

Kiwi

GRADE K-1

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 describe a kiwi using their 5 senses.
- Students will be able to explain how a kiwi grows.

Materials

- ½ kiwi per student
- 1 hula-hoop
- Images of kiwi growing on vines
- Green yarn
- Kiwi coloring template (attached below)
- Tape

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

Standards Connection

This lesson supports the following Iowa Core standards.

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

Science
 Kindergarten - [K-LS1-1](#).
 Patterns

First grade - [1-LS1-1](#).
 LS1.A: Structure and function

Lesson Checklist

- Physical Activity
- Tasting
- Voting
- “Asking” Discussion
- Newsletters, Bingo cards, Stickers, Incentives
- Science Connection: Making observations (K) & kiwi vines (1st)

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 kiwis, a fruit that grows on a special plant that provides **support**.* Note new 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.* Share a personal example of someone who supports you.

Now think to yourselves, who supports you? It could be teachers, grandparents, aunts/uncles, neighbors, parents, siblings, friends, etc. 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 family members and friends 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. Thank the students for sharing.

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](#))

- Students stand in a circle with plenty of room between them. Start by walking around the circle with the hula hoop, helping each student practice going through it.
- Then set up the challenge without holding hands, simply going through the hoop, then passing it over to the next person.
- After they have done this successfully, demonstrate how to get body through the hula-hoop without using hands, while holding hands in the circle.
- The educator walks along with the hoop, helping students as needed.
- Have group cheer each other on.
- After one time around, discuss successes and challenges and try again.

Explore

3. Experiential Learning: 5 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).

Explore (cont'd)

*We're going to taste a fruit called a kiwi. Kiwis grow on **vines**. Note new 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 posts for support. Note how the bunches of kiwifruit hang from 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).

With teacher or student helpers (those passing out fruit must wear gloves), pass out halved kiwis to all students. Explain to students, *we're going to use our senses to observe the fruit today before we taste it. We're going to take a really long time to eat it because we're going to observe everything we can about the kiwi using our 5 senses.* Lead students through 5 senses exploration.

Touch: Students can close their eyes and feel the kiwi with their fingers. What does it feel like? How does the skin feel different from the inside?

See: Have students carefully examine the kiwi, the outside and the inside. What details do they see? Are there any seeds?

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

Hear: Using their plastic knife, have students cut the kiwi into 2-3 smaller pieces. Everyone should be very quiet to listen for any sounds.

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.).

Taste: 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: 10 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."

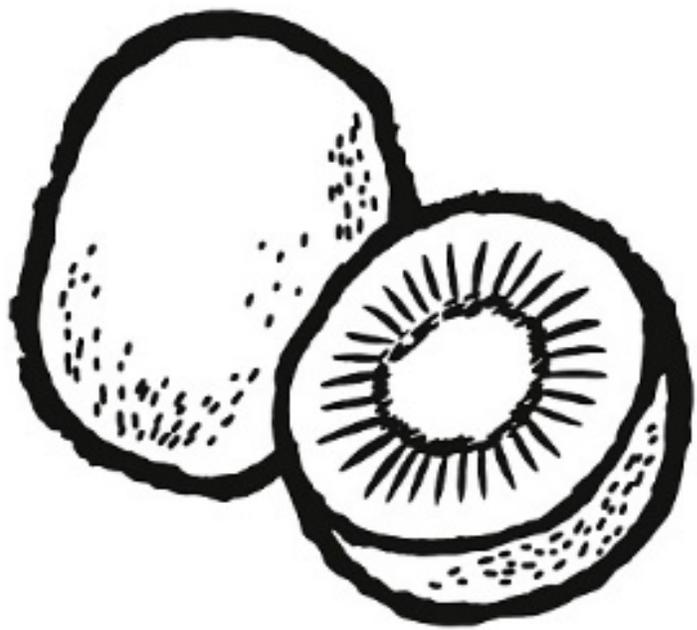
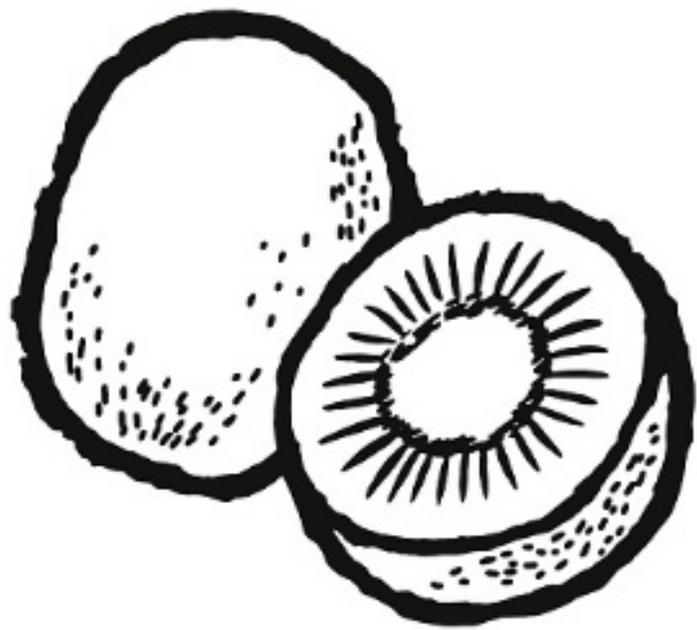
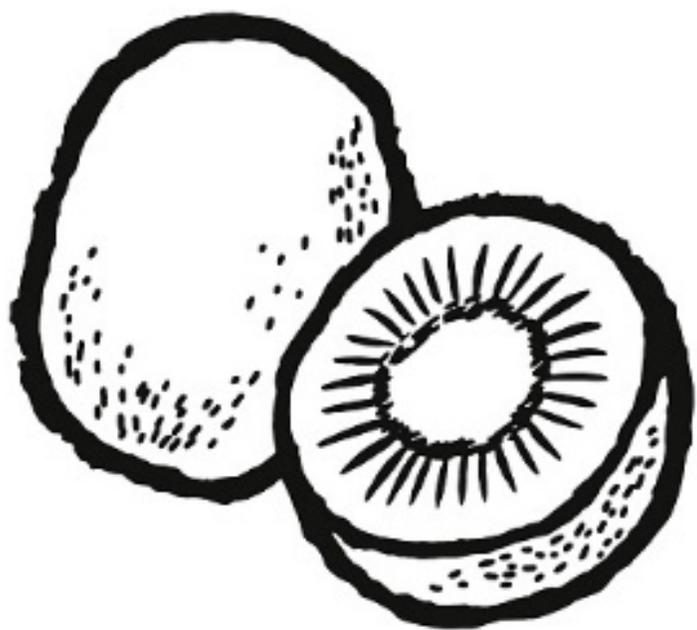
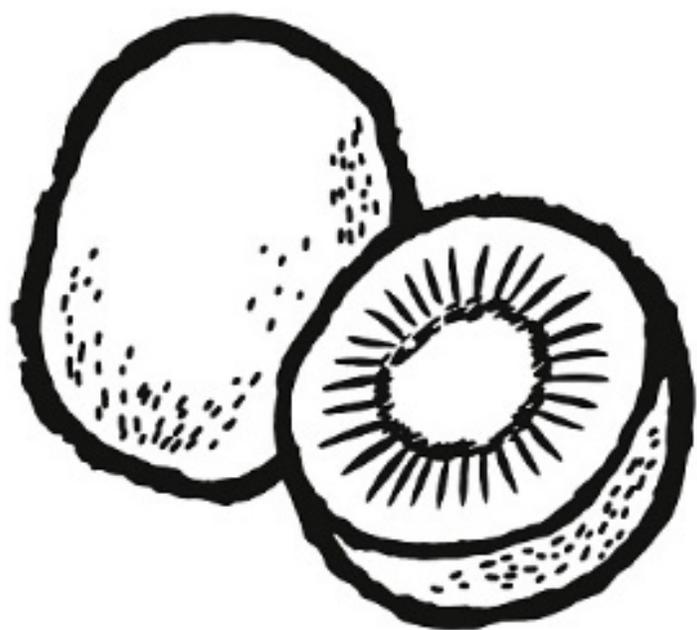
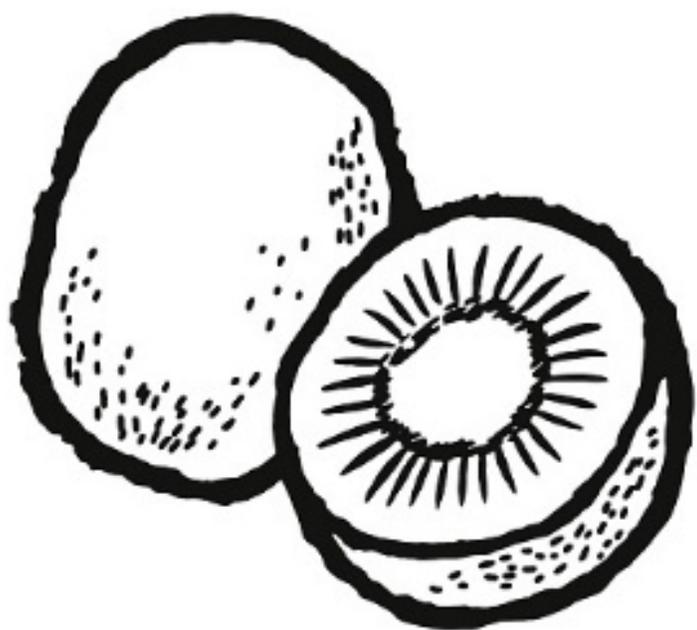
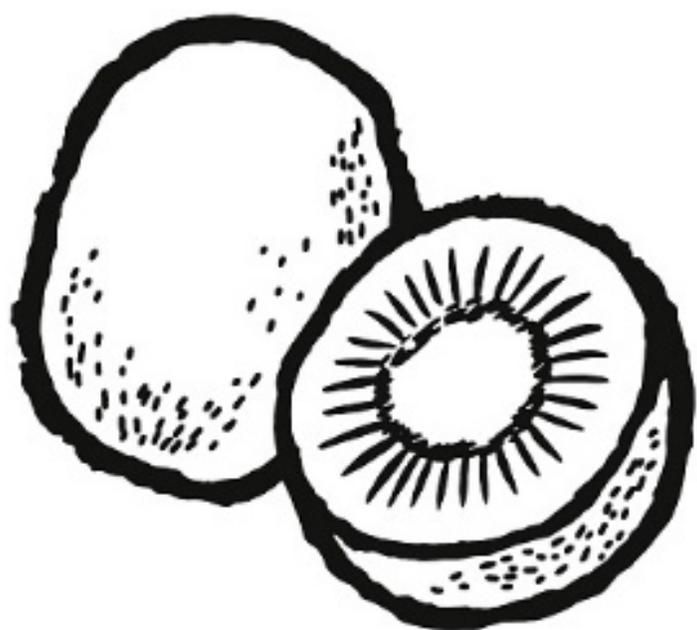
Reflect (cont'd)

Make a class kiwi vine. Print and cut-out one kiwi picture for each student (kiwi coloring template attached). Students will color and sign their name on their kiwi. Attach each kiwi to a long length of green yarn using tape, and work with the teacher to post the class kiwi vine in the classroom.

Reflection questions:

- *Will someone share what they liked or loved 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?*
- *Will someone share what they would change about the kiwi?* Select a couple students to share.
- *What do kiwis grow on?* Vines
- *What was on the inside 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.



Additional Materials

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).

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

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 and 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://www.fns.usda.gov/tn/serving-myplate-yummy-curriculum>

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

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

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

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

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