

Mango

**GRADE
2-3****Month: January****Time Required: 30 minutes****Alternative Tastings: Papaya**

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 associate tropical weather and tropical fruit.
- Students will be able to define tropical weather conditions.

Academic Standards Connection

Coming soon.

Essential Components Checklist

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|--|---|
| <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

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|---|---|
| <input type="checkbox"/> Inflatable globe beach ball or any version of a basic beach ball | <input type="checkbox"/> Scissors |
| <input type="checkbox"/> Paper plates and/or cutting boards | <input type="checkbox"/> Whole mango |
| <input type="checkbox"/> Disposable or reusable plastic knives | <input type="checkbox"/> 1-2 mangoes per 25 students (or thaw frozen mango) |
| <input type="checkbox"/> Forks | <input type="checkbox"/> ½ bunch of cilantro per 25 students |
| <input type="checkbox"/> Knife | <input type="checkbox"/> ½ bunch of green onion per 25 students |
| <input type="checkbox"/> Cutting board | <input type="checkbox"/> ½ fresh lime per 25 students |
| <input type="checkbox"/> Hand sanitizer | <input type="checkbox"/> ½ bag tortilla chips per 25 students |

Preparation

- ❑ Determine which inflatable beach ball you will use for the physical activity.
 - ❑ Prepare globe: highlighting intertropical zone with tape and translucent paper.
 - ❑ Prepare beach ball: tape on images and names of tropical fruit
- ❑ Cut the mango into 1 inch cubes (or big enough for a student to cut into 2 or more pieces).
- ❑ Wash the cilantro, green onion, and lime. De-stem cilantro and remove green onion roots. Consider using scissors to quickly cut individual student portions from the bunch during your lesson.

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.

2. Engage Activity: 10 minutes

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

Action Thermometer:

Delineate one side of the room for hot weather and one side for cold weather. Ask students, *Do you like hot weather or cold weather? Maybe you like both? Think about this in your head, and when I say the magic word, “Mango,” I want you to quietly walk to this side for hot weather, this side for cold weather, or stand in the middle if you like both. When you get to your spot, take turns sharing why you like hot weather, cold weather, or both.*

- Give students time to think and make a decision; instruct them to move to their preference (or stand somewhere in the middle) and pair share with others in their group. Ask one student from each group to share reasoning.
- Remind students to make the decision for themselves and to not be swayed by where others stand.

Introduce the term tropical. Explain, *In Iowa, we experience all kinds of weather - hot weather in the summer, cold weather in the winter, and mild weather in the spring and fall. The weather changes all year. In some parts of the world, the weather is more consistent. It can be very cold all year in some places, and very hot all year in some places. “Tropical” is a word used to describe places that are very warm and wet all year. Let's say that word together, “tropical.”* Show [image of climate regions/intertropical zone](#). *This is a map of the world that shows us where tropical places are located (areas highlighted in red). Today, we're going to taste a type of tropical fruit that grows in tropical places. But first, let's play a game.*

Physical Activity:

Gather students in a large circle.

- **Option 1. Using a globe beach ball:** Show students the tropical zone on the beach ball (highlighted using tape/translucent paper/mango stickers). Instruct students to gently pass the beach ball. If their hand is on the tropical zone when they catch it, they can demonstrate a dance move or [physical activity \(see pages 27-28 for ideas\)](#) that the class can repeat.
- **Option 2. Use a basic beach ball:** Show students the tropical fruit listed on the beach ball (denoted by images/words of tropical fruit). Instruct students to gently pass the beach ball. If their hand is on a

tropical fruit when they catch it, they can read the tropical fruit name. Try to speed up without dropping the ball!

Explore

3. Experiential Learning: 10 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 at their desks (opportunity for 3 deep breaths).

Making Mango Salsa

While holding up a fresh mango, say, *For our tasting today, we're going to try a tropical fruit called mango. Mango grows in tropical places where the weather is warm and wet. We can eat the sweet orange inside of the mango after we cut off the skin and remove the pit* (demonstrate if preparing tasting from fresh, whole mango or explain that this has already been done). *You're going to be a chef today and prepare your own mango salsa using mango and some additional ingredients.*

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 mango and demonstrate how to properly cut it up. *Then* pass out knives. (Passing out plates and fruit first means no idle hands holding knives while waiting for fruit).

Continue passing out ingredients (green onion and cilantro), demonstrating how to cut.

Tell students, *Raise your hand when your ingredients are all chopped up, and I will come add one squirt of lime juice to your salsa; lime is another tropical fruit!* Serve with 2 tortilla chips.

4. Tasting Activity: 2 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 a bite of mango first*. 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 mango together.

Reflect

5. Voting Activity: 2 minutes

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

As students taste the mango salsa, 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:

- Can someone raise their hand and tell us what they liked or loved about their mango salsa?
- Can someone raise their hand and tell us what they would change about their mango salsa?

Asking Discussion:

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

- 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 mango?*

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

Lesson Supplement

Physical Activity

"Jungle Safari" (page 65) or "A Snowy Day" (page 57) from "Get Movin' Activity Breaks"

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

What You Need to Know About Mango

- Mango gets softer as it ripens. Judge its ripeness by feel, not color.
- Mangoes ripen at room temperature. They can be put in a paper bag at room temperature to help speed the ripening process. Once ripe, mangoes can be stored up to five days in the refrigerator.
- Mangoes are 2-4 inches in length and are very colorful. The immature fruit has green skin that gradually turns yellow, orange, red, purple or a combination of these colors. The mango flesh is orange-yellow, juicy and sweet when ripe. Mangoes have a flat, hairy seed. This impacts how you cut the mango with a knife.
- Tropical fruits - bananas, mango, kiwi, papaya, pineapple, pomegranate, and passion fruit - are cultivated mostly in countries with warm climates.
- The first mango was grown in India 5,000 years ago. Other major producers are Mexico, Pakistan, China, Indonesia, Brazil and Philippines. Mangoes grow on trees. Some trees grow as tall as 100 feet! The mango tree grows best in sub-tropical and tropical environments.
- The main producer of mangoes in the United States is Florida.

Facts About Mango

- The mango is called the "king of fruit" in India where there are 1,000 commercial varieties. In India, a basket of mangoes is considered a gesture of friendship. The paisley pattern developed in India represents the mango shape.
- Mango is the most popular fruit in the world. Its taste resembles a mix of oranges, peaches, and pineapples.

- The fruit of the mango tree matures in three to five months after flowering. The fruit weighs 1/4 pound to 3 pounds (show photos of mango tree).

Health Connection

- Mangoes are rich in Vitamin C, which helps our bodies fight infection and heal wounds (reinforce with a defense shield; cross your arms in front of your body to ward off germs).
- Mangoes are rich in Vitamin A, which is very important for healthy eyesight (put on your super goggles). Mangoes contain more vitamin A than most fruits.
- Mangoes are also a good source of fiber. Fiber helps with digestion and helps us feel full longer (reinforce by rubbing stomach).

References and Resources

<https://www.mango.org/how-to-cut-a-mango/>

https://www.hort.purdue.edu/newcrop/morton/papaya_ars.html

<http://thaifood.about.com/od/thairecipesstepbystep/ss/howtocutapapaya.htm>

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

