the children like? Why?
4. Ask these students if they chose one of these veggies for their meal.
5. If not, ask if there is a veggie they like that is listed on their menu that they could have added or substituted for some other food item they often choose to eat at this fast food restaurant.
6. Discuss the students' suggestions with the class. Point out:
  - limited availability of veggies at most fast food restaurants
  - importance of asking to go to a fast food place that offers veggies they like

**NOTE to TEACHER:**

Be sure you consider what veggies the students are substituting. (See notes in Session #3 that talks about what is a "veggie".)

For example: French fries and deep fried veggies (onion rings, cauliflower, etc.) should not be added or substituted because they are high in fat; potato chips are mainly fat and have so little "potato" in them that they are not considered a veggie. Olives are not counted as veggie servings as they are also very high in fat.

Look for veggies such as salads, carrot or celery sticks, baked potato, mashed potatoes without gravy, coleslaw, carrot-raisin salad. Find ways of adding veggies to usual dishes, e.g. adding lettuce and tomato to a hamburger.

G. Continue by displaying fast food restaurant **Transparencies #4 - #7.**

1. Discuss as outlined in "F" above (**as time permits**).
2. Add some of the following suggestions, where appropriate:

**Suggestions**

Visit the salad bar so you can choose from a variety of fresh veggies (but go easy on the salad dressing).

Order a salad and ask for a lowfat salad dressing on the side.

Ask for extra veggies.

Choose fast food places which offer baked potatoes and/or salads.

Ask to have lettuce and tomato included on your hamburgers, sandwiches, tacos and burritos.

- H. **Congratulate** students on all their wonderful ideas on ways to add more veggies to meals when they are eating at fast food restaurants.
- I. Encourage students to choose a veggie next time they eat at a fast food restaurant.

**ACTIVITY 2: NEWSLETTER / FAMILY FUN ACTIVITIES (10 MINUTES TOTAL)**

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

- A. Point to their *GIMME 5 Olympic Scoreboard*.
1. Ask all students who have completed their *GIMME 5 Family Fun activities #2* to stand and receive their points for their Olympic team.
  2. **Congratulate** those students and ask for a round of applause.
  3. Remind those students who have not yet finished their *GIMME 5 Family Fun activities #1 or #2* that they should try to do so as soon as possible.
  4. Encourage students who are having a problem finding the time to do the activities with their parents to see you so that you can help them figure out a way to do them.
- B. Distribute the *GIMME 5 Daily, Number 3* and point out some of the information included in the newsletter.

**STATE:**

- **What's Happening** column - The Power Peas will tell your family what's going on this week in your *GIMME 5* class at school.
- **Food Guide Pyramid** column - This week focuses on the fruit section of the Food Guide Pyramid and how it fits into your and your family's diets.
- **Did You Know** column - Will help you select fresh veggies that you talked about in class and tasted in the recipes at the grocery store.
- **Veggie Olympic Tips** - Gives you tips on how you can get more veggies into your diet.

(continued on next page)



**STATE (continued):**

- **Recipe Box** - Features a new recipe for you and your family to prepare and taste. You will receive 10 points for making the recipe; just check it off on **your GIMME 5 Family Fun activities square.**
- **GIMME 5 Family Fun activities** - This week, one activity is to prepare the recipe in the recipe box. The other is going to a fast food restaurant and eating a veggie with your meal.

1. Allow them time to put their newsletter in a place where they will remember to take it home. (Example: book bag or homework folder.)

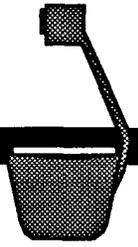
C. Remind students that everyone who completes their **GIMME 5 Family Fun Activities** during the **GIMME 5** program will receive 10 points for each one for their **Olympic Team's Olympic Scoreboard**. They earn these points to help their team win the Olympic "Gold" medal the last week of the program.

D. Also remind students that everyone who reaches all **three** of their goals during the **GIMME 5** program will receive a **GIMME 5 prize** at the end of the program during Session 12.

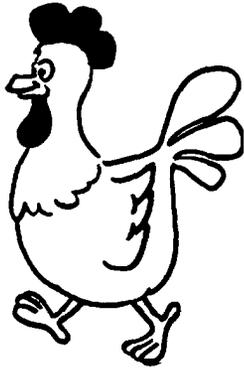
**NOTE to TEACHER about session 6:**

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

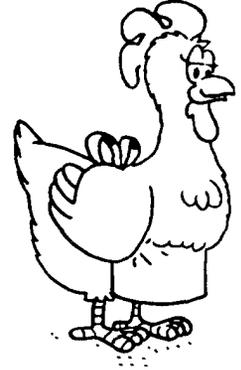
- Request food items and supplies from school food service three to four weeks prior to each session. (Use the GREEN "Veggie Snack Ingredient Order Form" at the end of session 6.)
- Check with your food service manager and Staff first thing on the morning of the snack preparation and taste testing session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



# Fast Food Menu #1



## Sergeant Sander's Chicken Shack



### Fried Chicken

- Breast 1.25
- Wing .50
- Thigh .75
- Leg .75

### Chicken Nuggets

- 6 Nuggets 1.00
- 12 Nuggets 2.00

### Buttermilk Biscuit .50

### Sander's Fries

- large 1.00
- small .75

### Mashed Potatoes .75

### Potato Salad .75

### Baked Beans .75

### Corn on the Cob .75

### Cole Slaw .75

### Banana Pudding .75

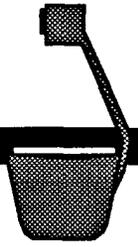
### Apple Pie .75

### Milk .75

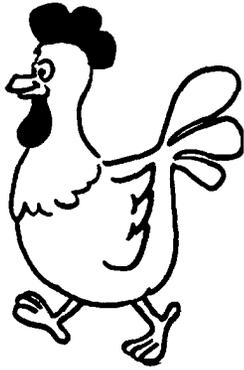
### Soft Drink .75

### Orange juice .75

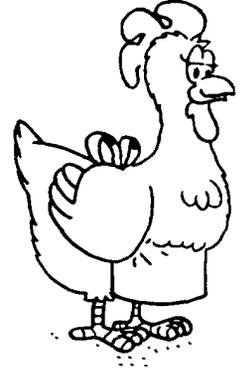




# Fast Food Menu #1



## Sergeant Sander's Chicken Shack



### Fried Chicken

- Breast 1.25
- Wing .50
- Thigh .75
- Leg .75

### Chicken Nuggets

- 6 Nuggets 1.00
- 12 Nuggets 2.00

Buttermilk Biscuit .50

### Sander's Fries

- large 1.00
- small .75

Mashed Potatoes .75

Potato Salad .75

Baked Beans .75

Corn on the Cob .75

Cole Slaw .75

Banana Pudding .75

Apple Pie .75

Milk .75

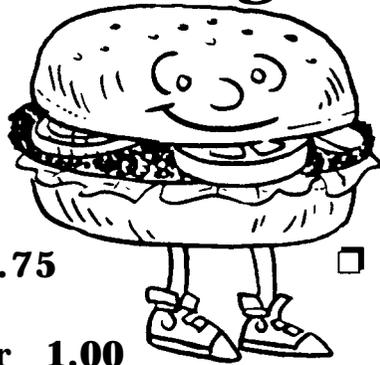
Soft Drink .75

Orange juice .75



# Fast Food Menu #2

## Hamburger King's



**Hamburger .75**

**Cheeseburger 1.00**

**King's BIG Burger 1.50**

(with cheese, lettuce, tomatoes, onion, pickles, mayonnaise)

**King's BIG Bacon Burger**

(with cheese, lettuce, tomatoes, onion, pickles, mayonnaise, and bacon) **2.00**

**Chicken Sandwich 1.50**

(with lettuce and tomato)

**Fish Sandwich 1.50**

(with tartar sauce)

**Fast and Famous Kings's French Fries**

**Big size 1.00**

**Little size .75**

**Chefs Salad**

(lettuce, tomatoes, cucumber cheese, turkey, ham)

**Garden Salad**

(lettuce, tomatoes, cucumber carrots, broccoli)

**Side Salad**

(small garden salad)

**Frozen Yogurt Sundae**

**King's Cookie**

**Orange Soda**

**Orange Juice**

**Milk**

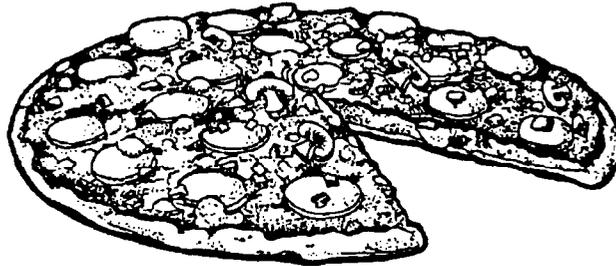
**Soft Drink**

**Shake**



# Fast Food Menu #3

## Pizza Palace



**PIZZA SLICE** topped with:

- Sausage                    1.25      with
- Pepperoni                                       one topping
- Hamburger
- Onions                         .25      for each
- Peppers                                            additional
- Mushrooms                                       topping
- Tomatoes
- Green Olives
- Black Olives
- Extra Cheese
- Broccoli
- Shredded Carrots

Bread Sticks                    .75

Tossed Salad                    .75

Milk                                 .75

Soft Drink                         .75

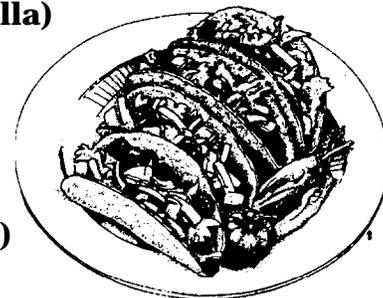
Iced Tea                             .75



# Fast Food Menu #4

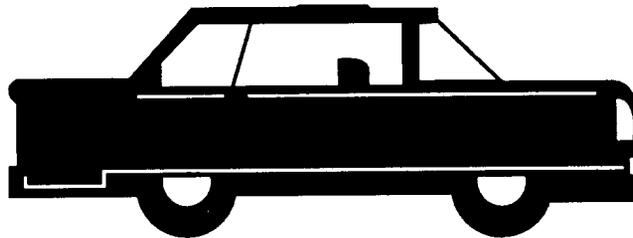
## Taco Tina's

- |   |             |             |
|---|-------------|-------------|
| <input type="checkbox"/> <b>Beef Taco</b>                 |             | <b>1.00</b> |
| (ground beef, lettuce, tomato and cheese in a taco shell) |             |             |
| <input type="checkbox"/> <b>Chicken Taco</b>              |             | <b>1.00</b> |
| (chicken, lettuce, tomato and cheese in a taco shell)     |             |             |
| <input type="checkbox"/> <b>Beef Tostada</b>              |             | <b>1.00</b> |
| (beef, lettuce, tomato and cheese on a tostada shell)     |             |             |
| <input type="checkbox"/> <b>Chicken Tostada</b>           |             | <b>1.00</b> |
| (chicken, lettuce, tomato and cheese on a tostada shell)  |             |             |
| <input type="checkbox"/> <b>Beef Burrito</b>              |             | <b>1.00</b> |
| (ground beef and cheese in a flour tortilla)              |             |             |
| <input type="checkbox"/> <b>Chicken Burrito</b>           |             | <b>1.00</b> |
| (chicken and cheese in a flour tortilla)                  |             |             |
| <input type="checkbox"/> <b>Bean Burrito</b>              |             | <b>.75</b>  |
| (refried beans and cheese in a flour tortilla)            |             |             |
| <input type="checkbox"/> <b>Quesadilla</b>                | <b>.75</b>  |             |
| (cheese melted on a flour tortilla)                       |             |             |
| <input type="checkbox"/> <b>Cheese Nachos</b>             | <b>1.00</b> |             |
| (cheese and hot peppers on tortilla chips)                |             |             |
| <input type="checkbox"/> <b>Bean Nachos</b>               | <b>1.25</b> |             |
| (refried beans, cheese and hot peppers on tortilla chips) |             |             |
| <input type="checkbox"/> <b>Side Salad</b>                |             | <b>.75</b>  |
| <input type="checkbox"/> <b>Taco Salad</b>                |             | <b>2.50</b> |
| (lettuce, tomato, ground beef in a fried tortilla shell)  |             |             |
| <input type="checkbox"/> <b>Milk</b>                      | <b>.75</b>  |             |
| <input type="checkbox"/> <b>Soft Drink</b>                | <b>.75</b>  |             |



# Fast Food Menu #5

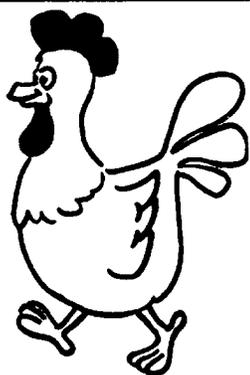
## Gas & Go Convenience Store



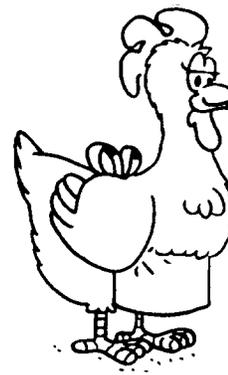
- |   |      |                                       |     |
|---|------|---------------------------------------|-----|
| <input type="checkbox"/> Chicken Salad Sandwich                           | 1.50 | <input type="checkbox"/> Potato Chips | .50 |
| <input type="checkbox"/> Tuna Sandwich                                    | 1.50 | <input type="checkbox"/> Pudding      | .75 |
| <input type="checkbox"/> Tuna Sandwich<br>with lettuce and tomato         | 1.75 | <input type="checkbox"/> Cookies      | .50 |
| <input type="checkbox"/> Cheese Sandwich                                  | 1.25 | <input type="checkbox"/> Doughnuts    | .50 |
| <input type="checkbox"/> Ham & Cheese Sandwich                            | 1.50 | <input type="checkbox"/> Candy        | .50 |
| <input type="checkbox"/> Ham & Cheese Sandwich<br>with lettuce and tomato | 1.75 | <input type="checkbox"/> Apple        | .50 |
| <input type="checkbox"/> Hamburger  | 1.00 | <input type="checkbox"/> Orange       | .50 |
| <input type="checkbox"/> Hotdog   | 1.00 | <input type="checkbox"/> Milk         | .75 |
| <input type="checkbox"/> Salad  | .75  | <input type="checkbox"/> Soft Drink   | .75 |
|   |      | <input type="checkbox"/> Orange Juice | .75 |
|   |      | <input type="checkbox"/> Apple Juice  | .75 |
|   |      | <input type="checkbox"/> Tomato Juice | .75 |



# Fast Food Menu #1



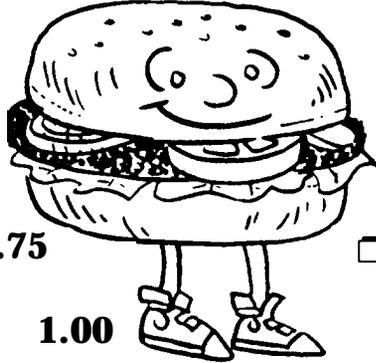
## Sergeant Sander's Chicken Shack



- |  |             |            |
|--|-------------|------------|
| <input type="checkbox"/> <b>Fried Chicken</b>      |             |            |
| <b>Breast</b>                                      | <b>1.25</b> |            |
| <b>Wing</b>  | <b>.50</b>  |            |
| <b>Thigh</b>                                       | <b>.75</b>  |            |
| <b>Leg</b>   | <b>.75</b>  |            |
| <br>   |             |            |
| <input type="checkbox"/> <b>Chicken Nuggets</b>    |             |            |
| <input type="checkbox"/> <b>6 Nuggets</b>          | <b>1.00</b> |            |
| <input type="checkbox"/> <b>12 Nuggets</b>         | <b>2.00</b> |            |
| <br>   |             |            |
| <input type="checkbox"/> <b>Buttermilk Biscuit</b> | <b>.50</b>  |            |
| <br>   |             |            |
| <input type="checkbox"/> <b>Chuck's Fries</b>      |             |            |
| <input type="checkbox"/> <b>large</b>              | <b>1.00</b> |            |
| <input type="checkbox"/> <b>small</b>              | <b>.75</b>  |            |
| <br>   |             |            |
| <input type="checkbox"/> <b>Mashed Potatoes</b>    |             | <b>.75</b> |
| <input type="checkbox"/> <b>Potato Salad</b>       |             | <b>.75</b> |
| <input type="checkbox"/> <b>Baked Beans</b>        |             | <b>.75</b> |
| <input type="checkbox"/> <b>Corn on the Cob</b>    |             | <b>.75</b> |
| <input type="checkbox"/> <b>Cole Slaw</b>          |             | <b>.75</b> |
| <input type="checkbox"/> <b>Banana Pudding</b>     |             | <b>.75</b> |
| <input type="checkbox"/> <b>Apple Pie</b>          |             | <b>.75</b> |
| <br>   |             |            |
| <input type="checkbox"/> <b>Milk</b>               |             | <b>.75</b> |
| <input type="checkbox"/> <b>Soft Drink</b>         |             | <b>.75</b> |
| <input type="checkbox"/> <b>Orange Juice</b>       |             | <b>.75</b> |

# Fast Food Menu #2

## Hamburger King's

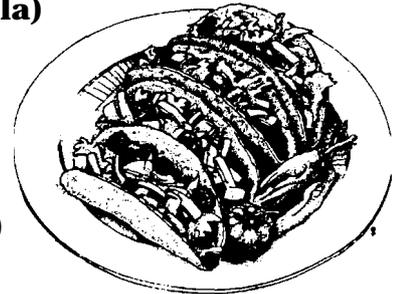


- |   |  |
|---|--|
| <input type="checkbox"/> <b>Hamburger</b> .75   | <input type="checkbox"/> <b>Chefs Salad</b> 2.00<br>(lettuce, tomatoes, cucumber, cheese, turkey, ham) |
| <input type="checkbox"/> <b>Cheeseburge</b> 1.00  | <input type="checkbox"/> <b>Garden Salad</b> 1.25<br>(lettuce, tomatoes, cucumber, carrots, broccoli)  |
| <input type="checkbox"/> <b>King's BIG Burger</b> 1.50<br>(with cheese, lettuce, tomatoes, onion, pickles, mayonnaise)                  | <input type="checkbox"/> <b>Side Salad</b> .75<br>(small garden salad)                                 |
| <input type="checkbox"/> <b>King's BIG Bacon Burger</b> 2.00<br>(with cheese, lettuce, tomatoes, onion, pickles, mayonnaise, and bacon) | <input type="checkbox"/> <b>Frozen Yogurt Sundae</b> 1.00  |
| <input type="checkbox"/> <b>Chicken Sandwich</b> 1.50<br>(with lettuce and tomato)  | <input type="checkbox"/> <b>King's Cookie</b> .75  |
| <input type="checkbox"/> <b>Fish Sandwich</b> 1.50<br>(with tartar sauce)   | <input type="checkbox"/> <b>Orange Soda</b> .75  |
| <b>Fast and Famous</b>  | <input type="checkbox"/> <b>Orange Juice</b> .75   |
| <b>King's French Fries</b>  | <input type="checkbox"/> <b>Milk</b> .75   |
| <input type="checkbox"/> <b>BIG size</b> 1.00   | <input type="checkbox"/> <b>Soft Drink</b> .75   |
| <input type="checkbox"/> <b>Little Size</b> .75   | <input type="checkbox"/> <b>Shake</b> 1.00   |

# Fast Food Menu #4

## Taco Tina's

- |   |             |
|---|-------------|
| <input type="checkbox"/> <b>Beef Taco</b>                 | <b>1.00</b> |
| (ground beef, lettuce, tomato and cheese in a taco shell) |             |
| <input type="checkbox"/> <b>Chicken Taco</b>              | <b>1.00</b> |
| (chicken, lettuce, tomato and cheese in a taco shell)     |             |
| <input type="checkbox"/> <b>Beef Tostada</b>              | <b>1.00</b> |
| (beef, lettuce, tomato and cheese on a tostada shell)     |             |
| <input type="checkbox"/> <b>Chicken Tostada</b>           | <b>1.00</b> |
| (chicken, lettuce, tomato and cheese on a tostada shell)  |             |
| <input type="checkbox"/> <b>Beef Burrito</b>              | <b>1.00</b> |
| (ground beef and cheese in a flour tortilla)              |             |
| <input type="checkbox"/> <b>Chicken Burrito</b>           | <b>1.00</b> |
| (chicken and cheese in a flour tortilla)                  |             |
| <input type="checkbox"/> <b>Bean Burrito</b>              | <b>.75</b>  |
| (refried beans and cheese in a flour tortilla)            |             |
| <input type="checkbox"/> <b>Quesadilla</b>                | <b>.75</b>  |
| (cheese melted on a flour tortilla)                       |             |
| <input type="checkbox"/> <b>Cheese Nachos</b>             | <b>1.00</b> |
| (cheese and hot peppers on tortilla chips)                |             |
| <input type="checkbox"/> <b>Bean Nachos</b>               | <b>1.25</b> |
| (refried beans, cheese and hot peppers on tortilla chips) |             |
| <input type="checkbox"/> <b>Side Salad</b>                | <b>.75</b>  |
| <input type="checkbox"/> <b>Taco Salad</b>                | <b>2.50</b> |
| (lettuce, tomato, ground beef in a fried tortilla shell)  |             |
| <input type="checkbox"/> <b>Milk</b>                      | <b>.75</b>  |
| <input type="checkbox"/> <b>Soft Drink</b>                | <b>.75</b>  |



# Fast Food Menu #5

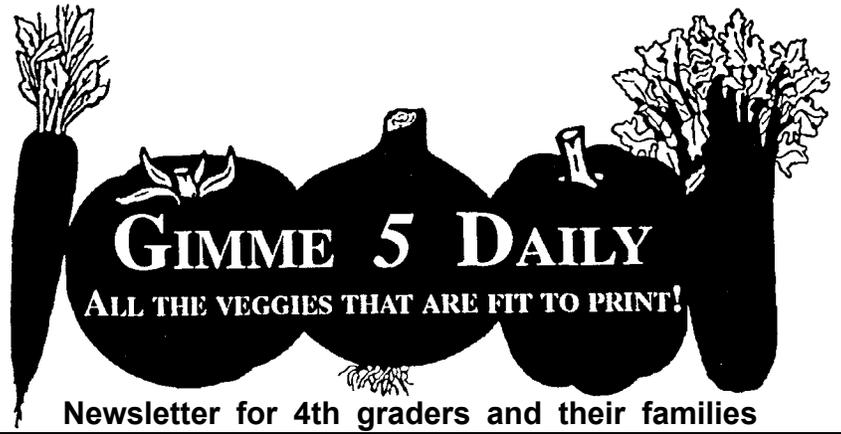
## Gas & Go Convenience Store



<input type="checkbox"/> Chicken Salad Sandwich	1.50	<input type="checkbox"/> Potato Chips	.50
<input type="checkbox"/> Tuna Sandwich	1.50	<input type="checkbox"/> Pudding	.75
<input type="checkbox"/> Tuna Sandwich with lettuce and tomato	1.75	<input type="checkbox"/> Cookies	.50
<input type="checkbox"/> Cheese Sandwich	1.25	<input type="checkbox"/> Doughnuts	.50
<input type="checkbox"/> Ham & Cheese Sandwich	1.50	<input type="checkbox"/> Candy	.50
<input type="checkbox"/> Ham & Cheese Sandwich with lettuce and tomato	1.75	<input type="checkbox"/> Apple	.50
<input type="checkbox"/> Hamburger	1.00	<input type="checkbox"/> Orange	.50
<input type="checkbox"/> Hotdog	1.00	<input type="checkbox"/> Milk	.75
<input type="checkbox"/> Salad	.75	<input type="checkbox"/> Soft Drink	.75
		<input type="checkbox"/> Orange Juice	.75
		<input type="checkbox"/> Apple Juice	.75
		<input type="checkbox"/> Tomato Juice	.75



Number 3



# What's Happening?

Power Peas here again! Last week your child learned all about the kinds of veggies they could eat as a snack. They also set a goal to eat a veggie for a snack instead of their usual snack. Did your child reach their goal? And did they tell you about the two new veggie recipes they tried in class? Did they bring the recipe sheets home with their comments?



This week in class with the **GIMME 5 Veggie Olympics**, your child will:

- Discuss ways to eat more veggies when they go to a fast food restaurant or convenience store.
- Learn to use the **PASS rap** to solve problems they are having in reaching their goals.
- Prepare and taste two new vegetable snack recipes in class and bring the recipes and their evaluations of them home.
- Receive the second video, "Champs Choose Veggies" for you to watch as a family!

## Veggie Hunt

Find and circle these words:

beans	carrots	greens	onion
beets	celery	kale	pepper
broccoli	corn	lettuce	tomato

x p c a r r o t l c x p u  
 t o e q j s n o e k m w o  
 l n l p u n a m t d e n p  
 o i e n p a g a t r r k r  
 e o r w b e e t u o y a e  
 c n y f c b r o c c o l i  
 s p m h r g r e e n s e n

# Food Guide Pyramid

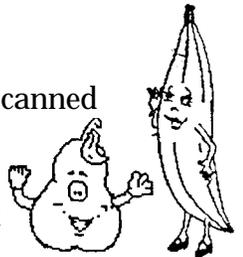
## Fruits

(2-4 servings per day)

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

### What is a serving?

- 1 medium piece of fruit
- 1/2 cup of chopped, cooked or canned fruit
- 3/4 cup of 100% fruit juice
- 1/4 cup of dried fruit (a small handful)



## ? Did You Know? ?

Fill your basket with broccoli and you will see, It's a most nutritious veggie for your whole family.

Dark-green or purple-green buds in the head, Are what you should look for to keep your family well-fed.

To keep it nutritious, you need a good plan, Keep it wrapped in the fridge and use as soon as you can!

You can also buy broccoli frozen as can be, Chopped, cut or in spears - why not choose all three?

Try broccoli steamed, microwaved or with dip, Be creative with broccoli and your family will flip!

Broccoli, broccoli, give us more,  
The more we eat, the more we score!

# Veggie Olympic Tips

Use these tips to help make veggies more tasty and appealing to your whole family.

## Add sauces to cooked veggies:

- lowfat cheese sauce on broccoli or cauliflower
- honey or maple syrup to carrots
- lemon or lime juice with pepper to broccoli, summer squash, cauliflower, lettuce
- plain nonfat yogurt on baked potato

## Add spices to cooked veggies:

- cinnamon on carrots and sweet potatoes
- basil on tomatoes, carrots, spinach, peas, potatoes, eggplant, lima beans
- mint on carrots, peas
- nutmeg on cauliflower, spinach, sweet potatoes

## Take advantage of the color of veggies & serve a mixture of cooked veggies together:

- corn, peas, and carrots
- tomatoes, zucchini, mushrooms
- broccoli, carrots, onions, cauliflower
- green lima beans and corn
- green beans with shredded carrots
- boiled red potatoes with green peas

## Mama Mia Pizza

makes 5 servings

(from "Champs Chose Veggies", video #2)

### You will need:

- 1/2 cup chopped broccoli or yellow peppers
- 1/2 tomato, sliced
- 1 tablespoon Parmesan cheese
- 1/4 teaspoon oregano (optional)
- 1 whole wheat pita pocket
- Nonfat cooking spray (like Pam)

### Directions:

1. Preheat oven to 350°.
2. Spray pita pocket top with cooking spray.
3. Arrange chopped broccoli or yellow peppers on top of pocket.
4. Top with tomato slices.
5. Sprinkle on the Parmesan cheese and oregano (if desired).
6. Heat in oven until cheese melts (10-15 minutes).
7. Remove carefully from the oven, serve and enjoy!

# Food Guide Pyramid (con't)

## Healthy Habits

- Choose fresh fruits in season to keep your taste buds and your wallet happy. Sliced bananas or raisins are always available, inexpensive and can be add to lots of things!
- Look for frozen or canned fruits packed in their own juice instead of in heavy syrup.
- Satisfy your tastes with fruits and juices high in Vitamin C. Try berries, melons and oranges, as well as 100% fruit juices fortified with Vitamin C.
- Trying to fit in more fiber? Eat more whole fruits (and their edible peels) than juices.



## GIMME 5 Family Fun

Hey kids! Another chance to earn points for your **Olympic Team** at school! You have one week to complete the **GIMME 5 Family Fun activities** below with your parent or another adult. After you complete them, sign your name and have your parent (or other adult) sign theirs. Cut out the square below and return it to class..



earn 10 points for each completed activity for your **Olympic Team!**

### This week's activities are:

1. Make the "Mama Mia Pizza" recipe together for your family to eat as a snack or for dinner. (10 points)
2. Go to a fast food restaurant with your parent and order a vegetable from the menu! (10 points)



**GIMME 5 Family Fun**  
*We did it!*

**#3**

- We made the "Mama Mia Pizza" (10 pts.)
- Veggies we bought and ate at a fast food restaurant this week (10 pts.)

\_\_\_\_\_

(child's signature)

\_\_\_\_\_

(parents signature)



# Fourth Grade, Week Three: "Champs Choose Veggies And You Can, Too!"

## BEHAVIORAL OBJECTIVES

Students will be able to:

1. Taste and evaluate two new veggie recipes in class.
2. Practice ways to problem solve to reach their goals to eat more veggies.
3. Take home video #2 "**Champions Choose Veggies & You Can, Too!**" to watch with their family.



## SESSION OUTLINE

Suggested Time	Activities	Visual Aids	Student Materials
3	1. <i>GIMME 5</i> rap	<b>Transparency #1</b>	
25	2. Problem Solving with <b>PASS</b> rap	Overhead Projector <b>Transparency #8</b>	Veggie PASS Cards (cut up before class)
15	3. Taste Testing	Snack Items and Supplies	Veggie Recipe <b>Worksheets 6 &amp; 7</b>
5	4. " <b>Champs Choose Veggies &amp; You Can, Too!</b> " Video #2		Student video copies

**45 - 50  
Minutes**



**ACTIVITY 1: GIMME 5 Fruit & Veggie Rap** (3 MINUTES TOTAL)

**Purpose:** To have students practice reciting the **GIMME 5 Fruit & Veggie Rap**.

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

***GIMME 5* that's what I say,  
At least five servings every day.  
Make it five for you and me,  
Fruits and veggies are the key!  
Cooked or raw, frozen or canned,  
Three veggies daily and I'll feel grand!**

**ACTIVITY 2 : PROBLEM SOLVING WITH THE PASS RAP** (25 MINUTES TOTAL)

**Purpose:** To have students practice ways to problem solve to reach their goals to eat more vegetables.

**NOTE to TEACHER**

A major purpose of this activity is to help students identify the many ways in which a problem can be solved. Students will usually be more successful problem solvers when they generate a large number of alternative ways to solve their problems and then pick the one solution that they think will work the best for them.

- A. Explain to students that even though they may have the best intentions, sometimes it is not possible to get a certain vegetable that they set a goal to try to eat.

**EMPHASIZE:**

- Let's say that our "Anita Veggie" wanted to try one of the veggies we tasted last week at some other time but she doesn't have that veggie at home - so what does she do? . . .Well . . .
- We are going to learn a new rap that will help you and "Anita Veggie" figure out ways to solve the problems you encounter when you try to meet your goal to eat more veggies.

**NOTE to TEACHER about the "PASS" Rap:**

The **"PASS" rap** is designed to help children learn to problem solve. Problem solving involves the following components:

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

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

The **"P"** in the **"PASS" rap** covers steps 1 & 2, recognizing a new plan must be formulated. The **"A & first S"** identify two likely ways of generating alternative solutions. The last **"S"** covers steps 4, 5 & 6.

Please help the students think through the use of the **"PASS" rap** for reaching all of their goals they will be setting with this curriculum.

B. Announce that you have a special problem solving rap called the **"PASS" rap**.

1. Display **Transparency #8**.

**READ:**

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

Plan again, yes make a new plan.

Ask someone to give you a hand.

Suggest something else you know.

Substitute another and there you go!

2. Explain and discuss the words to the rap.

(continued on next page)

<b>Plan</b>	When you don't reach your goal, you need to think of as many different ways that you could try to help you reach your goal;
<b>Ask</b>	Ask someone else to help you think up other ways to reach your goal;
<b>Suggest</b>	Then look at all of the ideas and suggestions and substitute one of them as a new plan for your old plan which didn't work, and
<b>Substitute</b>	Take the new suggestion/plan and use it to reach your goal!

- C. Inform students that they will now try using this special **"PASS" rap** to problem solve several problem situations where they must figure out a way they could get a certain vegetable they would like to eat.
- D. Divide the class into groups of 4 students, and give each student in each group a different Veggie "PASS" Card so that each group has one of each letter - P,A,S,S.

.....  
**NOTE to TEACHER**  
 .....  
 See PASS cards: (P, A, S, S) at the end of this session and cut them apart before the class starts.  
 .....

**EXPLAIN THE DIRECTIONS:**

- I will read a problem situation to you.
- In your groups you should quietly discuss how your problem solving **Veggie "PASS" Card** will work for the situation and help you figure out a way you could get a certain veggie you would like to eat.
- After a few minutes, I will call on your group for each member to read their **Veggie "PASS" card** to the class and to explain how it will help you figure out a way to get a certain vegetable to eat.

- E. Distribute a set of **Veggie "PASS" cards** to each group.
- F. Read the problem situation example on the next page to students, and discuss the possible solutions using the **Veggie "PASS"** rap.

### **Problem Situation Example:**

You want to eat one more veggie every day. You already eat one cooked veggie with dinner. How and where are you going to add another veggie?

Some possible solutions would be:

- P** - Plan to eat the veggie served in school lunch.  
Plan to eat a second veggie with dinner.  
Plan to eat a veggie snack after school.
- A** - Ask your parents to buy some veggies you could eat for a snack.
- S** - Suggest a veggie snack for a candy snack.
- S** - Substitute to one of your parents that they add another veggie at dinner.

G. Read each of the situations below and ask students to discuss it in their groups.

1. Call on one group to read their **Veggie "PASS"** cards and explain their solutions for the problem situation you just read.
2. Discuss (**as time permits**).
3. Before you read each new situation, instruct students to pass their **Veggie "PASS"** card on to another student in their group who did not have the same card they did. Do as many problem situations as time allows.

### **Problem Situation #1:**

You made a plan to eat some carrots with peanut butter for an after-school snack, but you forgot to make sure there were carrots at home. When you got home, you found that the carrots had all been eaten. What could you do?

*Additional solutions to add **after** students give their solutions to the class:*

- P - Plan again and try for tomorrow.*
- A - Ask a friend or neighbor if they have some carrots.*
- S - Suggest to your parent to add carrots to the grocery shopping list.*
- S - Substitute celery, broccoli or cauliflower.*

### **Problem Situation #2:**

You are over at a friend's home after school. Your friend offers you cookies for a snack. You had set a goal to eat veggies for a snack. What could you do?



*Additional solutions to add **after** students give their solutions to the class:*

*P - Plan again - do one of the following:*

*A - Ask your friend's mom for your favorite veggie snack.*

*S - Suggest a veggie snack to your friend and see what happens.*

*S - Substitute eating another vegetable, if your favorite is not available.*

### **Problem Situation #3:**

You plan to eat peas with your school lunch today because they are your favorite. When you get to the lunch line, you find out they are serving green beans instead, What could you do?

*Additional solutions to add **after** students give their solutions to the class:*

*P - Plan again. Check the menu and plan another day.*

*A - Ask the cooks if there is another veggie available.*

*S - Suggest to cafeteria manager that you really like green peas.*

*S - Substitute green beans for peas.*

### **Problem Situation #4:**

Your aunt is taking you and your sister on a picnic. Her list of things to bring includes bread, turkey, mustard, chips, pickles, cake and soft drinks. You think there should be some veggies on the list, too. What could you do?

*Additional solutions to add **after** students give their solutions to the class:*

*P - Plan again, ask your aunt if you can help her plan the menu*

*A - Ask her to pack your favorite veggie.*

*S - Suggest to your aunt that veggies should be eaten every day.*

*S - Substitute fruit for cake, carrots for chips.*

### **Problem Situation #5:**

You planned on eating veggies with your dinner at home, but your dad suggested going out to a fast food restaurant. What could you do?

*Additional solutions to add **after** students give their solutions to the class:*

*P - Plan to order a salad with your meal.*

*A - Ask your dad if you can go somewhere else where they have a baked potato and salad bar.*

*S - Suggest to your dad that everyone is eating more veggies and you want to, too.*

*S - Substitute lettuce and tomato for a salad if they don't have salad.*



- H. Continue the instructions outlined in G until as many of the problem situations have been read as time allows and that each group has had at least one chance to discuss one of their solutions.
- I. **Congratulate** students on using the **Veggie "PASS" rap**, and encourage them to continue to use it to help them figure out ways to meet their goals to eat more veggies.

**ACTIVITY 3: TASTE TESTING (15 MINUTES TOTAL)**

**Purpose:** To taste and evaluate two new veggie recipes in class.

**NOTE to TEACHER about this session:**  
 Preparations for today's snack taste testing activity include:

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

- A. Explain to students that today's session includes tasting two veggie recipes in class.

**STATE:**

- Today we will taste two new veggie recipes in class.  
*(It is important for children to find the many different ways they like veggies, so always encourage the students to at least taste one bite of each veggie recipe.)*
- Then you will write down on your **Veggie Recipe Worksheets 6 & 7** whether or not you liked them and why.

- B. Stress that it is important that they listen carefully to all of your directions today and to give you their complete attention.
- C. Arrange time now for students to prepare for the taste testing activity by **washing their hands with soap and water and drying them sanitarilly.**
- D. Arrange (or have "room parents, volunteer or teaching assistant" arrange) the recipes and utensils at a table or classroom countertop.
- E. Explain the procedure you want students to use to get their taste testing sample.



- F. Distribute **Veggie Recipe Worksheets 6 & 7** for the students to use to evaluate the veggie recipes.
- G. Taste the veggie recipes and ask students to answer the questions at the end of each worksheet on how they liked today's sample and why. *(Be sure to taste the recipes yourself and say good things about the recipes with a smile!)*
- H. Discuss some of their evaluations of the recipes.

**ASK:**

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

- I. Encourage students to make at home (with permission, of course) the veggie recipes they tasted today.

**EMPHASIZE:**

- These snack recipes taste good and are a fun way to enjoy eating more veggies!
- Veggies can be prepared in many different ways. During the *GIMME 5* program, we will be trying to find the ways that you and your family can enjoy veggies.
- Ask your parent(s) to have cut up veggies in a glass or plastic bags and dip already made in a container in the refrigerator for you when you come home from school for a snack.
- Try serving these veggie snack recipes to your friends or brothers and sisters after school, at parties, holiday get-togethers, family reunions, anytime you need a great snack!

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

(continued on next page)

- F. Distribute **Veggie Recipe Worksheets 6 & 7** for the students to use to evaluate the veggie recipes.
- G. Taste the veggie recipes and ask students to answer the questions at the end of each worksheet on how they liked today's sample and why. (*Be sure to taste the recipes yourself and say good things about the recipes with a smile!*)
- H. Discuss some of their evaluations of the recipes.

**ASK:**

- What did you like about the recipes?
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- J. Assign the clean up procedure that is most appropriate for your class.

(continued on next page)

- F. Distribute **Veggie Recipe Worksheets 6 & 7** for the students to use to evaluate the veggie recipes.
- G. Taste the veggie recipes and ask students to answer the questions at the end of each worksheet on how they liked today's sample and why. (*Be sure to taste the recipes yourself and say good things about the recipes with a smile!*)
- H. Discuss some of their evaluations of the recipes.

**ASK:**

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

- I. Encourage students to make at home (with permission, of course) the veggie recipes they tasted today.

**EMPHASIZE:**

- These snack recipes taste good and are a fun way to enjoy eating more veggies!
- Veggies can be prepared in many different ways. During the *GIMME 5* program, we will be trying to find the ways that you and your family can enjoy veggies.
- Ask your parent(s) to have cut up veggies in a glass or plastic bags and dip already made in a container in the refrigerator for you when you come home from school for a snack.
- Try serving these veggie snack recipes to your friends or brothers and sisters after school, at parties, holiday get-togethers, family reunions, anytime you need a great snack!

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

(continued on next page)

**ACTIVITY 4: "CHAMPS CHOOSE VEGGIES & YOU CAN, TOO!", VIDEO #2**  
(5 MINUTES TOTAL)

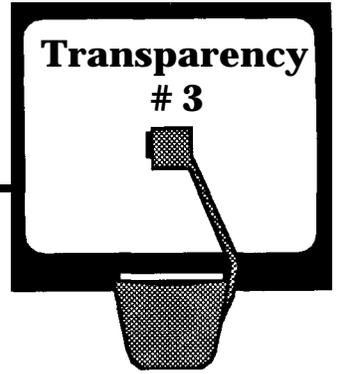
**Purpose:** To distribute and discuss "Champs Choose Veggies & You Can, Too!", video #2 with students and their homework assignment to watch it with their family.

- A. Tell the students that today they will be receiving "Champs Choose Veggies & You Can, Too!" video #2 to take home to watch with their family.

**STATE:**

- Remember two weeks ago when I gave you your first video, I said that each of you would receive three videos that go along with the *GIMME 5* program. Today you will receive your copy of video #2 for you and your family.
- This videotape is called "**Champs Choose Veggies & You Can, Too!**". It will show you:
  - how to find and choose veggies in the grocery store
  - how to make the Mama Mia Pizza recipe
  - how to make substitutions for the ingredients you are missing to make the Mama Mia Pizza recipe
  - how to find and choose veggies in fast food restaurants
- Take this video home today and watch it with your parent(s) and family this week. It will have several activities that you will be asked to do with your family.
- During our next *GIMME 5* class we will talk about what you watched on the video and how you used the information you learned about eating veggies.

- B. Hand out a copy of video #2 "**Champs Choose Veggies & You Can, Too!**" to each student. Allow students time to put the video in a place where they will remember to take it home. (Example: Book bag or homework folder.)
- C. Ask what the children liked about the previous videotape "Team Up With Veggies". Encourage students to watch this second video with their family this week.
- D. Review that this week they continued to discuss many ways to eat veggies and the fun, the importance, and the benefits of eating at least three servings of different veggies every day.
1. Remind students that their *GIMME 5 Family Fun #3* is due back by the next *GIMME 5* class. Give them the date of Session 7.



# PASS Rap



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

**P**

- Plan again, yes make a new plan.

**A**

- Ask someone to give you a hand.

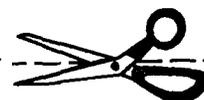
**S**

- Suggest something else you know.

**S**

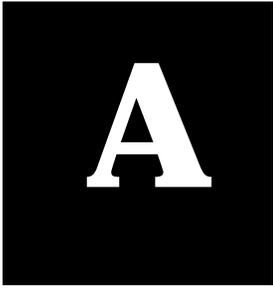
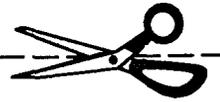
- Substitute another and there you go!



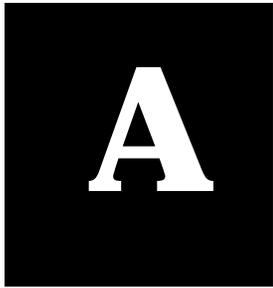


**P**

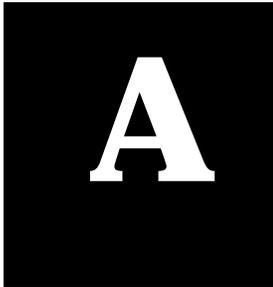
Plan again, yes make a new plan.



— Ask someone to give you a hand.



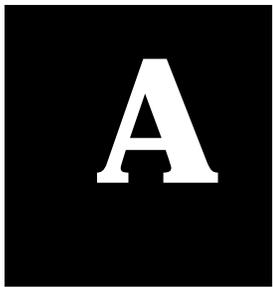
— Ask someone to give you a hand.



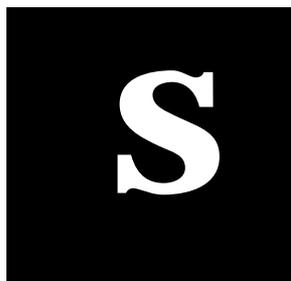
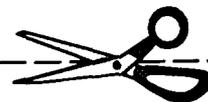
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— Suggest something else you know.



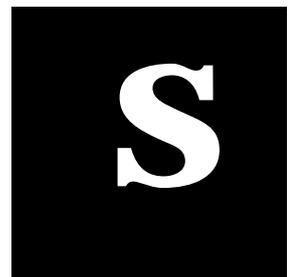
— Suggest something else you know.



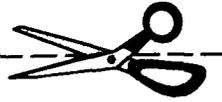
— Suggest something else you know.



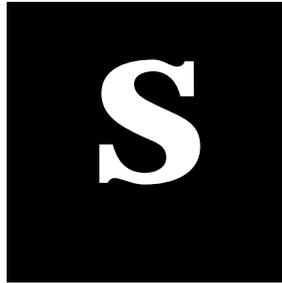
— Suggest something else you know.



— Suggest something else you know.



— Substitute another and there you go!



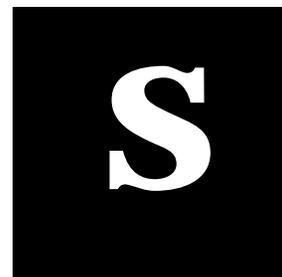
— Substitute another and there you go!



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— Substitute another and there you go!



— Substitute another and there you go!



# Week 3, Session 6

## Veggie Snack

### Classroom Taste Testing

### Ingredients Order Form

- Note to teachers:**
1. Turn this completed form in the week of \_\_\_\_\_ to your food service manager.
  2. If possible, try to schedule your class on the same day as the other 4th grade classes to make it easier for the food service staff to prepare the ingredients for the in class-room recipe preparations.
  3. If possible, try to make the recipes in your classroom as soon after the food service staff sends them to you to maintain the peak quality of the ingredients.

## Recipes:

## Rainbow Salad

## Martian Sweet Potatoes

To: \_\_\_\_\_  
(Food Service Manager and Personnel)

From: \_\_\_\_\_  
(Teacher's Name)

\_\_\_\_\_ (Room Number) \_\_\_\_\_ (Number of Students)

Today's Date: \_\_\_\_\_

Date Needed: \_\_\_\_\_  
(Day of Week) (Date) (Time)





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

Session 6



Taste Testing

# Veggie Recipe

## Rainbow Salad

### You need:

- 1/2 cup of shredded carrots
- 1/2 cup of chopped tomatoes
- 1/2 cup of sliced cucumbers



- 1/2 cup of shredded red cabbage
- 1/2 cup of sliced mushrooms
- 1/2 cup of non-fat honey mustard dressing



### Directions:

1. Have an adult or older brother or sister help you shred, chop and slice all of the above vegetables (or buy some already cut up at the grocery store).
2. Mix all of the vegetables together in a large mixing bowl.
3. Pour the honey mustard dressing over the vegetables.
4. Mix everything carefully with a large spoon to cover the vegetables with the honey mustard.
5. Serve on a plate or in a bowl.
6. Put, the leftovers in the refrigerator.

Makes about 5 servings.

Did you like this recipe? \_\_\_\_\_

Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Would you make it at home? \_\_\_\_\_

\_\_\_\_\_





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

Session 6



Taste Testing

# Veggie Recipe

## Rainbow Salad

### You need:

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5. Serve on a plate or in a bowl.
6. Put, the leftovers in the refrigerator.

Makes about 5 servings.

Did you like this recipe? \_\_\_\_\_

Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Would you make it at home? \_\_\_\_\_

\_\_\_\_\_



**STATE (continued):**

- Each group is to decide what kind of veggie to ask for and how they will do the asking.
- Think about what you learned in last week's video, "**Champs Choose Veggies & You Can, Too!**" about selecting veggies at the grocery store and in fast food restaurants. You can use some of these ideas to help you with your role plays.
- Your role play should include pleasant, positive, and realistic asking, because remember, that is the best way to ask for something.
- Your role play should end with either the veggie you asked for being made available to you or with a specific plan to have the veggie made available to you at a specific time in the next week.

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

1. Distribute one "**You Asked For It**" Card to each group and explain that more than one group may have the same situation. *(See "You Asked For It" Cards at the end of this session. They need to be cut apart before class time.)*
2. Encourage students to use their **Worksheet 8 "You Asked For It"** to help them plan their role play.
3. Inform them they have approximately 10 minutes to prepare for and practice their role play before presenting it in front of the class.

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

G. Before the role play presentations begin:

1. Inform students that they should present their role play so that everyone in the class can see and hear it.
2. Emphasize that the rest of the class should be a polite audience by listening carefully and not talking or discussing their own role play while other role plays are being presented.
3. Tell students to give a brief introduction of their role play by describing where it is taking place.
4. Be sure to have the class applaud for each group.
5. **(Optional)** Videotaping this activity can be very effective.

H. Have each group present their role play and discuss (**as time permits**) each role play with the class.

**ASK:**

- Was the asking polite? positive?
- Was the situation realistic?
- Was the asking appropriate or “right” for the situation?
- Would the way the asking for a veggie was presented in the role play work with you and your family?
- If “no” (*to any of the above questions*), what can be done to improve it?

I. **Congratulate** students on their role plays.

**ACTIVITY 2: GOAL SETTING #2 (15 MINUTES TOTAL)**

**Purpose:** To have students set a goal to ask for a veggie by writing down their goal on the "Asking for Veggies" goal sheet.

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

1. Ask if there are any more students who have now reached their **GOAL #1 (Worksheet 3)**.
2. Collect those worksheets (or have the students come up so that you can record their checkmark on the chart now).
3. **Congratulate** the students who have now reached their **GOAL #1** and ask them to stand and give themselves a pat on the back while the rest of the class claps for them.

B. Encourage students who still have not reached **GOAL #1** to keep trying until they do.

C. Point out that they did such a good job coming up with so many ways to ask for veggies during their role playing experience that now they will use this to help them set their next goal - to ask for a serving of a veggie.



D. Distribute **Worksheet 9: Asking for Veggies**, and point out that they are now ready to set their **GOAL #2**.

**REVIEW:**

- You “set a goal” to learn to do something you don’t usually do.
- You set this goal by writing it down:
  - 1) Write on your goal sheet, "I, (their name) , set a goal to ask for a serving of (what veggie) . . .
  - 2) Write down who you will ask to get the veggie for you," . . .from my mom . . ."
  - 3) Write when you will try to do it ". . . on Thursday night when she gets home from work."
- The goal you set today should be to ask for a veggie that you like or one you don’t usually eat, but would like to try.
- After you complete all of the blanks on the form, sign your name that you will try to reach your goal this week.
- When you do reach your goal, check the “goal check” box at the bottom of the worksheet and write down the date you reached your goal just like you did with goal #1 - Eating a Veggie Snack.
- Bring your goal sheet back to the next **GIMME 5** class and we will check off this goal on the **GIMME 5 Goal Post** chart next to your name. When you reach all three of your goals over the next six weeks, you will receive a **GIMME 5 "prize"** at the end of the program during Session 12.
- Goal setting can be a fun way to get yourself to try something you don’t usually do or to try something new. (*If time permits, ask if they have tried to use goal: setting to do something else they have been trying to do.*)
- If you set a goal and don’t reach it when you said you would, that’s “OK”. You can always keep trying by using the **"PASS" Rap** you learned last week to help you solve the problems in reaching your goals. When you do reach your goal, fill in your goal check box and bring your "Asking for Veggies" goal sheet back to class.
- Any questions?

D. Display **Transparency #9** and ask the class to help you set a goal for the pretend student, "Anita Veggie."

.....  
.....  
.....  
**NOTE to TEACHER**  
.....  
.....  
.....

Step "D" is important to help students understand the concept of goal setting. Complete the top part of the transparency with help from the class.

E. Give students time now to set their goal to ask for a serving of a veggie by writing down their goal on **Worksheet 9: Asking for Veggies**.

1. Remind them to be sure to write down a **servicing** of their veggie and not just a bite or two.
2. Explain that the **Date Due** is the next *GIMME 5* class, and give them the date of Session 8.
3. Tell them to be sure to sign their name on the **My Signature** line after they set their goal as a sign of their commitment to work on their goal.
4. **(Teacher)** Make your own goal (e.g. asking your spouse or partner to go to a restaurant that serves veggies) and read it to your class. Remember it is very educational for students to see their teachers setting the same kind of goals and saying positive things about eating veggies.

F. Remind students that everyone who reaches all three of their goals during the *GIMME 5* program will receive a *GIMME 5* **prize** at the end of the program during Session 12.

G. **(Optional)** Tell all students to turn to the classmate next to them and say "*GIMME 5*" and give the "high five" hand slap for setting a goal to ask for a veggie to eat.

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

**Purpose:** To chart students' completion of their third *GIMME 5* Daily Family Fun activities and receive the *GIMME 5* Daily, Number 4 family newsletter.

A. Point to their *GIMME 5* **Olympic Scoreboard**.

1. Ask all students who have completed *GIMME 5* **Family Fun #3** to stand and receive their points for their **Olympic Team**.



2. **Congratulate** those students and ask for a round of applause.
  3. Remind those students who have not yet finished their **GIMME 5 Family Fun Activities #1, #2 or #3** that they should try to do so as soon as possible to earn their points for their **Olympic Team**.
  4. Encourage students who are having a problem finding the time to do the activity with their parents to see you so that you can help them figure out a way to do the activity. Also remind them they can use the **"PASS" rap** they learned last week to help them solve the problems they are having in completing the activities.
- B. Distribute the **GIMME 5 Daily, Number 4** and point out some of the information included in the newsletter.

**STATE:**

- **What's Happening** column - The Power Peas will tell your family what's going on this week in your **GIMME 5** class at school.
- **Food Guide Pyramid** column - This week focuses on the meat, fish & poultry section of the Food Guide Pyramid and how it fits into your and your family's diets.
- **Did You Know** column - Will help you select fresh veggies that you talked about in class and tasted in the recipes at the grocery store.
- **Veggie Olympic Tips** - Gives you tips on how you can get more veggies into your diet.
- **Recipe Box** - Features a new recipe for you and your family to prepare and taste. You will receive 10 points for making the recipe; just check it off on your **GIMME 5 Family Fun activity square**.
- **GIMME 5 Family Fun activities** - This week, one activity is to prepare the recipe in the recipe box. The other is to take the letter from the grocery store produce manager with the free veggie coupon to the store to redeem it and then eat the veggie.

1. Allow them time to put their newsletter in a place where they will remember to take it home. (Example: book bag or homework folder.)



C. Remind students that everyone who completes their ***GIMME 5 Daily Family Fun activities*** during the ***GIMME 5*** program will receive 10 points for each one for their **Olympic Team's Olympic Scoreboard**. They earn these points to help their team win the Olympic Gold medal during the last week of the program.

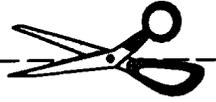
**NOTE to TEACHER about session 8:**

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

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

# "You Asked For It" Cards

Session 7



You set a goal in *GIMME 5* to eat a certain veggie at dinner, but you don't have any of that veggie at home right now. What could you do?

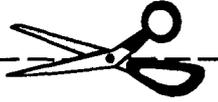
Your family is talking about eating at their usual fast food restaurant - which doesn't have many veggie choices. What could you do?

You're going on a field trip tomorrow at school and you need to take along a bag lunch. You want to pack your favorite raw veggie, but you don't have any of it at home right now. What could you do?

Your family is planning the foods they want to pack for a picnic on Sunday, but nobody is mentioning veggies. What could you do?

# "You Asked For It" Cards

Session 7



You come home from school and you want your favorite raw veggie with dip for a snack, but there isn't any cut up right now. What could you do?

You're helping one of your parents plan a party and you notice there are no raw veggies on the menu. What could you do?

You're at the grocery store with one of your parents and you see a veggie that you'd like to try. What could you do?

One of your parents is writing out a shopping list for the grocery store and you remember that you ate the last of your favorite veggie yesterday. What could you do?



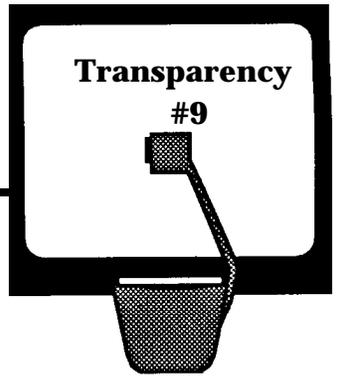
# You Asked for It!

## Role Play

- Read the "You Asked for It" Card assigned to your group.
- Decide on what kind of vegetable you will try asking for: \_\_\_\_\_
- Set the scene in the first part of your role play (having one of you act as the "parent" or "adult") and then each of you will try asking for the vegetable.
- Your role play should include pleasant, positive and realistic asking.
- Your role play should end successfully with the vegetable being made available to you or a plan to have it available to you soon.
- Decide who will give a brief introduction of your role play to the class: \_\_\_\_\_
- Be sure to present your role play so that everyone in the class can see and hear it.

**Have Fun and Good Luck!**





# Asking for Veggies

## *GIMME 5: Goal Two*

I, \_\_\_\_\_ , set a goal to ask for a  
(print name)

serving of \_\_\_\_\_  
(veggie I will try asking for)

from \_\_\_\_\_  
(name of person I will ask)

on \_\_\_\_\_  
(which day this week and what time of day)

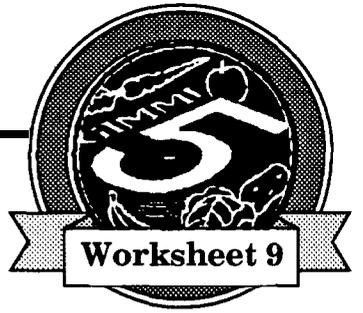
\_\_\_\_\_  
(my signature)

## GOAL CHECK

I did it! I asked for \_\_\_\_\_  
(veggie)

on \_\_\_\_\_  
(which day and at what time)





# Asking for Veggies

## GIMME 5: Goal Two

I, \_\_\_\_\_ , set a goal to ask for a  
 (print name)

serving of \_\_\_\_\_  
 (veggie I will try asking for)

from \_\_\_\_\_  
 (name of person I will ask)

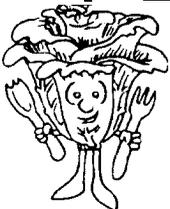
on \_\_\_\_\_ .  
 (which day this week and what time of day)

\_\_\_\_\_  
 (my signature)

  **GOAL CHECK**

I did it! I asked for \_\_\_\_\_  
 (veggie)

on \_\_\_\_\_ .  
 (which day and at what time)





Number 4

Newsletter 4th graders and their families

## What's Happening?

Power Peas are we, heading for the **Veggie Olympic** spree! Well, it's week four of the countdown to the



**Veggie Olympic Awards Ceremony** for eating more veggies. How's your child doing with their Family Fun activities and reaching their goals? If they are having difficulties in reaching their goals, ask them about the

**PASS rap** they learned last week. It will help them figure out new ways to solve those problems in reaching their veggie goals!

This week in the **GIMME 5 Veggie Olympics** program your child will:

- 🍏 Create role-plays on how to ask you to have more veggies available at home for them and the rest of your family.
- 🍏 Set their second goal to ask for a veggie they like to be available at home to eat.
- 🍏 Taste two new vegetable snack recipes and bring the recipes and their evaluations of them home.



## Food Guide Pyramid

### Milk, Yogurt & Cheese

(2-3 servings per day)

Moo-ve on over to the dairy department to "bone" up on these calcium and protein rich foods!

### What is a serving?

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

### Healthy Habits

- 🍏 Select lowfat or nonfat milk, cheeses and yogurts regularly, After age 2, every member of your family can enjoy lower fat products and still get the calcium and protein needed for growth and healthy bones!  
(continued on back)

## ? Did You Know? ?

Tasty, tantalizing and tempting, fit tomatoes to a "T"!

In sandwiches, salads, soups and stews, all just for me!

Colorful, smooth, firm and precious,  
Heavy for its size and always delicious!

\*\*\*\*\*

Always handle tomatoes with care! To ripen, keep in a cool place away from direct sunlight. Refrigerate only when fully ripe and use within three days.

Try tomatoes from the canned food aisle, too! Diced or sliced, in wedges or whole, you're sure to find a variety to tempt your taste buds!

Follow these tips & your tomatoes will be tops!

# Veggie Olympic Tips



Use these tips to add more vegetables to your meals when you eat out!

- Visit the salad bar for a variety of fresh vegetables (but go easy on the salad dressing).
- Order a side salad to go with your meal.
- Use fat-free or reduced-calorie salad dressing, or use vinegar or lemon juice.
- Ask that extra veggies be served with your meals.
- Choose fast food places which offer baked potatoes, salads and other veggies.
- Ask to have lettuce and tomato with your hamburgers, sandwiches and burritos.
- Choose the vegetable "plate" as your entree whenever it's available!
- Order a veggie pizza instead of the usual!

## Tomato Boat with Cucumber Cargo

(try this colorful & fun way to eat veggies)

You will need:

- 1 medium, ripe tomato
- 1/4 cup chopped cucumber + 1 slice
- 2 tablespoons of nonfat sour cream
- 1/8 teaspoon garlic powder

Directions:

1. Wash tomato and cucumber.
2. Have an adult, older brother or sister help you chop the cucumber into small, bite size pieces.
3. Have an adult, older brother or sister help you cut the top fourth of the tomato off (like it was wearing a hat). Carefully scoop out the inside of the tomato, and add this to the chopped cucumber.
4. Add sour cream and garlic powder to the tomato & cucumbers and mix well.
5. Put the mixture into the tomato shell. Stick a straw down into the tomato with a cucumber slice on it for a flag. Bon voyage!  
makes 1 serving

# Food Guide Pyramid (con't)

- Convinced your family won't like the taste of lower fat milk? Try mixing your regular milk with one that is lower in fat! Start out mixing them half and half, then gradually reduce that amount of your regular milk. Before you know it, they'll be asking for seconds!
- Mix sliced fruit into nonfat or lowfat yogurt for a delicious and nutritious treat.
- Try making a smoothie! Mix your favorite fruits together with lowfat vanilla yogurt and skim or lowfat milk in a blender, blending until smooth. Yum-m-m-m!
- Please your palate with reduced- fat cheeses. Try nonfat cheeses in dips or casseroles.

## GIMME 5 Family Fun

Hey kids! Another chance to earn points for your **Olympic Team** at school! You have one week to complete the **GIMME 5 Family Fun activities** below with your parent or another adult. After you complete them, sign your name and have your parent (or other adult) sign theirs. Cut out the square below and return it to class. You earn 10 points for each completed activity!



**This week's activities are:**

1. Make the "Tomato Boat with Cucumber Cargo" recipe together for your family to eat as a snack or for dinner. (10 points)
2. Go to the grocery store with your parent and redeem your coupon for the free vegetable you received with this newsletter! (10 points)



**GIMME 5 Family Fun**  
**We did it!**

**#4**

- We made the "Tomato Boat with Cucumber Cargo" (10 pts.)
- We used our coupon to get our free veggie at the grocery store (10 pts.)

\_\_\_\_\_  
(child's signature)

\_\_\_\_\_  
(parent's signature)



# Fourth Grade, Week Four: "Veggies, Veggies, Everywhere!"

## BEHAVIORAL OBJECTIVES

Students will be able to:

1. Congratulate themselves for reaching their second goal to ask for a veggie to eat.
2. Prepare, taste and evaluate two veggie snack recipes in class.



## SESSION OUTLINE

<b>Suggested Time</b>	<b>Activities</b>	<b>Visual Aids</b>	<b>Student Materials</b>
20	1. Goal Check #2	<b>GIMME 5 Goal Post</b> chart Overhead Projector or Chalkboard <b>Transparency #9</b>	<b>Worksheets 9</b>
25	2. Snack Preparation	Snack Items and Supplies	Veggie Snack Recipe <b>Worksheets 10 &amp; 11</b>
2	3. Summary		

**45 - 50  
Minutes**



**ACTIVITY 1: GOAL CHECK #2** (20 MINUTES TOTAL)

**Purpose:** To recognize students for reaching their goal #2 of asking for a veggie to eat.

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

***GIMME 5 that's what I say,  
At least five servings every day.  
Make it five for you and me,  
Fruits and veggies are the key!  
Cooked or raw, frozen or canned,  
Three veggies daily and I'll feel grand!***

- B. Instruct students to take out **Worksheet 9: Asking for Veggies**.
- C. Display **Transparency #9** which has the top half completed from Session 7. Tell the class that "Anita Veggie" reached her goal and she got some veggies she liked. Ask them to help you fill in the Goal Check box for "Anita Veggie".
- D. Ask for a show of hands of how many reached their goal #2 to ask for a serving of veggies to eat.
- E. Call on students to name the veggie that they asked for and what they liked about it.
1. List these on the overhead projector or chalkboard.
  2. Discuss some of the veggies, especially what they liked about them (**as time permits**).
- F. Point to the *GIMME 5 Goal Post* chart.

**EXPLAIN:**

- You will set three goals during the *GIMME 5* program and for every goal you reach, you will receive a checkmark in that goal's column. If you reach all three of your goals by the end of the program, you will receive a *GIMME 5 prize* at the end of the program during Session 12.
- Each of you who reached your second goal today will get a checkmark in the **GOAL #2** column on the *GIMME 5 Goal Post* chart.

(continued on next page)



**EXPLAIN (continued):**

- Hand in your **Worksheet 9** and I will put a checkmark by your name in the **GOAL #2** column if you reached your goal.

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

- G. **(Teacher)** Record your own goal check now if you have chosen to participate with your students in the goal setting activities. Tell the students what veggie you asked for and why you liked it.
- H. Congratulate all students who reached their **GOAL #2**, and tell them to stand and give themselves a pat on the back while the rest of the class claps for them.
- I. Ask if there are any more students who have now reached their **GOAL #1 (Worksheet #3)**. Collect those worksheets and congratulate those students.
- J. Encourage students who did not reach their **Goal #1 and/or #2** to keep trying by using the **"PASS" rap** they learned to help them solve the problems they are having in reaching their goals. Remind them that they will earn their checkmark on the goal chart as soon as they reach their goals and return their goal sheet(s) to class.
- K. Remind students that everyone who reaches all three of their goals during the **GIMME 5** program will receive a **GIMME 5 prize** during the last class, Session 12.

**ACTIVITY 2: SNACK PREPARATION (25 MINUTES TOTAL)**

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

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

- A. Explain to students that today's session includes the preparation and taste testing of two more veggie snack recipes in class.

**STATE:**

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

- B. Stress that it is important that they listen carefully to all of your directions today and to give you their complete attention.
- C. Arrange time now for students to prepare for the snack preparation activity by **washing their hands with soap and water and drying them sanitarilly.**
- D. Arrange (or have "room parents, volunteer or teaching assistant" arrange) the recipe's food items and utensils at a table or classroom countertop.
- E. Distribute **Veggie Snack Recipe Worksheets 10 & 11** and choose students (or ask for volunteers) to read today's recipe out loud.
  - 1. Discuss the parts of a recipe (ingredients, amounts, directions, number of servings, etc.) as necessary.
  - 2. Answer any questions students may have about reading recipes.
- F. Explain the recipe preparation procedure that is most appropriate for your class. (This could be having you or your assistant prepare the recipes, one or two students prepare a recipe, or students working in groups to prepare the recipes.)

**NOTE to TEACHER:**

A major purpose of this activity is for the students to learn how to make veggie recipes on their own. If you prepare the recipe, demonstrate each step and talk about what you are doing.

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

- G. Give students time to prepare and eat their snack, and ask "room parents" to assist you by monitoring the recipe preparations and taste testing.

- H. Instruct students to evaluate their snack by answering the questions at the end of their **Veggie Snack Recipe Worksheets 10 & 11**. (*Be sure to taste the recipes yourself and say good things about them with a smile!*)
- I. Discuss some of their evaluations of the recipes.

**ASK:**

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

- J. Encourage students to make at home (with permission, of course) the veggie snacks they prepared today.

**EMPHASIZE:**

- These snack recipes taste good and are a fun way to enjoy more veggies!
- Try serving these veggie recipes to your friends or brothers and sisters after school, at parties, holiday get-togethers, family reunions, or anytime you need a great snack!

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

**ACTIVITY 3: SUMMARY** (2 MINUTES TOTAL)

**Purpose:** To review the main points of this session.

- A. **Congratulate** all students who reached their first and second goal and remind those students who have not reached their goal(s) to keep trying by using the "**PASS**" rap to help them solve the problems they are having with reaching their goals.
- B. Review that this week they continued to discuss many ways to snack on veggies and the fun, the importance, and the benefits of eating at least three servings of different veggies every day.
1. Remind students that their **GIMME 5 Family Fun #4** is due back by the next **GIMME 5** class, and give them the date of Session 9.



# **Week 4, Session 8**

## **Veggie Recipe**

### **Classroom Preparation**

### **Food Service Recipe**

### **Order Form**

- Note to teachers:**
1. Turn this completed form in the week of \_\_\_\_\_ to your food service manager.
  2. If possible, try to schedule your class on the same day as the other 4th grade classes to make it easier for the the food service staff to prepare the ingredients for the in class-room recipe preparations.
  3. If possible, try to make the recipes in your classroom as soon after the food service staff sends them to you to maintain the peak quality of the ingredients.

## **Recipes: Dip, Dip, Hooray!**

### ***GIMME 5* Onion Dip**

To: \_\_\_\_\_  
(Food Service Manager and Personnel)

From: \_\_\_\_\_  
(Teacher's Name)

\_\_\_\_\_  
(Room Number) (Number of Students)

Today's Date: \_\_\_\_\_

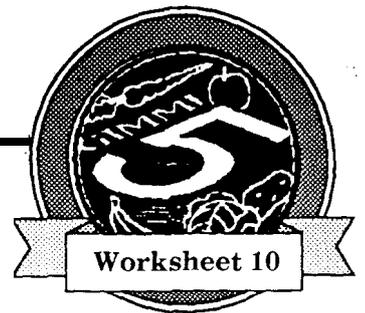
Date Needed: \_\_\_\_\_  
(Day of Week) (Date) (Time)





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

Session 8



In Class Recipe

# Veggie Snack Recipe

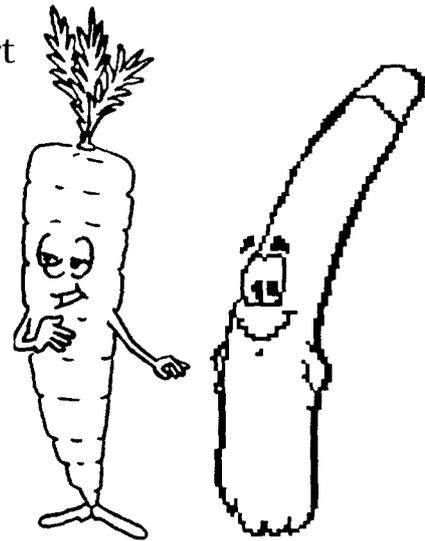
## Dip, Dip, Hooray!

### *You need:*

- 1 carton (8 ounces) plain non-fat yogurt
- 3 tablespoons peanut butter
- 1 tablespoon honey

### *Directions:*

1. Put the yogurt in a medium bowl.
2. Stir in the peanut butter and honey.
3. Serve with carrot and zucchini strips.
4. Put the leftovers in the refrigerator.



Makes about 1 cup of dip.

Did you like this recipe? \_\_\_\_\_

Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Would you make it at home? \_\_\_\_\_

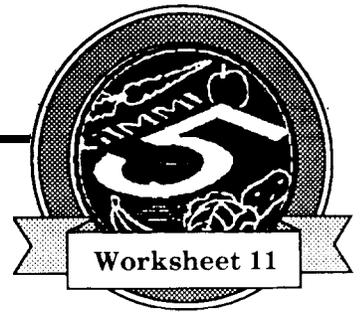
\_\_\_\_\_





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

Session 8



In Class Recipe

# Veggie Snack Recipe

## GIMME 5 Onion Dip

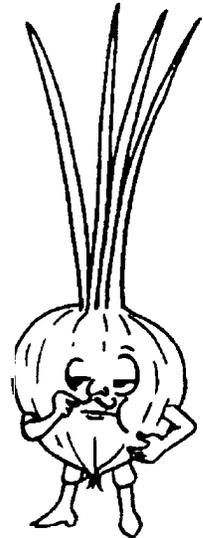
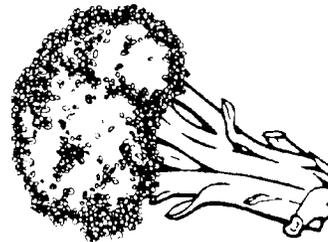
### You need:

- 1 envelope (1 ounce) dry Onion Soup Mix
- 2 cartons (8 ounces each) plain non-fat yogurt or sour cream

### Directions:

1. Empty the yogurt or sour cream into a medium bowl.
2. Sprinkle in the soup mix and mix well into the yogurt or sour cream.
3. Serve with broccoli and celery.
4. Put the leftovers in the refrigerator.

Makes about 2 cups of dip.



Did you like this recipe? \_\_\_\_\_

Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Would you make it at home? \_\_\_\_\_

\_\_\_\_\_





# Fourth Grade, Week Five: "Munch, Crunch, Veggies For Lunch!"

## BEHAVIORAL OBJECTIVES

Students will be able to:

1. Identify veggies that would make tasty choices for their lunch.
2. Set their third and last goal to eat at least one serving of a veggie that they usually don't eat for lunch.
3. Chart completion of their *GIMME 5 Family Fun #4* activities.
4. Receive their *GIMME 5 Daily, Number 5* family newsletter with the **Fam-ily Fun #5** activities.



## SESSION OUTLINE

Suggested Time	Activities	Visual Aids	Student Materials
25	1. Celebrity Letters - Veggies for Lunch	Letters #1 - #4	School Lunch Menu (one for each group)
20	2. Goal Setting- Goal #3	<i>GIMME 5 Goal Post</i> chart <b>Transparency #10</b>	<b>Worksheet 12</b>
5	3. Newsletter/Family Fun Activities		<i>GIMME 5 Daily #5</i>

**45 - 50  
Minutes**



**ACTIVITY 1: CELEBRITY LETTERS - VEGGIES FOR LUNCH (25 MINUTES TOTAL)**

**Purpose:** To have students identify veggies that would make good choices for their lunch.

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

***GIMME 5* that's what I say,  
At least five servings every day.  
Make it five for you and me,  
Fruits and veggies are the key!  
Cooked or raw, frozen or canned,  
Three veggies daily and I'll feel grand!**

- B. Explain to students that there is something they need to help with during class today.

**ANNOUNCE:**

- Our principal received some letters from several celebrities who want to join us for lunch on a day when we are serving their favorite veggies. Since we are learning about eating veggies in the *GIMME 5* program, our principal thought we should decide which day would be the best day for the celebrities to visit us for lunch.

**NOTE to TEACHER**

If your students work well in groups, you can divide the class into four groups. Give each group a school lunch menu for the month and one of the letters, and have them work together on answering their letter. Allow each group about 10 minutes to work on an answer for their letter. Then come back as a whole class to discuss each group's response to their letter.

If your students work better as a whole class, proceed with C - F below.

- C. Tell students to be good listeners while you read each letter out loud.  
*(See Letters #1 - #4 at the end of this session.)*
- D. Read **Letter #1: Long Legs Lester**, and be sure to emphasize the words in **bold** type.
1. Distribute a school lunch menu to each student *(or pairs or groups of students; see NOTE to TEACHER above)*.

2. Ask students to look through the food items on the school menu and find which days Long Legs Lester's favorite cooked veggies are being served in the cafeteria. Have them decide which of these days would be the best day(s) for him to get his favorite cooked veggie and suggest Long Legs Lester visit the school that day.
  3. Discuss their suggestions for Long Legs Lester to visit on which day (**as time permits**).
- E. Continue to read **Letters #2, #3 & #4**, and ask students to decide which days would be the best days for each celebrity to visit. Discuss their suggestions (**as time permits**). Suggest students also think of their favorite veggies (i.e. green; yellow & orange; crunchy) and see if they are on the menu. If they are, they could use this information to suggest the celebrity visit the school on that day for lunch.
- F. Emphasize that each of these people like different kinds of veggies for all the different reasons they mentioned in their letters.
- G. Tell students that it is now their turn to write their own letter to the principal about their favorite veggies.

**EXPLAIN:**

- Write a short letter to the principal just like Long Legs Lester, Janet Planet, George Squashington and Shari Tomato did.
- Tell the principal something about yourself and then explain what your favorite veggies are and what you like about eating them. For example, explain if you like crunchy veggies or cooked veggies, a certain color of veggie, different veggies mixed together, or veggies one at a time and why you like eating them.
- Ask for your favorite veggies, prepared the way you like them, to be served at school.
- You will have five minutes to write your letter.

- H. Give students 5 minutes to complete their letter.
- I. Explain that now that they have finished their letter they will look at the school lunch menu to find which days their favorite veggies are being served.
1. Tell them to put a check by their favorite veggies on the school lunch menu

2. Tell them to circle the dates that their favorite veggies are being served.

.....  
●  
● **NOTE to TEACHER:** ●  
● You may want to take additional time now or during a writing class to discuss the parts of a ●  
● friendly letter. ●  
.....

J. After they have completed their letters, ask for a few students to volunteer to read their letter to the class and tell what day their favorite veggies are being served.

K. **(Optional)** Post the letters in the classroom or hallway.

L. **(Optional)** Invite the principal to come in one day and discuss their letters or talk about what veggies they like.

M. Remind students that a great way to eat one of their three veggies every day is to eat the veggies served in their school lunch.

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

**Purpose:** To have students set their third goal to eat a veggie for lunch by writing their goal down on the "Veggies for Lunch" goal sheet.

A. Point to the *GIMME 5 Goal Post* chart.

1. Ask if there are any more students who have now reached their **GOAL #1 and/or #2 (Worksheet 3 & 9)**.

2. Collect those worksheets (or have the students come up so that you can record their check mark on the chart now).

3. **Congratulate** the students who have now reached their **GOAL #1 and/or #2** and ask them to stand and give themselves a pat on the back while the rest of the class claps for them.

B. Encourage students who still have not reached **GOAL #1 and/or #2** to keep trying to do so by using the "**PASS**" rap they learned to help them solve the problems they are having in reaching their goal(s).

C. Point out that the principal will be pleased that they did such a good job in suggesting which days the celebrities should visit the school for lunch and writing their own letters about their favorite veggies. Now they will use the ideas in their letters to help them set their third goal, to eat a serving of a veggie at lunch.

D. Distribute **WORKSHEET 12: Veggies for Lunch** and point out that they are now ready to set their **GOAL #3**.

**REVIEW:**

- You “set a goal” to learn to do something you don’t usually do.
- You set this goal by writing it down:
  - 1) Write on your goal sheet, "I, (their name) , set this goal to eat a serving of (what veggie) for lunch . . ."
  - 2) Write when you will try to do it" . . . on Thursday."
- The goal you set today should be to eat a veggie that you like or one you don’t usually eat, but would like to try at school lunch.
- After you complete all of the blanks on the form, sign your name that you will try to reach your goal this week.
- When you do reach your goal, check the “goal check” box at the bottom of the worksheet and write down the date you reached your goal, just like you did with goals #1 & #2.
- Bring your goal sheet back to the next *GIMME 5* class and we will check off this goal on the **GIMME 5 Goal Post** chart next to your name. When you reach all three of your goals, you will receive a **GIMME 5 prize** at the end of the program during Session 12.
- Goal setting can be a fun way to get yourself to try something you don’t usually do or to try something new. (*If time permits, ask if they have tried to use goal setting to do something else they have been trying to do.*)
- If you set a goal and don’t reach it when you said you would, that’s “OK”. You can always keep trying by using the **"PASS" rap** to help you solve the problems in reaching your goals. When you do reach your goal, fill in your goal check box and bring your goal sheet back to class.
- Any questions?

E. Display **Transparency #10** and ask the class to help you set a goal for the pretend student "Anita Veggie."



**NOTE to TEACHER**

Step "E" is important to help students understand the concept of goal setting. Complete the top part of the transparency with help from the class.

- F. Give students time now to set their goal to choose what day they will select a serving of a veggie at lunch by writing down their goal on **Worksheet 12**.
1. Remind them to be sure to write down a **serving** of their veggie and not just a bite or two.
  2. Encourage them to try to set their goal using one of the veggies they circled on their school lunch menu.
  3. Explain that the **Date Due** is the next *GIMME 5* class, and give them the date of Session 10.
  4. Tell them to be sure to sign their name on the **My Signature** line after they set their goal.
  5. **(Teacher)** Now is the time to make your own goal and read it to your class. Remember it is very educational for the students to see their teacher setting the same kinds of goals and saying positive things about eating veggies.
- G. Remind students that everyone who reaches all three of their goals during the *GIMME 5* program will receive a *GIMME 5* **prize** at the end of the program during Session 12.
- H. (Optional) Tell all students to turn to the classmate next to them, and say "*GIMME 5*" and give the "high five" sign for setting a goal to eat a veggie for lunch.

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

**Purpose:** To chart students completion of their fourth *GIMME 5* Daily Family Fun activities and receive their *GIMME 5* Daily, Number 5 family newsletter with the last Family Fun activities.

- A. Point to their *GIMME 5* **Olympic Scoreboard**.
1. Ask all students who have completed *GIMME 5* **Family Fun #4** to stand and receive their points for their **Olympic Team**.
  2. **Congratulate** those students and ask for a round of applause.



3. Remind those students who have not yet finished their **GIMME 5 Family Fun activity #1, 2, 3, or 4** that they should try to do so as soon as possible. Remind them that they can use the **"PASS" rap** to help them solve the problems they are having in completing their activities.
4. Encourage students who are having a problem finding the time to do the activity with their parents to see you so that you can help them figure out a way to do the activity.

B. Distribute the **GIMME 5 Daily, Number 5** and point out some of the information included in the newsletter.

**STATE:**

- **What's Happening** column - The Power Peas will tell your family what's going on this week in your **GIMME 5** class at school.
- **Food Guide Pyramid** column - This week focuses on the meat, poultry, fish, dried beans, eggs and nuts section of the Food Guide Pyramid and how it fits into your and your family's diets.
- **Did You Know** column - Will help you select fresh veggies that you talked about in class and tasted in the recipes at the grocery store.
- **Veggie Olympic Tips** - Gives you tips on how you can get more veggies into your diet.
- **Recipe Box** - Features a new recipe for you and your family to prepare and taste. You will receive 10 points for making the recipe; just check it off on your **GIMME 5 Family Fun activity card**
- **GIMME 5 Family Fun activities** - This week, one activity is to prepare the recipe in the recipe box. The other is to go to the grocery store and pick out a veggie that you haven't tasted before and take it home and try it.

1. Allow them time to put their newsletter in a place where they will remember to take it home. (Example: book bag or homework folder.)

C. Remind students that everyone who completes their **GIMME 5 Family Fun activities** during the **GIMME 5** program will receive 10 points for each one for their **Olympic Team's Olympic Scoreboard**. They earn these points for their team to win the Olympic "Gold" medal the last week of the program.

**NOTE to TEACHER about session 10:**

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

- Request food items and supplies from school food service three to four weeks prior to each session. (See the Green "Veggie Snack Ingredient Order Form" at the end of session 10.)
- Check with your food service manager and staff first thing on the morning of the snack preparation and taste testing session to be sure everything is in order.
- Check any last minute arrangements for delivery of the food to your classroom.
- Arrange for cafeteria space if you are unable to implement these activities in your classroom.
- Schedule "room parents, volunteers or teaching assistants" to assist you with these activities.
- (Optional-If your school food service is unable to provide you with the foods and ingredients necessary to prepare the recipes, ask your local grocery store to donate them).



## Celebrity Letter #1



Dear Principal,

My name is Long Legs Lester and I'm a professional basketball player. I'll be coming to your school this month and I'd like to know what day you think would be best for my visit. Because what I eat is very important to me, please look at your lunch menu and tell me what day you would be serving a veggie that I'd like. First let me tell you that I really like cooked veggies - I always say "I don't even look unless it's cooked." I think veggies are fun to eat because sometimes they come in big pieces like a baked potato and sometimes they come in little teeny pieces like green peas. You know it's important for basketball players to have good hand-eye coordination so sometimes I really like catching those little veggies with my fork or my spoon. Please let me know what days would be good for me to come and visit. Thanks a lot!

Sincerely,

Long Legs Lester





## Celebrity Letter #2

Dear Principal,

I am planning to visit your school this month and would like to know what would be a good day to come. As one of the first female astronauts, I know that it's important to eat five servings of veggies and fruits every day - whether I'm on earth or in outer space. Veggies are my favorite foods because there are so many different kinds and they all taste different. I like to say "There's always a place for veggies in space." My favorite veggies are green ones because they remind me of earth. I love eating green veggies whether I have my feet on the ground or I'm in orbit. Please let me know what day I should come so that I can have the kind of lunch I like. Thanks a lot.

Sincerely,

Janet Planet





## Celebrity Letter #3

Dear Principal,

My name is George Squashington. I'm going to be giving a speech at your school about American Presidents. I hope to stay for lunch - but only if my favorite veggies are being served. I just love yellow and orange veggies! You know, I have to know a lot in order to tell people about famous American Presidents. Eating yellow and orange veggies keeps me healthy - and that helps me to learn and stay smart. I always say, "Give me veggies or give me death! Orange and yellow, and I'll be one bright, healthy fellow!" So please look at your school lunch menu and let me know when they'll be serving the kind of lunch I'd like. Thanks a lot.

Sincerely,

George Squashington





## Celebrity Letter #4



Dear Principal,

I'm going to be making a new movie in your town this month and thought I would stop by your school just to say hello and have lunch. Would you please look at your school lunch menu and tell me which day would be a good day to come for lunch? Just so you know, I'm very fussy about the veggies I like. You see, I like veggies that talk back to me, if you know what I mean - the crunchy ones! I always say "Just give me a lunch that packs a crunch." I think crunchy veggies are fun to eat - not just for lunch but even when I take a break from filming. And of course they help me stay healthy and look terrific. My new movie is called Beauty and the Beets - you can bet I'm the beauty! Please let me know when I can join you for lunch. See you soon.

Sincerely,

Shari Tomato





# Veggies for Lunch

## *GIMME 5: Goal Three*

I , \_\_\_\_\_ (print name) \_\_\_\_\_ , set a goal to eat a

serving of \_\_\_\_\_ (veggie I will try to eat) \_\_\_\_\_ for lunch

on \_\_\_\_\_ (which day this week and what time of day) \_\_\_\_\_ .

\_\_\_\_\_ (my signature)



## **GOAL CHECK**

I did it! I ate \_\_\_\_\_ (veggie)

on \_\_\_\_\_ (which day and at what time) \_\_\_\_\_ .





# Veggies for Lunch

Worksheet 12

## GIMME 5: Goal Three

I, \_\_\_\_\_ , set a goal to eat a  
(print name)

serving of \_\_\_\_\_ for lunch  
(veggie I will try to eat)

on \_\_\_\_\_ .  
(which day this week and what time of day)

\_\_\_\_\_  
(my signature)



## GOAL CHECK

I did it! I ate \_\_\_\_\_  
(veggie)

on \_\_\_\_\_ .  
(which day and at what time)





Number 5



Newsletter for 4th graders and their families

## What's Happening?

We're the Power Peas out to please, by eating veggies for the **Veggies Olympic Awards Ceremony!** It's next to the last week for your 4th grader's *GIMME 5* program! They have been learning all about eating more veggies and how to make their goals to eat more!! Have they been completing the **Family Fun activities** with you? It's a great way to get the whole family eating veggies!



This week in the *GIMME 5 Veggie Olympics* program your child will:

- 🍏 Look at their school lunch menu to find when their favorite veggies are being served and recommend that the "celebrity" who wrote a letter to their principal visit on that day.
- 🍏 Set their third goal to eat a veggie with their school lunch one day this week.
- 🍏 Prepare and taste two new veggie snack recipes in class & bring the recipes and their evaluations of them home.

Draw a picture of your favorite veggie!

## Food Guide Pyramid

### Meat, Poultry, Fish, Dried Beans, Eggs & Nuts (2-3 servings per day)

Where's the beef? And why do dried beans, eggs and nuts fit into this category? All of these foods are a good source of protein which we need for growing and repairing our cells!

#### What is a serving?

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

#### Healthy Habits

- 🍏 Choose lean cuts of meat; top or eye of round, top loin, tenderloin & sirloin are the leanest choices.  
(continued on back)

## ? Did You Know? ?

"Lettuce" get to the core of the matter! To dress up your "Bowl You Over Burrito", salad bowls or sandwiches while packing a nutritious punch, select varieties of lettuce that have more color-like red, green leaf, Bibb or Romaine. These have more nutrients than regular iceberg lettuce.

Keep your greens "green" by tearing the leaves instead of cutting them with a knife; cut edges will turn brown or yellow quickly. Keep them crisp by washing only what you need (storing the unwashed leaves in a tightly closed plastic bag or container). For an added crunch, pop the cleaned lettuce in the freezer for a few minutes before serving!

These tips will help you make the most of your lettuce. We're "leafing" the choice up to you!

# Veggie Olympic Tips

Use these tips to add more veggies to your dinner!

## Serve veggies **fresh or raw!**

- Lettuce salad with or without other veggies added.
- Mixed veggie salad without lettuce or green.
- Veggies with or without dip.

## Add veggies to familiar dinner recipes!

- Chopped broccoli, cauliflower, & carrots, or frozen mixed vegetables to rice or pasta.
- Chopped veggies and plain lowfat yogurt as toppings for baked potatoes.
- Grated carrots to green beans or green peas.



## Try new recipes with veggies for dinner!



- Orange mashed potatoes (cook carrot & potatoes together and then mash them in the water they were cooked in; add salt and pepper to taste).
- Carrot raisin salad (try adding cinnamon or nutmeg for an interesting new flavor).
- Sliced cucumber with vinegar or yogurt by adding fresh or dried dill, too).

## Substitute veggies for other items at dinner!

- Veggies (like broccoli, tomatoes, zucchini, bell pepper, grated carrots and onion) instead of meat on a pizza, or in a lasagna, spaghetti sauce or chili.

# Food Guide Pyramid (con't)

- Pass the poultry please, but leave the skin. Cook your poultry with the skin on if you like, but remove it before you eat it for a lower fat meal.
- Get hooked on fish! Red snapper, haddock, sole, sea bass, cod, trout, salmon and tuna make great healthy catches.
- Substitute dried beans in place of meat for dinner twice a week for a lower fat, higher fiber change of pace.
- Enjoy incredible edible eggs no more than three times per week to reduce cholesterol. For healthier cookies and cakes, substitute 2 egg whites per egg when baking.
- Store your nuts and seeds away for special occasions- their fat and calories add up quickly!

## GIMME 5 Family Fun

Hey kids! Another chance to earn points for your **Olympic Team** at school! You have one week to complete the **GIMME 5 Family Fun activities** below with your parent or another adult. After you complete them, sign your name and have your parent (or other adult) sign theirs. Cut out the square below and return it to class. You earn 10 points for each completed activity!



### This week's activities are:

1. Make the "Bowl You Over Burrito" recipe together for your family to eat as a snack or for dinner. (10 points)
2. Go to the grocery store with your parent and select a veggie that you would like to try (maybe a new kind of lettuce for this week's recipe)! (10 points)

## Bowl You Over Burrito

(Use Pancho Pinto Dip recipe from Week 1)

### You will need:

- 1 cup Pancho Pinto Dip (from week 1)
- 1/4 cup chopped tomatoes
- 1 tablespoon chopped onion (optional)
- 6 large leaves of lettuce, torn in small pieces
- 2 whole wheat tortillas

### Directions:

1. Lay the tortillas flat on a plate. On each tortilla:
2. Spread 1/2 cup Pancho Pinto dip.
3. Sprinkle on 1/2 of chopped tomato & onions.
4. Put 1/2 of lettuce onto tortilla.
6. Wrap up tortilla and heat in microwave for 45-60 seconds or eat cold.

Makes 2 servings.



## GIMME 5 Family Fun

We did it!

# #5

**We made the 'Bowl You Over Burrito'** (10 pts.)

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

\_\_\_\_\_  
(child's signature)

\_\_\_\_\_  
(parent's signature)



# Fourth Grade, Week Five: "PASS" The Veggies And Go For the Goal!"

## BEHAVIORAL OBJECTIVES

Students will be able to:

1. Congratulate themselves for reaching their third goal to eat a veggie for lunch.
2. Prepare, taste, and evaluate two veggie snack recipes in class.
3. Take home video #3 **"PASS The Veggies & Go For The Goal!"** to watch with their family.



## SESSION OUTLINE

<b>Suggested Time</b>	<b>Activities</b>	<b>Visual Aids</b>	<b>Student Materials</b>
15	1. Goal Check #3	<b>GIMME 5 Goal Post Chart</b> Overhead Projector or Chalkboard <b>Transparency #10</b>	completed <b>Worksheets 3, 9, &amp; 12</b>
25	2. Snack Preparation	Snack Ingredients and Supplies	Veggie Snack Recipe <b>Worksheets 13 &amp; 14</b>
5	3. <b>"PASS The Veggies &amp; Go For The Goal!"</b> Video #3		Student video copies

**45 - 50  
Minutes**



**ACTIVITY 1: GOAL CHECK** (15 MINUTES TOTAL)

**Purpose:** To recognize students for reaching their goal #3 to eat a veggie for lunch.

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

***GIMME 5 that's what I say,  
At least five servings every day.  
Make it five for you and me,  
Fruits and veggies are the key!  
Cooked or raw, frozen or canned  
Three veggies daily and I'll feel grand!***

- B. Instruct students to take out **Worksheet 12, Goal #3: Veggies for Lunch**.
- C. Display **Transparency #10** which has the top half completed from Session 9. Tell the class that "Anita Veggie" reached her goal and ate a veggie for lunch at school. Ask them to help you fill in the Goal Check box for "Anita Veggie".
- D. Ask for a show of hands of how many reached their goal #3 to eat a serving of a veggie for lunch.
- E. Call on students to name the veggie that they ate at lunch and what they liked about it.
1. List these on the overhead projector or chalkboard.
  2. Discuss some of the veggies and what they liked about them (**as time permits**).
- F. Display the *GIMME 5 Goal Post* Chart.

**EXPLAIN:**

- You have now set three goals during the *GIMME 5* program and for every goal you reached, you received a checkmark in that goal's column.
- Each of you who reached this third and final goal today will get a checkmark in the **GOAL #3** column on this chart.
- Hand in your **Worksheet 12** and I will put a checkmark by your name in the **GOAL #3** column if you reached your goal.

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

- G. **(Teacher)** Record your own goal check now if you have chosen to participate with your students in the goal setting activities.
- H. Congratulate all students who reached their **GOAL #3**, and tell them to stand and give themselves a pat on the back while the rest of the class claps for them.
- I. Ask if there are any more students who have now reached their **GOAL #1 and/or #2** (Worksheet 3 and/or 9). Collect those worksheets and congratulate those students.
- J. Encourage students who did not reach their **GOAL #1, 2 or 3** to keep trying by using the **"PASS" rap** to help them solve their problems in reaching their goals. Remind them that they will earn their checkmark on the goal chart as soon as they reach their goal and return their worksheets to class.
- K. Remind students that everyone who reaches all three of their goals during the **GIMME 5** program will receive a **GIMME 5 prize** at the end of the program during Session 12.

**ACTIVITY 2: SNACK PREPARATION (25 MINUTES TOTAL)**

**Purpose:** To prepare, taste and evaluate two veggie snacks.

**NOTE to TEACHER about this session:**  
 Preparations for today's snack preparation and taste testing activity include:

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

- A. Explain to students that today's session includes the preparation and taste testing of two more veggie snack recipes in class.

**STATE:**

- Today we will prepare two veggie snack recipes in class.
- After we prepare the snacks, we'll get to taste them!  
*(It is important for children to find the many different ways they like veggies, so always encourage the students to at least taste one bite of each veggie snack recipe.)*

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**STATE (continued):**

- Then you will write down on your **Veggie Snack Recipe Worksheets 13 & 14** whether or not you like them and why.

- B. Stress that it is important that they listen carefully to all of your directions today and to give you their complete attention.
- C. Arrange time now for students to prepare for the snack preparation activity by **washing their hands with soap and water and drying them sanitarilly.**
- D. Arrange (or have “room parents, volunteers or teaching assistant” arrange) the recipe’s food items and utensils on a table or classroom countertop.
- E. Distribute **Veggie Snack Recipe Worksheets 13 & 14** and choose students (or ask for volunteers) to read today’s recipes out loud.
1. Discuss the parts of a recipe (ingredients, amounts, directions, number of servings, etc.) as necessary.
  2. Answer any questions students may have about reading recipes.
- F. Explain the recipe preparation procedure that is most appropriate for your class.

**NOTE to TEACHER**

- A major purpose of this activity is for the students to learn how to make veggie recipes on their own. If you prepare the recipe, demonstrate each step and talk about what you are doing.
- If you prepare the recipes, have some fun with it! Give yourself a "funny" chefs name and wear your *GIMME 5* apron during the recipe preparations.

- G. Give students time to prepare and eat their snack, and ask “room parents, volunteers or teaching assistant” to assist you by monitoring the recipe preparations and taste testings.
- H. Instruct students to evaluate their snacks by answering the questions at the end of their **Veggie Snack Worksheets.**
- I. Discuss some of their evaluations of the recipes.

**ASK:**

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



- J. Encourage students to make at home (with permission, of course) the veggie snacks they prepared today.

**EMPHASIZE:**

- These snack recipes taste good and are a fun way to enjoy eating more veggies!
- Veggies can be prepared in many different ways. During the *GIMME 5* program, we have been tasting veggies prepared different ways. Do you have any favorite? What is your favorite way to prepare veggies? Which ways do you like the best?
- Try serving these veggie recipes for your friends or brothers & sisters after school, at parties, holiday get-togethers, family reunions, or anytime you need a great snack!

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

**ACTIVITY 3: "PASS THE VEGGIES & Go FOR THE GOAL", VIDEO #3**

(5 MINUTES TOTAL)

**Purpose:** To distribute and discuss "PASS The Veggies & Go For The Goal", video #3 with students and the homework assignment to watch it with their family.

- A. Tell the students that today they will be receiving video #3 to take home to watch with their family.

**STATE:**

- Remember two weeks ago when I gave you your second video, I said that each of you would receive three videos that go along with the *GIMME 5* program. Today you will receive your videotape #3, the last one, for you and your family.
- This videotape is called "**PASS The Veggies & Go For The Goal!**". It will show you:
  - how to find substitutes for the ingredients you may be missing to make different recipes like the ones we have tasted in class or that have been featured on the video and in the *GIMME 5 Daily* family newsletters.

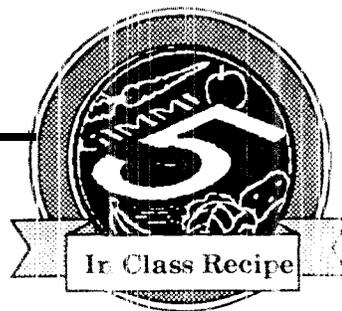
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**STATE (continued):**

- How to use the **"PASS" rap** you learned last week to help you solve various problems you may have in trying to eat more veggies at home, at restaurants and at school.
- How to set a goal for yourself to eat more veggies after the *GIMME 5* program is over.
- Take your videotape home today and watch it with your parent(s) and family this week. It will have several activities that you will be asked to do with your family.
- During our next *GIMME 5* class, we will talk about what you watched on the video and how you used the information you learned about eating veggies.

- B. Hand out a copy of **"PASS The Veggies & Go For The Goal!"** video #3 to each student. Allow students time to put the video in a place where they will remember to take it home. (Example: Book bag or homework folder.)
- C. Ask what the children liked about the previous videotape **"Champs Choose Veggies And You Can, Too!"**. Encourage students to watch this third video with their family this week.
- D. Review that this week they continued to discuss many ways to snack on veggies and the fun, the importance, and the benefits of eating at least three servings of different veggies every day.
1. Remind students that their *GIMME 5 Family Fun #5 activities* are due back by the next *GIMME 5* class.
  2. Give them the date of Session #11.



# Week 5, Session 10

## Veggie Snack

### Classroom Preparation

### Ingredients Order Form

**Note to teachers:**

1. Turn this completed form in the week of \_\_\_\_\_ to your food service manager.
2. If possible, try to schedule your class on the same day as the other 4th grade classes to make it easier for the food service staff to prepare the ingredients for the in-classroom recipe preparations.
3. If possible, try to make the recipes in your classroom as soon after the food service staff sends them to you to maintain the peak quality of the ingredients.

## Recipes: Popeye's Dip

## Saucy Dip

To: \_\_\_\_\_

(Food Service Manager and Personnel)

From: \_\_\_\_\_

(Teacher's Name)

\_\_\_\_\_

(Room Number)

(Number of Students)

Today's Date: \_\_\_\_\_

Date Needed: \_\_\_\_\_

(Day of Week)

(Date)

(Time)





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

Session 10



In Class Recipe

# Veggie Snack Recipe

## Popeye's Dip

### *You need:*

- 1 package (10 ounces) frozen spinach, thawed, uncooked
- 3/4 cup non-fat sour cream
- 1/3 cup pizza sauce
- 1/2 teaspoon black pepper
- 1/2 teaspoon garlic powder
- 1/2 teaspoon onion powder

### *Directions:*

1. Thaw spinach in a strainer in the sink or over a bowl.
2. Drain extra water by pressing the spinach with the back of a spoon.
3. Mix the sour cream, pizza sauce and spices in a mixing bowl.
4. Add the spinach to the bowl and mix well.
5. Serve with carrot sticks and cauliflower.
6. Put the leftovers in the refrigerator.



Makes 4 to 5 servings.

Did you like this recipe? \_\_\_\_\_

Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Would you make it at home? \_\_\_\_\_

\_\_\_\_\_





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

Session 10



In Class Recipe

# Veggie Snack Recipe

## Saucy Dip

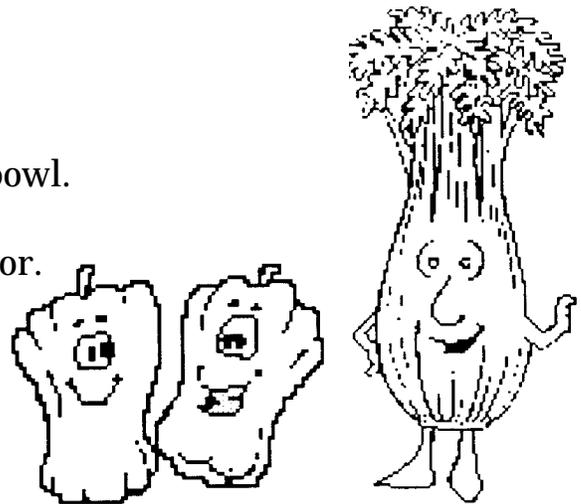
### *You need:*

- 1 cup applesauce
- 1 tablespoon honey

### *Directions:*

1. Mix the ingredients in a mixing bowl.
2. Serve with your favorite veggies.
3. Put the leftovers in the refrigerator.

Makes about 6 servings.



Did you like this recipe? \_\_\_\_\_

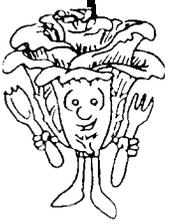
Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Would you make it at home? \_\_\_\_\_

\_\_\_\_\_





# Fourth Grade, Week Six: "Make My Dinner An Olympic Winner!"

## BEHAVIORAL OBJECTIVES

Students will be able to:

1. List a recent evening meal they ate.
2. Name and describe ways they could add servings of veggies to their evening meal.
3. Chart completion of their *GIMME 5 Family Fun #5* activities.
4. Receive their final *GIMME 5 Daily, Number 6* family newsletter.



## SESSION OUTLINE

Suggested Time	Activities	Visual Aids	Student Materials
35	1. Make My Dinner An Olympic Winner!	Overhead Projector or Chalkboard	<b>Worksheet 15</b>
10	2. Newsletter/Family Fun activities	<i>GIMME 5 Goal Post</i> Chart	<i>GIMME 5 Daily #6</i>

**45-50  
Minutes**



**ACTIVITY 1: MAKE MY DINNER AN OLYMPIC WINNER!** (35 MINUTES TOTAL)

**Purpose:** To have students record a dinner meal and then name and describe ways they could add another serving of a veggie to that meal.

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

*GIMME 5 that's what I say,  
At least five servings every day.  
Make it five for you and me,  
Fruits and veggies are the key!  
Cooked or raw, frozen or canned,  
Three veggies daily and I'll feel grand!*

- B. Announce that this week is the final week for the **Olympic Teams'** tryouts for eating more veggies.
1. Emphasize that everyone who completes their *GIMME 5 Family Fun activities* earns 10 points for each one for their **Olympic Team**. Remind them that during the last session of *GIMME 5* there will be an Olympic celebration. It will include veggie snacks and an awards ceremony with "Gold", "Silver" and "Bronze" medal certificates being awarded to the winning teams.
  2. Also remind them that everyone who completes all three *GIMME 5* goals will receive a *GIMME 5 prize* during session 12.
- C. Encourage those students who have not yet completed all of their *GIMME 5 Family Fun activities* or their three *GIMME 5* goals to do so before the last class (give them the date).
- D. Now tell students to close their eyes, sit quietly and think back to the last dinner they ate.

**STATE:**

- Think about what was the main food that you had for that dinner.
- Think about what other foods you had with that main food.
- Think about what you had to drink with the meal.
- Think about if you had a dessert with the meal and what it was.
- OK, does everybody have their dinner in their mind?



- E. Distribute **WORKSHEET 15: Make My Dinner an Olympic Winner** and tell students to list all the foods that they were just thinking about on this worksheet.
- F. Give students time to record their dinner meal.
- G. Instruct students to now look over the food items they listed on their worksheet, decide on ways they could **add a serving of a veggie** to their dinner meal and then write those ways on the bottom of **Worksheet 15**. Remind them of all the ways to add veggies that have been talked about over the last 5 weeks with the **GIMME 5** program.
1. Call on students to read their dinner food record out loud and name and describe the ways they think they could add a serving of a veggie they like to that dinner.
  2. List the students' ideas on the overhead projector or chalkboard.
  3. Discuss some of their ideas.
- H. Discuss some of the problems students had deciding how to add a veggie they like to their dinner.
1. Ask the students how they could use the information they learned in their video #3 "**PASS The Veggies & Go For The Goal!**" and the "**PASS**" rap to solve these problems. *(If not having any veggies available at home is a problem, remind them to use the skills they learned in their role playing activity to ask their parent(s) to buy veggies.)*
  2. Add some of the following suggestions:

- .....
- **Serve veggies fresh or raw;**
- Lettuce salad with or without other veggies added
  - Mixed veggie salad without lettuce or greens, e.g. three bean salad or tomato & cucumber salad
  - Coleslaw
  - Carrot raisin salad
  - Sliced cucumber with vinegar and/or low fat yogurt
  - Sliced veggies with or without dip
- **Add veggies to familiar dinner recipes:**
- Grated veggies such as carrots or zucchini to meat loaf, spaghetti sauce, chili, enchilada filling, casseroles
  - Chopped broccoli, carrots or frozen mixed veggies to rice or pasta (hot or cold)
  - More veggies to soups or stews
  - Veggies as topping for baked potatoes
  - Chopped veggies to chicken or tuna salad
  - Chopped frozen spinach (thawed and drained) to stuffing or dressing
- .....

(continued on next page)



**STATE:**

- **What's Happening** column - The Power Peas will tell your family what's going on this last week in your *GIMME 5* class at school.
- **Food Guide Pyramid** column - This week focuses on the fats, oils & sweets section of the Food Guide Pyramid and how it fits into your and your family's diets.
- **Did You Know** column - Will help you select fresh veggies that you talked about in class and tasted in the recipes at the grocery store.
- **Veggie Olympic Tips** - Gives you tips on how you can get more veggies into your diet.
- **Recipe Box** - Features a new recipe for you and your family to prepare and taste. You will receive 10 points for making the recipe; just check it off on **your GIMME 5 Family Fun activity card.**

1. Allow them time to put their newsletter in a place where they will remember to take it home. (Example: book bag or homework folder.)

C. Display the *GIMME 5 Goal Post* Chart.

1. Explain that they have set three goals during the *GIMME 5* program and for every goal they reached, they have received a checkmark in that goal's column.
2. Ask if there are any more students who have now reached their **GOAL #1, #2 or #3 (Worksheet 3, 9 or 12)**. Collect those worksheets and congratulate those students.
3. Encourage students who did not reach their **GOAL #1, #2 or #3** to keep trying to reach their goal by using the **"PASS" rap** to help them solve the problems they are having in reaching their goals.

- D. Remind students that everyone who reaches all **three** of their goals during the *GIMME 5* program will receive a *GIMME 5 prize* during the next class, Session 12.

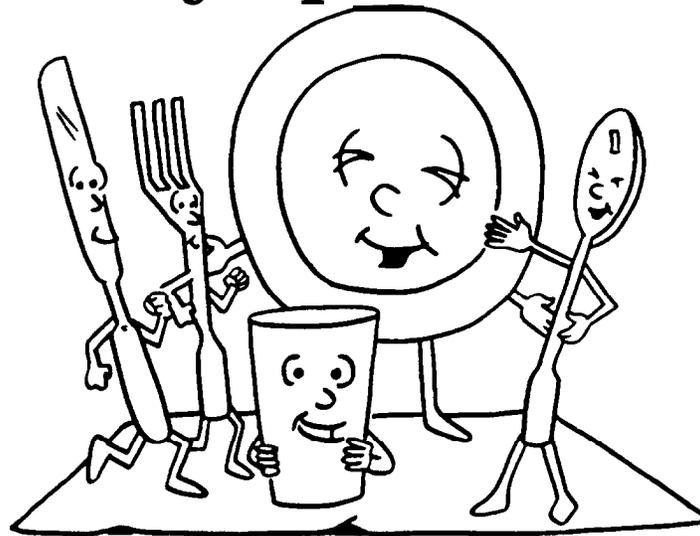
**NOTE to TEACHER about Session 12:**

Preparations for this session's snack taste testing activity include:

- Request food items and supplies from school food service three to four weeks prior to each session. (See the Green "Veggie Snack Ingredient Order Form" at the end of session 12.)
- Check with your food service manager and staff first thing on the morning of this snack taste testing session to be sure everything is in order.
- Check any last minute arrangements for delivery of the food to your classroom.
- Arrange for cafeteria space if you are unable to implement these activities in your classroom.
- Schedule "room parents, volunteers, or teaching assistant" to assist you with these activities.
- (Optional-If your school food service is unable to provide you with the foods and ingredients necessary to prepare the recipes, ask your local grocery store to donate them).



# Make My Dinner An Olympic Winner!



My dinner last night contained these foods:

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---

---

---

What I had to drink with my dinner:

---

Ways I could have added a serving of veggies to my dinner menu:

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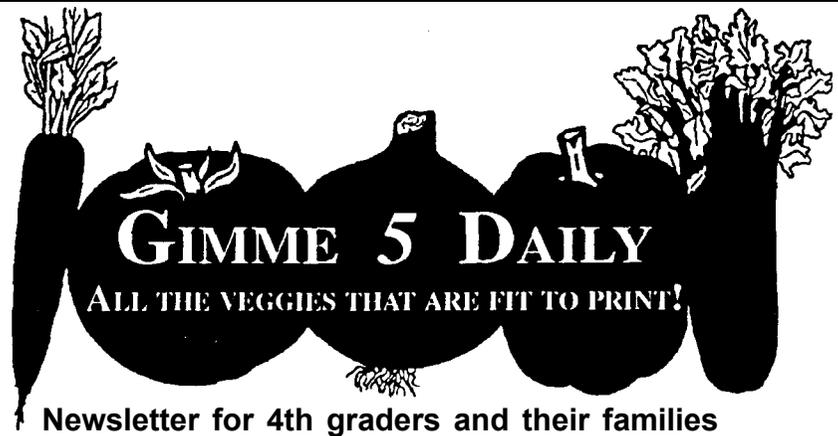
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Number 6



Newsletter for 4th graders and their families

## What's Happening?

We're the Power Peas heading for the finals at the **Veggies Olympic Awards Ceremony** this week! It's hard to believe that this is the last week for your 4th grader's *GIMME 5* program! They have been learning all about eating more veggies and meeting their goals to eat more! Have they been completing the **Family Fun activities** with you? It's a great way to get your whole family eating more veggies! And your child can win prizes for eating more veggies!



The last week in the *GIMME 5* program your child will:

- 🍷 Learn about ways to eat more vegetables at dinner.
- 🍷 Receive their Veggie Olympic medal for their team's efforts to complete the *GIMME 5 Family Fun activities* during the past six weeks.
- 🍷 Receive their individual prize if they have reached all three of their *GIMME 5* goals.
- 🍷 Taste two new veggie recipes and bring the recipes and their evaluations of them home.



**List all of your new favorite veggies!**

## Food Guide Pyramid

### Fats, Oils & Sweets

(Use sparingly)

Jack Sprat could eat no fat, but in limited amounts, you can! Some fat is necessary in your diet, but too much will contribute to heart disease, certain cancers and obesity. Sweets, like fat, contribute very few nutrients to our diets, and are frequently high in fat, as well. Enjoy better health by reducing the amount of fats and sweets your family eats & choosing foods from other food groups, such as fruits, more often.

### What is a serving?

Servings sizes vary according to the food and the amount of fat and calories recommended for each person. In general, use all foods in this group sparingly.

(continued on back)

## ? Did You Know? ?

Peter Piper picked a peck of peppers and you can, too! For the best "pepper picks", look for firm peppers that are well shaped and have a uniform glossy color. Avoid peppers that are pale in color or have sunken or dark, mushy spots on them. Also try yellow, orange and red peppers for variety. Don't forget all the hot & spicy ones available to "pep" up your recipes! (If you take out the seeds, they won't be quite as hot!)

Place your peppers in the vegetable crisper in your refrigerator and use within two weeks for the best taste.

Perk up your parties, picnics and your p.m. snacks; just say, "Pass the peppers, please"!

# Veggie Olympic Tips

Use these tips to help you eat more veggies and get your three servings of veggies every day-it's easier than you think!

## 6 ways to eat more veggies:

1. Make raw veggies handy for snacks and meals by keeping a variety of cut-up veggies in the refrigerator.
2. Add veggies to sandwiches (lettuce, tomato, cucumber, sprouts) and pizza (tomato, squash, broccoli, green pepper, grated carrots, onion).
3. Add veggies to main dishes such as:
  - carrots, broccoli, or zucchini to spaghetti sauce, meat loaf, and lasagna
  - diced tomatoes to nachos and omelettes
4. Add veggies to side dishes such as:
  - chopped veggies to cottage cheese, plain yogurt, or ricotta cheese
  - broccoli and cauliflower to rice, pasta, and potato salad
  - grated carrot to gelatin
  - chopped veggies to baked potatoes
5. Munch on raw veggies (plain or with lowfat dip) instead of chips for snacks, lunches and parties.

## Peter Piper Peppers

Makes 2 servings.

### You will need

- 2 medium green, red or yellow peppers
- 1/4 cup canned or frozen corn
- 1/4 cup chopped tomato (fresh or canned)
- 1/4 cup chopped onion (optional)
- 1/2 teaspoon cumin
- 2 tablespoons fat-free Italian salad dressing

### Directions:

1. Thaw or drain the corn.
2. Wash the other vegetables.
3. Have an adult or older brother or sister chop the tomatoes and onions, and cut off the top of the pepper for you.
3. Pull out the seeds from the pepper.
4. In a small bowl, mix the corn, tomato, onion, cumin and salad dressing together.
5. Fill the pepper with the vegetable mixture.
6. Eat and enjoy (don't forget to eat the pepper)!

# Food Guide Pyramid (con't)

## Healthy Habits

- Read the Nutrition Facts label. Look for food products that have 3 grams of fat or less per 10 calories in a serving. These are low in fat!
- Use half the amount of high fat salad dressings, mayonnaise, oil, butter and margarine you usually use. Select lowfat and fat-free alternatives more often.
- Try steaming, baking and broiling your foods instead of frying.
- Satisfy your sweet tooth with fruit instead of high fat cakes, cookies and candy. Try a fruit smoothie! Or freeze bananas or grapes for a "cool" treat. (And try adding raisins and sliced bananas to lowfat vanilla yogurt.)
- When you can't resist having a "sweet", choose one of the new reduced fat ones!



## GIMME 5 Family Fun

Hey kids! Another chance to earn points for your **Olympic Team** at school! You have one week to complete the **GIMME 5 Family Fun activity** below with your parent or another adult.



After you complete it, sign your name and have your parent (or other adult) sign theirs. Cut out the square below and return it to class. You earn 10 points for this last activity for your **Olympic Team!**

### This week's activity is:

1. Make the "Peter Piper Peppers" recipe together for your family to eat as a snack or for dinner. (10 points)



**GIMME 5 Family Fun**  
**We did it!**

**#6**

**We made the "Peter Piper Peppers"**  
(10 pts)

\_\_\_\_\_  
(child's signature)

\_\_\_\_\_  
(parent's signature)



# Fourth Grade, Week Six: "Veggie Olympic Awards Ceremonies!"

## BEHAVIORAL OBJECTIVES

Students will be able to:

1. Taste and evaluate two veggie recipes in class.
2. Receive a "Gold", "Silver" or "Bronze" medal certificate for their winning team's participation in the *GIMME 5* program.
3. Receive their individual *GIMME 5* **prize** for reaching all three *GIMME 5* goals.



## SESSION OUTLINE

Suggested Time	Activities	Visual Aids	Student Materials
15	1. Taste Testing	Snack Ingredients and Supplies	Veggie Recipe <b>Worksheets 16 &amp; 17</b>
30	2. Veggie Olympic Awards Ceremony	<i>GIMME 5</i> <b>Olympic Scoreboards</b> and <b>Goal Post</b> chart	Gold, Silver & Bronze Medal Award Certificates  <i>GIMME 5</i> <b>prizes</b>

**45 - 50  
Minutes**



## ACTIVITY 1: TASTE TESTING (15 MINUTES TOTAL)

**Purpose:** To taste and evaluate two veggie recipes in class.

**NOTE to TEACHER:**

Preparations for today's snack taste testing activity include:

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

A. Explain to students that today is the last session and their Olympic Awards Ceremony. They will also have two veggie recipes to taste today.

**STATE:**

- Today we will taste two more veggie recipes in class.  
*(It is important for children to find the many different ways they like veggies, so always encourage the students to at least taste one bite of each veggie snack recipe.)*
- Then you will write down on your **Veggie Recipe Worksheets 16 & 17** whether or not you liked them and why.

B. Stress that it is important that they listen carefully to all of your directions today and to give you their complete attention.

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

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

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

F. Distribute **Veggie Recipe Worksheets 16 & 17** for the students to use to evaluate the veggie recipes.

G. Taste the veggie recipes and ask students to comment on how they liked today's samples and why on their worksheets.

H. Discuss some of their evaluations of the recipes.

**ASK:**

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

- I. Encourage students to make at home (with permission, of course) the veggie recipes they tasted today.

**EMPHASIZE:**

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

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

**ACTIVITY 2: VEGGIE OLYMPIC AWARDS CEREMONY (30 MINUTES TOTAL)**

**Purpose:** To have students stand up with their team and receive a "Gold", "Silver" or "Bronze" medal certificate for participation in the *GIMME 5* program and to have students receive their *GIMME 5* prize for reaching their three veggie goals.

- A. Announce to students that today their teams will receive a "Gold", "Silver" or "Bronze" medal certificate based on their team's points earned for completing their *GIMME 5 Family Fun activities* during the *GIMME 5* program.
- B. Help each team add up their team's total points from their **Olympic Scoreboard** and write their score down on the **"Official" Olympic Score Card**. When everyone is finished, have the teams line up and hold up their Olympic score card with their total points displayed.

- C. Announce the "**Gold**" medal winning team (the team with the highest score from their **Olympic Scoreboard**), the "**Silver**" medal winning team (the next highest score), and the "Bronze" medal winning team (the team with the third highest score).
- D. Call out the names of each team member and award them their corresponding medal award certificate.

**(OPTIONAL:** You can either let the students write in their names on the certificate or you can write in their names before the class if you have time and know each team's total points.)

- E. **Congratulate** all the winning teams for their participation in the *GIMME 5* program!
- F. Announce that in addition to the Olympic Medal Awards, all the students reaching all of their **three goals** they set during the *GIMME 5* program will now receive their **GIMME 5 prize**. Point to the **GIMME 5 Goal Post** chart.
1. Call out the name of every student who reached all **three** of their *GIMME 5* goals.
  2. Ask these students to come up to get their **GIMME 5 prize**.
  3. **Congratulate** each of these students and ask for a round of applause.
- G. Ask students to recite the official **GIMME 5 Fruit & Veggie Rap** to remind them that this special program was all about how to eat at least three servings of veggies every day and to eat at least five servings of different veggies and fruits every day:

***GIMME 5 that's what I say,  
At least five servings every day.  
Make it five for you and me,  
Fruits and veggies are the key!  
Cooked or raw, frozen or canned,  
Three veggies daily and I'll feel grand!***

1. Again **congratulate** students on their participation and their cooperation in this program.
2. Ask for a round of applause, and tell students to turn to a student next to them and say "**GIMME 5.**"



**Week 6, Session 12**  
**Veggie Recipe**  
**Classroom Taste Testing**  
**Food Service Recipe**  
**Order Form**

*Note to teachers:*

1. Turn this completed form in the week of \_\_\_\_\_ to your food service manager.
2. If possible, try to schedule your class on the same day as the other 4th grade classes to make it easier for the food service staff to prepare the ingredients for the in class-room recipe preparations.
3. If possible, try to make the recipes in your classroom as soon after the food service staff sends them to you to maintain the peak quality of the ingredients.

**Recipes:      Bunny Hop Salad**  
**One Potato, Two Salad**

To: \_\_\_\_\_

(Food Service Manager and Personnel)

From: \_\_\_\_\_

(Teacher's Name)

\_\_\_\_\_

(Room Number)

(Number of Students)

Today's Date: \_\_\_\_\_

Date Needed: \_\_\_\_\_

(Day of Week)

(Date)

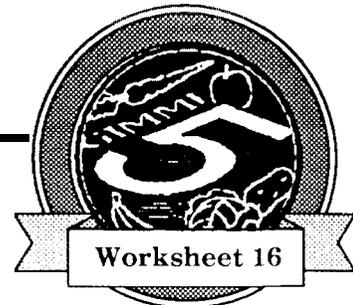
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Name: \_\_\_\_\_

Session 12



Worksheet 16

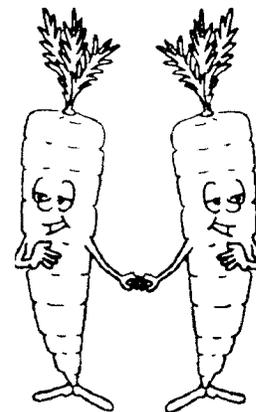
Taste Testing

# Veggie Recipe

## Bunny Hop Salad

### *You need:*

- 2 cups shredded carrots (about 4)
- 1/2 cup raisins
- 1/2 cup drained, crushed pineapple
- 1 carton (8 ounces) vanilla low-fat yogurt
- 1 tablespoon honey (optional)



### *Directions:*

1. Mix the ingredients in a large mixing bowl.
2. Cover with plastic wrap and refrigerate for 30 minutes.
3. Stir again just before serving.
3. Put the leftovers in the refrigerator.

Makes about 6 servings.

Did you like this recipe? \_\_\_\_\_

Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Would you make it at home? \_\_\_\_\_

\_\_\_\_\_





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

Session 12



Taste Testing

# Veggie Recipe

## One Potato, Two Salad

### *You need:*

- |                           |                                |
|---------------------------|--------------------------------|
| 4 large red potatoes      | 2 tablespoons prepared mustard |
| 1/2 cup diced celery      | 2 tablespoons dried parsley    |
| 2/3 cup nonfat yogurt     | 1/2 teaspoon black pepper      |
| 1/3 cup nonfat mayonnaise |                                |

### *Directions:*

1. Wash potatoes and then cut them in half.
2. Place potatoes in saucepan and cover with water.
3. Cover saucepan and bring water to a boil. Reduce heat and let water simmer for 15 minutes, until potatoes are tender when pricked with a fork.
4. Drain water and put potatoes into a mixing bowl.
5. Mix the rest of the ingredients together with the potatoes using a fork to break the potatoes into small bite size pieces.
6. Refrigerate for at least 30 minutes before serving.
7. Put leftovers in the refrigerator.

Makes 4 servings.

Did you like this recipe? \_\_\_\_\_

Why or why not? \_\_\_\_\_

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

Would you make it at home? \_\_\_\_\_

\_\_\_\_\_





---

# Official Olympic Scorecard

---

**Veggie Olympic Team**

---

**Total Points**

---



# Gold Medal AWARD

*Presented to:*

*for completing the 4th grade  
GIMME 5 Veggie Olympics  
and eating at least 5 servings of  
different vegetables and fruits every day.*



(Date)

(Teacher)

(School)

# Silver Medal AWARD



*Presented to:*

---

*for completing the 4th grade  
GIMME: 5 Veggie Olympics  
and eating at least 5 servings of  
different vegetables and fruits every day.*



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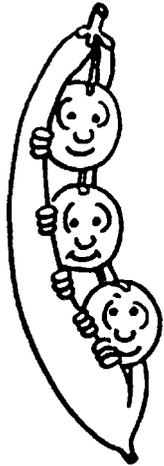
(Date)

---

(Teacher)

---

(School)



# Bronze Medal AWARD

*Presented to:*

---

*for completing the 4th grade  
GIMME 5 Veggie Olympics  
and eating at least 5 servings of  
different vegetables and fruits every day.*



---

(Date)

---

(Teacher)

---

(School)

# Table of Contents

<b>1</b>	GIMME 5 Overview & Introduction
<b>2</b>	Schedule Information
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.....  
**Food Service Overview**  
.....

**W**elcome to the 4th grade Gimme 5 program. The curriculum, which consists of twelve 45-minute sessions, will be taught by the fourth grade teachers in your school beginning the week of \_\_\_\_\_. The theme for the fourth grade students is "Veggie Olympics". Each week, students focus on various Olympic activities as a part of the curriculum.

**Y**ou and your staff have a very important role in helping the teachers implement the curriculum and getting the students to eat more fruits & veggies. Each week the students will be tasting different vegetables and vegetable recipes. Research has found that the more children are exposed to different foods, the more likely that they will begin to like a food and eat it more often. We would therefore like to provide this kind of fun activity for the students. One session each week will include the preparation and/or tasting of two vegetable snacks. On weeks 1, 4, and 5 we would appreciate you and your staff measuring out the recipe ingredients into containers so that the teacher can prepare the recipes in their classrooms. On weeks 2, 3, and 6 we would appreciate you and your staff completely preparing the two recipes to serve to the 4th grade students in their classroom. This manual includes everything that you will need to complete these tasks, including all of the recipes and the order forms that the 4th grade teachers will provide to you with the number of students and the date and time they will need the food.

**T**o enhance the students classroom learning experience, we would also like to work with you and your staff to include in the school lunch menu the various vegetables that the students will be talking about in their classrooms.

**W**e hope that you and your staff enjoy working with the Gimme 5 program as much as the teachers and their students!





.....  
**Schedule**  
.....



- Week 1** Session 1 Let the Veggie Olympics Begin!  
Session 2 Team Up with Veggies!  
(In Class Recipe Preparation)
- Week 2** Session 3 Veggie Snack Attack!  
Session 4 Return of the Veggie Snack Attack!  
(In Class Taste Testing)
- Week 3** Session 5 Fast Food Veggie Tour  
Session 6 Champs Choose Veggies & You Can, Too!  
(In Class Taste Testing)
- Week 4** Session 7 You Asked For It!  
Session 8 Veggies, Veggies, Everywhere!  
(In Class Recipe Preparation)
- Week 5** Session 9 Munch, Crunch, Veggies for Lunch!  
Session 10 PASS The Veggies And Go For the Goal!  
(In Class Recipe Preparation)
- Week 6** Session 11 Make My Dinner An Olympic Winner!  
Session 12 Veggie Olympic Awards Ceremonies!  
(In Class Taste Testing)





.....  
**General Information**  
.....

## **Color Coding Scheme**

Teacher classroom order form . . . . . GREEN

In classroom preparation recipe . . . . . HOT PINK

Food Service Personnel prepared recipe . . . ORANGE

Food and Supply List to order . . . . . YELLOW







# Week 1, Session 2 Veggie Snacks Food and Supplies List

**Amounts needed for each 4th grade classroom of 25-30 students:**

**Food Items:**

peanut butter  
unsweetened applesauce  
cinnamon  
raisins  
celery sticks  
carrot sticks  
pizza sauce  
plain, nonfat yogurt  
yellow squash slices  
green pepper strips

**Amounts:**

1/2 cup  
1 cup  
1/2 teaspoon  
1 cup  
1 stick per student/teacher  
1 stick per student/teacher  
1 1/2 cups  
1/3 cup  
1 slice per student/teacher  
1 strip per student/teacher

**Paper Product Supplies:**

Paper plates, small  
Paper napkins

**Amounts:**

1 per student/teacher  
2 per student/teacher



**Thank You for all Your Help!!**



# Classroom Preparation Ingredients List

## *Note to*

### *Food Service Staff:*

1. Your 4th grade teachers will turn in their order forms to you at least 3 weeks in advance.
2. The below recipe ingredients are enough for a class of 25-30 students to "sample". You will need to prepare one set of the below ingredients for & of your 4th grade teachers to send to their classroom.
3. We have asked the 4th grade teachers to coordinate with each other which day they will conduct this class. We hope they all will be able to do it on the same day. This will make your job easier! If need be, talk to your 4th grade teachers to coordinate this.

## **Blackeyed Peanut Butter Dip**

### *Ingredients for 25-30 student classroom:*

- 1/2 cup peanut butter
- 1 cup unsweetened applesauce
- 1/2 teaspoon cinnamon
- 1 cup raisins
- \_\_\_ fresh celery sticks (1 per student/teacher)
- \_\_\_ fresh carrot sticks (1 per student/teacher)
- \_\_\_ small paper plates (1 per student/teacher)
- \_\_\_ paper napkins (1 per student/teacher)

### *Food Service Personnel Directions:*

1. Measure out the peanut butter, applesauce, cinnamon and raisins. Place each in its own container. Cover with plastic wrap.
2. Cut carrots and celery into sticks (1 per student/teacher).
3. Place all the ingredients, carrot and celery sticks, and paper products onto a tray for each teacher's classroom.



**Thank You for all Your Help!!**



# Week 1, Session 2

## Veggie Snack

### Classroom Preparation

### Ingredients List



#### *Note to*

#### *Food Service Staff:*

1. Your 4th grade teachers will turn in their order forms to you at least 3 weeks in advance.
2. The below recipe ingredients are enough for a class of 25-30 students to "sample". You will need to prepare one set of the below ingredients for each of your 4th grade teachers to send to their classroom.
3. We have asked the 4th grade teachers to coordinate with each other which day they will conduct this class. We hope they all will be able to do it on the same day. This will make your job easier! If need be, talk to your 4th grade teachers to coordinate this.

#### **Pizza Dip**

#### *Ingredients needed for 25-30 student classroom:*

- 1 1/2 cups pizza sauce (from jar or can)
- 1/3 cup plain nonfat yogurt
- \_\_\_ fresh yellow squash slices (1 per student/teacher)
- \_\_\_ fresh green pepper strips (1 per student/teacher)
- \_\_\_ small paper plates (1 per student/teacher)
- \_\_\_ paper napkins (1 per student/teacher)

#### *Food Service Personnel Directions:*

1. Measure out the pizza sauce and yogurt and put each into separate containers. Cover with plastic wrap.
2. Cut yellow squash and green pepper into slices (one each per student/teacher).
3. Arrange ingredients, yellow squash and green pepper slices, and paper products on tray for teacher's classroom.



**Thank You for all Your Help!!**



# Week 2, Session Veggie Recipe Classroom Taste Testing Food Service Recipe Order Form

- Note to teachers:**
1. Turn this completed form in the week of \_\_\_\_\_ to your food service manager.
  2. If possible, try to schedule your class on the same day as the other 4th grade classes to make it easier for the food service staff to prepare the ingredients for the in class-room recipe preparations.
  3. If possible, try to make the recipes in your classroom as soon after the food service staff sends them to you to maintain the peak quality of the ingredients.

## Recipes: Refried Beans Succotash Splash

To: \_\_\_\_\_  
(Food Service Manager and Personnel)

From: \_\_\_\_\_  
(Teacher's Name)

\_\_\_\_\_  
(Room Number) (Number of Students)

Today's Date: \_\_\_\_\_

Date Needed: \_\_\_\_\_  
(Day of Week) (Date) (Time)





## **Week 2, Session 4 Veggie Recipes Food and Supplies List**

**Amounts needed for each 4th grade classroom of  
25-30 students:**

**Food Items:**

pinto beans, cooked  
onion powder  
garlic powder  
black pepper  
whole kernel corn  
green lima beans

**Amounts:**

2 cups  
1/4 teaspoon  
1/4 teaspoon  
1/8 teaspoon  
2 cups  
2 cups

**Paper Product Supplies:**

Paper plates, small  
Paper napkins  
Plastic spoons

**Amounts:**

2 per student/teacher  
2 per student/teacher  
1 per student/teacher



**Thank You for all Your Help!!**



## Week 2, Session 4

# Veggie Recipe Classroom Taste Testing Food Service Recipe



### *Note to*

- Food Service Staff:**
1. Your 4th grade teachers will turn in their order forms to you at least 3 weeks in advance.
  2. The below recipe is enough for a class of 25-30 students to "sample". You will need to prepare one recipe for each of your 4th grade teachers to send to their classroom.
  3. We have asked the 4th grade teachers to coordinate with each other which day they will conduct this class. We hope they all will be able to do it on the same day. This will make your job easier! If need be, talk to your 4th grade teachers to coordinate this.

### **Refried Beans**

#### *Ingredients for 25-30 students to taste test:*

- 2 cups cooked pinto beans
- 1/4 teaspoon onion powder
- 1/4 teaspoon garlic powder
- 1/8 teaspoon black pepper
- \_\_\_ small paper plates (1 per student/teacher)
- \_\_\_ small plastic spoons (1 per student/teacher)
- \_\_\_ paper napkins (1 per student/teacher)

#### *Food Service Personnel Directions:*

1. If using canned beans, drain the juice (save for later).
2. Blend beans until smooth, adding some of the saved liquid if necessary to make it blend smoothly.
3. Add the spices to the blender and blend into beans.
4. Pour beans into pan and heat thoroughly, stirring often.
5. Arrange recipe in serving container and paper supplies on a tray for teacher's classroom.



**Thank You for all Your Help!!**



## Week 2, Session 4

### Veggie Recipe

# Classroom Taste Testing Food Service Recipe



#### *Note to*

#### *Food Service Staff:*

1. Your 4th grade teachers will turn in their order forms to you at least 3 weeks in advance.
2. The below recipe is enough for a class of 25-30 students to "sample". You will need to prepare one recipe for each of your 4th grade teachers to send to their classroom.
3. We have asked the 4th grade teachers to coordinate with each other which day they will conduct this class. We hope they all will be able to do it on the same day. This will make your job easier! If need be, talk to your 4th grade teachers to coordinate this.

### Succotash Splash

#### *Ingredients needed for 25-30 students to taste test:*

- 2 cups frozen or canned whole kernal corn
- 2 cups frozen or canned green lima beans
- \_\_\_ small paper plates (1 per student/teacher)
- \_\_\_ small plastic spoons (1 per student/teacher)
- \_\_\_ paper napkins (1 per student/teacher)

#### *Food Service Personnel Directions:*

1. Mix corn and lima beans together and heat thoroughly.
2. Place recipe in a classroom serving dish.
3. Arrange the serving dish and paper products on tray for teacher's classroom.



**Thank You for all Your Help!!**





# **Week 3, Session 6**

## **Veggie Snacks**

### **Food and Supplies**

#### **List**

**Amounts needed for each 4th grade classroom of 25-30 students:**

**Food Items:**

carrots, shredded  
tomatoes, chopped  
cucumbers, sliced  
red cabbage, shredded  
mushrooms, sliced  
nonfat honey mustard dressing  
sweet potatoes or yams  
marshmallows

**Amounts:**

1/2 cup  
1/2 cup  
1/2 cup  
1/2 cup  
1/2 cup  
1/2 cup  
2 cups canned, cooked  
30 mini or 10 large

**Paper Product Supplies:**

Paper plates, small  
Plastic spoons, small  
Paper napkins

**Amounts:**

2 per student/teacher  
1 per student/teacher  
2 per student/teacher



**Thank You for all Your Help!!**



# Week 3, Session 6

## Veggie Snack

### Classroom Taste Testing

### Ingredients List



- Note to Food Service Staff*
1. your 4th grade teachers will turn in their order forms to you at least 3 weeks in advance.
  2. The below recipe ingredients are enough for a class of 25-30 students to "sample". You will need to prepare one set of the below ingredients for each of your 4th grade teachers to send to their classroom.
  3. We have asked the 4th grade teachers to coordinate with each other which day they will conduct this class. We hope they all will be able to do it on the same day. This will make your job easier! If need be, talk to your 4th grade teachers to coordinate this.

#### Rainbow Salad

##### *Ingredients needed for 25-30 students to taste test:*

- 1/2 cup shredded carrots
- 1/2 cup chopped tomatoes
- 1/2 cup sliced cucumbers
- 1/2 cup shredded red cabbage
- 1/2 cup sliced mushrooms
- 1/2 cup nonfat honey mustard dressing
- \_\_\_ small paper plates (1 per student/teacher)
- \_\_\_ small plastic spoons (1 per student/teacher)
- \_\_\_ paper napkins (1 per student/teacher)

##### *Food Service Personnel Directions:*

1. Mix cut up vegetables together in a serving bowl.
2. Pour dressing over vegetables and mix together well.
3. Cover serving bowl with plastic wrap.
4. Place recipe in serving bowl and paper products on tray for teacher's classroom.



**Thank You for all Your Help!!**



## Week 3, Session 6

# Veggie Snack Classroom Taste Testing Food Service Recipe



*Note to*

- Food Service Staff:**
1. Your 4th grade teachers will turn in their order forms to you at least 3 weeks in advance.
  2. The below recipe is enough for a class of 25-30 students to "sample". You will need to prepare one recipe for each of your 4th grade teachers to send to their classroom.
  3. We have asked the 4th grade teachers to coordinate with each other which day they will conduct this class. We hope they all will be able to do it on the same day. This will make your job easier! If need be, talk to your 4th grade teachers to coordinate this.

### Martian Sweet Potatoes

***Ingredients needed for 25-30 students to taste test:***

- 2 cups canned, cooked sweet potatoes or yams
- 30 mini marshmallows (or 10 large marshmallows)
- \_\_\_ small paper plates (1 per student/teacher)
- \_\_\_ small plastic spoons (1 per student/teacher)
- \_\_\_ paper napkins (1 per student/teacher)

***Food Service Personnel Directions:***

1. Mash or blend sweet potatoes until smooth, adding liquid from can if necessary to get them smooth.
2. Put sweet potatoes into an oven-proof pan and stir in marshmallows.
3. Bake mixture until hot, about 20-30 minutes.
4. Place heated sweet potatoes into a serving dish.
5. Place serving bowl and paper products on tray for teacher's classroom.



**Thank You for all Your Help!!**



# Week 4, Session 8

## Veggie Recipe

### Classroom Preparation

### Food Service Recipe

## Order Form

- Note to teachers:*
1. Turn this completed form in the week of \_\_\_\_\_ to your food service manager.
  2. If possible, try to schedule your class on the same day as the other 4th grade classes to make it easier for the food service staff to prepare the ingredients for the in class-room recipe preparations.
  3. If possible, try to make the recipes in your classroom as soon after the food service staff sends them to you to maintain the peak quality of the ingredients.

## Recipes:

# Dip, Dip, Hooray!

## *GIMME 5* Onion Dip

To: \_\_\_\_\_  
(Food Service Manager and Personnel)

From: \_\_\_\_\_  
(Teacher's Name)

\_\_\_\_\_ (Room Number) \_\_\_\_\_ (Number of Students)

Today's Date: \_\_\_\_\_

Date Needed: \_\_\_\_\_  
(Day of Week) (Date) (Time)





# **Week 4, Session 8 Veggie Snacks Food and Supplies List**

**Amounts needed for each 4th grade classroom of  
25-30 students:**

**Food Items:**

plain, nonfat yogurt  
peanut butter  
honey  
carrot sticks  
zucchini sticks  
dry onion soup mix  
plain, nonfat yogurt or sour cream  
broccoli pieces  
celery sticks

**Amounts:**

1 1/2 cups  
1/3 cup  
1 1/2 tablespoons  
1 per student/teacher  
1 per student/teacher  
one 1 oz. envelope  
2 cups  
1 per student/teacher  
1 per student/teacher

**Paper Product Supplies:**

Paper plates, small  
Paper napkins

**Amounts:**

2 per student/teacher  
2 per student/teacher



**Thank You for all Your Help!!**



# Week 4, Session 8

## Veggie Recipe

### Classroom Preparation

### Food Service Recipe



*Note to*

- Food Service Staff:**
1. Your 4th grade teachers will turn in their order forms to you at least 3 weeks in advance.
  2. The below recipe is enough for a class of 25-30 students to "sample". You will need to prepare one recipe for each of your 4th grade teachers to send to their classroom.
  3. We have asked the 4th grade teachers to coordinate with each other which day they will conduct this class. We hope they all will be able to do it on the same day. This will make your job easier! If need be, talk to your 4th grade teachers to coordinate this.

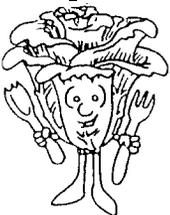
#### Dip, Dip, Hooray!

***Ingredients needed for 25-30 students:***

- 1 1/2 cups plain nonfat yogurt
- 1/3 cup peanut butter
- 1 1/2 tablespoons honey
- \_\_\_ fresh carrot sticks (1 per student/teacher)
- \_\_\_ fresh zucchini sticks (1 per student/teacher)
- \_\_\_ small paper plates (1 per student/teacher)
- \_\_\_ paper napkins (1 per student/teacher)

***Food Service Personnel Directions:***

1. Measure out yogurt, peanut butter and honey, placing each into its own container. Cover the containers with plastic wrap.
2. Cut the carrots and zucchini into strips (1 per student/teacher).
3. Arrange ingredients, carrot and zucchini strips, and paper supplies on a tray for teacher's classroom.



**Thank You for all Your Help!!**



# Week 4, Session 8

## Veggie Recipe

### Classroom Preparation

### Food Service Recipe



*Note to*

- Food Service Staff:**
1. Your 4th grade teachers will turn in their order forms to you at least 3 weeks in advance.
  2. The below recipe is enough for a class of 25-30 students to "sample". You will need to prepare one recipe for each of your 4th grade teachers to send to their classroom.
  3. We have asked the 4th grade teachers to coordinate with each other which day they will conduct this class. We hope they all will be able to do it on the same day. This will make your job easier! If need be, talk to your 4th grade teachers to coordinate this.

#### **GIMME 5 Onion Dip**

***Ingredients needed for 25-30 students:***

- 1 envelope (1 ounce) dry Onion Soup Mix
- 2 cups plain nonfat yogurt or sour cream
- \_\_\_ fresh small broccoli pieces (1 per student/teacher)
- \_\_\_ fresh celery sticks (1 per student/teacher)
- \_\_\_ small paper plates (1 per student/teacher)
- \_\_\_ paper napkins (1 per student/teacher)

***Food Service Personnel Directions:***

1. Measure out nonfat yogurt or sour cream into separate containers. Cover with plastic wrap.
2. Cut the broccoli into small flowerettes (1 per student/teacher).
3. Cut the celery into sticks (1 per student/teacher).
4. Arrange broccoli pieces and celery sticks on a serving tray.
5. Place ingredients, vegetable pieces and paper products on tray for teacher's classroom.



**Thank You for all Your Help!!**



# Week 5, Session 10

## Veggie Snack

### Classroom Preparation

### Ingredients Order Form

- Note to teachers:*
1. Turn this completed form in the week of \_\_\_\_\_ to your food service manager.
  2. If possible, try to schedule your class on the same day as the other 4th grade classes to make it easier for the food service staff to prepare the ingredients for the in class-room recipe preparations.
  3. If possible, try to make the recipes in your classroom as soon after the food service staff sends them to you to maintain the peak quality of the ingredients.

## Recipes: Popeye's Dip

## Saucy Dip

To: \_\_\_\_\_  
(Food Service Manager and Personnel)

From: \_\_\_\_\_  
(Teacher's Name)

\_\_\_\_\_ (Room Number) (Number of Students)

Today's Date: \_\_\_\_\_

Date Needed: \_\_\_\_\_  
(Day of Week) (Date) (Time)





# **Week 5, Session 10**

## **Veggie Snacks**

### **Food and Supplies**

#### **List**

**Amounts needed for each 4th grade classroom of 25-30 students:**

**Food Items:**

spinach, frozen, thawed, uncooked  
nonfat sour cream  
pizza sauce  
black pepper  
garlic powder  
onion powder  
carrot sticks  
cauliflower pieces  
applesauce  
honey  
celery sticks

**Amounts:**

1 1/2 cups  
3/4 cup  
1/3 cup  
1/2 teaspoon  
1/2 teaspoon  
1/2 teaspoon  
1 per student/teacher  
1 per student/teacher  
2 cups  
2 tablespoons  
1 per student/teacher

**Paper Product Supplies:**

Paper plates, small  
Paper napkins

**Amounts:**

2 per student/teacher  
2 per student/teacher



**Thank You for all Your Help!!**



## Week 5, Session 10

# Veggie Snack Classroom Preparation Ingredients List



### *Note to*

- Food Service Staff:**
1. Your 4th grade teachers will turn in their order forms to you at least 3 weeks in advance.
  2. The below recipe ingredients are enough for a class of 25-30 students to "sample". You will need to prepare one set of the below ingredients for each of your 4th grade teachers to send to their classroom.
  3. We have asked the 4th grade teachers to coordinate with each other which day they will conduct this class. We hope they all will be able to do it on the same day. This will make your job easier! If need be, talk to your 4th grade teachers to coordinate this.

### **Popeye's Dip!**

#### *Ingredients needed for 25-30 students:*

- 1 1/2 cups frozen spinach, thawed, drained, uncooked
- 3/4 cup nonfat sour cream
- 1/3 cup pizza sauce
- 1/2 teaspoon black pepper
- 1/2 teaspoon garlic powder
- 1/2 teaspoon onion powder
- \_\_\_ fresh carrot sticks (1 per student/teacher)
- \_\_\_ fresh cauliflower pieces (1 per student/teacher)
- \_\_\_ small paper plates (1 per student/teacher)
- \_\_\_ paper napkins (1 per student/teacher)

#### *Food Service Personnel Directions:*

1. Measure spinach, nonfat sour cream and spices. Place each into their own container and cover with plastic wrap.
2. Cut carrots into sticks and cauliflower into bite-size pieces (one each per student/teacher). Place vegetables on serving tray.
3. Arrange ingredients, vegetables and paper products on a tray for teacher's classroom.



**Thank You for all Your Help!!**



# Week 5, Session 10

## Veggie Snack

### Classroom Preparation

### Ingredients List



*Note to*

- Food Service Staff:**
1. Your 4th grade teachers will turn in their order forms to you at least 3 weeks in advance.
  2. The below recipe ingredients are enough for a class of 25-30 students to "sample". You will need to prepare one set of the below ingredients for each of your 4th grade teachers to send to their classroom.
  3. We have asked the 4th grade teachers to coordinate with each other which day they will conduct this class. We hope they all will be able to do it on the same day. This will make your job easier! If need be, talk to your 4th grade teachers to coordinate this.

#### Saucy Dip

***Ingredients needed for 25-30 students:***

- 2 cups applesauce
- 2 tablespoons honey
- \_\_\_ fresh celery sticks (1 per student/teacher)
- \_\_\_ small paper plates (1 per student/teacher)
- \_\_\_ paper napkins (1 per student/teacher)

***Food Service Personnel Directions:***

1. Measure out the applesauce and honey. Put each into their own container and cover with plastic wrap.
2. Cut celery into sticks and place on serving tray.
3. Arrange ingredients, celery sticks and paper products onto tray for teacher's classroom.



**Thank You for all Your Help!!**



**Week 6, Session 12**  
**Veggie Recipe**  
**Classroom Taste Testing**  
**Food Service Recipe**  
**Order Form**

*Note to teachers:*

1. Turn this completed form in the week of \_\_\_\_\_ to your food service manager.
2. If possible, try to schedule your class on the same day as the other 4th grade classes to make it easier for the food service staff to prepare the ingredients for the in class-room recipe preparations.
3. If possible, try to make the recipes in your classroom as soon after the food service staff sends them to you to maintain the peak quality of the ingredients.

**Recipes:            Bunny Hop Salad**  
**One Potato, Two Salad**

To: \_\_\_\_\_  
 (Food Service Manager and Personnel)

From: \_\_\_\_\_  
 (Teacher's Name)

\_\_\_\_\_ (Room Number) (Number of Students)

Today's Date: \_\_\_\_\_

Date Needed: \_\_\_\_\_  
 (Day of Week) (Date) (Time)





# Week 6, Session 12

## Veggie Recipes

### Food and Supplies

### List

**Amounts needed for each 4th grade classroom of 25-30 students:**

**Food Items:**

carrots, shredded  
raisins  
pineapple, crushed, drained  
lowfat, vanilla yogurt  
honey  
red potatoes, unpeeled  
celery, diced  
nonfat, plain yogurt  
nonfat mayonnaise  
prepared mustard  
parsley, dry flakes  
black pepper

**Amounts:**

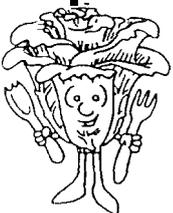
2 cups  
1/2 cup  
1/2 cup  
1 cup  
1 tablespoon  
4 large  
1/2 cup  
2/3 cup  
1/3 cup  
2 tablespoons  
2 tablespoons  
1/2 teaspoon

**Paper Product Supplies:**

Paper plates, small  
Paper napkins  
Plastic spoons

**Amounts:**

2 per student/teacher  
2 per student/teacher  
1 per student/teacher



**Thank You for all Your Help!!**



## Week 6, Session 12

# Veggie Recipe Classroom Taste Testing Food Service Recipe



### *Note to*

#### *Food Service Staff:*

1. Your 4th grade teachers will turn in their order forms to you at least 3 weeks in advance.
2. The below recipe is enough for a class of 25-30 students to "sample". You will need to prepare one recipe for each of your 4th grade teachers to send to their classroom.
3. We have asked the 4th grade teachers to coordinate with each other which day they will conduct this class. We hope they all will be able to do it on the same day. This will make your job easier! If need be, talk to your 4th grade teachers to coordinate this.

### **Bunny Hop Salad**

#### *Ingredients needed for 25-30 students to taste test:*

- 2 cups shredded carrots
- 1/2 cup raisins
- 1/2 cup drained, crushed pineapple
- 1 cup vanilla lowfat yogurt
- 1 tablespoon honey (optional)
- \_\_\_ small plastic spoons (1 per student/teacher)
- \_\_\_ small paper plates (1 per student/teacher)
- \_\_\_ paper napkins (1 per student/teacher)

#### *Directions:*

1. Mix all of the ingredients together in a serving bowl. Cover with plastic wrap.
2. Arrange recipe in bowl and paper products on tray for teacher's classroom.



**Thank You for all Your Help!!**



# Week 6, Session 12

## Veggie Recipe

### Classroom Taste Testing

### Food Service Recipe



#### *Note to*

- Food Service Staff:**
1. Your 4th grade teachers will turn in their order forms to you at least 3 weeks in advance.
  2. The below recipe is enough for a class of 25-30 students to "sample". You will need to prepare one recipe for each of your 4th grade teachers to send to their classroom.
  3. We have asked the 4th grade teachers to coordinate with each other which day they will conduct this class. We hope they all will be able to do it on the same day. This will make your job easier! If need be, talk to your 4th grade teachers to coordinate this.

#### **One Potato, Two Salad**

#### *Ingredients needed for 25-30 students to taste test:*

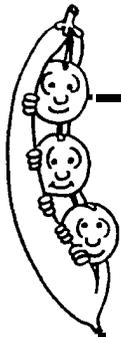
- 4 large red potatoes, washed and unpeeled
- 1/2 cup diced celery
- 2/3 cup nonfat plain yogurt
- 1/3 cup nonfat mayonnaise
- 2 tablespoons prepared mustard
- 2 tablespoons dried parsley flakes
- 1/2 teaspoon black pepper
- \_\_\_ small plastic spoons (1 per student/teacher)
- \_\_\_ small paper plates (1 per student/teacher)
- \_\_\_ paper napkins (1 per student/teacher)

#### *Food Service Personnel Directions:*

1. Cook potatoes until tender. Put into serving container and set aside.
2. Mix the yogurt, mayonnaise and spices together.
3. Mix the yogurt/mayonnaise dressing into the potatoes, breaking the potatoes into small bite-size pieces as mixing.
4. Cover potato salad with plastic wrap and refrigerate for 30 minutes.
5. Arrange recipe in serving container and paper products on tray for teacher's classroom.



**Thank You for all Your Help!!**



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

Session 2

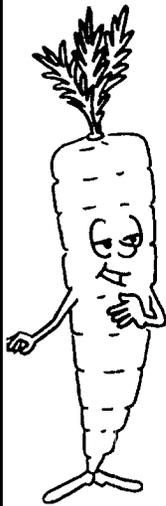


# Veggie Snack Recipe

## Blackeyed Peanut Butter Dip

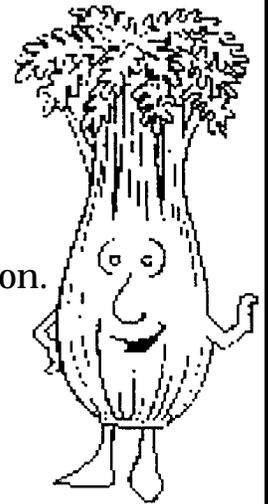
*You need:*

- 1/2 cup peanut butter
- 1 cup unsweetened applesauce
- 1/2 teaspoon cinnamon
- 1 cup raisins



*Directions:*

1. Put the peanut butter in a medium bowl.
2. Carefully stir in the applesauce and cinnamon.
3. Stir in raisins.
4. Serve with carrot and celery sticks.
5. Put the leftovers in the refrigerator.



Makes about 2 1/2 cups of dip.

Did you like this recipe? \_\_\_\_\_

Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Would you make it at home? \_\_\_\_\_

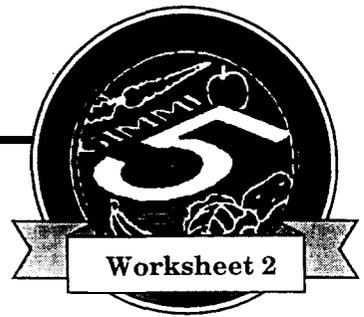
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Name: \_\_\_\_\_

Session 2



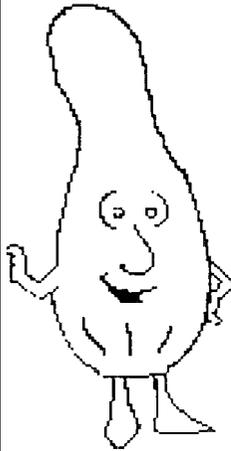
In Class Recipe

# Veggie Snack Recipe

## Pizza Dip

*You need:*

- 1 cup pizza sauce (from a jar or can)
- 1/4 cup plain nonfat yogurt



*Directions:*

1. Empty the pizza sauce (from the jar or can) into a medium bowl.
2. Carefully stir the yogurt into the pizza sauce.
3. Serve with yellow squash and green pepper strips.
4. Put the leftovers in the refrigerator.



Makes about 1 1/4 cups of dip.

Did you like this recipe? \_\_\_\_\_

Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Would you make it at home? \_\_\_\_\_

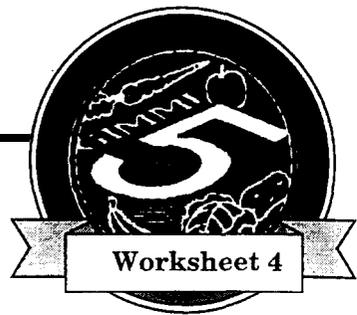
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Name: \_\_\_\_\_

Session 4



Worksheet 4

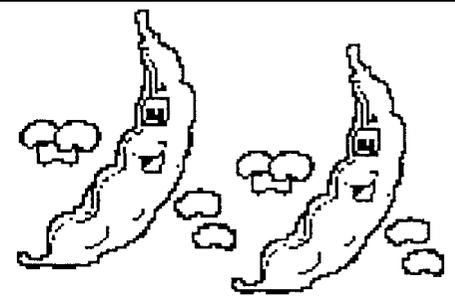
Taste Testing

# Veggie Recipe

## Refried Beans

*You need:*

- 1 can (16 ounces) pinto beans
- 1/4 teaspoon onion powder
- 1/4 teaspoon garlic powder
- 1/8 teaspoon black pepper



*Directions:*

1. Drain the juice from the beans into a bowl.
2. Put the beans into a pot.
3. Pour about half of the juice back over the beans, and add the spices.
4. Use a potato masher to carefully mash the beans. (You may use a fork or large spoon if you don't have a potato masher.)
5. Mash in more of the leftover juice until the beans are as thick or thin as you like.
6. Heat over low heat, stirring often.
7. Serve with lowfat tortilla chips.

Makes 3 servings.

Did you like this recipe? \_\_\_\_\_

Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Would you make it at home? \_\_\_\_\_

\_\_\_\_\_





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

Session 4

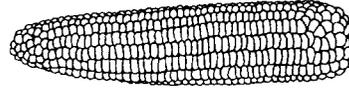


# Veggie Recipe

## Succotash Splash

*You need:*

- 1 package frozen (or one 16 oz. can) whole kernel corn
- 1 package frozen (or one 16 oz. can) green lima beans



*Directions:*

1. Heat each vegetable according to the directions on the container.
2. Mix the corn and the green lima beans together before serving.
3. Season with black pepper, if desired.

Makes 6 to 8 servings.

Did you like this recipe? \_\_\_\_\_

Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Would you make it at home? \_\_\_\_\_

\_\_\_\_\_





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

Session 6



Worksheet 6

Taste Testing

# Veggie Recipe

## Rainbow Salad

### You need:

1/2 cup of shredded carrots

1/2 cup of chopped tomatoes

1/2 cup of sliced cucumbers

1/2 cup of shredded red cabbage

1/2 cup of sliced mushrooms

1/2 cup of nonfat honey mustard dressing



### Directions:

1. Have an adult or older brother or sister help you shred, chop and slice all of the above vegetables (or buy some already cut up at the grocery store).
2. Mix all of the vegetables together in a large mixing bowl.
3. Pour the honey mustard dressing over the vegetables.
4. Mix everything carefully with a large spoon to cover the vegetables with the honey mustard.
5. Serve on a plate or in a bowl.
6. Put the leftovers in the refrigerator.

Makes about 5 servings.

Did you like this recipe? \_\_\_\_\_

Why or why not? \_\_\_\_\_

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Would you make it at home? \_\_\_\_\_

\_\_\_\_\_





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

Session 6



# Veggie Recipe

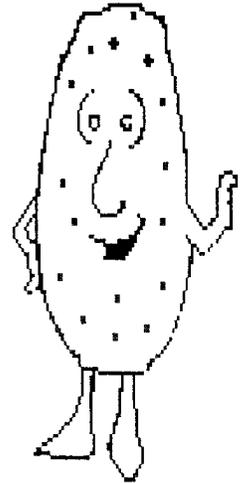
## Martian Sweet Potatoes

**You need:**

- 1 16 oz. can of yams (sweet potatoes)
- 30 mini marshmallows (or 10 large marshmallows)

**Directions:**

1. Drain the liquid from the can into a small bowl aside.
2. Pour the yams/sweet potatoes into a microwave oven proof bowl and mash them carefully. Pour in some of the saved liquid if you need to get them finely
3. Mix the marshmallows into the yams.
4. Microwave for 5 minutes (until heated).
5. Serve 1/2 cup to each person.
6. Put the leftovers in the refrigerator.



Makes about 6 servings.

Did you like this recipe? \_\_\_\_\_

Why or why not? \_\_\_\_\_

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Would you make it at home? \_\_\_\_\_

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

Session 8



# Veggie Snack Recipe

In Class Recipe

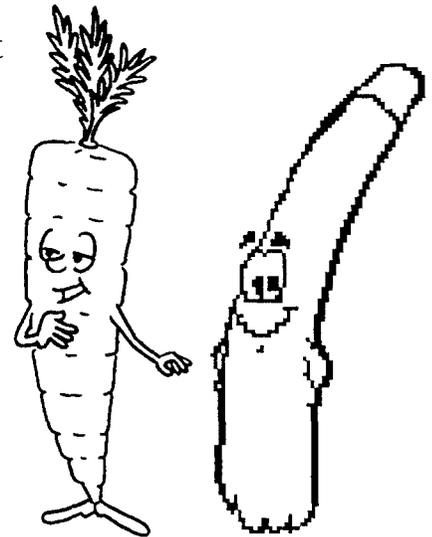
## Dip, Dip, Hooray!

### *You need:*

- 1 carton (8 ounces) plain nonfat yogurt
- 3 tablespoons peanut butter
- 1 tablespoon honey

### *Directions:*

1. Put the yogurt in a medium bowl.
2. Stir in the peanut butter and honey.
3. Serve with carrot and zucchini strips.
4. Put the leftovers in the refrigerator.



Makes about 1 cup of dip.

Did you like this recipe? \_\_\_\_\_

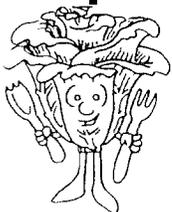
Why or why not? \_\_\_\_\_

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Would you make it at home? \_\_\_\_\_

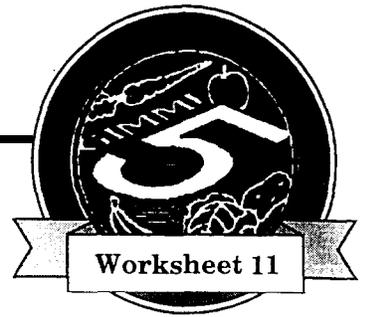
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Name: \_\_\_\_\_

Session 8



Worksheet 11

In Class Recipe

# Veggie Snack Recipe

## ***GIMME 5*** Onion Dip

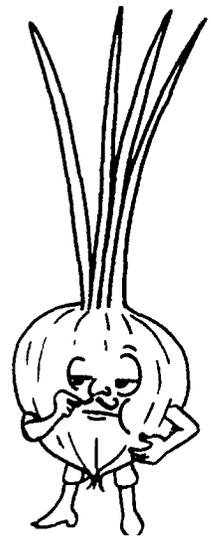
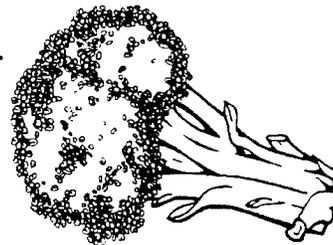
### *You need:*

- 1 envelope (1 ounce) dry Onion Soup Mix
- 2 cartons (8 ounces each) plain nonfat yogurt or sour cream

### *Directions:*

1. Empty the yogurt or sour cream into a medium bowl.
2. Sprinkle in the soup mix and mix well into the yogurt or sour cream.
3. Serve with broccoli and celery.
4. Put the leftovers in the refrigerator.

Makes about 2 cups of dip.



Did you like this recipe? \_\_\_\_\_

Why or why not? \_\_\_\_\_

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\_\_\_\_\_

Would you make it at home? \_\_\_\_\_

\_\_\_\_\_





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

Session 10



Worksheet 13

In Class Recipe

# Veggie Snack Recipe

## Popeye's Dip

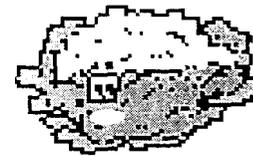
### *You need:*

- 1 package (10 ounces) frozen spinach, thawed, uncooked
- 3/4 cup nonfat sour cream
- 1/3 cup pizza sauce
- 1/2 teaspoon black pepper
- 1/2 teaspoon garlic powder
- 1/2 teaspoon onion powder

### *Directions:*

1. Thaw spinach in a strainer in the sink or over a bowl.
2. Drain extra water by pressing the spinach with the back of a spoon.
3. Mix the sour cream, pizza sauce and spices in a mixing bowl.
4. Add the spinach to the bowl and mix well.
5. Serve with carrot sticks and cauliflower.
6. Put the leftovers in the refrigerator.

Makes 4 to 5 servings.



Did you like this recipe? \_\_\_\_\_

Why or why not? \_\_\_\_\_

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Would you make it at home? \_\_\_\_\_

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

Session 10



Worksheet 14

In Class Recipe

# Veggie Snack Recipe

## Saucy Dip

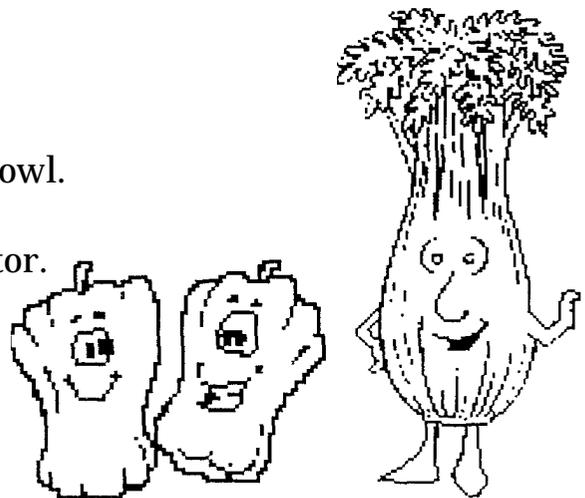
### *You need:*

- 1 cup applesauce
- 1 tablespoon honey

### *Directions:*

1. Mix the ingredients in a mixing bowl.
2. Serve with your favorite veggies.
3. Put the leftovers in the refrigerator.

Makes about 6 servings.



Did you like this recipe? \_\_\_\_\_

Why or why not? \_\_\_\_\_

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Would you make it at home? \_\_\_\_\_

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

Session 12

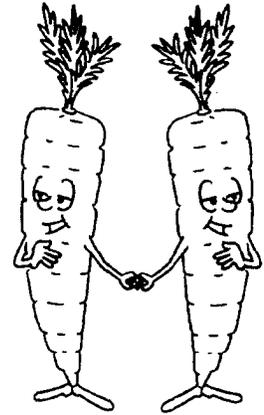


# Veggie Recipe

## Bunny Hop Salad

### *You need:*

- 2 cups shredded carrots (about 4)
- 1/2 cup raisins
- 1/2 cup drained, crushed pineapple
- 1 carton (8 ounces) vanilla lowfat yogurt
- 1 tablespoon honey (optional)



### *Directions:*

1. Mix the ingredients in a large mixing bowl.
2. Cover with plastic wrap and refrigerate for 30 minutes.
3. Stir again just before serving.
3. Put the leftovers in the refrigerator.

Makes about 6 servings.

Did you like this recipe? \_\_\_\_\_

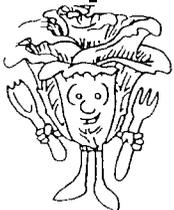
Why or why not? \_\_\_\_\_

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Would you make it at home? \_\_\_\_\_

\_\_\_\_\_





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

Session 12



Worksheet 17

Taste Testing

# Veggie Recipe

## One Potato, Two Salad

### You need:

4 large red potatoes

1/2 cup diced celery

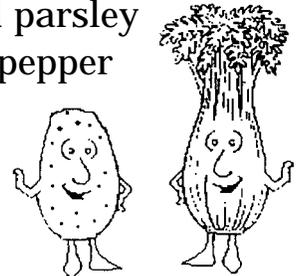
2/3 cup nonfat yogurt

1/3 cup nonfat mayonnaise

2 tablespoons prepared mustard

2 tablespoons dried parsley

1/2 teaspoon black pepper



### Directions:

1. Wash potatoes and then cut them in half.
2. Place potatoes in saucepan and cover with water.
3. Cover saucepan and bring water to a boil. Reduce heat and let water simmer for 15 minutes, until potatoes are tender when pricked with a fork.
4. Drain water and put potatoes into a mixing bowl.
5. Mix the rest of the ingredients together with the potatoes using a fork to break the potatoes into small bite size pieces.
6. Refrigerate for at least 30 minutes before serving.
7. Put leftovers in the refrigerator.

Makes 4 servings.

Did you like this recipe? \_\_\_\_\_

Why or why not? \_\_\_\_\_

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Would you make it at home? \_\_\_\_\_

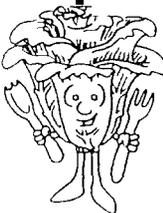
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# Optional Enrichment Activities



- 🍏 F&V Bulletin Board
- 🍏 F&V Mobile for classroom or cafeteria
- 🍏 Taste F&V while waiting in line in cafeteria
- 🍏 F&V cutup for math class (fractions)
- 🍏 F&V books in library (special display)
- 🍏 F&V songs in music class (use ones already developed or let students write words to current song melodies)
- 🍏 F&V history
- 🍏 F&V geography
- 🍏 F&V for English:
  - 🍏 Write story about how tastes changed and they now like F&V that they didn't earlier
  - 🍏 Write poems about favorite F&V
  - 🍏 Write a story to convince alien or younger child to try F&V
  - 🍏 Write a script for F&V comic book
  - 🍏 Write F&V riddles about Veggie Olympic stars and their F&V
  - 🍏 Add adjectives to school menus to describe F&V
  - 🍏 Write letter to cafeteria staff on favorite ways to prepare F&V
- 🍏 Class created F&V cookbook where each student submits recipes
- 🍏 F&V rap song contest (to promote F&V Veggie Olympics)
- 🍏 F&V poster contest (to promote F&V Veggie Olympics)
- 🍏 Make signs/posters to indicate F&V served each day in cafeteria
- 🍏 Ask cafeteria staff to provide vinegar for kids to add to veggies (if desired)
- 🍏 F&V party, each student brings an assigned F&V so class can make a fruit salad and a veggie salad
- 🍏 Announcements by students about F&V served each day
- 🍏 Announcements by principal for perfect F&V goal achievements





# The GIMME 5 Guide to Key Vitamins and Minerals Found in Fruits & Vegetables

Vitamin or Mineral	Fruit & Vegetable Sources	Major Functions
<b>Calcium</b> .....	Dark green leafy vegetables (collards, kale, mustard greens, turnip greens, spinach, Swiss chard, broccoli, dandelion)	Essential for structure & strength of bones and teeth  Regulates heart beat, muscle action and nerve function  Assists in blood clotting
<b>Iron</b> .....	Prune Juice Leafy green vegetables Dried beans & peas Dried fruits	Needed to form hemoglobin which carries oxygen in the blood  Increases resistance to infection
<b>Potassium</b> .....	Dried beans & peas Winter squash, potatoes, spinach Cantaloupe, watermelon, tomatoes Orange juice, banana, cauliflower	Needed for fluid balance  Controls activity of heart, kidneys and nervous systems
<b>Vitamin A</b> .....	Dark green, orange and yellow fruit & vegetables such as carrots, cantaloupe, sweet potatoes, apricots, bok choy, chili pepper, winter squash  NOTE: The body converts carotene (a pigment in yellow & green F&V) to Vitamin A	Growth, repair and maintenance of skin and mucous membranes (thus increases resistance to infection)  Promotes healthy eye tissues & eye adaption in dim light
<b>Vitamin C</b> .....	Citrus fruits and juices, (e.g. orange, grapefruit), tomatoes, cabbage, potatoes, broccoli, strawberries, papaya, green pepper, cantaloupe, Brussel sprouts, watermelon, kiwi fruit, cauliflower, chili pepper	Forms cement-like substances (such as collagen) which hold body cells together (thus strengthens blood vessels, hastens healing of wounds and bones, and increases resistance to infections)  Aids in utilization of iron





## FOOD AND NUTRITION BOOKS FOR CHILDREN



**Green Eggs and Ham.** Dr. Seuss. NY:Random House, 1960, 62 p. (4-8 year olds).  
Summary: Sam pesters and pesters his friend until finally he agrees to try green eggs and ham - and finds out that he likes them!

**The Berenstain Bears and Too Much Junk Food.** Stan & Jan Berenstain. NY:Random House, 1985, 35 P. (4-8 year olds).  
Summary: "Mama Bear starts a campaign to convince her family they are eating too much junk food."

**Cloudy with a Chance of Meatballs.** Judi Barrett. NY:Aladdin Books (Macmillan Publ. Co.), 1978, 30 p. (4-8 year olds).  
Summary: Grandpa tells a bedtime story about the tiny town of Chewandswallow where the sky supplied all of the food. The town was pleasant until the weather (and food) got out of control and eventually forced the townspeople to move.

**Bread and Jam for Frances.** Russell Hoban. NY:Harper & Row, 1964, 31 p. (4-8 year olds).  
Summary: Frances is very fond of bread and jam, until she eats them meal after meal. She realizes that there are many other foods to try and like as well.

**The Adventures of Alice in Nutritionland.** Larry Thill. North Highlands, CA: Impressive Publications, 1989, 31 p. (9 year olds+).

**Let's Eat!** by True Kelley. E.P. Dutton, 1989.

**The Milk Makers.** Gail Gibbons. Aladdin Books, 1987.

**Foodworks: Over 100 Science Activities and Fascinating Facts that Explore the Magic of Food.** Linda Hendry. MA:Reading (Addison-Wesley Publ. Co.), 1987, 90 p.

**Betty Cracker's Cookbook for Boys and Girls.** NY:New York City (Golden Press), 1984, 94 p.

**Healthy Snacks for Kids.** Penny Warner, 1989.

This best seller offers new ideas for meals and snacks for children. Contains more than 200 recipes, including snacks, meals, desserts, drinks, lunch box fillers and freezer treats.





## FOOD AND NUTRITION BOOKS FOR CHILDREN (CONTINUED)



**Eat The Right Stuff.** Catherine Reef, 1993.

Describes good nutrition and its benefits and suggests ways for young people to improve their diet and control their weight.

**Me and My Veggies.** Isaac Whitlatch, 1987.

The author related his dislike for vegetables and reveals secret tactics used to survive the ordeal of eating them.

**Your Body Fuel.** Dorothy Baldwin, 1984.

Describes how your body uses food fuels to make you grow and provide energy.

**If It Weren't For Farmers.** Allan Fowler, 1993.

Briefly describes some of the work that is done on different kinds of farms and the foods that are produced there.

**The Plants We Eat.** Millicent El Selsam, 1987.

The book discusses the history of how human life depends on plants. Roots, stems, leaves, flowers, fruits, and cereal grains are described.

**Tasting.** Henry Arthur Pluckrose, 1986.

Photos and simple text describes the tastes of different types of foods.

**A Taste of China.** Rox Denny, 1994.

Chinese food and culture is presented as part of a series of books called "Food around the world".

**On a White Pebble Hill.** Chyng-Feng Sun, 1994.

A young girl takes an imaginary journey through various foods on her family's dinner table, where noodle soup becomes a warm lake and a roast chicken becomes a golden mountain.

**Cabbage Moon.** Tim Chadwick, 1994.

Albert the rabbit doesn't like cabbage until he finds out what the moon is really made of. (Beginners)

**Lunch.** Denise Fleming, 1993.

A very hungry mouse eats a large lunch comprised of colorful foods.





## FOOD AND NUTRITION BOOKS FOR CHILDREN

(CONTINUED)



**Peas.** Nicholas Heller, 1993.

After refusing to eat his peas, Lewis dreams that they get out of their bowl and go for a wild ride on his electric train. (Beginners)

**Stop That Pickle.** Peter Amour, 1993.

A pickle tries to escape being eaten by fleeing through the city streets pursued by a variety of other food items.

**Family Dinner.** Jane Cutler, 1993.

Great Uncle Bensen prepares exotic food dishes in order to lure Rachel's family to a communal meal.

**Potluck.** Anne Shelby, 1991.

Alpha & Betty have a potluck dinner and all their friends, from Action & Zelda, bring appropriate alphabetical food, from asparagus soup to zucchini casserole. (Children's)

**Alphabet Soup: A Feast of Letters.** Scott Gustafon, 1990.

A host of animals from A to Z came to Otter's housewarming party bringing a wide variety of foods for his alphabetical soup.

**Mr. Sugar Comes To Town.** Harriet Rohmer and Cruz Gomez, 1989.

Mr. Sugar uses his truck of sweet goodies to lure Alicia and Alfredo away from Nutritious foods, but Grandma Lupe is not fooled by him.

**Muskrat, Muskrat Eat Your Peas.** Sarah Wilson, 1989. (Beginners)

After Muskrat's family meticulously plants, waters, and harvests peas, Muskrat doesn't want any.

**No Bean Sprouts Please.** Constance Hizer, 1989.

Fourth grader, James, is resigned to his mother's healthy but boring lunches until he gets a very unusual lunch box on his birthday.

**Fannies Fruits.** Leslie Kimmlman, 1989.

A little girl and her family operate a fruit and vegetable stand on the beach with the help of her dog, Fannie.

**A Fruit and Vegetable Man.** Roni Schotter, 1993.

Sum Ho first watches the artistic fruit and vegetable man, Ruby Rubenstein, at work, then he begins helping in the store. (Beginners)





## FOOD AND NUTRITION BOOKS FOR CHILDREN (CONTINUED)

**Vegetable Garden.** Douglas Florian, 1991.

A family plants a vegetable garden and helps it grow to a rich harvest.

**Toad Food and Measle Soup.** Christine McDonnell, 1982.

The adventure of Leo in which he finds a lost dog, surprises the class on book report day, and survives his mother's experiments with vegetarian cooking. (Great for vegetarian families)

**The Very Hungry Caterpillar 25th Anniversary Ed.** Eric Carle, 1991.

Brilliant collages and inventively die-cut pages dramatically portray the metamorphosis of a small but appealing caterpillar into a colorful butterfly. Provides a very valuable nutrition lesson. (For the very young)

## POEMS

**Never Take a Pig To Lunch.** Nadine Bernard Wescott, 1994

Poems and traditional rhymes about the fun of food and eating.

**What's on the Menu.** Bibbye S. Goldenstein, 1992.

A collection of poems about the tasty world of food from lumpy bumpy pickles to chunky chocolate cake.

**Belly Laughs.** Charles Kelly, 1990.

An illustrated collection of jokes and riddles with an emphasis on food.

## CHILDREN'S COOKBOOKS

**200 Kid-Tested Ways to Lower Fat in Your Child's Favorite Foods.** Elaine Moquette-Magee, MPH, MS, RD, 1993.

Find out how to cut the fat in your kid's favorite foods and get away with it! Here's a collection of useful tips for reducing fat in the brand name and home-made foods kids love without changing flavor or nutritional value. Includes everything you need to know to get your child started on a lifetime of healthy eating.





## CHILDREN'S COOKBOOKS (CONTINUED)



**Pretend Soup and Other Real Recipes: A Cookbook for Preschoolers & Up.**

Mollie Katzen and Ann Henderson, 1994. Designed to enable young children to cook as independently as possible under the gentle guidance of an adult partner, this charming cookbook reverses the traditional roles of adult as main cook and child as a miniature sidekick.

**Kids Kitchen: Making Good Eating Great Fun For Kids!** Barbara Storper, MS, RD, 1992.

This enchanting cookbook/activity guide features children's favorite no-cook recipes (low fat, low sugar), reproducible recipe cards and a host of creative food activities.

**American Heart Association Kids' Cookbook: All Recipes Made by Real Kids in Real Kitchens.** James Moller, 1993.

This lavishly illustrated cookbook teaches kids how to make their favorite foods-without much fat and cholesterol. Also provides safety tips, a glossary of cooking tools and terms, a guide to shopping and simple nutrition basics. Includes nutrient analyses. (For 8-12 year olds).

**Kitchen Fun For Kids: Health Recipes and Nutrition Facts for 7-12 Year Old Cooks.** Michael Jacobson, PhD, and Laura Hill, RD, 1991.

This easy to read and follow cookbook for 7-12 year olds offers recipes packed with nutritious ingredients. The recipes are low in fat; sugar and salt are kept to a minimum.

**The Joy of Snacks.** Nancy Cooper, RD, 1991.

This edition contains a collection of over 200 recipes for children to prepare with adult help. It teaches children the basics of food and nutrition and to enjoy preparing nutritious food.

**Kids Cooking: A Very Slightly Messy Manual.** Jim M'Guinness, 1987.

45 samples of kid-able to do kitchen crafts and cuisine. A cookbook for every medium-kids equipped kitchen.

**Blue Potatoes Orange Tomatoes.** Rosalind Creasy: Sierra Club Children's Books., 1994.

Perfect introduction into organic gardening with delicious, easy to make recipes for each featured fruit/vegetable.





## CHILDREN'S COOKBOOKS (CONTINUED)

**Eat, Think and Be Healthy!** Paula K. Zellar and Michael F. Jackson, PhD, 1987.  
Geared to 3-6 graders, this book has 56 fun-filled nutrition learning activities, ranging from tasting parties to evaluating ads.

**Yo! Let's Eat! A Cookbook For Young Chefs.** Pat Adams and Marc Jacobs, 1994.

Most of the recipes in this cookbook are favorites submitted by young cooks. Easy-to-follow recipes range from "School Lunch Bags and Snacks" to "Week-end Breakfasts" and "Easy Dinners".





# Fruit & Vegetable

## Associations Addresses



### **American Celery Council**

P. O. Box 140067  
Orlando, FL 32874-0067  
(407) 894-2911

### **American Mushroom Institute**

907 East Baltimore Pike  
Kennett Square, PA 19348  
(215) 388-7806

### **Asparagus Growers Association**

4565 Quail Lakes Drive  
Stockton, CA 95207

### **Bard Valley Medjool Date Growers**

P. O. Box 937  
Bard, CA. 92222-9999  
(619) 572-0524

### **Calavo Avocados**

P. O. Box 26081  
Santa Ana, CA 92799-6801  
(714) 259-1166

### **California Apricot Advisory Board**

1280 Broadway, Suite 107  
Walnut Creek, CA 94595  
(510) 937-3660

### **California Artichoke Advisory Board**

P. O. Box 747  
Castroville, CA 95102  
(408) 633-4411

### **California Asparagus Commission**

415 W. Foothill Blvd., Suite 102  
Claremont, CA 91711  
(714) 625-6306

### **California Avocado Commission**

1251 East Dyer Rd, Suite 200  
Santa Ana, CA 92705  
(714) 558-6761

### **California Cantaloupe Advisory Board**

531-D North Alta Ave.  
Dinuba, CA 93618  
(209) 591-5715

### **California Cling Peach Advisory Board**

P. O. Box 7111  
160 Spear Street, Suite 1330  
San Francisco, CA 94120-7111  
(415) 541-0100

### **California Date Admin. Committee**

P. O. Box 1736  
Indio, CA 92202-1736  
(619) 347-4510

### **California Fig Advisory Board**

3425 North First Street  
Suite 109  
Fresno, CA 93726-6819  
(209) 445-5626

### **California Grape & Tree Fruit League**

1540 E. Shaw., Suite 120  
Fresno, CA 93710-8000  
(209) 226-6330

### **California Kiwifruit Commission**

1540 River Park Drive, Suite 110  
Sacramento, CA 95815  
(916) 929-5314

### **California Prune Board**

P. O. Box 10157  
Pleasanton, CA 94588-2706  
(510) 734-0150

### **California Raisin Advisory Board**

55 Union Street  
San Francisco, CA 94111  
(415) 984-6261



# Fruit & Vegetable

## Associations Addresses



### **California Strawberry Advisory Board Post Office Box 269**

Watsonville, CA 95077-0269  
(408) 724-1301

### **California Table Grape Commission**

2975 North Maroa  
P. O. Box 5498  
Fresno, CA 93755  
(209) 224-4997

### **California Tomato Board**

2017 N. Gateway Blvd, Suite 102  
Fresno, CA 93727  
(800) 827-0628

### **California Tree Fruit Agreement**

P. O. Box 255627  
Sacramento, CA 95865  
(916) 483-9261

### **Cherry Marketing Institute**

2220 University Park Drive, Suite 200  
Okemos, MI 48864  
(517) 347-0010

### **Chiquita Tropical Products, Co.**

#### **North America Marketing Department**

250 E. Fifth St.  
Cincinnati, OH 45202  
(513) 784-8065

### **Colorado Potato Administrative Committee**

1305 Park Avenue  
P. O. Box 348  
Monte Vista, CO 81144  
(719) 852-3322

### **Del Monte Fresh Produce Co.**

P. O. Box 149222  
Coral Gables, FL 33114-9222  
(305) 520-8400

### **Dole Citrus**

P. O. Box 11165  
10,000 Ming Ave.  
Bakersfield, CA 93311-1165  
(805) 664-6120

### **Dole Dried Fruit & Nut Co.**

7170 N. Financial Dr.  
Fresno, CA 93720  
(209) 449-6500

### **Dole Fresh Fruit Co.**

P. O. Box 5132  
Westlake Village, CA 91359-5132  
(818) 879-6600

### **Dole Fresh Vegetable Co.**

P. O. Box 1759  
Salinas, CA 93902  
(408) 422-8871

### **Dole Packaged Food Co.**

P. O. Box 5500  
Thousand Oaks, CA 91359-5500  
(818) 874-4000

### **Driscoll Strawberry Associates, Inc.**

P. O. Box 50045  
Watsonville, CA 95077  
(408) 726-3535

### **Florida Celery Exchange**

P. O. Box 140067  
Orlando, FL 32814-0067  
(407) 894-2911

### **Florida Department of Citrus**

1115 East Memorial Boulevard  
P. O. Box 148  
Lakeland, FL 33801  
(813) 499-2500





# Fruit & vegetable

## Associations Addresses



### **Florida Lime & Avocado Admin. Committee**

P. O. Box 188  
Homestead, FL 33090-0188  
(305) 247-0848

### **Florida Strawberry Growers Assoc. Post**

**Office Box 2631**  
Plant City, FL 33564  
(813) 752-6822

### **Florida Sweet Corn Exchange**

P. O. Box 140155  
Orlando, FL 32814-0155  
(407) 894-1351

### **Florida Tomato Committee**

P. O. Box 140635  
Orlando, FL 32814  
(407) 894-3071

### **Florida Watermelon Association**

7100 Plantation Rd, Suite 4  
Pensacola, FL 32504  
(904) 476-8871

### **Georgia Peach Commission**

328 Agriculture Bldg., Capital Square  
Atlanta, GA 30334  
(404) 656-3678

### **Georgia Sweet Potato Commission**

328 Agriculture Bldg., Capital Square  
Atlanta, GA 30334  
(404) 656-3678

### **Gulf Citrus Growers Assoc.**

P. O. Box 1319  
La Belle, FL 33935  
(813) 675-2180

### **Idaho Potato Commission**

599 W. Bannock  
P. O. Box 1068  
Boise, ID 83701-1068  
(208) 334-2350

### **International Apple Institute**

6707 Old Dominion Dr., Suite 320  
P. O. Box 1137  
McLean, VA 22101  
(703) 442-8850

### **International Banana Assoc., Inc.**

1627 K Street, NW, Suite 910  
Washington, DC 20006  
(202) 223-1183

### **Leafy Greens Council**

P. O. Box 76067  
St. Paul, MN 55175-1067  
(612) 222-3232

### **Louisiana Sweet Potato Commission**

P. O. Box 113  
Opelousas, LA 70571-0113  
(318) 942-3689

### **Mann Packing Co., Inc. (broccoli)**

P. O. Box 690  
Salinas, CA 93902-0690  
(408) 757-8016

### **Michigan Asparagus Advisory Board**

2133 University Park Dr, Suite 5  
Okemos, MI 48864  
(800) 642-4742

### **Monterey Mushrooms**

P. O. Box 1990  
Santa Cruz, CA 95061  
(408) 475-1955



# Fruit & Vegetable

## Associations Addresses



### **National Onion Association**

510 Affiliated National Plaza  
Greeley, CO 80631  
(303) 353-5895

### **National Peach Council**

Coloma, MI  
(616) 468-8100

### **National Potato Board**

c/o Ketchum Public Relations  
55 Union Street  
San Francisco, CA 94111  
(415) 984-6206

### **National Potato Council**

9085 E. Mineral Circle, Suite 155  
Englewood, CO 80112  
(303) 790-1141

### **National Watermelon Promotion Board**

P. O. Box 140065  
Orlando, FL 32814-0065  
(407) 895-5100

### **North American Blueberry Council**

190 Queen Anne North  
Seattle, WA 98109-4924  
(206) 285-5522

### **North American Mango Industry Assoc.**

P. O. Box 4553  
McAllen, TX 78502-4553  
(512) 682-7004

### **North Carolina Sweet Potato Commission, Inc.**

4008 Barrett Dr, Suite 201A  
Raleigh, NC 27609  
(919) 571-8370

### **Northwest Cherry Growers**

1005 Tieton Drive  
Yakima, WA 98902  
(509) 453-4837

### **Ocean Spray Cranberries, Inc.**

Fresh Cranberry Division  
152 Bridge Street  
Lakeville/Middleboro, MA 02346  
(508) 947-4940

### **Oregon, Washington, California PEAR Bureau**

813 S.W. Alder, Suite 601  
Portland, OR 97205  
(503) 223-8139

### **Pacific Coast Canned Pears**

160 Spear Street, #1330  
San Francisco, CA 94105  
(415) 541-0451

### **Papaya Administrative Committee**

1100 Ward Ave., Suite 860  
Honolulu, HI 96814  
(808) 533-3841

### **Pineapple Growers Assoc. of Hawaii**

P. O. Box 200  
Kunia, HI 96759  
(808) 621-1220

### **The Potato Board**

1385 South Colorado Blvd., Suite 512  
Denver, CO 80222  
(303) 758-7783

### **Produce For Better Health Foundation**

1500 Casco Mill Road  
P. O. Box 6035  
Newark, DE 19714-6035  
(302) 738-7100





# Fruit & Vegetable

## Associations Addresses



### **South Carolina Peach Board**

P. O. Box 11280  
Columbia, SC 29211  
(803) 253-4036

### **Sunkist Growers, Inc.**

P. O. Box 7888  
Van Nuys, CA 91409  
(818) 986-4800

### **Sun World International, Inc. (peppers & watermelons)**

5544 California Ave.  
P. O. Box 9910  
Bakersfield, CA 93389  
(805) 833-6460

### **Sweet Potato Council of the U.S.**

P. O. Box 14  
McHenry, MD 21541  
(301) 287-9537

### **Texas Citrus Exchange**

P. O. Box 793  
Mission, TX 78572  
(512) 585-8331

### **Texas Fresh Promotional Board**

6912 W. Expressway 83  
Harlingen, TX 78522-3701  
(210) 423-0340

### **TexaSweat Citrus Advertising, Inc.**

P. O. Box 2497  
McAllen, TX 78502-2497  
(210) 682-2861

### **Try-Foods International, Inc.**

P. O. Drawer 2248  
Apolka, FL 32704-2248  
(800) 421-8871

### **United Fresh Fruit & Vegetables Assoc.**

727 North Washington Street  
Alexandria, VA 22314  
(703) 836-3410

### **Washington Apple Commission**

P. O. Box 18  
2900 Euclid Ave.  
Wenatchee, WA 98807-0018  
(509) 663-9600

### **Washington Potato & Onion Commission**

108 Interlake Road  
Moses Lake, WA 98837  
(509) 765-8845

### **Watermelon Promotion Board**

P. O. Box 140065  
Orlando, FL 32814-0065  
(407) 895-5100





## ..... **Sample Letter** .....

To request fruit and vegetable magnets, posters, buttons, etc.

Dear (name of association),

I will be teaching a program called *GIMME 5* to my fourth grade class at (name of school) during the month(s) of (month & year). *GIMME 5* is a nutrition education program designed to improve the health of children and their families by increasing their daily consumption of fruits and vegetables. The program uses many fun and innovative activities. Students set goals to eat more fruits and vegetables for snacks, breakfast, dinner and when eating away from home. A weekly newsletter and a biweekly video are included to inform parents about the *GIMME 5* classroom activities as well as provide tips and recipes for increasing fruits and vegetables in meals and snacks both at home and away from home.

I am writing to see if you can provide (posters, buttons, magnets, stickers or whatever you need from them) for me to use as rewards for the students for reaching their goals to eat more fruits and vegetables. I have (number) students in my class. Thank you very much!

Sincerely,

(Your name)

