



TRACKS Lesson Plan

Vegetables

Go for the Green!

Grades 5 – 8 Girls' Club

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

Goal 2: Students will apply skills 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 be able to:

1. Assess personal health practices.
2. Develop a goal to adopt, maintain, or improve a personal health practice.

II. Pennsylvania Educational Standards:

- A. *1.6 Speaking and Listening*
- B. *10.1 Concepts of Health*
- C. *11.2 Food Science and Nutrition*

III. Outcomes

- A. Students will describe the importance of vegetables in their diet and their relationship to health.
- B. Students will list a variety of vegetables.
- C. Students will prepare and taste a healthy snack.

IV. Materials

- A. Supplies: Food models for relay icebreaker (mixture of food types and preferably two identical sets), Job cards and container to draw them out of
- B. Visual: *MyPlate/MyPlate for Kids* poster
- C. *What Color Is Your Plate?* Supplies – paper plates and multicolored construction paper squares
- D. Optional activity – *Name the Fruit or Vegetable* worksheet
- E. Taste testing ingredients: brown rice (pre cooked), assorted chopped vegetables, oil, low sodium soy sauce, water

- F. Supplies for taste testing: Electric skillet, serving spoons, spoons or forks, plates or bowls, napkins, cups, tablecloth, trash bag
- G. Gloves and antibacterial wipes/gel
- H. Reinforcement that conveys the appropriate nutrition message
- I. Caregiver Newsletter

V. Procedure

A. Introductory:

1. Icebreaker: Veggie Relay

- a. Divide group into two teams.
- b. Denote a starting point on the floor.
- c. Place a large pile of vegetable pictures/food models on floor at the other end of the room. Can separate into one pile per team if you desire.
- d. Each team should form a line at the starting line.
- e. The object of this game is to be the first team to return to the starting line having correctly identified and selected vegetables from the pile at the other end of the room.
- f. The first person in line from each team runs to the other side of the room, finds a vegetable from the pile, runs back to the starting point, and tags the next person on the team.
- g. Repeat this process until everyone on the team has correctly selected a vegetable from the pile of foods and brought it back to the starting point.
- h. The first team back wins. The educator checks to make sure the team has chosen only vegetables. If not, they can trade wrong foods if time allows.

2. Welcome

- a. Tell girls how great it is to see them and meet again in this club.
- b. Ask for a volunteer to summarize what happened last week for anyone who is new to the club.
- c. Remind the girls of the *Fruit, Vegetable, and Power Play Journal* from last week.
 - 1. How did we do?
 - 2. What are some ways we could do even better?
- d. Today we will be talking about the Vegetables food group from *MyPlate*.

3. What counts as a vegetable?

- a. Begin by asking the students to name some vegetables.
- b. Look at the *MyPlate* poster to see what fits into the vegetable food group.
- c. Point out that fresh/raw vegetables, 100% juice, canned, and frozen all count as a vegetable in this group.
- d. Brainstorm about ways the girls eat vegetables for snacks and meals (raw, steamed, on pizza, in casseroles, in a salad)

4. Why do we need to eat vegetables?

- a. Like fruit, they have lots of vitamins and minerals that are important for keeping us healthy.
- b. What parts of the body can be made healthier by eating vegetables?
 - i. Strong heart, healthy eyes, strong bones and teeth
 - ii. May help us prevent certain diseases, like cancer
 - iii. Help us grow properly
- c. What nutrients are in the vegetables that help us do all of these good things? Think back to the fruit lesson because fruits and vegetables share a lot of nutrients.
 - i. Vitamin A – good for the eyes (carrots, leafy greens, sweet potatoes, broccoli)
 - ii. Vitamin C – good to help heal and prevent illness (broccoli, green leafy veggies, peppers)
 - iii. Fiber – good for the heart and digestive tract
 - iv. Calcium – good for bones
 - v. Iron – keeps us energized and growing properly (mostly in leafy green veggies)
 - vi. Vegetables also have very few calories and very little fat, both things we have learned are very important to keep low. Too many calories and too much unhealthy fat can lead to weight gain and heart disease.

5. How many vegetables do we need to eat each day?

- a. Look at *MyPlate*.
- b. How many should we have each day? We should try to fill half our plates with fruits and vegetables. For an average 2000 calorie diet, we need 2 ½ cups of vegetables daily.
- c. What does ½ cup look like? (look at a food model or explain that it would fit inside one cupped hand).

B. Developmental: .

1. Activity 1 - What Color is Your Plate?

- a. Distribute one paper plate to each participant.
- b. Place a basket or plate of construction paper squares in center of table or workspace.
- c. Ask students to think about what they ate for dinner last night (or the last meal they can remember)
- d. Students should choose squares to represent the colors of the foods they consumed the prior evening. For instance, pork chops and mashed potatoes would be represented by a brown square and a white square. Be sure to include dessert and drinks also.
- e. Optional: students can write the name of the food or drink they ate on the square and mount it on the plate.

- f. Ask the participants to remove any squares which represent less healthy foods (foods that have added fat and/ or added sugar), such as chips, fruit drinks, soda, candy or cake. Are there any foods left?
- g. Now look at the colors remaining on the plate, especially those that represent fruits and vegetables. The colors remaining can help provide a guide for evaluating their fruit/vegetable intake. The more color, the better.
- h. Trade suggestions on how to improve the fruit/vegetable intake at that meal.

2. Activity 2 – Name the Fruit or Vegetable Worksheet

- a. Distribute the *Name the Fruit or Vegetable Worksheet*.
- b. Have the students fill in the worksheet.
- c. When done, review the answers.

C. Concluding:

1. Discuss one goal the group can set for the upcoming week about vegetables. Make it something realistic and attainable (Example: I will eat a vegetable with dinner 2 times this week). Write this goal down so it can be discussed next week. If desired, keep a running list of weekly goals.
2. Distribute the reinforcement, read the message and/or explain why they are getting the reinforcement.
3. Distribute Caregiver Newsletter.
4. Thank girls for coming. Remind them to eat their fruits and veggies everyday!

D. Taste testing: Veggie Stir Fry

1. Give out job cards to divide preparation tasks.
2. Students will wash hands or use antibacterial wipes/gel if no sink available.
3. Distribute gloves to preparation helpers.
4. Prepare vegetable stir fry and top rice with mixture.
5. Sit down, slow down, savor and enjoy!
6. Talk about ways to include more vegetables in the diet or play *Name the Fruit or Vegetable*, individually or as a group.
7. Everyone should help clean up by putting things in trash bag and cleaning up any spills or dropped food.



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.

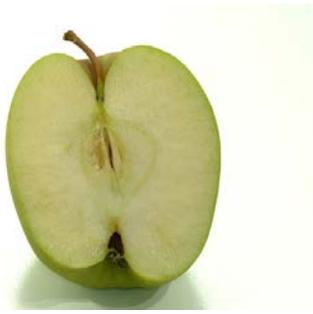
JOB CARDS FOR SNACK PREPARATION

(cut out and place in container to be drawn at random)

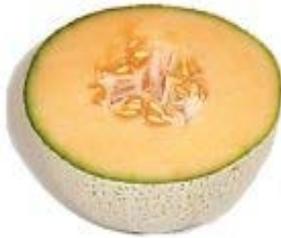
1. Spread out the tablecloth	2. Arrange the bowls, spoons and napkins in piles on the serving table
3. Pour some oil into the electric skillet. Turn the skillet on low-medium heat.	4. You are the “stir fryer.” Use a large spoon to move the vegetables around in the skillet as they are added. Always keep them moving!
5. Open one of the vegetable containers. When the oil is hot, pour in your vegetables. Be careful!	6. Open another one of the vegetable containers. Pour your vegetables into the skillet. Choose friends to do the same for the remaining containers of vegetables.
7. Put a scoop of rice into each bowl. Make sure there is one for every girl.	8. Put a scoop of the vegetable mixture on top of the rice in the bowls.
9. Pour a glass of water for each girl. Be careful not to spill!	10. THIS ONE IS FOR THE TEACHER! Put a few shakes of low sodium soy sauce on the stir fry if desired.
11. You are the clean up patrol. Help collect garbage and make sure there are no spills or dropped food.	



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1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



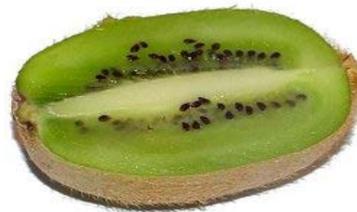
7. _____



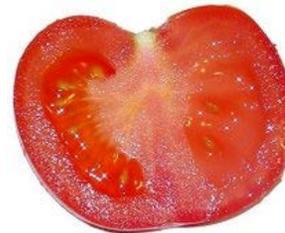
8. _____



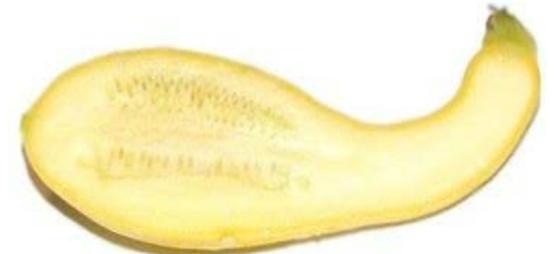
9. _____



10. _____



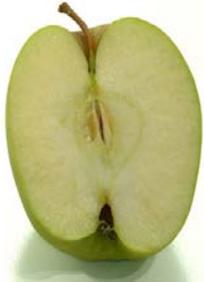
11. _____



12. _____

Name the Fruit or Vegetable





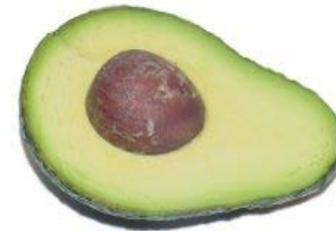
1. Apple



2. Cantaloupe



3. Onion



4. Avocado



5. Potato



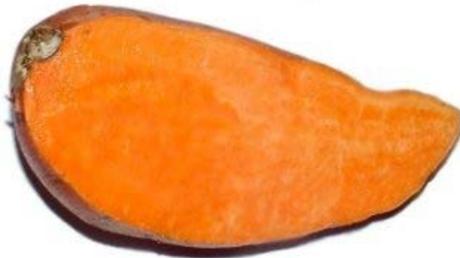
6. Red Cabbage



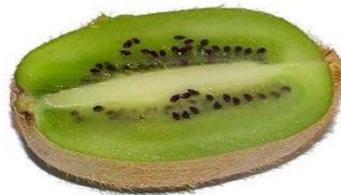
7. Papaya



8. Artichoke



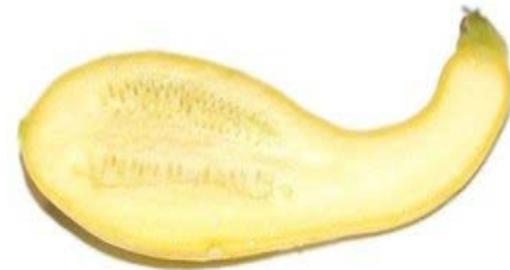
9. Yam



10. Kiwi



11. Tomato



12. Squash

Name the Fruit or Vegetable

(Answers)