LiveWell Kids
Garden and Nutrition Program

Lesson 6: Warm Season Planting and Healthy Hydration

This year's LiveWell Kids lessons are being delivered in adherence with the Los Angeles County Department of Public Health's Reopening Protocols for K-12 Schools.

LiveWell Kids Program Summary

The LiveWell Kids Garden and Nutrition programs have been combined to create a hybrid, farm-to-table program. The initiative is comprised of six interactive lessons which focus on educating K-5 students on the process and benefits of growing their own food and making healthy eating choices. All lessons are delivered in the fresh air of the school gardens by trained volunteers.

Objectives:

By the end of this lesson, students will:

- Be familiar with some warm season crops and how they grow
- Appreciate that all living things, including plants, animals and humans, need water to survive
- Understand the benefits of drinking water compared to drinking sugary drinks
- Identify ways in which our body loses water
- Become familiar with different ways to add water to your daily diet

Volunteer Responsibilities

Three components:

1. *Before* the lesson
2. *Teaching* the lesson
3. *Post-lesson* reporting and cleanup

Preparation

❖ **One Week Before the Lesson**
- Check in with your school's front office to ensure you and other participating volunteers are complying with all on-site volunteer requirements.
- Check with the teacher for any known allergies.
- Coordinate classroom supplies with the teacher, including paper and writing tools, if you're planning to do the *Reflection Page* of the activity.

- If using the *Did You Know? Fun Facts* page, or the *Garden Trivia* game print them out.
- Coordinate with co-volunteers.
  - Electronically send the lesson plan and communicate with your co-volunteers about your respective roles.
  - Be sure that you and your co-volunteers read the lesson plan before the day of the lesson.

❖ Day of the Lesson

**Please allow 30 minutes for set-up and prep before the lesson. Request that your co-volunteers arrive early with you to help with the set-up.

1. SET UP THE PLANTING ACTIVITY:

   There is a new ***Planting Guide*** posted on the inside of the shed door that you will refer to during the planting section.

   - Remove the irrigation from your garden bed and place it out of the way from where the kids will be working.
   - Partially fill at least 2 watering cans with water (determine heaviness by age.)
   - Bring the following supplies from the shed and set them near (but not right next to) the garden bed -
     - ✓ Wheelbarrow
     - ✓ Cultivators
     - ✓ Rake
     - ✓ Watering cans (with water in them)
     - ✓ Kneelers (optional)
     - ✓ Ruler
     - ✓ Popsicle stick
     - ✓ Yarn measuring tool
     - ✓ 2 Sharpies
     - ✓ Seed packet laminates
     - ✓ Grade-level bag with seeds and plant labels

2. SET UP THE HEALTHY HYDRATION ACTIVITY:

   - Bring the following supplies from the shed and set them at the picnic tables:
     - ✓ 5 Laminates
       - *Benefits of Drinking Water*
       - *Recipes to Make Water More Fun*
       - *Eat Your Water*
       - *Water Tracker*
       - *Nutrition Facts: Sugar* (Sports Drink & Cola)
     - ✓ 1 drinking glass (8-ounce)
     - ✓ Whiteboard
     - ✓ Dry-erase markers

3. OPTIONAL - REFLECTION PAGE ACTIVITY:

   Arrange to use classroom supplies with your teacher ahead of time. This activity can be done at any time during the lesson that you see fit, if time allows.

   - Bring the following supplies from classroom to the garden. Set them in a place where you can quickly access them if there's time to do this activity:
     - ✓ Paper - one piece per student
     - ✓ Writing tools - 1 per student (*Due to COVID-19 protocols, no writing instruments should be shared among students.)*

Lesson 6: Warm Season Planting and Healthy Hydration

NOTE: You are not required to memorize a script to deliver the lesson. Throughout the lesson plan you will find "sample script" with suggested wording, but we encourage you to use your own words, so it feels more natural for you. Complexity of discussion is grade dependent. Since this is a dense lesson, please feel free to adjust the script based on the age group, flow and timing of your lesson.

INTRODUCTION AND MINDFUL BREATHING (2 MINUTES)

- Introduce yourself and other volunteers.
- Guide students through a mindful breathing exercise.
- Explain the purpose of this sixth lesson is to plant warm season crops while also learning about the importance of drinking water.

Sample Script

Hi everyone, my name is _____. Welcome to the last Beach Cities Health District LiveWell Kids lesson of the year! Let's start with a mindful breathing exercise. You can close your eyes, or look down at the ground, and slowly take a deep breath in, pause for a moment, and then slowly let it out. Let's do it one more time, deep breath in, pause, and slowly let it out. Now open your eyes. How do you feel?" **(Allow a few students to respond).**

Today we'll be planting 2 crops that will be part of a "Salsa Garden." After all classes have planted, we'll have all the ingredients we need to follow a salsa recipe and make salsa together in the fall. Salsa is a summer dish because it is made using Warm Season produce.

We'll also talk about water and how drinking enough of it helps keep our bodies healthy.

ASK QUESTION:

Can anyone tell us the difference between warm and cool season plants? Allow for a couple of answers.

GIVE ANSWER:

Warm season plants/crops grow best in the warmer season of the year (spring through fall) since they need warmer temperatures and longer hours of sunlight to thrive.

Cool season plants/crops grow best in the cooler season of the year (fall through spring) since they need cooler temperatures and shorter hours of sunlight to thrive.

REVIEW PLANTING ACTIVITY STEPS:

1. Prepare the soil for planting.
2. Plant and label the seeds.
3. Water the seeds.

Sample Script

During the summer, these crops will be ready to harvest. Volunteers will pick and donate the produce to people in need of food. They will then plant seeds for you to harvest when you come back to school in the fall.

Today, before we begin planting, we'll talk about the importance of drinking water, or hydration. All living things need water to survive. We'll discuss why it's important and what it does for our bodies.

DISCUSSION: PREPARING THE SOIL FOR PLANTING (3 MINUTES)

1. Walk the whole class to your garden bed and direct them to gather around so they can hear you.

2. Tell them which 2 crops they will be planting (referring only to your grade):

   - Kindergarten and 1st grade will plant **tomatillos** and **tomatoes:**
     Tomatoes – grow on a small bush-like plant or a vine and come in lots of colors, shapes and sizes. They all taste different but still taste like 'tomato.'

     Tomatillos – grow on a small bush-like plant. They are related to tomatoes, peppers and eggplant.

   - 2nd and 3rd grades will plant **peppers** and **onions:**

     Onions – grow underground with green tubular edible leaves. There are MANY kinds of onions, but these are scallions.

     Peppers – grow on a small bush-like plant with fruit and leaves developing along the stems. Traditionally, jalapenos are used in salsa, but there are many varieties and colors.

- ❖ 4th grade will plant **cilantro** and **tomatoes:**

  Tomatoes – grow on a small bush-like plant or a vine. Some varieties ripen all at once - *determinate*, and others ripen continuously until the plant is done - *indeterminate*.

  Cilantro – grows as a leafy green herb and can be eaten at any time. This plant forms seeds called *coriander*, which is ground as a spice.

- ❖ 5th grade will plant **pumpkins** and **sunflowers** – **This is a surprise for the other grades – so shh!**

  Pumpkins – grow on a large vine which produces several fruits. They produce both male and female flowers on the same plant.

  Sunflowers – grow either one or multiple *inflorescences* on a stalk. Many people mistake the sunflower's inflorescence for a single flower, but it is a colony of MANY flowers.

3. If sharing the bed with other classes, show them where your class will be planting in the bed.

4. Ask if anyone remember why we remove the spent cool season plants before planting.

   Answer: Makes room for new plants, allows access to cultivate soil and mix in amendment, removes old plants that still have roots in the soil which will continue to take up nutrients, competing with other plants.

5. Ask if anyone remembers what the term "amend" means.

   Answer: To amend soil is to add and mix in nutrients (usually in the form of compost) to the existing soil so that new plants have access to nutrients as they grow.

6. Ask if anyone remembers why we cultivate the soil.

   Answer: We cultivate (fluff up) the soil to -

   - *Search for and remove things we don't want in the bed, such as roots, weeds and grubs that eat plants.*
   - *Aerate the soil - which means creating air spaces throughout the soil.*

7. Ask if anyone remembers why we need to create air spaces in the soil.

   Answer: We aerate the soil to -

   - *Decomposers living in the soil need air spaces to breathe and move around.*
   - *Fragile seedlings need soil to be light and fluffy for pushing their hair-like roots through.*
   - *Water needs soil to be soft and loose so that it can soak in and reach the deeper layers.*

ACTIVITIES (14 MINUTES)

Determine how many students you can manage at the garden bed. Send the rest with your co-volunteer to do the *Healthy Hydration* nutrition activity.

Sample Script

Now I'm going to divide the class in half. Everyone will have a chance to prepare the soil for planting but it will be easier with smaller groups. Some of you will stay with me now (1st Group) to cultivate and the others (2nd Group) will go with* {insert NAME} *to the Hydration activity. Then we'll switch.

****Divide the class into 2 groups****

GARDENING ACTIVITY: PREPARING THE SOIL FOR PLANTING (7 MINUTES)

The garden activity is going on with ½ the class while the other half is doing the Nutrition activity: *Hydration Activity*. The 2 groups of students will each do a different soil prepping activity in the garden bed.

Stand on the opposite side of the garden bed from the 1st Group so they can see you.

1st GROUP - REMOVE OLD PLANTS:

- Allow students to take turns removing the plants in the bed. Instruct them to GENTLY shake or brush off the soil from the roots of each plant so that it falls back into the soil.
- Place the removed plants in the wheelbarrow.

****Switch groups after 7 minutes****

2nd GROUP - CULTIVATE THE SOIL:

- Pass out the cultivators to the students that are left at the garden bed.
- Instruct the students to spread out around the box and cultivate as deeply as they can (kneelers may be used.) Remind them that some plants have long roots that go deep down in the soil.
- After the last group cultivates, gently rake the soil until it is level.

Sample Script

I'd like for you to spread out around the garden box and use your cultivator to cultivate the soil as deeply as you can, just like last time. Be careful not to touch the gopher wire. (If your school has fragile boxes, remind them not to put any pressure on the boards – they can break!

NUTRITION ACTIVITY: HEALTHY HYDRATION (7 MINUTES)

Gather students at the picnic table area for this activity.

Sample Script

You have all spent time in the garden this year, including today. In doing so, you've seen how important it is that plants get enough water. Healthy plants have color, look straight and sturdy. Unhealthy plants lose their color and look droopy. Like plants, people also need water to survive. If we don't have enough water, we can get very sick.

Does anyone know what word describes what happens to your body when you don't have enough water? Hint: If hydrate means to add water, this word is the opposite. **(Allow a few seconds for kids to answer.)** ***Dehydration. In addition to being thirsty, if you get dehydrated, you may have a headache, not be able to think clearly, or feel tired and nauseous (sick to your stomach).***

Do you know that water makes up about 60-70% of your body weight? We need to drink enough water (hydrate) every day for our body to work properly. We lose water when we exercise, breathe, use the bathroom and sweat, so it's very important that we find ways to replace this lost water.

Drinking water is one of the easiest ways to be healthier!

- Choose at least 2 from the following 4 topics to discuss with the students, referring to the accompanying laminates. You can use the white board to write down key points or draw supplemental images.

Topic	**Topic: Water in Your Body** Laminate - *Benefits of Drinking Water*
K-5th	Every part of your body needs water. Show laminate: *Benefits of Drinking Water*, and highlight the following: • Water **composes:** ➢ 83% of your blood ➢ 75% of your brain ➢ 75% of your muscles ➢ 22% of your bones • **Water does the following jobs in our bodies:** ➢ Keeps body temperature normal ➢ Removes waste (poop and pee) ➢ Protects and cushions your organs and joints ➢ Helps carry nutrients and oxygen to your cells ➢ Moistens oxygen for breathing ➢ Helps convert food to energy ➢ Helps your body absorb nutrients

Topic	**Recommended Amounts of Water** Laminate - *Water Tracker*
K-5th	The amount of water a child needs depends on their age, size, activity level and the weather. ➢ An easy way to figure out the amount of water a child should drink each day is to drink the number of 8-ounce cups of water equal to their age, with a maximum of 64 ounces of water for children over the age of 8. These amounts do not include other beverages kids may consume in a day. ➢ Volunteers, please note there are a variety of intake recommendations from reliable sources. The above is one example which comes from Children's Health of Orange County; UC Irvine School of Medicine) https://www.choc.org/programs-services/urology/how-much-water-should-my-child-drink/ • Active kids need extra water. It is recommended that you drink 30 minutes before an activity and every 15-20 minutes during the activity. Drinking water after sports and play is equally important. • Use a Water Tracker to keep track of how much water you drink. (Show laminate: *Water Tracker*)

Topic	**Topic: Creative and Hidden Ways to Get More Water** Laminate - *Recipes to Make Water More Fun a*nd *Eat Your Water*
K-5th	Besides simply drinking a cup of water, there are different ways to reach individual water goals. • Eat your water. ➢ Fruits and vegetables contain large amounts of water. (Show laminate: *Eat Your Water)* • Make fun recipes. (Show laminate: *Recipes to Make Water More Fun)* ➢ Add flavor to water with slices of fresh lemon, cucumber, berries or watermelon. ➢ You could also use herbs, such as mint, or spices like ginger. • Keep water handy: ➢ Pick out a water bottle you like and take it with you. • Use frozen fruit in place of ice cubes. • Try using a "fun" straw or cup to make drinking water more entertaining. *IDEA – To make this section more interactive, ask students to: 1) Brainstorm water recipes or come up with ways to make drinking water more enjoyable. Write their responses on the white board. OR 2) Arrange foods in order by the amount of water they contain (from highest to lowest). List by writing on the white board. Foods to consider: A. Cucumber – 96%

	B. Celery – 95% C. Pear – 84% D. Grapes – 81% E. Banana – 74% F. Whole Wheat Bread – 38% G. Raisin – 15% H. Oatmeal Cookie – 6% I. Crispy Rice Cereal – 3%

Topic	**Sugary Drinks** Laminate - *Nutrition Facts: Sugar* (Sports Drink & Cola)
K-5th	You eat sugar when having cookies and ice cream, but you can also drink sugar when having certain beverages. Drinking fruit juices such as orange juice or apple juice is a way to get water, but juices also contain natural and/or added sugars. Watch out for drinks that have added sugar.
Additional for 3rd-5th	Is sugar hiding in your drink? Become a nutrition sleuth! Added sugars go by many names, so often they're not easy to detect on an ingredients list. In addition to the word "sugar," be on the lookout for these other names: • Sucrose • Dextrose • Fructose • Honey • Syrup • Corn Syrup • High Fructose Corn Syrup • Fruit Juice Concentrates Show laminate: *Nutrition Facts: Sugar. P*oint out grams of sugar and ingredients list for each item.

Gather the whole class together at the garden bed

PLANT & LABEL THE SEEDS (10 MINUTES)

Use the Planting Guide inside the garden shed door to show you where to plant within the garden beds.

- Explain that they will now plant their seeds.
- Retrieve the measuring tool (yarn tied to sticks) and ruler to create rows for planting.

- Review how you use the tool to create four equally spaced rows in the bed.
- Select 2 students to come forward and use the yarn tool to create a guide for the first row of seeds (a few inches away from the edge of the bed.)
- Instruct them to stretch it out lengthwise across the bed and secure it in the soil.
- Remind them that when planting different plants in the same bed, it's best to understand how each plant grows so we can create the optimal growing situation for them.
- Remind students that all seeds like to be planted at a specific depth.
- Remind them that when planting seeds, we must read the instructions on the back of the packet to ensure that we are properly following directions for that seed, or we risk the seeds not sprouting.
    - Show them the seed packet laminates and point out the information on the back, calling attention to the ***depth*** highlighted in yellow.
- Remind them how to measure the depth on their finger with the ruler, starting at the tip of their index finger and measuring down their finger.
- Hand off the ruler to your helper to assist them with measuring the depth on their fingers.
- Have them form two lines in front of the bed for planting while you pass out seeds.
    - Remind the students to cover their seeds with their other hand to avoid losing it.
- Have the students approach the box two at a time and follow the yarn guideline to plant their seed beneath, making a straight row.
- Direct them to poke a small hole, according to the depth they measured on their finger and drop in the seed.
- Place the popsicle stick in the soil "above" the spot where their seed is to mark the spot.
- Have them pinch the soil to cover their seed with soil, leaving it fluffy and not patting the dirt down.
    - The next student approaching the box can see where the last seed was planted as indicated by the popsicle stick and determine where to plant their own seed. They will then move the popsicle stick to mark their own spot.
- After planting, have each student move to the back of the line to receive another seed.
- As each row fills up, have the last students that planted in the row move the yarn tool to start a new row.
- If students are capable, select new students to come forward to label each row.
    - Give them a sharpie and a plant label.
    - Have the write the date on one side and the plant name on the other.
    - Instruct them to insert it at the end of the row. Each row gets one plant label.
    - If they are too young, have your co-volunteer or helper write the label and give it to the students to put in the soil.
- Continue until two rows of each seed type are planted (four rows total).
- Make sure to select a new pair of students each time to move the yarn and write the labels.

Sample Script

- ★ *"Just like last time, each of you will be able to plant seeds in the garden bed today.*
- ★ *Again, we'll be measuring four equally spaced rows in the bed so that we'll have 2 rows of each seed.* **(Select two students to come forward and use the yarn tool to create a guide for the first row of seeds).** *Stretch the yarn tool out lengthwise across the bed and secure it in the soil.*
- ★ *Remember, when planting different plants in the same garden bed, it helps to understand how each plant grows so we can create the best placement for them.*
- ★ *One of the most important things to remember - all seeds like to be planted a specific depth. Don't forget, the information that we need is on the back of the seed packet.*
- ★ *Look at this picture of the warm season crops that you're planting*. **(Show them the seed packet laminates and point out the information on the back).** *The yellow highlights the depth you should plant the seed.*
- ★ *Remember how we measured the depth using your finger and a ruler?* **(Starting at the tip of your index finger and measure down your finger).** *This will help you figure out how far to push your finger into the soil when you make your planting hole.*

  Hand off the ruler to your helper to assist the students with measuring the depth on their fingers.
- ★ *Like last time, let's form two lines in front of the bed for planting while I pass out seeds. Please cover your seed with your other hand to avoid losing it.*
- ★ *One from each line come forward to plant your seed beneath the yarn line.*
- ★ *Remember that the seed depth was highlighted on the laminate and measured on your finger. Follow this depth as you poke a small hole. Then drop in the seed and pinch the soil to cover it.*
- ★ *After you have planted your seed, please move to the back of the line to receive another seed*.

  As the row fills up, have a student come forward and write the label.
- ★ *Here is a Sharpie and plant label. You can write the date on one side and the plant name on the other. Then insert it at the end of the row.*

CLOSING (1 MINUTE)

- Bring students together to close the lesson and thank the students, teacher and other volunteers.
- Tell them that you'll give their seeds a thorough watering while they go back to class.
- Recap what students learned in the lesson and tell them that when they return for the next lesson, the garden should have their cool-season crops growing.
- Thank the students for joining you today and dismiss them.

If time allows, you can have students:

- Take turns watering
- Draw/write a *Reflection Page* (this can also be done in class with the teacher)
- Review the *Did You Know? Fun Facts* at the end of the lesson.
- Play the *Garden Trivia* game (review of the year's curriculum) at the end of the lesson.

Sample script

Thank you for joining me today. I also want to thank* {insert teacher and volunteer names}*. We had fun planting* {insert vegetables here} *as well as talking about healthy hydration. When you return in the fall, the garden should have your warm season crops growing and ready to make salsa. Have a wonderful summer!

POST-LESSON TASKS

If students created 'Reflection Pages', take a few photos to share with us via email (students can keep the original):
Mishell.Balzer@bchd.org or Tami.Kachel@bchd.org

- Give the seeds another thorough soaking after the class has left.
  - Use the 'mist,' 'sprinkle' or 'shower' setting on your hose nozzle; the other settings are too strong for the seeds and might wash them away.
- Clean up and put all supplies away in the shed.
- Report your lesson as delivered with the online form:
  https://publish.smartsheet.com/86d1bf6fe32b40daa08d15a2879bd2a4
  or scan the QR code on the inside of the shed door.
- Return the shed key to the front office.

EDUCATION STANDARDS

LiveWell Kids applies California Health Education and Common Core standards in each lesson. For more information, please visit our website at https://www.bchd.org/LiveWellKids

RESOURCES

https://www.choc.org/programs-services/urology/how-much-water-should-my-child-drink/

https://kidshealth.org/en/kids/water.html

https://www.actionforhealthykids.org/activity/more-water-please/

http://www.tomatodirt.com/tomato-facts.html

http://www.vegetablefacts.net/vegetable-facts/tomato-facts/

https://jeffsnaturals.com/8-things-you-probably-didnt-know-about-red-bell-peppers/

https://www.herbinfosite.com/herb-information/herb-profiles-cilantrochinese-parsleycoriander/

OPTIONAL: GARDEN TRIVIA GAME (You can use at any point in the lesson that you have time)

Have the students spread out, standing. Explain to them that this a "True and False" game. You will read each statement out loud and if they think it's true, they stay standing. If they think it's false, they will sit. Reveal the answer to see how many got it right. Have them return to standing and repeat with the next statement. Feel free to call on them to explain why they believe a statement is true or false. Feel free to come up with your own questions and variations, too!

ALL GRADES

- Removing old plants makes room for the new developing plants to grow. *True*
- Removing old plants helps aerate the soil, creating air spaces between the soil particles which have become compacted over time. *True*
- Seeds have different depth requirements for planting. A general rule of thumb: the smaller the seed, the deeper it will want to be planted. *False: Larger seeds generally like to be planted deeper, and smaller seeds generally like to be planted closer to the surface.*
- Newly planted seeds should not get watered often until they are larger. *False: Newly planted seeds need more frequent watering as they don't yet have a developed root system.*

KINDERGARTEN

- All seeds like to be planted deep. *False: All seeds have different depth requirements.*
- You can eat pea tendrils. *True*
- Roots grow above ground. *False: Roots almost always grow underground.*

1ST GRADE

- ***Organic matter*** such as banana peels, fruit rinds, dry leaves, etc. can go in the recycle bin. *False: Organic matter is compostable not recyclable and should be put in the compost.*
- Decomposers need air, browns, greens and water. *True*
- An **annual** plant means that it completes its life cycle in one year. *True*

2ND GRADE

- Lettuce, kohlrabi, peas and kale like to grow in the warm season. *False: These crops like to grow in the cool season.*
- Compost is a ***nutrient cycle***, which is the natural process of nutrients recycled from dead matter to living matter in a constant loop. *True*
- Roots take up the water and nutrients from the soil and bring them to all parts of the plant. *True*

3RD GRADE

- Macroorganisms such as pill bugs, earthworms or centipedes are organisms that are so small that you can only see them with a microscope. *False: "Macro" means large, so these organisms can be seen with the naked eye. A microorganism is an organism that is so small that you can only see them with a microscope.*
- When speaking about compost, greens contain a lot of ***carbon***. *False: Greens contain **nitrogen**.*
- A kohlrabi is a swollen taproot, which is the plant's 'energy-storage facility' of the plant. *True*

4TH GRADE

- A producer is something that gets its energy from consuming plants. *False: A producer gets its energy from the sun.*
- Compost adds moisture to soil that all living things need to survive. *True*
- The tendrils on the pea plant are leaves. *True*

5TH GRADE

- Plants take in both oxygen and energy from sunlight. *False: Plants take in carbon dioxide.*
- Plants build sugar molecules as they grow. *True*
- Both micro and macroorganisms consume each other. *True*

Did You Know? Fun Facts!

- Because the **tomato** has seeds and grows from a flowering plant botanically, it is classed as a fruit, not a vegetable.

- Most **tomato** varieties are red although other colors are possible including green, yellow, orange, pink, black, brown, white and purple.

- Pilgrims took **onions** to America on the Mayflower only to discover that the Native Americans already used them extensively for food, clothing dyes and even as toys.

- Ancient Egyptian Pharos were buried with **onions** as a symbol of eternity.

- Do not drink water to ease the burning sensation of a **chili pepper** – capsaicin, which is an oil, will not mix with water but instead, will distribute to more parts of the mouth. Milk is the recommended 'heat soother.'

- **Chili peppers** contain more vitamin A than carrots (especially red chiles). In fact, one teaspoon of hot sauce may provide 100% RDA for Vitamin A.

- The **tomatillo** means "little tomato" and is just one of nearly one hundred Physalis species. This group has fruits that are commonly enclosed in papery calyxes and are called "Chinese lantern plants" because of this unusual formation.

- The **tomatillo** is also called a "Spanish tomato" not because it is known in Spain but because it is native to and grows in Mexico. It is also sometimes referred to as "husk tomato" or "Mexican husk tomato." Traditionally, tomatillos are especially a favored ingredient in New Mexican and Mexican dishes. Easy to grow, tomatillos were a staple food in ancient Mayan and Aztec communities. First introduced in India in the 1950s, it remains very popular there where it is commonly made into chutney.

- **Cilantro** (or Chinese Parsley) refers to the leaves of the Cilantro/Coriander herb. The leaves are finely divided with feathery edges resembling parsley. The cilantro leaves have a strong fragrance that is described as both sweet and pungent.

- The seeds of the **cilantro** plant are referred to as "coriander," a common culinary spice.

- On average, you cannot live longer than 3 to 5 days without water.

- Estimates vary, but each person uses about 80 to 100 gallons of water each day.