

# Peppers

**GRADE**  
**2-3**

**Month: February**

**Time Required: 30 minutes**

**Alternative Tastings: Tomato and Cucumber**

## Lesson Goals

- Students will increase their knowledge of fruits and vegetables.
- Students will learn to try new fruits and vegetables and increase their preference for them.
- Students will learn that their peers like to eat fruits and vegetables.
- Students will learn how to ask their parents/caregivers for the fruits and vegetables tasted in class.

## Learning Objectives

- Students will be able to examine connections in nutrients and colors of foods.
- Students will be able to explain the concept of “Eating a Rainbow.”

## Academic Standards Connection

Coming soon.

## Essential Components Checklist

- |  |   |
|--|---|
| <input type="checkbox"/> Physical Activity   | <input type="checkbox"/> Newsletters, BINGO Cards, Stickers, and Incentives |
| <input type="checkbox"/> “Asking” Discussion | <input type="checkbox"/> Tasting  |
| <input type="checkbox"/> Voting              |   |

## Materials

- |  |  |
|--|--|
| <input type="checkbox"/> Several sheets of construction paper: red, orange, yellow, green, purple/blue | <input type="checkbox"/> 3 colors of bell peppers (enough for each student to sample each color) |
| <input type="checkbox"/> Printed “Eat the Rainbow Descriptive Cards” (one set needed for one class)    | <input type="checkbox"/> Paper plates and/or cutting boards                                      |
| <input type="checkbox"/> Outline of body (description and options below)                               | <input type="checkbox"/> Disposable or reusable plastic knives                                   |
| <input type="checkbox"/> Markers: red, orange, yellow, green, purple/blue                              | <input type="checkbox"/> Knife   |
|  | <input type="checkbox"/> Cutting board   |
|  | <input type="checkbox"/> Hand sanitizer  |
|  | <input type="checkbox"/> Dip (ex: homemade dip, hummus, etc.)                                    |

## Preparation

- Determine a method of creating and sharing a visual outline of a body. An example is attached and some options are listed here:

- Draw body on flipchart paper before or during the lesson
- Draw on a blank sheet of paper on the doc-cam
- Trace a student's body on large paper

## Engage

### 1. Introduction: 2 minutes

*The "Introduction" section is a time to introduce yourself, recap previous lessons, establish norms, or introduce the day's lesson.*

In each of the four corners and the center of the room, post pieces of paper of different colors (green, red, yellow, orange, and purple).

### 2. Engage Activity: 6 minutes

*The "Engage Activity" section has two purposes: 1) to activate students' prior knowledge and 2) to engage every student.*

#### 5 Colors Activity:

*Out of these five colors- green, red, yellow, orange, and purple- which color is your favorite? Think in your head (can put fingers up to temples and close eyes) and when I say the magic word, "pepper," I want you to quietly walk to the space that shows your favorite color- green, red, yellow, orange, and purple. When you get to your spot, take turns sharing why that's your favorite color.*

- Give students time to think and make a decision; instruct them to move to their preference and pair-share with others in their group.
- Remind students to make the decision for themselves and to not be swayed by where others stand.

#### Physical Activity

Holding 5 sheets of paper, flip through the five colors.

- **Round 1:** When a group sees their favorite, instruct them to do a physical activity (ex: make up a dance move, do a number of jumping jacks, etc. See [page 52 of Get Movin'](#) or [pages 27-28 of Brain Breaks](#) for ideas). Flip through each color a couple of times, speeding up as you progress.
- **Round 2:** Tell students, *I have another question for you. Think about which of these colors is your favorite to eat - green, red, yellow, orange, and purple. When I hold up your color, do a star jump to show us that it's your favorite color of food to eat.* Flip through each color a couple of times, speeding up as you progress.

*Today, we're going to learn about and practice eating a rainbow of colors!*

## Explore

### 3. Experiential Learning: 12 minutes

*This is a time for students to familiarize themselves with what you'll be tasting. The best way to do this is through a hands-on or exploratory activity.*

Seat students in these 5 small groups, where they can work together (opportunity for 3 deep breaths).

Explain, *Today, we'll be tasting a vegetable called a pepper. Peppers grow in a rainbow of colors (show image or pass out several colors of bell peppers - green, red, orange, yellow, purple). Colorful fruits and vegetables contain different types of vitamins, minerals and other nutrients. Each of the colors supports different parts of our bodies.* Pass out descriptive cards to each of the 5 groups (ex: green group gets "Green Foods" card, red group gets "Red Food" card, etc.). *These cards explain how different colors of fruits and*

*vegetables support different parts of our bodies.* Show outline of a body (consider using flipchart paper, a blank sheet of paper on the doc-cam, or trace a student's body on large paper; example attached).

- Green Foods: help bones, teeth, digestive system
- Purple (and Blue) Foods: help memory
- Red Foods: help our hearts
- Orange Foods: help our eyes
- Yellow Foods: help our immune systems

In these small groups, have students discuss their descriptive cards and come up with 2 or more fruits and/or vegetables that are these colors. After a couple of minutes, ask each group to present their descriptive card aloud and share their 2 fruits/vegetables with the class. As each group shares, the educator should use markers to fill in the outline of the person (ex: draw in green teeth, bones, digestive system to show green food association with these parts; blue/purple brain; orange eyes, etc.) and list the fruit/vegetable names that each group shared. *When we eat a rainbow of colors, our body takes in a rainbow of nutrients.*

#### Eating a Rainbow Together

While holding up a fresh bell pepper say, *For our tasting today, we're going to taste a rainbow of peppers* (serve 3 different colors of bell peppers). *We can eat all sides of the pepper after we remove the seeds and the stem* (demonstrate if preparing tasting from fresh, whole pepper or explain that this has already been done). *You're going to be a chef today and prepare your own pepper strips that we'll taste with a dip* (ex: homemade dressing or hummus).

Before passing out materials, be sure to review the following safety:

- Always cut down.
- Always place your knife down on the table when you're not using it.
- Use pinching fingers or the bear claw to protect your fingers.

Pass out hand sanitizer, then paper plates to each student. Paper plates can serve as both their cutting board and their plate, if you're not using reusable cutting boards. *Before* passing out knives, pass out pieces of the pepper and demonstrate how to properly cut it up. *Then* pass out knives. (Passing out plates and peppers first means no idle hands holding knives while waiting for peppers).

*Raise your hand when your peppers are all chopped up, and I will come around to give you some dip.*

#### **4. Tasting Activity: 3 minutes**

*The "Tasting Activity" section is when students get to try the fruit or vegetable. Don't forget to review your food tasting norms (for example, "don't yuck my yum").*

Explain to students that *we're going to taste different colors of peppers one at a time and compare their flavors.* Be sure to review your brave tasting rules (for example, don't yuck my yum, we all try together, etc.). Ask students to use their senses while they wait until the entire class is ready to taste the peppers together.

**Tasting Options:** Depending on how much time you will have for hands-on food prep during a lesson, consider chopping food ahead of time or portioning pieces of fruits and vegetables for students to chop during the lesson.

- Decorate a large cracker with a rainbow of fruits and vegetables, on hummus/cream cheese.
- Make rainbow wraps, using half a tortilla and a variety of fresh fruits and vegetables. See USDA's "[Summer Food, Summer Moves](#)" [recipe for a hummus wrap](#) for ideas.
- Consider adapting the recipe from [FoodCorps' Rainbow Grain Salad Lesson](#) to fit your lesson.

## Reflect

### 5. Voting Activity: 3 minutes

*This is a time for students to give their opinion on what they tried!*

As students taste the different peppers, have them vote with their thumbs. Observe their voting and offer positive reinforcement regarding the Brave Taster Rules. If a student dislikes the tasting, perhaps ask what they would change about it.

### 6. Reflection: 4 minutes

*Reflection is one of the most important processes for students to process and retain new information or experiences. Give students an opportunity to reflect on what they've learned or tried in your lesson. This is an excellent place for students to practice the "Asking Discussion".*

#### Reflection Questions:

- Did anyone eat their favorite color today?
- Out of the 3 colors we tasted, what was your favorite color of pepper?
- Can someone raise their hand and tell us what they liked or loved about the pepper?
- Can someone raise their hand and tell us what they would change about their pepper tasting?

#### Asking Discussion:

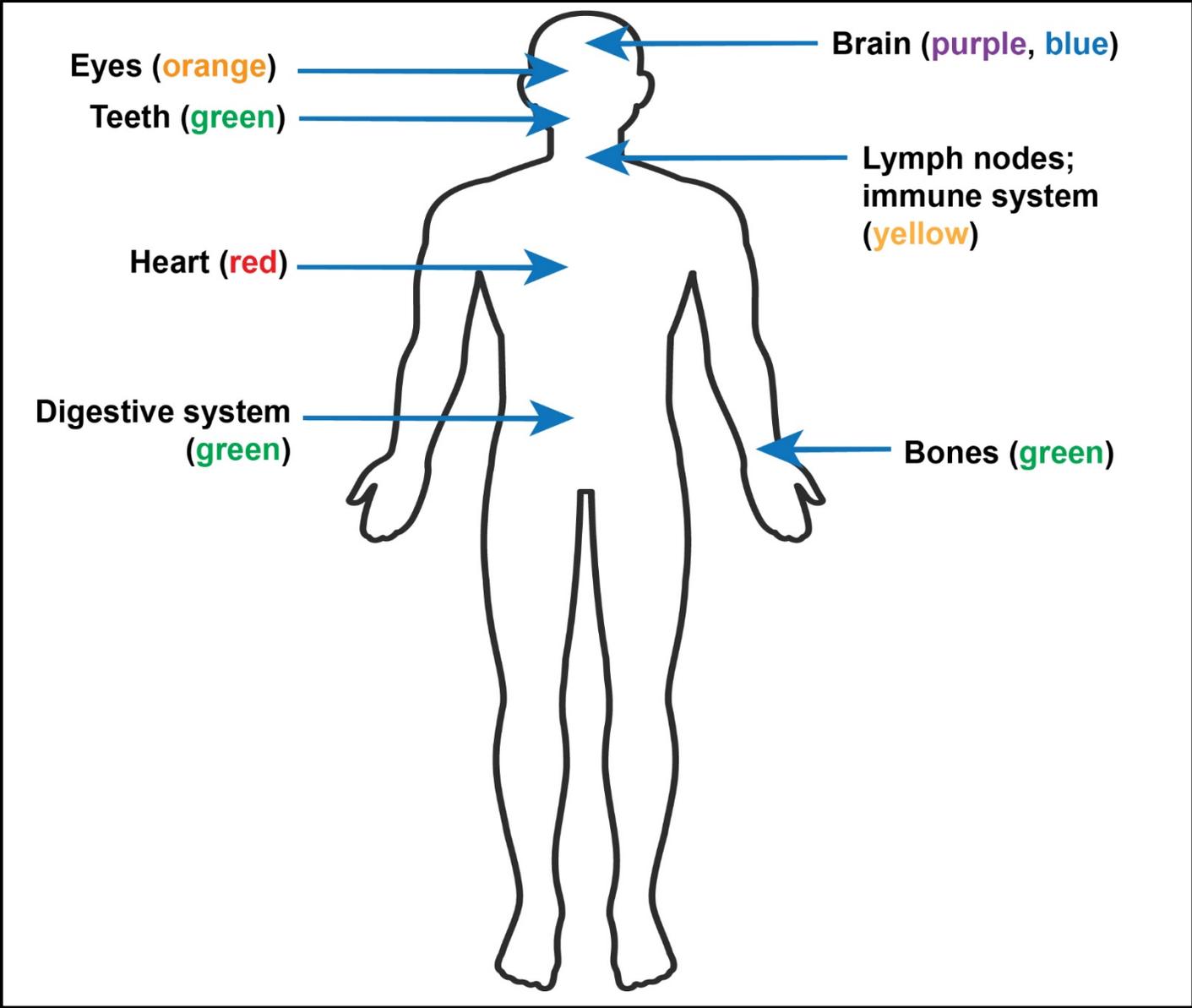
*Raise your hand if you're excited to go home and tell your family about tasting peppers.*

- Ask a student with a raised hand: *if you wanted to try this at home, how might you ask your grown-ups?*
- You might also ask additional questions like, *where could you buy peppers?*

Leave newsletters, incentives, stickers, and BINGO sheets with the teachers to pass out.

## Eat the Rainbow Descriptive Cards

<p><b>Green Foods:</b> Help our bones, teeth, and digestive system</p>	<p><b>Purple (and Blue) Foods:</b> help our memory</p>
<p><b>Red Foods:</b> help our hearts</p>	<p><b>Orange Foods:</b> help our eyes</p>
<p><b>Yellow Foods:</b> help our immune systems</p>	



Eyes (orange)

Teeth (green)

Heart (red)

Digestive system (green)

Brain (purple, blue)

Lymph nodes; immune system (yellow)

Bones (green)

# Lesson Supplement

## Recommended Books

“Chile Pepper Pete” by Dawn Boone, “Chicks and Salsa” by Aaron Reynolds, “The Vegetables We Eat” by Gail Gibbons

## Physical Activity

“Fruit and Veggie Yoga” in “Brain Breaks” (page 24) or use the “Chile Pepper Pete” book and act out the sports for each pepper on the back page.

More ideas for physical activity are available at <https://idph.iowa.gov/inn/play-your-way/brain-breaks>.

## What You Need to Know About Peppers

- Peppers can grow in Iowa.
- The variety and stage of ripeness determine the flavor and color of the pepper.
- As bell peppers age, they become sweeter and milder. Most peppers are harvested when they are green (immature). Most, but not all, green peppers will turn yellow to red over time. A red pepper is a mature green pepper.
- Select a pepper that has firm skin and is heavy for its size. The stem should be fresh and green.
- Take out the seeds before eating.

## Facts About Peppers

- Peppers originated in Central and South America.
- California and Florida grow 80% of the bell peppers in the United States.
- Christopher Columbus discovered peppers in the West Indies and thought they were spices. He brought them back to Europe.
- Peppers have two broad categories: (1) hot or chili peppers, and (2) sweet or bell peppers.

## Health Connection

- Peppers are high in Vitamin C, to fight off germs and heal cuts and wounds (reinforce with defense shield by crossing arms).
- Peppers are a good source of Vitamin A (reinforce healthy eyes with super goggles).

## References and Resources

[https://harvestofthefmonth.cdph.ca.gov/documents/Summer/021712/ED\\_Peppers\\_Newsletter\\_Final.pdf](https://harvestofthefmonth.cdph.ca.gov/documents/Summer/021712/ED_Peppers_Newsletter_Final.pdf)

<https://spendsmart.extension.iastate.edu/produce-item/peppers/>

<http://www.fns.usda.gov/tn/discover-myplate-emergent-reader-mini-books>

<https://fruitsandveggies.org/fruits-and-veggies/bell-peppers/>

<https://snaped.fns.usda.gov/seasonal-produce-guide/bell-peppers>

<http://www.todaysdietitian.com/newarchives/110308p34.shtml>

