

Section 2:

Classroom Activities

Implementing the Activities

Power Panther Preschool activities are designed to be flexible. Lessons may be taught in any order. Activities may be implemented by closely following the outline for each lesson or adapting the ideas in the lesson and tailoring the activities to your children and your unique situations. If children like a particular lesson, take the opportunity to expand that lesson and have fun while emphasizing the important concepts. Enhance the lessons provided by using your own creativity and imagination!

Each lesson may be presented in a different way. For example, start one lesson by reading a book and another lesson with an activity or a song. Consider the individual needs and interests of the children in care. If the children are particularly engaged with the lesson being taught, you may want to incorporate a field trip that relates to the lesson. When teaching the lessons, it's important to be flexible, respond to the children's needs and adapt as necessary. It is highly recommended that you make the "paw prints" used in many lessons before you begin (see page 10). Consider serving one of the CACFP reimbursable snacks that is suggested in each lesson. Also remember to be a good role model by demonstrating and participating with the children.

Start by deciding how many lessons and which activities you will include in your lesson plans. Remember that when you accepted the Power Panther Preschool kit **you agreed to implement a minimum of one EAT SMART and one PLAY HARD activity from EACH of five (5) Power Panther Preschool lessons.** An overview of the lessons is on page 9.

Before you begin each lesson, take a few minutes to prepare for the lesson you plan to teach. Planning will result in smooth implementation of the activities. To implement each lesson, do this:

- Review the activities in the lesson. Choose one or more **EAT SMART** and **PLAY HARD** activities to implement.
- Decide if you will implement enhancement activities or other additional activities.
- Gather all supplies needed for the **EAT SMART** and **PLAY HARD** activities.
- Choose a children's book that you will use as part of the lesson.
- Present the information described in the lesson to the children. Choose CACFP snacks that include the featured food(s).
- Copy and send home the appropriate issue of the newsletter, *Power Panther Preschool At Home*.
- Use the Power Panther promotional materials as desired.

As you work to implement Power Panther Preschool activities, keep in mind what children can successfully do at various ages.

Two and three year olds can:

- Wipe the table
- Wash or scrub fruits and vegetables
- Peel bananas if the top is cut
- Clear their place setting
- Put things in the trash

Three and four year olds can:

- Pour and measure
- Mix ingredients
- Knead and shape dough
- Pat refrigerator biscuits into a crust
- Spread jelly on bread
- Beat with a whisk or fork



Five year olds can:

- Use a blender with close supervision
- Use a potato peeler
- Cut soft foods with a table knife
- Make a sandwich
- Set and clear the table
- Wash own table surface

Expanding Your Project

Your Power Panther lessons can be quick and concise or can encompass a variety of activities over an extended period of time. Here are a few ideas to help you expand the Power Panther Preschool experience:

- Invite the cook to participate in classroom activities.
- Invite parents, grandparents or others to the classroom to share as children learn about fruits and vegetables. Do a **PLAY HARD** activity and invite guests to join in the fun!
- Invite the news media to observe activities while the children are having fun or submit a summary of your activities with photos to your local newspaper.
- Do some of the enhancement activities that are included on the last page of each lesson. These activities will reinforce your project's effectiveness.
- Share the Power Panther Preschool information with parents and family:
 - Send home the newsletter
 - Post the pictures of food that are at the end of each lesson, and
 - Invite parents to talk to their children about the **EAT SMART** and **PLAY HARD** activities

But most of all...

Have fun implementing Power Panther Preschool!

The Power Panther Lessons

Eight lessons are detailed in this chapter. Each lesson has an **EAT SMART** (healthy eating) component and a **PLAY HARD** (movement) component. The lessons are:

Lesson 1: Red Foods

Lesson 2: Orange Foods

Lesson 3: Green Foods

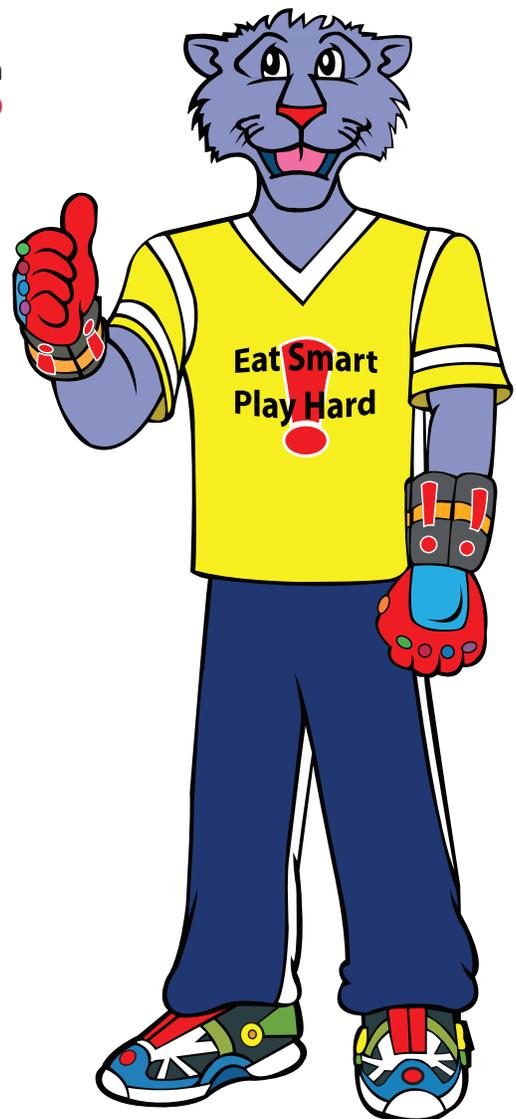
Lesson 4: Blue/Purple Foods

Lesson 5: Yellow Foods

Lesson 6: White Foods

Lesson 7: Brown Foods

Lesson 8: Rainbow of Food



Helpful Hints for Power Panther Preschool

To ensure that Power Panther Preschool is a positive experience for both children and teachers, keep these helpful hints in mind:

- Read and think through the activity ahead of time so you will have time to gather needed equipment and supplies.
- Be clean! Wash hands and foods ahead of time. Sanitize tables and areas that will be utilized for the activity.
- Be ready to take advantage of unexpected learning opportunities and teachable moments.
- Be aware of safety concerns. Use plastic knives and provide close supervision when children are working with knives and small objects.
- Modify activities to fit the skills and needs of the children with whom you work.

Using Fruit and Vegetable Pictures

At the end of each lesson, you will find pictures of the featured food items for that lesson. Show the pictures to the children to familiarize them with the food you are discussing or use them as patterns to make cutouts of the food if cutouts are required in an activity. Post these pictures to inform parents about their child's learning experiences.

Making "Paw Prints" for the Lessons

Many lessons list "paw prints" as one of the supplies needed for implementing one or more of the activities. While you could substitute carpet squares for the prints, it is more effective and more fun for the children if you take time to make the paw prints before beginning any of the lessons. Plan to have one paw print for each child who will participate.

Make paw prints using the pattern on the next page. The paw prints may be traced onto sheet foam or copied on the copier and laminated.



Classroom Activities:

Lesson 1: Red Foods

“I am learning that it is fun to eat healthy foods that are red.”

Introduce healthy red foods at circle time with lessons that teach children to **EAT SMART** and activities where they can **PLAY HARD**.

Getting Ready:

- **The week before:** Gather pictures (from magazines, seed catalogs, etc.) of red fruits & vegetables and other red foods; see the Food Color List on page 104 for ideas OR ask children to draw/color a picture of their favorite red food (15–30 minutes).
- **The day before:** Have children help create a large rainbow to post on the wall. You may want to create the rainbow with handprint art, construction paper, or large rolls of colored paper. Include red, orange, yellow, green, and blue or purple (up to 30 minutes).
- **The day before:** Gather materials needed to make a “Mystery Box or Bag.” This week, you will need: a tomato, a solid-colored (not see-through) box or bag, and scissors. Use the instructions on page 18 to make a Mystery Box/Bag (10 minutes).
- **The day of:** Review the “Hand Washing and Polite Food Tasting Instructions” on page 20. Share the instructions with your children (5 minutes).



Provided Book for this Lesson

I Will Never Not Ever Eat a Tomato! by Lauren Child

Eat Smart Activities:

Flashcard Lesson (5 minutes)

During circle time, talk to the children about how fruits and vegetables come in different colors like the colors of the rainbow. Compare the colors of different healthy foods to the rainbow they created the day before. Use Flashcards #1 and #2 to talk specifically about red foods.

Flashcard #1—*Today we are learning about foods that are this color. Who can tell me what color this is? Correct, it is red!*

Flashcard #2—*Here are some foods that are the color red. Raise your hand if you can name one of them (have children guess until all foods are named correctly).*

Rainbow Activity (5–15 minutes)

Add the pictures of red foods you have gathered beforehand to the rainbow. Or, if the children drew pictures, add them to the rainbow. Talk about the different fruits and vegetables and other foods that are red.



Mystery Box/Bag (10 minutes)

Purchase a few tomatoes for children to explore. First, put one in the Mystery Box/Bag and have students use their senses to guess what it is. Then wash and cut up the tomatoes for children to taste. Children are more likely to try a food they have explored. A Mystery Box/Bag gives children the chance to use all their senses in exploring new foods.

Remind children to use all their senses:

- See—Colors? Shape? Where are the seeds?
- Hear—Shake. Does it make noise? Does it make noise when you bite into it?
- Touch—Is it smooth or rough? Is it light or heavy?
- Smell—Can you smell it? Does it remind you of a food you've tasted before? (spaghetti? ketchup?)
- Taste—Does it taste sweet or sour? Eat some as part of a simple taste-test.

Reading Time (10 minutes)

Read the book *I Will Never Not Ever Eat a Tomato!* to the children. Ask these questions:

- Why do you think that Lola wouldn't eat a tomato?
- Has everyone here tasted a tomato?
- Have you tasted a food that is made from tomatoes? What was it?

Show children the tomato pictures on pages 21–27 and discuss foods that contain tomatoes.

Play Hard Activity:

Singing and Dancing (5 minutes)

Use Flashcard #3 to tell the children about another red food: strawberries.

Flashcard #3—*Does anybody know what these are? Right! These are strawberries! Strawberries are red. Has anybody ever tasted a strawberry? Do you remember what it tasted like?*



Sing and act out the motions to “Old McDonald Had a Farm, Strawberry Style,” from *Grow It, Try It, Like It!* booklet 7—The Strawberry Patch, page 19.

Accessible online at http://www.fns.usda.gov/tn/Resources/growit_book7.pdf

Words to Sing

1st Verse

Old MacDonald had a farm, EIEIO!
On this farm he grew some strawberries, EIEIO!
With a plant, plant here and plant, plant there,
Here a plant, there a plant, everywhere a strawberry plant!
Old MacDonald had a farm, EIEIO!

2nd Verse

Old MacDonald Had a farm, EIEIO!
On this farm he grew some strawberries, EIEIO!
With a berry, berry here and a berry, berry there,
Here a berry, there a berry, everywhere a strawberry
Old MacDonald had a farm, EIEIO!

3rd Verse

Old MacDonald had a farm, EIEIO!
On this farm he grew some strawberries, EIEIO!
With a pick, pick here, and a pick, pick there,
Here a pick, there a pick, everywhere a strawberry pick
Old MacDonald had a farm, EIEIO!

4th Verse

Old MacDonald had a farm, EIEIO!
On this farm he grew some strawberries, EIEIO!
With a sweet bite here, and a sweet bite there,
Here a bite, there a bite, everywhere a strawberry bite.
Old MacDonald had a farm, EIEIO!

Actions to Do

1st Verse

(Skip in place)
(Pretend to hoe ground around plants using large, vigorous motions)
(Continue pretending to hoe ground)
(Skip in place)

2nd Verse

(Skip in place)
(Pretend to carry a flat of strawberries)
(Squat to the ground and pretend to point at strawberries)
(Skip in place)

3rd Verse

(Skip in place)
(Pretend to carry a flat of strawberries)
(Pretend to pick and carry strawberries)
(Pretend to pick and carry strawberries)
(Skip in place)

4th Verse

(Skip in place)
(Pretend to carry a flat of strawberries)
(Pretend to eat strawberries)
(Pretend to eat strawberries)
(Skip in place)

Play Hard Activity:

Tomato Matching Game (5–10 minutes)

Cut apart the pictures of tomato foods on pages 21–27. Tape one of each type of tomato food to baskets or paper bags on one side of the room. Place a line of paw prints on the other side of the room and place the duplicate tomato food pictures face-down on the floor in front of the paw prints.



Instruct children to stand on the paw print and pick up a picture. Then in small groups, have children match their tomato food picture with the tomato food picture on the baskets/bags on the other side of the room. You may instruct children to walk, skip, hop, side-step, crab walk, or perform another movement to get from one side of the room to another. When children reach the other side of the room, they drop their picture into the basket/bag that has the matching tomato food picture on it. The children should move back to the starting place and then the next group may go. Repeat this activity with different movements across the room, with baskets/bags “high” (on a table) or “low” (on the floor), or with children in teams.

Optional Activities:

Eat Smart Stretcher Activities:

- Choose a red fruit to show the children. Count the number of other red items in the room (5 minutes or less).
- Have children draw a picture of their favorite red food (5–10 minutes).
- Using the pictures on pages 21–27, hide tomato foods pictures around the room. Tell children that you are going to look for the tomato treasure. Instruct them to look around the room for pictures of foods that have tomatoes in them. When a child finds a picture containing tomatoes, the child says “tomatoes are tasty” and takes the picture to the group (5–10 minutes).
- Purchase a large can of tomatoes. Using a blender, make tomato juice so each child may have a taste (5 minutes).
- Open a can of pizza sauce so the children can see it. Talk about what you would dip in pizza sauce and then provide several fresh vegetables, bread sticks and cheese cubes for dipping (5 minutes).
- Purchase a patio tomato plant (preferably with blooms on it) and watch the tomatoes grow. Have children draw a picture journal to show how the tomato plant grows and changes (ongoing activity; 5–10 minutes per week).

Eat Smart Craft Activity (15 minutes)

Make a “Tasty Acres Mobile” found in *Grow It, Try It, Like It!* booklet 1—The Basics, page 31.
Accessible online at http://www.fns.usda.gov/tn/Resources/growit_book1.pdf

Gardening Activity (10 minutes)

Demonstrate how plants grow by growing seedlings in bags using the instructions from *Grow It, Try It, Like It!* booklet 1—The Basics, page 52, “How to Grow a Seedling in a Bag”

Accessible online at http://www.fns.usda.gov/tn/Resources/growit_book1.pdf



Play Hard Singing and Dancing (10 minutes)

Veggie Power CD track #2: Green Light, Red Light

Optional Activities:

More Than Mud Pies Enrichment Activity (5–60 minutes depending on the activity selected)

Review the “An Apple a Day Keeps the Doctor Away” lesson on pages 29–31 in the *More Than Mud Pies* resource. Select one or more of the activities to complete with children.

Make a Mystery Box or Bag

From: *Grow It, Try It, Like It!* booklet 1—The Basics: Introduction and Resource Materials
http://www.fns.usda.gov/tn/Resources/growit_book1.pdf

Make a simple Mystery Box by placing a large cardboard box 18 inches by 12 inches or larger on its side. Cut a hole in the side of the box, 4 inches in diameter, large enough for a child to slip a hand and arm through without getting stuck, but as small as possible. To use the box, place it with the small hole up and turn the open side of the box to a wall. Drape a cloth over the large box opening to prevent children from looking into the box. If desired, decorate the box.

To make a simple Mystery Bag, use a large strong paper bag or non-see-through plastic bag. After putting the mystery item in the bag, use a rubber band to gather the opening of the bag just large enough for a child to slip a hand and arm through without getting stuck. A simple drawstring bag may also work.

The Mystery Box/Bag may become so popular with children that a more durable, reusable style is desired. Follow the directions below to make a box or bag that can be cleaned and used repeatedly.

Durable Mystery Box

Cut a hole in the lid large enough to easily slip your fist through. This opening should be large enough for your hand and a child’s hand to slip together into the opening should a child want you to feel inside the box with him/her.

Cut a length of tube sock 8 inches or longer. Pull the cut end of the sock through the opening and securely tape or glue the cut edge of the sock around the opening of the hole. You should be able to slip your hand through the open end of the tube sock, through the lid, and into the box.

Note: make sure the box or container is large enough to hold the largest item you plan to place in it.

Materials Needed

- Box with a fitted lid or large, non-see-through plastic container (e.g., large ice cream tub) with lid
- Tube sock
- Duct tape, glue gun, or other means of attaching sock to opening
- Scissors



Optional Activities:

Durable Mystery Bag

If using a pillow case, make two small cuts, ½ inch in length, on both sides of the seam near the stitching of the hemmed opening. Insert the shoe string into the pillow case and thread through the hemmed edge until it reaches the other slit. Gather the string. Decorate pillow case or bag, if desired.

Materials Needed

- A laundry bag with drawstring or pillow case
- One 18 inch shoe string
- Fabric markers or appliques for decoration



Tips for Using the Mystery Box or Bag

Before you use the Mystery Box/Bag, introduce it to the children. If it has been a long time since the Mystery Box/Bag was used, reintroduce it to the children. Offer to feel inside the Mystery Box/Bag with children who are hesitant and want your assistance. Remind children to keep their ideas and guesses secret until everyone has had a turn at the Mystery Box/Bag.

Seat the children in a semicircle on the floor and ask them to remain seated. Take the Mystery Box/Bag to a place in the room where the children can see it and you, and the child feeling inside the Mystery Box/Bag can speak softly to you without the others hearing the comments easily.

Tell the children each one will have a chance to describe to you what they feel in the Mystery Box/Bag. Give examples of description words such as sharp, soft, bumpy, heavy, light, etc., to help them understand the kind of observations to share with you.

One at a time, ask each child to come to the Mystery Box/Bag. Have each child feel inside the Mystery Box/Bag without looking inside it. If a child seems afraid, feel inside the Mystery Box/Bag with the child.

While at the Mystery Box/Bag, ask each child to describe quietly what he/she feels. Encourage words similar to the description words (suggested above) if the child has a hard time giving a description on his or her own. Have each child guess what is inside and whisper his/her guess to you. Write their answers on a piece of paper if you wish.

After everyone takes a turn, take the Mystery Box/Bag to the center of the semicircle of children. Remove the fruit or vegetable. Show it to the children. Talk about the fruit or vegetable.

Hand Washing and Polite Food Tasting Instructions

From: *Grow It, Try It, Like It!* booklet 1—The Basics: Introduction and Resource Materials
http://www.fns.usda.gov/tn/Resources/growit_book1.pdf

Hand Washing—Be Clean

Young children need to learn to be clean when handling food.

We wash our hands upon arrival at the child care center; immediately before and after eating a meal or snack, after using the restroom, after playing on the playground, after handling pets, pet cages, or other pet objects, after blowing our nose, whenever hands are visibly dirty, and before going home.

Remind children not to put clean hands in their mouths, noses, or other places.

Clean hands help keep us from getting germs or soil in our mouths that might make us sick.



Practice good hand-washing by following these directions. Many adults are surprised to learn good hand washing involves at least 20 seconds of sudsy lather time and includes under the nails, the back of the hands, and even up the arms.

Hand Washing Directions:

- Wet... hands using warm running water
- Lather... with soap up to the elbows
- Rub... hands together for 20 seconds or about the length of time it takes to sing a verse of "Old MacDonald Had a Farm."
- Scrub... backs of hands, wrists, between fingers, and under fingernails.
- Rinse... under warm running water.
- Dry... with paper towels.
- Turn off... running water with a paper towel, not bare hands.

Polite Food Tasting—Be Kind

Children are more likely to try a taste of a new food if they don't have to swallow something they dislike.

When children taste foods they do not want to swallow:

- Teach them to remove the food politely from their mouth with a napkin;
- Show them how to discard the napkin quietly in a wastebasket.

Remind your child or children that it is important to be kind to other people when tasting food. Do not make faces and say unpleasant things about the food. Acting that way can hurt the feelings of the person who prepared the food or of someone else who likes the food.

Polite food tasters try new foods. Polite food tasters say, "Yes, thank you" or "No, thank you" when offered seconds. They are happy when other people enjoy the food. And they are willing to try the food again in the future. Sometimes a food that does not taste good today will taste good on another day.









Classroom Activities:

Lesson 2: Orange Foods

“I am learning that it is fun to eat healthy foods that are orange.”

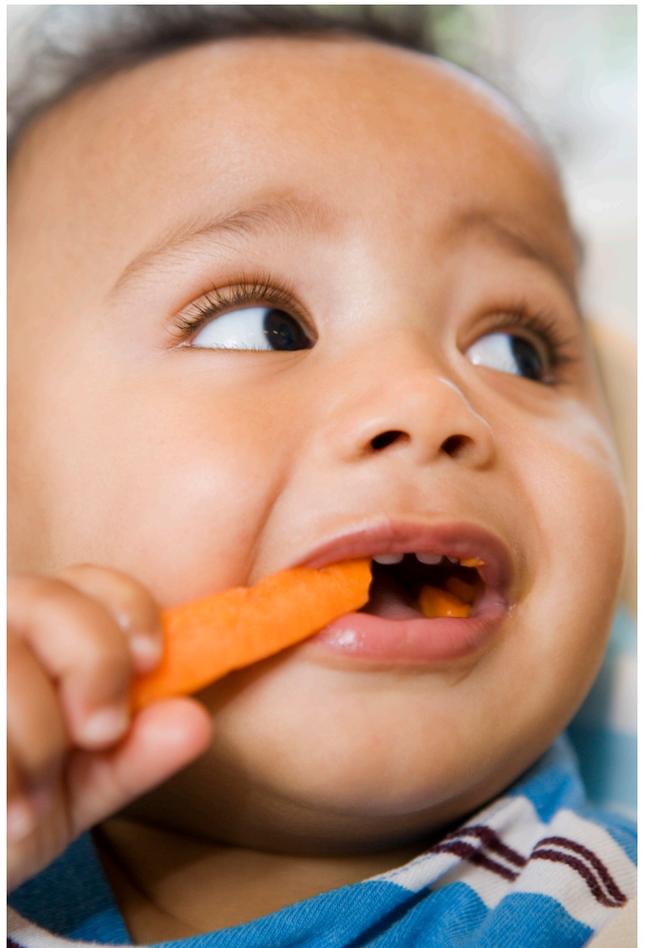
Introduce healthy orange foods at circle time with lessons that teach children to **EAT SMART** and activities where they can **PLAY HARD**.

Getting ready:

- **The week before:** Gather pictures (from magazines, seed catalogs, etc.) of orange fruits and vegetables and other orange foods; see the Food Color List on page 104 for ideas OR ask children to draw/color a picture of their favorite orange food.
- **The day before:** Purchase a fresh pumpkin, a can of pumpkin and a package of pumpkin seeds.
- **The day before:** Gather materials needed for your Mystery Box/Bag. This week, you will need: a small pumpkin. If you cannot find a small pumpkin, you may need to use a slice of a larger pumpkin in your Mystery Box/Bag.
- **The day of:** Review the “Hand Washing and Polite Food Tasting Instructions” on page 20 with children.

Provided Book for this Lesson

Pumpkin Pumpkin by Jeanne Titherington



Eat Smart Activities:

Flashcard Lesson (5 minutes)

During circle time, remind the children that fruits and vegetables come in different colors, like the colors of the rainbow. Use Flashcards #4 and #5 to talk specifically about orange foods.

Flashcard #4—*Today we are learning about foods that are this color. Who can tell me what color this is? Correct, it is orange!*

Flashcard #5—*Here are some foods that are the color orange. Raise your hand if you can name one of them (have children guess until all foods are named correctly).*

Rainbow Activity (5–15 minutes)

Add the pictures of orange foods you have gathered beforehand to the rainbow. Or, if the children drew pictures, add them to the rainbow. Talk about the different fruits and vegetables and other foods that are orange.

Mystery Box/Bag (10 minutes)

Tell the children you brought a new food today (a small pumpkin may fit into your Mystery Box/Bag. If not, slice off a piece of a pumpkin and put it into the box/bag). Ask children to use their senses to guess what it is. After revealing the pumpkin, have children use all of their senses to explore this food.

Remind children to use all their senses:

- See—Colors? Shape? Where are the seeds? Can you see them?
- Hear—Shake. Does it make noise?
- Touch—Is it smooth or rough? Is it light or heavy?
- Smell—Can you smell it? Does it remind you of a food you've tasted before? (pumpkin pie? pumpkin muffins?)
- Taste—Does it taste sweet or sour? Consider tasting seeds, or preparing the pumpkin pudding recipe listed in the Stretcher Activities section below using canned pumpkin.

Tell children that pumpkins are good for our eyes. When we eat pumpkin, our bodies get vitamin A, which helps keep our eyes healthy. We can eat two parts of the pumpkin: the inside and the seeds. After the inside of the pumpkin is cooked, it looks like the canned pumpkin. Show children the canned pumpkin. Pumpkin seeds can be roasted in the oven and eaten. Show children the pumpkin seeds. What part of the pumpkin don't we eat? (The outside part called the shell.)

Reading Time (10 minutes)

Read the book *Pumpkin Pumpkin* to the children. Ask these questions:

- What happened when Jamie planted the pumpkin seed?
- Have you ever planted a seed? What happened?
- Have you tasted a food that is made from pumpkin? What was it?

Show children the pumpkin pictures on page 37 and discuss foods that contain pumpkin.

Play Hard Activity:

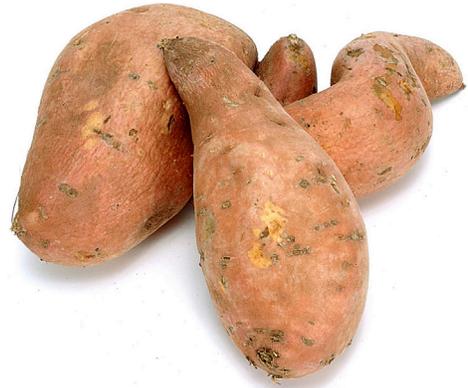
Singing and Dancing (5 minutes)

Use Flashcard #6 to tell the children about another orange food: sweet potatoes.

Flashcard #6—*Does anybody know what these are? These are sweet potatoes! Sweet potatoes are bright orange. Has anybody ever tasted a sweet potato? Do you remember what it tasted like?*

Sing and act out the motions to “Old McDonald Had a Farm, Sweet Potato Style,” from *Grow It, Try It, Like It!* booklet 4—Sweet Potato Hill, page 19. You may need to explain to children that sweet potatoes grow from slips (plant parts) that grow from the “eyes” or buds of the sweet potato.

Accessible online at http://teammnutrition.usda.gov/Resources/growit_book4.pdf



Words to Sing

1st Verse

Old MacDonald had a farm, EIEIO!
On this farm he grew some sweet potatoes, EIEIO!
With a plant slips here and plant slips there,
Here a slip, there a slip, everywhere plant slips!
Old MacDonald had a farm, EIEIO!

2nd Verse

Old MacDonald Had a farm, EIEIO!
On this farm he grew some sweet potatoes, EIEIO!
With a tater vine here and a tater vine there,
Here a vine, there a vine, everywhere a tater vine!
Old MacDonald had a farm, EIEIO!

3rd Verse

Old MacDonald had a farm, EIEIO!
On this farm he grew some sweet potatoes, EIEIO!
Sweet tater here, and sweet tater there,
Here a tater, there a tater, everywhere a sweet tater.
Old MacDonald had a farm, EIEIO!

4th Verse

Old MacDonald had a farm, EIEIO!
On this farm he grew some sweet potatoes, EIEIO!
With a bite, bite here, and a bite, bite there,
Here a bite, there a bite, everywhere a sweet bite.
Old MacDonald had a farm, EIEIO!

Actions to Do

1st Verse

(Skip in place)
(Pretend to carry a basket of sweet potatoes)
(Pretend to hoe ground and plant slips using large, vigorous motions)
(Skip in place)

2nd Verse

(Skip in place)
(Pretend to carry a basket of sweet potatoes)
(Squat, wiggle arms and hands like vines, jump forward in squat and repeat motions)
(Skip in place)

3rd Verse

(Skip in place)
(Pretend to carry a basket of sweet potatoes)
(Pretend to dig a sweet potato)
(Pretend to dig a sweet potato)
(Skip in place)

4th Verse

(Skip in place)
(Pretend to carry a basket of sweet potatoes)
(Pretend to eat a sweet potato)
(Pretend to eat a sweet potato)
(Skip in place)

Play Hard Activity:



Power Panther Says (5–10 minutes)

Cut apart the pictures of orange fruits and vegetables at the end of this section; if possible laminate these pictures or place each in a plastic sheet protector.

Place the pictures of fruit on the floor, along with several paw prints. Play Simon Says and direct children to different pictures of fruits and vegetable, but substitute the words "Power Panther Says." For example "Power Panther says to stand on an orange," "Power Panther says to touch the pumpkin with your elbow," or "Power Panther says to jump up and down next to a paw print."

Optional Activities:

Eat Smart Stretcher Activities:

- Choose an orange fruit to show the children. Count the number of other orange items in the room.
- Have children draw a picture of their favorite orange food.
- Make orange thumbprint “pumpkin” pictures.
- Visit a pumpkin patch or farmer’s market.
- Finger paint pumpkin shapes and cut out for a pumpkin patch bulletin board.
- Toast pumpkin seeds and eat for a snack.
- Cut pictures of pumpkins from magazines, grocery inserts, or seed catalogs and make a collage.
- Make pumpkin pudding by mixing 1 cup canned pumpkin ($\frac{1}{2}$ of a 15 oz. can) and $\frac{1}{2}$ teaspoon pumpkin pie spice. Slowly stir in $1\frac{1}{2}$ cup milk. Add a 3.5 oz. package of instant vanilla pudding and stir slowly for about a minute or until it thickens. Chill before serving.

Eat Smart Craft Activity (15 minutes)

Make “Decorated Garden Bags” as an art and craft activity, found in Team Nutrition’s *Grow It, Try It, Like It!* booklet 1—The Basics, page 27.

Accessible online at http://www.fns.usda.gov/tn/Resources/growit_book1.pdf

Gardening Activity (10 minutes)

Let children experience growing their own plant by growing seedlings indoors. Follow the instructions for the “How to Grow a Seedling in a Bag” on page 52 of *Grow It, Try It, Like It!* booklet 1—The Basics.

Accessible online at http://www.fns.usda.gov/tn/Resources/growit_book1.pdf



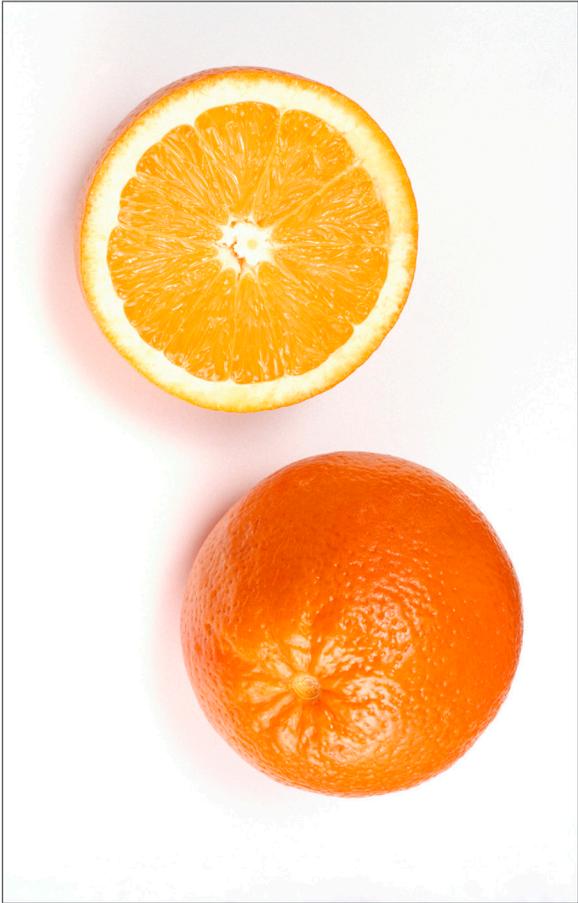
Play Hard Singing and Dancing (10 minutes)

Veggie Power CD track #9: Karate Carrot

More Than Mud Pies Enrichment Activity (5–20 minutes depending on the activity selected)

Complete the “Harvest Feast” activities listed in the *More Than Mud Pies* resource on pages 65–66.





Classroom Activities:

Lesson 3: Green Foods

“I am learning that it is fun to eat healthy foods that are green.”

Introduce healthy green foods at circle time with lessons that teach children to **EAT SMART** and activities where they can **PLAY HARD**.

Getting ready:

- **The week before:** Gather pictures (from magazines, seed catalogs, etc.) of green fruits & vegetables and other green foods; see the Food Color List on page 104 for ideas OR ask children to draw/color a picture of their favorite green food.
- **A few days before:** Purchase three green fruits OR three green vegetables from the Food Color List on page 104.
- **The day of:** Review the “Hand Washing and Polite Food Tasting Instructions” on page 20 with children.



Provided Book for this Lesson

D.W. the Picky Eater by Marc Brown

Eat Smart Activities:

Flashcard Lesson (5 minutes)

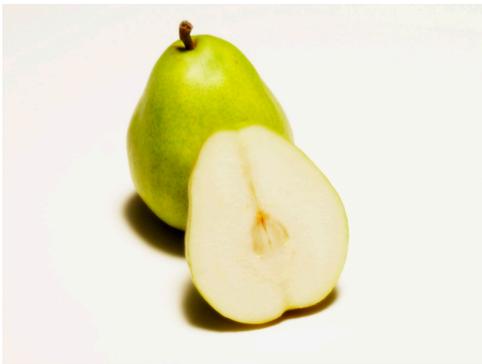
During circle time, remind children that fruits and vegetables come in different colors, like the colors of the rainbow. Use Flashcards #7 and #8 to talk specifically about green foods.

Flashcard #7—*Today we are learning about foods that are this color. Who can tell me what color this is? Correct! It is green!*

Flashcard #8—*Here are some healthy foods that are the color green. Raise your hand if you can name one of them (have children guess until all foods are named correctly).*

Rainbow Activity (5–15 minutes)

Add the pictures of green foods you have gathered beforehand to the rainbow. Or, if the children drew pictures, add them to the rainbow. Talk about the different fruits and vegetables and other foods that are green.



Mystery Box/Bag (10 minutes)

Put each of the three green fruits or vegetables that you purchased into the Mystery Box/Bag (putting only one food in the box at a time may cut down on confusion). Allow children to take turns feeling and guessing each of the three foods, then show them the three green fruits or vegetables from the Mystery Box/Bag.

Ask these questions:

- Do you think these foods are the same?
- Are they the same color?
- How do they smell?
- How did they feel?
- Even though these foods are all the same color, they don't smell or taste the same. What else is different about them?

Allow children time to use their senses and make observations. Have them taste a small piece of each food.

Reading Time (10 minutes)

Read the book *D.W. the Picky Eater* to the children. Come up with a few questions to ask the children.

Play Hard Activity:

Singing and Dancing (5 minutes)

Use Flashcard #9 to tell the children about another green food: spinach.

Flashcard #9—*Does anybody know what this is? Right! This is spinach! Spinach is green. Spinach can be eaten raw or cooked. What does it mean if something is raw? Right! It means it hasn't been cooked. Has anybody ever tasted spinach raw or cooked? Do you remember what it tasted like?*



Sing and act out the motions to “Old McDonald Had a Farm, Spinach Style,” from *Grow It, Try It, Like It!* booklet 3—Spinach Lane, page 19.

Accessible online at http://www.fns.usda.gov/tn/Resources/growit_book3.pdf

Words to Sing

1st Verse

Old MacDonald had a farm, EIEIO!
On this farm he grew some spinach, EIEIO!
Plant seeds here and plant seeds there,
Here seeds, there seeds, everywhere spinach seeds!
Old MacDonald had a farm, EIEIO!

2nd Verse

Old MacDonald Had a farm, EIEIO!
On this farm he grew some spinach, EIEIO!
Water spinach here and water spinach there
Here water, there water, everywhere water, water!
Old MacDonald had a farm, EIEIO!

3rd Verse

Old MacDonald had a farm, EIEIO!
On this farm he grew some spinach, EIEIO!
Pick spinach here and pick spinach there,
Here a pick, there a pick, everywhere pick spinach.
Old MacDonald had a farm, EIEIO!

4th Verse

Old MacDonald had a farm, EIEIO!
On this farm he grew some spinach, EIEIO!
With a bite, bite here, and a bite, bite there,
Here a bite, there a bite, everywhere a spinach bite.
Old MacDonald had a farm, EIEIO!

Actions to Do

1st Verse

(Skip in place)
(Pretend to carry a basket of spinach)
(Pretend to dig ground and plant using large, vigorous motions)
(Skip in place)

2nd Verse

(Skip in place)
(Pretend to carry a basket of spinach)
(Pretend to hold a watering can and water plants-walking along the rows)
(Skip in place)

3rd Verse

(Skip in place)
(Pretend to carry a basket of spinach)
(Pretend to kneel and pick spinach)
(Pretend to kneel and pick spinach)
(Skip in place)

4th Verse

(Skip in place)
(Pretend to carry a basket of spinach)
(Pretend to eat spinach)
(Pretend to eat spinach)
(Skip in place)

Play Hard Activity:

Grocery Cart Memory Game (5 minutes)

Have children march in place in a circle facing one another and then begin the story: "I'm going to the grocery store and I'm putting [*name a green fruit or vegetable*] in my cart" and then make some kind of simple motion... have the children mimic that motion. Then continue: "I'm going to the grocery store and I'm putting [*name the first green fruit and vegetable and mimic motions with children*] AND [*point to a child to give the name of another healthy green food and a motion; have children mimic the new movement*] in my cart."

Continue going around the circle, going through the entire, growing list of food and movements as each child adds something new. Adults may need to help children remember the healthy green fruits and veggies (and their motions!) that have been named through the circle, but continue until all of the children have had a chance to answer and provide a movement. Remember that all children should be moving during the entire activity! After the last child has gone through and named a fruit/veggie and motion, the adult leader will say "I'm going to the grocery store and I'm checking out! Phew!" and then everyone can fall to the floor.



Optional Activities:

Eat Smart Stretcher Activities:

- Choose a green vegetable to show the children. Count the number of other green items in the room (5 minutes or less).
- Have children draw a picture of their favorite green food (5–10 minutes).
- Examine other green foods. Compare green foods to the green foods children tasted during the Mystery Box/Bag activity. Talk about similarities and differences with the food's shape, color, weight, size, taste, etc. (5–10 minutes).
- Hide pictures of different green vegetables/fruits around the room. When each picture is found, have the child help add that food to the fruit/vegetable rainbow on the wall (5 minutes or less).



Eat Smart Craft Activity (15 minutes)

Make “Garden Scene Notecards,” found in Team Nutrition’s *Grow It, Try It, Like It!* booklet 1—The Basics, page 30.

Accessible online at http://www.fns.usda.gov/tn/Resources/growit_book1.pdf

Gardening Activity (20 minutes)

Have children check on the seedlings they planted last week. Review what seeds and plants need to grow: soil, water, sun and time. Do the seeds have all of these things? You may need to turn the cups/pots every few days to ensure that the seedlings grow straight instead of leaning toward the sunshine.

Make a Seed Tape using the instructions on pages 54–55 of booklet 1 from the *Grow It, Try It, Like It!* resource.

Accessible online at http://www.fns.usda.gov/tn/Resources/growit_book1.pdf



Play Hard Singing and Dancing (5 minutes)

Fruit and Veggie CD track #3: Broccoli Blues

More Than Mud Pies Enrichment Activity (10–20 minutes)

Complete the “Seeds Can Grow in Winter” activity on pages 81–82. Choose seeds from fruits or vegetables that are green and have children plant seeds on containers. Have children keep an eye on the containers in the following weeks so they can watch their plants grow.





Classroom Activities:

Lesson 4: Blue/Purple Foods

“I am learning that it is fun to eat healthy foods that are blue/purple.”

Introduce healthy blue/purple foods at circle time with lessons that teach children to Eat Smart and activities where they can Play Hard.

Getting ready:

- **The week before:** Gather pictures (from magazines, seed catalogs, etc.) of blue/purple fruits & vegetables; see the Food Color List on page 104 for ideas OR ask children to draw/color a picture of their favorite blue/purple food.
- **The week before:** Gather materials necessary to play “Snakes in the Vegetable Garden.” A materials list can be found on page 51.
- **The day before:** Purchase a container of blueberries.
- **The day of:** Review the “Hand Washing and Polite Food Tasting Instructions” on page 20 with children. Wash blueberries for tasting before tasting activity begins.



Provided Book for this Lesson

Blueberries for Sal by Robert McCloskey

Eat Smart Activities:

Flashcard Lesson (5 minutes)

During circle time, remind children that fruits and vegetables come in different colors, like the colors of the rainbow. Use Flashcards #10 and #11 to talk specifically about blue/purple foods.

Flashcard #10—*Today we are learning about foods that are these colors. Who can tell me what color this is? (Point to the blue side) That's right! Blue! Who can tell me what color this is? (Point to the purple side) That's right! Purple! Great Job!*

Flashcard #11—*Here are some foods that are the colors blue and purple. Raise your hand if you can name one of them (have children guess until all the foods have been named correctly).*

Rainbow Activity (5–15 minutes)

Add the pictures of blue/purple foods (that you've gathered beforehand) to the rainbow on the wall. Ask children if they can identify the different fruits and vegetables on the rainbow; have they tasted any of the blue/purple foods on the rainbow? If you asked the children to draw/color pictures, add them to the rainbow. Talk about some of the different fruits and vegetables that are blue/purple.



Mystery Box/Bag (10 minutes)

Put a few blueberries into the Mystery Box/Bag and have children try to guess what they are. Then show them the blueberries and ask children to name the berries. Bring out the rinsed container of blueberries and distribute a few berries to each child.

Ask the following questions as children taste the blueberries:

- How do the blueberries feel? Are they smooth or rough? Hard or soft?
- How do we know when blueberries are ready to eat? (they turn from green to blue)
- How do the blueberries taste? Do they remind you of anything you've tasted before?
- Do we ever eat the seeds in berries? (yes, in all berries we eat the seeds)
- Have you ever eaten blueberries before?
- Can you name another kind of berry? Have you tasted any other kinds of berries? (examples of berries include raspberries, blackberries, strawberries, cranberries, gooseberries, etc.)

Reading Time (10 minutes)

Read the book *Blueberries for Sal* to the children. Come up with a few questions about the book.

Play Hard Activities:

Snakes in the Vegetable Garden* (5 minutes)

*This activity was a favorite of the children during the field test of the activities.

Getting Ready:

Cut large pictures of fruits and vegetables from magazines, grocery inserts or seed catalogs.

Procedure:

Designate two children to be Power Panther gardeners. Stick Power Panther stickers on the gardeners. Tape a fruit or vegetable picture on the front of each of the remaining children. Tape a scarf or streamer to each child's ankle EXCEPT for the gardeners. Make sure everyone knows the names of the fruits and vegetables used in the activity.

Line up in two lines facing each other with the gardeners in the middle. The children with scarves/streamers are the snakes trying to eat the foods in Power Panther's garden. Call out "GO!" The "snakes" try to pass the "gardeners" while the gardeners try to step on the scarves/streamers. If a child's streamer gets stepped on, have him/her pretend to be the vegetable on his/her shirt. Continue to play the game until the garden is full of beautiful vegetables, then appoint new gardeners and play again.

Materials Needed

- Large pictures of fruits or vegetables, any color—one per child
- Power Panther stickers
- Scarves or crepe paper streamers
- Tape



Hunt for the Berries (5–10 minutes)

Attach a picture of blueberries to a paper plate, or use blue markers to draw berries on the paper plate. Have one child hide the blueberries while the other children turn the other way or close their eyes. Once the blueberries are hidden, have the child lead the group on a hunt for the blueberries. Ask the child-leader to use his/her imagination. For example, to go through an imaginary forest, have the group weave between imaginary trees and jump over fallen logs; to walk across an imaginary prairie, have the group push the tall grass away as they walk through; to cross an imaginary mountain, have everyone pretend to climb; to cross an imaginary ocean, the group can pretend to swim or row a boat, etc. Encourage children to use existing toys, furniture and playground equipment to make the journey extra-adventurous (crawl through tunnels or under tables, slide down slides, etc.). Once the blueberries are found, allow another child to hide the berries and lead the group on another adventure.

Optional Activities:

Eat Smart Stretcher Activities:

- Choose a blue/purple vegetable to show the children. Count the number of other blue/purple items in the room. (5 minutes or less)
- Have children draw a picture of their favorite healthy blue/purple food (5–10 minutes).
- Add fresh or thawed berries to vanilla yogurt. Discuss the berries when you eat the snack (5 minutes).
- Make purple or blue play dough using your favorite recipes. Have children shape “berries” from the play dough and then use them for a counting or math activity (10 minutes).
- Use your favorite pancake recipe and add berries to the batter.
- Visit a berry farm when the plants are blooming and producing berries (half-day activity). Consider making this a “virtual” tour by looking at berry farms online (10 minutes).
- Invite a farmer or the produce manager from the grocery store to show and tell about different kinds of berries (30+ minutes).



Eat Smart Craft Activity (15 minutes)

Make “Row Markers,” found in Team Nutrition’s *Grow It, Try It, Like It!* booklet 1, page 33. Accessible online at http://www.fns.usda.gov/tn/Resources/growit_book1.pdf

Gardening Activity (10 minutes)

Continue to check on the seedlings you planted indoors. Discuss changes in the seedlings with the children. Have the plants grown taller? Gotten (more) leaves? Have children draw a picture of what they think their seedling will look like when it grows into a full-sized plant.

Gardening Activity (30+ minutes)

Consider planting a small garden outside. If space is limited, follow the instructions for “Container Gardens” on pages 55–57 of Team Nutrition’s *Grow It, Try It, Like It!* booklet 1 resource. If space is available, instructions for “Gardening Outdoors” can be found on pages 58–59 of that same resource. Accessible online at http://www.fns.usda.gov/tn/Resources/growit_book1.pdf

Note: Some mini-grant funds may be used to purchase small plants, seeds, potting soil and containers for this type of project. Plants MUST produce some type of food (fruit, vegetable, herb, etc.) during the growing season in order to utilize mini-grant funds. Flowers, ornamental grasses, trees (including fruit trees), etc. are not allowable purchases with these mini-grant funds.



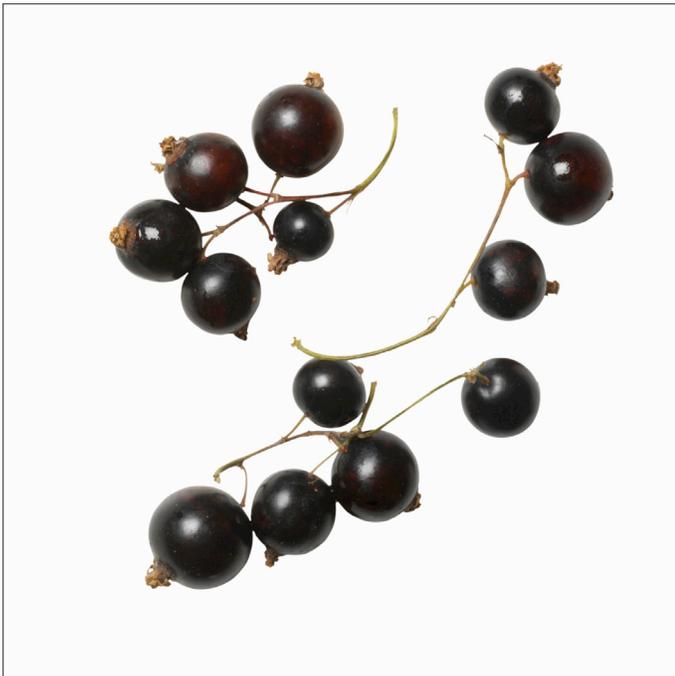
Play Hard Singing and Dancing (5 minutes)

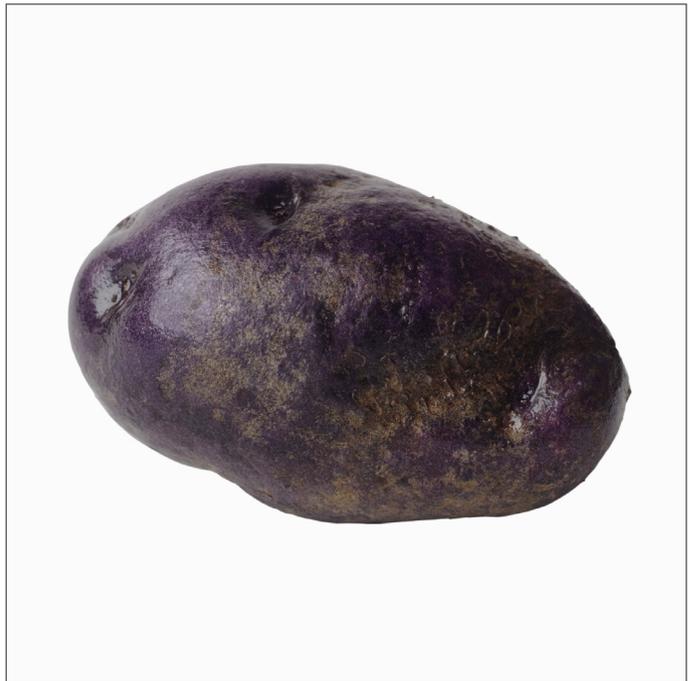
Fruit and Veggie CD track #12: It’s All Up To You

More Than Mud Pies Enrichment Activity (5–15 minutes depending on the activity selected)

Many people add blueberries for breakfast. You can have them fresh with yogurt, sprinkled on cereal, or even cooked in pancakes or muffins! Try including one or more of the breakfast activities listed in the *More Than Mud Pies* resource on pages 101–106. Consider adding blueberries to the pancake recipe on pages 105–106 and/or to the Cereal Mix recipe on pages 101–102.

Prepare the Blueberry Muffins and Butter recipes on pages 145–146 of the *More Than Mud Pies* resource.





Classroom Activities:

Lesson 5: Yellow Foods

“I am learning that it is fun to eat healthy foods that are yellow.”

Introduce healthy yellow foods at circle time with lessons that teach children to **EAT SMART** and activities where they can **PLAY HARD**.

Getting ready:

- **The week before:** Gather pictures (from magazines, seed catalogs, etc.) of yellow fruits and vegetables and other yellow foods; see the Food Color List on page 104 for ideas OR ask children to draw/color a picture of their favorite yellow food.
- **A day or two before:** Purchase fresh yellow pears for tasting. If none are available, canned pears (canned in their own juices) may be used.
- **The day of:** Review the “Hand Washing and Polite Food Tasting Instructions” on page 20 with children.

Provided Book for this Lesson

Too Many Pears by Jackie French



Eat Smart Activities:

Flashcard Lesson (5 minutes)

During circle time, remind children that fruits and vegetables come in different colors, like the colors of the rainbow. Use Flashcards #12 and #13 to talk specifically about yellow foods.

Flashcard #12—*Today we are learning about foods that are this color. Who can tell me what color this is? Correct! It is yellow!*

Flashcard #13—*Here are some foods that are the color yellow. Raise your hand if you can name one of them (have children guess until all food have been named correctly).*

Rainbow Activity (5–15 minutes)

Add the pictures of yellow foods you have gathered beforehand to the rainbow, or have children draw/color healthy yellow foods to add to the rainbow. Talk about the different fruits and vegetables as well as other healthy foods that are yellow.

Mystery Box/Bag (10 minutes)

Put a pear into the Mystery Box/Bag. Allow children to take turns feeling and guessing. After children have taken turns feeling and guessing, reveal the pear. Have children use all of their senses to explore this food.

Remind children to use all of their senses to explore the pear.

- See—Colors? Shape? Where are the seeds? Can you see them?
- Hear—Shake. Does it make a noise? What if you “knock” on it?
- Touch—Is it smooth or rough? Is it light or heavy?
- Smell—Can you smell it? Does it remind you of a food you’ve tasted before?
- Taste—Does it taste sweet or sour? Consider tasting the fresh pear as well as canned pears (try to find pears that are canned in their own juices). Allow children time to use their senses and make observations. Have them taste a small piece of each food.



Reading Time (10 minutes)

Read the book *Too Many Pears* to the children. Consider making your own Pamela the cow for children to “feed” (described in the optional activities section on page 62. Ask children the following questions:

- How do we feel when we eat too much?
- What happened to Pamela the cow when she ate too much?
- Do we want to eat until our tummies hurt?
- We tasted yellow pears today. Have you ever seen pears that are a different color? (yes, pears can be yellow, red, brown and green (before they are ripe))

Play Hard Activities:

Make a Shape! (5–10 minutes)

Look at one of the pictures of a whole pear included in this section. Talk about the shape of the pear with the children. Instruct children to form various shapes using their bodies. Start by having four children demonstrate how to make a square in the middle of the group. Have each of the four children put his/her head at someone else's feet. Then have children make other simple shapes (a rectangle with six children, a triangle with three children, etc.). Have children determine how to make a pear shape. Look at the picture again to see what it should look like. One child can make the top and two children curve to make the bottom. Continue to identify and make different shapes that you identify throughout the room (consider looking at the food rainbow on the wall for more shape ideas).

A Pair of Pears (5–10 minutes)

Cut apart the pear cards provided in the pocket of this manual. You should have 24 mini cards (12 pairs of pears). Place the pear cards face-down on a table or on the floor. Instruct children to pick up one pear card. When you say "GO!" children try to find the person with the matching picture. Once children find their match, they should jump up and down because they've become a pair of pears. Children who cannot find their match may go back to the table to select another pear card and look for a partner (alternately, you may choose to only offer enough pairs of pears for the number of children that are playing the game). Once everyone has found their match, instruct children to return their pear cards to the table/floor. Alternate the movements and play the game again. Possible movements include:

Looking for partner:

- Walk
- Side-step
- Backwards walk
- Crab walk
- Bunny hop

Found their Pair of Pears:

- Jump up and down
- Step-touch
- Sway side-to-side
- Toe-touch
- March in place



Optional Activities:

Eat Smart Stretcher Activities:

- Utilize the pear cards from the Pair of Pears game to “feed” a pretend Pamela the Cow. Use a gallon milk jug to create Pamela the cow. Cut the bottom off the jug. Place the jug on its side with the neck of the jug as the nose. Draw features and spots with a black marker. You may make paper ears to tape on the top. Cut out a section of the jug to create a “mouth” so the children may feed Pamela pears. Remove cards from the open bottom to re-use. Children can “feed” Pamela as you read the story *Too Many Pears*.
- Choose a yellow vegetable to show the children. Count the number of other yellow items in the room.
- Have children draw a picture of their favorite yellow food.
- Purchase several different colors of pears. Show the children a picture of pears. Talk about the different colors of pears and invite children to taste.
- Invite the produce manager from the grocery store to visit and tell you about the different kinds of pears. Invite him to have a pear snack with you.
- Purchase a fresh pear and a can of pear halves. Examine the fresh pear and talk about the location of the seeds. Cut the pear in half and remove the core with seeds. Now look at the canned pear half and locate where the seeds had been. Taste both.
- Visit an orchard to pick pears.

Eat Smart Craft Activity (15 minutes)

Make “Garden Bookmarks” as an arts and crafts activity. Directions can be found in the *Grow It, Try It, Like It!* booklet 1 resource on page 28. Instead of drawing pictures of crookneck squash, children could draw/color pictures of pears.

Accessible online at http://www.fns.usda.gov/tn/Resources/growit_book1.pdf

Gardening Activity (5 minutes)

Continue to check on the seedlings that you planted indoors. Discuss with children any changes that they see from the week before. Are the plants looking like any of the children’s pictures they drew last week? What is similar? What is different? Measure how tall their seedling has grown.



Play Hard Singing and Dancing (5 minutes)

Fruit and Veggie CD #6: Runny Noses

More Than Mud Pies Enrichment Activity (5–15 minutes, depending on the activity selected)

Complete the “Tropical Fruits” activities on pages 155–156. Highlight the yellow fruits in the activity.

Optional Activities:

Play Hard Singing and Dancing (5 minutes)

Tell children about another yellow food—a vegetable called “crookneck squash.” Show them pictures of a crookneck squash using Flashcard #14.

Flashcard #14—*Has anyone ever seen a food like this before? This is called a crookneck squash. What color is it? That’s right! It’s yellow! We’re going to sing a song about planting and harvesting crookneck squash. Is everybody ready?*



Sing and act out the motions to “Old McDonald Had a Farm, Crookneck Squash Style,” from *Grow It, Try It, Like It!* booklet 2.

Accessible online at http://www.fns.usda.gov/tn/Resources/growit_book2.pdf

Words to Sing

1st Verse

Old MacDonald had a farm, EIEIO!
On this farm he grew crookneck squash, EIEIO!
With vines growing here and vines growing there,
Here vines, there vines, everywhere squash vines!
Old MacDonald had a farm, EIEIO!

2nd Verse

Old MacDonald Had a farm, EIEIO!
On this farm he grew crookneck squash, EIEIO!
With sunshine here and sunshine there,
Here sun, there sun, everywhere sun shines!
Old MacDonald had a farm, EIEIO!

3rd Verse

Old MacDonald had a farm, EIEIO!
On this farm he grew crookneck squash, EIEIO!
With a harvest here, and a harvest there,
Here a harvest, there a harvest, everywhere a
squash harvest!
Old MacDonald had a farm, EIEIO!

4th Verse

Old MacDonald had a farm, EIEIO!
On this farm he grew crookneck squash, EIEIO!
With a bite, bite here, and a bite, bite there,
Here a bite, there a bite, everywhere a crunchy bite!
Old MacDonald had a farm, EIEIO!

Actions to Do

1st Verse

(Skip in place)
(Pretend to carry crookneck squash)
(Wiggle arms to left and right repeatedly
using large, vigorous motions)
(Skip in place)

2nd Verse

(Skip in place)
(Pretend to carry crookneck squash)
(Hold hands in circle above head and jump
to face four corners and sides of room)
(Skip in place)

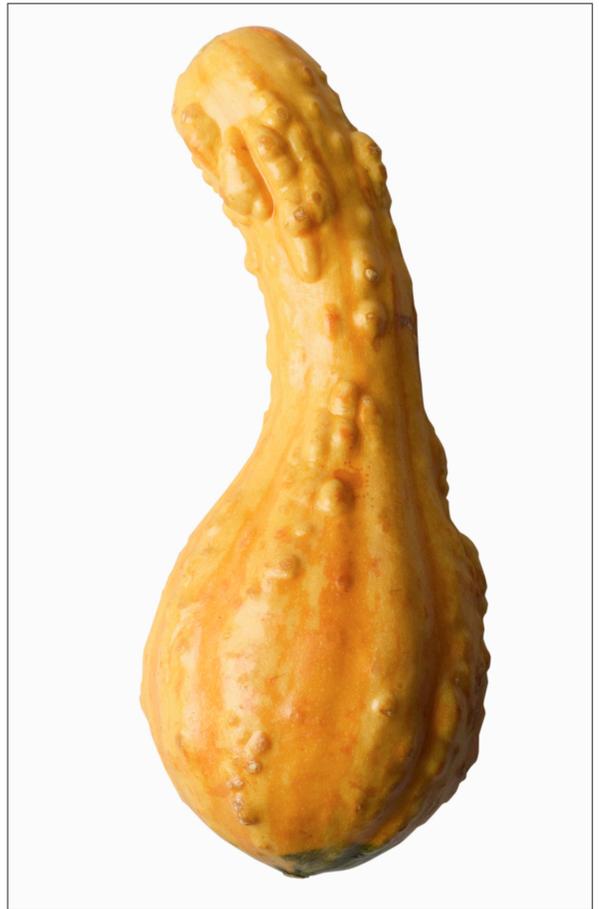
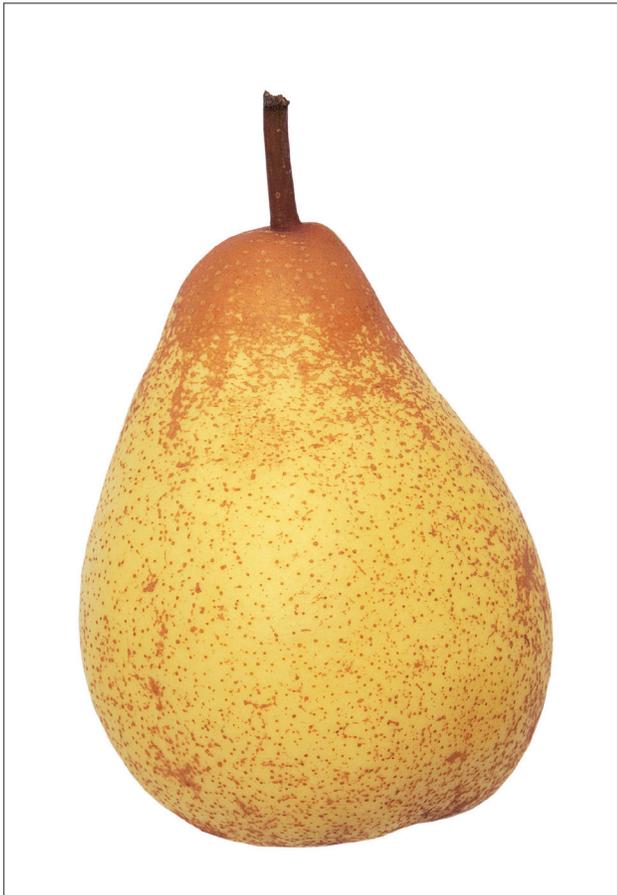
3rd Verse

(Skip in place)
(Pretend to carry crookneck squash)
(Pretend to wheel a heavy wheelbarrow)
(Pretend to wheel a heavy wheelbarrow)

(Skip in place)

4th Verse

(Skip in place)
(Pretend to carry crookneck squash)
(Pretend to eat crookneck squash)
(Pretend to eat crookneck squash)
(Skip in place)



Classroom Activities:

Lesson 6: White Foods

“I am learning that it is fun to eat healthy foods that are white.”

Introduce healthy white foods at circle time with lessons that teach children to **EAT SMART** and activities where they can **PLAY HARD**.

Getting ready:

- **The week before:** Gather pictures (from magazines, seed catalogs, etc.) of white fruits and vegetables and other white foods; see the Food Color List on page 104 for ideas OR ask children to draw/color a picture of their favorite white food.
- **The week before:** Find a children’s book about bananas. There may be a book in your own home/center/classroom or you could work with your local librarian to find an appropriate book (this activity is optional).
- **A day or two before:** Purchase enough bananas for the mystery box/bag and tasting.
- **A day or two before:** Purchase food and supplies needed for the King Kong Chips recipe/activity (on page 68).
- **The day of:** Remind children about the importance of hand washing and polite food tasting (review page 20 if necessary).



Eat Smart Activities:

Flashcard Lesson (5 minutes)

Re-visit your food rainbow and use Flashcards #15 and #16 to talk specifically about white foods.

Flashcard #15—*Today we are learning about foods that are this color. Who can tell me what color this is? Correct, it is white!*

Flashcard #16—*Here are some foods that are the color white. Raise your hand if you can name one of them (have children guess until all foods are named correctly).*

Rainbow Activity (5–15 minutes)

Ask children: Is there a place on the rainbow for white foods?

If your rainbow has clouds on it, you could add the pictures of white foods to the clouds. If not, designate a space next to your rainbow for white foods. Add the pictures of white foods you have gathered beforehand to the rainbow, or have children draw/color pictures of healthy white foods to add to the rainbow. Explain that white foods can sometimes be different colors on the outside, but the part that we eat is white. Talk about the different fruits and vegetables that are white.

Mystery Box/Bag (10 minutes)

Put a single banana into the Mystery Box/Bag. Allow each child the opportunity to use his/her senses to guess what it is. After the children have taken turns feeling and guessing, reveal the banana. Read a book about bananas (optional).

Ask children the following questions:

- How did the banana feel?
- Do you know that a banana is a tropical fruit?
- Has everyone eaten a banana before?
- Do you think there are animals that like to eat bananas?



Cooking/Tasting Activity (10 minutes active plus time to freeze)

Have children help make King Kong Chips by slicing a banana and dipping each slice into orange juice and then into wheat germ. Arrange finished chips in a single layer on a waxed-paper-lined pan or cookie sheet. Cover and freeze before snack time.

Play Hard Activities:

Singing and Dancing (5 minutes)

Tell children about another white food—a fruit called a peach. Use Flashcard #17 to show children that peaches can be orange or white.

Flashcard #17—*Does anybody know the name of this kind of fruit? Correct! These are peaches! Some peaches are white inside while other peaches are orange.*

Sing and act out the motions to “Old McDonald Had a Farm, Peach Style,” from *Grow It, Try It, Like It!* booklet 6, page 17.

Accessible online at http://www.fns.usda.gov/tn/Resources/growit_book6.pdf



Words to Sing

1st Verse

Old MacDonald had a farm, EIEIO!
In this orchard he grew some peaches, EIEIO!
With a peach tree here and a peach tree there,
Here a tree, there a tree, everywhere a peach tree!
Old MacDonald had a farm, EIEIO!

2nd Verse

Old MacDonald Had a farm, EIEIO!
In this orchard he grew some peaches, EIEIO!
With a blossom here and a blossom there,
Here a blossom, there a blossom,
everywhere peach blossoms!
Old MacDonald had a farm, EIEIO!

3rd Verse

Old MacDonald had a farm, EIEIO!
In this orchard he grew some peaches, EIEIO!
With a fuzz, fuzz here, and a fuzz, fuzz there,
Here some fuzz, there some fuzz, everywhere peach fuzz!
Old MacDonald had a farm, EIEIO!

4th Verse

Old MacDonald had a farm, EIEIO!
In this orchard he grew some peaches, EIEIO!
With a bite, bite here, and a bite, bite there,
Here a bite, there a bite, everywhere a healthy bite!
Old MacDonald had a farm, EIEIO!

Actions to Do

1st Verse

(Skip in place)
(Pretend to carry a basket of peaches)
(Pretend to be trees reaching high into the air, stretching tall)
(Skip in place)

2nd Verse

(Skip in place)
(Pretend to carry a basket of peaches)
(Wiggle fingers—blossoms—to the left and right, moving arms until above head)
(Skip in place)

3rd Verse

(Skip in place)
(Pretend to carry a basket of peaches)
(Pretend to climb a tree and pick peaches)
(Pretend to climb a tree and pick peaches)
(Skip in place)

4th Verse

(Skip in place)
(Pretend to carry a basket of peaches)
(Pretend to eat a peach)
(Pretend to eat a peach)
(Skip in place)

Fruit Volley (5–10 minutes)

Blow up a white balloon. Place a line of tape on the floor or a row of chairs to act as a divider. Position the divider with space on both sides of it. Have several children on each side. Take turns volleying the “fruit” (balloon) back and forth. Once children understand the concept, make it a little more difficult by having several “fruits” going at the same time.

Optional Activities:

Eat Smart Stretcher Activities:

- Choose a white vegetable to show the children. Count the number of other white items in the room (less than 5 minutes).
- Have children draw a picture of their favorite healthy white food (5–10 minutes).
- Make the Banana Dippers recipe as a nutrition activity. Each child will need a small cup of vanilla yogurt or peanut butter and yogurt mixed together and a small cup of graham cracker crumbs. Instruct the children to peel a banana and dip in the yogurt, then in the graham crackers. Eat a bite and repeat (5 minutes).

Eat Smart Craft Activity (15–20 minutes)

Make “Produce Placemats” as an arts and crafts activity. Instructions and a materials list can be found on page 29 of the *Grow It, Try It, Like It!* booklet 1 resource.

Accessible online at http://www.fns.usda.gov/tn/Resources/growit_book1.pdf

Gardening Activity (5–10 minutes)

Continue to check on the seedlings you planted indoors. Discuss with children what might happen if the plant doesn’t get enough water or sunlight. Help children measure how tall their seedling has grown.

If you have decided to try an outside garden (in-ground or in containers) with the children, consider “hardening” your indoor seedlings in order to transplant them to the outdoors. Follow the instructions to begin “Hardening Seedlings...” on page 54 of the *Grow It, Try It, Like It!* booklet 1 resource.

Accessible online at http://www.fns.usda.gov/tn/Resources/growit_book1.pdf



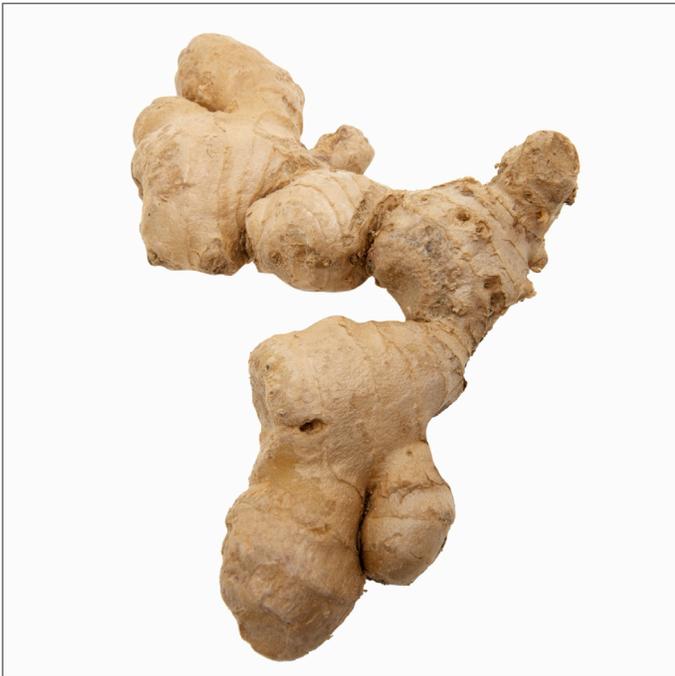
More Than Mud Pies Enrichment Activity (5–15 minutes, depending on the activity selected)

Complete the “Tropical Fruits” activities on pages 155–156. Highlight the white fruits in the activity. Note that this activity is also proposed as an optional activity in Week 5. If you did this activity in Week 5 DO NOT repeat the activity this week.

Play Hard Singing and Dancing (5 minutes)

Fruit and Veggie CD #8: I’m A Little Fuzzy Peach





Classroom Activities:

Lesson 7: Brown Foods

“I am learning that it is fun to eat healthy foods that are brown.”

Introduce healthy brown foods at circle time with lessons that teach children to **EAT SMART** and activities where they can **PLAY HARD**.

Getting ready:

- **The week before:** Gather pictures (from magazines, seed catalogs, etc.) of brown fruits and vegetables and other healthy brown foods (like whole grain foods); see the Food Color List on page 104 for ideas OR ask children to draw/color a picture of their favorite brown food.
- **The week before:** Find a book about beans to share with children during circle time. If you do not have a book about beans at your site, consider working with your local librarian/library to find one.
- **The week before:** Purchase one bag of dry bean soup mix. Glue one of each kind of bean found in the soup mix to a 3 x 5 index card. Use a different card for each kind of beans.
- **The day of:** Use cones, hula hoops and other toys to make a simple obstacle course for the Potato Obstacle Course activity (page 77).
- **The day of:** Remind children about the importance of hand washing and polite food tasting (review page 20 if necessary).



Eat Smart Activities:

Flashcard Lesson (5 minutes)

During circle time, talk to children about healthy foods that are brown. While there aren't many brown fruits and vegetables, there are healthy brown foods in other food groups.

Flashcard #18—*Today we are learning about foods that are this color. Who can tell me what color this is? Correct! It is brown.*

Flashcard #19—*Here are some foods that are the color brown. Some you may have seen before, but others you may have not. Raise your hand if you can name one of these foods. (dates (dried), whole wheat bread, whole wheat pasta, brown rice)*

Rainbow Activity (5–15 minutes)

Ask children: Is there a place on the rainbow for brown foods?

Designate a space next to your rainbow for brown foods. Add the pictures of brown foods you have gathered beforehand to the rainbow, or ask children to draw/color a picture of a healthy brown food and add to the rainbow. Talk about the different fruits and vegetables and other healthy foods that are brown.

Mystery Box/Bag (10 minutes)

Place a few of the dried beans from the soup mix into the Mystery Box/Bag. After children are done feeling and guessing the contents of the Mystery Box/Bag, reveal the beans. Place about a tablespoon of the dry bean mix on the table for each child. Show children one bean at a time (glued to a note card). Ask them to raise their hands if they have that kind of bean in their mix. Have the children help count the number of different beans in the mix.

Ask these questions:

- Do you know that a bean is a vegetable seed?
- Pick up one of the beans. Is it hard or soft?
- How do you think we can make it soft? (soaking it in water) We have to make the beans soft before we can eat them.
- What foods have beans in them? (soup, ham and beans, bean dip, refried beans, etc.)

Reading Time (5–10 minutes)

Read a book about beans. Ask children these questions:

- Have you ever tasted a bean?
- When have you seen beans in food? (soup, salsa, burritos, bean dip, ham and beans, etc.)

Play Hard Activities:



Norma Jean the Jumping Bean (5–10 minutes)

Give each child a paw print (page 11) and have them place it on the floor. Be sure that they leave enough room between one another to jump around. Learn the chant:

*Norma Jean the jumping bean,
She could jump forever it seems.
She jumped so high she touched the sky,
And didn't come down until the fourth of July!*

Repeat the chant a few times so children have a chance to be active for a few minutes. As the children are jumping, encourage them to move their bodies in different directions: to the right, to the back, over the paw print, from side-to-side, touch the floor then jump, etc.

Potato Obstacle Course (5–10 minutes)

Divide children into teams of 4–5 children each. Give each team a spoon and a potato. Use cones, hula hoops, and other toys to make a simple obstacle course that circles back to the starting line. One at a time, the children in a team will “race” the children from the other teams as they balance the potato on the spoon while going through the obstacle course. When children return to the start line, they give the spoon and potato to their teammate who immediately begins going through the obstacle course. If the potato falls, children can pick up the potato, place it back on the spoon, take 2 steps backward, and then continue moving forward through the obstacle course. Children who are waiting for their turn can march in place, jump up and down, step-touch, or actively cheer for their teammates.

Optional Activities:

Eat Smart Stretcher Activities:

- Choose a brown food to show to the children. Count the number of other brown items in the room (5 minutes or less).
- Have children draw a picture of their favorite brown food (5 minutes).
- Place 3–4 dry beans on a damp paper towel in a small zipper bag. Close the bag and hang in a window. Several days later the beans should begin to sprout. Keep moist, but not wet and watch the beans grow (5 minutes plus growing time).
- Make smashed bean dip from 16 oz. can refried beans, 10 oz. can diced tomatoes, and green chilies. Serve as a taste testing or as part of a CACFP snack (5–10 minutes).
- Have children put 2 tablespoons of refried beans on a small flour tortilla. Top with 2 tablespoons of grated cheese. Heat and eat for a snack (10 minutes).

Eat Smart Craft Activity (20 minutes)

Make “Stamped Wrapping Paper.” Instructions can be found in Team Nutrition’s *Grow It, Try It, Like It!* booklet 1, page 32.

Accessible online at http://www.fns.usda.gov/tn/Resources/growit_book1.pdf

Gardening Activity (5–20 minutes)

Continue to check on the seedlings you planted indoors. Discuss with children how these plants are protected from things that might harm them outside—like animals, heat, cold and the wind. If you have been “hardening” your seedlings this past week, talk with children about why you must do this.

If your seedlings have been “hardening” for the past week, they should be ready to plant outside. Show children how to transplant the seedlings from the small, indoor containers to larger containers outside or into the ground. You may choose to ask children to help with the planting and/or watering process. Note that the greatest likelihood of success will come from planting seedlings in containers with quality potting soil.

Remind children that outside plants are not protected from things like animals, wind, heat and cold. Ask children to draw pictures of the newly-transplanted seedlings and/or measure them.



More Than Mud Pies Enrichment Activity (5–20 minutes, depending on the activity selected)

Review the “Breads and Grains” lesson on pages 45–47. Select one or more of the activities to complete with children. Highlight the benefits of eating whole grains; healthy foods that are often brown in color.

Play Hard Singing and Dancing (5 minutes)

Fruit and Veggie CD #1: Veggie Power

Classroom Activities:

Lesson 8: Rainbow of Food

“I am learning that it is fun to eat a rainbow of colors.”

Review different colors of foods at circle time with lessons that teach children to **EAT SMART** and activities where they can **PLAY HARD**.

Getting ready:

- **A few days before:** Make a “pizza” for the Pizza Delivery game on page 81. You will need a paper plate and pictures/stickers of pizza toppings or a marker to draw pictures of pizza toppings on the paper plate.
- **The day before:** Purchase refrigerator biscuits (1 per child), jar or canned pizza sauce, shredded cheese, and several vegetables for topping pizza. Try to purchase a vegetable for each color group (tomatoes, different colored bell peppers, mushrooms, red onions, etc.).
- **The day of:** Wash and finely chop vegetables. Consider leaving a bell pepper whole for the Mystery Box/Bag.



Eat Smart Activities:

Flashcard Lesson (5–10 minutes)

Revisit your food rainbow to review all the colors of foods that you have discussed with the children. Using the flashcards from previous lessons, talk about the different foods in each color group. Ask children if they can name healthy foods from each color group. Point to healthy foods on your food rainbow to remind children of the foods you've discussed in other lessons, if necessary.

Mystery Box/Bag (5 minutes)

Place the bell pepper into the Mystery Box/Bag and have children use their senses to guess the mystery vegetable. Reveal the bell pepper. Then show children another color of bell pepper. Tell children that there are many different colors of bell peppers. Wash the two different colored peppers, chop into small pieces and do a simple taste-test.



Ask children:

- What colors of peppers do you have?
- Do they taste the same or different?
- What is different about them?
- Do you like the taste of one colored pepper more than another color?

Cooking/Tasting Activity (20 minutes)

Using the Kids a Cookin' recipe for Pyramid Pizza Snacks (available online at http://www.kidsacookin.com/Site.aspx?page=Recipe&Recipe_id=17921), help children create their own mini-pizzas. Try to include healthy toppings from as many color groups as possible. Include the different colored peppers from the Mystery Box/Bag activity as well as other healthy veggies. Be sure to make your own mini-pizza and put plenty of healthy veggies on top!

As pizzas are baking, ask children about the toppings they chose. What colors are included on their pizzas? Did they pick anything brown (biscuit will bake to a golden brown), white (cheese), etc. To keep things interesting, ask children if animals like to eat pizza. If animals like to make/eat pizza, what kind of toppings would they have? What would a bird, rabbit, monkey, frog, dinosaur, etc. put on its pizza? As a Play Hard bonus activity, have children act like different animals as you talk about what each one might want to put on its pizza. Be sure that mini-pizzas have enough time to cool and then serve them to children.

Play Hard Activities:

Pizza Delivery (5–10 minutes)

Before this lesson, make a pretend pizza by gluing pizza pictures or drawing toppings on a paper plate. Instruct children to sit in a circle. One child is “it” and walks (runs, hops, skips, marches) around the outside of the circle carrying the pizza. The “it” places the pizza behind someone and touches them on the back, saying, “Ding Dong.” The rest of the children say “pizza delivery!” The person with the pizza behind him/her stands, picks up the pizza and walks (runs, hops, skips, marches) around the circle. The previous “it” takes a place in the circle. The game continues until everyone has delivered the pizza.

Alternate Version: To get everyone moving throughout the activity, have children form a circle, hold hands, and move clockwise. The “it” will walk (run, hop, skip, march) counterclockwise. When he/she is ready to deliver the pizza and says “Ding Dong” the circle stops moving and says “pizza delivery!” The “it” delivers the pizza, takes his/her place in the circle and the game starts again with the new “it.”

Optional Activities:

Eat Smart Stretcher Activities:

- Have children draw their favorite healthy food; discuss the color group(s) of favorite foods (5 minutes).
- Visit a pizza restaurant to learn how pizzas are made (2+ hours).
- Have children make Mini Fruit Pizzas on vanilla wafers spread with flavored cream cheese and topped with their favorite fresh fruits (20 minutes).
- Pizza starts with the letter “P.” Ask children if anyone’s name starts with “P.” Look around the room for things that start with the letter “P” (puzzles, play-doh, party decorations, etc.) (5 minutes).

Gardening Activity (10 minutes)

If you planted your seedlings outside, check on your outdoor garden.

Ask children:

- How do the plants look this week?
- Have they grown?
- Are they a different color?
- Why or why not?
- Are animals or birds harming the plants in your outdoor garden? Consider making a scarecrow (described in the Eat Smart Craft Activity that follows).

If you did not plant seedlings outside, plan on sending the seedlings home with children this week. Remind children that plants need water, sunshine, soil and time to grow.



Eat Smart Craft Activity (30 minutes)

Make a scarecrow to protect the plants in your outdoor garden from animals and birds. Instructions for this activity can be found in the *Grow It, Try It, Like It!* booklet 1, page 38.

Accessible online at http://www.fns.usda.gov/tn/Resources/growit_book1.pdf

More Than Mud Pies Enrichment Activity (10 minutes)

Have a “Peter Rabbit Tasting Party” (on page 122 of the *More Than Mud Pies* resource) to celebrate the end of the Power Panther Preschool program. Consider having the party at the end of the day so parents can come and taste the different fresh vegetables with their children.

Play Hard Singing and Dancing (5 minutes)

Play Fruit & Veggie CD track #11: Get In The Habit

Allow children an opportunity to make up their own dance to the song.