



## Love Fruits and Veggies

**Age:** Pre-Primary

**Level:** pre-A1

**Knowledge or Attitude and Action:** Knowledge  
**Standard for Learning Outcome:** Student encounters their responsibility for positive personal health choices.

**Learning Outcome:** KG.D1.S2.LO1 Distinguish fruit and vegetables from other foods.

**Standard for Global Skill:** Student acquires the skills to make healthy food choices.

**Global Skill:** KG.D3.S4.LO1 Student shows understanding of words, phrases, short texts and makes associations with images/objects.

**Sustainable Development Goal:** Good health and well-being

### Part 1

- A.** Draw students' attention to the healthy eating plate. Explain to students that it will help them know the foods they should eat from each food group in order to be healthy.

Teach the word *fruit*. Have students point and repeat, too. Point to the grapes, apple, and banana. Name each fruit and have students point and repeat, too. Then elicit from students other fruit they know and like. Draw them on the board. Repeat with the vegetables, grains, and protein.

Then say, *listen*. Play track 02 *Healthy Eating Plate*. Chant and point to each food as it is mentioned. Play the track again. Have children listen and point to each food item. Play the chant one more time. Have children chant as you point to the food.

Then draw students' attention to the divisions on the plate. Elicit why they think there is a big section and two small sections. Explain that the different sections on the plate indicate how much of each food group they should eat.

Also, explain to students that their hands can help them know how much they have to eat. Ask them to put their two open hands together and say *fruit and vegetables* (this explains the big section on the plate). Then, ask

them to make a fist, hold it up and say, *grains* (this is one of the small sections on the plate). Finally, ask them to open one hand, point to their palm and say, *protein* (this is the other small section on the plate).

Play a quick *Simon Says* game to help students remember the amounts they should have. Say, *Simon says fruit and vegetables!* Have students put their hands together to show a handful. Repeat with grains (students make a fist), and protein (students point to their palm).

#### *Healthy Eating Plate*

*Put some vegetables on your plate,  
Eat them all, they taste great!  
Broccoli, carrot, lettuce, too!  
They are all good for you!*

*Put some fruit on your plate,  
Eat them all, they taste great!  
Grapes, apples, and bananas, too!  
They are all good for you!*

*Put some grains on your plate,  
Eat them all, they taste great!  
Bread, pasta, and rice, too!  
They are all good for you!*

*Put some protein on your plate,  
Eat them all, they taste great!  
Chicken, meat, and fish, too!  
They are all good for you!*

- B.** Draw students' attention to the outlined items on the plates. Elicit the name of each item again, and ask *are these fruit, vegetables, grains, or protein?* Elicit the answers. Then, have them color the fruit and vegetables. Check and help if necessary.
- C.** Draw students' attention to the pictures in exercise A. Ask them, *What should we eat the most?* Elicit the answer and write it on the board. Then, ask them to circle it on their worksheets. Check and help if necessary.



## Part 2

**A.** Draw students' attention to the different food on each plate. Play *Healthy Eating Plate*. Chant and point to the things as they are mentioned. Play the track again. Have children listen and chant with you. Then say, *Point to fruit*. Have students say *fruit* and look for and point to a fruit they find on any of the plates. Repeat with *grains, vegetables, and protein*.

**B.** Draw students' attention to the first plate. Ask them to look at the food on it and elicit the words for each food item. Then ask, *Does it have food from all the food groups? Is it complete?* Elicit the answer (*No*). Then ask them, *What should we color? The check mark or the cross?* as you point to each one of them. Elicit *cross* and ask students to color it. Demonstrate on the board so they know what to do. Repeat with the other plates.

### Answer Key:

1. X
2. ✓
3. ✓
4. X

**C.** Read the first sentence. Ask students to look at the plates and say which plate has no fruit. Elicit plate number 4. Write number 4 on the board and draw a circle around it so the students know what to do. Repeat with the other question.

### Answer Key:

- a. 4, b. 1.

## Part 3

**A.** Have students think about the last meal they ate. Then ask, *Who ate fruit?* Have students raise their hand if they ate fruit. Repeat saying *vegetables, grains, and protein*. If students are not sure what they ate or don't know the word, they can describe it in their own language. Then, have students draw the food from that meal on the plate. Make sure that they understand they must draw the food in the correct section: fruits and vegetables in the big part, and grains and proteins in the small parts as modeled in the previous pages. Check and help if necessary.

**B.** Have students look at the plates they drew in A. Then ask, *Is your plate complete? Does it have something from all four food groups? Which things in this table could you add more of?* Elicit answers from some volunteers. Then, draw students' attention to the pictures in the table and have them circle the foods they think they could add more of. Encourage them to think about the amount of each group on the plate. Check and help if necessary.

## Extension

**A.** Draw a chart on the board like the one shown on the worksheet. Elicit from students the food they like and eat at home. Ask them if they are fruit, vegetables, grains, or protein. Then, have students circle the foods they eat at home on their own charts. Check and help if necessary. Accept food that is not on the chart and draw it on the board.

**B.** Remind students that their hands can help them know how much they should eat by playing a game of *Simon Says*. Say, *Simon says fruits and veggies!* Have students put their hands together. Repeat with *grains* (students make a fist), and *proteins* (students point to their palm). Then, have students draw the healthiest possible meal on the plate. Tell them to use the chart on the left to help them. Check that they know they should draw the things in the correct group on the plate before they start. If necessary, model how to do this with your own choices. Check and help if necessary. Help them identify where other food they may want to draw goes. When they finish, let some volunteers share their healthy dinners with the class.