Kiwi

Month: December
Time Required: 30 minutes
Alternative Tastings: Banana

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.

Lesson Objectives
- Students will be able to explain how a kiwi grows
- Students will be able to describe how they support and are supported by their community

Materials
- ½ kiwi per student
- 1 hula-hoop
- Images of kiwi growing on vines

Preparation
- If serving halved kiwis, wash and cut into equal halves and store in a clean container.
- If using online pictures and videos, have loaded at the beginning of the lesson.

Recommended Books
- “A Fruit is a Suitcase for Seeds” by Jean Richards
- “I Love to Eat Fruits and Vegetables” by Shelley Admont
**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.

   Gather students in a large circle. *Today we’ll be talking about kiwis, a fruit that grows on a special plant that provides support.* Note vocabulary word: support. Define, write out, and repeat the word support. To give support means you help others grow by giving them what they need. To have support means you’re taken care of; you have what you need to grow. Educator shares a personal example of someone who supports them.

   *Now think to yourselves, who supports you? It could be teachers, grandparents, aunts/uncles, neighbors, parents, siblings, friends, people in our community. Think of someone who supports you. Stand up when I call that person…* One by one, share an example of someone who supports the students. Ask several students to share examples of how they feel supported by the community member they acknowledge as they stand and sit. After you have run through the list, ask “did we miss anyone?” to see if students have any additions.

   If time permits, run a similar activity with the prompt, “think of someone or something you support.” Educator shares a personal example of someone they support. Ask students to think of someone in their head, and have them stand up when they are ready to share. Once all students are standing, invite them to share aloud. After several/all students have shared, thank them and transition into physical activity.

   *Now, we’re going to play a game that shows how we can all support each other by working together as a team.* Explain and lead students in the Hula-Hoop Challenge.

   **Physical Activity: Hula-Hoop Challenge (from PlayWorks)**

   • Have group form a circle, holding hands. Demonstrate how to get body through the hula-hoop without using hands. Check for understanding.
   • Place the hula-hoop over two people’s interlocked hands so it cannot escape the circle.
   • Explain that the goal of the game is to get the hula-hoop all the way around the circle without anyone letting go of their teammate’s hands.
   • Have group cheer each other on.

   **After completed once, discuss successes and challenges and try again.

   Follow-up reflection questions to the game:

   • What felt hard about the challenge?
   • What did we learn to make it easier for all of us?
   • How did we support one another to be successful?
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 where they will eat (opportunity for 3 deep breaths).

We’re going to taste a fruit called a kiwi. Kiwis grow on vines. Note vocabulary word: vine. Define, write out, and repeat the word vine. A vine is a long stem that supports the plant. Just like we need support to grow, vines need support as they grow. Show a picture of kiwifruit growing on vines. The vine grows up and around these posts, using them for support. The bunches of kiwifruit hang off of the vine and are supported by the vine. We’re going to watch a short video that shows us how vines grow up a big tree that gives them support.

Vine video: https://www.youtube.com/watch?v=fGBIT4ly-Vs. Watch until 1:21 (longer or shorter). Answer any questions and consider re-watching if time permits.

With teacher or student helpers (those passing out fruit must wear gloves), pass out halved kiwis to all students. As students receive their samples, ask them to use their senses while they wait. Kiwis have fruit and seeds on the inside and skin on the outside. Ask students to point to the spot on the kiwi where the fruit was attached to the vine (look for small indentation/nub at the long end of the fruit). With partners or table groups, ask students to feel the kiwifruit skin and describe what it feels like to their partner(s). Collect describing words from small groups and write on the board for all to see and read.

Kiwi skin is special because it’s a part of the fruit that we can eat. We don’t have to peel it or cut it off; we can eat the fruit whole - the skin on the outside and the fruit and seeds on the inside. So let’s try it!

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.). Students are invited to taste the kiwi, first tasting the edible skin on the outside and then the inside fruit.

Reflect

5. Voting Activity: 2 minutes
This is a time for students to give their opinion on what they tried!

As students taste the kiwi, 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: 5 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 kiwi? Select a couple students to share.
− Will someone share what they would change about the kiwi? Select a couple students to share.
− Will someone share how the skin on the outside of the kiwi tasted compared to the fruit on the inside?
− What do kiwis grow on? Vines
− What is in the middle of the kiwi? Seeds
− Raise your hand if you’re excited to go home and tell your family about tasting a kiwi.
− 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 kiwis?

Leave newsletters, incentives, stickers, and BINGO sheets with the teachers to pass out.
Pick a better snack™ Lesson
### Physical Activity

“Stories in Motion: 3-2-1 Blast-off! A Trip to the Moon” (page 55) (a tie into the lesson on fueling our bodies like rockets).


### What You Need to Know About Kiwi

- Kiwi is usually eaten raw. It can be eaten whole like an apple or cut into quarters like an orange. You can cut the kiwi in half and scoop out the flesh with a spoon. The skin can be eaten or the kiwi can be peeled. Be sure to wash the kiwi first.
- Kiwi grows on vines on a trellis, much like how grapes are grown.
- Kiwi is a berry and is available year-round. It is usually sold individually. Select firm, unblemished fruit. The size does not affect the flavor.
- Ripe kiwi is plump and gives slightly to pressure. If it is too hard, it is not ready to eat yet. You can help ripen it faster by putting it in paper bag with an apple or banana. Kiwi will keep several days at room temperature and up to four weeks in the refrigerator.
- The serving size for school food service is two whole kiwi (2 whole kiwi = ½ cup serving).

### Facts About Kiwi

- Kiwi originated in China over 700 years ago where it was called Yang Tao. In 1906, the seeds were sent to New Zealand and renamed Chinese Gooseberry. Later, the Chinese Gooseberry was renamed “kiwifruit” after New Zealand’s national bird the “kiwi.”
- Kiwi can be used as a natural meat tenderizer (meaning it helps make the meat more tender). Just rub a cut end of kiwi over the meat an let stand 10-15 minutes.
- California produces 98 percent of kiwi grown in the United States. Italy, New Zealand, Chile, France and Japan also grow kiwi.

### Health Connection

- High in Vitamin C to fight off germs and heal cuts and wounds; good for our gums. Reinforce with defense shield (Cross arms in front of your chest).
- Good source of fiber to help with digestion and help you feel full. Reinforce by rubbing stomach.
- Phytochemicals: natural plant chemicals that may help prevent disease and promote good health. Some phytochemicals give fruits and vegetables their color so it’s important to eat a variety of different colored fruits and vegetables.

### References and Resources

- [https://spendsmart.extension.iastate.edu/produce-item/kiwi-fruit/](https://spendsmart.extension.iastate.edu/produce-item/kiwi-fruit/)
- [http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx](http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx)
- [https://fruitsandveggies.org/fruits-and-veggies/kiwifruit/](https://fruitsandveggies.org/fruits-and-veggies/kiwifruit/)