Junior Master Gardener®

growing good kids℠

Learn, Grow, Eat & Go!

Junior Master Gardener
growing good kids...

Learn, Grow, Eat & GO!

Overview & Research

Benefits of JMG to children?

- Increased leadership and personal responsibility
- Improved academic achievement – particularly science
- Increased parent and mentor involvement with youth in schools with JMG
- Exposure to career exploration paths
- Engagement in community service/service learning projects
- Youth certification as Junior Master Gardeners

www.jmgkids.us/*research*

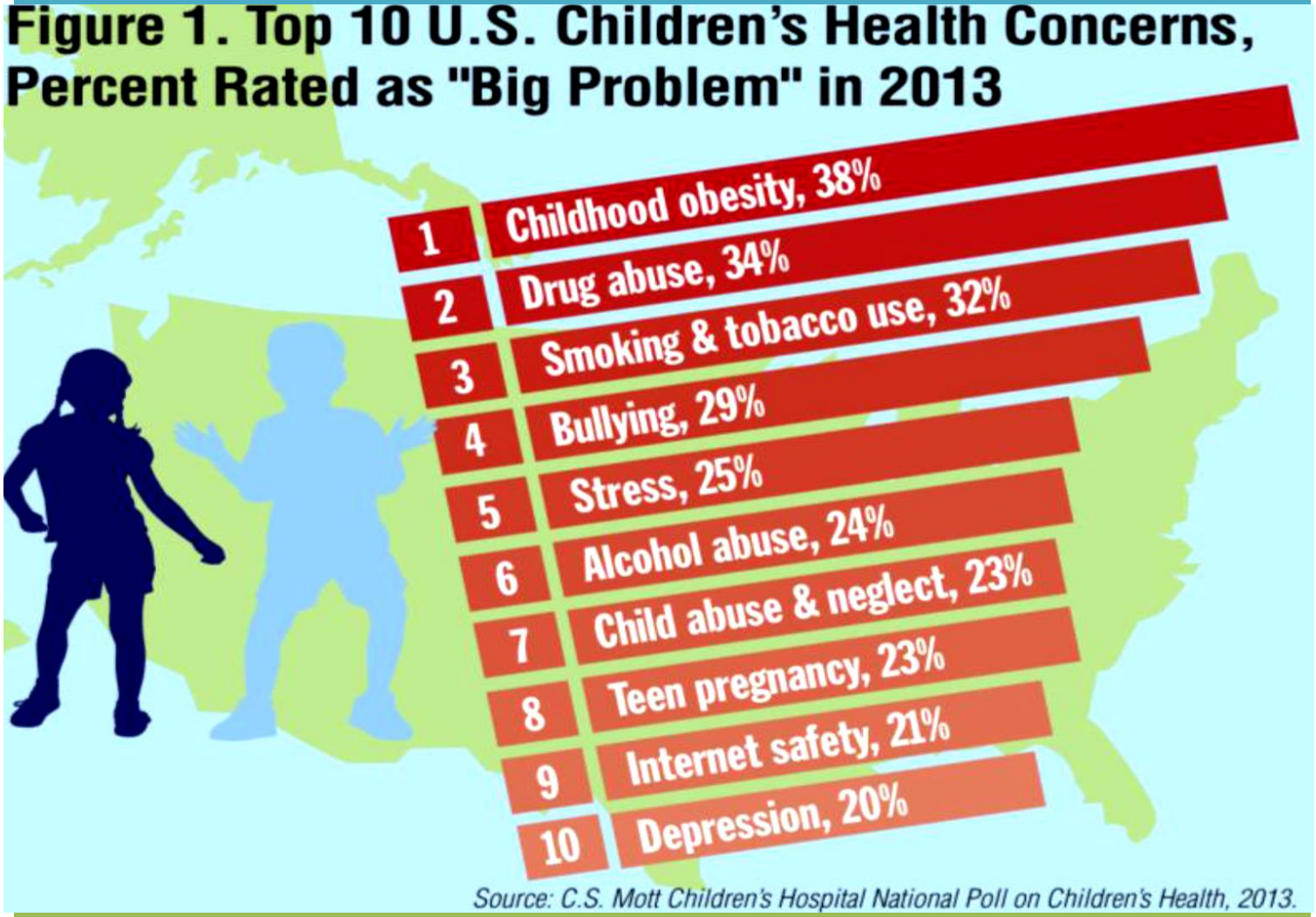
Can Gardening Positively impact?

- Child Health
- Childhood Obesity Rates
- Family health
- Family mealtimes
- Reach into the home

Why Health Matters

- Healthy kids are in school & in class.
- Healthy kids are ready to learn.
- Healthy teachers are at school with energy.
- Healthy administrators and staff are engaged.
- Healthy parents are at work or home –involved.
- **Healthy people have a higher quality of life.**
- **Healthy people need fewer health resources.**
- **Healthy communities are desirable places to live and work.**

Biggest Health Challenges



Research Project: **Texas Grow! Eat! Go!**

Expansion/Implementation/Research Study Project

MICHAEL & SUSAN DELL CENTER *for* HEALTHY LIVING

TEXAS A&M AGRILIFE

EDUCATION & HUMAN DEVELOPMENT

TEXAS A&M HEALTH SCIENCE CENTER
SCHOOL OF RURAL PUBLIC HEALTH

UTHealth | School of Public Health
The University of Texas Health Science Center at Houston

Walk Across Texas!®

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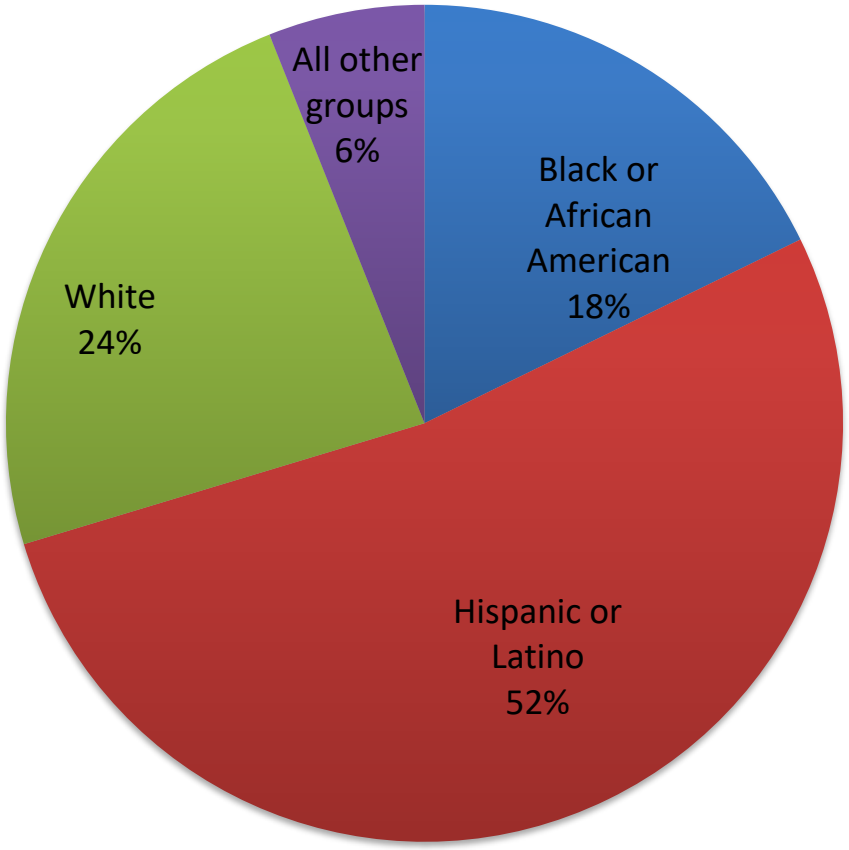
growing good kids

Who participated in research study

- **32 Title 1 schools, 5 Texas school districts/5 Texas counties**
  - ***Corpus Christi ISD/Nueces County***
  - ***Dallas ISD/Dallas County***
  - ***Huntsville ISD/Walker County***
  - ***Klein ISD/Harris County***
  - ***Willis ISD/Montgomery County***
- **8 schools per district (3 to 5 - 3rd grade classes)**
- **3rd and 4th grade students & their families**
- **School personnel at each school**
- **County extension staff and county volunteers (Master Gardeners; Master Wellness; interns)**
- **Largest research and evaluation study ever done on the Junior Master Gardener program**

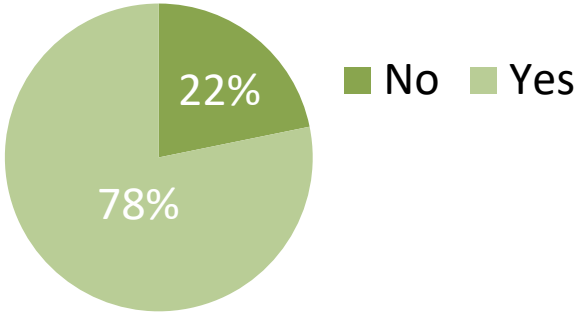
Parent Demographics: Race/Ethnicity



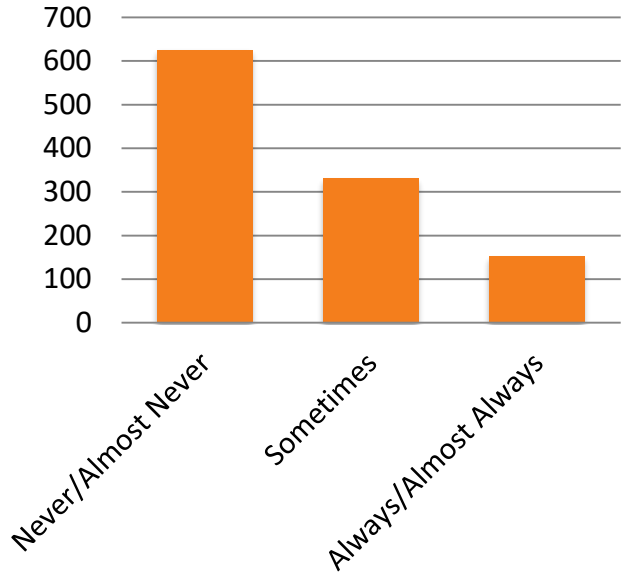
Language Spoken at Home	
English	72%
Spanish	27%
Other	1%

Parent Demographics:

Child Receives Free/Reduced Lunch



Frequency-Run Out of Food



Percent of Parents Reported to Receive:

12.0% WIC **42.3% SNAP** **6.2% Other**

48.6% reported receiving NO benefits

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growing good kids

LGEG Evidence Based Outcomes

Significant Improvements in:

- MVPA
- Total Physical Activity
- Vegetables Consumption
- Vegetable Preferences
- Healthy Beverage Preferences
- Self-Efficacy & Knowledge
- Parent/child cooking, physical activity and gardening
- Reaches into the home to support positive family health practices

- **BMI Significantly Reduced for use of LGEG**

Preliminary Conclusion: Family-focused garden, nutrition and physical activity programs significantly improve health behaviors in children.

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growing good kids...

Learn, Grow, Eat & GO!

Featured lessons: Weeks 1-4

Learn!

Grow!

Eat!

Go!

CURRICULUM DESIGN

10 weeks,
2 lessons/week

Sequence, integration, pace, *& flexibility*

Learn, Grow, Eat & GO! Base curriculum

Food exposures
and physical activity features

» Week 1
45 minutes – Know & Show Sombrero
30 minutes – 5 Senses Food, Tasting I: Fresh carrots

» Week 2
30 minutes – *Tops & Bottoms*, Plant Parts We Eat
45 minutes – Nutrients to Grow

» Week 3
15 minutes – Don't Crowd Me
45 minutes – Paper Towel Gardening

» Week 4
30 minutes – *A Place to Grow*, Home Sweet Home
45 minutes – Balloon Hot Potato

» Week 5
30 minutes – Rules are Rules and Schedule It*
30 minutes – MyPlate

» Week 6
60 minutes – Veggie Research and Garden Graffiti
30 minutes – GO, SLOW, WHOA Classification

» Week 7
30 minutes – 10 in 2 Color Box
30 minutes – 1-Week Dinner Tracker

» Week 8
40 minutes – Fruity Beauty and Blind Taste Test
40 minutes – *Ugly Vegetables*, The Tasty Unknown, Paper Chain

» Week 9
40 minutes – *Two Old Potatoes & Me*, Growing New from Old
40 minutes – Greasy Grid Evaluation

» Week 10
45 minutes – Kitchen Cotton Quantity Conversion
40 minutes – *I Will Never Not Ever Eat a Tomato*, Menu Mind Makeovers

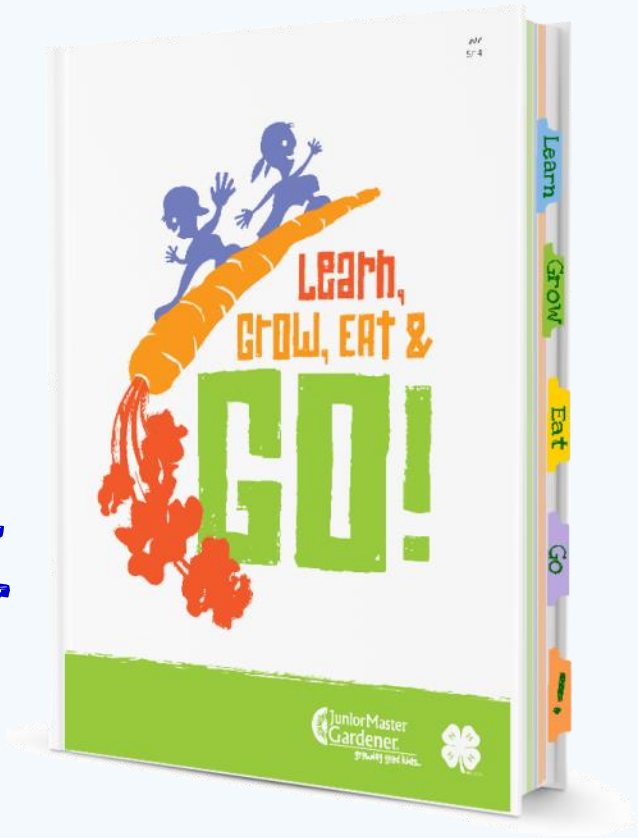
Base curriculum
2 lessons/week

To earn certification, the students in your class must complete the base curriculum and participate in a class service-learning project (pages 174–175).

Garden start window of time

Learn!

Lesson Overview



Week 1

Plants need *P.L.A.N.T.S.*

a. Know & Show Sombreros 45 minutes

Objective
Analyze what plants need and how they support people and animals.

Supplies
1 assembled and decorated Know & Show Sombrero
Large writing surface, such as a poster, dry-erase board, or smart board
1 marker
Miscellaneous craft materials, such as balloons, feathers, and pipe cleaners
For each student: 2 large, square sheets of newspaper; 1 pen or pencil; 1 sheet of paper
For each group of 3 students: 1 roll of packing tape

Walk into the classroom wearing your Know & Show Sombrero. When the students ask about it, tell them that they will find out soon and will make one of their own. But first they must answer a few questions.

Begin a discussion about what people must have to be able to live. As the students call out needs, create a list on a poster or other large writing surface in front of the class. Include the five basic needs that all people share: air, clothing, food, shelter, and water.

Ask a student to circle the items that the group says plants must have in order to live.

Next ask: Is there anything that plants need that people do not? *None need clothing; most need no shelter unless they have been moved from their natural homes.*

P lace
L ight
A ir
N utrients
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S oil

b. 5 Senses Food

Objective

Evaluate a food sample u

Supplies

Large writing surface such as a poster, a
Marker
For each student: 1 baby carrot; 1 *Garden Journal* (phot
Appendix or JMG website); 1 pencil
1 packet of sunflower seed

TASTING 1: Carrots

You've learned that eating something is not just tasting—it's using all 5 of your senses! Today you will give a report card to a carrot. Give it a separate grade for each sense—sight, smell, feel, sound, and taste.

Sight	A	B	C	D	F
Smell	A	B	C	D	F
Feel	A	B	C	D	F
Sound	A	B	C	D	F
Taste	A	B	C	D	F

Prompt the ssmate and describe a favorite food, pointing out what makes that food so go e conversations begin, walk around listening and making notes of any sensory words you hear.

Garden Journal: Week 1

Write a plant need beside each letter below:

P

L

A

N

T

S

Your teacher has given you a seed. What might it grow into if you plant it and give it everything it needs? Maybe it will grow into a tree, a flower, or some tasty new veggie that you've never even seen before.

1. Draw a picture of what you think this seed might become one day:
2. Write 2 sentences to describe what you think the plant would look like when it's grown. (Include at least 3 describing words in these sentences.)
3. Write one more sentence to tell how this grown plant might be useful to you.

TASTING 1: Carrots

You've learned that eating something is not just tasting—it's using all 5 of your senses! Today you will give a report card to a carrot. Give it a separate grade for each sense—sight, smell, feel, sound, and taste.

Sight	A	B	C	D	F
Smell	A	B	C	D	F
Feel	A	B	C	D	F
Sound	A	B	C	D	F
Taste	A	B	C	D	F

Week 1

- ✓ Know & Show Sombrero 45 mins
- ✓ 5 Senses Food 30 mins

first food exposures
- one bite fresh, raw samples

2nd food exposures

Garden Kitchen recipe demos

A. Cinnamon Carrot Crunch

Prep time: 15 minutes
Serves: 12
Serving size: 1/4 cup

Utensils needed

- Peeler
- Knife
- Cutting board
- Large mixing bowl
- Measuring spoons
- Measuring cup
- Mixing spoon

Ingredients

- 4 medium carrots, grated
- 2 medium apples, chopped
- 1 celery rib, chopped
- 1 tablespoon of lemon juice
- 3/4 cup of raisins (soak them overnight in 1 cup of water in the refrigerator)
- 3/4 cup of vanilla yogurt
- 1 teaspoon of cinnamon

Directions

1. Wash your hands and clean your cooking area.
2. Wash the carrots, apples, and celery.
3. With a knife or peeler, peel the carrots.
4. Chop the carrots, apples, and celery, and place them in large mixing bowl.
5. Add the lemon juice, raisins, yogurt, and cinnamon to the bowl of chopped carrots, apples, and celery.
6. Stir them until they are coated evenly.
7. Chill the salad before serving it.

Nutrition Facts

Serving Size 1/4 cup
Servings Per Container 12

Amount Per Serving	
Calories 70	Calories from Fat 0
	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 30mg	1%
Total Carbohydrate 17g	6%
Dietary Fiber 2g	8%
Sugars 14g	
Protein 1g	
Vitamin A 70% • Vitamin C 6%	
Calcium 4% • Iron 2%	

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

www.jmgkids.us/LGEG

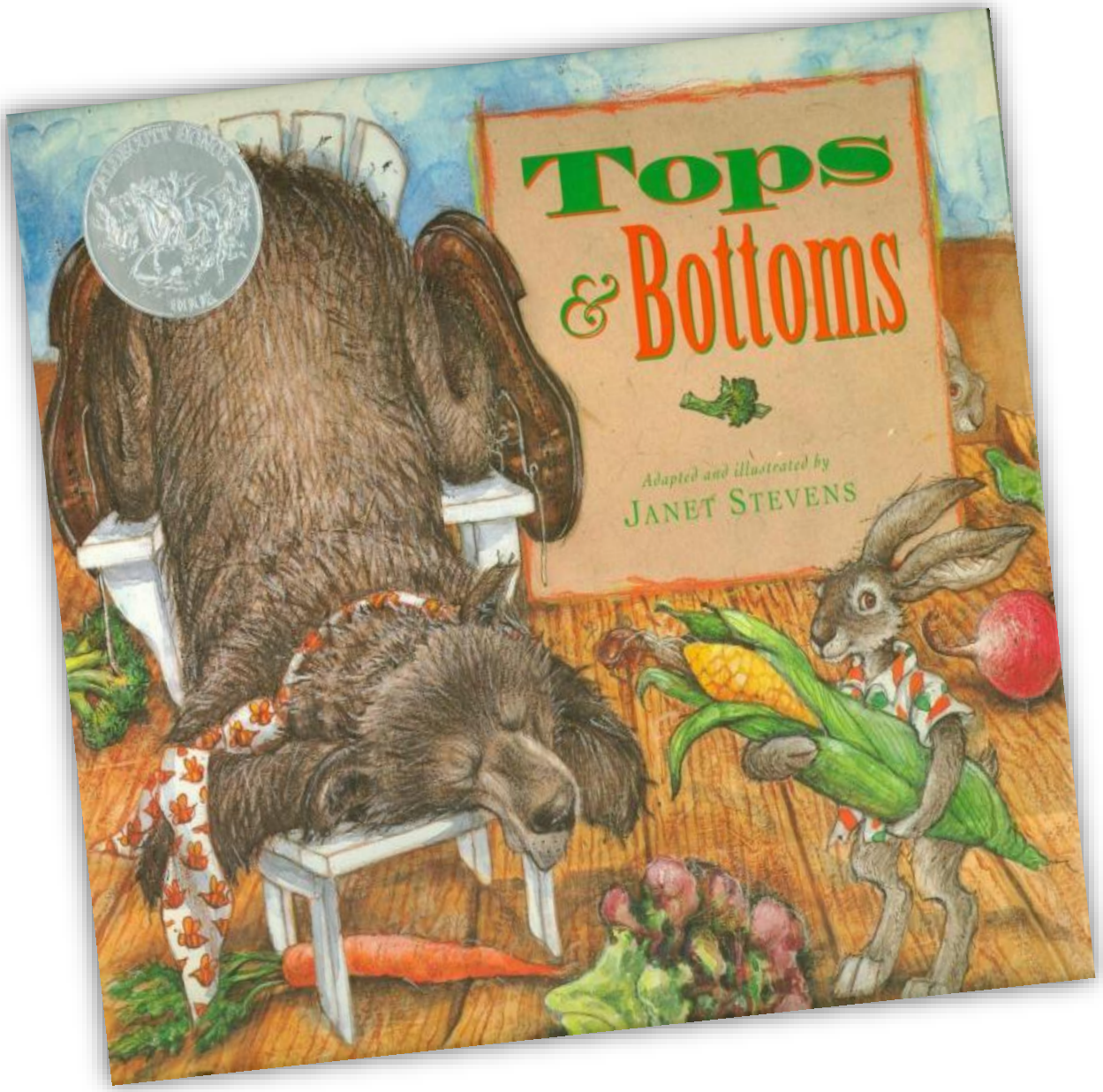
Kitchen math

1. Carrots are a great source of what vitamin? Vitamin _____
2. On average, how many pounds of carrots does a person eat each year? _____ (Hint: Use your *Veggie Mania Research Chart*)
3. In 5 years, how many pounds of carrots does the average person eat? _____

   Show your work here:
4. How many cups does 1 stalk of chopped celery fit into? _____
5. Circle the bigger measure:

   teaspoon tablespoon

How the children can help: Wash the produce, peel the carrots, measure the ingredients, and stir the salad



Learn! Grow! Eat & GO!

Week 2

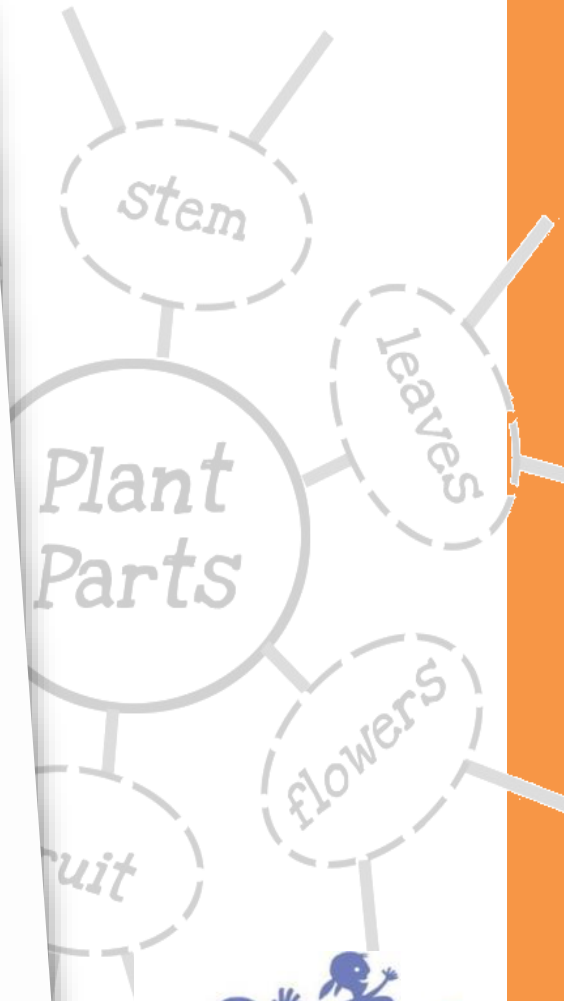
Which plant parts do people eat? Let's find out!

Explain that we can eat different parts of many kinds of plants. Students often find it funny that many of the vegetables we enjoy actually are the fruit part of the plant.

Some cans of food contain obvious plant parts but you, your students, and your fellow teachers may be surprised to learn that some vegetables don't come from the plant part you may have thought. The table below includes some of those connections of the foods you enjoy and the surprising plant parts they come from:

Food	Plant part it originates from
Artichoke	Leaf (the edible part that comes from the leaves around the flower)
Asparagus	Stem
Beet	Root
Broccoli	Flower (immature flower bud) and stem
Cinnamon	Stem
Coffee	Seed
Garlic	Stem (classified as a bulb, which is a modified stem)
Green beans	Fruit and seeds
Greens	Leaves
Onion	Leaf
Peas in the pod	Fruit and seeds
Peas only	Seeds
Potato	Stem (classified as a tuber, which is a modified stem)
Pumpkin	Fruit
Rice	Seed
Sweet potato	Root
Yam	Root

Point out that these edible parts give us many of the nutrients that our bodies need to grow strong and healthy. Tell the students that all of the plants on this web—some that they've already eaten and some that they've never heard of—provide a huge variety of healthy and tasty foods to enjoy.



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Food	Plan orig
Artichoke	Lea tha the flow
Asparagus	Ste
Beet	Roo
Broccoli	Flow flow
Cinnamon	Ste
Coffee	See
Garlic	Ste a bu moo

Point out that these grow strong and heal they've already eate of healthy and tasty

This lesson is an ideal starting point for a service learning project, The Plant Parts Canned Food Drive. Have your students collect canned goods to donate to a local food bank. Then have them categorize each can by plant part—roots, stems, leaves, flower, fruit, and seeds.

This project will help create hunger awareness, fill a need in your area, and expand the lesson on plant parts we eat.

For teacher kit of resources to host the Plant Parts Canned Food Drive with your class or entire school, visit www.jmgkids.us/LGEG. The online resources include promotional signs to post around your campus as well as letters to parents promoting this unique food drive.

leaves

flowers

Learn! Grow! Eat & GO!

b. Nutrients to Grow 45 minutes

t plant-based foods contain particular nutrients
needs of our bodies.

of bulletin board paper (2-foot lengths)

e learned about what plants need to grow. Now,
selves need to grow, learn, and play.

give each group a Nutrients to Grow card and a

a poster and a performance to explain its nutri-

n, chart, sign, or other graphic.

ong, dramatization of the poster, or other per-

their presentation

nds

group to

After the performances, close the lesson by asking a few students to explain why we need to eat a variety of foods containing all of these nutrients to get what we need to grow, learn, and play.

Nutrients to Grow

Carbohydrates
- Give us energy to grow, learn, and play
- Include:
  - Fiber, which is found in beans, nuts, seeds, vegetables, and whole grains
  - Starch, which is found in grains such as corn, oats, rice, and wheat
  - Sugars, which are found in fruit

Protein
- Gives us energy
- Helps us grow
- Helps our wounds heal
- Comes from plants in the form of beans, nuts, and seeds
- Comes from animals in the form of beef, chicken, eggs, and fish

Fats
- Give us energy
- Are healthy for us when they come from grains, nuts, and seeds
- May not be as healthy for us when they come in cakes, cookies, crackers, and whole milk; eat these foods less often, and drink milk that is fat-free or low-fat

Vitamins
- Help us use our energy to grow and play
- Are found in beef, chicken, eggs, fish, fruit, grains, nuts, seeds, and vegetables
- May be added to some foods, such as bread, breakfast cereals, and milk

Minerals
- Help our bones grow and our muscles work
- Come from plants in the form of beans, nuts, seeds, and whole grains
- Come from animals as beef, chicken, dairy foods, eggs, and fish
- Are also in milk; drinking milk with your meals will help your bones grow strong

Water
- Is the most important nutrient
- Helps our blood move throughout our bodies
- Is found in drinks, fruits, and vegetables
- Helps us stay healthy; drinking water with our snacks helps us be healthy

Week 3

This Week's Lessons:

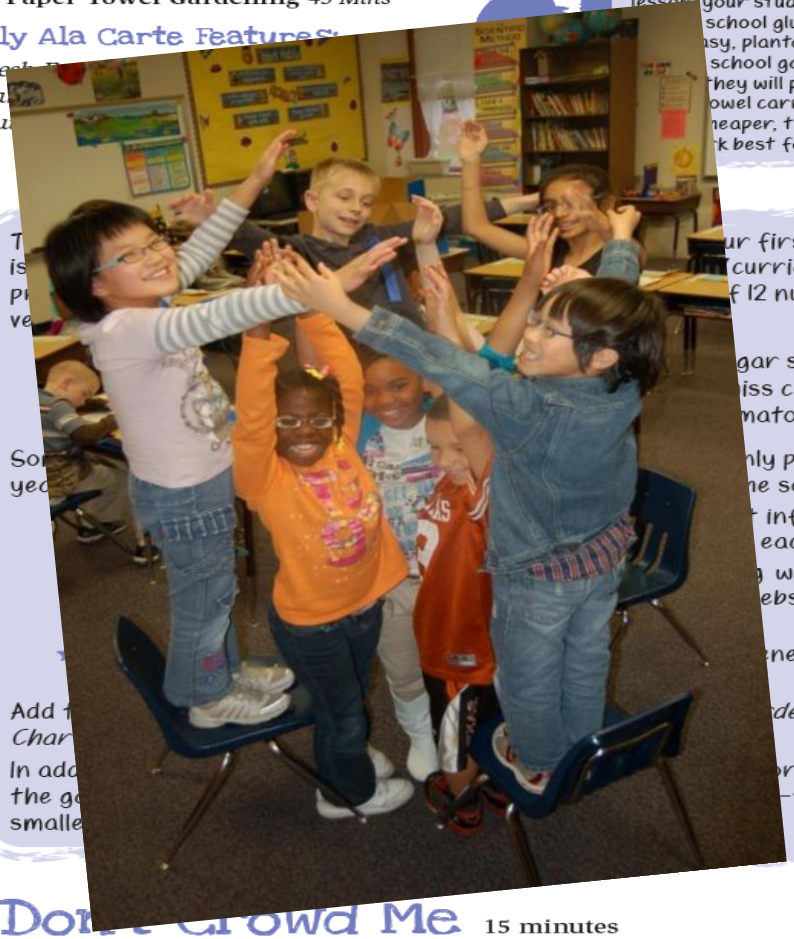
a. **Don't Crowd Me** *15 Mins*
b. **Paper Towel Gardening** *45 Mins*

Weekly Ala Carte Features:

Fresh P
Ga
Qu

Tip of the Week

During the Paper Towel Gardening lesson your students will use paper school glue, and seeds to sy, plantable seed templates school garden. To begin the hey will practice by making a owel carrot garden to take heaper, thinner paper towels k best for this lesson.



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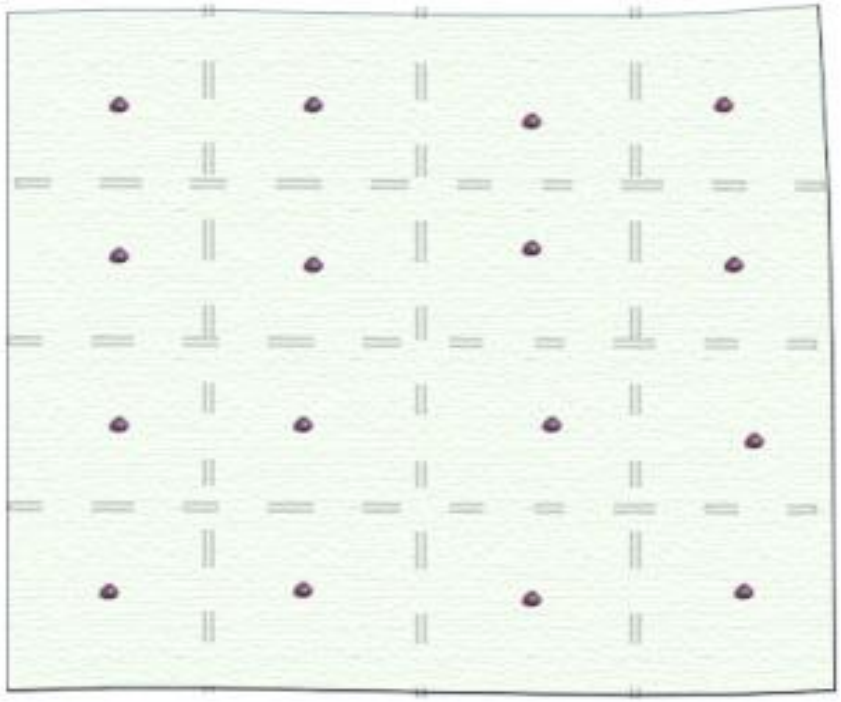
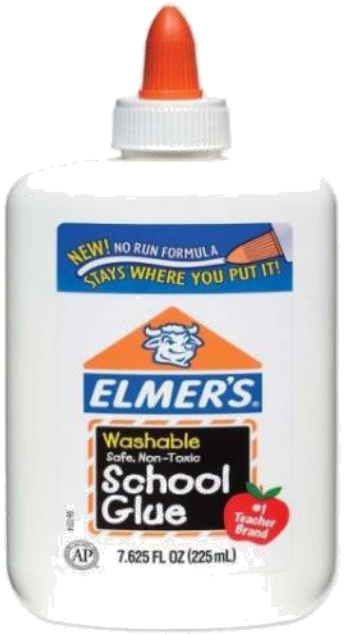
a. Don't Crowd Me 15 minutes

Objective
Use units of measure to plan the use of garden space.

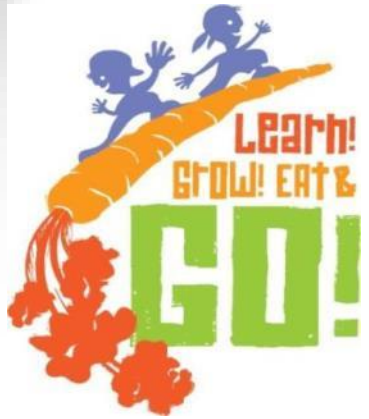
Supplies
4 chairs
2 packets of carrot seeds
Several packets of other kinds of vegetable seeds

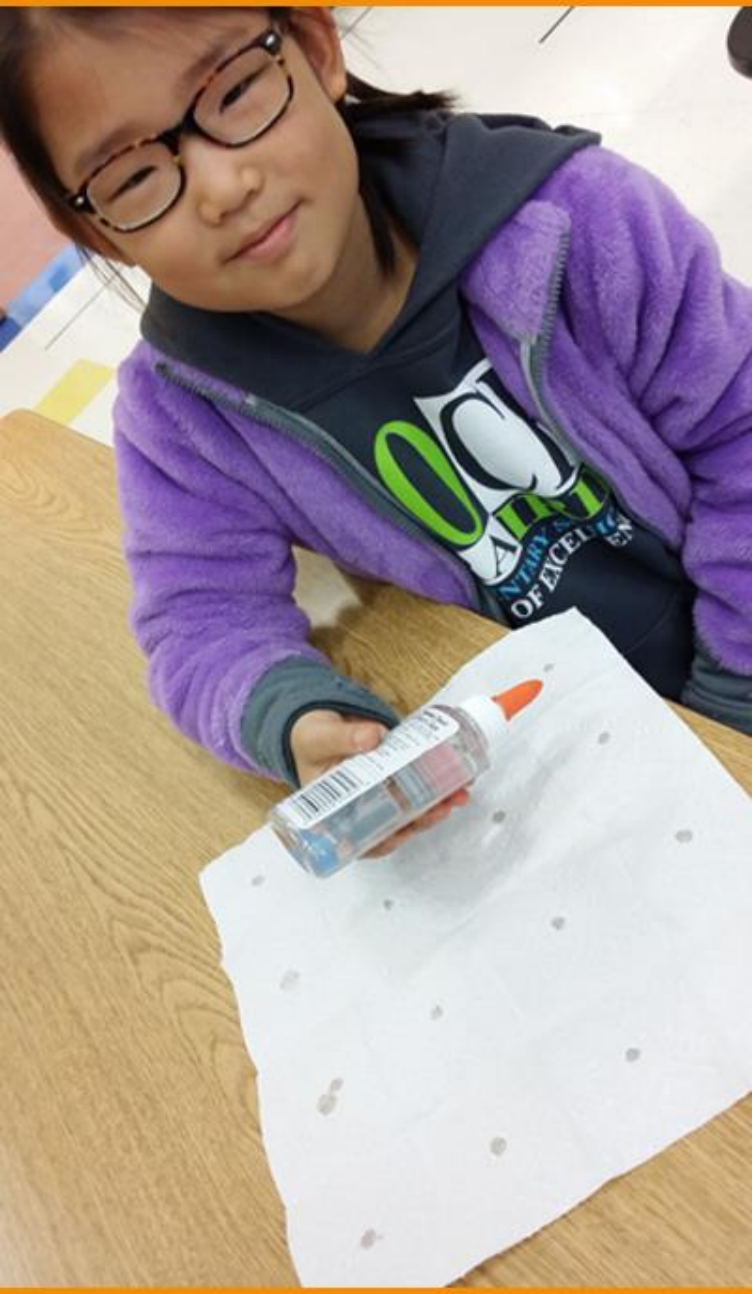
Learn! Grow! Eat & GO!




NEW! NO RUN FORMULA
STAYS WHERE YOU PUT IT!
ELMER'S
Washable
Safe, Non-Toxic
School Glue
#1 Teacher Brand
7.625 FL OZ (225 mL)


CARROT
Scarlet Nantes
ZANAHORIA Scarlet Nantes
6-7" Roots
Tasty Raw
or Cooked
FULL SUN
70 DAYS TO MATURITY


Learn!
Grow! Eat &
GO!

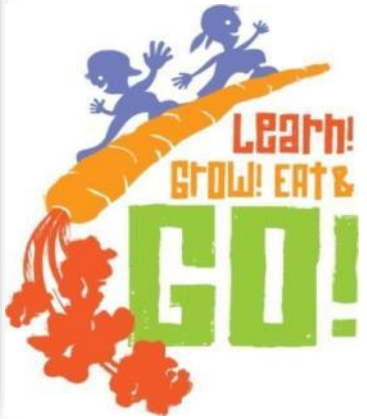


Garden Planting Chart

Crop	Recommended planting date	Number of days until emerging	Number of seeds or plants per paper towel	Planting depth	Number of days to harvest
Beans (bush)		5–10	9	1 inch	45–60
Beans (pole)		5–10	8	2 inches	50–70
Beets		7–10	9	½ inch	55–70
Bell peppers		9–14	1	½ inch	110–120
Bok choy		3–10	4	¼ inch	45–50
Broccoli		Transplant	1	Transplant	60–80
Brussels sprouts		5–10	1	¼ inch	120–150
Cabbage		5–10	1	¼ inch	60–120
Carrots		12–18	16	¼ inch	70–80
Cauliflower		Transplant	1	Transplant	60–100
Collards		5–10	4	½ inch	45–80
Cucumbers		6–10	2	1 inch	50–70
Garlic		5–10	16 cloves	1 inch	100–200
Kohlrabi		6–9	1	½ inch	50–75
Lettuce (head)		5–8	4	½ inch	45–90
Lettuce (leaf)		6–8	4	¼ inch	45–60
Mustard greens		3–8	4	½ inch	30–50
Onions		10–14	16	1 inch	80–120
Potatoes		14–28	1 seed potato piece	4 inches	70–90
Radishes		3–6	16	½ inch	25–40
Spinach		7–12	9	½ inch	40–60
Squash		4–6	1 seed per 4 squares	1 inch	45–90
Sugar snap peas		10–12	8	1 inch	60–100
Swiss chard		7–10	4	1 inch	45–80
Tomatoes		Transplant	1	Transplant	60–80
Turnip greens		4–8	4	½ inch	30–60
Turnips		4–8	9	½ inch	30–60

See page# for details of where to find recommended planting date information for your area.

Local Extension support provide info on your local planting dates



This Week's Lessons:

a. **Home Sweet Home** *30 Mins*
b. **Balloon Hot Potato** *45 Mins*

Weekly Ala Carte Features:

Fresh Food Exposure, page #
Garden Kitchen Recip
Quick Classroom

Tip of the

This curriculu
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Creating a new
well drained, yo
solution could b
bed garden that

See page # for w
money.

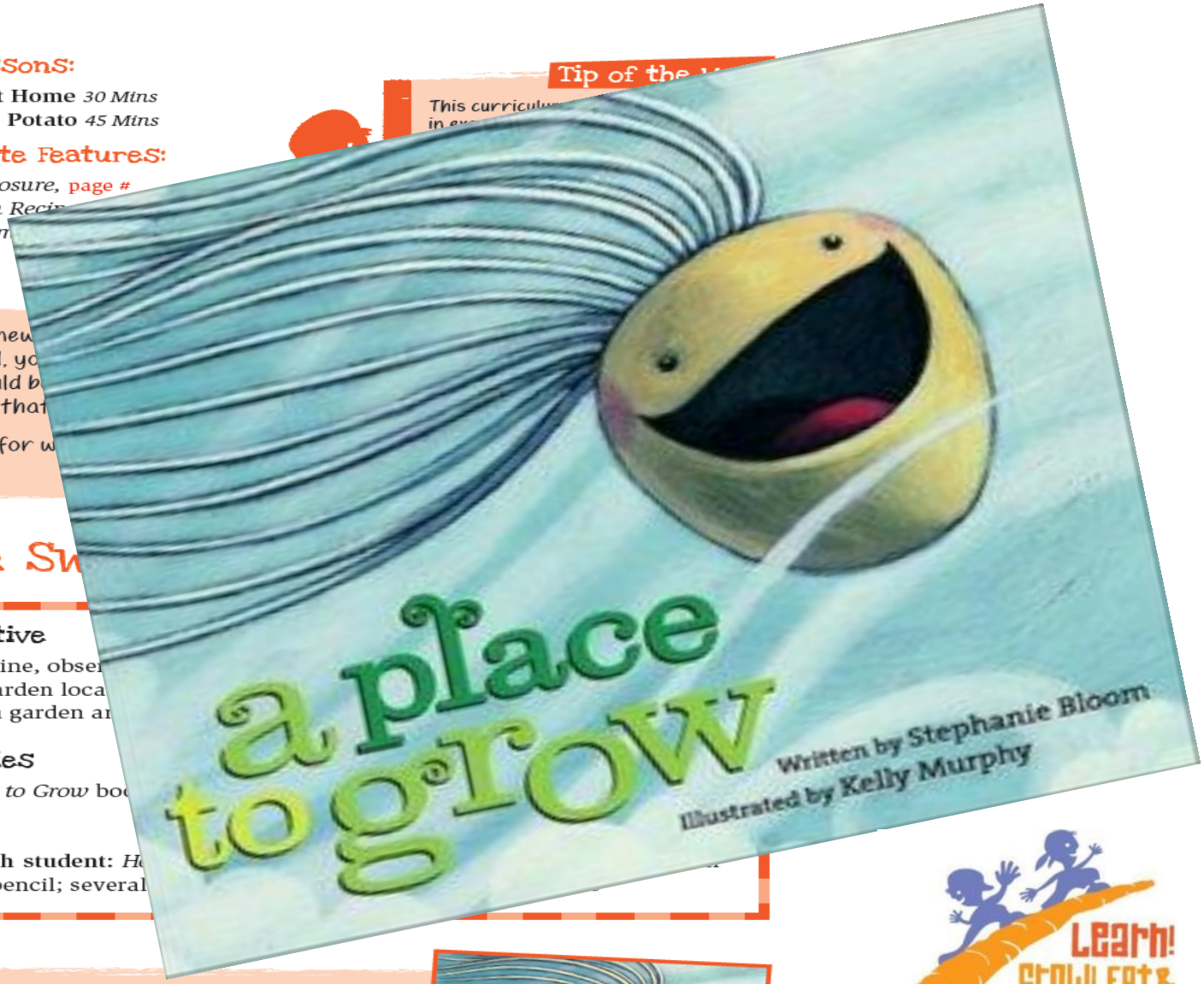
a. Home Sw

Objective

Determine, obse
a garden loca
Select a garden ar

Supplies

A Place to Grow boo
Glue
Poster
For each student: *H*
or pencil; several



Literature Connection:
A Place to Grow Synopsis

As it floats through the sky looking for a place to grow, a tiny seed lands in different places, looking for a home that provides for all its needs. Some places are too shady, too dangerous, or too crowded. Will the little seed ever find a place to grow?

Learn! Grow! Eat & GO!

Home Sweet Home

Name_____ Date_____

You are trying to choose the best place for your group's garden. At each site, circle one number for each line. A rating of 1 means that the site does not provide that need very well, and 5 is the best.

A. Site location _____

Area has sunlight.	1	2	3	4	5
Area is near a water source.	1	2	3	4	5
Area has good, well-drained soil.	1	2	3	4	5
Area is near where tools are stored.	1	2	3	4	5
Area is close by and easy to get to.	1	2	3	4	5

Add up all of the numbers in the box above and write it in the star.

B. Site location _____

Area has sunlight.	1	2	3	4	5
Area is near a water source.	1	2	3	4	5
Area has good, well-drained soil.	1	2	3	4	5
Area is near where tools are stored.	1	2	3	4	5
Area is close by and easy to get to.	1	2	3	4	5

Add up all of the numbers in the box above and write it in the star.

C. Site location _____

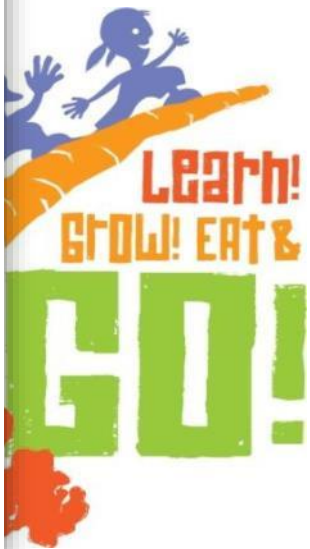
Area has sunlight.	1	2	3	4	5
Area is near a water source.	1	2	3	4	5
Area has good, well-drained soil.	1	2	3	4	5
Area is near where tools are stored.	1	2	3	4	5
Area is close by and easy to get to.	1	2	3	4	5

Add up all of the numbers in the box above and write it in the star.

Which environment provides the best support for a vegetable garden? How does it do this?

_____

_____




B.
C.
A.

Home Sweet Hom

Name_____

You are trying to choo
line. A rating of 1 mea

A. Site location __

Area has sunlight.
Area is near a water
Area has good, well-d
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Ad

B. Site location _____

Area has sunlight.
Area is near a water sou
Area has good, well-drain
Area is near where tools a
Area is close by and easy t

1 2 3 4 5

Add up all of the numbers in the box above and write it in the star.

C. Site location _____

Area has sunlight.	1	2	3	4	5
Area is near a water source.	1	2	3	4	5
Area has good, well-drained soil.	1	2	3	4	5
Area is near where tools are stored.	1	2	3	4	5
Area is close by and easy to get to.	1	2	3	4	5

Add up all of the numbers in the box above and write it in the star.

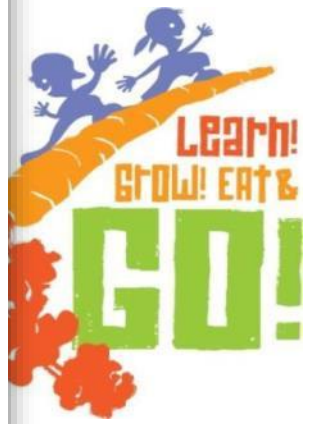
Which environment provides the best support for a vegetable garden? How does it do this?

_____

_____

Take it further...

As students are completing their *Home Sweet Home* site evaluation forms, Ask them to think about how they are deciding on the score they are giving for each criteria. Prompt students make notes on page that provides some type of data evidence for why that score is fair. For example, a student might count 50 steps from the classroom door to the first sites and over 150 steps to another site. If the student provides the first site with a higher score, they evidence provided with substantiate the score.



15 minutes – Don't Crowd Me
45 minutes – Paper Towel Gardening

» Week 4
30 minutes – *A Place to Grow*, Home Sweet Home
45 minutes – Balloon Hot Potato

» Week 5
30 minutes – Rules are Rules and Schedule It*
30 minutes – MyPlate

» Week 6

Soon after students evaluate & select the location in the *Home Sweet Home* lesson, the garden can be built.

Tasting: Garden Kitchen:
Tasting: Garden Kitchen:
Tasting: Garden Kitchen:
Tasting: Garden Kitchen:
Tasting: Garden Kitchen:
Tasting: Garden Kitchen:
Tasting: Garden Kitchen:
Tasting: Garden Kitchen:

Mind Makeovers

Base curriculum
2 lessons/week

To earn certification, the students in your class must complete the base curriculum and participate in a class service-learning project (pages 174–175).

Garden start window of time

Choose 6 crops that will grow this season in your garden, and then assign a week to

Nutrient-den

Bell pepper, bok ch
cherry tomatoes, cauliflo
tuce, spinach, squash, su

Week 4

b. Balloon Hot Potat

The Great MyPlate Debate Cards

Vegetables group

Vegetables contain important vitamins and minerals. They also contain fiber, which is important for proper bowel function (helps you go to the bathroom).

When we eat vegetables, we help our bodies work at their best! For example, many vegetables contain vitamin A, which helps protect against infections and keeps our eyes and skin healthy. Vegetables come in four forms: fresh, frozen, canned, and dried. Some can be eaten raw; others have to be cooked. They make great snacks!

Black beans, broccoli, carrots, cauliflower, corn, potatoes, sweet potatoes, tomatoes

Fruits group

Fruits contain minerals and vitamins, including vitamin C, which helps heal wounds and keep our teeth and gums healthy. It also helps our bodies absorb iron. Fruits are also great sources of fiber.

However, fruit juice contains little or no fiber. Eat whole or cut-up fruit instead of drinking juice. If you drink juice, choose 100 percent juice instead of drinks that are flavored like juice. Also, drink it no more than once a day.

Fruits come in four forms: fresh, frozen, canned, and dried. They are great to eat as snacks or desserts instead of cookies or candy. It is best to eat fruits without adding sugar to them.

Apples, bananas, blueberries, cantaloupe, grapes, oranges, pears, raisins, strawberries

Grains group

Grain foods are great sources of carbohydrates, which provide energy for our bodies. They also contain vitamins, fiber, and minerals.

There are two types of grains: whole and refined. Most of the grains you eat should be whole grains. If you are not sure if a food is a whole grain or not, look at the ingredients list on the food package. A whole grain will have the word whole listed first on the ingredient list.

Whole-grain bagel, whole-wheat bread, whole-grain crackers, oatmeal, whole-wheat pancakes, brown rice, whole-wheat dinner rolls, whole-grain corn tortillas

Protein group

Protein helps build muscle and repair our bodies.

Some types of beans and peas like pinto beans and black-eyed peas are vegetables, but they also contain lots of good protein. So they are included in the protein food group also. Beans can count as either a vegetable, or a protein food, but not both. Try having beans or peas instead of meat.

Black beans, roasted chicken, hard-cooked eggs, lean hamburger, peanut butter, black-eyed peas, pork chops, tuna fish, sunflower seeds, walnuts

Dairy

Dairy foods contain lo
ing vitamins and mine
calcium and vitamin
for keeping bones ar

Choose fat-free or lo
to choose milk and y
flavorings.

Fat-free or low-fat
milk, yogurt

Milk Cheese Ice cream

ships and

board

to include
d plant in

Dairy

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growing good kids...

Learn, Grow, Eat & GO!

Overview: GROW Section

GrOw!

The LGEG school garden project specifically designed to be:

- Simple
- Easy
- Quick
- Inexpensive

GrOw! Quick & Easy Garden Kit

Provides teachers with steps on:

- **Getting Materials**
- **Building the Garden**
- **Planting It**

with the help of one volunteer with a drill!

Quick & Easy Garden Kit

- **Getting Materials: What are we growing?**
  - *growing 6 seasonal crops*
  - *3 square ft. plantings of each*
  - *extra space for kids to choice plantings*
  - *simplicity of steps/supplies*

Sample Cool Season 3x7 raised bed:

carrots	leaf lettuce	baby spinach	cauliflower	broccoli	swiss chard	kids' choice
carrots	leaf lettuce	baby spinach	cauliflower	broccoli	swiss chard	kids' choice
carrots	leaf lettuce	baby spinach	cauliflower	broccoli	swiss chard	kids' choice

Quick & Easy Garden Kit

How to get materials to school?

- can be loaded for you at building store
- whole garden fits in back of van or small truck

(borrowed vehicle, potential volunteer task?)

Learn! Grow! Eat & GO!

www.JMGkids.us/

Junior Master Gardener

Home | What is JMG? | Teachers | Kids Zone | Enroll | Curriculum | Store | Contact

Learn, Grow, Eat & Go!

Teacher Resources

The Resources below are referenced in *Learn, Grow, Eat & GO!* and support your class's Grow component.

- Gardening Planning & Site Selection
- Getting Materials
  - **Quick & Easy School Garden Kit:** Getting Materials Infographic
  - Garden Materials Shopping Video
- Quick & Easy Garden Build
- Planting the Garden
- Students Maintaining the Garden
- Harvesting
- Other Recommended Resources

-maintain thriving garden.

OW section of your *Learn, Grow, Eat & Go!* curriculum, the ill support your class's garden thriving garden project.

or free by clicking the link below. This allows JMG to know you are better support your efforts!

S FOR FREE | PURCHASE LEARN, GROW, EAT & GO!

one volunteer with a garden can be built in

den Kit, p.11B

sources

e referenced in *Learn, Grow, Eat & GO!* and support your class's Grow component.

& Site Selection

Quick & Easy School Garden Kit: Getting Materials Infographic

Garden Materials Shopping Video

Quick & Easy Garden Build

Planting the Garden

Students Maintaining the Garden

Harvesting

Learn

Support your class's 10 week, teacher-created curriculum project.

→ LEARN MORE

Grow

Help your students' easy-to-build garden get started, growing & thriving.

→ LEARN MORE

Eat

Give your class a taste of nutrient-dense food growing in their garden.

→ LEARN MORE

GO!

Strengthen your students' brains & bodies with short activity breaks.

→ LEARN MORE

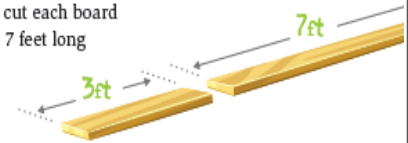
Garden Kit Materials

3- by 7-foot Garden Kit (21 square feet)

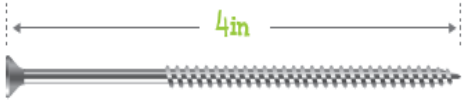
This garden provides all the space you need for implementing the *Learn, Grow, Eat & Go* 3 extra square feet of "open space" to plant.

Materials:

1. 2 boards (2-inch by 12-inch by 10-foot untreated lumber); ask the store personnel to cut each board into two sections of 3 and 7 feet long



2. 12 exterior wood screws (each 4 inches long)



3. 10 bags of garden soil (10 2-cubic-foot bags for a total of 20 cubic feet of soil)

Some brands of bagged garden soil are made to be mixed with equal amounts of bagged top soil. Be sure to read the instructions on your garden soil bag. If that's the case, be sure to mix 10 cubic feet of garden soil and top soil in your garden bed.

DID YOU KNOW?

Good garden soil will be the most expensive item on these lists. To reduce this cost, you might:

- Ask the manager of a local home improvement store to soil or to donate one bag for each bag purchased.
- Invite parents to buy one or two bags of garden soil an off at school.
- Buy damaged bags of soil; these are often discounted b as 50 percent.

Other basic materials that you'll likely need for the cla to care for the garden include:

Quick and Easy Garden Build

A 5-Step guide to creating your garden project

Although the dates are flexible, the garden should be built and planted soon after Week 4. This timing allows your class to complete the lessons on how to select a garden site to provide for their plants' needs.

The garden kit can be assembled in less than an hour with the help of even just one volunteer working alongside your class with a power drill. To help make the garden build much easier, more successful, and a more meaningful learning experience for your class, consider sending a parent letter to solicit vo unteers (sample on page ##).

Use the following steps to involve your students as much as possible in building the garden.

1 Step 1: Unloading

If it is possible, have the students team up to safely help unload the boards and carry them into the garden site.

2 Step 2: Boxing

Position the boards on their sides to form the garden perimeter. Have students hold the boards in place until the next step is completed.

3 Step 3: Corners

One corner at a time, have the volunteer drill pilot holes and screw a 4-inch screw into each hole as shown in diagram. It's a good idea to start with one middle hole/screw at each corner. Then the volunteer can come back around to each corner to add screws at the top and bottom of each corner board.

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Learn, Grow, Eat & GO!

Featured lessons: Weeks 5-6

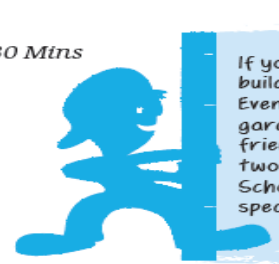
Week 5

This Week's Lessons:

a. Rules are Rules and Schedule It *30 Mins*
b. MyPlate *30 Mins*

Weekly Ala Carte Features:

Fresh Food Exposure, page #
Garden Kitchen Recipe Demo, page #
Quick Classroom Exercise, page #



Tip

If you haven't already build your class garde Even if you are starti garden, it can be an e friendly experience w two volunteers. See t School Garden Plans specifics on a class-b can be assembled

a. Rules Are Rules and Schedule It 30 minutes

Objectives

Recognize and solve problems by planning and assigni responsibilities.
Establish routines and rules for outdoor safety.

Supplies

2 poster boards
2 markers
1 large calendar
For each team of 2 students: 1 sheet of paper; 1 pen or pencil

Ruling the garden

Before the garden is developed, ask the students to create rules that can help make it a safer place for plants and people. Brainstorm the rules with the students.

Then team up the students in groups of two.

Introduce the following situations to guide them in developing rules for their garden. Each team will create a rule to respond to the need of the situation. One teammate will write down the rule; the other will state how it would be helpful. They will switch roles after each scenario. After a few minutes, ask a few students to share their rule ideas.

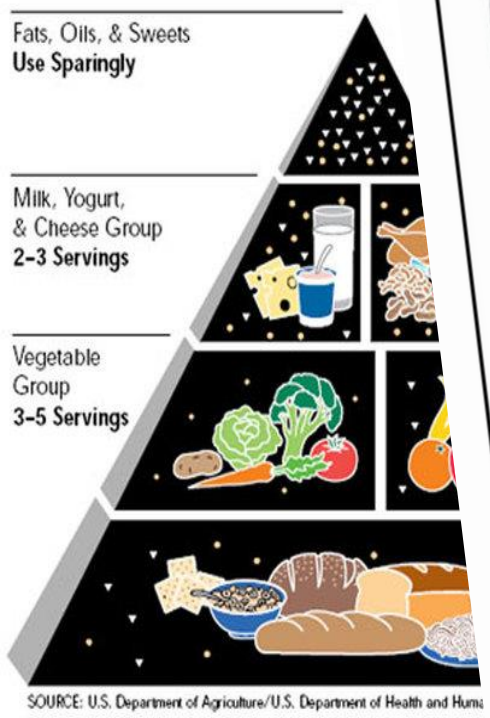
- ★ Someone is dashing through the garden and accidentally runs over and crushes a plant.
- ★ A student is playing with a shovel by spinning it in the air and hits another person.

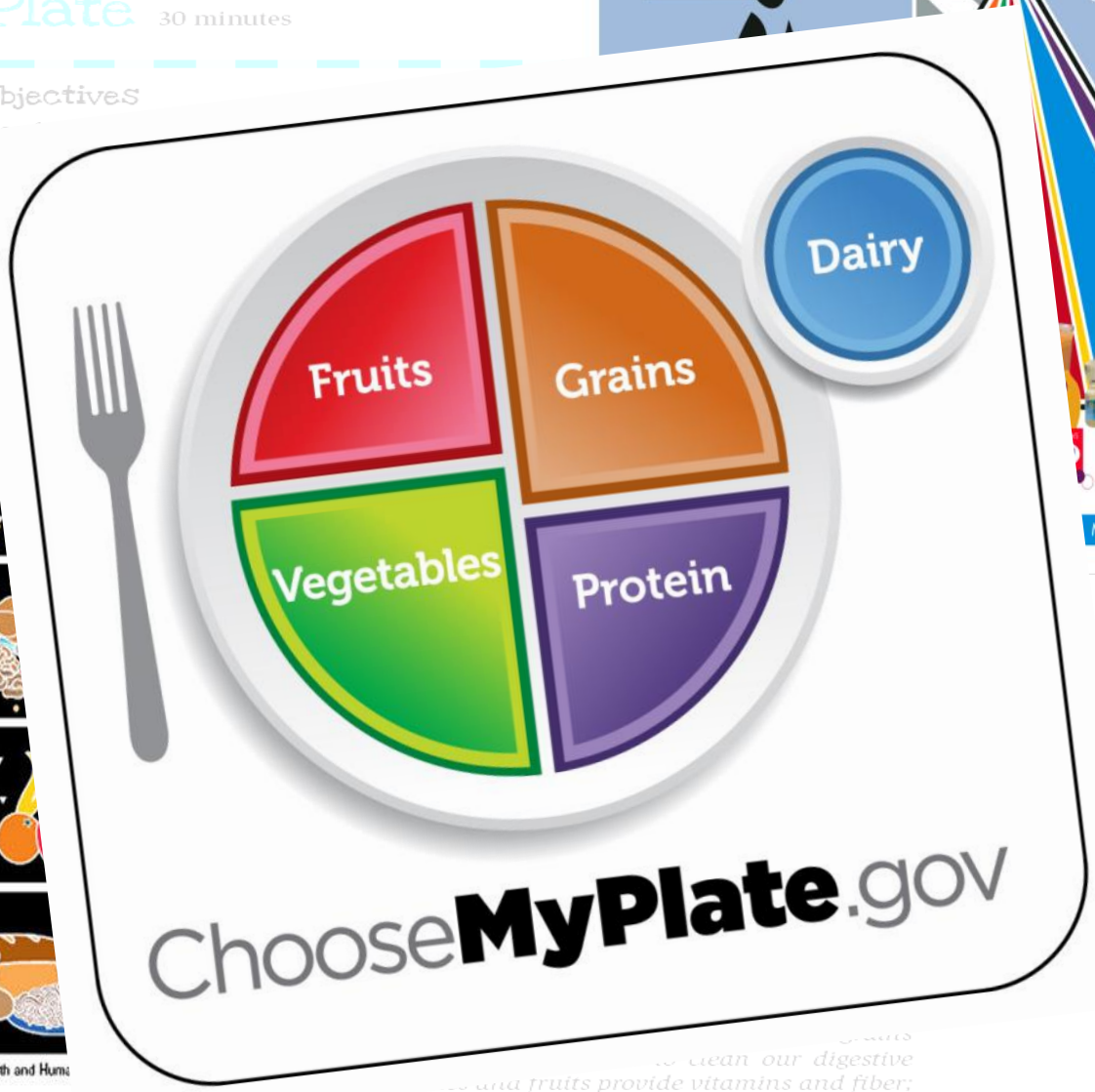
Week 5

b. MyPlate 30 minutes

Objectives

Food Guid





ChooseMyPlate.g

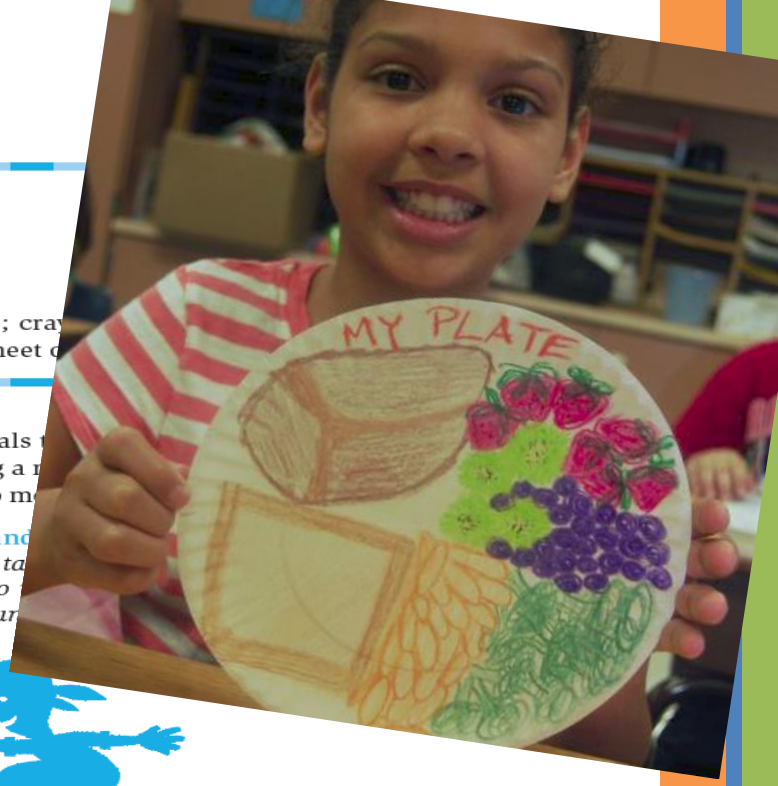
...clean our digestive
...and fruits provide vitamins and fiber;
...and dairy foods build our bones and teeth.

★ *Give each student crayons, one 9-inch paper plate, and one 4-inch paper plate or piece of cardboard.*

Fold the large paper plate into halves.

Then open the plate and draw a line down the crease.

b. MyPlate 30 minutes



Objectives

Use fraction names and symbols to describe MyPlate meals.

Supplies

For each student: 1 9-inch paper plate; 1 4-inch paper plate; cray
colored pencils; 1 stapler; *Choose MyPlate* page; 1 blank sheet o

Just as we plan to meet our plants' needs, we must also plan our meals t
our needs. Ask the questions below to guide the students in planning a m
vides the right proportion of food groups and a variety of nutrients to m

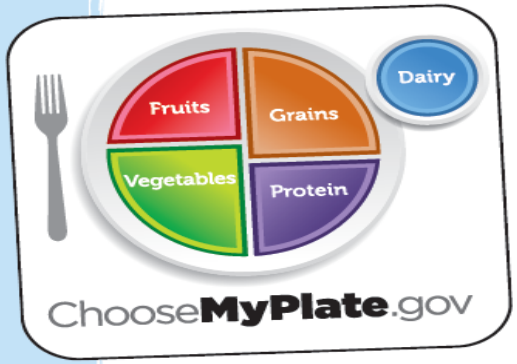
- Why is it important to plan when and how to water, weed, and
den? *A plan helps us work together to complete all the garden ta
needed. If we don't plan, we might run out of time or forget to
that our plants need water. The plants could wilt and become ur*
- We know that if we do not plan, we might forget or run out of time to give our plants what they need.

  Is it important to plan to provide for our own needs also?

  Who in your house makes plans for meals?

  Do you help decide what your family eats?

- What should be on your plate at mealtime to make sure that you are eating all the nutrients your body needs? *Foods from all the food groups.*



- Display the *Choose MyPlate* page.

  How does this plate help us get all the nutrients our bodies need? *It helps us include all the food groups and eat the right amount from each group. If we include all of the groups, we're more likely to eat all the nutrients that our bodies need to be healthy.*
- What are some of the benefits we get from the different food groups? *Protein foods build our muscles; grains provide energy and give us fiber to clean our digestive systems; vegetables and fruits provide vitamins and fiber; and dairy foods build our bones and teeth.*
- *Give each student crayons, one 9-inch paper plate, and one 4-inch paper plate or piece of cardboard.*

Fold the large paper plate into halves.

Then open the plate and draw a line down the crease.

Week 6

This Week's Lessons:

a. **Veggie Research and Garden Graffiti** *60 Mins*

b. **Go, Slow, Whoa Classification** *35 Mins*

Weekly Ala C

Fresh Food E
Garden Kitc
Quick Class

Tip of the Week

This lesson combines color, creativity, and communication in the garden. You'll need to gather stones beforehand to be painted by your students. These can be anything from flat stones to old bricks to even smaller pieces of a recently broken up sidewalk or curb. Look for just about any type of stone with a flat surface of at

a. Veg
and

Kn

Did
carr
abo
der
gro

Th
be
ot
et

Name: _____

Veggie Mania

Name of the plant: _____

Drawing of the plant

Drawing of the Seeds

Use the *Garden Planting Chart* and *Veggie Research Data* chart to answer the questions below:

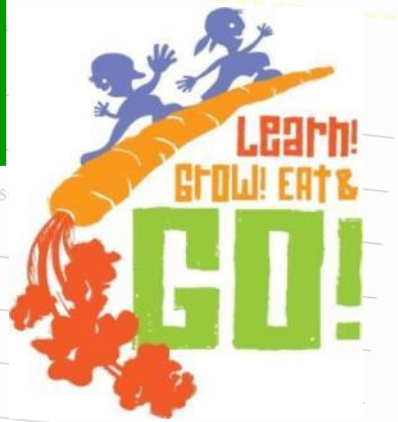
1. Is the plant grown in a warm or cool season? _____
2. How deep should the seed be planted? _____
3. How many days after planting can the vegetable be harvested? _____
4. What color is the edible part of the plant? _____
5. Name one U.S. state that produces this vegetable. _____
6. What vitamins does the vegetable provide? _____
7. What benefit do you get from eating this vegetable? _____
8. Write

Class makes 3 different stones for each crop growing:

nutrient stone:

label stone:

benefit stone:



Class makes different sto for each cro growing:

label stone

Week 6

Ask volunteers or parents to help gather and prepare the stones for the workshop by scrubbing them lightly with soapy water and allowing them to dry.

Also ask for donations of paints and brushes, and for volunteers to help during the workshop.

Ask the students to share something they learned while researching their vegetables and painting their stones.

Compliment them on their Garden Graffiti art and point out that people visiting or even walking by the garden will learn about what's growing there. These passers-by might want to grow or try the vegetable for themselves!

Follow the steps below to guide the students through the Garden Graffiti workshop:

1. Cover the table tops with sheets of newspaper or plastic, and secure them with tape.
2. Give a stone and assign a design category (marker, vitamin, benefit) to each student.
3. Have the students look at the flat surface of the stone they'll be decorating and make an outline of that shape on a sheet of paper. The sheets will be the planning pages for their Garden Graffiti designs. The students will make sketches of what they will communicate in paint on their stones.
4. Next, the students will paint their stones. Encourage them to take their time, and point out that they will be able to add more details during the next session. Next time, they may apply a second layer of paint, such as a solid background color or a dark outline around the vegetable.
5. Allow the paint to dry.
6. Set a time for the students to place their stones near the appropriate plants in the garden.

As an option, your class could use permanent markers to decorate wooden paint stir sticks for their graffi

a Quick & Easy option to stones/paint:

Use stir sticks and permanent markers

label stone

Follow the steps below to guide the students through the Garden Graffiti workshop:

1. Cover the table with newspaper or plastic, and secure them.
2. Give a stone to each student.
3. Have the students choose a category (marker, vitamin, benefit) to decorating and make a flat surface of the stone they'll be sheets will be the planning of that shape on a sheet of paper. The The students will make sketches for their Garden Graffiti designs. on their stones.
4. Next, the students will paint their stones. Encourage them to take their time, and point out that they will be able to add more details during the next session. Next time, they may apply a second layer of paint, such as a solid background color or a dark outline around the vegetable.
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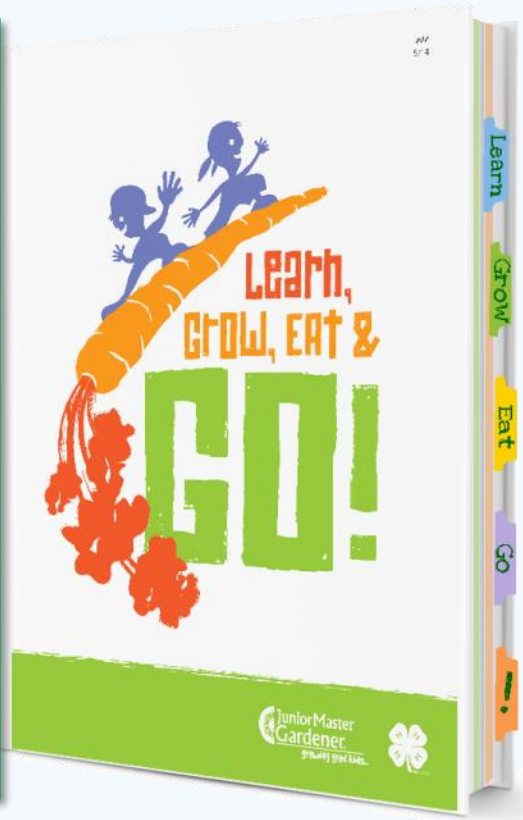
Junior Master Gardener
growing good kids...

Learn, Grow, Eat & GO!

Overview: EAT Section

EAT! Food Exposure



nutrient-dense planting list

carrots
Cauliflower
leaf lettuce
spinach
broccoli
bok choy
potatoes
cherry tomatoes
swiss chard
sugar snap peas
bell pepper
squash

(choose 6 to plant in your school garden)

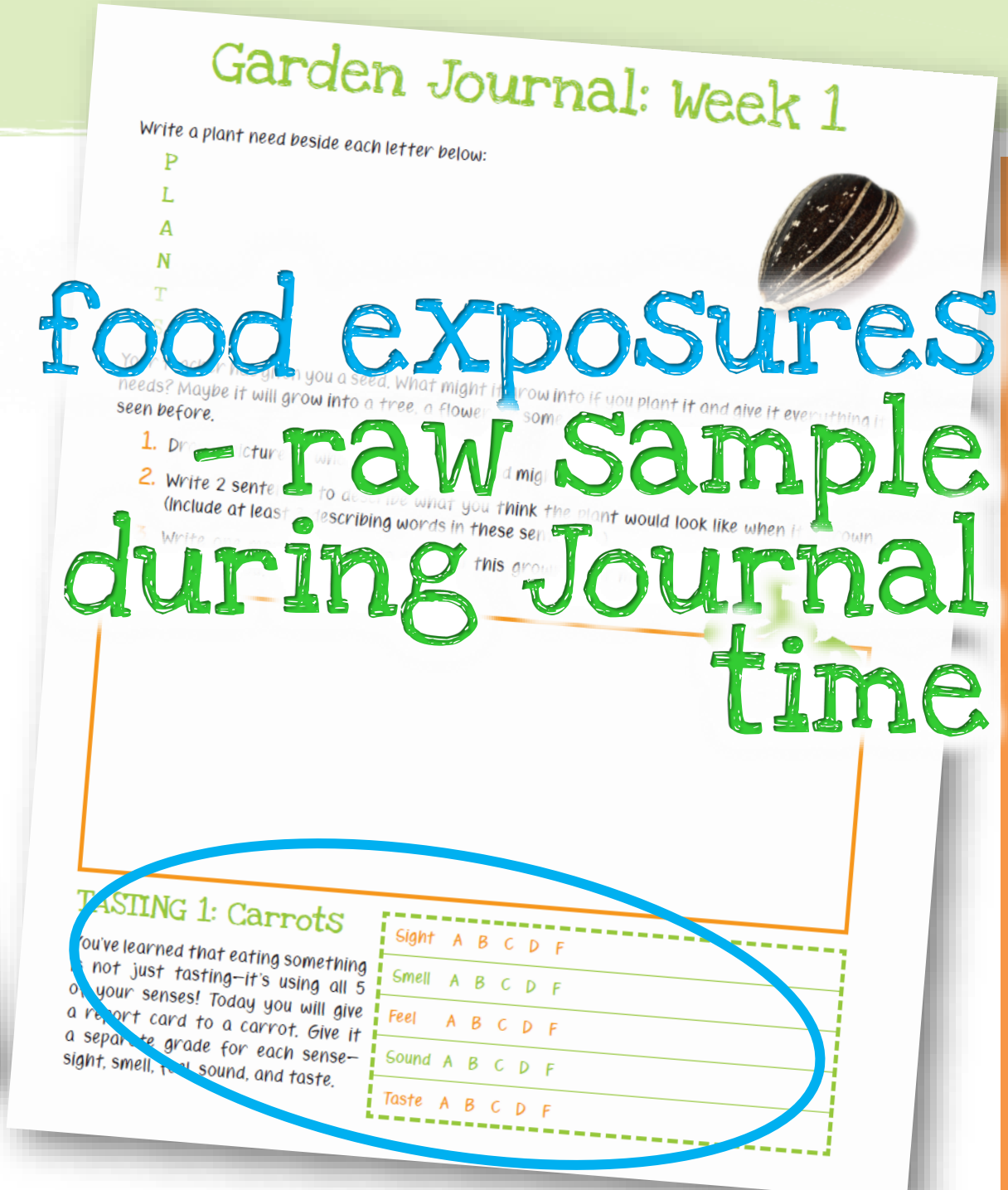
- **Exposure to new foods:**
  - evaluation of ray, fresh samples
  - Garden Kitchen recipe demos
  - engage kids & encourage willingness to include new foods.

- **Research shows children share those food experiences at home.**

- **Classroom & kid-friendly recipes**
  - Limited set-up space, cooking equipment, and time
  - Cooking skills
  - Model healthful food choices & safe kitchen practices

Week 1

first food exposures – raw sample during Journal time



EAT!

Garden Kitchen recipe demos

A. Cinnamon Carrot Crunch

Learn, Grow, EAT & GO!

Prep time: 15 minutes
Serves: 12
Serving Size: 1/4 cup

Utensils needed

Peeler
Knife
Cutting board
Large mixing bowl
Measuring spoons
Measuring cup
Mixing spoon

Ingredients

4 medium carrots, grated
2 medium apples, chopped
1 celery rib, chopped
1 tablespoon of lemon juice
3/4 cup of raisins (soak them overnight in 1 cup of water in the refrigerator)
3/4 cup of vanilla yogurt
1 teaspoon of cinnamon

Directions

1. Wash your hands and clean your cooking area.
2. Wash the carrots, apples, and celery.
3. With a knife or peeler, peel the carrots.
4. Chop the carrots, apples, and celery, and place them in large mixing bowl.
5. Add the lemon juice, raisins, yogurt, and cinnamon to the bowl of chopped carrots, apples, and celery.
6. Stir them until they are coated evenly.
7. Chill the salad before serving it.

Nutrition Facts

Serving Size 1/4 cup
Servings Per Container 12

Amount Per Serving	
Calories 70	Calories from Fat 0
	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 30mg	1%
Total Carbohydrate 17g	6%
Dietary Fiber 2g	8%
Sugars 14g	
Protein 1g	

Vitamin A 70%	• Vitamin C 6%
Calcium 4%	• Iron 2%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

www.jmgkids.us/LGEG

Kitchen math

1. Carrots are a great source of what vitamin? Vitamin _____
2. On average, how many pounds of carrots does a person eat each year? _____ (Hint: Use your *Veggie Mania Research Chart*)
3. In 5 years, how many pounds of carrots does the average person eat? _____
   Show your work here:
4. How many cups does 1 stalk of chopped celery fit into? _____
5. Circle the bigger measure:
   teaspoon tablespoon

How the children can help: Wash the produce, peel the carrots, measure the ingredients, and stir the salad

http://jmgkids.us/garden-kitchen-recipe-demos/

rition Facts

Size 1/4 cup
Per Container 12

er Serving

s 70 Calories from Fat 0

	% Daily Value*
at 0g	0%
rated Fat 0g	0%
s Fat 0g	
sterol 0mg	0%
m 30mg	1%
Carbohydrate 17g	6%
tary Fiber 2g	8%
gars 14g	
in 1g	

hin A 70% • Vitamin C 6%

um 4% • Iron 2%

nt Daily Values are based on a 2,000 calorie
our daily values may be higher or lower
ding on your calorie needs:

	Calories:	2,000	2,500
Fat	Less than	65g	80g
rated Fat	Less than	20g	25g
sterol	Less than	300mg	300mg
um		2,400mg	2,400mg
Carbohydrate		300g	375g
lery Fiber		25g	30g

ries per gram:
Fat 9 • Carbohydrate 4 • Protein 4

w.jmgkids.us/LGEG

5. Add the [illegible] chopped carrots, apples, and celery [illegible]
6. Stir them until they are coated evenly.
7. Chill the salad before serving it.

Kitchen math

1. Carrots are a great source of what vitamin? Vitamin _____
2. On average, how many pounds of carrots does a person eat each year? _____ (Hint: Use your *Veggie Mania Research Chart*)
3. In 5 years, how many pounds of carrots does the average person eat? _____

Show your work here:

4. How many cups does 1 stalk of chopped celery fit into? _____
5. Circle the bigger measure:
   teaspoon tablespoon

How the children can help: Wash the produce, peel the carrots, measure the ingredients, and stir the salad

EAT! Fresh Sample prep & Garden Kitchen Recipe Demos have been led by many different partners including:

- Cafeteria staff
- Room moms
- PTO Parent Committee
- Volunteer organizations (like Junior League, Lions Club)

Coaching by local Extension agents/volunteers.

Under supervision of certified food handler.

EAT!

Food tastings and recipe demos with your kids

Through the Learn, Grow, Eat, and Go! curriculum, teachers, school cafeteria personnel, and volunteers can expose kids to new foods by conducting raw vegetable tastings and recipe demonstrations.

These demos and tastings can provide hands-on experiences that encourage students to try new foods. For some students, these tastings or recipes may give them their first experiences with different varieties of vegetables.

Schools have found several ways to offer these opportunities:

- School nutrition and cafeteria personnel lead the tastings and demonstrations for the students to sample and view during class time.
- These personnel include the fresh vegetables or recipes as a part of the lunch program.
- The students prepare the recipe along with the school personnel.
- The tastings or recipes are prepared during classroom time by trained school volunteers, teachers, Extension volunteers, or Extension nutrition education assistants (all under the direction of an individual with appropriate food handler certification).

The county Extension office can also train ers, cafeteria workers, and volunteers on t methods for conducting tastings. Contact mation for your local Extension agent is a at www.jmgkids.us/MyCounty.

Follow these best practices from www.foo gov for handling raw vegetables:

- Refrigerate perishable fresh vegeta all produce that has been cut or p
- Wash your hands before prepar produce for the tasting or demon
- Before cooking or eating any wash it under running water, u been bagged and labeled as pre
- Have the students wash their h handling or tasting food.

During the tastings, the students v the look, smell, sound, texture, and foods. The evaluation process can dents avoid automatically dismissin or recipe before trying it.

Teachers can encourage students t etables by:

- Modeling the tasting of raw
- Modeling the tasting of new
- Encouraging students to "yuck" or "ew" during tas strations
- Leading classroom discu food looks, tastes, feels, s

As the students taste more fre new recipes, their excitement to try new foods will grow

Raw, Fresh wit

Information

One aim of the *Learn! Grow! Eat &* ence is for kids to widen the variety include in their diets. Research sh dren often must be exposed to a ne edly before they will "adopt" it.

In this curriculum, the students ing raw vegetables in the first we carrots. If you implement LGEG to students completing it will have o sample every vegetable planted in

For many kids, these samples w introductions to one or more of t etables. Be careful to select and that is fresh. This is especially im greens. A student's first impress bok choy, leaf lettuce, or Swiss ch a lasting negative effect if the gre spotted, or even slimy!

Students are very receptive to table samples, and they can be tists for this activity. It is recom class take part in at least 6 sam 10-week curriculum. The stude nals (page xxx) provide a re location for recording their wee

Swiss chard

Serving size: 1 cup

Raw nutrient amounts

- Vitamin A: 45% DV
- Vitamin C: 20% DV
- Vitamin K: 374% DV

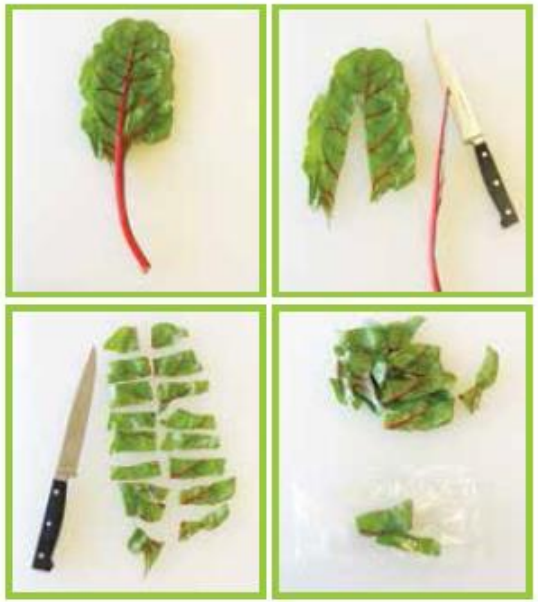
Edible colors: Green, orange, red, white, yellow

Amount needed to provide 1 bite-size sample each for 20 students: 3 medium-size leaves

Preparation tips

- Cut away the base stems.
- Wash the leaves carefully under cold water.
- Slice the leaves into thin, ½-inch-long slices, and give each student 1 or 2 strips.

Option: Give each student a few drops of low-fat ranch, vinaigrette, or other salad dressing for dipping the veggie sample.



EAT!

C. Spinach Quesadillas

Prep time: 10 minutes
Cook time: 5 minutes
Serves: 4
Serving size: 1

Utensils needed
Colander
Knife
Cutting board
Skillet/hot plate o
electric skillet
Spatula
Measuring spoo
Measuring cups
Paper towel
Plate

Ingredients
1-1/2 pounds of fresh spinach
1 tablespoon of water
tortillas

Nutrition
Serving Size 1 Que
Servings Per Conta
Amount Per Serving
Calories 300
Total Fat 7g
Saturated F
Trans Fat 0
Cholesterol
Sodium 700
Total Carbo
Dietary F
Sugars
Protein 18
Vitamin A
Calcium
*Percent Dail
diet. Your da
depending o
Total Fat
Saturate
Cholester
Sodium
Total Carb
Dietar
Calorie

www

GO!

C. Quesadillas de Espinaca

Aprende. Cultiva. Come y VAMOS!

Tiempo de preparación: 10 minutos
Tiempo de cocción: 5 minutos
Raciones: 4
Tamaño de la ración: 1

Utensilios necesarios
Colador
Cuchillo
Tabla de cortar
Sartén/hornilla electrica o sartén electrico
Espátula
Cucharas medidoras
Tazas medidoras
Toallas de papel
Plato

Datos de Nutrición

Tamaño de Ración 1 Quesadilla
Raciones por Envase 4

Cantidad por Ración	
Calorías 300	Calorías de Grasa 60
	% Valor Diario*
Grasa Total 7g	11%
Grasa Saturada 4g	20%
Grasa Trans 0g	
Colesterol 15mg	5%
Sodio 700mg	29%
Carbohidrato Total 45g	15%
Fibra Dietética 9g	36%
Azúcares 2g	
Proteína 18g	
Vitamina A 330% • Vitamina C 80%	
Calcio 60% • Hierro 35%	

*Los porcentajes de valor diarios están basados en una dieta de 2,000 calorías. Sus valores diarios pueden ser mayores o menores dependiendo de sus necesidades calóricas:

		Calorías:	2,000	2,500
Grasa Total	Menos de		65g	80g
Grasa Saturada	Menos de		20g	25g
Colesterol	Menos de		300mg	300mg

Ingredientes
1-1/2 libras de espinaca fresca
1 cucharada de agua
8 tortillas de harina integral de seis pulgadas
1/4 taza de salsa preparada, escurridos
1 taza de grasa reducida queso Monterey Jack rallado

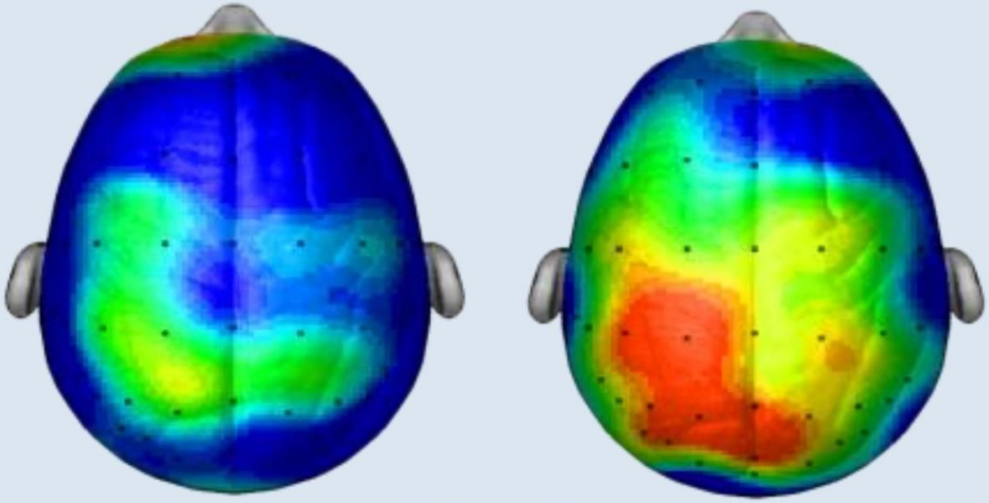
Instrucciones
1. Lávese las manos y limpie su área de cocina.
2. Coloque las espinacas en un colador en el fregadero y deje correr el agua sobre las hojas verdes. Escurra y seque ligeramente.
3. Pique la espinaca lavada.
4. Añada 1 cucharada de agua a una sartén y saltee las espinacas frescas rápidamente a fuego medio hasta que estén suaves. Deje que la espinaca se enfríe y a continuación, presione suavemente con una toalla de papel para eliminar el líquido adicional.
5. Coloque 4 tortillas sobre una superficie de trabajo. Extienda 1/8 taza de queso en cada tortilla. Luego cubra el queso con 1 cucharada de salsa, seguido de 1/4 taza de espinaca cocida.
6. Añada otra 1/8 taza de queso sobre la espinaca en cada tortilla.
7. Cubra con las tortillas restantes y presione firmemente. Cocine cada quesadilla en la sartén a fuego medio hasta que el queso se funda y las tortillas estén crujientes y doradas. Esto se llevará unos 4 minutos por cada lado. Use una espátula para voltear las quesadillas.
8. Transfiera las quesadillas a un plato. Corte cada quesadilla en cuartos antes de servir.

Matemáticas en la Cocina

1. ¿Las espinacas tienen mucha de cuál vitamina? _____
2. Dibuja líneas para cortar esta quesadilla en cuatro partes:
3. ¿Cuántos pedazos de la quesadilla mostrada arriba tomarían usted y otro miembro de la familia si estuvieran dividiendo la misma de manera equitativa? _____
4. Si toma dos secciones de 1/4 de una quesadilla, ¿qué fracción de toda la tortilla representa esto? _____

Average composite of 20 students' brains taking the same test after 20 minutes of:

Sitting Quietly Walking



Scan compliments of Dr. Charles Hillman University of Illinois

Research shows physical activity breaks can improve academic performance.

Weekly featured brain & body boosting activities

GO Strong

Substantial evidence shows that physical activity can help improve academic achievement, including grades and standardized test scores.*

Week 1: Take a Walk

Materials: I watch; optional: satellite photo of the school

Time: 15 minutes

At midmorning and midafternoon, students' attention of
way to energize their minds and exercise their bodies is to g
the idea of the whole class walking around the school tog
the students a satellite view of their campus from an onlin

Tell the class that they won't run or walk slowly but just
pace that you will lead. Have the students predict the numb
class will take to move arou
out and take a walk!

Prompt a student to
record how long it tak
could be the baseline tim
time your class walks, jo
even runs around the

If your class would like to get more heart-pumping and
consider walking across your whole state! Some stat
Across" programs (such as Walk Across Arizona, Walk M
and Walk Across Texas). In these programs, classes form
and teachers log the miles that they walk, jog, bike, do
physical activity. Their goal is to cumulatively log a tota
distance across their state.

To learn more about a Walk Across program in your st
at www.jmgkids.us/LGEG.

GO Strong

Research shows that activity breaks can help students' on-task behavior.*

Week 2: Team Bubble Burst

Materials: 1 balloon for each pair of students in the class

Time: 15 minutes

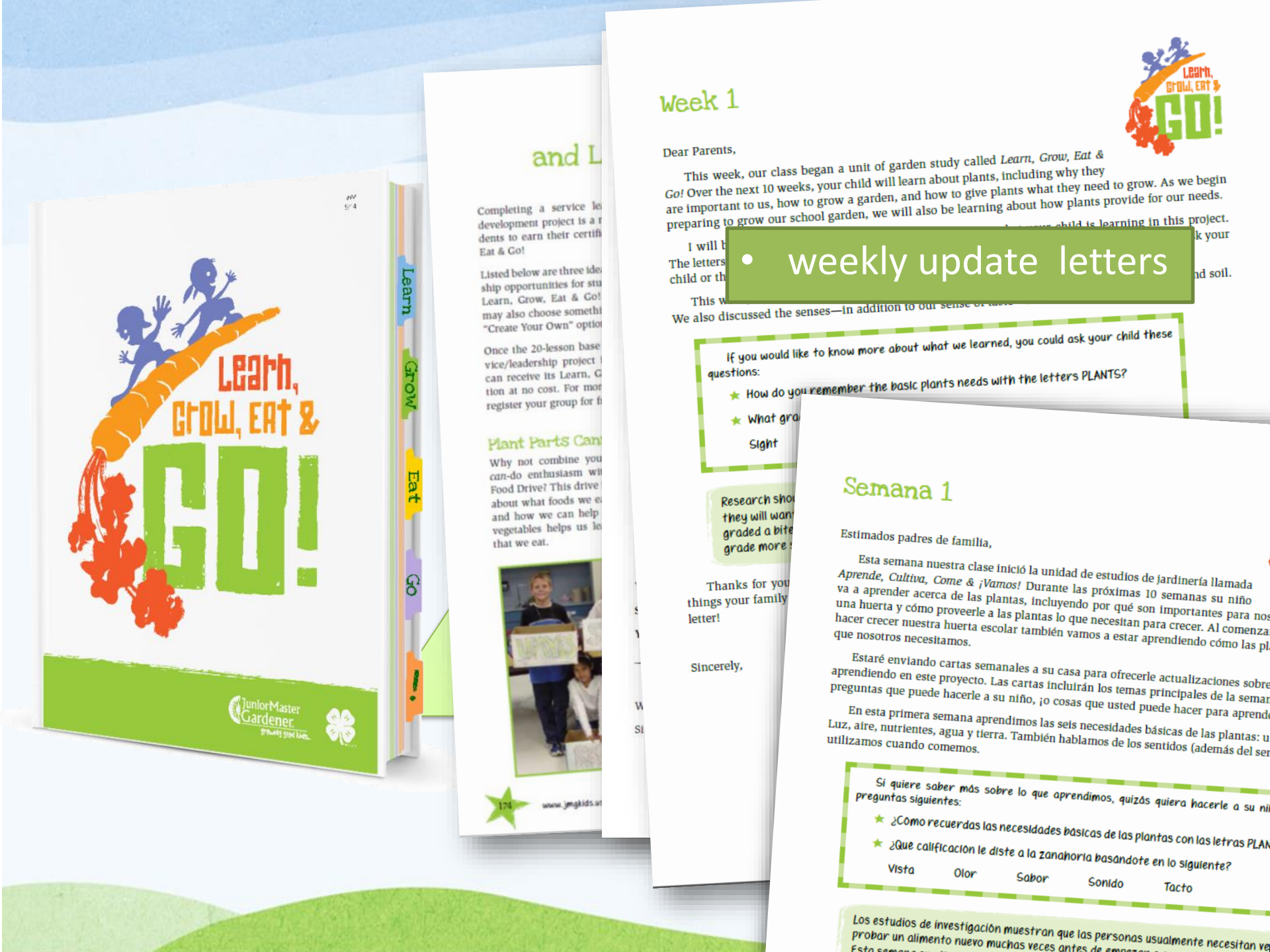
Outside, choose a start line and a finish line about 25 to 30 feet apart. Pair up the students and have each pair stand at the starting line facing each other with their hands clasped behind their backs.

Place a balloon between each pair, and have the students hold it there with their chests.

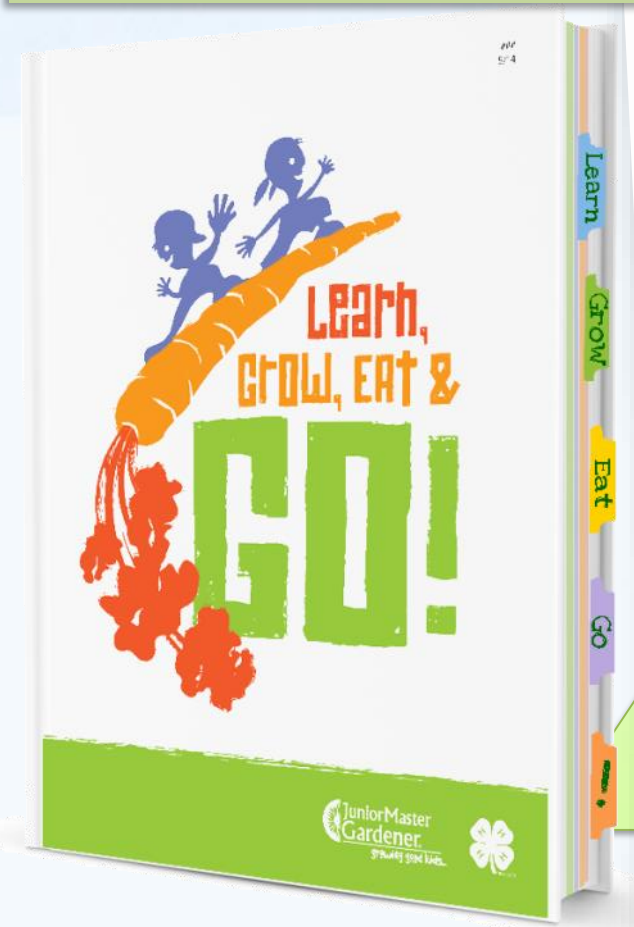
When you give the signal, the students will work together to get their balloon to the finish line. The students may touch the balloon with their hands only if it drops. Then one student may pick it up and place it back in its starting position. Both players will then clasp their hands again behind their backs then continue the race. If a balloon pops, that team must run back to the starting line, then to the finish line, and sit until all other teams have also crossed the finish line.

The winning team will be the first to cross the finish line and pop the balloon by stomping, squeezing, or sitting on it.

The race continues until all teams cross the finish line.


Learn, Grow, Eat & GO!
Learn
Grow
Eat
Go
JuniorMaster Gardener
and L
Completing a service le
development project is a r
dents to earn their certifi
Eat & Go!
Listed below are three ide
ship opportunities for stu
Learn, Grow, Eat & Go!
may also choose somethi
"Create Your Own" optio
Once the 20-lesson base
vice/leadership project
can receive its Learn, G
tion at no cost. For mor
register your group for f
Plant Parts Can
Why not combine you
can-do enthusiasm wi
Food Drive? This drive
about what foods we e
and how we can help
vegetables helps us le
that we eat.
174
Week 1
Dear Parents,
This week, our class began a unit of garden study called Learn, Grow, Eat & Go! Over the next 10 weeks, your child will learn about plants, including why they are important to us, how to grow a garden, and how to give plants what they need to grow. As we begin preparing to grow our school garden, we will also be learning about how plants provide for our needs.
I will b
The letters
child or th
This w
We also discussed the senses—in addition to
If you would like to know more about what we learned, you could ask your child these questions:
How do you remember the basic plants needs with the letters PLANTS?
What gra
Sight
Research sho
they will wan
graded a bite
grade more
Thanks for you
things your family
letter!
Sincerely,
Learn, Grow, Eat & GO!
• weekly update letters
Semana 1
Estimados padres de familia,
Esta semana nuestra clase inició la unidad de estudios de jardinería llamada Aprende, Cultiva, Come & ¡Vamos! Durante las próximas 10 semanas su niño va a aprender acerca de las plantas, incluyendo por qué son importantes para nos una huerta y cómo proveerle a las plantas lo que necesitan para crecer. Al comenza hacer crecer nuestra huerta escolar también vamos a estar aprendiendo cómo las pl que nosotros necesitamos.
Estaré enviando cartas semanales a su casa para ofrecerle actualizaciones sobre aprendiendo en este proyecto. Las cartas incluirán los temas principales de la seman preguntas que puede hacerle a su niño, ¡o cosas que usted puede hacer para aprend
En esta primera semana aprendimos las seis necesidades básicas de las plantas: u Luz, aire, nutrientes, agua y tierra. También hablamos de los sentidos (además del se utilizamos cuando comemos.
Si quiere saber más sobre lo que aprendimos, quizás quiera hacerle a su ni preguntas siguientes:
¿Como recuerdas las necesidades basicas de las plantas con las letras PLAN
¿Que calificacion le diste a la zanahoria basandote en lo siguiente?
Vista
Olor
Sabor
Sonido
Tacto
Los estudios de investigación muestran que las personas usualmente necesitan ve probar un alimento nuevo muchas veces antes de empezar

If you have access to volunteers, this page lays out specific tasks you can assign them to help:



Sample Volunteer Schedule

	Learn, Grow, Eat & Go! base curriculum lessons	Curriculum volunteer tasks	Garden volunteer tasks	Vegetable samples volunteer tasks
Week 1	A: Know & Show Sombrero B: 5 Senses Food	B. Prepare and deliver carrot samples	Begin soliciting donations for garden supplies	Begin soliciting donations for vegetable samples
Week 2	A: *Tops & Bottoms*, Plant Parts We Eat B: Nutrients to Grow	Begin gathering supplies for Garden Graffiti lesson in Week 6		Prepare and deliver featured veggie samples
Week 3	A: Don't Crowd Me B: Paper Towel Gardening		Pick up and deliver garden supplies	Prepare and deliver featured veggie samples
Week 4	A: *A Place to Grow*, Home Sweet Home B: Balloon Hot Potato		Assist with garden build and planting	Prepare and deliver featured veggie samples
Week 5	A: Rules are Rules and Schedule It* B: MyPlate		A. Each week, take small groups of students to tend to the garden	Prepare and deliver featured veggie samples
Week 6	A: Veggie Research and Garden Graffiti B: GO, SLOW, WHOA Classification	Help the students paint their Garden Graffiti projects	A. Help with preparing for and painting	Prepare and deliver featured veggie samples
Week 7	A: 10 in 2 Color Box B: 1-Week Dinner Tracker			
Week 8	A: Fruity Beauty and Blind Taste Test B: *Two Old Potatoes and Me*, The Tasty Unknown Food Chain	B. During the lesson, help chop apples into bite-sized pieces		
Week 9	A: Growing New from Old B: Greasy Grid Evaluation			
Week 10	A: Kitchen Cotton Conversion B: *I Will Never Not Ever Eat a Tomato*, Menu Mind Makeovers			

This sample agenda can help you organize parents and other volunteers to help with this project. It assumes full implementation of the base curriculum, vegetable sampling
An editable version of the agenda is available under Teacher Resources at www.jmgkids.us/LGEG.

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Click on
I need to set up a profile
below to begin your JMG group registration process. The first step is to create the a profile for the group teacher / leader (that's you!).
Benefits of Registering your Kids as a JMG Group:
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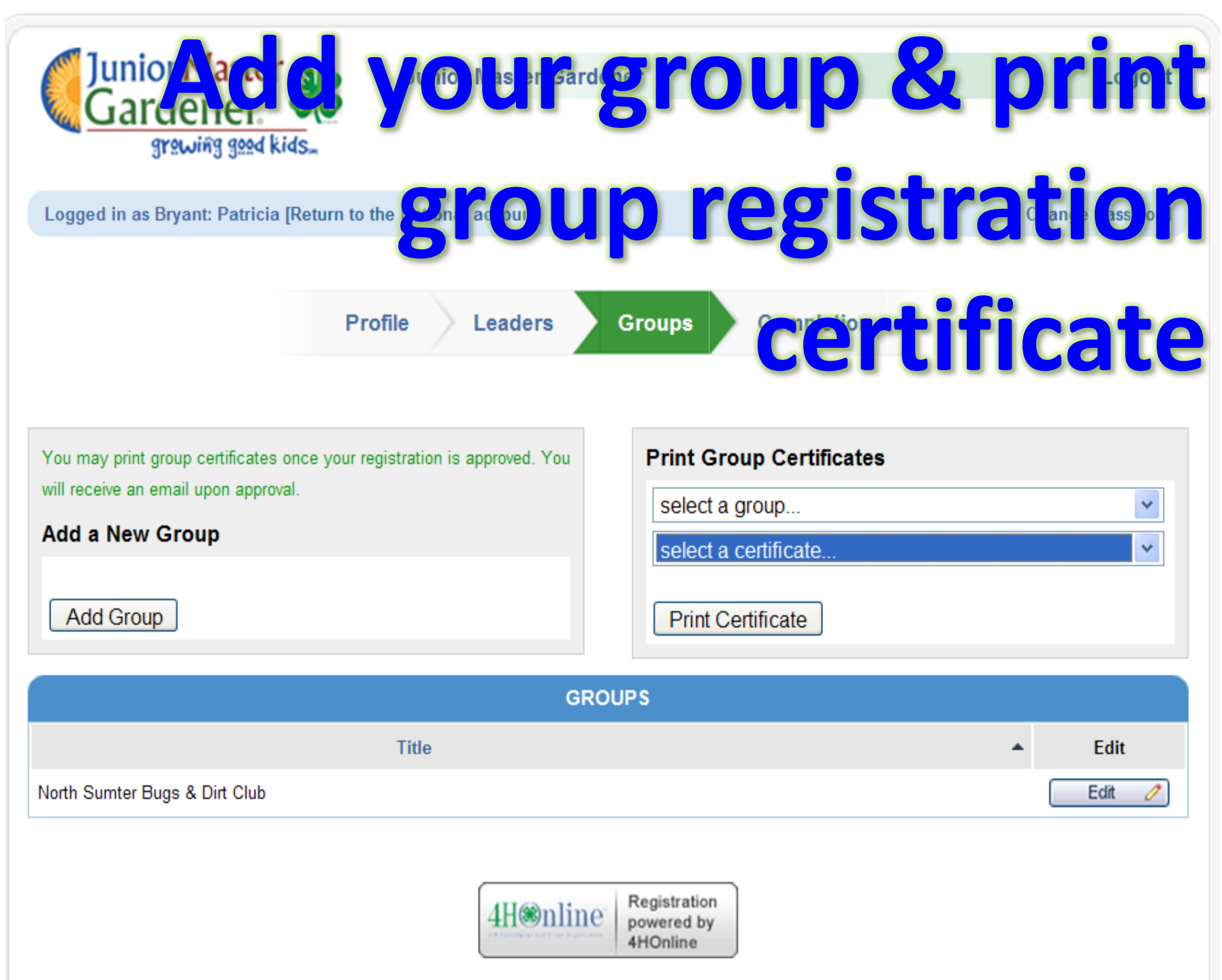
2. Youths eligible for JMG certifications and other recognition.
3. Free monthly Kids Garden News
4. Your group is eligible for state and national JMG awards and contests.
5. You are eligible for winning monthly garden treat give-aways.
I have a profile
I need to setup a profile
I forgot my password
Email:
Password:
Role:
Teacher/Leader
Login

Add your group & print group registration certificate



How can my class be eligible to win?

If you are using any JMG curriculum with your students, you can be eligible to to win JMG curriculum, children's garden books, JMG gear, seeds, garden tools and many other teacher treats!

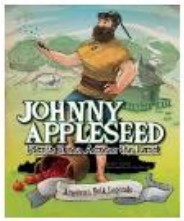
To be eligible to win, you can:

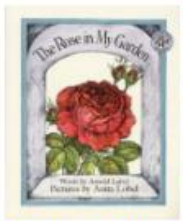
Add Your JMG Group to the Map

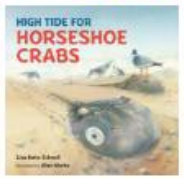
and/or

Become a Registered JMG Group

See the latest winning teachers below!







CONGRATS to these winning teachers! We'll be emailing you to select which one of these books, shirts of other teacher treats you'd like send you for free:

Mark Minister
Ben Franklin Elementary School, Terre Haute, IN

Leslie Mackenzie
Bdote School, Minneapolis, MN

Samantha Rice
Sprouting Hearts, Wasilla, Alaska

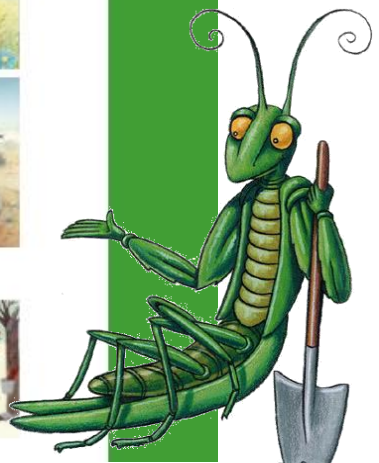
Lisa Ellis
Children of the Valley, Mount Vernon, Washington

Peggy Youmans
Redding Collegiate Academy, Redding, California

Eliz Eerdmann
Our Lady Queen of Heaven School, Wisconsin Rapids, Wisconsin

Barbara Van Lear
Accotink Academy, Inc., Springfield, Virginia

Cindy McKenzie
MPS Arboretum/Nature Center, Montgomery, Alabama



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Learn, Grow, Eat & GO! (LGEG) is the new research-based, evidence-based curriculum project of the International Junior Master Gardener® Program.

LGEG grows good kids through an interdisciplinary program combining academic achievement, gardening, nutrient-dense food experiences, physical activity, and school & family engagement.

Explore the LGEG Website

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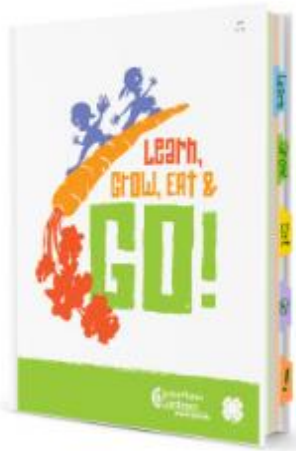

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The map is just beginning to GROW! Complete mini-form to add your class:

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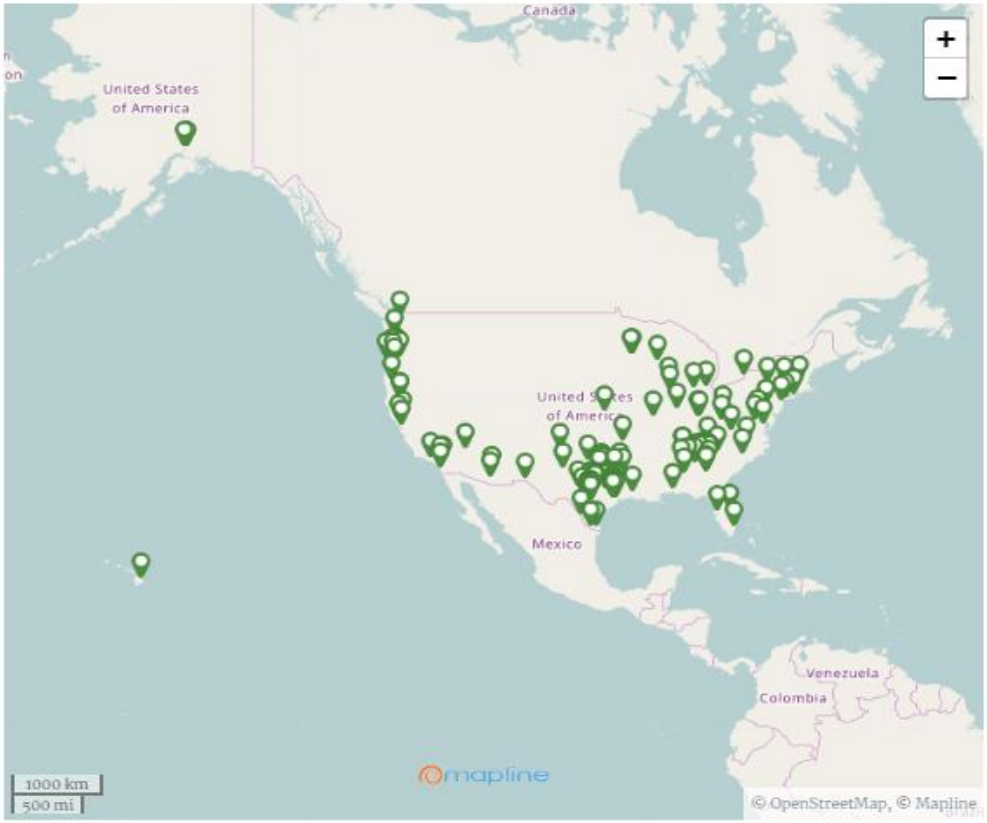

Mapping by Mapline
(see full screen map)

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