



# standards based curriculum

Materials to inspire your USDA Fresh Fruit & Vegetable Program

## JOKES

Courtesy of Laura Collaro

Icebreaker for all ages

**What do you call a sad asparagus?**

Despairagus

**What did the lemon say to the tomato in the salad?**

Give me a squeeze

**Knock Knock**

Who's there?

**Artichoke**

Artichoke who?

**Artichokes when he eats too fast!**

**How do you make a mango shake?**

Take it to a scary movie

**Why are bananas never lonely?**

Because they hang around in bunches

**What is a ghost favorite fruit?**

Boonanaa!

**Knock, knock**

Who's there?

**Yucca**

Yucca who?

**Yucca open the door, or yucca close the door, it's up to you.**

**What kind of beans can't grow in a garden?**

Jelly beans

**Why did the orange stop rolling down the hill?**

Because it ran out of juice

**What do you get when you cross broccoli with a vampire?**

Count Broccula!



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## FACT OR FICTION

This quick activity can get students moving while learning a few fun facts about today's FFV snack.

### Icebreaker for all ages

Time: 5-10 minutes

### Before you begin...

- Locate a few fun facts about today's FFV snack from the "Fruit and Vegetable Facts" section of this resource or:
  - <http://lancaster.unl.edu/nep/fruitveggie.shtml>,
  - <https://snaped.fns.usda.gov/resource-library/foods/fruits-and-vegetables>
  - <http://childnutrition.ncpublicschools.gov/information-resources/nutrition-education/fruits-and-vegetables/fruit-and-vegetable-fact-sheets>
- Create a few fictitious-yet-realistic "facts" about today's FFV snack.
- Decide how students will indicate their guess. Options may include:
  - Standing up/remaining seated
  - Moving to different locations in the room
  - Using body language or gestures
  - Student-generated idea

### Instructions

1. Explain to students that you will test their knowledge with a game of Fact or Fiction. Explain how they will indicate their guess.
2. Randomize the order of your true and false facts. Read the first "fact" and have students indicate whether they think it's true or false.
3. If time allows, ask students for evidence that supports their guess.
4. Reveal the answer.
5. Repeat with the remaining facts as time allows.