

1. Play Farmer Video






Farmer Video is about The Ikeda family **(4:34) min**

<http://www.californiabountiful.com/features/article.aspx?arID=317>

2. Do Taste Test





Have students taste the cooked 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 describe nouns. Here are a few adjectives you can use when describing the different fruits and vegetables using the five senses.

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

3. Complete Workbook Activities

[illegible][illegible]

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
School meals are designed to provide the nutrition students need to be healthy and ready to learn! The Fresh Fruit and Vegetable Program is a great way for schools to provide healthy snacks to students during the school day. Consider leading your school in developing its own fruit and vegetable snack program. Harvest of the Month can support your efforts to show students how to make healthy food choices and be more active. For information on the Fresh Fruit and Vegetable Program, visit www.fns.usda.gov/cfp.

Exploring California Greens: Taste Testing
Getting Started:

- Contact school nutrition staff about cooking greens or conducting taste testing in cafeteria.

What You Will Need (per group):

- 1 cup each of 3-6 leafy green varieties*, raw and cooked
- Paper and colored pencils
- Printed Nutrition Facts labels and botanical image**

Activity:

- Make a chart to record observations for each raw and cooked variety: shape, color, smell, texture, and taste.
- Explore the look, smell, feel, and taste of raw leafy greens and cooked greens. Record observations in chart. Compare and contrast.
- Use botanical image to identify the parts of the raw leaf.
- Examine Nutrition Facts labels and discuss similarities and differences. Complete Student Sheets (page 3) and report back to class.
- Complete Literature Links activity (page 4). Share drawings with library staff.
- Take a vote of the favorite cooked greens variety. Display results in cafeteria.

*See Botanical Facts on page 2 for varieties.
**Download from www.harvestofthemoonth.com.

For more ideas, visit: www.fns.usda.gov

Nutrition Facts
Serving Size: 1/2 cup cooked Swiss chard (80g)
Calories 10 Calories from Fat 0

	% Daily Value
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	0%
Cholesterol 0mg	0%
Sodium 107mg	7%
Total Carbohydrate 4g	1%
Dietary Fiber 2g	7%
Sugars 1g	
Protein 2g	
Vitamin A 107%	Calcium 5%
Vitamin C 28%	Iron 11%

COOKED GREENS

Cooking in Class: Simmered Greens
Ingredients:

- Makes 32 servings at 1/2 cup each
- 1/4 cup olive oil
- 4 cloves garlic, minced
- 4 onions, chopped
- 2 cups chopped green onion
- 4 cups low-sodium vegetable broth
- 4 cups tomato juice
- 4 pounds greens (mixture of kale, mustard, collard, and turnip greens)
- Salt and pepper
- Small paper cups and forks

1. In large pot, sauté garlic and onions in oil.
2. Add broth and juice. Bring to a boil.
3. Add greens and seasonings.
4. Cover and cook on low heat for 35 minutes or until tender. Serve warm.

Source: Network for a Healthy California, 2009.
For nutrition information, visit: www.harvestofthemoonth.com

Reasons to Eat Greens
A 1/2 cup of most cooked green varieties provides:

- An excellent source of vitamin A, vitamin C, and vitamin K (bok choy, collards, kale, Swiss chard)
- An excellent source of folate (bok choy and collards)
- A good source of manganese (kale and Swiss chard)
- A good source of iron and potassium (Swiss chard)
- A good source of calcium (bok choy and collards)*

*Learn about calcium on page 2.

Champion Sources of Calcium:

- Almonds
- Fortified cereals
- Lowfat dairy foods
- Veggies (cactus leaves)
- Soybeans

*No single food is a good or excellent source of calcium.
Source: www.nutritionfacts.gov/nutritionfacts/calcium_sources.cfm

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)

March Energizer of the Month:
Classroom Coleslaw!

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

Ready:

- Review the common varieties of cabbage: green cabbage, red (purple) cabbage, savoy cabbage, and Chinese cabbage.

Set:

- Students stand behind their desks.
- Make sure chairs are pushed in and there are no tripping hazards around desks.
- Go around the room giving each student the name of a cabbage, and ask them to remember it.

Go:

- Tell the students to pretend that the classroom as a big bowl and they are different kinds of cabbage. Now it's time to make classroom coleslaw by mixing up the cabbage!
- Tell students that when they hear you say the name of their cabbage they need to leave their spot and find an empty spot behind someone else's desk.
- If they hear you say "Coleslaw!" then all the students must find a new spot.
- Change the locomotor movement frequently: walk, skip, side-step, slide, crab walk, bear walk (hands and feet), giraffe walk (tip-toes), creep (walk while squatting), or crawl.

Go Further:

- Tell the students that instead of calling out the name of the cabbage, you are going to say a fact about one or more of the cabbage varieties. If that fact is true for their variety then they must find a new spot. Here are some examples to get you started:
 - "The cabbage that has the most vitamin C." (red cabbage)
 - "The cabbage that has smooth, green leaves." (green)
 - "The ones that have the most vitamin A." (savoy and red cabbage)
 - "The one that has folate." (savoy)
 - "The cabbage that is NOT green." (red cabbage)
 - "The one that is most often used in coleslaw and sauerkraut." (green)
 - "The cabbage that has really bumpy, wrinkly leaves." (savoy)
 - "The cabbage that contains healthy phytochemicals." (all)

For California information, call 1-877-841-3883.
Funded by USDA (SNAP), an equal opportunity provider and employer. Visit www.coachampandexchange.net for healthy tips.
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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**