

# WELCOME TO FOODPRINTS

A FRESHFARM FOODPRINTS LESSON PLAN

INTRODUCTION / FALL / SEPTEMBER

## LESSON SUMMARY

The purpose of this lesson is to introduce students to FoodPrints and set expectations for safe, productive, and joyful experiences in the garden and kitchen. Students will explore the garden and kitchen and practice using tools safely in both spaces. This lesson includes work in both the garden and kitchen and can be conducted as two separate mini-lessons or in one longer session.

**Objective:** At the end of this lesson, students will be prepared to safely work in the garden and kitchen.

## BIG IDEA

**We can grow, cook, eat and learn together safely.**



## GUIDING QUESTIONS

Why is safety so important in our garden and kitchen?

How can we be safe and have fun learning in these spaces together?

## TIME

This lesson can be taught in a 90-120 minute block or divided into multiple shorter lessons using small group activities from the Explore section.

## NATIONAL STANDARDS

### Common Core ELA

This lesson supports the Speaking and Listening standards on comprehension and collaboration in grades K-5.

Kindergarten: SL.K.1, SL.K.2

First Grade: SL.1.1, S.L. 1.1, S.L.1.3

Second grade: SL.2.1, SL.2.3

Third Grade: SL.3.1

Fourth Grade: SL 4.1

Fifth Grade: SL.5.1

### National Food Education Standards (FES)

Standard 1: Food connects us to each other.

Standard 2: Foods have sources and origins.

Standard 6: We can make positive and informed food choices.

## MATERIALS LIST

1. Welcome letter on display (sample attached)
2. Chart paper to create garden guidelines anchor chart
3. Pencils, clipboards, and copies of *Garden Scavenger Hunt* (attached)
4. Trowels, hoes, watering cans and water buckets, or other garden tools for practice
5. *Connected Texts* (see note below)
6. A small bit of flour and handwashing anchor chart (sample attached)
7. Knives, cutting boards and vegetables to cut and eat such as bell peppers and cucumbers
8. Journals and writing/drawing utensils
9. Knives, cutting boards, recipe ingredients and materials

## CONNECTED TEXTS

There are suggestions in the lesson for texts to share with students on the first class. Suggestions for books on gardening are on p. 6 and for cooking and sharing new foods on page 9.

## RECIPES

*These FoodPrints recipes can all be eaten with cut up vegetables*

[Basil Pesto](#)

[Chard Basil Pesto](#)

[Ranch Dressing or Dip](#)

[Hummus](#)

All FoodPrints recipes available here: [freshfarm.org/foodprints](http://freshfarm.org/foodprints)

## VOCABULARY

**trowel:** a small handheld tool with a curved scoop for lifting plants or soil, sometimes called a hand shovel

**hoe:** a garden tool used for weeding, shaping soil, and harvesting root crops

**microorganisms:** tiny living things that are usually too small to be seen without a microscope

**recipe:** a list of ingredients and instructions for making food



To learn more about the FoodPrints program and access the full curriculum, visit [freshfarm.org/foodprints](http://freshfarm.org/foodprints)

## WASHINGTON, DC STANDARDS

### DC Health Standards, K-2

- K-2.2.1.2 Identify how rules promote safety and that following rules can prevent injuries
- K-2.3.1.5 Describe the basic functions of the five senses.
- K-2.4.7.7 Demonstrate dental and personal hygiene practices
- K-2.4.7.8 Practice habits that are good for the environment
- K-2.5.6.12 Set a goal to choose healthy foods for snacks and meals.

### DC Health Standards, 3-5

- 3-5.4.7.15 Demonstrate how to follow universal precautions (e.g., hand hygiene, cleaning, and disinfection) for preventing infection.
- 3-5.5.7.12 Plan or prepare a nutritious snack and justify its nutritional value.
- 3-5.5.6.10 Set a short-term nutrition goal and track progress toward its achievement.

## ENGAGE

The goal of this portion of the lesson is to engage students in learning by tapping into prior knowledge and experiences, piquing their interest, and building curiosity. Use this time to guide students through thinking about the Big Idea and Guiding Questions.

On the first day begin to establish routines that will continue throughout the school year. Some of these will depend on your own classroom set-up.

- Will students gather on a carpet or on stools?
- Do they have a place for their coats or backpacks?
- Many teachers provide nametags for students during the first few sessions.



- Welcome students to their first FoodPrints lesson. As they join you, joyfully welcome them into the space with a wave, high five, or greeting of their choice.
- Share your own enthusiasm for FoodPrints and the basics of the program. Explain that in FoodPrints, we will grow, cook, eat, and learn together. This will include growing food in the garden, cooking different recipes, and celebrating and eating what we have created together.
- Have a *Welcome Letter* visible on an easel, whiteboard, or smartboard as students enter. An example of a Welcome letter is attached at the end of the lesson.
  - This is a good practice to begin on the first day and continue throughout the year. The Welcome Letter greets students to the class and introduces the lesson's Big Idea. You can also add an introductory question to the message designed to get them thinking about the topic for the day as soon as they enter the classroom.
  - Ask a student to read the letter aloud, and then facilitate a discussion about why safety is especially important in the kitchen and garden.
- Ask students:
  - Why is it important to follow safety rules in the kitchen?
  - Why is it important to follow safety rules in the garden?
- Explain that today they will explore the garden, harvest vegetables, and use them to prepare a delicious snack. Most importantly, they will practice using garden and kitchen tools safely.

## EXPLORE: THE GARDEN

In these two sections, students work as a class or in small groups to explore the guiding questions through hands-on and minds-on investigations, along with experiences in the garden and kitchen. In this Introductory lesson, there are separate activities for introducing the garden and the kitchen. Please choose from the activities below that fit best with your students, class time, and learning goals.

**1. Garden - Science: Preparing to Visit the Garden.** The primary goal of the first visit to the school garden is to encourage excitement, curiosity and wonder among your students. Regardless of previous experience with gardening, we want this year to be one of learning, growth and increased comfort in the garden. These initial conversations will help your students have a successful garden experience.

- Establish guidelines before students enter the garden. There is a sample Garden Guidelines anchor chart at the bottom of this page. If possible, guidelines should be created with students and revisited regularly to increase investment and ownership of their garden.
- Before heading out to the garden, remind students that the garden is someone else's home, and we need to show the same respect that we do when visiting a friend's house. Just like we don't scream and yell at our friends, or break their toys, we also need to be respectful of the garden.
  - Ask students, "What creatures live in our garden?" They can first discuss with a partner and then share their ideas. (Bees, butterflies, and worms are all good examples.)
  - Remind students that the creatures living in our garden are all living and working, just like us. For example, if you see a bee buzzing around a flower, it is doing its job collecting nectar and pollinating that flower. If we don't disturb them, they won't disturb us.



### SUGGESTED GARDEN GUIDELINES

- |   |   |
|---|---|
| - Respect all living things (people, animals, plants)                       | - Pick only with permission                             |
| - Move carefully in the garden, walk on the paths and around growing spaces | - Use tools carefully and return them when you are done |

## EXPLORE: THE GARDEN, *continued*

**2. Garden – Science/ELA: Visiting the Garden.** These investigations offer different ways for students to gain familiarity with your school garden and to feel comfortable and safe spending time there. Your students might benefit from repeating these experiences throughout the school year.

- **Garden Scavenger Hunt.** The attached *Garden Scavenger Hunt* offers an opportunity for students to explore different parts of the garden while they search for a variety of garden items. The scavenger hunt contains both specific flowers and insects, as well as garden tools and rocks. Depending on the age of your students, this can be a guided small group activity with an adult or a more independent activity in pairs. Encourage students to ask questions about the items they find and take note of other objects that are not included.
- **Practicing Garden Skills.** Explain to students that throughout the year they will work in the garden. They might be asked to complete a variety of tasks, which might include planting seeds, weeding, watering, or harvesting vegetables. Each of those activities requires different tools and it is important to practice using them so they can be safe.

Show students different tools they are likely to use (trowel, hoe, watering can, etc.) and ask them what they think they would be used for. Then set up three or more stations where students can practice using the tools appropriately. The attached *Garden Station Directions* has written instructions for these stations.

- **Journaling.** Many FoodPrints teachers use the journal as a tool for students to record their work, questions, observational drawings, diagrams, and thinking. Throughout the school year, students will spend time in the garden carefully observing something and doing observational drawings.

Ask students to begin their journals by writing or drawing something they notice in the garden, something they would like to learn more about, or make a list of questions they have about the garden.



## EXPLORE: THE GARDEN, *continued*

**3. Classroom - ELA: Book Discussion.** Every FoodPrints lesson suggests *Connected Texts* that relate to that lesson's theme. These books are used in the *Engage* section or as a dedicated investigation in the *Explore* section. They can also be used for independent reading during transitions. These are a few suggestions among the many that celebrate gardens and school gardens with children. We suggest you choose one of these books to read to your students and discuss during this introduction.

- *Our School Garden* by Rick Swann provides a wonderful introduction to the wonders of a school garden and includes ideas for integrating the garden into all parts of the school curriculum, including science, math, literacy, art, and community building.
- *The Curious Garden* by Peter Brown tells the story of a young boy who discovers a struggling garden and decides to take care of it. Over time, the garden spreads and transforms the city.
- *How Groundhog's Garden Grew* by Lynn Cherry is the story of how Little Groundhog is taught by Squirrel how to tend his garden and grow his own vegetables.
- *If You Plant a Seed* by Kadir Nelson takes children through the experience of planting a garden and watching it grow. it.



## EXPLORE: THE KITCHEN CLASSROOM

**1. Classroom - Health: Hand Washing.** Our bodies are covered with **microorganisms** (also called bacteria or germs) inside and out. The vast majority of these germs are good for us. In fact, we couldn't live without them. There are some microorganisms, however, that can make us very sick. That is the reason that thorough hand washing in the kitchen is important. Emphasize that germs are so tiny that you need a microscope to see them which is why it is so important to scrub carefully.



- It is difficult to overemphasize the importance of careful handwashing to students. It will take a significant amount of practice in the beginning, and it is important to build a culture where students gently support one another in ensuring safe kitchen practices.
- You can use flour to demonstrate how easily germs travel:
  - Put some flour on your hands, explain that the flour represents germs that could make us sick.
  - Then shake hands with someone else who then shakes hands with someone else.
  - Then wipe your hands on your pants, or touch a kitchen tool, or put your hands on your hair or face, to show how quickly the flour -- the germs -- can travel around the kitchen.
- Emphasize using soap, scrubbing for a long time, and getting all parts of your hands clean. You may also find it useful to post clear directions for students to reference near the handwashing sink. There is a sample *Hand Washing the FoodPrints Way* anchor chart attached to the lesson.
- To ensure that students keep their hands clean after they are washed, ask them to go to the cooking area with their hands clasped together in front of them. Some teachers call this the FoodPrints hand hug. This will help students to refrain from touching their faces or other things that may be contaminated.
- If anyone forgets and does touch their face while cooking or preparing food, just ask them to go wash again. Soon students will learn to do this on their own and will remind each other to do so when they see someone else touching their face. Practice with students how to respectfully remind one another to wash their hands again if they have accidentally touched their clothes, hair, or face.

## EXPLORE: THE KITCHEN CLASSROOM, continued

**2. Classroom - Health: Exploring Kitchen Tools.** Show students different kitchen tools and facilitate a discussion about what the different tools are for and when they might use them in the kitchen. One of the most important kitchen tools we use is a knife. It is important to give students the support and guidelines they need to use knives safely.

- Take students through a *guided discovery* of knives. Pass out a child-safe knife to each student and ask them to look at it, without touching. Show students the different parts of the knife (handle, cutting edge, where to pinch thumb and finger for a strong grip).

*Guided discovery is an approach to introducing classroom materials which allows students to first explore the materials independently as a pathway to establishing and teaching norms and routines for the use, care and storage of materials. This is a helpful approach to continue using with students throughout the year as you introduce and reintroduce kitchen and garden tools. You can find more information here. [Guided Discovery in Action](#)*

- Demonstrate two different ways to hold vegetables when using a knife: the tunnel and the claw. You can also show this video on knife skills: [Hand Positions for Cutting](#)
- It is always good to demonstrate how to safely pass a knife from one student to another and how to safely walk through a room to a workspace or sink (hold the knife next to your thigh and pointing it toward the floor). Remind students that they should always use cutting boards.
- Distribute different vegetables for students to cut. Great examples of produce that students can use to practice cutting with a knife include peppers, tomatoes, and cucumbers. Where possible, let students cut open a whole vegetable so they have the experience of cutting it open and discovering what is inside. For younger students, you might cut vegetables into large chunks while creating one surface that can lay flat on the cutting board.
- You can also work with a group of students to prepare a simple dressing to dip their cut-up vegetables. Simple, seasonal recipe suggestions are on page 2.





## EXPLORE: THE KITCHEN CLASSROOM, continued

**3. Classroom - ELA: Journaling.** Many FoodPrints teachers use journals as a tool for students to record their work, questions, observational drawings, diagrams, and thinking. Throughout the school year, students will spend time in the kitchen classroom carefully observing something or doing an observational drawing.

Ask students to begin their journals by writing or drawing about a new food they would like to try this year. Students can write a poem to accompany their illustration.



**4. Classroom – ELA: Book Discussion.** Every FoodPrints lesson suggests connected texts that relate to that lesson's theme. These books are used in the Engage section or as a dedicated investigation in the Explore section. They can also be used for independent reading during transitions. There are a few suggestions among the many that celebrate cooking with children and exploring new foods.

- *Sylvia's Spinach* by Katherine Pryor tells the story of Sylvia who learns the joy of growing food and the pleasure of tasting something new after planting spinach seeds in her school garden.
- *What's Cooking at 10 Garden Street* by Felicita Sala is an illustrated children's cookbook that celebrates the diversity of meals being prepared in one apartment building.
- *Thank You, Omu!* by Oge Mora is the story of Omu who shares every portion of her delicious stew with her neighbors who then show their gratitude by surprising her with their own food.
- *Bilal Cooks Daal* by Aisha Saeed is a celebration of food as a means of bringing a community together to share family traditions as six-year-old Bilal prepares and shares his favorite dish.

## EVALUATE AND CLOSE

The closing of the lesson is a time for students to reflect and synthesize what they have learned, and to share the food you have prepared together. Below are two ways to help students share and evaluate their learning at the end of each session.

1. **Reflect and Share:** As a group, revisit the Big Idea and Guiding Questions introduced at the beginning of the lesson. Help students articulate how their understanding of these concepts has grown or changed, what questions they still have, and how they could continue to learn more.

### **Suggested ways to reflect and share:**

- Ask students to explain why it is important to be safe and careful in the garden and kitchen, and how to do this.
- Ask students to share something they are looking forward to learning this year in their garden and teaching kitchen.

2. **Eat and Appreciate:** Eating the food you have prepared together and taking time to appreciate the food is an important part of the FoodPrints experience.

Suggested ways to eat and appreciate:

- Assure students who are hesitant to taste new foods that they are not required to eat.
- At the same time, explain that tasting new foods is the only way to find out if your taste buds are maturing and beginning to welcome new flavors!
- Ask that everyone takes the first bite together and remind them that it is okay if their taste buds aren't ready for these flavors yet.
- Take time to appreciate and recognize all the different people and natural resources involved in growing, harvesting, transporting, buying, and preparing the ingredients you are eating.
- Ask students to thank their classmates for helping to prepare the food and work as a team.
- Encourage students who are enjoying the taste of the food to express what they like and why.

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## BIG IDEA

We can grow, cook, eat and learn together safely.

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## GUIDING QUESTIONS

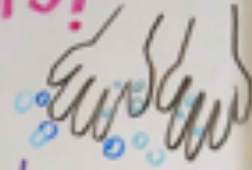
Why is safety so important in our garden and kitchen?

How can we be safe and have fun learning in these spaces together?

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# Welcome to FoodPrints!

Dear students,



We are so excited to welcome you to a new school year and share some of the things we will do together in the kitchen and garden this year!

Today, we will focus on how to work Safely in the kitchen and garden!



Can you think of some reasons why Safety is important? How can we learn to be safe as we work together in the kitchen and garden?

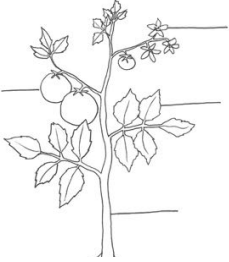







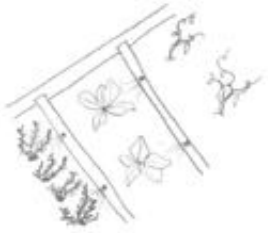


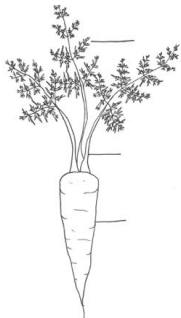


Let's get started!

Sincerely,

😊 Ms. Vincent

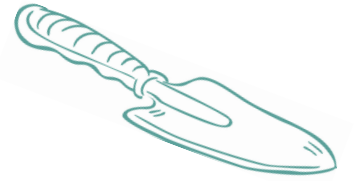
# GARDEN SCAVENGER HUNT

<b>TOMATO PLANT</b> 	<b>BUTTERFLY</b> 	<b>BROCCOLI</b> 
<b>BEE</b> 	<b>CHARD</b> 	<b>WORM</b> 
<b>FLOWER</b> 	<b>COMPOST TUMBLER</b> 	<b>IRRIGATION</b> 
<b>TROWEL</b> 	<b>ROCK</b> 	<b>CARROT</b> 

## GARDEN STATION DIRECTIONS

### USING GARDEN TOOLS

- Pick up a **trowel** from the bin.
  - Dig a hole so that your whole hand can fit in the hole, but not deeper than that.
  - Carefully fill the hole back up with dirt.
  - Clean your trowel.
  - Put the trowel back in the bin.
- Choose a **rake hoe** from the bin.
  - In the garden bed, use the hoe to smooth out the dirt in the bed and to dig up weeds.
  - Place the weeds on the ground next to the bed as you go.
  - When the dirt is smooth, use garden gloves to clean excess dirt off of the hoe, and then put it back in the bin.
  - Place the weed pile in the compost pile or other designated place in the garden.



### PLANTING SEEDS

- Using your pointed finger, make a hole about 1 inch deep (to your first or second knuckle) in the soil.
  - Select a seed from the container of seeds.
  - Pick up a popsicle stick and a marker. Write the name of the seed you planted on the popsicle stick.
  - Plant your seed in the hole and cover it up gently with soil.
  - Put your labeled popsicle stick next to where you planted your seed.
- Repeat this process until you have planted 4 seeds.



### WATERING

- Pick a watering can. Dip it in a bucket of water or use a spigot to fill it up.
  - Walk around the garden and carefully water the plants.
  - Bend down to water the soil, not the leaves. Put enough water so that it is damp without flooding.
  - Refill your watering can when it is empty and continue watering.
- If the bucket of water is empty, an adult will help you refill it.

