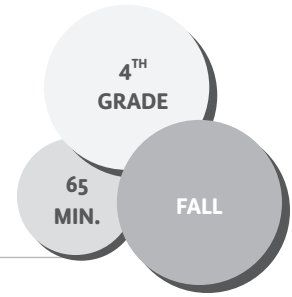


# Poetic Produce

**THEME:** MAKING HEALTHY FOOD CHOICES



## ESSENTIAL QUESTION

*How can our experience of food inspire creativity?*

## LEARNING OBJECTIVES

- ✓ Students will be able to explain that various fruits and vegetables, such as tomatoes, have different varieties.
- ✓ Students will be able to describe different produce varieties in detail.
- ✓ Students will be able to collaborate on a creative expression piece.
- ✓ Students will be able to define “preference,” identify tastes and textures that they prefer, and explain that different people have different food preferences.

## LESSON DESCRIPTION

In this lesson, students mindfully taste and describe produce varieties at stations around the room. They then collaborate in groups to develop a poem, song, or skit incorporating all the descriptive words the class generated about each variety. After performing, the class will consider how everyone has different preferences that inform what they like to eat.

## MATERIALS

- Samples of 4–5 varieties of a single type of fruit or vegetable, such as varieties of apples, tomatoes, or salad greens
- Brown paper bags
- Toothpicks (at least 4 for each student)
- Slips of paper (at least 4 for each student)

## PREPARATION

- › Slice produce into enough small pieces for each student to try each one.
- › Set up tasting stations around the room. If you have a large class, you might opt for five stations to limit the amount of students in each group. Number each station, and display the name of the variety at the station. Each station will need a distinct produce variety, toothpicks, a brown paper bag, and enough slips of paper for each student to have one. Write the corresponding number and variety name on a slip of paper, and place it in the bag.

## ACTION STEPS

### 1. Wash Hands! (5 min.)

**2. Taste and Describe Stations:** Tell students, *I have different varieties of apples for us to try at different stations around the room. You'll visit each taste station, mindfully trying the slice of apple and paying close attention to the texture,*

flavors, and what it reminds you of. Then each of you will write a word or phrase, with a three-word maximum, on a slip of paper to describe your personal impression of that particular variety. When I say “switch,” you’ll move on to the next station. Remind students to only take one piece at each station and to only touch the slice they’re going to eat. Assign groups of students to start at various stations—these will be students’ working groups for the rest of the activity. After several minutes, call out “switch,” and have students rotate clockwise to the next station. **(12 min.)**



**3. Explain the Activity:** Once everyone has tried each variety, mix the bags around, and assign one to each group of students. Explain, *Your group will now create a written piece of art, using all the words in your bag. Feel free to write a poem, a story, or a skit; use any genre of writing. You can add additional words if you need to, but if a word like speckled has been written on five different pieces of paper, you’ll have to include speckled five times in your written piece.* Explain that each group will perform their song, poem, or skit for the class, who will try to guess which variety they’re describing. Therefore, it’s important that they keep their variety a secret. **(3 min.)**

**4. Group Writing:** Tell students they’ll have about fifteen minutes for writing and brainstorming and five minutes to do a couple rehearsals before sharing their piece. As students are working in groups, circulate through the room to check in and ensure they’re on track. After fifteen minutes, ask them to get on their feet and practice their piece, making sure each member of their group has a role. **(20 min.)**

**5. Performing:** Have each group perform for the class, allowing the audience to guess which variety was being featured in each performance. Reveal the varieties after all groups have performed. **(15 min.)**

**6. Voting:** Remind students to consider that each person’s unique perspective is represented in each poem. Ask, *Based on these poems, which variety seems most favored by the class? Which seemed least favored?* Ask students to define the word “preference,” and consider their own preferred variety. Take a heads-down vote on which variety was their favorite, and discuss the findings. **(5 min.)**

## REFLECTION

Have students discuss the following questions in small groups, then share with the class: **(5 min.)**

- *Why is it important to try different varieties of a particular fruit or vegetable?*
- *How did your group collaborate to create your poem, song, or skit?*
- *What challenges came up in your groups? How did you overcome them?*

## ADAPTATIONS

**Garden:** Adapt this activity for students to hone their observation skills in the garden. Set up the writing stations at four different garden beds or different herbs or pollinator shrubs.

**Language:** Have students include words from different languages that they know, including the English version. For instance, “*rica* delicious.” Later, when groups craft their poems, they’ll have to use both words.

**Classroom:** Have a station in the classroom where students will find a new, uncommon fruit or vegetable each week. Have them record their observations based on the five senses and then write a poem or story about it.

## ACADEMIC CONNECTIONS

English Language Arts Common Core State Standards

### **CCSS.ELA-LITERACY.W.4.3.D**

Use concrete words and phrases and sensory details to convey experiences and events precisely.

