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|  | |  | | --- | |  | | Lesson: Soils | | Soils | |
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| |  | | --- | |  | | Project Skills: | | * To be able to know why soil is important for sustaining life and what role it plays in our food system. * To be able to connect each thing we eat back to the soil, and strengthening to connection of farm to school/table. | |  | | Life Skills: | | * Identification of healthy food and knowledge of food growth and systems. | | **Academic Standards:** | | * Trace foods from origin to table (Ag Ed D.4.1; Nutrition Ed B.4.4; Science F.4.4) * Describe the connection between healthy soil and healthy food (Ag Ed D.4.1; Science F.4.2, F.4.4) * Understand that people need food in order to be healthy, have energy, and grow (Nutrition Ed A.4.3) * Determine the difference between plant and animal food sources (Nutrition Ed F.4.3) * Identify the basic food groups and give examples from each (Nutrition Ed F.4.4) | |  | |  | | Grade Levels: 1-3 | |  | | Time: 20-30 Minutes | |  | | Supplies Needed: | | * Song-Dirt Made My Lunch (available on youtube) * Rock samples to show * Snack * Possible addition: soil samples | | Do Ahead: | | * Inform teachers of the use of a video | |  | | Sources/Adapted From: | | * Got Veggies: A Youth Garden-Based Nutrition Education Curriculum | |  | | |  | | --- | | BackGround | | Students are introduced in this first lesson to what soil is, where it comes from, and how it will help the vegetables planted in the school garden to grow. Healthy soil is one of the most important parts of a healthy garden. | |  | | WHAT TO DO | | Activity 1:  Show students “Dirt Made My Lunch” by the Banana Slug String Band. Talk about all the different foods that come from dirt. Have someone name their favorite food and trace it back to the soil. | |  | |  | | **Activity 2:**  Ask students what they know about soil. Where does it come from? How does it help plants to grow? What is soil made of? Is all soil made of the same stuff? (During this question I show the students rocks from Wisconsin versus Hawaii and how different it would be if these rocks broke up to make soil). It is okay if some answers are wrong at this point, just have a discussion about soil. | |  | | **Activity 3:**  Explain to students that soil is made from broken up pieces of rock, dead leaves, tree limbs, dead bugs, and other stuff in the ground that breaks up into small pieces. All of this stuff breaks up into small little bits that contain food for plants-called nutrients. Soil also holds water that plants can drink as well. This is why soil is important for plants to grow, it gives them the stuff they need to live! Hand out snack and tell students to remember that this food came from the soil! | |  | |  | |  | | Talk IT OVER | | **Reflect:** What did we learn about where our food comes from today? Does every food we eat come from the soil? Do some foods go through other changes before they get to the grocery store? Why is soil important for food? What does soil have that gives plants energy to grow? Why is it important to take good care of soil? | |  | | **Apply:** Next time you eat a meal, try to identify where your foods came from and trace them all the way back to the soil. Alternatively, give a challenge to try a tomato (or any type of fruit/vegetable) fresh from the garden versus from the grocery store. | |  | | ENHANCE/Simplify | | **Enhance for Older Children:**  Give them the vocabulary word **processing.**  What are different processes food can go through? Which foods go through processing after being picked from the soil? Introduce **compost**: if plants need nutrients to grow, what does adding compost do for the soil to help the plants? | |  | | **Simplify for Younger Children:**  Give the students a sample of soil to look at with a microscope. Let them examine the soil after you tell them about where soil comes from. Ask the students what are some of the similarities between plants and humans? What do plants eat? What do humans eat? Where do plants live? Where do humans live? | |  | |  | | HELPFUL Hints:  If students have a hard time with concepts about tracing food back to the soil, bring in pictures of A peanut butter and jelly sandwich or another food and then show pictures of the peanut plants/berry plants/wheat plants, and then pictures of the soil. This will help make the visual connection that all ingredients come from plants. | |  | |  | | ADDITIONAL Web LINKS:  Got Veggies curriculum:  <http://www.dhs.wisconsin.gov/publications/P0/P00228.pdf>  Dirt Made my Lunch Video: <http://www.youtube.com/watch?v=MwgP2gCzSC4> | |  | |  | |  | |
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