

GRADE 3 | *Kitchen*



SCOPE & SEQUENCE



GRADE 3 STANDARDS

At the end of Grade 3, students will be able to:


- Use descriptive language to explain foods and their flavor attributes and textures.
- Demonstrate understanding of and articulate the relationship between flavor and culture.
- Demonstrate increased understanding of the seed to plate cycle.
- Demonstrate understanding of recipe sequencing and basic recipe techniques.
- Demonstrate knowledge of eating on a budget and begin to understand that health is connected to food choices.
- Demonstrate understanding of whole and processed foods.
- Demonstrate understanding of abundance.
- Identify and interpret information from a food label.

GRADE 3 | FALL


Each activity described below should be designed to last approximately 45 minutes.


Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
1. Welcome to the Kitchen!	Personal and Community Life Skills (PLS and CLS)	RC.3.2 Demonstrate knowledge of basic recipe techniques using kitchen tools and equipment. KTE.3.1-4 Kitchen Tools and Equipment	Cooking Lesson: Engage students by having them share their names and a food they enjoyed over the summer. Explore behavior expectations by establishing kitchen agreements together. Review Personal and Community Life Skills. Explain and demonstrate safe and proper use of melon ballers, apple corers, and strawberry hullers, and discuss when and why these tools are used. Demonstrate how to pit stone fruits. Then have students elaborate, practicing their agreements and skills as they prepare and enjoy some fruit kabobs similar to the Fresh Melon Kebobs , Emerils.com , but incorporating apples, stone fruit, melons, and anything else you have growing in the garden.	PLS.1-6 CLS.5 Students participate in the development of agreed upon protocols and behaviors for the garden and kitchen environments.	Use fruit from the garden. Garnish with edible herbs or flowers from the garden. As you enjoy, trace ingredients back to their source. Collect and deliver compost to the garden.	Classroom: Read <i>Fruit in Suits</i> by Jared Chapman. Discuss how fruits are all unique characters just like the students in the class.	CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
2. Flavors	Culinary Flavors and Textures (CFT)	<p>CFT.3.1 Demonstrate an understanding of taste sensations.</p> <p>CFT.3.2 Describe foods and their flavor attributes.</p>	Cooking Concept Lesson: Hand out journals that students will use for reflection at the end of each lesson. Review the taste sensations: sweet, salty, sour, bitter, and umami. Let students know that they will be tasting foods to identify the first 4 flavor sensations. Have students explore these by conducting a blind taste test in which students close their eyes, taste a pinch of something (i.e. sugar, lemon juice, arugula, and sea salt) and try to match the taste to one of the words.	PLS.4 Students are active and engaged learners who show up on time prepared to learn and manage their time wisely.	Use arugula and/or other produce from the garden. Bring compost out to the garden.	BAM! Box: Work with your caregivers to find and record something in your regular diet that fits each of the taste sensations. Share in class.	CCSS.ELA-LITERACY.W.3.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	National Health Education Standard 4: Students will demonstrate the ability to use interpersonal communication skills to CFT.3.2. Describe foods and their flavor attributes enhance health and avoid or reduce health risks.

Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
3. Getting Started with Paring Knives 	Recipe Concepts (RC)	RC.3.2 Demonstrate knowledge of basic recipe techniques using kitchen tools and equipment. KTE.3.1-4 Kitchen Tools and Equipment.	Cooking Lesson: Make sure knives are out of reach of students while you introduce and discuss them. Engage students in a discussion of tools. Explain the importance of being safe and responsible with knives because they are sharp and can be dangerous. Then demonstrate how to safely use a paring knife to cut a peeled banana, or something else soft. Then hand out bananas and knives and give them time to elaborate by cutting their own bananas or other soft foods.	CLS.2 Students cooperate and communicate well with each other.	During this lesson, compare guidelines for safe knife use with guidelines for safe garden tool use.	Cafeteria: Invite in your food service director to discuss and demonstrate knife safety. Community: Invite in a local chef to demonstrate knife safety. Classroom: Make the connection between structures and functions of the knife parts (i.e. an edge to cut, a handle to hold) with other examples of structure and function, such as structures of a seed or insect.	NGSS Crosscutting Concept: Structure and Function	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks


Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
4. Swedish Cucumber Salad	Culinary Flavors and Textures (CFT)	<p>CFT.3.2 Describe foods and their flavor attributes.</p> <p>HC.3.2 Demonstrate an understanding of local and seasonal foods.</p> <p>KTE.3.1-4 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Review safe use of paring knives and other relevant tools. Then help students prepare Swedish Cucumber Salad, <i>There's a Chef in My World!</i> As students enjoy, discuss the nutritional value of cucumbers and ask students to identify the local and seasonal ingredients in the recipe. Then reflect on the taste sensations that are combined in this recipe.</p>	<p>PLS.1 Students are self-aware and show respect for their own needs, the needs of others, and the environment. They practice safe and conscientious behaviors in the garden and kitchen environments.</p>	Use cucumbers and dill from the garden. Try adding in other produce growing in the garden. Bring compost out to the garden.	<p>Community: Interview community members for other cucumber salad recipes and compare.</p>	<p>CCSS.MATH.CONTENT.3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).1 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</p>	<p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
5. Texture	Culinary Flavors and Textures (CFT)	<p>CFT.3.3 Describe what texture means.</p> <p>RC.3.2 Demonstrate knowledge of basic recipe techniques using kitchen tools and equipment.</p> <p>HC.3.2 Demonstrate an understanding of local and seasonal foods.</p> <p>KTE.3.1-4 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Check for tree nut allergies before this lesson and modify the recipe accordingly, for example by replacing walnuts with sunflower seeds. Introduce the term “texture” and share adjectives that might be used to describe it. Have students taste a basil leaf, a walnut and a dab of cream cheese, and discuss the texture of each. Then demonstrate how to use a mortar and pestle; have students mash basil and walnuts and describe the changes in texture. Demonstrate how to use a garlic press and how to puree using a food processor. Have students work together to prepare Jillie’s Pesto-Cheese Dip, <i>There’s a Chef in My Soup!</i>. Reserve a bit of the pesto to taste alongside the pesto-cheese dip. Demonstrate how to use a microplane before having them use one to add Parmesan cheese on the dips. Then have students taste both dips with crackers or carrot sticks and discuss the differences in texture.</p> <p> Caution</p>	CLS.2 Students cooperate and communicate well with each other.	Use basil from the garden. Use pesto as a dip for something ready to harvest from the garden, such as carrot sticks. Bring compost out to the garden.	Cafeteria: Explore the foods offered in the cafeteria for a variety of textures.	CCSS.ELA-LITERACY.L.3.1.G Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	National Health Education Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
6. Cooking with What's in Abundance 	Home Economics (HE)	HC.3.2 Demonstrate an understanding of local and seasonal foods. HE.3.3 Describe abundance and the causes of abundance in the garden KTE.3.1-4 Kitchen Tools and Equipment	Cooking Lesson: Identify something in abundance in the garden. Have students define local and seasonal and discuss why this crop is in abundance (season, planting choices, etc.). Search for that crop on <i>Emerils.com</i> to find a recipe that uses it. Then work with students to harvest and prepare the recipe. If you have time to split this lesson across 2 sessions, have your students research and select the recipe themselves.	PLS.2 Students are able to express empathy and caring for themselves, others, and the environment.	Start this lesson in the garden so that abundant produce drives recipe selection.	BAM! Box: Bring home a bag of produce that was in abundance in the school garden together with a recipe you found to use that produce. Prepare it together with your caregivers.	NGSS Science and Engineering Practice: Asking Questions and Defining Problems	National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.


GRADE 3 | WINTER

Each activity described below should be designed to last approximately 45 minutes.

Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
7. Discovering Grains 	Health Concepts (HC)	HC.3.3 Define and describe grain based carbohydrates. RC.3.2 Demonstrate knowledge of basic recipe techniques using kitchen tools and equipment. KTE.3.1-4 Kitchen Tools and Equipment	Cooking Lesson: Introduce grain-based carbohydrates, including what they do for the body and what foods provide good sources of them. Demonstrate safe and proper use of a box-grater. Then have students grate carrots and parsnips and make <i>It's-a-Good-Morning Muffins, There's a Chef in My Family.</i>	PLS.1 Students are self-aware and show respect for their own needs, the needs of others, and the environment. They practice safe and conscientious behaviors in the garden and kitchen environments.	Use carrots, parsnips, and eggs from the garden. If you don't have carrots or parsnips, replace with grated zucchini or summer squash growing in the garden. Bring compost out to the garden.	Community: Collect favorite muffin recipes from a variety of sources (community members, local restaurants) and compare ingredients and ratios.	CCSS.MATH.CONTENT.3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).1 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
8. Budgeting	Healthy Eating (HE)	<p>HE.3.1 Apply critical thinking skills to budgeting in a home kitchen.</p> <p>HE.3.2 Compare and contrast cost of store bought processed foods, home processed foods, and foods grown in the garden.</p>	<p>Cooking Concept Lesson: Provide students with a box of store-bought muffins labeled with both the total price and the price per muffin. Provide them with a list of the ingredients for the It's-a-Good-Morning Muffins from Lesson #7: Discovering Grains, along with the cost of each ingredient. Have students calculate the cost of a batch of homemade muffins. Compare with the cost of the store-bought muffins. Discuss the pros and cons of making your own food, including economic impacts.</p>	<p>PLS.5 Students develop the ability to make informed and responsible decisions.</p>	If you have time during this lesson, go out to the garden and harvest a bunch of carrots, for example. Discuss the cost of these carrots in the store and/or in a restaurant before enjoying them.	<p>Community: Set up a farm stand to sell your garden produce. Label each with the market price and your school price. Use the money earned to invest in garden or kitchen equipment for the class.</p>	<p>CCSS.MATH.CONTENT.3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>CCSS.MATH.CONTENT.3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p>	<p>National Health Education Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>

Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
9. Threshing, Winnowing, and Grinding Wheat	Health Concepts (HC)	HC.3.4. Compare and contrast processed and whole grains.	Cooking Concept Lesson: Show students a labeled diagram of a wheat seed and explain that white flour has the germ (embryo) and bran (seed coat) removed. Engage in a discussion of the nutritional benefits of whole wheat. Explain how to thresh, winnow, and grind wheat into flour (this process is described by Common Ground Garden here). Then have students elaborate, making whole wheat flour. Have them elaborate by diagramming or discussing the process, showing how to create arrows to connect different elements of the process, showing how “Wheat goes into bread which goes into us; wheat stalks go into compost which goes out to the garden,” etc.	CLS.2 Students cooperate and communicate well with each other.	Use wheat grown in the garden. Compost all unused parts of wheat plants. Save some wheat seeds to replant.	Community: Interview a local baker on his/her ratios of different types of flour and how he/she chooses to balance taste and nutrition.	CCSS.ELA-LITERACY.W.3.3.A Organize an event sequence that unfolds naturally. NGSS Science and Engineering Practice: Constructing Explanations	

Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
10. Old-Fashioned Pretzels 	Food Preparation (FP)	FP.3.2 Demonstrate an understanding of whole grain preparations.	Cooking Lesson: Review the nutritional benefits of eating whole wheat. Then have students prepare the dough for Old-Fashioned Pretzels, Emerils.com . Highlight that this recipe calls for about half whole wheat flour and half white, and explain that this is often a good ratio to use if you want to increase whole wheat in a baked good, like zucchini bread or pancakes. Have each student shape his/her own pretzel and boil. While they are baking, show students examples of other whole grains, such as ground, cracked, rolled, or sprouted wheat, barley, or corn.	PLS.4 Students are active and engaged learners who show up on time prepared to learn and manage their time wisely.	Garnish pretzels with rosemary, oregano, or other herbs growing in the garden. Bring compost out to the garden.	Cafeteria: Identify grains available in the cafeteria and create promotional materials to display to encourage students to choose and eat the whole grains that are available.	CCSS.MATH.CONTENT.3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.


Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
11. Label Reading	Health Concepts (HC)	HC.3.6 Read and interpret a food label	Cooking Concept Lesson: Ask students to bring 2 nutrition labels into class with them. Demonstrate how to identify the components of a nutrition food label. Have students explore, comparing and contrasting the labels from highly processed food items to those of minimally processed food items. Make sure you have extra nutrition food labels to use as examples in case students forget or there aren't enough minimally processed / whole food items represented. Have students elaborate, journaling about the difference between the labels, providing prompts.	PLS.5 Students develop the ability to make informed and responsible decisions.	During this lesson, search the garden for growing sources of carbohydrates, such as grains, fruits and vegetables.	Community: Video a student-led tour of the bakery section of the grocery store, describing the different options available and the health benefits.	CCSS.ELA-LITERACY.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	National Health Education Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health. National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.


Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
12. Healthy Snack Plan	Health Concepts (HC)	<p>HC.3.1 Create a healthy snack plan to grow in the school garden.</p> <p>HC.3.2 Demonstrate an understanding of local and seasonal foods.</p>	Cooking Concept Lesson: Engage students, having each student share a favorite food they have had in the garden. Tally the results and record on a bar graph. Then have students choose a healthy snack that they could plant in the garden. Explain how to use planting guides to determine when each crop for their snack should be planted in your region. Have them elaborate by making a healthy snack plan.	CLS.4 Students appreciate and are respectful of differences and diversity in their communities.	In Garden Lesson #13: Garden Caretakers have students plant the healthy snack plans they created in this lesson.	Cafeteria: Choose a favorite food from the cafeteria. Research where it was grown and determine when it is seasonal.	CCSS.MATH.CONTENT.3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.	National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

GRADE 3 | SPRING

Each activity described below should be designed to last approximately 45 minutes.

Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
13. Grain Farmer	Health Concepts (HC)	HC.3.5 Identify where grains are sourced locally.	Cooking Concept Lesson: Take a field trip to a local grain farm and/or invite in a local grain farmer for a guest presentation with Q and A.	PLS.4 Students are active and engaged learners who show up on time prepared to learn and manage their time wisely	In Garden Lesson #2: Bread is for Eating students will explore wheat growing in the garden and in Garden Lesson #18: Planting Wheat for Next Year's Grade 3 Class , they will plant wheat.	Community: Share photos and information from your field trip with the local newspaper to advocate for local grains.	CCSS.ELA-LITERACY.SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	National Health Education Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
14. Biscuits with Berries	Food Preparation (FP)	FP.3.3 Create a healthy snack using seasonal food from the garden or farmers market. KTE.3.1-4 Kitchen Tools and Equipment	Cooking Lesson: Review safe and proper use of measuring cups and spoons, mixing bowls, sifters, and the like. Then have students prepare Biscuits with Berries, Emerils.com . While the biscuits are baking, discuss the seasonality of berries and how this recipe could be modified in different seasons.	CLS.3 Students understand and apply principles of fairness, equity, and democracy in the garden and kitchen environments.	Use berries from the garden. Garnish with edible flowers growing in the garden. Bring compost out to the garden.	Community: Collect biscuit recipes from across the United States and compare desirable traits in recipes.	CCSS.MATH.CONTENT.3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
15. Inter-viewing Recipes	Recipe Concepts (RC)	RC.3.1 Describe the structure and function of a recipe.	Cooking Concept Lesson: Hand out recipes for everything students have cooked together this year. Have each team explore a recipe to answer questions like “What tools will you need?”; “What is the first thing you’ll do?”; “How many people will this serve?”; etc. Explain the key elements of a recipe, and the optional elements that are also sometimes included. Then assign the following homework assignment for students to elaborate: Record a healthy snack recipe from your family or community.	CLS.2 Students cooperate and communicate well with each other.	Discuss ways to modify recipes to incorporate as much garden produce as possible, such as increasing vegetables, substitutions, and garnishing with garden herbs.	Community: Record a healthy snack recipe from your family or community.	CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
16. Cooking with What’s in Abundance 	Health Concepts (HC) Food Preparation (FP)	HC.3.2 Demonstrate an understanding of local and seasonal foods. FP.3.3 Create a healthy snack using food from the garden or farmers market KTE.3.1-4 Kitchen Tools and Equipment	Cooking Lesson: Select 2 or 3 recipes from the homework in Lesson 15: Interviewing Recipes that you could prepare with the students incorporating garden produce. Then guide students in harvesting and preparing the recipes selected. If time allows, split this into 2 sessions and work with the students to select the recipes that would work best.	CLS.1 Students demonstrate problem solving and resolve conflict as a team.	Use abundant garden produce to drive recipe selection. If possible, involve students in identifying abundant produce and selecting recipes.	Community: Share photos and captions of student recipe harvesting and preparation to share on school social media pages.	CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
17. Researching China	Culinary Flavors and Textures (CFT)	CFT.3.4 Identify flavors, foods, and dishes from other cultures	Cooking Concept Lesson: In preparation for the Feast Around the World, have students explore China, locating it on a map, and researching different aspects of life in China, including celebrations, customs, and the like. Have them elaborate by preparing to present on their country at the Feast Around the World.	CLS.4 Students appreciate and are respectful of differences and diversity in their communities.	If relevant, visit the Herbs of the World Bed planted in Grade 2 Lesson #13: Planting Herbs of the World to harvest and add any common herbs from China.	Community: Ask students if they have family members from China or other countries in Asia. If so, invite them in to share a favorite recipe from the region.	Social Studies: Diversity and Culture. Social Studies: Geography.	
18. Sesame Peanut Noodle Salad	Culinary Flavors and Textures (CFT)	CFT.3.4 Identify flavors, foods, and dishes from other cultures FP.3.1 Describe how and when to harvest food from the garden. KTE.3.1-4 Kitchen Tools and Equipment	Cooking Lesson: Check for peanut allergies and adjust recipe as needed. With students, explain that the Feast Around the World is an opportunity to discover food traditions from diverse cultures. Harvest a wide variety of vegetables that are good raw, such as sugar snap peas or carrots. Have students prepare Sesame Peanut Noodle Salad, <i>There's a Chef in My World!</i> , and chop and add vegetables they grew for the Feast Around the World. Put a label in front of this dish that says "Contains peanuts."  Caution	PLS.1 Students are self-aware and show respect for their own needs, the needs of others, and the environment. They practice safe and conscientious behaviors in the garden and kitchen environments.	This recipe works with a wide variety of vegetables, so start with what you have in abundance in the garden.	Community: Ask students if they have family members from China or other parts of Asia. If so, invite them in to share a favorite recipe from the region.	Social Studies: Geography. Social Studies: Diversity and Culture.	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Elementary School Feast Around the World!