



1. Lesson 7: Healthy Harvest Celebration

Lesson Objective

Students will . . .

- Plan a meal in class that includes at least one fruit and one vegetable.
- Report completing Lesson 6 Food Adventurer mission of trying a new fruit.
- Express the intention to eat a variety of fruits and vegetables and drink water when thirsty.

Lesson Overview

There are four activities for Lesson 7.

1. **Food Adventurer, Mission Accomplished** (5 minutes) Students will report on the Food Adventurer mission that was given to them in Lesson 6.
2. **Food Adventurer Adjectives, Plant Part Salad Recipe** (20 minutes)
Students will help make and will be offered an opportunity to try a healthy recipe. They'll try this salad with at least one of their senses, and will report their experience using adjectives.
3. **Food Adventurer Mission** (20 minutes)
Students reflect on what they have learned in the Growing Healthy Kids program and express intentions for healthy eating going forward.
4. **GHK Graduation** (10 minutes)
Students' completion of the GHK program is celebrated, and they are encouraged to take home their Mission Logs to share their intentions for healthy eating with friends and family. *Optional: students are given a Food Hero reinforcement (such as a plastic cutting board) to take home to celebrate their completion of the program.

What you will need

General Materials and Supplies

- Food Adventurer Mission Log (one per student).
- Pocket folders (optional, one per student) to collect additional student materials.
- Basic Educator Kit - Class/Garden/Food Prep (Appendix C)
- Food Adventurer Definition (Appendix A)
- Fruit and Vegetable Flashcards (Appendix L)

Activity 1, Food Adventurer, Mission Accomplished

- Food Adventurer Mission 6 worksheet (page 17 of Mission Log)
- GHK Food Adventurer stickers - one per student (Appendix I)

Activity 2, Food Adventurer Adjectives, Plant Part Salad Recipe

- Access to soap, sink and paper towels to wash hands or hand sanitizer
- Food Adventurer Adjectives worksheet (pages 3 – 6 of Mission Log)
- Plant Part Poster
- Plant Part Salad recipe sheets - one per group (Appendix N). Recipes may also be found on the Oregon State University Food Hero website (<https://www.foodhero.org>).
- Plant Part Salad ingredients (refer to recipe)
- Basic Food Preparation Kit for preparing and serving the salad.

Activity 3, Food Adventurer Mission

- As needed, Food Adventure adjective list from Lesson 1

Activity 4, GHK Graduation

- Food Adventurer Mission 6 worksheet, Mission Accomplished! (page 17 of Mission Log)
- GHK stickers or hand stamp (one per student)
- Crayons or markers, so that students can personalize their Mission Accomplished worksheet.
- Food Hero reinforcement item, for example, a plastic cutting board (available to OSU educators through campus)

Take Home Materials

- Food Adventurer Mission Log
- GHK pocket folder (if available) with coloring pages and journal sheets
- GHK /Food Hero recipe/Food Hero Monthly
- Food Hero reinforcement item, such as the plastic cutting board.

Supplementary Materials (as needed)

- Crayons, storybook, journal and/or coloring sheet
- Material to bind journals (hole puncher and yarn, stapler) and coloring sheets together into a book

Preparation

Activity 1, Food Adventurer, Mission Accomplished

- None.

Activity 2, Food Adventurer Adjectives, Plant Part Salad Recipe

- Gather ingredients and supplies for making plant part salad.
- Decide how much preparation you will do beforehand, versus having the students assist with the recipe. Prepare ingredients accordingly.
- Adjective Worksheet (Appendix H; pages 3 – 6 of Mission Log)

Activity 3, Food Adventurer Mission

- No prep required

Activity 4, GHK Graduation

- Decide where you will hold the graduation ceremony (in garden, in classroom or in auditorium).
- Invite principal, parents and other guests to attend the graduation.

Take Home Materials

- Recipe/Food Hero Monthly
- Food Hero reinforcement, like plastic cutting board (available to OSU Educators - order from campus).

Supplementary Activities (as needed)

- Talk to the Classroom Teacher about Lesson 7 supplementary activities.

Teaching outline

Activity 1: Food Adventurer, Mission Accomplished

Welcome back, Food Adventurers. Does anyone remember your Food Adventurer mission? Raise your hand if you remember.

Allow volunteers to recall the What I Ate worksheet.

Your assignment was to pick one day and write down or draw all the vegetables and fruits you ate on the What I Ate worksheet. Who has their What I Ate worksheet with them?

Allow students to raise their hands.

Who would like to share what they wrote or drew on their worksheet?

Call on students who have raised their hands. Ask them questions about the foods they drew on their What I Ate worksheet.

- *Which fruits/vegetables did you try? Was it new to you, or had you tried it before?*
- *Where did you try this fruit/vegetable? Was it at home, in the cafeteria, or some other site?*
- *Did you like the way that it tasted? Would you want to try this fruit/vegetable again?*

Remember to be on the lookout for healthy fruits or vegetables in the cafeteria or at home. Some of these foods will be new to you, like the (repeat names of foods that were new to the class). Some of these foods will be ones you really like, such as (repeat names of foods that the class liked). Some will be ones that you may not have liked in the past.

During our Growing Healthy Kids program, we have learned that it is important to eat a variety of healthy foods. Who remembers why it is important to eat a variety of foods from MyPlate?

Allow students to answer. You can offer the rainbow variety mural analogy. Each color of the rainbow only gives part of the picture. Together, the colors of the rainbow give you the entire picture. In the same way, a variety of foods from MyPlate helps to build a healthy body.

What is one way you can make sure you're eating a variety of vegetables and fruits?

Allow students to answer. You can remind them that eating vegetables and fruits that are different colors, or including a rainbow of vegetables and fruits in their diet, is one way to ensure that they are getting the variety of nutrients that their bodies need. Recall (or show) the rainbow created in Lesson 6. You can also remind them that variety may mean eating different plant parts.

What about for the other foods from MyPlate? How can you make sure that you are eating a variety of foods?

Allow students to answer.

One way we can make sure to get a variety of healthy foods in our diet is to choose foods from each of the different food groups in MyPlate. A variety of foods will help us get the different nutrients our body needs. If we ate the same things all the time, we may miss out on certain nutrients.

Activity 2: Food Adventurer Adjectives, Plant Parts Salad Recipe

Today is our last Growing Healthy Kids lesson. We've worked very hard to learn about healthy foods from MyPlate. We've grown many of these foods in our garden/mural garden.

There are many healthy ways to eat plant parts. We have tasted plant parts a few different ways during Growing Healthy Kids. Can you remember what they were?

Salads with fruits and veggies, flavored waters, veggie chips

Today, to celebrate the healthy foods we've grown, we're going to make a Plant Part Salad.

Items in the Plant Part Salad can come from the garden. Make sure that produce harvested from the garden is thoroughly washed before it is prepared. For those classes using a mural garden, purchase the foods planted in the mural garden beforehand.

Before we can prepare our salad, we need to make sure that our hands are clean.

Remind students about proper hand washing technique, as necessary. (Appendix B)

Now we're ready to prepare our salad. Each team/student will work on a different part of the recipe. In this way, we're working together to make our Plant Part Salad, and to celebrate our healthy garden harvest.

Assign each team/student one task in the recipe. Each task corresponds to a different plant part. If desired, students assigned the seed preparation can also prepare the dressing (if you have six teams), or these two tasks can be completed by separate teams (if you have seven teams). Have students prepare their plant part according to the recipe handout. Each recipe handout should have the group's assignment (e.g. Leaf, Root, Fruit, Seeds, Stems) highlighted. Volunteers can assist teams.

After teams have completed their tasks, serve the salad to students.

Option A: The ingredients from each group are put in separate, labeled bowls. Students can serve themselves salad-bar style with tongs.

Option B: Combine the plant parts and dressing together in one large bowl from which students can serve themselves.

We're going to be Food Adventurers, and try our salad using our senses of sight, touch, smell and taste. We're going to practice using our adjectives to describe how our salad looks, feels, smells and tastes.

Refer back to Lesson 1, Activity 2, for spoken prompts and directions associated with a Food Adventurer Adjectives recipe activity.

Activity 3: Food Adventurer Mission

How did you like the plant part salad? Did you like tasting the food that you grew in the garden? Was it exciting to eat food that you grew from a seed?

Ask the students questions, as appropriate. If the ingredients of the plant part salad came mostly from the grocery store, you can explain the connection with eating food that they've grown.

During the Growing Healthy Kids program, we've learned it is important to eat a variety of vegetables and fruits. One way to get variety is in colors, and another is to eat different plant parts. We've learned that drinking water prevents us from getting dehydrated. We were Food Adventurers who accepted and completed our missions. Today we will complete our final mission!

Ask students to turn to the final page of their Mission Logs, Mission 7 (page 19).

You now have the tools you need to create your own food adventures! For this final mission, draw a picture (or write a sentence) that shows how you will continue to be a Food Adventurer at home or at school. Who would like to share what you have drawn (or written)?

We've tasted healthy foods, and [for indoor or outdoor garden options] grown our own food! What was your favorite part of the Growing Healthy Kids program?

Allow students to answer.

I'd like you to remember what we have learned in Growing Healthy Kids. You can take your Mission Logs home to share what you've learned with your friends and family.

Activity 4: GHK Graduation

Have the graduation in the garden if possible (outdoor, or in front of the indoor or mural garden) and invite guests such as the school principal.

Ask the Classroom Teacher beforehand if handing out reinforcements during school time is appropriate. Teachers might see them as a distraction and prefer to give them to the kids at dismissal time, or to have you come later in the day for this lesson.

Thank all the students and the Classroom Teacher for participating in the Growing Healthy Kids program and tell them how much fun you had learning with them and watching the healthy foods grow!

We've learned so much about healthy foods and healthy habits during our GHK lessons. You are all 'Food Adventurers' who have set and met healthy goals. I hope you will take your Mission Logs home to share with your family and friends and show them all you have learned!

Thank each for participating in the program. The Classroom Teacher and the principal can help with graduation if possible. If the series used the mural garden option, have each student sign his or her name (or initials) on the mural garden as they graduate.

If the school or site is able to keep the mural garden hung in a hallway, acknowledge that. If the site will continue caring for the plants the students planted, acknowledge that.

Closure

Thank you for a great program! I've loved working with you on the Growing Healthy Kids program, and learning about different ways we can be healthy. I had a lot of fun, and hope that you did too. I hope that we can work together again, and you can tell me all about the new vegetables and fruits that you enjoy.

Ask the adults in attendance (volunteers, parents, teachers, administrators) to recognize the students with a round of applause. Ask students to take a bow for all of their hard work during the GHK program.



Lesson 7: Healthy Harvest Celebration Supplementary activities

These activities are for the Classroom Teacher to do with the students after this final (8th) lesson.

- **Supplementary Activity 1 - Storybook and Discussion and Journal** - Read the storybook to children and then lead a discussion on key points that connect the book to GHK messages and activities. Sample discussion questions can be found below. Children then write or color about what they learned on a journal sheet. Journal sheets will be collected and compiled into a book after this lesson.
Storybook Options: *Zora's Zucchini* by Katherine Pryor
- **Supplementary Activity 2 - Art Exhibit** - Discuss Lesson 7 coloring sheet message and caricature drawing, and how it is connected to the activities in Lesson 7. Allow children to color the sheet. Allow children to display their colored sheets on their desks/tables and invite them to walk around to see others' art. Coloring sheets will be collected and compiled into a book after this lesson.

Supplementary Storybook Activity: Sample Discussion Questions and Journal Sheet Ideas

***Zora's Zucchini*, by Katherine Pryor**

Discussion Questions

- *What food did Zora's family make with the zucchini she grew?* (bread, soup, and zucchini that was marinated, grated, and barbecued)
- *Can you name any MyPlate fruits or vegetables that Zora and her neighbors exchanged?* (**Vegetables:** tomatoes, zucchini, carrots, peppers, green beans **Fruits:** raspberries, apricots, cherries, plums)
- *Can you name any edible plant parts that Zora and her neighbors exchanged?* (**Root:** carrots **Fruit:** tomatoes, raspberries, peppers, green beans, cherries, apricots, plums, zucchini **Seed:** inside of the raspberries, zucchini, tomatoes, peppers, green beans)
- *Did Zora get any physical activity in the garden or around her neighborhood?* (digging, planting, watering, riding her bike, racing from the garden, posting signs)
- *Did you see any insects in the story? Have you seen any lately in your home or school garden? Are insects good or bad for your garden?* (some are good, some are bad)
- *Is Zora a food adventurer? Is her family? Are her neighbors?*

Journal Sheet Idea

- Draw a new vegetable you have never tried that you would grow in your garden and cook in soup. If appropriate write down the name of the vegetable.