



## TRACKS Lesson Plan

### Fruits and/or Vegetables

*Fear Factor*

*Grade: 9-12*

#### I. Nutrition Education Goal & Objective:

Goal 1: Students will comprehend concepts consistent with USDA guidance related to eating and physical activity for good health.

Objective: As a result of Pennsylvania's SNAP-Ed plan, students will know, understand, analyze, and apply concepts, as developmentally appropriate, that are consistent with USDA guidance about the benefits of:

1. Eating a variety of whole grain products, fruits and vegetables, low fat milk, and calcium-rich foods for meals and/or snacks.

#### II. Pennsylvania Educational Standards:

- A. 10.1 Concepts of Health
- B. 10.2 Healthful Living
- C. 11.3 Food Science and Nutrition

#### III. Outcomes:

- A. Students will explain the importance of fruits and vegetables.
- B. Students will describe MyPlate guidance for fruit and vegetable intake.
- C. Students will identify the health consequences of not consuming enough fruits and vegetables.

#### IV. Materials:

- A. "*Fear Factor*" rating worksheet (available for either 3 foods for 6 foods)
- B. Food Tasting
- C. Faux blindfold (roll of paper towels works)
- D. Reinforcement that conveys the appropriate nutrition message.
- E. Caregiver newsletter: Fruit & Your Health
- F. Extension lessons for the teacher
- G. "*Citrus Fruits*" Special Needs worksheet can be used with MS or HS level special needs classes

#### V. Procedure:

- A. Introductory:
  1. *Lesson Introduction*
  2. *Introduction of educator presenting the lesson*
- B. Developmental:
  1. *Tell the students that you will be playing the Nutrition Fear Factor game. Some of the students will be familiar with the show and others won't really know what*

*you mean. Explain that you will need a few very brave volunteers that are willing to eat something new. "It just might be cold and slimy."*

2. *Blindfold the volunteers by loosely tying the paper towel behind their head. Tell the other students watching, that you are going to pull out what the volunteers have to try and that they need to be quiet and not let the volunteers know what it is.*
3. *Ask the volunteer to put their hand out and give them either a slice of lime, lemon, or orange (with the rind removed) or any other fruit and/or vegetable you want to use. Tell them that when you say so, they can take a small bite and to tell you what they think it is, if they know.*
4. *After they do the taste-testing take their blindfold off and let them see what they tasted.*
5. *Give all the other students a chance to try the different fruits. Distribute the "Fear Factor" rating worksheet. Each student will taste each fruit and/or vegetable and rank it. (FYI: If you are working with a special needs class, use the "Citrus Fruits" worksheet)*
6. *As they answer the questions and go through the worksheet discuss the following points:*
  - a. Why fruits and vegetables are important to our health?
    - i. Eating a diet rich in vegetables and fruits as part of an overall healthy diet may reduce risk for heart disease, including heart attack and stroke.
    - ii. Eating a diet rich in some vegetables and fruits as part of an overall healthy diet may protect against certain types of cancers.
    - iii. Diets rich in foods containing fiber, such as some vegetables and fruits, may reduce the risk of heart disease, obesity, and type 2 diabetes.
    - iv. Eating vegetables and fruits rich in potassium as part of an overall healthy diet may lower blood pressure, and may also reduce the risk of developing kidney stones and help to decrease bone loss.
    - v. Eating foods such as vegetables and fruits that are lower in calories per cup instead of some other higher-calorie food may be useful in helping to lower calorie intake.
  - b. Make half your plate fruits and vegetables
  - c. These facts are specific to citrus fruits:
    - i. Lemons, limes and oranges are all part of the citrus fruit family.
    - ii. Most citrus fruits have a thick rind (skin) and a juicy pulp.
    - iii. Citrus fruits grow in very warm regions. The United States grows a lot of fruit in Florida and California.
    - iv. *Ask students, "Can you think of any other citrus fruits?" (You don't have to talk about all these citrus fruits)*
      - Grapefruit (Can be white or red on the inside)
      - Tangerine (Orange-red colored mandarin orange)
      - Tangelo (Cross between a tangerine and a grapefruit)
      - Ugli (Type of tangelo that is easy to peel. Cross between a tangerine, grapefruit, and orange. Looks "ugly," it usually has brown spots)
      - Minneola (Also a cross between a tangerine and grapefruit)

- Nectarine
  - Clementine (seedless mandarin with loose skin – easy to peel)
  - Mandarin Orange (small orange with loose skin – you can get them in cans)
  - Kumquats (Only citrus fruit that you can eat whole – peel and seeds)
  - Satsuma (From Japan. The skin is a little harder to peel)
- v. Citrus fruits are high in Vitamin C and Potassium.
  - vi. Vitamin C helps keep us healthy and is important for normal growth and development.
  - vii. Even though limes and lemons are very sour and tart, they are used a lot for cooking and flavoring. (i.e. flavoring in tea, squeezed over chicken or fish, can use the skin as a “zest” or flavoring, some cleaning products have a lemon scent because it smells so good).

**VI. Conclusion of lesson:**

- A. Distribute hand wipes.
- B. Provide each student with a food tasting and encourage him or her to make small changes in his or her diet now. Explain why the food is a healthy option.
- C. Distribute the reinforcement, read the message and/or explain the reason why they are getting the reinforcement.
- D. Distribute caregiver newsletter.
- E. Thank the students for their participation and answer any questions the students have.

**VII. Extension lessons:**

Educator’s Choice



Funded by the Pennsylvania (PA) Department of Human Services (DHS) through PA Nutrition Education Tracks, a part of USDA’s Supplemental Nutrition Assistance Program (SNAP). To find out how SNAP can help you buy healthy foods, contact the DHS toll-free Helpline at 800-692-7462 or 215-430-0556. USDA is an equal opportunity provider and employer.

# Fear Factor

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions:

1. Volunteers for the activity will be blindfolded.
2. Each person will taste one of the samples items and try and guess what it is. The rest of the students will remain quiet!
3. They will remove their blindfold and they will be told which food item they had.
4. Now, everyone else will get a chance to try each of the food items and fill out the table below.
5. Remember to look for your favorites next time you are in the grocery store.

Food Item #	Name of Food Item	Rating Give each food a rating between 1 and 10: 1 = yuck and 10 = yum	Description Describe the taste, texture, feel, and smell.
1			
2			
3			
4			
5			
6			



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# Citrus Fruits

1. Taste each citrus fruit and rate the flavor.

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Lime



Sweet      1                  2                  3                  4                  5      Sour

---

Lemon



Sweet      1                  2                  3                  4                  5      Sour

---

Orange



Sweet      1                  2                  3                  4                  5      Sour

---

2. Which fruit is the sourest? \_\_\_\_\_

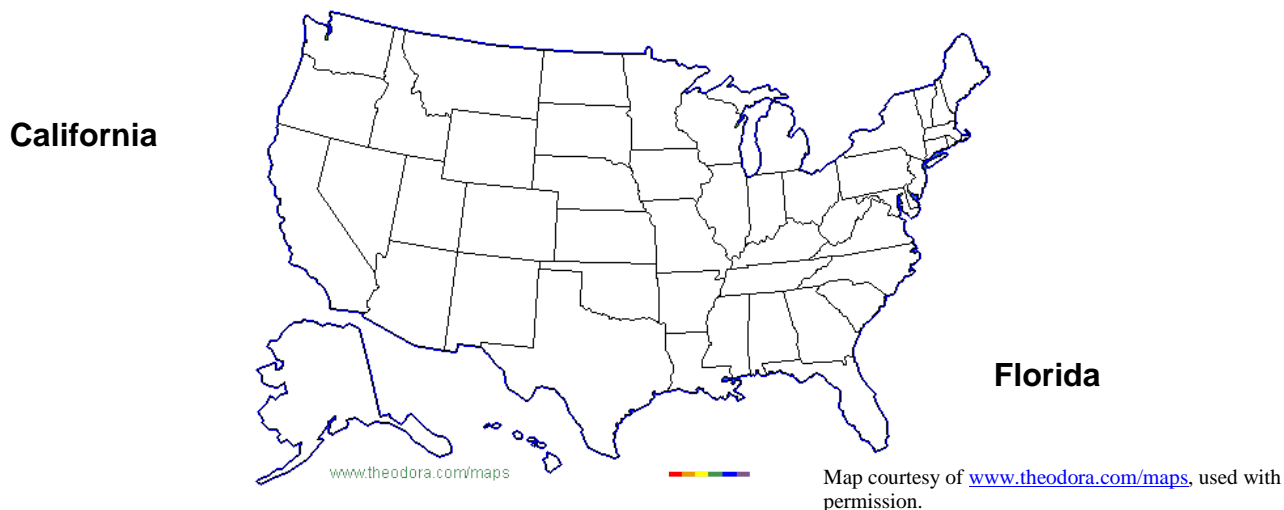
3. Which fruit is the sweetest? \_\_\_\_\_

4. Which fruit is your favorite? \_\_\_\_\_



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5. Where do citrus fruits grow? Fill in the two states on the map where we grow the most citrus fruits. Both these states are very warm and get a lot of sunshine.



6. Unscramble the letters to name some citrus fruits.

M I L E    \_\_\_\_\_

O N E R G A    \_\_\_\_\_

E L M N O    \_\_\_\_\_

U I P E R P G A F R T    \_\_\_\_\_

7. Can you name any other citrus fruits?

\_\_\_\_\_

Facts:

Citrus fruits have a lot of vitamin C.

Vitamin C helps keep us healthy and is important for normal growth and development.



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