

AT HOME ACTIVITY COLLECTION

INCLUDES LESSONS FROM EDIBLE SCHOOLYARD, LIFE LAB, SLOW FOOD, CBC.CA, ACTION FOR
HEALTHY KIDS, KIDS GARDENING, WHOLE KIDS FOUNDATION, KIDS YOGA, COOKING WITH KIDS

COMPILED BY CITY GREEN

PART TWO

Let's Explore Veggies!

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AT HOME ACTIVITY COLLECTION

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PART 2: LET'S EXPLORE VEGGIES

Have your students explore healthy eating by learning about plants. Students will discover the plant plants we eat and how they grow. They will explore new foods by eating a rainbow of different vegetables, being a food critic in the garden, and unpacking nutritional information on food labels!

Lesson 1A: A Rainbow of Color *Grades: PreK- 2nd*

pages 3 – 6

Lesson 1B: Eat a Rainbow *Grades: 3rd - 6th*

pages 7 – 11

Students will learn about the importance of eating a variety of fruits and vegetables and what it means to “eat a rainbow.” By learning the colors of the rainbow, they will learn the different types of foods found in each color and the benefits of eating different colored fruits and vegetables.

Created by Whole Kids Foundation & Kids Gardening

Lesson 2: The Plant Parts That We Eat *Grades: K - 2nd*

page 12 - 18

Students will observe a plant or weed that's pulled from the ground and learn about the functions of each part. They will apply what they learn to label plant foods that they eat by the part of the plant where it grows.

Created by Whole Kids Foundation.

Lesson 3: Food Critic In the Garden *Grades: K - 5th*

pages 19- 25

Students learn about the role of a food critic by listening to examples of food reviews and learning how to use sensory words to describe food. Using produce from the garden, students sample a variety of foods. They compare the different tastes, give ratings and collect data about their food as a class (number of likes for carrots, rank class favorites, etc.).

Created by Whole Kids Foundation.

Lesson 4: Healthier Food Challenge *Grades: K-5th*

pages 26 - 30

Students will get an unhealthy food and choose a healthier option. Students will learn about nutrition information they should consider when choosing foods, including calories, saturated and trans fat, sodium and added sugar.

Created by Whole Kids Foundation.

Lesson 5: Read Your Labels – Know Your Food *Grades: K-5th*

pages 31 - 34

Students will learn how to read content, serving and portion sizes listed on nutrition food labels. Students will apply what they have learned to calculate the serving sizes for various produce from the garden and create nutrition labels for the produce.

Created by Whole Kids Foundation.



Recommended Grade Level:

Pre-K-2

Season:

All

Indoor

A Rainbow of Color

Description:

Students will learn about the importance of eating a variety of fruits and vegetables and what it means to “eat a rainbow.” By learning the colors of the rainbow, they will learn the different types of foods found in each color and the benefits of eating different colored fruits and vegetables.

Background:

It's important that we eat a variety of fruits and vegetables to support a healthy body. Each color on our plate gives us important vitamins and nutrients to support our health.

Materials:

- Seven different colored pieces of butcher paper 3-4 feet long
 - Red
 - Blue
 - Orange
 - Purple
 - Yellow
 - White
 - Green
- Markers or crayons
- Eating a Rainbow Food Diary (optional)

Preparation:

Determine how to use your space. Hang the seven pieces of butcher paper around the classroom. The paper can be hung on walls, placed on the floor or on tables. Students will be rotating to the seven pieces paper during the activity. If space is an issue, this activity could be done outside or in the hallway.

Activity:

1. Gather students in a central location and ask:
 - What are rainbows?
 - What are the colors of the rainbow?
Red, orange, yellow, green, blue, indigo, violet
 - What fruits and vegetables are in each color of the rainbow?
Note: A list can be made on the board or chart.
 - What are some fruits and vegetables that are not colors from the rainbow?
Mushrooms, potatoes, white onions, cauliflower, the inside of a banana.

- Do you think it's important to eat fruits and vegetables that are the colors of the rainbow? Why?

2. Explain that eating a variety of fruits and vegetables that are the colors of the rainbow is important to grow a healthy body. Fruits and vegetables have different types of vitamins and minerals that help keep our bodies healthy and working correctly. When you only eat certain types of foods, you may not be getting important nutrients that your body needs. You should fill half of your plate with fruits and vegetables at every meal.

3. Tell the students they will be making posters about the colors of food they eat.

4. Divide the class into seven groups, provide markers and let them rotate through the colors of the rainbow. Each student will draw and label, if they are able, a picture of a fruit or vegetable from each color group. Give students 3-5 minutes for each color before they rotate to the next.

5. When they're finished, take a "gallery walk" with the class by moving around the room to see what was drawn on each color chart. If your students can't write the names of the produce on the charts, this would be a good time to take your marker and write the names under each fruit and vegetable.

Tying it Together:

1. What happens to our body when we eat a rainbow?

Eating the different colors gives our bodies different types of vitamins and minerals to help it grow healthy.

2. What would happen if we only ate one color of the rainbow?

We may not get all the nutrients and vitamins that we need.

3. Why do we need to eat foods from each color?

Each color helps our bodies in different ways.

Special Care:

If students need support drawing fruits or vegetables, stickers or stamps could be used while rotating through the colors so that they could add their input too.

Digging Deeper:

Assign the Eating a Rainbow Food Diary for classwork or homework.

National Standards:

CCSS.ELA: Writing: Research to build and present knowledge.

CCSS.ELA: Speaking and listening: Presentation of knowledge and ideas.

CCSS.MATH: Measurement and data.

NGSS: Interdependent relationships in ecosystems: Animals, plants and their environment.

NHES: Students will demonstrate the ability to use decision-making skills to enhance health.

Lesson Extensions:

Math: Pictures of fruits and vegetables can be sorted by color.

Literature Connections:

Planting A Rainbow by Lois Ehlert

The Vegetables We Eat by Gail Gibbons

Eating a Rainbow Food Diary

Draw and color the fruit or vegetable ate during the week.

| | Breakfast | Lunch | Dinner | Snacks |
|-----------|------------------|--------------|---------------|---------------|
| Sunday | | | | |
| Monday | | | | |
| Tuesday | | | | |
| Wednesday | | | | |
| Thursday | | | | |
| Friday | | | | |
| Saturday | | | | |

Eat a Rainbow

Overview: Students will learn about the health benefits of eating a variety of fruits and vegetables.

Grade Level/Range: Grades 3-6

Objectives:

Students will learn:

- the different parts of a plant.
- that they need to consume at least 5 fruits and vegetables a day
- the importance of “eating a rainbow” (a variety of fruits and vegetables)
- that color can indicate different nutrients available in fruits and vegetables

Time: 1 hour

Materials:

- Plant part chart (below)
- Chalkboard and chalk or dry erase board and markers
- Variety of fruits and vegetables representing different colors
- Small cups
- Toothpicks
- Napkins
- Knife and cutting board

Background Information:

In addition to providing the essential vitamins, minerals, and fiber that keep our bodies working, fruits and vegetables are also linked to health prevention benefits including decreased risk of stroke, cancer, and heart disease; improved memory; and lowered blood sugar levels. These benefits are attributed to phytonutrients (also known as phytochemicals) – substances in plants that are not recognized as vitamins or minerals, but provide a definite health boost.

Various fruits and vegetables contain different levels and kinds of lifesaving phytonutrients, so to reap the benefits we need to consume a wide variety of produce. Nutrition educators have come up with a handy and fun way to communicate the message: “Eat a Rainbow.”

Many of the phytonutrients are also pigments responsible for the color of fruits and vegetables. Plants have pigments to protect them against environmental factors (such as sunlight) and from harmful byproducts of plant processes like photosynthesis. When we consume fruits and vegetables, we receive benefits from the phytonutrients that are similar to what they provide to the plant – protection from environmental factors and cell damaging chemical byproducts.



Below is a chart from the Vegetable and Fruit Improvement Center with information about fruit and vegetable color, phytonutrient content, health benefits and produce examples. You can adapt this chart to make it age-appropriate for your students.

| Color | Phytonutrient(s) Associated with Color | Health Benefit Associated with Phytonutrients | Example Fruits and Vegetables |
|-----------------|--|--|--|
| Red | Lycopene and Anthocyanins | Strengthening collagen proteins in the body Preventing lung, prostate and stomach cancer | Strawberries Tomatoes Watermelon Cherries Red grapefruit |
| Orange | Beta-carotene and Liminoids | Protecting against chronic bronchitis, asthma and emphysema Reducing the risk of cataracts and lung cancer Decreasing cholesterol levels | Carrots Squash Citrus Melons |
| Yellow | Liminoids, Beta-carotene and Zeaxanthin | Protecting against chronic bronchitis, asthma and emphysema Reducing the risk of cataracts Decreasing cholesterol levels Protecting vision Preventing tumors and cancer in the colon, breast and prostate glands | Yellow peppers Corn Legumes |
| Green | Lutein, Saponins and Glucosinolates | Preserving eyesight Maintaining heart and skin health Increasing enzyme activity to detoxify carcinogens Preventing cancer and lowering lipid levels | Spinach Collard greens Broccoli Tomatillos |
| Blue/ Purple | Anthocyanins and Flavonoids | Strengthening collagen proteins Preventing cancer Providing anti-inflammatory and analgesic benefits | Blueberries Grapes Plums Grapes Raspberries Eggplant |

Advanced Preparation:

Obtain a variety of fruits and vegetables to sample. Students can sign up to bring in an item (enough for each child in class to have a taste), arrange with your cafeteria to provide some items, or contact local grocery stores for donations. Try to provide enough variety so that each color can be represented by at least two options. Serve each food by itself, either raw or cooked (as much as possible, try to serve fresh foods however canned and frozen foods can be used). Check with your school to see if you need parent permission for tasting activities.

Laying the Groundwork:

Review plant parts, how they serve a plant, and how you identify them with your class. If possible, obtain a model or poster of the parts of a plant and worksheets for students to label the plant parts. The parts include:

Roots: found underground; absorb water and nutrients for growth; store food for plant

Stems: connect leaves to roots; carry water and nutrients from roots to leaves, and carbohydrates and other things from leaves to roots for growth; some provide food storage

Leaves: catch the sun, which gives plants energy to grow; release moisture and oxygen

Flowers: where fruits/seeds form

Fruits: contain seeds

Seeds: form inside fruit; when put in soil, grow into a new plant

Ask, *which part of the plant do we eat? Do we eat all parts of all plants? Our common fruits and vegetables represent different parts of the plant, but we do not eat all parts of all plants.*

Next, ask students why they think it's important for them to eat fruits and vegetables each day. *Fruits and vegetables contain different vitamins and minerals that are essential to our bodies, and they need to eat at least five servings of fruits and vegetables each day.*

Last, encourage students to begin thinking about other ways we can sort fruits and vegetables we eat. What are other characteristics that define different fruits and vegetables? What colors are represented by our fruits and vegetables? *All colors can be found, all though some are more common.*

Exploration:

1. Introduce phytonutrients and fiber, and other health benefits associated with eating produce. Explain that all fruits and vegetables contain different amounts of vitamins, minerals, fiber, and phytonutrients, and eating a lot of different types of fruits and vegetables is important to staying strong and healthy. Introduce the concept of eating a rainbow from the background information. Explain how the different colors of the fruits and vegetables indicate that they contain different vitamins, minerals, and phytonutrients, and that by eating all different colors, you are also getting all the different nutrients.
2. Lead an informal discussion about fruits and vegetables the students like, those they don't like, and those they've not tried. As they talk about various foods, encourage them to use descriptive words such as "sweet," "tangy," or "spicy" rather than "yucky," "okay," or "awesome."
3. Set up a chart on your whiteboard or chalkboard with colored markers or chalk similar to the one below. Ask students to help fill in the blanks with names of vegetables and fruits that you have obtained that match these colors. (We have listed some examples... but feel free to adapt based on availability for your class).

Student/Group Name_____

| Color | Plant Part | Raw/Cooked | Flavor | Try Again? |
|-------------------|------------|------------|--------|------------|
| Red | | | | |
| 1. strawberries | | | | |
| 2. tomatoes | | | | |
| Orange | | | | |
| 1. orange | | | | |
| 2. carrots | | | | |
| Yellow | | | | |
| 1. pineapple | | | | |
| 2. yellow peppers | | | | |
| Green | | | | |
| 1. Broccoli | | | | |
| 2. Kiwi | | | | |
| Blue/Purple | | | | |
| 1. Blueberries | | | | |
| 2. Grapes | | | | |

4. Introduce students to the idea of a tasting activity by telling them there are people in the world who have the job of sampling new vegetable and fruit varieties before the seeds are sold to gardeners and farmers, or testing foods that companies package for market. Tell them they'll be playing the role of food tasters during the tasting activity, and like real tasters, will rate flavors, using descriptive words as mentioned above. They'll also note if they'd be willing to try each food again.
5. Clean fruits and vegetables thoroughly. Cut each item into bite-sized pieces as necessary. Provide toothpicks, paper cups, and napkins for students to use during the tasting.
6. Fill in the classroom chart with the comments from the students. Take a vote on whether each student will try the fruit or vegetable again.

Making Connections:

Discuss the tasting experience. Ask, which fruits and vegetables were our favorites? Did color have any impact on taste?

Brainstorm a larger list of fruits and vegetables representing different colors. Create a handout for students to take home and encourage them to try new fruits and vegetables with their families.

Branching Out:

English - Encourage students to keep a journal of their fruit and vegetable consumption for a week after the tasting. Some suggestions for what they might write about include: 1) experiences with new flavors; 2) ways that foods are prepared at their home; 3) if prepared foods or restaurant meals are consumed, what fruits and vegetables are part of those meals; 4) interviews with family members about their favorite fruits and vegetables.

Social Studies - Ask students to find a recent article related to the health benefits of fruits and vegetables in a newspaper or magazine. Instruct them to read the article and then discuss their current event either in writing or by a class presentation. During the discussion of these articles, try to focus on how encouraging healthier behaviors could effect/benefit our society.

Nutrition - Explore the nutritional content of common fruits and vegetables either as an individual or group project. http://www.dole5aday.com/ReferenceCenter/R_Home.jsp Instruct each student to create a brochure on a specific fruit or vegetable or on a specific vitamin (such as Vitamin C). The brochures can be displayed at school, or if resources are available, send copies of all brochures home.

Research/Writing - After the tasting exercise, discuss which of the plants students might like to try to grow. Have them research growing requirements for various crops and come up with a plan for including them in the garden. For assessment purposes, have students record findings in journals; present them in class; or report them via research papers.

Recommended Grade Level:

K-2

Season:

Summer/Fall

Outdoor

Plant Parts That We Eat

Description:

Students will observe a plant or weed that's pulled from the ground and learn about the functions of each part.

They will apply what they learn to label plant foods that they eat by the part of the plant where it grows.

Background:

Food is relevant to everyone. When you connect the food that you eat to something that you study, learning sticks. Knowing more about food may help students be more willing to eat it; learning where fruits and vegetables come from may help students be willing to eat them more often!

Materials:

- Plant Part Cards
- Produce Cards

Preparation:

1. Determine how to group students. The students can be grouped in pairs or small groups.
2. Make copies and cut out Plant Part Cards and Produce Cards for each group. Put them in bags to make sets for small groups.

Activity:

1. Gather the students and head to the garden.
2. Explain that all fruits and vegetables come from a plant part.
3. Pull up a weed or a plant or two and discuss the parts of the plant and review the functions of each plant part.
 - Roots: Take in water and nutrients and anchors the plants in the ground.
 - Stems: Transport water and nutrients through the plant like a straw.
 - Leaves: Gather sunlight for the plant to make food.
 - Flowers: Produce fruit and attract pollinators.
 - Fruit: Contains the seeds.
 - Seeds: Grow new plants.
4. Ask students to name fruits and vegetables that come from roots, stems, leaves, flowers, seeds and fruit.

5. Divide them into small groups to play a game called What Am I Eating? Students use the Produce Cards and Plant Part Cards and work together to sort the produce into the plant part that they belong to. If the weather is nice and there is workspace outdoors, students can complete this activity outside. Use the answer key to check the students' answers.

- Roots – Carrots, radish, beets, turnips, sweet potato
- Stems – Asparagus, celery, wheat
- Leaves – Lettuce, cabbage, spinach
- Flowers – Broccoli, cauliflower
- Fruit – Apples, tomatoes, green peppers, pumpkin, peaches, cucumbers, lemon
- Seeds – Coffee beans, peanuts, peas, corn

Tying it Together:

1. What did we find out about plant parts?
2. What foods do we eat that come from roots? Stems? Leaves? Seeds? Flowers? Fruit?
3. What is your favorite food from a root? Stem? Leaf? Seed? Flower? Fruit?

Special Care:

Number the Plant Part Cards and the Produce Cards' corresponding numbers so that the students can check their answers and self-correct through matching.

Digging Deeper:

Groups of students can create a recipe using a plant part to share with the class.

National Standards:

NGSS: Interdependent relationships in ecosystems: Animals, plants and their environment.

NGSS: Structure, function and information processing.

NHES: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Lesson Extensions:

Language Arts: Write a composition or make a Venn diagram that compares and contrasts different parts of the plants and its functions.

Create Healthy Plant Part Posters (root power, stem power, etc.). Students will draw pictures of the produce from that plant part and list why it is good for their health.

Nutrition: Taste tests of different plant parts. Have students share their favorite recipe using produce from a certain plant part.

Science: Assign students the Plant Parts Worksheet as an in class or homework assignment.

Literature Connections:

Tops and Bottoms by Janet Stevens

Plant Parts by Richard Spilsbury and Louise A. Spilsbury

Plant Parts

Label each plant part. Next to each plant part in the picture, list a food that comes from each part.

ROOTS

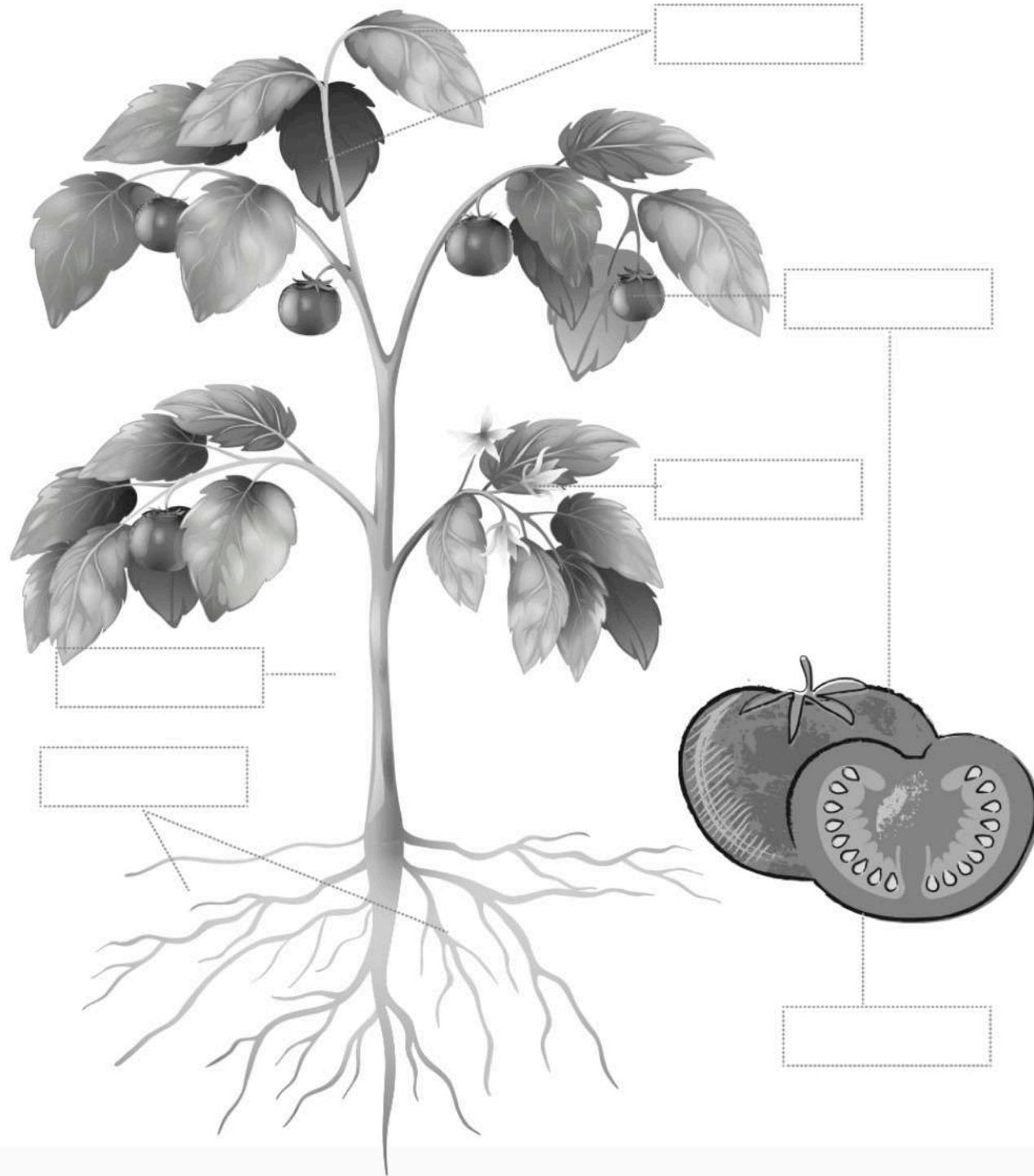
FLOWER

STEM

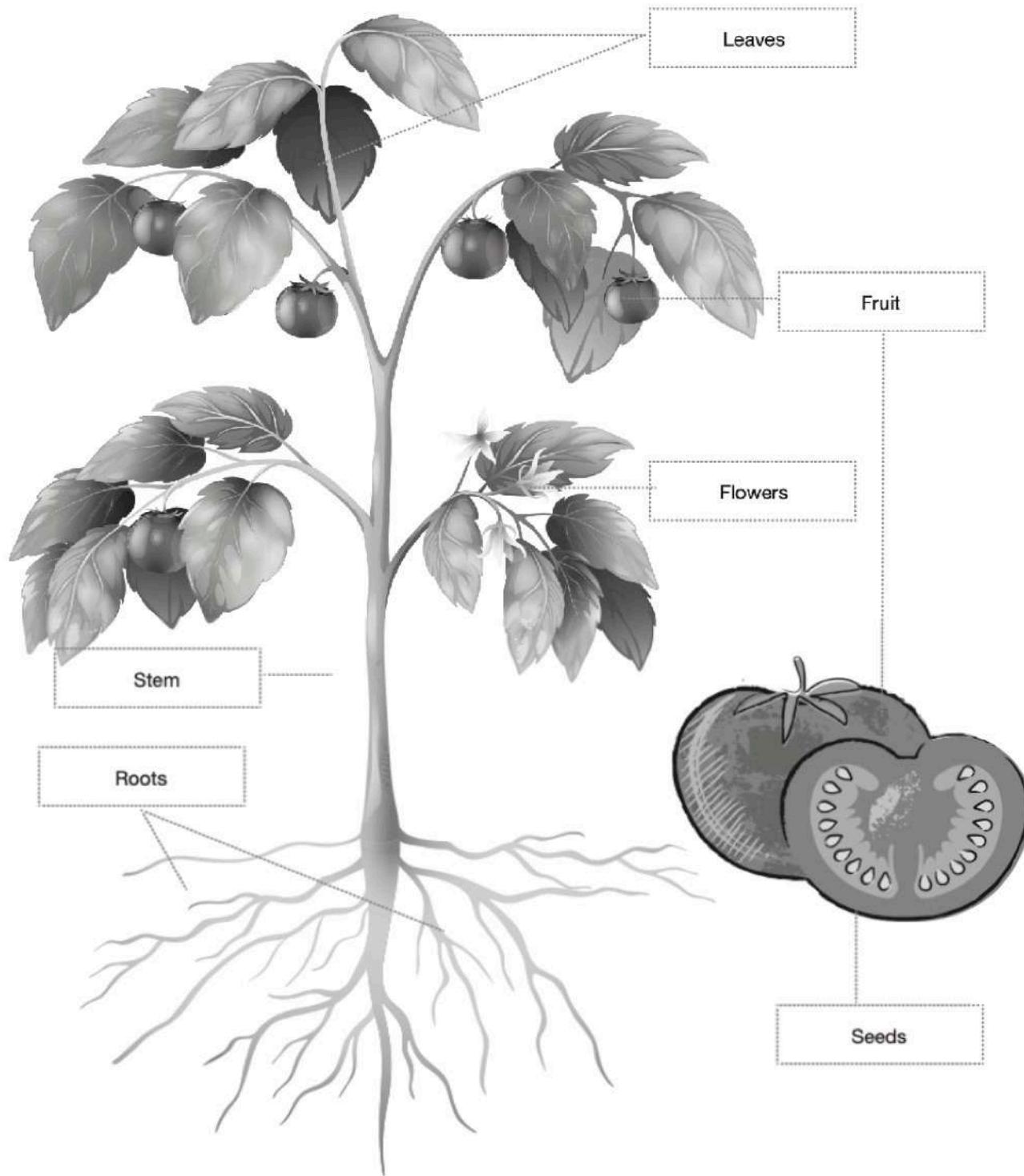
SEEDS

LEAF

FRUIT



Plant Parts Answer Key



Plant Part Cards

roots

stems

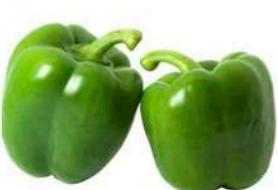
leaves

flowers

seeds

fruit

Produce Cards

| | | | |
|--|---|---|---|
|  Cucumbers |  Broccoli |  Carrots |  Lettuce |
|  Beets |  Cabbage |  Radish |  Lemon |
|  Tomato |  Turnips |  Spinach |  Green Peppers |
|  Corn |  Peas |  Pumpkin |  Coffee Beans |
|  Asparagus |  Peach |  Celery |  Cauliflower |
|  Wheat |  Apple |  Peanuts |  Sweet Potato |

Recommended Grade Level:

K-5

Season:

All

Indoor/Outdoor

A Food Critic in the Garden

Description:

Students learn about the role of a food critic by listening to examples of food reviews and learning how to use sensory words to describe food. Using produce from the garden, students sample a variety of foods. They compare the different tastes, give ratings and collect data about their food as a class (number of likes for carrots, rank class favorites, etc.).

Background:

The terms food critic, food writer and restaurant critic can all be used to describe people who analyze food or restaurants and then publishes, posts or broadcasts the results of their findings. Restaurants can become popular or have to close their doors because of the opinions of these people. Since taste is a personal opinion, not everyone will feel the same way about the same food. It's important for students to try new foods and incorporate as many healthy fruits and vegetables in their diets as they can. Through this activity, students may be introduced to fruits and vegetables and hopefully will try a variety of healthy foods.

Materials:

- Variety of garden produce
- Food critic write-ups from the local newspaper
- Garden Food Critic Review Worksheet
- Food Critic Vocabulary (optional)
- Observation of Review Writing Worksheet (optional)
- Clipboards (optional)

Preparation:

1. Make copies of the Garden Food Critic Review Worksheet, Food Critic Vocabulary page and Observation of Review Writing Worksheet (optional) for each student.
2. Gather clipboards for each student if this activity will be completed outside. The activity can be done inside as well.
3. Choose five fruits or vegetables from the garden and prepare for the class. Wash, slice and pack the produce in plastic with zip tops so that they can be easily distributed. You can purchase produce from a grocery store if needed.

Activity:

1. Ask students to name the five senses (sight, hearing, taste, smell, touch) and how they use them every day.
2. Tell students that they will become food critics in the garden and ask what they know about food critics.
Explain that food critics try different foods in restaurants and then write or broadcast about the food and their experience for others. When food critics do their reviews, they use their five senses and descriptive words to describe the food and restaurant.
3. Pass out clipboards or have students tape or glue their Garden Food Critic Review sheet in their journal.
4. Have the students locate the food that they will be sampling in the garden and observe the plant.
5. Give every student a sampling of each fruit or vegetable that comes from that plant. After they have tasted their sample, ask them to rate their opinion on the Garden Food Critic Review sheet. Repeat with the next four garden foods.
6. When they have tasted and reviewed all the produce, let students share their observations and opinions.

Tying it Together:

1. Did you use any of your senses when trying the fruits and vegetables?
2. Did anyone try something new today?
3. Which food did you like the best?
4. Which food did you like the least?
5. Why is it important to eat fruits and vegetables in our diet?

They provide us with nutrients and vitamins that help us grow strong.

Special Care:

For students who haven't mastered writing, they can draw a picture of the food on the Garden Food Critic Review Worksheet and rate it with stars.

Digging Deeper:

Students can work in groups to create a salsa that's judged for flavor, appearance and popularity.

National Standards:

CCSS.ELA: Writing: Text types and purposes.

CCSS.ELA: Writing: Research to build and present knowledge.

CCSS.ELA: Speaking and Listening: Presentation of knowledge and ideas.

NHES: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Lesson Extensions:

Language Arts: Students use the Observation of Review Writing Worksheet to plan their thoughts and create a food critic review on a healthy food of their choice. The Food Critic Vocabulary Sheet can help students use a descriptive vocabulary.

Math: Total the results of the Garden Food Critic Review sheets. Rank the foods in order of “most favorite” to “least favorite.”

Create a bar chart, listing the foods on the X-axis and the stars on the Y-axis.

Literature Connections:

Fizzy's Lunch Lab: Nelly Nitpick, Kid Food Critic by Candlewick Press

Garden Food Critic's Review

Name of Critic: _____ **Date:** _____

Directions:

- Taste-test foods from the garden.
- Describe the flavors (sweet, sour, bitter, spicy, bland, etc.).
- Rate the food on a scale from 1 to 5 by coloring in the stars.
- Tell what the stars mean:

 =  =  =

 =  =

1. *(name of food)* 

Describe flavors:

2. *(name of food)* 

Describe flavors:

3. *(name of food)* 

Describe flavors:

4. *(name of food)* 

Describe flavors:

5. *(name of food)* 

Describe flavors:

Food Critic Vocabulary

| | | | | |
|------------|--------------|----------------|-------------|-------------|
| Acidic | Dry | Icy | Purple | Sugary |
| Alluring | Dull | Interesting | Raw | Sweet |
| Aromatic | Earthy | Irresistible | Red | Syrupy |
| Awesome | Enticing | Juicy | Refreshing | Tan |
| Beautiful | Exciting | Leafy | Rich | Tangy |
| Bitter | Exquisite | Lean | Ripe | Tantalizing |
| Black | Eye-catching | Lumpy | Rough | Tart |
| Bland | Fibrous | Luscious | Round | Tasty |
| Blue | Fiery | Lustrous | Salty | Tempting |
| Bright | Firm | Mealy | Savory | Thick |
| Brittle | Flakey | Mellow | Scrumptious | Toasted |
| Brown | Flavorful | Mild | Sharp | Tough |
| Bumpy | Fluffy | Milky | Shiny | Unripe |
| Chewy | Fragrant | Moist | Simple | Velvety |
| Chilly | Freezing | Mouth-watering | Slick | Vibrant |
| Chunky | Fresh | Mushy | Smooth | Vivid |
| Clean | Frosty | Nice | Soft | Warm |
| Coarse | Fruity | Nutritious | Soggy | Watery |
| Cold | Fuzzy | Nutty | Sour | Wet |
| Colorful | Gooey | Orange | Sparkling | White |
| Cool | Gorgeous | Peppery | Speckled | Wilting |
| Creamy | Grainy | Pink | Spicy | Wrinkly |
| Crispy | Green | Pleasant | Springy | Yellow |
| Crumbly | Hard | Pleasing | Sprinkled | Yummy |
| Crunchy | Harsh | Pleasurable | Squishy | Zesty |
| Curly | Healthy | Plump | Steaming | Zippy |
| Delectable | Hearty | Piping | Sticky | |
| Delicate | Heavy | Prickly | Stringy | |
| Delicious | Hot | Pungent | Strong | |

Observation of Review Writing Worksheet

Record any observations from the food critic's article read in class today. How did the food critic appeal to your senses?

| Smell and Aromas | Taste and Texture | See | Touch and Feel | Hear |
|------------------|-------------------|-----|----------------|------|
| | | | | |

Food Critic Write-Ups

Colorful Fruit Salad

There are two loves in my life. One is my dog Sammie. The other is Colorful Fruit Salad. I can't begin to tell you how wonderful it is, but I'll try to describe what makes it so special. The first time I tried Colorful Fruit Salad, I was sick and had to stay home from school. My mom went to the store and brought back a huge grocery sack full of fruit. Several hours later, she put a bowl in front of me. I took a tiny spoonful and the amazing taste of grapes, apples, oranges, watermelon, blueberries and kiwi went down my throat. From then on, I was hooked. Now, I eat Colorful Fruit Salad as often as possible. I still haven't gotten tired of that cool, tingly feeling every time I put a spoonful of fruit in my mouth. I guarantee a great meal if you add Colorful Fruit Salad to your menu. It is refreshing, exciting and delicious!

Turkey Roll Up on a Whole Wheat Tortilla

I am a big fan of foods from south of the border. So when I heard what was being served for lunch, I was thrilled! I was in for a treat. The whole wheat tortilla was soft and tender, which is just perfect for holding a roll up together. The contents inside the tortilla were just as perfect. The turkey slices had a mouth-watering hickory smoke flavor that made me look forward to every bite. Vine ripe tomatoes, tender leafy lettuce and tiny pieces of shredded carrots added a beautiful color to the roll up. The combinations of all of these ingredients created a symphony in my mouth. I would recommend these wraps to anyone and can't wait to go back for more.

Recommended Grade Level:

K-5

Season:

All

Indoor

Healthier Food Challenge

Description:

Students will get an unhealthy food and choose a healthier option. Students will learn about nutrition information they should consider when choosing foods, including calories, saturated and *trans* fat, sodium and added sugar.

Background:

Students' eating habits are influenced by many different factors, including food served at home and school and what they see and hear on food advertisements.

It's important for students to learn how to make healthy food choices based on the nutritional content of foods.

Materials:

- Healthier Food Challenge Cards

Preparation:

Determine how many groups the students will be divided into and make copies of the Healthier Food Challenge Cards for each group.

Activity:

1. Tell students they will how to make healthy choices to help them grow healthy and strong.
2. Brainstorm a list of healthy foods and unhealthy foods as a class.
3. Discuss what makes foods healthy and unhealthy. Discuss the following topics and how they affect health:
 - **Calories:** A calorie is the unit of measurement that describes the amount of energy your body gets from food. Calories are not bad for you, but it's important to eat the right amount and to be physically active every day for at least 60 minutes. Remember to try and get your calories from healthy foods like fruits and vegetables instead of junk food like chips, cookies or sodas.
 - **Sodium:** A diet that is high in sodium (salt) are not good for your health and can raise your risk for high blood pressure and heart disease. Sodium helps some foods stay fresh while they're in the grocery stores and your refrigerator or pantry. It's important to read nutrition labels and pick foods that have the least amount of sodium. It's also important to avoid adding salt to help season foods. You can season foods with herbs, spices and juice from citrus fruits like lemons instead of salt.

- **Fat:** There are 4 different types of fat. Saturated fats and trans fats are considered “bad fats” and should be limited. Most of these fats come from products from animals (beef, pork or chicken fat, butter, cheese, etc.) or from fried foods and some baked treats like cookies and pastries. The two types of fat that are better for you are monounsaturated fats and polyunsaturated fats. These fats help lower the risk for heart disease. They’re found in nuts and seeds, avocados, liquid vegetable oils and fatty fish (such as salmon, tuna, herring, lake trout, mackerel and sardines).
- **Added Sugar:** Some sugars are naturally in our foods like in fruits, vegetables, milk and grains. Other types of sugars are sometimes added to foods and beverages like juice, sodas, candy and cookies and this is called added sugar. Eating and drinking too much added sugar can increase your risk of heart disease and should be limited. Remember, the next time you’re craving something sweet, reach for your favorite fruit.

4. Remind students that they should read the nutrition labels to know what's in the foods they're eating and to help them make good food choices.
5. Divide the students into groups and have them play the Healthier Food Challenge game. This game is similar to concentration. Students will lay the cards face down and take turns matching the unhealthy food to one with similar ingredients that's healthier. The student with the most matches is the winner.
6. When the students have finished, discuss each pair of cards and what makes each food healthy or unhealthy.

Tying it Together:

1. What things can you do to eat healthier?

Make healthy choices by limiting foods with saturated and trans fat, added sugar, unhealthy calories and a lot of sodium.

2. Why is it important to eat a healthy diet?

Eating a healthy diet will help my body be healthy and grow strong.

3. How can you find out if a food is healthy or unhealthy?

You can read the nutrition label.

National Standards:

NHES: Students will demonstrate the ability to use decision-making skills to enhance health.

Lesson Extensions:

Health: Have students work with their parents and guardians to make their favorite recipe or meal healthier.

Language Arts: Write a composition about how eating healthy helps a person live healthier.

Math: Have students compare the number of calories of healthy and unhealthy foods with similar ingredients. For example, an apple vs. a slice of apple pie, baked potato vs. French fries, ice cream vs. yogurt, etc. Create a whole day of meals that involve healthy vs. unhealthy foods and look at the total calories that would be saved. Other nutrition information can be calculated as well (sodium, fat, sugar, etc.).

Literature Connections:

Garden To Table: A Kid's Guide To Planting, Growing and Preparing Food by Katherine Hengel
To Market, To Market by Nikki McClure

Healthier Food Challenge Cards



French Fries



Cookies



Whole Milk



Apple Pie



Donuts



Croissants



Nachos



Soda



Ice Cream



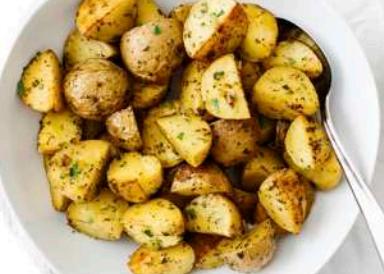
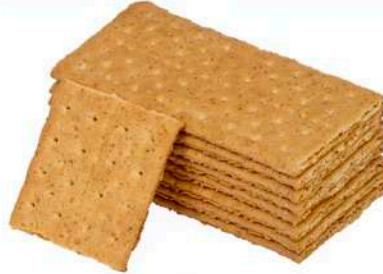
White Bread



Noodles



White Rice

| | | |
|--|---|--|
|  A white bowl filled with golden-brown, roasted potato cubes. |  A stack of whole grain graham crackers. |  A jug of skim milk. |
|  A pile of red apples. |  Two whole grain bagels. |  Two whole wheat rolls. |
|  Carrots and hummus. |  A glass of water with ice. |  A container of low fat yogurt. |
|  A loaf of whole grain bread with a slice cut out. |  A pile of whole wheat spiral pasta. |  A pile of brown rice. |

Recommended Grade Level:

2-5

Season:

All

Indoor

Read Your Labels — Know Your Food

Description:

Students will learn how to read content, serving and portion sizes listed on nutrition food labels. Students will apply what they have learned to calculate the serving sizes for various produce from the garden and create nutrition labels for the produce.

Materials:

- Understanding Nutrition Food Labels Sheet
- Variety of foods with nutrition labels
- Fruit and Vegetable Nutrition Facts Charts
<http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm063367.htm>
- Garden Nutrition Label Worksheet

Preparation:

1. Determine if this activity will be completed individually or in small groups.
2. Gather a variety of foods with nutrition labels.
3. Print and make copies of the Fruit and Vegetable Nutrition Facts Charts for each student or group.
4. Make copies of the blank nutrition labels for each student or group.

Activity:

1. Begin the lesson by asking students how they find out about the nutrition for the foods they eat. Allow discussion.
2. Pass out and review the Understanding Nutrition Food Labels Sheet. Explain that nutrition labels are listed on many things they eat. Nutrition labels have important information about the nutritional value of food you eat. Many food items also have an ingredient list that lists the ingredients in the food. Learning how to read nutrition labels and ingredient lists can help you make decisions about which foods and beverages are best for your heart health.
3. Pass out the food items with nutrition labels on them. Allow students time to explore and share the information they find on the product. Ask the following questions:

- What is the serving size?
- How many calories does it have?
- How much total fat? Saturated fat? Trans fat? Sugars? Sodium? Vitamin C? Etc.

4. Tell the students that produce from the garden doesn't have nutrition labels, so they will create nutrition labels for fruits and vegetables from the garden.
5. Pass out the Fruit and Vegetable Nutrition Facts Charts. Review how to read the charts.
6. Pass out the Garden Nutrition Label Worksheet and have students create labels for one vegetable and one fruit using the information from the Fruit and Vegetable Nutrition Facts Chart. Have students share their nutrition labels with the class when finished.

Tying it Together:

1. What did you find out about nutrition labels?
2. How does a nutrition label help you?

Nutrition labels have important information about the nutritional value of foods you eat. Learning how to read nutrition labels can help you make decisions about which foods and beverages are best for your heart health.

Special Care:

Highlighting specific information on the charts may help reduce visual clutter and help students narrow down the information they need to find.

Digging Deeper:

Create nutrition label stakes for the garden using the labels the students create. Laminate the labels and use wooden craft sticks to create the stakes.

National Standards:

NHES: Students will demonstrate the ability to access valid information and products and services to enhance health.

NHES: Students will demonstrate the ability to use decision-making skills to enhance health.

Lesson Extensions:

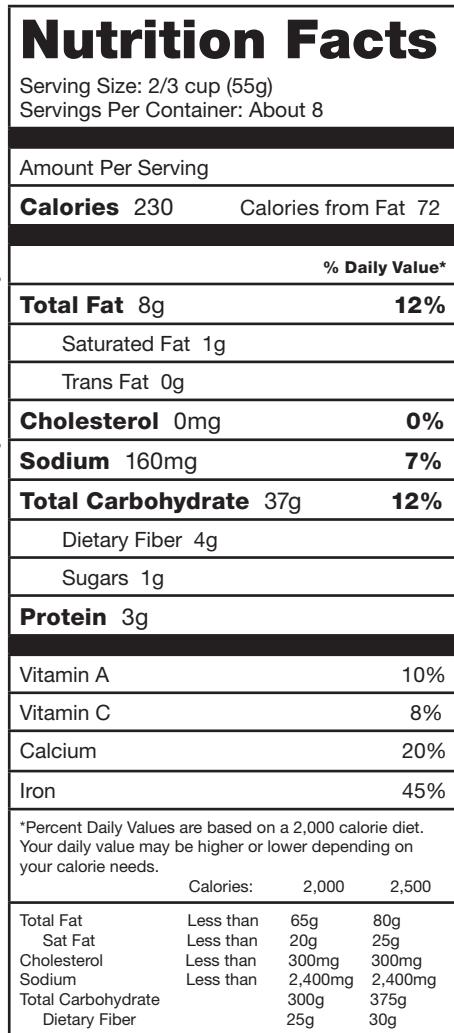
Language Arts: Have students write an essay comparing the health benefits of the two fruits or vegetables.

Math: Create word problems for students to use nutrition label knowledge. For example, if you eat $\frac{1}{4}$ of an apple, how many servings will that be?

Understanding Nutrition Food Labels

You can decide which foods and beverages are best for your heart health by learning how to read food labels.

1. Start here
2. Check the total calories..... per serving
3. Limit these
4. Get enough
5. Quick Guide for % Daily Value:



1. Start with the serving information at the top of the label. The serving size will tell you the size of one serving and the total number of servings per container or package. If you eat two servings, you're getting twice the number of calories and nutrients.
2. Next, check total calories per serving. Pay attention to the calories per serving and how many servings you're really consuming if you eat the whole package. If you double the servings you eat, you double the calories and nutrients.
3. Limit these nutrients. The American Heart Association recommends limiting these nutrients: Based on a 2,000-calorie diet, no more than 11-13 grams of saturated fat, as little trans fat as possible, and no more than 1,500 mg of sodium.
4. Get enough of these nutrients. Make sure you get enough of beneficial nutrients such as dietary fiber, protein, calcium, iron, vitamins and other nutrients you need every day.
5. Quick guide to % Daily Value. The % Daily Value (DV) tells you the percentage of each nutrient in a single serving, in terms of the daily recommended amount. As a guide, if you want to consume less of a nutrient (such as saturated fat or sodium), choose foods with a lower % DV — 5 percent or less. If you want to consume more of a nutrient (such as fiber), seek foods with a higher % DV — 20 percent or more.

Garden Nutrition Labels

Make a nutrition label for one vegetable and one fruit from the garden.

| Nutrition Facts | | |
|---|-------------------|-------|
| Serving Size | | |
| Amount Per Serving | | |
| Calories | Calories from Fat | |
| % Daily Value* | | |
| Total Fat | | |
| Saturated Fat | | |
| Trans Fat | | |
| Cholesterol | | |
| Sodium | | |
| Total Carbohydrate | | |
| Dietary Fiber | | |
| Sugars | | |
| Protein | | |
| Vitamin A | | |
| Vitamin C | | |
| Calcium | | |
| Iron | | |
| *Percent Daily Values are based on a 2,000 calorie diet. Your daily value may be higher or lower depending on your calorie needs. | | |
| Calories: | 2,000 | 2,500 |
| Total Fat | Less than | |
| Sat Fat | Less than | |
| Cholesterol | Less than | |
| Sodium | Less than | |
| Total Carbohydrate | | |
| Dietary Fiber | | |

| Nutrition Facts | | |
|---|-------------------|-------|
| Serving Size | | |
| Amount Per Serving | | |
| Calories | Calories from Fat | |
| % Daily Value* | | |
| Total Fat | | |
| Saturated Fat | | |
| Trans Fat | | |
| Cholesterol | | |
| Sodium | | |
| Total Carbohydrate | | |
| Dietary Fiber | | |
| Sugars | | |
| Protein | | |
| Vitamin A | | |
| Vitamin C | | |
| Calcium | | |
| Iron | | |
| *Percent Daily Values are based on a 2,000 calorie diet. Your daily value may be higher or lower depending on your calorie needs. | | |
| Calories: | 2,000 | 2,500 |
| Total Fat | Less than | |
| Sat Fat | Less than | |
| Cholesterol | Less than | |
| Sodium | Less than | |
| Total Carbohydrate | | |
| Dietary Fiber | | |

READING LIST



Books we love for readers of all ages!

PRE-K to THIRD GRADE

A Seed Is Sleepy by Dianna Aston
The Curious Garden by Peter Brown
Planting A Rainbow by Lois Ehlert
The Dandelion Seed by Joseph Anthony
Up in the Garden and Down
in the Dirt by Kate Messner
A Weed Is a Flower: The Life of George
Washington Carver by Aliki
The Carrot Seed by Ruth Krauss
Tops and Bottoms by Janet Stevens
Lola Plants a Garden by Anna McQuinn
To Market, To Market by Nikki McClure

THIRD to FIFTH GRADE

Poetrees by Douglas Florian
Garden To Table: A Kid's Guide To
Planting, Growing and Preparing Food
by Katherine Hengel
Fanny at Chez Panisse by Alice Waters
Linnea's Windowsill Garden
by Cristina Bjork
Seedfoks by Paul Fleishman
Out of the Dust by Karen Hesse
Black Potatoes by Susan Campbell
Bartolletti

SIXTH to EIGTH GRADE

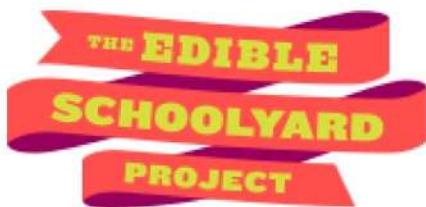
The Omnivore's Dilemma: Young
Readers Edition by Michael Pollan
Botanicum (Welcome to the Museum)
by Katie Scott
The Secret Garden by Frances
Hodgson Burnett
Seed Savers: Treasure by Sandra Smith
You Grow Girl by Gayla Trail
Trees: A Rooted History Book
by Piotr Socha
Exploring Nature Activity Book for Kids
by Kim Andrews
Wishtree by Katherine
Applegate

HIGH SHOOL

The Botany of Desire by Michael Pollan
Founding Gardeners by Andrea Wulf
Braiding Sweetgrass by Robin Wall
Kimmerer
Farming While Black by Leah Penniman
Unseen City by Nathanael Johnson
Animal Vegetable Miracle
by Barbara Kingsolver
The One-Straw Revolution
by Masanobu
Fukuoka
Clueless in the Kitchen by Evelyn Raab

ADDITIONAL RESOURCES

The Edible School Yard



Explore free lessons on cooking, gardening, and the natural sciences! These resources were produced by UC Berkley, so are educational and engaging.

<https://edibleschoolyard.org/resource-search>

KidsGardening.org



KidsGardening.org has activities that engage kids by enabling them to observe, discover, experiment, nurture and learn. Gardens are living laboratories where the lessons are endless!

<https://kidsgardening.org/educator-resources/>

Action For Healthy Kids



Parents for Healthy Kids is a national initiative created for parents, offering resources to help parents and caregivers become effective change agents in school and student health.

<https://kidsgardening.org/educator-resources/>

Food Span Learning



This free curriculum by Johns Hopkins provides high school students with a deep understanding of critical food system issues, empowers them to make healthy and responsible food choices, and encourages them to become advocates for food system change.

<http://www.foodspanlearning.org/>

ADDITIONAL RESOURCES

The Whole Kids Foundation



Explore the Whole Kids Foundation Resource Center! Whether you're working at home or in a school garden, this guide can help.

<https://www.wholekidsfoundation.org/school-gardens>

Life Lab



Life Lab cultivates children's love of learning, healthy food, and nature through garden-based education.

<https://www.lifelab.org/for-educators/schoolgardens/>

Slow Food USA



Slow Food USA's National School Garden Program (NSGP) aims to reconnect youth with their food by teaching them how to grow, cook and enjoy real food.

<https://slowfoodusa.org/school-gardens/>

The Ecology Center

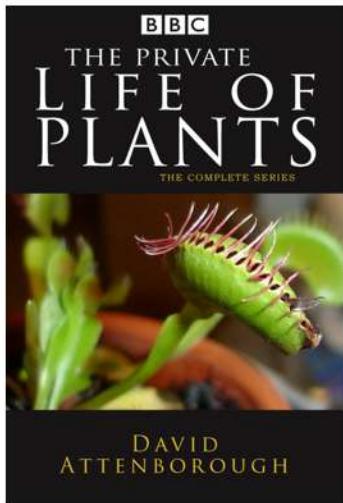


Grade-specific, standards-based curriculum, tools, and resources for growing and maintaining a learning garden.

<https://www.theecologycenter.org/grow/for-garden-educators/>

ADDITIONAL RESOURCES

The Private Life of Plants featuring David Attenborough



The series utilizes time-lapse sequences extensively in order to grant insights that would otherwise be almost impossible. Plants live on a different time scale, and even though their life is highly complex and often surprising, most of it is invisible to humans unless events that happen over months or even years are shown within seconds.

<https://www.dailymotion.com/video/x216x66>

Crash Course Biology on Youtube



Learn about the fundamentals of biology through short, 12-15 minute videos produced by educators John & Hank Green. This series is free on youtube, and includes courses on history, anatomy, and more!

<https://www.youtube.com/channel/UCX6b17PVsYBQ0ip5gyeme-Q>

The Cornell Lab Of Ornithology



The Cornell Lab of Ornithology has a wide variety of lessons and activities to captivate learners of all grade levels. This includes lessons on ecology, bird identification, habitats, and more!

<https://www.birds.cornell.edu/k12/get-started/>

ACKNOWLEDGMENTS

This guide is a compilation of lessons created by both City Green and other educational organizations.

For additional lessons and resources, check out the websites and newsletters of the organizations listed below!

Lessons and content from:

The Whole Kids Foundation

American Heart Association

The Edible Schoolyard

Life Lab

KidsGardening.org

CBC.ca

Slow Food USA

Action for Healthy Kids

Kids Yoga Stories

Cooking With Kids