

Jicama

**GRADE
K-1****Month: October****Time Required: 30 minutes****Alternative Tastings: White Potato, Sweet Potato, Carrot**

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 explain the function of roots.
- Students will be able to define and apply the concept of responsibility.

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

- | | |
|---|---|
| <input type="checkbox"/> Napkins or paper plates | <input type="checkbox"/> Tajín seasoning (optional) |
| <input type="checkbox"/> Jicama, cut-up and prepared to serve | <input type="checkbox"/> Music selection |

Preparation

- Prepare jicama samples: peel and slice jicama into chips or sticks.
 - Option: Offer raw jicama and a limey-Tajín-flavored jicama.
 - 2 cups peeled and sliced jicama, cut into small-medium sticks
 - Juice from 2-3 limes
 - Tajín sprinkled on to taste (½ teaspoon)
 - Put ingredients into a large plastic bag or plastic container before lesson to enhance flavors.
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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: 8 minutes

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

Gather students in a large circle. *Today we'll be talking about jicama, a vegetable that grows underground and has an important **responsibility**.* Note vocabulary word: responsibility. Define, write out, and have the class repeat the word “responsibility.” *A responsibility is something that is important for us to do; something that we're expected to do.* Share a personal example of a responsibility you have.

Jicama Hop:

- *Now think to yourselves, what is something you have a responsibility to do at school or at home? Brushing your teeth, cleaning your room, feeding your cat, doing your homework might be some examples.*
- *Think to yourself quietly.* Have students close their eyes, put their fingers to their temples, and think real hard.
- Then, pass a whole jicama around the circle while you play music. Stop the music randomly. Whomever has the jicama will share their responsibility aloud.
 - *As students share, ask them why their responsibility is important to them.*
- **Physical Activity:** After a student shares, the class will celebrate them with a “firework clap”. All students crouch down, then together you slowly reach for the sky, making a firework noise. When you reach the top, everyone will jump and clap their hands together, making a “shhhhh” noise.
- Repeat several times.

Explore

3. Experiential Learning: 8 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.

Have students sit at their desks (opportunity for 3 deep breaths).

*We're going to taste a vegetable called jicama. Jicama is a **root**.* Note new vocabulary word: root. Define, write out, and have the class repeat the word “root.” Show a [picture of jicama growing underground](#). *A root is a plant part that grows underground and is responsible for two things:*

1. *Roots get food and water for the plant. The root is like a straw (pretend to suck up water through a straw).*
2. *Roots hold the plant in the ground. Roots grow deep into the soil to keep the plant from blowing away (have students stand very still pretending to be roots).*

We're going to watch a short video that shows us how a root vegetable grows many roots before it comes out of the ground.

Potato root video: https://www.youtube.com/watch?v=YbTFCh_XdYI. (1 minute video - can speed up the video under “settings”, then click “Playback Speed”)

Explain to students, *we’re going to use our senses to explore the jicama today before we taste it. We’re going to take a really long time to eat it because we’re going to explore everything we can about the jicama using our 5 senses.* Lead students through 5 senses exploration.

Touch: Students can close their eyes and feel the jicama with their fingers. What does it feel like?

See: Have students carefully examine the jicama. What details do they see?

Smell: Have students bring the jicama to their noses and inhale. Ask them to describe the smell.

Hear: Using their fingers, have students snap the jicama in half. Everyone should be very quiet to listen for any sounds.

Jicama Taste Test Option:

1. Offer 2 versions of jicama to sample (ex: lime and Tajín).
2. Use all 5 senses to compare and contrast the samples.
3. Discuss flavors, textures, colors, etc, as a class.

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”).

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 jicama together.

Taste: Students are invited to taste the jicama.

Reflect

5. Voting Activity: 3 minutes

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

As students taste the jicama, 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: 6 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:

- *Will someone share what they liked or loved about the jicama?* Select a couple students to share.
- *Will someone share what they would change about the jicama?* Select a couple students to share.
- Using choral response:
 - *Where does a root grow?* (underground)
 - *Show me one responsibility of a root.* Look for...
 1. getting food and water (pretending to use straw)

2. holding the plant in place (standing very still)

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

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

Lesson Supplement

Recommended Books

“Tops & Bottoms” by Janet Stevens

“Oliver’s Vegetables” by Vivian French

Physical Activity

Plant Parts Song (sung to the tune of “Head Shoulders Knees and Toes”)

Roots (touch toes), stems (stand up straight), leaves (put arms out) and flowers (cup hands around face)

Leaves and flowers.

Roots, stems, leaves and flowers

Leaves and flowers....

Grow to fruits then drop their seeds

Roots, stems, leaves and flowers

Leaves and flowers.

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

What You Need to Know About Jicama

- Jicama needs warm temperatures for nine months to grow.
- Jicama is available from November to May and can be purchased in Mexican markets and most large supermarkets.
- Choose firm, unblemished jicama. Store whole jicama in a dry, cool place for two weeks. Place raw, cut jicama in a plastic bag in the refrigerator for up to one week. Refrigerate cooked jicama and use within a few days.

Facts About Root Vegetables and Jicama

- Root vegetables grow underground. Many root vegetables can grow through the winter (in some climates).
- Jicama is grown in Central America and Mexico (show on a map).
- Jicama can grow up to 50 pounds, but supermarkets usually sell the 3-to-5 pound size. Jicama is sold individually, whereas potatoes are often sold in sacks.
- The jicama skin should be removed before eating as the skin can be toxic. The leaves and seeds also contain mild toxins.
- When cooked, jicama retains its crisp, water chestnut-like texture.

Health Connection

- Excellent source of Vitamin C, to heal our wounds and keeps us healthy (reinforce by crossing arms in an “X” for our defense shield)
- Good source of fiber, to keep us full longer and help with digestion (reinforce by rubbing stomach)

References and Resources

<https://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx>

<http://www.fruitsandveggiesmorematters.org/top-10-ways-to-enjoy-jicama> (recipe ideas)

<http://aggie-horticulture.tamu.edu/archives/parsons/vegetables/jicama.html>

<https://livewellutah.org/2017/10/18/give-jicama-a-try/>

