

# Separating Fruits and Vegetables at Meals and Snacks

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**CACFP iTrain  
Simple Lesson Plan**

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# Separating Fruits and Vegetables at Meals and Snacks

## CACFP iTrain Simple Lesson Plan

**EXECUTIVE DIRECTOR**  
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**Intended Audience:** CACFP personnel and other child care staff

**Description:** This lesson explores how to serve a variety of fruits and vegetables, whether they are served as a single component or separated into two components, through the Child and Adult Care Food Program (CACFP).

## Institute of Child Nutrition The University of Mississippi

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3. Email: [program.intake@usda.gov](mailto:program.intake@usda.gov)

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## Lesson-at-a-Glance

Time	Topic	Activity	Materials
<b>Introduction</b>			
5 minutes	▶ Introduction and Overview		▶ PowerPoint Presentation ▶ Computer ▶ Pen or Pencils
<b>Objective:</b> Explore how to serve a variety of fruits and vegetables, whether they are served as a single component or separated into two components			
15 minutes	▶ Fruit and Vegetable Component	▶ Perfect Combination	▶ Chart paper ▶ Marker ▶ Handout: Fruit and Vegetable Component
<b>Conclusion</b>			
10 minutes	▶ Lesson Summary ▶ Training Evaluation	▶ Speed Action Planning ▶ Training Evaluation (Optional)	▶ Worksheet: Speed Action Planning ▶ Optional: Training Evaluation & Training Certificate
<b>Total Time: 30 minutes</b>			

## References

Harvard T. H. Chan, School of Public Health. (2021). *The nutrition source vegetables and fruits*. <https://www.hsph.harvard.edu/nutritionsource/what-should-you-eat/vegetables-and-fruits/>

U.S. Department of Agriculture, Agricultural Research Service. (2016, August 13). *Dark green leafy vegetables*. <https://www.ars.usda.gov/plains-area/gfnd/gfhnrc/docs/news-2013/dark-green-leafy-vegetables/>

U.S. Department of Agriculture, Food and Nutrition Service. (2017, March 23). *Vegetable and fruit requirements in the Child and Adult Care Food Program; Questions and answers*. <https://fns-prod.azureedge.net/sites/default/files/cacfp/CACFP09-2017os2.pdf>

U.S. Department of Agriculture & U.S. Department of Health and Human Services. (2020). *2020–2025 Dietary Guidelines*. <https://www.dietaryguidelines.gov/>

Wisconsin Department of Public Instruction. (2017, August 7). *Fruit and vegetable components*. [https://dpi.wi.gov/sites/default/files/imce/community-nutrition/pdf/cacfp\\_fv\\_component\\_handout.pdf](https://dpi.wi.gov/sites/default/files/imce/community-nutrition/pdf/cacfp_fv_component_handout.pdf)

## Internet Resources

► Institute of Child Nutrition: [www.theicn.org](http://www.theicn.org)

► USDA’s Team Nutrition: [www.fns.usda.gov/tn](http://www.fns.usda.gov/tn)

## Preparation Checklist

**Instructions:** Use the Preparation Checklist to prepare for the training session. Keep track of your progress by checking off tasks as they are completed.

Done <input checked="" type="checkbox"/>	Lesson Tasks
<b>Gather Materials</b>	
<input type="checkbox"/>	► Training Script
<input type="checkbox"/>	► Computer and Projector Screen
<input type="checkbox"/>	► Worksheets and Handouts: <ul style="list-style-type: none"> <li>• Fruit and Vegetable Component handout</li> </ul>
<input type="checkbox"/>	► Pens or pencils (one per participant)
<input type="checkbox"/>	► Optional: Training Certificate/Evaluation/Feedback Form (one per participant)
<b>Prepare for Lesson</b>	
<b>Before the training day:</b>	
<input type="checkbox"/>	► Review the training script and research any relevant State or local requirements. <ul style="list-style-type: none"> <li>• The content reflects the Federal regulations and/or national best practices or standards. However, it’s essential to include any additional State or local requirements when presenting this training.</li> </ul>
<input type="checkbox"/>	► Make enough copies of the handouts for each participant.
<input type="checkbox"/>	► Test the PowerPoint on the computer and projector screen.
<input type="checkbox"/>	► Optional: Develop and print a session certificate/evaluation/feedback form (one per participant).
<b>On the training day:</b>	
<input type="checkbox"/>	► Place pens or pencils on tables (one per participant).
<input type="checkbox"/>	► Distribute materials to each participant.
<b>On the instructor’s table:</b>	
<input type="checkbox"/>	► Training Script
<input type="checkbox"/>	► Instructor’s copy of handouts and/or worksheets
<input type="checkbox"/>	► Optional: Session Evaluation/Feedback Forms

## Training Script

**Instructor’s Note:** Each section below has an accompanying slide(s). Review and share the content for each PowerPoint slide.

<b>Introduction</b>
<p><b>Welcome!</b></p> <p>Complete the following tasks:</p> <ul style="list-style-type: none"> <li>▶ Distribute handouts to the participants.</li> <li>▶ Welcome the participants to the training.</li> <li>▶ Introduce yourself and allow the participants to introduce themselves by sharing their name and one thing they would like to get from this training.</li> </ul>
<p><b>Review Current Knowledge</b></p> <p><b>Ask posing question:</b> Did you know there are at least nine different families of fruits and vegetables? Each group has hundreds of different types of fruits and vegetables.</p> <p><b>Share core content:</b> Eating more fruits and vegetables has been associated with a reduced risk of chronic disease. Also, fruits and vegetables are typically low in calories and are nutrient-dense foods. Therefore, the <i>Dietary Guidelines</i> recommend that Americans increase their consumption of fruits and vegetables. The <i>Dietary Guidelines for Americans</i> (DGAs) provides science-based advice on what to eat and drink to promote health, reduce risk of chronic disease, and meet nutrient needs.</p>
<p><b>Overview</b></p> <p><b>Share core content:</b> In today’s training, we will explore how to serve a variety of fruits and vegetables through the Child and Adult Care Food Program (CACFP). Particularly, we will explore when fruits and vegetables are served as a single component and when they are separated into two components.</p> <p>At the end of this training, you will know when to serve fruits and vegetables separately and have some strategies for serving fruits and vegetables at lunch, supper, and snack.</p>
<p><b>Objective:</b> Explore how to serve a variety of fruits and vegetables, whether they are served as a single component or separated into two components.</p>
<p><b>Separation of Fruits and Vegetables</b></p> <p><b>Share core content:</b> The CACFP meal patterns are designed to offer a variety of options at meals and snacks. One way is through separating fruits and vegetables into two components at lunch, supper, and snack. This standard helps to increase the amount and variety of fruits and vegetables eaten by children and adult participants.</p> <p><b>Handout:</b> Fruit and Vegetable Component</p>

<p><b>Lunch and Supper</b></p> <p><b>Share core content:</b> At lunch and supper, a fruit and a vegetable or two vegetables can be served in the minimum serving sizes. If you choose to offer two vegetables, you must offer two different kinds. For example, green beans and sweet potatoes. The vegetables do not have to be from the different subgroups (e.g., dark green vegetables, red and orange vegetables, starchy vegetables, beans and peas (legumes), or other vegetables). It's important to note, you cannot serve two fruits as part of a reimbursable meal or snack.</p>
<p><b>Snack</b></p> <p><b>Share core content:</b> At snack, a fruit and vegetable can be served as the two components. For example, you can serve carrots and grapes or apple slices and jicama sticks. Please note that serving two fruits or two vegetables is not reimbursable at snack. For example, apple slices and orange juice.</p>
<p><b>Breakfast</b></p> <p><b>Share core content:</b> At breakfast, fruits and vegetables are a combined component. You can choose to serve a single serving or a combination of fruits and vegetables at breakfast.</p>
<p><b>Smoothies</b></p> <p><b>Share core content:</b> Smoothies containing a mix of fruits and vegetables may contribute to the fruit and/or vegetable subgroup requirement. It is important to note that pureed fruits and/or vegetables may contribute to the fruit and/or vegetable requirements as juice. Therefore, smoothies have the same limits as juice and may be served at one meal, including snacks, per day.</p> <p>Juice blends and purees contribute to the food component with the highest ingredient. For example, if the juice blend or puree contains more fruits than vegetables, the beverage would contribute to the fruit component. If it has more vegetables than fruit, it would contribute to the vegetable component.</p>
<p><b>Two Vegetable Types</b></p> <p><b>Share core content:</b> When using the lunch and supper option to serve two vegetables in the minimum serving sizes, it is important to note that for a reimbursable meal, you must offer two different types of vegetables. The two different types of vegetables do not need to be from different vegetable subgroups (e.g., dark green vegetables, red and orange vegetables, starchy vegetables, beans and peas (legumes), or other vegetables). For example, you could serve tomatoes and carrots, which are both from the red/orange group, and count them toward a reimbursable meal.</p>
<p><b>Leafy Greens</b></p> <p><b>Share core content:</b> Leafy greens such as lettuce, spinach, and kale are good sources of nutrition. They are high in fiber, low in sodium, and rich in vitamins A, C, E, and K. When serving leafy greens in the CACFP, remember one cup of raw (uncooked) leafy greens counts as ½ cup of vegetables.</p> <p>Now that you know when fruits and vegetables must be separated and how to serve them at each meal, we are going to formulate ideas of fruits and vegetables that can be served.</p>

<p><b>Activity: Perfect Combination</b>  <b>Time: 10 minutes</b></p> <p>► <b>Purpose:</b> The purpose of this activity is to identify fruits and vegetables that can be served as part of a reimbursable meal.</p> <p>► <b>Materials Needed:</b> Chart Paper and Markers</p> <p>► <b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• Divide the participants into 4–6 groups. Assign each group a meal type, either lunch, supper, or snack. Give each group a chart paper and markers.</li> <li>• Have the groups create a list of fruit and vegetable combinations and a list of vegetable combinations that can be served at lunch, supper, or snack. For example, zucchini and strawberries and potatoes and broccoli.</li> <li>• Give participants 3 minutes to complete the activity. Ask for one volunteer from each group to share 2 or 3 items from their list with the large group. Encourage participants to share an idea that has not been shared with the large group.</li> </ul> <p><b>Share core content:</b> Thank you for sharing with the group and giving others in the class ideas that they can take back to the child care setting.</p> <p><b>Ask posing question:</b> What is the requirement for serving fruits and vegetables at lunch? Supper? Snack?</p> <p><b>Feedback:</b> Anyone can share with the large group. Possible responses might include corn and spinach, apples, sweet potatoes, or squash and blueberries.</p>
<p><b>Conclusion</b></p> <p><b>Lesson Conclusion</b></p> <p><b>Share core content:</b> The separation of fruits and vegetables should provide more flexibility when menu planning. Hopefully, you're leaving this training with new ideas that can be implemented when you return to your child care setting.</p> <p><b>Ask posing question:</b> Does anyone have any questions about separating fruits and vegetables?</p>



**Activity: Speed Action Planning**  
**Time: 5 minutes**

- ▶ **Purpose:** This purpose of this activity is to establish future steps for applying the information in their workplace.
- ▶ **Materials Needed:** Speed Action Planning worksheet, Planner or Cell Phone Calendar App, and Pencil/Pen
- ▶ **Instructions:** Distribute the Speed Action Planning worksheet. Inform participants that it is important to develop a plan for using the training's information. Ask them to take 1–2 minutes to answer the following three questions to establish an action plan.
  - What did you learn in this training?
  - How will you apply this information in your current or future role?
  - When will you apply this information?

Once the participants have finished, encourage them to save this goal to a planner, calendar app, or other sources to ensure they follow through with their plan. Following this activity, dismiss the participants from the training.

**Thank You!**

Complete the following tasks:

- ▶ Conclude the training.
- ▶ Refer participants to the Institute of Child Nutrition for additional information at [helpdesk@theicn.org](http://helpdesk@theicn.org) or 800-321-3054.
- ▶ Distribute any certificates or evaluations.



# Fruit and Vegetable Components

This handout covers information about the new fruit and vegetable requirements for children 1 year and older and adult participants in the Adult Care Program. A separate handout on the new infant meal pattern requirements will be distributed. The term *Program* refers to all facility types: group child care centers, family day care homes, afterschool programs, emergency shelters, and adult care centers.

**NEW** **New Requirements Effective October 1, 2017**

- Fruits and vegetables are separate components at lunch, supper and snack. **A vegetable is required at lunch and supper.**
- A fruit and a vegetable can be served as a snack.
- Juice may only be served at one meal or snack per day.

**What can you start doing now?**

- Do not serve juice at more than one meal or snack per day.



**Separate Vegetable & Fruit Components**

- **Breakfast:** *No Change.* Vegetables and fruits remain **combined** as one meal component.
- **Lunch & Supper:** *Change.* Vegetables and fruits are **separate** meal components.
  - A vegetable and a fruit, OR two different vegetables must be served. Two fruits cannot be served.

Lunch & Supper			
Allowed	Allowed	Not Allowed	Not Allowed
Chicken	Chicken	Chicken	Chicken
Carrots	Carrots	2 servings of Carrots	Kiwi
Broccoli	Apples	Carrots	Apples
WW Bun	WW Bun	WW Bun	WW Bun
1% milk	1% milk	1% milk	1% milk

- **Snacks:** *Change.* A **fruit and a vegetable** can be served as the two required components.
  - Items from two different components must be served, therefore, two fruits or two vegetables cannot be served.

Snack		
Allowed	Not Allowed	Now Allowed
Kiwi	Carrots	Strawberries
Carrots	Celery	Bananas



**New CACFP Meal Pattern Change:**

- 1 cup of raw leafy greens = ½ cup vegetable
- ¼ cup dried or dehydrated fruit (100%) = ½ cup

**Vegetable & Fruit Serving Size Requirements**

The minimum serving sizes for the vegetable and fruit components are provided in the table below.

	Ages (years)			
	1-2	3-5	6-18	Adults
<b>Breakfast</b>	¼ cup	½ cup	½ cup	1 cup
<b>Lunch &amp; Supper</b>				
<b>Vegetables</b>	⅝ cup	¼ cup	½ cup	½ cup
<b>Fruits</b>	⅝ cup	¼ cup	¼ cup	½ cup
<b>Snacks</b>				
<b>Vegetables</b>	½ cup	½ cup	¾ cup	½ cup
<b>Fruits</b>	½ cup	½ cup	¾ cup	½ cup

- When two vegetables are served at lunch/supper, the serving size of the second vegetable must be at least the same serving size as the fruit component it replaced.
- The serving size of the fruit and vegetable components are equal at lunch/supper and snack for each age group **except 6-18 year olds at lunch/supper.**

**Lunch/Supper for 6-18 yr olds:**  
 Must serve a minimum of ½ cup of vegetables and ¼ cup of fruit



**Pop Quiz**

Are tomatoes and avocados counted as fruits or vegetables?

The answer is on the next page...





**Fruit and Vegetable Mixtures**

Mixtures of vegetables and fruits, such as a **carrot-raisin salad**, can only count towards the vegetable or the fruit component, **not both**.



**Q&A** How do vegetables served as a combination item (e.g. mixed vegetables, peas and carrots), credit at lunch/supper? Can double the amount be served when serving two vegetables at lunch/supper?

Combination vegetables credit as one vegetable. Therefore, if two vegetables are served at lunch/supper, the combination item counts as one vegetable, and another vegetable will need to be served. Example: (1) peas and carrots, (2) broccoli. Double the amount of the combination item cannot be served.

**Juice**

- Can only be served at one meal or snack per day.



Juice may only be served at **one meal or snack per day**, even if snacks and meals are served to different groups of participants.

If juice is served at more than one meal or snack a day, the meal with the lowest reimbursement rate in which juice was served will be disallowed. For example, if juice is served at breakfast and snack, snack will be disallowed.



**Recordkeeping Requirements**



All Programs **must document specific fruits and vegetables** on menus for each meal and snack. If changes are made, record substitutions on menus filed with the claim.

**For More Information:** refer to USDA Policy Memo [CACFP 25-2016](#) and the CACFP New Meal Pattern [website](#).

Find the Community Nutrition Team here:

- <https://www.facebook.com/WisDPICommunityNutrition/>
- [https://twitter.com/WisDPI\\_CNT](https://twitter.com/WisDPI_CNT)

**Preparation**

Deep-Fat Frying: Submerging foods in hot oil or other fat **cannot** be used as a cooking method to prepare fruits or vegetables; e.g. French fries, tator tots and hash browns, etc.

Find yummy, no-fry recipes that offer a fresh, healthy spin on your favorite flavors at USDA's [What's Cooking website](#).



**Best Practices**

- Serve a vegetable or fruit for at least 1 of the 2 required components of a snack
- Serve a variety of fruits and vegetables (fresh, frozen, and canned)
- Offer at least 1 serving of each of dark green vegetables, red & orange vegetables, beans & peas (legumes), starchy vegetables, and other vegetables each week

**Pop Quiz Answer:**

The answer is . . .

**Both tomatoes and avocados are considered vegetables.**

Programs can refer to the Food Buying Guide (FBG) for a list of creditable vegetables and fruits. The FBG does not include information on every possible vegetable or fruit that can be served in the CACFP, so Programs may also reference [ChooseMyPlate.gov](#) to determine if a food is a fruit or a vegetable.



**Crediting Foods**

Fruits, vegetables and other foods not found in the Food Buying Guide may be served in CACFP. Use yield information of a similar food to determine the contribution towards meal pattern requirements.



**Resources**

- **Fruits and Vegetables by Subgroup:** [Food Buying Guide for School Meal Programs](#)
- **USDA MyPlate:** [choosemyplate.gov](http://choosemyplate.gov)



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**Speed Action Planning**

**Instructions:** Today's training featured key information on fruits and vegetables served as a single component, as well as served as two separate components. Answer the following three questions to establish an action plan for using the information.

**1. What did you learn in this training?**

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**2. How will you apply this information in your current or future roles?**

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**3. When will you apply this information (e.g., one week, one month, six months, etc.)?**

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