



**SOUTH DAKOTA STATE  
UNIVERSITY EXTENSION**

*Growing Active*  
**READERS**

# **I Will Never Not Ever Eat a Tomato**

**Target Age: K to 3rd Grade**

## **About the book:**

*I Will Never Not Ever Eat a Tomato*

by Lauren Child

Publisher: Candlewick Press

ISBN#: 0-763-62180-3

## **Nutrition Objectives**

- Explain how calories in should balance with calories out.
- Recognize that foods come in different forms.

## **Physical Education Objectives**

- Demonstrate a variety of locomotor skills.

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## Activities

- Nutrition Activity #1: The Name Game
- Nutrition Activity #2: Which Tomato?
- Physical Activity #1: Couch Potatoes
- Physical Activity #2: Never Eat a Tomato?

## Parent Newsletter

- The Choosy Eater and New Foods

## Intent of Lesson

Encourage students to try new foods. Examine the concept of calories in (food eaten) balanced with calories out (physical activity). Simulate calorie balance.

## Previewing (5 minutes)

Show the MyPlate poster. Identify the food groups and several foods in each group. Discuss with children the importance of making healthy food choices.

### **Q. Why is it important to try new foods?**

- A. Trying new foods helps us increase the variety of foods we eat. Eating a variety of foods keeps us healthy and ensures that we are getting all of the nutrients (vitamins and minerals) that we need every day.

### **Q. What are some foods that you like and dislike (using the kit's food cards or Food Model Cards)? Why? Have you tried them?**

- A. Answers will vary.

## Active Reading: (10 minutes)

Read *I Will Never Not Ever Eat a Tomato* by Lauren Child

## Summarizing (5 minutes)

### **Q: What foods will Lola, the very fussy eater, not eat?**

- A: Carrots, peas, potatoes, mushrooms, spaghetti, eggs, sausages, cauliflower, cabbage, baked beans, bananas, oranges, apples, rice, cheese and fish-sticks.

### **Q. Do you like any of these foods?**

- A: Answers will vary.

### **Q. How did Charlie get Lola to eat the foods she said she didn't like?**

- A. He gave the foods fun names and places where they came from.

### **Q. Do you know anyone who is a fussy eater? How can you help them try new foods that are good for them?**

- A. Try to fix them in another way, try cooked versus raw, try a little bit several times.



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**10-15 minutes**

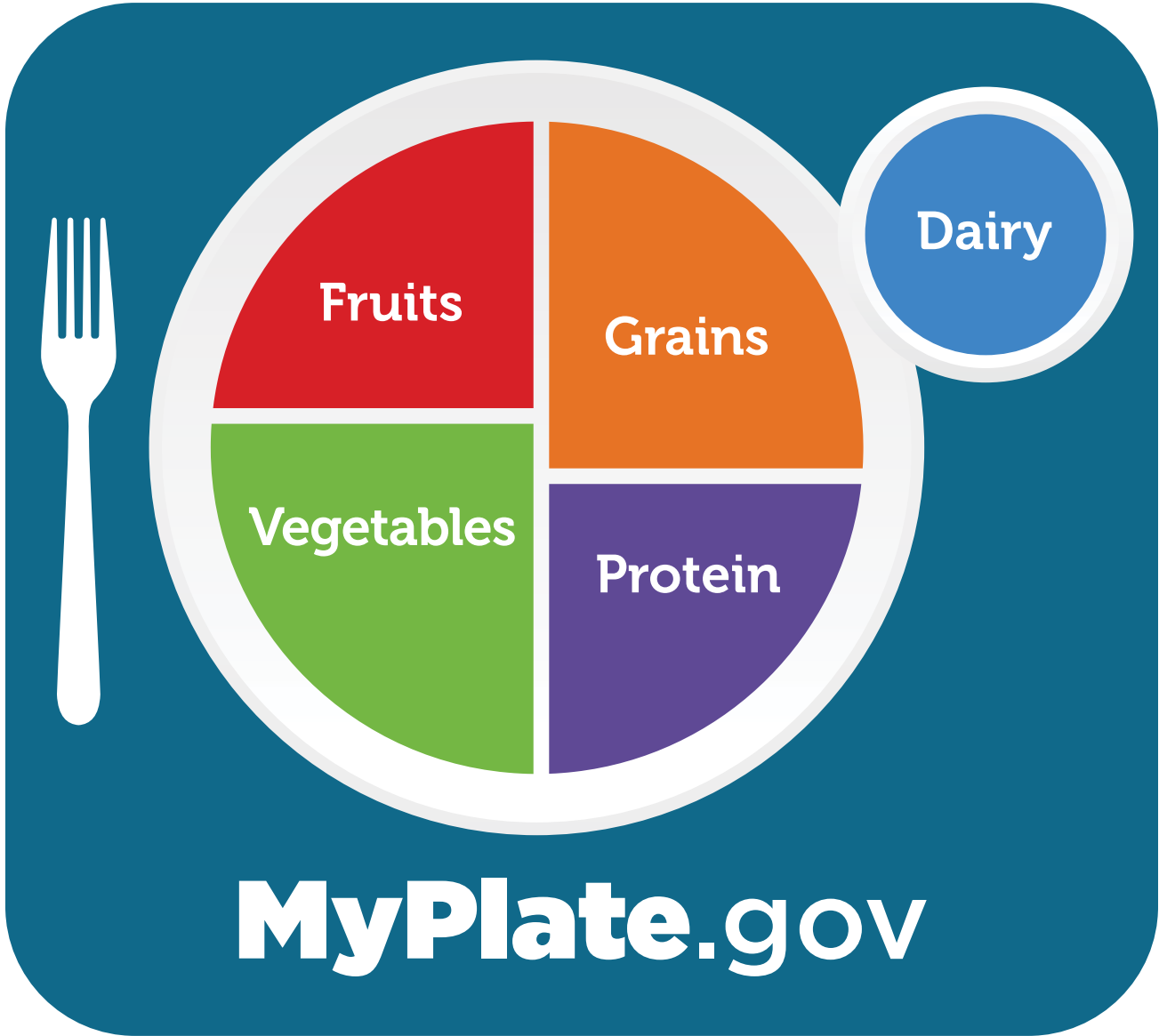
**Equipment:**

- Food Model Cards
  - » Vegetable Group = carrots, peas, potatoes, mushroom, cauliflower, cabbage
  - » Fruit Group = orange, apple, banana
  - » Protein Group = sausage, egg, fish sticks, baked beans
  - » Grain Group = rice, cereal
  - » Dairy Group = cheese, yogurt
- MyPlate poster

# The Name Game

**Directions:**

1. Using the food model cards and the MyPlate poster have the children match each food with the proper food group.
2. Encourage the children to create their own fun names for foods that Lola doesn't want to eat. For example, in the story, Charlie called mashed potatoes "cloud puffs".





# MY NATIVE PLATE

**Fruit**



**Use your plate as a guide to help you eat in a healthy way!**

1. Fill half of your plate with vegetables.
2. Fill the other half of your plate with a grain/starch and a protein.
3. Add a side of fruit.

**Pictured here:**

- Mixed berries
- Cooked spinach
- Baked squash with peppers and herbs
- Steamed wild rice
- Baked deer meat with sage
- Water

Take a picture with your cell phone. Look at the picture later as a reminder!



**Vegetables**



**Protein**

**Water**



**Grain/  
Starch**

**Remember:**



Stay active



Drink water



Use a 9-inch plate

**Notes:**

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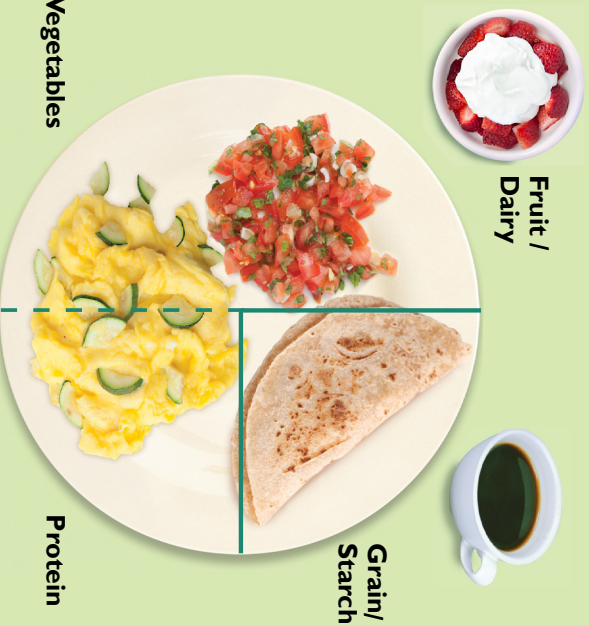
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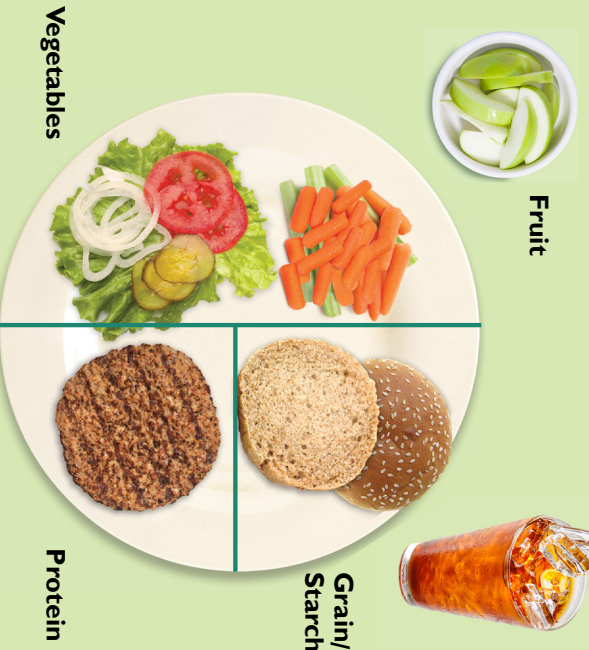
Indian Health Service, Division of Diabetes Treatment and Prevention.  
07/2018



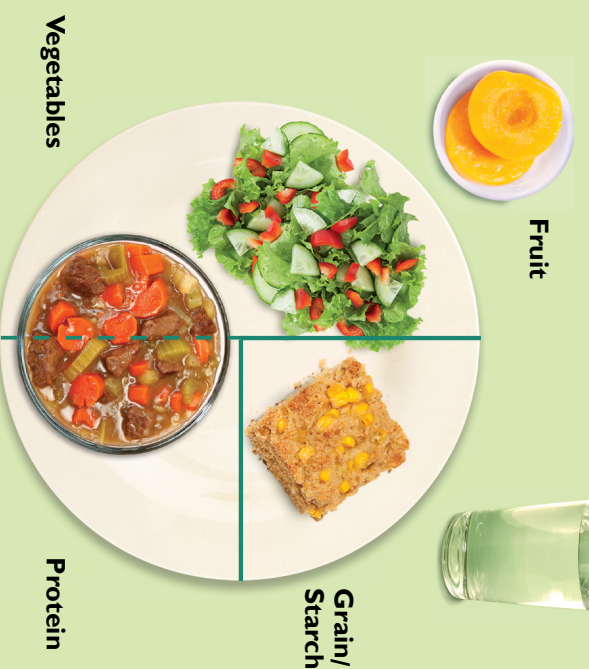
# More Ideas for My NATIVE PLATE



**Pictured here:** Yogurt with strawberries, salsa, scrambled eggs with zucchini, tortilla, coffee



**Pictured here:** Apple, carrots, celery, lettuce, tomato, onion, pickle, beef patty, bun, unsweetened tea



**Pictured here:** Peaches, salad, beef and vegetable stew, cornbread, water

## Ways to Add Variety to Meals and Snacks

### Vegetables and Fruits

#### Tips

- Stock up on fresh, frozen, and canned vegetables and fruits.
- Keep fruits and vegetables on hand for snacking.
- Plan some meals around a vegetable main dish, such as a stir fry, stew, or soup.
- Enjoy fruit as a dessert.

#### Examples

**Vegetables:** Wild greens, tomatoes, carrots, leafy greens, zucchini, avocados, broccoli, green beans, cucumbers, onions, peppers, okra

**Fruits:** Berries, melons, apricots, peaches, citrus fruits, bananas, apples, pears

### Proteins

#### Tips

- Choose fish, beans, lentils, eggs, and nuts more often to cut down on meat.
- Instead of a beef patty for your burger, try a veggie, black bean, turkey, soy, or bison patty.
- Grill, stew, or bake meat instead of deep frying.
- If milk upsets your stomach, try yogurt, lactose free milk, or soy milk.

#### Examples

**Animal proteins:** Fish, wild game, bison, poultry, mutton, beef, pork, eggs

**Plant proteins:** Beans, lentils, nuts, nut butters, seeds, tofu, soy products

**Dairy proteins:** Milk, lactose free milk, yogurt, cheese, cottage cheese

### Grains and Starches

#### Tips

- Choose whole grain foods, such as whole wheat breads, corn tortillas, oatmeal, and wild or brown rice.
- Try whole wheat flour instead of white flour.
- Add wild or brown rice to main dishes, such as a stir fry, stew, or soup.
- Bake or roast potatoes instead of deep frying.

#### Examples

**Grains:** Pastas, breads, crackers, rice, oats, quinoa, barley, cereals, tortillas, flour, cornmeal

**Starchy vegetables:** Potatoes, corn, green peas, winter squash







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**10-15 minutes**

**Equipment:**

- Poster paper or whiteboard for 3 groups
- Markers
- Cherry tomatoes or salsa with whole grain tortilla chips

# Rolling in Dough

**Directions:**

Post a large sheet of paper for recording or use a whiteboard. Write ideas as children generate them. Start with “mashed” written on the paper. Add others from the list below.

**Q: In what forms do you eat potatoes?**

**For example: mashed.**

A: Hash browns, baked, chunks in soup or stew, potato rounds/tater tots, French fries, other

That’s a lot of ways to eat potatoes. Tomatoes can be eaten in even more ways. Let’s see.

1. Arrange two teams with a recorder and paper/whiteboard for each.
2. Tell them, “You have 4 minutes to list as many ways as you can think of to eat tomatoes.”
3. Share lists to see who has the longest list. Possible answers: fresh or raw in slices or as cherry tomatoes, soup, tomato juice, tomato sauce in chili or spaghetti, sliced on a sandwich or hamburger deluxe, chunks in salsa or in a taco, cooked in chili or a hot dish like goulash, catsup.
4. Tell them, “There are many ways to eat foods. Some are raw and some are cooked. Some you listed are served hot and some cold. Some are whole and some are chopped or blended. These are called forms. One easy way to group foods by form is fresh, frozen, canned/boxed, and dried.”

**Q: Are there some forms of tomatoes that you like better than others? Why?**

A: Answers will vary.

**Q: If you don’t like a food in one form is it likely that you will like it in another?**

A: Very likely that you can find a form you prefer. You may like raw but not cooked, for example.

**Q: Do you taste new foods or forms when you get a chance? Why or why not?**

A: Answers will vary. Flavors change when cooked, textures change when cooked, adding other ingredients makes it taste better.

**Q: Are you an explorer when you try something new?**

A: Answers will vary. Encourage them to be adventurers and taste testers!

5. If possible provide some cherry tomatoes or fresh salsa and whole grain chips for tasting.



*Before allowing children to taste foods, ask parents about possible allergies or food sensitivities.*



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**10-15 minutes**

**Connection:**

Children examine the relationship between calories in from food they eat with calories burned in activity. They help each other to be healthy by bringing good food from the refrigerator and getting partners to be active instead of “couch potatoes”.

**Equipment:**

Prepare prior to activity:

- Two to three sets of food model cards for the following: Carrots, Peas, Potatoes, Fish Sticks, and Tomatoes

In the room/area:

- Set up the area using the diagram.
- Set 2 mats on opposite sides of the room/area.
- One is the “couch” for the couch potatoes and one mat is the “refrigerator”, Place the food cards in the refrigerator area.
- 3 Pool noodles (or something soft to tag with). This item will be called a “remote.”

# Couch Potatoes

**Activity Guide:**

**Q: Have you ever heard someone called a “couch potato”? How would you describe a couch potato?**

A: Couch potato—someone who sits and is inactive.

**Q: What happens to children who eat often and do not exercise or move much?**

A: They will gain weight over time and not have strength or endurance.

**Q: What can a friend do to encourage activity?**

A: Ask them to play with you or join a sports team.

**Taggers**

- Pick 2-3 people to have a remote (noodle). These students will be the taggers.
- Students with the remote can automatically make a person a couch potato by tapping them with the “remote”. Taggers need to tag the person in the active area ONLY!
- Allow everyone a chance to be a tagger by switching taggers after a few minutes.

**Couch potatoes**

- Students that have been tagged have to sit as though they are watching television (on a mat/couch). They cannot leave mat/couch until another student brings them a healthy snack from the refrigerator (mat).
- Once they get their healthy food they have to prove they are not a couch potato by doing 5 jumping jacks (or any quick exercise to get them moving again). After exercising the student should return food back to the refrigerator at the opposite side of the room/area. After the food is in the refrigerator the student is back in the game. (Students returning food cannot be tagged by the remotes).

**Bringing a snack to someone on the couch**

- Without getting tagged, students must try to get healthy snacks from the refrigerator and bring the food to the couch potatoes who then do an activity to use

up the calories.

Variation:

- Use a variety of locomotor skills (walk, run, hop, jump, step-hop, skip, gallop, slide, leap).
- Have the student act out the food they are ‘snacking’ on: (Carrots, fly like a space ship!)

**Cool Down/Closure:**

Do some stretches to cool down. Ask students:

**Q: Why is it important that the calories from food we eat balance with calories used in physical activity?**

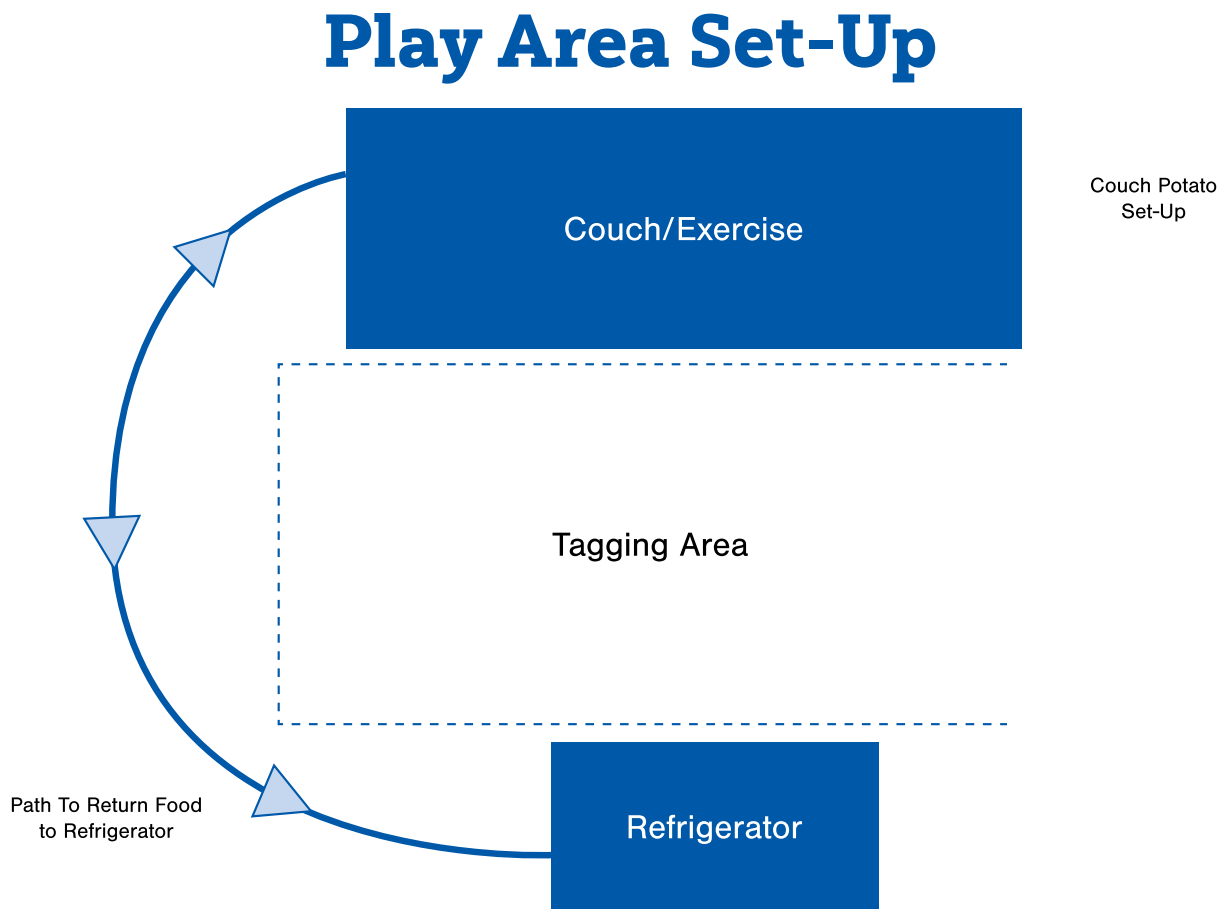
A: More calories consumed than used results in weight gain over time.

**Q: What can you do instead of being a couch potato? How could you help a friend from being a couch potato?**

A: Play every day, do chores that require movement, do sports.

**Q: What nutritional foods did you find in the refrigerator?**

A: Carrots, peas, potatoes, tomatoes. etc./MyPlate food groups









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**15-20 minutes**

**Connection:**

Charlie is creative in naming Lola's foods. Students will be creative in doing actions fitted to the story. Review of healthy foods.

**Equipment:**

- 1 ball for each student (small soft)
- 1 large basket (or several scattered around playing area)
- 1 pool noodle per student
- Several large floor mats around the area

# Never Eat a Tomato?

**Activity Guide:**

While reading the story for a second time, have students use creative movement and locomotor skills to demonstrate the concepts in the book. Follow the script provided.

**Cool Down/Closure:**

- Have students stretch out on the 'moon' while you discuss these questions:

**Q: What are some of the foods that Lola ate?**

A: peas, carrots, potatoes, fish sticks, tomato.

**Q: Why should you eat a variety of healthy foods?**

A: Different foods do different things for your body. By eating a variety you get good things for every part of you.

**Q: What were some ways that you moved throughout the space?**

A: Jump, roll, throw balls, summersault, throw noodles, fly, dribble, swim, pass a ball.

**Q: Can you and your family eat a variety of healthy foods at home? How? What?**

A: Answers will vary.



Page	Text on Page Begins...	Student Activities
1	“I have this little sister, Lola...”	Students wink at each other
2	“Lola won’t eat carrots of course...”	Students jump around the general space like rabbits; after about 30-45 seconds, have them gather back to you
3	“Lola says, ‘PEAS are too small and too green...”	Students move around the general space being as small as they can be; after about 30 to 45 seconds, have them gather back to you. OR– With partners, throw and catch a ball (green if you can!) back and forth 5 times
*5	“I do not eat cauliflower or cabbage or baked beans or bananas...”	Students will throw tomatoes into the trash (balls into a basket); after all the tomatoes are thrown away, have the students gather back to you
6	“And I said, “That is lucky because we are not having...”	On mats, students complete an egg roll (egg) summersault (orange) and a log roll (bananas); after each student has completed each roll 2 times gather back to you.
7	“We don’t have any apples or rice or cheese or fish sticks...”	Students will throw tomatoes into the trash (balls into a basket): again once all tomatoes are thrown away, students should gather back to you.
*9	“I don’t ever eat carrots...”	Students will throw swimming pool noodles around the area, up into the air: after 30-40 seconds have students gather back to you.
10	“And I said, ‘Oh, you think these are carrots. These are not carrots...”	Students will move through the space like an alien from Jupiter (encourage students to use various locomotor skills) after 30-45 seconds have them fly on a space ship; after 30-45 seconds students should gather back to you
*12	“Then Lola saw some peas. “I don’t eat peas,” said Lola.	Students will toss green drops (balls) from Greenland into the air and catch it all by themselves; after 30-45 seconds students should gather back to you.
13	“Oh goody,” I said. “I’ll have your share.”	Students will next place green drops on the ground and dribble them with their feet; after 30-45 seconds students should gather back to you.
* Signifies a point when pages are skipped		

<b>Page</b>	<b>Text on Page Begins...</b>	<b>Student Activities</b>
*18	“Oh this isn’t mashed potato...”	Students will hike up Mt Fuji; once on top jump over a rock; then log roll back down the mountain and climb again; after 2 times students can gather back to you.
20	“‘Charlie,’ she said, “those look like fish sticks to me...”	Students will pretend to cast a fishing line and reel in a fish!
*22	“I know that. These are not fish sticks”	Students will swim like a mermaid.
*24	“And then she said, ‘Charlie, will you...”	Give each student a ball and have them pass it to the person next to them; pass several times and then gather back to you.
* Signifies a point when pages are skipped		



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# The Choosy Eater and New Foods

## Trying New Foods

### Family Fun

For a family activity check out the book, *I Will Never Not Ever Eat a Tomato* by Lauren Child, from your local library. Read together and discuss the importance of trying new foods.

Does your child get upset when one food touches another on her plate? Does he eat only bananas for several days? These are signs that your child is a step closer to growing up and showing independence.

Preschool children grow and develop at a slower rate than toddlers do. Most children will become hearty eaters again when their body's growth pattern requires more food for energy.

Relax and be patient. Become familiar with how to handle eating challenges and how to avoid conflict.

Enjoy all kinds of foods! This is good advice for children—and for you. Why? When kids learn to enjoy many foods, they have more choices for smart eating throughout life. Different foods will promote growth and health in different ways.

- Offer a new food first, before foods your child eats already. Kids are usually more willing to try new foods when they are hungry.
- Trying new foods is more fun for kids when they pick them.
- Talk about the 'new food.' Have your child describe the color, shape, feel, smell, sound and taste.
- Go for at least 'one bite.' Stay away from forcing your child to taste. Keep food trying positive.
- Try new foods, too. If a child sees you try a few food, they are more likely to try it as well.
- Prepare new foods in different ways. Many children prefer raw vegetables to those that are cooked.
- Try and try again. Many children need to try a new food 5 to 10 times before they like it. It's normal for a child to be cautious at first.
- Relax. Your child will not like every food. Everyone has different food favorites.

## Ways to Handle a “Choosy Eater”

- Food jags are when a child may or may not eat a particular food for a period of time. Treat food jags casually since they may not last for a long time.
- Consider what your child eats over several days not just at a meal. Most children eat a variety of foods.
- Trust your child’s appetite rather than to force them to eat everything on the plate. Forcing a child to eat more encourages overeating.
- Set a reasonable time for the start and end of a meal. Then remove the plate quietly. The length of time will depend on each child.
- Stay positive, avoid criticizing and calling your child a ‘picky eater.’
- Serve food plain and respect the ‘no touching’ rule if it is important to your child. This will pass over time.
- Offer the same food to the entire family.
- Plan at least one food that everyone will eat.
- Provide two or three choices. Allow your child to decide what they will eat.
- Focus on your child’s positive eating behavior, not on the food.



## Fresh Salsa

**Servings:** 4 (½ cup each)

**Ingredients:**

- 2 chopped tomatoes
- ½ chopped onion
- 3 finely jalapeno chiles, chopped, and seeded, optional
- ¼ cup chopped cilantro
- ¼ tsp. salt
- 1 juiced lime

**Directions:**

In a medium bowl, mix all ingredients. Serve or store salsa in refrigerator for up to 3 days in a covered plastic or glass container. Makes 4 servings—½ cup each.



**Nutrition Facts:** 30 calories; 0g total fat; 0g saturated fat; 0 mg cholesterol; 150 mg sodium; 6g carbohydrates; 1g protein

**Sources:** [myplate.gov/recipes/supplemental-nutrition-assistance-program-snap/fresh-salsa](https://myplate.gov/recipes/supplemental-nutrition-assistance-program-snap/fresh-salsa)

**Adapted from:** Nibbles for Health, Nutrition Newsletters for Parents of Young Children, USDA, Food and Nutrition Service