

Food/Nutrition Services

Super Bowl of Fruit

Background Information:

SUPER BOWL OF FRUIT provides students with an opportunity to choose a fresh fruit as part of a special 5 a Day lunch. Making a healthy choice at lunchtime reinforces and supports the behavior being promoted in the classroom.

Preparation:

- Schedule SUPER BOWL OF FRUIT on your menu.
- Order a variety of fresh fruits.
Healthful Hint: Plan on serving SUPER BOWL OF FRUIT close to your produce delivery day or soon after, if fruit is delivered not completely ripe.
- Decide how fruit will be presented.
Healthful Hint: Presentation is important, so locate a large basket, tub, or bowl in which to serve your fresh fruits. You'll also want to appeal to students' senses, so be sure to display fruits of many colors and scents.
- Promote this special 5 a Day activity through the use of menu marketing.
Healthful Hint: Consider marketing this activity during SUPER BOWL season.

Activities:

- Place a large bowl of fresh fruit selections on your lunch line.
Healthful Hint: Be sure that the bowl is an integral part of the lunch line. The bowl should be easy to reach so that students, in their haste, don't skip over it or perceive it as an extra.
- Distribute the placemat for students. They will enjoy the 5 a Day games.

Curriculum Links: Math, Health

Frozen Juice Power Pops

Background Information:

FROZEN JUICE POWER POPS provide students with a popular fruit serving alternative. Students learn the POWER that a serving can be healthy for them and taste delicious.

If 100% frozen juice bars are promoted as a treat through the school food service program, students will be more apt to ask for this nutrition fruit snack at home or in the community.

Preparation:

- Purchase bars, which contain 100% fruit juice.
Healthful Hint: In this way you may satisfy one fruit serving for the school lunch program.
- Promote this special 5 a Day treat on your lunch menu.
Healthful Hint: You may also publicize this special lunch feature in your 5 a Day POWER NEWS. Include ways in which families can make frozen fruit treats at home.

The Activity:

- Serve FROZEN FRUIT POWER POPS on your lunch line right out of the box or in Food service pans.
- Sit back and watch those smiles that say “thank you for my nutritious 5 a Day fruit treat!”

Extension Ideas:

Meet with a 5 a Day classroom to make FROZEN FRUIT POWER CUPS OR POPS. Add ½ cup frozen fruit juice. Freeze them in small freezer-proof ½ cup containers in the cafeteria freezer. Talk to students about being wise consumers. Emphasize the importance of examining product labels. Discuss the difference between 100% and 10% juice bars, or other frozen confections.

Curriculum Links: Math, Health

Mystery Fruit Forms

Background:

Kindergarten through Grade 1.

Learning Objectives:

1. (Science) Given several packaged forms of different fruits, the student will recognize that products can change forms.
2. (Nutrition) The student will recognize that there are several forms of fruit, all of which can contribute to making a healthy body.
2. (Science and Technology) All students develop and apply skills of observation, data collection, analysis, pattern recognition, prediction and scientific reasoning in designing and conducting experiments and solving technological problems.

Vocabulary: frozen, fresh, dried, canned, juice

What You Need to Know

- Fruits that count towards the "5 a Day" goal can be fresh, frozen, canned, juiced, or dried.
- Only fruits that are labeled 100% fruit juice count towards "5 a Day". Fruit drinks, punches and fruit beverages with 10% juice do not count. These are mostly water and sugar and do not have the vitamin and mineral content of 100% fruit juice.

Preparation:

Minimum time: 20 minutes

Materials: Mystery box* and wrapping paper
One piece of fresh fruit or a plastic model of a fresh fruit
Fruit juice can or bottle
Canned fruit (packed in juice, not heavy syrup)
Dried fruit package
Frozen fruit package (without syrup or sugar)

*To make a mystery box, select a box that has a removable lid. Cut a hole in the top big enough for a child's hand to go in, approximately 3 1/2" x 3 1/2". Wrap the box in newspaper, brown wrap, or gift paper.

Activities:

1. Direct students to sit in a circle on the floor. Place the mystery box in the middle of the circle. Ask the students if they like a good mystery. Several may not know the meaning of the word "mystery." Invite the students who like a mystery to explain why they like it. This explanation should provide clues to the other students regarding the meaning of the word "mystery." Point out that using clues to define a word is like solving a mystery. Direct attention to the box and explain that it is a mystery box because we don't know what is in it.
2. Ask how we can find out what is in the box. Focus the senses (looking, shaking, smelling, feeling). Draw attention to the hole on top and suggest using the sense of touch to solve the mystery.
3. Explain that five things are inside the box, which are all different but have one thing in common. Ask a student to volunteer to place his/her hand into the box to find one item. That student will tell the others what he/she feels by using three words to describe the texture, shape, material, size, etc. Instruct the student not to say what the object is, but only give a description.
4. Ask the other students to listen to the description to guess what is in the box.
5. Once identified, have the student lift the lid to pull the item out of the box without revealing the identity of the other things in the box. Place the item in the center of the circle in front of the mystery box. Instruct student volunteer to pick another child to stick his or her hand in the box and describe what is felt.
6. Repeat this until all five items are identified and placed in front of the mystery box. Ask what these items have in common. Give clues, as needed, reaching the conclusion that these are all fruits.
7. Remind students that all these forms come from the same starting food and these foods help our bodies by giving us nutrients to help us grow and to have energy.

Extensions:

Bulletin Board Ideas

Use string to connect pictures of fruits in different forms to the fresh fruit.

Careers

Nutrition Scientists

Nutrition Education Researchers

Class Projects

Change the form of a fruit. Squeeze juice from oranges. Bring in a food dehydrator and dry apple pieces or some other low moisture fruit. Freeze bananas on tongue depressors to make banana pops.

Food Service Cooperation

Have the food service director come into the classroom and talk about the way fruits are bought for the school. Does your school district buy more fresh, frozen, canned, juiced, or dried fruits and why? Have them explain perishable and the advantages and disadvantages of the forms. Have the food service director read the school lunch menu for the week (do it day-by-day) item-by-item. If the food service director says a word that is a fruit the students should raise their hand. Then have the students say the form it is in (canned, fresh, dried, etc.)

Taste Testing

All the forms of fruits could be from the same fruit, such as an apple, apple juice, dried apple, canned apples or applesauce, and frozen apples. Provide a sample of each of the apple forms to let the students taste, describe, and compare the different forms of the apple.

Subject Integration:

Mathematics

- Write the words dried, fresh, canned, frozen and juice in columns on the chalk board. Use five sets of fruit sorting cards, go through each fruit and make graphs to show in which of the five forms that fruit can be purchased. For example, grapes could be fresh, frozen, canned, dried and juiced but cantaloupe is only available fresh and frozen.
- For math enrichment, provide examples in terms of sets and subsets. The set is fruit; the subsets are frozen, canned, juice, dried, and fresh. Ask the students to name examples of fruits that fit into the subsets.

Language Arts

- Have the children write five sentences using each of the words fresh, frozen, canned, juice and dried.

Taking It Home

- Ask students to look in their kitchens at home to find fruits found in the cupboard, refrigerator, or out on the counter. Count the difference forms (frozen, canned, dried, juice, or fresh) and the number of items they have in each form and share the information with the class. Drawing is one way they can relay the information. They can draw the items they found at home in the three places in the kitchen: cupboard, refrigerator, and counter.
- Ask students to bring in one empty fruit container from home. The next day graph the containers by lining them up according to the forms fresh, frozen, canned, juice and dried. Finally, make a bulletin board titled "Ways We Get Our 5 a Day."

Curriculum Links: Science, Math, Language Arts

Ripe and Ready to Eat!

Background:

Kindergarten through Grade 1

Learning Objectives:

1. (Science) Given three bananas at different stages of ripening, the student will use his/her senses to compare and contrast the fruit.
2. (Nutrition) The student will understand that fruits should be ripe when eaten.

Outcomes: (Science and Technology):

All students develop and apply skills of observation, data collection, analysis, pattern recognition, prediction and scientific reasoning in designing and conducting experiments and solving technological problems.

Vocabulary: ripe, 5 senses (smell, taste, touch, see and hear)

What You Need to Know:

1. Ripe means fully-grown, developed, and ready.
2. As fruit ripens, the sugars change from starch to simple sugars, making the fruit sweeter to the taste.

Preparation:

Minimum time: 15 minutes/part (2 parts)

Materials:

- "Ripe and Ready to Eat" worksheet
- under-ripe (green) banana
- ripe (yellow) banana
- overripe (brown) banana
- plastic knife
- paper towels

This lesson can be conducted in a large group setting using only one of each type of banana. However, for optimal discovery, buy a bunch of each type of banana, divide the class into groups of four or five, and conduct the activity in small groups so that each child can taste and compare using his or her five senses.

Activities:

1. Instruct students to form a circle around a station where one green (under-ripe) banana, one yellow (ripe) banana, and one brown (over-ripe) banana are placed on separate paper towels.
2. Ask students to compare and describe the three bananas using their eyes.
3. Encourage students to smell and describe the aroma of each banana. Rank the bananas from weakest to strongest in odor.
4. Ask students to gently touch the bananas and to describe the differences. Compare the thickness of the banana peels.
5. Peel each banana. If the students are quiet, they can hear the under-ripe banana snap when they pull the stem to peel. Allow each student to pull the peel down just a little to feel the resistance and the ease of peeling.
6. Cut small slices of the under-ripe (green) and the ripe (yellow) banana. Allow each student to taste each banana one at a time to compare the taste. Ask which banana tastes sweeter and which one they prefer. To record taste preference use the "Ripe and Ready to Eat" worksheet. Ask the students to color the bananas as they see them. Then draw a happy, neutral, or sad face in the oval shape (head) at the bottom left hand side of each banana to describe their reaction to the taste of each.
7. Define *ripe* as fully grown, developed, and ready to eat. (See Extensions - Language Arts to use the vocabulary process strategy to give meaning to the word ripe.)
8. Explain that bananas and other fruits become sweeter as they ripen but, when fruits become too old, they can become too soft and the texture isn't as pleasurable to eat. Over-ripe bananas are often used to make banana bread, cakes, milk shakes, pancakes, etc.

Extensions:

Bulletin Board Ideas

Set up a bulletin board titled "Going Bananas." Acknowledge the fact that the banana is the #1 selling tropical fruit. To illustrate the tropics show sun and moisture. Using a world map tag Hawaii as the only U.S. state that produces bananas for the world. To take it a step further show Central America, South America, Australia, India, and the Philippines as other areas for banana production. By looking at the map and understanding climate differences between Pennsylvania and Hawaii ask your students to draw a conclusion to the location of growing bananas and what is meant by the "tropics."

Food Service Cooperation

Ask the food service to prepare something special made from bananas such as bread or muffins to put on the breakfast or lunch menu.

Literature

"The Day the Teacher Went Bananas", James Howe, Dutton Books, NY, 1984.

Subject Integration

Language Arts

- Use a vocabulary process strategy with your students using the word "ripe." Have the students define the word "ripe" based on this lesson. Have them verify the meaning by looking up "ripe" in the dictionary. Have them say the word and spell it. Finally have them either draw a picture that shows ripening, write a sentence with the word ripe in it, or describe in their own words what happens to the banana as it ripens.

Science

- Place a green (under-ripe) banana and a yellow (ripe) banana on a shelf with a sign that says "Watch and See What Happens." Invite the children to observe the changes that occur as the bananas ripen. Direct students to use three senses, i.e., sight, touch and smell to observe the changes. Ask students to predict how many days it will take for the bananas to change. Record and count the number of days it takes for the green banana to turn yellow and the yellow banana to turn brown. Children can keep an observation log by simply coloring and drawing what they see. Words are optional.

- Ripen a banana quickly by taking a green banana and placing it in a brown paper bag with a ripe apple. Set up a control, in which you leave a second green banana outside the bag on the shelf. Your students should see a difference the next day. The banana in the bag should ripen overnight because through respiration the apple gives off gas and carbon dioxide which enhances the ripening of the banana. To record the comparison of the two bananas, have the students transfer the information to paper by drawing and coloring pictures of the two bananas before and after the experiment. Label the banana in the bag “experimental” and the one outside “control.”

Social Studies

- The banana is a tropical fruit. Warm rain and lots of sunshine are necessary to grow tropical fruits and vegetables. Show the tropics on a world map. Relate this distance from your hometown. Explain that our climate does not allow us to grow bananas in Pennsylvania. Nevertheless, through transportation bananas are available all year around and are the #1 selling tropical fruit. Like all tropical fruits they ripen best at room temperature and can be refrigerated after they are ripe.

Taste Test

Use the over-ripe bananas to make banana bread.

Ingredients:

1 ¼ cup white flour
 ½ cup whole wheat flour
 1 egg
 1 tsp. vanilla extract
 1 tsp. baking soda
 1 tsp. cinnamon
 2 ripe bananas (1 cup mashed)
 ½ cup applesauce
 ½ cup sugar

Directions: (makes 20 servings)

Preheat oven to 350°
 Mix applesauce, sugar and egg
 Mix in the remaining ingredients
 Pour into loaf pan(s)
 Bake 30 – 40 minutes

- Provide a ripe-taste test. Give the students two samples of a fruit, one under-ripe and one ripe; don't tell them which is which. By taste and sight let them determine the ripe one. This can be done with peaches, pears, or kiwifruit.
- Bring to class dried bananas as a special snack treat. Compare the taste, texture, look, and feel of the fresh and dried banana. Ask how many had dried bananas for the first time. Congratulate them on trying something new today.

Taking It Home

Explain why we have different forms of fruit like canned, frozen and dried. Fresh is "perishable", it will "go bad" and "rot" if not eaten in a certain number of days. (Fruits ripen at different speeds so some fresh fruits can sit on the counter or in the refrigerator longer than others.) Frozen and canned fruits are processed at the peak of ripeness. Frozen fruit must remain frozen until used. Canned fruit must be refrigerated after opening. Students will enjoy looking for these items at home and reporting to you if they are stored in the cupboard, refrigerator, freezer, or out on the counter in a bowl.

Curriculum Links: Social Studies, Language Arts, Science

Ripe and Ready to Eat



