Heathalicious Cooking
Learning about Food and Physical Activity

Lesson 4 - Make It Colorful: Choose Fruits and Veggies by Color

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ACTIVITIES TIMELINE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity Description</th>
<th>Time</th>
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<tbody>
<tr>
<td>Activity 1</td>
<td>Physical Activity: Limbo</td>
<td>15 minutes</td>
<td>Page 7</td>
</tr>
<tr>
<td>Activity 2</td>
<td>Goal Setting</td>
<td>5 minutes</td>
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<tr>
<td>Activity 3</td>
<td>Health Activity: Eat Your Colors!</td>
<td>20 minutes</td>
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<td>Activity 4</td>
<td>Cooking and Eating Activity: Soft Tacos</td>
<td>60 minutes</td>
<td>Page 9</td>
</tr>
<tr>
<td>Activity 5</td>
<td>Cleanup</td>
<td>10 minutes</td>
<td>Page 11</td>
</tr>
<tr>
<td>Activity 6</td>
<td>Quick Write</td>
<td>5 minutes</td>
<td>Page 16</td>
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<tr>
<td>Activity 7</td>
<td>Goal Setting</td>
<td>5 minutes</td>
<td>Page 17</td>
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Total time = 2 hours

LESSON 4 OBJECTIVES

By the end of this lesson, kids will be able to

- explain why it is important to eat a variety of fruits and vegetables each day
- demonstrate how to identify fruits and vegetables in meals and categorize them by color
- work as part of the team to prepare a meal and clean up the area afterwards

**Health outcome:** Use color to choose a variety of fruits and vegetables every day.

**Life skill:** Decision making
Lesson 4 – Make It Colorful: Choose Fruits and Veggies by Color

BACKGROUND FOR ADULT LEADERS: WHAT YOU NEED TO KNOW

Why eat a colorful variety of fruits and vegetables every day?

Fruits and vegetables contain vitamins, minerals, and other nutrients. Some of these nutrients give fruits and vegetables their color. These colorful plant nutrients, some of which are antioxidants, have many benefits. They can boost the body’s immune system and help keep us healthy. You can use color to choose a variety of fruits and vegetables every day. A fruit or vegetable’s color can be a clue to its health benefits. Most Americans—adults and kids alike—need to eat a wider variety of fruits and vegetables. The chart on the next page describes the benefits certain colored fruits and vegetables give our health.

LEADERS: CHECK RECIPE INGREDIENTS AND ASK PARENTS IF PARTICIPATING CHILDREN HAVE FOOD ALLERGIES.

Additional Resources

**EAT A COLORFUL VARIETY EVERYDAY**

<table>
<thead>
<tr>
<th>Color</th>
<th>Examples</th>
<th>Benefits</th>
</tr>
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<tbody>
<tr>
<td><strong>red</strong></td>
<td>cranberries</td>
<td>• May reduce the risk of cancer, heart disease, and complications from diabetes.</td>
</tr>
<tr>
<td></td>
<td>red onion</td>
<td>• May help control high blood pressure.</td>
</tr>
<tr>
<td></td>
<td>red pears</td>
<td>• Helps the body get rid of cancer-causing chemicals.</td>
</tr>
<tr>
<td></td>
<td>tomatoes</td>
<td>• May slow some effects of aging.</td>
</tr>
<tr>
<td><strong>dark orange</strong></td>
<td>sweet potatoes</td>
<td>• Helps maintain good vision.</td>
</tr>
<tr>
<td></td>
<td>cantaloupe</td>
<td>• Strengthens the immune system.</td>
</tr>
<tr>
<td></td>
<td>carrots</td>
<td>• May strengthen bones and teeth.</td>
</tr>
<tr>
<td></td>
<td>tangerine</td>
<td>• Helps the body heal wounds.</td>
</tr>
<tr>
<td></td>
<td>summer squash</td>
<td>• Keeps skin healthy.</td>
</tr>
<tr>
<td></td>
<td>lemon</td>
<td>• May reduce the risk of infection.</td>
</tr>
<tr>
<td></td>
<td>pineapple</td>
<td>• May help lower cholesterol.</td>
</tr>
<tr>
<td></td>
<td>grapefruit</td>
<td></td>
</tr>
<tr>
<td><strong>yellow/orange</strong></td>
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<tr>
<td></td>
<td>kiwi fruit</td>
<td></td>
</tr>
<tr>
<td><strong>yellow/green</strong></td>
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<td>purple cabbage</td>
<td><img src="https://via.placeholder.com/150.png?text=white+tan" alt="" /></td>
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MATERIALS FOR LESSON 4

Physical Activity: Knots
- broom or pool foam noodle
- stereo/MP3 player and music (optional)

Health Activities
- Fruit and Vegetable Chart, one copy for each kid (reproducible sheet included)
- crayons (or colored pencils): purple, green, tan, orange/yellow, and red
- pencils or pens, one for each kid
- 3 pieces of fruit, different colors

Cooking and Eating Activity
(See shopping list on next page.)
Menu: Soft tacos, fruit, and milk
Serves 10

Equipment and supplies
- stickers
- markers
- New Food Taster’s Club Chart
- 10 small bowls
- 2 graters
- 6 cutting boards
- 6 knives
- 10 spoons
- 2 can openers
- 2 pairs of oven mitts
- 2 tongs
- 10 plates, cups, and napkins
- 10 utensils
- 1 roll paper towels
- dilute bleach solution in a spray bottle
  (1 teaspoon of bleach added to 1 quart of water)
(For equivalents between U.S. and metric systems of measurement, a conversion table is provided at the end of this publication.)

Quick Write and Goal-Setting Activities
(can be used for all six lessons)
- binder with dividers, one divider per kid
- lined binder paper, 8-12 sheets per kid
- pencils or pens, one for each kid
- index cards, sticky notes, or paper, one for each kid

Take-Home Materials
- recipe
- Family Letter
Shopping List For Lesson 4

Serves 10 people

Use this checklist when grocery shopping for recipe ingredients to prepare for the lesson.

- 20 corn tortillas, made with whole cornmeal
- 2 16-ounce cans nonfat refried beans
- 1 head of green or purple cabbage
- 1 32-ounce block low-fat cheddar cheese (4 cups needed)
- 4 medium tomatoes
- 2 avocados
- 1 bunch cilantro
- 2 3.8-ounce cans of sliced black olives
- 1 container fresh, mild salsa
- 1 container red taco sauce
- 1 container light sour cream or nonfat, plain yogurt (optional)
- 2 pounds red grapes, and/or 1 cantaloupe
- 1½ gallons 1 percent milk

Menu
- soft tacos
- fruit
- milk
Physical Activity

**Limbo**

Number of players: 5 or more  
Materials: music and a broom handle or foam pool noodle  
Space needed: large area

**Key Points**
- It is important to be physically active every day to build strong bones and muscles and grow normally.  
- Lots of kids do not get enough physical activity.  
- Kids need at least 60 minutes per day of physical activity.  
- Physical activity can be fun. Playing games like “Limbo” counts as physical activity.

**Procedure**

1. Adult leader plays music.  
2. Two players stand at either end of a broom or pool noodle and hold it horizontally, approximately 5 feet above the ground.  
3. Players take turns walking underneath the broom with their stomachs facing up. Players can only lean backwards, not forwards, and they cannot bump the broom.  
4. Players holding the broom lower it by about 6 inches after the last player has gone underneath it.  
5. Players again take turns walking underneath the broom.  
6. Group repeats steps 4 and 5 until no player can walk underneath the broom.

**GOAL SETTING**

1. Discuss how goal setting went since last lesson.  
2. Have kids tell about the new foods they tried over the past week.  

**Sample questions**
- Think about the goal you set last week.  
- How easy or difficult was the goal to complete?  
- If you found it easy to complete the goal, why?  
- If you found it difficult to complete the goal, why?  
- What would help you achieve the goal?  
- What did you learn about yourself?  

**Goals from last lesson**

1. Try at least one new whole grain during the week.  
2. Eat one serving or one extra serving of a whole grain at least 3 days during the week.  
3. Make a snack or meal with at least one whole grain during the week.
Health Activity

Eat Your Colors!

Activity Question
Are you eating your colors? Use color to choose a variety of fruits and vegetables every day.

Key Points
• Color helps us to eat a variety of fruits and vegetables every day.
• Colorful fruits and vegetables contain important nutrients.
• Nutrients in colorful fruits and vegetables keep us healthy.

Materials
• 3 pieces of fruit, different colors
• Fruit and Vegetable Chart, one copy for each kid
• crayons (or colored pencils): purple, green, tan, orange/yellow, and red pencils or pens, one for each kid

Activity Note
This activity takes places in two parts: the beginning of the lesson and after eating and cleanup.

Preparation
• Look over background information in “Background for Adult Leaders” section at the front of the lesson.
• Copy “Fruit and Vegetable Chart,” one copy per kid.

Procedure
1. Adult leader holds up fruit and asks: “How are these pieces of fruit different?”
   Some differences are: shape, taste, size, what they do for the body, and color.
   “One difference is color! Color is very important for fruit and vegetables!”
2. Leader explains: “You can use color to eat a variety of fruits and vegetables every day! Different colored fruits and vegetables provide different vitamins and minerals. You need to eat a variety of fruits and vegetables each day to get the nutrients your body needs and to stay healthy.”
3. Leader asks kids to name various fruits and vegetables that are red.
4. Repeat with the color green.
5. Leader asks: “What color is a cucumber with the skin?” Green. “What color is a cucumber without the skin?”
   White. “The color depends on if you eat the skin.”
   Trick question: “How about noodles?” Leader waits for response. “Are noodles a fruit or vegetable? No. They are neither. For this activity we are looking at fruits and vegetables only.”
6. Leader says: “When we cook, think about the colors of the fruits and vegetables.”
7. Leader explains: “We will continue with this activity after cooking and eating.”

Additional Resources
Cooking and Eating Activity

Soft Tacos

Serve with red grapes or cantaloupe, salsa, and 1 percent milk. Serves 10 people (each serving is 2 tacos)

Adult Leader Notes
- Ask about food allergies! Offer alternatives.
- Microwave or hot plate may be used to heat tortillas if oven is not available.
- Beans may be heated on stove top, microwave, or hot plate, if desired.
- Have kids wipe down food-preparation surfaces with dilute bleach solution before beginning.
- Review safe handling of electrical appliances and knives.

Soft Taco Materials
- 10 small bowls
- 2 graters
- 6 cutting boards
- 6 knives
- 10 spoons
- 2 can openers
- 2 pairs of oven mitts
- 2 tongs

Soft Taco Ingredients
- 10 corn tortillas
- 2 16-ounces cans nonfat refried beans
- 1 head green cabbage
- 4 cups low-fat cheese
- 4 tomatoes
- 2 avocados
- 1 bunch of cilantro
- 2 3.8-ounce cans sliced black olives
- Fresh mild salsa, to taste
- Hot sauce, to taste
- Light sour cream or nonfat plain yogurt, to taste (optional)

Soft Taco Directions (continued on next page)
Soft Tacos

Directions
1. Wipe counters with dilute bleach before starting. Pull hair back and wash hands thoroughly.
2. Preheat oven to 350°F (177°C).
3. Place tortillas in oven on oven racks and bake until warm and soft, approximately 5 minutes.
4. Wash all vegetables: cabbage, tomatoes, avocado, and cilantro.
5. Finely slice cabbage.
6. Chop tomatoes.
7. Peel and slice avocado lengthwise into 8 pieces.
8. Wash and open cans of beans and olives.
9. Grate cheese.
10. Spread ¼ cup beans on each tortilla.
11. Next, place a thin layer of cabbage over entire tortilla.
12. Sprinkle ¼ cup cheese over cabbage.
13. Sprinkle 1 teaspoon of cilantro over cheese.
14. Place chopped tomatoes on tortilla.
15. Place a few sliced olives on taco and put one slice of avocado on top.
16. Sprinkle salsa or hot sauce over taco, if desired.
17. Top with sour cream or plain yogurt, if desired.

Nutrition Facts
Serving size 1 taco
Servings Per Container 10

<table>
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<tr>
<th>Amount Per Serving</th>
<th>Calories 210</th>
<th>Calories from Fat 50</th>
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<tr>
<td>% Daily Value*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fat 5g</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Saturated Fat 1.5g</td>
<td>8%</td>
<td></td>
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<tr>
<td>Trans Fat 0g</td>
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<tr>
<td>Cholesterol 5mg</td>
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<tr>
<td>Sodium 440mg</td>
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<tr>
<td>Total Carbohydrate 29g</td>
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<tr>
<td>Dietary Fiber 8g</td>
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<tr>
<td>Sugars 5g</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protein 11g</td>
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</table>

Vitamin A 8% • Vitamin C 100%
Calcium 20% • Iron 10%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

<table>
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<tr>
<th>Calories</th>
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<tbody>
<tr>
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<td>Less than 85g</td>
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<td>Saturated Fat</td>
<td>Less than 22g</td>
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<tr>
<td>Cholesterol</td>
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<td>300mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>Less than 2,400mg</td>
<td>2,400mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
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<tr>
<td>Dietary Fiber</td>
<td>25g</td>
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Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4
MEAL DISCUSSION QUESTIONS

- What do you think about the soft tacos?
- Is this a meal you would prepare at home with your family?
- What would your family think about this meal?
- To which different MyPyramid groups do foods from this meal belong?
- Why is it important to eat a variety of different colored fruits and vegetables?

EAT TOGETHER AS A GROUP, DISCUSS THE MEAL DISCUSSION QUESTIONS, AND ENJOY!

Have kids fill in the New Food Taster’s Club Chart when they are finished eating.

CLEANUP

Cleaning up is an important part of the cooking process. Kids learn from taking responsibility. Use the kaper chart on the next page with the kids during the cleanup process. A kaper chart shows each kid’s or each group’s job during cleanup. The cleanup chart describes specific activities that are included under the kaper chart categories. The kaper chart rotates cleanup jobs each week and encourages sharing of responsibility between the kids. Do the following to get the kids organized to clean up:

- Introduce the kaper chart. Explain that it will be used to organize the cleanup process, and assign each kid or group of kids a job each week.
- Divide the kids into six groups for the duration of the project.
- If fewer than six kids are participating in the project, divide the group and combine activities on the kaper chart as needed.
- Allow groups to pick a fun name to use for their group during this project. Write the name on the chart.
- Have the groups get started with cleanup.
- Remember, allow the kids to complete their assigned chores. Don’t do the job for them! Kids take pride in cooking something from start to finish, including cleaning up afterwards.
Healthalicious Kaper Chart

<table>
<thead>
<tr>
<th>Activity</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set up</td>
<td>Group 1</td>
<td>Group 6</td>
<td>Group 5</td>
<td>Group 4</td>
<td>Group 3</td>
<td>Group 2</td>
</tr>
<tr>
<td>Wash up</td>
<td>Group 2</td>
<td>Group 1</td>
<td>Group 6</td>
<td>Group 5</td>
<td>Group 4</td>
<td>Group 3</td>
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<tr>
<td>Dry dishes</td>
<td>Group 3</td>
<td>Group 2</td>
<td>Group 1</td>
<td>Group 6</td>
<td>Group 5</td>
<td>Group 4</td>
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<tr>
<td>Wipe up</td>
<td>Group 4</td>
<td>Group 3</td>
<td>Group 2</td>
<td>Group 1</td>
<td>Group 6</td>
<td>Group 5</td>
</tr>
<tr>
<td>Put away</td>
<td>Group 5</td>
<td>Group 4</td>
<td>Group 3</td>
<td>Group 2</td>
<td>Group 1</td>
<td>Group 6</td>
</tr>
<tr>
<td>Sweep</td>
<td>Group 6</td>
<td>Group 5</td>
<td>Group 4</td>
<td>Group 3</td>
<td>Group 2</td>
<td>Group 1</td>
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</tbody>
</table>

Cleanup Chart

<table>
<thead>
<tr>
<th>Cleanup job</th>
<th>Activity descriptions</th>
</tr>
</thead>
</table>
| Set up      | • Set table with plates, cups, utensils, and napkins.  
              • Put water and milk on the table.  
              • Set up serving area with hot pads and serving utensils. |
| Wash up     | • Wash pots, pans, cooking utensils, and dishes used for cooking.  
              (Everyone should wash their own plates, utensils, and cups after eating.) |
| Dry dishes  | • Dry and put away all pots, pans, utensils, and dishes used for cooking. |
| Wipe up     | • Wipe and clean counters and serving area after cooking.  
              • Wipe and clean tables after eating. |
| Put away    | • Put away nonperishable food items. |
| Sweep       | • Put away tables and chairs, if necessary.  
              • Sweep and mop floors as needed. |
Health Activity (continued)

Eat Your Colors!

Activity 1 Question
Are you eating your colors? Use color to choose a variety of fruits and vegetables every day.

Procedure
1. Adult leader distributes copies of Fruit and Vegetable Chart, pencils, and crayons or colored pencils.
2. Kids write the days of the week, beginning with the day of the lesson, on the Fruit and Vegetable Chart.
3. Kids color the boxes on the Fruit and Vegetable Chart according to the color listed.
4. Kids write the fruits and vegetables that they ate during the meal on the chart.
   Example: cabbage, cilantro, and avocado under green
   Example: tomatoes under red
   Example: olives under blue/purple
5. Kids write in any other fruits and vegetables that they ate during the day (at any meal or snack in the morning, afternoon, or evening).
   Examples:
   • 100 percent orange juice for breakfast goes under orange.
   • Raisins in cereal for breakfast go under blue/purple.
   • Guacamole has avocado, which goes under green.
   • Chicken pot pie has onions, carrots, and peas, which go under white, orange, and green.
Eat a colorful variety of fruits and vegetables this week!

Directions:
1. Write the days of the week, beginning with today.
2. Color the boxes with color names according to the color listed.
3. Write the names of the fruits and vegetables you eat this week, according to their color.
   Example: cucumber with skin: green; cucumber without skin: white

<table>
<thead>
<tr>
<th>Day of the week</th>
<th>Blue/Purple</th>
<th>Green</th>
<th>White</th>
<th>Yellow/Orange</th>
<th>Red</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td></td>
<td>lettuce</td>
<td>onions</td>
<td>carrots orange</td>
<td>tomato sauce</td>
</tr>
<tr>
<td>Thursday</td>
<td>raisins</td>
<td>broccoli</td>
<td>cauliflower</td>
<td></td>
<td>apple</td>
</tr>
<tr>
<td>Friday</td>
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<td>Saturday</td>
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<td>Tuesday</td>
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</tr>
</tbody>
</table>

My goal is to: eat all colors of the rainbow this week
**Fruit and Vegetable Chart**

**Eat a colorful variety of fruits and vegetables this week!**

**Directions:**
1. Write the days of the week, beginning with today.
2. Color the boxes with color names according to the color listed.
3. Write the names of the fruits and vegetables you eat this week according to their color.
   
   Example: cucumber with skin: green; cucumber without skin: white

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Blue/Purple</th>
<th>Green</th>
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<th>Yellow/Orange</th>
<th>Red</th>
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**My goal is to:** _____________________________
**QUICK WRITE**

**Key Point**
Quick Writes help you learn more by thinking about your experiences and then jotting down your thoughts, feelings, or ideas.

**Materials**
- three-ring binder with binder dividers
- lined binder paper, six sheets per kid
- pencils or pens, one for each kid

**Procedure**
1. As a group, kids recall or list the general activities of the lesson.
   - “What physical activity did we do?”
   - “What health activity did we do?”
   - “What meal did we prepare?”
2. Adult leader then distributes paper and pencils or pens.
3. Leader has kids write the following:
   - across top of paper: name, date, and title (“5 Things That I Learned Today”)
   - down the side of the paper: numbers 1 to 5
   - thoughts and feelings, etc., about activities or experiences
4. Leader asks if anyone would like to share one of the things they learned during the lesson. *Wait* for responses from kids.
5. Kids put sheets in Quick Write binder.

**Activity Notes**
- See Lesson 1 of *Healthalicious Cooking* for Quick Write instructions and examples.
- Ask open questions. Open questions require more than a yes/no answer. See curriculum background for more information about open questions.
- Have kids recall lesson activities before they begin to write.
- Kids who have trouble writing can have another person help them write down their thoughts.
- Emphasize that there are no correct answers. Spelling and grammar do not matter.
- Adult leader keeps the Quick Write binder. At the last lesson, return the Quick Writes to kids. Alternatively, leader may ask the kids to write their names and five things they learned on the back of the Family Letter.
GOAL SETTING

Materials
- Fruit and Vegetable Chart, one copy for each kid
- pencils or pens, one for each kid

Procedure
1. Adult leader has kids choose one of the following goals:
   - Eat each color of fruits and vegetables from the chart at least once this week.
   - Eat at least three different colored fruits and vegetables at least 3 days this week.
   - Make a snack or meal with three different colors of fruits and vegetables this week.
   - Try a new fruit or vegetable

2. Kids write their goals on the bottom of the Fruit and Vegetable Chart.
3. Leader asks: "Where are you going to post the goal?" Have kids share.
4. Leader asks: "Who are you going to tell about the goal?" Have kids share.

CLOSING THE LESSON

1. Adult leader explains that kids will learn to plan a menu at the next lesson.
   The meal planned at the next lesson will include
   - food from all food groups
   - at least two colors of fruits and vegetables
   - at least one whole grain

2. Leader reminds kids to bring recipes to share at the next lesson. Kids might be encouraged to find a recipe that requires a particular skill they enjoy using (such as grating, cracking an egg, etc.).
3. Leader explains that the group will vote on which recipes to make at the final lesson.
4. Leader reminds kids to keep trying new foods over the next week and to keep practicing their cooking skills.
Date: ________________

Dear Family,

This week your child learned how to use color to choose fruits and vegetables and why it is important to eat a variety of fruits and vegetables. We prepared and ate a healthy version of soft tacos with lots of fresh vegetables. Your child also enjoyed ________________________________.

During this lesson your child also learned about goal setting and set a goal to work on before our next lesson. Please check the space below to find out what goal your child set. Ask your child about the goal and encourage him or her to achieve it.

Homework: Have your child bring a favorite recipe from home to our next lesson. The recipe should include as many of the MyPyramid food groups as possible. At our next lesson, we will use the children's recipes to plan the final celebration meal.

The time and date for the next lesson is ________________________________.

Best regards,

______________________________________
Leader’s signature

My Goal

I will work on accomplishing the following this week:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

I plan to ask __________________________ to help me work on my goal.

______________________________________
Child’s signature
REFERENCES


MEASUREMENT CONVERSION TABLE

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Lesson 4 – Make It Colorful: Choose Fruits and Veggies by Color

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