

Fruit 'N Veggie Toss Set

Item #10461

What Are the Educational Applications?

Fruit 'N Veggie Toss Set is an excellent way to enhance eye-hand coordination skills while students learn about nutrition and play fun activities. The Fruit 'N Veggie Toss Set generates excitement and curiosity across all grade levels because of its uniqueness—it's food students CAN play with!

How can I Use This Product With My Students?

Set Up:

The Fruit 'N Veggie Toss Set games and activities are divided into two categories: Elementary and Secondary activities (in the "Activities" section). Choose activities from the category that suit your student's development needs and/or your learning objectives.

How Do I Make This Product Developmentally Appropriate For My Students?

Choose Appropriate Movement Activities:

Decide whether students will perform the easier Elementary games/activities that develop dance concepts and movement, parachute skills, balance and coordination on scooters, or the harder Secondary games/activities that develop sport skills, fitness concepts, critical thinking, and math equations. Refer to the "Activities" Section for more information and descriptions.



becomes ketchup; apples become applesauce, etc.;

- b. How a fruit/veggie grows;
- c. Being prepared for a meal;
- d. What it does at night when no one is around in the grocery store.
5. Play the music while the students are practicing their routines and when it's time for them to perform.

Mixed Salad:

1. Place all the fruits and veggies in a container (milk crate, cardboard box, etc.) and place off to the side of the activity area.
2. Place a parachute on the floor.
3. As the students enter the space, have them take a place around the parachute.
4. Number the students from 1 to 6 around the parachute (1, 2, 3, 4, 5, 6, 1, 2, etc.).
5. Explain to the students that they are going to make a mixed salad with fruits and veggies! The fruits and veggies are in the sink (the container is off to the side). When they hear their number called, they go to the sink, get ONE fruit or veggie; "wash it" (pretend to wash it in the sink); bring it back to the salad bowl (the parachute); and on the count of three, they throw the fruit/veggie into the bowl (the parachute). Keep all the fruits and veggies in the bowl!
6. After explaining how to play the game, tell everyone to stand up and hold onto the parachute.
7. Everyone shakes the parachute lightly. Take this time to ask students why they want to wash any fruit/veggie before they eat it.
8. The teacher calls out one number.
9. All students with that number must let go of the parachute and jog safely to the container with the

ELEMENTARY ACTIVITIES

A Day in the Life of a "X":

1. You will need music for this activity. Some fun, healthy fruit/veggie songs include: "Banana Boat Song" by Harry Belafonte; "Bread and Butter" by The Newbeats; "Mashed Potato Time" by the Dee Dee Sharp; "Yes, We Have No Bananas" by Ben Selvin; "I'm A Chiquita Banana" by Carmen Miranda.
2. Divide the class into 12 equal groups. Each group gets one of the fruits or veggies from the set.
3. Each group will create a 3 minute dance routine titled "A Day in the Life of 'X,'" where the "X" is whatever fruit or veggie the group received (e.g. If the group received a tomato, the dance they create is called "A Day in the Life of a Tomato").
4. The dance routine will be performed in front of the class after the groups are given 5-15 minutes (depending on the class period) to create it. Some examples include:
 - a. How corn on the cob becomes popcorn; tomato

fruits/veggies.

- The remaining students are shaking the parachute.
- Each student with the number just called takes ONE fruit or veggie, pretends to wash it and brings it back to his/her place at the parachute. On the count of three, the students with the fruits or veggies throw them back onto the parachute.
- Remind students to keep the fruit/veggies on the parachute while shaking it.
- Repeat this process until all the fruits/veggies are on top of the parachute.
- When all the fruits/veggies are on top of the parachute, call out "Mixed Salad!" at which time the students shake the parachute as hard as they can to try to remove all the fruit/veggies from the parachute. Remind students to hold onto the parachute until the teacher tells them to do otherwise.
- When all the fruits/veggies are on the floor, tell students to put the parachute on the floor nicely, retrieve the fruits/veggies, and put them back in the sink.
- Continue playing the game until all students have had a chance to get a chance to wash and throw a fruit/veggie.

Islands of Fruits and Veggies

Set Up (Refer to Diagram 1):

- Place one hula hoop in each corner of the activity space.
- Place two hula hoops in the middle of the activity space.
- Place 6 fruits/veggies in the middle of each hula hoop.
- You need 1 scooter per student. Place $\frac{1}{4}$ of the scooters in each corner next to the hula hoops.
- Take 1 scooter from 2 corners. Place each scooter next to one of the middle hula hoops.
- Place 1 color (e.g. yellow) pinnie on top of each scooter in one corner. Place a different color pinnie on top of each scooter in another corner. Do this for the remaining 2 corners (so there are 4 different color pinnies in each corner).

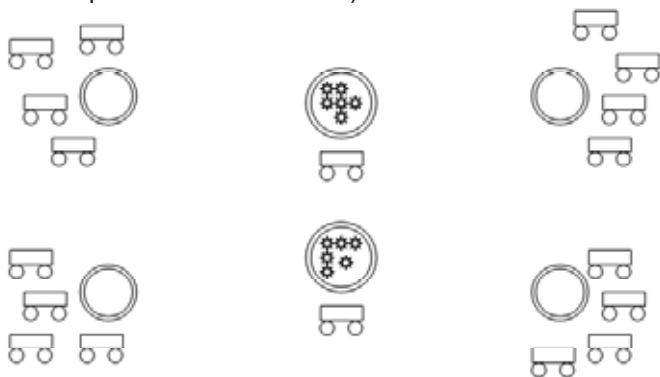


Diagram 1

How to Play:

- Divide the students into 4 equal groups. Place each group in one of the four corners.

- Two students are the sharks (taggers), with each one sitting on one of the middle scooters.
- The sharks guard the wonderful food on the "Islands of Fruits and Veggies."
- The object of the game is for the students to "swim" safely on a scooter to any one of the center islands, take ONE food item, and get back to their group's island (hula hoop) without being tagged by one of the sharks.
- If successful, the team gets to keep the food item and places it in the hula hoop.
- Players who are tagged by a shark must replace the food item back on the center island they got it from, go back to their island, and touch their island before re-entering the game.
- Game continues until all the food items are removed from the center islands, in which case the team with the most food items wins; OR play for a determined amount of time (e.g. 2 minutes), before signaling to stop and determine a winner.
- In either case, make sure to switch sharks.
- Also, depending on the number of students in the class, it may be necessary to have more than two sharks (taggers) at a time.

Food is Fuel:

Set Up (Refer to Diagram 1):




- Place one hula hoop in each corner of the activity space.
- Place one scooter next to each corner hula hoop.
- Place one hula hoop in the middle of the activity space.
- Place all the fruits and veggies in the middle hula hoop.
- Make 4 copies of the "Food is Fuel" Chart (below) and place one inside each corner hula hoop face down.

How to Play:











- Divide the students into 4 equal groups. Place each group next to one of the four corner hula hoops. Give each student a number to sit in number order.
- On the teacher's signal, the first numbered student in each group sits on the scooter.
- While sitting on the scooter, students use their legs to move to the middle hula hoop and get one fruit or veggie.
- Once they have the fruit/veggie, they must hold onto it as they use the scooter to move themselves back to their group.
- They are to place the fruit/veggie into the group's hula hoop.
- The first student gets off the scooter and sits at the back of the group's line.
- The second numbered student in the group sits on the scooter and goes to the center hula hoop to get a fruit/veggie, OR take a fruit or veggie from another group's hula hoop.
- Once the student has a fruit/veggie, s/he holds onto

it as s/he uses the scooter to move back to their group; places the fruit/veggie into the group's hula hoop; leaves the scooter with the third student in line; and sits at the back of the group's line.

9. Continue in this manner for approximately 3 minutes at which time the instructor signals students on the scooters to stop and return to their group.
10. Tell the students to turn over the "Food is Fuel Chart."
11. Students refer to the sheet and perform the exercises (as a group) of the fruits/veggies they have in their group's hula hoop. For example, if the group has a peach, corn and tomato, they would perform Sit and Touch Your Toes: Hold for 15 Seconds; 10 Toe (Calf) Raises; and 10 Small Arm Circles Forward and 10 Backwards.
12. Replace all fruits/veggies back into the center hula hoop before beginning the next round.

 Banana	10 Modified (Knee) Push-Ups
 Grapes	10 Full Jumping Jacks
 Eggplant	7 Straight Jumps (Like a basketball jump shot)

Food is Fuel Chart

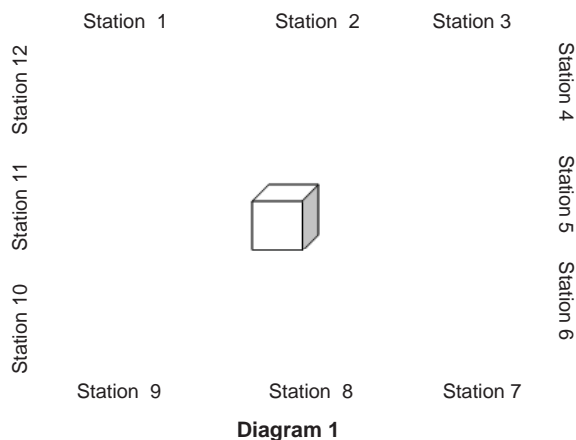
 Lemon	15 Half Jacks
 Potato	10 Crunches
 Pear	5 Regular Push-Ups
 Orange	Jog in Place for 20 Steps
 Corn on the cob	10 Toe (Calf) Raises
 Broccoli	Stand and Touch Your Toes: Hold for 15 Seconds
 Peach	Sit and Touch Your Toes: Hold for 15 Seconds
 Tomato	10 Small Arm Circles Forward and 10 Backwards
 Apple	10 Large Arm Circles Forward and 10 Backwards
 Hot Pepper	Wall Sit: Hold for 15 Seconds

SECONDARY ACTIVITIES

Food For Life:

Set Up (Refer to Diagram 1):

- 1 basketball per student
- 12 "Food For Life" Station Cards (Refer to the "Food for Life" Chart. You have to create and print them) taped on the walls around the activity space (make sure the 2 shooting stations are under basketball hoops)
- 1 container (milk crate, card board box, etc.) filled with all the fruits and veggies placed in the center of the activity space



"Food for Life" Station Cards

Lemon Lunges

- Level 1: Perform 2 lunges each leg for 5 seconds each
- Level 2: 5 lunges each leg 10 seconds each
- Level 3: 7 lunges each leg 15 seconds each

Broccoli Rebounders

- Use the wall to practice rebounding and boxing out
- Level 1: 3X
- Level 2: 5X
- Level 3: 7X

Creamed Corn Chest Passes

Wait for a partner and perform chest passes

Level 1: Perform 4 chest passes (partner & back =1)

Level 2: 6 chest passes

Level 3: 10 passes

Orange Julius Jumping Jacks

Level 1: Perform 5 jumping jacks

Level 2: 10 jacks

Level 3: 15 jacks

Peachy Push-ups

Level 1: Perform 4 modified push-ups on knees

Level 2: Perform 8 modified push-ups OR 2 regular push-ups

Level 3: Perform 5 regular push-ups

Juicy Grape Jump Shots

Level 1: Take 4 shots; try to get at least 1 in the hoop

Level 2: Take 5 shots; try to get 3 in

Level 3: Take 5 shots; try to get 4 in

Fried Green Tomato Foul Shots

Level 1: Take 4 shots; try to get at least 1 in the hoop

Level 2: Take 5 shots; try to get 3 in the hoop

Level 3: Take 5 shots; try to get 4 in the hoop

Hot Pepper Sauce Sit-Ups

Level 1: Perform 5 sit-ups

Level 2: 10 X

Level 3: 15 X

Banana Bounce Passes

Wait for a partner and perform bounce passes

Level 1: Perform 4 bounce passes (partner & back =1)

Level 2: 6 bounce passes

Level 3: 10 passes

Apple Turnovers

Wait for a partner and take turns: one partner dribbles while the other tries to get the ball away (turn over).

Potato Dribbling Dumplings

In a standing straddle position, dribble the ball around and through your legs in a figure 8 pattern

Level 1: Perform activity 2 X

Level 2: 5 X

Level 3: 10 X

Pear Chutney Crunches

Level 1: Perform 5 crunches

Level 2: 10 X

Level 3: 15 X

How To Play:

1. Each student gets a basketball.
2. Students go to the center of the activity area, pick up a fruit/veggie from the container, remember the fruit/veggie, and place it back in the container.
3. Students dribble the basketball to the station card with their fruit/veggie on it (half the fun is in the search!).
4. Once at the station, the student reads the station card and performs the task.

5. For many of the cards, there are 3 levels to choose from. Students are to perform the level that they feel comfortable with! Tell students they will have a number of trials at each station, so they can try all the levels!

6. When the student has completed the task, s/he dribbles the basketball back to the center of the activity space, picks up another fruit/veggie from the container, and repeats the process until: (1) they have participated at each station; or (2) a predetermined time has elapsed and the activity needs to stop.

Food for Thought:**Set Up:**

- Scatter 12 hula hoops throughout the activity space.
- In each hoop place:
 - 1 fruit or veggie
 - 1 blank piece of lined paper with the name of the fruit/veggie that is in the hula hoop printed at the top of the paper (e.g. if the corn on the cob is in the hula hoop, then write "Corn on the Cob" on the paper)
 - 1 pen or pencil
- CD player/music
- Any sport equipment you want the students to practice a particular skill with: basketballs to practice dribbling, lacrosse balls and sticks to practice cradling, soccer balls to practice foot dribbling, etc.

How to Play:

1. Students perform a skill of your choice through the activity space while the music is playing in the background. Tell students to stay clear of the hula hoops and each other.
2. When the music stops (approximately 30 seconds), students continue to perform the skill while moving to the closest hula hoop. Depending on the class size, there should be no more than 3 people per hula hoop.
3. Students place equipment on the floor next to the hula hoop and sit down.
4. The group must:
 - a. Think of and write down NEATLY on the paper either: (1) a benefit of the particular fruit/veggie in the hula hoop, OR (2) a slogan that rhymes (e.g. "Hot, cold or cool, tomatoes rule!" or "It takes all different foods to build stronger dudes!").
 - b. Do this in 3 minutes.
 - c. Write their names next to their idea.
5. After 3 minutes, the music starts, students put the pen and paper back in the hula hoop, pick up their equipment and perform the skill in general space.
6. When the music stops, students continue to perform the skill while moving to the closest hula hoop and it must be different than the previous hula hoop (and different people if you want to impose that rule to give the students a chance to work with different students).

- Students place the equipment on the floor next to the hula hoop and sit down.
- The group does the same task, however, for each round, they **HAVE TO THINK OF SOMETHING DIFFERENT** than what was previously written on the paper. So if another group wrote "Is a good source of Vitamin A," that can not be written again by any other group.
- Play as many rounds as there is interest, or until students have visited each hula hoop.

Food Fight!

- Divide activity space in half (using a basketball courts' midcourt line works best).
- Students are placed in partners with each partner facing each other 2 giant steps away from the center line (Diagram 1) and arms distance apart between each player on each side.

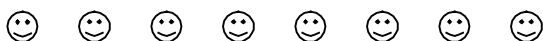


Diagram 1

- Students on one side get one fruit or veggie.
- When music begins, partners throw/catch the fruit/veggie using a skill designated by the instructor (e.g. underhand, overhand, freestyle, two-hands, one-hand, dominant hand, non-dominant hand, etc.) back and forth over the line to one another.
- When music stops, the partner with the fruit/veggie is "it" and tries to tag or hit the partner below the knees with the fruit/veggie (Easier: "It" is allowed to move forward to tag/hit partner. Harder: "It" must stay behind the midcourt line to throw and hit partner running away).
- The partner without the fruit/veggie tries to run to his/her side of the courts' baseline (Diagram 2) without being tagged or hit with the fruit/veggie.

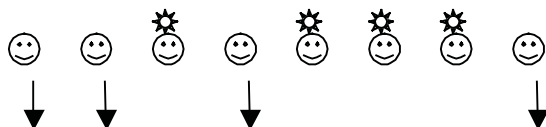
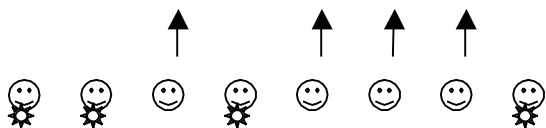


Diagram 2

- Everyone returns back to their places (2 steps away from and in front of their partner at the midcourt line and arms distance from one another with their line).

- Continue playing until a predetermined amount of time (e.g. 10 minutes), or until the students start to lose interest in the game.

Food Shopping

Set Up (Refer to Diagram 1):

- Place 1 hula hoop in each corner of the activity space.
- Place 1 scooter next to each corner hula hoop.
- Place 1 hula hoop in the middle of the activity space.
- Place all fruits and veggies in the middle hula hoop.
- Make 4 copies of the "Fruit 'N' Veggie Chart" (below) and place one inside each corner hula hoop face down.
- Place 1 pencil in each hula hoop.

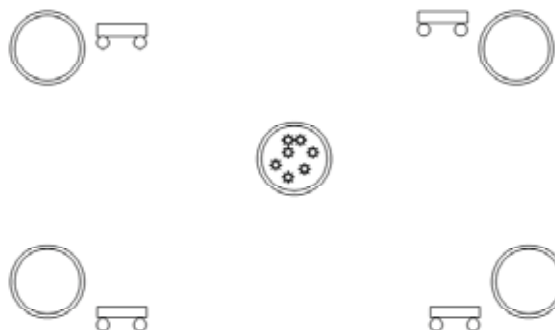


Diagram 1

How to Play:

- Divide students into 4 equal groups. Place each group next to one of the 4 corner hula hoops (Diagram 2).

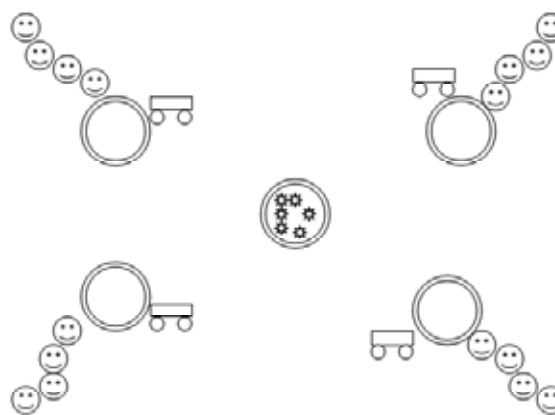


Diagram 2

- On instructor's signal, the first student in each group sits on the scooter.
- While sitting on the scooter, students use their legs to move to the middle hula hoop and get 1 fruit or veggie.
- Once they have it, they must hold onto it as they use the scooter to move themselves back to their group.
- They are to place the fruit/veggie into the group's hula hoop.
- The first student gets off the scooter and sits at the back of the group's line.

7. The second student in the group sits on the scooter and can either go to the center hula hoop to get a fruit/veggie, OR take a fruit or veggie from another group's hula hoop.
8. Once the student has a fruit/veggie, s/he holds onto it as s/he uses the scooter to move back to their group; places the fruit/veggie into the group's hula hoop; leaves the scooter with the third student in line; sits at the back of the group's line.
9. Continue in this manner for approximately 3 minutes at which time the instructor signals students on the scooters to stop and return to their group.
10. Tell students to turn over the "Fruit 'N' Veggie Chart." Students use the information on the sheet to add the number of CALORIES for each fruit/veggie in their hula hoop for a total sum. For example, the group has a banana (110 calories), pear (100 calories) and corn (90 calories). Therefore, the total sum for all three is 300 calories.
11. Have each group read their sum aloud.
12. The group with the fewer amount of calories wins the first round.
13. Each round played should use a different method for indicating the winner:
 - Highest amount of calories
 - Highest/Lowest amount of carbohydrates
 - Highest/Lowest amount of fiber
 - Highest/Lowest amount of sugars
14. Place all fruits/veggies back into the center hula hoop before beginning the next round.

"Fruit 'N' Veggie Chart"

Fruit/Veggie	Calories	Total Carbohydrates	Dietary Fiber	Sugars
Apples	130	34	5	25
Banana	110	30	3	19
Broccoli	45	8	3	2
Corn on the Cob	90	18	2	5
Eggplant	20	5	3	2
Grapes	60	14	1	12
Jalapeno Pepper	25	5	2	3
Lemon	15	5	2	2
Orange	80	19	3	14
Peach	60	15	2	13
Pear	100	26	5	16
Potato	110	26	2	1
Tomato	25	5	1	3

For additional information, refer to: http://www.fruitsandveggiesmorematters.org/?page_id=164

How Does This Product Relate to Current Educational Thinking?

Depending on the developmental level of your students, use one or more of the following items to assess student learning at the end of the class or at the completion of the activity.

1. Have students comment (either written or verbally):
 - a. What did participating in this activity teach them about nutrition and/or eye-hand coordination skills?
 - b. Allow them to create a picture of what they did or learned. Display pictures on a bulletin board for all to see.
2. Take Polaroid/Digital and/or video pictures of the students in action during the lesson. At the end of the lesson, show the students the photographs/video and compare what you see to what they see.
3. Have students create their own Fruit 'N' Veggie activity. The best learning environment is one where students are involved in the learning process. Students learn best when they are allowed to make choices and are given numerous opportunities for cooperative learning. Help students learn and assert their individualism and use higher order thinking skills by having them create their own Fruit 'N' Veggie activity. In doing this, you are introducing the teaching/educational philosophy known as progressivism. Progressivism allows students to come together and explore a problem in terms of how it relates to their own experiences and ideas, as well as those of their group members. Students will take the knowledge from the groups' discussions on game development and create something uniquely their own based on the groups' abilities.

In view of COPEC'S (Council on Physical Education of Children) position that all activities have both appropriate and inappropriate practices, please list and describe a few appropriate practices regarding how this item or these activities are valuable to a physical education program.

1. Set up the activity BEFORE students enter the activity space. If you set up after the class gets there, that dead time is both a waste of your precious PE time and an invitation for trouble to start.
2. Supervise students as they participate in the activity. Make sure they are on task and adhering to the classroom and game rules.
3. Give positive reinforcement and feedback to the students as they participate in the activity. This motivates them and lets them know you are watching and paying attention to their hard work.
4. Demonstrate what you want the students to do before they are told to participate in the activity. Some children are auditory learners, many are visual learners. Give them both. Be sure to demonstrate exactly what you want them to do.
5. Check for student understanding of how to participate in the activity and the rules before allowing them to participate in the activity.

6. Stand where everyone can hear you talk. It will save having to repeat yourself. It will eliminate confusion when the activity begins (confusion is breeding ground for misbehavior). If you have a quiet voice, or prefer not to shout, allow the students to sit close to you in a semi-circle formation when you need to say something.

Safety Issues & Concerns

1. Even though the Fruit 'N Veggie's are made of soft foam, they are not to be used in any other manner than described in the activities (i.e. Do not use the Fruit 'N Veggie's as weapons).

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Do you have an idea for a brand new product or a new game idea? We would be happy to speak with you - contact us at <http://www.FlagHouse.com/NewIdeas>

Please direct your questions or concerns regarding this product to the appropriate office listed below between the hours of 8AM-6PM Eastern Time

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