



**Fifth Grade Curriculum**



Minnesota Department of Health  
University of Minnesota  
1995



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This curriculum was produced with support from the National Cancer Institute, RO1CA59805.

## Session One



# May the Task Force Be With You!

## Session 1: Part A – Outline

Approximate Time	Activities	Audio/Visual	Student Materials
5	1. HIGH 5 Review	Overhead Projector	Introduction Scripts Folders (optional)  5 FOR 5 Fact Sheets United States Fact Sheets  5 FOR 5 Scorecards 5 FOR 5 Scoreboards 5 FOR 5 Team Pledge Sheets
5	2. Program Introduction	Chalkboard	
10	3. 5 FOR 5 Adventure	Cassette Player Introduction Tape	
10	4. Small Group Assignments		
15	5. The Competition	Transparency 1	
<b>40 – 45 Minutes</b>			



Plan to include some library time for your class between this lesson and Part B at the end of the week. You may wish to incorporate this into lessons about using resource materials or geography, and allow more time before you proceed to Activity 5 "The Competition" and Part B. If there are limited encyclopedias and resource materials available, consider how you can best accomplish this.

## Activity 1: Review of HIGH 5 (If appropriate)

- A. Introduce this new fifth grade program by writing “**HIGH 5**” on the chalkboard or overhead projector.
- B. Review the HIGH 5 fourth grade program by briefly discussing these questions.

### ASK:

- Do you remember the HIGH 5 program that you did last year in fourth grade?
- What was that program about?  
*(The importance and fun of eating five fruits and vegetables every day.)*
- What are some of the things you remember about your HIGH 5 classes last year?  
*(Answers may include: HIGH 5 Flyers comic characters; team activities of letter writing, role playing, advertising favorite fruits and vegetables, etc.; competition to eat fruits and vegetables at lunch; weekly bean bag toss; snack preparations and taste-testing; prizes.)*

## Activity 2: Program Introduction

### ASK:

- How many of you eat five servings of fruits and vegetables every day?
- Why is important to eat fruits and vegetables every day?

- A. Summarize by stressing that everyone should try to eat at least five fruits and vegetables every day.

### EMPHASIZE:

- Fruits and vegetables contain vitamins, minerals, carbohydrates, and fiber.
- Eating fruits and vegetables gives you energy to do the things you like to do, helps your body grow strong and healthy, helps heal injuries and prevent infections, and may even prevent you from getting serious diseases such as some types of cancer.
- Since most of you are still not eating five servings of fruits and vegetables every day, you need to continue to work together to figure out ways that you can eat more fruits and vegetables. Or, if you already eat five servings of fruits and vegetables every day, you need to continue this great habit and maybe eat even more fruits and vegetables.

**Remind students:**

Eating five fruits and vegetables is actually the minimum of what is recommended. The National Cancer Institute recommends that we eat 5-9 servings of fruits and vegetables (combined) every day.

- B. Announce that they are about to begin a new program about eating five servings of fruits and vegetables every day called **5 FOR 5**, and state that it will be similar to HIGH 5 in some ways and different in other ways since they are now fifth graders!

### **Activity 3: 5 FOR 5 Adventure**

- A. Explain that they will begin the 5 FOR 5 program today by listening to a cassette tape of a special adventure story. If you do not have the cassette tapes or decide not to use them, read the story aloud as students follow along, or ask students to read the different parts out loud.

1. Distribute one **INTRODUCTION** script to each student.
2. Instruct students to use this story to follow along as the adventure is being read aloud to them on the cassette.
3. Play **INTRODUCTION TAPE** as the students follow along with their scripts.

- B. After playing the cassette, briefly discuss the story using these questions.

**ASK:**

- Why do you think athletes need to eat fruits and vegetables?
- What do you think happened to the missing fruits and vegetables?
- Why do you think this new program is called **5 FOR 5**?

- C. **Optional:** Distribute a **FOLDER** to each student, and tell them to place their 5 FOR 5 Introduction in this folder.

1. Instruct them to write their name, teacher's name, and, once it's assigned, the name of the country their group represents on the front of their folder.

2. Explain that they should keep all of the 5 FOR 5 handouts they receive in their folder.

## Activity 4: Small Group Assignments

Prior to this activity, decide how you will divide your class into **six small groups** of 5 – 6 students. These groups, each representing a different country, will participate in the small group activities. Students should stay together in their assigned groups throughout the curriculum.


- A. Announce that, just as they did in the HIGH 5 program last year, they will again be working in small group teams throughout the 5 FOR 5 program.
  1. Explain that each of their groups will pretend to be an Olympic team from a country that the Kernel's special Olympic Task Force will visit.
  2. Define the term "task force."  
*(A group of people brought together to do a specific task or job, such as the group led by the Kernel that is trying to discover what happened to all the fruits and vegetables at the Olympic training camps.)*
- B. Divide the class into six small groups by reading the names of the students assigned to each group.
  1. Write the names of the following six countries on the chalkboard or overhead projector:

**China**  
**Egypt**  
**France**  
**New Zealand**  
**Peru**  
**Tanzania**
  2. Assign each group one of the countries.
  3. Explain that before the next 5 FOR 5 class, they will need to learn more about the country their group will be representing.
- C. State that during one 5 FOR 5 class each week, the special Olympic Task Force will be visiting **one** of the countries assigned to the small groups in this class.



## EXPLAIN:

- When the task force visits your group's country, the members of your group will have to tell the rest of the class about your country and show us where it is located on a map or globe.
- In order to be able to do this, every group will need to fill out a fact sheet about your country.
- **Each of your groups will need to be ready by the next 5 FOR 5 class, because no one knows exactly where the Kernel's special task force will be landing first!**

- D. Distribute one **5 FOR 5 FACTS WORKSHEET** to each student, and instruct them to write the name of their assigned country at the top of their sheet.
1. Tell each team member to write their name in one of the question boxes on the worksheet. Each team member will be responsible for answering the questions in that box.  
*(If a team has more than four members, two students may work on one box of questions.)*
  2. Briefly discuss the questions on the fact sheet to be sure that students understand them.
  3. Ask students to identify where they think they will be able to find the answers to the questions.  
*(The school library's encyclopedia, atlas, books on that country, etc.)*
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If your library has only one set of encyclopedias, check whether any of the six countries are in the same volume and allow extra time if they are.
4. **Optional:** Instruct students to draw or paint the flag of their country.
  5. **Optional:** Prepare an overhead or distribute **UNITED STATES FACT SHEET** for students to see as an example and use to compare with their group's assigned country.
  6. **Optional:** If your students have access to the Internet, discuss how they might use it to find additional information about their country.
  7. Tell the students the date of the next 5 FOR 5 class (Session 1 – B), instruct them to write that date on the top of their sheet, and state that they should complete their fact sheet before that date.

## Activity 5: The Competition

- A. Explain that just as they did during the fourth grade HIGH 5 program, their teams will be competing again this year to see if they can meet their personal goals and to see which team's members eat the most fruits and vegetables at lunch at school. They will again keep track of all of the fruits and vegetables they eat at lunch by listing the items on a scorecard.
- B. Distribute one **5 FOR 5 SCORECARD** to each student, and instruct them to write their name on their scorecard and then tape the scorecard to one corner of their desk.

**Optional:** You may choose to distribute one page with six scorecards for the entire program.

- C. Emphasize that every day when they return to their classroom after lunch, they should fill in their scorecard with the number and the names of the fruit
- D. Project **TRANSPARENCY 1**, and go over the example listed on this sample scorecard.
  - 1. Explain that **they should only write down the fruits and/or vegetables that they actually eat** – not just what they take on their school lunch tray or bring to school in their bag lunch.
  - 2. Tell students that they will earn **1 point for every serving** of fruit or vegetable they eat.
  - 3. Emphasize that to get a point, they must eat all, or almost all of the serving of the fruit or vegetable that is on their lunch tray or in their bag lunch.
  - 4. Stress that **they can only earn points for the servings of fruits or vegetables that they eat from their own lunch tray or their own bag lunch**. They cannot count fruits or vegetables from a classmate's lunch.
  - 5. Tell students they may bring fruit or vegetables from home to add to their school lunch if they wish. However, assure them they can meet their goal from the foods offered at school lunch.
- E. Briefly review with students what a **“serving”** of a fruit or vegetable means, so that they remember that **just a bite of a fruit or a spoonful of a vegetable is NOT considered a “serving.”**

1. Ask if they think the following are serving sizes:
 

a. a medium-size apple or orange	(yes: needs to be about 1/2 c.+)
b. one or two 4" carrot sticks	(no: needs to be about five + sticks)
c. two or three grapes	(no: needs to be about 8 +)
d. two serving spoons filled with corn	(yes: needs to be about 1/2 c.+)
e. bits of green pepper on a pizza	(no: needs to be about 1/2 c.+)
f. two sips of juice	(no: needs to be about 3/4 c.+)
  2. Remind them that a serving is the amount of fruit or vegetables on their plate (or juice in a glass or juice box) for lunch at school.
- F. Instruct students to fill in their scorecard now, if this class is after lunch.  
*(If this class is before lunch, be sure to have them fill in their scorecard after lunch.)*
1. Remind them that every day after lunch at school they should remember to record the number and names of the fruits and/or vegetables they ate at lunch that day.
  2. Announce that every student who earns a total of at least **70 points** by the end of this year's 5 FOR 5 program will again receive a special reward.
  3. Tell them they will have six weeks to reach their goal, so they should try to eat 10-12 servings per week, or two per day. They will also have two goal-setting exercises which will allow them to earn ten additional points. As time permits, review the school lunch menu with students to see how they could earn at least ten points this week.
- G. Distribute one **5 FOR 5 SCOREBOARD** to each team, and instruct each student on the team to write their name on one of the lines below the word **TEAM MEMBERS**. One student should also fill in their school and teacher's name.
1. Explain that their scoreboard will be used to keep track of their team's points each week, and every week there will be a new competition.
  2. Emphasize that the team that eats the most fruits and vegetables in one week will have a chance to earn more points for their team at the end of the week by playing a new 5 FOR 5 game.
  3. Announce that the team that earns the most points by the end of the program will win a prize for every player on their winning team.

4. Answer any questions about the scorecards and/or scoreboards, as time permits.
- H. Collect all of the scoreboards, and tape them on a wall in the classroom before Part B of this session.
- I. Hand out the **5 FOR 5 TEAM PLEDGE SHEETS** to each team.
- J. Ask one student to read the pledge out loud.
- K. Explain that, just like in the Olympics, competing teams have to have a code of ethics. For example, athletes have to agree to compete fairly and not take drugs or steroids. This is their **“5 FOR 5 code of ethics.”** Ask each team member to sign, honestly, the pledge to honestly report the fruits and vegetables they eat.
- L. Tell students to put these pledge sheets in their folder to remind them to "play fairly" when they record the fruits and vegetables they ate at lunch on their scorecards.
- M. Conclude by reminding students that eating fruits and vegetables can be a lot of fun and that it is a great way to help their body stay strong and healthy, so they can do the things they like to do.

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### Reminders

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- ☐ If a student/s is absent, they may bring back a note from their parent verifying the number of servings of fruits and/or vegetables they ate that day at lunch.
- ☐ If a student/s is ill and cannot eat on the day they are absent, they may make up their servings of fruits and/or vegetables at one other meal and bring back a note from their parent verifying this.

## Session 1: Part B – Outline

Approximate Time	Activities	Audio/Visual	Student Materials
5	1. Review		
10	2. 5 FOR 5 Adventure	Cassette Player Tape #1	Adventure 1 Scripts (Egypt)
15	3. Filling in Pyramids	Pyramid Poster Overhead Projector Transparency 2	Food Guide Pyramid Handouts Please Pass the Pyramid: Breakfast/ Lunch/Dinner Directions
10	4. 5 FOR 5 Ring Toss*		5 Rings and Posts 5 FOR 5 Scorecards
<b>40 – 45 Minutes</b>	* Purchase or make in advance. See Resources section of this manual.		

### Activity 1: Review

- A. Begin this 5 FOR 5 session by reminding students about the adventure they heard during the first class, and review the story by briefly discussing these questions.

#### ASK:

- Why are athletes threatening to boycott the Olympics?
- Who is the Kernel?
- What is the mission of the Olympic Task Force?
- What do you think happened to the missing fruits and vegetables?
- Why is it important to eat five fruits and vegetables every day?  
*(Answers may include: Eating fruits and vegetables gives you energy to do the things you like to do, helps your body grow strong and healthy, helps heal injuries and prevent infections, and may even prevent you from getting serious diseases such as cancer.)*

- B. Remind students that they are each on an Olympic team representing a country, and ask the students on each team to stand when you call out their country.

**China**  
**Egypt**  
**France**  
**New Zealand**  
**Peru**  
**Tanzania**

## **Activity 2: 5 FOR 5 Adventure (Egypt)**

A. Tell the class that they will now listen to the next adventure cassette and discover the first country the Kernel and her Olympic Task Force will visit.

1. Ask if anyone can guess what that first country will be?
2. Distribute one **ADVENTURE 1** script to each student.
3. Instruct students to use this story to follow along as the adventure is being read aloud to them on the cassette.
4. Play **TAPE 1** as the students follow along with their scripts.

B. After playing the cassette, briefly discuss the story using these questions.

**ASK:**

- Why is eating fruits and vegetables so important to Ahmad?
- What is the Food Guide Pyramid?
- What do you think happened to the missing fruits and vegetables?

C. Call on the Olympic team members who represent **Egypt** to take turns reading the information they recorded about it on the 5 FOR 5 Facts Sheet they received during the first 5 FOR 5 class.

1. Instruct them to show the class where Egypt is on a map or globe.
2. **Optional:** Ask the team to show the flag of Egypt they made, and plan to display the flag in the room for the remainder of the program.
3. Congratulate the team for all of the interesting information they reported on Egypt, and ask for applause from the rest of the class.

### Activity 3: Filling in Pyramids

- A. Remind the class that it is very important to Ahmad to eat a variety of foods every day, including fruits and vegetables, so that he will stay healthy and strong.
- B. Distribute one **FOOD GUIDE PYRAMID** handout to each student. Using the **FOOD GUIDE PYRAMID**, briefly discuss and give examples of the different sections of the Food Pyramid, as time permits.

**EXPLAIN:**

- The Food Guide Pyramid can help you remember to eat a variety of foods every day from the **five major food groups** pictured in the main sections of the pyramid:  
**Bread, Cereal, Rice, & Pasta Group**  
**Vegetable Group**  
**Fruit Group**  
**Milk, Yogurt, & Cheese Group**  
**Meat, Poultry, Fish, Dry Beans, Eggs, & Nuts Group**
- It is important to eat a variety of foods, **including at least five fruits and vegetables every day**, so that you get all the nutrients, like vitamins, minerals, carbohydrates, and protein that you need to feel great and grow healthy. It's actually recommended that you eat 5-9 servings of fruits and vegetables every day.

- C. Announce that they will now play a game in which each team will try to create a meal that contains a variety of foods.
1. Project **TRANSPARENCY 2**, and explain that each team will receive a directions sheet that looks like this to use for the game.
  2. Point out the sections they will find on their directions sheet including the top of the sheet, and explain that this is where it will show which meal their team must try to create on that sheet.

D. Using the transparency, explain the directions to the game.

**STATE:**

- **Some teams will try to create a breakfast.** It must contain at least one food in three out of the five major food groups; therefore, you must **fill in at least three out of five main sections of the pyramid on your sheet.** And, at least one of these must be a fruit or vegetable.
- **Some teams will try to create a lunch.** It must contain at least one food in four out of the five major food groups; therefore, you must **fill in at least four out of five main sections of the pyramid on your sheet.** And, at least one of these must be a fruit and/or vegetable.
- **Some teams will try to create a dinner.** It must contain at least one food in four out of the five major food groups; therefore, you must **fill in at least four out of five main sections of the pyramid on your sheet.** And, at least one of these must be a fruit and/or vegetable.
- Each team will begin creating their meal by having one person fill in a food in one section of the pyramid.
- For example, I may decide to write the word “apple” in the fruit section of the pyramid, then I would pass the pyramid to the next member of my team.  
*(Write the word “apple” in the fruit section on the transparency.)*
- Then that person would have to add another food to the meal by writing in the name of another food in a different section of the pyramid.
- For example, that person may decide to write the word “carrots” in the vegetable section of the pyramid, and then would pass the pyramid to the next member of the team.  
*(Write the word “carrots” in the vegetable section on the transparency.)*
- The third team member would then have to add another food to the meal by writing in the name of another food in a different section of the pyramid.
- For example, that person may decide to add “turkey sandwich” to the pyramid. Since a turkey sandwich actually contains foods from the meat group and the bread group, they would write the word “turkey” in the meat section and the word “bread” in the bread section.  
*(Write the word “turkey” in the meat section and the word “bread” in the bread section on the transparency.)*



- E. **Optional:** Announce that the teams will be competing against each other to see who can create three healthy meals containing a variety of foods the fastest. The teams should work as quickly as possible and the first team to finish creating all three meals on their worksheets will be the winner.
- F. Tell the class to divide into their assigned 5 FOR 5 teams, and distribute one **PASS THE PYRAMID** directions sheet to each team. Some teams will work on breakfast, others on lunch, or on dinner.
1. Tell students not to start working on the worksheet until you say so.
  2. Remind them that they are to pass the directions sheet from one team member to another with each member filling in a section of the pyramid and telling their team what food they have added.
  3. State again that for the breakfast meal they will need to fill in at least three of the five sections and they must include the fruit or vegetable section or both. For the lunch and dinner meals they will need to fill in at least four of the five sections and they must include the fruit or vegetable section or both.
  4. Tell the teams to begin, and monitor teams to be sure that they understand the directions to the game and that they are being **realistic** about the food they are adding to the pyramid.
  5. **Optional:** Keep track of the teams as they finish so that you can declare a first, second, and third place winner – the gold, silver, and bronze medal winners.
  6. After all the teams have finished their pyramid, call on two or three of the teams to report the foods they listed on their pyramids. Or, if time permits, hand out another set of directions sheets so that each team can work on a different meal. After all teams have finished their second pyramid, call on two or three of the teams to report the foods they listed on their pyramids for each meal.
- G. Congratulate all teams on creating some great meals using the Food Guide Pyramid, and encourage them to remember to eat a variety of foods, **including fruits and vegetables**, when they choose food items for school breakfast or lunch and make meals at home. By looking at the meals they created, they can see how easy it would be to eat five fruits and vegetables every day.

- H. Optional: Give each team a copy of the school lunch menu for this week and **PASS THE PYRAMID** for lunch. Ask each team to choose one daily menu. Tell students to list all the food in that meal on the pyramid. Ask each team to identify how they can get two or more servings of fruits and vegetables at that meal. Choose a minimum of three food items, just as they would if they were buying lunch. One must be a fruit or vegetable.

Ask your Food Service staff to promote fruits and vegetables to your students today, or each day this week, when they arrive at the lunchroom.

### Activity 4: 5 FOR 5 Ring Toss (Or Optional Activity)



The Ring Toss game is used to reward the team/s with the highest average number of points each week by allowing members to earn bonus points for their team. You may purchase a Ring Toss game from an educational catalogue or a toy store. If a Ring Toss game is not available, you could substitute a bean bag or ball toss into a wastebasket or pail, or you could think of an alternative activity.

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

#### **STATE:**

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

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

1. Ask each team's scorekeeper to announce their team's Week 1 Team Score.
  2. Determine this week's winning team/s.
  3. Tell the scorekeeper/s of the winning team/s to circle their winning score/s on their scoreboard/s.
- D. Explain that the team/s with the highest score will have a chance to do the special **5 FOR 5 RING TOSS** where they can earn bonus points for their team. All teams that tie for the highest Week 1 Team Score will have the opportunity to do the ring toss.
- E. Show the class the **5 FOR 5 RINGS AND POSTS**, and explain the directions.  
**STATE:**
- Each member of the winning team gets to toss at least one of the five rings.
  - Each ring that goes over a post equals **1 bonus point for that team.**
- F. Instruct the winning team/s to do the ring toss game, and remind them that each member of their team must toss at least one of the five rings.
1. Instruct that team's scorekeeper to record on their scoreboard any bonus points earned by their team.
  2. Repeat the procedure if there are any other winning teams.
  3. **Note:** If there are both 5- and 6-member teams in the classroom, allow each winning team six ring tosses.
- G. Collect all the scorecards, distribute one new **5 FOR 5 SCORECARD** to each student, and instruct them to write their name on their scorecard and then tape the scorecard to one corner of their desk. If students have one scorecard sheet, instruct them to begin using a new scorecard on their sheet.
- H. Conclude by telling students that next week the 5 FOR 5 Adventure continues and they will have another opportunity to compete for a chance to earn more team bonus points in the 5 FOR 5 Ring Toss.

1. Explain that each week is the beginning of a new competition but even if their team does not earn the winning score each week, students still have the chance to earn points for themselves by eating fruits and vegetables at lunch at school.
2. Remind them that every student who earns at least **70 points** by the end of the program will receive a reward.
3. Emphasize that again this year in fifth grade they will discover how easy, fun, and delicious it is to earn points for eating fruits and vegetables at lunch.

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## Reminders

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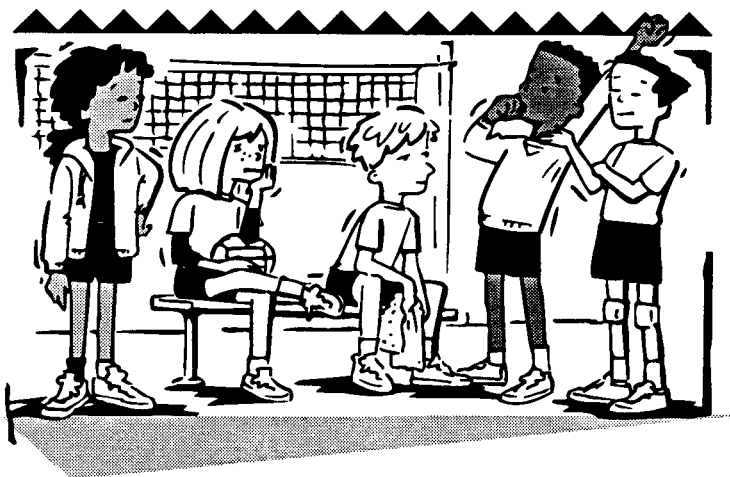
- ❑ If a student/s is absent on the day of the 5 FOR 5 Ring Toss game, allow the team/s with the most points to do the ring toss that day. Then when the absent student/s returns, record their score. If their team has a higher score than the team/s that won, schedule a time for their team to do the ring toss for bonus points.

# INTRODUCTION

"Oh, no," Gina groaned as she walked into the gym, "I put on two different colored socks — my eyes weren't meant to be up this early."

"My brain wasn't meant to be up this early," sighed Katie.

"The world wasn't meant to be up this early," added Ben.



"I think you're right, Ben. I mean if the world was meant to be up this early then the sun would have risen earlier — doesn't that make sense?" Tim said, trying to come up with a good reason for the coach to cancel these early morning practices.

"I'd like to see you try that one on Miss Cornelia," Robbie said. "She'd probably go into her lecture about when she was on the Olympic team they practiced every morning before the sun rose and 'you know the sun would never set on an empty Olympic volleyball net'."

They all laughed as Robbie did his imitation of Miss Cornelia.



"Ahem," Miss Cornelia said, standing in the doorway. "If you do not find my experiences on the U. S. Olympic volleyball team beneficial to your training to be state volleyball champions this year then perhaps we are not having our practices early enough in the morning." The group winced. "Tomorrow morning you will all report here at 5:30 a.m. Now by gosh and by golly, let's begin our morning volley."

The team practiced for an hour and a half. Even though there was only five of them they really did have a chance at the state junior high volleyball championship. As they walked to the locker rooms they complained about Miss Cornelia, their coach. “5:30!” Katie groaned, “we might as well sleep here!”

“Yeah,” Ben said, “I mean is this volleyball training or basic training — this feels like the army or something.”

“Miss Cornelia is more like a colonel than a coach,” Gina agreed.

“Hey, that’s a good one,” Tim said, “let’s call her the Colonel!”

Robbie stood up in his ‘Miss Cornelia’ stance and saluted, saying, “Just call me Colonel Cornelia and remember don’t forget to eat a good breakfast —hmm, perhaps you should wake up at 4:00 a.m. for breakfast, no wait, you need to eat plenty of fruits and vegetables so better wake up at 3:00 a.m. to pick the oranges from the trees. Now that’s an order or my name is not Colonel Cornelia!” They all laughed as they went to the locker rooms.

They had just about finished getting dressed when they heard a scream from Miss Cornelia’s office. They rushed in to see what happened. “Miss Cornelia, are you okay?” Katie asked.

“A boycott,” Miss Cornelia said, “they’re threatening a boycott. I can’t believe it, it’s not possible — it’s never happened this way.”

“What are you talking about?” Tim asked.

“I just heard it on the radio,” Miss Cornelia said, staring at the radio as if it would now start explaining what she was talking about. Miss Cornelia took a big gulp and then continued. “It seems,” she said, “that every Olympic team in the world is threatening to boycott the Olympics because — and this is the strangest thing — all fruits and vegetables have disappeared from their training tables. It seems that every time they get ready to serve fruits and vegetables to the athletes at their meals — the foods just disappear. Any good athlete knows they can’t train properly if they can’t eat properly. And now,” she sobbed, “if something isn’t done within 48 hours the entire Olympics will be canceled this year!” She put her head on her desk and sobbed. Suddenly the bell rang. The team didn’t know what to do.



Robbie offered her a tissue. She took it and sobbed, “Just go to class, just go away!”

“Gee,” said Ben, “I feel kind of bad, I mean she’s really upset.”

“Can you imagine,” Gina said, “working to be in the Olympics for your whole life and then threatening to cancel them just because someone took your peas and carrots?”

“Maybe there’s something to this fruit and vegetable thing after all — I mean this is pretty big,” Tim said, as they went their separate ways to their classes.

The next morning the five volleyball players stumbled into the locker rooms, suited up and walked into the gym. Miss Cornelia had been so upset about the possible Olympic boycott that she had left school early the day before, but Miss Cornelia had never missed a practice.

The gym was cold and the lights were on low which gave the room a spooky feeling. Katie tried the light switch but it wouldn’t work. They stood close together when they heard the sound of Miss Cornelia’s gym shoes coming down the hall. They turned toward the door, hoping to see Miss Cornelia, but instead they saw what looked like a huge ear of corn with Miss Cornelia’s whistle around it’s neck. They huddled together. “W-w-what’s that?” whispered Robbie.

The ear of corn came closer. “Or who’s that?” Ben said.



“Good morning, team,” said the corn. It was Miss Cornelia’s voice, only huskier. “For the next 24 hours you may refer to me as the Kernel. You five have been chosen to be on an Olympic task force whose top secret mission could save this year’s Olympics.” The five players stood with their mouths hanging open. “We have only 24 hours to find out who — or what — (the team shivered) has been stealing the fruits and vegetables from Olympic training tables around the world.”

“But how are we going to do that?” asked Tim.

“I will take you to Olympic training camps in several different countries where particularly suspicious goings-on have been going on.”

“Different countries?” Robbie said, “How are we going to get to different countries — in 24 hours?”



“Just climb on my back and I’ll take you there,” said the Kernel. The players looked at each other then back at the Kernel.

“Um,” Robbie said, “don’t we need a permission slip or something?”

“Don’t worry,” said the Kernel, “I’ve taken care of everything, just follow my orders. Quick! We’ve no time to waste!”

They climbed on the back of the corn cob. Then the Kernel shouted, “3-2-1- Blast off! Into the night — we’ll solve this mystery and set it right!”



Suddenly they were soaring through the night sky like a rocket. “Hey,” Gina shouted, “I think we’re going over the ocean!”

Ben held on tight, “There’s a reason I’m not on the swim team, you know,” he yelled. “Help!”

“Just hang on!”, the Kernel said. In just a few minutes it seemed like they were going down. It was difficult to see where they were—

“Hey, look at those!” Tim shouted.



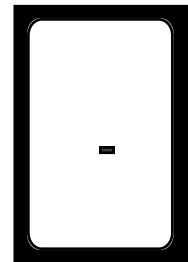
Student: \_\_\_\_\_

*Jesse*

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

Week #: 1

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





# 5 FOR 5 Facts about

\_\_\_\_\_  
(Name of your team's country)



Team Member: \_\_\_\_\_

1. On which continent is this country?

\_\_\_\_\_

2. Name one thing that you find interesting about the people of this country.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Team Member: \_\_\_\_\_

1. What is the population of this country?

\_\_\_\_\_

2. Name one thing you find interesting about the foods eaten in this country.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Team Member: \_\_\_\_\_

1. What is the main language spoken in this country?

\_\_\_\_\_

2. Name one thing you find interesting about the land or climate of this country.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Team Member: \_\_\_\_\_

1. What is the size of this country?

\_\_\_\_\_

2. Name one thing you find interesting about the way people live in this country.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# 5 FOR 5 Facts about

*United States*

(Name of your team's country)



Team Member: Maya

1. On which continent is this country?

*North America*

2. Name one thing that you find interesting about the people of this country.

*Most of the population came from other countries.*

Team Member: Mark

1. What is the population of this country?

*248,709,873 (1990)*

2. Name one thing you find interesting about the foods eaten in this country.

*People eat foods from many different countries here.*

Team Member: Sarah

1. What is the main language spoken in this country?

*English*

2. Name one thing you find interesting about the land or climate of this country.

*There is a large range in climate from very cold to very hot.*

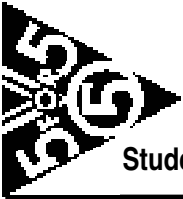
Team Member: Derek

1. What is the size of this country?

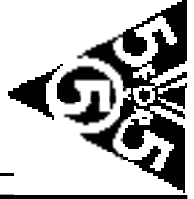
*3,679,245 square miles*

2. Name one thing you find interesting about the way people live in this country.

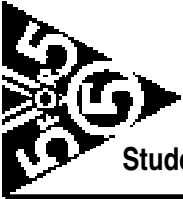
*People live in big cities, small towns and farms.*



Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Week #: \_\_\_\_



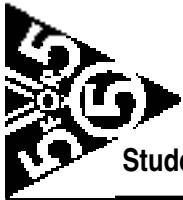
Days	Names of Fruits and Veggies I Ate for School Lunch	Number of Servings
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
MY TOTAL POINTS THIS WEEK =		



Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Week #: \_\_\_\_



Days	Names of Fruits and Veggies I Ate for School Lunch	Number of Servings
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
MY TOTAL POINTS THIS WEEK =		



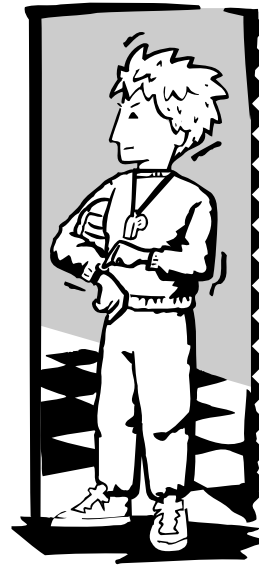
Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Week #: \_\_\_\_



Days	Names of Fruits and Veggies I Ate for School Lunch	Number of Servings
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
MY TOTAL POINTS THIS WEEK =		



# 5 FOR 5 Team Pledge



We, the 5 FOR 5 team from \_\_\_\_\_, (Country)

pledge to play fair, be good sports, and be honest when we compete with other teams. We will only write down on our scorecards the fruits and vegetables we really ate from our own lunches. We will make sure our teammates follow the rules.

Team Signatures: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

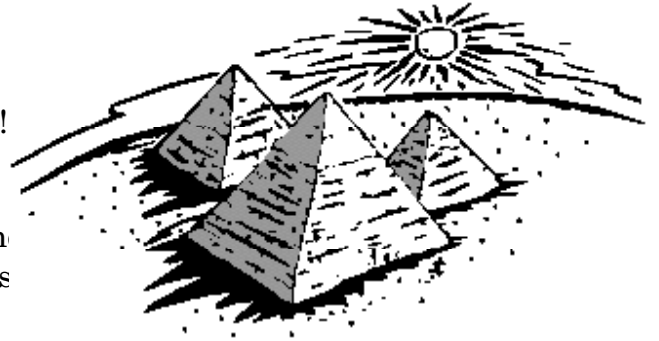


# ADVENTURE ONE

"Hey, look at those!" Tim shouted.

"Yeah," Katie said, "I know where we are now!"

The Kernel made a smooth landing down into the sand. "Where are we?" asked Robbie, "and who's that guy running around those triangles



"We're in Egypt, triangle brain, and those happen to be pyramids," Gina said.

"That's right," the Kernel said. "Pyramids are tombs built for pharaohs, or kings, of Egypt thousands of years ago."

"Wow! They're huge!" Ben said.

The Kernel nodded and explained that the Great Pyramid of Khufu was 481 feet high and the base covered 13 acres.

Just then the runner that Robbie had seen dashed over to them. "Assalaamu alaykum. You must be the Kernel," he said, "and this must be the Olympic task force."

"Olympic task force!" thought Robbie, "My mom doesn't even know I left school and now I'm on an Olympic task force!"



“My name is Ahmad,” said the man. “I’m training for the decathlon.”

“The de-who?” asked Tim.

“The decathlon,” answered the Kernel. “Decathlon athletes participate in ten events.”

You mean they don’t just train for one, they train for ten!?” said Katie, “and we have a hard time just practicing for volleyball!”

“My training is very important,” Ahmad said. “I have to be able to do the 100-meter dash, the 400-meter dash, long jump, 16-pound shot-put, high jump, 110-meter hurdles, discus throw, pole vault, javelin throw and 1500-meter run.”

“Never a dull moment, eh, Ahmad?” Robbie said.

“Well, I like the variety,” Ahmad answered. “It makes me a great all-around athlete.”

“Yeah, that’s a lot of running around, jumping around and throwing around,” Katie said, admiring an athlete like Ahmad.

“Now,” said Ahmad, “I’ll take you to the scene of the crime.”

They started to walk with Ahmad. Robbie ran up beside him and said, “C’mon, Ahmad, you’ve been training so hard for the Olympics. How could you think of giving it up just for some fruits and vegetables in your lunch box?”

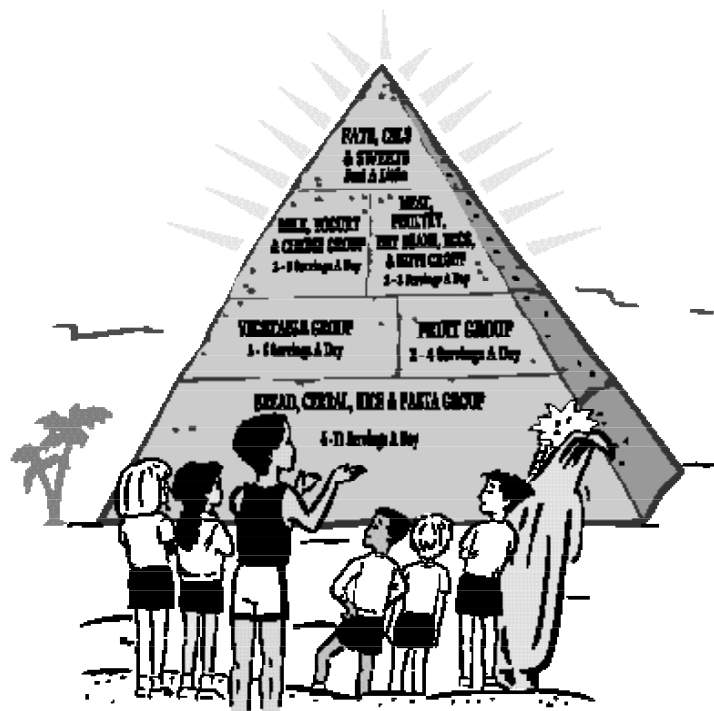
“Well,” Ahmad explained, “I would have to give up my hopes of being in the decathlon if I couldn’t compete in all ten events. If I could only compete in nine instead of ten then I couldn’t even think about going to the Olympics. It’s the same way with food. If I don’t eat a variety of foods — some from each food group — I can’t compete either because my body can’t get what it needs to be healthy and strong. Come, I’ll show you.”

He led the group to another pyramid. “This is the Food Guide Pyramid,” Ahmad, said.

“This one looks a lot newer than those other ones,” Gina said.

The Kernel replied, “It is a new idea, but it’s really been around for a long time. People have always known that the secret to being healthy and in good shape is to eat a variety of foods.”





The Kernel explained, "this pyramid shows how much of all the different kinds of foods you should eat every day. Your body needs more of the foods from the bread, rice and pasta group than any other kind of food. Next comes the fruits and vegetables. You should eat at least five servings of fruits and vegetables every day. On the next level you see the dairy products, such as milk, yogurt and cheese. The next group is meat, poultry, eggs, nuts and dry beans. Up at the very top you've got fats, oils and sweets. You only need to eat those once in a while."

"Without fruits and vegetables I guess the pyramid doesn't really work," Ben said.

Then Ahmad seemed angry, "That's right, and unless I can train properly and do my best I won't compete!"

"Okay, okay," Robbie said, feeling sorry for Ahmad, "we get the message. We'll try to help." He turned to the Kernel. "So coach – I mean Kernel, what do we do now?"

"Ahmad," the Kernel said, "you said there was something suspicious going on at the training camp."

"That's right," Ahmad said. "It seems that even though we are in the hot desert, it gets cold right around meal time and the fruits and vegetables just disappear."

"That's it? That's the clue? Maybe there's something wrong with the air conditioning or something," Katie said.

"No," Ahmad said, "It's more than that – it sends a shiver up your spine and then it's gone – and so are the fruits and vegetables."



"That does sound suspicious," agreed the Kernel. "Thank you, Ahmad, for all your help. We have some other athletes to visit and we've only 22 hours left before the entire Olympics is canceled. C'mon team. Let's not forget our first clue: When the desert heat has a chill in the air, fruits and veggies aren't anywhere."

They said good-bye to Ahmad, hoping they could solve the mystery and he would be able to compete in the decathlon. They climbed on the Kernel's back and took off into the desert air. As they flew over the pyramids they thought about what Ahmad said about eating a variety of foods and how important that is to be healthy.

Ahmad was an incredible athlete — who had trained hard to compete. They were determined to find out who or what was taking the fruits and vegetables.

Just when Ben was about to ask if the Kernel had earphones or a movie on board the Kernel started heading down.

"Where are we going now?" Katie asked.

"I know," Gina said, "just look over there!"





# Pass the Pyramid Breakfast

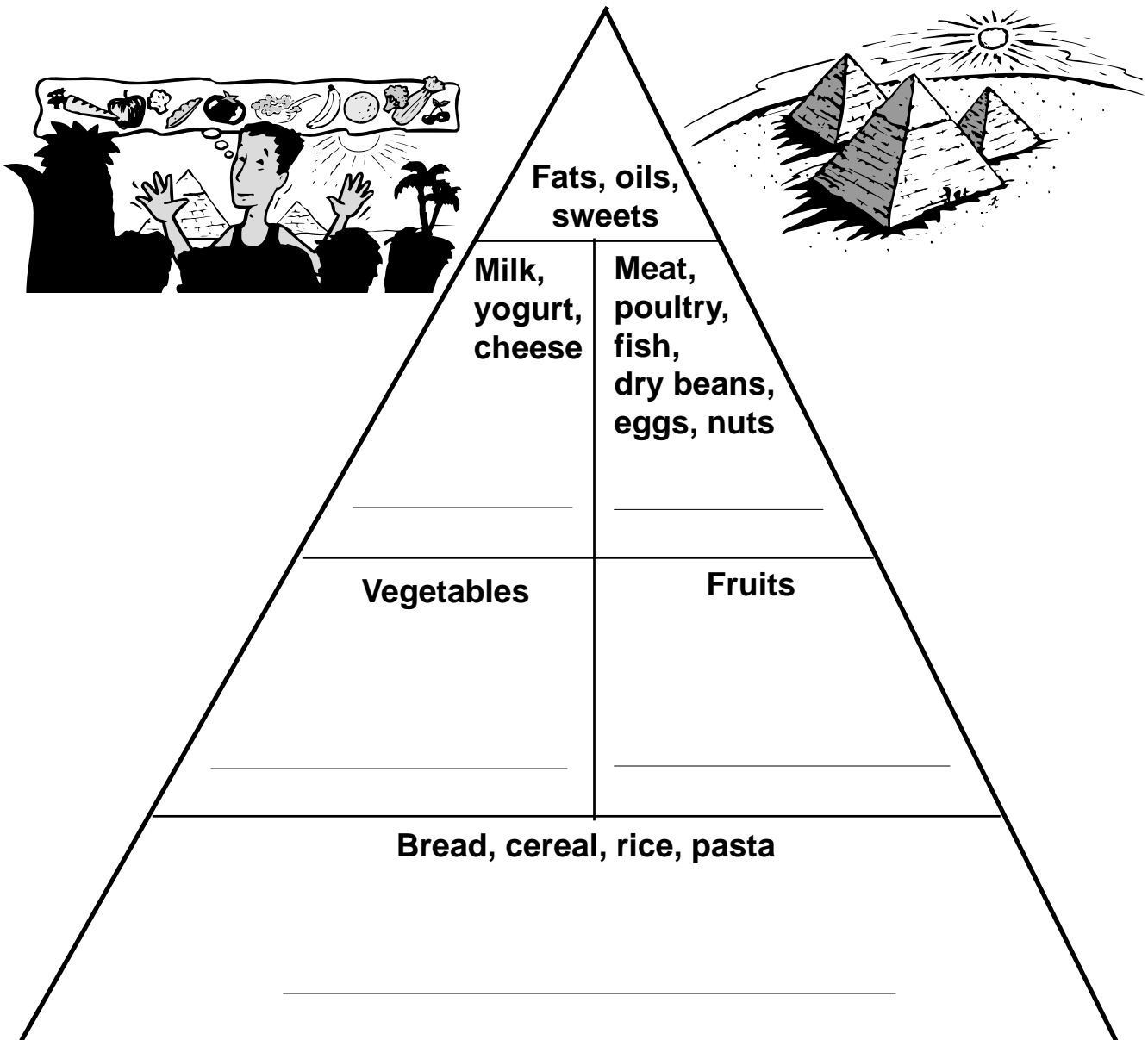


(Country)

Each person on your team will fill in one block of the pyramid to create a great, healthy breakfast.

Your breakfast must contain one food from three of the five major food groups. Your breakfast must also contain one fruit or one vegetable or one of each.

When your team has finished creating a meal, raise your hands.





# Pass the Pyramid Breakfast

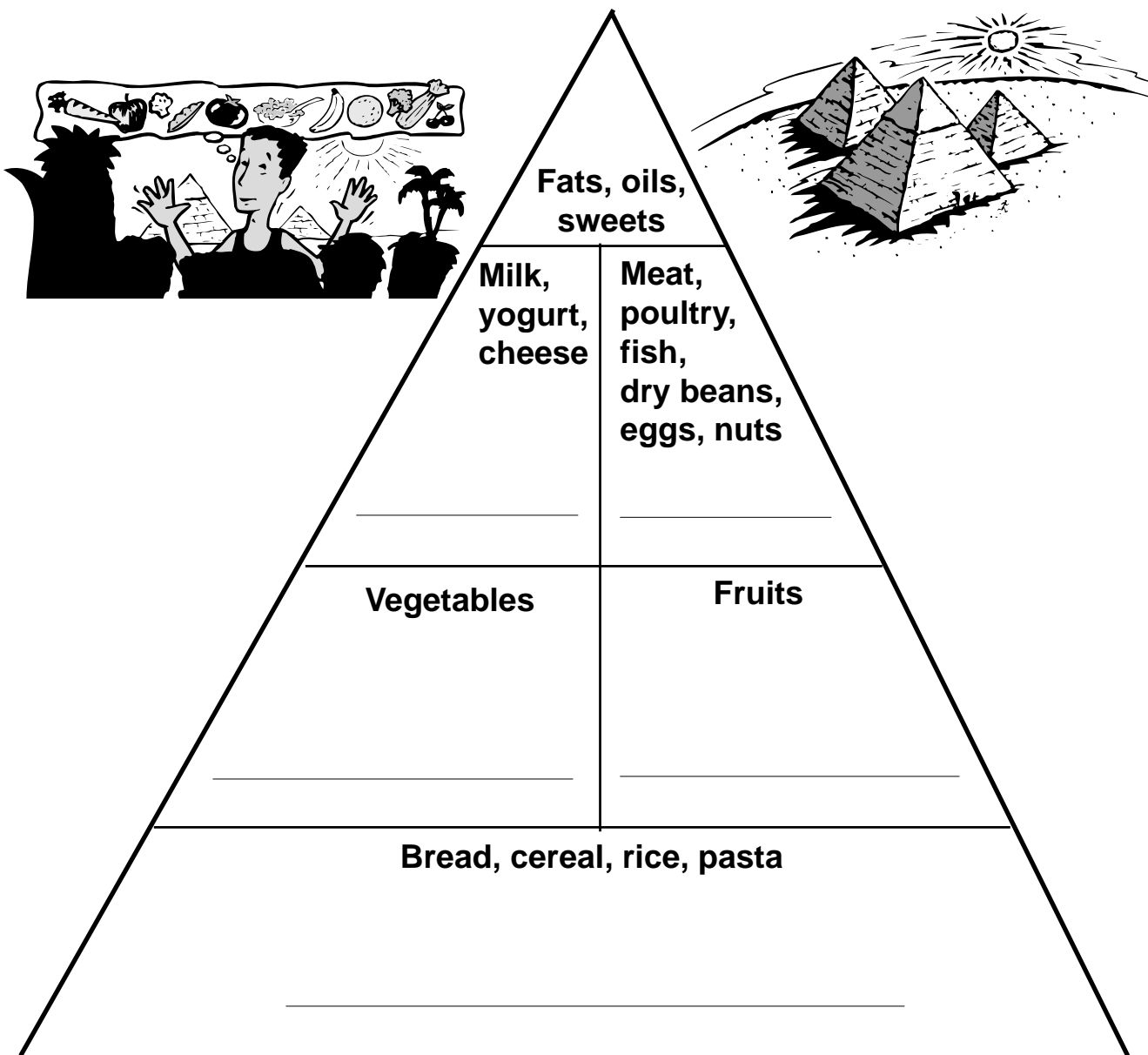


\_\_\_\_\_  
(Country)

Each person on your team will fill in one block of the pyramid to create a great, healthy breakfast.

Your breakfast must contain one food from three of the five major food groups. Your breakfast must also contain one fruit or one vegetable or one of each.

When your team has finished creating a meal, raise your hands.





# Pass the Pyramid Lunch



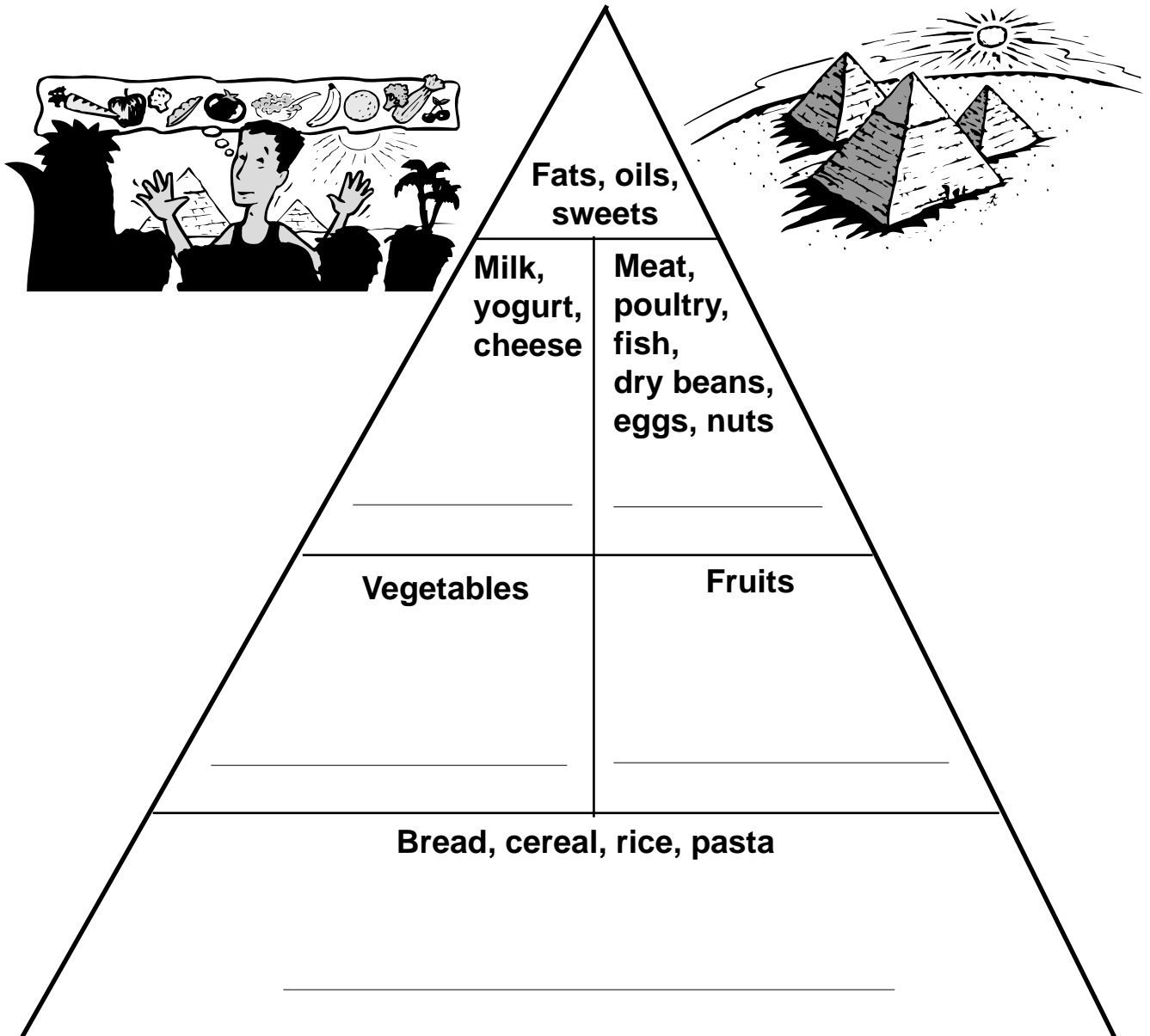
\_\_\_\_\_

(Country)

Each person on your team will fill in one block of the pyramid to create a great, healthy lunch.

Your lunch must contain one food from three of the five major food groups. Your lunch must also contain one fruit or one vegetable or one of each.

When your team has finished creating a meal, raise your hands.





# Pass the Pyramid Dinner

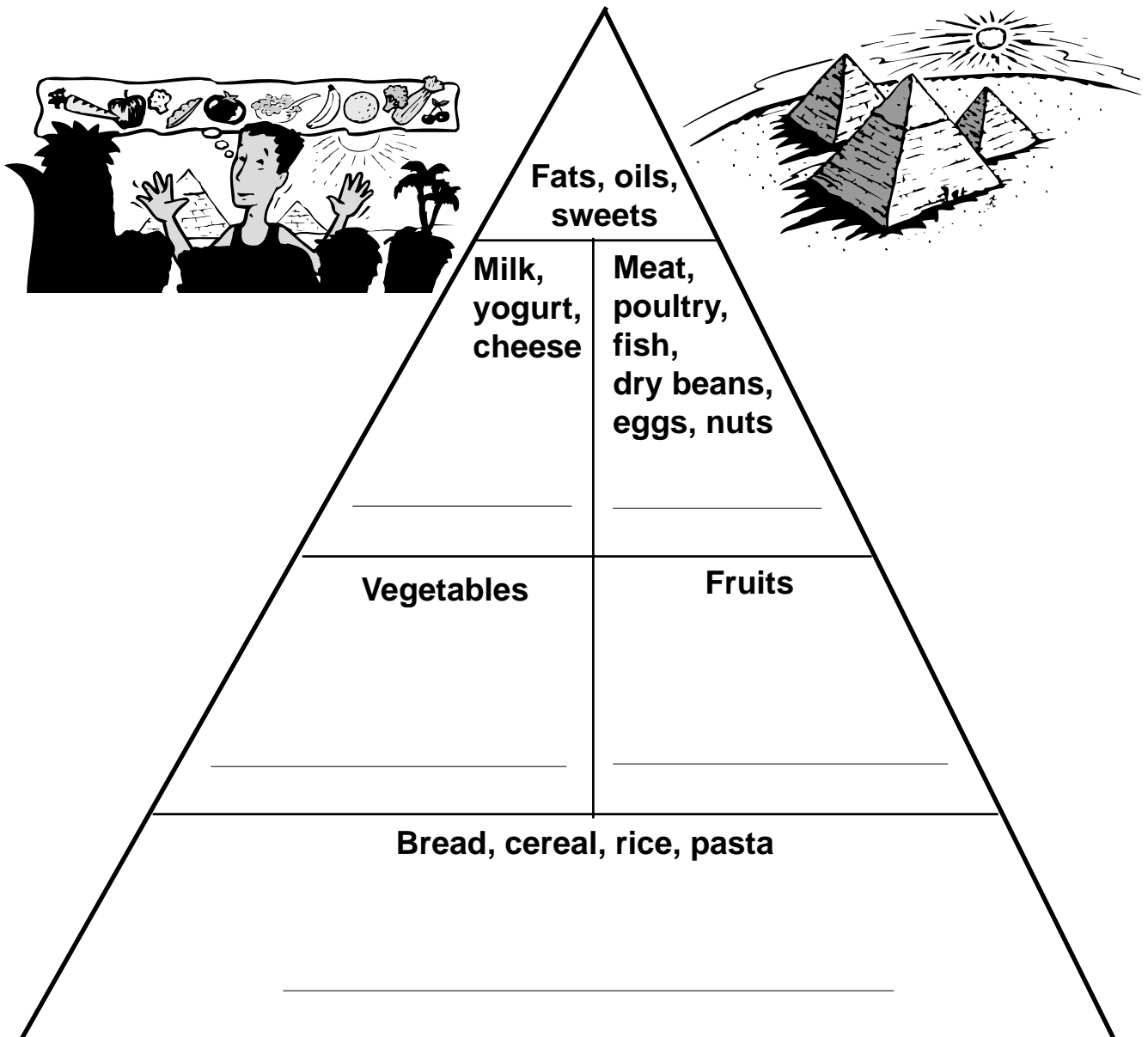


\_\_\_\_\_  
(Country)

Each person on your team will fill in one block of the pyramid to create a great, healthy dinner.

Your breakfast must contain one food from three of the five major food groups. Your dinner must also contain one fruit or one vegetable or one of each.

When your team has finished creating a meal, raise your hands.



## Session Two



# Dive into Breakfast

## Session 2: Part A – Outline

Approximate Time	Activities	Audio/Visual	Student Materials
5	1. Review		
10	2. 5 FOR 5 Adventure	Cassette Player Tape #2	Adventure 2 Scripts (France)
25	3. Planning Breakfasts	Pyramid Poster	Marie's Calendar Directions
<b>40 – 45 Minutes</b>			

### Activity 1: Review

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

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

- B. Briefly discuss whether students have been trying to eat a variety of foods.

#### ASK:

- Can anyone think of a lunch that you have eaten in the past few days at school or at home that included foods from four of the five major food groups on the Food Guide Pyramid?
- Can anyone think of a breakfast that you have eaten in the past few days at school or at home that included foods from three of the five major food groups?

- C. Explain that during today's 5 FOR 5 class they will be talking more about eating fruit and/or vegetables for breakfast.

## Activity 2: 5 FOR 5 Adventure (France)

- A. Tell the class that they will now listen to the next adventure cassette and discover the second country the Kernel and her Olympic Task Force will visit.
1. Ask if anyone can guess what that country will be?
  2. Distribute one **ADVENTURE 2** script to each student.
  3. Instruct students to use this story to follow along as the adventure is being read aloud to them on the cassette.
  4. Play **TAPE 2** as the students follow along with their scripts.
- B. After hearing the story, briefly discuss it using these questions.

### ASK:

- Why is eating fruits and vegetables so important to Marie?
- Why do you think that it is important to eat a good breakfast?  
*(After "fasting" by not eating all night, you "break" that fast and eat breakfast. Like a car "running on empty," you need to add food to your stomach to give you the energy to start your day feeling great and looking good. If you don't eat breakfast, you may feel tired, grouchy, or sick until you have lunch, or you may have trouble concentrating in school.)*
- What do you think are some good ways to add fruits or vegetables to your breakfast?
- What do you think happened to the missing fruits and vegetables?

- C. Call on the Olympic team members who represent **France** to take turns reading the information they recorded about it on their 5 FOR 5 Facts Sheet.
1. Instruct them to show the class where France is on a map or globe.
  2. **Optional:** Ask the team to show the flag of France they made, and plan to display the flag in the room for the remainder of the program.
  3. Congratulate the team for all of the interesting information they reported on France, and ask for applause from the rest of the class.



## Activity 3: Planning Breakfasts



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

- A. Remind the class that even though Marie has a very busy schedule, she finds the time to eat a good breakfast that **always includes fruit**.
- B. Tell the class to divide into their 5 FOR 5 teams, and distribute one **MARIE'S CALENDAR** directions sheet to each team.
  1. Explain that each team will now take a look at Marie's schedule for one week and think about what she could eat for breakfast during that week.
  2. Emphasize that each team should decide on breakfast menus for two of the seven days.

### STATE:

- Each of the two breakfasts you create for Marie must include **one food item from at least three out of the five major food groups** on the Food Guide Pyramid.  
*(Point to the Food Guide Pyramid poster introduced during Session 1, if available.)*
- Also, remember that each of the breakfasts must include **at least one fruit or one vegetable or one of each**.
- Your team should read over what Marie is planning to do on your assigned days and decide what kind of breakfast would be best for her that day. She might need a quick breakfast on a really busy day or a bigger breakfast on a really hard day, etc.
- There are lines on your directions sheet to record the days assigned to you and then write down the breakfasts your team comes up with for Marie.

- C. Tell each team to choose someone to list the breakfast foods their team comes up with on the directions sheet.

1. Assign each team the two days they are to plan breakfasts for Marie.
  2. Provide time for teams to work on this activity.
  3. Monitor each team to **be sure that they are creating realistic breakfasts** that include at least one item from three out of the five major food groups and one fruit and/or one vegetable in each breakfast.
  4. Call on each team to report some of the breakfasts they suggested for Marie, as time permits.
- D. Conclude by congratulating students on the great breakfasts of a variety of foods – including fruits and vegetables – that they created for Marie, and remind them to think about using these breakfast ideas when they are planning their own breakfasts at home.

## Session 2: Part B – Outline

Approximate Time	Activities	Audio/Visual	Student Materials
15	1. Snack Preparation and Taste Testing	Food Service Box	Snack Recipe 1
5	2. Home Snack Packs,* if available		Snack Pack 1
10	3. 5 FOR 5 Ring Toss or optional activity		5 Rings & Posts 5 FOR 5 Scorecards
30 – 35 Minutes	*See Snack Activities section of the manual.		

### Activity 1: Snack Preparation and Taste Testing



Food items/supplies needed for this activity should be arranged with Food Service prior to this session. A copy of the recipe and a list of the items needed are provided in the Snack Activities section of this manual. You may want to arrange for "room parents" to assist you with the snack preparation or taste-testing activity each week.

A. Plan time for students to wash their hands just prior to this activity.

**Optional:** Use the activities in the Hand Washing and Fruit and Vegetable Washing Section of this manual to emphasize good sanitation.

B. Allow some time for students to record on their scorecard all of the fruits and vegetables they ate today at lunch – if this class is after lunch.  
*(If this class is before lunch, be sure to have them fill in their scorecard after lunch.)*

C. Introduce today's class by explaining to students that from now on during their second 5 FOR 5 class each week, they will have the opportunity to either prepare a fruit or vegetable snack in class.

1. Announce the snack they will be preparing and tasting today.
  2. Suggested: **Apple Delight: Apple slices with peanut butter and crisp rice cereal.**
  3. Distribute one SNACK RECIPE 1 to each student.
  4. Emphasize that they should listen carefully as you review the procedure for this activity that was arranged with your school's Food Service.
  5. State the procedure for this activity that is appropriate for your classroom.
  6. Tell students that after they finish preparing and eating their snack, they should evaluate it by answering the questions at the bottom of the recipe.
- D. Give students time to prepare their own snack and eat it.
1. Remind them to evaluate the snack after they finish eating it.
  2. Discuss their reactions, as time permits.
  3. Encourage students to try this recipe again, explaining that it is not only a good snack but it would also be great for breakfast!
- E. Explain the clean-up procedure appropriate for your classroom.
- F. Remind students to take the snack recipe home and share it with their family.

## **Activity 2: Home Snack Packs (if available)**

- A. Remind students of the **Home Highlights** they received during the HIGH 5 program last year.  
*(Home Highlights were envelopes of information on fruits and vegetables, an activity poster, and recipes that they took home and shared with their family each week for five weeks.)*
- B. Announce that this year's 5 FOR 5 program includes a **new** home program called **5 FOR 5 HOME SNACK PACKS**.

**STATE:**

- Every week for the next four weeks during the second 5 FOR 5 class you will put together a special 5 FOR 5 Home Snack Pack bag that you should take home and share with your family.
- Each snack pack will include tips and activities about ways to eat more fruits and vegetables and the importance of eating fruits and vegetables every day.
- Each snack pack will include foods you'll need to make the same snack at home for your family that you tried in school today.
- Remember that it is just as important for the members of your family to eat five fruits and vegetables every day as it is for you. And you can help your family do that by sharing each 5 FOR 5 Home Snack Pack with them.

- C. Hold up one of the Home Snack Pack bags. Show and explain to students exactly what each of them will be placing in their own bags.

**EXPLAIN:**

- **Bag:** You will each put together 5 FOR 5 Home Snack Packs during the 5 FOR 5 program. You are to take each one home and share it with your family today. You will use one of these bags to make today's snack pack.
- **Letter:** In this first snack pack you will put a letter that explains the 5 FOR 5 Home Snack Pack program to your parent/s.
- **Food Items:** Today you will put in the bag the ingredients you need to prepare a taste testing sample of the recipe you made in class. These are the foods you need to prepare a sample for your family.
- **Snack Recipe:** You will put your copy of today's Snack Recipe 1 in your bag, so that everyone in your family will know how to make the snack.
- **Optional: Tip Sheets:** These information sheets contain information for your parent/s that include some tips and ideas to make eating more fruits and vegetables fun and easy for your whole family.
- **Optional: Reward, if available:** You will get to add a little reward for you and your family for participating in the program. The suggested reward for this first snack pack is a 5 FOR 5 or 5 a Day magnet. You can use this magnet to put the tip sheets on your refrigerator to remind you to complete the snack pack activity.



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

D. Distribute one **5 FOR 5 HOME SNACK PACK BAG** to each student.

1. Instruct students to write their name on the bag.
2. Instruct students on the individual or group procedure for putting the items in their bags.
3. After students have finished putting all of the items in their bags, demonstrate where to place the 5-a-Day sticker or tape to seal the bags.
4. Distribute one **5-A-DAY STICKER** or a piece of tape to each student and tell them to seal their bags now.
5. **Remind students that they are to share these snack packs with their family, so they should NOT open them until they are at home.** When they get home, they should put their snack pack in the refrigerator until they are ready to share it with their family.

E. Encourage students to participate in the 5 FOR 5 Home Snack Pack program by emphasizing that it will be another opportunity for all of them and their families to have fun trying to eat more fruits and vegetables every day.

### **Activity 3: 5 FOR 5 Ring Toss (or Optional Activity)**

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

**STATE:**

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

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

1. Ask each team's scorekeeper to announce their team's Week 2 Team Score.
2. Determine this week's winning team/s.
3. Tell the scorekeeper/s of the winning team/s to circle their winning score/s on their scoreboard/s.

D. Remind students that the team/s with the highest score will have a chance to do the special **5 FOR 5 RING TOSS** or optional activity where they can earn bonus points for their team. All teams that tie for the highest Week 2 Team Score will have the opportunity to do the ring toss game or optional activity.

E. Set up the **5 FOR 5 Ring Toss Game** or optional activity, and review the directions, as needed.

**STATE:**

- Each member of the winning team gets to toss at least one of the five rings.
- Each ring that goes over a post equals **1 bonus point for that team**.

F. Instruct the winning team/s to do the ring toss game, and remind them that each member of their team must toss at least one of the five rings.

1. Instruct that team's scorekeeper to record on their scoreboard any bonus points earned by their team.

2. Repeat the procedure if there are any other winning teams.
- G. Collect all the scorecards, distribute one new **5 FOR 5 SCORECARD** to each student, and instruct them to write their name on their scorecard and then tape the scorecard to one corner of their desk. Or remind students to begin using the next scorecard on their sheet.
- H. Conclude by telling students that next week the 5 FOR 5 Adventure continues and they will have another opportunity to compete for a chance to earn more team bonus points in the 5 FOR 5 Ring Toss or optional activity.
1. Explain that each week is the beginning of a new competition, but even if their team does not earn the winning score each week, students will have the chance to earn points for themselves by eating fruits and vegetables at lunch at school.
  2. Remind them that every student who earns at least **70 points** by the end of the program will receive a reward.
  3. State that it is easy, fun, and delicious to earn points for eating fruits and vegetables at lunch.



# ADVENTURE TWO

"Where are we going now?" Katie asked.

"I know," Gina said, "just look over there!"

"Isn't that the Eifel Tower?"  
Robbie yelled to the Kernel.

"I don't know about Eifel Tower,"  
Tim groaned, "but Eifel hungry!"

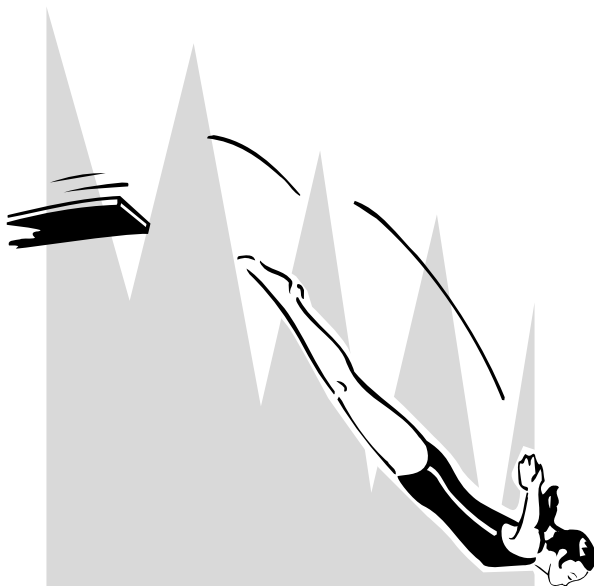
"I think you're both right," the  
Kernel called back to them as they  
began their descent. "That is the  
Eifel Tower, which, of course, means  
we're in Paris, France and I think we're  
all hungry!"



They landed at the Olympic training camp just outside of Paris. They could see lots of farmland as they flew over the Paris basin. How was it possible that the French athletes could be missing their fruits and vegetables when it looked like France grew lots of fruits and vegetables?

"I think we're just in time for breakfast," the Kernel said, "we'll have to make a visit to the pool first — to whet your appetite, so to speak."

"Very funny," Ben said under his breath. He could hear his stomach growling.



As they approached the pool they saw some one jump into the air, do a somersault and then disappear into the water.

"Wow!" Katie said, "did you see that dive?"

"I certainly did," said the Kernel, "now let's go see the diver."

They stood by the pool until the diver swam to the edge to greet them. "Bonjour!" she said, "you must be the Kernel. I am Marie."



"Marie," said the Kernel, "it's an honor to meet you."

"And this must be the Olympic task force," Marie said. "I'm so glad you've come. I hope this will be the last morning that I will have to have my breakfast without fruit!"

Just then Tim thought about something he had heard on the news about the Olympic diving competition. Marie had won a total of three gold medals in the last Olympics and could possibly win at least three more this time — if there was an Olympics! "We're here to help," Tim said. "What can you tell us about the missing fruits and vegetables?"

"Well," Marie said, "it is so difficult to be in top shape if you can't eat the right foods — I just can't do my best if I don't dive into every day with a breakfast that includes orange juice and some fresh fruit! And of course, it gets worse as the day goes on, but for me, breakfast is so important — I like to swim and dive early in the morning and I need energy just like you do to get into the swim of things every morning!"

The team thought about what Marie was saying. They all knew that they did better at early morning practices if they ate a good breakfast. They knew they did better in school, too. Katie thought about the times when she skipped breakfast and fell asleep in class — she felt lousy until she could get something to eat at lunch. She also thought about the times when she did eat a good breakfast — it did make a difference. She admired Marie — she was doing everything she could to do her best — taking a few extra minutes for breakfast was part of that.

"So what happens when they serve breakfast here?" she asked Marie.

"Come with me and I'll show you," she said, and they followed her to the dining hall. They went into the dining hall and stood in line for breakfast with the athletes. Suddenly they heard a scream from the kitchen.

"Here we go again," said Marie, "this happens every morning. The cook looks in the refrigerator only to find that all the fruits and vegetables have disappeared."

"But didn't you have something else sort of suspicious to tell us about?" asked the Kernel.

"Yes," Marie said, "we always have croissants and beignets — those are French rolls and pastries — with our breakfast and we like to sprinkle powdered sugar on them. Ever since the fruits and vegetables have been disappearing the powdered sugar has turned to fine powdery snow — isn't that the strangest thing?"

The team nodded. This was suspicious. In Egypt there was a chill in the warm desert air and now in France there was powdery snow where there should be powdery sugar.



"That is a good clue," said the Kernel. The team ate breakfast with Marie and the other athletes. They were beginning to understand why the athletes missed the juice and fresh fruit—they missed it, too! When they were finished with breakfast the Kernel looked up at the clock. "Time to go," she said. They all said good bye to Marie.

"Thank you and I hope your mission succeeds. I don't want to miss the Olympics, but I need to be in my best shape to compete. Please don't let us down."

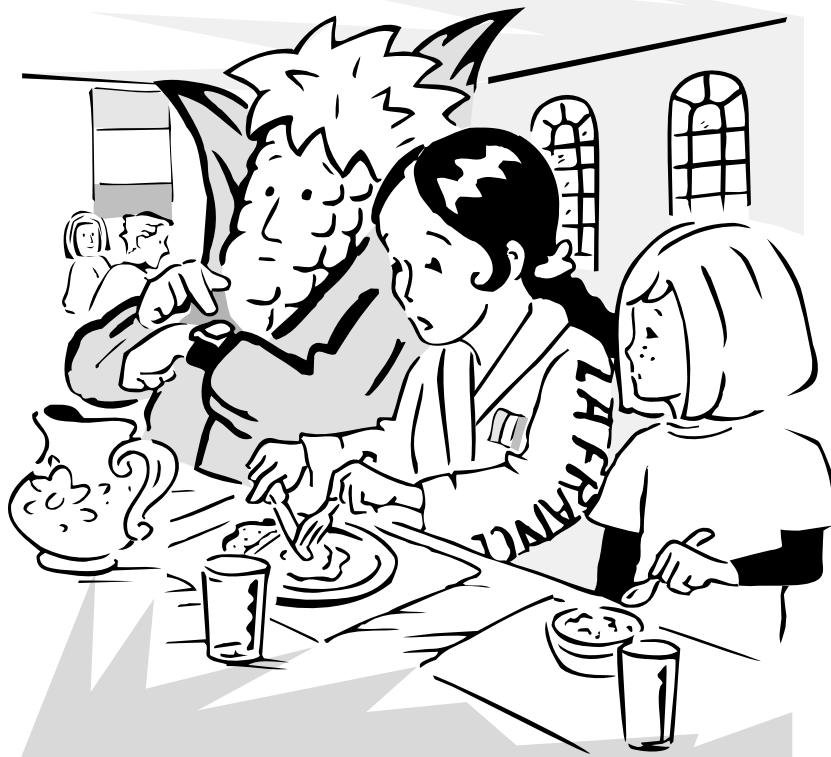
"We'll do our best," Katie said.

"Now," the Kernel said to them, "let's remember this clue: When the fruits and vegetables come and go, all that's left is powdery snow."

They thought hard, but no one had an answer yet. They didn't want to disappoint Ahmad or Marie. "Let's go," said the Kernel. We've only 19 hours left!" They climbed on the Kernel's back and took off into the sky, wondering where they were going next. After a long flight they started heading downward.

"Do you know where we are?" Robbie asked Ben.

"I think so — look over there," he answered.

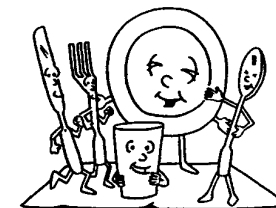




# Marie's Calendar

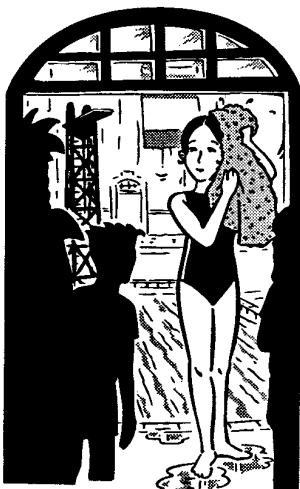


Country: \_\_\_\_\_

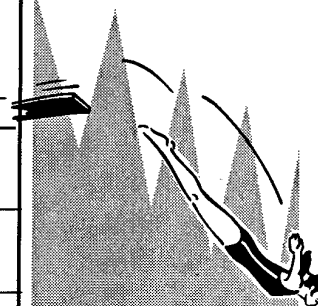


<b>Sunday:</b> Taking an early bus to spend the day with my mother and father.  Take something for breakfast on the bus.	<b>Monday:</b> Early-morning practice. Have to eat breakfast in a hurry.	<b>Tuesday:</b> Breakfast with my coach at 7:00 a.m. at Pierre's restaurant.	<b>Wednesday:</b> Take breakfast with me to eat after aerobics class.	<b>Thursday:</b> Olympic pool closed for cleaning. Can sleep late and have a lazy breakfast at home.	<b>Friday:</b> Long training day after no workout yesterday. Eat a good breakfast!	<b>Saturday:</b> My friend Anne is coming over for breakfast.
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- 15 -



Breakfast	
First Day _____ (Day of week)	Second Day _____ (Day of week)



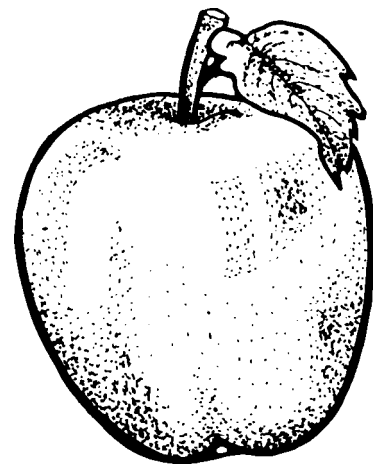


# Snack Recipe 1

## Apple Delight

### Ingredients:

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



### Directions:

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

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

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

Will you try to make this again at home?

☐ Yes

☐ No

Why not? \_\_\_\_\_

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

## Session Three



# Run, Two, Three, Goal!

## Session 3: Part A – Outline

Approximate Time	Activities	Audio/Visual	Student Materials
5	1. Review		
10	2. 5 FOR 5 Adventure	Cassette Player Tape #3	Adventure 3 Scripts (Peru)
15	3. Planning Snacks		Pack that Snack Directions
10	4. Goal Setting #1	Overhead Projector Transparency 3	Go for the Goal #1 Worksheets
<b>40 – 45 Minutes</b>			

### Activity 1: Review

- A. Allow some time for students to record on their scorecard all of the fruits and vegetables they ate today at lunch – if this class is after lunch.  
*(If this class is before lunch, be sure to have them fill in their scorecard after lunch.)*

- B. Briefly discuss these questions.

#### ASK:

- How have you been including fruits and vegetables in your breakfasts lately?
- What kinds of fruits and vegetables do you eat for snacks?

- C. Inform students that this week during 5 FOR 5 they will be talking about snacks.

## Activity 2: 5 FOR 5 Adventure (Peru)

A. Tell the class that they will now listen to the next adventure and discover the third country the Kernel and her Olympic Task Force will visit.

1. Ask if anyone can guess what that country will be?
2. Distribute one **ADVENTURE 3** script to each student.
3. Instruct students to use this story to follow along as the adventure is being read aloud to them.
4. Play **TAPE 3** as the students follow along with their scripts.

B. After playing the cassette, briefly discuss the story using these questions.

**ASK:**

- Why is eating fruits and vegetables so important to Elena?
- Why do fruits and vegetables make good snacks?
- What do you think happened to the missing fruits and vegetables?

C. Call on the Olympic team members who represent **Peru** to take turns reading the information they recorded about it on their 5 FOR 5 Facts Sheet.

1. Instruct them to show the class where Peru is on a map or globe.
2. **Optional:** Ask the team to show the flag of Peru they made, and plan to display the flag in the room for the remainder of the program.
3. **Optional:** Ask students who searched the Internet to report what they found.
4. Congratulate the team for all of the interesting information they reported on Peru, and ask for applause from the rest of the class.



## Activity 3: Planning Snacks



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

- A. Remind the class that Elena likes to take fruits and vegetables with her when she goes on long runs.

### STATE:

Elena has to know which fruits and vegetables make good snacks and are easy to take along with her. She also has to know how to prepare and pack her fruits and vegetables so that they will stay fresh and crisp.

- B. Tell the class to divide into their 5 FOR 5 teams, and explain that each team's special task today will be planning snacks to pack.

1. Distribute one **PACK THAT SNACK** directions sheet to each team, and explain that each team will have 5 minutes to come up with as many fruit and vegetable snacks as they can think of that would be good to take along when they do a certain activity.

### GIVE EXAMPLE:

I will assign each team a different activity. Let's say your team's activity is **HIKING**. You will have 4 minutes to think of as many fruit and vegetable snacks as you can that would be good to take along with you when you go hiking. Remember that you must be realistic about what snacks to pack. At the end of 4 minutes, your team will choose the three snacks from your list that you think would work best.

For example, it wouldn't be very easy to take along cooked broccoli with hot cheese sauce on a hike, but it would be easy to pack an apple.

2. Explain that after each team chooses their three best snacks, they will report their activity and the three snacks to the class.

3. Assign each team one activity from the following list:

**Going on a long walk**  
**Going roller blading**  
**Going to a baseball game**  
**Going to play in the park**

**Going swimming at a pool or lake**  
**Going camping overnight**  
**Going for a long bike ride**  
**Playing soccer**

4. Tell each team to designate someone to write the name of their activity at the top of the directions sheet and then list all of their team's snack pack ideas.
  5. Give teams approximately 4 minutes to work on this activity.
  6. After 4 minutes, tell the teams to choose three snacks from their list that they think would be best to bring along for their activity and circle them on their worksheet.
- C. Call on each team to report their activity and then their three fruit or vegetable snack pack ideas to the class and discuss any snacks that seem unrealistic or impractical.
- D. Congratulate all the teams on their snack pack ideas, and encourage them to try some of these ideas when they need to pack a snack for an activity they like to do.

## Activity 4: Goal Setting #1

- A. Explain to students that now that they have practiced ways to include fruits and vegetables in their snacks, they are now going to set a goal to try to eat a fruit for a snack or a vegetable for a snack away from school.

### **STATE:**

- When you set a goal to do something you write down what it is you plan to do and when you plan to do it.
- Then you **honestly** try to achieve the goal you set.
- If you do not achieve your goal when you planned to, you should keep trying until you do.

- B. Project **TRANSPARENCY 3**, and point to the **5 FOR 5 Goal Box** at the top of the goal setting worksheet.

1. Point to the **YOUR NAME** line, and explain that this is where they print their name.
  2. Point to the **NAME OF FRUIT OR VEGETABLE** line, and explain that this is where they write down the fruit or vegetable they plan to eat for a snack away from school.
  3. Point to the **GOAL DATE** line, and explain that they need to achieve their goal before the first 5 FOR 5 class next week. **Write the date of Session 4 – Part A on the goal date line of the transparency.**
  4. Point to the **YOUR SIGNATURE** line, and explain that this is where they sign their name, showing that they plan to try to achieve their goal before the goal date.
  5. Point to the **5 FOR 5 GOAL CHECK** box, and explain that when they achieve the goal they set by eating a fruit or a vegetable for a snack, they should fill in this goal check box.
- C. Distribute **GO FOR THE GOAL #1** worksheet to each student, and instruct them to fill in their own goal as you explained using the transparency.
1. Stress that students are to fill in the **5 FOR 5 GOAL CHECK** box only **after** they have achieved their goal.
  2. Monitor students as they complete their goal worksheet.
  3. **Optional:** Complete your own goal worksheet and share it with your class.
- D. Announce that every student who achieves their goal will get to add **5 extra points** next week on their team's 5 FOR 5 Scoreboard. These points will help them reach their individual goal of 70 points and will contribute to their team's total points at the end of the program.
- E. Conclude by emphasizing to students that they should remember to achieve the goal they set today by the first 5 FOR 5 class next week. Repeat the date of Session 4 – Part A.

## Notes

## Session 3: Part B – Outline

Approximate Time	Activities	Audio/Visual	Student Materials
15	1. Snack Preparation and Taste Testing*	Food Service Box	Snack Recipe 2
10	2. Home Snack Packs*, if available		Snack Pack 2
10	3. 5 FOR 5 Ring Toss or Optional Activity		5 Rings & Posts 5 FOR 5 Scorecards
5	4. Midpoint Rewards		Pencils, if available
40 – 45 Minutes	*See Snack Activities section of this manual.		

### Activity 1: Snack Preparation and Tasting



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

- A. Plan time for students to wash their hands just prior to this activity.
- B. Allow some time for students to record on their scorecard all of the fruits and vegetables they ate at lunch today – if this class is after lunch.  
*(If this class is before lunch, be sure to have them fill in their scorecard after lunch.)*
- C. Announce the snack they will be preparing and tasting today. **Suggested: carrots and green pepper with some different kinds of dip.** Distribute one **SNACK 2 RECIPE** to each student.
  1. Emphasize that they should listen carefully as you review the procedure for this activity that was arranged with your school's Food Service.
  2. State the procedure for this activity that is appropriate for your classroom.
  3. Tell students that after they finish preparing and eating their snack, they should evaluate it by answering the questions at the bottom of the recipe.

- D. Give students time to prepare their snack and eat it.
  - 1. Discuss their reactions to today's taste testing sample, as time permits.
  - 2. Tell students that this is the snack that is in their Snack Pack 2 today, and urge them to be sure to share it with their family.
  - 3. Encourage them to try this recipe again.
- E. Explain the clean-up procedure appropriate for your classroom.
- F. Remind students to take the snack recipe home and share it with their family.

## **Activity 2: Home Snack Packs**

- A. Ask for a show of hands of all students who have completed **Snack Pack #1** with their families.
  - 1. Congratulate those students. As time permits, ask students how their families liked the snack packs.
- B. Encourage those students who have not yet discussed the information in their Snack Pack 1 with their parent/s to try to do so as soon as possible.
  - 1. Remind them if their parent/s cannot participate with them, another adult – such as a relative, neighbor, or other caregiver – may go over the information with them.
  - 2. Arrange a time to talk privately to students who are having problems finding an adult to participate with them.
- C. Explain that it is now time to put together the second home snack pack so they can share the snack they just tasted with their family.
- D. Hold up a snack pack bag and demonstrate the assembly of the second snack pack, explaining each of the items:

- Carrots
- Green pepper
- 2 dips
- Fruit and vegetable tip sheets
- Snack Recipe 2
- Note pad, if available

G. Distribute one **5 FOR 5 HOME SNACK PACK BAG** to each student.

1. Instruct students to write their name on the bag.
2. Instruct students on the individual or group procedure for putting the items in their bags.
3. After students have finished putting all of the items in their bags, demonstrate where to place the 5-a-Day sticker or piece of tape to seal the bags.
4. Distribute one **5-A-DAY STICKER** or piece of tape to each student and tell them to seal their bags now.
5. **Remind students that they are to share these snack packs with their family so they should NOT open them until they are at home.** When they get home, they should put their snack pack in the refrigerator until they are ready to share it with their family.
6. Encourage students to participate in the 5 FOR 5 Home Snack Pack program by explaining that it is a fun and enjoyable way for all of them and their families to try to eat more fruits and vegetables every day.

### **Activity 3: 5 FOR 5 Ring Toss (or Optional Activity)**

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

**STATE:**

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

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

1. Ask each team's scorekeeper to announce their team's Week 3 Team Score.
2. Determine this week's winning team/s.
3. Tell the scorekeeper/s of the winning team/s to circle their winning score/s on their scoreboard/s.

D. Remind students that the team/s with the highest score will have a chance to do the special **5 FOR 5 RING TOSS** or optional activity where they can earn bonus points for their team. All teams that tie for the highest Week 3 Team Score will have the opportunity to do the ring toss game or optional activity.

E. Set up the 5 FOR 5 Ring Toss game or optional activity, and review the directions, as needed.

**STATE:**

- Each member of the winning team gets to toss at least one of the five rings.
- Each ring that goes over a post equals **1 bonus point for that team**.

F. Instruct the winning team/s to do the ring toss game, and remind them that each member of their team must toss at least one of the five rings.

1. Instruct that team's scorekeeper to record on their scoreboard any bonus points earned by their team.
2. Repeat the procedure if there are any other winning teams.



- G. Collect all the scorecards, distribute one new **5 FOR 5 SCORECARD** to each student, and instruct them to write their name on their scorecard and then tape the scorecard to one corner of their desk. Or remind students to begin using the next scorecard on their sheet.
- H. Tell students that next week the 5 FOR 5 Adventure continues and they will have another opportunity to compete for a chance to earn more team bonus points in the 5 FOR 5 Ring Toss.
1. Explain that each week is the beginning of a new competition but even if their team does not earn the winning score each week, students still have the chance to earn points for themselves by eating fruits and vegetables at lunch at school.
  2. Remind them that every student who earns at least **70 points** by the end of the program will receive a reward.
  3. State that it is easy, fun, and delicious to earn points for eating fruits and vegetables at lunch.

## Activity 4: Midpoint Rewards

- A. Explain that all of the teams are doing a great job. Many students are on their way to earning **70 points**. All students who have at least **30 points right now** will receive a special incentive, if available. Refer to the Introduction section of this manual for information on obtaining these.
1. Show the **5 FOR 5 PENCIL** or other incentive to students.
  2. Looking at the scoreboards, call the name of each student who has earned at least **30 points** so far.
  3. Present each of those students with a pencil or other incentive.
- B. Remind the class that everyone still has a chance to get a pencil or other incentive as soon as they earn at least **30 points**. Each school lunch provides 2-3 servings of great tasting fruits and vegetables.
- C. Remind students to be honest when they record their points and only to count the fruits and vegetables they actually ate.

- D. Conclude by emphasizing that every student who achieves the goal they set this week, will get to add **5 points** to their scoreboard during the next 5 FOR 5 class. Give students the date of Session 4 – Part A.

# ADVENTURE THREE

"Do you know where we are?" Robbie asked Ben.

"I think so — look over there," he answered.

They looked down into the mountains. They saw what seemed to be a city made of stone. They couldn't see any people.

"Who do you think lives there?" Robbie asked, as they began their descent.

"I don't think anybody really lives there," said Ben. "Those are ruins."



"That's right," the Kernel said. "That's Machu Picchu and these are the Andes Mountains of Peru."

"Machu what?" Gina asked as they landed.

"Machu Picchu," the Kernel repeated. "This amazing city was built by the Inca people of Peru hundreds of years ago. No one knows exactly why it was abandoned in the late fifteenth century."



"Wow! This is incredible! How did people build these places without trucks and bulldozers?!" Robbie said, looking around at the stairways, buildings and terraces. "Hey, it looks like somebody is running toward us from over there."

"That must be Elena," the Kernel said, as the runner approached them.

"Hola," yelled the runner, stopping in front of them. "You must be the Kernel and this is the task force. I am very glad to meet you. I am Elena."

"Glad to meet you Elena," the Kernel said, "I'm amazed you can run in such a high altitude."

"I think I must come by it naturally," she said, "since I am an Inca. Hundreds of years ago Incan runners ran relays between the cities of Quito and Cuzco — that's 1250 miles — in five days! And in altitudes such as these! They carried messages from one town to another by passing the message on to the next runner."

"Are you a marathon runner?" asked Katie.

"Yes," Elena answered. "I love to run long distances, especially in the mountains. I live in the city of Cuzco, but sometimes I come here to run around the ruins."

"You must get hungry, running so long," Ben said.

"I do, that's why I get a snack pack from the Olympic training camp. We figured out which foods would last the longest and how to pack some of my favorites, but now many of my favorites — fruits and vegetables — have disappeared, as you know."

"What kinds of things did you pack for your training runs?" Ben asked.

"Well," Elena said, "I had to pack things that wouldn't get ruined when I ran through the ruins. Apples and oranges with tough skins work well, and some fruit juice. Carrot and celery sticks left in cold water in the refrigerator and then put in a sealed plastic bag stay crunchy. I dip them in a small container of peanut butter for a great quick energy snack. There are lots of fruits and vegetables that are easy to take along."



Ben thought about how he liked watching his aunt and uncle run the marathon at home. He thought he'd always liked to do that. He realized that they always ate plenty of fruits and vegetables too. Maybe packing some for snacks or taking some along for lunch wasn't a bad idea— it was never too early to start training.

"How I miss those fruits and vegetables," continued Elena, "you see I have loved running all my life — I would have loved to be one of the Inca runners. Now I have a chance to run for a gold medal for my country — but if I can't train well, and part of that is eating foods like fruits and vegetables that keep me strong and healthy, then there's no chance for me to really do my best. Please help us."

The Kernel looked at the task force. Each time they met someone new they realized how important their mission really was. They looked at Elena and could picture her as a strong Inca runner hundreds of years ago —they wanted to help her have a chance at the gold medal.



"How do the fruits and vegetables disappear at the training camp?" Katie asked.

"I don't know," said Elena, "As soon as the cooks get ready to prepare them — they have vanished. Instead of carrot sticks in my snack pack there are icicles —it's the strangest thing."

"Now that sounds very suspicious," said the Kernel. "Thank you, Elena. We will use this information and do our best to solve this mystery."

"Thank you," said Elena, "I'd like to stay but I've got to run! Good luck!" Elena quickly disappeared behind a large stone wall.



"Okay," said the Kernel, "Let's remember our clue: When she's ready for a fruit and veggie snack, she finds icicles in her pack. We've got to move on! There's only 15 hours left. Think about these clues as we fly —if you have any ideas let me know— I'm all ears!"

They climbed on the Kernel's back, thinking hard about the clues, but they were left cold without an idea.

They all fell asleep until Gina woke up and said, "Where are we?"

"I think I know where we are," Katie said, "but I'm not sure where we're going. Look at those — there's only one place I know of where you can find those!"



# Go for the Goal! #1



\_\_\_\_\_ (Country)



## 5 FOR 5 Goal



I, \_\_\_\_\_, will try to eat \_\_\_\_\_  
 (Your name) (Name of fruit or vegetable)  
 \_\_\_\_\_ for a snack one time this week.

\_\_\_\_\_ (Goal date)

\_\_\_\_\_ (Your signature)



## 5 FOR 5 Goal Check



**I achieved my goal!**

☐

I ate \_\_\_\_\_  
 (Name of fruit or vegetable)

for a snack on \_\_\_\_\_ this week.  
 (Day of week)

\_\_\_\_\_ (Your signature)



# Pack that Snack



(Country)



Our Activity: \_\_\_\_\_

## Fruit and Veggie Snacks






# Go for the Goal! #1



\_\_\_\_\_

(Country)



## 5 FOR 5 Goal



I, \_\_\_\_\_, will try to eat \_\_\_\_\_

(Your name) (Name of fruit or vegetable)

\_\_\_\_\_ for a snack one time this week.

\_\_\_\_\_

(Goal date)

\_\_\_\_\_

(Your signature)



## 5 FOR 5 Goal Check



I achieved my goal!



I ate \_\_\_\_\_

(Name of fruit or vegetable)

for a snack on \_\_\_\_\_ this week.

(Day of week)

\_\_\_\_\_

(Your signature)



## Snack Recipe 2

### Super Snackers

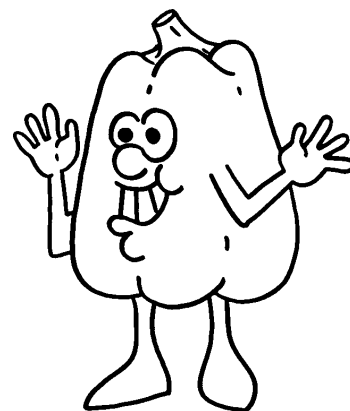


#### Ingredients:

2 baby carrots  
2 green pepper sticks  
1 packet low-fat ranch dressing  
1 packet low-fat French dressing  
Plate  
Napkin

#### Directions:

1. Put ready-to-eat carrots and green pepper sticks on a plate.
2. Open dressing packets and put on the plate.
3. Dip vegetable sticks into the dressing and enjoy.



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

\_\_\_\_\_

\_\_\_\_\_

Will you try to make this again at home?

☐

Yes

☐

No

Why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Session Four



# Getting a Kick Out of Juice

## Session 4: Part A – Outline

Approximate Time	Activities	Audio/Visual	Student Materials
5	1. Goal Check #1		
10	2. 5 FOR 5 Adventure	Cassette Player Tape #4	Adventure 4 Scripts (New Zealand)
30	3. Advertising Fruit Juice	Overhead Projector Transparency 4	Ad Power Handout Just Juice Directions
<b>45 – 50 Minutes</b>			

### Activity 1: Goal Check #1

- A. Allow some time for students to record on their scorecard all of the fruits and vegetables they ate today at lunch – if this class is after lunch.  
*(If this class is before lunch, be sure to have them fill in their scorecard after lunch.)*
- B. Instruct students to take out their Go for the Goal #1 Worksheet, and ask those students who achieved their **Goal #1** to eat a fruit or a vegetable for a snack away from school to stand.
1. Congratulate these students.
  2. **Optional:** Ask for a round of applause.

3. Call on students to name the fruit or vegetable they ate for their snack, as time permits.
  4. **Optional:** Point out the goal check on your goal worksheet, and report the fruit or vegetable you ate for a snack.
  5. Allow time now or schedule another time for these students to record their extra **5 GOAL POINTS** in the **GOAL #1** column on their team's scoreboard.
- C. Encourage the students who did not achieve their goal to keep trying until they do.
1. Explain that they should show you their goal worksheet when they do achieve their goal.
  2. State that when they do achieve their goal they will get to add 5 extra points to their team's scoreboard. These points will help them reach their individual goal of 70 points and will contribute to their team's total points at the end of the program.

## **Activity 2: 5 FOR 5 Adventure (New Zealand)**

- A. Tell the class that they will now listen to the next adventure and discover the fourth country the Kernel and her Olympic Task Force will visit.
1. Ask if anyone can guess what that country will be?
  2. Distribute one **5 FOR 5 ADVENTURE 4** script to each student.
  3. Instruct students to use this story to follow along as the adventure is being read aloud to them on the cassette.
  4. Play **TAPE 4** as the students follow along with their scripts.

B. After playing the cassette, briefly discuss the story using these questions.

**ASK:**

- Why is eating fruits and vegetables so important to Paul?
- Why does fruit juice make a good thirst quencher?
- What are some of your favorite kinds of fruit juice?
- What do you think happened to the missing fruits and vegetables?

C. Call on the Olympic team members who represent **New Zealand** to take turns reading the information they recorded about it on their 5 FOR 5 Fact Sheet.

1. Instruct them to show the class where New Zealand is on a map or globe.
2. **Optional:** Ask the team to show the flag of New Zealand they made, and plan to display the flag in the room for the remainder of the program.
3. **Optional:** Ask students who searched the Internet to report what they found.
4. Congratulate the team for all of the interesting information they reported on New Zealand, and ask for applause from the rest of the class.

## Activity 3: Advertising Fruit Juice



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

- A. Remind students that Paul likes juice to quench his thirst and give him the energy to play soccer well.
1. Emphasize that drinking fruit juice is not only a great way to quench your thirst, but it also helps you grow strong and healthy and gives you the energy to do the things you like to do.
  2. State that there are many fruits and vegetables that make great tasting juices by themselves and even mixed together.

3. Remind students that they should choose 100% fruit juice instead of fruit drinks or punch which are mostly sugar water with some fruit flavoring. Fruit juice is much healthier than fruit drinks or punch. **Looking at the label on the container will tell them what is in the juice.**
- B. Announce that during today's 5 FOR 5 class they are going to get the opportunity to create a new fruit juice combination that they think they would like and Paul would like too!
1. Explain that they should choose two or more fruits that they think would make a great tasting juice and then give their special juice combination a new name.
  2. Add that after they finish creating their special new fruit juice, they should try to design a television commercial or a magazine or newspaper advertisement for their special new juice.
- C. Project **TRANSPARENCY 4**, and then distribute one **AD POWER** handout to each student.
1. Explain that to help them to create their advertisement, they will need to know a little bit about advertising techniques.
  2. Inform students that there are many different techniques or ways that advertisers try to get people to buy products like food, clothes, cars, toys, appliances, toothpaste, and just about everything that is for sale.
  3. Point out and explain the four ways that are listed on the transparency and their handout, as time permits.
  4. Ask students if they can think of some ads that use some of these techniques.
- D. Explain the directions to the activity.

**STATE:**

- Each team should first create a new fruit juice combination and then give it a special name.
- Each team should then develop a short television, radio, newspaper, magazine or billboard advertisement using the advertising technique assigned to their team.
- Try to make your advertisement as interesting and fun as you can so that people will want to buy your new fruit juice.
- Each team will have about a minute to present their special ad to the class.

E. Tell the class to divide into their 5 FOR 5 teams, distribute one **JUST JUICE** directions sheet to each team, and assign each team one of the four advertising techniques.

1. Instruct each team to choose someone to lead this activity and another to complete the directions sheet.
2. Provide time for teams to work together and prepare to present their advertisement to the class.
3. Monitor teams to be sure that they understand the directions.

F. Call on each team to present their advertisement to the class, and discuss each presentation, as time permits.

**ASK:**

- Do you think their new juice combination sounds good?
- What advertising technique did they use to sell their new juice?
- Do you think people would buy their new juice because of their ad? Why or why not?

G. Conclude by congratulating teams on their great advertisements, and urge students to try some of these new fruit juice combinations, if they have the opportunity to do so.



If all the teams did not get to present their advertisement to the class, plan another time to finish the presentations.

## Notes



## Session 4: Part B – Outline

Approximate Time	Activities	Audio/Visual	Student Materials
15	1. Snack Preparation and Taste Testing*	Food Service Box	Snack Recipe 3
10	2. Home Snack Packs, if available		Snack Pack 3
10	3. 5 FOR 5 Ring Toss or optional activity		5 Rings & Posts 5 FOR 5 Scorecards
5	4. Pencil Point Check		Pencils
40 – 45 Minutes	*See Snack Activities section of the manual.		

### Activity 1: Snack Preparation and Table Testing



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

- A. Plan time for students to wash their hands just prior to this activity.
- B. Allow some time for students to record on their scorecard all of the fruits and vegetables they ate today at lunch – if this class is after lunch.  
*(If this class is before lunch, be sure to have them fill in their scorecard after lunch.)*
- C. Distribute one **SNACK RECIPE 3** to each student. Announce the snack they will be preparing and tasting today. **Suggested: Power Sticks: celery sticks with peanut butter and raisins.**
  1. Emphasize that they should listen carefully as you review the procedure for this activity that was arranged with your school's Food Service.
  2. State the procedure for this activity that is appropriate for your classroom.

3. Tell students that after they finish preparing and eating their snack, they should evaluate it by answering the questions at the bottom of the recipe.
- D. Give students time to prepare their own snack and eat it.
1. Discuss their reactions to the snack, as time permits.
  2. Tell students that there are celery sticks, peanut butter, and raisins in their Snack Pack 3 today, and urge them to be sure to share this snack with their family.
  3. Encourage students to try this recipe again.
- E. Explain the clean-up procedure appropriate for your classroom.
- F. Remind students to take the snack recipe home and share it with their family.

## **Activity 2: Home Snack Packs**

- A. Ask for a show of hands of all students who have completed **Snack Pack #2** with their families.
1. Congratulate those students. As time permits, ask students how their families liked the snack packs.
- B. Encourage those students who have not yet prepared the snack or discussed the information in their Snack Pack 2 (or Snack Pack 1) with their parent/s to try to do so as soon as possible.
1. Remind them if their parent/s cannot participate with them, another adult – such as a relative, neighbor, or other caregiver – may go over the information with them.
  2. Arrange a time to talk privately to students who are having problems finding an adult to participate with them.
- C. Explain that it is now time to put together the third Home Snack Pack so they can share the snack they just tasted with their family.

- D. Hold up a Snack Pack Bag and demonstrate the assembly of the third snack pack, explaining each of the items:

- Celery sticks
- Peanut butter
- Raisins
- Fruit and vegetable tip sheets
- Snack Recipe 3
- Incentive, if available

- E. Distribute one **5 FOR 5 SNACK PACK BAG** to each student.

1. Instruct students to write their name on the bag.
2. Instruct students on the individual or group procedure for putting the items in their bags.
3. After students have finished putting all of the items in their bags, demonstrate where to place the 5-a-DAY sticker or a piece of tape to seal the bags.
4. Distribute one **5-A-DAY STICKER** or a piece of tape to each student and tell them to seal their bags now.
5. **Remind students that they are to share these snack packs with their family so they should NOT open them until they are at home.** When they get home, they should put their snack pack in the refrigerator until they are ready to share it with their family.
6. Encourage students to participate in the 5 FOR 5 Home Snack Pack program by explaining that it is a fun and enjoyable way for all of them and their families to try to eat more fruits and vegetables every day.

### **Activity 3: 5 FOR 5 Ring Toss (or Optional Activity)**

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

**STATE:**

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

- C. Allow time for scorekeepers to determine their Team Score, and then tell them to go to their team's **5 FOR 5 SCOREBOARD** and list the total points for each of their members and then write in their team's average **WEEKLY TEAM SCORE**.
1. Ask each team's scorekeeper to announce their team's Week 4 Team Score.
  2. Determine this week's winning team/s.
  3. Tell the scorekeeper/s of the winning team/s to circle their winning score/s on their scoreboard/s.
- D. Remind students that the team/s with the highest score will have a chance to do the special **5 FOR 5 RING TOSS** or optional activity where they can earn bonus points for their team. All teams that tie for the highest Week 4 Team Score will have the opportunity to do the ring toss game or optional activity..
- E. Set up the 5 FOR 5 Ring Toss game or optional activity, and review the directions, as needed.

**STATE:**

- Each member of the winning team gets to toss at least one of the five rings.
- Each ring that goes over a post equals **1 bonus point for that team**.

- F. Instruct the winning team/s to do the ring toss game, and remind them that each member of their team must toss at least one of the five rings.
1. Instruct that team's scorekeeper to record on their scoreboard any bonus points earned by their team.
  2. Repeat the procedure if there are any other winning teams.

- G. Collect all the scorecards, distribute one new **5 FOR 5 SCORECARD** to each student, and instruct them to write their name on their scorecard and then tape the scorecard to one corner of their desk. Or remind students to begin using the next scorecard on their sheet.

## Activity 4: Pencil Point Check

- A. Present **5 FOR 5 PENCILS** to students who have now earned at least 30 points.
1. Stress to students that they can still earn the pencil next week if they haven't done so yet.
  2. Remind them that each school lunch provides 2-3 servings of great tasting fruits and vegetables.
- B. Conclude by telling students that next week the 5 FOR 5 Adventure continues and they will have another opportunity to compete for a chance to earn more team bonus points in the 5 FOR 5 Ring Toss.
1. Explain that each week is the beginning of a new competition but even if their team does not earn the winning score each week, students still have the chance to earn points for themselves by eating fruits and vegetables at lunch at school.
  2. Remind them that every student who earns at least **70 points** by the end of the program will receive a reward.
  3. State that it is easy, fun, and delicious to earn points for eating fruits and vegetables at lunch.

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## Reminders

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- ☐ Save all of your students' scorecards, scoreboards, return cards, and return card checklists for the 5-a-Day Project.
- ☐ Mark teacher's name and school on all materials.
- ☐ Complete your Session 4–B Checklist for the 5-a-Day Project.

# ADVENTURE FOUR

They all fell asleep until Gina woke up and said, "where are we?"

"I think I know where we are," Katie said, "but I'm not sure where we're going. Look at those — there's only one place I know of where you can find those!"



Gina looked down. She could see kangaroos jumping. That could only mean Australia, but they weren't heading downward yet. They passed Australia and then started their descent. "We must be going to New Zealand!" she said.

"Look at all those sheep!" Robbie said, "it must be New Zealand!" They landed in Auckland, which is on the North Island of New Zealand.

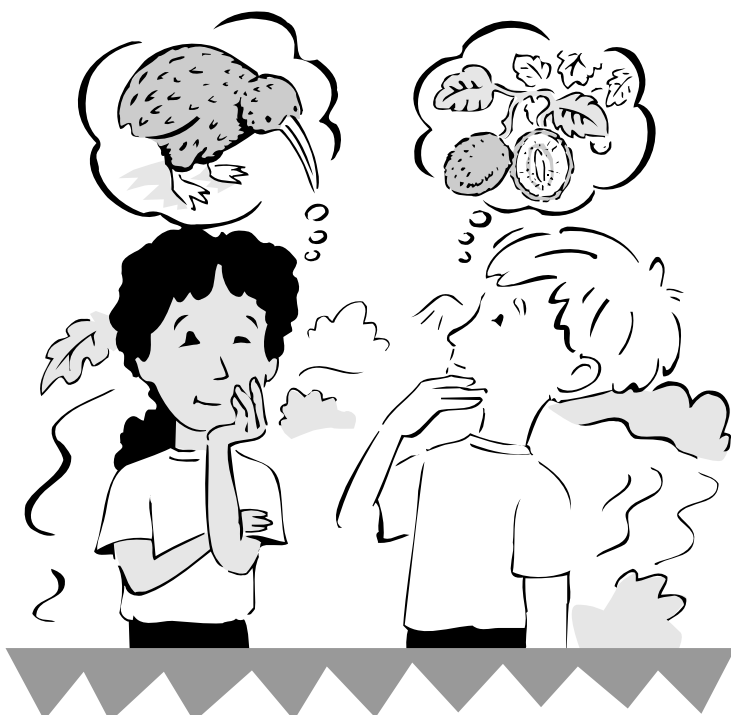
"That's right!" the Kernel said. "New Zealand has more sheep than people! They use their sheep for wool, meat and other products. Now, let's go find the Kiwi who is supposed to meet us."

"You mean we're going to talk to a kiwi fruit?" Ben asked.

"Actually, I think a kiwi is a bird, isn't it?" Gina said.

"So does that mean we're going to talk to a bird?" Ben asked.

"Yes and no," answered the Kernel. "Kiwis are flightless birds that live only in New Zealand. Kiwi fruit is grown here, but it really originated in China. It was named kiwi fruit so that people would know it was grown in New Zealand."



The kiwi I was talking about is a soccer player. New Zealanders call themselves "kiwis" as a nickname."

They walked a short way to the Olympic training camp. As they walked they could see water everywhere and volcanic cones and islands all around.

"Is Auckland an island?" Robbie asked.

"No," the Kernel answered, "but it's almost surrounded by water because of the rivers that flow into the sea here. The first people who settled New Zealand were the Maoris from Polynesia. They used these rivers for their canoes."

In a few minutes they reached a field where two teams were playing soccer. They took a break and one of the goalies approached them.

"Hello," the goalie said, "you must be the Kernel and the Olympic task force. I'm very glad to meet you. My name is Paul. You've come just in time."

"What do you mean, Paul?" the Kernel said. They looked at Paul — you could tell he had been playing hard. He looked tired and sweaty.

"We're taking a lunch break now and this is the time when I like to drink a nice cold glass of fruit juice — especially apple or orange juice and we don't have any."

"Can't you drink something else? Like soda pop?" Ben asked.

"Soda pop!" Paul said. "Not for me! It's so sweet that it would never quench my thirst! I could never be on an Olympic soccer team if I drank soda pop all the time. And now I may not even get the chance to be on an Olympic soccer team — unless you can help."





"I like juice, too, but I get kind of tired of apple juice or orange juice all the time," Gina said.

"Those are two of my favorites, but I like to try new ones, too," Paul said. "I like mandarin orange juice or tomato juice or apple pear juice or cranberry apple juice — the possibilities are endless — sometimes I think I could drink enough juice to fill a World Cup! And it's a great way to get another fruit into your day. Eating five fruits and vegetables every day is a personal goal of mine."

Gina thought about what Paul was saying. She did like fruit juice and she did feel much better after having a glass of fruit juice than a whole can of pop. She hadn't thought about how many different kinds of juices there were or how mixing them might be fun and taste pretty good, too. She was beginning to understand that eating five fruits and vegetables was important and she was meeting people she really admired who were trying to do just that.

"What happened to the fruit juice here in New Zealand?" the Kernel asked.

It's the strangest thing," Paul said, as he grabbed a can of apple juice from a cooler. "Listen." He shook the can and they could hear the juice inside. Then he opened the can and out came a few chunks of ice into his glass. "One minute it's there and the next minute the glass is just full of ice and the juice is gone."

"That is suspicious," said Robbie.

"Please," Paul said to them, "you must help us. I can't train properly if I can't eat and drink properly. An athlete has only his or her body to rely on and must keep it in the best shape possible. I've gotten a kick out of playing soccer since I was four years old and now it's my life. I've always dreamed of being in the Olympics and this is my chance. I'm thirsty for a gold medal!"



"We'll do our best to help you," Gina said, feeling a bit thirsty herself.

"Thank you," Paul said, shaking their hands. "I know you'll try your best for all of us. They joined the soccer team for sandwiches and water. The team returned to the field and Paul waved goodbye to the Task Force.

"Well," the Kernel said, "let's think about this clue. A glass of fruit juice cool and nice turns into a few small pieces of ice. I think there's a pattern here, team."

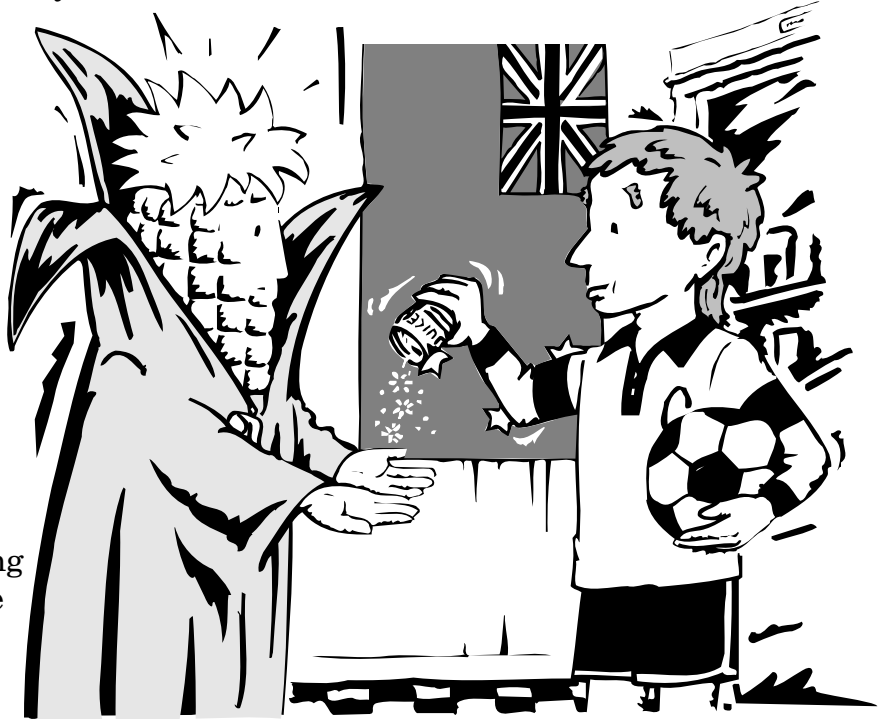
"Yeah," Ben said, "but what does it mean? I'm getting worried that we aren't going to find the fruits and vegetables. I'd feel terrible disappointing Paul and Ahmad and Marie and Elena."

"Let's not get discouraged, but let's get going, there's only 12 hours left!"

They climbed on the Kernel's back as she took off into the sky. The five volleyball players were getting weary and worried. Soon they began their descent.

"Look!" Tim shouted.

"Wow!" Robbie said, "I've always wanted to see that!"





(Country)

# Ad Power

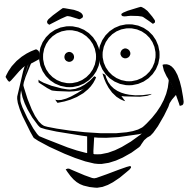
Transparency

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## Health & Fitness

Buy this product because it can make you:  
Look Good – Feel Good – Stay Well – Live Long



## Fun & Happiness

Buy this product because it can help you have:  
Good Times – Good Friends – Good Laughs – Good Life



## Thrift & Economy

Buy this product because it is a:  
Good Buy – Sale Price - Best Bargain – Smart Choice



## Senses

Buy this product because it:  
Looks Good – Smells Good – Tastes Good – Feels Good



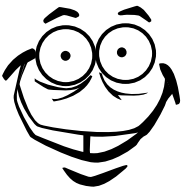
(Country)

# Ad Power



## Health & Fitness

Buy this product because it can make you:  
Look Good – Feel Good – Stay Well – Live Long



## Fun & Happiness

Buy this product because it can help you have:  
Good Times – Good Friends – Good Laughs – Good Life



## Thrift & Economy

Buy this product because it is a:  
Good Buy – Sale Price - Best Bargain – Smart Choice



## Senses

Buy this product because it:  
Looks Good – Smells Good – Tastes Good – Feels Good



# Just Juice



(Country)

Here are some fruits that would make great fruit juice.  
Choose two or more to use in your team's special beverage.



Apple  
Orange  
Cranberry  
Tangerine  
Mango

Pear  
Grape  
Pineapple  
Papaya  
Lemon



Our juice contains juice from these fruits: \_\_\_\_\_

The name of our juice is:

“ \_\_\_\_\_ ”

We think this juice would taste good because: \_\_\_\_\_

The advertising method we are using is: \_\_\_\_\_

Create an ad for your juice that you can act out for the class. Use one of the advertising methods on your worksheet. \_\_\_\_\_

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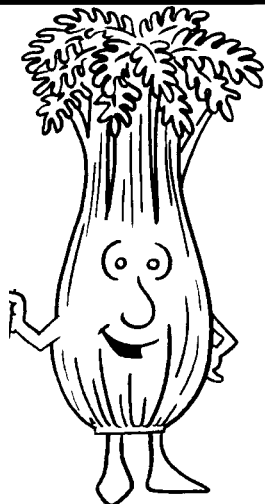
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# Snack Recipe 3

## Power Sticks



### Ingredients:

3 celery sticks  
 1 teaspoon peanut butter  
 1 small package raisins  
 Plate  
 Spoon  
 Napkin

### Directions:

1. Using a spoon, spread a small amount of peanut butter on the curved side of each celery stick.
2. Place raisins close together on the top of each celery stick with peanut butter.
3. Enjoy this quick snack

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

\_\_\_\_\_

\_\_\_\_\_

Will you try to make this again at home?

☐ Yes

☐ No

Why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Session Five



# Balance Your Meal with Veggies

## Session 5: Part A – Outline

Approximate Time	Activities	Audio/Visual	Student Materials
5	1. Goal Check #1		
10	2. 5 FOR 5 Adventure	Cassette Player Tape #5	Adventure 5 Scripts (China)
15	3. Veggies Make the Meal		Veggies Make the Meal Directions
10	4. Goal Setting #2	Overhead Projector Transparency 5	Go for the Goal #2 Worksheets
<b>40 – 45 Minutes</b>			

### Activity 1: Goal Check #1

- A. Allow some time for students to record on their scorecard all of the fruits and vegetables they ate today at lunch – if this class is after lunch.  
*(If this class is before lunch, be sure to have them fill in their scorecard after lunch.)*
- B. Instruct students to take out their Go for the Goal #1 sheet, and ask if there are any other students who have now achieved **Goal #1**.
  1. Congratulate these students and ask them to stand.
  2. Schedule a time for these students to record their extra **5 GOAL POINTS** in the **GOAL #1** column on their team's scoreboard.



B. Briefly discuss these questions.

**ASK:**

- How many of you drank juice with a meal or snack during the past week?
- Did you try any of the new juice combinations that teams created last week?

## **Activity 2: 5 FOR 5 Adventure (China)**

A. Tell the class that they will now listen to the next adventure and discover the fifth country the Kernel and her Olympic Task Force will visit.

1. Ask if anyone can guess what that country will be?
2. Distribute one **ADVENTURE 5** script to each student.
3. Instruct students to use this story to follow along as the adventure is being read aloud to them.
4. Play **TAPE 5** as the students follow along with their scripts.

B. After playing the cassette, briefly discuss the story using these questions.

**ASK:**

- Why is eating fruits and vegetables so important to Hong?
- What does it mean to “stir-fry” vegetables?
- Name some good ways to add vegetables to your dinner.
- What do you think happened to the missing fruits and vegetables?

C. Call on the Olympic team members who represent **China** to take turns reading the information they recorded about it on their 5 FOR 5 Facts Sheet.

1. Instruct them to show the class where China is on a map or globe.
2. **Optional:** Ask the team to show the flag of China they made, and plan to display the flag in the room for the remainder of the program.
3. Congratulate the team for all of the interesting information they reported on China, and ask for applause from the rest of the class.

## Activity 3: Veggies Make the Meal



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

- A. Remind the class that Hong likes to eat lots of vegetables with her dinner because they taste good, look good, and make her feel good.
- B. Inform students that during today's 5 FOR 5 class they are going to look at the many ways that vegetables can be added to meals.
- C. Explain that each team will get a card that will be the main part of the meal or dish. **For example, rice or pizza crust.** They will then have a chance to add other food items to it, such as meats, cheese, and vegetables.
- D. Assign each team one of the following food items to which they will add other foods:

Rice
Noodles/pasta
Pizza crust
Soup
Tortilla
Bread
- E. Distribute one **VEGGIES MAKE THE MEAL** directions sheet to each team, and instruct each team to write their main food item at the top of the page.
- F. Tell the class that each team will now choose one or two items from Box A to add to their main item and at least 2 or 3 vegetables from Box B.
- G. Allow the class a few minutes to complete the main dishes, then call on each team to tell the main dish they created.
- H. Congratulate students on their great suggestions of ways to add vegetables to meals, and remind them to eat some of these vegetables as they try to eat five fruits and vegetables every day.

## Activity 4: Goal Setting #2

- A. Explain to students that now that they have practiced ways to include fruits and vegetables in their snacks and meals, they will set another goal to try to eat a fruit and a vegetable for snacks away from school.

### STATE:

- Remember that when you set a goal to do something you write down what it is you plan to do and when you plan to do it.
- Then you **honestly** try to achieve the goal you set.
- If you do not achieve your goal when you planned to, you should keep trying until you do.

- B. Project **TRANSPARENCY 5**, and explain the goal setting worksheet.
1. Point to the **YOUR NAME** line, and remind students that this is where they print their name.
  2. Point to the **NAME OF FRUIT and NAME OF VEGETABLE** lines, and explain that this is where they fill in the fruit and the vegetable they plan to eat for snacks away from school.
  3. Point to the **GOAL DATE** line, and explain that they need to achieve their goal before the first 5 FOR 5 class next week on that line. **Write the date of Session 6 – A on the goal date line of the transparency.**
  4. Point to the **YOUR SIGNATURE** line, and explain that this is where they sign their name, showing that they plan to try to achieve their goal before the goal date.
  5. Point to the **5 FOR 5 GOAL CHECK** box, and explain that when they achieve the goal they set by eating a fruit for a snack and a vegetable for a snack, they should fill in this goal check box.
- C. Distribute the **GO FOR THE GOAL #2** worksheet to each student, and instruct them to fill in their own goal as you explained using the transparency.
1. Stress that students are to fill in the **5 FOR 5 GOAL CHECK** box only **after** they have achieved their goal.
  2. Monitor students as they complete their goal worksheet.
  3. **Optional:** Complete your own goal worksheet and share it with your class.

- D. Announce that every student who achieves their goal will again get to add **5 extra points next week** on their team's 5 FOR 5 Scoreboard. These points will help them reach their individual goal of 70 points and will contribute to their team's points at the end of the program.
- E. Conclude by emphasizing to students that they should remember to achieve the goal they set today by the first 5 FOR 5 class next week. Repeat the date of Session 6 – Part A.

## Notes

## Session 5: Part B – Outline

Approximate Time	Activities	Audio/Visual	Student Materials
15	1. Snack Preparation and Taste Testing	Food Service Box	Snack Recipe 4*
10	2. Home Snack Packs, if available		Home Snack Pack 4
10	3. 5 FOR 5 Ring Toss or Optional Activity		5 Rings & Posts 5 FOR 5 Scorecards
35 – 40 Minutes	* See Snack Activities section of this manual.		

### Activity 1: Taste Testing



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

- A. Plan time for students to wash their hands just prior to this activity.
- B. Allow some time for students to record on their scorecard all of the fruits and vegetables they ate today at lunch – if this class is after lunch.  
*(If this class is before lunch, be sure to have them fill in their scorecard after lunch.)*
- C. Distribute **SNACK RECIPE 4** to each student. Announce the snack they will be preparing and tasting today. **Suggested: Fruit Crunch: canned peaches with crumbled low-fat granola bar on top.**
  1. Emphasize that they should listen carefully as you review the procedure for this activity that was arranged with your school's Food Service.
  2. State the procedure for this activity that is appropriate for your classroom.
  3. Tell students that after they finish preparing and eating their snacks, they should evaluate it by answering the questions at the bottom of the recipe.

- D. Give students time to prepare their own snack and eat it.
  - 1. Discuss their reactions to the snack, as time permits.
  - 2. Tell students that there are canned peaches and a low-fat granola bar in their Snack Pack 4 today, and urge them to be sure to share this fruit snack with their family.
  - 3. Encourage students to try this recipe again.
- E. Explain the clean-up procedure appropriate for your classroom.
- F. Remind students to take the snack recipe home and share it with their family.

## **Activity 2: Home Snack Packs**

- A. Ask for a show of hands of all students who have completed **Snack #3** with their families.
  - 1. Congratulate those students. As time permits, ask students how their families liked the snack packs.
- B. Encourage those students who have not yet discussed the information in their Snack Pack 4 with their parent/s to try to do so as soon as possible.
  - 1. Remind them if their parent/s cannot participate with them, another adult – such as a relative, neighbor, or other caregiver – may go over the information with them.
  - 2. Arrange a time to talk privately to students who are having problems finding an adult to participate with them.
- C. Explain that it is now time to put together the fourth home Snack Pack so they can share the snack they just tasted with their family.

- D. Hold up a Snack Pack bag and demonstrate the assembly of the fourth Snack Pack, explaining each of the items:

- Can of fruit
- Low-fat granola bar
- Fruit and vegetable tip sheets
- Snack Recipe 4
- Bookmark, if available

- G. Distribute one **5 FOR 5 SNACK PACK BAG** to each student.

1. Instruct students to write their name on the bag.
2. Instruct students on the individual or group procedure for putting the items in their bags.
3. After students have finished putting all of the items in their bags, demonstrate where to place the 5-a-Day sticker or piece of tape to seal the bags.
4. Distribute one **5-A-DAY STICKER** or piece of tape to each student and tell them to seal their bags now.
5. **Remind students that they are to share these snack packs with their family so they should NOT open them until they are at home.** When they get home, they should put their snack pack in the refrigerator until they are ready to share it with their family.
6. Encourage students to participate in the 5 FOR 5 Home Snack Pack program by explaining that it is a fun and enjoyable way for all of them and their families to try to eat more fruits and vegetables every day.

### **Activity 3: 5 FOR 5 Ring Toss (or Optional Activity)**

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



**STATE:**

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

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

1. Ask each team's scorekeeper to announce their team's Week 5 Team Score.
2. Determine this week's winning team/s.
3. Tell the scorekeeper/s of the winning team/s to circle their winning score/s on their scoreboard/s.

D. Remind students that the team/s with the highest score will have a chance to do the special **5 FOR 5 RING TOSS** or optional activity where they can earn bonus points for their team. All teams that tie for the highest Week 5 Team Score will have the opportunity to do the ring toss game or optional activity.

E. Set up the 5 FOR 5 Ring Toss game or optional activity, and review the directions, as needed.

**STATE:**

- Each member of the winning team gets to toss at least one of the five rings.
- Each ring that goes over a post equals **1 bonus point for that team**.

F. Instruct the winning team/s to do the ring toss game, and remind them that each member of their team must toss at least one of the five rings.

1. Instruct that team's scorekeeper to record on their scoreboard any bonus points earned by their team.
2. Repeat the procedure if there are any other winning teams.

- G. Collect all the scorecards, distribute one new **5 FOR 5 SCORECARD** to each student, and instruct them to write their name on their scorecard and then tape the scorecard to one corner of their desk. Or remind students to begin using the next scorecard on their sheet.
- H. Tell students that next week the 5 FOR 5 Adventure continues and they will have another opportunity to compete for a chance to earn more team bonus points in the 5 FOR 5 Ring Toss.
1. Explain that each week is the beginning of a new competition but even if their team does not earn the winning score each week, students still have the chance to earn points for themselves by eating fruits and vegetables at lunch at school.
  2. Remind them that every student who earns at least **70 points** by the end of the program will receive a reward.
  3. State that it is easy, fun, and delicious to earn points for eating fruits and vegetables at lunch.
- I. Present **5 FOR 5 PENCILS** to students who have now earned at least **30 points**.
- J. Conclude by emphasizing that every student who achieves the goal they set this week, will get to add **5 points** to their team's scoreboard during the next 5 FOR 5 class. These points will help them reach their individual goal of 70 points and will contribute to their team's total points at the end of the program. Give students the date of Session 6 – Part A.

# ADVENTURE FIVE

"Look!" Tim shouted.

"Wow!" Robbie said, "I've always wanted to see that!"

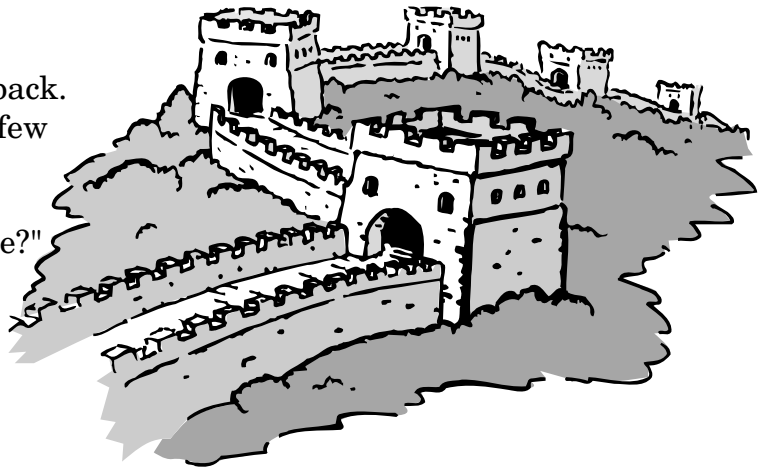
"That's the longest wall I've ever seen!" Gina said.

"That's the Great Wall of China!" Robbie said.

"That's right!" the Kernel called back.  
"We'll be landing in Beijing in a few minutes."

"Who built the Great Wall, Robbie?"  
Gina asked.

"I think it was a Chinese  
Emperor or something like that,"  
he answered.



"The wall was started more than two thousand years ago by the first emperor of China to protect the land from invaders," the Kernel said. "It's the longest wall or building ever built. It's about 25 feet tall and over four thousand miles long!"

"Now that's what I call great!" Ben said.

They landed in Beijing and passed by many temples and palaces. The Kernel showed them the Forbidden City, surrounded by walls, where the emperor used to live.

"Look at all the people!" Katie said. "This sure is a big city."

"One fifth of all the people in the world live in China," the Kernel said. "And we're just looking for one of them. Let's see, here is the Olympic gymnasium. This should be the right place."

They walked into the gym and saw a large room filled with gymnastic equipment. On each piece of equipment gymnasts and coaches were working hard to train for the Olympics.



A young woman waved at them as she mounted the balance beam. They watched as she performed hand stands and flips on the narrow beam.

"I'd really flip if I could do that!" said Katie, amazed.

As the gymnast dismounted with a flip in the air the team clapped their hands. She jumped down and ran over to them and introduced herself. "Nihao. My name is Hong and you must be the Kernel and the Olympic task force. I'm so glad to meet you."

"You were incredible!" Robbie said. "Is the balance beam your event?"

"Yes," Hong said, "along with the floor exercise, the uneven parallel bars and the vault."

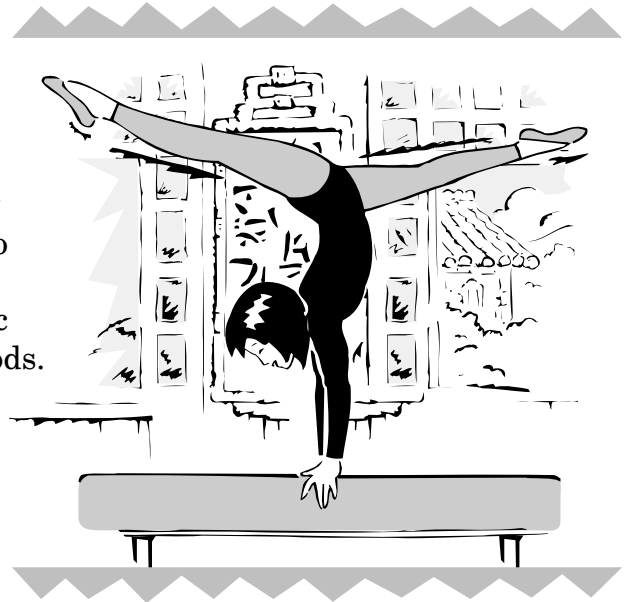
"You can do all those things?" Tim said.

"You have to be able to do all those things to compete on an Olympic level," she laughed. Then suddenly her face turned very serious and sad. "As you can tell I have trained very hard to compete at this level. I don't want to boycott the Olympics, but it's the only thing we can do to get our training back to Olympic standards — that means eating the right foods. In China we eat many vegetables and to see them disappear has made all of us very sad."

"Speaking of eating," Robbie said, "Isn't it time for dinner?"

"Yes," Hong said, "let me show you what has become of our Olympic dinners. I will explain our wok."

"Great," said Robbie, "I'd love to stretch my legs a little."



"Not that kind of walk," she said, "a wok that you cook in. You see, in China we stir-fry our foods. A wok is like a large, deep frying pan that we coat with oil and when the oil gets very hot we pour in many kinds of vegetables and stir them around or, as I like to think of it, tumble it all together. We often add some meat or seafood and serve it all over rice or noodles. I like rice because I'm from southern China. In the north they eat more noodles."



"So you mean now you just get plain old rice and chicken?" Ben asked.

"That's right," Hong answered.

"Swell," Ben, said under his breath. The team was really beginning to miss fruits and vegetables — every time they ate with an athlete they realized how much they really liked eating fruits and vegetables.

"Not only is it boring, but it doesn't taste very good either," Hong said. "And it doesn't look very good. And that's important. I might be able to do a back flip on the balance beam, but if I don't make it look graceful and easy then I can't compete. It's the same way with food. Most people like food that looks appealing. The chopped up vegetables make foods colorful and tasty. I really miss that."

"Yeah," Ben sighed, "Rice and chicken doesn't exactly have a rainbow effect."

"And I like the variety," Hong said, as they entered the dining hall. "As an athlete I have to eat a variety of foods, just like I need to know how to use a variety of equipment — a gymnast has to have a good sense of balance in eating, too."

Tim thought about what Hong said. He knew that when he ate too much junk food, he didn't feel very good; or if he didn't get enough sleep, he was tired all day long.

"I hope you can help us," Hong said. I have been training here in Beijing for many years. I've left my whole family in a small village just to prepare for the Olympics. Please don't let us down."

"We'll do our best," the Kernel said. "Hong, what happens when the vegetables disappear?"

"Just look," she said as she gave the Kernel a bowl of chicken and rice covered with a thin layer of frost.

"That is suspicious," the Kernel said. "This whole thing is beginning to leave me cold. Thank you, Hong. We must be going. We've only 9 hours to go!"

They finished their dinners and said good bye to Hong. The Kernel reminded them of their last clue, "When stir-fry veggies are tumbled and tossed, they're soon replaced by a layer of frost."

"I wish we could freeze the clock! How will we ever figure this out in just 9 hours!" Gina said.

"The clock seems to be the only thing that's not frozen!" the Kernel said. "C'mon!" They jumped on the Kernel's back and took off into the sky.

After a while they could feel the air getting warmer.

"It feels so warm, where do you think we are?" Katie asked.

"I think I know!" Tim answered. "Look!"





# Go for the Goal! #2



(Country)



## 5 FOR 5 Goal



I, \_\_\_\_\_, will try to eat \_\_\_\_\_  
 (Your name) (Name of fruit )  
 and \_\_\_\_\_ for snacks this week.  
 (Name of vegetable )

(Goal date)

(Your signature)



## 5 FOR 5 Goal Check



### I achieved my goal!

☐ I ate \_\_\_\_\_  
 (Name of fruit )  
 for a snack on \_\_\_\_\_  
 (Day of week)

☐ I ate \_\_\_\_\_  
 (Name of vegetable)  
 for a snack on \_\_\_\_\_  
 (Day of week)

(Your signature)



# Veggies Make the Meal



\_\_\_\_\_ (Country)

\_\_\_\_\_ Main food item

## A. Choose one or two:

cheese  
hamburger  
chicken  
turkey  
ham  
tuna



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

## B. Choose at least two or three:

beans  
tomato/tomato sauce  
carrots  
broccoli  
celery  
lettuce  
onions  
green peppers  
mushrooms  
bean spouts



\_\_\_\_\_  
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# Snack Recipe 4

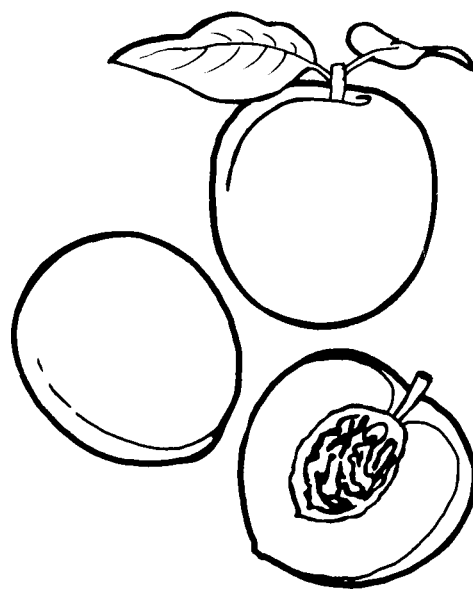
## Fruit Crunch

### Ingredients:

4 canned peach slices  
1 granola bar (low-fat)  
Bowl  
Spoon

### Directions:

1. Open can and spoon out 4 peach slices.
2. Crumble granola bar over peach slices.
3. Taste this new snack food combination.



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

Will you try to make this again at home?

☐ Yes

☐ No

Why not? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Session Six



# Jumping Hurdles

## Session 6: Part A – Outline

Approximate Time	Activities	Audio/Visual	Student Materials
5	1. Goal Check #2		
10	2. 5 FOR 5 Adventure	Cassette Player Tape #6	Adventure 6 Scripts (Tanzania)
30	3. Role-Playing Hurdles	VCR/Camera (Optional)	Hurdle Helpers Directions Hurdle Cards
<b>45 – 50 Minutes</b>			

### Activity 1: Goal Check #2

- A. Allow some time for students to record on their scorecard all of the fruits and vegetables they ate today at lunch – if this class is after lunch.  
*(If this class is before lunch, be sure to have them fill in their scorecard after lunch.)*
- B. Instruct students to take out their Go for the Goal #2 Worksheet, and ask those students who achieved their **Goal #2** to eat one fruit for a snack and one vegetable for a snack away from school to stand.
1. Congratulate these students.
  2. **Optional:** Ask for a round of applause.

3. Call on students to name the fruit and vegetable they ate for their snacks, as time permits.
  4. **Optional:** Point out the goal check on your goal worksheet, and report the fruit and vegetables you ate for snacks.
  5. Allow time now or schedule another time for these students to record their extra **5 GOAL POINTS** in the **GOAL #2** column on their team's scoreboard. These points will help them reach their individual goal of **70** points and will contribute to their team's total points at the end of the program.
- C. Encourage the students who did not achieve their goal to keep trying until they do. However, they only have until the end of this week when all the scoreboard points will be added up.
1. Explain that they should show you their goal worksheet when they do achieve their goal.
  2. State that when they do achieve their goal they will get to add **5** extra points to their team's scoreboard.

## **Activity 2: 5 FOR 5 Adventure (Tanzania)**

- A. Tell the class that they will now listen to the next adventure cassette and discover the sixth country the Kernel and her Olympic Task Force will visit.
1. Ask which country is remaining?
  2. Distribute one **ADVENTURE 6** script to each student.
  3. Instruct students to use this story to follow along as the adventure is being read aloud to them.
  4. Play **TAPE 6** as the students follow along with their scripts.
- B. After playing the cassette, briefly discuss the story using these questions.

**ASK:**

- Why is eating fruits and vegetables so important to Nanga?
- What are some reasons why it might be hard to eat five fruits and vegetables every day?
- What do you think happened to the missing fruits and vegetables?

- C. Call on the Olympic team members who represent **Tanzania** to take turns reading the information they recorded about it on their 5 FOR 5 Fact Sheet.
1. Instruct them to show the class where Tanzania is on a map or globe.
  2. **Optional:** Ask the team to show the flag of Tanzania they made, and plan to display the flag in the room for the remainder of the program.
  3. **Optional:** Ask students who searched the Internet to report what they found.
  4. Congratulate the team for all of the interesting information they reported on Tanzania, and ask for applause from the rest of the class.

### **Activity 3: Role-Playing Hurdles**

- A. Remind the class that all five members of the Olympic Task Force thought about some of their own **hurdles** that they had to get over when it came to eating fruits and vegetables.
1. Ask what the members of the Olympic Task Force meant when they each said they had their own **hurdles** that they had to get over when it came to eating fruits and vegetables.
  2. Define **hurdles** as obstacles that you have to get over in order to do something or keep going, or barriers that can stop you from doing something unless you think of a way to get around them.
  3. Point out that everyone has hurdles or obstacles that get in their way and problem solving can help people get over hurdles.
- B. Explain that today they will have the opportunity to practice getting over a hurdle that involves having a problem eating fruits and vegetables for snacks.

**STATE:**

- Each team will divide into pairs and get a Hurdle Card that gives an example of a possible problem you could have eating fruits or vegetables for a snack.
- Together you and your partner should come up with ways to overcome the hurdle by solving the problem listed on your card.
- Then you and your partner will role play the hurdle and show the way you figured out how to solve it.
- **For example:** In today's adventure Ben said that he liked to eat apples for a snack, but his mom didn't buy the kind he liked. He thought about his hurdle and decided he would ask his mom to buy the apples he liked or maybe he would go shopping with her.
- If you were role-playing this situation, you and your partner would act out Ben asking his mother to buy the apples or going with his mother shopping and reminding her to buy the apples that he likes.

*You might want to role play this example with a student.*

- C. Tell the class to divide into their 5 FOR 5 teams, assign students into pairs (or let them choose their own partners), and distribute one **HURDLE HELPERS** directions sheet to each team's set of partners, and one **HURDLE CARD**.

*(An extra student should be placed with a pair of students or you may choose to do the activity with that student.)*

1. Provide time for partners to list ways they think they could solve the problem on their card and then prepare a role play of one of their solutions.
2. Monitor partners to be sure they understand the directions.

- D. Announce when it is time for the role play presentations.

1. Emphasize that they should perform their role play so that everyone in the class can see and hear it.
2. Remind the class to be a polite audience and not talk while watching the role plays.

- E. **Optional:** Videotaping role plays can be very effective.

- F. Call on each set of partners to read their Hurdle Card to the class and then present their role play.

1. Ask for a round of applause after each role play.
  2. Discuss the role plays, as time permits.
- G. Conclude by congratulating students on presenting some good ways to jump over the hurdles to eating more fruits and vegetables, and encourage them to think about ways to overcome their own hurdles and eat more fruits and vegetables every day.

## Notes

## Session 6: Part B – Outline

Approximate Time	Activities	Audio/Visual	Student Materials
10	1. Snack Preparation and Taste Testing	Food Service Box	Snack Recipe 5*
5	2. Home Snack Packs, if available		
5	3. Goal Check #2		
15	4. 5 FOR 5 Ring Toss or Optional Activity	Overhead Projector Transparency 6	Grand Tally Directions 5 Rings & Posts 5 FOR 5 t-shirts, if available 5 FOR 5 Water Bottles, if available
10	5. Program Conclusion	Cassette Player Epilogue Tape	Epilogue Scripts
<b>45 – 50 Minutes</b>	*See Snack Activities section of this manual.		

### Activity 1: Snack Preparation and Taste Testing



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

- A. Plan time for students to wash their hands just prior to this activity.
- B. Allow some time for students to record on their scorecard all of the fruits and vegetables they ate today at lunch – if this class is after lunch.  
*(If this class is before lunch, be sure to have them fill in their scorecard after lunch.)*
- C. Distribute **SNACK RECIPE 5** to each student. Announce the snack they will be preparing and tasting today. **Suggested: Juice Jam: three different kinds of juices.**
  1. Emphasize that they should listen carefully as you review the procedure for this activity that was arranged with your school's Food Service.



2. State the procedure for this activity that is appropriate for your classroom.
  3. Tell students that after they finish preparing and eating their snacks, they should evaluate it by answering the questions at the bottom of the recipe.
- D. Give students time to get their juices and crackers and drink and eat them.
1. Discuss students' reactions to today's snack, as time permits.
  2. Explain that fruit juice is a great thirst quencher and an easy way to add another fruit to their day.
- E. Explain the clean-up procedure appropriate for your classroom.
- F. Remind students to take the snack recipe home and share it with their family.

## **Activity 2: Home Snack Packs**

- A. Ask for a show of hands of all students who have already completed Snack Pack #4 with their families.
1. Congratulate those students.
  2. Ask students how their families liked the four snack packs.

## **Activity 3: Goal Check #2**

- A. Ask if there are any other students who have now achieved **Goal #2**.
1. Congratulate these students and ask them to stand.
  2. Tell these students to add **5** points to their score in the Goal #2 column on the scoreboard right now.
- B. Congratulate all students who achieved the goals they set during the 5 FOR 5 program.

## Activity 4: 5 FOR 5 Ring Toss (or Optional Activity)

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

### STATE:

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

- C. Allow time for scorekeepers to determine their Team Score, and then tell them to go to their team's **5 FOR 5 SCOREBOARD** and list the total points for each of their members and then write in their team's average **WEEKLY TEAM SCORE**.
1. Ask each team's scorekeeper to announce their team's Week 6 Team Score.
  2. Determine this week's winning team/s.
  3. Tell the scorekeeper/s of the winning team/s to circle their winning score/s on their scoreboard/s.
- D. Remind students that the team/s with the highest score will have a chance to do the special **5 FOR 5 RING TOSS OR OPTIONAL ACTIVITY** where they can earn bonus points for their team. All teams that tie for the highest Week 6 Team Score will have the opportunity to do the Ring Toss game or Optional Activity.
- E. Set up the 5 FOR 5 Ring Toss game or Optional Activity, and review the directions, as needed.

### STATE:

- Each member of the winning team gets to toss at least one of the five rings.
- Each ring that goes over a post equals **1 bonus point for that team**.

- F. Instruct the winning team/s to do the ring toss game, and remind them that each member of their team must toss at least one of the five rings.
1. Instruct that team's scorekeeper to record on their scoreboard any bonus points earned by their team.
  2. Repeat the procedure if there are any other winning teams.
- G. Present **5 FOR 5 PENCILS** to students who have now earned at least **30 points**.
- H. Allow time for each team to work together on their scoreboard to determine each student's total points for the program.

**STATE:**

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

- I. Distribute one **GRAND TALLY** directions sheet to each team and explain that they will now use this sheet and their scoreboard to determine their team's **GRAND TOTAL SCORE**.
- J. Project **TRANSPARENCY 6**, and explain how the students should work together to use this sheet to help them determine their team's **GRAND TOTAL SCORE**.
1. Ask each team's **scorekeeper of the week** to fill in their sheet as their team members work together to figure all of the totals, and then tell them to fill in their team's **GRAND TOTAL SCORE** on their scoreboard.
  2. Allow time for teams to complete their sheet.  
*(You may want to provide each student or pairs of students with a worksheet and use this activity as a math lesson.)*
- K. Ask all students who earned at least **70 TOTAL POINTS** during the 5 FOR 5 program to stand.
1. Congratulate these students, and present to each one of them their special **5 FOR 5 T-SHIRT** or optional reward for eating lots of fruits and vegetables for lunch at school.

2. Ask for a round of applause for these students.
  3. Encourage those students who did not achieve their reward to keep trying for one more week, and explain that they will receive their reward at that time.
- L. Ask each team's scorekeeper to announce their team's **GRAND TOTAL SCORE** for the program, and then determine the winning 5 FOR 5 team/s.
1. Ask the students on the winning team/s to stand.
  2. Congratulate these students, and present to each one of them their special **5 FOR 5 WATER BOTTLE or optional reward** for being the winning team/s.
  3. Ask for applause for the winning team/s.

## Activity 4: Program Conclusion

- A. Tell the class that they will now listen to the final adventure cassette and maybe they will discover what happened to the missing fruits and vegetables.
1. Ask if anyone thinks they now know what happened to those fruits and vegetables?
  2. Distribute one **EPILOGUE** script to each student.  
(Define "epilogue" as the final scene or conclusion of a story.)
  3. Instruct students to use this story to follow along as the adventure is being read aloud to them.
  4. Play **EPILOGUE TAPE** as the students follow along with their scripts.
- B. After playing the cassette, briefly discuss the story using these questions.

### ASK:

- What did happen to the missing fruits and vegetables?
- Why is it important for **everyone** – not just athletes – to eat five fruits and vegetables every day?

C. Discuss these points about the 5 FOR 5 program, as time permits.

**EMPHASIZE:**

- You all know by now that eating fruits and vegetables can help you grow strong and healthy and give you the energy to do the things you like to do.
- The 5 FOR 5 program, with its 5 FOR 5 Adventures, included many interesting activities that helped you discover all the great things about eating five fruits and vegetables every day.
- Your school lunch provides many fruits and vegetables that taste good, are fun to eat, and are good for you; so remember to include them in every breakfast and lunch you eat at school.
- The **5 FOR 5 HOME SNACK PACKS** were a fun way for you and your family to try to eat more fruits and vegetables every day. And even though the home program is over, remind your family to continue eating fruits and vegetables every day.
- Continue to set goals to eat more fruits and vegetables until you are eating at least five fruits and vegetables every day.
- Remember the ad techniques you used to convince people to eat fruits and vegetables, and try to continue to convince other students and family members about the importance and fun of eating fruits and vegetables.
- And, think about the hurdles you helped jump by problem solving ways to eat more fruits and vegetables every day.

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



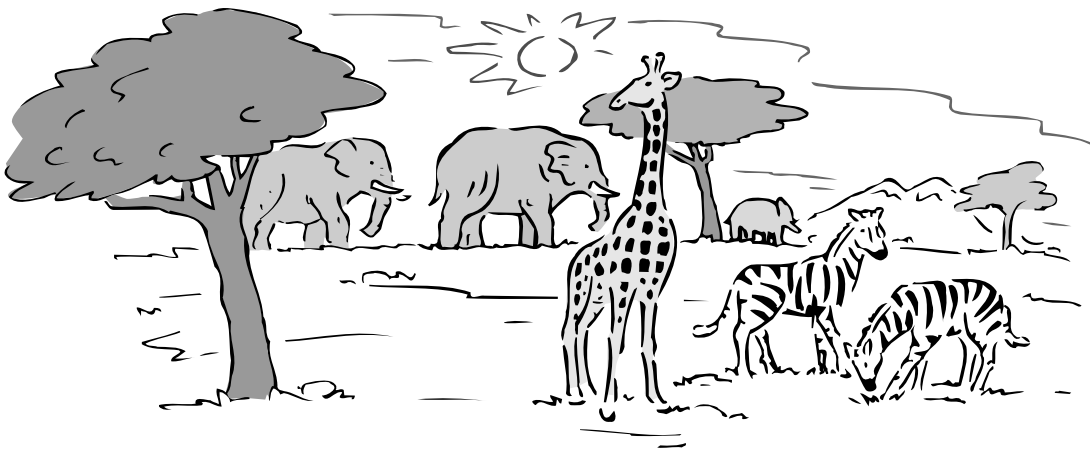
# ADVENTURE SIX

"It feels so warm, where do you think we are?" Katie asked.

"I think I know!" Tim answered. "Look!"

They looked down and could see what looked like a herd of zebras running across the land. "I'll take you down for a closer look!" the Kernel called. They swooped down and saw some elephants and not far off, some giraffes, too.

"This is the biggest zoo I've ever seen!" Ben said, "where are we?"



"This isn't the zoo!" Tim said, "this is how animals live without a zoo! This must be the Serengeti Plain in Tanzania."

"Exactly!" the Kernel said. "Hold on tight and I'll show you one way to say 'hi' in Tanzania."

They looked all around and then in front of them they saw a huge snow capped mountain standing alone. "That's Mount Kilimanjaro," the Kernel explained, "the highest mountain in Africa and the highest mountain in the world that's not part of a mountain range."

"That's high all right," Gina agreed. "Wait a minute! Maybe that snow at the top of the mountain has something to do with the missing fruits and vegetables. I mean everywhere we go the food is gone and there's always something cold left behind."

"Now at least that's something to think about!" the Kernel said as they landed in a big city. "This is Dares Salaam, the capital of Tanzania. Now if we can just find Nanga, we'll be on the right track. "

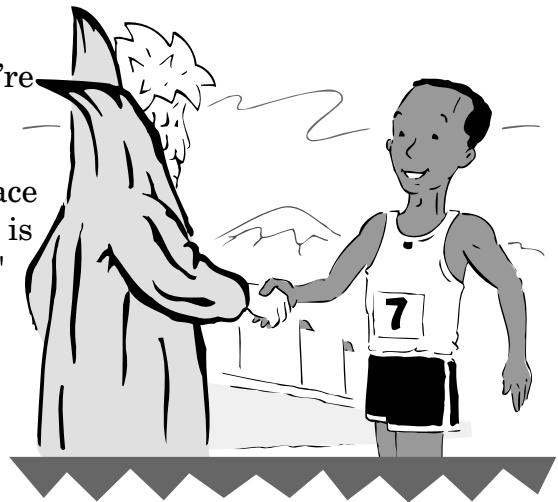
They walked a short way until they found a track and field with hurdles set up around it. They watched as they saw a man running and jumping over the hurdles. They couldn't believe how fast he was. When he was finished he walked over to them.

"Jambo! You must be the Kernel and the Olympic task force. I am Nanga. Thank you for coming to help us."

"We haven't much time," the Kernel said. "We're in a race against the clock!"

"I know," Nanga said, "If you don't win your race I may never get a chance to run mine, and this is probably my last chance at an Olympic medal."

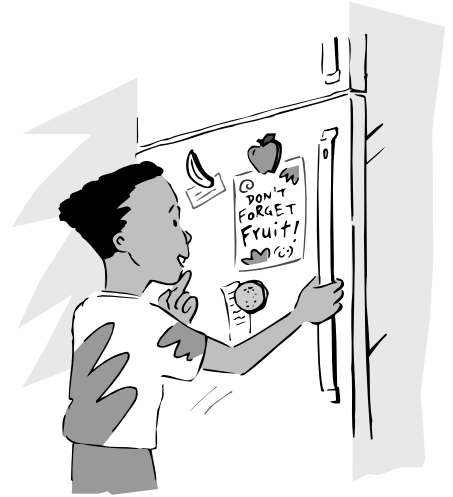
"Let's not jump to conclusions, Nanga, we've still got a few hours left," the Kernel said.  
"Tell us about what has been happening here in Tanzania."



"It's terrible," Nanga explained. "Every time I go to get a fruit or vegetable snack after I've been running — my favorite snack is a banana — it disappears and I feel a cold wind blowing in my face. I love having fruit and veggies for a snack and now they're gone. I never get winded when I run, just when I try to eat a snack. What do you think this means?"



Tim looked at Nanga and thought about what he liked to eat for snacks. He liked to eat fruit for snacks too, but he usually forgot — maybe if he made some kind of reminder to himself and put it on the refrigerator, that would help.



Ben looked at Nanga and thought about what he liked to eat for snacks. He liked to eat fruit for snacks, too, but his mom didn't buy the kind of apples he liked — maybe if he asked her about it or went shopping with her she'd remember.



Robbie looked at Nanga and thought about what he liked to eat for snacks. He tried to eat veggies for a snack but they didn't have as much taste as he liked — maybe if he tried them with some peanut butter or some dip — that sounded good.



Gina looked at Nanga and thought about what she liked to eat for snacks. She liked to eat carrots and peanut butter for snacks, too, but she never wanted to take the time to wash and cut up the carrots. Maybe they could get some of those baby carrots at her house or maybe she could just talk to her mom and dad about preparing some ready-to-eat carrots ahead of time.



Katie looked at Nanga and thought about what she liked to eat for snacks. She liked to eat fruit for a snack, but she usually went to her grandmother's house after school and she always had lots of candy for her — maybe she could just ask her grandmother if she could have a little bit of candy and a piece of fruit next time.



Everyone had their own hurdles to get over when it came to eating fruits and vegetables for snacks. Maybe Nanga even had them once, but now he made getting over hurdles look easy.

A cold wind, you say," the Kernel said.

"Yes," Nanga said, "and sometimes even a few snowflakes – like those," he said, pointing to a few wispy snowflakes.

"But Nanga," Tim said, "those snowflakes aren't falling down, they're falling up!"

"You're right!" Katie said. "Snowflakes falling up in this climate!? Now that's suspicious! I'll bet if we follow that flake, we'll find out who's behind this whole thing!"

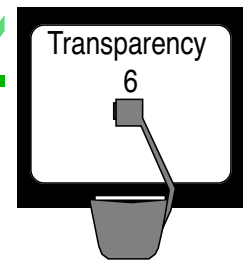
"Katie, I think you're on to something," the Kernel said. "Hurry team, let's go!" We've only 6 hours left! The whole Olympics are at stake! Get on my back and follow that flake!"





# Grand Tally

(Country)



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

1. Write the name of each team member and their total points on the line below.

Team Member	Total Points
1. <u>Michelle</u>	<u>70</u>
2. <u>Jason</u>	<u>60</u>
3. <u>Lee</u>	<u>80</u>
4. <u>Rhonda</u>	<u>75</u>
5. <u>Maria</u>	<u>70</u>
6. <u>Tim</u>	<u>90</u>

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

Write that number here.

This number will be the subtotal.



**445**

subtotal

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

**445**

subtotal

÷

**6**

number of players

=

**74**

8 week team total

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

**74**

8 week team total

+

**5**

bonus points

=

**79**

GRAND TOTAL  
SCORE

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

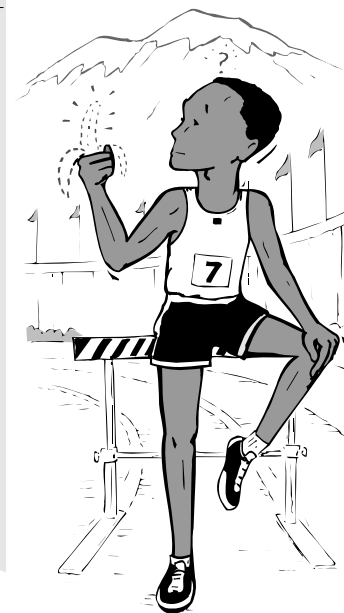


# Hurdle Helpers



(Country)

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



1. Read your Hurdle Card with your partner.
2. List as many ways as you can think of to overcome the hurdle:

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3. Plan, prepare, and practice a role play about the hurdle. Show at least one of the ways that you figured out how to overcome the hurdle and solve the problem.
4. Pick who will briefly introduce your role play in front of the class.
5. Present your role play so that everyone in the class can see and hear it.
6. Good luck!

**?** *You like peaches a lot, but your parents only buy them when they are in season. You'd eat more fruit if you could eat peaches.*

*What could you do?*

**?** *You love peanut butter and usually make yourself a peanut butter sandwich when you get home from school.*

*How could you add vegetables to that snack?*

**?** *You're always thirsty when you get home from school. You like to take a can of pop and watch TV. It seems like a lot of work if you have to get a glass and pour juice -- just opening a can seems quicker and easier.*

*What could you do?*

**?** *You would eat some carrots and dip for a snack, but it takes too long to wash the carrots and cut them up.*

*What could you do to make it easier?*

**?** *You love sweets -- cookies and candy is what you really like for a snack.*

*How could you make a fruit snack satisfy your sweet tooth?*

**?** *You like anything with cheese. Often when you come home from school you grab some string cheese or a slice of cheese from the refrigerator.*

*What could you do to add fruit or vegetables to this snack?*

**?** *You don't usually go home right after school, but stick around the playground to play softball with your friends.*

*What kind of fruit snack could you eat there?*

**?** *You're just not used to eating fruits or vegetables for a snack.*

*What could you do to help yourself make a habit of eating fruits or vegetables for snacks?*



# Snack Recipe 5

## Juice Jam

### Ingredients:

2 oz. pineapple-orange juice  
 2 oz. cranberry-raspberry juice  
 2 oz. V-8 vegetable juice  
 1 package oyster crackers  
 3 small cups  
 Napkin



### Directions:

1. Pour pineapple-orange juice into first cup. Pour cranberry-raspberry juice in second cup. Pour V-8 vegetable juice into third cup.
2. Taste one juice at a time, taste pineapple-orange and then eat a few oyster crackers. Then taste the cranberry-raspberry juice and eat a few more crackers, and then taste the V-8 juice.
3. Notice the flavors and the texture of the different juices.

Explain what you liked about each of the juices you tasted: \_\_\_\_\_

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

Will you try these juices again at home?

☐

Yes

☐

No

Why not? \_\_\_\_\_

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



# Grand Tally



(Country)

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

1. Write the name of each team member and their total points on the lines below.

Team Member	Total Points
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

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

Write that number here.

This number will be the subtotal.



subtotal

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

subtotal

÷

\_\_\_\_\_

number of players

=

6 week team total

4. Add all of the bonus points your team earned to the 6 week team total.

6 week team total

+

bonus points

=





# EPILOGUE

"Katie, I think you're on to something," shouted the Kernel. "Hurry, team let's go! We've only 6 hours left! The whole Olympics are at stake! Get on my back and follow that flake!"

They jumped aboard the Kernel. They could hardly hold on as the Kernel sped through the sky. The five task force members shivered as the air grew colder. "We must be heading north," Ben said. "I'm freezing."

"Not north," the Kernel called back. "South!"

"Not Antarctica?!" Robbie exclaimed.

"That's right!" the Kernel said, tossing some hats and mittens back to the team. "Grab some mittens and a hat— you can't go farther South than that!"

In a few minutes they landed on a peak of ice. "Well," the Kernel said, "this is an ice place to visit, but I wouldn't want to live here."

"Do you think this is where the missing fruits and vegetables are?" Gina asked.

"Follow me," the Kernel said, handing them each a pair of skis. They skied down the ice and then through some heavy snow. Soon they came to some huge footprints. "Looks like we're on the right track now," the Kernel said. They followed the footprints.

"What's that?" Ben said, pointing to a tall pole in the distance. Next to the pole was someone – or something – wearing a robe and a crown and holding a long stick. The person or thing was using the stick to propel itself over the pole.

"That is Old King Cold!" the Kernel said. "I should have known that he was behind this! He's responsible for all the cold and snow all over the world."

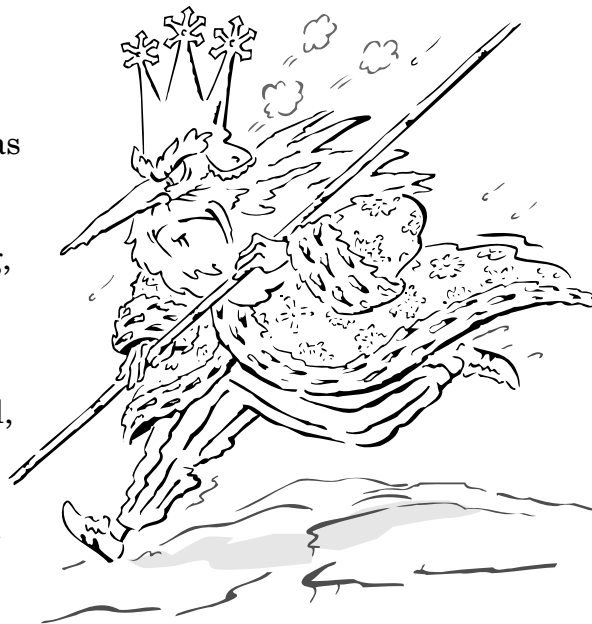


"I can believe that," Robbie said, shivering.  
"But what's he doing?"

"It looks like he's pole vaulting!" Tim said, as they skied closer.

"Yes!" said the Kernel, "South Pole vaulting, that is."

Suddenly the King turned and saw them. He was huge — maybe eight or nine feet tall, they thought. He seemed to be made completely out of snow and ice with icicles for hair and a frosty beard. "So, Kernel, you and your task force have finally found me. Well, you've come a long way for nothing. In just 4 hours the entire Olympics will be cancelled! If I can't compete, no one will!"



"What do you mean, if you can't compete?" Katie asked.

"I am the best pole vaulter in the world," he snarled, "but I can't be on any Olympic team. I know I could be even better if I had fruits and vegetables to eat. Well, let them see what it's like! No crunchy carrots, no green beans, no juicy apples, or sweet oranges — then they'll know how I feel — I don't even have fruit-flavored snow cones! And I bet you thought you were going to save the Olympics, didn't you?! HA HA! Well, sorry to let you DOWN! HA HA!"



Suddenly there was a huge crack in the ice below their feet. The ground seemed to shake and the crack became a huge gap which they all tumbled into! They looked up to see Old King Cold laughing at them from above. Then the King was gone. There was an icy silence as they stared at the walls of ice around them.

"Now what are we going to do?" Ben said.  
"We'll be stuck here forever and all because some athlete didn't get their broccoli."

"Now Ben," the Kernel said, "Don't lose sight of our mission's aim, to see the torch and the Olympic flame!"



"But Kernel," Robbie said, "How are we ever going to get out of here?"



"It just so happens," said the Kernel, "that I never travel anywhere without my volleyball net. I think I can throw it up to that icy crag up there and we can climb up the net like a ladder."

The task force was amazed. Thank goodness for volleyball. The Kernel threw the net and it caught the tip of the piece of ice. One by one they climbed out of the icy pit. Now they had to find the King and stop him from stealing any more fruits and vegetables. The Kernel had a meeting with the task force. "It seems the King wants to compete in the Olympics," she said. "If there was some way that we could have him be there, maybe he would stop stealing the fruits and vegetables."

"I've got an idea," Robbie said, and he told the others. They all thought it was a terrific plan. They looked around and saw the King practicing his pole vaulting again. He was surprised to see them as they approached him. The Kernel spoke up.

"Okay, King Cold," she said, "we've come to make a deal with you. We'll get you into the Olympics if you stop stealing the fruits and vegetables."

"But I like the fruits and vegetables," the King said, "and besides, I'll be a better athlete if I eat them. And you know I can't compete in the Olympics."

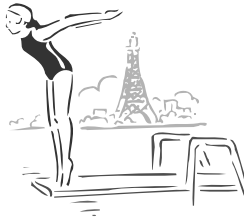
"Why not?" Tim asked.

"Because I'd melt!" he sobbed. "So let them compete without their fruits and vegetables!"

"But those athletes have worked so hard!" Robbie said. "They have to eat a variety of foods to be in good shape to compete! Fruits and vegetables are a really important part."

"Athletes – and everyone else, I guess – can't start their day without some fruit juice or fresh fruit – it gives you energy. You can't do this to people who've trained so hard!" Katie said.

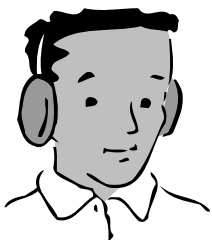
"Athletes – and everyone else, I guess – need to be able to have fruits and vegetables for snacks to give them what their body needs so they have endurance and energy!" Ben said.



"Athletes – and everyone else, I guess – have to eat a balanced diet to keep their bodies strong and healthy," Tim said.

"And athletes – and everyone else, I guess – work so hard and get so thirsty. They need their fruit juice to quench their thirst and help them get their five-a-day!" Gina said.

"And don't forget," the Kernel added, "eating five fruits and vegetables helps those athletes – and everyone else – look good and feel great! We all like that!"



Each of the team members listened to each other talk about how important it was to eat fruits and vegetables – they used to laugh when Miss Cornelia talked about it, but now they understood what that was all about. They were FIVE FOR FIVE a day!

The King listened to them too. He knew how hard the athletes had trained to be in the Olympics. The Kernel promised to send some frozen vegetables to the King as soon as they got home. Then the Kernel explained Robbie's plan to him.

Old King Cold thought it over. He could just give them the cold shoulder and say 'forget it,' but the task force had convinced him that the athletes deserved a chance to do their best. Just to have his presence felt at the Olympics would be something.

"Okay," he said, agreeing to the plan. "Let's shake on it."



"I'd say let's shiver on it!" the Kernel said. "Thanks, King! Remember this is your big chance, don't blow it!"

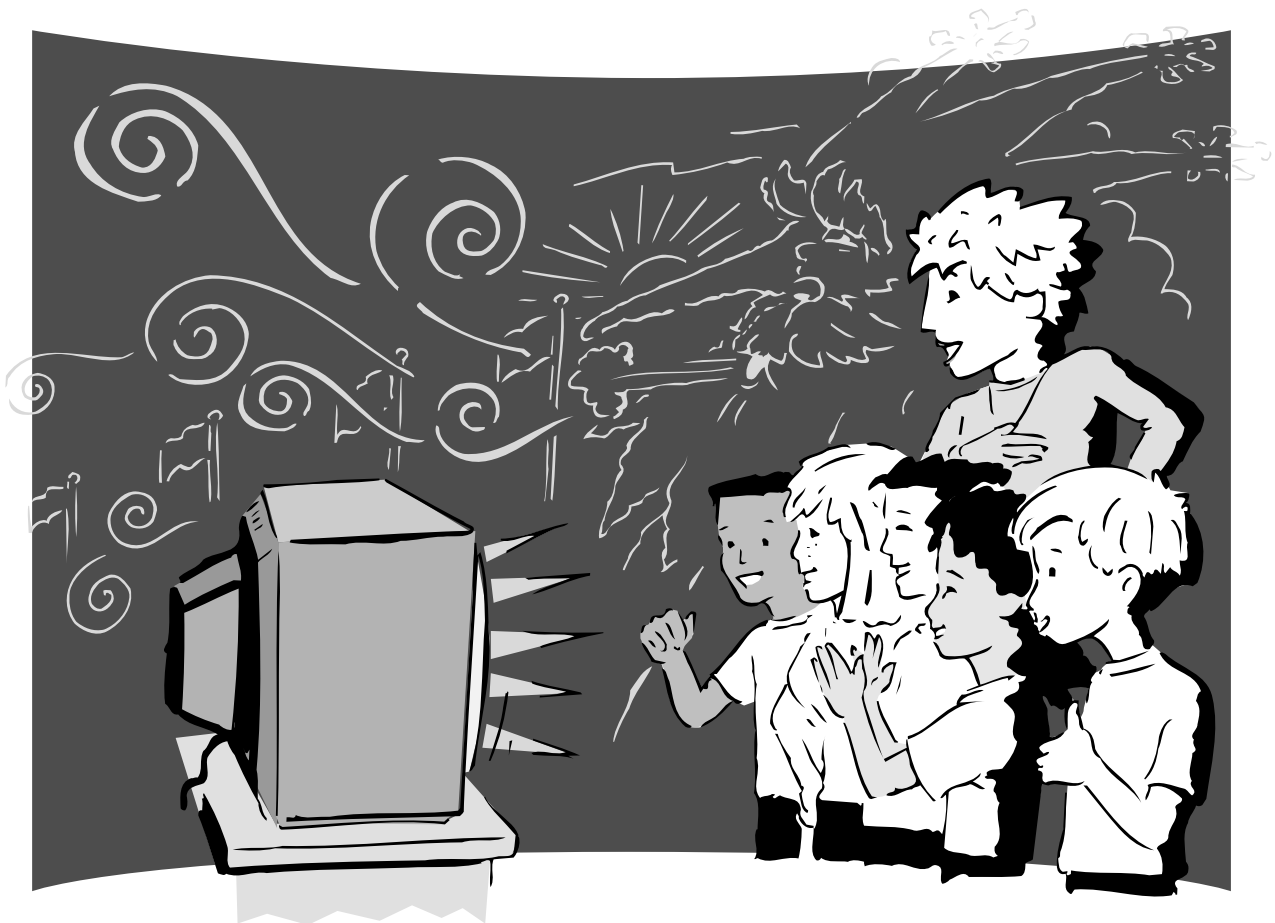
They climbed aboard the Kernel's back and in no time they landed at Olympic Headquarters to say they had warded off the Olympic boycott. Reports were coming in from all over the world that the training tables were filled with fruits and vegetables and the athletes were looking forward to the upcoming competition.

The gym was cold and the lights were on low which gave the room a spooky feeling. Katie tried the light switch but it wouldn't work. They stood close together when they heard the sound of Miss Cornelia's gym shoes coming down the hall. She was wheeling in a television.



She entered the room and turned on the TV just in time to see the captain of the U.S. volleyball team standing in place to receive the gold medal. The flags were waving in the breeze. The announcer commented that a strange thing had been occurring during these Olympic games – during every medal ceremony, a sudden icy cold wind came up and blew the flags out straight as the national anthems were played.

Miss Cornelia's team members looked at each other and smiled.









**MINNESOTA DEPARTMENT OF HEALTH**  
717 Delaware Street S.E., P.O. Box 9441  
Minneapolis, Minnesota 55440-9441  
(612) 623-5607



**Eat 5 fruits and  
veggies every day!**

Dear 5 FOR 5 Family,

Welcome to the fifth grade 5 FOR 5 Home Snack Program. During the next six weeks while your child participates in the 5 FOR 5 program at school, your child will receive four snack packs to bring home.

The 5 FOR 5 program is funded by the National Cancer Institute to encourage everyone to eat at least five fruits and vegetables every day. It is a cooperative effort of the Minnesota Department of Health, the University of Minnesota, the St. Paul Public Schools, and the Minnesota Department of Education. This program includes weekly taste-testing and food preparation activities in your fifth grader's classroom.

For the next four weeks your child will bring home a snack pack containing the ingredients for a fruit or vegetable snack which they tasted at school. Your fifth grader will share this snack with your family. The snacks are supplied by the St. Paul Public Schools Food Service Program and Beckman Produce, Inc.

Each snack pack also contains:

- Tip Sheets:** Information for your family about fun and easy ways to eat more fruits and vegetables.
- Recipe Cards:** Simple fruit and vegetable recipes your family will enjoy.
- Reward:** A little reward for you and your family for participating in the program.
- Return Card:** After your family finishes reading the tip sheets and recipes in each snack pack and preparing the snack, your fifth grader and a parent should fill in and sign this card. The fifth grader should then bring the card back to school.

At the end of the 5 FOR 5 program, all of the return cards will be mixed together and there will be a drawing for a family prize of a \$10 gift certificate in each classroom.

We hope that you and your family will enjoy the 5 FOR 5 snack packs. Taste-testing the snacks and reading the tip sheets and recipes will give your family more ideas about how to eat more fruits and vegetables every day. If a parent is unable to participate, another adult may participate in the activities.

Thank you for participating in the 5 FOR 5 program!

5-A-Day POWER PLUS is a collaborative project between the University of Minnesota, the Minnesota Department of Health, the Minnesota Department of Education, and the St. Paul Public Schools.



(School)



Be sure to put a  in the box of the card you are returning.



## Snack Packs Return Cards

[illegible]



## Session 2 – B: Home Snack Packs Activity



# Home Snack Pack 1

## Ingredients & Materials/Snack Pack

Items	Amounts
Apples	2 medium
Peanut butter	2 portion-control containers
Crisp rice cereal	1 portion-control container
Parent letter	1
Fresh Fruit Selection & Care pamphlet	1
Apple Try-Foods recipe folder	1
Snow peas Try-Foods recipe folder	1
Leaf lettuce Try-Foods recipe folder	1
Snack Recipe 1: Apple Delight	1
Return Card	1
5 FOR 5 magnet	1

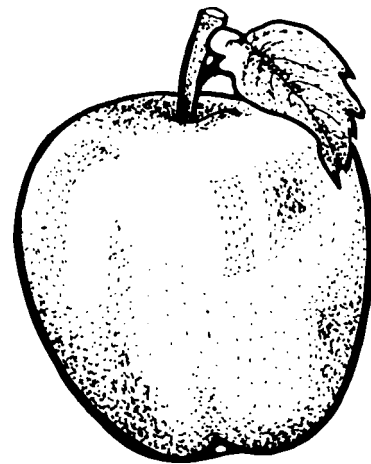


# Snack Recipe 1

## Apple Delight

### Ingredients:

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



### Directions:

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

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

Will you try to make this again at home?

☐ Yes

☐ No

Why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Return Card #1



After you have tried the snack and read the tip sheets, return this card to your classroom.

Put this card in the envelope by your *5 FOR 5* Team Scoreboard, and then be sure to put a check mark on **#1** on the envelope's checklist. Your card will be entered in the *5 FOR 5* drawing in your class when the program is finished.

Put a ✓ next to the activities that you did.

- ☐ Tasted the snack
- ☐ Read the tip sheet
- ☐ Tried a recipe

\_\_\_\_\_

Print student's full name

\_\_\_\_\_

Parent Signature

\_\_\_\_\_

Name of School

\_\_\_\_\_

Name of Teacher

### Return Card #1



After you have tried the snack and read the tip sheets, return this card to your classroom.

Put this card in the envelope by your *5 FOR 5* Team Scoreboard, and then be sure to put a check mark on **#1** on the envelope's checklist. Your card will be entered in the *5 FOR 5* drawing in your class when the program is finished.

Put a ✓ next to the activities that you did.

- ☐ Tasted the snack
- ☐ Read the tip sheet
- ☐ Tried a recipe

\_\_\_\_\_

Print student's full name

\_\_\_\_\_

Parent Signature

\_\_\_\_\_

Name of School

\_\_\_\_\_

Name of Teacher

### Return Card #1



After you have tried the snack and read the tip sheets, return this card to your classroom.

Put this card in the envelope by your *5 FOR 5* Team Scoreboard, and then be sure to put a check mark on **#1** on the envelope's checklist. Your card will be entered in the *5 FOR 5* drawing in your class when the program is finished.

Put a ✓ next to the activities that you did.

- ☐ Tasted the snack
- ☐ Read the tip sheet
- ☐ Tried a recipe

\_\_\_\_\_

Print student's full name

\_\_\_\_\_

Parent Signature

\_\_\_\_\_

Name of School

\_\_\_\_\_

Name of Teacher

### Return Card #1



After you have tried the snack and read the tip sheets, return this card to your classroom.

Put this card in the envelope by your *5 FOR 5* Team Scoreboard, and then be sure to put a check mark on **#1** on the envelope's checklist. Your card will be entered in the *5 FOR 5* drawing in your class when the program is finished.

Put a ✓ next to the activities that you did.

- ☐ Tasted the snack
- ☐ Read the tip sheet
- ☐ Tried a recipe

\_\_\_\_\_

Print student's full name

\_\_\_\_\_

Parent Signature

\_\_\_\_\_

Name of School

\_\_\_\_\_

Name of Teacher



**Return Card #1**



*What are you doing to get your family to eat more fruits and vegetables?*

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*Comments:* \_\_\_\_\_

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**Return Card #1**



*What are you doing to get your family to eat more fruits and vegetables?*

---

---

---

*Comments:* \_\_\_\_\_

---

---



**Return Card #1**



*What are you doing to get your family to eat more fruits and vegetables?*

---

---

---

*Comments:* \_\_\_\_\_

---

---



**Return Card #1**



*What are you doing to get your family to eat more fruits and vegetables?*

---

---

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*Comments:* \_\_\_\_\_

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## Session 3 – B: Home Snack Packs Activity



# Home Snack Pack 2

## Ingredients & Materials/Snack Pack

Items	Amounts
Carrots	1 package
Green pepper	1 whole
Low-fat ranch dressing	1 portion-control container
Low-fat French dressing	1 portion-control container
Low-fat Italian dressing	1 portion-control container
Vegetable Selection & Care pamphlet	1
Berry Try-Foods irecipe folder	1
Carrot Try-Foods recipe folder	1
Chinese cabbage Try-Foods recipe folder	1
Snack Recipe 2: Super Snackers	1
Return Card 2	1
5 FOR 5 note pad	1



## Snack Recipe 2

### Super Snackers

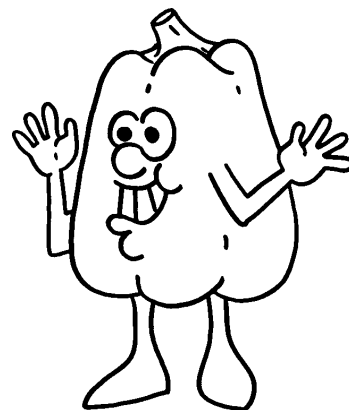


#### Ingredients:

2 baby carrots  
2 green pepper sticks  
1 packet low-fat ranch dressing  
1 packet low-fat French dressing  
Plate  
Napkin

#### Directions:

1. Put ready-to-eat carrots and green pepper sticks on a plate.
2. Open dressing packets and put on the plate.
3. Dip vegetable sticks into the dressing and enjoy.



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

Will you try to make this again at home?

☐ Yes

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

### Return Card #2



After you have tried the snack and read the tip sheets,  
return this card to your classroom.

Put this card in the envelope by your *5 FOR 5* Team Scoreboard,  
and then be sure to put a check mark on **#2** on the envelope's  
checklist. Your card will be entered in the *5 FOR 5* drawing in  
your class when the program is finished.

Put a ✓ next to the activities that you did.

- ☐ Tasted the snack
- ☐ Read the tip sheet
- ☐ Tried a recipe

\_\_\_\_\_

Print student's full name

\_\_\_\_\_

Parent Signature

\_\_\_\_\_

Name of School

\_\_\_\_\_

Name of Teacher

### Return Card #2



After you have tried the snack and read the tip sheets,  
return this card to your classroom.

Put this card in the envelope by your *5 FOR 5* Team Scoreboard,  
and then be sure to put a check mark on **#2** on the envelope's  
checklist. Your card will be entered in the *5 FOR 5* drawing in  
your class when the program is finished.

Put a ✓ next to the activities that you did.

- ☐ Tasted the snack
- ☐ Read the tip sheet
- ☐ Tried a recipe

\_\_\_\_\_

Print student's full name

\_\_\_\_\_

Parent Signature

\_\_\_\_\_

Name of School

\_\_\_\_\_

Name of Teacher

### Return Card #2



After you have tried the snack and read the tip sheets,  
return this card to your classroom.

Put this card in the envelope by your *5 FOR 5* Team Scoreboard,  
and then be sure to put a check mark on **#2** on the envelope's  
checklist. Your card will be entered in the *5 FOR 5* drawing in  
your class when the program is finished.

Put a ✓ next to the activities that you did.

- ☐ Tasted the snack
- ☐ Read the tip sheet
- ☐ Tried a recipe

\_\_\_\_\_

Print student's full name

\_\_\_\_\_

Parent Signature

\_\_\_\_\_

Name of School

\_\_\_\_\_

Name of Teacher

### Return Card #2



After you have tried the snack and read the tip sheets,  
return this card to your classroom.

Put this card in the envelope by your *5 FOR 5* Team Scoreboard,  
and then be sure to put a check mark on **#2** on the envelope's  
checklist. Your card will be entered in the *5 FOR 5* drawing in  
your class when the program is finished.

Put a ✓ next to the activities that you did.

- ☐ Tasted the snack
- ☐ Read the tip sheet
- ☐ Tried a recipe

\_\_\_\_\_

Print student's full name

\_\_\_\_\_

Parent Signature

\_\_\_\_\_

Name of School

\_\_\_\_\_

Name of Teacher



### Return Card #2



*What are you doing to get your family to eat more fruits and vegetables?*

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---

---

*Comments:* \_\_\_\_\_

---

---



### Return Card #2



*What are you doing to get your family to eat more fruits and vegetables?*

---

---

---

*Comments:* \_\_\_\_\_

---

---



### Return Card #2



*What are you doing to get your family to eat more fruits and vegetables?*

---

---

---

*Comments:* \_\_\_\_\_

---

---



### Return Card #2



*What are you doing to get your family to eat more fruits and vegetables?*

---

---

---

*Comments:* \_\_\_\_\_

---

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## Session 4 – B: Home Snack Packs Activity



# Home Snack Pack 3

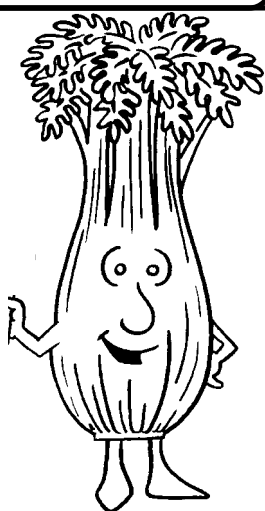
## Ingredients & Materials/Snack Pack

Items	Amounts
Celery	1 package
Peanut butter	1 portion-control container
Raisins	1 – 1-1/2 oz. box
Serving Sizes Made Simple flyer	1
Kiwi Try-Foods recipe folder	1
Bean sprouts Try-Foods recipe folder	1
Sweet potato Try-Foods recipe folder	1
Snack Recipe 3: Power Sticks	1
Return Card 3	1
Fruit & veggie pogs	1 card



## Snack Recipe 3

### Power Sticks



#### Ingredients:

3 celery sticks  
1 teaspoon peanut butter  
1 small package raisins  
Plate  
Spoon  
Napkin

#### Directions:

1. Using a spoon, spread a small amount of peanut butter on the curved side of each celery stick.
2. Place raisins close together on the top of each celery stick with peanut butter.
3. Enjoy this quick snack

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

Will you try to make this again at home?

☐

Yes

☐

No

Why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Return Card #3



After you have tried the snack and read the tip sheets, return this card to your classroom.

Put this card in the envelope by your *5 FOR 5* Team Scoreboard, and then be sure to put a check mark on **#3** on the envelope's checklist. Your card will be entered in the *5 FOR 5* drawing in your class when the program is finished.

Put a ✓ next to the activities that you did.

- ☐ Tasted the snack
- ☐ Read the tip sheet
- ☐ Tried a recipe

\_\_\_\_\_

Print student's full name

\_\_\_\_\_

Parent Signature

\_\_\_\_\_

Name of School

\_\_\_\_\_

Name of Teacher

### Return Card #3



After you have tried the snack and read the tip sheets, return this card to your classroom.

Put this card in the envelope by your *5 FOR 5* Team Scoreboard, and then be sure to put a check mark on **#3** on the envelope's checklist. Your card will be entered in the *5 FOR 5* drawing in your class when the program is finished.

Put a ✓ next to the activities that you did.

- ☐ Tasted the snack
- ☐ Read the tip sheet
- ☐ Tried a recipe

\_\_\_\_\_

Print student's full name

\_\_\_\_\_

Parent Signature

\_\_\_\_\_

Name of School

\_\_\_\_\_

Name of Teacher

### Return Card #3



After you have tried the snack and read the tip sheets, return this card to your classroom.

Put this card in the envelope by your *5 FOR 5* Team Scoreboard, and then be sure to put a check mark on **#3** on the envelope's checklist. Your card will be entered in the *5 FOR 5* drawing in your class when the program is finished.

Put a ✓ next to the activities that you did.

- ☐ Tasted the snack
- ☐ Read the tip sheet
- ☐ Tried a recipe

\_\_\_\_\_

Print student's full name

\_\_\_\_\_

Parent Signature

\_\_\_\_\_

Name of School

\_\_\_\_\_

Name of Teacher

### Return Card #3



After you have tried the snack and read the tip sheets, return this card to your classroom.

Put this card in the envelope by your *5 FOR 5* Team Scoreboard, and then be sure to put a check mark on **#3** on the envelope's checklist. Your card will be entered in the *5 FOR 5* drawing in your class when the program is finished.

Put a ✓ next to the activities that you did.

- ☐ Tasted the snack
- ☐ Read the tip sheet
- ☐ Tried a recipe

\_\_\_\_\_

Print student's full name

\_\_\_\_\_

Parent Signature

\_\_\_\_\_

Name of School

\_\_\_\_\_

Name of Teacher



Return Card #3



What are you doing to get your family to eat more fruits and vegetables?

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Comments: \_\_\_\_\_

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Return Card #3



What are you doing to get your family to eat more fruits and vegetables?

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Comments: \_\_\_\_\_

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Return Card #3



What are you doing to get your family to eat more fruits and vegetables?

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Comments: \_\_\_\_\_

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Return Card #3



What are you doing to get your family to eat more fruits and vegetables?

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Comments: \_\_\_\_\_

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## Session 5 – B: Home Snack Packs Activity



# Home Snack Pack 4

## Ingredients & Materials/Snack Pack

Items	Amounts
Sliced peaches	1 – 16 oz. can
Low-fat granola bar	1 individually wrapped bar
Are You Getting Your 5-a-Day? flyer	1
Pineapple Try-Foods recipe folder	1
Broccoli Try-Foods recipe folder	1
Hard squash Try-Foods recipe folder	1
Snack Recipe 4: Fruit Crunch	1
Return Card 4	1
Food Guide Pyramid bookmark	1



# Snack Recipe 4

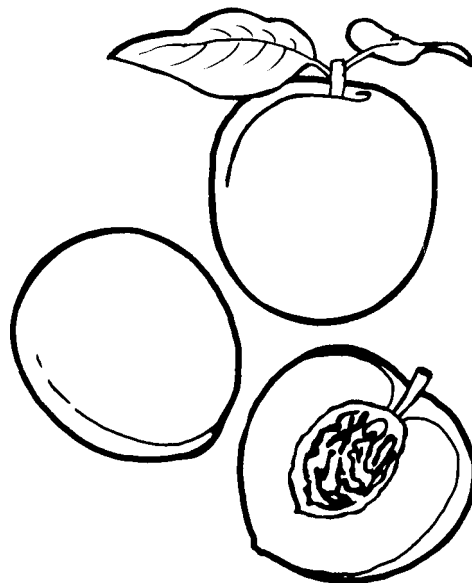
## Fruit Crunch

### Ingredients:

4 canned peach slices  
1 granola bar (low-fat)  
Bowl  
Spoon

### Directions:

1. Open can and spoon out 4 peach slices.
2. Crumble granola bar over peach slices.
3. Taste this new snack food combination.



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

Will you try to make this again at home?

☐ Yes

☐ No

Why not? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Return Card #4



After you have tried the snack and read the tip sheets,  
return this card to your classroom.

Put this card in the envelope by your *5 FOR 5* Team Scoreboard,  
and then be sure to put a check mark on **#4** on the envelope's  
checklist. Your card will be entered in the *5 FOR 5* drawing in  
your class when the program is finished.

Put a ✓ next to the activities that you did.

- ☐ Tasted the snack
- ☐ Read the tip sheet
- ☐ Tried a recipe

\_\_\_\_\_

Print student's full name

\_\_\_\_\_

Parent Signature

\_\_\_\_\_

Name of School

\_\_\_\_\_

Name of Teacher

### Return Card #4



After you have tried the snack and read the tip sheets,  
return this card to your classroom.

Put this card in the envelope by your *5 FOR 5* Team Scoreboard,  
and then be sure to put a check mark on **#4** on the envelope's  
checklist. Your card will be entered in the *5 FOR 5* drawing in  
your class when the program is finished.

Put a ✓ next to the activities that you did.

- ☐ Tasted the snack
- ☐ Read the tip sheet
- ☐ Tried a recipe

\_\_\_\_\_

Print student's full name

\_\_\_\_\_

Parent Signature

\_\_\_\_\_

Name of School

\_\_\_\_\_

Name of Teacher

### Return Card #4



After you have tried the snack and read the tip sheets,  
return this card to your classroom.

Put this card in the envelope by your *5 FOR 5* Team Scoreboard,  
and then be sure to put a check mark on **#4** on the envelope's  
checklist. Your card will be entered in the *5 FOR 5* drawing in  
your class when the program is finished.

Put a ✓ next to the activities that you did.

- ☐ Tasted the snack
- ☐ Read the tip sheet
- ☐ Tried a recipe

\_\_\_\_\_

Print student's full name

\_\_\_\_\_

Parent Signature

\_\_\_\_\_

Name of School

\_\_\_\_\_

Name of Teacher

### Return Card #4



After you have tried the snack and read the tip sheets,  
return this card to your classroom.

Put this card in the envelope by your *5 FOR 5* Team Scoreboard,  
and then be sure to put a check mark on **#4** on the envelope's  
checklist. Your card will be entered in the *5 FOR 5* drawing in  
your class when the program is finished.

Put a ✓ next to the activities that you did.

- ☐ Tasted the snack
- ☐ Read the tip sheet
- ☐ Tried a recipe

\_\_\_\_\_

Print student's full name

\_\_\_\_\_

Parent Signature

\_\_\_\_\_

Name of School

\_\_\_\_\_

Name of Teacher



**Return Card #4**



*What are you doing to get your family to eat more fruits and vegetables?*

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*Comments:* \_\_\_\_\_

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**Return Card #4**



*What are you doing to get your family to eat more fruits and vegetables?*

---

---

---

*Comments:* \_\_\_\_\_

---

---



**Return Card #4**



*What are you doing to get your family to eat more fruits and vegetables?*

---

---

---

*Comments:* \_\_\_\_\_

---

---



**Return Card #4**



*What are you doing to get your family to eat more fruits and vegetables?*

---

---

---

*Comments:* \_\_\_\_\_

---

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# Scoreboard

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

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

Team members

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Points	Week 1	Week 2	Week 3	Goal #1	Week 4	Week 5	Week 6	Goal #2	Week 7	Week 8	Team Member's Total Points

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

Team's Weekly Average Score

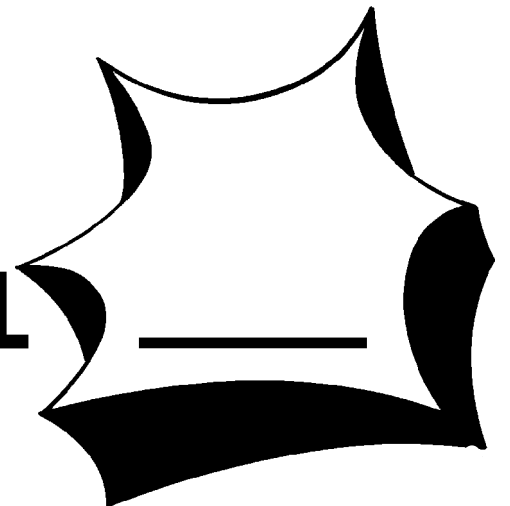
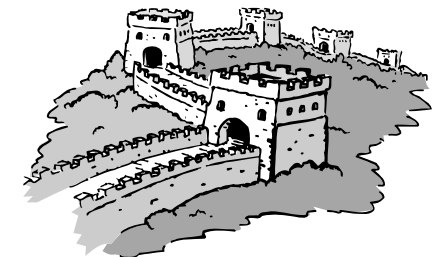
Team Points ÷ Number of Players

BONUS Points

GRAND TOTAL  
SCORE



## China



## China



# Scoreboard

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

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

Team members

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

Points	Week 1	Week 2	Week 3	Goal #1	Week 4	Week 5	Week 6	Goal #2	Week 7	Week 8	Team Member's Total Points

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

\_\_\_\_\_

\_\_\_\_\_

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

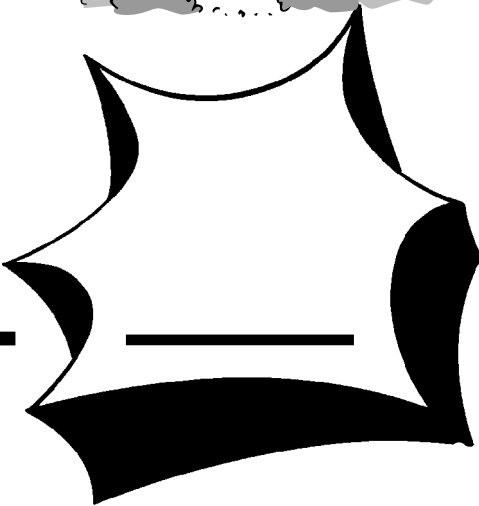
BONUS Points

France

GRAND TOTAL  
SCORE



France





# Scoreboard

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

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

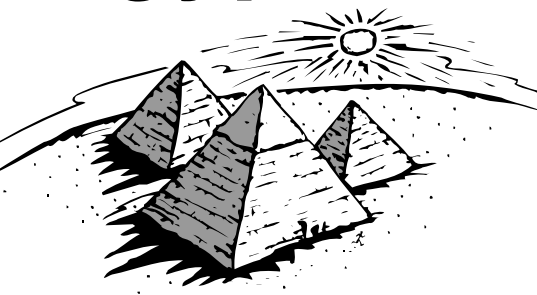
Team members

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

Points	Week 1	Week 2	Week 3	Goal #1	Week 4	Week 5	Week 6	Goal #2	Week 7	Week 8	Team Member's Total Points



Egypt



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

\_\_\_\_\_

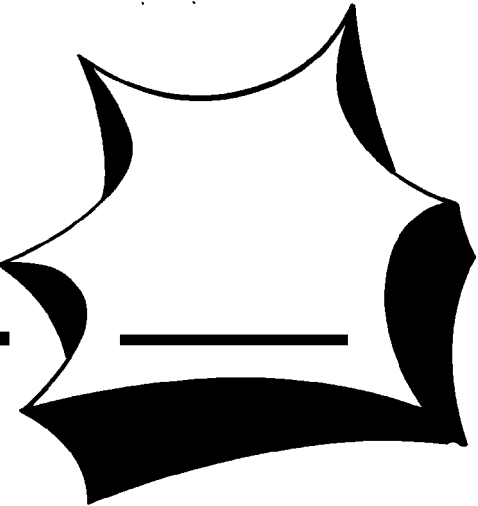
\_\_\_\_\_

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

BONUS Points

Egypt

GRAND TOTAL  
SCORE





# Scoreboard

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

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

Team members

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Points	Week 1	Week 2	Week 3	Goal #1	Week 4	Week 5	Week 6	Goal #2	Week 7	Week 8	Team Member's Total Points

Totals:

Team's Weekly Average Score

Team Points ÷ Number of Players

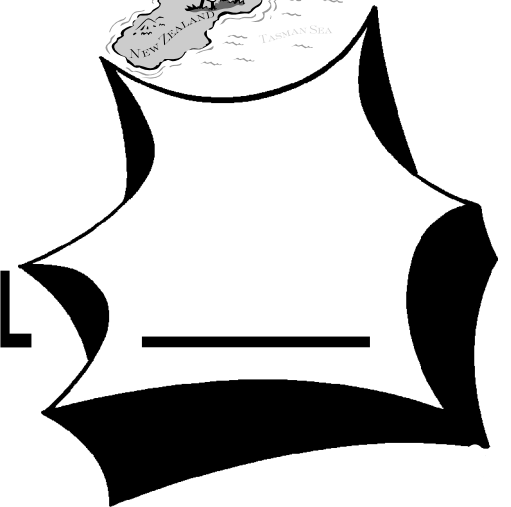
BONUS Points

## New Zealand

## GRAND TOTAL SCORE



## New Zealand





# Scoreboard

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

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

Team members

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Points	Week 1	Week 2	Week 3	Goal #1	Week 4	Week 5	Week 6	Goal #2	Week 7	Week 8	Team Member's Total Points

Totals:

Team's Weekly Average Score

Team Points ÷ Number of Players

BONUS Points

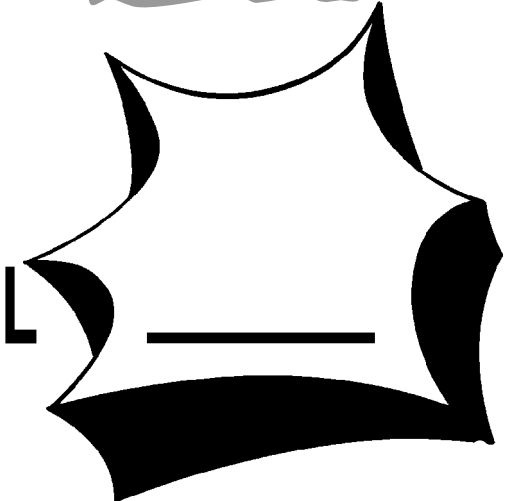
Peru



Peru



GRAND TOTAL  
SCORE





# Scoreboard

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

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

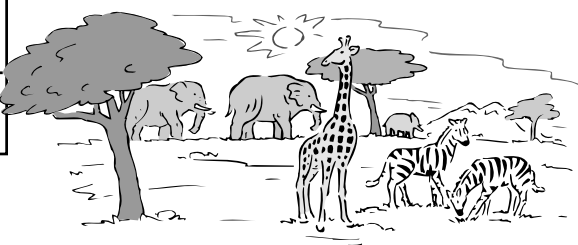
Team members

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

Points	Week 1	Week 2	Week 3	Goal #1	Week 4	Week 5	Week 6	Goal #2	Week 7	Week 8	Team Member's Total Points



Tanzania



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

\_\_\_\_\_

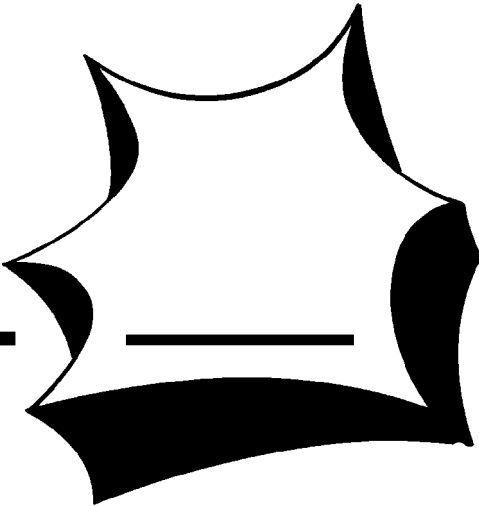
\_\_\_\_\_

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

BONUS Points

Tanzania

GRAND TOTAL  
SCORE



## Session 2 – B: Home Snack Packs Activity



# Home Snack Pack 1

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

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

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

## Foods for Snack Packs

**Please indicate the amount of foods you will need Food Service to provide to your classroom for your students' snack packs:**

\_\_\_\_\_ apples (2 medium/snack pack)

\_\_\_\_\_ peanut butter (2 portion-control containers/snack pack)

\_\_\_\_\_ crisp rice cereal (1 portion-control container/snack pack)



**5 FOR 5 teachers should arrange a time with their school's Food Service Supervisor to pick up from the kitchen the foods for their students' home snack packs.**

## Session 3 – B: Home Snack Packs Activity



# Home Snack Pack 2

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

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

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

## Foods for Snack Packs

**Please indicate the amount of foods you will need Food Service to provide to your classroom for your students' snack packs:**

\_\_\_\_\_ carrots (1 package/snack pack)

\_\_\_\_\_ green pepper (1 whole/snack pack)

\_\_\_\_\_ low-fat ranch dressing (1 portion-control container/snack pack)

\_\_\_\_\_ low-fat French dressing (1 portion-control container/snack pack)

\_\_\_\_\_ low-fat Italian dressing (1 portion-control container/snack pack)



**5 FOR 5 teachers should arrange a time with their school's Food Service Supervisor to pick up from the kitchen the foods for their students' home snack packs.**



## Session 4 – B: Home Snack Packs Activity



### Home Snack Pack 3

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

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

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

### Foods for Snack Packs

**Please indicate the amount of foods you will need Food Service to provide to your classroom for your students' snack packs:**

\_\_\_\_\_ celery (1 package/snack pack)

\_\_\_\_\_ peanut butter (1 portion-control container/snack pack)

\_\_\_\_\_ raisins (1 – 1-1/2 oz. box/snack pack)



**5 FOR 5 teachers should arrange a time with their school's Food Service Supervisor to pick up from the kitchen the foods for their students' home snack packs.**

## Session 5 – B: Home Snack Packs Activity



# Home Snack Pack 4

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

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

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

## Foods for Snack Packs

**Please indicate the amount of foods you will need Food Service to provide to your classroom for your students' snack packs:**

\_\_\_\_\_ sliced peaches (1 – 16 oz. can/snack pack)

\_\_\_\_\_ low-fat granola bar (1 individually wrapped bar/snack pack)



**5 FOR 5 teachers should arrange a time with their school's Food Service Supervisor to pick up from the kitchen the foods for their students' home snack packs.**

# **Snack Preparation**

A list of the food items and supplies for each of the snacks suggested in Sessions 2-6 are included in this section. These forms can be used as requisition forms if materials can be ordered through the food service in your school. However, please check with the Food Service Supervisor or Manager in your school at the beginning of the program for instructions specific to your school.

## Session 2 – B: Snack Preparation Activity



# Snack Recipe 1

***Apple Delight: Apple Slices with Peanut Butter  
& Rice Cereal Sprinkles***

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

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

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

## Ingredients & Supplies

**Food Service will prepare a 5 FOR 5 Snack Preparation Box which will include:**

<b>Items</b>	<b>Amounts</b>
Apples	17 medium (enough for 102 slices)
Peanut butter	3 cups in serving container
Crisp rice cereal	9-1/2 cups in serving container
1/4 cup measure	2
Apple corer/slicer	1
Cutting surface	1
Plastic spoons	34
Small paper boats	34
Napkins	34
Small garbage bag	1



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

## Session 3 – B: Snack Preparation Activity



# Snack Recipe 2

*Super Snackers:* Carrots & Green Pepper  
with Low-Fat Dressing Dip

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

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

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

## Ingredients & Supplies

Food Service will prepare a 5 FOR 5 Snack Preparation Box which will include:

Items	Amounts
Raw carrots	68 pieces in serving container
Raw green pepper sticks	68 pieces in serving container
Low-fat ranch dressing dip	16 oz. in squeeze bottle
Low-fat French dressing dip	16 oz. in squeeze bottle
Low-fat Italian dressing dip	16 oz. in squeeze bottle
Serving tongs	2
Small paper boats	34
Plastic forks	34
Napkins	34
Small garbage bag	1



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

## Session 4 – B: Snack Preparation Activity



# Snack Recipe 3

*Power Sticks: Celery with Peanut Butter & Raisins*

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

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

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

## Ingredients & Supplies

**Food Service will prepare a 5 FOR 5 Snack Preparation Box which will include:**

<b>Items</b>	<b>Amounts</b>
Raw celery	68 pieces in serving container
Raisins	34 – 1-1/2 oz. boxes
Peanut butter	3 cups in serving container
Plastic knives	34
Serving tongs	2
Plastic spoons	34
Small paper boats	34
Napkins	34
Small garbage bag	1



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

## Session 5 – B: Snack Preparation Activity



# Snack Recipe 4

***Fruit Crunch: Canned Sliced Peaches  
with Granola Bar***

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

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

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

## Ingredients & Supplies

**Food Service will prepare a 5 FOR 5 Snack Preparation Box which will include:**

### Items

### Amounts

Sliced canned peaches	136 slices in serving container
Low-fat granola bars	34 individually wrapped bars
Serving spoons	2
Plastic spoons	34
Small paper boats	34
Napkins	34
Small garbage bag	1



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

## Session 6 – B: Taste Testing Activity



# Snack Recipe 5

***Juice Jam: Assorted Flavors of Juice  
with Oyster Crackers***

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

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

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

## Ingredients & Supplies

**Food Service will prepare a 5 FOR 5 Snack Preparation Box which will include:**

<b>Items</b>	<b>Amounts</b>
Pineapple-orange juice	2 – 32 oz. containers
V-8 juice	1 – 46 oz. container
Cranberry-raspberry juice	1 – 60 oz. container
Oyster crackers	34 individual packages (3/student)
Cups	102 – 2 oz. plastic portion cups
Napkins	34
Small garbage bag	1



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



## Session 2 – B: Home Snack Packs Activity



# Home Snack Pack 1

## Ingredients & Materials/Snack Pack

Items	Amounts
Apples	2 medium
Peanut butter	2 portion-control containers
Crisp rice cereal	1 portion-control container
Parent letter	1
Fresh Fruit Selection & Care pamphlet	1
Apple Try-Foods recipe folder	1
Snow peas Try-Foods recipe folder	1
Leaf lettuce Try-Foods recipe folder	1
Snack Recipe 1: Apple Delight	1
Return Card 1	1
5 FOR 5 magnet	1

## Session 3 – B: Home Snack Packs Activity



# Home Snack Pack 2

## Ingredients & Materials/Snack Pack

Items	Amounts
Carrots	1 package
Green pepper	1 whole
Low-fat ranch dressing	1 portion-control container
Low-fat French dressing	1 portion-control container
Low-fat Italian dressing	1 portion-control container
Vegetable Selection & Care pamphlet	1
Berry Try-Foods recipe folder	1
Carrot Try-Foods recipe folder	1
Chinese cabbage Try-Foods recipe folder	1
Snack Recipe 2: Super Snackers	1
Return Card 2	1
5 FOR 5 note pad	1

## Session 4 – B: Home Snack Packs Activity



# Home Snack Pack 3

## Ingredients & Materials/Snack Pack

<b>Items</b>	<b>Amounts</b>
Celery	1 package
Peanut butter	1 portion-control container
Raisins	1 – 1-1/2 oz. box
Serving Sizes Made Simple flyer	1
Kiwi Try-Foods recipe folder	1
Bean sprouts Try-Foods recipe folder	1
Sweet potato Try-Foods recipe folder	1
Snack Recipe 3: Power Sticks	1
Return Card 3	1
Fruit & veggie pogs	1 card

## Session 5 – B: Home Snack Packs Activity



# Home Snack Pack 4

## Ingredients & Materials/Snack Pack

Items	Amounts
Sliced peaches	1 – 16 oz. can
Low-fat granola bar	1 individually wrapped bar
Are You Getting Your 5-a-Day? flyer	1
Pineapple Try-Foods recipe folder	1
Broccoli Try-Foods recipe folder	1
Hard squash Try-Foods recipe folder	1
Snack Recipe 4: Fruit Crunch	1
Return Card 4	1
Food Guide Pyramid bookmark	1

## 5 FOR 5 PLUS Session 1 – B: Taste Testing Activity



# Snack PLUS Recipe 1

*Banana Dips:* Bananas with Strawberry Yogurt Dip

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

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

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

Room # \_\_\_\_\_

## Ingredients & Supplies

Food Service will prepare a 5 FOR 5 PLUS Taste Testing Box which will include:

Items	Amounts
Petite bananas	17
Low-fat strawberry yogurt	4 cups
Sharp knife (for cutting bananas)	1
Serving Spoon	2
Small paper boats	34
Plastic spoons	34
Napkins	34
Small garbage bag	1



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

## 5 FOR 5 PLUS Session 2 – B: Snack Preparation Activity



# Snack PLUS Recipe 2

*Peppy Pita Sandwich: Pita Bread Veggie Sandwich*

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

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

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

Room # \_\_\_\_\_

## Ingredients & Supplies

Food Service will prepare a 5 FOR 5 PLUS Snack Preparation Box which will include:

### Items

### Amounts

Pita bread	17 pockets – each cut in half
Alfalfa sprouts	4 cups – 2 T/serving
Shredded lettuce	4 cups – 2 T/serving
Diced tomatoes	4 cups – 2 T/serving
Sliced cucumbers	68 slices – 2 slices/serving
Shredded carrots	4 cups – 2 T/serving
Diced onion	2 cups – 1 T/serving
Low-fat ranch dressing	16 oz. squeeze bottle
Serving bowls	6 – 8 oz. bowls (for serving vegetables)
Tablespoons	6 (for serving vegetables)
Tongs	2
Small paper boats	34
Napkins	34
Small garbage bag	1



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

