



ASSEMBLY GUIDE

This is a guide for schools to the Eat Them to Defeat Them school assembly.

- Can use as assembly or classroom project.
- It is designed to be modular for you to adapt or use only parts as you so wish.
- If you simply wish to tell the children about Eat Them to Defeat Them you can just use slides 18-21
- If you are looking for a longer assembly or class project the first 17 slides are about using their sense of touch and descriptive words to explore vegetables. You can trim this down to your choice of the eleven vegetables we have covered.
- This activity works well if you have actual vegetables for children to touch and describe – unfortunately we can't supply those vegetables.
- For each vegetable we give a few examples words and some other ways you can encourage the children. This activity is all about senses, particularly touch, but if they use seeing or tasting words you can encourage that and ask them to say which sense they are using.
- If you are handing out ready to eat vegetables make sure the children have washed their hands and although allergies to vegetables are very rare please be conscious of any allergies.

Introduction

Slide 1 Today's assembly or class is about exploring our senses.

The Five Senses

Slide 2 & 3 You might ask the children to name the five sense before revealing the answers on slide 3

Slide 4: Today we are going to explore the sense of touch
You might ask the children to discuss how we touch and to suggest touch descriptive words such as warm, cold, fluffy, wet or bumpy.

Slide 5: Explain that today we are going use descriptive words to describe the touch of vegetables. If you have actual vegetables for the children to touch and describe this would be the time to bring them out.

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Vegetables

Slide 6: If you are using vegetables this might be a good time to ask the children to wash their hands and to remind them that they should always wash their hands before handling food. You might do this before the session instead.

Next: If you have vegetables in a class this is the time to pass them around, you might put the children in pairs to discuss the vegetables and to describe how they feel before they share with the class. If a school assembly, you may ask a group of children to volunteer to describe the vegetables to the school. If you don't have any actual vegetables, then just use the slides.

Each of the slides includes an image of a raw vegetable. You might ask children if the vegetable is usually cooked before you eat it. You might ask them if they have tried and like the vegetable. You may also ask to describe the difference between how they feel when raw or when ready to eat. How they feel when they touch them and how they feel when they eat them.

Slides 7-17

Here are some suggested words and discussion points for each of the eleven vegetables we've featured.

- **Broccoli** - tickly, crunchy, fluffy, green, hard, children may also describe how they look or taste such as flower-like, tree-like, patterned, large, bitter, strong (flavour) - could be compared to trees and flowers or an ogre's club. Broccoli is usually cooked, and it becomes soft or squidgy, but can also be eaten raw in salads.
- **Carrots** - crunchy, hard, knobbly, rough, wrinkly, sweet, mild - could be compared to a snowman nose, a pencil or pen, or an arrow or sword. Carrots are often cooked in rounds or batons and become soft and squidgy. They are often eaten raw and make great snacks, perfect for dipping. Carrots are UK children's favourite vegetable – maybe you could ask the class who likes them.
- **Sweetcorn** – When raw it's knobbly, pebble like or bumpy, and hard. When cooked it is soft, creamy, buttery. Children may also say yellow, bright, sweet, sunshine-y - could be compared to tiny gems, pebbles, or yellow gnome's teeth.

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- **Butternut squash** – When raw and whole children may say hard, smooth, round, curvy, pear-like shape, large, orange, bright - could be compared to a pear or a rounded guitar. Once cooked it becomes soft and squidgy.
- **Peas** – Hard, cold, icy (if frozen). Once cooked soft, creamy, buttery, small, light, could be compared to tiny gems, footballs, pebbles, or green ogre's teeth or tiny magic beans.
- **Courgette** – When raw smooth, hard (outside/skin), long - could be compared to a pipe or flute. Once cooked soft, or watery, children may also describe the taste as mild and bitter.
- **Cabbage** - When raw crunchy, hard, stringy, bitter, knobbly, round, heavy. They become softer as you cook them. Children may also mention the flavour - strong or bitter (flavour) - could be compared to a (zombie) brain (red cabbage cut in half), or a bowling ball (whole).
- **Tomatoes** - Soft, squishy, smooth, seedy, squeaky. If you can cut them open, you can ask children to describe how they look on the inside compared to the outside. Tomatoes are often eaten raw as well as cooked. Children may also say red, sweet, sour, acidic - could be compared to a cricket/tennis ball, clowns noses or a miniature Mars planet.
- **Peppers** – On the outside words like smooth. Children may also describe them as shiny or bright and the texture as crunchy or hard. If you can cut them open ask children to compare the rough insides with the smooth outsides and describe what they see - could be compared to a bell, an umbrella (upside down by the stalk) or a scary face (halved lengthways).
- **Cauliflower** – When raw tickly, crunchy, fluffy, and hard. Children may also describe them as flower-like, tree-like, patterned, or the flavour as bitter, or strong (flavour). Once cooked they are often soft and squidgy. Could be compared to snow-covered trees or a bouquet of white flowers.
- **Cucumber** – When raw and uncut they are bumpy, knobbly and hard. Once you cut them open, they are crunchy, watery, fresh, seedy, soft, sweet, mild - could be compared to a recorder, an elf walking stick or an oar for a fairy boat.



Eat Them to Defeat Them

You can use this final section at the end of the sensory section or as a standalone short presentation for an assembly or class. This section reminds the children of Eat Them to Defeat Them

Talking about Eat Them to Defeat Them: this campaign works because it's funny, a joke, a game. Children understand it's a ruse to get them to eat vegetables, but they go along with it as it's fun. As an adult the key is to play, to be part of the game. So, say "come on let's Eat Them to Defeat" or "Who's going to join the fight", maybe ask the children how they are going to defeat them. Don't burst the bubble by talking about health, nutrition, or five-a-day.

Here are a few ideas for presenting these slides:

- Slide 18 If your school has taken part before ask the children if they remember Eat Them to Defeat Them and if they enjoyed it. Don't mention eating more vegetables but talk about defeating the vegetable invasion.

- Slide 19 Ask the children if they have seen the advert on TV and whether they like it and why.

- Slide 20 Please play the video "we have a special message for our school". If the children ask for an explanation say that the idea this year is to have fun defeating the vegetables – can they think of fun ways of eating different vegetables?

- Slide 21 Explain to the children that they will each be given a reward chart and sticker to take home and give to their parents or carers. They can also receive these special stickers at school lunch when they complete the veg challenges.

Thanks for your help.

Please do feedback if you feel we can improve this or other parts of our programme to hello@vegpower.org.uk