



## LiveWell Kids

### Garden and Nutrition Program

#### Lesson 1: Harvesting and Mindful Eating

*Activities are provided for both harvest and non-harvest situations*

#### OBJECTIVES

By the end of this lesson, students will:

- Learn about warm-season crops. (TK-5)
- Harvest fresh produce. (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 tasting a healthy 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.)

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| <ul style="list-style-type: none"> <li>• Nutrition Activity:             <ul style="list-style-type: none"> <li>○ Grades TK-K: Laminate – <i>Mindful Tasting Senses</i></li> <li>○ Grades 1-5: Laminate – <i>The Hunger Gauge</i></li> <li>○ Optional All Grades: Book – <i>No Ordinary Apple</i></li> </ul> </li> <li>• Harvesting Station:             <ul style="list-style-type: none"> <li>○ Pruners</li> <li>○ Basket (or large bowl)</li> </ul> </li> <li>• Washing Station:             <ul style="list-style-type: none"> <li>○ Wash bin</li> <li>○ Vegetable scrubber</li> <li>○ 2 Colanders</li> <li>○ Paper towels*</li> <li>○ Hand soap</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Tasting Station:             <ul style="list-style-type: none"> <li>○ Folding table (if applicable) *</li> <li>○ Food handling gloves*</li> <li>○ 1 medium bowl*</li> <li>○ Platter*</li> <li>○ 2 Knives*</li> <li>○ 2 Cutting boards*</li> <li>○ Juicer*</li> <li>○ Small bowl*</li> <li>○ 1-2 Serving utensils*</li> <li>○ Clear plastic storage bin*</li> <li>○ Sanitizing wipes*</li> <li>○ Paper food trays*</li> <li>○ Salt &amp; pepper*</li> <li>○ 1 lemon*</li> <li>○ Whiteboard (optional)*</li> <li>○ Dry-erase markers (optional)*</li> <li>○ Dish soap</li> <li>○ Scrub brush (for dishes)</li> </ul> </li> </ul> |
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## 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 lemon 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-free ingredients for their child if they have an allergy to the following: any of the harvested produce from the garden, lemon, olive oil, vinegar, salt, pepper.

## SET-UP INSTRUCTIONS

*Supplies for each station are listed above.*

- HARVESTING STATION:
  - Place a pair of pruners and either a basket or large bowl near the garden bed so they're ready to use for harvesting.
- WASHING STATION:
  - The sink area will be the washing station.
  - Place the hand soap and paper towels at the sink.
  - Fill up 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.
  - 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. (Whiteboard and dry-erase markers are optional.)
  - 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.
  - 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 they will harvest and taste what grew in the garden while also learning what it means to eat mindfully.

### **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.)*

*Welcome to our first LiveWell Kids lesson of the year! Today we'll be learning about mindful eating and taking time to explore the garden. We'll look at the crops that grew over the summer, and then we'll get the chance to harvest some fresh produce to taste.*

## **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 planted seeds so new plants would grow for students to taste.

## **NUTRITION (8 - 14 MINUTES)**

The nutrition section covers the following topics:

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

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| <b>Grade: TK-K</b> | <b>Five Senses &amp; Mindful Eating</b><br><br>Supplies: (1) Laminate – <i>Mindful Tasting Senses</i> , (2) Optional Book – <i>No Ordinary Apple</i>  |
| Discussion         | <u>The Five Senses</u> <ul style="list-style-type: none"> <li>• Ask:               <ul style="list-style-type: none"> <li>○ Does anyone know what the <b>five senses</b> are?</li> <li>○ The five senses are how our bodies help us learn about the world – by seeing, hearing, smelling, tasting, and touching.</li> </ul> </li> </ul> |

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|          | <ul style="list-style-type: none"> <li>• Show the students the <i>Mindful Tasting Senses</i> laminate. <ul style="list-style-type: none"> <li>○ Ask students to point to and move their eyes, nose, ears, hands and tongue as you name each sense and describe the senses.</li> <li>○ 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.</li> </ul> </li> <li>• Garden Bed Exploration Using the Senses <ul style="list-style-type: none"> <li>○ Begin by letting students know that they will be exploring the garden using their five senses.</li> <li>○ Guide them through the space, showing how to gently look at, touch, and listen to the garden environment. Let them know that tasting will come later during the harvest activity.</li> <li>○ 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.</li> </ul> </li> </ul> <p><b>See</b><br/> First, we’ll use our eyes. What colors do you see?<br/> How many different leaf shapes do you see?<br/> Can you find any flowers? Are some flowers big and others small?</p> <p><b>Touch</b><br/> Can you feel a spiny stem or leaf gently with one finger?<br/> Can you gently rub soil between just 2 fingers? How does it feel?<br/> Can you find something smooth to touch? Something fuzzy?</p> <p><b>Smell</b><br/> Can you very gently rub an herb leaf with 2 fingers and smell your fingers? What does it smell like?<br/> Can you find a plant with a strong smell?</p> <p><b>Hear</b><br/> Can you hear the wind move through leaves?<br/> Can you hear bees? Or birds?</p> <p><b>Taste</b><br/> In just a few minutes, we’ll be tasting something together that was grown in the garden, and we’ll get to practice <b>mindful eating</b>.</p> <p><u>Mindful Eating</u></p> <ul style="list-style-type: none"> <li>• Ask: <ul style="list-style-type: none"> <li>○ Do you ever eat quickly? Maybe when you’re rushing to school or a friend’s house, so you gulp your food down and don’t really think about it?</li> <li>○ 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.</li> </ul> </li> <li>• When we eat mindfully, we use our five senses. This helps us enjoy and appreciate our food even more. <ul style="list-style-type: none"> <li>○ Just like we practiced mindful breathing earlier, mindful eating is another way to help us be present and aware.</li> </ul> </li> </ul> |
| Activity | <ul style="list-style-type: none"> <li>○ Option to read the book, <i>No Ordinary Apple</i>.</li> </ul>  |

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| <b>Grades:</b><br><b>1<sup>st</sup>-3<sup>rd</sup></b> | <b>Mindful Eating &amp; Hunger Cues</b><br>Supplies: (1) Laminate – <i>The Hunger Gauge</i> , (2) Optional Book – <i>No Ordinary Apple</i>   |
| Discussion   | <p><u>Introducing Mindfulness and Mindful Eating</u></p> <ul style="list-style-type: none"> <li>• Earlier we practiced a mindful breathing exercise together. Mindful breathing is one way to practice mindfulness.</li> <li>• Being <b>mindful</b> means paying close attention to what is happening right now – your thoughts, your feelings, and the world around you.<sup>1</sup> <ul style="list-style-type: none"> <li>○ It's the opposite of rushing or trying to do too many things at once.</li> </ul> </li> <li>• Another way we can practice mindfulness is through <b>mindful eating</b>.</li> <li>• 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.</li> </ul> <p><u>Discussion Prompts</u></p> <ul style="list-style-type: none"> <li>• Ask: Who remembers what our five senses are?</li> <li>• Answers: see, smell, touch, taste, hear.</li> <li>• Explain:           <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Paying attention also means listening to the signals your body gives you when you're hungry or full.</li> </ul> </li> <li>• Ask: What are some ways your body tells you it's time to eat?           <ul style="list-style-type: none"> <li>○ Possible answers: stomach growling, feeling cranky or 'hangry', having low energy, or feeling lightheaded.</li> </ul> </li> <li>• Ask: How do you feel if you eat too much?</li> </ul> |
| Hunger Gauge   | <p><u>The Hunger Gauge: A Tool for Mindful Eating</u></p> <ul style="list-style-type: none"> <li>• Today we're going to learn about a tool that can help us notice when we feel hungry and when we feel full.</li> <li>• Show students <i>The Hunger Gauge</i> laminate.</li> <li>• Explain what each number on the scale means:           <ul style="list-style-type: none"> <li>0 – I'm so hungry I could eat anything in sight!</li> <li>1 – I'm hungry; my belly is growling.</li> <li>2 – I could eat something, but I don't need a whole meal.</li> <li>3 – I feel just right – satisfied.</li> <li>4 – I feel more than satisfied.</li> <li>5 – I'm stuffed!</li> </ul> </li> <li>• 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.</li> </ul> <p><u>Practicing the Hunger Gauge</u></p> <ul style="list-style-type: none"> <li>• Show me your current hunger number using your fingers – 1,2,3,4, or 5.</li> <li>• 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.</li> </ul>  |

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|          | <ul style="list-style-type: none"> <li>○ <b>Scenario A:</b> 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?</li> <li>○ <b>Scenario B:</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?</li> <li>○ <b>Scenario C:</b> 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?</li> </ul> <p><u>Key Points</u></p> <ul style="list-style-type: none"> <li>• It's not just how much food we eat – it's also how we eat.</li> <li>• If we eat too quickly, we might not even notice the taste of our food.</li> <li>• Eating too fast can keep us from feeling satisfied or make us eat more than our body needs. <ul style="list-style-type: none"> <li>○ When that happens, we don't feel our best and might not have enough energy for school, sports, or play.</li> </ul> </li> </ul> <p><u>Practicing Mindful Eating</u></p> <ul style="list-style-type: none"> <li>• In just a little bit, we'll get to practice mindful eating with a tasting made from fresh vegetables from our school garden.</li> </ul> |
| Activity | <ul style="list-style-type: none"> <li>• Option to read the book, <i>No Ordinary Apple</i>.</li> </ul>   |

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| <b>Grades:</b><br>4 <sup>th</sup> -5 <sup>th</sup> | <b>Mindful vs. Mindless Eating</b><br>(1) Book – <i>No Ordinary Apple</i>   |
| Discussion   | <p><u>Mindfulness</u></p> <ul style="list-style-type: none"> <li>• Earlier, we practiced a mindful breathing exercise together. Mindful breathing is one way to practice mindfulness.</li> <li>• Ask: Can someone explain what it means to <b>be mindful</b>?</li> <li>• Being mindful means paying attention to what is happening right now. <ul style="list-style-type: none"> <li>○ This includes your thoughts, feelings and everything happening around you in the present moment.</li> <li>○ It's the opposite of rushing or trying to do too many things at once.</li> </ul> </li> </ul> <p><u>Mindful Eating</u></p> <ul style="list-style-type: none"> <li>• Another way to practice mindfulness is through <b>mindful eating</b>.</li> <li>• Ask: What do you think mindful eating means?</li> <li>• When we eat mindfully, we use all five of our senses - seeing, smelling touching, tasting, and even hearing.</li> <li>• 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.</li> </ul> <p><u>Important Note</u></p> <ul style="list-style-type: none"> <li>• Mindful eating is NOT about restricting what you eat.</li> <li>• Instead, it's about enjoying the experience of eating – trying new foods, appreciating flavors, and being present in the moment.<sup>2</sup></li> </ul> |

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|                       | <p><u>Tips for Mindful Eating</u></p> <ul style="list-style-type: none"> <li>• Here are a few ways to practice mindfulness while eating:             <ul style="list-style-type: none"> <li>○ Remove distractions: turn off the TV, computer, or phone, and avoid texting while eating.</li> <li>○ Place food on a plate or in a bowl instead of eating from the package.</li> <li>○ Sit down to eat rather than eating while standing or walking.</li> <li>○ Use all your senses: notice the smell, flavor, and texture of your food, and chew slowly.</li> </ul> </li> </ul> <p><u>Listening to Your Body</u></p> <ul style="list-style-type: none"> <li>• Mindful eating also means paying attention to the signals your body gives you.</li> <li>• Ask: What are some ways your body lets you know it's time to eat?             <ul style="list-style-type: none"> <li>○ Possible answers: stomach growling, feeling cranky or 'hangry', low energy, or feeling lightheaded.</li> </ul> </li> <li>• Ask: And how do you feel if you eat too much?</li> </ul> <p><u>Practicing Mindful Eating</u></p> <ul style="list-style-type: none"> <li>• Soon, we'll practice mindful eating together by tasting fresh produce harvested from our garden.</li> </ul>  |
| Discussion & Activity | <p><u>Mindless Eating Charades</u></p> <ul style="list-style-type: none"> <li>• Mindless eating is the opposite of mindful eating.</li> <li>• It happens when we eat while distracted, too quickly, or even when we aren't hungry.<sup>3</sup></li> <li>• Today we'll play a game of charades to explore some of the situations and feelings that can lead to mindless eating.</li> </ul> <p><u>How to Play</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The rest of the class will watch and try to guess what's being acted out.</li> </ul> <p><u>Scenarios to Act Out (all scenarios involve eating during the following activities):</u></p> <ul style="list-style-type: none"> <li>• Watching TV</li> <li>• Talking on the phone</li> <li>• Playing video games</li> <li>• Eating because of feelings like:             <ul style="list-style-type: none"> <li>○ Boredom</li> <li>○ Stress</li> <li>○ Anger</li> <li>○ Loneliness</li> </ul> </li> <li>• Eating just because friends are eating</li> <li>• Smelling, seeing, or hearing food (like popcorn at the movies)</li> <li>• Eating food directly from the package instead of using a plate or bowl</li> </ul> <p><u>Wrap-Up Discussions</u></p> <ul style="list-style-type: none"> <li>• Ask: How many of you have eaten mindlessly before?</li> <li>• 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.</li> </ul> |



## **GARDEN: OPTION 1 - HARVESTING SUMMER CROPS (14 – 21 MINUTES)**

*If a harvest is not available, alternative ‘No Harvest’ activities follow this section.*

The garden section has three parts:

1. Harvesting produce from the school garden.
2. Washing harvested produce.
3. Preparing and tasting produce.

### **HARVESTING STATION**

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| <b>Grades: K-5<sup>th</sup></b> | <b>Harvesting Overview</b><br><br><i>Supplies: A basket or large bowl, and pruners for harvesting produce. Bring these along as you walk the class through the garden.</i><br><br><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                      | <ul style="list-style-type: none"> <li>• Gather the class around a garden bed with crops that are ready to harvest.</li> <li>• Use the harvest directions and plant facts as teaching points, showing students how to recognize when a plant is ripe and ready to pick.</li> <li>• Invite a few students at a time to step forward and carefully harvest one item each, while the rest of the group observes.</li> <li>• After harvesting, guide each student to the washing station to rinse their produce before returning to the group.</li> </ul>   |
| <b>Grades: K-5<sup>th</sup></b> | <b>Cilantro, Basil, (or Leafy Greens)</b>   |
| Discussion & Activity           | <p><b><u>HARVESTING DIRECTIONS:</u></b></p> <ul style="list-style-type: none"> <li>• Bring students to stand around a cilantro or basil plant.</li> <li>• 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.</li> <li>• If harvesting, demonstrate first and then have them try it.</li> </ul> <p><b><u>PLANT FACTS:</u></b> <sup>4,5,6</sup></p> <ul style="list-style-type: none"> <li>• Pinching off leaves will stimulate the plant to produce more leaves.</li> <li>• 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.</li> <li>• Cilantro is also called “Chinese Parsley” and is closely related to parsley but tastes and smells very different.</li> <li>• There are more than 100 different kinds of basil.</li> <li>• 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.</li> </ul> |
| <b>Grades: K-5<sup>th</sup></b> | <b>Onion</b>  |
| Discussion & Activity           | <p><b><u>HARVESTING DIRECTIONS:</u></b></p> <ul style="list-style-type: none"> <li>• Bring students to stand around the onions.</li> </ul>  |



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|                                 | <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Once you feel it loosen, continue to wiggle it as you pull it out of the ground.</li> </ul> <p><u>PLANT FACTS:</u><sup>7,8</sup></p> <ul style="list-style-type: none"> <li>The green parts above the ground are the onion's leaves.</li> <li>The leaves have a milder taste than the more intense bulb-end, which develops underground.</li> <li>There are different ways to harvest onions depending on your intended use.             <ul style="list-style-type: none"> <li>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.</li> </ul> </li> </ul> |
| <b>Grades: K-5<sup>th</sup></b> | <b>Tomato</b>   |
| Discussion & Activity           | <p><u>HARVESTING DIRECTIONS:</u></p> <ul style="list-style-type: none"> <li>Bring students to stand around the tomatoes.</li> <li>When it's time to harvest a tomato, make sure that there is no green color on the fruit that you are choosing.</li> <li>The stem should be turning brown where the tomato connects to the branch.</li> <li>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.</li> </ul> <p><u>PLANT FACTS:</u><sup>9</sup></p> <ul style="list-style-type: none"> <li>Tomatoes come in all sizes, colors, shapes and flavors.             <ul style="list-style-type: none"> <li>Most people think of them as round and red, but they come in dark purples, pinks, orange, green striped, white, yellow and more.</li> <li>They can be large and lumpy or tiny and round like a pea.</li> </ul> </li> </ul>   |
| <b>Grades: K-5<sup>th</sup></b> | <b>Radish</b>   |
| Discussion & Activity           | <p><u>HARVESTING DIRECTIONS:</u></p> <ul style="list-style-type: none"> <li>Bring students to stand around the radishes.</li> <li>To determine if a radish is ready to harvest, take a finger and brush away the soil at the base of the leaves to reveal the crown of the radish.</li> <li>If it seems like the size you desire, grab hold of all the greens together, as far down the base as you can, with your fingers against the crown of the radish.</li> <li>If harvesting, wiggle the radish until you feel it loosen. Then wiggle and lift upward at the same time.</li> <li>If you just pull the leaves, sometimes they break off in your hand and no radish!</li> </ul> <p><u>FACTS:</u><sup>10</sup></p> <ul style="list-style-type: none"> <li>Radishes grow underground.</li> <li>They are referred to as "root vegetables."</li> <li>A root vegetable is a vegetable that is grown for the sake of eating the swollen taproot.</li> </ul>   |
| <b>Grades: K-5<sup>th</sup></b> | <b>Squash and Mouse melon</b>   |

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| Discussion & Activity     | <p><b><u>HARVESTING DIRECTIONS:</u></b></p> <ul style="list-style-type: none"> <li>• Bring students to stand around a squash or mouse melon plant.</li> <li>• To determine if a squash is ready to harvest, look to see that the vine is dead or dying and that the stem of the squash is brown and dry, not green.</li> <li>• On a mouse melon, it's more subtle, and the melon should have a dark green stripy pattern like a watermelon and be larger than the melons without the pattern (the size of a grape or grape tomato.)</li> <li>• If a squash is ready to harvest, warn the students that squash plants have very fine hair-like spines on their vines and leaves.</li> <li>• Have the student hold the squash for you while you use the pruners to cut the stem from the vine.</li> <li>• For the mouse melons, just pluck them off, they have no spines.</li> </ul> <p><b><u>FACTS:</u></b> <sup>11,16</sup></p> <ul style="list-style-type: none"> <li>• Squashes and mouse melons grows on a vine.</li> <li>• There are many kinds of squash: pumpkins, zucchini, patty-pan, trombetta and others.</li> <li>• Squash and mouse melons are related and in the same family as melons and cucumbers, <b>Cucurbitaceae</b> (commonly called the <i>gourd family</i>.)</li> </ul> |
| Grades: K-5 <sup>th</sup> | <b>Beans</b>  |
| Discussion & Activity     | <p><b><u>HARVESTING DIRECTIONS:</u></b></p> <ul style="list-style-type: none"> <li>• Bring students to stand around a bean bush.</li> <li>• Beans can be picked at any stage, but if you pick them too early or too late, they'll taste a bit tough.</li> <li>• Look for peas that are long and slim but have no sign of shriveling. Once bean plants have put out all their beans, the plant starts dying. Beans taste best before their leaves turn brown.</li> <li>• If you are harvesting, gently grasp the bean with your hand and use your fingernails on the other hand to cut its stem from the plant.</li> </ul> <p><b><u>FACTS:</u></b> <sup>12</sup></p> <ul style="list-style-type: none"> <li>• There are many types of beans: pinto, black-eyed, navy, garbanzo, string, just to name a few.</li> <li>• Some grow on vines while others grow on a bush.</li> <li>• Beans are <b>legumes</b>, which means the seeds grow in a pod.</li> </ul>  |

## **WASHING STATION**

**\*\* Happening at the same time as harvest activity.**

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| Grades: K-5 <sup>th</sup> | <p><b>Washing</b></p> <p><i>Before starting, plan ahead so every student has a role. You can divide jobs into smaller tasks if needed so everyone participates.</i></p>  |
| Activity                  | <ul style="list-style-type: none"> <li>• Bring the colander of harvested produce to the washing station and assign three groups of helpers: <b>Cleaners, Washers, and Dryers.</b> <ul style="list-style-type: none"> <li>○ Have the Dryers wash their hands first, so they are ready for handling clean produce.</li> </ul> </li> </ul> <p><b><u>Roles:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Cleaners:</b> Brush off loose dirt or debris from each item (especially root crops like radishes.) Hand items one at a time to the washers.</li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• <b>Washers:</b> Gently wash produce in water, using the vegetable brush only when needed. <ul style="list-style-type: none"> <li>○ Tomatoes – rub gently with fingers.</li> <li>○ Onions, radishes, squash – scrub lightly with the vegetable brush.</li> <li>○ Leafy greens and herbs – no brush needed, just a quick swish in the water.</li> <li>○ Place rinsed items into the colander, gently pat dry with paper towels, and place it in the mixing bowl (the same one used for harvesting.)</li> </ul> </li> <li>• <b>Dryers:</b> Take produce from the colander, gently pat dry with paper towels, and place it in the mixing bowl (the same one used for harvesting.)</li> </ul> <p><u>Next Step:</u></p> <ul style="list-style-type: none"> <li>• Once everything is washed and dried, carry the clean produce, paper towels, and harvest bowls to the Tasting Station.</li> <li>• Direct students to head over to the Food Prep/Tasting Station, where they will sit together and watch the food preparation demonstration.</li> </ul> |
|--|---|

### **FOOD PREP/TASTING STATION**

|                                 |  |
|---------------------------------|--|
| <b>Grades: K-5<sup>th</sup></b> | <p><b>Set Up &amp; Food Preparation</b></p> <p><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></p>  |
| <b>Activity</b>                 | <p><u>SETTING UP:</u></p> <ul style="list-style-type: none"> <li>• Put on food handling gloves and stand at the cutting board with your knife.</li> <li>• Cut the lemon in half and squeeze the juice into a small bowl.</li> <li>• Wait until all students are gathered and ready before beginning the demonstration.</li> <li>• Select a student to be the CUTTING ASSISTANT and have them put on food-handling gloves.</li> <li>• Assign additional roles for Platers and Servers.</li> </ul> <p><u>PREPARING THE TASTING PLATTER:</u></p> <ul style="list-style-type: none"> <li>• Explain to the students that you'll be preparing a "tasting platter" so they can try the different foods that grew in their garden.</li> <li>• The <b>Cutting Assistant</b> will hand you one clean produce item at a time to dice or slice.</li> <li>• Hold each item up for the class to see and name it before cutting.</li> <li>• Place any scraps into the medium bowl for compost.</li> <li>• Choose your <b>Platers</b>. Wearing gloves, they will neatly arrange the cut produce onto the platter for sampling.</li> <li>• An adult should place the completed platter on the table for serving.</li> </ul> <p><u>SERVING:</u></p> <ul style="list-style-type: none"> <li>• Select 4 (or more) <b>Servers</b>. Wearing gloves, servers will use teaspoons to place a small sample amount of each ingredient into food trays.</li> <li>• An <b>adult</b> will circulate with oil, vinegar, and lemon juice, offering a light drizzle for dipping, and offer a light seasoning with salt and pepper, if desired.</li> <li>• Distribute servings: <ul style="list-style-type: none"> <li>○ For older students, assign a helper or two to pass out servings.</li> <li>○ For younger students adults should pass out servings.</li> </ul> </li> </ul> <p>Remind students to wait - everyone will begin the Mindful Tasting together.</p> |

**MINDFUL TASTING (3 - 5 MINUTES)**

|                                 |  |
|---------------------------------|--|
| <b>Grades: K-5<sup>th</sup></b> | <b>Mindful Tasting</b><br>Optional Supplies: (1) Whiteboard, (2) Dry-erase markers   |
| <b>Activity</b>                 | <p><b><u>MINDFUL TASTING</u></b></p> <ul style="list-style-type: none"> <li>Now that we've learned what it means to eat mindfully, it's time to practice by using our senses in a mindful tasting.</li> <li>During the tasting, students can mix and match foods on their plates to explore different flavor combinations – trying at least a few new ones.</li> </ul> <p><b><u>MINDFUL TASTING GUIDELINES</u></b></p> <ul style="list-style-type: none"> <li>Be respectful: don't throw food on the ground.</li> <li>Don't say "yuck" or "gross." We don't "Yuck someone else's yum!"</li> <li>Take at least one bite of each item.</li> <li>Use all five senses.</li> </ul> <p><b><u>ENGAGING STUDENTS</u></b></p> <ul style="list-style-type: none"> <li><b>See:</b> Where did this food grow – on a tree, bush, vine, or underground? What do you notice about its size, shape or color?</li> <li><b>Smell:</b> Slowly smell the food. Does it remind you of a place, person, or a time you remember? How would you describe it – sweet, spicy, fresh?</li> <li><b>Touch:</b> Use your finger to feel the food. Is it soft, spongy, hard, or slippery?</li> <li><b>Taste &amp; Hear:</b> Take a small bite and let it sit on your tongue before chewing. Notice the flavors – is it salty, sour, sweet? Do you hear a sound as you chew, like a crunch?</li> </ul> <p><b><u>OPTIONAL</u></b></p> <p>Invite students to share a favorite flavor combination they tried. Record them on the whiteboard, snap a photo before cleaning up, and share it with the teacher to share with the class parents (also send it to Mishell Balzer at Beach Cities Health District.)</p> |

**GARDEN: OPTION 2 - HARVEST ACTIVITY OPTIONS (14 – 21 MINUTES)**

You can do 1 or 2 activities depending on the time you have

**1. Garden Sit-Spot Journaling (Observation Challenge) 10–15 minutes**

Instructions:

- Find a Spot: Ask each student to find their own small "sit-spot" somewhere in the garden where they can see and hear without being too close to others.
- Settle In: Have them sit quietly for 3–5 minutes. Encourage stillness and quiet listening.
- Sample script: *"Pretend you are part of the garden right now — like a rock or a leaf — and let the garden show you its secrets."*
- Use the Senses: Ask them to notice using:
  - Eyes – shapes, colors, movement
  - Ears – buzzing, chirping, wind sounds
  - Nose – plant or soil smells
  - Touch – how the air or ground feels - but no picking plants
- Reflection Prompt: After the quiet time, guide students to share or record their observations.

- Suggest: *“3 things I noticed, 2 things I heard, 1 question I have.”*
- Expanded Prompts to Offer Variety
  - *“Did you see anything moving?”*
  - *“What color do you notice most in your spot?”*
  - *“What did you hear that surprised you?”*
  - *“Did anything smell sweet, fresh, or earthy?”*
  - *“How did the air or ground feel?”*
  - *“If you stayed here for an hour, what might change?”*

#### Grade-Level Adjustments:

- TK–K
  - Focus on simple sharing aloud.
  - Prompts: *“What’s one thing you saw? One thing you heard?”*
  - Optional: Let them point or gesture to what they noticed.
- 1st–2nd
  - Provide sentence starters: *“I saw...” “I heard...” “I wondered...”*
  - Encourage them to draw a simple picture of their sit-spot.
- 3rd–5th
- Encourage notetaking or sketching.
- Extend with a reflection question: *“How does sitting still help you notice things you usually miss?”*
- Challenge: *“What connections can you make between what you saw/heard and the way plants grow, or food is produced?”*

#### Extensions (Optional if time allows):

- Mapping: Have students sketch a mini map of their sit-spot showing plants, rocks, insects, etc.
- Comparisons: Do sit-spots in different garden areas (sun vs. shade, near flowers vs. near soil.) Compare experiences.
- Mindful Wrap-Up: End with 2–3 deep “garden breaths” and a group share: *“What was one thing you noticed today that you didn’t notice before?”*

## 2. Garden ‘Would You Rather’ Movement Game 10-15 Minutes

#### Instructions:

- Choose two spots in the garden as 'Option A' and 'Option B.'
- Call out 'Would you rather...' questions. Students move to the side that matches their choice.
- After each move, ask 1–2 volunteers to explain their choice.

#### Grade Adjustments:

- TK–K: Keep choices simple and food-based ('Carrots or apples?')
- 1st–2nd: Add garden habits ('Water or dig?')
- 3rd–5th: Use nutrition/environmental prompts ('Eat local or from far away?')

## 3. Garden Microclimate Explorers (10–15 minutes)

#### Instructions:

- Tour Two Spots: Guide students to a sunny area and then a shady area. Optional: also visit a windy spot, a sheltered corner, or near a wall/fence.
- Sensing Activity: Have students close their eyes and stretch out their hands. Ask them to feel the temperature, air movement, and moisture in each spot.

- Soil Touch Test (if permitted): Have them carefully touch the top of the soil in sun vs. shade to compare warmth and dryness.
- Discussion: Ask: *"Why do you think some plants grow better here than there? How does sunlight, wind, or shade change the garden?"*

#### Expanded Prompts & Observations

- *"Which place feels warmer/cooler?"*
- *"Which spot is drier/wetter?"*
- *"Do you hear more birds or insects in one place vs. the other?"*
- *"Which plants look happier/less happy in this spot?"*
- *"Why might farmers and gardeners think carefully about where they plant?"*

#### Grade-Level Adjustments

- TK–K:
  - Use simple comparisons: *"This side is hot. This side is cool."*
  - Ask fun guessing questions: *"Would a popsicle melt faster here or there?"*
  - End with: *"Which plants like shade? Which like sunshine?"*
- 1st–2nd:
  - Give planting choices: *"Would you put lettuce in the hot sun or cool shade? Why?"*
  - Connect to what they eat: *"Tomatoes need lots of sun to get juicy and red — lettuce likes cooler shade, so it doesn't wilt."*
  - Let them vote with a show of hands for "sun plants" vs. "shade plants."
- 3rd–5th:
  - Add science vocabulary: *sunlight, moisture, evaporation, temperature.*
  - Pose real-world problems: *"If you wanted to save water, which area would be better for planting?"*
  - Have students predict outcomes: *"If we planted spinach here in summer, what might happen?"*
  - Connect to food systems: *"Farmers use shade cloth, irrigation, and timing to work with microclimates — why do you think that matters?"*

#### 4. 'If I Were a Plant...' Improv Game 10-12 Minutes

##### Instructions:

- Have students gather in a circle (whole group) or sit in pairs.
- Explain: *"We're going to imagine ourselves as plants today. I'll give you a sentence starter, and you get to fill in the rest."*
- Call out a prompt. Students take turns answering out loud. For pairs, they can share with each other before one or two volunteers share with the group.
- Core Prompts (already included):
  - *"If I were a plant, I'd be a \_\_\_\_ because \_\_\_\_."*
  - *"My favorite season to grow would be \_\_\_\_."*
  - *"If someone ate me, I'd help them by giving \_\_\_\_."*
- Additional Prompts
  - *"If I were a seed, I'd grow into \_\_\_\_ because \_\_\_\_."*
  - *"If I were a flower, my color would be \_\_\_\_."*
  - *"If I were a fruit or vegetable, I'd taste \_\_\_\_."*
  - *"If I were a leaf, I'd be \_\_\_\_ shaped."*
  - *"If I were a root, I'd help the plant by \_\_\_\_."*
  - *"If I were growing in this garden, I'd want to be near \_\_\_\_ because \_\_\_\_."*

### Grade-Level Adjustments

- TK–K: Keep prompts short and fun. Encourage one-word answers or simple phrases. Example:
  - *“I’d be a carrot because I’m crunchy!”*
  - Use actions — let them stretch like tall sunflowers or curl up like a seed.
- 1st–2nd: Encourage a little more reasoning. Example:
  - *“I’d be lettuce because I grow fast and taste fresh.”*
  - Add a physical component (students can “become” their plant with a gesture).
- 3rd–5th: Encourage creativity + nutrition tie-in. Example:
  - *“I’d be kale because I’m strong and give people vitamins.”*
  - Challenge them to include how they’d *help humans* (energy, strength, health, flavor).

### Variations to Keep It Engaging

- Rapid-Fire Round: Call on students quickly with one short prompt (*“Favorite plant to be?”*).
- Act-It-Out: Instead of saying the plant, have students mime their plant and classmates can guess.
- Pass-the-Seed: Use a small ball or object as a “seed.” Only the student holding it answers, then passes it on.
- Garden Roles: Assign roles like “flower,” “tree,” or “vegetable” to different groups and let them answer from that perspective.

### Wrap-Up (2–3 minutes)

- Ask: *“What did you notice about the kinds of plants we chose?”*
- Connect to nutrition: *“Plants give us different things — energy, vitamins, protein, flavor — just like you all described.”*
- Optionally, close with a group “plant stretch” where everyone grows tall like a plant reaching for the sun.

## 5. Garden Math Walk 10-15 Minutes

### Instructions:

- Lead students on a walk around the garden.
- Prompt them to count, measure, compare, or estimate as they observe.
- Pause occasionally to ask quick math questions out loud.

### Examples of Prompts:

- Counting & Categorizing
  - *“How many beds have beans? How many have basil? Which is more?”*
  - *“How many flowers can you count on this plant?”*
  - *“How many different types of leaves can you find?”*
- Comparing & Estimating
  - *“Which bed looks the fullest? Which looks the emptiest?”*
  - *“Which plant is taller: the sunflower or the tomato?”*
  - *“How many steps long is this garden bed? How many steps wide?”*
- Simple Operations
  - *“If one plant has 3 peppers and we have 5 plants, how many peppers is that in total?”*
  - *“This vine has 8 leaves on one side and 6 on the other — how many altogether?”*
  - *“If we pick 10 tomatoes and eat 2, how many are left?”*
- Bigger Kids Challenge (3rd–5th):
  - *“If each garden bed is about 6 feet long, how many feet of beds do we have in total?”*
  - *“If each sunflower grows 2 inches a day, how tall will it be in one week?”*
  - *“If one basket holds 12 carrots, how many baskets do we need for 60 carrots?”*

**CLOSING (1 MINUTE)**

- Thank the class, teacher and volunteers for participating.
- Briefly recap what they learned today and let them know that in the next lesson they will be planting new seeds.
- 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](mailto:Mishell.balzer@bchd.org).
- As students leave the garden, have them throw away their plates and paper towels in the trash can.
- Return all supplies to the shed, making sure everything is cleaned and put away for the next class.
- Put only the produce scraps from your prep bowl into the compost bin – EVERYTHING else goes in the trashcan.

**\*Don't forget to report your lesson as delivered with the online form!**

*Scan this QR code with your phone for scheduling and reporting lessons as delivered:*



*From the computer, click the link that was emailed to you by your Lead Volunteer:*

**LiveWell Kids Tracking Links 2025-26*****Did You Know? Fun Facts!***

- ❖ *All legumes, such as peas and beans, are excellent sources of nutrients: protein, fiber, manganese, magnesium, iron, zinc, potassium and folate (a B vitamin).<sup>13</sup>*
- ❖ *Cilantro is also called "Chinese Parsley" and is closely related to Parsley but tastes and smells VERY different.<sup>9</sup>*
- ❖ *Fruits and vegetables contain important vitamins, minerals, and plant chemicals (such as nitrogen, oxygen and carbon.)<sup>14</sup>*
- ❖ *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.<sup>15</sup>*
- ❖ *A diet high in fruit and vegetables can help protect you against illness and disease.<sup>18</sup>*
- ❖ *Vegetables and fruits are an important part of a healthy diet, and variety is just as important as quantity.<sup>18</sup>*
- ❖ *No single fruit or vegetable provides all the nutrients you need to be healthy. Eat plenty of colorful fruits and vegetables every day.<sup>18</sup>*
- ❖ *There are about 2000 different kinds of fruit in the world and our country eats only about 200 different kinds.<sup>16</sup>*



- ❖ *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.<sup>18</sup>*
- ❖ *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.*

<sup>1</sup> *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>

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

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

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

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

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

<sup>7</sup> 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>. (n.d.). WebMD.

<sup>8</sup> 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

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

<sup>10</sup> *What Are the Health Benefits of Root Vegetables?* (n.d.). WebMD. <https://www.webmd.com/diet/what-are-root-vegetables>

<sup>11</sup> *Saving Seed of Pumpkins, Squash, Cucumbers, Melons and Gourds*. (n.d.). Extension.sdstate.edu. <https://extension.sdstate.edu/saving-seed-pumpkins-squash-cucumbers-melons-and-gourds>

<sup>12</sup> Allaire, H., & Brady, T. (n.d.). *Classification and Botanical Description of Legumes*.

[https://academics.hamilton.edu/foodforthought/Our\\_Research\\_files/beans\\_peas.pdf](https://academics.hamilton.edu/foodforthought/Our_Research_files/beans_peas.pdf)

<sup>13</sup> *Plant ID Vegetables: Swiss Chard - Florida Master Gardener Volunteer Program - University of Florida, Institute of Food and Agricultural Sciences*. (n.d.).

Gardeningsolutions.ifas.ufl.edu. Retrieved September 7, 2023, from

[https://gardeningsolutions.ifas.ufl.edu/mastergardener/outreach/plant\\_id/vegetables/chard\\_swiss.shtml#:~:text=Chard%2C%20Swiss%20\(Beta%20vulgaris%22Cicla%20group\)&text=E%20leaf%20has%20a%20long](https://gardeningsolutions.ifas.ufl.edu/mastergardener/outreach/plant_id/vegetables/chard_swiss.shtml#:~:text=Chard%2C%20Swiss%20(Beta%20vulgaris%22Cicla%20group)&text=E%20leaf%20has%20a%20long)

<sup>14</sup> 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>

<sup>15</sup> 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>

<sup>16</sup> *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/>