Lesson Nine: Let’s Celebrate Our Garden Harvest!
For May/June

“How do You Harvest Garden Produce” from GROWING IN THE GARDEN: LOCAL FOODS AND HEALTHY LIVING, Iowa State University Extension and Outreach; “Healthy Harvest Celebration” from GROWING HEALTHY KIDS, Oregon State University.

How do you know when a crop is ready to harvest? What are the consequences of harvesting too early or too late? Where should picked vegetables be stored to retain their freshness? Students will learn about harvesting vegetables from the garden. They plan a healthy meal using MyPlate, sing and dance about the garden, and make a plant part salad. Did students start Action projects? They can finish them up and report on the projects after the garden is harvested.

Content objectives: Describe the importance of eating fruits and vegetables; Review fruits and vegetables they eat; Recognize when plants are ready for harvest.

Life Skill objectives: Healthy lifestyle choices, Critical thinking, Communication, Citizenship, Leadership, Decision making

Core and STEM concepts and skills:
Science: Science as inquiry, Earth and space, Life science
Math: Numbers, Measurement and data
Language Arts: Vocabulary, Speaking, Listening, Viewing

Healthy snack: Plant Part Salad

Additional and supporting resources: Cooperative Extension Master Gardener’s Program can be a resource for garden information.
**LESSON PLANS FOR 2012-13 SCHOOL YEAR, GRADE 3**

**May/June:** Let’s celebrate our garden harvest!

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<td>Recipe: Plant Part Salad</td>
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Posters and Flash Card:
MyPlate Garden Poster, the Plant Part poster and the Growing Healthy Kids (GHK) Vegetable Flash Cards are in a separate files on the Educational Toolkit website.
BEFORE THE LESSON

1. Grade 3, May/June: Healthy Harvest Celebration, 2012-13 School Year
This document contains all the curriculum items and resources you need for this lesson. All lesson downloads are located on the [www.peoplesgarden.wsu.edu](http://www.peoplesgarden.wsu.edu) Educational Toolkit. Please read through everything well in advance of delivering this lesson.

Food Safety Tips for School Gardens, excerpted from United States Department of Agriculture
Harvesting and Storing Vegetables, Iowa State University Extension and Outreach
Please read and use these resources as guides to tell you when and how to harvest the crops from your school garden. If the students and their families have a garden or would like to start a garden, you may copy these resources to send home with the students. Please continue with your gardening through the end of the school year. Work with your Extension Educator to finalize plans for the garden during the summer, and make plans for next year.

3. Garden Journal
Have students complete any items for their garden journal.


THE LESSON
You may want to spread your Harvest Celebration over several days.
Overview:
1. Healthy Meal Activity: Students will work with a partner to create a healthy meal, by drawing foods from the MyPlate Garden Poster on a paper plate.
2. Roots, Stems and Leaves Song: Students will sing and dance to a song that reinforces the concept of edible plant parts.
3. Be a Food Adventurer: Adjectives, Plant Part Salad Recipe: Students will help make and will be offered an opportunity to try a healthy recipe. They'll try this snack with at least one of their senses, and will report their experience using adjectives.
4. People’s Garden Sessions: Students reflect on what they have learned in the People’s Garden program, and receive a wristband with a healthy message.
5. Optional: Harvest Party. Consider inviting guests to your Healthy Harvest Celebration. Have students brainstorm who to invite, and what to show them. If parents or other school administrators are attending, they can participate in the lesson by joining in the song, helping students prepare the salad, and tasting the recipe. Consider offering a garden tour.
SCHOOL GARDEN HARVESTING GUIDE
Prepared by Liz Falk, Cornell Garden-based Learning

Harvesting is one of the nicest chores of the season. If you follow a few important, but easy tips, you will get the most of your crops. Some crops (e.g. carrots) only provide one harvest, while other crops (e.g. lettuce) can provide multiple harvests. If possible, harvest early in the morning, after the dew dries, but before the heat of the day.

**LEAFY GREENS – Lettuce & the Brassica Family (including Spinach, Kale, Chard, Collards, Asian Greens, Mustards)**

To harvest at peak flavor and freshness, harvest young greens when they are just a few inches long. At this stage all greens are tender and delicious eaten raw in a salad. These are called “baby greens”. Pick the largest, outside, leaves first while leaving the smaller and younger inside leaves for harvesting in a week or two. If possible, eat your greens the same day you pick them. Larger leaves, 6-12” long, are less tender and are best for cooking. Remember that greens cook down; plan about 6 cups of greens for 4 usual servings. Always wash garden greens carefully before eating or cooking to remove dirt and small insects.

*Tip:* Snip (with scissors or skilled fingers) the greens about ½-1” above the base of the plant to encourage new growth. Harvesting this way will allow you to get 3-5 cuttings of lettuce and spinach and even more from kale, chard and other hardier greens.

*Note on Lettuce:* If you planted head lettuce and prefer to harvest an entire head, wait until the entire lettuce plant is about softball - melon size and looks like the shape of head lettuce, as you know it. Don’t wait too long though - Growing head lettuce rather than harvesting baby greens often allows more time for pests and diseases to attack the crop.

**Simple Greens Recipe**
- Wash and dry greens and cut larger leaves into pieces about 3 inches long.
- Heat a bit of olive oil in pan with a clove of chopped garlic or a few tablespoons of chopped onion. Cook 2-3 minutes.
- Add greens and a dash of water. You may keep the greens plain or drizzle with a dash of soy sauce or balsamic vinegar. Cook 3-4 minutes until softened.
- Remove from heat, place into bowl. Sprinkle with slivered almonds, sunflowers seeds and dried cranberries, or chives chopped chives from your garden. Serve cold or warm.

**LEGUMES – Peas, Snow Peas, Beans**

Harvest peas with 2 hands, holding the vine with one hand while snipping the entire pod off the vine with your other hand. Harvest when fully mature, about2” long for peas and 4” long for beans, depending on the variety planted. Harvesting encourages new growth, so be sure to pick off over-ripe pods you may have missed earlier on. Continue to harvest from the same vines as the legume ripens.
Peas and young beans can be eaten raw, added to salads, or lightly steamed or sautéed.

**Cucumbers & Squash (Cucurbit Family)**

Harvest cucumbers as they ripen to the desired size. For pickling, fruits should be 4 to 5 inches long, for eating fresh; most varieties grow to 7-8 inches long. Cucumbers will develop a bitter taste if they are allowed to over-ripen. (Note: Some varieties such as European or Dutch cucumbers can grow much longer. This is another reason why clear labeling of the plants in the ground is useful.)

To ensure cucumber vines continue to produce heavily all season long, it’s best to harvest daily to prevent them from becoming overgrown.

Even though huge zucchini squash are impressive, they will be more flavorful if they are picked when they are smaller.

**Tip:** Use a sharp knife or pair of scissors when harvesting, and leave a short length of stem on each fruit.

**Roots – Carrot, Beets, Radish, Potato**

It can be difficult to determine if root crops are full grown and ready to harvest because they grow underneath the soil. You may recall, most seed packets will tell you how many “Days to Harvest”. This is the number of days it takes from planting to harvesting. If you can keep track of when you planted the seeds (maybe you wrote it down in the garden journal or it’s listed on the label that next to the plant in the ground), you’ll know about when they are ready. That said visual clues are always helpful. Roots start to lift themselves up out of the ground a bit as they develop. You’ll see radishes, beets and carrots creep a bit (< 1/4 inch) above the soil giving you a clue about how wide they are getting.

**Tip:** Radishes and beets are easy to pull out of the ground whole. Carrots often break off, leaving half of that sweet orange snack for the worms. To harvest them whole, use a digging fork to loosen the soil around the root and pull it out at the base of the greens. For radishes and beets, grab the plant right at the base of the stem, loosen the root a bit by rocking it back and forth, and then pull. If the whole thing does not come up, gently use a digging fork as you would for carrots.

For potatoes, you can start gently digging for new potatoes once the plants start to bloom. Wash and cook new potatoes immediately, as they do not store well at all. If you are planning to harvest potatoes to store for a while, wait until the tops of the plants start to yellow and die back. Then gently dig around the perimeter of the plant and dig up the tubers. If you are
planning on storing them, don't wash them! Let them sit out in a cool place for a few days to cure, then gently rub off any dirt, and store in a cool, dark place.

**FRUITS – Strawberries, Tomatoes, Peppers, Eggplant**

Similar to cucurbits, fruits like to be harvested when ripe and harvesting regularly encourages new production. Use a scissors or be very careful to snip eggplant and peppers from the stem without damaging the fruit. Leaving a small stem on the harvested fruit will help keep it ripe and ensure you don’t bruise it when harvested. Carefully pick tomatoes from the plant. For strawberries, grasp the stem just above the berry between the forefinger and the thumbnail and pull with a slight twisting motion. Carefully place the fruit into your containers.

**HERBS – Basil, parsley, mint, cilantro, oregano, rosemary, tarragon, sage, chives, lavender, thyme & more.**

Herbs are grown for their leaves, flower, roots or seed. Most commonly, culinary herbs are grown for their leaves and should be harvested before they flower. Flowering can cause the foliage to develop a bitter flavor. For example, while chives are quite attractive in bloom – and their flowers are edible and delicious – the stems tend to become tough and woody after bloom. Some general guidelines for harvesting herbs:

- Begin harvesting the herb when the plant has steadily been producing new growth. harvesting generates the plant to continue to produce. Just be sure to leave enough leaves so the plant can continue to photosynthesize. Don’t be afraid to harvest. Up to 75% of the current season's growth can be harvested at one time!
- Harvest herbs before flowering, otherwise, leaf production declines because the plant will put its energy towards flowering and producing seed to reproduce. *Tip:* Pick off flowers buds as you notice them develop.
- ‘Annual’ herbs (basil, cilantro, chives) will have to be planted each year. They have soft stems and can be harvested until frost. Perennial herbs (rosemary, lavender) have somewhat woody stems and can be clipped until about one month before the frost date.
"Healthy Gardens, Healthy Youth"
People’s Garden School Pilot Project

The Extension Partnership including:
Washington State University Extension
Cornell University Cooperative Extension
Iowa State University Extension and Outreach
University of Arkansas Extension

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Food Safety Tips for School Gardens

Growing and Harvesting Produce
A school garden provides an opportunity for children and volunteers to learn about how to handle food safely. The following are some food safety tips to follow when growing and harvesting produce.

• Ensure that all persons, including staff, students, and volunteers receive basic food and gardening safety training instructions according to local health regulations. The following topics are recommended:
  ♦ Handwashing and personal hygiene
  ♦ Cleaning and sanitizing garden equipment and containers used to hold produce
  ♦ Handling produce during harvest, washing, and transportation
  ♦ Glove use
• Ensure that volunteers are covered by the school district insurance policy in the event of accident or injury.
• Require signed permission slips for all student gardeners. Permission slips should list potential hazards of working in a school garden and identify any allergies the child may have.
• Do not allow anyone to work in the garden while sick, or until 24 hours after symptoms, such as vomiting or diarrhea, have subsided.
• Ensure that all harvesters wash hands thoroughly in warm, soapy water for at least 10 to 15 seconds, and then rinse with potable water. Ensure that all open cuts or wounds on hands, arms, or legs are properly covered prior to participating in the harvest.
• Require harvesters to wear closed-toed shoes to prevent cuts, stings, or other injuries.
• Consider using single-use disposable gloves when harvesting, or handling, fresh produce as an extra precaution.
• Harvest the garden regularly and remove any rotten produce.
Food Safety Tips for School Gardens, continued

• Use cleaned and sanitized food grade containers, such as plastic bins or buckets, to hold harvested produce. Do not use garbage bags, garbage cans, and any container that originally held chemicals. These types of containers are made from materials that are not intended for food use.
• Clean harvesting tools, such as knives, scissors, etc., with soap and potable water immediately before and after each gardening session.

Using School Garden Produce in your School Meal Program
• Check with your local health department to ensure that local regulations permit food from gardens to be served as part of school meals.
• If the harvest from the school garden will be used in the school meals program, the school garden coordinator should work cooperatively with the school nutrition director to plan and implement the garden.
• Discuss food safety practices in the garden with school garden coordinators. Consider asking gardeners to document their practices. Use the information in this document as a guide to identify appropriate practices.
• Accept produce harvested from school gardens only when school nutrition staff is present to receive it. All produce dropped off or left when staff is not present should not be used in the school meal programs.
• See Best Practices: Handling Fresh Produce in Schools for guidelines on receiving, storage, preparation, and service of fresh produce in schools.
• Reject produce that does not meet school nutrition program standards.
• Receive and inspect produce harvested from school gardens according to the same procedures used to inspect produce from the district’s distributors.
• Do not use any produce that has been noticeably contaminated by animals or insects.
• Refrigerate garden produce immediately, unless the particular item is normally held at room temperature.
• Store, prepare, and serve school garden produce separately from other sources of produce to maintain traceability.
• Document service of school garden produce on the menu management/food production record. See Ensuring Traceability of Fresh Produce for more information.
• Ensure that liability for a potential foodborne illness caused by produce grown in school gardens is covered by your school district.
How do you harvest garden produce?

GENERAL INFORMATION

You may want to use the Harvesting and Storing Vegetables chart found at the end of this introduction as a quick guide for harvesting, cleaning and storing vegetables.

How do you know when a crop is ready to harvest? What are the consequences of harvesting too early or too late? Where should picked vegetables be stored to retain their freshness? These questions and others will be answered in the lessons in this unit. Here are some guiding tips.

WHEN AND HOW TO HARVEST

There is a difference between “mature” and “ripe” garden produce that determines when to harvest them. A mature fruit or vegetable is one that has reached a sufficient stage of development that, after harvesting, is or will be at the best stage to eat. A vegetable or fruit is ripe when it is at its prime edible state. For example, pears, bananas, and sometimes tomatoes are harvested when they are mature, yet they may still be green in color. A few days after harvest, they “ripen” to the stage at which we like to eat them.

Beginning gardeners and children often pick vegetables, such as peppers, eggplant, carrots, cucumbers and potatoes, before they have reached the best stage for harvest. At a small stage, these crops are technically mature, but harvesting them too early results in low yields and less to eat. There are some exceptions and it depends on how you are going to use them.

Early harvested, small potatoes – called “new potatoes” – are a tasty treat in early summer. Cucumbers are sometimes harvested early at a small size and used for pickles.

If you want a bell pepper for slicing or stuffing, it is best to wait to harvest it when it has reached its full size. A full-sized green tomato will ripen to red, orange, or yellow; and, if left on the plant, a full-sized green bell pepper will ripen into red, yellow, or even purple, depending on the variety.

Crops that are harvested and eaten at their peak ripeness are typically tastier and have a better texture than those eaten before they are ripe or when they are over ripe. As much as you don’t want to harvest crops too early, you don’t want to let them become over ripe in the garden. Crops that are left in the garden too long may become soft or even begin to rot. They are wasted and no longer edible.
Crops that continue to produce for several weeks in the summer, such as green beans, zucchini, cucumbers, peppers, and tomatoes, need to be harvested regularly to keep them producing and setting on more fruits. The plant will set fewer fruit if they are left on the plant too long and become large and over ripe.

Some leafy crops, such as spinach, leaf lettuce, and chard can be cut about an inch and a half to two inches above the ground and they will grow back. This can be done two or three times in the spring. These plants cannot withstand the heat and long days of the summer. At that time remove the plants entirely from the garden and plant another crop, such as green beans, for a fall harvest. Make sure there are enough days remaining in the growing season (before the first average fall frost in your area) for that crop to mature.

Seed packages, plant labels, and garden catalogs often give the “approximate” number of days for a crop to mature. Growing conditions, such as weather, moisture, and weed competition affect this number. So it should only be used as a guide. Work with the youth to figure this out together.

To help you to be watchful of the best stage for harvest, you may want to use the Approximate Harvest Dates chart found towards the end of this lesson.

HARVEST TOOLS
- Scissors are best for the students to cut leaf lettuce and spinach
- Pruning shears may work better for harvesting zucchini, squash, pumpkins, peppers and eggplant
- Buckets and/or bags for harvest
- Garden fork for carrots, potatoes and sweet potatoes
- Trowel for loosening soil around root crops and onions

FOOD SAFETY AND CLEANING
At harvest time, make sure everyone practices good food safety. Wash hands thoroughly before and after picking vegetables. The harvest containers should be clean and free from soil and old plant residue. Gallon-sized bucket can be lined with plastic grocery bags which will make hauling and clean up easier and insure clean harvest containers.

Clean your vegetables before you put them in the refrigerator. Rinse leafy vegetables (lettuce, spinach, chard, cabbage and kale) in clean cold water, preferably in a strainer to drain the excess moisture. Then store in airtight bags. Tomatoes, peppers, melons, squash, and cucumbers, can be rinsed off and air dried. Rinse and rub (not scrub) the soil from root crops such as carrots and beets. Soil residue on onions, garlic, potatoes and sweet potatoes should be rubbed off after they are cured (see Storing Vegetables). Never wash or soak them in water.

STORING VEGETABLES
Different crops have different storage needs. Some, such as potatoes and onions, need to be “cured” before they are stored. Curing is a treatment that increases their storage life. Once crops are harvested their quality starts to deteriorate. To slow that process, most vegetables need to be refrigerated almost immediately. If that is not possible, put them in a cool, shady location. Do not leave them sitting in bags in the hot sun.
**APPROXIMATE HARVEST DATES**

Please record the harvest information about the crops you are planting in your garden. You may find this information on the seed packet, the tag for the transplant, in garden catalogues, on the Internet, or at your local extension office. Besides using visual clues, this will help you to determine when the crops may be at the best stage to harvest.

<table>
<thead>
<tr>
<th>CROP</th>
<th>DAYS TO MATURITY</th>
<th>PLANTING DATE</th>
<th>ESTIMATED FIRST HARVEST DATE</th>
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<tr>
<td>Example: radishes</td>
<td>28</td>
<td>April 20</td>
<td>May 18</td>
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<tr>
<td>Example: zucchini</td>
<td>48</td>
<td>June 15</td>
<td>August 3</td>
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### HARVESTING AND STORING VEGETABLES

(Adapted from ISU Extension Publication, PM 731 Harvesting and Storing Vegetables)

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<th>APPROX. STORAGE PERIOD</th>
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<tr>
<td><strong>SNAP BEANS (bush or pole)</strong></td>
<td>Pick often to keep plants producing more beans.</td>
<td>Cool Refrigerate: 40 - 45°</td>
<td>7 – 10 days</td>
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<tr>
<td>Harvest the pods when they are almost full-sized but before the seeds begin to bulge. Hand pick with small stem attached to the pod. Do not break pod.</td>
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<tr>
<td><strong>BEETS</strong></td>
<td>One time harvest. Clean garden area after all beets are harvested.</td>
<td>Cold Refrigerate: 32 - 40°</td>
<td>4 months</td>
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<tr>
<td>Pull or dig beets when roots are 1 to 1½ inches in diameter. Cut tops to ½ inch above root.</td>
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<tr>
<td><strong>BROCCOLI</strong></td>
<td>Tender side shoots, 1 to 3 inches across, will develop after the central head is removed. After those are harvested, remove the plants from the garden.</td>
<td>Cold Refrigerate: 32 - 40°</td>
<td>10 – 14 days</td>
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<td>Cut when flower heads are blue-green and about 6 to 7 inches across but before small yellow flower buds start to open. The stems below the flower head and small leaves are also very nutritious.</td>
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<tr>
<td><strong>CABBAGE</strong></td>
<td>One time harvest. Clean garden area after harvest.</td>
<td>Cold Refrigerate: 32 - 40°</td>
<td>1 to 2 months</td>
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<tr>
<td>Cut when heads become large and solid. Don’t delay because heads are prone to cracking when they get large.</td>
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<tr>
<td><strong>CANTALOUPE (Muskmelon)</strong></td>
<td>One plant can produce 2 to 5 fruit, not all at once. Check often once they start to mature.</td>
<td>Cool Refrigerate: 40 - 45°</td>
<td>1 to 2 weeks</td>
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<tr>
<td>The skin between the netting turns from green to orangish-yellow. The fruit will separate easily from the stem.</td>
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<tr>
<td><strong>CARROTS</strong></td>
<td>One time harvest. Clean garden area after harvest.</td>
<td>Cold Refrigerate: 32 - 40°</td>
<td>3 or more months</td>
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<tr>
<td>Dig when roots are ¾ inch or more across. Be careful so that you don’t break the roots when digging. Remove tops to ½ inch above the root.</td>
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## Growing in the Garden: Local Foods and Healthy Living

### GeneraL InformatIon

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<th>APPROX. STORAGE PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CUCumBERS</strong></td>
<td>Check plants often once they start bearing. Keep fruit harvested for continuous production.</td>
<td>Moderate Refrigerate: 45 - 55°</td>
<td>1 to 2 weeks</td>
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<tr>
<td>Pick slicing cucumbers when they are 6 inches long and while they are still bright green and firm. Cut fruit from the vine with pruning shears. Leave about ½ inch of stem attached to the fruit.</td>
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<td><strong>EGGPLANT</strong></td>
<td>Check plants often once they start bearing. Keep fruit harvested for continuous production.</td>
<td>Moderate Refrigerate: 45 - 55°</td>
<td>1 week</td>
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<tr>
<td>Harvest anytime after the fruits are 2 inches across until they are 4 to 6 inches in diameter (depends on the variety). Light thumb pressure will leave a dent at the proper harvest stage. Cut from plant with pruning shears. Leave about 1 inch of stem on the fruit.</td>
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<td><strong>GARLIC</strong></td>
<td>One time harvest. Clean garden area after harvest.</td>
<td>Cold Refrigerate: 32 - 40°</td>
<td>Up to 6 months</td>
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<tr>
<td>Pull in mid-summer when bottom leaves begin to dry. Cure the bulbs in a warm ventilated area in single layers for 10 days. Remove the tops about 1 inch above the bulb.</td>
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<td><strong>KOHLRABI</strong></td>
<td>One time harvest. Clean garden area after harvest.</td>
<td>Cold Refrigerate: 32 - 40°</td>
<td>Up to 2 months</td>
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<tr>
<td>Pull plants when stems are swollen to 2 to 3 inches in diameter. Remove leaves and roots.</td>
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<tr>
<td><strong>LETTUCE</strong></td>
<td>Cut and it will come back for one or two more harvests, then remove spent plants.</td>
<td>Cold Refrigerate: 32 - 40°</td>
<td>1 to 2 weeks</td>
</tr>
<tr>
<td>Leaf lettuce should be cut when the leaves are 4 to 6 inches long. Cut about 1 ½ inches above the ground for re-growth to occur.</td>
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<tr>
<td><strong>ONIONS (green)</strong></td>
<td>One time harvest. Clean garden area after harvest.</td>
<td>Cold Refrigerate: 32 - 40°</td>
<td>2 to 3 weeks</td>
</tr>
<tr>
<td>Any standard onion can be used as a green onion and harvested young. Harvest when 6 to 8 inches tall.</td>
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### Grade 3 Lesson 9 Celebrate Harvest

**GROWING IN THE GARDEN: LOCAL FOODS AND HEALTHY LIVING**

In raw or fresh state.

- **Check plants** often once they start bearing. Keep fruit harvested for continuous production.
- **Eggplant**
  - Harvest anytime after the fruits are 2 inches across until they are 4 to 6 inches in diameter (depends on the variety).
  - Light thumb pressure will leave a dent at the proper harvest stage. Cut from plant with pruning shears. Leave about 1 inch of stem on the fruit.
- **Garlic**
  - Pull in mid-summer when bottom leaves begin to dry. Cure the bulbs in a warm ventilated area in single layers for 10 days. Remove the tops about 1 inch above the bulb.
- **Kohlrabi**
  - Pull plants when stems are swollen to 2 to 3 inches in diameter. Remove leaves and roots.
- **Lettuce**
  - Leaf lettuce should be cut when the leaves are 4 to 6 inches long. Cut about 1 ½ inches above the ground for re-growth to occur.
- **Onions (green)**
  - Any standard onion can be used as a green onion and harvested young. Harvest when 6 to 8 inches tall.

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**OPTIMUM STORAGE CONDITIONS, °F**

- **Moderate** Refrigerate: 45 - 55°
- **Cold** Refrigerate: 32 - 40°

**APPROX. STORAGE PERIOD**

- In raw or fresh state.
- **1 to 2 weeks**
- **1 week**
- **Up to 6 months**
- **Up to 2 months**
- **1 to 2 weeks**
- **2 to 3 weeks**
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<th>CROP HARVEST GUIDE</th>
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<th>OPTIMUM STORAGE CONDITIONS, °F</th>
<th>APPROX. STORAGE PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ONIONS (dry)</strong></td>
<td>One time harvest. Clean garden area after harvest.</td>
<td>Cold (after curing) Refrigerate: 32 - 40°</td>
<td>3 months (use before they sprout)</td>
</tr>
<tr>
<td>Harvest when the tops fall over and begin to dry. Pull with tops on and dry them in a protected place for 3 to 4 days. Cut tops to 1 inch above the bulb and store in shady area in mesh bags or single layers for further curing until stems tighten up and outer scales are dry.</td>
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<tr>
<td><strong>PEAS</strong></td>
<td>Check plants often once they start producing seed pods. Keep pods harvested for extended production.</td>
<td>Cold Refrigerate: 32 - 40°</td>
<td>1 to 2 weeks</td>
</tr>
<tr>
<td>Pick peas with edible pods such as snow peas when pods are just filled, but before the seeds become hard and starchy. Store peas in the pod. Harvest snap peas when the pods are beginning to plump and while the pods are still glossy and smooth.</td>
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<tr>
<td><strong>PEPPERS</strong></td>
<td>Check plants often once they start bearing. Keep fruit harvested for continuous production.</td>
<td>Moderate Refrigerate: 45 - 55°</td>
<td>2 to 3 weeks</td>
</tr>
<tr>
<td>Harvest when the pepper is large, firm, and crisp. Fully ripe peppers are slightly sweeter and may be red, orange, yellow or other colors.</td>
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<tr>
<td><strong>POTATOES</strong></td>
<td>One time harvest. Cure potatoes in a cool shady location for two weeks. Clean garden area after harvest.</td>
<td>Cool Refrigerate: 40 - 45°</td>
<td>New potatoes only store for a few weeks. Large, cured potatoes can be stored in a dark location for 3 or more months</td>
</tr>
<tr>
<td>New (small) potatoes can be dug in early summer when the vines are lush and green. Large potatoes are dug as soon as the plants die. Be careful not to cut the potatoes when digging by placing the fork at least 8 inches from the stem of the plant.</td>
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<tr>
<td><strong>RADISHES</strong></td>
<td>One time harvest. Clean garden area after harvest.</td>
<td>Cold Refrigerate: 32 - 40°</td>
<td>3 weeks</td>
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<tr>
<td>Pull when the roots are 1 to 1½ inches in diameter, remove tops about ½ inch above the root.</td>
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### GENERAL INFORMATION

<table>
<thead>
<tr>
<th>CROP HARVEST GUIDE</th>
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<th>OPTIMUM STORAGE CONDITIONS, °F</th>
<th>APPROX. STORAGE PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPINACH</strong></td>
<td>Cut and it will come back for one or two more harvests, then remove spent plants</td>
<td>Cold Refrigerate: 32 - 40°</td>
<td>1 to 2 weeks</td>
</tr>
<tr>
<td>Harvest when leaves are 2 to 6 inches long. Cut about 1½ inches above the ground for re-growth to occur.</td>
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<tr>
<td><strong>SUMMER SQUASH (Zucchini)</strong></td>
<td>Check plants often once they start bearing. Keep fruit harvested for continuous production.</td>
<td>Cool Refrigerate: 40 - 45°</td>
<td>1 to 2 weeks</td>
</tr>
<tr>
<td>Cut squash from plant when they are 6 to 12 inches long. The rind is very tender and scrapes easily. Scallop type (‘Patty Pan’) are harvested when 3 to 5 inches in diameter. Leave ½ inch stem on the fruit.</td>
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<tr>
<td><strong>SWEET CORN</strong></td>
<td>Check frequently when they reach maturity. Harvest all at once or within a few days.</td>
<td>Cold Refrigerate: 32 - 40°</td>
<td>1 week</td>
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<tr>
<td>Harvest by grasping the ear at its base and then twisting downward. It is ready as soon as the silks are brown and dry at the ear tip.</td>
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<tr>
<td><strong>SWEET POTATOES</strong></td>
<td>Harvest all at once. Cure for 1 week in a warm, shady location.</td>
<td>Moderate Refrigerate: 45 - 55°</td>
<td>3 or more months</td>
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<tr>
<td>Harvest in late fall, just before frost, by digging with a garden fork. Be careful not to stab a tuberous root.</td>
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<tr>
<td>** TOMATOES **</td>
<td>Check plants often once they start bearing.</td>
<td>Cool room 55 - 65°</td>
<td>4 to 7 days</td>
</tr>
<tr>
<td>Pick any time from pink to fully red stage. Pick and remove stem from the fruit.</td>
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<tr>
<td><strong>WATERMELON</strong></td>
<td>Check plants often once they start bearing.</td>
<td>Moderate to cool room 45 - 65°</td>
<td>2 to 3 weeks</td>
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<tr>
<td>Harvest when fruits are full sized, rind is dull in appearance, and the bottom part touching the ground turns from greenish white to creamy yellow. Leave 2-inch long stem attached to fruit.</td>
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Collecting and Storing Seeds from Your Garden

D. Hatch

One of the first requirements for growing a successful garden is finding good seed from plant varieties that have been adapted to your area. Many companies provide such seed. When you calculate the value of the food you grow, you will find that high-quality seed is a bargain.

At some time, though, you may want to collect, store, and plant seed from your own garden rather than buy the seed. This fact sheet describes how to save seeds from a variety of plants.

Collecting seeds

Don’t save seeds from vegetables or flowers labeled “hybrid.” Seeds from hybrid varieties produce a mixture of plant types, most of which are inferior to the parent. Many varieties could be hybrids but may not be designated as such.

Seeds easily saved

**Tomato**
1. Save seed from the fully ripe fruit of the desired tomato plant.
2. Squeeze the seeds onto a paper towel or a piece of screen.
3. Leave the seeds at room temperature until they are thoroughly dry.

**Pepper**
Select a mature pepper, preferably one turning red, and allow it to turn completely red before extracting the seeds. Place seeds on a towel or a piece of screen until they are thoroughly dry.

**Eggplant, husk tomato (groundcherry), garden huckleberry**
Separate seeds from the mature fruit and dry thoroughly at room temperature.

**Beans, peas, soybeans**
1. Leave pods on the plant until they are “rattle dry.”
2. Watch the pods carefully because some varieties split and scatter the seeds when they are dry.
3. Pick dried pods and place them in a well-ventilated area at room temperature. When the pods are completely dry, remove the seeds.
4. To control possible weevil infestation, place seeds in a freezer for 24 to 30 hours.

**Lettuce**
Lettuce seeds are more difficult to collect, but you can save them.
1. Leave a plant or two to produce a seed stalk.
2. After the plant blooms and the flower forms a miniature “dandelion head,” gather the seeds.
3. Separate the seeds from the chaff by rubbing them with your fingers.

Seeds difficult to save

**Vine crops: cucumber, melons, squash, and pumpkins**
It usually doesn’t pay to save these seeds. Without controlled pollination, these crops cross with other varieties and sometimes other types. Muskmelons do not cross with cucumbers, however.

You can control pollination in your garden, but it requires careful attention. First, you need to distinguish between male and female flowers. Male blossoms are on a longer stalk and do not have a miniature fruit at the base as do female blossoms.

1. With careful observation, note the blossoms that will open the following day. They have a light yellow color and a distinct pointed tip.
2. In the evening, select male and female flowers on the same plant. With a paper clip for small flowers or a rubber band for larger flowers, prevent the flower from opening. Flowers open only early in the day.
3. In the morning, pluck the male blossom and touch the cluster of pollen (called anthers) to the center of the female flower (called the stigma).
4. Close the female flower again so bees can’t get in.
5. Tag the blossom.
6. Grow the fruit to maturity for the desired seed.

The fruit must be very ripe for seeds to germinate correctly. Cucumbers must be entirely yellow, and squash and pumpkin must be thoroughly mature. Separate the seeds from the fruit flesh and dry them at room temperature.

**Biennials: carrot, beet, onion, and cabbage family**
Biennials are questionable for seed collection. It may take considerable effort to carry over the plant root from the first season to the second year when seed stalks form. Many members of the

Originally written by Duane Hatch, former Extension agent, Lane County, Oregon State University. Revised by N.S. Mansour, Extension horticulture specialist emeritus, Oregon State University.
Storing seeds
Keep seeds in a labeled container or envelope in a cool, dry place where they are protected from insects. Storage life of seeds varies widely. Here is a guide:

- **Short-lived seeds** (1–2 years): corn, onion, parsley, parsnip, pepper
- **Intermediate seeds** (3–4 years): asparagus, bean, broccoli, carrot, celery, leek, pea, spinach
- **Long-lived seeds** (4–5 years): beet, chard, cabbage family (Brussels sprouts, cauliflower), turnip, radish, cucumber, eggplant, lettuce, muskmelon, pumpkin–squash group, tomato, watermelon

An ideal way to prepare seed for long-term storage is to place seed packets in a jar, seal the jar tightly and place it in a refrigerator or freezer. To help absorb moisture, place a small, cloth bag filled with dry, powdered milk beneath the seed packets in the bottom of the jar. Use about 1/2 cup of dry milk from a recently opened package.

Test germination
To test seeds for germination before planting:

1. Moisten two or three layers of paper towels.
2. Place 25 to 50 seeds on the towels and roll the towels loosely. Place them in a plastic bag.
3. Keep the towels in a warm place such as on a kitchen counter or on top of a water heater.
4. Some seed, such as radish, germinates in 2 or 3 days. Peppers can take 10 to 14 days. Observe the seed at 2-day intervals to determine the degree of germination.

For more information
Many OSU Extension Service publications may be viewed or downloaded from the Web. Visit the online Publications and Videos catalog at [http://eesc.oregonstate.edu](http://eesc.oregonstate.edu).

Copies of our publications and videos also are available from OSU Extension and Experiment Station Communications. For prices and ordering information, visit our online catalog or contact us by fax (541-737-0817), e-mail (puborders@oregonstate.edu), or phone (541-737-2513).
May June: Let’s Celebrate Our Garden Harvest!

What you will need

**Activity 1, Healthy Meal Activity**
- MyPlate Garden Poster (found in separate file on the website)
- Paper plates
- Crayons or markers
- Plant Part Poster (found in separate file on the website)
- Access to a large table, to display the healthy meals
- GHK flash cards (optional; found in separate file on website)

**Activity 2, Plant Part Dance Party**

**Activity 3, Food Adventurer Adjectives, Plant Part Salad Recipe**
- Access to soap, sink and paper towels to wash hands
- Food Adventurer Adjectives worksheet (one per student)
- Plant Part Poster
- Plant Part Salad recipe sheets (one per group).
- Plant Part Salad ingredients (refer to recipe)

**Activity 4, Food Adventurer Mission**
- Food Adventurer wristbands

**Supplementary Materials (as needed)**
- Crayons, storybook, journal and/or coloring sheet

Adapted with Permission from Oregon State University Growing Healthy Kids, [http://extension.oregonstate.edu/nep/garden_nutrition/](http://extension.oregonstate.edu/nep/garden_nutrition/)
Preparation

**Activity 1, Healthy Meal Activity**

- Decide whether or not you will prepare paper plates, by dividing the plate into the different MyPlate groups. Prepare plates, as necessary.
- Arrange for access to a large table or other display space, for students to display the healthy meals they created.

**Activity 2, Roots, Stems and Leaves Song**

- Photocopy Roots, Stems and Leaves song lyrics sheet.
- Set up CD player or other music device.

**Activity 3, Food Adventurer Adjectives, Plant Part Salad Recipe**

- Gather ingredients and supplies for making plant part salad.
- Decide how much preparation you will do beforehand, versus having the students assist with the recipe. Prepare ingredients, accordingly.

**Activity 4, Food Adventurer Mission**

- Photocopy Food Adventurer wristbands.
Teaching outline

Activity 1: Healthy Meal Activity

_During our People’s Garden lessons, we have learned that it is important to eat a variety of healthy foods. Who remembers why it is important to eat a variety of foods from MyPlate?_

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

_What is one way you can make sure you’re eating a variety of vegetables and fruits?_

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

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

Allow students to answer.

_One way we can make sure to get a variety of healthy foods in our diet is to choose foods from each of the different food groups in MyPlate._

For this next section, you can have children work with a partner, team or a volunteer, if it would be easier to manage, logistically. Or, each child can work to create their own healthy meal.

_You [and your team or partner] are going to create a meal together. You are going to draw your meal on a paper plate. Include at least one food from each of the MyPlate food groups in your meal. What are the different food groups on MyPlate?_

Allow students to answer: grains, vegetables, fruits, dairy, proteins. Point to the food groups on the MyPlate Garden Poster as the students answer.

Adapted with Permission from Oregon State University Growing Healthy Kids, http://extension.oregonstate.edu/nep/garden_nutrition/
When you’re putting your meal together, you can use the GHK flash cards for ideas (if you are using these flash cards). You can use the MyPlate Garden Poster or Plant Part Poster for ideas. You can use our garden for ideas.

If using, distribute GHK flash cards to students.

If you have prepared the plates prior to the lesson, so that there are discrete areas for each of the food groups (such as color coding areas per food group), please go over this with the students.

Pass out the markers/crayons, and circulate among the room to help students. When the students are done, you can ask for volunteers who would like to share their meal idea with the class. As students share their paper plate meal, you can ask them questions.

Which food is from the grains group on MyPlate? Which food is a vegetable? Which is from the fruits group?

Allow students to answer.

Why did you pick this particular food for your meal?

Allow student to answer. If you have a large table, display all of the “meals.” Allow students time to gallery walk and look at other students' meals. Encourage them to ask their classmates questions regarding what foods they chose or their favorite fruit or vegetable.

Thank you all for creating great examples of variety on your plates!

Activity 2: Plant Part Dance Party

Throughout our People’s Garden lessons, we’ve been learning about a variety of vegetables and fruits that we can eat.

For this section, you can allow students to use the GHK flash cards for reference, if you have printed them.

We’ve learned about roots that we eat. What are some of the root vegetables that we eat?

Allow students to answer. Carrots, parsnips, beets, jicama and radishes are all examples of root vegetables.

Adapted with Permission from Oregon State University Growing Healthy Kids, http://extension.oregonstate.edu/nep/garden_nutrition/
We've learned about stem vegetables that we eat. What are some of the stem vegetables that we eat?
Allow students to answer. Celery, rhubarb and asparagus are all examples of stem vegetables.

We've learned about leaf vegetables that we eat. What are some of the leaf vegetables that we eat?
Allow students to answer. Lettuce, spinach, cabbage, radicchio, chard and kale are all examples of leaf vegetables.

We've learned about fruits from the garden. What are some of the fruits that we eat?
Allow students to answer. Squash, cucumbers, apples, pears, berries, tomatoes, pumpkin and melon are all examples of plant fruits.

Students may ask why squash, cucumbers and other foods are considered the fruits of a plant. You can remind them about the difference between culinary fruits and botanical fruits. The foods that we call fruits are often sweet and juicy. However, botanically, the fruit of a plant is usually fleshy and holds the plant's seeds. The scientists who created MyPlate grouped fruits and veggies according to their nutrient content, not where their seeds are. Do not focus too much on this difference, but be prepared to provide a brief answer if students ask.

We've even planted some of these root vegetables, stem vegetables, leaf vegetables and fruits in our garden. You can remind students about the seeds that they have planted in their school garden.

To remind you of the six parts of the plant, we are going to sing and dance to the Roots, Stems, Leaves song.

The full version of the song is rather long. The shortened version of the song includes just the chorus. Depending upon the time you have available, and the attention span of your class, you may want to use the chorus plus one or two verses (so there is a healthy message), rather than the entire song. Access the song at http://www.songsforteaching.com/bananaslugstringband/rootsstemsleaves.htm or purchase at Amazon for $0.99 http://www.amazon.com/Dirt-Made-Lunch-Banana-String/dp/B000G8P53S/ref=sr_1_3?ie=UTF8&qid=1367009826&sr=1-3 (It is part of the Dirt Made My Lunch CD, and can be purchased separately)

Play the song on a CD player, or sing the song for the students. Have the students sing along.

Adapted with Permission from Oregon State University Growing Healthy Kids, http://extension.oregonstate.edu/nep/garden_nutrition/
Students can also dance. Below are different “moves” that they can use for each plant part, or they can dance free-style.
Roots – Wiggle your feet.
Stem – Bend your legs at the knees.
Leaves – Shake your hands out to the side.
Flower – Raise your arms above your head, to form a “V”.
Fruit – Clasp your hands above your head, to form a circle with your arms.
Seeds – Wiggle your fingers and move your hands down to the ground.

During the last school year, 2nd graders in the People’s Garden program had a specific lesson on plant parts. This may be review or new information for some students.

Activity 3: Food Adventurer Adjectives, Plant Part Salad Recipe
Note: If you can harvest and salad ingredients from your garden, be sure that they are harvested and cleaned appropriately

Today is our People’s Garden lesson. We’ve worked very hard to learn about healthy foods from MyPlate. We’ve grown many of these foods in our garden.

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

Salad, veggies and dip, veggie chips, smoothie, sundae, muesli, food art (varies based on location)

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

Items in the Plant Part Salad can come from the garden. Make sure that produce harvested from the garden is thoroughly washed before it is prepared. If there is not enough produce or you cannot use it for some other reason, purchase the items for the salad at a grocery store.

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

Remind students about proper handwashing technique, as necessary.

Now we’re ready to prepare our salad. I’m going to divide our class into teams. Each team will work on a different part of the recipe. In this way, we’re working together to make our Plant

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Part Salad, and to celebrate our healthy garden harvest.

Divide students into six or seven teams. Assign each team one task in the recipe. Each task corresponds to a different plant part. If desired, students assigned the seeds can also prepare the dressing (for six teams) or these two tasks can be completed by separate teams (for seven teams).

Have students prepare their plant part, according to the recipe handout. Each recipe handout should have the group’s assignment (e.g. Leaf, Root, Fruit, Seeds, Stems) highlighted. Volunteers can assist teams.

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

Option A: Each group can put their ingredient in a bowl with a plant part label and then students can serve themselves salad-bar style with tongs.

Option B: Combine the plant parts and dressing together in one large bowl for the whole class to serve from.

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

As much as possible, encourage children to use descriptive adjectives (objective), and steer them away from subjective adjectives (personal opinion). Objective examples are: cold, fuzzy, smooth, sweet, orange, bitter, sour, round, hard, soft good. Subjective:, bad, nasty, delicious, disgusting. In this way, children are encouraged to more objectively experience the samples.

We’re going to use adjectives to describe what we see. Adjectives are words that describe things. For example, if I say ‘green grape’, I’m using the word ‘green’ to describe the grape. ‘Green’ is an adjective. I could also say ‘green apple’, or ‘green lettuce’ to describe the color of an apple or the color of lettuce.

Pass out the Food Adventurer Adjectives worksheets.

Let's look at our plant part salad. What do you see? What color do you see? Can you think of other foods that are the same color?

Allow students time to examine the salad with their eyes, and to record and share their observations.

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Let's try the plant part salad with our sense of touch, by holding the cup in our hands. How does it feel on your skin? Is it warm or cold? Can you softly squeeze the cup? Is it soft or hard?

Allow the students to try the salad with their sense of touch, and to record and share their observations.

Let's try the salad with our nose. What can you smell? Does the smell remind you of another food?
Allow students time to try their snack with their sense of smell, and to record and share their experience.

Let's try our slaw with our mouths. How does it taste? Does it taste like something else that you’ve tried? What do you think of the taste? Would you try it again?

Allow students to taste their snack, and to record and share their observations.

Great job, Food Adventurers! You can take the recipe for the salad home, to share with your family.

Activity 4: Food Adventurer Mission

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

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

During the People’s Garden lessons,

- We’ve learned about the importance of eating foods from all the different MyPlate food groups.
- We’ve learned it is important to eat a variety of vegetables and fruits. One way to get variety is in colors and another is to eat different plant parts.
- We’ve learned that drinking water prevents us from getting dehydrated and that plants need water, too.
- We’ve been physically active by working in the garden.
- We’ve been Food Adventurers, who tasted healthy snacks, and grew our own food!

Adapted with Permission from Oregon State University Growing Healthy Kids, [http://extension.oregonstate.edu/nep/garden_nutrition/](http://extension.oregonstate.edu/nep/garden_nutrition/)
What was your favorite part of the People’s Garden lessons?

Allow students to answer.

I'd like you to remember what we have learned in these lessons and in the garden. You can share what you've learned with your friends and family. One way to share what you’ve learned is to wear a People’s Garden wristband.

Display and read the four different messages on the wristbands. Allow each student to select which message wristband they want of the four choices.

Pick one wristband that has the message you would most like to be reminded of. The message you choose might be different from the one your friend or neighbor chooses!

Distribute the wristbands to the students. Read them the message they choose. Secure the wristband on their arm, using tape. Or you can let student partners help each other to read the message and secure the wristband.

Once the wristbands are on, ask the students to read what their wristband says to a partner. Students can name one or more ways they can accomplish their goal.

End the class with a big cheer or round of applause for all of the students' hard work on People’s Garden.

Consider sending home the Journal that student’s have been keeping. Your Extension Educator may like to look at the journals before they go home.

Adapted with Permission from Oregon State University Growing Healthy Kids, http://extension.oregonstate.edu/nep/garden_nutrition/
Supplementary activities

Consider supplemental activities.

- Supplementary Activity 1 - Storybook and Discussion and Journal - Read the storybook to children and then lead a discussion on key points that connect the book to People’s Garden messages and activities. Sample discussion questions can be found on the next page. Children then write or color about what they learned on a journal sheet. Add it to their journal. Storybook Options: The Surprise Garden, by Zoe Hall or The Ugly Vegetable by Grace Lin.

- Supplementary Activity 2 – Seed Saving – If students will be harvesting lettuce, tomatoes, peppers, beans or peas, they can collect and save the seed for next season’s garden. Work with an experienced gardener, who can provide instruction on seed saving, or refer to Oregon State University Extension publication FS220, “Collecting and Storing Seeds from your Garden”, by Duane Hatch. This activity may work particularly well, if you collaborate with Master Food Preservers to make salsa from garden tomatoes. Seeds are often spooned out of tomatoes prior to making salsa. These seeds can be spread out on a paper towel, and allowed to dry. Once seeds are fully dry, store them in a labeled envelope, noting the crop and the date the seed was collected. Seed packets can be given out to students, so that they can take them home and plant them in their own garden. Or, they can be saved and planted next season, in the school garden. Store seeds in a cool, dry place until you are ready to plant.

Supplementary Storybook Activity: Sample Discussion Questions and Journal Sheet Ideas

**The Ugly Vegetable, by Grace Lin**

**Discussion Questions**

- Did you see any insects in the story? Are insects good or bad for your garden? (some good and some bad)
- Did the kids get any physical activity in the garden or yard? (digging, planting, watering, tree house, sprinkler, picking, basketball, football)
- What food did they make with their edible plant parts? (Chinese vegetable soup)

**Journal Sheet Idea**

- Draw a new vegetable you have never tried that you would grow in your garden and cook in soup. If appropriate write down the name of the vegetable.
The Surprise Garden, by Zoe Hall

Discussion Questions

☐ What seeds did mom give to grow in the surprise garden and what edible/eatable plant part were they (refer to last page of book)?
  - Seeds – sunflower, bean, pea
  - Roots – radish, carrot
  - Leaves – lettuce, spinach
  - Fruit – watermelon, squash
  - Flower – cauliflower, broccoli

☐ Did you see any insects in the story? Are insects good or bad for your garden? (some good and some bad)

☐ How did the kids eat their edible/eatable plant parts? (watermelon slices and salad, sunflower seeds)

☐ How many colors can you find in their meal? This is an example of VARIETY.

Journal Sheet Idea

☐ Draw a meal with your friends tasting editable/eatable plant parts. If appropriate list the foods you are eating.

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Plants Part Salad

This recipe contains more than one type of fruit or vegetable, rich in different nutrients. Try many colors and kinds. This recipe is an excellent source of vitamin A, which keeps eyes and skin healthy and vitamin C, which keeps gums and blood vessels healthy.

Ingredients:

- 6 cups leaves such as lettuce, spinach, chard
- 1 cup roots such as beets, carrots, radishes
- 2 cups flowers such as broccoli, cauliflower
- 1 cup stems such as celery, broccoli stems, chard stems
- 2 cups fruit such as apple, tomato, cucumber
- 1/4 cup seeds such as sunflower seeds, peas, beans

Dressing:

- 2 tablespoons fruit juice or vinegar such as lemon, orange or apple cider vinegar
- 2 tablespoons oil
- 1 clove garlic, minced

Directions:

1. Wash all fruits and vegetables.
2. Tear leaves into small pieces. Place in large bowl.
3. Cut or grate roots, stems, flowers and fruit into bite-sized pieces. Add to bowl.
4. Add seeds to bowl.
5. Make dressing by combining oil, juice or vinegar, and garlic in a small container with a secure lid. Shake until well mixed.
6. Pour dressing over salad and toss lightly.

Servings: 12
Serving size: 1 cup

Nutrition information (per serving):
- Calories: 60
- Total Fat: 4g
  - (Saturated Fat: 0.5g)
- Cholesterol: 0mg
- Dietary Fiber: 2g
- Sodium: 20mg

Source: Oregon State University Extension Service. For more recipes and other resources on eating well for less, visit the OSU web site at www.foodhero.org

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Appendix F Roots, Stems and Leaves Song Lyrics

*Roots, Stems and Leaves*

*By the Banana Slug String Band*

*From the album Singing in Our Garden*

<CHORUS>

Roots, stems, leaves, flowers, fruits and seeds,
Roots, stems, leaves, flowers, fruits and seeds,
Roots, stems, leaves, flowers, fruits and seeds,
Roots, stems, leaves, flowers, fruits and seeds,
That's six parts, six parts, six plant parts that people need.

The roots hold the plant in the ground,
They gather up the water that falls around.
And there's a root inside of me,
Because a carrot is a root that I eat.
That's six parts, six parts, six plant parts that people need.

A stem is an elevator growing up from the ground.
The water goes up and the sugar back down.
And there's a stem inside of me,
Because celery is a stem that I eat.

The leaves are the kitchens where the food is done.
They breathe the air and catch rays from the sun.
And there's a leaf inside of me,
Because lettuce is a leaf that I eat.

<CHORUS>

Roots, stems, leaves, flowers, fruits and seeds,
Roots, stems, leaves, flowers, fruits and seeds,
Roots, stems, leaves, flowers, fruits and seeds,
Roots, stems, leaves, flowers, fruits and seeds,
That's six parts, six parts, six plant parts that people need.

The flowers are dressed so colorfully,
They hold the pollen and attract the bees.
And there's a flower inside of me
Because cauliflower is a flower I eat

The fruit gets ripe, then falls on down
It hold the seeds and feeds the ground.
And there's a fruit inside of me
Because an apple is a fruit that I eat.

<CHORUS>
Roots, stems, leaves, flowers, fruits and seeds
Roots, stems, leaves, flowers, fruits and seeds
Roots, stems, leaves, flowers, fruits and seeds
Roots, stems, leaves, flowers, fruits and seeds
That's six parts, six parts, six plant parts that people need.

The seeds get buried in the earth,
And the cycle starts again with a new plant's birth.
And there are seeds inside of me
Because sunflower is a seed that I eat.

Now you know what this whole world needs,
It's roots, stems, leaves, flowers, fruits and seeds.
There's six plant parts inside of me
Because a garden salad is what I eat.

<CHORUS>
Roots, stems, leaves, flowers, fruits and seeds
Roots, stems, leaves, flowers, fruits and seeds
Roots, stems, leaves, flowers, fruits and seeds
Roots, stems, leaves, flowers, fruits and seeds
That's six parts, six parts, six plant parts that people need.

Song lyrics © Banana Slug String Band, reprinted with permission:
www.bananaslugstringband.com
I will eat more fruit!

I will eat more veggies!

I will drink more water!

I will be more active!

I will eat more fruit!

I will eat more veggies!

I will drink more water!

I will be more active!