



# Enjoying our Healthy Harvest

“Pare a Pair of Pears”

Length of Session: 30 minutes

## Summary:

Students will learn about the nutritional value of pears, how to select and clean pears, discover where pears grow commercially in our state and taste a variety of pears.

## Objectives:

- Youth learn how to choose pears at the market
- Youth will show where specific produce is grown in Oregon
- Youth will identify important nutrients in the produce
- Food safety: Youth practice how to clean hands for food preparation and eating
- Food safety: Youth assist with cleaning produce properly (to prevent spread of bacteria that causes illness)
- Youth taste a variety of pears

## Suggestions for Facilitator:

- Before session, put up posters, prep food and supplies.
- Introduce pears – Put a pear in a brown paper sack. Pass it around to see who can identify the item. “Who has tasted at least two varieties of pears? What were they? How were they prepared? Ever picked them yourself?” *1 minute*
- Nutrition Message: “Eat a variety of fruits and veggies every day. Oregon State Fruit, Pears, are a good source of Vitamin C and fiber.” Write on board, students repeat and/or write it. *1 minute*
- Use Fruits and Veggies – More Matters™(FVMM) Produce Wheel to find selection, storage and handling and nutrients look for at least 2.5 grams of fiber to show that it is a good source and at least 10% of Vitamin C. Tell why fiber and Vitamin C are important (see *Nutrients You Need*) *5 minutes*

- Demonstrate cleaning: At a sink under running, cool water or with an assistant slowly pouring a pitcher of water into dish tub in a demo area. Enlist an assistant from the youth. *1 minute*
- Students wash hands using *High Speed Hand Washing*. *5 minutes*
- Have a Pear Festival. *15 minutes*

### Activity: Pear Festival

Bring 3-4 varieties of pears, 2 or 3 of each kind. Label a large paper plate with variety. Prep sample slices for students to select and taste. Put samples of each variety on a labeled paper plate. Optional: add dried and/or canned samples, too. On the board draw a large circle to represent their plate, and then write the names of each variety around the edge of the plate. Students write the name of the varieties on their plates, come forward in small groups to select samples – placing each near the label for that variety, and then return to their seats for sampling. Tell students that they have similar nutrient values.

### Discussion questions during sampling:

- ☆ Can you name some of the areas that pears grow in our state? (See list of state commercial crops. “Any grown in your neighborhood?”) Use state map with counties provided by Ag in the Classroom to color in locations.
- ☆ Which sample did you prefer? Why?
- ☆ Can you name colors of pears? (red, green, yellow – others?)
- ☆ Fruits & Veggies have lots of colors. Can you name a fruit from every color of the rainbow?
- ☆ What food group are pears in?
- ☆ How many colors of fruit have you had today?
- ☆ How many cups of fruit should you eat each day? (1 ½ cups)

- ☆ How many colors of veggies have you had today?
- ☆ Who can spell pare, pair and pear aloud?
- ❑ Conclude with Summary Discussion Questions, Nutrition Message and show parent handout. Teacher may wish to distribute this later. *1 minute*

#### Summary Discussion Questions:

- ☆ What do I need to look for when shopping for pears? (see wheel)
- ☆ Why is it important to wash your hands and the fresh produce? (prevent spread of bacteria that cause illness)

#### Materials Needed:

- ❑ FVMM Fruit & Veggie Wheel for each youth to use and then keep
- ❑ *MyPyramid* poster
- ❑ Equipment for the preparation and serving of the sample
- ❑ Ingredients for the recipe/sampling –
- ❑ Paper plates for samples
- ❑ Paper plate & utensil for each youth for tasting
- ❑ Pear slicers and pear packers from the Pear Board
- ❑ Ag in the Classroom State Map & Teacher Materials
- ❑ Student Handouts, if used: Kettle of Good Nutrition, Nutrition Messages

#### Parent Handouts:

- OFNP Drawing Contest Recipe Cards – Other fruits

#### Optional activities:

- ❑ Use the Produce Wheels to:
  - Read Selection and Preparation aloud for another fruit.
  - Note and write spelling words.
  - Look at the Nutrition Facts label:
    - How much fat is in the fruit?
    - How much fiber? A *good source* is at least 10% or 2.5 g. How much Vitamin C? Is this a *good source*?
- ❑ Cut a recipe in half or double it.
- ❑ Draw picture steps (story board) of the directions in one of the recipes showing the ingredients and equipment and the serving suggestion.

- ❑ Ag in the Classroom: Oregon Facts and Symbols. Suggest adjectives for each item.
- ❑ Pears are Oregon’s state fruit. Research other state’s symbols.
- ❑ Write a pear poem.
- ❑ Pare, Pair and Pears is a homophone. List other pairs or trios of words that make a homophone (words that sound alike, but are spelled differently).
- ❑ Kettle of Good Nutrition: Students write on supplied handout of an empty kettle a nutrition tip that they learned during the class (can be done at the end of the series). Use in bulletin board for the school.
- ❑ Discussion:
  - ☆ There are many ways to prepare pears to eat. What are some of the ways you have enjoyed pears? (This could also be a writing assignment.)
  - ☆ “Some of these methods add extra fat and sugar. Be careful to only have small portions occasionally. Pears are naturally sweet and have no fat. Keep your preparation choices simple for the most nutrients and the least calories.”

#### Other Support Materials

- SP 50-876 Nutrients You Need, Revised April, 06
- “*Benefits of fruits and vegetables depend on quality as well as quantity*” Raab, Carolyn, August/September 07 OSU Extension FCD NewsTips
- Regions of Production in your state – see your state agriculture web site
- <http://www.fruitsandveggiesmatter.gov/month/pear.html> and [http://www.fruitsandveggiesmatter.gov/month/asian\\_pear.html](http://www.fruitsandveggiesmatter.gov/month/asian_pear.html)
- <http://www.extension.iastate.edu/healthnutrition/foodrecipeactivity/food/pears.htm>