



Materials

- 4 large buckets filled with cold, clean water
- nearby water source to refill/change out dirty water
- Several dishcloths or 1 roll of paper towels
- 2 large empty buckets or boxes
- Many rubber bands and or sandwich/harvest bags
- Produce scale, set to grams
- Clipboard, pencil, and Harvest Log (located at end of lesson)
- Large basket
- Cooler for transporting produce to a refrigerator
- Air thermometer
- Small cutting board
- Knife
- Fork, for handling samples
- Hand sanitizer and/or clean water source and soap



FIGURE 1 Harvesting vegetables that they have grow brings delight to every child.

GARDEN HARVEST

Lesson by Eliza Hudson (FoodCorps NC Alum with Guilford County Cooperative Extension) and Melissa Amoebeng (Farm Educator, Durham Hub Farm, FoodCorps NC Alum with Guilford County Cooperative Extension)

Time Needed: 45 minutes

During this lesson, students will fill the roles of farmers and food scientists, rotating through stations as they harvest the produce that is ready, wash it with clean water, dry it lightly, sort it into appropriate bunches, and finally weigh and record measurements. This data could be used for real life examples for future math problems.

ACTIVITY DETAILS

LEARNER OUTCOMES

Youth will identify produce that is ready to harvest and safely process and store produce.

OPENING

"The day has come for us to harvest the produce we planted. It has been about ____ days, and they should be ready to eat. We're going to go check on them, and if they are ready, we will pull them out, wash them, and prepare them for a cooking lesson next week. We may even get to taste them today!"

PART I: HARVESTING

1. Before leaving the classroom/outdoor classroom gathering space, ask students to record in their journals how they will decide if the vegetables are ready to pick (harvest). What will they see? Feel? Smell? When they have made their recordings, they can quietly join you at the door/garden gate.
2. Take students to the garden space and have them line up around the garden bed. Ask students what they wrote for how they can identify a vegetable that is ready for harvest. Once students have given ideas on how to identify a harvestable vegetable, ask for them to point to one that they think might be ready.
3. If you grew radishes you can demonstrate how to find a radish that is 1 inch in diameter (feel the top of the root gently with your fingers to measure). Select a student to find one and pull it out of the ground. Gently shake soil from the root hairs over the bed. After, have everyone harvest a radish! (Repeat with other produce that is ready to harvest: peas, greens, etc. Keep in separate bins.)
4. For harvesting other produce see the following webpage from NC Cooperative Extension for information on harvesting. (<https://content.ces.ncsu.edu/harvesting-vegetables>)



FIGURE 2 Root vegetables are fun to harvest!

PART II: PROCESSING

In the next section you will break the students into groups to wash, dry, weigh, and store produce. Explain each station to all the students before splitting them up into groups. Have them rotate stations every five minutes.

1. **Station One:** Explain to students that they will then need to wash the produce more than once to get all the soil off. Select four students to help with the produce washing assembly line. Starting with the first person, have the students wash each item of produce in their bucket of water before passing it to the next student in line. Make sure to change the buckets of water as they get dirty, and don't use a brush or scrubber unless the produce has a hard rind.
2. **Station Two:** Once produce is completely clean, it must be lightly dried. Demonstrate how students can pat the produce dry using the towels, and then have them place clean produce in one of the empty buckets.
3. **Station Three:** Next, depending on the type of produce grown, it should be bunched with rubber bands (ex. radishes: 4-5/bunch; a handful of peas, etc.), or placed in bins with similar items.

4. **Station Four:** After produce has been grouped, have this set of students weigh the produce and record the weights on the harvest log. After each group of produce is weighed, place them in plastic bags and tie them closed.

5. **Station Five:** Finally, this group will be responsible for gently packing the produce for cool storage. Lay the bags in a cooler, or refrigerator, in a way that keeps them from getting smashed. Smashed produce won't stay fresh. Students may take the temperature of the cooler to ensure the radishes are staying food-safe.

PART III: TASTE TESTING (OPTIONAL)

1. If time allows, gather students in a circle and demonstrate how to cut a radish (or other produce item) into several slices. Cut enough for each student to try a slice
2. Have students record what they think of the radish (Or other produce item) in their garden journals.

TALK IT OVER

Ask students to answer the following questions, either individually in journals, or discussing with a partner or group:

1. Describe what we did in the garden today, step-by-step. What happened first? Second? Third? Last?
2. What does a radish look like when it is ready to harvest? Draw a picture to illustrate your findings.
3. What does a radish look like when it is clean and ready to eat? Draw a picture to illustrate your findings.
4. Why are we cleaning our produce today?
5. How did we prepare the produce for the next time we will use them?
6. How do you think radish/pea/lettuce farmers and farm workers prepare their produce so it can get sold in the neighborhood grocery store? Do you think those radishes are as fresh as yours? Why or why not?



VARIATIONS AND EXTENSIONS



FIGURE 3 Garden gloves when harvesting is a good food safety practice

- When students are finished with their station, especially if they are washing, have them take one cup of water and water an area of the garden. They can then work on the questions in the wrap up section, or help a friend at another station.
- For a service learning extension, students can take 1 bag of radishes to each classroom around the school. They can read radish facts and encourage fellow students to taste them!
- Also, keep 2 bags of radishes for a

small experiment. Put one bag in the classroom and leave it there for a week. Keep the other in a refrigerator. Before beginning of the next lesson on cooking, ask students to compare the two bags of radishes. Allow them to open them up, smell, cut into, and touch each bag's contents. Based on their findings, what do they think is the safest way for us to preserve radishes and other fresh vegetables we want to eat later?

STANDARD ALIGNED EXTENSIONS

[W.3.3] Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Organize information and ideas around a topic to plan and prepare to write.
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

- Use temporal transition words and phrases to signal event order.
- Provide a sense of closure.
- With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.

Using the guidelines laid out in standards W.3.3 A-F, have students write a story from the point of view of the plant they harvested. The story should start when the plant was a seed and go through the day it was harvested.



HARVEST LOG

[illegible]