

# UC Agriculture & Natural Resources

## Nutrition and Health

### Title

Healthalicious Cooking: Learning about Food and Physical Activity: Lesson 4. Make It Colorful: Choose Fruits and Veggies by Color!

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# Healthalicious Cooking

## Learning about Food and Physical Activity

### Lesson 4 - Make It Colorful: Choose Fruits and Veggies by Color

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## ACTIVITIES TIMELINE

Activity 1	Physical Activity: Limbo	15 minutes	Page 7
Activity 2	Goal Setting	5 minutes	Page 7
Activity 3	Health Activity: Eat Your Colors!	20 minutes	Page 8
Activity 4	Cooking and Eating Activity: Soft Tacos	60 minutes	Page 9
Activity 5	Cleanup	10 minutes	Page 11
Activity 6	Quick Write	5 minutes	Page 16
Activity 7	Goal Setting	5 minutes	Page 17

**Total time = 2 hours**

## LESSON 4 OBJECTIVES

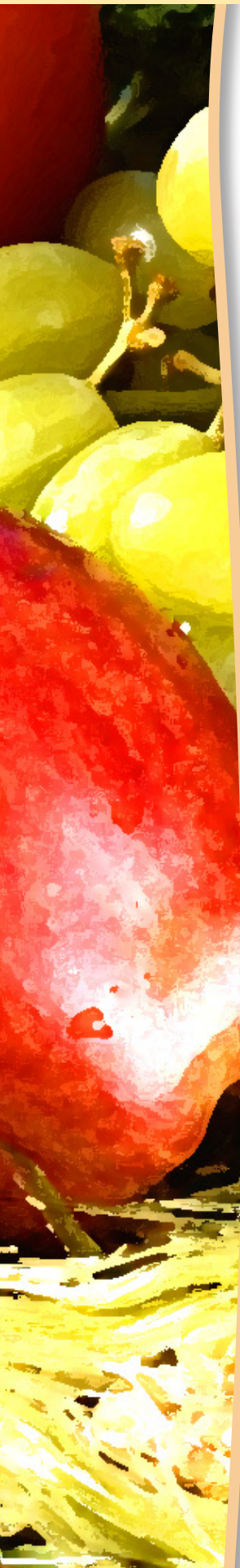
By the end of this lesson, kids will be able to

- explain why it is important to eat a variety of fruits and vegetables each day
- demonstrate how to identify fruits and vegetables in meals and categorize them by color
- work as part of the team to prepare a meal and clean up the area afterwards

**Health outcome:** Use color to choose a variety of fruits and vegetables every day.

**Life skill:** Decision making





## BACKGROUND FOR ADULT LEADERS: WHAT YOU NEED TO KNOW

### *Why eat a colorful variety of fruits and vegetables every day?*

Fruits and vegetables contain vitamins, minerals, and other nutrients. Some of these nutrients give fruits and vegetables their color. These colorful plant nutrients, some of which are antioxidants, have many benefits. They can boost the body's immune system and help keep us healthy. You can use color to choose a variety of fruits and vegetables every day. A fruit or vegetable's color can be a clue to its health benefits. Most Americans—adults and kids alike—need to eat a wider variety of fruits and vegetables. The chart on the next page describes the benefits certain colored fruits and vegetables give our health.

### **LEADERS: CHECK RECIPE INGREDIENTS AND ASK PARENTS IF PARTICIPATING CHILDREN HAVE FOOD ALLERGIES.**

#### **Additional Resources**

Produce for Better Health Foundation. 2009. Eat a colorful variety every day: Think variety, think color. Fruits & Veggies More Matters website, [http://www.fruitsandveggiesmorematters.org/?page\\_id=45](http://www.fruitsandveggiesmorematters.org/?page_id=45).



**EAT A COLORFUL VARIETY EVERYDAY**

Color	Examples	Benefits
red	cranberries red onion red pears tomatoes	<ul style="list-style-type: none"> <li>• May reduce the risk of cancer, heart disease, and complications from diabetes.</li> <li>• May help control high blood pressure.</li> <li>• Helps the body get rid of cancer-causing chemicals.</li> <li>• May slow some effects of aging.</li> <li>• Helps maintain good vision.</li> <li>• Strengthens the immune system.</li> <li>• May strengthen bones and teeth.</li> <li>• Helps the body heal wounds.</li> <li>• Keeps skin healthy.</li> <li>• May reduce the risk of infection.</li> <li>• May help lower cholesterol.</li> </ul>
dark orange	sweet potatoes cantaloupe carrots tangerine	
yellow/orange	summer squash lemon pineapple grapefruit	
yellow/green	cabbage leeks honeydew melon kiwi fruit	
green	broccoli green beans spinach asparagus	
white/tan	bananas cauliflower onions white corn	
blue/purple	blueberries plums eggplant purple cabbage	

## MATERIALS FOR LESSON 4

### *Physical Activity: Knots*

- broom or pool foam noodle
- stereo/MP3 player and music (optional)

### *Health Activities*

- Fruit and Vegetable Chart, one copy for each kid (reproducible sheet included)
- crayons (or colored pencils): purple, green, tan, orange/yellow, and red
- pencils or pens, one for each kid
- 3 pieces of fruit, different colors

### *Cooking and Eating Activity*

(See shopping list on next page.)

Menu: Soft tacos, fruit, and milk

Serves 10

### *Equipment and supplies*

- stickers
  - markers
  - New Food Taster's Club Chart
  - 10 small bowls
  - 2 graters
  - 6 cutting boards
  - 6 knives
  - 10 spoons
  - 2 can openers
  - 2 pairs of oven mitts
  - 2 tongs
  - 10 plates, cups, and napkins
  - 10 utensils
  - 1 roll paper towels
  - dilute bleach solution in a spray bottle (1 teaspoon of bleach added to 1 quart of water)
- (For equivalents between U.S. and metric systems of measurement, a conversion table is provided at the end of this publication.)

### *Quick Write and Goal-Setting Activities*

(can be used for all six lessons)

- binder with dividers, one divider per kid
- lined binder paper, 8-12 sheets per kid
- pencils or pens, one for each kid
- index cards, sticky notes, or paper, one for each kid

### *Take-Home Materials*

- recipe
- Family Letter



# Shopping List For Lesson 4

Serves 10 people

Use this checklist when grocery shopping for recipe ingredients to prepare for the lesson.

- 20 corn tortillas, made with whole cornmeal
- 2 16-ounce cans nonfat refried beans
- 1 head of green or purple cabbage
- 1 32-ounce block low-fat cheddar cheese (4 cups needed)
- 4 medium tomatoes
- 2 avocados
- 1 bunch cilantro
- 2 3.8-ounce cans of sliced black olives
- 1 container fresh, mild salsa
- 1 container red taco sauce
- 1 container light sour cream or nonfat, plain yogurt (optional)
- 2 pounds red grapes, and/or 1 cantaloupe
- 1½ gallons 1 percent milk

## Menu

- soft tacos
- fruit
- milk

## Physical Activity

### Limbo

Number of players: 5 or more

Materials: music and a broom handle or foam pool noodle

Space needed: large area

#### Key Points

- It is important to be physically active every day to build strong bones and muscles and grow normally.
- Lots of kids do not get enough physical activity.
- Kids need at least 60 minutes per day of physical activity.
- Physical activity can be fun. Playing games like “Limbo” counts as physical activity.

#### Procedure

1. Adult leader plays music.
2. Two players stand at either end of a broom or pool noodle and hold it horizontally, approximately 5 feet above the ground.
3. Players take turns walking underneath the broom with their stomachs facing up. Players can only lean backwards, not forwards, and they cannot bump the broom.
4. Players holding the broom lower it by about 6 inches after the last player has gone underneath it.
5. Players again take turns walking underneath the broom.
6. Group repeats steps 4 and 5 until no player can walk underneath the broom.



## GOAL SETTING

1. Discuss how goal setting went since last lesson.
2. Have kids tell about the new foods they tried over the past week.

#### Sample questions

- Think about the goal you set last week.
- How easy or difficult was the goal to complete?
- If you found it easy to complete the goal, why?
- If you found it difficult to complete the goal, why?
- What would help you achieve the goal?
- What did you learn about yourself?

#### Goals from last lesson

1. Try at least one new whole grain during the week.
2. Eat one serving or one extra serving of a whole grain at least 3 days during the week.
3. Make a snack or meal with at least one whole grain during the week.



## Health Activity

### Eat Your Colors!

#### Activity Question

Are you eating your colors? Use color to choose a variety of fruits and vegetables every day.

#### Key Points

- Color helps us to eat a variety of fruits and vegetables every day.
- Colorful fruits and vegetables contain important nutrients.
- Nutrients in colorful fruits and vegetables keep us healthy.

#### Materials

- 3 pieces of fruit, different colors
- Fruit and Vegetable Chart, one copy for each kid
- crayons (or colored pencils): purple, green, tan, orange/yellow, and red pencils or pens, one for each kid

#### Activity Note

This activity takes places in two parts: the beginning of the lesson and after eating and cleanup.

#### Preparation

- Look over background information in “Background for Adult Leaders” section at the front of the lesson.
- Copy “Fruit and Vegetable Chart,” one copy per kid.

#### Procedure

1. Adult leader **holds up** fruit and **asks**: “How are these pieces of fruit different?”  
Some differences are: shape, taste, size, what they do for the body, and color.  
“One difference is **color!** Color is very important for fruit and vegetables!”
2. Leader **explains**: “You can use color to eat a variety of fruits and vegetables every day! Different colored fruits and vegetables provide different vitamins and minerals. You need to eat a variety of fruits and vegetables each day to get the nutrients your body needs and to stay healthy.”
3. Leader **asks** kids to name various fruits and vegetables that are red.
4. Repeat with the color green.
5. Leader **asks**: “What color is a cucumber with the skin?” Green. “What color is a cucumber without the skin?”  
White. “The color depends on if you eat the skin.”  
**Trick question**: “How about a banana?” Leader waits for response. “Do we usually eat the peel? So, what color is the banana?” White.  
**Trick question**: “How about noodles?” Leader waits for response. “Are noodles a fruit or vegetable? No. They are neither. For this activity we are looking at fruits and vegetables only.”
6. Leader **says**: “When we cook, **think** about the **colors** of the **fruits** and **vegetables**.”
7. Leader **explains**: “We will continue with this activity after cooking and eating.”

### Additional Resources

Produce for Better Health Foundation. 2009. Eat a colorful variety every day: Think variety, think color. Fruits and Veggies More Matters website, [http://www.fruitsandveggiesmorematters.org/?page\\_id=45](http://www.fruitsandveggiesmorematters.org/?page_id=45).

## Cooking and Eating Activity

### Soft Tacos

Serve with red grapes or cantaloupe, salsa, and 1 percent milk.  
Serves 10 people (each serving is 2 tacos)

#### Adult Leader Notes

- Ask about food allergies! Offer alternatives.
- Microwave or hot plate may be used to heat tortillas if oven is not available.
- Beans may be heated on stove top, microwave, or hot plate, if desired.
- Have kids wipe down food-preparation surfaces with dilute bleach solution before beginning.
- Review safe handling of electrical appliances and knives.

#### Soft Taco Materials

- 10 small bowls
- 2 graters
- 6 cutting boards
- 6 knives
- 10 spoons
- 2 can openers
- 2 pairs of oven mitts
- 2 tongs

#### Soft Taco Ingredients

- 10 corn tortillas
- 2 16-ounce cans nonfat refried beans
- 1 head green cabbage
- 4 cups low-fat cheese
- 4 tomatoes
- 2 avocados
- 1 bunch of cilantro
- 2 3.8-ounce cans sliced black olives
- Fresh mild salsa, to taste
- Hot sauce, to taste
- Light sour cream or nonfat plain yogurt, to taste (optional)

**Soft Taco Directions (continued on next page)**

## Menu

- soft tacos
- fruit
- milk





## Cooking and Eating Activity (continued)

### Soft Tacos

#### Directions

1. Wipe counters with dilute bleach before starting. Pull hair back and wash hands thoroughly.
2. Preheat oven to 350°F (177°C).
3. Place tortillas in oven on oven racks and bake until warm and soft, approximately 5 minutes.
4. Wash all vegetables: cabbage, tomatoes, avocado, and cilantro.
5. Finely slice cabbage.
6. Chop tomatoes.
7. Peel and slice avocado lengthwise into 8 pieces.
8. Wash and open cans of beans and olives.
9. Grate cheese.
10. Spread ¼ cup beans on each tortilla.
11. Next, place a thin layer of cabbage over entire tortilla.
12. Sprinkle ¼ cup cheese over cabbage.
13. Sprinkle 1 teaspoon of cilantro over cheese.
14. Place chopped tomatoes on tortilla.
15. Place a few sliced olives on taco and put one slice of avocado on top.
16. Sprinkle salsa or hot sauce over taco, if desired.
17. Top with sour cream or plain yogurt, if desired.

### Nutrition Facts

Serving size 1 taco  
Servings Per Container 10

#### Amount Per Serving

**Calories 210**    **Calories from Fat 50**

	% Daily Value*
<b>Total Fat 5g</b>	<b>8%</b>
Saturated Fat 1.5g	<b>8%</b>
Trans Fat 0g	
<b>Cholesterol 5mg</b>	<b>2%</b>
<b>Sodium 440mg</b>	<b>18%</b>
<b>Total Carbohydrate 29g</b>	<b>10%</b>
Dietary Fiber 8g	<b>32%</b>
Sugars 5g	

#### Protein 11g

Vitamin A 8%    •    Vitamin C 100%

Calcium 20%    •    Iron 10%

\*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
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300 mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:

Fat 9 • Carbohydrate 4 • Protein 4

## MEAL DISCUSSION QUESTIONS

- What do you think about the soft tacos?
- Is this a meal you would prepare at home with your family?
- What would your family think about this meal?
- To which different MyPyramid groups do foods from this meal belong?
- Why is it important to eat a variety of different colored fruits and vegetables?

## EAT TOGETHER AS A GROUP, DISCUSS THE MEAL DISCUSSION QUESTIONS, AND ENJOY!

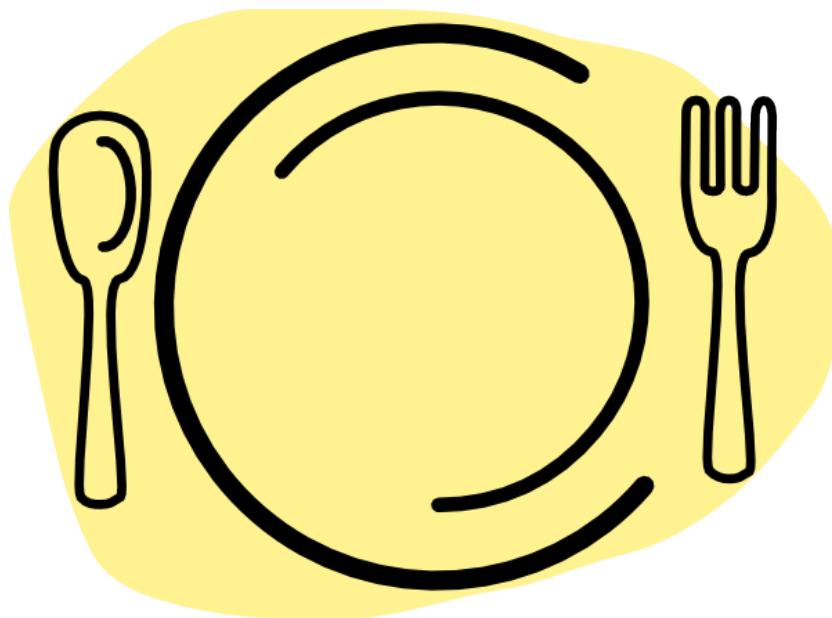
Have kids fill in the New Food Taster's Club Chart when they are finished eating.

## CLEANUP

Cleaning up is an important part of the cooking process. Kids learn from taking responsibility. Use the kaper chart on the next page with the kids during the cleanup process. A kaper chart shows each kid's or each group's job during cleanup. The

cleanup chart describes specific activities that are included under the kaper chart categories. The kaper chart rotates cleanup jobs each week and encourages sharing of responsibility between the kids. Do the following to get the kids organized to clean up:

- Introduce the kaper chart. Explain that it will be used to organize the cleanup process, and assign each kid or group of kids a job each week.
- Divide the kids into six groups for the duration of the project.
- If fewer than six kids are participating in the project, divide the group and combine activities on the kaper chart as needed.
- Allow groups to pick a fun name to use for their group during this project. Write the name on the chart.
- Have the groups get started with cleanup.
- Remember, allow the kids to complete their assigned chores. Don't do the job for them! Kids take pride in cooking something from start to finish, including cleaning up afterwards.





**Healthalicious Kaper Chart**

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Set up	Group 1	Group 6	Group 5	Group 4	Group 3	Group 2
Wash up	Group 2	Group 1	Group 6	Group 5	Group 4	Group 3
Dry dishes	Group 3	Group 2	Group 1	Group 6	Group 5	Group 4
Wipe up	Group 4	Group 3	Group 2	Group 1	Group 6	Group 5
Put away	Group 5	Group 4	Group 3	Group 2	Group 1	Group 6
Sweep	Group 6	Group 5	Group 4	Group 3	Group 2	Group 1

**Cleanup Chart**

Cleanup job	Activity descriptions
Set up	<ul style="list-style-type: none"> <li>• Set table with plates, cups, utensils, and napkins.</li> <li>• Put water and milk on the table.</li> <li>• Set up serving area with hot pads and serving utensils.</li> </ul>
Wash up	<ul style="list-style-type: none"> <li>• Wash pots, pans, cooking utensils, and dishes used for cooking. (Everyone should wash their own plates, utensils, and cups after eating.)</li> </ul>
Dry dishes	<ul style="list-style-type: none"> <li>• Dry and put away all pots, pans, utensils, and dishes used for cooking.</li> </ul>
Wipe up	<ul style="list-style-type: none"> <li>• Wipe and clean counters and serving area after cooking.</li> <li>• Wipe and clean tables after eating.</li> </ul>
Put away	<ul style="list-style-type: none"> <li>• Put away nonperishable food items.</li> </ul>
Sweep	<ul style="list-style-type: none"> <li>• Put away tables and chairs, if necessary.</li> <li>• Sweep and mop floors as needed.</li> </ul>



## Health Activity (continued)

### *Eat Your Colors!*

#### Activity 1 Question

Are you eating your colors? Use color to choose a variety of fruits and vegetables every day.

#### Procedure

1. Adult leader *distributes* copies of Fruit and Vegetable Chart, pencils, and crayons or colored pencils.
2. Kids *write* the days of the week, beginning with the day of the lesson, on the Fruit and Vegetable Chart.
3. Kids *color* the boxes on the Fruit and Vegetable Chart according to the color listed.
4. Kids *write* the fruits and vegetables that they ate during the meal on the chart.  
Example: cabbage, cilantro, and avocado under green  
Example: tomatoes under red  
Example: olives under blue/purple
5. Kids *write* in any other fruits and vegetables that they ate during the day (at any meal or snack in the morning, afternoon, or evening).

#### Examples:

- 100 percent orange juice for breakfast goes under orange.
- Raisins in cereal for breakfast go under blue/purple.
- Guacamole has avocado, which goes under green.
- Chicken pot pie has onions, carrots, and peas, which go under white, orange, and green.



### Fruit and Vegetable Chart Example

Name: Darnell

Eat a colorful variety of fruits and vegetables this week!

- Directions:
1. Write the days of the week, beginning with today.
  2. Color the boxes with color names according to the color listed.
  3. Write the names of the fruits and vegetables you eat this week, according to their color.

Example: cucumber with skin: green; cucumber without skin: white

Day of the week	Blue/Purple	Green	White	Yellow/Orange	Red
Wednesday		lettuce	onions	carrots orange	tomato sauce
Thursday	raisins	broccoli celery	cauliflower		apple
Friday					
Saturday					
Sunday					
Monday					
Tuesday					

My goal is to: eat all colors of the rainbow this week

### **Fruit and Vegetable Chart**

Name: \_\_\_\_\_

Eat a colorful variety of fruits and vegetables this week!

- Directions:
1. Write the days of the week, beginning with today.
  2. Color the boxes with color names according to the color listed.
  3. Write the names of the fruits and vegetables you eat this week according to their color.
- Example: cucumber with skin: green; cucumber without skin: white

Day of the Week	Blue/Purple	Green	White	Yellow/Orange	Red

My goal is to: \_\_\_\_\_



## QUICK WRITE

### *Key Point*

Quick Writes help you learn more by thinking about your experiences and then jotting down your thoughts, feelings, or ideas.

### *Materials*

- three-ring binder with binder dividers
- lined binder paper, six sheets per kid
- pencils or pens, one for each kid

### *Procedure*

1. As a group, kids **recall** or list the general activities of the lesson.
  - “What physical activity did we do?”
  - “What health activity did we do?”
  - “What meal did we prepare?”
2. Adult leader then **distributes** paper and pencils or pens.
3. Leader has kids **write** the following:
  - across top of paper: name, date, and title (“5 Things That I Learned Today”)
  - down the side of the paper: numbers 1 to 5
  - thoughts and feelings, etc., about activities or experiences
4. Leader asks if anyone would like to **share** one of the things they learned during the lesson. **Wait** for responses from kids.
5. Kids **put** sheets in Quick Write binder.

### *Activity Notes*

- See Lesson 1 of *Healthalicious Cooking* for Quick Write instructions and examples.
- Ask open questions. Open questions require more than a yes/no answer. See curriculum background for more information about open questions.
- Have kids recall lesson activities before they begin to write.
- Kids who have trouble writing can have another person help them write down their thoughts.
- Emphasize that there are no correct answers. Spelling and grammar do not matter.
- Adult leader keeps the Quick Write binder. At the last lesson, return the Quick Writes to kids. Alternatively, leader may ask the kids to write their names and five things they learned on the back of the Family Letter.





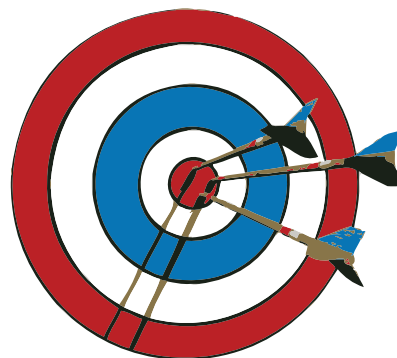
## GOAL SETTING

### Materials

- Fruit and Vegetable Chart, one copy for each kid
- pencils or pens, one for each kid

### Procedure

1. Adult leader has kids **choose** one of the following goals:
  - Eat each color of fruits and vegetables from the chart a
  - Eat at least three different colored fruits and vegetables at least 3 days this week.
  - Make a snack or meal with three different colors of fruits and vegetables this week.
  - Try a new fruit or vegetable
2. Kids **write** their goals on the bottom of the Fruit and Vegetable Chart.
3. Leader **asks**: “Where are you going to post the goal?” Have kids share.
4. Leader **asks**: “Who are you going to tell about the goal?” Have kids share.



## CLOSING THE LESSON

1. Adult leader explains that kids will learn to plan a menu at the next lesson.  
The meal planned at the next lesson will include
  - food from all food groups
  - at least two colors of fruits and vegetables
  - at least one whole grain
2. Leader reminds kids to bring recipes to share at the next lesson. Kids might be encouraged to find a recipe that requires a particular skill they enjoy using (such as grating, cracking an egg, etc.).
3. Leader explains that the group will vote on which recipes to make at the final lesson.
4. Leader reminds kids to keep trying new foods over the next week and to keep practicing their cooking skills.

**Take-Home Family Letter**  
**Lesson 4**

Date: \_\_\_\_\_

Dear Family,

This week your child learned how to use color to choose fruits and vegetables and why it is important to eat a variety of fruits and vegetables. We prepared and ate a healthy version of soft tacos with lots of fresh vegetables. Your child also enjoyed \_\_\_\_\_  
physical activity

During this lesson your child also learned about goal setting and set a goal to work on before our next lesson. Please check the space below to find out what goal your child set. Ask your child about the goal and encourage him or her to achieve it.

**Homework:** Have your child bring a favorite recipe from home to our next lesson. The recipe should include as many of the MyPyramid food groups as possible. At our next lesson, we will use the children's recipes to plan the final celebration meal.

The time and date for the next lesson is \_\_\_\_\_.

Best regards,

\_\_\_\_\_  
Leader's signature

**My Goal**

I will work on accomplishing the following this week:

\_\_\_\_\_  
\_\_\_\_\_

I plan to ask \_\_\_\_\_ to help me work on my goal.

\_\_\_\_\_  
Child's signature

## REFERENCES

- Produce for Better Health Foundation. 2009. Eat a colorful variety every day: Think variety, think color. Fruits & Veggies More Matters website, [http://www.fruitsandveggiesmorematters.org/?page\\_id=45](http://www.fruitsandveggiesmorematters.org/?page_id=45).
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## MEASUREMENT CONVERSION TABLE

U.S. customary	Conversion factor for U.S. customary to metric	Conversion factor for metric to U.S. customary	Metric
teaspoon (tsp)	4.93	0.20	milliliter (ml)
tablespoon (tbsp)	14.79	0.06	milliliter (ml)
ounce (oz)	28.35	0.035	gram (g)
fluid ounce (fl oz)	29.57	0.03	milliliter (ml)
cup (c)	236.59	0.004	milliliter (ml)
quart (qt)	0.95	1.06	liter (l)
gallon (gal)	3.785	0.26	liter (l)
pound (lb)	0.454	2.20	kilogram (kg)
inch (in)	2.54	0.39	centimeter (cm)
foot (ft)	0.305	3.28	meter (m)
yard (yd)	0.91	1.09	meter (m)

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