



**Food Sense**  
**ECEAP – Lesson 5**  
**Vegetables are Good to Eat!**

**Objectives**

After completing the lesson, students will be able to:

- State that vegetables are good to eat.
- Identify three vegetables.
- Solve vegetable puzzles.

**Story**

*Caillou, What Do You Like to Eat?*, Isabelle Vadeboncoeur and Fabien Savary, Chouette Publishing, Quebec 1964. (Note: Caillou is a Cajun-French word pronounced "KYE-you" and means rock/stone/pebble.)

**Food Tasting**

Three vegetables, possibly carrots, radishes, tomatoes, as in the story.

**Supply List**

Food and Serving Supplies

- 1 cup each of three vegetables in small bowls, perhaps the ones that are in the story or used as examples on the flannel board. Check allergies statements and choose ones that no one has an allergy to. Make sure at least one vegetable will be familiar to all or most children, such as carrots. (Remember, to prepare items in such a way as to prevent choking).
- Small serving tongs
- Plastic forks
- Small paper plates
- Napkins

Educational Materials

- Flannel story board
- Cardboard vegetable models with Velcro (some common, some uncommon)
- Large plastic vegetable models (e.g. corn, carrot, bell pepper, cucumber, potato, artichoke)
- Large basket for large plastic vegetables
- A picture card of each plastic vegetable—decorated envelope for cards
- Several (4-6) vegetable pictures, cut into 3 or 4 puzzle pieces each and laminated. Choose some that are common and some that are uncommon.
- Book, with last flap changed to zucchini bread

Handouts/Paperwork

- “I tasted a new food!” stickers for each student (with a sample veggie in the middle)
- Parent Newsletter
- Lesson 5 info sheet for ECEAP staff
- Time verification form with date, time and codes filled in (and names if known)

## INTRODUCTION

- Make sure ECEAP staff has received Lesson 5 Information Sheet, which was previously emailed/mailed to them. Give them copies now if necessary.
- Give ECEAP staff the parent newsletters for distribution.
- Explain any assistance you'll need.
- Have staff help gather the children. Start by explaining that today we're going to read a story about a little boy named Caillou and what he likes to eat. Explain that they'll get to taste some of the vegetables that are in the story.
- Today's story is called "*Caillou, What Do You Like to Eat?*" Note: Read the story several times beforehand so you're familiar with the order in which to open the flaps that are on each page. You may omit some flaps, if you feel the story is too long for your group—just be sure to practice first so you don't skip ones that are necessary for the story. On page 1-2, speculate what mom might be making.
- On page 3-4 explain that these are vegetables. Tell the students that "Vegetables are good to eat! They taste good and are good for your body." (Repeat this statement several times during the lesson to achieve objective of students being able to state that vegetables are good to eat.)
- On the last two pages, the final flap has been changed to zucchini bread rather than cake.
- Continue reading the story. Point out the tomatoes at the picnic. Repeat the vegetable statement.
- Finish the story.
- Say, "Now let's think about vegetables that YOU might like to eat." Show vegetable food models one by one. Say the name, then have the children say the name with you. Put it on the flannel board and have the children say the name again. As you put up more vegetables, have them repeat either the names of all the vegetables on the board, or the one you just put up. Repeat the vegetable statement occasionally. (To maintain control and time limitations, it is not necessary to ask children what vegetables they like unless your group can handle this type of discussion—we're just showing vegetables they might like.)
- Now we get to play a game with vegetables.

## GROUP ACTIVITY—Pass the Vegetables!

Have the teacher(s) help the children get into a large circle (maybe hold hands to get the circle made then drop hands and sit down). Have teacher(s) help distribute large plastic vegetables from the basket. Place the empty basket in the middle of the circle.

Explain that to play "Pass the Vegetables" game we're going to pass the vegetables around the circle while we chant "Vegetables are good to eat! Vegetables are a great treat!" Then we'll stop and I'll draw a vegetable card out of this envelope (show). Everyone with that vegetable puts it into the vegetable basket. We'll keep doing it until everyone has put their vegetables into the basket because vegetables taste good and they're good for your body!

We're going to pass the vegetables in this direction (indicate by pointing and walking in the direction you want them to pass the vegetables). Everybody point—which way are you going to pass the vegetables? That's right! Who are you going to give your vegetable to? Make sure everyone understands which direction the game is going.

Ready? Okay, let's play! Pass your vegetables around the circle. 'Round and round they go! Let's say it together (or do in call and response format): "Vegetables are good to eat! Vegetables are a great treat!" Repeat several times. Now stop! Hold onto the vegetable you have. (Draw card out of envelope.) Everyone with a \_\_\_\_\_ (vegetable on card) put your vegetable into the basket then sit

back in the circle. “Okay, let’s see what’s going to go into the vegetable basket next.” Draw card and repeat until all vegetables are in the basket. Praise children for a job well done.

“Vegetables are good to eat! They taste good and are good for your body.” Explain that during the choice time activity, children can taste some vegetables and do some vegetable puzzles.

**CHOICE ACTIVITY (Continue until all children who want to participate have done so.)**

Tasting Experience

- Let each child taste as many vegetables as they would like.
- Give “I tasted a new food today!” sticker to each student who tries at least one of the vegetables.

Hands-on Activity

Have children do puzzles of laminated vegetable pictures. Have them name the vegetable after they have completed the puzzle.

**Collect signatures of paid staff on verification form. Fill in date, code, time (and names of staff if known), *before* asking for signature/initials. We may now also collect time and signatures from volunteers—please indicate on the form that they are a volunteer.**

**NOTE: After session, wipe plastic vegetables and puzzle pieces with sanitizing solution and let air dry.**