



UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources

LGEG Virtual Lesson Ideas

(* = virtual option)

LEARN



Week 1: "Know and Show Sombrero" (45min)

-Objective: What plants need to grow and how they support people and animals

- P.L.A.N.T.S (Place, Light, Air, Nutrients, Thirsty, Soil)
- ***Hands on -- [How to make another type of paper hat](#)**

*Students create a paper hat based on the instructions on handout and decorate the hat to show all the needs of the plant using supplies at home. Students would be directed to add plant growing-**place**, sun-**light**, air-**wind**, nutrients-**plant food**, water-**thirsty**, dirt-**soil**. Students share art with class during live class time or by emailing finished work to the teacher.*

Virtual- *Students use the white board as a "Pictionary-like" game. Chosen student draws something the plant needs, and other students guess what it is in the chat box or Annotate on the whiteboard guesses.*

- **Extended learning: What plants and people need (20 min)**

Students would be asked to annotate or chat the similarities between what plants need and what people need. Another option would be to break into groups and have them come up with all the similarities and have each group share out.

Week 1: "Five Senses Food" (30 min)

-Objective: Evaluate a food sample using 5 senses

- Encourage students to use adjectives/sparkle words

**Use white board on zoom, fill in words the students come up with and write in for them, or allow them to annotate and fill in the words themselves*

-Activity:

Each student chooses a snack of their choice. Something they have at home. Together each student starts by using their 5 senses. Students would be asked to annotate or write in the chat, words to describe the food. Teachers would give examples of describing words to students beforehand.

Example-

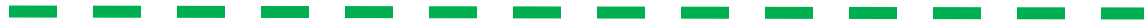
*Using your **eyes** describe the way the food **looks***

*Using your **nose**, describe the way the food **smells***

*Using your **fingers**, describe how the food **feels***

*Using your **ears**, describe how the food **sounds***

*Using your **mouth**, describe how the food **tastes***



Week 2: “Plant Parts We Eat” (30 min)

-Objective: Identify all edible plant parts/ **Literature:** “Tops or Bottoms”

- Read book to class first, **share screen and read TO class, OR let each student read a page aloud*
- **Interactive drag and drop Plant Parts Web worksheet on google slides. Share with teacher to move for them, OR allow students to move an assigned item themselves*
<https://docs.google.com/presentation/d/1Sb09ZICUpW68T1SfLWPIY6J5fTOqsNNe0GnV0dLWkrQ/edit?usp=sharing>

Week 2: “Nutrients to Grow” (45 min)

-Objective: Understand that different plant-based foods contain nutrients that meet specific needs of our bodies

**After clearly describing instructions, use the whiteboard and put the class in 6 different breakout rooms for a certain amount of time. Display “Nutrients to Grow cards on the share screen for reference. Each group will have its own name-carbohydrates, protein, fats, vitamins,*

minerals, and water. Explain that they will have “x” amount of time to discuss and brainstorm the importance of their assigned category. They can each make their own posters, then hold them up and share them after the class comes back together from breakout rooms.



Week 3: “Don’t Crowd Me” (15 minutes)

-Objective: Use units of measure to plan use of garden space.

**Video demonstration of activity would need to be used for this as a visual*

Week 3: “Paper Towel Gardening” (45 min)

-Objectives: Create planting templates divided into representative fractional amounts to ensure that the plants have enough room to grow.

** Before this lesson, make sure students join the zoom already having supplies. Most of the materials needed should be household items. Paper towels, glue, and seeds (beans could be a household item),OR distribute ahead of time. Show a video of instructions explaining how to fold into parts. Then share screen the “garden planting chart” for reference. Students can follow along, then hold up and show what they have done before moving forward with gluing on seeds. Q and A would be available during project time with a time limit, then the students can share out with group discussion. Make sure to keep the lesson within the 45- minute time limit.*



Week 4: “Home Sweet Home” (30 min)

-Objectives: Determine, observe, evaluate, and describe the physical characteristics of a garden location. **Literature:** “A place to grow”

- **Read to story to the class first - share screen and read TO class, OR let each student read a page aloud. Discuss “P.L.A.N.T.S. (week 1) as a reminder afterwards*

- **Before this lesson, if possible, distribute hard copies of the “Home Sweet Home” worksheet to the students. Show photos of sites A, B and C, and discuss scenarios with the class. Give the class 5 minutes to work on each scenario, then go over the worksheet as a group and allow the students to individually give their ratings for the different scenarios, then close with a group discussion.*

Week 4: “Balloon Hot Potato” (45 min)

-Objective: Classify foods into groups and describe the groups’ relationships and importance.

- **Begin this lesson by showing the “Great MyPlate Debate Cards” (previously distributed to the class as hard copies). Review and read each card, allowing students to take a turn reading aloud via screen share on zoom. Clearly explain directions and goals, then put the class into 5 different breakout rooms, each named after one of the food groups. Allow the students 10 minutes to get to know their food group and come up with good arguments for the debate game. Return students to the class and play a game of “virtual catch” for the activity. After each group has argued their point, create a poll and allow the students to vote for the “most important” food group. Review the outcome and allow 5 minutes of discussion before closing.*



Week 5: “Rules are Rules and Schedule it” (30 min)

-Objective: Recognize and solve problems by planning and assigning garden responsibilities. Establish routines and rules for outdoor safety.

- 1. **Ruling the garden. Screenshare the five different scenarios and allow students to take turns reading them aloud to the class. Give instructions to discuss one of the assigned scenarios with your groups before putting the class into breakout rooms. Let them know that each group should have a note taker, and a spokesperson for the assignment. Put them in their 5 different breakout rooms for 5 minutes, then bring them back together. As the spokesperson for each group announces their conclusive rule specific to their scenario, type it on to the zoom whiteboard, OR allow the notetaker for each group to annotate their rule on the whiteboard.*
- 2. **Creating a simple team schedule: Give students instructions to the next step and explain that they will be breaking into groups to come up with a garden care schedule. Allow a few minutes to brainstorm the top three jobs that need to be done (watering,*

weeding, feeding) Move them into 3 different breakout rooms and allow another 5 minutes for them to calendar their ideas on a piece of paper as a group. Return to class and use white board with a calendar and write in the schedules the students came up with as they present them.

Week 5: “MyPlate” (30 min)

-Objective: Use fraction names and symbols to describe MyPlate meals

**Go over the importance of garden needs vs our needs during zoom. You can write their answers on whiteboard for the class to have a visual. Then show them how to fold a sheet of paper into fourths for four of the five MyPlate categories. Tell them that they are going to come up with their own perfect meal and draw it out on the paper. Allow 10 minutes for the project, where they can have their video off and be muted while you play some music. Return class after allotted time and allow each student who wants to, can hold up their artwork, and talk about what they chose and why.*



Week 6 “Veggie Research and Garden Graffiti” (60 min)

-Objective: Gather data on the nutritional benefits of vegetables. Use art to demonstrate understanding of the nutritional benefits of vegetables.

**Send home copies of the “garden planting chart”, “Veggie Mania”, and the “veggie research data” sheet to the students ahead of time. Also, instruct them to go outside and find a small rock before this lesson. If they need paint, pass it out with the hard copies of the worksheets. Go over all the instructions with the students and post photos of 6 different vegetable plants on the share screen for a visual. Give the students 15 minutes to work on their assignments with videos off and muted on zoom. Then return with videos on for group discussion, and Q&A. Next, have them get out a rock they found in their yard or neighborhood, discuss, and show ideas of what they might paint on their rocks. Post photo ideas on the share screen but encourage them to use their own imagination and creativity. Allow 15-20 minutes with peaceful music playing and allow them to paint. Wrap up by reviewing what they learned and sharing their works of art. Finally, decide and instruct them where to place the rocks they just painted.*

Week 6 “Go, Slow, Whoa” classification (30 min)

-Objective: Classify foods into groups and describe their importance.

**Post photos of MyPlate and Biggie Cheesy kids’ meal on a split screen share. Start a class discussion about the food groups on the meal poster and how they fit onto MyPlate. Allow class to answer, then popcorn to the next student so everyone can participate. Next, go to whiteboard and write what suggestions the students come up with for healthier alternatives, so they all have a “visual”. Next, show the “U R what U eat” picture and spend 5 minutes to discuss and go over it. Instruct them to draw three columns on a blank sheet of paper (go, slow, whoa) and write down a few ideas for what they feel belongs in each column. Finish up with an opportunity to share what they came up with.*



Week 7 “10 in 2 Color Box” (30 min)

-Objective: Investigate and compare foods to plan healthy meals

** Share screen with white board. Ask students to name one vegetable, then “popcorn” to a classmate. Write each one on the white board for them to see. Next, do the same with fruits. Have a group discussion about nutrients needed from all five food groups and instruct them to choose a crayon of one color and take out a piece of paper. AFTER that is done, tell them to make their shopping list with veggies of only that color. Discuss the rest of the outlined information with the class for review. Then, introduce the 10 in 2 color box worksheet (distributed before class) Instruct them to spent the next 5-10 minutes filling those out, then share with class if time is left.*

Week 7 “1-Week Dinner Tracker” (30 min)

-Objective: Investigate and compare foods to plan healthy meals.

** Before the class, make sure each student has a copy of “this weeks’ menu”, a “1-week dinner tracker worksheet, and a MyPlate worksheet. On zoom, begin by telling the class that you can’t find your meal plans for the week and to check their papers at home to see if they have it. Allow the students to take turns reading one of the meals aloud to the class, then popcorn to a classmate. Next, review with them why they should eat a variety of foods while screen sharing a picture of a blank MyPlate. Give an example of where each item for Monday’s meal would fit on MyPlate and allow them to color in each food group included on*

that days' menu. Review questions in the teachers' book and allow students to participate with answers. Finally, assign them their homework for the 1-week dinner tracker and let them know they will be able to share during the next class time. Close by offering to answer a few questions they might have about the assignment while screen sharing the dinner tracker worksheet.

Week 8: "Fruity Beauty and Blind Taste Test" (40 min)

-Objectives: Predict the produce that will be the most desirable based on appearance and correlate the findings with blind taste tests.

**virtual learning adaptations TBD*

Week 8: "The Tasty Unknown Food Chain"

Objectives: Develop an appreciation for trying new foods.

Literature: "The Ugly Vegetables" - read to the class first, showing the pages while reading

Activity:

Question prompt: *Think of a time when there was a food you thought you didn't like but after trying it, found that you did like it? Have students write their food in the chat or annotate on white board. After discussing how we sometimes make up our mind about a food based on its appearance or smell and never give it a chance. Encourage students to try new foods.*

Game: *Discuss what it means to eat a rainbow. Eating from all the colors of fruits and vegetables to get all the nutrients your body needs. Put a color up and have the students write as many fruits and vegetables as they can of that color.*

Question prompt: *What is a food you would like to try in the future? Have students take a poll from a list of foods and see what the most popular answer is. Include foods that are unlikely to have been tried before.*

Teacher create a paper chain using 2'x6' strips of paper taped together into circles to connect each ring together.

Week 9 “Growing New from Old” (40 min)

-Objectives: Collaboratively develop instructions for planting, tending and harvesting potatoes. Track the migration of staple crops across cultures and geography.

Literature: “Two Old Potatoes”

- 1 **Ask students to bring a potato to use during zoom. Have different students take turns reading a page of the book. After discussing the book, share screen a world map to trace the potatoes' early travels through the world. (For: JMG – create an interactive world map so each student can click on the country in order of travel.)*
- 2 **Assign groups of three to four students in breakout rooms for the letter-writing exercise. Bring them back together and read the book again, listing steps for potato planting on the whiteboard. Explain they will plant their potato in the ground or in a pot using these steps at home. They will make a video showing each step, to explain to others as if they were on YouTube.*

Week 9 “Greasy Grid Evaluation” (40 min)

-Objectives: Analyze, observe, collect, and compare data to explain the positive and negative effects of food choices.

- 1. **In Zoom use split screen to show potato trivia and have students answer. Next, show the Nutrition Facts label for a plain potato and discuss nutrient benefits.*
- 2. **Experiment to see how much fat is in a regular bag of chips compared to baked chips or air crisps. Ideally students would have chips and a one- gallon sealable plastic bag at home and could download the Greasy Grid sheet. If not, do this for the whole class. After crushing the chips and using the Greasy Grid, ask students to count the units of fat absorbed showing the grid table. Do the same for baked chips and compare. Still using the split screen, share the Potato Nutrition labels with the class and review.*



Week 10 “Kitchen Cotton Quantity Conversion” (45 min)

-Objective: Build models to represent appropriate portion sizes of foods from all five food groups.

**Discuss with students what MyPlate is and the importance of eating from every food group. Explain that different ages and genders require different portion sizes. Show portion sizes using cotton balls, ask students to guess how many cotton balls each food group portion is.*

Play a game- Demo how the game works by screen sharing (Input what your normal day of meals and activity looks like) Allow students to play for 15 minutes. Meet back together and take a poll, is what you are eating giving you the power you need...

https://www.fns.usda.gov/apps/BlastOff/BlastOff_Game.html

Week 10 “Menu Mind Makeover” (40 min)

-Objectives: To understand where our food preferences originate. Convince other students about the nutritional benefits of fruits and vegetables.

Literature: “I Will Never Not Ever Eat a Tomato”

- 1. * Read aloud from the book on Zoom. Ask the questions in the lesson and stress that we need a variety of nutrient-rich foods every day.
- 2. * Assign groups of four to six students to six breakout rooms. Assign a food from the Veggie Research Data to each group. Using split screen, show Veggie Research Data or have the students download one set of pages for each group. Instead of making posters, have the groups create a 30-second commercial to convince others on the benefits of each vegetable assigned to their group. Have the students think about how food is advertised, even if it is not healthy. Send these “PSA” adds to other classes.