



2015  
YOUTH GARDENING  
RESOURCE GUIDE

*...Bringing the Next Generation of Organic Gardeners  
into your local P-Patch...*



P-PATCH COMMUNITY  
GARDENING PROGRAM

700 5th Avenue, Suite 1700 PO Box 94649 Seattle, WA 98124-4649

Ph. (206) 684-0264, Fax 233-5142

<http://www.seattle.gov/neighborhoods/p-patch-community-gardening/for-children-and-youth>

## P-Patch Youth: Program Area Vision



P-Patch Community Gardens actively offer opportunities for youth to discover food, nature, gardening, and community building. It is our hope that Dept. of Neighborhoods P Patch Community Gardens are used as a tool to promote safe gardening practices, and healthy lifestyle choices to future generations.

We encourage youth to be involved in the community garden through assisting in the garden giving plot, renting a plot with a school group or after school program, utilizing the space for service projects, or simply taking a visit to one of the gardens.

Partnering with local gardening experts, P-Patch acts as an agent in distributing community gardening knowledge to youth of diverse economic, racial, and ethnic backgrounds.

Our youth gardening opportunities strive to incorporate youth into the fabric of the community and foster the growth of active and involved citizens.

We encourage you to share your ideas &/ or upcoming youth gardening events, and great photos via our **P-Patch Youth Involvement Listserv**. To subscribe please send email to [kenya.fredie@seattle.gov](mailto:kenya.fredie@seattle.gov), or call 206.733.9243. Please make sure to have signed photo releases (enclosed) before sharing pictures publicly.

PPatch gives interest list priority to people gardening with youth groups!  
Sign up here for a plot: <http://www.seattle.gov/neighborhoods/ppatch/signupPpatch.htm>  
Phone Number: 206.684.0264 Fax Number: 206.233.5142 Email: [p-patch.don@seattle.gov](mailto:p-patch.don@seattle.gov)



P-PATCH COMMUNITY  
GARDENING PROGRAM



### PHOTO RELEASE FORM

P-Patch Youth is including photos of students, teachers, and garden and cooking activities for its website. Though the names of faculty, staff, and administration will regularly be used, it is our policy that the full names of students and youth will not. Occasionally, it might be necessary to use the first name of students, but no last names, addresses, and/or telephone numbers will ever be used.

We/I hereby give permission for P-Patch Youth to use photos along with first names on the P-Patch Youth website, quarterly newspaper, and other forms of communication.

Yes  No

Youth's Name: \_\_\_\_\_

Parent or Gaurdian Signature:

\_\_\_\_\_

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

## 2015 P-Patch Youth Plots

There are several ways youth are already involved in the P-Patch sites. Some youth groups have their own plot which they are dedicated to year round; others work in the common areas of the garden, or assist in the giving garden. These programs prosper thanks to the excellent leadership of Teachers, After School Programs, Community Members, AmeriCorps Members, and Garden Educators!



[www.seattle.gov/neighborhoods](http://www.seattle.gov/neighborhoods) • 206 684 0464

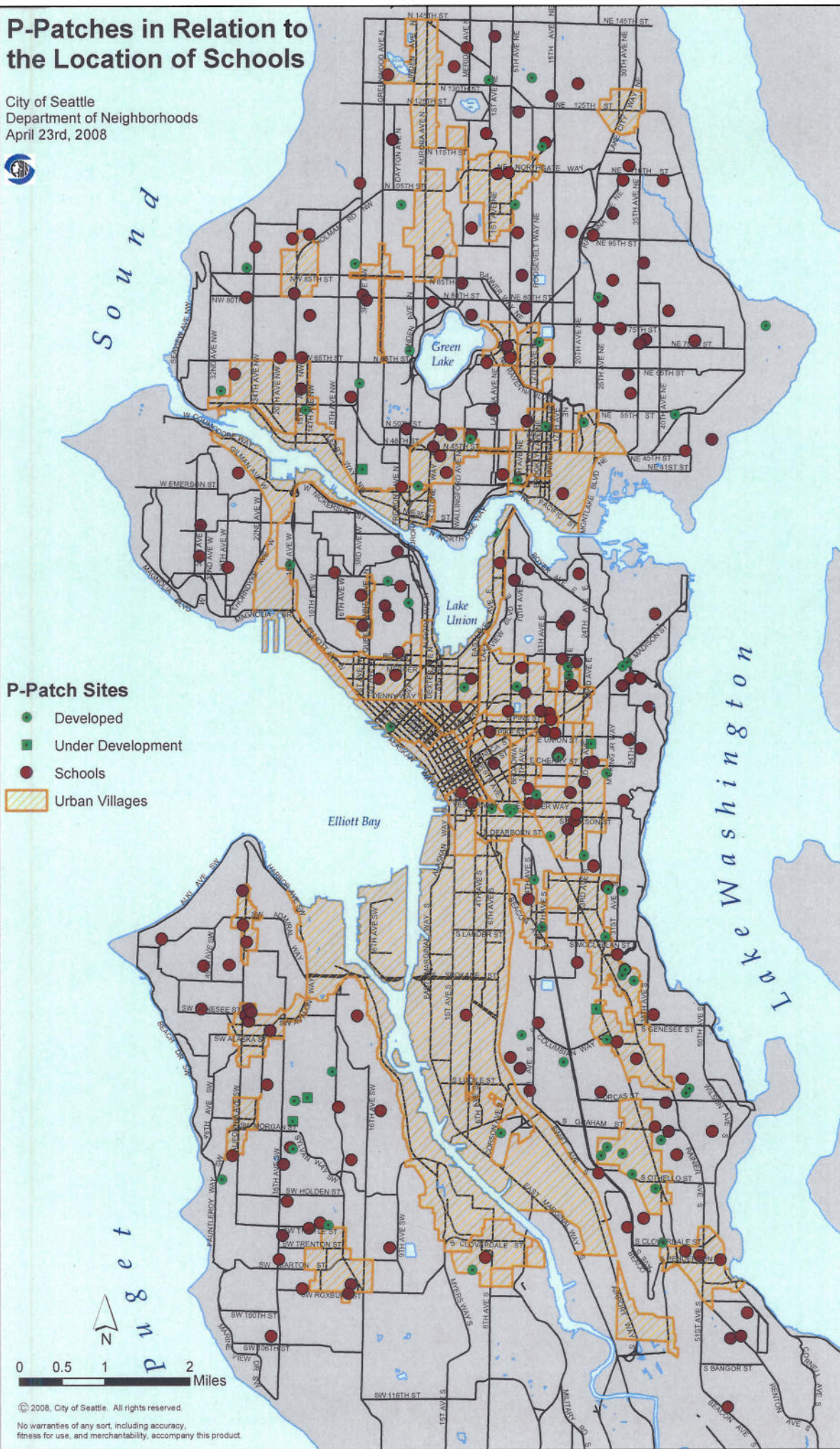
[www.seattle.gov/neighborhoods/p-patch-community-gardening/for-children-and-youth](http://www.seattle.gov/neighborhoods/p-patch-community-gardening/for-children-and-youth)

Bitter Lake	Teen Program	Children & Youth Group Plot	Bitter Lake	rob.bellm@seattle.gov
Paige	Reed	Children & Youth Group Plot	Bitter Lake	PaigeSReed@gmail.com
Martin	Salinas	Children & Youth Group Plot	Burke Gilman	office@tccbogg.org
Joyce Jarvis	Minor Ave Children H	Children & Youth Group Plot	Cascade-P	preschool3@haggardchildcare.com
Nathaniel	Hasme	Children & Youth Group Plot	Cascade-P	lnathaniel.hasme@gmail.com
Eileen	Hynes	Children & Youth Group Plot	Colman Park	eileen@lakeandparkschool.org
Alejandra	Martinez	Children & Youth Group Plot	Delridge	Alejandra.martinez@soundchildcare.org
Lily Natasha	Wartman	Children & Youth Group Plot	Eastlake	carol.wartman@gmail.com
School	TOPS-Seward	Children & Youth Group Plot	Eastlake	
Magic Lantern	Montessori	Children & Youth Group Plot	Hillman City	amy.wood@soundchildcare.org
Rachel	Tefft	Children & Youth Group Plot	Hillman City	r.tefft@communityartscreate.org
Urban	Impact	Children & Youth Group Plot	Hillman City	gnishioka@urbanimpactseattle.org
Hazel	Mendoza	Children & Youth Group Plot	Immaculate	hazelm@icseattle.org
Vicki	Porter	Children & Youth Group Plot	Judkins	madronaplacetwo@hotmail.com
Renee	Remlinger	Children & Youth Group Plot	Kirke Park	reneremlinger@gmail.com
Anne Frances	Kelly	Children & Youth Group Plot	Licton Springs	annefranceskelly@gmail.com

Emily	Bishton	Children & Youth Group Plot	Magnuson	greenlightgardening@gmail.com
Mary Dostal	Jo Child Center	Care Children & Youth Group Plot	Magnuson	Maryjo.dostal@seattlechildrens.org
Molly Harrigan	Outdoors for All	Children & Youth Group Plot	Magnuson	MollyHarrigan@outdoorsforall.org
Sarah	Johnson	Children & Youth Group Plot	Mapleleaf	sarah.johnson@seattle.gov
Amara	Simons	Children & Youth Group Plot	Picardo Farm	littleksbird@gmail.com
Janet	Howell-Clark	Children & Youth Group Plot	Picardo Farm	klhc@msn.com
John & Susan	Olson	Children & Youth Group Plot	Picardo Farm	johnandsueolson@msn.com
The	Language Link	Children & Youth Group Plot	Queen Anne	barbara.ford@thelanguagelinkllc.com
Lee Lacroix	U-Temple School	Children & Youth Group Plot	Shiga's Garden	LSSHR@hotmail.com
U-Coop School	Att: P-Patch Lead	Children & Youth Group Plot	Shiga's Garden	julie.hampden@gmail.com
Sandra	UDistrict Childrens	Children & Youth Group Plot	University Heights	sandra@udccenter.org
U-Coop School	Att: P-Patch Lead	Children & Youth Group Plot	University Heights	julie.hampden@gmail.com
Casey	Iwamoto	Children & Youth Group Plot	Westcrest Park	caseyiwa@yahoo.com

# P-Patches in Relation to the Location of Schools

City of Seattle  
 Department of Neighborhoods  
 April 23rd, 2008



## **Local Seattle Youth Gardening Programs/Resources**

### **Seattle Tilth**

Seattle Tilth is a nationally recognized non-profit organization dedicated to cultivating a sustainable community, one garden at a time. They have several demonstration gardens, as well as in P-Patches and other community gardens across the region, where they teach people how to improve their environment by using organic gardening techniques. <http://www.seattletilth.org/learn/kids/kids-and-families>

4649 Sunnyside Avenue N, Room 120 Seattle, WA 98103

Phone Number: 206-633-0451 Fax Number: 206-633-0450

### **Lettuce Link**

Coordinate with Seattle-area gardeners to donate fresh organic produce to their local food banks. Each year, hundreds of backyard gardeners and P-Patch volunteers from more than 30 community gardens collect and donate about nine tons of fresh, organic produce for people in need! Produce is distributed to two dozen food banks, meals programs and shelters across Seattle.

<http://www.solid-ground.org/Programs/Nutrition/Lettuce/Pages/default.aspx>

1501 North 45th Street Seattle, WA 98103

Phone Number: 206.694.6754 Fax Number: 206.694.6777

Email: [lettucelink@solid-ground.org](mailto:lettucelink@solid-ground.org)

### **Seattle Youth Garden Works**

Seattle Youth Garden Works empowers homeless and under-served youth through garden-based education and employment. We are a market gardening program for youth ages 14-22 in the University District and South Park neighborhoods. <http://www.seattletilth.org/sygw>

5700 Sixth Ave S, Ste 207 Seattle, WA 98108

Phone Number: 206.632.0352 Fax Number: 206.632.0355

### **Magnuson Nature Programs**

Magnuson Nature Programs are a unique partnership between Magnuson Community Center and Magnuson Children's Garden. Together, they bring organic gardening and nature education to children and their parents through a wide variety of special events, classes, camps, and field trips, and manage 3 different garden sites: the Children's Garden and its double P-Patch plot, the Bird-friendly Landscape, and the Resource Conservation Landscape. All 3 gardens are used as teaching sites for dozens of special events, classes, camps, and field trips, and other public education each year.

[www.magnusonnatureprograms.com](http://www.magnusonnatureprograms.com)

## **Master Gardeners**

WSU King County Extension provides many resources for home gardeners. In addition to the services of over 600 Master Gardener volunteers, Community Horticulture faculty and professional staff are available to provide expert advice. WSU Extension also provides extensive online gardening resources.

<http://mastergardener.wsu.edu/>

Phone Number: 206.205.3122

## **Clean Greens Farm and Market**

Based on 22 acres of leased land in Duvall, WA, this innovative project was begun by the Black Dollar Days Task Force, an organization dedicated to creating economic opportunity and equity in Seattle's low income communities. <http://www.cleangreensfarm.com/>

## **Marra Farms**

Marra Farm is a model urban community farm engaging people in sustainable agriculture and education while enhancing local food security. Tucked into the South Park neighborhood of Seattle, it has 4 acres of historic preserved farmland. <http://www.solid-ground.org/Programs/Nutrition/Marra/Pages/default.aspx>

1501 North 45th Street Seattle, WA 98103-6708

Phone Number: 206.694.6746 Fax Number: 206.694.6777

[Lettuce Link](mailto:kvongs@solid-ground.org)-Kyong Soh, Marra Farm Coordinator

206.694.6746 x1/ [kvongs@solid-ground.org](mailto:kvongs@solid-ground.org)

## **Green Plate Special**

Green Plate Special (GPS) is an independent garden-to-table pilot program, designed for at-risk and underserved youth, grades 6-8. The initial pilot program is located in the Madrona-Central district, on the corner of East Union Street and Martin Luther King Junior Way. Our mission is to be part of a movement that provides access to and tools for our low income Seattle youth to become the healthiest next generation, breaking the cycle that surrounds inadequate diet, poor eating habits, and the lack of access to and knowledge of healthy whole foods. This new generation of young people will be good citizens, who understand the rewards of taking on new responsibilities and have the resources and personal power to make a happy and productive life for themselves and their own future families. <http://greenplatespecial.org/>



## **GOOD FOOD**

Good Food program is a hub of activities that are relevant and timely for every community in Seattle; access to healthy food, opportunities for active recreation, and environmental awareness.

Good Food program supports Parks' Strategic Action Plan, Healthy Parks, Healthy You and Race & Social Justice Initiatives. <http://www.seattle.gov/parks/goodfood/>

## **Rainier Valley Eats!**

Growing, Sharing and Eating in Southeast Seattle

Coalition welcomes opportunities to learn about, [grow](#), [cook](#) and eat food together around Southeast Seattle. We promote equally the importance of healthy nutrition and of the pleasure that comes from choosing and eating food that we love. In the food that we serve and promote, we are constantly looking for the terrain where “nutritious” and “delicious” intersect. Working “from field to table,” we focus on the entire system that puts food on our tables: from the growing, processing and distribution of food to purchasing, cooking and consumption. <https://www.facebook.com/RainierValleyEats>

## **Department of Neighborhoods- Seattle P Patch Program**

PPatch gives interest list priority to people gardening with youth groups!

Sign up here for a plot: <http://www.seattle.gov/neighborhoods/ppatch/signupPpatch.htm>

Phone Number: 206.684.0264 Fax Number: 206.233.5142 Email: [p-patch.don@seattle.gov](mailto:p-patch.don@seattle.gov)



**P-PATCH COMMUNITY  
GARDENING PROGRAM**



## **P-Patch Gardens for Children: Creating Success & Sustainability from the Start**

© 2010 by Emily Bishton

**Why to Start:** Almost every lifelong gardener, park ranger, and nature lover have this in common: there was a caring adult present in their lives who helped spark and nurture their curiosity about the natural world. Spending quality time in a p-patch garden with children is one way that you can help to do that too!

**How to Start:** It's important to remember that *the way of all living things to start small and grow larger*. Even a small plot can hold a lot of plants! And rather than try to fit all your activities into just your own plot, try to utilize all the features that are already present in and around your p-patch. *Start by walking around and taking stock of these resources:*

- Deciduous trees and shrubs show the seasonal cycles of plant growth, and give children the opportunity to observe them from dormancy to bud, to leaf and flower, to fruit and seed. Fruit trees and berry bushes are especially interesting to children.
- Trees and shrubs also provide bird habitat, and provide a wonderful place to install nest boxes so children can witness the magic of parent and baby bird interactions. "Wild areas" on the margins of your p-patch are especially attractive to songbirds.
- Perennial borders and herb gardens attract a variety of beneficial insects within easy viewing height for children. This is a great way to help children to lose their fear of insects, and gain respect and understanding of their importance in the world.
- The 'Giving Gardens' and/or common areas in your p-patch site provide a great opportunity for children to help care for something that will benefit others, strengthen bonds with their fellow p-patchers, and gain a sense of empowerment.

**How to Grow:** Think of your children's program as a tree. A sustained and steady amount of nourishment from multiple sources is what a tree needs over the long term in order to stay healthy and strong. The end of annual growth is the beginning of a tree's decline. This may sound like a strange concept, but *make sure that from the start, your plans include never being "finished" with creating and re-creating the garden and your activities there.*

### **Designing for Success and Sustainability:**

1. *Make sure you welcome input from children on each step of the process:* in designing the garden, changes to it over time, and on which plants you grow each year.

When children participate in the ideas, planning, & decision-making, they bond more with the garden and learn more from their experiences in it. The more "ownership" they develop, the more sustainable your p-patch plot will be. *Your main design role is to listen, and to guide only when necessary.* Sometimes ingenious ideas come out "of the blue" to kids, and may seem outlandish at first to you. But take time to consider them seriously- they are probably tremendous ideas that just need a little steering to be do-able.

2. *Basic design features that belong in or near all children's garden plots:*

- Plenty of room on the garden paths for children to pass each other comfortably without stepping on each other, or on the plants. *No paths should have a dead end.*
- Soft path surfaces, such as wood chips, pine needles, or straw.
- A major visual and physical difference between the path surfaces and the garden soil, that acts as a reminder for where to walk. IE: River rock or used brick border, etc.
- Beds arranged so that children can do activities while observing adult leader(s).
- An arbor, scarecrow, or another creative and fun way to mark all plot entries.
- A restroom within a short walk.

3. *Features that open up even more possibilities if they are in or near the plot:*

- Activity locations in both sun and shade, so you can alternate as needed.
- A common area where a whole group can sit. If possible, with a covered area and picnic table for “plants parts parties”, journaling, or nature crafts.
- A worm bin and/or compost bin.
- “Found objects” to use as imaginative garden decorations.
- PVC pipes and Remy for extended-season cloche gardening.
- A bulletin board or kiosk for displaying garden art, “what’s blooming” notices, etc.

Tools can be simple:

- A 5-gallon ‘bucket buddy’ full of hand trowels, cultivators, gloves, and an old towel.
- Plenty of small watering cans, plastic magnifying lenses, and a cloth measuring tape.

Planting Tips:

- It’s easier for children to plant large seeds than tiny ones, but doing a pantomime of the “pinch and sprinkle” technique with them helps greatly when planting tiny ones.
- If adults also hold all seed packets and dispense the seeds into children’s palms, there will be much less seed spillage and mass clusters of seedlings all in the path.
- Let the children be generous when sprinkling seeds of salad greens, carrots, and radishes, because thinning and tasting the seedlings is part of the fun and learning!
- Whenever planting starts or thinning seedlings, allow for plenty of time and encourage children to observe, explore, and compare the roots of the various plants.

Maintenance:

- Don’t expect or strive for the garden to be a showpiece or a record-setter. It’s a sign of success for the garden to look ‘lived in’, and the whole gardening experience is one of your main goals, which will include imperfect harvests and occasional failures.
- Try to keep a handle on weeds to keep them from taking over, but utilize weeding as part of the learning experience whenever possible. Hint; make it a game of skill, such as “who can dig the longest dandelion root”, then share everyone’s successes as a group. And be prepared to explain the *concept* of weeds, as kids are sometimes confused about why a plant they think is very pretty is being called a weed.
- Done in 10-15 min. chunks of time, most children will find it fun to do garden chores such as mulching beds, spreading wood chips in paths, digging spent plants, etc.

**Last but not least:**

There is a garden proverb that says, “More grows in the garden than is sown there”.  
When a child feels at home in a garden, something wonderful is sprouting!



## Tips for the “Big 3”: Recruiting, Retaining, and Recognizing Volunteers:

© 2013 by Emily Bishton

When you're inspired and excited to teach children about growing a garden, it's easy to give the time and the effort to lead a garden program. When others participate alongside you, it makes it more fun for you and for the children, and makes it much less work to keep the “fire” of inspiration burning brightly for all! When others participate by *also* adding their ideas to its growth and improvement, the leadership becomes a shared role and much more sustainable. *Recruiting, retaining, and recognizing volunteers are equally important and closely linked!*

### **Getting Started in Volunteer Recruiting**

- **Take time to identify and write down the things that personally motivate you to volunteer.** That will help in all your communications to volunteers, verbally and in writing, both in the recruitment phase *and throughout your volunteer relationship.*
- **Identify and write down your program goals, and how you visualize volunteer recruitment helping to fulfill them.**
- **If your main goal is to attract more volunteers, identify the specific purposes for it,** such as creating a better adult-to-child ratio while teaching in the garden, increasing the scope of activities done, keeping the garden maintained better, etc. *Also identify your highest priority, so you can concentrate more of your effort on attracting volunteers for that purpose, and focus on the other purposes later.*
- **Identify the specific “pieces” that you would like volunteers to take** before you try to recruit them. The more specific you can be, the more you can refine your goals and focus your recruitment efforts. Most people feel more comfortable responding to being asked to take on something specific than to a general “I need help” request. If possible, give an estimate of how many hours you think it will take. Taking on small chunks of teaching or garden tasks allows volunteers to “dip their toe in the water”... and if the water is fine they are more inclined to “dive in” to participate more! For instance:
  - Being a “special guest” for one or two classes. Kids love special guests, and sometimes the special guest has such a blast that they want to return time and again!
  - Watering or weeding the garden once a week or once a month, spreading compost or mulch once or twice a year, taking photos or writing an article about the garden for the P-Patch (or school) newsletter, building a worm bin or tool bin, etc.
- **The goal of your volunteer appeal is to attract volunteers to want to participate.** Re-visit the things that motivate you (see above) and convey that feeling to others.
- **You only get one chance to make a first impression,** which can make a huge difference in retaining volunteers. Make it a welcoming, friendly, sincere, “can do” impression, whether it's a flier, poster, or spoken appeal!
- **Be 100% honest about how much time you are asking for,** because building trust is a vital component to your volunteer retention, and a very precious resource too.

## **Tips & Resources for special guests or “one-time” volunteers:**

(remember, sometimes these “one time” volunteers can become ongoing volunteer support)

- Include at least one photo (with parent permission) of your garden activities on any recruitment flier or poster that you create. *Pictures do say a thousand words!*
- Create a simple blog (free and easy at Google and some other servers) to post photos from the garden program, descriptive text, etc. to increase your appeal to potential volunteers. Most volunteer organizations below will list a website or blog when you post with them.
- Master Composter Program guest- <http://seattletilth.org/learn/mcsb/outreachrequest>
- King Co Master Gardener Program- contact a member of their speaker’s list for a presentation [www.county.wsu.edu/king/gardening](http://www.county.wsu.edu/king/gardening), or contact Program Coordinator Elaine Anderson for a volunteer listing in their “news you can use” email newsletter.
- Connect with your local Campfire Group (<http://www.campfire-usa.org>), and/or local Boy Scout (<http://www.seattlebsa.org>) or Girl Scout Council ([www.girlscoutsww.org](http://www.girlscoutsww.org)) for connecting with a troop for a stewardship event, and/or connecting with an Eagle Scout candidate. Eagle Scout projects can have a major impact on your garden infrastructure!
- Create a listing at [www.volunteermatch.org](http://www.volunteermatch.org)
- List your stewardship opportunities as a “hot project” with [www.seattleworks.org](http://www.seattleworks.org) or apply for one of their TeamWorks or Seattle Works Day events
- Sign up with United Way at <http://volunteer.truist.com/uwkc/agency/signup.aspx> to be able to list volunteer events on their website, which is automatically linked to [www.serve.gov](http://www.serve.gov), [www.createthegood.org](http://www.createthegood.org), [www.allforgood.org](http://www.allforgood.org) and more.

## **Retaining Volunteers**

- **All meetings must include refreshments!** It doesn’t have to be fancy, but meetings always go much better with a pitcher of iced or hot tea, a few cookies or crackers.
- **Ensure that your garden and garden program is never “all done” or “finished” being created.** Many volunteers love to be involved in creating or building something new, so plan for there always to be room for volunteers to bring in new ideas, new lessons, new garden projects or features, etc. Take every opportunity to involve your volunteers!
- **Make sure that what you ask volunteers to do is meaningful and uses their time wisely, even if it’s a simple and quick task.** What they are exchanging for their volunteer experience with you and your program is more valuable for that person than any amount of money, and it is non-renewable – it is their TIME!
- **Try to match the volunteer with a task that they are comfortable with** because it’s in their scope of knowledge or because it will be an enjoyable learning experience for them.
- **Provide an orientation at the garden before volunteers become actively involved,** with plenty of time for them to have a thorough “look see”, understand your current plans, and get their questions answered.
- **When a volunteer has a positive experience, they become a big fan of your program and tell others, which greatly increases volunteer retention and makes future recruiting easier.** The time and energy you give towards making sure that volunteers have a positive experience will come back ten-fold in their enthusiasm and effort. Also, make sure to set a goal for the total number of volunteers you want, as it is easier for all when the volunteer group starts small and grows bigger in time.

- **One of the main ways you can ensure a positive experience is to be a good listener,** and welcome your volunteers' ideas for activities or ways of doing things, even when they are very different than your own. Think of your volunteer recruitment as inviting people for a potluck, with each of them bringing something unique and delightful to the program!
- **Ask for frequent feedback, and follow-up on it.** Volunteer feedback is also a precious resource, and will keep you learning and inspired, and help your program function better. Seeking feedback also establishes (or cements) a personal connection that will help sustain volunteer enthusiasm even when things don't always go well on a particular day.
- **Make sure to have adequate one-on-one contact with ongoing volunteers.** Much of your "news and notes" and other communication can be done via group emails, but try to also make time for an occasional post-volunteering personal chat or phone call, etc.
- **When a volunteer that you trust reaches out to take some leadership, let go!** Part of being a strong leader is facilitating and encouraging others' desire for taking leadership roles, *not assigning leadership roles to others.*
- **Don't expect or strive for your garden to be completely weed free, or to produce record-setting crops.** That puts too much pressure on you, and on your volunteers. Besides, perfection is totally over-rated! Instead, set some reasonable goals with your volunteers, so that you're all on the same page and so that weeds don't take over and create a huge job to manage.
- **Have some laughs!** Even when things go wrong, keep spirits light if you can. And when things go right, laugh with joy! Share funny or poignant moments you've had that day.

### **When Volunteers say No**

- **Remember that people do not always volunteer the first time they see or hear about the opportunities,** so try not to be discouraged if no one responds to your first or second volunteer appeal. Research has shown that it can take 3-10 times for an appeal to "bear fruit". When someone does say no to your appeal, (whether directly to you, or by just not responding) it can often mean "not right now". If it's directly to you, ask if you can contact them about future volunteering. If they agree, then stay in touch *without pressuring them*, so that yours is the first program to come to mind when they are ready to say "yes" to volunteering.
- **If/when a volunteer leaves, make sure to talk with them about it even if it's uncomfortable for you.** Find out why they are leaving, what they feel they gained by their volunteer experience, how to improve the volunteering experience for others.

## **Recognizing Volunteers**

- **The power of a sincere “Thank You” cannot be over-estimated.** Seize all opportunities, give them freely, they don't cost you anything, and are worth more than gold! They also create a bond between volunteers who are working together, and can help keep volunteers enthused when doing something rather routine or working on a lengthy project.
- **If volunteers are “making your day”, show your joy!** They will get a kick out of it and out of you.
- **Pay attention to what volunteers are doing while working together.** This can be hard when you're in the midst of a busy gardening session, but it enables you to be specific with your look-in-the-eye thank you at the end of the session, by adding something special or interesting that you noticed.
- **Asking volunteers for input and feedback is part of recognition.** Input on a new idea you have, and feedback on an event or experience, is another way (besides saying thank you) for you show them how much you value them and trust their opinion. I have learned a lot by doing this for all “one-time” or special project volunteers too.
- **Special volunteer efforts deserve a special thank you.** When someone goes above and beyond with their volunteer effort, a written thank-you note is a permanent reminder of appreciation and can be shown to significant others. Because volunteers are aware of how much time are devoting for the garden program too, they also understand the value behind a written note that you have taken the time for. It doesn't need to be fancy- a personal email or a mailed postcard can convey as much as a store-bought card. As in your verbal thank yous, acknowledging specific aspects of the volunteering that you truly appreciate makes the note more meaningful too.
- **Include photos of volunteers on visual materials you create about the garden program,** whether they are fliers, brochures, posters, PowerPoints, memory books, or other displays.
- **Have a party!** Seize every opportunity to make your volunteer recognition a public event. Make sure to publicize your event, as it can also inspire potential volunteers to begin participating. People don't typically volunteer just to be recognized publicly, but knowing that you take time to recognize your current volunteers sends a message to potential volunteers that they will be appreciated too. It gives volunteers a chance to show their appreciation to one another too!

## **A Few People Who Have Inspired My “Big 3”:**

- Lucy K. Bradley, former Maricopa Co, AZ Extension Agent, current NC State Univ. professor
- Jack Hale, Past-President of ACGA and co-founder of GrowLab Program
- Dr. Judy Esmond <http://morevolunteers.com>
- My own years of volunteering in community gardens, schools, food banks, etc.
- All the volunteers I've worked alongside over the years!



## Outdoor Classrooms: Tips for Teaching and Troubleshooting

© 2015 update by Emily Bishton

### Tips for Teaching:

- **Getting kids in a circle** for brief garden lessons and instructions is helpful, no matter what age group you are working with. It makes it easy for them all to see you, and for you to make eye contact with all, which helps to get everyone on the “same page” and enthused.
  - For younger children, sitting or kneeling in a circle, or holding hands while standing in a circle, also helps with the “ants in their pants”.
  - For older children, standing in a circle is usually sufficient.
- **Make good eye contact** with all children while giving the lesson and instructions. This can take some practice, but it’s worth it.
  - It helps you see which kids understand the lesson and/or instructions you’re giving, and which may not be getting it.
  - It helps all kids feel the attention from you, even the quiet ones who may not verbally respond, and therefore creates some equalization in the group.
  - It helps prevent “squirrelyness”, and certainly lets you know right away if it starts.
- **Start each hands-on activity with a question or two.** This will accomplish two things:
  - It helps you find out what the children already know about the topic/activity, and give kudos to children who are sharing what they know with their peers and you.
  - It helps to engage all the children.
- **Always give instructions before handing out any tools. Kids have a hard time focusing on what anyone else is saying once a tool is in their hands (true with adults sometimes too!).**
- **Keep lessons and instructions at around 10 minutes or less**, as most kids learn better- especially when they’re outside- by what they do in the activity itself.
  - Plan to give out additional info, facts, etc on the topic during the activity, as you give each child a little one-on-one attention (and assistance if needed).
  - If the activity will take longer than 10 minutes after instructions, tell the kids at the beginning that there will be a “Part 2”, but wait to explain Part 2 details until after Part 1 is complete. Kids love surprises, and this method enables you to gather them together for another quick circle, and get cooperation and enthusiasm back if it’s fading.
- **Ask children to help pass out supplies or tools for activities.**
  - This also helps keep kids engaged, as they are always interested in what their peers do.
  - It can also serve as a reward to the ones who are paying attention to directions, and provide incentive to the ones who are not. Many times, a child who has been goofing off in the back of the group will say to me, “Hey, why is he/she getting to pass out tools? I want to help!”, to which the reply of “Well, I asked he/she to help because they were paying such good attention, or sharing with their neighbor” works well.
  - This helps reduce the things you have to do too!



- **Team up for success.**
  - Planning activities that pair kids up is a great way to do activities that have multiple parts. For biological inventories (which can be as simple as counting worms or roly-polys), one child can be the “finder” and another can be the “scribe” at the start, then they can switch roles.
  - It encourages kids to share, and to learn from each other.
  - If you are working with multiple ages, pair up an older child with a younger one and give the older children the mentor role. It’s good for both parts of the pair!
  - Teams can also be in 3s or 4s, as long as there is something for each teammate to do. Empty hands and standing around to watch will usually result in acting out of some kind.
- **Be prepared to adjust the activities or timing if something unexpected happens that deserves everyone’s attention.** (IE: an ant parade, a nearby bird or frog, etc)
  - Sometimes the most amazing learning and teachable moments come out of unplanned events. It’s part of the magic of outdoor learning! As long as learning is going on, go with the flow even if it means that you don’t finish what you had originally planned to do.
  - Try to tie in the unexpected event with the lesson or the garden if you can, to help kids understand that all things are connected in the natural world. IE: If you see an ant parade, ask the kids if they want to guess where the ants are going (probably a tree or a sugary snack left behind by a human) and why they are going there (to find food to bring home to their young), etc.
  - Having a “Plan B” in your back pocket, such as a game, song, or other activity is also very helpful if the weather changes for the worse, or to do some troubleshooting (see below).

### **Troubleshooting Tips:**

- **Acting out** is usually just attention-seeking behavior. Giving attention can be the remedy, as long as it is not as a reward that stimulates other children to act out.
  - Using verbal and non-verbal recognition (see eye contact info above) is a way to give attention to children who are showing good behavior from the start, and can be a great preventative against acting out.
  - When acting out happens, address it as soon as you can so that it doesn’t spread. Giving them attention doesn’t mean you are giving in to their behavior.
  - Be honest with a child who is acting out, to get an honest reaction from them too. Off to the side, ask them why they are not paying attention and/or participating. Sometimes that’s all the attention they need to get back into the activity! If they do give you a reason, consider it before reacting, as it might be legitimate.
- **If things just aren’t going right overall**, it’s OK to take a group time out.
  - Sometimes despite your great ideas and planning, you make mistakes and things aren’t working. Or there are just too many kids with ants in their pants.
  - The first thing I do is to acknowledge to the children my mistake, the problems we’re having, and/or my understanding that things just aren’t going well now for us all. That is usually a surprise to them, and can help with “hitting the reset button”.
  - A few minutes of free play, a game, a song, dance, etc., even a silly activity, can shift the whole event quickly and make it possible to get “back on track” again.
- **Pair up to teach, rather than trying to go solo.**
  - Being solo leaves you in a tough spot if there is a bathroom emergency, if one or more children in your group are acting out, or any other problem.
  - See volunteer recruitment page for tips on recruiting and retaining assistance.



## **Outdoor Classrooms: Tips on Getting Started off Well**

© 2015 update by Emily Bishton

- **Kids associate going outside with recess**, so it's important to make sure they understand that garden time is not exactly the same thing as free play. *However, sometimes a few minutes of free play before gardening can help get the "ants out of their pants", if you have a place for this too.*
- **Establish some simple "garden rules"**, and go over them as the first part of garden activities. Letting kids announce the rules can help keep attention focused during this. *If you give them catchy titles, and then ask the kids to tell what they mean, it helps make it more fun to say the rules and follow them.* Here are some rule examples, and how to make them fun:
  1. **Where are your feet?** (walk only on the paths, try not to step on plants, etc.)
    - a. Ask: "Everyone take a look at the shoes you chose for today. It's easy to know where our feet are when we are standing/sitting still, isn't it?"
    - b. Ask: "But it's much harder when we are walking and looking around us, isn't it?"
    - c. Ask: "What could we accidentally hurt by forgetting where our feet are?"
    - d. Tell: "If you hear you or another adult ask "where are your feet?", that means for all kids to check where their feet are, because someone is, or is about to, accidentally step on something. *And if you see anyone else's feet in the wrong spot, including the teacher, they can say "where are your feet" to help that person too!*
  2. **Leaf Me Be** (do not pick leaves unless you are invited to by a leader)
    - a. Ask: "Do you think plants need their leaves?"
    - b. Ask: "Do you think we can pick some if we are careful?"
    - c. Ask: "How will we know if it's OK for us to pick a leaf or not to pick?" Answer: Only if one of the leaders invites you to, and shows you how to do it in a way that won't hurt the plant. (hold the stem with one hand, pick the leaf with the other)
    - d. Tell them that if they hear you or another leader, teacher, or parent say, "leaf me be", that means that you have seen someone who might have forgotten to listen first before picking. *And they can say "leaf me be" to help another child remember too.*
  3. **The Belly Button Rule** (keep the head of all tools below your belly button)
    - a. It's best to give this rule right before using tools. Tools include wheelbarrows full of wood chips, plants, sticks, stones, etc. as well as typical hand tools.
    - b. Hold up the tool that the kids will be using, explain which end is the head, and that the head always goes on the bottom (unlike ours!) to work best, and to keep all of us safe. So the head of the tool will need to always stay below your belly button.
    - c. Ask: "Point to where your belly button is" (they don't have to show it). Who can tell me what can happen if your tool goes up above your belly button?" Kids will reply: I could hit myself, hit my neighbor, get dirt on somebody, dirt in my eye, my neighbor's eye, etc. Show empathy when each "owie" is identified.
    - d. Tell: "If you hear me or another adult say "Belly Button", all kids should stop and check where your tool is". Have them practice reminding while you demonstrate the rule once or twice. *And they can say "belly button" to help another child remember too.*

- **Make sure to include educating kids about bees and other flying insects that they will see in the garden, and how to “Bee Safe”.** Kids being afraid and/or aggressive towards insects can create chaos that is hard to contain. Here are my “Bee Safe” rules:
  - **Don’t get between a bee and its lunch.** Ask them how they would feel if they were really hungry and someone wouldn’t let them eat their own lunch. This is a great opportunity to make sure kids understand what bees are doing when they are on a flower, and to know that it’s fine with bees if you watch them eat their lunch!
  - **Don’t wave your hands in the air like a great big bear.** Explain that this scares bees, and might make them feel in danger of being hurt, and then sting. Kids learn at a young age about bears liking to eat honey, so can identify with this rule easily, even though it applies to all bees not just honeybees. This is also a great opportunity to help kids understand that not all bees make honey!
  - **Take 2 steps back.** Ask kids to point to the colors they are wearing that might be on a flower (most kids wear very colorful clothes). Then explain that if a bee lands on you, it might be because you look like a flower to them! This really helps them identify with the bee, which is the first step to empathy and caring. Ask: “Do you think a bee will figure out pretty quick that you are not a flower, and go find a real one to have lunch? Ask: can a flower take 2 steps back? That’s how you can help a bee figure it out quicker!
  
- **Always give instructions before handing out any tools. Kids have a hard time focusing on what anyone else is saying once a tool is in their hands (this is true with adults sometimes too!).**
  
- **Other rules to consider, especially if you want to observe birds, or have garden neighbors who are disturbed easily:**
  1. Fox Walk. (walk softly and do not run, unless your leader invites you too)
    - a. Ask, “Do you think birds and small animals might be scared of us? Why?” Hints: We’re big and they are little, we can run really fast, we are in a big group. We might even remind them of an animal that wants to have them for lunch....
    - b. Ask, “Does anyone know how a fox walks when it is hunting for its lunch? Hint: Quiet and slow and sneaky.
    - c. Ask: “Are we trying to catch birds/frogs/grasshoppers for our lunch?” Everyone: NOOOO! Say, “That’s absolutely right, but we are trying to get as close to them as we can without scaring them away from their home sweet home. Doing the fox walk works for that too!”
    - d. Tell them that if they hear you or another leader, teacher, or parent say, “fox walk”, that means that you have seen someone who might have forgotten to walk quiet and slow like a fox. *And that they can say “fox walk” to help others remember too.*
  2. Bird Voice. (talk softly, using, your indoor voice, and listen while others are talking)
    - a. Ask, “Does anyone have an idea about what a bird voice is?” Hint: Most birds call or sing loud enough to be heard by other birds, but soft enough that they can hear other birds call or sing too, or hear something trying to sneak up on them.
    - b. Ask, “Do you think we will hear the birds call and sing better if we talk softly like a bird, and take turns talking and listening?” Everyone: YEEESSS!
    - c. Say, “ That’s absolutely right, and if we all do that we can each have a chance to talk, and each have a chance to listen, just like a flock of birds.”
    - d. Tell them that if they hear you or another leader, teacher, or parent say, “bird voice”, that means that you have seen someone who might have forgotten to talk quiet like a bird. *And that they can say “bird voice” to help others remember too.*



## Digging into Decomposition from Magnuson Nature Programs “Life in the Garden” field trip

© 2015 update by Emily Bishton

### Tools needed:

- Garden fork or shovel, a wheelbarrow or tarp
- A container with “bug boxes” or magnifying lens, and popsicle sticks
- Worm anatomy chart, photos of compost critters, and/or white board & marker
- Worm bin or yard waste compost bin

### Set-up of exploration area:

- Shovel out some compost from the worm bin, yard waste bin (or even some healthy soil from a garden bed) and into a wheelbarrow or onto a tarp.
- Position the wheelbarrow or tarp so that children can explore from all sides of it.
- Set out the unopened bin of bug boxes or magnifiers, *but don't pass them out yet.*

### Your Intro to the Exploration Activity- 3-minutes

- “We are about to have the chance to see some amazing creatures who usually live in the world beneath our feet, and learn about what they do to help the earth”.
- Use the chart and photos, or draw on the white board, to explain the important “jobs” of a couple of the compost creatures, and prepare the children for what they may find. Then set the photos, etc. out for the children to use during the activity.
- Demonstrate how to use a popsicle stick to gently turn over the compost to find the sky (nocturnal) creatures hiding down in it, how to pick up and hold a creature gently in your hand. (though no one will be forced to hold them if they'd rather just watch others).
- Demonstrate how to use the “bug box” or magnifying lens to see the tiny details of each creature they find, It may also help to tell them “it's not a race” to get the most creatures, it's a “game of skill” at who can be the most gentle.

### Exploration Activity: 10-12 minutes

1. Explain “Belly Button rule” and demonstrate it with the popsicle stick.
2. Ask one of the kids, or another adult, to pass out a bug box or magnifying lens to each child.
3. Time to explore! Circulate among them to see what they've found and give them more info. Fill a bug box, or your hand, with something unusual too if possible.
4. After 5-10 minutes of exploring, if you are using “bug boxes”, get everyone together in a circle to do a 2-minute “slideshow”, with your or another adult doing the “clicking”. While looking at each box that comes your way, this is another chance to impart some more decomposition information to the group. If you are using lenses, use the white board or a pad of paper to list all the creatures found.
5. Have all children empty their bug boxes or hands back into the wheelbarrow or tarp, then put their boxes or lenses back into the container. Ask for their help to empty the wheelbarrow or tarp back into the worm bin or in the garden.

If you are working with elementary age kids, do “The Little Pillbug” poem or “I'm a Little Red Worm” song.

**Examples of Subjects for Biological Inventories**

Name                      How Many?    Drawings

Plants with fuzzy stems, leaves, or seeds		
Plants with colored leaves or stems (other than green)		
Plants with notched, wavy, or lobed leaves		
Plants with smooth-edged leaves		
Plants with fragrant or pungent leaves		
Plants with fragrant or pungent flowers		
Plants with thorny leaves or stems		
Plants with peeling, nubby, or rough bark		

**Examples of Subjects for Biological Inventories**

Name                      How Many?    Drawings

Plants with fuzzy stems, leaves, or seeds		
Plants with colored leaves or stems (other than green)		
Plants with notched, wavy, or lobed leaves		
Plants with smooth-edged leaves		
Plants with fragrant or pungent leaves		
Plants with fragrant or pungent flowers		
Plants with thorny leaves or stems		
Plants with peeling, nubby, or rough bark		

## “Soil Squeeze” and “Soil Shake”

by Emily Bishton  
[www.greenlightgardening.com](http://www.greenlightgardening.com)



Take a trip around your garden to take soil samples, learn what kind of soil you have, and see if it is ready for digging and planting!

### Soil Squeeze:

Have each child gently dig in the garden soil and get a small amount that will fit in the palm of their hand. Give the soil a firm squeeze, then open your hand. One of three things will happen:

1. It will fall apart as soon as you open your hand, because it is sandy and dry enough to plant!
2. It will hold its shape when squeezed, but when given a light poke, it will crumble. Lucky you—this means you have luxurious loam soil that is dry enough to be planted!
3. It will hold its shape when squeezed, but sticks together in a hard ball even when poked. This means you have clay soil, or loam soil that is still too wet to plant. Wait a few more days to try again, and you might also need to add some more compost!

### Soil Shake:

Materials needed- 2 or 3 clean, quart-size glass or clear plastic jars with tight-fitting lids.

1. Choose several different locations in the garden, as far apart as possible. Have the children dig down to the native soil in each area, and use it to fill each jar halfway to the top.
2. Have the children fill up the rest of the jar with plain tap water, screw the cap on tight, and take turns shaking it thoroughly. Have the last child quickly place the jar right side up on a flat surface to settle.
3. The sand will settle immediately before their eyes, because it's the heaviest and largest soil particle.
4. The silt layer will settle on top of the sand, and they'll be able to see the difference by observing the color and particle size of each layer.
5. The clay layer may take several hours or several days to completely settle on the very top. It is usually either a bluish or yellowish color. Any organic matter that is in the soil will float on or in the water.

## “Root Research” and “Root Ropes”

by Emily Bishton  
[www.greenlightgardening.com](http://www.greenlightgardening.com)



Whenever you have weeding to do in your garden that is not too difficult for children to help with, make it a fun exploration activity and game!

Digging weeds is one of the few chances that children have to thoroughly pick apart and examine roots without harming the plant. Since one of your main weeding goals is to dig up the entire root so that the weed won't re-sprout, this "root research" also gives an incentive to children to take the time to do a nice deep digging. Here are some tips:

- Space the children as wide apart as possible, as it's hard to keep dirt from flying around when children knock the dirt off of the weed roots.
- If you have big clumps of grass, loosen them up in advance with a turning fork, which will make them easy for children to finish lifting with a hand trowel.
- If you have a Morning Glory invasion, give children the incentive to get as long a root section as they can with the "lift-and-follow" method, then create some activities with them:
  - Lay the long roots end to end to see how long of a "root rope" you can make.
  - Lay the long roots side by side down a nearby path, then twist them together and tie in a circle for a decorative "root rope" belt for a scarecrow, or other display.

**THE “HONEYBEE DANCE”**  
by Emily Bishton  
[www.greenlightgardening.com](http://www.greenlightgardening.com)



A great activity for understanding one of the “secret” languages that other living things use to communicate with each other.

**HAVE FUN LEARNING AND PRACTICING!**



**Round Dance**



**Waggle Dance**

When a food source is very close to the hive, a forager bee performs the round dance. She does so by flying around in narrow circles, suddenly reversing direction to her original course. She may repeat the dance several times at the same location or move to another location to repeat it. After the round dance has ended, she often distributes food to the bees following her. The round dance communicates distance but not direction.

When a food source is farther away from the hive, a forager bee performs the waggle dance. She flies straight ahead towards the food source, returns in a semicircle to the starting point, flies again through the straight course, then makes a semicircle in the opposite direction to complete a figure-eight. While flying the straight-line course of the dance, the bee wags its body vigorously from side to side and emits a buzzing sound that is produced by its wing-beats. The waggle dance communicates both distance and direction.

References:

Karl von Frisch, *The Dance Language and Orientation of Bees*  
David R. Tarp, NC State Univ., *The Honeybee Dance Language*

**Bee Dancing ideas for groups of 2 or more children:**

1. Explain and demonstrate each type of bee dance. Don't be afraid to be silly!
2. Have one child at a time choose to either the round dance or waggle dance to demonstrate, while the other children try to guess which dance it is. Then take turns until everyone has had a dance chance.
3. An advanced version is to have children try to guess which flower the “bee” is pointing to!

**RESOURCES FOR FREE PLANTS AND GARDEN SUPPLIES**

- Spring plant sales by local non-profits abound, and there are usually many leftover plants that need a home at the end of the sale. Check the Miller Library online listing at <http://depts.washington.edu/hortlib/calendar/sales.php>, then contact the non-profit in advance to find out their policy.
- Master Gardener Plant Sale leftovers are available to all non-profit gardening groups who submit a written request *in advance* to the Master Gardener Foundation. [www.mgfk.org](http://www.mgfk.org)
- Do you know a Plant Amnesty member? They have a free online Adopt-a-Plant (u-dig) and Green Share List that all members can access. [www.plantamnesty.org](http://www.plantamnesty.org)
- Compost bins or worm bins are sometimes listed on [www.craigslist.com](http://www.craigslist.com) by people who decided not to use them after all, or who are moving. Sometimes they are in brand new condition!

# Jr. Nature Explorers Camp Songs

Unless noted, lyrics by Emily Bishton © 2006

## ♥ I've Been Workin' on a Flower

(sung to the tune of I've Been Workin' on the Railroad)

I've been workin' on a flower, all the live-long day.  
I'm collectin' lots of pollen, just to take it on my way.  
Can't you hear my wings a buzzin', I rise up so early in  
the morn.

Makin' all your favorite food ever since you were born.

Makin' all your food, makin' all your food, ever since  
you were born (repeat)



## ♥ "Plant Parts Song"

Roots, Stems, Leaves, Flowers, Fruits, and Seeds  
Roots, Stems, Leaves, Flowers, Fruits, and Seeds  
(repeat 2 more times)

Well there's 6 parts, 6 parts,  
6 plant parts that plants and people need!

©Banana Slug String Band



## ♥ "The Food Song"

(sung to the tune of Jingle Bells)

Carrot roots, carrot roots,  
Waiting in my lunch  
You are my favorite food,  
How I love to munch!

(variations: Celery Stems, Lettuce Leaves,  
Broccoli Flowers, Apple fruit, Pumpkin Seeds-  
keep adding all the plants you love)

## ♥ "I'm a Little Red Worm"

(sung to the tune of I'm a Little Teapot)

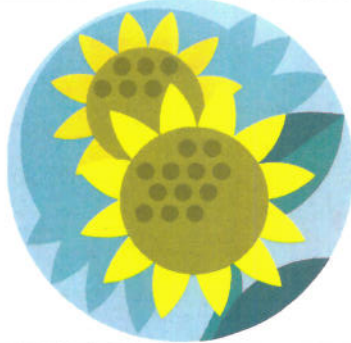
I'm a little red worm, tickly and wet,  
I have 10 hearts but only 1 head,  
I love to eat banana peels and apple cores,  
I sleep in a pile of leaves but I don't snore!





# Jr. Nature Explorers Camp Games

Unless noted, created by Emily Bishton © 2006



## The Little Pillbug

I'm a little pillbug (start by tucking yourself into a ball)  
rolled up in a ball,  
wait for just a minute,  
and then I'll start to crawl! (crawl around)

(variation: substitute millipede for the word pillbug)

## Sniffer Cups

Tell the children that they're going to have a chance to make "sniffer cups"—cups that contain pleasing scents from nature. Give each child a small paper or plastic cup, then head outside. Have the kids explore the garden for a few minutes to choose something from nature to put in their cup. (IE: pine needles, bark, dirt, herb leaves or flowers) Then gather everyone in a circle and shut their eyes. Have each child pass their cup to the person on their left to sniff, and try to guess what is in the cup.

Adapted from an activity created by the Audubon Society

## Nature Scavenger Hunt

Make a list of things present somewhere in the common areas or your individual patch. Then create teams of 2-4 children to explore the garden for a set amount of time (5-15 minutes) to try to find as many as they can, and check them off the list. Older children can add notes on the list describing what they found. Some ideas:

a flying insect	a crawling insect
a leaf that is not green	a seed
a bird	a blue flower
a hole that an insect made	a red flower
a plant with fuzzy leaves or flowers	a bee
a plant with thorny stems or leaves	a shade tree
a leaf bud or flower bud	moss
a fruit	a tall, thin plant
animal tracks	a low, wide plant
a spider web	something that is decaying
a puddle	something that smells good

## Lesson Plan for "How Does a Worm See, Hear, and Feel?"

by Emily Bishton © 2012

### Materials needed:

- An empty cardboard canister from cocoa, coffee creamer, etc.
- A smooth, palm-size rock
- A large, fresh or decomposing leaf

### Part 1: How does a worm see?

Get in a big circle, so all kids can see you.

Start by Q & A, based on the kids' prior knowledge of worms: IE: "does a worm have eyes?", "does a worm need some way to see even though it lives most of its life in the dark?", etc.

Then move on to the activity:

- Have they ever woken up in the morning and laid in bed with their eyes closed, but could still tell if the sun was up yet?
- How could they know: (the thin skin of eyelids lets the light through)
- Ask all to close their eyes and then put their hands over their eyes to make it dark like the night, then take their hands away from their eyes but keep eyes closed to "see" the light shine through their eyelids.
- Then explain that a worm's entire body is like their eyelids, and lets the light shine through so it can "see" if it is night or day.

Now go back to Q & A that completes Part 1:

"Does it matter to a worm if it's day or night?", "Why?" (IE: day is when the sun could dry them out and make it hard to move around or even kill them, day is when a Robin or other bird can see them easily, night is cooler and there is dew to keep their skin moist, night is when most creatures who would eat them are sleeping or roosting, etc)

### Part 2: How does a worm hear?

Staying in the circle, start again with Q & A, based on the kids' prior knowledge of worms: IE: "does a worm have ears?", or use humor IE: "does a worm need to hear so it knows when its Mom is calling?"

Then move on to the activity:

- Have they ever been in a house where someone was walking around upstairs and making the ceiling vibrate? Explain that this is the same way we make vibrations when walking on the soil above a worm.
- Could they tell who was making the vibration even though they couldn't see or hear the person?:
- How?
- Show the canister and explain that it is like the soil over a worm's head, and you are going to pretend to be a Robin walking on that soil (demonstrate "walking" with your fingers on the lid)
- Ask all to close their eyes and put their fingers in their ears, and wait for you to walk around the circle and put the canister on each head one at a time.
- When they "hear" your fingers walking on their head, they should say the word "Robin".
- Then explain that a worm's entire body is like their muffled eardrums, and very sensitive to vibrations.

Now go back to Q & A that completes Part 2:

"How do you think it helps a worm survive to be able to "hear" this way?"

**Part 3: How does a worm feel?**

Staying in the circle, start again with Q & A. IE: "Now that we know the way a worm sees and hears, do you think either of those senses help it find its favorite food to eat?", "does a worm eat with a spoon?"

Then move on to the activity:

- Have everyone hold up both their index fingers, and very gently touch them together a few times. Explain that our fingertips have some of the most sensitive skin on our bodies, and can feel even the slightest touch. Ask everyone to touch one finger gently to the side of their neck to find another sensitive spot of skin.
- Show the rock and the leaf, and explain that a worm's entire body is as sensitive as their fingertip or neck, and that sensitivity lets them know whether they are crawling over food or not.
- Ask all to close their eyes, hold out one finger, and say either the word "rock" or "leaf" after you walk around the circle and touch their fingertip with one or the other. We will all find out if we can feel as good as a worm can.

**Wrap Up:**

Have everyone put on their thinking caps and ask: Now that they know just what it's like to see, hear, and feel like a worm, how does this change the way they think about worms? Go around the circle to give everyone a turn to share.

## More Jr. Nature Explorers Camp Songs

Unless noted, lyrics by Emily Bishton © 2006

<p>♥ <b>The Swallow Song</b> (sung to the tune of <i>She'll be Comin' Round the Mountain</i>)</p> <p>She'll be flyin' 'round the meadow when she comes. She'll be flyin' 'round the meadow when she comes. She'll be flyin' 'round the meadow, She'll be flyin' 'round the meadow, She'll be flyin' 'round the meadow, when she comes.</p> <p>2<sup>nd</sup> verse: She'll be eatin' flying insects</p>	<p>♥ <b>"Dirt Made My Lunch"</b></p> <p>Dirt made my lunch, dirt made my lunch, thank you dirt, thanks a bunch, for my salad, my sandwich, my milk, and my munch, cause dirt, you made my lunch!</p> <p>©Banana Slug String Band (variations: substitute plants, worms, sun, or bees, for the word dirt)</p>
<p>♥ <b>Butterfly Butterfly</b> (sung to the tune of <i>Pussycat, Pussycat</i>)</p> <p>Butterfly, Butterfly I love you, yes I do!</p> <p>(variations: substitute Bumblebee, Hummingbird, Red Wiggler, etc.)</p>	<p>♥ <b>Little Bat</b> (sung to the tune of <i>Twinkle Twinkle Little Star</i>)</p> <p>Twinkle twinkle little bat, How I wonder where you're at! You eat mosquitoes all night long, You're sleepin' while I sing this song! Twinkle twinkle little bat, How I wonder where you're at!</p>

## **What can you do with Youth in the Garden?**

### ***Quick Lesson Plans Utilizing the Garden***

#### **Terrariums**

During colder months students can build mini greenhouse for indoors. Using two clear plastic cups, sand, and charcoal and potting soil. Talk with students about what they think a plant would need to grow in the winter. Students will only have to water these plants once because the water will cycle through the water cycle-explain. Sand and charcoal help with water filtration. Have students share where they will be keeping there plant safe-preferably where they can get as much light as possible. *GR K-6*

#### **Dirt Challenge**

To have students get over there sometimes fear of dirt, play in the mud! Make mud either in a bucket or contained area. Have students place there feet or hands in the mud. It can get a little messy but students get a kick out of dirt! Be sure to have a hose or cleaning bucket and towels for students to clean up. You can have students write a journal or poem around what it felt like. They can have their names, or pictures, placed on a "Dirt Challenge" poster board. *GR K-3*

#### **Garden Journals**

Have students make their own garden journals for the season. They can document their gardening experience through pictures poem and writing. Using cardstock or cardboard for outside covers, colored construction paper, hole punch and heavy duty string. The journal can be used to document a seed planted, adopted plant, or entire garden layout. Students can keep track of growth height, watering schedule, and harvest date. *ALL AGES*

#### **Garden Scavenger Hunt**

Compile a list of items students need to find in the garden, you can associate points to each item or simply have them check off if they find the item. Equip students with rulers, bags, magnifying glasses, bug catchers etc. Examples could be: Stem 8" long, weed root, smooth stone 3" wide, flower with six petals, etc. Have students circle up at the end of allotted time and share what they found, could not find, and why they think they could not find certain items. *GR 1-5*

#### **Lady Bug Stones, Lady Bug Search**

Discuss why lady bugs are good for the garden and how they help. Go on a lady bug search around the outlying areas of the garden, carefully catching any ladybugs and bringing them back to the garden. Older students can do a survey of the amount of ladybugs they find in a garden compared with outside the garden. Discuss outcomes. Smaller students can search for smooth stones at least four inches around and can paint these stones like a ladybug. They can be used to decorate the garden or paperweights. *GR K-4*

#### **Labeling Signs**

During colder months one can do some garden planning. Ask students what they would like to plant in their garden this spring. Suggest themes, salad garden, taco garden, pizza garden, or fairy garden. Make a list of veggies students would like to plant in the garden. Distribute cardstock and have students volunteer to make labeling sign to be placed in the garden. Students can use paint, colored pencils, crayon, and markers. Encourage students to make signs colorful and legible. They can be collected and laminated for future use! *ALL AGES*

#### **Building a Trellis**

Peas after Presidents Day, and beans when it gets a little warmer! Both can be trellised for maximum use of garden space and production. Older students can design a trellis, looking at different styles (metal, wood, bamboo, plastic, tepee or ladder). Discuss pro's and con's to each option and decide on best options. Offer pictures as examples *GR 6-HS*

### **Weed Tally**

Ask students what they think a weed is. Discuss with students that a weed is a plant that is simply in the wrong place. Why don't we want weeds in the garden? Give each student a section of the garden and tell them to collect as many "weeds" and keep count. They then can log the number of weeds on a poster board with their name, date, and number of weeds they collected. *GR K-3*

### **Plant/Weed competition**

After discussing what plants need to survive (sunlight, water, and soil). Have several 4" cards with each plant need. Divide the class into two groups "weeds" and "plants". Round one: plants are in even rows, where they can not move. Place plant needs on the ground, students have five seconds to pick up as many cards as possible, staying in one place. Record how many each student collects. Round two: plants are still in even rows but weeds are added (weeds do not have to be in rows they can go where ever they want) students are again given 5 seconds. Record the data and compare results. Similar game can be played (older students) with plant nutrients: Nitrogen, Potassium, and Phosphorus. *GR 1-5*

### **Bird Survey**

Why are birds important for the garden? Why are they a nuisance to freshly planted gardens? Students will be conducting a bird survey of the garden and surrounding area. Partner up students with a clip board, pencils and paper. Students make a tally mark for every bird they see and a circle for every bird nest. Explain that birds may get frightened of noises so students should be quite, set boundaries for the survey, suggest students take different locations to make sure they don't count the same birds twice. *GR 1-5*

### **Bird Treats**

Winter is a hard time for birds. Although most migrate to warmer places some stick around. Have students collect pinecones so make bird treats for those that stayed around. Students tie a long, durable string around the pinecone, using lard (or peanut butter if no student is allergic) cover the pinecone with a thin layer of this sticky substance, roll cones in birdseed and hang from tree. To transport sticky treats home, wrap in tin foil or recycled newspaper. *GR K-3*

### **Bugged Out**

Discuss/Ask why we need bugs in our garden! Several educational books, ranging in age appropriateness. "The Icky Bug Alphabet Book" "Hide and Seek Science, Where's that Spider" Students can pick their favorite insect and draw a chalk picture of the insect and explain why they are important. Students can go on a bug search! Explain that bugs are living creatures and we must respect and return them to nature. *GR K-3*

### **Compost Worms**

What is compost and why is it important to the garden. Borrow a working compost worm bin from Seattle Tilth and have students get up close with red wiggler worms. Explain difference between red wigglers and night crawler worms. Have students measure and name worms, draw a picture and label the different parts of a worm (head, anus, segments, and clitellum) Guess how much a worm eats each day, and how much we would have to eat if we were worms? Students can have an apple snack and add the core to the worm bin! *ALL AGES*

### **What a Seed Needs to Grow Experiment**

Using what a seed needs to grow as a variables- water, sunlight, air and soil, have three cups, with one of each of these variable taken away: one container that will not be watered, one that will be kept in the dark, one in a zip lock bag, and one where the seed is planted in a sponge. Wheat Grass seeds work well because of the fast germination times, within a week. Discuss the

outcomes and why some seeds may have grown even if they didn't have all variables (desert plants, hydroponics, and shade loving plants). *GR 3-6*

#### **Map the distance food travels**

Have three bags, with three pieces of produce in them. Each bag will contain a scenario on how that piece of produce arrived in the class room; one bag will contain a vegetable from the local garden. Have students use string and push pins on a world map to trace how far the food traveled. Discuss the problems with food traveling so far, why it is hard to eat local year round, and solutions. Older students can calculate carbon footprints of food. Example of Scenario: Banana from Ecuador-collected on a farm, trucked to Quito, shipped to L.A. by boat, trucked to WA, driven home from grocery store. *GR 3-HS*

#### **Where's that Veggie from?**

Have students pick out their favorite vegetable or fruit. Then ask them where they originated from, what type of weather is ideal to grow them in, would they grow in WA? Discuss where students could find this information (Library, Internet, Gardeners). Have samples of produce (or pictures) from the garden and have students match where this produce originates from. *GR 4-HS*

#### **Green Smoothies**

Here is an awesome recipe to get kids to eat the last of that fresh spinach from your garden! They might be a little leery of the green color, but after they taste it, they will be screaming "add more spinach!"

1 banana

2 cups orange juice

2 cups freshly picked spinach

1 ½ cups frozen fruit (Strawberries, Mangos, or Pineapples)

Spinach is a great source of dietary fiber. It is known to be an excellent source of iron, calcium, and vitamins A and C. *ALL AGES.*

#### **Garden Chores**

Students should help with the maintenance of the garden through the year. This will create a sense of ownership in the garden. From watering with canisters, mulching, weeding, turning compost bins, planting seeds, transplanting starts, gathering sticks, to drawing the garden map, constructing stepping stones, and posting garden rules. Explain how to do each task, along with the importance. Ask to students to imagine what would happen if no one ever did a particular task. *ALL AGES*

#### **Plant Part Cooking Stir-Fry/Pot stickers/Garden Salad**

Have students choose what they would like to prepare using the six different plant parts (leaf, stems, flowers, fruit, roots, and seed). Discuss the function of each plant part. Students can divide into groups and make their own recipes.

#### **INGREDIENTS**

1/2 head Napa Cabbage, cleaned and cored

1/2 cup carrots, peeled and diced

3 Tbs shallot, onion, or green onion, minced

1 Tbs garlic, minced

1 Tbs ginger, minced

1/2 small can water chestnuts, drained

10-20 wonton wrappers

2 Tbs water, reserved

1 Tbs vegetable oil

## PREPARATION

1. Cut cabbage into 1" pieces.
2. Add remaining prepped vegetables.
3. Smear water on the edges of the wrapper. Fold and seal.
4. Drizzle oil into hot pan. Fill pan with pot stickers, ensuring enough cooking room.
5. Sauté pot sticker on each side.
6. Add water and cover pan to steam ingredients. Allow to steam 3 minutes.

## Crispy Kale Recipe: Healthy Snacks That Don't Seem Healthy at All

<http://kidscooking.about.com/od/sidedishes/r/crispykale.htm>

Kale recipes aren't normally on the top of most parents lists when they're looking for vegetables the kids will like. But I urge you to try this crispy kale. It is really extraordinary. Although the kale is roasted, not fried, it becomes crispy and salty, almost like french fries. This kale recipe is incredibly healthy, too. It boasts a whopping 309% of the recommended daily allowance of vitamin A, 201% vitamin C, 14% calcium, 10% iron, 3 grams of protein, 2 grams of fiber, and it only has 112 calories and 1 gram of saturated fat per serving!

- Prep Time: 5 minutes
- Cook Time: 20 minutes
- Total Time: 25 minutes
- Yield: 4-8 servings

### Ingredients:

- 6-8 cups chopped fresh kale, hard stems removed
- 2 Tbsp. olive oil
- 1 tsp. apple cider vinegar
- 1/2 tsp. kosher salt or sea salt

### Preparation:

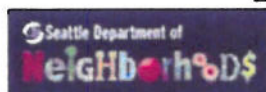
1. Place a rack on the lowest shelf of your oven. Preheat oven to 350 degrees F.
2. Spread kale out on a sturdy baking sheet. Drizzle with olive oil and apple cider vinegar. Toss to coat completely.
3. Place on the lowest rack of the oven and bake for 10 minutes.
4. Remove from oven and stir so that kale can get crispy all over.
5. Bake another 8 to 12 minutes or until kale is crispy. It should be just lightly browned and crispy to the touch. If kale still bends, rather than crackles, when you touch it, it isn't done yet. Return it to the oven. Turn down the heat if it is getting too brown. Continue cooking until crispy.
6. Remove from oven, and sprinkle with sea salt and serve immediately.

PPatch gives interest list priority to people gardening with youth groups!

Sign up here for a plot: <http://www.seattle.gov/neighborhoods/patch/signupPpatch.htm>

Phone Number: 206.684.0264 Fax Number: 206.233.5142

Email: [ppatch@seattle.gov](mailto:ppatch@seattle.gov)



P-PATCH COMMUNITY  
GARDENING PROGRAM

Kits are available at two locations, one at Seattle and one at Renton.

For further information,  
contact the Extension Coordinator:



[elaine.anderson@wsu.edu](mailto:elaine.anderson@wsu.edu)  
206-685-5104

The **Master Gardener program** is a part of Washington State University Extension presenting science-based research on a variety of environmental subjects including, plants, pest management and gardening.

[www.mgfk.org](http://www.mgfk.org) [www.kingcountymg.org](http://www.kingcountymg.org)



# WSU Extension Master Gardener Teaching Kits

A detailed black and white illustration of an open box overflowing with various educational materials. Inside the box are books, some with titles like 'PLANTS OF THE', a magnifying glass, a pair of tweezers, a small jar, and several insects including a fly, a bee, and a ladybug. The box is surrounded by scattered leaves and small plants.

Environmental education  
in a box!

A FREE curricular resource for schools,  
community groups, Master Gardener clinics  
AND MORE...





**Master Gardener Teaching Kits** are designed to bring environmental education to schools, community groups, parks and recreation departments, senior centers, nursing homes, youth programs, and Master Gardener clinics.

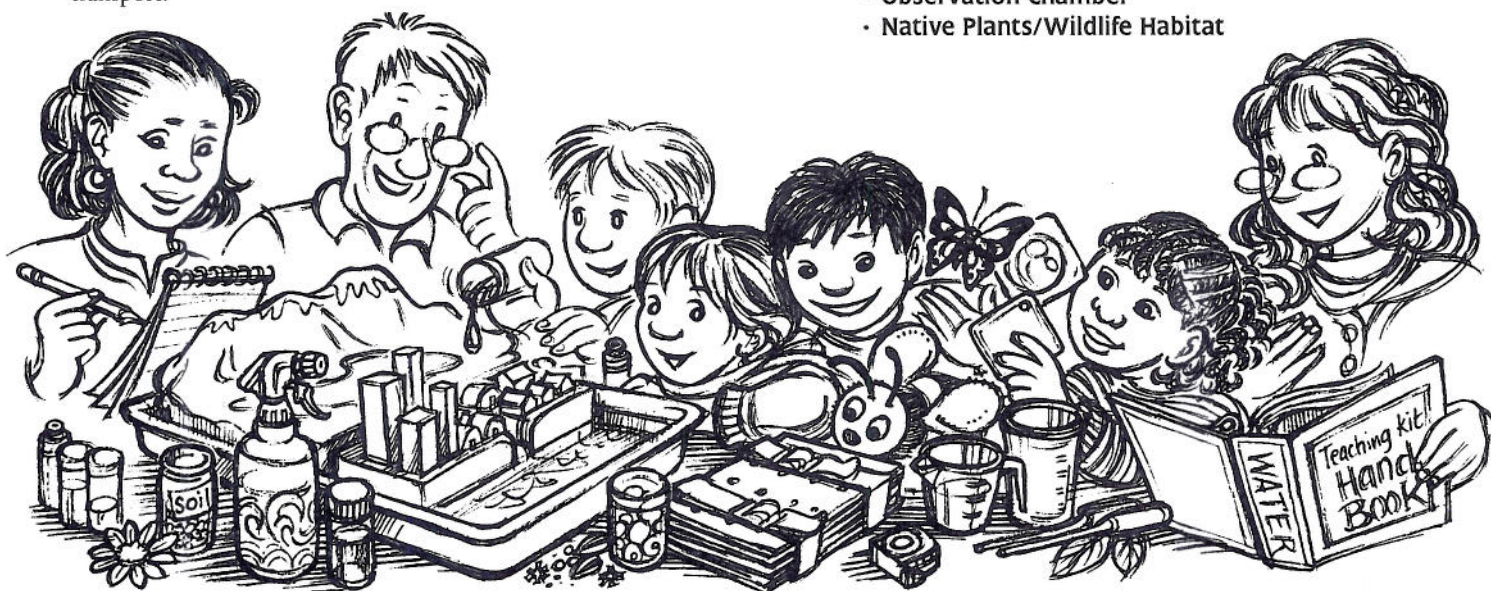
**Each kit is a classroom in a box** focusing on one scientific concept with curricula that can be easily adjusted to any age group, from kindergartners to teenagers to seniors.

**Contents of the kits include:** Videos, hand lenses, Petri dishes, posters, storybooks, puppets, brochures and flyers. In addition, there is a handbook with background information, diagrams, worksheets, teaching tips and lesson plans. A folding luggage cart is provided for easy transport.

**Every kit is tailored to its subject.** For instance, the water kit includes a watershed model that can be used to illustrate the cause and effects of pollution by demonstrating water runoff from our homes to the lakes, rivers, and ocean nearby.

**There are currently 12 kits available; each kit may be checked out for three weeks:**

- Roots and Shoots
- Seeds and Flowers
- Insects
- Pollinators
- Trees
- Water
- Observation Chamber
- Native Plants/Wildlife Habitat
- Soil and Compost
- Worms
- Mini Worm Bin
- Recycling
- Food Gardening (coming soon)



# Plants for Kids (<http://www.seattleflth.org/>)

## Perennials

<u>Perennials</u>	Roses	<u>Flower</u>	Squash	Mistletoe
Agastache	Rosemary	Arugula	Tomatillos	Morning Glory
Artichoke	Silver Shield Sorrel	Bachelor's Buttons	Tomatoes	Nightshade
Berries	Sweet Cicely	Bean blossoms	<u>Others we like</u>	Periwinkle
Cardoon	Thyme	Black-eyed Susan	Buckwheat	Poison hemlock
Chamomile	Tulips	Borage	Burdock	Rhododendron
Chives	<u>Annual Veggies and Flowers</u>	Brassica flowers	Cleavers	Spurge
Clove Currant	<u>Leaf</u>	Calendula	Mullen	Sweet pea
Comfrey	Basil	Clover	Phacelia	Wisteria
Culinary Sage	Broccoli	Cutting flowers for bouquets	Rye, oats, barley, wheat	
Dianthus	Cauliflower	Daisies	<u>A Few Poisonous Plants</u>	
Fennel	Chard	Nasturtiums	Aconite	
Fruit Trees	Cilantro / Coriander	Red Dead Nettle	Anemone	
Honeysuckle	Collards	Viola, Pansies, Johnny Jump Ups	Azalea	
Hyssop	Garlic	Zinnia	Buttercup	
Jerusalem Sage	Leeks	<u>Fruit</u>	Calla Lily	
Kiwi	Lettuce	Beans -- snap	Clematis	
Lamb's ear	Onion	Beans -- runner	Daffodil	
Lavender	Spinach	Cucumbers -- lemon	Delphinium	
Lemon Balm	Stevia	Peas	Four o'clock	
Lemon Verbena	<u>Root</u>	Peppers	Foxglove	
Mint	Carrots	Pumpkins	Hyacinth	
Monarda	Beets		Hydrangea	
Oregano	Potatoes		Iris	
Pineapple Sage	Radishes		Ivy	



	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
ASPARAGUS	seed	transplant	transplant	transplant	transplant	transplant	transplant	transplant	transplant	transplant	transplant	transplant
BASIL												
BROCCOLI			plant starts	plant starts	plant starts	plant starts	plant starts	plant starts	plant starts	plant starts	plant starts	plant starts
BEANS (GREEN)					seed	seed	seed	seed	seed	seed	seed	seed
BEETS		harvest	harvest	harvest	harvest	harvest	harvest	harvest	harvest	harvest	harvest	harvest
BRUSSELS SPROUTS		harvest	harvest	harvest	harvest	harvest	harvest	harvest	harvest	harvest	harvest	harvest
CABBAGE				seed	seed	seed	seed	seed	seed	seed	seed	seed
CARROTS		harvest	harvest	harvest	harvest	harvest	harvest	harvest	harvest	harvest	harvest	harvest
CAULIFLOWER				seed	seed	seed	seed	seed	seed	seed	seed	seed
COLLARDS				seed	seed	seed	seed	seed	seed	seed	seed	seed
CORN					seed	seed	seed	seed	seed	seed	seed	seed
CUCUMBER					seed	seed	seed	seed	seed	seed	seed	seed
EGGPLANT					plant starts	plant starts	plant starts	plant starts	plant starts	plant starts	plant starts	plant starts
FAVA BEANS					seed	seed	seed	seed	seed	seed	seed	seed
GARLIC												
KALE		harvest	harvest	harvest	harvest	harvest	harvest	harvest	harvest	harvest	harvest	harvest
LEEKS (WINTER)					seed	seed	seed	seed	seed	seed	seed	seed
LETTUCE (OAK, RED-SAIL)					seed	seed	seed	seed	seed	seed	seed	seed
LETTUCE (SIMPSON)												
ONION SETS				plant sets	plant sets	plant sets	plant sets	plant sets	plant sets	plant sets	plant sets	plant sets
PARSNIP		harvest	harvest	harvest	harvest	harvest	harvest	harvest	harvest	harvest	harvest	harvest
PEAS (SNAP)		seed	seed	seed	seed	seed	seed	seed	seed	seed	seed	seed
PEPPERS					plant starts	plant starts	plant starts	plant starts	plant starts	plant starts	plant starts	plant starts
POTATOES					plant tubers	plant tubers	plant tubers	plant tubers	plant tubers	plant tubers	plant tubers	plant tubers
PUMPKIN					seed	seed	seed	seed	seed	seed	seed	seed
RADISH			seed	seed	seed	seed	seed	seed	seed	seed	seed	seed
SPINACH			seed	seed	seed	seed	seed	seed	seed	seed	seed	seed
SQUASH (SUMMER)					seed	seed	seed	seed	seed	seed	seed	seed
SQUASH (WINTER)					seed	seed	seed	seed	seed	seed	seed	seed
SWISS CHARD		harvest	harvest	harvest	harvest	harvest	harvest	harvest	harvest	harvest	harvest	harvest
TOMATOES					seed	seed	seed	seed	seed	seed	seed	seed
TURNIPS					seed	seed	seed	seed	seed	seed	seed	seed
ZUCCHINI					seed	seed	seed	seed	seed	seed	seed	seed

# Plant a Day

## Children & Youth Garden Funding Opportunities

Grant Amount ♣ Under \$1,000 ♣♣ \$1,000 - \$10,000 ♣♣♣ Over \$10,000

Name	Description	Grant Amount	Other	What next?
<b>Aetna Foundation's Local Roots' Grant Program</b>  <b>Go Local: Cultivating Healthy Communities</b>	The program seeks to fund the creation and expansion of community gardens, urban farms and farmers markets in underserved, low-income and minority communities.	♣♣♣	Non-specific	For more info: <a href="http://www.aetna-foundation.org/foundation/assets/documents/2015go-local-rfp.pdf">http://www.aetna-foundation.org/foundation/assets/documents/2015go-local-rfp.pdf</a>  To apply: <a href="http://www.aetna-foundation.org/foundation/apply-for-a-grant/index.html">http://www.aetna-foundation.org/foundation/apply-for-a-grant/index.html</a>
<b>American Community Gardening Association Funding Opportunities</b>	The Mission of the American Community Gardening Association is to build community by increasing and enhancing community gardening and greening across the United States and Canada.  *For a list of current funding opportunities, sign up for the e-newsletter	Varies	Funding Resource page	<a href="https://communitygarden.org/resources/funding-opportunities/">https://communitygarden.org/resources/funding-opportunities/</a>
<b>American Honda Foundation Grant</b>	Awards are granted to national non-profit agencies for youth education programs in math, science, the environment, and technology.	♣♣♣	Youth programs	<a href="https://edibleschoolyard.org/resource/american-honda-foundation-grant">https://edibleschoolyard.org/resource/american-honda-foundation-grant</a>
<b>Annie's Grants for Gardens</b>  <b>Annie's Garden Funder™ on Crowd Rise</b>	Annie's offers Grants for Gardens donations to schools and other educational programs that help build school gardens.  As part of Annie's commitment to growing school gardens, we created the Annie's Garden Funder™ on Crowd Rise to empower schools and like-minded friends to raise money for school gardens.	N/A	Schools Gardens	For more info on the Grant: <a href="http://www.annies.com/giving-back/school-gardens/grants-for-gardens">http://www.annies.com/giving-back/school-gardens/grants-for-gardens</a>  To fundraise for your school: <a href="https://www.crowdrise.com/AnniesGardenFund">https://www.crowdrise.com/AnniesGardenFund</a>
<b>Bonnie Plants' 3rd Grade Kids Cabbage Program</b>	Each year, we distribute more than one million free cabbage plants to 3rd Grade classrooms across the country. As part of the program, Bonnie Plants awards a \$1,000 scholarship to one student in each state. Teachers submit a class winner and a child is chosen via random drawing by each state's Director of Agriculture.	♣	Scholarship to individuals	<a href="http://bonniecabbageprogram.com/">http://bonniecabbageprogram.com/</a>

<p><b>Chef Ann Foundation - Mission Nutrition Grant</b></p>	<p>Chef Ann Foundation has teamed up to launch Mission Nutrition: Fruit and Veggie Grants for Schools. These grants help schools increase kids' access to fresh fruits and veggies and nutrition education</p>	<p>♣</p>	<p>Schools Gardens</p>	<p><a href="https://edibleschoolyard.org/resource/mission-nutrition">https://edibleschoolyard.org/resource/mission-nutrition</a></p>
<p><b>City People's Garden Store: Community Garden Contest</b></p>	<p>City People's Garden Store will help sponsor an urban garden project that benefits the people of Seattle and contributes to the health of the community. *This gift card can be used as a 'cash match' to a grant</p>	<p>♣</p>	<p>Garden Products</p>	<p><a href="http://citypeoples.com/gardenstore/contest/">http://citypeoples.com/gardenstore/contest/</a></p>
<p><b>Edible School Yard Website</b></p>	<p>Browse this website for funding opportunities and resource posted by members of Edible School Yard.</p>	<p>Varies</p>	<p>Funding Resource page School Gardens</p>	<p><a href="http://edibleschoolyard.org/resources-tools/?search=&amp;type%5B%5D=8&amp;.x=17&amp;.y=6">http://edibleschoolyard.org/resources-tools/?search=&amp;type%5B%5D=8&amp;.x=17&amp;.y=6</a></p>
<p><b>Master Gardener's List of Grants</b></p>	<p>The Master Gardener Association of San Diego County School Garden Committee encourages and assists teachers in starting and maintaining gardens at their respective schools.</p>	<p>Varies</p>	<p>Funding Resource page School Gardens</p>	<p><a href="http://www.mastergardenerssandiego.org/schools/grants.php">http://www.mastergardenerssandiego.org/schools/grants.php</a></p>
<p><b>National Gardening Association Opportunities</b></p>	<p>As a national 501(c)(3) nonprofit organization, Kids Gardening offers children learning experiences that begin in the garden and stay with them the rest of their lives — resulting in improved academics, better eating habits, greater environmental stewardship, and ultimately healthier, more secure and engaged communities.</p>	<p>Varies</p>	<p>Funding Resource page Children &amp; Youth</p>	<p>NGA Grant Opportunities <a href="http://grants.kidsgardening.org/">http://grants.kidsgardening.org/</a> A Wealth of Wisdom: Funding School Garden Projects <a href="http://www.kidsgardening.org/node/3954">http://www.kidsgardening.org/node/3954</a> Strategies for a Growing Business <a href="http://www.kidsgardening.org/node/3941">http://www.kidsgardening.org/node/3941</a></p>
<p><b>PCC Community Grants</b></p>	<p>PCC strives to support organizations and schools located throughout the regions served by our stores. Four times each year, PCC awards a \$1,000 grant to a school or nonprofit that exemplifies the spirit of our local community. PCC has a particular fondness for projects and programs that involve food, especially those relating to food education, nutrition and/or food sustainability.</p>	<p>♣</p>	<p>School or Nonprofit</p>	<p><a href="http://www.pccnaturalmarkets.com/community/grants/index.html">http://www.pccnaturalmarkets.com/community/grants/index.html</a></p>

	senior gardens, prison gardens and homeless shelter gardens among others.			
<b>Whole Kids Foundation</b>	Created in partnership with Food Corps, the School Garden Grant program provides monetary grant to a primary or secondary school, or a nonprofit working in partnership with a primary or secondary school, to support a new or existing edible garden on school grounds.	♣	Primary or secondary school age children	<a href="https://www.wholekidsfoundation.org/index.php/schools/programs/school-garden-grant-program">https://www.wholekidsfoundation.org/index.php/schools/programs/school-garden-grant-program</a> Other Fundraising ideas for school programs: <a href="https://www.wholekidsfoundation.org/schools/programs/fundraising">https://www.wholekidsfoundation.org/schools/programs/fundraising</a>