



## Teen Lesson

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### Goal

Pre-teens and teenagers will understand the importance of increasing fruit and vegetable consumption.

### Objectives

1. Students will be able to identify two health benefits to consuming more fruits and vegetables.
2. Students will be able to identify their recommended intake of fruits and vegetables based on their age, sex, and activity level.
3. Students will be able to list three influences over their personal food choices.
4. Students will be able to promote fruit and vegetable intake to their peers.



### Background Information

As the teacher of this material, consider reviewing some background information on the role fruits and vegetables play in disease prevention and health promotion. The Dietary Guidelines for Americans and Research Studies sections of this resource manual may be helpful. The general focus is on getting more fruits and vegetables in everyone's diet. Many young adults are not consuming enough fruits and vegetable to prevent diet-related diseases.

The activities that follow practice some of the skills necessary for students to become health literate adults. Please consider reviewing the revised National Health Education Standards at [http://www.aahperd.org/aahe/pdf\\_files/standards.pdf](http://www.aahperd.org/aahe/pdf_files/standards.pdf).

### Activity 1: How Many Fruits and Vegetables Do I Need?

#### Materials needed

- MyPyramid Daily Calorie Levels handout.
- MyPyramid Food Intake Patterns handout.
- MyPyramid Daily Worksheet handout.

(These handouts are available beginning on page 72 of this Resource Manual.)

#### Discussion

Eating a variety of fruits and vegetables every day is healthy for you. They provide vitamins and minerals essential to protect your health. Specifically, fruits and vegetables provide us with vitamins A, C, and folate, as well as minerals such as potassium, magnesium, and calcium. It is helpful to select a variety of colors, as each color tends to provide different and important nutrients. The more colors you eat daily, the better. In addition to providing us with vital nutrients, fruits and vegetables can protect us from health problems that often develop later in life. An increase in fruits and vegetables is associated with a reduced risk of chronic diseases like some cancers, heart disease, and diabetes.

Daily recommendations for fruits and vegetables depends on calorie needs. Calorie needs vary based on age, sex, and activity level. Pass out the "MyPyramid Daily Calorie Levels" handout to students so they can determine their individual calorie needs. Next, provide students with "MyPyramid Food Intake Patterns" handout and assist students in determining the amount of fruits and vegetables they should eat based on calorie needs.

Lastly, have students complete the "MyPyramid Daily Worksheet" handout based on the food and drink they consumed yesterday.

## Teen Lesson (continued)

### Activity 2: Increasing Fruits and Vegetables

#### Materials needed

- Fruit & Veggie Frenzy handout.
- Results from MyPyramid Daily Worksheet handout.
- MyPyramid Food Intake Patterns handout.

(These handouts are available beginning on page 73 of this Resource Manual.)

#### Discussion

Today's lesson will focus on students discovering ways to meet their recommended daily amounts of fruits and vegetables. Have students take out the "MyPyramid Daily Worksheet" handout, "My Pyramid Food Intake Patterns" handout, and pass out the "Fruit and Veggie Frenzy" handout. Assist students in completing this handout. Have a class discussion on the results.

### Activity 3: Who Influences My Fruit and Vegetable Intake?

#### Materials needed

- Paper—1 sheet per student.

#### Discussion

There are many influences over decisions we make in our lives. Who influences the decisions you make? Think about the last time you went shopping for food at the grocery store. Did you want the foods you saw advertised on TV? What else might influence your decisions about the food you eat? Some other examples of influences might be your peers, family, culture, and the media.

Using the piece of paper provided, list three influences over your personal food choices. Are any of these influences negatively affecting your fruit and vegetable intake? For example, does a friend always try to convince you to eat cookies together as a snack? Is there anything you can do to change this negative influence into a positive one? Write about one of your negative influences and decide how it can be changed.

### Activity 4: Write Your Own Fruit and Veggie Song or Rap

#### Materials needed

- Paper.

#### Discussion

Break the class into groups for this activity.

To make up your own fruit and veggie songs, follow these steps:

1. Select a familiar tune or decide to do a rap. Examples of familiar tunes might include: Jingle Bells; This Old Man; Twinkle, Twinkle Little Star; or Row, Row, Row Your Boat.
2. Write a simple objective, then make this objective into a simple first line, last line, or chorus of the song.
3. Outline a simple story stemming from your objective. List some key words from the story. Then build song verses around these words. As you write each verse, have your story unfold.
4. You can also add arm movements, foot movements, and/or dance steps, to "act out" the story.
5. You can also make your story into a rhyme, chant, or cheer.

Have groups present their songs or raps.

## Teen Lesson (continued)

### Activity 5: Fruit and Veggie Tasting Activity

#### Materials needed

- Fruits.
- Vegetables.
- Prepping utensils for produce.

#### Discussion

Tasting parties are a wonderful way to introduce new foods to adults and children. Consider hosting a Fruit and Veggie Tasting Party. Following are some suggested themes:

1. **Traditional Tasting Party:** Cut up different fruits and vegetables. Have students describe and compare tastes. Then make a fruit salad and vegetable salad. Eat the salads.
2. **Salad Contest:** Divide into teams. One team makes a Fruit Salad from five fruits. The other team makes a Vegetable Salad from five vegetables. The class judges them for first place, second place, third place, etc. and/or for special characteristics of the salad such as "most colorful," "most creative," "most variety," etc. Then everyone eats the salads.
3. **International Fruit and Vegetable Party:** Have a tasting party with fruits and vegetables representing different ethnic or foreign preferences.
4. **Harvest Festival:** Have a celebration featuring fresh fruits and vegetables. Students dress up as farmers, and then sample the produce.



#### References

- Joint Committee on National Health Education Standards. National Health Education Standards: Achieving Excellence. American Cancer Society, 2007.
- Manahan L and Manahan M. Join the Fruit & Vegetable Party Activity Book. "Fruit & Vegetable Tasting Activities," p. 27, Yummy Designs, 2000.
- Manahan L and Manahan M. Join the Fruit & Vegetable Party Activity Book. "Write Your Own F & V Songs" p. 38, Yummy Designs, 2000.
- Richards A, Kattelmann KK, and Ren C. Motivating 18-24 Year-Olds to Increase Their Fruit and Vegetable Consumption. J Am Diet Assoc. 2006;106:1405-1411.
- Van Duyn MAS and Pivonka E. Overview of the health benefits of fruit and vegetable consumption for the dietetics professional: Selected literature. J Am Diet Assoc. 2000;100:1511-1521.

## Teen Lesson (continued)

### Sunshine State Standards

	Grades 6-8	Grades 9-12
Health Education	HE.A.1.3	HE.A.1.4
Health Education	HE.B.2.3	HE.B.2.4
Health Education	HE.C.1.3	HE.C.1.4
Health Education	HE.C.2.3	HE.C.2.4
Language Arts	LA.A.1.3	LA.A.1.4
Language Arts	LA.A.2.3	LA.A.2.4
Language Arts	LA.B.1.3	LA.B.1.4
Language Arts	LA.B.2.3	LA.B.2.4
Language Arts	LA.C.2.3	LA.C.2.4
Mathematics	MA.A.1.3	MA.A.1.4
Science	SC.F.1.3	SC.F.1.4
Physical Education	PE.A.1.3	PE.A.1.4
Dance	DA.A.1.3	DA.A.1.4
Music	MU.B.1.3	MU.B.1.4