

LESSON PLAN - Youth

Educator Name: _____

Date: _____

Name of Lesson: **High Five for Health (Fruits & Vegetables)**

Review Last Lesson/ Ask Open-Ended Questions: *Ask Youth what they have been doing differently since the last time you met.*

Who remember what we did last week?

Objectives: *What do you want your participants to know by the end of this lesson?*

Youths will identify a variety of fruits and vegetables based on their physical characteristics.

Youths will understand that it's important to wash all fruits and vegetables carefully before eating or using them.

Youths will learn about a good warm-up and proper cool- down stretches

Youths will discover that eating fruits and vegetables helps to keep them healthy

ANCHOR: *Anchor the topic in your youth' lives first. Tap into their experiences and what they already know. Relate it to the topic you are about to teach.*

What are some of your favorite Fruits & Vegetables?

ADD: *Add the information, content or skills related to the lesson. This is the time when you, the educator, do a short amount of talking/demonstrating what you want your learners to know.*

▲ *Display the children Food Guide Pyramid poster in your meeting space where the children can easily see it.*

Youths will take out slips from Hat/Bag with words like:

▲ *Write words that describe fruits and vegetables from the following list on the slips of paper or index card. Put the word slips/ index card in the hat or small box.*

- | | | | |
|----------|-----------|---------|----------|
| ▪ Red | ▪ White | ▪ Round | ▪ Smooth |
| ▪ Green | ▪ Orange | ▪ Hard | ▪ Sour |
| ▪ Yellow | ▪ Crunchy | ▪ Bumpy | ▪ Sweet |
| ▪ Blue | ▪ Juicy | ▪ Fuzzy | ▪ Chewy |

- Explain to them that fruits and vegetables come in many colors, textures and tastes. Tell them that they're going to play a game called "**Famous Fruits and Various Vegetables**".
- Ask them to take turns coming to the front of the room and drawing a slip of paper with a descriptive word on it from the hat or box. After, have them return to their seats.
- Tell them when you call out a word such as **red, or juicy**, the person with the matching paper can stand up and name a fruit or vegetable that the word describes. If the person has trouble thinking of an appropriate fruit or vegetable, ask the other group members for suggestions.

APPLY: Allow the youths to apply what they just learned through learning tasks – have them work in pairs or small groups to DO something together.

● **Ask children Where fruits and vegetables grow? (On trees, on Plants, in the ground.)**

-Explain that since fruits & vegetables grow outdoors and on or in the ground, they may have dirt and dust on them after they're harvested. It's important to wash fruits and vegetables before eating them to remove the dirt and dust. Also, many people such as farmers, grocery store employees and shoppers may touch the fruits and vegetables before we eat them.

-Explain to the group that plain water is best for washing fruits and vegetables. If the group's snack for the day includes fresh fruits or vegetables, use those fruits and vegetables to demonstrate how to wash produce (use a vegetable brush)

□ Wash your hands and remind the children that it's important for them to wash their hands before they prepare and eat their meals and snacks.

Food Activity: Fruity Cabbage Salad or Crunchy Bananas

Physical Activity: Walking in place/ Do some jiff kangaroo says stretch & cool down

AWAY: Allow participants to think about what they will do with the information they learned today. Ask open-ended questions and allow them to reflect on what they will DO with the information.

Why is it important to wash fruits and vegetables before eating them?

What did you learn about fruits and vegetables in doing the famous fruits & various vegetables activity?

Successes experienced by this group or a participant so far...

Name of next lesson and Reminders:

Moooving & Motion (Meat & Milk groups)

Children Pyramid posters

Name tags

Cornell Logo

Measuring spoons/cups

Always Remember...

Voice By Choice – Learners will not be called on to speak in front of the whole group.

One, Two, Three, Four Five – Wait five seconds for responses before moving on.

Inclusion – Make sure everyone feels welcome and accepted in the group, knows what is happening, and has the opportunity to be heard.

Consideration – Start on time, end on time and come back from breaks in a timely fashion.

Encouragement – Be supportive and always recognize learners for their contributions by thanking them.