



THE
UNIVERSITY
OF RHODE ISLAND



The Fresh **Fruit** and **Vegetable** Program

Nutrition Curriculum



Kindergarten - Grade 2

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Fresh Fruit and Vegetable Program- Nutrition Education Curriculum
Grades K-2

Lesson activities (listed at the bottom of each lesson) are arranged from simplest to more advanced. Educators are encouraged to select activities based on available time, required materials, class size, students' skill levels, and areas of interest.

If you have any questions about the Fresh Fruit and Vegetable Program Nutrition Curriculum, contact **Stephanie Carlile, MS, RDN, LDN** at scarlile@uri.edu.

LESSON 1 - MYPLATE

Nutrition Objectives:

1. Students will be able to name one food and correctly identify the food group that it's in.
2. Students will learn that fruits and vegetables are healthy foods.
3. Students will be able to name one of their favorite fruits or vegetables.

SAY → This is called MyPlate (*hold up plastic MyPlate plate or MyPlate poster/handout*) and it is used as a guide to teach us how to eat healthy. There are five food groups on MyPlate. Let's count them!

ASK → What do you notice about MyPlate? (*it has 5 different food groups on it, 5 different colors, and the food groups are different sizes*)

SAY → Notice how each food group is divided into sections of different sizes. Why do you think some sections are bigger than others? (*we need to eat more of some groups than others*)

SAY → Look at the fruit & vegetable groups. How much of the plate do these groups take up? (*half*)

SAY → Fruits (red group) and vegetables (green group) provide us with a lot of good things that are healthy for our bodies, like vitamins and minerals. Try to fill half your plate with fruits and veggies at every meal!

ASK → What is the next biggest food group on the plate? (*Grains-orange group*) Grains give you energy so you can go to school and play.

SAY → We should try to make half of our grains whole grains because they have something called fiber. Fiber helps move food through our bodies, keep our tummies full, and help us go to the bathroom regularly. Can anyone name a whole grain? (*whole wheat bread, cereal, pasta, brown rice, oatmeal, popcorn, etc.*)

ASK → What is the last group on the plate? (*Protein-purple group*) What are some examples of protein foods? (*meat, poultry, fish, nuts/seeds, beans, eggs*) Protein helps build strong muscles. Show me your muscles! It's important that we eat different types of protein foods throughout the week.

ASK → What is the food group to the side of the plate? (*Dairy-blue group*) Dairy foods contain milk which is important for strong bones and teeth. What are some examples of dairy foods? (*milk, cheese, yogurt*) What kind of dairy foods are the healthiest? (*low-fat, fat-free, or skim*)

SAY → We eat all kinds of foods, and they belong to different food groups. Each food group helps our bodies in its own special way. That's why it's important to eat some foods from every group every day! These foods give us the energy to grow, learn, run, jump, and play.

ASK → What meal do you eat that looks most like this plate? (*dinner*)

SAY → MyPlate is an example of what a healthy meal looks like. For breakfast we might have cereal, milk, and a banana. Which food groups would that have? (*cereal is a grain, milk is a dairy, banana is a fruit*) What if we have a sandwich for lunch? (*The bread is a grain, cheese is a dairy, turkey is a protein, and lettuce is a vegetable-use MyPlate and food models*). Even though the food groups are separate on the plate, that doesn't mean you have to eat the foods separated like that. You can mix them together - like in a sandwich, salad, or soup! MyPlate helps us make healthy choices at breakfast, lunch, or dinner. Try to have at least 3 different food groups at every meal, even if you can't get all 5.

Optional Add-On Activity: Tasting Passport

SAY→ Over the next few weeks, you might get to try fruits or vegetables that are new to you, or ones you didn't like before. It's okay if you're not sure about them- just give them a try with a good attitude! Sometimes our taste buds change as we grow, and you might be surprised that you like something new.

SAY→ When you try a new food, you'll get to fill out your *Tasting Passport*! In the oval, draw a picture of the fruit or vegetable you tasted. Then, circle the thumbs up, neutral face, or thumbs down to show how you felt about the taste.

Teacher Note:

*Have students fill in a box for a fruit or vegetable they tried today. This can be done as a quiet wrap-up activity or as part of a discussion about what they've tasted recently. **The Tasting Passport can be used each time a new FFVP fruit or vegetable is offered to students.** Encourage students to keep adding to their passports throughout the program to track all the new foods they've tried!*

Activity #1: Fruit and Vegetable Lists

Begin two lists on the board or on chart paper; one for fruits and one for vegetables. When the children receive their fruit or vegetable snack, state what it is and write the name of that fruit or vegetable on the corresponding list. Keep them on display and continue to do this throughout the school year when a new fruit or vegetable is served.

Activity #2: A Plateful of Color

Have students begin by coloring the fruits and vegetables at the bottom of the page, then cut them out and glue each one into the matching section of the color wheel based on its color. In the "My Favorite" box, they can draw their favorite fruit or vegetable from the activity. This is a fun way to help students recognize fruits and veggies by color while practicing sorting and fine motor skills.

Activity #3- Fill Your Plate with Healthy Foods Every Day: Have students follow along as you read the four MyPlate messages aloud. Pause after each sentence to briefly explain the key idea in simple language. Use visuals from the page to help students connect the message to real foods they know. For example:

- "Dairy keeps your bones strong" → Ask: *What dairy foods do you know?*
- "Fill half your plate with vegetables and fruits" → Ask: *What's your favorite fruit or vegetable?*
Use the visuals to help reinforce which foods belong in each group.
- "Eat different protein foods each day." → Say: *Protein foods help you grow and stay strong.* Ask: *Can you name some protein foods?*
- "Try to include all 5 food groups throughout the day to get the nutrition you need." → Say: *There are 5 food groups: dairy, fruits, vegetables, grains, and protein. Eating from all of them helps our bodies stay healthy.* → Ask: *What's a meal you've had that had more than one food group?*

Page 2- Use the examples on page 2 to start a class discussion. Encourage students to share simple meal ideas from home and help them identify at least 2-3 food groups in each. Say:

- "Let's look at some meals other people eat. Can you tell which food groups are in each one?"
- "What meals do you eat at home with your family? Can you name some of the foods and what group they might belong to?"

Optional Add-on:

Have students draw a picture of a meal they like to eat that includes at least 3 food groups on a piece of scrap paper.

Activity #4- MyPlate to MyFamily: Use this worksheet to help students connect healthy eating to their home and family meals. After reviewing the MyPlate food groups, students will draw and label a meal they enjoy with their family that includes foods from each section of MyPlate. Encourage students to think about cultural dishes and meals they regularly eat at home.

LESSON 2 - EAT COLORS, BE HEALTHY (VARIETY)

Nutrition Objectives:

1. Students will state how different colored fruits and vegetables help their bodies.
2. Students will be able to name a fruit or vegetable in each color group
3. Students will learn why eating different colored fruits and vegetables is important.

Teacher Note:

This lesson can be simplified based on time or student understanding. Rather than covering all the color groups at once, you can focus on just one or two colors during each lesson.

Lesson:

SAY Today we'll be learning **how** each color fruit and vegetable helps your body stay healthy and strong. We all know that fruits and veggies come in lots of different colors, and each color is special!

Activity #1: A Variety of Fruits and Veggies Each Day handout (girl jumping)

- Distribute the handout (*A Variety of Fruits and Veggies Each Day (girl jumping)*).
- Refer to the *Color Chart & Color Sheets* for more examples of fruits and vegetables in each color group.
- Refer to the handout and read aloud ways that each different color helps the body function.
 - **Brown, Tan and White:** Keeps your muscles strong and body safe against germs.
 - **Red:** Keeps your heart strong.
 - **Green:** Helps move food through your body for a healthy stomach.
 - **Purple/Blue:** Helps your brain learn and remember.
 - **Yellow/Orange:** Keeps your eyes healthy, skin glowing, and helps to keep you from getting a cold.
- Show the students the *Catch a Rainbow Every Day!* Poster.
 - **SAY**→ Let's look at the rainbow.
 - **ASK**→ What fruits and veggies do you see and what colors are they?
 - **SAY**→ Fruits and vegetables can be red, orange, yellow, green, blue, purple, white, tan or brown.

RED

ASK → What color fruits and vegetables help your heart? (*red*)

ASK → Can you name some red fruits and veggies? (*tomatoes, radishes, apples, strawberries*)

ASK → Can you feel your heart beating in your chest? (*Have students put their hand over their hearts.*)

Red fruits and vegetables help keep your heart strong.

SAY → Red is the color of your heart, so it is easy to remember that red fruits and vegetables help your heart.

BLUE/PURPLE

ASK → What color fruits and vegetables help your brain? (*purple and blue*)

ASK → What are some examples? (*blueberries, grapes, raisins*)

ASK → Where is your brain? (*Have students touch their heads.*) Purple and blue fruits and vegetables help your brain. This means they can help you remember, learn, and do well in school!

GREEN

ASK → What color fruits and vegetables help your stomach? (*green*)

ASK → What are some examples of green fruits and vegetables? (*lettuce, broccoli, pears, grapes, kiwi*)

NOTE: Even though the fuzzy outside of a kiwi is brown, the inside part we eat is green, so it is considered a green fruit.

SAY → Green fruits and vegetables help your tummy feel good. They help move the food you eat through your body so you go to the bathroom. *(Have the children rub their stomachs.)*

YELLOW/ORANGE

ASK → What color fruits and vegetables are good for your eyes and skin? *(yellow and orange)*

NOTE: Even though a banana has a yellow peel, it is not considered a yellow fruit. It is a white fruit, because we only eat the white inside part.

SAY → Yellow and orange fruits and vegetables keep your eyes healthy, skin glowing, and can help keep you from getting a cold.

ASK → What are some examples of yellow and orange fruits and veggies? *(corn, oranges, peppers)*

ASK → Yellow and orange is good for your _____? *(point to eyes)*

ASK → Yellow and orange is also good for your _____? *(rub your skin)*

WHITE/BROWN/TAN

ASK → What color fruits and vegetables help to keep your muscles strong and your body safe against germs? *(white, brown, and tan)*

ASK → What are some examples of white fruits and veggies? *(potatoes, bananas, pears, mushrooms)*

SAY → When we name white fruits and vegetables, we mean that they are white on the inside, like a banana.

ASK → What color is a banana on the outside? *(yellow)*

SAY → Even though a banana is yellow on the outside, we call it a white fruit because the inside is white.

ASK → Can you think of any other brown, tan or white fruits? *(coconut, pears)*

ASK → What part of our body do we think of when we say the word “strong”? *(muscles - have students show their biceps)*

SAY → Brown, tan and white fruits and vegetables keep your muscles strong.

SAY → To help us remember how the different color fruits and vegetables help our bodies we’re going to learn a poem:

Teacher Note:

If your students are able to read, you can print copies of the poem for them to follow along as they say it aloud. This can help support reading skills while reinforcing the lesson content.

Eating My Colors

Fruits and veggies put a smile on my face, (Put your fingers next to your smile.)

So try some with me, how about a taste?

Red fruits and vegetables are good to eat,

They help me grow and help my heart beat! (Put your hand over your heart.)

Fruits and vegetables, orange and yellow,

Keep my eyes healthy and my skin all a-glow! (Point to your eyes and rub your skin.)

Tasty fruits and vegetables, green and yummy,

They’re delicious to eat and good for my tummy. (Rub your stomach.)

Purple and blue foods are super cool,

They help me learn and do well in school! (Touch your head.)

*Brown, tan and white fruits and veggies- you can't go wrong,
They help keep my muscles strong! (Show your muscles.)*

*Two plus two makes four each day,
To give me energy, so I can run and play! (Run in place.)*

- Repeat the poem having the children add each movement.

SAY You need all of these different colored fruits and vegetables to help you grow and to keep your body healthy and strong. Try to eat as many colors as you can every day! Now, can you see why each color is so special?

Don't forget! Remind students to draw any new fruits and veggies they've tried in their Tasting Passports.

Activity #1: Fruit and Veggie Taster's Club (poster or 8 ½ " x 11" sheet)

Tell the students that they are part of the Fruit and Veggie Taster's Club, and their job is to try as many fruit and vegetable snacks as they can. Remind them that if they don't like a fruit or vegetable the first time, it's important to try it again- sometimes it takes a few tries to start liking something, and our taste buds can change over time! Fill in each student's name on the provided poster/sheet, record today's snack under "Week 1," and place a check or sticker next to the name of each student who gives it a try. At the end of the activity, reward students who tried the most fruits and vegetables with a certificate.

Activity #2: Fruit and Veggie Chart worksheet

Activity #3: Fruit Riddles worksheet (Curriculum Connection/Language Arts)

Activity #4: A Rainbow of Foods worksheet

Activity #5: "Vegetables" Word Puzzle (Curriculum Connection/Language Arts)

LESSON 3 - 4-A-DAY, ADD COLOR TO YOUR PLATE

Nutrition Objectives:

1. Students will learn why it is important to choose a variety of different colored fruits and vegetables.
2. Students will be able to state the number of fruits and vegetables they should eat each day.

Lesson:

SAY → Today we are learning how many fruits and vegetables you should eat each day.

ASK → Let's review the MyPlate!

Point to the different food groups and read them together (use Make MyPlate Your Plate).

ASK → How much of your plate should be filled with fruits and vegetables? *(half of it)*

ASK → How many fruits do you think kids your age need to eat every day to grow strong, learn well, and play hard? *(at least 2)*

ASK → How many vegetables do you think kids your age need to eat every day? *(at least 2)*

SAY → We need at least TWO fruits plus TWO veggies every day. That means we should eat at least FOUR fruits and veggies every day to be healthy.

ASK → What does "at least" mean? *(the smallest number you should have)* Can you have more than 4 fruits and veggies? *(yes)*

- Have students count to four using their fingers. As they count, lead them in this fun jingle to help them remember how many fruits and veggies they need each day:

**"1-2-3-4, Fruit-Fruit-Veggie-Veggie!
I need 2 fruits, I need 2 veggies,
To help me learn and get ready
To grow up strong, fast, and steady!
I eat the rainbow every day,
So I can run, jump, and play!"**

ASK → What are the different colors that fruits and vegetables can be? *(red, yellow, orange, green, purple, blue, brown, tan or white.)*

ASK → Why is it important to eat fruits and vegetables of many different colors? *(so we get different nutrients (vitamins and minerals) to help all parts of our body!)*

SAY → When we eat fruits and vegetables of all colors, it's called "eating the rainbow." That means choosing red, yellow, orange, green, purple/blue, and white fruits and veggies!

Let's say it together: "I eat the rainbow every day, so I can run, jump, and play!"

SAY → Let's review what we've learned about the colors and how different colored fruits and vegetables help you grow and help your body to be healthy and strong.

Eat Colors Be Healthy Review

ASK → Yellow and orange fruits and vegetables keep your _____ healthy? *(Point to eyes.)*

ASK → Red fruits and vegetables keep your _____ strong? *(Point to heart.)*

ASK → Green fruits and veggies are good for your _____? *(Point to stomach.)*

ASK → Purple and blue fruits and veggies help your _____? *(Point to brain.)*

ASK → Brown, tan and white fruits and veggies help your _____? *(Point to leg muscles.)*

ASK → Why is it important to eat at least 4 fruits and vegetables every day? *(Our bodies get important things called nutrients, like vitamins and minerals, from lots of different fruits and vegetables. Even though you can't see them, they are helping you to grow, learn, and play.)*

ASK → Who can think of a (red) fruit or vegetable that you have tried before? (*Refer to the Catch a Rainbow sheet or the ColorChart and Color Sheets.*) Continue to ask this question naming all the other colors.

- **Red:** *Tomato, watermelon, strawberries, red apple, red pepper, red grapes*
- **Yellow/Orange:** *Corn, peach, pineapple, carrot, mango ,orange, sweet potato*
- **Green:** *Spinach, broccoli, green beans, cucumber, kiwi, asparagus, green grapes*
- **Blue/purple:** *Blueberries, eggplant, purple grapes, raisins, plums*
- **Brown/White/Tan:** *Potatoes, banana, onion, cauliflower, mushroom, pears*

SAY This week, try to eat as many different color fruits and veggies as you can. See if you can “eat the rainbow!”

Don’t forget! Remind students to draw any new fruits and veggies they’ve tried in their Tasting passports.

Activity #1: Mystery Picture: Instruct the students to color the vegetable words only (using realistic colors) to reveal the mystery picture.

Activity #2: 2+2 is Healthy For You worksheet

Activity #3: Fruit and Veggie Matching worksheet

Activity #4: Four-a-Day The Color Way worksheet and Fruit and Vegetable coloring sheets

First, review the directions on the Four-a-Day the Color Way worksheet. Then, instruct the children to color the fruits and veggies on the coloring sheets with realistic colors. Next, have them cut out 4 pictures and then paste the fruits or vegetables in the correct boxes. If preferred, they can draw and color the fruits and veggies on the *Four-a-Day* worksheet instead of cutting and pasting. Show them the *Catch a Rainbow Every Day!* sheet to help them remember the colors and examples.

LESSON 4 - USING YOUR SENSES

Nutrition Objectives:

1. Students will be able to describe two characteristics of their fruit or vegetable snack (or their favorite fruit or vegetable) by using their senses.

ASK → What do you think it means to be healthy?

SAY → To be healthy means more than just eating healthy foods and being active. This includes getting enough sleep, being kind to yourself and others, and spending time with the people you love. Today we are going to be focusing on eating healthy foods.

ASK → What do you think it means to eat healthy?

SAY → Eating healthy means fitting foods from all of the food groups into your day. This means getting a variety of foods and exploring the different ways that you can eat foods.

ASK → Who here has heard the word variety before? What does that mean? (*variety means having different kinds, not just the same thing. That means different types of foods, colors, textures, sizes, and shapes*)

SAY → Fruits and vegetables are foods that many kids and grown-ups don't eat enough of. They contain many nutrients, which are things like vitamins and minerals, that your body needs for you to grow, play, learn and be healthy. You should eat lots of different colored fruits and vegetables every day to give your body all the nutrients it needs.

SAY → Today we are learning about using describing words for different fruits and vegetables. Fruits and vegetables come in many different shapes, colors, and sizes. They are also different in the way they taste and feel.

ASK → What are the 5 senses? Write them on chart paper or the board. (*see- point to eyes, hear- point to ears, taste- point to mouth, smell- point to nose, and feel- rub hands together*)

SAY → Let's pretend that we are eating a big apple and talk about what senses you would use if you were eating one.

ASK → What does an apple **look** like? (*round, red, green or yellow*)

ASK → What does an apple **sound** like when you take a bite? (*crunchy*)

ASK → What does an apple **taste** like? (*sweet, juicy, tart*)

ASK → What does an apple **smell** like? (*sweet*)

ASK → What does an apple **feel** like? (*smooth, firm, hard*)

SAY → We can talk about fruits and vegetables in different ways. Let's talk about our snack today.

Tip for Teachers:

If the FFVP fruit or vegetable snack is available during your class time, try tasting it along with the students. When adults model trying new foods and talk about them positively, it helps encourage healthy eating habits in children. Reference this video from The University of Connecticut (UConn) Extension: [Sensory Taste Test Guide for Fruits and Vegetables](#) for tips on how to effectively lead a sensory taste test with youth in the classroom.

If the FFVP snack was not served during your class time:

SAY Think back to the last fruit or vegetable that you ate (or have students think about their favorite).

You could also choose one fruit or vegetable as a group to imagine together; maybe one the class has tried recently or one from the *Catch a Rainbow* sheet. Ask students to describe its color, texture, taste, and smell using their imagination and memory.

Answer the following questions as a group. Write responses on chart paper or the board. (See Fruit and Vegetable Reference list for example adjectives.)

- What does your fruit/vegetable **look** like?
orange, tiny, like a leaf, like a tree
- What does your fruit or vegetable snack **sound** like when you eat it?
crunchy, squishy, loud, quiet
- What does it **taste** like?
sweet, sour, sweet, juicy, yummy, bitter
- What does it **smell** like?
sweet, fruity, fresh
- What does your fruit/vegetable **feel** like?
cold, firm, fuzzy, hard, mushy, soft, sticky, wet

ASK?

- Did you like the fruit or vegetable we tried (or discussed)?
- What did you like about it- was it the taste, the color, the smell, or the texture?
- Would you try it again?

SAY→ Now think about sharing this with your family:

- What would you tell them about this fruit or vegetable?
- What could you eat it with at home- maybe in a salad, as a snack, or with dinner?

SAY Remember, using your senses when trying new fruits and vegetables can help you learn what you like. The next time you eat fruits or vegetables at home with your family, ask them to use their senses too. You can talk together about what you see, smell, feel, and taste!

Don't forget! Remind students to draw any new fruits and veggies they've tried in their Tasting Passports.

Activity #1: Fruit and Vegetable Matching Posters Display the posters so that the children will be able to reach them. Pass out the pictures of fruits and vegetables. Call on volunteers to come up to match the picture they have with the one on the poster. Ask the children to say one describing word about the fruit or vegetable when they place it on the poster.

*If you are interested in receiving a physical copy of this activity, please contact **Stephanie Carlile, MS, LDN, RDN** at scarlile@uri.edu. Copies may be provided depending on FFVP eligibility and funding.*

Activity #2: Fruit and Vegetable Scavenger Hunt worksheet Display the Fruit and Vegetable Matching posters. Read the directions and instruct the children to work with a partner and refer to the posters to help them find the answers.

Activity #3: Favorite Fruit or Vegetable Guessing Game: Using the Favorite Fruit or Vegetable guessing game worksheet, instruct the children to choose a favorite fruit or vegetable and follow the prompts, using sensory words to describe it. Let students share their descriptions with the class to see if the other students can guess what it is.

Activity #4: Mystery Foods! worksheet: Use this worksheet to help students describe a fruit or vegetable using their five senses. First, review the senses with the class and give an example, such as describing a carrot without saying its name. Then, have students pick a fruit or vegetable and fill in each prompt on the worksheet. Invite them to share their descriptions so classmates can guess the “mystery food.” Wrap up by reminding students that using their senses is a fun way to explore and try new fruits and vegetables.

LESSON 5 - WHERE AND HOW DO FRUITS & VEGETABLES GROW?

Nutrition Objectives:

1. Students will learn that fruits and vegetables come from plants.
2. Students will be able to identify how fruits and vegetables grow.

Lesson:

ASK → Has anyone tried a new fruit or vegetable this week?

ASK → What did you try?

SAY → Today we are learning about how and where fruits and vegetables grow.

ASK → Have any of you ever planted anything?

ASK → Do any of you have a garden?

ASK → What do you grow?

ASK → How do plants start off? *(as a seed)*

ASK → How do you plant a seed? *(dig a hole in soil, put seed in, cover with soil, and water it)*

ASK → What provides warmth and energy and is very important for plants to grow? *(the sun)*

ASK → What else do you need to do to make sure your plant grows and stays healthy? *(water it, pull weeds, keep animals away with a fence or something if it is outside)*

ASK → Have you ever seen a fruit or vegetable growing in a garden or on a farm?

ASK → What fruits and vegetables have you seen growing there?

ASK → How or where did you see those fruits and vegetables growing? *(in a tree, on the ground, on a bush, etc.)*

SAY → We are going to pretend to be farmers so we can learn about where fruit and vegetables grow. *Show students the "Where Do Fruits and Vegetables Grow?" picture cards as you discuss the following:*

SAY → Let's look at these picture cards to help us talk about the different ways fruits and vegetables grow.

SAY → Some vegetables grow under the ground, like potatoes. *(Show children the picture of the potatoes and then have them pretend to dig up a potato.)*

ASK → What other vegetables grow under the ground? *(carrots, beets, radishes, turnips, sweet potatoes, red onions, green onions and garlic)*

SAY → Some vegetables grow on the ground, like lettuce. These vegetables grow in the soil, but their leafy parts sit on top of the ground. They aren't attached to a vine or a bush. Even though their leaves grow aboveground, they still have roots underneath the soil. The roots help hold the plant in place and bring it water and nutrients from the ground so it can grow big and strong. *(Show the children the picture of the lettuce and then have them bend down and pretend to pick a head of lettuce.)*

ASK → Do you know any other vegetables that grow on the ground like lettuce? *(celery, red cabbage, spinach and asparagus)*

SAY → Some fruits and vegetables grow on a bush, like blueberries. *(Show children the picture of the blueberry bush and then have them pretend to pick berries and put them in a pail.)*

ASK → What are some other fruits or vegetables that grow on bushes? *(strawberries, blackberries, raspberries. Peppers, broccoli, cauliflower, and eggplant grow on bushy plants.)*

SAY → Some grow on a vine, like pumpkins. *(Have children pretend to pick a really big pumpkin from a vine.)*

ASK → Do you know other fruits or vegetables that grow on a vine? *(watermelon, cantaloupe, cucumbers, green beans, grapes and tomatoes)*

SAY → Some fruits grow on a tree, like apples. *(Have children reach up and pretend to pick an apple off a tree.)*

ASK → What are some other fruits that grow on trees? *(peaches, pears, lemons, limes, oranges, mangoes, kiwi, cherries, avocados, plums, bananas and coconuts)*

ASK → Are there any vegetables that grow on trees? (*no, but some fruits do.*)

ASK → How does corn grow? (*on a stalk above the ground*)

SAY → The message of this lesson today is that fruit and vegetables come from plants and trees that grow in different ways.

SAY → Your body needs a lot of different foods for you to grow, play, learn, and be healthy. Fruits and vegetables are healthy foods that you should eat every day.

SAY → When you eat fruits and vegetables this week I want you to think about where it came from and how it grows.

SAY → Also, think about being brave and trying new foods. Sometimes you have to try a food again and again before you like it. Finally, think about growing your own fruits and vegetables either in a garden, or in big pots on a sunny balcony or patio if you don't have a lot of space.

ASK → Does your family grow any fruits or vegetables at home?

SAY → Next time someone in your house is gardening, ask if you can help take care of the plants or help pick the fruits and vegetables! It's a fun way to learn and be part of growing your own food.

Don't forget! Remind students to draw any new fruits and veggies they've tried in their *Tasting Passports*.

Activity #1: The Vegetable Song (sing to the tune of "Twinkle Twinkle Little Star")

Carrots, peas, and broccoli,

Vegetables are good for me.

For my snack and in my lunch,

Veggie sticks are great to munch.

Peppers, corn, and celery,

Vegetables are good for me.

Activity #2: Draw a Garden/Plant a Garden worksheet

Pretend you have a garden. Think about what fruits and vegetables you would grow and draw them on the worksheet. Color the fruits and vegetables the colors they are in real life and show how they grow.

Activity #3: Read the Book: [Up, Down and Around](#) by Katherine Ayres

➤ Read the book aloud to the class. As you read, the children can stand and raise their arms when the vegetable grows up, touch the floor when vegetables grow down, and twirl around when vegetables grow around in a vine. You might prefer to read it through once and let the children do the motions during a second reading.

➤ After reading, refer back to the book to discuss the following:

ASK → How did they keep animals and birds away from the plants in the story? (*scarecrow*)

ASK → Do worms and bugs help plants or hurt them? (*can do either; it depends what kind of worm or bug it is*)

SAY → Let's look at the pictures in the book again to help us answer these next questions:

Make a chart on chart paper or whiteboard (see chart below).

ASK → What are the vegetables in the book that grow up? (*corn, peppers, broccoli, and okra- which is a vegetable that is popular in the South*)

ASK → What other vegetables grow above the ground like these? (*celery, lettuce and purple cabbage*)

ASK → How do cucumbers grow? (*above the ground on a vine; show and explain what a vine is*)

ASK → What are the other vegetables in the book that grow like this? (*pumpkins, green beans and tomatoes*)

ASK → Do you know any other vegetables that grow on a vine? (*squash, peas*)

ASK → Which vegetables grow under the ground in this book? (*carrots, potatoes, beets, and onions*)

ASK → Are there any other vegetables you know that grow under the ground? (*radishes, turnips*)

ASK → What do you do once the vegetables are ready to eat? (*"harvest" them, pick them or pull them; wash them, cut them if necessary; take off stem and seeds if necessary; cook if necessary*)

ASK → In the book, what did the man and children do with the veggies? (*made lunch*)

ASK → What did they eat? (*salad, stew, corn on the cob, tomato sandwiches, beets, and pumpkin pie*)

Vegetables in the book:

Up	Down	Around
corn	carrots	cucumbers
peppers	potatoes	pumpkins
broccoli	beets	green beans
okra	onions	tomatoes

Other vegetables:

Up	Down	Around
celery	radishes	squash
lettuce	turnips	peas
cabbage		

SAY→ Vegetables help to keep you growing strong. You should eat vegetables every day and try to eat vegetables that are different colors.

SAY→ If you do not like a vegetable, try it again. You might need to try it many times before you like it.

SAY→ When you get your vegetable snack this week, I want you to think about how it grows. We will talk about this some more then.

*If you are interested in receiving a physical copy of this activity, please contact **Stephanie Carlile, MS, LDN, RDN** at scarlile@uri.edu. Copies may be provided depending on FFVP eligibility and funding.*

Activity #4: What Will Help Your Garden Grow? worksheet

LESSON 6 - FRUIT & VEGETABLES IN MANY FORMS

Nutrition Objectives:

1. Students will be able to state one way that fruits and vegetables can be changed during cooking/preparation.

SAY → Today we are learning how fruits and vegetables can change when we cook or prepare them. Fruits and veggies give us energy and help us grow, learn, and play.

SAY → Sometimes when we change them, we take away some of the healthy parts. Other times, we add things like sugar, oil, or salt.

SAY → Let's look at some examples.

Show the pictures of the whole apple, applesauce, and apple pie on "The 5 Food Groups: Make Healthy Choices" (page 2).

ASK → Which picture shows the apple that has not been changed? *(the whole apple)*

SAY → That's right! The apple is close to how we would find it in its natural form - like it was picked right from the tree!

ASK → Which pictures show apples that have been changed? *(the applesauce and apple pie)*

SAY → When we make applesauce and apple pie, we usually peel the apple. The peel has something called fiber. Fiber helps us feel full and go to the bathroom.

ASK → What do we add to applesauce or pie? *(sugar, and for pie we also add butter and flour)*

ASK → Which apple do you think has the most vitamins and fiber to help your body grow and play? *(the whole apple)*

SAY → Now let's look at potatoes.

Show the pictures of the baked potato, mashed potatoes, and french fries.

ASK → Which picture shows the potato that has not been changed very much? *(the whole baked potato)*

SAY → That's right! The baked potato is close to how we would find it in its natural form, just washed and cooked, but still looks like it came right from the farm!

ASK → Which potatoes have been changed? *(the mashed potatoes and french fries)*

SAY → When we make mashed potatoes or fries, we peel them. That takes away some fiber, which is healthy for us. We also add things like butter, milk, or oil.

ASK → Which potato do you think has the most fiber and vitamins to help your body grow strong and have energy? *(the baked potato)*

ASK → Do you think it's okay to eat foods like apple pie or french fries sometimes?

SAY → Yes! It's okay to eat them. We just want to make sure we are also eating fruits and vegetables in their natural form, because they have the most vitamins, minerals, and fiber to help us grow, play, and learn.

SAY → Great job learning today! This week, when you eat a fruit or veggie, think about how it was made. Was it fresh, or was it cooked or changed in some way?

SAY → The next time you are eating a fruit or vegetable at home, ask someone in your family:

- *What is a food that you like that has fruits or vegetables in it? How is it made?*
- *Can I help you prepare a fruit or veggie? Let's talk about how it changes when we cook it.*

Don't forget! Remind students to draw any new fruits and veggies they've tried in their Tasting passports.

Activity #1: Apple & Potato Sorting Game

Activity #2: Fruit and Vegetable Math worksheet (Curriculum Connection/Math)

LESSON 7 - FOOD WASTE REDUCTION & SUSTAINABILITY

Nutrition Objectives:

1. Students will learn there are different steps within the food system.
2. Students will learn why it is important to waste less food and be able to name one way to reduce food waste at school or at home.

ASK → Does anyone know what the word “system” means?

SAY → A system is when different parts work together to do something. Like a team!

ASK → Have you heard of an ecosystem before? That’s like nature’s team—animals, plants, and weather all working together to stay healthy.

SAY → Today, we are going to learn about the food system. That means how food gets from the farm to your plate! First we grow the food (*like planting seeds*). Then we pick the food (*harvest it*). Next we get it ready (*wash or cook it*). Then we move the food to stores (*transport*). People sell it (*buying and selling*). We eat it (*yum!*). Finally, we throw away or compost what’s left (*dispose*).

SAY → Each step has people helping—like farmers, truck drivers, grocery store workers, cooks, and even you!

ASK → Can you think of any people or things that help get food to your lunch tray?

ASK → Have you ever thrown away part of your lunch—like an apple, your sandwich crust, or milk?

SAY → That’s called food waste—when we throw away food instead of eating it.

ASK → What kinds of food do kids throw away at lunch? Why do you think that happens?

ASK → Why should we try to throw away less food? (*To help the Earth, save money, and help people who don’t have enough food.*)

SAY → When we throw food in the trash, it goes to a big place called a landfill—kind of like a mountain of garbage. There, the food gets smelly and makes gases that are bad for the Earth. These are called greenhouse gases—they make the planet hotter and can cause big storms like hurricanes.

SAY → When we waste food, we also waste all the things used to make it, like water, time, energy, and money. Even your apple had to be grown, picked, washed, packed, and driven in a truck to your school. That’s a lot of work! So when we waste food, we waste everything that helped make it. That’s why every bite matters!

SAY → Wasting food costs a lot of money. In the U.S., we throw away millions of pounds of food every year! And even though there is a lot of food, some people still don’t have enough to eat. If we waste less, maybe more people can get the food they need.

ASK → What are some ways we can waste less food at school? How about at home? (*Try to finish what’s on your plate, take only what you can eat, save leftovers, help pack lunches with food you like, start a compost bin.*)

Don’t forget! Remind students to draw any new fruits and veggies they’ve tried in their Tasting Passports.

Activity #1: Every Bite Matters Chant

Use this call-and-response chant with movements to help students remember that taking only what they need and finishing their food is an important way to reduce food waste.

Class/Teacher: Every bite matters, big or small, (*hold hands wide, then close together*)

Students: Take what you need, that is all! (*pretend to scoop a small portion*)

Class/Teacher: Try your best, give food a chance, (*thumbs up, then pretend to taste*)

Students: Save the planet, join the dance! (*arms make a circle for the Earth, then clap or stomp*)

Activity #2: Food System Relay (Physical Activity)

Goal: Help students remember the steps of the food system by acting them out.

How to Play:

1. Using the labels provided, mark 6 spots around the classroom with the steps: Grow → Pick → Get Ready → Move → Sell → Eat.
2. Divide students into small “food teams.”
3. Each team “travels” through the steps, acting them out: plant seeds, harvest, wash/cook, drive, sell, and eat.
4. After the relay, discuss how each step needs people and energy.

Activity #3: My Food Journey Map (Drawing Activity)

Goal: Show how food travels from farm to plate.

How to Play:

1. Give each student a blank piece of paper.
2. Ask them to choose a food they like (for example, an apple, sandwich, or taco).
3. Draw the food in the middle of the circle, then draw arrows and pictures showing: where it grows, how it’s picked, how it travels, where they get it, and them eating it.
4. Share drawings and talk about similarities and differences.
 - a. Discuss: *What’s the same about our food journeys? What’s different?*

Activity #4: Lunch Detectives (Group Activity)

Goal: Help students notice and reduce food waste.

How to Play:

1. Students imagine they are “lunch detectives.”
2. Ask students to share examples of foods they’ve seen thrown away. Write their answers on the board to create a class list.
3. Discuss why food is wasted (too much, didn’t like it, no time).
4. Brainstorm “detective solutions” to waste less food.
5. End with a pledge: “Every bite matters!”

LESSON 8 - FRUIT & VEGGIE FAVORITES

Nutrition Objectives:

1. Students will be able to identify the class's favorite fruit and vegetable.

Lesson:

ASK → Who has tried a new fruit or vegetable this week? What was it?

SAY → Remember, it is important to try new fruits and vegetables, because you never know which one will be your new favorite!

SAY → Today we are going to find out what the class's favorite fruit and vegetable were from everything we've tasted together in class. First, let's review all the fruits and vegetables we've tried as part of our FFVP snacks. *(Review the list with the class.)*

SAY → To find out our class favorites, we're going to make a pictograph- a kind of graph that uses pictures to show information! We will use fruits and veggies that you color as the pictures for our graph.

Directions: Create a Pictograph (Curriculum Connection/Math)

1. Distribute coloring sheets with various fruits and vegetables.
2. Instruct students to color and cut out one favorite fruit and one favorite vegetable.
3. Set up two separate graphs on the board or on chart paper; one for fruits and one for vegetables *(Refer to the pictograph template -Tally the Votes for Fruits and Veggies).*
4. Call students up individually to place their fruit and vegetable on the respective pictographs using tape or glue.
5. **ASK** →
 - a. Which fruit was the class's favorite? How many votes did it get?
 - b. Which fruit came in second place? How many votes did it get?
 - c. Which fruit came in third place? How many votes did it get?
 - d. How many more votes did the first place fruit get compared to the second place fruit?
 - e. How many more votes did the first place fruit get compared to the third place fruit?
 - f. Did any fruits get the same number of votes? Which ones?
 - g. What is the class's least favorite fruit? How many votes did it get?

(Repeat the questions for vegetables.)

Discussion Questions:

ASK Why is it important to try new fruits and vegetables? *(It might turn out to be a new favorite.)*

ASK Was anyone surprised by something they learned when they tasted a new fruit or vegetable in class?

ASK Do you think you're more open to trying more fruits and vegetables now- maybe ones you've never had before, or even ones made in a different way?

SAY → Sometimes we don't think we'll like something, but once we give it a try, we're surprised! The more we try, the more chances we have to find new favorites, and to keep our bodies strong and healthy.

Closing: Let's recite the *Eating My Colors* poem to review what we've learned about fruits and vegetables and why it is important to eat lots of different colored fruits and vegetables every day.

Eating My Colors

*Fruits and veggies put a smile on my face, (Put your fingers next to your smile.)
So try some with me, how about a taste?*

Red fruits and vegetables are good to eat,

They help me grow and help my heart beat! (Put your hand over your heart.)

*Fruits and vegetables, orange and yellow,
Keep my eyes healthy and my skin all a-glow! (Point to your eyes and rub your skin.)*

*Tasty fruits and vegetables, green and yummy,
They're delicious to eat and good for my tummy. (Rub your stomach.)*

*Purple and blue foods are super cool,
They help me learn and do well in school! (Touch your head.)*

*Brown, tan and white fruits and veggies- you can't go wrong,
They help keep my muscles strong! (Show your muscles.)*

*Two plus two makes four each day,
To give me energy, so I can run and play! (Run in place.)*

Don't forget! Remind students to draw any new fruits and veggies they've tried in their Tasting passports.

(Optional) Tasting Passport Review & Reflection

Class Discussion Prompt

When everyone has completed their Tasting Passport, gather students for a short group reflection. Ask questions such as:

- Which new fruit or vegetable was your favorite?
- Was there something you thought you wouldn't like, but you did?
- What's one thing you learned about fruits or vegetables?
- Which fruit or vegetable would you like to eat again?
- Is there a fruit or vegetable you want to try next?

Goal:

This reflection helps reinforce positive attitudes toward trying new foods and encourages students to connect the tasting experience to healthy eating habits outside the classroom.

Activity #1: My Favorite Salad Instruct the children to use realistic colors and shapes as they draw their favorite fruits and vegetables in the salad bowl on the worksheet.

Activity #2: Fruit and Veggie Fun worksheet (Refer to the worksheet for the directions.)