



Enjoying our Healthy Harvest

“Carrots are Colorful”
Length of Session: 30 minutes

Summary:

Students will learn about the nutritional value of carrot, how to select and clean carrot, discover where carrots grow commercially in our state and taste carrots.

Objectives:

- Youth learn how to choose carrots at the market
- Youth will show where specific produce is grown in Oregon
- Youth will identify important nutrients in the produce
- Food safety: Youth practice how to clean hands for food preparation and eating
- Food safety: Youth assist with cleaning produce properly (to prevent spread of bacteria that causes illness)
- Youth taste a carrot salad
- Nutrients are examined

Suggestions for Facilitator:

- Before session, put up posters, prep food and supplies.
- Introduce carrots: “Who has tasted a carrot? How was it prepared? Ever picked it yourself?” Show a carrot with greens attached. *1 minute*
- Nutrition Message: “Eat a variety of fruits and veggies every day.” Write on board, students repeat and/or write it. *1 minute*
- Together use Fruits and Veggies – More Matters™(FVMM) wheel to find selection, storage and handling and nutrients - look for at least 2.5 grams of fiber to show that it is a *good source* (almost!). Also a *good source* (over 10%) of Vitamin A and C. Tell why Vitamin A, C, and fiber are important (see *Nutrients You Need*). Clear tables. *5 minutes*
- Demonstrate cleaning: At a sink under running, cool water or with an assistant slowly pouring a pitcher of water into dish

tub in a demo area. Enlist an assistant from the youth to pour the water while cleaning fresh produce. *2 minutes*

- Students wash hands using *High Speed Hand Washing*. *5 minutes*
- Students watch salad prep demo and sample a salad *15 minutes*

Activity: Demonstrate assembly of a salad.

Show carrots with greens if available. Have student volunteers assist with assembly. Pre-prepare most of the veggies, but demo a small quantity to show safe knife and grating techniques. Assistants serve up samples, and serve to class.

Discussion questions during sampling:

- ☆ Can you name some of the areas that carrots grow in our state? (See list of state commercial crops. “Any grown in your neighborhood?”) Use state map with counties provided by Ag in the Classroom to color in locations.
- ☆ What adjectives can you use to describe the salad?
- ☆ What food group are carrots in?
- ☆ How many colors of veggies have you had today?
- ☆ Who can spell carrot aloud?
- ☆ How many cups of veggies should you eat each day? (2 ½ cups)
- ☆ How many colors of fruit have you had today?
- ☆ Fruits & Veggies have lots of colors. Can you name a veggie from every color of the rainbow?
- ☆ Can you think of other ways to eat carrots?

- Conclude with Summary Discussion Questions, Nutrition Message and show parent handout. Teacher may wish to distribute this later. *1 minute*

Summary Discussion Questions:

- ☆ What do I need to look for when shopping for carrots? (see wheel)
- ☆ Why is it important to wash your hands and the fresh produce? (prevent spread of bacteria that cause illness)

Materials Needed:

- FVMM Fruit & Veggie Wheel for each youth to use and then keep
- MyPyramid* poster
- Equipment for the preparation and serving of the sample
- Ingredients for the recipe/sampling –
- Small paper plates and forks/spoons
- Ag in the Classroom State Map & Teacher Materials
- Dish tub and water pitcher
- Cleaning Kit
- Student Handouts, if used: Kettle of Good Nutrition, Nutrition Messages

Parent Handouts:

- OFNP Drawing Contest Recipe Cards – Carrot
- Oregon’s Healthy Harvest Cards – Root Vegetables

Optional activities:

- Use the Produce Wheels to:
 - Read Selection and Preparation aloud for another vegetable.
 - Note and write spelling words.
 - Look at the Nutrition Facts label:
 - How much fat is in the vegetable?
 - How much fiber? A *good source* is at least 10% or 2.5 g.
 - How much Vitamin A or C? Is this a *good source*? (at least 10%)
- Cut a recipe in half or double it.
- Ag in the Classroom: The ABC’s of Oregon Agriculture
- List adjectives to describe carrots. Write an appealing menu description for a carrot side dish.

- Write a 30-second commercial for carrots that could be used on TV or radio. Include a motto and a snappy jingle. Perform it for the class...or for the school PA system.
- Draw picture steps (story board) of the directions of the recipe showing the ingredients and equipment and the serving suggestion.
- Fruit and Veggie Quiz, pgs. 4, 5; “Let’s have Fun with Fruits & Veggies, Activity Booklet Two from Produce for Better Health - can also be used while other students wash hands.
- Kettle of Good Nutrition: Students write on supplied handout of an empty kettle a nutrition tip that they learned during the class (can be done at the end of the series). Use in bulletin board for the school.
- Discussion:
 - ☆ There are many ways to prepare carrots to eat. What are some of the ways you have enjoyed carrots? (This could also be a writing assignment.)
 - ☆ Some of these ways may have high amounts of fat or sugar. How can you reduce fat or sugar? (Smaller portions, low fat or low sugar options in other ingredients.)

Other Support Materials:

- SP 50-876 Nutrients You Need, Revised April, 06
- “Benefits of fruits and vegetables depend on quality as well as quantity” Raab, Carolyn, August/September 07 OSU Extension FCD NewsTips
- <http://www.fruitsandveggiesmatter.gov/month/carrot.html>
- <http://www.extension.iastate.edu/healthnutrition/foodrecipeactivity/food/carrots.htm>