Objectives

Upon completion of Lesson 4, youth will:

1. State why it is important to eat foods from the Fruits Group.
2. Describe one way to include more fruit in breakfast.
3. Identify healthier fruit choices based on the amount of added sugar.
4. Describe the best way to clean and store fruits.

Materials Needed

- Display board
- Visual packet for Grade 4, Lesson 4 (4:4)
- In-class handout 4:4G, “An Apple a Day” (Lesson/Activity 6)
- Optional — measuring cups and food models (Lesson/Activity 7)
- In-class handout 4:4I, “Name Game” (Lesson/Activity 9)
- Snack supplies (Lesson/Activity 12)
- Copies of recipes (Lesson/Activity 12)
- Copies of take-home handout, “Parent Letter, Lesson 4”
- MyPlate Poster

Evaluation Questions Addressed in this Lesson:

- #2 I eat fruit...
- #3 I choose healthy snacks...
- #11 How sure are you that you can ask someone in your family to buy your favorite fruit or vegetable?
- #13 How sure are you that you can ask someone in your family to have fruits and fruit juices in a place (refrigerator or bowl) where you can reach them?
1. Interest Approach
Illustrated talk: Use Visual 4:4A to remind youth that Professor Popcorn is their guide as they explore the parts of MyPlate.
Use Visual 4:4B and review major concepts by asking questions such as:
*What are the food groups in MyPlate?*
*Did you try any new vegetables?*
*Did you think about how your vegetables were prepared?*
*Did you try any physical activity?*
Introduce today’s topic – eating a variety of fruits.
Ask the youth to name some of their favorite fruits.
Highlight those that might be more unusual.

2. Nature’s Candy
Illustrated talk: Use Visual 4:4C and discuss why fruit is also known as nature’s candy. (It’s sweet but healthy.)

3. What’s So Great about Fruit?
Illustrated talk: Use Visual 4:4D to remind the students of the benefits of fruits – why they keep us healthy.

4. Variety of Fruit
Illustrated talk: Use Visual 4:4E. Divide into groups. Ask each group to come up with three fruits that students in that group regularly eat. Then each group should describe the characteristics of those fruits – color, texture, etc.
Next, each group is to come up with three fruits they would like to try. Show fruits in Visuals 4:4E as they are mentioned or to give ideas if not mentioned.
Ask, “Why did you choose the fruits you did?
Were any colors, textures, etc., surprising?
Did the outside give you an idea what the inside would taste like?”

### 5. Healthy Choices

**Review** how to know if foods are a healthy choice or not. **Ask** everyone to stand. If they think a food is low in fat and sugar, **ask them to crouch down.** If they think a food is high in fat and sugar, **ask them to stand** and stretch their arms above their heads. **Use examples** from grains and vegetables, such as whole grain cereal vs. cereal with added sugar, bread vs. doughnut, potato vs. French fries, etc.

**How do you think this might apply to the Fruits Group?**
Fruits with added sugars are not the healthiest choice or are a “sometimes” food. These foods are OK to eat once in awhile, but not every day.

### 6. Form of Fruit and Preparation

Professor Popcorn (**Visual 4:4F**) is exploring in more depth how what we add to fruit affects its calories and where it fits on MyPlate. Remember, when we add fat or sugar to basic foods, we are adding more calories. It is important to not eat more calories than we need.

**Distribute in-class handout 4:4G.**
Let’s see how we can enjoy a fruit most of us like and how preparation can add extra sugar and calories. **Explain** the graph and **discuss** how preparation methods (frying vs. fresh) influence the number of calories.

**Activity: Divide** the youth into groups. Have them answer the questions on the handout. Ask follow-up questions such as:

**What might be other examples of fruits that have sugar and calories added to them during processing or preparation?**
(Some examples may be: canned fruits in syrup, juice drinks, adding whipped cream or topping to fruit.)

**ANSWER KEY:**
One average apple has **58 calories.**
A fast-food apple pie slice has **260 calories.**
What is the difference between the two? **202 calories**
Which form of apple has the fewest calories? **Fresh**
Which form of apple has the most calories? **Apple pie**
Why do you think the apple pie has more calories? **Varies – crust, sugar**
Lesson/Activity

7. How Much Should I Eat from the Fruits Group Daily?
Illustrated talk: Use Visual 4:4H to remind youth that MyPlate recommends that fourth-graders eat 1½ cups of Fruits Group foods daily.
Discuss half-cup equivalents for fruits. Notice that amounts change with the type of fruit.
Optional: Have ¼-cup and ½-cup measures and food models to show the sizes.
Ask for examples of ways to get 1½ cups of fruits daily.

An easy way for us to eat enough fruits each day is to make half of our plate, or the foods we are eating at a meal fruits and vegetables just like MyPlate shows.

Fruits also make great snacks. Ask your parents to buy your favorite fruits to have as snacks. Keeping a bowl of fruit where you can reach it will help you eat more fruit. Also try keeping fruit slice in the refrigerator and ready to eat.

8. Fruit and Breakfast on the Go
Ask the students to brainstorm fruits that can be eaten on the go for breakfast. Emphasize that it is more important to eat something than nothing!
If time permits, break into small groups. Then have groups share their ideas.

9. Physical Activity – Name Game
Divide the youth into groups of three or four. Give each group a “Name Game” Activity Sheet. (Handout 4:4I)
Each youth will spell out their first name by doing the activities. If there is time, they can spell out other words, perhaps types of fruits. The larger group can try to guess what word is being spelled out.

10. Food Safety Activity
Professor Popcorn knows that fresh fruits need to be cleaned before we eat them as a snack.

Do you remember that “clean” is one of the four Fight BAC! Rules? What are the other three?
(Separate, cook, and chill.) (Show Visual 4:4J.)

Look at the ingredients in the recipes for this lesson. How would you be sure each fruit is cleaned properly?

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Materials Needed

4:4H – How Much?
½ cup canned fruit
A fist-sized fruit
Half of a large fruit
½ cup grapes
¼ cup raisins
½ c. juice
¼ c. measure
½ c. measure
Measuring cups and food models (optional)

4:4I – In-class handout
Name Game

4:4J – Fight BAC! Rules
Clean    Separate
Cook    Chill

Lesson/Activity

11. Let’s Review
Ask the youth to answer these questions:
Why is it important to eat foods from the Fruits Group?
What is one way to include more fruit in your breakfast?
What are healthier fruit choices?

12. Snack
Almost the Pyramid Parfait
Fruit Salad
Fruit Kabobs

13. Take Home
Parent Letter, Lesson 4

Materials Needed

Fruit Recipes

Take-home handouts
Parent Letter, Lesson 4


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