

Lesson 9: Bunches of Variety

Lesson overview

There are five activities available for Lesson 9.

1. Food Adventurer, Mission Accomplished and What I Ate Worksheet: Students will report on the new vegetables and fruits they tried, as part of the Food Adventurer mission that was given to them in Lesson 8. Students will be given a new Food Adventurer mission, to record all of the vegetables and fruits they eat in a day.
2. Plant Part Poster and Roots, Stems Leaves Song: Students will learn about the function of fruits on a plant, and about fruits that we eat, by singing the chorus and the verse about roots.
3. Variety and Rainbow Mural: Students will draw and color their favorite fruit, and as a class, create a rainbow mural of healthy foods.
4. Food Adventurer Adjectives, Creamy Rainbow Fruit Salad Recipe: Students will prepare a healthy snack. They'll try this snack with at least one of their senses, and will report their experience using adjectives.
5. Garden Options: Students will continue work on their mural, indoor or outdoor garden. Choose Activity 5A or 5B.

What you will need

General Materials and Supplies

- Pocket folders (one per student). These are optional, but recommended for collecting student materials throughout the class.

Activity 1, Food Adventurer, Mission Accomplished and What I Ate Worksheet

- GHK Food Adventurer stickers (one per student)
- What I Ate worksheet (Appendix J, one per student)

Activity 2, Plant Part Review and Roots, Stems and Leaves Song

- Roots, Stems and Leaves song materials: CD, CD player, lyrics sheets

Activity 3, Variety and Rainbow Mural

- GHK flash cards for apples, squash, zucchini, pears, cucumbers, pumpkins or various berries
- Index cards and markers or crayons (for students to draw their favorite fruit)
- Butcher block paper and paint/markers/crayons/construction paper (to make rainbow mural)

Activity 4, Food Adventurer Adjectives, Creamy Rainbow Fruit Salad Recipe

- Access to soap, sink and paper towels to wash hands
- Food Adventurer Adjectives worksheet (one per student)
- Plant Part Poster

- MyPlate Garden Poster
- Creamy Rainbow Fruit Salad recipe sheets (one per group). Recipes may be found in Section 3 of this curriculum, as well as on the Oregon State University Food Hero website (<https://www.foodhero.org>).
- Creamy Rainbow Fruit Salad ingredients (refer to recipe)
- Measuring cup (at least 1/2 cup) to demonstrate recommended serving size

Activity 5A, Mural Garden Option - Adding the fruit

- Garden mural, from previous lessons
- Art supplies and clip art (Appendix M) for adding elements to the garden mural

Activity 5B, Indoor or Outdoor Garden Options

- Flip chart paper or board space, with list of garden rules and seeds planted (from Lesson 1)
- Access to soap, sink and paper towels to wash hands
- Garden journal pages, pencils or pens

Take Home Materials

- GHK family letters, recipe sheets and envelopes for Lesson 9 (one set per student)

Supplementary Materials (as needed)

- Crayons, storybook, journal and/or coloring sheet

Preparation

Activity 1, Food Adventurer, Mission Accomplished and What I Ate Worksheet

- Photocopy What I Ate worksheet (Appendix J).

Activity 2, Plant Part Review and Roots, Stems and Leaves Song

- Set up CD player or other music device.
- Discuss with the Classroom Teacher the appropriate volume for playing the song, singing and dancing at the educational site.

Activity 3, Variety and Rainbow Mural

- Draw and color in a rainbow on butcher block paper.

Activity 4, Food Adventurer Adjectives, Creamy Rainbow Fruit Salad Recipe

- Prior to the class, decide on the specific fruits you will include in the creamy rainbow fruit salad.
- Gather ingredients for recipe.
- Display the Plant Part Poster.
- Display MyPlate Garden Poster.

Activity 5A, Mural Garden Option - Adding the fruit

- Prepare mural garden activity.

Activity 5B, Indoor or Outdoor Garden Options

- Choose the specific gardening activities you will do with the students, and gather supplies needed.

Take Home Materials

- Stuff family envelopes with a letter and recipe.

Supplementary Activities (as needed)

- Talk to the Classroom Teacher about Lesson 9 supplementary activities.

Teaching outline

Activity 1: Food Adventurer, Mission Accomplished and What I Ate Worksheet

Welcome back, Food Adventurers. Does anyone remember what it means to be a Food Adventurer? Raise your hand if you would like to answer.

Allow students to raise their hands and suggest answers.

Food Adventurers explore new fruits or vegetables. We can use our eyes to look, our hands to touch, our noses to smell, or our mouths to taste.

Point to your eyes, hands, nose and mouth as you speak.

The last time we met, I gave you a mission. Does anyone remember your Food Adventurer mission? Raise your hand if you remember.

Allow student volunteers to recall last week's mission.

The first part of your mission was to find a flower that we can eat. Raise your hand if you found an edible flower.

Allow students to raise their hands. Call on one or more students to share the edible flower that they found.

Great job, Food Adventurers! Remember to be on the lookout for new fruits or vegetables in the cafeteria, or at home.

The second part of the mission was to try the edible flower. Remember, you could have tried it with your eyes, your hands, your nose—and maybe even with your mouth. How many of you Food Adventurers completed this mission? Raise your hand if you tried an edible flower.

Call on students who have raised their hands. Ask them questions about their Food Adventurer experience.

- *Which edible flower did you try?*
- *Did you try it with your nose/eyes/hands/mouth?*
- *Where did you try this edible flower? Was it at home, in the cafeteria or some other place?*
- *Did you taste it? If so, did you like it? Would you try it again?*

Well done, Food Adventurers! Remember to be on the lookout for new vegetables and fruits, at home or in the cafeteria. Even seeing the new fruit or vegetable completes your Food Adventurer mission. You can also use your sense of touch, smell or taste to try a new food.

Pass out GHK Food Adventurer stickers.

When eating a meal or snack, try to fill half your plate with vegetables and fruits. This is one way to make healthy food choices. The more we try new vegetables and fruits, the easier and more exciting it will be to fill half of our plate with vegetables and fruits.

Who is ready for a new Food Adventurer mission? Allow students to answer.

This week, your mission is to pick one day. For that one day, I want you to draw all of the vegetables and fruits that you eat.

You can draw vegetables and fruits that you eat on the What I Ate worksheet that I will pass out at the end of the lesson.

Remember, pick one day. Draw all of the vegetables and fruits that you eat on that day. Please bring back the worksheet for our next lesson.

One adaptation of this activity is to ask students to draw all of the vegetables and fruits that they eat in the cafeteria, on one day. This may be useful for students who are not practiced with homework assignments, or where it may be easier to restrict the activity to an in-school activity.

Food Adventurers, do you accept your mission? Allow students to answer.

Great job, Food Adventurers! Remember to be on the lookout for new fruits or vegetables in the cafeteria, or at home. Remember to draw all of the vegetables and fruits you eat, for just one day, on your What I Ate worksheet.

Activity 2: Plant Part Review and Roots, Stems and Leaves Song

Refer to the Plant Part Poster as you review roots, stems and leaves that we eat. You can also refer back to the body parts that were presented as analogous to plant parts in Lesson 2.

During the Growing Healthy Kids program, we've learned about roots that we eat. Can anyone name a root vegetable?

Allow students to answer. As necessary, remind them that carrots, parsnips and beets are all roots that we eat. Hold up the GHK flash cards for these vegetables, if available.

We've also learned about stems that we eat. Who can name a stem vegetable?

Allow students to answer. As necessary, remind them that celery, rhubarb and asparagus are all stems that we eat. Hold up the GHK flash cards for these vegetables, if available.

We've also learned about leafy green vegetables. Can you name a leaf vegetable?

Allow students to answer. As necessary, remind them that lettuce, cabbage, spinach and kale are all leaf vegetables. Hold up the GHK flash cards for these vegetables, if available.

We even learned about edible flowers. Can you name a flower that we eat?

Allow students to answer. As necessary, remind them that cabbage, cauliflower and nasturtiums are flowers that we eat. Hold up the GHK flash cards for these, if available.

We sang the Roots, Stems and Leaves song to help us learn about these plant parts that we eat. Today, we will be learning about fruits.

Let's review the six plant parts by singing the Roots, Stems and Leaves song. Since we're learning about fruits, we will sing the verse about fruits.

Lead the students in song, and dance around while you're singing. Refer to the Roots, Stems and Leaves song lyrics sheet and sing the Chorus and verse about fruits.

Activity 3: Variety and Rainbow Mural

Today, we're going to be learning about fruits. The fruit of a plant usually has the shape of a circle or an oval. Or the shape might include both a circle and an oval.

Display the GHK flash cards for apples, squash, zucchini or pears.

Fruits are usually fleshy (juicy, soft and moist tissue like biting into a ripe pear). You can usually find the seeds inside of the flesh of a fruit. When you cut a cucumber, you can find the seeds inside. When you carve a pumpkin, you scoop out the flesh of this giant fruit, and take out the seeds.

Display the flash cards for cucumbers or pumpkins.

Often, fruits taste very sweet. Berries, like raspberries, blueberries and strawberries are all deliciously sweet.

Display the flash cards for berries.

Students will probably not ask, but in case they do (or, if you're curious), about the seeds of these fruits: blueberries have a soft seed (or *pit*) inside their fruit; raspberry seeds are small, harder pits inside of the raspberry; what appear to be strawberry seeds on the outside of the strawberry are actually *achenes* or dried fruits, and the strawberry seeds are inside the achenes.

Would anyone like to share the name of a fruit that you like to eat?

When students answer, ask them to also name the color of that fruit.

*Today we are going to talk about the word **variety**. The word **variety** means many different kinds. Fruits come in many different colors - reds, blue, purple, orange, brown, white and even green! (Kiwi is a green fruit). The root, stem and leaf vegetables that we've learned about also come in many different colors. If you eat a variety of these vegetables and fruits, you will get lots of nutrients.*

Foods from MyPlate are like a rainbow. Each section of the rainbow only gives you one color of the rainbow. All the colors together make a complete rainbow. In the same way, eating all the colors of MyPlate give you a healthy diet.

Point to the rainbow mural and MyPlate Garden Poster as you speak.

*Rainbows have a **variety** of color. We are going to fill this rainbow with vegetables and fruits that are all different colors. The colors vegetables and fruits come in are those on this rainbow.*

Hand out index cards (maybe 2-3 per student). *You are going to draw ONE fruit or vegetable on an index card. You can color it, and then tape it on the rainbow section that has the same color.*

*Purple grapes go to the purple section of the rainbow. Red strawberries go to the red section of the rainbow. If you have time, you can pick another fruit or vegetable, color it, and place it on the rainbow.**

*Be aware that some students may be color-blind. You may have to write the names of the colors on the rainbow and help students who do not see color well.

After the rainbow mural is complete, review all the vegetables and fruits that were drawn. Note the variety of colors represented, and reiterate that eating a variety of vegetables and fruits is one way to make sure that you get all of the nutrients that a growing kid needs.

Activity 4: Food Adventurer Adjectives, Creamy Rainbow Fruit Salad Recipe

Prior to preparing the recipe, have students wash their hands.

We're going to prepare a rainbow fruit salad. Our fruit salad has a variety of different colors, just like our rainbow mural. We'll then be able to taste this healthy snack. But first, before handling, preparing or eating food, we need to wash our hands! We want to make sure that we keep our hands clean. This will help to keep us healthy.

If necessary, remind students about proper handwashing technique (Appendix B).

Prepare the recipe. Divide the students into teams. Assign each team one task: measure, cut, mix, clean. Volunteers can assist the students with these tasks.

In this recipe, there are four different types of fruit (pineapple, apple, banana, orange). Different fruits may be substituted, as availability or taste dictates. Refer to the Plant Part Poster, to show students that these foods are plant fruits. This recipe also contains yogurt. Refer to the MyPlate Garden Poster, to point out that this recipe contains foods in the Fruits and Dairy group.

When it is time to taste the snack, remind students of their Food Adventurer mission. Refer back to Lesson 2, Activity 4, for spoken prompts and directions associated with a Food Adventurer Adjectives recipe activity.

Activity 5A: Mural Garden Option - Adding the fruit

In the last few weeks, students prepared the garden, planted seeds in the mural and drew in roots and stems of their growing plants. Today, ask students to draw in the fruits.

Remind the students of the seeds they planted in their mural garden, many weeks ago. If it is available, refer to the list of vegetables and fruits that you made as a class, in Lesson 2. This may help to inform the shape and color of the fruits that they draw on the plants. However, you can also give students room to be creative in their drawings.

In the next lesson, we are going to add active insects and healthy snacks into the mural.

Activity 5B: Indoor or Outdoor Garden Options

As necessary, refer to the list of garden rules generated in Lesson 1. These may be written on the board, or displayed on a piece of paper which is hanging on a wall.

Choose one or more of the options, listed below.

Harvest: If there are fruits ready to harvest in an established outdoor garden, you can have students pick and wash the fruits. You or a volunteer can prepare the fruits for tasting by peeling or cutting them, as necessary. If students are washing and tasting, make sure that they practice good handwashing technique when handling and tasting food.

Garden Journal: If students are keeping a garden journal, you can have them measure the height of the plants that they sowed from seeds, or to draw their observations. If they have measured their plants in the past, they can compare this week's observations with those of previous weeks.

Another option is to have students find different colors in the garden. Students can record these different colors in their gardening journal.

Garden and Grocery Comparison: Ask the students to review the seeds that they previously planted (in the indoor or outdoor garden), on the flip chart page from Lesson 1. Ask the students if any of these plants have or will develop edible fruits. (Remember, cucumbers, squash and other items that are referred to as culinary vegetables are botanical fruits).

Have students draw fruits or vegetables in the garden, and note how they look similar to or different from these same fruits or vegetables, as they might remember them from home or the grocery store. Use the GHK flash cards as needed. Do this for 2-3 different plants at various stages of development, to remind students that (1) we eat many different plant parts, (2) these healthy and nutritious foods come from plants, and (3) it is easy to grow a variety of healthy foods in a garden.

Before ending the day's lesson, have students wash their hands.

Before we end today's lesson, we need to wash our hands. We want to make sure that we keep our hands clean. This will help to keep us healthy.

As needed, remind students about proper handwashing technique.

Closure

Today we learned that our bodies need to eat a variety of vegetables and fruits. Remember your Food Adventurer mission! Today's mission is to pick one day and list (or draw) all the vegetables and fruits you eat on the What I Ate worksheet that I'm handing out. Please bring back for the next lesson. Food Adventurers, do you accept this mission?

Allow students to answer.

The next time we are together, I'll ask you about your Food Adventurer mission. We'll also learn about insects in the garden. Who has seen an insect in our garden? Who can name one type of insect?

Allow students to answer.

Great job! I've given your teacher an envelope that you can bring home to your family. In the envelope is a letter that describes what we did today. There is also a fun activity for you and a recipe for your family. Before you take it home your teacher will let you draw a picture of your favorite fruit or vegetable on the envelope. Make sure to share the envelope with your family, and to talk about what you drew.

Supplementary activities

These activities are for the Classroom Teacher to do with the students before you return for next lesson. Or, you can do these with the students during the lesson if time allows.

- **Supplementary Activity 1 - Family Envelope Drawing** - Students draw a picture of their favorite fruit or vegetable on the front of the family letter envelope, before bringing it home.
- **Supplementary Activity 2 - Storybook and Discussion and Journal** - Read the storybook to children and then lead a discussion on key points that connect the book to GHK messages and activities. Sample discussion questions can be found on the next page. Children then write or color about what they learned on a journal sheet. Journal sheets are collected and will be combined into a book after the final lesson.

Storybook Option: *Growing Vegetable Soup*, by Lois Ehlert

- **Supplementary Activity 3 - Art Exhibit** - Discuss Lesson 9 coloring sheet message and caricature drawing, and how it is connected to the activities in Lesson 9. Allow children to color the sheet. Allow children to display the colored sheet on their desk/table and invite them to walk around to see everyone's art. Coloring sheets are collected and will be combined into a book after the final lesson.
- **Supplement Activity 4 - MyPlate Puzzle** - Create a puzzle out of MyPlate Garden Posters, but gluing the poster onto cardstock, and cutting the poster into puzzle pieces. Allow the students to put the puzzle together, to reinforce how the variety of foods from MyPlate helps to build a total picture of health.

Supplementary Storybook Activity: Sample Discussion Questions and Journal Sheet Ideas***Growing Vegetable Soup*, by Lois Ehlert**Discussion Questions

- Go to the pages with the labeled soup ingredients and pot. Ask students *How many colors do you see?* Explain that this is an example of VARIETY.
- On the same page look for edible/eatable plant parts. *How many edible / eatable plant parts do you see?*
 - Root – carrot
 - Seed – corn, bean, pea
 - Fruit – zucchini, tomato, pepper
 - Leaf – cabbage, onion (the edible portion of onion is predominantly swollen leaves, with a bit of stem)
 - Flower – broccoli
 - Stem – potato (tuber),

Journal Sheet Idea

- Draw one vegetable you would put into the soup pot. If appropriate write down the name of the vegetable and what color it is and what edible plant part it is.

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