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**UNIT: NUTRITION AND FOOD****TOPIC: Fruits and Vegetables****TIMELINE: 1 week**

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**TEACHER NOTE:** Although fruits and vegetables are two separate groups on the food pyramid, they have been combined in this unit because of their many similarities. You may wish to divide them into separate groups for your classroom.

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**OBJECTIVES:**

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1. Students will identify classifications of fruits and vegetables.
2. Students will prepare various fruit and vegetable labs.
3. Students will use the food comparison cards to identify the nutritive values of fruits and vegetables.
4. Students will identify proper buying and storing techniques for fruits and vegetables.

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**MOTIVATORS:**

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1. **TRIVIA QUESTIONS:** Share the trivia information with the students as you wish. (pages 7-9)
2. **VEGETABLE OF THE DAY:** Have large pictures of each vegetable you will use in this activity. Share the information with the students. (page 10)
3. **LEARNING ABOUT FRUITS AND VEGETABLES:** These are interesting facts you can share with the students as an introduction to the unit. (pages 11-12)
4. **FRUIT PIZZA DEMONSTRATION:** Students really enjoy this tasty fruit treat. Use it as an introduction to get them excited about cooking with fruits and vegetables. (page 13)
5. **TANGY CAULIFLOWER DEMONSTRATION:** Students like this unusual vegetable dish that introduces them to unique ways of preparing vegetables. (page 14)
6. **SORTING OUT YOUR VEGETABLES:** Share this information with the students to help them realize where vegetables come from. (pages 15-16)
7. **A STORY ABOUT VITAMIN A:** Share this story that explains how vitamin A aids in helping our eyes work correctly. (page 17)
8. **VITAMIN A:** Identify specific fruits and vegetables that contain vitamin A, using the food comparison cards. (page 18)
9. **FOOD COMPARISON CARDS--VITAMIN A:** Use the food comparison cards to visually illustrate the foods that contain vitamin A. (page 19)

## FRUITS AND VEGETABLES OVERVIEW, continued

10. **VITAMIN C:** Explain to the students why we need vitamin C. (page 20)
11. **A STORY ABOUT VITAMIN C:** Share the story about how scurvy was identified and treated. (pages 21-22)
12. **COMPARISON CARDS--VITAMIN C:** Using the food comparison cards, identify specific fruits and vegetables that contain vitamin A. (page 23)
13. **FRUIT BROWNING EXPERIMENT:** Complete the experiment to show students the effect of air on freshly cut fruits. (page 24)
14. **PREPARING VEGETABLES:** Use this information to stimulate a class discussion on the proper methods for preserving nutrients, taste and eye appeal when preparing vegetables. (page 25)
15. **EXPERIMENTAL VEGETABLE LAB:** This lab is an experiment with frozen vegetables. You will compare preparation time, convenience, appearance, flavor and texture obtained by cooking in the microwave and on the range. (page 26)
16. **VEGETABLE AND FRUIT CUTTING TECHNIQUES:** Demonstrate the cooking preparation terms associated with cutting vegetables and fruits. (page 27)
17. **GARNISHES:** Share the information with the students and demonstrate the basic garnishes listed. (page 28)

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**INDIVIDUALIZED ACTIVITIES:**

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1. **CHEC CAREER MODULES:** Students should complete one of the following career modules: Caterer, Consumer Consultant, Dietitian. (page 29)
2. **COMPUTER PROGRAM:** Have students complete a computer program dealing with fruits and vegetables.
3. **FRUIT BROWNING EXPERIMENT:** Have students read the student guide and complete the experiment, as explained. (pages 31-32)
4. **FRUITS AND VEGETABLES CROSSWORD PUZZLE:** Have students complete the crossword puzzle. (pages 34-35)
5. **FRUITS AND VEGETABLES DISCOVERY:** Students will use the food comparison cards to complete this activity. (pages 36-37)
6. **IN THE KNOW--**Students will use the student guide to complete the worksheet. (pages 38-42)

## FRUITS AND VEGETABLES OVERVIEW, continued

7. **PRODUCE PUZZLE:** This puzzle may be completed as a class or individually. You may wish to provide students with a resource that deals with various vegetables. (pages 43-44)
8. **SCRAMBLE:** Have students unscramble the words at the bottom of the page to complete the worksheet. (pages 45-46)
9. **SHOPPING FOR FRUITS AND VEGETABLES:** Provide the students with different brands of green beans, corn, fruit cocktail, and pineapple for them to complete this worksheet. (pages 47-48)
10. **SORTING OUT YOUR VEGETABLES** Students will use the food comparison cards to complete the charts. (pages 49-50)
11. **VIDEO--**Show students an appropriate video on fruit and vegetable preparation or nutrition. The teacher should make a worksheet that corresponds with the video.
12. **LEARNING ABOUT FRUITS AND VEGETABLES:** Have students work in pairs to complete this activity. (pages 51-52)
13. **WHAT'S UP DOC? HOW TO COOK VEGETABLES:** Students will use the student guide to complete this activity. (pages 53-57)

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**REVIEW AND TEST:**

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1. **VEGETABLE BOWL:** Have students complete the Vegetable Bowl worksheet, then play the review game with the class. (pages 58-63)
2. **FRUITS AND VEGETABLES TEST:** Students should complete and correct the test on fruits and vegetables. (pages 64-67)

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**LABS:**

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1. **VEGETABLE SAMPLER--**Each lab unit will make one of the recipes and share it with the class. (page 68)
2. **BAKED CINNAMON APPLES:** Students will make a baked cinnamon apple. (page 69)
3. **HELLO JELL-O LAB:** You may wish to assign class members to complete the Hello Jell-o Challenge project before completing this lab. (page 70)
4. **POTATO BOATS:** Each student will make a potato boat. (page 71)

## FRUITS AND VEGETABLES OVERVIEW, continued

5. **STIR FRIED VEGETABLES:** Students will make stir fried vegetables. (page 72)
6. **FRUIT AND VEGETABLES RECIPES:** At the conclusion of the unit, give students a copy of the recipes used in class. (pages 73-74)

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**CHALLENGE PROJECTS:**

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1. **HELLO JELL-O--STUDENT GUIDE:** Students will read the student guide and complete the activity. (pages 75-79)
2. **IN THE SUPERMARKET--FRUITS & VEGETABLES:** Students will select one fruit and one vegetable and complete the supermarket assignment. The teacher will correct this assignment because every student will have different answers. (pages 80-81)
3. **MAKING RAISINS:** Students will make raisins at home. (page 82)

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**SUMMARY:**

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Vegetables and fruits are a vital part of our diets. They provide many essential nutrients and vitamins required by our bodies.

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**RESOURCES:**

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