

# wellness activity guide

Unit 1: Nutrition

ages

5-9

**Oregon ASK**  
Afterschool & Summer for Kids Network



# Unit 1: Nutrition

Ages 5–9

## TASTE TEST

### ACTIVITY DESCRIPTION:

Kids will taste two different vegetables twice, then fill out a sheet on the sensory qualities of it, draw a picture and discuss which one they like more and why.

### SUPPLIES:

- Internet Access
- Assortment of different vegetables that can be eaten raw
- Cutting board
- Child safe knife for preparation by adults,
- Crayons or colored pencils,
- Sensory quality sheet (provided)

### STEPS:

1. Before starting, ask the kids what they think a vegetable tastes like. Provide some vocabulary to them like sweet, sour, bitter, savory, etc. When everyone has had time to answer, ask them to describe they believe it'll taste a certain way.
2. Then children will pick two vegetables to try, keeping in mind the quality sheet
3. They will try each vegetable twice, while filling out the sensory quality sheet.
4. They will fill out a sheet on the sensory qualities for each vegetable (how it looks, how it feels, how it smells, how it tastes, how much I like it
5. Draw a cartoon of each vegetable with thought bubbles of what they would say to each other.
6. Finally, they will write a paragraph about which one they like more and why.

### HOW TO EXPAND:

- If at home, children may help prepare the vegetables to be eaten under adult supervision.
- Do an internet search of each vegetable and find out where it comes from, and a recipe for it that sounds good to you.
- Find two interesting facts about each vegetable.
- Try to locate each one at a grocery store near you.
- Watch [this video](#) about green veggies
  - Which green veggies look good to you? Do you remember 2 reasons from the video that they are good for you?

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## **ADAPTATIONS/GOING VIRTUAL:**

If at home, children can choose a vegetable they have available to them at home, or choose two they would like to try that adults could provide to them. Additionally if at home, only 2 vegetables are necessary. If this is unavailable, an internet search could be done looking up the sensory qualities of each.

## **DISCUSSION QUESTIONS:**

1. How do you feel about vegetables? Do you like them or dislike them; why or why not?
2. What was your favorite vegetable and why?
3. If you were to eat a vegetable uncooked versus cooked, what would be the difference?

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## SENSORY QUALITY SHEET:

### Round 1

Vegetable Name	How it Looks	How it Feels	How it Smells	How it Tastes	How Much I Like It

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## Round 2

Vegetable Name	How it Looks	How it Feels	How it Smells	How it Tastes	How Much I Like It

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## FRUIT AND VEGGIE RAINBOW

### ACTIVITY DESCRIPTION:

Fill in a rainbow with fruit and vegetables and draw them with the right colors, learning what each color does.

Red: good for your heart <sup>(1)</sup>

Orange/Yellow: healthy eyes, helps protect your skin <sup>(2)</sup>

Green: good for your bones, good for your digestion <sup>(3,4)</sup>

Blue/Purple: good for your brain, good for your heart <sup>(5,6)</sup>

Did you know? Eating a variety of fruits and vegetables overall gives you plenty of fiber, vitamins and minerals which are very important for your health. These all help protect against cancer, diabetes, obesity, and inflammation. <sup>(7)</sup>

### SUPPLIES:

- Crayons or colored pencils
- Worksheet (provided)

### STEPS:

1. Use crayons or colored pencils to fill in a rainbow. Next to (or in!) the rainbow, add at least 3 fruits and veggies for each color
2. Circle ones you eat regularly at home (at least once per week)
3. Read the facts about each color and answer the worksheet questions:
  - a. Which colors do you eat the most – what is one reason these are good for you? What foods from this color do you eat?
  - b. Which colors do you eat the least – why are these important? What foods could you eat more of with this color?
4. Display art and look at what others drew. Find 3 foods you did not include in your rainbow.

### HOW TO EXPAND:

- Look up a color not in the rainbow and find foods with this color. See if you can find some of the benefits of this color using this website:
- You can do a read aloud with your kids on books like, [“Why Should I Eat Well”](#) and [“The Boy Who Loved Broccoli”](#)

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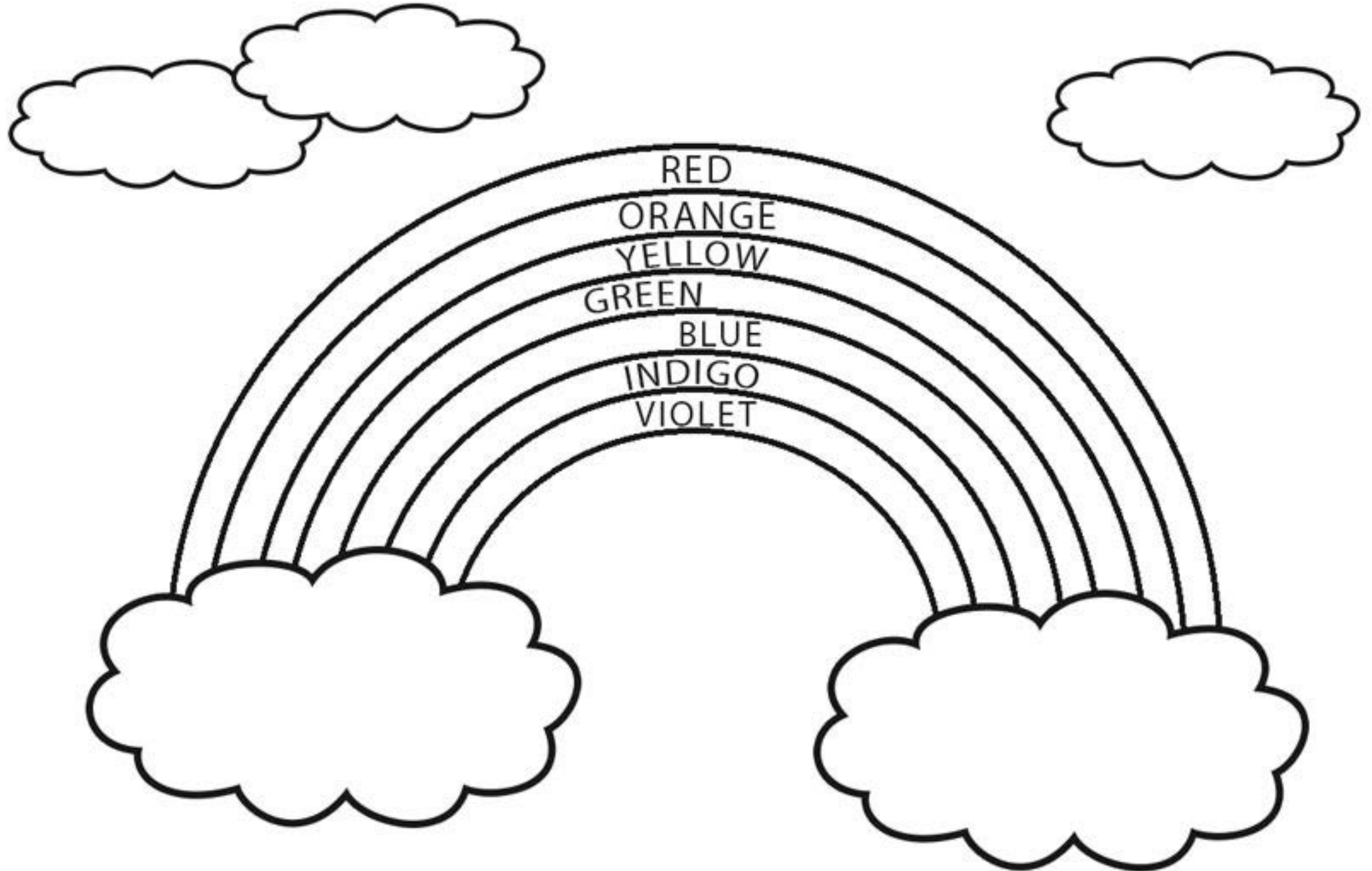
## **ADAPTATIONS/GOING VIRTUAL:**

If at home, children can take a picture of their drawing to share with others, or hang it up on the fridge. Instead of looking at peers' pictures, they can do an internet search for more ideas afterwards to add 3 they did not include.

## **DISCUSSION QUESTIONS:**

1. Why are different colors important?
2. Did everyone seem to have more fruits or more vegetables in their rainbow? Why do you think this happened?
3. What color was the hardest to make the rainbow for?

# RAINBOW





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## PROCESSED FOOD ACTIVITY

**ACTIVITY DESCRIPTION:** Learn the difference between processed food and whole food. Look at a selection of foods and sort them into processed and not processed. Before starting the activity ask kids what they think a whole food is and what processed means to them.

Did you know? Processed foods often have less nutritional value than whole foods and therefore can put kids at a higher risk of obesity and other health issues <sup>(1)</sup>.

### SUPPLIES:

- Pen or pencil

### STEPS:

1. Read the definitions of processed food and whole food provided.
2. Ask kids to name foods they have had that they believe to be “processed” and “unprocessed” and ask them what makes them think so.
3. Sort 10 foods in your house (or foods provided to you) “processed” and “unprocessed” categories
4. Write down foods you eat often – determine whether these are mostly processed or not processed foods
5. Come up with a list of 3 unprocessed foods you enjoy and could eat as a snack – draw them in the space provided.

### HOW TO EXPAND:

- Think of foods you eat every day – can you think of one processed food and one not processed food?
- Ask a friend in the room what their favorite foods are – are these foods processed or not processed? Give them a suggestion for a not processed food you like eating.
- Think of or find a processed food and a not processed food in your house and draw a picture of each one
- At your nearby grocery store do you see mostly processed or unprocessed foods?

### ADAPTATIONS/GOING VIRTUAL:

Can be done virtually – instead of expanding by asking a friend, children can ask siblings or parents.

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## **DISCUSSION QUESTIONS:**

1. Why is it important to eat unprocessed foods?
2. What type of food do you see most often in your home?
3. What unprocessed foods do you like most?

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## BLIND TASTE TEST

**ACTIVITY DESCRIPTION:** Children will try a series of raw vegetables blindfolded and write down their observations after each try.

Repeated taste testing may increase children’s liking of vegetables and willingness to try foods. <sup>(1,2)</sup>

### SUPPLIES:

- Assortment of different vegetables that can be eaten raw, if at home only 2 necessary.
- Cutting board
- Child safe knife for preparation by adults
- Pen or pencil.

### STEPS:

1. Have adult prepare 3-4 vegetables that can be eaten raw into bite size pieces – 3 pieces per vegetable (make sure the children do not see them)
2. Have kids look at the activity sheet they will fill out
3. Have kids put on a blindfold and try one vegetable, then fill out the activity sheet
4. Repeat step 3 with each vegetable two more times (3 times per vegetable)
5. At the end, reveal the vegetables, then compare the activity sheets
6. Write down any differences you notice – if at all. Discuss why you think anything changed or did not change.

### HOW TO EXPAND:

- Vegetable guessing game: watch [the video](#) and guess the name of the vegetables as they are being drawn before time runs out.
- Try to think of a vegetable you did not try during this activity, can you fill out the activity sheet? Is it harder?

### ADAPTATIONS/GOING VIRTUAL:

If at home, kids can do this with the help of a parent.

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## **DISCUSSION QUESTIONS:**

- What vegetable did you like the most? Why?
- What vegetable did you like the least? Why?
- How do you think the blindfold changed your experience trying the vegetables?
- Discuss as a group how it felt to try everything more than once

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## BLIND TASTE TEST SHEET:

### Trial 1

Vegetable	Texture (smooth, crunchy, etc.)	Taste (sweet, sour, etc.)	How much you like it
#1			
#2			
#3			
#4			

### Trial 2

Vegetable	Texture (smooth, crunchy, etc.)	Taste (sweet, sour, etc.)	How much you like it
#1			
#2			
#3			
#4			

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## Trial 3

Vegetable	Texture (smooth, crunchy, etc.)	Taste (sweet, sour, etc.)	How much you like it
#1			
#2			
#3			
#4			

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## WHO AM I?

**AGE GROUP:** 5–9

**ACTIVITY DESCRIPTION:** Use the clues to learn about healthy foods and fill in the blanks.

**SUPPLIES:**

- Crayons or colored pencils
- Worksheet (provided)

**STEPS:**

1. Use clues to match the words with the right descriptions
2. Draw pictures where appropriate

**HOW TO EXPAND:**

- Come up with your fill in the blank questions and then switch with someone next to you or give to a family member to complete and see if you can complete theirs


**ADAPTATIONS/GOING VIRTUAL:**

- This PDF can be filled out online

**DISCUSSION QUESTIONS:**

- What are two facts you remember from the activity sheet that you didn't know before?
- What were the easiest ones to fill in and what were the hardest?

## WHO AM I?

1. I'm red and have hundreds of tiny seeds, and am full of antioxidants, which help your body stay healthy. I am a \_\_\_\_\_
2. I'm orange and crunchy and I'm good for your eyes. Draw me 
3. I'm tasty for breakfast and have lots of fiber, which is good for your belly and keeps you full. You can put tasty things like brown sugar and nuts on me. I am \_\_\_\_\_
4. I'm made of milk and I'm good for your belly. I also have protein to make you strong. Usually you eat me with a spoon. I am \_\_\_\_\_
5. I'm a spread that you can put on toast, or fruit, or anything you'd like. I'm sweet and salty, delicious and healthy. You have to be careful with me though, because some people are very allergic to me. \_\_\_\_\_
6. Some people eat me, some people don't. I'm a good source of protein, which you need for strong muscles. But you can also replace me with tofu, beans, or other foods to get your protein. I am \_\_\_\_\_
7. You can get vitamin D from being in the sun but also from me, which makes your bones strong. I'm white and I look like a hat. I'm a very healthy food. I'm not a fruit or a vegetable. I am a \_\_\_\_\_



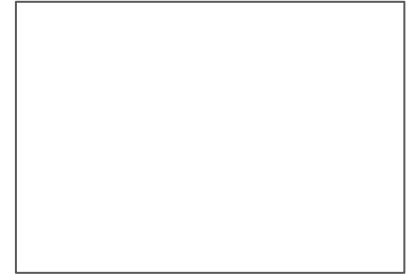
### Word Bank

Yogurt  
Bell peppers  
Mushroom  
Meat  
Peanut butter  
Banana  
Rice  
Milk  
Oatmeal  
Strawberry  
Carrot  
Tomato  
Eggs



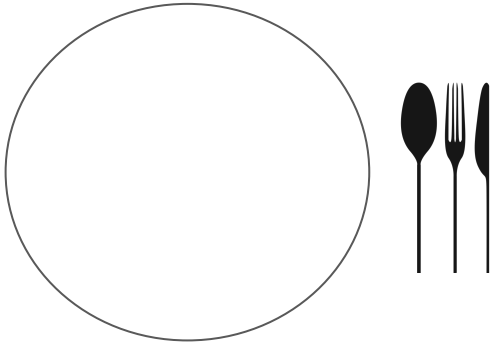
## WHO AM I?

8. I grow on a vine, I'm good for your heart and skin. You can slice me into salads or put me on a burger. Draw me in the space to the right



9. I'm made of milk and I'm good for your belly. I also have protein to make you strong. Usually you eat me with a spoon. I am \_\_\_\_\_

10. You can eat me for breakfast, I'm full of protein and vitamin D, these keep your muscles and bones strong. Hint: you have to crack me to eat me. Can you draw me as part of a delicious breakfast? What else is on your plate?



11. You can have me with cereal or by myself. I'm full of calcium which is good for your bones. I am \_\_\_\_\_

12. I'm a great snack before exercise. I am yellow and sweet and I'm good for your muscles. Draw me:



13. I have the same name as something spicy. I come in many colors and am delicious and healthy on my own or in salads. I am a \_\_\_\_\_

14. I'm a whole grain food that is eaten in many cultures. You can eat me white or brown. I give you lots of energy and you can eat me many different ways. I am \_\_\_\_\_

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## SERVING SIZES

**AGE GROUP:** 5–9

**ACTIVITY DESCRIPTION:** Learn about serving sizes and guess what the serving size is for different foods.

Nutrition Facts	
Serving Size 4 Pieces	
Amount Per Serving	
<b>Calories</b> 108	
<b>% Daily Values*</b>	
<b>Total Fat</b> 2.5g	<b>4%</b>
Saturated Fat 1g	<b>5%</b>
Trans Fat 0g	
<b>Cholesterol</b> 0mg	<b>0%</b>
<b>Sodium</b> 39mg	<b>2%</b>
<b>Total Carbohydrate</b> 25g	<b>8%</b>
Dietary Fiber 0g	<b>0%</b>
Sugars 0g	
Sugary Alcohol 21g	
<b>Protein</b> 0g	<b>0%</b>
* 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
Sat Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2400mg 2400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g

Did you know? Serving size is how much of a food to eat gives you the nutrition information on the back. For example, if you have a loaf of bread, the information on the label is for each serving, not the whole loaf. This can help give you an idea of what you are getting when you eat the food. The serving size is usually listed right at the top of the nutrition label.

### SUPPLIES:

- Poster
- Markers or crayons
- Pen or pencil
- 5–10 different food items with labels

### STEPS:

1. Look at 5–10 different food items provided – do not look at the label.
2. Draw a picture of each item on a poster and write your serving size guess below
3. Next, check the label to see how much the serving size is.
4. Write the actual serving size below your guess
5. Measure out the serving size; you may need the help of an adult

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6. Draw the serving size on the poster next to the picture of the whole item
7. How did your guess compare to the real serving size? Talk to your neighbor or family member about the difference between your guess and the reality when you are done.

## **HOW TO EXPAND:**

- See if you can guess about how many servings are in each item.
- Have a discussion about what this means and if you think you eat more or less than the serving size for these foods at home

## **ADAPTATIONS/GOING VIRTUAL:**

- Each item can be different foods found in their home if this is completed from home
- The activity can be completed with a family member who can help identify and measure serving sizes

## **DISCUSSION QUESTIONS:**

- How did your serving size guesses compare to the actual serving sizes?
- How many serving sizes of foods do you think you usually eat?
- What foods were harder to guess/easier to guess?

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## CUPBOARD CHEFS

**AGE GROUP:** 5–9

**ACTIVITY DESCRIPTION:** Time for kids to get creative. Have them create a snack with the ingredients in their kitchen (that doesn't require the stove or oven). Their snack has to include at least one vegetable or fruit. They can come up with their own recipes and share them with the other kids.

**SUPPLIES:**

- Assortment of fruits and vegetables and other snack items (like dips, nut butters - with care to allergies, hummus, yogurt, etc.)
- Writing utensils and paper

**STEPS:**

1. For the first 5 minutes, make a list of all the possible snacks you can come up with that include at least one fruit or vegetable - think of as many combinations as possible that sound good to you
2. Next, using an assortment of different foods provided (ideas: a variety of fruits and vegetables, hummus, nut butters - with care to allergies, yogurt, etc.) see how many snacks you can make using your list as a guide
3. Next do a taste test! Which are your favorites? Try your friends' snacks as well and see which ones you like best.

**HOW TO EXPAND:**

- If you would like to explore more healthy snack ideas with your kids click [here](#).
- Come up with a list of ingredients you would need to make more of the snacks from your list

**ADAPTATIONS/GOING VIRTUAL:**

This activity can be done with ingredients from home; instead of sharing the snacks with the class they can be shared with family members

**DISCUSSION QUESTIONS:**

- Was this activity challenging? If so, what made it challenging?
- Why did you choose the ingredients for your snack?
- Do you think you'll make your snack again?

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## **CREDIT/SOURCES:**

### **TASTE TEST**

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### **FRUIT AND VEGGIE RAINBOW**

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### **PROCESSED FOOD ACTIVITY**

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### **BLIND TASTE TEST**

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## WHO AM I

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## SERVING SIZES

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## CUPBOARD CHEFS

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