

**Title:** Healthy Habits for Life—Fruits and Vegetables Lesson Plan for Children

**Target Audience:** Children two years of age and older and their caregivers

**Objectives:**

1. The children will identify the difference between anytime foods and sometime foods.
2. The children will be able to name some different fruits and vegetables.
3. The children will state they should eat at least five servings of fruits and vegetables every day.
4. The caregiver will describe how children can be included in shopping and food preparation.
5. The caregiver will state at least 2 reasons why family meal times are important.
6. The caregiver will identify the importance of being a role model for their children.
7. The caregiver will list 2 or more ways to include fruits and vegetables in their children's meals and snacks.

**Teaching Materials Needed, Including Handouts:**

1. Multiple copies of *The Get Healthy Now Show* book and DVD, so that one book with DVD can be given to each family attending the training.
2. Multiple color copies of three handouts: *Vegetable Names*, *Draw a circle around the fruit*, *Eat a Rainbow Every Day*. Make enough copies so that each child receives the 2 children's handouts and adults have the *Eat a Rainbow Every Day* handout.
3. Pencils and pens
4. Copies of the evaluation
5. Optional: DVD player and TV.
6. Optional: ingredients for all of the children to make the snack from the *C is for Cooking Sesame Street Cookbook*, page 24, Banana and Berry Delicious Toast. Remember to include plastic forks, knives and throw away plates.

**Advance Preparation Needed:**

1. Count out and set aside the necessary number of *The Get Healthy Now Show* book and DVD.
2. Make the necessary copies of the handouts. To make the color copies, download the three handouts from the WIC Website, then print on a color copier, if possible. Make black and white copies of the evaluation.
3. Have pencils and pens available.
4. Optional: set up the DVD player and TV in the room where the class will be held.
5. Optional, if making the snack: read the recipe from page 24 of the *C is for Cooking Sesame Street Cookbook*, Banana and Berry Delicious Toast. Purchase the necessary ingredients and supplies needed for the number of children attending

**Class Outline and Methods:**

1. Explain to the children and caregivers how the lesson will be organized. If one adult leader will be giving the whole lesson, explain that the children will listen to their part, and then while they do some writing activities, the leader will give some more detailed information about the

subject to the caregivers. Give a brief explanation of the topic. If two adult leaders will be giving the lesson, explain that the children will go with one leader for their part and the caregivers will stay with the other leader for some information for caregivers.

2. Have the children sit in a circle with the leader. Ask the children if they know what a fruit is – discuss some fruit examples. Ask the children if they know what a vegetable is – discuss some vegetable examples. (Option: if you have any plastic fruits/vegetables or fruit/vegetable pictures, discuss those too.) Show the children the book, *The Get Healthy Now Show* and flip to page 5. Either read the song as a poem *Fruit-n-Veggie Five*, or play it on the DVD player. Then discuss the different fruits and vegetables mentioned in the song. Reinforce that the song states they should try for 5 fruits and vegetables every day. Ask the children to share some fruits and vegetables that they have tried and the color of each one.
3. Turn to page 8 in *The Get Healthy Now Show*. Play this part on the DVD or read this page, regarding sometime and anytime foods. Share several examples of sometime and anytime foods, having the children name some. Include WIC foods such as milk, cheese, peanut butter, fruits and vegetables.
4. Show two different handouts to the children: *Vegetable Names*, and *Draw a circle around the Fruit*. Review the directions for both handouts. If only one adult is leading the class, ask the children to work on their worksheets, while you talk to the caregivers.
5. While the children are working, discuss with the caregivers the importance of eating fruits and vegetables.
  - a. Emphasize the health benefits and convenience of fruits and vegetables
  - b. Encourage caregivers to read the book and watch the DVD, *The Get Healthy Now Show* with their children.
  - c. Review briefly the concepts of sometime foods and anytime foods so they can reinforce these with their children.
  - d. Stress that children benefit from family meal times, where the entire family eat a meal together. Ask if they can name some benefits of family meal time. Possible answers: teach manners, encourage conversation skills, time to hear about “their day,” motor skills in passing and serving foods, etc.
  - e. Ask how they involve their children in grocery shopping and food preparation. Some ways they might involve the children, “shall we buy this fruit or this fruit?” Children can help rinse fruits and vegetables, tear lettuce and greens, cut softer fruits and vegetables with a plastic knife, etc.
  - f. Ask caregivers to share with the group a fruit or vegetable that their family is not familiar with that they could try. (Ex: kiwi, mango, asparagus, spinach, beets, etc.)
  - g. Share the handout, *Eat a Rainbow Every Day*, ask caregivers to fill out the fruits and vegetables their family eats for one week. Encourage them to have the children help.
  - h. Reinforce that they are the role models for their children – if eat fruits and vegetables regularly, their children will learn to do so.
6. Optional: Have the children (with caregiver help, if needed) make the snack on page 24 in the *C is for Cooking Sesame Street Cookbook*, Banana and Berry Delicious Toast.
7. The delegated WIC staff person should ask the client if they have any questions. If yes, refer them to the staff person that can answer their questions.
8. The delegated WIC staff person should ask the client, “What is one thing you will try to do, based upon what you learned today?”
9. Upon completion of the lesson, a designated WIC staff person should record completion in the client’s KWIC record. If possible, the client’s goal can also be entered into KWIC.

**Interactive Component:**

The client or caregiver will interact with the WIC staff as specified in the Class Outline and Methods section. One or more interactive activities will be used in this lesson from the Optional Activities above.

**Behavior Change Goal:**

The designated staff person will assist the client/caregiver to set a goal based upon the class as outlined in the Methods section above.

**Procedure for Clients to Ask Questions of Trained WIC Staff:**

The designated WIC staff person will either answer the questions or guide the client to the staff person qualified to answer a question posed by the client/caregiver.

**Evaluation:**

The evaluation will consist of interacting with the WIC staff as outlined in the Class Outline and Methods section above.

**Comments/Other:**

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**Lesson Plan Approved By:**

**Date:**