



GOOD MORNING!

- Write your name on your paper towel.
- Fold your towel into sixteenths.
- Glue one seed in each square.

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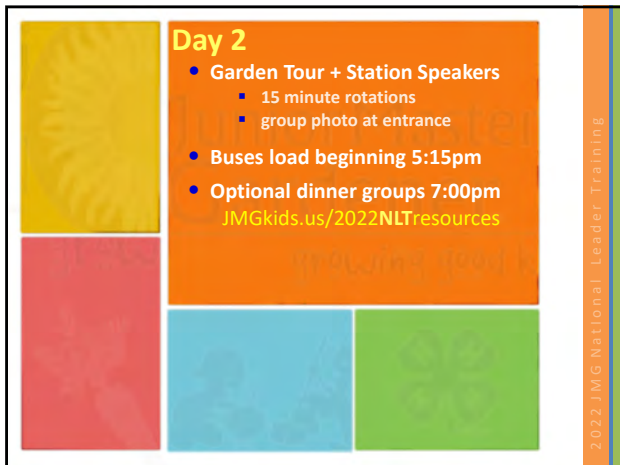


Day 2

- General Session at Hotel
- Lunch 12:00, *Finding Funding*
- Concurrent GROW session D this afternoon 1:15-2:15
- Buses depart to AgrLife Center beginning 2:30 (*pack lightly*)

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2



Day 2

- Garden Tour + Station Speakers
 - 15 minute rotations
 - group photo at entrance
- Buses load beginning 5:15pm
- Optional dinner groups 7:00pm
JMGkids.us/2022NLResources

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3



Learn, Grow, Eat & Go!

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4



Learn, Grow, Eat & GO!

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Overview & Research

5

Benefits of JMG to children?

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

www.jmgkids.us/research



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6

Can Gardening Positively impact?

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




7

Research Project: Texas Grow! Eat! Go!
Expansion/Implementation/Research Study Project



8



Why Evaluate Programs?

- Increase accountability to measure program impact and behavioral changes
- Beyond “customer satisfaction”

9

LGEG Evidence Based Outcomes


Significant Improvements in:

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

• BMI Significantly Reduced for use of LGEG


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

10




Elementary School Curricula

2021 Statewide Report




- 105 Texas counties participated, 5645 youth surveys completed; (3542 pre and 2103 post)
- Online surveys completed by children
- 92.5% children completing ages 7-11
- 34% Hispanic, 37% White, 10% African American, 4.1% American Indian or Alaskan Native, and 15% multi-racial or other

11



Elementary School Curricula

2021 Statewide Report



- Increases in vegetable preferences for all 12 vegetables featured
- Increase water consumption
- 6 % decrease in students doing NO physical activity
- 6 % decrease in screen time of 2 hours or more
- 3.5 % increase in eating green vegetables, and 4% decrease in students eating NO green vegetables

12




Elementary School Curricula
2021 Statewide Report

- 72 % students reported program participation made them better math and science student
- 74% students reported program made them want to come to school
- 61% students taught someone else to make good food choices
- 73% reported enjoying gardening with their family.

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13

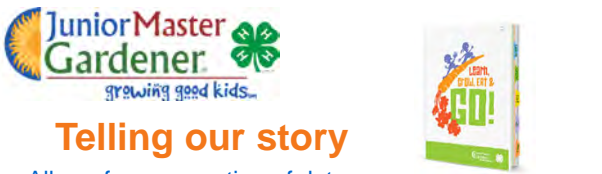


Telling our story

- AgriLife Extension – Health programs – EX: Learn, Grow, Eat, Go, Walk Across Texas, Color Me Healthy, Do Well Be Well, and others.
- What do these have in common? Measurement of fruit/vegetable consumption, water consumption, sugar sweetened beverage consumption, screen time, and physical activity

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14



Telling our story

- Allows for aggregation of data
- Youth programs – developing parent and teacher surveys
- Need to continue work on fidelity of implementation
- Continue to encourage completion of both pre and post tests
- Online evaluations becoming easier through HOWDY Health portal

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15



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16




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17

Learn!
CURRICULUM DESIGN

10 weeks,
 2 lessons/week

Sequence, integration,
 pace & flexibility



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18

Learn, Grow, Eat & GO! Base curriculum

Food exposures and physical activity features

- Module 1
 - 45 minutes - Know & Show Sombrero
 - 30 minutes - 5 Senses Food, Tasting 1, Fresh Carrots
- Module 2
 - 30 minutes - Tops & Bottoms, Plant Parts We Eat
 - 45 minutes - Nutrients to Grow
- Module 3
 - 45 minutes - Don't Crowd Me
 - 45 minutes - Paper Towel Gardening
- Module 4
 - 30 minutes - A Place to Grow, Home Sweet Home!
 - 45 minutes - Broccoli-Hot Potato
- Module 5
 - 30 minutes - Rules are Rules and Schedule it!
 - 30 minutes - MyPlate
- Module 6
 - 40 minutes - Veggie Research and Garden Great!
 - 30 minutes - G.O. S.O.W.A. which Classification?
- Module 7
 - 30 minutes - It is 2 Color Blue
 - 30 minutes - 1-Week Dinner Tracker
- Module 8
 - 40 minutes - Fruity Beauty and Blind Taste Test
 - 40 minutes - Ugly Vegetables: The Tasty Unknown, Paper Chain
- Module 9
 - 40 minutes - Top Old Potatoes & Mac Growing Menu from Old
 - 40 minutes - Grow a Wild Garden!
- Module 10
 - 45 minutes - Kitchen Got too Quaintly Conversation
 - 40 minutes - I Will Never Not Eat a Tomato, Menu Menu Makers

Base Curriculum 2 Lessons/Week

Garden Start of Time

To see activities, the student group class must complete the base curriculum and participate in a class service-learning project (pages 174-175)

19

Junior Master Gardener

Learn, Grow, Eat & GO!

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Lessons: Weeks 1-4

20

Learn!

Lesson Overview

21

Learn, Grow, Eat & GO!

Junior Master Gardener

Activity Session

Know & Show Sombrero (pg.2)

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22

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

a. Know & Show Sombreros

Objective
Another way of using words and how they support people and plants.

Supplies
A newspaper, a baby carrot, a pencil, and a paper plate. Large writing surface such as a poster, dry-erase board, or whiteboard. Appendix A (IMG website). 1 pencil. 1 packet of sunflower seed.

Place Light Air Nutrients Thirsty Soil

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23

b. 5 SenSeS Food

Objective
Evaluate a food sample u

Supplies
Large writing surface such as a poster, dry-erase board, or whiteboard. Appendix A (IMG website). 1 pencil. 1 packet of sunflower seed.

Week 1

TASTING 1: Carrots

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

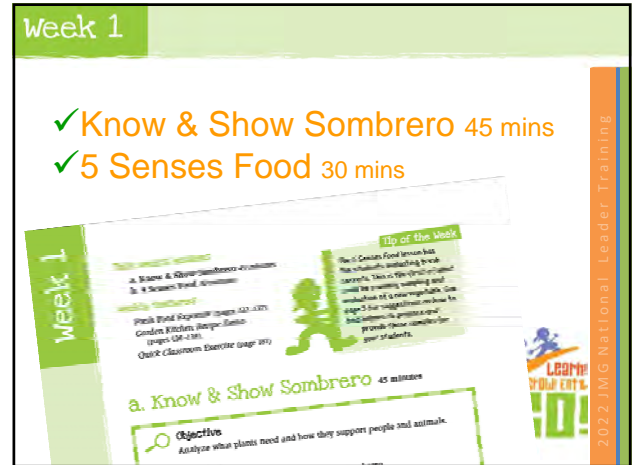
Sight	A	B	C	D	F
Smell	A	B	C	D	F
Feel	A	B	C	D	F
Sound	A	B	C	D	F
Taste	A	B	C	D	F

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24



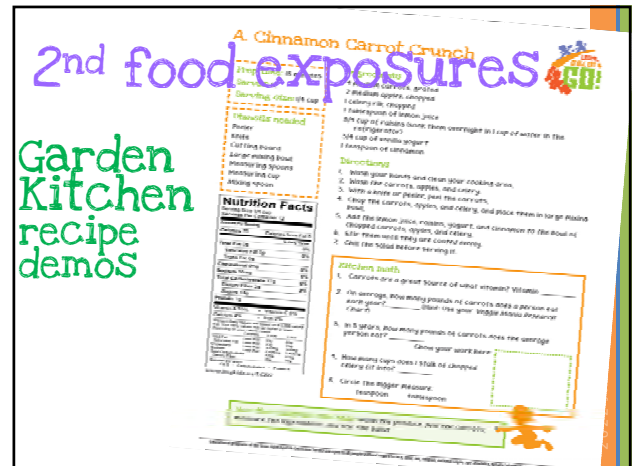
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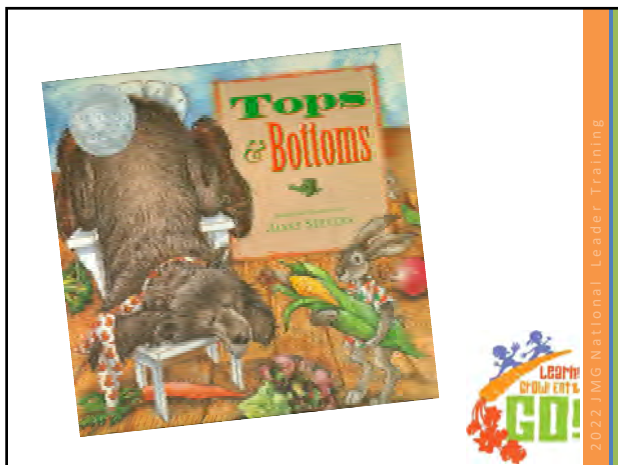
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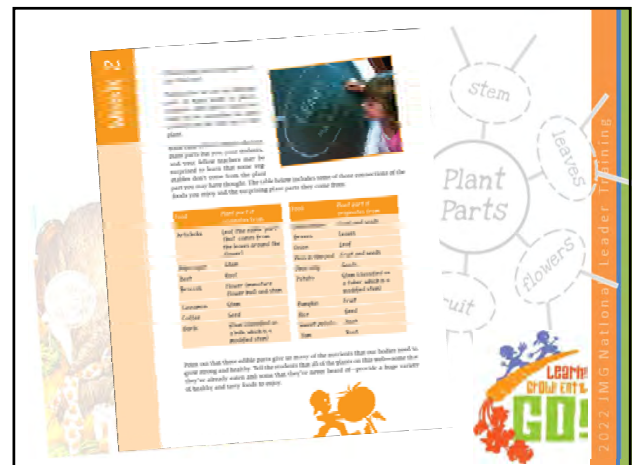
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28



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Mission 2

This lesson is an excellent starting point for a service learning project. The theme for this lesson is to help your students collect canned goods to donate to a local food bank. These items include vegetables, such as beans, soups, soups, fruits, and cereals. This project will help or extend your students' understanding of the importance of food banks in your area, and support the mission of plant parts we eat.

For teacher: All of resources to assist the Plant Parts Canned Food Drive will be sent to your school, with a link to the website. The online resources include promotional signs to post around your campus, as well as letters to parents, promoting the unique food drive.

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31

Nutrients to Grow

1. Plant-based foods contain particular nutrients (such as fiber).

2. I learned about what plants need to grow. Some, but not all, plants need to grow, learn, and play.

3. I give each group a Nutrients to Grow card and a poster and a performance to explain an aspect of, such as, signs, or other graphs.

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32

Week 3

This week's lessons:

a. Down Crowd Me 15 minutes

Objective: Use notes or resources to plan the use of garden space.

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

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33

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34

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35

Garden Planting Chart

Crop	Recommended planting date	Number of days until emerging	Number of seeds or plants per paper bowl	Planting depth	Number of about 80 harvest
Beans (bush)	5-10	9	1 inch	45-60	
Beans (pole)	5-10	8	2 inches	50-70	
Beans	7-10	4	1 inch	55-70	
Bell peppers	5-14	1	1 inch	80-120	
Broccoli	5-10	4	1 inch	45-50	
Broccoli sprouts	5-10	1	1 inch	20-40	
Brussels sprouts	5-10	1	1 inch	100-150	
Cabbage	5-10	1	1 inch	40-60	
Carrots	12-18	6	1 inch	70-80	
Cauliflower	Transplant	1	Transplant	40-60	
Cucumbers	5-10	1	1 inch	15-30	
Cucumbers	6-10	2	1 inch	50-70	
Cucis	5-10	40-60	1 inch	100-200	
Eggplants	6-10	1	1 inch	50-75	
Leafy Greens	5-8	4	1 inch	45-60	
Leafy Greens	6-8	4	1 inch	45-60	
Mustard greens	5-8	4	1 inch	50-50	
Onions	10-14	6	1 inch	80-120	
Peas	14-28	1 seed potato piece	4 inches	70-100	
Peas	5-12	1	1 inch	25-40	
Spinach	7-12	1	1 inch	45-60	
Spinach	4-6	1 seed per 4 squares	1 inch	45-60	
Sugar snap peas	10-12	8	1 inch	60-100	
Sweet corn	7-10	4	1 inch	45-80	
Tomatoes	Transplant	1	Transplant	40-80	
Turnip greens	4-8	4	1 inch	50-60	
Turnips	4-8	1	1 inch	50-60	

See page 1 for details of where to find recommended planting date information for your area.

Local Extension support provide info on your local planting dates

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36

Help your students create an easy-to-use...

Learn! Grow! Eat! GO!

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37

Week 4

This week's lessons:
 A. Home Sweet Home: 30 min.
 B. Follow the Potato to Abu

Weekly Ais Carte Featured:
 Fresh Food Experiences, page 6
 Garden Kitchen Experiences, page 7
 Check Classroom

Creating a new well-drained, well-drained soil solution could be a garden that see page 6 for a money.

a. Home Sweet Home

Objective: Determine, observe a garden location, select a garden site.

Supplies: A Flour of Color book, Clipper, Paper. For each student: 1/2 or pencil, several.

Literature connection: A Place to Grow Synopsis: As it drifts through the sky looking for a place to grow, a tiny seed lands in all forest places, looking for a home that provides for all its needs. Some places are too shady, too dangerous, or too crowded. Will the little seed ever find a place to grow?

Learn! Grow! Eat! GO!

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38



39

Home Sweet Home

Name _____ Date _____

You are trying to choose the best place for your group's garden. At each site, circle one number for each line. A rating of 3 means that the site does not provide that need very well, and 5 is the best.

A. Site location

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

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

B. Site location

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

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

C. Site location

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

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

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

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40

Learn! Grow! Eat! GO!

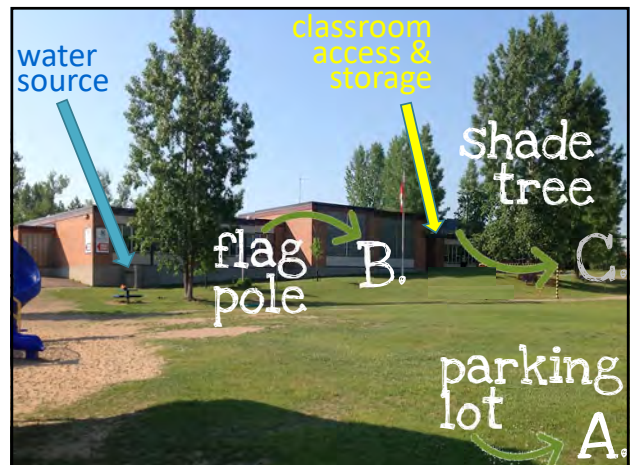
Junior Master Gardener
growing great kids.

Activity Session
Home Sweet Home (pg.28)

Learn! Grow! Eat! GO!

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41



42

Home Sweet Home

Name _____

You are trying to choose the location of 1 area.

A. Site location

- Area has sunlight
- Area is near a water source
- Area is good, well-drained soil
- Area is near where to store
- Area is close by and easy to get to

B. Site location

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

C. Site location

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

Take it further... The students are comparing their Home Sweet Home with an evaluation form. Ask them to think about how they are deciding on the score they are giving for each criteria. Encourage students to make notes on page that provide some evidence for why they chose a site. For example, if a student might count 50 steps from the classroom door to the first site and over 150 steps to another site, they should provide the first site with a higher score. Evidence provided with student's site score.

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43

5 minutes - Don't Crowd Me
 45 minutes - Paper Towel Gardening
 30 minutes - A Place to Grow, Home Sweet Home
 45 minutes - Balloon Hot Potato
 30 minutes - Rules are Rules and Schedule It*
 30 minutes - MyPlate

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

Base curriculum 2 lessons/week
 To earn certification, the students in your class must complete the base curriculum and participate in the garden project.

Garden Start window of time

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

Nutrient-dense crops: Bell pepper, bok choy, cherry tomatoes, cauliflower, spinach, squash.

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44

b. Balloon Hot Potato

The Great MyPlate Debate Cards

Week 4

Vegetables group

Protein group

Fruits group

Grains group

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45

Junior Master Gardener

Learn, Grow, Eat & GO!

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Overview: GROW Section

46

Lots of Options!

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47

GROW!

The LGEG school garden project specifically designed to be:

- Simple
- Easy
- Quick
- Inexpensive

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48

GROW! Quick & Easy Garden Kit

Provides teachers with steps on:

- Getting Materials
- Building the Garden
- Planting It

with the help of one volunteer with a drill!

49

Quick & Easy Garden Kit

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

Sample cool season 3x7 raised bed:

carrots	leaf lettuce	baby spinach	cauli flower	broccoli	swiss chard	kids' choice
carrots	leaf lettuce	baby spinach	cauli flower	broccoli	swiss chard	kids' choice
carrots	leaf lettuce	baby spinach	cauli flower	broccoli	swiss chard	kids' choice

50

Quick & Easy Garden Kit

How to get materials to school?

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

(borrowed vehicle, potential volunteer task?)

51

www.JMGkids.us/

52

Garden Kit Materials

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

This guide provides all the items you need for implementing the Learn, Grow, Eat & GO! Garden Kit. Items are listed in the order they are used.

Materials:

- 1 board (2 inch by 12 inch by 20 feet nominal length), ask the store personnel to cut each board into two sections of 10 feet long.
- 12 cement wood screws (each 4 inches long)
- 20 bags of garden soil (20 x cubic foot bags for a total of 20 cubic feet of soil)

Other items you will need for the kit:

- 1 drill
- 1 shovel
- 1 wheelbarrow
- 1 watering can
- 1 garden hose
- 1 garden trowel
- 1 garden fork
- 1 garden rake
- 1 garden shears
- 1 garden gloves
- 1 garden net
- 1 garden bucket
- 1 garden wheelbarrow
- 1 garden hose
- 1 garden trowel
- 1 garden fork
- 1 garden rake
- 1 garden shears
- 1 garden gloves
- 1 garden net
- 1 garden bucket

Quick and Easy garden build!

A 5-step guide to creating your garden project

- Step 1: Unloading** - If it is possible, have the volunteer team to unload the materials and carry them into the garden site.
- Step 2: Tacking** - Position the boards on their sides to form the garden perimeter. Place children with the boards to place and the next step is completed.
- Step 3: Corners** - One corner is done. Have the volunteer drill pilot holes and screw in 4 inch screws into each hole as shown in diagram. It's a good idea to mark each corner with a corner at each corner. Then the volunteer can move back around to each corner and add screws at the top and bottom of each corner board.

53

Learn, Grow, Eat & GO!

Junior Master Gardener

Lessons: Weeks 5-6

54

Week 5

This week's lessons:
 a. Rules are Rules and Schedule It
 b. MyPlate

Weekly Plan Cards Features:
 Fresh Food Experience, page 7
 Garden Kitchen Recipe Ideas, page 8
 Quick Classroom Exercise, page 9

a. Rules Are Rules and Schedule It 30 minutes

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

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

Rolling the garden
 Before the garden is developed, ask the students to create rules that can help make it a safe place for plants and people. Brainstorm the rules with the students.
 Then team up the students in groups of two.
 Introduce the following situations to guide them in developing rules for their garden. Each team will create a rule to respond to the need of the situation. One teammate will write down the rule; the other will state how it would be helpful. They will switch roles after each scenario. After a few minutes, ask a few students to share their rule ideas.

- Someone is walking through the garden and accidentally runs over and tramples a plant.
- A student is playing with a shovel or spading it in the dirt and hits another person.

LEARN! GROW! GO!

55

Week 5

MyPlate

Food Guide

Choose MyPlate.gov

MyPyramid

MyPlate

LEARN! GROW! GO!

56

Week 5

b. MyPlate 30 minutes

Objectives:
 The fraction names and symbols to describe MyPlate meals.

Supplies:
 For each student: 1 4-inch paper plate, 1 4-inch paper plate, 1 colored pencil, 1 stapler, Choose MyPlate page, 1 blank sheet of paper

Just as we plan to meet our plants' needs, we must also plan to meet our needs. Ask the questions below to guide the students in planning a garden that provides the right proportions of food groups and a variety of nutrients to meet their needs.

- What is it important to give water and food to every plant? How about a plan helps us work together to coordinate all the garden's needs? If we don't plan, we might not use our time or space as well as we could. How can we plan to provide for our own needs (water, food, and space)?
- What are the best ways to give water to our plants? Do you help decide what your family eats? Do you help decide what your family eats?
- What should we eat from plants in different families so that we are getting all the nutrients our bodies need from all the food groups?
- Display the Choose MyPlate page.
- Have them clip plate into all the sections and use the right amount from each group. If we include all of the groups, we're more likely to eat all the nutrients that our bodies need to be healthy.
- What are some of the benefits we get from the different food groups? Protein foods build our muscles, grains provide energy and give us fiber to clean our digestive system, vegetables and fruits provide vitamins and fiber, and dairy foods build our bones and teeth.
- Give each student crayons, one 4-inch paper plate, and one 4-inch paper plate or piece of construction paper.

Fold the large paper plate into halves.
 Then open the plate and draw a line down the center.

LEARN! GROW! GO!

57

Week 6

This week's lessons:
 A. Veggie Research and Garden Goals
 B. Veggie Research and Garden Goals

Weekly Plan Cards Features:
 Fresh Food Experience, page 7
 Garden Kitchen Recipe Ideas, page 8
 Quick Classroom Exercise, page 9

a. Veggie Mania

Veggie Mania

LEARN! GROW! GO!

58

Class makes 3 different stones for each crop growing:

nutrient stone:

label stone:

benefit stone:

LEARN! GROW! GO!

59

Class makes 3 different stones for each crop growing:

label stone

LEARN! GROW! GO!

60

a Quick & Easy option to stones/paint:
Use stir sticks and permanent markers

label stone

Follow the steps below to create your own label stone:

1. Cover the stone with a layer of white paint.
2. Use the stir sticks to create a design on the stone.
3. Use the permanent markers to write the label on the stone.

When the stone is dry, it can be used to label your garden.

61

Week 6

b. GO, SLOW, WHOA Classification 30 minutes

Teaching students to be critical of advertisements
Evaluate foods and classify based on amounts of:
 unhealthy fats, added sugars, and salt

Whoa foods – contain the most
Go foods – contain the least

ChooseMyPlate.gov

Protein: Wiener Grain: Bun Vegetable: Fries
 Dairy: Nacho cheese Fruit: Apple juice

Ask:
 • True or False? All of the food groups are represented in this meal?
 • True or False? This food is very good for you?

The students may already understand that French fries are in the vegetable group and that nacho cheese could be a dairy.

62

Week 6

Be critical of advertising:
Are all 5 food groups really represented?

Students come to consensus *To classify each food as Go, Slow or Whoa*

Protein – hot dog wiener
 Grains – bun
 Vegetable – fries
 Dairy – nacho cheese
 Fruit – apple juice

A delicious and complete meal that include ALL 5 FOOD GROUPS
 Dairy, Fruit, Grains, Protein, and Vegetables!

Satisfy your **BIG** hunger with the **Biggie, Cheesy Kids Meal** that is really good for you and your wallet!

63

UR What U Eat

Food supplies the nutrients needed to fuel your body so you can perform your best. Go, Slow, Whoa is a simple way to recognize foods that use the smartest choices.

- **Go** Foods: Eat almost anything (don't eat) — they are lower in fat, added sugar, and calories.
- **Slow** Foods: Eat sometimes (eat often) — they are higher in fat, added sugar, and/or calories.
- **Whoa** Foods: Eat once in a while (eat often) — they are very high in fat and/or added sugar, and are also high in calories.

Food Groups	GO	SLOW	WHOA
Fruits			
Vegetables			
Grains			
Milk			
Meats & Beans			

64

Junior Master Gardener
 of the University of Maryland

Learn, Grow, Eat & GO!

2022 National JMG Leader Training

Overview: EAT Section

65

EAT! Food Exposure

66

nutrient-dense planting list

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

(choose 6 to plant in your school garden)



67

EAT!

- Exposure to new foods:
 - evaluation of raw, fresh samples
 - Garden Kitchen recipe demos
 - engage kids & encourage willingness to include new foods.
- Research shows children share those food experiences at home.
- Classroom & kid-friendly recipes
 - Limited set-up space, cooking equipment, and time
 - Cooking skills
 - Model healthful food choices & safe kitchen practices




68

Week 1 Garden Journal: Week 1

first food exposures

raw sample during Journal time

STING 1: Carrots

1. We measured that eating something that just happens to be a veggie that you eat every day is a great idea! Today you will get a bag of carrot sticks for your right table to count and share.

Light A B C D F
 Light A B C D F
 Light A B C D F
 Light A B C D F



69

EAT!

Garden Kitchen recipe demos

A. Cinnamon Carrot Crunch

Ingredients:

- 4 medium carrots, grated
- 2 medium apples, chopped
- 1/2 cup of raisins
- 1/2 cup of brown sugar
- 1/2 cup of melted butter
- 1/2 cup of flour
- 1/2 cup of cinnamon

Directions:

- Wash your hands and change your cutting board.
- Wash the carrots, apples, and celery.
- Wash the raisins and pat the carrots, apples, and celery dry.
- Grate the carrots, apples, and celery. Place them in a large mixing bowl.
- Add the brown sugar, melted butter, and flour to the bowl.
- Stir the mixture until the carrots, apples, and celery are coated evenly.
- Chill the salad before serving it.

Nutrition Facts

1/2 cup of Cinnamon Carrot Crunch

Calories 100

Total Fat 1g

Total Carbohydrate 20g

Total Protein 1g

Total Sugar 10g

Total Fiber 1g

Total Fat 1g

Total Carbohydrate 20g

Total Protein 1g

Total Sugar 10g

Total Fiber 1g

Activity cards:

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

<http://imgkids.us/garden-kitchen-recipe-demos/>

70

Nutrition Facts

1/2 cup of Cinnamon Carrot Crunch

Calories 100

Total Fat 1g

Total Carbohydrate 20g

Total Protein 1g


Total Sugar 10g

Total Fiber 1g

Kitchen math

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

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



71

EAT!

Fresh Sample prep & Garden Kitchen Recipe Demos

have been led by many different partners including:

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

Coaching by local Extension agents/volunteers.

Under supervision of certified food handler.



72

EAT!

Food tastings and recipe demos with your kids

Through the years, your kids will taste many different foods. Some are familiar, some are new. Encourage your kids to try new foods and to share their experiences with you. This is a great way to introduce them to new foods and to help them develop a healthy relationship with food.

Raw, Fresh with Information

Step one of the Learn! Grow! Eat! program is to help your kids understand the importance of eating healthy. This is done by providing them with information about the nutrients in the foods they eat. This information is provided in a fun and easy-to-understand way that is suitable for your kids' age and ability.

Swiss chard
Serving size: 1 cup
Raw nutrient amounts

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

Edible colors: Green, orange, red, white, yellow
Amount needed to provide 1 bite-size sample each for 20 students: 3 medium-size leaves

Preparation tips

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

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



73

EAT!

C. Spinach Guesadillas

Prep time: 15 minutes
Cook time: 5 minutes
Serves: 7

Ingredients:

- 1/2 cup of spinach
- 1/2 cup of cheese
- 1/2 cup of salsa
- 1/2 cup of flour tortillas
- 1/2 cup of oil

Directions:

- Wash the spinach leaves.
- Chop the spinach into small pieces.
- Chop the cheese into small pieces.
- Chop the salsa into small pieces.
- Chop the flour tortillas into small pieces.
- Heat the oil in a pan.
- Add the spinach, cheese, and salsa to the pan.
- Cook for 5 minutes.
- Remove from heat.
- Place the mixture on a flour tortilla.
- Roll up the tortilla.
- Cook for 5 minutes.

Datos de Nutrición

C. Quesadillas de Espinaca	
Porción: 1 guesadilla	
Cantidad por porción	
Total de grasas	10g
Total de carbohidratos	20g
Total de proteínas	5g
Porcentaje de los nutrientes	
Total de grasas	20%
Total de carbohidratos	40%
Total de proteínas	10%
Nutrientes	
Grasas	10g
Carbohidratos	20g
Proteínas	5g
Fibra	
Grasas saturadas	5g
Grasas trans	0g
Grasas monoinsaturadas	5g
Grasas poliinsaturadas	0g
Grasas omega-3	0g
Grasas omega-6	0g
Grasas omega-9	0g
Grasas omega-11	0g
Grasas omega-12	0g
Grasas omega-13	0g
Grasas omega-14	0g
Grasas omega-15	0g
Grasas omega-16	0g
Grasas omega-17	0g
Grasas omega-18	0g
Grasas omega-19	0g
Grasas omega-20	0g
Grasas omega-21	0g
Grasas omega-22	0g
Grasas omega-23	0g
Grasas omega-24	0g
Grasas omega-25	0g
Grasas omega-26	0g
Grasas omega-27	0g
Grasas omega-28	0g
Grasas omega-29	0g
Grasas omega-30	0g
Grasas omega-31	0g
Grasas omega-32	0g
Grasas omega-33	0g
Grasas omega-34	0g
Grasas omega-35	0g
Grasas omega-36	0g
Grasas omega-37	0g
Grasas omega-38	0g
Grasas omega-39	0g
Grasas omega-40	0g
Grasas omega-41	0g
Grasas omega-42	0g
Grasas omega-43	0g
Grasas omega-44	0g
Grasas omega-45	0g
Grasas omega-46	0g
Grasas omega-47	0g
Grasas omega-48	0g
Grasas omega-49	0g
Grasas omega-50	0g



74

questions?



75



LGEG: GO Overview

2022 National JMG Leader Training

76

GO!

Research shows physical activity breaks can improve academic performance.




77

Weekly featured brain & body boosting activities

GO Strong

Substantive evidence shows that physical activity can help improve academic performance in young children.

Week 1: Take a Walk

Materials: 1 walk, optional, outside photo of the school

Time: 15 minutes

Directions: Ask students to think of a walk they took around the school. They can draw a picture of the walk or write a short story about it. They can also share their walk with a partner.

Week 2: Team Bubble Burst

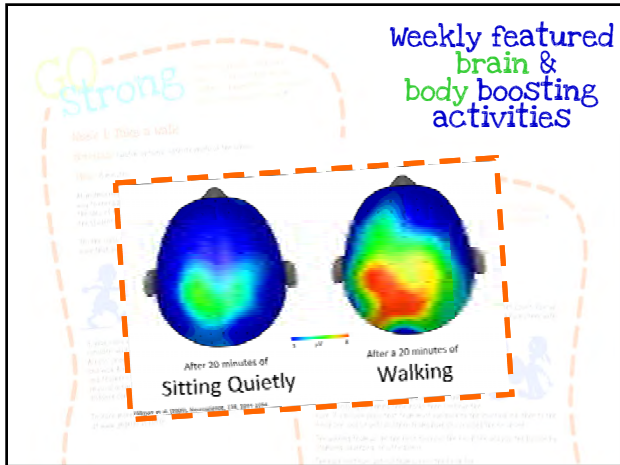
Materials: Balloons for each pair of students in the class

Time: 15 minutes

Directions: Choose a start line and a finish line about 25 to 50 feet apart. Pair up the students and have each pair stand at the starting line facing each other with their hands clasped behind their backs. Place a balloon between each pair and have the students hold it there with their chests. When you give the signal, the students will work together to get their balloon to the finish line. The students may touch the balloon with their hands only if it drops. There are no rules about how to get the balloon to the finish line. The first team to get their balloon to the finish line wins. The winning team will be the first to cross the finish line and pop the balloon by popping, squeezing, or sitting on it. The goal is to get all balloons to the finish line.



78



79

Junior Master Gardener

Learn, Grow, Eat & GO!

2022 National IMG Leader Training

A few more... Weeks 7-10

80

b. I-Week Dinner Tracker 30 minutes

Objective: Investigate and compare foods to plan healthy meals.

Supplies: Paper

This week's Menu

- Monday-Burger Barn: Fries, soda, burger
- Tuesday-Chicken and rice
- Wednesday-Taco Hut: Crunchy tacos with meat, beans, and water
- Thursday-Spinach quesadilla: Whole-wheat tortilla, low-fat cheese, spinach, black beans, apple, milk
- Friday-Pizza Planet: Deep-dish pizza with extra cheese, soda

GO = 0

81

I-Week Dinner Tracker

Monday: White bun, beef patty, fries

This week's Menu

- Monday-Burger Barn: Fries, soda, burger
- Tuesday-Chicken and rice
- Wednesday-Taco Hut: Crunchy tacos with meat, beans, and water
- Thursday-Spinach quesadilla: Whole-wheat tortilla, low-fat cheese, spinach, black beans, apple, milk
- Friday-Pizza Planet: Deep-dish pizza with extra...

82

Week 6 **Week 7** **Week 8**

The Ugly Vegetables

Large writing surface such as a poster board or smart board.

83

Week 6 **Week 7** **Week 8** **Week 9**

a. Growing New from Old 30 minutes

Objective: Collaboratively develop illustrations for planting, tending, and harvesting potatoes.

Supplies: Copy of *From Old Potatoes and Me* by John Coy, 1 sheet of paper, 8 sticky notes labeled 1-8, 1 sheet of poster board, 1 white potato, 1 set of potato peeler, 1 set of potato slicer, 1 set of potato masher, 1 set of paper bowl, 1 set of smart board.

Literature connection: **Two Old Potatoes and Me** synopsis: When you were bored potato that have been in your garden a bit too long? What a kid do with a couple of old potatoes!

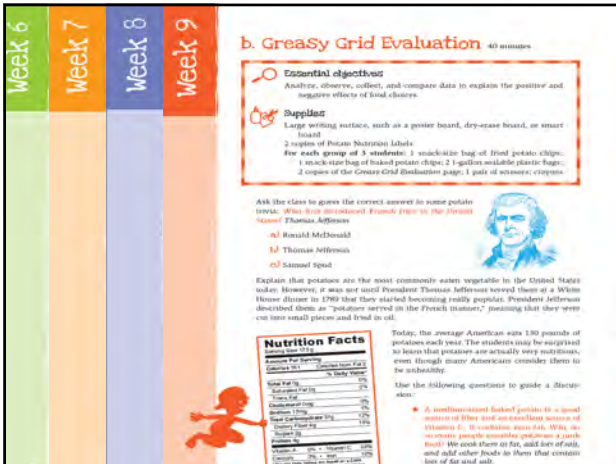
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85



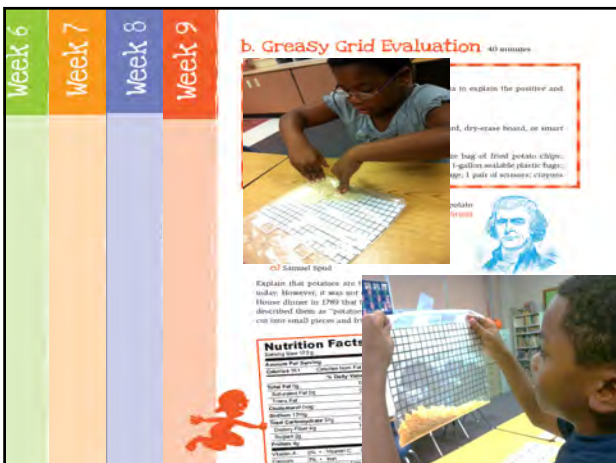
86



87



88



89



90



91



92

Learn, Grow, Eat & Go!
Online Curriculum and Teacher Training

This new, self-directed and engaging training course for teachers, volunteers and Extension serves as a dynamic professional development opportunity AND a new, multimedia curricular option for the Learn, Grow, Eat & Go! curriculum.

The online curriculum & training will follow the popular Learn, Grow Eat & Go! curriculum with a series of easy-to-follow, weekly modules that let you see how to implement the research/evidence-based program over 10 weeks.

Purchase this curriculum & teacher training

Each weekly module includes:

- Fibrous Root**: If of many fibers, use for roots that stick out and grow close together. Small fibrous roots are short. They are the biggest reason that plants stay in the soil surface.
- How much space do vegetables need?**: Different plants can have very different needs.

93

LGEG Teacher Course 2 Purposes

As a teacher training course:

- Teacher CEUs per module
- Continually accessible

As multimedia/web-based curriculum:

- Multimedia/multifaceted
- Includes printables from hard copy
- Allows for certifications
- Updateable

94

modules:

- Importance /Uses of Plants
- Plant Classification
- Plant Parts
- Plant Needs
- Plant Growth
- Plant Processes
- Propagation

each module contains

- Sharpening science 2-3:00**
(animation/overview to substantiate science background)
- Classroom lesson & teacher tip 7-10:00**
(visual teaching resource for classroom use)
- Bonus learning experience 3-5:00**
(classroom lesson video clips of classroom in action)
- Resources**
(links to resources: pdf printable, recommended resources at other sites, etc.)

95

>>> agrilifelearn.tamu.edu

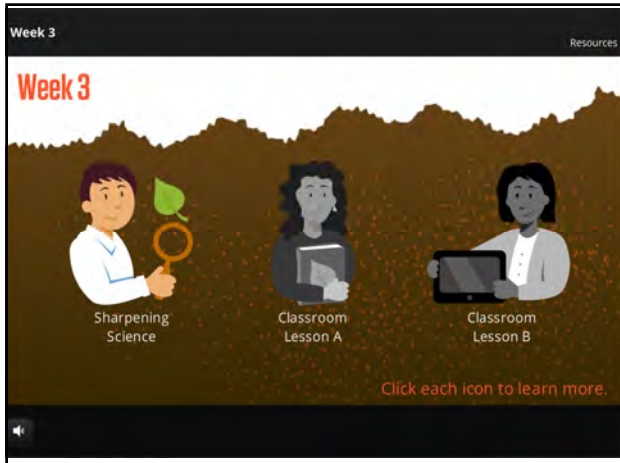
4 CEU prof dev hours

1 full year access

Printable lessons

- Easy-to-follow, 10 weekly modules
- Sharpening Science components to provide the teacher leader helpful garden science/food science info
- Lessons modeled by teacher in public school classroom

96



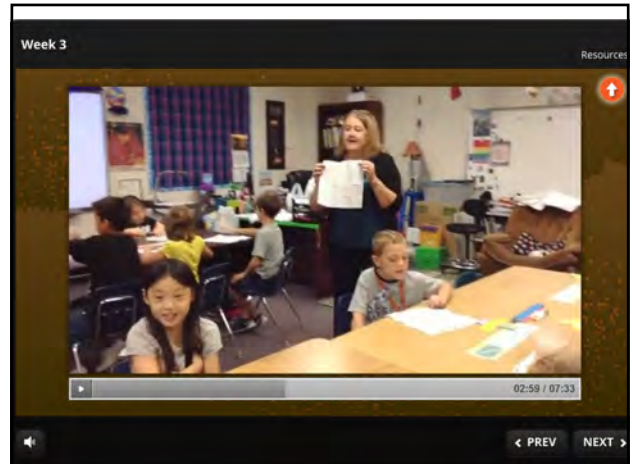
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98



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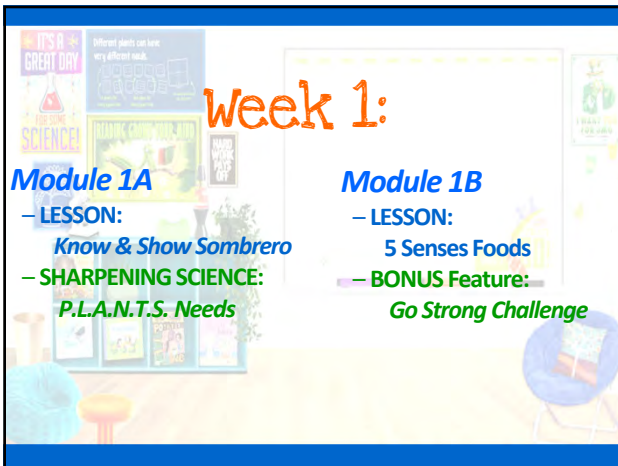
102



103



104



105



106



107



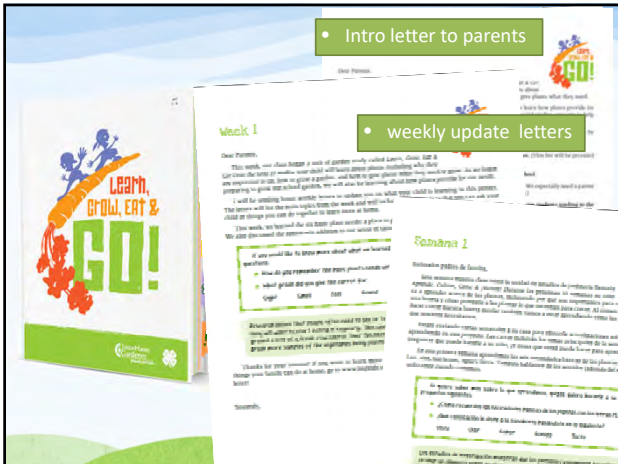
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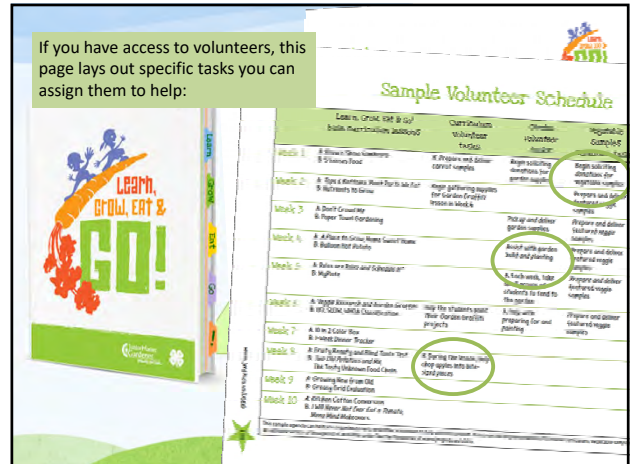
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110



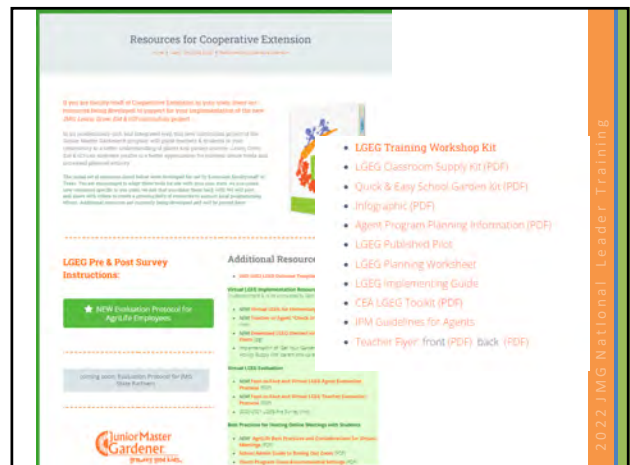
111



112



113



114

Resources for Cooperative Extension

BETTER LIVING FOR TEXANS

BLT PROGRAM PORTAL

BE WELL, LIVE WELL	FRESH START	GET THE FACTS
GROWING & NOURISHING	HEALTHY CARBOHYDRATES	
BALANCING FOOD & PLAY	YOUTH SPECIFIC PROGRAMS	COLOR ME HEALTHY
EARLY CHILDHOOD LEGS	LEARN, GROW, EAT & GO!	
WALK ACROSS TEXAS!	WALK & TALK	
	OUTREACH & SINGLE EDUCATION	SINGLE EDUCATION (ONE STOP)

115

www.JMGkids.us/JMG-Partner-Resources

Junior Master Gardener Partner Resources

Workshop Kits:

- A. Learn, Grow, Eat & Go! Training Workshop
- B. General JMG Overview Training Workshop
- C. JMG Level 2 Training Workshop

Junior Master Gardener 20

116

www.JMGkids.us/JMG-Partner-Resources

Learn, Grow, Eat & Go! Partner Resources

General Overview Training Workshop

- JMG National Overview Training (powerpoint)
- JMG National Standard Overview (Powerpoint) SCHWIP (doc)
- JMG Overview for Teacher Leader Training Sample Agenda (doc)

Level 2 Training Workshop

- Level 2 Operator W.A.T.E.R. (powerpoint)
- Level 2 Operator W.A.T.E.R. (single slide) (doc)
- Level 2 Operator W.A.T.E.R. (single slide) Sample Agenda (doc)

117

www.JMGkids.us/JMG-Partner-Resources

Promotion

- Half Page Free (pdf) Half Page Size (pdf)
- National Science Teacher Association-ASDC
- NTA Web School Gardens Grow School Achievement
- PDF Handout of Article
- Sample Parent/Teacher Solicitation Letter (doc)
- Form of letter teachers send to parents introducing participation in the JMG program and soliciting participation from from parents.

Program Recognition and Resource

- JMG Green Thumb Award (double certificate in text boxes) (doc)
- Informal recognition certificates for teachers/leaders seeking recognition for youths not yet earning certification
- Download JMG Mosaic and Logo PNG to art to be used for flyers, letters, proposals, and teacher worksheets.

Jump to teaching standards:

118

www.JMGkids.us/trainings

Featured Trainings

2022 Training Calendar being compiled now

Share your JMG training workshop dates/info by clicking the submit button below & we'll help you get the word out!

We Can Help Promote Your JMG Training

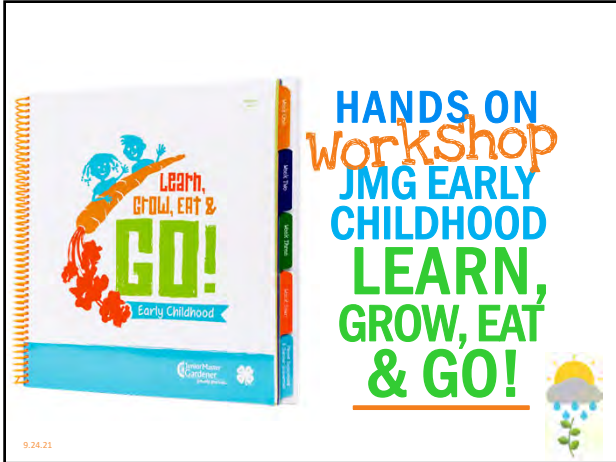
119

Junior Master Gardener

growing good kids

Early Childhood LGEG

120



121



122



123

LGEG Evidence Based Outcomes

Significant Improvements in:

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

BMI Significantly Reduced for use of LGEG

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

124

CURRICULUM PRIORITY:

Use the same research-based components to develop new curriculum for preK-kinder teachers

Early Childhood Learn, Grow, Eat & GO!

Junior Master Gardener growing good kids.

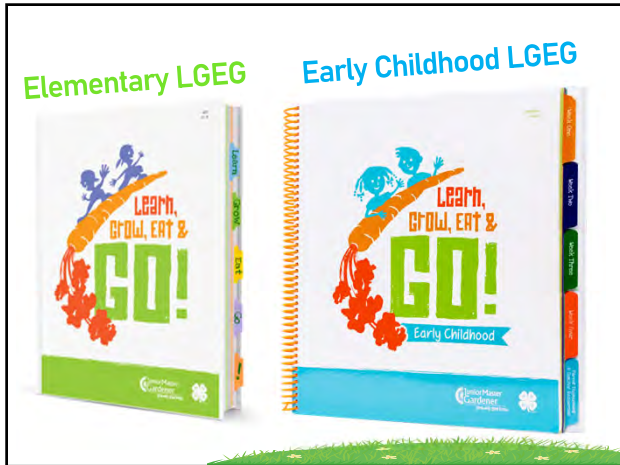
125

CURRICULUM DEVELOPMENT

- Writing Team of Teachers/Content Experts
- Pilot Teacher Feedback
 - 80+ pilot teachers, across 20+ states (TX, VA, NE, LA, ID, WV, FL, NV, AZ, WV, MA, IL, GA, PA, KY, VA, HI, NC, WY, OK)
 - Over 750 lesson/activity reviews by teachers helped shape curriculum
- Expert Reviewer Feedback
 - Early childhood/nutrition/youth gardening
 - TAMU, Nebraska, University of Nevada, Michigan State, North Carolina State, and University of Kentucky

TEXAS A&M AGRILIFE EXTENSION Junior Master Gardener growing good kids. N EXTENSION

126



127

Weekly overview
 Week 1: Plant Needs & Parts
 Week 2: Seeds & Roots
 Week 3: Stems & Leaves
 Week 4: Flowers & Fruit

- Each week includes garden connections, fresh veggie & recipe tastings, center resources, brain/body boosting activities and family engagement resources

Daily overview

- Each day includes a lesson, a small group activity, a literature connection and a writing journal prompt

128



129

Week One: Plant Parts and Plant Needs

LEARN

DAY ONE
 LESSON How Do Plants Grow? Discuss seeds and learn how they grow.
 GROW Activity Finding a Garden Home Go outside and find a place for the garden to go
 Daily Literature Connection and Song of the Week
 Journal Prompt Draw a plant.

DAY TWO
 LESSON Underground Root Table Crawl "underground" beneath a pipe cleaner root table
 Activity Rainbow Roots Create take-home models of plants with pipe cleaner roots.
 Daily Literature Connection and Song of the Week
 Journal Prompt Draw something that makes a plant grow.

DAY THREE
 LESSON Map Flower Build a giant flower using a mop, pool noodle, and poster board.
 GO Activity I Am a Growing Plant! Use imagination to be a seed growing into a plant

130

Week 1 Daily Literature Connection Options:

Select one or more books listed below to use with your class this week. Depending on the book, the size of your class, and the age of students, you could choose to read the book, share portions of it, or just do a picture walk through of the book. Choose one or two questions from the list below each time you share the book.

Grow Flowers, Grow! by Lisa Brucci
 How do you make a flower grow? Spaghetti, pizza, and the Cress don't seem to work. When Finn gives up and leaves the flower patch, it gets weird, and somehow... and Finn gets a big, beautiful flower!

Pumpkin Circle by George Leventon
 We can be sure of this: It's a circle without end. It's pumpkin seeds to pumpkins to pumpkins and again! This one of a green book comes closed in the ribs of fall. Bouncy seeds and growing photographs show a backdrop of pumpkin patch sown through its natural cycle - they're out, a bird's high view of seeds sprouting, flowers blooming, leaves breaking, pumpkin growing... and then going back to work.

Lain Plants in a Garden by Anna PicDubois
 When Lain reads a book of garden poems, she wants to plant some flowers. She gets books from the library and chooses her plants. Then Lain and her mother buy the seeds for the garden, and watch the very...

Seeds Go, Seeds Grow by Frank Marshall Davis

131

DAY ONE

Lesson: How Do Plants Grow?

Objectives:
 Students will understand a seed. The seed needs water to grow.

GROW Activity: Finding a Garden Home

Objectives:
 Students will understand a garden home. The garden home needs water, sunlight, and soil to grow.

Activity Narrative:
 1. Make the plant out of sight be
 • Can you guess what it is?
 • What is that? You're right!
 • How do you know this is a seed?
 • Can you see the leaves?

2. We know it's a plant because
 • Plants are usually green.
 • Plants grow from soil.
 • Plants have leaves and of...

3. A garden is a place where you
 • Plant your seeds if you
 • Some gardens grow in one. Some gardens grow in...

4. This month we are going to
 • Grow all of these plants
 • Seeds for these plants

5. How do you know your garden is a garden?
 • It has a garden home.
 • It has a garden home.
 • It has a garden home.

132

GARDEN JOURNAL

Draw a picture of the sunshine that will help make our plants grow!

133

Activity Session

Sunflower Seed Head (pg.105)

Underground Root Table (pg.31)

134

#earlychildhoodLGEG

Week Four: Flowers I Ever

DAY Lesson: Making Sunflower Seed Heads

135

Close Up of Sunflower Head

136

#earlychildhoodLGEG

Week Four: Flowers I Ever

Close up of Sunflower Head with Visible Seeds

137

#earlychildhoodLGEG

Week Four: Flowers I Ever

DAY TWO Lesson: Making Sunflower Seed Heads

Objective: Children will create a model of a flower structure for purposes of flowers.

Materials/Prep: children's books on paper, green playdough, ground mustard seeds, small plastic plate, scissors

- Make a ball of green playdough and flatten it into a circle in the middle of a plate.
- Cut petal shapes from yellow construction paper and tack one end of each petal under the playdough to form a flower.

Activity Narrative:

- Use one of the featured children's books from this week to show pictures of flowers.
 - Flowers can be many beautiful and come in many different shapes and sizes.
 - Do you remember the important job of a flower? It makes seeds.
 - Why do flowers make seeds? So that they can grow new plants.
- Show the pictures of a sunflower (Pages 16-18).
 - Show a picture of sunflowers growing in a field (Page 16).
 - What are these?

138

Lesson: Making Sunflower Seed Heads

Objective: Students will create a model to better understand the purpose of flowers.

Materials/Prep: yellow construction paper, green playdough, coated sunflower seeds, small plastic plates, scissors.

★ Make a ball of green playdough. From yellow construction paper and...

★ Show the plants...

139

Activity Session

Sunflower Seed Head (pg.105)

Underground Root Table (pg.31)

LEARN, GROW, EAT & GO!
CRAZY CUCUMBER

140

DAY TWO

Lesson: Underground Root Table

Objective: Students will explore a plant's roots and understand their purpose.

Materials/Prep: green pipe cleaner, yellow pipe cleaner, wooden clothespins, cardboard.

A plant with a **taproot** has one long main root growing straight down.

A plant with **fibrous roots** has many shorter roots that grow in different directions.

141

Activity SHARE time

Sunflower Seed Head (pg.105)

142

Activity SHARE time

Underground Root Table (pg.31)

143

Questions?

LEARN, GROW, EAT & GO!
CRAZY CUCUMBER

144

Activity Coring Plant Parts
Containers (bowls, plates, or bins)
plant parts (seeds, roots, stems, leaves, flowers, and fruit)
Cost Saving Tip: Fruits like apples or watermelons are used in the Healthy Living lesson, save the seeds for your activity. Carefully separate the seeds as a free source of roots, stems, and leaves. If possible, clip a few flower buds from available plants growing in the ground or containers in your area. Will not be done from grocery stores or a florist.

Lesson Grow a Pumpkin
• a small pumpkin (if pumpkin is not in season, a squash, bell pepper, watermelon, etc., will work)
• knife (for teacher use)
• chart paper
• markers (green, brown, yellow, and orange)

EAT Activity Garden Kitchen
• Supplies vary based on recipe selected.
Cost Saving Tip: Choose the Easy, Homemade Garden Vegetable Soup for the Garden Kitchen recipe and chop up part of your Healthy Living leftovers for your fresh vegetable ingredients.

145

Learn, Grow, Eat & GO!
Early Childhood

GROW Resources

146

GROW: Garden Resources

DAY FIVE

GROW Gardening Resources Finding a Garden Home (Day 1)

EAT Food Exposure & Sample fresh plant parts (Day 4) and Garden Kitchen Recipe (Day 5)

GO Brain & Body Boosting Movement I Am a Growing Plant! (Day 3)

147

Daily GROW Activities

During the weekly GROW activities listed below, your class will be guided to decide on a location that gets 6 to 8 hours of sunlight per day. There are will establish a garden using at least three large containers to grow several different edible plants:

- **Planting Carrot or Radish Seeds**
- **Planting Spinach or Lettuce Seeds**
- **Planting Vegetable Transplants**

Planting methods focus on placing the seeds and transplants in a 3-4 inch container. They will learn that the smaller seeds to stored in Week 2 and 3 of the curriculum (carrots, radishes, spinach, and leaf lettuce) should be planted just below the surface of the soil. Students will also learn how to carefully plant vegetable transplants into the container garden.

Watering and fertilizing your vegetable plants

Ensuring the soil stays moist and staying wet, is important for your garden's success. The soil in containers dries out quickly and it is important to check the soil each day. This could be done by leaving a water can nearby and have the students check the soil each day. This could be done by using a finger to feel the soil. If the soil feels dry, they can use the watering can to give their plants water.

For more information on creating your garden, growing plants that thrive, and harvesting from your garden, see the resources at www.JMGkids.us/earlychildhood.

148

Follow these Tips to Grow & Harvest a Thriving Garden

Growing Carrots or Radishes from Seed

Radishes:
Radishes are especially well suited for school gardens because they grow so quickly. It takes less than a week for radish seeds to germinate. They can be harvested in as little as 4 weeks.

Carrots:
It takes 2 to 3 weeks for carrot seeds to germinate and 10 weeks of growing until they are ready for harvest. Pull the carrots when the orange tops are exposed and are at least the size of a dime. If the carrots have grown for 6 weeks or more and you don't see the orange tops, use your finger to gently brush away a thin layer of soil to see if it is hiding just below the surface.

Turnips and beets are other examples of seeds that can be planted to harvest and eat the roots.

Tips for growing carrots or radishes with your class:

- Place the container in a location that gets 6 to 8 hours of sunlight per day.
- Lightly water each day if needed, to keep the soil and seeds damp for the first 2 weeks.
- These are cool season crops which grow best in cooler weather. Look on the back of the seed packet to find planting dates for your area or contact your local county Extension office to learn what time of year carrots and radishes can be grown.

EARLY CHILDHOOD LEARN, GROW, EAT & GO!

149

GROW: #earlychildhoodLGE

Garden Planting Chart

Early Childhood LGE: Featured Vegetables

Weekly Planting	Featured Vegetables	Planting Dates	Number of Days until Seed Emerges	Planting Depth	Number of Days to Harvest	Edible Parts
Week 2	Carrots Radish		12-18 5-6	1/2 inch 1 inch	70-80 25-40	roots roots
Week 3	Spinach Leaf lettuce		7-12 6-8	1/2 inch 1 inch	40-60 45-60	leaves, stems leaves, stems
Week 4	Bell pepper Tomato Cauliflower Broccoli		transplant transplant transplant transplant	transplant transplant transplant transplant	80-120 60-80 60-100 60-80	fruit fruit flowers, stems flowers, stems
Other soil-friendly vegetable plants to try in your garden:						
(As an option, any of these crops could be substituted into a corresponding weekly planting period featured above.)	Green beans Bok choy Cucumber Squash Sugar snap peas Swiss chard Turnips		5-10 5-10 1 inch 5-10 4-6	1 inch 1/2 inch 1 inch 1 inch	45-60 45-50	seeds, fruit leaves, stems leaves, stems leaves, stems

www.JMGkids.us/MyCounty

150

GROW: #earlychildhoodLGEG



- Grow easy, inexpensive container gardens
- Kids help pick location in week 1
- In weeks 2 and 3, kids learn plant seeds
- In week 4, learn to plant transplants
- Kids help water the garden

151

GROW:

*It's their Garden...
In EC LGEG,
students are:*

- picking location
- planting
- watering
- & harvesting!



152

PRO tips for your container garden to **THRIVE:**

A. Find large (3 to 5 gallons) containers & add holes for drainage

B. Fill with good potting soil & place in sunny spot (at least 6 hours of sun)

C. Have kids keep soil moist




153

GROW questions?



154

EAT Resources



155



156

EAT:

Monday One: *Plant the seeds and watch them grow!*

DAY FOUR
Doing Literature Connection and Song of the Week
Journal Prompt: Draw leaves, flowers, and the fruit of a plant.

DAY FIVE
LESSON: Grow a Pumpkin! Draw the stages of a plant from seed to fruit, then cut open fruit to find seeds.
EAT Activity: Garden Kitchen Make and enjoy a yummy, nutritious, and kid-tested recipe!
Daily Literature Connection and Song of the Week:
Journal Prompt: Draw a picture of the food we made today.

GROW Garden Kitchen (Day 4)
EAT Food Exposure: Sample fresh plant parts (Day 4) and Garden Kitchen Recipe (Day 5)
GO Brain & Body Boosting: Brain Boosting Smoothie (Day 5)

157

12 food exposures built into lessons activities

Week 1 Food Exposure

- Variety of plant parts - Healthy Henry (Day 4)
- Garden Kitchen Recipe (Day 5)

Week 2 Food Exposure

- Various seeds - Good Investigation (Day 2)
- Carrots - Growing Roots (Day 4)
- Garden Kitchen Recipe (Day 5)

Week 3 Food Exposure

- Celery - Stem Investigation (Day 2)
- Baking Spinach - Leaf Investigation (Day 3)
- Leaf Lettuce - Mystery Touch and Feel (Day 4)
- Garden Kitchen Recipe (Day 5)

Week 4 Food Exposure

- Variety of fresh fruits and vegetables - Fruit Investigation (Day 4)
- Fresh-squeezed Juice - Orange Juicer (Day 4)
- Garden Kitchen Recipe (Day 5)

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158

EAT: #earlychildhoodLGEG

The power of your modeling & enthusiasm

Eating Frozen Seeds

<https://www.youtube.com/watch?v=vmBa8Hizez4>

159

fresh: (example, week 1)

Monday One: *Plant Henry and Plant Seeds*

DAY FOUR
LESSON: Healthy Henry

(*Individual Student Healthy Henry pages also available online)

160

recipe: (example, week 1)

Monday One: *Plant Henry and Plant Seeds*

Week 1 Garden Kitchen Recipes

Power Smoothie

Ingredients:

- 2/3 cup skim milk
- 1/2 cup fresh baby spinach
- 2 cups frozen pineapple chunks (or other fruit of choice), no sugar added
- 1 cup low-fat vanilla yogurt

Instructions:

- Wash your hands with soap and water. Gently wash the spinach under cold running water.
- Add the apple juice and spinach leaves to the blender. Blend first to help make it smooth and avoid leafy chunks.
- Place the remaining ingredients in the blender.
- Blend until smooth and serve.

Nutrition Facts per serving: 200 calories, 4 g total fat, 12 saturated fat, 10 mg cholesterol, 45g total carbohydrates, 3g dietary fiber, 25g sugars (includes 8g added sugar), 10g protein, 15% Vitamin D, 25% calcium, 25% iron, and 10% potassium. Percent Daily Values are based on a diet of nature.

161

Tip: Dixie cups are your friend! (example, week 1)

To make student serving samples more efficient, consider dividing the recipe samples into small paper cups before passing them out to students. This works especially well with any "wet" recipes (such as smoothies, soups, dips, carrots, salads, etc.).

162



163



164



165



166



167



168

Parent Engagement

- effective communication
- proven resources
- family events
- social media, online templates

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169

Parent Engagement

A. Learn with Me at Home

Free activity download: Food Face Project (p.127)

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170

Parent Engagement

B. Our Garden Family News

Social media resources & online news templates

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171

Parent Engagement

C. Garden Family Event

Sample planning/promo resources also include sample agendas developed by Head Start & kinder teachers.

Host your kids' families in your classroom for an easy to prep & well-attended Garden Family Event!

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172

Teacher Resources

Parent Engagement & Teacher Resources

Early Childhood Learn, Grow, Eat & Go! Centers

Centers are essential in an early childhood classroom. They help students work independently while developing problem solving skills and social and emotional skills while working on academic concepts. Students learn through investigating, cooperating, risk-taking, and community building.

Consider adding some of the suggested items below to create garden connections to existing centers in your classroom. The Weekly Sensory and Playdough Centers provide ideas for new resources and concepts to be updated each week. All Unit Centers are intended to be used as described throughout the entire unit.

WEEKLY CENTERS

Sensory Center:

WEEK 1: Tub Garden Provide a tub, potting soil, scoops, and spoons along with artificial flowers and leaves. Have students use the spoons to sculpt soil, dig holes, and plant the stems of flowers and leaves into tub garden.

- Potting soil, spoons, artificial flowers

WEEK 2: Eat & Seed Cutting Add an assortment of seeds (dried beans, popcorn seed, peas, etc.) to tub of potting soil and have students use fingers, scoops, and tweezers to find seeds and sort them into muffin tins, ice cube trays, or other small containers.

- Potting soil, seeds, small containers (cups, pots, muffin tins, etc.), scoops, tweezers, bowls

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173

CENTERS

Weekly Centers:

- Playdough center
- Sensory center
- Art Block
- Dramatic Play
- Writing
- Science
- Math
- Library

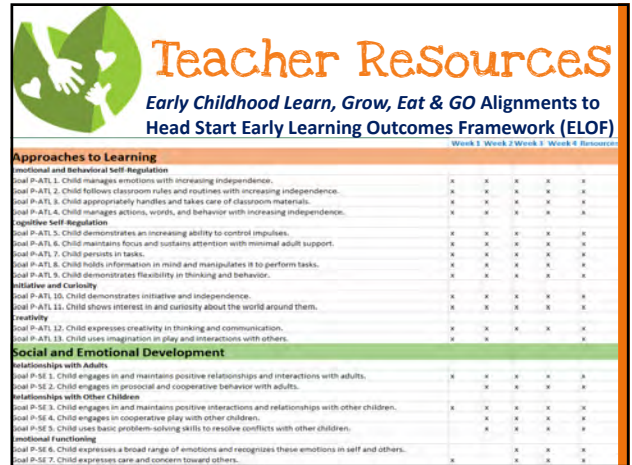
Unit Centers:

EARLY CHILDHOOD LEARN, GROW, EAT & GO!

174



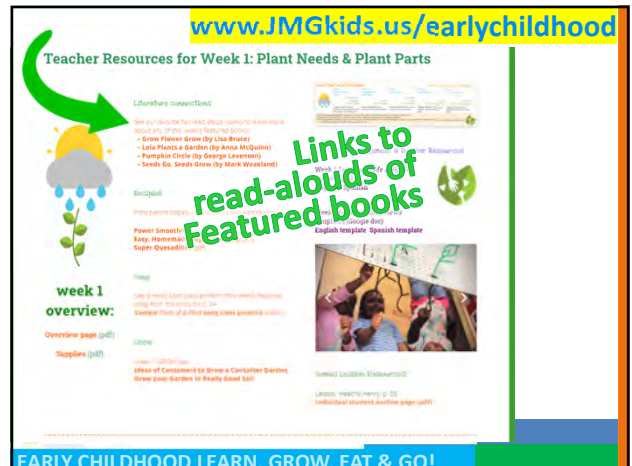
175



176



177



178



179



180

www.JMGkids.us/earlychildhood

Teacher Resources for Week 1: Plant Needs & Plant Parts

Weekly GROW tips to help your garden thrive

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181

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Teacher Resources for Week 1: Plant Needs & Plant Parts

Printable home activities with for parents

Let's do quick parent communication poll.

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182

www.JMGkids.us/earlychildhood

Teacher Resources for Week 1: Plant Needs & Plant Parts

Fill-in-the-blank news templates for parents

EARLY CHILDHOOD LEARN, GROW, EAT & GO!

183

LEARN, GROW, EAT & GO! WEEK 1 DATE _____

OUR GARDEN FAMILY NEWS

STORIES FROM INSERT SCHOOL NAME HERE EARLY CHILDHOOD LEARN, GROW, EAT & GO! PROJECT

Replace purple areas with your class names, faces & kid quotes

Once your weekly news template is customized, it can be saved as a PDF & emailed to your parents or posted on class social media!

EARLY CHILDHOOD LEARN, GROW, EAT & GO!

184

Early Childhood Learn, Grow, Eat & GO! is an easy-to-implement, garden-based curriculum for teachers of early childhood students from Head Start through kindergarten. The 4-week EC LGE school garden curriculum project combines the best of plant and garden learning, food exposure, brain- and body-boosting physical activities, and novel, effective parental engagement!

Questions?

185

Evaluation

Early Childhood Learn, Grow, Eat & GO! TEACHER FEEDBACK

BETTER LIVING FOR TEXANS
THE STATE OF TEXAS

Series _____
 Series Code: _____

Thank you for your support of the Early Childhood Learn, Grow, Eat & GO! program. Please help us by considering each INDIVIDUAL child since beginning this program.

For each individual child listed, place a check mark ✓ in the chart below if you observed the following behavior(s):

1. He/she is more willing to taste fruits.
2. He/she is more willing to taste vegetables.
3. He/she has increased their physical activity.
4. How engaged was this student during the Early Childhood Learn, Grow, Eat & Go garden learning experiences?

If you have not observed the behavior in that specific child, please leave the box blank.

Participant ID	Participant	1. This child is more willing to taste fruits.	2. This child is more willing to taste vegetables.	3. This child increased physical activity.	4. How engaged was this student during the Early Childhood Learn, Grow, Eat & Go garden learning experiences?

186



187



188



189



190



191



192

JMGkids.us/earlychildhood-workshopkit

Additional printable & video resources for your upcoming training

Book List & Song List (pdf)

Featured Books For Read Aloud Videos

Early Childhood LGG Curriculum Eyes, 1-pager/flashcard (pdf)

Parts of the Plant song (pdf)

Underground Root Table lesson (pdf)

Sunflower Seed Head lesson (pdf)

I Am a Growing Plant (pdf)

RESOURCES FOR EXTENSION

193

JMGkids.us/earlychildhood-workshopkit

Protected: Workshop Kit

password: JMG21

This content is password protected. To view it please enter your password below.

RESOURCES FOR EXTENSION

194

JMGkids.us/trainings

2022 Training Calendar being compiled now.

Share your JMG training workshop dates/info by clicking the submit button below & we'll help you get the word out!

We Can Help Promote Your JMG Training

February 27-28, 2022 College Station, TX
Junior Master Gardener National Leader Training

May 19, 2022 Dallas, TX
JMG Training

RESOURCES FOR EXTENSION

195

Junior Master Gardener
growing good kidsSM

Texas A&M University, Feb. 1-Feb. 23, 2022

Training Evaluation

196

Types of teacher training evaluations

- Formative assessment during training – low stake polls, index cards, asking questions, round robin charts, games like Kahoot! or other checks for understanding
- Qualtrics – online
- Paper copy

197

Types of teacher training evaluations

- Pre/Post – Same survey given before training and then given again after training
- Retrospective post tests – One survey that allows participants to think about BEFORE the program and then AFTER the program.
- Likert scale – Usually scale measuring intensity of attitudes or opinions. Usually 3-5 item ranges.

198

Types of teacher training evaluations

Example of Retrospective Post test

199

Types of teacher training evaluations

Example Likert scale

200

How we use these to tell our story?

An Example: 3 R's - Relevance, Response, and Results

Program Description:
The Junior Master Gardener program conducted a half-day *Junior Master Gardener Learn Grow Eat & GO Training* from 8:30 a.m. – 12:00 p.m. June 29, 2021 for educators and volunteers at the TAMU Campus and Gardens.

Relevance
This in person training program provided teachers and youth educators the following:

- Overview of the JMG Learn, Grow, Eat & GO curricula and resources
- TAMU Garden tours and gardening instruction and use with youth
- Garden bed construction tips, implementation strategies and sustainability highlights
- Overview of JMG program planning to support local implementation and program sustainability

201

How we use these to tell our story?

An Example: 3 R's - Relevance, Response, and Results

Response:
21 participants completed the retrospective post-test at the end of the training program.

Results:

Your Understanding of	Mean Before	Mean After	Percent Change
Junior Master Gardener program mission and curricula options	2.50	3.75	41.7%
Learn, Grow, Eat & GO (LGE) research and targeted behavioral outcomes	2.30	3.70	46.7%
How to teach and use LGE academic lessons	2.25	3.75	50.0%
How to use LGE student garden journals	2.26	3.47	40.3%
How to build and create a garden to support LGE	2.80	3.95	38.3%
How to utilize LGE Fresh Vegetable Samples with students	2.55	3.70	38.3%
How to utilize Garden Kitchen Recipes with students	2.05	3.47	47.3%
How to utilize LGE GO Activities and Walk Across Texas	1.74	3.00	42.0%
Resources available to support teacher local program implementation	2.50	3.60	36.7%
Resources available to support parent engagement with LGE	2.00	3.50	50.0%
Resources and tools with county Extension program to support programs	2.45	3.65	40.0%
How to build/create a coalition to build sustainable programs	2.15	3.35	40.0%

202

How we use these to tell our story?

An Example: 3 R's - Relevance, Response, and Results

Results Continued

Intention to Adopt	Probably/Definitely Will
Implement the LGE program in my school/county	61.9%
Use LGE academic lessons in my program	57.1%
Use LGE fresh samples and garden kitchen recipes in my program	71.4%
Use GO Activities and Walk Across Texas program in my school/county	61.9%
Build a garden to support my LGE program	52.4%
Share information about LGE and Extension with others in my community	57.2%
Contact my county Extension office for gardening expertise	52.3%
Contact my county Extension office for volunteer support for my classroom	42.9%
Utilize resources provided to support students and families in my school/county	42.9%

203

Evaluation of training programs

- We can share surveys
- Texas AgrLife employees/volunteers - Data assessment/evaluation group can run statistics
- Use results to "tell your story" through impact report

204



#2020JMG NLT

Junior Master Gardener[®]

growing good kidsSM

Texas A&M University, Feb. 21-Feb. 23, 2022


Funding Your Program

205

example:

Scenario: I would like to implement the LGEG curricula in an elementary school in my county. **I know that I will need funding** for staff to support the program, volunteer/teacher training, curriculum materials, travel and supplies.

HOW do I start???



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206

FUNDING: Steps for Success!

- Background on specific program or project
- Identify potential community/agency partners
- How much money or supplies will you need?
- Draft your proposal or idea paper – be specific
- Identify potential funding sources

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207

Use the background to BUILD your story!



What is important in the news today???

...nutrition, environment, farm to fork, local foods, academic achievement in schools, youth obesity, youth special populations, etc.

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208

Background of specific program/project

- Be specific – people don't give you money just for grins!
- What program are you wanting to fund?
- Find out background on this program and any current or relevant research.
- How will this program benefit my county/clientele?
- How could I show a donor that this program meets a need and their funding dollars will make a positive impact!

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209

FUNDING: Steps for Success!

- Background on specific program or project
- Identify potential community/agency partners
- How much money or supplies will you need?
- Draft your proposal or idea paper – be specific
- Identify potential funding sources

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210

Identify Community/agency partners

Table sharing: 3 minutes!

Who could be some potential community and agency partners?

These will vary based on your location, but share ideas!



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211

Partnerships/Collaborators

- Call or meet with potential collaborators to determine interest
- Broader ask, instead of school specific
- Ask for letter of support for the project

If revenue will be split have them be a part of developing the proposal.

If they are simply stating their interest and support *draft the letter for them!*

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212

FUNDING: Steps for Success!

- Background on specific program or project
- Identify potential community/agency partners
- How much money or supplies will you need?
- Draft your proposal or idea paper – be specific
- Identify potential funding sources

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213

Build a Draft proposal

Could vary but donor, but most include:

- Needs Statement
- How your “program” addresses need – Research
- How has your group risen to meet similar needs in the past
- Specific request – Measurable goals!




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214

Budget Section

Things to include:

- Money requested and date needed
- Proposed budget – either by goal or by category
- Make sure numbers are realistic
- Tables make budget items easy to read
- Include benefits if required
- Include overhead for management of funds
- Budget narrative – include support after grant!




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215

FUNDING: Steps for Success!

- Write a GREAT cover letter that summarizes need and proposal
- Finalize Proposal for donor – make it professional and POP
- Ask others to review your proposal – Is it clear? Is it realistic in terms of time and money needed?
- Do you have collaborators?
- Always best if you can get a face to face meeting!
- Happy donors usually give again! Involve your donors in your programs



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216

FUNDING: Steps for Success!

- Background on specific program or project
- Identify potential community/agency partners
- How much money or supplies will you need?
- Draft your proposal or idea paper – be specific
- Identify potential funding sources

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217

Funding opportunities

- Individuals, Organizations, Local businesses (local big box stores, grocery stores, etc.)
- Learn about regional foundations in your area wwwFOUNDATIONS.org
- <https://texasfarmbureau.org/youth/ag-in-the-classroom/> – garden grant program, stipend for training for teachers, etc.
- <https://kidsgardening.org/grant-opportunities/> – Youth Garden Grant, Budding Botanist Grant, Little Seeds Pollinator Pals Grant, etc.
- <https://www.fns.usda.gov/cfs> - National Farm to School Grant Program

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218

More funding opportunities

- Internal Extension funds: SNAP funds, local Master Gardener or 4-H funds
- If you have one, use your state 4-H Foundation to identify donor prospects
- School education foundations
- Garden clubs or other community organizations

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219

An Example: SNAP Funding - Texas



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220



Commitments

- Principal/school commitment letter
- Teacher Match Form

Funding

- County Better Living for Texans funds
- Supplemental LGEF funds
County Supplemental LGEF Funds Request Form
- Community donations

Note: LGEF funds dependent on Health and Human Services funding

Survey -

Pre and Post Evaluation

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221



Implementing the program...

Purchasing Supplies

- Curriculum and materials
- LGEF Supplies List
- Supplies – appropriate for purpose and of reasonable cost (if inappropriate – may be asked to return item or pay with other funds)
- Teaching gardens

Teacher Involvement

- ✓ Teacher led activities
- ✓ Minimum of 40 hours per school/site
- ✓ Record match time

Surveys

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222

Questions?

Texas A&M University, Feb. 21-Feb. 23, 2022

Funding Your Program

223

Day 2

- Concurrent GROW session D this afternoon 1:15-2:15
- Buses depart to AgriLife Center beginning 2:30 (*pack lightly*)

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224

Day 2

- Garden Tour + Station Speakers
 - 15 minute rotations
 - group photo at entrance
- Buses load beginning 5:15pm
 - behind front circle of entrance
- Optional dinner groups 7:00pm
JMGkids.us/2022NLTresources

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225

And 3 reminders:

- Tomorrow's last GROW session finishes @3:45
- Check out @11am, hotel will hold luggage
- Day travelers pick up parking validation from Caren*

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226