



# Spuds in Tubs

[bcaitc.ca](http://bcaitc.ca)



**A Step by Step Guide to  
Growing Potatoes with your Class**



## Introduction

**Welcome to the *BC Agriculture in the Classroom Foundation Spuds in Tubs Program.***

Spuds in Tubs was created in response to teachers who wanted to know what the Foundation did in support of school gardens. We understood that not all had access to school gardens and that many teachers wanted to give their students a chance to grow, harvest and eat a fruit or vegetable as part of their school experience. We also understood that teachers and students had difficulty caring for fruits and vegetables over the summer months when school is not in session.

So we thought why not make a garden in tubs that could produce a crop for students before the end of June? Working with our partners we found just the right potato – the variety called Warba – that would produce a small nugget potato in just 60 days. We then found just the right compost, the right plant food and the right containers. Now students and teachers from many grades and subject areas can enjoy their crop of early nugget potatoes as part of their school experience.

### **Contact information:**

Glenda Johnston • BC Agriculture in the Classroom Foundation

1767 Angus Campbell Road, Abbotsford, BC V3G 2M3

Email: [Glenda@aitc.ca](mailto:Glenda@aitc.ca) Fax: 1-877-825-6068 [www.bcaitc.ca](http://www.bcaitc.ca)

## Program Partners:

Art Knapp's Plantland – Courtenay

BC Potato and Vegetable Growers'  
Association

Benjamin Moore

Buckerfield's Limited

Canadian Western Bank

CY Grower Supplies Ltd

Dykhof Nurseries Ltd

Hunters Garden Center – Surrey, Vancouver

Gardenworks – Lougheed, Mandeville

Grow and Gather (Trice Farms Ltd)

Minter Country Garden

PEI Bag Co

Phoenix Perennials

Sticks 'N Stones Nursery

TerraLink Horticulture Incorporated

W & A Farms

# Spuds in Tubs Program Across BC's New Curriculum

## Elementary Core Competencies/Content <https://curriculum.gov.bc.ca/curriculum>

### Grade 3 Science

- Biodiversity in the local environment

### Grade 3 Physical and Health Education

- Explore and describe strategies for making healthy eating choices in a variety of settings

### Grade 4 Physical and Health Education

- Explain the relationship of healthy eating to overall health and well-being
- Identify and describe factors that influence healthy choices

### Grades 4-5 English Language Arts

- Use a variety of comprehension strategies (Grades 4, 5) may include activating prior knowledge, making predictions, setting a purpose, making connections, asking questions, previewing written text, making inferences, drawing conclusions, using context clues.

### Grade 5 Science

- Investigate the nature of sustainable practices around BC's resources
- How can we act as stewards of our environment?
- How can you observe the concept of interconnectedness within ecosystems in your local area?

### Grade 5 Physical Education and Health

- food choices to support active lifestyles and overall health including local and seasonal foods, and whole/natural foods versus processed foods

### Grades 6-9 English Language Arts

- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking

### Grade 6 Physical and Health Education

- Explore and plan food choices to support personal health and well-being
- influences on food choices access to locally grown food; access to seasonal foods;

### Grade 6/7 Food Studies

- basic food handling and simple preparation techniques and equipment
- factors in ingredient use, including balanced eating/nutrition, function, and dietary restrictions
- Grade 6 factors that influence food choices, including cost, availability, and family and cultural influences

### Grade 7 Physical and Health Education

- factors that influence personal eating choices influences could include food options at home, personal preference, cultural heritage, food allergies

### Grade 7 Science

- Evolution by natural selection provides an explanation for the diversity and survival of living things.
- Sample questions to support inquiry with students:
- Why do living things change over time?
- How do these changes affect biodiversity?

## Secondary Core Competencies/Content <https://curriculum.gov.bc.ca/curriculum/10-12>

### Grade 8 Science

- characteristics of life: living things respire, grow, take in nutrients, produce waste, respond to stimuli, and reproduce
- photosynthesis and cellular respiration
- the relationship of micro-organisms
- prokaryotic and eukaryotic cells

### Grade 8 Food Studies

- local food systems: growing, harvesting, processing, packaging, transporting, marketing, consumption, and disposal of food and food-related items

### Grade 9 Food Studies

- components of food preparation, including use and adaptations of ingredients, techniques, and equipment

### **Grade 9 Social Studies**

- global demographic shifts, including patterns of migration and population growth disease, poverty, famine, and the search for land
- historical reasons for the immigration of specific cultural groups to Canada ( Irish potato famine)

### **Grade 9 Science**

- Asexual Reproduction Mitosis Elaborations: different forms of asexual reproduction: fission, budding, cloning, spores, grafting
- matter cycles within biotic and abiotic components of ecosystems e.g., water, nitrogen, carbon, phosphorous, etc.
- human impacts on sources and sinks (e.g., climate change, deforestation, agriculture, etc.)
- sustainability of system: a systems approach to sustainability sees all matter and energy as interconnected and existing in dynamic equilibrium (e.g., carbon as a key factor in climate change, greenhouse effect, water cycle, etc.)

### **Grade 10 Science**

- genes and chromosomes
- simple patterns of inheritance
- How does DNA result in biodiversity?
- How is the structure of DNA related to the function of DNA?

### **Grade 10 Food Studies**

- components of food preparation, including use and adaptations of ingredients, techniques, and equipment

### **Grade 10 Culinary Arts**

- food products available locally from agriculture, fishing, and foraging
- components of food cooking methodology

### **Grade 11 Food Studies**

- components of recipe development and modification, including ingredients,

functions, proportions, temperatures, and preparation methods issues involved with food security

- factors involved in the creation of national/ regional food guides, including indigenous food guides
- roles, responsibilities, and regulations of Canadian government agencies and food companies for food labelling
- food promotion and marketing practices, and their impact on specific groups of individuals

### **Grade 11 Culinary Arts**

- identification and selection of suitable culinary ingredients
- ethnic and multicultural ingredients and their cooking methodology

### **Grade 12 Food Studies**

- components of multi-course meal development
- preparation, including timing, proportions, originality,
- temperatures, ingredients, equipment, and methods
- Food justice in the local and global community

### **Grade 12 Culinary Arts**

- characteristics and properties of culinary ingredients
- ethnic and multicultural ingredients and their cooking methodology
- social, economic, and environmental effects of food procurement decisions
- substitutions to facilitate dietary restrictions and food allergies

*Spuds in Tubs*

# Stage 1. *Spuds in Tubs*

## Things you should know and do BEFORE SPRING BREAK

### BEFORE PLANTING SEED POTATOES

1. Attend the workshop in your area.
2. Pick up materials for YOUR classroom:
  - 5 large black nursery tubs
  - 8 - 30 litre bags of soil
  - 25 Warba seed potatoes in special bag
  - 1 container of Potato Plant Food with a scoop inside (4 tbsp)
  - 1 Step by Step guidebook
  - 1 plastic drop sheet
  - related BC Agriculture in the Classroom resources
3. Leave seed potatoes in their bag in your warm classroom to encourage sprouting.
4. Measure the sprouts. When they are 2 cm long (or longer), proceed to stage 2. Remove the biggest and most dominant sprout so the others will grow and give you more potatoes.



measuring up the sprouts on the potatoes

# Spuds in Tubs

## Stage 2.

### Things you should know and do BEFORE SPRING BREAK

#### PLANTING SEED POTATOES IN TUBS

5. When planting in tubs indoors, lay the plastic drop sheet on the floor to protect the floor.
6. Empty 1/3 bag of soil into each tub.
7. Mix 1 scoop (4 tablespoons) of Potato Plant Food thoroughly into the soil for each tub.
8. Dig five small wells in the soil of each tub evenly in a circle around the tub, about 10 cm from the outside edge.
9. Place five seed potatoes into the small wells from step 8, sprouts facing UPWARDS.
10. Cover the potatoes with more soil from the tub.
11. Choose a cool, safe INDOOR location for the tubs.
12. Give your tubs a good drink of water; approximately 4 cups of water per tub.



place potatoes in tub like this



## Stage 3.

# Spuds in Tubs

## Things you should know and do AFTER SPRING BREAK

### **GROWING & HILLING (Keeping the potato sprouts covered with soil )**

**Your students will be surprised to see how much their spuds have grown.**

1. As the potato sprouts grow, add soil to cover most of the stem, leaving a few leaves from each sprout stretching above the soil.
2. Watch the potato sprouts daily. As they grow, add more soil around the stem.
3. Repeat steps 1 and 2 until the tubs are filled to the top with soil.
4. Covering the smaller plants with soil is fine. It may be difficult to "hill" without covering the smaller plants.



**watching the potatoes sprouts grow**



# Spuds in Tubs

## Stage 4.

### Things you should know and do AFTER SPRING BREAK

#### READY TO MOVE TUBS OUTSIDE

1. Measure plants. When the largest plant reaches 15 cm above the rim of the tub and weather permitting, proceed to step 2.
2. Sprinkle another scoop of Potato Plant Food on the top of the soil.
3. Gently scratch the surface to work it into the soil.
4. Move the tubs to a safe OUTDOOR location that includes:
  - a. A south-facing wall that will absorb heat and light from the sun
  - b. Protection from the wind
  - c. If a. and b. are impossible, perhaps a neighbor will keep them on their property in similar conditions
5. For the first week, loosely drape the drop sheet provided over the tender potato plants for the night to protect them from frost. Be sure to remove the sheet during the day to avoid burning the plants from direct sunlight.



measuring the potato plants

22

21

20

19

18

17

16

15

14

13

12

11

10

9

8

7

6

5

4

3

2

1

# Spuds in Tubs

## Stage 5.

### Things you should know and do AFTER SPRING BREAK

#### SPUDS IN TUBS LIVING OUTSIDE - When to water?

1. Check to see if the plants are dry by feeling the soil or observing if the soil is pulling away from the side of the tub.
  - Wilted potatoes will slow down production, so water well when the pots are dry.
  - If there is water running out of the drainage holes, the plants have enough water.
  - A fun way to check if the tubs need water is to have your students plunge a finger into the soil being careful not to harm the plants. If their finger comes out with soil stuck to it then the tub should not need water. If their fingers are clean then the soil is dry and it is time to water the tubs.
2. Have your students check to see what other creatures have made the tubs their home. e.g., under the tubs, on the plant etc.



Spuds in Tubs



ladybug



aphids



ant



earth worm

watering.....and other creatures

## Stage 6.

# Spuds in Tubs

### Things you should know and do BEFORE SCHOOL ENDS

#### READY TO HARVEST (early to mid June)

1. You will know it is time to harvest because the plants will wilt and turn yellow.
2. If the plants do not wilt and turn yellow, you will still have to harvest them.



harvesting the potato plants

# Spuds in Tubs

## Stage 7.

### Things you should know and do BEFORE SCHOOL ENDS

#### HARVESTING

1. Lay out the plastic drop sheet on the ground.
2. Tip the tubs onto the plastic sheet.
3. Count the number of spuds in your tubs!
4. See if the students can find their original seed potato.
5. The leftover soil can be added to existing shrub beds in a sunny location around the school in anticipation of the "Planting a Promise" Program.
6. Wash the tubs and put away to re-use next Spring.



harvesting the potatoes

## Stage 8.

### Things you should know and do BEFORE SCHOOL ENDS

#### ENJOYING THE HARVEST!

1. Wash the potatoes thoroughly, scrubbing off all the soil.
2. Steam or boil the potatoes until they pierce easily with a fork.  
Keep warm in a crock pot if you need to delay eating.
3. Add butter. Serve and enjoy!



## Spuds in Tubs



enjoying the harvest!



# Spuds in Tubs

## Spuds in Tubs Student Log Book



Name \_\_\_\_\_

# Spuds in Tubs

Name: \_\_\_\_\_

## What I know

---

---

---

---

---

## What I want to know

---

---

---

---

---

## What I've learned

---

---

---

---

---



# Spuds in Tubs

Name: \_\_\_\_\_

## Before Planting

Date: \_\_\_\_\_

My seed potato is \_\_\_\_\_ and \_\_\_\_\_ .

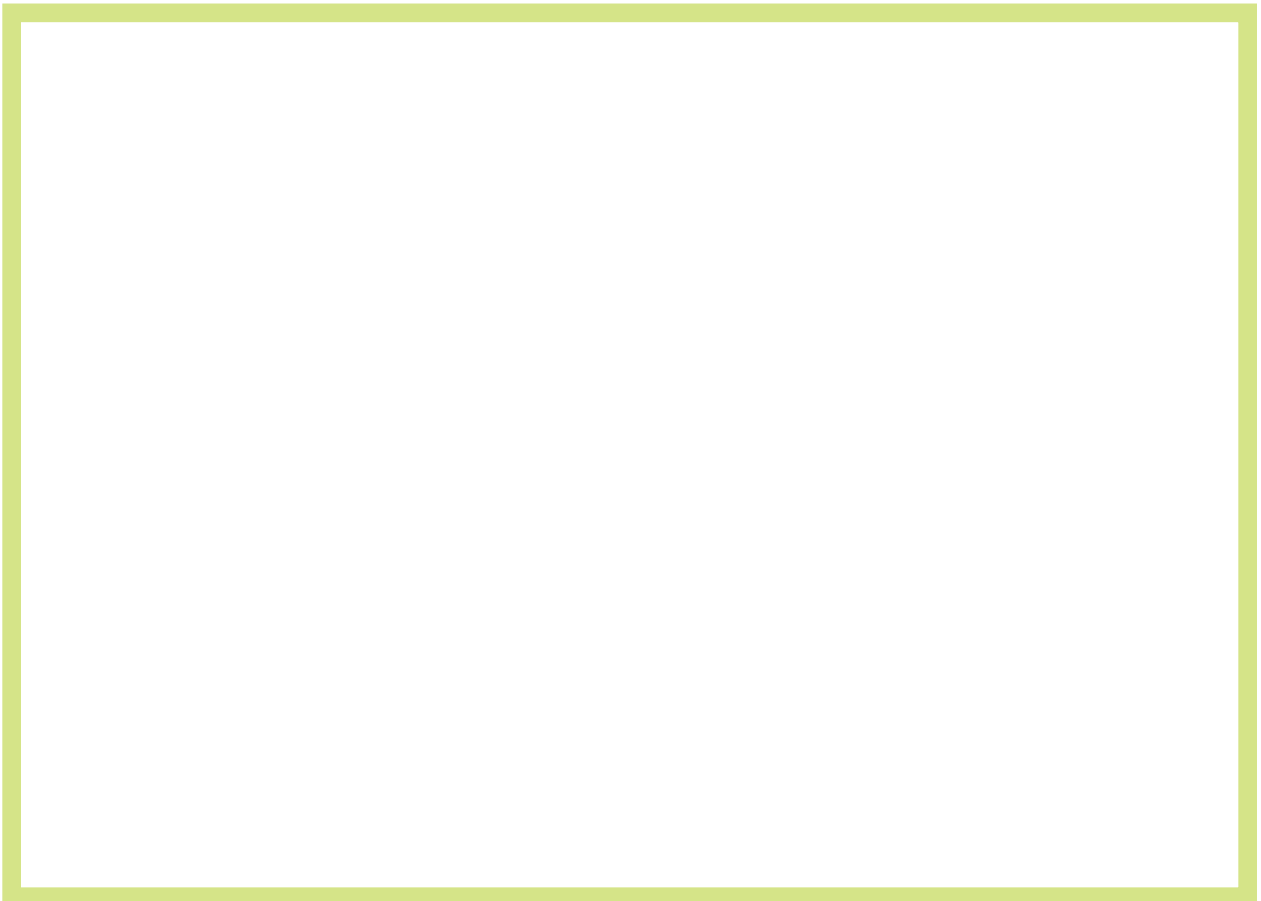
My seed potato is \_\_\_\_\_ cm long.

My seed potato has \_\_\_\_\_ sprouts. (How many?)

My seed potato has \_\_\_\_\_ eyes. (How many?)

I predict my seed potato will grow \_\_\_\_\_ more potatoes. (How many?)

Here is my seed potato: (Draw a picture)



# Spuds in Tubs

Name: \_\_\_\_\_

## Planting Our Potato Crop

Date: \_\_\_\_\_

We removed the biggest \_\_\_\_\_ on our seed potatoes.

We planted our seed potatoes in 5 large black \_\_\_\_\_.

We emptied a bag of \_\_\_\_\_ into each large black \_\_\_\_\_.

We mixed in one scoop of \_\_\_\_\_ to help our plants grow.

We placed the tubs on a drop sheet to protect the \_\_\_\_\_.

We planted \_\_\_\_\_ seed potatoes around the edge of each tub. The type of potato we planted is called \_\_\_\_\_.

We made sure the sprouts were facing \_\_\_\_\_.

We covered the seed potatoes with more \_\_\_\_\_.

We \_\_\_\_\_ the soil to settle the soil around the seed potatoes.

## Growing Our Crop of Potatoes

Potatoes are made on the \_\_\_\_\_ of the potato plant.

As the potato plants grew we added more soil to the tubs. This is called \_\_\_\_\_.

### Vocabulary

Five	Soil	Tub	Watered
Floor	Sprouts	Up	Potato Plant Food
Hilling	Stems	Warba	

**Name:** \_\_\_\_\_

**Observations:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

*Spuds in Tubs*

**Name:** \_\_\_\_\_

## Measuring our Potato Plants

**Date:** \_\_\_\_\_

Height: \_\_\_\_\_ cm    Weather Report:

**Date:** \_\_\_\_\_

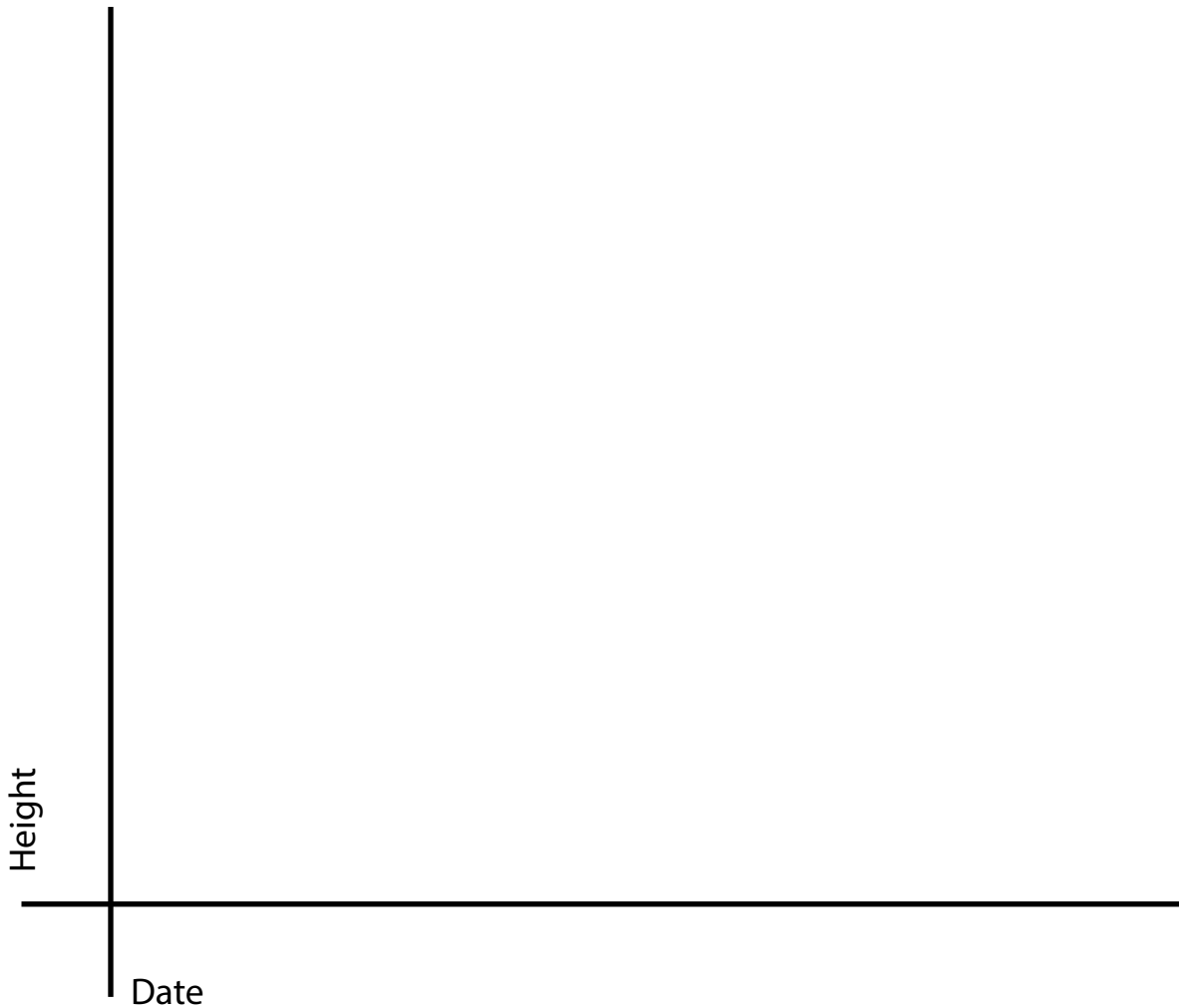
Height: \_\_\_\_\_ cm    Weather Report:

**Date:** \_\_\_\_\_

Height: \_\_\_\_\_ cm    Weather Report:

**Date:** \_\_\_\_\_

Height: \_\_\_\_\_ cm    Weather Report:



**Name:** \_\_\_\_\_

**Harvest Observations:**

---

---

---

---

---

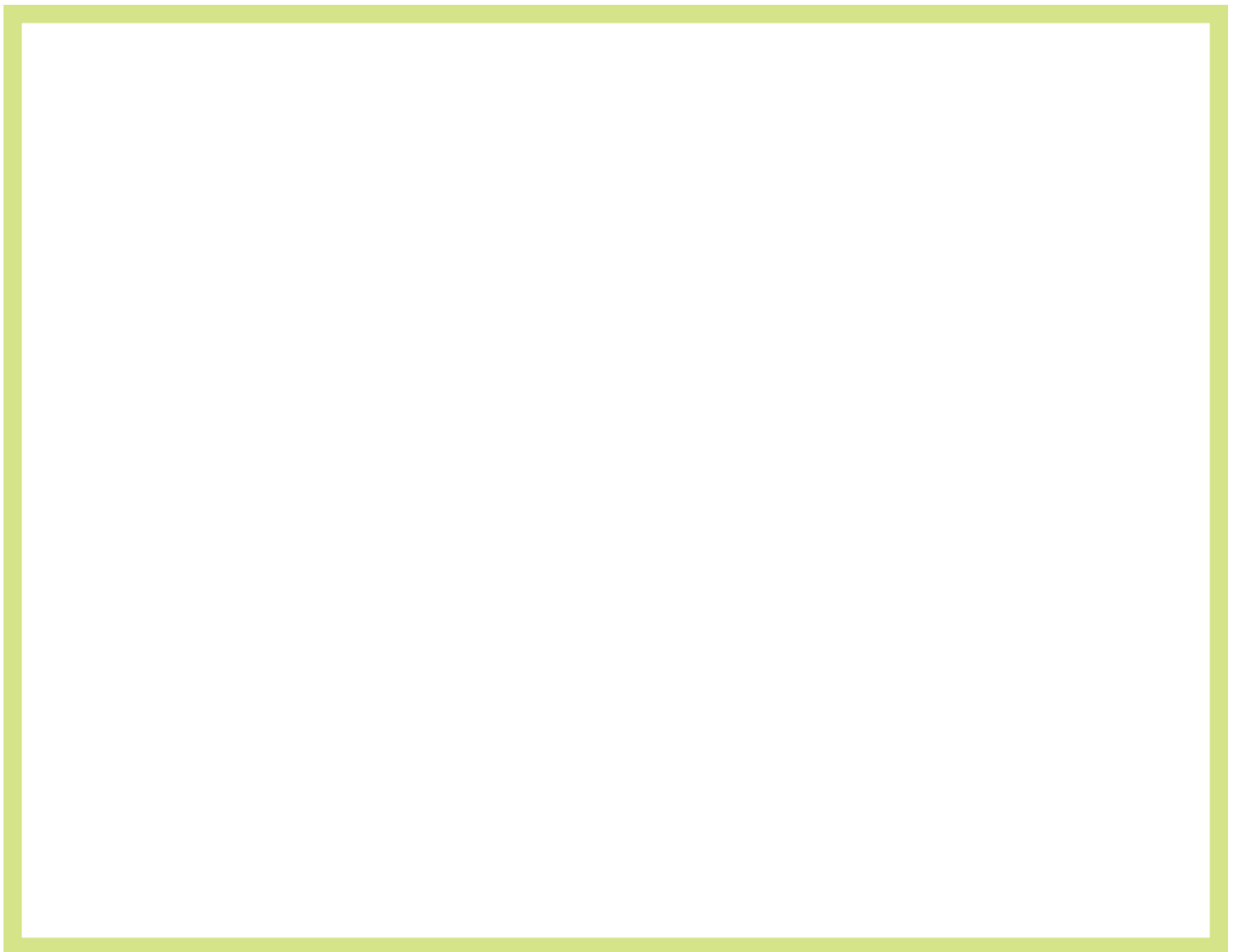
---

---

---

---

---



Name: \_\_\_\_\_

## Spuds in Tubs Wordsearch

potato      spuds      tuber      planting      stem  
compost    growing    edible      soil          nugget  
sprouting   agriculture   crop          warba        nutrient  
vegetable   harvest      eyes         hilling       organic

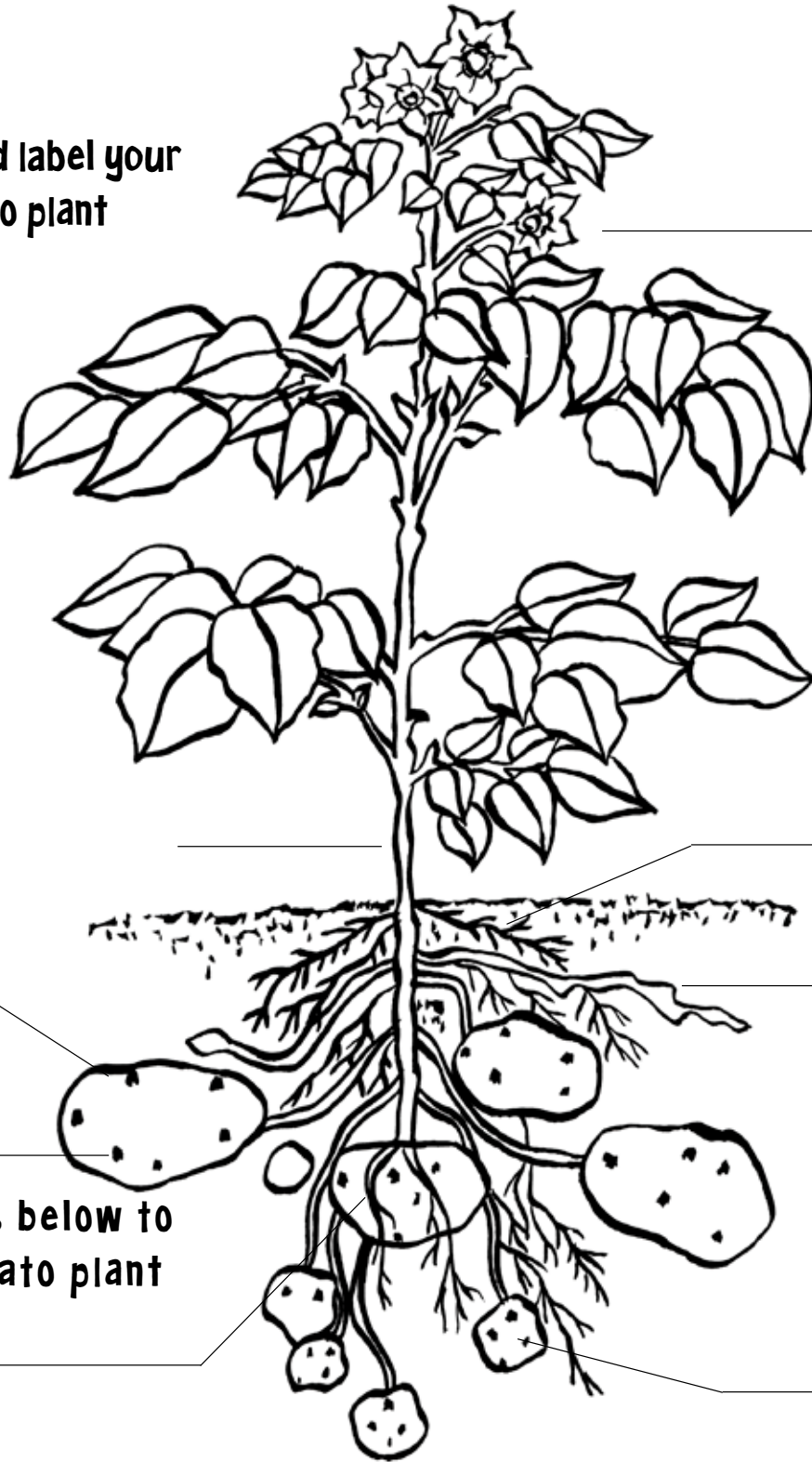
e	l	b	a	t	e	g	e	v	q	w	e	r	o	y
e	u	i	g	o	p	o	a	s	d	f	g	h	r	j
k	r	l	n	z	t	e	g	g	u	n	c	x	g	c
v	b	u	i	a	n	m	q	w	w	a	r	b	a	e
o	t	a	t	o	p	r	t	m	y	u	o	i	n	o
g	s	o	n	l	p	a	e	s	d	f	p	g	i	h
n	p	j	a	n	u	t	r	i	e	n	t	s	c	k
i	r	l	l	z	s	c	g	m	e	t	s	x	c	v
l	o	b	p	i	o	n	i	n	m	q	o	w	e	r
l	u	d	f	g	o	s	h	r	i	j	p	k	l	z
i	t	x	c	v	s	s	b	n	g	w	m	m	q	t
h	i	w	e	p	r	t	y	s	u	a	o	i	o	u
p	n	a	u	h	a	r	v	e	s	t	c	r	s	b
d	g	d	f	g	h	j	l	y	z	x	c	v	g	e
b	s	q	e	d	i	b	l	e	w	e	r	t	y	r

*Spuds in Tubs*

# Spuds in Tubs

Name: \_\_\_\_\_

Colour and label your potato plant



Use the words below to label this potato plant

Flower  
Stem  
Rhizomes

Eye  
Eyebrow  
Roots

Old "seed" potato  
Young tuber



# Spuds in Tubs

bcaitc.ca

To be eligible for future participation every teacher participating in the Spuds in Tubs program must submit a Summary Report.

The Summary Report must be completed and submitted online before **July 15th** of each school year.

Please use this link to submit your report  
**<http://www.aitc.ca/bc/myschool/login>**

Confirmation of the submitted Summary Report will be sent to you by email.

Glenda Johnston – Program Coordinator  
Phone: 1-866-517-6225      email: [Glenda@aitc.ca](mailto:Glenda@aitc.ca)





# BC Agriculture in the Classroom Foundation

For more programs and other teacher resources visit:

**[bcaitc.ca](http://bcaitc.ca)**

## **BC Agriculture in the Classroom Foundation**

Abbotsford Agriculture Centre  
1767 Angus Campbell Road  
Abbotsford, BC V3G 2M3

Tel: 1 866 517 6225

Email: [Glenda@aitc.ca](mailto:Glenda@aitc.ca)

