Harvest of the Month™

Lesson Plan #3: January

Salad greens

1. Play Farmer Video

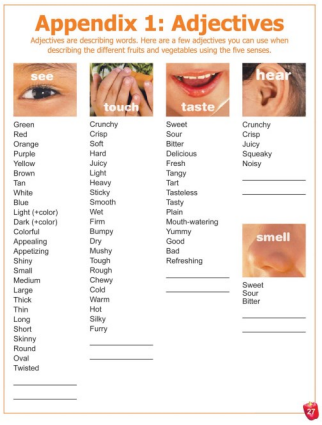
Farmer Video is about *Spinach* ***(2:47) min***

https://youtu.be/dA6NW_s6XKc

2. Do Taste Test

Have students taste the salad greens and write down their observation using the 'Rate the Taste' chart and 'Appendix 1: Adjectives: ***(5:00) min***

Fruit or Vegetable	I like it	I am not sure if I like it	I did not like it	I will try this again	Why it is good for me...
Peppers					
Grapes					
Root Vegetables					
Apples					
Salad Greens					
Citrus					
Cooked Greens					
Cucumbers					
Strawberries					
Stone Fruit					

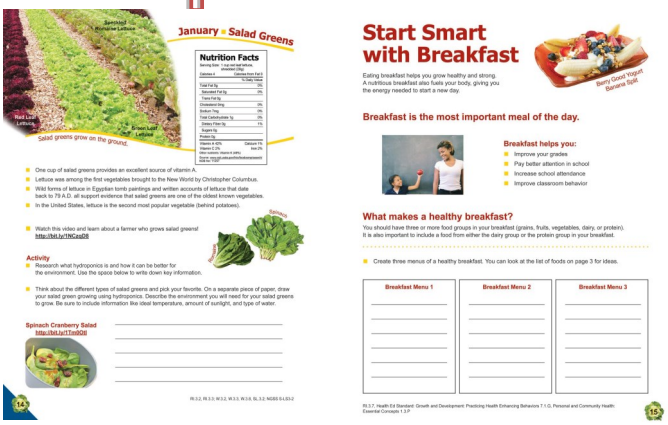


Appendix 1: Adjectives

Adjectives are describing words. Here are a few adjectives you can use when describing the different fruits and vegetables using the five senses.

see	touch	taste	hear	smell
Green	Crunchy	Sweet	Crunchy	Sweet
Red	Crisp	Sour	Crisp	Sour
Orange	Soft	Bitter	Juicy	Bitter
Purple	Hard	Delicious	Squeaky	
Yellow	Juicy	Fresh	Noisy	
Brown	Light	Tangy		
Tan	Heavy	Tart		
White	Sticky	Tasteless		
Blue	Smooth	Tasty		
Light (+color)	Wet	Plain		
Dark (+color)	Firm	Mouth-watering		
Colorful	Bumpy	Yummy		
Appealing	Dry	Good		
Appetizing	Mushy	Bad		
Shiny	Tough	Refreshing		
Small	Rough			
Medium	Chewy			
Large	Cold			
Thick	Warm			
Thin	Hot			
Long	Silky			
Short	Furry			
Skinny				
Round				
Oval				
Twisted				

3. Complete Workbook Activities



January • Salad Greens

Nutrition Facts

Salad greens grow on the ground.

- One cup of salad greens provides an excellent source of vitamin A.
- Lettuce was among the first vegetables brought to the New World by Christopher Columbus.
- Wild forms of lettuce in Egyptian tomb paintings and written accounts of lettuce that date back to 79 A.D. all support evidence that salad greens are one of the oldest known vegetables.
- In the United States, lettuce is the second most popular vegetable (behind potatoes).
- Watch this video and learn about a farmer who grows salad greens! http://bit.ly/1NCeqD8

Activity

- Research what hydroponics is and how it can be better for the environment. Use the space below to write down key information.
- Think about the different types of salad greens and pick your favorite. On a separate piece of paper, draw your salad green growing using hydroponics. Describe the environment you will need for your salad greens to grow. Be sure to include information like ideal temperature, amount of sunlight, and type of water.

Spinach Cranberry Salad http://bit.ly/1Tm9QbI

Start Smart with Breakfast

Eating breakfast helps you grow healthy and strong. A nutritious breakfast also fuels your body, giving you the energy needed to start a new day.

Breakfast is the most important meal of the day.

Breakfast helps you:

- Improve your grades
- Pay better attention in school
- Increase school attendance
- Improve classroom behavior

What makes a healthy breakfast?

You should have three or more food groups in your breakfast (grains, fruits, vegetables, dairy, or protein). It is also important to include a food from either the dairy group or the protein group in your breakfast.

- Create three menus of a healthy breakfast. You can look at the list of foods on page 3 for ideas.

Breakfast Menu 1	Breakfast Menu 2	Breakfast Menu 3

Note: These pages will look slightly different for each grade level.

(10:00—15:00) min

4. Utilize Educator Newsletter activity or activities of your choice for class discussion and engagement

Harvest of the Month
Network for a Healthy California

Health and Learning Success Go Hand-In-Hand

With California's bountiful summer harvest, it is a great time to demonstrate how students can eat a variety of colorful fruits and vegetables every day as part of a healthy, nutrient-rich diet. Research shows that school-based nutrition education promoting healthful eating and physical activity can improve academic performance. *Harvest of the Month* supports academic content standards to give students the chance to explore, taste, and learn about the importance of eating fruits and vegetables. It can support students in making healthy food choices.

Exploring California Salad Greens: Taste Testing

What You Will Need (per group of 3-4 students):

- 1 cup each of several varieties of washed California grown salad greens*
- Printed Nutrition Facts labels** for each variety
- Dry erase board and markers

*See *Home Grown Facts* (page 3) for varieties.
**Download labels from www.harvestofthemonth.com.

Activity:

- Make separate rows on board for each salad green variety. Label columns: appearance, texture, smell, sound, and flavor.
- Observe and taste the first variety and discuss its characteristics within group.
- Write sensory descriptions in appropriate column; repeat for each variety.
- Compare and contrast the Nutrition Facts labels for each variety.
- Take a poll to find out students' favorite variety. Share results with school nutrition staff.

For more ideas, reference:
School Foodservice Guide – Successful Implementation Models for Increased Fruit and Vegetable Consumption, Produce for Better Health Foundation, 2005, pp. 39-42.

Cooking in Class: Caesar Salad Wrap

Makes 24 tastes at ⅓ slice each

Ingredients:

- 1 head romaine lettuce, torn into bite-size pieces
- 4 tomatoes, chopped
- 2 tablespoons green onion, chopped
- 6 tablespoons reduced fat Caesar salad dressing
- 2 tablespoons Parmesan cheese
- 6 (10-inch) fat free flour tortillas
- Small plates or napkins

1. In a large bowl, combine all ingredients, except flour tortillas.
2. Place equal amounts of salad mixture in each tortilla.
3. Roll up tortillas and slice into quarters. Serve on plates.

Hint: You may need to prepare in two batches.

Nutrition information per serving:
Calories 82, Carbohydrate 14 g, Dietary Fiber 1 g, Protein 3 g, Total Fat 2 g, Saturated Fat 1 g, Trans Fat 0 g, Cholesterol 0 mg, Sodium 191 mg

Source: *Network for a Healthy California*, 2011.

For more ideas, reference:
Kids Cook Farm-Fresh Food, CDE, 2002.

Reasons to Eat Salad Greens

One cup of salad greens provides:

- An excellent source of vitamin K* (green leaf, red leaf, romaine, butterhead, and iceberg).
- An excellent source of vitamin A (green leaf, red leaf, romaine, and butterhead).
- A good source of folate (romaine and butterhead).
- A good source of vitamin C (green leaf).

*Learn about vitamin K on page 2.

Champion Sources of Vitamin K*:

- Asparagus
- Avocado
- Brussels sprouts
- Celery
- Cooked greens
- Peas
- Salad greens
- Soybean

*Champion sources provide a good or excellent source of vitamin K (at least 10% Daily Value).

For more information, visit:
www.nal.usda.gov/fnic/foodcomp/search/
(NDB No.: 11250, 11251, 11252, 11253, 11257)

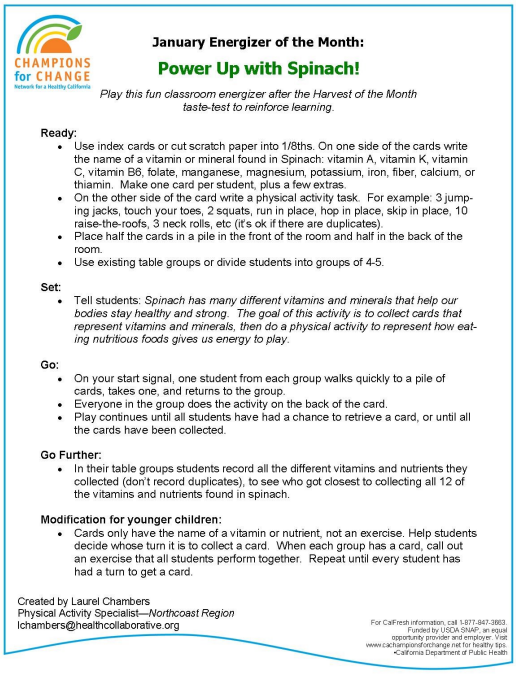
Nutrition Facts

Serving Size: 1 cup green leaf lettuce, shredded (36g)
Calories 5 — Calories from Fat 0
% Daily Value
Total Fat 0g 0%
Saturated Fat 0g 0%
Trans Fat 0g
Cholesterol 0mg 0%
Sodium 10mg 0%
Total Carbohydrate 1g 0%
Dietary Fiber 1g 2%
Sugars 0g
Protein 0g
Vitamin A 53% — Calcium 1%
Vitamin C 11% — Iron 2%

SALAD GREENS

Note: Remember that all your Educator Newsletters are located in the second section of your Teacher Manual and the Teacher Guide for student workbooks is located in the third section of your Teacher Manual. Each section should be separated by a yellow piece of paper. ***(5:00—10:00) min***

5. Energizer of the Month (with time permitting)



CHAMPIONS for CHANGE
Network for a Healthy California

January Energizer of the Month:

Power Up with Spinach!

Play this fun classroom energizer after the Harvest of the Month taste-test to reinforce learning.

Ready:

- Use index cards or cut scratch paper into 1/8ths. On one side of the cards write the name of a vitamin or mineral found in Spinach: vitamin A, vitamin K, vitamin C, vitamin B6, folate, manganese, magnesium, potassium, iron, fiber, calcium, or thiamin. Make one card per student, plus a few extras.
- On the other side of the card write a physical activity task. For example: 3 jumping jacks, touch your toes, 2 squats, run in place, hop in place, skip in place, 10 raise-the-roofs, 3 neck rolls, etc (it's ok if there are duplicates).
- Place half the cards in a pile in the front of the room and half in the back of the room.
- Use existing table groups or divide students into groups of 4-5.

Set:

- Tell students: *Spinach has many different vitamins and minerals that help our bodies stay healthy and strong. The goal of this activity is to collect cards that represent vitamins and minerals, then do a physical activity to represent how eating nutritious foods gives us energy to play.*

Go:

- On your start signal, one student from each group walks quickly to a pile of cards, takes one, and returns to the group.
- Everyone in the group does the activity on the back of the card.
- Play continues until all students have had a chance to retrieve a card, or until all the cards have been collected.

Go Further:

- In their table groups students record all the different vitamins and nutrients they collected (don't record duplicates), to see who got closest to collecting all 12 of the vitamins and nutrients found in spinach.

Modification for younger children:

- Cards only have the name of a vitamin or nutrient, not an exercise. Help students decide whose turn it is to collect a card. When each group has a card, call out an exercise that all students perform together. Repeat until every student has had a turn to get a card.

Created by Laurel Chambers
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For CalFresh information, call 1-877-847-3663.
Funded by USDA SNAP, an equal opportunity provider and employer. Visit www.cachampionsforchange.net for healthy tips.
•California Department of Public Health

Note: The 'Energizer of the Month' is a monthly physical activity you can do with your class. This document will be sent as an additional attachment. ***(5:00) min***