

Pineapple

GRADE
2-3

Month: February
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 conclude that pineapples grow far away from Iowa.
- Students will be able to compare the food miles of different fruits.

Materials

- Paper plates and/or cutting boards
- Disposable or reusable plastic kid-knives (for each student)
- Forks
- Knife
- Cutting board
- Whole pineapple
- 1 ½ apples per 25 students
- ½ pineapple per 25 students
- 4 bananas per 25 students
- Tajin seasoning (optional)
- A whole pineapple
- Fruit images (see below)
- Recipe card template (see below)
- Food mile index (see below)

Preparation

- Cut the pineapple into 1 ½ inch cubes (or big enough for a student to cut into 2 or more pieces).
- Wash the apples.
- You may cut apples and bananas in advance, but there will likely be browning.

Recommended Books

“Before We Eat: From Farm to Table” by Pat Brisson
 “Pineapple Pete’s Remarkable Feat” by Josephine Baskin Minow
 “How Did That Get in My Lunchbox?” by Chris Butterworth

Standards Connection

This lesson supports the following Iowa Core standards.

Health Education
[Standards 1, 2, 3, 4, 5, 7, 8](#)

Science
 Grade 2 - [2-LS4-1](#)
 LS4.D Biodiversity

Grade 3 - [3-ESS2-2](#)
 ESS2.D Climate

Lesson Checklist

- Physical Activity
- Tasting
- Voting
- “Asking” Discussion
- Newsletters, Bingo cards, Stickers, Incentives
- Science Connection: Plant diversity (2nd) and climate (3rd)

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.

Show students three large, printed images of fruit and have them say the fruit names with you (choral response): apple, pineapple, banana. Place the pictures in a line across the classroom: the apple toward the front of the room, the pineapple in the middle of the room, and the banana at the back of the room.

2. Engage Activity: 8 minutes

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

With students seated at their desks or carpet, say, *I want you to think quietly to yourself and decide, of these three fruits, which one is your favorite to have as a snack? Apples, pineapples, or bananas? Think in your head and when I say “go,” you will quietly walk to the picture of your favorite fruit.* Give students 5-10 seconds to think; say “go.” In groups, have students discuss their favorite fruit. Ask if students know where those fruits are grown; do they grow near Iowa or far away from Iowa?

Introduce the concept of food miles. Explain, *The United States gets most of its pineapples from Costa Rica. That means that when you eat a pineapple it's traveled thousands of miles to get to you. In fact, all of the fruits we have available this time of year were grown outside of Iowa, like pineapple. What makes it hard for plants to survive in our winter weather?* Standing at the front of the room (closest to the apple group), explain, *Apples grow really well in Iowa during the summer and fall, but it's winter, so we have to get apples from FAR away states like Washington where they have not-so-cold winters.* Write the word “far” on the board. *Pineapples grow even FARTHER away, in hot and wet tropical areas like Costa Rica.* Write the word “farther” on the board. *And bananas grow the FARTHEST away in tropical areas like Peru.* Write the word “farthest” on the board. Have students repeat these words.

Optional Visual: Students can move to the front of the room to look at the visuals together.

[Google Earth map of locations](#): show to demonstrate near, far, and farther (select *Present* and move through 7 slides to show apples in Washington, pineapples in Costa Rica, bananas in Peru).

[Google Map of locations](#): show lines and distances between Washington, Costa Rica, and Peru.

Physical Activity

With students gathered together in the front of the room or at their seats, say, *We're going to play a movement game while listening to a song about the meaning of the words “near” and “far.” When you hear the word “near,” you should squat down onto the ground (demonstrate). When you hear the word “far,” you should jump up into the air (demonstrate). Ready?* On smart screen/projector, play the [Sesame Street - “Near and Far” Song](#).

Feel free to get creative with these older grades. For example, you can make this even more fun by doing dance moves when they hear the words “near” or “far.”

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).

Far, Farther, Farthest Fruit Salad

While holding up a whole pineapple, say, *For our tasting today, we're going to try our "farther fruit" from our activity: pineapple. We can eat the bright yellow inside of the pineapple after we chop off the crown and the skin* (demonstrate if preparing tasting from fresh, whole pineapple or explain that this has already been done). *You're going to be a chef today and prepare your own fruit salad using the fruits from our earlier activity: pineapple, apple, and banana. This is called a Far, Farther, Farthest Fruit Salad, to describe where our fruit came from.* Using choral response: *the apple grows **far**, the pineapple grows **farther**, and the banana grows **farthest** away from Iowa.* This is also an excellent time to remind students that apples can grow near, right here in Iowa, but not during the cold winter months. In Iowa, they are typically ripe and harvested in the fall.

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 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 the first piece of fruit 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 fruit, demonstrating how to cut.

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 the pineapple 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 pineapple 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 fruit salad, 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.

Reflect (cont'd)

6. Reflection: 8 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".

Far, Farther, Farthest Fruit Salad Recipe Cards (recipe card worksheet below).

To finish today's lesson, you're going to write a recipe for your very own "Far, Farther, Farthest Fruit Salad. You must include today's Pick a Better Snack: pineapple!" Pass out recipe cards and have students think up two other fruits that they'd like to add to their own fruit salad.

Once students have written down their names and the names of three fruits, display the Food Miles Index (attached below) on the board. Instruct students to look up the food miles for their fruits, then circle whether that fruit is far, farther, or farthest.

Asking Discussion:

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

- 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, *what is something you remember about pineapple? where could you buy pineapple?*

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

Food Miles Index

These are estimates of how far away our foods often travels to get to Iowa. If there's a * next to a fruit that means it can also be grown right here in Iowa!

*Apples - 1,700 miles	Lime - 1,900 miles
*Apricots - 2,000 miles	Lychee - 6,500 miles
Banana - 3,520 miles	Mango - 7,500 miles
*Blackberry - 1,650 miles	*Nectarine - 6,500 miles
*Blueberry - 1,700 miles	Orange - 1,300 miles
*Cantaloupe - 2,000 miles	*Peach - 6,500 miles
*Cherry - 2,000 miles	*Pear - 1,700 miles
Clementine - 2,000 miles	Pineapple - 3,400 miles
Cranberry - 1,100 miles	*Plum - 6,500 miles
*Grape - 2,000 miles	Pomegranate- 7,500 miles
Grapefruit - 5,000 miles	Prickly Pear - 1,900 miles
Guava - 8,000 miles	Quince - 1,900 miles
*Honeydew - 2,000 miles	*Raspberry - 2,000 miles
Kiwi - 5,100 miles	*Strawberry - 1,900 miles
Lemon - 1,900 miles	*Watermelon - 2,000 miles

_____’s Far, Farther, Farthest Fruit Salad Recipe

<u>Fruit:</u>	<u>Fruit:</u>	<u>Fruit:</u>
<u>Miles:</u>	<u>Miles:</u>	<u>Miles:</u>
Circle if this fruit is <ul style="list-style-type: none"> ● Far ● Farther ● Farthest 	Circle if this fruit is <ul style="list-style-type: none"> ● Far ● Farther ● Farthest 	Circle if this fruit is <ul style="list-style-type: none"> ● Far ● Farther ● Farthest

This institution is an equal opportunity provider.
 This material was funded by USDA’s Supplemental Nutrition Assistance Program – SNAP. It was developed by the Iowa Department of Public Health in partnership with the Iowa Department of Human Services. September 2020



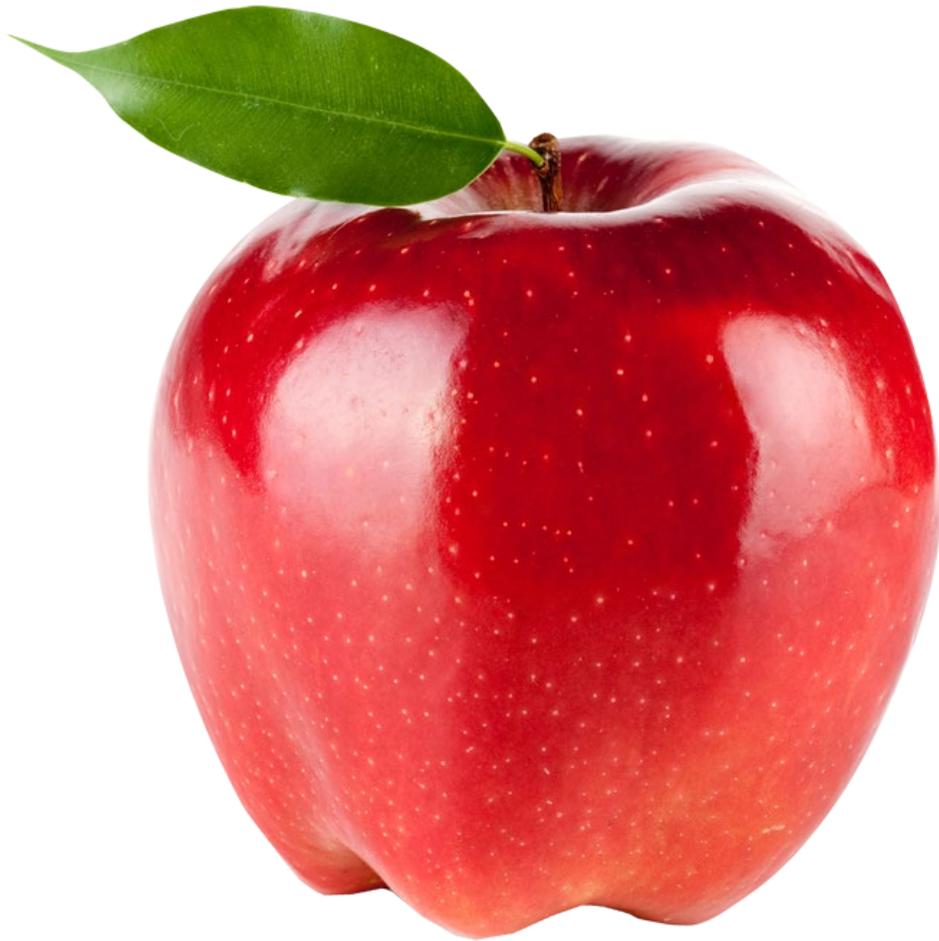
_____’s Far, Farther, Farthest Fruit Salad Recipe

<u>Fruit:</u>	<u>Fruit:</u>	<u>Fruit:</u>
<u>Miles:</u>	<u>Miles:</u>	<u>Miles:</u>
Circle if this fruit is <ul style="list-style-type: none"> ● Far ● Farther ● Farthest 	Circle if this fruit is <ul style="list-style-type: none"> ● Far ● Farther ● Farthest 	Circle if this fruit is <ul style="list-style-type: none"> ● Far ● Farther ● Farthest

This institution is an equal opportunity provider.
 This material was funded by USDA’s Supplemental Nutrition Assistance Program – SNAP. It was developed by the Iowa Department of Public Health in partnership with the Iowa Department of Human Services. September 2020



APPLE



BANANA



PINEAPPLE



Additional Materials

Physical Activity

[“Stories in Motion: Planes, Trains and Automobiles”](#) (page 67)

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

What You Need to Know About Pineapple

- Pineapple does not grow in Iowa. It requires a tropical or subtropical environment. It can grow year-round in Hawaii, Southern California and Southern Florida.
- Purchase pineapples that are plump and fresh-looking with a fresh green crown top. Avoid soft or dark spots with dry-looking leaves. A ripe pineapple is usually mostly yellow, especially at the base. The inside can be nearly white to yellow.
- The leafy crown, rind and core are usually cut off before eating.
- Pineapples do not ripen after they have been picked.
- Pineapple is sold fresh, canned, dried, as juice and frozen.

Facts About Pineapple

- Pineapple originated in Brazil and Paraguay in South America.
- Christopher Columbus may have carried it back to Spain.
- The name pineapple in English (or piña in Spanish) comes from the similarity of the fruit to a pinecone.
- The pineapple crown is used to plant a new plant.
- It takes 18-20 months to get the first fruit. The next crop takes another 15 months.
- The pineapple is a symbol of hospitality.

Health Connection

- Pineapple is high in Vitamin C, which helps us fight off germs, heal cuts and wounds and keep our gums healthy. Reinforce with defense shield (Cross arms in front of chest).
- Pineapple is a good source of fiber, for healthy digestion and to make you feel full. Reinforce by rubbing stomach.

References and Resources

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

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

[How to Grow A Pineapple for Kids - YouTube](#)

https://www.cdc.gov/foodsafety/outbreaks/investigating-outbreaks/figure_food_production.html

This institution is an equal opportunity provider.
This material was funded by USDA’s Supplemental Nutrition Assistance Program – SNAP. It was developed by the Iowa Department of Public Health in partnership with the Iowa Department of Human Services. September 2020

