



## LiveWell Kids Garden and Nutrition Program

### Lesson 3: Soil Health & Nutrients

#### TK

#### OBJECTIVES

By the end of this lesson, students will:

- Realize that soil and people both need nutrients to grow.
- Understand that compost helps feed the soil.
- Recognize that fruits and vegetables come in many colors.
- Understand that different food colors help different parts of the body.
- Practice healthy movement and food awareness.

#### SUPPLIES AND SET-UP

Garden Activity: "What's in our Compost?"

- Hand tools: 1 cultivator, and 1 trowel
- Laminate: *Do the Rot Thing...Compost!*
- Laminate: *Decomposers in the Compost Pile*

Place the tools and laminates next to the composter. Check the status of the compost.

Nutrition activity: "Taste Bud Travelers"

- Open space for movement
- Laminate: *Benefits of Eating from the Rainbow*

Place laminate where it is accessible for discussion.

#### 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. The information can also be found on the inside of the shed door.
- Allow **30 minutes** for set-up and preparation on the day of the lesson.

**CLASSROOM MANAGEMENT TIPS FOR TK**

- Use a hand-up freeze signal.
- Alternate big and calm movement.
- Praise positive behavior out loud.
- Use a 10-second finger countdown for transitions.
- If energy is high: have them put their hands on head and take three slow breaths.

**INTRODUCTION & MINDFUL BREATHING (1 MINUTE)**

- Introduce yourself and other volunteers.
- Guide students through a mindful breathing exercise.
- Volunteer talking points: “Today we are learning how compost helps soil grow food, and how colorful food helps our bodies grow strong.”

**\*\*DIVIDE THE CLASS INTO 2 GROUPS\*\***

Split the students into two groups. Send one group with the helper/teacher to the nutrition activity. Take the other group to the garden activity. Both activities will run simultaneously for a total of 20 minutes. Switch groups after 10 minutes.

**GARDEN DISCUSSION & ACTIVITY (10 Minutes)****TOPIC: SOIL BUILDING**

(Bring students to the compost bin.)

**Activity: “What’s Inside Our Compost?”**

*Timing Guide:*

- 1 min – Gather & explain
- 2 min – Look inside the compost bin
- 2 min – Discuss decomposers & nutrients
- 2 min – Discuss soil–body connection
- 2 min – Compost “thumbs up/thumbs down”
- 1 min – Closing message

**Volunteer Talking Points:**

*(Feel free to put the following content in your own words for a more natural interaction.)*

**1. Gather & Explain**

(Bring students to stand around the compost bin.)

- “Today you are going to look inside our compost bin.”
- “Compost is old food and plants turning into food for the soil.”
- “You will look with your eyes only while I move the compost with the tools.”

**2. Look Inside the Compost Bin**

(Open lid slowly. Use the cultivator tool to move contents around in the bin, pausing so they can observe contents.)

- “What do you see inside?”
- “What colors are the pieces?”
- “Do you see anything that looks like food?”
- “Does it look more like dirt?”
- (If you find compost that’s mostly broken down, scoop some up with the trowel) “This used to be food scraps and leaves, but now it’s been changed into compost.”

**3. Decomposers & Nutrients**

(Show decomposer laminate.)

- “These are garden helpers. Worms, bugs, and tiny living things in the composter eat the old food and turn it into nutrients.”
- “Nutrients are the good stuff that help plants grow. Nutrients help YOU grow, too!”

**4. Soil–Body Connection**

- “Plants need food just like you need food.”
- “Compost is food for the soil, and healthy soil feeds plants.”
- “What happens if you don’t eat?” (Allow a few answers from raised hands.)

**5. What Goes in Compost? (Thumbs Up/Down)**

- “Now we’re going to play a game. When I name items, show me a ‘thumbs up’ if it goes in compost, and a ‘thumbs down’ if it does not.”
  - Banana peel (thumbs up)
  - Apple core (thumbs up)
  - Leaves (thumbs up)
  - Plastic bottle (thumbs down)
  - Shiny food wrappers (thumbs down)
  - Watermelon rind (thumbs up)
  - Plastic bag (thumbs down)

6. Garden Closing Message

- “When we compost, we help the soil.”
- “When the soil is healthy, our food grows healthy.”
- “When our food is healthy, we grow strong.”

**NUTRITION DISCUSSION & ACTIVITY** (10 Minutes)

*\*\* Occurs at the same time as Garden Activities*

**TOPIC: EATING THE RAINBOW**

(Bring students to the open space you set up.)

**Activity: “Taste Bud Travelers” (Movement Game)**

*Timing Guide:*

- 2 min – Rainbow colors discussion
- 1 min – Explain body connections
- 3 min – Explain/demonstrate how movements match body parts
- 3 min – Student-led rounds
- 1 min – Closing message

*Students stand in one large circle the entire time and move in place, ensuring enough room around each child to avoid hitting each other. Movements match the body part each food color helps.*

**Volunteer Talking Points:**

*(Feel free to put the following content in your own words for a more natural interaction.)*

1. Rainbow Colors Discussion:

- “Let’s spread out into a big circle so everyone has their own space. Stretch your arms out and slowly turn around. If you touch someone, take one step back.”
- “We’re going to play a game about the colors of foods.”
- “Foods have colors like a rainbow, and each color helps a part of your body.”

2. Explain Body Connections – ‘Repeat After Me’:

- “Red helps my heart!”
- “Orange helps my eyes!”
- “Yellow gives me energy!”
- “Green helps my tummy and bones!”
- “Blue and purple help my brain!”
- “White helps my body stay strong!”

3. Explain and Demonstrate How Movements Match Body Parts:

- When we say a food and its color, we are also going to do a movement to show the body part that food helps. Watch me first.

- “Strawberry! Strawberries are red. Red foods help our heart. Our movement is: Put our hands on our chest and make slow heartbeat taps.”
- “Carrots! Carrots are orange. Orange foods help our eyes. Our movement is: Big pretend blinking, making ‘binoculars’ with our hands and looking around.”
- “Bananas! Bananas are yellow. Yellow foods give us energy. Our movement is: Wiggling all around while staying in your spot. Show your big energy.”
- “Broccoli! Broccoli is green. Green foods help our tummy and bones. Our movement is: Deep belly breaths with hands on stomach. Breathe in through your nose, feel your tummy grow. Breathe out slowly.”
- “Blueberries! Blueberries are blue. Blue and purple foods help our brain. Our movement is: Make your best ‘thinking face’ and gently tap the side of your head.”

4. Student-Led Turns:

- “Now it’s your turn to choose.”
- Have students take turns choosing a food and stating its color. Have the group follow by acting out the matching body movement.

5. Prompt as needed:

- “What color is the food? What body part does it help? What movement goes with that?”

6. Nutrition Closing Message

- “When we eat many colors, we help our whole body grow strong.”
- “Who can name one color you want to eat today?”

### CLOSING (1 MINUTE)

- Bring students together to close the lesson and thank the teacher and other volunteers.
- Volunteer Talking Points: “Today you learned that compost feeds the soil, and colorful foods feed your body.”
- Take them to see how their garden box is growing before going back to class.
- If time allows, have students draw a Reflection Page and take a few photos to share with BCHD at [Mishell.Balzer@bchd.org](mailto:Mishell.Balzer@bchd.org).
- Thank the students for joining you today and dismiss them.

**\*Remember to report your lesson as delivered with either the online form or this QR code.**

*From your phone, scan this QR code below to report lessons as delivered. Once the page opens, select the ‘grid view’. From the computer, click the link [LiveWell Kids Tracking Links 2025-26](#)*



