

DESCRIPTION

Students explore the benefits of eating whole grains that are close to the source Energy Foods. They discover the three parts of a whole grain: bran, endosperm, and germ. Students match whole grains with their processed pairs and look for the word “whole” to identify whole grains on ingredients lists.

TIME: 45 minutes

SUBJECTS: Health, Language Arts

LEARNING OBJECTIVES

After this lesson students will be able to:

- Describe the parts of a whole grain: bran, germ, and endosperm.
- Define the term “processing” when referring to whole grains.
- Discuss the health benefits of eating whole grains.
- Read labels to identify close to the source Energy Foods made with whole grains.

ACADEMIC STANDARDS

HE.K-2.1.3, HE.K-2.1.5, LA.2.1.4

*A detailed list of the Academic Standards can be found in the Unit Overview document.

LESSON OUTLINE

- I. Introduction (3 minutes)
- II. Whole Grain Energy Foods (6 minutes)
 - What is a grain?
 - Three parts of a grain
- III. Whole Grains and Processed Grains (10 minutes)
- IV. Whole Grain Matching (12 minutes)
 - Whole Grain Matching Student Worksheet
- V. Finding Whole Grain Ingredients (7 minutes)
 - Finding Whole Grain Ingredients Student Worksheet
- VI. Close to the Source Snack (5 minutes)
 - Whole Grain Crackers with Hummus
- VII. Closing (2 minutes)



KEY TERMS AND CONCEPTS

B Vitamins – A group of vitamins found in whole grains that protect health

Bran – Tough outer coating of grain; contains fiber, vitamins, and minerals

Carbohydrate – Sugars and starches used by the body for energy

Endosperm – Largest part of grain; contains starchy carbohydrate

Energy Foods – Complex carbohydrates such as whole grains and starchy fruits and vegetables that provide long-lasting energy

Fiber – Plant matter that keeps intestines healthy

Germ – Small inner “seed” of a grain; contains protein, fats, vitamins, and minerals

Processed Foods – Foods to which sugar, fat, and/or salt have been added, and/or foods whose natural, edible parts have been removed

Processing – The transformation of raw plant or animal materials, such as grains, produce, meats, and dairy, into other food products

Whole Grain – Edible part of a grass plant containing all original parts: bran, germ, endosperm

LESSON MATERIALS

Core Supplies:

- 'ĀINA In Schools apron with name tag
- Kōkua Hawai'i Foundation cloth bag
- Laminated 'ĀINA Food Guide Poster
- Copy of 'ĀINA In Schools Student Workbook
- Cutting board
- Non-latex gloves
- Napkins
- Garbage/compost bag

Lesson Supplies:

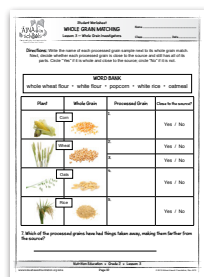
- Vocabulary Cards (10)
- Whole Grain Diagram Sign
- Dried Wheat Stalks (1 per 3-5 students)
- Finding Whole Grain Ingredients Sign
- Whole Grain Signs (4): Corn, Oats, Rice, Wheat
- 5 sets of Whole Grain Matching Activity Materials:
 - Whole Grain Matching Cards (4): Corn, Oats, Rice, Wheat
 - Whole Grain Matching Activity Packets including: corn kernels, popped corn, oat groats, oatmeal, brown rice, white rice, wheat berries, whole wheat flour, white flour

Teaching Team to Provide:

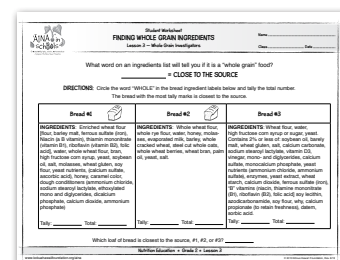
- Tablecloth
- Serving tray (or use top of bin as tray)
- Spoon or plastic butter knife*
- Snack ingredients:
 - Whole grain crackers (choose gluten free, nut free)
 - Hummus, (locally made 'ulu/breadfruit hummus or traditional chickpea hummus; choose gluten free, nut free)
- Optional: 1 loaf of whole grain bread that includes whole grain ingredients, ideally with visible seeds and/or grains; or 3 slices of bread: whole grain, brown, and white
- Optional: mortar and pestle

ACCOMPANYING DOCUMENTS

- Student Worksheet: Whole Grain Investigators
- Take Home Letter
- Family Activity: Whole Grain Scavenger Hunt



Whole Grain Matching Student Worksheet



Finding Whole Grain Ingredients Student Worksheet

ADVANCE PREPARATION

- Lead docent to contact teachers to confirm date/time of lessons.
- Shop for snack ingredients and review materials needed for lesson.
- Ask teachers to have students complete worksheets as a follow-up classwork or homework assignment.
- Ask the teacher to arrange students into 5 groups for the Whole Grain Matching Activity.

**Please do not bring metal knives on campus. The only knives allowed are those that are plastic and very well attended by an adult.*

INGREDIENT QUANTITIES NEEDED FOR SNACK

| How much to buy | Up to 20 students | Up to 30 students | Up to 40 students |
|--|-------------------|-------------------|-------------------|
| Whole Grain Crackers (gluten free, nut free) | 1 box | 2 boxes | 2-3 boxes |
| Hummus ('ulu or chickpea; gluten free, nut free) | 14 oz. | 21 oz. | 28 oz. |

BACKGROUND INFORMATION

Carbohydrates are our body's most efficient energy source. The building block of all carbohydrates is a sugar molecule, which is a combination of carbon, hydrogen and oxygen. They are generally divided into two types: complex and simple. **Complex carbohydrates** (otherwise known as starches and fibers) contain more than three chains of sugar molecules and are found in foods such as breads, rice, cereal, taro, potatoes, corn, and pasta. **Simple carbohydrates** are what we refer to as sugars and only have one or two chains of sugar molecules. White flour, milk, fruits, and table sugar are considered simple carbohydrates.



All carbohydrates are broken down by the digestive system to form glucose (also known as blood sugar). Although it is easier to categorize carbohydrates into simple and complex based on their chemical breakdown, it gets confusing because of how they act inside the body. For example, the starch in white bread is technically a complex carbohydrate even though it is broken down as fast as a simple sugar and causes a big spike in blood sugar. On the other hand, fructose (fruit sugar), is considered a simple carbohydrate but causes a minimal spike in blood sugar.

Nutritionists use a system called the glycemic index to categorize carbohydrates based on how fast and how high they raise blood sugar when compared to pure glucose. Most complex carbohydrates such as vegetables and whole grains take longer for the body to break down and do not cause a huge spike in blood sugar levels. Simple highly processed carbohydrates require very little digestion and cause a major increase in blood sugar levels.

Both complex and simple carbohydrates contain vitamins, minerals, and fiber, but simple carbohydrates are typically less nutritious and contain less fiber.

Fiber is an important substance found in whole grains, fruits and vegetables. It aids in elimination and is known as the body's broom.



An important attribute of most complex carbohydrates is the **B vitamins** they contain. The B vitamins work together to deliver many health benefits: maintaining healthy metabolism, maintaining healthy skin and muscle, and strengthening the immune system. The B vitamins are water-soluble, meaning that they are not stored by the body but are excreted in the urine. They must be replenished daily. B vitamins can be found in whole grains, root vegetables, bananas, lentils, turkey, tuna, and brewer's yeast.

In addition to providing our body with energy, carbohydrates have a protein-sparing effect. Adequate carbohydrates in the diet protect muscle tissue from being broken down and used as energy. Carbohydrates are also the body's best fuel for the brain.

Dietitians recommend carbohydrates making up 45-65% of the calories that we eat, and most of these should be complex carbohydrates. When eating grains, most of them should be **whole grains**.

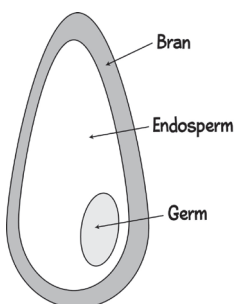
Whole grains are rich in complex carbohydrates and also provide the necessary vitamins, minerals, protein, high quality fats, and fiber needed for proper nutrition. Whole grains are low on the glycemic index and take longer for the body to digest.



Whole grains are minimally processed and have all three parts of the grain plant intact: the bran, germ, and endosperm.

BACKGROUND INFORMATION

- The **BRAN** is the outer protective layer of the grain and contains fiber to keep intestines healthy. It also contains minerals and B vitamins.
- The **GERM** is the grain's inner seed. This is the part that will sprout into a new plant when fertilized. It contains vitamins, minerals, proteins and high quality fats that are important for growth and health.
- The **ENDOSPERM** is the largest part of the grain and is where the carbohydrates are stored. It also contains some proteins and vitamins.



When grains are more heavily processed and the bran and germ are removed, the vitamins, minerals, protein, high quality fats, and fiber that these parts provide are lost. Usually if the ingredients list uses the word “whole” with the first ingredient, the product is a whole grain food item. Words such as “enriched” or “white” usually indicate that the food is lacking whole grains, highly processed and high on the glycemic index. The amount of dietary fiber is also a clue as to whether the product contains whole grains. If it contains a significant amount of dietary fiber, it often contains whole grains.



References:

“Identifying whole grain foods: a comparison of different approaches for selecting more healthful whole grain products.” doi.org/10.1017%2FS1368980012005447

“Dietary fiber and risk of coronary heart disease: a pooled analysis of cohort studies.” doi.org/10.1001/archinte.164.4.370

“Healthy Eating Plate.” hsph.harvard.edu/nutritionsource/healthy-eating-plate/

“High dietary glycemic load and glycemic index increase risk of cardiovascular disease among middle-aged women: a population-based follow-up study.” doi.org/10.1016/j.jacc.2007.02.068

Human Nutrition by Revilla, Titchenal, Calabrese, Gibby, and Meinke. pressbooks.oer.hawaii.edu/humannutrition/

“The Nutrition Source: B Vitamins.” hsph.harvard.edu/nutritionsource/vitamins/vitamin-b/

“The Nutrition Source: Carbohydrates.” hsph.harvard.edu/nutritionsource/carbohydrates/carbohydrates-and-blood-sugar/

“The Nutrition Source: Whole Grains.” hsph.harvard.edu/nutritionsource/what-should-you-eat/whole-grains/



INTRODUCTION

3 MINUTES

"Hello again, we are... (docent names). Welcome to your third nutrition lesson as part of the 'ĀINA In Schools program!"

"Do you remember our last lesson? We learned about edible plant parts from the Protective Foods category of the 'ĀINA Food Guide!"

"And who can remember the snack that we tasted last time?"

Answer: Bird's Nest Salads!

"Right! It was a close to the source snack that included all six plant parts in the salad. Does anyone remember what they were?"

Prompt students with plant parts and wait for answers:

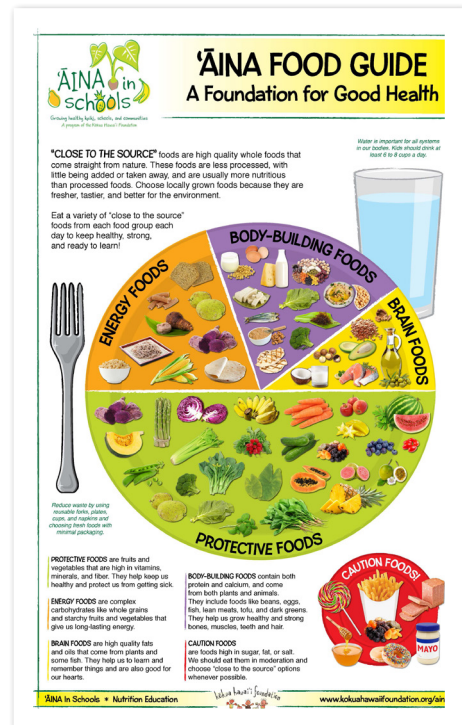
- **LEAF** — Purple cabbage
- **ROOTS** — Carrot
- **FRUIT** — Tomato
- **FLOWERS** — Broccoli
- **STEM** — Celery
- **SEED** — Sunflower seeds



"All of the ingredients in the Bird's Nest Salad were **PROTECTIVE FOODS**, because most of them come from the Protective Foods group. These foods contain lots of phytonutrients, vitamins, minerals and fiber, all things that are important for protecting us against sickness and keeping us healthy."

"Today we're going to talk about **ENERGY FOODS** in your 'ĀINA Health Food Guide. This group contains foods that give us lots of energy. Like Protective Foods, Energy Foods also contain vitamins, minerals and fiber." Refer students to the Energy Foods section of the 'ĀINA Food Guide, either on the large poster or in their workbooks.

"We're going to discuss one of the major sources of energy for our bodies, **WHOLE GRAINS** and today we're going to be "Whole Grain Investigators!" We're going to learn about Energy Foods that are close to the source and good for us."



WHOLE GRAIN ENERGY FOODS

8 MINUTES

"There are many different kinds of ENERGY FOODS. Energy Foods can come from vegetables like taro, corn, potatoes, fruits like bananas and breadfruit, beans, and lentils."

"Energy Foods can also be found in grains! Can anyone give an example of a grain?"

Students may reply with names of grains such as rice or wheat, or may reply with grain-based foods such as bread, pasta, cereals, etc. Accept all answers and share some examples: oats, corn, barley, rice, buckwheat, bulgur, millet, wheat.

"Grains are ENERGY FOODS that have vitamins, minerals, protein, good fats, fiber, and a lot of carbohydrates. Our bodies use carbohydrates for energy!"

"Does anyone know what kind of plants grains come from?" Entertain a few responses.

"A grain is the seed of a grass plant that grows on a stalk, like this wheat stalk!" (Hold up wheat stalk).

"Wheat grains grow in clusters called ears at the top of the plant. When these little seeds are taken off of the stalk, they are called wheat berries. These seeds are WHOLE GRAINS."



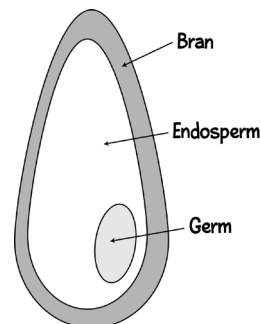
Distribute a wheat stalk to each group of students and allow them some time to look at the wheat grains as you describe them.

DOCENT NOTES

- Assistant Docent, please hold up the vocabulary cards as the class calls out each new term.
- Use the Whole Grain Diagram Sign and draw the diagram on the classroom's whiteboard.
- Use the wheat stalk as an example of a grass plant that has whole grains.

"A WHOLE GRAIN has three parts: the BRAN, the GERM, and the ENDOSPERM." (Refer to diagram.)

- The **BRAN** is the outer protective layer of the grain. It has the most fiber, which is important for keeping our intestines healthy.
- The **GERM** is the grain's inner seed. This is the part that will sprout into a new plant when fertilized. It contains vitamins, minerals, protein, and high quality fats that are important for our bodies to grow.
- The **ENDOSPERM** is the largest part of the grain. It provides food for the germ and also provides energy for us.



"All grains have these three parts. Do you think we can we eat all of these parts?" Yes!

"By eating all three parts of the grain, we get all of the wonderful vitamins, minerals, protein, high quality fats, fiber and carbohydrates made by the plant."

Refer to the Whole Grain Diagram Sign or diagram on the white board as needed.

WHOLE GRAINS AND PROCESSED GRAINS

8 MINUTES

DOCENT NOTE

- Consider showing the students a video of how wheat and other grains are processed into flour. Find example links in the Resources list.

*“How does this wheat stalk become a loaf of bread?”
 (If you have one, hold up the loaf of bread.)*

“Bread is made when grains like these are collected and ground into flour. This is an example of PROCESSING or changing the form of a food so that it can be eaten. After the wheat berries are processed into flour, it is then mixed with other ingredients and baked into loaves like this.” (Hold up bread.)



“Besides bread, many other foods are made with grains, like pasta, tortillas, grits, cereals, and crackers. Some of these foods are made with WHOLE GRAINS, where all three parts of the grain are saved and made a part of the food. These foods are close to the source because nothing was taken away from the grain, which came directly from the plant. All three parts remain.”



“Some foods are made from grains that have been more heavily PROCESSED, with one or two parts of the grain being removed. For example, the outside of the grain – the BRAN – can be removed and the remaining endosperm and germ used to make energy foods like breads, pasta, tortillas, rice, cereals, and crackers. These PROCESSED grains are not WHOLE.”

Erase the bran from the whole grain diagram on the white board to demonstrate its removal during processing.

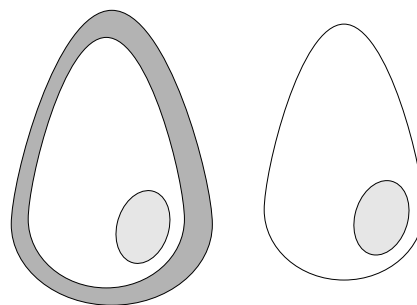
“If part of the grain is removed, this also removes some of the vitamins, minerals and fiber from the grain. Therefore, the more processed a food is, the farther from the source it is.”

“Foods made with grains with missing parts are farther from the source because they have less of the vitamins, minerals, high quality fats, and fiber found in the WHOLE GRAIN. This is important to understand because we need these nutrients every day to be healthy. Together, all three parts of WHOLE GRAINS contain B VITAMINS, which help to keep us from getting sick. The B VITAMINS in our bodies ‘run out’ every day so we need to make sure we eat enough WHOLE GRAINS every day to put them back.”

“You’ve heard me say the word FIBER a few times... FIBER is only found in plants, and when we eat enough of it every day, FIBER keeps our intestines clean and healthy. FIBER is our body’s broom and helps sweep out waste.”



“WHOLE GRAINS are important to eat instead of foods made with heavily processed grains because WHOLE GRAINS still have the fiber we need to be healthy.”



*Whole Grain and Processed Grain Diagrams:
 Whole grain with all three parts intact (left); partially processed grain with bran removed (right).*

WHOLE GRAIN MATCHING

12 MINUTES

The students should be arranged into 5 groups, with desks pushed together if necessary.

Pass out one Whole Grain Matching Activity packet to each group. (Do not distribute white flour pouches at this time; remove them from each packet.)

Each packet should contain the following whole and processed grain pairs along with visual aid cards:

- **WHEAT PAIR** — Picture of wheat in field, wheat berries, whole wheat flour, white flour
- **OAT PAIR** — Picture of oats in field, oat groats, whole rolled oats (oatmeal)
- **RICE PAIR** — Picture of rice in field, brown rice, white rice
- **CORN PAIR** — Picture of corn in field, corn kernels, popcorn



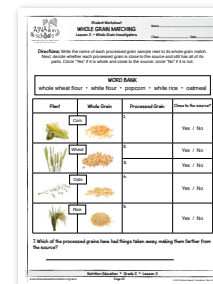
Whole Grain Matching Card

Tell the students that they will get to look at and feel each whole grain through the bag. Ask that they do not try to open the bags. The students are to work within their group to correctly pair the unprocessed grain and its processed counterpart. The unprocessed grains are labeled but the processed grains are not.

Allow 1-2 minutes for them to explore their grains and 3-5 minutes to try to figure out which unprocessed grain matches with each processed grain. Have the students set out the pairs when they are done. Have the students write the name of the processed grain in the “Processed Grain” column on their Whole Grain Matching Student Worksheets.



Go around the room and gently correct any incorrect pairs. Then ask the class to look at how each grain changes as a result of processing. Remind them that although these grains have been “processed,” some are still **WHOLE** because they still contain the entire grain, but others had parts removed. Show them the white flour pouches and share that this flour, like the whole wheat flour, comes from wheat.



Whole Grain Matching Student Worksheet

“There are two grains where the bran and germ were taken completely away, leaving only the inside (endosperm). These examples are more processed and farther from the source because something was taken away. Does anyone want to guess which ones are more processed?”

Desired Answer: White rice and white flour are more processed and no longer **WHOLE**.

*“Right! All the grains were changed in some way so that we could eat it, such as the corn that was popped, the oats that were smashed or rolled, and the whole wheat that was ground into flour. But in the case of the popcorn, oatmeal, and whole wheat, nothing was taken away – these grains are still **WHOLE** and **CLOSE TO THE SOURCE**.”*

Lead the students in completing the right column in their worksheets, circling whether the grain is a **WHOLE** grain or not.



FINDING WHOLE GRAIN INGREDIENTS

7 MINUTES

Have students get out their workbooks and turn to the Finding Whole Grains Student Worksheet.

“Who knows what word they can look for on the ingredients list that will tell them if the food is made from a WHOLE grain.” Answer: Whole!

“Right! By looking at the ingredients list and searching for the word “WHOLE” before the name of the grain, you will be able to tell if the food is close to the source.”

Have the students write the word “WHOLE” in the appropriate space on their worksheets.

Show students the Finding Whole Grain Ingredients Sign with photos of three different slices of bread. If you have one, hold up the loaf of bread and point to the Ingredients List. Have them review the three bread ingredients lists on the bottom of their worksheets.

“Now you are going to investigate the ingredients lists of three different loaves of bread and look for the word “WHOLE.” When you find the word “WHOLE,” circle it.”

“The bread with the word “WHOLE” on the ingredients list the most is the food that is CLOSEST TO THE SOURCE.”

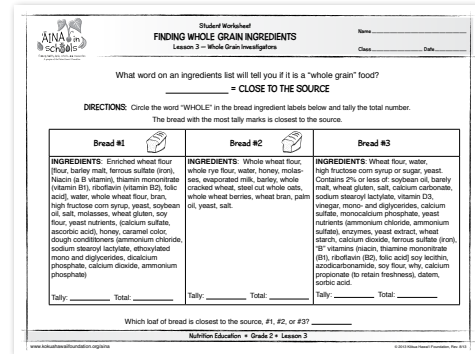
Give the students 3-5 minutes to complete the worksheet.

“Which loaf of bread is closest to the source?” Answer: Bread #2!

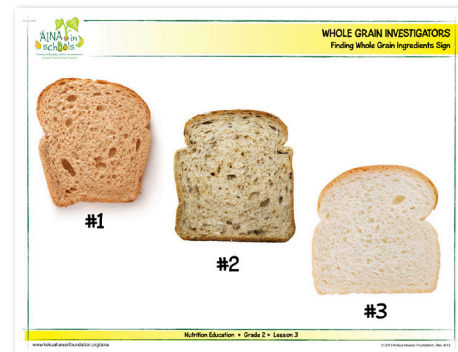
“Right! Bread #2 is closest to the source because it has the most WHOLE GRAINS!”

Explain that they will get a chance to practice looking for the word “WHOLE” on food labels with their parents as part of a Whole Grain Scavenger Hunt!

“Now let’s have our CLOSE TO THE SOURCE SNACK!”



Finding Whole Grain Ingredients Student Worksheet



Finding Whole Grain Ingredients Sign



CLOSE TO THE SOURCE SNACK

5 MINUTES

DOCENT NOTES

- Point out that anyone with a known allergy to any of the food items should not touch or sample it. By this age, kids should know this about themselves, but please bring it to the attention of the teacher who can make sure that any students with known allergies or intolerances do not receive snacks.
- You may use the Lesson Supply Bin lid as a serving tray.
- Give a snack to the teacher and any other classroom aides.
- Please refrain from verbalizing your own food preferences and be aware of your body language and facial expressions. These subtle cues have a big impact on a child's willingness to try foods!
- Encourage the students to try the snack. Remind them of the "no yuck" rule: they can choose not to try any foods they wish, but if they do try them, they must keep their personal opinions to themselves.



Tell the students that they are lucky because they get to sample a CLOSE TO THE SOURCE, snack made from the WHOLE GRAINS they learned about and explored today!

Explain that this snack is very close to its source:

- The crackers are made with whole grains.
- The hummus is made with chickpeas (aka garbanzo beans) or 'ulu (breadfruit), olive oil, tahini (crushed sesame seeds), lemon juice, and salt. (See ingredients list of both items for more information.)

As students are eating their snack, discuss with students what other close to the source foods they could eat with a whole grain cracker. Share with how they could prepare hummus at home themselves.

SNACK VIDEO

Check out the 'ĀINA Videos for discussions on key concepts and directions to make the 'ĀINA Close to the Source Snacks: kokuahawaiifoundation.org/ainavideos

CLOSING

2 MINUTES

While students are finishing up their snacks, quickly review the key concepts from the day with the class:

The ENERGY FOODS group of the 'ĀINA Food Guide includes starchy fruits and vegetables like 'ulu and kalo, beans, and also WHOLE grains.

- WHOLE GRAINS include all 3 parts of grain (Bran, Germ, and Endosperm) and are CLOSE TO THE SOURCE
- WHOLE GRAINS have important B VITAMINS and FIBER
- Some PROCESSED whole grains are still close to the source if the word “whole” is on the label.
- Other, more PROCESSED grains are farther from the source because some grain parts are removed, such as white rice.



Describe the Take Home Letter, Family Activity, and Recipe Challenge:

- *“The “Scavenger Hunt” worksheet is for you to use at the grocery store with an adult. Use your skills to look for one new cereal and one new bread that are made with WHOLE GRAINS.”*
- Encourage students to create their own recipes with whole grain ingredients inspired by this lesson. Students may use the 'ĀINA Recipe Challenge form at the end of their 'ĀINA Nutrition Student Workbooks to share their creations. Kōkua Hawai'i Foundation will select recipes to feature in future blog posts, newsletters, and cookbooks.

Thank the students for doing such a great job!

THANK YOU!

DOCENT NOTES

- **Pack your trash!** Please leave the classroom cleaner than you found it by removing all lesson-based trash. We don't want to add any burden or extra trash for the teachers or custodians so please do not throw away any trash in the classroom garbage. Instead:
 - Collect napkins and any leftovers.
 - Use the garbage bag in the Lesson Supply Bin to remove all lesson-related food items from the classroom.
- Please do not leave any food in the supply bin. Perishable props have been known to get moldy and smelly when left in the bin after the last lesson.
- Please complete your online docent survey for this lesson. This is valuable feedback that helps to improve our program.
- Please collect any 'ĀINA Recipe Challenge submissions and turn in to KHF staff at the next docent training.

ADDITIONAL RESOURCES

Lesson Plans & Activities

- **“All About Flour,” The Edible Schoolyard Project:** edibleschoolyard.org/all-about-flour
This lesson addresses questions about flour and how it's used. What is flour? Why are there so many types? What makes them different?
- **“Anatomy of a Wheat Kernel,” The Edible Schoolyard Project:** edibleschoolyard.org/coloring-together-anatomy-wheat-kernel
A coloring sheet illustrating the anatomy of a wheat kernel.
- **“Nā Mea ‘Ai O Hawai‘i” Lessons 5-6, UH CTAHR:** www.ctahr.hawaii.edu/NEW/NaMeaManual.htm
Explores early Hawaiian and contemporary Energy Foods.

Videos

- **“ĀINA In Schools Close to the Source Snack Whole Grain Crackers & Hummus,” Kōkua Hawai‘i Foundation:** kokuahawaiiifoundation.org/ainavideos
This short video showcases whole grain crackers and hummus as a simple snack that's part of the Energy Foods group.
- **“GrowingGreat: Carbohydrates,” GrowingGreat:** youtube.com/watch?v=F2TZdD6QtYE&t=119s
This video encourages keiki to use their senses as they investigate how corn and wheat are processed. Includes a demonstration of crushing grains with a flat stone.
- **“GrowingGreat: Where Does Bread Come From?,” GrowingGreat:** youtube.com/watch?v=DuOvJhVPuzg
This video demonstrates how families can investigate wheat berries (wheat seeds) and how they are transformed into bread.
- **“How It's Made: Flour”:** youtube.com/watch?v=u6k9zyi3OKo
A 5-minute video showing how flour is made for commercial use.

- **“How It's Made: Popcorn”:** youtube.com/watch?v=rIldiPSZffc
A 3-minute video illustrating where popcorn comes from and how it's processed.
- **“Processing Wheat Into Flour”:** youtube.com/watch?v=CwY--P9t8x8
A 5- minute video showing where flour comes from. A farmer shows the entire process, from field to flour, in a homestead farm setting.
- **“See How Oats Get from Farm to Fork”:** youtube.com/watch?v=D_h15LEBlms
A short video from the UK documenting how oats are grown and processed into oatmeal.

Additional Resources

- **“Carbohydrates,” Harvard School of Public Health:** hsph.harvard.edu/nutritionsource/carbohydrates/
Information about carbohydrates that includes healthiest choices, what a carbohydrate is, and how to add them to a healthy diet.
- **“Fresh Choice Hawaiian Harvest Toolkit:** kokuahawaiiifoundation.org/hawaiianharvest
‘Ulu, kalo, and ‘uala are energy foods featured in this resource that celebrates the bounty of produce grown in Hawai‘i, the toolkit introduces students to local produce items grown by Hawai‘i’s farmers.

Find more at
kokuahawaiiifoundation.org/ainalessons