Lesson 3: Planting a Garden for Healthy Snacking
Grades 9 – 12

I. Nutrition Education Objective:
   Goal 1: Students will comprehend concepts consistent with USDA guidance related to eating and physical activity for good health.
   Objective: As a result of Pennsylvania’s SNAP-Ed plan, student will know, understand, analyze and apply concepts, as developmentally appropriate, that are consistent with USDA guidance about the benefits of:
   1. Eating a variety of fruits and vegetables for meals and/or snacks
   2. Eating healthy snacks

II. Pennsylvania Educational Standards:
   A. 10.1 Concepts of Health
   B. 11.3 Food Science and Nutrition

III. Content:
   A. Students will learn healthy options for snacks.
   B. Students will learn the basic skills for growing plants.
   C. Students will be able to apply knowledge to designing a garden area.

IV. Materials:
   A. Fruit and Vegetable Worksheet
   B. Garden Plot Design sheet
   C. Food Tasting: Strawberries
   D. Hand wipes, gloves, napkins, plates
   E. Reinforcement that conveys the appropriate nutrition message

V. Procedure:
   A. Introductory:
      a. Ice Breaker
         i. Review lat lesson: discuss the different varieties of vegetables. Give students the Fruits and Vegetable Worksheet and have them think of fruits and vegetables by color.
      a. In this lesson, we will:
         i. Explain that by adding fruits and vegetables to snacks, we can easily meet the recommended daily intake.
ii. Prepare for starting a garden.
iii. Explain that plant production and eating a healthy diet become more meaningful as we grow our own plants.

B. Developmental:
   a. In the last lesson, we talked about the amount of vegetables that we should eat weekly and daily. Two lessons ago, we talked about the amount of portions from the other food groups we should have in a day. A great way to get the amount of fruits and vegetables that we should have everyday is to add fruits or vegetables to our snacks.
      i. Snacking between meals helps keep our energy levels up and provides nutrients (vitamins and minerals) we may miss out on with our other meals. But you need to pay careful attention to the types of snacks you are choosing. If you primarily eat high fat, high sugar snacks, you may be compromising your health.
      ii. By adding fruits or vegetables at snack time, you can be eating healthier foods and getting more of the right foods that your body needs.
      iii. Discuss ways that fruits and vegetables that we might grow in our garden can easily be added as snacks.
   b. In the last lesson, we talked about where to plant the garden, what to plant in the garden and when to plant it, today, we will design your garden.
      i. Ask students to think of the location of their garden plot or indoor area and discuss the four needs of plants as they relate to this spot.
      ii. Have students individually or in small groups determine what plants they would like to grow based on the regional climate, the location of the garden plot and that they would be healthy snacks. (Each group must come up with at least 4 - 6 varieties to plant in the garden)
      iii. Hand out the Garden Plot Design sheet and have students draw diagrams of how they hope to organize the garden (or their dream garden). Show samples to give them ideas. How much space is available? Will you have small individual plots in addition to a larger collective area of the garden?
      iv. Discuss organization: It is important to know what plants occupy each portion of your garden so that you can properly care for them. Also, it is important to plan how you will reach the plants in the middle of your plot without trampling plants in your way.
      v. If gardening inside, planning where things will be placed for the best light conditions is still important. If more than one type of plant is grown, placement may become important as the plants grow larger. Also, some plants may need to be replanted from their original containers into larger pots.
   c. Other Gardening Essentials
      i. What basic items (tools, seeds, soil, etc.) might you need to get started on a garden?
ii. Make a list of items named by students and others they may not think of: hoes, rakes, shovels, hand trowels, hand cultivators, buckets, hose, watering cans/sprinkler, wheelbarrow, string, row markers, tape measure, seeds or seedlings, and compost.

iii. Talk about what each of the listed items may be used for.

iv. Garden Safety—discuss basic safety for tool use. Tools should be kept in a safe place such as in a locked shed near the garden.

v. It is also important to keep water nearby when working in the garden. Don’t stay in the hot sun too long!

C. Concluding:
   a. So now we have discussed all the basics of planning and designing a garden. Next we can get started in planting the garden.
   b. Remember that gardening is a great way to grow your own fruits and vegetables that you can enjoy as a snack or part of a meal.

D. Taste Testing:
   a. Distribute hand wipes to students.
   b. Strawberries
Garden Plot Design

In the space below, sketch how you would design your garden plot.
# Fruits and Vegetables

**Directions:** Think of as many fruits and vegetables as you can. Write them in the correct column according to their color.

<table>
<thead>
<tr>
<th>Red</th>
<th>Orange</th>
<th>Blue and Purple</th>
<th>Green</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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