

Introduction to the Edible School Garden Program

Lesson Description

Students are introduced to the garden, program rules, and safety procedures. They will begin learning about plants and nutrition by completing a food preference study and tasting plant snacks. There is an optional scavenger hunt in the garden at the end of the lesson.

- Time required: 60 minutes
- Location of lesson: Classroom and garden

Learning Objectives

- Clearly explain the rules of the garden classroom.
- Sample plant food snacks and describe the plant food preferences of the class.
- Describe some ways in which people use plants.

Attitude and Behavior Goals

- Like the taste of a wide variety of fruits and vegetables.
- Eat a wide variety of fruits and vegetables.

Materials and Preparation

- 2 sheets of 22" x 28" white poster boards
 - Title 1 board "Garden Rules" and title the other "Food Preference Study"
 - Hang poster boards in a visible space in the classroom
- Markers for writing garden rules on the poster boards
- Pins or tape for hanging up the poster boards
- Fruits and vegetables for the plant snack food preference study; washed and chopped into snack sized pieces
 - You will need at least 4 different varieties of fruits and vegetables (i.e. carrots, broccoli, radishes, apples, tomatoes, celery)
 - Each student receives a total of 4 pieces; 1 piece of each variety
- Napkins; at least 1 per student
-  **Food Preference Study**
-  **Full Value Commitment** - review this carefully before you meet with students and incorporate these guidelines into the class
-  **Safety Briefings** - review this carefully before you meet with students and incorporate these guidelines into the class

- 🙌 **Edible School Garden Scavenger Hunt Item List (optional activity)** - print copies; 1 for each group of 5 students
- Water to drink during the Class Warm-up – water dispenser in the classroom and 1 cup or a water bottle for each student

Introduction/Class Warm-up: Champion Cheer (5-10 minutes)

Introduce yourself using the traditional way (if you are comfortable doing so) and encourage the students to use the traditional way to introduce themselves.

We are going to learn about gardens, healthy food and nutrition this year. Each week we will spend an hour exploring fun ways to be healthy and grow a garden. Some weeks we will have an Elder or special guest. Today we will take a tour of the garden space, go over the rules and safety, sample some vegetable snacks and complete a food preference study to see which vegetables are the favorites.

- Give each student a cup of water or ensure that they have a filled water bottle in front of them.
- Teach and lead the students in enthusiastically reciting the 📖 **Champion Cheer**.
- At the end of the cheer, drink water together.

Class Discussion (5 minutes)

Growing and eating our own food from the garden is a fun way to eat healthy and learn about nature. We are going to create and take care of our very own school garden and get excited about eating fruits and vegetables that make our bodies strong.

We are going to be learning a lot about plants. What are some examples of plants? (Answers: flowers, trees, etc.) How do people use plants? (Answers: wood for houses, shade, food, clothing, toys, gardens, medicine, etc.) What are some jobs that people do that involve plants? (Answers: farming, herbal medicine, florist, grocer, etc.)

*Over the next several weeks we will be scientists studying plants. We will do **experiments** (testing out ideas) and make **hypotheses** (educated guesses about what we think will happen) and will make a lot of **observations** (watching carefully to see what happens and to see details of things). People who study plants are called **botanists**. What plants do you and other people in your family eat? What plant foods do you like now that you didn't eat when you were younger? Help the students realize that sometimes it takes several tries to like some foods.*

We need to remember to be respectful to the garden, to each other and to our teachers.

Activities (40 minutes)

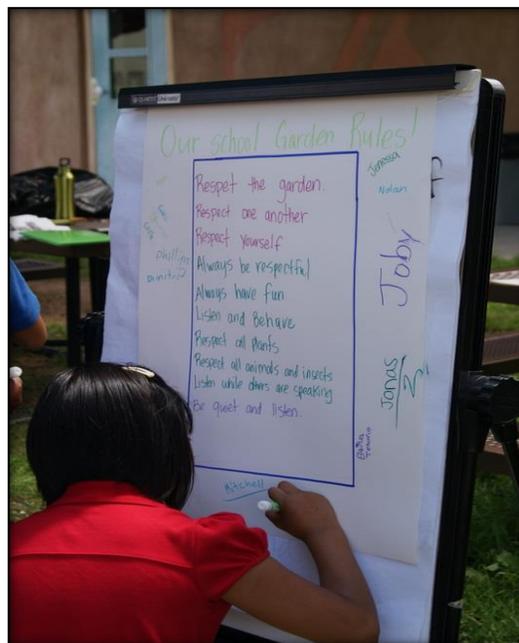
- 📖 **“Food Preference Study” (25 minutes):** Students sample vegetables, record their favorites, and compile the preferences of the entire class.
 1. Refer students to the 📖 **Food Preference Study** page in their workbooks.

2. Write the names of the plant snacks on the “Food Preference Study” poster board while students write the names of the plant snacks in the “Plant Snack” column of the workbook page.
3. Ask students to circle the name of the plant snack that they predict will be favored by the most people in the class.
4. Pass out a napkin with 1 piece of each of the 4 chopped plant snacks to each student.
 - a. Encourage students to try each snack and keep a record of what snacks they eat by making a mark beside the name of the snack written in their workbooks.
 - b. Ask them to make notes in the workbook about what they liked and didn’t like about each snack.
5. When they are done eating, ask the students to come up to the “Food Preference Study” poster board and make one tally next to each of the snacks that they tried.
6. Ask the students to suggest ways to figure out what was eaten the most and what was eaten the least.
 - a. *Which plant snack did the most people eat?*
 - b. *Which plant snack did everyone try?*
 - c. *Were any of the plant snacks eaten by only a few people, but those people ate a lot of pieces?*
7. Count up the totals for each plant snack, and then record the results on the “Food Preference Study” poster paper.
 - a. *How did our predictions compare to the results found?*

Food Preference Study		Totals
 Carrots		66
 Cucumbers		66
 Tomatoes		63
 Celery		67
		262

-  **“Garden Tour and Rules” (15 minutes):** Students observe the garden and discuss rules for the garden (note: keep in mind the guidelines within the  **Full Value Commitment** and  **Safety Briefings** documents).
 1. Explain how you would like students to walk to the garden.
 2. Take 5 minutes to walk students around the garden.

3. Show them what is growing and encourage them to make observations and ask questions.
 - a. Ask the students what it means to “respect the garden”.
4. Help them to see the garden as a collection of living things which need our respect and help to grow.
5. Ask the students what garden rules they think all of you should follow.
6. Write the students’ suggestions down on “Garden Rules” poster board.
7. Make sure that the basic rules are covered, including:
 - a. Listen when the teacher or another student is speaking.
 - b. Act in a way that will help the garden grow, not hurt it.
 - c. Make sure your actions are helping other students to learn, not taking away from their experience.
 - d. Add your 3 respect rules as well.
 - e. Make sure some safety rules make it on the list too.
8. Personalize the rules (e.g. have each of the children outline their hand on the paper, add a rule to the page that they think everyone should follow, add their names, etc.).
9. Explain to the students that all of their actions will have consequences, good and bad.
 - a. If they are respectful of you, the other students, and the garden then they get to keep the privilege of working in the garden, but if they are not respectful, then they will not be allowed in the garden for that day.
 - b. Ask the students if this sounds fair.
10. Ask everybody to sign the "Garden Rules" poster paper, including you.



Optional Activity (20 minutes)

- 🙌 **“Edible School Garden Scavenger Hunt” (20 minutes):** Talk with student about being a detective, tell them that they will be garden detectives for the class period, and ask them if they’ve ever done a scavenger hunt (if so ask them to describe it).
 1. Split class up into groups of 5, have each group pick an animal mascot.
 2. Give each group a copy of the 🙌 **Edible School Garden Scavenger Hunt Item List.**
 3. Find as many things on the list as they can, have them check each item as they find it.
 4. Expectations: no cheating, only check off items when they find them, don’t cheat off other groups to see where they are finding the items.
 5. Determine the winning group, and have them show the class where they found their items.

Evaluation Questions (5 minutes)

1. *What is the name for scientists who study plants?* (Answer: botanists)
2. *How do people use plants?* (Answers: eating, shade, medicine, building things, etc.)
3. *What was the favorite plant food of the class?*
4. *What do we mean by “respect the garden?”* (Answers: take care of it, help it grow, etc.)
5. *What will happen if you continue to break the rules of the garden?* (Answers: will not be allowed in garden and any other consequences you discussed)

*Questions 6 – 8 will be asked at the end of every lesson. Introduce and discuss the answers if students do not know them.

6. *How much water should you drink every day?* (Answer: at least 6 cups of water a day)
7. *How many fruits and vegetables should you eat every day?* (Answer: at least 5 fruits and vegetables a day)
8. *Does gardening connect you to your culture and help you learn new words in your language?* (Answer: yes)

Preparation for Future Lessons – Reminder for the Instructor

- Review the materials and preparation needed for the next lesson.
- Remember that an Elder guest instructor is needed for these Fall lessons: Lesson 2 (The Plant Life Cycle), Lesson 4 (Seed Saving), Lesson 6 (Drying Foods the Traditional Way), and Lesson 10 (Companion Planting and Traditional Cooking).

Notes
