



GARDEN TO TABLE
**GROWING
GOODNESS
+ HEALTH**

IN EARLY CHILDHOOD EDUCATION



ACKNOWLEDGEMENTS

Garden to Table: Growing Goodness + Health in Early Childhood Education was developed through the shared commitment of educators and partners who believe in supporting the health and well-being of young children.

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This curriculum is a reflection of the collective effort, creativity, and care of all who contributed. We offer it with the hope that it will be a helpful resource in pre-school classrooms and a support for those working every day to nurture children's growth and development.

TABLE OF CONTENTS

PLANNING FOR FALL

Lesson 1: Fruit and Vegetable Fun!.....	9
Lesson 2: Introduction to My Plate.....	11
Lesson 3: Harvest and Harvest Games.....	13
Lesson 4: Local Harvest.....	15
Lesson 5: Where Food Comes From.....	17
Lesson 6: Let’s Grow Sprouts!.....	19
Lesson 7: How Our Food Grows.....	21
Lesson 8: What We Eat.....	23
Lesson 9: Apple Fun! Reading and Tasting Activity.....	25
Lesson 10: Cool Greens! Exploration and Fall Planting.....	27
Lesson 11: Peas on Earth.....	29
Lesson 12: Squash Identification and Zoodle Recipe.....	31
Lesson 13: Toasted Pumpkin Seeds.....	33
Lesson 14: Pumpkin Sprouts!.....	35
Lesson 15: Sweet Potato Versus Potato Recipe.....	37

TABLE OF CONTENTS

PLANNING FOR WINTER

Lesson 1: Lettuce Wrap.....	39
Lesson 2: Sunshine Salad Dressing.....	41
Lesson 3: Super Cinnamon.....	43
Lesson 4: Jamaican Sorrel Christmas Drink.....	45
Lesson 5: Beans and Greens for the New Year!.....	47
Lesson 6: Fabulous Fruit Trees.....	49
Lesson 7: Honey & Ginger Infusion.....	51
Lesson 8: Harvests of the Month, Cruciferous Vegetables.....	53
Lesson 9: Cabbage Prints.....	55
Lesson 10: Broccoli Microgreens!.....	57
Lesson 11: Cabbage Recipe & Taste Test.....	59
Lesson 12: Ranch Dip and Broccoli Fun.....	61
Lesson 13: Nigerian Zobo Drink.....	63
Lesson 14: Rings of Tree and Rings of Onions.....	65
Lesson 15: Seed Tape.....	67

TABLE OF CONTENTS

PLANNING FOR SPRING

Lesson 1: Hello Worm Moon.....	69
Lesson 2: Harvest of the Month, Root Vegetables.....	71
Lesson 3: Radical Radish Planting.....	73
Lesson 4: Beet Pink Pancakes.....	75
Lesson 5: Carrot Cake Energy Bites.....	77
Lesson 6: The Three Sisters.....	79
Lesson 7: Dandy Dandelions.....	81
Lesson 8: Dandelion Honey Butter.....	83
Lesson 9: Oregano and Sage.....	85
Lesson 10: Companion Planting.....	87
Lesson 11: Harvest of the Month, Strawberries.....	89
Lesson 12: Blueberry Basil Limeade.....	91
Lesson 13: Seeds We Eat.....	93
Lesson 14: Vegan Bliss Balls.....	95
Lesson 15: What Water Does for Us.....	97

Fruit and Vegetable Fun!

FALL LESSON #1

Take Away Sentences:

“More fruits are grown in the summer in Georgia.”

“Sow seeds for wellness. Dig, plant, and watch health grow.”

Objectives

- Identify fruits, vegetables, and seasons.

GELDS

PBIS

- Take responsibility for learning
- Be ready to learn
- Try my best
- Focus on my job

Materials and Preparation:

- Image of a summer harvest (see Appendix)
- Harvest of the Month calendar
- Three examples of fresh fruits like apples, squash, or cucumbers
- Three examples of fresh vegetables like carrots, greens, or beets

Fruit and Vegetable Fun! (continued)

Guidance:

Coming up is the official first day of fall. What happens as fall approaches? What are things we might buy or make as the temperatures get cooler? What about food? Do you think farmers grow the same food in summer or different foods in the fall?

- Show students the image of a summer harvest, located in the Appendix. *Say:* Here are summer foods. What colors do you see? What foods do you see? What do all these foods have in common? Are they fresh? Are there seeds inside? Many of our summer foods have seeds inside. Fresh food that has seeds inside is fruit. Fresh foods that grow underground or parts where we eat the stem, leaf, or flower are vegetables. Many more vegetable plants are started and grown in Georgia in the cooler temperatures of fall, winter, and spring like beets, broccoli, brussels sprouts, cabbage, carrots, cauliflower, onions, peas, radish, spinach, turnips celery, and leafy greens like collards, kale, and lettuce.
- Show picture of Georgia Grown Harvest of the Month calendar from the Appendix. Point to each month and ask the name of the food harvested. Point to each month and ask if it is a fruit or vegetable. *Say:* Notice lettuce is the harvest of December and Greens are harvested in January. When do you think Georgia farmers plant lettuce and other leafy greens?
- Place fresh fruits and vegetables on a table for class to see. Ask each individual student to pick out a fruit or vegetable and hold it up and the class will call out its name. Continue the game by asking students to pick out the food that grows on a tree, food that grows underground, food that is the crunchiest, food that is the sweetest.



Take it further

Use more fresh fruits and vegetables to identify. Ask questions about the foods eaten for breakfast, snack time, and lunch.



Physical Activity

“Color Walk” – go on a walk looking for colors that match fruits/vegetables from the lesson (green = broccoli, red = apples). Uses walking, observation, and spatial awareness.



Parent Engagement

Send a “color hunt” checklist home for families to find vegetable/fruit colors in their neighborhood.

Introduction to MyPlate

FALL LESSON #2

Take Away Sentences:

“There are five food groups.”

“Sow seeds for wellness. Make healthy living a daily vibe.”

Objectives

- Name and identify the five food groups.

GELDS

PBIS

- Respect myself and others
- Participate
- Follow directions
- Take turns
- Respect materials and personal space

Materials and Preparation:

- Print and laminate images from the Appendix

Introduction to MyPlate (continued)

Guidance:

Let's focus on the importance of making informed food choices and developing sound eating and physical activity habits. The United States Department of Agriculture (USDA) developed MyPlate as an easy-to-follow food guide on nutrition. Let's look at MyPlate and identify and match foods to the five food groups.

Let's say what the five groups are together. Dairy, Grains, Proteins, Fruits, and Vegetables.

Which portions on the plates look the biggest? Let's look at these many pictures of food and name each one.

- Which pictures go with each food group?
- Which picture is citrus?
- Which picture is cruciferous?
- Which picture is not vegan?
- Which picture shows root vegetables?
- Which picture grows on trees?
- Which picture shows squashes?

Wow! We have learned so much about food!

What pictures would you choose to make a healthy meal and have all the five food groups?



Take it further

Keep the materials accessible for students in your classroom. Invite students to create different meals using images in the Appendix. Dive deeper into resources on the MyPlate website.



Physical Activity

"Food Group Moves" – assign each food group a locomotor movement (grain = gallop, vegetable = hop, fruit = tiptoe, protein = stomp, dairy = slide). Improves movement variety.



Parent Engagement

Provide a MyPlate placemat for families to use at meals.

Harvest and Harvest Games

FALL LESSON #3

Take Away Sentences:

“There are many fruits and vegetables harvested in August.”

“Sow seeds for wellness. Dig, plant, and watch health grow.”

Objectives

- Identify fruits and vegetables.

GELDS

PBIS

- Always positive
- Welcome differences
- Care about other's feelings and ideas
- Be proud of yourself
- Keep trying

Materials and Preparation:

- Two large baskets or bowls
- Play or real fruits and vegetables that are harvested in the region during August
 - Examples: Tomatoes, peppers, melons, sweet potatoes, potatoes, squash, apples, peaches, plums, okra, grapes, corn, beans, basil, cucumbers

Harvest and Harvest Games

(continued)

Guidance:

Say: What does harvest mean? Harvest means gathering or collecting crops like plants or animals to eat. Let's play a game featuring foods that are harvested, or in season, right here in our state of Georgia (some distance, place the basket/bowl of fruits and vegetables on a table).

- Invite students to line up in front of an empty basket or bowl (large classes may need two lines).
- Name a fresh food for each student to retrieve from the full basket to place into the empty harvest bowl. Chant the name of the food.
- After each turn the whole class celebrates with a cheer for the player.
- After the class cycles through the vegetables and fruit identification, ask the next player to find more foods to move from the full bowl back to the empty one. Pick your identifiers, for example:
 - Food that grows on a tree (e.g., apples, peaches, plums).
 - Find food that climbs with a vine (e.g., tomatoes, beans, cucumbers, grapes, melons).
 - Find food that grows underground (e.g., potatoes or sweet potatoes).
 - Find fruit that has seeds in it, etc.
 - What about color? Other adjectives?



Take it further

At meals ask your students to name fruits and vegetables they are eating. Ask your class if there are fruits and vegetables they know that were not in today's game. Engage your community and let families know you are reviewing seasonal fruits and vegetables.



Physical Activity

Build coordination and balance by having children carry beanbags (produce) through an obstacle course (over, under, around).



Parent Engagement

Ask families if they grow, have a recipe, or story related to seasonal fruits and vegetables from today's game.

Local Harvest

FALL LESSON #4

Take Away Sentences:

“Food comes in many colors, textures, shapes, and sizes.”

“Sow seeds for wellness. Make healthy living a daily vibe.”

Objectives

- Identify fresh produce.
- Name Georgia Grown fruits or vegetables.

GELDS

PBIS

- Take responsibility for learning
- Be ready to learn
- Try my best
- Focus on my job

Materials and Preparation:

- Map of the United States
- Fruits and vegetables from previous lesson
- Georgia Harvest of the Month poster

Local Harvest (continued)

Guidance:

Say: The farmers in our state grow many crops like fruits and vegetables. We can call these local fresh foods Georgia Grown. Here is the Harvest of the Month poster.

- Ask students to identify fruits and vegetables from previous lesson and/or each item on the poster.
- Ask students if they eat this fruit or vegetable.
- Pass each fruit or veggie from previous lesson around the room (use a chant like “hold it and pass it” to keep the item moving).
- Ask students to describe the fruit or vegetables color, shape, and feeling.
 - Which foods have seeds in them?
 - Which foods do you like to eat?
 - Which foods would you like to grow yourself?
 - Which season is the hottest/coldest?
 - Which season is it now?
 - Do plants grow more in hotter, sunnier weather or in cooler weather? Why?



Take it further

Ask students to start looking at where food comes from at the grocery store. Some supermarkets have a Georgia Grown section. Most fruits and vegetables have a label that says where the food is grown.



Physical Activity

Enhances flexibility and creativity by having children stretch their bodies into the shapes of local produce (e.g., round apple, tall corn, etc.).



Parent Engagement

Ask families if they are gardening. Perhaps you have little gardeners in your class that can give updates on their gardens. Are there families in your class that have farming experience and can they share about farming?



Where Food Comes From

FALL LESSON #5

Take Away Sentences:

“Local foods are often freshest because they travel less.”

“Sow seeds for wellness. Make healthy living a daily vibe.”

Objectives

- Identify modes of transportation.
- Identify a map.
- Compare concepts of near and far.

GELDS

PBIS

- Take responsibility for learning
- Be ready to learn
- Try my best
- Focus on my job

Materials and Preparation:

- Examples of transportation (e.g., truck, car, plane, boat, train, etc.)
- Picture of a farmer
- Picture of a large vegetable farm
- Picture of a dairy farm
- Picture of a small garden
- Picture of a grocery store
- Laminate pictures
- Laminated map of the the United States
- Bowl of fruit and vegetables
- Stickers
- List of grocery store names near your school

Where Food Comes From (continued)

Guidance:

Say: Food travels! Foods starts from a seed and then from a plant and it has to get all the way to our plates. That can be quite a journey! Where does our fresh food come from?

- Let's name the places in these pictures: grocery store, small garden, dairy farm, large vegetable farm, and farmers. Have you been or seen a place like this? Is this place near or far?
- Look at this map of our country, the United States. With this sticker, we mark where we are in Georgia. Let us say where we live together. "I live in _____, Georgia of the United States."
- Many of the fresh foods we see in the grocery stores, including milk, are produced across the country, such as in California, or even farther. Where on this map is California? These pictures of a dairy farm and a large farm could be from California. Is this near us or far away? How does this food get all the way to our local grocery store?
- Look at these examples of transportation and farmers. Some of our food comes from places across the ocean! Let's act out the many different roles and ways food moves from a far away farm, to truck, to train, to boat, to plane, to truck again, to grocery store! First, we have a farm. Students are invited to perform a farming activity growing food. Next is loading the truck and driving the truck to a boat and so on.
 - Does it take a lot of energy and time for the food to move?
 - Would growing food closer to home take less time and energy?



Take it further

Explore with your class how many people and jobs are involved in growing and getting food to markets. Explore where foods originated, for example tomatoes and potatoes originally came from South America.



Physical Activity

Build sequencing skills by asking children to crawl (plant seeds), tiptoe (grow), gallop (harvest), and walk (delivery).



Parent Engagement

Families talk about where their dinner foods come from.



Let's Grow Sprouts!

FALL LESSON #6

Take Away Sentences:

“Food begins with a seed.”

“Sow seeds for wellness. Dig, plant, and watch health grow.”

Objectives

- Identify measuring cup and spoon.
- Describe seed to sprout cycle.
- Recall what seeds need to grow.

GELDS

PBIS

- Respect myself and others
- Participate
- Follow directions
- Take turns
- Respect materials and personal space

Materials and Preparation:

- Wide mouth, quart-sized glass jar
- Measuring spoons
- Measuring cup
- Sprouting lid or cheese cloth
- Bag of lentil seeds from grocery store
- Sea salt
- Filtered water
- Review, print, and laminate seed stretch from the Appendix
- Make sure your seed jar and supplies are sanitized
- Participants must wash their hands well before sprouting activity

Let's Grow Sprouts! (continued)

Guidance:

Say: We can grow our own food to eat right here in a jar. Most of what we eat begins with a seed! We can sprout many kinds of seeds. To sprout means to send out new growth. It will take us about four to seven days to see sprouts with our attention and care to the process.

Here is a bag of lentils. What are lentils? They are a kind of seed we can sprout and eat! Where do seeds come from? All seeds come from flowers. All seeds need air, water, and the right temperature to grow, sprout, or germinate.

Let's move our bodies like we are a sprouting seed with a seed stretch (have all the seeds and sprouting material on a table in front of the class and invite students to help with each step).

Now that we have sprouted and feel good, let's wash up and sprout our own seeds!

- Together we will name all of our seed sprouting supplies and then we begin.
- Add five tablespoons of lentils to the jar using a measuring spoon (give five students a turn).
- Add a pinch of salt (salt helps prohibit mold and may quicken sprouting).

What do seeds need to sprout? (Use a measuring cup to fill a glass jar with filtered water. Once the jar is full, put the lid on it. Add on a sprouting lid or cheesecloth with rubber band or jar ring. Let it sit overnight).



Take it further

Repeat the seed stretch daily or weekly. Repeating activities strengthen and deepen our understanding.



Physical Activity

Practice balance on tiptoes by having children start curled up small, then slowly stretch tall like a growing plant.



Parent Engagement

Send sprouting seeds home.



How Our Food Grows

FALL LESSON #7

Take Away Sentences:

“Like seeds, I need water and care to grow.”

“Sow seeds for wellness. Dig, plant, and watch health grow.”

Objectives

- Illustrate seed to sprout cycle through movement.
- Recall what seeds need to grow.

GELDS

PBIS

- Express my feelings with calm words
- Think before I speak or act
- Make safe choices
- Use materials appropriately

Materials and Preparation:

- Jar with seeds soaking from the previous lesson
- Measuring cup
- Filtered water
- Large bowl
- Be prepared to rinse the sprouts daily and over the weekend

How Our Food Grows (continued)

Guidance:

Say: Yesterday we began sprouting and today we are going to keep growing!

Let's repeat our Seed Stretch! Here is our full jar of seeds and water. What does the class see? Are the seeds bigger? What will happen if the jar gets turned over? Let's find out!

1. Bring out a large, empty bowl.

2. Invite a student to turn the jar upside down, draining all the water out of the jar and into the bowl. Did the seeds come out of the jar when it was turned upside down? Did the water come out? This step is like giving the seeds a drink and a rinse/bath. Do we drink water? Do plants drink water?

The next day, the jar should just have seeds in it. Have a student use a measuring cup and pour water in the jar. Repeat the steps one and two listed above.

3. Rinse seeds daily for four to seven days.

4. When the sprouts are ready, explore and/or taste test them. Provide each child with sprouts to examine. Ask them to identify the seed casing and root and baby leaves.

Sprouting Steps

In a jar, add less than half a cup of seeds and a pinch of salt, and soak the seeds overnight. Drain the water and rinse the sprouts each day for four to seven days. Eat or explore immediately after sprouting. Finished sprouts can be stored in a refrigerator for up to four days.

Take it further

Sprouting new seeds each month. There are many seeds sprouted in jars that are tasty and nutritious. There are also many colors of seeds and lentils. Try another color lentil, peas, mung beans, or broccoli seeds. You can grow sprouts for exploration and for taste testing. Radish and alfalfa tend to be "spicy" and less tasty to young palates. If you have garden space, try direct sowing peas, radishes, turnips, beets, and carrots. In the southeast, you can also direct sow lettuces and greens throughout the month of August.



Physical Activity

Develop listening and reaction time by calling out a plant and having children practice movements (above-ground corn = jump high, below-ground carrot = crouch low).

Parent Engagement

Encourage parents to ask children about food grown above or below ground.

What We Eat

FALL LESSON #8

Take Away Sentences:

“I celebrate fresh, colorful food.”

“Sow seeds for wellness. Make healthy living a daily vibe.”

Objectives

- Identify fresh foods.
- Compare fresh and raw food with prepared and processed food.

GELDS

PBIS

- Take responsibility for learning
- Be ready to learn
- Try my best
- Focus on my job

Materials and Preparation:

- Harvest of the Month calendar
- Paper for each student
- Drawing and coloring materials
- Basket or bowl for displaying fruit and vegetables
- Various real or play fruits and vegetables
- Processed food (e.g., cereal, crackers, bread, etc.)
- Cutting board
- Classroom safe knife
- Prepare a display of fresh fruits and vegetables versus processed foods

What We Eat (continued)

Guidance:

Say: Food is our fuel and is very important. What we put in our bodies affects how we grow and even how we feel. To be happy and healthy, we eat good food. In our state of Georgia, we grow many healthy foods. Have you seen our Harvest of the Month calendar? (Georgia Department of Education, n.d.). What food is harvested this month?

- Let's name and get to know more about our foods (hold up each example of a fresh food). What is this food's name? What color is it? Have you eaten it before? Did it come from a plant? What is inside of it? Let's cut open some fruit to see the seeds inside.
- Fruits and vegetables are "fresh" because they come directly from a plant and will decompose or become rotten after some time. Processed food, like cereal, is "processed" because it does not come directly from a plant and it has multiple ingredients that were changed in a variety of ways.
- Let's see whether each of these food items is fresh or processed (pick up each item and ask, "is this fresh food or processed food?"). Can you remember what foods you have eaten this week? Each student will receive a piece of paper and coloring supplies. Draw foods you remember tasting this week. Let's gather in a circle and share some of what we ate and determine if they were fresh or processed or both. How would you describe the food (e.g., cooked, fresh, processed, salty, sweet, soft, crunchy, etc.).



Take it further

Keep a log so that students can add different new foods. Include shape and color. See if students can eat a "rainbow" of different foods. Watch the *Eating a Rainbow* video.



If a student describes a dish or food that is unfamiliar to the class, find out what it is or if you can bring it to the classroom. Make a sign/list for "describing words." Revisit the list of describing words often. Eventually call the describing words adjectives.



Physical Activity

Improve running control by having children fast walk, jog or sprint to "fresh" or "processed" signs when food is named.

Parent Engagement

Encourage families to sort foods at home.

Apple Fun! Reading and Tasting Activity

FALL LESSON #9

Take Away Sentences:

“Flowers make seeds.”

“Sow seeds for wellness. Dig, plant, and watch health grow.”

Objectives

- Describe and compare three types of apples.
- Name where apples come from.

GELDS

PBIS

- Take responsibility for learning
- Be ready to learn
- Try my best
- Focus on my job

Materials and Preparation:

- *Apple Farmer Annie* book by Monica Wellington or media player
- Harvest of the Month calendar
- Three different kinds and colors of fresh apples
- A list of ways to cut and serve apples
- Paper
- Pen

Apple Fun! Reading and Tasting Activity (continued)

Guidance:

Say: Goodbye August and hello September. This month is World Literacy Month. Literacy is the ability to read and write. It is also a month when apples are harvested here in Georgia! See our Harvest of the Month calendar.

- Read or watch *Apple Farmer Annie* (Wellington, 2001). Highlight pictures of bees pollinating flowers, flowers turning to apples, the variety of apples colors, the apple truck, and the words orchard and farmers market.
 - Where will the apple truck go?
 - Is Annie growing and selling fresh local food?
 - Where did she sell her apples?
 - How did she get her apples to the market?
- Draw and write names of the three apples on a paper and use it to record class descriptions. Pass around three different varieties of apples and share the names of the type of apple. Ask students to describe them by color, shape, and texture. A helpful chant is “hold it and pass it.” Wash and prepare apples for taste testing. Before slicing the apple, ask your students what is inside. Cut the apple in half to show the seeds inside. Where do seeds come from? Reinforce that flowers make seeds and refer back to the image of the bees in the book.
- During the tasting, ask students to describe each apple based on how it tastes and feels (e.g., crispy, tart, juicy, etc.). Vote on which apples are preferred and record the results on paper. Post the paper on the wall near the Harvest of the Month calendar.



Take it further

Invite students to pick out a book to read outside. After students get out their energy playing and moving their bodies, invite students to the picnic blanket to look at and read books.



Physical Activity

Practice tossing soft balls underhand into a basket. Improves manipulative throwing skills.



Parent Engagement

Taste test different apples as a family.

Cool Greens! Exploration and Fall Planting

FALL LESSON #10

Take Away Sentences:

“I grow kale.”

“Sow seeds for wellness. Dig, plant, and watch health grow.”

Objectives

- Identify and describe characteristics of kale.

GELDS

PBIS

- Welcome differences
- Care about other's feelings and ideas
- Be proud of yourself
- Keep trying

Materials and Preparation:

- Mature kale leaves
- Large bowl or bin
- Small bowl
- Water
- Potting mix
- Spoon
- Kale seeds
- Spray bottle
- Egg carton or small pots

Cool Greens! Exploration and Fall Planting (continued)

Guidance:

Say: Kale is a superfood for many reasons. It is so good for us to eat but it also has a super cool ability to repel water! Many of the inventions people make are based on looking closely at nature. When we understand how leaves repel water, we can create things that repel water. Let's see what happens when we wash or put water on kale leaves and let's grow our own yummy kale.

- Set a table facing the class with the following: a large bowl with potting mix, a spoon, an egg carton, and a small bowl with kale seeds. At an adjacent table, stand by with a bowl or bin of water and large fresh kale leaves (dinosaur kale is a good choice and is fun for children to say).
- Facing your class, demonstrate for students the actions of putting the kale in the water, observing, walking to the table, filling an egg carton portion with soil using a spoon, planting one seed in the soil, spraying the seed five times, and returning to sit with the class. Encourage the class to clap for each student.
- Invite each student to submerge the kale and ask what they see. Then they will proceed to plant kale.



Take it further

Try making kale chips and having a taste test. Go on an investigative journey with your class on how kale repels water.



Physical Activity

Builds sliding skills by having children slide side-to-side with green leaves or scarves.



Parent Engagement

Plant leafy greens at home.



Peas on Earth

FALL LESSON #11

Take Away Sentences:

“I grow peas.”

“Sow seeds for wellness. Dig, plant, and watch health grow.”

Objectives

- Identify and describe peas and how they grow.

GELDS

PBIS

- Express my feelings with calm words
- Think before I speak or act
- Make safe choices
- Use materials appropriately

Materials and Preparation:

- Sugar snap peas in a seed packet
- Egg cartons
- Spoon
- Potting soil
- Medium bowl
- Spray bottle
- Non-toxic tempera (for an indoor sign) or acrylic (for an outdoor sign) art supplies
- Paint in black, white, blue, and yellow colors
- Containers for painting
- Medium and small paint brush
- Piece of wood, thick paper, or cardboard suitable for painting on
- Large piece of newspaper
- Wet cloth for cleaning up

Peas on Earth (continued)

Guidance:

Say: Let's prepare for fall by starting some fall seeds like farmers do! We will make an art sign and plant sugar snap peas. The peas are the seeds but all parts of the pea plant are edible. Where do you think seeds come from? Yes, flowers! Pea plants like to climb to reach the sun.

When a pea plant sprouts and grows to three to four inches, we call it a pea shoot. We can eat the pea shoots we grow, or we can transplant or re-plant our pea shoots outside in a pot or in the ground in a sunny place with something to climb on. Let's make art and plant peas!

(Mix paint to make a light sky blue. Use layers of newspaper to protect the table or ground. Place wood or cardboard sign, light blue paint, and medium paint brush).

1. Invite students to either paint the blank sign blue or slide the newspaper with the project on top around the table with a chant, "Paint it and pass it." Put this aside to dry.
2. Pour the potting mix into a bowl using a spoon. Place the egg carton(s) on the newspaper next to the bowl and spoon. Invite students to either fill a portion of the egg carton or slide the newspaper with a project on top around the table, chanting "scoop it and pass it." If you have enough, students can fill their own carton.
3. Let's plant! Each student will receive a pea to plant. Demonstrate pushing your finger into the soil in the carton, placing the pea, and covering it up. Either invite each student to push their pea in one portion of the egg carton or slide the newspaper with the project on top and around the table with a chant "plant it and pass it."
4. Let's care for our seeds and help them grow. Do you think they are thirsty? Invite students to spray five times or you can have students slide the egg carton and chant "spray it and pass it". Place egg cartons near a window or light and keep moist. Seeds will sprout in six to ten days.
5. Back to the sign, paint a yellow banana shape for each student. Let it dry. This would be a good time to do the Seed Stretch from August week one, day three.
6. With green paint and a fine brush, invite students to come up and dip three to four fingers in green paint and imprint on the yellow. Wipe off hands with wet cloth. Outline pod shape with brush. Finish the sign with the Words "peas on earth."



Take it further

Peas grown outside need support to climb. Invite students to design a structure for peas to climb. Tomato cages make great support trellises. Peas need three-inch spacing and may be grown in the ground or in a pot.



Physical Activity

Develop climbing coordination by having students pretend to climb like pea vines, using arms and legs.



Parent Engagement

Encourage parents help children shell peas before dinner.

Squash Identification and Zoodle Recipe

FALL LESSON #12

Take Away Sentences:

“There are many different types of squash.”

“Sow seeds for wellness. Make healthy living a daily vibe.”

Objectives

- Identify different squash varieties.

GELDS

PBIS

- Respect myself and others
- Participate
- Follow directions
- Take turns
- Respect materials and personal space

Materials and Preparation:

- A variety of squash, pumpkin, zucchini, yellow squash, pattypan squash, butternut squash, spaghetti squash, etc.
- Julienne Y-peeler
- Cutting board
- Olive oil
- Salt
- Garlic powder
- Sauté pan
- Cooking range
- Serving utensils

Squash Identification and Zoodle Recipe (continued)

Guidance:

Say: Let's learn about squash, our harvest of the month. Squash comes in many colors and sizes just like we do. The two main categories of squash are called winter squash and summer squash. Winter squash has thick skin and can often be stored for a long time and cooked all through winter. Show a pumpkin. Summer squash has tender or more delicate skin and is fresh for a short period of time. Show a zucchini. All squash plants, including this zucchini, originate in the Americas or this side of the world. Native or Indigenous people who lived here first were excellent squash growers.

Let's explore squash and make yummy zucchini noodles called zoodles!

1. Form a circle and pass around each squash describing its size, weight, colors, and textures. See if you can guess which ones are thicker skinned and might last all winter and which ones are more tender and are summer squash.
2. Have a table set up with peelers, cutting board, olive oil, salt, and other cooking supplies.
3. Invite each student to help with each step in-front of class.
4. Peel and prepare zucchini and place zoodles in sauté pan on a medium heat.
5. Drizzle olive oil on top of the zoodles.
6. Sprinkle salt and garlic powder on top of the zoodles.
7. Sauté the zoodles until softened.
8. Serve the zoodles as-is or add parmesan, spaghetti sauce, lemon juice, or pesto.



Take it further

Have squash out for students to organize based on size, color, and texture. Try different zoodle recipes.



Physical Activity

Have squash out for students to organize based on size, color, and texture. Try different zoodle recipes.



Parent Engagement

Encourage families to taste test squash at home.



Toasted Pumpkin Seeds

FALL LESSON #13

Take Away Sentences:

“I eat seeds!”

“Sow seeds for wellness. Make healthy living a daily vibe.”

Objectives

- Name a type of squash.
- Identify pumpkin seeds.

GELDS

PBIS

- Welcome differences
- Care about other's feelings and ideas
- Be proud of yourself
- Keep trying

Materials and Preparation:

- Medium or large pumpkin
- Large spoon or ice cream scooper
- Colander
- Large bowl
- Baking tray
- Cinnamon
- Maple syrup
- Butter or coconut oil
- Large towel

Toasted Pumpkin Seeds (continued)

Guidance:

Say: We can observe and celebrate Farm to School Month by learning about and making healthy food together! Let's explore the healthy harvest of the month, pumpkin, which is a type of squash. We will take out the insides. Find, clean, and dry the seeds. Then we will season the seeds and roast them in the oven to make a yummy and healthy snack. Pumpkin seeds are called pepitas in Spanish. What part of a plant makes seeds? What might have pollinated that flower? We can make a Jack-o'-lantern while getting the seeds out too. The seeds from carving pumpkins and pie pumpkins are edible.

1. Carefully cut open the pumpkin around the stem.
2. Using a large spoon or ice cream scoop, remove the inside pulp and stringy fibers and place them in a bowl. Give students a chance to help.
3. Pass around the bowl of pulp and the colander, inviting students to help pick out the seeds and put them in the colander.
4. Wash and remove any pulp left on the seeds. It is ok if some flesh remains.
5. Make sure to dry the seeds as much as possible using a towel. This process will help make the seeds crisp during roasting. Excess moisture will create steam in the oven and prolong the cooking time.
6. Drizzle coconut oil or melted butter on top of the seeds and toss them with cinnamon and maple syrup.
7. Roast the seasoned pumpkin seeds at 350 degrees Fahrenheit for about 12 to 15 minutes, tossing them every five minutes to encourage even browning. When the seeds give a nutty aroma and golden brown color, they are ready to serve and enjoy!



Take it further

Pumpkin seeds have been found in Mexico and date back as far as 7000 B.C. Pumpkin seeds have been eaten throughout history for sustenance and medicinal purposes too. Explore the health benefits of pumpkin seeds.



Physical Activity

Build precision walking and control by having children scoop dried beans with cups and walk without spilling.



Parent Engagement

Roast seeds together at home.



Pumpkin Sprouts!

FALL LESSON #14

Take Away Sentences:

“I grow pumpkin seeds.”

“Sow seeds for wellness. Dig, plant, and watch health grow.”

Objectives

- Recall the meaning of micro.
- Identify pumpkin seeds.

GELDS

PBIS

- Respect myself and others
- Participate
- Follow directions
- Take turns
- Respect materials and personal space

Materials and Preparation:

- Knife
- Several small pumpkins for each student or one or more big pumpkins
- Potting mix
- Spoons
- Two large bowls for each table
- Spray bottle

Pumpkin Sprouts! (continued)

Guidance:

Say: We have carved a pumpkin and eaten the seeds, but did you know we can eat the sprouts or baby pumpkin plants too? We can also grow them right out of the pumpkin! We call these growing sprouts, microgreens. Micro means small. It's like we will have a micro-garden inside of our pumpkins (cut open the top of each pumpkin so that the pumpkin is like a bowl and discard the top)!

1. Give each group of students a prepared pumpkin and spoon to scoop out some of the insides into a bowl. Groups can take turns scooping.
2. Ask students to find the pumpkin seeds, count them, and make a pile near the pumpkin. Write the number of seeds on the pumpkin with student's initials so you can see if all the seeds sprouts.
3. Pass around bowls of potting mix for students to fill their pumpkins with.
4. Invite students to plant their pumpkin seeds into the dirt soil about half an inch to one inch deep.
5. Water or spray the pumpkin micro garden so that the soil is moist.
6. Write down how many seeds were planted.

Care for your micro-garden by keeping it moist and giving it sunlight. Keep your pumpkins on a tray if you are keeping them indoors. Pumpkins may decompose quicker than others and they can be stored outside. Sprouts may form between three to ten days. Sprouts are ready for harvest at about three to five inches tall, with two large leaves. Harvest using scissors, and place the sprouts into a colander, rinse, and enjoy with dressing, or on a salad or other meal.



Take it further

Students may draw or decorate their pumpkin micro garden. Assign emotions to each group or student and draw faces with those emotions on different sides of the pumpkin.



Physical Activity

Have children pretend to pick up pumpkins in a patch: squat down low, lift a pumpkin, and carry it to a basket and repeat.



Parent Engagement

Plant pumpkin seeds at home.



Sweet Potato Versus Potato Recipe

FALL LESSON #15

Take Away Sentences:

“I vote for potatoes and sweet potatoes.”

“Sow seeds for wellness. Make healthy living a daily vibe.”

Objectives

- Identify potatoes and sweet potatoes.
- Describe how voting for potatoes works.
- Name the colors associated with the United States political parties.

GELDS

PBIS

- Express my feelings with calm words
- Think before I speak or act
- Make safe choices
- Use materials appropriately

Materials and Preparation:

- Media player
- Four cups of sweet potato, diced in a bowl
- Four cups of potato, diced in a bowl
- Measuring cup
- Olive oil
- Salt
- Two baking sheets
- Paper towels
- Teaspoon
- Spatula
- Two cups for voting
- Dry beans for voting

Sweet Potato Versus Potato Recipe

(continued)

Guidance:

Say: Let's apply the idea of voting to our harvest of the month, sweet potatoes! We will prepare regular potatoes and sweet potatoes the same way and then we will hold an election on which one we like the most today (have all the ingredients and supplies out on a table in front of the class and invite students to help with each step).

1. Wipe each baking sheet with olive oil to prevent potatoes from sticking.
2. Add one quarter cup of olive oil to each bowl of potatoes.
3. Add half a teaspoon of salt to each bowl.
4. Stir each bowl to evenly coat potatoes with oil and salt.
5. Spread each bowl into a single layer on a baking sheet.
6. Roast potatoes at 400 degrees Fahrenheit for about 25-30 minutes, flipping potatoes with a spatula halfway.
7. Remove and serve after cooling.

Potatoes and sweet potatoes come in many colors, flavors, and tastes. You may like one more this way and another more that way. There are many ways to cook and flavor food. Let's vote by raising our hands for one or the other!



Take it further

Play with your results by asking the sweet potato party to form a group and the regular potato party to form a group. Ask each group to make a poster about why their potato is the best. Invite the groups to present to the class.



Physical Activity

Have students crawl as if they are moving through vines on the ground where sweet potatoes grow.



Parent Engagement

Encourage families to taste test baked sweet potato fries at home.



Lettuce Wrap

WINTER LESSON #1

Take Away Sentences:

“I cook and eat healthy food.”

“Sow seeds for wellness. Make healthy living a daily vibe.”

Objectives

- Identify measurements and ingredients.
- Recall harvest of the month.

GELDS

PBIS

- Respect myself and others
- Participate
- Follow directions
- Take turns
- Respect materials and personal space

Materials and Preparation:

- Skillet
- Cooking range
- Measuring spoons
- Measuring cup
- Food processor
- Bowl
- Four cups chopped vegetables of your choosing
- Sesame oil
- 14 ounces of extra firm tofu
- Collard leaves for each student
- Rice vinegar
- Honey
- Liquid aminos
- Two teaspoons of grated ginger
- One clove of minced garlic
- Salt
- Optional: Fresh herbs

Lettuce Wrap (continued)

Guidance:

Say: Our farm to school harvest of the month is lettuce. We can use lettuce like a taco or wrap. Let's make a yummy lettuce wrap together and say all the ingredients together aloud.

(Place the supplies on the table and invite students to help with each step).

1. Cut your choice of clean vegetables into pieces and chop four cups into a large food processor.
2. Drain the water from a can of chestnuts and add to the food processor. Press pulse until finely chopped.
3. Add two and a half tablespoons of sesame oil to a skillet and turn on medium heat.
4. Add four cups of chopped vegetables to the skillet and stir frequently for three to five minutes.
5. Drain and press liquid out of tofu and crumble into the skillet with the vegetables.
6. Cook for about five more minutes, stirring frequently until the vegetables are tender and most of the liquid has evaporated.
7. Make the sauce.
8. In a bowl mix one third cup of rice vinegar, three tablespoons of liquid aminos, two teaspoons ginger, and one clove of minced garlic. Drizzle mixture over the vegetables and tofu.
9. Cook for about five more minutes, stirring frequently until the vegetables are tender and most of the liquid has evaporated.
10. Optional: add one quarter cup of fresh herbs like green onions, cilantro, or basil.
11. Wash collard leaves and dry with a paper towel.
12. Fill the lettuce wrap with the tofu and vegetable mixture and enjoy.



Take it further

Enjoy your collard wrap while listening to the song Move on Up.



Physical Activity

Improve arm control and spatial awareness by having children wave green scarves high and low while moving around the room.



Parent Engagement

Make lettuce wraps as a family.

Sunshine Salad Dressing

WINTER LESSON #2

Take Away Sentences:

“Citrus is an evergreen, and citrus is good in salad dressings.”

“Sow seeds for wellness. Make healthy living a daily vibe.”

Objectives

- Identify an evergreen.
- Identify citrus. Name where citrus grows.
- Name an ingredient in a salad dressing.

GELDS

PBIS

- Respect myself and others
- Participate
- Follow directions
- Take turns
- Respect materials and personal space

Materials and Preparation:

- Washed and chopped lettuce salad
- Small bowls and forks for tasting
- Measuring cup
- Tablespoon
- Teaspoon
- Whisk
- Medium bowl
- Plain Greek yogurt
- Olive oil
- Dijon mustard
- Honey
- Lemon juice (or fresh lemons to squeeze)
- One garlic clove, minced
- Sea salt

Sunshine Salad Dressing (continued)

Guidance:

Say: This month's harvest of the month is lettuce! What part of the plant is lettuce? Yes, the leaves. Another food to celebrate this month is citrus! What is citrus? Citrus is a flowering evergreen that produces fruits like oranges, lemons, grapefruits, and limes. Do citrus plants have leaves in the winter? Yes, because they are evergreen. Are citrus evergreens conifers? No, because they flower and do not have needle leaves. Lettuce and Citrus fruits are being harvested now in the south so that is why it is our harvest of the month. A lot of citrus are grown in Florida, the state just south of us. See it on the map? Florida is known as the sunshine state, and it is warmer there than here.

Let's celebrate lettuce and citrus and make a sunshine salad together with a honey mustard dressing that is called sunshine dressing!

(Place materials on a table and invite students to measure and pour each ingredient into the bowl).

Here are all the ingredients and tools we need. Let's say the ingredients together.

- Half a cup plain unsweetened Greek yogurt (can be substituted for vegan yogurt)
- One quarter cup extra-virgin olive oil
- One quarter cup Dijon mustard
- Four tablespoons of honey, to taste
- Four tablespoons of lemon juice
- One clove garlic, pressed or minced
- Half a teaspoon fine sea salt

In a medium bowl, combine all of the ingredients. Pass the bowl around or invite all students to whisk until blended. This dressing is bold, but if it tastes too tart for your liking, whisk in another tablespoon of honey. Enjoy your favorite lettuce salad. Dressing stores in the refrigerator, covered, for ten to 14 days.



Take it further

Taste different color lettuces without dressing. Fresh lettuce may taste bitter. Honey and citrus dressings pair well with fresh lettuce. Taste honey and citrus dressings. If using fresh whole lemons, invite students to roll lemons on the table to help soften them to release more lemon juice.



Physical Activity

Building stretching skills but having children start small and curled up, then slowly unfold arms and legs like opening lettuce leaves.



Parent Engagement

Send home a dressing recipe for families to prepare and taste test.

Super Cinnamon

WINTER LESSON #3

Take Away Sentences:

“Cinnamon is an evergreen.”

“Sow seeds for wellness. Make healthy living a daily vibe.”

Objectives

- Identify cinnamon as an evergreen.
- Describe how cinnamon is harvested.

GELDS

PBIS

- Safe choices
- Express my feelings with calm words
- Think before I speak or act
- Make safe choices
- Use materials appropriately

Materials and Preparation:

- Media player
- A spice container of ground cinnamon
- Cut up apples
- Pipe cleaners
- Beads
- Whole cinnamon sticks
- Pony beads
- Small bowls to hold the beads

Super Cinnamon (continued)

Guidance:

Say: When we think of cooler weather treats and smells, cinnamon is a popular choice. Cinnamon comes from an evergreen tree, like citrus. They are not conifers. Like citrus, cinnamon trees like warm tropical habitats. Let's learn more about cinnamon and how it is harvested by watching the video titled *Did you Know Cinnamon is Actually the Bark of a Tree? See it's Fascinating Farm to Fork Journey* (Eat Happy Project, 2016).

1. What part of the tree does cinnamon come from?
2. What country or part of the world do cinnamon trees grow?
3. Why do the farmers train the cinnamon plants to grow straight?
4. After the branches are harvested, what happens?

Let's taste cinnamon! Cinnamon has a lot of health benefits! It helps your body process sugars, helps the heart, fights pain, and promotes healthy skin and brain function. Everyone will get an apple slice. Where do apples come from? Trees! Where does cinnamon come from? Trees too!

Here is a jar of cinnamon. Let's each sprinkle some and pass to our neighbor. We can chant "sprinkle and pass it." When everyone has had a chance to dress their apple with cinnamon let's hold it up and say cheers! Do you like it? What does cinnamon smell like to you?

Let's make cinnamon stick ornaments. Here is a cinnamon stick for each student. Can you smell your cinnamon stick? Scratch it to release the smell. What part of the tree is cinnamon from again? Can you look through it? Here is a pipe cleaner for you to push through the tube of the cinnamon bark. Twist a small loop at the top. Here is a small bowl of beads for your table. Add five beads to the bottom of your ornament and twist the end of the pipe cleaner up so the beads do not fall off. You should have a loop at the top, a cinnamon stick, and beads at the bottom.



Take it further

Try making vegan bliss balls with cinnamon. Make roasted sweet potatoes with cinnamon. Cinnamon tea with honey is also a delicious treat. Think about preparing cinnamon treats for upcoming holidays like the solstice.



Physical Activity

Improve balance by having children carry out sprinkle motions while walking heel-to-toe.



Parent Engagement

Encourage families to prepare cinnamon apple snacks at home.

Jamaican Sorrel Christmas Drink

WINTER LESSON #4

Take Away Sentences:

“Jamaican sorrel is made from hibiscus.”

“Sow seeds for wellness. Make healthy living a daily vibe.”

Objectives

- Identify the equator on a map.
- Name a vitamin in citrus.
- Name the ingredient in Jamaican sorrel.

GELDS

PBIS

- Respect myself and others
- Participate
- Follow directions
- Take turns
- Respect materials and personal space

Materials and Preparation:

- Eight cups of water
- Two cups of dried sorrel
- One two-inch piece of ginger peeled and grated
- One teaspoon allspice berries
- Four cloves, orange peel
- One third cup of maple syrup
- Large pot
- Fine strainer
- Large spoon
- Large pitcher
- Ice
- Orange and lime wedges for garnish
- Media player

Jamaican Sorrel Christmas Drink

(continued)

Guidance:

Say: We learned a little about hibiscus from a local gardener named Ms. Green a few months ago. Then we made a version of hibiscus tea from Nigeria called zobo drink. Today we are making another version from the country of Jamaica. This drink is called Jamaican sorrel, and it is often enjoyed around Christmas time. It uses citrus, our harvest of the month. Citrus fruits have a lot of vitamin C. Vitamin C keeps us healthy and helps our bodies fight off colds. Because the ingredients of Jamaica sorrel need to infuse, steep, or in other words, combine really well, and then cool off we need to make it in the morning to have this afternoon.

(Place supplies on the table and invite students to help with each step).

1. Boil eight cups of water in pot.
2. In the pot of hot water, add the sorrel, ginger, allspice berries, cloves, and the orange peel. Let steep for one hour or longer, even overnight.
3. Strain sorrel drink into a pitcher.
4. Sweeten with one third of a cup of maple syrup to taste while mixing with a big spoon.
5. Serve drink over ice.
6. Optional: Garnish with orange and lime wedges.

Your Jamaica sorrel drink will keep in the refrigerator for approximately one week.

Jamaica is near the equator. The equator is a line that marks the middle of our earth. Let's find Jamaica and the equator on a map. Think of the equator like a belt. Above the equator is the Northern Hemisphere, where we live. Below is the Southern Hemisphere. It stays warm year-round near the equator. They do not have snow or cold temperatures unless you are high up on a mountain. We will drink our Jamaican sorrel Christmas drink like they do, over ice. Let's all get our cups and wait for everyone. When we all have our cups let's give each other cheers and say happy holidays! Then we can all take a sip and enjoy some Jamaican style Christmas music (Caribbean Gospel Zone, 2023).



Take it further

Make extra and enjoy throughout this week while your class celebrates Solstice, Christmas, and Kwanzaa. Make Jamaican sorrel popsicles.



Physical Activity

Improve upper body coordination by having children walk to a table, pretend to pour, then stir with big arm circles.



Parent Engagement

Send sorrel recipe home for families to prepare at home.



Beans and Greens for the New Year!



Take Away Sentences:

“I celebrate the new year with beans and greens, our harvest of the month.”

“Sow seeds for wellness. Make healthy living a daily vibe.”

Objectives	GELDS	PBIS
<ul style="list-style-type: none">• Differentiate between peas and beans.• Name where black eye peas originated.		<ul style="list-style-type: none">• Always positive• Welcome differences• Care about other feelings and ideas• Be proud of yourself• Keep trying

Materials and Preparation:

- Classroom-safe knife
- Range to cook on
- Skillet or pan
- Spatula
- Measuring spoon
- One bunch of collard greens
- Can of black-eyed peas
- Olive oil
- Fine salt
- Two cloves of minced garlic
- One lemon
- Small serving plates and forks

Beans and Greens for the New Year!

(continued)

Guidance:

Say: It is a tradition among southerners to eat black eyed peas and greens to welcome in the new year. Black eyed peas are actually a bean. Peas are generally green and round while beans have a wider variety of shapes and colors. Black eyed peas are thought to be magical and mystical and bring good luck. They come from northern Nigeria in Africa. Let's find Nigeria on a map. Collard greens symbolize money and fortune. Greens are our harvest of the month! Let's ring in the new year with good luck and fortune by making and tasting greens and beans.

(Place the supplies and ingredients on a table. Invite students to help with each step).

Here is a list of the ingredients we need. Let's say them together.

- One large bunch of greens
- One quarter can of black-eyed peas
- One and a half tablespoons of olive oil
- One quarter teaspoon of fine sea salt
- Two medium cloves garlic
- Half of a lemon

1. Cut the thick central ribs out of the collard greens and stack the leaves on top of one another. Starting at one end, roll them up and slice across the roll to make skinny rolls of collard strips. Make your slices as thin as possible.
2. Warm a large skillet or pan over medium-high heat. Add a generous drizzle of olive oil.
3. Add the finely chopped greens and some salt. Give the greens a good stir so they're all shimmering from the oil and turning darker green.
4. Let the greens cook for 30-second intervals, stirring in between.
5. Once you see a little browning on the greens, add minced garlic and one quarter can of black-eyed peas.
6. Stir and cook for one minute or until beans are hot and transfer the beans and greens to plates so they stop cooking.
7. Squeeze lemon over the dish and serve.



Take it further

This dish is often paired with cornbread. Make some or perhaps a family from your class can make some to share. Ask your families if they eat beans and greens for the new year and what recipes they may have.



Physical Activity

Improve posture and balance by having children walk with beanbags on heads or hands without dropping.



Parent Engagement

Encourage parents to cook beans and greens at home.



Fabulous Fruit Trees

WINTER LESSON #6

Take Away Sentences:

“Many fruit trees are planted and pruned in the winter.”

“Sow seeds for wellness. Dig, plant, and watch health grow.”

Objectives

- Name the season for planting and pruning fruit trees.
- Define the word pruning.

GELDS

PBIS

- Express my feelings with calm words
- Think before I speak or act
- Make safe choices
- Use materials appropriately

Materials and Preparation:

- One full sheet of white paper
- Brown paper
- Half sheets of green paper for each student
- Scissors for everyone
- White glue or glue sticks
- Pencils for everyone
- A variety of colored paper scraps for students' chosen fruits

Fabulous Fruit Trees (continued)

Guidance:

Say: The winter is the time to plant fruit trees. It is also the time to prune fruit trees. Pruning is to cut off or cut back parts for better shape or more fruitful growth. It is kind of like giving a tree a haircut. If fruit bushes and trees are not pruned, they may not be as healthy. If more places have and care for fruit trees, then there would be more food to share with people and nature. What are your favorite fruits? Which fruit grows on trees? Not all fruit grows on trees, for example, melons, strawberries, and pineapples. Apples, pears, peaches, persimmons, plums, and figs are fruit trees that grow well here. Right now, there are many organizations and farms having fruit tree sales. If you could grow a fruit tree, which one would you grow?

Let's make our own fruit trees using paper and scissors. When pruning plants and trees, farmers and gardeners use a cutting tool called lopping shears. They are like scissors.

(Give students white paper, brown paper, green paper, pencils, scissors, and glue).

1. Draw a large cloud on green paper for the leafy part of your tree.
2. Slowly and carefully cut out the green shape you made.
3. Glue the green shape to the top part of your paper.
4. Spread your fingers and trace your hand and arm on the brown paper. Your arm and wrist will be the trunk, and your finger will be the branches of your fruit tree.
5. Carefully and slowly cut out your trunk and branches and glue them in the center on top of the green and you should have what looks like a tree. What kind of fruit tree will your tree be?
6. Pick out scraps of colors to cut out fruits to glue to your tree.
7. Write your name at the bottom.



Take it further

Ask students to add elements like a sun or moon, birds, and pollinators. Ask your school if they could add a fruit tree to the grounds. Consider local organizations that may plant a fruit tree for free.



Physical Activity

Build balance strength by having children copy yoga poses on one foot while pretend to hold fruit.



Parent Engagement

Create a family fruit tree drawing.



Honey & Ginger Infusion

WINTER LESSON #7

Take Away Sentences:

“I infuse honey with ginger.”

“Sow seeds for wellness. Make healthy living a daily vibe.”

Objectives

- Identify measurements and ingredients.
- Describe the meaning of infusion.

GELDS

PBIS

- Express my feelings with calm words
- Think before I speak or act
- Make safe choices
- Use materials appropriately

Materials and Preparation:

- Eight ounce jar with lid
- Three inches of fresh ginger root
- Peeler
- Honey
- Classroom-safe knife
- Pretzels or apples for tasting

Honey & Ginger Infusion (continued)

Guidance:

Say: Infusion is the process of extracting, or pulling out, compounds or flavors from a plant material in water, oil, or like we are today with honey. The honey will be infused with the healing properties of ginger. There are lots of infusions we can make. Tea is an infusion of tea leaves and water. Yesterday we made an elderberry infusion. When we made the hibiscus teas like the Nigerian zobo drink and the Jamaican sorrel we were also making infusions. Today we are making a fast and yummy infusion of ginger and honey. Our infusion also helps boost immune systems! It can be used by itself or with other recipes like salad dressings and just with hot water for a yummy honey and ginger hot tea. January is hot tea month!

(Place ingredients and supplies on the table. Invite students to help with each step).

1. Peel ginger.
2. Cut ginger into fine slices.
3. Add ginger to the eight ounce glass jar.
4. Cover ginger with honey.
5. Close the jar and gently stir shake noticing the consistency of the thick honey.
6. Let sit for five to six minutes and stir shake again. You will see the honey has become much thinner as the ginger infuses into the honey!

Your honey is ready to enjoy and will keep in the refrigerator for up to one month. Dip pretzels or apples in honey for students to taste.



Take it further

Ginger honey is great for making salad dressing. Try it with some rice wine vinegar, fresh squeezed orange, and a dash of oil for a light, bright orange ginger dressing. Celebrate hot tea month by serving honey ginger tea with lemon. Make other teas and infusions. Peppermint is often a favorite!



Physical Activity

Build running agility but having children run in curved paths while buzzing like bees.



Parent Engagement

Ask families to taste test ginger tea at home.



Harvests of the Month, Cruciferous Vegetables

WINTER LESSON #8

Take Away Sentences:

“Cruciferous vegetables help keep me healthy!”

“Sow seeds for wellness. Make healthy living a daily vibe.”

Objectives

- Identify three cruciferous vegetables.
- Recognize parts of the plant.

GELDS

PBIS

- Respect myself and others
- Participate
- Follow directions
- Take turns
- Respect materials and personal space

Materials and Preparation:

- Fresh crown of broccoli
- Fresh cauliflower
- Fresh head of cabbage

Harvests of the Month, Cruciferous Vegetables (continued)

Guidance:

Say: Our harvest of the month for February are cruciferous vegetables like cauliflower, broccoli, and cabbage! Let's learn about these vegetables.

(Have cabbage, cauliflower, and broccoli ready for students to pass around).

Together let's say broccoli, cabbage, and cauliflower are cruciferous vegetables.

1. Invite students to sit in a circle and pass around the head of cabbage.
 - What does the cabbage look like, feel like, and smell like?
 - Pull off a leaf or two or more. What part of the plant is this?
2. Pass around the cauliflower.
 - What does cauliflower look like, feel like, and smell like?
 - Can you guess what part of the plant cauliflower is? It is in the name.
3. Pass around the broccoli.
 - What does broccoli look like, feel like, and smell like?
 - Can you guess what part of the plant broccoli is? It is the same as cauliflower.



Take it further

Ask a farmer you know how they grow cruciferous vegetables. Perhaps they can come to your class and talk about it or send you a video from their farm.



Physical Activity

Build leg strength by having children squat low pretending to be broccoli then jump up as if they're being picked from the garden.



Parent Engagement

Encourage families to taste test steamed broccoli together at home.



Cabbage Prints

WINTER LESSON #9

Take Away Sentences:

“Cabbage is cool!”

“Sow seeds for wellness. Make healthy living a daily vibe.”

Objectives

- Create and design an image with a cabbage.

GELDS

PBIS

- Always positive
- Welcome differences
- Care about other's feelings and ideas
- Be proud of yourself
- Keep trying

Materials and Preparation:

- Look at the image of cabbage from the Appendix
- Red tempera or washable paint
- Plates
- Paint brush
- White paper
- One green cabbage
- One red cabbage
- Green drawing material
- Classroom-safe knife or precut the cabbage
- Optional: White and/or purple paint and colored drawing materials

Cabbage Prints (continued)

Guidance:

Say: We have learned about cruciferous vegetables like cabbages. We know they help our bodies stay strong. Did you know they also come in different colors? Here we have red or purple cabbage and green cabbage.

Today we will have some fun with cabbage and make some art.

1. Cut both cabbages in half, ensuring it is flat and even (store other half of cabbage for a future recipe).
2. Put red paint on a plate and spread the paint out with a brush.
3. Invite students to push cabbage onto the paint-covered plate like a stamp, making sure the cabbage is covered well with paint.
4. Press the cabbage stamp onto paper. The first stamp may be a practice stamp and look clumpy. What does the stamp look like? Veins, a rose, a cabbage, fabric, etc.?
5. Invite students to turn their print into a rose by drawing a stem and grass with a green drawing material.

What other things can you turn your cabbage print into?



Take it further

Add a sun and clouds to your cabbage art prints. Use the cabbage art prints to make valentines cards, including information about heart health and the power of cabbage. Use brussel sprouts to make miniature stamps. Invite students to peel off cabbage leaves and count how many there are.



Physical Activity

Improves rolling skills by having children roll a large ball back and forth with a partner.



Parent Engagement

Send instructions home for families to make their own cabbage prints.



Broccoli Microgreens!

WINTER LESSON #10

Take Away Sentences:

“I grow microgreens!”

“Sow seeds for wellness. Dig, plant, and watch health grow.”

Objectives

- Contrast macro and micro.
- Recall the need for seeds to sprout.

GELDS

PBIS

- Respect myself and others
- Participate
- Follow directions
- Take turns
- Respect materials and personal space

Materials and Preparation:

- Small and large bowls
- Jar
- Cheesecloth for jar with tight rim or rubber band
- Plastic recycling container from a salad mix
- Broccoli seeds for sprouting or microgreens (costs about \$15 for a bag that may be shared with many classes)
- Coco coir (costs about \$15 and may also be used many times, shared, or used for more seed sprouting. You may use plain potting mix as well).
- Spray bottle
- Tablespoon or large spoon

Broccoli Microgreens! (continued)

Guidance:

Say: Let's grow one of our cruciferous vegetables, broccoli, in a new way! We can grow tiny broccoli in a tiny garden. Another word for tiny is micro. Another word for big is macro. Micro is tiny and macro is big. When we grow tiny plants to eat, they are called microgreens. We can grow microgreens in a container with soil inside by a sunny window or with a grow light. What is the first thing seeds need to sprout? Water!

To help our seeds sprout we will soak them in the morning and plant them in the afternoon.

1. In the morning, put about two to three tablespoons of seeds in a jar.
2. Pour water in the jar with the seeds. Place cheesecloth on top and soak for four hours.
3. In the afternoon, turn over the jar to drain the water. Place the seeds in a small bowl.
4. Put coco coir in a large bowl. Pass around the bowl, large spoon, and empty plastic salad mix container, instructing students to scoop and pass it to, filling the container approximately halfway.
5. Give each student some of the soaked broccoli seeds in one hand and instruct students to sprinkle all the seeds on top of the soil with the other hand.
6. Give each student a little tiny bit of coco coir to sprinkle on top of the seeds.
7. Instruct students to pass the container with the spray bottle with "spray it twice and pass it" until soil mix and seeds are damp.
8. Cover and place in a sunny window.

Seeds may need to be sprayed daily to keep optimal moisture levels. Seeds will be ready to harvest in about ten days with scissors when they have two tiny leaves and are about three inches tall. Use sprouts in salads or on top of any dish to add fresh delight and crunch. Compared to broccoli, broccoli microgreens have a higher content of antioxidants and can protect against heart disease and cancer.



Take it further

Try other microgreens like chard and radish.



Physical Activity

Build static balance by having children balance on tiptoe while reaching arms up like a sprout.



Parent Engagement

Encourage families to explore growing microgreens at home.



Cabbage Recipe & Taste Test

WINTER LESSON #11

Take Away Sentences:

“I cook and eat cabbage!”

“Sow seeds for wellness. Make healthy living a daily vibe.”

Objectives

- Identify cabbage.
- Describe the flavor of cooked cabbage.

GELDS

PBIS

- Express my feelings with calm words
- Think before I speak or act
- Make safe choices
- Use materials appropriately

Materials and Preparation:

- One head of cabbage
- One onion
- Dill
- Salt
- Pepper
- Butter
- Classroom-safe knife
- Cutting board
- Bowl
- Range
- Skillet
- Measuring spoon
- Small plates for tasting
- Forks for tasting

Cabbage Recipe & Taste Test

(continued)

Guidance:

Say: Our harvest of the month is cruciferous vegetables like cabbage! Cabbage is so healthy for you. While you can eat cabbage raw it is easier for your body to digest it when it's cooked.

Let's say the ingredients out loud and cook some cabbage together.

- One large head of cabbage (you may choose to use the halved purple and green cabbage from the previous lesson)
- One large onion, cut in half and sliced thinly
- One teaspoon dried dill
- One teaspoon salt
- Half a teaspoon pepper
- Two and a half tablespoons of butter

1. Thinly slice the cabbage.
2. Heat butter in a skillet.
3. Cook onion in butter until soft.
4. Add cabbage, salt, pepper, and dill.
5. Cook on medium heat until the cabbage is bright green (or purple).

What does it taste like? Is it crunchy, chewy, salty, or delicious? Let's vote with our thumbs if we like it.



Take it further

Try alternative flavors like sesame oil and soy sauce, red wine vinegar and olive oil, lemon juice and olive oil. Or try ginger and honey.



Physical Activity

Improve coordination by having children sit in a circle, passing a ball quickly without dropping.



Parent Engagement

Send home recipes for families to taste test coleslaw at home.

Ranch Dip and Broccoli Fun

WINTER LESSON #12

Take Away Sentences:

“I eat broccoli!”

“Sow seeds for wellness. Make healthy living a daily vibe.”

Objectives

- Recognize parts of the broccoli plant.
- Recall facts from the book.

GELDS

PBIS

- Respect myself and others
- Participate
- Follow directions
- Take turns
- Respect materials and personal space

Materials and Preparation:

- Multiple fresh broccoli crowns
- Media player or the book *Monsters Don't Eat Broccoli* by Barbara Jean Hicks
- Teaspoon
- Stirring spoon
- Greek yogurt
- Medium bowl
- Measuring cup
- Garlic powder
- Onion powder
- Dill
- Salt
- Parsley
- Optional: Worcestershire sauce

Ranch Dip and Broccoli Fun

(continued)

Guidance:

Say: We are growing baby broccoli plants to eat and maybe they are ready now if they have two leaves and are three inches tall. What about full broccoli? When we see the top of broccoli it is called a crown of broccoli. Do you remember what part of the plant is the broccoli crown? It's the flower that has not opened!

Let's read or watch a fun book called *Monsters Don't Eat Broccoli* (Storytime with Mr. Stephen, 2020). What are other foods Monsters do not eat before the end? What are the foods monsters eat before the end? What does broccoli look like when it is eaten? Would you like to pretend to be monsters and eat tree broccoli?

First, let's make a dip for our broccoli trees.

Let's say the ingredients out loud and together we will make a yummy ranch dip

- One cup of plain non-fat Greek yogurt
- Three quarters teaspoons of garlic powder
- Half a teaspoon of onion powder
- Half a teaspoon of dried dill
- Half a teaspoon of parsley
- One quarter teaspoon of kosher salt
- One quarter teaspoon of Worcestershire sauce (optional)

In a medium bowl, mix all the ingredients together.

Our dip will be stored in an airtight container for three days in the refrigerator. There probably will not be leftovers because we will eat all of our dip with our yummy broccoli (dip broccoli in ranch and serve to students).



Take it further

Make this easy ranch dip and try it with cauliflower or other vegetables.



Physical Activity

Build movement skills by having children jump up and dip down to imitate dipping into ranch sauce.



Parent Engagement

Send recipe home for families to make ranch dip to taste test.



Nigerian Zobo Drink

WINTER LESSON #13

Take Away Sentences:

“Hibiscus is delicious!”

“Sow seeds for wellness. Make healthy living a daily vibe.”

Objectives

- Recall the harvest festival in Ghana.
- Identify hibiscus tea.

GELDS

PBIS

- Respect myself and others
- Participate
- Follow directions
- Take turns
- Respect materials and personal space

Materials and Preparation:

- Map or globe
- Large pot
- Hot plate
- Measuring cup
- One cup of hibiscus
- One whole pineapple
- One orange
- Two thumb-sized ginger
- Four cloves
- One quarter cup of sugar
- Ten and a half cups of water

Nigerian Zobo Drink (continued)

Guidance:

Say: Roselle Hibiscus is grown around the world, but it is Indigenous or originally from Central and West Africa. We learned a little about a place in West Africa earlier this year when we looked at the harvest festival In Ghana called Homowo, which means to Hoot at Hunger. In Ghana the hibiscus drink is called Sobolo. Another West African country is Nigeria. In Nigeria, they drink Roselle Hibiscus too and it is called zobo drink. Let's find Nigeria on a map. We can make tea like zobo drink from hibiscus, just like the hibiscus we saw growing in Haylen Green's Garden here in Atlanta yesterday!

(Place your ingredients on a table. Invite students to name the ingredients and tools. Invite students to help with each step of the process).

What will we need? Let's say it together. A large pot, a measuring cup, one cup of hibiscus, one whole pineapple, one orange, two thumb-sized gingers, four cloves, one quarter cup of sugar, ten and a half cups of water.

1. Add hibiscus into pot and pour in water.
2. Add grated ginger, cloves, cut up orange and pineapple
3. Cover the pot and let it boil for 30 minutes.
4. While your Zobo drink is hot, add sugar, give it a good stir and leave it to cool.
5. Strain with fine mesh and chill in the refrigerator.

Serve cold. Store in the refrigerator for about one week.



Take it further

Explore the health benefits of hibiscus. Nigeria has a vibrant music and movie industry. Explore some music from Nigeria (KEXP, 2009). Nigerian filmmakers produce more films than filmmakers in the United States!



Physical Activity

Builds dual-task coordination by having children march in place while pretending to stir.



Parent Engagement

Send home zobo drink recipe for families to taste test.



Rings of Tree and Rings of Onions

WINTER LESSON #14

Take Away Sentences:

“Onions and trees have rings.”

“Sow seeds for wellness. Dig, plant, and watch health grow.”

Objectives

- Name a root vegetable that has a ring pattern.
- Describe how to tell the age of a tree.

GELDS

PBIS

- Take responsibility for learning
- Be ready to learn
- Try my best
- Focus on my job

Materials and Preparation:

- Onions
- Classroom-safe knife
- Cutting board
- Thick painting paper
- Washable ink or paint
- Plates
- Writing utensils
- Printed example of a tree
- Look at the sample of the project in the Appendix

Rings of Tree and Rings of Onions

(continued)

Guidance:

Say: There are many vegetables that grow underground. One we eat in many meals is the onion. There are many types and colors of onions, and they can be prepared in many ways. Some onions are sweet and give foods lots of flavor. They also have rings inside just like trees. Circle shapes and rings are found all through nature. There are many patterns in nature from lines in eyes to seashells. Some patterns and rings tell a story! You can estimate the age and life of a tree by counting its rings.

Let's look at a picture inside a tree trunk. Starting in the center you can count the rings to find out the age of the tree. The larger or thicker rings show a time when there was more rain and the tree grew faster. The thinner ring tells of a time when there was less of something the plant needs to grow. Can you guess what that is?

Can you think of other places you have seen natural circles? (examples: ripples in the water, the moon, the sun, seed heads like dandelions, inside of flowers, fingerprints)

Let's explore the pattern of circles and rings in an onion by making onion prints.

1. Each student will get a paper and write their name on the bottom corner.
2. On the table, place a plate with paint or ink spread out for printing.
3. Cut some onions evenly in half and invite students to press and stamp on their paper. Can you make patterns? How many circles can you print on your paper? What does your print look like? (Use one color, or a variety of colors, and students may paint on their onion with brushes).



Take it further

Bring a tree round into your class to count and read the story of a tree. Print with other vegetables like cucumber, beets, and radishes.



Physical Activity

Build hand-eye coordination by having children toss rings onto cones.



Parent Engagement

Ask parents to count tree/onion rings together at home.

Seed Tape

WINTER LESSON #15

Take Away Sentences:

“I can make seed tape!”

“Sow seeds for wellness. Dig, plant, and watch health grow.”

Objectives

- Construct a way to plant small seeds like lettuce and carrots.

GELDS

PBIS

- Respect myself and others
- Participate
- Follow directions
- Take turns
- Respect materials and personal space

Materials and Preparation:

- Markers for students
- Rulers for students
- Toilet paper
- Flour
- Water
- Small bowls for students
- Cotton swabs
- A pack of lettuce and carrot seeds
- Newspaper

Seed Tape (continued)

Guidance:

Say: It is now a good time to start some more cool-weather vegetables. Many of the vegetables we grow this time of year are the same as the vegetables we grow in the fall. If you have garden space and pots you can grow snow peas, lettuce, greens, radish, beets, carrots, and more. Carrots and lettuce seeds are super small and handling them can be hard outside on a windy day. Why do you think it might be hard? Getting lettuce and carrot vegetables to grow in a row with enough space can be a challenge with such tiny seeds. Today we will learn a new technique for planting lettuce and carrots, our harvest of the month. The technique is called seed tape. It works great for planting rows of carrots, lettuce, and other seeds. If we have space in our garden for rows of carrots and lettuce we can plant them outside. If we do not have space, then we can gift the seed tape to a local grower or a family that gardens at our school.

Let's make Seed Tape!

1. Cover workspaces with newspaper and give each student a small bowl containing a spoonful of flour, water, and a cotton swab. Invite students to mix the flour and water with a swab to make a wheat paste glue. A thick paste is preferred over a watery paste.
2. Roll out toilet paper a length of toilet paper in front of each student and give out rulers and markers. For students who will plant carrots, instruct them to mark the toilet paper every three inches. For students who will make lettuce seed tape, instruct them to count off six inches and make marks. (Show students how to use a ruler and count 3 inches and 6 inches).
3. Put small amounts of carrot seeds on tables with the students with three-inch markers and small amounts of lettuce seeds on tables with six-inch markers. Invite students to dab wheat paste onto two marks at a time with a cotton swab.
4. Students may place one to two seeds on each dab and then continue the process till the tape is finished. Let them dry completely and then roll them up. Put in a plastic bag with the name of the seed in the refrigerator until you are ready to plant. Seed tape makes a great gift!



Take it further

Make a variety of seed tapes as gifts to people who farm or garden.



Physical Activity

Build hopping skills by having children hop along a taped line. Builds hopping.



Parent Engagement

Send instructions for families to make seed tape at home.



Hello Worm Moon

SPRING LESSON #1

Take Away Sentences:

“Hello worm moon!”

“Sow seeds for wellness. Dig, plant, and watch health grow.”

Objectives

- Identify worms.
- Describe the lives of worms.

GELDS

PBIS

- Take responsibility for learning
- Be ready to learn
- Try my best
- Focus on my job

Materials and Preparation:

- Media player

Hello Worm Moon (continued)

Guidance:

Say: We learned that there are phases of the moon and that one of the phases is called the full moon. We learned that full moons have special names that may teach us about the world around us. The full moon of March is called the worm moon. Can you guess why?

In March, the ground gets warmer the worms become more active. Under the ground, they stretch and wiggle and send their castings up to the surface, feeding the plants. Let's learn more about worms in the book *Wiggling Worms at Work* (STEMHAX, 2020).

1. How do worms loosen the soil?
2. Why is loose soil good for plants?
3. Do worms have teeth?
4. What are worm castings and what do they do for plants?
5. What do worms pull back into the soil?
6. Are worms short and fat or long and thin?
7. How does a worm know what is happening around them with no eyes, ears, or nose?
8. How does a worm protect itself from enemies?
9. What do worms hide from?
10. How do worms breathe?

Go outside and look for worms. Find them under pots or rocks. Look for little piles of worm castings (refer to the images included in the Resou). Make note of the grass and if it looks greener. Do you think the castings help make the grass greener?



Take it further

Try a fun painting activity with noodles. Give each student a plate of noodles and some paper. On tables put a variety of washable paint in cups. Invite students to dip noodles into the paint and drag the noodles around to create designs like worm tunnels under the ground that loosen the soil.



Physical Activity

Build coordination by having children crawl across the room using opposite hands and knees, pretending to be worms.



Parent Engagement

Encourage families to look for earthworms outdoors in garden spaces or grass.

Harvest of the Month, Root Vegetables

SPRING LESSON #2

Take Away Sentences:

“Root vegetables grow underground.”

“Sow seeds for wellness. Dig, plant, and watch health grow.”

Objectives

- Describe root vegetables.

GELDS

PBIS

- Respect myself and others
- Participate
- Follow directions
- Take turns
- Respect materials and personal space

Materials and Preparation:

- Fresh carrot, beet, and radish
- Picture of whole vegetable/plant
- Media player
- Paper and drawing supplies for all students

Harvest of the Month, Root Vegetables

Guidance:

Say: Root vegetables like carrots, beets, and radishes are our harvest of the month for March. What was our harvest of the month last month? Let's find out if our March harvest of the month is in the book *Goodnight Vegetables* (Read Right Now, 2021).

- Where is there a garden in this book?
- What bird is in the nest?
- What is growing in the garden?
- Which vegetables in this book are root vegetables?
- What living thing is visiting the vegetables and wiggling through the tunnels?

Let's look at our harvest of the month, vegetables, carrots, beets, and radishes. In a circle we can pass around the vegetables and describe them. What do they feel like? What colors are they? Which ones look alike?

Let's draw them!

1. Turn your paper horizontally or landscape style so that your paper is wide.
2. Carefully fold in half and open it up so that you have a line in the middle.
3. Trace the straight line and that will be the ground.
4. Under the ground, draw a carrot, a beet, and a radish.
5. Above the ground, draw the tops of each vegetable.
6. Draw little roots coming out of the vegetables under the ground
7. What do plants need to grow day and night like in the book?
8. Draw a sun on one side and a moon on the other.
9. Draw a cloud and raindrops in the middle.
10. Draw a worm underground like the one in our story.



Take it further

Explore more root vegetables. If you have a clear pot or planter, you can grow vegetables and observe the root development.



Physical Activity

Build strength and resistance by having children leap forward, squat, then pretend to pull vegetables from the ground.



Parent Engagement

Encourage families to taste test roasted root vegetables at home.



Radical Radish Planting

SPRING LESSON #3

Take Away Sentences:

“I grow radishes!”

“Sow seeds for wellness. Dig, plant, and watch health grow.”

Objectives

- Identify a radish.
- Demonstrate how to plant a radish.

GELDS

PBIS

- Express my feelings with calm words
- Think before I speak or act
- Make safe choices
- Use materials appropriately

Materials and Preparation:

- Media player
- Image of a radish from the Appendix
- Potting mix
- Trowels or spoons for students to move soil
- Pots for planting outside
- Package of radish seeds

Radical Radish Planting (continued)

Guidance:

Say: Radishes are one of the easiest vegetables to grow and one of our Harvests of the Month. They are often red on the outside and white on the inside, but radishes do come in many other colors. Check out this picture with all these different shapes and colors of radishes. What colors do you see? What kind of shapes do you see?

Let's watch a video of a radish being planted and harvested (RapidLapse, 2021).

- Were the first two leaves that grew different from the other leaves that grew?
- What was placed in the soil to help hold up the radish?
- What was the radish plant getting that we could not see? Water and light.

Let's plant radishes in pots!

1. For round radishes, we need either a long or wide round pot that is at least six inches.
2. Let's fill up our pots with a nice potting mix using trowels or large spoons. We can make it a relay lineup game by lining up in front of the pots, scooping the soil, dumping it into the pot, and then passing the spoon or trowel to the next student until our pots are filled.
3. Push down the soil in the pot.
4. Each student will plant one to two radish seeds about two inches apart in the pot.
5. Put the pot in a sunny place that is easy to water.
5. Gently water the pot very well and keep the soil moist.
6. Radishes should be ready to harvest by the end of the month.



Take it further

Try planting a variety of colors and shapes of radishes.



Physical Activity

Build strength by crouching like radishes, then hopping, skipping, or tiptoeing to color spots when a radish color is called.



Parent Engagement

Send radish pots home with parents for home gardens.

Beet Pink Pancakes

SPRING LESSON #4

Take Away Sentences:

“I make pink pancakes.”

“Sow seeds for wellness. Make healthy living a daily vibe.”

Objectives

- Name a root vegetable that turns pancakes pink.

GELDS

PBIS

- Respect myself and others
- Participate
- Follow directions
- Take turns
- Respect materials and personal space

Materials and Preparation:

- Oats
- Baking powder
- Salt
- Two eggs
- Yogurt
- Vanilla extract
- Four ounces of beets, cooked and peeled
- One cup unsweetened applesauce
- Maple syrup
- Measuring cup and measuring spoons
- Blender
- Large bowl
- Pan or skillet
- Heating range
- Serving plate

Beet Pink Pancakes (continued)

Guidance:

Say: Beets are a root vegetable and our harvest of the month! Beets come in a variety of colors, but they are best known for the red or deep pink color. Athletes are known to benefit from beets because they help cells make energy. We can use beets to make our food a beautiful color.

Let's make beet pink pancakes!

(Place ingredients on a table in front of the classroom. If you cannot cook the pancakes in your classroom, you can prepare the batter together with the blender. Invite students to help with each step, as appropriate).

Let's read the ingredients out loud together.

- Two cups rolled oats uncooked
- One quarter teaspoon fine salt
- Half a cup plain yogurt
- Four ounces of beets cooked and peeled
- Three tablespoons maple syrup
- One and a half teaspoons baking powder
- Two large eggs
- Two teaspoon pure vanilla extract
- Half a cup unsweetened applesauce
- Two tablespoon of vegetable oil

1. Place oats, baking powder, and salt in a blender. Blend until oats become a fine powder.
2. Pour the oat flour mixture into a bowl and set aside.
3. In the now empty blender, combine the remaining ingredients of beets, eggs, oil, yogurt, vanilla, maple syrup, applesauce, and blend until smooth.
4. Add the oat flour mixture into the blender and blend again. Stop a few times to scrape the sides of the blender to ensure everything is well-mixed. The batter will be thick.
5. Heat a pan or skillet over medium-low heat. Add a little cooking oil to the pan. When the oil is hot, portion out the batter into small pancakes using a spoon.
6. Cook until you see small bubbles forming on the top of the pancake and the edges seem dry, about two to three minutes. Flip and cook the other side for another two to three minutes. Place cooked pancakes onto a plate and continue with the remaining batter.
7. Let cool completely before storing leftovers in an air-tight container in refrigerator for four to five days or in freezer. Servings: about 20 small pancakes.



Take it further

Use a beet to paint with. Make beet prints. Shred raw beets and add to salads.



Physical Activity

Build strength by having children flip like beet pancakes, crouching down, then jumping up and turning around before landing flat like a pancake.



Parent Engagement

Share the recipe and encourage parents to make beet pancakes at home.

Carrot Cake Energy Bites

SPRING LESSON #5

Take Away Sentences:

“Carrots are root vegetables.”

“Sow seeds for wellness. Make healthy living a daily vibe.”

Objectives

- Name a root vegetable.
- Create a healthy treat with carrots.

GELDS

PBIS

- Respect myself and others.
- Participate
- Follow directions
- Take turns
- Respect materials and personal space

Materials and Preparation:

- Two large carrots
- Oats
- Sun butter
- Honey
- Ground cinnamon
- Orange juice and oranges
- Shredded coconut
- Measuring cup and measuring spoons
- Grater
- Large bowl
- Mixing spoon

Carrot Cake Energy Bites (continued)

Guidance:

Say: Root vegetables are our harvest of the month. One very popular root vegetable is the carrot. Let's make a yummy carrot treat and learn about the foods as we prepare. Today's recipe is called carrot cake energy bites!

Let's say the ingredients together and learn about what they are.

- Two large carrots finely grated. (You may choose to grate the carrots in advance).
 - What part of a plant is the carrot?
- One and a half cup of oats
 - Oats are a type of grain. Oats are the seeds of oat grass.
- Three quarter cups of sun butter
 - Sun butter is made from sunflower seeds. What part makes seeds?
- Four tablespoons of honey
 - Honey is what bees make from the nectar of a flower.
- Half a teaspoon ground cinnamon
 - Cinnamon comes from what part of a tree?
- Two tablespoon fresh orange juice
 - What might we find inside an orange?
- Zest of one whole orange
- Four tablespoon shredded coconut
 - What part of a plant is the coconut? (the seed)

1. Add all the ingredients, excluding the shredded coconut, into a large bowl and mix with a spoon until well combined.
2. Roll the mixture into about 24 equal sized balls.
3. Spread the coconut on a plate and roll the balls through the coconut until covered.
4. Transfer to the refrigerator for 30 minutes to firm up.

Serve and enjoy. May store in the refrigerator for up to three days in an airtight container.



Take it further

Try other carrot recipes. Add raisins to your carrot cake energy bites.



Physical Activity

Build strength by digging and pulling up pretend carrots: squat low, reach down as if digging, then stand tall and stretch your arms like the carrot tops.



Parent Engagement

Send recipe home for families to make carrot cake bites together.

The Three Sisters

SPRING LESSON #6

Take Away Sentences:

“The three sisters are squash, beans, and corn.”

“Sow seeds for wellness. Dig, plant, and watch health grow.”

Objectives

- Name the three sisters.
- Describe how squash, beans, and corn grow.

GELDS

PBIS

- Respect myself and others
- Participate
- Follow directions
- Take turns
- Respect materials and personal space

Materials and Preparation:

- Example of corn, squash, and beans
- Review links
- Media player

The Three Sisters (continued)

Guidance:

Say: The Three Sisters refer to a story and a method for gardening developed by the Indigenous people of this land. It is a beautiful way to grow a garden because all the plants cooperate and give reciprocity to each other. Let's learn more about the Three Sisters by watching a video (Pioneer Town Museum in Cedaredge Colorado, 2022).

- What are the three sisters?
- Which one of the three sisters was our harvest of the month for October?
- Which sister is the tallest?
- What do you think companion planting might be? Companion planting is when you grow plants that help each other grow.

Let's look at each of the sisters and pass them around.

Beans are a plant that often likes to climb. They are healthy foods that give us good energy and protein for building muscles. Bean plants also help the soil have more food to feed the other plants. Let's pretend we are the bean sister and show me a climbing movement.

Squash plants crawl and spread along the ground, shading the soil around the corn and beans and protecting the soil from the sun. The squash plants keep other plants like weeds from growing and the shade helps the soil not get too dry. Let's be a squash sister and let's crawl and spread across the ground and see if we can take over the whole room or space.

The tallest sister is corn. It grows straight up toward the sky and gives the beans something to climb up. Corn is sweet and full of energy. It can be dried and turned into corn flour or a meal to make bread. Corn is pollinated by the wind. Let's stand up straight and reach our hands to the sky and sway like corn in the wind.



Take it further

Explore the different colors of corn, beans, and squash. Make a dish using the three sisters. There are many recipes for a stew. Using a crockpot in your class and starting the stew in the morning would be a good idea.



Physical Activity

Build strength by pretending to plant and harvest the Three Sisters: squat to plant the corn, reach wide to climb the beans, and bend low to pick the squash.



Parent Engagement

Send seeds home for families to plant the Three Sisters at home.

Dandy Dandelions

SPRING LESSON #7

Take Away Sentences:

“We can learn a lot from dandelions!”

“Sow seeds for wellness. Dig, plant, and watch health grow.”

Objectives

- Identify dandelions and describe their lifecycle.

GELDS

PBIS

- Take responsibility for learning.
- Be ready to learn
- Try my best
- Focus on my job

Materials and Preparation:

- Media player

Dandy Dandelions (continued)

Guidance:

Say: As the days get longer and the days get warmer, we will see some bright welcoming flowers called dandelions! They are often the first flowers to feel the bee's nectar and pollen. Dandelions are full of vitamins, and all parts of the plant are useful and can be eaten. Dandelions are so interesting we could spend a week or more on them! Have you seen a dandelion before?

Let's listen to a sweet song about dandelions to learn more about their super cool lifecycle (Swingsetmamas, 2021). What color are dandelions? What do they need to grow?

If we find the seed phase of the dandelion, we can do two things. We can make wishes and blow the seeds, or we can watch a video demonstration of a dandelion experiment and try it ourselves (Zoppo, n.d.). What do you see happening in the video?

Tiny hairs from the seed phase of the dandelion are trapping a water droplet inside! Scientists love studying dandelions because as you can see, there is a lot we can learn about their design and structure! Dandelion seeds are some of the best flyers in nature, catching the wind and spreading far.

Now let's watch a video on how dandelions fly (The New York Times, 2019).

When we study nature, we may find new ways things can work. Perhaps there will be new ways to fly or even breathe underwater with the help of dandelions! Now, let's watch one more video to learn more about how dandelions spread their seeds around the world (Babbling Brook Storytime, 2021). Where is the first dandelion growing in this story? Where is the second? How does the dandelion get to all these places? Have you ever made a wish with a dandelion? What ideas or wishes do dandelions give you?

Let's see if we can go outside and find a dandelion.



Take it further

Take paper and drawing materials outside and invite students to draw dandelions growing in nature. While watching, maybe a pollinator will visit the flower.



Physical Activity

Build strength by tiptoeing slowly like dandelion seeds floating across the garden.



Parent Engagement

Encourage families to hunt for dandelions in grassy fields or parks.

Dandelion Honey Butter

SPRING LESSON #8

Take Away Sentences:

“I can make dandelion honey butter!”

“Sow seeds for wellness. Make healthy living a daily vibe.”

Objectives

- Demonstrate the process to make butter.

GELDS

PBIS

- Safe Choices
- Express my feelings with calm words
- Think before I speak or act
- Make safe choices
- Use materials appropriately

Materials and Preparation:

- Crackers
- 16 ounce mason jar with lid
- Fresh dandelion flowers
- Heavy cream (or heavy whipping cream)
- Medium bowl
- Ice water
- Spatula
- Honey
- Salt
- Measuring cup and measuring spoon.

Dandelion Honey Butter (continued)

Guidance:

Say: There are a lot of treats we can make ourselves with nature. Last week we learned about dandelions. Today we are going to learn to make our own butter and use some of our homemade butter to make dandelion honey butter! We will make butter from heavy cream. Heavy cream is made by skimming or separating the fattest layer of liquid off the top of whole milk. Where does milk come from? What do cows eat? Where does grass grow? What lives in the ground, wiggles, and helps grass grow? Let's prep out supplies before we begin.

(Place supplies on a table and invite students to help with each step). Share dandelion flowers. Each student will wash their hands and then remove the yellow petals from the flower to make about one quarter cup of petals.

Now we can make butter!

1. Pour the heavy cream into the mason jar, filling no more than halfway, and put the lid on.
2. Invite the class to stand in a big circle and instruct students to shake the jar. Chant "shake it and pass it" (the harder the jar shakes the faster the process). About three minutes of shaking makes whipped cream, six minutes makes granules, in about eight minutes the buttermilk starts to separate, and in approximately ten minutes the butter has formed (you may want to play music and review fun facts about dandelions while shaking). Invite students to return to their seats.
3. Pour off the buttermilk, keeping the butter solids in the jar (optional to save the buttermilk for baking or drinking).
4. (This part is optional and will make your butter thicker and harder, otherwise it will be a soft whipped butter) Place the butter in a medium bowl and pour about $\frac{1}{2}$ cup of ice water over the butter. Using a spoon or rubber spatula to knead the water around the butter. Pour off the cloudy water and repeat this process with half a cup of ice water, three or four times until the poured-off water is no longer cloudy.
5. Add a pinch of salt and put it into the butter.
6. Place a quarter cup of butter in a bowl. Store the rest of your butter in the refrigerator.
7. Add three tablespoons of honey and stir vigorously with a fork.
8. Add one quarter cup of dandelion petals and stir well.

Serve on saltine crackers and enjoy!



Take it further

You can make a lot of varieties of flavored butter including basil and strawberry!



Physical Activity

Build strength by squatting low like a dandelion on the ground, then springing up tall with arms open like the flower in full bloom.



Parent Engagement

Send recipe home for families to make honey butter together.

Oregano and Sage

SPRING LESSON #9

Take Away Sentences

“I know sage and oregano!”

“Sow seeds for wellness. Dig, plant, and watch health grow.”

Objectives

- Identify sage and oregano.

GELDS

PBIS

- Respect myself and others
- Participate
- Follow directions
- Take turns
- Respect materials and personal space

Materials and Preparation:

- Two ten-inch pots with drainage and are a minimum of eight inches deep
- Sage plant
- Oregano plant
- Potting mix
- Trowels
- Five-gallon bucket

Oregano and Sage (continued)

Guidance:

Say: April is National Garden Month and a great time to start your garden. An easy way to garden, as we talked about in the fall, is container gardening. Gardens can last a long time, or they can be for just a season or a year.

Plants that last just a season or a year are annuals. Let's say that out loud. Plants that last longer than a year, or live for years, are called perennials. Can you say perennial? Many herbs that smell good and give the flavor of our food are perennials. To celebrate garden month let's add some more herbs to our school in pots. Let's learn about two herbs that are perennials and last for years: sage and oregano.

Sage can remind us of food because it is used to flavor meats. A sage bush may live between six and ten years. It can be used fresh or dry. Let's gently rub the leaves and smell them. What is sage like? Describe the smell, feel, and appearance. Together let's say Hello, sage!

Oregano is also used to flavor meat as well as popular foods like pizza and spaghetti sauce. Let's gently rub the leaves and smell them. What is oregano like? Describe the smell, feel, and appearance. Together let's say Hello, oregano!

Let's go outside and plant our oregano and sage plants! (Outside, fill a five-gallon bucket with potting mix. Place two trowels on top of the soil. Position two pots a few feet from the bucket).

1. We need two lines a few feet away from the five-gallon bucket.
2. Each student will walk up to the bucket, scoop the soil mixture, bring the soil to the pot in front of them, and hand the trowel to the next person in line until both pots are filled three quarters of the way.
3. Make a hole in the pots of soil for the plants and plant each herb in a pot. If roots are dense, break up the roots a little at the bottom before planting.
4. Water both plants. Together we say, "Welcome oregano and sage to our school!"



Take it further

Get sage and oregano oil for your classroom to use in cleaning and aromatherapy. Make garden signs with your class for the plants.



Physical Activity

Build strength by marching in place like you're carrying bunches of sage and oregano from the garden to the kitchen.



Parent Engagement

Send a planting calendar home and encourage parents to grow herbs.



Companion Planting

SPRING LESSON #10

Take Away Sentences:

“We are stronger together like companion plants!”

“Sow seeds for wellness. Dig, plant, and watch health grow.”

Objectives

- Describe the term companion planting.
- Name 2 companion plants of tomatoes.

GELDS

PBIS

- Respect myself and others
- Participate
- Follow directions
- Take turns
- Respect materials and personal space

Materials and Preparation:

- Two 12 inch pots
- Four 6-10 inch pots
- Large tomato cage
- Tomato transplants (sun golds are a type of cherry tomato that will make many tomatoes all the way until the frost)
- Four packs of marigolds
- One sweet basil plant
- 50 qt bag of potting mix
- Six trowels
- Two 5-gallon buckets
- One to two watering cans

In preparation, make sure your pots have drainage holes. Some pots need the holes to be poked out with a screwdriver.

Companion Planting (continued)

Guidance:

Say: May is a great month to plant favorite foods like tomatoes, peppers, basil, and more! Why is it a good month for planting? The temperature is warm enough for plants that like it hot! Which plants prefer cooler weather? (leafy greens) Which plants like warmer weather?

Just like us, plants can have friends. Another word for a friend is a companion. Look to your neighbors and say, "hello, my companions!" When we combine plants that are friends, those plants will help each other grow stronger. Just like how we are stronger together, so are our plants! How do friends help us? Do they care for and protect us? Are they helpful and kind?

When we pay attention to the needs of our plants and plant them with friend plants that is called companion planting. A very good set of three companions are tomatoes, basil, and marigolds. What are some foods that are made with tomatoes? (e.g., spaghetti sauce, pizza sauce, and ketchup). Basil is often paired with tomatoes in spaghetti sauces, pizza, and in other ways like basil lemonade, pesto, and basil butter. Marigolds are not food for us, but they are a friend to tomatoes and the garden. They keep bugs away that may harm tomatoes. Marigolds are beautiful. Let's plant our companion garden!

(Prepare supplies outside. Fill the two five-gallon buckets with potting mix. Position the six pots a few feet away from the potting mix in the buckets. Place three trowels in each bucket. The largest pot is for tomatoes, smallest pots are for marigolds).

1. Invite six students at a time to fill the pots with soil. The students will give their trowels to a friend and groups of six will take turns. Chant "tomatoes, marigolds, and basil" while working.
2. Line up and pass the plants so each student may see the plant and say hello.
3. Place the tomato cage in the large pot. Just like we need support sometimes, so do tomatoes. The structure will help keep the tomato from flopping over.
4. Invite students to help plant each plant with the tomato in the largest pot, the basil in the second largest pot, and the marigolds in the smaller pots.
5. Invite students to take turns watering the pots thoroughly. Chant "together we are stronger!" Water your plants whenever the soil feels dry.



Take it further

Highlight foods that contain tomatoes and basil. Plant more companions.



Physical Activity

Build strength by having children pretend to be marigolds (swaying side to side like flowers in the breeze, stretching arms out wide like blooming petals).



Parent Engagement

Send extra seeds home for families to plant at home.

Harvest of the Month, Strawberries

SPRING LESSON #11

Take Away Sentences:

“Strawberries grow in Georgia.”

“Sow seeds for wellness. Make healthy living a daily vibe.”

Objectives

- Identify strawberry flowers and plants.
- Recall how strawberries are pollinated.
- Name a state where strawberries grow.

GELDS

PBIS

- Respect myself and others
- Participate
- Follow directions
- Take turns
- Respect materials and personal space

Materials and Preparation:

- Media player
- Blender
- Measuring cup
- Frozen strawberries
- Strawberry jam
- Milk
- Small serving cups

Harvest of the Month, Strawberries

(continued)

Guidance:

Say: Our Georgia harvest of the month is a favorite! We celebrate strawberries in April! Let's watch a video about Georgia strawberries to learn more (Georgia Grown TV, 2016).

Where are the seeds on a strawberry? What are the first fruits to ripen in the spring? Who pollinates the strawberry flowers? What color is a strawberry flower?

Let's make an easy and delicious strawberry smoothie together.

(Have all the supplies and ingredients on a table in front of the class. Invite students to help with each step. An example is if a recipe asks for five cups, five students to pour each cup. Also, if a recipe asks for two thirds you can ask two students to pour one third).

Let's say the ingredients we need together.

- Five cups of frozen strawberries
- Two and two thirds cups of milk, any variety
- Two thirds cups of strawberry jam

1. Place the frozen strawberries, strawberry jam, and milk in the blender.
2. Place the lid over the top and puree until smooth.
3. Divide out into small cups and enjoy!

(When serving, ask students to wait for everyone to get their serving and cheer together before tasting).



Take it further

Bring local strawberries to your classroom. Learn about more farms growing strawberries. Examine strawberry seeds with magnifying glasses.



Physical Activity

Build strength by having children pretend to be strawberries: squatting low to pick the berries, then standing tall and reaching up high to place them in a basket.



Parent Engagement

Encourage families to make strawberry smoothies at home.

Blueberry Basil Limeade

SPRING LESSON #12

Take Away Sentences:

“Georgia grows blueberries!”

“Sow seeds for wellness. Dig, plant, and watch health grow.”

Objectives

- Name ingredients in blueberry basil limeade.
- Recall how blueberries are harvested.

GELDS

PBIS

- Respect myself and others
- Participate
- Follow directions
- Take turns
- Respect materials and personal space

Materials and Preparation:

- Eight ounce bottle of lime juice
- 12 fresh limes
- Two cups of sugar
- Measuring cup
- Five to six sprigs of fresh basil
- 12 ounces or more of blueberries
- Eight cups of water
- Cutting board
- Classroom-safe knife
- Pitcher
- Cooking range or hot plate
- Saucepan
- Spatula

Blueberry Basil Limeade (continued)

Guidance:

Say: Blueberries are our harvest of the month! Georgia is one of the top producers of blueberries. It is one of the few berries that are native to North America. Blueberries are favorite berry among many and for good reasons! They are very good for your health!

Let's make a refreshing drink with blueberries, lime, and basil called blueberry basil limeade. This drink is easy to make but needs time for the flavor to steep or infuse so it may be best to make it today and enjoy it tomorrow.

(Place supplies on the table and invite students to help with each step).

Let's say the ingredients together out loud: Lime juice, sugar, fresh basil, blueberries, water.

First, we will make basil sugar syrup.

1. Pour two cups of sugar into a saucepan with fresh basil sprigs and two cups of water.
2. Heat over medium height, stirring until sugar dissolves. About six minutes.
3. Remove the saucepan from heat and let sit for 30 minutes. While you are waiting for the basil syrup to cool and infuse, watch a video about harvesting Georgia blueberries (Georgia Grown TV, 2016).
4. Discard basil and pour the syrup into a pitcher.
5. Add one and a half cups of lime juice from the bottle into the pitcher.
6. Cut 12 limes in half and squeeze juice into the pitcher.
7. Stir in eight cups of cold water and 12 ounces of blueberries.
8. Place it in refrigerator and chill for at least four hours.

Serve the next day and enjoy!



Take it further

Taste test fresh blueberries, dried blueberries, frozen blueberries.



Physical Activity

Build strength by having children pretend to be blueberries, crouching low in a ball then jumping up high like they're popping off the bush.



Parent Engagement

Share recipe with parents to make limeade at home.

Seeds We Eat

SPRING LESSON #13

Take Away Sentences:

“We eat seeds every day and seeds come from flowers.”

“Sow seeds for wellness. Make healthy living a daily vibe.”

Objectives

- Name an edible seed.
- Recall how seeds are produced by flowers.

GELDS

PBIS

- Respect myself and others
- Participate
- Follow directions
- Take turns
- Respect materials and personal space

Materials and Preparation:

- Images of bread, corn chips, cereal, corn, chocolate, strawberries, sunflower (see images in the Appendix)
- Large bowl
- Large mixing spoon
- Sunflower seeds
- Sun butter
- Honey or maple syrup
- Sea salt
- Rolled or instant oats
- Tray
- Measuring cup and measuring spoon
- Gloves for food prep

Seeds We Eat (continued)

Guidance:

Say: Every day we eat seeds.

(Show examples of the following things and ask your class if they eat them. Bread, corn chips, cereal, corn, chocolate, strawberries).

All these food items have seeds or are made from seeds! Every seed comes from a flower. When a plant makes a flower, it is trying to make a seed. The job of flowers is to make seeds. Let's say it together. Flowers make seeds. Flowers make seeds. A flower must be pollinated to make a seed. This means pollen from one flower moves to another flower or part of a flower through wind or through a creature like a bee or butterfly.

Let's make a seed snack from the sunflower!

1. Invite a student to pour a half cup of oats in the bowl.
2. Invite another student to pour another half a cup of oat into the bowl. Ask your class what a half a cup plus a half a cup is.
3. Have another student add a half cup of sun butter to the bowl.
4. Next a student may add one third cup of honey or maple syrup.
5. Invite a student to add one quarter teaspoon of salt to the mix.
6. Now the ingredients in the bowl are ready to be mixed. You will need lots of help mixing and everyone in your class can help by taking turns. If the mixture seems too dry and crumbly, add a bit more nut butter or honey. If the mixture seems too wet, sprinkle in some more oats.
7. After the ingredients are well mixed, place in the refrigerator for 20-30 minutes.
8. Sprinkle sunflower seeds on the tray.
9. Remove bowl with mixture from refrigerator and using clean hands, make one-inch balls with the mixture and place on tray.
10. Roll balls on trays to pick up some of the sunflower seeds and enjoy!



Take it further

Add other ingredients to the snack balls like cinnamon, cocoa, shredded coconut, and/or dried fruit.



Physical Activity

Build strength by having children pretend to be little seeds: crouch down small, then slowly stretch tall as they grow into big strong plants.



Parent Engagement

Encourage families to taste test different edible seeds at home.



Vegan Bliss Balls

SPRING LESSON #14

Take Away Sentences:

“I make yummy vegan treats.”

“Sow seeds for wellness. Make healthy living a daily vibe.”

Objectives

- Recall what vegan foods are.

GELDS

PBIS

- Safe Choices
- Express my feelings with calm words
- Think before I speak or act
- Use materials appropriately

Materials and Preparation:

- Hot water
- Small bowl
- Small spoon
- Food processor
- Two cups of pitted dates
- Three ounces of instant oats
- Two ounces of cocoa powder
- Half a cup seed butter
- Pinch of salt

Vegan Bliss Balls (continued)

Guidance:

Say: Yesterday we learned a little about being vegan. What does vegan mean? What are foods that are not vegan? Can we eat vegan meals and not be vegan? Yes! We can learn new foods and ways to cook that do not involve animals. Eating a diverse diet, or a diet of variety, based on what is in season and what is healthy is always a good idea.

Let's make our own vegan nut-free treat!

1. Soak the pitted dates in a bowl of hot water for 15 minutes if needed, then drain well.
2. Put oats, dates, cocoa powder, seed butter, and salt in food processor.
3. Pulse and blend on low until a crumbly texture forms.
4. Increase the speed and add a splash of water if needed until you are left with a sticky mixture. This may take approximately one to two minutes.
5. Check texture. If it's too sticky to form bliss balls, add more oats. If it's too dry, add some more water.
6. Scoop the mixture with a spoon or use wet hands to shape little balls.
7. Enjoy immediately or store in the refrigerator for half an hour before serving.

Bliss balls can be kept in an airtight container in the refrigerator for up to one week or in the freezer for two to three months.



Take it further

Make bliss balls for special occasions. Roll the balls in shredded coconut, cocoa powder, or your favorite sugar free sprinkles. Try new combinations.



Physical Activity

Develop hand-eye coordination by having children practice catching items with two hands.



Parent Engagement

Send recipe home for families to make bliss balls together.



What Water Does for Us

SPRING LESSON #15

Take Away Sentences:

“We need water, and we share it with people, plants, and animals.”

“Sow seeds for wellness. Make healthy living a daily vibe.”

Objectives

- Learn about the importance of drinking water.
- Recall what else needs water.

GELDS

PBIS

- Express my feelings with calm words
- Think before I speak or act
- Make safe choices
- Use materials appropriately

Materials and Preparation:

- Clean containers for water exploration in small groups outside
- Sponges
- Spray bottles
- Droppers
- Towels
- Spoons
- Small cups
- Pitcher full of water
- Water safe toy dolls resembling people and or animals
- Optional: ice cubes, plants, soil, watering cans

What Water Does for Us (continued)

Guidance:

Say: Fresh water is a key to life. We all need water! Plants, animals, and people!

Let's explore water and what it does for us together!

1. In small groups or activity centers, invite students to take turns pouring water in the water exploration container. If the pitcher is heavy, help them until manageable. Chant "pour it and pass it," giving everyone a chance to contribute.
2. Invite students to demonstrate ways to move water. Encourage students to share and take turns using the tools provided.
3. Invite students to demonstrate dolls or animals drinking water.
 - Do animals drink water? Do we? Do some animals live in the water? Which ones?
 - Do people live in water? Do plants drink water? Do plants live in water?
 - Can water hide? What tools absorb or suck water?
 - Does the soil absorb the water?
4. Invite the students to pour water on different surfaces. Use words like absorb and repel.

If students are hot, offer to spray water/mist water on them from the spray bottle.

Say: Does the water cool you off? Can you describe water? Why is water important? What does water do for us? How do we use water? Do we share water? Who do we share it with? How can we help water? Why should we help water?



Take it further

Continue setting up water play scenarios. Explore different states of water like solid, liquid, and gas. Use flowers with stems and food coloring dye to demonstrate that flowers absorb water.



Physical Activity

Build coordination and listening skills as students walk or tip-toe in a line then skip or jump over imaginary puddles of water.



Parent Engagement

Encourage families to track daily water intake for a week or longer.

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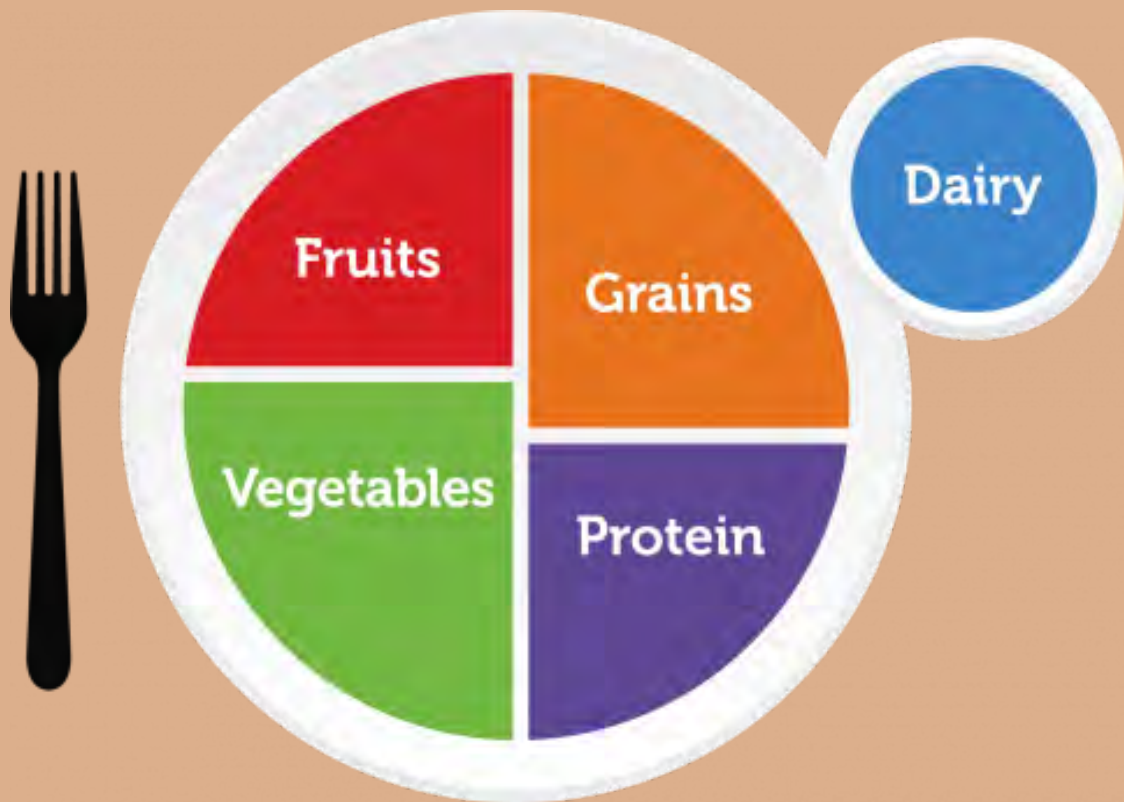
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APPENDIX

Planning for Fall Lesson 2: Introduction to MyPlate





Planning for Fall Lesson 2: Introduction to MyPlate



Image of tofu on a plate.





Planning for Fall Lesson 2: Introduction to MyPlate



Image of cooked salmon on plate with seasoning and lime.





Planning for Fall Lesson 2: Introduction to MyPlate



Image of cooked black bean.





Planning for Fall Lesson 2: Introduction to MyPlate



Image of assorted tree nuts: almonds, pecans, pistachio, macadamia, cashews and Brazil nuts.





Planning for Fall Lesson 2: Introduction to MyPlate



Image of scrambled eggs with herb seasoning.





Planning for Fall Lesson 2: Introduction to MyPlate



Image of grilled chicken legs.





Planning for Fall Lesson 2: Introduction to MyPlate



Image of sliced white bread.





Planning for Fall Lesson 2: Introduction to MyPlate



Image of cooked Mexican rice topped with cilantro.





Planning for Fall Lesson 2: Introduction to MyPlate



Image of milk in a glass jar and a cup.





Planning for Fall Lesson 2: Introduction to MyPlate



Image of pasta strings with herbal seasoning and parmesan.





Planning for Fall Lesson 2: Introduction to MyPlate



Image of cheese slice.





Planning for Fall Lesson 2: Introduction to MyPlate



Image of yogurt parfait with raspberries and granola.





Planning for Fall Lesson 2: Introduction to MyPlate



Image of grain cereal in white bowl.





Planning for Fall Lesson 2: Introduction to MyPlate



Image of assorted apples: green, red, and pink.





Planning for Fall Lesson 2: Introduction to MyPlate



Image of assorted citrus slices: grapefruit, orange, lemon, and lime.





Planning for Fall Lesson 2: Introduction to MyPlate



Image of whole berries, including raspberry, blueberry, blackberry, and strawberry.





Planning for Fall Lesson 2: Introduction to MyPlate



Image of assorted stone fruit, including peaches, plums, cherries, and nectarines.





Planning for Fall Lesson 2: Introduction to MyPlate



Image of skewered fruit, including pineapple, kiwi, papaya, and mango.





Planning for Fall Lesson 2: Introduction to MyPlate



Image of assorted grape varieties: green, red, and purple.





Planning for Fall Lesson 2: Introduction to MyPlate



Image of broccoli and cauliflower crowns.





Planning for Fall Lesson 2: Introduction to MyPlate



Image of assorted leafy greens: kale, lettuce, radicchio, spinach.





Planning for Fall Lesson 2: Introduction to MyPlate



Image of whole and sliced tomatoes with basil.





Planning for Fall Lesson 2: Introduction to MyPlate



Image of assorted root vegetables: beets, rainbow carrots.





Planning for Fall Lesson 2: Introduction to MyPlate



Image assorted squash and zucchini.





Planning for Fall Lesson 2: Introduction to MyPlate



Image of assorted peppers.





Planning for Fall Lesson 2: Introduction to MyPlate



Image of seed stretches with instructions.





Planning for Spring Lesson 2: Harvest of the Month, Root Vegetables



Image of radish root, stem, and leaves.





Planning for Spring Lesson 2: Harvest of the Month, Root Vegetables



Image of beet root, stem, and leaves.





Planning for Spring Lesson 2: Harvest of the Month, Root Vegetables



Image of root vegetables: carrots, beets, turnips, and radishes.

