

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

Sponsored by



LESSON 1.20

Vegetable Tasting Party

Unit:
FIELD TO FORK

PRECEPTS

G- Physical Growth

G1. Practice healthy eating habits



Lesson Type:
Large Group

NATIONAL STANDARDS

CS.02.01.01.c. Practice healthy eating habits.

FPP.03.01.03.a. Explain the food guide pyramid in relation to essential nutrients for the human diet.

NL-ENG.K-12.12 - Applying Language Skills

NS.K-4.3 Life Science

NS.K-4.6 Science in Personal and Social Perspectives

STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

- Identify different types of tasty and nutritious fruits and *vegetables*.
- Describe the importance of eating at least five servings of fruits and *vegetables* a day.





TIME

Instruction time for this lesson: **30 minutes.**



RESOURCES

<http://www.mypyramid.gov/kids/index.html>

National FFA Organization. (2003). LifeKnowledge Precepts and Signs of Success.



TOOLS, EQUIPMENT AND SUPPLIES

Enough for each student in the large group:

- ✓ **A variety of *vegetables* including:** carrots, celery, spinach, cauliflower or tomatoes
- ✓ **Several healthy vegetable dips** (look for dips that are made with yogurt rather than sour cream)
- ✓ **Plates**
- ✓ **Napkins**
- ✓ **PALS1.20.LG.TM.A**
- ✓ **PALS1.20.LG.TM.B**
- ✓ **PALS1.20.LG.AS.A** - one per student

KEY TERMS



The following terms are presented in this lesson and appear in ***bold italics***:

Vegetables

Nutrients



CONTENT OUTLINE

I. Identifying ***vegetables***

A. ***Vegetables*** are the edible stems, flowers, roots, leaves and tubers of certain plants

1. Carrots- Carrots are orange colored roots that grow under the ground
2. Celery- The part of the celery plant we eat is actually the green stems
3. Cauliflower- The white cauliflower that is commonly eaten is actually bunches of immature flowers
4. Tomato- Tomatoes are the fleshy fruit of a tomato plant. However, because they have a bitter taste, they are often called ***vegetables***
5. Spinach- Spinach is a soft green vegetable that is actually the leaf of the plant

II. Nutritional value of **vegetables**

- A. The U.S. Department of Agriculture (USDA) recommends consuming at least five servings of **vegetables** a day.
- B. **Vegetables** provide many important vitamins needed for healthy living
 1. **Vegetables** are naturally low in fat and calories
 2. Vitamin A is important for healthy eyes
 3. Vitamin C is important for healthy teeth and mouths
 4. Fiber found in **vegetables** is important for healthy hearts
 5. Potassium also helps keep your heart healthy

INTEREST APPROACH

*Prepare for this lesson by cleaning all of the **vegetables** carefully and setting aside enough saucer plates and napkins for the PALS group. Also, speak with the teacher before beginning to determine any food allergies that should be addressed. Provide alternative snacks for students with allergies. You may also choose to have each student wash his or her hands before the activities begin.*

Students will begin today's lesson by encouraging the PALS group members to share their favorite foods. Then, as a group, the students will explore healthier alternatives to some of their favorites.



Good morning everyone. We are so excited to be working with each of you today. Today we are going to have a party with lots of food and tons of fun. Does that sound exciting?

Encourage positive responses.



But first, we need to know what your favorite foods are. So, take a minute to think about your favorite food. Is it warm and cheesy pepperoni pizza or sweet and chilly ice cream sandwiches? Or is it crunchy buttery popcorn or spicy delicious tacos? Now that you are picturing your favorite food, turn to the person sitting nearest you and tell them all about your favorite food and why you love it so much.

Allow students one to two minutes to share their thoughts with their neighbors. Then, redirect the group's attention back to you. One suggestion for doing this is detailed below.



If you can hear me clap once.

Clap



If you can hear me, clap twice.

Clap, Clap



Very good! Now, please focus your attention back up front. At this time, raise your hand if your favorite food is pizza. Raise your hand if your favorite food is hamburgers. Raise your hand if your favorite food is chocolate?

Allow students time to respond and share their favorite foods as a group. Then, ask students if anyone chose a vegetable as their favorite food.



All of those foods sound so delicious it is making me hungry! Now, raise your hand if you chose a vegetable as your favorite food.

Allow time for students to respond. There may be very few or no students who chose a vegetable as their favorite.



Remember that we are having a party today? Well, today's party is going to be a vegetable tasting party. We will discover several very delicious **vegetables** and learn why **vegetables** are so good for our body. At the end of today's party, I hope that we will all have at least one new favorite food, a veggie!

SUMMARY OF CONTENT AND TEACHING STRATEGIES

OBJECTIVE 1. | Identify several tasty and nutritious **vegetables**.



Let's get started by talking about all of the fresh **vegetables** we have to try today. **Vegetables** come from plants. Show your hand if you can tell us which part of the plant is the vegetable.

Encourage responses from the PALS group. There may be a variety of answers, all of which are possibly true.



Very good! These were all great answers. **Vegetables** are the roots, stems, flowers, fruits and leaves of plants that we eat. Take a look at the drawing on the board.

Display PALS1.20.LG.TM.A.



This is a picture of a plant. As we discuss each of the **vegetables** we will be eating today, we will point out on this picture where on the plant it is grown.

*Discuss each of the **vegetables** you have prepared for the group. As you discuss each, point out on PALS1.20.LG.TM.A where on the plant each vegetable is grown.*

I. Identifying **vegetables**

A. **Vegetables** are the edible stems, flowers, roots, leaves and tubers of certain plants

1. Carrots- Carrots are orange colored roots that grow under the ground
2. Celery- The part of the celery plant we eat is actually the green stems
3. Cauliflower- The white cauliflower that is commonly eaten is actually bunches of immature flowers
4. Tomato- Tomatoes are the fleshy fruit of a tomato plant. However, because they have a bitter taste, they are often called **vegetables**
5. Spinach- Spinach is a soft green vegetable that is actually the leaf of the plant

Now that we have discussed all of the wonderful **vegetables** we have here today, what are your questions?

PALS team leaders may ask a few prompted questions to encourage the younger PALS to join in.

Choral Response e-Moment® allow the students to respond in unison.



Where does broccoli come from? *Broccoli is the flower of the plant.*
What part of the plant do peas come from? *Peas are the seeds of the pea plant*
Are sweet potatoes roots?



Yes, sweet potatoes are the roots of the plant and store energy for the plant.

OBJECTIVE 2. | Describe the nutritional value of **vegetables**.



I hope everyone is excited to taste the tasty roots, stems, leaves, flowers and fruits we have here today. Please take a plate and try at least a small piece of each of the **vegetables** up front. Also, try some of the healthy dips we have as well.

Supervise students as they prepare their plates. Then, settle the group back into their seats to continue the lesson. You may wish to serve the food after the bulk of the lesson is completed rather than before.



Now that we all have a plate of delicious veggies, please move back to your seats. Take a bite of each of the **vegetables** and taste how fresh and juicy each one is. Also, think about how each one has a unique taste compared to the others. As you enjoy the delicious taste of each of the **vegetables**, let's discuss why these foods are not only tasty but also healthy.

Display PALS1.20.LG.TM.B.



This is the food guide pyramid that shows you how much of each type of food you should eat a day. The green part of the pyramid shows how many **vegetables** you should eat a day. Who would like to guess how many servings of **vegetables** you should have a day?

Allow students to share their suggestions with the group.



Thank you for your suggestions. Actually, the USDA, which is the government organization that helps keep our food and farms safe as well as keep us healthy, recommends everyone eat at least five servings of **vegetables** a day. Raise your hand if you eat **vegetables** at least five times a day.

Wait for student responses.



That is very good for those of you who usually eat enough **vegetables**. This is very important for you to stay healthy. **Vegetables** give us **nutrients** that are very important for us to be able to learn, grow and play healthily.



II. Nutritional value of **vegetables**

- A. The USDA recommends consuming at least five servings of **vegetables** a day
- B. **Vegetables** provide many important vitamins needed for healthy living
 - 1. **Vegetables** are naturally low in fat and calories
 - 2. Vitamin A is important for healthy eyes
 - 3. Vitamin C is important for healthy teeth and mouths
 - 4. Fiber found in **vegetables** is important for healthy hearts
 - 5. Potassium also helps keep your heart healthy



As you now know, the scrumptious **vegetables** you are eating are not just great for your taste buds, they are also very important for your health. Try each day to eat as many fresh **vegetables** as possible. To help make them even more delicious, try dipping the veggies in peanut butter or other healthy dips.



REVIEW / SUMMARY

*As a review, encourage students to choose which vegetable was their favorite from the **vegetables** tasted today. Allow the students to throw away trash, wipe off their table and wash their hands in small groups of two to three at a time.*

Continue to enjoy all of the delicious **vegetables** and dips we have here today. As you finish eating, work with your PALS to complete the worksheet at your desk. Fill in all of the blanks that ask what your favorite vegetable is, what part of the plant it is, and why the vegetable is good for you. If you have questions, please feel free to ask at any time. *Monitor students as they finish eating and begin completing PALS1.20.LG.AS.A. Remain available for any questions the students may have.*

APPLICATION



Small Group Suggestion

*Create a large poster of the USDA Food Guide Pyramid that highlights the importance of consuming fresh **vegetables**.*



One-on-One Suggestion

Explore the United States Department of Agriculture's Food Guide Pyramid website with several interactive pages for children found at: <http://www.mypyramid.gov/kids/index.html>.



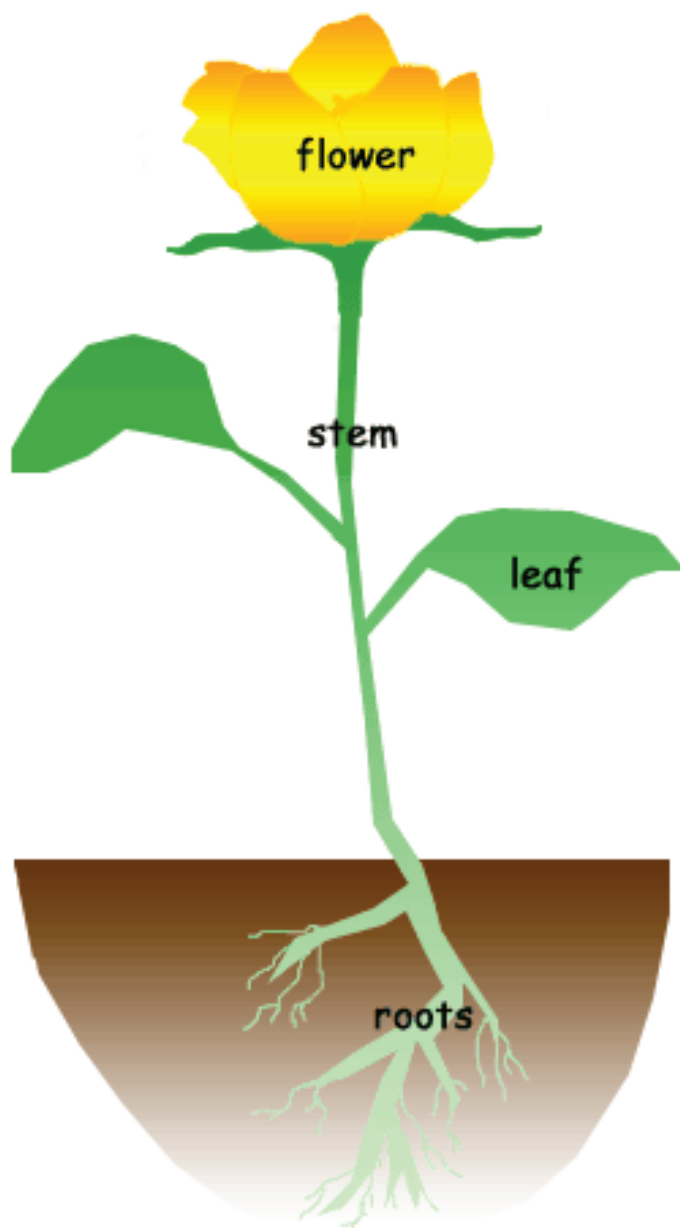
PALS1.20.LG.ASSESS.A

EVALUATION

ANSWERS TO EVALUATION:

Use the rubric on PALS1.20.LG.RUBRIC.A to evaluate the student worksheets.

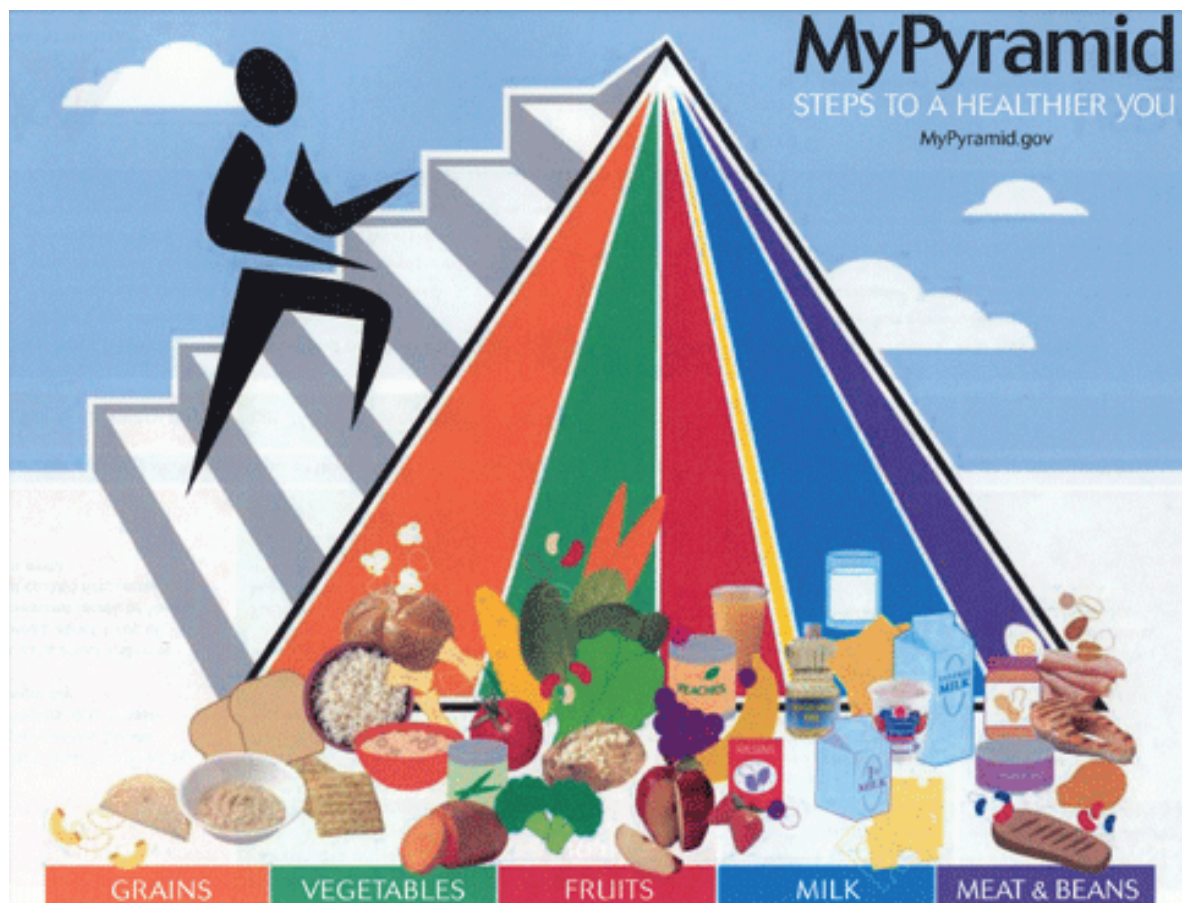
PALS1.20.LG.TM.A



Source: <http://www.mbgnet.net/bioplants/parts.html>

PALS1.20.LG.TM.B

www.usda.gov



Source: www.usda.gov

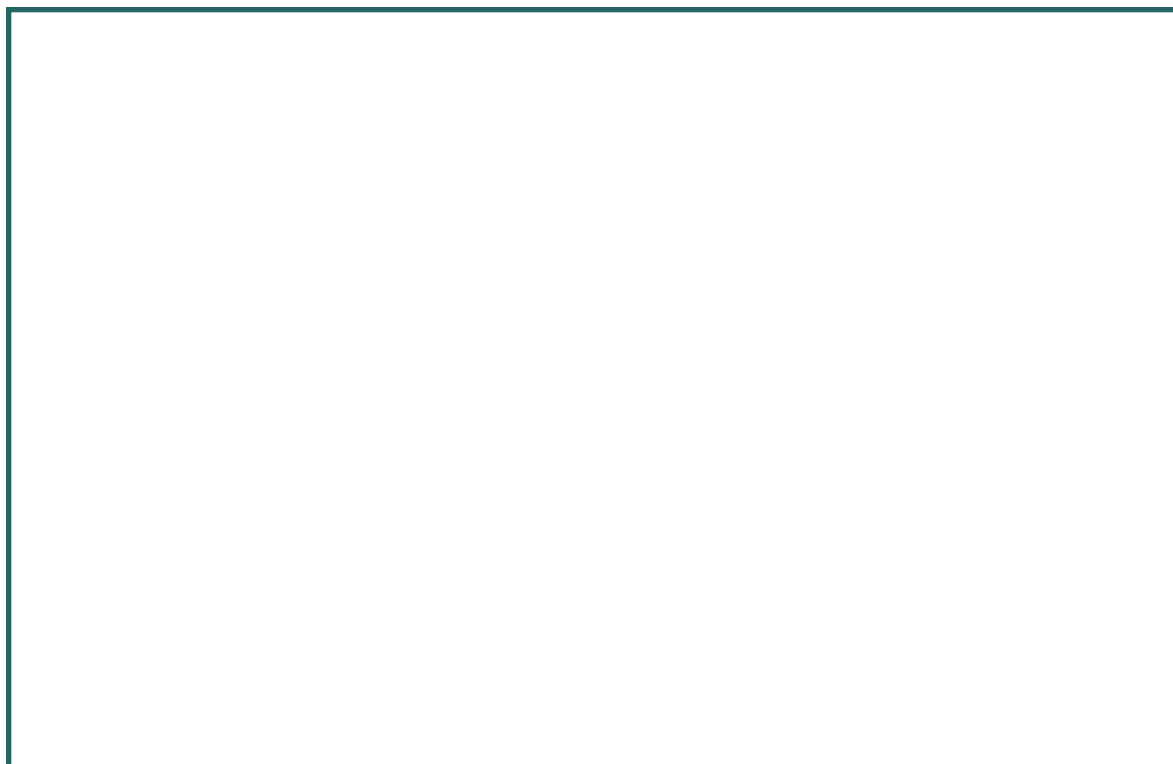
PALS1.20.LG.AS.A

My Favorite Vegetable

Student Name: _____ Date: _____

1. My favorite vegetable is _____.
2. This vegetable is the _____ of the plant (name the plant part).
3. This vegetable is important for my health because: _____

4. Below, draw a picture of your favorite vegetable and where it is grown on the plant.



PALS1.20.LG.RUBRIC.A

My Favorite Vegetable: Rubric

	1-2 points	3 points
1. My favorite vegetable	Student attempted to answer the question with errors	Student correctly identified a vegetable
2. This vegetable is what part of the plant?	Student attempted to answer the question with errors	Student correctly identified which part of the plant their favorite vegetable is
3. Health Benefits	Student attempted to answer the question with errors	Student correctly identified several health benefits of vegetables
4. Drawing	Student attempted to draw a picture of their favorite vegetable with errors or poor effort	Student drew an accurate, neat and colorful drawing of their favorite vegetable growing on the correct part of the plant

