**Health and Learning Success Go Hand-In-Hand**

Students’ attention, attendance, and test scores improve when they eat breakfast. Additionally, school breakfast programs have been shown to positively impact academic performance, absenteeism, and tardiness among low-income elementary school students. Use *Harvest of the Month* to support academic content standards and teach students lifelong healthy habits that include eating fruits and vegetables and being active every day.

**Exploring Washington Peas: Taste Testing**

**What You Will Need (per group of 4-6 students):**
- ½ cup each of fresh, frozen, and canned green peas
- Nutrition Facts labels for each ½ cup sample*
- Paper and pencils

*Download labels from [www.harvestofthemonth.com](http://www.harvestofthemonth.com).

**Activity:**
- Make chart and label columns as fresh, frozen, and canned; label rows as taste, color, texture, and shape.
- Observe, feel, smell, and taste each sample; record data in chart.
- Review Nutrition Facts labels; discuss similarities and differences in nutrient values.
- Take a poll to determine classroom favorite; share results with school nutrition staff.

Optional: Do Adventurous Activities (page 4) for more analysis.

**For more ideas, reference:**
*Kids Cook Farm-Fresh Food*, CDE, 2002.

**Cooking in Class: Snow Peas With Mint**

**Makes 24 tastes at ¼ cup each**

**Ingredients:**
- 2 pounds snow peas
- 4 cups water
- 1 tablespoon vegetable oil
- ¼ teaspoon salt
- ¼ teaspoon pepper
- 1 tablespoon brown sugar
- 12 fresh mint leaves, cut into strips
- Small plates or cups and forks

1. String snow peas by snapping at tops and pulling top toward the opposite end. Place peas in colander and rinse under cold water.
2. Boil water and cook peas for 3 to 4 minutes.
3. Drain peas in colander in sink.
5. Sprinkle brown sugar over peas. Add mint and stir until peas are well coated. Serve immediately.

**Nutrition Information per serving:**
- Calories 22
- Carbohydrate 3g
- Dietary Fiber 1g
- Protein 1g
- Total Fat 1g
- Saturated Fat 0g
- Cholesterol 0mg
- Sodium 26mg

Adapted from: *Storybook Stew* by Suzanne Barchers and Peter Rauen (Fulcrum Publishing, 1996).

**Reasons to Eat Peas**

A ½ cup of fresh or cooked green peas provides:
- An excellent source of vitamin K.
- A good source of vitamin A, vitamin C, fiber, folate, and thiamin*.
- A source of protein and iron.

*Learn about thiamin on page 2.

**Champion Sources of Thiamin*:**
- Black beans
- Corn
- Fortified whole grain cereal
- Lentils
- Peas
- Pecans
- Sunflower seeds

*Champion sources provide a good or excellent source of thiamin (at least 10% Daily Value).

For more information, visit: [www.nal.usda.gov/fnic/foodcomp/search/](http://www.nal.usda.gov/fnic/foodcomp/search/) (NDB No.: 11304, 11305)
**What is Thiamin?**

- Thiamin is also called vitamin B₁.
- A water-soluble vitamin, thiamin plays a role in many chemical reactions in the body.
- Thiamin helps keep the body’s nerves healthy. It also helps the body use the energy found in food.
- It helps the body’s cells convert carbohydrates into energy. It is also essential for the functioning of the heart, muscles, and nervous system.
- Thiamin deficiency can cause weakness, fatigue, and nerve damage.
- Thiamin is part of a family of vitamins called B-complex vitamins. These vitamins have related roles in promoting health. They include: thiamin, niacin, vitamin B₆, folate, vitamin B₁₂, biotin, and pantothenic acid.

*For more information, visit:*

www.nih.gov  
www.nlm.nih.gov/medlineplus

**How Much Do I Need?**

A ½ cup of peas is about one cupped handful. Peas come in a variety of forms – fresh, frozen, canned, and even dried. All forms are nutritious and count toward your daily amount. The amount of fruits and vegetables that each person needs depends on age, gender, and physical activity level. (Look at the chart below to find the recommended daily amount for you and your students.) Encourage students to try peas prepared in different ways (e.g., fresh, cooked) to find their favorite. Adding a variety of colorful fruits and vegetables to all meals and snacks will help students reach their daily amount.

**Recommended Daily Amount of Fruits and Vegetables**

<table>
<thead>
<tr>
<th></th>
<th>Kids, Ages 5-12</th>
<th>Teens and Adults, Ages 13 and up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>2½ - 5 cups per day</td>
<td>4½ - 6½ cups per day</td>
</tr>
<tr>
<td>Females</td>
<td>2½ - 5 cups per day</td>
<td>3½ - 5 cups per day</td>
</tr>
</tbody>
</table>

*If you are active, eat the higher number of cups per day. Visit www.mypyramid.gov to learn more.

**Botanical Facts**

**Pronunciation:** 'pēz  
**Spanish name:** chícharos  
**Family:** Fabaceae  
**Genus:** Pisum  
**Species:** P. sativum

Peas are a member of the Fabaceae or legume family, which includes plants that bear pods enclosing fleshy seeds. There are two main kinds of peas: green and edible-pod. Green peas have inedible pods and sweet, full-sized seeds. Most edible-pod peas have seeds that are not yet fully developed.

Throughout much of the world, edible-pod peas are referred to as *mange tout*, a French term meaning “eat all.” They are also nicknamed *snapping peas* for how they can be “snapped” and eaten like green beans.

**Pea Variety**

<table>
<thead>
<tr>
<th>Other Names and Specific Varieties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shelling peas, garden peas, English peas</td>
</tr>
<tr>
<td>Snow peas, Chinese peas, Oriental or Asian peas, sugar snap peas</td>
</tr>
</tbody>
</table>

*For more information, visit:*

http://plants.usda.gov  
http://ucanr.org/freepubs/docs/7233.pdf

**How Do Peas Grow?**

Peas are a low-maintenance, cool weather crop requiring full sunlight and little water. Depending on the variety, pods are harvested five to eight days after flowering.

- **Soil:** 5.5 - 6.8 pH (slightly acidic), well-drained  
- **Temperature:** 55 - 65 F  
- **Planting:** 1 to 2 inches deep, spaced 2 inches apart  
- **Watering:** 1 to 2 inches per week  
- **Harvesting:** by hand every 2 to 4 days

Pea plants were originally all vines or climbers (indeterminate), but recent breeding efforts have resulted in dwarf or bush (determinate) plants. The following chart outlines the growing information for the two types of pea plants.

<table>
<thead>
<tr>
<th></th>
<th>Bush-type</th>
<th>Vine-type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size</td>
<td>12-24&quot; tall</td>
<td>12-60&quot; tall</td>
</tr>
<tr>
<td>Matures in</td>
<td>40-60 days</td>
<td>60-80 days</td>
</tr>
<tr>
<td>Cropping period</td>
<td>1-3 weeks</td>
<td>3-5 weeks</td>
</tr>
<tr>
<td>Grows best in</td>
<td>Most areas in California</td>
<td>Along the coast</td>
</tr>
<tr>
<td>Support needed</td>
<td>Little fencing, if any</td>
<td>Extensive trellising</td>
</tr>
<tr>
<td>Yield</td>
<td>Lower</td>
<td>Higher</td>
</tr>
<tr>
<td>Pod to vine ratio</td>
<td>Higher</td>
<td>Lower</td>
</tr>
</tbody>
</table>

*For more information, visit:*

http://casfs.ucsc.edu  
http://postharvest.ucdavis.edu/Produce/ProduceFacts/Veg/Peas.shtml

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**Image adapted from:** www.seedbiology.de/hormones.asp  
School Garden: Peas in a Pod
If your school has a garden, here is an activity you may want to implement. Look for donations to cover the cost of seeds, tools, irrigation systems, electric pumps, and any salary incurred by garden educators or others.

What You Will Need:
- Variety of pea seeds (e.g., snow, sugar snap, shelling)
- Garden supports (e.g., poles, netting, stakes, wire fencing)
- Garden area that is well-drained with clay or sandy loam soil; in full sun

Growing Tips:
- Sow seeds in cooler weather.
- Plant seeds 1 to 2 inches deep; space seeds about 2 inches apart.
- Design supports for pea plants.
- As shoots emerge, twine tendrils onto supports.

Activity:
- Grades K - 5: Observe pea flowers and study how parts change as they turn into pea pods.
- Grades 6 - 12: Study thigmotropism*.

*Thigmotropism is the plant tendency to grab onto nearby supports.

Adapted from: www.lifelab.org
For more ideas, visit: www.kidsgardening.com

Student Sleuths
1 What are B-complex vitamins?
2 Where are the largest stores of thiamin found in your body?
   Why does our body need thiamin?
3 What causes thiamin to be destroyed when cooking foods by microwave or boiling in water? Which cooking method retains the most thiamin?
4 List vegetables included in the legume family. Research the nutrient data of at least five legumes, including the three different forms of peas (use Nutrition Facts labels from the Taste Testing activity on page 1).
   a What are the key nutrients common among legumes?
   b What health benefits do they provide to the body?
   c What nutrient is comparatively higher in legumes than in other vegetables?
   d Make a plan to eat at least three legumes each week.

A Pod in Pea History
- Three possible origins of peas include:
  - Middle Asia (Thailand, Burma) with expansion to India through Afghanistan
  - Near East (eastern rim of the Mediterranean)
  - Ethiopia (in plateau and mountain ranges)
- Carbonized pea seeds found in the Near East and Switzerland date back as far as 10,000 years.
- Domesticated pea cultivars appeared shortly after domestication of wheat and barley crops. Early pea varieties have been found among the ruins of Troy and in tombs of Egypt.
- The cultivation of peas spread throughout Europe, India, and China about 4,000 years ago.
- Peas were a dietary winter staple of both peasants and royalty in medieval Europe.
- In 1492, Christopher Columbus planted peas in Santo Domingo, where indigenous people quickly adopted them.
- Easy to grow, peas were commonly planted by early American colonists and later by pioneers traveling west.

For more information, reference:
Spill the Beans and Pass the Peanuts: Legumes, Meredith Sayles Hughes, 1999.

Home Grown Facts
- Washington is one of the largest producers of peas in the country – growing about 23% of the nation’s supply. In 2013, Washington planted 190,000 acres of peas!
- In Washington, dry peas are planted in mid-April, dry on the plant prior to harvesting in mid-July. Dry peas are what people use to make split-pea soup. Yum!
- Some peas are eaten fresh, but most of the peas grown in Washington are processed and frozen so people can eat them year-round.

For more information, visit: http://www.washivore.org/peas

Just the Facts
- The sugar snap pea is actually a hybrid of green and snow peas. It was developed in 1979 to make an edible-pod variety with sweeter, full-sized peas.
- Edible-pod peas were specifically bred so that the pods’ fibers go in one direction, allowing them to be chewed.
- Today only 5% of all peas grown are sold fresh; over half are canned and most of the rest are frozen.
- One of Thomas Jefferson’s favorite vegetables was the English pea. He planted more than 30 varieties of it in his garden at Monticello.

Sources:
www.fruitsandveggiesmatter.gov/month/peas.html
Physical Activity Corner

Eating breakfast and being active for at least 60 minutes every day are two healthy habits that students can practice to help improve test scores. Encourage students to jumpstart their day by eating breakfast. Then, start the school day by doing physical activity as a class. If students appear restless during lessons, take an activity break to help students re-focus.

Activity:
- Play upbeat music while students stretch and move/dance around desks.
- Continue for at least 10 minutes.
- Begin lesson plan with students focused on work.

Other Sample Class Exercises:
- Indoor: jumping jacks, stretches, balancing poses
- Outdoor: kick ball, hopscotch, jump rope

For more ideas, visit:
www.bam.gov

Student Champions

Missing or skipping meals interferes with student’s brain function, particularly among nutritionally at-risk children. Many people do not eat breakfast, which can impact alertness, attention, memory, problem solving, and mathematics. Have students encourage their classmates to start the day with a nutritious breakfast.

- Invite classmates or another classroom to a breakfast challenge. Make or display posters that include a variety of healthy breakfast ideas.
- Each morning, students record in journals what they ate for breakfast.
- Graph daily how many students ate breakfast.
- At end of school day, students record in journals how they felt during the day.
- Record entries for one week.
- Analyze the breakfast meals (either by food groups or by nutrients consumed). Students compare journal entries describing how they felt.

For more ideas, visit:
http://docs.schoolnutrition.org/meetingsandevents/nsbw/index.asp

Cafeteria Connections

- Partner with school nutrition staff to organize a poster contest to promote a monthly theme, campaign, or event, such as:
  - National School Breakfast Week, National Nutrition Month, National Agriculture Week, and/or Read Across America.
  - Work with an upper grade class to help promote contest.
  - Create different categories for artwork (e.g., grade levels, themes, advertisements).
  - Display poster artwork in cafeteria throughout month.
  - Facilitate judging of posters at end of month.

For more ideas, visit:
www.fns.usda.gov/eatsmartplayhard/

Adventurous Activities

Math Solutions:
- Measure length and width of green and edible-pod peas*.
- Weigh whole green and edible-pod peas.
- Use a minimum of five pods to calculate averages.
- Take metric measurements.
- Convert to standard measurements.
- Shell peas and calculate average number in one pod.
- Guess how many peas are in one-half cup. Shell peas to find answer.
- Weigh shelled peas (grams) to calculate number of peas in one pound.

*Hint: Use peas from Taste Testing activity (page 1).

For more ideas, visit:
www.cfaitc.org
www.harvestofthemonth.com

Literature Links


Secondary: The Garden-Fresh Vegetable Cookbook by Andrea Chesman and Spill the Beans and Pass the Peanuts: Legumes by Meredith Sayles Hughes.

For more ideas, visit:
www.cfaitc.org/books