Complementary material
PRIMARY EDUCATION

Fruit and vegetables
OBJECTIVE OF THE WORKSHOP

To increase the consumption of local seasonal fruit and vegetables, with consumer awareness thanks to having information about this produce.

CONTENTS OF THE WORKSHOP

- Identification of fruit and vegetables (name, origin, organoleptic characteristics and season)
- Nutritional value of fruit and vegetables and their place in a balanced diet.
- Fruit and vegetable labelling. Recognising the label information (name, variety, origin, category and calibre)
- Local, seasonal produce. Identification and benefits.
- The journey of fruit and vegetables to reach our table and its consequences (form of production, conservation, transport, place of sale, etc.)
- Hygiene habits in the consumption and handling of fruit and vegetables.

COMPLEMENTARY ACTIVITIES

PRELIMINARY ACTIVITIES

1st CYCLE
1. My allotment

2nd CYCLE AND 3rd CYCLE
1. Survey

SUBSEQUENT ACTIVITIES

1st CYCLE
1. Fruit salad
2. Riddles

2nd CYCLE
1. Fruit milkshake
2. Fruit and vegetables in art

3rd CYCLE
1. I’m going to talk to you about...
2. At the market
## LINK WITH BASIC SKILLS

<table>
<thead>
<tr>
<th>Personal autonomy and initiative</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanistic and artistic culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social and citizenship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information processing and digital skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linguistic communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn to learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scientific, technologic and health culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My allotment</th>
<th>Survey</th>
<th>Fruit salad</th>
<th>Riddles</th>
<th>Fruit milkshake</th>
<th>Fruit and vegetables in art</th>
<th>I'm going to talk to you about</th>
<th>At the market</th>
</tr>
</thead>
</table>

3
PRELIMINARY ACTIVITIES
We can begin by asking the students some questions to bring the subject into focus and get their attention. The questions will vary depending on the age and level of the students. Here are a few suggestions:

- How many types of fruit do you know? And how about vegetables? Mention a few.
- Do you think it’s necessary to eat fruit and vegetables every day? Why?
- What’s your favourite fruit? What’s your favourite vegetable?

### 1st CYCLE

**MY ALLOTMENT**

We’ll give the students the task of drawing their own allotment. They can include whichever fruit and vegetables they like best. Perhaps the students know from experience what an allotment is like, perhaps they have never visited one, or perhaps they have never seen an allotment. That’s why in some cases it will be necessary to show them some examples or to talk about the appearance of the most common plants, bushes and trees.

### 2nd and 3rd CYCLE

**SURVEY (Sheet 1)**

With the aim of discovering the students’ fruit and vegetable consumption habits and of getting them to think about this matter, we’ll ask the students to individually complete the survey on sheet 1.

Later on, we share the results. This exercise can be carried out within the mathematics department. Depending on the level of the students, we can extract data and reflect them in bar graphs, fractions, etc. We can also use them as the terms of problems.

In the 2nd cycle, we can make bar graphs to represent the results of some questions. We can also ask how many people in class like fruit. More or fewer than half? More or fewer than a third?

In the 3rd cycle, students can represent the results of some questions by means of fractions. They can also find averages.
Sheet 1 (page 1) : SURVEY ABOUT FRUIT AND VEGETABLE CONSUMPTION HABITS

♦ Do you like fruit?
  □ Yes
  □ Some fruits, but not others
  □ No

♦ Do you like vegetables?
  □ Yes
  □ Some fruits, but not others
  □ No

♦ Do you have fruit or fruit juice for breakfast?
  □ Never
  □ Sometimes
  □ Always

♦ What snack do you take for break? (you can choose more than one option)
  □ Biscuits or sandwich
  □ Milkshake or dairy products
  □ Fruit or juice
  □ Sweets, crisps, cakes, etc.
  □ Nothing

♦ What do you have for dessert after lunch and dinner?
  □ Only dairy products (yoghurt, junket, milkshake, etc.)
  □ Only fruit
  □ Only sweet things
  □ Sometimes dairy products, other times fruit, other times sweet things
  □ Nothing
SURVEY ABOUT FRUIT AND VEGETABLE CONSUMPTION HABITS

Do you have lunch at school?

□ Every day, from Monday to Friday.
□ Some days of the week
□ Only occasionally
□ Never

Do you eat the fruit they serve in the dining hall?

□ Always or nearly always
□ Sometimes
□ Never or hardly ever

Do you eat the vegetables they serve in the dining hall?

□ Always or nearly always
□ Sometimes
□ Never or hardly ever

Which of these foods do you usually eat?

☐ Lettuce  ☐ Courgette  ☐ Aubergine
☐ Tomato  ☐ Pumpkin  ☐ Spinach
☐ Carrot  ☐ Leek  ☐ Radish
☐ Onion  ☐ String beans  ☐ Cabbage
☐ Cucumber  ☐ Swiss chard  ☐ Brussels sprouts
☐ Pepper  ☐ Cauliflower  ☐ Vegetable soup
☐ Beetroot  ☐ Celery  ☐ Vegetable stew
Sheet 1 (page 3) : SURVEY ABOUT FRUIT AND VEGETABLE CONSUMPTION HABITS

♦ How many pieces of fruit do you eat per day?
  □ None
  □ 1 or 2
  □ 3 or more

♦ How many times do you eat vegetables per day?
  □ None
  □ 1 or 2
  □ 3 or more

♦ Do you think you eat enough fruit and vegetables?
  □ Yes
  □ No
SUBSEQUENT ACTIVITIES
FRUIT SALAD

Bringing children closer to fruit in a playful way, allowing them to experiment, is a good way to promote their taste for, and interest in, these foodstuffs.

Fruit salad is a very simple recipe. We’ll choose three or four seasonal fruits. The teaching staff will peel and chop the fruit and put it into bowls, to avoid the students needing to use knives. The students can be divided into small groups of four or five people. Each group will squeeze a few oranges and mix the juice with sugar or honey. They will then add the desired amount of fruit to the juice and the fruit salad will be ready.

* If you want to see your recipes in the programme magazine, send them to: Avenida Santiago, 11. 01002 VITORIA-GASTEIZ
Stating: “Kontsumobide Schools Training Magazine”
You can also send them by email: kontsumobide@kontsumobide.eus

RIDDLES (Sheet 2)

Riddles are games of ingenuity aimed primarily at children. Apart from providing entertainment and fun, they make children think, contribute to the learning of new vocabulary and boost creativity. There are hundreds of riddles about fruit and vegetables. Some appear on this sheet. The teaching staff are sure to know others, or can find them. (The solutions are: onion, peach, tomato, carrot, pear and pumpkin)

After solving a few riddles, we can assign each student a fruit or vegetable so that they can come up with a riddle about it. We’ll help them, advising them to write down a few words related to the foodstuff they’ve been assigned. It could be its colour, its shape, the way of eating it, etc. Then we’ll ask them to join those words together in a sentence to describe the fruit or vegetable, but without mentioning its name.

FRUIT MILKSHAKE

Fruit is eaten in many different ways, and it’s fun to experience them. It’s best to have a classroom with access to water so the students can wash their hands before and after the activity and wash the material when necessary. All we need is seasonal fruit, yoghurt and a mixer. (3 kg of fruit and 3 litres of yoghurt for an average of 20 students.) The students are divided into 4 groups, each of which will have bowls with chopped fruit, 750 g of yoghurt (approximately), a container to mix and beat, and if the teaching staff think it is a good idea, sugar, honey, chocolate shavings, etc. Each group will mix the ingredients according to their preferences. They will use the mixer in turn and decorate and serve the milkshake in individual glasses. They’re sure to like it!
FRUIT AND VEGETABLES IN ART (Sheet 3)

Foodstuffs, especially fruit and vegetables, have inspired many artists. In this sheet, there are a selection of paintings in which these elements appear. We can talk about these works with the students; whether they’re familiar with any of them, whether any of them are surprising, which one they like best and why, etc.

Then, we’ll propose that the students get stuck in and emulate the great artists by making their own picture in which fruit or vegetables play a starring role.

3rd CYCLE

I’M GOING TO TALK TO YOU ABOUT...

In this cycle, the students usually make oral presentations to develop their linguistic skills. We can put it to the students that these presentations, at least for a while, are related to the subject of food. They can choose a specific fruit or vegetable and tell its story; where it comes from, where in the world it is consumed, its nutritional properties, recipes, fun facts, etc. They can also bring related photos and videos to class.

AT THE MARKET (Sheet 4)

The consumer has the right to know the most significant data about the fruit and vegetables he or she buys: name of the product, variety, category, calibre and origin. There are also hallmarks and certificates to inform us about different aspects of the product.

Sheet 4 is given to the students so that they can complete it during a visit to wherever they usually do their fruit and vegetable shopping, either alone or with the family.

Once completed, the data are shared. We’ll talk about the fact that the data we asked for must be available to the consumer and we’ll ask the students if it was easy for them to find said information.

We can find more information about organic agriculture at www.eneek.org. We can also access a video at this website entitled “Organic Agriculture within Reach”. It has been specially designed to introduce children within this age group to this subject.
Write or draw the solution below each riddle.

I’m white and fat,
I’ve got layers, but no pips.
Don’t cut me
If you don’t want to cry.

Hairy and soft
on the outside.
Pink flesh
and inside: A big pip!

It grows in the allotment
and it’s red.
If you serve me fried,
I soak bread.

A long root
That is eaten in salads
Although it’s hard,
It can be eaten raw.
If you boil it, it goes soft,
But it’ll always be orange.

Little bell, bell ringer,
White on the inside,
Green on the outside.
If you can’t guess what it is,
Wait and it will appear.

We’re vegetables hated by all students. We’re boring and heavy
and we get served up very often.
Sheet 3: Fruit and vegetables in art

Are you familiar with any of the paintings? Which one do you like best?

- Giuseppe Arcimboldo
- Pablo Picasso
- Paul Cézanne
- Bartolomé Esteban Murillo
- Antonio López
- Elena Narkevich

Now it’s your turn. Do a painting in which fruit or vegetables have the starring role.
Choose a fruit or vegetable you usually eat.

Look for or ask for the following data at the point of sale:

- Name of the product:
- Variety:
- Category:
- Calibre:
- Origin:

**Organic agriculture**

Agricultural techniques which exclude the use of chemical products like fertilizers, pesticides, antibiotics, etc., with the aim of preserving the environment, maintaining or increasing soil fertility and thus providing food with all its natural properties. Look for this hallmark. On what type of product have you found it?

Look for other hallmarks:

**Protected Designation of Origin**

A product whose production, transformation and preparation are carried out in a set geographical area, with specific recognised and supervised procedures. There are currently seven Protected Designations of Origin in the Autonomous Community of the Basque Country, one of which refers to a very well-known vegetable.

**Guarantee marks**

These certify that the applicable products fulfil certain shared requirements, especially with regard to quality, components, geographical origin, technical conditions or method of preparation. There are currently several guarantee marks in the Basque Country. These are the one referring to market garden produce.

**Euskal Baserri.**

A guarantee mark permitting the identification of fruit and vegetables from the Basque Country. Proximity and devotion result in fruit and vegetables with great flavour and quality.