

Lesson Title: Community Garden Nutrition Scavenger Hunt**Time:** 40 minutes + 10 min prep**Materials:**

- Worksheet for each student
- Pencil for each student
- Clipboards

Standards:

Please note, there are no longer standards for family consumer science classes.

Objectives:

This will be students' first time in the garden, so in this lesson students will become familiar with the garden, meet their garden coordinator, and learn the three major garden rules.

Opening:

Introduce yourself to the students. Explain your role in their classroom this year (and CWI grant), that you will be helping them to grow a garden.

- Ask students if anyone has a garden at home, or a family member who gardens.
- Ask students if they know any reasons why we would want to grow a garden at school. Don't turn their answers into your reasons, listen carefully. Some reasons to be excited about might include: to grow healthy food, to save money at the grocery store, to grow tasty food, to learn how so we can grow at home, to learn about bugs and plants, to have fun.

The Plan/Procedure/Lesson Activities:**Part I: Garden Rules (10 min)**

1. Tell students that we need to follow a few rules so we can be successful gardeners and scientists.
2. Rule #1 is "Move Slowly". Ask students why we need to move slowly. Ask students to give examples of students following or breaking the rules.
3. Students will likely suggest safety concerns; we also move slowly so we can notice all the cool things going on in the garden.
4. Ask students to tell you what rule #1 is, pretend like you can't hear and repeat until the whole class participates. Some classrooms will enjoy getting loud, if students get too excited, ask them to whisper the rule.
5. Repeat for rule #2 ("Be Kind" to yourself; to others including other students, me, teachers, and guests; to plants, animals, and insects) and rule #3 ("Ask": ask before picking anything from the garden, ask before using a tool, ask lots of questions).

Part II: Garden Produce Investigation (5 min walking to MARC, 20 min for investigation)

1. The garden is a 5 min walk from the middle school. Have the teacher lead a lineup procedure and head to the garden.
2. When you get to the garden, have students sit in a circle on the grass. Tell them about the raised beds and that they belong to families and individual people, so today we're just looking with our eyes and not touching. Explain that this is how a lot of people can grow healthy food.
3. Review the 3 rules (move slowly, be kind, ask before picking anything).

Although this project is funded in part by the Environmental Protection Agency, it does not necessarily reflect the opinion or position of the EPA

4. Once everyone understands the rules of the garden, tell them we will be doing a garden produce investigation.

Garden Scavenger hunt (20 min)

Students will go through a garden produce investigation of the garden. Hand out sheets and let them explore! End class by tasting some of the tomatoes in the hoop house.

GARDEN PRODUCE INVESTIGATION

- Find an item you like to eat _____
- Find two items that you have never seen before. Find out what they are and draw them.

- Find an item that looks like it came from another planet _____

Did you know we eat all the parts of a plant? See if you can find one of each.

- Find a root _____ Find a flower _____
- Find a stem _____ Find a fruit _____
- Find a leaf _____ Find a seed _____

Using the Produce Cards

- Find an item that has at least 20% of Daily Value of Vitamin A _____
 Vitamin A helps maintain skin and helps vision.
- Find an item that has at least 20% of Daily Value of Vitamin C _____
 Vitamin C helps the body heal and fight infections.
- Find an item that has at least 10% of Daily Value of Fiber _____
 Fiber helps food move through your body.

- Create an Garden Produce Rainbow: write down an item of each color of the rainbow

Red: _____ Orange: _____ Yellow: _____

Green: _____ Purple: _____

- Write down a recipe you can think of using some of the produce in the garden: