



Lesson 6: Bunches of Variety

Lesson Objective

Students will . . .

- Try (with at least one of four senses) a new fruit in the classroom.
- Report completing **Lesson 5** Food Adventurer mission of trying a leafy green vegetable.
- Consume a variety of fruits and vegetables after this lesson.

Lesson overview

There are four activities for Lesson 6.

1. **Food Adventurer, Mission Accomplished** (5 minutes) Students will report on the Food Adventurer mission that was given to them in Lesson 5.
2. **Variety and Rainbow Mural** (15 minutes)
Students will draw and color their favorite fruit and, as a class, create a rainbow mural of healthy foods.
3. **Food Adventurer Adjectives, Creamy Fruit Salad Recipe** (10 minutes)
Students will taste a healthy recipe. They'll try this with at least one of their senses, and will report their experiences using adjectives.
4. **Garden Options** (20 minutes)
Students will continue work on their mural or indoor /outdoor garden. Choose Activity **4A** or **4B**.

What you will need

General Materials and Supplies

- Food Adventurer Mission Log (one per student).
- Pocket folders (optional, one per student) to collect additional student materials.
- Basic Educator Kit - Class/Garden/Food Prep (Appendix C)
- Food Adventurer Definition (Appendix A, page 1 of Mission Log)
- Fruit and Vegetable Flashcards (Appendix L)

Activity 1, Food Adventurer, Mission Accomplished

- Food Adventurer Mission 5 Worksheet (page 15 of Mission Log)
- GHK Food Adventurer stickers - one per student (Appendix I)

Activity 2, Variety and Rainbow Mural

- GHK flash cards for apples, summer squash, blueberry, raspberries, strawberries, pears, cucumbers, pumpkins and plum (or other assortment that includes the colors of the rainbow)
- Index cards and markers or crayons (for students to draw their favorite fruit)
- Butcher block paper and markers/crayons/construction paper (to make rainbow mural)

Activity 3, Food Adventurer Adjectives, Creamy Fruit Salad Recipe

- Access to soap, sink and paper towels to wash hands or hand sanitizer
- Food Adventurer definition (Appendix A, page 1 of Mission Log)
- Plant Part Poster (Appendix D)
- MyPlate Garden Poster (Appendix E)
- Creamy Fruit Salad recipe sheets - one per group (Appendix N). Recipes may also be found on the Oregon State University Food Hero website (<https://www.foodhero.org>).
- Creamy Fruit Salad ingredients (refer to recipe)
- GHK Food Adventurer stickers (one per student)

Activity 4A, Mural Garden Option - Adding the fruit

- Garden mural, from previous lessons (see Appendix S for Garden additions lesson by lesson)
- Art supplies and clip art (Appendix M) for adding elements to the garden mural
- Garden journal page (Appendix F)

Activity 4B, 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, clip boards

Take Home Materials

- Food Hero Recipe (Creamy Fruit Salad)
- What I Ate worksheet (Appendix T)

Supplementary Materials (as needed)

- Crayons, storybook, journal and/or coloring sheets

Preparation

Activity 1, Food Adventurer, Mission Accomplished

- None.

Activity 2, Variety and Rainbow Mural

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

Activity 3, Food Adventurer Adjectives, Creamy Fruit Salad Recipe

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

Activity 4A, Mural Garden Option - Adding the fruit

- Prepare mural garden activity.

Activity 4B, Indoor or Outdoor Garden Options

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

Take Home Materials

- Photocopy “What I Ate” worksheet. Check with teacher to see if this would be better to send home with homework folder.

Supplementary Activities (as needed)

- Talk to the Classroom Teacher about Lesson 6 supplementary activities.

Teaching outline

Activity 1: Food Adventurer, Mission Accomplished

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, nose, hands and mouth as you speak. Instruct students to turn to **page 15** of their Mission Logs and fill out the worksheet for **Mission 5**. Read each direction aloud, and have students fill in their answers. Call on students who have raised their hands.

- (Read) *Since the last lesson, did you try a new leafy green vegetable? What did you try?*
- (Follow-up) *Did you try it with your nose/eyes/hands/mouth? What did your eyes tell you? What did your nose tell you? How did it feel? How did it taste?*
- (Read) *Where did you try it? Was it at home, in the cafeteria or somewhere else?*
- *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. You can also use your sense of touch, smell or taste to try a new food.

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 plates with them.

Activity 2: 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, acorn squash, plums 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 GHK flashcards.

Students will probably not ask, but in case they do ask, about the seeds of these fruits (or if you're curious): 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 your body needs*

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 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 two index cards. *You are going to draw ONE fruit and ONE vegetable on each 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 3: Food Adventurer Adjectives - Creamy Fruit Salad Recipe

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

We're going to try a rainbow fruit salad. Our fruit salad has a variety of colors, just like our rainbow mural. We'll then be able to taste this healthy food. 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 hand washing technique (Appendix B).

Serve the recipe. 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 recipe, remind students of their Food Adventurer mission.

Refer back to Lesson 1, Activity 2, for spoken prompts and directions associated with a Food Adventurer Adjectives recipe activity.

Let's use 4 of our senses to try the recipe. We can try a new food with our eyes. Look closely at your food. What do you see? What colors do you see? What shapes do you see? A Food Adventurer can also try a new food with their nose. Hold it your close to your nose without touching it with your nose. Can you smell it? Does the smell remind you of another food? Does it feel cold or hot?

Have students share adjectives by using their 4 senses.

Pass out GHK Food Adventurer stickers.

Activity 4A: Mural Garden Option - Adding the Fruit

Review all that has gone on the mural garden so far. If students are creating individual murals, this may be a good time for students to make sure all elements up to this point have been included (see Appendix S for mural additions lesson by lesson).

In the last few weeks, students prepared the garden, planted seeds in the mural and drew in roots, stems, leaves, and flowers 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 1. 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.

Journal prompt: Draw a variety of fruits and vegetables. Answer the question using complete sentences. What does variety mean?

Activity 4B: 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.

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 hand washing technique when handling and tasting food.

Garden and Grocery Comparison: Ask the students to review the list of 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 the same fruits or vegetables as they might remember them from home or the grocery store. Fruits and vegetables come a variety of forms in the grocery store, such as fresh, frozen, canned, and dried. 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 hand washing technique.

Closure

Today we learned that our bodies need to eat a variety of vegetables and fruits to stay healthy. Remember your Food Adventurer mission! 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 or write down vegetables and fruits that you eat on the What I Ate worksheet that I will pass out at the end of the lesson (or send home through homework folders).

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

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

Great job, Food Adventurers! Remember to be on the lookout for new fruits and 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.



Lesson 6: Bunches of Variety Supplementary activities

These activities are for the Classroom Teacher to do with the students before you return for the next lesson.

- **Supplementary Activity 1 - 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 below. Children then write or color about what they learned on a journal sheet. Journal sheets will be collected and compiled into a book after the final lesson.

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

- **Supplementary Activity 2 – Coloring Sheets** - Discuss Lesson 6 coloring sheet message and caricature drawing, and how it is connected to the activities in Lesson 6. Allow children to color the sheet. Allow children to display the colored sheets on their desks/tables and invite them to walk around to see others' art. Coloring sheets will be collected and compiled into a book after the final lesson.

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.