

Basics



WELCOME TO...

Grow It, Try It, Like It!

FUN WITH FRUITS AND VEGETABLES AT FAMILY CHILD CARE

The Food and Nutrition Service (FNS) has developed *Grow It, Try It, Like It!* to assist child care providers in offering garden-themed nutrition education to children ages 3 to 5. This version of *Grow It, Try It, Like It!* is customized for ease of use in family child care home settings. FNS also offers *Grow It, Try It, Like It! Preschool Fun With Fruits and Vegetables* for child care centers.

Both versions of *Grow It, Try It, Like It!* are designed to support providers in meeting the meal pattern requirements for the Child and Adult Care Food Program (CACFP). Fruits and vegetables are important components of meals and snacks offered to children. Nutrition education can help providers encourage children to try new foods in positive and fun ways.

Through the activities in *Grow It, Try It, Like It!*, children touch, smell, feel, and taste new fruits

and vegetables. Children also learn how fruits and vegetables grow. Planting activities help children connect the delicious food choices at the table with the farm, orchard, or garden. You do not need a large garden to do the activities in *Grow It, Try It, Like It!* There are ways to grow many plants in small containers. Children can also visit area gardens or farms, or look at pictures showing how the various fruits and vegetables are grown.

FRUITS AND VEGETABLES ARE PART OF A HEALTHY EATING PATTERN

Fruits and vegetables are an important part of a healthy eating pattern for children, but most children do not eat enough vegetables and whole or cut-up fruits. The MyPlate icon (<https://www.choosemyplate.gov>) serves as a reminder to eat foods from the five food groups: Vegetables, Fruits, Grains, Protein Foods, and Dairy. MyPlate is used today instead of MyPyramid or The Food Guide Pyramid to help communicate current recommendations about healthy eating patterns. Looking at MyPlate, you'll notice that half of the plate is made up of fruits and vegetables. This is an important reminder to choose fruits and vegetables as part of meals and snacks. Through the *Grow It, Try It, Like It!* units, children have the opportunity to learn about MyPlate, particularly the Fruit and Vegetable Groups. See Appendix A: The Five Food Groups (page 315) to learn more about what foods belong to each MyPlate food group.



The MyPlate icon serves as a reminder to eat foods from the five food groups.



Taking a Closer Look at *Grow It, Try It, Like It!*



Grow It, Try It, Like It! includes engaging activities that are designed to meet the following nutrition-related **behavioral outcomes** for children ages 3 to 5:

- Children will be able to identify the six fruits and vegetables featured in *Grow It, Try It, Like It!*
- Children will be able to describe how fruits and vegetables are grown on plants or trees, and are harvested (picked).
- Children will taste the six fruits and vegetables in *Grow It, Try It, Like It!*
- Children will be able to identify the Fruit and Vegetable Groups on MyPlate.

SUPPORTING CHILDREN'S GROWTH AND DEVELOPMENT

Grow It, Try It, Like It! provides learning opportunities that contribute to each child's individual growth and development. Carefully crafted activities develop the child's entire body and mind through:

- discussing ideas;
- learning new words;
- enjoying physical movement, like dancing and stretching;
- improving fine motor skills used in coloring and cutting;
- reading children's books;
- singing familiar music;
- doing hands-on science activities featuring plants; and
- creating arts and crafts.

While learning about fruits and vegetables, children grow, develop, and learn about themselves as well. The connections to the home provide the children's caregivers with ideas to further learning with the whole family. *Grow It, Try It, Like It!* is an easy and natural addition to any family child care setting!



How To Use *Grow It, Try It, Like It!*



Grow It, Try It, Like It! takes children on an imaginary adventure through Tasty Acres Farm, where strawberries, peaches, and cantaloupe are growing as well as spinach, sweet potatoes, and crookneck squash.

This section includes tips and resources that will be helpful when teaching the fruit and vegetable units.

Basics includes:

- A Nutrition Education Guide
- Growing Buddies: Tips for Mixed-Age Activities
- Growing Adventurous Eaters: Tips for Taste-Testing Activities
- Tips for Garden Arts and Crafts
- Make a Mystery Box or Bag
- Tips for Using the Tasty Acres Farm Map
- Tips for Using *Grow It, Try It, Like It! Cards*
- A Harvest of Books
- Parent Resources
- Assessment and Evaluation Tools

After reading through the Basics, you can get started with any of the six fruit and vegetable units. You can teach the units one after another or spread them out over the course of the year. These units do not have to be offered in any particular order. You may wish to offer the units during the growing season of each food. In-season fruits and vegetables can cost less money to buy for tasting activities and are often more flavorful. The units are organized from strawberries, a spring crop, to sweet potato, a fall crop. See our **Harvest Chart** (page 6) and **Green Thumb Guide** (Appendix B, page 318) for more information about timing and teaching the units according to each fruit or vegetable's growing season.



SNAPSHOT OF THE SIX UNITS

The six units are named for each fruit and vegetable—Strawberry Patch, Spinach Lane, Cantaloupe Corner, Crookneck Squash Row, Peach Tree Orchard, and Sweet Potato Hill.

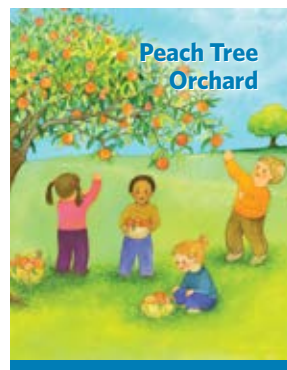
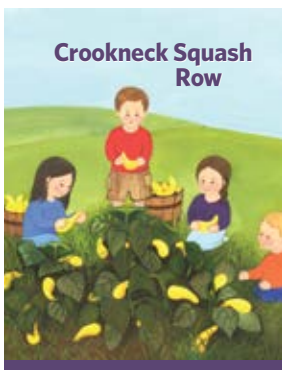
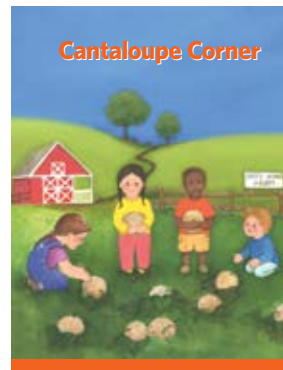
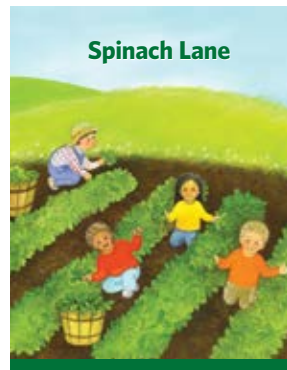
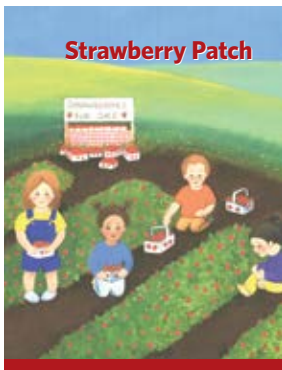
There are many features that help make the *Grow It, Try It, Like It!* units engaging, motivating, and easy to use. We invite you to review the six units to see how they can best fit into your family child care home and meet the needs of the children in your care. Each unit offers connections to the garden through growing activities that can be done with or without a large garden.

DAILY LESSONS

Each unit is made up of daily lessons that specify: learning objectives, time required, and supplies and preparation needed.

Daily lessons include:

- Hands-on activities to introduce the fruit or vegetable to the children through exploration.
- Activities that feature singing, dancing, and reading.
- Nutrition education activities that include an introduction to MyPlate and the five food groups.
- Tasting opportunities to reinforce the variety of ways that each fruit or vegetable can be eaten.
- Growing activities that focus on how and where each fruit or vegetable grows.



After reading through the Basics, you can get started with any of the six fruit and vegetable units.



Grow It, Try It, Like It! Fruit and Vegetable Overview

Children learn about six fruits and vegetables in *Grow It, Try It, Like It!*: strawberries, spinach, cantaloupe, crookneck squash, peaches, and sweet potatoes. In each unit, children connect the fruits and vegetables they see on their plate to the garden, orchard, or farm where the food was grown and to where it is sold. This Harvest Chart shows the best times to harvest or purchase each fruit or vegetable.

HARVEST CHART		
Crop	MyPlate Food Group	Harvest Times
Strawberries	Fruit	Spring and early summer Note: Ever-bearing plants make fruits all summer.
Spinach	Vegetable	Spring and fall
Cantaloupe	Fruit	Summer
Crookneck Squash	Vegetable	Summer
Peaches	Fruit	Summer
Sweet Potatoes	Vegetable	Fall



CONNECTING WITH FARMERS MARKETS AND LOCALLY GROWN FOODS

Farm to Preschool works to connect early child care and education settings to local food producers with the objective of serving locally grown, healthy foods to young children. Farm to Preschool activities can increase children's willingness to try new foods and help them become familiar with local foods. For more information, visit <https://www.fns.usda.gov/farmtoschool/farm-preschool>.



Nutrition Education Guide

Young children have a healthy curiosity about themselves, their growing bodies, and the world around them. This curiosity leads to the early development of food habits and food preferences that can last into adulthood. Young children are not naturally eager to try new foods, but you can turn something that might be scary into a fun adventure with the activities in *Grow It, Try It, Like It!* Providing nutrition education activities for young children can help them learn a variety of other skills as well.

Fine motor skills:

- Hold and use utensils, like plastic spoons and forks (avoid knives).
- Pour, stir, and shake.
- Sort and plant small seeds.
- Pour things in the “right” place.
- Sort, glue, and paste.

Simple math skills:

- Measure.
- Count.
- Follow steps and put things in order.



Science concepts:

- Observe that seeds need soil, water, sunlight, and time to grow into plants.
- Predict how large a plant will grow.

Food safety and cleanliness:

- Wash hands (proper steps and when it is needed).
- Rinse fruits and vegetables with water before eating or preparing them.

Self-esteem and independence:

- Serve food through family-style dining.
- Work alone and in groups for cooking, gardening, and other activities.

Nutrition education can help build self-esteem and independence.



DEVELOPMENTAL MILESTONES CHART FOR GROW IT, TRY IT, LIKE IT!

Developmental Milestones	3- to 4-Year-Olds Can...	4- to 5-Year-Olds Can...
Gross Motor Skills and Activities	<ul style="list-style-type: none">• Explore freely.• Jump.	<ul style="list-style-type: none">• Run with greater control.• Jump and hop with more coordination.
Fine Motor Skills (other than eating)	<ul style="list-style-type: none">• Snip edges of paper with blunt scissors.	<ul style="list-style-type: none">• Cut with blunt scissors.• Begin to print names, create drawings.
Language	<ul style="list-style-type: none">• Describe color, shape, and texture of foods.	<ul style="list-style-type: none">• Ask “how” and “why” questions.• Speak clearly and express themselves to others.• Learn new words by easily copying.
Learning Skills	<ul style="list-style-type: none">• Name, identify, and sort objects.• Match like objects.• Understand the relationship between written and spoken words.	<ul style="list-style-type: none">• Learn by doing.• Pay attention for longer periods.• Learn through songs/singing.• Follow more complex directions.
Eating	<ul style="list-style-type: none">• Tell you what foods they like and dislike.• Eat independently with some help.• Get distracted easily in groups.• Eat using mostly their fingers.• Use a spoon on their own.• Drink from a cup.	<ul style="list-style-type: none">• Use a fork and spoon independently.• Eat with less mess and spills.



Growing Buddies: Tips for Mixed-Ages Activities

Grow It, Try It, Like It! is designed for children ages 3–5, but there are ways to include the older or younger children in your care as well.

- **Provide a wide range of activity choices.** Throughout the units you will notice mixed-age group tips under the activities. Use these suggestions to provide all children with age-appropriate learning activities. The field trip ideas are appropriate for all ages, if there are enough adults to supervise.
- **Use the opportunities throughout *Grow It, Try It, Like It!* to promote teamwork and playing fair.** Encourage children to help each other and solve problems together.
- **Consider the ages of the children in your family child care home when setting up activities.** Safety is important. Scissors that are used by school-aged children should be stored out of the reach of toddlers. Materials that are safe and appropriate for younger children can be arranged in easy-to-reach bins or containers.
- **Adapt taste-testing and food preparation activities.** Change the size and texture of foods to prevent younger children from choking (see Appendix F: Choking Prevention, pages 327–329, for details). Older children can help more with preparing the foods.
- **Focus on individual or small group activities.** Divide the children into groups based on their ages.

Raising Adventurous Eaters

Tasting foods is an important part of *Grow It, Try It, Like It!* For some activities, the food tasting is suggested to occur at snack or mealtime rather than as part of the activity. Having the opportunity to taste the same food on many different occasions helps young children grow into adventurous eaters. Trying new foods may lead to healthy habits that can last a lifetime. Use the tips on the next page to have a successful taste-testing experience.



TIPS FOR TASTE-TESTING ACTIVITIES

- **Prepare To Grow.** Before trying a new fruit or vegetable, involve children in nutrition education activities by using a Mystery Box or Bag. This allows children to touch and describe the feeling of the fruit or vegetable before they see it. Learn more about the Mystery Box or Bag on pages 11-12. Another easy way to build excitement about fruits and vegetables is to read popular children's books about fruits and vegetables. See pages 15-16 for a sample booklist.



- **Sow Seeds of Success.** Teach children the guidelines of hand washing and polite food tasting (Appendixes C and D, pages 324-325). Children may be more willing to try a food if they know it is okay to spit it out rather than swallow it. Model how to politely decline to taste a food or use a napkin to remove the food from your mouth. Never force a child to eat a food. Children are more likely to enjoy eating a new food when it is their own choice. Remember, patience works better than pressure.

- **Be Still, Little Seed.** For safety's sake, have the children eat while seated, not walking around. Moving while eating can increase the risk of choking (see Appendix F: Choking Prevention, pages 327-329).

- **Offer Bites, Not Bushels.** Offer small tastes of a food at first. Children can be overwhelmed by a large amount and may even refuse to try a food if they think they must eat it all. Be prepared to offer more if a child wants it.

- **Show How You Grow.** Children learn by watching you. Join in and taste the new fruits and vegetables with the children.

- **Keep Growing.** Encourage the children's families to talk about the foods tried at family child care and to serve the new foods at home as well. Suggest that families eat together when possible. Young children are encouraged to try more foods when families prepare and eat foods together.



- **Make Tasting Fun.** Provide stickers or buttons to celebrate children who try a new food. You can find "Make Today a Try-Day!" stickers on the Team Nutrition website at <https://www.fns.usda.gov/tn/make-today-try-day-stickers>.

- **Know the Growing Season.** Fresh, in-season fruits and vegetables usually taste best and cost less. See the Harvest Chart on page 6 to learn when the fruits and vegetables in *Grow It, Try It, Like It!* are in season. Frozen or canned foods can be used when fruits and vegetables are out of season.

- **Choose the Time To Grow.** Offer new foods when children are hungry, such as at the start of a meal. Offer only one new food at a time. Offering too many new foods at once can be overwhelming.

- **Seed and Re-Seed.** Plan to offer the same food many different times. It may take up to 10 tries for a child to accept a new food.



Tips for Garden Arts and Crafts



Garden arts and crafts add wheelbarrows of fun to the fruit and vegetable units of *Grow It, Try It, Like It!* Young artists will enjoy making these produce-focused projects.

- Each arts and crafts activity is written with a specific fruit or vegetable in mind, but don't let that limit you. Branch out and get creative! Any fruit or vegetable can be used as a theme for these and other great craft projects.
- Feel free to adjust the activities to match the skills of the children. The children will need your help doing the activities.
- Create a storage bin of supplies (e.g., cardboard, disposable trays, paper bags, newspapers and magazines, envelopes, and outdated stationary) to keep costs low. Encourage families to contribute items.

Make a Mystery Box or Bag

Below are instructions for making a Mystery Box or Bag. You can make a simple version, but the Mystery Box or Bag may become so popular with children that a more durable, reusable style is needed. Follow the "durable" directions if you wish to make a box or bag that can be cleaned and used repeatedly.

Mystery Box: Simple

Make a simple mystery box by placing a large cardboard box (18 inches x 12 inches or larger) on its side. Cut a hole in the top side of the box large enough for a child to slip a hand and arm through without getting stuck, but small enough so you can't see inside (about 4 inches wide). Drape a cloth over the open side to prevent children from looking into the box. If desired, decorate the box.



Mystery Box: Durable

MATERIALS NEEDED:

- Box with a fitted lid or large, non-transparent plastic container with lid (e.g., large ice cream tub)
- Clean tube sock
- Duct tape, glue gun, or other means of attaching sock to opening
- Scissors

Note: Make sure the box or container is large enough to hold a crookneck squash or cantaloupe or the largest item you will place in it. Also check that there are no sharp edges.

Cut a hole in the lid that is large enough to easily slip your fisted hand through. This opening should be large enough for your hand and a child's hand to slip together into the opening should a child want you to feel inside the box with him or her.



Cut off the toe of the tube sock to make a length of tube 8 inches or longer. Pull the cut end of the sock through the opening and securely tape or glue the cut edge of the sock around the opening of the hole. You should be able to slip your hand through the open end of the tube sock, through the lid, and into the box.



Mystery Bag: Simple

To make a simple mystery bag, use a large strong paper bag or non-transparent plastic bag. After putting the mystery item in the bag, use a rubber band or string to gather the opening of the bag just large enough for a child to slip a hand and arm through without getting stuck. A simple drawstring bag may also work.

Mystery Bag: Durable

MATERIALS NEEDED

- A laundry bag with drawstring or a clean pillow case that has a hem
- One 18-inch shoe string
- Fabric markers or appliques for decoration

If using a pillow case, make two small cuts, ½-inch in length, on both sides of the seam near the stitching of the hemmed opening. Insert the shoe string into the pillow case and thread through the hemmed edge until it reaches the other slit. Gather the string and tie the ends together. Decorate pillow case or bag, if desired.

TIPS FOR USING THE MYSTERY BOX OR BAG

- Before you use the Mystery Box or Bag, introduce it to the children. If it has been a long time since the Mystery Box or Bag was last used, reintroduce it to the children.
- Out of sight of the children, place the fruit or vegetable in the Mystery Box or Bag. Seat the children in a semicircle on the floor and ask them to remain seated. Take the Mystery Box or Bag to a place in the room where the children can see it and you. The child feeling inside the Mystery Box or Bag should be able to speak softly to you without the others hearing.
- Tell the children that everyone will have a chance to describe to you what they feel in the Mystery Box or Bag. Give examples of description words such as smooth, soft, bumpy, heavy, or light to help them understand the kind of observations to share with you.
- One at a time, ask each child to come to the Mystery Box or Bag. Have each child feel inside the Mystery Box or Bag without looking inside it. If a child is afraid, feel inside the Mystery Box or Bag with the child. Remind children to keep their ideas and guesses a secret until everyone has had a turn at the Mystery Box or Bag.
- While at the Mystery Box or Bag, ask each child to describe quietly what he or she feels. Have the children use words similar to the words suggested in the Words To Grow section in each unit. If a child has a hard time talking about the fruit or vegetable, have the child guess what is inside and whisper his or her guess to you. Write their answers on a piece of paper if you wish.
- After everyone takes a turn, take the Mystery Box or Bag to the group of children. Remove the fruit or vegetable. Show it to the children. Talk about the fruit or vegetable using the questions suggested in each unit.



Tips for Using the Tasty Acres Farm Map

A map of Tasty Acres Farm is included with the lessons. One side of the map is in color and the other side is in black and white. Display the color map during the lessons to show the children what they will be learning about. The black-and-white version may be photocopied if you'd like to give each child a copy. As you complete the units, let the children color and decorate the section of the farm map that shows the fruit or vegetable they are learning about.

TIPS FOR THE TASTY ACRES FARM MAP

- **The map is reusable.** You can color and erase using dry-erase markers and erasers.
- **The map can be a placemat.** Photocopy and laminate a map for each child.
- **The map can record your adventures.** Coloring the map as you go through the activities is a great way to show what the children have learned about. Post the map on an information board where families will see it. Share images of the map on social media.



Tips for Using *Grow It, Try It, Like It!* Cards

The *Grow It, Try It, Like It!* Cards include pictures of the six fruits and vegetables discussed in the units. There are pictures of the prepared, ready-to-eat fruits and vegetables as well as pictures of the fruits and vegetables growing. Some ways to use the cards are outlined below.

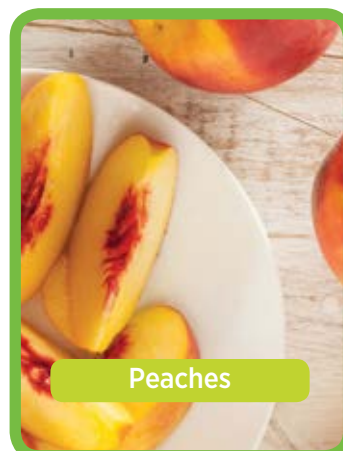
FARM TO PLATE MATCHING GAME (I.E., MEMORY)

1. Shuffle the cards.
2. Lay them in 3 rows, face down.
3. Flip over any two cards.
4. If the two cards turned over are of the same fruit or vegetable, keep them. For instance, if one card is peaches on a plate and the other is a peach growing on a tree, then the cards are a match. They are both about peaches. Keep the cards and take another turn.
5. If the cards don't match, turn them back over. It is now another player's turn.
6. Remember what was on each card you turn over and where it was. Watch and remember during the other players' turns as well.
7. The game is over when all the cards have been matched.

Note: This game can be used for mixed-age groups, and the older children can help the younger children. This game is best for groups of 2 to 3 children.

MYPLATE NAMING AND SORTING

1. Separate out the six cards showing the foods ready to eat. You will use these for the game and not the growing cards.
2. Show a card to the group and ask them to name the food.
3. Ask them if the food belongs to the Fruit Group or the Vegetable Group. Help them if they need it.



*Growing and ready-to-eat versions of the *Grow It, Try It, Like It!* Cards.*



A Harvest of Books*

Within the lessons, you are encouraged to read books about fruits and vegetables out loud to children and ask questions related to the stories. Below are examples of books about fruits and vegetables and trying new foods. You can also find other selections in your library that can be used to start a similar discussion.



And the Good Brown Earth

- By Kathy Henderson
(Candlewick Press, 2004)

Discover MyPlate Emergent Reader: Vegetables

- By USDA Food and Nutrition Service (2018)

Discover MyPlate Emergent Reader: Fruits

- By USDA Food and Nutrition Service (2018)

A Harvest of Color: Growing a Vegetable Garden

- By Melanie Eclare
(Ragged Bear, 2002)

Bitter Bananas

- By Isaac Olaleye
(Boyd's Mills Press, 1994)

Eating the Alphabet: Fruits and Vegetables from A to Z

- By Lois Ehlert
(HMH Books for Young Readers, 1996)

Edible Numbers

- By Jennifer Vogel Bass
(Roaring Book Press, 2016)

Farmers Market

- By Paul Brett Johnson
(Orchard Books, 1997)

From the Garden:

A Counting Book About Growing

- By Michael Dah
(Picture Window Books, 2004)

Little Critter: A Green, Green Garden

- By Mercer Mayer
(HarperCollins, 2011)

Growing Vegetable Soup

- By Lois Ehlert
(HMH books for Young Readers, 1990)

I Love to Eat Fruits and Vegetables

- By Shelley Admont
(Inna Nusinky-Shmuilov, 2014)

I'm a Seed (Hello Reader! Science level 1)

- By Jean Marzollo
(Cartwheel, 1996)

I Will Never Not Ever Eat a Tomato

- By Lauren Child
(Candlewick Press, 2000)

Little Sweet Potato

- By Amy Beth Bloom
(Katherine Tegen Books, 2012)

*Mention of these materials is not an endorsement by the United States Department of Agriculture over other materials that may be available on this subject.





MyPlate and You

- By Gillia Olson
(Capstone Press, 2011)

Muncha! Muncha! Muncha!

- By Candace Fleming and G. Brian Karas
(Atheneum Books for Young Readers, 2002)

Olivia Plants a Garden

- By Emily Sollinger
(Simon Spotlight, 2011)

Oliver's Vegetables

- By Vivian French
(Hodder Children's Books, 1995)

Potatoes (What's for Lunch)

- By Claire Llewellyn
(Children's Press, 1998)

Pumpkin Circle

- By George Levenson
(Tricycle Press, 2002)

Pumpkin Fiesta

- By Caryn Yacowitz
(HarperCollins, 1998)

Round the Garden

- By Omri Glaser
(Scholastic, 2001)

Silvia's Spinach

- By Katherine Pryor
(Readers to Eaters, 2014)

Sophie's Squash

- By Pat Zietlow Miller
(Schwartz & Wade, 2013)

The Cantaloupe Cat

- By Jan Yager
(Hannacroix Creek Books, 1998)

The Grey Lady and the Strawberry Snatcher

- By Molly Bang
(Aladdin, 1996)

The Perilous Pit

- By Orel Protopopescu
(Simon & Schuster, 1993)

The Seasons of Arnold's Apple Tree

- By Gail Gibbons
(HMH Books for Young Readers, 1988)

The Turnip

- By Jan Brett
(G.P. Putnam's Sons Books for Young Readers, 2015)

The Two Bite Club

- By USDA Food and Nutrition Service (2013)

The Ugly Vegetables

- By Grace Lin
(Charlesbridge Publishing, 2009)

Up, Down, and Around

- By Katherine Ayres
(Candlewick, 2008)

We're Going to the Farmer's Market

- By Stefan Page
(Chronicle Books, 2014)

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Parent Resources



PARTNERING WITH FAMILIES TO RAISE HEALTHY EATERS

Parents, caregivers, and child care providers can influence how children feel about foods and drinks. In other words, they play a role in the development of what foods and drinks children prefer. When families and child care providers share consistent nutrition messages with children, they are more likely to develop healthy eating habits. For this reason, *Grow It, Try It, Like It!* includes activities you can do at family child care and tools to help you share information with families.

On the next page, you will find a sample letter about *Grow It, Try It, Like It!* that you can provide to parents. You can also include the handouts on Hand Washing (Appendix D, page 325) and Polite Food Tasting (Appendix C, page 324). Additionally, each unit contains a parent newsletter related to the fruit or vegetable the children you are teaching.





Grow It, Try It, Like It!

FUN WITH FRUITS AND VEGETABLES AT FAMILY CHILD CARE

Assessment and Evaluation Tools

You can use some simple evaluation tools to see how your use of *Grow It, Try It, Like It!* is changing your nutrition practices and children's knowledge, attitudes, and preferences for fruits and vegetables. Consider sharing the results with your Sponsoring Organization, State agency, parents, and community partners. Fill in the sample information below with your findings after completing the units and assessments.

*"Our family child care has been helping children learn about fruits and vegetables using *Grow It, Try It, Like It!* During the past few months, the children have received _____ hours of nutrition education. They have also had the opportunity to taste the fruits and vegetables they learned about. On average, _____ (number) out of _____ children were willing to taste the fruit or vegetable in each unit. Children have also become more aware of where fruits and vegetables come from. After our *Grow It, Try It, Like It!* activities, _____ out of _____ children could identify strawberries, spinach, cantaloupe, crookneck squash, peaches, and sweet potatoes."*

Provider Survey: Complete the first self-assessment (pages 20–21) before you start using *Grow It, Try It, Like It!* Then, complete the second self-assessment (pages 22–23) after you have finished the units. Fill in the sample talking points below with your findings after completing the curriculum and assessments and keep for your records.

- Children tried _____ (number) fruits and vegetables as part of tasting and food preparation activities.
- The number of children who could identify the featured fruits and vegetables increased from _____ to _____ out of _____ children.





Grow It, Try It, Like It!

FUN WITH FRUITS AND VEGETABLES AT FAMILY CHILD CARE



Provider Survey

BEFORE YOU START USING *GROW IT, TRY IT, LIKE IT!*

Complete this survey before you start using *Grow It, Try It, Like It!* Start by showing the children the *Grow It! Cards* (included with the booklet) one child at a time. Ask each child if he or she can identify the fruit or vegetable on the card by saying, "Do you know what fruit or vegetable this is?" Record the number of children who can correctly identify the fruit or vegetable on the card. Question 7 relates to this specific activity. If you have misplaced your *Grow It! Cards*, you may download new ones at: <https://www.fns.usda.gov/tn/grow-it-homes>.

Your Name: _____

Child Care Program Name: _____

Date: _____

1. I currently provide nutrition education to the children at my child care home:

Each week
 Once a month
 A couple times a year
 Never

2. I do gardening activities with children at my child care home:

No
 Yes
 In the past, but not anymore

3. My knowledge of nutrition is:

Excellent
 Good
 Fair
 Poor

4. My knowledge of gardening is:

Excellent
 Good
 Fair
 Poor





Grow It, Try It, Like It!

FUN WITH FRUITS AND VEGETABLES AT FAMILY CHILD CARE

5. In the past 6 months, I have served the following foods to children as part of snacks or meals: (select all that apply).

- Strawberries
- Spinach
- Cantaloupe
- Crookneck squash
- Peaches
- Sweet potatoes

6. The children at my child care home eat the fruits and vegetables offered at snacks and meals:

- All the time
- Most of the time
- Some of the time
- None of the time

7. The number of children at my child care home who can identify the fruits and vegetables on the *Grow It! Cards* is:

Strawberries: _____ out of _____ children

Spinach: _____ out of _____ children

Cantaloupe: _____ out of _____ children

Crookneck squash: _____ out of _____ children

Peaches: _____ out of _____ children

Sweet potatoes: _____ out of _____ children

8. Children at my child care home can identify MyPlate and the five food groups when asked:

- Rarely or never
- Sometimes
- Always



Some questions were adapted from the *Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care*, 2nd edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. Accessed June 15, 2017, at <https://gonapsacc.org>.





Grow It, Try It, Like It!

FUN WITH FRUITS AND VEGETABLES AT FAMILY CHILD CARE

6. The children at my child care home eat the fruits and vegetables offered at snacks and meals:
- All the time
 - Most of the time
 - Some of the time
 - None of the time

7. The number of children at my child care home who can identify the fruits and vegetables on the *Grow It! Cards* is:

Strawberries: _____ out of _____ children

Spinach: _____ out of _____ children

Cantaloupe: _____ out of _____ children

Crookneck squash: _____ out of _____ children

Peaches: _____ out of _____ children

Sweet potatoes: _____ out of _____ children

8. Children at my child care home can identify MyPlate and the five food groups when asked:
- Rarely or never
 - Sometimes
 - Always

9. Check the units you taught from the *Grow It, Try It, Like It!* curriculum (check all that apply):
- Strawberry Patch
 - Spinach Lane
 - Cantaloupe Corner
 - Crookneck Squash Row
 - Peach Tree Orchard
 - Sweet Potato Hill

10. Using *Grow It, Try It, Like It!*, the children have received _____ (number) hours of nutrition education.

11. Children tried _____ (number) fruits and vegetables as part of tasting and food preparation activities from *Grow It, Try It, Like It!*

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Grow It, Try It, Like It!

FUN WITH FRUITS AND VEGETABLES AT FAMILY CHILD CARE



Grow It, Try It, Like It! Score Card



Photocopy the Score Card for Preschoolers (page 25) and reuse for multiple taste tests. Help the children fill out the score cards after you complete each of the tasting activities provided in *Grow It, Try It, Like It!* Track the results. Note the number of children who are willing to taste the offered fruit or vegetable and the number of children who choose not to participate.

When completing the score cards, help the children draw the fruit or vegetable they tried, then have the children color the face icon that best represents how they felt about the taste. The smiley face means the child likes it, the straight line face means the child thinks it was okay, and the face with a frown means that the child did not care for it this time.





Grow It, Try It, Like It!

FUN WITH FRUITS AND VEGETABLES AT FAMILY CHILD CARE

Score Card for Preschoolers

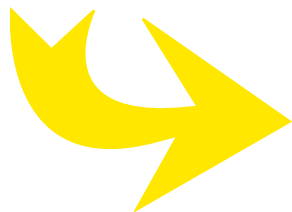
Child's name: _____

Name of food tasted: _____

Drawing of fruit or vegetable tasted:



How did it taste?



I liked it!



It's okay.



Maybe next time.





Team Nutrition Resources



If you would like to download electronic versions of the materials in *Grow It, Try It, Like It!*, visit the Team Nutrition website (<https://teamnutrition.usda.gov>). You are welcome to make copies of any of the materials in this curriculum without further permission.

Printed Team Nutrition materials are available, as supplies last, to schools, child care providers, summer meal sites, State agencies, and sponsors that participate in the USDA Child Nutrition programs via an online order form.

To inquire about bulk orders, please send an email to teamnutrition@fns.usda.gov.

