



Cooperative Extension • Monterey County

The Edible Express

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Take a Walk in Your... Favorite School Garden

Inside this issue:

Farm to Fork

Standards-based P.E. activities for elementary teachers

Does exercise improve test scores?



Could you and your colleagues find ways to integrate *all* content areas with experiential garden learning? Math, reading, science, social studies... hmmm. This is the challenge issued by Carmel Unified to teachers at Captain Cooper School.

The faculty has been using UCCE's Farm to Fork curriculum since the fall ~ it provides learning activities that link gardens, nutrition, and the school lunch program. Still ~ what about social studies? Reading? Math?

A sunny spring day is a good reason to visit your favorite school garden, so UCCE staff set out to see just what's going on at the Captain Cooper garden.

The school is fortunate to have lots of land, lots of support and a great Garden Director, Lauren Gamblin, (funded by a local non-profit). This all helps. Yet everywhere you wander in the garden you see projects that could fit in even a raised box planter, and so could be transplanted

(pun intended) to nearly any school.

Students come for Garden Day each Tuesday (the rows of wee garden gloves hanging on the shed door are a glad sight). Teachers use the garden as a natural resource for in-class activities almost anytime. In the fall there was the Compare the Tomato with Catsup lesson (Look at ingredients- determine which is more likely to make you a healthy person).

This early spring morning the kindergarten students came down to the water garden - in an old bathtub - to catch pollywogs; while



others in the class collected twigs for the growing frogs to walk on in the special environment taking

shape in the classroom.

Science is in every breath taken in this sunny space. Students work with the worm bin and learn about the decomposition cycle. The process of pollination is fascinating and the idea that hummingbird beaks developed in just the right shape to take best advantage of nectar here and there is a real WOW! moment.

Sustainability? There's a solar powered waterfall in the Sensory Garden. Students learn to think about local production, and have pretty much decided that their carrots are the tastiest because "they're

...creating an information bridge that allows educators easy access to ready to use, research based nutrition information.

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For more info on schools gardens look here:

- <http://www.csgn.org/page.php?id=31>
- <http://www.edibleschoolyard.org/>
- <http://www.ciwmb.ca.gov/Schools/Gardens/>
- <http://www.lifelab.org/>



Down the Garden Path at Captain Cooper...

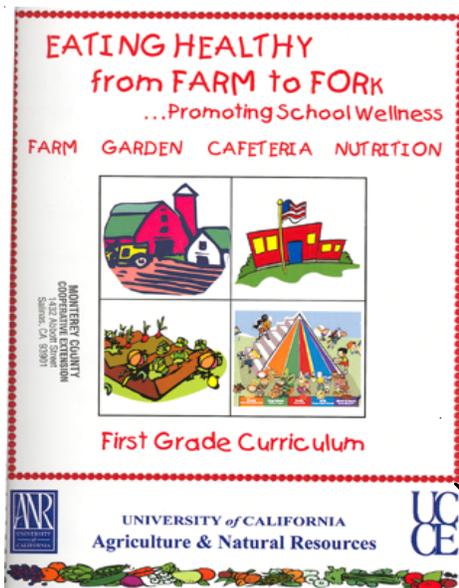
planted with love". Social Studies? Native Americans knew all the plants with medicinal properties, and Captain Cooper students are learning about the wild-crafting ways of these people who were here long before us.

And oh yes- math and reading. It's very interesting when you're reading a recipe and learning about fractions in a hands-on way like this. What's cooking in the garden these days? Fat asparagus - both raw and steamed. Arugula- it bites back! Sizzling sautéed cabbage is a tasty treat.

Even parents wander in to the Garden in the fall, when the school holds a "Fiestita".

On the Central Coast we are so fortunate to have the climate and conditions that allow school gardens to be such a success. From the north where an Award-winning Garden Program is conducted by Jessica Silverman Curcio (Network for a Healthy California) at Gault School in Santa Cruz, to the south where Lauren Gamblin (Big Sur Arts Initiative) wields her rake at Captain Cooper, we already have some great models.

Try to take the time to visit one of these school gardens. Inspiration, optimism and fresh air will be your reward ~ and maybe this WILL be the year you put a raised bed outside your classroom door.



We have this great binder for you!
Full of facts, ideas and activities
linking the food we eat to the
farms that grew it... available for
K-2 grades. Standards correlation
built right in - look in the sidebars

**Check out our resource
library for Pumpkin Circle,
Bread Comes to Life, in
the Three Sisters Garden...
and much more.**

Call Kathleen at 759.7373





Classroom Teachers ~ need some standards-based P.E. lessons?

Performance related nutrition education in physical education materials have been developed for you by the head of the California Center for Excellence in Physical Education, in contract with CDE and Network.

Lessons are geared to 20 minute sessions and are all inclusive even featuring ELL strategies where needed.

Here's a sample for grades 1-3



3



Performance related nutrition education in physical education

“Cold, Clear Water”

Objective: Students will be able to explain that water helps to maintain normal body temperature by promoting sweating

Facilities: Blacktop or grass space similar in size to a basketball court.

Equipment: 3-5 small spray bottles filled with water; 2 sets of pictures (physically active people who look hot and physically active people who do not); 1 flag belt for each child (or the instruction to use a gentle tap when tagging another); a chalk board or whiteboard.

Introduction (5 minutes): **Group discussion** to answer these questions ~ What happens to you when you play hard for a long time? Do you feel hot? Does your face turn red? Do you get wet? **Teacher explains**~ those signs show that your body is beginning to overheat. When your body gets too hot you start to sweat ~ that's how you get wet. When air passes over your wet skin it cools your body down so that you don't overheat.

T-chart: 2 **lists generated by students** ~ one with locations where a person would feel cold (playing in snow), the other with “hot” locations (outside play in summer). **Teacher explains** ~ human body is designed to the same temperature inside, even if the outside environment is very cold or hot. Water helps maintain even body temperature by sweating when it is cold outside or warming up water inside the body when it is cold.

Outside Learning Activity (10-15 minutes): Everyone is IT in a **game of tag**. When a student is tagged, she must leave the play area. To return to the activity, she must self assess to determine whether or not she is overheated. If so, she squirts herself with water to represent sweating and subsequent cooling of the body. If she or he is not overheating, he should run around the play area once before re-entering the activity.

Play for 1-2 minutes, then stop the activity and **ask students key questions** about their bodies overheating and being cooled by sweat. Each time you restart the game, choose a different, specific locomotor movement for students to use (walk, run, slide, gallop, jump and hop.)

Assessment: Formative assessment is embedded into outside learning activity. **Students must correctly determine** if their bodies are heating up or increase their activity level by additional running to elevate body temperature. Teacher can remind students of criteria if necessary (heart pumping fast, breathing heavily, feeling warm inside, beginning to sweat). Students might also inquire of one another if they look red or hot.

Closure (2-3 minutes) Teacher: “Today we learned about water and how it helps to keep our bodies cool. Tell a partner what you learned about water. Who will share what you have learned? What are the signs of getting too hot?”

Does exercise really help students to achieve academically?

In April of 2004, Mary Ellen Billingsley set out to determine this once and for all. She set up a nine-week study in which 6th graders enjoyed 3 (10 minute) structured exercise sessions daily, one in the morning, one after lunch and one in the afternoon. All were held during regular recess times.

Indoor activities included jump rope, power walking, jumping jacks and sit-ups, while outdoor activities featured tag, jogging and soccer.

Following the exercise program, students were tested and it was found that this structured program helped raise test scores for 80% of the students. Students' range of improvement was 2-15%; and 24% raised scores by 10% ~ a significant improvement. In addition, students' ability to focus as active listeners increased perceptibly.

Don't forget a nutritious snack before testing - bananas are great, since they're full of potassium. Well-nourished and well-exercised students do well on tests!

Why not give the idea a try? to learn more, go here:

www.smsd.org/custom/curriculum/actionresearch2004/Billingsly.pdf

You know how antzy you get when you just need to run for awhile?

Oh yeah! A fast 5 minutes of soccer always helps me to concentrate!



10 Really Good Reasons Exercise is Important for Your Child - print for parents

http://www.activelivingresources.org/assets/kids_activity_spanish.pdf

Thanks to NFCCC

http://www.activelivingresources.org/assets/kids_activity_english.pdf

The University of California Cooperative Extension's Youth Nutrition Education Program is for teachers, youth program coordinators, staff and counselors working with students at schools that have 50% or more participation in the Free and Reduced School Meal Plan, in Monterey and Santa Cruz Counties. Our goal is to encourage students to try many different foods, eat plenty of nutritious fruits and vegetables and enjoy appetizing and nutritious snacks, especially whole grain snacks that they can prepare themselves. Gardening projects help students learn about plant food sources from hands-on experiences.

UCCE offers free on-site workshops, for teachers or staff, free ongoing program support and free curriculum - choose from a variety of educator-developed selections geared toward helping your class to achieve AYP goals. Partner with Youth FSNE to practice math and language skills for testing, using activities with nutrition content.

For more information call Kathleen at 831.759.7373.

