



## Week 5

# Eat Your Colors

Relates to these subjects:  
Health, PE, Science

### Key Outcome:

Students will learn why it is important to eat fruits and vegetables of different colors.

### Empowerment Messages:

- Fruits and vegetables of different colors have different phytochemicals that are needed for a healthy body.
- We need to eat fruits and vegetables every day that are different colors.
- It is important to move more and sit less to be healthy.

### To implement this week's activities:

- Use activity pages 14-15 in the Student Activity Book.
- Present information to students as described in the following pages.
- Purchase fruits and veggies needed for the **EAT SMART** Kids a Cookin' activity.
- Borrow spoons needed for the **PLAY HARD** relay.
- Remind students daily to complete their log of fruits and veggies consumed and time spent in physical activity.
- Send home Newsletter Issue 4, *Power Panther Pals At Home* (provided).
- Display the poster *Move More Sit Less*. Two copies are in the PPP kit.

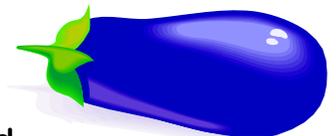
### This week's fruit and veggie jokes:

Q: Why did the little boy bury eggplants in his back yard?

A: He wanted to grow chickens!

Q: Why shouldn't you tell secrets on a farm?

A: Because the cornstalks have ears, the potatoes have eyes, and the beans-talk!



## EAT SMART – Activities and Materials

### Activity Sheets

Work through the following pages in the Student Activity Book:

- *Go for Color!* - page 14 (Manual page 84)
- *Name Those Fruits and Veggies* – page 15 (Manual page 85)

### Teacher Information:

Most people recognize that fruits and vegetables are good for you, but few realize that the colors of the fruits and veggies themselves can tell you what kind of nutrients and health benefits you can get from consuming them. This information is summed up for you and your students on page 14 of the Student Activity Book and in the following paragraphs. Much of this information comes from the government's 5-A-Day website: [www.5aday.gov](http://www.5aday.gov), the National Cancer Institute (NCI) and the Produce for Better Health Foundation's 5-A-Day website: [www.5aday.com](http://www.5aday.com).

Phytochemicals are natural compounds found in fruits and vegetables that work with the vitamins, minerals and fiber found in these foods to maximize their health benefits. The distinct combination of phytochemicals and other nutrients found in fruits and vegetables has not been replicated by vitamins and supplements that you can buy in the stores. Eating fruits and vegetables provides your body with the correct combinations of phytochemicals and nutrients in an absorbable and usable form. Some studies have shown that phytochemicals can stimulate the immune system, positively affect hormones and act as antioxidants.



- Green fruits and vegetables provide phytochemicals that can help prevent macular degeneration (1), and that may prevent some types of cancer (1). They are also rich in vitamin K and potassium.



- Yellow and orange fruits and vegetables provide beta-carotene, vitamin A, vitamin C and potassium.



- Red fruits and vegetables provide vitamin C and phytochemicals that may help prevent a number of chronic health conditions including cancer.



- Blue and purple fruits and vegetables provide vitamin C and phytochemicals that are currently being studied for their anti-aging and antioxidant properties.



- White fruits and vegetables provide phytochemicals that may reduce the risk of cancer, stroke and may protect against heart disease.

### Additional Reference:

1. Reavley, N. (1998). *The New Encyclopedia of Vitamins, Minerals, Supplements, & Herbs*. M. Evans and Company, Inc: New York.



## Creamy Veggie Dip and Tropical Fruit Dip

- Instruct students to wash their hands using soap and water.
- Show students the video segment for the Tropical Fruit Dip.
- If you have time, you may show students the video segment corresponding to the Creamy Veggie Dip. Note: this segment focuses on selecting vegetables at the market.
- You may ask students to bring in a large, clean t-shirt or apron from home to cover their regular school clothes during this activity.
- The recipes are included on pages 25-26 of the Student Activity Book (Manual pages 87-88) so have students don their chef hats, turn to page 25 and get those Kids a Cookin'!
  - Purchase fruits and vegetables from several different color groups. You may arrange them on a tray in the shape of a rainbow.
  - Suggested fruits and veggies: cherry tomatoes, purple grapes, carrots, green peppers, bananas, etc.
  - Encourage students to try dipping the fruits and vegetables in the dips they made in the Kids a Cookin' activity.
  - You may choose to split your class in two groups: one group mixing up the fruit and veggie dips, and the other preparing fruits and veggies for tasting.

### Student Discussion:

- How many different colors of fruits and veggies are being sampled? (5)
- Why is it important to eat fruits and vegetables of different colors? (Vegetables and fruits of different colors have different phytochemicals needed for a healthy body.)
- What is your favorite fruit or vegetable? How does that color benefit your body? (i.e. carrots, orange veggies like carrots help support a healthy heart, good vision and a healthy immune system).



## EAT SMART – Activities and Materials

### 6<sup>th</sup> Grader Extras

#### Which Drink? Check the Facts!

##### Materials needed:

Assorted drink labels (milk, sweetened juice, 100% juice, soda, diet soda, water, sports drinks, etc. (You may ask students to bring in some drink labels from home for this activity or provide them for students.)

Have students form groups (you may choose to have them work together in their teams or in smaller groups of three or four). Give each group a number of different drink labels to compare.

Provide students with the following situations and have them rank their top three options based on what is important to them. Each group will have to come to a consensus. For each situation, students should talk about their rankings and the reasons for their choices. The situations are:

- You're planning a party for your friends.
- You're thirsty after playing volleyball or basketball.
- After school, you want something to drink at home.
- It's breakfast time.
- You're ordering a drink to go with fast food you eat at the mall.
- You're in the school cafeteria; it's lunchtime.



##### Discuss with students:

- Why did you make the choices that you did?
- Did you choose any drinks that are high in vitamins or minerals like calcium? (**Drinks with 20% or more of the recommended daily intake of a nutrient are considered to be high in that nutrient**)
- Did you choose any drinks that are high in calories?
- Why do you think many students drink less milk? How can you make milk an “in” drink?
- Which drinks will you drink more of? Less of? Why? How will you do that?
- What happens when soda crowds out milk and 100% juice? (**Miss out on beverages with vitamin C and bone-building calcium.**)

## EAT SMART – Activities and Materials

### Optional- School-wide Activity

#### Cultural Foods Day



Plan a cultural foods day. (Great for a social studies activity!) Plan and publicize menus featuring fruits and veggies common in other cultures. Ask school food service to serve a special menu and encourage students and staff to dress in costume.

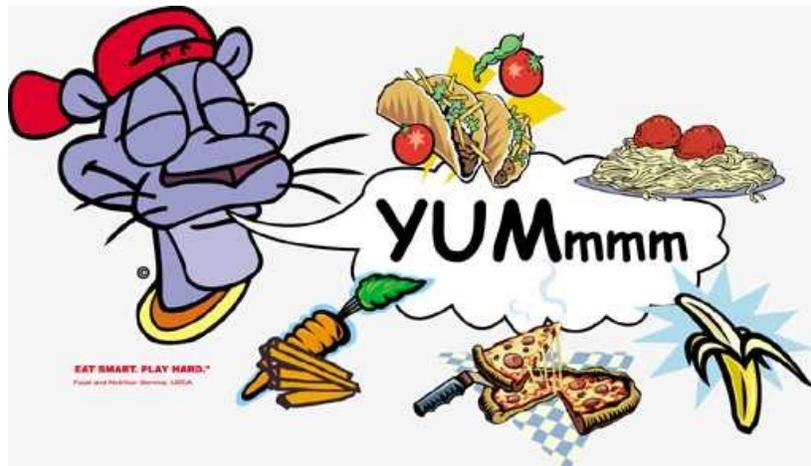


### Optional- Cafeteria Activity

#### What Color is Your Lunch?



Ask school food service to put signs on the serving line indicating the different colors of fruits and veggies included in this week's lunches. Remember to include ingredients like onions in main dishes or apples in apple crisp!



## PLAY HARD – Activities and Materials

Introduce students to the *Move More Sit Less* poster. Discuss what the slogan means and what students can do to move more and sit less. Students need 60 minutes daily of physical activity. Anyone can be physically active without being an athlete. Everyday activities have plenty of health benefits. Ask students to name activities they can do to increase daily physical activity. List the activities on the board. Assign students to a partner and have the partners decide what kinds of activity they will engage in during the next 24 hours. Ask students to report back tomorrow.

### Run the Veggie!

#### Materials needed:

- Five fruits and veggies of varying sizes.  
Suggested fruits and veggies: purple grape, green lime, red apple, orange, white potato
- Sacks of mini-carrots for prizes

Select a location for the relay. Identify the starting/finish point and mark the distance students must run. Divide students into teams of five members. Instruct the first student on each team to take the smallest fruit or vegetable, place it on a tablespoon and run to the designated point and back. Pass the spoon to the next student who places the next largest fruit or vegetable on the spoon and repeats the running. Continue through all five students. If the fruit or vegetable is dropped, the student must return to the starting point and begin again.

Award sacks of mini carrots for a prize to each member of the winning team.



### Optional- PE Activity

#### Shadow Tag

Play tag on a sunny day in a large outdoor area. “It” tries to step on the shadow of other students. When “it” is successful, that student becomes “it” as well as the first student “it”. The game becomes progressively more difficult as the number of “its” increases.



## PLAY HARD – Activities and Materials

### 6<sup>th</sup> Grader Extras

#### Shake Up the Grocery Bag!

##### **Materials Needed:**

Nutrition Facts labels from different kinds of foods (you can provide these yourself or have students bring in a few labels from favorite foods).

Designate two areas in the room: one as LOW and one as HIGH with a spot in between. Ask for a volunteer to call out these nutrients randomly, one at a time:

*Nutrients to get “less” of:*      *Nutrients to get “enough” of:*

- |                 |             |
|-----------------|-------------|
| • Total Fat     | • Fiber     |
| • Saturated Fat | • Vitamin A |
| • Cholesterol   | • Vitamin C |
| • Sodium        | • Calcium   |
|                 | • Iron      |

As each nutrient is called out, encourage students to decide where they think the food fits. They can read the Nutrition Facts on the card and determine whether or not the food is HIGH (provides 20% or more) in that nutrient, LOW (provides 5% or less) in that nutrient or somewhere in-between. For example, if “fat” is named, the student will move to the:

- HIGH are if he or she thinks the food is high in fat
- LOW area if he or she thinks the food is low in fat
- “middle” if he or she thinks the food is neither HIGH nor LOW

Remember: The 5% and 20% guidelines are simply a helpful tool that provides a way for individuals to balance their food choices for the day. It does not turn foods into good or bad foods.

Once everyone is in place:

- For both HIGHS and LOWS, have each student call out the name of his or her food with its serving size. Talk about what they learned about the foods by seeing where their foods fit.
- Ask students whether the nutrient was one to get “enough” of or get “less” of. Why?

Continue to shake up the food basket as students look at the HIGHS and LOWS of other nutrients in their food!



## Go For Color!

Fruits and vegetables come in all colors of the rainbow. When choosing fruits and veggies, it's important to eat a wide variety of colors every day to get some of the 9,000 plant-based substances called phytochemicals that can help keep us healthy and reduce the risks of some cancers.

**Red** – Include a variety of **Red** fruits and veggies in your low-fat diet to help maintain:

- A healthy heart
- Memory function
- Urinary tract health

**Yellow/Orange** – Include a variety of **Yellow/Orange** in your low-fat diet to maintain:

- A healthy heart
- Vision health
- A healthy immune system

**Green** – Include a variety of **Green** fruits and veggies in your low-fat diet to maintain:

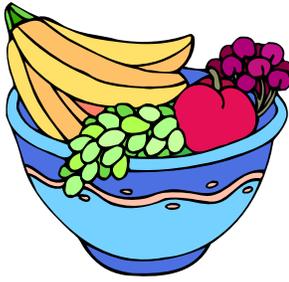
- Vision health
- Strong bones and teeth

**Blue/Purple** – Include a variety of **Blue/Purple** fruits and veggies in your low-fat diet to maintain:

- Urinary tract health
- Memory function
- Healthy agine

**White** – Include a variety of **White** fruits and veggies in your low-fat diet to help maintain:

- Heart health
- Cholesterol levels that are already healthy



## Name Those Fruits & Veggies!

Can you name a different fruit and veggie that begin with the letter on each line?

### FRUITS

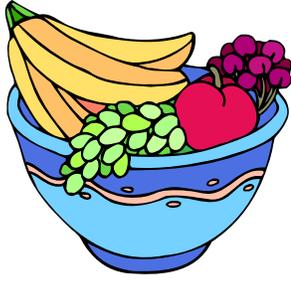
### VEGGIES

**P** \_\_\_\_\_  
**H** \_\_\_\_\_  
**Y** \_\_\_\_\_  
**T** \_\_\_\_\_  
**O** \_\_\_\_\_  
**C** \_\_\_\_\_  
**H** \_\_\_\_\_  
**E** \_\_\_\_\_  
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### Fruit and Veggie Trivia:

- 1.) How many different colors of peppers are there? Name the colors.
- 2.) What is the 3<sup>rd</sup> most popular fruit in American markets?
- 3.) What fruit grows in swampy bogs?
- 4.) What popular and nutritious vegetable is native to Afghanistan?



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### FRUITS

### VEGGIES

**P** \_\_\_\_\_  
**H** \_\_\_\_\_  
**Y** \_\_\_\_\_  
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**O** \_\_\_\_\_  
**C** \_\_\_\_\_  
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### Fruit and Veggie Trivia:

- 1.) How many different colors of peppers are there? Name the colors. **5: red, green, yellow, orange, and purple**
- 2.) What is the 3<sup>rd</sup> most popular fruit in American markets? **Bananas; with the exception of a small crop in Hawaii, the United States' entire supply is imported**
- 3.) What fruit grows in swampy bogs? **Cranberries**
- 4.) What popular and nutritious vegetable is native to Afghanistan? **Carrots**

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# Creamy Veggie Dip

You may run out of vegetables when you serve this super simple dip!

Level: Easy

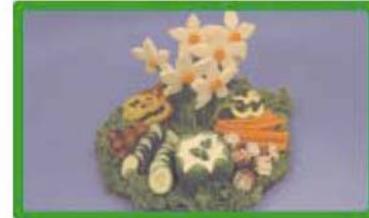
Serves 4

## Kids' Tool Kit

Measuring cups  
Mixing bowl  
Knife  
Rubber spatula  
Cutting board

## Ingredients:

1/2 cup low fat sour cream  
1/2 cup low fat ranch dressing  
Pepper to taste



## Directions:

**Remember to wash your hands!**

1. In a small bowl combine sour cream and ranch dressing. Add pepper to taste.

## Chef's Choice

Creamy Veggie Dip  
Milk  
Veggie sticks



**Helpful Hints:** A simple dip may be all it takes to sell kids on vegetables. This tasty, low fat dip is easy and so flavorful the whole family will reach for veggies to dip.



**Safety Tip:** Young children naturally take a bite of food, and re-dip into sauce or dip. To prevent from mixing germs into the dip, be sure everyone has their own serving of dip separate from the serving bowl. Leftovers (that haven't been dipped in) can be covered and stored for up to three days in the refrigerator.

Nutrition Facts	
Serving Size 1/4 cup (66g)	
Servings Per Container 4	
Amount Per Serving	
Calories 100	Calories from Fat 35
% Daily Value*	
<b>Total Fat</b> 4g	<b>6%</b>
Saturated Fat 2.5g	<b>12%</b>
<b>Cholesterol</b> 15mg	<b>5%</b>
<b>Sodium</b> 370mg	<b>16%</b>
<b>Total Carbohydrate</b> 13g	<b>4%</b>
Dietary Fiber 0g	<b>0%</b>
Sugars 4g	
<b>Protein</b> 2g	
Vitamin A 6%	Vitamin C 0%
Calcium 6%	Iron 0%
*Percent Daily Values are based on a diet of 2,000 calories. Your daily values may be higher or lower depending on your calorie needs.	
	Calories: 2,000 2,500
Total Fat	Less than 65g 80g
Saturated Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g
Calories per gram:	
Fat 9 • Carbohydrate 4 • Protein 4	

For more information about this and other fun recipes: contact your county extension office or visit the Web site at [www.kidsacookin.ksu.edu](http://www.kidsacookin.ksu.edu), or e-mail [kidsacookin@ksu.edu](mailto:kidsacookin@ksu.edu).

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# Tropical Fruit Dip

A tasty treat that's cool and creamy!



Level: Easy

Serves: 6 - 1/2 cup servings

**Ingredients:**

- 2 cups fat-free sour cream
- 1 cup fruit-flavored yogurt
- 4 tablespoons (about 1/2 of 3.5 ounce package) vanilla instant pudding



**Kids' Tool Kit**  
 Medium mixing bowl  
 Measuring spoons  
 Measuring cup  
 Rubber spatula

**Directions:**



**Remember to wash your hands!**

1. Combine sour cream, yogurt and dry pudding in medium mixing bowl.
2. Mix well and chill.

**Chef's Choice**  
 Tropical Fruit Dip  
 Variety of fruit -  
 canned and fresh  
 Thin pretzel sticks



**Helpful Hints:** Fruit dip might encourage children to try a variety of available fruit - some seasonal, some unusual, some favorites. Fruit is packed with good-for-you nutrients and fiber, so it's important to eat two to four servings every day. Try slices of kiwi, grapes cut in half and whole strawberries for variety and color. To keep bananas and apples from turning brown after cutting, try dipping cut pieces in pineapple or orange juice before serving. If your favorite fresh fruit is not in season, buy canned fruit, which is less expensive. Enjoy fruit and dip as a snack or dessert often. By varying flavors of ingredients, you'll discover new favorites.



**Safety Tip:** Serve this dip with a variety of fresh or canned fruit. Kids can use a thin pretzel stick to "spear" their favorite fruit before dipping! Pretzels are much safer than toothpicks, which could cause choking in younger children.

Nutrition Facts	
Serving Size 1/2 cup (131g)	
Servings Per Container 6	
Amount Per Serving	
<b>Calories 150</b>	Calories from Fat 15
% Daily Value*	
<b>Total Fat</b> 1.5g	2%
Saturated Fat 1g	5%
<b>Cholesterol</b> 10mg	3%
<b>Sodium</b> 200mg	8%
<b>Total Carbohydrate</b> 28g	9%
Dietary Fiber 0g	0%
Sugars 19g	
<b>Protein</b> 6g	
Vitamin A 10%	Vitamin C 2%
Calcium 15%	Iron 0%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.	
	Calories: 2,000 2,500
Total Fat	Less than 65g 80g
Saturated Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g
Calories per gram:	
Fat 9 • Carbohydrate 4 • Protein 4	

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