LiveWell Kids
Garden and Nutrition Program

Lesson 2: Planting Cool-Season Crops
From Garden to Pizza

OBJECTIVES

By the end of this lesson, students will:

- Learn about cool-season crops and seasonal planting.
- Understand how to prepare soil for planting.
- Learn and experience proper seed planting procedures.
- Recognize that gardening is a form of moderate exercise and contributes to daily physical activity.
- Increase understanding of the range of food options from whole foods to highly processed foods.
- Become aware of the Nutrition Facts Label as a valid source of nutrition information.
- Increase ability to make healthy food choices by knowing how to interpret the Nutrition Facts Label.

SUPPLIES

- Supplies to bring from the shed to the garden:
    - Laminate: *Nutrition Facts*
    - Laminates: your 2 specific seed packets
    - 1 Ziploc bag, labeled by grade, containing 2 seed packs and plant labels
    - 2 Sharpies
    - Cultivators
    - Rake
    - Compost bucket and scooper (if your bed doesn't have a bag of soil leaning on it)
    - Watering cans
    - Scissors
    - Ruler
    - 2 Popsicle sticks
    - (If needed: Yarn & 2 more Popsicle sticks)
    - Optional: Kneelers
    - Optional: Gloves
- Supplies to bring from classroom to garden - *arrange with teacher ahead of time:*
    - Paper - one piece per student
    - Writing tools - such as crayons, colored pencils, or markers

PREPARATION

- Refer to the "Background and Preparation" document for details about preparing for the lesson one week prior and the day of. It is posted on the website and the inside of the shed door.
- Allow **30 minutes** for set-up and preparation the day of the lesson.

SET-UP INSTRUCTIONS

The ***Planting Guide*** is posted on the inside of the shed door. You will refer to it during the planting section.

- Fill the watering cans (half full for younger students.)
- If you DON'T have a bag of soil, use the compost scooper to scoop compost from the compost bin into the bucket. You will see a sign in the compost bin telling you which line to fill to, either line "A" or line "B". The line is labeled on the inside of the bucket.
- Set the following items near the garden bed to be used first:
  - Cultivators
  - Rake
  - Filled watering cans
  - Compost bucket with compost (if no soil bag)
  - A wheelbarrow or your largest container
  - Optional: kneelers & gloves (note: not all students are comfortable with gloves.)
- Create a 'row-planting guide tool' by cutting a piece of yarn to be longer than the length of your bed and tie to a popsicle stick on each end.
  - **Check to see if someone has already made one.** If the beds are the same size, you can **reuse it**. If there isn't one and you need to make one, leave it with the lesson supplies for others to reuse**.**
- Set the following supplies near (but not right next to) the garden bed to be used second:
  - Ruler
  - 2 Popsicle sticks
  - Yarn/popsicle sticks row-planting guide tool
  - Bag of seeds and labels
  - 2 Sharpies
  - 2 Seed packet laminates
  - *Nutrition Facts* laminate
- Remove the irrigation lines from the garden bed (following the instructional video on the website under "Lesson 2") and place them away from where the kids will be working.

INTRODUCTION & MINDFUL BREATHING (1 MINUTE)

- Introduce yourself and other volunteers.
- Guide students through a mindful breathing exercise.
- Explain the purpose of this second lesson is to:
  - Explore the garden.
  - Plant cool-season crops.
  - Discuss the difference between whole foods and processed foods.
  - Understand how to use a Nutrition Facts Label.

- To grab the students' attention, show the seeds from one of your seed packets to help them visualize the number of plants that come from one seed packet.

Sample Script

"Do you know that I can hold more than 200 **(insert seed name here)** ***in my hand? How is this possible?*** **(Allow a few students to respond, then pour some of the seeds from the packet into your hand.)** ***This is how! Each seed develops into its own*** **(insert seed name)** ***plant which will produce many*** **(insert name, i.e., beets.)** ***You will experience this for yourself, beginning with today's lesson when you get to plant cool season crops. In the spring, you will harvest these crops to make and sample a tasty, healthy dish.***

We're also going to talk about the difference between whole and processed foods and how to understand the ingredients list on the Nutrition Facts label. Ready? Let's begin!"

Divide the class into 2 groups

Divide the class. You will keep half the class at the garden bed for the garden activity and send half the class with the other volunteer for the nutrition activity. The two activities are going on at the same time for a total of approximately 14 minutes. Therefore, after 7 minutes, the nutrition and garden groups will switch places.

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 (Group 1) will stay with me now to remove the old plants, and the others (Group 2) will go with **{insert NAME}** ***to the nutrition activity. Then you'll switch."***

NUTRITION: WHOLE & PROCESSED FOODS (9 - 12 MINUTES)

** Happening at the same time as the garden activity.

The nutrition section has three parts:

1. Discussing whole and processed foods
2. Reviewing the Nutrition Facts Label (see laminate) to identify the ingredients list
3. Optional: Garden to Pizza activity

Grades	What are whole foods?
K-5th	• The vegetables the students are planting are whole foods. • They don't have added ingredients like sugar, salt or fat. • When we eat whole foods, we get nutrients that come from nature which our body needs to grow and stay healthy.[1] ○ Examples of tasty whole foods include fresh fruits and vegetables, frozen fruits and

	vegetables, unsalted beans and nuts, barley, quinoa, lean meat, and chicken.

4th – 5th Grades (Extra)	• Whole foods are unprocessed or minimally processed foods.[2]
	• Minimally processed foods have been slightly changed to clean or preserve the food, but the nutritional content is not significantly changed.
	  ○ Foods in this category may be washed, peeled, sliced, juiced, frozen, dried or pasteurized. Examples are:
	  ▪ Washed carrot, sliced pear, pasteurized milk, peeled avocado
	  ○ Foods in this category may also be milled, refined, crushed or pressed. Examples are:
	  ▪ Olive oil and whole wheat pasta

Grades	**What are processed foods?**

K-5th	• Instead of going directly from gardens and farms to stores where we buy it, processed food first goes to a factory where it's changed from how it's found in nature.
	• These foods often include added sodium (salt), sugar and/or fats.
	• They may also have artificial colors, flavors and preservatives.
	• Processed foods with these extra ingredients are often found in:
	  ○ Candy and sweets: gummies, chocolates, packaged cakes and cookies
	  ○ Snacks: potato chips, tortilla chips, flavored nuts
	  ○ Cereals: fruit-flavored, chocolate-flavored and cinnamon-flavored
	  ○ Drinks: slushies, sports drinks, soda
	  ○ Deli meats and packaged cheeses: ham, bologna, turkey, American cheese
	  ○ Frozen foods: pizza, chicken nuggets, microwaveable dinners
	• As mentioned in the last lesson, the type of food you choose to put in your body affects how well you feel.
	• Eating too many processed foods that have a lot of these unhealthy extra ingredients, like sodium and sugar, may make you feel unwell.
	• Therefore, it's best to limit the amount of processed foods that you eat.

Additional 4th – 5th	• Processed foods can be divided into different categories depending on how much the food is changed from its original state.
	• Minimally processed foods have changed the least and are typically considered part of the "whole foods" category.
	  ○ This category includes a washed apple and a dehydrated plum (prune).
	  ○ The small amount of processing has not significantly changed the nutrition content of this food from its natural state.
	• Typically, foods that are considered "processed" have more than 2 ingredients added to them, such as salt, sugar and/or oil.
	  ○ Examples are fresh bread from a local bakery, canned tuna fish and fresh-squeezed lemonade.
	• "Highly processed" foods may have been changed at a factory and are often packaged and ready to eat.
	  ○ These foods may be baked, fried, smoked, toasted, puffed, shredded, artificially flavored or colored.

	○ Examples are boxed macaroni and cheese, frozen pizza and chicken nuggets, deli meats (turkey, bologna, ham) and packaged cookies, breads and cheeses.

Grade	**Nutrition Facts Label: Ingredients** Laminate – *Fresh Corn & Creamy Corn*
K-5th	• Refresher from Lesson 1: ○ The Nutrition Facts Label is printed on the outside of packaged foods.[3] ○ Fresh food that isn't prepackaged does not need a label (e.g., lettuce, oranges, apples). ○ The label lists what is inside the food or drink. These are called "ingredients." ○ Ingredients are all the parts that make up the food. ○ In general, the first 3-5 listed ingredients make up the largest portion of the food. ○ The label also includes other information about the food, such as the serving size, fat, sodium, sugar, protein and more. ○ Understanding the Nutrition Facts Label can help you make healthy food choices. • For younger children who are not yet reading, suggest that when they go food shopping with their caregivers, they can show them where the food label is and ask them to read it to them out loud so they can decide together if it's a "healthy" choice. • Practice together by reviewing and comparing the product ingredients listed on the *Fresh Corn and Creamy Corn* laminate.
4th – 5th (Extra)	• For the upper grades, if time allows, consider further investigating the food label. • Point out the variety of information that is included besides ingredients, such as sodium, carbohydrates, protein and fat. • Future lessons will examine the different parts of the label.

Grades	**Optional Activity: Garden to Pizza**
K-5th	• Ask students to name their favorite food. • After a few kids share their thoughts, tell the students that during this activity they are going to help you map the production history of some of the foods they mentioned. ○ It's likely someone will choose pizza. Even if they did not, you can use this as an example to start off. • The goal of the game is for the kids to see how all the ingredients begin as whole foods in their natural state and turn into a variety of processed foods when added together to form a pizza. • For example: ○ *Crust:* Plants to Flour to Dough to Crust ○ *Sauce*: Plants to tomatoes to tomato sauce ○ *Cheese*: Cow to milk to cheese (Cow eats plants to have the energy needed to produce milk.) ○ Additional toppings (e.g., vegetables, meats)

Sample Script

"What do you think is more nutritious– a bowl of fresh fruit or fruit punch? – an apple or apple pie? (Wait for a response.) *Fresh fruits are healthier than fruit punch and apple pie because they are WHOLE FOODS. They are not processed, which means they are as close to their purest form as possible. In contrast, the fruit punch is processed with added sugar, flavorings and other ingredients. Apple pie is processed with added sugar, fat and salt.*

Therefore, processing food means doing something to it to change it from its natural state. Some foods are MINIMALLY PROCESSED, which means they are cut, dried or cooked but not much is added or taken from them. Can someone give me an example of a minimally processed food? (Possible answer is a sliced banana or steamed chopped broccoli).

HIGHLY PROCESSED foods have many other ingredients added to them, such as sugar, oil, salt, food coloring, flavorings and other preservatives to keep the food fresh for a long time. Rather than going from gardens and farms to stores/farmers markets where we buy it, the food first goes to a factory where it is changed from its natural state. Can anyone name some processed foods? (Allow about 15 seconds for students to give examples.) *You're correct, processed foods are often packaged and include chips, sweets, fast food and more – possibly many of the snacks you eat!*

Sometimes we must process a food. For example, it's not safe to eat raw chicken. You need to cook the chicken first. Depending on what you add to the recipe, it could be minimally processed, such as adding some fresh garlic and a little olive oil. Or the chicken can become highly processed when you make fried chicken.

How can you tell if a food is processed? (Wait for a response.) *Look at the ingredients list on the NUTRITION FACTS label! The Nutrition Facts is found on most packaged foods. If there are a lot of ingredients listed, many which you don't recognize, then the food is most likely highly processed. Also, keep in mind that the first 3-5 ingredients on the list make up the largest portion of the food.*

For example, let's look at these two food labels (on Nutrition Facts laminate). *One is fresh corn on the cob and the other is a can of cream style sweet corn.* (Read ingredients of each to class.) *Which food is less/more processed? Healthier for you?*

Here is the take home message: The healthiest, most nutritious foods we can eat are those that are the least processed because we get nutrients that come from nature which our bodies need!

Now it's time for some planting! By the way, are the vegetables that will grow in our garden whole foods or processed foods? Correct! They are whole foods!"

****<u>Switch groups after 7 minutes</u>****

GARDEN: COOL SEASON CROPS (9 - 12 MINUTES)

The garden section has three parts:

1. Prepare the soil for planting cool-season crops. This includes amending and cultivating the soil (7 minutes).
   a. Happening at the same time as nutrition.
2. Plant and label the seeds (10 minutes).
3. Watering the newly planted seeds (for grades 3-5 only.)

Grades	What You're Planting
K – 5th	• Each grade will plant two different cool season crops. • These plants do NOT like the long, intensely warm summer days. ○ If we were to plant them in the summer, they wouldn't grow as well as they do in the cooler months. • They like cooler air and soil, less intense sunlight and fewer hours of light compared to warm season plants.[4]

K – 1st	• Will plant KALE and PEAS.
	  ○ Kale grows as loose-leaf greens, above ground.[5]
	  ○ Peas grow on a vine and require staking.[6]

2nd – 3rd	• Will plant CARROTS and PEAS.
	  ○ Carrots are root vegetables and grow underground.[7]
	  ○ Peas grow on a vine and require staking.

4th – 5th	• Will plant BEETS and PEAS.
	  ○ Beets are root vegetables and grow underground.[8]
	  ○ Peas grow on a vine and require staking.

Grades	Planting Procedure *While soil prepping and planting, educate the students about the importance of each task. Assist students with jobs as needed.*

K – 5th	• Direct the students to stand at the opposite side of the garden bed from you.
	• Explain that they will plant in the garden bed.
	  ○ If sharing the bed with other classes, then show them where your class will be planting.
	• Define amend – *To amend soil is to add and mix in nutrients, usually in the form of compost, to the soil that is already there.*[8]
	  ○ We amend soil because the previous plants that grew in the same place already took

	the nutrients, leaving the soil depleted (without enough nutrients) for the new plants.[9] ▪ **K – 2nd**: The Garden Angels removed the warm season plants and already amended the soil. ▪ **3rd – 5th**: Older students will amend the bed with compost (or amended soil from a bag.) • **All** students will cultivate the soil. • Define cultivate – *Cultivating (fluffing up) the soil **aerates** it, which means creating air spaces throughout the soil.*[10] • There are several benefits to aerating soil, including[10,11] o Cultivating soil breaks up soil that has become hard and compacted over time. o Decomposers living in the soil need air spaces so that they can breathe and move around. o Fragile seedlings need soil to be light and fluffy for pushing their hair-like roots through. o Water needs soil to be soft and loose so that it can soak in and reach the deeper layers.

Grades	**Activity: Preparing the Soil for Planting**
K – 2nd	• Both groups will cultivate the soil • Pass out the cultivators, (and optional kneelers & gloves) to the students. • Instruct the students to spread out around the bed and cultivate as deeply as they can. • Give students 3-4 minutes before adding either amended bagged soil or compost. • Resume cultivating to incorporate amendment. • Gently rake the soil surface until it is level.
3rd – 5th	• The 2 groups will each do a different soil prepping activity in the garden bed. • Switch groups after 7 minutes. o The 1st Group will 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 garden bed. ▪ Place the removed plants in the wheelbarrow or large container. ▪ Switch groups • The 2nd group will cultivate the soil. ▪ Pass out the cultivators (and optional kneelers & gloves) to the students. ▪ Instruct the students to spread out around the bed and cultivate as deeply as they can. ▪ Give students 3-4 minutes before adding either amended bagged soil or compost: ❖ *If you have a bag of soil resting against your bed, this means that your soil level is low. Have the students cultivate the soil for 3 minutes before tearing the bag open and spreading the contents over the soil. Resume cultivating to thoroughly mix the new soil with the existing soil.*

	▪ Resume cultivating to incorporate amendment. ▪ Gently rake the soil surface until it is level.

Sample Script

Grades K – 2nd Only: ***"The plants from the warm season have already been removed by the Garden Angels. They also amended the soil."***

"I'm going to stand on the opposite side of the bed from you so everyone can see me. We are going to be planting our seeds here. (Point and name the seeds.)

The first thing we'll do is CULTIVATE, or fluff up, the soil to AERATE it, which means we'll be creating air spaces throughout the soil. Aerating soil is very helpful – here are a few reasons why:

1) ***Cultivating soil breaks up soil that's become hard and compacted over time.***
2) ***Decomposers living in the soil need air spaces so that they can breathe and move around.***
3) ***Fragile seedlings need soil to be light and fluffy for pushing their hair-like roots through.***
4) ***Water needs soil to be soft and loose so that it can soak in and reach the deeper layers.***

The second thing we'll do is amend the soil. Does anyone know what it means to AMEND soil?" (Wait for a few answers.)

"To amend soil is to add and mix in nutrients, usually in the form of compost, to the soil that is already there. The compost that we're using was made right in this garden. We'll mix it in with the soil." (If you have a bag of soil, inform them that it's enriched, and no compost is needed.)

"*Does anyone know WHY we amend soil?"* (Wait for a few answers.)

"We amend soil because the previous plants that grew in the same place already took the nutrients, leaving the soil depleted (without enough nutrients) for the new plants.

Now, please spread out around the bed. This tool is a cultivator. You will use it to cultivate the soil as deeply as you can (demonstrate). ***Some plants have long roots that go deep down in the soil. The nutrients need to be mixed deeply in the ground for those plants to absorb them with their long roots."***

Bring the entire class back together at the garden bed.

PLANT & LABEL THE SEEDS (10 - 16 MINUTES)

Refer to the Planting Guide inside the shed door to show you where to plant within the beds

Grades	Create Rows for Planting
K – 5th	• Retrieve the measuring tool (yarn tied to sticks) and ruler to create rows for planting.

	• Explain how the students will use this 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. • Explain 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 – "tall plants in the back."

Grades	**Measure Soil Depth**
K – 5th	• Tell students that all seeds like to be planted at a specific depth.[11] • Inform them that when planting seeds, we read the instructions on the packet to learn the directions for that seed, or we risk the seeds not sprouting. o Show them the seed packet laminates and point out the information on the back, calling attention to the ***depth*** highlighted in yellow. o Demonstrate how to measure the depth on their finger with the ruler, starting at the tip of their index finger and measuring down their finger. o Hand off the ruler to your helper to assist them with measuring the depth on their fingers.

Grades	**Place Seeds in Soil**
K – 5th	• Ask students to form two lines in front of the bed for planting and you will give them their seeds. • Tell them to cover their seeds with their other hand to avoid losing it. • Instruct them to 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. • Make sure they put the popsicle stick in the soil "above" their seed 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.

Grades	**Continue Planting**
K – 5th	• After planting, have each student move to the back of the line to receive another seed, if there are still more seeds. • As each seed 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 a new student to come forward to label each row.
	  o Give them a Sharpie and a plant label.
	  o Have them write the date on one side of the label and the plant name on the other.
	  o Instruct them to insert the label at the end of the row.
	  ▪ Each row gets one plant label.
	  o If students are too young, have your helper write the label and give it to the students to put into the soil.
	• Continue until two rows of each seed type are planted. (Four rows total.)

Sample Script

"Each of you will be able to plant seeds in the garden bed today."

Measuring:

"Using the ruler, I measured the bed to divide it into 4 equally spaced rows, or quarters, for our seeds – 2 rows per seed type.

With yarn and popsicle sticks, I made a tool to use as a guide to keep our rows straight as we plant our seeds. Now it's your turn. Stretch the yarn tool out lengthwise across the bed and secure it in the soil." (Select 2 students to use the yarn tool for the first row of seeds.)

Specific Plant Info:

"When planting different plants in the same garden bed, it's best to understand how each plant grows so we can create the best growing situation for them. Plants can grow very differently from each other."

Depth:

"All seeds like to be planted a specific depth. All the information we need is on the back of the seed packet. We read the instructions to ensure that we are properly following directions for that seed, or we risk them not sprouting.

As you can see here the seed depth is highlighted. (Show them the seed packet laminates, pointing out the depth on the back.) ***You can measure the depth using your finger and a ruler.*** (Demonstrate by starting at the tip of your index finger and measure down your finger with the ruler.) ***This will help you figure out how far to push your finger into the soil when you make your planting hole. Now it's your turn***." (Hand off the ruler to your helper to assist the students with measuring the depth on their fingers.)

Planting:

"I'd like you to 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.

You will approach the box two at a time to plant your seed beneath (follow the yarn guideline)***. We're going to make a straight row of seeds, starting in the middle and moving out to the sides.***

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.

I'm going to show you how to pinch a hole closed by gently pinching the dirt together over each seed hole. I'm making sure to leave the dirt fluffy and not pat it down, starting from the middle and working out to the sides.

We'll use a stick to mark the spot where you planted so the next person can see where your seed is." (Guide the first pair to place a popsicle stick in the soil "above" the spot where their seed is to mark the spot, then cover their seed with soil. 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 spot.)

"After you have planted your seed, please move to the back of the line to receive another seed, if there are still more seeds."

Labeling:

(If students are capable, select a new student to come forward and label the row. If they are too young, have your co-volunteer write the label and give it to the students to put in the soil.) ***"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."***

(Select two new students to come forward. Assist them in measuring and moving the yarn guide to the next row. 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.)

WATERING (3 MINUTES)

Grades 3rd – 5th Only

Grades	Watering the New Seeds ***Note: Now that the seeds are in the ground, they will remain in a dormant state until they are watered. Water stimulates the seeds to burst open, reach a root downward and a sprout upward. The sprout is the baby stage of the new plant. The root is both the sprout's anchor and its source for obtaining nutrients.[12]*
K – 2nd	• Tell students that you'll give their seeds a thorough watering while they go back to class.

3rd – 5th	• Have your co-volunteer retrieve the half-filled watering cans and set them down in front of the bed.
	• Instruct students to form a line behind each watering can so they can take a turn watering.
	• Demonstrate how to lightly distribute the water by constantly moving the can side to side over the newly planted seeds, pausing as needed to avoid flooding.
	  ○ Inform them that we always use a sprinkle top watering can for new seeds. It is designed for gentle watering that simulates rain by distributing the water widely, allowing it to soak into the soil.
	  ○ We don't use watering cans with a stream spout for new seeds because the seeds would get pushed out of place from the big blast of water that would come out. This would happen because new seeds don't have roots to anchor them in place.
	• Allow each student to each have a 5-second turn before passing the can to the next student.
	• Once they finish their turn, have them return to the co-volunteer for "Did You Know? Fun Facts."

Sample Script

"Lastly, we need to water the seeds. Please form a line behind each watering can. You'll take turns watering. We'll be using a sprinkle top watering can. We need to be gentle with new seeds, so this type of can makes the water come out over a wide space, like rain. Notice how I'm moving the can side to side. We don't want to flood the soil.

When you finish your turn watering, go back to **{insert volunteer's name}** ***and he/she will share some fun facts with you!"***

CLOSING (1 MINUTE)

- Bring students together to close the lesson and thank the students, teacher, and other volunteers.
- 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.
- If time allows, have students draw/write a 'Reflection Page' after the lesson, either in the garden or with the teacher when they return to class.
- If enough time, have students help clean up.
- Thank the students for joining you today and dismiss them.

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 whole and processed foods and the importance of the ingredients list on the Nutrition Facts label. At home, you can go through your food pantry and look at the Nutrition Facts of different foods you like to eat. I'm sure your family will be very impressed by your knowledge! When you return for our third lesson, the garden should have your cool season crops growing. See you next time!"***

***Don't forget to report your lesson as delivered with the online form – scan here:**

Did You Know? Fun Facts!

Kale

- The World of Kale Is Vast And Varied – there are many tastes and colors of the dozens of varieties of kale: Lacinato, Redbor, Gulag Stars, True Siberian, Red Russian, White Russian, Dwarf Blue Vates, Red Nagoya, Chinese Kale, Sea Kale and the six-foot tall Walking Stick Kale.[13] Seek out a kale you have not yet tried!
- During the Middle Ages, people in Europe ate lots of kale. Colonists brought it to America. During World War II, leaders in Great Britain urged people to grow kale as a food source when food was scarce.[14]
- Some varieties of kale grow 5 to 7 feet tall. Many types of kale aren't edible. People use ornamental kale in flower arrangements.[14]

Peas

- Just one serving of freshly frozen garden peas and petits pois contains as much vitamin C as two large apples![15]
- On average everyone in Britain eats nearly 9,000 peas per year.[16]
- They're very low maintenance – being freshly frozen, there's absolutely no preparation needed and there's zero waste.

Beets

- The leaf, leaf stalks and roots of beet plants are edible. The leaves are high in vitamin A and minerals including calcium, iron, potassium and magnesium.[17]
- Beets have been around since 800 BC and used commonly by 812 AD. By 1975, the beet was made into a Borscht soup and sent to the Apollo 18 astronauts.[18]
- While beets themselves are rich in calcium, vitamin A, iron and other healthy minerals, their leaves are excellent sources of vitamin A, vitamin C, protein and dietary fiber.[19]

Carrots

- Carrots were originally white **or** purple**.** Then a yellow carrot appeared through mutation and the familiar orange carrot was bred from it.[20]
- The biggest carrot recorded is more than 19 pounds and the longest is more than 19 feet![21]
- Carrots clean your teeth and mouth. They scrape off plaque and food particles just like toothbrushes or toothpaste.[22]

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[1] Klemm, RDN, CD, LDN, S. (2019, July 12). *Understanding Food Marketing Terms*. Www.eatright.org. https://www.eatright.org/food/nutrition/nutrition-facts-and-food-labels/understanding-food-marketing-terms#:~:text=%22Whole%20foods%22%20generally%20refer%20to

[2] Harvard School Of Public Health. (2019, June 24). *Processed Foods and Health*. The Nutrition Source. https://www.hsph.harvard.edu/nutritionsource/processed-foods/

[3] Center for Food Safety and Applied Nutrition. (2020). How to Understand and Use the Nutrition Facts Label. *FDA*. https://www.fda.gov/food/new-nutrition-facts-label/how-understand-and-use-nutrition-facts-label

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