



LiveWell Kids

Garden and Nutrition Program

Lesson 1: Welcome to the Garden and Mindful Eating

Activities are provided for younger and older students

OBJECTIVES

By the end of this lesson, students will:

- Learn about warm-season crops and seasonal changes in the garden. (TK-5)
- Explore the garden and observe evidence of plant growth and garden life. (TK-5)
- Increase knowledge and practice of mindful eating behaviors. (TK-5)
- Identify body signals for hunger and fullness. (1-5)
- Recognize mindless eating behaviors. (4-5)
- Participate in preparing and mindfully tasting a fresh corn dish. (TK-5)

SUPPLIES

Supplies to bring from classroom to garden - *arrange with the teacher ahead of time:*

- Paper - one piece per student
- Writing tools - such as crayons, colored pencils, or markers

Supplies to bring from the shed to the garden (Those with an asterisk will be referred to in the Set-Up section.)

- | | |
|---|--|
| <ul style="list-style-type: none"> • <u>Nutrition Activity:</u> <ul style="list-style-type: none"> ○ Grades TK-K: Laminated – <i>Mindful Tasting Senses</i> ○ Grades 1-5: Laminated – <i>The Hunger Gauge</i> ○ Optional All Grades: Book – <i>No Ordinary Apple</i> • <u>Optional Harvesting Station:</u> <ul style="list-style-type: none"> ○ Pruners ○ Basket (or large bowl) • <u>Washing Station (if harvesting):</u> <ul style="list-style-type: none"> ○ Wash bin ○ Vegetable scrubber ○ 2 Colanders ○ Paper towels* ○ Hand soap • <u>Tasting Station:</u> <ul style="list-style-type: none"> ○ Folding table (if applicable) * | <ul style="list-style-type: none"> ○ Food handling gloves* ○ 1 medium bowl* ○ Platter* ○ 2 Knives* ○ 2 Cutting boards* ○ Juicer* ○ Small bowl* ○ 1-2 Serving utensils* ○ Clear plastic storage bin* ○ Sanitizing wipes* ○ Paper food trays* ○ 1 can whole kernel corn* ○ Can opener* ○ Measuring teaspoon* ○ Extra virgin olive oil* ○ Balsamic vinegar* ○ 1 lime* ○ Dish soap ○ Scrub brush (for dishes) |
|---|--|

PREPARATION

- Refer to the [LiveWell Kids Volunteer Manual](#) on the [LiveWell Kids webpage](#) for details about preparing for the lesson one week prior and the day of.
- Since this lesson involves a tasting, **allow 45 minutes** for set-up.
- Before arriving in the garden, retrieve a lime from the LiveWell Kids refrigerator. Ask in the front office if you don't know where it is.
- It is important to **check with the teacher ahead of time about students with food or stinging insect allergies.**
 - Suggest that parents send a small amount of their own allergy-safe ingredients for their child if they have an allergy to corn, lime, olive oil, or any garden produce that may be added.

SET-UP INSTRUCTIONS

Supplies for each station are listed above.

- **OPTIONAL GARDEN BONUS HARVESTING STATION:**
 - If ripe tomatoes, onions, cilantro, basil or peppers are available, place a pair of pruners and either a basket, colander or large bowl near the garden bed. Garden produce is an optional fresh bonus for the corn tasting.
- **WASHING STATION:**
 - The sink area will be the washing station.
 - Place the hand soap and paper towels at the sink.
 - If garden bonus produce will be harvested, fill a wash bin halfway with water and set it on the ground, near the sink with plenty of room for students to walk around it.
 - Place the vegetable scrubber inside the wash bin if onions are harvested.
 - Set the 2 colanders next to the wash bin.
- **FOOD PREP/TASTING STATION:**
 - Set up the folding table (or a section of a picnic table) as the food prep area.
 - Place the items with an * from the above supply list at this station.
 - Place all items (listed above) at one end of a table where you plan to stand and prep.
 - Use wipes to clean the storage bin and pack it with the number of paper food trays, forks and paper towels needed for your students.
 - Set an outdoor trashcan near the tasting area. (If there isn't one present, ask the front office to have the custodian bring one to the garden.) **NOT THE TRASHCAN FROM THE SHED.** If a trash can isn't provided for the lesson, use a large trash bag from the shed's cleaning supplies and dispose of it after your lesson.
 - Wash your hands.
 - Check that the dish soap and scrub brush are in the shed.



INTRODUCTION & MINDFUL BREATHING (1 MINUTE)

- Introduce yourself and other volunteers.
- Guide students through a mindful breathing exercise.
- Explain that in this first lesson students will explore what is living and changing in the garden, participate in a grade-level garden activity, and practice mindful eating with a fresh corn tasting.

Sample Script

"Hi everyone, my name is _____. Welcome to your school garden! Before we get started, let's take a moment to practice mindful breathing together. You can close your eyes or simply look down at the ground. Take a slow, deep breath in.... hold it for just a moment... and then gently breathe out. Let's try that one more time – deep breath in... pause... and slowly breathe out. Now open your eyes. How do you feel?" (Allow a few students to share.)

In this first LiveWell Kids lesson of the year, we'll use our senses in two different ways. First, we'll explore what is living and changing in the garden. Then we'll prepare a fresh corn tasting and use our senses to practice mindful eating.

HOW TO BEHAVE IN THE GARDEN (1 MINUTE)

- Point out the "Garden Rules" sign on the inside of the shed door.
- Go over the rules together:
 - Always walk when in the garden.
 - Stay on the paths.
 - Always ask before using any tool or picking any crop.
 - Respect each other and all living things in the garden.

SUMMER CROPS (2 MINUTES)

- Walk the class through the garden while sharing with them what occurred in the garden during the summer. For example:
 - Garden Angels and other volunteers took care of the school gardens by clearing old plants, making repairs, and harvesting produce that was ripe in the summer. This produce was donated to local food banks and soup kitchens to help feed people.
 - They also cared for plants through the summer. Today we will look for clues that show how the garden grew and changed while students were away.

NUTRITION (8 MINUTES for TK-2nd, 14 MINUTES for 3rd-5th)

The nutrition section covers the following topics:

1. TK - K Grades – The Five Senses & Mindful Eating
2. 1st - 3rd Grades – Mindful Eating & Hunger Cues
3. 4th - 5th Grades – Mindful Eating vs. Mindless Eating

Grade: TK-K	Five Senses & Mindful Eating Supplies: (1) Laminate – <i>Mindful Tasting Senses</i> , (2) Optional Book – <i>No Ordinary Apple</i>
Discussion	<u>The Five Senses</u> • Ask: ○ Does anyone know what the five senses are? ○ The five senses are how our bodies help us learn about the world – by seeing, hearing, smelling, tasting, and touching.

	• Show the students the <i>Mindful Tasting Senses</i> laminate. ○ Ask students to point to and move their eyes, nose, ears, hands and tongue as you name each sense and describe the senses. ○ Example: “We use our eyes to see (they blink their eyes while pointing to them), our nose to smell (they point to their nose and sniff), our ears to hear...” etc. • Garden Bed Exploration Using the Senses ○ Begin by letting students know that they will be exploring the garden using their five senses. ○ Guide them through the garden, showing how to gently look at, touch, and listen to the garden environment. If you plan to harvest, let them know that tasting will come later during the harvest activity. ○ Take the class on a sensory walk through the garden. This can be done as one large group, or – if enough adults are available – divide into smaller groups for closer supervision and more personal exploration. See First, we’ll use our eyes. What colors do you see? How many different leaf shapes do you see? Can you find any flowers? Are some flowers big and others small? Touch Can you feel a spiny stem or leaf gently with one finger? Can you gently rub soil between just 2 fingers? How does it feel? Can you find something smooth to touch? Something fuzzy? Smell Can you very gently rub an herb leaf with 2 fingers and smell your fingers? What does it smell like? Can you find a plant with a strong smell? Hear Can you hear the wind move through leaves? Can you hear bees? Or birds? Taste In just a few minutes, we’ll prepare and taste a fresh corn dish together, and we’ll get to practice mindful eating. <u>Mindful Eating</u> • Ask: ○ Do you ever eat quickly? Maybe when you’re rushing to school or a friend’s house, you gulp your food down and don’t really think about it? ○ Do you ever slow down and really pay attention to your food while you’re eating? Maybe it’s your favorite food and you want to taste every single bite. • When we eat mindfully, we use our five senses. This helps us enjoy and appreciate our food even more. ○ Just like we practiced mindful breathing earlier, mindful eating is another way to help us be present and aware.
Activity	○ Option to read the book, <i>No Ordinary Apple</i>.

Grades: 1st-3rd	Mindful Eating & Hunger Cues Supplies: (1) Laminate – <i>The Hunger Gauge</i> , (2) Optional Book – <i>No Ordinary Apple</i>
Discussion	<u>Introducing Mindfulness and Mindful Eating</u> • Earlier we practiced a mindful breathing exercise together. Mindful breathing is one way to practice mindfulness. • Being mindful means paying close attention to what is happening right now – your thoughts, your feelings, and the world around you.¹ ○ It's the opposite of rushing or trying to do too many things at once. • Another way we can practice mindfulness is through mindful eating. • When we eat mindfully, we use all five of our senses to notice and enjoy our food. This helps us appreciate it more and really taste all the flavors. <u>Discussion Prompts</u> • Ask: Who remembers what our five senses are? • Answers: see, smell, touch, taste, hear. • Explain: ○ Using our five senses when we eat helps us pay attention to what we're eating, how we're eating, and how our body feels before, during, and after a meal. ○ Paying attention also means listening to the signals your body gives you when you're hungry or full. • Ask: What are some ways your body tells you it's time to eat? ○ Possible answers: stomach growling, feeling cranky or 'hangry', having low energy, or feeling lightheaded. • Ask: How do you feel if you eat too much?
Hunger Gauge	<u>The Hunger Gauge: A Tool for Mindful Eating</u> • Today we're going to learn about a tool that can help us notice when we feel hungry and when we feel full. • Show <i>The Hunger Gauge</i> laminate. • Explain what each number on the scale means: 0 – I'm so hungry I could eat anything in sight! 1 – I'm hungry; my belly is growling. 2 – I could eat something, but I don't need a whole meal. 3 – I feel just right – satisfied. 4 – I feel more than satisfied. 5 – I'm stuffed! • Explain: On this scale, it's best to eat when you're at a 2 or below, and to stop when you reach a 3. That's when your body feels satisfied. <u>Practicing the Hunger Gauge</u> • Show me your current hunger number using your fingers – 1,2,3,4, or 5. • Practice Scenarios - Read the following examples aloud. After each, ask students to decide which number matches the scenario, using the Hunger Gauge. Compare and discuss their answers.

	○ Scenario A: Julia wakes up in the morning and hasn't had breakfast yet. Her stomach is growling. Where would you guess she is on the Hunger Gauge? ○ Scenario B: Michael is at a birthday party. He eats 3 slices of pizza, fruit, chips, and then a piece of cake with ice cream. What number would you guess he is? ○ Scenario C: After school, Peter eats an apple, but he's still not full. His mom gives him peanut butter on crackers, and now he feels just right. What number might he be? <u>Key Points</u> • It's not just how much food we eat – it's also how we eat. • If we eat too quickly, we might not even notice the taste of our food. • Eating too fast can keep us from feeling satisfied or make us eat more than our body needs. ○ When that happens, we don't feel our best and might not have enough energy for school, sports, or play. <u>Practicing Mindful Eating</u> • In just a little bit, we'll practice mindful eating with a fresh corn tasting.
Activity	• Option to read the book, <i>No Ordinary Apple</i>.

Grades: 4 th -5 th	Mindful vs. Mindless Eating (1) Book – <i>No Ordinary Apple</i>
Discussion	<u>Mindfulness</u> • Earlier, we practiced a mindful breathing exercise together. Mindful breathing is one way to practice mindfulness. • Ask: Can someone explain what it means to be mindful? • Being mindful means paying attention to what is happening right now. ○ This includes your thoughts, feelings and everything happening around you in the present moment. ○ It's the opposite of rushing or trying to do too many things at once. <u>Mindful Eating</u> • Another way to practice mindfulness is through mindful eating. • Ask: What do you think mindful eating means? • When we eat mindfully, we use all five of our senses - seeing, smelling touching, tasting, and even hearing. • Paying attention with our senses helps us notice what we eat, how we eat, and how our bodies feel before, during and after we eat. <u>Important Note</u> • Mindful eating is NOT about restricting what you eat. • Instead, it's about enjoying the experience of eating – trying new foods, appreciating flavors, and being present in the moment.² <u>Tips for Mindful Eating</u> • Here are a few ways to practice mindfulness while eating:

	○ Remove distractions: turn off the TV, computer, or phone, and avoid texting while eating. ○ Place food on a plate or in a bowl instead of eating from the package. ○ Sit down to eat rather than eating while standing or walking. ○ Use all your senses: notice the smell, flavor, and texture of your food, and chew slowly. <u>Listening to Your Body</u> • Mindful eating also means paying attention to the signals your body gives you. • Ask: What are some ways your body lets you know it's time to eat? ○ Possible answers: stomach growling, feeling cranky or 'hangry', low energy, or feeling lightheaded. • Ask: And how do you feel if you eat too much? <u>Practicing Mindful Eating</u> • Soon, we'll practice mindful eating together with a fresh corn tasting.
Discussion & Activity	<u>Mindless Eating Charades</u> • Mindless eating is the opposite of mindful eating. • It happens when we eat while distracted, too quickly, or even when we aren't hungry.³ • Today we'll play a game of charades to explore some of the situations and feelings that can lead to mindless eating. <u>How to Play</u> • Depending on the size of the group, invite one or more students at a time to come to the front and act out a mindless eating scenario. • The rest of the class will watch and try to guess what's being acted out. <u>Scenarios to Act Out (all scenarios involve eating during the following activities):</u> • Watching TV • Talking on the phone • Playing video games • Eating because of feelings like: ○ Boredom ○ Stress ○ Anger ○ Loneliness • Eating just because friends are eating • Smelling, seeing, or hearing food (like popcorn at the movies) • Eating food directly from the package instead of using a plate or bowl <u>Wrap-Up Discussions</u> • Ask: How many of you have eaten mindlessly before? • Explain: It happens more often than we think! While it's not always possible to eat mindfully, whenever you can, try to slow down, be present, and enjoy your food.



GARDEN EXPLORATION AND OPTIONAL HARVEST (14 MINUTES for TK-2nd, 21 MINUTES for 3rd-5th)

Every class will prepare the corn tasting. If ripe tomatoes, onions, cilantro, basil or peppers are available, they may be harvested and added as a fresh garden bonus.

The garden section has two parts:

1. Optionally harvesting and washing available garden bonus ingredients.
2. Preparing and mindfully tasting the corn dish.

OPTIONAL GARDEN BONUS HARVESTING STATION

Grades: TK-5th	Optional Garden Bonus Harvesting Overview <i>Supplies: A basket or large bowl, and pruners for harvesting produce. Bring these along as you walk the class through the garden.</i> <i>Note: Not every plant listed will be found in all school gardens. Adjust your discussion and harvesting activity based on what is currently growing in your garden.</i>
Discussion	Gather the class where they can see any ripe tomatoes, onions, cilantro, mouse melon, basil or peppers that are available. Explain that every class will prepare the corn tasting and that anything ready in the garden is a fresh bonus ingredient. If harvesting, use the harvest directions and plant facts as teaching points. Invite a few students at a time to harvest one item while the rest of the group observes. If nothing is ready to harvest, continue directly to the corn tasting activity. The lesson and tasting remain complete without bonus ingredients.
Grades: K-5th	Cilantro, Basil, (or Leafy Greens)
Discussion & Activity	<u>HARVESTING DIRECTIONS:</u> • Bring students to stand around a cilantro, basil or leafy green (such as lettuce) plant. • Tell them that when they are harvesting any leafy herb, they will pinch off a leaf or segment of a stem with their fingernail, “cutting” it cleanly to separate it from the plant. • If harvesting, demonstrate first and then have them try it. <u>PLANT FACTS:</u> ^{4,5,6} • Pinching off leaves will stimulate the plant to produce more leaves. • Leafy green herbs can be consumed in many ways: fresh in salads or other cold dishes, to flavor water, cooked in dishes, baked into baked goods and more. • Cilantro is also called “Chinese Parsley” and is closely related to parsley but tastes and smells very different. • There are more than 100 different kinds of basil. • If you have a leafy green lettuce plant, harvest larger leaves from the outside and leave at least 5 baby center leaves so the plant can continue to grow.
Grades: K-5th	Onion
Discussion & Activity	<u>HARVESTING DIRECTIONS:</u> • Bring students to stand around the onions.

	- Let them know that if they pull an onion out of the ground, the bulb-end of the onion has soil on it, since it was underground, so it will need to be washed off. - If they are harvesting, grab hold of the onion at the very base, as close to the soil as you can and gently rock it to loosen it from the soil. - Once you feel it loosen, continue to wiggle it as you pull it out of the ground. <u>PLANT FACTS:</u>^{7,8} - The green parts above the ground are the onion's leaves. - The leaves have a milder taste than the more intense bulb-end, which develops underground. - There are different ways to harvest onions depending on your intended use. - You can either pull it out of the ground and use the entire onion or you can cut some of the green leaves only, leaving just a few inches above ground so the onion can continue to grow.
--	---

Grades: K-5th	Tomato
Discussion & Activity	<u>HARVESTING DIRECTIONS:</u> - Bring students to stand around the tomatoes. - When it's time to harvest a tomato, make sure that there is no green color on the fruit that you are choosing. - The stem should be turning brown where the tomato connects to the branch. - If you are harvesting, gently grasp the tomato and give it a twist. If it's ripe, it should easily fall off in your hand. <u>PLANT FACTS:</u>⁹ - Tomatoes come in all sizes, colors, shapes and flavors. - Most people think of them as round and red, but they come in dark purples, pinks, orange, green striped, white, yellow and more. - They can be large and lumpy or tiny and round like a pea.

Grades: K-5th	Pepper
Discussion & Activity	<u>HARVESTING DIRECTIONS:</u> Bring students to stand around the pepper plant. Look for a firm pepper with mature color and no soft or damaged spots. Peppers may be green when mature or may ripen to red, orange, yellow, or purple depending on the variety. Have a student hold the pepper while an adult uses pruners to cut the stem. Do not pull or twist, because branches can break. <u>PLANT FACTS:</u> Peppers are fruits because they develop from flowers and contain seeds. Pepper heat can vary. Add only a very small amount to the class tasting and keep a portion without pepper available.

Grades: K-5th	Mouse Melon
Discussion & Activity	<u>HARVESTING DIRECTIONS:</u> Bring students to stand around the mouse melon vine. Look for a firm mouse melon about the size of a grape, with green, watermelon-like markings. Ripe mouse melons should separate easily from the vine.

	Have students gently hold the vine with one hand and pick the mouse melon with the other. Avoid pulling on the vine because its delicate stems can break. PLANT FACTS: Mouse melons are also called cucamelons because they look like tiny watermelons but taste similar to cucumbers with a hint of lime. Mouse melons grow on climbing vines and use curly tendrils to hold onto nearby supports. They can be eaten whole—skin, seeds and all.
--	---

WASHING STATION

**** Use this station only when garden bonus ingredients are harvested.**

Grades: K-5th	Washing Optional Garden Bonus Ingredients <i>Before starting, plan ahead so every student has a role. You can divide jobs into smaller tasks if needed so everyone participates.</i>
Activity	If produce was harvested, bring it to the washing station. Students who will handle clean produce should wash their hands first. Roles: Cleaners: Brush off loose soil or debris, especially from onions. Washers: Rinse produce gently in clean water. Rub tomatoes with fingers; lightly scrub the bulb end of onions when needed; quickly swish cilantro. Place washed produce in a colander. Dryers: Gently pat the produce dry with paper towels and place it in the clean harvest bowl. Carry the clean bonus ingredients to the Food Prep and Tasting Station.

FOOD PREP/TASTING STATION

Grades: K-5th	Fresh Corn Tasting with Optional Garden Bonus Ingredients <i>At the tasting station, you'll be creating a Tasting Platter – an arrangement of freshly sliced and diced ingredients for students to sample.</i>
Activity	SETTING UP: Put on food-handling gloves. Open and thoroughly drain one can of corn into the medium bowl. Cut the lime in half. Begin with the juice from one half; more can be added after tasting. Select student helpers for measuring, mixing, plating, and serving. Students may help only with tasks appropriate for their age. Adults use all knives and pruners. PREPARING THE CORN TASTING: Add 1 teaspoon of extra virgin olive oil, 1 teaspoon of Balsamic vinegar and the juice from half of the lime to the corn. Mix. Taste using a separate fork/spoon (be sure to avoid putting the same fork/spoon back in the bowl for any additional tasting.) Add up to 1 additional teaspoon of oil or more lime juice only if needed. If tomatoes, onions, cilantro, or peppers were harvested, show and name each ingredient before an adult finely chops it. Add the garden ingredients to the corn as a fresh bonus. Use only a very small amount of hot pepper. Reserve some corn before adding pepper or any other ingredient that a student cannot eat. Place scraps from fresh produce in the compost bowl.

	SERVING: Before serving, inform students to wait until everyone is served so the class can experience the Mindful Tasting together. Student servers wearing gloves use a clean teaspoon to place approximately 2 teaspoons of the corn tasting into each food tray. Remind students that this is ‘sampling/tasting’ of food, NOT a snack if they comment on the portion size.
--	--

MINDFUL TASTING (3 MINUTES for TK-2nd, 5 MINUTES for 3rd-5th)

Grades: K-5th	Mindful Tasting Optional Supplies: (1) Whiteboard, (2) Dry-erase markers
Activity	MINDFUL TASTING Now that we’ve learned what it means to eat mindfully, it’s time to practice by using our senses with the corn tasting. MINDFUL TASTING GUIDELINES Be respectful: don’t throw food on the ground and don’t say ‘yuck’ or ‘gross.’ We don’t ‘Yuck someone else’s yum!’ Students are encouraged to take at least one bite, but no student should be pressured to eat. Use all five senses. ENGAGING STUDENTS See: What colors and shapes do you notice? Can you identify any garden bonus ingredients? Smell: Does it smell sweet, fresh, grassy, citrusy, or spicy? Touch: How would you describe the corn’s texture? Taste and Hear: Take a small bite and chew slowly. Is it sweet, tart, juicy, crisp, soft, or crunchy? Do you hear a sound as you chew? Invite students to notice how lime, olive oil, and any garden bonus ingredients changed the corn’s flavor.

CLOSING (1 MINUTE)

- Thank the class, teacher and volunteers for participating.
- Briefly recap that gardens continually change and that careful observation helps us understand what plants need. Remind students that in the next lesson they will plant new seeds and begin the garden’s next growing cycle.
- If time permits, invite students to create a short Reflection Page (drawing or writing or both) either in the garden or later in class with their teacher. If you see reflections worth sharing, take a photo before students leave and email to: Mishell.balzer@bchd.org.
- As students leave the garden, have them throw away their trash in the trash can.
- Return all supplies to the shed, making sure everything is cleaned and put away for the next class.
- Put only lime and fresh garden-produce scraps into the compost bin. The empty can and EVERYTHING else go in the appropriate recycling or trash container.

***Remember to report your lesson as completed using the link or QR code below to access the form. If using the QR, tap the 6 stacked squares at the top to access. [LiveWell Kids Tracking Links 2026-27](#)**



Did You Know? Fun Facts!

- ❖ *Corn is a seed, and each kernel can grow into a new corn plant when planted under the right conditions.*
- ❖ *Corn is considered a warm-season crop because it grows best when the soil and air are warm.*
- ❖ *Fruits and vegetables contain important vitamins, minerals, and plant chemicals (such as nitrogen, oxygen and carbon.)¹⁰*
- ❖ *Some fruits and veggies, such as carrots, apples and cucumbers, store a large percentage of their nutrients in their skin, so if you peel them, you're peeling away some of the nutritional benefit.¹¹*
- ❖ *A diet high in fruit and vegetables can help protect you against illness and disease.¹⁸*
- ❖ *Vegetables and fruits are an important part of a healthy diet, and variety is just as important as quantity.¹⁸*
- ❖ *No single fruit or vegetable provides all the nutrients you need to be healthy. Eat plenty of colorful fruits and vegetables every day.¹⁸*
- ❖ *There are about 2000 different kinds of fruit in the world and our country eats only about 200 different kinds.¹²*
- ❖ *Fruits and vegetables contain fiber which is like "nature's scrub brush" for your intestines, keeping particles from sticking to the inside walls as it moves through.¹⁸*
- ❖ *If you want your fresh herbs to last longer, pick the lower leaves off the stem and display them in a flower vase like a floral arrangement.*
- ❖ *Basil is part of the mint family.*
- ❖ *Basil leaves contain fragrant oils that give the plant its strong smell and flavor.*
- ❖ *Basil flowers provide nectar for bees and other pollinators.*
- ❖ *There are many kinds of basil, including sweet basil, Thai basil, lemon basil, and purple basil.*
- ❖ *Mouse melons look like tiny watermelons but taste more like cucumbers with a hint of lime.*
- ❖ *Another name for a mouse melon is a cucamelon.*
- ❖ *Mouse melons grow on climbing vines and use curly tendrils to hold onto supports.*

¹ Be Mindful to Stress Less (for Kids) - Nemours KidsHealth. (n.d.). Kidshealth.org.

<https://kidshealth.org/en/kids/mindfulness.html#:~:text=Being%20mindful%20means%20having%20your%20time>

² Nelson, J. B. (2017). Mindful Eating: The Art of Presence While You Eat. *Diabetes Spectrum*, 30(3), 171–174.

³ Nemours, & LDN, M.-C. P., RD. (2018a, February 6). *Mindful Eating*. Nemours Blog. <https://blog.nemours.org/2018/02/mindful-eating/>

⁴ To Pinch or Not To Pinch, That Is the Question. (n.d.). ANR Blogs. <https://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=26939>

⁵ Cilantro / Coriander, *Coriandrum sativum*. (n.d.). Wisconsin Horticulture. <https://hort.extension.wisc.edu/articles/cilantro-coriander-coriandrum-sativum/>

⁶ Wolfe, K. (2020). *Basil Varieties*. <https://s3.wp.wsu.edu/uploads/sites/2073/2020/04/Basil-Varieties.pdf>

⁷ Onion: benefits and nutritional properties. (2019, December 16). Nutrigenomics Institute. [https://nutrigenomicsinstitute.com/nutrigenomics-news/onion-benefits-and-nutritional-properties/Top Foods High in Vitamin C](https://nutrigenomicsinstitute.com/nutrigenomics-news/onion-benefits-and-nutritional-properties/Top%20Foods%20High%20in%20Vitamin%20C). (n.d.). WebMD.

⁸ Onions: How to Grow It. (n.d.). Extension.sdstate.edu. Retrieved July 7, 2022, from <https://extension.sdstate.edu/onions-how-grow-it>

List of Allium species. (2022, May 24). Wikipedia

⁹ Tomato - Vegetable Directory - Watch Your Garden Grow - University of Illinois Extension. (2013). Illinois.edu.

¹⁰ Liu, R. H. (2013). Health-promoting components of fruits and vegetables in the diet. *Advances in Nutrition (Bethesda, Md.)*, 4(3), 384S92S.

<https://doi.org/10.3945/an.112.003517>

¹¹ Slavin, J. L., & Lloyd, B. (2012). Health Benefits of Fruits and Vegetables. *Advances in Nutrition*, 3(4), 506–516. <https://doi.org/10.3945/an.112.002154>

¹² *The Nature of Crops: Why do we eat so few of the edible plants?* New Scientist. <https://www.newscientist.com/article/mg22730301-400-the-nature-of-crops-why-do-we-eat-so-few-of-the-edible-plants/>