SUGGESTED SCHEDULE

Week 1: Growing Vegetable Soup
Week 2: Rainbow of Peppers
Week 3: Tasting and Exploring Peppers
Week 4: Pepper Patterns
Optional Activities

Books

Growing Vegetable Soup by Lois Ehlert

NEWSLETTERS

For families
For teachers
Peppers
Week 1: Growing Vegetable Soup

MATERIALS
- Fresh Fruit and Vegetable Photo Cards
- Growing Vegetable Soup by Lois Ehlert

LEARNING STANDARDS Head Start Learning Domains
- Language Development (Expressive, Receptive)
- Literacy Knowledge and Skills (Early Writing, Print Concepts & Conventions, Alphabet Knowledge, Phonological Awareness)
- Social and Emotional Development (Social Relationships)
- Mathematics Knowledge (Measurement & Comparison, Geometry & Spatial Sense, Number Concepts & Quantities)
- Physical Development and Health (Health Knowledge & Practice, Physical Health Status)
- Science Knowledge and Skills (Conceptual Knowledge of the Natural & Physical World)
- English Language Development (Symbolic Representation, Reasoning & Problem Solving, Engagement in English Literacy, Expressive & Receptive English Language Skills)

DRDP-2015
- Approaches to Learning-Self Regulation; ATL-REG1
- Social and Emotional Development; SED3, SED4
- Language and Literacy Development, LLD1, LLD2, LLD3, LLD4, LLD5
- English Language Development, ELD1, ELD2, ELD3, ELD4
- Cognition-Math & Science; COG9, COG10
- Physical Development-Health; PD-HLTH10
- History-Social Science; HSS5

LESSON
1) Show children the bell pepper photo card and tell them we are going to learn about peppers this month. Ask if anyone has ever eaten peppers before.

2) Read the book Growing Vegetable Soup. Talk about the food we eat at home (“seed to table”). Ask if any students are growing fruits or vegetables at home. Ask if any students have ever planted a seed before and watched it grow.

3) Review the pages in the book which show how a plant grows- from seed, to sprout, and to a full sized plant. Also review from the book what plants need to grow- soil, water, sun, (and air).

4) Show the class real pictures of some of the produce used to make vegetable soup in the book using the Fresh Fruit and Vegetable Photo Cards. Some items you can focus on: bell peppers, broccoli, carrots, tomatoes, and zucchini.

5) Tell the class that eating lots of fruits and vegetables makes us healthy and strong since they have lots of vitamins that we need to grow. Ask the children to identify other fruits and vegetables they like to eat that will help them stay strong and be healthy. As they identify them, show the class the photo cards for each fruit and vegetable mentioned. Ask: “what else can help us stay healthy?” (e.g. exercise, brushing teeth regularly, washing hands, drinking water, getting a lot of sleep, etc.)

Optional: As a class, create a poster titled “How we stay healthy” and list or draw comments from the above discussion.
Week 2: Rainbow of Peppers

**MATERIALS**
- Fresh Fruit and Vegetable Photo Cards
- Rainbow of Vegetables Chart

**LEARNING STANDARDS**

**Head Start Learning Domains**
- Language Development (Expressive, Receptive)
- Literacy & Knowledge Skills (Early Writing, Print Concepts & Conventions, Alphabet Knowledge, Phonological Awareness)
- Social & Emotional Development (Social Relationships)
- Logic and Reasoning (Symbolic Representation, Reasoning & Problem Solving)
- Mathematics Knowledge and Skills (Measurement & Comparison, Geometry & Spatial Sense, Number Concepts and Quantities)
- Science Knowledge and Skills (Conceptual Knowledge of the Natural & Physical World)

**DRDP-2015**
- Approaches to Learning-Self Regulation; ATL-REG1
- Social and Emotional Development; SED3, SED4
- Language and Literacy Development, LLD1, LLD2, LLD3, LLD4
- English Language Development, ELD1, ELD2
- Cognition-Math & Science; COG8, COG9, COG11

**LESSON**

1) Show the students the photo cards for green bell peppers, red and yellow bell peppers and chili peppers. Explain that bell peppers are sweet while chili peppers are spicy. Ask them what colors they see (green, red, yellow). Tell the class that peppers can also be purple and orange.

2) Ask the class if they have seen peppers at the store or at a farmers’ market. Explain that at farmers’ markets, there are usually many more different kinds and colors of peppers than at the store and that they are fresher since they come straight from the farm where they grew.

3) Ask the class about the different ways peppers can be eaten—Sliced for dipping or eating plain, in salsa, stir fry, salad, chili, stuffed...

4) Talk about how peppers can be called either a fruit or a vegetable (fruit because of how it grows from a flower, vegetable because of how it is prepared). Ask the class how they think peppers grow – in a tree like oranges? On a vine like tomatoes? In the ground like carrots? (They grow on small plants).

5) Start a class Rainbow of Colors Chart for vegetables. Peppers can be put in each of the columns (green, red, purple, orange, yellow). Ask the class what other vegetables are found in each color. This chart can be used over the course of the school year and can be added on to whenever the class talks about vegetables.

Students will...
* identify the different kinds and colors of peppers.
* identify different ways we eat peppers.
* learn how peppers grow.
* start a class Rainbow of Colors chart for vegetables.
## Activity: Rainbow of Vegetables

<table>
<thead>
<tr>
<th></th>
<th>GREEN</th>
<th>RED</th>
<th>PURPLE</th>
<th>ORANGE</th>
<th>YELLOW</th>
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<tr>
<td>Total</td>
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<tr>
<td>Total</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Peppers
Week 3: Tasting and Exploring Sweet Peppers

MATERIALS
• Food Experience Ingredients
• Paper and crayons

LEARNING STANDARDS
Head Start Learning Domains
- Language Development (Receptive, Expressive)
- Literacy Knowledge and Skill (Print Concepts & Conventions, Early Writing)
- Approaches to Learning (Initiative Curiosity, Cooperation)
- Social and Emotional Development (Social Relationships)
- Mathematical and Knowledge Skills (Number Relations & Operation, Geometry & Spatial Sense, Measurement & Comparison)
- Science Knowledge and Skills (Scientific Skills & Method, Conceptual Understanding of the Natural & Physical World)
- Physical Development and Health (Physical Health Status, Health Knowledge & Practice)
- Logic and Reasoning (Reasoning & Problem Solving)
- English Language Development (Receptive & Expressive English Language Skills, Engagement in English Literacy Activities)

DRDP-2015
- Approaches to Learning-Self Regulation; ATL-REG1
- Social and Emotional Development; SED3, SED4
- Language and Literacy Development, LLD1, LLD4
- English Language Development, ELD1, ELD2
- Cognition-Math & Science; COG9, COG10
- History– Social Science-HSS5

LESSON
1) Review with students how peppers grow. They grow from seeds planted in the ground which grow into small plants. The peppers start growing where the flowers were.
2) Explain to the children that today we will be tasting different kinds or varieties of sweet peppers.
3) Show the children the different varieties, noting colors and size. Identify the farm they were grown on if you know.
4) Ask the children about the different ways they eat apples as a snack (Sliced for dipping or eating plain, in salsa, stir fry, salad, chili, stuffed, etc).
5) Ask the children if they think peppers are a healthy choice for a snack. Explain that peppers make a healthy snack because they help your eyes see and they give you energy to play and grow strong.
6) Ask the children to name another fruit or vegetable of the same colors, something that is smooth, something bigger than a pepper, something smaller than an pepper, and something the same size as an pepper.
7) Slice one pepper of each variety and place on separate plates.
8) With the children compare what the pepper looks like on the outside and inside. Ask– what are these things inside? Seeds!
9) Pass the seeds around to the class and ask them to describe the seeds (white, slimy, small, round, etc).
   Note: save seeds and stems for optional activities
10) Next, explain that we will taste the different types of peppers but that whenever we eat, we first need to wash our hands.
11) In small groups, have the children wash their hands.
12) As a group, taste one pepper variety at a time. Discuss the similarities and differences: taste (which one is the sweetest?), smell (which one smells the best? What does it smell like?), color, and texture (soft, crunchy?).
13) Refer to Conducting an In-Class Taste Test for more ideas on how to engage the class. Have children put a sticker on either the “I Like This” or “I Don’t Like This Yet” columns of the taste test sheet, or have them write or initial their names if they are able to do so.
14) After the taste test, have children draw their favorite pepper and display drawings in the classroom.
Food Experience: Sweet Bell Pepper Dippers

Serves 12 · Prep time: 10 minutes · Cook time: None

Nutrition Facts

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories</th>
<th>Calories from Fat</th>
<th>% Daily Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving Size: 1/2 cup (101g)</td>
<td>15g</td>
<td>2 %</td>
<td></td>
</tr>
<tr>
<td>Servings per Recipe: 12</td>
<td>15g</td>
<td>2 %</td>
<td></td>
</tr>
<tr>
<td>Calories: 50</td>
<td>Calories from Fat: 15</td>
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<td></td>
</tr>
<tr>
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<td>% Daily Value: 2 %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturated Fat: 0g</td>
<td>1 %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trans Fat: 0g</td>
<td>0 %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cholesterol: 0mg</td>
<td>0 %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sodium: 40mg</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total Carbohydrate: 8g</td>
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</tr>
<tr>
<td>Dietary Fiber: 2g</td>
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</tr>
<tr>
<td>Sugars: 2g</td>
<td>2g</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protein: 2g</td>
<td>20 %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vitamin A: 20 %</td>
<td>Vitamin C: 190 %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calcium: 2 %</td>
<td>Iron: 4 %</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

MATERIALS NEEDED

- Knife
- Cutting board
- Plates
- Tablespoon

CHEF’S NOTES

- Remove the stem and seeds of each bell pepper, save for use in science discovery lab

Directions:

1) Wash the peppers and remove the seeds.
2) Slice the peppers into sticks.
3) Place 1/2 cup color variety of pepper sticks on each student’s plate with 1 tablespoons of hummus.

Ingredients:

- 6 bell peppers- ideally 3 of at least two different colors
- 12 Tbsp hummus

Modified from The Network for a Healthy California Orange County Dept of Education

<table>
<thead>
<tr>
<th>Food Type</th>
<th>Serving Size</th>
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</thead>
<tbody>
<tr>
<td>Snack</td>
<td></td>
</tr>
<tr>
<td>Fruit</td>
<td></td>
</tr>
<tr>
<td>Vegetable</td>
<td>1/2 cup</td>
</tr>
<tr>
<td>Grain/Alternative</td>
<td>1 3/4 cup</td>
</tr>
<tr>
<td>Meat/Alternative</td>
<td>1 Tbsp</td>
</tr>
<tr>
<td>Milk</td>
<td></td>
</tr>
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</table>

A ✓ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.
<table>
<thead>
<tr>
<th>“I LIKE THIS”</th>
<th>“I DON’T LIKE THIS YET”</th>
</tr>
</thead>
<tbody>
<tr>
<td>“ME GUSTA”</td>
<td>“NO ME GUSTA TODAVÍA”</td>
</tr>
</tbody>
</table>
Peppers
Week 4: Pepper Patterns

MATERIALS
- Pepper pattern sheet (See handout)
- Construction paper: green, red, orange, purple, yellow (or white only and children can color them in)
- Optional: laminator

LEARNING STANDARDS

Head Start Learning Domains
- Language Development (Receptive, Expressive)
- Approaches to Learning (Initiative, Curiosity, Cooperation)
- Social and Emotional Development (Social Relationships)
- Mathematical and Knowledge Skills (Number Concepts & Quantities, Number Relations & Operation, Geometry & Spatial Sense, Patterns, Measurement & Comparison)
- Science Knowledge and Skills (Scientific Skills & Method, Conceptual Understanding of the Natural & Physical World)
- Physical Development and Health (Health Knowledge & Practice)
- Logic and Reasoning (Reasoning & Problem Solving)
- English Language Development (Receptive & Expressive English Language Skills, Engagement in English Literacy Activities)

DRDP-2015
- Approaches to Learning - Self Regulation; ATL-REG
  Language and Literacy Development, LLD1, LLD2
  - English Language Development, ELD1
  - Cognition - Math & Science; COG2, COG3, COG4
  History - Social Science; HSS5

LESSON

1) Photocopy pepper patterns onto colored construction paper (prior to class), or have students trace patterns onto paper, color and cut, using the colors of peppers. Make at least 3 peppers per color per small group. Laminate them for added durability.

2) In small groups, place pepper cut-outs in a patterned sequence (such as “red – yellow – red” i.e. A-B-A). Ask children to name the order of the colors and arrange their peppers to match it. Arrange in other sequences if child is ready, such as AAB, ABB, etc.

3) You can also use the cut-outs for counting and adding. For instance, show three green and 2 purple cut-outs and ask how many peppers there are total.

4) Remind students that these are the 5 different colors that peppers come in. Red and green are the most common and found in stores. Other colors like yellow, purple, and orange can be found at farmers’ markets this month. Remind the students that farmers’ markets are where farmers come to sell their fruits and vegetables that they usually picked that morning from their farm – this is the freshest kind of food that we can buy. All peppers are healthy for us to eat.

Lesson modified from Harvest of the Month,
Extending the Learning Experience

Optional Supplemental Lessons

**WEEK 1**

**DRDP-2015**
PD-HLTH1, PD-HLTH2, PD-HLTH3

After discussing that eating lots of fruits and vegetables makes us healthy and strong, as a class you can do the *Healthy Food March*. To expand the activity you can call on children to name a healthy food as they march.

*HEALTHY FOOD MARCH*
(1) Bring your left arm and left leg up
(2) Now bring your right arm and right leg up
(3) Keep marching!

**WEEK 2**

**DRDP-2015**
VPA 1

Paint a Rainbow of Peppers
Display the photo cards for green bell peppers, red and yellow bell peppers and chili peppers. Make available the paints: Green, Red, Yellow, Orange and Purple. Each student can create their own painting or the class can make one large painting. Talk about peppers as they paint, write down any comments they make about peppers next to their drawing.

**WEEK 3**

**DRDP-2015**
COG2, COG3, COG9, COG10

Comparing Seeds
Let the Bell Pepper seeds from the taste test dry out a little. Glue the seeds onto a picture card of a bell pepper (simple drawing is fine). Cover the picture and seeds with clear contact paper to make a sturdy picture card. Use the tomato seeds from last month to make a tomato card. Make smaller cards that have the seeds without the pictures. Ask the children to match the seed cards to the picture/seed cards. Add new fruits and create corresponding cards throughout the week: apples, oranges, peas, etc. Leave cards in the science area for children to look at and talk about. Provide magnifying glasses so students can see the seeds more clearly.

**WEEK 4**

**DRDP-2015**
PD-HLTH2, VPA2

Hot Pepper Game (Hot Potato)
Make large pepper cutouts of different colors and laminate if possible. You can write the name of the color (Green, Red, Yellow, Orange or Purple). Colored balloons filled with sand can also be used. Have the students sit in a large circle. Play music while one of the peppers is passed around. When the music is stopped, the student with the pepper tells the class what color the pepper is in her/his hands. Switch the “pepper” being passed and continue the game until all children have had a turn to name the color.

Tutti Fruitti Instant Recess http://toniyancey.com/IRResources.html

Adapted from *Nutritional Activities for Preschoolers*
Food Experience: Pico de Gallo, No Spice

Serves 36 · Prep time: 15 minutes · Cook time: None

Ingredients:
- 3 lbs ripe tomatoes, chopped
- 1 cup chopped cilantro
- 6 Tablespoons lime juice
- ¼ teaspoon salt
- 3 large bell peppers, seeded and chopped
- 4 ½ cups chopped onion
- 6 cloves garlic, minced
- 18 oz Baked tortilla chips

Directions:
1) Combine all ingredients (except chips) in a medium sized bowl.
2) Serve about 1/2 cup to each student with chips.

Nutrition Facts

<table>
<thead>
<tr>
<th></th>
<th>Amount Per Serving</th>
<th>Calories from Fat</th>
</tr>
</thead>
<tbody>
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<td>80</td>
<td>Calories from</td>
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<td>1g</td>
<td>Fat</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0g</td>
<td>1 %</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
<td>0 %</td>
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<td>Sodium</td>
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<td>Protein</td>
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<td></td>
</tr>
<tr>
<td>Vitamin A</td>
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</tr>
<tr>
<td>Vitamin C</td>
<td>45%</td>
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<td>Calcium</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Iron</td>
<td>2%</td>
<td></td>
</tr>
</tbody>
</table>

% Daily Value

Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

MATERIALS NEEDED
- Knife
- Cutting board
- Mixing bowl
- Plates
- Spoon

CHEF'S NOTES
- Use different color bell peppers and onions

Adapted from Healthy Latino Recipes, Network for a Healthy California, 2008

Food & Nutrition:
- A green checkmark indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.
Food Experience: Vegetable Quesadilla

Ingredients:
- Non-stick cooking spray
- 3 cups chopped bell peppers, any color
- 3 cups sliced green onions
- 2/3 cups chopped cilantro
- 22 flour tortillas
- 4 cups frozen corn, thawed or fresh corn
- 3 cups chopped tomato
- 4 cups shredded Low Fat Four Cheese Mexican Style (or similar)

Directions:
1) Coat medium skillet with nonstick cooking spray. Sauté bell peppers and corn over medium heat until softened, about 5 minutes.
2) Add green onion and tomato. Cook until heated. Then stir in cilantro.
3) Heat tortillas in a separate skillet over high heat. Place equal amounts of cheese and sautéed vegetables on each tortilla. Fold in half and continue to cook until cheese is melted. Serve hot.

Nutrition Facts

<table>
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<tr>
<th>Serving Size</th>
<th>1/2 Quesadilla (80g)</th>
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<tbody>
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<td>Amount Per Serving</td>
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<tr>
<td>% Daily Value</td>
<td>Total Fat 3.5g</td>
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<td></td>
<td>%</td>
</tr>
</tbody>
</table>

From The Network for a Healthy California Orange County Dept of Education

Materials Needed
- Knife
- Hot plate/skillet
- Bowl
- Cutting board

Chef’s Notes
- Allow quesadilla to cool before cutting and serving to children to avoid burns.

Snack Table
<table>
<thead>
<tr>
<th>Food Group</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruit</td>
<td></td>
</tr>
<tr>
<td>Vegetable</td>
<td></td>
</tr>
<tr>
<td>Grain/Alternative</td>
<td>1/2 serving</td>
</tr>
<tr>
<td>Meat/Alternative</td>
<td>0.5 oz</td>
</tr>
<tr>
<td>Milk</td>
<td></td>
</tr>
</tbody>
</table>

A ✔️ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.
Healthy Serving Ideas
• Slice raw sweet peppers and serve with lowfat dip for a snack.
• Top homemade pizza with sliced bell peppers—red, green, and yellow. Or, use chili peppers for a spicy kick!
• Use chopped hot peppers to make spicy salsa. (Hint: For less spice, remove seeds and inner membranes.)
• Add chopped sweet peppers to salads or stir into soups and pasta sauces.
• Try a new pepper variety each week.

VEGETABLE QUESADILLAS
Makes 4 servings. 1 quesadilla each.
Cook time: 15 minutes

Ingredients:
nonstick cooking spray
½ cup chopped green bell pepper
½ cup frozen corn, thawed
½ cup sliced green onion
½ cup chopped tomato
2 tablespoons chopped cilantro
4 (6-inch) flour tortillas
½ cup shredded lowfat cheese
1. Coat medium skillet with nonstick cooking spray. Sauté bell pepper and corn over medium heat until softened, about 5 minutes.
2. Add green onion and tomato. Cook until heated, then stir in cilantro.
3. Heat tortillas in a separate skillet over high heat. Place equal amounts of cheese and sautéed vegetables on each tortilla. Fold in half and continue to cook until cheese is melted. Serve hot.

Nutrition information per serving:
Calories 134, Carbohydrate 20 g, Dietary Fiber 2 g, Protein 7 g, Total Fat 3 g, Saturated Fat 1 g, Trans Fat 0 g, Cholesterol 0 mg, Sodium 302 mg

Adapted from: Healthy Latino Recipes Made With Love, Network for a Healthy California, 2008.

For more recipes, visit: www.cachampionsforchange.net

How Much Do I Need?
• A ½ cup of chopped peppers is about one small pepper.
• A ½ cup of sweet peppers (green, yellow, and red) is an excellent source of vitamin C.
• A ½ cup of sweet red peppers is also a good source of vitamin B<sub>6</sub>, which helps your body build healthy blood cells.

The amount of fruits and vegetables you need depends on your age, gender, and physical activity level. Choose all forms of fruits and vegetables—fresh, frozen, canned, dried, and 100% juice. They all count towards your daily amount!

Recommended Daily Amounts of Fruits and Vegetables*

<table>
<thead>
<tr>
<th></th>
<th>Kids, Ages 5-12</th>
<th>Teens and Adults, Ages 13 and up</th>
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<tbody>
<tr>
<td>Males</td>
<td>2½ - 5 cups per day</td>
<td>4½ - 6½ cups per day</td>
</tr>
<tr>
<td>Females</td>
<td>2½ - 5 cups per day</td>
<td>3½ - 5 cups per day</td>
</tr>
</tbody>
</table>

*If you are active, eat the higher number of cups per day. Visit www.mypyramid.gov to learn more.

What’s in Season?
California grown peppers are in peak season in summer. They are usually available from May through November. California grown varieties may be fresher and cost less than varieties shipped from other states or countries.

Try these other good sources of vitamin B<sub>6</sub>: avocados, bananas, and potatoes.

For important nutrition information, visit www.cachampionsforchange.net. For food stamp information, call 877-847-3663. Funded by the USDA Supplemental Nutrition Assistance Program, an equal opportunity provider and employer. © California Department of Public Health 2009.
**Recuerde:**

2½ - 5 tazas

Visite un parque local o 

Haga abdominales y lagartijas

2½ - 5 tazas

Camine una milla (alrededor 

La Cosecha del Mes.

Los chiles y pimientos son los vegetales de 

La Salud y el Éxito en el 

Aprendizaje Van Mano a Mano

Comiendo frutas y vegetales y estando 

físicamente activo son maneras sencillas 

de hacer que su familia esté más saludable. 

Los hábitos saludables pueden ayudar a 

a los estudiantes a concentrarse y a 

desempeñarse mejor en la escuela. Use La 

Cosecha del Mes para aprender cómo comer 

más frutas y vegetales y ser más activos.

**Consejos Saludables**

• Busque pimientos que tengan una piel 

gruesa, lisa, con brillo y con tallos verdes.

• Almacene chiles o pimientos enteros en una 

bolsa sellada en el refrigerador hasta por 

tres días.

• Para chiles o pimientos cortados, 

envuélvalos en envoltura plástica y guarde 

los tallos de los chiles.

¡En Sus Marcas, Listos…!

• **En el hogar:** Haga abdominales y lagartijas 

durante los comerciales de televisión.

• **En el trabajo:** Camine una milla (alrededor 

de 25 minutos) durante la hora del 

almuerzo.

• **Con la familia:** Visite un parque local o 

y vaya en una caminata.

Para encontrar un parque en su área, visite:*

www.parks.ca.gov

**Ideas Saludables de Preparación**

• Rebane pimientos crudos y sirva con una 

salsa baja en grasa para comer como 

bocadillo.

• Ponga pimientos cortados en tiras – rojos, 

dermatos, amarillos ─ encima de sus pizzas 

hechas en casa. ¡Use chiles para darles 

un sabor picosito!

• Agregue pimientos picados en ensaladas 

o añádalos a sopas y salsas para pasta.

**QUESADILLAS DE VEGETALES**

Rinde 4 porciones. 

1 quesadilla por porción. 

Cocimiento: 15 minutos 

Ingredientes: 

aceite en aerosol para cocinar 

½ taza de pimiento verde picado 

½ taza de granos de elote, descongelado 

½ taza de cebolla verde en rebanadas 

½ taza de tomate picado 

2 cucharradas de cilantro picado 

4 tortillas de harina (de 6 pulgadas) 

1 quesadilla por porción. 

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Cocimiento: 15 minutos 

Ingredientes: 

aceite en aerosol para cocinar 

½ taza de pimiento verde picado 

½ taza de granos de elote, descongelado 

½ taza de cebolla verde en rebanadas 

½ taza de tomate picado 

2 cucharradas de cilantro picado 

4 tortillas de harina (de 6 pulgadas) 

½ taza de quesado bajo en calorías, rallado

1. Rocie un sartén mediano con el aceite 

en aerosol para cocinar. Cocine el 

pimiento verde y los gramos de elote 

hasta que estén tiernos, alrededor de 

5 minutos. 

2. Agregue las cebollas verdes y el tomate 

y cocínelas durante varios minutos hasta 

que se calienten. Ahora incorpore el 

cilantro. 

3. Caliente las tortillas en un sartén grande 

a fuego alto. Coloque cantidades 

iguales de quesado y vegetales en cada 

una. Dóbelas por la mitad y continúe 

cocinándolas hasta que el quesado 

se derrita. Sirvalas caliente.

**Información Nutricional por porción:**

Calorías 154, Carbohidratos 23 g, Fibra Diética 2 g, 

Proteínas 7 g, grasas 3 g, Grasa Saturada 1 g, 

Grasa Trans 0 g, Colesterol 0 mg, Sodio 302 mg

Adaptación: Recetas Latinas Saludables Hechas con 

Amor, Red para una California Saludable, 2008.

Para más recetas, visite: 

www.campeonesdelcambio.net

¿Cuánto Necesito? 

• Una ½ taza de pimiento picado es alrededor 

de un pimiento pequeño. 

• Una ½ taza de pimiento picados 

(de color verde, amarillo y rojo) es una 

fuente excelente de Vitamina C. 

• Una ½ taza de pimiento rojo también es una 

buena fuente de Vitamina B6, lo cual ayuda 

a su cuerpo en la formación de células 

sanguíneas saludables.

La cantidad de frutas y vegetales que requiere 

depende de su edad, sexo y nivel de actividad 

física. Escoja todo tipo de frutas y vegetales – 

frescos, congelados, enlatados, secos, y en 

jugo 100% natural. ¡Todos cuentan hacia su 

recomendación diaria!

**Recomendación Diaria de 

Frutas y Vegetales**

<table>
<thead>
<tr>
<th>Clase</th>
<th>Niños, Edad de 5-12</th>
<th>Adolescentes y Adultos, Edad de 13 en adelante</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hombres</td>
<td>2½ - 5 tazas por día</td>
<td>4½ - 6½ tazas por día</td>
</tr>
<tr>
<td>Mujeres</td>
<td>2½ - 5 tazas por día</td>
<td>3½ - 5 tazas por día</td>
</tr>
</tbody>
</table>

*Si es activo, coma el número más alto de tazas por día. Visite www.mipiramide.gov para aprender más.

¿Qué Está en Temporada?

Los chiles y pimientos que se cosechan 

en California están en su punto durante 

el verano. Generalmente se encuentran 

disponibles entre mayo y noviembre. Lo 

cosechado en California está más fresco 

y cuesta menos que lo que viene de otros 

estados o países.

Pruebe otras buenas fuentes de Vitamina B6: 

aguacates, plátanos y papas.

* Los sitios Web sólo disponibles en inglés.

Para información nutricional, visite www.campeonesdelcambio.net. Para información sobre los Cupones para Alimentos, llame al 877-847-3663. Financiado por el Supplemental Nutrition Assistance Program del Departamento de Agricultura de los Estados Unidos, un proveedor y empleador que ofrece oportunidades 

**Health and Learning Success Go Hand-In-Hand**

Research has long supported a positive correlation between students’ healthy eating habits and performance in the classroom. To some, eating the recommended daily amounts of fruits and vegetables can seem challenging. Remind students that all forms of fruits and vegetables count—fresh, frozen, canned, dried, and even 100% juice. Encourage students and parents to eat a nutritious breakfast and pack healthy snacks and lunches, or to enroll in the school’s meal programs. *Harvest of the Month* can help empower your students to eat their recommended daily amounts—and improve learning!

**Exploring California Peppers: Taste Testing**

**Getting Started:**
- Contact school nutrition staff about getting bell peppers for taste testing. Or, harvest peppers from your school garden, a local farm, or farmers’ market.*

**What You Will Need (per group):**
- 3 bell peppers (1 each of green, yellow/orange, red)
- Paring knives and cutting boards
- Printed botanical image and Nutrition Facts labels for peppers**

**Activity:**
- Make predictions if green, yellow, and red peppers will smell and taste different.
- Explore the look, feel, and smell of each bell pepper. Record observations.
- Cut open peppers. Record observations of color, smell, and texture of the interior.
- Draw cross-section diagram and compare to printed botanical image. Label parts.
- Taste each bell pepper and record observations.
- Discuss predictions and observations. Take a vote of students’ favorite variety.
- Compare and contrast the nutrients using the Nutrition Facts labels. Refer to *Students Sleuths #1* on page 3 for questions.

**Complete follow-up exercise in Adventurous Activities** (page 4).

*Visit [www.localharvest.org](http://www.localharvest.org) for locations.

**Cooking in Class:**

**Pico de Gallo**

**Ingredients:**
- Makes 36 tastes at ¼ cup each
  - 3 pounds ripe tomatoes, chopped
  - 4½ cups chopped onion
  - 1 cup chopped fresh cilantro
  - 3 small jalapeño peppers, seeds removed, chopped
  - 6 tablespoons lime juice
  - 6 cloves garlic, minced
  - ⅓ teaspoon salt
  - Baked tortilla chips
  - Small cups

1. Combine all ingredients (except chips) in a medium bowl.
2. Spoon into cups. Serve with chips.

**Adapted from:** *Healthy Latino Recipes*, Network for a Healthy California, 2008.

**For more recipes, visit:** [www.cachampionsforchange.net](http://www.cachampionsforchange.net).

**Nutrition Facts**

<table>
<thead>
<tr>
<th>Serving Size: ⅛ cup chopped sweet green pepper (74g)</th>
<th>Calories from Fat 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 15</td>
<td>% Daily Value</td>
</tr>
<tr>
<td>Total Fat 0g</td>
<td>0%</td>
</tr>
<tr>
<td>Saturated Fat 0g</td>
<td>0%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol 0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium 2mg</td>
<td>0%</td>
</tr>
<tr>
<td>Total Carbohydrate 3g</td>
<td>1%</td>
</tr>
<tr>
<td>Dietary Fiber 1g</td>
<td>5%</td>
</tr>
<tr>
<td>Sugars 2g</td>
<td></td>
</tr>
<tr>
<td>Protein 1g</td>
<td></td>
</tr>
</tbody>
</table>

Vitamin A 5% Calcium 1%
Vitamin C 99% Iron 1%

**Reasons to Eat Peppers**

- A ½ cup of hot peppers (red and green) is an excellent source of vitamin C. It is also a good source of vitamin A, vitamin K, and vitamin B<sub>6</sub>.
- A ½ cup of sweet green peppers is an excellent source of vitamin C.
- A ½ cup of sweet red peppers is an excellent source of vitamin A and vitamin C and a good source of vitamin B<sub>6</sub>.

**Champion sources of vitamin B<sub>6</sub>:**

- Avocados
- Peppers
- Bananas
- Potatoes

*Provide a good or excellent source of vitamin B<sub>6</sub>.
**What is Vitamin B₆?**

- Vitamin B₆ (pyridoxine) is one of eight B vitamins: thiamin (B₁), riboflavin (B₂), niacin (B₃), pantothenic acid (B₅), biotin (B₇), folate (B₉), and cobalamin (B₁₂).
- These water-soluble vitamins are essential for growth, development, and a variety of other bodily functions. They play a major role in the activity of enzymes (proteins) that regulate chemical reactions in the body, such as turning food into energy.
- Vitamin B₆ helps the body break down or metabolize protein, aids in the formation of red blood cells, and helps maintain normal brain function. It also plays a role in synthesizing antibodies in the immune system.
- A diet that includes whole grain products, fruits, and vegetables is sufficient to provide the body with the B vitamins it needs. (NOTE: Freezing causes a decline in the amount of vitamin B₆ in foods.)


**How Much Do I Need?**

A ½ cup of chopped peppers is about one small pepper. The number of cups of fruits and vegetables you need depends on your age, gender, and physical activity level. (Students need at least 60 minutes of physical activity!)

All forms of fruits and vegetables count—fresh, frozen, canned, and dried! Look at the chart below to find out how much your students need.

**Recommended Daily Amounts of Fruits and Vegetables***

<table>
<thead>
<tr>
<th>Kids, Ages 5-12</th>
<th>Teens and Adults, Ages 13 and up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males 2½ - 5 cups per day</td>
<td>4½ - 6½ cups per day</td>
</tr>
<tr>
<td>Females 2½ - 5 cups per day</td>
<td>3½ - 5 cups per day</td>
</tr>
</tbody>
</table>

*If you are active, eat the higher number of cups per day. Visit [www.choosemyplate.gov](http://www.choosemyplate.gov) to learn more.

**How Do Peppers Grow?**

Peppers are warm-season crops, sensitive to freezing, and do not grow well in cold, wet soil. It is best to germinate seeds indoors in late winter and then transplant to the garden in late spring. In California, peppers are harvested from late April in the southern desert regions through November in the Central Valley region. Sweet peppers were almost always harvested when green (immature), but more recently, are harvested when red and yellow. Hot peppers are harvested at any stage, depending on variety, use, and intended flavor. Usually, redness is a sign of ripeness, not hotness.

For a chart with information about how to plant and grow peppers, refer to *Peppers Botanical Images* (in the Educators’ Corner) on [www.harvestofthemonth.com](http://www.harvestofthemonth.com).


**Botanical Facts**

**Pronunciation:** pĕp’ər  
**Spanish name:** pimentos/pimentones  
**Family:** Solanaceae  
**Genus:** Capsicum  
**Species:** Capsicum annuum

The pepper plant is a member of the Solanaceae or “nightshade” family, which also includes tomatoes and potatoes.* Peppers are botanically a fruit of Capsicum plants. However, in the culinary world, people recognize peppers as a vegetable. Nearly 2,000 varieties of peppers are cultivated worldwide. They are commonly grouped into two categories: hot (chili) and sweet peppers.

Hot peppers are named for their fiery, hot taste. They contain capsaicinoids, natural substances that feel hot in the mouth. Capsaicin, the primary capsaicinoid, is a flavorless, odorless substance that acts on pain receptors in the mouth and throat. Hot peppers can be picked at any stage, but are hottest when fully ripe. They ripen into yellow, orange, purple, red, and even brown. Each variety differs in flavor and heat intensity depending on the number of capsaicinoids in the pepper.**

Sweet peppers were not widely grown until after World War II. Today, there are more than 200 varieties. When left to ripen, green peppers mature into red, yellow (or orange), and purple peppers with various levels of sweetness.

<table>
<thead>
<tr>
<th>Sweet Peppers</th>
<th>Hot Peppers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bells (Red, Early, Golden, Shamrock, California Wonder, Keystone Resistant Giant, Yolo Wonder), Banana, Cubanelle, Pimento</td>
<td>Hungarian Wax, Cayenne, Jalapeño, Serrano, Anaheim (California Green Chile), Ancho, Cherry, Poblano, Habañero, Chile de Árbol</td>
</tr>
</tbody>
</table>

*For information about “nightshade” family, refer to [Tomatoes](http://www.tomatoes.com) newsletter. Or, refer to Peppers Adventurous Activities on [www.harvestofthemonth.com](http://www.harvestofthemonth.com).

**Do Student Sleuths #3 on page 3 to learn more about capsaicinoids.**

*For more information, visit: [www.urbanext.uiuc.edu/veggies/peppers1.html#8](http://www.urbanext.uiuc.edu/veggies/peppers1.html#8)  
[http://aggie-horticulture.tamu.edu/extension/easygardening/pepper/pepper.html](http://aggie-horticulture.tamu.edu/extension/easygardening/pepper/pepper.html)*

**Source:** Cool as a Cucumber, Hot as a Pepper, Meredith Sayles Hughes, Lerner Books, 1999.
School Garden: Pepper Plants

If your school has a garden, here is an activity you may want to implement. Look for donations to cover the cost of seeds, tools, irrigation systems, electric pumps, and any salary incurred by garden educators or others.

As an annual plant, peppers require year-round work. Here is a monthly tasks calendar for growing peppers.

- **January-March:** Plant seeds indoors in container gardens; prepare rows in outdoor garden.
- **April:** Transplant seedlings to garden rows and fertilizer; protect under covers if weather drops below 50 F.
- **May:** Fertilize at bloom set.
- **June:** Fertilize at fruit set, post stakes in garden beds.
- **July-September:** Harvest peppers.
- **October:** Replace covers over plants; continue harvest.
- **November:** Remove covers, add compost, till row beds.
- **December:** Expose to weather and add more compost.

**Helpful Hints:**

- Instead of growing from seed, buy plants about 4-6 inches tall and plant in late spring or early summer.
- If you plan to grow “fall” peppers, plant them 12-16 weeks before the first expected frost.

For more ideas, visit: www.csgn.org

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Student Champions

Encourage students to visit a local retail store to learn more about the produce section and to share ideas for how the store can help support healthy eating in the community. Distribute copies of the *Harvest of the Month* Fact Sheet to store managers. Share copies of community newsletters for managers to distribute to customers.*

**Get Connected:**

- Visit local grocery stores and go to produce section.
- Make a list of all pepper varieties for sale.
- Circle sweet varieties. Underline hot varieties.
- What is the average cost for sweet peppers? For hot peppers?
- Are the peppers grown in California?
- Does the store offer brochures or recipe cards with serving ideas for peppers?
- Talk to produce manager and share your findings.
- Tell manager about your school’s participation in *Harvest of the Month*. (Show Fact Sheet and community newsletters.) Share three ideas you have for how they can promote peppers during summer.

*Download from the Educators’ Corner of www.harvestofthemonth.com.

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**Homemade Facts**

- California is the nation’s leading grower of bell peppers and ranks second in production of hot peppers.
- Four main growing regions in California harvest peppers from April through November: southern desert valleys (Imperial and Riverside), the southern coast (San Diego, Orange, and Ventura), the central coast (San Luis Obispo, Monterey, San Benito, and Santa Clara), and the Central Valley (Kern, Tulare, Fresno, Merced, Stanislaus, Sacramento, and San Joaquin).
- There is five times more acreage in California for production of sweet peppers (about 28,000 acres) than for hot peppers (about 5,500 acres).

**2007 Data**

**Activity:**

Research one of the four main growing regions. Describe the geography (land, soil, climate) and why it is a good region for growing peppers. What other crops are grown in these regions?

For more information, visit: www.cdfa.ca.gov

**Cafeteria Connections**

Work with your school nutrition staff to feature peppers.

- Dry hot peppers by stringing them on a “ristra.” Display in the cafeteria.
- Conduct a taste test of raw and cooked bell peppers. Offer samples in the lunch line or salad bar.
- Print menu slicks and feature peppers in the monthly school menu. Highlight every time it is in a school meal.

For tips on drying and roasting peppers, visit: www.urbanext.uiuc.edu/veggies/peppers1.html#8

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**Student Sleuths**

1. Compare the Nutrition Facts labels for sweet and hot peppers, both red and green varieties. What nutrients are the same for all peppers? What nutrients are different? Which variety has the most vitamin A? List the excellent sources for both sweet red and green peppers. Why does the nutrient content of a sweet pepper increase as it ripens (becomes red)?

2. What is vitamin **B<sub>6</sub>?** What role does it play in the body’s functions? What happens if you are deficient in vitamin **B<sub>6**? What happens if you have too much vitamin **B<sub>6**? Make a list of foods that are excellent (>20%) or good (10-19%) sources of vitamin **B<sub>6**.

3. What are **capsaicinoids**? What part of the pepper contains capsaicin? Why are some peppers hotter than others? How is the “hotness” level measured? What unit is used to measure the amount of capsaicin or “heat” in peppers? What is the best way to get relief after eating a very hot pepper: drink water or milk? Why?

For information, visit:
www.fruitsandveggiesmatter.gov
www.nal.usda.gov/fnic/foodcomp/search/
Physical Activity Corner

California summers are perfect for going outdoors to be active. Students need at least 60 minutes of physical activity every day. With warmer temperatures, it becomes more important for students to stay hydrated when active.

Activity:
- What does water do in the body?
- Why is water essential to our bodies?
- What is dehydration? What are the symptoms?
- How can we get enough water daily?
- Why do you need more water when active?
- Based on your weight, how many ounces of water do you need?
- When active, how many more ounces do you need?

Remind students to drink water before, during, and after physical activity.

For information, visit:
www.cdc.gov/nccdphp/dnpa/nutrition/nutrition_for_everyone/basics/water.htm

Adventurous Activities

Botanical Investigation

What You Will Need (per group):
- 1 each bell pepper, eggplant, and tomato
- Printed botanical image of peppers*
- Microscope or magnifying glass

*Download from the Educators’ Corner of www.harvestofthemonth.com.

Activity:
- Cut each vegetable in half.
- Draw a cross-section diagram for each and label the parts. (Use botanical image for assistance.)
- Compare and contrast the differences.
- Use microscope to compare the flesh and seeds.
- Share findings as a class and discuss how the seeds differ from other plants that are not a part of the nightshade family (e.g., green beans and squash).

Adapted from: www.healthylausd.net

Just the Facts

- By weight, green bell peppers have twice as much vitamin C as citrus fruit. Red bell peppers have three times as much. Hot peppers contain even more—357% more vitamin C than one orange.
- As bell peppers mature (become red), their taste becomes sweeter and milder.
- The amount of heat in a hot pepper depends on the variety, soil, climate, and other conditions. Within a variety, larger peppers are usually milder because the proportion of white membrane to their size is smaller.

Activity:
Study the Nutrition Facts labels for sweet and hot peppers (red and green varieties).*
- How much higher in beta carotene are sweet red peppers over green ones? What is the difference for red and green hot peppers?

*Download from the Educators’ Corner of www.harvestofthemonth.com.

For more information, visit:
www.fruitsandveggiesmatter.gov/month/

A Slice of Pepper History

- About 9,000 years ago, the wild pepper plant originated near Bolivia and Peru. It was later cultivated for its fruits by the Olmecs, Toltecs, and Aztecs.
- The seeds rapidly spread throughout Central America by wind and movement of settlers.
- Columbus discovered peppers in the West Indies and mistook them for spices. He brought them to Europe where they spread throughout Europe, Africa, and Asia.
- The Pueblo Indians of the American Southwest acquired a wild chili pepper called *chiltepín* through trade with native Mexicans.
- Juan de Oñate (founder of New Mexico) and Spanish explorers are credited with bringing peppers to the U.S. in 1583.

For more information, visit:
http://aggie-horticulture.tamu.edu/PLANTanswers/publications/vegetabletravelers/pepper.html
www.hort.purdue.edu/newcrop/proceedings1993/v2-132.html

Activities & Resources Galore

Visit the Educators’ Corner online for more resources:
- Cooking in Class (recipe analyses, cooking tips)
- Reasons to Eat (Nutrition Glossary)
- How Does It Grow (botanical images, growing tips)
- Student Sleuths (Answer Key)
- Adventurous Activities
- Literature Links (book lists)
- Links to California Content Standards (all grades)


Literature Links

- Invite your school librarian to help with your school garden. Ask for a list of sources for summer gardening activities.
- Ask librarian to have a reading session about peppers and other nightshade crops in the school garden.
- Help coordinate a class alliteration contest on peppers. Winners can receive special library passes or books.