

Garden Lesson Plan Featuring Tostada Tasting

▪ **Title:** Tracing Our Meal from Field to Plate

Activity- Create a meal (tostadas) using as many locally grown items as possible. Compare the local items distance to our plate versus the food we buy at a chain grocery store.

▪ **Lesson Focus:** Students will contemplate the supply chain of an entire meal and discuss the people, activities, and resources involved with getting these items from field to plate.

▪ **Objectives** (*overall goals*):

- Students will be able to discuss the food system and trace the distance most ingredients travel before we eat them.

- Students will be able to answer the following questions:

Why does the food system matter?

How does the food system affect me?

Which parts of the **FoodSpan Infographic** do I relate to the most?

▪ **Key Content:** *Students will focus on using the following:*

1. Vocabulary- Food System, Food Span

2. Basic cooking skills: (Will vary by group but may include:) Kitchen cleanliness standards, vegetable harvesting, prep (washing and cutting practices), sautee and blending, following recipe directions.

▪ **Materials Needed:**

Local vegetables (we harvested chard, tomatoes, cilantro, tomatillos, onions, beans-*prepped ahead of lesson*)

Purchased Ingredients: Tostada shells, cheese, salt and pepper

Food System Infographics, supplemental PPT (optional) ([via John Hopkins website](#))

Recipe Cards for salsa ([Examples from NMSU](#))

Kitchen cutlery and serveware

Procedure	Details
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<p>Warm-up</p> <p>(Time: 7-10 min)</p>	<p>Greet students on their way into the classroom.</p> <p>Ask students how far they think their food has to travel before it gets to their plate. Talk about specific crops that are almost never grown locally (i.e avocados or oranges)Let them know that almost all of of the food they will eat today came from ABQ and was picked within a day of their food prep. We will go over the definition of Food Span and Food System.</p>
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<p>Presentation:</p> <p>Introduction of Content</p> <p><i>Describe activities that will introduce students to new concepts.</i></p> <p>(Time: 10-15min)</p>	<p>Direct students to get ready to go outside to harvest the last few remaining ingredients for their cooking demonstration. Explain the procedure once they are in the kitchen:</p> <p>Students will be in rotations in the kitchen. They will have an initial demo about food safety (hand washing and using a knife to cut) Every student will put on gloves when it is their turn to handle the food.</p> <p>They will rotate between cutting, sauteeing, blending salsa and serving. Each station has a teacher or volunteer in charge of helping them and explaining the steps.</p>
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<p>Practice:</p> <p>Students begin to work with new content</p> <p><i>Describe the activities that show how the students will practice new material, vocab,practices, etc</i></p> <p>(Time: 20-25 min)</p>	<p>Once in the kitchen, students will be asked what guidelines they were given in the classroom (wash hands, wear gloves, etc)</p> <p>Students will then be split into groups and begin prepping and preparing the meal.</p> <p>In each group, volunteers will monitor and also ask students about where their food came from and encourage the use of the vocabulary. Students should rotate to practice at each station. Students will also be encouraged to ask any questions they have about cooking, vocabulary, or nutrition.</p>
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<p>Production:</p>	<p>After the food has finishing cooking and everyone has practiced in each rotation station, students will gather to eat.</p>
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<p>Students internalize and use content</p> <p><i>Describe the activities that show how students will use content to engage with peers, community, etc</i></p> <p>(Time: 10min)</p>	<p>Teacher can bring up any good questions or comments they heard and ask any follow up questions that are generated during the discussions. You can also ask if there is a difference in taste when using food from the school garden.</p> <p>As the meal ends students will help teachers and volunteers clean and pack up any leftover food.</p>
<p>Debrief/ Assessments</p> <p>(Time: 5)</p>	<p>If there is time, do an exit slip. Ask students if it is important to them where their food comes from and why.</p>

- **Anticipated Problems & Solutions:** Depending on length of class, students may not have ample time to answer all questions dealing with food systems. These can be tabled discussion questions for the next class if necessary.
- **Back-up plan/activities:** For longer class periods, have students trace commonly consumed dishes using notecards.
- **Post Lesson Activity-> Evaluation of lesson plan/reflections/adjustments for next time:** There can be lots of variation in time due to many factors. Having a basic structure to talk about food systems and food spans is a great start. Feel free to take multiple classes to discuss these ideas.