

Our Favorite Fruits and Vegetables

Lesson Description

Students reflect on how their preferences for fruits and vegetables may have changed over the course of the year. They repeat the food preference study from the first Fall lesson and review the benefits of eating lots of fruits and vegetables.

- Time required: 60 minutes
- Location of lesson: Classroom and garden

Learning Objectives

- Repeat the food preference study from the beginning of the year (Fall Lesson 1) to understand how the class' preferences for fruits and vegetables may have changed.
- Review how fruits and vegetables support health.
- Know how many servings of fruits and vegetables they should eat every day (5) using their fingers.

Attitude and Behavior Goal

- Like the taste of a wide variety of fruits and vegetables. Try to eat at least 5 servings of fruits and vegetables every day.

Materials and Preparation

- Food Preference Study poster board from Fall lesson 1
- 1 blank sheet of 22" x 28" white poster board
 - Title the board, "Food Preference Study"
- Hang poster boards in a visible space in the classroom
- Markers for writing on the poster boards
- Pins or tape for hanging up the poster boards
- Fruits and vegetables for the plant snack food preference study; washed and chopped into snack sized pieces
 - Use the same 4 varieties of fruits and vegetables that were used for the first food preference study in the Fall (i.e. carrots, broccoli, radishes, apples, tomatoes, celery)
 - Each student receives a total of 4 pieces; 1 piece of each variety
- Napkins; at least 1 per student
-  **Food Preference Study**
-  **Eating Plant Parts**
- Water to drink during the Class Warm-up – water dispenser in the classroom and 1 cup or a water bottle for each student

Class Warm-up: Champion Cheer and Veggie Taste Test (5-10 minutes)

- Give each student a cup of water or ensure that they have a filled water bottle in front of them.
- Lead the students in enthusiastically reciting the  **Champion Cheer**.
- At the end of the cheer, drink water together.

Review of Last Lesson (2-3 minutes)

- Review the evaluation questions from last week's lesson. Evaluation questions from all lessons are listed at the end of the workbook .

Class Discussion (10 minutes)

We have spent a lot of time growing and eating our own food from the garden this year! We have also talked a lot about eating healthy foods like fruits and vegetables that make our bodies strong.

- *Why are fruits and vegetables good for us?* (Answer: they give us important vitamins, minerals and fiber to keep us healthy, fight off infections and help us heal when we get sick or hurt)
- *Why is it important to eat fruits and vegetables of all different colors?* (Answer: a wide variety gives us all of the different vitamins and minerals that we need)
- *How many fruits and vegetables should we try to eat every day?* (Answer: at least 5 servings)

Today, we will repeat the food preference study that we did at the beginning of the year. Do you think the results will change? Are you eating more fruits and veggies now than you were at the beginning of the year? Do you like fruits and veggies more now than you did before? Has your family changed how many fruits and veggies they eat this year? Let's find out!

Activities (40 minutes)

-  **"Food Preference Study" (25 minutes):** Students sample the same fruits and vegetables as in the initial food preference study at the beginning of the program, record their favorites and compile the preferences of the entire class.
 1. Refer students to the  **Food Preference Study** page in their workbooks.
 2. Write the names of the plant snacks on the "Food Preference Study" poster board while students write the names of the plant snacks in the "Plant Snack" column of the workbook page.
 3. Ask students to circle the name of the plant snack that they predict will be favored by the most people in the class.
 4. Pass out a napkin with 1 piece of each of the 4 chopped plant snacks to each student.
 - a. Encourage students to try each snack and keep a record of what snacks they eat by making a mark beside the name of the snack written in their workbooks.

- b. Ask them to make notes in the workbook about what they liked and didn't like about each snack. Ask them to fill in the Observations column in their workbooks. (What does it look like? What does it feel like? How does it taste?)
5. When they are done eating, ask the students to come up to the "Food Preference Study" poster board and make a tally next to each of the snacks that they tried.
6. Ask the students to suggest ways to figure out what was eaten the most and what was eaten the least:
 - a. *Which plant snack did the most people eat?*
 - b. *Which plant snack did everyone try?*
 - c. *Were any of the plant snacks eaten by only a few people, but those people ate a lot of pieces?*
7. Count up the totals for each plant snack, and then record the results on the "Food Preference Study" poster paper. Compare the chart to the first Food Preference Study poster board from the Fall. Ask students to complete questions # 1, # 2 and # 3 in their workbooks as you discuss:
 - a. *How did our results compare to the results in the Fall at the beginning of the year? What was the class favorite at the beginning of the year? What is the class favorite now?*
 - b. *Were there more foods this time that were tried by everyone?*
 - c. *How many zeros were on the last study compared to this one?*
 - d. *What snacks do you like now better than you did at the beginning of the year?*

Food Preference Study	Totals
Carrots	66
Cucumbers	66
Tomatoes	63
Celery	67
	262

- 📖 **"Eating Plant Parts" (10 minutes):** Students complete a workbook page, identifying examples of edible plant parts.
 1. Refer students to the workbook page, 📖 **Eating Plant Parts**.
 2. Students will write at least one example of each plant part that is edible. For example, an edible flower could be broccoli, cauliflower, artichoke, squash blossoms, etc.)

3. Discuss:

- a. *How many fruits and vegetables should we eat every day? (5)*
- b. *How many have you eaten today so far?*
- c. *Do you think you could eat all of the fruits and vegetables plant parts you wrote in one day?*
- d. *What are some ways that we can all eat more fruits and vegetables every day? (eat fruits and/or vegetables at every meal and for snacks, etc.)*

- **“Fruits and Veggies Make Super Snacks” (5 minutes):** Students use their imaginations to visualize choosing a healthy snack after school.
 1. Ask students to close their eyes and imagine the following scenario. *You are just getting home from school and you are hungry! You go to the kitchen looking for a snack. What is your first choice? Is that healthy? What is a healthier choice if your first choice is not healthy? A fruit or vegetable!*
 2. *Imagine you are putting down your first choice if it is unhealthy and looking around for a second, healthier choice. What is it? Choose a fruit or vegetable! Imagine you are eating it and it tastes so good.*
 3. Encourage students to remember this at home the next time they are looking for a snack.

Evaluation Questions (5 minutes)

1. *What was the favorite plant food of the class?*
2. *How have the food preferences of the class changed over the year?*
3. *What are some health benefits of eating fruits (Answer: fruits give us vitamins and minerals that help us fight infections and help us heal when we get sick or hurt)*
4. *What are some health benefits of eating vegetables? (Answers: vegetables give us vitamins and minerals and fiber that help fill us up, help with digestion and keep us healthy and strong)*
5. *What are some examples of roots that we eat? (Answers: potatoes, sweet potatoes, carrots, radishes, ginger, beets, onions, etc.)*
6. *How much water should you drink every day? (Answer: at least 6 cups of water a day)*
7. *How many fruits and vegetables should you eat every day? (Answer: at least 5 fruits and vegetables a day)*
8. *Does gardening connect you to your culture and help you learn new words in your language? (Answer: yes)*

Preparation for Future Lessons – Reminder for the Instructor

- This is the last lesson plan of the spring semester. After all 10 spring lessons have been completed, remember to hold a review session with the students. The Jeopardy review game should be used to engage the students in a review of all that they learned this spring.

Notes
