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## *Gardening Journal*

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



# **Garden Activity Journal – Table of Contents**

**We invite you to try at least 2 suggested activities from each category.**

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- Exploring the parts of the plants we eat
- What parts of the plants I am growing are edible?
- Planting for Cooking – from roots to fruits
- From Yuck to Yum

## **6) Safety and Wellness**

## Using the Journal – Explore, Reflect, Play, and Grow

You can record in your journal by drawing, writing, coloring, collecting and attaching cool plants and nature stuff.

You do not have to do the activities in order, just choose whatever you want to do. The “Bonus challenges” are suggestions if you want to take the activity a bit further, like a project.

Some activities in different sections are related, so you may actually find yourself doing more than one activity at a time.

Look up words you don’t know and start a garden and nature dictionary in your journal if you like.

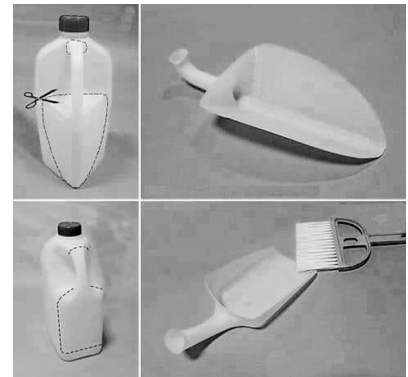
Make a collection box – some possibilities: shoebox, small cardboard box, plastic tubs or other clean used containers.

### How to make some garden tools from empty milk jugs:

- **Watering can:** ½ gallon milk jug with lid. Poke holes in lid.
- **Shovel:** Draw shape of shovel you want and cut it out.
- **Planting containers:** Cut a milk jug in half. Poke holes in bottom.

### **Each kit contains:**

Planting pot and planting soil  
Garden Activity booklet, Journal  
Magnifying glass  
Box of 24 crayons  
Ruler  
Seeds for planting  
Seeds for examining  
Seeds for sprouting



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This Home Gardening Activity Kit was created by **Gardens for Humanity** [www.gardensforhumanity.org](http://www.gardensforhumanity.org). If you have any questions, need help, or wish to share your experiences email: [info@gardensforhumanity.org](mailto:info@gardensforhumanity.org)

### Acknowledgements and Resources – with gratitude for your inspiration:

*Sharing Nature with Children*, (book) Joseph Cornell, <https://www.sharingnature.com/>

*Botany on Your Plate*, (book) National Gardening Association, and much more <https://kidsgardening.org/>

Gardeners, environmental educators, and garden teachers everywhere!

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Science • Tech • Research • Engineering • Art • Math

## Activity Guide – Soil

### Micro-hike – How does an ant view the world?

#### You will need:

- A piece of string or cord 3 to 5 feet long
- Magnifying glass
- Journal



**Step 1:** Stretch the string over the most interesting piece of ground you can find.

**Step 2:** Use your magical magnifying glass and shrink yourself down to the size of an ant, then crawl inch-by-inch along the string keeping your eyes one foot above the ground.

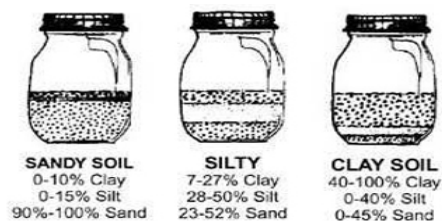
**Step 3:** Write in your journal what you see on your hike, and what kind of world you are travelling through. Is there anything beautiful, friendly, or scary, or anything you want to eat?

**Bonus challenges:** Draw a picture of your world from the ant's viewpoint. Write a description, story or poem about the world you experienced as an ant.

### Mudshake test – What is your soil made of?

#### You will need:

- Pint or quart jar with lid
- Soil
- Water



**Step 1:** Choose a sample of soil from somewhere nearby, and put it in your jar about a third to a half full. Add water to about an inch from the top. Shake well until all soil and water are mixed. Set it aside for 24 hours.

**Step 2:** After 24 hours the water should be fairly clear and the soil sample divided in layers with sand on the bottom, then a layer of silt, then clay. Any humus or organic matter will be floating on the top.

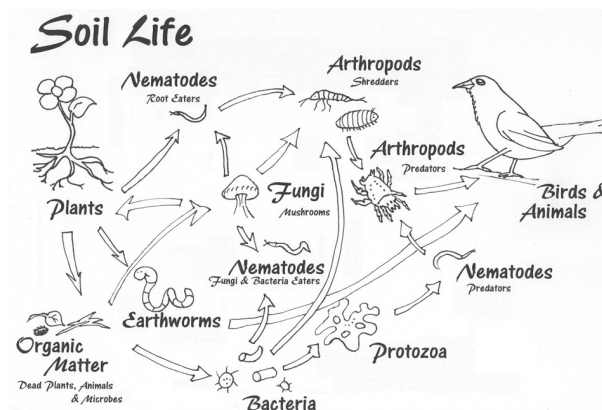
**Step 3:** Measure each layer and record in your journal. What is your soil mostly made of?

**Bonus challenge:** Calculate the percentage of sand, silt and clay in your soil sample.

### What lives in soil?

#### You will need:

- An old white sheet or other light colored drop cloth (around 4 foot square or larger)
- Trowel, shovel, or other soil scooper
- Topsoil under trees, plants or in the garden
- Magnifying glass, pencil, journal
- A tray for sorting and collecting what you find in the soil



**Step 1:** Spread out the sheet and scoop some soil on it.

**Step 2:** Spread out the soil and see if there are any living creatures. Study them with your magnifying glass.

**Step 3:** Record your findings. Do you think there is any life in the soil that you can't see?

**Step 4:** Dig more dirt and repeat, perhaps from another place, or deeper down. Is there a difference? If so, why do you think life is different in different places? Did you see rotten leaves or mold?

**Bonus challenge:** Draw the web of life your soil sample supports, or individual creatures observed.

## Making compost

Compost is part of the life cycle of plants in nature. When we compost we do what nature does: recycle dead parts of plants and turn them into rich food that nourishes the growing plant. Composting helps plants grow!

### You will need:

- Journal
- Scraps of stuff to compost, container
- Trowel, shovel, or other soil scooper
- Adult participation for some activities

**Step 1 – Observation:** In your yard, at a park, or on a hike observe if composting is taking place in nature. Do you see organic material breaking down and becoming soil? Do you see insects, bugs, and other decomposers? Look under trees and shrubs. Compare damp and dry places.

### Step 2 – Experiment:

**If you have a yard or garden:** Collect a handful of shredded newspaper, some chopped green food waste, coffee grounds or other compostables, dig a hole about 8 inches deep, mix the materials, and cover with the top soil. Keep damp but not soaking wet. Repeat this in a dry area, but don't water.

**If you don't have a yard or garden:** Do this in a container like a plastic jug, bucket, or trash bag. Be sure to put holes in the bottom for drainage, and add some soil or manure so that there are microorganisms to start the composting going. Keep covered, lightly damp, and mix every few days. Can you imitate nature in a container? How long does it take for the stuff to start decomposing?

**Step 3 Recording and reporting:** Describe your observations in your journal. Compare the speed of composting between damp and dry areas. Does the size of the material affect the rate of decomposition? Why do you think you need soil or manure to get the compost going?

**Bonus challenge:** If you have a garden, start a compost pile – ask an adult to help you set it up.



## Activity Guide – The plants around me

### Scavenger hunt

Collect, draw, name or tell about what you find on the list:

1. One seed dispersed by the wind
2. A leaf I know – its name is:
3. A leaf I do not know
4. Four different kinds of grass
5. A thorn or thorny plant
6. Four flowers of different colors and shapes
7. Four different kinds of seeds
8. A chewed leaf (not by you!)
9. A fuzzy plant
10. Something sharp
11. Something beautiful
12. Something growing in a surprising place
13. Something camouflaged – plant, animal, insect
14. Something that smells good
15. A plant or plant part one can eat
16. Something soft
17. Something important
18. Signs of an animal
19. A fruiting plant
20. A plant that reminds you of yourself

You will need:

- Journal and pencil
- Scavenger hunt list
- A bag to collect some things
- Crayons if you want

**Step 1:** Get permission to go on the scavenger hunt, and get someone to go with you.

**Step 2:** As you find things on the list check them off. Collect some to bring home.

**Step 3:** When done, record your experiences and what you found in any way you wish. You can make a leaf rubbing, write, draw, or paste some things in your journal.

### Plant map

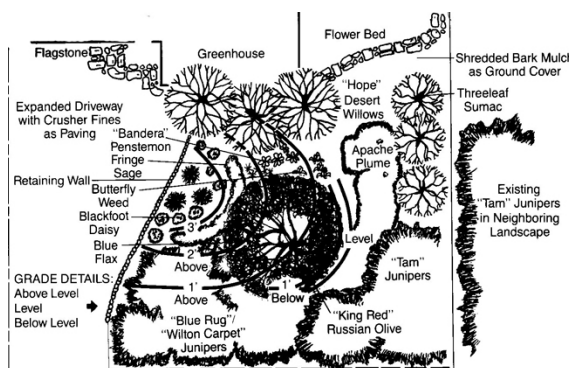
You will need:

- Journal and pencil
- Ruler
- Long string or cord (optional)

**Step 1:** Choose a location to map: around your home, a section of your street or park. If you want, you can create an imaginary map.

**Step 2:** Locate the main plants and draw your map. Include buildings, pathways or other features. Give an idea of distance and scale. (What part of an inch equals a foot?) Here you could use a cord to measure distances between plants and other structures. Label trees, shrubs, flowers, grass, ground covers, and planters.

**Bonus challenge:** See how many plants you can name, or do some research to identify them, and label them on your map. Create a drawing of the landscape as seen from above, including ground covers, terrain, and other natural and built features. Add color if you wish.



### Plant zones – Nature, home, and neighborhood

Plant zones indicate the conditions where plants live and thrive. In nature we have wet zones at the creeks and rivers, dry zones, mountain zones, and valley zones. Different plants naturally do well in different zones. When we create gardens, we may imitate different zones



by watering, and cultivating plants that normally belong in different zones. This activity is to observe and identify different zones.

**You will need:**

- Journal
- Drawing and coloring supplies
- Optional books or Internet for research

**Step 1:** Choose an area to investigate – Nature, home, or neighborhood.

**Step 2:** Observe the plants and their needs, and predict if they are more adapted to wet, dry, mountain or desert. If the landscape is human designed, are they mixed, representing different zones?

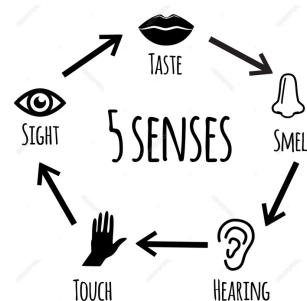
**Step 3:** Describe your chosen area and tell what zones you identified as evidence by the vegetation and their water needs and other clues. If you chose nature how would you describe the zone?

**Bonus Challenge:** Do research about a plant zone in Arizona. Describe its features and vegetation. What types of plants and animals live there? What are the seasonal temperatures and rainfall?

**Explore with the five senses** – *Sight, Smell, Sound, Touch, Taste*

**You will need:**

- Journal and writing, drawing, coloring supplies
- A place outdoors – garden, park, street, nature
- Magnifying glass
- These activities are fun to do with a buddy (optional).



**Step 1 – Explore with the senses and record what you sense.**

- **Sight (a) – The big picture:** Stand in one spot and look at your surroundings noting all the colors, different shades of the color, shapes, textures, light and shadows, movements, and the whole scene. **Sight (b) – The details:** With your magnifying glass, explore leaves, flowers, stems, seeds and their parts. Are the colors, shapes, and textures different? Do you see patterns or insects you didn't see before?
- **Smell:** How many smells can you detect in your environment? Can you tell them apart? Describe them. Next, smell different plants including “weeds.” Take a few leaves and crush them with your fingers and inhale the scent. Smell the bark of trees.
- **Sound:** Find a comfy place. Sit or lie down on your back, close your eyes and listen. Listen close and far, be patient and let your ears get used to hearing even the smallest of sounds.
- **Touch:** You looked at many textures, now see how many you can feel: Soft, hard, fuzzy, thorny, sharp, smooth, and so on. You can draw, trace, or make rubbings in your journal.
- **Taste:** First collect some leaves, flowers, or fruit. Before you taste, give them a good rinse and let them dry. Smell each one, put a bit in your mouth, and taste it, then spit it out.

**Step 2 – Record, Imagine, and Create:** This can be done at the same time you explore each sense. Describe, write, draw, or create something fanciful to describe each sense impression. You can name or picture it as it is, or invent a creature that has those qualities. You can combine different ones into a picture, or tell how the different sensations make you feel.

**Bonus Challenge:** Write or draw a story that takes place in either the big garden or the micro garden (or both) using all senses in the story. See how many different words you can come up with for each sense as the story unfolds. You could also write a five senses poem.



## Preparation for next Activities – Seeds and other ways plants reproduce:

### Using the Seeds in Your Kit

There are three ways you will use seeds in packets provided:

The envelopes with seeds are labeled, “1, 2a, 2b, and 3,” to indicate recommended use. However, some seeds can be used for multiple uses, and you can experiment with different seeds to observe them or grow them.

### Spring Summer Packets:

1. **Examining the parts of a seed** – page 6 (your magnifying glass may be useful).
  - Peanuts, Beans, Corn
2. **Sprouting seeds and Stages of seed growth** – page 6 (Watch and record how they grow over several days. Tip: use separate jars to sprout the dicots and monocots so you can easily compare them.)
  - (a) Dicot: Beans and Sunflower Seeds
  - (b) Monocot: Corn and White Sonora Wheat
3. **Planting seeds in a container or your garden** – pages 8-9.
  - Tomato (in a small clear envelope), Green Bean, Squash, Cucumber (Squash and Cucumber look similar, but Cucumber is the smaller seed.)

There are two structures of seeds included: *Dicot* seeds (peanuts, beans, sunflower seeds, squash family, tomatoes) that have two sides. The two sides make up the first leaves and nourish the sprouting plant. *Monocot* seeds are grasses (corn and wheat) from which the new leaves and roots emerge from the center, leaving the grain intact. We have put the monocots in a separate envelope (2b).

We recommend for ***Examining the parts of a seed*** (#1) that, except for the peanut, you soak the seeds one day, then put them in a folded damp paper towel for a couple of days (and keep the paper towel damp!), so they begin to germinate before you examine them. It will then be easier to remove the skin, dissect the seed, and examine the embryo starting to come alive.

### Fall-Winter packets:

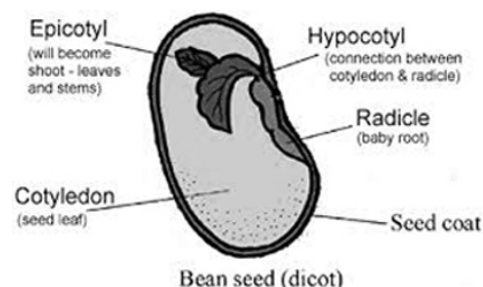
1. **Examining the parts of a seed** – page 6 (your magnifying glass may be useful).
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  - (a) Dicot: Beans and Sunflower Seeds
  - (b) Monocot: Corn and White Sonora Wheat
3. **Planting seeds in containers: Micro greens & Grow a Grasshead** – page 10.
  - Leafy greens, radishes, beets, carrots, herbs
  - Rye grass seeds

## Activity Guide – Seeds and other ways plants reproduce

### Parts of a seed

#### You will need:

- Journal and writing, drawing, coloring supplies
- A peanut, bean, or sunflower seed, and corn
- Your magnifying glass
- A small sharp knife for dissecting (ask parent)



**Step 1:** Except for the peanut, soak the seeds in a jar or glass of water overnight or longer. The dry peanut is easy to take apart with your fingers; the other seeds need to soften up a bit. It will be easier if you sprout the seed (see below) before dissecting it. You may need to use a knife to cut the skin.

**Step 2:** Remove the seed coats (skin). Notice all except the corn are two-sided (dicot).

**Step 3:** In your journal draw the parts of the seed. Can you find the future plant inside (embryo – the root and leaves) waiting to awaken? Compare the corn (monocot) with the peanut or bean (dicot).

**Observation:** Draw and label the inside of each seed. Use your magnifying glass for details.

### Sprouting seeds and stages of seed growth

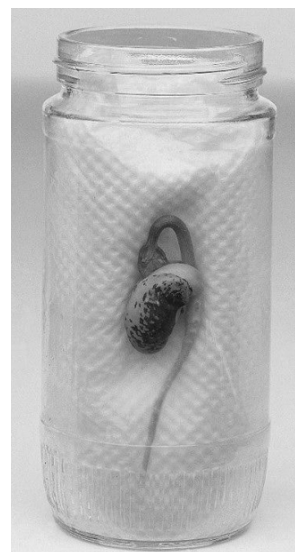
#### You will need:

- Seeds: Beans, sunflower seeds, and corn
- Paper Towels
- Water
- Pint or quart jar (wide mouth preferred)
- Journal, and writing, drawing, coloring supplies

**Step 1:** Fill the jar with paper towels. (Tip: Take a large paper towel and fold it in half, then put several crumpled up ones on top. Loosely roll the paper towel like a burrito, and then put it into the jar so the outside touches the glass.)

**Step 2:** Gently water your seed jar to wet the paper towels. They may get smaller, so you can crumple and add more. **DO NOT FLOOD IT!**

**Step 3:** Carefully push seeds down into the paper towels around the edge of the jar so they can still be seen. (Tip: use a butter knife to help push the seeds down.) Make sure they are firmly held in place, between the paper towel and the glass. Keep the paper towels moist, so check during the day that they are not drying out. (If you want to speed germination, first soak the seeds overnight in a small jar.)



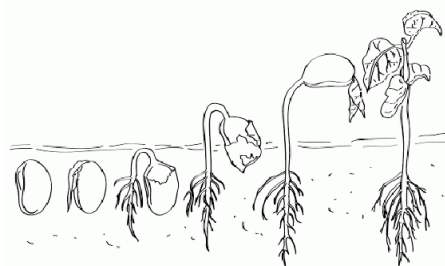
**Observation:** Once the seed starts to germinate, make a chart, and each day draw the progress of its growth. Label the roots, secondary roots, stem, and leaves. On each drawing put how many days growth from seed your picture shows.

**Bonus Challenge:** Make two sprouting jars just alike, but put one in a sunny location and the other in a closet. By drawing, compare the growth of the seeds in the two jars each day. Use your ruler to measure the growth and label the pictures. Another variation would be to put different seeds in the same jar and compare the growth of different seeds. Do they look different as they grow? Are the times of germination different? What else do you notice?

## Planting seeds – Seed, Soil, Water, and Sun

### You will need:

- Seeds
- Container and/or garden bed
- Planting Soil
- Water
- Sun
- Care and patience



**Step 1:** Plant seed in pot or garden at a depth of twice the diameter of the seed. You can put three seeds in the pot or garden, spacing them several inches apart. Then when they have been up a while, you can select the strongest looking one and remove the others. Mark your seeds with the name of the plant and date it was planted.

**Step 2:** Water well to keep soil damp, but don't soak it.

**Step 3:** Make sure they get enough sunlight. Warm weather crops like at least 6 hours a day.

**Step 4:** Harvest when ripe and enjoy!

## Growing in a jar of water -You can start plants without seeds.

### You will need:

- A yam or sweet potato
- Jar with water and a mouth wide enough to fit tuber
- Three wooden toothpicks or match sticks

**Step 1:** Insert toothpicks or matchsticks in yam about halfway.

**Step 2:** Place yam in jar, add water, and put jar in sunny location.

**Step 3:** Check daily that water level covers bottom of the yam.

**Step 4:** Let the yam develop many stems and vines.

**Observation:** How long did it take for roots and stems to emerge?

**Bonus challenge:** Break off stems (called "slips") from where they emerge from eyes. These can be planted in small pots, and then later in the ground when the slips develop roots. The yam will grow long vines. If soil is loose, fertile, and in a sunny location. You can eat the leaves in salads and when the plant dies in the fall, dig it up and see if it made any new yams.

**Going further:** You can root other vegetables in a jar. For example use the same method (Steps 1-3) with an avocado pit, carrot top, or bottom of a bunch of celery. See what happens!



## Rooting stems

Some plants spread by growing roots on stems that lie on the ground. You can also root the stems of plants like mint or rosemary by making cuttings and putting them in water.

### You will need:

- Rooted sprig of mint
- Container or garden bed
- Planting Soil and water



**Step 1:** Plant rooted sprig of mint in a pot or in a damp and shady location in your yard. It will quickly spread. Record the progress in your journal. Try this with other rooted stems.

**Bonus challenge:** When mint develops, cut off leaves, steep in hot water for a tasty drink.

## Activity Guide – Where can you garden?

### Growing in containers – recycling used containers

Anything that can hold soil can be used for planting. What is important is that there are holes in the bottom for drainage. **(This activity is related to the “Planting Seeds” activity above.)**

#### You will need:

- Any container suitable for holding soil
- Soil, seeds, water

**Step 1:** Explore around your house or neighborhood for any suitable unused container.

**Step 2:** Make sure it's clean and has some holes on the bottom for drainage. If metal, poke holes with a hammer and nail, if plastic, use a nail or other suitable tool.

**Step 3:** Fill with soil and plant your seed or seeds.

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### Seasonal planting

The Spring/Summer seeds provided in your kit are “warm weather” crops. They need a warm nighttime temperature and can't take frost. They need time during the warm months to grow, mature, and produce. Gardeners use planting guides to find out the best time to plant seeds, and if seeds are in a seed packet, the information will be on the back.

**Investigation:** Find out what plants grow in your area in different seasons. You can find a growing guide on the Internet (search by location and elevation), or you can ask a local gardener, or at the garden center. Make a list of plants for you area, by season or month.

**Bonus challenge:** In the fall when school starts ask your garden teacher what to plant for a fall/winter garden, and if you have a school garden find out if you can help.

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### Starting seeds and transplanting

Many gardeners start seeds in pots, often in a sunny place indoors, before the start of the growing season. Then, when it is time to plant, they transplant the seedlings into the garden.

**Getting ready:** There are all kinds of containers you can use for starting seedlings. You can recycle containers, both plastic and paper containers like cardboard egg cartons, juice or milk cartons, or toilet paper rolls. Most of the uncoated paper containers can be planted without removing the soil and seedling, since they will decompose in the soil.

**Starting to grow seedlings:** Follow the instructions for “**Growing in Containers**” above.

**Investigate:** Try to start some seeds in small containers, and if you have a garden transplant them. If you don't have a garden, perhaps you can give your seedlings to someone you know who has one, or plant them in a large container.

**Record:** In your journal tell and/or draw your experiences. What helped for success, or what problems did you have with your seedlings, or with transplanting them? Sometimes seedlings will need to be set outdoors before transplanting in a protected spot, and then gradually exposed to direct sun. You may need to shade them until they grow a bit in the soil.

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## Growing in the soil

**This activity will get you thinking about designing a garden.** As we investigated in the first section above, “dirt” is not “soil” until we enrich it with life-giving nutrients like compost and manures. Some places do have good soil, since they have been growing plants for a while.

Even some areas with weeds could have richer soil than bare land, since the job of weeds is to bring nutrients from sun, air, and water and plant them in the dirt. Also, their roots penetrate making pathways for water and microbes to live. Their leaves provide shade to cool the dirt, slow evaporation, and their dead leaves decompose and provide food.

**Step 1:** Choosing your garden site, and planning your garden:

**You will need:**

- A location that has good sun exposure for much of the day
- Good soil, or dirt that can be improved with organic matter
- A water source for irrigation
- Protection from bunnies, javelina, or other critters

If you do not have these things, then you could plan a garden with raised planter beds.

**You will need:**

- A location that has good sun exposure for much of the day, in a place...
- Materials to build planters such as wood, stones, blocks, or logs
- Good planting soil to fill the planters
- A water source for irrigation
- Protection from bunnies, javelina, or other critters



You could start a small garden by creating a little plot, or by using existing planters and beds to grow some flowers, and vegetables. You could start by recycling a large unused container as a planter, or if space allows, you could plant a fruit tree.

**Bonus challenge:** Start a garden at home, design a garden, or help a friend or neighbor start a garden.

## Personal reflection garden

Not all “gardens” have to be with soil and plants. There are memory gardens, gardens that tell stories, healing gardens, personal dream gardens, and gardens that honor people dear to us. The “seeds” of these gardens are from our experiences, thoughts, feelings, and imagination.

**You will need:**

- Your journal and writing, drawing, coloring supplies
- Quiet time to think and imagine
- A theme or person to dedicate your garden to
- Other supplies as needed – pictures to cut and paste, photos, souvenirs

**Step 1:** Think about the purpose of your garden.

**Step 2:** Imagine the design of your garden layout, and decide what you want in your “garden.”

**Step 3:** Figure out how you will present it – through visual arts, written, or with multi-media.

**Step 4:** Create your reflection garden.

**Bonus challenge:** Make up a story about your personal garden and what would take place there. What would you want to “grow” in your garden – what would grow from the “seeds” of your experiences, thoughts, feelings, and imagination?

## Fall/Winter Gardening Activities

### Planting seeds in containers: Microgreens

#### You will need:

- Containers
- Potting soil or seed starting mix
- Seeds – Leafy greens, roots, herbs (in kit)
- Water, spray bottle or sprinkling can (you can make one by poking holes in a recycled plastic container)
- Ruler, journal, scissors for cutting greens, paper & pencil to label each container.



**Step 1:** Find containers. Any shallow container will do, even recycled ones, such as foil pie plates and take-out containers. Just be sure they're clean.

**Step 2:** Prepare your containers. You can either poke holes in the bottom with a nail or sharp tool and place them on a watertight tray, or plan to water very carefully. Ask an adult to help.

**Step 3:** Add the soil. Spread a 1" deep layer of pre-moistened planting mix in each container.

**Step 4:** Sow your seeds. Scatter seeds evenly over the planting mix.

**Step 5:** Cover seeds. Spread a thin layer of planting mix over seeds and press lightly for good contact between the mix and the seeds. Mist with water, place in a warm, bright spot.

**Step 6:** Keep planting mix moist but not soaking. Check soil moisture and water as needed. Once seeds start growing, rotate the containers every day or two so the stems grow straight.

**Step 7:** Harvest your microgreens when the plants are 2" to 3" tall, or when they've developed one or two sets of true leaves. Use scissors to cut the stems just above the soil. Enjoy the microgreens on sandwiches, in salads, on top of a pizza, or just by themselves!

**Bonus challenge:** Make a chart comparing each green that you grow. Record germination time and graph growth progress. Compare the tastes of the greens and record your favorites.

This activity was adapted from KidsGardening.org. For more details, visit their website: <https://kidsgardening.org/growing-guide-microgreens/>

### Grow a Grasshead!

#### You will need:

- Old nylon stockings or pantyhose, knee-highs or pop socks.
- Sawdust, potting mix, or some soil from your garden.
- Grass seeds.
- Stuff for decorating – waterproof glue, paper, googly eyes, pipe cleaners felt, string, rubber bands, markers.
- A pot or small, recycled container for your grass head to sit in!

**Step 1:** Cut off an 8" section of stocking that includes the toe.

**Step 2:** Stretch the stocking over a large cup or mug, and spoon in about 2 teaspoons full of grass seeds.

**Step 3:** Add a lot of soil, sawdust or earth until you have a nice sized ball. Tie the bottom of the tights. Shape into a ball if necessary. Aim for the head to be roughly tennis ball sized.

**Step 4:** Tie a knot to close the end. No need to cut off the dangly bit.

**Step 5:** Decorate! Use fabric scraps or permanent marker to decorate the face, and colored paper to make the yoghurt container into a dress or a suit or whatever you like - get creative!



Grassheads in a stocking.

This activity was adapted from Homemade Gifts Made Easy. For more details, visit their website: <https://www.homemade-gifts-made-easy.com/grass-heads.html>

## Plant yourself

### You will need:

- A quiet place
- Imagination

1. Sit or stand in or near your garden.
2. Close your eyes and take a few breaths.
3. Imagine that you have roots growing from your feet or tailbone down into the earth just like all the plants that you are growing.
4. Feel the strength and stability as you imagine the roots going deeper and spreading through the earth.
5. Feel your spine get tall and long as if you are growing from the ground.
6. You can even put your arms up and sway side to side like you have branches.
7. Take a few more moments here.
8. Open your eyes and continue with your next activity!




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## Activity Guide – Harvesting, investigating, cooking

### Exploring the parts of the plants we eat

#### You will need:

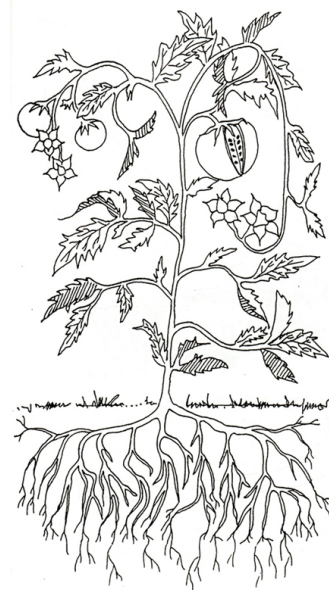
- Your journal, writing, drawing, coloring supplies
- Optional reference materials

**Step 1:** Make a list of all the fruits and vegetables you eat.

**Step 2:** Classify and group them according to the part of the plant they represent.

**Step 3:** Draw at least two of plants from each group.

**Bonus challenge:** Find recipes for foods from each plant part group. Copy them and include them either in your journal, collection box, or make a little recipe book. What are your favorite ways to eat the different parts of plants?



Seeds

Fruits

Flowers

Leaves

Stem

Roots

### What parts of the plants I grow are edible?

#### You will need:

- Your journal, writing, drawing, coloring supplies
- Optional reference materials

If you planted seeds of several plants write in your journal:

**Step 1:** What part of the plants you will harvest to eat?

**Step 2:** How would you prepare them? What would you eat to go along with them?

**Step 3:** Find a picture or draw from what you know how the food forms on the plant.

**Bonus challenge:** Do you know or can you find out how people in different cultures would eat the same part of the plant you would harvest? Investigate the most popular foods in several different countries. Can you find any foods that people eat that you never heard of?

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## Planting for Cooking – from roots to fruits

### You will need:

- Your journal, writing, drawing, coloring supplies
- Optional reference materials
- Possible help from an adult for shopping and cooking (Bonus challenge)

**Step 1:** List all the plants (including herbs) you would plant for each type of garden below:

1. Pizza Garden
2. Salsa Garden
3. Snack Garden
4. Salad Garden

**Step 2:** For one of the types of gardens above, list the ingredients you would have planted according to the part of the plant they are from. (Optional: Include a recipe for the food.)

**Bonus challenge:** Choose one of the garden types to prepare a meal. Since you are not actually growing the ingredients, you would need to make a shopping list, purchase the ingredients, and prepare or cook the food. Are there any of the ingredients that you would not normally grow in a home garden?

## From Yuck to Yum

Finding your preferences, trying new things, educating your taste.

### You will need:

- Your journal, writing, drawing, coloring supplies, ruler
- A variety of foods for snacks from all the different edible parts of plants
- A variety of kitchen utensils and plates for preparing and sampling snacks
- Supplies for cleaning up

**Step 1:** Create a chart with boxes for all the snack ingredients. In this chart you will put information about taste, texture and then rate your dislikes to likes (on a scale of 0–5 where 0=Yuck; 5=Yum). Make a separate box in each column for each food something like the example below (your chart will be much larger, use a big sheet of paper, turn it sideways):

Roots	Stems	Leaves	Flowers	Fruits	Seeds
Carrots	Celery	Mint	Broccoli tops	Apple	Walnuts
Sweet	Salty	Tingly	Earthy	Sweet/flowery	Earthy
Crunchy	Stringy	Sharp/spicy	Crispy	Slightly Tart	Slightly bitter
Grassy	Crunchy	Fragrant	Slightly bitter	Juicy	Tangy/buttery
4	3	4	3	5	4

**Step 2:** Now see if there is a different taste when the foods are cut, grated, blended, or combined with others, like in a salad, or with dips such as bean, nut butters, lemon, fruits, or juices. The object of this activity is to experiment with many foods, test, and identify many tastes.

**Bonus challenge:** Invite your family or friends to do the snack tasting along with you, but fill in their own charts. (You could make a bunch of blank charts ahead of time.) When you are done compare the charts and see where you agree or disagree. Make a graph of least to most liked foods.

## Safety and Wellness

### General Safety Tips:

1. When working on any of these activities, make sure to let the person responsible for your well-being (ie. parent, grand-parent, guardian) know what you are planning to do and where you will be.
2. If you are going to be using any tools, make sure you have supervision or show your caretaker that you are able to use the tools responsibly and get their permission to work alone.
3. Some of the activities will require you to go on an adventure, you will need to:
  - a. Get together all the supplies you will need including basic necessities like water and sunscreen,
  - b. Find a buddy or two, if possible,
  - c. Get permission from your caretaker,
  - d. And pay attention to current health and social guidelines for your safety.
4. Wear appropriate and comfortable clothing (ie. gloves, pants, clothes that are safe to get dirty).
5. Be careful of the motions you are using and how you are lifting. Pay attention to your body and if there is any pain, stop that motion or take a break.
6. Stay hydrated.
7. Use sunscreen and wear a hat.
8. Pay attention to critters. While we never want to hurt any bug or critter in our garden because they are an important part of the garden, we also want to make sure we notice if there are critters that might be venomous or poisonous before starting (especially in gloves and shoes!!). Avoid spiders, scorpions, and snakes. If you see them, let someone know and maybe come back later.
9. Do not use any chemicals.
10. If you are trying to create or design any of your own tools or planters that is awesome! You can always look on YouTube to find incredible tutorials. Always make sure you have the proper supplies, someone knows what you are doing, and you are paying very close attention to the safety guidelines on the supplies you are using.

**NOTE:** Due to health considerations brought on by the COVID-19 Coronavirus, it is important to avoid exposure, or exposing others. It is important to stay healthy and protect others by:

1. Observing social distancing – at least 6 feet between people you do not live with.
2. Wash your hands with soap and water before leaving your house and when returning.
3. Cover your coughs and sneezes.
4. If you must go to a store or other place where there are many people wear a facemask.
5. Avoid touching any part of your face until you wash your hands with soap and water.

## Wellness Guide:

These activities are designed to give you some time outdoors, in the fresh air, and put you in contact with nature as you work and explore during your activities. There is much satisfaction in working with your hands in a garden, in planting seeds and taking care of them. There is much to discover, including new skills, fun activities, overcoming challenges, and positive thoughts and feelings. Here are some tips to make the most of your activities:

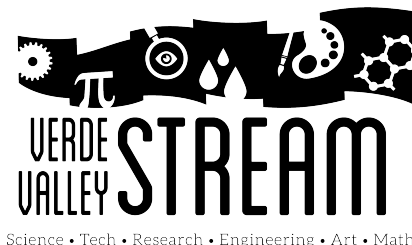
1. When working with the earth and nurturing the growth of a living thing, remember that you are helping get a new life started. Often in gardening we do not have the success we are hoping for. Don't let this get you down. If feeling discouraged, take time to breath, find a safe person to talk to, write in your journal, or do some art.
2. When you are planting seeds, take the time to plant an intention for yourself with each seed. This is a way to think of what you truly want to create in yourself or in your life, in your community, or for someone else.
3. Pay attention to how you are speaking, acting, and thinking as you work on your activities. Learning and planting a garden is an act of kindness and hope. Just as you do with plants, have your own thoughts about yourself support your growth, joy, and happiness.
4. Use gardening as a way to relax, take a break, and relieve stress. Focus on the act of gardening itself, and do not judge yourself or use other measures to value the quality of the experience.
5. Be creative! Creativity is an incredible way to use the imagination to shift away from the pressures of habits and limiting thoughts. Go beyond the limits of what you have experienced by using your imagination.

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• This garden activity kit and journal are created and provided by *Gardens for Humanity*. [www.gardensforhumanity.org](http://www.gardensforhumanity.org) If you have any questions, need help or wish to share your experiences you may email: [info@gardensforhumanity.org](mailto:info@gardensforhumanity.org)

• If you have personal questions, please contact your garden teacher, counselor, or school office.

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Verde Valley STREAM Council.*



## Home Garden Activities Kit – Survey Questions for Students and Parents

Thank you for taking the time to complete this survey. We value your thoughts and suggestions. This will help us provide more and better activities.

What grade are you in? \_\_\_\_\_

About how many activities did you do?

☐ 1 – 5

☐ 6 – 10

☐ 11 – 15

Did you try an activity from each section?

☐ Yes

☐ No

How hard did you find most of the activities?

☐ Easy

☐ Not too difficult

☐ Hard

☐ Too hard

Which activities did you find especially easy or hard?

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Did you get help from a parent, brother, sister, or friend?

☐ Yes

☐ No

Which activities did you like best (name as many as you want)?

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How would you describe most of the activities?

☐ Fun

☐ Interesting

☐ I learned a lot

☐ Confusing

☐ None of the above. How would you describe them? \_\_\_\_\_

Did you do any of the Bonus Challenges?

☐ Yes

☐ No

If yes, about how many? \_\_\_\_\_

Will you keep doing some of the activities?

☐ Yes

☐ No

Did you like doing your activity journal?

☐ Yes

☐ No

Would you like to do more of these kinds of activities with a teacher and classmates?

☐ Yes

☐ No

Please write anything you would like to share, comments, or suggestions?

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Please return your survey in the self-addressed stamped envelope included with the survey.

Gardens for Humanity  
P.O. Box 1202  
Sedona, AZ 86339

If you wish to scan the survey and email it, send it to [info@gardensforhumanity.org](mailto:info@gardensforhumanity.org)

For further information contact us at 928-284-9055