SODEXO FOUNDATION stop hunger and THE CAMPUS KITCHENS PROJECT℠ present:

SOWING SEEDS FOR HEALTHY KIDS

Garden-Based Nutrition Education in 6 Lessons

ACKNOWLEDGEMENTS

The "Sowing Seeds for Healthy Kids" garden-based nutrition education curriculum is made possible by a partnership between The Campus Kitchens Project and Sodexo Foundation. We are grateful to our nationally staffed and affiliate schools for their pioneering work in developing and piloting lessons and activities, as well as partner organizations that have shared valuable resources and insights into children's gardening and nutrition education. Find other nutrition education plans at www.campuskitchens.org.

The Campus Kitchens Project

Founded in 2001, The Campus Kitchens Project is a national organization that empowers student volunteers to fight hunger in their community. On university and high school campuses across the country, students transform unused food from dining halls, grocery stores, restaurants, and farmers' markets into meals that are delivered to local agencies serving those in need. By taking the initiative to run a community kitchen, students develop entrepreneurial and leadership skills, along with a commitment to serve their community, that they will carry with them into future careers. Each Campus Kitchen goes beyond meals by using food as a tool to promote poverty solutions, implement garden initiatives, participate in nutrition education, and convene food policy events. To learn more about The Campus Kitchens Project, visit www.campuskitchens.org.

Sodexo Foundation

Sodexo Foundation, the charitable arm of Sodexo, Inc., works to ensure that every child in the United States, especially those most at-risk, grows up with dependable access to enough nutritious food to enable them to lead a healthy, productive life. One of the main priorities of Sodexo Foundation, and its partners, is to engage youth in the national anti-hunger movement by inspiring a new generation of passionate young leaders who will advocate for this cause among their peers. Since its inception in 1999, Sodexo Foundation has granted more than $25 million to eradicate hunger in America. Sodexo, Inc. funds all administrative costs for Sodexo Foundation to ensure that every cent raised is directed to those in need. Learn more at www.SodexoFoundation.org.

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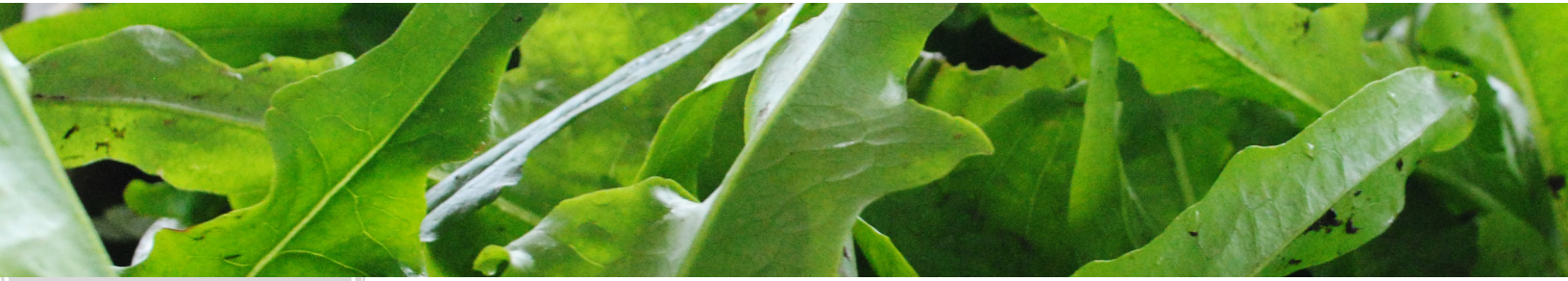

INTRODUCTION

We know we can't end hunger with food. From nutrition education classes to senior hunger outreach, from community gardens to policy events, our students deliver more than meals. The Campus Kitchens Project teaches the next generation of leaders to evaluate the assets and challenges in their community and develop programs that address the underlying root causes of food insecurity. For several years, nutrition education for youth has been a focus across our network as we pioneer new ways to teach healthy eating in a way that will make a real difference.

This curriculum complements our "Building Blocks for Healthy Kids" module by focusing on gardening as a tool to promote healthy eating habits and to help students develop a broader understanding of the food system. We hope that by offering these two modules of the curriculum, which are easily implemented as a year-long program broken out into two semesters, we can encourage the adoption of these successful nutrition education programs in more communities.

While we hope that the tools provided in this curriculum are all useful starting places, we also expect each program to modify them to meet their specific needs. Feel free to change or adapt the recipes to include ingredients you have available, to reflect the culture of your client population, or to try new snacks based on what's growing in your garden. Look for other organizations promoting healthy food access in your community and see how you can partner with them. Modify the newsletters to reflect your program's particular goals and activities. How you use these tools is up to you — and we look forward to hearing all about the impact of these lessons on the kids you serve!

– LAURA TOSCANO, DIRECTOR
THE CAMPUS KITCHENS PROJECT

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LESSON 1: WHERE FOOD COMES FROM

OBJECTIVES

Students will explore a garden or other outdoor environment and build a hands-on connection with plants. Students will develop a basic understanding of the "food system" cycle from farm to plate. Instructor will work with students to establish class guidelines and encourage them to try new foods.

TIME

One hour: 10 minute introduction, 10 minute pre-test, 10 minute lesson, 20 minute scavenger hunt, 10 minute harvest and taste-test/wrap-up

MATERIALS

Lesson/Activity

- Copies of pre-test
- Writing utensils
- Copies of scavenger hunt list (Appendix 1A)
- Chalkboard, whiteboard, overhead or poster paper and writing utensils (optional)
- Food system diagram (optional—Appendix 1B)

Take home

- Recipes
- Newsletters (modified as needed)
- Grocery bags

Snack

- Vegetables and fruits for snack (from garden if possible)
- Optional dip like hummus
- Serving dishes and napkins

PREPARATION

Check for scavenger hunt items and modify list as necessary (feel free to adapt for best exploration of your space). If no garden or outdoor space is available, place as many items as possible around the classroom or other indoor space. Similarly if no garden produce is available, prepare various vegetables and fruits for students to taste.

BACKGROUND INFORMATION

Understanding the food system: (see Teaching Guide for links)

- The term "food system" is often used to describe the complex interconnections between environmental, social, political and economic aspects of how our food reaches us and what happens when we're done eating. While the lesson focuses on the cycle from seed to plate, feel free to bring in additional information depending on the age group and interests of your students.
- "Ingredients of the Food System" from the Johns Hopkins Teaching the Food System curriculum can help you get started exploring different aspects of the food system.
- Terms used to describe different kinds of food systems: *local*, *regional*, *community*, *traditional*, *global*, *modern*, and *industrial*. Try searching any of these types of food systems to learn more about efforts to describe current systems and develop alternatives.

Suggested academic connections:

- You may be able to modify the scavenger hunt to address scientific concepts such as observation, ecosystems, and how organisms interact with their environments.
- Discussing the food system provides an opportunity to connect with social studies or history standards and curricula.

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INTRODUCTION	**Welcome** students to the program and explain that this class will be a chance for everyone to share what they know and learn more about healthy eating and where food comes from. Ask everyone to introduce themselves with their name and a favorite food. **Establish** ground rules for the group and the garden. Ask the students to come up with their own guidelines (include your own ground rules if necessary) and explain garden safety (see Teaching Guide). Write on board or poster if possible. **Explain** how all our favorite foods come from plants (if students mentioned multiple-ingredient foods like pizza, discuss each ingredient and trace their origin back to plants; if they mention animal foods, state that animals eat plants too and we will learn more about this later). Learning more about how plants grow in the garden will help us eat a variety of delicious and healthy foods and share them with our friends and families.
PRE-TEST	Give students the pre-test. Explain that we want to see what they already know about healthy eating and where food comes from, and that they should fill out the worksheet as well as they can, but not to worry if they don't know all the answers.
LESSON	**Discussion.** Ask students where they get their food (draw pictures—or ask them to draw—on the board if possible; if not, use food system handout). If someone says "farms" or "gardens," draw those separate from stores. (Consider a brief discussion about farmers and farm workers who plant and harvest our food.) Ask how food gets to retail outlets; explain that sometimes trucks bring food straight from farms to stores, but sometimes they pick up food from warehouses or processing plants. Other trucks have to take the food from the farms to those facilities. Recap the route from farm, sometimes to warehouse or processor, to store, to our houses, to our plates. What happens after we eat? Sometimes our leftover food goes in a landfill, but we can also compost it (we'll learn more about that later) to make more soil to help farmers grow more food. Extra food from stores, restaurants and schools can also be shared with people in need. **Bridge.** We just described how most food gets from farms to our plates—we call this the "food system." But there are many more sources of food. What about farmers markets? Food banks? Backyard or community gardens? There are lots of other ways that people grow and share food, and today we are going to start exploring one of them, a garden!
ACTIVITY *See Teaching Guide page 4 for additional activity suggestions*	**Garden scavenger hunt.** Divide students into pairs or small groups and give each group a scavenger hunt list. Explain that they have 20 minutes to find as many items as they can, and remind them just to check off items and leave them for the next group to find. If no garden or outdoor space is available, have students search in the classroom. Bring students back and discuss what everyone found. Did you find anything interesting that wasn't on the list? What did you see/smell/hear/feel? Did you see anything you wanted to taste?
SNACK	**Harvest.** Explain that we will now have a chance to harvest food from the garden to taste. Split into two (or more if more leaders are available) groups for harvesting. **Taste test.** Make a station for each vegetable/fruit and allow students to taste and write down their reactions (there is space in the newsletter that can be used for this activity). Students can try vegetables with dip, but ask them what the vegetables tastes like plain as well. If time is limited, invite students to taste one thing and share their reactions.
WRAP UP	**Review.** Where does our food come from? What are different places we can get food? Did you see anything new or surprising today? Did you taste anything new or surprising? **Take home.** Give each student a copy of the take home recipe, newsletter, relevant garden produce if possible, and grocery bag.

FARMERS MARKET PIZZA

Pizza is easy to make at home and provides endless possibilities for variation. Choose your toppings based on what's available at your local market, try a theme like green or red and orange veggies, or let each family member personalize their own section of the pizza.

INGREDIENTS

makes one 13 x18 in. or 12-15 in. round pizza

- Pre-made pizza dough (or see right for instructions on how to make your own), flatbread, or pita
- 2 tablespoons cornmeal (optional)
- Olive oil, pizza sauce, or pesto
- Mozzarella or other cheese, grated or sliced (optional)
- Sautéed or roasted vegetables: mushrooms, peppers, eggplant, tomatoes, onions
- Fresh vegetables: peppers, broccoli, spinach, arugula, thinly sliced squash, sliced tomatoes
- Other toppings: olives, sundried tomatoes, fresh basil, oregano, pre-cooked sausage, pepperoni, etc.

HOMEMADE PIZZA DOUGH

Ingredients:

- 3 cups flour
- 1 cup warm water (between room temperature and hot, about body temperature)
- 2 tablespoon olive oil
- 1 packet yeast
- 3/4 teaspoon salt

Directions:

1. Mix yeast into warm water and let sit 2-5 minutes.
2. Add flour, salt, and olive oil and mix until dough forms a rough ball.
3. Knead the dough with your hands (try soft punches or folding it over and over).
4. Leave the dough to rise in a relatively warm place for at least an hour.

DIRECTIONS

1. Pre-heat oven to 400- 425 degrees.
2. Sprinkle a baking sheet with cornmeal to keep dough from sticking.
3. Flatten dough and transfer to baking sheet; press and stretch to fill the sheet. (If using flatbread or pita, simply place on baking sheet.)
4. Spread dough with olive oil, sauce, or pesto.
5. Layer cheese and toppings (try putting some veggies under the cheese and some on top).
6. Bake for 10-20 minutes, checking for firm crust and melted cheese.

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LESSON 2:

NUTRIENTS FOR PEOPLE & PLANTS

OBJECTIVES

Students will understand that both plants and people need basic resources, including water, nutrients, and a safe environment, in order to grow. Students will recognize food groups and understand the importance of eating different foods in order to access different nutrients. They will learn how to add nutrients to both the soil and their diets, and understand the connection between healthy soil and healthy food.

TIME

One hour: 5 minute introduction, 15 minute lesson, 25 minute activity, 10 minute snack, 5 minute wrap up (can happen while students are eating)

MATERIALS

Lesson/Activity

- MyPlate graphic (poster or Appendix 2 handouts)
- Chalkboard, whiteboard, overhead or poster paper and writing utensils (optional)
- Compost relay items (cut out images or find real items—you may want to put compostable items in paper bags and trash items in plastic bags)
- Compost, recycle, and garbage bins

Snack

- Crackers
- Nut butter or other spread
- Fresh or dried fruit
- Pretzels or additional crackers (optional)
- Plates and serving/spreading utensils, napkins

Take home

- Recipes
- Newsletters
- Grocery bags
- Compost and MyPlate handout (Appendix 2)

PREPARATION

Sort compost relay items into groups; prepare serving dishes with compost snack items.

BACKGROUND INFORMATION

Hydration and dehydration: Being thirsty is actually a sign that your body is already dehydrated. Ideally students would be drinking enough water that they would never be thirsty. Other signs of dehydration are feeling lightheaded or dizzy, dry-feeling lips or mouth, and infrequent or dark-colored urine. Common causes of dehydration include hot weather, exercise, drinking liquids with sugar or caffeine instead of water, not drinking enough water in general, illness, or inability to access clean water.

Photosynthesis: With more advanced students, you may want to briefly introduce photosynthesis when discussing plant needs. In addition to minerals, plants need hydrogen, oxygen, and carbon. They use energy from the sun to change carbon dioxide (CO_2, found in the air) and water (H_2O) into starches and sugars—plant food. Remind students that plants also produce the oxygen we breathe.

Soil nutrients: Nitrogen, phosphorous and potassium all promote plant growth and are found in many fertilizers. Nitrogen helps leaves grow, phosphorous promotes root development, and potassium supports general growth. Plants need different amounts of each nutrient, so finding a fertilizer with the right ratio is important in reducing fertilizer runoff (which creates problems in the water supply). You can also add nutrients to your soil by choosing plants (like legumes) that put nitrogen back into the soil.

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BACKGROUND INFORMATION CONTINUED

Understanding nutrients: Depending on the group level, you may want to explain how different nutrients function in our bodies and how they are produced by plants. (See "Eat the Rainbow" in *Building Blocks for Healthy Kids* curriculum for more information on benefits of nutrients in different colored foods.)

- **Carbohydrates** provide us with energy (more quickly from "simple" carbohydrates in processed foods than from "complex" carbohydrates in whole grains and fruits). They also provide energy for plants, and are produced by the leaves through photosynthesis.
- **Protein** builds and maintains muscles and provides energy as well. Plants make only as much protein as they need, but we can get protein from the seeds of plants (like beans, peas, and nuts).
- **Minerals** have a variety of different essential functions in our bodies. Some of the most important are calcium (which strengthens bones and teeth) and iron (which supports red blood cells). Plants absorb minerals from the soil through their roots.
- **Vitamins** also have a variety of crucial functions—examples are Vitamin C (an antioxidant that also supports tissue growth and repair) and Vitamin A (strengthens eyesight). Plants produce vitamins using carbohydrates, water, minerals, and sunlight.
- **Fat** protects our cells and stores energy for later use. Plants manufacture the amount of fat that they need, but we can get some fat from plant seeds (nuts, processed into oils).
- **Water** is essential for both people and plants. It helps regulate temperature and transport other nutrients in both plants and people.

Composting:

- "Green" compost materials provide nitrogen, nutrients and moisture to the compost pile and are usually colorful and wet. Too much green matter makes compost slimy.
- "Brown" compost materials provide energy from carbon, absorb extra moisture, and give your compost pile structure to facilitate air flow. Too much brown matter limits decomposition.
- Hot composting is a way to speed up decomposition and kill pathogens. At least one cubic yard of material is necessary to build up enough heat (up to 150 degrees farenheit), and you can speed up the process by turning the compost (although it will still work if you don't—it just takes longer).
- Compost helps sandy soil retain water as well as nutrients that would normally wash right out. Compost particles attract and hold nutrients strongly enough to prevent them from washing out, but loosely enough so that plant roots can use them as needed. Compost also breaks up tightly bound particles in clay or silt soil, allowing roots to spread, water to drain, and air to penetrate. It alters the texture and structure of all soils, increasing their resistance to erosion and making them easier to work with and cultivate.

Some ways to explain composting to students:

- Compost is a mixture of dead plants that add nutrients to the soil.
- Composting in the garden is a speeded-up version of what happens naturally.
- Composting is also a way to reduce the amount of trash going to the landfill.

Suggested academic connections:

- Discussing MyPlate and food groups can support nutrition education requirements.
- You can connect a discussion of soil nutrients (and photosynthesis) to science standards.

INTRODUCTION	**Review.** Ask students about what they remember seeing in the garden last week. What plants looked healthy and strong? Did they see any plants that were having trouble growing? **Bridge.** Ask students what people need to grow. If possible, make a list. Ask what they think plants might need to grow, listing in a second column.
LESSON	**Discuss.** Explain that plants and people need some of the same things to grow healthy and strong: water, air, sun, and space to grow/move. Both people and plants also need nutrients: plants get their nutrients from the soil, and we get nutrients from plants. • Lead a discussion of nutrients, asking questions as appropriate to the age group. The nutrients for people (explain after students brainstorm) are water, carbohydrates, protein, fats, vitamins, and minerals. The easiest way to make sure we eat the right balance of all these nutrients is to use the food groups to help us plan our meals—reference MyPlate. • Emphasize the importance of hydration in a healthy diet and lifestyle. Water helps regulate our body temperature and transport oxygen and nutrients to our cells. Invite students to guess what percent of the body is made up of water (60). What are ways that our bodies lose water? How much water do you think we need a day? (6 to 8 glasses, depending on activity.) What could you do to make sure you drink this much water every day? How can you tell if you're not getting enough water? • Ask if they think plants need any of the same nutrients as people. Where do plants get their nutrients? Use the background information to explain where plants get nutrients, and explain that they also need air and sunlight. People get the nutrients we need from eating plants, or from animals that eat plants. • If we can eat lots of different kinds of foods to get all the nutrients we need to be healthy, how does the soil get the nutrients that plants need to be healthy? What would happen if we harvest plants (and nutrients) from the soil, but don't put any nutrients back in the soil? Ask if anyone knows what composting is. Explain that putting different kinds of plant parts into a pile that will decompose over time is a way to build healthy soil that can be added to the garden. Brainstorm a list of things that can go in the compost (writing if possible), and make sure to mention non-food items like grass, leaves, and wood chips.
ACTIVITY *See Teaching Guide page 5 for additional activity suggestions*	**Run a compost relay**. Break students up into two teams. Each team will get an even amount of trash/recycling/compost items. Have students form a line in their team. One at a time each student will grab ONE item or image of an item, run to the bins, and place their item in the correct bin (trash, recycling or compost). Because they are running a relay race, the next person doesn't leave until their hand is tagged. When everyone has gone and all items/images are in a bin, go through and check if the students sorted them correctly. If not, ask students where the out-of-place item should go and why.
SNACK	**Make compost snack.** Tell students that we are going to make a snack with layers of different ingredients just like the layers in a compost pile. Introduce each ingredient (crackers = cardboard or paper, spread = wet soil, fruit = green matter, pretzels = twigs, crushed crackers or pretzels = dry soil) and ask what food groups they're from (grains, proteins, fruits). Let students assemble ingredients to make their own snacks.
WRAP UP	**Review lesson**. What do plants need to grow? What do people need to grow? Where do people get nutrients? Where do plants get nutrients? What does/doesn't go in the compost? **Take home**. Send students home with the compost/MyPlate handout, recipe, newsletter, and grocery bag.

BEAN BURGER SLIDERS

These delicious sliders pack a nutritional punch by combining brightly colored vitamin-filled veggies with mineral-rich, high-protein beans. Add dark leafy greens like spinach, chard, or arugula to your favorite burger toppings for even more vitamins and minerals, and serve on a whole-wheat bun.

INGREDIENTS

Makes 12-16 small sliders.

- 2 cans black beans,* drained and rinsed
- 2-4 tablespoons vegetable oil
- 1 medium onion, finely diced
- 2-3 cloves garlic, finely diced
- 1 cup grated carrot and/or 1 red or yellow bell pepper, finely chopped
- Optional spices: 1 teaspoon cumin, chili, and/or cayenne powder
- 1 small sweet potato, cut into small cubes (optional)
- ¾ cup oats or bread crumbs
- 1 egg (optional)
- 1 bunch arugula, chard or spinach
- Assorted toppings of your choice
- Whole wheat slider buns

DIRECTIONS

*For dried beans, follow package instructions to cook.

1. Spread the beans out on a sheet pan and bake in a 350 degree oven for about 20 minutes.
2. Sauté onions, garlic, and carrot/pepper and spices (if using) over medium high heat
3. If using sweet potato, cook in boiling water until soft.
4. Combine beans, sautéed vegetables, sweet potato, oats/bread crumbs and egg (if using) in a bowl or food processor. Either process or mash (with a potato masher or large spoon) until smooth.
5. Form mixture into small patties and chill if possible.
6. Heat oil in a large pan and cook patties until brown and crisp on each side—about ten minutes, flipping halfway through.
7. Serve with greens, other toppings, and buns.

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LESSON 3: PARTS OF A PLANT

OBJECTIVES

Students will be able to identify the different parts of a plant and describe how plants grow. They will be able to group familiar foods by both plant part and food group, and recognize the importance of eating a variety of plant-based foods.

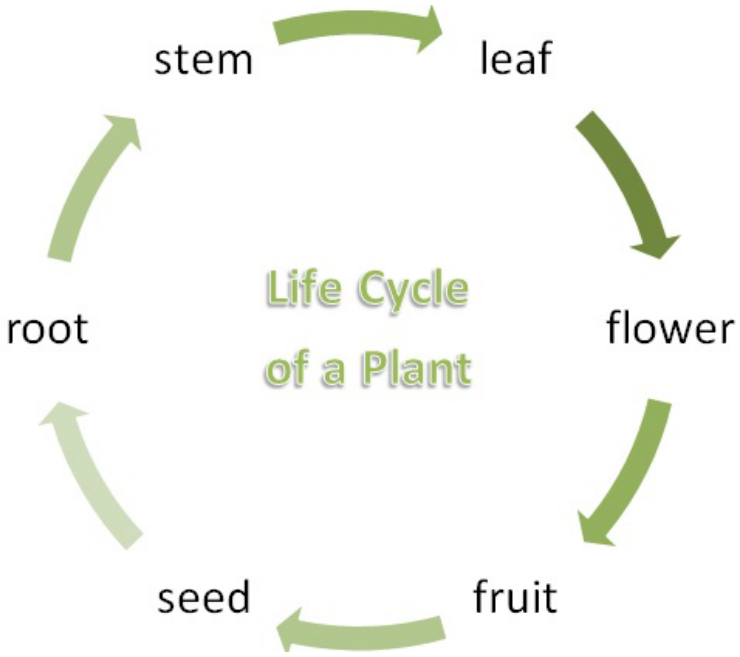
TIME

One hour: 10 minute introduction, 15 minute lesson, 15 minute planting activity, 15 minute snack, 5 minute wrap-up

MATERIALS

Lesson/Activity

- Example whole plants to demonstrate all parts of a plant (see preparation)
- Plant part handout (Appendix 3A)
- Crayons or colored pencils for labeling and optional coloring
- Plant life cycle diagram and cards (Appendices 3B & C)
- Variety of seeds for relatively quick-growing plants (radishes, lettuce, spinach, green onions)
- Potting soil
- Egg cartons or newspaper and bottles to make containers



Snack

- Chard or lettuce leaves
- Grated carrots/beets/radishes
- Broccoli or cauliflower florets
- Sunflower/pumpkin seeds and/or cooked whole grains like rice
- Serving dishes and utensils
- Individual dishes and utensils, napkins
- Hummus or ingredients for dip (could be yogurt and herbs for ranch or tsatziki, soy sauce/ginger/honey for dipping sauce)

Take home

- Recipes
- Newsletters
- Grocery bags

PREPARATION

Find example plants (could be full plants or a combination of vegetables to show different parts: carrots, beets, onions, and/or radishes with **roots** and **stems/leaves,** broccoli, cauliflower or other **flowering** plants with **stems and leaves**, **fruits** attached to **stems and leaves** like tomatoes, peas, beans, and/or berries). Harvest, or prepare to harvest with students. Grate root vegetables, cut up broccoli/cauliflower florets for snack, and prepare dips. Put all snack components in serving bowls.

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BACKGROUND INFORMATION

Plant life cycles: Annuals pass through the entire life cycle in one growing season; biennials develop stems, roots and leaves during their first growing season and flowers, fruit and seeds during the second (examples are beets, carrots, onions); perennials live for many years and usually produce flowers and seeds each year.

Plants that animals eat: When explaining how all the food we eat comes from plants, you can generalize that the animals that we eat (or that produce foods we eat like dairy products and eggs) eat plants as well. With older students, you may want to discuss what parts of the plant animals eat: traditionally (and on some farms today) chickens eat mostly seeds (and bugs), goats and pigs eat many different plant parts, and cows eat stems and leaves.

Functions of different plant parts:

	Plants	People
Roots	• Anchor the plant in place, absorb water and nutrients from the soil, and store food for the plant	• Provide us with fiber and complex carbohydrates • Orange roots like carrots are a great source of Vitamin A
Stems	• Store and carry water and nutrients throughout the plant. • Hold the plant fairly rigid and upright	• Stems like celery have lots of vitamins K, C and A, as well as important minerals
Leaves	• Gather sunlight and convert the light into food for the plant (photosynthesis) • Veins or ribs on the leaf carry nutrients. • The top and bottom layers of a leaf are called the "epidermis" (like our skin) and protect the leaf tissue	• The darker green the leaf, the more likely it is packed with calcium, iron, and other nutrients • Leaves give us lots of nutrients per calorie—they are "nutrient dense" foods
Fruits	• Produce seeds so the plant can reproduce • Seeds within cannot germinate until the fruit either rots or is eaten by an animal and the seeds are then scattered	• Provide lots of fiber, complex carbohydrates, and vitamins
Flowers	• Attract birds and insects to pollinate the plant so that it can reproduce • Plants also have buds, which are the embryonic forms of either leaves or flowers (when we eat broccoli and cauliflower we are really eating buds, not flowers)	• Flowers and buds often contain Vitamin C and valuable minerals, as well as fiber.
Seeds	• Enable plants to reproduce • Seeds have three parts: the embryo that develops into the new plant, the endosperm that contains food for the embryo, and the seed coat that protects the seed	• Great sources of fiber • Grains provide complex carbohydrates and B vitamins • Nuts and beans provide lots of protein.

Suggested academic connections:

- Discussion of the life cycle of plants could link to science standards/curricula.

INTRODUCTION	**Review.** Ask students if they remember what plants need to grow. What different nutrients do people need to eat in order to be healthy and grow? What is one very important nutrient that both plants and people need? (Water!) **Bridge.** Ask students about some of their favorite foods from the different food groups, making lists if possible. Choose a few plant foods from different groups and ask what part of the plant we're eating when we eat those foods. If students have suggested animal foods, ask what animal those foods come from and what plants or parts of a plant that animal might eat. Ask about what color different foods are and remind them about the importance of "eating the rainbow" (see *Building Blocks for Healthy Kids* curriculum).
LESSON	**Explore.** Using example plants, or allowing students to pick a few of their own from the garden or other outdoor area, identify the different parts of a plant—roots, stem, leaves, flowers, and fruit/seeds. Pass out plant part handout and have students read out loud the different functions of each part, then label the drawing (coloring optional). **Explain** how plants develop each part as they grow: seeds are usually planted in the dirt, although they can grow with just sun and water (if nutrients are provided through another medium). The seed grows roots, and then a stem which reaches towards the sun with leaves that collect the sun's energy. When the plant is big enough it grows flowers, which turn into fruit that ripens and falls so that the seeds inside the fruit can grow more plants. Show them the plant life cycle diagram and ask them to name which part of the plant each vegetable is on the plant part cards. (With more time, you can skip the demonstration and have students arrange the plant part cards themselves—see additional activities.)
ACTIVITY *See Teaching Guide page 6 for additional activity suggestions*	**Plant seeds to take home.** Show students different varieties of seeds, checking that they recognize the plant names, and ask what part of the plant we will eat once these seeds grow into plants that are ready to harvest. Let students choose what to plant and put soil in an egg carton section or newspaper cup (wrap paper around the bottom of a 12-ounce bottle, tape, and remove bottle) and fill it with soil. Invite them to plant three seeds in each cup and explain that this is in case not every seed germinates. Remind them to put their seed in a sunny place and give it a little water every day. **Optional:** Depending on timing and the age of the students, you may choose to read a book to the group. We recommend *From Seed to Plant* by Gail Gibbons.
SNACK	**Make plant part wraps.** Show students the different foods and ask what parts of the plant they are. Let them assemble wraps: spread hummus on chard or lettuce leaf, place flowers, seeds, chopped stems, and grated roots on top, and wrap leaf around filling. Or skip the spread, let students mix dip and shake in jars (if time allows and you haven't pre-mixed the dips), wrap plant parts, and dip. Optional: ask if students know what hummus or soy sauce are made from—a good opportunity to highlight more uses of seeds!
WRAP UP	**Review lesson.** Who can name some parts of a plant? What are different leaves, roots, and flowers that we eat? Emphasize that eating a variety of different plant parts can help us get all the nutrients we need. How does the plant part wrap taste? What other foods could we put in this wrap? **Take home.** Give each student a copy of the take home recipe and newsletter, relevant garden produce if possible, grocery bag, and seed pot.

HEARTY FRESH VEGETABLE SOUPS

Soups can make a filling and nutritious meal when they combine beans and vegetables from all the different parts of a plant. You can use a variety of spices and flavors to complement whatever vegetables are available. Use the first ingredient list as a base and then explore different variations. Try adding grains to make an even heartier soup, or serve a slice of toasted whole-grain bread or crackers on the side.

INGREDIENTS

serves 4-5

- 1 ½ tablespoons canola or olive oil
- 1 medium onion, diced
- 2-4 large cloves garlic, crushed
- 2 cups mixed vegetables, chopped
- 3-4 cups low-sodium vegetable broth

CURRIED VEGETABLE SOUP

- Vegetables to try: celery, carrots, sweet potatoes, cauliflower, tomatoes (canned or fresh), bell pepper, zucchini, squash, kale
- Seasonings: 2 teaspoons curry powder, 1 teaspoon cumin, ½ tsp turmeric, ½ tsp salt
- 1 can chickpeas*
- 1 (14 oz) can light coconut milk or 1 cup peanut butter
- 1 cup cooked brown rice

ITALIAN MINESTRONE SOUP

- Vegetables to try: tomatoes, celery, carrots, potatoes, zucchini, bell peppers, green beans, broccoli, kale or chard
- Seasonings: 1 teaspoon dried or fresh chopped oregano, 1 tablespoon dried or fresh chopped basil, salt and pepper to taste
- 1 can red, navy, cannellini beans, or chickpeas*
- 2 cups cooked pasta

WARM LENTIL SOUP

- Vegetables to try: celery, carrots, sweet potatoes, corn, tomatoes, bell peppers, squash, spinach or chard
- Seasonings: 1 teaspoon paprika, 1 teaspoon ground cumin, ¼ cup tomato paste
- 1 can lentils*
- 1 cup cooked barley

*For dried beans or lentils, follow package instructions to cook.

DIRECTIONS

1. Heat oil in a medium stockpot over low-medium heat.
2. Add the onion and sauté until soft, about 5 minutes.
3. Add the garlic and sauté for about 1 minute.
4. Add the vegetables and seasonings and sauté for 5 minutes (start with tougher vegetables like carrots or potatoes and add softer vegetables later).
5. Add the broth, beans, and tomatoes (if using) and bring soup to a boil.
6. Reduce heat to a simmer and cook until vegetables are tender.
7. If including kale or other greens, add during the last five minutes of cooking along with cooked grains or pasta and coconut milk or peanut butter for curry.

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LESSON 4: SEED CYCLES

OBJECTIVES

Students will understand the role of seeds in the life cycle of a plant, from planting to seed saving. They will understand the importance of seeds in a healthy diet that includes proteins, whole grains, and vegetables.

TIME

One hour: 10 minute introduction, 20 minute planting activity, 20 minute seed saving activity, 10 minute snack and wrap-up

MATERIALS

Lesson/Activity

- Examples of different seeds in bags or containers to pass around (popped corn, uncooked rice, other uncooked whole grains, nuts, dried beans, fresh corn, peas)
- Fruiting plant and plant with seed pods
- Extra "fruits" with seeds (tomatoes, peppers, apples, watermelon, etc.) for each student, or groups
- Extra plants with pods (or pre-collected pods--try looking in parks for wild seed pods) for each student, or groups
- Optional: paper for each student and glue or flour-water paste to share

Snack

- Sunflower or pumpkin seeds
- Dried fruit
- Popcorn and nuts (could be examples from introduction)
- Serving bowls, serving utensils, and individual bowls

Take home

- Bags to take seed strips home in
- Recipes
- Newsletters
- Grocery bags

PREPARATION

Scout garden (if available) for fruiting or flowering plants to save seeds from; find extra fruits and seed pods if necessary. Separate paper towels or toilet papers into squares for planting and/or seed strips. Place snack ingredients in large bowls with serving utensils.

BACKGROUND INFORMATION

Seed dispersal: Seeds are dispersed in four main ways: by wind, through explosion or self-power, by attaching to animal fur, or through animal digestion. (Make sure students understand that we fit into one of these categories!)

Seed saving resources: (see Teaching Guide for links)

- Seed Saver's Exchange database on techniques for saving specific types of seeds
- Organic Seed Alliance *Seed Saving Guide for Gardeners and Farmers* (very detailed downloadable guide)
- FedCo Seeds *From Generation to Generation* seed saving guidebook (information at the end about when to harvest, different methods of seed collection)

Suggested academic connections:

- Planting activity could be modified to meet math standards (focus on measurement).
- Seed saving activity could be connected to social studies (looking at the history of seed saving, for example) and science standards (through discussion of the plant life cycle).

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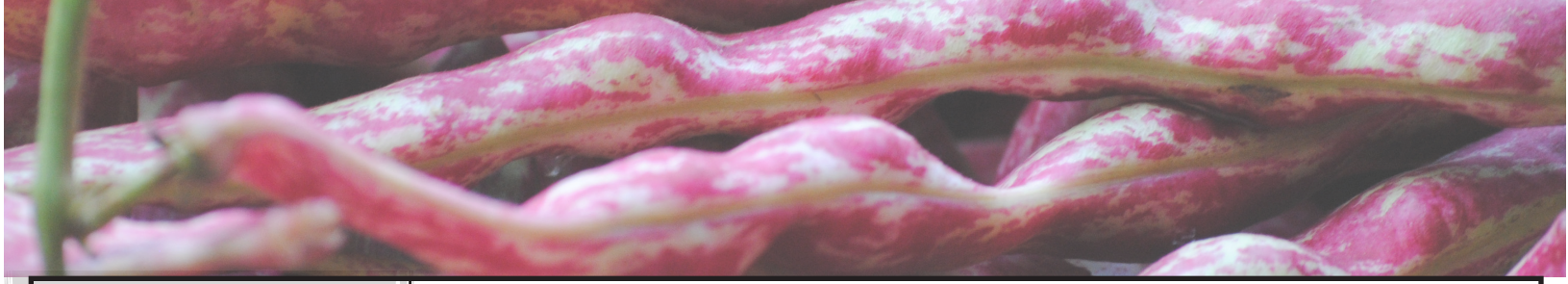

INTRODUCTION	**Review.** Ask who remembers the different parts of a plant. Show students corn, rice, peas, beans, and nuts. Explain that all of these foods are from the same part of the plant—can anyone say which part? Ask where seeds fit in the life cycle of a plant. **Bridge.** Explain that the different seeds that we eat can be part of different food groups. Some are grains (pass around popcorn, rice, etc.), some are proteins (pass around nuts), and some can go in the vegetable group AND the grain group (corn) or protein group (beans). (This can also be an opportunity to reinforce non-animal protein sources for vegetarians and vegans: beans, nuts and seeds.) Today we're going to learn about the role of seeds in the life cycle of a plant, and we will get to try a healthy snack made from seeds.
LESSON	**Discuss.** Ask students to remember when they planted seeds last week, or if they have ever planted a seed before. What kind of seed did they plant? Where did it come from? Have you ever seen a seed come from a living plant? What kinds of fruits and vegetables do you eat that have seeds? Remind students that seeds come from the fruits of plants; when plants grow wild, those fruits fall to the ground and the seeds grow into new plants. When we plant gardens most people buy seeds, but gardeners and farmers can save money and plant seeds that they know will grow best in their garden by leaving some fruits on the plant until they are dry and then taking out the seeds to save for next year.
SEED SAVING ACTIVTY *See Teaching Guide page 7 for additional activity suggestions*	**In the garden.** Explain that we can save seeds from our garden to plant next year. The first step is to look for plants with qualities we want to reproduce; does anyone remember or see a plant that is growing really well or producing good fruits? Seed savers have to remember which plants grow well and then wait until the fruits on those plants dry out so that they can harvest the seeds. Show students a fruiting plant that has "gone to seed" (i.e. has produced seed pods). Then explain that some plants don't have fruits that we can eat, but that we can still harvest their seed pods and take out the seeds to keep for next year. Cut fruits into sections and give each student a fruit section and a seed pod; give each group a container to collect dry seeds and a newspaper to spread wet seeds out on. (See background information for resources on saving different types of seeds.) **Extra time:** let students make their own seed packets and take home dry seeds, or make "seed art" by making designs with seeds glued onto paper. **In the classroom.** If possible, bring in examples of plants with fruits and dry seed pods. Give students fruit sections to collect seeds from, and seed pods if possible (if using seed pods from wild plants, explain to students that these seeds are from plants that we don't eat). Try collecting seeds from pea pods or peppers in the spring and summer, and from winter squash and pumpkins in the fall and winter.
SNACK	**Make whole grain and protein trail mix.** Give each student a bowl and invite students to add a spoonful of popcorn, nuts, dried fruit and seeds and mix together.
WRAP UP	**Discuss snack.** What part of the plant are we eating? What food groups do each of these ingredients belong to? **Review and connect lessons.** Where do seeds come from? If we don't want to buy seeds, what else can we do? What will our seeds need to grow? Does anyone remember what the first part they will grow is? (Link to the rest of the plant life cycle.) **Take home.** Send each student home with seed packets (either those you made or commercial seeds) and/or seed paper with planting instructions. Include take home recipe, newsletter, and grocery bag.

BUILD-A-BOWL BEANS & GRAINS

Start with seeds—any variety of cooked beans and whole grains—add fresh veggies, and the options for a personalized healthy meal-in-a-bowl are endless. We've provided two options, but you can really build a bowl around any flavors you like. Try them both hot and cold!

INGREDIENTS

serves 4

"BURRITO" BOWL

You could wrap everything in this bowl into a whole-grain tortilla, or keep it simple in a bowl.

- 1.5 cups uncooked brown rice
- 2 cans black or pinto beans*
- Assorted fresh veggies: bell peppers and/or tomatoes, cabbage or romaine lettuce, white or red onion, carrot, fresh corn
- Assorted toppings: cheese, salsa, cilantro, avocado
- 1 teaspoon ground cumin
- 1 teaspoon garlic powder
- 1 teaspoon chili powder or paprika (if you like spice!)

FRESH BEAN SALAD

- 1.5 cups uncooked barley
- 2 cans kidney, navy, or cannellini beans, or black-eyed peas* (try mixing two different kinds)
- Assorted fresh veggies: cherry or large tomatoes, green beans, bell peppers, celery
- Assorted toppings: fresh parsley, sliced olives, parmesan cheese
- 1 teaspoon oregano
- 1 tablespoon red wine vinegar
- 1 tablespoon olive oil
- Salt and pepper to taste

DIRECTIONS

*For dried beans, follow package instructions to cook.

1. Cook rice, barley or other grains according to package instructions; if making a cold salad, mix together with olive oil and then chill. This can also be done up to one day in advance.
2. While grains are cooking, chop or grate vegetables and cheese or other toppings.
3. Mix beans together with spices/herbs; for a warm bowl, you can also heat olive oil in a pan, add spices and cook for one minute, then add beans and mix until heated through.
4. Combine all ingredients in a large bowl and stir to mix.

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LESSON 5:

FOOD IN OUR COMMUNITY

OBJECTIVES

Students will examine the ways that the food environment can influence food choices and healthy eating. They will show awareness of various strategies for accessing healthy food resources in the community. Older or more advanced students will identify ideas about how to make positive changes in their community's food environment.

TIME

One hour: 10 minute introduction, 40 minute activity, 10 minute snack/wrap-up

MATERIALS

Lesson/Activity

- Map of "food tour" stops, or locations to show in classroom, or menu examples
- Garden journals/paper and pencils/pens
- Hummus and/or yogurt for dipping
- Chopped herbs (parsley, basil, rosemary, etc.)
- Serving bowls, utensils and napkins
- Individual plates

Snack

- Pre-cut raw vegetables (carrots, bell peppers, cucumbers, etc.)

Take home

- Recipes
- Newsletters
- Grocery bags

APPENDIX 5A
SAMPLE MENUS

Neighborhood Cafe

House Favorites

Starters

Whole wheat pasta with chicken and roasted vegetables
Tender grilled chicken served with garlic-sauteed market vegetables

Bacon Cheeseburger
Served with lettuce, tomato. and your choice of a side salad or fries

Sweet potato and black bean quesadillas on whole wheat tortillas
Sweet potatoes add a new twist to a Southwestern favorite

Something Sweet

Baked apple with walnuts and oats
Juicy apple baked with spices and served with crispy topping

Fruit and yogurt parfait with granola
Creamy yogurt with seasonal fruit and sweet and crunchy topping

Warm brownie with vanilla ice cream
Served fresh from the oven

Mozzarella Sticks
Gooey mozzarella with crispy breading

Pumpkin Soup
A velvety fall favorite with hints of spice

Vegetables and Hummus
Fresh market vegetables served with house-made hummus and pita wedges

Neighborhood Cafe

House Favorites

Starters

Whole wheat pasta with chicken and roasted vegetables
Tender grilled chicken served with garlic-sauteed market vegetables

Bacon Cheeseburger
Served with lettuce, tomato. and your choice of a side salad or fries

Sweet potato and black bean quesadillas on whole wheat tortillas
Sweet potatoes add a new twist to a Southwestern favorite

Something Sweet

Baked apple with walnuts and oats
Juicy apple baked with spices and served with crispy topping

Fruit and yogurt parfait with granola
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Warm brownie with vanilla ice cream
Served fresh from the oven

Mozzarella Sticks
Gooey mozzarella with crispy breading

Pumpkin Soup
A velvety fall favorite with hints of spice

Vegetables and Hummus
Fresh market vegetables served with house-made hummus and pita wedges

PREPARATION

Research local gardens, stores, restaurants, farmers markets, food banks, etc. to visit on tour, or print out menu examples for alternate activity.

BACKGROUND INFORMATION

Understanding your food environment:

The existence and quality of supermarkets, grocery stores, and other food stores significantly affects the food available to consumers in your community. In addition, other places to purchase food can complement traditional food retailers. For example, farmers' markets and food cooperatives can offer locally grown fresh fruits and vegetables and can provide substantial discounts.

Community food assessments: (See Teaching Guide for links)

Familiarizing yourself with these in-depth tools may help guide your exploration and discussion with students.

- Community Food Security Coalition's *What's Cooking in Your Food System*
- USDA's *Community Food Security Assessment Toolkit* (USDA)
- Ride South LA's "healthy food map" from South Los Angeles (Ride South LA)

Suggested academic connections:

- You may be able to link the food tour (out of the classroom or virtual) to social studies standards by focusing on geography and mapping.
- The food tour also provides an opportunity to connect to local history curricula.
- The alternate menu activity can be connected to nutrition education standards.

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INTRODUCTION	**Review.** Ask students to think back to the first day they explored the garden (or did the scavenger hunt in the classroom). Had they ever been to a garden before (or seen any of the items they found)? How are other gardens similar to or different from ours, or how might they be? If you were going to plan a garden, what would you plant? What resources (tools, soil, people to help, etc.) would you need? **Bridge.** Ask students to remember our discussion about the food system and the places where they can buy food. Can anyone remember what the different parts of the food system are? Transition to talking about what kind of stores are in your neighborhood. What types of food can you buy there? Explain that today we are going to explore our "food environment," or where food is produced, distributed, and eaten nearby.
ACTIVTY *See Teaching Guide page 8 for additional activity suggestions*	**In the neighborhood.** If possible, take students on a walk through the neighborhood to visit nearby gardens, stores, restaurants, farmers markets, food banks, etc. (or choose one to focus on). As you walk between stops, ask what kind of food is being produced/distributed/consumed here—do you see foods from all the food groups? How do you think this food got here, or where is it going? Is this a place you would want to come back to? How would you get to this place? (Is it accessible by public transit? Are there sidewalks and crosswalks around?) Or pick one destination for more detailed exploration—tour a grocery store, community garden, or food bank looking at what food is available, or look at menus at a restaurant to try and find healthy options. **In the classroom.** If a local tour is not possible, show students a map and images of nearby gardens, stores, restaurants, farmers markets, food banks, etc. for a "virtual tour." You can also print out maps to pass out and invite students to circle/label the stores and other places their family uses. Lead a discussion of food access: How far does your family have to go to reach these places? What food options do people with limited mobility have in this area? Would your family eat differently if different food was available? **In the garden.** If a local tour is not possible and no classroom space is available, ask students for ideas about how to make healthy choices when eating outside of the house. What are some strategies for finding healthy food in grocery stores? (Shop around the outside, avoid center aisles with processed food; read labels and compare salt, fat, and sugar content.) Divide them into small groups and hand out menu examples; ask them to choose their favorite healthy option and then lead a group discussion about how they decided what was healthy. What food groups are represented? How does the dish compare to the MyPlate recommendations? What plants (and parts) do the ingredients come from? Is this dish something you have made or could make at home?
SNACK	**Healthy snacks to go.** Veggies and healthy dips are a snack you can find at most grocery stores and some restaurants, and you can make your own with ingredients from the garden! Let students choose from a variety of cut vegetables and add their own herbs to yogurt dip or hummus. Try to bring vegetables from a local garden, market or store and tell students where their snack came from. What different plant parts are we eating?
WRAP UP	**Review and reflection.** Ask students to write down what they saw and what they thought about some of the questions you asked on the tour. Ask students to journal about what it would be like to live in this neighborhood (or what it is like) and what kind of healthy food choices they can make. What other factors affect their food choices? **Take home.** Send each student home with take home recipe, newsletter and grocery bag.

QUICK AND EASY BREAD SALAD

The traditional Italian salad made with stale bread and fresh tomatoes is called panzanella, but you can make bread salad with any variety of fresh or canned vegetables and add beans for a quick and complete meal. If you have a little extra time you can cook pasta to substitute for the bread for a cold pasta salad (or try preparing pasta in advance and coating with olive oil to store in the fridge until ready to use.)

INGREDIENTS

serves four

- 3 cups cubed stale Italian or French bread, or fresh bread cut into cubes and toasted in the oven (5-10 minutes at about 300 degrees) (*OR*, 3 cups cooked pasta)
- 2 cans cannellini beans or chickpeas, rinsed and drained
- ½ red onion, thinly sliced
- ¼ cup olive oil
- ¼ red wine vinegar
- Salt and pepper to taste

Fresh vegetables:

- 2 cups tomatoes, cut into large chunks
- 1 cucumber and/or zucchini, cut into large chunks
- 1-2 bell peppers, diced
- ¼ cup chopped fresh basil

Other options:

- 2 cups spinach or other leafy green
- 1 can diced tomatoes
- 1 can artichokes
- 1 can cut green beans

DIRECTIONS

Combine all ingredients in a large bowl and let sit for at least 30 minutes before serving.

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LESSON 6:

HARVEST CELEBRATION

OBJECTIVES

Students will be able to connect the plant life cycle to concepts of seasonality. They will be familiar with basic harvesting techniques and connect personal and community traditions to food through celebration.

TIME

One hour: 15 minutes for introduction, 10 minutes for harvest, 15 minutes for food traditions, 20 minutes for snack and post-test

MATERIALS

Lesson/Activity

- Harvesting tools or produce for "farmers market"

Snack

- Seasonal greens (lettuce if possible, or kale/chard)
- Cut seasonal vegetables and/or fruits
- Other toppings (nuts, seeds, dried fruit, etc.)
- Two or three different dressings, ex: oil and vinegar with herbs; soy sauce, rice vinegar, sesame oil, ginger, and peanut butter (if you are sure there are no nut allergies); yogurt with lemon and parsley; oil and lemon juice with spices and cilantro (or make up more of your own)
- Serving bowls and utensils
- Individual plates, utensils and napkins

Take home

- Recipes
- Newsletters
- Grocery bags

PREPARATION

Scout garden for vegetables and fruits to harvest or check stores for seasonal produce, and modify recipes if necessary. Prepare foods in serving bowls.

BACKGROUND INFORMATION

Seasonality: (see Teaching Guide for links)

- Find what food is in season in your area with the Eat Well Guide's seasonal food guides.

Food preservation: (see Teaching Guide for links)

- Different forms of food preservation are technically types of food processing, but we tend to think of "processed foods" as unhealthy while canned, dried, and frozen foods are generally healthier options.
- This is because highly processed foods typically have lots of added fats and sugars that we want to avoid. (Although commercially canned and dried foods can also have added salt or sugar.)
- Resources on different methods of preservation (including pickling, salting):
  - Fine Dining Lovers' "How to Preserve Food" overview of food preservation
  - The Home Preserving Bible's overview includes fermentation and "cellaring"

Suggested academic connections:

- Discussing when foods are in season in different parts of the world can link to geography and/or social studies standards.
- Discussing food and cultural heritage can connect to social studies standards and curricula.

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INTRODUCTION	**Review.** Ask students what they remember about which parts of the plants grow first. Ask what kinds of foods remind them of different seasons. Explain that even though plants grow roots first, they're so small that the stem and leaves are usually the first plant parts we eat. What are some stem and leaf foods? Many favorite summer foods are the fruit part of the plant, and in the fall we eat roots that have grown bigger. We eat some seeds fresh from the fruit (corn, peas) but store others to eat throughout the year (grains, beans). **Bridge.** Explain that different plants grow better during different seasons, which is why we don't eat only one part of the plant during each season. Review some of the summer foods they mentioned, and ask if they can find those foods in the store in the winter.
LESSON	**Discuss.** Explain to students that we can find many foods in the store all year because some plants that only grow here in summer can grow all year in places with warmer climates or in the southern hemisphere when our winter is their summer. Even if we can get different fruits and vegetables from other places during the year, eating them when they are growing here ("in season") means they are fresher, tastier, and often cost less. Plus we are helping the farmers who live nearby! We can also eat foods that are "out of season" without having to ship them from far-away places by using preservation methods. Has anyone ever heard of food preservation? There are many different ways of preserving food when it is in season so that we can eat it later; some examples are canning, drying and freezing. What are some canned, dried, or frozen fruits and vegetables you like to eat? **Transition.** This is our last class, and today's activities are all about celebrating. Many cultures have food traditions based around harvesting or preserving the harvest to enjoy throughout the year, so we're going to harvest food from our garden and talk about some of our food traditions.
ACTIVITY *See Teaching Guide page 9 for additional activity suggestions*	**Harvesting.** If possible, let students harvest from the garden. If no garden space is available, set up a "farmers market" inside with a variety of seasonal produce and let them observe the different fruits and vegetables. How do they look, smell, and feel? Let them know that we will taste soon. **Sharing food traditions.** Ask students what some of their favorite celebrations are. What kind of food do they eat during those times? Why are those foods special? Do they relate to the time of year, or family history, or a special place? Are any of these dishes traditionally made in different parts of the world? Have students draw a picture of a favorite meal or food tradition in their family. (Review background materials for ideas on more structured food tradition discussions and activities.)
SNACK	**Make your own seasonal salad!** Explain to students that special seasonings are an important part of different food traditions, and that one way we can try different varieties of fruits and vegetables is by changing what seasonings we use. Invite them to make their own salad using greens, seasonal vegetables or fruits, and choosing their own toppings and dressing.
WRAP UP	**Review.** Ask students to name some fruits and vegetables that grow at different times of year. What are some different dishes that use these foods? Are any of these dishes traditionally made in different parts of the world? What are some different ways that people include food in celebrations? **Administer post-test.** Remind students to do their best, but that they will not be graded. **Take home.** Send each student home with seasonal recipes and newsletter, relevant garden produce, and grocery bags.

EASY SEASONAL STIR-FRY

Celebrate the harvest at any time of year by serving quick-cooked vegetables over rice or other whole grains. Try a variety of flavor combinations and add your choice of protein for a complete and delicious meal!

INGREDIENTS

serves four

- 1 ½ cups uncooked brown rice or other whole grain
- 2 cans chickpeas,* 1 package tofu cut into cubes, or 1 pound chicken breast cut into thin strips
- 1-2 tablespoon canola or other vegetable oil
- 1 medium onion, diced or cut into slices
- 2 cloves garlic, finely diced
- 2-3 cups vegetables cut into bite-sized pieces: carrots, bell peppers, pea pods, zucchini, eggplant, broccoli
- 1 head bok choy or other cabbage, or 1 bunch kale, chard, or collard greens, roughly chopped

SEASONING OPTIONS (THREE VARIATIONS)

- 3 tablespoons soy sauce
- 1 teaspoon rice wine vinegar (optional)
- ½ teaspoon toasted sesame oil (optional)
- Garnish: toasted sesame seeds and/or finely chopped green onion

- 1 teaspoon dried oregano
- 1 teaspoon dried basil
- 1 tablespoon balsamic vinegar
- Salt and pepper to taste
- Garnish: fresh chopped basil and/or shredded parmesan cheese

- 1 tablespoon ground cumin
- 1 teaspoon curry powder
- 1 can coconut milk (optional)
- Garnish: raisins and/or sliced almonds

DIRECTIONS

1. Cook rice or other grains (*and dried chickpeas) according to instructions on package.
2. Heat oil over high heat in a wok or large pan.
3. Add tofu or meat, if using, and brown until cooked through (5-10 minutes). Remove from pan.
4. Add more oil if needed and cook onion and garlic until soft.
5. Add other vegetables and seasonings and cook over high heat, stirring continuously, until vegetables are brightly colored and crisp (about five minutes).
6. Add greens and cook until slightly wilted (2-3 minutes).
7. Turn off heat and add tofu, meat, or chickpeas; mix together with vegetables.
8. Serve over cooked rice or other whole grains.

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GARDEN SCAVENGER HUNT

What can you find in the garden?

► Check off each thing you find.

► Please don't pick or move anything unless an adult has invited you to.

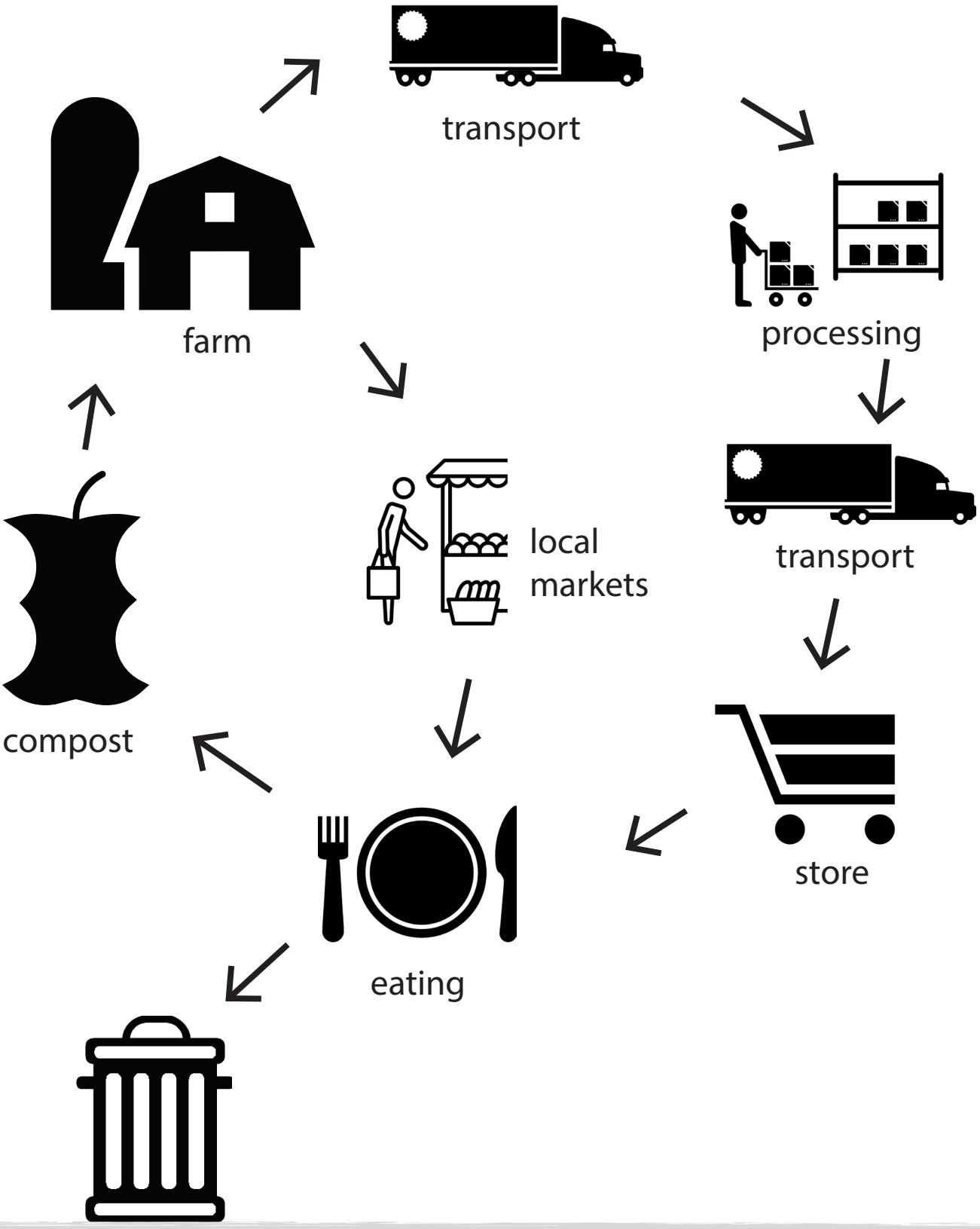
- ☐ Something green
- ☐ Something red
- ☐ Something blue
- ☐ Something yellow
- ☐ Something brown
- ☐ Two different kinds of bugs
- ☐ Something you like to eat or would like to try
- ☐ A water source (pond, hose, sprinkler, etc.)
- ☐ A baby plant
- ☐ A plant that looks dead
- ☐ A place to keep garden supplies and tools
- ☐ A leaf from a tree (it's okay to pick this without being invited)
- ☐ A leaf that we eat
- ☐ A seed or something that you think has seeds inside
- ☐ A tall plant
- ☐ A plant that grows out like a bush
- ☐ A flower
- ☐ A rock with a cool shape
- ☐ Something that might be a weed (no one planted it in the garden)
- ☐ An animal or sign that an animal was here (footprint, possible home, fur, etc.)

How many plots/beds do you see in the garden?

How many plants do you think are ready to harvest?

How does the soil feel?

FOOD SYSTEM DIAGRAM

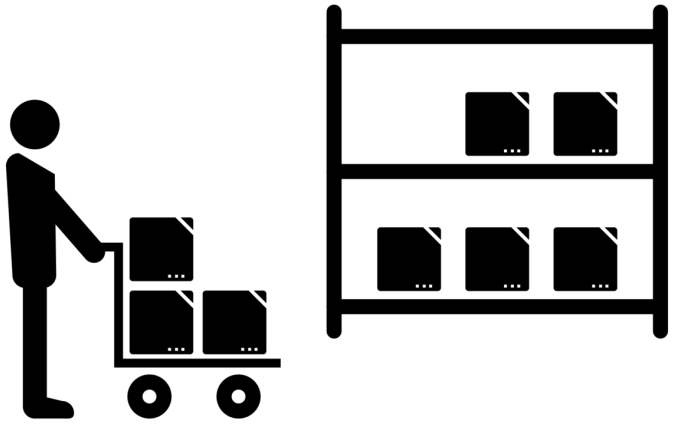


FOOD SYSTEM CUTOUTS

farm

transport

processing
(warehouse or factory)

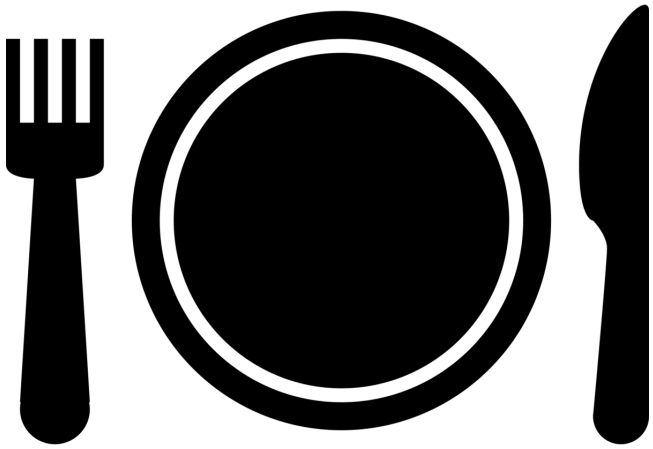


transport

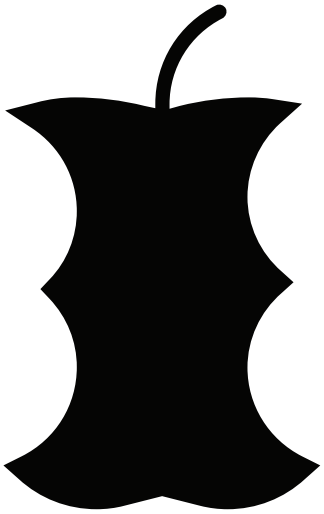
"Warehouse" by Wilson Joseph from thenounproject.com collection

store

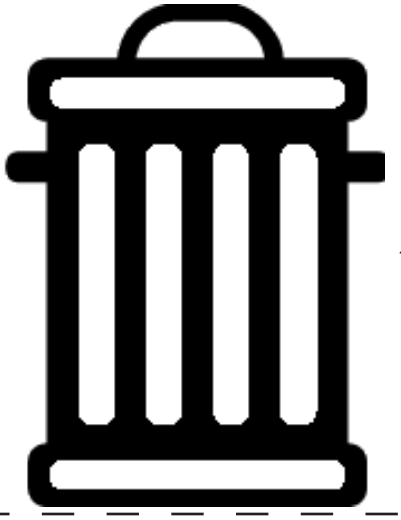
eating



compost



local markets



trash

"Shopping Cart" by Gonzalo Bravo, from thenounproject.com collection

"Place Setting" by Stanislav Levin, from thenounproject.com collection

"Grocery shopping" by A.M. Briganti, from thenounproject.com collection

"Apple-Core" by Arthur Shlain, from thenounproject.com collection

Sowing Seeds for Healthy Kids
Pre- & Post-Test Instructions

Organization name:

Program host site (if different from your organization):

Program dates:

Step 1: On the first day of your class you will give students the pre-test. Explain that we want to see what they already know about healthy eating and where food comes from, and that they should fill out the worksheet as well as they can but not to worry if they don't know all the answers. Make sure that they know they won't be graded.

Step 2: Take attendance at each class. This way when you are reviewing the post-test you will be able to see if achievement gaps result from not grasping a new concept, or from missing a class.

Step 3: On the last day of class you will give students the post-test.

Step 4: Use the scoring rubric in this document to grade the pre- and post-tests. Score questions 1-9, which are about knowledge, separately from questions 10-14, which are about behavior change.

Step 5: Match each student's pre-test to his or her post-test and complete the following table:

Total number of students who completed both the pre- and post- test	
Number of students who increased their knowledge (increase in total score on questions 1-9)	
Number of students who increased the frequency of communicating with family about eating fruits and vegetables (increase in score of question 10)	
Number of students who increased their willingness to try new healthy foods (increase in score of question 11)	
Number of students who increased the frequency of gardening activities with their families (increase in score of question 12)	
Number of students who increased the frequency of preparing food with family (increase in score of question 13)	
Number of students who prepared any recipes and snacks from the newsletters (post-test only: number who responded "Yes" to question 14)	

Step 6: What did you learn from your students' pre- and post-tests? Did class attendance have any effect?

Please send completed form and any feedback on the curriculum to info@campuskitchens.org.

THE CAMPUS KITCHENS PROJECT℠

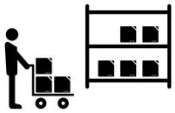
Classroom Questionnaire

Name_____

Date_____

1. Draw arrows to show the path our food takes through the food system:

Farm



Factory or Packaging

Store

Waste or Compost

Eating

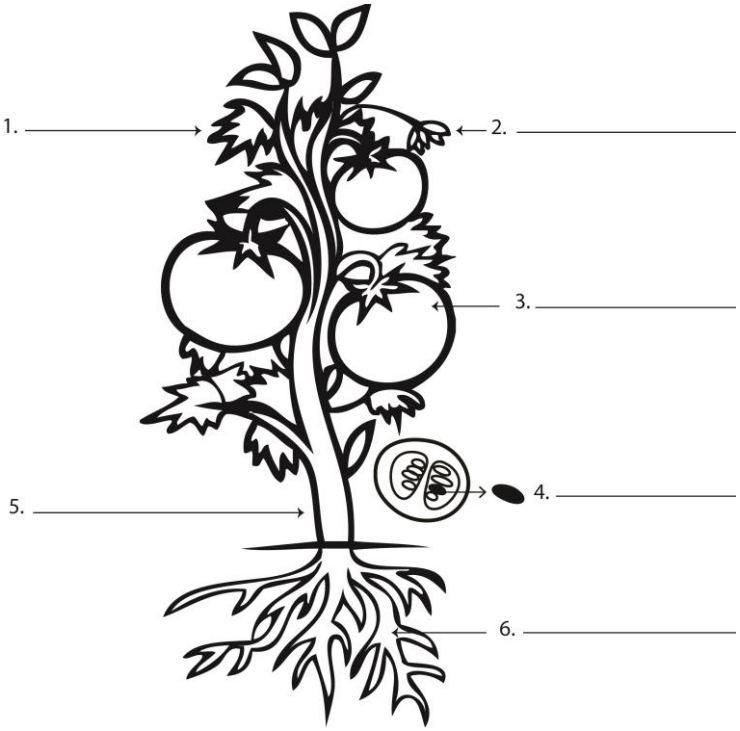
2. What can you do with extra food and plant waste instead of throwing it away?

_____

3. How many glasses of water should you try to drink *every day*?

a. 2 glasses b. 5 glasses c. 8 glasses d. It doesn't matter.

4. Label the different parts of a plant:



5. Next to each plant part, write one fruit or vegetable that comes from that part of the plant:

Root: _____

Stem: _____

Leaf: _____

Flower: _____

Fruit: _____

Seed: _____

6. What part of the plant do we put in the ground to grow a new plant?

_____

7. Of the following healthy foods, circle ALL that are the <u>seed</u> of the plant.

a. Rice b. Potatoes c. Corn

d. Apples e. Broccoli f. Peas

8. Name one place you can find healthy food in your community:

_____

9. Many foods we eat grow better at different times of year. Circle ALL the fruits and vegetables that usually grow the most during the summer.

a. Peaches b. Pumpkins c. Tomatoes

10. About how often do you talk to your family about eating more fruits and vegetables?

a. Never b. Rarely c. Once a month d. Once a week e. Every day

11. How often do you try new healthy foods like new fruits, vegetables or whole grains?

a. Whenever they are offered b. Sometimes if it looks good c. Never, I only like the foods I already eat

12. About how often do you do gardening activities (planting, harvesting, visiting a garden or farm, etc.) with your family?

a. Never b. Rarely c. Once a month d. Once a week e. Every day

13. About how often do you prepare food with your family?

a. Never b. Rarely c. Once a month d. Once a week e. Every day

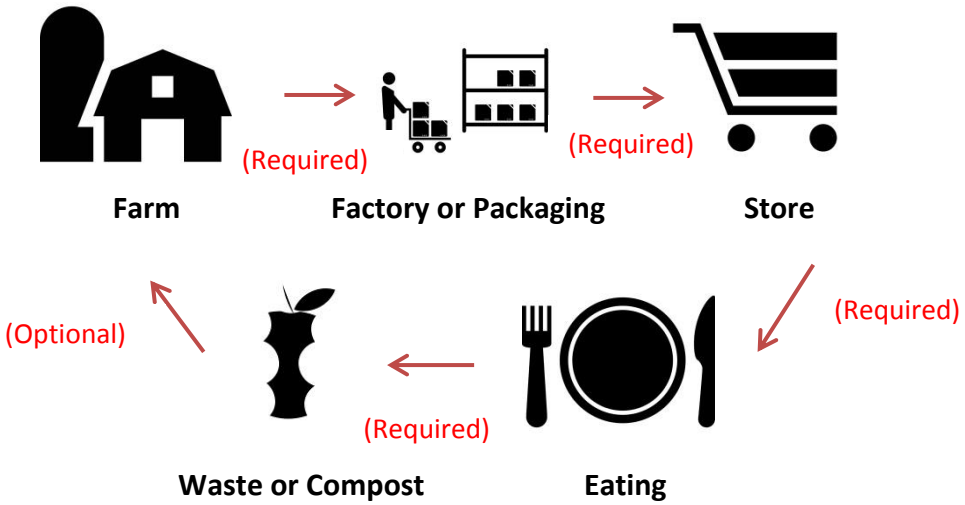
THE CAMPUS KITCHENS PROJECT℠

Classroom Questionnaire

Name_____

Date_____

1. Draw arrows to show the path our food takes through the food system: (4 points)



½ point for each required arrow, for a total score of 4 points. Optional arrow does not receive additional points.

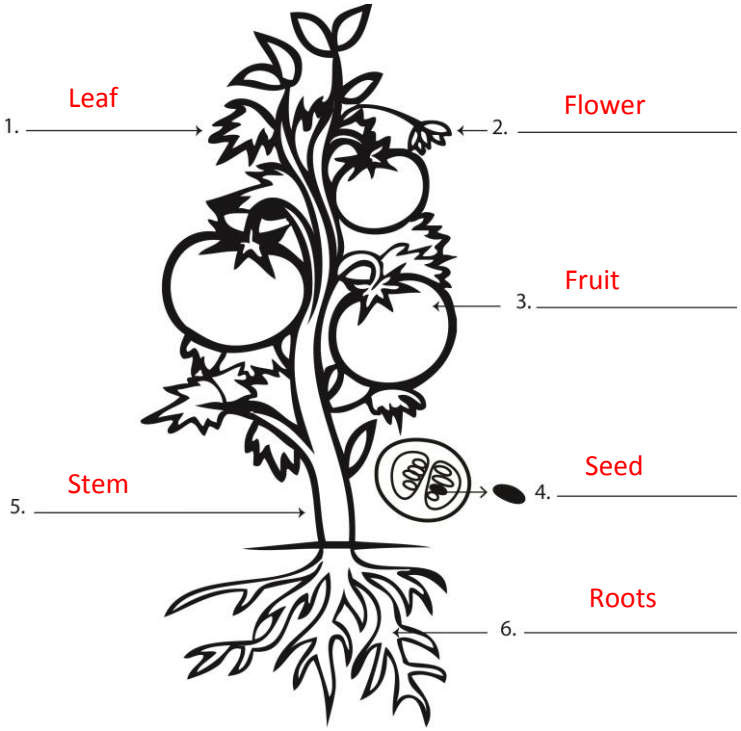
2. What can you do with extra food and plant waste instead of throwing it away? (2 points)

Correct answer: Compost; other acceptable answers include reuse, give to someone else, etc.

3. How many glasses of water should you try to drink *every day*? (2 points)

a. 2 glasses b. 5 glasses c. 8 glasses d. It doesn't matter.

4. Label the different parts of a plant: (3 points total, ½ point for each blank)



5. Next to each plant part, write one fruit or vegetable that comes from that part of the plant: (3 points total, ½ point for each blank)

Root: Carrot, beet, potato, etc.

Stem: Celery, asparagus, etc.

Leaf: Lettuce, kale, chard, collard greens, etc.

Flower: Broccoli, cauliflower

Fruit: Tomato, eggplant, pepper, apple, peach, etc.

Seed: Peas, beans, etc.

6. What part of the plant do we put in the ground to grow a new plant? (2 points)

Seed

7. Of the following healthy foods, circle ALL that are the <u>seed</u> of the plant. (3 points--subtract ½ point for incorrect answers)

a. Rice b. Potatoes c. Corn

d. Apples e. Broccoli f. Peas

8. Name one place you can find healthy food in your community: (2 points)

Examples: community garden, grocery store, farmers market, restaurant, etc.

9. Many foods we eat grow better at different times of year. Circle ALL the fruits and vegetables that usually grow the most during the summer. (2 points—subtract ½ point for incorrect answers)

a. Peaches b. Pumpkins c. Tomatoes

10. About how often do you talk to your family about eating more fruits and vegetables?

a. Never **(0 points)** b. Rarely **(1 point)** c. Once a month **(2 points)** d. Once a week **(3 points)** e. Every day **(4 points)**

11. How often do you try new healthy foods like new fruits, vegetables or whole grains?

a. Whenever they are offered **(2 points)** b. Sometimes if it looks good **(1 point)** c. Never, I only like the foods I already eat **(0 points)**

12. About how often do you do gardening activities (planting, harvesting, visiting a garden or farm, etc.) with your family?

a. Never **(0 points)** b. Rarely **(1 point)** c. Once a month **(2 points)** d. Once a week **(3 points)** e. Every day **(4 points)**

13. About how often do you prepare food with your family?

a. Never **(0 points)** b. Rarely **(1 point)** c. Once a month **(2 points)** d. Once a week **(3 points)** e. Every day **(4 points)**

14. Did you ever make any of the recipes or snacks from the newsletters with your family? (Circle one) Yes / No

(See Evaluation Instructions—mark if they said "Yes")

THE CAMPUS KITCHENS PROJECT℠

SOWING SEEDS FOR HEALTHY KIDS LESSON 1

Dear families,

Your student is participating in a garden-based nutrition education program through a partnership between and .

After each class they will bring home a new recipe and grocery bag to share with the family, and often may bring something from the garden as well—fresh produce, seeds, or even a plant! We encourage you to talk to your student about what they are learning in the garden and what new foods they are trying. We hope that these newsletters will help start some interesting conversations.

Conversation Starters

This section gives you a quick recap of what your student learned each week!

- Ask your student what they found in the garden—did they see anything new?
- Today we talked about the food system. This is a way of describing how food travels from farms, to factories and/or stores, to our houses and plates. Food systems can be local, regional, or global.

Today we tried new foods from the garden. Here is a space for your student to show what they tried:

Draw a new food	How did it feel?	How did it smell?	How did it taste?

If you have any questions or would like to learn more about the program, please feel free to contact me: at . We welcome your involvement in our class in a variety of ways—please let us know if you are interested in helping out!

__ I would like to volunteer with the class to support general activities.

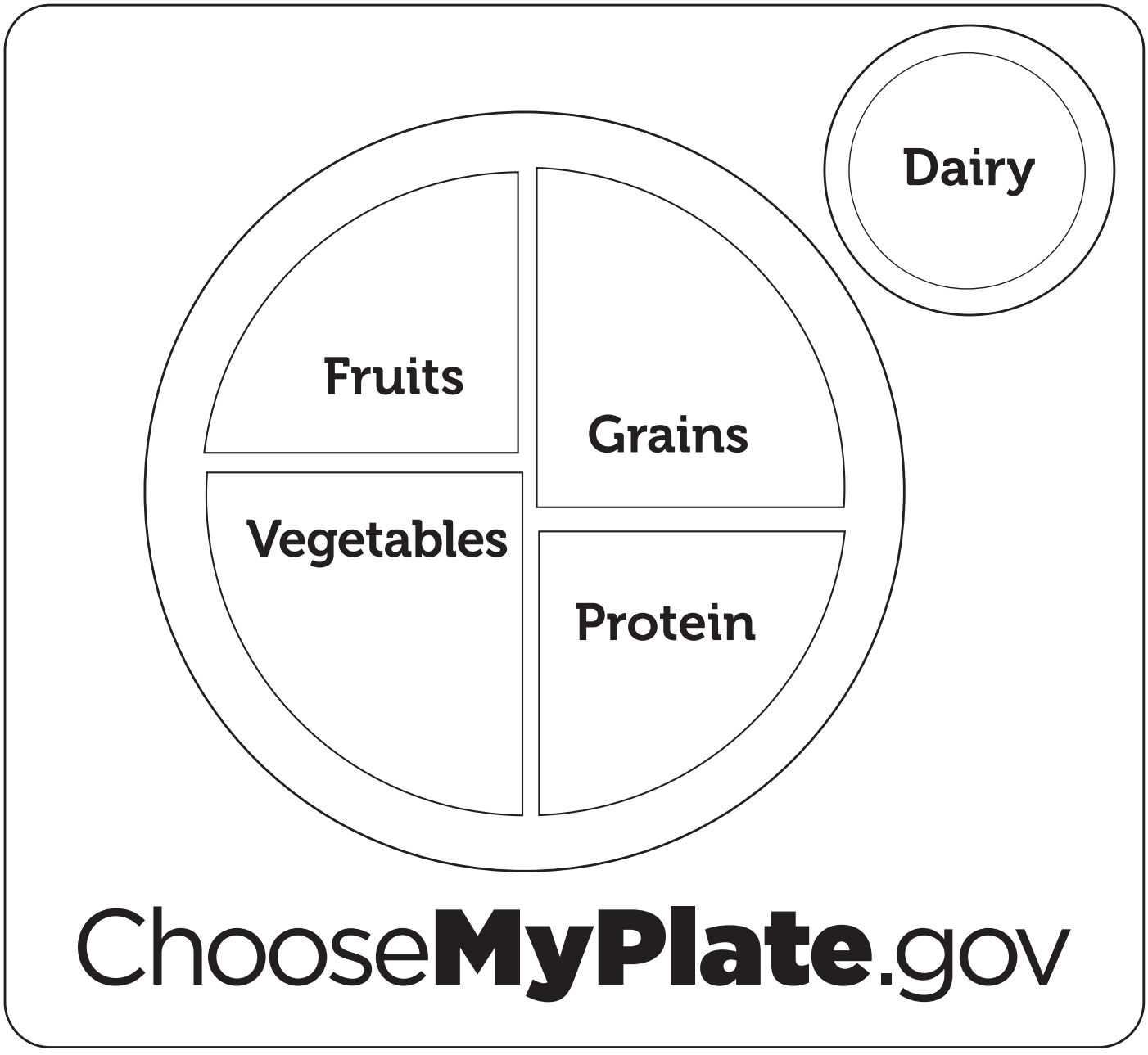
__ I have a skill or community resource that I would like to contribute to the program (cooking, gardening, construction, work in the food industry or with a community food organization, etc.)

__ I would like to volunteer to help maintain the garden (water, weed, plant).

My name: _____

Best way to contact me: _____ At these times: _____

Nutrients for People: What's on MyPlate?



Nutrients for Plants: What Goes in the Compost?

Greens (Nitrogen)	**Browns** (Carbon)
• Fruit and vegetable peels • Fruit and vegetable scraps • Leftover fruit and vegetable foods • Grass clippings • Fresh leaves and stems • Egg shells • Coffee grounds • Weeds that don't have seeds	• Dry leaves • Paper towels • Food-soiled cardboard (like pizza boxes) • Food-soiled paper (like paper napkins) • Straw • Wood chips • Sawdust • Twigs • Pine needles

***Watch out!** Many composting facilities do not accept meat, eggs, or dairy products.

THE CAMPUS KITCHENS PROJECT℠

SOWING SEEDS FOR HEALTHY KIDS LESSON 2

Dear families,
Today we learned all about **nutrients**. Both plants and people need nutrients to grow strong and healthy; we get our nutrients from plants (or other animals that eat plants), and plants get their nutrients from the soil.

Conversation Starters

- **Water** is one of the most important nutrients for both plants and people. It helps transport other nutrients to the different parts of a plant and through our bodies as well.
- **Composting** is a way of recycling nutrients from our leftover food back into the soil.

Easy ways to make sure you get all the nutrients you need in your diet:

- Focus on healthier **complex carbohydrates** by trying **whole-grain bread or oatmeal for breakfast.**
- Add **canned beans** to a soup or pasta dish, and try snacking on different varieties of **nuts** to add more healthy **proteins** to your diet.
- Get important **minerals** like calcium and iron by adding dark, **leafy greens like spinach and kale** to fruit smoothies or eggs.
- Vary your **vitamins** by cutting up **different-colored fruits and veggies** to store in the fridge as quick snacks.
- Cook with **olive oil** and snack on **peanut butter** and celery to get the healthy **fats** you need.

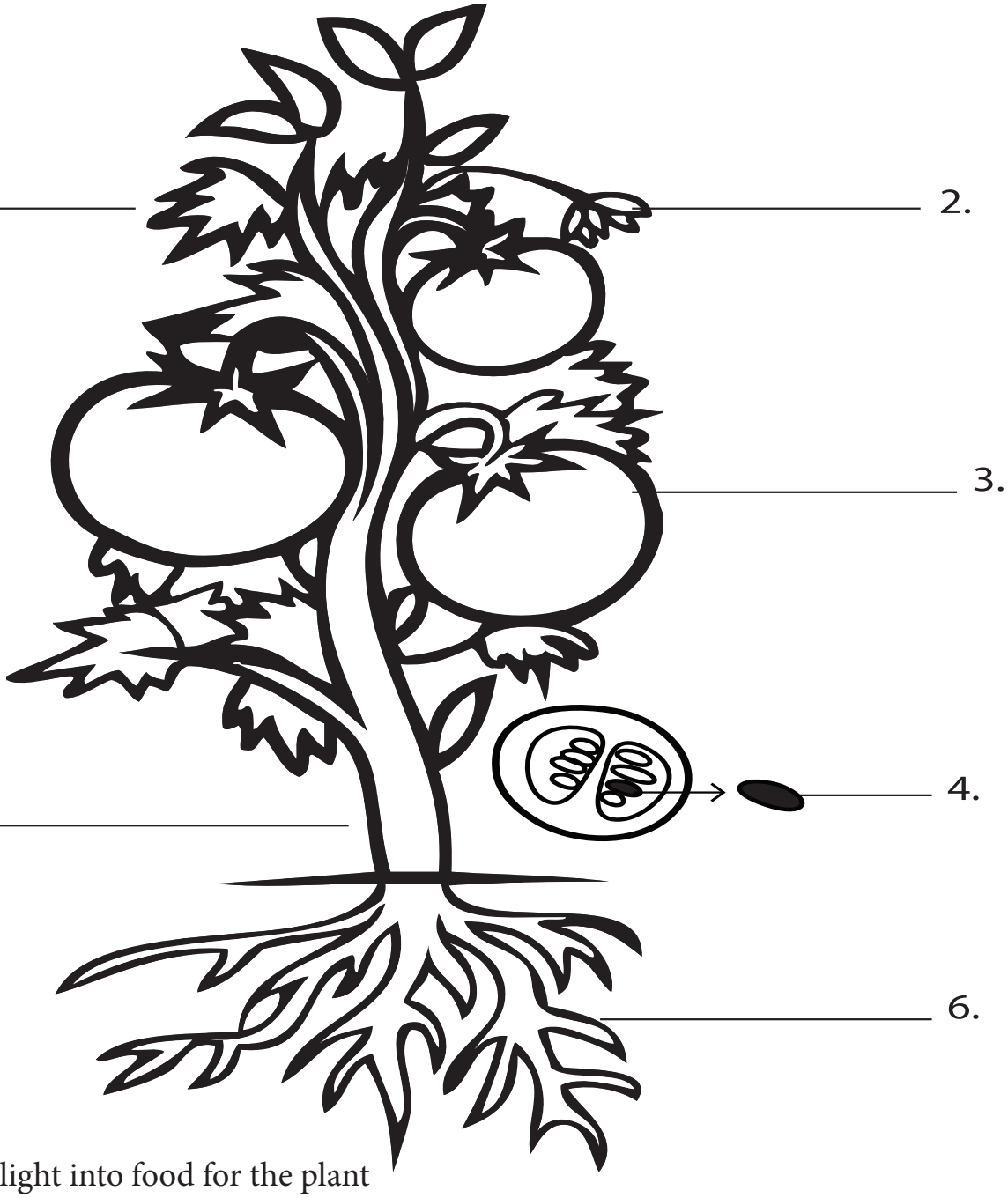
Family Activity: Hydration Challenge!

Think about ways you can help each other drink 8 glasses of water each day. Try adding a little flavor to water with mint, lemon, lime, or even sliced fruit or berries.
Track when, where and/or how you hydrate here:

Name:	Name:	Name:	Name:
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9+			

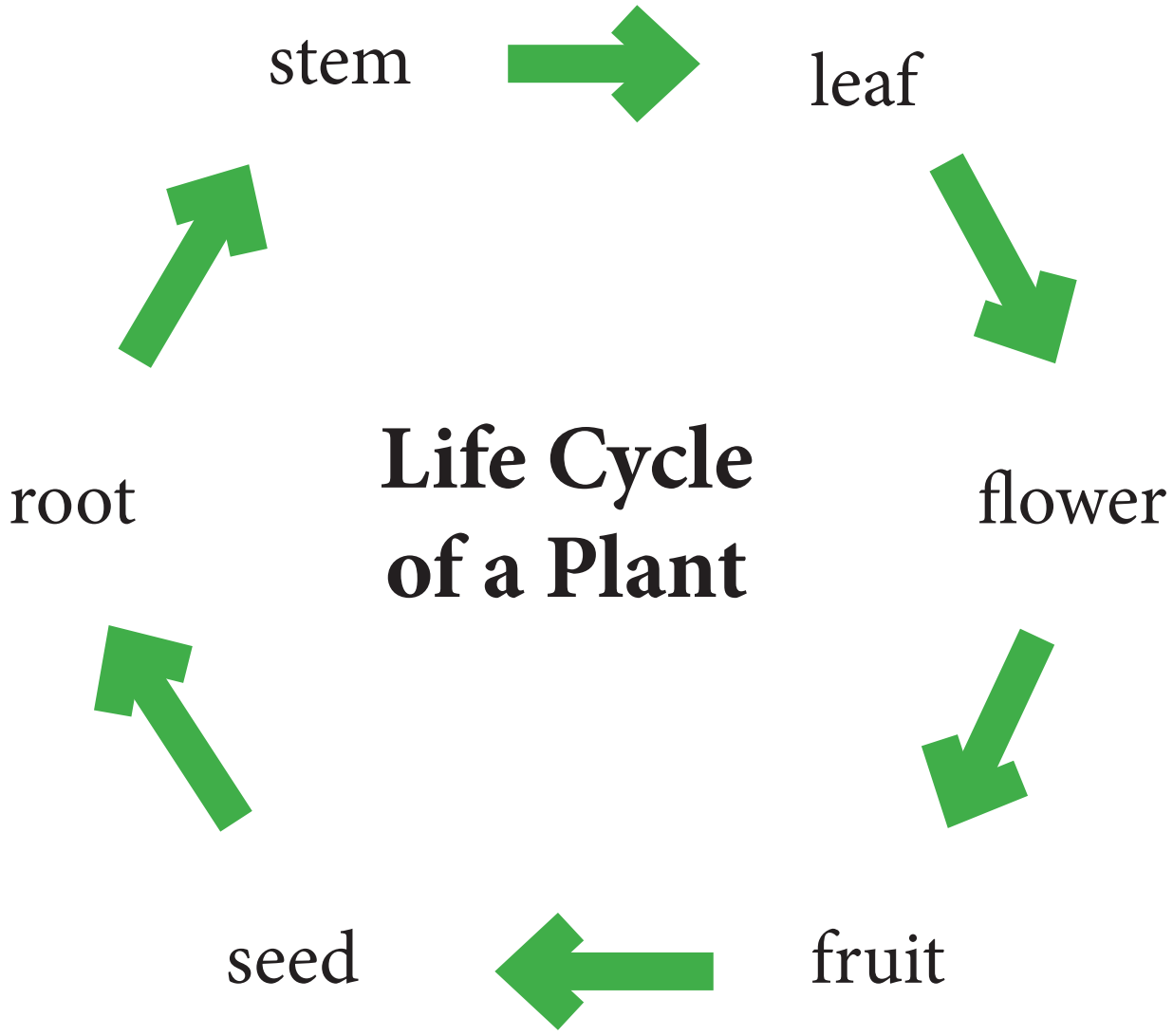
You can also look for fruits and vegetables with high water content—try mixing cut-up **watermelon**, **cucumbers**, **tomatoes** and spinach with feta or mozzarella cheese for a refreshing snack or side.

PLANT PART DIAGRAM



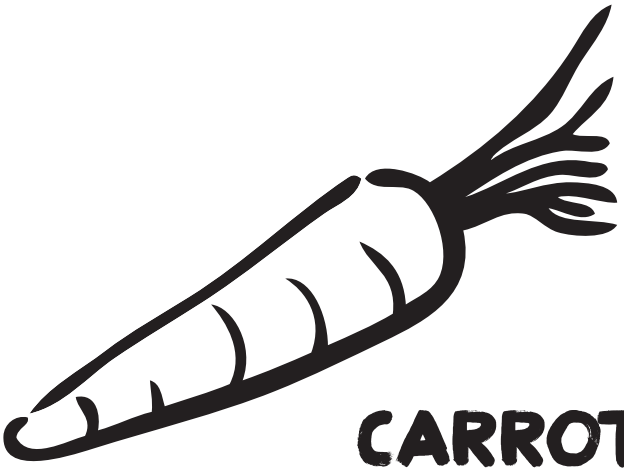
Leaf: turns sunlight into food for the plant
Flower: attracts birds and insects to spread pollen and make seeds
Fruit: stores and protects the seeds
Stem: carries water and nutrients through the plant and provides structure
Seed: grows into a new plant
Root: takes water and nutrients from the soil, stores food and anchors plant in the ground

PLANT LIFE CYCLE DIAGRAM



PLANT PART VEGGIE CARDS

CORN

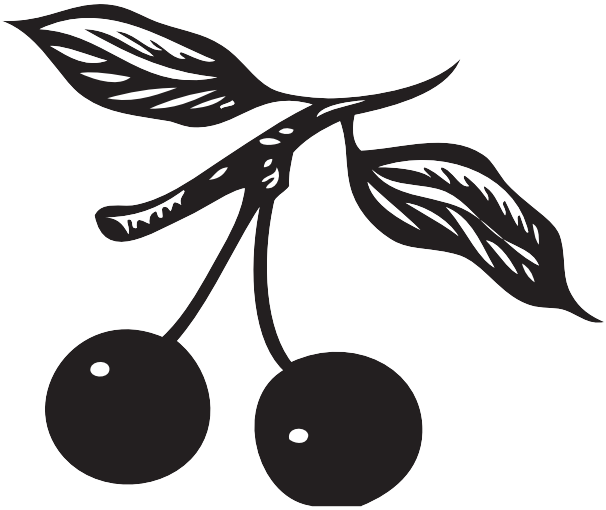


CARROT

CELERY

CABBAGE

BROCCOLI



CHERRIES

THE CAMPUS KITCHENS PROJECT℠

SOWING SEEDS FOR HEALTHY KIDS LESSON 3

Dear families,

Today we learned about **how plants grow** and the different **parts of plants** that we eat. Here are examples of different foods we eat that come from each stage of a plant's life cycle:

Seeds:	Roots:	Stems:	Leaves:	Flowers:	Fruits:
					
Corn	Carrots	Celery	Cabbage	Broccoli	Cherries

Conversation Starters

Here are some of the nutritional benefits of eating different plant parts:

Roots	Carrots, beets, sweet potatoes, radishes	• Provide **fiber** and **complex carbohydrates** • Orange roots like carrots and sweet potatoes are a great source of **Vitamin A**
Leaves	Spinach, collards, kale	• Dark green leaves are packed with **calcium and iron**
Seeds	Rice, corn, beans, sunflower seeds	• Grains provide complex carbohydrates and **B vitamins** • Beans and seeds provide lots of **protein**
Stems	Asparagus, celery	• Lots of **potassium** and disease-fighting **phytonutrients**
Flowers/buds	Broccoli, cauliflower	• Contain **vitamins C and K,** as well as compounds that may reduce the risk of cancer
Fruits	Berries, peaches, tomatoes, peppers, melons, eggplant	• Lots of **fiber** and **complex carbohydrates** • Different fruits provide a variety of **vitamins**.

Family Activity: Grow your own plant!

Your student may have brought home a seed pot planted with _____ today. To help your seeds grow, place the pot in a sunny spot (indoors or out) and give it a little water every day.

You can record the stages in your plant's growth here:

Saw a shoot (day): _____ **Saw two leaves** (day): _____

Ready to transplant (getting too big for the pot)! Carefully remove from pot, measure **root length**: _____

First flowers (day): _____ **First fruits** (day): _____

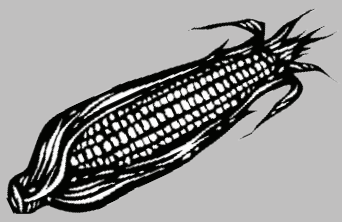
THE CAMPUS KITCHENS PROJECT℠

SOWING SEEDS FOR HEALTHY KIDS LESSON 4

Dear families,

Today we learned all about **seeds**—their role in the plant life cycle, from planting to seed saving, and their nutritional value as grains, proteins, and vegetables. We can eat many kinds of seeds.

Conversation Starters



The seeds we eat can fit into many different food groups:

Grains:
- Popcorn
- Brown rice
- Wheat

Proteins:
- Dried or canned beans
- Lentils
- Sunflower seeds

Vegetables:
- Peas
- Fresh corn kernels

Today we tried a healthy snack of **trail mix** with different seeds. Here's how to make your own:

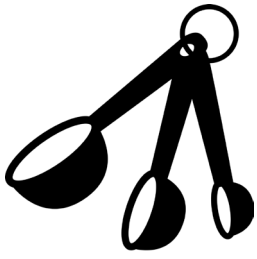
- Choose some **grains:** popcorn, whole-grain cereal, pretzels, puffed rice
- Choose some **seeds**: try sunflower, pumpkin (pepitas), or other squash seeds
- Choose some **dried fruit**: raisins, dried cranberries, banana chips, dried apricots, etc.
- Choose a **nut** or two (if you're not allergic): peanuts, walnuts, almonds, cashews, Brazil nuts
- Mix it all up, pack in small bags or containers to go, and enjoy throughout the week!

What are some other ways that you like to eat seeds? You can help your child write some favorite family recipes using grains, beans, or even a combination like red beans and rice or hoppin' john:

Our Family's Favorite Seed Recipe

Ingredients:

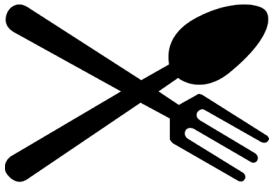
Preparation:



Family Activity: Count the Seeds!

Next time you're eating fruit or cutting up vegetables that are really fruits (like peppers or tomatoes), **see how many seeds you can count**! Which fruits have the most seeds? Which have the biggest? Which have the smallest? Could you dry and save any of these seeds to plant in a pot or in the ground?

SAMPLE MENUS



Starters

Mozzarella sticks
Gooey mozzarella with crispy breading

Pumpkin soup
A velvety fall favorite with hints of spice

Vegetables and Hummus
Fresh market vegetables served with house-made hummus and pita wedges

Neighborhood Cafe

House Favorites

Whole wheat pasta with chicken and roasted vegetables
Tender grilled chicken served with garlic-sauteed market vegetables

Bacon cheeseburger
Served with lettuce, tomato, and your choice of a side salad or fries

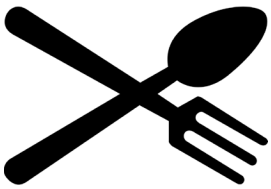
Sweet potato and black bean quesadillas on whole wheat tortillas
Sweet potatoes add a new twist to a Southwestern favorite

Something Sweet

Baked apple with walnuts and oats
Juicy apple baked with spices and served with crispy topping

Fruit and yogurt parfait with granola
Creamy yogurt with seasonal fruit and sweet and crunchy topping

Warm brownie with vanilla ice cream
Served fresh from the oven



Starters

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Pumpkin soup
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Sweet potato and black bean quesadillas on whole wheat tortillas
Sweet potatoes add a new twist to a Southwestern favorite

Something Sweet

Baked apple with walnuts and oats
Juicy apple baked with spices and served with crispy topping

Fruit and yogurt parfait with granola
Creamy yogurt with seasonal fruit and sweet and crunchy topping

Warm brownie with vanilla ice cream
Served fresh from the oven

THE CAMPUS KITCHENS PROJECT℠

SOWING SEEDS FOR HEALTHY KIDS LESSON 5

Dear families,

Today we talked about our "**food environment**"—the places where food is grown, sold, and shared in our community. Sometimes making healthy choices can be hard if we can't find the foods we want at the store, can't get to the store, if we're eating out, or if we don't have much time.

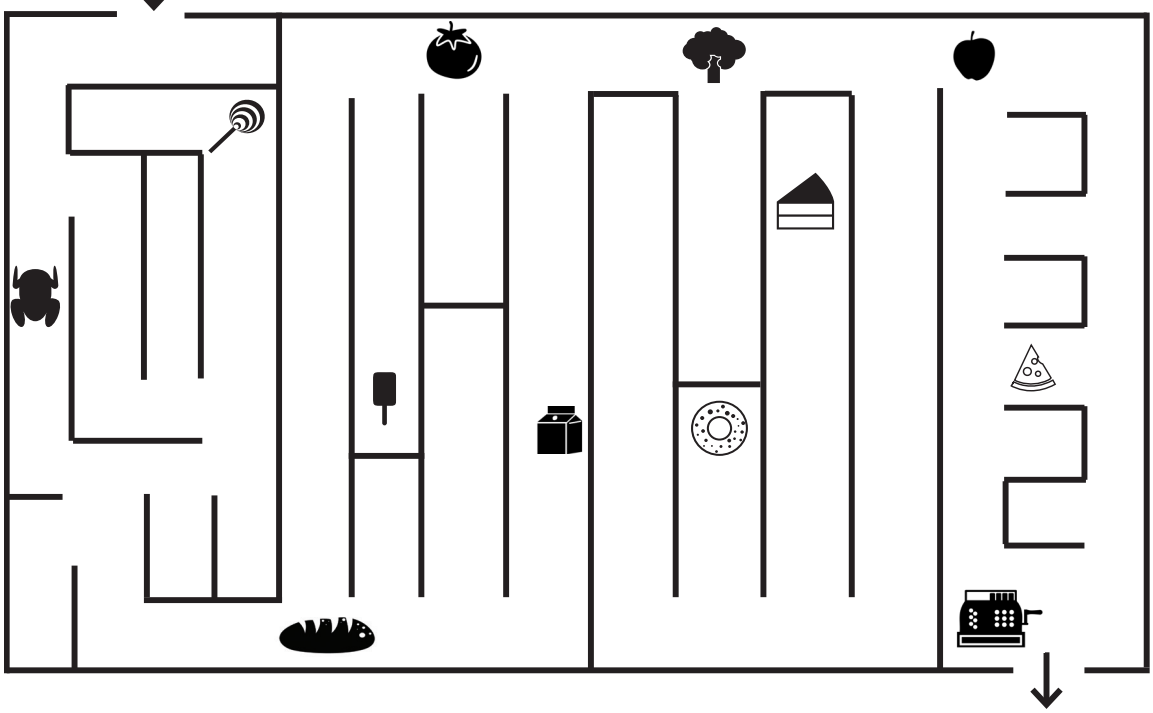
Conversation Starters

Tips for making healthy choices at home or at a restaurant:

- Keep containers of **cut-up veggies and fruit** in the fridge for snacking or to make cooking quicker.
- **Blend a batch of smoothies** (yogurt, milk, or dairy alternatives; fruit and/or greens; honey or juice) on the weekend and store in small containers in the fridge for breakfast or snacks on the run. Or, **mix your own** small containers of fruit and yogurt to save time and money.
- Choose or ask for **vegetable sides or salads** instead of fries or chips.
- **Order water**, milk, or other drinks without added sugars.
- C**arry a water bottle** with you to stay hydrated and avoid buying sugary drinks.

Family activity: Find your way to healthy food!

Finding fresh produce, whole grains and low-fat protein products can be tough. Help your student fill their cart with healthy food as they navigate this grocery store maze!

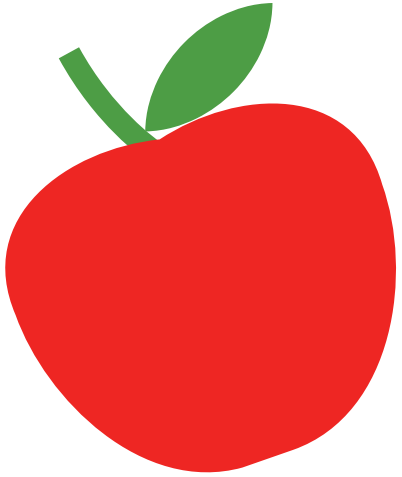


Tip: Try shopping around the edges of the grocery store to find mostly healthy foods (but watch out for impulse buys near the check-out!)

Family question:

→ How can you navigate real grocery stores to make it easier to find healthy foods?

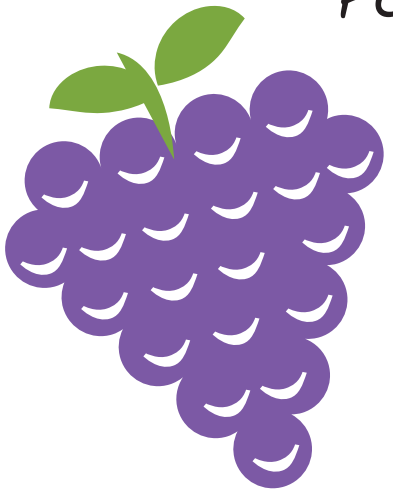
CERTIFICATE OF COMPLETION



PRESENTED TO

_____

FOR FINISHING THE "SOWING SEEDS FOR HEALTHY KIDS" GARDEN-BASED NUTRITION EDUCATION COURSE



_____ _____

date signed

THE CAMPUS KITCHENS PROJECT™

THE CAMPUS KITCHENS PROJECT℠

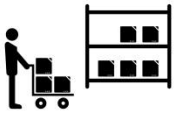
Classroom Questionnaire

Name_____

Date_____

1. Draw arrows to show the path our food takes through the food system:

Farm



Factory or Packaging

Store

Waste or Compost

Eating

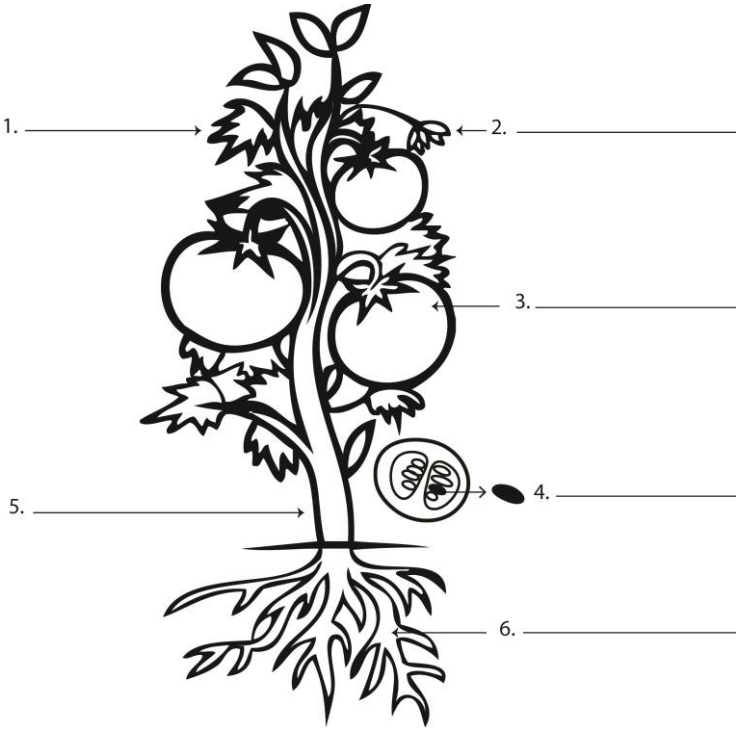
2. What can you do with extra food and plant waste instead of throwing it away?

_____

3. How many glasses of water should you try to drink *every day*?

a. 2 glasses b. 5 glasses c. 8 glasses d. It doesn't matter.

4. Label the different parts of a plant:



5. Next to each plant part, write one fruit or vegetable that comes from that part of the plant:

Root: _____

Stem: _____

Leaf: _____

Flower: _____

Fruit: _____

Seed: _____

6. What part of the plant do we put in the ground to grow a new plant?

_____

7. Of the following healthy foods, circle ALL that are the <u>seed</u> of the plant.

a. Rice b. Potatoes c. Corn

d. Apples e. Broccoli f. Peas

8. Name one place you can find healthy food in your community:

_____

9. Many foods we eat grow better at different times of year. Circle ALL the fruits and vegetables that usually grow the most during the summer.

a. Peaches b. Pumpkins c. Tomatoes

10. About how often do you talk to your family about eating more fruits and vegetables?

a. Never b. Rarely c. Once a month d. Once a week e. Every day

11. How often do you try new healthy foods like new fruits, vegetables or whole grains?

a. Whenever they are offered b. Sometimes if it looks good c. Never, I only like the foods I already eat

12. About how often do you do gardening activities (planting, harvesting, visiting a garden or farm, etc.) with your family?

a. Never b. Rarely c. Once a month d. Once a week e. Every day

13. About how often do you prepare food with your family?

a. Never b. Rarely c. Once a month d. Once a week e. Every day

14. Did you ever make any of the recipes or snacks from the newsletters with your family? (Circle one) Yes / No

THE CAMPUS KITCHENS PROJECT℠

SOWING SEEDS FOR HEALTHY KIDS LESSON 6

Dear families,

Thank you for supporting your student throughout our garden-based nutrition education program! We are sad to have reached the end of our time together but have enjoyed working with your student. Today we **celebrated the harvest** by talking about seasonality and sharing our food traditions.

Conversation Starters

Here are some examples of foods that grow during different seasons:

Spring: lettuce, radishes, asparagus, arugula, peas, kales, strawberries (later)

Summer: zucchini, eggplant, peppers, tomatoes, cucumbers, stone fruits, melons, berries

Fall: acorn squash, butternut squash, broccoli, cabbage, kale, spinach, potatoes, pumpkins, apples

In class we talked about different ways that people use food to **celebrate** special times and how different cultures use special seasonings to prepare some of the same foods in different ways. Think about:

- What are some of our family's favorite foods?
- What foods do the elders in our family like to prepare?
- What are some foods from other cultures that we enjoy eating?
- What plants are used to make those foods?

Family activity: Seasonal snacks!

We talked today about the difference between processed foods that have lots of added sugar and fat, and foods that are **preserved when they're in season** (by drying, canning, freezing, fermenting) so that we can eat them throughout the year. You can make your own healthier snacks at home!

Which of these snacks will you try making?

☐ **Applesauce** - Cut up apples and simmer on the stove in a pot with water, spices, and a little honey or sugar until soft. You can save it in the freezer!

☐ **Personal Pizza** - Spread marinara sauce on whole-wheat pita bread or an English muffin and top with your choice of cheese and vegetables. Microwave or toast in the oven until cheese is melted, or make a few and freeze them to save for later!

☐ **Chips** - Thinly slice **potatoes or sweet potatoes**, toss with oil and a little salt, and bake in the oven at 400 degrees for 20-30 minutes (flipping halfway through).

*(You can look up recipes for **homemade applesauce**, **personal pizza,** and **sweet potato chips** to get exact amounts for the particular ingredients you have.)*