

Power Panther Preschool

Implementation Manual



Developed and provided by Team Nutrition in cooperation with the Child and Adult Care Food Program.
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Welcome to...

Power Panther Preschool!

Power Panther Preschool provides fun, educational nutrition activities to promote fruit and vegetable consumption and physical activity for preschool age children.

All Kansas child care centers and sponsors of day care homes that participate in the Child and Adult Care Food Program (CACFP) have the opportunity to participate in Power Panther Preschool. Many of the materials you need for the program implementation are included in this kit of materials. In addition, five books are included that are used in the lessons. If you have questions or need assistance with program implementation, you have technical support provided by KSDE.

We hope you have a great experience with Power Panther Preschool! Enjoy!



Questions?

KSDE's staff will provide on-going support and guidance to participating centers and sponsoring agencies. Feel free to contact the KSDE Team Nutrition staff:

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Section 1:

What is Power Panther Preschool?

Power Panther Preschool is...

an activity of the 2009 Team Nutrition grant awarded to Child Nutrition & Wellness, Kansas State Department of Education. The program is designed to encourage consumption of fruits and vegetables and promote physical movement for preschool age children.

Power Panther Preschool was developed to:

- Increase children's exposure to a variety of fruits and vegetables
- Encourage children to learn to enjoy fruits and vegetables
- Provide fun, seasonal experiences with food
- Make trying new foods a positive experience
- Encourage children to become more physically active
- Help children learn more about how their bodies function through movement

Power Panther is...

the spokescharacter for USDA's **EAT SMART. PLAY HARD.** campaign. **EAT SMART. PLAY HARD.** is Power Panther's motto.

Team Nutrition is...

a USDA program that encourages children to make healthful food choices. Team Nutrition is a nationwide, integrated initiative designed to encourage children to:

- Eat a variety of foods
- Eat more fruits, vegetables and grains
- Eat lower fat foods more often and
- Be physically active

Before you begin...

- Review this implementation Guide to familiarize yourself with the requirements (page 3).
- Review the activities and determine how many lessons you will implement (**a minimum of 5 lessons is required**). Lessons are listed on page 9.
- Review the contents of the materials provided listed on page 2.
- If you need help or have questions, contact Child Nutrition & Wellness at (785) 296-2276.

General Information & Project Overview

Power Panther Preschool is an eight-lesson health education program for Kansas preschool age children enrolled in centers and homes that participate in the Child and Adult Care Food Program (CACFP). Power Panther Preschool encourages consumption of fruits and vegetables and increased physical activity among young children. Each of the eight lessons has **EAT SMART** (nutrition) and **PLAY HARD** (movement) activities. Each Power Panther Preschool lesson is designed so that its scope is limited only by your imagination! You may choose to spend only a minimal amount of time on a lesson or you may choose to expand the lesson for a more in-depth experience for the children.



Material Contents

Materials and supplies are provided by the Kansas State Department of Education. Additional materials that are needed are listed at the beginning of each activity. The material contents contain:

- **Implementation Guide** with program guidelines, detailed instructions for classroom activities, a music CD, additional suggested resources, newsletters ready to copy and send home to parents, and an evaluation form
- **Five children's books** used for implementation of the lessons
- **Power Panther materials** including stickers, tattoos, and posters which may be used at the discretion of the program facilitator
- **\$150** for the purchase of foods for tasting and snack activities and/or small gardening supplies used in conjunction with the lessons, printing take-home material for parents, purchasing additional nutritional resources such as children's books and/or nutrition/physical activity curriculum. KSDE recommends that receipts be kept by participants for all expenditures in the event that an audit would occur.

Requirements for Participating Centers and Sponsors

Each Power Panther Preschool participant must agree to the following terms:

- Sign the commitment card provided when receiving Power Panther Preschool materials. This card assures KSDE that you will implement Power Panther Preschool activities.
- Become familiar with the Power Panther Preschool Implementation Guide and use it as a resource when implementing program activities.
- Implement a minimum of one **EAT SMART** and one **PLAY HARD** activity from each of five Power Panther Preschool lessons before the end of December 2011.
- Complete and submit the grant expenditure worksheet and Power Panther Preschool evaluation form found on pages 111–114 at the conclusion of the project.

Grant Funding:

Supplies that are not included in the box of materials provided can be purchased with the mini-grant funds, \$150, that was sent to you as part of your participation in Power Panther Preschool.

Ideas for how to use funds:

- Purchase of food used for tasting activities and snacks in conjunction with the planned lessons.
You cannot use your funds if snacks are reimbursable by the Child and Adult Food Care Program, CACFP, and also cannot be used to purchase a meal for anyone.
- Printing take-home material for parents
- Gardening Supplies: See Section 2, Lesson 4 on page 53 for further explanation of allowable garden supplies.
- To purchase additional resources and books to reinforce the healthy messages taught in the Pals Preschool lessons
 - Additional children’s books about food, nutrition, or physical activity
 - Additional nutrition and/or physical activity curriculum

Timeframe

June 17, 2011	Power Panther Preschool introduced at CACFP workshop
August 2011	Program materials shipped to participating centers and homes
August 2011–December 2011	Activities implemented in participating centers and homes
January 31, 2012	Evaluation due to KSDE



Why is Power Panther Preschool Needed?

In the first years of life children grow physically, intellectually and socially at a remarkable rate. What children eat and how they view food and health will affect them throughout their lives. Children's day-to-day experiences with food and eating establish the foundation for lifelong choices of foods.

Only one child in five eats the recommended five or more servings of fruits and vegetables each day. Many children are not regularly exposed to a variety of high quality, well-prepared fruits and vegetables. Too often children's food options include a disproportionate amount of highly processed foods that are appealing, tasty and inexpensive, but offer little nutritional value.

Child care programs offer an opportunity for preschoolers to be exposed to a variety of nutritious foods. Nutrition education provides children with new food experiences and reinforces the importance of becoming familiar with many foods.

Preschool children are also forming attitudes and expanding experiences through physical activity. Activity is called "play" for a preschooler. A balance between nutrition and play is essential. Power Panther Preschool used in a child care program can create a positive environment for children to learn the balance necessary for a healthy lifestyle.

Introducing New Foods to Children

When children learn to enjoy many different foods, they have more choices for smart eating throughout life. A variety of foods promote growth and health in different ways.

A variety of foods makes eating more interesting and fun too! Remember that seeing, trying, comparing and talking about different foods is part of learning.

Good feelings about trying new foods help lead to a lifetime of healthful eating. Try new fruits and vegetables as fun experiences with the children in care.

- **Offer a new food before familiar foods.** Children usually are more willing to try new foods when they are hungry.
- **Have children choose new foods themselves.** Trying new foods is more fun for children when they make choices themselves.
- **Do a taste test.** Talk about a new food. Have children describe the color, shape, feel, smell, sound, and taste.
- **Try new foods with children.** Children learn from adults who model positive behaviors.
- **Prepare foods in different ways.** Many children prefer to pick up raw vegetables with fingers. That may seem better than the same vegetable that is cooked.
- **Try and try again.** A new food needs to be introduced seven to ten times. It's normal for children to be cautious at first.
- **Relax.** The child doesn't need to like every food. Everyone has different food favorites.

Tasting with the Senses

Sometimes we confuse “tasting” new foods with “eating.” Encourage children to use all five senses when “tasting” new foods. When children are allowed to experience new foods using several different senses, they are more likely to make the choice to eat the food. Always acknowledge the efforts children make by saying, “I see you tasted the food with your eyes” or “I like the way you smelled the food when we passed it around during circle time.”

We all taste food with our eyes first. Talk about the color of the food, its shape, or other foods that look like the new food. Try to relate the new food to one that is familiar to the children.

Some foods are easily identified by their smell. Choose a food that has a familiar smell—like an orange or banana. Place it in a covered container before the children have seen the food. Loosen one corner of the lid and pass the container around at circle time so each child may smell the food. Try to identify the food by its smell. Talk about other foods that smell good such as fresh strawberries, pineapple, lemons.

Allow children to hold or touch a new food. If you are introducing a new fruit or vegetable, try to have that food fresh for the children to touch. Then have them verbalize how the food feels.

Does the food make a sound when you bite it? Think of the crunchy sound a carrot makes when you take a bite. This is a good time to talk about different textures of foods. Compare or contrast the texture of the new food with one that is familiar.

Now the children may be ready to use their sense of taste to eat the food. Eating may be as simple as touching the new food to the tongue. It does not necessarily include taking bites. Remember that children are learning about new foods in a variety of ways. Give children opportunities to make choices by asking if they would like a little or big taste. And always reinforce their decisions. It may take several exposures to the same food before a child chooses to eat that item.

“Tasting” activities need to be pleasant for both children and adults. End each activity with positive reinforcement for learning about a new food. Try to include the new food in one of the menus served during that week. Most importantly, have fun!



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

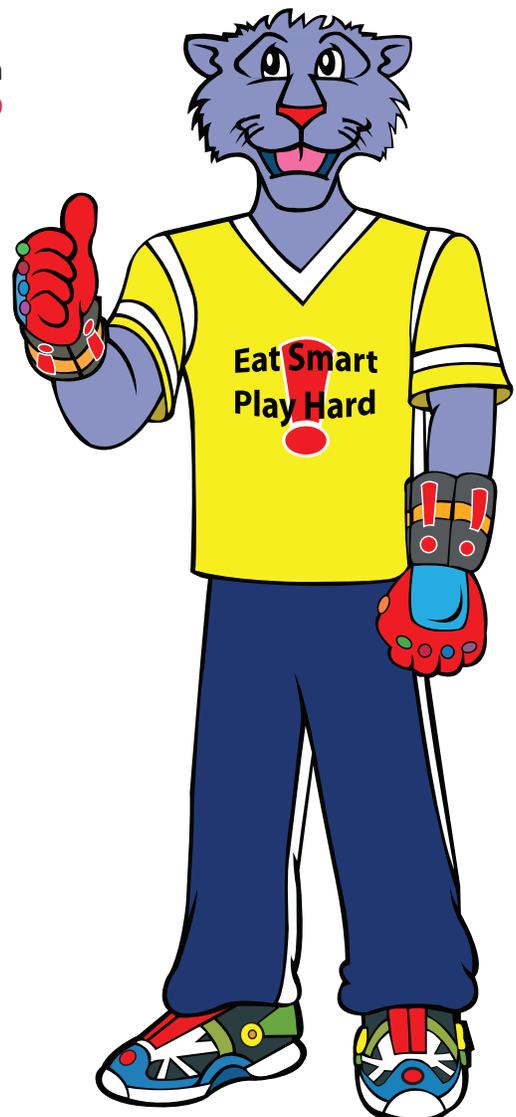
Lesson 4: Blue/Purple Foods

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.

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.”

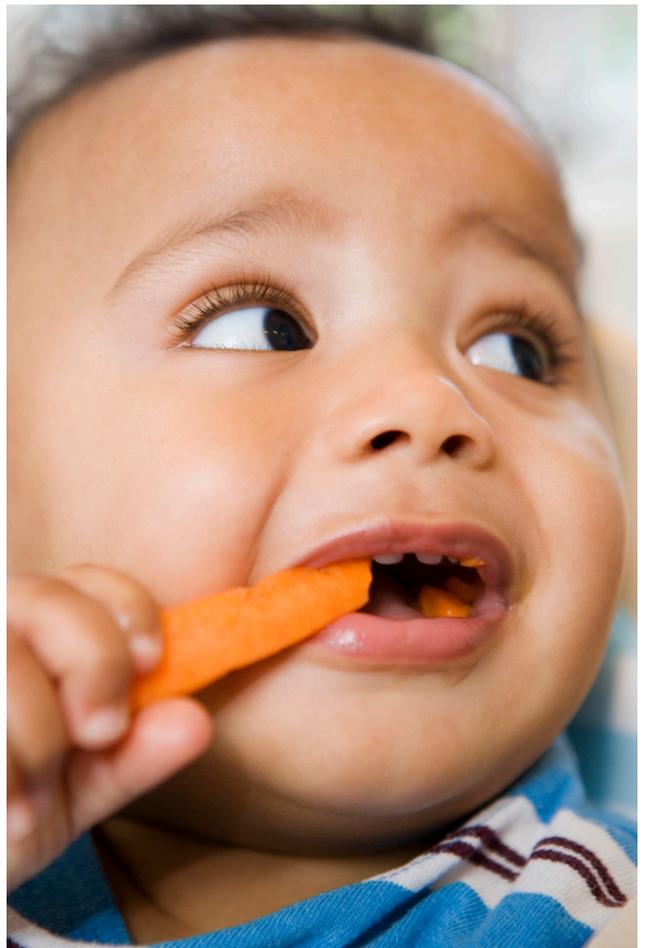
Introduce healthy orange foods at circle time with lessons that teach children to **EAT SMART** and activities where they can **PLAY HARD**.

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:

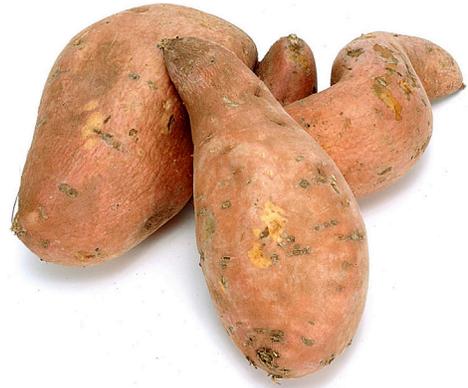
Singing and Dancing (5 minutes)

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



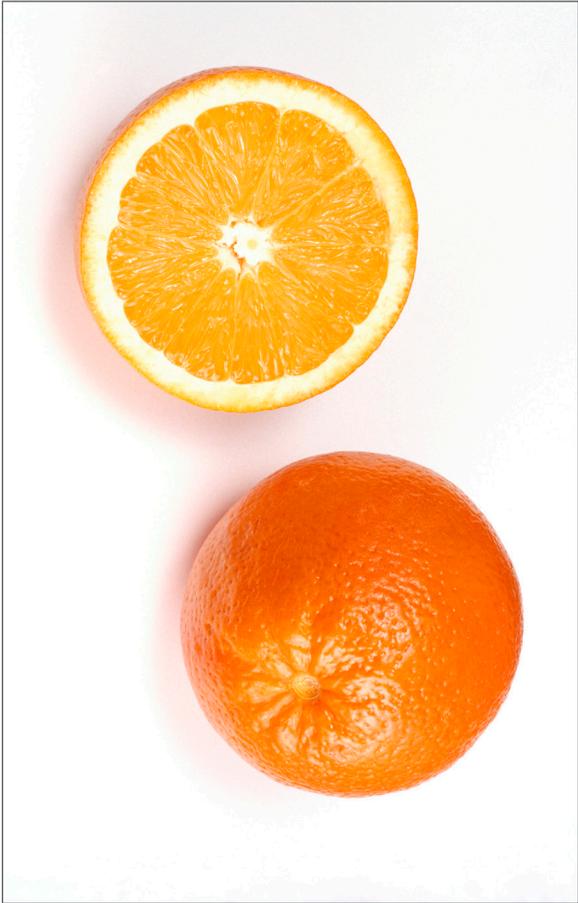
Play Hard Singing and Dancing (10 minutes)

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)

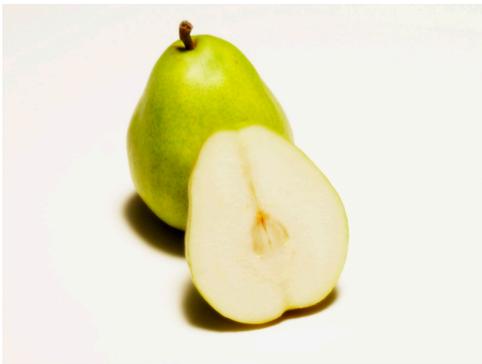
During circle time, remind children that fruits and vegetables come in different colors, like the colors of the rainbow. Use Flashcards #7 and #8 to talk specifically about green foods.

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.



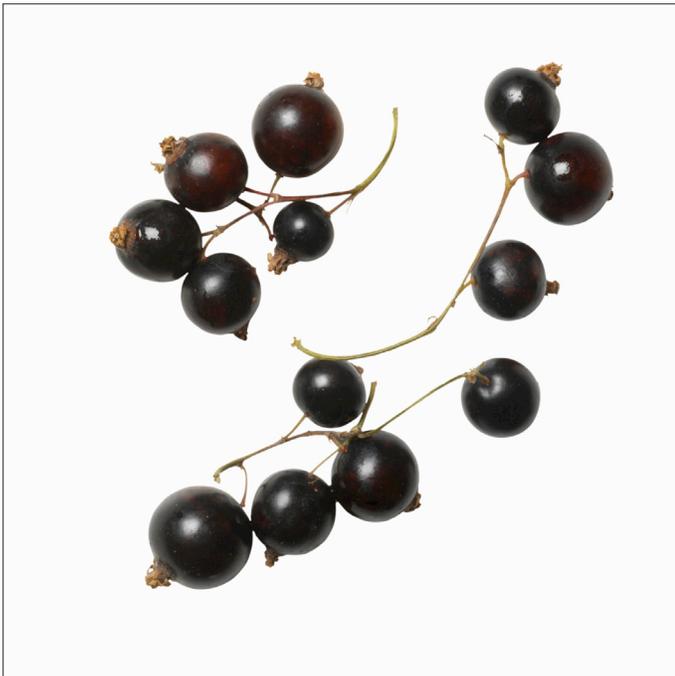
Play Hard Singing and Dancing (5 minutes)

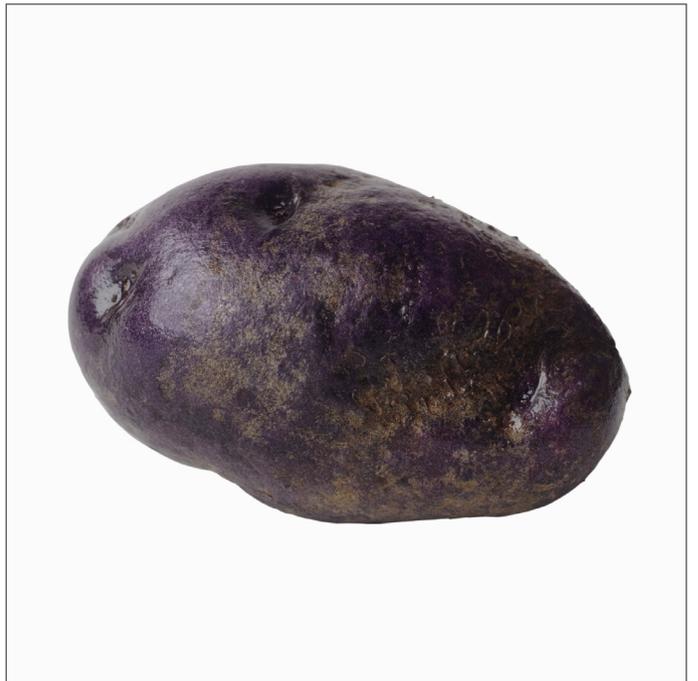
Fruit and Veggie CD track #12: It’s All Up To You

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)

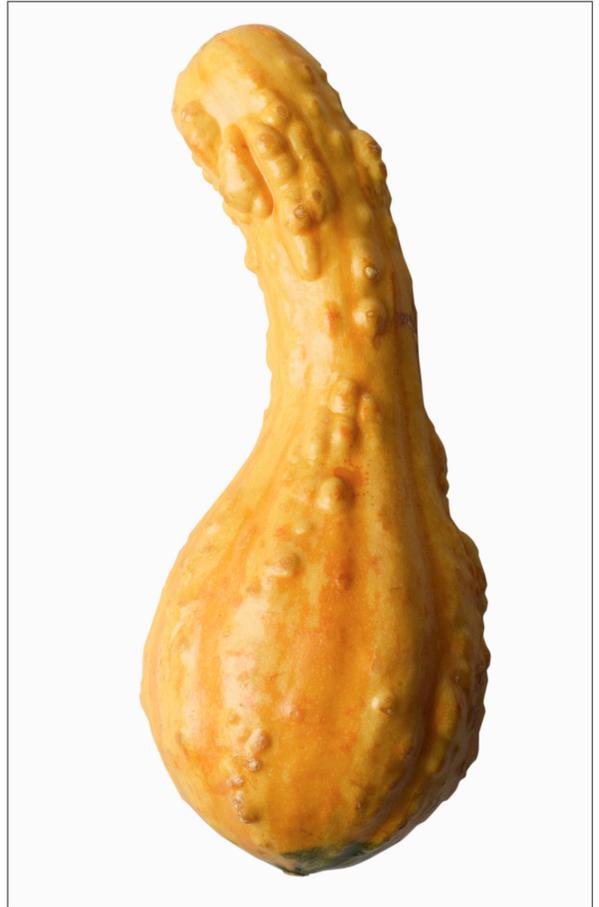
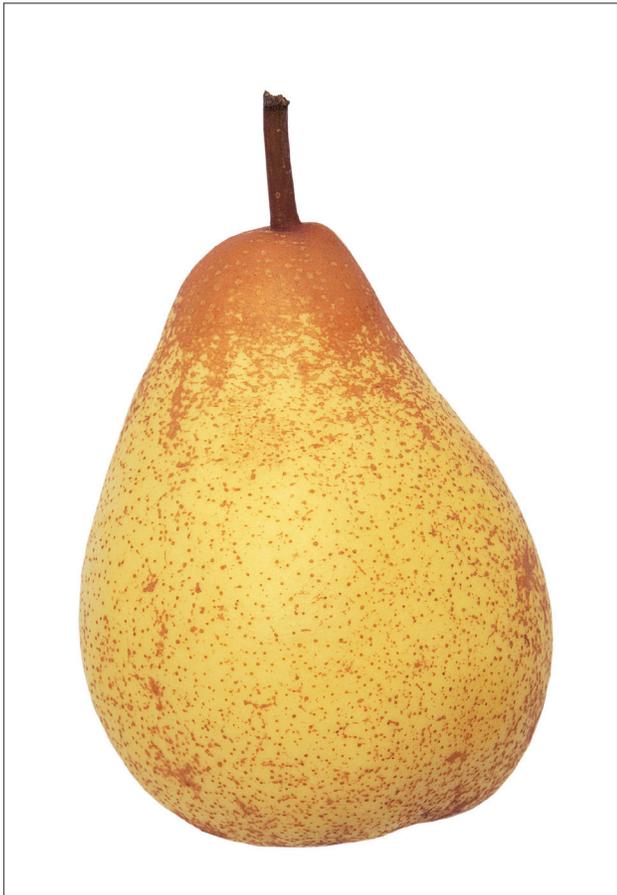
3rd Verse

(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.

Section 3: Newsletters

Power Panther Preschool At Home: Take-Home Newsletters

Newsletters for children to take home to their families provide an important link to Power Panther Preschool in the center. Newsletters inform parents what children are learning and reinforce the same important information about increasing fruit and vegetable consumption and the value of daily physical activity at home. In addition, newsletters provide family members with ideas for family snacks and activities.

Eight one-page (front and back) newsletters are provided in this chapter. Each newsletter is numbered to correspond to the lesson being taught. A “Dear Parent” letter is also included to introduce parents to and inform them about the forthcoming Power Panther Preschool lessons that will be taught.



Dear Parent:

Our child care is introducing new lessons and activities to the children in care. Entitled Power Panther Preschool, the activities will introduce children to Power Panther and his **EAT SMART. PLAY HARD.** message.

Who is Power Panther?

Power Panther is the mascot of the Food and Nutrition Service, United States Department of Agriculture. The Power Panther Preschool materials have been developed and provided through the Child and Adult Care Food Program and Team Nutrition, programs administered by the Kansas State Department of Education.

Power Panther Preschool encourages children to choose fruits and vegetables more often and emphasizes the importance of physical activity. YOU can help emphasize this important message by encouraging your child to eat fruits and vegetables. And while you're at it, be a good role model and enjoy those fruits and veggies yourself! Now is also a good time to engage in a physical activity with your child—choose one that you both enjoy! Take a walk, ride a bicycle, rake leaves, swim or jump rope!

For more information, go to www.fns.usda.gov/eatsmartplayhard

And remember...

EAT SMART. PLAY HARD.



Power Panther Preschool at Home

I have been learning about red fruits and vegetables.
Here is a picture of something I learned:

A large, empty rectangular box with a double border. The inner border is a thin red line, and the outer border is a thicker orange line. The box is intended for a child to draw a picture of a red fruit or vegetable.

Ask me about my picture.

EAT SMART

Healthy children usually eat when they are hungry and they stop when they are full. The adult's job is to decide what foods to offer and plan regular times to eat. The child's job is to pick from the foods offered and decide how much to eat.

Children don't grow as fast in their preschool years as they did as toddlers. So they may have a smaller appetite now. That's normal. If your child is not hungry, don't force him or her to eat.

Your child is probably eating enough if he or she is full of energy and is growing and seems healthy. If your child is losing weight or has special food needs, get help from a health professional.

Keep eating times relaxed so your child learns body signals for being hungry and feeling full. That's how your child can learn to eat in a normal way and not overeat. That's a good habit for lifelong health.



“Keep eating times relaxed so your child learns body signals for being hungry and feeling full.”

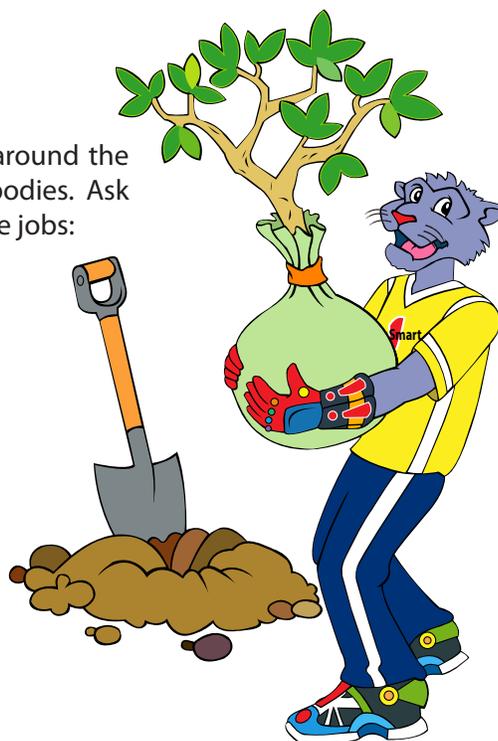
PLAY HARD

To be healthy, children must:

- Eat healthy food
- Be active

Be active at home! Many jobs around the house can help build strong bodies. Ask your child to help you with these jobs:

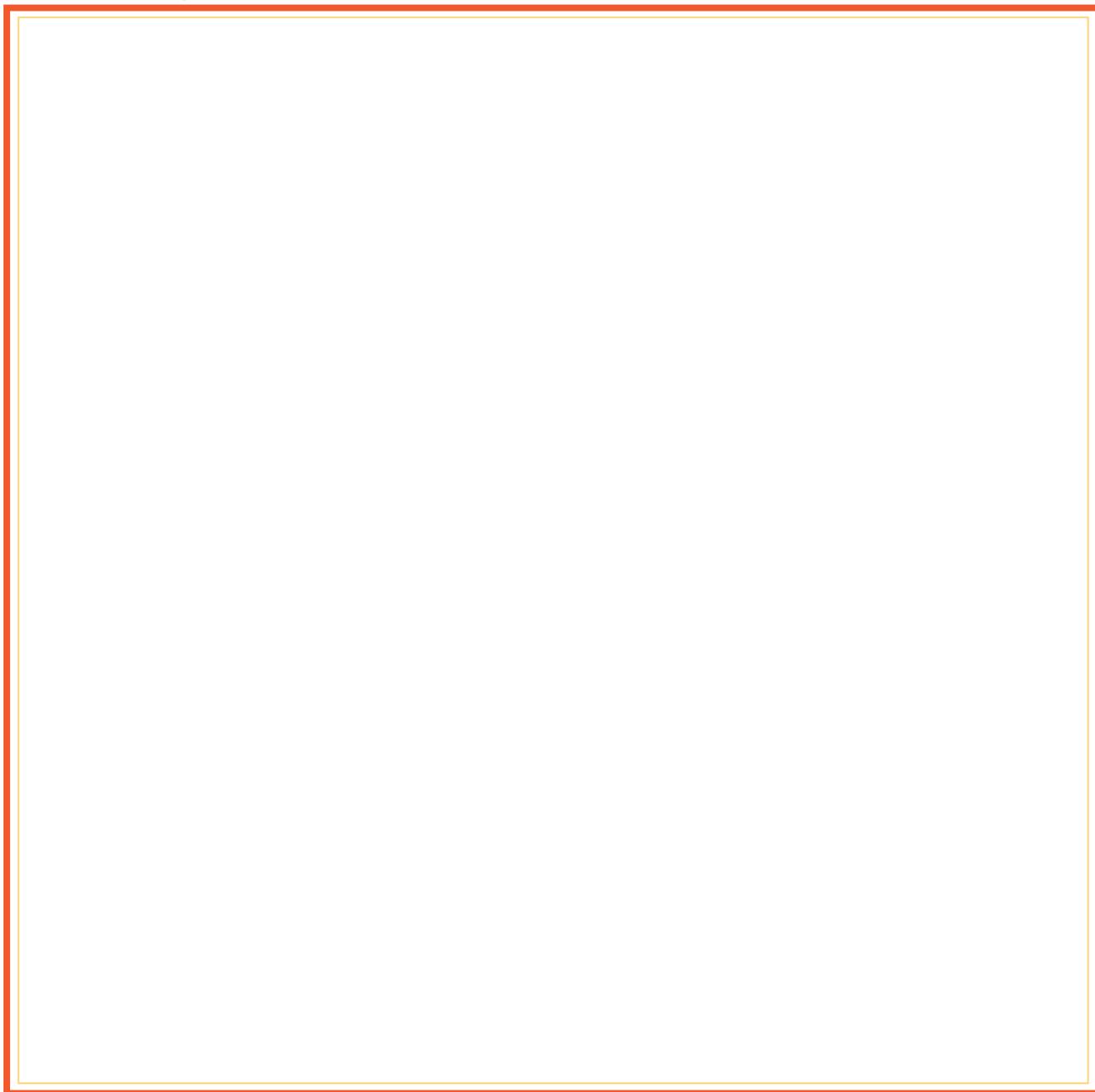
- Work in the garden
- Dust furniture
- Pick up toys
- Vacuum and sweep
- Wash the floor
- Set or clear the table



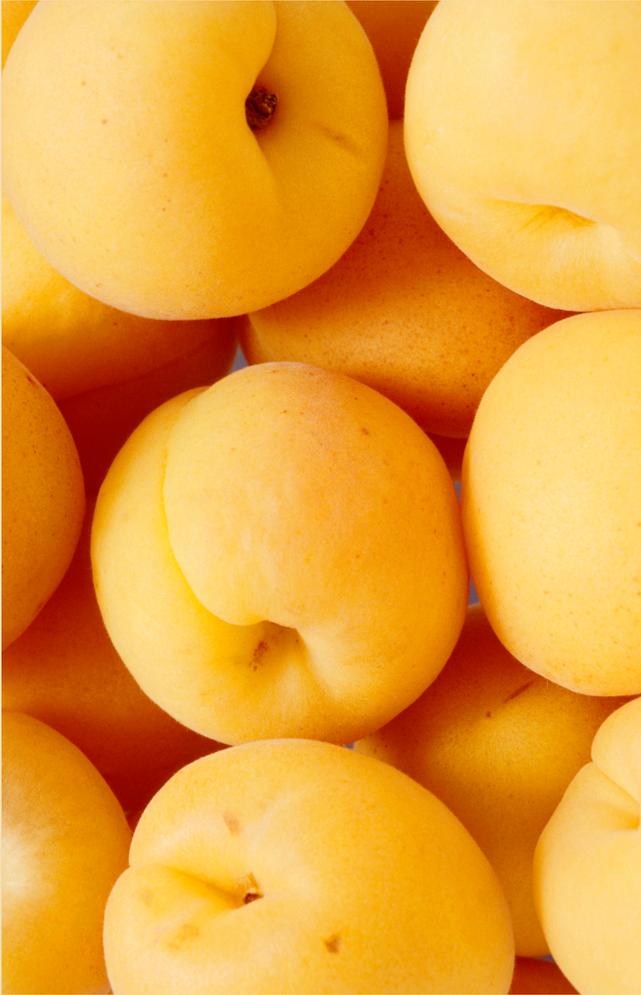


Power Panther Preschool at Home

I have been learning about orange fruits and vegetables.
Here is a picture of something I learned:



Ask me about my picture.



EAT SMART

Children have small stomachs, so they probably eat less at meals than you do. That is why snacks are an important consideration when feeding children. Most young children do best when they eat four to six times a day. Snacks should be offered to satisfy hunger, not quiet tears, calm the children, or reward behavior.

Time snacks so they are about two to three hours before meals. That way the child is ready to eat meals with the family. Choose snacks from a variety of foods that are nutritious and low in sugar. Remember to encourage children to brush their teeth after snacking.

Some quick snacks:

- Fresh fruit pieces
- Raw, cut up vegetables
- Graham crackers
- String cheese
- Cheese and saltines
- Yogurt

PLAY HARD

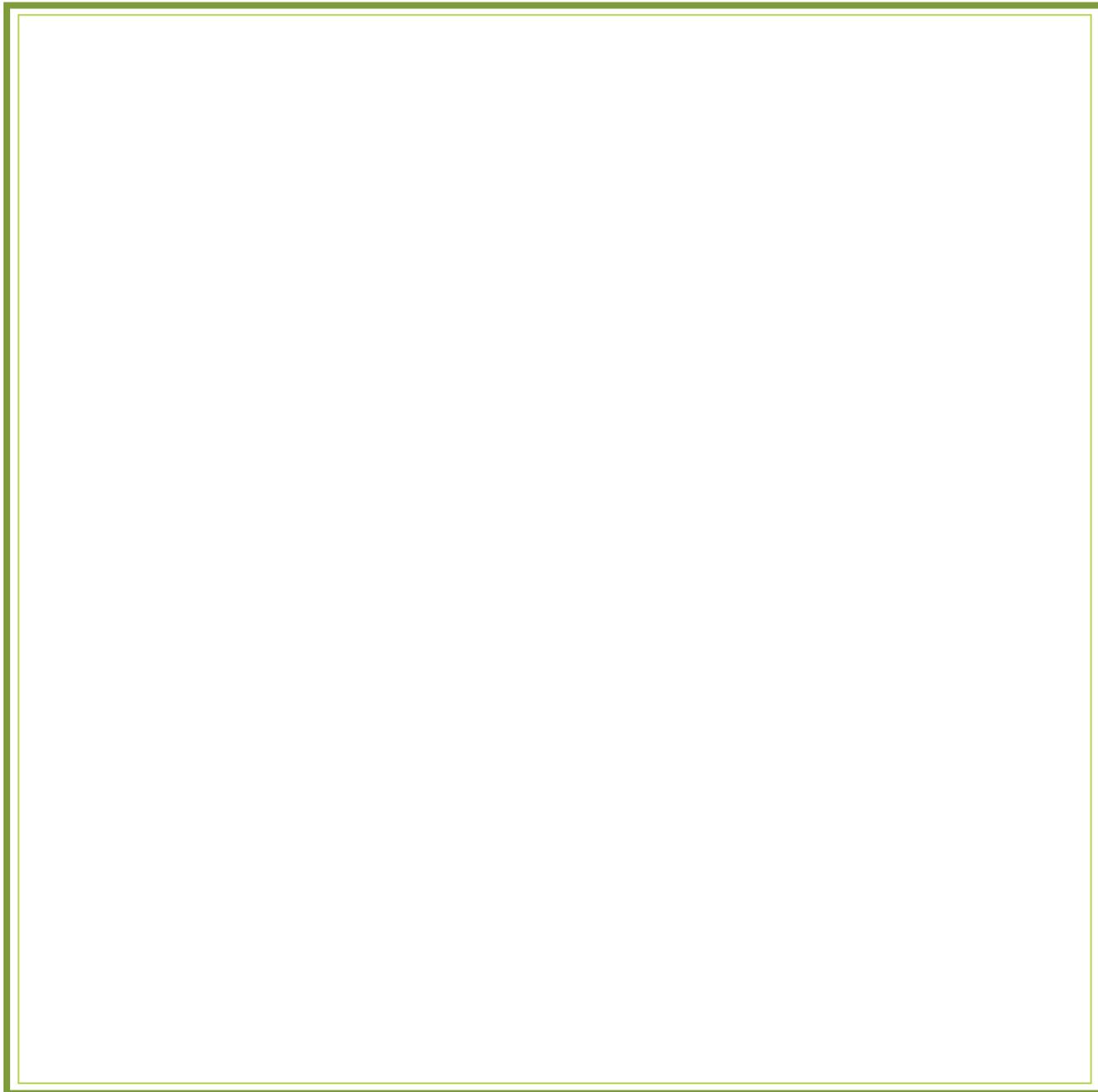
To have a strong body, your child needs to be active. Food gives your child the energy to move. Here are some good ways to get exercise with your child:

- **Dance with your child!** Just turn on the radio and dance. Also, play dancing games. Ask your child to dance like a cat, a bird, an elephant, or other animals.
- **Play running games!** Throw pillows on the floor and ask your child to run around them or over them. Take your child to a play area to run around with other children.
- **Do jumping jacks!** Jumping jacks are great exercise. Play music while you do them. Ask your child to help count the jumping jacks. Quit when you get tired.
- **Walk together in every season!** Look for tracks in the winter snow or new flowers and buds in spring. Find fun shadows in the summer sun. In the fall, collect leaves of different colors.



Power Panther Preschool at Home

I have been learning about green fruits and vegetables.
Here is a picture of something I learned:



Ask me about my picture.

EAT SMART

Some fruits and vegetables contain vitamin A to help keep eyes and skin healthy. Try to eat a vitamin A food at least every other day. Choose from the list below:

Fruit Group

Apricots
Cantaloupe
Mangos
Nectarines
Papaya
Peaches



Vegetable Group

Asparagus
Broccoli
Carrots
Dark-green leafy vegetables
Pumpkin
Sweet potatoes
Winter squash

PLAY HARD

Your child is designed to move! Most kids like to climb, crawl, run, jump, swing, tumble, twist, stretch, and pedal. In fact, active play is the “work” of childhood. By moving more and sitting less, your child also learns to live in a healthful way.

Active play can promote:

- Cooperation and sharing as your child plays and learns to get along with others.
- Curiosity and creativity as your child explores his or her world.
- Confidence and independence as your child learns to make choices and control his or her actions.
- Learning as your child’s body and brain develop.

Active play can develop body skills:

- Strength, flexibility, and endurance to explore and experience the world safely.
- Coordination of small and large muscles, which helps with overall activity.
- Body awareness as your child learns what his or her changing body can do.

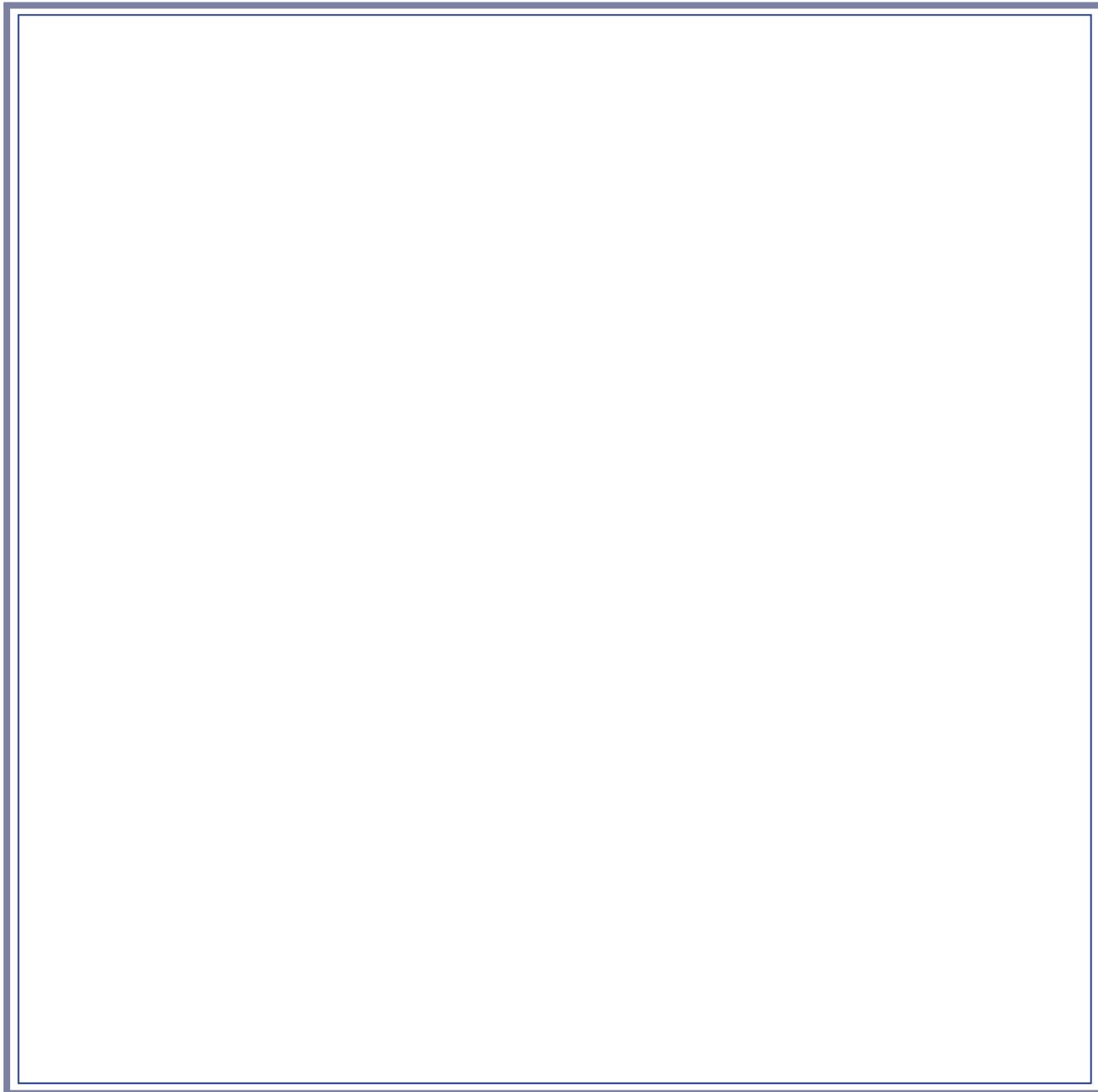


Active play is fun
for your child and you!



Power Panther Preschool at Home

I have been learning about blue/purple fruits and vegetables. Here is a picture of something I learned:



Ask me about my picture.

EAT SMART

The next time you're at the grocery store with your child, look for foods that are examples of roots, stems, leaves, fruit, flowers and seeds. For example:

Roots: carrots, turnips, beets, radishes

Stems: celery, asparagus, cauliflower

Leaves: lettuce, spinach, cabbage, parsley

Fruits: tomatoes, cucumbers, peppers, squash (a fruit is any seed-bearing food on a plant)

Flowers: broccoli, artichoke

Seeds: corn, peas, dry beans, rice, oats, nuts

Seedpods: green beans, snow peas



Power Panther says...

I PLAY HARD everyday. Because I am so active, I need to keep my energy level up. So I **EAT SMART**. One of my secrets is keeping a variety of fruits and vegetables handy. They make great snacks! I hope that boys and girls everywhere will make healthy food choices and be physically active like me!

PLAY HARD

Safety Alert! Always stay with your child.



Children don't have life experiences to foresee danger. They may not have body skills or strength to move away from trouble. When children play, they may not notice when they're cold, wet or overheated, or in possible danger either.

Bonus: By supervising, you also have to fun of playing together—and you stay active too!



Power Panther Preschool at Home

I have been learning about yellow fruits and vegetables.
Here is a picture of something I learned:

A large, empty rectangular box with a thin black border and a slightly thicker orange border. This box is intended for a child to draw a picture of a yellow fruit or vegetable.

Ask me about my picture.

EAT SMART

Try to make good nutrition more convenient! Of course, it's easy to open a bag of chips to stop your growling stomach. High fat snack foods stop the growl, but do nothing to contribute to good health. So how can we make healthy eating more convenient?

- Wash and cut up veggies as soon as you bring them home from the store or in from the garden. Store veggies in easy to grab containers in the refrigerator.



- Have low-fat dip available to turn the veggies into an extra-easy snack.
- Make your own trail mix. Mix cereal and pretzels for a crunchy treat. Add a small amount of dried fruit like raisins, cranberries or peaches.
- Keep a bowl of fresh fruit on the counter. It's easy to grab a healthy snack as you pass by!

Be a good role model!



PLAY HARD

Physical play is important for healthy growth of young children. It has a big impact on physical, intellectual and emotional development. Through active play children learn about their bodies, their capabilities and how to control their environment. A love for physical activity is one of the most important gifts parents can give to their children.

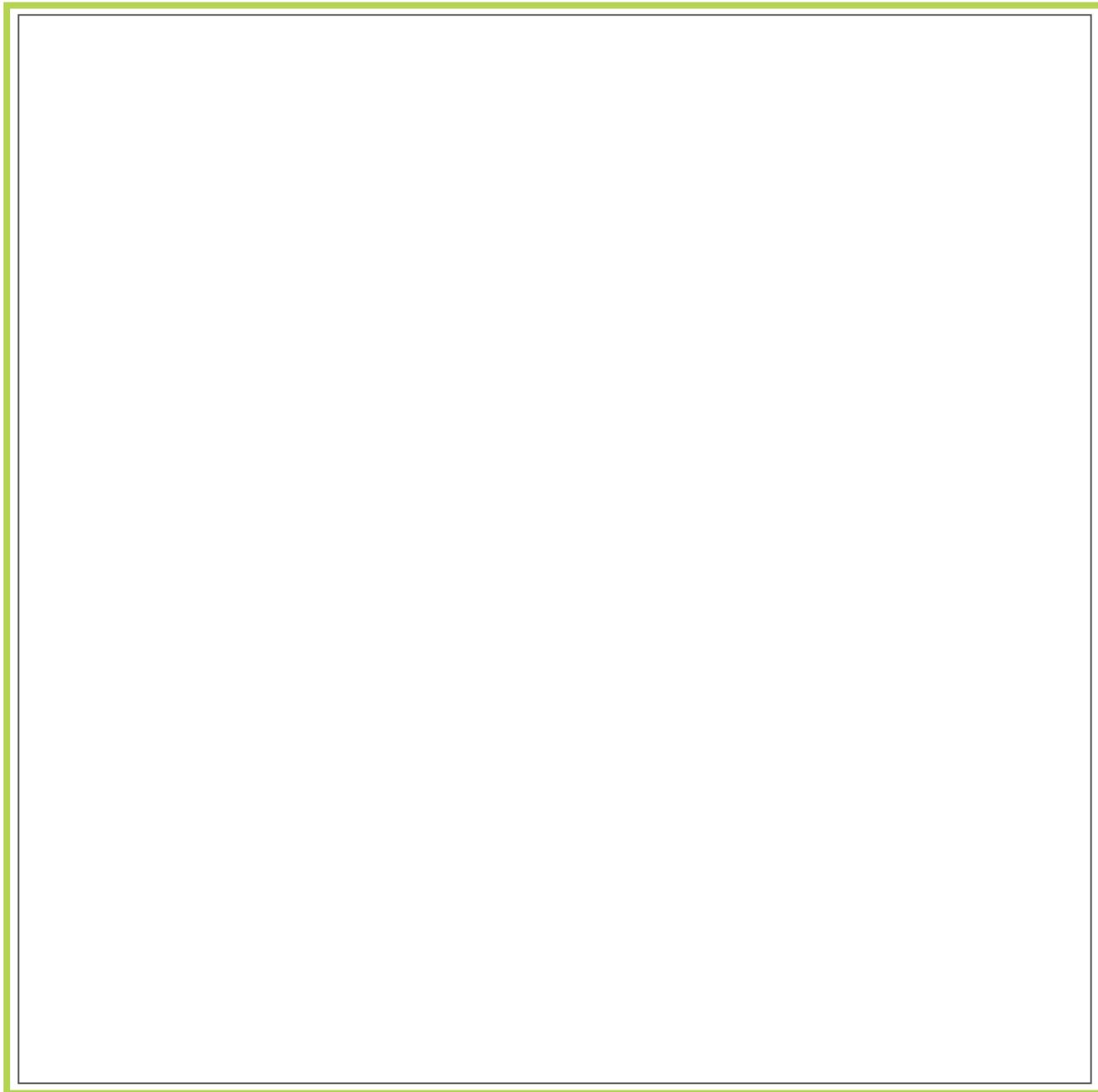
With your child, pretend you are different animals:

- Roll over like a dog
- Slither like a snake
- Hop like a bunny
- Gallop like a horse
- Walk like a duck
- Stretch like a cat
- Run like a deer
- Fly like a bird.



Power Panther Preschool at Home

I have been learning about white fruits and vegetables.
Here is a picture of something I learned:



Ask me about my picture.

EAT SMART

Healthy choices that fit your lifestyle can help you do the things you want to do. Here are some easy steps you can take. Add your own ideas!

- **Be realistic:** Make small changes over time in what you eat. Small steps work better than giant leaps.
- **Be adventurous:** Expand your tastes to enjoy a variety of foods.
- **Be flexible:** Go ahead and balance what you eat with the physical activity you do over several days. There's no need to worry about just one meal or one day.
- **Be sensible:** Enjoy all foods—just don't overdo it!



PLAY HARD

Too much TV can lead to poor learning in school and to health problems like being overweight. Setting limits and keeping an eye on what your children watch can turn watching TV into a way for the whole family to learn together. Children who watch less TV are generally more physically active. Most doctors recommend no more than two hours of screen time per day for children.

Tips for Healthy TV Watching:

- Help your child to be active. Limit time watching TV and playing video games to two hours per day.
- Only turn on the TV when you are watching a program.
- Turn off the TV during meals.
- Help your child pick the programs he or she wants to watch.
- Talk with your child about what he or she watches on TV.
- Choose one day a week for your family to be "TV Free." Instead of watching TV, play games, read or go for a walk together.



Power Panther Preschool at Home

I have been learning about brown foods. Here is a picture of something I learned:

A large, empty rectangular box with a light blue border. This box is intended for a child to draw a picture of something they have learned about brown foods.

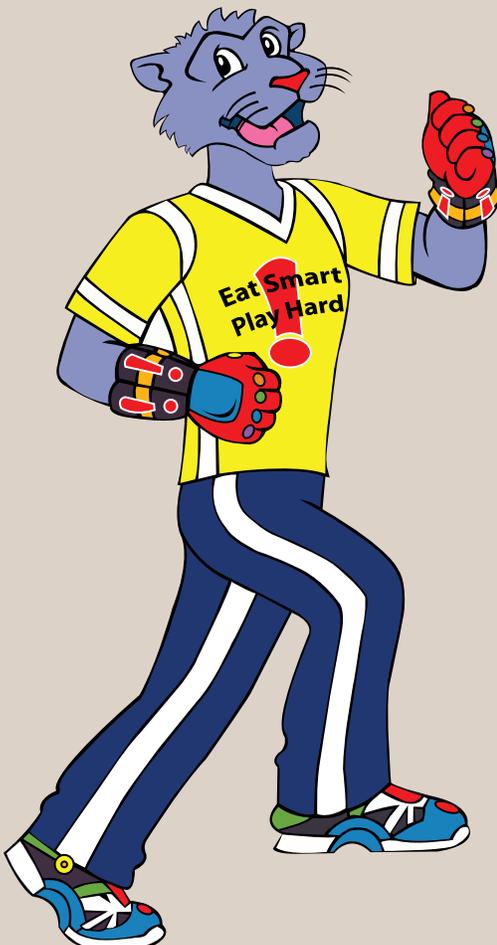
Ask me about my picture.

EAT SMART

Family meals are important. You create close bonds and lifelong memories around the family table. Family meals can teach your child about healthy eating. This is a wonderful opportunity for you to be a good role model. When you try new foods your child may be more adventurous with food, too.

Try these easy ways to make family meals a pleasant part of your family routine:

- **Set a regular family mealtime.** Regular mealtimes give everyone a better chance to eat a variety of foods.
- **Make it simple, make it quick!** Spend less time in the kitchen and more time at the family table.
- **Show that family meals are important.** Turn off the TV during meals and don't take phone calls.
- **Eat around a table and enjoy meal talk.** It's easier to talk and listen when family members face each other.



PLAY HARD

It's fun to enjoy active play both indoors and outside. Don't let the weather limit active time for your family. Adults need to move at least 30 minutes on most days. Your child needs at least 60 minutes of activity on most days.

Get moving indoors...

- Act out a story
- Create an obstacle course
- Turn up the music and dance
- Make bread, soft pretzels or pizza
- Start planning your garden

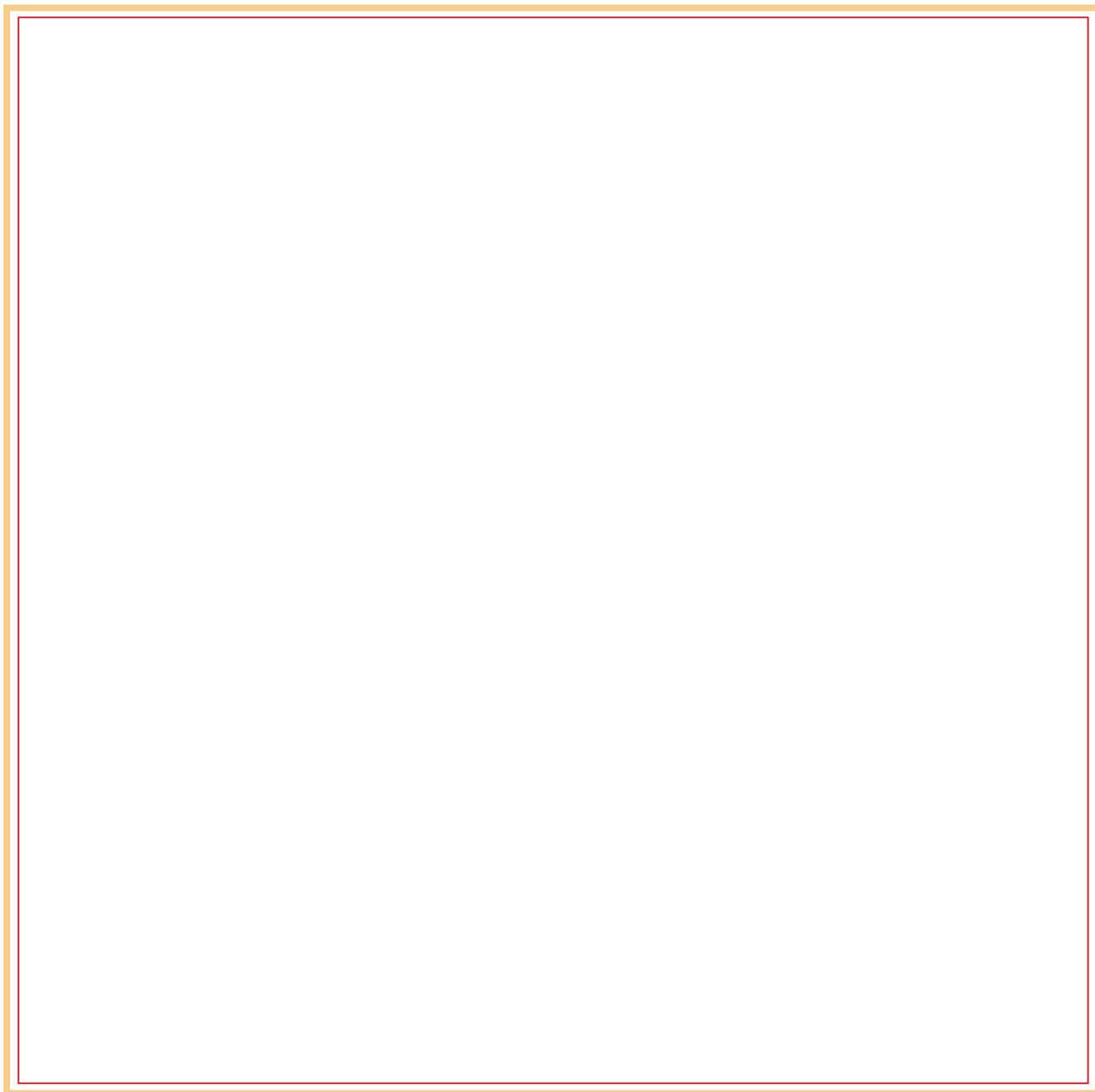
Get moving outside...

- Enjoy autumn leaves
- Bundle up for snow play
- Take a nature hike
- Walk in the zoo, mall or neighborhood
- Decorate an outdoor tree for the birds



Power Panther Preschool at Home

I have been learning about fruits and vegetables of all colors of the rainbow. Here is a picture of something I learned:



Ask me about my picture.

Section 4:

Music CD and Resources

Music CD

One music CD, *Veggie Power*, is included in the Power Panther Preschool kit. Songs from the CD are recommended in each lesson. Use your imagination and the music can be incorporated into the lessons in ways other than those suggested.

This fun, educational 12-song CD is aimed at teaching children the importance of good nutrition. Upbeat songs with funny lyrics will keep children engaged while delivering important fruit and vegetable messages. The CD was produced by Mark McLelland for the Produce for Better Health Foundation, www.fruitsandveggiesmorematters.org.

The track listing is as follows:

1. Veggie Power
2. Green Light, Red Light
3. Broccoli Blues
4. Phyto Fighters
5. Fruiti Fruiti Breakfast
6. Runny Noses
7. Just Like That
8. I'm A Little Fuzzy Peach
9. Karate Carrot
10. Mother Nature
11. Get In The Habit
12. It's All Up To You

Fruit and Veggie Color List

Did you know that each different color fruit and vegetable contains unique nutrients that are essential to our health? That's why it's important to eat fruits and vegetables in a variety of colors. This list gives fruit and veggie choices from each color group to help you incorporate many different colors into your daily snacks and meals. The list was developed by the Produce for Better Health Foundation, www.fruitsandveggiesmorematters.org.

Red

FRUITS	Red Apples	Red Pears	VEGETABLES	Beets	Red Onions
	Blood Oranges	Pomegranates		Red Peppers	Red Potatoes
	Cherries	Raspberries		Radishes	Rhubarb
	Cranberries	Strawberries		Radicchio	Tomatoes
	Red Grapes	Watermelon			
	Pink/Red Grapefruit				

Yellow/Orange

FRUITS	Yellow Apples	Nectarines	VEGETABLES	Yellow Beets	Rutabagas
	Apricots	Oranges		Butternut Squash	Yellow Summer Squash
	Cape Gooseberries	Papayas		Carrots	Sweet Corn
	Cantaloupe	Peaches		Yellow Peppers	Sweet Potatoes
	Yellow Figs	Yellow Pears		Yellow Potatoes	Yellow Tomatoes
	Grapefruit	Persimmons		Pumpkin	Yellow Winter Squash
	Golden Kiwifruit	Pineapples			
	Lemons	Tangerines			
	Mangoes	Yellow Watermelon			

White or Tan/Brown

FRUITS	Bananas	White Peaches	VEGETABLES	Cauliflower	Onions
	Dates	Brown Pears		Garlic	Parsnips
	White Nectarines			Ginger	Potatoes (White Flesh)
		Jerusalem Artichokes		Shallots	
		Jicama		Turnips	
		Kohlrabi	White Corn		
		Mushrooms			

Green

FRUITS

Avocados
Green Apples
Green Grapes

Honeydew
Kiwifruit
Limes

VEGETABLES

Artichokes
Arugula
Asparagus
Broccoflower
Broccoli
Broccoli Rabe
Brussels Sprouts
Chinese Cabbage
Green Beans
Green Cabbage
Celery
Chayote Squash
Cucumbers

Endive
Leafy Greens
Leeks
Lettuce
Green Onions
Okra
Peas
Green Peppers
Snow Peas
Spinach
Sugar Snap Peas
Watercress
Zucchini

Blue/Purple

FRUITS

Blackberries
Blueberries
Black Currants
Concord Grapes
Dried Plums
Elderberries

Grape Juice (100%)
Purple Figs
Purple Grapes
Plums
Raisins

VEGETABLES

Black Olives
Purple Asparagus
Purple Cabbage
Purple Carrots
Eggplant

Purple Belgian Endive
Purple Peppers
Potatoes (Purple Flesh)
Black Salsify

Educational Web Sites

Fruits and Veggies More Matters www.fruitsandveggiesmorematters.org
Information on how to fill half your plate with fruits and vegetables

Kids Gardening www.kidsgardening.org
Includes a teachers' resource room, free e-mail newsletter and activities for children

National Food Service Management Institute www.nfsmi.org
Nutrition and nutrition education materials available for sale

National SafeKids Campaign <http://safekids.org>
Information on how to keep kids safe

Nutrition for Kids www.nutritionforkids.com
Information on how to teach nutrition to kids, weekly nutrition messages, fruit and vegetable of the month and other links for children

Open the Door to a Healthy Heart www.healthyfridge.org
Just for kids section includes heart-healthy recipes

Tiny Tummies www.tinytummies.com
Newsletters with advice from a professional about children's eating issues

Government Web Sites

- Center for Nutrition Policy and Promotion (USDA)**.....www.usda.gov/cnpp/
- Centers for Disease Control and Prevention**.....www.cdc.gov
- Food and Nutrition Information Center (USDA)**..... www.nal.usda.gov/fnic
Information on MyPlate and Dietary Guidelines for Americans as well as detailed nutrient information on foods
- Healthfinder**.....www.healthfinder.gov
- Kansas State Department of Education, Child Nutrition & Wellness**www.kn-eat.org
Information about Child Nutrition Programs in Kansas
- Kansas Department of Health and Environment**.....www.kdheks.gov/wash_em/
Materials and information on statewide hand washing campaign, “Did You Wash ‘Em?” stickers, signs and posters to download
- Kansas Nutrition Network**..... www.kansasnutritionnetwork.org
Resources for parents with young children (some information available in Spanish)
- Kansas State University Research and Extension**www.ksre.ksu.edu
- Kansas State University Kids a Cookin’** www.kidsacookin.ksu.edu
- Kansas State University Human Nutrition**www.ksre.ksu.edu/humannutrition
- Nutrition 4 Kids (USDA’s Agricultural Research Service)** www.ars.usda.gov/is/kids
- Power Panther (USDA)** www.teamnutrition.usda.gov/Resources/eatsmartmaterials.html
Power Panther information and materials
- Team Nutrition (USDA)** www.fns.usda.gov/tn
Team Nutrition information and materials

Organization Web Sites

American Association of Physical education, Recreation and Dance-National Association of Sports and Physical Education.....www.aahperd.org

Preschool Physical Activity Package to order that includes the Active Start booklet with activity guidelines for toddlers and preschoolers

American Diabetes Association..... www.diabetes.org

Dairy Management Inc......www.dairyinfo.com

Links to other dairy related sites with information for children

Fight Bac!.....www.fightbac.org

Fuel Up to Play 60 www.fueluptoplay60.com

Grains Nutrition Information Center..... www.wheatfoods.org

Links and downloads

Kansas Beef Council..... www.kansasbeef.org

Resources for teachers

Kansas Wheat Commission www.kswheat.com

Field of Gold lesson book for preschool for download

Presidents Challengewww.presidentschallenge.org

Physical fitness section about kids ages 6–12

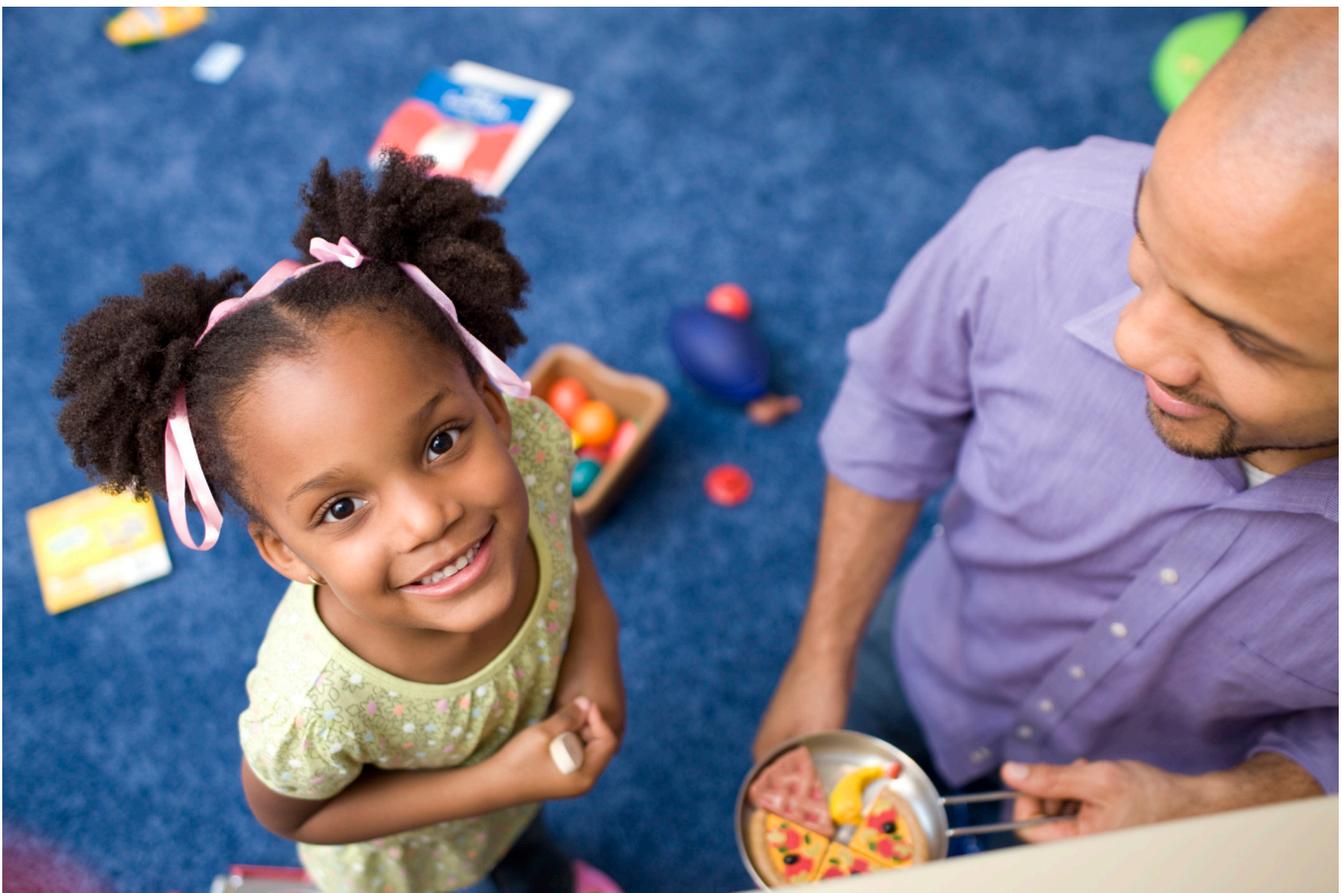
Vegetarian Resource Groupwww.vrg.org

Section 5: Evaluation

An evaluation form and grant expenditure worksheet can be found on the next two pages. We need your input on Power Panther Preschool. Please complete the forms and return as requested.

The form is due January 30, 2012

Thanks for your participation in Power Panther Preschool!



Power Panther Preschool Evaluation

Each site is responsible for ensuring that this evaluation form is completed and returned no later than January 30, 2012.

If you implemented the activities in multiple classrooms within one center, complete one form and provide the total number of participating children within that center. If you facilitated the activities in multiple centers, complete one form for each center.

Copies of newsletters or articles related to program activities would be very much appreciated.

Name of Sponsoring Agency _____

Center Name _____

Your Name _____ Title _____

Your E-mail _____ Phone _____

Number of children that participated in Power Panther Preschool _____

Tell us your opinion of Power Panther Preschool:

Was the Implementation Guide helpful and easy to follow? Yes No Not Sure

Did the activities appeal to children? Yes No Not Sure

Were the activities developmentally appropriate? Yes No Not Sure

Will you use this program again? Yes No Not Sure

Would you recommend this program to other child care providers? Yes No Not Sure

Did you reach parents with information from this program? Yes No Not Sure

Please check the Power Panther Preschool lessons you taught:

- ___ 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

Continued on next page

Additional comments on Power Panther Preschool:

Thank you for participating in Power Panther Preschool and for completing this summary!

Complete and return by January 30, 2012.

**Team Nutrition
Kansas State Department of Education
120 SE 10th Ave.
Topeka, KS 66612**

Grant Funds Expenditure Worksheet

Each site is responsible for ensuring that this expenditure worksheet is completed and returned no later than January 30, 2012.

Please complete this worksheet (front and back) and return with the Power Panther Preschool evaluation form found on pages 111–112 to the address on page 112. For center participants only: If lessons were carried out in multiple classrooms within the center, only one worksheet needs to be completed.

If grant funds have not been spent completely please contact KSDE to gather ideas on ways the funding can be spent within the grant guidelines. Contact information can be found on the backside of this worksheet.

Name of individual completing form: _____

Signature: _____

Phone number: _____

E-mail address: _____

Indicate if you are a home site or center site and how many children participated in Power Panther Preschool:

If reporting for a center, how many classrooms was Power Panther Preschool implemented in?

Lesson	Type of Expenditure (brief description)	Cost	Total to Date
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		\$	\$
Additional funds spent on gardening supplies, resource books/materials, etc.		\$	\$
	Total Funds Awarded		\$
	Total Funds Spent		\$
	Remaining Grant Funds		\$

*Highlighted fields are required. Weekly totals do not need to be completed, but may be used to help maintain accurate records of mini-grant expenditures. KSDE recommends that receipts be kept by participants for all expenditures in the event that an audit would occur. Direct any questions about the Grant Funds Expenditure Worksheet to:

Jill Ladd, Team Nutrition Program Director: jladd@ksde.org, (785) 296-2790, or
Emily Nelson, Team Nutrition Consultant: enelson@ksde.org, (785) 368-8039

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The following person has been designated to handle inquiries regarding the non-discrimination policies at the Kansas Department of Education: KSDE General Counsel, 120 SE 10th Avenue, Topeka, KS 66612, (785)296-3201.

