



See



Which is the Greenest of Them All?

Learning Objectives

Duration: 45 minutes - 1 hour

The focus of this lesson is on learning to explore food using the sense of sight to decide which green vegetable is the greenest.

Children use their sense of sight to describe the look of different green vegetables and create sentences in speech and writing to describe them.

Resources

Equipment: Colander, chopping board, knife, a reusable plate for each child.

A range of green vegetables that can be eaten raw (choose 3-5) e.g. sugarsnap peas, spinach leaves, cucumber, celery, lettuce leaves, raw cabbage, broccoli, green herbs such as mint or basil or chives, kale, avocado

(if you have facilities for cooking or if the school chef will help, do include some cooked green vegetables as well, e.g. steamed green beans)

Preparation: Before you start, rinse the fresh produce for tasting and slice anything that needs slicing. Store in a food container. Before you start, make sure the children wash their hands.

Lesson Outline

1. Today we are learning to explore food with our senses and describe what we see, hear, touch, smell or taste. This is called TastEd, short for Taste Education.
2. Ask the class 'can anyone tell me what the five senses are?' See, touch, hear, smell and taste. For each sense ask the children which part of the body they use.
3. Explain the two golden rules of TastEd: NO ONE HAS TO TRY, NO ONE HAS TO LIKE.
4. Today is about our sense of sight.
5. We are going to use our sense of sight to explore and describe different green vegetables. Who likes green vegetables? Who doesn't like them? Can you say why?
6. Plants have a chemical in them called chlorophyll. It helps them to take in energy from the sun and it also makes them green. This is called photosynthesis. The more chlorophyll a vegetable contains, the greener it will be.
7. Being green is like a superpower for plants - like the Incredible Hulk.
8. Green vegetables are super healthy for us to eat. They are packed with vitamins and minerals.
9. Some vegetables are pale green. Some of them are deepest darkest green. We are going to try to describe some of the different greens we see.
10. Start by holding up a sugarsnap pea and ask the children to describe the colour. What do you see? What kind of green is it? (Leaf green? Forest green? Grass green?)
11. Now here are some other green vegetables. I am going to give you some of each. I want you to describe and compare the different greens. Which is the palest? Which is darkest? Encourage the children to think of every kind of green they can imagine. If they have felt tip pens, the colour names on the pens may give them some ideas.

12. Now we will try the vegetables and see how they taste different. Remember you don't have to try if you don't want to. You can also try by touching, licking, smelling.
13. Write a sentence about how the green vegetables looked...
'The spinach was darker green than the sugarsnap pea.'
'The cucumber looked pale green like water in a river'.
14. What did you learn about the vegetables using your sense of sight? (Which vegetable do you think contained the most chlorophyll?)
15. Did anyone try anything new today? (Share observations with the whole class).

Word Bank for Green vegetables

Colours: forest green, olive green, grass green, pale green, bright green, dark green, khaki, neon green, frog green, grasshopper green, jade green, leaf green, moss green, pea green

Similes like the Hulk, like a dinosaur, like a lizard, like a frog, like a field, like moss

Success Criteria

- I can use my sense of sight to explore the look of green vegetables
- I can use different words- in speech and writing - to describe the look and especially the colour of different green vegetables.
- I can talk about what I like and understand that not everyone has the same tastes.

Curriculum links

Writing: Composing a sentence orally before writing it. (NC p. 24).

Year 1 Science: 'describe the importance for humans of...eating the rights amounts of different types of food' - with reference to green vegetables.

Plant science: learning that plants get energy from the sun.

School Kitchen

[Link to choosing green vegetables during school lunch](#)



Reading Links

The Owl and the Pussycat by Edward Lear

(It starts: 'The Owl and the Pussycat went to sea/ In a beautiful pea-green boat...')

Eat Your Peas by Kes Gray

A great humorous picture book about the struggles many children feel to enjoy green vegetables

Optional further activities

If you have taught the lesson in the morning, in the afternoon the children could do an optional extra task:

Art: The children could do some observational paintings of green vegetables trying to emphasise all of the different shades and tones

D and T: The children could design their own green salad using raw green salad vegetables such as celery, cucumber, lettuce, rocket and herbs.

Background facts for teachers

Many children find green vegetables especially challenging to the extent that they claim to dislike everything green. This lesson can be a chance to break down the category and gently help children to see that not all green vegetables are the same. But the lesson can also create a space for them to express what it is that they do or don't like about green vegetables.

Spinach and parsley are two of the green vegetables with the highest levels of chlorophyll. Paler green vegetables such as cucumber have much lower levels of chlorophyll.

Some green vegetables - which are technically fruits - such as green peppers and green tomatoes are unripe. But leafy vegetables are meant to be green.

